# Biennial Student Activities Program Evaluation 2008

California State University Channel Islands

Freshman Island View Orientation

Submitted to CSU Chancellor in accordance with Executive Order No. 1006.

## SECTION I:

In support of the educational mission of California State University Channel Islands (CSUCI), Student Life provides students with learning opportunities beyond the classroom which inspire intellectual, personal and civically engaged leadership for a diverse and complex world.

Student Life, from its very inception at CSUCI, has developed and promoted a cohesive and collegial environment that is conducive to the intellectual, emotional, social, physical and spiritual well-being of our students. Consistent with the mission of CSUCI our programs, services and activities in Student Life (are designed to support as well as enhance the overall quality of life for students while facilitating their development to become productive world citizens.

Our college years are often among the most profound and exhilarating times of our lives. We are excited by the prospects of trying out new ideas, making new friends, and exploring new roles. But it can also be a time of tremendous uncertainty and confusion that challenges our personal and social limits. In the area of Student Life, we view these challenges as opportunities for learning and personal development. Our offices provide programs and services that are designed not only to help students cope with college life but to prepare for the challenges of the 21st century.

Our programs and services in Student Life include: Student Leadership , Student Activities and Organizations, Career Development, Personal Counseling/Student Health Services, Disability Resource Programs, Multicultural Programs, New Student, Orientation and Transition Programs, Student Success Programs, (i.e. University Outreach, Educational Opportunity Program (EOP) and Educational Talent Search – ETS), Judicial Affairs and the Office of the Dean of Students.

The services which are offered in Student Life promote growth and development through quality co-curricular and collaborative programs which support the educational mission of the University. These collaboartive programs and services are as follows:

- Associated Students Inc. (ASI) (Student Government, Student Programming Board, The *CI View* student newspaper and *The Nautical* yearbook)
- Be A Part from the Start
- Campus Interfaith
- Career Development Services
- Clubs and Organizations
- Disability Resource Programs
- Student Success Programs
- Educational Opportunity Program
- Educational Talent Search
- Housing and Residential Education
- Judicial Affairs
- New Student Orientation and Transition Programs
- Personal Counseling Services and Student Health Services
- Student Leadership
- The Hub
- Athletics and Campus Recreation
- University Outreach
- Multicultural Programs

## SECTION: II
## NEW STUDENT, ORIENTATION AND TRANSITION PROGRAMS

### ACCOMPLISHMENTS

- Restructured orientation to expand to New Student, Orientation and Transition Programs which represents three distinct programmatic elements: Island View Orientation, the New Student Center and Transition Programs
- Implemented several new programs and initiatives as outlined in each of the three program areas
- Coordinator served as lecturer of Group Communication (COMM220)
- Coordinator worked with "Access Denied?" taskforce to organize the bus trip to Sacramento in support of the March for Higher Education
- Completed four stateside budget workbook submissions and one ASI submission for the 2008-2009 budget cycle. The workbooks contain a total of 21 event/strategy workbooks and nine strategy detail forms.
- Revised orientation Web site to represent all elements of New Student, Orientation and Transition Programs
- Presented four posters at the President's Annual Celebration of Excellence: New Student, Orientation and Transition Programs; Island View Orientation; Transition Programs; and the New Student Center
- Conducted the "CSUCI Transition Study of First-Time Freshmen and Transfer Students" with the assistance of CLU graduate interns.
- Hired New Student, Orientation and Transition Programs assistant, which allowed for many additional accomplishments
- Assisted with the implementation of Sexual Assault Awareness Week and the Annual Career and Internship Fair and with Disability Resource Programs testing
- Collaborated with 37 on- and off -campus entities to implement orientation
- Collaborated with 71 on- and off-campus individuals to implement orientation
- Created learning outcomes for students, guests and student leaders
- Implemented second annual orientation staff spring training to introduce orientation leaders to the theoretical constructs of orientation
- Developed a communication plan that achieved consistent and detailed communication with orientation partners
- Orientation staff participated in and supported Discover CI
- Added new elements to the freshman orientation experience including Spirit Yells, the "Welcome to CI" performances, and Dimensional Color Groups with increased time for peer-to-peer interaction
- Added new sessions to freshman orientation including "Would You Like to Approve This Comment?," "Planning For Your Career," and "Concurrent Networking Sessions"
- Added new sessions for freshman guests including: "Campus Safety Panel," "Letting Go and Letting Grow," "So What Now? Filling The Empty Nest," and "Parent Panel"

- Implemented online Pre-Orientation Homework as a cost-effective way to communicate expectations of students prior to orientation as well as to share information about CSUCI's mission and Dimensions of Development
- Hired first returning Orientation Leaders at CSUCI that attended the National Orientation Director's Association Regional Conference in Anaheim, CA
- One professional staff person presented at the National Orientation Director's Association National Conference in Dallas, TX
- One professional staff person presented and three student orientation leaders presented at the National Orientation Director's Association Regional Conference in Anaheim, CA
- The average cumulative GPA of the 2007 orientation staff was 3.335 (12 student leaders) with 3.949 as the highest GPA earned by an orientation staff member
- Established orientation staff traditions including the Starfish Story, Starfish Award, and Making A Difference (MAD) Game Day Speech Staff
- Of the 21 areas listed on the satisfaction section of the freshman student evaluation, all but two (Scavenger Hunt and University Marketplace) were rated as excellent and one, Orientation Staff, was listed as superior
- Of the 15 areas listed on the learning outcomes-based section of the freshman student evaluation, the majority of students achieved all but two of the learning outcomes
- 92% of freshmen student respondents felt that their expectations of orientation were either met or exceeded; 80.4% indicated their expectations were exceeded
- As a result of attending freshman orientation, students' confidence that they will attend CSUCI in the fall increased by 16.6%
- On the qualitative response section of the freshmen orientation evaluation, students reported that the following were the most helpful during orientation advising: schedule building, financial aid overview, all sessions, Dimension Color Group meetings
- On the qualitative response section of the freshmen orientation evaluation, students reported that the following were the least helpful during orientation: "none – all were helpful," "financial aid," "planning your career," "would you like to approve this comment"
- On the qualitative response section of the freshmen orientation evaluation, students reported that they felt the following sessions should be removed: "none," "too many lectures"
- On the qualitative response section of the freshmen orientation evaluation, students made the following recommendations to be added to Island View Orientation: "none," "more free time, mingle time and breaks," "more activities," "full tour"
- 81% of Mid-Year Orientation student respondents felt that their expectations of orientation were either moderately met, met or exceeded
- As a result of attending the Mid-Year Orientation, students' confidence that they will attend CSUCI in the fall increased by 37.5%
- Of the 10 sessions evaluated in the Mid-Year Orientation evaluation, four sessions were most often rated as at least somewhat helpful and six were rated as very helpful; the orientation overall was rated as very helpful
- The following table further illustrates accomplishments in service-related data:

| | Summer 2006 | Summer 2007 | Diff. (+/-) |
|---|---|---|---|
| ***Combined Freshmen, Transfer & Mid-Year Orientation Totals***[1] | | | |
| Students that registered | | 671 | |
| Male | | 240 | |
| Female | | 431 | |
| Guests (parents, siblings, etc.) that attended | | 452 | |
| | | | |
| ***Freshmen Orientation***[2] | | | |
| Students that registered | | 554 | |
| Students that actually attended | 478 | 546 | + 68 |
| Male | | 206 | |
| Female | | 353 | |
| Guests (parents, siblings, etc.) that attended | 367 | 408 | + 40 |
| Students enrolled for fall semester | | 526 | |
| Students that either registered or attended orientation but did not enroll for the fall semester | | 26 | |
| Students that registered for orientation but did not attend orientation and did not enroll in fall semester | | 12 | |
| Students that attended orientation but did not enroll in fall semester | | 14 | |
| Students that enrolled in fall classes but did not attend orientation | | 15 | |
| ***Transfer Orientation***[3] | **Summer 2006** | **Summer 2007** | **Diff. (+/-)** |
| Students that registered | | 88 | |
| Students that actually attended | 175 | 81 | - 91 |
| Male | | 26 | |
| Female | | 58 | |
| Guests (parents, siblings, etc.) that attended | 115 | 40 | - 75 |

[1] Totals for orientation attendance are approximations. Demographic data, such as ethnicity, was not collected on the 2007 registration form but will be included beginning 2008.
[2] The dates for Freshmen Orientation were July 17-18, 20-21, 23-24, 26-27, 30-31
[3] The dates for Transfer Orientation were August 14 and August 23

| ***Mid Year Orientation***[4][5] | **Spring 2008** |
|---|---|
| Students that registered for Mid-Year Orientation | 29 |
| Students that actually attended | 22 |
| Male | 8 |
| Female | 20 |
| Guests (parents, siblings, etc.) | 4 |

- The following table further illustrates accomplishments in assessment data:

| ***Quantitative Learning Outcomes Based Results from IVO Evaluations (N=363)***[6] | **Fall 2007** | **Percentage of Respondents** |
|---|---|---|
| Students who knew both the color and name of their Dimensional Color Group | 259 | 72.7% |
| Students who were able to name two Orientation Leaders and their major | 146 | 45.1% |
| Students who were able to identify one academic advisor met during orientation | 105 | 29% |
| Students who were able to identify the CSUCI Mission Statement after attending orientation | 300 | 82.6% |
| Students who knew the add/drop deadline | 246 | 67.8% |
| Students who knew that the library's database is accessible from home and that laptops are also available in the library | 274 | 75% |
| Students who were able to list three to five co-curricular involvement opportunities on campus | 259 | 72.6% |
| Students who were able to identify the CSUCI colors | 346 | 95.3% |
| Students who knew where the Student Health and Counseling Center is located | 246 | 67.8% |
| Students who knew where the Career Center is located | 214 | 59% |
| Average number of students who correctly identified the nine Dimensions of Development | 266 | 73.3% |
| Students who knew what Internet browser to login to for course registration | 291 | 80.2% |
| Students who knew their username | 289 | 79.6% |
| Students who knew where to go to obtain their ID, request a transcript or pay their fees | 278 | 76.6% |
| Students who knew where to go to get information on general education or major requirements | 254 | 70% |

[4] The date for Mid-Year Orientation was January 18
[5] Data for 2007 is unavailable
[6] Data from 2006 has not been included as the survey data is inconsistent

| ***Quantitative Learning Outcomes Based Results from Mid Year Orientation Evaluations (N=16)*** | **Number** | **Percent** |
|---|---|---|
| Students who were able to identify the first line of the CSUCI Mission Statement | 16 | 100% |
| Students who strongly agreed that they felt welcomed by campus leaders | 10 | 62.5% |
| Students who at least moderately agreed that they understood the payment processes after attending "University Cash Services Overview" | 13 | 81.3% |
| Students who at least moderately agreed that they understood the financial aid process after attending "Financial Aid Overview" | 10 | 62.6% |
| Students who at least moderately agreed that they understood the importance of planning their career early after attending "Planning for you Career" | 12 | 75% |

- Opened New Student Center during fall 2007 which has already been identified by first-year students as a place to get assistance with questions, gather information and meet with peers. The attendance patterns of the New Student Center are reflected in the following chart:

| ***New Student Center Visits***[7][8] | |
|---|---|
| Total | 1,570 |
| Average daily | 17 |
| Average monthly | 182 |

- Initiated the "Wall of Achievement" in the center to recognize the achievements of first- year students
- Initiated and provided weekly "What's Up This Week?" schedule of events for center visitors
- Initiated promotional campaign of distributing fresh baked cookies at 11 a.m. and 7 p.m. to attract new students to the center
- The average cumulative GPA of the fall peer mentor staff was 3.38 with 3.902 as the highest GPA earned by a peer mentor
- Hired and trained peer mentors to serve as guides through students first year journey
- Peer Mentors held "Dolphin-to-Dolphin," or one-on-one, meetings with freshman students to discuss goal setting, transition concerns and answer questions. The Dolphin-to-Dolphin meeting quantities are reflected in the following chart:

[7] Visits occurred from October 2007 through May 2008
[8] NSC visitor data including gender, purpose for visit, and time of visit, was not collected during 2007-2008. This data will be collected beginning fall 2008.

| ***Peer Mentor "Dolphin to Dolphin (D2D)" One-on-One Meetings***[9][10] | **Number** | **Percent**[11] |
|---|---|---|
| Total D2D meetings | 242 | 46% |
| D2D meetings at beginning of semester | 147 | 28% |
| D2D meetings at end of semester | 95 | 18% |

- Planned, conducted and hosted a variety of co-curricular and curricular events in the New Student Center as illustrated in the table below.

| | |
|---|---|
| Total number of events held in NSC[12] | 31 |
| Total number of attendees at events | 503 |
| Total events implemented by NSOTP | 22 |
| Number of attendees at NSOTP events | 390 |
| Total events implemented by outside groups in NSC | 9 |
| Number of student attendees at outside group events | 113 |

- Events implemented by peer mentors were rated as a four or higher (on a Likert scale of one to five) and at least 46% of responding participants indicated that they met someone new at the event
- Initiated the first "Ask Me Campaign" consisting of a concierge-type booth staffed by campus volunteers during the first few days of the fall semester to respond to informational and directional queries of students. Provided approximately 300 students with assistance
- 15 areas collaborated to implement 94 events during "Be a Part from the Start". Events by week are illustrated on the following chart:

| | |
|---|---|
| Ride the Tide | 12 |
| Values and Integrity Week | 6 |
| Expression Week | 15 |
| Health Week | 11 |
| Intellectual Week | 13 |
| Intra/Interpersonal Week | 7 |
| Citizenship Week | 12 |
| Creativity Week | 10 |
| Cultural Week | 8 |
| Life and Career Planning Week | 12 |

