



UNIVERSITY OF LA VERNE

SOAR (Summer Orientation, Advisement and
Registration)
2010 Freshman Survey Report

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Purpose

The purpose of this survey was to assess the effectiveness of the Summer Orientation, Advisement and Registration (SOAR) program of 2010 as experienced by incoming main campus freshman and transfer students.

Method and Procedure

A survey form was developed to assess the experiences of freshman and transfer students on the main campus during the SOAR days and the Orientation Week. The survey form (See Appendix A) had additional questions prepared by ASULV (Associated Students of University of La Verne) regarding participation in and preferences for various ULV activities organized by ASULV. Two open-ended questions were asked about SOAR:

1. What activities would you like to see added to the SOAR day?
2. What activities would you like to see removed from the SOAR day?

Altogether 354 students responded to the survey administered in classes together with the CIRP Freshman Survey. The number of responses to the questions varied somewhat as indicated in the graphs. No demographic information was associated with this survey form.

Summary of Findings

A. Quantitative responses

The responses to the quantitative questions are present in seven graphs below.

- As Graph 1 indicates, 20% participated by themselves, 49% with a guest, and 31% did not participate.
- Graph 2 shows that of those who participated in the SOAR activities 33% were very satisfied, and 50% were satisfied overall.
- Graph 3 shows that of the total sample 41% were very satisfied and 28% were satisfied overall with the Welcome Week activities. And, 18% indicated they did not participate in the Welcome Week activities. However, of those who participated in the activities 50% were very satisfied and 34% were satisfied.
- Graph 4 shows that of the total sample 24% found information about student clubs and organizations very helpful, and 40% found them somewhat helpful. And, 22% indicated they did not seek such information. However, of those who sought such information 31% found them very helpful, and 52% found them somewhat helpful.
- Graph 5 shows that nearly one out of three students (31%) reported having to sign a promissory note delayed the registration process, while 21% were not sure.

• Graph 6 shows that of the total sample 13% found student-faculty dinner helpful in getting to know faculty, while 26% found it somewhat helpful. Nearly half the students (46%) did not participate in the student-faculty dinner. However, of those who participate 24% found it very helpful, and 49% found it somewhat helpful.

Graph 7 shows that of the total sample 12% of students were very satisfied with the Convocation, and 21% were satisfied. And, over half the students (55%) indicated they did not participate in the Convocation. However, of those who participate in the Convocation 27% were very satisfied, and 47% were satisfied.

B. Qualitative responses

Appendix B presents all the comments (unedited) made in response to the two open-ended questions. The top five main themes are identified here:

Question: What activities would you like to see added to the SOAR day (2010)?

Five main themes:

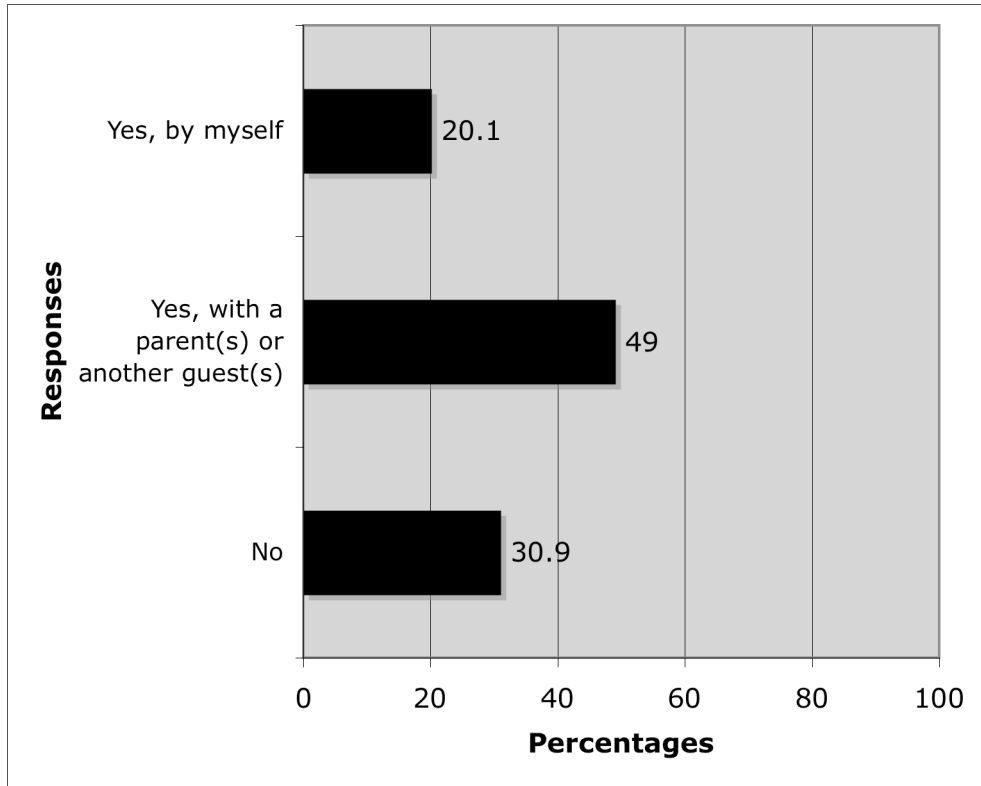
- More games/activities for students to meet and greet; more group meetings or communication time between students to meet and socialize; something where we interact with our own specific majors so we can get to know people in our major
- More meetings with the teachers and school personnel
- A more enhanced tour
- More food
- More information about classes and financial aid

