

1980

Some impacts of the U.N.I. summer orientation upon freshman business students in 1980

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Some impacts of the U.N.I. summer orientation upon freshman business students in 1980

Abstract

The summer orientation program at the University of Northern Iowa grew out of a need for students to be introduced to the campus and campus life as well as to be advised academically about registering for classes. Each summer during the months of June and July, the Office of Admissions, in cooperation with the Academic Advising Office, conducts a series of two-day orientation meetings for entering freshmen. The purpose of these sessions is to familiarize the new students with the campus, campus life, and the registration process as well as to acquaint them with their academic program for the years ahead. During the two-day session, the students are assisted by a Summer Orientation Staff (SOS) of U.N.I. students, faculty advisers, and representatives of the Academic Advising Office.

SOME IMPACTS OF THE U.N.I. SUMMER ORIENTATION
UPON FRESHMAN BUSINESS STUDENTS IN 1980

A Research Paper
Presented to
the Department of School Administration
and Personnel Services
University of Northern Iowa

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

by
Leslie Ellen Sheridan

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This Research Paper by: Leslie Ellen Sheridan

Entitled: SOME IMPACTS OF THE U.N.I. SUMMER ORIENTATION
UPON FRESHMAN BUSINESS STUDENTS IN 1980

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Chapter 1

THE PROBLEM

The summer orientation program at the University of Northern Iowa grew out of a need for students to be introduced to the campus and campus life as well as to be advised academically about registering for classes.

Each summer during the months of June and July, the Office of Admissions, in cooperation with the Academic Advising Office, conducts a series of two-day orientation meetings for entering freshmen. The purpose of these sessions is to familiarize the new students with the campus, campus life, and the registration process as well as to acquaint them with their academic program for the years ahead. During the two-day session, the students are assisted by a Summer Orientation Staff (SOS) of U.N.I. students, faculty advisers, and representatives of the Academic Advising Office.

The new students attend programs about residence hall life, campus activities and opportunities, scheduling classes, and campus facilities. In addition, they spend several hours working with student advisers in developing a schedule of classes for the fall semester. Before they register for classes, they discuss these schedules with faculty members from their major department. Students who are undecided about their majors meet with a representative from the Academic Advising Office.

Statement of the Problem

Because the goal and purpose of U.N.I.'s Summer Orientation is to inform the students about the campus, the residence halls, and the registration procedure, it must be determined whether Freshman Orientation at the University of Northern Iowa accomplishes its goal.

This problem grows out of a broader problem which will not be covered in depth. That is, does orientation go beyond an emotional venting of anxieties to actual knowledge about the university, or does it only serve to help new students make friends and feel less threatened by the unfamiliar campus?

Importance of the Problem

Because little, if any, formal study has been done on the effects of summer orientation on a specified group of entering freshmen, the orientation directors have virtually no information to guide their planning of the summer program. The information gained from this investigation will contribute to the current knowledge available to the directors. It will help them make the orientation process a more valuable, well-rounded learning experience for the incoming students.

Without the information this study will provide, the orientation directors will continue to make changes based on hunches or guesses. The needs of the students will continue to be met only by chance.

Assumptions

Because the students selected U.N.I. as the institution for at least the first year of their post-high school education, and because they were provided with some information about the university before orientation, the assumption was made that they have knowledge about

U.N.I. before they arrive on campus in the summer. That being the case, it must be determined what they learn over the two-day sessions beyond what knowledge they bring to orientation.

It was also assumed that the closer they live to campus, the more familiar they are with the university itself, but not necessarily about residence hall life or the registration process.

Limitations of the Study

The U.N.I. Summer Orientation is not entirely the same as any other university's orientation process; therefore, it is difficult to generalize across university lines. In other words, a parallel cannot be drawn between the effects of the U.N.I. Orientation and the possible effects of any other university's orientation.

This study was limited to the prospective Business students at U.N.I., but this does not limit the findings to the Business Department. The information can be generalized between departments at U.N.I., however, because the orientation is the same and the basic freshman class formats are similar between departments.

Definition of Terms

Among the terms used in this paper, as well as the terms that students coming to orientation might find foreign to them are the following:

Academic Advising Office - Office located in Baker Hall where information about courses, majors, CLEP tests and registration can be obtained. This office is also the center for students wishing to be advised about their academic program.

