



Institutional Effectiveness, Research & Planning

NEW STUDENT ORIENTATION EVALUATIONS: SPRING 2016 TO SPRING 2017

March 2017

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New Student Orientation

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Introduction

The Crafton Hills College (CHC) Counseling department requires prospective students to participate in a new student orientation as a prerequisite to participate in the assessment/placement process required for registration into many classes. The new student orientation provides an introduction to college life and provides important information for incoming students such as: information on steps that must be taken to become a student at CHC, introduction to support services provided to students at CHC, and information on important policies governing student conduct and rights as well as other pertinent information. The purpose of this report is to illustrate the results of an evaluation examining the effectiveness of the Crafton Hills College (CHC) new student orientations, which were completed from Spring 2016 to Spring 2017 by a sample of 2,340 respondents. The orientations were delivered to respondents in an online and on-campus format. Respondents who completed the evaluation were asked multiple-choice questions regarding the orientation they participated in, to rate their level of agreement with statements regarding the orientation, to provide demographic information, to disclose their educational goal(s), rate perceived effectiveness of presenters, and to provide open-ended comments, suggestions, and/or concerns.

Summary of Results

2,340 respondents completed an evaluation.

- 93% of respondents participated in the new student online orientation.
- 7% of respondents participated in the new student on-campus orientation.

Demographics

- 93% of respondents' primary language was English.
- 47% of respondents were 19 years old or younger.
- 55% of respondents were female.
- 45% of respondents identified as Hispanic/Latino (any /all races) and 34% identified as Caucasian/White, non-Hispanic.
- 39% of the respondents stated their education goal was to earn a BA degree after completing a 2-year degree.
- 19% of respondents identified their educational goal was to obtain an AA/AS degree without transferring to a 4-year university.

Online New Student Orientation Results (n=2,173)

Ninety-eight percent of respondents agreed or strongly agreed with the following statements:

- Overall, this orientation will help me while I am a CHC student.
- This orientation was useful.
- I have a better understanding of what services are offered at CHC.

On-Campus New Student Orientation Results (n=167)

All respondents agreed or strongly agreed with the following statements:

- Overall, this orientation will help me while I am a CHC student.
- I have a better understanding of what services are offered at CHC.
- The presenter(s) was organized and well-prepared.

Over 98% of respondents rated the presenter(s) effectiveness as "Good" or "Excellent".

Methodology

Figure 1 and Tables 1-6 illustrate the results of the new student orientation evaluation completed by respondents from Spring 2016 to Spring 2017, more specifically from February 29, 2016 to February 16, 2017. Tables 4 and 5a were disaggregated by new student orientation delivery format. The evaluation consisted of multiple-choice questions where respondents were asked how they participated in the new student orientation, as an on-campus or online college orientation, and demographic information such as their age, gender, whether English was their primary language, and the ethnicity they most identified with. In addition, they were asked to state their educational goals and to rate their level of agreement with statements regarding their experience with the on-campus or online orientation. Respondents who attended an on-campus orientation were prompted to rate the overall effectiveness of their presenter, and to select their presenter's name. All respondents were asked to provide open-ended comments, suggestions, and/or concerns regarding the new student orientation they participated in. All missing answers were excluded from analysis, and "Not Applicable" responses were excluded from all tables.

Demographics

Table 1 illustrates respondents' age, gender, and ethnicity. Forty-seven percent of respondents were 19 years old or younger, 55% of respondents were female, 45% were Hispanic, and 34% were Caucasian. Ninety-three percent of respondents indicated English as their primary language.

Table 1. Respondents' age, gender, and ethnicity.

