

# Understanding the Effects of the Two-Day New Student Orientation Program on Sense of Belonging, Academic Hope, and Organizational Commitment

## Entering Student Survey Administration and Results Highlights

- The Entering Student Survey (ESS) was administered to students either at the end of their 2-Day or 1-Day New Student Orientation experience. The new ESS was designed to assess a broad array of motivational, cognitive, and behavioral factors that are predictive of student learning and success. The ESS is used in this current study to determine the effects of type of New Student Orientation (2-Day vs. 1-Day) on students’ perceptions. The investigation focuses on the New Student Orientation sessions designed for first-time students and not on transfer orientations.
- A total of 948 students attending the 2-Day New Student Orientation responded to the questionnaire and a total of 1044 students attending the 1-Day program responded to the questionnaire. Not all students attending New Student Orientation completed the questionnaire and students had the option of skipping items.
- Students attending the 2-Day New Student Orientation program reported significantly higher levels of Sense of Belonging, Academic Hope, and Organizational Commitment. Based on effect size calculations, the 2-Day program affected students’ Sense of Belonging perceptions more than the other constructs. The New Student Orientation was designed to positively impact these constructs. Therefore, the current investigation focused on these constructs. See Table 1, Table 2, and Figure 3.
- Students attending the 2-Day New Student Orientation program had many similar characteristics compared to students attending the 1-Day program such as high school GPAs, ethnicity, first-generation status, and being a Twenty-First Scholar program participant. However, the following were significant differences: students attending the 2-Day program entered with lower SAT scores, were more likely to be female, were slightly younger, and were more likely to attend full-time compared to students attending the 1-Day Program. See Table 3.
- One limitation of this investigation is that students deciding to attend the *earlier* New Student Orientation Sessions (the 2-Day) may have had characteristics that were associated with having higher levels of Sense of Belonging, Academic Hope, and Organizational Commitment. These characteristics rather than the 2-Day experience may be accounting for the differences.

**Table 1: Differences Between Students Attending the 2-Day Orientation Compared to the 1-Day Orientation: Constructs of Sense of Belonging, Academic Hope, and Organizational Commitment**

Construct	Mean (2-Day)	Mean (1-Day)	Mean Difference	Effect Size( r)	Sig (2-tailed)	Reliability (α)	Number of Items
<b>Sense of Belonging<sup>1</sup></b>	<b>5.84</b>	<b>5.51</b>	<b>.324</b>	<b>.15</b>	<b>.001</b>	<b>.93</b>	<b>5</b>
<b>Academic Hope<sup>2</sup></b>	<b>6.99</b>	<b>6.86</b>	<b>.132</b>	<b>.07</b>	<b>.003</b>	<b>.88</b>	<b>6</b>
<b>Organizational Commitment<sup>1</sup></b>	<b>5.61</b>	<b>5.42</b>	<b>.192</b>	<b>.09</b>	<b>.001</b>	<b>.79</b>	<b>8</b>

Note: 'Effect size' quantifies the size of the difference between two groups. Interpretation: r effects: small ≥ .10, medium ≥ .30, large ≥ .50

<sup>1</sup> Means based on a 7-point Likert-Type scale: 1= Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4= Neither Disagree/Agree, 5=Slightly Agree, 6=Moderately Agree and 7=Strongly Agree

<sup>2</sup> Means based on a 8-point Likert-Type scale: 1=Definitely false; 2=Mostly false; 3=Somewhat false, 4=Slightly false, 5=Slightly true, 6=Somewhat true; 7=Mostly true; 8=Definitely true

