

DEVELOPMENT AND EVALUATION OF AN ON-LINE
ORIENTATION FOR ADJUNCT FACULTY

By

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ABSTRACT

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For new employees a feeling of connection with and a smooth integration into an organization is essential for retention and employee satisfaction. New employee orientation has traditionally been a means of accomplishing this. Although Northeast Wisconsin Technical College (NWTC) is committed to properly orienting new adjunct faculty, it faces the unique challenges of a large number of adjunct faculty, a geographic area of nine counties to serve, a wide range of hours that adjunct faculty work, and the time constraints that arise related to the aforementioned challenges. The purpose of this project is to develop an on-line orientation that provides an opportunity to address these challenges and to assess the effectiveness of the on-line orientation.

The methodology of the research project was to begin with a literature review of new employee orientations and on-line training. Next the orientation was developed based on findings in the literature review and on input from a representative of the NWTC Human Resource department. The orientation along with a survey as to the effectiveness of the orientation was put on the NWTC web page. The survey was reviewed by the NWTC Human Resource representative and the NWTC Research Assistant. All current adjunct faculty were notified of the orientation by an explanatory letter. NWTC Human Resources notified all new adjunct faculty of the orientation as they were hired. Data from the feedback survey was collected on-line for a five-month period. Of the 459 people who accessed the orientation, 32 completed the survey. The data was then analyzed to determine the effectiveness of the on-line orientation.

The results indicated that although 69% of the survey respondents had never done any on-line learning or on-line orientation, 63% felt that the information provided in the orientation met their needs. Ninety-one percent of the respondents rated the overall effectiveness of the orientation as effective to extremely effective. These results will be used to address the issue of modification of the current on-line orientation for adjunct faculty and to assist in the development of an orientation for full-time NWTC employees that will be accessed on-line via the College's intranet system.

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CHAPTER 1

INTRODUCTION

Northeast Wisconsin Technical College (NWTC) is a two-year technical college serving nine counties in northeast Wisconsin. It is part of the Wisconsin Technical College System. The college consists of over 450 full-time employees and over 1400 part-time employees, approximately 1300 of whom are adjunct faculty, dispersed among three campus locations and eight community learning center locations. The largest of the locations is the Green Bay campus with an 11-building complex. There are also campuses in Marinette and Sturgeon Bay. These campuses along with the eight community learning centers serve Brown, Door, Shawano, Outagamie, Marinette, Manitowoc, Florence, Kewaunee, and Oconto counties. The college offers Associate Degrees and Technical Diplomas in sixty-five programs, certificate programs, contracted business services, personal enrichment and continuing education courses, and special interest classes. According to the 1999-2000 NWTC Annual Report, in the 1999-2000 school year NWTC obtained an enrollment of 43,225 students and graduated a class of 1,293 students.

NWTC was experiencing dissatisfaction from adjunct faculty in regard to communication with the college and orientation to the college. There was inconsistency as to how adjunct faculty were being oriented to the college. Orientation was done on a divisional level and not through a central location, such

as Human Resources. Adjunct faculty expressed frustration with not knowing college policies and procedures, where to go for resources, or who to contact. The Staff and Organizational Development department was responsible for providing in-service activities to the adjunct faculty on a semi-annual basis and therefore volunteered to address the challenge of improving orientation for adjunct faculty.

NWTC operates under a vision statement that indicates,

We will provide all learners the highest quality, life-long learning opportunities that are: what they want, when they want, where they want and how they want them so they may continue their learning and successfully engage in a career that enhances their quality of life in the community (H. J. Rafn, personal communication, May 1998).

NWTC also developed 10 organizational values to establish a common basis of operating activity within the college. One of the value statements is “Taking Initiative.” This states, “We are committed to thinking continually beyond the norm, seeking to change the status quo, breaking the barrier of past expectations, and creating new and improved types of learning opportunities and services.”

The vision statement together with the value of taking initiative was the impetus for addressing the needs of adjunct faculty. The Staff and Organizational Development department decided the focal point of the new orientation would be to develop a training that was in line with the vision of providing learning

opportunities that are what, when, where and how people want them and the value of taking initiative, specifically the part that addresses creating new and improved types of learning opportunities and services.

Statement of the Problem

For new employees a feeling of connection with and a smooth integration into an organization is essential for retention and employee satisfaction. New employee orientation has traditionally been the means of accomplishing this. Although NWTC is committed to properly orienting new adjunct faculty, it faces the unique challenges of a large number of adjunct faculty, a geographic area of nine counties that adjunct faculty are located in, a wide range of hours and days of the week that adjunct faculty work, the fact that many adjunct faculty also have full-time jobs elsewhere, and the time constraints that arise with the aforementioned challenges. NWTC needed to develop a means of effectively orienting adjunct faculty that addresses the challenges associated with the adjunct faculty.

Objectives

The objectives of this study are to:

- 1) Develop an on-line orientation for NWTC adjunct faculty.
- 2) Determine the effectiveness of the on-line orientation for adjunct faculty.

Significance of the Study

This study is significant in that NWTC adjunct faculty should be provided an effective orientation to the organization that meets their needs in terms of convenience and information gained through the orientation.