	#	%
Age	2,209	100.0
19 or younger	1,047	47.4
20-24	565	25.6
25-29	241	10.9
30-34	133	6.0
35-39	77	3.5
40-44	51	2.3
45-49	33	1.5
50 or older	62	2.8
Gender	2,275	100.0
Female	1,248	54.9
Male	1,027	45.1
Ethnicity	2,284	100.0
Hispanic/Latino (any/all races)	1,020	44.7
Caucasian/White, non-Hispanic	775	33.9
Other, non-White/Multi-racial	173	7.6
Asian American/Filipino/Pacific Islander, non-Hispanic	147	6.4
Black/African American, non-Hispanic	128	5.6
American Indian/Native Alaskan, non-Hispanic	41	1.8

Note: Any missing responses were not included in this table.

Table 2. Respondents' primary language.

Is English primary language	#	%
Yes	2,101	93.3
No	152	6.7
Total	2,253	100.0

Note: Any missing responses were not included in this table.

Findings

The majority of the respondents participated in the new student online orientation (93%). In addition, 39% of the respondents had an education goal to earn a BA degree after completing a 2-year degree and 19% wanted to obtain an AA/AS degree without transferring to a 4-year university.

Figure 1. Number and percentage of respondents who participated in new student orientation by delivery format.

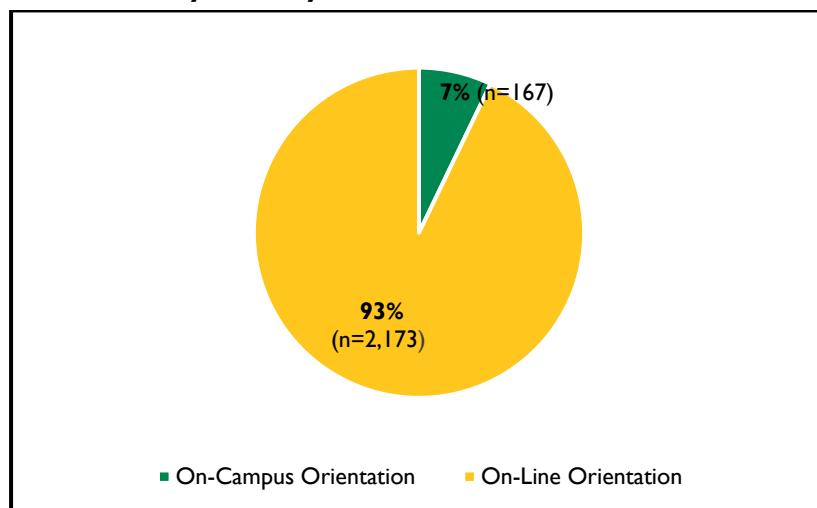


Table 3. Respondents' education goals.

Educational Goal	#	%
Obtain a BA degree after completing a 2-year degree	902	39.4
Obtain an AA/AS degree without transferring to a 4-year university	431	18.8
Uncertain	417	18.2
Obtain a BA degree without completing a 2-year degree	122	5.3
Acquire new job skills/Update current job skills	112	4.9
Earn a vocational certificate without transferring to a 4-year university	102	4.5
Take personal interest/leisure courses	65	2.8
Maintain certificate or license	59	2.6
Improve basic skills in English, Reading or Math	52	2.3
Complete credits for high school diploma or GED	28	1.2
Total	2290	100.0

Note: Any missing responses were not included in this table.

Online new student orientation

Table 3 illustrates respondents' level of agreement with statements regarding their experience with the online orientation. Over 90% of respondents either agreed or strongly agreed with all statements. Statements are sorted from the most number of positive responses, and not applicable responses have been excluded.

Ninety-eight percent of respondents agreed or strongly agreed with the following statements:

- Overall, this orientation will help me while I am a CHC student.
- This orientation was useful.
- I have a better understanding of what services are offered at CHC.

