

# **An Extended Orientation Program's Impact on Satisfaction & Retention**

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# SESSION OVERVIEW

- Learning Outcomes
- Institutional Profile
- History of Extended Orientation Programs
- LSU STRIPES Program
- Research Questions
- Conceptual Framework & Theoretical Foundation
- Statistical Analysis
- Findings, Conclusions, & Recommendations

# LEARNING OUTCOMES

- Define “extended orientation program”
- Articulate use of quantitative statistical tests
- Articulate variables impacting satisfaction & retention
- Describe program impact on satisfaction & retention
- Articulate link between satisfaction & retention

# INSTITUTIONAL PROFILE

- Flagship Institution
- Fall '13 Enrollment – 29,865
  - 866 New Transfer Students
  - 24,931 Undergraduates
- 48% Male/52% Female
- 75% Louisiana/20% Other States/5% International
- 82.5% Retention (1<sup>st</sup> to 2<sup>nd</sup> year)
- 13 Colleges

# EXTENDED ORIENTATIONS

- Little current research exists on programs
- Transition camp vs. Extended orientation
- Most focus on spirit/history of institution
- Most report positive impact on retention
- Most well known – Texas A&M “Fish Camp”
- Others – Virginia Tech, Alabama, Memphis, Baylor, Stephen F. Austin, Arkansas

# HISTORY OF STRIPES

- Student Tigers Rallying, Interacting, & Promoting Education & Service
- Designed by Staff & Student Committee
- Started Off Campus - 2000
- Moved to On Campus - 2002
- 2014 - 15<sup>th</sup> Year
  - 3 Sessions
  - 900 Participants
  - 55 Student Staff

YEAR	# of SESSIONS	# of GROUPS	# of PARTICIPANTS
2000	1	10	65
2001	1	12	81
2002	1	10	102
2003	1	10	153
2004	1	12	180
2005	1	20	250
2006	1	24	376
2007	2	20	389
2008	2	20	396
2009	2	20	520
2010	2	24	525
2011	2	24	628
2012	3	20	825
2013	3	20	760*
<b>YTD TOTAL</b>			<b>5250</b>

\*Enrollment of first year class declined from 2012 to 2013

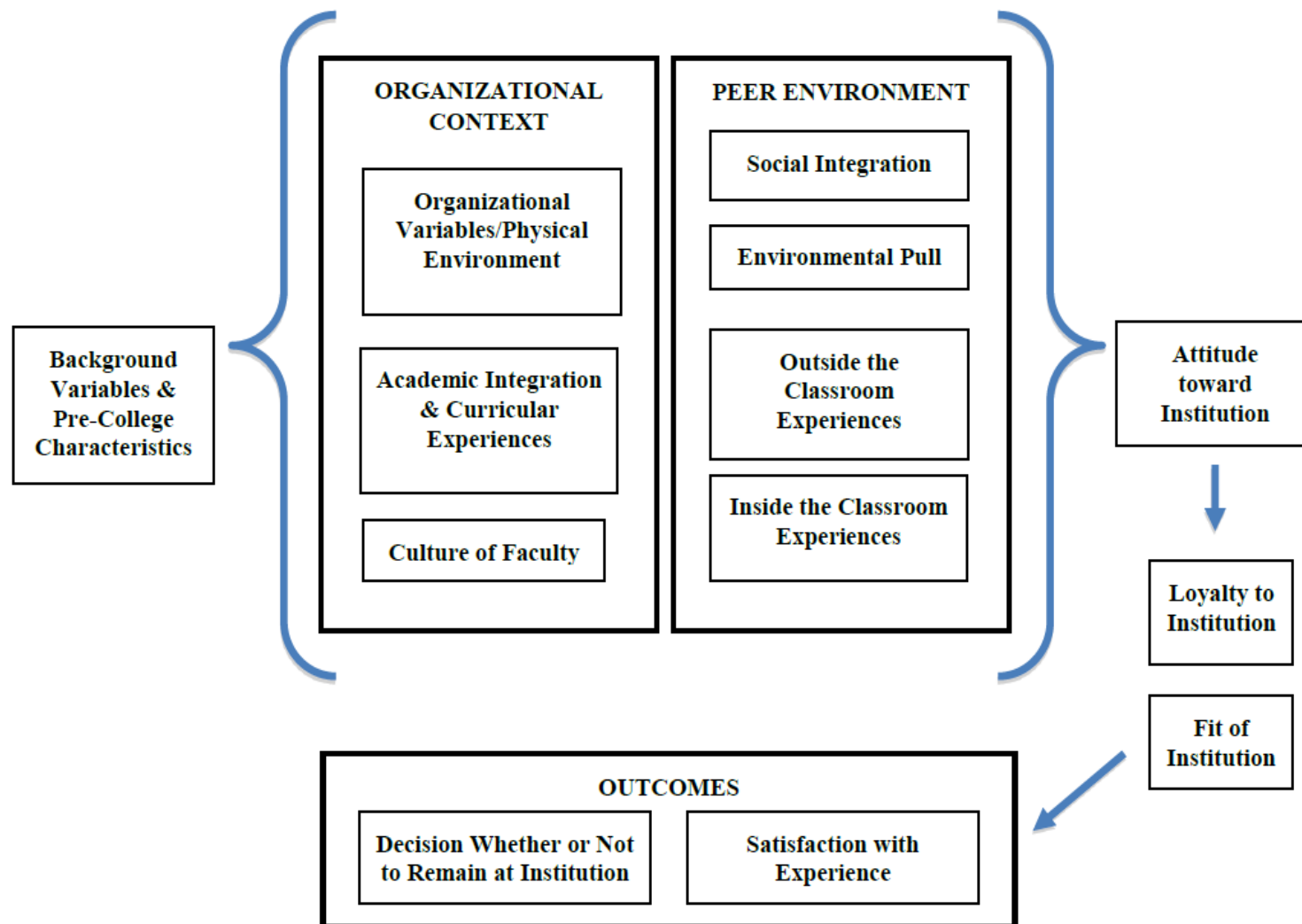
YEAR	RETENTION to 2 <sup>nd</sup> YEAR	GRADUATION (5 YR)
2000	89.1% (83.3%)	73.4% (49.7%)
2001	93.7% (84.2%)	64.6% (50.9%)
2002	87.6% (83.8%)	68.0% (52.3%)
2003	90.0% (85.0%)	56.7% (52.0%)
2004	85.4% (83.1%)	62.4% (53.0%)
2005	91.3% (82.6%)	71.0% (54.0%)
2006	92.1% (84.7%)	71.2% (59.2%)
2007	87.3% (85.4%)	70.1% (62.4%)
2008	88.0% (84.1%)	70.8% (59.9%)
2009	88.9% (84.1%)	
2010	89.8% (83.8%)	
2011	85.9% (83.0%)	
2012	83.4% (82.5%)	
	STRIPES (LSU)	STRIPES (LSU)



