Institutional Effectiveness, Research & Planning

New Student Orientation Evaluations: Fall 2012 to Spring 2013

July 2013

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Introduction

This report illustrates the results of an evaluation examining the effectiveness of the Crafton Hills College (CHC) new student orientations which were completed from Fall 2012 to Spring 2013 by a sample of 795 students. The orientations were delivered to students in an online and on-campus format. Students who completed the evaluation were asked multiple-choice questions about the orientation they participated in, to rate statements about the orientation, to provide demographic information, their educational goal(s), rate the effectiveness of presenters, and to provide open-ended comments.

Summary of findings

795 students responded to the evaluation
- 97% received the student orientation on-line
- 3% received the student orientation on-campus

Demographics
- 92% of respondents' primary language was English

- 66% of the respondents were 24 years-old or younger

- 52% of the respondents were female

- 40% identified as Hispanic/Latino (any/all races) and 36% identified as Caucasian/White, non-Hispanic

- 36% of respondents stated they wanted to obtain a BA degree after completing a 2-year degree
- 20% of respondents stated they wanted to obtain an AA/AS degree without transferring to a 4-year university

On-Line New Student Orientation Results (n=769)
93% or higher of the respondents strongly agreed or 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
- I feel more confident about attending CHC
- I have a better understanding about the financial aid process at CHC
- I have a better understanding of what I need to accomplish at CHC to transfer to a 4-year institution
- I have a better understanding of the requirement to meet my desired major/goal
- The online orientation answered my questions
- The format of the online orientation was easy to follow
- The format of the online orientation was interesting

On-Campus New Student Orientation Results (n=26)
100% of the respondents strongly agreed or 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
- I feel more confident about attending CHC
- I have a better understanding about the financial aid process at CHC
- I have a better understanding of what I need to accomplish at CHC to transfer to a 4-year institution
- I have a better understanding of the requirement to meet my desired major/goal
- The presenter(s) answered my questions
- The presenter(s) was organized and well-prepared
- The presenter(s) was enthusiastic and energetic

96% of respondents rated the presenters as "Excellent" or "Good"

Findings

The majority of the respondents participated in the new student on-line orientation (97%). Respondents were largely 24-year-olds or younger (66%). Fifty-two percent of the respondents were female, 92% indicated that their primary language was English, and 40% were Hispanic/Latino and 36% were Caucasian/White. In addition, 36% of the respondents had an uninformed education goal to earn a BA degree after completing a 2-year degree and 20% wanted to obtain an AA/AS degree without transferring to a 4-year university. The review of the open-ended suggested that respondents mostly had recommendations about the information provided (n=8) and the length of the orientation (n=7).

Methodology

Figure 1 and Tables 1-5 illustrate the results of the new student orientation evaluation completed by respondents from Fall 2012 to Spring 2013. In the future, report results will be analyzed from April 1st of each year through March 31st of the following.

Tables 3 and 4a were disaggregated by new student orientation delivery format. The evaluation consisted of multiple-choice questions where respondents were asked if they participated in an on-campus or on-line 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 about their educational goals and to respond to statements about their experience with their on-campus or on-line orientation. Those respondents who attended an on-campus orientation were asked to rate the effectiveness of their presenter. All of the respondents were asked to provide open-ended comments, and suggestions or concerns about the new student orientation they participated in, but only those respondents who participated in the on-line orientation provided feedback. Although 795 students completed the evaluation, however, some did not answer all of the questions, and answers to a "not-applicable" category were omitted in Tables 3 and 4a.

Figure 1. Number and percent of respondents who participated in a new student orientation disaggregated by delivery format.
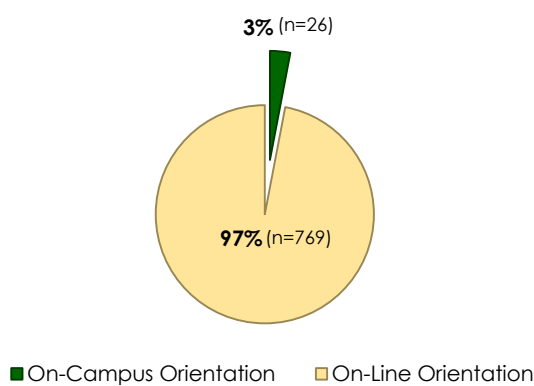
3% (n=26)

97% (n=769)

■ On-Campus Orientation   □ On-Line Orientation

Table1. Respondents' demographic information.