Table 4. Respondents' level of agreement with statements regarding online orientation.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
Overall, this orientation will help me while I am a CHC student.	1,194	56.4	883	41.7	22	1.0	18	0.9	2,117
This orientation was useful.	1,165	55.0	910	43.0	25	1.2	17	0.8	2,117
I have a better understanding of what services are offered at CHC.	1,171	55.2	912	43.0	26	1.2	11	0.5	2,120
I feel more confident about attending CHC.	1,088	52.0	945	45.2	46	2.2	13	0.6	2,092
I have a better understanding about the financial aid process at CHC.	983	47.1	988	47.3	98	4.7	19	0.9	2,088
I have a better understanding of what I need to accomplish at CHC to transfer to a 4-year institution.	1,059	50.5	971	46.3	54	2.6	12	0.6	2,096
I have a better understanding of the requirement to meet my desired major/goal.	1,046	49.7	985	46.8	62	2.9	10	0.5	2,103
The online orientation answered my questions.	992	47.4	1002	47.9	84	4.0	16	0.8	2,094
The format of the online orientation was easy to follow.	1,163	55.0	901	42.6	37	1.7	15	0.7	2,116
The format of the online orientation was interesting.	950	45.6	930	44.6	145	7.0	58	2.8	2,083

Note: Any missing responses were not included in this table.

On-campus new student orientation

Table 4a demonstrates respondents' level of agreement with statements regarding their experience with the on-campus orientation. Over 96% of respondents either agreed or strongly agreed with all statements. Statements are sorted from the most number of positive responses, and not applicable responses have been excluded.

All respondents agreed or strongly agreed with the following statements:

- Overall, this orientation will help me while I am a CHC student.
- I have a better understanding of what services are offered at CHC.
- The presenter(s) was organized and well-prepared.

Table 5a. Respondents' level of agreement with statements regarding on-campus orientation.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The presenter(s) was organized and well-prepared.	128	80.5	31	19.5	0	0.0	0	0.0	159
This orientation was useful.	126	77.8	33	20.4	2	1.2	1	0.6	162
Overall, this orientation will help me while I am a CHC student.	125	78.1	35	21.9	0	0.0	0	0.0	160
I feel more confident about attending CHC.	122	75.8	38	23.6	1	0.6	0	0.0	161
The presenter(s) was enthusiastic and energetic.	122	78.2	31	19.9	3	1.9	0	0.0	156
The presenter(s) answered my questions.	120	75.9	36	22.8	1	0.6	1	0.6	158
I have a better understanding of what services are offered at CHC.	118	73.8	42	26.3	0	0.0	0	0.0	160
I have a better understanding of the requirement to meet my desired major/goal.	115	71.0	46	28.4	1	0.6	0	0.0	162
I have a better understanding of what I need to accomplish at CHC to transfer to a 4-year institution.	112	69.1	48	29.6	1	0.6	1	0.6	162
I have a better understanding about the financial aid process at CHC.	99	62.3	54	34.0	5	3.1	1	0.6	159

Note: Any missing responses were not included in this table.

Table 5b. Respondents' rating on the overall effectiveness of presenter(s).

Table 5b illustrates respondent's ratings on the overall effectiveness of presenter(s), only for those respondents who attended the on-campus orientation. Over 98% of respondents rated the presenter(s) effectiveness as "Good" or "Excellent".

Table 5b. Respondents' rating on overall effectiveness of presenter(s).

Excellent		Good		Fair		Poor		Total
#	%	#	%	#	%	#	%	
125	76.7	35	21.5	3	1.8	0	0.0	163

Note: Any missing responses were not included in this table.

Table 6 illustrates the number of respondents assigned to each presenter during the on-campus orientation. Fifty-two percent of respondents indicated Ben as their presenter during the on-campus orientation.

Table 6. Presenter’s name and number of respondents present during on-campus orientation.

Presenter’s Name	#	%
Ben	81	52.3
Other	41	26.5
Robert	6	3.9
Laura	5	3.2
Mariana	4	2.6
Michelle	3	1.9
Raju	3	1.9
Rebecca	3	1.9
Debbie	2	1.3
Gary	2	1.3
Kirsten	2	1.3
Daniel	1	0.6
Rejoice	1	0.6
Rick	1	0.6
Total	155	100.0

Note: Any missing responses were not included in this table.