Limitations of the Study

The primary limitations of this study are:

- 1) The study is limited to NWTC adjunct faculty and may not be applicable for implementation in other technical colleges or for implementation with NWTC full-time employees.
- 2) The study is limited to NWTC adjunct faculty who access the orientation.
- 3) The survey results are limited to those adjunct faculty that complete the on-line survey.

Definition of Terms

Terms used in this study and their appropriate definitions include:

- 1) Adjunct faculty – Instructors who work less than 50% of the time in a given school year and who are therefore not eligible for employee benefits (K. Holtmeier, personal communication, May 29, 2001).
- 2) On-line training – Communication of training information through computer networks such as the Internet or a company's own Intranet (Huang, 1997).

- 3) Orientation – A form of employee training designed to introduce new employees to their job, the people they will be working with, and the larger organization (Klein & Weaver, 2000).

CHAPTER 2

LITERATURE REVIEW

The review of literature provides support for the development of an orientation available on-line. It will begin with a discussion of the need for employee orientations and suggestions as to what to include in the orientation. The second half of the review shifts the focus to the growing field of on-line training and the benefits of on-line training.

Employee Orientation

Employee orientation provides a means of assisting new employees in becoming familiar with their job, their co-workers, and the organization. Orientation can perform a critical role of socialization for a new employee by providing newcomers with a variety of important information (Klein & Weaver, 2000). Employee orientations in a sense have the mission of reaffirming a new employee's decision to be a part of the organization. Therefore, orientations give a first impression to new employees that can be critical to the long-term commitment of the employee. It is also suggested that employees who have completed positive orientations are more likely to remain with the company ("Starting New Employees", 2000). Klein and Weaver (2000) found that employees who attended orientation training had a higher level of commitment to the organization than those not attending. Employee orientation is meant to be the

process by which new employees gain information and begin to adapt to the organization (Teboul, 1995).

There are several factors that are considered essential to include in orientations. Making a good first impression is the starting point of an effective orientation (Kennedy, 2001; Klein & Weaver, 2000). Kennedy (2001) indicates that orientations should include the basic information, such as benefits, policies and procedures, as well as any legal topics that are specific to an organization, such as copyright laws in an educational setting. However, Kennedy argues that new employees are enthusiastic at the point of orientation and would also like to hear about some of the opportunities and challenges before them. Kenney also maintains that new employees either need a mentor, buddy or at least information on who to contact to get questions answered. Klein and Weaver (2000) emphasize the value of socialization to the organization through orientation. New employees need to know the organization's history and customs along with the mission, values and goals of the organization. Echoing these points and expanding to include the importance of providing a means to help new employees become familiar with their surroundings and to understand who the main individuals are and how they fit into the organizational structure is also vital ("Starting New Employees", 2000).

There are two final points of significance regarding employee orientation. First, effective orientation programs are on-going in the respect that once the

actual training session is completed, employees should be able to go back to a manager, mentor or documented source to revisit information or to acquire additional information (Kennedy, 1999). Secondly, if orientation is absent or ineffective, new employees are likely to seek the desired information elsewhere and the sources they acquire the information from are most likely to be the least desirable of the organization (Kennedy, 1999).

On-Line Training

New employee orientation is considered to be a training program of an organization. There are various ways in which to deliver training. The remainder of this review of literature will focus on the growing field of on-line training and the benefits of on-line training.

As the use of the Internet grows, it follows that the field of on-line training is increasing also. One way to judge the growth of Internet use is by the number of Web sites. Horton (2000) points out that the number of Web sites reached 5 million in 1999, and in 1998 there were 3,000,000 registered Internet domain names up from 130 in 1993. In terms of Internet users, the United States has the highest number of users and it is estimated that by 2002 there will be 490 million people on-line worldwide (“Top10 Wired Countries”, 2000). Rosenberg (2000) suggests that the people who use the Internet find it a more important source of information than television or radio.

As the use of personal computers and the Internet grows, the field of on-line training continues to increase also. On-line training represents a new form of continuing education opportunities. Training will be revolutionized by on-line programs much like the way that conducting business was dramatically affected by the Internet (“The Future of Training”, 2000). Horton (2000) identifies that 41% of large organizations had some form of on-line training in 1999. Horton also indicates that almost half of the universities and colleges in the United States provide some form of education on-line. Beer (2000) suggests that based on the users of technical training materials, the Internet will be a more important training delivery means than static computer-based training or electronic performance support systems. Beer also cautions that organizations should not think about on-line learning from the perspective of how to use it to replace classroom instructors, but rather from the perspective of how to add on-line learning to what your organization has already established.

An example of an organization using on-line training is Walgreens, which operates a 3,000-store pharmacy chain with locations in 43 states. The company has found success in moving its management training orientation program on-line, and continues to move more and more of its training programs to the Internet (Eder, 2000). Other organizations that have found success with on-line training include Boeing, Buckman Laboratories, Hewlett-Packard, Eli Lilly & Company, Aetna, and MetLife (Horton, 2000).

The review of literature offers several benefits of on-line training. Before addressing the benefits, it is noteworthy to point out that the quality of learning need not be sacrificed by moving to on-line learning. Horton (2000) indicates that research has shown no statistically significant difference in effectiveness in learning in the classroom versus on-line methods of learning.

