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THE EFFECTS OF A FRESHMAN ORIENTATION COURSE ON
ACADEMIC ACHIEVEMENT AND RETENTION

by

DANIEL J. KELLY

A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Education
in the Department of Educational Services
at the University of Central Florida
Orlando, Florida

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Major Professor: Harold J. Haughee

ABSTRACT

Freshman business administration students were placed into an extended orientation course during their first semester of enrollment at Embry-Riddle Aeronautical University. The 60 course participants met twice a week for fifteen weeks in a 55-minute class spending approximately 20% of class time in each of the following: (a) lecture; (b) skill exercises; (c) group discussion; (d) guest speaker presentations; and (e) a combination of reviews, quizzes, previews, and assignments. The purpose of the course was to provide students with information and the opportunity to acquire skills to help them be more successful in college.

Following the end of their first semester the records of the freshmen participating in the course were compared to two control groups; a random sample of 89 entering freshmen, and the 1985 entering class of 51 business administration students. Analysis of the study data led to the following conclusions: (a) The academic achievement of freshmen, as measured by academic standing, ratio of completed classes to hours for which enrolled, and grade point average was not found to be significantly impacted by attending the orientation course; (b) the retention of freshmen into a second semester was not

fostered by course attendance; (c) the faculty members teaching the course were not unanimous in their praise of or continuing the course; and (d) the majority of students enrolled in the course did report the course to be beneficial to their academic and social adjustment and recommended that it continue to be offered to incoming freshmen.

Recommendations resulting from the studies findings and conclusions included: (a) to use caution in relying on such courses to improve academic performance and retention; (b) to further explore benefits of such a course to assist in providing a smoother transition to college for freshmen; (c) in offering such courses greater care should be taken with the selection and training of instructors; (d) that benefits or lack of benefits of course participation be tracked over several semesters; and (e) that replication of this or other similar studies be undertaken and that the studies be constructed to limit self-selection into the study groups.

For Mimi and Sara
The Loves of My Life

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The two most important people in the writer's life, his wife, Mimi, and daughter, Sara, deserve a lion's share of all accolades for their never faltering support and understanding. The writer could not imagine having worked years in his quest for a more complete education without them.

TABLE OF CONTENTS

LIST OF TABLES	ix
CHAPTER I INTRODUCTION	1
Statement of the Problem	2
Background	3
Procedures	12
Definitions of Terms	14
Limitations	15
Assumptions	16
Significance of the Study	16
CHAPTER II REVIEW OF LITERATURE	19
Orientation Survey Findings	24
Recommended Changes and Improvements for Orientation Programs	26
Students Likes and Dislikes	29
Structures and Strategies of Orientation Methods and Practices	34
Orientation Strategies and their Effect on Student Retention and Academic Success	43
Chapter Summary Statement	53
CHAPTER III DESIGN OF THE STUDY	55
Subjects	56
Course Development	58
Placement into the Course	60
Study Design	61
Method of Analysis	65
CHAPTER IV ANALYSIS OF DATA	67
General Descriptive Statistics	68
Hypotheses	72
Hypothesis 1	72
Hypothesis 2	75
Hypothesis 3	80
Hypothesis 4	82
Course Evaluation by Students	87
Item 1	88
Item 2	88
Item 3	88
Item 4	91
Item 5	91
Item 6	91
Item 7	94

Item 8	94
Item 9	94
Item 10	97
Item 11	97
Item 12	97
Item 13	100
Item 14	100
Item 15	100
Student Ranking of Course Benefits	103
Course Evaluation by Faculty	105

CHAPTER V SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS	107
Summary of the Study	107
Major Findings	108
Other Findings	110
Conclusions	114
Discussion	115
Recommendations	118

APPENDICES

Appendix A Course Outline	122
Appendix B Course Syllabus	132
Appendix C Grading Policy	135
Appendix D Course Philosophy	137
Appendix E Course Purpose	139
Appendix F Description of Textbook Style and Content	142
Appendix G Guest Speakers	147
Appendix H Sample Letters	150
Appendix I Orientation Activities Outline	155
Appendix J Course Evaluation Form and Student Responses to Open-Ended Questions	163
Appendix K Faculty Evaluation Form and Faculty Member Responses to Evaluation Questions	173
Appendix L Regression Analysis of High School to College GPA	181
Appendix M Copyright Clearance for College Survival Material	187

REFERENCES	189
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LIST OF TABLES

1.	Analysis of Variance of High School G.P.A. for Experimental Group Compared to Control Group I	62
2.	Analysis of Variance of High School G.P.A. for Experimental Group Compared to Control Group II	63
3.	Number and Percentage of Students in Good Academic Standing at the end of First Semester	69
4.	Number and Percentage of Students Completing and Receiving Credit for all Courses in which Enrolled	69
5.	Number and Percentage of Students Earning within 3 Credits all Credits for which Enrolled	71
6.	Grade Point Averages at the End of Each Freshman Groups' First Semester	71
7.	Number and Percentage of Students Returning to Continue Studies Following First Semester of Enrollment	73
8.	Comparison of Students Attaining a Rating of Good Academic Standing	73
9.	Comparison of Students Attaining a Rating of Good Academic Standing	74
10.	Comparison of Students with Respect to Completing and Receiving Credit for all Courses for which Registered	77
11.	Comparison of Students with Respect to Completing and Receiving Credit for all Courses for which Registered	78
12.	Comparison of Students Earning within 3 Credit Hours of all Hours Attempted	79

13.	Comparison of Students Earning within 3 Credit Hours of all Hours Attempted	81
14.	Analysis of Variance of G.P.A. for the Three Groups of Students at the End of Their First Semester	83
15.	Comparison of Students Returning to Continue Studies Following Their First Semester of Enrollment	84
16.	Comparison of Students Returning to Continue Studies Following Their First Semester of Enrollment	86
17.	Item 1: The Orientation Class Assisted Me in Becoming More Aware of Campus Resources	89
18.	Item 2: The Orientation Class Assisted Me in More Effectively Managing My Time	89
19.	Item 3: The Orientation Class Assisted Me in More Effectively Taking Class Notes	90
20.	Item 4: The Orientation Class Assisted Me in Examining and Gaining a Better Understanding of Interpersonal Relationships	92
21.	Item 5: The Orientation Class Assisted Me in Preparing for Tests	92
22.	Item 6: The Orientation Class Assisted Me in Taking Tests	93
23.	Item 7: The Orientation Class Assisted Me in Interacting with My Instructors	95
24.	Item 8: The Orientation Class Assisted Me in Gaining a Better Awareness of What the Value of Attending College Means to Me	95
25.	Item 9: The Orientation Class Assisted Me in Confirming My Career Choice in Business Administration or Assisting in Realization of Need for a Change	96
26.	Item 10: The Orientation Class Assisted Me in Feeling More Positive About Attending College	98

27.	Item 11: The Orientation Class Assisted Me in Making a Smoother Transition from High School to College	98
28.	Item 12: The Orientation Class Assisted Me in Establishing Friendships with Other Students .	99
29.	Item 13: The Orientation Class Assisted Me in Achieving Better Grades in my Other Classes . .	101
30.	Item 14: Should This Course be Given in the Future to Beginning ERAU Students?	101
31.	Item 15: Overall Student Rating of Course Value	102
32.	Ranking of Course Evaluation Items by Number of Students Agreeing with the Statements . . .	104
33.	Regression Analysis of Experimental Groups' High School G.P.A. to College G.P.A.	183
34.	Regression Analysis of Control Group One's High School G.P.A. to College G.P.A.	184
35.	Regression Analysis of Control Group Two's High School G.P.A. to College G.P.A.	185

CHAPTER I

INTRODUCTION

Rising costs of education, declining university enrollment, and the existence of employment opportunities without trained personnel to fill them are among the stark realities that face both students and university personnel today. Efforts need to be undertaken to assist students in their quest for a fulfilling academic life and ultimately a productive work and community life. The very survival of many colleges and universities today depends on not only competing successfully for the dwindling pool of college students, but also retaining students once they have been attracted.

One step in the quest for both student success and maintaining healthy and viable institutions of higher education is the development of programs that promote increased contact between students and faculty as well as addressing students' academic and personal needs. This study represents an effort to determine if increased faculty/student interaction promoted through an extended orientation program would serve to foster student retention and academic success.

Statement of the Problem

The primary purpose of the study was to answer the following two research questions:

1. Will a semester-long extended orientation course conducted by college faculty advisors have a significant effect on academic achievement of freshman students at Embry-Riddle Aeronautical University?

2. Will such a program have a significant effect on reducing freshman attrition at Embry-Riddle Aeronautical University?

The following four hypotheses were examined to determine if there was a relationship between attending an extended orientation course and academic achievement and retention.

Hypothesis 1. There would be no significant difference in academic standing for those students not enrolled in the extended orientation course and those enrolled in the course. Good academic standing was defined as having obtained a minimum grade point average of 2.00.

Hypothesis 2. There would be no significant difference between students not enrolled in the extended orientation course and those enrolled in the course in terms of the ratio of students completing and receiving credit for the courses for which they had registered.

Hypothesis 3. There would be no significant difference in grade point average for students not enrolled in the extended orientation course and students enrolled in the course.

Hypothesis 4. There would be no significant difference in second semester rate of return for students not enrolled in the extended orientation course and students enrolled in the course.

Background

Orientation programs in American colleges and universities existed before the beginning of the twentieth century. The purposes that have been presented for their implementation are varied. According to Moore, Pappas, and Vinton (1979) the purposes included: (a) facilitating the mechanics of entry; (b) helping students realize a realistic picture of campus life; and (c) orienting students to the services available to them through student services. Thompson (1954), following a survey of over 100 colleges in the early 1950s, determined the major purpose of college orientations to be providing for the social adjustment of students to make them feel more at home in their new environment. Kaufman (1968) found the following:

The main goal of the freshman orientation period -- usually lasting a week, which is in itself an interesting commentary on how

important it is considered -- is to fit the new student into the day-to-day operation of the school as quickly and smoothly as possible. (p. 31)

Not all appraisals of the worth of orientation programs have been highlighted in a positive manner. Cole and Ivey (1967) concluded:

Perhaps it is appropriate to observe that orientation programs appear to serve well as public relations devices. They are popular with participating students and parents who seem to believe that they have been benefited, or at least are willing to say so. (p. 20)

A more recent view of the purpose of college orientations was presented by Sagaria (1980) after she reviewed orientation programs at 20 colleges. She concluded the common goals among the programs were to facilitate adjustment to a college environment and to increase retention.

A number of approaches have been used to address the various stated purposes of orientations. Thompson (1954) reported that a favored way to conduct orientations during the early 1950s was to set aside a portion of the first week for registration mechanics, advisor conferences, and group participation activities. Drake (1966), after surveying 17 large public institutions, found that freshman orientation periods ranging from two to eight days were the most prevalent approach. In order of

frequency, the activities conducted during these periods consisted of activities classified as social, informational, and intellectual. Mannan and Preusz (1983) listed the five main strategies used in orientation as: (a) the in-class orientation; (b) rolling orientation; (c) one-shot survival sessions; (d) orientation seminars; and (e) a combination of elements. The in-class orientation entails devoting the first session of each class of a new academic term to orientation functions. Problems with this model include the possibility of instructors not having the inclination, knowledge, or skill to carry off the program. The rolling orientation program, in which orientations are conducted as groups of students file applications for admission, are limited to situations where prospective students can be conveniently scheduled to attend. The one-shot survival session, the more traditional method, contains activities which are viewed as essential to be covered in the one to several days allotted. The seminar or course may cover a wide or narrow range of academic or personal adjustment topics and is usually conducted throughout a student's first term of enrollment.

The freshman seminar or extended orientation course has gained an increased amount of favor for its purported benefits in helping students successfully integrate

themselves into the college environment. Included in the rationale for such a course, according to Sagaria (1980), were:

(a) Attrition is greatest during and at the end of the freshman year, and (b) retention is associated with the degree to which a student is integrated socially and academically. Recently, freshman courses have been introduced to increase the integration of students into college environments. (p. 180)

Further rationale for orientation courses was provided by Gordon and Grites (1984), who noted that now more than times past new students need help in making the transition from high school. In a similar vein a national committee on the student in higher education as reported by Kaufman (1968), found that the period of entry into college coincided with the critical stage of transition into adulthood. Its recommendations included:

The whole freshman year should be viewed as an orientation to learning rather than the first year of academic instruction. Freshman orientation should not be one week of adjustments to a college, but a whole year of acculturation to an entirely new and exciting activity--serious and systematic thought--and a year of integrating the pursuit of skill and knowledge with the search for identity and intimacy. (p. 61)

The call for attention in the 1980s to factors which affect student attrition is due in part to the consequences of the projected drop in the 18-year-old college population from 4,211,000 in 1980 to 3,426,000 in 1990 (Gardiner

and Robati, 1983). In the 1960s and 1970s universities experienced a rapid growth in enrollments and little thought was given to what was to come in the 1980s. Kreutner and Godfrey (1981) have labeled this as the Scarlett O'Hara syndrome of "I'll worry about it tomorrow." (p. 6) Now that "tomorrow" is upon us, many universities are faced with declining enrollments and are trying to find an answer for how to deal with the situation. Tinto (1982) pointed out that on a national level attrition has been relatively stable at approximately 45% throughout the twentieth century. While acknowledging that little can be done on a national level without drastic changes in the education system taking place, Tinto did acknowledge that individual institutions can and should take steps to increase the probability that students who enter the institution can complete their program of study.

A number of authors, including Beal and Noel (1980) and Tinto (1975, 1982) noted there is no single cause of attrition. Beal and Noel have identified over 40 characteristics of students and their educational environment that have a bearing on attrition and retention. Beal and Noel also reported that while numerous studies have been undertaken to report on attrition over the past 40 years, there has been sparse reporting of intervention strategies. An example of the difficulty of

locating single and specific causes of attrition can be shown by briefly examining a reason that many withdrawing students indicate as their major reason for dropping out. A prime reason given has been poor financial status. While the lack of financial resources can no doubt be shown to influence a student's ability to remain in school, it is also true that students who have overall positive college experiences are likely to accept greater financial burdens to remain enrolled compared to those students whose experiences have been less favorable.

A study of the literature dealing with retention and attrition of college students on the national level and recognition of some obvious parallels with the Daytona Beach Campus of Embry-Riddle Aeronautical University provided the impetus for the writer to go forward with this research project. The rate of attrition at the Daytona Beach Campus was similar to the national average. A longitudinal study of newly registered students for the 1976 and 1977 Fall semesters was completed in 1982 and showed that 50.2% of the students left the University prior to graduating. The remaining 49.8% had either graduated or were still in attendance at the end of a five-year period. Henderson (1980) reported that for every 10 freshmen who entered a college or university in the United States, four would graduate within four years,

two would transfer and graduate, two would transfer and not graduate, one would drop and not re-enroll at another college, and one would graduate after four years. The Daytona Beach Campus had also been in step with the national trend, experiencing a leveling out of enrollment in the 1980s after having had a rapid growth rate experience in the 1960s and 1970s. Another area of agreement with a national trend was that of a higher attrition rate for freshmen than the rest of the student body. Bottomley (1986) found that 32.7% of the freshman class did not return following their first academic year. This compared to a 6.8% per term average attrition rate for the entire student body (Bottomley, 1985).

These figures suggested to the writer the importance to student and institution of bolder efforts to impact and hold college freshmen on task throughout the first college year. If a greater percentage of college freshmen were retained past the first year, it followed the probability of a greater number of students who persisted through graduation would result.

Leonard Ramist (1981) has cited studies that indicate the strongest relationship of any single factor to student satisfaction with college and retention is the interaction between faculty and student. Increased interaction is purported to lead to academic and social

integration, is related to higher grades, greater self perceived intellectual growth, and higher self esteem. To promote interaction and to garner the above results, Ramist suggested that faculty be made aware of the importance of their interaction, to involve them earlier in freshman activities, and to encourage them to give more feedback than a letter grade. Wesley Habley (1981) advocated academic advisement as the cornerstone of student retention and reiterated the importance of faculty showing high concern for students.

Rosenblatt and Vinson (1981) reported that efforts to improve student retention at the University of Hartford were improved using a structured program called Freshman Dialogue. The program in part consisted of groups of students meeting weekly with an academic advisor during their first year to explore educational goals, career objectives, extracurricular activities, curriculum options and other matters of importance to the students. In addition to the program significantly increasing the retention rate, students reported the belief that there was a genuine concern on the part of the faculty.

A study conducted by Stupka (1986) using an extended orientation class found that the course had a positive effect on both academic performance and retention. The study, which in part used course materials developed by

College Survival Incorporated, found the results encouraging for extended orientation formats and further called for additional research in this area. While the results obtained by Stupka (1986) and others (Rosenblatt and Vinson, 1981; McCannon, 1974; Waterhouse, 1972) have shown positive effects on retention and academic success through the implementation of extended orientation courses, there have been studies which indicate opposing results. Nair (1965) and Bowsbey (1969) recommended extended orientation courses containing segments of study skills and small group interaction be discontinued after results in comparison to control groups showed no statistically significant difference in academic achievement or retention. Other programs (Junkins, 1973; Scherer, 1981) were recommended for continuation because they were viewed by participants as being helpful in making the transition from high school even though they had no impact on academic success or retention.

After acknowledging varied results from different studies it became the researcher's task in the study to identify various factors which, if combined, would have the potential to positively affect the academic success and retention of entering college freshmen. While there had not been any one factor shown to be the main controlling factor for academic success and retention, several factors

identified were incorporated in an extended orientation seminar and the results have been recorded herein.

The format of the study consisted of providing an extended orientation program conducted by faculty members who volunteered to participate. The orientation of students to campus and efforts to get them started positively, both academically and socially, were seen as important to the retention effort. Factors incorporated in the orientation program to foster social and academic integration consisted in part of: (a) bringing students together who shared common interests; (b) providing information and resources that enabled students to deal with common problems; (c) making efforts to enroll students in appropriate courses; (d) study skill enhancement; (e) interpersonal skill development; (f) time management; (g) promotion of social interaction between faculty and students; (h) creation of a supportive learning environment; and (i) overall by providing students with the opportunity to become active members of the campus community.

Procedures

Three faculty members from the Management Department of Embry-Riddle Aeronautical University agreed to serve as instructors for an extended orientation course. Matriculating freshmen in the Fall 1986 semester who listed

Aviation Business Administration as their desired program of study were selected for participation in the course and became the experimental group. The experimental group was composed of 60 members. Serving as control were two groups of students. The first control group was a random sample of 89 freshmen from a total Fall, 1986 entering freshman population of 1062. A second control group consisted of 51 students who had enrolled in the business program in the Fall of 1985.

