

A MODEL FOR TRADITIONAL FRESHMEN ORIENTATION
AT THE UNIVERSITY OF WISCONSIN-LA CROSSE

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by

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This paper is dedicated to my two beautiful daughters, Molly and Rebecca. May they grow up knowing that with hard work, faith in their abilities, and love, anything is possible.

ABSTRACT

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A Model for Traditional Freshmen Orientation at the University of Wisconsin-La Crosse.

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The purpose of this paper was to propose a model for orienting traditional freshmen students at the University of Wisconsin-La Crosse. To understand the problem, a literature review of orientation practices from medieval to current times was undertaken with special emphasis on the history of orientation at UWL. Six goals for orientation resulted.

The results of a survey sent to Orientation Directors at 61 schools in the NASPA 4E region, indicated the need to address academic issues in the orientation process. The need to use faculty, student personnel staff and student peers cooperatively as orientation leaders was indicated, as was the need to use small group experiences in the orientation process. Finally, student and staff satisfaction with the components of orientation, seems to be the primary indicator of their success.

A three part model was developed which includes the following programs; Freshmen Advanced Registration, Freshmen Fall Orientation, and the Orientation Peer Advisor Program. The model is an ongoing process which continues through the first semester.

TABLE OF CONTENTS

	Page
Chapter I. Introduction.....	1
Statement of the Problem.....	1
Importance of the Study.....	2
Procedure.....	4
Delimitations of the Study.....	4
Definition of Terms.....	5
Chapter II. A Review of Selected Literature.....	7
History of Orientation Prior to the United States.....	7
History of Orientation in the United States.....	8
History of Orientation at the University of Wisconsin La Crosse.....	12
Literature Related to Successful Orientation Programs....	17
Chapter III. Results and Discussion of Surveys.....	22
Results and Discussion of the Orientation Questionnaire.....	22
Results and Discussion of New Student Concerns Survey.....	40
Summary.....	43
Conclusions.....	44
Recommendations.....	45
Chapter IV. A Proposed Model.....	47
Introduction.....	47
The Model.....	47
Freshmen Advanced Registration.....	48
Fall Freshmen Orientation.....	51
Orientation Peer Advisor Program.....	54
Bibliography.....	57
Appendices.....	61

TABLE OF TABLES

	Page
Table 1 Components Included in Orientation.....	24
Table 2 Components Requiring Mandatory Attendance.....	26
Table 3 Group Size Used to Facilitate Orientation Components..	28
Table 4 Group Leaders for Orientation Components.....	31
Table 5 Components of Orientation Which are Successful.....	34
Table 6 Criteria for Judging the Success of an Orientation Component.....	37
Table 7 New Students Concerns Survey for 1985.....	41
Table 8 New Students Concerns Survey for 1987.....	42

CHAPTER I

INTRODUCTION

Students enroll in colleges and universities throughout the country with only a vague notion of higher education. They attend college because they want to be able to get a good job and to live the good life.... With only a limited concept of higher education, they can not take full advantage of the abundant offerings available in the institution. Not infrequently, they resist ideas and courses which they feel are imposed on them. Without the basic ingredients of interest and enthusiasm at any early stage, they may drop out of college, flunk out or find it difficult to develop sound learning and reliable scholarship in subsequent years (Li, P. 1962, p.134).

College orientation programs were developed to help the uninformed student which Dr. Li describes in the above quote. Traditional freshmen college students have come to campus with many developmental needs; physical, social and intellectual. Orientation is a program or process which helps with the transition from high school to college by beginning to meet these needs.

The Admissions Office at the University of Wisconsin-La Crosse is concerned about student development. Consequently, they continually strive to evaluate and improve their orientation program to best meet the developmental needs of the incoming freshmen student.

Statement of the Problem

As a part of an ongoing process, the University of Wisconsin-La Crosse has been attempting to improve their orientation program. Can a model of orientation be developed to effectively assist traditional

freshmen students in their adjustment to the University of Wisconsin-La Crosse?

Importance of the Study

Orientation "programs should be rich educational and personal experiences that provide opportunities for active thought as well as active organization of experiences" (Biggs and Williamson, 1975, p.188). Student development is an important aspect of traditional freshmen orientation. Not only do students require the information needed to succeed in college, but they need to know how to use it to mature, and make the most of themselves and their college experience.

Developing a successful orientation program is an ongoing challenge. Kramer and Washburn (1983) cite six attributes present in a successful orientation program.

1. Concern for the student as an individual should be an integral part of orientation.
2. New students should be given an opportunity to interact closely with faculty members.
3. In orientation, primary emphasis should be placed on academics.
4. Small group settings should be used to ease students transition into college.
5. Orientation materials should be carefully prepared and presented.
6. In orientation the stressful transition experienced by new students should be recognized (p.311).

"Student attrition during the first year of enrollment is an area

of major concern for colleges and universities" (Dannels, 1986, p.7). Many studies have been conducted on this topic with results showing a link between successful orientation programs and retention. Retention based orientation, which philosophically is preventative, may also positively impact upon other areas of administrative concern, such as disciplinary actions. The focus is to identify possible problems that may occur in the first year and incorporate actual strategies for dealing with them in the orientation process.

Most colleges and universities offer some type of orientation program for traditional freshmen students. However, these programs vary widely in their content, scope and presentation. A comparison with other programs at schools in the National Association of Student Personnel Administrators, Incorporated (NASPA) 4E region was needed if the University of Wisconsin-LaCrosse was to be proactive in their program development.

Freshmen students enter college with their own set of concerns. To help these students with their transition to the institution, we need to identify these concerns and deal with them in orientation. This study utilized a survey given to incoming freshmen students, the spring before they start college, asking them about their greatest areas of concern. This has allowed the study to be reactive to the incoming students needs.

The current orientation program at the University of Wisconsin-LaCrosse has changed very little in content or style of presentation in the last five years, since it has again become the responsibility of the Admissions Office. This study attempted to discover the innovative new

ideas being used in orientation and along with the results of the surveys, propose a model for traditional freshmen orientation at UWL.

Procedure

A survey instrument was developed to obtain information about content, style of presentation and success of orientation at other schools in the NASPA 4E region. This instrument was sent to the orientation directors of 61 baccalaureate granting colleges and universities. These schools were members of the National Orientation Directors Association and their names and other information used in the study was obtained from their 1986-1987 Data Bank. A separate survey instrument, sent to a random sampling of incoming freshmen students for the fall of 1987, was also used in the study.

These two surveys, along with a review of selected literature related to the development of innovative ideas used in successful orientation programs, were the basis for the instrument developed; A Model for Traditional Freshmen Orientation at the University of Wisconsin-La Crosse.

Delimitations of the Study

This orientation model was designed to be used specifically at the University of Wisconsin-La Crosse and may not be applicable to other institutions. Perhaps with modifications, similar institutions with similar resources, goals and personnel could use this model.

This model was designed to orient the traditional freshmen student. The special populations of transfer, handicapped, foreign and non-traditional students, although also needing orientation, were not considered in the study.

The research conducted was limited to schools in the NASPA 4E region which included the states of Wisconsin, Minnesota, Iowa, Illinois, Indiana, Michigan, Ohio and West Virginia. The schools were limited to institutions with a minimum four year program and were selected from respondents to the National Directors Association Data Bank for 1986-1987.

The survey sent to the incoming Freshmen class, to discover their greatest areas of concern in coming to college, was sent six months prior to their arrival on campus in the fall. In using the results of this survey, it is recognized that these concerns may have changed by the time orientation had been presented.

Definition of Terms

Orientation. "Orientation is any effort on the part of an institution to help entering students make the transition from their previous environment to the collegiate environment and to enhance their success in college" (Upcraft and Farnsworth, 1984, p.27).

Traditional Freshman Student. Any student who attends college full time and is between the ages of 18-25 years of age.

Successful. "Turning out to be as was hoped for; having a favorable result" (Guralnik, (Ed.). 1976, p. 477).

NASPA 4E. That section of the National Association of Student Personnel Administrators, Inc. which includes the states of Wisconsin, Minnesota, Iowa, Illinois, Indiana, Michigan, Ohio and West Virginia.

Student Development. "Student development is the development of the whole college going being. The reason(s) that growth does or does not occur within the college environment between the freshmen and senior

years, is the application of human development concept to higher education experience, so that the student can master increasingly more complex developmental tasks, achieve self-direction and become interdependent with society" (Miller & Prince, 1976).

CHAPTER II

A REVIEW OF SELECTED LITERATURE

History of Orientation Prior to the United States

In the medieval university there were several kinds of orientation which took place with new students. The orientation varied with the country and conditions of student life that existed in relation to the church and state (Rait, 1969).

In the "Studium Generale", the institution most similar to that which we think of as a university today, two types of guilds existed. The first was a guild of students, such as the Studium Generale of Bologna. These guilds, or association of foreign students, who had neither civil nor political rights, were developed according to the nation from which they came (Rait, 1969).

These students, when coming to the university to study, joined companions, "socii" (Rait, 1969, p. 110), of his own nation to take a house. They elected a "magister" (Rait, 1969; Powicke & Emden, 1936) or "pricipal" (Williams, 1903); a student, to be the leader of the residence. This leader not only paid the rent, but also developed and enforced the rules of the house (Rait, 1969). This allowed for self-governance in a situation where the students had few rights outside of this setting. Most likely the magister took responsibility for acquainting the student with his new environment as well as the rules and regulations of his new residence.

In the Studium Generale of Paris, a second type of guilds was made

up of masters or teachers. These guilds gave the power to the teachers rather than to the students. Along with this went the responsibility for developing and enforcing the discipline of the students (Williams, 1903). In both types of guilds, there was a constant struggle between the masters and the students for power, thus the orientation which took place was not always of a supportive nature.

Student initiation dates back to very early times and could be construed as social orientation. It seems freshmen in all countries were designated as a "bejan" which means yellow beak (Rait, 1969, p. 109). This bejan was bullied, teased and made to endure uncomfortable physical feats to prove his worth. When this had been accomplished, he could be welcomed as a comrade and a feast, or "jocund advent", was celebrated which was provided at the students own expense (Rait, 1969, p.113). Different universities tried to discourage the hazing that went on during these initiation rites, but they were frequently unsuccessful. This is similar to the hazing that continues illegally today in some of the fraternities and sororities in the United States.

The church supported universities also had their own type of initiation or orientation. This included specific expectations regarding behavior, dress, hairstyle, academic pursuit and religious piety (Rait, 1969). However, these clerics were probably oriented more kindly than the typical medieval university student.

