Online Orientation has been in place for the past several terms and students are directed to complete a survey at the end of the process. Normally, data collection runs for a year from July 1 through June 30. However, changes to the online system in December halted data collection.

XXXX students completed the Online Orientation from July1, 2016 through December 3, 2016. Of those, 720 students (XXX%) completed the survey this year.

Respondents were primarily from Fresno City College (59%) and the breakdown was similar to the normal district distribution (Table 1). Additionally, students used their home computer 81% of the time, a college or high school computer lab 15% of the time and other locations 4% of the time. Ethnic, gender, and age demographic data generally followed typical SCCCD patterns with minor exceptions. For instance, SCCCD generally has approximately 4% of its students who identify as African American non-Hispanic. In this survey, the same ethnic bracket accounts for twice as many reporting.

Table 1: Participation rates by location

|  |  |  |
| --- | --- | --- |
| Location | N | % |
| Fresno City College | **425** | **59%** |
| Reedley College | **136** | **19%** |
| Clovis Community College | **100** | **14%** |
| Madera Center | **47** | **7%** |
| Oakhurst | **6** | **1%** |
| Unknown | **6** | **1%** |

Table 2: Participation rates by ethnicity

|  |  |  |
| --- | --- | --- |
| Ethnicity | N | % |
| African American/ non-Hispanic | **60** | **8%** |
| American Indian/ Alaskan Native | **7** | **1%** |
| Asian/ Pacific Islander | **75** | **10%** |
| Hispanic | **383** | **53%** |
| White/ non-Hispanic | **145** | **20%** |
| Prefer Not to State | **50** | **6%** |

Table 3: Participation by gender

|  |  |  |
| --- | --- | --- |
| Gender | N | % |
| Female | **387** | **54%** |
| Male | **326** | **45%** |
| Prefer Not to State | **7** | **1%** |

Table 4: Participation by age

|  |  |  |
| --- | --- | --- |
| Age | N | % |
| 19 or less | **299** | **42%** |
| 20-24 | **212** | **29%** |
| 25-29 | **66** | **9%** |
| 30-34 | **49** | **7%** |
| 35-39 | **32** | **4%** |
| 40-49 | **35** | **5%** |
| 50+ | **22** | **3%** |
| Prefer not to state | **5** | **<1%** |

Table 4: Location used to complete Online Orientation

|  |  |  |
| --- | --- | --- |
| Location | N | % |
| Home | **582** | **81%** |
| College Computer Lab | **100** | **14%** |
| High School Computer Lab | **8** | **1%** |
| Other | **3** | **4%** |

Overall, the survey showed very positive results. The following tables break down items by location and total.

|  |  |
| --- | --- |
| I was able to easily navigate through the online orientation. |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Strongly Agree | **276** | **84** | **68** | **32** | **5** | **468** |
|  | **65%** | **62%** | **68%** | **68%** | **83%** | **65%** |
| Agree  | **112** | **40** | **23** | **10** | **1** | **187** |
|  | **26%** | **30%** | **23%** | **21%** | **17%** | **26%** |
| Neutral | **23** | **10** | **6** | **4** | **-** | **45** |
|  | **5%** | **7%** | **6%** | **9%** | **-** | **6%** |
| Disagree | **8** | **1** | **2** | **-** | **-** | **11** |
|  | **2%** | **1%** | **2%** | **-** | **-** | **2%** |
| Strongly Disagree | **4** | **-** | **1** | **1** | **-** | **6** |
|  | **1%** | **-** | **1%** | **2%** | **-** | **1%** |

|  |  |
| --- | --- |
| As a result of viewing the orientation, my knowledge of policies, procedures, and supportive services has increased. |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Strongly Agree | **258** | **75** | **64** | **29** | **4** | **430** |
|  | **6%** | **57%** | **65%** | **63%** | **67%** | **61%** |
| Agree | **131** | **50** | **26** | **14** | **2** | **223** |
|  | **31%** | **38%** | **27%** | **305** | **33%** | **32%** |
| Neutral | **22** | **7** | **7** | **3** | **-** | **39** |
|  | **5%** | **5%** | **7%** | **7%** | **-** | **6%** |
| Disagree | **3** | **-** | **1** | **-** | **-** | **4** |
|  | **1%** | **-** | **1%** | **-** | **-** | **1%** |
| Strongly Disagree | **4** | **-** | **-** | **-** | **-** | **4** |
|  | **1%** | **-** | **-** | **-** | **-** | **1%** |

