

New Student Orientation Service Unit Self Study

**Indiana University Purdue University
Indianapolis**

April 15 - 16, 2004

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Part I: Introduction

The New Student Orientation program has over a twenty-year history at Indiana University Purdue University Indianapolis (IUPUI). The program's beginning and longevity are evidence of the university community's commitment to support new students in their educational endeavors. The New Student Orientation program is a dynamic one-day program that has evolved over the years. During those years, many different strategies and activities have been implemented to meet the diverse needs of the students served. According to Jacobs (1993) as cited in Hansen & Lowenkron (2003), orientation programs should be viewed as processes or intentional sets of programs designed to assist incoming students with their transition to the institution. A strong support for having an orientation program is the university's emphasis on retention efforts. Mullendore (1996) recommended that orientation programs keep retention at the forefront of their program. With retention as a primary focus, the orientation program is able to incorporate intentional strategies to address factors such as low levels of academic integration, social integration and self-efficacy that impact first-year student attrition.

In efforts to continue, build, and sustain a strong orientation program, careful consideration needs to be made in regards to the purpose, goals, and evaluation of the program. The purpose of this paper is to provide the external review team a background of the New Student Orientation program, an overview of the revisions made to the goals and program theory as a result of the Hansen & Lowenkron (2003) program evaluation report, a summary of the results from efforts to improve the program, and requests for recommendations from the team for future growth of the orientation program.

General Information about IUPUI:

Many IUPUI incoming students possess characteristics that place them at a greater risk for academic failure and attrition: not completing a rigorous high school college-preparatory curriculum, being first generation college students, attending classes part-time, living off campus, and maintaining significant off-campus work commitments. Often juggling work and family responsibilities along with school, most IUPUI students also commute to campus and are frequently separated, therefore, from the overall campus community. Thus, it is difficult for them to make the necessary connections and take advantage of the support systems offered by the university. New Student Orientation is designed to provide incoming students with the resources and information they need to successfully meet university demands and to acclimate to a new environment.

Salient characteristics of entering students based on survey results are as follows:

- 56% of Fall 2003 beginning freshmen reported they were first-generation college students (neither parent completed a 4-year college degree)
- 42% of survey respondents reported that they plan to work more than 20 hours per week while attending school.
- 60% of the African American survey respondents reported that they were first-generation college students (130 out of a total of 217 African American respondents).
- 44% of African American survey respondents reported that they plan to work more than 20 hours per week while attending school.

(Note: 2234 beginning freshmen students responded to the survey, a 90% response rate only 252 beginning freshmen did not respond). First Generation and Hours Planned to Work based on the Fall 2003 ACT-Compass Entering Student Survey. Students are asked to complete this computer-generated survey directly after taking placement tests.

Part II: Brief History of the New Student IUPUI Orientation Program:

A report was written in 1981 by an unknown source about the New Student Orientation Program that reflected on the implementation of the first orientation program at IUPUI. The faculty on campus at the time had developed the program. It was called the New Student Orientation program and was designed to accomplish three major goals. The first goal was to provide immediate survival information to new students for the first few weeks of classes at IUPUI. To meet this goal, information was provided about the registration process, fee payment process, student rights and responsibilities, and the physical layout of the campus. The second goal was to identify important resources at IUPUI such as information services, publications, and support services and their offices. Students were instructed on how to find the source and location of any information or services that they might need. The third goal for orientation was to create a positive first impression of IUPUI and the establishment a personal contact with the IUPUI staff.

The events that took place at orientation included a welcoming session, small group sessions, and an Orientation “Expo.” These sessions were designed to provide the opportunity for students, parents, and spouses to become acquainted with IUPUI services and academic programs, as well as to meet IUPUI staff and students. The 1981 orientation program served 826 new students during a three-hour program. Four sessions were conducted over a two-day period, one week prior to school beginning. Attendance was optional. Approximately one-third of those attending were transfer students. The greatest attendance for the orientation program was during the evening session.

Feedback about the program was positive, with comments on potential growth areas. The comments included suggestions that the program needed to be more personal, to provide more time for the tour and information sessions, to have faculty available to answer questions, to provide more information about majors, and to have members of the student body available to help. No mention was made in the report about how this feedback on the program was collected. Statistics on attendance and program developments for the subsequent seven years could not be traced in the files, nor is the author listed. It has been hypothesized that the orientation program was not formally established at that time and records were not kept or monitored.

The program began to grow when a full-time Director of Orientation was hired in 1988. The director reported to the Office of Admissions and worked closely with the Undergraduate Education Center in efforts to build a formal orientation program. The director brought to the program a strong background in orientation and an interest in designing a freshman orientation program that would cater to the diverse needs of the newly admitted students. The director also introduced a strong student-centered approach to the program by including current students to serve new incoming students.

Attendance for the programs from 1988–1994 increased from 550 students to over 2,200 students. During those six years, the director made great strides toward establishing a formal orientation program. By 1995, the orientation program was focused on the development of a better reservation process, publications, and communication to the students and campus representatives who were assisting with the program. During this time, the program's professional staff also grew with the addition of assistant director and part-time administrative assistant positions. The number of students in attendance

for the orientation program increased to nearly 2,900 during that year. This increase was evidence of the program's development, but there was still room for growth. Attendance, for example, was not mandatory. Transfer students were not required to attend the program, and parents and/or significant others were discouraged from attending. However, small programs on two Saturdays in August were offered. These additional programs helped increase the number attending the orientation programs.

In efforts to serve these two populations, an "Adult Student Welcome" and a "Family Connections" program were created in 1996. Both programs are still being conducted today. Furthermore, their content, participation numbers, and quality have been greatly enhanced.

Between 1995 and 2003, the orientation program grew significantly and now serves over 5,000 students (beginning and transfer) and 1,700 family members (family members, parents, children, and significant others) each year. The changes that enabled this growth to occur began with the movement of the orientation program's reporting lines and physical location to a new academic unit called University College in 1997. When this move took place, many changes followed. Orientation, for example, moved from being an optional event to a required program for all new students beginning at IUPUI for their first degree-seeking semester. Also, the placement testing and orientation reservation system that was developed in 1995 was improved. In addition, the orientation program, as a part of University College, partnered with the Enrollment Center to support the phone reservation process for scheduling placement tests. Furthermore, a strong emphasis was placed on faculty involvement and technology. A base budget and revenue based funding from a mandatory student orientation fee was also established. The New

Student Enrollment Fee to support the Orientation Program was implemented in 1998, and funding has increased to meet the costs of providing the orientation program.

From 1998 - 2003, the purpose of the New Student Orientation Program was redefined as follows:

- The program is an event to welcome and introduce all new students and their families to IUPUI.
- The program exposes students to the broad educational opportunities available at IUPUI as well as explicitly describes the services, opportunities, and expectations IUPUI has for assisting students in meeting their educational goals.
- The program strives to assist students in making the transition from their previous environment to the diverse academic, intellectual, and social culture of the university.
- The program is the dynamic first step in moving a newly admitted student to an enrolled student with the services and support of faculty, academic advising, peer students, technology, and registration.

Part III: Resources

Staff and functions within the unit:

The staff of the New Student Orientation program is made up of two groups, the Directors and the OTEAM. (See Appendix A for a copy of the Flow Chart of Reporting Lines). Consistent with the recommendations of the profession, the orientation program's professionals hold graduate and related degrees and have extensive professional experience. Current students who have been successful at IUPUI support

the leadership for orientation. The student group is called OTEAM (Orientating Together Educating As Mentors). About 65 students participate in OTEAM each year. Generally 30 students serve during the summer program, and all 65 serve in the fall semester. An OTEAM position consists of two roles, one as an orientation leader and the other as a freshman experience seminar mentor. OTEAM leaders help new students and their family members through the orientation process. In their role as mentors, they are members of the learning community instructional teams (faculty, academic advisor, librarian, student mentor), and serve as role models for the new students. They also help introduce new students to the resources, people, expectations, and academic habits necessary for success in college.

Evidence of staff accomplishments, including participation in campus-wide student initiatives:

Accomplishments by the Directors include:

Andrea Engler – Director of Orientation

- The Chancellors Bynum Mentoring Award – 2000.
- Acceptance to the Ph.D Higher Education Program – 2000
- Elected to serve as a Region VII representative for the Board of Directors, National Orientation Directors Association – 2000

Susan Walker – Assistant Director of Orientation

- Accepted to the Graduate Non-Degree Program - 2000
- Accepted to the BA Elementary Education Teaching Program – 2003
- Elected to serve as the Chapter Advisor for Phi Mu Women’s Fraternity – 2003

Accomplishments by the OTEAM:

- 2 – The Top Women and Top Man IUPUI students chosen in 2003 were past OTEAM members
- 11 – Top 100 IUPUI student award recipients, 2003 & 2004
- 4 – Top 100 IUPUI student award recipients, 2002
- 3.11 Average GPA-Fall 2003
- 5 – Serve in Alpha Phi Omega Service Fraternity
- 3- Serve as members of the Phi Eta Sigma Honors Society
- Largest volunteer group to serve the 2002 EXPLORE IUPUI campus event

- 2002 & 2003 OTEAM members received the Top Learning Community Mentoring Award
- Many of the OTEAM members volunteer to serve in various Indianapolis based activity and community service programs.

Description of criteria for evaluation/reward/recognition of staff

Student orientation leaders are evaluated daily, according to the program's philosophy to strive for continuous improvement each and every day. The orientation staff has been very fortunate to be recognized for their dedicated service, academic success, and professional accomplishments. Over 15 OTEAM leaders were nominated and recognized as among the Top 100 students at IUPUI in 2003, with the top male and female IUPUI students both being former OTEAM members. The OTEAM are often recognized for their community service through scholarships, for their leadership in the Learning Community program, and by faculty and administration for their service on committees, student panels, and instructional teams. The OTEAM is recognized each year for hard work, long hours, and consistent attentiveness to the lives of new students and their parents by receiving IUPUI spirit wear and a celebratory banquet at the end of the summer.

As a means of continuous improvement, regular communication occurs between the professional staff and the leadership in University College. As a formal means of evaluation, the Assistant Dean completes a professional performance appraisal for the Director, and the Director completes the form for the Assistant Director. The professional staff also receives recognition from the administration and faculty of the University for the service offered and for the accomplishments of the program on a less formal basis. Personal expressions of appreciation and recognition are frequently given

to the professional staff for their hard work. In addition, the Director of Orientation received the Chancellor's Bynum Mentor Award in recognition for her commitment to mentoring students in 2000.

As Abraham, Nesbit, and Ward-Roof (1992) stated, "the orientation professional must be extremely proficient in coordination, negotiation, supervision, and public relations in order to effectively meander through the institutional milieu and implement a meaningful and successful program or a series of programs" (p. 72). According to the research, orientation professionals should be able to "recruit, select, and train student staff; manage a budget; and plan and implement a complex series of programs" (p. 72). The directors of the orientation program meet those requirements. Resumes for key staff members (see Appendix B).

A significant strength to the New Student Orientation program is the consistency of the leadership. The Director and Assistant Director have been in their positions for over seven years together and have been committed to building a strong, student-centered orientation program. The leadership's working relationship has had an important impact on the morale of the team members, who characterize the morale of the orientation team as high spirited, loyal, and fun. It is not uncommon for the team members to be stopped in the hallway by peer professionals who often suggest that it looks like they are having a really good time, a fact that is conveyed to the new students at IUPUI. Influenced by the "Fish Philosophy," of Dr. Stephen Lundin, the professional staff and student orientation leaders are committed to "choosing" to make every day a great day, "playing," "being there" for all students, staff, and faculty, and "making the day" for all with whom they

come into contact. The pace in orientation is fast, OTEAM leaders work very hard, and they like to have a lot of fun. This culture supports a very service-driven work focus.

OTEAM Recruitment

Each November the orientation program begins recruiting the OTEAM for the next year. A commitment to returning leaders is extended first, and about 30% of the student team returns each summer. Retention of the team is a challenge because many of the student leaders become involved in other leadership opportunities after their experience with the OTEAM and also because they are often very busy with their intensified course work as they progress in college. Recruitment efforts each year focus, therefore, on freshman and sophomore students. The heart of OTEAM's recruitment effort is to help ensure that all incoming students will connect with someone. During the recruitment process, recommendation requests are made to all student organization groups, advisors of student programs, academic advisors, and faculty. Advisors and faculty referrals are essential because the team members serve not only the summer orientation program but also as mentors in the freshman seminar courses. OTEAM's focus on having a diverse student team is communicated during the recruitment process. The goal, which has been achieved on a continuing basis, is to be perceived by the campus community as a safe and accepting group to belong to. Approximately, fifty percent of the OTEAM members represent ethnic diversity, and the team is equally divided between males and females.

OTEAM Training and Development

Training is a component that occurs for two weeks every year in May for the OTEAM, and any new components and revisions are covered at that time. A capstone for their training program is a three-day trip to Bradford Woods, Indiana University's

outdoor leadership camp. (See Appendix C for sample training schedule). During the three days, the OTEAM works intensely on icebreakers, small group initiatives, team trusts exercises, and high and low challenge exercises. The student coordinator staff strives to relate each of the exercises conducted back to the work that they do during the summer with new students. This trip has been a part of the OTEAM experience for the past seven years.

Continuous training is also part of the summer program. Each morning before the program begins, as well as, at the end of each program day, the OTEAM has a briefing/debriefing about that day's program. Reminders about service details such as attitude, language, energy, time management, program flow, and accuracy are discussed. The commitment to have these briefing/debriefing sessions serves as ongoing training and professional development for the student staff. It is also a great time for the team to discuss their work, trouble shoot, share stories, and they develop true ownership of the program. OTEAM members become true paraprofessionals with the power to make each day a great day.

Another area of development for the staff and student leaders includes classes, conferences and workshops that the Directors and members of the OTEAM participate in as part of their professional development and their own college curriculum. The knowledge and information gained in these other venues are always helpful in the creating, planning, and developing various components of the orientation program.

Freshman Seminar Course Involvement

In 2000, the management of the mentoring component of the freshman experience seminar course became the responsibility of the New Student Orientation program. This

change raised the student OTEAM leaders' GPA requirements. A commitment to provide service to the program in the summer to continue into the fall as mentors in the learning community courses became the position responsibilities of OTEAM members. In addition, the directors of the orientation program needed to learn more about mentoring theory, mentoring in the classroom, faculty expectations for mentors, and the overall content knowledge of the freshman seminars.

OTEAM Compensation

The OTEAM is compensated for their service as a student leader in the orientation program and as a student mentor in the freshman seminar through a scholarship. The scholarship amount for the orientation program is \$3,000.00 for May – August and the amount for the freshman seminar varies depending on the type of seminar and the number of seminars the mentor serves in. The amount for serving in one seminar is \$660.00 a semester. Given the responsibilities required of the OTEAM, each member must sign a contract explaining the terms and conditions of their scholarship. (Please see Appendix D for OTEAM contract).

Physical Facilities: Overview of the physical environment for the unit, including technologies, other equipment and supplies. How well does the unit's current space meet its needs? Is reallocation or renovation needed to accomplish the unit's goals? What are the unit's long-term space needs?

The orientation program needs more space in the summer than at other times of the year. Although the program has been housed on almost every floor in the building at various times, it is currently on the second floor of University College, which has been an ideal location that allows for a positive fit for both interpersonal relationships and program execution.

The New Student Orientation program is in the same area as the Bepko Learning Center that provides student mentoring for current IUPUI students. The orientation program benefits from sharing this space for several reasons. To begin, both programs support one another for purposes of recruitment, technology resources, and the timing of our programs. It has been exceptionally powerful for over 100 student mentors to be serving other students in the same area. Both programs are very visible, and students know where the OTEAM is located and where they can find their mentor from their freshman seminar. They can also get directions and referrals from the resource center, supplemental instruction for their classes, support from the writing center and use of a computer lab. All of these services are available on the second floor of University College. Secondly, orientation's use of the area works well with the use of floor space by the Learning Center. Specifically, the Orientation program does not need to utilize much of the floor space during the academic year, which is when the Learning Center is the busiest. On the other hand, the Learning Center does not operate at full capacity in the summer when the orientation program is in the middle of its busiest period and is in most in need of the floor space. This relationship ensures that the second floor in University College is always used to full capacity. A new student center is in the plans for the campus; however, the current space in University College is optimum for the work. The proximity to the University College administration, meeting space, the academic advising offices are some of the many reasons the space orientation resides in currently is more than adequate for the needs of the program.

How has technology been integrated into the services and administrative functions of the unit? How successful have these efforts been? How has the unit developed hardware, software, and training support? How has the unit addressed security and obsolescence issues?

Technology is a key component to the orientation program. Nearly every aspect of the orientation program is related to the development and operations of technology. In 1996, utilizing the cutting edge database software (ACCESS) of the time, the orientation program paid the university technology services office to create a homegrown computer reservation system for the orientation program. Very little was understood about the functionality of the program at that time; however, Access transformed our services for keeping track of all of the students who needed to attend and those who did attend the orientation program. Other technical developments around the same time included the ability to set up technology accounts during the orientation program instead of handing students index cards with their username and password listed. Telephones and voice mail systems have also improved over the last five years, and the orientation reservation database has continued to be a work in progress every year.

The whole process of orientation services is now computerized. The organization of the program, historical statistics, and the entire program's planning structure is housed on the computer. Just as the behind the scenes parts of orientation are computerized, the program itself has involved technologically. Student ID card distribution and an introduction to IUPUI technology class are a part of the orientation program. Technology is also used in all of the presentations given during the program and in email follow-up efforts after orientation.

The use of technology has inherent requirements associated with it, specifically, training, maintenance, upgrades, and security. The technology department in University College has handled these issues. Since the University College technology department staff is able to dedicate much of its efforts to supporting the orientation program, the orientation personnel are free to focus on serving students.

Part IV: The Implementation Plan for Changes in the New Student Orientation based on 2002-2003 Program Review

Overview:

During 2002-2003, a representative from the Office of Institutional Research and a University College faculty member conducted a formal program evaluation of the New Student Orientation program. The purpose of the “program evaluation was to 1) determine if the current New Student Orientation program was meeting the needs of incoming students, 2) reassess the goals of orientation, and 3) understand the impacts of orientation on student participants’ knowledge levels, attitudes, and behaviors” (Hansen & Lowenkron, 2003).

The program evaluation utilized both quantitative and qualitative techniques in efforts to obtain a comprehensive understanding of the impact of New Student Orientation on student participants. The assessment methodology included focus groups with stakeholders and a student self-administered questionnaire to 609 participants (3 months post orientation). The focus groups followed a structured protocol to prompt the focus groups to share their insights about the orientation program. (Please see Appendix E to view a copy of the “New Student Orientation Focus Group Protocol,” and Appendix F to view the detailed focus group results).

The questionnaire included questions that assessed the extent to which the goals of orientation had been met, and open-ended questions were also asked to gain further insight. (Please see Appendix G for a copy of the questionnaire and Appendix H to view the questionnaire results). The results from the 2002 focus groups and questionnaire were analyzed and shared with the stakeholders and program directors of orientation. The first recommendation suggested that the New Student Orientation Program should consider refining and developing a limited set of intentional goals to ensure that incoming students' fundamental needs were met. In addition, the recommendations included the following suggestions:

- employ further strategies to make the orientation process more engaging so meaningful connections could be made.
- provide more academic advising time.
- implement strategies to foster a greater sense of pride in IUPUI since the concept of pride was a strong outcome of the evaluation.
- Provide factual information about financial aid, costs of attending, and scholarships.
- implement tailored orientation programs to serve specific populations such as transfer students and adult returning students.