Below is a list of comments/suggestions provided by 104 respondents who participated in the online new student orientation. The comments were categorized into four themes: compliments, suggestions, dissatisfaction, technical challenges, unnecessary, and miscellaneous questions. Respondents were most likely to provide praise about the online orientation (n=42), as one respondent stated, “Great orientation! Loved how everything was easily explained.” Respondents also offered suggestions on possible improvements to the online orientation (n=27) such as, “I think the orientation should be more interactive.” A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

Compliments (n=42)

- Easy to understand, very useful.
- Enjoyed the video tutorials!
- Everything was great, no comments or concerns. thank you.
- Everything was very smooth.
- Finished in 30 minutes
- Good job!
- Good job on the actors.
- Great
- Great Orientation, very clear.
- Great orientation! Loved how everything was easily explained.
- Great overall!
- Great way to be Connected
- I appreciated the questions asked throughout the segments.
- I feel more confident about attending chc.
- I felt that the orientation video was very helpful.
- I felt that the orientation was very helpful.
- I thought the video introductions where very helpful in understanding the passage as I read along.
- I understand a little more about the college.
- It gives you a great on what Crafton Hills wants you to know and what to expect.
- It was very helpful even with slow net access.
- It was very to the point.
- Looking forward to being a student here. The process has been a little intimidating but I have managed.
I am Excited to see where my education goals take me!!!!!!! Thank you
- Love it.
- Loved it.
- Nice orientation.
- No concern, very helpful understanding.
- Overall the orientation was very helpful in giving detail about what Crafton can provide for its students.
- Thank you for the information your college has a great personal and I was able to finish my orientation on line.
- Thank you for the online orientation, easy to do it.
- Thanks for the online orientation.
- The online orientation was extremely helpful and made me understand a lot about what goes on at the campus.
- The orientation was useful that explained the major need-to-know basis for all new students or old students to refresh what they need to know before going to college for the first time or returning back.

- The orientation was very helpful for me.
- The set-up of the orientation made things easier.
- This was great orientation experience.
- This was a helpful orientation.
- This was nice and easy to understand.
- Very Helpful.
- Very Helpful and a lot of helpful useful information!!!
- Very informative but generalized for all students. A separate orientation for "on- line Students" can cut completion time in half.
- Very interested great school.
- Very useful and helpful.

Suggestions (n=27)

- #7 there is no goal planning in orientation. this question should be removed or rewritten if I understand how to get help to create a goal/plan. Orientation is geared to new students only not returning students. Very good presentation. Thank you.
- Be more genuine through the videos. On some it is obvious the actors are reading.
- For someone who has attended other colleges before the format went VERY slow.
- I think the orientation should be more interactive.
- I'd like to have some clarity as to student loans and how that works when you're trying to register for classes. I would have to get loans in order to go to school. My question is if there's any additional steps to getting your classes paid for with a student loan that I would have to do before I even consider registering for classes?
- If the layout of the orientation looked more modern it'd be a lot better.
- Intro music to each video isn't necessary. Please keep the videos concise and straight to the point.
- Make logging in easier and simple for new, or returning students.
- Maybe provide an optional audio on/off toggle. Some have difficulty retaining the info from just reading it.
- Need update.
- Not everyone is an actor, so good try on the video segments; however, and though it may be easily overlooked by those auto-pausing the videos, having the person being recorded put some more "life" and movement into what they're reading can grab the viewers' attention well enough that they watch it entirely.
- Not everyone remembers everything they just read.
- Orientation is a bit wordy. Could use some simplifying.
- Perhaps provide a section that explains the process for students who are just going for summer school. (Students who are already enrolled in a four-year university, but are trying to take GEs at CHC) Wish it gave more insight of financial aid for summer school, but overall it was informative.
- Please, Take off the timer off of the next button. I understand it is to make time to read the slides, however, it makes it a hassle to go back to a question as you have to wait on every single slide.
- Short and brief would be nice.
- Shorter orientation.
- Should not be mandatory; anyone who is capable of doing their own research would already know the level of information provided in the orientation beyond quaint and inapplicable references to services which they do not need. The timers on EVERY PAGE are mind-numbing.

