

# NEW STUDENT ORIENTATION

SUMMER 2008

CRAFTON HILLS COLLEGE, YUCAIPA, CA

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## EXECUTIVE SUMMARY

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## OVERVIEW

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Throughout 2007 the new student orientation process and curriculum was revised. In 2007 evaluation forms for orientation sessions included four open-ended questions. No demographic or identifying questions were asked. In 2008, the Office of Research and Planning assisted DREAMS Express and the Counseling staff in developing an Orientation Evaluation form that asked additional quantitative questions. The impetus for this project was to evaluate which aspects of the Orientation were useful to students and what aspects should be modified. Four-hundred-ninety-four students completed a one page evaluation for Orientation sessions held between mid-June and mid-August 2008. While all Orientation participants were given an evaluation at the end of each session, not everyone necessarily completed it.

Orientation sessions implemented during summer 2008 involved faculty and staff from a variety of departments across campus. Students attended an informational session that included a tour of the campus. It should be noted that attending an Orientation session, while strongly advised, is completely optional for new students.

The new Orientation Evaluation form included one Likert scale question with eleven sub-questions, four demographic questions, and two open-ended questions. The first open-ended question asked students to provide any additional comments, concerns, or questions. The final open-ended question asked for students' contact information if they wanted to further discuss their comments, concerns, or questions.

The purpose of this report is to disseminate findings from student evaluations of the 2008 Orientation sessions to relevant administrators, the Associated Students of Crafton Hills College, and to those faculty, counselors, and staff who participated in the new student orientation sessions. This report presents findings across all students who responded to the survey.

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## RESULTS

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The Orientation evaluation was completed by 494 participants. The average age of participants was 19.75 years old. Half of participants (52.8%) were male, 46.8% were female and one participant identified themselves as *Transgender* (0.2%). The majority participants (46.6%) reported that they

were Caucasian/White, non-Hispanic and 36.0% reported that they were of Hispanic/Latino decent. Table 1 summarizes all reported ethnicities.

**Table 1**

Ethnicity of Participants

<u>Ethnicity</u>	Frequency <b>(N=494)</b>	Percent
	(Missing 6)	1.2
American Indian/Native Alaskan, non-Hispanic	5	1.0
Asian American/Filipino/Pacific Islander, non-Hispanic	19	3.8
Black/African American, non-Hispanic	17	3.4
Caucasian/White, non-Hispanic	230	46.6
Hispanic/Latino (any/all races)	178	36.0
Other non-White, non Hispanic/Multiracial	39	7.9

Orientation sessions were led by the following presenters: Robert Brown, Daniel Bahner, Rick Hogrefe, Gary Williams, Jane Beitscher, Ericka Paddock, Tom Bryant, and Laura Winningham. Table 2 shows how many Orientation evaluations were completed for each of the above presenters.

**Table 2**

Breakdown of Presenters and Completed Orientation Evaluations

Presenter	Frequency <b>(N=494)</b>	Percent
	(Missing=18)	3.6
Robert Brown	202	40.9
Daniel Bahner	109	22.1
Rick Hogrefe	37	7.5
Gary Williams	35	7.1
Jane Beitscher	34	6.9
Ericka Paddock	21	4.3
Tom Bryant	11	2.2
Laura Winningham	6	1.2
More than one presenter	14	2.8
Other presenter not listed above	7	1.4

When asked, “What is your goal here at Crafton Hills College,” the majority of participants (43.7%) plan to earn a Bachelor degree after completing an Associate degree. As seen in Table 3, the second most widely used response was *Obtain an A.A./A.S. degree without transferring to a 4-year.*