The program evaluation by Hansen & Lowenkron (2003) provided beneficial information and specific recommendations. Developers of the orientation program were already conscious of and planning to address many of the factors discussed in the report. The information yielded from the assessment results in 2002 was extremely useful in providing support to the stakeholders and orientation directors, so that data-driven

decisions could be made to improve the orientation program for 2003. The program evaluation's results served as an impetus for future assessment plans such as the re-administering of the three-month post orientation questionnaire following the 2003 program.

In assessment terminology, the *changes* in the 2003 Orientation Program would be considered as the *treatment* new session models and content information were incorporated to address the concerns outlined in the report. In addition, a new exit survey was created to assess the satisfaction of the new program design. (See Appendix I for Copy of 2003 Exit Survey and Appendix J for Copy of the Orientation Agenda.)

The New Student Orientation program takes place nearly year round. There are four programs offered April – May for students beginning in the Summer I session, 26 orientation program from June – August for students beginning Summer II session and Fall, and 11 programs offered November – January for students beginning in the Spring semester. The orientation programs invite all new students beginning at IUPUI for their first degree seeking semester, inter-campus transfer students (students transferring from one of the Indiana University Regional Campus'), and transfer students to participate in the orientation program. A specific number of majors are offered during each orientation program, and the faculty and staff in each major area offer a predetermined number of programs given the number of admitted students they will need to serve. During the 2003 orientation program, no distinction was made between the various dates that beginning and most transfer students could attend since all components of the program were considered to be important for both student populations.

Depending on the academic school (i.e. School of Business, School of Science, School of Liberal Arts, ect.) transfer students with more than 56 credit hours were offered the opportunity to attend a short orientation program consisting of the technology class, the student ID card and registration process. These transfer students were encouraged to make appointments with an identified academic advisor to receive academic advising for their courses. The transfer students were also encouraged to see their academic advisor prior to attending their short orientation program so that assistance with registration could be provided during the orientation time. The following content sessions were conducted during the one-day program that takes place from 8:30 – 5:30 pm on Tuesdays and Fridays and 12:30 – 8:30 pm on Wednesdays.

Components of the Orientation Program are listed below and specific changes are denoted by an *. The changes * were implemented to address the information gained from the 2002 Program Review.

Check-In: Students attending the orientation program begin by checking in with an assigned group leader who will be assisting them throughout the day. At check-in they receive an agenda, nametag, and yellow bag containing a student planner, schedule of classes' book, pencil, University College Manual, student health insurance packet, bookstore information, housing brochure, Partnership for Academic Excellence form, and various other service brochures that are supplied by individual departments.

***JAG 101:** This is an engaging, fast moving, and exciting presentation given by the student orientation leaders that begins with the IUPUI Fight Song. This session is full of important campus information. The student orientation leaders share information about the campus, adjustment, costs of college, expectations of college, book purchasing, class attendance, involvement in college activities, information on how to read a schedule of classes book, services and academic assistance, academic honesty, the Principles of Undergraduate Learning, parking, the JAG TAG student ID, and much more.

***Getting to know you session:** The student orientation leaders facilitate this session. This session includes a tour of campus, icebreakers/warm-ups to engage the students with one another, a review of the agenda, and providing an explanation of the material in the student's yellow bag.

***J.A.G. 102 (Juggling Academic Guidelines):** A session presented by a representative from the academic school and an academic advisor from University College. In this

session the students and their family members learn more about their academic school, the degree program option, services, placement tests, and course requirements.

Lunch: Food and refreshments are provided for the students and their family members. The New Student Enrollment fee covers the cost of providing lunch for the students. Family members are notified in advance that they will be charged for their meals.

Advising/Registration: Students meet one-on-one with their academic advisor to discuss course selection, learning community or block options, educational goals, and preparation of a schedule for registration. Registration is completed with the student orientation leader following the advising session. After registration the students receive a JAG PAK. The JAG PAK is a folder that contains their official schedule, instructions on schedule adjustment, important telephone numbers/websites, and a campus map. Students also receive several spirited give-a-ways.

***FLASH:** This program was created to be a simulation activity of the student's freshman year. The program is dynamic, exciting, and full of music, valuable lessons, and information. The program ends with student orientation leaders and students from the FLASH program discussing the experiences of the simulation. After participating in FLASH, the students should be aware of the expectations of college, how to get involved on campus, how to navigate the university offices, and much more.

***JAG TAG/TECH 101:** During this time students acquire their JAG TAG (student ID) and attend a session about technology at IUPUI. At the technology session, students set up their username and password, learn about INSITE, Oncourse, Webmail, mail forwarding, Knowledge base (Kb), and they receive the university software CDs.

***Paying for College:** The Financial Aid office and the Career Center present this session, which was designed to educate students about paying for college, the cost of college, working during college, work-study, and the services in the Career Center.

Has the unit implemented any innovative or state-of-the-art approaches to improve its effectiveness and efficiency?

The New Student Orientation Program has implemented several innovative approaches to improve services to students. Most of these approaches have involved technology. To begin, the orientation program utilizes video clips, PowerPoint slides, and creative role-plays on stage in a coordinated way to disseminate a large amount of information. This presentation, called JAG 101, is a fast paced and exciting way to keep student's attention and present information in a memorable fashion. This program

component has been utilized for the last four years, and it has been updated and changed annually to keep the information accurate and to provide the OTEAM of that year the chance to star in the opening portion. A student video production class in the Communication Studies department has produced Jag 101, and this in-house support kept the development and production of this project and revision costs very low.

A second innovative approach to services includes the use of a wireless network to accomplish setting up student's technology accounts and to provide our students the opportunity to participate in an information class about technology services on the IUPUI campus. By having a wireless environment, technology services are able to serve as many as 80 students at one time nearly any place on campus in comparison to serving only 30 students that could be served in traditional computer labs. This capability has opened up the opportunity to think creatively about how and where technology is offered.

A last example of innovative approaches to service includes the use of the wireless environment with a tablet pc during the program check-in process. With this capability, the program is able to check student's admission status, academic information, and reservation status with the tap of a pen. This technology has allowed the directors of the program to support the opening events of the program without needing to be at their offices. With the use of a cell phone and a wireless tablet pc, the orientation offices become mobile and more accessible.

Part V: The New Student Orientation Program's Statement of Vision and Mission, and Goals including relationship to the responsibility center and the campus mission

Vision:

Welcoming, introducing, and supporting students and families, one Jaguar at a time.

Mission:

The New Student Orientation Program has been specifically designed and developed to assist and support entering students during their transition to IUPUI. The Council for the Advancement of Standards (2001) as printed in the *Designing Successful Transitions: A Guide for Orientating Students to College* Monograph 13, recommends that the orientation program should “facilitate the transition of new students into the institution; prepare new students for the institution’s educational opportunities; and initiate the integration of new students into the intellectual, cultural, and social climate of the institution” (p. 198). These guidelines parallel IUPUI’s mission to offer student programs and services through the leadership of current students, staff, and faculty to ensure student persistence and success in reaching their education goals. The Orientation Program also strives to follow the Principles of Undergraduate Learning, which represent the conceptual framework for undergraduate education at IUPUI.

The mission of the New Student Orientation Program is as follows:

- Expose students to the broad educational opportunities available at IUPUI.
- Explicitly describe the services, opportunities, and expectations IUPUI has for assisting students in meeting their education goals.
- Assist students in making the transition from their previous environments to the diverse academic, intellectual, and social culture of the university.
- Serve as a dynamic first step in moving a newly admitted student to enrolled student status with the service and support of faculty, academic advising, peer students, technology, and registration.

The Re-Defining of Goals for the 2003 Orientation Program:

In response to the Hansen & Lowenkron (2003) program evaluation report, the goals for orientation were re-examined and rewritten to align with a more theoretical framework. Academic integration, social integration and self-efficacy theories based on the research of Fichten, Bourdon, Amsel, & Fox (1987), Fox, Zakely, Morris, and Jundt (1993),

Mullendore (1996), Pascarella & Terenzini (1977), and the 2001 Council for Advancement of Standards (CAS), served as the basis for the re-defined goals for the orientation program. Academic integration and social integration are the first two goals for orientation and they have been operationalized as follows:

Academic Integration:

- Students will be exposed to information related to the purpose of higher education, the expectations associated with higher education, and information that can be used and applied after orientation.
- Students will have the opportunity to begin building relationships with faculty, staff, and peers on campus.
- Students will receive information regarding their academic programs, services, and opportunities available to minimize their anxiety and build a support system for their learning.

Social Integration:

- Students will have the opportunity to make connections with other students.
- Students will feel supported and will have a general sense of familiarity with the surroundings.
- Students will understand the information about services, non-classroom-related activities, residence opportunities, safety, and technology.
- Students will feel welcomed and connected to IUPUI.

The theory of self-efficacy is the third goal of the orientation program. Self-efficacy theory has been operationalized as follows:

Self-Efficacy:

- Students will report they are comfortable in performing a variety of skills taught during the orientation program.
- Students will report that they feel prepared to meet the demands and expectations of college.
- Students will report they feel prepared to make a successful transition to IUPUI.

The orientation experience has been designed to provide students with opportunities to engage in behaviors that are likely to contribute to academic success at IUPUI. Specific components of the program, for example, have been implemented to

help students form the conviction that they can make successful transitions to IUPUI and meet the demands and expectations of college. The upper class students who have been successful at IUPUI form the OTEAM membership and serve as role models for the entering students. New students, therefore, have an early opportunity to interact and learn from other students who have effectively performed the behaviors essential for achieving academic success at IUPUI. The orientation program also provides opportunities for “social persuasion,” as incoming students listen to presentations designed to help them understand what it takes to be academically successful.

Describe how the program contributes to increased student retention:

Research indicates that a successful orientation program is connected to the retention of college students. The development of the IUPUI New Student Orientation was based on the work of a number of scholars including Pascarella & Terenzini (1991), Pengo & Upcraft, (1989), Fichten, et al (1987), Fox, et al (1993), Mullendore (1998), and the 2001 Council for Advancement of Standards (CAS). The New Student Orientation Program supports retention efforts by:

- connecting students to their schools and faculty,
- introducing them to college expectations,
- helping them become familiar with resources on campus,
- providing sufficient time for advising,
- making them feel welcome and proud to be a part of the institution,
- and ensuring that they are prepared for their first day of class.

Demand for the Orientation Program:

The New Student Orientation at IUPUI is a unique program in that it is the only one of its type on campus to serve undergraduate students in each academic unit. The program has worked actively and successfully with the academic units and many student service offices on campus to gain their support, procure informational materials, and benefit from the energetic participation in the program.

Smith and Brackin (2003) stated, “just as the orientation program must serve the larger institutional mission, the development of a viable orientation program depends on the institution’s commitment to the orientation program’s mission” (p. 40). The IUPUI orientation program has benefited from increasing institutional commitment over the last five years, which has also help ensure that the IUPUI academic schools and departments are true stakeholders of the program. Many faculty members have also demonstrated their willingness to participate and support the program by serving on committees and participating in the daily orientation sessions.

Both practical and theoretical evidence suggest the need for a successful orientation program. New students need information, resources, and assistance during their transition to college. If students are able to receive support, academic content and timely information during their entering process, there is an increased probability that they will persist and be retained at the institution. Once this transition has taken place, other academic support programs such as the freshman seminar are available to serve as an extension of the orientation program.

New students attending the Orientation program are introduced to the Principles of Undergraduate Learning, which serve as the conceptual framework for all

undergraduate education at IUPUI. Students also meet with faculty members and advisors from the schools of their declared majors and are introduced to the expectations necessary for graduation from IUPUI in their chosen fields of study.

Part VI: Assessment Plan for the New Student Orientation Program

How does the unit determine who the users are and what the users value? How does the unit assess its users' needs? How flexible is the unit in responding to those needs?

Ongoing assessment is conducted of New Student Orientation to ensure the program is meeting the diverse needs of entering students, to continuously monitor and improve program processes, and to assess the programs outcomes. A three-phase framework is employed to enhance the understanding of the New Student Orientation:

Assessment of students' needs, program processes, and program outcomes:

- *Needs Assessment.* Needs assessment is a process of gathering information (e.g., student, staff, and faculty perceptions) to determine what program components and services students need. For instance, the "Entering Student Survey" is administered to incoming students to collect a wealth of information regarding students' needs, expectations, educational goals, and intentions. The data collected via this survey further enables orientation leaders, faculty, and student affairs staff in their efforts to introduce students to the academic culture and help them achieve their goals.
- *Process Assessment.* Process assessments are conducted to determine if program components are implemented as conceptualized, and to ensure that the intended populations are participating in the orientation. A New Student Orientation Exit survey is also used to continuously assess student's perceptions of the program. Qualitative approaches such as open-ended questions on questionnaires and reports from student orientation leaders are also used to gather in-depth information about program components and processes.
- *Outcomes Assessment.* Outcome assessments are employed to answer ensure that New Student orientation is accomplishing intended goals (e.g., help students meet the demands and expectations of college, enhance student learning about campus resources and activities, provide opportunities for students to make connections with advisors, faculty, and other students, etc.). Additionally, we conduct analyses to determine if programs are having differential impacts on

diverse groups of students (e.g., underrepresented ethnic groups, transfer students, and students older than 25 years of age).

Section VII: Overview of Results with the understanding of how the program has attempted to improve and change its program theory to address the results of the program's assessment.

Summary of Assessment Findings

Results from a series of focus groups conducted with 46 members of the IUPUI community suggested that orientation had improved substantially over the past four years and that orientation leaders do a tremendous job considering the number of students served per year. Furthermore, planning orientation presents unique challenges, as leaders must coordinate activities across multiple campus programs and academic units while serving a very large number of students in relatively short time periods. The presence of OTEAM was noted as a positive aspect of the orientation experience. In terms of planning for improvements, results suggested that orientation planners consider the following areas:

- meeting the unique needs of transfer students, International students, and students above the age of 25;
- creating a more efficient process;
- developing a limited set of more specific goals;
- developing a more interactive process;
- ensuring that students make meaningful connections and begin to feel a sense of community;
- promoting a sense of IUPUI pride among new students;
- providing students with information on the financial aid and costs of attending;

- ensuring that students are equipped with the “expectations” necessary to achieve academic success; and
- using technology to effectively deliver information before, during, and after orientation.

In 2002, a total of 609 student orientation participants who enrolled in fall semester First-Year Seminar courses completed a questionnaire designed to assess knowledge levels, attitudes, and behaviors related to orientation participation. A total of 734 students responded during the 2003 administration (623 attended the “general” New Student Orientation Program excluding the Summer Bridge and Honors orientation respondents). The surveys were administered three months after the start of fall semester so that new students could report on how participation in orientation impacted their transition to IUPUI.

In many ways, the 2002 and 2003 questionnaire results served to further “validate” some of the focus group findings. Results suggested that as a result of the orientation process, students are familiar with IUPUI technology and have the ability to send and receive e-mail. A notable proportion of students reported that the most helpful aspects of orientation were the campus tour, the technology session, registering for classes through the advising meeting, and gaining insight into what is expected at the university level and what commitments are needed to achieve academic success.

The 2002 questionnaire results suggested that orientation planners focus on the following areas when implementing improvements:

- expanding the campus tour;
- providing more in-depth technology sessions;

- planning a more efficient process;
- providing more extensive, meaningful advising sessions;
- creating more opportunities for interactions and for establishing connections: and
- ensuring that students leave with the resources, and information needed to meet the demands of college.

One of the stated goals of New Student Orientation is to ensure that new students “develop a positive contact with a university faculty, academic advisor, staff member and peer student.” The 2002 research also suggested that more intentional efforts should be employed to help new students make more sustained contacts and connections with the campus community during orientation. It is therefore, vitally important that orientation serve as an effective mechanism for helping students become connected to IUPUI’s diverse community of learners.

Assessment Results following the 2003 Orientation Program

Based on the Spring 2002 focus group reports and the Fall 2002 student questionnaires, a series of changes were implemented. Results from the Fall 2003 survey administration suggest that those program modifications were effective especially in the following areas:

- providing opportunities for students to make meaningful connections with other students and faculty,
- offering more time for advising sessions,
- creating feelings of pride in the IUPUI,

- informing students about campus life (campus sponsored events and activities), and
- providing students with information about critical academic supports (e.g., the Math Assistance Center).

It is notable that these survey results indicate that the intentional program changes were successful. Data will continue to be used to inform improvement efforts. Some changes made still require attention. Examples include making the orientation program more efficient, organizing the day so there is less wait time, and providing other mediums of information so the students do not feel so overwhelmed.

Research Limitation

It is important to mention that the focus group results were based on the perceptions of a relatively small group of IUPUI faculty, staff, advisors, and students. Additionally, the questionnaire results were based on participants' post-program perceptions. Because a pretest - posttest methodology was not implemented, it is difficult to ascertain the extent of learning gains and behavior changes as a result of participating in the orientation process. However, it is quite plausible that new students would not have been exposed to some of the information presented in orientation and thus, we can be relatively certain that the self-reported learning gains were primarily a result of participation in the orientation process. These results are based on a sample of orientation participants enrolled in a fall semester First-Year Seminar course. Further investigation may be necessary to examine the experiences of New Student Orientation participants in comparison with non-participants.

Research Strengths

Despite these limitations, this research possesses a number of strengths. One of the strengths of this research was the use of qualitative and quantitative methodologies to assess the complex orientation process and its outcomes. Additionally, multiple measures were employed to capture the perceptions of a diverse group of orientation stakeholders (students, faculty, SLD staff, and advisors). Moreover, an instrument was designed to measure students' self-reported changes in behaviors, learning gains, and perceptions of orientation three months after the start of the fall semester, so that students could report how orientation helped or did not help them in making their transitions to IUPUI. Additionally, the same instrument was administered to 2002 orientation participants and 2003 participants in an effort to enhance understanding of the changes that were implemented based on the 2002 results.

Further Study

Orientation to IUPUI should be viewed as a process. Although comprehensive periodic reviews and program evaluations can be extremely helpful, internal systems need to be developed and refined so that orientation leaders are able to obtain on-going feedback regarding the impacts of orientation, effective processes, and incoming students' needs. Ideally evaluation results could be used to make on-going improvements rather than serving as a component of an episodic review procedure. The "Orientation Exit Survey" was reviewed and modified in light of the 2002 findings. This instrument is an effective strategy to ensure that orientation leaders receive on-going feedback about students' perceptions of the orientation experience.

Section VIII: The Long-Term Vision...

New services being planned for 2004 based on 2003 assessment results:

1. Provide more intentional time in making connections between peer students, faculty and staff during the orientation program.
2. Offer specific orientation programs for special populations. To have days for freshman with 17 and fewer transfer hours, days for transfers with 18 and more transfer hours.
3. Give longer, more interactive tours.
4. Establish student ID cards and technology accounts at the beginning of the program during check in to decrease wait time.
5. Restructure the academic advising experience to provide students more time with their advisor during the program. Modeling an instructional team approach with the OTEAM member and advisors working in small groups.
6. Incorporate a new session on financing your education.
7. Incorporate a new session on campus housing and offering housing tours.
8. Provide more give-a ways to create a stronger connection with the campus and pride
9. Create a new updated JAG 101 presentation to keep it current, accurate, and entertaining.
10. Develop an orientation CD-ROM (to be ready for entering class 2006)

The survey results are used to determine how changes will be implemented as the orientation program grows and improves. The changes planned for the summer 2004 orientation program represent the largest number made in any given summer since 1996. The opportunity to experience a year-long program review, a pre and post test survey three months after orientation, focus group feedback from stakeholders, as well as the experience of writing a self-study have provided the foundation to support the implementation of such innovative changes. The planning process has been particularly

exciting because, the new program design will specifically address areas that have needed attention for a number of years. Implementing the changes this year will help ensure that momentum and by in established during the review process will not diminish.

