

Assessing Effectiveness of Face-to-Face New Student Orientation toward Redesign and  
Delivery Model

by  
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## Approval Page

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## **Abstract**

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This study was designed to determine the effectiveness of face-to-face (F2F) new student orientation (NSO) programs on new or first year college students entering a small, private college in the southeast. Institutional data necessary to maintain current allocations and provide better understanding of Millennial student learning is non-existent or insufficient. Electronic databases were available in the college offices for information retrieval on student population; however, they did not contain transition program compliance information.

The Cooperative Institutional Research Program (CIRP) Freshman Survey was used as a test measure of student demographic and F2F NSO program effectiveness. On the last day of the NSO program, new and first year students completed the electronic version of the CIRP Freshman Survey. Data was analyzed by the Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) for the CIRP Freshman Survey and results were distributed back to the institution.

An analysis of the test determined the effectiveness of the F2F NSO program delivered at the researcher's institution. In addition, data analysis determined whether there is a relationship between the F2F NSO program and successful student transition through participation at the college.

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## **Chapter 1: Introduction**

### **Nature of the Problem**

United States colleges and universities nation-wide have found themselves in similar situations concerning matriculation, retention, economic instabilities, future trends, accountability factors, and the repercussions of negligence or insufficient action. With decreased US economic competitiveness and with recent US economic instability dominating the landscape, “the pressures and opportunities of global commerce and new technologies are creating new definitions of change” (Kangas, Budros, & Yoshioka, 2000, p. 3) where a more strategically focused and technologically savvy system is required. Emphasizing and demonstrating institutional progression toward institutional technology (IT) enhancement has become essential for not only successful matriculation and leaning support, but also successful competition in the strong global market.

However, the use of IT is only one factor to consider in understanding student success and persistence; additionally, institutions must consider and understand the way students make connections to the institution, to the academic programs, and to the people (students, faculty, and staff) in the campus community. The foundations for a well-rounded, well-adjusted student today are quite different from those strategies and techniques used in decades past. Of critical importance is the way institutions initially acclimate students to the campus during the first four to six crucial weeks at their institutions, specifically using New Student Orientation (NSO) programs.

New Student Orientation programs have been used to support and assist new incoming students (first-time freshman and transfer students alike) to colleges and universities for over one hundred years (Daddona & Cooper, 2002). Although many critics of NSO programs have considered these programs of little value or influence,

supporters of the orientation concept have insisted that the significance and impact of these orientation programs is of paramount importance to the overall health and well being of the institution and the individual. The primary purpose of helping new students adjust to a foreign environment through a variety of support systems and physical resources may be the initial step on the path to a successful graduation (Daddona & Cooper, 2002).

Many colleges and universities designed NSO programs and activities with the goal of easing “the process of becoming a college student” (Daddona & Cooper, 2002, p. 2) by packing the NSO week with a wide-range of functions and leisure interests to support acclimation and successful transition. However, given recent economic instability and the changing technological needs of the Millennial students, higher education institutions (HEIs) are being challenged to provide adequate and pertinent data concerning the effectiveness of these traditional types of NSO programs in an attempt to justify the financial investment they require (Educational Policy Institute, 2008; International Centre for Student Retention, 2005; Nagel, 2008). In addition to the financial investment, HEIs are also being challenged by institutional assessment committees to provide evaluative measures related to assessment and accountability (Mangold, 2003; Swail, 2004).

### **The Research Problem**

Since the mid 1990s, the researcher’s college has offered NSO programs. Presently, new students attending the researcher’s college are encouraged but not required to participate fully in the entire 5–7 day program. While this current NSO program is thought to be effective by the researcher’s high-level administrators, faculty, and staff, neither institutional goals nor student learning outcomes for the NSO program



have been clearly defined, assessed, or accounted for in a complete, comprehensive assessment.

The problem is, given current budgetary constraints, the changing demographics of students and student needs, and a priority shift to provide greater emphasis on institutional accountability, the NSO program delivered by the college is in dire need of a comprehensive evaluation to provide statistical evidence and feedback regarding the effectiveness of its design, delivery, and desired outcomes. Given this information and the institutional priority of preeminence, the researcher's college would greatly benefit from the proposed comprehensive survey and analysis. By developing, integrating, and assessing the NSO program for first year students focused on successful engagement and transition into college, a more comprehensive, streamlined, and technologically appropriate approach to the NSO programs was identified.

### **Background and Significance of the Problem**

Every day, young adults make the life altering decision to apply to, register for, and attend institutions of higher education. Scared, nervous, and apprehensive as to what this new journey will require, they sign on the dotted line and commit to join a prestigious alliance of educated individuals. As such, the students enter a community of change, experiential learning, and inclusion. To alleviate transitional tension, institutions of higher education typically provide these students with a NSO program to assist in the acclimation process (Astin, 1999; Kuh, Kinzie, Buckley, Bridges, & Hayek, 2007; Pascarella & Terenzini, 2005; Tinto, 1993). Long considered essential components in the transition process, NSO programs have comprehensively served to introduce students to the institution and cultivate important interpersonal connections (Astin, 1999; Kuh et al., 2007; Pascarella & Terenzini, 2005; Thornburg, Uline, & Wilson, 2006; Tinto, 1993).

In 1998, the Joint Task Force on Student Learning published a cooperative report entitled *Powerful Partnerships: A Shared Responsibility for Learning* with the American Association for Higher Education (AAHE), the American College Personnel Association (ACPA), and the National Association of Student Personnel Administrators (NASPA). This report suggested successful engagement and authentic connections could happen only when strong collaboration between independent entities, such as Academic Affairs and Student Affairs, and individual students, were implemented (Joint Task Force on Student Learning, 1998). Additionally, the Joint Task Force on Student Learning stated three areas of focused attention that would enhance this connection to student learning and integration, affirming:

Learning is fundamentally about *making and maintaining connections*: biologically through neural networks; mentally among concepts, ideas, and meanings; and experientially through interaction between the mind and the environment, self and other, generality and context, deliberation and action. (p. 3)

The recent attention to the significant impact of student connection during the initial student orientation and through the next four to six weeks at a higher education institution is staggering. According to Pascarella and Terenzini (as cited in Woosley, 2003), the "initial encounters with the institution and its people can have profound effects on subsequent levels of involvement and aspirations for intellectual achievement" (p. 4). These initial encounters could mean the difference between a student persisting and a student dropping out. Numerically articulated by the American College Testing, Inc. [ACT] (2009) survey, the number of students who were unable to persist at private institutions between the first and second year of study was 31.1%, with the vast majority of students leaving within the first six weeks of attendance at the institution. Although this separation continues to be caused by a number of factors, including improper

student-institution fit, medical or mental health matters, poor academic preparedness, and financial difficulties, a significant contributor to these high dropout rates is inadequate extended student orientation programs during the initial transition into the institution (Habley & McClanahan, 2004).

Although a number of strategic interventions have been employed to assist with the initial transition process, a recurrent, preferred method is the NSO program. NSO programs provide new and transfer students with a better understanding of both academic and non-academic facets of the institution, including campus culture, academic and student affairs, expectations, institutional policies and procedures, supplemental student services, and social integration (Astin, 1999; Choy, 2002; Community College Survey of Student Engagement [CCSSE], 2008; Connolly, 2008; Daddona & Cooper, 2002; Tinto, 1975). A recent study at Kaplan University estimated that more than 85% of institutions of higher education offer an orientation program geared to new and transfer college students (Connolly, 2008). Given these statistics, it is confounding that still nearly one-third of first year students drop out of their institutions within the first few weeks.

One possibility for these dropout statistics could be the way the NSO programs are structured. Traditional face-to-face (F2F) NSO programs have long been the preferred method of delivery, primarily because the means were not available to deliver the programs technologically. Additionally, according to Terenzini, Pascarella, & Blimling (1999), the most influential foundation of student learning seemed to be directly connected to students' interpersonal connections and interactions. Furthermore, the impact of these personal, F2F experiences was cumulative and collaborative rather than catalytic, suggesting sustained exposure and engagement over a period of time were more likely to have greater impact on the students and their successful transition (Terenzini et

al., 1999). Based on this information, HEIs developed intensive and substantial programs integrating academic information, procedural and policy-related material, and social or peer-related activities over a three to seven day period that incorporated the biological, mental, and experiential processes so critical to successful student integration and connection. However, more recent literature has suggested that dropout rates for traditional F2F courses or programs were between ten and twenty percent higher than for online or distance NSO programs (Carr, 2000; Diaz, 2002; Frankola, 2001).

This process of planning, organizing, and executing an elaborate, integrated learning and transitional process is no small feat, nor does it come without a price. Given current financial concerns within institutions of higher education and the changing demographics of students and student needs, institutions are being challenged internally to provide greater emphasis on institutional accountability for these programs to explain the lofty financial allocation they require. Although no HEI is the same nor is the length of the orientation the same, a conservative estimate for a week-long orientation can range anywhere from \$75,000 to well over \$300,000, not including the cost for parent participation in the orientation process (Ward-Roof & Hatch, 2003).

To demonstrate accountability and maintain accreditation, HEIs must meet or exceed certain performance standards. According to the Southern Associations of Colleges and Schools [SACS] (2009), colleges are required to: (a) “meet the standards for quality schools”, (b) “engage in continuous improvement”, and (c) “demonstrate quality assurance through internal and external review” (p. 4). These standards require institutions to have a clear vision, purpose, and fundamental approach to quality education and to identify shared visions and objectives for scholarly practice; they must also provide a comprehensive evaluation process, including collecting, reporting, and

using performance results. In addition, institutions must assess and document student learning, institutional interventions, and institutional effectiveness, and they must provide evidence that the institution meets or exceeds the threshold standards (National Association of Schools of Art and Design [NASAD], 2009; SACS, 2009).

### **Deficiencies in the Evidence**

Literature is replete with information regarding traditional NSO programs; extensive literature in this area has been published since before the 1970s, supported by a number of longitudinal research studies (Astin, 1999; Bean, 2009; Choy, 2002; Tinto, 1975, 1993). However, little literature reflects the value of mandated, modulated NSO programs and their effect on successful student transition and engagement in college (Astin, 1999; Choy, 2002; CCSSE, 2008; Tinto, 1975). Furthermore, empirical research on standards and effectiveness of NSO programs for first year, first time undergraduate students at the college is lacking. In the accreditation process used at the researcher's college, empirical research and empirical data provide the evidence needed to identify commendations or recommendations on part of the accreditation body. The deficiencies in the evidence support the need for this research study at the researcher's college.

### **Audience**

Findings of this study have significance in both theory and application for students, administrators, researchers, and faculty so as to provide these individuals with a better understanding of the NSO program, its delivery, and its effectiveness on new student transition, engagement, and learning outcomes. Individuals who supervise NSO programs at institutions of higher education will also learn strategies that can be implemented and utilized at their relative institutions to sustain excellence in the accreditation process and accommodate students' learning preferences.

## **Purpose of the Study**

The purpose of this study was to determine whether traditional, F2F NSO programs are favorable, valuable, effective, and structurally practical approaches to best serve the Millennial students in their transition and acclimation process into HEIs in the twenty-first century. Additionally, a comprehensive survey gathered critical assessment information needed to improve the NSO program and justify the financial investment required.

## **Definition of Terms**

The following terms needed defining for this study.

**Digital Immigrant/Baby Boomer/Generation X.** This term applies to persons born before 1982 who were not born into the digital age or digital world but who have, at some point, become captivated by and implemented many of the facets of the digital world, including but not limited to new technology, devices, and methods for communicating digitally.

**Digital Native/N[Net]-gen/D[Digital]-gen.** This term refers to persons born after 1982 who are “native speakers” of digital communication, including but not limited to computers, the Internet, video games, and smart phones.

**Dropout Student.** This term is used for students who voluntarily drop out of their institutions due to financial, medical, personal, technical, or other reasons.

**Face-to-face communication/learning.** This term includes the interpersonal communication or learning that involves direct communication through the exchange of information, thoughts, and feelings when the participants are in the same physical space.

**E-learning.** This term is the process of obtaining knowledge using electronic methods such as the Internet.

**Hybrid/Blended course and/or program.** This term means a course or program of instruction that contains both face-to-face and online/distance instructional fundamentals.

**Millennial/Millennial Student/Generation Y/Echo Boomer.** This term refers to the generation succeeding Generation X; individuals who reached their “coming-of-age” during the turn of the millennium and who have generally been marked as individuals with an increased use of and familiarity with digital forms of communication, media, and digital technology. Also see **Digital Native/N[Net]-gen/D[Digital]-gen.**

**New Student Orientation program.** This term refers to a program of instruction, of any form, designed in part to assist and enhance success of new entering students (first year or transfer) in their transition from a previous environment into a college or university environment.

**Online/Distance/Virtual educational environment.** This term refers to educational courses or programs taught entirely through the use and aid of a digital or online environment.

**Online New Student Orientation (NSO) program.** This refers to a program of instruction presented solely through the use or aid of a digital or online environment, which is designed in part to assist and enhance success of new entering students (first year or transfer) in their transition from a previous environment into a college or university environment.

**Student Persistence/Retention.** This term means a measure of student endurance at the initially enrolled college or university based on continued enrollment from term-to-term in an academic year.

## Chapter 2: Literature Review

### Organization of Literature

The review of literature provides a more detailed focus of four distinct subject areas. The first subject area, *History of NSO Programs*, presents a comprehensive overview of the formation of orientation programs in the United States. The second subject area, *Role of Academic and Student Affairs Departments*, provides insight into the responsibility and function academic and student affairs play in the transition process during the orientation program. The third subject area, *Methods of NSO Program Delivery*, describes information on the three ways NSO programs are delivered in the college environment. The fourth subject area, *NSO Standards, Evaluation, and Assessment*, provides information and substantial research on the ways these programs are appraised and designed for HEIs. Additionally, all sections outlined provide key fundamentals that contribute to and can reinforce successful student transition and persistence in institutions of higher education.

### Historical Overview of NSO Programs

Dating back to the 1800s, almost as long as the inception of formalized postsecondary education in the United States, Harvard University was the first institution to formalize the way students and faculty interacted outside the traditional classroom setting (Upcraft, 1993). According to Upcraft (1993), the faculty at Harvard created a *personal student support system* in which entering students were welcomed into the campus community and treated as more than just students. Although there were certain flaws in the initial orientation process, including certain “rites of passage” (Upcraft, 1993, p. 37) similar to what might now be deemed hazing, it was the first step to a formalized orientation process. As word spread of Harvard’s success with this model,



other higher education institutions soon followed suit and started developing new student-specific programs, including Boston University in 1888 (Drake, 1966).

The basic foundation of these early orientation initiatives was based largely in the philosophy of *in loco parentis*, meaning “in the place of the parent” (Dannells, 1993, p. 21). Given that much of the early education delivered by colonial and early federal institutions was based on the teachings of moral and religious astuteness, and many of the students of that time period were much younger than students enrolled in higher education institutions of today, the institutions saw their primary responsibility as teaching classical discipline and self-discipline, much like that of family, church, and society, during the orientation period and beyond (Dannells, 1993). Although the assumption of parental authority and the presumption that “father knows best” soon became extinct, during these early years this mentality was very much a part of the collegial experience.

By January 1925, the National Research Council Division of Anthropology met with fourteen represented institutions to discuss problems related to guidance and mentorship within their institutions (American Council on Education [ACE], 1937). Resultant of the meeting was the Intercollegiate Council on Personnel Methods (ICPM), which was the catalyst for institutions to begin thinking of their students as individuals (ACE, 1937). Additionally, the ICPM challenged the American Council on Education (ACE) to provide sponsorship for a study to further advance personnel practices in HEIs (ACE, 1937). In response to the request, the Committee on Personnel Methods (CPM) was developed, led by H. E. Hawkes as chairman, and surveyed by L. B. Hopkins, who provided substantial statistical data relevant to institutional compliance and institutional initiatives, furthering the development of students as individuals (ACE, 1937).

On April 16 and 17, 1937, the CPM met in Washington, DC to provide a final summation of their findings and to report on the areas the committee found merit in preserving and enriching as a means to educate students (ACE, 1937). The committee strongly embraced the philosophy that guided the purpose of higher education in the United States and furthermore proposed and accepted the following philosophical statement:

One of the basic purposes of higher education is the preservation, transmission, and enrichment of the important elements of culture: the product of scholarship, research, creative imagination, and human experience. It is the task of the college and universities to vitalize this and other educational purposes as to assist the student in developing to the limits of his potentialities and in making his contribution to the betterment of society.

This philosophy imposes upon educational institutions the obligation to consider the student as a whole—his intellectual capacity and achievement, his emotional make up, his physical condition, his social relationship, his vocational aptitudes and skills, his moral and religious values, his economic resources, and his aesthetic appreciations. It puts emphasis, in brief, upon the development of the student as a person rather than upon his intellectual training alone. (ACE, 1937, p. 3)

Although the philosophy developed by ACE was clearly “service delivery oriented” (ACE, 1937, p. 3), it was also clearly grounded in the whole student development theories based on the principles of holistic, individual, and humanistic psychology and philosophy (Creamer, 1990). As time progressed, increased research supporting the notions of sociological and psychological theories about student development became more the focus of institutions of higher education, especially during the pivotal transition period from high school to college (Dannells, 1993).

Post World War II, the demographics of the new entering student changed (Astin, 1999; Choy, 2002; Daddona & Cooper, 2002; Tinto, 1975; Upcraft, 1993). Due in part by government-established programs such as the President’s Commission on Higher

Education and the Serviceman's Readjustment Act of 1944 (GI Bill), individuals who might not have had the opportunity to attend postsecondary institutions were now enrolling as full-time students across the nation (Kuh et al., 2007; Mangold, 2003; Upcraft, 1993). Additionally, during this time, HEIs went through more fundamental changes that allowed institutions to grow larger, become more secular, and provide education for older more non-traditional students (Dannells, 1993). This shift dramatically impacted the way NSO programs were delivered.

As enrollment and a new diversity of students grew, institutions began to reap the success of these newly established programs; however, the original purpose of Harvard's *personalized student support systems* meant to provide individualized attention to new students was consequently in jeopardy as human resources were stretched thin (Upcraft, 1993). Furthermore, given that institutions were basing their education more soundly in the professional and scientific approach to education to accommodate the needs of the newly enrolled students, the idea of *in loco parentis*, similar to the idea of the *personalized student support systems*, became less justifiable and less suitable as a means of meeting the needs of their incoming students (Dannells, 1993; Upcraft, 1993). As such, it became evident that a dramatic shift in the orientation program and transition archetype was required.

During the 1960s and the 1970s, research pertaining to NSO programs concentrated on providing a more intellectualized orientation, operationally outfitted with several significant characteristics tailored to a more "holistic" approach (Fitzgerald & Busch, 1963; Schaffer, 1962). These approaches included, but were not limited to, cognitive expansion and development (Sax, Gilmartin, Keup, DiCrisi, & Bryant, 2000); instructional delivery methods (Drake, 1966); student transition and adjustment concerns

(Sax et al., 2000); and attitudes, beliefs, and values (Warnath & Fordyce, 1961). Built on the work of Erikson (1950, 1968) and Sanford (1962, 1967), institutions and social scientists alike sought to answer questions pertaining to the personal growth and development, individual influences, environmental factors, and other variables affecting successful student development and healthy transition from high school to college for this newly diverse population of students (Dannells, 1993).

By the late 1970s and 1980s, institutional orientation staff and programs faced additional challenges including an increasing number of older adults with poor academic backgrounds and an increasing number of first generation college students (Cross, 1971; O'Banion, 1994). Of great concern and importance to institutional professionals was that the materialization of poor academic backgrounds and poor academic performance, as studies showed, was often grounded in the student's inability or difficulty in adjusting to the college environment (Murtaugh, Burns, & Schuster, 1999). Given a student's inability to maintain neither grades nor social adjustment factors, the institutions faced an even more threatening consequence: student attrition. As such, academics once again turned to the research from the study conducted by ACT (1937) and developed a new approach to successful student transition and orientation for this new student body, hoping it would effectively combat the erosion of the student population. Administrative personnel came to the realization that effective institutions needed to, at all times, engage collaborative efforts of the faculty, staff, and students to address the individuality of each student, including characteristics and experiences, rather than stratifying significant personality and performance facets alone (ACT, 1937; Howard & Jones, 2000). Such realization gave birth to what is now known as the *College Seminar* or *Freshman Seminar* (Starke, Harth, & Sirianni, 2001).

The College Seminar or Freshman Seminar gained national merit in 1986, although several institutions nationwide had already been instituting similar programs since the mid 1940s (Doeringer, 2010). Fashioned as a comprehensive way to further develop the skills of inadequately prepared first generation students and institutionally improve the retention rate (Dannells, 1993; Doeringer, 2010; Erikson, 1950, 1968; Howard & Jones, 2000; Sanford, 1967; Starke et al., 2001), the College Seminar course was designed to emphasize the psychosocial cluster [college students and their surroundings or grouping] (Sanford, 1967); the cognitive-structural cluster [process-oriented rather than change-oriented development; intellectual and ethical scheme] (Perry, 1970; Piaget, 1964); and the typological cluster [differences among individuals] (Pascarella & Terenzini, 1991, 2005). The early College Seminar programs focused on cultivating deep-seeded relationships between the institution and the student, as well as sustainable progress in academic skill sets. Astin's (1993, 1999) *Theory of Student Involvement* and Tinto's (1993) *Theory of Student Departure* was also at the center of this monumental shift in student-centered learning programs.

According to Astin (1993, 1999), for student growth and development to take place, a student must actively engage in their environment and subsequently, the amount of physical and psychological energy the student devotes to the academic and social experience will directly impact the quality of the student's experience and ability to adapt to the new environment. Essentially, the amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program. Additionally, Tinto (1975, 1993) adds that the ability for a student to be successful and persist at an institution is contingent upon the student's ability to achieve integration and student-to-institution

assimilation from both an academic and social perspective. Tinto (1993) goes on to suggest that the process of integration and student-to-institution assimilation should occur in three distinct stages: (a) separation, in which students disassociate from their former community; (b) transition, in which students bridge former experiences and associations to new experiences and associations; and (c) incorporation, in which students embrace new academic and social communities at the college as fully invested members.

Furthermore, during the late 1980s and early 1990s the concept of University 101 programs also was incorporated as a means of integrating the new student to the university in both academic and social capacities. The University 101 program was essentially a freshman seminar course; although originally started at the University of South Carolina (USC) as an “educational experiment” in 1972, it wasn’t until after Astin’s (1993, 1999) *Theory of Student Involvement* and Tinto’s (1993) *Theory of Student Departure* became widely accepted that the incorporation of the University 101 program was acknowledged as credible. Success of the University 101 program came in the form of recruiting and training faculty to teach these freshmen seminar courses that incorporated both academic curricula and information about the institution (e.g. history and relationship of the institution, technology, functionality)—effectively allowing the student to appreciate the value of a higher education from that specific institution (Hodum & Martin, 1994; Jewler, 1989).

Since the late 1980s and early 1990s, these varied NSO programs in essence became the quintessential method by which HEIs prepared new students for the experiences and challenges facing student transition. However, over the past two decades, the method by which education is disseminated and the approach by which information is learned has changed considerably. Since the incorporation of the Internet and digital

forms of communication, the ways information is delivered, exchanged, and processed by the student is significantly different and subsequently has been the catalyst for the transform of NSO programs. According to Prensky (2001), the methodology by which educators need to learn to communicate with the Millennial students (i.e. faster, more in parallel, more access to information, and less step-by-step) needs to be applied to all aspects of the student learning process, including NSO programs.