[9] Dolphin to Dolphin meetings are between peer mentors and first-time freshmen
[10] Demographic data, including gender, ethnicity, major, residence, and grade point averages, was not collected for the fall 2007 D2D meetings. This data will be collected beginning fall 2008.
[11] Percent of first-time freshmen: N=526
[12] Refer to events listed under total events implemented by NSOTP and total events implemented by outside groups

- Chaired the collaborative Block Party program which established a new weekend tradition at CSUCI. Assessment data from the block parties is illustrated below:

| ***Block Parties***[13] | |
|---|---|
| Number of block parties | 6 |
| Average number of students that attended each | 300 |
| Evaluations collected at November Block Party "Tailgate Party" | 330 |
| Evaluations collected at February Block Party "Share the Love" | 25 |
| Evaluations collected at March Block Party "Secret C.I.ety" | 208 |

| | **Number** | **Percent** |
|---|---|---|
| ***Total Block Party Survey Responses***[14] ***(N=563)*** | | |
| Students who stated they were definitely more likely to stay on campus the weekend of a Block Party | 204 | 36% |
| Students who stated they would possibly be more likely to stay on campus the weekend of a Block Party | 289 | 51% |
| Students who stated they definitely feel a stronger sense of community over the weekend when block parties are held | 290 | 52% |
| Students who stated they possibly feel a stronger sense of community over the weekend when block parties are held | 232 | 41% |
| Students who felt block parties should be held once a month | 291 | 52% |

## CHALLENGES

- Supporting the addition of new programmatic elements while maintaining the level of excellence in work completed
- Determining the roles of the director and coordinator in implementing NSOTP programs
- The balance of encouraging professional staff to pursue advanced degrees in contrast with the demanding needs of the workplace
- Professional staff changes occurred just before 2007 orientation which resulted in a steep learning curve for the new coordinator
- Staffing time challenges as the coordinator's role transitioned from leadership to orientation
- Extended delay in convening the orientation steering committee which limited campus collaborations
- Transition period from previous Dean and changes of directorship
- Meeting the expectations of all constituents
- Working with limited time to accomplish all outcomes during two-day orientation
- Meeting the needs of transfer students as they express confusion with the purpose of transfer orientation and Advising Workshops

[13] Block parties were held on September 14, October 12, November 9, February 8, and March 7.
[14] Surveys were administered at three block parties through the use of individual interviews and questionnaires.

- Delayed opening and move of the center
- Delayed delivery of furniture for the center
- Facilitating the center within the guidelines of Housing and Residential Education needs, with particular regard to the fact that the center was accessible to residents at any time
- Attracting commuting students to the New Student Center located within an on-campus residential complex
- Be a Part From the Start event schedule is dependent upon and guided by the information received from a large variety of campus entities
- Recruitment of volunteers for Ask Me Campaign as a new initiative
- Funding support for food at Welcome Celebration

# SECTION III: FRESHMAN ISLAND VIEW ORIENTATION

## CONCEPT

***Describe how the program was created or what served as the catalyst for the idea.***

**Overview**

Based in the theoretical foundations of Vincent Tinto's Theory of Departure (1975) and Alexander Astin's Theory of Student Involvement (1984) and Input-Environment-Output Model (1993), Freshman Island View Orientation (FIVO) is designed to prepare first-time college students for a successful transition to university life at California State University Channel Islands. Island View Orientation is one of the three programs administered by New Student, Orientation and Transition Programs (NSOTP). Further, FIVO is designed to achieve the following aims that are strategically linked to the goals of the Division of Student Affairs (as illustrated below):

1. To facilitate a successful academic transition into CSUCI by providing students with academic resources (DSA 1, 2, 3)
2. To assist with a successful social transition into CSUCI by providing students with resources for personal and co-curricular development (DSA 1, 2, 3)
3. To develop school spirit by welcome students to the campus community (DSA 2)

Freshman Island View Orientation is a two-day, overnight program held during the month of July. All incoming freshman students must attend both days of the orientation and stay overnight in our on-campus student housing. The on-campus overnight requirement illustrates the University's commitment to placing students at the center of their educational experience as it provides all students with the opportunity to connect with the campus, their peers, and University personnel. Parents and guests are also invited to attend the concurrent guest orientation with their student and may also stay on-campus.

**Curriculum**

In the spring of 2007, the curriculum of FIVO underwent a review and revision process to ensure the FIVO schedule emphasizes student learning. Learning outcomes guided the development of the curriculum/agenda for student and guest orientation (Appendix A). Learning outcomes were developed as a result of needs assessment in consultation with best practices, student development theory and feedback from the campus community including faculty. Further, a learning outcomes matrix (fig. 1) and assessment plan was developed illustrating the manner each outcome supports CAS Standards, program aims and the method of assessment. Learning outcomes are shared with each constituent group (students and guests) as a component of each session summary provided with the orientation schedule in an effort to ensure that all participants are active learners and to illustrate our commitment to building their knowledge base (Appendix B).

Figure 1

| Outcomes<br>Students will be able to: | CAS Standard | Theoretical Ground-ing | Program Aim | Program Curriculum (strategies for achieving outcome) | Assessment Tools |
|---|---|---|---|---|---|
| **ACADEMIC TRANITION** | | | | | |
| Identify the time length permitted for adding and dropping classes | 2.4.1 Intellectual Growth | Chickering Vector I (Intellectual Competence) | 1 | Academic Advising Part I, Part II, Schedule Building and Schedule Check | Exit (pre-post) evaluation, Post evaluative focus group |
| List the name of the site utilized for class registration | 2.4.1 Intellectual Growth<br>2.8g help student understand responsibilities as a student | Chickering Vector I (Intellectual Competence) | 1 | Academic Advising Part I, Part II, Schedule Building and Schedule Check, Registration and Technology | Exit (pre-post) evaluation |

**Integration of New Elements**
The Division of Student Affairs at California State University Channel Islands is committed to ongoing and continuous improvement as well as to providing programs and services that are relevant and meaningful to the student experience. As such, several new elements have been integrated into the Freshman Island View Orientation program as described below.

***Dimensional Color Groups***
Astin's (1993) longitudinal study that resulted in the development of the Input-Environment-Output Model found that the peer group is the most powerful influence on growth and development during the undergraduate years. The results of this study informed the small-group format of Freshman Island View Orientation. Since it began in 2002, FIVO allowed for students to be placed in groups of 15-20 with an assigned Orientation Leader to facilitate small group interaction and dialogue during break-out sessions. In the Summer of 2007, the number of groups increased to nine and were called Dimensional Color Groups (DCGs) in order to represent each of the Division's nine Dimensions of Development. This change resulted in a decrease of group size to 10-15 as well as the opportunity to teach students about the nine areas of which the Division hopes they develop prior to graduation from CSUCI as well as the four mission pillars of the University. Also, the number of DCG break-out sessions was increased from two to three.

***School Spirit***
Though intercollegiate athletics are now on the horizon at CSUCI, FIVO has established the importance of and ability to inspire school spirit during orientation as a method for welcoming new students and their families to the Dolphin Family. Strategies used to share "CI Pride" include a rap performance of a song called "Welcome to CI" written and performed by current students, a Spirit Dinner featuring a Spirit Yell Competition among the Dimensional Color Groups, and a Traditions Fashion show that features Orientation Leaders dressed up to represent CI traditions. Additionally, beginning 2008 a Closing Ceremony was held during lunch of day two and featured a student speaker and parent speaker that addressed the group and shared their thoughts and feelings regarding their transition to the CSUCI community.

***New Sessions for Students & Guests***
In order to achieve the learning outcomes designated for the program as well as to ensure sessions provided are relevant to current events, several new sessions have been incorporated into the student and guest orientation schedules.

New sessions for guests include:

- "Campus Safety Panel" – created as a result of national incidents on college campuses and designed to teach orientation guests the initiatives CSUCI employs to foster a safe campus environment?
- "Letting Go and Letting Grow" – a parent workshop created as a result of research on the parents of Millennial students and designed to teach parents about challenges and issues that parents and students might encounter during the first year of college.
- "So What Now? Filling The Empty Nest" - created as a result of research on the parents of Millennial students and designed to teach the challenges associated with the college transition and provide parents tools to make it an experience that is enjoyable for them. During this session, parents learn how to set the next stage for the rest of their lives.
- "Tour of Broome Library" – provided guest with an opportunity to tour the new state-of-the-art facility on campus.
- "Parent Round Table Discussion" – created to serve as an initial needs assessment for future parent program initiatives, the parent round table discussion provides parents with ways to get involved at CSUCI and share their ideas for serving their needs and making new friends. The session was a collaboration between New Student, Orientation and Transition Programs and Alumni & Friends.

New sessions for students include:

- "Would You Like to Approve This Comment?" – created as a result of the impact technology plays in the lives of today's college students, this session provides students with tips on making positive decisions in a technological world.
- "Involvement Exhibition" – this session asks students to "Don't just go through college - let college go though you!" and provides a chance to meet individual with individuals on campus that share involvement opportunities.
- "Take VII Skits" – this session gives orientation staff the opportunity to display their acting skills in an entertaining skit while presenting transition related issues and stereotypical characters that first year students might encounter when entering college.
- "Concurrent Networking Sessions" – created as a result of reviewing literature on orienting students from diverse populations, this session provides students with the chance to network with their peers and receive information from Disability Resource Programs, the Multicultural and Women's & Gender Student Center and a campus representative discussing commuting student issues.

**Student Leadership Development**

A strong student leadership team, the Orientation Staff, has always been an integral component of the FIVO experience. The Orientation Staff is comprised of nine Orientation Leaders and one Senior Orientation Leader that serves in a supervisory capacity for the Orientation Leaders. The orientation staff experience begins with meeting prospective students at a University open house event called "Discover CI," progresses through summer orientations and ends with the Welcome Celebration and Ask Me Campaign events held early in the fall. Learning outcomes were developed for the Orientation Leader position to establish the targeted growth and development to occur as a result of taking part in the experience (Appendix A). Training for orientation leaders takes place in both the Spring and Summer; focusing on the purpose of orientation and introduction to student development in the Spring and the tactile skills of the position during the summer. The "motto" of the Orientation Staff is the "Making a Difference" Starfish Story that illustrates the importance of making a difference in the life of just one person. The average cumulative GPA of the 2007 orientation staff was 3.335 with 3.949 as the highest GPA earned by an orientation staff member.

Orientation Leaders have established a very position reputation at CSUCI, several have gone on to serve as Student Government Presidents and other leadership roles within the institution. CSUCI Orientation Leaders have also represented the institution at the National Orientation Director's Association Regional Conference in Spring 2008. Orientation Leaders were selected to present three sessions during the conference in Anaheim, California, "Tips and Tools for First Time Leaders," "Would You Like To Approve This Comment" and "Spirit Without Sports."

## PLANNING

***Discuss the individuals, departments and/or divisions involved in the planning; what resources were needed for implementation; how the resources were obtained; discuss any cost-sharing efforts.***

Virtually the entire campus community collaborates to ensure the success of Freshman Island View Orientation. At last count, orientation staff members work with over 71 individuals representing 31 different programs, services or entities on campus to implement FIVO. Much of this work has been completed via one-on-one meetings following a communication plan developed to ensure the needs of the campus are being met. The plan assigns orientation staff members to serve as liaisons with various campus constituents and delineates a process and timeline whereby introductory meetings are held to discuss feedback for program development, individualized follow up from orientation staff regarding the status of recommendations and final personal phone call one week prior to FIVO to ensure constituent's questions and concerns are addressed. Finally, a FIVO Overview Session was advertised and provided to the entire campus community to serve as a "run-through" prior to the start of the program.

Campus constituents also take part in the implementation of sessions informally and formally during orientation. Informally, Student Life staff members volunteer to assist with check-in and key Division of Student Affairs administrators including the Vice President of Student Affairs serve as judges in the Spirit Yell Competition during the Spirit Dinner. In formal manner, campus constituents take part in the University Marketplace that provides attendees with the opportunity to meeting campus representatives from a variety of campus services, programs, departments as well as student clubs and organizations. Also, an "Involvement Exhibition" was implemented in summer 2008 to provide a specific time for sharing campus involvement opportunities with incoming students.

***Cost-sharing Efforts***

Several cost-effective and mutually beneficial collaborations have also been employed in order to make the best use of available resources: Alumni & Friends sponsors a wine and cheese social for parents during FIVO, the Student Programming Board sponsored a DJ and co-hosted the evening student social and the Camarillo Chamber of Commerce provide orientation bags for all attendees.

## IMPLEMENTATION

***Discuss the resources used (e.g., staffing, facilities, budget, etc.); scheduling considerations; target audience, number of participants.***

Freshman Island View Orientation is primarily funded by mandatory orientation fees for students and guests. Staff salaries and other operational expenses remain dependent upon stateside funding. New Student, Orientation and Transition Programs has two full-time professional staff, a coordinator and assistant and is supervised by the Director of Access, Orientation and Transition Programs in Student Life. Eleven students, one Senior Orientation Leader, nine Orientation Leaders and one student assistant comprise the orientation team and effectively implement most administrative duties of the program. Food and on-campus housing are the primary fees associated with the event. Island View Orientation is designated as one of the few campus-wide events and as such does not require NSOTP to pay fees associated with set up, parking, classroom use, etc. Scheduling the use of facilities must be done as early as possible to mitigate conflicts with summer conference facility usage. Over the last two years, approximately 540 students and 300 guests attended FIVO however much more are expected in the years to come based on the institution's strategic plan.

***Reduction of Costs***

In addition to the collaborations described above, orientation staff have sought creative solutions for reducing costs. Beginning in Fall of 2007, increased use of technology and the internet has reduced staff hours for administering hard copy documents as well as fees associated with office supplies, duplication and postage; all registration for FIVO takes place online and an online Pre-Orientation Homework that provides students with all of the necessary information they need in order to be prepared for orientation saves New Student, Orientation and Transition Programs, Academic Advising and Enrollment Services resources as they all contribute material to the homework. The Pre-Orientation Homework also gives Orientation Leaders a chance to get to know their student mentees through the review of their open-ended question responses asked on one of the homework steps. Utilizing technology also allowed for orientation staff to play a more significant role in the administration of logistical tasks through Project Management (Appendix G).