Is there overlap or duplication of services with other units of the campus? How could this be reduced, if appropriate?

The New Student Orientation Program provides a unique campus service. Although many offices offer student assistance, the orientation program has been designed to bring all of the campus services and informational materials appropriate for beginning students together in an active, informative, entry-level program.

Describe how the programs or services you offer promote/aid in university research.

Adding to the scholarship of teaching and learning and to the scholarship of assessment on student transition has been an exciting process over the last two years. The orientation program has been very fortunate to have the resources and expertise necessary to assess the needs of entering students, their satisfaction with services, and the impact of the program on their success as they enter the institution. The support and advice of faculty and staff on the campus through the review process has also helped in efforts to, establish standards with the aim of becoming a truly great urban university, orientation program.

The New Student Orientation Program staff has spent considerable time reflecting on the needs of the students who attend the orientation program each year. The assessment information gained during the self-study will help guide and support the decisions and practices that will be used to serve students and their families in the future.

The greatest long-term change that has already begun to occur as a result of self-study and the program review process is that of communication within the campus community. The unprecedented assemblage of two campus advisory groups consisting of individuals from academic schools, campus services, faculty, and the student orientation leadership has been a critical component in the process to gain campus wide awareness, support, guidance, and overall confidence in the work done by the New Student Orientation Program. The ability to provide empirical evidence for the outcomes accomplished through the orientation program has enabled our constituents to see how the program is able to accomplish its objectives.

Part IX: New Initiatives for the New Student Orientation.
Questions for the External Review Team

With support of the advisory groups and the feedback and support of the external review team, future initiatives have the potential to be carried out with great success. Specific feedback and input on the following initiatives would make a significant contribution to the future planning process.

1. Some initiatives envisioned for the future include creating a CD-ROM version of the program, which would provide access and information to all students in advance of their attendance at the orientation program. A well-developed CD-ROM presentation, using advising modules, could help students prepare for a successful orientation program. In addition, some orientation essentials like the JagTag registration process could be included in the CD-ROM program, thereby freeing more time in the orientation day for advising and for helping students form connections with the campus. Although University College would like to serve students in a personal way whenever possible, the

administration also recognizes the importance of making information accessible through various multi-media components. The metaphor high-tech/high-touch is very evident as the plans for growth are implemented.

- *How have CD ROM orientation programs worked on other campuses?*
- *Should IUPUI pursue the CD ROM option to enhance and replace some aspects of the current orientation program?*

2. Another area of future growth involves the services for special populations such as parents, transfer students, and adult returning students. Each of these populations has been involved in the current delivery of orientation, while specific data-driven information regarding these populations has been limited. Some stakeholders have recommended that these special populations should have more focused programming in order to meet their needs. The Orientation response to this recommendation has been to engage in institutes and conferences to gain information regarding the theory and practice of serving these special populations.

- *Can you recommend models for serving special populations at IUPUI*

3. IUPUI has recently built a number of new residence halls, which provides the opportunity to consider developing a two-day orientation experience.

- Would you recommend such a change?
- And if so, how should we proceed?

4. A fourth area of change is related to Tinto's (1987, 1993) research as cited in Zakely (2003) calling attention to the importance of addressing academic issues such as advising during the orientation program to assist students in making a successful academic transition. Kuh (2001) as cited in Zakely (2003) reported "the area in which students tend to be least satisfied is academic advising..." (p. 56). With the evidence that academic advising has a strong relationship to academic integration, the orientation program would like to continue to explore ways to increase time allotment and attention to the needs of advising during the orientation program.

- *Are there models of academic advising that might be appropriate to incorporate in the IUPUI orientation program?*

5. The orientation program is committed to continuous improvement.

- *What other assessment strategies do you recommend for programmatic improvements?*

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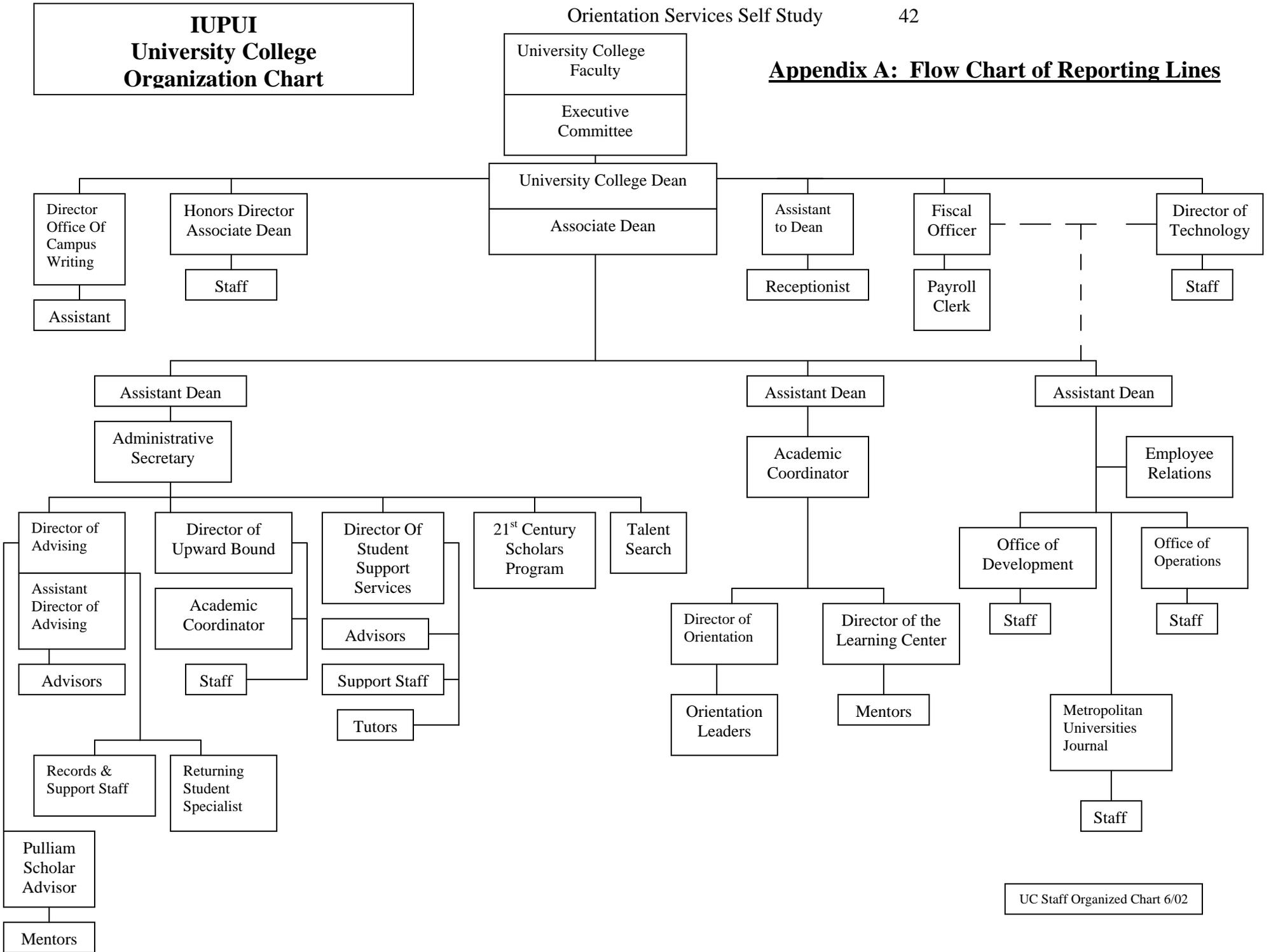
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Appendix A: Flow Chart of Reporting Lines

**IUPUI
University College
Organization Chart**



Appendix B: Director and Assistant Director's Resume'

Andrea C. Engler

9330 N. Storm Bay Circle
McCordsville, IN 46055
(317) 336-7088
aengler@iupui.edu

EDUCATION:

Ph.D in Higher Education, minor Communication Studies and Counseling
Indiana University – projected graduation 2006.

Masters of Arts, Professional Counseling
Central Michigan University – May 1995

Bachelor of Science, Majors in Psychology and Interpersonal and Public Communication
Central Michigan University – August 1993

PROFESSIONAL EXPERIENCE:

Organizational Leadership:

Develop, execute and continually evaluate a university wide orientation program which serves over 5,000 freshman and transfer students each academic year.
Coordinate the Family Orientation program serving over 2,000 family members.

Refined and enhanced the orientation and testing computer reservation database program, which expedites the student reservation process and provides statistical reports and student information needed for academic advising and future program planning.

Developed and implemented an on-line learning environment for supporting the student mentors in the freshman learning community program. The program included classroom assessment techniques, common lesson plans, resources, and announcements.

Convened and organized the New Student Orientation Advisory Council which includes key stakeholders of the orientation program to discuss programmatic improvement, goal setting, policy issues, and support ongoing communication.

Reactivated the Family Advisory Council in 1996 growing it to over 250 families attending each year to meet with the Dean of University College, university administrators, and current students each semester to share perceptions of their students experience and learn about new university initiatives.

In 1996 and 1997, I directed the Campus Visit Program and Campus Day program. These programs served over 2,500 potential students, family members and university guests each year.

Implemented and improved several specialized orientation programs for particular populations of students such as Herron School of Art, Honors, Scholars, and Student Support Services.

Management and Supervision:

Coordinated the recruitment, training and supervision of over 60 students to serve as orientation leaders, office assistants, and student mentors for over 90 courses of learning communities.

Supervised the reservation process of all placement testing and orientation programs

Managed two orientation budget accounts, which is a combined total over \$600,000.

Managed the Welcome Week account of \$25,000, which supported the Team IUPUI program, welcome to campus publications, and the Honors Reception.

Managed the account of \$35,000 and served as advisor for the University College Student Council from 1998-2000.

Teaching Experience:

Instructed the U212 Leadership in Education course in Fall 2003. Focused on introducing leadership theories, creating awareness of personal leadership style and used application to explore how leadership impacts the educational setting.

Co-Instructed the C750 Learning and Teaching in the College Classroom in the summer 2003. Focused on the study of best practices in teaching, such as collaborative and active learning, student motivation, classroom management, and classroom assessment.

Designed and implemented a three-week training program for staff development of new student orientation leaders and learning community mentors. This program was designed to develop understanding of the learning objectives of the program as they relate to student learning. This was accomplished by building teamwork and leadership skills, and developing small group facilitation skills, active learning exercises, campus technology, campus information and techniques for reducing new student anxieties and fears about beginning college.

Organized the first student Mentor Symposium focusing on the professional development and techniques of students mentoring students.

Counseling and Development:

Provided academic, personal, and career counseling to enrolled students assisting with curriculum choices, graduation requirements, transfer information and semester scheduling.

Planned and lead student support groups, seminars, and small group classes regarding financial planning for college, career development, and self exploration to non traditional students at an off campus branch location.

Research Experience and Interests:

From 2002-2004, assisted a university researcher in a program review for the New Student Orientation. The participatory action-research design focused on evaluating the goals and services of the program in efforts to implement data-driven changes for quality improvement of the program.

Completed the New Student Orientation Service Unit Self-Study and will represent the department during the external review process in April, 2004

Created a locally developed instrument to measure student satisfaction of the orientation program.

Research interests include:

- Classroom Assessment
- Designing Learning Outcomes
- The theory-practice gap in teaching
- Student Motivation
- Active Learning Initiatives
- Student-Centered Teaching
- Technology in Learning

University Committees:

- University College Dean's Cabinet
- First Year Studies Curriculum Committee
- Orientation Advisory Council –convener
- University College Academic Team
- Placement Testing Subcommittee for self placement initiative
- Admissions Counselor Issues Team
- University College Communication Committee
- E-Portfolio Planning Committee
- Phi Mu Women's Fraternity - Rho Alpha Chapter Advisory Committee

Awards and Professional Association Leadership:

Bynum Mentor Chancellor's Award - 2000

- National Orientation Directors Association (1989-2002)
 - Region VII Board Representative - 2000-2003
 - Finance Committee, Chair - 2002-2003
 - Region VII Conference Committee – 1999,2000,2001
 - National Conference Committee member - 2001
 - Indiana State Coordinator 1999 - 2000
 - Region VII Showcase presenter - 1996

PROFESSIONAL HISTORY:

February 1997 - present	Director of Orientation Services, IUPUI
February 1996 - February 1997	Assistant Director of Orientation Services and Coordinator of Campus Visit Programs, IUPUI
August 1995 - February 1996	Assistant to the Director for IUPUI and Ivy Tech Office of Coordinated Programs, IUPUI
September 1995 - February 1996	Academic Counselor, Undergraduate Education Center, IUPUI
January 1995 - May 1995	Academic Counselor/Orientation Graduate Advisor Lansing Community College, Lansing, MI
January 1995 - May 1995	Bridge Program Coordinator Lansing Community College, Lansing, MI
August 1992 - May 1995	Admissions Counselor - Intern Central Michigan University, Mount Pleasant, MI
June 1992 - August 1993	Student Orientation Leader Central Michigan University, Mount Pleasant, MI

References Available Upon Request

Susan E. Walker
SusanWalker@alumni.indiana.edu
 5736 North Plymouth Court
 McCordsville, IN 46055
 (317) 355-1613

Summary	A goal oriented professional with over thirteen years of experience in client service, program building, and team management. A multi-faceted and mature individual with a strong commitment to team dynamics, individual achievement, and organizational growth.	
Employment	Indiana University - Purdue University Indianapolis, <u>Assistant Director,</u> <u>Orientation Services</u> Indianapolis, IN 2000 - present	As Assistant Director, assists in planning and implementing student orientation to the university community. Responsibility includes hiring, training, and managing a fluctuating team of approximately 65 Orientation and Learning Community scholarship recipients and eight call center reservation staff that support activities for over 6,000 students and their families each year. Budget responsibilities of department exceed 3/4 million dollars each fiscal year. Managed team and activities within budget and met or exceeded all goals. Managed and created several databases for various efforts. Directed Welcome Week festivities for all students from the university community, serving thousands of students each semester. Multifaceted opportunities that include ever changing responsibilities.
	Indiana University - Purdue University at Indianapolis, <u>Assistant Director,</u> <u>Orientation Services and</u> <u>Campus Visitation</u> Indianapolis, IN 1998 - 2000	As Assistant Director, planned and implemented student orientation to the university community. Responsibilities included hiring, training, and managing a fluctuating team of up to 30 Orientation employees who support activities for over 6,000 students and their families each year. Budget responsibilities of department exceed 1/2 million dollars each fiscal year. Managed team and activities within budget and met or exceeded all goals. As an Orientation Leader and team member, conducted group orientations and presentations for up to 350 students and families at a time. Coordinated campus visits, meetings, and other group activities. Coordinated IUPUI Campus Day Activities bi-annually for over 1,500 prospective families and students with over 100 supporting faculty and staff each semester. Developed and implemented scheduling and tracking process using MS Access database which eased scheduling and tracking problems.
	<u>Orientation Leader</u> 1994 – 1996	

Indiana University -
 Purdue University at
 Indianapolis,
Assistant to the Assistant
 Director of Student
 Activity Fee
 Management
 Indianapolis, IN
 1996 - 1997

Developed, implemented and maintained budgets for student organizations. Created brochures, pamphlets, and flyers for organizations and events using a variety of commercial software products. Developed and implemented an event-based exit interview, which provided quality data, used to prepare future events. Processed purchase orders, reimbursement forms, postage, and printing forms. Coordinated over 25 events impacting the 28,000 students at IUPUI including theme development, advertising, staff support supervision, budget development, and programming duties.

Phar-Mor, Inc.,
Pharmacy Technician
 Indianapolis, IN
 1992 - 1995

Processed incoming prescriptions. Trained employees on the prescription computer system. Extensive customer service interaction. Cashier responsibilities including tray balancing. Maintained processes for ordering and managing merchandise.

Reasoner's Corner Drug,
Pharmacy Technician
 Noblesville, IN
 1989 - 1992

Processed incoming prescriptions and delivered medication to customer homes and businesses.

Technical Skills MS Word, Word Perfect, MS Access, MS Excel, Internet usage, E-mail systems, IUIS (Indiana University), MS PowerPoint, MS Publisher

Education Indiana University - Purdue University at Indianapolis

BA (Political Science), December 1999

Professional Organizations National Orientation Directors Association

BS (Elementary Education), currently enrolled
 May 2006 expected graduation date

National Conference Denver – 1997
 National Conference Austin – 1998
 Regional Conference Bowling Green – 1999
 (Presented 2 sessions)
 National Conference Tampa – 1999
 (Presented 2 sessions)
 Regional Conference Toronto – 2000
 (Planning Committee)
 National Conference San Diego – 2000
 Regional Conference Indianapolis – 2001
 (Conference Co-Host)
 National Conference Toronto – 2001
 (Conference Planning Committee)

National Conference Baltimore – 2002
National Conference Seattle - 2003

- Activities** Phi Mu Woman’s Fraternity (Advisor); College Democrats (President); University College Student Counsel (Co-Advisor); Student Activities Programming Board (President); Undergraduate Student Assembly (Student body Secretary); Precinct Committeeperson; Political Science Association (Vice - President, Treasurer); House of Organizations; Campus Visit Organization (Advisor); IUPUI Campus Day Coordinator
- Awards** 1997 Office of Campus Interrelations Outstanding Senior (IUPUI); 1996 Representative of the Year (IUPUI); 1997 Garrett Award for Outstanding Student in Organizations (IUPUI); 1990 Harvey Award (Indiana High School Journalism Association - Advertising)
- Internship** O’Bannon for Indiana (1996)

Appendix C: OTEAM Training Schedule

Monday the 19th

9:00-9:20	Spaghetti Tower—Coordinators facilitate (build towers and switch)
9:20-10:20	Expectations for the summer Andrea & Suz/Go over binder and Survivors Guide
10:20-11:00	Making a Connection (Andrea & Susan)
11:00-11:20	School of Business (Advisor)
11:20-11:40	TCEM (Linda Brothers)
11:40-12:00	PED (Betty Jones)
12:00-1:00	Lunch
1:00-3:30	Practice Jag 101
3:00-3:40	Enrollment Center (Jennifer Pease)
3:40-4:00	Registrar's Office (Mark Grove)
4:00-4:20	Yurt Circle (Jeremy)
4:20-5:00	Academic Honesty (Andrea)

Tuesday the 20th

9:00-9:20	Movie Quote (Jenny)
9:30-4:30	FLASH training
4:30-5:00	Numerical Order (Eric)

Wednesday the 21st

9:00-9:20	Knots Activity (Kyla)
9:20-9:40	Learning Center (Mark Minglin)
9:40-10:00	SSS (Barbara Browning)
10:00-10:20	AES (Pam King)
10:20-10:40	Five Finger (Jama)
10:40-11:00	Juggling (Betty Jones)
11:00-11:20	Education (Ann Wells)
11:20-11:40	Financial Aid (Jim Fiddler)
11:40-12:00	New Media (Tia Hamilton)
12:00-1:00	Lunch
1:00-2:00	Practice Jag 101
2:00-2:20	Liberal Arts (Amy Jones)
2:20-2:40	Nursing (Marla Zimmerman)
2:40-3:00	Health Professions (Marti Reeser)
3:00-4:00	Tour Training (Coordinators)
4:00-5:00	Technology training (John)

OTeAM Training Schedule (cont.)