Age	#	%
19 or younger	265	37
20-24	212	29
25-29	92	13
30-34	58	8
35-39	34	5
40-48	43	6
50 or older	15	2
Total	**719**	**100**
Gender	**#**	**%**
Female	406	52
Male	369	48
Total	**775**	**100**
English is primary language	**#**	**%**
Yes	705	92
No	63	8
Total	**768**	**100**
Ethnicity	**#**	**%**
American Indian/Native Alaskan, non-Hispanic	15	2
Asian American/Filipino/Pacific Islander, non-Hispanic	42	5
Black/African American, non-Hispanic	65	8
Caucasian/White, non-Hispanic	280	36
Hispanic/Latino (any/all races)	309	40
Other, non-White/Multi-racial	62	8
Total	**773**	**100**

Table 2. Respondents' education goals.

Educational Goal	#	%
Obtain a BA degree after completing a 2-year degree	275	36
Obtain a BA degree without completing a 2-year degree	36	5
Obtain an AA/AS degree without transferring to a 4-year university	157	20
Earn a vocational certificate without transferring to a 4-year university	65	8
Acquire new job skills/Update current job skills	29	4
Maintain certificate or license	37	5
Improve basic skills in English, Reading or Math	26	3
Complete credits for high school diploma or GED	5	0.6
Take personal interest/leisure courses	16	2
Uncertain	125	16
Total	**771**	**100**

On-line new student orientation

93% or higher of the respondents who participated on the on-line new student orientation *strongly agreed* or *agreed* that:

- Overall, the orientation would help them while they were students at CHC
- The orientation was useful
- They had a better understanding of what services were offered at CHC
- They felt more confident about attending CHC
- They had a better understanding about the financial aid process at CHC
- They had a better understanding of what they need to accomplish at CHC to transfer to a 4-year institution
- They had a better understanding of the requirements needed to meet their desired major/goal
- The online orientation answered their questions
- The format of the online orientation was easy to follow
- The format of the online orientation was interesting

Table 3. Respondents answers to statements about their experience with the on-line new student orientation.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		
	#	%	#	%	#	%	#	%	**Total**
Overall, this orientation will help me while I am a CHC student.	438	58	296	39	9	1	11	2	**754**
This orientation was useful.	428	57	306	41	7	0.9	11	2	**752**
I have a better understanding of what services are offered at CHC.	430	57	304	40	7	0.9	8	1	**749**
I feel more confident about attending CHC.	386	52	329	44	18	2	9	1	**742**
I have a better understanding about the financial aid process at CHC.	348	47	358	48	28	4	11	2	**745**
I have a better understanding of what I need to accomplish at CHC to transfer to a 4-year institution.	373	50	345	46	17	2	9	1	**744**
I have a better understanding of the requirement to meet my desired major/goal.	373	50	338	45	22	3	10	1	**743**
The online orientation answered my questions.	351	47	347	47	34	5	11	2	**743**
The format of the online orientation was easy to follow.	424	56	307	41	13	2	8	1	**752**
The format of the online orientation was interesting.	371	50	318	43	35	5	24	3	**748**

Note: Responses to the "non-applicable" category were not shown here.

On-campus new student orientation

100% of the respondents who participated on the on-campus new student orientation *strongly agreed* or *agreed* that:

- Overall, the orientation would help them while they were students at CHC
- The orientation was useful
- They had a better understanding of what services were offered at CHC
- They felt more confident about attending CHC
- They had a better understanding about the financial aid process at CHC
- They had a better understanding of what they need to accomplish at CHC to transfer to a 4-year institution
- They had a better understanding of the requirements needed to meet their desired major/goal
- The presenter(s) answered their questions
- The presenter(s) was organized and well-prepared
- The presenter(s) was enthusiastic and energetic

Table 4a. Respondents' answers to statements about their experience with the on-campus new student orientation.

Statement	Strongly Agree		Agree		Disagree		Strongly Disagree		
	#	%	#	%	#	%	#	%	**Total**
Overall, this orientation will help me while I am a CHC student.	15	60	10	40	0	-	0	-	**25**
This orientation was useful.	14	58	10	42	0	-	0	-	**24**
I have a better understanding of what services are offered at CHC.	16	64	9	36	0	-	0	-	**25**
I feel more confident about attending CHC.	12	48	13	52	0	-	0	-	**25**
I have a better understanding about the financial aid process at CHC.	12	52	11	48	0	-	0	-	**23**
I have a better understanding of what I need to accomplish at CHC to transfer to a 4-year institution.	13	52	12	48	0	-	0	-	**25**
I have a better understanding of the requirement to meet my desired major/goal.	13	52	12	48	0	-	0	-	**25**
The presenter(s) answered my questions.	14	56	11	44	0	-	0	-	**25**
The presenter(s) was organized and well-prepared.	14	58	10	42	0	-	0	-	**24**
The presenter(s) was enthusiastic and energetic.	15	60	10	40	0	-	0	-	**25**

Note: Responses to the "non-applicable" category were not shown here.