Other cost reduction techniques have been implemented as a creative way to achieve multiple outcomes. To illustrate the University's commitment to sustainability, plastic water bottles for each participant were distributed at check-in in lieu of disposable water bottles at each meal. The water bottles were branded with the New Student Center phone, which provided additional marketing of the Center to incoming students. To decrease food costs and promote healthy living, food on day two of orientation was low calorie and low fat. Both changes together reduced costs by $12,000. Finally, as a fundraiser to send Orientation Leaders to the NODA conference in 2009, optional Dolphin Spirit items were sold to incoming students and parents upon registration for FIVO including Dolphin Spirit Packs that will be delivered during the first week of class, Class of 2012 t-shirts and Proud Parent t-shirts.

## ASSESSMENT

***Describe the assessment plan that includes learning outcomes, types of data needed, and assessment instruments utilized.***

A thorough evaluation of both satisfaction related data and learning-outcomes based data is included in the Island View Orientation Evaluation (Appendix C). This provides staff with the opportunity to determine attendee perceptions regarding the effectiveness and value of various elements of the program and also to assess the degree to which learning outcomes were achieved. Results of the 2007 student FIVO evaluation are provided in (Appendix D) and a few key findings are illustrated below:

*Demonstration of Learning Outcomes*

- 82.6% of students were able to identify the CSUCI mission after attending orientation
- 92% of students stated that their expectations were either met or exceeded at orientation
- 80.4% of students stated that their expectations were exceeded at orientation
- 73.3% of students were able to correctly identify the nine Dimensions of Development
- 72.7% of students knew both the color and name of their dimensional color group

*Satisfaction Results:*

- Orientation staff were the only item rated superior
- Many components of the evaluation received excellent ratings including School Spirit, Orientation Overall, Student Social and Overnight Stay in Housing

Perhaps the most powerful is the fact that as a result of attending the 2007 orientation, student's confidence that they will attend CSUCI in the Fall increased by 16.6%. Early analysis of the satisfaction elements of the FIVO 2008 evaluation reflect similar findings.

In the summer of 2008, focus groups were conducted by an intern from California Lutheran University in order to triangulate findings from the orientation evaluation and provide immediate feedback to enact changes for the next orientation session.

To further illustrate CSUCI's commitment to student development, student orientation staff is evaluated at both the middle and end of the summer to allow time for immediate improvement before completing the experience. Peer and supervisor comments are compiled along with results from the Team Member Rubric (Appendix E) and discussed with students along with action strategies for improvement.

## RECOMMENDATIONS

***Based on the assessment data, discuss the recommendation(s) to improve the overall program (e.g., program quality, student experience, learning outcomes, etc.).***

***As a result of reviewing the findings from the 2008 evaluation, recommendations for improving the program are as follows:***

- Decrease the quantity of learning outcomes. Students possibly experienced fatigue with completing the evaluation and thus responded less to the
- Include demographic data in 2008 evaluation for more expansive query options.
- Utilize a rubric for direct measure of learning and degree to which learning took place
- Determine additional strategies for introducing Academic Advisors to students as only 29% of students were able to identify the name of an academic advisor
- Determine additional strategies for teaching the location of the Career Center with students as only 59% of students knew the correct location
- Determine additional strategies for teaching the add/drop deadline as only 67.8% of students knew the deadline
- Avoid asking double-barreled questions to provide for improved statistical analysis
- Conduct focus groups to better understand the reasons why the University Marketplace was rated low by students on quantitative measures
- Ensure the validity of all questions on the evaluation so that they are actually measure learning outcomes that they are designated to measure

***Other recommendations:***

- Establish orientation dates as soon as possible in the academic year
- Evaluate process for FIVO scholarships and/or waivers to outreach to students from low socioeconomic status
- Develop an online Post Orientation Homework to inform students of recommended tasks to be completed after orientation before beginning school in the fall
- Establish deadlines for orientation registration early and publish the information as widely as possible
- Develop and publicize among campus constituents a small number of program goals/aims that can be easily recalled and identified. This assists others to understand the role they play in making FIVO successful.

## SUSTAINABILTY

***Discuss the department's interest to sustain the program and how it has been successful in doing so.***

***Island View Orientation as the Initial Program for Students in Transition***

Island View Orientation has become just one of many programs designed to integrate students into the University environment. Beginning Fall 2007, a program called New Student, Orientation and Transition Programs was created to serve as an umbrella for three primary initiatives designed for new students; these initiatives include Island View Orientation, the New Student Center and Transition Programs. According to Upcraft & Gardner (1989), the longer the first-year student has to become familiar with the university, the more likely he/she will stay through the first-year of college. Thus, the transition is viewed as one that extends beyond a two-day event to several initiatives that take place during the first year. Island View Orientation is the initial program provided to students to assist with their transition making it an integral element of the fabric of our institution.

The New Student Center (NSC) provides a welcoming location for new students to gather, connect with each other and peer mentors (former Orientation Leaders) and receive information about campus services and programs. The NSC is staffed by trained Peer Mentors who seek to make both individual connections with students as well as facilitate small group interaction. Peer Mentors plan social events to attract students into the NSC, facilitate a connection between themselves and their mentors and facilitate peer group interaction. Peer Mentors also plan curricular events such as speech practice sessions and group study sessions to assist with the transition into CI's academic life. Peer Mentors also hold Dolphin-to-Dolphin meetings to discuss goal setting, transition concerns, and answer questions. Dolphin-to-Dolphin discussions were held by Peer Mentors at the end of the fall semester to discuss fall and spring goals. Peer Mentors plan and facilitate social and academic events throughout the fall and spring semesters. Peer Mentors also implement the Personal Academic Record (P.A.R.) Card program. First-year students are invited to pick up a P.A.R. card during the first three weeks of school from the NSC and document their target grade point average (must be above average). The NSC will maintain a record of the goals and will recognize students who achieved P.A.R. upon completion of the first semester.

Transition Programs consist of a series of large and small scale events designed to assist with a student's transition into the University. Transition Programs includes the monthly block parties, the Welcome Celebration, the Ask Me Campaign and Be a Part From the Start. Block Parties are designed to support University retention efforts, develop a weekend campus culture by providing weekend programming, and have already established themselves as a tradition at CSUCI. The Block Party committee is guided and inspired by the objectives of strengthening the sense of campus community over the weekend; increasing the number of students staying on campus over the weekend; creating a tradition that provides for cross-campus collaboration; providing a fun, safe, and healthy weekend program; and increasing involvement in campus activities. The annual Welcome Celebration is an opportunity for the campus community, incoming students and their families to unite in celebrating the start of the academic year. This event continues to be a highlight each year. Approximately 3,000 attend and enjoy a variety of family activities, food and entertainment. The Ask Me Campaign provides a concierge-type booth staffed by campus volunteers during the first few days of the fall semester to respond to informational and directional inquiries of students. "Be A Part From the Start" is a 10-week campus-wide student retention program that consists of activities and events designed to help students engage in the University from the moment they arrive at CI. "Be a Part From the Start" provides a unified effort in welcoming students to CSUCI, opportunities for students to connect with CSUCI, opportunities for students to connect with other students and enhances students' knowledge of the nine Dimensions of Development through participation in activities and events.

**Planning Guides & Cross Training**
A comprehensive planning guide that illustrates timelines and staff work flow (figure 2) has been developed in order to assist with the sustainability of the program. All processes, procedures and documents used to implement orientation have been placed in planning binders and on a shared drive available to future staff members. Additionally, professional and student staff have been cross-trained in many of the procedures and responsibilities of implementing the program.

Figure 2

| Program | Task | Person Responsible | Timeline |
|---|---|---|---|
| Freshman IVO | Logistic Partner (one-on-one meetings) | Jaimie, Russ, Damien | May 29 |
| Freshman IVO | Schedule meeting with Party Pleasers | Russ | May 30 |
| Freshman IVO | Campus Global: Marketplace | Russ | May 30 |
| Freshman IVO | Campus Global: Welcome Folders | Jaimie | May 30 |
| Freshman IVO | Update O Staff Website | Jaimie | May 30 |
| Freshman IVO | Email update to Appeals students | Jaimie | May 30 |
| Freshman IVO | Schedule Appeals Committee meeting | Jaimie | May 30 |

**Successive Model of Student Leadership**
Over the last few years, a successive model of student leadership has been created to ensure the sustainability of the spirit, traditions and quality of the orientation staff. A Senior Orientation Leader position was created to provide an opportunity for an Orientation Leader to further develop their leadership development. Beginning Summer 2008, new students have been recruited to serve as Orientation Interns (a volunteer position). During the fall semester, Orientation Interns will meet with professional staff and peer mentor and assist with the implementation of New Student, Orientation and Transition Program events. Their experience will culminate in assisting with the Mid-Year Orientation and an opportunity to apply for the Orientation Leader position.

**Campus-Wide Collaboration**
Island View Orientation is sustained through the collaboration of many constituents from the campus community. Plans are underway to develop several planning teams to ensure such collaboration takes place in the future. See Appendix F for the most current draft of orientation planning teams.

**Assessment**
Perhaps the key ingredient to sustaining the quality, integrity of the orientation program at CSUCI is administrator and staff commitment to keeping students at the center of the educational experience, continuing and ongoing improvement through assessment as well as the pursuit of excellence.

## REPLICATION

***Discuss the issues a campus should consider if contemplating replicating the program.***

- Prior to establishing and revising the Island View Orientation program, a great deal of time was devoted to becoming familiar with applicable student development theories and current best practices for orientation. Though it is often difficult to find the time to stay current on literature, it is highly recommended.
- Be active at developing and maintaining collaborative working relationship with multiple constituents on campus.
- Educate the campus community with regard the role they play in orientation so that all may see how it relates to their own purpose and objectives. Avoid giving the perspective that orientation "belongs" to one area.
- Utilize creativity with garnering and expending resources and consider the role technology may play in assisting with program revision and cost cutting.
- Develop an evaluation that specifically addresses both satisfaction related queries as well as evaluates student learning outcomes. Provide an incentive for attendees to complete the evaluation of orientation.
- Empower student staff with administering some of the logistics of the program and by making them Project Managers of various tasks (Appendix G).

## APPENDICES

**Appendix A** Learning Outcomes

**Appendix B** Schedules and Summaries

**Appendix C** 2008 Island View Orientation Evaluation

**Appendix D** Results of 2007 Island View Orientation Evaluation

**Appendix E** Team Member Rubric

**Appendix F** Island View Orientation Planning Teams

**Appendix G** Project Managements for Orientation Leaders

# NEW STUDENT, ORIENTATION AND TRANSITION PROGRAMS

## CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**PROGRAM AIMS AND OUTCOMES**

## CSUCI MISSION

Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives.

## MISSION PILLARS

CSUCI has identified four pillars that conceptualize the essence of the experiences and characteristics that a CSUCI graduate should possess.

- **Integrative Approaches (IAP)**
- **Experiential and Service Learning (ESLP)**
- **Multicultural Perspectives (MPP)**
- **International Perspectives (IPP)**

## DIVISION OF STUDENT AFFAIRS MISSION

Placing students at the center of *their* educational experience, the Division of Student Affairs supports and enhances learning and the University community through quality activities, facilities, programs and services.

## DIVISION OF STUDENT AFFAIRS STRATEGIC GOALS

1. To recruit, enroll, retain and graduate a diverse student body at both the undergraduate and graduate levels.
2. To encourage a learning community in and beyond the classroom that promotes academic excellence and personal development of students. Leadership participation and community involvement will be emphasized. Understanding and appreciating diversity will be embraced in order to prepare students for life after the university experience.
3. To offer programs and services for students that enhances their quality of life at CSUCI. In addition, the Division of Student Affairs will offer programs and services that foster positive relationships between members of the campus and surrounding communities.
4. To prepare students for life-long learning and ongoing personal development; provide opportunities for the learning and development of the whole person; and to continually evaluate and improve the quality of programs and services offered to students.

## NSOTP THEORETICAL FOUNDATION

Why is the first year so crucial and why dedicate funding specifically to new students and students in transition? Fifty-six percent of all students that drop out of universities leave even before starting the second year (American College Testing, 1994). National statistics further indicate that 30 percent of first-year students do not return to the second year (ACT, 2007). Charged with proactively retaining CI students, New Student, Orientation and Transition Programs (NSOTP) provides programs and services that assist students with their social and academic transition into the University. NSOTP programs extend beyond a single overnight summer orientation and extend to a holistic program that lasts throughout the duration of the first year. By increasing the time the first-year student has to become familiar with the University, we enhance the possibility that students will stay through the first-year of college (Upcraft & Gardner, 1989). Further, when developing and implementing programs, NSOTP places particular emphasis on programming within the first 10 weeks of the fall semester with the understanding that "…the impact of involvement upon persistence is greatest in the first year, especially during the first 10 weeks when the transition to college is not yet complete and

personal affiliations are not yet cemented" (Tinto, 1998, p. 1).

Program development within NSOTP is also informed by Tinto's (1975) theory of departure, one of the most significant in the studies of student attrition. The theory of departure focuses on the student's ability to integrate into the institution's intellectual and social communities. The model contends that the student's integration into the social and intellectual communities of the institution impacts the continued revision of the student's goals and commitments. Positive integration will raise a student's commitment to goals and the institution while lower levels of integration contribute to a greater likelihood of departure. NSOTP has developed programs that address the needs associated with a student's *academic and social transition* to CSUCI.