History of Orientation in the United States

During the early years of higher education in the United States there was little reference to any type of orientation for new students. However, students lived in houses with the faculty of the colonial

colleges. Whenever the students behavior was not in line with expectations, discipline was administered by the faculty or supervisor of the residence (Leonard, 1956)

During the "expansion period" of 1812-1862 Leonard (1956) cites the rapid growth of colleges and universities; over 300 during the fifty year period.

While there is abundant evidence of the intensity and sincerity... of the educators of the expansion period, there is also evidence of a stronger trend than in previous periods towards the expression of moral values, non-sectarian emphases and the right moulding of the whole character as well as intellectual culture (p.82).

The promotion of these values saw the beginning of a trend towards student development.

In 1837 the first co-educational college was created as Oberlin College started to enroll women. Because of concern about the potential "social dangers of co-education" (Mueller, 1961, p.56), President Finney of Oberlin appointed a lady "matron" to supervise these young women. Leonard (1956) suggests that this lady "superintendent's" duty was to correct their habits and mold the female character (p. 94).

During this same time period at Hiram College an english teacher was appointed as the "Principal of the Ladies Department" in which capacity she looked after the interests and conduct of the young women in addition to her teaching duties (Leonard, 1956). These women's positions were all the forerunners of the official Dean of Women position, the title of which originated at Swarthmore College in 1890.

The first official appearance of the College Dean, the forerunner of the Dean of Men position, was at Harvard in 1870 (Mueller, 1961).

This position was one of a personnel administrator who gave attention to discipline and enrollment as well as teaching. In 1889 John Hopkins University saw the appointment of the first "faculty advisors". President Gillman of John Hopkins observed "in every institution there should be one or more persons appointed to be counselors or advisors of students" (Mueller, 1961, p.54).

It is interesting to note, that the Dean of Men position was much less a disciplinary position and more of a counseling nature than the Dean of Women position. Harper, President of Chicago University, said in 1899 "in order that the student may receive the assistance so essential to his highest success, another step in the onward evolution will take place. This step will be the scientific study of the student himself" (Mueller, 1961, p.54).

This concern with the student as a whole was the true beginning of student development. At the turn of the century, this new developmental emphasis led to the beginnings of a more formal approach to orientation.

The first documented orientation program took the form of a course and was offered by Boston University in 1888. In 1911, the first orientation course for academic credit was offered at Reed College, with the second offered by Washington University later in the same academic year (Mueller, 1961). Their goal was to acquaint the new students with college life (Drake, 1966: Mueller, 1961).

"Until 1915, orientation activities were of two types - either a one semester course concerned with the process of understanding and adapting to college life, or a survey course focusing on one particular academic discipline" (Williamson & Biggs, 1975, p. 186). These courses

tried to teach the new students how to study, use the library, get involved in campus activities and familiarize them with the purposes and aims of the university (Brubacher & Rudy, 1958).

Preschool orientation, called Freshmen Week, first started at the University of Maine in 1925 (Arbuckle, 1953; Bennett, 1938; Croft, 1951; Black, 1964; Drake, 1966). This type of orientation program attempted to accomplish the development of study and library skills as well as acquaint the new students with the academic and social aspects of the university, during the week prior to the start of fall classes. Both types of orientation program increased rapidly during the second and third decades of the Twentieth Century. This expansion directly resulted from a growing concern with excessive drop-out rates (Grier, 1966; Williamson & Biggs, 1975).

The philosophy of orientation in the 1920's emphasized "progressive education and life adjustment techniques" (Williamson & Biggs, 1975, p. 186). In the decade of the thirties the number of orientation courses was reduced considerably because of their focus on life adjustment which the faculty considered "antithetical to the liberating experience associated with general education" (Caple, 1964, p. 43).

The next innovation in orientation was the precollege or summer camp/clinic, which originated at Michigan State University in 1949 (Drake, 1966). This type of orientation continued to increase in popularity and by the mid-1960's, freshmen week and/or summer clinics were the predominant form of orientation with the orientation course all but extinct (Butts, 1971). However, during the decade of the seventies,

there was a renewed interest in the orientation course (Snider, 1970; Felker, 1973; Cantor, 1974).

During the early 1980's the type of orientation program used seemed to be determined by the specific characteristics of the institution. The fall freshmen week program was still the most popular type of orientation, but summer clinics were also quite popular (NODA Directory, 1986). The most recent type of orientation emphasized the need for an ongoing orientation process. These programs were used in conjunction with either summer or fall orientation. They used upperclass students as a contact peer for incoming students to help them with their transition to the university. (Ragle & Krone, 1985; Cuyjet & Rude, 1987).

History of Orientation at the University of Wisconsin-La Crosse

In the early days of La Crosse State Teachers College, there was no formal orientation program. The registrar was responsible for all of the admission and orientation work with new students. When the freshmen came to campus in the fall, they were turned over to the faculty, in one of the five divisions of teacher education, and any additional orientation took place there. These five divisions included Physical Education, Elementary Education, Secondary Education, Rural Education and Undeclared Special.

Early in the 1940's a more general type of orientation program was developed. This included a large general session followed by individual orientation by the five teacher education divisions. During the general session, Dr. Graff, Dean of the College, Mr. Gunning, Dean of Men and Miss Cartwright, Dean of Women observed that often students were unsure as to which division of teacher education to chose for further

orientation. Frequently, students would either go along with their friends or simply chose a division without any knowledge of the unit. This caused the Deans some concern because at the orientation session that took place in each of the divisions, students were given a course outline for the next eight semesters and were started on a narrowly defined path of education. Because each division had its own set of requirements and basic classes; ie. each had their own introductory Biology class, it became very hard to change tracts once you had chosen a certain one. This resulted in students making wrong career choices that only the most courageous student felt able to admit. However, once they admitted their error, the Dean's office was supportive of the student in their effort to transfer to another division.

A new orientation program grew out of this concern and in the later half of the 1940's, Freshmen Week was started. The first part of the program was a large general session with both men and women. Rules and regulations were discussed, a faculty member gave a humorous, but serious interpretation of how to be a good student and support services were highlighted.

This general session was followed by two separate meetings; one for men with the Dean of Men and one for women with the Dean of Women. Other things included in the Freshmen Week program were meetings with advisors from the divisions of teacher education, an athletic meeting for the men, a meeting for veterans, a health session with required physicals, a formal reception with the President of the College, Rexford Mitchell, a dance and a campus picnic.

In 1951 La Crosse State Teachers College became the new name of the

school and it acquired a new division; Arts, Letters and Sciences. The Special division was then eliminated. Each of the divisions continued to operate autonomously until 1959.

At this time, the North Central Accrediting Association visited the campus to update the schools accreditation and found many problems with the existing system. Their comments about the "lack of a consciously structured general education program" and the resulting threats to pull the colleges accreditation, prompted LSC to develop the basic studies program. According to Dr. Graff, the best reason to adopt the basic studies philosophy was to give incoming students a broader based liberal education and allowed them time to become oriented to their new environment and explore their interests and ideas before being required to chose a major (Personal interview with Dr. Graff, 6-29-87).

These changes allowed for growth in the orientation program and by 1963, orientation had a new home in the office of Admissions under the direction of Reid Horle. During the next several years, orientation was run similarly to previous years; a large general session was held in Mitchell Hall led by President Mitchell, Vice President for Academic Affairs, Dr. Graff, the Deans of Men and Women and Mr. Horle. A presidents reception complete with receiving line was still included in the program but was eliminated by 1966 because it seemed too formal for the current student body (Personal Interview with Dr. Horle, 6-16-87). The Saturday night dance or mixer was added, and was very popular because it allowed the freshmen to get to know one another and also gave the upperclassmen an opportunity to become acquainted with the new students (Personal interview with Gale Grimslid, 6-23-87).

In planning for freshmen orientation for the fall of 1965, Reid Horle developed a student orientation committee chaired by a student, David Frisbee. This committee researched orientation and suggested a small discussion group experience be added to the existing program. This plan allowed for approximately 30 students to be assigned to a room with a faculty member for an informal discussion of concerns (Personal interview with Dr. Horle, 6-16-87).

During the summer of 1965, Mr. Horle took a leave of absence to go back to school for his doctorate. At this time Gale Grimslid was hired as interim Director of Admissions. Mr. Grimslid remembers the small group discussions as a dismal failure. The orientation committee had things well planned in the spring of 1965, but due to faculty members who failed to remember their orientation commitments and other organizational problems, the small groups were dropped from the program for 1966.

The orientation committee continued to be the organizing force behind the program, particularly with regards to the social aspects, and several new social functions were added. These included a fashion show for women, a pep rally, various musical events, special movies and bicycle tours of the city (Personal interview with Gale Grimslid, 6-23-87).

When Dr. Horle returned to the campus in the fall of 1967, he resumed the responsibility for orientation. However, he felt that orientation did not belong in the Admissions Office, so he worked to get it assigned to the Office of the Deans of Men and Women. These offices under reorganization became part of the Student Affairs Office. By the

fall of 1969 this had been accomplished. Eventually the orientation program became the responsibility of Mr. Cal Helming, the Director of Student Activities. (Personal interview with Dr. Horle, 6-16-87).

Over the next few years, Mr. Helming made few changes in the existing program. He continued to make use of the Orientation Committee and evaluate the program from the freshmen, faculty and student leaders point of view. A committee report on the program at Wisconsin State University-La Crosse written in 1969 recognized the need for an ongoing orientation process that would be the responsibility of Student Affairs. The committee suggested several different viable alternatives but concluded "... the present program of pre-registration, parent orientation and new student week be continued until a program more consistent with the stated objective is developed" (Orientation Committee report, 1969). It appears to this writer that there was not administrative support for changing the orientation program.

In August of 1975, Mr. Helming was transferred to Academic Skills and took his orientation responsibilities with him. During the next seven years, orientation changed in several ways. There seemed to be an attempt to make orientation more palatable by accenting the fun programs offered and more developmental by adding several components to encourage student development.

During this time mini-workshops were offered dealing with academic survival skills such as time management, note taking, mathamatic skills and study skills, just to name a few. Also the need for small group experiences was again recognized and the residence halls set up small group experiences for the residents. Commuter student groups were also

offered using student orientation leaders as facilitators (Personal interview with Mr. Helming, 6-30-87).

In the summer of 1982, Mr. Helming retired from the University and orientation once again became the responsibility of the Admissions Office. At that time, Tim Lewis became responsible for orientation and the format remained very much the same until the present, except for the elimination of student orientation leaders and small group discussion experiences outside of the residence halls. Donna Wagner assumed the responsibility for the orientation program, after fall 1986, because Tim Lewis was promoted to Assistant Director of Admissions. At the current time there is no student orientation committee at the University.