As such, since the late 1990s, NSO programs have transformed from more primitive methods of F2F delivery to more technologically enhanced forms of virtual information delivery, including asynchronous online NSO programs (learning not constrained by time or place), synchronous (learning at the same time and place) Web feeds and live discussions, and live multiplayer games. Although questions about the effectiveness of these online orientation programs exist, a recent study published by Allen and Seaman (2009) at the Sloan Consortium reports that when chief academic officers (CAOs) were asked to compare learning outcomes for F2F versus online learning modalities, they ranked online education and programs eleven percent higher at 68% in the “Superior” category than for F2F education and programs at 57% in the “Superior” category. Additionally, colleges and universities began to select the online NSO program as a method of choice to accommodate a number of institutional recruitment and retention strategies pertaining to new students, including: (a) fiscal prudence—online NSO programs cost less to deliver than traditional F2F programs in terms of personnel required, time commitment of personnel, facilities and space rental fees, etc.; (b) accessibility—given the expanded college recruitment areas, the online method allows students from distant states and other countries to access information from any location at any time; (c) retention and application of information—online NSO programs give

students advanced access to institutional information from one to two months prior to the student arriving on campus, and online NSO material can be accessed throughout the student's career at the institutions. Significantly, since the more theoretical and intellectual information is delivered virtually, institutions are now able to invest more quality time for social and emotional integration of the student to campus life.

### **Role of Academic and Student Affairs Departments in NSO Programs**

In the colonial era, academic faculty was responsible for the intellectual or scholarly development as well as the social, spiritual, and moral development of the students they served (Kellogg, 1999). In essence, these faculty educators provided *whole student development* through the uniting of curricular and co-curricular or extracurricular activities. However, by the late 1800s faculty found less time available to focus on the personal and social development of the students they served as the emphasis on research grew, in addition to their academic teaching loads, and schedules became more constricted (Bloland, Stamatakos, & Rogers, 1994; Kellogg, 1999). As such, institutions found the need to hire additional non-academic personnel to assume the co-curricular components of the students' social and character development (Bloland et al., 1994; Kellogg, 1999).

Prompted largely by societal changes post Civil War including increasing population, budding industrialization, and broadening higher educational goals (i.e. responsible citizenship and vocational guidance), student affairs professionals were instituted full time by their respective HEIs (Bloland et al., 1994). Although historically there has been much misunderstanding between faculty and student affairs professionals in terms of their roles and responsibilities (i.e. lack of understanding of each other's jobs, preconceived yet incorrect perceptions, disaffective and complicated argot, increased



field specialization, institutional financial competitiveness), recent attempts to change the philosophy of education and learning from separatist to seamless have encouraged these two professional areas to focusing more on opportunities for collaboration and support (Bloland et al., 1994). This need for collaboration between faculty and student affairs professionals is especially important in NSO programs.

In recent years, the American College Personnel Association (ACPA) and the National Association for Student Personnel Administrators (NASPA) formed a joint task force on student learning and collectively produced a joint document entitled *Learning Reconsidered: A Campus-Wide Focus on the Student Experience* (2004). This document expressed the importance “of understanding and supporting learning and development as intertwined, inseparable elements of the student experience” and additionally advocated for “transformative education—a holistic process of learning that places the student at the center of the learning experience” (ACPA & NASPA, 2004, para. 1). Appendix A exhibits the areas of significance and importance as defined by measureable learning outcomes associated with the document.

More recently, the ACPA and NASPA in association with several additional student affairs and academic affairs associations produced an accompanying document entitled *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the Student Experience* (ACPA; Association of College and University Housing Officers-International [ACUHO-I]; Association of College Unions-International [ACUI]; National Academic Advising Association [NACADA]; National Association for Campus Activities [NACA]; NASPA; & National Intramural-Recreational Sports Association [NIRSA], 2006) that provides a comprehensive guide that unites academic learning and student development equally. Strengthening the original publication, *Learning*

*Reconsidered 2: A Practical Guide to Implementing a Campus-Wide Focus on the*

*Student Experience* focuses on two substantial improvements to the original document:

...first, by reporting the actual experience of student affairs educators who have developed and assessed learning outcomes, found points of collaboration across campus, or identified new ways to link their work to learning activities, and second, by exploring in greater depth how the ideas and concepts in *Learning Reconsidered* can support all campus educators in finding ways to use all the resources in the education and preparation of the whole student. (ACPA; ACUHO-I; ACUI; NACA; NACADA; NASPA; & NIRSA; 2006, p. 9)

As such, the goals and focus of academic and student affairs departments on college campuses have subsequently changed since the initial conception of student affairs post Civil War. The acknowledgement of a collaborative union is of significant consequence and importance, especially when discussing the requirements of both groups for successful student transition and beneficial NSO programs.

In his seminal work, *What Matters in College*, Astin (1993) described the findings of an inclusive, four-year longitudinal study that engaged approximately 500,000 college-aged students from 1,300 HEIs; of the sample, 24,000 were freshman students from 309 four-year institutions. Of the 192 environmental measures surveyed, taking into account 57 measures of student involvement, the study indicated that active student involvement or engagement in both curricular and co-curricular areas alike significantly influence a broad range of cognitive and affective student learning outcomes (Astin, 1993).

Moreover, Astin (1993) narrowed the types of student involvement with the most impact to three areas: (a) involvement with student peer groups; (b) connection and involvement with faculty; and (c) academic participation. He found that “the student’s peer group is the single most potent source of influence on growth and development during the undergraduate years” (Astin, 1993, p. 398); as his findings suggest, it is evident that the connection between academic and student affairs departments and services provided to

students is essential to the successful transition during NSO programs and persistence within the institution over the student's college career. However, the debate still continues as to which of these two divisions makes a more consequential impact and how the distribution of duties, roles, and responsibilities within NSO programs exists.

The roles of academic and student affairs professionals in present day orientation programs have evolved from their humble beginnings of personalized student support to multifaceted and comprehensive systems of engagement (Haring, 1997; Pascarella & Terenzini, 2005; Swail, 2004; Upcraft, 1993). In an attempt to address important transitional issues and a multitude of diverse student needs, NSO programs have developed into all-inclusive and highly valued priority institutional programs. However, there are still skeptics who question the importance of F2F NSO programs, especially given the significant financial requirements (Roblyer, 2006).

Although some individuals and institutions alike perceive NSO programs as luxury programs with little value (real or perceived) and no real benefit to the campus community or the new student, the greater majority of individuals and institutions maintain that meaningful, well-designed, and comprehensive orientation programs requiring participation from both academic and student affairs departments provide the greatest opportunity for successful transition and integration of college students to the institution (Haring, 1997; Pascarella & Terenzini, 2005; Swail, 2004; Tinto, 1993; Upcraft, 1993; Walker & Taub, 2001). Although logistically, most NSO programs are spearheaded by student affairs divisions and supported by academic affairs offices, the perception that student affairs offices offer adequate and complete cerebral stimulation is considered by some to be a farce. According to Mullendore and Banahan (2005), to avoid a purely social context that emphasizes meaningless games and uncomfortable

icebreakers, campus activities, and ridiculous antics to engage new students, credit-based First Year Experience (FYE) programs are gaining personal and institutional support, thus shifting resources to a more “productive” academic-based initiative. This across-the-board reach on policies, procedures, expectations, and outcomes that academic affairs departments encourage is considered by some to be a more purposeful use of human resources and financial allocations (Mullendore & Banahan, 2005).

As trivial as some critics feel these social and activities programs are, there are many more supporters who feel these social games and engagement activities are necessary to ease the transition into the college environment (Daddona & Cooper, 2002). Although institutional goals and objectives are relative to each campus, overarching themes can still be identified in most institutions’ NSO programs. As theorists postulate, student learning and student retention have a positive correlation with student engagement (CCSSE, 2008; EPI, 2008; ICSR, 2005). According to the CCSSE (2008), the more actively engaged students are with the institution, the administration, and the other students on campus, the more likely they will be to acclimate, transition, persist, and achieve higher levels of learning at their selected institution. Although college administrators would be imprudent to assume it only takes amusement and entertainment to successfully transition new students into their campus community, it is difficult to argue that there is not credible evidence to support the inclusion of these sorts of activities into a comprehensive NSO program. Ultimately, the cooperative partnerships between academic and student affairs are a means to a greater good in creating a seamless marriage of curricular and co-curricular learning and in so doing connecting new student experiences with effective student learning.

Illustrated by Tinto (1993), HEIs are comprised of both academic and social systems, in which the academic component relates to the formally prescribed curriculum and method of classroom learning predominately lead by institutional faculty, while the social component relates to both formal and informal mechanisms of learning and addresses student character development, social expansion, and relationship building through individual work with staff or faculty or in peer-group settings. The result is that both the academic and student affairs departments work toward the common goal of producing academically sturdy, socially responsible, and developmentally mature students. As such, from an institutional standpoint, early access to and early integration of these two areas of student learning and development is critical to the success and retention of a student. Essentially, this early access and integration is where the NSO program is so beneficial for new or first year students.

According to Fox, Zakley, Morris, and Jundt (1993), effective means of aiding students in their initial academic and social development process at an unfamiliar HEI is subsequently enhanced and assisted by the use of a well-designed NSO program. Additionally, NSO programs combined with meaningful academic advising programs have been shown to substantially increase student adjustment, retention, and graduation rates in students as cited in Fox et al. (1993). As such, it can be concluded that the connection between academic and student affairs and the purposeful integration of those two areas into a successful and well-designed NSO program have a significant impact on the students' ability to amalgamate and persist at the institution. Furthermore, it can then be deduced that NSO programs act as a catalyst that prompts students to better understand and, ideally, fully-invest themselves into both academic and social programs offered at the institution.

## **Methods of NSO Program Delivery**

In addition to the content and structural components involved in a comprehensive NSO program, there is also the debate as to the most effective and efficient method of delivery. As such, there are three distinctly different means by which to deliver the content of NSO programs: (a) exclusively F2F, (b) exclusively online or virtually, or (c) blended using components of both F2F and online delivery. This section provides information about the design of NSO programs and considers how the various methods of NSO program delivery apply to new or first year students.

Recognized as successful transition, engagement, and retention strategies by a variety of university and collegiate personnel, F2F NSO programs have been used since the formation of the program itself (Bozarth, Chapman, & LaMonica, 2004; Kanuka & Jugdev, 2006; Wojciechowski & Palmer, 2005). According to Scagnoli (2001), F2F NSO programs work to initiate social and academic connections with personal contact, cultivate individuality within student involvement opportunities, encourage and strengthen the assimilation of students to the learning and living community, and aid in student retention. What's more, F2F NSO programs provide opportunities to personally manage student expectations and prepare them for professional networking opportunities and experiences. Delivered in a well-constructed and developed method, F2F NSO programs provide positive acclimation and information transfer to new students.

Conversely, F2F NSO programs solely deliver material in a synchronous environment, making it difficult to replicate the information delivered in a standardized way. Moreover, given the increasing number of students who travel from different states or different countries to attend HEIs, F2F NSO programs are unable to be accessed in advance of the synchronous meeting and important information is unable to be retrieved

subsequent to the initial session. Consequently, F2F meetings may severely limit the opportunities for these students to obtain information missed due to travel or other personal factors. Furthermore, in order to accommodate large student and family participation numbers, F2F NSO programs must be held in facilities equal or larger in space and volume, which can pose problems for some institutions. Finally, the amount of institutional personnel and financial investment required to successfully deliver a F2F NSO program is substantial and may include individuals from housekeeping or facilities through Vice Presidents or Presidents of the institution.

Given the recent changes in the student demographic, many institutions have found F2F NSO programs to be more difficult to organize and successfully implement than newer methods of online or virtual NSO programs. As the next Millennial generation of students is entering postsecondary institutions across the nation, the fact that the educational system is unprepared to handle their sophisticated technical skills and learning preferences has traditionally-minded educators worried (Prensky, 2001).

Second, *digital immigrants*, or those individuals born prior to 1980, which include the majority of educators, administrators, and staff at institutions of higher education, lack the technological fluency and digital skills possessed by the Millennial students and find themselves in an almost entirely foreign environment (Bennett, Maton, & Kervin, 2008; Prensky, 2001). Cognizant of this fact, HEIs have started to comprehensively evaluate and reevaluate the way information is delivered to and understood by these students; as such, this evaluation process is meant to effectively bridge the gap between digital natives and digital immigrants—with the goal of successfully engaging the digital natives at their institution (Connolly, 2008).

According to Prensky (2001) digital natives, the generation of young people born after 1980, use information communication and technology (ICT) differently from previous generations of students and teachers. As the student demographic radically changes and today's new students are "no longer the people our educational system was designed to teach" (Prensky, 2001, p. 1), traditional lecture style NSO programs have been under severe scrutiny regarding the effectiveness and efficiency in their delivery of critical information. These young people, described as living their lives absorbed by technology, are surrounded by instruments providing instant information and instant feedback to them; computers, smart phones, and other digital tools of today are of substantial importance in understanding the way new students integrate and learn best (Bennett et al., 2008; Prensky, 2001).

Coined "digital natives" or the "net generation" according to Bennett, Maton, and Kervin (2008), these youthful students are said to have been engrossed in and by technology since childhood and have come to know and understand the world in terms of technological availability and application. In order to respond to the needs of this new era, institutions must recognize the relationship between undergraduate students and epistemological growths aided by technology and, as such, HEIs have turned to online or virtual methods by which to deliver the NSO program.

Reassigning traditional relationships developed through F2F NSO programs to an online atmosphere has been anticipated to generate a more appealing setting for learning and interface by these Millennial students (Zhao & Kuh, 2004). Online NSO programs, by their nature, distribute the greater part of the content online and in this manner reduce the necessity for students to come to campus. Asynchronous in nature, online NSO programs are flexible, accommodate the independent learning preferred by Millennial



students, and are convenient because they may be accessed at anytime from any location (Carnevale, 2000; Dutton, Dutton, & Perry, 2002). Studies have shown that students engaging in NSO programs prior to their arrival on the campus may foster a higher degree of student-to-institution connection, a greater sense of student inclusion, and an increase in student persistence (Kanuka & Jugdev, 2006; Nitsch, 2003; Stanford-Bowers, 2008). Additionally, online NSO programs may accommodate the increasing number of students who travel from different states or different countries to attend by providing opportunities and options for students to receive the same information when physical engagement is not feasible (Carnevale, 2000; Dutton et al., 2002; Kanuka & Jugdev, 2006; Nitsch, 2003; Stanford-Bowers, 2008).

Bridging the gap, the third option or the blended method, takes components from both the F2F and online NSO programs and combines them into a hybrid approach to transitioning students on campus. Although one might assume the delivery of a blended NSO program is automatically more beneficial than just one of the methods previously listed, conversely much more thoughtful decision making, prior planning, and design must go into this process (Yelon, 2006). Among one of the first challenges is the method by which to select which components to deliver F2F and which to deliver online. According to Rowley and Cole (2002), to deliver a profitable teaching and learning course for the new students, “careful thought must be given to the correct blend of technology, face-to-face instruction and strategies/techniques. It is vital to ensure that the different learning media are employed appropriately and in the right mix” (p. 36). From a performance standpoint, design technologists express the need for a systematic protocol to be initially established based on the NSO instructional design that will act to guide the development of the correct blend of resources (Yelon, 2006).

In a blended NSO program, the effectiveness of the programs is less dependent on the medium used and more on the instructional methods that produce learning (Yelon, 2006). As such the first step in designing a blended program requires the selection of sources to be utilized; these methods include group discussions, group lectures, readings, videos, simulations, interactive experiments, games, and more (Yelon, 2006); additionally, the purpose of each method selected must be considered.

Next, the motive for restructuring the NSO and the means by which to deliver the information in a F2F or online environment must be considered. For many institutions, the idea of providing the heavy theoretical or curricular content in an online format is much more appealing as it allows the students to access the information asynchronously in the privacy of their own home at any time they choose. Additionally, students can access these more cerebral sections multiple times to reinforce any complicated or confusing areas and thereby gain a better understanding of the material and the campus community (Carnevale, 2000; Dutton et al., 2002; Kanuka & Jugdev, 2006; Nitsch, 2003; Prensky, 2001; Stanford-Bowers, 2008).

In view of the fact that students have advanced knowledge of the important content from an online perspective, once the student arrives, the F2F component of the NSO can take place in an anticipatedly more effective and efficient manner. These F2F components may include a more practical and physically applied perspective of the information learned in the online program. For example, a new student might engage in a comprehensive online study of the academic structure of the institution including academic policy and procedure for registration and withdrawal, requirements for grading, major selection, curricular components necessary for graduation, etc. Given that this information is copious and multifaceted, time is required to successfully understand it,

and online delivery is more reasonable. However, once a student arrives on campus, the online components successfully reviewed by the student prior to their arrival will then be reinforced through academic advisor meetings, faculty reviews and lectures, and peer-to-peer activities (i.e. tours of the academic areas on campus, discussion of majors, etc.) to further enhance the intellectual and emotional support needed by the transitioning student (Yelon, 2006).

At this time during the F2F portion of the blended NSO program, students are provided with opportunities to meet instructors, staff, and students and apply a more personal feel and connection to the online material. As such, new students are able to focus more on the interactions of the F2F experience and less on the copious amounts of information disseminated during these F2F meetings. According to Yelon (2006), these previous virtual student sessions become more experiential, supportive, and encouraging when the student is able to establish connection in the physical realm and, as such, create greater opportunities for student connectivity.

When selecting the method by which to deliver a NSO program, the institution should weigh the cost and the benefit of each one of the three methods described. Essentially, the selection for the way in which the program is delivered should accentuate areas in which the institution performs well while working tirelessly to improve the areas in which the institution lacks. Once these areas have been identified, goals are established, and the NSO program is developed and delivered to the new students, the institution must then evaluate its effectiveness so as to modify the content and or structure for subsequent years. To do this, HEIs must understand NSO standards, evaluation criteria, and assessment techniques so as to provide the theoretical

underpinnings necessary for successful transition of their new students (Council for the Advancement of Standards in Higher Education [CAS], 2005).

### **NSO Standards, Evaluation, and Assessment**

NSO programs in the twenty-first century have evolved from simply supplying individualized curricular and social development information by academic faculty to new students to a comprehensive system of whole student development comprised by a multitude of institutional personnel on a variety of critical academic and social subjects. Most NSO programs seek to provide a comprehensible and logical introduction to the campus and its community and are therefore viewed by most individuals and institutions to be a valuable channel for continued student recruitment, transition, and retention (CAS, 2005). As such, HEIs responding to an increasing shift in institutional accountability, educators and their stakeholders are intensifying their attention and enhancing the means by which they gather standards, benchmark their programs, track student learning outcomes, and assess the overall effectiveness of the programs they provide. Essentially, HEIs are evaluating the causality between the program and the outcome (Burke, 2005).

The legal undertones that seamlessly flow through all aspects of higher education standards are unavoidable. From aspects of institutional governance to accreditation to fiduciary responsibility, it is seemingly impossible to separate causalities from higher education. The landscape of higher education is changing, growing, and developing new strategies to meet the new challenges posed by changes required given the current themes and trends in higher education (Diamond, Gardiner, & Wheeler, 2002). As such, for HEIs to strengthen and optimize efforts and outcomes in their institutional programs and

standards, such as the NSO program, they are incorporating the use of strategic plans, evaluations, and assessment practices into their everyday practice (Burke, 2005).

When developing a strategic plan for a NSO program, the amount and depth of internal and external input needed is relative to the level of appropriate action desired by the plan, access to and familiarity with the information defining the issues or problems being addressed, and individual alignment from those contributing leaders (Rowley, Lujan, & Dolence, 1997). Strategic planning focuses largely on managing and forecasting interactions within the institutions as they relate to the environmental forces acting on the institution. Given this information, it is of particular importance that members identified to serve on the strategic planning committee clearly understand their own position and contribution within the context of the plan (Rowley et al., 1997).

As an institution starts the process of developing a strategic plan for a NSO program, clearly defining the mission, philosophy, objectives, goals, and outcomes becomes critical to selecting the members of the committee who will provide the most insight and benefit (Diamond et al., 2002). A great deal of time and energy is required to successfully establish this strong foundation of which to build the NSO strategic plan. For each institution, the amount and depth of internal and external input can vary; there is not a one-size-fits-all approach. Considerations in market competition; regional, national, global economic trends; technological developments; populations; and governmental legislation all contribute to this plan (Rowley et al., 1997). As such, it is suggested “. . . at least one full year is needed to develop parameters for the initial plan, to implement early strategies and related tactics, and to analyze initial outcomes” (Rowley et al., 1997, p. 179). This *year* time frame is just a starting point and is subject to change given the complexity of the institution’s strategic plan and NSO program.

A number of these internal and external factors need to be considered when developing a strategic plan and anticipating its impact on the internal NSO program and external image of the institution. Internally, input can and does come from all directions (Diamond et al., 2002), from the students who utilize the services, to faculty who teach the curriculum, to staff, senior level administration, and trustees who direct the operations of the facility. Externally, input can and does come from stakeholders in the local community, recruiter or potential employers of graduating student, and alumni who provide financial contributions specifically allocated to a particular project (Burke, 2005; Rowley et al., 1997). If implemented correctly, gradually positive and deliberate change will come, not only enhancing the services provided by the institution but also perceived by the community at large (Burke, 2005; Diamond et al., 2002; Rowley et al., 1997). Additionally, Rowley et al. (1997) articulates, "...new ideas and a new vocabulary come with change. *Accountability, efficiency, and planning* are among the trigger words creeping steadily from the outside world into the mainstream of discussions about today's colleges and universities" (p. 19).

As colleges and universities compete against each other and strive for a more entrepreneurial and autonomous position within the global business market, the ability to accurately predict and monitor trends within higher education becomes a critical yet artful science (Burke, 2005; Diamond et al., 2002). Monitoring NSO trends and forecasting future opportunities and threats allows administrative leaders to define current position and future direction within the market (Diamond et al., 2002). The key to planning lies within a comprehensive historical analysis of strengths and weakness paired against future societal and institutional directions (Rowley et al., 1997). This can be

accomplished by implementing strategic planning, strategic management, and measures of assessment.

Although no one can precisely predict the future, implementing strategic planning as a means of informed decision making for colleges and universities requires sound architecture and critical elements necessary for a successful NSO program; as Rowley et al. (1997) suggest, including but not limited to: alignment of organization and environment, direction avoiding too much specificity, focus on long-term stability and survival, and time-relatedness emphasizing on-going process' versus single session initiatives. By defining the nature of the issues, as well as successes and failures in past and present initiatives, and identifying appropriate future responses necessary to secure a fundamental alignment with the institution's strategic plan, a strong position for future success is probable (Diamond et al., 2002; Rowley et al., 1997).

The ability to accurately identify and monitor trends is critical to this forecast and sets the tone for the strategic plan and management of such as related to the NSO program. Equally critical are the elements of creativity and flexibility within the plan, as well as by administration, so that unexpected hiccups can be effectively addressed and work can resume as usual even if the path is modified slightly (Diamond et al., 2002). Strong administrative support and decisive, transparent direction will allow all members of the institutions to develop ownership in the future direction of the institution—vital is the buy-in (Diamond et al., 2002). Overall, the value of accurate plan analysis within the institution's current arena and strategic planning for the future of institutional success is of great benefit and significant impact for future sustainability of a successful NSO program (Burke, 2005; Diamond et al., 2002).

Once standards and strategic plans have been developed and future trends identified, then institutions can focus their attention on the evaluation and assessment of their programs—including NSO programs. As such, CAS (2005) has developed a set of standards and guidelines (evaluation and assessment items) for utility in national and international HEIs, and has provided specific and measurable criteria “by which to evaluate the quality and appropriateness of orientation programs (OP)” (CAS, 2005, p. 3).

