Spring 2014 SOA³R Evaluations
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Purpose of Brief

This brief analyzes participant comprehension and satisfaction with the Spring 2014 SOA³R program.

Summary of Findings

- 97% of respondents are more likely than not to enroll at CHC in Fall 2014.
- On a scale of 1 to 10, 69% of respondents selected '10' (most likely) as the likelihood that they will enroll at CHC in Fall 2014.
- 99% of respondents reported understanding the need to meet with a counselor to update their student educational plan and understanding the English course sequencing.
- 98% of respondents believed the SOA³R workshops were valuable, felt their knowledge of the matriculation process increased, and stated the presenters were knowledgeable.
- 21 respondents provided comments on topics they did not fully understand:
  o 5 respondents noted a lack of understanding in student educational planning.
  o 4 respondents noted a lack of understanding in registration processes.
  o 3 respondents noted a lack of understanding in transfer-related issues.

Overview

The Counseling Department developed the SOA³R program to assist prospective students at local feeder high schools in enrolling at Crafton Hills College (CHC) in the subsequent Fall term. SOA³R, which stands for Student Orientation, Application, Assessment, Advising, and Registration program, is provided by CHC staff at the high school campus in the preceding Spring term. The Counseling Department identified a need to assess student comprehension of and satisfaction with the SOA³R program.

Methodology

An online survey instrument was developed by the Office of Institutional Effectiveness, Research and Planning in conjunction with the Counseling Department. The survey was administered to high school students immediately after participating in a SOA³R activity between April 14 and May 2, 2014. The survey contained 3 Likert scale questions which measured respondent subject comprehension and satisfaction. A fourth question asked respondents to select on a scale from 1 to 10, with 10 being most likely, the likelihood of the respondent enrolling at CHC in Fall 2014. Lastly, 2 open-ended questions elicited comments regarding topics not fully understood by the respondent and suggestions for improving SOA³R. 298 responses were received.

Findings

Table 1 illustrates the respondents' likelihood of enrolling at CHC in Fall 2014. On a scale of 1 to 10, 69% of respondents selected '10' as the likelihood that they will enroll at CHC in Fall 2014, and 97% of respondents are more likely than not (selected '6' or higher) to enroll.

Table 1. Respondents' likelihood of enrolling at CHC in Fall 2014.

Scale	N	%
10	202	68.9
9	36	12.3
8	31	10.6
7	6	2.0
6	8	2.7
5	7	2.4
4	1	.3
3	0	.0
2	1	.3
1	1	.3
Total	293	100.0
Average	9.3	

Table 2 illustrates respondents' comprehension of and satisfaction with the SOA³R program. Over 90% of respondents agreed or strongly agreed with every comprehension and satisfaction statement. Notably, 99% of respondents reported understanding the need to meet with a counselor to update their student educational plan and understanding the English course sequencing. Also, 98% of respondents believed the SOA³R workshops were valuable, felt their knowledge of the matriculation process increased, and stated the presenters were knowledgeable.

Table 2. Respondents' comprehension and satisfaction with the SOA³R program.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree	
	N	%	N	%	N	%	N	%
I understand the transfer requirements	140	47.0	150	50.3	5	1.7	3	1.0
I understand the associate degree requirements	137	46.0	153	51.3	5	1.7	3	1.0
I understand how to substitute different courses within the same general education category (e.g. Natural Sciences, Social and Behavioral Sciences, etc.)	114	38.6	157	53.2	21	7.1	3	1.0
I understand the English course sequencing	172	57.7	122	40.9	3	1.0	1	0.3
I understand the math course sequencing	171	57.8	118	39.9	6	2.0	1	0.3
I understand all the parts needed to create a student educational plan	145	48.8	140	47.1	9	3.0	3	1.0
I undertstand that I need to meet with a counselor to update my student educational plan	186	62.6	107	36.0	3	1.0	1	0.3
I understand how to access the college catalog	157	52.9	124	41.8	15	5.1	1	0.3
I understand how to register for classes	146	49.5	129	43.7	17	5.8	3	1.0
I understand the differences between prerequisites, co-requisites, and departmental recommendations	151	50.7	126	42.3	18	6.0	3	1.0
I believe the SOAR workshops were valuable	210	70.5	83	27.9	5	1.7	0	0.0
I feel my knowledge regarding the CHC matriculation process (i.e. steps required to transition from high school to college) and services has increased as a result of attending the SOAR workshops	176	59.1	117	39.3	5	1.7	0	0.0
The presenters were well prepared	208	69.8	81	27.2	8	2.7	1	0.3
The presenters were knowledgeable	212	71.1	81	27.2	5	1.7	0	0.0
The presenters were easy to follow/understand	189	63.4	96	32.2	12	4.0	1	0.3
The presenters were able to answer my questions*	171	62.4	89	32.5	7	2.6	3	1.1%

* Responses of "Not Applicable" were excluded from the table.

Twenty-one respondents provided comments on topics they felt they did not fully understand. Five respondents noted a lack of understanding in student educational planning, 4 noted a lack of understanding in registration processes, and 3 noted a lack of understanding in transfer-related issues. The comments are included below:

- a lot
- about my units
- classes leading up to transfer
- Financial Aid regarding my job
- How to choose specific classses
- I did not fully understand how to register for classes that went towards my major. I understand that many are general ed. that most students must take, but not any requirements that went towards what I would like to study.
- i didnt understand how to register for classes it was all confusing to me
- left lane
- Most of them
- On to become a nurse
- online registration
- Plans that i have
- prerequisites
- Process of choosing which classes I need
- Questions reguarding the left lane program
- The Honors program and AP test credit
- The process of registration.
- the student ed plan
- transfer requirements and disability services
- transferring to a 4 year university, the requirements I need to make to get into one
- what to do if classes were full