The faculty volunteers were provided an overview to the materials and procedures to be used in the delivery of the orientation seminar course 48 days prior to the beginning of the semester. Additionally, they met on a weekly basis during the life of the program with the researcher to address problems and concerns. The text and instructor guide, Becoming a Master Student (Ellis, 1985), were major resources used in design and implementation of the course. In addition to the text and guide, the instructors provided information and assisted students with confirmation of major, course selection, information on academic requirements, and other general academic topics. Guest speakers were scheduled on a weekly basis to provide variety, to address specific content areas, and to increase awareness of resources available to the students.

The students enrolled in the class met for 2 one-hour class periods per week during the Fall 1986 semester. The course structure consisted of seven parts: (a) lectures; (b) exercises; (c) sharing; (d) guest speakers; (e) review/preview; (f) quiz/evaluations; and (g) evaluations and assignments. Three sections of the course were offered in an attempt to keep the class size down as a means to promote group participation, sharing, and interaction between classmates and instructors.

Following the completion of the semester, students enrolled in the course were compared to the control groups to determine if those who had taken the course differed significantly in academic achievement as measured by grade point average and percentage of completed courses. Comparisons were also made to determine the relationships of class participation to the retention of students past their first academic term.

Definitions of Terms

For the purpose of this study the definitions of key terms are as follows:

1. Academic Achievement. As determined by cumulative grade point average and ratio of completed courses between the groups studied.

2. Attrition. Refers to the number of students not

returning to the institution following their initial semester of enrollment.

3. Extended Orientation Course. In general this title refers to classes or seminars given to freshman students, usually during their first semester, in which a variety of academic and personal topics are addressed. When used in reference to the specific course used in this study, the parameters of the course are more clearly defined as described in the Course Development section found in Chapter III.

4. Good Academic Standing. Refers to students attaining a minimum grade point average of 2.00.

5. Grade Point Average (GPA). Grade point average is the total of a student's quality points earned in each course divided by the total number of semester hours in which the student enrolled and did not withdraw.

6. Retention. Refers to students returning to the institution following their first semester of enrollment as well as for subsequent semesters.

Limitations

1. The study was limited to first-time, full-time, freshman students entering the Daytona Beach Campus of Embry-Riddle Aeronautical University during the Fall semester of 1986 and to first-time, full-time, business

administration students entering the University in the Fall semester of 1985. The population was further limited by excluding foreign students and engineering students from the population studied. The reasons for excluding foreign and engineering students are explained in Chapter III.

2. The course evaluation questionnaire was used to assess students' perceptions of how the course affected their behavior; it did not measure actual behavior.

3. The long-term effect of attending the orientation course on student behavior, if any, has not been determined due to the limitation of length of time for the study.

Assumptions

1. Extended orientation course instructors used material appropriately and were representative in ability and skill to other University faculty.

2. The participants' grade point averages, completion ratio to classes enrolled in, their retention, and their assessment of the course were valid indicators of the effectiveness of the extended orientation course.

Significance of the Study

Limited research has been conducted on the effects of extended orientation course on student retention and academic success. Much of the research undertaken has had to deal with the condition that subjects assigned to

the experimental group have been self-selected. The following questions have arisen in such studies: (a) What factor has caused the noted effect? (b) Was the effect a result primarily of the course? (c) Was it a measure of student motivation? (d) Was it a combination of factors? In addition to the problems of limited research and self-selection bias, the research that did exist reflected mixed findings on the benefits of course implementation. The study served to provide additional insight into the effects of an extended orientation class.

Officials of the organization that published the text and instructor's guide used extensively in the organization and delivery of course material have reported limited research conducted to impact academic success and student retention. Between 675 and 725 institutions are reported by College Survival Incorporated to be using the text Becoming a Master Student. The writer saw a need to check on the appropriateness of using the material that had been claimed to be effective in impacting academic success and retention.

Approximately 50% of the students who enrolled at Embry-Riddle Aeronautical University have failed to complete their degree requirements at the institution. This percentage was similar to the average dropout rate experienced by universities throughout the United States.

The questions with which individual institutions were faced with in light of such figures included: (a) Are such rates of attrition acceptable in terms of the emotional as well as the monetary costs for the students? (b) If leaders of institutions are interested in attempts to better ensure that the students who enter their programs have a good opportunity for success, what options are available? The investigation of orientation procedures undertaken in the study served to determine if such procedures undertaken early in the life of college students could impact student academic success and further reduce attrition.

Past research indicated that the formation of positive instructor-to-student relationships is a key to student academic success and retention. The results of the model used in the study, which fostered faculty interaction and involvement with newly matriculated students, were viewed as potentially helpful to Embry-Riddle Aeronautical University and other institutions of higher education as they design future orientation programs.

CHAPTER II

REVIEW OF LITERATURE

A linguistic analysis of the word orientation was done by Gowdy (1969). In it he described orientation as having several meanings in both ordinary use and in the field of education. In ordinary use, orientation is commonly used to indicate alignment of direction as well as to learning the relationship between elements that make up a situation. In higher education the meanings that can be implied, in addition to the above, include: (a) the overview of a total outlook; (b) an induction into a new organization; and (c) the reshaping of attitudes and values. In order to examine the question of what orientation means to higher education, a broad examination of the goals of orientation as examined in several programs has been undertaken in this chapter. Following this broad overview, the chapter contains: (a) a review of orientation survey findings; (b) a review of strategy and structures of orientation practices; and (c) an examination of the effects of various orientation strategies on student retention and academic success.

Staudenmeier and Marchetti (1983), in a study of orientation practices over the last two decades, came to

the conclusion that the fundamental purpose underlying all orientation programs was to bridge some existing gap between the familiar past and the unfamiliar future. The broadness of this purpose statement was no doubt due to the great diversity with which they found the orientation process to be interpreted. The interpretations they uncovered ranged from orientation viewed as a final stage in the admissions process to the beginning stage of a continuing developmental program and from considering orientation as something of paramount importance to being no more than a frill. Other views of orientation as reported by Staudenmeier and Marchetti (1983) included: (a) viewing orientation as being macrocosmic by helping students understand the philosophy and general purpose of higher education; and (b) microscopic by working to deal only with the immediate needs of the student in relation to the university.

Thompson (1954), following a survey of over 100 colleges in the early 1950s, determined the major purpose of orientations at the time was to provide for the social adjustment of students in order to make them feel more at home in a new environment. The favored way to conduct orientation during the early 1950s, as further reported by Thompson, was to set aside a portion of the first week

for registration mechanics, advisor conferences, and group participation activities. In contrast to the above survey results, Sagaria, Higginson, and White (1980), in reviewing research on college orientations, reported that for many years orientations had focused on meeting the needs of the institution and that only a recent trend to provide students with a series of experiences has changed that focus. The experiences provided are to enable students to define their academic and social needs and then to identify the resources available on the campus to satisfy those needs.

Joseph F. Kaufman (1968), serving as chairman for a study on students in higher education, wrote the following:

The main goal of the freshman orientation period -- usually lasting a week, which is in itself an interesting commentary on how important it is considered -- is to fit the new student into the day-to-day operation of the school as quickly and smoothly as possible (p. 31).

This would include providing the student with an understanding of where to go if he/she were sick, had a study problem, needed to purchase a book, or any of a number of places in which to get his/her needs met.

Moore, Pappas, and Vinton (1979) went beyond including the acquaintance of students with the basic services of which one needs to be aware in order to function and added two additional goals which were: (a) to facilitate the

mechanics of entry -- placement tests, advisement, and registration; and (b) to help students gain a realistic assessment of campus life. Sagaria (1980) outlined three approaches used in orientation courses after she had reviewed courses at 20 colleges and came to the conclusion that the common goal was to facilitate adjustment to a college environment and to increase retention. The strategies employed to meet the goals of adjustment and retention are discussed in more detail in a later section of this review.

Mannan and Preusz (1983) described the primary goal of orientation with a slightly different twist. Orientation was seen as a time when both the university and the student could cross-check their expectations with a healthy adjustment being the payoff. Mannan and Preusz further described specific objectives for attainment of the goal including: (a) academic advising to assess student's prior capabilities and academic preparation, as well as to identify the needed courses consonant with student's knowledge and academic abilities; (b) self and goal exploration to understand the student's motivation for higher education; and (c) an orientation to the campus to help the student in making what can be a difficult transition from one life into another.

On a more skeptical note, Cole and Ivey (1967) questioned the rationale of some orientation goals that have been promoted. For example, they stated that the goal of making adjustments to new students' attitudes through an orientation program is just not a realistic expectation as students' attitudes are not easily modified. After they reported on a failure of an effort to influence the attitudes of students who attended a pre-college orientation program, Cole and Ivey made the following observations:

Perhaps it is appropriate to observe that orientation programs appear to serve well as public relations devices; they are popular with participating students and parents, who seem to believe that they have benefited or at least are willing to say so; perhaps some real benefit is derived from the reduction of pre-college jitters in those who attend; and it may be that in these factors there is justification enough. (p. 20)

From the preceding listings of purposes and goals of college orientation programs, it was discernable that there was not one single goal that was so broad as to be all encompassing and yet common to the various views of the purpose for college orientations. As noted by Lewis (1956), there were general orientation programs and courses developing in American colleges and universities before the turn of the twentieth century. Perhaps the length of time for which different programs have been tried through

the years along with confusion over the meaning of the term orientation have both been responsible in part for the lack of clear and precise parameters for goals or purposes existing in the area of college student orientations.

Orientation Survey Findings

Prior to examining the contents of various orientation programs, a general overview of survey findings, recommendations for improvement, and student concerns, needs, likes, and dislikes will be made.

Budash (1966) found, after surveying 47 liberal arts colleges, that while all of the colleges conducted a general orientation program for entering freshmen, their past emphasis on curricular objectives had almost disappeared and that vocational objectives had been de-emphasized with adjustment objectives receiving most of the attention. In a study conducted by Drake (1966) that focused on large public-supported institutions, a survey of 17 universities resulted in Freshman Orientation Week designated as the most popular form of programming. The range of days that the orientation weeks were held was from 2 to 8 days with 5.5 days being an average. A breakdown of the activities at the large institutions revealed that:

(a) approximately 34% were classified as informational -- appointments with faculty advisors, tours, and general

orientation information dissemination; (b) that approximately 46% were social activities -- dances, pep rallies, picnics, and organized recreational activities; and (c) that approximately 20% of activities were classified as intellectual -- faculty panel discussions and book reviews.

While Budash (1966) and Drake (1966) found a variety of activities being a part of most college orientations, it was noteworthy that more recent studies have classified orientation activities into three domains of existing procedures; those being academic, personal, and orientation (Sagaria, Higginson, & White, 1980). The academic domain includes such areas as course scheduling and academic information; the orientation domain encompasses the on-campus first week activities, and the personal domain covers such functions as housing, money, and social factors. Sagaria, Higginson, and White further reported that when entering freshmen had been surveyed as to their needs, they identified or considered both academic and personal topics as being important but academic was viewed as having the highest priority with course scheduling having the highest level of importance within the academic domain. The results of the findings of Sagaria, Higginson, and White and the dispelling of the assumption that

academic matters have high priority only for the most academically-oriented students will be explored to a greater degree in a section to follow.

Recommended Changes and Improvements for Orientation Programs

In comparing attitudes of students and orientation staff members, the results of a survey reported by Woolf (1956), noted that both groups indicated that too many activities were scheduled during orientation weeks. Kaufman (1968), as well as Cohen and Jody (1978), have suggested that the whole year should be used as a period of freshman orientation. As stated by Kaufman:

Freshman Orientation should not be one week of adjustment to a college, but a whole year of acculturation to an entirely new and exciting activity -- serious and systematic thought -- and a year of integrating the pursuit of skill and knowledge with the search for identity and intimacy. (p. 60)

Cohen and Jody (1978) identified a number of structures that are viewed as essential to student development but which cannot be fitted into a one-week program now covered in traditional curricular courses. As an answer to the identified need for a continuing program, an orientation course offered for a term or a complete academic year is an approach used by some colleges and universities.

Components of freshman orientation courses or seminars vary but three broad categories have been shown

to exist (Cohen & Jody, 1978). These categories are:

(a) Information -- the dissemination of written policies and procedures concerning the college and the community as well as learning the general unwritten expectations;

(b) Skills -- the development of listening, class participation, study methods, and time management as examples; and (c) a general adjustment or fostering of a positive attitude to both the educational and social life of being a college student. Pitre (1967) formulated a recommended orientation course and the components to be included by using a jury of professionals in student personnel to examine and rate the importance of objectives, organization, content, teaching resources and methods, evaluation, and course personnel. The personnel who provided the ratings were from nine institutions of higher education that used an orientation course. The recommended orientation course objectives included the development of the following:

1. Concern for academic adjustment.
2. Easing of transition from high school to college.
3. Using the library and other resource facilities.
4. Making individual assessment of needs.
5. Promoting social adjustment.
6. Knowledge of campus facilities.
7. Activities and college organizational structure.
8. Group academic advising.
9. Familiarization with college regulations.
10. Group counseling.
11. Reading skills.
12. Refinement of life goals.
13. Wise use of leisure time.
14. Individual counseling.
15. Testing (p. 1681A).

Cohen and Jody, as listed in their text Freshman Seminar: A New Orientation (1978), have also developed a number of objectives and areas that they identified as being important to an orientation course. Their itemized list contains 23 content areas that are narrower in focus than the 15 designated by Pitre (1967).

A general recommendation that has been cited as being important for improvement of orientation programs has been for a greater emphasis to be placed on the academic area over the social or general information undertakings. Woolf (1956) investigated three large university orientation programs, reporting that the staffs unanimously recommended more stress be placed on academics as well as decreasing the length of orientation lectures, refining registration procedures, and eliminating the rushed atmosphere of the program. Harris (1972), in a survey of 1200 entering freshmen sampled from six institutions, found that the freshmen desired a greater degree of intellectual elements in their orientation and more contact with faculty. Sagaria, Higginson, and White (1980), in a study designed to gather information about the perceived needs of entering freshmen, found that while freshmen considered academic and personal topics to be important, the academic categories had

primacy. Sagaria, Higginson, and White's conclusion called for increasing the academic component in orientation programs by a significant magnitude.

Students' Likes and Dislikes

The expectations, concerns, expressed needs, and general likes and dislikes of entering college students have been explored to help determine what components should be included or where emphasis should be placed during an orientation program (Anagnoson, 1979; Applebaum, 1986; Brechtel, 1983; Brinkerhoff and Sullivan, 1982; Cole and Ivey, 1967; Hayes, 1974; Kramer and Washburn, 1983; Long, 1970; Perigo, 1977; Schell, 1969; Thompson, 1954). A survey by Thompson (1954) included findings that students preferred academic area activities such as conferences with advisors over activities such as college tours. Kramer and Washburn (1983) administered a survey to new students prior to orientation week and followed up with a second survey four weeks after the on-campus orientation process began as a means to examine perceived orientation needs and the effects an orientation program had in meeting those needs. The findings included an overwhelming surfacing of student concern for academic and career

planning information as the foremost needs. The five greatest needs identified by the new students were:

1. Need to know how to fulfill major and university course requirements.
2. Need to be advised on academic concerns.
3. Need to know how to match career opportunities with major.
4. Need to know what classes to take.
5. Need to be sure major corresponds to interests and skills (p. 314).

Long (1970) found from a study that 75% of entering freshmen, faculty, and selected administrators agreed that while student advisement, registration, and decision on how to choose a major were important, programs of a social nature and general information dissemination also received wide agreement as to their importance and therefore should be addressed. Also in concert with the primacy of academic areas were findings by Cole and Ivey (1967) that the most popular program, as identified by students during a general orientation program, was individualized counseling that was of a vocational nature with emphasis on tests and choice of major. In a survey conducted on the needs of transfer students from both two- and four-year backgrounds, it was found that transfer students also ranked as most important those needs which dealt directly with their obtaining academic information and determining their schedule of classes (Perigo, 1977).

Applebaum (1986) designed a two-day orientation class for freshmen at a community college. His study included topics that were chosen after reviewing published literature, surveying non-returning students to solicit feedback on academic and institutional problems they had encountered, and surveying students in attendance. The topics covered in the class contained a mix of both academic and non academic areas such as strategies for dealing with instructors, learning theories, goal setting, and a mock registration.

Rebecca Brechtel (1983) conducted a survey of entering students to better define areas of apprehension so that programs could be developed to meet their adjustment needs. The results, as expressed by the students, indicated significant concern in regard to academic ability, registration procedures, involvement in extra-curricular activities, academic terminology, meeting advisors and counselors, and career guidance. Brechtel did make note that while all areas of potential concern were not judged to be significant in regards to the number of students who expressed concern, this did not relieve institutions from providing resources to meet those concerns. For example, money concerns did not show up as statistically significant and therefore should not receive a prominent place or amount of time in

programming for the entire entering class but rather an opportunity could be made available for the students who did have concerns to meet in small groups or with individual financial advisors. Robert Schell (1969), in an effort to better understand the expectations entering students brought with them to campus, used the Student Orientation Survey (SOS) to gather data. The SOS is a compilation of 31 incomplete sentences about colleges and the entering freshman. The results of the completed SOSs, when combined, are reported to show emerging group patterns. A limitation noted in the use of the instrument is, since any number of responses are possible, emerging patterns are not precise. Schell's assessment of a random sample of 155 students taken throughout the state of New York during a summer prior to the scheduled beginning of their matriculation in the fall, resulted in the following findings: More than half (54%) indicated that the value of a college degree was related to future vocational success; a common finding throughout the responses was freshmen were expecting a new and exciting experience with most (89%) being positive about entrance to their new environment; 86% indicated that they wanted the normal condiments of a middle class life such as a home, security, and children; and that what new students

were looking for in their professors were people who can relate and be warm as well as being understanding, and helpful people who would treat the students as individuals. In trying to analyze his study for a single generalization, Schell found that if any single generalization emerged from the mountain of data he collected from the SOS, it would be that no generalization about entering freshmen was possible.

An interesting finding by Brinkerhoff and Sullivan (1982) was made in light of the fact that most orientation programs are classified as positive to the participants or at the least not harmful. They discovered that for a significant proportion of students, the experience of attending orientation programs heightened rather than reduced specific concerns. The orientation program from which Brinkerhoff and Sullivan obtained their results was a one-day program divided into six sessions that consisted of a welcome session, college tour, student concern session, academic perspectives, housing, and health care tours. The overall goal of the program was to aid in the adjustment of new students and their parents to the university community. Using a pretest-posttest on a 37 item student concern questionnaire, an overall reduction in concerns after attending orientation was realized. However, when specific concerns were

analyzed, it was found that nearly 30% of the students in the study reported increased concern for a number of areas. Included in the increased concern areas were: adequacy of high school preparation; largeness of the university; study atmosphere; privacy; regulations and procedures of residential living; extracurricular involvement; and anticipated changes in relationship with parents. Brinkerhoff and Sullivan called for additional research to further examine the effects they discovered.