The following fourteen items have been included by CAS (2005) for evaluation:

1. Institutional mission statement;
2. Educational program components—both curricular and co-curricular;
3. Leadership—both effective and ethical;
4. Human resources or appropriate staffing personnel;
5. Ethics and high institutional or personal principles;
6. Legal responsibilities—knowledgeable and responsive to regulations and laws;
7. Equality and access—NSO programs must provide a “fair, equitable, and non-discriminatory” (CAS, 2005, p. 10) work and educational environment;
8. Diversity must be nurtured and promoted within the NSO environment;
9. Organization and management—NSO programs must develop and promote developmental and student learning outcomes (SLO);
10. Campus and external relationships—“establish, maintain, and promote effective relations; disseminate information about their own and other related programs and services; coordinate and collaborate, where appropriate, in offering programs and services. . . ; meet the needs of students and promote their achievement” (CAS, 2005, p. 11) of development and SLOs;



11. Financial resources—NSO programs must have sufficient funding to complete their strategic plan, mission, and goals;

12. Technology used must adequately support the NSO program’s mission by providing “access to policies that are clear, easy to understand, and available to all students; access to instruction or training on how to use the technology; access to information on the legal and ethical implications of misuse . . . ” (CAS, 2005, p. 12);

13. Facilities and equipment—NSO programs must provide “adequate, accessible, suitably located facilities and equipment to support their mission and goals” (CAS, 2005, p. 13);

14. Processes, assessment, and evaluation plans to meet:

. . . internal and external accountability expectations with regard to program as well as student learning and development outcomes. OP must conduct regular assessment and evaluations. Assessments must include qualitative and quantitative methodologies as appropriate, to determine whether and to what degree the stated mission, goals, and student learning and development outcomes are being met. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other affected constituencies. (CAS, 2005, p. 13)

### **Research Questions**

Through conducting this study, the researcher sought answers to the following research questions:

1. Does the present F2F NSO program at the researcher’s institution effectively communicate academic and social competencies in a manner consistent with the way the Millennial student learns?

2. Does the present F2F NSO program support successful student transition into the college evidenced by higher student satisfaction rates by those students who have

completed the NSO program compared to those who have not completed the NSO program?

3. What aspects of the present F2F NSO program do the students report as being the most useful and effective in the transition process?

4. What technical improvements or modifications to the current F2F NSO program do the students report as being the most beneficial and useful if the NSO program were to be technologically redesigned?

### **Summary**

NSO programs of the twenty-first century have transformed the way in which learning transpires. They are increasingly multifaceted and present major uncertainties yet exhilarating opportunities to dramatically impact new students' transition, acclimation, and persistence at the college level. Responding to the escalating attention to and focus on NSO programs, HEI stakeholders and educators alike are addressing essential techniques that will ensure a comprehensive understanding of the programs, roles of academic and student affairs offices, and assessment; furthermore, student learning outcomes that demonstrate whether instructional standards for these programs have been met or exceeded as set by governing and accrediting agencies are also being addressed (NASAD, 2009; SACS, 2009). By shifting one's thinking about NSO programs from isolated, ancillary fragments of learning to integrated, principle experiences that mirror and fully represent the institutions, students transitioning into college will have the opportunity to engage and fully invest themselves into academic and social experiences that act as vehicles to promote positive outcomes for successful persistence at the college or university level.

### **Chapter 3: Methodology**

This chapter describes and details the research design and methodological underpinnings utilized to determine the whether traditional F2F NSO programs are favorable, valuable, effective, and structurally practical approaches to best serve Millennial students in their transition and acclimation process into HEIs in the twenty-first century. Specifically, this study sought to effectively evaluate the needs and experiences of first year students and determine if the means by which information is disseminated during the NSO program and the way students optimally learn and retain information during the NSO program are congruent. Given that a comprehensive evaluation of the NSO program has never been completed before at this institution, it was this researcher's goal that the information gained by conducting this survey provide a baseline of the effectiveness of the current F2F NSO program, offer deeper insight as to the technological needs of the Millennial student, and present relevant information specific to Millennial student priorities and learning needs to provide the institution with hard data to drive organizational change in the area of NSO toward redesign and delivery.

#### **Participants**

The researcher's college attracts over 1,300 undergraduate students from forty-three states and twenty-three countries annually. As such, the population identified is undergraduate students at a private, not-for-profit four year college with a total student enrollment count of less than two thousand individuals. The target population is first year students, and the sample of participants was drawn from first-time, traditionally aged (18-24 years) students that were enrolled full-time at the college starting in the fall semester of 2010.

A list of eligible participants was obtained from the Office of Admissions and the Registrar's Office to verify eligibility status. After reviewing information from the Office of Admissions and the Registrar's Office from fall semester 2009, it was estimated that the list of eligible participants would be approximately four hundred students or more for the fall semester of 2010, representing at least thirty-five states and twenty countries.

Convenience sampling, which is a method of selecting participants to include in a study because they are available and willing to be studied, was used to select the sample. Because the researcher had direct access to the population, the use of convenience sampling allowed the researcher to select participants who were convenient, available, and upon consent, willing to be studied (Creswell, 2008). Given that convenience sampling is a type of nonprobability sampling, the researcher cannot guarantee that the participants in the sample population are representative of the population; however, this method was beneficial given the size, scope, and method by which the researcher gathered the information.

### **Instruments**

The independent variable, NSO program, was measured using the Cooperative Institutional Research Program (CIRP) Freshman Survey. Developed by the Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) in 1973, the CIRP Freshman Survey was and is "the nation's largest and oldest empirical study of higher education, involving data on some 1,900 institutions, over 13 million students, and more than 300,000 faculty" (HERI, 2009, para. 2). Reliability and validity of the CIRP Freshman Survey were determined using forty years of empirical data and a "scale reliability coefficients in excess of .70" (HERI, 2006, p. 2).

The CIRP Freshman Survey (Appendix B) is a sixty-three-item assessment comprised of forty-three standard questions developed by HERI, and space for twenty additional questions developed by the researcher and/or research institution (Appendix E). It was estimated that students would complete the survey in twenty-five minutes. The survey provides relevant information, according to HERI (2009) on:

entering students' financial needs, aspirations and preparations for college . . . as a baseline for future research on entering college students . . . and is 'benchmarked' against similar schools' results . . . and trends" reports provide valuable data to empirically demonstrate change in students over time (para. 4).

Since the responses of the sample were collected through an online survey and stored by UCLA, there was no risk of potential bias or issues with validity.

## **Procedures**

**Design.** A cross-sectional survey research design was utilized to answer the aforementioned research questions. A cross-sectional survey research design was suitable for this study because, as Creswell (2008) states, "...cross-sectional design can measure community needs of educational services as they relate to programs, courses, school facilities projects, or involvement in the schools or in community planning" (p. 390). The problem is lack of comprehensive data relative to the new, first year students entering the college in 2010 and lack of comprehensive data as to the effectiveness of the F2F NSO program at the college. Thus, a cross-sectional survey designed to evaluate the NSO program will "provide useful information to decision makers" (Creswell, 2008, p. 391) at the college. Although the CIRP survey has been used at the college in previous years, the space for the additional twenty modifiable questions had previously been directed at gathering information pertinent to institutional marketing, library services, gallery services, and public safety. As such, this researcher rewrote the twenty modifiable

questions to gain information relevant to the effectiveness of the F2F NSO, including the method of delivery of the NSO program, student understanding and application of the information gained during the NSO program, and the uses and understanding of technology-aided learning for new Millennial students entering into the college.

The study was conducted at the end of the NSO program, in the fall 2010 semester, following written permission to conduct the research from the Vice President of Student Affairs and the Vice President of Academic Affairs at the college, as well as the Institutional Review Board (IRB) at the researcher's college and Nova Southeastern University (NSU). The study was conducted according to the following timetable and chronological events.

The procedures for this cross-sectional survey study involved two phases: the implementation of the F2F NSO program and the administration of the CIRP Freshman Survey via a Web-based assessment that gathered both student demographics and F2F NSO effectiveness. Each of these phases addressed one or more of the research questions.

During the first phase, the F2F NSO program was implemented. Starting in fall 2010, all new students, after being admitted and accepted to the college were assigned a user name, password, and school email address. All students received an informational email outlining the details of the NSO program, modules, and the Freshman Survey Invitation form letter that included information on their rights, responsibilities, and participatory protection and confidentiality, as well as additional information about the CIRP Freshman Survey (Appendix C).

During the third week of August 2010, all new, first year students were encouraged to participate in the NSO program at the college. International students will began the orientation program on Monday, August 16, 2010, and all US students began

the orientation program on Wednesday, August 18, 2010. As evidenced by the NSO program schedule (Appendix D), students were exposed to a variety of academic and social programs including lectures, activities, and exercises pertaining to and enhancing their knowledge of the Office of Academic Affairs, the Office of Student Affairs, the Office of Institutional Technology, the Library, Environmental Health & Safety, and Public Safety & Security. Programs were held both on the campus proper and off campus. Given that the fall 2010 method of the NSO program was delivered in a F2F format, students listened to an explanation of each area relevant to student success and transition into the college presented orally by appointed college administration. Time allotted for each module varied relative to topic and event.

During the second phase, at the end of the 5–7 day program and once all modules in the NSO program had been completed, the students were directed to attend a campus-wide meeting on Sunday, August 22, 2010, the Sunday night prior to the first day of classes; information about the CIRP Freshman Survey was detailed and discussed at this time. Once IRB approval was granted by Nova Southeastern University, the subjects received an electronic invitation to participate in the CIRP Freshman Survey via the Internet in fall 2010. Each student was instructed to bring their school-administered MacBook Pro computer to the survey meeting and through the institution's wireless network the students individually completed the CIRP Freshman Survey, after a series of directions have been given (Appendix E).

**Data Analysis.** The Higher Education Research Institute (HERI) at the University of California Los Angeles (UCLA) collected and stored the data submitted for the CIRP Freshman Survey. The researcher accessed the stored data, analyzed and interpreted the information, and reported the findings of the survey specific to the effectiveness of the

F2F NSO program at the institution. The survey information collected was kept for record purposes, and used to describe Millennial students trends, examine individual attitudes, identify important beliefs, and to make recommendations for redesign regarding the F2F NSO program at the college.

Given that the college utilized a Web-based survey, information gathered by the students participating could be accessed each night and on an ongoing basis while the survey was considered *live* (HERI, 2010). As a means to comparatively assess the researcher's institution, UCLA-provided Institutional Profile Reports (IPRs) provided summary data or comparing the college to national normative data for transfer, part-time, and all other students at the institution (HERI, 2010). This researcher used the IPRs to offer more significant information as to the trends of this researcher's institution compared to like-institutions nationwide.

As of fall 2010, for the CIRP Freshman Survey, UCLA's reporting also included two new reports: *CIRP Constructs* and *CIRP Themes*.

*CIRP Constructs* are global measures of academic and educational outcomes of interest to institutions: Habits of Mind, Academic Disengagement, Academic Self-Concept, Social Self-Concept, Pluralistic Orientation, Social Agency, College Reputation Orientation, and Likelihood of College Involvement. Included in the CIRP Construct reports are: means, standard deviation, statistical significance, effect size and percentiles for your institution and comparison groups. Additionally, scores on each construct have been calculated for each respondent and are included in your dataset.

*CIRP Themes* are collections of related items grouped together for easy access (e.g. Health and Wellness). Included in the Theme reports are: summarized frequencies, means, standard deviation, statistical significance, and effect size for your institution and comparison groups. (HERI, 2010, para. 6)

### **Supplemental Evaluative Research Questions**

As previously stated, the CIRP survey provides area for an additional twenty questions from the researcher and/or research institution to be supplemented in the



freshman survey. As such, a set of twenty evaluative questions was developed in order to assess the effectiveness of the F2F NSO program presented to first year students in the fall of 2010. The survey questions formulated were based on the critical assessment areas where hard, statistical data pertinent to the NSO program was void. Question development was also aided by the information presented in Chapter 2, which denoted current trends in Millennial student learning and acquisition of information by Millennial students. Accordingly, a quantitative approach to attaining this information proved to be the most beneficial and effective method by which to accurately obtain credible data in satisfying the research questions:

1. Does the present F2F NSO program at the researcher's institution effectively communicate academic and social competencies in a manner consistent with the way the Millennial student learns?

2. Does the present F2F NSO program support successful student transition into the college evidenced by higher student satisfaction rates by those students who have completed the NSO program compared to those who have not completed the NSO program?

3. What aspects of the present F2F NSO program do the students report as being the most useful and effective in the transition process?

4. What technical improvements or modifications to the current F2F NSO program do the students report as being the most beneficial and useful if the NSO program were to be technologically redesigned?

The proposed twenty evaluative questions developed by the researcher utilized a five-point Likert scale to record the student responses: 1 (strongly agree); 2 (agree); 3 (neutral, neither agree nor disagree); 4 (disagree); and 5 (strongly disagree). In this

section participants were asked to select the number that most appropriately described their preference. A comprehensive list of the questions supplemented in the CIRP Freshman Survey is located in Appendix E.

### **Limitations**

Although collaboration in academic *and* student affairs is common practice during orientation programs as well as during the academic year, little literature reflects the successful coupling effects of these two typically independent variables on successful student transition and engagement in college. Moreover, lack of consensus across disciplines in the efficacy of NSO programs exists. Additionally, a substantial amount of research on NSO programs has been focused on retrospective, correlation design studies; therefore, additional research needs to be conducted to develop a survey and program evaluation approach to NSO programs and student success. Lastly, the effectiveness a web-based CIRP Freshman Survey has never been effectively conducted.

## Chapter 4: Results

### Introduction and Overview

The purpose of this quantitative research study was to determine whether the traditional, F2F NSO program at this researcher's institutions was favorable, valuable, effective, and delivered in a structurally practical way so as to best serve the Millennial students in their transition and acclimation to HEIs in the twenty-first century. Furthermore, this study was to provide valuable assessment data needed to effectively analyze, improve, and justify the NSO program offered at the institution. This chapter provides the results of the research study, which are presented and organized by the initial four research questions so as to provide a more structurally cohesive and coherent conceptual guide to the research study. The following four research questions were the basis for the evaluative survey questions and include the following:

1. Does the present F2F NSO program at the researcher's institution effectively communicate academic and social competencies in a manner consistent with the way the Millennial student learns?
2. Does the present F2F NSO program support successful student transition into the college evidenced by higher student satisfaction rates by those students who have completed the NSO program compared to those who have not completed the NSO program?
3. What aspects of the present F2F NSO program do the students report as being the most useful and effective in the transition process?
4. What technical improvements or modifications to the current F2F NSO program do the students report as being the most beneficial and useful if the NSO program were to be technologically redesigned?

## **Data Analysis Results**

The data analyzed for this study was gathered using the 2010 CIRP Freshman Survey and was administered via electronic means during the fall 2010 semester to all first year students who participated in the NSO program. Of the possible 402 first year students who participated in the NSO program offered at the institution, 112 individuals, or 27.9%, participated in CIRP Freshman Survey for this study (n=112), of which twenty-nine individuals were male and eighty-three individuals were female.

The information obtained by the survey and the additional twenty evaluative questions provided descriptive data that was used to form conclusions about the NSO program and will be used to provide recommendations by the researcher for modifications to future orientation programs provided to new students at the institution. The data obtained by the additional twenty evaluative questions directly related to the four initial research questions, and was broken down into four key areas of interest, including: (a) communication, (b) institutional support for the students, (c) useful or effective components of the current NSO program, and (d) technical improvements or modifications that would benefit future students participating in the NSO program.

### **Research Question 1**

Research Question 1 was “Does the present F2F NSO program at the researcher’s institution effectively communicate academic and social competencies in a manner consistent with the way in which the Millennial student learns?” After conducting an extensive review of literature as to how Millennial students’ best learn, the researcher’s goal was to confirm or disaffirm the literature as it related to the researcher’s subjects. As such, the researcher developed five evaluative questions and added them to the CIRP

Freshman Survey; the evaluative questions that directly correlated to Research Question 1 include questions 47, 56, 57, and 62.

Student learning has been defined by a myriad of theoretical frameworks that include both the concepts of operational learning and conceptual learning that allow the student to demonstrate transferrable skills and knowledge acquired within a specified time frame (Mayhew, Vanderlinden, & Kim, 2009). The information that constitutes student learning, for purposes of this study, was directly correlated with the specificity of information delivered (i.e. policies, procedures, and student learning outcomes) and the student's ability to understand and intellectually integrate this academic information into the college environment.

Evaluative Question 47 was "I feel the academic programs in the face-to-face (F2F) NSO sessions (Academic Overview, Department Conversations) were important to help me understand the requirements of the institution." Based on the data depicted in Figure 1, 67% of the students *strongly agreed* or *agreed* the F2F NSO program delivered by the college was an important tool in helping them to understand the policies, procedures, and students learning outcomes of the institution; 4.4% of the students *disagreed* or *strongly disagreed* and did not believe the F2F NSO was important to helping them understand the requirements of the institution; and 27.7% of the students *neither agreed nor disagreed* with the importance of the F2F NSO program. Although a strong majority of student who participated in the F2F NSO program expressed the importance of understanding the requirements of the institution and felt that the program contributed to their understanding, over one-third of students could not, with any matter of confidence or conviction, contribute a better understanding of the institutional requirements to the F2F NSO program by itself.

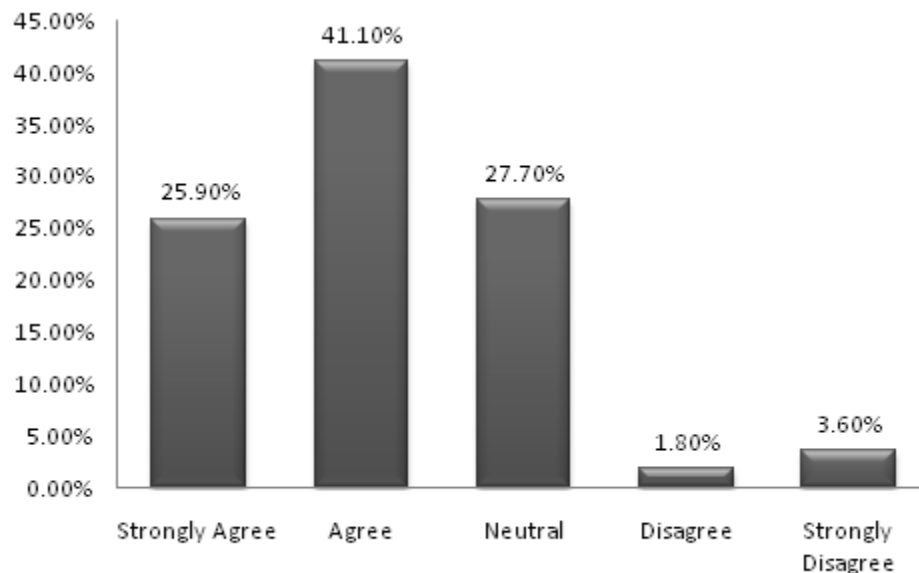


Figure 1. Distribution of students (n=112) who felt the F2F NSO helped them understand the requirements of the institution.

Evaluative Question 56 was, “College expectations were reinforced during the NSO program.” Orientation programs delivered by college campuses are developed and implemented to focus on clarifying the didactic information and expectations of the college in a manner that successfully reinforces key messages to the new students while integrating them into the college community (Barefoot, 2005). As such, it is critically important that expectations are made explicitly clear to each of the students during the initial transition period into college. Based on the data, depicted in Figure 2, 81.8% of students *strongly agreed* or *agreed* the F2F NSO reinforced college expectations; 5.4% of students *disagreed* or *strongly disagreed* that college expectations were reinforced by the college during the F2F NSO; and 13.4% of students *neither agreed nor disagreed* that the college expectations were reinforced during the F2F NSO program.

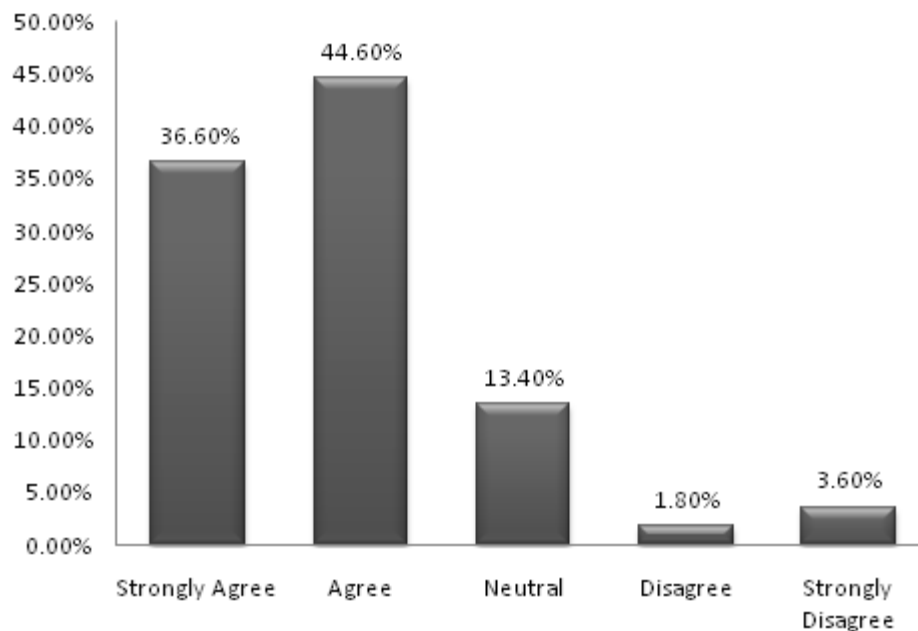


Figure 2: Distribution of students (n=112) who felt the college expectations were reinforced.

Evaluative Question 57 was, “I understand the Student Learning Outcomes associated with the NSO program.” *Student Learning Outcomes* (SLOs), as associated with the NSO program, consisted of clearly communicated expectations about the program that consistently and transparently supported the core competencies, which included: understanding and personally connecting institutional knowledge from a wide array of disciplines; transferring personal knowledge, experiences, and ideas into the transition process within the institution; utilizing critical thinking, creativity, and effective reasoning throughout the transition and matriculation process within the institution; communicating effectively through written and verbal methods; and understanding, empathizing, and appreciating the humanistic and cultural differences through civic and global engagement (CAS, 2009).

According to the data obtained in the survey, 72% of the students *strongly agreed* or *agreed* the F2F NSO program assisted in their understanding of the SLOs; 7.2% of the students *disagreed* or *strongly disagreed* the orientation program assisted them in

understanding the SLOs; and 20.7% of the students were *neutral* and *neither agreed nor disagreed* that the F2F NSO assisted them in understanding the SLOs of the program (Figure 3).

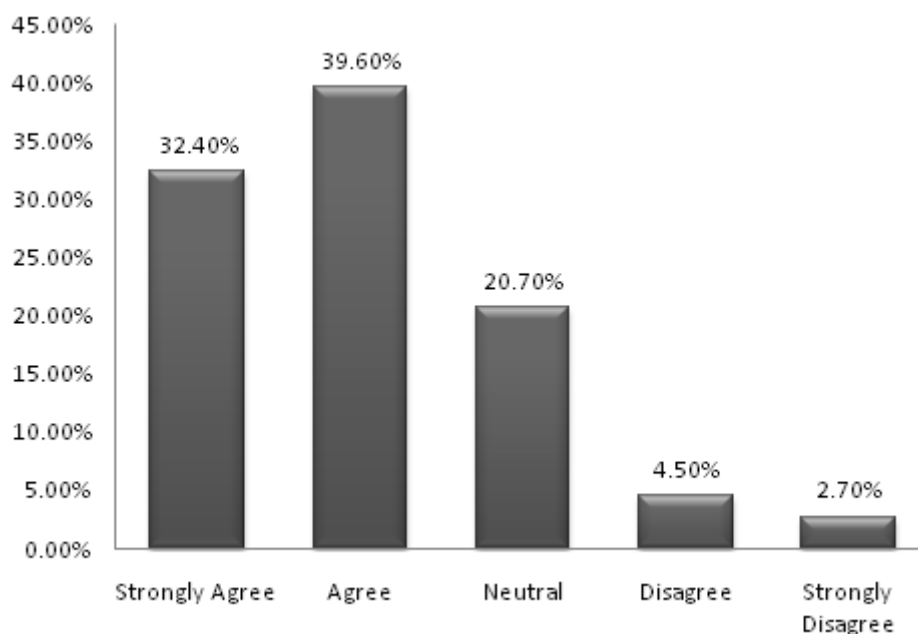


Figure 3: Distribution of students (n=112) who felt they understood the SLOs of the NSO program.

Evaluative Question 62 was, “The most effective way to communicate with me about important information from the school is through email or online.” According to CAS (2009), NSO programs must maintain adequate methods of communication, including technology, to effectively communicate the information that supports the mission of the institution and the program. Keeping in mind that the instructional methods of communication and active participation in the reception of information by students is fundamental to their successful transition at the institution, the author felt it necessary to identify and consider the way the Millennial students most effectively communicate. Based on the data obtained (Figure 4), 54.5% of students either *strongly agreed* or *agreed* that the most effective way to communicate with them about important information was through email or online; 12.5% of students *disagreed* or *strongly*



*disagreed*; and 33% of students were *neutral* and *neither agreed nor disagreed* that the most effective means to communicate with them was either online or through email.

