



## Student Completion Agenda – The Literature and Data on New Student Orientation

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### What the National Research Tells Us

*Integrating Technology into New Student Orientation Programs at Community Colleges*, Michael T. Miller & Myron L. Pope, Community College Journal of Research and Practice (September 2003).

“Orientation programs are designed to accomplish a wide variety of goals, ranging from the purely social to the technical aspects of registering for classes and paying bills. Twale (1989) indicated that new student orientation programs build an “esprit de corps” among new students, providing them the confidence and social support network necessary for their academic and personal success. Stephenson (1997) found that students enrolled in an extended orientation program in a community college were more likely to persist and actually performed academically better than their non-enrolled counterparts. Positive orientation program experiences have also been correlated to personal self-esteem and self-image, involvement, academic performance, and overall institutional satisfaction” (p. 16).

### SVC Data

#### SENSE – Fall 2010 (N = 636)

	N	%
I took part in an online orientation program prior to the beginning of classes.	13	2%
I attended an on-campus orientation program prior to the beginning of classes.	250	39%
I enrolled in an orientation course as part of my course schedule during my first quarter at this college.	23	4%
I was not aware of a college orientation.	136	21%
I was unable to participate in the orientation due to scheduling or other issues.	217	34%

## CCSSE – Spring 2003 to 2010 Administrations

### College orientation program or course

	2003	2005	2007	2010
I have not done, nor plan to do	62.9	67.9	65.3	66.0
I plan to do	10.8	11.3	12.1	11.1
I have done	26.3	20.8	22.6	22.8
Total	100.0	100.0	100.0	100.0
Percent plan to do or have done	37.1	32.1	34.7	33.9

An analysis comparing 2010 responses of students who had not done nor planned to attend a college orientation program and those who reported they had done so resulted in the following.

Students who responded that they had attended a college orientation program or course reported a significantly higher rating for the frequency, satisfaction and importance of

- academic advising/planning
- career counseling
- peer or other tutoring
- skills labs (writing, math, etc.)

In addition, respondents who attended orientation indicated a significantly higher response rate for 1) how much the college provides the support students need to be successful at the college and 2) the quality of the students' relationships with administrative personnel and offices at the college.

Note: these were all significant at the .01 level.