Structures and Strategies of Orientation Methods and Practices

The various identified needs and perception of needs of both students and institutional personnel have led to the development of a number of different structures and approaches in the designing of orientation programs. Mannan and Preusz (1983) outlined five strategies that have been used. The strategies are: (a) the in-class orientation; (b) rolling orientation programs; (c) one-shot survival sessions; (d) orientation seminars; and (e) a smorgasboard or combination of the first four. The in-class orientation entails devoting the first session of each class of a new semester to orientation functions. The problem that may exist with this strategy includes the instructors not having the inclination, knowledge,

or skill to carry off the program. The rolling orientation programs are conducted as a number of students, for example 50, file applications for admission. This program is of course limited to colleges in which the population comes from primarily an urban location so that the prospective students can be conveniently scheduled to attend. The one-shot sessions, the more traditional of the five, schedule activities and procedures to accomplish all that is viewed as being necessary to incorporate all the students into the institution in a period of one to several days; orientation seminars are usually conducted through a student's first semester with many being assigned academic credit. The seminar or course can cover a wide or narrow range of areas regarding academic life and personnel adjustment depending on the philosophy of the institution.

The freshman seminar or course has been described, as previously noted, as a way to make the whole first semester or year into a freshman orientation program (Cohen & Jody, 1978). Resources are available to assist in designing such a program, for example, Cohen and Jody in their book Freshman Seminar: A New Orientation describe how to plan, what areas to cover, methods of teaching as well as the listing of a course description and program

planning exercises. Sagaria (1980) found, after reviewing orientation courses at 20 colleges, that the various courses could be placed into three broad categories. The first category, Interdisciplinary, focuses on the student and his or her relationship with higher education and the education process. In groups, usually from 8 to 20, skill development in writing and speaking as well as developing a close working and advising relationship between the instructor and the student are common goals. Developmental courses, the second strategy, has a focus on the student as a person and where self perceptions, relations with others, and college experiences are explored. The class size generally ranges from 20 to 25 and is staffed by faculty or student affairs personnel. Utilitarian courses, the third category, has an emphasis placed on the mastery of well-defined knowledge in a highly structured environment. Knowledge areas could include such topics as institutional policy, procedures and resources, or basic skill development.

Evaluation of specific orientation courses include those by Trawick (1980) and Bowlsbey (1969). Bowlsbey compared two treatment groups to a control group. The first treatment group was assigned to a course that stressed study skills and other adaptation aspects while

the second treatment group received a more "macrocosmic" or holistic approach with an emphasis on understanding the aims and purposes of higher education. The findings revealed that the subjects who received no treatment functioned at about the same level as those who were in the treatment groups in areas such as retention, grade point average and involvement in extra-curricular activities. Trawick's study compared three different course formats and their effect on academic achievement, self concept, personal values, and study habits. The results obtained by Trawick upon comparison of students assigned to an affective course designed to promote self concept and social adjustment with students assigned to a course focused on developing realistic occupational goals, and with students in a traditional course that provided an orientation to facilities, resources, and the college community were similar to the results obtained by Bowsbey. The effects of various course formats on academic achievement and retention will be more thoroughly explored in a section to follow in this review.

Orientation strategies that involved faculty with student affairs staff in designing and implementing orientation programs have been described by Moore, Pappas, and Vinton (1979) as well as by Pierog (1983). Moore, Pappas, and Vinton having employed an organizational model

described a "hub-spoke" approach in which student affairs staff work with an academic unit to create a unique program which meets the special needs of a student population within an academic unit. For example, in working with the Dental School faculty at the University of Southern California, it was found that a prime concern of the Dental School staff was that their students remained isolated from the rest of the campus. Resultant programs were subsequently developed to meet this concern. Pierog, using a modified Management by Objective (MBO) approach, selected a committee of faculty, students, and administrators to do a needs assessment and develop goals. A resultant mini-series program was developed in which 25 to 30 students were worked with at a time. The new program replaced working with new students en masse. The evaluation, also an MBO component process, found the program to be successful in increasing student involvement in campus clubs and organizations, as well as being credited in fostering a better atmosphere between faculty and student affairs.

Kramer and Washburn (1983) reported that small group settings are an excellent format for helping to ease student transition into college and furthermore that small groups are one of the characteristics of orientation programs that are viewed as the best. Pappas (1967)

conducted a study comparing various approaches to orientation to evaluate differences in effects. In comparing a small group approach in which students attended a weekly one-hour program throughout the first quarter, to a directive factual approach in which students attended en masse 2 one-hour orientation meetings, it was found that both groups demonstrated significantly higher academic achievement than a control group of entering freshmen. The results did not show a significant difference between the two treatment groups. Haislip (1972) compared groups of less than 20 who received a standard orientation course that was highly structured for 15 weeks to groups who received the same information in a condensed version for six weeks followed by spending the remainder of the term in small need-oriented groups. A statistical analysis did not support any differences between the treatment groups on 44 of 48 null hypotheses that had been developed. The number expected by chance alone did not support the existence of any differences between the groups. Possible failure of the study to produce significant differences were attributed to either differences in individual interpretation of the course by the different instructors or possible contamination effect between students from different groups.

Mixed findings seemed to be the rule when analyzing the benefits of using college students to assist in orienting newly matriculating students. Mauldin (1978) compared 24 undergraduate students with 24 graduate-level students who had previous training or experience in the counseling field to determine which group would be better in meeting cognitive, affective, and combined needs of students attending a freshman orientation program. Both groups received basically the same general training for orientation responsibilities. The results of the comparison resulted in the graduate student counselors being rated consistently more effective. Command (1974), in a study of peer advisors compared to professional counselors for freshman orientation and peer counselors compared to faculty advisors, found that there was no significant difference between the rated effectiveness as measured by academic achievement, appropriate selection of realistic class loads, persistence in college, utilization of college resources, and the satisfaction with the college as expressed by the incoming freshmen. Markee (1975) identified an added benefit of using peer leaders in orientation programs. The benefit was attainment of an educational bonus by the student leaders who learned to develop the leadership trait of having consideration for others. Aiken, Barr,

and Lopez (1976) conducted a study to determine if a selection profile could be developed that would aid in choosing effective peer advisors. While they were unable to determine a highly accurate selection process based upon demographics or by using a standardized instrument, their study was able to identify a number of characteristics that correlated positively with peer leaders who exhibited more frequent helpful advisor behavior. The characteristics identified included: advisors who were somewhat older, had higher grade point averages, were in the upper level of college, were perceived as reserved, and who tended to take a subordinate role in interpersonal relationships.

It is not uncommon to consider the beginning of a student's orientation process to take place during the first interaction between student and institution. Interactions that take place on campus, at an off-campus site, or by mail all could qualify for orientation vehicles. Wheeler (1971) described a somewhat unique summer orientation program that consisted of a team of faculty, students, and administrators traveling to nine areas within the state of New York to bring the program to the students. The program contained academic advisement, residence hall information, tentative registration, financial aid, social and cultural activities, and

informal talks. Another program reported by Diltz (1980) consisted of preadmission counseling home visits to students who were judged least likely to do well academically or least likely to attend college. During the visits, attempts were made to provide career information, review program requirements, list services available, etc. The results of the preadmission efforts indicate that the more attention given to students, the more likely they are to register for classes and that the students who received home visits were more likely to complete a degree although initially considered less likely to do so.

Notation is made prior to moving to a different sub-section of this review that separate programs have been recommended for development for the adult or transfer student (Moore, 1984; Perigo, 1977). The delineation of programs for students other than freshmen has not been made in this review but, as noted by Brodzinski (1980), it is wrong to continue to place older students into orientation programs that treat them as if they are away from home and making independent decisions for the first time in their lives.

Several times in this section reference has been made to various methods being purported as having an effect in promoting increased retention or in affecting academic

achievement (Bowlsbey, 1969; Command, 1974; Diltz, 1980; Haislip, 1972; Pappas, 1967; Trawick, 1980). The next section is focused on analyzing in greater depth different programs and structures and their relationship in affecting academic achievement and/or retention.

Orientation Strategies and Their Effect on Student Retention and Academic Success

Examination of various studies that have employed university seminars or courses as part of an orientation process have resulted in mixed findings. Bowlsbey (1969) conducted a study to examine the effectiveness of two different types of orientation courses in reducing attrition. Using two experimental groups, one focused on study skills and the other employing a holistic approach emphasizing an understanding of the aims and purposes of higher education, neither of the groups showed a significant difference in academic achievement or retention when compared to a control group. Bowlsbey recommended that the courses be eliminated as they were presently taught and that the resources that had been directed to them directed to some better end. Nair (1965) reached a similar conclusion as had Bowlsbey after comparing three treatment groups to a control group. The treatment groups were assigned to a mandatory one-hour session per week for six weeks and consisted of

approximately 75 members per group. The groups were exposed to the following: (a) One group was required to participate in a films without discussion group; (b) the second group received lectures closely paralleling the film content called lectures without discussion; and (c) the third group broke into smaller sub-groups and had free discussions based on any topic suggested by the participants. A comparison of the treatment groups' members to the control group showed no improvement academically, nor were academic habits seen to improve.

Just as examples of orientation seminars existed that show no relation to academic success, there were studies that showed positive results with recommendations to continue the programs (Jones, 1984; McCannon, 1974; Stupka, 1986; Waterhouse, 1972). Jones (1984) conducted a study of an eight week, one-credit hour orientation class and its effect on freshmen students at a community college. The one-credit hour class covered such topic areas as academic policies, rules and regulations, career counseling, career interest testing, and information on placement, financial aid, student services, and study skills. The experimental group of 337 students were found to have a significantly higher rate of retention and better academic performance as measured by grade point average than a control group of 433 students. McCannon

(1974) recommended continuation of a counseling program that showed students enrolled in a counseling support class had a significantly higher grade point average at the end of a term than a control group. The counseling sessions consisted of seven sessions that covered such topics as self knowledge and orientation to college. Stupka (1986), also using an extended orientation class format, found that students enrolled in the class in comparison to control groups had significantly higher grade point averages and lower drop out rates. Waterhouse (1972) proposed the hypotheses that from direct introduction of value knowledge students would perform better academically and would experience less attrition. Waterhouse formed four groups to test his hypothesis. The first group was exposed directly to value knowledge, the second was exposed indirectly to value knowledge, the third group was exposed to cognitive knowledge, and the fourth group was a control group receiving no treatment. Waterhouse found that students exposed to seminars of direct value knowledge performed better academically and had significantly less attrition than students who had not been exposed.

Examples exist where researchers have recommended continuation of orientation seminars when findings did not show improvements in grade point average or retention

(Applebaum, 1986; Junkins, 1973; Scherer, 1981).

Applebaum (1986) conducted a study in which experimental groups received one or two days of orientation activities consisting of an introduction to the college, academic skill training, and personal resource management training. Although results between the experimental and control groups in terms of grade point averages and retention were not significantly different, Applebaum recommended continuation of the program. This recommendation was based on the fact that, participants rated the activity as desirable, and because students opting to participate in the two-day program did have a significantly reduced rate of course withdrawals. Junkins (1973) had investigated structured versus unstructured classes as well as varying the size of the classes without establishing a relationship between the orientation course and academic success. Scherer (1981) reported the seminar program at Bowling Green State University as being a success even though the students who had attended did not experience a higher rate of retention in comparison to other Bowling Green students who had not attended. The rationale behind Scherer's view of success was that the program was rated by participants as being helpful in making a successful transition into the academic and cultural life of the University.

Miller (1982) noted that positives, other than or in addition to increased retention or academic success, could be obtained from attending orientation classes. Other positives he noted included helping students become more involved in aspects of campus life and serving as a means to create a positive influence of perceptions of the university. One of the longest running, most well respected freshman seminar courses in the country takes place at the University of South Carolina at Columbia. The program had its roots in the University searching for ways to change student attitudes to being more positive after student riots in the 1970s. The program at South Carolina was also viewed as a vehicle to address the predicted decline in college-age students in the 1980s. Gardner (1986) listed 15 goals of the seminar course at South Carolina which are seen to promote retention through their accomplishment. The 15 goals listed by Gardner were:

1. An extended orientation...what colleges and universities call "continuing education."
2. Introduction to higher education as a discipline.
3. The teaching of academic survival skills.
4. Improving attitudes towards faculty and the teaching/learning process.
5. Providing a support group and a sense of community.
6. Providing a mentor/significant other.
7. Teaching and requiring the use of the institutions' support services.

8. Making friends.
9. Providing career counseling and assistance in making decisions about majors, especially for undecided students.
10. Getting involved in the life at the university outside the classroom.
11. Improving compliance with desegregation mandates by promoting persistence of minority students.
12. Making freshmen feel significant.
13. Generating enthusiasm for the institution.
14. Exploring the cultural life of the University.
15. Making students more informed consumers of the opportunities and requirements of their education in their institution (p. 69-70).

The course at the University of South Carolina at Columbia had been shown to be a positive influence in retention rates for freshmen taking the course since its inception. Gardner (1986) reported that retention rates measured over 12 years of the programs operation were consistently higher for freshmen who took the course in comparison to those who did not with an average survival rate of 5.1% higher.

Rose (1981) also reported that orientation efforts are often directed at trying to increase social integration to hopefully have a positive impact on retention. Rose provided data to show that students who had higher levels of academic and social integration showed a higher predictability of persistence.

Small group counseling programs have been reported to have run the gamut from being highly successful in positively impacting academic achievement and retention to

having a negative effect. To address the negative impact first, a study by Locke (1970) compared dropout rates between students who attended a 10-week, one-hour session of small group nondirective counseling to a control group that attended a standard freshman orientation class which consisted of lectures on standard topics. The results obtained were in the opposite direction predicted with a higher dropout rate occurring among those students who had attended the small group nondirective counseling sessions. The possible rationale given for the unexpected results was that participants in the counseling were able to determine at an earlier stage that college was just not for them. Kavelman (1967), in another study, compared three experimental counseling groups to a control group and found that the counseling and the control groups were equally effective in terms of percentage of freshmen who persisted for two semesters. The counseling groups in the study reported by Kavelman consisted of: (a) individual counseling; (b) group counseling; and (c) a combined group and individual counseling arrangement.

Leasure (1962) obtained more positive results when he compared three experimental groups of 20 students per group who as members of unstructured groups discussed topics of concern to them, three groups of 20 students which received planned orientation material in a

structured setting, and a control group. The results indicated that the student-centered method was superior to the planned in enhancing academic achievement and that either method was superior to no program. Positive results have also been reported by Rosenblatt and Vinson (1981) for small group effectiveness for a program conducted at the University of Hartford titled Freshman Dialogue. The program consisted of assigning 100 randomly selected freshmen to 20 faculty members who met with the students on a weekly basis to discuss educational goals, career concerns, curricular options, extracurricular opportunities, and other matters that affected or were of concern to the students. The faculty who participated in the program took part in inservice meetings that covered such topic areas as learning skills, career development, and student services. The results of the program included good feelings in general from the participants, increased retention and a decrease in first semester probation from 20% to 9%. The success of the program has resulted in expanding the program by increasing the number of faculty participating and increasing the group size from five to eight members.

Mixed results have been obtained when comparing other small group formats for effect on retention and academic improvement (Kirts, 1970; Patton, 1981). Kirts found

that the lecture method was better than the counseling for grade improvement but that the small group counseling method had better results increasing participation in various college programs and that employing the orientation counseling method was significantly more effective in increasing measures of positive self-regard. Another program titled Operation Welcome, used at Texas Christian University, resulted in the small group format being attributed as significantly improving retention and satisfaction with the University but having no effect on academic achievement (Patton, 1981). Operation Welcome consisted in part of grouping eight freshmen with two upperclassmen who served as big brothers and sisters plus assigning a local alumni family to the group for special events participation.

Similar variation in research findings, as has been the case for small group formats, exists when examining relationships of summer orientation programs to academic achievement and student retention. Christensen (1964) compared an experimental group of 248 self-selected participants in a summer advising and counseling program for entering freshmen at the University of Oregon to an equal number of fall program participants who were obtained by stratified random sampling. The summer program was judged to be no more effective than the general fall

program in improving fall term grades or for improving persistence. In spite of some positives, such as a positive attitude being expressed to the program and an increase in participation in social activities, Christensen recommended that the extra expense did not justify continuing the program for the limited positive results.

Other summer programs showed a mixture of success and no significant difference when comparing summer program effects on academic achievement and retention (Bruns, 1972; Griffin, 1968; Jones, 1966). Jones (1966) found in comparing a random sample of participants at the University of Arkansas' summer program and a sample from fall participants resulted in no significant differences in achievement but the summer group was found to persist longer in the first year of enrollment. Griffin (1968) found similar results when comparing a sample of freshmen who participated in a pilot program of orientation, study skills and reading with a control group of students who enrolled for the summer session, but not in the program, and with a control group of fall matriculants. The results of the study included the finding that the summer program was seen as a means to significantly effect the retention of students in their first year but that grade point average was not significantly affected for those students who participated in the summer program.

Bruns (1972) found findings opposite of both Jones (1966) and Griffin (1968) using an ex-post facto evaluation of full time students at Arizona State University. Bruns findings showed that students at summer sessions usually succeeded academically to a greater extent than students who participated in fall programs, but that no difference in drop out rate from summer to fall orientation participants was able to be determined.

A unique summer program conducted at Unity College in Maine was presented as an alternative to standard orientation procedures (Raiola, 1984). The program consisted of involving students in an outdoor adventure activity in an attempt to satisfy both individual achievement and group process goals. The stated goals of the program were not to improve retention or to serve as a tool to raise grade point averages, but rather as an effective way to quickly acclimate students to a new atmosphere and to make them feel as part of a new group.

Chapter Summary Statement

In summary, this review serves to confirm that orientation procedures have a great deal of variability in institutions of higher education and that the various procedures, methods, and techniques that have been employed have varying results. The review does, however,

point to a need for additional research that could chip away at understanding the variations that have been uncovered.

CHAPTER III

DESIGN OF THE STUDY

The study was designed to determine the effect of an extended orientation course on the academic achievement and retention of freshman students. The course was provided to freshman business administration students attending Embry-Riddle Aeronautical University. The Daytona Beach Campus of Embry-Riddle has maintained an enrollment of about 5,000 students since 1980. The campus is located within the seven-city Halifax River area, which has a population of approximately 300,000.

At the start of the Fall 1986 semester, entering freshman business administration students were enrolled in a semester long extended orientation course. Following the completion of the semester, the students enrolled in the course were compared to students in two control groups in terms of differences in academic achievement and retention. The two control groups consisted of a random sample of entering freshmen and; the previous year's incoming class of freshman business administration students.