Campus Facilities - The term used to refer to buildings or services offered on campus. For example, the Health Center, Learning Skills Center, UNI-Dome.

C.L.E.P. - College Level Examination Program which allows students to demonstrate their knowledge in a certain subject area (either general or specific) and obtain college credit for that prior knowledge.

Major Department - The department of the university in which the student plans to major. For example, Business, Science, Education.

Orientation - The series of two-day sessions designed for acquainting new students with the university and helping them register for classes.

Pulling Cards - The final step in the registration process which takes place in the Scheduling Office in Gilchrist Hall. For each seat available in a class, a computer card is held in the Scheduling Office until a student requests to register for that course. When that happens, the card is pulled, thereby reserving one seat for that student. The class remains open for more students until all the cards are gone.

SOS - Summer Orientation Staff; the group of students which help the new freshmen around campus and help them register for classes.

Undecided - The student without a commitment to a particular academic program. This student may also be called "undeclared."

Chapter 2

REVIEW OF RELATED LITERATURE

The literature about orientation sessions is somewhat sparse. What there is fits into two categories: Semester Seminars or Multiple Day Sessions. This paper concerns itself with the Multiple Day type Session, so the literature review centers around this type of orientation.

The general consensus of the literature was that the students learned from the orientation programs, but what they learned was not satisfactory for the well-rounded college introduction that an orientation course could provide. Carmelo Terranova, in her article "The Effectiveness of a Summer Orientation Conference," noted that pre- and post-conferences were compared using t-tests. The post conference responses generally showed positive changes from the pre-conference responses.¹ However, for the most part, these were changes in the attitudes and perceptions of the university by the new freshmen rather than the actual knowledge they gained from the conference. Terranova noted from her study that the student's "original feelings toward the university were either confirmed, were resistant to the effects of the two-and-one-half day period, or that the student had suspended judgment."²

¹Carmelo Terranova, "The Effectiveness of a Summer Freshman Orientation Conference," *Measurement and Evaluation in Guidance*, 9:72, July 1976.

²*Ibid.*, p. 73.

Everett Chandler observed, "The chief value of orientation was seen as making new friends and gaining a feeling of satisfaction with the college milieu."³ Chandler found in his research that "those who participated in orientation obtained better grades, they dropped out of college less frequently, and participated more in organized activities, particularly residence hall groups, hobby-interest-religious, social clubs and music organizations."⁴ These findings lead the observer to believe that there is a connection between being comfortable with the university as a result of orientation, and the receipt of better grades, the participation in extracurricular activities, and the general success in college.

Christine G. Howe and Jean L. Perry, in their study, "The Evaluation of a Participant-Centered Orientation Program for Incoming Students," were also concerned with the transition of students into the college environment. "In helping the student to realize what opportunities are available to him or her, the student must neither be overwhelmed nor discouraged by what he or she expects from college versus what is really found there. Rather, the student should be stimulated in the appropriate intellectual and social arenas."⁵

"Williamson, as far back as 1955, noted that orientation seemed to produce a general feeling of satisfaction with the institution."⁶

³ Everett M. Chandler, "Freshman Orientation - Is It Worthwhile?" NASPA Journal, 10:58, July 1972.

⁴ Ibid., p. 58.

⁵ Christine G. Howe and Jean L. Perry, "The Evaluation of a Participant-Centered Orientation Program for Incoming Students," College Student Journal, 12:248, Fall 1978.

⁶ E. G. Williamson, "The Minnesota Program of Orientation on Academic Achievement," Journal of Higher Education, 26:425, November 1955, cited by Everett M. Chandler, "Freshman Orientation - Is It Worthwhile?" NASPA Journal, 10:60, July 1972.

This aided the student by taking an edge off the trauma of starting school in a threatening environment.

"Most institutions of higher education," noted Howe and Perry, "agree that some sort of orientation program can help the new student adjust to the new environment and to assist the student in realizing his or her potential, but there is some question as to the process."⁷

In general, Howe and Perry are in agreement with Knott in observing that a smooth transition to college cannot take place in two days, several weeks before classes begin.⁸ As a method of transition, he suggested a series of three two-hour orientation meetings after school had begun. His program centered on the development of the student's (1) mapping skills, (2) problem-solving strategies, and (3) competency development. "This three session program is a systematic intervention for insuring that a new student's transition from high school to college is more than a trial-and-error endeavor."⁹

Is freshman orientation worthwhile? Chandler noted that "participants may perform academically and persist better than non-participants. Such participating students may be more highly motivated to attend college."¹⁰ The orientation then may serve as a means of reducing these individuals' anxieties concerning college attendance. In Chandler's 1969 research

⁷Howe and Perry, op. cit., p. 249.