Thursday the 22nd

9:00-10:20	Herron Tour (Beth Spears)
10:20-10:40	Hula Hoop (Priya)
10:40-11:00	
11:00-11:20	
11:20-11:40	
11:40-12:00	Journalism (Deb Perkins)
12:00-1:00	Lunch
1:00-1:20	
1:20-1:40	
1:40-2:00	CAPS (John Sharp)
2:00-3:00	Jag 101 Taping
3:00-4:00	Tour training
4:00-5:00	Parent Program (Andrea)

Friday the 23rd

9:00-9:20	People Platform (Jessica Roseberry)
9:20-10:20	Jeopardy game (Coordinators)
10:20-11:00	Wrap up
11:00-11:20	Social Work (Brad Lighty)
11:20-12:00	Advising (Pam Neal)
12:00-1:00	Lunch
1:00-1:20	Tobacco Free IUPUI (Jayme Little)
1:20-1:40	Science (Kim Nguyen)
1:40-2:00	Engr/Tech (Terri Talbert Hatch)
2:00-3:20	Practice Jag 101
3:20-3:40	SPEA (Kimberly Lane)
3:40-5:00	Scavenger Hunt (Coordinators)

Tuesday the 27th

9:00-12:00	Bag Stuffing Registration Tour training
12:00-1:00	Lunch
1:00-5:00	Practice and run through

Appendix D: OTEAM Scholarship Contract

University College Leadership Scholarship New Student Orientation and Learning Community Mentor Programs O'TEAM Leader and Mentor Letter of Agreement for Spring 2003

In accepting the role of an O'TEAM Member, I understand that this position requires that I meet a certain set of standards. These standards have been established to ensure the best possible experience for new students, their families and our O'TEAM Scholarship recipients.

As an O'TEAM Scholarship Recipient, I, _____, agree to the following:

Conduct

- I understand that my conduct for this scholarship is bound by the IUPUI Student Code of Conduct, which can be found at <http://www.life.iupui.edu/dos/code.htm>.
- I will always represent the Office of Orientation and Learning Community Mentors in a professional manner in both behavior and dress (clothing that promotes alcohol, drugs, violence, sex, and/or cigarettes can not be worn).
- I will maintain a high level of professionalism. During your Scholarship term it is not permissible to date or solicit information from any student or parent who has or will attend any orientation or is part of your Learning Community. Sexual harassment with any faculty, staff, student, or family member will not be tolerated and is subject to immediate termination of your scholarship.
- I recognize myself as a role model. I will set a positive example for all new students by showing respect and consideration for all members of the faculty, staff, administration, and their property.
- I will respect the confidentiality of student records and other records in this position.
- I will respect the confidentiality of information shared among the **UCOL Scholarship Recipients**.
- I will participate and contribute constructively as a member of the LC instructional team.
- I understand that I will need to arrive at least 10 minutes before each Learning Community Class and stay at least 10 minutes after. Excessive tardiness will result in a reprimand.

Professionalism

- I will do my best to be available to answer students questions pertaining to the IUPUI community and make appropriate referrals when necessary.
- I will not say anything negative about the university or any other colleges/universities.
- I will remember my role, as an **UCOL Scholarship Recipient**, is to be patient and understanding in my dealings with all students. I need to be aware that my actions have the ability to influence people's opinions and expectations of the university.
- I will be sensitive to the uniqueness of each situation and the individual(s) involved. I will promote an understanding and respect for various opinions, values, and cultural backgrounds. I will not tolerate any incidents of prejudice or biases related to gender, race, ethnic origin, sexual orientation, religion, or ability.
- I will act as a team member by helping, supporting, providing feedback, and solving problems.

Policies

- I will uphold all of the principles outlined in the IUPUI Student Code of Conduct, which can be found at <http://www.life.iupui.edu/dos/code.htm>.
- I understand my requirements of my Scholarship to include: Instructional Team meetings, monthly meetings, journals, and specified university events.
- I will keep the Student Coordinators informed of other curricular and extracurricular commitments that may interfere with my responsibilities.
- I understand that in order to maintain my scholarship I must have at least a 2.5 cumulative and semester GPA. If I fail to maintain the 2.5 GPA then I understand the following actions will be taken:
 - If my GPA for the semester falls below a 2.5 then I will be put on probation for one semester. If my GPA was below a 2.5 for the fall semester I understand that I will be on probation for the spring semester and will not be eligible for the summer scholarship. I will be eligible for the following year's fall scholarship if my spring semester GPA 2.5 or higher.
 - If my cumulative **and** semester GPA falls below a 2.5 then I will not be eligible for this UCOL Leadership Scholarship until one full calendar year. To reapply, I must have at least a 2.5 cumulative **and** semester GPA.
 - Example: Fall 2002 GPA 2.3 (eligible to reapply for scholarship for Summer/Fall 2004).
 - If my Cumulative GPA is below a 2.5, but my semester GPA is a 2.5 or above I will be on probation each semester until **both** my cumulative **and** semester GPA are a 2.5 or above. If at

anytime both my cumulative **and** semester GPA both fall below a 2.5 my scholarship will be terminated. To reapply, I must have at least a 2.5 cumulative **and** semester GPA.

Example: Fall 2002 GPA 2.3 (eligible to reapply for scholarship for Summer/Fall 2004).

- I understand that alcohol and drug use are not tolerated while performing the duties of my scholarship for Orientation Services, including side trips, and is grounds for **immediate** termination.
- It will be considered inappropriate and grounds for immediate dismissal if it is found that I make inappropriate, aggressive, or sexual advances toward any student or family member that is or has attended our program or any IUPUI student, staff, or faculty.
- In case of illness, emergency, or if I will be late I'm required to call **both** the Director (Andrea) @ 278-1576 and Assistant Director (Susan) @ 278-2298 and provide an estimated time of arrival. I will be considered unexcused if I do not make both of these calls. I also understand that I **MUST** call my faculty member and inform them of my absence.

Scholarship Information

- **My scholarship amount for the semester is:**

- I understand that it will be awarded at two points during the semester, 50% around February 10, 2003 and the remaining 50% around March 10, 2003.
- I understand that it is my responsibility **to meet with a Financial Aid representative to fully understand my situation regarding loans and other awards that I might be receiving** prior to the beginning of the semester or when I receive my contract.
- I understand that if I do not meet the requirements set forth by this, and my scholarship has already been awarded, I understand that my Bursar's Account will be encumbered for the amounts listed below.
- I understand that any missed meetings, journals, and class times are subject to the following fines:
 - For each Learning Community missed \$50 will be deducted from the scholarship
 - For each journal not turned in \$25 will be deducted from the scholarship
 - If journal is late \$5 per day will be deducted for 5 days, until \$25 is reached.
 - For each missed monthly meeting (without an approved absence form and evidence of attendance at the make-up event is turned into the office) \$50 will be deducted from the scholarship
- I understand that if my account with the Bursar's office is encumbered, I will not be able to register for future semesters, graduate, receive transcripts, or transfer to another institution until my account is paid in full.
- I understand that if I have any encumbrances with the Bursar's office when awarded my scholarship then the scholarship will pay for those fees. This includes tuition, parking fines, library fines, and may include other items not listed.

Required meeting and journal dates for the Spring Semester

- | | | |
|---|---|---------|
| • Friday, January 31 st at 11am | LC Meeting | UC 2118 |
| • Friday, February 21 st | Journal #1 Due | |
| • Friday, February 28 th at 12pm | LC Meeting | UC 2110 |
| • Friday, March 14 th | Journal #2 Due | |
| • Friday, March 28 th at 11am | LC Meeting | UC 2110 |
| • Friday, April 11 th | Journal #3 Due | |
| • Friday, April 18 th at 11am | LC Meeting | UC 2210 |
| • Friday, May 2 nd | Final Journal Due #4 | |
| • Friday, May 2 nd at 1pm | End of the Year Reception in Lecture Hall | |

If I fail to fulfill or comply with any of the conditions, with the exception of our drug/alcohol policy and/or sexual harassment policy, it will result in the following actions:

- 1st - Verbal Reprimand with written confirmation
- 2nd - Written Reprimand
- 3rd - Dismissal from the position as an O'TEAM Member

I accept the position of a UCOL Scholarship Recipient and I agree to all the terms stated for this scholarship. In accepting this scholarship, I agree to serve as a member of University College and the Office of New Student Orientation and Learning Community Mentor Programs. I understand that my scholarship is temporary and may be revoked at any time by myself, the Office of Orientation and Learning Community Mentor Programs or the University. In the event of my scholarship being revoked I understand my Bursar's account will become encumbered and I will owe the institution any amounts that had previously been awarded and not given service for that semester.

I understand that any and all violations of this contract are serious and will be dealt with on a case-by-case basis. Possible ramifications may include probation or termination from this job. I understand that at anytime

I have the right to an appeal, first with the Directors and second (when regarding scholarship funds) the Office of Student Scholarships.

By signing this, I also give the Director and the Assistant Director the permission to check my grades each semester.

Social Security Number Staff Appointee Signature

Date _____

Andrea Engler, Director Date

Susan Walker, Assistant Director Date

Appendix E: Orientation Review Focus Group Protocol

Orientation Review Focus Group Protocol

Thank you for coming to this meeting today. I appreciate that you have taken time out of your busy schedule to participate in this focus group. My name is Michele Hansen. I work in the department of IMIR and my role is to provide assessment/program evaluation support for UC and SLD. Stephanie is here to take notes so that what you say is accurately recorded, but I want to assure you that what you say will not be attributed directly to you.

As you know, the New Student Orientation program is a critical component of University College's mission to help new students make successful transitions to college. An The Orientation Review Committee, chaired by Ann Lowenkron (professor in nursing), has been formed to help ensure that the New Student Orientation (one day program held in Spring and Fall for students and families) is effectively meeting the needs of IUPUI's diverse community.

This focus group has been designed to gather information about your opinions, experiences, expectations, and what you hear our students saying about their orientation. I will be asking a series of questions regarding the processes (program components of orientation, content) and the intended outcomes or goals of orientation (what students should be able to do when complete orientation). Because you are here today, most likely through your work you have had a wealth of experiences with first-year students and thus, it is important for this focus group process that we obtain input from each of you.

This focus group will last approximately 2 hours. I will be preparing a report to be shared with the Orientation Review Committee and the UC Curriculum Committee, but I want to assure you that I will not attribute anything you say directly to you. Please understand that you may leave the group/interview at any time and this is strictly voluntary. Do you have any questions at this point?

Prior to beginning, introductions---describe your work here at IUPUI and experience with New Student Orientation.

[prompt goal and process questions by referring to the 1 page listing of current goals/those discussed in the literature and the 1 page format/schedule of events in the current orientation]

1. How well oriented do you think new students are to the campus community?
Probes: Based on your experiences with the product of orientation, how or how not effectively orientated?

2. **(Goal Prompt)**. What do you think incoming students should get out of orientation? In other words, what should students be able to do, demonstrate when orientation is completed? (while taking into account time, staff, and resource constraints)? **Probes:** What are the key outcomes of orientation, what are the most important critical knowledge, skills, and abilities that students should have when they leave orientation; what are the priorities in terms of goals?
3. Based on your experiences, observations and what you hear first-year students saying, what do you think are some needs and deficits in knowledge and abilities among first-year students?
4. **(Content Prompt)** How would you organize orientation (processes) to achieve the goals and key outcomes you have articulated? **Probe:** What do you think should occur (e.g., events, presentations), and in what sequence?
5. Orientation programs are an attempt at early student socialization into the norms, values, and behavioral expectations of IUPUI. How do you think orientation can effectively promote this process of *socialization*?
6. What types of ritual and ceremony do you think would be important in orientation?
Probes: What is the best way to use ritual and ceremony in orientation? Do you think orientation would benefit from more ritual or ceremony? If so, how? Some colleges have a convocation at the beginning of the semester, buck-eye given at Ohio...
7. What is the best way to use technology in orientation?
Probes: What is the best way to use technology to deliver information before, during, and after orientation? How would you improve the contribution of technology to orientation? For example, should students receive a CD-ROM prior to orientation describing IUPUI and explaining expectations, requirements...
8. Orientation is just the first step in helping students transition to college, what aspects of orientation do you think could effectively be extended or expanded upon in the Learning Communities, or First-Year Experience Courses (one-credit course U 110 taught to help students make successful transitions).

Appendix F: Focus Group Results:

Findings are presented in the following order: 1) overall perceptions of orientation effectiveness, 2) clarification and identification of major goals, 3) incoming students' unmet needs, 4) recommendations regarding the format and implementation of orientation, 5) ways to facilitate academic and social socialization, 6) appropriate use of ritual and ceremony during orientation, 7) use of technology before, during, and after orientation, and 8) the relationship between Learning Communities and New Student Orientation. Please note that the findings are displayed in the same order that questions were asked during the focus groups and a summary is presented for each consecutive question. Data from fourteen focus groups consisting of faculty, advisors, administrators, Student Life and Diversity staff, and O-Team members were content analyzed, examined for trends and patterns, and coded as categories emerged.

1. Perceptions of Overall Effectiveness of New Student Orientation.

Focus group participants were asked a general question regarding the effectiveness of orientation. It is noteworthy that many participants reported that **orientation should be viewed as a process** and not just a one-day event. One participant asserted that “orientation should be thought of as a process not a day...need to look at all the components involved.” Another remarked that orientation helps to set the stage for new students' transitions to IUPUI and he “views this day as their first day of their LC- getting registered and mechanics are important- key thing of everything is to have a welcoming environment.” Along these lines, a faculty member remarked: “only have a short period of time – so need to showcase activities that help build a sense of community of campus.” Another asserted: “I think that it’s a lot of information to put into one day. Need to have a follow up.”

General Effectiveness/Positive Comments

Many participants acknowledged that orientation has improved over the years and that it is difficult to meet all students' needs given the time and resource constraints. It is notable that many participants had positive comments about the effectiveness of orientation:

- Overall, orientation has been very positive. A lot of fine things coming out of there. Students are having good interactions.

- Compliments to the staff. Orientation has really been wonderful. They take a lot of criticism and complaints from around campus, but they really do a good job. Very accommodating and willing to work with the students.
- In general...thinks that orientation is working well. Students when arrive at advising are familiar with things that they learned that one day at orientation. Are familiar with registering, learning communities, with honors program and all of those things that when they come in for advising that they understand.
- Seems much more cohesive now. Have really done a good job in helping the students get the information that they need. Think have done a better job of setting the expectations of what is going to happen at the orientation. Hear feedback that the technology training is good...have done a good job integrating the skill levels of students into the presentation. They are getting the advising that they need. Getting concrete things. They are getting what they need.

Quantity of Information Presented

Virtually all participants reported that orientation seemed to be covering a lot of important content, but that **students are overwhelmed with the amount of information presented**. The following are some comments:

- They are told a lot in one day that information probably goes in and out... Really bombarded with all of the information.
- Average/glazed over look...get hit with so much information in the morning, by end of day overwhelmed
- I find that students say that they are overwhelmed, that there is just so much.

Student Life and Diversity participants also commented that students are overwhelmed with the quantity of information that is presented and may not be getting other important information because of time constraints. One SLD staff member indicated that her “biggest concern heard from students is that they are hit with so much information that it is hard to remember it. Another remarked that students “feel like all they get are the basics...don’t get information about other areas like AES, athletics...get overwhelmed with some things – but don’t feel like they have enough about other areas, I get asked about parking a lot.”

O-Team members reported that orientation provides students with an overwhelming quantity of information:

- We throw a lot of information at them right away. They don't usually have questions until afterwards because it is so much information. Then it seems like they can't get their questions answered until school starts. They are really tired and they start to get cranky at the end.
- Some of them might even end up a little more confused than when they first came to campus. Some of the people in her learning community have told her that they felt like that had gotten the information that they needed. Overwhelmed at the time.

Not Tailored to the Needs of Transfer Students and Older Students

The majority of the participants voiced concerns about the ability of orientation to meet the needs of all incoming students and indicated that orientation is **not tailored to the needs of older students and transfer students.**

- Based on perspective of adult students...not done very well. Really only thing good for them is getting their e-mail and student ID's.
- Agrees that do good job for traditional students...also feels that adults are not getting their needs met
- A lot of transfer students who are not given a lot of this information in the shortened orientation
- Feels the same way about international students/does good job for 18-year-old Indiana student, skits and rah-rah stuff does not fit. Does a good job for young-out of high school.

SLD participants also indicated that orientation should to be more effectively tailored to students' diverse needs:

- For traditional students I think orientation is effective since they are looking for a traditional experience. If they have heard their friends talk about their experience then it is like comparing apples to apples. For adult students, I don't know if we are on target each groups have different needs and it is not tailored.
- First generation students with no university experience slip through the cracks. They have no one at home to compare their experience to.

- I think transfer students have a hard time; they are a unique type of students since they may have been oriented at their other school. Tailoring to all different needs.

Student Enjoyment with Orientation Experience

Many participants had general comments regarding the level of enjoyment experienced by students. Most of the remarks seemed to suggest that students do not enjoy the experience, find it “boring,” and experienced a lot of wait-time. Faculty and advisors reported the following:

- Whirlwind sort of day, long, tiring, feel herded
- Students feel that it is long, some of them don't see the need for the day, they just want to see the advisors and get registered. They are most concerned about getting registered. They call it boring.
- Heard a lot of complaints from students-Did not have a good experience Scale of 1-5 = 2... Forced “Rah, Rah, Rah” at beginning of day. Role-playing by ‘mentors’ – not well received by students.
- Went through orientation as a parent and the biggest comment that she gets from her LC class is that it's too long.
- Have heard from students that they thought they had too much down time.

SLD participants echoed similar concerns as one participant reported that a student “told me it was boring and a waste of time.” Another participant also commented about a direct report from a student: “We got lucky, bad weather cut our orientation in half. There was a lot of waiting to get IDs, a lot of downtime, waiting for your turn.”

Quality of Time Spent with Advisors and Registration Process.

Many participants voiced concerns about the quality of time spent with advisors and the registration process. Generally, participants reported that the short (15 minute) advising session is not sufficient. Please note that this will be addressed more thoroughly in the section on student needs and deficits.

2. Critical Goals of New Student Orientation

Participants were asked to report what they thought students should obtain or experience through the New Student Orientation process. Participants were asked to prioritize, clarify, and articulate what they thought the key outcomes of New Student Orientation should be based on their experiences with first-year students, what they have heard first year students saying, and their observations. As mentioned above, the document displaying the current goals of New Student Orientation and the CAS Standards was shown to participants during the focus group process. Shown here are the predominant themes that surfaced when analyzing the results.

Basic Needs for First Day of Classes: Technology, One-Card, Schedule, Parking, Books

Almost all participants noted that there is a limit to what can be accomplished in a one-day process and that New Student Orientation should realistically consider what students “need to know now” and what they “need for the first-day of classes:”

- Students need to register for classes, get their e-mail account, and the One-Card
- Need to leave with their e-mail log in, but also with their password and other information to be able to get into Oncourse.
- Need to be familiar with the bookstore, where it is, but also need to know that it is important to have their books before classes start. Alternatives to the IUPUI bookstore.
- Need to get registered with schedule, get one card, and have email. Leave them with the thought in their head that they are now a full-fledged IUPUI student. Let them know that they now have an identity as a student. Right of passage. Want them to think about it differently.
- Need tool things – student id, e-mail, access, and survivors list – parking pass would be nice too.
- A lot of anxiety with parking of first year student...have known students to drop out due to parking...need some kind of explanation (to prepare them for the parking situation).
- Since we are saying that they are already overwhelmed, and especially if they are not as computer literate as others, do they need all of this other information? Yes, Oncourse, INSITE, e-mail, but limit their technology that day to what it is that they need to function their first days of classes.