- Students wanting to take an online class over summer to meet GE requirements while enrolled in a 4-year university should not have to take this orientation. We do not need to know about college life at Crafton as we are already attending a university and only need to take a summer class towards fulfilling our degree.
- Orientation should be optional considering I already have talked to counselors, and understand the campus, so I didn't need it.
- The fact that the Orientation media and format is so outdated makes it difficult to stay focused and the pace is too slow. PLEASE UPDATE!
- The graphics for this survey are not working and the navigational buttons only show "?" Perhaps include a plain text explanation of the buttons for this situation.
- The online orientation was a little basic and I wish it went into a little more depth in The financial aid section such as total cost for a college education at CHC with and without Financial Aid.
- There are only two gender options on the website. You need to stop assuming genders and make an option to not identify as a gender.
- This assessment was too long and was not useful for a college student who has already taken college classes. it should be adjusted to fit students who are returning to college.
- The orientation should also have a PDF so I can on my own terms read the materials at my own pace without being online. It was not clear that I had to complete this survey to be granted credit for the survey. I spent half an hour with technical support to not receive an answer by what appeared to be a robot and not a human being. Then when I went back into the orientation, it indicated I had completed the orientation, but required me to complete the survey. This could have been clarified better.
- Very throughout online orientation. It would be great to be able to save my spot in the various sections of the orientation. I had to start over several times in a particular section if my computer timed out. I have additional questions on how to use previously earned scholarship money to register for classes. I will contact financial aid form more specific questions regarding my situation.

Dissatisfaction (n=20)

- I did not like the videos of students reading the information. I found it distracting.
- I don't have goals and I am a returning student, interested in learning for the sake of learning. Where was the option for that? And why is it acceptable to push credit cards on students. If the orientation is aimed predominantly at new students, presumably they are young adults, and impressionable. Pushing a system of credit, debt and big bank interference in new student's lives is unethical. I can only hope a few new students who are force fed this crap can see through it. NO thank you for the waste of time and the clear indications that America's "higher" education system is still only interested in perpetuating the cycle of debt and poverty amongst those who wish to better themselves.
- I read slow, so it took me more than an hour to complete.
- It took me 2 days to complete. It is initially too long.
- It was a little boring.
- It was hard to understand most of the changes in answering and reading everything.
- It was too long.
- It's a lot to do just to take a yoga class.
- The 15 second cool down was the most aggravating thing I have had to deal with today.
- The orientation was mediocre. I've been through this once already, so I think it helped better understand things. If I was new at this, then I think it'd be a nightmare. The only problem for me after completing all of the necessary processes is that I never saw a counselor to at least provide some sort of guidance. I feel that the school lacks guidance and handholding. This is certainly not their strong area. I hated the feeling of being lost. Just my two cents. Hopefully this time around things will be different.

- The video segments were very jarring - and the forced timer was inconvenient.
- They try to make it look professional, but it falls flat.
- This mandatory orientation process is a waste of time for students that have previously attended college. Especially for students that already have Bachelor degrees.
- This survey uses timed sections which are honestly a waste of time to the students. I do not believe it is fair to time a slide, especially since many of these slides have DIFFERENT set times. If you must put a time limit, a 5-8 second limit seems fair, but honestly it is completely useless. For example, I'm a very fast reader and I absorb the information above average in terms of speed. So the wait was nonsense if you ask me.
- This was a complete waste of time for me. I think it should be mandatory for students attending and taking a full class but I am taking one on line class. I could care less about financial aid or other programs as they do not apply to me.
- Too long (n=2)
- Too long - need to condense information.
- Too much reading, prefer video explanations.
- Way too long compared to other colleges. I can see how it would help those who may not know already, but coming from another college, the services offered by Crafton are identical to the others I had already become familiar with. Waste of an hour, which could have been spent signing up for classes, doing homework, etc..