⁸J. Eugene Knott and Douglas M. Daher, "A Structured Group Program for New Students," Journal of College Student Personnel, 19:457, September 1978.

⁹Ibid., p. 460.

¹⁰Chandler, op. cit., p. 60.

he found that "nearly ten percent of the participating students expressed a belief that they had gained confidence as a result of participation."¹¹ For those who need such anxiety reduction, this may be a valuable attribute of orientation.

Perhaps the greatest blow to the traditional orientation came from the Committee on the Student in Higher Education. This group charged university administrators with blindness to the goals and outcomes of the summer seminar. The administrators believe that once the student has been presented with the orientation information, it is certain that the student understands it all and is adjusted to campus life. "Administrators assure themselves that they have integrated a new freshman class into their campus milieu and return to more important tasks to which higher educational administrators devote their time."¹²

The above studies do show progress and improvement from participation in orientation programs, but these studies do not indicate the types of progress that has not been made. Kopecek noted in his research on the effect of orientation programs on new students concerning (1) knowledge of the campus; (2) the incidence of voluntary withdrawal or academic failure; and (3) the mean grade point average, that "the results suggest that it is possible to design freshmen orientation programs that result in statistically significant differences in levels of knowledge about a campus."¹³

¹¹Chandler, op. cit., p. 60.

¹²Committee on the Student in Higher Education, The Student in Higher Education (New Haven, Connecticut: The Hazen Foundation, 1968) p. 31.

¹³R. J. Kopecek, "Freshman Orientation Programs: A Comparison," Journal of College Student Personnel, 12:56, January 1971.

Chapter 3

DESIGN OF THE STUDY

From the general population of all students attending U.N.I. Summer Orientation for Freshmen, a subgroup was selected consisting of all the students expressing a desire to major in Business. This included students with a major of General Business, Business Education, Office Administration, Accounting, Management, and Marketing.

The Instrument

During the first orientation session, the researcher followed the group of Business students to all of their meetings, taking note of the specific information they were expected to digest. After the first session, a pilot questionnaire was developed with eight multiple-choice questions drawn from the information obtained during the two days of orientation. This instrument was distributed as a pre-test and post-test to the second session of freshmen. These questions were studied and revised to develop the final instrument, "Information About U.N.I." The structured response questions were divided into three categories: those dealing with the campus itself, those dealing with registration, and those dealing with the residence halls. An attempt was made to devote a proportional number of questions to the time spent in meetings concerning each of the three categories.

The final instrument was administered as a pre-test, post-test to all freshmen attending three two-day orientation sessions during the

summer of 1980 who selected Business as their major course of study.

It was estimated prior to the start of the first orientation that approximately 200 new students would be attending each orientation session. Of these, about 60 (30%) would be Business students. It was determined that after all the questionnaires were returned and matched pre-test to post-test, a table of random numbers would be used to select a 30 percent stratified sampling of those responding to both pre- and post-tests. (The process of matching the tests will be discussed later.)

Oral Instructions

As the pre-test was distributed to the Business students at the end of the Opening Sessions on June 19, 23, and 26, 1980, the following instructions were given:

Please answer these questions by selecting your first impression of what is the one best response. This should be based on information you already know about U.N.I. Please do not discuss the answers with anyone while you fill them out. When you are finished, we will come pick them up. Thank you for your cooperation.

The post-tests were given to these same students as they waited to see their faculty advisor at the end of the second day of the two-day orientation. These instructions were given:

I know you have seen these before. In the past two days you have been bombarded with lots of information. Please fill these out again, but base your answers on what you have learned. Don't be concerned with putting the same answers you did yesterday; just what you now consider to be correct.

Identification

Each questionnaire contained a blank in the upper right-hand corner requesting the last four digits of the student's home telephone number. When the pre- and post-tests were completed, they were matched

according to this number. If the surveys could not be positively matched, they were eliminated from the population.

Distance from U.N.I.