One of the major benefits of on-line training is flexibility. Participants are permitted to engage in the training at a location that is convenient to them and at a time that is convenient to them. Essentially, the training may be considered to be available almost constantly. Another major benefit is the potential for cost savings. Savings may be recognized through a decrease in travel costs both by the participants and the instructors, through a decrease in lost time of employees being gone from their jobs, through a decrease in administrative costs, and through a savings on cost of training facilities (Huang, 1997, 1998). Driscoll (1998) indicates that on-line training possesses the benefit of easily and quickly providing up-to-date information. Beer (2000) indicates that on-line training possesses the benefit of providing a means of refresher training if participants are allowed to access the training on an as needed basis. Three additional benefits of on-line training include the use of existing professionals such as Information System technicians within an organization for support, the possibility of reducing instructor bias by the lack of face-to-face contact, and the increase in privacy and comfort level for some participants (Huang, 1997, 1998).

A few caveats to on-line training need to be mentioned. Participants in on-line training must be more self-motivated than the participant in a traditional classroom setting and they must have a basic knowledge of operating a computer with network connections (Huang, 1997). Along these same lines, the effectiveness of tools such as on-line surveys are dependent upon the participant's skill level in using the Internet or mediums like e-mail (Horton, 2000). Response rates for data collection from e-mail surveys is not always higher than response rates from mail surveys, and has been found to vary from 6% to 73% (Weible & Wallace, 1998). Participants in on-line training also may fear the loss of human contact (Horton, 2000).

Summary

In making employee orientation one of the first impressions of an organization, it is essential that the experience be a positive one. Employee orientation is a training function that plays a vital role in assisting new employees in adjusting to an organization and in obtaining pertinent information. Employee orientation, like many training activities, can be delivered through a variety of means. On-line training is one means that has been growing in popularity and continues to grow. On-line training provides flexibility that is attractive to participants and still offers the information needed to meet participant needs.

CHAPTER 3

METHODOLOGY

Introduction

The purpose of this study was to develop an on-line orientation for NWTC adjunct faculty. It also sought to evaluate the effectiveness of the on-line orientation. This chapter describes the methodology used in the study including: (a) research design, (b) population, (c) instrumentation, and (d) data analysis.

Research Design

In this study, the first step was to conduct a review of literature. The literature examined pertained both to employee orientation and to on-line training. The information from the literature supported the need for an effective employee orientation and documented the advantages of providing the training on-line. This information was used to obtain approval for the development of the on-line orientation as well as the survey to determine its effectiveness. Approval was obtained from the Director of Staff and Organizational Development, the Director of Human Resources, the Vice-President of Administration, and the Vice-President of Learning.

With the assistance of a representative from Human Resources, the second step was to review existing NWTC documents that provided orientation information to adjunct faculty, to determine if information existed on the current NWTC web page that would be useful in the orientation, and to decide if any

additional information needed to be developed or acquired. The adjunct faculty on-line orientation was then designed based on the information gathered and on the findings in the literature review. The design of the orientation was arranged so that all participants accessing the orientation would begin at a page that included a letter of welcome from the President of NWTC along with the President's picture. To the side of the letter was a menu of categories to investigate. Each category was a link to another page that provided a variety of information for NWTC in that particular area. The categories included: (a) mission, vision, and values, (b) maps, (c) phone directory, (d) organizational chart, (e) services for staff, (f) policies and procedures, (g) parking, rooms, and security, (h) Marinette campus, (i) Sturgeon Bay campus, (j) Outreach/Community Learning Centers, and (k) feedback survey. At each of the category locations participants were provided the option of returning to the beginning page to select another category. The orientation design was then used to create a document in the appropriate format for incorporation into the NWTC website.

Next, a survey to determine effectiveness was developed to accompany the on-line orientation (see Appendix A). The survey was reviewed by the NWTC Research Assistant and by the representative from Human Resources that was involved in the orientation design. The survey was meant to be voluntary for those participating in the on-line orientation. The survey addressed background

information from the respondent together with their perceived effectiveness of the orientation.

The on-line orientation and the related survey were then incorporated into the NWTC website with the assistance of the NWTC Web Master and the Director of NWTC On-line Learning.

The final step was the creation of a letter to all current adjunct faculty. The intent of the letter was to inform adjunct faculty about the on-line orientation and to provide directions for accessing the orientation (see Appendix B). Extra copies of the letter were also made for the Human Resources department to supply any new adjunct faculty that started with NWTC.

Data from the survey was collected for a five-month period. The data was then analyzed and conclusions and recommendations were developed.

Population

The population chosen for this research study was the adjunct faculty who had taught for NWTC during the two-year period preceding the implementation of the on-line orientation and the adjunct faculty that starting teaching for NWTC during the five-month period that data was being collected from the survey. This was 1279 who were in the group of existing adjunct faculty and 23 who were in the group of the latest adjunct faculty, for a total population number of 1302. The adjunct faculty in the population had the potential to be from any one of the nine

counties served by NWTC and from any one of either the credited or non-credited program areas of NWTC.

The population of the survey respondents was any of the 459 visitors to the orientation site who voluntarily completed the survey. The total number of survey respondents was 32.