Literature Related to Successful Orientation Programs

The Council for the Advancement Of Standards for Student Services/Development Programs (CAS) articulated:

the mission of student orientation must be to provide for continuing services and assistance that will aid new students in their transition to the institution; expose new students to the broad educational opportunities of the institution; and integrate new students into the life of the institution (CAS, 1986).

The successful orientation program should be developed with this mission statement in mind.

The literature on orientation reveals many stated goals for successful orientation programming. According to the writer, the following six goals appeared most frequently in the literature. These six goals seemed to be a solid foundation on which to build an orientation program.

The first goal was to help students with their academic adjustment to college (Upcraft & Farnsworth, 1984; Kramer & Washburn, 1983; Ross,

1975; Toscano, 1985; Williamson & Biggs, 1975; Abel, 1977). Students come to college for academic reasons, therefore their adjustment to academic concerns is of primary importance.

The second goal for orientation was to offer opportunities for the student to closely interact with faculty, staff and upperclass students (Gardner, 1981; Kramer & Washburn, 1983; Upcraft & Farnsworth, 1984; CAS, 1986). These people, along with other incoming students, will be the people who will significantly impact upon their lives during the four years of post secondary education.

The third goal in orientation was to show concern for the student as an individual. Researchers such as Beck (1980), Cesa (1980), Hornbuckle & Mahoney (1979), Lowe (1980) and Moore, Pappas and Vinton (1979) felt that the unique needs and concerns of each student must be addressed if college orientation programs are to be successful.

The new student should be given the opportunity for self-exploration and growth as a fourth goal in orientation (Ross, 1975; Upcraft & Farnsworth, 1984; Williamson & Biggs; CAS, 1986). These types of experiences can be seen as developmental. "Most orientation directors agree that orientation should not do things for students. Rather it should provide opportunities for students to do things for themselves" (Black, 1964, p.103).

The fifth goal in orientation is to familiarize the student with the support services available to them at the institution (CAS, 1986; Butts, 1971; Erickson, 1969; McCann, 1971). This allows the student to obtain assistance with whatever problems they may encounter after orientation ends.

The last goal for orientation is to use small group settings to ease the student's transition into college. Knott and Daher (1978) found that small groups of eight to ten helped students make the difficult transition to college, and Pappas (1967), in a study at Kent State University concluded that students oriented in small groups were more socially and academically adept.

There are several innovative ideas concerning successful orientation which appear in the literature . These ideas provide an ongoing component to the traditional orientation program.

The problem with many... freshmen orientation programs is that no matter how well planned, organized and administered they may be, many of them officially end with the beginning of the school semester.... It is often during the semester itself, after the formal orientation period has ended, that this student is exposed to many new realities of college life" (Bergman, 1978, p.363).

The return in popularity of the orientation course is one type of ongoing orientation (Packwood, 1977; Bergman, 1978; Creamer & Kramer, 1978; Jackson & Swegan, 1977). This type of orientation allows for continuing support throughout the first semester.

A program at Northern Illinois University used follow-up contacts to extend the orientation period from one day in the summer into the fall. The first contact was a letter from the orientation office sent to the student four weeks after the start of the semester. This letter offered continued assistance with problems or concerns.

The second contact was a phone call nine to eleven weeks into the semester around mid-terms. These calls were placed by student paraprofessionals who had helped with summer orientation. The third contact was another letter, this time from the student paraprofessional

and the assistant director of orientation, reminding them of the office's willingness to help and inviting the student to an informal meeting to hear student's current impressions of the university.

The forth contact was the meeting, if the student elected to attend. The study conducted on this program found these contacts improved the students perception of the university and helped them to feel more a part of the institution (Cuyjet & Rode, 1987). Heubner (1980) indicated that a "good fit" between persons and their environment has a positive impact, promotes satisfaction, productivity, performance and achievement, whereas a "poor fit" creates stress.

In a study conducted at the University of Texas, four peer advisers who had been previously trained as orientation advisers, were given additional training to conduct telephone contacts with freshmen in the fall as a form of continuing orientation.. These calls were designed to identify problems and let the freshmen know where to go for help.

The results of a survey, given after the calls, showed that not only did 70 percent of the participants feel the calls were helpful, but 68 percent also felt the calls helped to make the large university feel less impersonal (Ragle & Krone, 1985).

The last idea used to extend the orientation process was to use "Student Welcomers" (Quevedo-Garcia, 1985). These upperclass volunteers were assigned to a freshmen student when they first came to campus. This gave the student a peer contact to hopefully help with problems and concerns during the transition period.

In conclusion, orientation programs first appeared formally in the United States late in the nineteenth century. Although the format used

to facilitate orientation has changed over the years, the goals for orientation have changed very little. As is revealed in the literature, new ideas are always being developed and tested in an attempt to more successfully assimilate the freshmen college student into their new environment with as little confusion and as much enthusiasm as possible.

CHAPTER III

RESULTS AND DISCUSSION OF SURVEYS

A survey was designed to elicit responses from orientation directors in the NASPA 4-E region requesting information and printed material regarding freshmen orientation at their institution. A mailing list was developed from the National Orientation Directors Data Bank for 1986-1987. Only schools with a minimum four year baccalaureate degree program were surveyed. A total of 61 institutions of higher education were surveyed and the questionnaire, with a cover letter and postage paid return envelope, were sent to the person responsible for orientation as listed in the NODA Data Bank.

Of the 61 schools surveyed, 28 were public and 33 were private institutions. Thirty two of these colleges had full-time enrollments of less than 5000, 18 had full-time enrollments of 5000-15,000, and 11 had over 15,000 full-time students enrolled. The instrument (Appendix A) was mailed on May 22, 1987 with a return requested by June 5, 1987. A second request (Appendix A) with a copy of the survey and return postage paid envelope were sent on June 15, 1987 with a return requested by June 26, 1987. Forty one institutions responded for a response rate of 67 percent.

Results and Discussion of the Orientation Questionnaire

The first question asked the orientation director to check the "components that are included in your orientation program" (Appendix A). Twenty two components which might be included in orientation were listed

and the option of "other" and blanks for identifying the other responses were given.

The results of question 1 are shown in Table 1. Of the twenty two components of orientation listed on the questionnaire, only "Exposure to a live or simulated class" and "Alcohol awareness program" were not included by the majority of respondents in their orientation programs. "Residence hall living" was included by 97.6 percent of the respondents. This is not surprising because, while residence hall living is an important aspect of orientation, it is convenient to house students in the residence halls while they are on campus whether orientation takes place in the summer or fall.

"Academic Advising" and "Information on academic policies and procedures" were included by 95.1 percent and 90.2 percent of the schools respectively. This seems to indicate that the emphasis for orientation, in the schools surveyed, was one of exposure to academic concerns.

"A tour of campus and community" and an "Introduction to student activities and clubs" both had a frequency rate of 85.4 percent indicating a need for freshmen students to know their physical environment and also know what extra curricular options are available. "Information on non-academic rules and regulation" was cited by the respondents 85.3 percent of the time emphasizing the need for the student to know what kind of behavior is expected of them. The components of "Social activities" and "Get acquainted exercises", although yielding fairly high percentage rates of 82.9 and 80.5 respectively, still fell below the percentages for the above

TABLE 1
COMPONENTS INCLUDED IN ORIENTATION

<u>COMPONENTS OF ORIENTATION</u>	<u>NUMBER</u>	<u>PERCENTAGE</u>
Registration	34	82.9%
Academic Advising	39	95.1%
Meeting with academic deans	22	53.6%
Exposure to a live or simulated class	6	14.6%
Information on academic policies and procedures	37	90.2%
Information on non-academic rules and regulations	35	85.3%
Information on personal safety and security	30	73.1%
Meeting with Dean/Vice President Student Affairs	25	60.9%
Residence hall living	40	97.6%
Tour of campus and community	35	85.4%
Get acquainted exercises	33	80.5%
Social activities	34	82.9%
Introduction to library and bookstore	32	78%
Introduction to health center	31	75.6%
Introduction to minority affairs	21	51.2%
Introduction to student activities and clubs	35	85.4%
Introduction to counseling and testing center	28	68.3%
Introduction to financial aid center	34	82.9%
Introduction to athletics and intramurals	28	68.3%
Study skills development	25	60.9%
Career development	27	65.9%
Alcohol awareness program	14	34.1%

mentioned academic components of orientation. It is unknown from the study, if this academic emphasis for orientation is a result of student's expressed needs for orientation, or administration's needs for orientation.

The category of "other" was used on 29 occasions. Sixteen of the categories listed as other were truly separate categories from the original 22 listed. Ten of the "other" responses were included with the results of the original 22 components, at the discretion of the writer. The other nineteen are shown in Appendix B. "Commuter student issues", "Parent orientation program", and "Placement tests" were each indicated twice as components of orientation included by the responding schools. All "other" responses were listed only once. It is interesting to note that most of the "others" listed were of a student developmental nature; such as "Student development task inventory", "Self-concept", "Relationship differences", "Student success session" and "Leadership opportunities".

Question 1B concerned attendance at the components of orientation which the respondent had indicated were a part of their program. The respondent was asked to check "those components that have mandatory attendance" (Appendix A). The results are shown in Table 2. The only two components which a large number of respondents required students to attend were "Registration" and "Academic advising" with 79.4 percent and 76.9 percent respectively. "Meeting with academic deans", "Meeting with Dean/Vice President Student Affairs", "Information on academic policies and procedures" and "Information on non-academic rules and regulations" was also required by the majority of the responding

TABLE 2
COMPONENTS REQUIRING MANDATORY ATTENDANCE

COMPONENTS OF ORIENTATION	NUMBER	PERCENTAGE
Registration	27	79.4%
Academic Advising	30	76.9%
Meeting with academic deans	12	54.5%
Exposure to a live or simulated class	1	16.6%
Information on academic policies and procedures	23	62.2%
Information on non-academic rules and regulations	19	54.3%
Information on personal safety and security	13	43.3%
Meeting with Dean/Vice President Student Affairs	15	60%
Residence hall living	20	50%
Tour of campus and community	6	17.1%
Get acquainted exercises	14	42.4%
Social activities	5	14.7%
Introduction to library and bookstore	9	28.1%
Introduction to health center	11	35.5%
Introduction to minority affairs	4	19%
Introduction to student activities and clubs	6	17.1%
Introduction to counseling and testing center	8	28.6%
Introduction to financial aid center	5	14.7%
Introduction to athletics and intramurals	4	14.3%
Study skills development	7	28%
Career development	6	22.2%
Alcohol awareness program	4	28.6%

schools. All of these components have to do with academic or behavioral expectations. This indicates these are the respondents priorities for orientation.