# RESEARCH QUESTIONS

- RQ1 – Descriptive Statistics
- RQ2 - Satisfaction with College Experience – STRIPES vs. No STRIPES
- RQ3 - Explanation of Variance in Satisfaction
- RQ4 - Relationship – Satisfaction & Retention
- RQ5 - Retention – STRIPES vs. No STRIPES
- RQ6 - Contributors to Prediction of Retention

# CONCEPTUAL FRAMEWORK



# THEORETICAL FOUNDATION

- Spady's Theory of Attrition (1970, 1971)
- Tinto's Theory of Student Departure (1975, 1988, 1993, 2000)
- Astin's Theory of Involvement (1975, 1984, 1985, 1993)
- Bean's Model of Retention (1980)
- Bean & Eaton's Approach to Retention (2000)

# STATISTICAL ANALYSIS

- General Information
  - First Year Students – 2009, 2010, 2011
    - $N = 15,550$  (accessible population)
  - STRIPES Students – 2009, 2010, 2011
    - $N = 1,652$  (not including transfers)
- Instruments Used
  - Researcher Designed Data Collection Form
  - College Student Satisfaction Evaluation

# STATISTICAL ANALYSIS

- Researcher Designed Data Collection Form
  - Archived Data from University Registrar
    - Application
    - Demographics
    - Current Academic Progress
  - Data Received via Excel Spreadsheet
  - Reliability & Validity
    - Reviewed for Missing Data
    - SAT/ACT Conversions

# STATISTICAL ANALYSIS

- College Student Satisfaction Evaluation
  - 7 Major Categories
    - Physical Environment
    - Faculty/Staff Interactions
    - Student Interactions
    - Outside the Classroom Experiences
    - Curricular Experiences
    - Perceptions of LSU
    - General Satisfaction

# STATISTICAL ANALYSIS

- College Student Satisfaction Evaluation
  - Subject Matter Expert Review (Rubio et al., 2003)
  - Pilot Survey
    - Cronbach's *alpha* - .97 - Exemplary Reliability (Robinson, Shaver, Wrightsman, 1991)
  - Final Survey
    - 59 Likert-type Questions/9 Personal Characteristics Questions
    - Administered through CampusLabs
    - Email Population – Incentives & Reminders
    - Non-Respondent Follow-Up

# FINAL SURVEY RELIABILITY

Category	# of Items	<i>N</i>	<i>a</i>
Physical environment	8	1882	.81
Faculty/staff interactions	11	1882	.90
Student interactions	8	1882	.93
Outside the classroom experiences	8	1786	.90
Curricular experiences	7	1786	.83
Perceptions of LSU	10	1786	.91
General satisfaction	6	1786	.86
<i>CSSE Instrument</i>	58	1786	.96