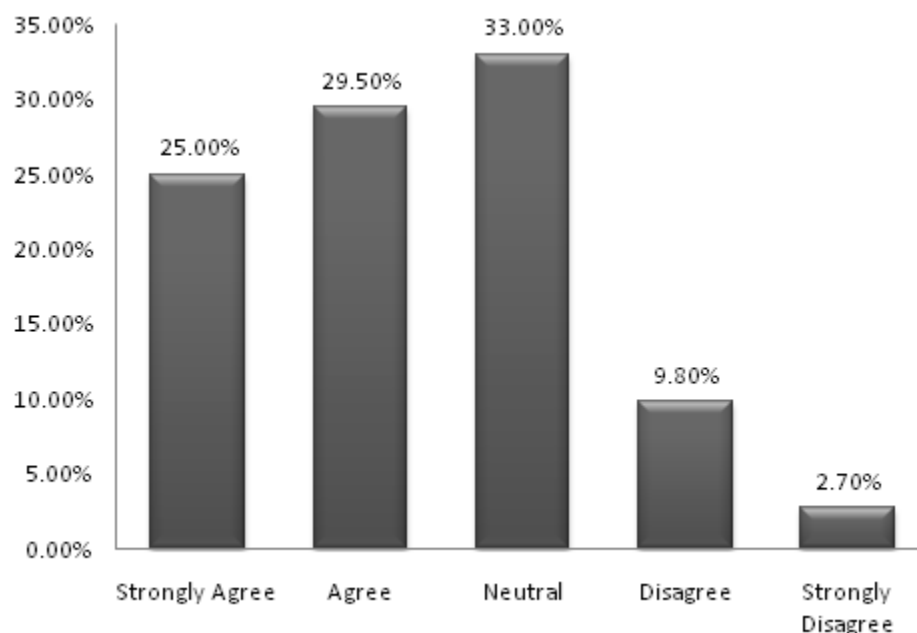


Figure 4: Distribution of students (n=112) who felt email or online was the most effective means of communicating with them.

## Research Question 2

Research Question 2 was, “Does the present F2F NSO program support successful student transition into the college evidenced by higher student satisfaction rates by those students who have completed the NSO program compared to those who have not completed the NSO program?” As research on successful transition for Millennial students into the college environment continues to be an area of high importance and investigation for HEIs, the use of orientation programs and their impact on overall student satisfaction and success as linked to retention is critical (Barefoot, 2005). Although it is evident HEIs are aware of the impact and importance of the orientation program by the number of colleges and universities (96%) who report using some form of NSO program at their campuses, gathering data associated with the efficacy

of the orientation programs has rarely been the focal point of research (Barefoot, 2005). As such, the researcher developed a series of seven evaluative questions to examine student satisfaction in and ancillary benefits of easing the transition process as related to their participation in the NSO program at the institution, and added them to the CIRP Freshman Survey; the evaluative questions that directly correlated to Research Question 2 include questions 44, 45, 46, 54, 55, 61, 63.

Evaluative Question 44 was, “As a new student, I feel that participating in the New Student Orientation (NSO) program was beneficial in my transition into Ringling College of Art and Design.” The transition from high school to college represents a significant milestone in the life of a young adult and the transition process can be a determining factor in the student’s successful matriculation through their college career until graduation. This transition necessitates understanding, support, and bona fide research that enables professionals within the field to create a process that essentially eases the student’s transition and creates an accommodating environment. As such, when the researcher inquired as to the benefit of the F2F NSO related to the student’s transition process, 83.1% of students *strongly agreed* or *agreed* the orientation program provided by the institution was beneficial; 7.2% of students *disagreed* or *strongly disagreed*; and 9.8% of students *neither agreed nor disagreed* as to the transitional benefits of the F2F NSO program offered by the institution (Figure 5).

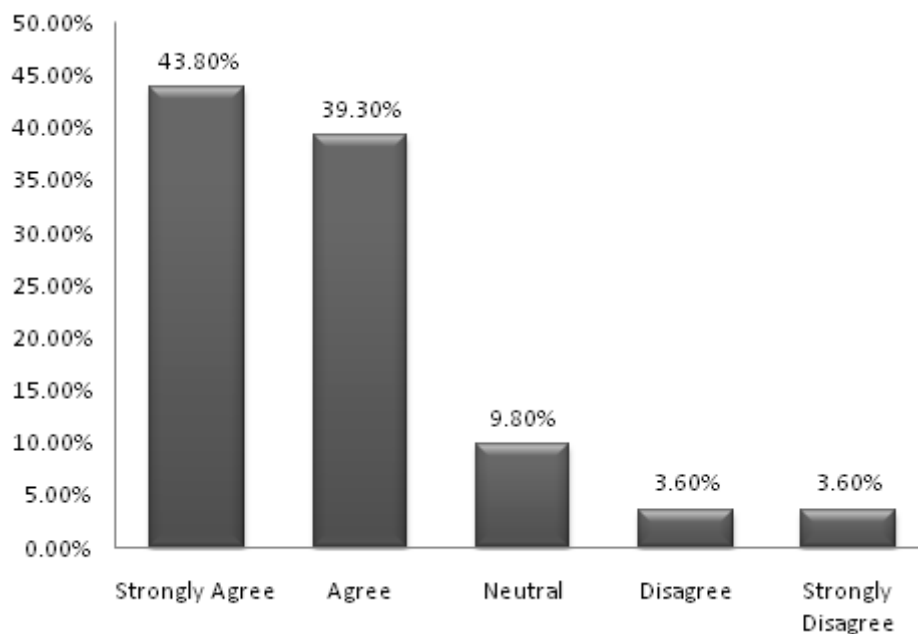


Figure 5: Distribution of students (n=112) who felt the NSO program was transitionally beneficial.

Evaluative Question 45 was, “I feel the social programs included in the NSO program contributed to my acclimation at the college.” According to the Joint Task Force on Student Learning (1998), the sponsorship of social constructivism provides an idyllic means to encourage individuals to intrinsically enhance and approach learning through the sharing of cultural commonalities or personal histories. As such, acting as collaborators or competitors, encouraging a climate that precipitates the feeling of an inclusive community, and creates opportunities for increased social consciousness and social transformation through social engagement that can encourage “informal and incidental learning” (Task Force on Student Learning, 1998, p. 8), which leads to personal growth, development, and student learning. Based on the data collected, 69.7% of students *strongly agreed* or *agreed* the social programs included in the F2F NSO program at the college contributed to their acclimation process; 6.3% of students *disagreed* or *strongly disagreed*; and 24.1% of students felt neutrally, *neither agreed nor*

*disagreed*, about the inclusion of the social programs contributing to their acclimation at the institution (Figure 6).

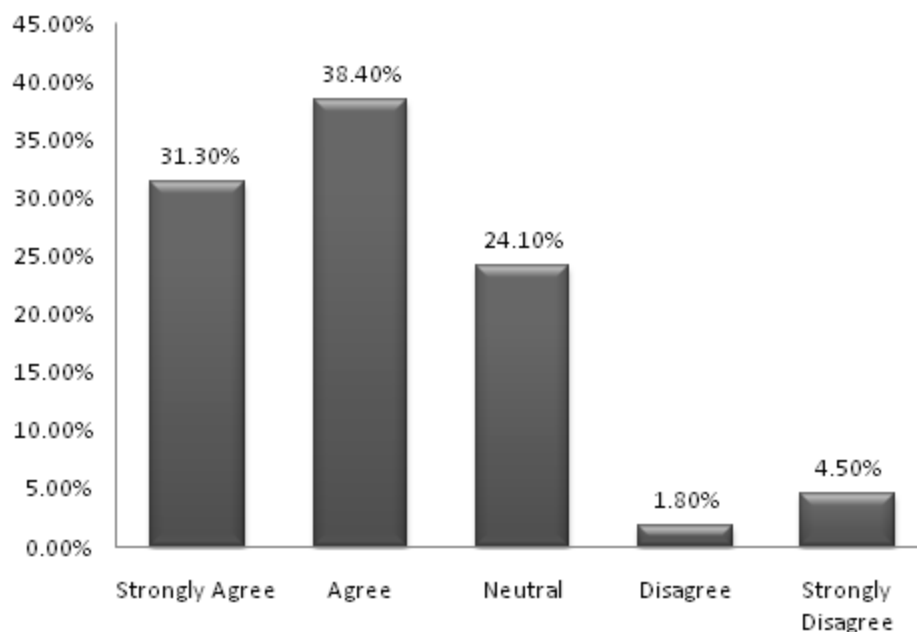


Figure 6: Distribution of students (n=112) who felt the social programs contributed to their acclimation.

Evaluative Question 46 was, “I was able to easily meet other new students during the NSO program.” Creating opportunities to enrich learning experience through environments that enable students to meet other students and make connections can have a significant impact and influence on the way students cope with the transition process (Joint Task Force on Student Learning, 1998; Pascarella & Terenzini, 2005). Additionally, the initial social relationships developed during orientation programs can provide students with resultant behaviors (i.e. expectations, obligations, and social norms) that can dramatically influence their individual behaviors, attitudes, and outlooks about the institution and college community (Barefoot, 2005; Joint Task Force on Student Learning, 1998; Pascarella & Terenzini, 2005). Based on the data collected, 68.8% of students surveyed *strongly agreed* or *agreed* they were able to easily meet other students during the NSO program; 7.2% of students surveyed *disagreed* or *strongly disagreed*;

and 24.1% of students surveyed *neither agreed nor disagreed* the NSO program provided ways to easily meet other new students (Figure 7).

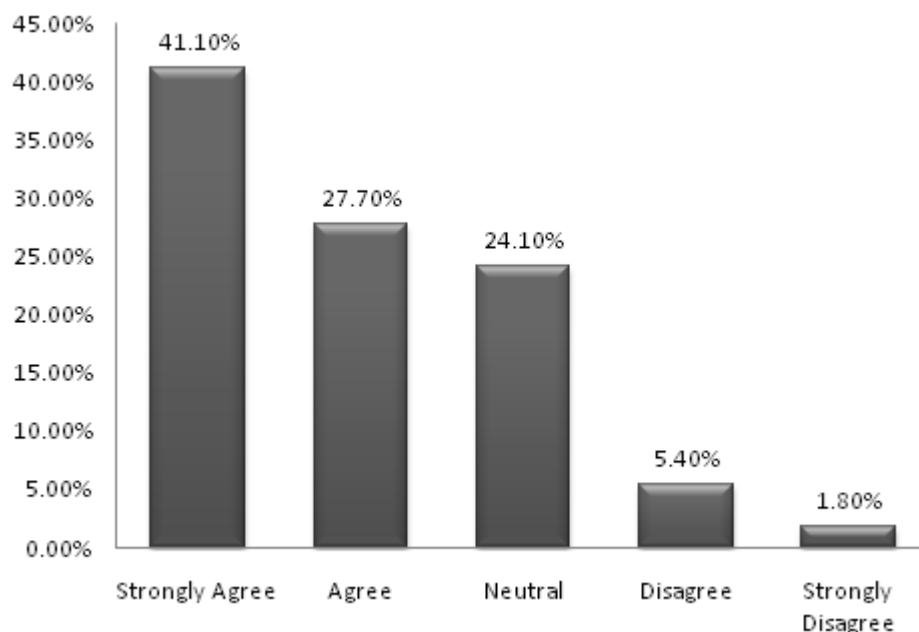


Figure 7: Distribution of students (n=112) who felt it was easy to meet other new students during the NSO program.

Evaluative Question 54 was, “Participation in the NSO program has eased my nervousness about attending Ringling College of Art and Design.” Preparation prior to the first day of classes by means of a transition or orientation program assists students with the expectations of the institution and provides them with an overall idea of what to expect when classes start (Kelly, Kendrick, Newgent, & Lucas, 2007). These preparation programs aid students in developing general coping mechanisms, developing a better understanding of themselves within the community around them, ensuring cognitive development, and easing the tension and anxiety associated with a milestone transition (Kelly et al., 2007). Based on the data, 59.8% of students surveyed *strongly agreed* or *agreed* participation in the NSO program eased their nervousness about attending the institution; 7.2% *disagreed* or *strongly disagreed*; and 24.1% of students were *neutral*

and *neither agreed nor disagreed* their nervousness was eased by the NSO program (Figure 8).

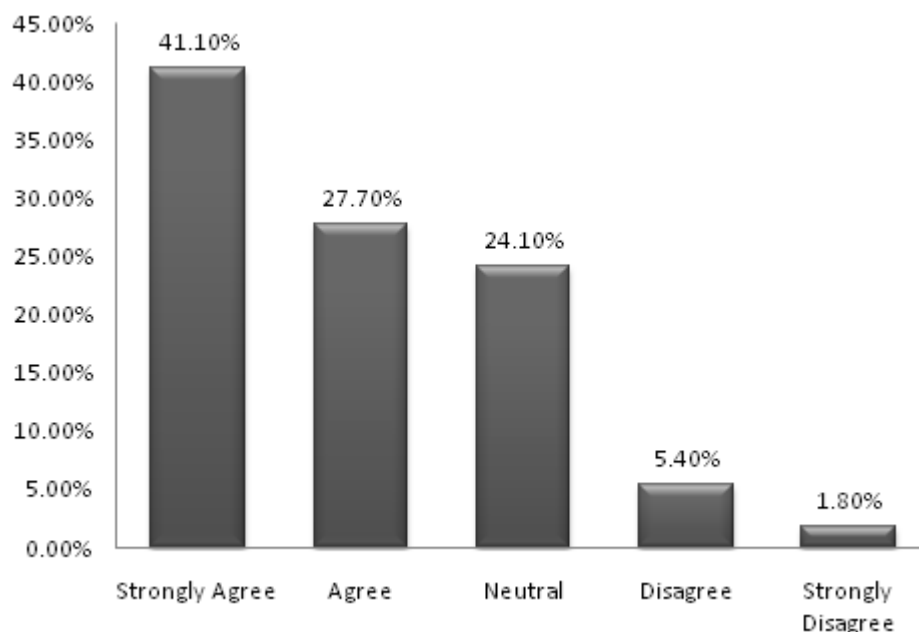


Figure 8: Distribution of students (n=112) who felt their nervousness was eased by the NSO program.

Evaluative Question 55 was, “I benefited from my interactions with the upper class students, including Resident Assistants (RAs), Orientation Leaders (OLs), and Smile Staff.” Accentuating intergroup relationships with upper classmen, acting as peer mentors, greatly enhances the quality and significance of the orientation program (Budge, 2006). Furthermore, the benefit of spontaneous, informal mentoring as created by peer mentors during orientation programs provides new students with significant opportunities for advice, individual support, and guidance through the matriculation process (Eby & Lockwood, 2005). Based on the data obtained by the survey (Figure 9), 74.1% of students *strongly agreed* or *agreed* they benefited from their interactions with the upper class students during the NSO program; 5.4% *disagreed* or *strongly disagreed* their interactions with the upper class students were beneficial; and 20.5% of students were *neither agreed nor disagreed*.

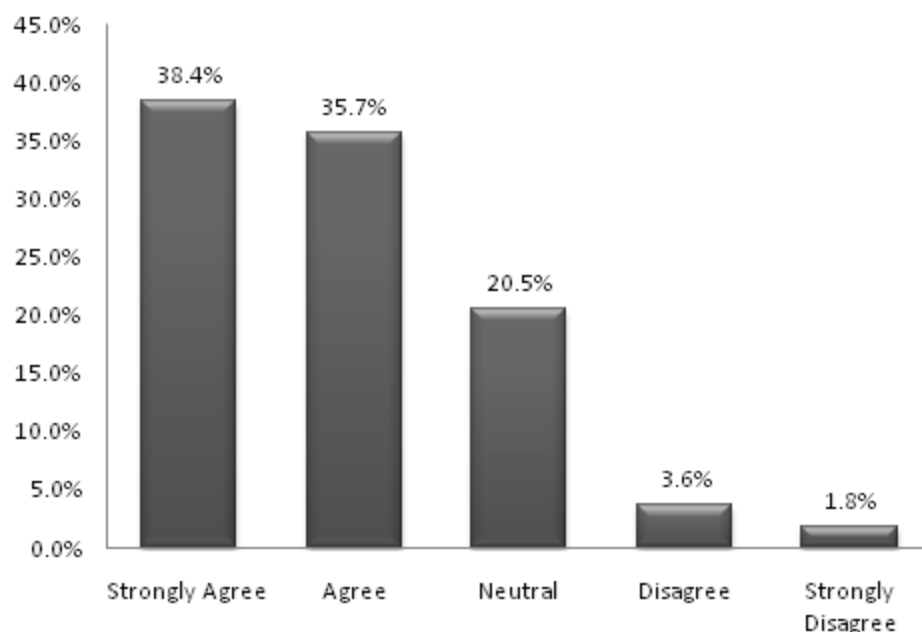


Figure 9: Distribution of students (n=112) who felt they benefited from upper classmen interaction.

Evaluative Question 61 was, “The length of time for the NSO program delivery (5–7 days) was optimal for my transition into the college.” Although orientation programs can vary greatly in length of time dedicated toward the transition of new students, most typically range from 3–5 days. The benefits of accrued time can produce positive adjustment benefits, significant and effective peer relationships, and provide a smoother transition for students (Barefoot, 2005; Saunders & Serna, 2004). Given that literature is inadequate in this area, the researcher sought additional data as to the appropriate length of time dedicated to a NSO program. As such, data from the survey indicated 60.7% of students *strongly agreed* or *agreed* the 5–7 day NSO program was optimal for their transition; 13.4% of students *disagreed* or *strongly disagreed* with the 5–7 day length; and 25.9% of students were *neutral* and *neither agreed nor disagreed* with the length of the NSO program (Figure 10).

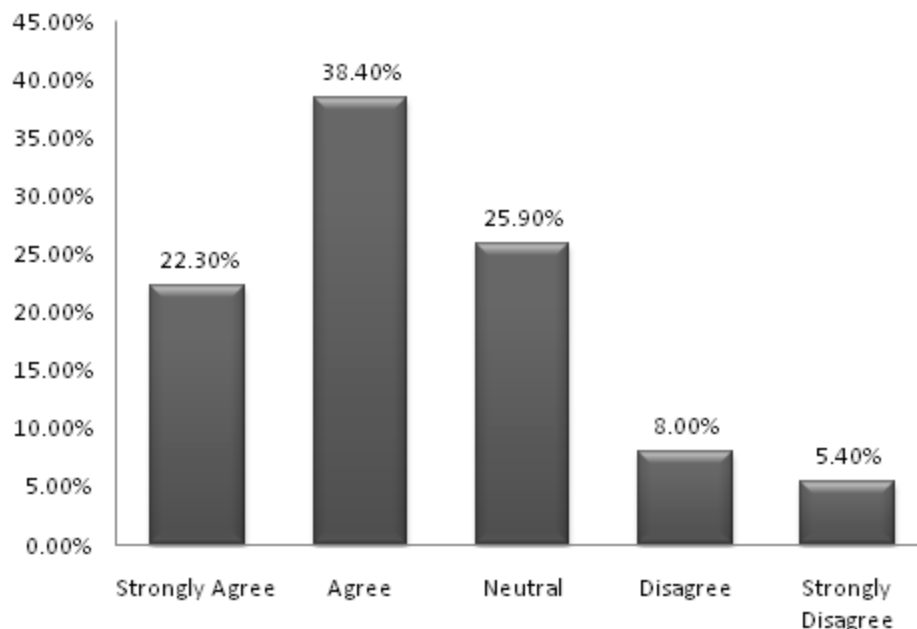


Figure 10: Distribution of students (n=112) who felt the 5–7 day NSO program was optimal for their transition.

Evaluative Question 63 was, “I feel the face-to-face (F2F) NSO program prepared me to enter Ringling College of Art and Design through providing pertinent and realistic information during the week.” Orientation programs are fundamentally about experiential learning, establishing and maintaining interpersonal connections, exposing students to culturally diverse and worldly views, and generating an overall comprehensive perspective and associative meaning relative to the student’s cognitive and environmental reality (Joint Task Force on Student Learning, 1998). As such, designing an experiential learning opportunity that prepares new students for their collegiate experience at the institution prior to their start is an important part of the transition process (Joint Task Force on Student Learning, 1998). Based on the data gathered, 71.4% of students surveyed *strongly agreed* or *agreed* the F2F NSO at the institution prepared them to enter college; 5.4% of students *disagreed* or *strongly disagreed*; and 23.2% of students *neither agreed nor disagreed* the F2F NSO program provided pertinent and realistic information to help prepare them enter the institution (Figure 11).



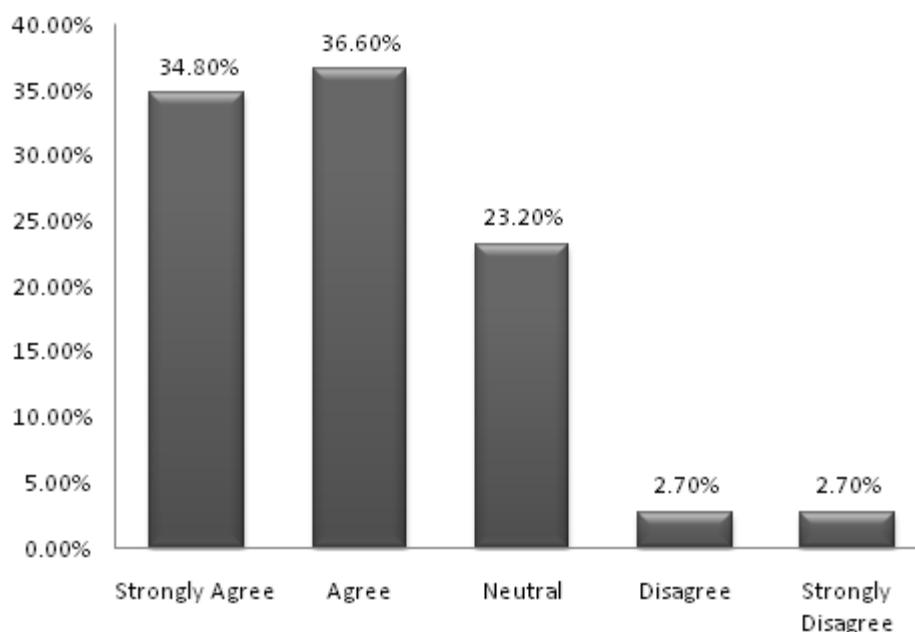


Figure 11: Distribution of students (n=112) who felt the F2F NSO prepared them to enter the college.

### Research Question 3

Research Question 3 was, “What aspects of the present F2F NSO program do the students report as being the most useful and effective in the transition process?”

Literature is replete with information regarding traditional NSO programs, given extensive literature has been published since before the 1970s (Astin, 1999; Bean, 2009; Choy, 2002; Tinto, 1975, 1993); however, little literature reflects the *perceived* or *real value* of orientation programs as expressed by students and how the programs influence the transition process into the college community (Smith & Zhang, 2009). Effective and useful aspects of the transition process within the context of the NSO program require active engagement and constructing individualistic associations to collective, shared knowledge on behalf of the student learner rather than just passively acquiring it (Joint Task Force on Student Learning, 1998). As such, the researcher developed a series of five evaluative questions to examine what aspects of the F2F NSO program were thought to be most the useful and effective by the students during their transition process. Evaluative

questions 49, 51, 52, 58, 59 were added to the CIRP Freshman Survey and directly correlated to Research Question 3.

Evaluative Question 49 was, “I actively participated in all the academic and social programs during the NSO week.” Student participation within educational learning opportunities has high correlative relationships to student satisfaction, individual or group progress and accomplishment, and progress toward learning success and integration within the community or environment (Ochoa, Gottschall, & Stuart, 2004). When students feel included, embraced, and think they have contributed positively to the overall program objectives, successful learning has occurred (Ochoa et al., 2004). As such, the data obtained by the survey indicated 71.4% of students *strongly agreed* or *agreed* they actively participated in the academic and social programs offered during the NSO program; 8.0% of students *disagreed* or *strongly disagreed*; and 20.5% were *neutral* in their active participation during the NSO program (Figure 12).