## NSOTP PURPOSE

New Student, Orientation and Transition Programs supports University recruitment and retention initiatives by coordinating events, activities and services that integrate new students holistically (socially and academically) into the CSUCI community. NSOTP consists of three programmatic elements: **Island View Orientation, the New Student Center and Transition Programs.**

## NSOTP AIMS

- Provide events and activities that supplement the student's curricular education and assist with the student's transition into CSUCI **(DSA1, DSA2, DSA3)**
- Provide opportunities for new students to connect with faculty and staff **(DSA2)**
- Increase the time new students spend on campus **(DSA1, DSA2, DSA3)**
- Provide a welcoming environment for new students to gather, connect with each other and campus services/programs **(DSA1, DSA2, DSA3)**
- Increase CSUCI's first-year to second-year retention rate **(DSA1)**
- Motivate new students to achieve curricular and co-curricular outcomes upon the completion of their first year **(DSA2)**
- Provide the support and stimulation of a learning community of peers **(DSA2, DSA3)**
- Ensure programs and services are suitable for our diverse student population **(DSA1)**
- To facilitate a successful academic transition into CSUCI by providing students with academic resources **(DSA 1, 2, 3)**
- To assist with a successful social transition into CSUCI by providing students with resources for personal and co-curricular development **(DSA 1, 2, 3)**
- To develop school spirit by welcoming students to the campus community **(DSA 2)**

# ISLAND VIEW ORIENTATION

## PURPOSE

The purpose of Island View Orientation is to prepare first-time college students and transfer students for a successful transition to university life at California State University Channel Islands.

## AIMS

**AIM 1:** To facilitate a successful academic transition into CSUCI by providing students with academic resources **(DSA 1, 2, 3)**
**AIM 2:** To assist with a successful social transition into CSUCI by providing students with resources for personal and co-curricular development **(DSA 1, 2, 3)**
**AIM 3:** To develop school spirit by welcoming students to the campus community **(DSA 2)**

## FRESHMAN ISLAND VIEW ORIENTATION (FIVO) OUTCOMES

**AIM 1:** To facilitate a successful academic transition into CSUCI by providing students with academic resources **(DSA 1, 2, 3)**

### Learning Outcomes

As a result of attending orientation, students will be able to:

- *Identify the time length permitted for adding and dropping classes*[15]
- *List the name of the site utilized for class registration*
- *Identify format of CSUCI user ID/dolphin email address*
- *Identify General Catalog as location for general education and major requirements*
- Explain the class scheduling process
- Identify the name of one faculty person

- Summarize CSUCI's Academic Core Values
- Identify the tools for excelling in the University classroom
- Discuss the transitions and changes associated with the collegiate academic experience

**Program Outcomes**

During orientation, students will:

- Receive fee payment deadlines and pay fees
- Register for classes
- Build their Fall schedule in consultation with a peer mentor and Academic Advisor
- Select an English class that satisfies University requirements
- Have their schedule checked by an Academic Advisor before registering
- Select an Math class that satisfies University requirements
- Access and learn how to use their Dolphin e-mail account
- Receive a CSUCI Student ID card
- Receive a clear written summary of general education requirements

**AIM 2:** To assist with a successful social transition into CSUCI by providing students with resources for personal and co-curricular development (DSA 1, 2, 3)

**Learning Outcomes**

As a result of attending orientation, students will be able to:

- *State name of two Orientation Leaders*
- *State major of two Orientation Leaders*
- *State name of an Academic Advisor*
- *List the name of two peers that the students were acquainted with during orientation*
- *List 3-5 co-curricular involvement opportunities on campus*
- *Locate Student Health Center on campus map*
- *Locate Career Center on a campus map*
- *Identify location for obtaining ID card, requesting transcript and paying fees*
- Identify the services offered by the Career Center
- Summarize CSUCI's judicial affairs policies
- Discuss the transitions and changes associated with the collegiate social experience
- Identify proper life choices with regard to alcohol and drug prevention
- Identify the issues students can face when utilizing a social networking site
- List things to consider when signing up for a credit card

**Program Outcomes**

During orientation, students will:

- Receive a written listing of critical phone numbers, offices, e-mail addresses, and web sites that they may need for answers to questions that arise before the start of school and after school begins
- See samples of Co-Curricular Portfolios
- Receive a campus tour that highlights points of interest associated with student services and co-curricular involvement opportunities
- Have the opportunity to visit University representatives and receive personalized information
- Be divided into small groups, purposefully designed for maximum interaction, named after the Dimensions of Development
- Participate in social activities designed to acquaint students with their peers
- Students from underrepresented populations will have the opportunity to network with each other
- Stay overnight in the University residents hall
- Receive at least one free CSUCI t-shirt
- Receive an optional introduction to the Financial Aid process
- Be provided with information regarding the availability and process for locating on and off campus housing
- Be provided time to visit campus resources

**AIM 3: To develop school spirit by welcoming students to the campus community (DSA 2)**

**Learning Outcomes**

- *Identify the opening of the University's mission statement*
- *Identify CSUCI colors*
- *Describe significance of CSUCI colors*
- *Identify Dimensions of Development*
- Identify the four pillars
- Express that they feel welcome to the CSUCI community
- List CSUCI traditions

**Program Outcomes**

During orientation, students will:

- Be informed of the purpose of higher education
- Participate in a Spirit Yell competition
- Be introduced to the we "Welcome to CI" rap and be invited to sing the lyrics
- Have the option to participate in the CIRP survey

# GUEST ORIENTATION OUTCOMES

**OBJECTIVE 1: To facilitate a successful academic transition into CSUCI by providing students with academic resources (DSA 1, 2, 3)**

**Learning Outcomes**

- Summarize their role as a student academic supporter
- Describe the role of faculty at the institution
- Discuss the complex transitions and changes associated with the collegiate academic experience as it relates to parents

**Program Outcomes**

- Given fee payment deadlines

**OBJECTIVE 2: To assist with a successful social transition into CSUCI by providing students with resources for personal and co-curricular development (DSA 1, 2, 3)**

**Learning Outcomes**

- Describe the role of staff at the institution
- Identify the characteristics of a Millennial and Helicopter Parent
- Recognize issues students may face in the areas of personal health, safety and security (including credit card and online social networking education) during the first year of college
- State CSUCI's academic expectations
- Discuss the complex transitions and changes associated with the collegiate social experience
- Discuss the complex transitions and changes associated with the parent experience while their child is going to college
- Express that they feel connected and welcome to the CSUCI community
- Identify the importance of students planning coursework and co-curricular activities in order to accomplish their (career) goals
- List co-curricular involvement opportunities
- Determine the location of classrooms, support services and co-curricular venue locations on campus
- Identify CSUCI's core values, judicial affairs policies, FERPA and academic integrity policy
- Identify which office or individual should be contacted for specific questions - Financial Aid, Academic Advisors, Public Safety/Parking, and Student Life
- Describe campus safety operations and precautions

**Program Outcomes**

- Provided with information regarding the availability and process for locating on and off campus services
- Able to gave a relaxed environment to get to know faculty and staff.
- Provided time to visit appropriate campus resources

**OBJECTIVE 3: To develop school spirit by welcoming students to the campus community (DSA 2)**

**Learning Outcomes**

- Summarize the purpose of Alumni and Friends and opportunities for parental/guest involvement
- Summarize FERPA
- Describe CSUCI traditions and history
- Describe the role of philanthropy in terms of their student's education
- Summarize the academic and social benefits of CSUCI through alumni stories of success

**Program Outcomes**

- More involved in Advancement activities further assisting the development efforts of the University.
- student housing
- Informed of the mission of CSUCI and how it supports the purpose of higher education
- Informed of the purpose of higher education
- Able to talk with current and past parents and student mentors to get advice
- Receive important campus dates including family weekend, finals and midterms
- Able to participate in social activities designed to acquaint them with current students, faculty, staff, administration, alumni and fellow guests

# OUTCOMES OF THE ORIENTATION STAFF EXPERIENCE

**At the conclusion of the Orientation Leader (OL) experience, an OL will be able to:**

- Summarize the purpose of orientation
- Demonstrate a development in at least seven of the nine Dimensions of Development based on the Dimensions of Development Rubric
- Lead a thorough campus tour (based on campus tour guidelines)
- Describe the CSUCI Mission Statement and list the four Mission Pillars
- List the nine Dimensions of Development
- Demonstrate characteristics of a positive team member as defined by the Team Member Rubric
- Organize and manage tasks efficiently
- Explain the needs of incoming students
- List characteristics of millennials
- Demonstrate school spirit and pride
- Identify and describe services that CSUCI offers to students and opportunities for involvement
- Illustrate advanced interpersonal and intrapersonal skills based on the Interpersonal/ Intrapersonal Rubric
- Design an orientation program that integrates students into the social and academic components of the institution
- Produce an effective public speech
- Possess an up-to-date Co-Curricular Portfolio
- Describe tools to appropriately work with difficult participants
- Describe a feeling of ownership of Island View Orientation (IVO)
- Describe a feeling of teamwork experienced during IVO
- Apply skills gained during the OL experience to life

**Appendix B – Student and Guest Orientation Schedules and Session Summaries**

# STUDENT - DAY ONE

| | | | |
|---|---|---|---|
| **8:00 a.m. – 9:00 a.m.** | **Check-In*** | | Santa Cruz Village |
| **9:00 a.m. – 9:45 a.m.** | **University Welcome*** | | Broome Library Plaza |
| **9:45 a.m. – 10:00 a.m.** | **Orientation Staff Introductions*** | | Broome Library Plaza |
| **10:05 a.m. – 10:35 a.m.** | **Academic and Campus Core Values** | | Broome Library Exhibition Hall |
| **10:35 a.m. - 11:00 a.m.** | **Dimensional Color Group (DCG) Break-Out Session #1** | | Various Locations |
| **11:10 a.m. – 11:25 a.m.** | **Math Placement Presentation** | | Broome Library Exhibition Hall |
| **11:25 a.m. – 12:45 p.m.** | **Advising Workshops Part I** | | Broome Library Exhibition Hall and Rooms 1360, 1730, 1756, 1750 |
| **12:45 p.m. – 1:45 p.m.** | **University Marketplace & Lunch*** | | Aliso Hall Plaza |
| **1:55 p.m. – 2:25 p.m.** | **Advising Workshops Part II** | | Broome Library Exhibition Hall and Rooms 1360, 1730, 1756, 1750 |
| **2:35 p.m. – 2:50 p.m.** | **Academic Programs Introduction*** | | Broome Library Plaza |
| **2:55 p.m. – 3:25 p.m.** | **Academic Programs Showcase*** | | |
| | **Option 1**<br>**Mission-Based Centers**<br>Broome Library Room 1420 | **Option 2**<br>**Arts, Humanities and Social Sciences; Liberal Studies; Early Childhood Studies**<br>Broome Library Student Art Capstones and News Center | **Option 3**<br>**Business & Economics; Sciences**<br>Broome Library Room 1720 |
| **3:35 p.m. – 4:00 p.m.** | **Beginning College Survey of Student Engagement (BCSSE)** | | Broome Library Reading Room & Room 1330 |
| **4:05 p.m. – 4:25 p.m.** | **Getting to Know You** | | Broome Library Plaza |
| **4:30 p.m. – 5:00 p.m.** | **Involvement Exhibition** (4:35 p.m., 4:40 p.m., 4:45 p.m., 4:50 p.m., 4:55 p.m.) | | Broome Library Plaza |
| **5:00 p.m. – 6:10 p.m.** | **DCG Break-Out Session #2 & Points of Interest Campus Tour** | | Broome Library Plaza |
| **6:15 p.m. – 7:15 p.m.** | **Spirit Dinner*** | | Aliso Hall Plaza |
| **7:15 p.m. – 8:00 p.m.** | **"That Tune Show"** | | Aliso Hall Auditorium |
| **8:00 p.m. – 9:15 p.m.** | **Schedule Building with Peer Mentors** | | Santa Cruz Village G 120 |
| **8:45 p.m.– 10:30 p.m.** | **Student Social** *sponsored by Student Programming Board* | | South Quad |

# STUDENT - DAY TWO

| | | | |
|---|---|---|---|
| **7:00 a.m. – 8:00 a.m.** | **Breakfast*** | | Aliso Hall Plaza |
| **8:00 a.m. – 8:40 a.m.** | **Housing and Residential Education: Home Away From Home (M-Z)**<br>Aliso Hall Auditorium | **Open Advising and Schedule Check (A-L)**<br>Aliso Hall Plaza | |
| **8:40 a.m. – 9:20 a.m.** | **Housing and Residential Education: Home Away From Home (A-L)**<br>Aliso Hall Auditorium | **Open Advising and Schedule Check (M-Z)**<br>Aliso Hall Plaza | |
| **9:20 a.m. – 9:40 a.m.** | **Would You Like to Approve this Comment?** | | Aliso Hall Auditorium |
| **9:40 a.m. – 10:15 a.m.** | **Student Rights and Responsibilities, AB1088, Student Code of Conduct, FERPA** | | Aliso Hall Auditorium |
| **10:15 a.m. – 10:30 a.m.** | **University Cash Services Overview** | | Aliso Hall Auditorium |
| **10:30 a.m. – 10:45 a.m.** | **Credit Card 101** | | Aliso Hall Auditorium |
| **10:45 a.m. – 11:05 a.m.** | **Financial Aid Overview**<br>Aliso Hall Room 134 | **Navigating a University: Reading Assignment**<br>Aliso Hall Auditorium | |
| **11:10 a.m. – 11:45 a.m.** | **Concurrent Networking Sessions**<br>*Please select the session that interests you most.* | | |
| | **Commuting Students**<br>Bell Tower<br>Room 2505 | **Multicultural and Women's & Gender Student Center**<br>Bell Tower<br>Room 1642 | **Disability Resource Programs**<br>Bell Tower<br>Room 2582 |
| **11:45am – 12:45 p.m.** | **Closing Ceremony Lunch*** | | Aliso Hall Plaza |
| **12:45 p.m. – 1:05 p.m.** | **Take VII Skits** | | Aliso Hall Auditorium |
| **1:10 p.m.– 1:40 p.m.** | **Take VII Skit Reflective Discussion** | | Aliso Hall Auditorium |
| **1:45 p.m. – 2:15 p.m.** | **DCG Break-Out Session #3** | | Various |
| **2:20 p.m. - 2:30 p.m.** | **IT and Registration Overview** | | Broome Library Exhibition Hall |
| **2:30 p.m. – 3:30 p.m.** | **Registration and Technology*** | | Broome Library Reading Room and Room 1330 |
| **3:30 p.m.– 5:00 p.m.** | **Online Fee Payment** | | Ojai Hall Room 1952 |
| **3:30 p.m.– 5:00 p.m.** | **Check-out, Evaluations and CI Spirit Gift Pick Up*** | | Santa Cruz Village |

# STUDENT - SESSION SUMMARIES

## DAY ONE

**University Welcome**
Meet campus leaders representing Academic Affairs, Student Affairs and the Office of the President

As a result of attending this session you will be able to:

- Identify the opening of the University's mission statement
- Identify the four mission pillars
- Identify CSUCI colors
- Describe the significance of the CSUCI colors
- Identify the name of one faculty person
- Express that you feel welcomed to the CSUCI community
- Summarize the purpose of higher education

**Orientation Staff Introductions**
Meet the fantastic orientation staff who will be assisting you throughout orientation

As a result of attending this session you will be able to:

- Identify the Dimensions of Development
- Express that you feel welcomed to the CSUCI community
- State the name of two orientation leaders
- State the major of two orientation leaders

**Academic and Campus Core Values**
What are the expectations of you as a student and as an orientation attendee? Campus leaders from Academic Affairs and Student Affairs will share with you the core CSUCI values as well as academic and behavioral expectations.