Question: What activities would you like to see removed from the SOAR day?

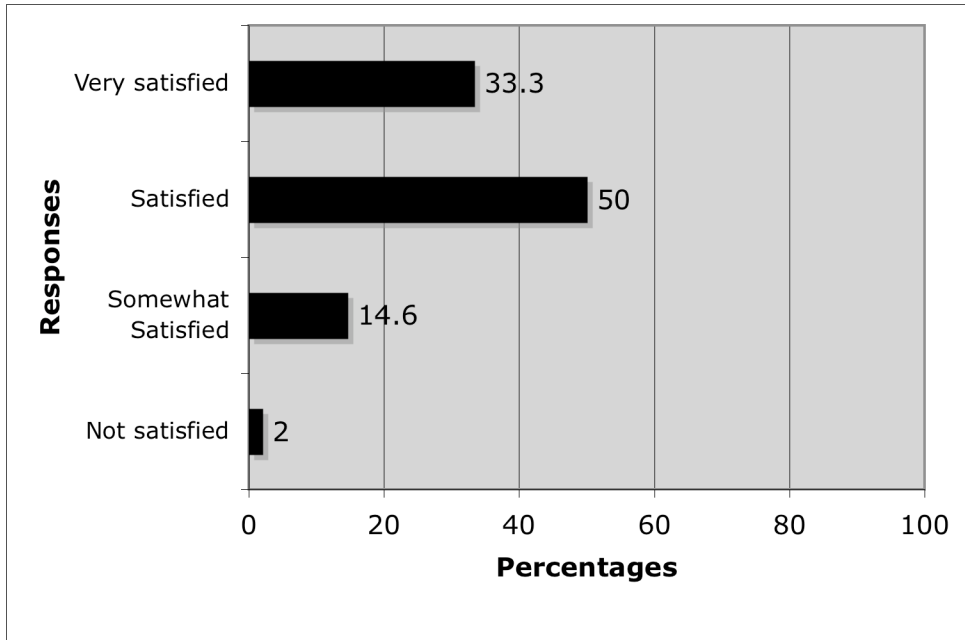
Five main themes:

- Some of the games at the end of the day and in general
- Long seminars and similar meetings
- The long speeches and talks by people. They were boring.
- The dinner
- Not have so many icebreakers

Graph 1. SOAR/orientation: Participation in SOAR during the summer (2010, $N = 353$)