Subjects

Three groups of students were identified and used in the study. The Experimental Group consisted of freshman students enrolled in the business administration program at the Daytona Beach Campus of Embry-Riddle Aeronautical University in the Fall of 1986. Control Group 1 consisted of a random sample of 89 entering freshmen from a total first-time freshman population of 1062. Control Group 2 consisted of the business administration students who had enrolled as freshmen during the Fall 1985 semester.

Six entering business administration students were not included as part of the experimental group population. Two of the six were foreign students. A decision was made to exclude all foreign students from the study as comparable high school grade point averages, which were to be used to show internal validity between groups were not available for foreign students. The other students not included were two who were unable to register for the course because of conflicts with the scheduled course times and two who were not identified as business administration students until after classes had begun. A total of 60 students comprised the experimental group.

In addition to excluding students who had matriculated into the University from a foreign country, engineering students were excluded from the random sample of freshman students in Control Group 1. The engineering students were excluded because they entered the only degree program that had higher standards for entry in terms of SAT scores and required prerequisite courses than the general requirements for entry into all other programs. Following the removal of foreign students, engineering students and the experimental population of business administration students, a population of 803 students remained in the incoming freshman class from which to draw a sample. Every ninth student from a freshman roster was selected, thus, affording 89 students to be assigned as members of Control Group 1.

The exclusion of foreign students from Control Group 2, the Fall 1985 freshman business administration majors, resulted in 51 people being assigned to this group.

For the Experimental Group the mean age at entry was 17.58 years with 59 of the 60 students being 17, 18, or 19 years of age. A larger percentage of females than existed in the general student population, 23% compared to 8.6%, were freshman business administration majors. In Control Group 1 the mean age was 18.04 with 82 of 89 students being 17, 18, or 19 years of age. The percentage

of female students was 6.7%. Control Group 2 had a mean age of 18.35 with the majority, 44 out of 51, being 17, 18, or 19 years of age. This group had the highest percentage of female students, 31.3% or 16 out of the 51 in the group.

Course Development

After acknowledging that there were a number of factors that could influence the academic success and retention of students, an extended orientation course was developed with these factors in mind and delivered to the Experimental Group of students used in the study. Central to the content of the course was a text and instructor's guide titled Becoming A Master Student (Ellis, 1985). The stated purpose of the text and instructor's guide was to provide an opportunity for students to learn and adopt methods to be successful in school.

Following a clearance from the college dean, and the program and department chairmen for business administration, three business administration faculty members were solicited for program participation. The faculty teaching the course were also assigned as permanent faculty advisors to the students enrolled in the extended orientation course. The faculty who volunteered to teach the course also agreed to participate with the

researcher in the development of the course design within the parameters promoted by the author of Becoming A Master Student. The parameters were that approximately 20% of the class time was to be assigned to each of the following: (a) lecture; (b) skill exercises; (c) group sharing and discussion; (d) guest speakers; and (e) a combination of reviews, quizzes, previews, and assignments. Beginning in July of 1986 the three faculty members began working with the researcher to develop and agree upon a course outline, a course syllabus, and a grading policy (see appendices A, B, and C). As noted, the developers of the course content relied heavily on the text and instructor's guide Becoming A Master Student. The course philosophy, course purpose, and a description of textbook style and content as presented by D. Ellis are provided in appendices D, E, and F.

During the term of the course the faculty met with the researcher on a weekly basis to discuss the course content, to address problems and concerns, and to make adjustments to the course schedule. It was the researcher's responsibility to select, brief, and schedule guest speakers. A listing of the topics covered by the guest speakers is shown in Appendix G. Appendix H contains samples of letters used to recruit and thank guest speakers.

Three sections of the course were taught, one by each of the faculty volunteers. The number of students in the Experimental Group enrolled in each section were 15, 19, and 26 for a total of 60. While the original intention was for each section taught to include an equal number, the reality of fitting the class into students' schedules resulted in the distribution given. The classes met twice a week for 55 minutes per class session. The course began on September 2 and extended through December 11, 1986, for a total of 15 weeks. One academic credit hour, as a general elective, was earned by students who successfully completed the course.

Placement into the Course

All students entering the University, including those placed into the extended orientation course, were required to participate in a three-day orientation program prior to beginning classes. An outline of orientation activities for all the students may be found in Appendix I. During this process students met in groups with faculty representatives of their degree programs to be advised as to how to complete their registration forms and what courses they should select for registration. The researcher conducted two such sessions

with the three faculty members teaching the extended orientation course for the business administration students assigned as the Experimental Group.

Study Design

A non-equivalent control group design was used in the study. The design, as outlined by Campbell and Stanley (1963), was recommended for use when researchers are not in a position to assign subjects to treatments but rather must work with intact groups. As intact groups, as well as randomly selected individuals, were used in the study the possibility of a control problem due to selection bias was compensated for through the use of a pretest to demonstrate internal validity. A one way analysis of variance of the Experimental Group's high school grade point averages to the two control groups' grade point averages did not result in statistically significant differences between the groups (Table 1 and Table 2). In addition to the use of pretests to demonstrate similarity, it was recognized that a degree of similarity existed between the members of the groups since they were beginning freshman students who opted to attend the relatively specialized institution of Embry-Riddle Aeronautical University.

TABLE 1

ANALYSIS OF VARIANCE OF HIGH SCHOOL
G.P.A. FOR EXPERIMENTAL GROUP
COMPARED TO CONTROL GROUP I

GROUP	MEAN	N
EXPERIMENTAL	2.523	56
CONTROL 1	2.637	86
MEAN	2.592	142

<u>Source</u>	<u>Sum of Squares</u>	<u>D.F.</u>	<u>M.S.</u>	<u>F Ratio</u>	<u>Prob.</u>
Between	.439	1	.439	1.253	.2649
Within	49.085	140	.351		
Total	49.524	141			

TABLE 2

ANALYSIS OF VARIANCE OF HIGH SCHOOL
G.P.A. FOR EXPERIMENTAL GROUP
COMPARED TO CONTROL GROUP 2

GROUP	MEAN	N
EXPERIMENTAL	2.523	56
CONTROL 2	2.529	50
MEAN	2.526	106

<u>Source</u>	<u>Sum of Squares</u>	<u>D.F.</u>	<u>M.S.</u>	<u>F Ratio</u>	<u>Prob.</u>
Between	7.1 - 04	1	7.1-04	1.8-03	.9662
Within	41.370	104	.398		
Total	41.370	105			

A quasi-experimental design, such as the non-equivalent control group design, was identified as one of the most widespread experimental designs in educational research (Campbell and Stanley, 1963). Tuckman (1978) further detailed that such designs carry experimental controls to reasonable limits within the real educational world. The second control group, the business administration students who had enrolled as freshmen in the Fall 1985 semester, were added to the study to strengthen effects that would be noted from the study. As stated by Campbell and Stanley (1963): "The more numerous and independent the ways in which the experimental effect is demonstrated, the less numerous and less plausible any singular rival invalidating hypothesis becomes" (p. 36).

The independent variable for the study was the extended orientation course. The dependent variables were: ratings of good academic standing; ratio of completed classes to hours in which enrolled; grade point averages; and retention. The statistical analyses conducted on the variables as outlined in the following section were undertaken after the completion of the Fall 1986 semester.

Method of Analysis

Chi-square as well as analysis of variance were used to determine if a semester-long extended orientation course conducted by college faculty advisors would have a significant effect on academic achievement of freshman students at Embry-Riddle Aeronautical University.

Hypotheses tested by means of Chi-square using attendance vs. non-attendance of the course as the independent variable were:

1. There would be no significant difference in academic standing for those students not enrolled in the extended orientation course and those enrolled in the course. Good academic standing was defined as having obtained a minimum grade point average of 2.00.

2. There would be no significant difference between students not enrolled in the extended orientation course and those enrolled in the course in terms of the ratio of students completing and receiving credit for the courses for which they had registered.

A hypothesis tested by means of analysis of variance with attendance vs. non-attendance of the course as the independent variable and grade point average as the dependent variable was:

3. There would be no significant difference in grade point average for students not enrolled in the

extended orientation course and students enrolled in the course.

In addition to examining the effect course attendance had on academic achievement, a Chi-square test and a Fisher exact probability test were conducted to examine the relationship of course attendance on retention. The hypothesis tested was:

4. There would be no significant difference in second semester rate of return for students not enrolled in the extended orientation course and students enrolled in the course.

Descriptive statistics were used as a buttress for the support and understanding of the inferential statistics obtained through Chi-square testing, the Fisher exact probability test, and an analysis of variance. Descriptive statistics were also used to examine the results of student course evaluation questionnaires and relationships of data between the three individual classes in which the orientation course was taught. Descriptive statistics such as frequency and percentage distributions were used for these purposes. The questionnaire used for student evaluation of the course was adapted from sample evaluations found in the Becoming a Master Student, Course Manual (Ellis, 1986).

CHAPTER IV

ANALYSIS OF DATA

The purpose of the study was to determine the effects of an extended orientation course on freshmen retention and academic success. The information reported in this chapter reflect statistical analysis and comparison of three groups; one experimental and two control. The Experimental Group consisted of 60 entering freshmen enrolled in the Business Administration Program at Embry-Riddle Aeronautical University during the Fall 1986 semester. Control Group number one was made up of a random sample of 89 entering freshmen in the Fall of 1986 and Control Group number two consisted of 51 freshmen who entered the business administration program in the Fall of 1985.

Chi-square, Fisher exact probability test, and analysis of variance were used to determine the effect of an extended orientation course on retention and academic success. The statistical analysis tests were produced on the Micro Stat computer program from Echsoft Incorporated. A .05 level of significance was used to test the null hypotheses. In addition to the above analyses a descriptive analysis was made using the

results of a course evaluation questionnaire completed by 50 of the students in the Experimental Group.

General Descriptive Statistics

Tables 3 through 7 provide a listing of the descriptive data that was obtained for the three groups studied. Table 3 provides a listing of the number and percentage of students for each of the groups who were determined to be in good academic standing at the end of their first semester of study. Good academic standing was defined as having attained a grade point average of 2.00 or higher. In the Experimental Group 45 of the 60 students, or 75%, were listed as being in good academic standing. Control Group 1 had 63 of 89, or 71%, in good academic standing; and Control Group 2 had 40 of 51 students, or 78%, listed in good academic standing.

Table 4 shows the number and percentage of students in each of the three groups studied who successfully completed all the courses in which they were enrolled during their first semester of study. If students received a passing mark and academic credit for a course, the course was deemed to have been successfully completed. In the Experimental Group 32 of the 60 students, or 53%, enrolled in the orientation course completed and received credit for all the courses they had enrolled in at the

TABLE 3

NUMBER AND PERCENTAGE OF STUDENTS IN GOOD
ACADEMIC STANDING AT END OF
FIRST SEMESTER

	Experimental Group	Control Group 1	Control Group 2
Total in group	60	89	51
Number in group in good standing	45	63	40
Percent in good standing	75	70	78

TABLE 4

NUMBER AND PERCENTAGE OF STUDENTS
COMPLETING AND RECEIVING CREDIT
FOR ALL COURSES IN WHICH
ENROLLED

	Experimental Group	Control Group 1	Control Group 2
Total in group	60	89	51
Number completing all courses	32	59	35
Percent completing all courses	53	66	69

beginning of their first semester. Control Group 1 showed 59 of 89 students, or 63%, completing and receiving academic credit for all of the courses in which they had been enrolled; and Control Group 2 had 35 of 51 students, or 69%, completing and receiving academic credit for all the courses they had enrolled in during their first semester.

Table 5 shows the number and percentage of students who earned within 3 credit hours of the total credit hours in which they were enrolled during their first semester of study. These figures, along with those described in Table 2, were obtained in an attempt to get a clearer picture of possible effects of enrollment in an extended orientation course on academic achievement. The numbers reflect that 88%, or 53 out of 60 students, in the Experimental Group earned within 3 credit hours of all the hours in which they had enrolled. Control Group 1 reflected 80%, or 71 out of 89, doing the same and Control Group 2 88%, or 45 out of 51, earned within 3 credit hours the total number for which they had enrolled.

Table 6 provides a view of the three groups' mean grade point averages at the end of the first semester of attendance for freshmen. The table shows the following

TABLE 5

NUMBER AND PERCENTAGE OF STUDENTS EARNING
WITHIN 3 CREDITS ALL CREDITS FOR
WHICH ENROLLED

	Experimental Group	Control Group 1	Control Group 2
Total in group	60	89	51
Number completing within 3 credits all courses	53	71	45
Percent completing within 3 credits all courses	88	80	88

TABLE 6

GRADE POINT AVERAGES AT THE END
OF EACH FRESHMAN GROUPS'
FIRST SEMESTER

	Experimental Group	Control Group 1	Control Group 2
Grade point average	2.35	2.34	2.37

mean averages: for the Experimental Group -- 2.35; for Control Group 1 -- 2.34; and for Control Group 2 -- 2.37.

Table 7 provides a listing of numbers and percentage for students in each of the three groups that returned the Spring semester following their initial enrollment as freshmen in the Fall. The number and percentage of students returning for each group were: Experimental Group -- 50 of 60 (83%); for Control Group 1 -- 75 of 89 (84%); and for Control Group 2 -- 47 of 51 (92%).

Hypotheses

Hypotheses 1 through 3 were formulated and tested to determine if a relationship existed between enrollment in the extended orientation course and academic achievement.

Hypothesis 1

It was hypothesized that there would be no significant difference in academic standing for those students not enrolled in the extended orientation course and those enrolled in the course. Good academic standing was defined as obtaining a minimum grade point average of 2.00.

Table 8 presents the comparison of academic standing for the Experimental Group vs. Control Group 1 and Table 9 presents the comparison between the Experimental Group and Control Group 2. For the comparison of the Experimental

TABLE 7

NUMBER AND PERCENTAGE OF STUDENTS RETURNING
TO CONTINUE STUDIES FOLLOWING
FIRST SEMESTER OF ENROLLMENT

	Experimental Group	Control Group 1	Control Group 2
Total in group	60	89	51
Returned	50	75	47
Percent of group returned	83.33	84.26	92.15

TABLE 8

COMPARISON OF STUDENTS ATTAINING A
RATING OF GOOD ACADEMIC
STANDING

	Experimental Group	Control Group 1	Row Total
Good standing	45	63	108
Not in good standing	15	26	41
Column total	60	89	149

Chi-square continuity correction factor = .143, df = 1,
prob. = .7056 (the .05 level of significance was not
attained)

TABLE 9

COMPARISON OF STUDENTS ATTAINING A
RATING OF GOOD ACADEMIC
STANDING

	Experimental Group	Control Group 2	Row Total
Good standing	45	40	85
Not in good standing	15	11	26
Column Total	60	51	111

Chi-square with continuity correction factor = .040,
df = 1, prob. = .8411 (the .05 level of significance
was not attained)

and Control Group 1, Table 8 shows a Chi-square value with a continuity correction factor of .143 (as compared to a Chi-square of 2.71 required for significance at the .05 level). Please note that a continuity correction factor is used throughout this section when Chi-square statistical analysis is made. The correction for continuity was recommended by Young and Veldman (1972), because it makes the use of the Chi-square distribution table more appropriate in terms of the actual probabilities of the discrete events observed when there is one degree of freedom. In the comparison of the Experimental and Control Group 2, Table 9 shows a Chi-square with a continuity correction factor of .040 (as compared to a Chi-square of 2.71 required for significance at the .05 level).

The results obtained for both comparisons showed that academic standing was not significantly impacted as a result of students attending the extended orientation course. Null Hypothesis 1 was accepted.

Hypothesis 2

It was hypothesized that there would be no significant difference between students not enrolled in the extended orientation course and those enrolled in the course in

terms of the ratio of students completing and receiving credit for the courses for which they had registered.

Table 10 represents a comparison between the Experimental Group and Control Group 1 with respect to the number of group members completing and earning credit in all the courses for which they had registered during their first semester of attendance. In the comparison, a Chi-square with a continuity correction factor of 2.016 was realized. A Chi-square with a value of 2.71 would have been required for a significant effect at the .05 level.

Table 11 presents a similar comparison between the Experimental Group and Control Group 2 with respect to the number of group members completing and earning credit in all the courses for which they had been registered during their first semester of attendance. In the comparison a Chi-square with a continuity correction value of 2.094 was realized, again not attaining the value of 2.71 that would have been required for a value of significance at the .05 level.

Table 12 presents a comparison of students in the Experimental and Control Group 1 with respect to the number of students who earned within 3 credit hours of all the hours they had registered for during their first

TABLE 10

COMPARISON OF STUDENTS WITH RESPECT TO
 COMPLETING AND RECEIVING CREDIT FOR
 ALL COURSES FOR WHICH REGISTERED

	Experimental Group	Control Group 1	Row Total
Completed all	32	59	91
Did not complete all	28	30	58
Column total	60	89	149

Chi-square value with continuity correction factor
 = 2.016, df = 1, prob. = .1557 (.05 level of
 significance was not attained)

TABLE 11

COMPARISON OF STUDENTS WITH RESPECT TO
 COMPLETING AND RECEIVING CREDIT FOR
 ALL COURSES FOR WHICH REGISTERED

	Experimental Group	Control Group 2	Row Total
Completed all	32	35	67
Did not complete all	28	16	44
Column total	60	51	111

Chi-square value with continuity correction = 2.094,
 df = 1, prob. = .1479 (.05 level of significance was
 not attained)

TABLE 12

COMPARISON OF STUDENTS EARNING
WITHIN 3 CREDIT HOURS OF
ALL HOURS ATTEMPTED

	Experimental Group	Control Group 1	Row Total
Earned within 3 hours all attempted	53	71	124
Failed to earn within 3 hours all attempted	7	18	25
Column total	60	89	149

Chi-square with continuity correction factor = 1.317,
df = 1, prob. = .2512 (.05 level of significance not
attained)

semester of attendance. Table 12 shows a Chi-square value, with continuity correction, of 1.317. A Chi-square with a value of 2.71 would have been required for a significant effect at the .05 level.

Table 13 presents a comparison of students in the Experimental and Control Group 2 with respect to the number of students who earned within 3 credit hours of all the hours they had registered for during their first semester of attendance. Table 13 shows a Chi-square value, with continuity correction, of .078, again not attaining the value of 2.71 that would have been required for a value of significance at the .05 level.

The results obtained from all four comparisons as outlined in tables 10, 11, 12, and 13 showed that completion of courses registered for was not significantly impacted through students attending the extended orientation course. Null Hypothesis 2 was accepted.

Hypothesis 3

It was hypothesized that there would be no significant difference in grade point average for students not enrolled in the extended orientation course and students enrolled in the course.