- $a = .96$  - Exemplary Reliability (Robinson, Shaver, & Wrightsman, 1991)



# STATISTICAL ANALYSIS

- RQ1 – Descriptive Statistics
- RQ2 – Satisfaction with College Experience
  - Two Sample *t*-test
- RQ3 – Explanation of Variance – Satisfaction
  - Stepwise Multiple Regression
- RQ4 – Relationship – Satisfaction & Retention
  - Point-Biserial Measure of Association
- RQ5 & RQ6 – Retention
  - Stepwise Logistic Regression

# FINDINGS – RQ1

- STRIPES
  - Participated – 1,652 (10.6%)
  - Did Not Participate – 13,898 (89.4%)
- Ethnicity
  - White - 12,176 (78.4%)
  - Black/African American – 1,577 (10.1%)
  - Asian/Pacific Islander – 520 (3.3%)
  - Hispanic – 764 (4.9%)
  - Other – 401 (2.6%)

# FINDINGS – RQ1

- Father's Education Level
  - College Graduate – 6,715 (43.1%)
  - Attended Some College – 2,482 (16.0%)
  - High School Graduate – 2,170 (14.0%)
  - Professional School Graduate – 2,160 (13.9%)
- Residency Status
  - Louisiana Resident – 11,943 (76.9%)
  - Non-Louisiana Resident – 3,393 (21.85%)
  - International Resident – 178 (1.1%)
  - Other – 36 (.2%)

# FINDINGS – RQ1

- On Campus Housing Status – First Fall Semester
  - Lived on Campus – 9,153 (58.9%)
  - Did Not Live on Campus – 6,397 (41.1%)
- Pell Grant Status
  - Received First Year – 1,074 (6.9%)
  - Received Second Year – 372 (2.4%)
  - Received Both Years – 1,946 (12.5%)
  - Did Not Receive – 12,158 (78.2%)

# FINDINGS – RQ2

## Distribution of Satisfaction Scores for Non-STRIPES Students Completing the College Student Satisfaction Evaluation

Subscale	<i>N</i> <sup>a</sup>	<i>M</i>	<i>SD</i>	Minimum value	Maximum value
Physical environment	1,610	3.18	.42	1.00	4.00
Faculty/staff interactions	1,610	3.08	.48	1.00	4.00
Student interactions	1,610	3.35	.65	1.00	4.00
Outside the classroom experiences	1,524	3.16	.51	1.00	4.00
Curricular experiences	1,524	2.98	.51	1.00	4.00
Perceptions of LSU	1,524	3.33	.52	1.20	4.00
General satisfaction	1,524	3.39	.55	1.00	4.00
<i>Overall satisfaction score</i>	1,524	3.21	.38	1.51	4.00

<sup>a</sup>86 of the students only completed the first three subscales.

# FINDINGS – RQ2

## Distribution of Satisfaction Scores for STRIPES Students Completing the College Student Satisfaction Survey

Subscale	<i>N</i> <sup>a</sup>	<i>M</i>	<i>SD</i>	Minimum value	Maximum value
Physical environment	260	3.21	.39	2.00	4.00
Faculty/staff interactions	260	3.13	.48	1.64	4.00
Student interactions	260	3.57	.51	1.50	4.00
Outside the classroom experiences	250	3.29	.48	2.00	4.00
Curricular experiences	250	3.06	.47	1.43	4.00
Perceptions of LSU	250	3.49	.44	2.20	4.00
General satisfaction	250	3.51	.49	1.67	4.00
<i>Overall satisfaction score</i>	250	3.33	.35	2.45	4.00
Total	260				

<sup>a</sup>10 of the students only completed the first three subscales.

# FINDINGS – RQ2

- $N = 1,774$  (12.7% useable response rate)
- Non-Respondent Follow-Up
  - 73.4% Response Rate
  - Compared on 3 different means
- Non-STRIPES ( $m = 3.21$ ;  $sd = .38$ )
- STRIPES ( $m = 3.33$ ;  $sd = .35$ )
- $t$  value -  $-4.34$ ;  $p < .001$
- Statistically Significant Difference
- Cohen's  $d = -.31$  – Small Effect Size (Cohen, 1988)

# FINDINGS – RQ3

- Stepwise Multiple Regression
  - 8 Statistically Significant Variables (TV – 4.7%)
    - % High School Rank – 1.3%
    - STRIPES Participation – 1.0%
    - On Campus – First Semester - .6%
    - Gender - .3%
    - Father's Education Level - .3%
    - Cumulative GPA – First Semester - .4%
    - ACT Score - .4%
    - White - .4%
- ANOVA ( $F = 9.72$ ;  $p < .001$ )