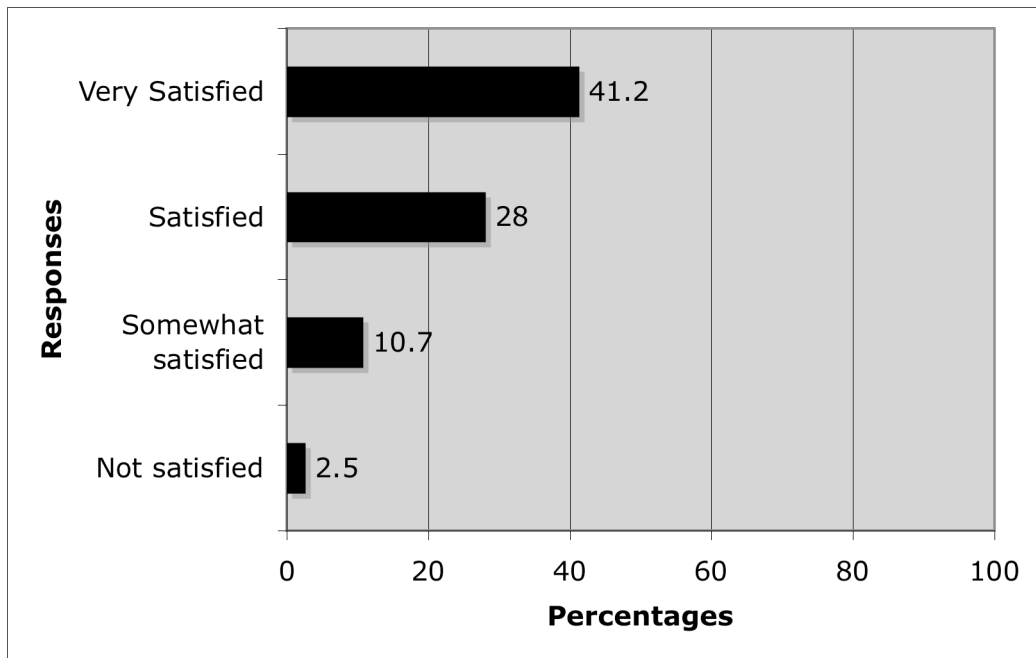


Graph 2. SOAR/orientation: Satisfaction with SOAR activities (2010, $N = 246$)



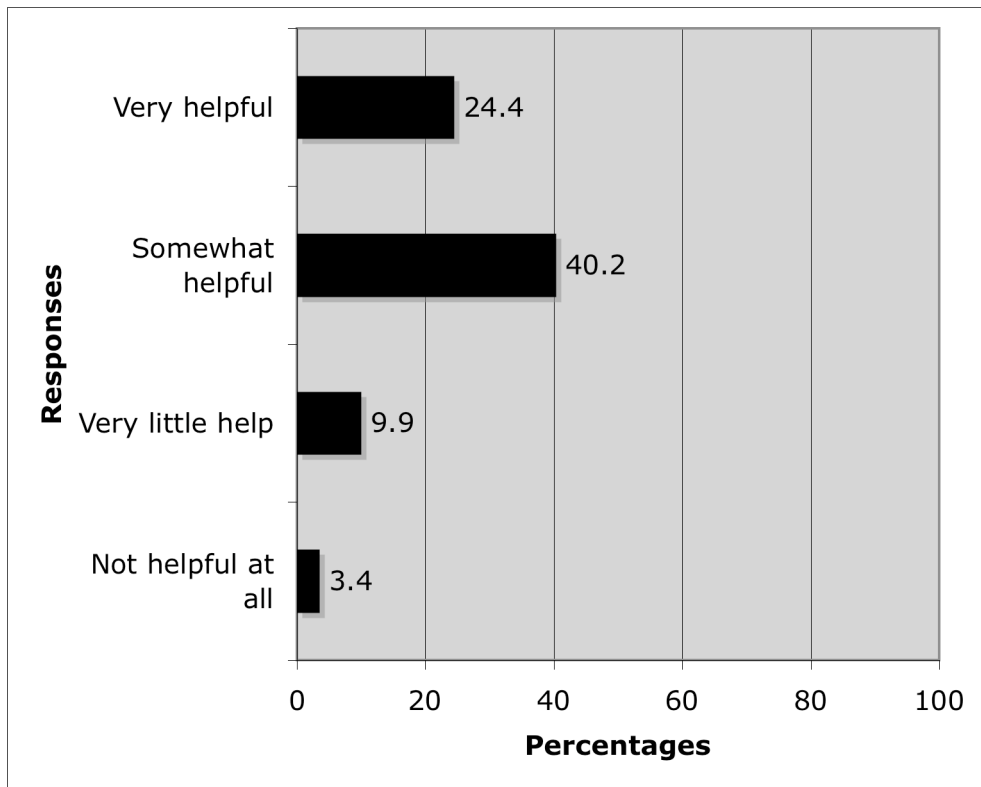
Note. Percentage of those who did not participate in SOAR and thus did not respond = 30.5% ($n = 108$).