Of the "other" categories listed, seven required mandatory attendance. These included "Placement tests", "Student development task inventory", "Relationship differences", "Stress management", "Self-concept", "Student success session" and the "Student panel". All were listed once as mandatory with the exception of "Placement tests" which were required by both schools who had listed them.

The next question, 1C, attempted to discover the group size most often used to facilitate each component of orientation. The respondent was asked to chose from the size categories of 1-25, 26-99, or 100+. The results are shown in Table 3. Some respondents checked more than one group size per category. This indicates that some components are facilitated in a variety of group size settings. Some of the respondents did not select any group size for a component which they had indicated was a part of their orientation program.

The percentages expressed in Table 3 are the frequency with which a particular group size was chosen from the total number of checks for group size in a given component. The results indicate one most frequently used group size for each part of orientation. "Tour of campus and community" at 72.7 percent and "Introduction to library and bookstore" at 71.4 percent show a high use of the small group setting of 1-25. The only other category with over 70 percent was the "Meeting with the Dean/Vice President Student Affairs" which used a large group setting of over 100 people. It is interesting to note, of the

TABLE 3

GROUP SIZE USED TO FACILITATE ORIENTATION COMPONENTS

COMPONENTS OF ORIENTATION	1-25	PERCENTAGE	26-99	PERCENTAGE	100+	PERCENTAGE
Registration	11	32.3%	6	17.6%	17	50%
Academic Advising	27	69.2%	7	17.9%	5	12.8%
Meeting with academic deans	3	15.8%	6	31.6%	10	52.6%
Exposure to a live or simulated class	1	20%	1	20%	3	60%
Information on academic policies and procedures	19	52.8%	6	16.7%	11	30.6%
Information on non-academic rules and regulations	20	51.3%	10	25.6%	9	23.1%
Information on personal safety and security	14	45.2%	7	22.6%	10	32.3%
Meeting with Dean/Vice President Student Affairs	2	8.3%	5	20.8%	17	70.8%
Residence hall living	18	47.4%	8	21.1%	12	31.6%
Tour of campus and community	24	72.7%	4	12.1%	5	15.6%
Get acquainted exercises	20	60.6%	5	12.1%	8	24.2%
Social activities	5	13.2%	12	15.6%	21	55.3%
Introduction to library and bookstore	20	71.4%	6	31.6%	2	7.1%
Introduction to health center	15	57.7%	4	21.4%	7	26.9%

TABLE 3 (CONTINUED)

GROUP SIZE USED TO FACILITATE ORIENTATION COMPONENTS

COMPONENTS OF ORIENTATION	1-25	PERCENTAGE	26-99	PERCENTAGE	100+	PERCENTAGE
Introduction to minority affairs	14	48.3%	4	15.4%	11	37.9%
Introduction to student activities and clubs	17	50%	7	13.8%	10	29.4%
Introduction to counseling and testing center	14	53.8%	4	20.6%	8	30.8%
Introduction to financial aid center	15	48.4%	3	15.4%	13	41.9%
Introduction to athletics and intramurals	10	55.6%	5	9.7%	8	44.4%
Study skills development	13	59.1%	5	27.8%	6	27.3%
Career development	14	51.9%	5	18.5%	8	29.6%
Alcohol awareness program	4	36.4%	2	18.2%	5	45.5%

three size groups listed, the most frequently chosen size category was the small group of 1-25. This would seem to indicate the need to address orientation issues in a small group setting.

Question 1D asked the respondent to indicate who leads the components of orientation they had checked as part of their program. The choices included faculty leaders, student personnel staff leaders, or student peer leaders. Frequently, there were two or three types of group leader checked for a given part of orientation. This indicates a variety of leadership was used to facilitate the components of orientation. The percentages expressed in Table 4 are the frequency with which the type of group leader was chosen from the total number of responses for that component.

The parts of orientation which have an academic emphasis are most often facilitated by the faculty. These include "Academic advising" at 62.7 percent, "Meeting with academic deans" at 69.6 percent, "Exposure to a live or simulated class" at 62.3 percent, "Information on academic policies and procedures" at 46.3 percent and "Registration" at 46 percent.

The components most frequently facilitated by student personnel staff included the "Meeting with Dean/Vice President Student Affairs" at 87 percent, "Information on personal safety and security" at 57.9 percent, Introductions to: health center (57%), minority affairs (50%), counseling and testing center (64.8%), financial aid center (73.5%), and athletics and intramurals (50%). The components of "Career development" and "Alcohol awareness" were also most frequently led by student personnel staff at 68.8 percent and 50 percent respectively.

TABLE 4
GROUP LEADERS FOR ORIENTATION COMPONENTS

COMPONENTS OF ORIENTATION	NUMBER FAC.	PERCENT	NUMBER STAFF	PERCENT	NUMBER PEER	PERCENT
Registration	23	46%	12	24%	15	30%
Academic Advising	37	62.7%	8	13.6%	14	23.8%
Meeting with academic deans	16	69.6%	4	17.4%	3	13%
Exposure to a live or simulated class	5	62.3%	2	25%	1	12.5%
Information on academic policies and procedures	25	46.3%	13	24.1%	16	29.6%
Information on non-academic rules and regulations	1	2%	22	44%	27	54%
Information on personal safety and security	3	7.9%	22	57.9%	13	34.2%
Meeting with Dean/Vice President Student Affairs	1	4.3%	20	87%	2	8.7%
Residence hall living	1	2%	21	43.8%	26	54.2%
Tour of campus and community	0	0%	6	15.8%	32	84%
Get acquainted exercises	5	11.1%	7	15.6%	33	73.3%
Social activities	4	2.9%	11	31.4%	20	57.1%
Introduction to library and bookstore	11	28.9%	7	18.4%	20	52.6%
Introduction to health center	3	9.1%	19	57.6%	11	33.9%

TABLE 4 (CONTINUED)
GROUP LEADERS FOR ORIENTATION COMPONENTS

COMPONENTS OF ORIENTATION	NUMBER FAC.	PERCENT	NUMBER STAFF	PERCENT	NUMBER PEER	PERCENT
Introduction to minority affairs	1	4.2%	12	50%	11	45.8%
Introduction to student activities and clubs	4	8%	21	42%	25	50%
Introduction to counseling and testing center	4	11.8%	22	64.8%	8	23.5%
Introduction to financial aid center	3	8.8%	25	73.5%	6	17.6%
Introduction to athletics and intramurals	8	22.2%	18	50%	10	27.7%
Study skills development	13	37.1%	13	37.1%	9	25.7%
Career development	4	12.5%	22	68.8%	6	18.8%
Alcohol awareness program	1	4.5%	11	50%	10	45.4%

The development of study skills was equally the responsibility of faculty and student personal staff at 37.1 percent each.

Student peers were most often used to facilitate the social aspects of orientation including the "Tour of campus and community" (84%), "Getting acquainted exercises" (73.3%), and "Social activities" (57.1%). The student peers were also most frequently used group to lead "Residence hall living" (54.2%), and the "Introduction to library and bookstore" (52.6%). The widespread use of multiple types of facilitators indicates to the writer, the need for co-operation of all three groups in the orientation effort.

Question 2 ask the respondant to check the "components of orientation which are successful in your program". This question and the one following appeared on the back side of the questionnaire. Because the instructions to "See Other Side" were inadvertantly eliminated from the survey, four questionnaires were returned without answering the back page. Another respondant chose not to answer questions 2 and 2A "because of the complexity of our situation" which he did not go on to explain. The results of the remaining questionnaires are shown in Table 5. The percentages expressed are in relation to the number of schools including that particular component in their orientation program.

The majority of schools, or over 50 percent, indicated all of the 22 components included in the survey were successful. Components which were rated as highly successful included "Exposure to a live or simulated class" (100%), " Get acquainted exercises" (100%), "Social

TABLE 5
COMPONENTS OF ORIENTATION WHICH ARE SUCCESSFUL

COMPONENT OF ORIENTATION	NUMBER	PERCENTAGE
Registration	27	93.1%
Academic advising	30	88.2%
Exposure to a live or simulated class	6	100%
Information on academic policies and procedures	24	72.7%
Information on non-academic rules and regulations	25	80.6%
Information on personal safety and security	16	57.1%
Meeting with Dean/Vice President Student Affairs	17	81%
Meeting with academic deans	14	70%
Tour of campus and community	27	84.4%
Get acquainted exercises	30	100%
Social activities	30	96.8%
Introduction to library and bookstore	21	70%
Introduction to health center	21	72.4%
Introduction to minority affairs	13	65%
Introduction to student activities and clubs	29	87.9%
Introduction to counseling and testing	18	66.7%
Introduction to financial aid center	25	78.1%
Introduction to athletics and intramurals	19	70.4%
Study skills development	19	82.6%
Career development	22	84.6%
Alcohol awareness program	12	85.7%
Residence hall living	26	74.3%

activities" (96.8%), "Registration" (93.1%), "Academic advising" (88.2%), "Introduction to student activities and clubs" (87.9%), and "Alcohol awareness" (81.5%).

The high percentage of success expressed in "Exposure to a live or simulated class" and "Alcohol awareness program" may be misleading. These two categories were not frequently included in orientation by the survey respondents, consequently the success rate is not truly representative of the majority of the group. However, the fact that most of the schools who did include these two categories found them to be very successful, suggests the content of these two components is important. It is also interesting to note, the most frequently indicated successful components were not of an academic nature. It is possible, that in spite of the perceived need for an academic emphasis in orientation, the most popular portion of orientation from the faculty, staff and students point of view is the social portion.

Only six of the nineteen categories listed as "other" were indicated to be successful components of orientation. These six included placement tests, time management, student developmental task inventory, relationship differences, commuter student issues and student panel, with all being listed only once. This seems unusual because the "other" responses to the survey were less traditional components of orientation and one wonders why the respondent did not more frequently indicate they were successful. It is possible the respondent forgot to transpose their "other" categories to the back of the questionnaire. Another possibility is that these areas of orientation have just been added to the program and their success is not yet able to be judged.