Instrumentation

The survey was developed and used on-line to gather information regarding general background of the respondents and their perceived effectiveness of the on-line orientation. The response formats of the survey were nominal scale and open-ended questions. The instrument included four main areas. The first area was designed to obtain information about the respondent's length of affiliation with NWTC, the location in which the respondent was accessing the on-line orientation, and the type of orientation preferences of the respondent. The second area asked about the extent of previous on-line learning experiences, the extent of orientation to NWTC, and the primary reason for accessing the on-line orientation. The third area addressed which sections of the on-line orientation the respondent accessed, the level of difficulty of the format of the orientation, the extent to which the amount of information met the needs of the respondents, and the overall effectiveness of the on-line orientation. The fourth area provided respondents with the opportunity to express additional comments regarding what

they liked best about the orientation, what they liked least about the orientation, and suggestions for improvement of the orientation.

Data Analysis

The data from the on-line survey was collected for a five-month period between December 14, 2000 and May 14, 2001. The survey respondents were voluntary and anonymous. The data from the survey was collected, tabulated, and analyzed by the researcher. In the first three areas of the survey, frequencies and percentages were calculated (see Appendix C). In the fourth area of the survey, responses were analyzed to identify common themes (see Appendix D). Results of the survey are discussed in Chapter 4.

CHAPTER 4

RESULTS

Introduction

The results of the survey developed to assess the effectiveness of the adjunct faculty on-line orientation are presented in this chapter. The survey was voluntarily completed by 32 of the 459 visitors to the adjunct faculty on-line orientation within a five-month period for an approximate seven percent response rate. The survey contained four main areas; respondent background, respondent experience, perceived effectiveness of the on-line orientation, and areas of like and dislike.

Findings

The following discussion and charts present the information gathered from the thirteen survey questions. A summary of the findings concludes this section.

CHART 1

Length of Affiliation with NWTC

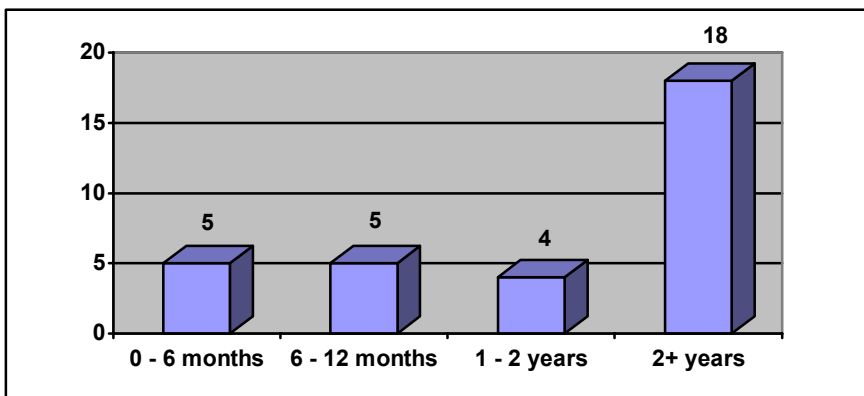
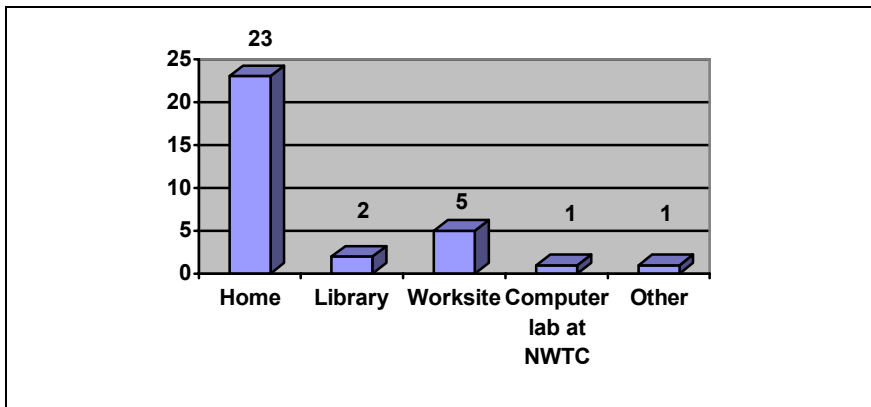


Chart 1 shows the response to the first survey question regarding the length of time that respondents were affiliated with NWTC. The majority of respondents were affiliated with NWTC for two or more years. Only 16% of the respondents were affiliated with NWTC for less than six months.

CHART 2

Location for Accessing the Orientation



According to the second question on the survey, Chart 2 indicates that overwhelmingly respondents accessed the on-line orientation from home. Seventy-two percent of respondents fell into this category. The next highest percentage was from the worksite, but this only accounted for 16% of the responses to the question on location.

The third question of the survey focused on which type of orientation the respondents preferred. Response choices included in-person, written, on-line or a combination of in-person orientation along with other sources of information.

Nearly half of the respondents preferred on-line orientation, while 38% of respondents preferred a combination of in-person orientation along with other sources of information.

Survey question 4 explored whether or not respondents had done any previous on-line learning or on-line orientation. Sixty-nine percent expressed no previous on-line learning experience. Of the 29% who indicated they had previous on-line learning experience, the majority responded that the extent of their experience was moderate or minimal.

The fifth survey question probed the extent to which respondents had experienced any orientation to NWTC, excluding the on-line orientation. A minimal orientation was revealed in 56% of the respondents and no orientation was discovered in 22% of the respondents. None of the respondents indicated the level of extensive orientation.