An analysis of variance was used to determine if a significant difference could be found to exist among the

TABLE 13

COMPARISON OF STUDENTS EARNING
WITHIN 3 CREDIT HOURS OF
ALL HOURS ATTEMPTED

	Experimental Group	Control Group 2	Row Total
Earned within 3 hours all attempted	53	45	98
Failed to earn within 3 hours all attempted	7	6	13
Column total	60	51	111

Chi-square value with continuity correction factor
= .078, df = 1, prob. = .7794 (.05 level of significance
not attained)

three groups' grade point averages at the end of each groups' first semester of enrollment. The results of the analysis of variance are presented in Table 14. The overall mean of the groups' grade point average was 2.347 and the mean grade point average for each group was as follows: for the Experimental Group -- 2.346; for Control Group 1 -- 2.336; and for Control Group 2 -- 2.368. An F ratio of .020 and a probability factor of .9799 demonstrated that there was no significant difference among the three groups' means and that the individuals in the three groups were likely to produce a similar grade point average irrespective of being impacted by the independent variable -- an extended orientation course (an F of 3.06 would be required to reject the null hypothesis at the .05 level). The null hypothesis was accepted.

Hypothesis 4

It was hypothesized that there would be no significant difference in second semester rate of return for students not enrolled in the extended orientation course and students enrolled in the course.

Table 15 presents the comparison of students in the Experimental Group and Control Group 1 who returned in the Spring semester which followed their initial, Fall 1986, freshman enrollment. Table 15 shows a Chi-square value

TABLE 14

ANALYSIS OF VARIANCE OF G.P.A. FOR THE THREE
GROUPS OF STUDENTS AT THE END OF
THEIR FIRST SEMESTER

GROUP	MEAN	N
1 (experimental)	2.346	60
2 (control 1)	2.336	89
3 (control 2)	2.368	51
Mean	2.347	200

<u>Source</u>	<u>Sum of Squares</u>	<u>D.F.</u>	<u>M.S.</u>	<u>F Ratio</u>	<u>Prob.</u>
Between	.033	2	.017	.020	.9799*
Within	161.513	197	.820		
Total	161.546	199			

*Significance level set at .05 not attained

TABLE 15

COMPARISON OF STUDENTS RETURNED TO CONTINUE
STUDIES FOLLOWING THEIR FIRST
SEMESTER OF ENROLLEMNT

	Experimental Group	Control Group 1	Row Total
Returned	50	75	125
Did not return	10	14	24
Column total	60	89	149

Chi-square value with continuity correction factor
= .006, df = 1, prob. = .9704 (.05 level of significance
was not attained)

with a continuity correction factor of .006 which does not translate to a significant probability at the .05 level.

Table 16 presents the comparison of students in the Experimental Group and Control Group 2 who returned in the Spring semester which followed sequentially their initial freshman Fall enrollment. A Fisher exact probability test was used in place of Chi-square for this particular analysis. The Fisher exact probability test is recommended for use when a cell frequency has a value less than 5. Such a case existed in Control Group 2, which had a cell showing 4 students who did not return for the second semester. The test was used to determine whether the two groups significantly differed in terms of those who returned and those who did not return. As shown by the test, a significance probability factor at the .05 level was not attained.

The results obtained for both comparisons showed that retention for the period studied was not significantly impacted when students attended an extended orientation course. The null hypothesis number 4 was, therefore, accepted.

TABLE 16

COMPARISON OF STUDENTS RETURNING TO CONTINUE
STUDIES FOLLOWING THEIR FIRST
SEMESTER OF ENROLLMENT

	Experimental Group	Control Group 2	Row Total
Returned	50	46	97
Did not return	10	4	14
Column total	60	51	111

Fisher Exact Probability: Lower tail = .1334, upper tail = .9562 (.05 level of significance was not attained)

Course Evaluation by Students

Tables 17 through 31 present frequency data for 15 items from the course evaluation form completed by students in the experimental group. Items 1 through 14 were rated on the basis of student perceptions: (a) strongly agree; (b) somewhat agree; (c) no opinion; (d) disagree; or (e) strongly disagree.

Item 15 was rated by responding to one of four choices: (a) learned or gained a lot from this class; (b) learned or gained enough from this class to make it worth your time; (c) learned or gained little from this class; or (d) learned or gained almost nothing from this class. The majority of students enrolled in the extended orientation course, 50 of the 60 enrolled, completed the evaluation. Three instances were recorded in which a single student failed to respond to items 12, 13, and 14.

Two items on the evaluation form called for written responses. The two items were: (a) What other topics should be included in this course? Which of your personal, social, or academic concerns were not adequately addressed in the course content during the semester? (b) Please describe your reaction to the professor of this class. You may describe what you believe he has done well or what

he could have done differently to improve the class. Appendix J lists the students' responses to these questions.

Item 1

Table 17 presents student frequency and percent of response to the statement: The orientation class assisted me in becoming more aware of campus resources. The results of the survey show that 26 students (52%) strongly agreed, 23 (46%) somewhat agreed, and 1 (2%) disagreed with the statement.

Item 2

Table 18 presents student frequency and percent of response to the statement: The orientation class assisted me in more effectively managing my time. Table 18 shows 6 students (12%) strongly agreed, 25 (50%) somewhat agreed, 15 (30%) had no opinion, and 4 (8%) disagreed with the statement.

Item 3

Table 19 presents student frequency and percent of response to the statement: The orientation class assisted me in more effectively taking class notes. Table 19 shows 4 students (8%) strongly agreed, 16 (32%) somewhat agreed,

TABLE 17

ITEM 1: THE ORIENTATION CLASS ASSISTED ME IN
BECOMING MORE AWARE OF CAMPUS RESOURCES

Response	Frequency	Percent
Strongly Agree	26	52
Somewhat Agree	23	46
No Opinion	0	0
Disagree	1	2
Strongly Disagree	<u>0</u>	<u>0</u>
	50	100

TABLE 18

ITEM 2: THE ORIENTATION CLASS ASSISTED ME IN
MORE EFFECTIVELY MANAGING MY TIME

Response	Frequency	Percent
Strongly Agree	6	12
Somewhat Agree	25	50
No Opinion	15	30
Disagree	4	8
Strongly Disagree	<u>0</u>	<u>0</u>
	50	100

TABLE 19

ITEM 3: THE ORIENTATION CLASS ASSISTED ME IN
MORE EFFECTIVELY TAKING CLASS NOTES

Response	Frequency	Percent
Strongly Agree	4	8
Somewhat Agree	16	32
No Opinion	15	30
Disagree	14	28
Strongly Disagree	<u>1</u>	<u>2</u>
	50	100

15 (30%) had no opinion, 14 (28%) disagreed, and 1 (2%) strongly disagreed with the statement.

Item 4

Table 20 presents student frequency and percent of response to the statement: The orientation class assisted me in examining and gaining a better understanding of interpersonal relationships. Table 20 shows 5 students (10%) strongly agreed, 20 (40%) somewhat agreed, 14 (28%) had no opinion, 10 (20%) disagreed, and 1 (2%) strongly disagreed with the statement.

Item 5

Table 21 presents student frequency and percent of response to the statement: The orientation class assisted me in preparing for tests. Table 21 shows 8 students (16%) strongly agreed, 26 (52%) somewhat agreed, 8 (16%) had no opinion, 7 (14%) disagreed, and 1 (2%) strongly disagreed with the statement.

Item 6

Table 22 presents student frequency and percent of response to the statement: The orientation class assisted me in taking tests. Table 22 shows that 7 students (14%) strongly agreed, 23 (46%) agreed, 12 (24%) had no opinion,

TABLE 20

ITEM 4: THE ORIENTATION CLASS ASSISTED ME IN
EXAMINING AND GAINING A BETTER UNDERSTANDING
OF INTERPERSONAL RELATIONSHIPS

Response	Frequency	Percent
Strongly Agree	5	10
Somewhat Agree	20	40
No Opinion	14	28
Disagree	10	20
Strongly Disagree	<u>1</u>	<u>2</u>
	50	100

TABLE 21

ITEM 5: THE ORIENTATION CLASS ASSISTED ME IN
PREPARING FOR TESTS

Response	Frequency	Percent
Strongly Agree	8	16
Somewhat Agree	26	52
No Opinion	8	16
Disagree	7	14
Strongly Disagree	<u>1</u>	<u>2</u>
	50	100

TABLE 22

ITEM 6: THE ORIENTATION CLASS ASSISTED ME IN
TAKING TESTS

Response	Frequency	Percent
Strongly Agree	7	14
Somewhat Agree	23	52
No Opinion	12	24
Disagree	6	12
Strongly Disagree	<u>2</u>	<u>4</u>
	50	100

6 (12%) disagreed, and 2 (4%) strongly disagreed with the statement.

Item 7

Table 23 presents student frequency and percent of response to the statement: The orientation class assisted me in interacting with my instructors. Table 23 shows 14 students (28%) strongly agreed, 14 (28%) somewhat agreed, 16 (32%) had no opinion, 5 (10%) disagreed, and 1 (2%) strongly disagreed with the statement.

Item 8

Table 24 presents student frequency and percent of response to the statement: The orientation class assisted me in gaining a better awareness of what the value of attending college means to me. Table 24 shows 16 students (32%) strongly agreed, 24 (48%) somewhat agreed, 7 (14%) had no opinion, 2 (4%) disagreed, and 1 (2%) strongly disagreed with the statement.

Item 9

Table 25 presents student frequency and percent of response to the statement: The orientation class assisted me in confirming my career choice in business administration or assisted in realization of a need for a change. Table 25 shows 12 students (24%) strongly

TABLE 23

ITEM 7: THE ORIENTATION CLASS ASSISTED ME IN
INTERACTING WITH MY INSTRUCTORS

Response	Frequency	Percent
Strongly Agree	14	28
Somewhat Agree	14	28
No Opinion	16	32
Disagree	5	10
Strongly Disagree	<u>1</u>	<u>2</u>
	50	100

TABLE 24

ITEM 8: THE ORIENTATION CLASS ASSISTED ME IN
GAINING A BETTER AWARENESS OF WHAT THE VALUE
OF ATTENDING COLLEGE MEANS TO ME

Response	Frequency	Percent
Strongly Agree	16	32
Somewhat Agree	24	48
No Opinion	7	14
Disagree	2	4
Strongly Disagree	<u>1</u>	<u>2</u>
	50	100

TABLE 25

ITEM 9: THE ORIENTATION CLASS ASSISTED ME IN
 CONFIRMING MY CAREER CHOICE IN BUSINESS
 ADMINISTRATION OR ASSISTING IN
 REALIZATION OF NEED FOR CHANGE

Response	Frequency	Percent
Strongly Agree	12	24
Somewhat Agree	19	38
No Opinion	10	20
Disagree	8	16
Strongly Disagree	<u>1</u>	<u>2</u>
	50	100

agreed, 19 (38%) somewhat agreed, 10 (20%) had no opinion, 8 (16%) disagreed, and 1 (2%) strongly disagreed with the statement.

Item 10

Table 26 presents student frequency and percent of response to the statement: The orientation class assisted me in feeling more positive about attending college. Table 26 shows 13 students (26%) strongly agreed, 19 (38%) somewhat agreed, 12 (24%) had no opinion, and 6 (12%) disagreed with the statement.

Item 11

Table 27 presents student frequency and percent of response to the statement: The orientation class assisted me in making a smoother transition from high school to college. Table 27 shows 14 students (28%) strongly agreed, 17 (34%) agreed, 14 (28%) had no opinion, and 5 (10%) disagreed with the statement.

Item 12

Table 28 presents student frequency and percent of response to the statement: The orientation class assisted me in establishing friendships with other students. Table 28 shows 9 students (18%) strongly agreed, 25 (50%)

TABLE 26

ITEM 10: THE ORIENTATION CLASS ASSISTED ME IN
FEELING MORE POSITIVE ABOUT ATTENDING COLLEGE

Response	Frequency	Percent
Strongly Agree	13	26
Somewhat Agree	19	38
No Opinion	12	24
Disagree	6	12
Strongly Disagree	<u>0</u>	<u>0</u>
	50	100

TABLE 27

ITEM 11: THE ORIENTATION CLASS ASSISTED ME IN
MAKING A SMOOTHER TRANSITION FROM HIGH
SCHOOL TO COLLEGE

Response	Frequency	Percent
Strongly Agree	14	28
Somewhat Agree	17	34
No Opinion	14	28
Disagree	5	10
Strongly Agree	<u>0</u>	<u>0</u>
	50	100

TABLE 28

ITEM 12: THE ORIENTATION CLASS ASSISTED ME IN
ESTABLISHING FRIENDSHIPS WITH OTHER STUDENTS

Response	Frequency	Percent
Strongly Agree	9	18
Somewhat Agree	25	50
No Opinion	11	22
Disagree	4	8
Strongly Disagree	0	0
No Response Recorded	<u>1</u>	<u>2</u>
	50	100

somewhat agreed, 11 (22%) had no opinion, 4 (8%) disagreed, and 1 (2%) did not respond to the statement.

Item 13

Table 29 presents student frequency and percent of response to the statement: The orientation class assisted me in achieving better grades in my other classes.

Table 29 shows 7 students (14%) strongly agreed, 15 (30%) somewhat agreed, 20 (40%) had no opinion, 6 (12%) disagreed, 1 (2%) strongly disagreed, and 1 (2%) did not respond to the statement.

Item 14

Table 30 presents student frequency and percent of response to the inquiry statement: Should this course be given in the future to beginning Embry-Riddle Aeronautical University students? Table 20 shows 11 students (28%) strongly agreed, 20 (40%) agreed, 9 (18%) had no opinion, 4 (8%) disagreed, 5 (10%) strongly disagreed, and 1 (2%) did not respond to the statement.

Item 15

Table 31 presents student frequency and percent of response to the statement: Overall considering what you have learned from this class, would you say that you;

TABLE 29

ITEM 13: THE ORIENTATION CLASS ASSISTED ME IN
ACHIEVING BETTER GRADES IN MY OTHER CLASSES

Response	Frequency	Percent
Strongly Agree	7	14
Somewhat Agree	15	30
No Opinion	20	40
Disagree	6	12
Strongly Disagree	1	2
No Response Recorded	<u>1</u>	<u>2</u>
	50	100

TABLE 30

ITEM 14: SHOULD THIS COURSE BE GIVEN IN THE
FUTURE TO BEGINNING ERAU STUDENTS?

Response	Frequency	Percent
Strongly Agree	11	22
Agree	20	40
No Opinion	9	18
Disagree	4	8
Strongly Disagree	5	10
No Response Recorded	<u>1</u>	<u>2</u>
	50	100

TABLE 31

ITEM 15
OVERALL STUDENT RATING OF COURSE VALUE

Response	Frequency	Percent
Learned or Gained a Lot	12	24
Learned or Gained Enough for Worthiness	24	48
Learned or Gained Little	13	26
Learned or Gained Almost Nothing	<u>1</u>	<u>2</u>
	50	100

learned or gained a lot from this class; learned or gained enough from this class to make it worth your time; learned or gained little from this class or; learned or gained almost nothing from this class. Table 31 shows that 12 (24%) of the students indicated they had learned or gained a lot from the class, 24 (48%) indicated they had learned enough from the class to make it worth their time, 13 (26%) indicated they had learned or gained little from the class, and 1 student (2%) indicated learning or gaining almost nothing from the class.

Student Ranking of Course Benefits

Table 32 presents a listing of course evaluation items 1 through 13, ranked in terms of number of students having either strongly agreed or agreed with the statement. In addition to rank order, Table 32 shows the frequency of response and the percentage of students that chose strongly agree or agree for each item. The order of ranking, and the number and percentage of students indicating the orientation class had assisted them is as follows:

(a) In becoming more aware of campus resources; 49 students (98%); (b) in gaining a better awareness of what the value of attending college means to me, 40 students (80%); (c) in preparing for tests, 34 students (68%); in establishing friendships with other students, 34

TABLE 32

RANKING OF COURSE EVALUATION ITEMS
BY NUMBER OF STUDENTS AGREEING
WITH THE STATEMENT

Ranked Statement	Number Strongly or Somewhat Agreeing	Percent Agreeing
1. Class assisted me in becoming more aware of campus resources	49	98
2. Class assisted me in gaining better awareness of value of attending college to me	40	80
3. Class assisted me in preparing for tests	34	68
4. Class assisted me in establishing friendships with other students	34	68
5. Class assisted me in feeling more positive about attending college	32	64
6. Class assisted me in more effectively managing my time	31	62
7. Class assisted me in confirming career choice in business administration or in realizing a need for a change	31	62
8. Class assisted me in making a smoother transition from high school to college	31	62
9. Class assisted me in taking tests	30	60
10. Class assisted me in interacting with my instructors	28	56
11. Class assisted me in understanding and gaining a better understanding of interpersonal relationships	25	50
12. Class assisted me in achieving better grades in my other classes	22	44
13. Class assisted me in more effectively taking class notes	20	40

students (68%); (e) in feeling more positive about attending college, 32 students (64%); (f) in more effectively managing my time, 31 students (62%); (g) in confirming my career choice in business administration or assisting in realization of a need for a change, 31 students (62%); (h) in making a smoother transition from high school to college, 31 students (62%); (i) in taking tests, 30 students (60%); (j) in interacting with my instructors, 28 students (56%); (k) in understanding and gaining a better understanding of interpersonal relationships, 25 students (50%); (l) in achieving better grades in my other classes, 22 students (44%) and; (m) in more effectively taking class notes, 20 students (40%).

Course Evaluation by Faculty

Listed in Appendix K are the responses to a faculty questionnaire given by the three faculty members who taught the course. Faculty members were asked to respond to questions in three areas. The areas were: recommendations for changes in the course; the meeting of course objectives; and willingness to serve as an instructor for the courses in the future.

Two of the faculty members responded in the positive to the majority of the items covered while the third

member generally had a negative view of the course content and of continuing the course for freshman students.

CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of the study was to determine if an extended orientation course would positively affect academic achievement and retention of freshman students at Embry-Riddle Aeronautical University. This chapter provides a summary of the study, a report on the study findings, conclusions, a discussion of the conclusions, and recommendations.

Summary of the Study

Following a semester long extended orientation course the freshman students placed in the course were compared with two control groups of students to determine the effects of the course on academic achievement and retention. The study was undertaken to explore a method that had been proposed by various educators as a viable way to attack the problem of student attrition. Limited research had been conducted on the success of orientation courses to impact retention and much of the research completed was limited due to subject self-selection.

The findings and resultant conclusions did not bear out the proposition that the course, as structured and

delivered to the population studied, would have a significant effect on student retention or academic achievement. A positive outcome was noted through the students' favorable reaction to the course. The findings were heuristic in pointing to the need for further study to determine if such course formats could impact student retention or academic success in other settings or under different conditions.

Major Findings

Hypotheses 1 through 3 were formulated and tested to determine if a relationship existed between enrollment in the extended orientation course and academic achievement. Hypothesis 4 was formulated to examine the relationship of course attendance on retention.

