



Orientation Services

Transfers on Track: An Assessment of Student Learning at Transfer Orientation

Assessment Report

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Choose One: Learning Outcome Assessment

Date of Assessment Implementation: July 2010 – August 2010

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Purpose of Assessment

To increase persistence and student success, the Academic Senate established *mandatory* Orientation for all new students. Transfer Orientation was assessed in an effort to evaluate the preparation of new undergraduate transfer students for success at Cal Poly Pomona. With the “whole” student in mind, Transfer Orientation seeks to facilitate graduation and to prepare students for both academic and personal success by creating intentional advisor/student interactions, getting students familiar with academic tools/resources and offering transitional support resources. Using *pre-program* Transfer student fears and concerns and prior year assessment, the data was used to design the 2010 Transfer Orientation program. New to the 2010 program was the addition of a peer led workshop on transfer success, student life and engagement. Following the 1-day Transfer Orientation program, a *post program* assessment of 34 questions was sent to all participants.

Targeted Learning Outcome

Participants will understand how to stay on academic track. (LO1)

Participants will understand the unique academic culture of Cal Poly Pomona. (LO2)

Participants will be able to identify at least one academic or personal support resource. (LO3)

Assessment Methodology

StudentVoice was used to create an online assessment. Both open- and closed-ended questions were used to assess for student learning. In order to facilitate completion of surveys, the assessment was sent to both the personal and Cal Poly Pomona email addresses of all Transfer Orientation participants. A drawing for a Fall quarter parking permit was offered as an incentive for 100% survey completion.

Results

Of the 1,618 participants attending Transfer Orientation, 376 students completed the survey instrument (23% response rate). The instrument consisted of 34 total questions, with 6 questions specifically targeted towards assessing the learning outcomes:

LO1: Participants will understand how to stay on academic track.

Two likert scale questions measured student’s knowledge of strategies for staying on academic.

In response to the question “*as a result of Orientation, I know how to identify required courses for my major*”, 53.59% Strongly Agreed, 40.12% Agreed, 5.69% Disagreed and .60% Strongly Disagreed.

As a response to the question “*as a result of Orientation, I understand the importance of seeking regular academic advising*”, 74.55% Strongly Agreed, 24.85% Agreed, .6% Disagreed and 0% Strongly Disagreed.

LO2: Participants will understand the unique academic culture of Cal Poly Pomona.

Two likert scale questions measured student's knowledge of the polytechnic demands of the quarter system at Cal Poly Pomona.

In response to the question "*as a result of Orientation, I know what academic demands to expect for my first quarter at Cal Poly Pomona*", 45.68% Strongly Agreed, 47.22% Agreed, 7.10% Disagreed and 0% Strongly Disagreed.

As a response to the question "*as a result of Orientation, I understand the rigors and expectations of a polytechnic education*", 51.23% Strongly Agreed, 43.83% Agreed, 4.63% Disagreed and .31% Strongly Disagreed.

LO3: Participants will be able to identify at least one academic or personal support resource.

One likert scale and one open-ended question measured student ability to articulate a campus resource they may be likely to utilize during their tenure at Cal Poly Pomona.

In response to the question "*as a result of Orientation, I am more knowledgeable about the campus resources available to help me with any academic and/or personal difficulties I may encounter*", 53.08% Strongly Agreed, 43.83% Agreed, 2.78% Disagreed and .31% Strongly Disagreed.

As a follow-up to the aforementioned question, students were asked to "*identify (at least one) campus resource/department (they) would likely use or are interested in*". 67% named one resource, 21% named two resources, 8% named 3 resources and 4% listed 4+ resources. Of the responses, 45% listed academic resources such as tutoring, online tools, academic programs, faculty office hours, Transfer Credit Evaluators, etc. and 55% indicated personal support resources like CAPS, Student Health, Campus Police and Fitness Center.

Conclusion

Averaging the satisfactory scores for each of the learning outcome assessment questions yields:

96.56% of students achieved LO1 (increase from 95.68% in 2009)

93.98% of students achieved LO2 (decrease from 95.15% in 2009)

96.92% of students achieved LO3 (increase from 95.59% in 2009)

Implications for Practice

Since becoming mandatory in 2003, Transfer Orientation has been transformed and finely tuned. Broader feedback has been sought, and includes not just participant assessment but campus constituent feedback. Campus constituents include the Orientation Advisory Council, University Advising Taskforce, the Council of Chairs and the Associate Deans Council to help drive the design and content of the program. Balancing both student and university feedback assists Orientation Services with keeping current on student trends, needs and interests as well as university goals, initiatives and learning outcomes. With future programs, a focus on student engagement and residential life will be incorporated into the Transfer Orientation program, to keep in line with the university's interest in developing a vibrant student life at CPP.