**Table 2: Construct Breakdown and Individual Items**

<b>Sense of Belonging<sup>1</sup> (<math>\alpha=.93</math>)</b>						
Item	Orientation Type	N	Mean	Standard Deviation	Effect Size (r)	Sig (2-tailed)
1. I feel a sense of belonging to IUPUI	2- Day	946	<b>5.95</b>	1.13	.12	.000
	1-Day	1044	<b>5.66</b>	1.22		
2. I feel that I am a member of the IUPUI community	2- Day	943	<b>5.80</b>	1.18	.13	.000
	1-Day	1042	<b>5.47</b>	1.26		
3. I feel that I fit right in on campus.	2- Day	941	<b>5.86</b>	1.21	.12	.000
	1-Day	1036	<b>5.57</b>	1.25		
4. I feel connected with other IUPUI students	2- Day	939	<b>5.58</b>	1.33	.16	.000
	1-Day	1035	<b>5.14</b>	1.32		
5. I see myself as part of the IUPUI community	2- Day	934	<b>5.92</b>	1.19	.13	.000
	1-Day	1023	<b>5.56</b>	1.59		
<b>Academic Hope<sup>2</sup> (<math>\alpha=.88</math>)</b>						
1. If I should find myself in a jam, I could think of many ways to get out of it	2- Day	942	6.77	1.24	.03	.167
	1-Day	1031	6.69	1.29		
2. At the present time, I am energetically pursuing my academic goals	2- Day	942	<b>7.06</b>	1.19	.06	.010
	1-Day	1032	<b>6.91</b>	1.29		
3. There are lots of ways around any school-related problems that I may face	2- Day	932	<b>6.61</b>	1.38	.06	.007
	1-Day	1019	<b>6.44</b>	1.41		
4. Right now I see myself as being pretty successful	2- Day	938	<b>7.11</b>	1.09	.07	.001
	1-Day	1031	<b>6.94</b>	1.23		
5. I can think of many ways to reach my current academic goals	2- Day	940	<b>7.05</b>	1.12	.06	.008
	1-Day	1034	<b>6.91</b>	1.19		
6. I see myself meeting the goals I have set for myself	2- Day	936	<b>7.27</b>	1.00	.06	.009
	1-Day	1030	<b>7.15</b>	1.11		
<b>Organizational Commitment<sup>1</sup> (<math>\alpha=.79</math>)</b>						
7. I intend to transfer to another institution (R)	2- Day	935	<b>5.41</b>	2.02	.07	.003
	1-Day	1026	<b>5.14</b>	2.02		
8. I am proud to tell others I am going to school here	2- Day	938	<b>6.16</b>	1.19	.11	.000
	1-Day	1039	<b>5.88</b>	1.31		
9. I feel a sense of IUPUI Jaguar pride	2- Day	928	<b>5.67</b>	1.43	.11	.000
	1-Day	1019	<b>5.36</b>	1.40		
10. It would take very little change in my present circumstances to cause me to leave this college (R)	2- Day	926	4.65	2.18	.01	.778
	1-Day	1031	4.63	2.02		
11. I am extremely glad that I chose IUPUI over other colleges	2- Day	928	<b>5.91</b>	1.32	.11	.000
	1-Day	1032	<b>5.61</b>	1.37		
12. There's not much to be gained by sticking with this college indefinitely (R)	2- Day	932	5.71	1.64	.04	.074
	1-Day	1029	5.58	1.64		
13. I could just as well be attending a different college as long as I had the same major (R)	2- Day	936	4.82	1.86	.04	.072
	1-Day	1031	4.67	1.76		
14. Deciding to attend IUPUI was a definite mistake on my part (R)	2- Day	943	6.46	1.33	.00	.969
	1-Day	1039	6.46	1.27		

**Note 1:** 'Effect size' quantifies the size of the difference between two groups. Interpretation: *r* effects: small  $\geq .10$ , medium  $\geq .30$ , large  $\geq .50$