Students were then asked to indicate the usefulness of each ***mandatory*** online orientation segment. There were anchors on a five point scale of ‘Not at all Useful’ and “Extremely Useful’.

|  |  |
| --- | --- |
| Getting Started/ First Steps  |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Extremely Useful | **131** | **32** | **36** | **16** | **2** | **216** |
|  | **31%** | **24%** | **37%** | **33%** | **33%** | **31%** |
| Very Useful | **124** | **42** | **30** | **16** | **-** | **212** |
|  | **29%** | **31%** | **31%** | **35%** | **-** | **30%** |
| Useful | **126** | **47** | **29** | **10** | **1** | **213** |
|  | **30%** | **35%** | **30%** | **22%** | **17%** | **30%** |
| Slightly Useful | **27** | **10** | **2** | **5** | **3** | **47** |
|  | **6%** | **7%** | **2%** | **11%** | **50%** | **7%** |
| Not at all Useful | **16** | **3** | **1** | **-** | **-** | **20** |
|  | **4%** | **2%** | **1%** | **-** | **-** | **3%** |

|  |  |
| --- | --- |
| College Success |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Extremely Useful | **137** | **40** | **39** | **17** | **3** | **236** |
|  | **33%** | **30%** | **39%** | **37%** | **50%** | **33%** |
| Very Useful | **134** | **38** | **29** | **17** | **-** | **218** |
|  | **32%** | **28%** | **29%** | **37%** | **-** | **31%** |
| Useful | **115** | **45** | **27** | **9** | **1** | **197** |
|  | **27%** | **34%** | **27%** | **30%** | **17%** | **28%** |
| Slightly Useful | **21** | **9** | **4** | **3** | **2** | **39** |
|  | **5%** | **7%** | **4%** | **7%** | **33%** | **6%** |
| Not at all Useful | **14** | **2** | **-** | **-** | **-** | **16** |
|  | **3%** | **1%** | **-** | **-** | **-** | **2%** |

|  |  |
| --- | --- |
| Academic Success |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Extremely Useful | **141** | **38** | **38** | **16** | **2** | **235** |
|  | **34%** | **28%** | **39%** | **35%** | **33%** | **34%** |
| Very Useful | **126** | **41** | **31** | **18** | **1** | **217** |
|  | **30%** | **31%** | **32%** | **39%** | **17%** | **31%** |
| Useful | **116** | **44** | **26** | **9** | **1** | **196** |
|  | **28%** | **33%** | **27%** | **20%** | **17%** | **28%** |
| Slightly Useful | **18** | **9** | **1** | **3** | **2** | **33** |
|  | **4%** | **7%** | **1%** | **7%** | **33%** | **5%** |
| Not at all Useful | **16** | **2** | **2** | **-** | **-** | **20** |
|  | **4%** | **1%** | **2%** | **-** | **-** | **3%** |

Students could then answer questions regarding optional segments. Just over half of the students rated the optional components as to the usefulness of the segments as noted on the next three tables. Only students who indicated they had participated were directed to these items.

|  |  |
| --- | --- |
| Campus Life |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Extremely Useful | **52** | **11** | **11** | **7** | **1** | **82** |
|  | **28%** | **20%** | **25%** | **44%** | **25%** | **27%** |
| Very Useful | **44** | **12** | **12** | **2** | **-** | **70** |
|  | **24%** | **22%** | **27%** | **13%** | **-** | **23%** |
| Useful | **73** | **25** | **17** | **7** | **2** | **124** |
|  | **39%** | **45%** | **39%** | **44%** | **50%** | **41%** |
| Slightly Useful | **13** | **7** | **3** | **-** | **1** | **24** |
|  | **7%** | **13%** | **7%** | **-** | **25%** | **8%** |
| Not at all Useful | **4** | **-** | **1** | **-** | **-** | **5** |
|  | **2%** | **-** | **2%** | **-** | **-** | **2%** |

|  |  |
| --- | --- |
| Student Services |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Extremely Useful | **63** | **13** | **15** | **6** | **1** | **98** |
|  | **34%** | **24%** | **34%** | **40%** | **25%** | **32%** |
| Very Useful | **46** | **14** | **12** | **3** | **-** | **75** |
|  | **25%** | **26%** | **37%** | **20%** | **-** | **25%** |
| Useful | **65** | **21** | **17** | **6** | **2** | **111** |
|  | **35%** | **39%** | **39%** | **40%** | **50%** | **37%** |
| Slightly Useful | **8** | **6** | **-** | **-** | **1** | **15** |
|  | **4%** | **11%** | **-** | **-** | **25%** | **5%** |
| Not at all Useful | **4** | **-** | **-** | **-** | **-** | **4** |
|  | **2%** | **-** | **-** | **-** | **-** | **1%** |