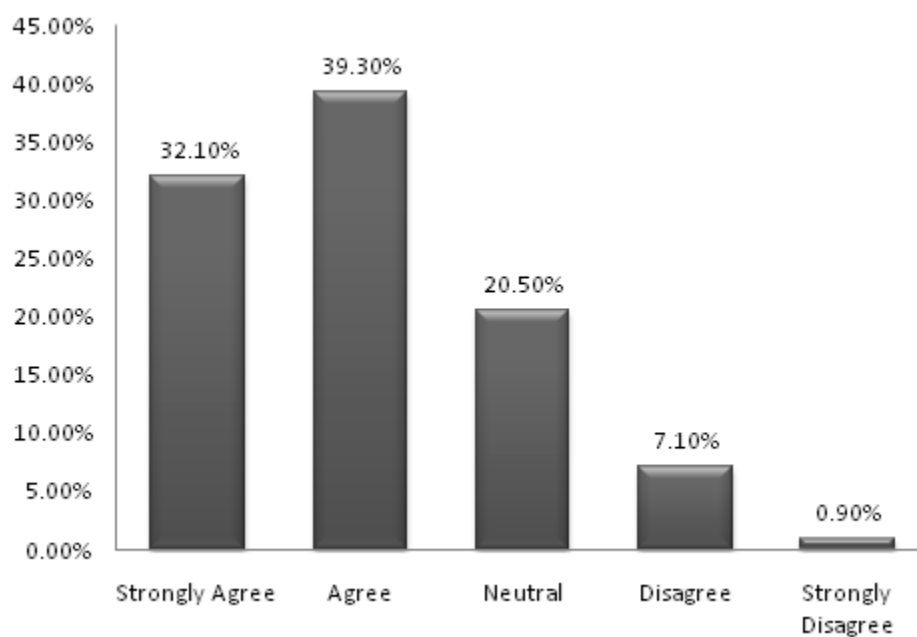


Figure 12: Distribution of students (n=112) who actively participated in all NSO programs.

Evaluative Question 51 was, “The lecture style delivery of the NSO program is optimal for my learning.” The goal of assessment within the context of higher education is to obtain pertinent and statically significant data representative of strengths, threats, limitations, or opportunities for improvement. As such, when assessing the learning styles of Millennial students and the means by which they learn best during a NSO program, it is critical to consider current delivery methods, ways to improve or make delivery more effective, and specific knowledge on current processes in learning and future opportunities for increased success. As such, when students were asked if the lecture style format of the NSO program was optimal for their learning, the data indicated that 47.4% of students *strongly agreed* or *agreed*; 10.7% of students *disagreed* or *strongly disagreed*; and 42.0% of students were *neutral* and *neither agreed nor disagreed* the lecture style format was optimal for their learning (Figure 13).

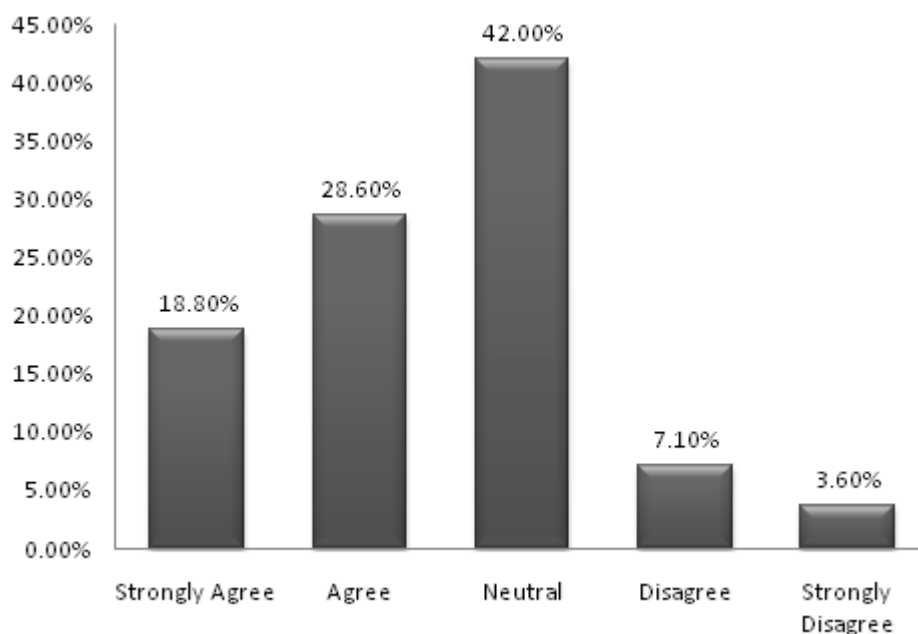


Figure 13: Distribution of students (n=112) who felt the lecture style NSO was optimal for their learning.

Evaluative Question 52 was, “I easily found information about the NSO program online before I arrived on campus.” Higher education is a business and as such, HEIs use

publications and websites to effectively sell their product (education) to consumers (potential students, parents) in an effort to gain clients (enrolled students) for their institution. Given the highly informed consumer of the twenty-first century, successful use of Web publication and virtual information is only effective if it is engaged by the target population. The consequences of low readership or low utilization of online material can be linked to frustration and premature disengagement from the institution, low levels of satisfaction or negative perception about the institution based on the information provided online, selective or incomplete acquisition of information—which only reinforces preexisting mentalities (positively or negatively) about the institution, or biased evaluations void of dependent decision making information limited by the institution (Jiang, Chan, Y Tan, & Chua, 2010). As such, by evaluating the percentage of students who access and utilize the information provided online assists the institution in identifying whether the current online material is useful to new students. Based on the data obtained by the survey, 50.0% of students *strongly agreed* or *agreed* they easily found information about the NSO program online before arriving on campus; 19.7% of students *disagreed* or *strongly disagreed*; and 30.4% of students were *neutral* and *neither agreed nor disagreed* NSO program information was easily found online prior to their arrival (Figure 14).

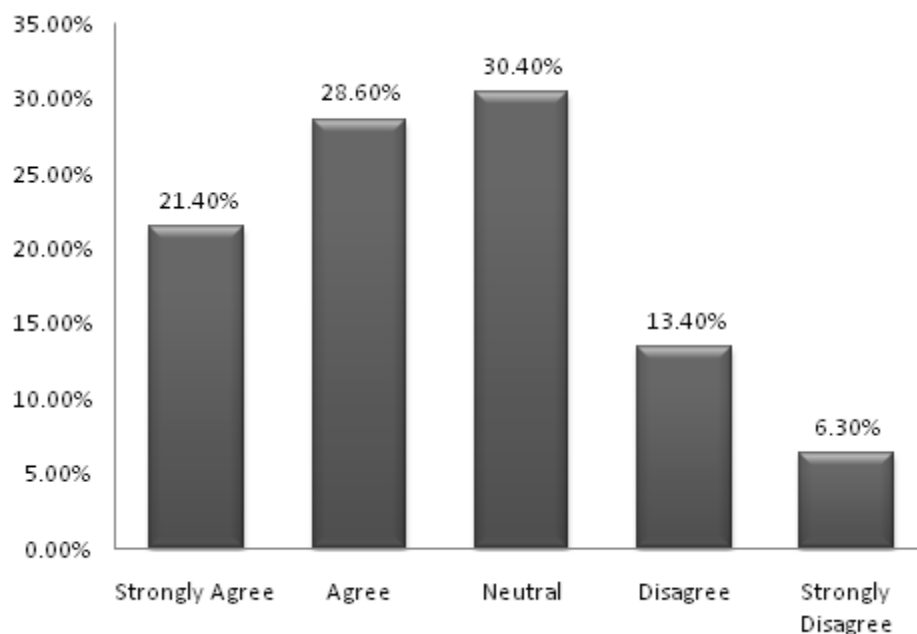


Figure 14: Distribution of students (n=112) who easily found NSO information online prior to arriving on campus.

Evaluative Question 58 was, “The locations used during the NSO programs (campus, Van Wezel) accommodated my learning.” Learning environments, both physical and virtual, are environments in which active learning takes place. Active learning, or learning-by-doing, can be defined by a fundamental framework that encompasses five key aspects, including: contact between teacher and student, contact between and among peers, experiential and pragmatic learning, value for individualistic methods of learning, and time on task (Huerta-Wong & Schoech, 2010). Additionally, according to Huerta-Wong and Schoech (2010), learning environments that are well maintained, appropriate for the function and fit of the learners, and better quality increase the learners’ experience, levels of satisfaction, and perceived rate of learning and retention. Based on the data obtained by the survey, 67.0% of students surveyed *strongly agreed* or *agreed* the locations used for the NSO program accommodated their learning; 6.3% of students *disagreed* or *strongly disagreed* the locations accommodated their

learning; and 26.8% of students were *neutral* and *neither agreed nor disagreed* (Figure 15).

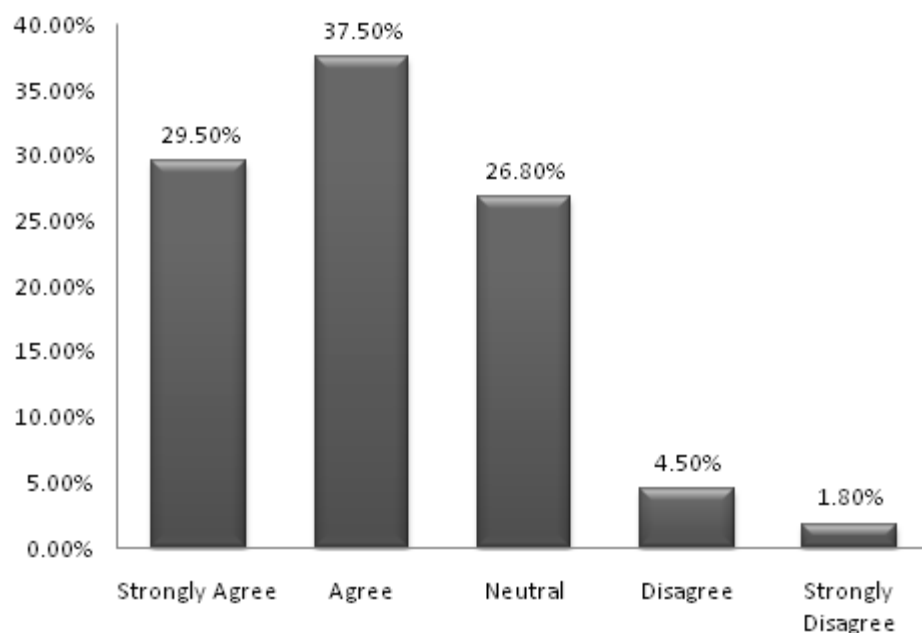


Figure 15: Distribution of students (n=112) who thought the locations accommodated their learning.

Evaluative Question 59 was, “I would recommend other new students participate in the F2F NSO program.” The importance of word-of-mouth recommendations about products or services (i.e. NSO programs) often indicates measures of satisfaction, value, relevance, and credibility while providing important indicators that drive consumer (i.e. student, parent) behavior (Godes & Mayzlin, 2004). A high quality experience will positively affect word-of-mouth recommendations while an unfavorable experience will negatively affect or negate recommendations. As such, based on the data obtained by the survey, 75.9% of students *strongly agreed* or *agreed* they would recommend other new students participate in the F2F NSO program at the institution; 3.6% of students *disagreed* or *strongly disagreed* they would recommend the F2F NSO program to other new students; and 20.5% of students were *neutral* and *neither agreed nor disagreed* they would recommend the program (Figure 16).

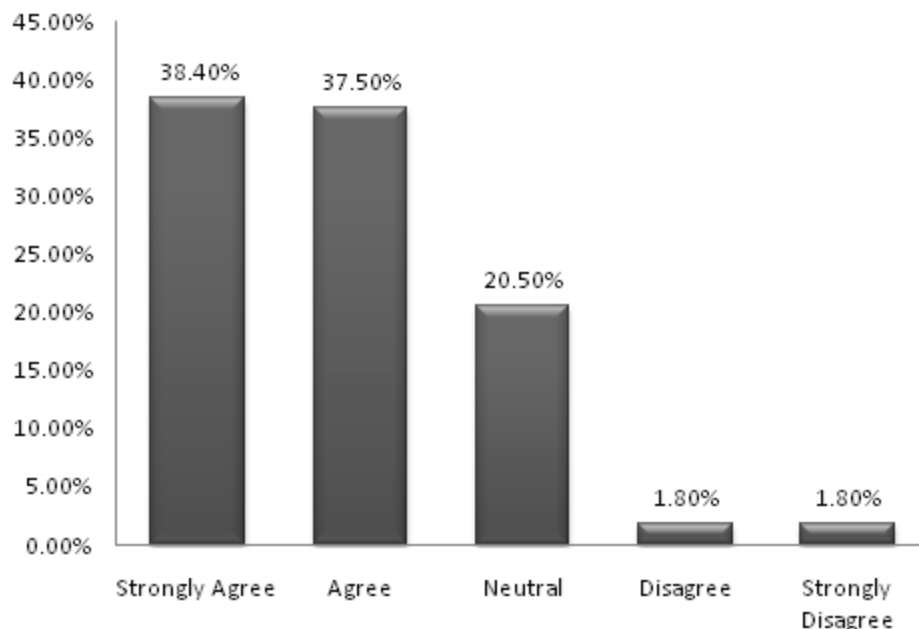


Figure 16: Distribution of students (n=112) who would recommend the NSO program to others.

#### Research Question 4

Research Question 4 was, “What technical improvements or modifications to the current F2F NSO program do the students report as being the most beneficial and useful if the NSO program were to be technologically redesigned?” The majority of students entering HEIs today represent Generation X (1961-1981) or the Millennial generation (1982-2002) and, as such, are believed to have a common set of values, behaviors, beliefs, and distinguishing characteristics that separate these generations from other generations (Elam, Stratton, & Gibson, 2007). In addition to being considered hardworking, relentlessly engaged in various academic pursuits, extracurricular activities, and civic or service interests, and both practical in thought and generous with time and talent, latent Generation X students and Millennial students are also seen as being deeply invested in multi-tasking and using technology more readily than previous generations (Elam et al., 2007). With the emergence and development of a more technologically-driven culture and incorporation of technology into most facets of higher education

(Braun, 2008), the researcher sought to establish what impact technology may contribute to the benefits and usefulness of the NSO program.

As such, the researcher developed a series of four evaluative questions to examine what aspects of technology, including technical improvements or modifications, were deemed to be the most useful and beneficial by students during their transition process. Evaluative questions 48, 50, 53, 60 were added to the CIRP Freshman Survey and directly correlated to Research Question 4.

Evaluative Question 48 was, “If I would have the opportunity to access the information provided in the F2F NSO program prior to coming on campus during orientation week, it would enhance my understanding of the college and ease my transition at the institution.” Research and literature reflect that students who are comfortable and confident with technology agreeably perform well in environments in which technology is utilized (Koroghlanian & Brinkerhoff, 2008). As such, providing Generation X or Millennial students with environments or learning platforms that are concentrated toward technology utilization might not only enhance their understanding of information provided by the institution, but also decrease the time needed to assimilate and understand new materials, and facilitate a smoother transition and connection to the college community (Gregory, 2009). Based on the survey, the data indicates 54.0% of students *strongly agreed* or *agreed* if given the opportunity to access NSO program information online prior to attending the NSO program it would enhance understanding and ease the transition process; 9.8% of students *disagreed* or *strongly disagreed*; and 35.7% of students were *neutral* and *neither agreed nor disagreed* accessing information online prior to attending the NSO program would enhance understanding and ease the transition process (Figure 17).



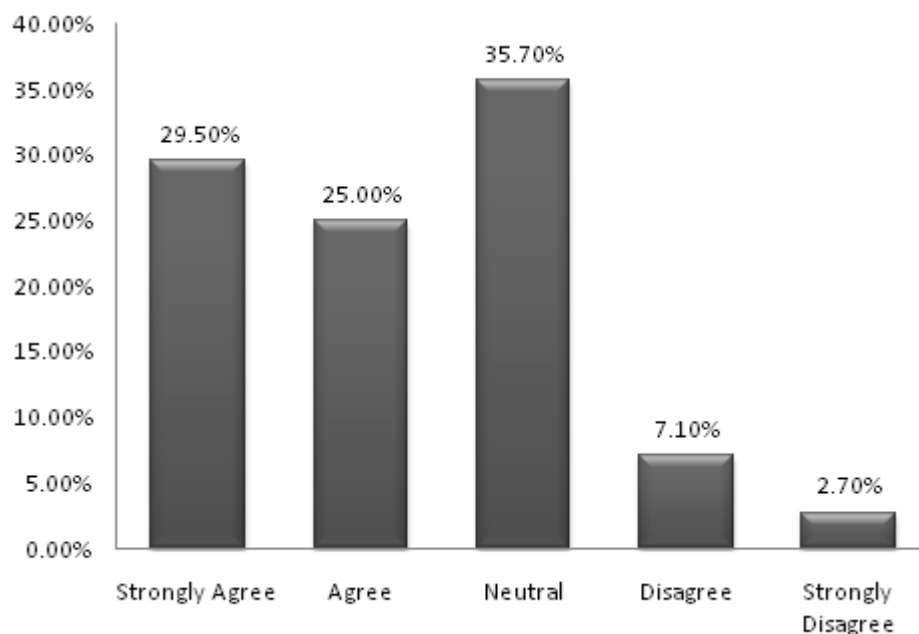


Figure 17: Distribution of students (n=112) who felt online access to information about the NSO program would enhance their understanding and ease their transition to campus.

Evaluative Question 50 was, “I felt that the F2F NSO program helped me understand the campus culture at Ringling College of Art and Design more than if the information would have been presented online.” Although technology is positioned at the heart of societal and cultural life in the twenty-first century, it is also a paradoxical consequence. While most Generation X and Millennial students rely on and utilize technology on a daily basis and have become well-versed at multi-tasking, they are also partial to team-oriented, group tasks that are organized to evoke socialization, networking, and mobilization (Elam et al., 2007). As such, based on the data obtained from the survey, 71.4% of students *strongly agreed* or *agreed* the F2F NSO program helped them understand the campus culture more than if it would have been presented in an online format; 6.3% of students *disagreed* or *strongly disagreed*; and 22.3% of students were *neutral* and *neither agreed nor disagreed* an online presentation of the NSO program would have helped them understand the campus culture (Figure 18).

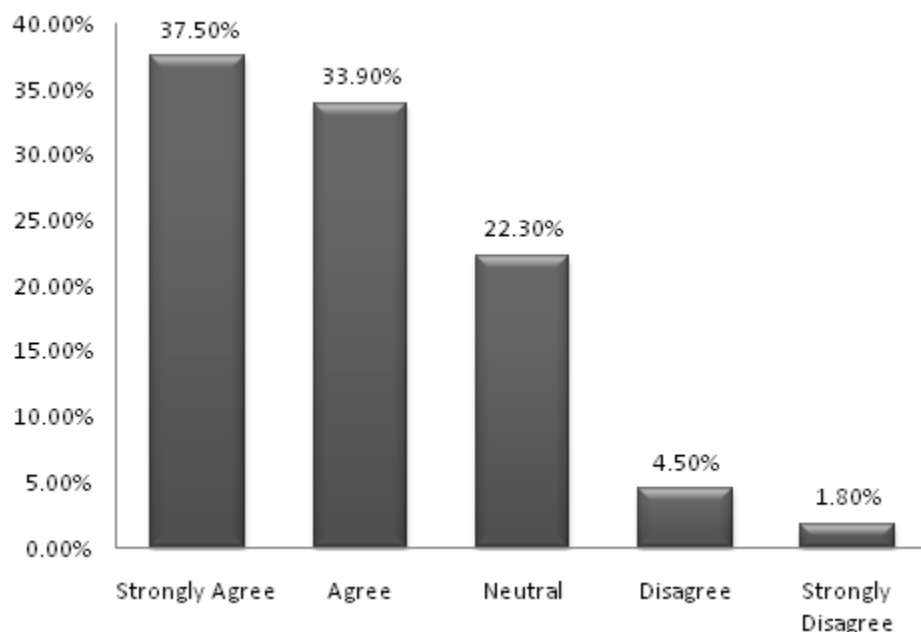
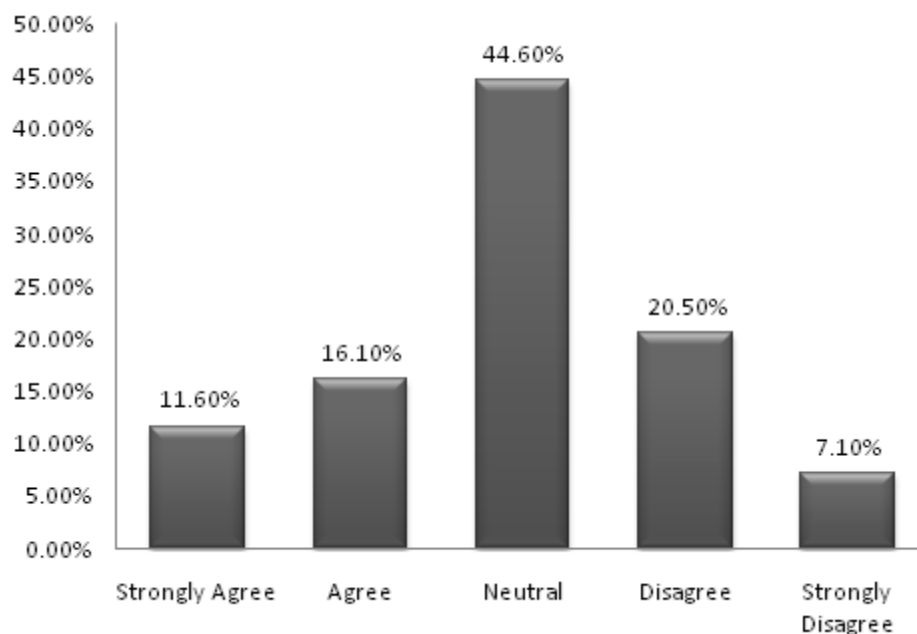


Figure 18: Distribution of students (n=112) who felt the F2F NSO helped them understand the campus culture more than if it were online.

Evaluative Question 53 was, “If the NSO program was delivered online, I would more likely participate.” Given the paradoxical characteristics marked as traits of Millennial students, including their skills at multi-tasking and technology coupled with their intense fidelity and affinity for working in groups and accomplishing team-oriented tasks (Elam et al., 2007), the researcher sought to understand whether Millennial students would be more likely to participate in the NSO program if they were given the chance to do so in an online format. As such, based on the data collected, 27.7% of students *strongly agreed* or *agreed* they would be more likely to participate in the NSO program if it were offered online; 27.6% of students *disagreed* or *strongly disagreed*; and 44.6% of students were *neutral* and *neither agreed nor disagreed* they would be more likely to participate in the NSO if it were offered online (Figure 19).



*Figure 19:* Distribution of students (n=112) who would be more likely to participate in the NSO if it were offered online.

Evaluative Question 60 was, “I would prefer to access the information delivered during the F2F NSO program online, on my own schedule verses attending scheduled sessions.” Literature on the Millennial generation expresses a need for flexibility and the ability to multi-task within the learning and working environments. According to Prensky (2004), Millennial students prefer to engage in learning activities that are highly complex; are accompanied by short, medium, and long-term goal setting possibilities; provide continuous opportunities to make decisions and receive feedback in an immediate context; are accessible from a variety of settings; are available synchronously and asynchronously; and provide the opportunity to collaborate and form communities with other individuals. Furthermore, individuals predisposed to technological and independent learning, flexibility, and multi-tasking perform more effectively and efficiently when given the opportunity to exercise the ability to successfully complete assigned tasks under their own volition and by their own schedules (Seok, Dacosta, Kinsell, & Tung, 2010). As such, based on the data obtained through the survey, 29.5%

of students *strongly agreed* or *agreed* they would prefer to access information provided during the NSO online within the parameters of their own schedule; 23.2% of students *disagreed* or *strongly disagreed* they would prefer this method of obtaining information; and 47.3% of students were *neutral* and *neither agreed nor disagreed* they would prefer to access information online, on their own schedule (Figure 20).