A SLD participant remarked, “scheduling and registration is critical.” An O-Team participant summarized what students need to leave orientation with: “...should be set for

their first day of school. Even if they don't get it all done that day, they have the tools that they need to get it, their technology account, student id, campus tours are needed for some, but not for all, need something with the bookstores.”

Students Need to Understand Higher Education/IUPUI Expectations

Participants frequently stated that incoming students need to have an understanding of what the expectations of higher education are following their orientation experience. Notable expectations mentioned were time-management issues, class attendance, relationships with faculty, amount of time to devote to studying outside of class, classroom conduct, and academic integrity. Generally, participants commented that students should realize that the demands of IUPUI are “different than high school.” The following are some participants’ comments:

- Students are just right out of high school, help the students understand the institutions expectations. Most don't understand what a University means. Most of them it's their first time on a campus. Maybe get the students engaged in a conversation about how their classes were in high school, and how they are different from college. Needs to be a transition and a bridge. Tell them that it is different, but there still are some similarities.
- ...expectations such as 3 hours outside of class work, ask for help, independence, innovation, establish relationship with instructors.
- Need to know how this is going to be different from high school especially if a lot are first generation students
- Need to have time to study, etc. Families need to understand that they will have less time to be involved in taking care of family things.
- Students don't know why they are here. They don't know they have to go to class, or that they have to study...important goal to express that these things are required.
- Classroom conduct is something that should be expressed at orientation.
- Goal should be to explain the mission of IUPUI and higher education - such a difference from high school.

One O-Team participant eloquently articulated: “They should develop a certain perception about what the university is. They should know the culture of the university

and how to interact with different people in the University. In high school they are told everything that they need to know, but in college you have to ask to get the information.”

Excitement, Fun, and Pride in IUPUI

The vast majority of participants asserted that students should leave orientation feeling a sense of “pride” in IUPUI, some “excitement”, and should have a “fun and enjoyable” experience. Along these lines, students should leave orientation knowing about some exciting facts about IUPUI and an understanding that there are many campus activities offered (e.g., student organizations, programs, celebrations, etc.):

- First goal should be the beginning of a “love affair” with the institution...most of our students do not start that by academics. Social piece, fun and pride in an institution are important to the student...so much here to be proud of (“Crest” example).
- Community spirit...pride aspect is very important
- Have a sense of pride – IUPUI trying to shed old reputation /proud to be going to IUPUI / here to help them get a good education.
- You want them to connect to the university – should be a little cheerleading, Jaguar pride
- SLD programs and campus activities...need to leave orientation with a sense that they can be connected to a group or organization on campus besides their classes.
- Awareness of non-classroom activities – just need exposure to some exciting programs
- Goal that is not on the this that we need to do is, people should leave the day feeling really good about choosing to come to IUPUI. They should feel good about their decision.

Orientation should send a message that learning is supposed to be enjoyable...create an IUPUI identity.

The O-Team members collectively remarked that students should leave with a sense of “fun” and that they try to “make it a fun day.”

Students Should Feel a Sense of Connection with IUPUI and Leave with Contacts

Many participants indicated that incoming students should feel a sense of “connection to IUPUI” as a result of attending orientation and should leave orientation with some key contacts:

- Make people feel connected to institution – what it means to study at IUPUI
- Idea of having contact names – idea that we care – want them to succeed
- Goal should be for students to leave with phone numbers that they can call for questions/contact information
- Very important to establish a “connection” on campus
- Students in high school come here and fail – because no connection made on campus – students need to be involved into the institution.

An O-Team member reported that students should have “some kind of contact information that the student leaders can give to the students. Maybe we should have some kind of a system (e-mail, phone) so that they feel like that can contact someone to be able to ask a question or gather information.” Another O-Team member asserted that students “seem to enjoy that they get to meet so many people. There has been many times that she has been in situations that they need help, recognize her from orientation and ask her for help.”

Quality Academic Advising and Registration Process

A common goal expressed in the focus groups was that via the orientation process, incoming students should be familiar with registration processes and establish a relationship with an academic advisor:

- Develop a positive contact with the university faculty, advisor and staff. Too many students that she has spoken to have no clue about who their advisors may be. That should be the first person that they talk to about getting their schedules, and that they understand their program. If students are not seeing their advisors first than they don’t have a clue. Advisor is most important.

- Advising is a key issue – especially about students working so much, then can't be full time.
- Would want to know what the academic opportunities are, actually be able to register for classes.
- Students should be able to register themselves. Currently, thinks that the mentors were doing it for them. They need to be able to do this themselves.

Understanding of Physical Surroundings

Participants indicated that new students should have a good understanding of the physical layout of the campus and thus, receiving an effective tour is an important goal: “tour is a good thing,” “students should develop familiarity with physical surroundings.”

Financial Aid and Costs

Many focus group participants reported that students should obtain some information about costs associated with attending IUPUI, financial aid, and scholarships during New Student Orientation:

- Critical for students and families of the students, need to understand financial aid. This is being done, but should be pointed out as a critical need.
- One goal should be about finances/financial aid counselors available.
- Need to be able to identify costs in time and money
- Tell them that there are different types of grants, scholarships, and aid that can be applied for.
- Have a lot of questions from students and refer them to financial aid because does not want to steer the students in the wrong direction.
- Financial aid is very important, especially for minority students (students of color).

Good Understanding of Key Campus Resources and Services

Some participants also noted that students should know what academic resources and services are available to help serve diverse needs. Participants mentioned that students should know where to get services related to health care, psychological issues, disabilities, and financial concerns:

- Students get depressed...it's o.k. to seek help. STD's, pregnancy, death/depression, racial issues – thinks students just disappear in that situation now. Is CAPS mentioned at all? Increasing numbers of students who are needing this type of help
- Where can they go something happens...-medical services-health center
- Need to know about the disability issues (AES)
- Key services – where and what (bursar, registrar, etc.).

3. Incoming Students' Unmet Needs

Participants were asked to report their experiences, observations and what they hear first-year students saying regarding key unmet needs. In accordance with this query, participants were asked to focus on what could be done in New Student Orientation to address students' critical unmet needs. Predominantly participants reported student have deficits in the following areas: **time-management skills, financial aid knowledge, feelings of connection and pride in IUPUI, and familiarity with campus activities.**

The following are some comments that relate to these areas:

- Think they need a clear understanding in their own minds of the number of hours that they are working and the number of credit hours they are in school. They need to be realistic of the number of hours that it takes to study.
- Students have told her that they would like to have better financial aid information. Especially the adult students, the financial aid component has always been set to talk with the parents of students, don't reach the adult learners.
- Pride – love of university –see that as a deficit
- Community is attachment to people – “people to people” contacts. Getting a lot of information but don't feel like they are getting an “attachment or belonging”

- Always had a problem with how the campus values student organizations and clubs. Are not always involved their freshman year because they are not aware of the things that are going on on-campus. Since you only have a certain number of O-Team members, maybe get a club president or club member to help answer questions, etc...
- Knowing about some of the extra-curricular opportunities that are available at IUPUI – does not think that it gets discussed now...helping them see that being involved can be a part of the educational process

Some participants also reiterated issues that had been discussed in response to former questions such as the fact that incoming students need to begin the process of forming a quality relationship with an academic advisor during orientation. **However, the short time allotted for advisor meetings (15 minutes) is not sufficient.** One advisor eloquently stated: “I feel that a lot of the students leave thinking that they are more a number and a process. Should make it more engaging; make students feel like they are important”. She as an advisor feels rushed, so she knows that they feel rushed. Need to make them feel like they (the advisors) really care, they do. Advisors and others are concerned about their success.” A faculty member noted: “15 minutes for advising session is insane.”

Participants also noted that the **current orientation program does not meet the needs of adult students, transfer students, and international students.** Additionally, a number of participants noted that the **sheer quantity of information presented results in knowledge deficits** among incoming students: “students still have lots of questions that should have been answered in orientation—how to get e-mail – should be handled in orientation – what is there to do on campus – where things are located. Did not know what partnership piece was.” Another participant remarked: “Each student should leave with some sense of excitement, there is too much, too quickly...”

Some participants mentioned that students need a **centralized place or “welcome center” where students can go to get basic information at the time they need it.** One participant indicated: “Information desk in UC is probably a very important thing to have for students...someplace for them to be able to go for help in registration”

4. Suggested Orientation Format and Processes

Participants were asked how they would organize orientation to achieve some of the key goals and how New Student Orientation could effectively meet the needs of incoming students. Many participants' comments related to the following orientation processes necessary to achieve critical goals: allowing for more interactions among students (peers, and continuing students such as O-Team members), faculty, deans, advisors, staff, and administrators, opportunities to learn about campus activities and student organizations, more extensive campus tour, ample opportunities to ask questions, more time for advising and registration, and including mixed formats (some lecture presentations, opportunities for small group interactions, and fair/tables set-up).

More Opportunities for Interactions.

Participants indicated that students would feel more connected to IUPUI if there were more opportunities for interactions at orientation:

- Maybe small groups. In a lecture hall or larger setting, do not have the contact with the student. Could be all the same major, or school, or ethnicity. Gives the students a chance to start connecting and getting to know each other.
- Students sit and receive a lot of information...minority students connect better in smaller groups and having interaction.
- ...small groups. In a lecture hall or larger setting, do not have the contact with the student. Could be all the same major, or school, or ethnicity. Gives the students a chance to start connecting and getting to know each other.
- Try hard to do small groups – but with the volume of students cannot always do...they will be more likely to remember more if interactive.
- Put them in small groups and work through the manual (each group has a small item that they have to find then share with the group) – give them more active problem solving skills.
- Talk to each other – get to know mentor/group leader.
- Kids in block - all come at same time – meet in small groups/tour the campus.
- Need to make it exciting and make a contact.
- Come together with common dialogue and food.

Many participants noted that the **presence of the O-Team helps make the process more interactive and is effective.** One participant asserted: “staff does a wonderful job (O-Team) work very hard and they always have a presence there.” Another said: “...people leading orientation – truly want this to be an eventful thing for students.”

Noteworthy is the fact that many participants noted that there **was a lot of “down-time” and “wait-time” during orientation.** One participant noted that: “heard a lot of down time – should make schedule tight to help keep them engaged. Keep flowing.” Further, many noted that there **may be opportunities during lunch time to intentionally create opportunities for students to interact with one another.** One participant asserted: “lunch time is highly underutilized. They go and sit with their families and do not interact with other people.” Another commented that during lunch “orientation leaders could encourage them to get together into larger groups to meet new people.”

An O-Team participant noted “interactions with other students is a focus that could help make the process more fun. Leaders do encourage the groups to talk with each other. Start the day off with a lot of being talked to instead of interaction.”

Fun, Social Components, and SLD.

Participants often indicated that during orientation students should have fun, be exposed to some exciting facts about IUPUI, and understand that there are many campus activities offered (e.g., student organizations, programs, celebrations, etc.):

- Have some kind of event, maybe at the track and field stadium, so that students have a chance to socialize. Or perhaps a progressive appetizer event, get food at each stop, but then also get an in depth tour.
- Something social of an evening or even the same day. Some type of social activity.
- Some kind of organization fair. Something that they can get up and move around and look at their own pace. Scholarship fair. Something that they can take their own initiative to go and look at.
- Have some kind of a fair, student organizations. Students can sign up to participate even before schools starts. Should be at every orientation.
- SLD could come up with a program.

- Needs to tell them that they are going to have fun...a lot of models out there that exist...bowling, bar-be-que, multi-media things presented by students, etc...activities
- Incorporated everything from campus into the orientation (athletics, pep band, etc)...makes them more exciting about attending school.
- Less lecture – more activity.

More Extensive Tour.

Many participants mentioned that the tour should to be more extensive and interactive so that students have a good understanding of IUPUI's physical surroundings when they begin classes:

- Tour should follow their schedule so they can find their classes.
- Need to know where their classrooms are-walk their schedule with someone.
- Probably try to need to implement more in the tour. Actually go inside the building and have someone from there tell them what it is about. They've heard the information about what these things do, but we don't show them where it is. Certain parts of the tour need to be more extensive and the students need to be taken there. (O-Team member)

Partnership for Academic Excellence Contract

Almost every participant voiced concerns about the “Academic Partnership For Excellence” contract. Please note that participants were prompted with a document that displayed and explained the “Academic Partnership for Excellence” contract. Some faculty members were not familiar with the contract and reported that they had never seen it before. Most participants noted that it contained important information, but that signing such a contract may not be an effective method for communicating the information and promoting the behaviors outlined:

- What does it mean that they sign this form-Academic Partnership?
- Aware that they have a ton of paperwork that they sign--not really sure that they are aware of what it is.

- This document is geared for University College—not followed up on.
- Not sure that anyone ever refers back to this form.
- What kind of message does it send about the University that we make students sign this contract....JAG 101- information is important
- Not sure that they get a lot from the partnership piece.
- Partnership in Excellence piece, good to tell the students about that information, but does not think it should be presented in a contract form.
- Contract is University College – not for everyone –Direct admits need something from individual school-University College is very confusing to students

Sequence of Events

Participants indicated that the beginning of orientation should be “engaging” and make students feel “excited.” Others cautioned that the orientation day should not end with the tour because many students may be “tired” by that time. The following are some comments related to the sequence of events in the orientation process:

- We should pump ourselves up at the beginning, tell them why they made a good decision to come to IUPUI.
- First impression should be fun and exciting – music playing, great experience, and end on same note
- Beginning would have to have a video – welcome to IUPUI – here’s what we have to offer – highlight programs.
- Have school song playing when they walk in, have pennants hanging up, creating “so glad you are here” atmosphere.

Some focus group participants noted that orientation should be a two-day process to allow students to develop important connections and to allow time to adequately integrate the academic and social components of the university experience:

- Not enough getting to know you...start out with small groups... maybe a breakfast. Should be multiple days.
- Should be 2 half days/not too long of days...Give them time to meet people and digest the material overnight and come back with questions.
- Need a 2 day program

- Can have one day of academics and then one day of fun – has to be mixed
- Likes idea of academic “fair” done—day or two before classes start. Activities that get students to meet each other.

Many comments related to giving students information ahead of time and **providing information/materials when students leave orientation to reduce students’ feelings of being “overwhelmed”** during the one-day event:

- The fact that they get all of this information in an hour – needs some kind of a change...need to send out more mailing
- Need handout with this information and says that you can look up – easily find the information that they’ll need to look up after.
- What is in the mailing that is sent ahead of time? Give them the information that they can look up before they come to orientation.
- Give them information about courses that count towards their degree – have them look at it before they come...the curriculum.
- Real message at this point is that college isn’t just classes, but then give them a whole packet of information that they can go back and look at.
- Hand out a sheet for students to mark down the activities that are coming up on, i.e. activities fair, career fair.
- In a previous institution, used a checklist like format. Developed a brochure, what you do before orientation, what you do first week of classes, etc...

5. Promoting Academic and Social Socialization During Orientation

Many participants reported that an effective way to help promote academic integration and social integration (introduce students to the academic and social university environment) is to provide opportunities for interactions in small groups, introduce the student to organizations of interest to them, and introduce the student to IUPUI community members:

- 300 people in LE 101 does not open a sense of socialization...not possible in such large groups.
- Get some students together—some kind of process to get them talking

- Have leaders [O-Team} have a list of things that should cover during those times...classroom conduct/importance of getting involved
- Need faculty, alumni, SLD professionals involved in orientation.
- If involve the small group option, start to get students sharing with other students about their experiences
- Have student organizations available at orientation
- Show IUPUI pride...show pictures of people on campus.

It is worth mentioning that participants commented that the presence of the O-Team (student-to-student contact) helps foster social interaction. A participant noted: “One thing that we already do, is provide student orientation leaders. Orientation does a good job in selecting them and training them. The student leaders really connect with the students and help show them the atmosphere.”

O-Team participants articulated the following ways to effectively facilitate socialization:

- Utilize the small groups, breaks it down and takes some of the anxiety away. Try to break things down to an incoming student perspective.
- Through the partnership you learn what the university expects form you, during the school presentation they learn what is expected of them, during the technology session they learn that they shouldn't send hate mail, learn not to plagiarize. The expectations are taught throughout everything they go to that day.
- We give them plenty of opportunity to ask questions.

6. Ritual and Ceremony

There was a great range of responses to the question about rituals and ceremonies. Some participants believed that a formal ceremony was appropriate and could help foster pride in IUPUI. One participant remarked that it would be “cool to have faculty in caps/gowns and a final ceremony – you’ve graduated from orientation, welcoming ceremony like graduation-get a certificate.” Another participant remarked that orientation should involve “some kind of ceremony or celebration to acknowledge that you have completed orientation and are now an IUPUI student.”

However, the majority of the participants indicated that it would be more effective to give the students something specifically displaying an IUPUI/Jaguars logo to remember the day (e.g., t-shirt, pin, car decal, key, bumper sticker, group picture). One participant remarked: “think something lighthearted, but not a real ceremony.” Further, many participants mentioned that the presence of Jinx and the IUPUI school song would be appropriate for the ceremony process:

- Get spirit shirt at end of orientation as a hand out.
- Key to the campus...unlocking to their education/future/campus
- Sing fight song – have it sung at orientation
- Have Jinx greet them

The O-Team participants had mixed feelings about the appropriateness of ritual or ceremony during orientation as one participant noted that “ritual is kind of messy, since we have two schools going here” and another concluded “would just like to see other ideas that have been thrown out there and then evaluate.”

7. Use of Technology to Deliver Information Before, During, and After Orientation

Participants expressed positive feelings about the use of technology in the orientation process to deliver information. They indicated that technology could be used during orientation to “enliven” the presentations, and before and after orientation to deliver important information to effectively reduce students’ feelings of being “overwhelmed.” A variety of formats were mentioned such as CDs, a New Student Orientation Website, Power Point Presentations, and even the Marquee. Additionally, some participants mentioned that technology could be employed to provide the students with a “virtual tour.” The following comments were made:

- Fun, jazzy presentation if you can make sure that they work (Jag 101 already has)
- Do some in video or include technology or a skit presentation – attention span of traditional students – make more interesting.
- Help offset the lecture format...should be used. Chancellor Bepko – welcome video to IUPUI.

- Give students a CD or something like that or that they can go home and look at it at their pace.
- Give the information face-to-face—then put on CD that they can take home with them when they are not so overloaded.
- Could be given information websites, etc. – on schools – e-mails for contact – also good way to get questions ahead of time – give them a contact to get with before orientation.
- Marketing orientation better, have web site with web tour.
- Could be used to give a virtual tour

An O-Team member cautioned: “don’t think good to give them a CD Rom ahead of time because they say ok, here is the orientation, and I don’t need to go.” However, all members were in favor of the following O-Team member’s perspective: “actually saw a CD...from another university that is sent before orientation, could really get students pumped up about the school. Personally, thought the CD was cool and awesome. Gave you general information about the campus. Didn’t tell me everything that I was going to get at orientation, but with the information that is on the CD can prepare for orientation.”