|  |  |
| --- | --- |
| Academic Services |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Extremely Useful | **65** | **13** | **15** | **7** | **1** | **101** |
|  | **35%** | **25%** | **35%** | **44%** | **25%** | **34%** |
| Very Useful | **42** | **13** | **12** | **2** | **-** | **69** |
|  | **23%** | **25%** | **28%** | **13%** | **-** | **23%** |
| Useful | **67** | **21** | **16** | **7** | **2** | **113** |
|  | **36%** | **40%** | **37%** | **44%** | **50%** | **38%** |
| Slightly Useful | **8** | **6** | **-** | **-** | **1** | **15** |
|  | **4%** | **11%** | **-** | **-** | **25%** | **5%** |
| Not at all Useful | **3** | **-** | **-** | **-** | **-** | **3** |
|  | **2%** | **-** | **-** | **-** | **-** | **1%** |

Lastly, students were asked for an overall level of satisfaction. Most (85%) indicated satisfied or very satisfied and only 2% indicated being dissatisfied or very dissatisfied.

|  |  |
| --- | --- |
| Please rate your overall level of satisfaction with the Online Orientation. |  |
|  | FCC | RC | CCC | MC | OC | Total |
| Very Satisfied | **179** | **56** | **49** | **22** | **3** | **309** |
|  | **42%** | **42%** | **50%** | **47%** | **50%** | **44%** |
| Satisfied | **177** | **59** | **37** | **20** | **1** | **294** |
|  | **42%** | **44%** | **38%** | **43%** | **17%** | **41%** |
| Neutral | **62** | **18** | **10** | **4** | **2** | **96** |
|  | **15%** | **13%** | **10%** | **9%** |  | **14%** |
| Dissatisfied | **2** | **1** | **1** | **1** | **-** | **5** |
|  | **<1%** | **1%** | **1%** | **2%** | **-** | **1%** |
| Very Dissatisfied | **4** | **-** | **1** | **-** | **-** | **5** |
|  | **1%** | **-** | **1%** | **-** | **-** | **1%** |

There were also open comments at the end of the survey. Most of the open responses were quite positive speaking to things such as helpfulness of the orientation, ease of use of the website, and general praise. There were many which thought that the orientation took too long, was boring, or repetitive. This group also included comments specifically to the 15 second wait time, indicating 15 seconds was too long. For the first time, some pointed out typos, formatting, and graphics issues. One specific comment inquired about the orientation being available in other languages.

Full comments follow (presented by college location).