Other information requested on the instrument included a question about the distance from U.N.I. of the student's hometown. It was speculated that students living closer to U.N.I. knew more about the university than those living farther away.

Chapter 4

ANALYSIS AND SUMMARY

During the three two-day sessions that the instrument "Information About U.N.I." was distributed, June 19-20, 24-25, and 27-28, 1980, a total of 139 prospective Business students completed both the pre-test and post-test. From this group a 30 percent stratified sample was drawn using a table of random numbers, bringing the sample size to forty-five.

Table I
Sample Selection

Group	Date	Size of Population	Size of Sample
A	June 19-20	45	15
B	June 24-25	39	12
C	June 27-28	55	18
		Total = 139	N = 45

As evidenced by the above table, the size of the population was smaller than originally anticipated, but the percentage in relation to the total number of students attending each session still remained at thirty percent.

From this sample a variety of information was obtained including correct pre-test responses and correct pre-test responses broken down by the distance of the student's hometown from U.N.I. Also obtained was the

improvement from pre-test to post-test score of the Business students responding to the instrument.

Pre-Test Results

The results of the survey showed a range of correct answers on the pre-test individual questions from 48.89% to 95.56%, with a mean of 76.11%.

Table II
Correct Pre-Test Responses

Question	% of Correct Answers	Category
1	48.89	Campus
2	95.56	Registration
3	88.89	Registration
4	82.22	Registration
5	73.33	Registration
6	53.33	Registration
7	80.00	Residence Halls
8	86.67	Residence Halls

As the above table indicates, the Business students do bring some knowledge about the university to the orientation sessions. With the exception of questions 1, 2, and 6, the students were able to answer the questions with about 82 percent accuracy before they attended any of the orientation sessions. These statistics indicate that the programs offered to the new freshman Business students do not encompass areas beyond what they already have a fairly good grasp of when they arrive.

Questions 1 and 6 are good examples of topics that are dealt with during orientation. Only about 50 percent of the students answering these

questions were able to answer them correctly on the pre-test. This is not to say, at this point, that they are being handled effectively. That will be discussed later.

Just because the students were able to answer the remainder of the questions with greater accuracy, does not mean that those topics should not be discussed during the two days. Rather it indicates that those areas should only be given minimal attention during the orientation sessions.

Post-Test Improvements

The post-test showed a range of correct individual questions from 80.00% to 100.00%. The range of improvement from pre-test to post-test was from +0.00% to +42.23% as the table below indicates.

Table III

Percent Improvement from Pre- to Post Test

Question	Percent of Pre-Test Correct	Percent of Post-Test Correct	Difference
1	48.89	82.22	+33.33
2	95.56	95.56	+ 0.00
3	88.89	100.00	+11.11
4	82.22	95.56	+13.34
5	73.33	80.00	+ 6.67
6	53.33	95.56	+42.23
7	80.00	84.44	+ 4.44
8	86.67	86.67	+ 0.00

Table IV
Number Correct: Pre- and Post-Test

Question	Number Correct on Pre-Test	Number Correct on Post-Test	Difference	% Improving Their Score
1	22	37	+15	65.22
2	43	43	+ 0	0.00
3	40	45	+ 5	100.00
4	37	43	+ 6	75.00
5	33	36	+ 3	25.00
6	24	43	+19	90.48
7	36	38	+ 2	22.22
8	39	39	+ 0	0.00

As evidenced by Table III, the greatest improvement was with questions 1 and 6, cited earlier as two questions which needed to be dealt with during orientation, because the Business students did not bring this information with them to the university. This provides evidence that the orientation staff is doing a good job of presenting the Business students with the information concerning the campus and registration, specifically the Writing Competency Exam, they were not familiar with when they arrived on campus. The remainder of the questions show no decline in information and four of the six questions show positive improvement from their pre-test to their post-test scores. This suggests that the orientation is not only reinforcing the correct knowledge about U.N.I., it is sufficiently explaining each of these questions. Orientation does not confuse the Business students. At best it improves their knowledge about U.N.I., the residence halls and the registration process.