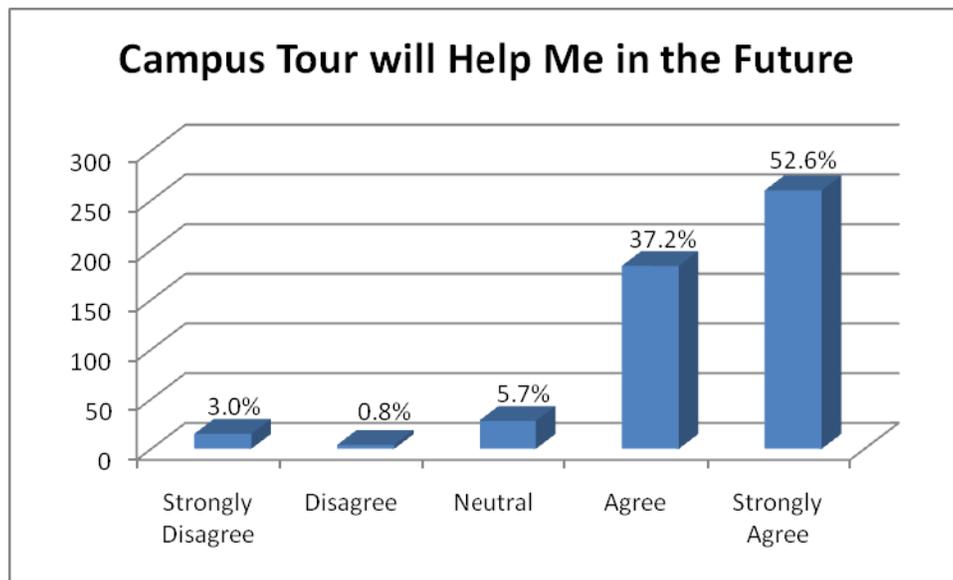
**Table 3**

Participants' Educational Goals

Educational Goals	Frequency (N=494)	Percent
	(Missing=18)	3.6
Obtain a B.A. degree after completing a 2-year degree	216	43.7
Obtain a B.A. degree without completing a 2-year degree	22	4.5
Obtain an A.A./A.S. degree without transferring to a 4-year	128	25.9
Earn a Vocational Certificate without transferring to a 4-year	14	2.8
Acquire new job skills/Update current job skills	29	5.9
Maintain certificate or license	12	2.4
Improve basic skills in English, Reading or Math	22	4.5
Complete credits for high school diploma or GED	3	0.6
Take personal interest/leisure courses	13	2.6
Uncertain	76	15.4

Nearly all participants (92.9%) were satisfied with the Orientation session they attended. Similarly, 91.5% of participants responded either *Agree* or *Strongly Agree* when asked if the Orientation was interesting and useful. As shown in Figure 1, Orientation participants thought the campus tour would be helpful to them in the future.

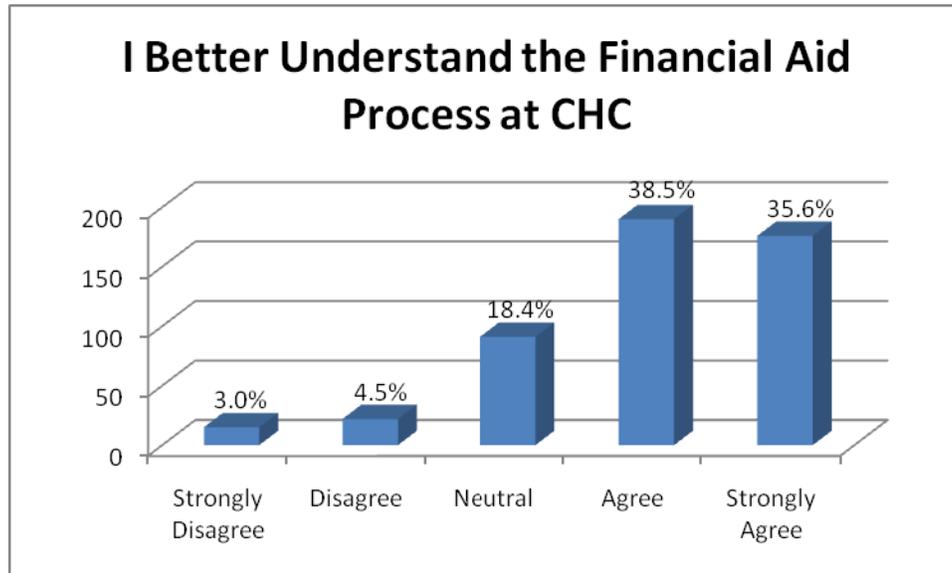
**Figure 1**



Note: Three participants did not answer this question.

The majority of participants (88.6%) indicated that they feel more confident about attending CHC after having attended an Orientation session. Eighty-six percent of participants responded either *Agree* or *Strongly Agree* when asked "After today's Orientation, I better understand the registration process at CHC." Figure 2 shows, that not as many students were as confident about the financial aid process at CHC, as they were the registration process.