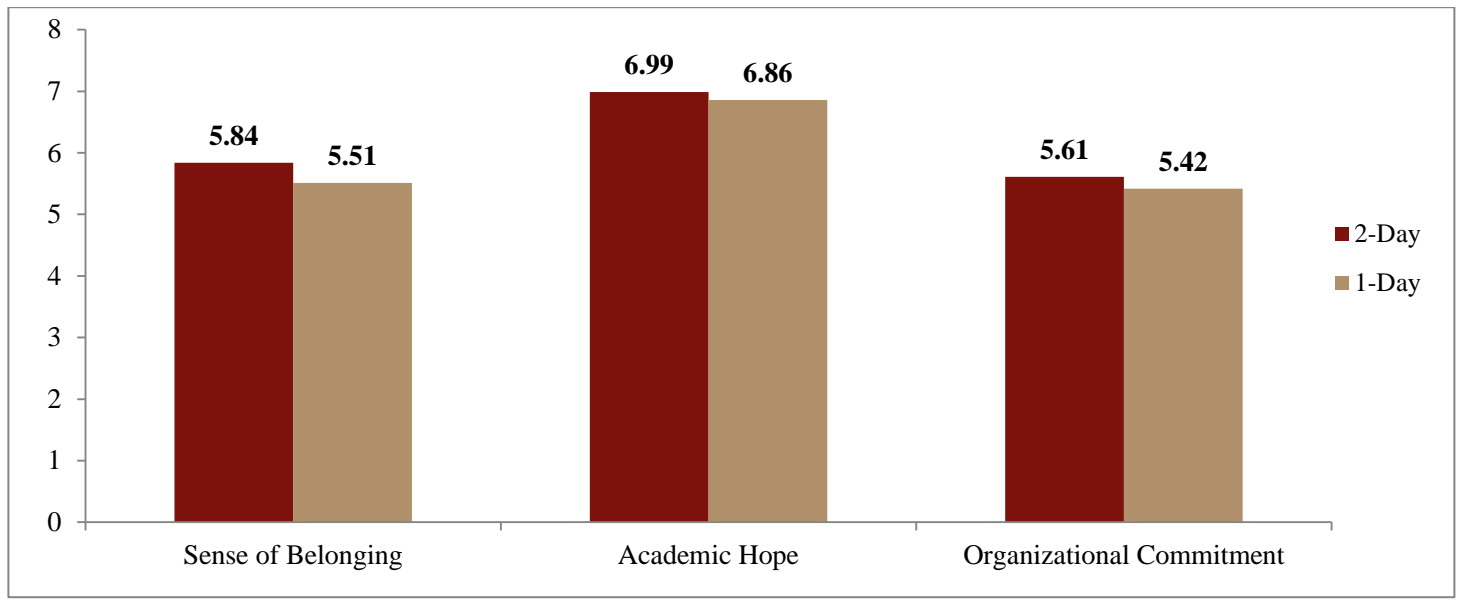
**Note 2:** (R) indicates reverse coded item.

**Note 3:** Bolded items are significantly different based on independent samples t-test results ( $p < .05$ .)

<sup>1</sup> Means based on a 7-point Likert-Type scale: 1= Strongly Disagree, 2=Moderately Disagree, 3=Slightly Disagree, 4= Neither Disagree/Agree, 5=Slightly Agree, 6=Moderately Agree and 7=Strongly Agree

<sup>2</sup> Means based on a 8-point Likert-Type scale: 1=Definitely false; 2=Mostly false; 3=Somewhat false, 4=Slightly false, 5=Slightly true, 6=Somewhat true; 7=Mostly true; 8=Definitely true

**Figure 1: Mean Differences between Students Attending the 2-Day Orientation Compared to the 1-Day Orientation**



**Table 3. Characteristics of 2-Day Entering Student Survey Responders Compared to 1-Day Survey Responders**

Student Characteristics					
	Orientation Type	N	Mean or %	Standard Deviation	Sig (2-tailed)
High School GPA	2- Day	858	3.35	.38	.302
	1-Day	877	3.37	.39	
SAT score	2- Day	870	<b>995.66</b>	133.67	.000
	1-Day	907	<b>1019.55</b>	146.97	
Age	2- Day	909	<b>19.00</b>	1.94	.002
	1-Day	988	<b>19.30</b>	2.23	
Female	2- Day	948	<b>64%</b>		.002
	1-Day	1044	<b>56%</b>		
First Generation	2- Day	909	37%		.273
	1-Day	988	39%		
21st Century Scholar	2- Day	909	17%		.199
	1-Day	988	15%		
Veteran	2- Day	909	0%		.072
	1-Day	988	1%		
African-American	2- Day	903	9%		.379
	1-Day	984	10%		
Latino(a)	2- Day	903	10%		.083
	1-Day	984	7%		
Full-time	2- Day	909	<b>94%</b>		.000
	1-Day	988	<b>88%</b>		

**Note 1:** Bolded Items are significantly different based on independent samples t-test result or chi-square difference test results ( $p < .05$ .)