As a result of attending this session you will be able to:

- Summarize CSUCI's Academic Core Values
- Identify the name of one faculty person
- Identify the Dimensions of Development

**Dimensional Color Group (DCG) Break-Out Session #1 – Welcome & Overview**
Let's get dimensional! Every student is part of a Dimensional Color Group (DCG) representing one of the Dimensions of Development that provides you with the chance to interact with other students in a small group setting. DCGs are designed to reinforce material taught to you throughout orientation from a current student's perspective and by giving you the chance for individualized reflection and group discussion.

As a result of attending this session you will be able to:

- Identify the Dimensions of Development
- Identify the opening of the University's mission statement
- Express that you feel welcomed to the CSUCI community
- State the name of one orientation leader
- State the major of one orientation leader
- Participate in social activities designed to acquaint you with your peers
- List the names of two peers that you met during orientation
- State that you developed a sense of group spirit
- Navigate your way effectively through the two-day Island View Orientation

**Math Placement Presentation**
What math class should you take? During this session, you will receive the information needed to select your first math class.

As a result of attending this session you will be able to:

- Select a math class that satisfies University requirements
- Identify the name of one faculty person

**Advising Workshops**
No idea what classes to take? What's a GE? The academic advisors will provide you with the information you need to plan your class schedule.

As a result of attending this session you will be able to:

- Receive a clear written summary of general education requirements
- Explain the class scheduling process
- Identify the University Catalog as the location for general education and major requirements
- Identify the time length permitted for adding and dropping classes
- State the name of an academic advisor
- List the name of the site utilized for class registration
- Identify the format of a CSUCI user ID/Dolphin Email address

**University Marketplace & Lunch**

During lunch, you will have the opportunity to meet campus representatives from a variety of campus services, programs and departments as well as student clubs and organizations. Check out the Marketplace Directory to decide who you want to talk to!

As a result of attending this session you will be able to:

- Visit University representatives and receive personalized information
- List three to five co-curricular involvement opportunities on campus

**Academic Programs Introductions**

What academic programs are offered at CSUCI? At this session you will find out!

As a result of attending this session you will be able to:

- Identify the tools necessary for excelling in the University classroom
- Identify three to five academic programs offered at CSUCI
- Identify the name of one faculty member
- Navigate your way through the Academic Programs Showcase

**Academic Programs Showcase**

Want to meet faculty members in your major or explore academic programs at CSUCI? Visit all three poster presentations to learn about faculty scholarship, student projects and program highlights.

As a result of attending this session you will be able to:

- Identify the tools necessary for excelling in the University classroom
- List the four pillars of the University mission
- Describe one academic program offered at CSUCI
- Identify the name of one faculty member

**Beginning College Survey of Student Engagement (BCSSE) & "Getting Real"**

By taking this survey, you will provide us with information about you that will help ensure that we are best serving the needs of incoming students. After taking the survey, you will have the opportunity to chill out and chat with orientation leaders.

**Involvement Exhibition**

Don't just go through college - let college go though you! It's time to get the most out of your CSUCI experience. Pick the involvement sessions that interest you most.

As a result of attending this session you will be able to:

- List three to five co-curricular involvement opportunities
- Analyze involvement opportunities and select one of interest
- Receive contact information for engaging in future on-campus involvement
- Ask questions of campus representatives regarding methods of involvement

**DCG Break-Out Session #2 – Social Transition & Points of Interest Campus Tour**

Find out what other students are most excited about and most nervous about regarding transitioning to a new social life at college during this small group discussion. Orientation leaders will share programs and services available to help with your transition and then show you around campus to show you places you need to know to succeed at CI.

As a result of attending this session you will be able to:

- List the programs and/or services designed to assist with students' social transition
- Discuss challenges associated with the collegiate social experience
- Be provided with an opportunity to ask questions about the upcoming day's schedule
- Receive a campus tour that highlights points of interest associated with student services and co-curricular involvement opportunities
- Locate the Student Health and Counseling Center
- Locate the Career Center
- Locate the New Student Center
- Identify the location for obtaining an ID card, requesting transcripts and paying fees

**Spirit Dinner**

GO CSUCI! Be a part of CSUCI traditions and show your Dolphin Spirit!

As a result of attending this session you will be able to:

- List CSUCI traditions
- Participate in a Spirit Yell competition
- Be introduced to the "Welcome to CI" rap and be invited to sing the lyrics
- Express that you feel welcomed to the CSUCI community
- Participate in social activities designed to acquaint you with your peers
- Identify the CSUCI colors

**"That Tune Show"**

That Tune Show is an interactive game that will involve you in an alcohol-trivia game show with prizes.

As a result of attending this session you will be able to:

- Identify proper life choices with regard to alcohol and drug abuse prevention

**Schedule Building with Peer Mentors**

Make your class schedule with the help of O-Staff!

As a result of attending this session you will be able to:

- Build your fall schedule in consultation with a peer mentor
- Explain the class scheduling process

- Identify the University Catalog as the location for general education and major requirements
- Identify the time length permitted for adding and dropping classes

**Student Social**
Make new friends, dance to the beats of a Q104.7 DJ, have fun and eat ice cream!

As a result of attending this session you will be able to:
- Participate in social activities designed to acquaint students with their peers
- List the names of two peers that you met during orientation
- Express that you feel welcomed to the CSUCI community

# DAY TWO

**Housing and Residential Education: Home Away From Home**
Living on campus is an important part of the CSUCI experience! Come learn more about life in Santa Cruz Village and all it has to offer. We know this session is early, but we will try to make it worthwhile with chances to win **great** prizes. If you will be living on campus this year, you do not want to miss this session. If you are not living on campus, come check out the on-campus involvement opportunities!

**Open Advising and Schedule Check**
It is mandatory for your advisor to check your class schedule before you register! All students will register at the same time in the afternoon of day two so it is not necessary for students to arrive early to the schedule check.

As a result of attending this session you will be able to:
- State the name of an academic advisor
- Select an English class that satisfies University requirements
- Select a math class that satisfies University requirements
- Have your schedule checked by an academic advisor before registering

**Would You Like To Approve This Comment?**
Did you know that employers look at myspace and facebook pages before offering jobs to candidates? In this session, O-Staff will provide you with tips on making positive decisions in a technological world.

As a result of attending this session you will be able to:
- Identify the issues you can face when utilizing a social networking site
- Describe the role of technology in academic plagiarism
- List etiquette tips for electronic communications
- State the name of two orientation leaders
- State the major of two orientation leaders

**Student Rights and Responsibilities, AB1088, Student Code of Conduct, FERPA**
What are your rights and responsibilities as a CSUCI student? Learn what it means to be a positive member of the CSUCI community.

As a result of attending this session you will be able to:
- Summarize CSUCI's judicial affairs policies
- Describe the role of the Student Code of Conduct
- Identify the role of the Six Steps Judicial Process in Housing and Residential Education
- List the rights you have as a CSUCI student
- Define FERPA
- Define plagiarism
- Identify repercussions of plagiarism

**Credit Card 101**
College students are often inundated with marketing ploys to entice you to apply for credit. This session will help you carefully consider the risks of credit cards while making future financial decisions.

As a result of attending this session you will be able to:
- List risks to consider when signing up for a credit card
- Identify tools for responsible credit card selection

**University Cash Services**
Paying your fees on time is important in order to avoid being dropped from your classes. Information on when, how and where to pay fees will be provided in this session.

As a result of attending this session you will be able to:
- Receive fee payment deadlines
- Identify the location on campus for paying fees
- Identify the Web address for fee payment

**Financial Aid Overview and Navigating a University Reading Assignment**
Select the session that most fits your interests.

*Financial Aid Overview:* Knowing how to pay for college and making a college budget are important for every college student. If you are interested in receiving information about financial aid or have been offered financial aid, you should attend this session to receive a brief overview of the financial aid process.

As a result of attending this session you will be able to:
- Describe the financial aid process

- List key steps for securing financial aid

*Navigating a University Reading Assignment:* This session will provide you with a brief review of reading techniques that you can use for optimal comprehension of a university classroom reading assignment. Learn reading techniques first-hand while referencing *Southland¸* the CSUCI Campus Reading Celebration book.

As a result of attending this session you will be able to:

- Describe the difference between common expectations of a high school level reading assignment and a university reading assignment
- Identify reading comprehension techniques

**Concurrent Networking Sessions**

Meet students with similar interests in these interactive networking sessions led by campus representatives. Select the session that most fits your interests.

As a result of attending this session you will be able to:

- Have the opportunity to visit with a University representative and receive personalized information
- Have the opportunity to get acquainted with and network with their peers

**Networking Session Topics**

- *Multicultural and Women's & Gender Student Center Networking Session:* Get a brief overview of the services and programs provided by the center, learn about CSUCI's commitment to diversity and network with your peers.
- *Disability Resource Programs (DRP) Networking Session:* Attendees will receive a brief overview of the services and programs provided by DRP and have the opportunity to network with peers.
- *Commuting Students Networking Session:* Meet other commuting students and sign up for carpooling, roommates and more!

**Closing Ceremony Lunch**

We'll say farewell to you the "CI way" by recognizing your achievements during orientation, reflecting on our experiences together and celebrating our family.

As a result of attending this session you will be able to:

- Reflect on your Island View Orientation experiences
- Identify award winners from your orientation session
- Express that you feel welcomed to the CSUCI community

**Take VI Skits and Facilitated Discussion**

O-Staff will display their acting skills in this entertaining skit that presents transition related issues that you might encounter when entering your first year of college.

As a result of attending this session you will be able to:

- Discuss the transitions and changes associated with the collegiate social experience
- Discuss the transitions and changes associated with the collegiate academic experience
- State the name of two orientation leaders

**DCG Break-Out Session # 3 – Academic Transition & IVO Reflection**

Find out what other students are most excited about and most nervous about regarding transitioning to a new academic life at college during this small group discussion. Orientation leaders will share programs and services available to help with your transition. Finally you'll reflect on your Island View Orientation Experience and discuss what's next!

As a result of attending this session you will be able to:

- List the programs and/or services designed to assist with students' academic transition
- Discuss challenges associated with the collegiate academic experience
- Reflect upon your Island View Orientation experience
- Discuss what will happen between the end of orientation and the beginning of the fall 2008 semester

**IT and Registration Overview**

It's almost time to register for classes! Before you do, you need to know where and how.

As a result of attending this session you will be able to:

- List the name of the site utilized for class registration
- Identify the format of a CSUCI user ID/Dolphin Email address
- Identify how to access your Dolphin Email account

**Registration and Technology**

This is the session you've been waiting for…register for your classes!

As a result of attending this session you will be able to:

- List the name of the site utilized for class registration
- Identify the format of a CSUCI user ID/Dolphin Email address
- Access your Dolphin Email account
- Register for classes

**Online Fee Payment***

Now that you have registered it is time to pay your fees.

As a result of this session you will be able to:

- Access the website for online fee payment
- Pay fees

**Check-out, Evaluations and CI Spirit Gift Pick Up**

Pack up, turn in your room key and complete your evaluation. In exchange for your evaluation we will give you a CSUCI spirit gift that you don't want to do without!

