



Office of
Research & Planning

Prepared by:
Amanda T. Saw

Research Briefs from the Office of Institutional Research Fall 2011 Adjunct Faculty Orientation Evaluation

Purpose:

A thirteen-item survey was used to evaluate the Fall 2011 orientation session for adjunct faculty members. The purpose of the survey was to evaluate what aspects of the orientation succeeded and which aspects needed improvement, as well as to identify additional topics to be addressed in future orientations.

Methodology:

Sample:

After attending an orientation for adjunct faculty members, 58 respondents completed a two-page evaluation survey consisting of both Likert-scaled questions and open-ended questions. The survey contained 10 Likert-scaled questions on a five-point scale, anchored by **Strongly Disagree** and **Strongly Agree**. Two separate open-ended questions asked what did they find **most** and **least** useful about the orientation. Finally, respondents were asked for topics that they would like to be addressed in the future.

Findings:

For purposes of classifying responses into three categories, responses coded as either 4 or 5 are considered agreeing with the statement, those coded as 3 are considered neutral, and those coded as either 1 or 2 are considered disagreeing with the statement.

On the 10 Likert-scaled questions (see Table 1):

- Of the 58 respondents, 95% agreed that the opening session was informative and useful, while 5% were neutral.
- 98% agreed that the orientation was well organized, whereas 2% were neutral.
- 93% indicated that the trainers were well prepared and knowledgeable; 7% were neutral.
- 88% reported that they were likely to use orientation information during the semester, while 12% were neutral.
- 81% agreed that they felt more prepared for the semester because of the information provided, 16% were neutral, and 3% disagreed.
- 93% agreed that the orientation topics were relevant and appropriate, 5% were neutral, and 2% disagreed.
- 90% agreed that the topics covered were informative, 7% were neutral, and 3% disagreed.
- 95% agreed the information about where to refer students who were struggling academically was useful, 5% were neutral, and no respondent disagreed.
- 89% agreed the information about where to refer students who were struggling socially was useful, 7% were neutral, while 4% disagreed.
- About 85% agreed that the discussion on collaboration at CHC was useful, whereas 16% were neutral.

Table 1: Number and Percent of Respondents Who Agreed or Disagreed with the Following Statements (on a 1-5 scale):	1		2		3		4		5		Total
	Strongly Disagree								Strongly Agree		
	N	%	N	%	N	%	N	%	N	%	N
A. Orientation Logistics											
1. I found the opening session to be informative and useful.	0	0	0	0	3	5	19	33	36	62	58
2. The orientation was well organized.	0	0	0	0	1	2	18	31	39	67	58
3. The trainers were well prepared and knowledgeable about the content they presented.	0	0	0	0	4	7	13	23	40	70	57
B. Application of Information											
4. I am likely to use the information provided in the sessions during the semester.	0	0	0	0	7	12	16	28	35	60	58
5. I feel more prepared for the semester because of the information provided in the session.	1	2	1	2	9	16	20	35	27	46	58
C. Utility of Information											
6. I found the topics covered in the sessions to be relevant and appropriate.	0	0	1	2	3	5	15	26	39	67	58
7. The topics covered in the sessions were informative.	0	0	2	3	4	7	14	24	38	66	58
8. The information on where to refer students when they are struggling academically was useful.	0	0	0	0	3	5	14	24	41	71	58
9. The information on where to refer students when they are struggling socially was useful.	1	2	1	2	4	7	11	19	40	70	57
10. The discussion on collaboration at Crafton was useful.	0	0	0	0	9	16	15	26	34	59	58

Open-Ended Responses

1. Most Useful Part of the Orientation

Out of the 58 respondents, 42 (72%) provided a response to what was the *most useful* part of the orientation. Twenty-eight of these respondents (67%) listed a particular session/topic that was useful (see Table 2). Four respondents (10%) commented on the effective use of presentation time. Ten respondents (24%) had other comments such as "Everything" or some other specific comments (see Table 2).

Table 2: Most Useful Part of the Orientation

1. Specific session/topic (n = 28)	<ul style="list-style-type: none"> • The sessions were a little vague, but we talked about some interesting stuff. [name] has too much valuable stuff to say to be limited to 20 min. • [Name]'s session was the best. • [Name] presentation was very useful. More of these type of presentations would be great! • [Name]'s pedagogy lecture • [Name]'s • Loved [name]'s presentation - Great concrete suggestions. • Building Community in the Classroom was absolutely awesome. [name] was (and always is) incredibly effective as an instructor. [He/She] could have performed the entire 60 min. and it would have been fantastic. • [Title] [name] • How to engage students (session) • Good discussion on how to connect with student and keeping them engaged. • The session of active and collaborative learning. • Active learning tips • Collaborative learning part • Where to refer students. • Informing students of services available. • The handout "Where Do I send them?" (Student Services). Budget update. • Information regarding resources + how to connect to students • New list of services for students - [name]. [name]'s strategies. • Q10 - I have to think more about how to "do" the collaboration @ CHC. [He/She] got me thinking about it & I'm sure I'll have more ideas & suggestions as the semester continues. [name]'s good. Wish [he/she] could talk to our classes. [name]'s as usual brilliant. The most useful for classroom. I want more of [him/her]!! • The where do I send them & [name]'s workshops were very useful. Info about where to refer students is always a helpful reminder, as is active learning strategies. • I liked [name]'s presentation • The breakout session upstairs • The sense of community, concern for success and time efficiency. • i enjoy the company of frazzled ... • I think "community" + classroom strategies best session • Goal of community • Building classroom community was new information for those who have never taken a credential program. Some very good ideas. Enjoyed competition, however, it does exist in the classroom. - Very good resources for all students. • Building a community
2. Ran on time (n = 4)	<ul style="list-style-type: none"> • Effective use of time presentation • That all sessions were available to all of us. Things ran on-time :) • Thank you so much for keeping the meeting limited (reasonable time) • 20 min. sessions! :)
3. Other (n = 10)	<ul style="list-style-type: none"> • Equally useful!! • Everything