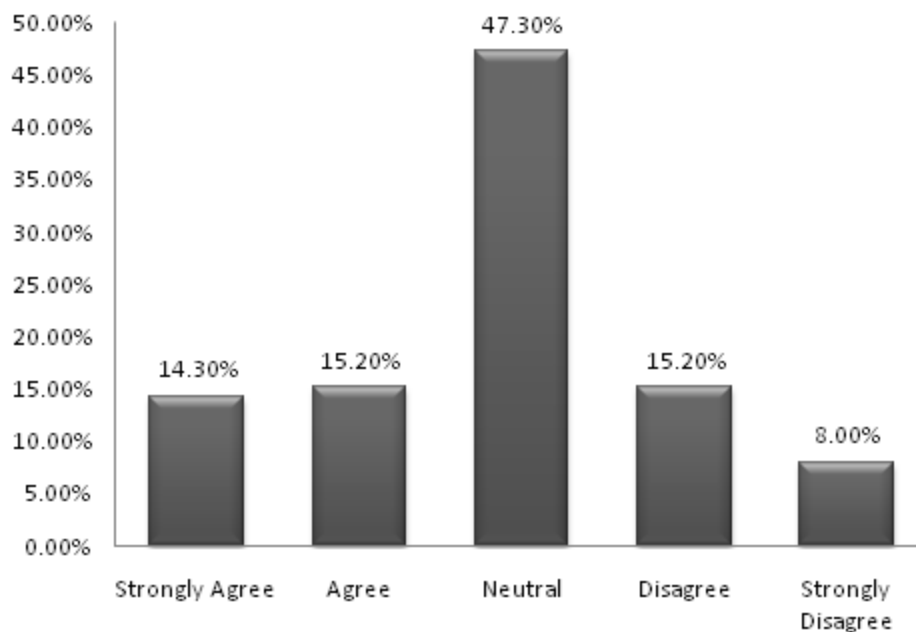


Figure 20: Distribution of students (n=112) who would access NSO information online, on their own time schedule.

### Summary of Results

The purpose of this research study was to effectively evaluate the needs and experiences of first year students and determine if the information disseminated during the NSO program was optimally learned and retained. Additionally, the research study was used to determine whether traditional, F2F NSO programs were favorable, valuable, effective, and structurally practical approaches to best serve the millennial students in their transition and acclimation process into HEIs in the twenty-first century. Furthermore, the study sought to establish a baseline of the effectiveness of the current

F2F NSO program for students, provide deeper insight as to the technological needs of the Millennial student, and understand relevant information specific to Millennial student priorities and learning needs. The data obtained through this research study will provide the institution with markers to drive organizational change in the area of NSO toward redesign and delivery.

Four research questions were identified and guided the development of an additional twenty evaluative questions that focused on four specific areas of interest, including: (a) communication, (b) institutional support for the students, (c) useful or effective components of the current NSO program, and (d) technical improvements or modifications that would benefit future students participating in the NSO program. Data was collected in conjunction with the CIRP Freshman Survey, which was delivered via electronic means during the fall 2010 semester at the institution. Of the possible 402 students eligible to participate in the research study, 112 students (27.9%) completed the survey in full.

The findings from this research study indicated that the current design of the F2F NSO program was effective in delivering information about the institution and student learning outcomes, however, students did indicate they would additionally benefit from information delivered in an online format. In addition, students indicated that the traditional F2F NSO program did assist their transition into the institution, and the social aspects of the NSO program eased their nervousness by providing them with opportunities to interact with the upper class students. The length of the NSO program, however, may not be preferred in its current 5–7 day format.

Moreover, the data indicated that although the various locations were agreeable to the students, the method of information delivery (lecture style) was neither excellent nor

inadequate for their optimal learning style. Nevertheless, the data indicated that students would recommend the NSO program to others attending the institution. Furthermore, the data indicated students would prefer to have online access to information about the NSO program as it would enhance their understanding and ease the transition to campus; however, students were neutral as to whether or not they would be more likely to participate if the NSO program were delivered in an online format.

## **Chapter 5: Discussion**

### **Summary**

The purpose of this research study and applied dissertation was to determine whether traditional, F2F NSO programs were favorable, valuable, effective, and structurally practical approaches to best serve Millennial students in their transition and acclimation process into HEIs in the twenty-first century. Additionally, the research study sought to gather critical assessment information needed to improve the NSO program and justify the financial investment required. The goal of the research study was to determine if the current NSO program delivered by the institution was successful in meeting the students' expectations of effective communication and supporting the student transition processes, as well as to identify which components of the NSO students found to be the most useful or effective, and to understand any technical improvements or modifications that would assist students during their transition.

In an effort to address the lack of statistical data available concerning the institution's NSO program, the researcher assessed 112 new, first year male and female students between the ages of 18–24 in the fall of 2010. The specific institution was selected given the researcher's current employment at the site and responsibilities related to the institutional NSO program. Furthermore, the researcher could use convenient-sampling to obtain access to this specific population. The research was performed in conjunction with the CIRP Freshman Survey and was administered online.

### **Discussion and Interpretation of Results**

The following four research questions were the basis for the evaluative questions and the research study.

Research Question 1 was, “Does the present F2F NSO program at the researcher’s institution effectively communicate academic and social competencies in a manner consistent with the way the Millennial student learns?” According to Edmunds and Turner (2002), social theorist Karl Mannheim defined generational groups in the 1950s as individuals who shared commonalities, culture, habits, beliefs, or other communal recollections that functioned to integrate individuals toward the collective. Stemming from the period of time or birth period when the individuals were born, the individuals collectively shared significant attitudes, emotions, viewpoints, and perceptions that only further cemented this group together by worldly events that occurred within that time period (Edmunds & Turner, 2002); this united view also influenced the perspectives and group attitudes related to individuals of differing generational groups and the standard of life those generations sought.

As is characteristic of most stereotypes, problems with inconsistency can be present for most generational sorting. For instance, Generation X was defined early in the 1980s as ambitious, career-minded, determined, planners; however, by the 1990s this generation was defined as drifters, cynics, slackers, and whiners (Wolburg & Pokrywczynski, 2001); though the descriptors used to represent the same generation depicted above were diametrically opposed, there is merit in the assumptions. Although generational differences are often overlooked, the benefit of understanding the dynamic influences of a specific generation, broad generalizations specific to that generation, and the positive opportunities or negative implications based on generational interaction can provide the theoretical underpinnings essential for constructive and intergenerational discourse, understanding, and communication (Arsenault, 2004; Edmunds & Turner, 2002).



The Millennial generation is most often defined as individuals born in the United States after 1980 and is estimated to grow to three times the overall population of Generation X (Prensky, 2001). During their formative years, this generation was exposed to such consequential events as the Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the mass school shooting at Columbine High School in Colorado on April 20, 1999; and the attack on the World Trade Center in New York City on September 11, 2001 (Horwath, & Williamson, 2009). Such events precipitated highly emotional responses to violence, heroism, and nationalism, but also lead this generation to consider the meaning of ethics, moral responsibility, social responsibility, and civic engagement (Horwath, & Williamson, 2009). Additionally, the Millennial generation is described as being considerably more intelligent, more culturally and racially diverse, more empathic toward diversity and globalism, more collaborative, more achievement-oriented, and much more well-versed in and well-adapted to technology than its Generation X predecessors (Bennett, et al., 2008; Horwath, & Williamson, 2009). However, although this generation is stereotyped as growing up completely engrossed by technology, there are also a substantial number of Millennial individuals who were not privy to technology.

The *Digital Divide*, described by Wolburg and Pokrywczynski (2001), is the gap between those Millennials that had open access to technology and readily engaged it and those who did not. According to Wolburg and Pokrywczynski (2001) the digital divide between those who had access to technology and those who did not is larger than ever before and it is estimated that 16% of Millennials have been without technological access. As such, when questioning the effectiveness of an online NSO program, one needs to consider the number of student affected by the digital divide and how this divide

will impact their ability to navigate and comprehend the information presented in a virtual format.

Research Question 2 was, “Does the present F2F NSO program support successful student transition into the college evidenced by higher student satisfaction rates by those students who have completed the NSO program compared to those who have not completed the NSO program?” Measuring the level of student satisfaction within a program can act as an indicator for successful student transition and student retention. Additionally, levels of student satisfaction can deductively indicate areas of strength or areas for improvement. As twenty-first century HEIs ponder the effectiveness of traditional, F2F NSO programs versus online NSO programs, student satisfaction and measures of program effectiveness have become critically important justifications for the financial allocations required to support such programming.

According to Lim, Kim, Chen, and Ryder (2008), findings from research studies specifically comparing the effectiveness and satisfaction of traditional, F2F orientation programs and online orientation programs are noticeably mixed. A considerable number of published research studies showed nominal differences in student effectiveness and student satisfaction regardless of the delivery platform utilized, whereas other published research studies indicated specific advantages for traditional, F2F orientations and online orientations respectfully (Lim et al., 2008).

In one case, McFarland and Hamilton (2005/2006) noted students were divided evenly between F2F and online program delivery; they received the same educational material and exams, and were instructed by the same professor, yet indicated no significant differences in either student performance or student satisfaction for either of the delivery platforms. In another case, Kartha (2006) studied and noted the differences

between sixty-four students who participated in a traditional, F2F class and thirty-eight students who participated in an online class over the course of two semesters; the study indicated substantial differences in student satisfaction: students who participated in an online format were less satisfied (Kartha, 2006). Research assumptions relative to students participating in the online format, according to Kartha (2006), revealed student satisfaction was directly related to high levels of student independence, student focus, and student organization in habits of study. In other research studies, it was identified that students who participated in online instruction attained higher student performance rates and levels of student satisfaction than those who participated in a traditional, F2F program (Zhang, Perris, & Yeung, 2005).

As illustrated in the previous three examples, the literature examining the levels of student satisfaction relative to the way the information is delivered is rather inconsistent and dependent on varying factors of student independence, student organizational skills, and student predisposition for online learning. However, when considering the level of satisfaction students who participated in a NSO program experienced verses the level of satisfaction that students who had not participated in the NSO program experienced, the literature is overwhelmingly consistent and predisposed to reflect high levels of student satisfaction for those students who participate.

Research indicates the necessity for new and transfer students to be more acclimated to the campus culture, to the expectations and services of academic and student affairs, to institutional policies and procedures, and to their peers; acclimation is critically important in the student transition process and has acted as the catalyst influencing NSO programs' persistence and significant contribution to student success and retention within the institution (Astin, 1999; CAS, 2009; Choy, 2002; CCSSE, 2008;

Connolly, 2008; Daddona & Cooper, 2002; Tinto, 1975; Dannells, 1993; Fox et al., 1993; Mayhew et al., 2009). Research has also shown that new and transfer students who participate in NSO program are more successful, more connected to the institution, and have a much easier time adjusting to the transition than those who do not participate (Astin, 1993, 1999; Barefoot, 2005; Dannells, 1993; Doeringer, 2010; Erikson, 1950, 1968; Howard & Jones, 2000; Pascarella & Terenzini, 1991, 2005; Sanford, 1967; Starke et al., 2001; Tinto, 1975, 1987, 1993).

As indicated by the findings of this study, an overwhelming majority of students indicated participation in the NSO program provided an easier adjustment and transition into the institution, an enhanced connection to the institution, and a greater sense of community. Additionally, 75.9% of students were satisfied with the NSO program sufficiently to recommend participation to other new students. According to Hallowell (1996), “recommendation (word of mouth advertising) results from customers’ beliefs that the quantity of value received from one supplier is greater than that available from other suppliers” (p. 28). As such, these student recommendations are valuable and significant evaluative measures of the NSO program success.

Research Question 3 was, “What aspects of the present F2F NSO program do the students report as being the most useful and effective in the transition process?” Effective and useful aspects of the transition process within the context of the NSO program require active engagement and constructing individualistic associations to collective, shared knowledge on behalf of the student learner, rather than just passively acquiring it (Joint Task Force on Student Learning, 1998). Based on the data obtained regarding the areas of the NSO program the students reported as being the most useful and effective, the researcher assumed concentration on these areas would allow for improved

instruction, content, and delivery of the program materials for both the current F2F format and for any subsequent online methods.

Based on the data collected, 71.4% of students indicated they actively participated in all programs offered during the NSO program. Founded in the notion that students will participate in a program if they find it to be validating to self, beneficial to learning, and encouraging of co-collaborative experiences (Etgar, 2008), this researcher found these results to indicate a high level need for students to be active contributors in their own learning process regardless of the platform of delivery.

In regards to the platform of delivery, which in this study was F2F, data indicated only 47.4% of students felt as though the lecture style format was optimal for their learning. This research indicates that although some students prefer the oral dictation of information during the NSO program, the majority of students find it an inadequate method of information delivery based on their learning styles. As such, the usefulness and effectiveness of oral delivery may not be the best means by which to communicate critical, institutional information to the students who participated in the program; however, this data does indicate a number of students who might still benefit from both oral and online communication.

Additionally, given the high volume of students who indicated they accessed information online prior to their arrival on campus, the researcher recognized the need to provide continuous and accurate information on the institution's website throughout the students' transition period. Furthermore, as indicated by the high volume of students who denoted the accommodations were acceptable for their needs, the researcher acknowledged the necessity of providing a venue that is customized and able to be

adapted to meet the needs of the incoming students either by way of size or overall presentation.

Research Question 4 was, “What technical improvements or modifications to the current F2F NSO program do the students report as being the most beneficial and useful if the NSO program were to be technologically redesigned?” According to Allen and Seaman (2009) in accordance with a report by the Sloan Consortium, it is estimated that 4.6 million students were registered for at least one course delivered in an online manner in 2008, which accounted for a 17% increase in the number of students from the previous year. Additionally, Allen and Seaman (2009) discovered that one in four postsecondary students was taking at least one online class in 2008. As such, with evidence of this dramatic increase, one may consider that as technology becomes more significant in everyday life and in everyday education, HEIs need to construct learning platforms that mirror the technical requirements of today’s student.

Based on the data obtained during this research study, 54.5% of students indicated that being able to access information online would enhance their understanding of the institution and ease their transition into the campus community, while 35.7% of students were neither for nor against online access to information about the NSO program. One may assume, based on these statistics, although students are acquainted with accessing information from an online platform, they may not be willing or wanting to access it in this manner.

Additionally, when the research participants were asked if the F2F NSO was more helpful than an online NSO in helping them to understand the campus, an overwhelming majority of students, 71.4%, felt the F2F would be more helpful than an online platform. Although this information is important in regards to the students’ benefits from the

current F2F platform, it inadequately provides actual data (verses perceived data) relative to the students' participation in an online orientation, given an online version is not currently available at the institution.

Furthermore, only 27.7% of students expressed a positive response to participation in an online NSO program, and 29.5% of students articulated they would access NSO information in an online format on their own time schedule. Although the intent of these questions was to gain information regarding the favorability of an online NSO program being implemented at the researcher's institution, and the technical modifications needed to make it successful, the questions ended up providing student perception data rather than actually data. Given the strong implication that the student participants found significant benefit in the social, F2F interactions between and among the individuals attending the NSO program, the results encourage further study and explanation as to the degree of student motivation toward independent learning in an online platform and blended learning and its application at the institution.

### **Limitations**

Throughout the progression of the applied dissertation, a number of limitations and obstacles were encountered. The initial processes of selecting an applicable and relevant research topic, collecting peer reviewed research and literature, and collaborating with the researcher's institution to gain approval to conduct the research study went as intended and was completed early in the fall 2010 semester. However, the process of writing, submitting, and obtaining approval by the IRB postponed the time frame the researcher was hoping to maintain and delayed the date the survey was distributed to participants until late into the fall 2010 semester.

Additionally, when the survey was distributed via electronic means to the student

participants, a HyperText Markup Language (HTML) coding problem caused the survey to display an error message and inhibit participants from progressing through the survey fully. After working with HERI at UCLA, the error was resolved and redistributed within two days. Although the coding was corrected and the issue was resolved in a timely manner, it is unknown to the researcher the number of students who may have participated if the survey had been functioning properly in the initial attempt.

Furthermore, the sample size of the participants was relatively small, with only 112 students participating in the research survey out of the eligible 402 students who could have participated. Although the number of students who participated was diverse in geographic location, ethnic heritage, socioeconomic status, and academic major, the comprehensiveness of the study could have been exponentially increased if more students would have participated.

Finally, the data obtained by the survey measured outcomes that were relative to the students' perceptions of learning during the F2F NSO program rather than actual learning. Actual learning may be measured through specific questions that would indicate mastery in the subject-specific area, reflective narrative responses, or other means of assessment directly linked to the content presented during the NSO program. Although the information obtained by assessing student perceptions was constructive and advantageous to the intended goal of the research, indentifying additional means by which to assess actual learning for future NSO program assessment is of great consequence for the institution and this researcher.

### **Implications of the Findings**

Given the increasingly concentrated emphasis on assessing and measuring student learning outcomes as related to academic or social programming provided by institutions,



the researcher established this need to precipitate a comprehensive and evaluative assessment of the F2F NSO program delivered at the researcher's institution.

Furthermore, as additional research on Millennial students and Millennial student learning has been conducted, the researcher considered the current F2F NSO program provided by the institution an area of great significance and opportunity for assessment and discernment relative to how the program was offered and the most effective means by which to deliver the content to Millennial students.

From a positive perspective based on the data obtained by the researcher, the students who participated in both the F2F NSO program and the research study seemed to acknowledge an overall positive experience in which information necessary for their successful transition into the institution was accessible, comprehensive, and understandable. Additionally, the data indicated that the NSO program was an important component of the transition process based on the number of students who would recommend other new students participate in it. Furthermore, students who participated in the NSO program admitted to accessing information online prior to their arrival on campus, which only further perpetuates the need for NSO program information to be accessible online. Also, students acknowledged the beneficial impact the upper class student leaders had on reducing new student nervousness, while gaining a better understanding of the campus culture and creating social connections immediately upon arriving on campus.

From a constructive perspective based on the data obtained by the researcher, the students who participated in both the F2F NSO program and the research study indicated that although they accessed information online prior to their arrival on campus, students' perceptions of a fully online NSO program did not seem appropriately able to meet their

needs for a smooth and successful transition process. In addition, students expressed that the current lecture style of delivery may not be conducive to the way they optimally learn or retain information. Moreover, the data indicated the 5–7 day length of the NSO program might need to be considered and revised for future programs.

### **Recommendations for Future Research**

Post-secondary institutions and students of the twenty-first century are increasingly more complex and characteristically more unique than previously assumed. As such, this research study sought to understand the complicated and demanding complexities of delivering a NSO program within the constraints of these two entities. Based on the data collected in this study, the following recommendations for future research in the area of NSO programs are offered with the intention of expanding this research area and providing additional credible, constructive, and valuable data for subsequent research studies.

First, further research studies utilizing the same overall design and framework could be conducted in alternative institutions so as to gain a better understanding of whether or not the results are institution-specific or wide-ranging across all HEIs.

Second, planning and executing a bifurcated research study with a control group that would participate in a traditional, F2F NSO program and an experimental group that would participate in an online NSO program would be useful. Although both the control group and the experimental group would be on separate orientation tracks, they would both be asked to participate in the same assessment of their orientation utilizing identical questions. It would be this researcher's expectation to gain access to both perceived and actual data related to the comparative effectiveness and value of each of the methods of program delivery.

Third, through the review of literature, research pertaining to NSO programs indicated vast and varying degrees of F2F and online instrument utilization including exclusively F2F, exclusively online, and blended models of delivery utilizing components of both F2F and online approaches. This research revealed a number of variations relative to the comprehensive range and specificity of each method of delivery specific to the delivery types. By understanding the specific components that work best and collectively utilizing or integrating these best practices into a single NSO program, it is this researcher's expectation that the institution and the new students would benefit greatly and have a more successful orientation experience.

Fourth, administering a comprehensive pre-assessment of the new students' current online abilities and a post-assessment of the new students' level of satisfaction and success in an online platform would benefit NSO administrators so as to track and evaluate the feasibility of implementing an online NSO program. Although several institutions currently utilize this format of pre- and post-assessment, by collecting additional institutional data on current student inclination toward and success with online program delivery, further research and application within a variety of classes may become visible.

Finally, by mandating students participate with both the NSO program and the NSO assessment, it is more likely that a high level of participation would be assured. As such, a high yield in participation and assessment response would provide more credible and valuable data within a broader context of student opinion and comprehension.

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Appendix A

Measureable Learning Outcomes Grid

Measureable Learning Outcomes Grid

Student Outcomes	Dimensions of Outcomes	Sample Developmental Experiences for Learning	Bodies of Knowledge
1. Cognitive complexity	Critical thinking, reflective thinking, effective reasoning; intellectual flexibility; emotional/identity/cognition integration	Readings, discussions, campus speakers; problem based learning; study abroad; campus newspaper and media; diversity programming	Cognitive development, identity development, interpersonal sensitivity; epistemology, reflective judgment, consciousness; pedagogy
2. Knowledge acquisition, integration, and application	Understanding knowledge in a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences (integration); relate knowledge to daily life (application)	Service learning, group projects, ;internships, jobs (on/off campus), career development courses and programs; Web-based information search skills; activities programming boards; publications	Experiential learning; cognitive development, identity development, interpersonal sensitivity; epistemology, learning theory, career development
3. Humanitarianism	Understanding and appreciation of human differences; cultural competency; social responsibility	Diverse membership of student organizations; intergroup dialogue programs; service and community learning; diversity programming; study abroad	Identity development; multicultural competence; campus climate; reflective judgment; moral development; cognitive development
4. Civic engagement	Sense of civic responsibility; commitment to public life through communities of practice; engage in principled dissent; effective in leadership	Involvement in student organizations; service learning; student governance groups; community based organizations; leadership courses and programs	Leadership theory; community development; group dynamics; organizational development/change theory; moral development

5. Interpersonal and intrapersonal competence	Realistic self appraisal and self understanding; personal attributes such as identity, self esteem, confidence, ethics and integrity; personal goal setting; meaningful relationships and interdependence	Identity based affinity groups; personal counseling and support groups; academic/life planning; peer mentor programs; para-professional roles (e.g. RA); disability services; student employment	Psychosocial theory; identity development; interpersonal sensitivity; multiple intelligences; moral and ethical development
6. Practical competence	Effective communication; capacity to manage one's affairs; economic self sufficiency and vocational competence; maintain health and wellness	Campus recreation programs; drug and alcohol education; career development; financial planning; club sports and recreation programs; personal counseling	Psychosocial theory; self efficacy; career development; self authorship
7. Persistence and academic achievement	Manage college experience to achieve academic and personal success; academic success/degree attainment	Learning skills; peer and staff mentoring; disability services; supplemental tutoring; orientation programs; financial aid	Retention theory; person-environment fit; socialization; family systems

Adapted from: ACPA/NASPA. (2004). *Learning reconsidered: A campus-wide focus on the student experience*. Washington, DC. Retrieved April 30, 2010 from [www.myacpa.org/pub/documents/LearningReconsidered.doc](http://www.myacpa.org/pub/documents/LearningReconsidered.doc)

Appendix B  
UCLA Approval Notice





# APPROVAL NOTICE

OFFICE FOR PROTECTION OF RESEARCH SUBJECTS  
11000 Kinross Avenue, Suite 102  
169407  
www.oprs.ucla.edu

DATE: December 15, 2009

TO: John Pryor, M.A.  
Principal Investigator

FROM: Nancy Levine, Ph.D.  
Chair, North General Institutional Review Board

RE: UCLA IRB #G00-06-053-23  
**Approved by Full Committee Review**  
**(Approval Period from 12/15/2009 through 12/09/2010)**  
Cooperative Institutional Research Program (CIRP) Freshman Survey [addendum: modified survey instrument and consent form; removal of Purchase Order Form and Shipping Form; revised Data Services Order Form]

Please be notified that the UCLA Institutional Review Board (UCLA IRB) has approved the above referenced research project involving human subjects in research. The UCLA's Federalwide Assurance (FWA) with the Department of Health and Human Services, Office for Human Research Protections is FWA00004642.