Table IV, however, also suggests areas where Summer Orientation for the Business students needs strengthening. It is assumed at this point that anything below 50 percent of the students improving their score on the post-test is insufficient. Less than 50 percent of the Business students improving their scores indicates that the orientation, although it is not confusing them, is not specifically emphasizing these certain areas. For example, Question #8 had 39 out of 45 students answer it correctly on the pre-test; the same number answered it incorrectly both times. These also happened to be the same students. This suggests that the orientation is not specifically dealing with that question, enough to help these six students answer it correctly on the post-test. The students not bringing that knowledge to the orientation did not gain information on this question by attending the two-day preview. The same held true for Question #2. In addition, orientation students in Business improved their scores 25 percent and 22 percent respectively on Questions #5 and #7. This also indicates that the students were not sufficiently presented with the information at orientation.

The questions cited above emphasize the following areas:

Table V
Problem Question and Their Categories

Question	General Category	Specific Area
2	Registration	A Schedule
5	Registration	Fall Classes
7	Residence Halls	Life in the Halls
8	Residence Halls	Life in the Halls

This data infers that two of the three aims of Orientation, informing the students about registration and about residence hall living, are not being dealt with at the 50% improvement level in Orientation for the Business students. The students responding to these questions incorrectly on the pre-test did not gain insight to these areas during the orientation process. They did not go home with any more knowledge about a schedule, fall classes, or residence hall life insofar as these particular questions are concerned, than what they brought to the orientation two days before.

The orientation for Business students, as indicated in terms of the particular questions asked in this survey, could define its goal of informing these students about campus, registration, and the residence halls so specifically, and emphasize these areas so precisely that the student would have no hesitations about the answers to these questions when they have finished orientation.

Mileage from U.N.I.

The assumption was made earlier that Business students living closer to U.N.I. have more first-hand knowledge about the university than those living farther away. This hypothesis held true through the questionnaire. This data is indicated in the table below.

Table VI

Mileage from U.N.I.

Distance of Home from U.N.I.	Mean Score on Pre-Test	Number of Students Involved
0 - 50 miles	6.64	11
51 - 200+ miles	5.97	34

Summary and Conclusions

From discussions with Char Backman, Rose Kukla, and Dr. Janice Abel, designers of the Orientation Program, and from the list of objectives of orientation, the goals of orientation were determined to include primarily the following:

1. Familiarizing the students with the campus, the university registration process, and the residence halls.
2. Informing the students about the facilities and services available to them at U.N.I.
3. Helping the emotional adjustment to U.N.I. in the fall to be less traumatic.

These goals are specifically pinpointed in writing on the form, "Objectives of Summer Orientation" found in Appendix A.

As indicated by the instrument and the design of the study mentioned earlier, the information gathered centered around the first goal listed above, familiarizing the students with the campus, the university registration process, and the residence halls. In limiting this study to Business students, the investigation was made more manageable.

Observing the statistics of this study, it becomes evident that something is missing from the accomplishment of Goal #1 in the summer orientation sessions. Of the Business students that responded to the instrument, "Information About U.N.I.," the majority of them were able to answer 75 percent of the questions with at least 80 percent accuracy before the orientation began. Those Business students who did not bring this knowledge about U.N.I. with them to Orientation, generally did not leave with that knowledge, either.

The information gathered from the incoming Business students suggests that the category most effectively dealt with by the orientation staff members was that of registration, specifically the designing of the

student's academic program for the first semester.

The area least effectively handled during the two days, according to the information gathered, was that of residence hall life. It may be difficult for SOS to spark an interest in the residence halls because these Business students have little or no knowledge from which to base their interest beyond the experience they receive living in a hall for Orientation.

In general, the orientation staff does a fine job of handling the categories covered in the survey. The Business students made progress from the first day of Orientation to the end of the second day. The Summer Orientation Staff and the directors may wish to assess the goal concerning the residence halls. The information they attempt to distribute, as indicated in questions #7 and #8 on the instrument, may be more manageable in the fall when the Business students are faced with the "realities" of residence hall living.

For this reason, the staff and the directors may wish to consider a form of Continuing Orientation for the freshman Business students. The survey instrument indicates that some of the information is not being dealt with during the two days, specifically the category about the residence halls. The staff and directors might discover that this goal would be more effectively communicated in a continued orientation in the fall.