- I found the information I learned about the tutoring center, and space available to faculty for us to meet with students, and other faculty.
- I found the informational sessions most helpful - all three.
- I will use the examples in this session in my class the first day and see how it work.
- Lots of little bits of info was good to cover, a wide variety of topics. Nice!
- The ability to sign contracts. Meet other instructors. The presentations were very good, made me want to do better, be more enthusiastic.
- The general structure, relaxed attitude, coupled with the clear message that this is important, all were very refreshing.
- Tutorial service
- Where the faculty room was located.

2. Least Useful Part of the Orientation

Eighteen (31%) of the 58 respondents responded to what was the *least useful* part of the orientation. Six of the 18 respondents (33%) responded either "nothing" or "N/A" while two respondents (11%) responded all was "good" or "pretty good." Five respondents (28%) responded either the information was rushed or some of it was unnecessary (see Table 3). Five others (28%) listed other least useful items.

Table 3: Least Useful Part of the Orientation

1. Unnecessary information (n = 3)	<ul style="list-style-type: none"> • Information I had already heard in past. • The piece on where to send students. We could have focused on all types of students instead of 2. • The information session on how to inform students about success that are available to them.
2. Rushed (n = 2)	<ul style="list-style-type: none"> • There is a lot of information provided in a short amount of time and I felt like some of the sessions were cut short due to time constraints. • It was a little too rushed. These workshops should be offered on a Friday to have access to.
3. Other (n = 5)	<ul style="list-style-type: none"> • Cookies (I'm serious.) • Info on collaboration - part-time struggle with finding extra time to spend on campus. Some kind of on-line collaboration would be an area to explore. • Perhaps, the item mentioned below - lack of nuts + bolts for new hires. • The first workshop was not helpful to me. I was meeting with my dean & missed part of it, so I was confused as to its goal. • The How to Build a orientation. I went in misunderstanding what the point of the orientation was. Had I known it was to provide feedback for Crafton, I think it could have been carried out a bit more effectively through a different activity.

3. Suggestions for Future Topics

Twenty-three respondents (40%) had suggestions for *future orientation topics*, which fell into six categories: (1) Active learning/Student engagement/Teaching strategies, (2) Discipline-specific strategies, (3) Technology, (4) Community building, (5) Lesson planning, and (6) Other. Table 4 presents these categories and associated suggestions.

Table 4: Future Workshop Topics Suggestions	
1. Active learning/ Student engagement/ Teaching strategies (n = 8)	<ul style="list-style-type: none"> • More time to talk about classroom/student engagement. • I would like to hear more about student engagement activities during the first day. • More @ teaching strategies and collaborative learning! Thank you! • More active learning. Honors teaching opportunities. • More creative strategies to use in classroom. • More on active learning and collaborative learning. • Student engagement. • More pedagogy, assessment (SLO's)
2. Discipline-specific strategies (n = 5)	<ul style="list-style-type: none"> • Specific strategies for disciplines. I teach chemistry; most activities for English do not work for Chemistry. • Classroom discussion - teaching geology lecture in a lecture hall is different without visual aids - maps, globes, rock & mineral sets, etc. • Collaborate lessons by discipline. • How to connect disciplines. • Give more time for department meeting
3. Technology (n = 3)	<ul style="list-style-type: none"> • Usage of Black Board or equivalent for student/instructor interactions. • Web Advisor. Blackboard • Could we do a Blackboard workshop for initial questions at the part time meeting? That would be awesome! :)
4. Community building (n = 2)	<ul style="list-style-type: none"> • Community service opportunities for students. • Ways in which part-time faculty can feel/be more a part of a campus community.
5. Lesson planning (n = 2)	<ul style="list-style-type: none"> • Lesson planning and brainstorming new ideas with multiple avenues of media for a more all-encompassing experience for students. • Lesson planning, syllabus samples for English instructors as well as activities.
6. Other (n = 3)	<ul style="list-style-type: none"> • I liked the old speed-dating style topics - that way we could choose the specific topics we • I think a walking tour of the campus would be cool. • Perhaps a breakout session for new hires.