# GUEST - DAY ONE

| | | | |
|---|---|---|---|
| **8:00 a.m. – 9:00 a.m.** | **Check-In*** | | Santa Cruz Village |
| **9:00 a.m. – 9:45 a.m.** | **University Welcome*** | | Broome Library Plaza |
| **9:45 a.m. – 10:00 a.m.** | **Orientation Staff Introductions*** | | Broome Library Plaza |
| **10:00 a.m. – 10:30 a.m.** | **Breaking the Ice** | | Aliso Hall Auditorium |
| **10:35 a.m. – 11:45 a.m.** | **Dolphin Essentials Part I** | | Aliso Hall Auditorium |
| **11:50 a.m. – 12:45 p.m.** | **Dolphin Essentials Part II** | | Aliso Hall Auditorium |
| **12:45 p.m. – 1:45 p.m.** | **University Marketplace & Lunch*** | | Aliso Hall Plaza |
| **1:55 p.m. – 2:25 p.m.** | **Guest Free Time** | | Broome Library, third floor |
| **2:35 p.m. – 2:50 p.m.** | **Academic Programs Introduction*** | | Broome Library Plaza |
| **2:55 p.m. – 3:25 p.m.** | **Academic Programs Showcase*** | | |
| | **Option 1**<br>**Mission-Based Centers**<br>Broome Library Room 1420 | **Option 2**<br>**Arts, Humanities and Social Sciences; Liberal Studies; Early Childhood Studies**<br>Broome Library Student Art Capstones and News Center | **Option 3**<br>**Business & Economics; Sciences**<br>Broome Library Room 1720 |
| **3:35 p.m. – 4:40 p.m.** | **Panel for Parents** | | Aliso Hall Auditorium |
| **5:00 p.m. – 6:30 p.m.** | **Parent Reception hosted by Alumni & Friends** | | President's Courtyard |
| **6:30 p.m. – 7:15 p.m.** | **Spirit Dinner*** | | Aliso Hall Plaza |

# GUEST - DAY TWO

| | | | | |
|---|---|---|---|---|
| **7:00 a.m. – 8:00 a.m.** | **Breakfast** | | | Aliso Hall Plaza |
| **8:15 a.m. – 9:05 a.m.** | **Campus Safety Panel** | | | Broome Library Plaza |
| **9:15 a.m. – 9:45 a.m.** | **Housing Information Sessions** | | | |
| | **On-Campus Living**<br>Broome Library Exhibition Hall | | **Off-Campus Living**<br>Broome Library Room 1360 | |
| **9:55 a.m. – 10:55 a.m.** | **Letting Go and Letting Grow Presentation** | | | Broome Library Exhibition Hall |
| **11:00 a.m. – 11:40 a.m.** | **Points of Interest Campus Tour** | | | Broome Library Plaza |
| **11:45 p.m. – 1 p.m.** | **Closing Ceremony Lunch*** | | | Aliso Hall Plaza |
| | **CONCURRENT INTEREST SESSIONS** | | | |
| **1:05 p.m. – 1:35 p.m.** | **Involvement 101**<br>Bell Tower, Room 2572 | **Money Matters**<br>Bell Tower, Room 2582 | **Tour of Broome Library**<br>Meet at Broome Library Front Desk | **Break Area**<br>Bell Tower, Courtyard |
| **1:45 p.m. – 2:15 p.m.** | **Involvement 101**<br>Bell Tower, Room 2572 | **So, What Now? Filling The Empty Nest**<br>Bell Tower, Room 1642 | **Tour of Broome Library**<br>Meet at Broome Library Front Desk | **Break Area**<br>Bell Tower, Courtyard |
| **2:25 p.m. – 2:55 p.m.** | **Money Matters**<br>Bell Tower, Room 2582 | **So, What Now? Filling The Empty Nest**<br>Bell Tower, Room 1642 | **Parent Round Table Discussion**<br>Bell Tower, Room 2572 | **Break Area**<br>Bell Tower, Courtyard |
| **3:00 p.m. – 3:15 p.m.** | **Online Fee Payment Presentation** | | | Ojai Hall Room 1952 |
| **3:15 p.m. – 5:00 p.m.** | **Online Fee Payment** | | | Ojai Hall Room 1952 |
| **3:00 p.m. – 5:00 p.m.** | **Check-out, Evaluations and CI Spirit Gift Pick-Up** | | | Santa Cruz Village |

***Denotes joint guest/student sessions**

# GUEST - SESSION SUMMARIES

## DAY ONE

**Check-In***
Welcome to CSUCI! Get ready for an exciting and educational two days!

As a result of checking in you will be able to:

- Express that you feel welcomed to the CSUCI community
- Receive a list of critical phone numbers, offices, email addresses, and Web sites that you may need to reference for answers to questions that arise before the start of school and after school begins

**University Welcome***
Welcome and address campus leaders representing Academic Affairs, Student Affairs and the Office of the President

As a result of attending this session you will be able to:

- Identify the opening of the University's mission statement
- Identify the four mission pillars
- Identify CSUCI colors
- Describe the significance of CSUCI colors
- Identify the name of one faculty person
- Express that you feel welcomed to the CSUCI community
- Summarize the purpose of higher education

**Orientation Staff Introductions***
Meet the fantastic orientation staff who will be assisting you throughout orientation

As a result of attending this session you will be able to:

- Identify the Dimensions of Development
- Express that you feel welcomed to the CSUCI community
- State the name of two orientation leaders
- State the major of two orientation leaders

**Breaking the Ice**
Get to know campus representatives and other parents in this interactive getting-to-know you session

As a result of attending this session you will be able to:

- Express that you feel welcomed to the CSUCI community
- Identify the name of a CSUCI staff person

**Dolphin Essentials**
Meet representatives from Academic Advising, Student Affairs, Academic Affairs and Parking Services

As a result of attending this session you will be able to:

- Describe the role of Academic Advising
- Describe the role of Student Affairs at CSUCI
- Explain the importance of students connecting with faculty
- Describe the role of Academic Affairs at CSUCI
- Identify Academic Core Values communicated to students
- Identify University Core Values communicated to students
- Identify the procedure for your student to obtaining a parking permit

**Dolphin Essentials II**
Meet representatives from Admissions and Recruitment, Records and Registration, University Cash Services and Student Life

As a result of attending this session you will be able to:

- Receive fee-payment schedule and deadlines
- List key tasks to be completed prior to enrollment
- Define FERPA
- Describe the role of Student Life in student education and success
- List three to five co-curricular involvement opportunities

**University Marketplace & Lunch***
During lunch, you will have the opportunity to meet campus representatives from a variety of campus services, programs and departments as well as student clubs and organizations. Check out the Marketplace Directory to find who you want to talk to!

As a result of attending this session you will be able to:

- Visit University representatives and receive personalized information
- List three to five co-curricular involvement opportunities on campus

**Academic Programs Introductions***
What academic programs are offered at CSUCI? At this session you will find out!

As a result of attending this session you will be able to:

- Identify the tools for excelling in the University classroom
- Identify three to five academic programs offered at CSUCI
- Identify the name of one faculty person
- Navigate your way through the Academic Programs Showcase

**Academic Programs Showcase***
Want to meet faculty members in your student's major or explore academic programs at CSUCI? Visit all three poster presentations to learn about faculty scholarship, student projects and program highlights.

As a result of attending this session you will be able to:

- Identify the tools for excelling in the University classroom
- List the four pillars of the University mission
- Describe one academic program offered at CSUCI
- Identify the name of one faculty person

**Panel for Parents**
What is it REALLY like being a parent of a CSUCI student? What is it REALLY like being a CSUCI student? Get your questions ready! Meet students and parents of current students and hear what they have to say.

As a result of attending this session you will be able to:

- Ask current CSUCI parents questions regarding their experience as a CI parent
- Ask current CSUCI students questions regarding their experience as a CI student
- List tools for success as shared by current CI parents and students

**Parent Reception Hosted by the CSUCI Alumni & Friends Association**
It's all about you! You have been working hard all day, this is your chance to relax and socialize with peers and University representatives

As a result of attending this session you will be able to:

- Participate in social activities designed to acquaint you with current students, faculty, staff, administration, alumni and fellow guests
- Express that you feel encouraged to get to know faculty and staff in a relaxed environment
- Summarize the purpose of the Alumni & Friends Association
- List opportunities for parental/guest involvement in the University
- Summarize the benefits of CSUCI as told through alumni stories of success
- Become involved in University Advancement activities for further assistance with development efforts of the University

**Spirit Dinner***
GO CSUCI! Be a part of CSUCI traditions and show your Dolphin Spirit!

As a result of attending this session you will be able to:

- List CSUCI traditions
- Participate in a Spirit Yell competition
- Be introduced to the "Welcome to CI" rap and be invited to sing the lyrics
- Express that you feel welcomed to the CSUCI community
- Participate in social activities designed to acquaint you with your peers
- Identify the CSUCI colors

# DAY TWO

**Campus Safety Panel**
What is CSUCI doing to foster a safe campus environment? Learn how important the safety and security of students is to the CSUCI community. Come prepared with questions for this panel of campus representatives from Personal Counseling Services, Housing and Residential Education, and Student Life, facilitated by our Chief of Police.

As a result of attending this session you will be able to:

- List CSUCI's proactive interventions employed for fostering a safe campus
- Describe issues students may face in the area of personal health during the first year of college
- Describe methods students may employ to enhance security at the University

**Housing Information Sessions**
Learn about the logistics and experience of on- and off-campus living for CSUCI students.

*On-Campus Living*

Get a brief overview of what living on campus is like for students and have your questions about on-campus living answered by Housing and Residential Education representatives.

As a result of attending this session you will be able to:

- Have the opportunity to ask questions of representatives from Housing and Residential Education
- Receive information about move-in logistics
- Describe the Six Steps Judicial Process
- List co-curricular involvement opportunities available for on-campus students

- Summarize the role of the resident assistant

*Off-Campus Living*
Get a brief overview of what living off campus is like for students and learn how you can encourage your commuting student to have a holistic college experience.
As a result of attending this session you will be able to:
- Have the opportunity to ask questions of representatives from Housing and Residential Education
- Describe the role co-curricular involvement plays with retention of commuting students
- List three co-curricular involvement opportunities available for students
- Describe alternative transportation options

**Letting Go and Letting Grow Presentation**
Learn about challenges and issues that parents and students might encounter during the first year of college.
As a result of attending this session you will be able to:
- Recognize issues students may face in the areas of personal health, safety and security during the first year of college
- Identify the characteristics of millennials
- Identify the characteristics of millennial parents
- Identify the transitions associated with the first-year experience
- List ways to play a "coach" role in your student's college transition
- Discuss the transitions associated with the first-year experience
- Discuss the transitions associated with the parent experience while their child is going to college
- Define FERPA
- Describe the role of the Student Code of Conduct
- Identify the role of the Six Steps Judicial Process in Housing and Residential Education

**Points of Interest Campus Tour**
Missed seeing the campus on a previous school visit or want to find out about other key locations not covered on that tour? Join an Orientation Leader for a tour of campus that will take you to key places.
As a result of attending this session you will be able to:
- Receive a campus tour that highlights points of interest associated with student services and co-curricular involvement opportunities
- Locate the New Student Center
- Visit The Cove Bookstore
- View a Santa Cruz Village model room

**Closing Ceremony Lunch***
We'll say farewell to you the "CI way" by recognizing your achievements during orientation, reflecting on our experiences and celebrating our family.
As a result of attending this session you will be able to:
- Reflect on your Island View Orientation experiences
- Identify award winners from your orientation session
- Express that you feel welcomed to the CSUCI community

**Concurrent Networking Sessions**
Select the session(s) that most fits your interests.

*Involvement 101: Getting the Most Out of Your investment*
Find out why it is important to encourage your student to get involved at CI! Discover how involvement can enhance your student's success and the many facets of involvement available at CSUCI.
As a result of attending this session you will be able to:
- List three to five co-curricular involvement opportunities
- Describe the role of involvement in student retention and success
- Summarize the ways your student can enhance his/her résumé by engaging in co-curricular activities
- View samples of Co-Curricular Portfolios

*Money Matters*
Knowing how to paying for college and making a college budget are important for every college student and you play a key role in assisting your student through the budgeting process. This session will introduce you to methods for budgeting for college and provide you with financial aid information.
As a result of attending this session you will be able to:
- Describe the Financial Aid process
- Develop a college budget for your student's first year of college
- List key steps for securing financial aid

*So What Now? Filling the Empty Nest*
The time during which your student is transitioning to college is one of pride and excitement; but for many parents, it is a time of anxiety. This session, facilitated by our coordinator of Personal Counseling Services, presents challenges associated with the college transition and provides you with tools to make it an experience that is enjoyable for you. Learn how to set the next stage for the rest of your life.
As a result of attending this session you will be able to:

- Describe the complex transitions associated with the parent experience while a child is going to college
- List tools for making the transition enjoyable for you

*Parent Round Table Discussion*
Get involved at CSUCI, give us ideas for serving your needs and make new friends! Meet with representatives from the CSUCI Alumni & Friends Association and New Student, Orientation and Transition programs.
As a result of attending this session you will be able to:
- Get acquainted with and network with your peers
- Summarize opportunities for parent/guest involvement at CSUCI
- Express your ideas for future parent involvement opportunities at CSUCI

*Tour of the Broome Library*
Take a tour of the latest jewel of our campus hosted by library docents! The John Spoor Broome Library was designed by world famous British architect Lord Norman Foster and was named for Mr. John Spoor Broome, the benefactor for the new, state of the art facility. The two-story building with a glass façade that merges with the original Spanish-style design of CSU Channel Islands is the eastern anchor of the main central campus mall.
As a result of attending this session you will be able to:
- Have the opportunity to be guided on a tour of the John Spoor Broome Library with a library docent
- Identify the key architectural focal points of the Broome Library

**Online Fee Payment Presentation**
Don't get lost trying to pay fees; learn how to pay for your students' fees online.
As a result of attending this session you will be able to
- Locate the website for online fee payment
- Describe how to establish a "parent PIN" for future account access
- Identify which office or individual to contact for questions about payment of fees
- Pay fees

**Online Fee Payment**
Now that your student has registered for classes, he/she may meet up with you to pay fees.
As a result of this session you will be able to:
- Access the website for online fee payment
- Pay fees

**Check-out, Evaluations and CI Spirit Gift Pick Up**
Pack up, turn in your room key and complete your evaluation. In exchange for your evaluation we will give you a CSUCI spirit gift that you won't want to do without!