Graph 3. SOAR/orientation: Overall satisfaction with activities from Welcome Week (2010, N = 354)



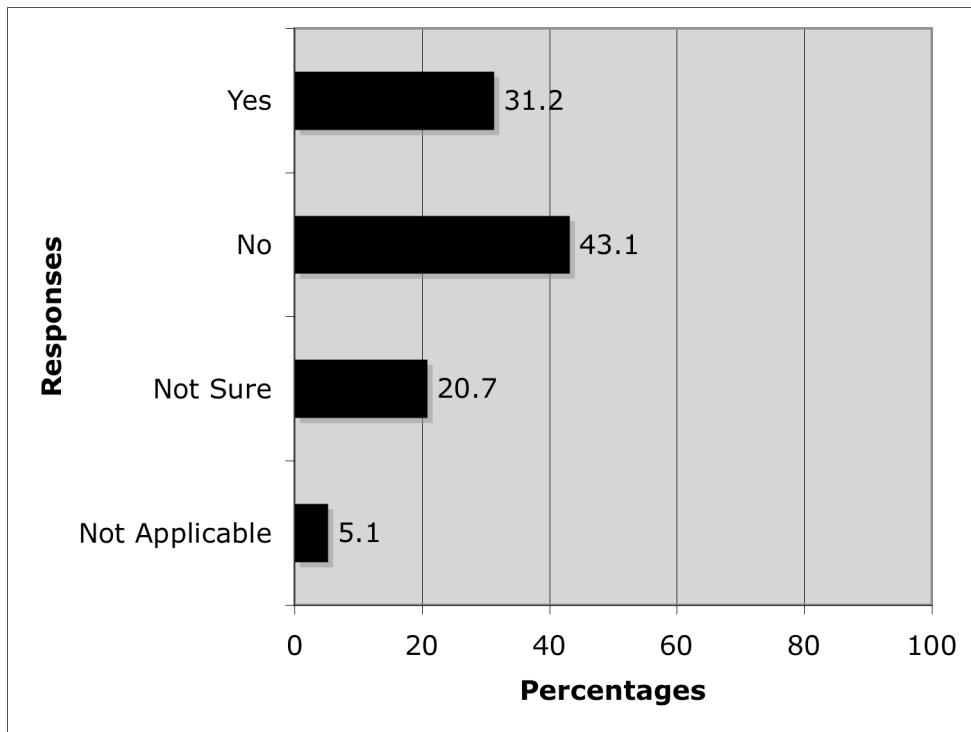
Note. Percentage of those who did not participate in Welcome Week activities= 17.5% (n=62).

Graph 4. SOAR/orientation: Information about student clubs and organizations (2010, $N = 353$)