Hypothesis 1. The hypothesis stated, "There would be no significant difference in academic standing for those students not enrolled in the extended orientation course and those enrolled in the course." Good academic standing was defined as having obtained a minimum grade point average of 2.00.

Hypothesis 1 was accepted since there was not a significant difference between academic standing of the Experimental Group and Control groups 1 and 2 (tables 8 and 9).

Hypothesis 2. The hypothesis stated, "There would be no significant difference between students not enrolled in the extended orientation course and those enrolled in the course in terms of the ratio of students completing and receiving credit for the courses for which they had registered."

Hypothesis 2 was accepted since there was not a significant difference between the Experimental and Control groups 1 and 2 with respect to the ratio of students completing and receiving credit for all the courses for which they had registered, or for those who earned within 3 credit hours of all the hours for which they had registered (tables 10, 11, 12, and 13).

Hypothesis 3. The hypothesis stated, "There would be no significant difference in grade point average for students not enrolled in the extended orientation course and students enrolled in the course."

Hypothesis 3 was accepted as there was not a significant difference between grade point averages of the Experimental Group and Control groups 1 and 2 (Table 14).

Hypothesis 4. The hypothesis stated, "There would be no significant difference in second semester rate of return

for students not enrolled in the extended orientation course and students enrolled in the course."

Hypothesis 4 was accepted as there was not a significant difference in second semester rate of return for students between the Experimental Group and Control groups 1 and 2 (tables 15 and 16).

Other Findings

Findings from student responses to the 17 item course evaluation questionnaire are summarized below. Responses to the course evaluation questionnaire were obtained from 50 of the 60 students enrolled in the extended orientation course. Following the summary of the students' evaluations are the findings obtained from surveying the faculty members who taught the course.

Item 1. The majority of students agreed that the orientation course assisted them in becoming more aware of campus resources (Table 17).

Item 2. The majority of students agreed that the orientation course assisted them in more effectively managing their time (Table 18).

Item 3. The majority of students did not find that the orientation course assisted them in more effectively taking class notes (Table 19).

Item 4. The majority of students did not find that the orientation course assisted them in examining and gaining a better understanding of interpersonal relationships (Table 20).

Item 5. The majority of students agreed that the orientation course assisted them in preparing for tests (Table 21).

Item 6. The majority of students agreed that the orientation course assisted them in taking tests (Table 22).

Item 7. The majority of students agreed that the orientation course assisted them in interacting with their instructors (Table 23).

Item 8. The majority of students agreed that the orientation course assisted them in gaining a better awareness of what the value of attending college meant to them (Table 24).

Item 9. The majority of students agreed that the orientation course assisted them in confirming their career choice in business administration, or assisted them in realizing a need for a change (Table 25).

Item 10. The majority of students agreed that the orientation course assisted them in feeling more positive about attending college (Table 26).

Item 11. The majority of students agreed that the orientation course assisted them in making a smoother transition from high school to college (Table 27).

Item 12. The majority of students agreed that the orientation course assisted them in establishing friendships with other students (Table 28).

Item 13. The majority of students did not find that the orientation course assisted them in achieving better grades in their other classes (Table 29).

Item 14. The majority of students agreed that the course should be given in the future to beginning Embry-Riddle Aeronautical University students (Table 30).

Item 15. The majority of students indicated that they had learned or gained a lot from the course, or enough to make it worth their time (Table 31).

Item 16. Item 16 contained two related open-ended questions to which the students were asked to respond. The questions were: "What other topics should be included in this course?" and; "Which of your personal, social,

or academic concerns were not adequately addressed in the course during the semester?" The most common response to the questions were: All the topics were covered adequately or the course was good as is. Eleven students responded with such answers. The next most common response had four students asking for more information to be included on career choices. Appendix J contains a listing of all the students' answers.

Item 17. Item 17 asked for students to describe their reaction to the professor teaching the class. The reactions expressed by the students were clearly different in nature depending on which class section they had attended. One professor received overwhelmingly positive reactions, a second received fair to positive reactions, and the third received overwhelmingly negative reactions.

Faculty members' recommendations. The responses of faculty members who taught the course when asked to provide recommendations for changes to the course, if it were to be taught in the future, included: guest speakers were viewed as an important component of the course and should be included; tests and quizzes should continue to be a part of the course and; group discussions and student presentations should receive more attention in future

courses (Appendix K contains a listing of the faculty responses).

Faculty members' appraisal of course objectives being met.

Two of the course instructors generally replied that the course objectives were met. The third instructor did not answer the question specifically, but rather replied that much of what was included in the course was common sense and should have been transmitted in high school before the students got to college.

Faculty members' willingness to teach the course again.

One faculty member responded he would be willing to volunteer again, one was undecided, and the third answered no.

Conclusions

Analysis of the study data led to the following conclusions:

1. The academic achievement of freshman students at Embry-Riddle Aeronautical University was not positively impacted by having the students attend an extended orientation course. The benefit of using such a course to positively impact students' academic success is therefore called into question.

2. The retention of freshman students at Embry-Riddle Aeronautical University cannot be said to have been fostered by having students attend an extended orientation course. The promotion of such courses as reported in the study, as a means to ensure a better rate of retention should therefore be made with caution.

3. The majority of students enrolled in the course found the experience to have been beneficial to their academic and social adjustment as noted by their responses to a course evaluation. The use of such an orientation course as outlined in the study may, therefore, more appropriately be targeted to increase student acculturation to college rather than as a retention device.

4. The faculty members teaching the course at Embry-Riddle Aeronautical University were not unanimous in their praise of the course or of continuing the course in the future.

Discussion

Enrollment in the course was not shown to positively impact the academic achievement, as measured by grade point average, for students enrolled in the course. Traditionally, high school grade point averages and SAT scores have been used to predict how well a student will do in college. A regression analysis made between high

school grades and college grades for the Experimental and Control groups supported the use of the more traditional method as a prediction of success rather than counting on an extended orientation course to impact academic achievement. Appendix L contains the results of regression analyses made on high school grade point averages to first semester grade point averages for the Experimental Group and Control groups 1 and 2.

In addition to statistical analyses failing to show the extended orientation course having an effect on academic achievement, a majority of students enrolled in the course did not believe the course assisted them in achieving better grades.

The findings did not show the extended orientation course to be effective in retaining students into a second semester. A review of literature pointed to the difficulty of isolating factors responsible for retention. The study was not able to show that the aggregate factors included in the make up of the course had a combined effect on retaining students. Whether the lack of effect on retention was due to a failure to choose appropriate content, or that such content happened not to be effective in the particular environment of Embry-Riddle Aeronautical University, or that long-term effects are yet to be seen, or that some other intervening variable

could have accounted for the results has not been determined.

A positive result of the extended orientation course was found in the majority of students enrolled in the course finding it as beneficial and would further recommend it be offered to freshmen in the future. While the design of soliciting student feedback to the course was not meant to note the difference between student reaction between the three classes making up the Experimental Group, it was easy to note differences. For example, when asked to describe their reaction to their instructor the members of one class had 14 of 17 students responding in a fashion to indicate that he was good, understanding, and that he taught the course to its fullest potential. A second instructor received what could be termed as average ratings. Included in these ratings were comments such as the professor was okay but the material was boring. The majority of students responding to the third professor suggested ways he could improve his style. The professor receiving the most positive responses has a graduate degree in human development as well as his teaching field. His background and degrees more closely parallel the design content of the course and it appeared that it was more

comfortable for him to operate within the format and use the methods suggested.

As alluded to in the previous paragraph, faculty members who taught the course could have been expected to provide different personal reactions when they evaluated the course, and they did. Throughout the life of the course one faculty member shared feelings that the structure of the course and the objectives promoted were not compatible to his teaching style. The faculty member has a good reputation for his ability to teach in his subject area and is further known for his willingness to be available as an advisor to students and student groups beyond the standard hours required. While the value of such an individual, to students and university alike, is not questioned, it may be more appropriate for future courses to pay closer attention to the recruitment and training of instructors. The response of all faculty members who may teach such courses in the future cannot be expected to be completely positive and there may be criticism of using University resources to develop and deliver the course.

Recommendations

As a result of the findings and conclusions listed in the study, the following recommendations were made:

1. That an extended orientation course as conducted and reflected in the study not be used as a primary method to improve the academic achievement of students at Embry-Riddle Aeronautical University. The findings and conclusions may further serve other institutions to use caution in depending on similar courses to improve student academic performance.

2. That an extended orientation course as conducted and reflected in the study not be used as the primary or only method to improve the retention of students at Embry-Riddle Aeronautical University. The findings and conclusions may further serve to caution other institutions not to depend heavily on similar courses to improve student retention.

3. That the benefits of conducting an extended orientation course to make for a smoother transition for freshman students be explored. It was further recommended that exploration of the effect of such a course on the "spirit" of the study body also be made. If the course is to be offered in the future as a method to improve a feeling of spirit it is recommended that enrollment be on a voluntary basis.

4. That greater care should be taken with the selection and training of faculty members at Embry-Riddle Aeronautical University should such courses be offered in

the future. Other institutions considering offering such courses were advised to take similar care.

5. That the Experimental and Control groups be tracked for the next four years to determine if an effect on academic achievement and retention will be shown to exist over time. It is also recommended that other interested persons and institutions track orientation program participants over several terms to determine if long term effects occur.

6. Additional recommendation for future studies include: (a) replication of this or other similar studies and; (b) construction and implementation of designs that limit self selection into study groups.

APPENDICES

APPENDIX A

COURSE OUTLINE

Schedule of Frist Seven Weeks - 14 Sessions

Session #1 - Sept. 2

- Lecture -- 30 minutes - Review/Préview and the selling of the course. May want to combine with power process lecture.
- Exercise -- 25 minutes - Nametag exercise or an alternative; pg. 141-142.
- Assignment -- read Introduction and first part of Chapter for next class; (pg. 1 - 7 fifth ed.)

Session #2 - Sept. 4

- Guest -- 15 minutes - Dennis McGee, Airport Manager
- Exercise - 20 minutes - Agreements/Course Syllabus and grading policy.
- Sharing -- 20 minutes - address initial concerns of students.
- Assignment -- Chapter 1 - up to page 25 - complete the Discovery Guide and Discovery Wheel.

Session #3 - Sept. 9

- Review/Preview - 5 minutes
- Guest -- Introduction to and tour of the Library - 50 minutes. Complete library survey sheet. Chris Poucher and Kathleen Citro, Librarians.
- Assignment -- Complete Chapter 1, complete quiz at end of the chapter - it will be turned in. Assign A, B, or C designate to each student and have them prepare a 5 minute review of a section of Chapter 1.

Session #4 - Sept. 11

- Exercise -- Student Teach - 15 minutes
 - A - The Discovery and Intention Journal System
 - B - Ideas Are Tools
 - C - The Master Student
- Quiz -- 15 minutes
- Sharing -- 20 minutes.
- Assignment & Review/Preview -- Read Chapter II, page 38. For the time monitor exercise pages 41-46, keep track of only 1 day, Monday, Sept. 15.

Session #5 - Sept. 16

- Guest -- 15 minutes
- Review and Preview -- 5 minutes
- Exercise -- 20 minutes. Time monitor exercise review and begin the time plan exercise in class.
- Assignment -- Read pages 56 - 66 and complete quiz on pages 67-68.
 - Assign A, B, or C. Designate to students to prepare for a 5 minute teaching review.

Session #6 - Sept. 18

- Exercise -- 15 minutes - student teach.
- Quiz - 15 minutes
- Sharing -- 20 minutes
- Assignment & Review/Preview -- Read Chapter III, pages 70 - 85.

Session #7 - Sept. 23

- Guest -- 15 minutes
- Review/Preview
- Lecture - 15 minutes - Power Process #3, or Memory Lecture or a combination of both.
- Exercise -- 20 minutes - choose Life Line Exercise (pg. 138), or Memory Story Exercise (pg. 147), or Hollywood Producers (pg. 148).
- Assignment -- Read pages 86 - 90.
 - Do quiz pages 91 & 92.
 - Prepare for 5 minutes teaching on A, B, or C.

Session #8 - Sept. 25

- Exercise -- 15 minutes - student teach A, B, & C.
 - A) You Never Forget, p. 73 - 75
 - B) 12 Memory Techniques, p. 76 - 82
 - C) Mnemonic Devices, p. 83 - 85

- Quiz -- 15 minutes
- Sharing -- 20 minutes
- Assignment & Review/Preview - Read Chapter IV, pg. 94 - 104.

Session #9 - Sept. 30

- Guest -- 15 to 30 minutes.
- Review/Preview
- Lecture -- 15 to 30 minutes - on Power Process #4:
Notice Your Pictures and Let Them Go and/or
Muscle Reading.
- Exercise -- "F Hiding," pg. 155 -- 5 to 10 minutes.
- Assignment -- Muscle read the section titled "Reading Fast"
pg. 106 - 109. Turn in notes.
 - Read pages 110 - 112 and complete quiz on
pages 113 - 114.
 - Assign student teach A, B, & C.

Session #10 - Oct. 2

- Exercise -- Student Teach A) Muscle Reading pg. 96 - 104
B) Reading Fast pg. 106 - 109
C) Power Process #4 pg. 110 - 111
- Quiz -- 15 minutes
- Sharing -- 20 minutes
- Assignment & Review/Preview -- (a) read pg. 117 - 128 - use
this process/method to take notes in a class of
your choice that will meet between now and next
week. Turn in the notes from this class one week
from today. (b) Read pages 134 - 138; Power Process #5:
You Create It All.

Session #11 - Oct. 7

- Guest -- 15 to 20 minutes
- Review/Preview
- Lecture -- Power Process #5: You Create It All, pg. 134-138
and/or lecture on note-taking - 15-20 minutes.
- Exercises -- Perfect Student, pg. 147, or if more appropriate
for the class - Attendance Brainstorm, pg. 159 -
10-15 minutes.

- Assignment -- Read pg. 129 - 133 and page 140.
- Complete Quiz on pg. 141 - 142.
- Assign Student Teacher A, B, or C.

Session #12 - Oct. 9

- Exercise -- Student Teach - 15 minutes
 - A) Observing pg. 118- 122
 - B) Recording pg. 122 - 126
 - C) Review pg. 126 - 128 plus, When Instructor Talks Fast," pg. 133.
- Quiz -- 15 minutes
- Sharing -- 20 minutes
- Assignment & Review/Preview -- Chapter VI, pages 144 - 162.

Session #13 - Oct. 14

- Guest -- 15 to 20 minutes
- Review/Preview
- Lecture -- 10 to 20 minutes Power Process #6 and/or Test Anxiety. (See supplemental notes pg. 109 - 110).
- Exercise -- 15 to 20 minutes - Guided Imagery, pg. 115, or Body Scans, pg. 152.
- Assignment -- pg. 163 - 172 and complete quiz on pg. 173 - 174.
 - Assign student teacher A, B, C.

Session #14 - Oct. 16

- Exercise -- Student Teach, 15 minutes
 - A) What To Do Before the Test, pg. 148 - 152
 - B) What To Do During the Test, pg. 152 - 156
 - C) Test Anxiety, pg. 166 - 171
- Quiz -- 15 minutes
- Sharing -- 20 minutes
- Assignment & Review/Preview - Chapter 7, pg. 176 - 193.

Session #15 - October 21st

- Guest 15 to 20 minutes
- Lecture Power Process #7 Be a Fool 20 minutes
- Assign Student Teach A, B, or C. Assign reading pg. 194 to 203
Complete quiz on pages 201-202.
- Sharing 10 minutes

Session #16 - October 23rd

- Student Teach 15 minutes
 - A) Solving Math & Science Problems 196-197
 - B) Preparing speeches 181-191
 - C) Creativity Techniques 178-181

or the exercise

- Mountain Survival Problem 30 minutes
Pg. 116 Instructor's Guide
- Quiz 15 minutes
- Assignments & preview of Chapter 8
pg. 204 to 218

Session 17 Oct. 28

- Guest 15 to 20 minutes
- Lecture 15 to 20 minutes. On Power Process "You are your word" or on Communication
- Exercise 5 minutes pg. 164. "Are they listening," #2.
- Assignment -- pg. 219 through 222 and complete end of Chapter Quiz.
 - Assign Student Teacher

Session 18 Oct. 30

- Exercise: Choice of Listening exercise (Handout) or listed in Instructor's Guide pg. 119.

or

Student Teach

- (A) The Communication Loop 206-207
- (B) Listening 210-211
- (C) Relationships with Instructors 216-217

- Quiz: 15 minutes
- Sharing: Remaining Time (Note additional material on Fran Worden Henry pg. 85 of Instructor's Guide)
- Assignment: Chapter 9, pg. 226-246

Session 19 Nov. 4

- Guest 15 to 20 minutes
- Lecture 10 to 20 minutes on Power Process "Surrender" or a topic related to the Chapter of interest to the Professor.
- Exercise The relaxation exercise of visualization pg. 151, 10 minutes
- Assignment -- pages 247-252 and complete quiz on pages 253-254.
 - Assign Student Teacher A, B and C if using this format or Nutrition Journal Exercise page 158.

Session 20 Nov. 6

- Exercise: Student Teach 15 minutes

(A) Taking Care of Your Machine pg. 228-231 and page 234 to the end of "Rest it" section.

(B) Beginning on page 234 "Protect it" to the end of page 238.

(C) "The Truth" page 239 to 246.

or

Follow up on Nutrition Exercise page 158 - 15 minutes

- Quiz 15 minutes
- Sharing 15 to 20 minutes
- Assignment Chapter 10 Money. Read pages 257-278. We will do exercise #46 in class.

Session 21 Nov. 11

- Guest Speaker 15 to 20 minutes
- Lecture, Power Process #10 "The Process is Always the Same" or a lecture related to the Chapter. 15 minutes
- Exercise 15 to 20 minutes. On page 274 of the text do Exercise #46 in class as a unit.
- Assignment -- Read pages 279 to 284
Complete Quiz on page 285-286
Assign Student Teach A, C, or C

Session 22 Nov. 13

- Exercise - Student Teach 15 minutes
 - (A) Money in and Out pg. 258-260
 - (B) Part-time Jobs pg. 272-273
 - (C) You can Pay for It pg. 275-278

Or

Economic or Money Management exercise of professors choice

- Quiz 15 minutes
- Sharing 15 minutes
- Assignment -- Read Chapter 11 pg. 289-304

Session 23 Nov. 18

- Guest 15 to 20 minutes
- Lecture Power Process #11 or a related topic to the chapter - 20 minutes
- Sharing Class discussion on Guest Speaker or Lecture - 15 minutes
- Assignment Complete quiz on pages 305-306
Assign Student Teach A, B, or C.