8. Integration of New Student Orientation and Learning Communities

Almost all participants noted that New Student Orientation should be viewed as part of an overall process rather than just a one-day event:

- Need to make them aware that this is part of the process. Orientation is only the beginning. There are a lot of other things that orient you to the campus and college. It continues in your LC’s. Needs to be stated as a goal. Gateway courses are also an opportunity to help the students adjust to college life.
- Develop a positive contact with a university faculty member. Register for courses. Be introduced to college expectations, etc. can give them information that day, but they really aren’t going to get anything too in depth.
- Orientation is treated like a one shot wonder-we have learning communities to transition them through the rest of the semester.
- A lot of the things that is covered in orientation can be covered in LC.
- Given all of this information at orientation. Will not remember all of it. Need to be covered in LCs.

- Get away from one shot approach-continue it.

Additionally, participants reported that many areas needed to be expanded or focused on in Learning Communities such as technology (e.g., e-mail, Oncourse, INSITE), expectations of higher education, campus resources, student conduct, and academic integrity:

- Writing center/MAC – campus resources need to be talked about again
- Behavior should be reinforced in LC (classroom conduct)
- Going back through technology pieces should be expanded in LC
- AES needs to be mentioned in orientation to the large group (not to single anyone out)...then brought into the LC
- If there are areas in orientation that can't be covered – have them come to LC (AES, CAPS etc.)
- Take study abroad out and move to LC – civility, code of conduct.
- Code of Ethics – can be mentioned in Orientation – but in depth at LC

Some participants asserted that caution should be exercised when omitting material from orientation and subsequently assuming that it will be covered in Learning Communities because not all students enroll in Learning Communities. A participant noted “I agree that some of the current information can be taken out and done in Learning Communities if you are aware they are going to be going into an LC. If they are not, then students should be offered this information at other times during the summer before the semester starts.” Another participant commented: “LC’s are also overloaded. It’s hard to fit everything in already, not to mention adding more.”

Appendix G: Pre/Post-test 3-month out Survey Results

IUPUI New Student Orientation Opinion Survey

The purpose of this survey is to assess your thoughts and opinions of the New Student Orientation you attended this summer. Your participation is completely voluntary. **Your opinions are important to us!** Results of this anonymous survey will be used to improve New Student Orientation Services. Please use a #2 pencil when marking your response.

Did you attend New Student Orientation: Yes No (Please do not complete this survey if you did not attend orientation)

Please mark the extent to which you agree with each statement. Mark only one response per item.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
As a result of attending New Student Orientation...					
1. I know my way around campus better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I was better prepared to start classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I was better prepared to send and receive e-mail from my IUPUI e-mail account	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I was better prepared to use IUPUI OnCourse Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I have a more meaningful relationship with an academic advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. I feel more connected to IUPUI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I have more pride in IUPUI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I was better able to meet the demands and expectations of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I made a more successful transition to IUPUI	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent did orientation lead you to use or participate in the following services or activities? Mark only one response per item.

	Not At All	Only A Little	Some	A Great Deal
Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Assistance Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus-sponsored activities & events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many students did you meet at orientation whom you still talk to regularly?

None Three
 One More Than Three
 Two

How many IUPUI faculty, staff, or administrators did you meet at orientation whom you contacted afterwards?

None Three
 One More Than Three
 Two

To what extent were you satisfied that the New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Very Dissatisfied Dissatisfied Neutral Satisfied Very Satisfied

What did you learn or obtain from orientation that was most helpful to you as a new IUPUI student? Please describe:

Thinking back on your first semester at IUPUI, please list anything not included in orientation that would have been very helpful in making the transition to IUPUI. Please describe:

647

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PLEASE CONTINUE TO OTHER SIDE

Pre/Post-test 3-month out Survey (cont.)

Please indicate the following information and mark only one response per item. Answers to the following questions are for research purposes only and are anonymous.

Your academic class standing as of this semester/term:

- Freshman Sophomore Junior Senior Non-Degree Student

Did you transfer to IUPUI from another college or university?

- No Yes

Your current age:

- 18 and under 19 - 21 22 - 24 25 or older

Your enrollment status:

- Full-Time Part-Time

Your place of residence:

- Campus residence (Ball, International House, Townhomes) House or Apartment within walking distance of campus House or Apartment within driving distance of campus

Your race/ethnicity:

- African American Latino/Hispanic American
 Asian American White American
 Native American International Student
 Multiracial American Other

What specific suggestions do you have for improving New Student Orientation? Please describe:

Thanks for your participation!

Appendix H: Pre/Post 3-month out Survey Questionnaire

New Student Orientation 3-month-out Questionnaire Methodology

Students in Fall 2002 First-Year Seminars (FYS) were asked to complete a self-administered questionnaire on a voluntary basis at one point in time. FYS instructors received the questionnaires via campus mail and were asked to distribute them during class time. The questionnaires were administered during the months of October and November. It was reasoned that at this point in time (3 to 4 months after the beginning of the fall semester) first-year students would be able to report how well the orientation process assisted them in making a successful transition to IUPUI. The same procedure was employed during Fall of 2003 to assess the improvements implemented based on results from prior assessments. (See Appendix F for copy of questionnaire).

The questionnaires were designed to assess New Student Orientation participants' perceptions of the orientation process. Fall 2002 and 2003 FYS instructors were told to inform students that the questionnaires would assess their opinion about New Student Orientation exclusively and not their opinion about FYS (a separate questionnaire is employed to assess students' perceptions of FYSs). Additionally, students not participating in the New Student Orientation were instructed to indicate that they did not participate and turn in the form. In this way, how many FYS students fell into this non-participant category could be monitored. No such questionnaires were returned in Fall 2002 or 2003.

The "3-month out" New Student Orientation Questionnaire was designed to determine the extent to which the expressed orientation goals had been met and to gain an understanding of some of the ideas and issues expressed during the focus groups.

Students were asked how strongly they agreed or disagreed with statements regarding information and knowledge gained, and connections made as a result of orientation. The following are some item examples: “I knew my way around campus better,” “I was better prepared to start classes,” “I was better prepared to send and receive e-mail from my IUPUI account,” “I was better prepared to use IUPUI OnCourse technology,” “I have a more meaningful relationship with an academic advisor,” and “I feel more connected to IUPUI.” Students were also queried about the extent of their use of or participation in the following campus resources and activities as a result of attending orientation: Writing Center, Math Assistance Center (MAC), Learning Center, Career Center, Campus Sponsored Activities and Events, and Student Organizations. First year students were asked as well to respond to the following questions: “How many students did you meet at orientation whom you still talk to regularly?,” “How many IUPUI faculty, staff, or administrators did you meet at orientation whom you contacted afterwards?,” and “To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?” Students were asked to respond to three open-ended questions: 1) “What did you learn or obtain from orientation that was most helpful to you as a new IUPUI student?,” 2) “Thinking back on your first semester at IUPUI, please describe anything not included in orientation that would have been very helpful in making the transition to IUPUI?,” and 3) “What specific suggestions do you have for improving orientation?.”

New Student Orientation Student Questionnaire Results

Nine hundred and fifty-six questionnaires were sent out to students enrolled in First-Year Seminars and 609 were completed and returned (response rate = 64%). One-

thousand thirty-six questionnaires were administered during Fall 2003 and 734 were completed and returned (response rate = 71%). Please note that students participating in a separate orientation programs for Honors students (16 respondents during Fall 2003) and Summer Bridge (56 respondents during Fall 2002 and 85 respondents during Fall 2003) were excluded from all analyses in which comparisons were made between the 2002 and 2003 survey respondents to allow for more appropriate comparisons. Results indicated that there were no significant differences between the 2002 respondents and the 2003 respondents with regard class standing, enrollment status, age, ethnicity, transfer status, or living arrangements.

Fall 2002 Participants.

The vast majority of participants were freshmen (97 %), 13 (2%) respondents reported that they were “Sophomores,” 2 students reported a “Junior” status and 1 student indicated a “Non-Degree” status. Five hundred and forty-eight (91%) respondents were non-transfer students and 53 (9%) respondents were transfer students. Eight students did not respond to this item. Slightly over half of the respondents reported that they were “18 and under” (52%), 35% reported that they were 19 - 21 years of age, 5% reported that they were 22 - 24 years of age, and 8% reported that they were 25 or more years of age. Nine students failed to respond to this item. Five-hundred and thirty two respondents (89%) reported that they were enrolled full-time and 67 (11%) respondents reported they were enrolled part-time. Ten students did not respond to this item. Four-hundred and seventy-eight (80%) respondents reported they were “White American,” 57 (10%) respondents reported they were “African-American,” 16 (3%) respondents indicated that they belonged to the “Other” category in terms of ethnicity, 13 (2%) respondents reported

they were “Asian-American,” 12 (2%) respondents reported they were “Multiracial,” 11 (2%) respondents reported they were “Latino/Hispanic,” 6 (1%) respondents reported “International Student” status, and 1 respondent reported “Native American” as his/her ethnicity. Fifteen students did not reply to this item. The vast majority of the respondents (86%) indicated that they commuted to campus or “live in a house or apartment within driving distance of campus,” 9% of the respondents reported they live in campus housing, and only 5% reported that they live in a “house or apartment within walking distance of campus.” Nine students failed to respond to this item.

Fall 2003 Participants.

The vast majority of participants were freshmen (96 %), 27 (5%) respondents reported that they were “Sophomores,” and 12 students did not respond. Five hundred and forty-three (90%) respondents were non-transfer students and 56 (9%) respondents were transfer students. Sixteen students did not respond to this item. The vast majority of respondents reported that they were “18 -19” (76%), 6% reported that they were 20 - 21 years of age, 6% reported that they were 22 - 24 years of age, and 10% reported that they were 25 or more years of age. Seventeen students failed to respond to this item. Please note that the format of this question was modified during the 2003 to be in compliance with Institutional Review Board policies. The “18 and under” category was changed to “18-19” due to the policy that students under the age of 18 are considered “minors.” Five-hundred and thirty-seven respondents (90%) reported that they were enrolled full-time and 58 (10%) respondents reported they were enrolled part-time. Twenty students did not respond to this item. Four-hundred and seventy (79%) respondents reported they were “White American,” 58 (10%) respondents reported they were “African-American,” 20

(3%) respondents indicated that they belonged to the “Other” category in terms of ethnicity, 13 (2%) respondents reported they were “Asian-American,” 6 (1%) respondents reported they were “Multiracial,” 10 (2%) respondents reported they were “Latino/Hispanic,” 14 (2%) respondents reported “International Student” status, and 1 respondent reported “Native American” as his/her ethnicity. Twenty-three students did not reply to this item. The vast majority of the respondents (84%) indicated that they commuted to campus or “live in a house or apartment within driving distance of campus,” 11% of the respondents reported they live in campus housing, and only 5% reported that they live in a “house or apartment within walking distance of campus.” Sixteen students failed to respond to this item.

Displayed in Table 1 are the results of the questionnaires administered to student orientation participants enrolled in 2002 and 2003 First-Year Seminar classes. Again, this instrument was administered 3 months after the start of fall semester. About one-half of the respondents reported that they knew their way around campus better (51% either agreed or strongly agreed) and were better prepared to start classes (50% either agreed or strongly agreed) as a result of orientation during Fall 2002. Results from the 2003 administration suggest improvements in the following areas. Over one-half of the respondents reported that they knew their way around campus better (66% either agreed or strongly agreed) and were better prepared to start classes (54% either agreed or strongly agreed) as a result of orientation. The majority of the 2002 respondents reported that they were better prepared to send and receive e-mail with their IUPUI account (69% either agreed or strongly agreed), and slightly over one-half indicated that they were better prepared to use IUPUI OnCourse Technology (56% either agreed or strongly

agreed) as a result of orientation. Results from the 2003 administration yielded relatively consistent findings with regards to perceptions of technology preparation. Only about one-third of the 2002 respondents reported that they felt more connected to IUPUI or had more pride in IUPUI as a result of orientation. Results suggest that the 2003 orientation served to enhance students' feeling of pride and connection more than the 2002 orientation. Slightly over one-half of the 2002 respondents indicated that they made a more successful transition to IUPUI as a result of orientation (55% either agreed or strongly agreed) as a result of orientation. The 2003 results related to students' perceptions' of making successful transitions as a result of attending orientation were not significantly different than the 2002 results (57% either agreed or strongly agreed). It is notable that almost 40% 2002 respondents indicated that they did not establish a meaningful relationship with an advisor as a result of orientation as a result of orientation (reported either "strongly disagree" or "disagree"; 34% were "neutral") while 33% of the 2003 respondents indicated that they did not establish a meaningful relationship with an advisor as a result of orientation as a result of orientation (reported either "strongly disagree" or "disagree"; 30% were "neutral").

Table 1. Fall 2002 and Fall 2003 Perceptions of New Student Orientation*

As a result of attending orientation...		Percent Distribution					Percent Agree or Strongly Agree					
		Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree	0%	20%	40%	60%	80%	100%
I know my way around campus better.	2002	8%	18%	22%	41%	10%						
	2003	5%	11%	17%	48%	18%						
I was better prepared to start classes.	2002	3%	14%	33%	44%	6%						
	2003	4%	14%	29%	44%	10%						
I was better prepared to send and receive e-mail from my IUPUI e-mail account.	2002	3%	10%	17%	53%	17%						
	2003	6%	10%	20%	45%	20%						
I was better prepared to use IUPUI OnCourse Technology.	2002	5%	16%	23%	42%	13%						
	2003	7%	15%	21%	42%	15%						
I have a more meaningful relationship with an academic advisor.	2002	14%	25%	34%	21%	6%						
	2003	12%	21%	30%	27%	11%						
I feel more connected to IUPUI.	2002	5%	16%	44%	30%	5%						
	2003	5%	14%	37%	36%	8%						
I have more pride in IUPUI.	2002	5%	13%	51%	27%	4%						
	2003	6%	11%	42%	34%	7%						
I was better able to meet the demands and expectations of college.	2002	4%	15%	41%	35%	5%						
	2003	5%	13%	37%	38%	7%						
I made a more successful transition to IUPUI.	2002	3%	9%	33%	47%	8%						
	2003	4%	10%	29%	46%	11%						

*Responses based on a 5 point scale where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree

Note: Bolded items are statistically significant based on an independent samples t-test (p< .05).

2002: Results Number of Respondents for Each Item

As a result of attending orientation...	Number of Respondents						
	Valid N	Missing	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I know my way around campus better.	555	1	45	102	122	229	57
I was better prepared to start classes.	554	2	17	77	184	242	34
Better prepared to send/receive e-mail from my IUPUI e-mail account.	554	2	17	57	94	291	95
I was better prepared to use IUPUI OnCourse Technology.	554	2	30	90	129	234	71
I have a more meaningful relationship with an academic advisor.	551	5	79	139	186	113	34
I feel more connected to IUPUI.	553	3	28	88	245	166	26
I have more pride to IUPUI.	554	2	27	70	282	152	23
I was better able to meet the demands and expectations of college.	553	3	22	80	227	196	28
I made a more successful transition to IUPUI.	554	3	14	52	181	262	45

2003 Results: Number of Respondents for Each Item

As a result of attending orientation...	Number of Respondents						
	Valid N	Missing	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
I know my way around campus better.	611	16	32	69	105	296	109
I was better prepared to start classes.	610	17	23	83	174	269	61
Better prepared to send/receive e-mail from my IUPUI e-mail account.	611	16	35	59	121	273	123
I was better prepared to use IUPUI OnCourse Technology.	612	15	42	90	129	257	94
I have a more meaningful relationship with an academic advisor.	610	17	70	126	180	165	69
I feel more connected to IUPUI.	610	17	32	86	224	222	46
I have more pride to IUPUI.	610	17	34	69	256	206	45
I was better able to meet the demands and expectations of college.	607	20	30	78	224	230	45
I made a more successful transition to IUPUI.	610	17	26	63	175	278	68

Displayed in Table 2 are the descriptive statistics (e.g., Means and Standard Deviations) for the items related to students’ perceptions of the outcomes of orientation. Independent sample t-tests were conducted to investigate if there were significant differences in the 2002 students’ perceptions compared to 2003 students’ perceptions. Student respondents in 2003 reported that as a result of attending orientation they knew their way around campus better than the 2002 student respondents ($t(1164) = 5.47, p < .001$). The 2003 mean value of the item related to the degree to which students knew their way around campus ($M = 3.62$) was significantly greater than the mean value of the item for the 2002 student respondents ($M = 3.27$). Results suggest that the 2003 student respondents felt that orientation help them establish more meaningful relationships with academic advisors as compared to the 2002 respondents ($t(1159) = 4.04, p < .001$). The 2003 mean value of the item related to the degree to which students established a meaningful relationship with academic advisors as a result of attending orientation ($M =$

3.06) was significantly greater than the mean value of the item for the 2002 student respondents ($M = 2.79$). Student respondents in 2003 reported that as a result of attending orientation they felt more connected to IUPUI compared to the 2002 student respondents ($t(1161) = 2.44, p < .015$). The 2003 mean value of the item related to the degree to which felt connected to IUPUI ($M = 3.27$) was significantly greater than the mean value of the item for the 2002 student respondents ($M = 3.13$). As a result of attending orientation the 2003 respondents reported that they felt more pride in IUPUI compared to the 2002 respondents ($t(1162) = 2.39, p < .017$). One must exercise caution when interpreting these finding due to the fact that a pre-post research design was not employed. It is possible that the 2003 students as a group were more inclined to feel “connected” and “proudful” due to variables unrelated to orientation participation and not directly measured in this study.

Table 2. Fall 2002 and Fall 2003 Perceptions of New Student Orientation: Descriptive Statistics*

	year	N	Mean	Std. Deviation	Std. Error Mean
Q1. I know my way around campus better.	2002	555	3.27	1.12	.05
	2003	611	3.62	1.06	.04
Q2. I was better prepared to start classes.	2002	554	3.36	.90	.04
	2003	610	3.43	.97	.04
Q3. I was better prepared to send and receive e-mail from my IUPUI e-mail account.	2002	554	3.70	.97	.04
	2003	611	3.64	1.08	.04
Q4. I was better prepared to use IUPUI OnCourse Technology.	2002	554	3.41	1.07	.05
	2003	612	3.44	1.12	.05
Q5. I have a more meaningful relationship with an academic advisor.	2002	551	2.79	1.11	.05
	2003	610	3.06	1.18	.05
Q6. I feel more connected to IUPUI.	2002	553	3.13	.91	.04
	2003	610	3.27	.97	.04
Q7. I have more pride to IUPUI.	2002	554	3.13	.86	.04
	2003	610	3.26	.95	.04
Q8. I was better able to meet the demands and expectations of college.	2002	553	3.23	.90	.04
	2003	607	3.30	.96	.04
Q9. I made a more successful transition to IUPUI.	2002	554	3.49	.87	.04
	2003	610	3.49	.97	.04
**Q13. To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?	2002	545	3.26	.89	.04
	2003	595	3.31	.92	.04

*Responses based on a 5 point scale where 1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree

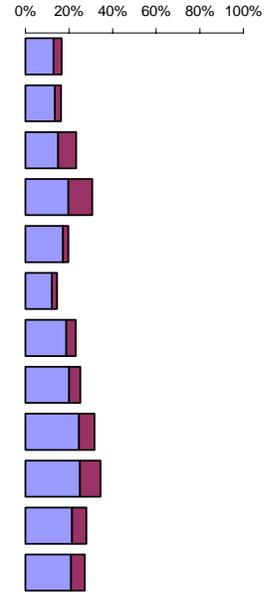
**Responses based on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note: Bolded items are statistically significant based on an independent samples t-test ($p < .05$).