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APPENDICES

Appendix A

GOALS OF SUMMER ORIENTATION

- I. Bring new students into UNI who are able to successfully live and work in the University community.
 - A. Students will be made aware of services available to support them during their stay at UNI.
 - B. Students will know the University's academic expectations of them.
 - C. Students will be acquainted with the physical setting of the campus.
 - D. Students will have an opportunity to begin to establish friendships.
- II. Promote a partnership between parents, students, and the university.
 - A. Parents/Students will better understand the responsibility of the University to provide opportunity while the student assumes obligation to seek and benefit from the opportunity.
 - B. Parents will have a feeling of being a part of the student's education and personal development without having control over either.
 - C. Parents and students will understand a change that will take place in their relationship and begin to see it as a positive change.
- III. Develop a positive attitude toward the college experience as a whole.
 - A. Students will increase their confidence about their ability to succeed academically and social/culturally.
 - B. Students and parents will feel satisfaction in knowing the "workings" of the university i.e. housing regulations, gpa requirements, advisor and registration process.
 - C. Students will be aware of student services and begin to develop confidence in the services i.e. Student Counseling and Health Service, Learning Skills Center, IMPACT program.
- IV. Establish the concept of the university as a mini-community.
 - A. Students will note a relationship between educational, social, cultural and spiritual opportunities available at UNI.
 - B. Students will begin to recognize choices and decisions that will be faced while pursuing academic goals.

Appendix B

ORAL INSTRUCTIONS TO PRE-TEST

Please answer these questions by selecting your first impression of what is the one best response. This should be based on information you already know about U.N.I. Please do not discuss the answers with anyone while you fill them out. When you are finished, we will come pick them up. Thank you for your cooperation.

ORAL INSTRUCTIONS TO POST-TEST

I know you have seen these before. In the past two days you have been bombarded with lots of information. Please fill these out again, but base your answers on what you have learned. Don't be concerned with putting the same answers you did yesterday; just what you now consider to be correct.

INFORMATION ABOUT U.N.I.

Please respond to the following questions by placing an "X" in the blank in front of the most correct answer.

1. I expect to spend ___ amount of time walking between classes.

<u> </u> A. 5 minutes	<u> </u> C. 15 minutes
<input checked="" type="checkbox"/> B. 10 minutes	<u> </u> D. 20 minutes

2. A schedule is:

<u> </u> A. The courses you must take before graduation.	<u> </u> C. A list of all UNI faculty and their academic ranks.
<u> </u> B. The list of extra-curricular activities in which you plan to participate.	<input checked="" type="checkbox"/> D. The listing of courses for a semester and the times they meet.

3. On the average, the full-time beginning freshman will register for ? semester hours of class.

<u> </u> A. 20	<input checked="" type="checkbox"/> C. 14-16
<u> </u> B. 12	<u> </u> D. 10

4. In the course 62:001, the "62" represents the:

<u> </u> A. section number	<u> </u> C. building number
<u> </u> B. room number	<input checked="" type="checkbox"/> D. department number

5. This fall you can plan to be taking courses from:

<u> </u> A. General Education only	<u> </u> C. Major area only
<input checked="" type="checkbox"/> B. Major requirements and General Ed.	<u> </u> D. A variety of areas, but with no Gen. Ed.

6. Before graduation from UNI, you must have passed between 124-130 hours of course work (depending on your degree) and:

<input checked="" type="checkbox"/> A. Writing Competency Exam	<u> </u> C. Writing and Math Comp. Exams
<u> </u> B. Math Competency Exam	<u> </u> D. A comprehensive exam from your department

7. In the residence halls, you can expect to be living with:

<u> </u> A. only other freshmen from the U.S.	<u> </u> C. a variety of age groups from your department
<u> </u> B. only freshmen and sophomores	<input checked="" type="checkbox"/> D. a variety of age groups, majors, and backgrounds.

8. In the halls, (as in orientation), the most efficient way to get answers is to:

<input checked="" type="checkbox"/> A. ask a student staff member	<u> </u> C. go directly to the Vice President for Student Services
<u> </u> B. ask another student	<u> </u> D. look in New Student Handbook

Thank you for your time and cooperation. Please place this in the box provided when you have completed the information.

What distance is your hometown from UNI?

- | | |
|-----------------------------|-----------------------------------|
| <u> </u> A. 0 - 10 miles | <u> </u> D. 51 - 100 miles |
| <u> </u> B. 11 - 30 miles | <u> </u> E. 101 - 150 miles |
| <u> </u> C. 31-50 miles | <u> </u> F. 151 - 200 miles |
| | <u> </u> G. More than 200 miles |

_____ please note
mileage over 200

* Answers predetermined to be correct.