The final question, 2A, ask the respondent to chose "the criteria used to judge the success of that component". The questionnaire listed the following choices of criteria:

1. Perceived satisfaction of the student participants.
2. Perceived satisfaction of the faculty and staff.
3. High percentage of participation.
4. Increased use of student support services.
5. Increased retention.
6. Other - Please list

The results shown in Table 6, list the number of responses in each category from the 35 usable questionnaires. The respondents, in all but six cases, indicated the use of multiple criteria to judge the success of their orientation components. The least frequently indicated criteria to judge success was "Increased retention". This is interesting to note because research substantiates a positive correlation between orientation and retention. Perhaps it is difficult to correlate increased retention with the individual components of orientation. If the schools surveyed evaluated their programs subjectively, it seems logical that increased retention would not be frequently indicated as a criteria for success. The type of evaluation required to correlate increased retention with orientation takes a great deal of time and effort to research. Many schools may not be equipped to handle this, either in terms of staff or resources.

The criteria of "student satisfaction" was most frequently indicated in the survey results. This led the writer to surmise that an evaluation may be given to students participating in orientation to

TABLE 6

CRITERIA FOR JUDGING THE SUCCESS OF AN ORIENTATION COMPONENT

COMPONENTS OF ORIENTATION	STUDENT SATISFAC.	STAFF SATISFAC.	RATE OF PARTICIP.	USE OF SERVICES	INCREASED RETENTION
Academic advising	26	21	18	10	10
Exposure to a live or simulated class	3	3	4	0	2
Information on academic policies and procedures	16	14	13	4	5
Information on non-academic rules and regulations	18	17	14	9	5
Information on personal safety and security	1	9	10	3	0
Meeting with Dean/Vice President Student Affairs	12	11	8	3	3
Meeting with academic deans	12	9	9	2	4
Tour of campus and community	27	10	17	3	3
Get acquainted exercises	30	15	18	1	5
Social activities	28	13	22	2	5
Introduction to library and bookstore	13	12	8	9	2
Introduction to health center	25	13	10	12	2
Introduction to minority affairs	8	8	3	6	2
Introduction to student activities and clubs	28	15	16	14	6

TABLE 6 (CONTINUED)

CRITERIA FOR JUDGING THE SUCCESS OF AN ORIENTATION COMPONENT

COMPONENTS OF ORIENTATION	STUDENT SATISFAC.	STAFF SATISFAC.	RATE OF PARTICIP.	USE OF SERVICES	INCREASED RETENTION
Introduction to counseling and testing	17	12	9	10	7
Introduction to financial aid center	18	16	8	9	4
Introduction to athletics and intramurals	15	12	8	7	4
Study skills development	18	14	14	12	7
Career development	19	15	10	11	6
Alcohol awareness program	9	10	7	2	2
Residence hall living	26	22	16	12	9

gauge their satisfaction with the program. "Faculty and staff satisfaction" was the second most frequently indicated criteria for success. Again, this pointed to an evaluation completed by the faculty and staff who had participated in orientation.

One of the questionnaires was returned with "other" checked. The criteria listed in the blank was "evaluation". The respondent did not go on to explain the evaluation, nor did he say who completed it.

The criteria listed as "High percentage of participation" showed some interesting results. The components "Tour of the campus and community", "Social activities" and "Get acquainted exercises", although showing rather low percentages for mandatory attendance (Table 2); 17.1 percent, 14.7 percent and 42.4 percent respectively, showed a high number of responses as a criteria for success. This would seem to indicate, once again, the social aspects of orientation are popular with the students.

The criteria listed as "Increased use of student support services" was another category less often indicated for judging the success of an orientation component. To support this as a criteria for success, an institution would have to measure student support service usage as it specifically relates to orientation. The components most frequently cited in this category were the health center, student activities and clubs, study skills development (most likely an academic skills center) and the residence halls. It seems likely that increased use of these types of facilities would be easier to measure than some of the other categories.

Overall, the prevalence of multiple criteria used to judge the

success of orientation components, led the writer to think either the colleges and universities surveyed are doing a good job of evaluating their programs, or else they are doing very little in the way of concrete evaluation. Unfortunately, this is unable to be determined from the results of the questionnaire.

RESULTS AND DISCUSSION OF NEW STUDENT CONCERNS SURVEY

This survey was developed from a questionnaire found in the National Orientation Directors Journal for the Fall of 1983. The original instrument was comprised of 20 questions, which surveyed student's apprehensions, and could be answered with a yes or no response. Tim Lewis, who was responsible for orientation at the University of Wisconsin-La Crosse in 1985, developed the New Student Concerns Survey (Appendix C) from the original, and changed the phrasing of the questions so that a Likert scale could be used for the responses. The scale ranged from 1 - no concern to 5 - very concerned. This survey was sent out to 20 percent of the accepted freshmen applicants in February of 1985. The results are shown in Table 7.

In 1987, Donna Wagner, who became responsible for orientation at UWL, changed two items on the survey. One item changed from "how I will be accepted socially" to "meeting new people". The second change eliminated "university rules and regulations" and added "amount of studying required". She then sent out 600 surveys to a randomly selected group of freshmen applicants for the Fall 1987 semester. This sample was comprised of 20 percent of all the applicants accepted by February 1, 1987.

TABLE 7

FALL 1985 NEW STUDENT CONCERNS SURVEY RESULTS

NO CONCERN	MODERATE CONCERN			VERY CONCERNED
1	2	3	4	5
1.	4.03	class requirements for my major		
2.	3.94	registering for classes		
3.	3.84	my study skills		
4.	3.81	money for college and/or personal expenses		
5.	3.59	choice of a career/major		
6.	3.56	how I will fare academically compared to others		
7.	3.34	meeting with advisors and counselors		
8.	3.29	finding my way around campus		
9.	3.20	how I will be accepted socially		
10.	2.98	my lifestyle in terms of health and wellness		
11.	2.97	utilizing the library		
12.	2.97	getting involved in extra-curricular activities		
13.	2.93	being away from family and friends		
14.	2.76	having a stranger for a roommate		
15.	2.76	university jargon such a g.p.a., credits or R.A.		
16.	2.76	talking to deans and professors		
17.	2.68	university rules and regulations		
18.	2.68	knowing about the city of La Crosse		
19.	2.66	cost and quality of food service		
20.	1.96	religious affiliation		
21.	1.45	race relations on campus		

TABLE 8

FALL 1987 NEW STUDENT CONCERNS SURVEY RESULTS

NO CONCERN	MODERATE CONCERN			VERY CONCERNED	
1	2	3	4	5	
1.	3.55				registering for classes
2.	3.51				class requirements for my major
3.	3.42				my study skills
4.	3.38				amount of studying required
5.	3.27				money for college and/or personal expenses
6.	3.08				choice of a career/major
7.	3.05				how I will fare academically compared to others
8.	2.90				meeting with advisors and counselors
9.	2.81				meeting new people
10.	2.76				finding my way around campus
11.	2.73				utilizing the library
12.	2.72				getting involved in extra-curricular activities
13.	2.68				talking to deans and professors
14.	2.59				university jargon such a g.p.a., credits of R.A.
15.	2.57				being away from family and friends
16.	2.52				cost and quality of food service
17.	2.50				my lifestyle in terms of health and wellness
18.	2.42				having a stranger for a roommate
19.	2.26				knowing about the city of La Crosse
20.	1.67				religious affiliation
21.	1.33				race relations on campus

The results of the survey for 1987, shown in Table 8, are listed in order of highest concern. The top four categories all indicate academic concern. Item 5 indicates the concern for the costs of a college education. Items 6 through 8 again indicate the need for addressing academics in the orientation process.

It is interesting to note, that none of the categories elicited a response of either very concerned or no concern with the range falling between 3.55 and 1.33. The rank order of the responses changed very little from 1985 to 1987. "Registering for classes" was number 1 in 1987 whereas it had been number 2 in 1985. "Class requirements for my major" was second in 1987 but first in 1985. The greatest change in any category was "my lifestyle in terms of health and wellness" which changed from tenth in 1985 to seventeenth in 1987. There is nothing to indicate why the change took place.

The validity of this survey is has not been determined. The response rate was barely a majority. However, the primacy of academic concerns is emphasized with the results of this survey.

Summary

A survey was sent to the Orientation Directors of colleges and universities with a minimum four year degree granting program in the NASPA 4E region. The purpose of the questionnaire was to determine which of the components of orientation were used successfully in these other schools. An attempt to discover the method of facilitation for these components including group size and group leaders was also

included. Of the 61 surveys sent, 41 were returned for a response rate of 67 percent.

Conclusions

The following conclusions are based on the results of the surveys.

1. The primary concerns of new freshmen students for orientation were academic. "Registration" and "Academic advising" were indicated as high concerns on both survey instruments.
2. Attendance at the individual components making up orientation were not required in most cases. The sessions that were required by the majority, or over 50 percent, included "Registration", "Academic advising", the "Meeting with the Dean/Vice President Student Affairs" which most likely would include "Information on non-academic rules and regulations" and the "Meeting with academic deans", which would likely include "Information on academic policies and procedures".
3. A variety of group sizes is used to facilitate the orientation process, with the small group size of 1-25 being used most frequently.
4. Faculty, student personnel staff and student peers were all used by the respondents to carry out orientation. Each component had one type of leader most frequently indicated as facilitating that section of orientation. The results indicated the need to use all three groups cooperatively in the orientation process.
5. The success of all 22 components of orientation was indicated by the majority of the respondents. The components most frequently indicated as successful were social, which suggested social functions need to be included in the orientation program.
6. The two criteria most frequently indicated to judge the success of

orientation were perceived student and/or faculty/staff satisfaction. This seems to indicate that an evaluation is given to students and/or faculty and staff to gauge the success of the program.

Recommendations

The first three recommendations are to those who might choose to replicate this study. The last three recommendations are for the orientation program at the University of Wisconsin-La Crosse.

1. The survey sent to the colleges and universities should be revised to include the name of the institution and the name of the orientation director, separate from the section requesting this information for a copy of results. Instructions to "See other side" should be included. The categories of "Perceived student satisfaction" and "Perceived faculty/staff satisfaction" should be changed to "Student evaluation" and "Faculty/staff evaluation" to give a clearer indication of the actual criteria used to judge success.
2. The New Student Concerns Survey should be given to the students several times to gauge possible changes in their concerns throughout the orientation process. It is suggested that the survey first be given to a random sample of 20 percent of accepted freshmen students four months prior to Advanced Freshmen Registration. This would be repeated with the original respondents at the beginning of Fall Freshmen Orientation and again the week before midterms. This would allow the ongoing programs to more appropriately address the current concerns of the freshmen participants.
3. A follow-up letter should be sent to the group which had originally received the New Students Concern Survey to encourage a higher response

rate. This would allow for a greater degree of validity in the research.