|  |
| --- |
| FCC |
|  It was too long and it told me little information that I didn't already know.  |
| :) |
| could be easier make it less redundant |
| Countdown timer isn't necessary |
| Dont like that you have to figure everything out (ex. how to log into email, register, etc) before you can take the orientation. SHould be able to take orientation as soon as you receive ID. |
| everything is good . im satisfied.thanks.  |
| Everything makes sense |
| gave me useful information that other people couldn't give me |
| go rams!!! |
| good  |
| good job |
| good orientation, very interactive as well. I learned a lot and enjoyed it! |
| great |
| GREAT! |
| Had to tale it two times due to technical issues. |
| helpful info |
| I don't like, nor think, the question at the end of each segment is pertinent, and if you get one wrong, you have to start all over. This is quite inconvenient. Maybe look into changing the questions to some that are more useful. For example, there is absolutely no need for me to be answering a question about the name of the program that helps foster children who attend college. I am not a foster child, so why does it matter? This is not the only instance, just one example. Thank you. |
| I like ever thing so far i cant wait to go too school thank you. |
| i love fresno city !!! Go RAMS!!! |
| I think the color scheme could be better so that reading would be easier. I remember a red background with white font that was small in size. I would suggest a more neutral background color and a font color to match along with a larger font size. Also, the screen for the orientation was small as well and I was using a 15 in. wide screen laptop. I strongly suggest formatting to fit the screen of the user. Adding more audio would be helpful. Sometimes it may not only be convenient, but also better for individuals to hear rather than to read everything here and there. |
| Issues: History of Fresno City College: Sentence mispelled 'Avenus' instead of 'Avenue' Orientation Instructions: "Three mandatorysegments" lacks space between words. "don't worry,your" lacks space between puncuation and following word Getting Started Introduction: Seemingly random HTML appears in 7th paragraph and follows with a repeat of the prior 6 paragraphs Student Success and Support: Financial Aid - "Paying for college is a concern to every student" -- Definitely not every student. Not me, not many others. Don't use absolute language. can't recall the specific section. In the Student Conduct training section, paragraph mentions diversity but photo shows all white students in a classroom. Doesn't show much diversity. Kind of a funny and distracting image for the section. |
| It didn't take 30-45 minutes. |
| it keep freezzing on me and i had to renew my orientation even when i had finished it  |
| It took me lot of time to do it's. |
| It was a great help. |
| It was a helpful orientation overall. |
| it was easy |
| It was very easy to navigate through. |
| I've been forced to take several mandatory orientations and I find them a waste of time when I can access the information in college handbooks. I understand new students fresh out of high school needing this sort of thing but veteran college students shouldn't be required to take them. That's just my opinion. My first year at FCC years ago was difficult. I didn't know basic college information and could have used an orientation like this. So I can see how it is helpful for those who need the information.  |
| long |
| orientation was great |
| Simple. Very easy and not stressful in any way.  |
| Some of the information in the Online Orientation was easy to understand while other information wasn't easy but wasn't to hard to understand. |
| Some of the reading would have been worth reading if I was quizzed more than 4 times.  |
| Super informative! Thank you. |
| thank you |
| Thank you for your hard work to make this experience pleasant. |
| The enforced 15 second wait between screens was annoying. I read at a much faster pace than most people, so I was just sitting there, waiting for a new screen. |
| The online orientation is pretty easy to use. |
| The online orientation was okay. |
| The orientation cleared a lot of foggy areas for me and I am thankful that this is available for incoming students! Also, I will be completing the last three optional segments right after I submit this survey. I marked 'Very Useful' for #9 and I don't think I will regret choosing that because it will not hurt to know more about the campus and resources. |
| There were a few typos, but other than that it was easy to navigate and informative. |
| This gave a better understanding of the college life |
| This Online Orientation is everything I needed in order to prepare myself for my first year of college; thank you very much FCC...... |
| This way is very convenient. |
| very convenient to do online orientation |
| Very long |
| Waste of time |
| went well |
| Will go back to the optional section, at the moment, need to get ready for work, but am intrigued to find out more. |
| YOU SHOULD PUT MORE THAN ONE LANGUAGH FOR PEOPLE WHO DOES NOT KNOW HOW TO READ ENGLSH |

|  |
| --- |
| RC |
| Helpful information for a first time college student.  |
| I am very excited to be attending this college. I hope to have a great experience. |
| I enjoyed completing the online orientation and got a lot of new information.  |
| Ii do not work well navigating the computer and it was difficult to log in. |
| It was a bit long |
| not bad, very helpful. |
| Thank you very much for the better understanding of educational information and resources. |
| thanks a lot i know so much more now!!!! |
| the orientation was straight forward. |
| This is the third time I have been required to take the online orientation. I am currently in my 3 semester and each semester I have this issue, "I cant proceed because I have not completed this online course. Why is my status for this not showing up? |
| very informative and easy to navigate |
| Very useful information  |
| Was easier to do at home then being in a room. I found myself actually paying attention to the things I needed to know. |

|  |
| --- |
| CCC |
| good job guys |
| I didn't like that you had to wait 15 seconds before entering the next page. I found it rather annoying when I had to go back and re look at the information waiting the additional 15 seconds. It took me almost 4 hours to do the Online Orientation. I find that rather long. Not my preferred thing to do. I've asked around and other colleges have a shorter Orientation. Clovis must be a really great College to have to make such a long orientation. Thank you for the information. |
| I’m happy) |
| it was good |
| It was very informative, but I felt it was too long and boring, so it was much more difficult to stay focus on it for too long. |
| Many links to Willow International Website within the orientation are broken or doesn't exist anymore. The information on Selecting Your Major was extremely useful. |
| This orientating was great to view and take. |
| Tried to go back for the optional section but wouldn't work |
| very clear and to the point. liked the usage of questions during each segment.  |
| Very helpful, I learned a lot from the orientation. |
| good job guys |

|  |
| --- |
| MC |
| Easy to complete. |
| It was annoying to have to read through everything, when I didn't need half of the information. |
| thank you |

* Oakhurst respondents did not have any open comments