# FINDINGS – RQ4

- Point-Biserial Measure of Association (Hinkle et al., 2003)
  - Retention (nominal, dichotomous)
  - Overall Satisfaction Score (interval)
- $r = .03; p > .05$
- No Statistically Significant Relationship
  - Other Variables Could Impact Relationship
  - Large Population

# FINDINGS – RQ5

- $N = 12,466$
- Retention Rates Comparison
  - STRIPES (1,264 (92.1%) Retained/108 (7.9%) Not Retained)
  - Non-STRIPES (9,820 (88.5%) Retained/1,274 (11.5%) Not Retained)
- Stepwise Logistic Regression (Odds Ratio – 1.30)
- STRIPES Participants are **30% More Likely** to be Retained

# FINDINGS – RQ6

- $N = 12,466$
- 9 Statistically Significant Contributors
  - First Year Cumulative GPA, Pell Grant Recipient – 2<sup>nd</sup> year, Pell Grant Recipient – 1<sup>st</sup> year, % High School Rank, Father's Education Level, Residency Status, On Campus – First Year, Gender, STRIPES Participation
- 86.1% Accuracy in Predicting Group Membership

# CONCLUSIONS

- STRIPES & Satisfaction
  - Overall students are satisfied
- Predictors of Satisfaction
  - No practical value with model used
  - 5 of 8 variables are pre-college characteristics
- Satisfaction & Retention
  - Satisfaction does not necessarily impact whether students are retained

# CONCLUSIONS

- STRIPES & Retention
  - Worthwhile investment to influence retention
- Contribution to Prediction of Retention
  - Many variables occur after initial enrollment
  - Review programming & support initiatives

# IN PRACTICE

- Influence on University Reputation
- Cost-Effectiveness
  - Ability to fund program (registration fees)
  - Ability to maintain tuition dollars
  - Ability to implement new initiatives

# FUTURE RESEARCH

- Continue to Review Impact of Extended Orientation Programs
  - First Year Cumulative GPA
  - Outside the Classroom Involvement
  - Leadership Development
  - Graduation Rate
  - Interaction Effects (in state vs. out of state)

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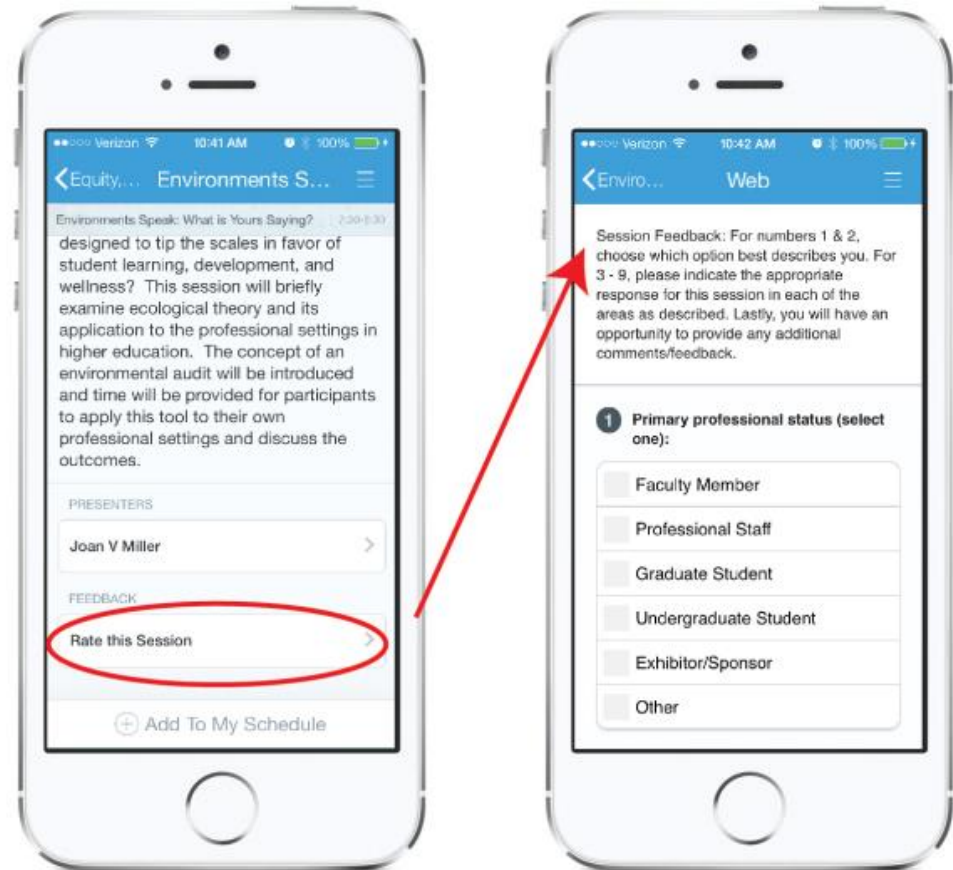


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