4. It is recommended that orientation be taken out of the Admissions Office and be placed in an office more suited to giving ongoing support to freshmen students, or ideally that an Orientation Office be developed for the University of Wisconsin-La Crosse.

5. An orientation course would be an excellent addition to the proposed model, if institutional support would ever become available for this project. This would allow for ongoing orientation and would address many of the freshmen students concerns in a academic setting during their first semester in college.

6. The development of an orientation committee comprised of faculty, staff and student representatives would help with the task of organizing and facilitating the orientation program at the University of Wisconsin-La Crosse. The development of this committee would also be helpful in getting all three groups involved in the orientation process.

CHAPTER IV
A PROPOSED MODEL

Introduction

Currently, Freshmen Orientation at the University of Wisconsin-La Crosse is the responsibility of the Admissions Office. Donna Wagner, Admissions Counselor, is responsible for co-ordinating "New Student Orientation" which takes place the 3 to 5 days preceding the start of classes in the fall. Gale Grimslid, Director of Admissions, is responsible for co-ordinating "Freshmen Advanced Registration" which is held 5 or 6 days during a 10 day period in the month of June. Both of these activities currently orient 1500 to 2000 new students during the course of the programs. A schedule of activities for both "New Student Orientation" and "Freshmen Advanced Registration" for 1986 are included in Appendix C.

Although orientation is currently a function of the Admissions Office at UWL, this model would allow the program to be implemented by another office. It is the opinion of the writer, that orientation would more appropriately be a function of an office which is able to offer ongoing support for freshmen students. The person responsible for orientation, wherever they are employed, would have other responsibilities in addition to their position as orientation director.

The Model

The Model for Traditional Freshmen Orientation at the University of Wisconsin-La Crosse is an ongoing process as well as a series of

programs. This is an integral part of the model and ongoing support from the "orientation office" is an important feature of the model. The programs start and finish at different times, but one of the programs extends throughout the first semester.

The model is divided into three sections for the purpose of organization. The three sections include (1) Freshmen Advanced Registration, (2) Fall Freshmen Orientation, and (3) Orientation Peer Advisor Program.

Freshmen Advanced Registration

The Freshmen Advanced Registration program would be considered part of the orientation process. It would be offered a minimum of six times during June to allow for groups of no more than 350 students to be advised and registered at once. This allows for more appropriate individualization with the new students. The program would be held for a full day with activities scheduled from 9AM to 5PM.

Parent Orientation would be held concurrently with this event. Although the survey instrument did not indicate the prevalence of parent orientation programs, the written schedules, included by the responding schools, did indicate they were frequently used. The Parent Orientation component would consist of a general welcome session to both parents and students, a group briefing session for parents with groups limited to 50 people, a panel of student services personnel and academic deans, to answer questions, and a small group wrap-up session with groups of 25 or less. This last session would be facilitated by student service personnel and would allow parents to make new friends, discuss some of their fears and concerns and evaluate the program. This session would

be held at the end of the days activities to allow the parents to evaluate the entire program, using a mark sense form for ease in scoring.

During the time the parents are going through orientation, students would be dealing with the registration process. This addresses the student's main concern, academic issues, as is revealed in the New Students Concerns Survey. After the general welcome session, students would meet with the academic deans of their college to get general information regarding that college and information on specific majors.

Following this, there would be a group social activity held during the luncheon period. A picnic would be suggested and would include faculty, student personnel staff, administration, as well as orientation peer advisors, parents and freshmen students. This picnic would be provided at a cost to the participants and would allow for informal interaction with faculty, staff and administration who would be strongly encouraged to attend. This also allows for a social component to be added to the program which the survey pointed out was the most enjoyable part of orientation for all involved. Students and parents would also be kept on campus to allow for a smoother transition into the afternoon's activities.

After lunch, the students would be given academic advising in either very small groups or individually. This advising would be carried out by the academic advisors, faculty, and trained peer advisors. If it is at all possible, interpretation of test results such as the ACT would be incorporated into the academic advising to individualize the process. Upon completion of the advising, registration would take place. Registration would be carried out in a

large group setting with faculty, staff and orientation peer advisors facilitating the process. Using a variety of leaders for support would allow students to get as much individualized attention as possible, during a process that is sometimes very stressful and confusing for them.

Other components available, during this time, would be campus tours and residence hall tours. These tours would be available to students or parents. Later in the afternoon, while the parents were participating in their small groups, students would be able to attend sessions for special interest groups. This would include athletics, theatre, forensics, debate, ROTC, honors program, various music programs and the international program. This would permit students to begin to get involved, and enable them to meet people with common interests and to make friends. Thus, the day would end on an "up note" with students excited about these activities and the start of school in the fall.

As this program is described, goals (1) helping students with their academic adjustment to college, (2) offering opportunities for students to closely interact with faculty, staff and upperclass students, (3) showing concern for the student as an individual, and (6) using small group settings to ease the students transition into college, would be met. In addition, the standards elucidated by CAS (1986); "to provide continuing services and assistance that will aid the new student in their transition to the institution; to expose new students to the broad educational opportunities of the institution; and to integrate new students into the life of the institution", will all be adhered to with the use of this program (p. 6).

Fall Freshmen Orientation

This portion of orientation would be held in the fall for 4 to 6 days proceeding the start of classes. The length of the program would depend on the placement of the Labor Day holiday. This model presents a minimum number of activities scheduled for a 4 day period, but other similar activities would need to be added for a longer program. A suggested schedule of events is included in Appendix D.

New students still need some academic orientation, but the primary focus of Fall Freshmen Orientation is one of gaining comfort with and acceptance of their physical, social and personal environment. These aspects are so intertwined with the academic, they are sometimes not distinguishable, but the emphasis for this part of orientation is more personalized and social.

The major function for the first day of this orientation session would be to check into the residence halls and sign up for a meal plan. Other activities available on the first day would be official schedule pick up, identification photos and rental of textbooks. Picking up official schedules and having an ID photograph taken would be available on days 1 and 2 of orientation. Textbook rental would be available daily from 8AM to 7:30PM throughout orientation. This would allow students plenty of time to participate in other activities without feeling pressured to get their textbooks right away.

Campus tours and community tours should be offered several times during the orientation program. The use of bicycles for community tours would work nicely with the size of the community and would promote small

group interaction, because the group would need to be limited in size. Both types of tours would be led by orientation peer advisors.

Each day would end with a social event to encourage students to get to know one another. A picnic or theme dinner would be a good suggestion for the first day. All new students would be invited to attend with admittance by either meal pass or pre-purchased ticket. Faculty, staff and orientation peer advisors would be encouraged to attend.

During and after the picnic or dinner, fun and games would be going on. This would provide the students with an opportunity for small group interaction in a large gathering. Suggestions for other social activities might be all night movies, a concert or jamfest, a dance, or a luau. It is important to include a social activity in each days events, regardless of the length of the program.

The second and third days would begin with the Dean of Student Affairs Orientation meeting. This meeting would be repeated in the afternoon and in the evening of the second day. The evening session allows all of the athletic teams, the band, and others, who might have commitments during the other times, to attend this mandatory meeting. Rules, regulations, policies, procedures, the student handbook, the catalog and student support services would be highlighted. A city police officer would offer information about local laws and ordinances and the student body president would discuss student government.

Meeting with academic deans, academic advising and registration should be held for all non-registered freshmen students during the

second day. This allows student's academic concerns to be dealt with so that they can become involved in other orientation activities.

Placement tests for foreign languages and mathematics would be given on the second and third days. Special help sessions would be held on the second, third and fourth days. These mini-workshops would cover such topics as career/major choice, reading tips, math tips, notetaking tips, time management, studying for a foreign language, interpreting university jargon and introduction to the use of the library. These sessions would be taped so that they could be offered throughout the first semester, at strategic times, on the closed circuit TV system in the residence halls and Cartwright Center. This would allow for some ongoing developmental support during the first semester.

A student activities and clubs fair would be held during the third and fourth days of orientation for two hours each time. To encourage attendance, tickets would be given out for a drawing for door prizes. Appropriate prizes might include rentals from the Outdoor Connection, bowling passes, movie passes and concert tickets.

A get acquainted exercise that would be incorporated into the program could be held at the same time as the Dean of Student Affairs Orientation meetings. This exercise not only encourages students to get acquainted, but also familiarizes them with student support services. These activities would either include a "College Simulation Game" or scavenger hunt. Both of these exercises are set up for 100-150 students so participation would be limited.

The "College Simulation Game" gives students a list of tasks they must prioritize and complete in a set amount of time. The room, used

for the game, is set up as mock student service offices and the student has to visit the appropriate office to get his sheet signed to complete the task. The exercise is completed by small group discussion and evaluation of the experience.

Another option would be a scavenger hunt, which is similar, but requires more support of the actual student service offices. The participants visit the offices to complete their tasks by getting a signature stamped on their list.

The addition of these games would allow for goals (2) offering opportunities for students to interact with faculty, staff and peers, (4) opportunities for self-growth and exploration, (5) familiarizing the new student with support services and (6) using a small group setting to ease the students transition into the institution to be realized. The entire program allows all of the six goals for orientation to be met. It is also instrumental in "integrating the student into the actual life of the university" as is specified by CAS standards.

The final component to orientation, a portion of which is included in Fall Freshmen Orientation is the Orientation Peer Advisor program which will be discussed in the next section.

Orientation Peer Advisor Program

The results of the survey and the literature both emphasize the need to include student peers in the orientation process. Therefore, a Orientation Peer Advisor Group would be developed to help with the orientation process. These peer advisors would be involved in both Freshmen Advanced Registration and Fall Freshmen Orientation as well as facilitating an ongoing contact program throughout the first semester.

Each new student would be assigned to a peer advisor at the beginning of Fall Freshmen Orientation. A mandatory meeting would be held with the advisor in groups of 30. The meetings would need to be carefully scheduled and co-ordinated so that all could attend. The meeting would start with an ice breaker or get acquainted exercise. During the meeting several different topics would be addressed. These would include acknowledgement of the stressful transition one makes when entering college, safety and security issues, and alcohol awareness.

The peer advisor would then point out the ongoing aspects of orientation. They would remind people about the support services, televised study skills sessions and offer ongoing support by giving the participants a card with their name and phone number on it.

During the second week of classes, a letter would be sent from the peer advisor reminding the student of the support available to them and offering their help. Two weeks before midterms calls would be placed by the advisors to check on the student's progress and make appropriate referrals when necessary.