**PLEASE COMPLY WITH THE FOLLOWING CODICIL(S) IMPOSED BY THE IRB:**

1. If individual institutions participating in the Freshman Survey elect to add "sensitive" questions to the survey (questions that may elicit responses that could have adverse consequences for subjects, or damage their financial standing, employability, insurability, or reputation) as referenced in the 2006 CIRP Freshman Survey Administration Guidelines, the following materials must be submitted to the UCLA IRB for review and approval prior to the inclusion of the additional questions on the Freshman survey: (a) a copy of the questions that the institution proposes to add to the survey, and (b) a modified consent document that directly addresses the additional questions and any risks associated with responding to them. Based on the nature of the questions, it may also be necessary for the participating institution to obtain a Certificate of Confidentiality to protect the security of subjects' responses.

Appendix C

Ringling College of Art & Design Research Approval Notice



**Ringling College  
of Art + Design**

October 2010

Attn: Nova Southeastern University Institutional Review Board  
3301 College Avenue, Fort Lauderdale-Davie, Florida 33314-7796

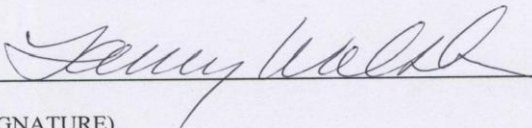
I have reviewed Jennifer Awe's approved IRB research protocol, including any letters of consent or assent, for her study titled "Assessing Effectiveness of Face-to-Face New Student Orientation toward Redesign and Delivery Model." I understand what she is asking of the individuals and grant her permission to conduct her study at Ringling College of Art and Design in the Fall 2010. As a Senior Officer and Vice President for Student Life, I am authorized to provide approval.

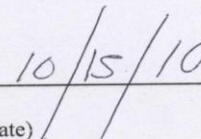
If I have any further questions about this research study, I understand that Jennifer can be reached at (941) 928-9523 or via e-mail at ja849@nova.edu. I also understand that if I have any questions regarding this IRB approval or the rights of research participants, I can contact Nova Southeastern University Institutional Review Board Chair, Ana Fins, via e-mail at anaifins@nova.edu.

Sincerely,

A handwritten signature in cursive script that reads "Tammy Walsh".

Tammy Walsh, EdD  
Vice President of Student Life/Dean of Students  
Ringling College of Art and Design  
2700 N. Tamiami Trail  
Sarasota, FL 34234  
E: twash@ringling.edu  
P: 941-359-7510

A handwritten signature in cursive script that reads "Tammy Walsh", positioned above a horizontal line.  
(SIGNATURE)

A handwritten date "10/15/10" in cursive script, positioned above a horizontal line.  
(Date)

Appendix D

Nova Southeastern University Approval Notice



**NOVA SOUTHEASTERN UNIVERSITY**  
Office of Grants and Contracts  
Institutional Review Board

**MEMORANDUM**

To: Jennifer Awe, FSEHS, Principal Investigator  
Susan Torbenson, Ed.D., FSEHS, Co- Investigator

From: Tom Kennedy, Ph.D.  
Institutional Review Board

Date: November 4, 2010

Re: Assessing Effectiveness of Face-to-Face New Student Orientation toward Redesign and Delivery Model

*Tom Kennedy*  
Signature

The above-referenced research protocol has been reviewed at the center level by Natolyn Jones-Ferguson, FSEHS Research Associate. Based on the information that you provided, it has been determined that this study is exempt from further IRB review. You may proceed with your study as described to the IRB. As principal investigator, you must adhere to the following requirements:

- 1) **CONSENT:** If recruitment procedures include consent forms these must be obtained in such a manner that they are clearly understood by the subjects and the process affords subjects the opportunity to ask questions, obtain detailed answers from those directly involved in the research, and have sufficient time to consider their participation after they have been provided this information. The subjects must be given a copy of the signed consent document, and a copy must be placed in a secure file separate from de-identified participant information. Record of informed consent must be retained for a minimum of three years from the conclusion of the study.
- 2) **ADVERSE REACTIONS:** The principal investigator is required to notify the IRB chair and me (954-262-5369 and 954-262-7808 respectively) of any adverse reactions or unanticipated events that may develop as a result of this study. Reactions or events may include, but are not limited to, injury, depression as a result of participation in the study, life-threatening situation, death, or loss of confidentiality/anonymity of subject. Approval may be withdrawn if the problem is serious.
- 3) **AMENDMENTS:** Any changes in the study (e.g., procedures, number or types of subjects, consent forms, investigators, etc.) must be approved by the IRB prior to implementation. Please be advised that changes in a study may require further review depending on the nature of the change. Please contact me with any questions regarding amendments or changes to your study.

The NSU IRB is in compliance with the requirements for the protection of human subjects prescribed in Part 46 of Title 45 of the Code of Federal Regulations (45 CFR 46) revised June 18, 1991.

Cc: Protocol File  
Tom Kennedy, PhD

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Appendix E

IRB Exemption Approval Notice



IRB Exempt  
 Date: 11/4/10  
 Protocol # ARC EDU-010-252  
 ARC EDU-010-252

**Title of Study: Assessing Effectiveness of Face-to-Face New Student Orientation toward Redesign and Delivery Model**

Funding Source: None.

IRB protocol #

Principal investigator:  
 Jennifer Awe, M.S.  
 2700 N. Tamiami Trail  
 Sarasota, FL 34234  
 (941) 309-4375

Co-investigator:  
 Susan Torbenson, Ed.D.  
 3301 College Avenue  
 Fort Lauderdale, FL 33314  
 (920) 468-1114

Site Information  
 Ringling College of Art and Design  
 2700 N. Tamiami Trail  
 Sarasota, FL 34234

For questions/concerns about your research rights, contact:  
 Human Research Oversight Board (Institutional Review Board or IRB)  
 Nova Southeastern University  
 (954) 262-5369/Toll Free: 866-499-0790

**Description of the Study:**

The purpose of this study is to determine whether traditional, F2F NSO programs are favorable, valuable, effective, and structurally practical approaches to best serve the millennial students in their transition and acclimation process into HEI's in the 21st century. As such, to gather this information, comprehensive survey (CIRP Freshman Survey) will be utilized collect the information needed and the research will analyze the results to make recommendations for improving the NSO program and justify the financial investment required if continued.

You are being invited to participate in this research study because of your status at the college: (a) a first-year or freshman student or a new transfer student, (b) a full-time student, and (c) pursuing a Bachelor of Fine Arts degree. If you choose to participate in this research study, you will be asked to complete a 63-question on-line survey within the Fall 2010 semester.

To gain access to the survey, you will receive an invitational email from [jawe@ringling.edu](mailto:jawe@ringling.edu) to participate in the *CIRP Freshman Survey*. Remember, your participation is completely voluntary and are not subject to any penalties should you choose not to partake in the survey. In this invitational email, you will be supplied with a hyperlink for a third party website where the survey will be housed. This hyperlink will look something like this:

<https://www.drscsurveys.com/CIRPFreshmanSurvey/et.aspx?Logon=XXXX>

Additionally in this same invitational email, you will receive a logon code that will be randomly assigned to your institutional email address of which you will use to gain access to the survey. To access the survey, you will click on the hyperlink to go directly to the survey or, if that does not work, you can "copy and paste" this address into the address bar of your Internet Browser and enter the logon code.

Once you have successfully logged on to the survey, you will be asked to answer 63 questions in the survey by clicking on the bubble that most appropriately describes your answer. It is estimated to take approximately 15-20 minutes to complete the survey. Once you have successfully finished the survey, you will click the submit button and your survey will be submitted to UCLA.

#### **Risk/Benefits to the Participants:**

This on-line research study presents minimal risks to you as a participant. All personal identifying information (i.e. institutional email address, survey logon code, student identification number, and results of the survey) will be kept secure.

In terms of the benefits, by participating in this research study, it will help the college learn your thoughts and opinions on many items relevant to your decision to come to college and the effectiveness of the New Student Orientation Program at our institution. Our college receives very important information about your class from this survey and we hope to use this information to better the services you and subsequent students will receive.

Additionally, if you have any concerns about the survey or concerns about the level of risk associated with the survey, you can contact Jennifer Awe, Dr. Susan Torbenson, or the IRB Office at Nova Southeastern University at the number listed above. You may also contact the providers of the CIRP Freshman Survey at The Office for Protection of Research Subjects, 11000, Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

#### **Compensation and/or cost to the Participants:**

There is no cost associated with your participation in the survey nor is there any monetary compensation for your involvement or participation in this research study or survey.



**Confidentiality:**

Your participation in this research is strictly voluntary. Furthermore, your response (or decision not to respond; you may opt out of the project if you like on our website) will not affect your relationship with the college. Your ID number, name and address are only ask for so that the researchers at UCLA can merge your responses with future data in order to support a comprehensive research program. However, please note that your responses will be used for research purposes only and will be strictly confidential. Information obtained in this study is strictly confidential unless disclosure is required by law; therefore, no one at our college, or at UCLA, will ever associate your individual responses with your name.

**Academic Information:**

As a participant in the research study, it is necessary to be able to read and understand English. No use of academic records from your institutional records will be used in the study.

**Participant's Right to Withdraw from the Study:**

Your participation in this research is strictly voluntary. As such, you have the right not to participate in this research study and/or withdraw from the study at any time without penalty from UCLA or Ringling College of Art and Design. Additionally, if you choose not to participate or to withdraw from the survey, it will not affect your status as a student with Ringling College of Art and Design nor the relationship with the school, faculty, or any administrators.

**Additional Information:**

If the researcher conducting the survey learns of any changes in information or new information that might affect your participation or change your mind about participating in the survey, you will be notified immediately through your institutional email address.

**I have read this letter and I fully understand the contents of this document and voluntarily consent to participate. All of my questions concerning this research have been answered. If I have any questions in the future about this study they will be answered by the investigator listed above or his/her staff.**

**I understand that the completion of this questionnaire implies my consent to participate in this study.**

Appendix F  
2010 CIRP Freshman Survey

# 2010 CIRP FRESHMAN SURVEY



PLEASE PRINT IN ALL CAPS YOUR NAME AND PERMANENT/HOME ADDRESS (one letter or number per box).

NAME: FIRST MI LAST  
 ADDRESS:  
 CITY: STATE: ZIP: PHONE:  
 When were you born? Month (01-12) Day (01-31) Year  
 STUDENT ID# (as instructed): EMAIL (print letters carefully):

**MARKING DIRECTIONS**

- Use a black or blue pen.
- Fill in your response completely.
- Mark out any answers you wish to change with an "X".

**CORRECT MARK**    **INCORRECT MARKS**

Group Code    **A**    **B**

- SERIAL #**
- Your sex:  Male  Female
  - How old will you be on December 31 of this year? (Mark one)  
 16 or younger     21-24 .....   
 17.....     25-29 .....   
 18.....     30-39 .....   
 19.....     40-54 .....   
 20.....     55 or older.
  - Is English your native language?  
 Yes  No
  - In what year did you graduate from high school? (Mark one)  
 2010.....  Did not graduate but  
 2009.....  passed G.E.D. test.   
 2008.....  Never completed  
 2007 or earlier  high school.....
  - Are you enrolled (or enrolling) as a:  
 (Mark one) Full-time student?.....   
 Part-time student? .....
  - How many miles is this college from your permanent home? (Mark one)  
 5 or less     11-50     101-500   
 6-10     51-100     Over 500
  - What was your average grade in high school? (Mark one)  
 A or A+     B     C   
 A-     B-     D   
 B+     C+
  - What were your scores on the SAT I and/or ACT?  
 SAT VERBAL.....   
 SAT MATH.....   
 SAT WRITING.....   
 ACT Composite.....

- From what kind of high school did you graduate? (Mark one)  
 Public school (not charter or magnet)  
 Public charter school  
 Public magnet school  
 Private religious/parochial school  
 Private independent college-prep school  
 Home school
- Prior to this term, have you ever taken courses for credit at this institution?  
 Yes  No
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?  
 Yes  No
- Where do you plan to live during the fall term? (Mark one)  
 With my family or other relatives .....   
 Other private home, apartment, or room.   
 College residence hall .....   
 Fraternity or sorority house .....   
 Other campus student housing .....   
 Other.....
- To how many colleges other than this one did you apply for admission this year?  
 None     1     4     7-10   
 2  5  11 or more   
 3  6
- Were you accepted by your first choice college?  Yes  No
- Is this college your: (Mark one)  
 First choice? .....  Less than third  
 Second choice? .....  choice?.....   
 Third choice?.....
- Citizenship status:  
 U.S. citizen  
 Permanent resident (green card)  
 Neither
- Do you currently have veteran status with the US Armed Forces, Military Reserves or National Guard? (Mark one)  
 Yes  No

- Are your parents: (Mark one)  
 Both alive and living with each other?...   
 Both alive, divorced or living apart? .....   
 One or both deceased? .....
- During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
English.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Am. Gov't.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and/or Music.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Do you have any of the following disabilities or medical conditions?  
 (Mark yes or no for each item)  
 Yes  No Learning disability (dyslexia, etc.)  
 Yes  No Attention-deficit/hyperactivity disorder (ADHD)  
 Yes  No Physical disability (speech, sight, mobility, hearing, etc.)  
 Yes  No Chronic illness (cancer, diabetes, autoimmune disorders, etc.)  
 Yes  No Psychological disorder (depression, etc.)  
 Yes  No Other
- What is the highest academic degree that you intend to obtain? (Mark one in each column)

	None	Highest Planned at This College
None.....	<input type="radio"/>	<input type="radio"/>
Vocational certificate.....	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent).....	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)..	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)...	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.....	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.....	<input type="radio"/>	<input type="radio"/>
J.D. (Law).....	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity).....	<input type="radio"/>	<input type="radio"/>
Other.....	<input type="radio"/>	<input type="radio"/>

- How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? (Mark one in each row)

	High school I last attended	Neighborhood where I grew up
Completely non-White	<input type="radio"/>	<input type="radio"/>
Mostly non-White	<input type="radio"/>	<input type="radio"/>
Some non-White	<input type="radio"/>	<input type="radio"/>
Mostly White	<input type="radio"/>	<input type="radio"/>
Completely White	<input type="radio"/>	<input type="radio"/>

**23. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?**  
(Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes.** (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-89,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

**25. Do you have any concern about your ability to finance your college education?** (Mark one)

None (I am confident that I will have sufficient funds).....

Some (but I probably will have enough funds)....

Major (not sure I will have enough funds to complete college).....

**26. Current religious preference:** (Mark one in each column)

	Yours	Father's	Mother's
Baptist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**27. Do you consider yourself:** (Mark yes or no for each item)

	Yes	No
Born-Again Christian.....	<input type="radio"/>	<input type="radio"/>
Evangelical.....	<input type="radio"/>	<input type="radio"/>

**28. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (Occasionally). Mark (N) (Not at all) if you have not performed the activity during the past year.** (Mark one for each item)

	Frequently	Occasionally	Not at All
Attended a religious service.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for/against a cause.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped school/class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g. blog, email, petition).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**29. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.** (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**30. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.** (Mark one for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**31. What is the highest level of formal education obtained by your parents?** (Mark one in each column)

	Father	Mother
Grammar school or less.....	<input type="radio"/>	<input type="radio"/>
Some high school.....	<input type="radio"/>	<input type="radio"/>
High school graduate.....	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college.....	<input type="radio"/>	<input type="radio"/>
Some college.....	<input type="radio"/>	<input type="radio"/>
College degree.....	<input type="radio"/>	<input type="radio"/>
Some graduate school.....	<input type="radio"/>	<input type="radio"/>
Graduate degree.....	<input type="radio"/>	<input type="radio"/>

**32. How often in the past year did you?** (Mark one for each item)

	Frequently	Occasionally	Not at All
Ask questions in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it is not required for a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes during class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on group projects.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate skills and knowledge from different sources and experiences.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**33. Mark only three responses, one in each column.**

M Your **mother's** occupation  
 F Your **father's** occupation  
 Y Your **probable career** occupation

Accountant or actuary .....	Y	F	M
Actor or entertainer .....	Y	F	M
Architect or urban planner .....	Y	F	M
Artist .....	Y	F	M
Business (clerical) .....	Y	F	M
Business executive (management, administrator) .....	Y	F	M
Business owner or proprietor .....	Y	F	M
Business salesperson or buyer .....	Y	F	M
Clergy (minister, priest) .....	Y	F	M
Clergy (other religious) .....	Y	F	M
Clinical psychologist .....	Y	F	M
College administrator/staff .....	Y	F	M
College teacher .....	Y	F	M
Computer programmer or analyst ..	Y	F	M
Conservationist or forester .....	Y	F	M
Dentist (including orthodontist) .....	Y	F	M
Dietitian or nutritionist .....	Y	F	M
Engineer .....	Y	F	M
Farmer or rancher .....	Y	F	M
Foreign Service worker (including diplomat) .....	Y	F	M
Homemaker (full-time) .....	Y	F	M
Interior decorator (including designer) ..	Y	F	M
Lab technician or hygienist .....	Y	F	M
Law enforcement officer .....	Y	F	M
Lawyer (attorney) or judge .....	Y	F	M
Military service (career) .....	Y	F	M
Musician (performer, composer) .....	Y	F	M
Nurse .....	Y	F	M
Optometrist .....	Y	F	M
Pharmacist .....	Y	F	M
Physician .....	Y	F	M
Policymaker/Government .....	Y	F	M
School counselor .....	Y	F	M
School principal or superintendent .....	Y	F	M
Scientific researcher .....	Y	F	M
Social, welfare, or recreation worker ..	Y	F	M
Therapist (physical, occupational, speech) .....	Y	F	M
Teacher or administrator (elementary) .....	Y	F	M
Teacher or administrator (secondary) .....	Y	F	M
Veterinarian .....	Y	F	M
Writer or journalist .....	Y	F	M
Skilled trades .....	Y	F	M
Laborer (unskilled) .....	Y	F	M
Semi-skilled worker .....	Y	F	M
Unemployed .....	Y	F	M
Other .....	Y	F	M
Undecided .....	Y	F	M

**34. Are you:** (Mark **all** that apply)

White/Caucasian  
 African American/Black  
 American Indian/Alaska Native  
 Asian American/Asian  
 Native Hawaiian/Pacific Islander  
 Mexican American/Chicano  
 Puerto Rican  
 Other Latino  
 Other

**35. Mark one in each row:**

1 Disagree Strongly  
 2 Disagree Somewhat  
 3 Agree Somewhat  
 4 Agree Strongly

Wealthy people should pay a larger share of taxes than they do now .....	1	2	3	4
Affirmative action in college admissions should be abolished .....	1	2	3	4
The federal government should do more to control the sale of handguns .....	1	2	3	4
The federal government is not doing enough to control environmental pollution .....	1	2	3	4
A national health care plan is needed to cover everybody's medical costs .....	1	2	3	4
The federal government should raise taxes to reduce the deficit .....	1	2	3	4
Addressing global warming should be a federal priority .....	1	2	3	4
The chief benefit of a college education is that it increases one's earning power .....	1	2	3	4
Gays and lesbians should have the legal right to adopt a child .....	1	2	3	4

**36. How would you characterize your political views?** (Mark **one**)

Far left  
 Liberal  
 Middle-of-the-road  
 Conservative  
 Far right

**37. In deciding to go to college, how important to you was each of the following reasons?** (Mark **one** answer for each possible reason)

To be able to get a better job .....	Very Important	Somewhat Important	Not Important
To gain a general education and appreciation of ideas .....	Very Important	Somewhat Important	Not Important
To make me a more cultured person .....	Very Important	Somewhat Important	Not Important
To be able to make more money .....	Very Important	Somewhat Important	Not Important
To learn more about things that interest me .....	Very Important	Somewhat Important	Not Important
To get training for a specific career ..	Very Important	Somewhat Important	Not Important
To prepare myself for graduate or professional school .....	Very Important	Somewhat Important	Not Important

**38. During your last year in high school, how much time did you spend during a typical week doing the following activities?**

<b>Hours per week:</b>	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/ computer games .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc.) ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**39. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?** (Mark **one** answer for each possible reason)

My parents wanted me to come here ..	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here ..	Very Important	Somewhat Important	Not Important
My teacher advised me .....	Very Important	Somewhat Important	Not Important
This college has a very good academic reputation .....	Very Important	Somewhat Important	Not Important
This college has a good reputation for its social activities .....	Very Important	Somewhat Important	Not Important
I was offered financial assistance .....	Very Important	Somewhat Important	Not Important
The cost of attending this college .....	Very Important	Somewhat Important	Not Important
High school counselor advised me .....	Very Important	Somewhat Important	Not Important
Private college counselor advised me ..	Very Important	Somewhat Important	Not Important
I wanted to live near home .....	Very Important	Somewhat Important	Not Important
Not offered aid by first choice .....	Very Important	Somewhat Important	Not Important
Could not afford first choice .....	Very Important	Somewhat Important	Not Important
This college's graduates gain admission to top graduate/professional schools .....	Very Important	Somewhat Important	Not Important
This college's graduates get good jobs ..	Very Important	Somewhat Important	Not Important
I was attracted by the religious affiliation/orientation of the college ..	Very Important	Somewhat Important	Not Important
I wanted to go to a school about the size of this college .....	Very Important	Somewhat Important	Not Important
Rankings in national magazines .....	Very Important	Somewhat Important	Not Important
Information from a website .....	Very Important	Somewhat Important	Not Important
I was admitted through an Early Action or Early Decision program .....	Very Important	Somewhat Important	Not Important
The athletic department recruited me ..	Very Important	Somewhat Important	Not Important
A visit to the campus .....	Very Important	Somewhat Important	Not Important
Ability to take online courses .....	Very Important	Somewhat Important	Not Important

**40. The current economic situation significantly affected my college choice:** (Mark **one**)

Agree Strongly  
 Agree Somewhat  
 Disagree Somewhat  
 Disagree Strongly

**T** 41. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

- |  |  |
|--|--|
| <b>ARTS AND HUMANITIES</b>                       | <b>PHYSICAL SCIENCE</b>                                    |
| Art, fine and applied ..... 1                    | Astronomy ..... 43   |
| English (language and literature) ..... 2        | Atmospheric Science (incl. Meteorology)..... 44            |
| History ..... 3                                  | Chemistry ..... 45   |
| Journalism ..... 4                               | Earth Science ..... 46                                     |
| Language and Literature (except English) ..... 5 | Marine Science (incl. Oceanography)..... 47                |
| Music ..... 6                                    | Mathematics ..... 48                                       |
| Philosophy ..... 7                               | Physics ..... 49   |
| Speech ..... 8                                   | Other Physical Science ..... 50                            |
| Theater or Drama ..... 9                         | <b>PROFESSIONAL</b>  |
| Theology or Religion ..... 10                    | Architecture or Urban Planning ..... 51                    |
| Other Arts and Humanities.. 11                   | Family & Consumer Sciences 52                              |
| <b>BIOLOGICAL SCIENCE</b>                        | Health Technology (medical, dental, laboratory) .. 53      |
| Biology (general) ..... 12                       | Library or Archival Science . 54                           |
| Biochemistry or Biophysics ..... 13              | Medicine, Dentistry, Veterinary Medicine..... 55           |
| Botany ..... 14                                  | Nursing ..... 56   |
| Environmental Science..... 15                    | Pharmacy ..... 57  |
| Marine (Life) Science ..... 16                   | Therapy (occupational, physical, speech) ..... 58          |
| Microbiology or Bacteriology ..... 17            | Other Professional..... 59                                 |
| Zoology..... 18                                  | <b>SOCIAL SCIENCE</b>                                      |
| Other Biological Science ..... 19                | Anthropology ..... 60                                      |
| <b>BUSINESS</b>                                  | Economics ..... 61   |
| Accounting..... 20                               | Ethnic Studies ..... 62                                    |
| Business Admin. (general) .. 21                  | Geography ..... 63   |
| Finance..... 22                                  | Political Science (gov't, international relations)..... 64 |
| International Business ..... 23                  | Psychology ..... 65  |
| Marketing..... 24                                | Public Policy ..... 66                                     |
| Management..... 25                               | Social Work ..... 67                                       |
| Secretarial Studies ..... 26                     | Sociology ..... 68   |
| Other Business..... 27                           | Women's Studies..... 69                                    |
| <b>EDUCATION</b>                                 | Other Social Sciences ..... 70                             |
| Business Education ..... 28                      | <b>TECHNICAL</b>   |
| Elementary Education ..... 29                    | Building Trades ..... 71                                   |
| Music or Art Education ..... 30                  | Data Processing or Computer Programming... 72              |
| Physical Education or Recreation ..... 31        | Drafting or Design ..... 73                                |
| Secondary Education ..... 32                     | Electronics ..... 74                                       |
| Special Education..... 33                        | Mechanics ..... 75   |
| Other Education ..... 34                         | Other Technical..... 76                                    |
| <b>ENGINEERING</b>                               | <b>OTHER FIELDS</b>  |
| Aeronautical or Astronautical Eng..... 35        | Agriculture ..... 77                                       |
| Civil Engineering ..... 36                       | Communications..... 78                                     |
| Chemical Engineering ..... 37                    | Computer Science..... 79                                   |
| Computer Engineering ..... 38                    | Forestry ..... 80  |
| Electrical or Electronic Engineering ..... 39    | Kinesiology ..... 81                                       |
| Industrial Engineering..... 40                   | Law Enforcement..... 82                                    |
| Mechanical Engineering..... 41                   | Military Science ..... 83                                  |
| Other Engineering ..... 42                       | Other Field..... 84  |
|  | Undecided ..... 85   |