## Appendix C – 2008 Island View Orientation Evaluation

# ISLAND VIEW ORIENTATION STUDENT - DAY ONE - EVALUATION

**IVO Session:** ❑ 7/16-7/17 ❑ 7/21-7/22 ❑ 7/24-7/25 ❑ 7/29-7/30 ❑ 8/1-8/2 **County of Residence:** _____

**Ethnicity:** ❑ Native American ❑ African American ❑ Hispanic ❑ Asian ❑ Caucasian ❑ Other

**Gender:** ❑ Male ❑ Female **Will you live on campus in the fall?** ❑ Yes ❑ No ❑ Undecided

**What is your Dimensional Color Group?** ❑ Values and Integrity ❑ Expression ❑ Health ❑ Intellectual ❑ Intra/Interpersonal ❑ Citizenship ❑ Creativity ❑ Cultural ❑ Life and Career Planning

### 8 a.m. – 9 a.m. Check-In

**How effective was Check-In?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

### 9:00 a.m. – 9:45 a.m. University Welcome

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

**How welcome do you feel to the CSUCI community?**

1 – Not Welcome | 2 - | 3 – Moderately Welcome | 4 - | 5 – Very Welcome

1. **Which of the following is the opening of the University's mission statement?**
   - **a.** Placing students at the center of the educational experience . . .
   - **b.** Placing students as a key element in university affairs . . .
   - **c.** Placing students at the center of a college career . . .
   - **d.** Putting students at the center of their formative year . . .

2. **Which of the following is not one of the four pillars of the University mission?**
   - **a.** Integrative Approaches
   - **b.** Multicultural Perspectives
   - **c.** Leadership Development
   - **d.** Service Learning and Civic Engagement
   - **e.** International Perspectives

### 9:45 a.m. – 10 a.m. Orientation Staff Introductions

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **Please state the names of two Orientation Leaders: 1.**_____ **2.** _____

2. **Please state the majors of the Orientation Leaders you listed above: 1.**_____ **2.**_____

### 10:05 a.m. – 10:35 a.m. Academic and Campus Core Values

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **Please identify the name of one faculty member:** _____

2. **Please summarize CSUCI's Academic Core Values:**

## 10:35 a.m. - 11:00 a.m. Dimensional Color Group (DCG) Break-Out Session #1

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please identify the Dimensions of Development by circling each one below:**

a. Inter/Intrapersonal
b. Citizenship
c. Physical Education
d. Values and Integrity
e. Musicianship
f. Health
g. Family
h. Creativity
i. Organization
j. Expression
k. Life and Career Planning
l. Intellectual
m. Excellence
n. Cultural
o. Life Planning

## 11:10 a.m. – 11:25 a.m. Math Placement Presentation

**How helpful was this session in assisting with your selection of a math class that satisfies University requirements?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

## 11:25 a.m. – 12:45 p.m. Advising Workshops Part I

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **Please state the name of an Academic Advisor:** _____

## 12:45 p.m. – 1:45 p.m. University Marketplace & Lunch

**How helpful was the University Marketplace?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the University Marketplace at providing an opportunity to learn about campus services, programs, departments and student clubs/organizations?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please list three to five co-curricular involvement opportunities on campus:**

## 1:55 p.m. – 2:25 p.m. Advising Workshops Part II

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **From the day the semester begins, what is the length of time that is permitted for adding or dropping classes?**
   a. Two weeks. Anything after will receive a W (withdrawal).
   b. Six weeks. Anything after will receive a W (withdrawal).
   c. Three weeks. Anything after will receive a W (withdrawal).
   d. Five weeks. Anything after will receive an I (incomplete).

2. **Which of the following can be used to find general education and major requirements?**
   a. The "Navigate your way through College" guidebook
   b. The Catalog
   c. Student Guidebook
   d. CSUCI Current

**2:35 p.m. – 2:50 p.m. Academic Programs Introduction**

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **Please list three to five academic programs offered at CSUCI:**

**2:55 p.m. – 3:25 p.m. Academic Programs Showcase**

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **Please list the Academic Programs Showcase that you attended:** _____

2. **Please describe some tools necessary for excelling in a University classroom:**

**4:05 p.m. – 4:25 p.m. Getting to Know You**

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please list the website used for on- and off-campus job searches:**
   _www._____

**4:30 p.m. – 5:10 p.m. Involvement Exhibition (4:30 p.m., 4:40 p.m., 4:50 p.m., 5:00 p.m.)****

**How helpful was the Involvement Exhibition?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please list the four exhibitors you visited during the Involvement Exhibition: 1.**_____ **2.** _____ **3.**_____ **4.**_____

2. **After considering the involvement opportunities available, which do you think you might pursue?:**

**5:15 p.m. – 6:10 p.m. DCG Break-Out Session #2 & Points of Interest Campus Tour**

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Where is the Student Health and Counseling Center located?**
   **2.** The Bell Tower

3. Behind Sage Hall
4. In Manzanita Hall
5. Behind Anacapa Village

2. **Where can you obtain your student ID card, request a transcript or pay your fees?**
   a. University Hall
   b. Manzanita Hall
   c. Sage Hall
   d. Malibu Hall
3. **Where is the Career Center located?**
   a. Bell Tower East, Second Floor
   b. Bell Tower West
   c. Manzanita Hall
   d. The Town Center

a. **Where is the New Student Center located?**
   a. The Hub
   b. Bell Tower East
   c. Bell Tower
   d. Santa Cruz Village

**6:15 p.m. – 7:15 p.m.** **Spirit Dinner***

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **What are CSUCI colors and what is their significance?**
   a. Blue and Orange – Blue for the closeness of the ocean and orange for the sun.
   b. Red and Silver – Red for the tradition of the region and silver for the dolphin.
   c. Teal and Red – Teal for the hope for the future and red for the boldness of the past.
   d. Gold and Silver – Gold for the prosperity of the region and silver for the strength of the students.

2. **Please list CSUCI traditions: 1.**_____ **2.** _____

   **3.**_____ **4.**_____

**7:15 p.m. – 8:15 p.m.** **"That Tune Show"**

**How helpful was this session for assisting you with identifying proper life choices with regard to alcohol and drug prevention?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

**8:15 p.m. – 9:15 p.m.** **Schedule Building with Peer Mentors**

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective were the Peer Mentors/Orientation Leaders at assisting you with building your schedule?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

**8:45 p.m.– 10:30 p.m.** **Student Social**

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 – Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 – Very Ineffective | 2 - Ineffective | 3 – Moderately Effective | 4 - Effective | 5 – Very Effective

1. **Please list the names of two peers that you met during orientation: 1.**_____ **2.**
   _____

# ISLAND VIEW ORIENTATION STUDENT - DAY TWO - EVALUATION

**IVO Session:** ❑ 7/16-7/17 ❑ 7/21-7/22 ❑ 7/24-7/25 ❑ 7/29-7/30 ❑ 8/1-8/2 **County of Residence:** _____

**Ethnicity:** ❑ Native American ❑ African American ❑ Hispanic ❑ Asian ❑ Caucasian ❑ Other

**Gender:** ❑ Male ❑ Female **Will you live on campus in the fall?** ❑ Yes ❑ No ❑ Undecided

**What is your Dimensional Color Group?** ❑ Values and Integrity ❑ Expression ❑ Health ❑ Intellectual ❑ Intra/Interpersonal ❑ Citizenship ❑ Creativity ❑ Cultural ❑ Life and Career Planning

## 8 a.m. – 9:20 a.m. Open Advising and Schedule Check

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please list the name of an Academic Advisor (If you do not know the name of an Academic Advisor please state that you do not know the name of an Academic Advisor):** _____

## 9:20 a.m. – 9:40 a.m. Would You Like To Approve This Comment?

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

**1. List three etiquette tips for electronic communication:** 1._____

2. _____ 3._____

## 9:40 a.m. – 10:15 a.m. Student Rights and Responsibilities, AB1088, Student Code of Conduct, FERPA

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please summarize FERPA:**

2. **What are the repercussions for plagiarism?**

## 10:15 a.m. – 10:30 a.m. Credit Cards 101

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

## 10:30 a.m. – 10:45 a.m. University Cash Services Overview

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please state the web address for payment of fees:** ___www._____

## 10:45 a.m. – 11:05 a.m. Financial Aid Overview or Navigating a University Reading Assignment

1. **Please list the session that you attended:** _____

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

## 11:10 a.m.– 11:45 a.m. CONCURRENT NETWORKING SESSIONS

1. **Please list the Concurrent Networking Session that you attended:** _____

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

## 12:45 p.m. – 1:05 p.m. Take VII Skits

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Please list transitions and changes associated with the college social experience:**

2. **Please list transitions and changes associated with the college academic experience:**

## 1:10 p.m.– 1:40 p.m. Take VII Skit Reflective Discussion

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

## 1:45 p.m. – 2:15 p.m. DCG Break-Out Session #3

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

## 2:20 p.m. - 2:30 p.m. IT and Registration Overview

**How helpful was this session?**

1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful

**How effective was the presenter(s)?**

1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective

1. **Which Internet browser would you login to for course registration?**
   a. Peopleplace
   b. Channel Islands Network
   c. CI Dolphin
   d. MyCSUCI

2. **What is your username for course registration and email?**
   a. First name. Last name # @dolphin.csuci.edu
   b. First letter of first name, entire last name @csuci.edu
   c. Last name @dolphin.csuci.edu
   d. First name, first letter of last name # @csuci.edu

| 3:30 p.m.– 5 p.m. | **Online Fee Payment** |
|---|---|

**How helpful was this session?**

| 1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful |
|---|---|---|---|---|

**How effective was the presenter(s)?**

| 1 - Very Ineffective | 2 - Ineffective | 3 - Moderately Effective | 4 - Effective | 5 - Very Effective |
|---|---|---|---|---|

## OVERALL EVALUATION

**How helpful was orientation?**

| 1 - Very Unhelpful | 2 - Unhelpful | 3 - Moderately Helpful | 4 - Helpful | 5 - Very Helpful |
|---|---|---|---|---|

**How welcome do you feel to the CSUCI community?**

| 1 - Not welcome | 2 - | 3 - Moderately Welcome | 4 - | 5 - Very Welcome |
|---|---|---|---|---|

**Prior to attending orientation, how confident were you that you would attend CSUCI?**

| 1 - Not Confident | 2 - | 3 - Moderately Confident | 4 - Confident | 5 - Very Confident |
|---|---|---|---|---|

**Having attended orientation, how confident are you that you will attend CSUCI?**

| 1 - Not Confident | 2 - | 3 - Moderately Confident | 4 - Confident | 5 - Very Confident |
|---|---|---|---|---|

**How closely did orientation meet your expectations?**

| 1 - Not at all | 2 - Less than Expected | 3 - Met Expectations | 4 - Better than Expected | 5 - Exceeded Expectations |
|---|---|---|---|---|

1. **What was your favorite thing about Island View Orientation?**

2. **What did you least like about Island View Orientation?**

3. **What session(s) did you find most helpful? Please explain.**

4. **What session(s) did you find to be the least helpful? Please explain.**

5. **Do you have any suggestions to improve Island View Orientation?**

6. **Would you add/remove anything from Island View Orientation? Please explain.**

## Appendix D – 2007 Freshman Island View Orientation Student Evaluation Results

- Of the 21 areas listed on the satisfaction section of the freshman student evaluation, all but 2 (Scavenger Hunt and University Marketplace) were rated as excellent and one, Orientation Staff, was listed as superior
- Of the 15 areas listed on the learning outcomes-based section of the freshman student evaluation, the majority of students achieved all but 2 of the learning outcomes
- 92% of freshmen student respondents felt that their expectations of orientation were either met or exceeded; 80.4% indicated their expectations were exceeded
- On the qualitative response section of the freshmen orientation evaluation students reported that the following:
    - Were most helpful during orientation advising: schedule building, financial aid overview, all sessions, Dimension Color Group meetings
    - Were least helpful during orientation: "none – all were helpful," "financial aid," "planning your career," "would you like to approve this comment"
    - Sessions that should be removed: "none," "too many lectures"
    - Sessions that should be added to Island View Orientation: "none," "more free time, mingle time and breaks," "more activities," "full tour"

| ***Quantitative Learning Outcomes Based Results from IVO Evaluations (N=363)*** | **Fall 2007** | **Percentage of Respondents** |
|---|---|---|
| Students who knew both the color and name of their Dimensional Color Group | 259 | 72.7% |
| Students who were able to state two Orientation Leaders and their major | 146 | 45.1% |
| Students who were able to identify one academic advisor met during orientation | 105 | 29% |
| Students who were able to identify the CSUCI mission after attending orientation | 300 | 82.6% |
| Students who knew the add/drop deadline | 246 | 67.8% |
| Students who knew that the library's database is accessible from home and that laptops are also available in the library | 274 | 75% |
| Students who were able to list 3-5 co-curricular involvement opportunities on campus | 259 | 72.6% |
| Students who were able to identify the CSUCI colors | 346 | 95.3% |
| Students who knew where the Student Health Center is located | 246 | 67.8% |
| Students who knew where the Career Center is located | 214 | 59% |
| Average number of students who correctly identified the nine Dimensions of Development | 266 | 73.3% |
| Students who knew what Internet Browser to log in to for course registration | 291 | 80.2% |
| Students who knew their username | 289 | 79.6% |
| Students who knew where to go to obtain their ID, request a transcript or pay their fees | 278 | 76.6% |
| Students who knew where to go to get information on General Education or Major requirements | 254 | 70% |

# Appendix E – Team Member Rubric

**NEW STUDENT, ORIENTATION AND TRANSITION PROGRAMS**
**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**TEAM MEMBER RUBRIC**