Session 24 Nov. 20

- Exercise Student Teach - 15 minutes
 - A) Contributing pg. 294-295
 - B) Campus Resources pg. 297
 - C) Community Resources 298-299

OR

An Exercise of professor's choice from Instructor's Guide

- Quiz 15 minutes
- Sharing 15 minutes
- Assignment Professor's choice

Session 25 Nov. 25

- Guest 20 to 30 minutes
- Lecture Follow up discussion on guest speaker, or completion of an exercise, or of a previous chapter exercise for review.
- Assignment Read Chapter 12 pg. 309 to 328 (Note: Exercise #56 pg. 324-327 will be done in class

Have a great Thanksgiving Break.

November 27 Holiday

Session 26 Dec. 2nd

- Guest 20 minutes
- Exercise Do Exercise #56 on pages 324-327 in the text in class. Students compare results with the Discovery exercise completed in Chapter 1.
- Sharing Discussion of exercise #56
- Assignment Complete Quiz on pg. 329-330
Student Teach Assign. A,B, or C

Session 27 Dec. 4

- Exercise If Student Teach exercise is being used - 15 minutes
 - A) What Next pg. 310-311
 - B) Attitudes, Affirmations and Visualizations 312-313
 - C) Goals and Careers 316-318

OR

If not using Student Exercise - Option to use the exercise described on page 162 of the Instructor's Guide - "What Next."

- Class Evaluation in place of End of Chapter Quiz - 15 minutes
- Class wrap up (lecture or sharing as appropriate) - 20 minutes

APPENDIX B

COURSE SYLLABUS

COURSE SYLLABUS

Applied Individual + Group Psychology
SS-205

Instructor:

Office Hours:

Office Location:

I. COURSE DESCRIPTION

The course is designed to assist the student in obtaining skills and information necessary to reach his/her educational objectives. Topics to be covered include study skills and techniques, preparing for and taking tests, time management, academic and career planning, communication skills, memory development and addressing issues that face many college students.

II. GENERAL REQUIREMENTS

Reading 30-40 pages per week
Writing 100-200 words per week
Regular Class Attendance
Participation in Class

III. OBJECTIVES

1. Student Effectiveness -- Increases motivational level and effectiveness as a student, possibly beyond expectations.
2. Time Management -- Learn to avoid anxieties so often associated with being a student by managing time more effectively.
3. Memory Development -- Discover a more powerful memory while developing methods of applying it to course work and career objectives.
4. Reading and Comprehension -- Learn reading techniques which will assist a student in gleaning the most effective ideas from his/her textbooks.
5. Note Taking -- Master various techniques for taking notes including Boston College and Cornell methods and 3 x 5 cards.
6. Test Taking/Test Anxiety -- Develop various strategies for test preparation, shaping test-taking skills for both objective and essay examinations and learning how to control test anxiety.

SS-205
Page 2

7. Creativity -- Learn how right-brain and left-brain functions relate to the preparation of speeches and term papers.
8. Wellness and Health -- Recognize the importance of holistic health concepts and how they affect educational and career objectives.
9. Learning Styles -- Master various learning styles including auditory, visual and kinesthetic.
10. Resources -- Become familiar with and able to utilize community and campus resources designed to aid student success including the library, financial aids, counseling, assessment center, tutorial services, health services, career center, and other support services.
11. Career/Life Planning -- Examine and explore: career options, future trends, the job market, personal values and skills, job hunting tips, where a part-time job fits into the career search, a decision-making model, resume writing, and how to choose college classes that interface with a career choice.

IV. TEXTBOOK

Required: Becoming a Master Student, by David B. Ellis
published by College Survival, Inc.

V. TEACHING STRATEGIES

The objectives in this course will be achieved by lectures, group discussions, guest speakers, individual and group activities assignments outside of class, and frequent quizzes.

VI. GRADES

A letter grade of A, B, C, D, or F will be submitted at the end of the term based upon:

1. Attendance
2. Quizzes
3. Homework

(See grading policy outline for specifics)

APPENDIX C

GRADING POLICY

GRADING POLICY

SS-205

The purpose of this course is to provide students with information, ideas, techniques and experiences that support student success. The grading policy has been developed to reflect that the more a student works toward student success the higher their assigned grade will be.

Regular classroom attendance, completion of assignments, and being prepared to participate are all important parts of being a successful student and are part of the grading policy.

To Earn a Grade of "C"

1. No more than 3 non-approved absences.
2. Completion of all take-home, end of chapter quizzes.
3. Completion of a majority of homework assignments.
4. Earn a score of 70% or better on the majority of in-class quizzes.

To Earn a Grade of "B"

1. No more than 2 non-approved absences.
2. Completion of all take-home, end of chapter quizzes.
3. Completion of all homework assignments.
4. Earn a score of 75% or better on all class quizzes. Make arrangements to retake a quiz if below 75% is realized.

To Earn a Grade of "A"

1. No more than 1 non-approved absence.
2. Completion of all take-home, end of chapter quizzes.
3. Completion of all homework assignments on time.
4. Earn a score of 85% or better on all in-class quizzes. Make arrangements to retake a quiz if below 85% is realized.

APPENDIX D

COURSE PHILOSOPHY

Course Philosophy

The underlying philosophy of this course is based on three assumptions. They are:

- 1) There are no secrets.
- 2) There are no victims.
- 3) There are no solos.

1. There are no secrets. It is usually a mistake to assume that students come to school prepared to adjust to drastic changes in their environments and lifestyles. Assuming they know how to study and how to be effective students is also often a mistake. Being in school for many years is no guarantee that students have mastered the process of learning.

When talking to students who have dropped out, many educators discover that most students entered school with both the ability and the motivation to succeed. What they lacked was a clear understanding of the specific strategies needed to get what they wanted out of school.

There are no secrets about how to be a successful student. Anyone who can read a paragraph and follow simple directions can succeed in school. The path to success is clearly mapped. It is rarely a question of fundamental ability or motivation. More often it is a question of a student being aware of effective strategies, experimenting with them, finding the ones that work for him, and adopting them as habitual behaviors.

Becoming A Master Student and the course outlined in this *Course Manual* present a positive and appealing image of a successful student. Almost anyone can identify with it. Once a student sees that there is no secret or magic associated with being successful and she begins to identify with a successful image, a powerful thing happens. Her daily activities and performance begin to fall into alignment with her self-perception. She is more than halfway to her goal of becoming a master student.

2. There are no victims. Blaming, whether we are blaming other people, ourselves, or circumstances, does nothing to empower us to get what we want in our lives. Power Process #5, *You Create It All*, presents this idea to students. It is on page 134 of the text.

3. There are no solos. We are social animals. Peer pressure is a major force in our lives. Others play a powerful role in the development of our values, belief systems, and behaviors. A supportive environment, which includes positive support groups, is a critical element of student success. This course provides an opportunity for students to bond with others and form mutually supportive relationships.

APPENDIX E

COURSE PURPOSE

Course purpose

THE PURPOSE OF THIS COURSE IS TO PROVIDE AN OPPORTUNITY FOR STUDENTS TO LEARN AND ADOPT METHODS TO PROMOTE THEIR SUCCESS IN SCHOOL.

Every item in the brainstorm lists of possible lectures, exercises, guest speakers, and share seeds has this purpose.

Reminding students of their own purpose for being in school helps them stay on task throughout their daily activities. Their purpose gives meaning and importance to what they are doing. Examining purposes and keeping them in mind supports success.

The intention of the course is made clear by closely examining its purpose. You can carefully review the purpose by discussing each of the following key phrases:

1. Purpose—Everyone has untapped potential. Becoming a master student is a lifelong process. The purpose does not prescribe a final destination. It suggests a direction of growth and learning. It is impossible, for example to arrive at a destination called “east”. Traveling east makes more sense. We can use this purpose like a point on a compass and continually monitor our progress.

2. Provide an opportunity—The American Heritage dictionary defines “teach” as “To cause to learn. . .”. “Cause” is defined as “A person or thing responsible for an action or result.” Since everyone is responsible for his own learning, no one else can be the source or cause of that learning. So we have an interesting dilemma. No one can cause another’s learning, and teaching is causing another’s learning. There is only one possible conclusion. Teaching is impossible!

Don’t be discouraged. Teaching as a profession is not in jeopardy. Even though it is impossible, teachers do have an incredibly challenging and useful job. They provide an opportunity for students to learn. They can invite students to learn. Teachers can set the stage in the most effective way possible for learning to take place. The responsibility for learning rests with the student.

Learning, defined as “the act of gaining knowledge or skill”, is not only possible, it is the most natural act humans perform. It begins before birth and continues at least until death.

Teachers are responsible for providing an opportunity. Students are responsible for learning.

3. Learn and adopt—Knowing what is needed to be successful is not enough. Unless strategies for success are put into action, they are useless. The course encourages students to not only learn, but also adopt methods to be successful in

school. This often requires behavioral change. Selling students on the idea of changing their behavior is the ultimate challenge of this course. Shifts in attitudes, values, and beliefs accompany shifts in behavior.

4. Methods—Most of the course involves concrete techniques and specific strategies for success. Parts of it, however, are philosophical in nature. These are ideas that can be used as tools to build a successful experience at school and beyond. See Power Process #1 on page 26 of the text for a discussion about "Ideas Are Tools."

5. Successful in school—There is no one model of success that is appropriate for everyone. People are different and so are their pictures of success. It is not the intent of the course to support success as defined by parents, teachers, or administrators. Success needs to be defined individually by each unique student.

Being a successful student may help ensure success later in life. While some of the material in the course can be seen as dealing with general life skills, the purpose lies within the domain of students and education.

APPENDIX F

TEXTBOOK STYLE AND CONTENT

Textbook Style and Content

The text is organized in chunks and does not need to be followed in sequential order. The order of the presentation may be changed to fit the class needs.

Many of the exercises can be done in class and in some cases should be.

The text was designed to appeal to a student raised on "media". Most students entering college have spent more than 17,000 hours watching television and less than 10,000 hours in school. A typical student is bombarded with literally hundreds of commercial messages each day. Highly skilled advertisers spend millions of dollars convincing him to turn his attention to everything from deodorant to soft drinks.

Television has been called the "message-a-minute medium". The average television program presents a message every two minutes. Commercials present a message every 15 to 30 seconds. Students accustomed to this caliber of communication are sophisticated media critics. They have been trained by the best and their attention is not easily won, especially by textbooks.

To add to the challenge of creating a textbook that encourages students to read and absorb information, only a small percentage of the total amount of time students spent in school has been time on task devoted to academics. Of the total time on task, only a portion has been used in reading for comprehension.

Becoming A Master Student was written and designed with all of this in mind. It has a critically important message and conveys it in a way that gives ad agencies a run for their money. Ideas in the text are presented like a series of advertisements for various behaviors that promote student success. There are colored illustrations, photographs, and many short, self-contained messages. The magazine-type format, humor, and conversational tone are intended to make reading this book an enjoyable as well as valuable experience.

The book is intrusive. Its physical size and bright color are not accidents. The book is too big to fit easily in most drawers and too expensive-looking to throw away. The result is that it sits on a shelf and invades the student's space. The message of *Becoming A Master Student* is continually available to the student's consciousness.

The techniques in the book are effective. No amount of expert testimony is as convincing as a student's own experience. Practicality is the key. Students are not told why these ideas work. This is not a book about educational theory or psychology. It does not intend to provide students with the means to psychoanalyze themselves. The purpose of the book is to present techniques that can be used immediately to produce results.

All of the techniques in this book are not applicable for all students in all situations.

What works for one student may not work for another. The book does not moralize or make absolute predictions about student behavior. Students are likely to have experiences which are different from what is reported in any book and moralizing usually falls on deaf ears. Individualizing the material is a matter of trial and error. The spirit of the book is to encourage students to experiment with the ideas—give them a fair trial and if they work, continue to use them.

The book is not aimed exclusively at traditional college freshmen. It is designed to meet the needs of a wide variety of non-traditional students as well. Veterans, men and women making mid-career changes, retirees, and women returning to the job market after years of working at home all have special concerns about college. These students are often apprehensive about study skills and need reassurance. This book starts with the basics.

The ideas and techniques in this book are as applicable to four-year liberal arts programs as they are to short technical programs. In fact, learning how to learn, which is what the book is all about, is appropriate anywhere learning is taking place.

Becoming A Master Student uses repetition. Advertisers use this technique. It works. A spiral approach to repetition takes hundreds of different ideas and weaves them into an organic whole. Ideas which are covered in detail in later chapters appear briefly in earlier chapters. Ideas developed previously are reinforced later.

Pages in the book are perforated so they can be torn out easily. This is done to make selected pages of the book more convenient for students to use. Teachers may want to have students hand in some of the exercises, quizzes, or journal entries. Caution is suggested because exercises and journal entries are most effective when students can be completely honest about what they write.

There are six elements common to each chapter. They are:

1. **In This Chapter**—A short description of the contents of the chapter lays the groundwork, helps students preview, and raises their curiosity.
2. **Exercises**—Exercises in the book invite student participation. They can translate what they are learning into personally relevant information. This reinforces the underlying philosophy of the course which promotes students to take responsibility for their own educational experiences.
3. **Journal entries**—Insights generated by writing in journals are often surprising and can be extremely valuable. Through “discovery statements”, “intention statements”, and “look back” entries, students are encouraged to examine their experiences, evaluate their behavior, explore their values, determine what (if anything) they want to modify, and form specific plans for getting what they want.

4. **Master Student**—Brief accounts taken from the lives of generally well-known personalities provide examples of the behavior, attitude, and spirit of a master student.

5. **Power Process**—Most of the book deals with specific concrete strategies. Power Processes have a more philosophical nature and can be applied to life in general. The “process” we use is often independent of “content”. “How” we approach a circumstance is often more important than “what” the circumstance involves. These “processes” or “hows” of life are discussed in the Power Process section.

6. **Quiz**—A quiz appears at the end of each chapter. Quizzes are intended to do more than test for retention of factual information. They also explore interpretations and affective reactions. Answers to all quiz questions are in the back of the book. These can be removed and collected on the first class day. Completed quizzes can also be removed and collected each week.

Material in this text is presented in a sequence that corresponds with the interests and needs of many students.

Chapter 1, *First Step*, deals with assessing personal strengths and weaknesses and goal setting. It is an opportunity for students to remind themselves why they are in school. Being aware of a purpose produces raw energy that translates into positive daily behaviors.

By the time most students are a few weeks into their college experience, and sometimes much sooner, they are feeling the demands of their tight schedules. Chapter 2, *Time*, offers students tools and suggestions about monitoring and managing this elusive resource.

Chapter 3, *Memory*, suggests techniques that can assist students in recalling more of what they read and study. The skills of memorizing are critical to the student's entire education and to applying the techniques in the rest of *Becoming A Master Student*.

The next three chapters deal with fundamental study skills. Chapter 4, *Reading*, presents an active approach called muscle reading. It outlines strategies for previewing and reviewing an assignment as well as strategies to use while reading.

Both mind mapping and conventional outlining methods are discussed and illustrated in Chapter 5, *Notes*. Students are also given techniques for staying alert even in a boring lecture.

Preparing for and taking tests are the subjects of Chapter 6, *Tests*. Ways to relax and deal with test anxiety are also covered.

Unleashing a torrential deluge of imaginative inventions, Chapter 7, *Creativity*,

focuses on ways to prepare and present prolific, penetrating, professional, and possibly provocative papers and presentations.

Chapter 8, *Relationships*, offers tips on interpersonal communications and handling relationships with family, friends, lovers, and instructors.

Health has a direct influence on student performance. Chapter 9, *Health*, deals with alcohol and drug abuse, nutrition, exercise, and general health habits that can help students stay physically sound and mentally alert.

Chapter 10, *Money*, gives students the opportunity to eliminate financial problems as a reason for dropping out of school. Many concrete suggestions are given about increasing income and decreasing expenses. Students learn how to monitor and budget the flow of money. Financial aid is also discussed. Most campuses and communities have resources that can be valuable to students but are often unknown. Chapter 11, *Resources*, also talks about how governmental agencies and national organizations can be useful.

The last chapter, *What Next*, suggests that the end is also the beginning. Opportunities in life are abundant and we are limited only by our imaginations. Students are now ready to begin the miraculous and rewarding life-long adventure of *Becoming A Master Student*.

APPENDIX G

GUEST SPEAKERS

LIST OF GUEST SPEAKERS

1. Mr. Dennis McGee, Airport Director, Daytona Beach Regional Airport and Mr. Alan Schmidl, Facility Supervisor, Daytona Beach Regional Airport.

Both Mr. McGee and Mr. Schmidl were past graduates of Embry-Riddle Aeronautical University. They were asked to address the classes on their experiences at the University and the resources they used as students to help them make it to graduation.

2. Ms. Kathleen Citron and Ms. Christine Poucher, Senior Campus Staff Librarians.

Both provided an introduction to and tour of the campus Library.

3. Mr. John Walsh, student writing lab tutor.

Spoke to classes of availability of free writing tutors.

4. Dr. Elliott W. Jacobs, Math Professor and Coordinator of Math Tutor Lab.

Dr. Jacobs spoke to classes on availability of math tutors at no cost.

5. Ms. Linda Bloom, Director of Counseling.

Addressed services available through the Counseling Center.

6. Ms. Maureen Bridger, Director of Campus Health Services.

Addressed health care services on campus and consulting medical practitioners in the community.

7. Ms. Kathy Novak, Director of Student Services.

Presentation of involvement opportunities in student clubs and organizations.

8. Ms. Leslie Whitmer, Director of Recreation.

Presentation of campus recreation facilities, involvement in intramural sports and in club sports.

9. Ms. Lynne Evans, Counseling Coordinator.

Discussion on study techniques and test taking.

10. Ms. Cynthia Femrite, Career Center Officer.

Presentation of career center services, co-op opportunities and benefit of early career exploration.

11. Dr. Milton Horowitz, Professor of Business and Aviation Law.

Presentation of how to avoid legal trouble in the community by knowing the basics of contract law.

12. Mr. Arnold Leonora, Broker for Merrill Lynch and Tax Consultant.

Presentation of opportunities for business major graduates.

13. Ms. Nancy Parker, Humanities Professor.

Presentation on the connection of right brain/left brain to creativity.

14. Mr. Phillip Ledbetter, Director of Financial Aid.

Presentation of maximizing chance of receiving financial aid.

APPENDIX H

SAMPLE LETTERS

**MEMORANDUM**

DAYTONA BEACH CAMPUS

TO: Linda Bloom and Maureen Bridger **DATE:** October 29, 1986
FROM: Dan Kelly
SUBJECT: Presentation to Freshman Business Administration
Students on November 4 and November 11

Thank you for agreeing to address the Freshman class of Business Administration students. The students you will be addressing are enrolled in a course that was designed to assist students in obtaining skills and information necessary to reach their educational goals. Topics that have been covered include study skills and techniques, preparing for test taking, time management, career planning, communication skill development, and in many other areas with issues that face college students today.