Technical challenges (n=11)

- A lot of the links to craftonhills.edu sites were bugged and produce Error: 500 messages, I'm not certain if this was an error on my side or yours, but it's something to look into.
- At least half of the slides for each section were blank. Very frustrating due to the lack of information. Besides that, before the orientation the website made me reset my password four times before finally excepting it.
- Difficult to log in to Web Advisor, but great orientation. very helpful
- I could not sign in. How do I prove that I have completed the orientation?
- I had a hard time even accessing the orientation and I had to view to as a guest and not through my student account.
- I had trouble doing my orientation on line.
- Many of the links within the orientation were broken.
- Many pages remained blank, no content displayed.
- Several of the hyperlinks in the orientation were broken links.
- Some of the links in the orientation do not work. I have attended other colleges and I did not figure out if I still have to take the assessment.
- The temporary and resetting of passwords was too complex.

Unnecessary (n=2)

- For returning students this was really useless. Thanks anyways.
- I am a returning student so perhaps it is just life experience but besides matriculation, where to find services, and financial aid info, the majority of the online orientation was common sense. If you don't have common sense why are you going to college?

Miscellaneous questions (n=2)

- When is the deadline for a counselor appt.? and to drop off transcripts, also to register for classes?
- When will I get a student ID number?

Finally, listed below are open-ended responses provided by 30 respondents who participated in the on-campus orientation. Responses provided were categorized into the following three themes: compliments, suggestions, and other. Respondents were most likely to provide praise about the on-campus orientation (n=23), as one respondent stated, “I learned so much from this presentation. Thank you so much to all the presenters and staff that helped me out.” Respondents also offered suggestions on possible improvements to the on-campus orientation (n=4) such as, “The orientation should include a pamphlet with the information so students can better memorize it.” A limitation to grouping any open-ended responses into categories is that researchers may group them differently.

Compliments (n=23)

- 😊 (n=2)
- As an older adult and not too sure how I fit into college, after this orientation and the very helpful and polite staff I feel more confident and comfortable entering Crafton Hills College.
- Ben was an amazingly energetic presenter and is very enthusiastic.
- Claudia Garcia was a great presenter. She was very kind and helpful with organizing what classes I needed to fulfill my goal at CHC.
- Claudia Garcia was very helpful and energetic. She answered all of my questions, I was very satisfied with the answers she gave me! Claudia Garcia was very detailed with the presentation, good job Claudia!
- Give ben a raise, ASAP.
- Good way to present to new students to the program.
- Great orientation. Was very helpful and I understood everything that was being told. Answered all my questions and were very nice.
- Great time and learning experience overall. Was very upbeat!
- He was very friendly and very helpful with my questions.
- He was very helpful and explained each course thoroughly and I feel better prepared in applying and starting the fall semester.
- Hi my name is Darrian & I would love to enroll in Crafton Hills College (CHC) honestly I believe this school is great opportunity for me.
- I learned so much from this presentation. Thank you so much to all the presenters and staff that helped me out.
- I'm planning on transferring to a UC for business and they helped me evaluate my Ed plan to guide me there.
- Incredibly helpful, he boosted my confidence for my overall education. Very satisfied.
- It was fine.
- Presentation was well put together.
- Presenters did a good presentation and helped me to understand about attending and registering better.
- Superior presentation! I attended Valley College orientation last year and it was a waste of time. The orientation at CHC was very helpful and informative. There were plenty of advisors to help the room full of students. Great job!
- Very helpful video.
- Very informative.
- Yay!

Suggestions (n=4)

- Bigger font
- Still need more info on the FAFSA
- The orientation should include a pamphlet with the information so students can better memorize it.

- There was no presenter in my orientation? I would also suggest updating the orientation because most links sent me to a "404 unfound" page which was not much help. Other than that, very easy to follow.

Other (n=3)

- Claudia Garcia
- I don't know his name.
- Online