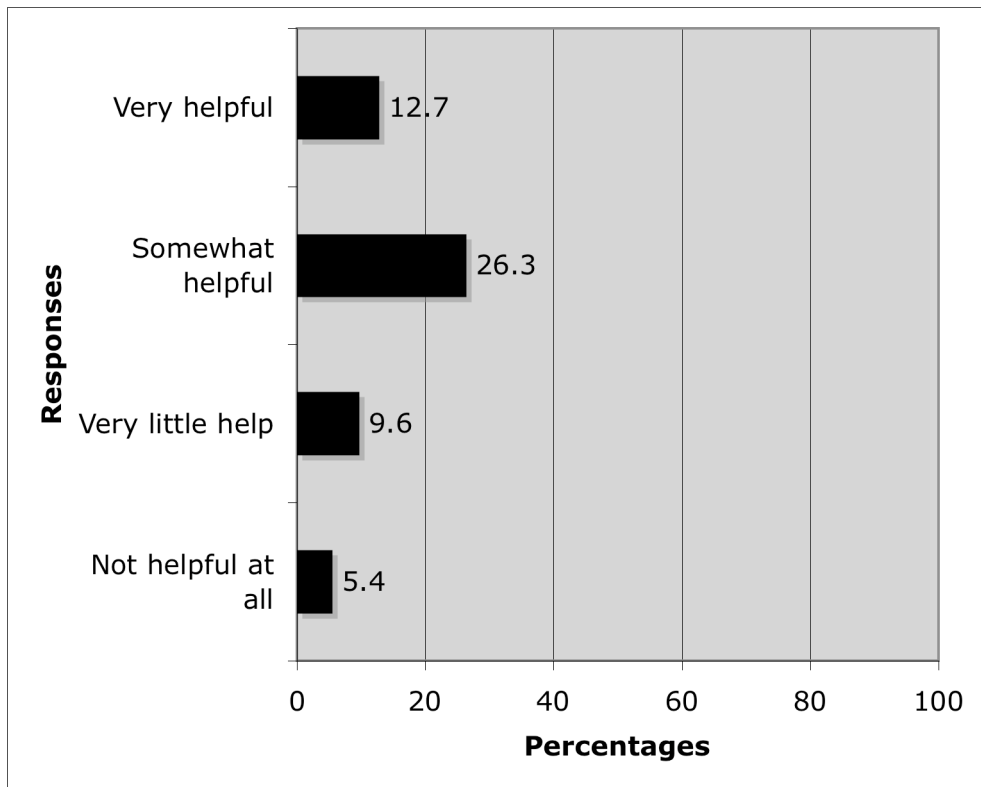


Note. Percentage of those who did not seek information about student clubs and organizations during Welcome Week= 22.1% ($n=78$).

Graph 5. SOAR/orientation: Did signing a promissory note delay the registration process (2010, $N = 353$)

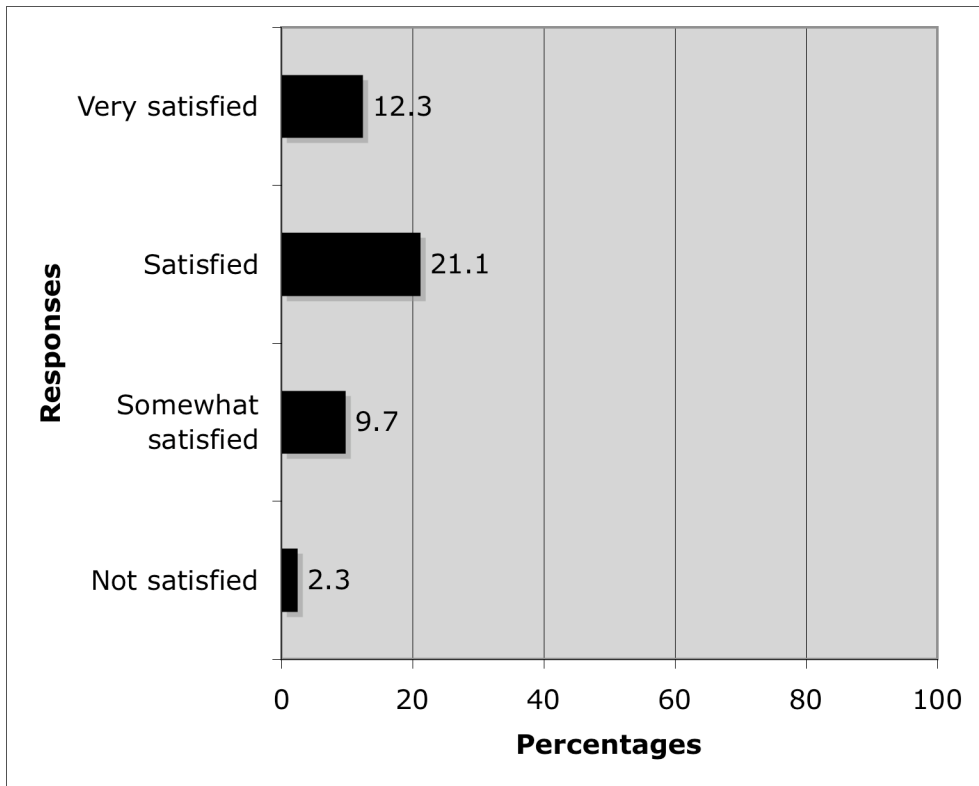


Graph 6. Decision: Helpfulness of student-faculty dinner in getting to know faculty (2010, $N = 354$)



Note. Percentage of those who did not participate in the student-faculty dinner event= 46% ($n = 163$).

Table 7. SOAR/orientation: Satisfaction with Convocation (2010, $N = 351$)



Note. Percentage of those who did not participate in the convocation= 54.7% ($n = 192$).

Appendix A

Main Campus Traditional Student Survey Form
For
Freshmen and Transfers

Incoming Freshman Survey (To accompany CIRP 2010)

The following are additional questions regarding the orientation program and student life at the University of La Verne.