A final letter would be sent a month before the end of the first semester with an invitation to attend a group meeting to discuss concerns and evaluate the program. A mark sense evaluation form for ease in scoring would be given to the people attending the meeting. At this time, students would be encouraged to seek help from appropriate support services, if needed, after the program ended.

The writer is aware of some of the potential problems with the implementation of the Orientation Peer Advisor Program. Ideally, 50-70 orientation peer advisors would be hired and trained to carry out the

program. If this were not possible, perhaps volunteers from the hall Resident Advisors could carry out the program with the freshmen living in the resident halls. Then, volunteers or paid students could be used to work with the remaining freshmen commuter students. It is the opinion of the writer, that the residence halls do an excellent job of supporting the orientation efforts at UWL. However, due to a housing shortage, not all freshmen are able to live on campus. These commuter students need as much support as possible, and the Orientation Peer Advisor Program would offer that support.

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APPENDIX A

2. Please check the ___ for the components of orientation which are successful in your program.
- A. Check the ___ for the criteria used to judge the success of that component from the following:
1. Percieved satisfaction of student participants
 2. Percieved satisfaction of faculty and staff
 3. High percentage of participation
 4. Increased use of student support service
 5. Increased retention
 6. Other - Please list

COMPONENTS OF ORIENTATION	STUDENT SATISF.	STAFF SATISF.	RATE OF PARTIC.	USE OF SERVICE	RETEN-TION	OTHER PLEASE LIST
___ Registration	___	___	___	___	___	___
___ Academic advising	___	___	___	___	___	___
___ Exposure to a live or simulated class	___	___	___	___	___	___
___ Information on academic policies and procedures	___	___	___	___	___	___
___ Information on non-academic rules and regulations	___	___	___	___	___	___
___ Information on personal safety and security	___	___	___	___	___	___
___ Meeting with Dean/Vice President student affairs	___	___	___	___	___	___
___ Meeting with academic deans	___	___	___	___	___	___
___ Tour of campus and community	___	___	___	___	___	___
___ Get acquainted excercises	___	___	___	___	___	___
___ Social activities	___	___	___	___	___	___
___ Introduction to library and bookstore	___	___	___	___	___	___
___ Introduction to health center	___	___	___	___	___	___
___ Introduction to minority affairs	___	___	___	___	___	___
___ Introduction to student activities and clubs	___	___	___	___	___	___
___ Introduction to counseling and testing center	___	___	___	___	___	___
___ Introduction to financial aid center	___	___	___	___	___	___
___ Introduction to athletics and intramurals	___	___	___	___	___	___
___ Study skills development	___	___	___	___	___	___
___ Career development	___	___	___	___	___	___
___ Alcohol awareness program	___	___	___	___	___	___
___ Residence hall living	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___

Please check here if you desire a copy of the results __. NAME _____ SCHOOL _____

2. Please check the ___ for the components of orientation which are successful in your program.
- A. Check the ___ for the criteria used to judge the success of that component from the following:
1. Percieved satisfaction of student participants
 2. Percieved satisfaction of faculty and staff
 3. High percentage of participation
 4. Increased use of student support service
 5. Increased retention
 6. Other - Please list

COMPONENTS OF ORIENTATION	STUDENT SATISF.	STAFF SATISF.	RATE OF PARTIC.	USE OF SERVICE	RETEN-TION	OTHER PLEASE LIST
___ Registration	___	___	___	___	___	___
___ Academic advising	___	___	___	___	___	___
___ Exposure to a live or simulated class	___	___	___	___	___	___
___ Information on academic policies and procedures	___	___	___	___	___	___
___ Information on non-academic rules and regulations	___	___	___	___	___	___
___ Information on personal safety and security	___	___	___	___	___	___
___ Meeting with Dean/Vice President student affairs	___	___	___	___	___	___
___ Meeting with academic deans	___	___	___	___	___	___
___ Tour of campus and community	___	___	___	___	___	___
___ Get acquainted excercises	___	___	___	___	___	___
___ Social activities	___	___	___	___	___	___
___ Introduction to library and bookstore	___	___	___	___	___	___
___ Introduction to health center	___	___	___	___	___	___
___ Introduction to minority affairs	___	___	___	___	___	___
___ Introduction to student activities and clubs	___	___	___	___	___	___
___ Introduction to counseling and testing center	___	___	___	___	___	___
___ Introduction to financial aid center	___	___	___	___	___	___
___ Introduction to athletics and intramurals	___	___	___	___	___	___
___ Study skills development	___	___	___	___	___	___
___ Career development	___	___	___	___	___	___
___ Alcohol awareness program	___	___	___	___	___	___
___ Residence hall living	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___
___ Other Please list _____	___	___	___	___	___	___

Please check here if you desire a copy of the results __. NAME _____ SCHOOL _____

APPENDIX B

Other Responses to Question 1A Regarding Components of Orientation

Placement Tests	2 Schools
Commuter Issues	2 Schools
Parent Orientation Program	2 Schools
Time Management	
Student Developmental Task Inventory	
Co-op Program	
Roommate Relationships	
Student Success Session	
Adult Services	
Peer Sponser Program	
Stress Management	
Relationship Differences	
Student Panel	
Self-concept	
Leadership Opportunities	
ID Photos	

APPENDIX C

WEDNESDAY, AUGUST 27

MEAL PLAN Any time after 8 a.m. you may sign up for your meal plan in Whitney Center. There is no need for cash. You will be billed at a later date.

0 a.m. **RESIDENCE HALLS OPEN**

0 a.m. **REGISTERED NEW FRESHMEN** Any time from 9 a.m.- noon you may pick up your official class schedule (Form 11), I.D. and Drop and Add Permit in Valhalla, Cartwright Center. Please make every effort to pick these items up in the morning. If not, from 1-5 p.m. look for the message outside Valhalla, Cartwright Center, to receive further instructions. To receive your textbooks, you must bring your I.D. and official class schedule to the Textbook Rental Service located in the lower level of Cartwright Center. The Textbook Rental Service is open from 9 a.m.-4 p.m. on Wednesday, Thursday, Friday and Saturday. If you arrive on Thursday or later, you may get your official class schedule, I.D. and Drop and Add Permit in Valhalla, Cartwright Center.

1 p.m. **NON-REGISTERED NEW FRESHMEN** Information sessions for only those new freshmen who did not advance register. Main Hall Auditorium (second floor)

1 p.m. **CAMPUS TOUR** Meet in the Admissions Office, 147 Main Hall

1 p.m. **NON-TRADITIONAL STUDENTS'** meeting, 221 Main Hall. See non-traditional student section, page 7.

1 p.m.-
1 p.m. **RESIDENCE HALL PICNIC** between Wilder Hall and Wing Communication Center. Tickets may be purchased in the residence halls or at the picnic site. All new students are welcome to participate.

1 p.m. **RESIDENCE HALL MEETINGS** Check with your resident assistant or hall director to receive further information.

THURSDAY, AUGUST 28

1 a.m. **DEAN OF STUDENT AFFAIRS MEETING** in Main Hall Auditorium for all students in Sanford, White, Reuter and Laux Halls. This required assembly will introduce each new student to the UW-La Crosse Catalog, Student Handbook, and other helpful materials and services. Transfer students may attend any of the Dean of Student Affairs meetings.

1 a.m.-
1 a.m. **STUDENT ACTIVITIES/ORGANIZATIONS** All students are welcome to browse through material from the many and varied student organizations and clubs on campus. Resource people will be available to answer questions about these groups and/or direct you to contact people who are currently involved in these areas. Visit to find

out more about student government, programming boards, special interest groups, sororities, fraternities and more. Becoming involved in these activities is an integral part of your college education, so don't miss this one. Port O'Call, Cartwright Center

10:30 a.m.-
Noon

SPANISH PLACEMENT TEST - Main Hall Auditorium
FRENCH PLACEMENT TEST - 247 Main Hall

These placement tests are for all new freshmen who plan to take a language (regardless of advance registration course level selected) and who have previous study in the language they plan to take. A \$3 fee is to be paid at the door before entering the test room. Bring cash or check and a number two pencil with eraser.

*1:00 p.m.

DEAN OF STUDENT AFFAIRS MEETING in Main Hall Auditorium for all students in Coate, Angell and Hutchison Halls. This required assembly will introduce each new student to the UW-La Crosse Catalog, Student Handbook, and other helpful materials and services. Transfer students may attend any of the Dean of Student Affairs meetings.

1:00 p.m.

CAMPUS TOUR If you are interested in a tour of the campus, please meet in the Admissions Office, 147 Main Hall.

3:00 p.m.-
4:30 p.m.

GERMAN PLACEMENT TEST - 247 Main Hall This placement test is for all new freshmen who plan to take a language (regardless of advance registration course level selected) and who have previous study in the language they plan to take. A \$3 fee is to be paid at the door before entering the test room. Bring cash or check and a number two pencil with eraser.

3:00 p.m.-
4:00 p.m.

INFORMATION SESSIONS in North Hall. These half-hour sessions are repeated at 3:30 p.m. and again on Friday. All of these sessions are beneficial, so please attend as many as possible.

Time Management Tips	141 North Hall
Math Tips	136 North Hall
Career/Major Decision	139 North Hall
Notetaking Tips	112 North Hall
Reading Tips	122 North Hall
Studying Foreign Language	211 North Hall
(For student with previous language experience)	3:00 only
(For student without previous language experience)	3:30 only

3:00 p.m.-
4:00 p.m.

STUDENT ACTIVITIES/ORGANIZATIONS All students are welcome to browse through material from the many and varied student organizations and clubs on campus. Resource people will be available to answer questions about these groups and/or direct you to contact people who are currently involved in these areas. Visit to find out more about student government, programming boards, special interest groups, sororities, fraternities and more. Becoming involved in these activities is an integral part of your college education, so don't miss this one. Port O'Call, Cartwright Center

4:00 p.m.

FUN 'N GAMES Excitement, fun, laughter, energy. This is a must to start college social life off right! Get to know other students before classes start. For a good time, meet at the Drake Hall field.

4:30 p.m.

ALUMNI PICTURE for students whose parents attended UW-La Crosse. Please meet at the northeast entrance of Main Hall.

5:00 p.m.

TRANSFER STUDENT PANEL in Main Hall Auditorium. See transfer student section on page 7.

*8:00 p.m.