- T** 42. Please indicate the importance to you personally of each of the following: (Mark one for each item)
- |   |                       |                         |                             |                        |
|---|-----------------------|-------------------------|-----------------------------|------------------------|
|   | <b>E</b> Essential    | <b>V</b> Very Important | <b>S</b> Somewhat Important | <b>N</b> Not Important |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.).....    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Becoming an authority in my field.....  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Obtaining recognition from my colleagues for contributions to my special field..... | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Influencing the political structure.....  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Influencing social values.....  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Raising a family.....   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Being very well off financially.....  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Helping others who are in difficulty.....   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Making a theoretical contribution to science.....                                   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Writing original works (poems, novels, etc.).....                                   | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Creating artistic works (painting, sculpture, etc.).....                            | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Becoming successful in a business of my own.....                                    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Becoming involved in programs to clean up the environment.....                      | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Developing a meaningful philosophy of life.....                                     | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Participating in a community action program.....                                    | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Helping to promote racial understanding.....  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Keeping up to date with political affairs.....                                      | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Becoming a community leader.....  | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Improving my understanding of other countries and cultures.....                     | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |
| Adopting "green" practices to protect the environment.....                          | <input type="radio"/> | <input type="radio"/>   | <input type="radio"/>       | <input type="radio"/>  |

43. What is your best guess as to the chances that you will: (Mark one for each item)
- |   |                           |                       |                             |                       |
|---|---------------------------|-----------------------|-----------------------------|-----------------------|
|   | <b>V</b> Very Good Chance | <b>S</b> Some Chance  | <b>L</b> Very Little Chance | <b>N</b> No Chance    |
| Change major field?.....  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Change career choice?.....  | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Participate in student government?.....                             | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Get a job to help pay for college expenses?.....                    | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Work full-time while attending college?.....                        | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Join a social fraternity or sorority?.....                          | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Play club, intramural, or recreational sports?.....                 | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Play intercollegiate athletics (e.g., NCAA or NIAA-sponsored)?..... | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Make at least a "B" average?.....                                   | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Need extra time to complete your degree requirements?.....          | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Participate in student protests or demonstrations?.....             | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Transfer to another college before graduating?.....                 | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Be satisfied with your college?.....                                | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Participate in volunteer or community service work?.....            | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Seek personal counseling?.....                                      | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Communicate regularly with your professors?.....                    | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Socialize with someone of another racial/ethnic group?.....         | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Participate in student clubs/groups?.....                           | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Participate in a study abroad program?.....                         | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Have a roommate of a different race/ethnicity?.....                 | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Discuss course content with students outside of class?.....         | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Work on a professor's research project?.....                        | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Get tutoring help in specific courses?.....                         | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |
| Take courses from more than one college simultaneously?.....        | <input type="radio"/>     | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/> |

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- |   |   |   |   |   |
|---|---|---|---|---|
| 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 62. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 63. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

**THANK YOU!**

Appendix G  
Informed Consent Form

## Freshman Survey Invitation

Dear <student name>

In partial completion of the Doctorate of Education Degree (EdD) at Nova Southeastern University, this researcher and our college is participating in a national study about incoming college students. Conducted by the Higher Education Research Institute (HERI) at UCLA, this survey asks your opinion on many items relevant to the impact of college and the effectiveness of the New Student Orientation Program. Our college receives very important information about your class from this survey, and we hope you will take the time to complete it.

The website for the survey is:

<https://www.dracsurveys.com/CIRPFreshmanSurvey/et.aspx?Logon=XXXX>

Simply click on this address to go directly to the survey. If this does not work, copy and paste this address into the address bar of your Internet browser.

Your participation in this research is strictly voluntary. Furthermore, your response (or decision not to respond; you may opt out of the project on our website) will not affect your relationship with the college. Your ID number, name and address are only requested so that the researchers at UCLA can merge your responses with future data in order to support a comprehensive research program. However, please note that your responses will be used for research purposes only and will be strictly confidential. No one at our college, or at UCLA, will ever associate your individual responses with your name.

Your completion and submission of the questionnaire indicate your consent to participate in the project (please read the "Survey Information Sheet" on the survey website for more information about your rights as a survey participant). If you have questions about your rights as a research subject, you may contact:

The Office for Protection of Research Subjects  
11000 Kinross Avenue, Suite 102  
Box 951694  
Los Angeles, CA 90095-1694  
(310) 825-8714.

Thank you for participating in this important research project.

Sincerely,

Jennifer M. Awe, M.S.  
Associate Dean of Students  
[jawe@ringling.edu](mailto:jawe@ringling.edu)



Appendix H

2010 CIRP Freshman Survey Information Sheet

**2010 COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP)  
FRESHMAN SURVEY INFORMATION SHEET**

**PURPOSE OF THE STUDY**

You are asked to complete this survey as part of a national study conducted by the Higher Education Research Institute (HERI) at the University of California, Los Angeles. This study is designed to determine what happens to students when they attend college. Since 1965, over 15 million students at over 1,900 colleges and universities have participated in this research. The data gathered are used in studies designed to better understand student learning and development and to help improve the quality of college education. Your participation in this research study (or decision not to participate) will not affect your relationship with your college nor your grades.

**PROCEDURES**

If you volunteer to participate in this study, we would ask you to complete the attached survey and return it to the designated person at your campus (if you complete a paper form) or submit it via the Internet (if you complete an on-line form). Most respondents can complete this questionnaire in about 25 minutes, although individual progress will vary by how quickly you move through the questions.

If you volunteer to complete this survey, you may decide not to complete the survey for any reason at any time without consequence of any kind. The Higher Education Research Institute does not offer payment for participation. Your completion and return of the enclosed questionnaire indicate your consent to participate in the study.

**POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY**

You may have the opportunity to reflect on your prior academic experiences and your expectations for college as you complete the survey, which may enhance self-understanding. Your responses to the survey also will be directly beneficial to your college or university, and may benefit future generations of college students as well.

**POTENTIAL RISKS AND DISCOMFORTS**

There could be survey items that you are uncomfortable answering or to which you would simply prefer not to respond. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. You may choose not to answer any specific questions you do not want to answer and still remain in the study.

**CONFIDENTIALITY**

Please note that your responses will be used for research purposes only and will be strictly confidential. Any information that is obtained in connection with this study and that can be identified with you will remain confidential. All your confidential responses in the questionnaire will be returned to your institution for local statistical analysis, except that we will not include your name, address, or phone number in that information. Further, before receiving student information your institution is required to certify that the data will only be used for research purposes and will not be used to investigate specific individuals. Your student ID # on the form will be returned to your institution in

order to facilitate institutional assessment, but again, your institution has pledged not to examine individual responses.

### **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please contact the Managing Director of HERI, John H. Pryor at this address:

Higher Education Research Institute  
UCLA Graduate School of Education and Information Studies  
Box 951521  
Los Angeles, CA 90095-1521  
Email: [heri@ucla.edu](mailto:heri@ucla.edu)  
Phone: 310-825-1925

### **RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the UCLA Office for Protection of Research Subjects, 11000 Kinross Avenue, Suite 102, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

Higher Education Research Center [HERI]. (2010). Cooperative Institutional Research Program Freshman Survey. Retrieved May 31, 2010, from <http://www.heri.ucla.edu>

Appendix I

Supplemental Research Questions for CIRP Freshman Survey

### Supplemental Research Questions for CIRP Freshman Survey

For questions 44 thru 63, please select the response that corresponds to your opinion of the NSO program as it relates to your experience using a five-point Likert scale: (1) strongly agree, (2) agree, (3) neutral, neither agree nor disagree, (4) disagree, and (5) strongly disagree.

44. As a new student, I feel that participating in the New Student Orientation (NSO) program was beneficial in my transition into Ringling College of Art and Design.
45. I feel the social programs included in the NSO program contributed to my acclimation at the college.
46. I was able to easily meet other new students during the NSO program.
47. I feel the academic programs in the face-to-face (F2F) NSO sessions (Academic Overview, Department Conversations) were important to help me understand the requirements of the institution.
48. If I had the opportunity to access the information provided in the F2F NSO program prior to coming on campus during orientation week, it would have enhanced my understanding of the college and eased my transition at the institution.
49. I actively participated in all the academic and social programs during the NSO week.
50. I felt the F2F NSO program helped me understand the campus culture at Ringling College of Art and Design more than if the information would have been presented online.
51. The lecture style delivery of the NSO program is optimal for my learning.
52. I easily found information about the NSO program online before I arrived on campus.
53. If the NSO program was delivered online, I would more likely participate.
54. Participation in the NSO program has eased my nervousness about attending Ringling College of Art and Design.
55. I benefited from my interactions with the upper class students, including Resident Assistants (RAs), Orientation Leaders (OLs), and Smile Staff.
56. College expectations were reinforced during the NSO program.
57. I understand the Student Learning Outcomes associated with the NSO program.
58. The locations used during the NSO programs (campus, Van Wezel) accommodated my learning.

59. I would recommend other new students participate in the F2F NSO program.
60. I would prefer to access the information delivered during the F2F NSO program online, on my own schedule verses attending scheduled sessions.
61. The length of time for the NSO program delivery (5–7 days) was optimal for my transition into the college.
62. The most effective way to communicate with me about important information from the school is through email or online.
63. I feel the face-to-face (F2F) NSO program prepared me to enter Ringling College of Art and Design through providing pertinent and realistic information during the week.

Appendix J

New Student Orientation Program Schedule August 2010



Ringling College  
of Art + Design

### New Student Orientation Schedule

Fall 2010

Monday, August 16, 2010

#### NEW INTERNATIONAL STUDENTS

Time	Event	Location
9:00 a.m. – 5:00 p.m.	Campus Bookstore Open	
9:00 a.m. – Noon	Check-In & Move-In Check in, pick up Orientation schedule, and complete moving into your residence hall.	Residence Life Office 1 <sup>st</sup> Floor North Hall
Noon – 1:00 p.m.	Lunch	Hammond Commons
1:00 p.m. – 1:45 p.m.	Welcome and Overview Meet campus administration staff. Learn about the entire orientation schedule and what you can expect for the rest of the week.	Hammond Commons
2:00 p.m. – 5:00 p.m.	Shuttles to Target Superstore/Banks Transportation is available to several locations so that students can purchase items for their rooms, open bank accounts or just get out and see the city.	US41/MLK Corner Parking Lot
6:00 p.m. – 7:00 p.m.	Dinner	Hammond Commons
7:30 p.m. – 9:00 p.m.	International Student Transitions Get to know the wonderful counseling staff and your upper-class students during this interactive experience!	Peterson Counseling Center – Blue Door Greensboro Lane
9:00 p.m. – 11:00 p.m.	Free Time/Activity with OL's & RA's	





Ringling College  
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### New Student Orientation Schedule

Fall 2010

Tuesday, August 17, 2010

#### NEW INTERNATIONAL STUDENTS

Time	Event	Location
9:00 a.m. – 5:00 p.m.	Campus Bookstore Open	
8:30 a.m. – 9:30 a.m.	Breakfast	Hammond Commons
10:00 a.m. – 11:30 a.m.	International Student Information Session	Academic Center Auditorium
Noon – 1:30 p.m.	Lunch with Orientation Leaders	Brickman Cafe
1:30 p.m.	Campus Tour with Orientation Leaders	Meet Academic Center, 1 <sup>st</sup> Floor Lobby
2:30 p.m. – 6:30 p.m.	Shuttles to Target Superstore/Banks Transportation is available to several locations so that students can purchase items for their rooms, open bank accounts or just get out and see the city.	US41/MLK Corner Parking Lot
7:00 p.m. – 9:00 p.m.	Tour of Sarasota Tour the city with your Orientation Leaders and dine out at a venue of your choice at beautiful St. Armands Circle. Shuttle departs circle back to campus at 9 p.m.	US41/MLK Corner Parking Lot
9:00 p.m.	Return to Ringling College	



Wednesday, August 18, 2010

## ALL NEW RESIDENT STUDENTS

Time	Event	Location
8:30 a.m. – 5:30 p.m.	Resident Student Key Pick-Up Keating & North Hall Residents..... Appleton, Idelson, Harmon, Student Center Residents.....	North Hall Ulla Searing Student Center
Beginning @ 8:30 a.m.	Resident Student Move-In	Various Residence Life Halls
9:00 a.m. – 5:00 p.m.	Campus Bookstore Open	
11:00 a.m. – 1:00 p.m.	Lunch Buffet (\$6.00) -or- Lunch on your own	Hammond Commons
2:00 p.m. – 5:30 p.m.	Appointments Available for Students with Disabilities/Special Needs Families interested in meeting with ARC staff about disabilities services, or any other learning support concern, may schedule appointments during this time.	Academic Resource Center (ARC); Ulla Searing Student Center 2 <sup>nd</sup> floor
2:00 p.m. – 5:00 p.m.	Free Shuttles to Target Superstore/Banks Transportation is available to several locations so that students can purchase items for their rooms, open a bank account or just get out and see the city. See SHUTTLE SCHEDULE for specific pick-up and drop-off times.	US41/MLK Corner Parking Lot
5:30 p.m. – 7:30 p.m.	Dinner Buffet (\$7.00) -or- Dinner on your own	Hammond Commons
5:30 p.m. – 8:30 p.m.	Free Time or Superstore Shuttle	
6:00 p.m. – 8:30 p.m.	Free Shuttles to Target Superstore Transportation is available to several locations so that students can purchase items for their rooms or just get out and see the city. See SHUTTLE SCHEDULE for specific pick-up and drop-off times.	US41/MLK Corner Parking Lot
9:00 p.m. – 11:00 p.m.	Activity with OL's & RA's Meet fellow students, both new and upperclass during this fun and exciting ice-breaking activity!	Under the Tent



Ringling College  
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### New Student Orientation Schedule

Fall 2010

Thursday, August 19, 2010

#### RESIDENT & COMMUTER STUDENTS

Time	Event	Location
9:00 a.m. – 5:00 p.m.	Campus Bookstore Open	
8:30 a.m. – 3:00 p.m.	New Student Move-In Cont'd	North Hall, Residence Life Wing
9:00 a.m. – 3:00 p.m.	Student Check-In Pick-up MacBook computer, parking permit, student ID, class schedule, and complete important processes that will get you ready for classes and learn about campus community resources too!	Starts at Diane Roskamp Exhibition Hall & proceeds through North Hall
10:00 a.m. – 3:00 p.m.	Shuttles to Target Superstore/Banks Free transportation available to several locations for students to purchase room items /open bank accounts.	US41/MLK Corner Parking Lot
11:00 p.m. – 1:00 p.m.	Lunch Buffet (\$6.00) -or- Lunch on your own	Hammond Commons
2:45 p.m. – 3:45p.m.	Commuter Student Meeting	Academic Center Auditorium

#### PARENTS

Time	Event	Location
10:00 a.m., 11:00 a.m. & 1:00 p.m.	Parent Connections This interactive and educational parent session will cover various areas for parents, including but not limited to <i>The Parent Portal</i> or parent website, coping strategies and transitional issues facing you and your student during the first few weeks/year of the semester, and residential life processes for the parents of students living on campus. Additionally, you can learn how to become part of the Ringling Parent Association Leaders (P.A.L.s)!	Academic Center Auditorium



Thursday, August 19, 2010 continued

## ALL NEW STUDENTS &amp; PARENTS

Time	Event	Location
4:00 p.m. – 5:00 p.m.	<p>Department Conversations Discover more about your major and get a chance to meet your department head, faculty mentors, instructors and other classmates in these up-close and personal discussions.</p> <p>Major Advertising Design Business of Art &amp; Design Computer Animation/Game Art and Design Digital Film Fine Arts/Painting/Paintmaking/Sculpture Graphic &amp; Interactive Communication Illustration Interior Design Motion Design Photography &amp; Digital Imaging</p>	<p>Room: Academic Center 307 Academic Center 218 Exhibition Hall AAGC 101 Bayou 2 Academic Center 209 Academic Center Auditorium Kimbrough 5 Academic Center 309 CJ 2</p>
5:00 p.m. – 7:00 p.m.	<p>Welcome Picnic/Cook-out Enjoy a delicious picnic-style cook-out, complete with all the sides, dessert, &amp; refreshments while you listen to live music. Meet and mingle with Ringling College students, faculty, and staff. Casual picnic attire.</p>	Under the Tent

## NEW RESIDENT STUDENTS

Time	Event	Location
8:00 p.m. – 9:30 p.m.	<p>Residence Life All Hall Meeting Mandatory for all: NORTH HALL STUDENTS</p>	Academic Center Auditorium
8:00 p.m. – 9:30 p.m.	<p>Activity with OL's &amp; RA's (Appleton, Harmon, Idelson, Keating, Student Center)</p>	Ulla Searing Student Center Deck
9:30 p.m. – 11:00 p.m.	<p>Residence Life All Hall Meeting Mandatory for all: APPLETON, HARMON, IDELSON, KEATING, STUDENT CENTER STUDENTS</p>	Academic Center Auditorium
9:30 p.m. – 11:00 p.m.	<p>Activity with OL's &amp; RA's (North Hall)</p>	Ulla Searing Student Center Deck



Ringling College  
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### New Student Orientation Schedule

Fall 2010

Friday, August 20, 2010

#### RESIDENT STUDENTS

Time	Event	Location
7:00 a.m. – 8:45 a.m.	Breakfast	Hammond Commons
9:00 a.m. – 5:00 p.m.	Bookstore Open	

#### ALL STUDENTS & PARENTS

Time	Event	Location
9:00 a.m. – 9:15 a.m.	Shuttles depart for Van Wezel 777 N. Tamiami Trail, Sarasota FL 34234	US41/MLK Corner Parking Lot
9:30 a.m. – 10:45	Official Welcome Dr. Tammy S. Walsh, Vice President for Student Life & Dean of Students; Jim Dean, Dean of Admissions, and Dr. Larry R. Thompson, President of Ringling College, officially welcome you to campus!	Van Wezel Performing Arts Hall Main Theatre
	Academic Overview and Strategies For Success Melody Weiler, Vice President for Academic Affairs	Van Wezel Performing Arts Hall Main Theatre
11:00 a.m. – 11:45 a.m.	Student Support Services: Part 1 Academic Advising & Academic Resource Center (ARC)	Van Wezel Performing Arts Hall Main Theatre
11:45 a.m. – 12:45 p.m.	Lunch	Van Wezel Performing Arts Hall Grand Foyer
1:00 p.m. – 2:15 p.m.	Student Support Services: Part 2 Student Life, Public Safety, Residence Life, , Counseling, Career Services, Student Government Association	Van Wezel Performing Arts Hall Main Theatre
2:15 p.m. – 3:15 p.m.	Environmental Health & Safety Carl Powell, Director for Environment Health & Safety, will speak on methods of proper storage and disposal of art supplies, how to maintain a clean work environment, and choosing safer art materials.	Van Wezel Performing Arts Hall Main Theatre



Ringling College  
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**New Student Orientation Schedule**

Fall 2010

Friday, August 20, 2010 continued

ALL STUDENTS

Time	Event	Location
3:30 p.m. – 3:45 p.m.	Return to Ringling College	
4:00 p.m. – 6:30 p.m.	Tie Dye & Pizza Pie Bring your "plain, white t's" and let's make some tie-dye magic happen while you enjoy some tasty local pizza!	Ulla Searing Student Center Plaza
6:00 p.m. – 7:45 p.m.	Free Time/ Family Farewells	
8:00 p.m. – 9:30 p.m.	Playfair More fun than you ever thought you could have! Students only.	Under the Tent
9:30 p.m. – 11:00 p.m.	ChillZone with OL's & RA's	Under the Tent

PARENTS

Time	Event	Location
3:15 p.m. – 4:00 p.m.	Parent Association & Discussion Panel	Van Wezel Performing Arts Hall Main Theatre
4:00 p.m. – 6:00 p.m.	President's Reception for Parents Meet Dr. Larry R. Thompson and mingle with other key Ringling College administrators, faculty, and parents. Enjoy great hors d'oeuvres and adult beverages!	Van Wezel Performing Arts Hall Grand Foyer
4:15 p.m. – 6:15 p.m.	Return to Ringling College Beginning at 4:15 p.m., free shuttles will be available every 30 minutes to take you back to the Ringling College Campus. Last shuttle leaves at 6:15 pm.	
6:00 p.m. – 7:45 p.m.	Free Time/ Family Farewells	



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### New Student Orientation Schedule

Fall 2010

Saturday, August 21, 2010

#### ALL STUDENTS

Time	Event	Location
7:30 a.m. – 9:00 a.m.	Breakfast	Hammond Commons
11:00 a.m. – 5:00 p.m.	Campus Bookstore Open	
9:15 a.m. – 10:15 a.m.	Common Reading Overview and Discussion Common Reading Selections <b>**TO BE ANNOUNCED**</b> <u>This is a mandatory session</u>	Various Location By Student Last Name "A-E" – Commons "F-J" – Under the Tent "K-O" – Exhibition Hall "P-T" – Academic Center Auditorium "U-Z" – North Hall Student Smart Room (SSR)
10:30 a.m. – 4:30 p.m.	Community Service Projects Meet and participate in one of the many opportunities for service.	Community Service Project Site (Various)
12:30 p.m.	Lunch Provided with Orientation Leader	
4:30 p.m.	Return to Ringling College	
5:00 p.m. – 6:30 p.m.	Dinner	Hammond Commons
7:00 p.m. – 8:30 p.m.	Campus Improv Show & Coffee House	Student Center Plaza
9:00 p.m. – 11:00 p.m.	Campus Movie	



## New Student Orientation Schedule

Fall 2010

Sunday, August 22, 2010

### ALL STUDENTS

Time	Event	Location
10:00 a.m. – 11:00 a.m.	Interfaith Service (Optional)	Selby Gallery Lecture Hall
10:30 a.m. – 12:30 p.m.	I.D. Pick Up	Kimbrough Library
11:00 a.m. – 5:00 p.m.	Campus Bookstore Open	
11:00 a.m. – 1:00 p.m.	Brunch	Hammond Commons
1:00 p.m. – 4:00 p.m.	Lido Beach Trip Meet and participate in one of the many opportunities for beach sporting events, including beach soccer, volleyball, sandcastle building, and more! Lather up the sun screen and bring some water!!	US41/MLK Corner Parking Lot
5:00 p.m. – 7:00 p.m.	Dinner	Hammond Commons
8:00 p.m. – 9:30 p.m.	<b>Mandatory Floor Meeting:</b> Bring your MacBook computer	Various Halls

Relax and get ready for classes!