Half of the respondents in question 6 of the survey answered that the reason they entered the on-line orientation was that they were curious about the site, while close to 41% entered it for the reason of general orientation.

CHART 3

Sections Accessed of the On-line Orientation

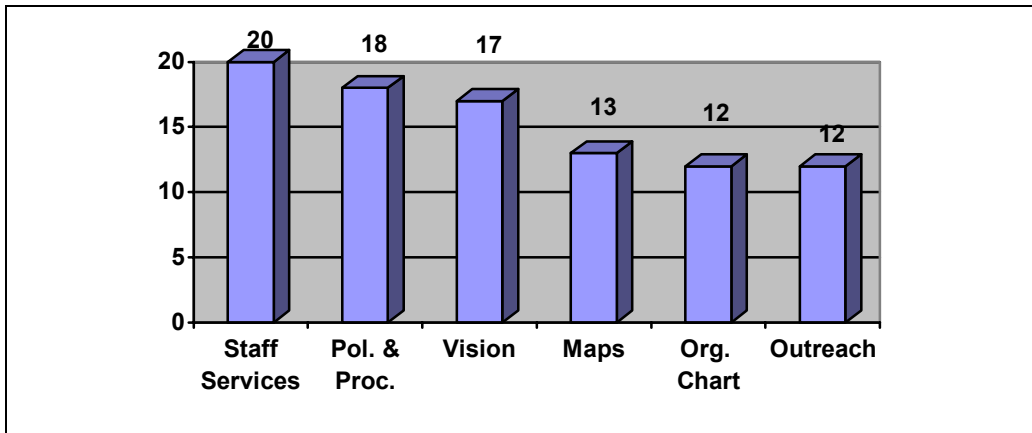


Chart 3 shows the most frequent responses to the seventh survey question, which determined the sections of the on-line survey that respondents accessed. Respondents were asked to indicate all of the areas of the on-line orientation that they accessed. Services for staff, policies and procedures, and vision, mission and values were the top three areas accessed. This translates to 63% viewing services for staff, 56% viewing policies and procedures, and 53% viewing vision, mission and values. The next most accessed areas were maps at 41%, organizational chart at 38%, and outreach at 38%. The final areas that were not accessed as frequently were phone directory at 34%, parking, rooms and security at 22%, Marinette campus at 13%, and Sturgeon Bay campus at 9%.

CHART 4

Format of the On-line Orientation Information

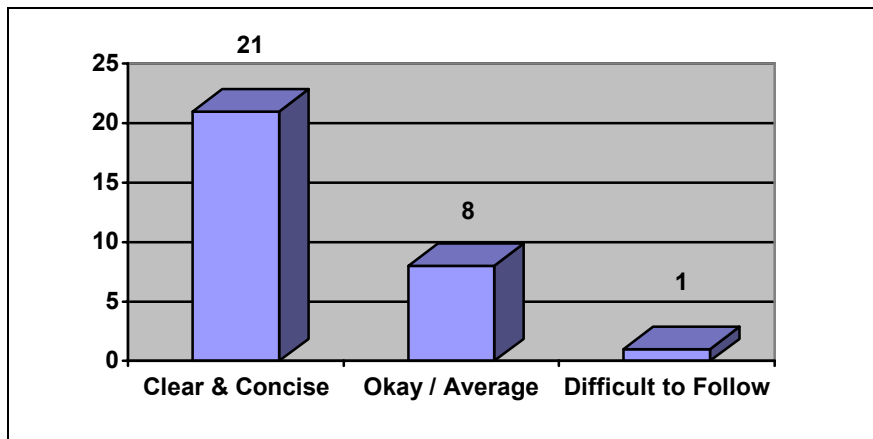


Chart 4 indicates the results of question 8 of the survey. Respondents were asked to rate the format in which the information is provided in the on-line orientation. Sixty-six percent found the format to be clear and concise, while 25% found the format to be okay or average. Only 3% found the format difficult to follow.

CHART 5

Needs Met by the Amount of Information

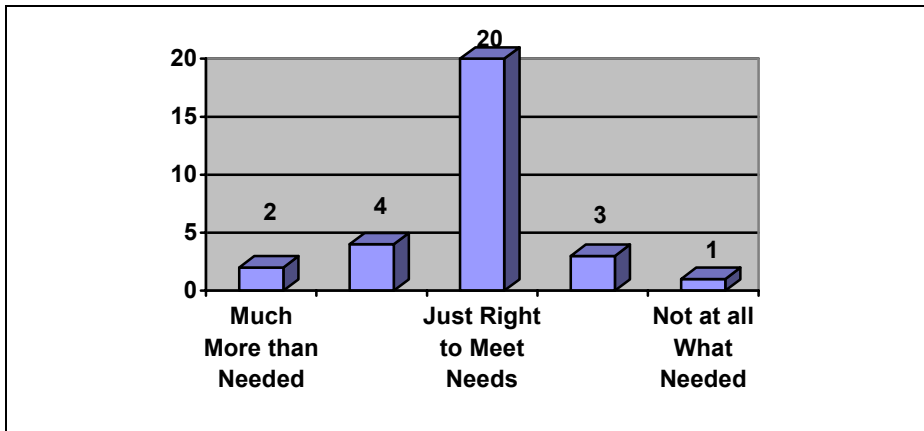


Chart 5 shows that the majority of respondents to question 9 of the survey felt that the on-line orientation provided just the right amount of information to meet their needs. Sixty-three percent felt this way.