Table 3 displays respondents' self-reported use and participation in campus academic support services and student activities as a result of orientation. Relatively few 2002 respondents reported substantial amounts of use of the Writing Center, Math Assistance Center, Learning Center, or Career Center as a result of orientation. Only about one-quarter of the 2002 respondents reported at least some use the Writing Center and the Math Assistance Center (19% and 24% respectively when combining "Some" and "A Great Deal"). Slightly more respondents reported substantive participation in campus-sponsored activities and events (31% when combining "Some" and "A Great Deal"). Independent sample t-tests were conducted to investigate if there were significant differences in the 2002 students' self-reported participation rates compared to the 2003 students' self-reports. Results suggest that the 2003 respondents were more likely to use the Math Assistance Center (MAC) as a result of attending orientation compared to the 2002 student respondents ($t(1162) = 3.39, p < .001$). The 2003 mean value of the item related to the degree to which students used that MAC ($M = 1.93$) was significantly greater than the mean value of the item for the 2002 student respondents ($M = 1.73$). Results suggest that the 2003 respondents were more likely to participate in campus sponsored activities and events as a result of attending orientation compared to the 2002 student respondents ($t(1151) = 2.32, p < .021$). The 2003 mean value of the item related to the degree to which students participated in campus sponsored events ($M = 2.04$) was significantly greater than the mean value of the item for the 2002 student respondents ($M = 1.90$).

Table 3. Fall 2002 and Fall 2003 Reported Use of Campus Resources and Participation In Campus Activities

As a result of attending orientation, how often did you use or participate in the following...		Number of Respondents						Percent Distribution			
		Valid N	Missing	Not At All	Only A Little	Some	A Great Deal	Not At All	Only A Little	Some	A Great Deal
Writing Center	2002	552	4	378	82	71	21	68%	15%	13%	4%
	2003	607	20	373	135	82	17	61%	22%	14%	3%
Math Assistance Center	2002	553	3	327	97	83	46	59%	18%	15%	8%
	2003	611	16	297	127	120	67	49%	21%	20%	11%
Learning Center	2002	545	11	363	75	94	13	67%	14%	17%	2%
	2003	601	26	421	93	73	14	70%	15%	12%	2%
Career Center	2002	545	11	315	104	102	24	58%	19%	19%	4%
	2003	598	29	333	114	120	31	56%	19%	20%	5%
Campus-sponsored activities & events	2002	549	7	265	110	135	39	5%	20%	25%	7%
	2003	604	23	239	157	151	57	5%	26%	25%	9%
Student Organizations	2002	552	4	299	99	118	36	54%	18%	21%	7%
	2003	607	20	304	131	127	38	50%	22%	21%	6%



Note: Bolded items are statistically significant based on an independent samples t-test (p < .05).

Table 4 displays student respondents’ self-reported connections established during orientation. A substantial proportion of 2002 respondents (67%) reported that they did not meet any students during orientation whom they still talk to regularly. Furthermore, a large proportion of 2002 respondents (69%) reported that they did not meet any faculty, staff, or administrators during orientation whom they contacted after orientation. The 2003 respondents reported that they made more connections than the 2002 respondents. Results from independent samples t-tests suggest that the 2003 respondents were more likely to make connections with other students as a result of attending orientation compared to the 2002 student respondents ($t(1144) = 3.23, p < .001$). The 2003 mean value of the item related to connections with other students ($M = 1.89$) was significantly greater than the mean value of the item for the 2002 student respondents ($M = \underline{1.65}$).

Table 4. Fall 2002 and fall 2003 Sustained Connections and Contacts

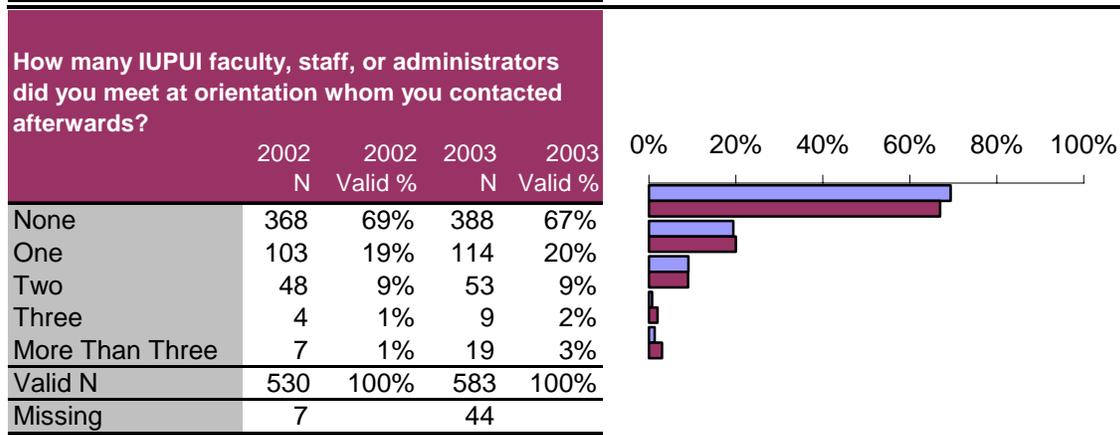
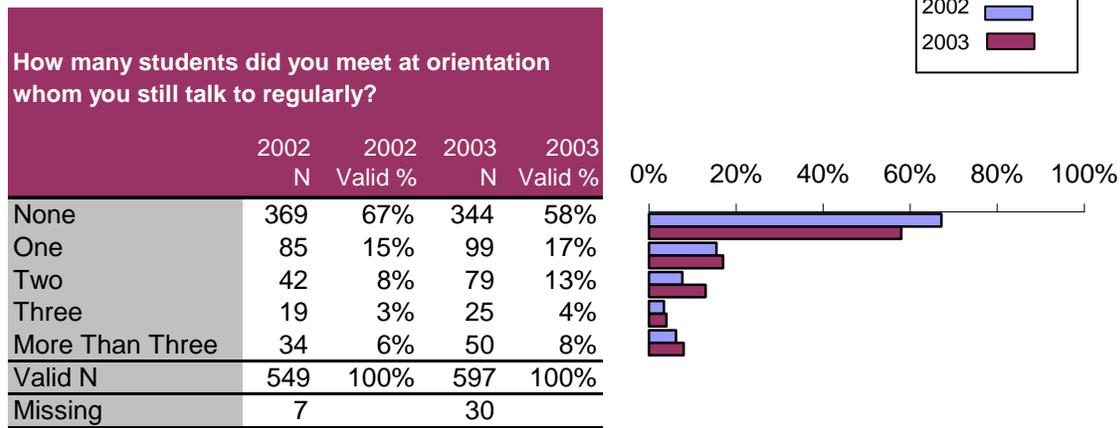
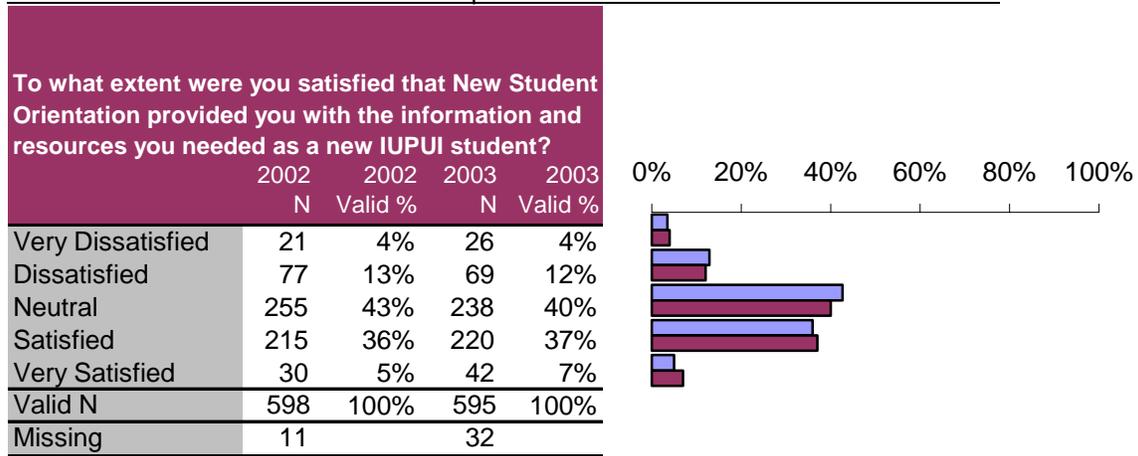


Table 5 displays student respondents’ reported satisfaction levels. About one-third of the 2002 respondents reported that they were “Satisfied” and only 5 % reported they were “Very Satisfied” that orientation provided them with the information and resources they needed as a new IUPUI students. A notable proportion reported that they were “neutral” (43%). The 2003 results and 2002 results were not significant different.

Table 5. Fall 2002 and Fall 2003 Perceptions of Overall Satisfaction with Orientation



Shown in Tables 6- 11 are the results of a series of analyses conducted to examine differences in satisfaction levels among various groups of student orientation participants. More specifically, these analyses were performed to determine if orientation is having a differential impact on the perceptions of underrepresented students, transfer students, or students 25 or older compared to students not in the underrepresented group, non-transfers, and students under the age of 25. The 2002 student respondents belonging to underrepresented groups (reported they were “African American,” “Asian American,” “Native American,” “Multiracial” or an “International Student”) were significantly more satisfied that orientation provided them with the resources and information they needed as new IUPUI students than respondents in the “all others’ group (reported that they were “White American”) ($t(566)=2.18, p<.05$). The 2002 mean satisfaction for underrepresented students ($M = 3.42$) was significantly greater than the mean satisfaction for the students belonging to the “all others” group ($M = 3.23$). The 2003 African American student respondents were significantly more satisfied that orientation provided them with the resources and information they needed as new IUPUI students than respondents in the “all others” group (reported that they were “White American” “Asian American,” “Native American,” “Multiracial” or an “International Student”) ($t(574)=1.97, p<.05$). The 2003 mean satisfaction for African American students ($M = 3.53$) was significantly greater than the mean satisfaction for the students belonging to the “all others” group ($M = 3.29$). Please note that the effect size for this analysis was “small” meaning that despite statistical significance there is not a “large” amount of difference between satisfaction levels among underrepresented students and all others. The 2002 and 2003 transfer students were just as satisfied as non-transfer students and

non-traditional students (students 25 and older) were just as satisfied as traditional students (there were no significant group differences based on independent sample t-tests).

Table 6. Fall 2002 New Student Orientation Satisfaction Among Underrepresented Students and All Others (N=568)

	N	Mean	
		Satisfaction ^c	
Underrepresented ^a	99	3.42	
All Others ^b	469	3.23	
Overall	568	3.26	
Total Missing	41		

^a Underrepresented group includes students who reported the following ethnic categories: African American, Asian American, Native American, Multiracial, and International Student.

^b All Others refers to those students who reported that they were "White American"

^c Responses on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note 1. Responses to the question: To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Note 2: Student respondents in underrepresented groups were significantly more satisfied than respondents in the "all other" group based on an independent samples t-test, $p < .05$).

Table 7. Fall 2002 New Student Orientation Satisfaction Among Transfer and Non-Transfer Students (N=591)

	N	Mean	
		Satisfaction ^c	
Non-Traditional ^a	49	3.31	
Traditional ^b	541	3.25	
Overall	590	3.26	
Total Missing	19		

^a Non-traditional students are defined as those students who reported that they were 25 or older.

^b Traditional refers to students who reported that they were "18 and under," "19 - 21," and "22 - 24"

^c Responses on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note 1. Responses to the question: To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Note 2: Differences in satisfaction levels between non-traditional and traditional students are **not** significant (based on an independent samples t-test, $p < .05$). The small number of non-traditional students may have limited statistical power necessary to detect significant differences.

Table 8. Fall 2002 New Student Orientation Satisfaction Among Non-Traditional and Traditional Students (N=590)

	<i>Mean</i>	
	<i>N</i>	<i>Satisfaction^a</i>
<i>Transfer</i>	52	3.33
<i>Non-Transfer</i>	539	3.25
Overall	591	3.26
Total Missing	18	

^aResponses on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note 1. Responses to the question: To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Note 2: Differences in satisfaction levels between transfer and non-transfer students are **not** significant (based on an independent samples t-test, $p < .05$). The small number of transfer students may have limited statistical power necessary to detect significant differences.

Table 9. Fall 2003 New Student Orientation Satisfaction Among African American Students and All Others (N=576)

	<i>Mean</i>	
	<i>N</i>	<i>Satisfaction^b</i>
<i>African American</i>	58	3.53
<i>All Others^a</i>	518	3.29
Overall	576	3.31
Total Missing	38	

^a All Others refers to those students who reported that they were not "African American"

^bResponses on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note 1. Responses to the question: To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Note 2: African American student respondents were significantly more satisfied than respondents in the "all other" group based on an independent samples t-test, $p < .05$).

Table 10. Fall 2003 New Student Orientation Satisfaction Among Transfer and Non-Transfer Students (N=591)

	<i>Mean</i>	
	<i>N</i>	<i>Satisfaction^a</i>
<i>Transfer</i>	56	3.31
<i>Non-Transfer</i>	526	3.27
Overall	591	3.31
Total Missing	32	

^aResponses on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note 1. Responses to the question: To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Note 2: Differences in satisfaction levels between transfer and non-transfer students are **not** significant (based on an independent samples t-test, $p < .05$). The small number of transfer students may have limited statistical power necessary to detect significant differences.

Table 11. Fall 2003 New Student Orientation Satisfaction Among Non-Traditional and Traditional Students (N=583)

	<i>N</i>	<i>Mean Satisfaction^c</i>
<i>Non-Traditional^a</i>	58	3.21
<i>Traditional^b</i>	525	3.25
Overall	583	3.31
Total Missing	40	

^a Non-traditional students are defined as those students who reported that they were 25 or older.

^b Traditional refers to students who reported that they were "18 - 19," "20 - 21," and "22 - 24"

^c Responses on a 5 point scale where 1=Very Dissatisfied, 2=Dissatisfied, 3=Neutral, 4=Satisfied, 5=Very Satisfied

Note 1. Responses to the question: To what extent were you satisfied that New Student Orientation provided you with the information and resources you needed as a new IUPUI student?

Note 2: Differences in satisfaction levels between non-traditional and traditional students are **not** significant (based on an independent samples t-test, $p < .05$). The small number of non-traditional students may have limited statistical power necessary to detect significant differences.

NEW STUDENT ORIENTATION STUDENT QUESTIONNAIRE OPEN-ENDED ITEM RESULTS

Students were asked to respond to 3 open-ended items on the questionnaire. This section describes the results. Tables 12-17 display the major categories that emerged following content analyses of students' responses.

Shown in Table 12 and 13 are the major categories that emerged and actual student responses when queried about to the most helpful aspects of New Student Orientation. The 2002 orientation participants thought that the campus tour, the technology session, obtaining a schedule and meeting with the advisor, and learning about what is expected to achieve academic success at IUPUI were the most helpful aspects of orientation. The 2003 results were relatively consistent with the 2002 results with a few notable exceptions: connections and information about campus resources (financial aid). It appears that the 2003 respondents were more likely to report that making connections and obtaining information about financial aid were the most helpful aspects of the orientation experience. Also a lower proportion of 2003 students reported

that the technology aspects were the most helpful aspects in comparison to the 2002 respondents.

Table 12. Fall 2002 Most Helpful Aspect of Orientation (N = 470).

What did you learn or obtain from orientation that was <u>most helpful</u> to you as a new IUPUI student?			
Most Helpful Aspect			Examples of Actual Student Responses
Knowing Physical Surroundings (Campus Tour)	139	30%	<p>“Knowing where different buildings were on campus.”</p> <p>“I thought it was helpful because it showed me where everything was. I wasn’t lost at all when school started.”</p> <p>“The tour was one of the most helpful things for me because I had never been on the campus before.”</p> <p>“I am able to get around the University without getting lost.”</p>
Technology Session (OnCourse, e-mail, and INSITE).	132	28%	<p>“The most helpful part of the orientation was when we learned to use OnCourse. Many instructors expected me to know this.”</p> <p>“OnCourse – they showed us how to use all aspects of it.”</p> <p>“I was taught about the different technologies that were available to the students.”</p> <p>“Setting up our accounts and how to get to OnCourse and e-mail.”</p>
Registration Getting a Schedule/Advising Session	48	10%	<p>“I learned of the efficient registration system.”</p> <p>“Being able to register for classes was the most helpful, because then I did not have to worry about doing it later.”</p> <p>“I hadn’t enrolled in any classes yet, so the 15 min. advising appointment scheduled those.”</p> <p>“The most helpful thing at new student orientation was meeting my academic advisor. She really helped me to decide on what classes to take and how important it is to do well.”</p>
Learning about Higher Education Expectations	46	10%	<p>“I learned more about what I needed to do to be more prepared for college and I learned my way around campus better.”</p> <p>“Knowing what IUPUI expected of me and what I needed to do to do well here.”</p> <p>“I learned to come to class and do all my work on time. Be sure to study and keep your grades up.”</p> <p>“They told us how we can get help and how we need to get involved around campus. They also informed us about how much we need to study for each credit hour we take and the information was really close and helpful.”</p> <p>“I learned to attend class regularly.”</p>
Course Specific Information and Major Requirements	31	7%	<p>“The different schools school of liberal arts, and the handouts for the requirements.”</p> <p>“The most helpful information was the requirements for my major.”</p> <p>“I learned where things were at. I learned about my major and requirements. How long it would take to graduate.”</p> <p>“The requirements of the Kelley School of Business.”</p>
Campus Resources	31	7%	<p>“The assistant help we could get in writing and math.”</p> <p>“Math Center Assistance – helpful after returning to school after 20 years.”</p>

			<p>“I learned all about University College and I also learned about student support service, and I like that program a lot.”</p> <p>“Just what resources were available to assist me in my subjects in school.”</p>
One-Card	18	4%	<p>“The most helpful thing that I got out of the new IUPUI student was the one card and how to use it.”</p> <p>“IUPUI one card.”</p> <p>“The one card, even though I don’t know how to use it, will be the most helpful thing to me.”</p>
Parking Services and Information	13	3%	<p>“The parking information I believe helped me the most.”</p> <p>“I learned that I should get here early to find parking.”</p> <p>“Parking. The students who led my tour helped out a lot of parking. It’s full fast and other stuff.”</p>
Connections and Contact Information	12	3%	<p>“Where or who to contact for information.”</p> <p>“Meeting new people that had the same schedule as me. I liked it because I wasn’t a stranger in a big class.”</p> <p>“How to get in touch with my professors.”</p>

Note 1. Percentages rounded to the nearest whole. Some students’ responses represented more than one category so percentages total greater than 100%.

Note 2. The remaining responses were so varied that no major categories emerged. Some responses included the following: appreciation of the free software, compliments regarding the lunch, and appreciation of the “free stuff.”