Appendix C

Table VII
Summary of Data

I.D.	Score on Pre-Test	Score on Post-Test	Difference
0851	4	7	+3
2471	8	8	+0
3589	7	8	+1
3449	7	8	+1
3415	5	7	+2
3141	7	8	+1
5467	6	7	+1
4726	7	7	+0
8673	7	8	+1
8390	5	8	+3
2486	7	8	+1
2319	8	8	+0
2248	6	7	+1
3540	7	8	+1
2855	5	7	+2
3033	6	5	-1
4377	5	8	+3
5288	6	8	+2
9906	8	7	-1
2053	5	8	+3
2605	6	8	+2
3285	6	6	+0
4321	7	7	+0
5104	7	7	+0
5575	5	6	+1
7375	7	7	+0
8537	7	7	+0
2230	3	7	+4
2206	7	7	+0
0425	6	7	+1

Table VII(continued)

I.D.	Score on Pre-Test	Score on Post-Test	Difference
4135	7	8	+1
3091	6	7	+1
2920	4	7	+3
2672	6	8	+2
2484	7	8	+1
8239	6	7	+1
8124	4	6	+2
8022	3	3	+0
6312	7	8	+1
6144	7	7	+0
2311	4	6	+2
1123	8	7	-1
3528	7	8	+1
2524	6	7	+1
3329	7	8	+1

Table VIII
INFORMATION ABOUT U.N.I.

Pre-test Tallies

1.	<u>9=20.00%</u> A.	<u>13=28.89%</u> C.
	<u>22=48.89%</u> B.	<u>1= 2.22%</u> D.
2.	<u>1= 2.22%</u> A.	<u>0= 0.00%</u> C.
	<u>0= 0.00%</u> B.	<u>13=28.89%</u> D.
3.	<u>1= 2.22%</u> A.	<u>40=88.89%</u> C.
	<u>3= 6.67%</u> B.	<u>0= 0.00%</u> D.
4.	<u>7=15.56%</u> A.	<u>0= 0.00%</u> C.
	<u>1= 2.22%</u> B.	<u>37=82.22%</u> D.
5.	<u>12=26.67%</u> A.	<u>0= 0.00%</u> C.
	<u>33=73.33%</u> B.	<u>0= 0.00%</u> D.
6.	<u>24=53.33%</u> A.	<u>3= 6.67%</u> C.
	<u>0= 0.00%</u> B.	<u>18=40.00%</u> D.
7.	<u>2= 4.44%</u> A.	<u>2= 4.44%</u> C.
	<u>5=11.11%</u> B.	<u>36=80.00%</u> D.
8.	<u>39=86.67%</u> A.	<u>1= 2.22%</u> C.
	<u>2= 4.44%</u> B.	<u>3= 6.67%</u> D.

Table IX
INFORMATION ABOUT U.N.I.

Post-test Tallies

1.	<u>4= 8.89%</u> A.	<u>4=8.89%</u> C.
	<u>37=82.22%</u> B.	<u>0= 0.00%</u> D.
2.	<u>2= 4.44%</u> A.	<u>0= 0.00%</u> C.
	<u>0= 0.00%</u> B.	<u>43=95.56%</u> D.
3.	<u>0= 0.00%</u> A.	<u>45=100.0%</u> C.
	<u>0= 0.00%</u> B.	<u>0= 0.00%</u> D.
4.	<u>2= 4.44%</u> A.	<u>0= 0.00%</u> C.
	<u>0= 0.00%</u> B.	<u>43=95.56%</u> D.
5.	<u>8=17.78%</u> A.	<u>0= 0.00%</u> C.
	<u>36=80.00%</u> B.	<u>1= 2.22%</u> D.
6.	<u>43=95.56%</u> A.	<u>1= 2.22%</u> C.
	<u>0= 0.00%</u> B.	<u>1= 2.22%</u> D.
7.	<u>2= 4.44%</u> A.	<u>2= 4.44%</u> C.
	<u>3= 6.67%</u> B.	<u>38=84.44%</u> D.
8.	<u>39=86.67%</u> A.	<u>1= 2.22%</u> C.
	<u>1= 2.22%</u> B.	<u>4= 8.89%</u> D.