CHART 6

Overall Effectiveness of the On-line Orientation

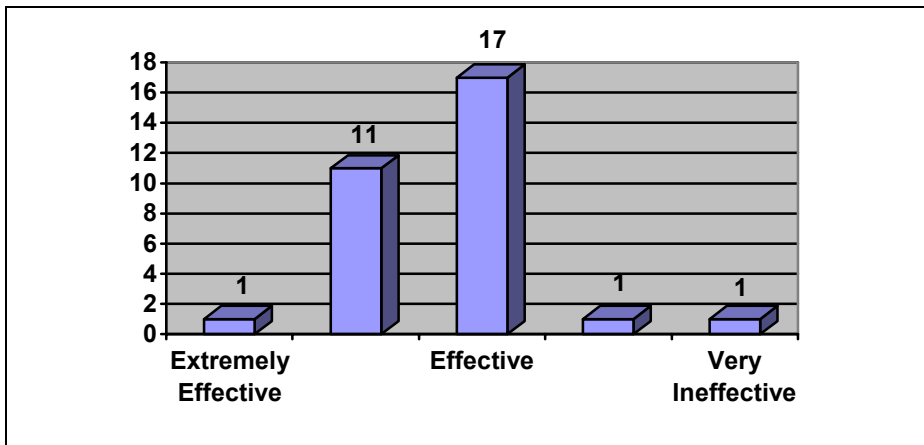


Chart 6 indicates that in response to the tenth survey question, the majority of respondents found the overall effectiveness of the on-line orientation to be effective or very effective. Those finding overall the orientation was effective were 53%, and those finding overall the orientation was very effective were 34%.

Question 11 of the survey was open-ended and asked respondents what they like best about the on-line orientation. There was a 66% response rate to the question. Comments were analyzed and found to fall into three main categories. The first category focused on the convenience of the on-line orientation and 48% of the responses were in this category. The second category focused on the information or resources provided in the on-line orientation and 29% of the responses were in this category. The final category focused on the ease of the format and 24% of the responses were in this category. All responses are listed in Appendix D.

Question 12 of the survey was open-ended and asked respondents what they liked least about the on-line orientation. There was a 22% response rate to the question. Comments were analyzed and found to fall into three main categories. The first category focused on confusion in navigating the on-line orientation and 43% of the responses were in this category. The second category focused on the format of the on-line orientation and 29% of the responses fell into this category. The third category focused on the orientation not having enough

information or not having the right information and 29% of the responses fell into this category. All responses are listed in Appendix D.

Question 13 of the survey was open-ended and asked respondents what suggestions they had for improving the on-line orientation. There was a 19% response rate to the question. Comments were analyzed and found to fall into three main categories. The first category focused on suggestions to reduce confusion in navigating the orientation and 50% of the responses fell into this category. The second category focused on suggestions for more details or information in the on-line orientation and 33% of the responses were in this category. The final category was a miscellaneous category and comments were not directly related to the effectiveness of the on-line orientation. Thirty-three percent of the responses fell into this category.

Summary

The data indicates that the majority of respondents to the survey had been affiliated with NWTC for two years or longer, yet most respondents also indicated that the extent of their orientation to NWTC was minimal. The reason for entering the on-line orientation was fairly evenly divided between wanting to get a general orientation and being curious about the site.

The data also indicates that just less than one-half of the respondents preferred an on-line orientation, yet 69% of the respondents indicated they had never done any previous on-line learning or on-line orientation.

The three areas that clearly stood out as being most frequently viewed by respondents were the services for staff, the policies and procedures, and the vision, mission, and values.

The data indicates that the respondents believed the orientation to be effective. Only 3% found the format difficult to follow and the rest found it acceptable. The majority of respondents found that the information provided in the on-line orientation was sufficient to meet their needs. Six percent found the orientation overall to be ineffective, while the remainder found it to be mainly effective or very effective. These findings on effectiveness should also be considered in relation to the fact that most respondents had indicated no previous experience in on-line learning.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this study was to develop and evaluate an on-line orientation for NWTC adjunct faculty. This chapter will summarize the study procedures, provide conclusions from the results found, and offer recommendations.

Summary of Study Procedures

The on-line adjunct faculty orientation was developed based on the findings of the review of literature in regard to effective employee orientations and on-line training and based on a review of existing NWTC orientation information.

The population chosen for this research study was the adjunct faculty that had taught for NWTC during the two-year period preceding the implementation of the on-line orientation and the adjunct faculty that starting teaching for NWTC during the five-month period in which data was being collected from the survey. There were 1279 in the group of existing adjunct faculty and 23 in the group of the latest adjunct faculty, for a total population number of 1302. The population of the survey respondents was any of the 459 visitors to the orientation site who voluntarily completed the survey. The total number of survey respondents was 32.

The instrument used to conduct the on-line survey was developed to determine the effectiveness of the on-line orientation. The instrument included four main areas. The first area was designed to obtain information about the respondent's background. The second area asked about the extent of previous on-line learning and NWTC orientation experiences. The third area addressed the frequency of sections accessed and the overall effectiveness of the on-line orientation. The fourth area provided respondents with the opportunity to express additional comments.