Table 13. Fall 2003 Most Helpful Aspect of Orientation (N = 552)

What did you learn or obtain from orientation that was <u>most helpful</u> to you as a new IUPUI student?			
<u>Most Helpful Aspect</u>			<u>Examples of Actual Student Responses</u>
Knowing Physical Surroundings (Campus Tour)	216	39%	<p>How to get around.</p> <p>The most helpful thing for me would be knowing where my classes are.</p> <p>Showing us around campus.</p> <p>It was easier for me to find my way around on the first day.</p>
Technology Session (OnCourse, e-mail, and INSITE).	87	16%	<p>Learning how to use OnCourse, Insite, etc.</p> <p>The IU software, IUPUI e-mail, and OnCourse</p> <p>I got my accounts and was shown how to set them up.</p>
Campus Resources, Financial Aid	39	7%	<p>About the resources available.</p> <p>Information about the Career Center, JagJobs</p> <p>Where the Math Assistance Center was.</p> <p>That everyone can go to college, money is not the issue.</p>
Connections and Contact Information	37	7%	<p>That to make new friends you have to participate in student activities.</p> <p>How to meet new people, manage time, have fun with school.</p> <p>Met friends of like major.</p>
Registration Getting a Schedule/Advising Session	32	6%	<p>How to register for classes</p> <p>I got my classes and that was about it</p> <p>My advisor helped me work out a schedule</p>
Learning about Higher Education Expectations: Time Management Organizational Skills How to Study	25	5%	<p>Basically how to adapt better.</p> <p>I was not scared to start classes.</p> <p>How to be a student</p> <p>To take college seriously. How to stay on tract and focused.</p>
General Negative or reported that she/he learned “nothing”	23	4%	<p>Not much, we played a lot of games</p> <p>I think orientation should be optional</p>

			I didn't learn anything new, I left early
Parking Services and Information	15	3%	Where to park Parking is horrible My way around campus and parking
Course Specific Information and Major Requirements	14	3%	It got very specific when they talked about the fine arts degree Well, watching the video about my major really helped me think twice about if I wanted to do that. The speech given by the Kelly School advisor was helpful/
One-Card	12	2%	I got my one card and OnCourse password, I use both often Getting my one card.
General Positive	5	1%	All the information I received was helpful Everything I learned was useful to me

Note 1. Percentages rounded to the nearest whole. Some students' responses represented more than one category.

Note 2. The remaining responses were so varied that no major categories emerged. Some responses included the following: food related items, did not remember, compliments regarding the lunch, etc.

Tables 14 and 15 display the major categories that emerged and actual student responses when asked to describe anything not included during orientation that would have been helpful in making the transition to IUPUI during the fall 2002 and 2003 survey administration. The most frequently occurring responses to this question included implementing the following: an expanded tour, longer advising sessions, a more in-depth technology session, and more opportunities to interact with others and establish connections. A notable number of respondents mentioned that it would have been helpful to include more information about academic support services, campus activities, and financial aid during fall 2002. There were some notable differences between the 2002 and 2003 respondents. The 2003 respondents were less likely to report that longer, more personalized advising sessions would have been a helpful addition to the orientation program (it appears that students were more satisfied with the length and quality of the sessions; these results are consistent with the quantitative findings). Additionally, the Fall 2003 respondents were more likely to respond to this questions with “generally positive” responses (e.g., “enjoyed orientation,” “everything was helpful”).

Table 14. Fall 2002 Would Have Been Helpful to Include In Orientation (N = 314)

Thinking back on your first semester at IUPUI, please describe anything <u>not</u> included in Orientation that would have been very helpful in making the transition to IUPUI?			
Not Included	N		Examples of Actual Student Responses
Improved or Expanded Tour/ Knowing Physical Surroundings Better	102	32%	<p>"I think a more extended tour of the campus would have helped a lot."</p> <p>"A more thorough tour would have been helpful."</p> <p>"Better familiarizing us with the campus and surroundings."</p> <p>"A more extensive tour of the library and some buildings would have been nice and helpful."</p>
Longer, More In-Depth Registration/Advising Sessions	36	11%	<p>"Better time w/ advisor. More of it and more personalized. I know there's not much time but I felt it could be more personalized."</p> <p>"Well I could have used a little more advice in picking my courses."</p> <p>"More efficient advisors that can make your schedule to better accommodate the student."</p> <p>"Too much information was thrown at me to remember. I was over loaded. Academic advisors should take more time with new freshmen."</p>
More In-Depth Technology Sessions	35	11%	<p>"Need more time w/ OnCourse and explaining e-mail."</p> <p>"Be more efficient with the technology on campus (i.e. how to use webmail, OnCourse and how to research using the library)."</p> <p>"Learning how to use OnCourse, my webmail, and the library reference computers."</p> <p>"The computer technology part of orientation was so rushed. The lady kept leaving everyone behind and I walked out of there very frustrated."</p>
More Opportunities for Interactions and Making Connections	32	10%	<p>"Giving us more of a chance to talk with other students while there."</p> <p>"I think you should get the students more involved with each other."</p> <p>"Smaller groups. I feel that I would have gotten to know many more people."</p> <p>"Have a better question/answer session. Make it easier to get in contact with other people at IUPUI."</p>
More Information about Academic Resources	30	10%	<p>"Academic Support Centers: MAC, Writing Center, and Learning Center."</p> <p>"It would have been helpful to get info. on the writing centers and math centers on paper so if I went back through info. I may run upon it."</p> <p>"More information on the centers (MAC, Writing Center, etc.)"</p> <p>"Maybe a section that talked about things to do and places to get help."</p>
More Information about	18	6%	"...some information on clubs, organizations, and sporting

Getting Involved In Student Life and Campus Activities			events.” “We know about the student organizations, but we didn’t really learn how to get involved in them.” “Go over more about student activities.” “More information about campus activities and services.”
More Information about Costs of Education: Financial Aid, Scholarships, and Funding.	14	4%	“Financial aid and scholarship counseling.” “Financial aid/student loan information.” “Telling about the different scholarships.”

Note 1. Percentages rounded to the nearest whole. Some students’ responses represented more than one category.

Note 2. The remaining responses were so varied that no major categories emerged. Some responses included the following: more information about parking, better food, more “free stuff,” and not requiring students to carry heavy yellow bags during the tour.

Table 15. Fall 2003 Have Been Helpful to Include In Orientation (N = 305)

Thinking back on your first semester at IUPUI, please describe anything <u>not</u> included in Orientation that would have been very helpful in making the transition to IUPUI?			
Not Included	N		Examples of Actual Student Responses
General Positive	73	25%	Can’t thing pf anything Nothing, Everything was very helpful Enjoyed orientation
Improved or Expanded Tour/ Knowing Physical Surroundings Better Where to locate Food (6 items) and Parking (30 items)	50	16%	A tour of the campus, where to park Where more buildings are. Better layout of campus My orientation didn’t have a tour
More In-Depth Technology Sessions	44	14%	More technology instruction Learn how to use OnCourse. Going over exactly what OnCourse was. I was completely clueless about what is was when I started classes.
More Information about Academic Resources Expectations of College Study Skills	22	7%	More academic introduction- maybe time to sit in a class or something of the sort. Warning of how rigorous college can be and ways to prepare Explain how important it is to attend class regularly
Longer, More In-Depth Registration/Advising Sessions	15	5%	More about advising, More about my major I think more information about advising and faculty would be best. Not enough emphasis or help from advisor.
More Information about Getting Involved In Student Life and Campus Activities	13	4%	How to contact student organizations The clubs and organizations available I wish I would have had more information about activities that go on on campus.
More Opportunities for Interactions and Making Connections	9	3%	A chance to meet people and make social connections More time meeting students It would be cool to keep in touch with people on the O team.
Shorter, Slower	9	3%	Everything was too fast for me. That is why I remember so little They need to slow down and let things sink in better. It should be shorter.
More Information about Costs of Education:	8	3%	More about job possibilities The student aid program. We have had many difficulties with

Financial Aid, Scholarships, and Funding.			the student aid process,
General Negative	4	1%	It was pointless. I might as well have stayed home

Note 1. Percentages rounded to the nearest whole. Some students' responses represented more than one category.

Note 2. The remaining responses were so varied that no major categories emerged. Some responses included the following: more information about parking, better food, did not remember, were unsure, desired "free stuff," and just general comments about the programs (e.g., less game playing).

Tables 16 and 17 show the major categories that emerged and actual student responses when asked to provide specific suggestions for improving orientation. The most frequently occurring response to this question related to creating a more efficient orientation process (less wait-time, more organized, reduce quantity of information presented). A notable proportion of respondents also suggested including an expanded tour, providing more opportunities for interactions, planning for a longer advising meeting, and creating a more enjoyable process. Some respondents also suggested including a more in-depth technology session. Additionally, some respondents used this survey question opportunity to share positive comments about their experiences such as: "No need for improvement. It was Great!" There were similarities between the 2002 and 2003 results. However, there are two notable differences: the Fall 2003 respondents were less likely to report that the advising sessions needed to be improved and that improvements are needed in the area of "opportunities for making connections."

Table 16. Fall 2002 Recommended Improvements (N = 284)

What specific suggestions do you have for improving orientation?			
Should be Improved?	N		Examples of Actual Student Responses
More Efficient Process: Length, Less Wait-Time, Too Much Information.	74	26%	<p>"I would seriously recommend cutting the time it takes. I personally lost interest due to the time. They need to show areas that pertain to me as a student."</p> <p>"Make it more organized and timely. We were rushed around quickly and uninformed."</p> <p>"Make it shorter. It was way too long and I was tired by the end."</p> <p>"Do not make it so long. I sat around forever waiting for an academic advisor. They need more advisors to</p>

			quicken the project.” “Shorten it. It was a lot of information to digest.”
Extended Tour	42	15%	“Spend more time on showing students around. Many new students still look lost the first day of school.” “Make sure enough time is allowed for a campus tour! I had no idea where I was going. If something runs over don’t cut out the campus tour!” “More in depth descriptions of buildings not just show us it!”
Connections/Interactions, Small Groups	38	13%	“Give the students more opportunity to get to know each other.” “Making people talk to each other.” “Need to make things more social, work on building friendships and contacts, have some student run organization come and speak about what the organization does and try to get people involved.”
Longer Advising Session/Registration Process	31	11%	“Not so much crammed into a short time. Better info. on placement testing. More time with advisor.” “A more personal understanding between advisors and student. To meet with advisor for more time.” “We have to have more time w/ advisors because I got stuck in classes I didn’t want because I didn’t have time to ask questions.”
More Fun, Enjoyable Process.	22	8%	“Make more fun.” “Keep it interesting so we don’t lose interest.” “Not so boring and a waste of time just sitting and waiting.” “Have more activities planned; find people who really want to do the tours; have more activities planned like concerts, dances, etc”
More In-Depth Technology Sessions	14	5%	“More time getting familiar with OnCourse/Insite etc.” “... slower when teaching about OnCourse and e-mail because first time mine didn’t work and I was clueless what to do.” “Explain more about OnCourse, including how to send and receive e-mail and let students know how they can check their grades on line.”
General Positive	13	5%	“No suggestions. Great job!” “No need for improvement. It was great.” “It was pretty good overall. The O-Team made it fun.”

Note 1. Percentages rounded to the nearest whole. Some students’ responses represented more than one category.

Note 2. The remaining responses were so varied that no major categories emerged. Some respondents articulated negative statements regarding the use of games and skits to communicate information and that these activities were “elementary” and not appropriate for adults.

Table 17. Fall 2003 Recommended Improvements (N = 298)

What specific suggestions do you have for improving orientation?			
Should be Improved?	N		Examples of Actual Student Responses
More Efficient Process: Length, Less Wait-Time,	114	38%	Shorter day Less game playing

Too Much Information. Less game playing (23) Shorter day Make it optional			Many elements could have been omitted without affecting the quality of the day.
Extended Tour	32	11%	Better tour of campus. The tour was not helpful More knowledgeable tour guides. Less talking and more showing students around
General Positive	25	8%	None. It was quite good. I think the student orientation was awesome and helped me a lot, so I would not change anything with this program. I really have no suggestions. My orientation served its purpose with me.
Connections/Interactions, Small Groups	14	5%	Match groups of people that have the same major Tell me more about activities on campus. More time to ask questions and learn about the campus.
More Fun, Enjoyable Process. More interesting Less Boring	15	5%	Make it more interesting Be more informative Maybe just have some more activities. Try to calm the nerves of those who are going to be incoming freshman.
Longer Advising Session/Registration Process More about Resources More about Expectations of Major	10	3%	The advising session was too fast and very confusing and stressful. Advise students about expectations of teachers and homework.
More In-Depth Technology Sessions	7	2%	Show how to use OnCourse and explain what it is better.

Note 1. Percentages rounded to the nearest whole. Some students' responses represented more than one category.

Note 2. The remaining responses were so varied that no major categories emerged. Some respondents articulated negative statements regarding the use of games to communicate information (this finding was consistent with the 2002 results).

Appendix I: Exit Survey Results for 2003

	5	4	3	2	1	Total
Attending New Student Orientation improved my ability to:						
Find my way around campus	327	488	266	58	14	1153
Send and receive email from my IUPUI email account	473	450	169	30	11	1133
Use Oncourse for my classes	389	423	253	52	16	1133
Meet the demands and expectations of college	400	526	190	25	6	1147
Make a successful transition to IUPUI	431	535	153	28	4	1151

	5	4	3	2	1	Total
As a result of attending orientation, I learned.....						
About campus resources and services avl to help be academically successful	550	502	94	2	1	1149
How I can get involved in Campus activities and student organizations	466	488	178	17	6	1155
That not all students are similar to me	505	444	182	17	2	1150
That my personal life choices may impact my academic performance	505	484	138	22	3	1152
What Jag Jobs is and how to obtain a login	437	498	162	36	17	1150
How to obtain a part-time job on or off campus	434	478	195	27	16	1150
About the various Financial Aid options and resources available to me	425	469	210	29	17	1150

	5	4	3	2	1	Total
Attending orientation made me feel...						
Welcomed and connected to IUPUI	580	449	103	10	4	1146
A Sense of pride in attending IUPUI	475	489	162	15	5	1146
Prepared to begin classes	402	516	174	29	8	1129
Comfort to contact OTEAM student ldr in the future for info/assist	509	424	182	19	11	1145
Prepared to handle the feelings and emotions associated with going to college	436	490	191	19	3	1139
Able to adjust to being a new student at IUPUI	478	515	142	9	5	1149

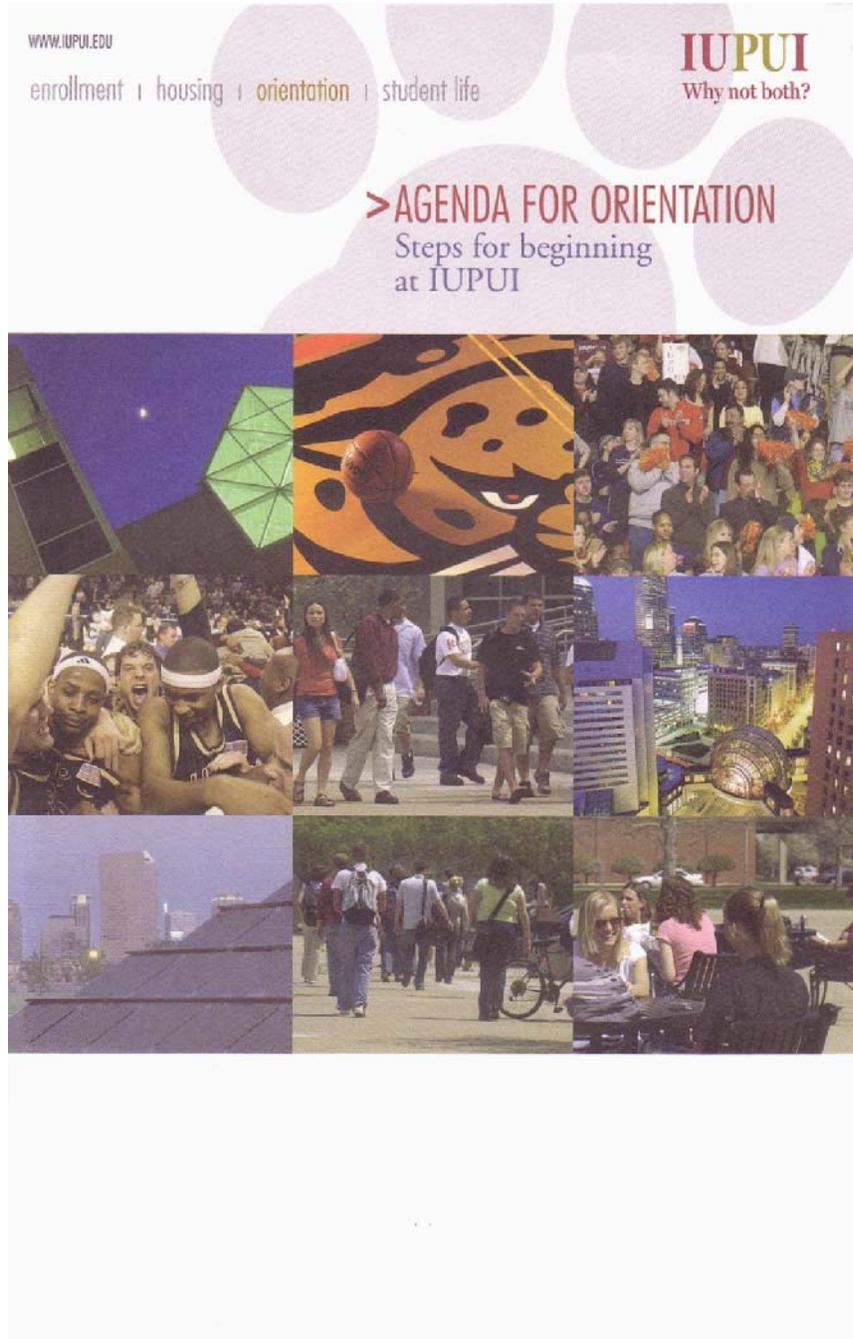
	5	4	3	2	1	Total
Think back to your advisor meeting and indicate the degree to which you agree with each statement						
My advisor clearly explained my academic options for my first semester	522	432	139	22	9	1124
My advisor was knowledgeable regarding degree requirements	541	429	136	13	7	1126
My advisor expressed interest in my as an individual	518	405	165	28	7	1123
I was an active participant in the advising session	540	410	140	24	4	1118
The information provided to me during the advising session was valuable	546	423	128	20	3	1120
I plan to utilize advising services in the future	560	432	114	6	4	1116
I am satisfied with my schedule of classes	508	395	162	26	17	1108

	5	4	3	2	1	Total
Orientation included						
Ample opportunities to ask questions	577	446	77	8	17	1125
Meaningful presentations	413	499	173	29	8	1122
Opportunities to get to know other students	454	466	176	23	4	1123
Opportunities to get to know faculty and staff of the university	369	422	275	51	8	1125
Info re who to contact if I have questions or concerns (names and numbers)	497	476	130	13	5	1121

Thinking about your overall experience at orientation, please indicate the degree to which you agree with the following statements...

The OTEAM student leaders were friendly and helpful	746	307	62	2	0	1117
My questions were answered	628	382	98	4	0	1112
Orientation was a beneficial experience	576	401	116	23	9	1125
How satisfied are you that New Student Orientation provided you with the information and resources you need as a new IUPUI student...	531	476	103	4	2	1116

Appendix J: Orientation Agenda



Orientation Program of Events Summer 2003 (cont.)

G Track sample

8:30am-8:40am	Welcome
8:40am-9:20am	JAG 101
9:20am-10:20am	Getting Started Families in LE101 University Talk
10:20am-10:30am	Move to JAG102
10:30am-11:30am	JAG 102 Juggling Academic Guidelines
11:30am-12:30pm	Lunch
12:30pm-1:45pm	Career Center Funding Your Future 101 Families with students
1:45pm-3:00pm	TECH101 One Card Families on Tour
3:00pm-4:15pm	Advising and Registration Families with students
4:15pm-5:30pm	FLASH Families explore on own or wait