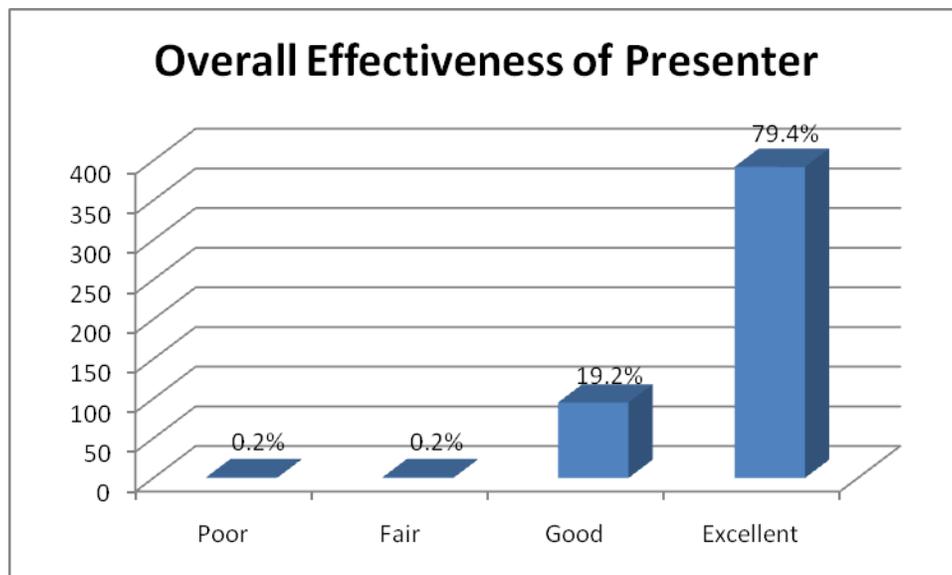
Figure 2



Most participants (85.8%) indicated that after attending the Orientation session they had a better understanding of what they needed to accomplish at CHC in order to transfer to a 4-year college or university. Similarly, 87.1% of participants indicated that attending an Orientation session increased their knowledge on how to accomplish their desired major/goals.

When asked if the presenter answered their questions, 92.5% responded either *Agree* or *Strongly Agree*. Furthermore, 93.9% of participants indicated that their presenter was well-organized and prepared. Additionally, 93.9% of participants thought that their presenter was enthusiastic and energetic. When asked to rate the overall effectiveness of their presenter, most participants responded either *Good* or *Excellent* (refer to Figure 3).

Figure 3



Note: Five participants did not answer this question.

It is suspected that the majority of participants who marked *Disagree* or *Strongly Disagree* in response to any of the above Likert questions, most likely did so in error, not paying attention to the complete scale. This assumption is made due to the fact that when examined in further detail, those participants that marked *Disagree* or *Strongly Disagree* also rated the overall effectiveness of their presenter as *Good* or *Excellent*. If this assumption is true, results would yield even higher response rates for *Agree* and *Strongly Agree*. It should also be noted that several other participants began to fill in their answers on the negative side of the scale and then cross them out and re-mark their answers on the positive side. Again, showing that not all participants necessarily understood the Likert scale used.

Additional analyses were conducted to examine whether participant demographics were related to their responses on the evaluation. No significant correlations were found between participant characteristics (e.g. ethnicity, age, and gender) and their response to items on the evaluation. This suggests that for those that responded the experience while participating in an Orientation session was similar.

When given the opportunity to leave additional comments, questions, or concerns, the following statements were left:

- “The councilor[*sic*] helped me a great deal”
- “The presenter [*sic*] was great. Very knowledgeable. The tour guide knew the answers to all questions. Thanks.”
- “I am extremely exited [*sic*] to get the ball rolling.”
- “Can't wait 4 Fall! ☺”
- “Great Job ☺”
- “Handled. Great presentation by Mr. Brown. Definitely a people person!”
- “I found the Orientation very helpful.”
- “Thank you for your help. Was very good.”
- “I was interested in the classes that they talked about”
- “Today's presenter was very helpful! ☺”
- “☺”
- “Thank you for your patients [*sic*]”
- “Made me feel much more comfortable about starting college than when I started. Thanks!”
- “Good overall orientation.”
- “I would like to talk to a counselor before I register.”
- “It was good.”
- “Great Orientation ☺”
- “It was great answered my questions.”
- “When do I speak with a counselor about classes?”
- “Good stuff”

- “I liked the activity”
- “He was very helpful.”
- “Good”
- “Financial aid”
- “How harmful is Hookah really?”
- “How long is a class”
- “I am still a little confused with FAFSA”
- “How to get on the football team at Valley College.”

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## **CONCLUSIONS**

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All in all, the new student Orientation sessions received positive feedback. It is recommended that Orientation sessions be evaluated on a continual basis to catch any major issues in a timely manner. Although the Orientation sessions are already rather long, it would be possible to informally ask students about what they would like to learn at the beginning of the sessions in order to allow for more tailoring of the information provided. The inclusion of a campus tour seems to have been of benefit to the students attending Orientation. For those students that participated, the Orientation session seems to have assisted them in feeling more comfortable and confident with the processes at Crafton Hills College. Future evaluations may focus on issues of engagement and confidence regarding navigating systems at Crafton Hills College. Additionally, in order to examine the long term impact of students attending Orientation they should continue to be tracked across their time at Crafton hills College to see if there are any relationships between Orientation attendance and persistence, retention, academic success, and utilization of services. The Office of Research and planning will continue to work with DREAMS Express and the Counseling staff to ensure well-timed data regarding the impact and effectiveness of Orientation is available.