Data collection from the survey was conducted for a five-month period between December 14, 2000 and May 14, 2001. The survey respondents were voluntary and anonymous. The data from the survey was collected, tabulated, and analyzed by the researcher. The survey response rate was approximately seven percent. Within a five-month period, 32 of the 459 visitors to the adjunct faculty on-line orientation voluntarily completed the survey.

Conclusions

The following conclusions were drawn as a result of the review of literature and the analysis of the data collected from the survey.

Conclusion 1: Based on the review of literature, effective employee orientation is an important training responsibility of an organization.

Conclusion 2: Based on the review of literature, on-line training is an effective means of providing training to employees and also offers several benefits, with the two main benefits being flexibility and potential cost savings.

Conclusion 3: Based on the data collected from the on-line survey, the NWTC on-line orientation for adjunct faculty can be an effective means of orientation for adjunct faculty who access the site.

Recommendations

The following recommendations pertain to both the effectiveness of the on-line adjunct faculty orientation and to future research.

Recommendation 1: Maintain the content of the on-line adjunct faculty orientation. The content correlates with the suggestions found in the review of literature as to effective employee orientations. The content also meets the needs of the adjunct faculty according to the results of the survey.

Recommendation 2: Improve the ease of navigation of the on-line orientation. This will be especially helpful to those who have not had any experience or minimal experience with on-line training.

Recommendation 3: In future research, address the fact of a low response rate to the survey. In this study, 459 people viewed the on-line orientation, yet only 32 people completed the accompanying on-line survey. While this falls within the 6% to 73% response rate range for on-line surveys identified in the literature review, it is at the low end of the identified range.

Recommendation 4: In future research, evaluate the effectiveness of on-line orientation by surveying only those employees who have been with the organization for a short period of time. This survey included respondents who were with the organization for two or more years.

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APPENDICES

APPENDIX A

ON-LINE SURVEY

Please take a few minutes to complete the following survey. The information you furnish will be used for the purpose of improving the on-line orientation.

If you have any questions or concerns regarding the survey or the information gathered from the survey, please contact Beth Hennes in the Staff & Organizational Development department at NWTC, 920-498-5583.

Remember to click on submit when you are finished.

1. How many years have you been affiliated with NWTC?
 - 0 – 6 months
 - 6 – 12 months
 - 1 – 2 years
 - 2+ years

2. From which location are you accessing the on-line orientation?
 - Home
 - Library
 - Worksite
 - Computer lab at NWTC
 - Other

3. Which one of the following do you prefer?
 - In-person orientation
 - Written orientation
 - Online orientation
 - A combination of in-person orientation along with other sources of information

4. Have you previously done on-line learning or an on-line orientation at NWTC or any other organization?
 - Yes
 - No

If yes, to what extent?

 - Minimal
 - Moderate
 - Extensive

5. To what extent have you experienced any orientation to NWTC (excluding this on-line orientation)?

- No orientation
- Minimal orientation
- Moderate orientation
- Extensive orientation

6. What is your primary reason for entering the on-line orientation?

- General orientation
- Seeking answers to specific questions
- Curious about the site
- Other

7. Which sections of the on-line orientation did you access? (Check all that apply.)

- Mission, Vision, Values
- Maps
- Phone Directory
- Organizational Chart
- Services for Staff
- Policies & Procedures
- Parking, Rooms, Security
- Marinette Campus
- Sturgeon Bay Campus
- Outreach/Community Learning Centers

8. The format in which the information is provided in the on-line orientation is:

- Clear & Concise
- Okay / Average
- Difficult to follow

9. The amount of information provided in the on-line orientation is:

- Much more than I needed
- A little more than I needed
- Just right to meet my needs
- Less than what I needed
- Not at all what I needed

10. Based on your needs as an adjunct faculty, how would you rate the overall effectiveness of the on-line orientation?

- Extremely effective
- Very effective
- Effective
- Ineffective
- Very effective

11. What did you like the best about the on-line orientation?

12. What did you like the least about the on-line orientation?

13. What suggestions do you have for improving the on-line orientation?

If you have fully completed this survey, click the “Submit” button to send in your results.

Submit	Reset
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APPENDIX B

December 15, 2000

Dear Adjunct Faculty Member:

As part of our ongoing effort to provide ample information and resources to the adjunct faculty of NWTC, we have developed an on-line employee orientation. We encourage you to access the orientation and to give us your feedback about it through the survey included on-line.

The orientation provides information about NWTC, policies and procedures, and services available to adjunct faculty. Also included is information on the Marinette campus, the Sturgeon Bay campus, and the Outreach/Community Learning Centers.

To access the orientation, follow these simple steps:

1. Go to the NWTC homepage at www.nwtconline.com
2. Click on the link "NWTC Staff" at the bottom of the page
3. Click on "Adjunct Faculty Orientation"

We recognize that not everyone has Internet access available at their home or through their work site. We would like to remind you that most public libraries have free Internet access, and that the Learning Resource Centers on each of the NWTC campuses have computers with Internet access available.