DEAN OF STUDENT AFFAIRS MEETING for Marching Chiefs, athletic teams, and others who are unable to attend their regularly scheduled session on Thursday or Friday. Main Hall Auditorium. Transfer students may attend any of the Dean of Student Affairs meetings.

Dusk

FREE MOVIE NIGHT Campus Cinema is sponsoring an evening of movie fun. "Revenge of the Nerds" and "Up the Creek" will be shown outside, on the north wall of the Fine Arts Center. Bring your pillows and popcorn.

FRIDAY, AUGUST 29

*8:30 a.m.

DEAN OF STUDENT AFFAIRS MEETING in Main Hall Auditorium for all students in Wentz, Drake, Trowbridge, Baird and all new students who live off campus. This required assembly will introduce each new student to the UW-La Crosse Catalog, Student Handbook, and other helpful material and services.

10:00 a.m.-
11:00 a.m.

INFORMATION SESSIONS in North Hall. These half-hour sessions are repeated at 10:30 a.m. All of the sessions are beneficial, so please attend as many as possible.

Time Management	141 North Hall
Math Tips	136 North Hall
Career/Major Decisions	139 North Hall
Notetaking Tips	112 North Hall
Reading Tips	122 North Hall
Study Foreign Language	211 North Hall
(For students with previous language experience)	10:00 only
(For students without previous language experience)	10:30 only

10:00 a.m.-
11:00 a.m.

STUDENT ACTIVITIES/ORGANIZATIONS All students are welcome to browse through material from the many and varied student organizations and clubs on campus. Resource people will be available to answer questions about these groups and/or direct you to contact people who are currently involved in these areas. Visit to find out more about student government, programming boards, special interest groups, sororities, fraternities and more. Becoming involved in

* Attendance is required for new freshmen and/or transfer students

these activities is an integral part of your college education, so do not miss this one. Port O'Call, Cartwright Center

11:00 a.m. **CAMPUS TOUR** Meet at the northeast entrance of Main Hall.

*1:00 p.m. **MATH PLACEMENT TEST** for all new freshmen students who do not take the test. Main Hall Auditorium. \$3 is to be paid at the Cashier's Window, 121 Main Hall, before you take the test. Your receipt from the Business Office will admit you to the test.

3:00 p.m.-
4:00 p.m. **STUDENT ACTIVITIES/ORGANIZATIONS** All students are welcome to browse through material from the many and varied student organizations and clubs on campus. Resource people will be available to answer questions about these groups and/or direct you to contact people who are currently involved in these areas. Visit to find out more about student government, programming boards, special interest groups, sororities, fraternities and more. Becoming involved in these activities is an integral part of your college education, so do not miss this one. Port O'Call, Cartwright Center

Evening **GREAT RIVER TRADITIONAL MUSIC AND CRAFTS FESTIVAL** at the UW-La Crosse campus. Musicians, storytellers, crafts, ethnic foods, dancers, etc. There's something to stimulate all the senses. The festival will continue through Sunday.

SATURDAY, AUGUST 30

*8:00 a.m.-
12:30 p.m. **ACT EXAM** for all new freshmen who have not taken the test. Register with the Counseling and Testing Center, Wilder Hall, by Friday noon. Bring your check or money order for \$12.50 when you register. The test will be administered in 102 North Hall.

10:00 a.m. **GREAT RIVER TRADITIONAL MUSIC AND CRAFTS FESTIVAL**
UW-La Crosse campus

SUNDAY, AUGUST 31

Morning **LOCAL CHURCH SERVICES**

10:00 a.m. **GREAT RIVER TRADITIONAL MUSIC AND CRAFTS FESTIVAL**
UW-La Crosse campus

MONDAY, SEPTEMBER 1

Evening **RESIDENCE HALL** small group sessions. Check hall schedule or check with resident assistant regarding times.

8:00 p.m.-
Midnight **HAWAIIAN LUAU** New freshmen are welcome to attend. D.J., music, contests, prizes, refreshments. This activity is sponsored by the Housing Office. Badger Street between North Hall and Murphy Library. Be there!

ADVANCE REGISTRATION PROGRAM
PARENTS

NOTE: Meetings before the General Session are optional.

9:30 - 10:20 a.m.	Intercollegiate athletics --- for men/women students and parents	257 Cartwright	Physical Education Staff
9:45 - 10:20 a.m.	Theatre, forensics, and/or debate for students and parents	263 Cartwright	Speech and Theatre Staff
9:45 - 10:20 a.m.	General Honors Program -- for those accepted into the program and for others who may be interested - parents included	262 Cartwright	David Miller
9:45 - 10:20 a.m.	Music: band, choir and orchestra for students and parents	Ward Room Cartwright	Music Staff
9:45 - 10:20 a.m.	ROTC - Army: for students and parents	264 Cartwright	ROTC Staff
9:45 - 10:20 a.m.	Non-Traditional Students	258 Cartwright	Diane Schumacher
10:30 - 11:00 a.m.	<u>GENERAL SESSION</u> for all students and parents	Valhalla Cartwright	Noel Richards, Chancellor Gale Grimslid, Director of Admissions
11:10 - 11:50 a.m.	Parent briefing on the University and related areas	(rooms will be assigned on day of program)	Student Affairs Staff Academic Development Staff, et al
12:00 - 1:00 p.m.	Lunch (on your own)	Galley-Cartwright	University Food Service
12:00 - 1:00 p.m.	Visit a Residence Hall on your own (optional)	Sanford Hall Farwell & East Ave.	Richard Koehler, Director of Housing and Staff
1:15 - 2:00 p.m.	Parent Orientation	Valhalla-Cartwright	Reid Horle, Assoc. Dean of Student Affairs (also staff panel)
2:05 - 3:00 p.m.	General Campus Tour (optional)	Depart from Valhalla	University Vanguards
2:00 - 4:00 p.m.	Visit a Residence Hall on your own (optional)	Sanford Hall Farwell & East Ave.	Richard Koehler, Director of Housing and Staff

ADVANCE REGISTRATION PROGRAM
STUDENTS

NOTE: Meetings before the General Session are optional.

9:30 - 10:20 a.m.	Intercollegiate athletics --- for men/women students and parents	257 Cartwright Center	Physical Education Staff
9:45 - 10:20 a.m.	Theatre, forensics, and/or debate for students and parents	263 Cartwright Center	Speech and Theatre Staff
9:45 - 10:20 a.m.	General Honors Program --- for those accepted into the program and for others who may be interested	262 Cartwright Center	David Miller
9:45 - 10:20 a.m.	Music: band, choir and orchestra for students and parents	Ward Room - Cartwright Center	Music Staff
9:45 - 10:20 a.m.	ROTC - Army: for students and parents	264 Cartwright Center	ROTC staff
9:45 - 10:20 a.m.	Non-Traditional Students	258 Cartwright Center	Diane Schumacher
NOTE: Students who took the English and Math Placement Exams this spring should pick up their test results in Port O' Call, Cartwright Center before the General Session.			
10:30 - 11:00 a.m.	GENERAL SESSION - for all students and parents	Valhalla - Cartwright Center	Noel Richards, Chancellor Gale Grimslid, Director of Admissions
11:10 - 11:40 a.m.	COLLEGE/SCHOOL ORIENTATION (required of all students) College of Arts, Letters & Sciences School of Health & Human Services College of Health, Phys. Educ. & Rec. College of Education (Elem. & Sec.) College of Business	Valhalla- Cartwright Center Room 156-Cowley Hall Room 247 - Main Hall Room 200 -Morris Hall Room 141 -North Hall	Dean Cara Chell/Dean James Anderson Dean Vincent Weber Dean John Mitchem Dean Howard Rose Dean Ron Bottin

11:40 - 12:00 Noon Registration Instructions

Students remain in the rooms listed previously.

R. Le Roy -Registrar
A. Aarstad-Assoc. Registrar
D. Cassel - Asst. Registrar
D. Schumacher - Extended Education
G. Lang - Academic Asst. to Dean, Health & Human Services

12:00 - 1:00 p.m. Lunch - (on your own)

Galley - Cartwright Center

University Food Service

1:00 - 2:00 p.m. Academic Advisement/Program Planning

PLEASE NOTE: Students are assigned for initial advisement based on their intended major, accordingly, you should report to the appropriate room identified on the schedule that you received in the morning session.

University Faculty

2:00 - 3:30 p.m. Check-out station and I.D. photo

Whitney Center

A. Aarstad
D. Suter

3:30 - 4:00 p.m. Visit a residence hall on your own (optional)

Sanford Hall
Farwell & East Avenue

D. Koehler

APPENDIX D

SCHEDULE FOR FRESHMEN FALL ORIENTATION

DAY 1

8AM-5PM	Check into Residence Halls
8AM-5PM	Pick up Meal Cards
11AM	Tour of Campus
11AM	Bicycle Tour of La Crosse
5PM	Picnic with Fun and Games

DAY 2

8AM-4:30PM	Student ID Photos
8AM-4:30PM	Pick up Official Class Schedules
8AM-7:30PM	Textbook Rental Available
9AM-10AM	Dean of Student Affairs Orientation Meeting
9AM-1PM	Meeting with Academic Deans, Academic Advising and Registration for all non-registered freshmen
9AM-10AM	Get Acquainted Exercise
10AM	Campus and Community Tours
10:30AM-12PM	Placement Tests
1PM-2PM	Dean of Student Affairs Orientation Meeting
1PM-2PM	Get Acquainted Exercise
2PM-3:30PM	Placement Tests
2PM	Campus and Community Tours
3PM-4PM	Special Help Mini-workshops
3PM-5PM	Student Activities and Clubs Fair
8PM-9PM	Dean of Student Affairs Orientation Meeting
9PM	Social Activity

DAY 3

9AM-10AM	Dean of Student Affairs Orientation Meeting
9AM-10AM	Get Acquainted Exercise
10AM	Tours of Campus and Community
10AM-12PM	Student Activities and Clubs Fair
10AM-11AM	Special Help Mini-workshops
1PM-2:30PM	Small Group Sessions with Orientation Peer Advisors
3PM-4:30PM	Placement Tests
3PM	Tours of Campus and Community
3PM-4PM	Special Help Mini-workshops
3PM-4PM	Get Acquainted Exercise
Evening	Social Activity

SCHEDULE FOR FALL FRESHMEN ORIENTATION CONTINUED

DAY 4

8AM-12:30PM	ACT
10-11	Get Acquainted Exercise
10AM	Tours of Campus and Community
1PM-2PM	Special Help Mini-workshops
2PM	Tours of Campus and Community
2PM-4PM	Student Activities and Clubs Fair
Evening	Social Activity