**Evaluator's Name:** **Date:**

## CONTRIBUTIONS

| | 4<br>Routinely provides useful ideas when participating in the group and in classroom discussion. A leader who contributes a lot of effort. | 3<br>Usually provides useful ideas when participating in the group and in classroom discussion. A strong group member who tries hard! | 2<br>Sometimes provides useful ideas when participating in the group and in classroom discussion. A satisfactory group member who does what is required. | 1<br>Rarely provides useful ideas when participating in the group and in classroom discussion. May refuse to participate. |
|---|---|---|---|---|
| Jaimie | ❑ | ❑ | ❑ | ❑ |
| Russ | ❑ | ❑ | ❑ | ❑ |
| Eva | ❑ | ❑ | ❑ | ❑ |
| Krista | ❑ | ❑ | ❑ | ❑ |
| James | ❑ | ❑ | ❑ | ❑ |
| Brandon | ❑ | ❑ | ❑ | ❑ |
| Jeff | ❑ | ❑ | ❑ | ❑ |
| Sarah | ❑ | ❑ | ❑ | ❑ |
| Becca | ❑ | ❑ | ❑ | ❑ |
| Michael | ❑ | ❑ | ❑ | ❑ |
| Sandy | ❑ | ❑ | ❑ | ❑ |

## PROBLEM SOLVING

| | 4<br>Actively looks for and suggests solutions to problems. | 3<br>Refines solutions suggested by others. | 2<br>Does not suggest or refine solutions, but is willing to try out solutions suggested by others. | 1<br>Does not try to solve problems or help others solve problems. Lets others do the work. |
|---|---|---|---|---|
| Jaimie | ❑ | ❑ | ❑ | ❑ |
| Russ | ❑ | ❑ | ❑ | ❑ |
| Eva | ❑ | ❑ | ❑ | ❑ |
| Krista | ❑ | ❑ | ❑ | ❑ |
| James | ❑ | ❑ | ❑ | ❑ |
| Brandon | ❑ | ❑ | ❑ | ❑ |
| Jeff | ❑ | ❑ | ❑ | ❑ |
| Sarah | ❑ | ❑ | ❑ | ❑ |
| Becca | ❑ | ❑ | ❑ | ❑ |
| Michael | ❑ | ❑ | ❑ | ❑ |
| Sandy | ❑ | ❑ | ❑ | ❑ |

## ATTITUDE

| | 4<br>Is never publicly critical of the project or the work of others. Always has a positive attitude about the task(s). | 3<br>Is rarely publicly critical of the project or the work of others. Often has a positive attitude about the task(s). | 2<br>Is occasionally publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s). | 1<br>Is often publicly critical of the project or the work of other members of the group. Is often negative about the task(s). |
|---|---|---|---|---|
| Jaimie | ❑ | ❑ | ❑ | ❑ |
| Russ | ❑ | ❑ | ❑ | ❑ |
| Eva | ❑ | ❑ | ❑ | ❑ |
| Krista | ❑ | ❑ | ❑ | ❑ |
| James | ❑ | ❑ | ❑ | ❑ |

| | | | | |
|---|---|---|---|---|
| **Brandon** | ❑ | ❑ | ❑ | ❑ |
| **Jeff** | ❑ | ❑ | ❑ | ❑ |
| **Sarah** | ❑ | ❑ | ❑ | ❑ |
| **Becca** | ❑ | ❑ | ❑ | ❑ |
| **Michael** | ❑ | ❑ | ❑ | ❑ |
| **Sandy** | ❑ | ❑ | ❑ | ❑ |

## FOCUS ON THE TASK

| | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| | **Consistently stays focused on the task and what needs to be done. Very self-directed.** | **Focuses on the task and what needs to be done most of the time. Other group members can count on this person.** | **Focuses on the task and what needs to be done some of the time. Other group members must sometimes remind to keep this person on-task.** | **Rarely focuses on the task and what needs to be done. Lets others do the work.** |
| **Jaimie** | ❑ | ❑ | ❑ | ❑ |
| **Russ** | ❑ | ❑ | ❑ | ❑ |
| **Eva** | ❑ | ❑ | ❑ | ❑ |
| **Krista** | ❑ | ❑ | ❑ | ❑ |
| **James** | ❑ | ❑ | ❑ | ❑ |
| **Brandon** | ❑ | ❑ | ❑ | ❑ |
| **Jeff** | ❑ | ❑ | ❑ | ❑ |
| **Sarah** | ❑ | ❑ | ❑ | ❑ |
| **Becca** | ❑ | ❑ | ❑ | ❑ |
| **Michael** | ❑ | ❑ | ❑ | ❑ |
| **Sandy** | ❑ | ❑ | ❑ | ❑ |

## WORKING WITH OTHERS

| | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| | **Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.** | **Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.** | **Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.** | **Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.** |
| **Jaimie** | ❑ | ❑ | ❑ | ❑ |
| **Russ** | ❑ | ❑ | ❑ | ❑ |
| **Eva** | ❑ | ❑ | ❑ | ❑ |
| **Krista** | ❑ | ❑ | ❑ | ❑ |
| **James** | ❑ | ❑ | ❑ | ❑ |
| **Brandon** | ❑ | ❑ | ❑ | ❑ |
| **Jeff** | ❑ | ❑ | ❑ | ❑ |
| **Sarah** | ❑ | ❑ | ❑ | ❑ |
| **Becca** | ❑ | ❑ | ❑ | ❑ |
| **Michael** | ❑ | ❑ | ❑ | ❑ |
| **Sandy** | ❑ | ❑ | ❑ | ❑ |

### TOTAL SCORES

| | **CONTRIBUTIONS** | **PROBLEM SOLVING** | **ATTITUDE** | **FOCUS ON THE TASK** | **WORKING WITH OTHERS** | **TOTAL** |
|---|---|---|---|---|---|---|
| **Jaimie** | | | | | | |
| **Russ** | | | | | | |
| **Eva** | | | | | | |
| **Krista** | | | | | | |
| **James** | | | | | | |
| **Brandon** | | | | | | |
| **Jeff** | | | | | | |
| **Sarah** | | | | | | |
| **Becca** | | | | | | |
| **Michael** | | | | | | |
| **Sandy** | | | | | | |

## Appendix F – Orientation Planning Teams

### ORIENTATION STAKEHOLDERS

| | |
|---|---|
| **Function:** | • In Fall, an evaluation of the previous orientation will take place.<br>• In Spring, the Leadership Team will provide an overview of progress.<br>• Concurrently, Frequently Ask Questions and opportunity for feedback to ensure campus employees feel part of the process. |
| **Chair/Facilitator** | Damien Peña, *Student Access, Orientation and Transition Programs* |
| **Members:** | Campus Community |
| **Meeting schedule** | One Town Hall Meeting to be held in Fall semester (November)<br>One Town Hall Meeting to be held in Spring semester (May) |

### NEW STUDENT/TRANSFER ORIENTATION STEERING COMMITTEE

| | |
|---|---|
| **Function:** | The University appointed decision making body is responsible for:<br>• Setting priorities for Island View Orientation based on program and learning outcomes, University budget priorities<br>• Ensuring the committee has clearly defined tasks<br>• Establishing and approving program timelines<br>• Acting on the recommendations of the committee<br>• Establishing and assessing program and learning outcomes that align with the mission of the institution, student development theory, CAS Standards and the Dimensions of Development<br>• Allocating resources appropriately<br>• Reporting to the Operations Team<br>• Reviewing and recommending all policy and procedures relating to orientation |
| **Chair/Facilitator** | Damien Peña, *Student Access, Orientation and Transition Programs* |
| **Members:** | Jane Sweetland, Enrollment Services<br>Dr. Dan Wakalee, Academic Affairs<br>Vice President for Advancement<br>Director, Leadership, Career and Health Programs |
| **Meeting schedule** | Monthly meetings will be conducted yearly.<br>Weekly meetings during late Spring and Early Summer<br>Additional when necessary |

### NEW STUDENT/TRANSFER ORIENTATION COMMITTEE

| | |
|---|---|
| **Function:** | Under the direction of the Steering Committee, this committee is responsible for:<br>• Reviewing program and learning outcomes and making recommendations for revision<br>• Recommending strategies for achieving outcomes (i.e. orientation schedule)<br>• Discussing future changes and impact on campus resources<br>• Sharing information, resources and feedback<br>• Making recommendations to the Leadership Team |
| **Chair/Facilitator** | Damien Peña, *Access, Orientation and Transition Programs* |
| **Members:** | Jaimie Hoffman, *New Student Orientation and Transition Programs*<br>Dr. Pasternak, *Campus Health*<br>Sue Saunders, *Academic Advising*<br>Ginger Reyes, *Admissions*<br>Damon Blue, *Records*<br>Traci Matthews, *Financial Aid*<br>Tania Garcia, *Alumni Affairs*<br>Judy Frazier, *Information Technology*<br>Cindy Derrico, *Housing and Residential Education*<br>Senior Orientation Leader, *Student Appointed Representative* |
| **Meeting schedule** | Spring Semester – 1 per month (recurring appointment)<br>Summer – 1 total<br>Fall Semester – 2 per semester<br>Additional when necessary |

## NEW STUDENT/TRANSFER ORIENTATION OPERATIONS TEAM

| | |
|---|---|
| **Function:** | Plan, discuss details and overall execution of programs. |
| **Chair/Facilitator** | Jaimie Hoffman, *New Student Orientation and Transition Programs* |
| **Members:** | Russell Winans, *New Student Orientation and Transition Programs*<br>Raudel Banuelos, *OPC*<br>Ginger Reyes, *ELM/EPT*<br>Rachel Tafoya, *Housing and Residential Education*<br>Wendy Olson, *Academic Advising*<br>Ray Porras, *Parking*<br>Chief Reid, *Campus Police*<br>Rosa Rodriguez or Amber Weir, *Scheduling*<br>Theresa Olivo, *Cashier's Office*<br>Colleen Forest, *Records and Registration*<br>Amy Wallace, *Library* |
| **Meeting schedule** | Spring Semester – 1 per month (recurring appointment)<br>Fall Semester – 2 per semester<br>Additional when necessary |

## OPERATIONS TEAM SUBCOMMITTEES

### *FEE PROCESSING*

| | |
|---|---|
| **Function:** | Plan, discuss details and overall execution of fee processing. |
| **Members:** | Theresa Hernandez, *Cashier's Office* |
| **Meeting schedule** | Spring Semester – 1 per month (recurring appointment)<br>Additional when necessary |

### *ACADEMIC PROCESSING*

| | |
|---|---|
| **Function:** | Plan, discuss details and overall execution of processing academic related functions. |
| **Members:** | Damon Blue, *Registrar*<br>Ginger Reyes, *ELM/EPT*<br>Wendy Olson, *Academic Advising* |
| **Meeting schedule** | Spring Semester – 1 per month (recurring appointment)<br>Additional when necessary |

### *FACILITIES AND TECHNOLOGY*

| | |
|---|---|
| **Function:** | Plan, discuss details and overall execution of facilities and technology related functions. |
| **Members:** | Raudel Banuelos, *OPC*<br>Judy Frazier, *Information Technology*<br>Rachel Tafoya, *Housing and Residential Education*<br>Ray Porras, *Parking*<br>Chief Reid, *Campus Police*<br>Rosa Rodriguez, *Scheduling* |
| **Meeting schedule** | Spring Semester – 1 per month (recurring appointment)<br>Additional when necessary |

### *ACADEMIC ADVISORS*

| | |
|---|---|
| **Function:** | Plan, discuss details and overall execution of academic advising components of orientation. |
| **Chair/Facilitator** | Damien Peña, *Access, Orientation and Transition Programs* |
| **Members:** | All Academic Advisors<br>Wendy Olson |
| **Meeting schedule** | Spring Semester – 1 per month (recurring appointment)<br>Fall Semester – 2 per semester<br>Additional when necessary |

## Appendix G – Orientation Staff Project Managements

2008

| KRISTA |
|---|
| Transfer Orientation |
| Group Competition |
| Thank you's |
| FYE Certificate Program |
| Closing Ceremony/ awards |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |
| *Welcome Folders* |

| SARAH |
|---|
| Concurrent Session (CRC) |
| Block Party |
| Jaimie Assistant |
| Involvement Exhibition liaison |
| Closing Ceremony/ Awards |
| Welcome Celebration |
| *Postcards/ Pre-O* |
| *Bag Stuffing* |
| *Welcome Folders* |

| JAMES |
|---|
| Spirit Dinner |
| FYE Certificate Program |
| Parking |
| Damien Assistant |
| Skits |
| Directional signs and daily agendas for Welcome Celebration |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |
| *Welcome Folders* |

| SANDY |
|---|
| Welcome Celebration |
| Summer videos |
| Myspace/Facebook |
| Transfer Orientation |
| MyCSUCI ID letters and Test Scores |
| Bulletin board decorations |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |
| *Welcome Folders* |

| REBECCA |
|---|
| Staff & faculty presenter confirmations |
| Myspace/Facebook |
| Background music CD |
| O Staff Intern Program |
| Healthy Living day |
| BCSSE |
| O Staff intro CD |
| Bulletin Boards |
| EFURS |
| *Welcome Folders* |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |

| MICHEAL |
|---|
| Welcome Celebration |
| Be A Part From the Start & Thought Spot |
| Ask Me Campaign |
| O-Staff Introductions |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |
| *Welcome Folders* |

| JEFF |
|---|
| Student Name Tags |
| Guest Name Tags |
| Skits |
| Student Social/ Scavenger Hunt |
| Spirit Dinner |
| NSC Move & Grand Opening |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |
| *Welcome Folders* |

| BRANDON |
|---|
| Presidential Scholars liaison |
| Summer videos |
| Supply manager |
| University Marketplace |
| P.A.R. Card Program |
| First Year Honor Society |
| Food |
| *Postcards/ Pre-O HW* |
| *Bag Stuffing* |
| *Welcome Folders* |

| EMILY (INTERN) |
|---|
| Focus group process |
| FYE Certificate Program |
| Concurrent Session (CRC) |
| Parent Panel Liaison |

## References

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