We hope this on-line orientation provides a way for you to access needed information and resources at NWTC. If you have any questions or concerns regarding the on-line orientation, please feel free to contact us.

Sincerely,

Tonya Amble
Human Resources
920-498-6918

Beth Hennes
Staff & Organizational Development
920-498-5583

APPENDIX C

SURVEY RESULTS: QUESTIONS 1 – 10

Question	Possible Responses	Frequency of Responses	Percentage of Respondents
1. Years affiliated with NWTC			
	0 –6 months	5	15.6%
	6 – 12 months	5	15.6%
	1 – 2 years	4	12.5%
	2+ years	18	56.3%
2. Location for accessing			
	Home	23	71.9%
	Library	2	6.3%
	Worksite	5	15.6%
	NWTC comp. lab	1	3.1%
	Other	1	3.1%
3. Orientation preference			
	In-person	1	3.1%
	Written	4	12.5%
	Online	15	46.9%
	In-person combo	12	37.5%
4. Previous on-line learning			
	Yes	9	28.1%
	No	22	68.8%
If yes, extent			
	Minimal	4	44.4%
	Moderate	3	33.3%
	Extensive	2	22.2%
5. Previous NWTC orientation			
	No orientation	7	21.9%
	Minimal orient.	18	56.3%
	Moderate orient.	7	21.9%
	Extensive orient.	0	0

Question	Possible Responses	Frequency of Responses	Percentage of Respondents
6. Reason for Accessing			
	General orient.	13	40.6%
	Answers to ?'s	0	0
	Curious	16	50%
	Other	3	9.4%
7. Sections Accessed			
	Vision & Values	17	53.1%
	Maps	13	40.6%
	Phone Directory	11	34.4%
	Org. Chart	12	37.5%
	Services for Staff	20	62.5%
	Policies & Proc.	19	56.3%
	Park, Room, Sec.	7	21.9%
	Marinette Campus	4	12.5%
	Sturg Bay Campus	3	9.4%
	Outreach	12	37.5%
8. Format			
	Clear & concise	21	65.6%
	Okay / average	8	25%
	Difficult to follow	1	3.1%
9. Amount of info			
	Much more	2	6.3%
	Little more	4	12.5%
	Just right	20	62.5%
	Less than needed	3	9.4%
	Not at all	1	3.1%
10. Overall effectiveness			
	Extremely effect.	1	3.1%
	Very effective	11	34.4%
	Effective	17	53.1%
	Ineffective	1	3.1%
	Very ineffective	1	3.1%

APPENDIX D

SURVEY QUESTIONS 11 – 13

Question 11 – What did you like best about the on-line orientation?

Response	Theme Analyzed
I could go to my local library and access the orientation and not have to travel to Green Bay.	Convenient
The extent and variety of information. I love the phone directory since I rarely know anyone's extension.	Information or Resources
Access to my e-mail account	Information or Resources
Easy access	Easy / Format
It is very convenient	Convenient
Easy to follow, not a overburden of text	Easy / Format
A place to answer many questions. Would have been very valuable when I first began.	Information or Resources
Just the fact that I have another resource. No specific gripes.	Information or Resources
Saving time – able to access from home and workplace	Convenient
I could do the orientation at my convenience	Convenient
It was well formatted. I thought the section of Adjunct Staff Certification/ Development was especially helpful	Information or Resources
Ease of Operation	Easy / Format
Convenience	Convenient
The fact that its online	Convenient
I liked doing this at home, at my leisure and the amount of information I was able to obtain.	Convenient
I could go over it at my own convenience	Convenient
Familiarize myself with staff policies	Information or Resources
Easy access	Easy / Format
Can access at any time	Convenient
That it is available	Convenient
Its very easy once you know how to use the computer when you have good library staff to assist you	Easy / Format

Question 12 – What did you like least about the on-line orientation?

Responses	Theme Analyzed
My eyes! become tired viewing the screen at times	Format
I felt as though I was clicking haphazardly without direction. I wasn't sure if I completed everything. I would suggest some kind of a "next" format or an outline or learning plan	Confusion / Navigation
Haven't found a place specific for my subject	Material
I have no idea what I should be looking at, where to go, or what is expected of me?	Confusion / Navigation
I could not ask questions although I have none at this time	Format
I felt that you should just click a button and it would take you through all areas versus being able to select each area	Confusion / Navigation
Still did not answer all my questions	Material

Question 13 – What suggestions do you have for improving the on-line orientation?

Responses	Theme Analyzed
Be mindful of spelling errors. This is a turn-off.	Miscellaneous
"Back to the top" items to refer you to the top of the page	Navigating
Would like answers to specific questions for ESL. I do think this would have been more valuable when I first began. Do make this available quickly for new people. Hope this will eliminate some papers sent home. Perhaps you could suggest a timetable for us to look at this site – once a week or twice a week – so we would be informed without all the snail mail.	More details / content Navigating
I went to it based upon a letter I received. I need to know what I should be looking at. All I saw was a note from Dr. Rafn with some stuff on the left side of the screen. Am I expected to go to certain areas and hit enter? Or what? I have no idea what information is available or where I would find it.	Navigating
I would like to know if there are any plans for developing on-line courses for recertification. Due to my work schedule and family commitments, it's difficult to find time to attend courses in person.	Miscellaneous
More details in regard to procedure	More details