Please mark your responses on this form

1. What is your declared or intended major?
 a. Name of major: _____
 b. Undeclared, but leaning towards (may be several): _____
 c. Cannot say at this time

2. How well informed are you about the employment options and possibilities in your major or intended field of study?
 a. Very well informed
 b. Somewhat informed
 c. Informed a little bit
 d. Not informed at all

3. Did you participate in SOAR (Summer Orientation, Advisement and Registration) during the summer?
 a. Yes, by myself
 b. Yes, with a parent(s) or another guest(s)
 c. No (**go to number 7**)

4. Overall, how satisfied were you with the SOAR day activities?
 a. Very satisfied
 b. Satisfied
 c. Somewhat satisfied
 d. Not satisfied

5. What activities would you like to see added to the SOAR day?

6. What activities would you like to see removed from the SOAR day?

7. How useful was the university website in helping you make a decision to attend La Verne?
 a. Very useful
 b. Somewhat useful
 c. Of little use
 d. Not useful at all
 e. Did not visit the University of La Verne website

8. Did the information provided by your admission counselor help you make the decision to attend La Verne?
 a. Helped very much
 b. Helped somewhat
 c. Helped very little
 d. Did not help at all

_____ e. Did not speak with an admission counselor

9. Overall, how satisfied were you with the activities of the Welcome Week?

- _____ a. Very satisfied
- _____ b. Satisfied
- _____ c. Somewhat satisfied
- _____ d. Not satisfied
- _____ e. Did not participate in Welcome Week activities

10. How helpful did you find the information about student clubs and organizations during the Welcome Week?

- _____ a. Very helpful
- _____ b. Somewhat helpful
- _____ c. Very little help
- _____ d. Not helpful at all
- _____ e. Did not seek information about clubs and organizations

11. Did the need to sign a promissory note in the Student Accounts during registration create delays in your registration process?

- _____ a. Yes
- _____ b. No
- _____ c. Not sure
- _____ d. Not Applicable

12. Did you find the student-faculty dinner first day of school helpful in getting to know faculty better?

- _____ a. Very helpful
- _____ b. Somewhat helpful
- _____ c. Very little help
- _____ d. Not helpful at all
- _____ e. Did not participate in the student-faculty dinner event

13. How satisfied were you with the Convocation?

- _____ a. Very satisfied
- _____ b. Satisfied
- _____ c. Somewhat satisfied
- _____ d. Not satisfied
- _____ e. Did not participate in the convocation

14. How do you want ASULV (student governing body) to spend your student activity fee?

(Please **rank** using 1 as highest priority)

- _____ a. Academic programs
- _____ b. Social programs
- _____ c. Big signature events (such as concerts)
- _____ d. Campus improvements/facilities
- _____ e. Provide awards for leadership
- _____ f. Other (write and rank): _____

15. In what way should ASULV get feedback from students?

(Please **rank** using 1 as the best way)

- _____ a. Forums and student gatherings
- _____ b. Online surveys
- _____ c. Paper surveys

- d. One-on-one appointments
- e. Social networking sites (facebook, twitter, etc)
- f. Other (write and rank): _____

16. How do you usually find out about student events that take place on campus?

(Mark **all** that apply)

- a. Flyers/posters
- b. Facebook pages
- c. Campus Times (Student weekly paper)
- d. Word of mouth from other students
- e. Leo FM (University of La Verne radio station)

17. What type of activities are you likely to attend or participate in throughout the year on the La Verne campus?

(Mark **all** that apply)

- a. Films
- b. Concerts
- c. Comedians
- d. Multicultural events
- e. Intramurals
- f. Public lectures by speakers
- g. Activities put on by various clubs and organizations
- h. Activities put on for students by your department or major
- i. Art/photography shows
- j. Theatre plays

18. In Student Life, within which of the following organizations or clubs do you intend to pursue leadership opportunities?

(Mark **all** that apply)

- a. ASULV (student government)
- b. CAB (Campus Activities Board that helps organize events)
- c. Academic clubs
- d. Discipline based honor societies (such as PSY CHI)
- d Multicultural clubs
- e. Social clubs
- f. Greek Life (fraternity / sorority)
- g. OWL (Orientation Week Leader)
- h. Do not intend to pursue leadership opportunities at this time

19. Any additional suggestions or comments regarding the orientation activities, or your experiences during the first several weeks of school in and outside of the classroom?