Table 4b. Respondents' rating about the overall effectiveness of presenters.

Excellent		Good		Fair		Poor		
#	%	#	%	#	%	#	%	**Total**
14	58	9	38	1	4	0	-	**24**

Note: Only those students who attended the on-campus orientation were asked to answer this question on the evaluation.

Table 5 illustrates the comments from respondents who participated in the on-line new student orientation. The comments were organized into categories. A limitation to the ordered categories is that reviewers of the comments might categorize them differently.

Table 5. Comments, concerns and/or suggestions from respondents who participated in the online new student orientation.

Challenges

Suggestions about the information provided (n=8)

- Current student; most information provided was already known.
- There should be an option to waive the requirement of taking orientation for those students whom have attended college previously in California, or else the ability to skip/waive areas in the orientation in which the student is already well-versed.
- There was a lot of filler information that was just not needed, and served no purpose in further informing me as a new student.
- Way too self-explanatory.
- Questions on kick boxing and aerobics or hiking
- I am more concerned with maps and physical orientation, if this orientation provided a virtual tour of campus, it might be more valuable. For example on the virtual tour, you see the counseling office and when I physically drive there I know where to go. Also, since I've attended another community college on and off for years most of the information was already known. Personally, the information on conduct, credits, services and financial aid were redundant and I still have no confidence of where to go when I physically show up at the school.
- I have questions regarding student aid.
- Most information doesn't apply to high school concurrents.

Length of orientation (n=7)

- A bit long but good info
- A little long but needed information was given
- Around the end I got a headache, so try to condense the information better
- It would be nice to be able to get thru it quicker, not have the time delays. Some slides I read faster than the time lock.
- The orientation was too long and it had mostly common information in it. I started the section over at times and did not let me go back to where I was.
- Way too long; especially because I've been at Crafton for three years and just need a placement test for the fire academy.
- Took too long

Timed pages (n=6)

- I felt the 15 second timer for each page was unnecessary.
- The 15 seconds wait is a killer.
- The only suggestion, I would like to give is that the expected time to complete is exceeding the 1-hour limit. Please try to make it short and precise.
- The time clock should be adjusted so one doesn't have to wait through the countdown if have to go back and answer missed questions.
- The timer should be disabled when reviewing a section
- Some pages had less text than others, but the same amount of time as others. Didn't seem logical.

Technical challenges (n=6)

- On some sections there were two questions. One in the middle and one at the end. I got the first question right and by the end of the lesson was at the second question. I got the second question wrong 2 times so I had to refresh and go back in the lesson, but the program made me go all the way back instead of just repeating the half pertaining to the question. Other than that the orientation was very helpful!
- The on-line orientation needs to be designed with the ability for CHC to keep track of prospective students

completing orientation and for now staff should make it clear in advance that printing "congratulations page" is necessary (since going back to page is impossible)
- The online video had many technical problems. Please fix ASAP
- The sound was not working for me
- I tried taking the CHC orientation online to get credit. When I entered your system to do the online orientation it did not allow me to click on student as your system instructs us to. It said that I needed a student ID number. So I went through the orientation as a guess. How do I receive that number? That way I can go through this orientation again to get credit.
- I finished it a couple of times and said I didn't.

Computer assistance (n=3)

- There should be some kind of additional help for those who are disabled/and for those who are not educated and don't understand computers well.
- There should be some kind of service to help the disabled/and those that don't understand the computer very well to getting started as a student since everything is done by computer now.
- Information regarding personal computer use during class or on campus, Wi-Fi availability for students with personal computers

General dissatisfaction (n=3)

- Waste of time
- How dare you make me sit through this? I am very disappointed in your administration.
- Annoying

Compliments

General compliments (n=6)

- Nice
- Convenient
- Thank you
- Thanks
- It was a good presentation!
- My name is [Name] and the orientation was great!

Easiness of orientation (n=6)

- Easy and efficient
- Very user friendly
- Easy process; convenient
- Quick and easy orientation.
- The information was direct and well put together.
- It was well put together, interesting, and very educational.

Information was helpful (n=6)

- The online orientation was very useful and I am excited to start school at Crafton Hills.
- This helped me become acquainted with the campus and all the services Crafton has to offer. Thank you.
- Very helpful for first time students; great guidance tool.
- Very informative on all the programs CHC offers.
- I really enjoyed learning about this college, and I look forward to attending this semester
- Good presentation for new students though.

Miscellaneous (n=1)

- It was very institutional.