Appendix B

Responses to open-ended questions

5. What activities would you like to see added to the SOAR day (2010)?

5 themes:

- More games/activities for students to meet and greet; more group meetings or communication time between students to meet and socialize; something where we interact with our own specific majors so we can get to know people in our major
- More meetings with the teachers and school personnel
- A more enhanced tour
- More food
- More information about classes and financial aid

All Responses

- Getting to know professors
- More games for students to meet and greet
- There should be some that bring together the students. There wasn't enough involvement to meet others.
- More time talking about how credits and graduation requirements work.
- Tours of different housing buildings
- A better understanding of classes to take with advisor
- Activities that had more time for students to meet other freshman.
- More meeting of the teachers and school personal
- Outdoor activities between the other activities such as a dunk tank or other games
- A live band
- Meet more faculty
- More food
- More one-on-one activities with different people (new students).
- Talking to professors
- Campus tour
- Meeting people with the same major and interests
- More icebreaker activities
- Less games, more information
- Counselors for special concerns, like students who receive no money from family and don't qualify for Fed money.
- More social activities/games among the incoming students
- More information about my major
- Games
- Activities/bonding throughout the day
- A more enhanced tour
- More icebreakers
- Have a water balloon fight or some face painting/arts and craft activities
- Club fair
- Housing tours
- More people to show kids around
- More group meetings or communication time between students to meet and socialize

- More Q and A with students
- More information about classes
- Group exercises
- More time to get to know the other students
- Tour of the campus
- Better social/fun activities
- Beach day
- water gun fight
- More student activities
- More social activities
- Tour of the school
- boxing
- A little more financial aid talk
- Getting your dorm information
- More food
- Better explanation of financial aid info
- More icebreakers
- More time to register for classes
- More time talking to professors about registering for classes that would help your particular major
- More activities to get to know other freshman
- Campus tour
- More activities with the students
- Something with a more one-on-one approach
- More interaction between students
- concert
- More time to register for classes
- Academic advisors helping with scheduling classes rather than just students and teachers
- Student group discussion and question
- Better activities to get students interacting with each other
- More interaction with other groups
- More information about specific majors
- Tour of school and classrooms
- Getting to know your major
- More get to know each other stuff
- Scavenger hunts!
- More time with counselor
- Maybe some more icebreaker games
- Dinner, icebreakers
- Maybe a little more “bonding” activities
- Class scheduling help
- More parent interactions
- More one-on-one time with officials and advisors to get worries and questions answered.
- Tour all dorm rooms and not just one

- socialize more with students
- allow time/activity to look around campus
- A time for students to meet each other more
- Have fun time getting to know the campus
- more interaction with other incoming freshman
- Tour of the gym
- more personalized schedule information on classes
- more socializing with other students
- more ice breakers
- An activity that involves getting to know your major
- activities that get students involved
- In N Out truck
- more sports
- Bonding with the OWLS
- Something where we interact with our own specific majors so we can get to know people in our major
- Step-by-step instructions
- More activities with students
- Larger tour of campus
- Brief breakdown of majors or career choices
- More group building
- Full campus tour
- A dance
- More student interaction
-

Question 6. What activities would you like to see removed from the SOAR day?

5 themes:

- Some of the games at the end of the day and in general
- Long seminars and similar meetings
- The long speeches and talks by people. They were boring.
- The dinner
- Not have so many icebreakers

All Responses

- Financial information session because there was already a required session to attend beforehand.
- The little games
- The dance
- Some of the games at the end of the day. It took me from engaging with faculty members.
- Less talking
- It was just long
- Icebreaker games
- Long seminars like meetings
- The long speeches and talks by people. They were boring.

- The hand clap game
- The games, or maybe come up with other games
- Some meetings
- Doing the run around activities outside
- Speakers talked for too long, sort of zoned out
- The information session about on-campus housing for all students or at least have it removed for commuting students
- Less lectures
- Games
- Icebreakers-we aren't in high school anymore
- The activities that Leo leaders made up
- The length of the meetings
- Icebreakers
- A lot of the information was repetitive
- Less meetings, more fun activities
- cut down on waiting time between activities
- dinner
- Better bed access
- The scavenger hunt
- The get to know each other activities. I never saw those people again.
- The games that were played with the "OWLS"
- Not so many icebreakers
- Meet and greet
- The name game
- No cheesy "get-to-know each other" games
- Long, boring speeches
- meaningless games like bouncing a ball back and forth
- too many icebreakers
- the dinner
- boring speeches
- bad food
- Don't treat freshman as babies