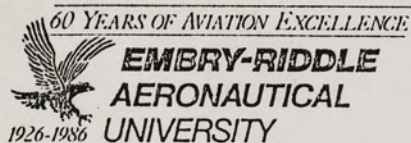
In addition to lectures, group discussions, and assignments the students are being exposed to guest speakers who provide variety, cover content and most importantly, raise student awareness about what resources are available to them. To this end your input has the potential for a lasting impact on these students.

The schedule of classes and the professors are as follows:

- | | | |
|----------------|----|------------------------------|
| On November 4 | 1) | Professor - William Brown |
| | | Time - 3:00 p.m. |
| | | Place - Classroom B504 |
| On November 11 | 2) | Professor - Don Campbell |
| | | Time - 8:30 a.m. |
| | | Place - Classroom B507 |
| | 3) | Professor - Leonard Callahan |
| | | Time - 12:30 p.m. |
| | | Place - Classroom E609 |

After a brief overview the professors will turn the class over to you for approximately 15 to 20 minutes. If you should have any questions, please call me. Thank you again for your willingness to become involved and share your knowledge and expertise.

✓cc: SS-205 Professors



Regional Airport
Daytona Beach, Florida 32014
904/252-5561

November 10, 1986

Mr. Arnold Leonora
Merril Lynch Inc.
444 Seabreeze Boulevard
Suite 550
Daytona Beach, FL 32018

Dear Arnold:

Thank you for agreeing to address the Freshman class of Business Administration students on November 18, 1986. The students you will address are enrolled in a course that was designed to assist students in obtaining skills and information necessary to reach their educational objectives. Topics that have been covered in the course include study skills, test taking, time management, career planning, communication skill development, and other topics of concern to freshman college students.

In addition to lectures, group discussions and assignments the students are being exposed to guest speakers who provide variety, cover content, and most importantly raise student awareness of what resources and opportunities are available to them. To this end your input has the potential for a lasting impact on these students. What may be of particular interest to these students are opportunities that you are aware of for graduates with a bachelor's degree in business as well as the benefit the students could obtain from becoming involved in such activities as the Management Club or Student Government.

The schedule of the classes and the professors are as follows:

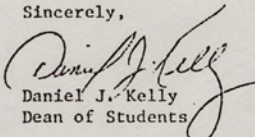
- 1) Professor - Don Campbell
Time - 8:30 a.m.
Place - Classroom B 507
- 2) Professor - Leonard Callahan
Time - 12:30 p.m.
Place - Classroom E 609
- 3) Professor - William Brown
Time - 3:00 p.m.
Place - Classroom B 504

An Equal Opportunity Employer

Mr. Arnold Leonora
November 10, 1986
Page Two

After a brief introduction the professors will turn the classes over to you for approximately 15 to 20 minutes. Thank you again for your willingness to become involved and share your knowledge and experience.

Sincerely,



Daniel J. Kelly
Dean of Students

cc: SS-205 Professors

APPENDIX I

ORIENTATION ACTIVITIES OUTLINE



FRESHMEN - GROUP III
Student Orientation

Small Group
 Room # _____
 English/Reading
 Room # _____
 Math
 Room # _____

WEDNESDAY, AUGUST 27, 1986

- 8:00 a.m. Introductory Activities University Center
- 10:30 a.m. Small Group Discussion Please note the
 Student Orientation Leaders will lead room assignment
 a discussion on various topics relevant in the above box.
 to the campus and local community.
- 12:00 Noon Lunch Break University Center
 The cafeteria will be open for service.
- 1:00 p.m. Michigan Exam A - 103
 Foreign students who have not taken
 this exam must do so at this time.
- 1:30 p.m. English/Reading Placement Testing Please note the
 room assignment
 in the above box.
- 3:30 p.m. Math Placement Testing Please note the
 room assignment
 in the above box.
- 4:00 p.m. Campus Tour G - Building

WEDNESDAY, AUGUST 27 (Cont.)

- 4:30 p.m. Foreign Student Briefing A - 109
 All foreign students are required to attend.
- 5:00 p.m. Flight Meetings G - 109/112
 or
 6:00 p.m. Students planning to enroll in flight are required to attend. Students with last names M - R attend at 5:00 p.m. Students with last names S - Z attend at 6:00 p.m.
- 7:00 p.m. ROTC Briefings University Center
 Students interested in the Army or Air Force Reserve Officer Training programs should attend.
- 8:00 p.m. Housing Meeting W - 306
 Students who are on the waiting list for University-managed housing should attend.
- 9:00 p.m. Orientation Slide Presentation University Center
 Pictures taken throughout Orientation will be shown on the big screen.
- 9:30 p.m. Movie "St. Elmo's Fire" University Center

THURSDAY, AUGUST 28, 1986

8:00 a.m. Chemistry Placement Test Classroom by
last name.

Students in Aeronautical Engineering,
Aircraft Engineering Technology, Avionics
and Aviation Technology are required to
take this exam.

M - S A - 109
T - Z A - 115

10:00 a.m. Academic Placement Test Results Classroom by
last name

All students who took placement tests
must pick up their results at this
time.

M - O W-306 S - T A-109
P - R W-309 U - Z A-201

10:30 a.m. Academic Rules & Regulations/
Course Selection Classroom by program
and last name

Aeronautical Engineering M - P E - 609
Q - Sm E - 611
Sn - Z E - 613

Aeronautical Science Ma - Me H - 110
Mf - Ni H - 113
Nj - Pd H - 117
Pb - Re H - 120
Rf - Sa H - 122
Sb - St G - 109
Su - T G - 112
U - We P - 145
Wf - Z P - 146

Aeronautical Studies M - Z P - 147

Aircraft Engineering Technology M - Z A - 103

Airway Science M - Z P - 147

Aviation Business Administration M - Z A - 201

Aviation Maintenance Management M - Z A - 201

THURSDAY, AUGUST 28, 1986 (Cont.)

Academic Rules & Regulations/
Course Selection (Cont.)

Aviation Maintenance Technology.....	M - S.....	P - 153
	T - Z.....	P - 152
Aviation Technology.....	M - Z.....	P - 148
Avionics.....	M - Z.....	P - 149
Computer Science with Aviation Application....	M - Z.....	W - 309
Professional Aeronautics.....	M - Z.....	P - 147

2:00 p.m.....Campus Tour.....University Center

3:00 p.m. - 7:00 p.m., Registration.....University Center

REPORT AT THE TIME PRINTED ON YOUR
ADMISSION PACKET.

ERAU I.D. CARD AND WHITE ADMISSION
PACKET ARE REQUIRED.

4:00 p.m. - 8:00 p.m., Pool Party.....Tine Davis Swimming
Pool

FRIDAY, AUGUST 29, 1986

8:00 a.m. - 1:00 p.m., Registration.....University Center

REPORT AT THE TIME PRINTED ON YOUR
ADMISSION PACKET.

ERAU I.D. CARD AND WHITE ADMISSION
PACKET ARE REQUIRED.

8:00 p.m.....Entertainment.....University Center

To be Announced

MISCELLANEOUS INFORMATIONI.D. CARDS:

Must be made prior to registration. I.D. pictures will be taken in C-Building, Rooms 414/415.

WEDNESDAY, AUGUST 27, 8:30 a.m. - 4:30 p.m.

THURSDAY, AUGUST 28, 8:30 a.m. - 4:30 p.m.

NOTE: White Admission Packet required.

VEHICLE REGISTRATION:

Register your motor vehicle (and/or bicycle) and pay your parking fee in C-Building, Rooms, 414/415.

WEDNESDAY, AUGUST 27, 8:30 a.m. - 4:30 p.m.

THURSDAY, AUGUST 28, 8:30 a.m. - 4:30 p.m.

NOTE: ERAU I.D. card, proof of vehicle registration and ERAU post office box are needed to secure a University parking sticker.

UNIVERSITY HOUSING INFORMATION STATION:

Students currently on the Housing waiting list for University-managed housing may check at the station in the University Center for information regarding their status.

WEDNESDAY, AUGUST 27, 11:30 a.m. - 1:30 p.m.

CAFETERIA HOURS:

WEDNESDAY, AUGUST 27

Lunch: 11:30 a.m. - 2:00 p.m.

Grill: 2:00 p.m. - 5:00 p.m.

THURSDAY, AUGUST 28 - FRIDAY, AUGUST 29

Breakfast 7:30 a.m. - 10:00 a.m.

Lunch 11:30 a.m. - 2:00 p.m.

Grill 2:00 p.m. - 5:00 p.m.

NOTE: Meal Plans begin SUNDAY, AUGUST 31.

MISCELLANEOUS INFORMATION (Cont.)

MEAL PLAN SALES: On sale in the "FLIGHT DECK" area of the University Center.

WEDNESDAY, AUGUST 27

12:00 p.m. - 3:00 p.m.

THURSDAY, AUGUST 28 - FRIDAY, AUGUST 29

10:00 a.m. - 3:00 p.m.

BOOKSTORE: WEDNESDAY, AUGUST 27 - FRIDAY, AUGUST 29

8:30 a.m. - 4:30 p.m.

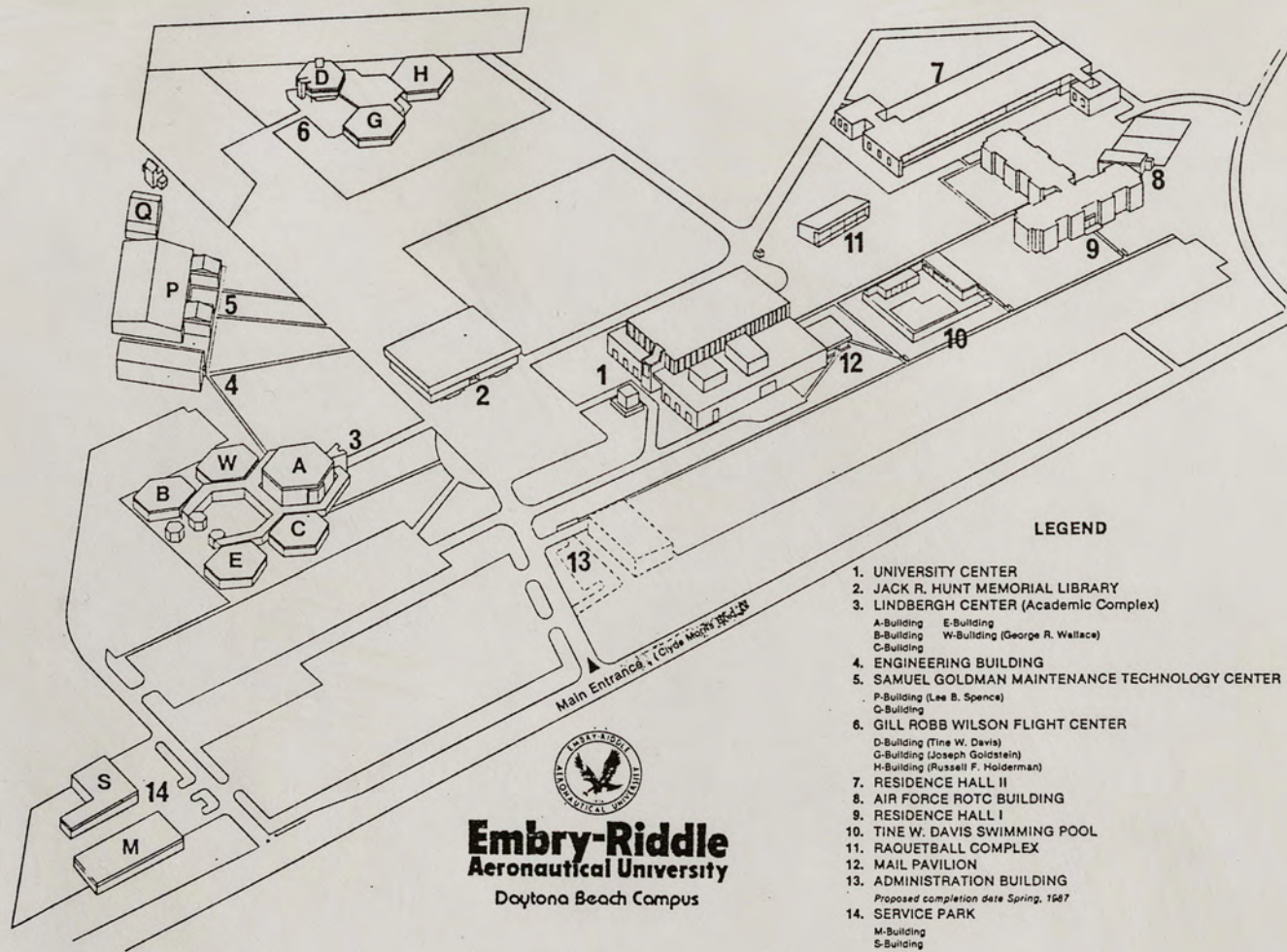
UPCOMING EVENTS

SEPTEMBER 3.....TOM DELUCCA.....8:30 p.m.....University Center
Comedian/Hypnotist

SEPTEMBER 4.....MONTE CARLO NIGHT.....8:30 p.m.....University Center

SEPTEMBER 12.....ATTITUDE ADJUSTMENT.....5:00 p.m.....University Center

SEPTEMBER 24.....CLUB & ORGANIZATION DAY.....9:00 a.m. - 4:00 p.m...University Center



LEGEND

- 1. UNIVERSITY CENTER
- 2. JACK R. HUNT MEMORIAL LIBRARY
- 3. LINDBERGH CENTER (Academic Complex)
 - A-Building
 - B-Building
 - C-Building
 - E-Building
 - W-Building (George R. Wallace)
- 4. ENGINEERING BUILDING
- 5. SAMUEL GOLDMAN MAINTENANCE TECHNOLOGY CENTER
 - P-Building (Lee B. Spence)
 - Q-Building
- 6. GILL ROBB WILSON FLIGHT CENTER
 - D-Building (Tine W. Davis)
 - G-Building (Joseph Goldstein)
 - H-Building (Russell F. Holderman)
- 7. RESIDENCE HALL II
- 8. AIR FORCE ROTC BUILDING
- 9. RESIDENCE HALL I
- 10. TINE W. DAVIS SWIMMING POOL
- 11. RAQUETBALL COMPLEX
- 12. MAIL PAVILION
- 13. ADMINISTRATION BUILDING
 - Proposed completion date Spring, 1987
- 14. SERVICE PARK
 - M-Building
 - S-Building

APPENDIX J

COURSE EVALUATION FORM AND STUDENT
RESPONSES TO OPEN ENDED
QUESTIONS

COURSE EVALUATION

SS-205

Fall Semester 1986

So that we may improve this course for the future, we need and want your honest comments. Please take a few minutes to complete this evaluation. We sincerely want a completed evaluation from all students in the class. It is not necessary for you to place your name on this form.

THE ORIENTATION CLASS ASSISTED ME IN:

(Check the column which MOST correctly applies for each statement.)

	Strongly Agree	Somewhat Agree	No Opinion	Disagree	Strongly Disagree
1. becoming more aware of campus resources (offices, services, activities, etc.)	_____	_____	_____	_____	_____
2. more effectively managing my time	_____	_____	_____	_____	_____
3. more effectively taking class notes	_____	_____	_____	_____	_____
4. examining and gaining a better understanding of interpersonal relationships	_____	_____	_____	_____	_____
5. preparing for tests	_____	_____	_____	_____	_____
6. taking tests	_____	_____	_____	_____	_____
7. interacting with my instructors	_____	_____	_____	_____	_____
8. gaining a better awareness of what the value of attending college means to me	_____	_____	_____	_____	_____

- | | Strongly
Agree | Somewhat
Agree | No opinion | Disagree | Strongly
Disagree |
|--|-------------------|-------------------|------------|----------|----------------------|
| 9. confirming my career choice in business administration or assisting in realization of a need for a change | _____ | _____ | _____ | _____ | _____ |
| 10. feeling more positive about attending college | _____ | _____ | _____ | _____ | _____ |
| 11. making a smoother transition from high school to college | _____ | _____ | _____ | _____ | _____ |
| 12. establishing friendships with other students | _____ | _____ | _____ | _____ | _____ |
| 13. achieving better grades in my other classes | _____ | _____ | _____ | _____ | _____ |
| 14. Should this course be given in the future to beginning ERAU students? | | | | | |
| strongly agree | _____ | | | | |
| somewhat agree | | _____ | | | |
| no opinion | | | _____ | | |
| disagree | | | | _____ | |
| strongly disagree | | | | | _____ |
| 15. Overall considering what you have learned from this class, would you say that you: (Circle One) | | | | | |
| a. learned or gained a lot from this class | | | | | |
| b. learned or gained enough from this class to make it worth your time | | | | | |
| c. learned or gained little from this class | | | | | |
| d. learned or gained almost nothing from this class | | | | | |

16. What other topics should be included in this course? Which of your personal, social, or academic concerns were not adequately addressed in the course content during the semester?

17. Please describe your reaction to the professor of this class. You may describe what you believe he has done well or what he could have done differently to improve the class.

Thank you very much for completing this evaluation!

Student Responses to Open Ended Questions

Responses of students to questions listed under item 16 on the course evaluation form. The two questions were: What other topics should be included in the course? Which of your personal, social, or academic concerns were not adequately addressed in the course during the semester? Of the 50 students completing the evaluation, 34 provided answers to these open ended questions. Responses 1 through 10 were recorded in one class; responses 11 through 28 in the second class and; 29 through 34 in the third.

1. We should have used the course book more often. There should've been a course syllabus to follow.
2. In my opinion all topics were covered.
3. I think that career choices should be emphasized a little more. I also think that there should be more emphasis on your choice to take business administration as a major. Make the student certain that he made the right choice or that there is a need for a change.
4. Motivation and procrastination were not addressed during course. Psychology was hardly touched on. We should have worked out of the book more often.
5. How to deal with the paperwork monster and forms.
6. None. Just don't give it at 8:30 in the morning. Nobody feels like talking that early.
7. More on the Aero Space in the outside world and not so much as on the school.
8. More concentration on lectures than on the book.

9. I thought that the class was taught as well as it could be for the book it was based on. The book needs to be improved.
10. Supply a brief list of fun activities on and off campus, i.e. movies.
11. I think the course is set up fairly well.
12. Social-more organized athletics.
13. Actually there weren't any. The book did cover all the topics quite nicely.
14. Course was thorough.
15. More guest speakers working in our field should be brought in to give us advice on how to go about getting a job with that particular company or firm.
16. Just about everything you could imagine.
17. I think the course was covered very well. I can't think of anything to add.
18. While I agree that the course should be given to other students those students who are enrolled in HU 117 "How to Study in College" should be exempted because of similarity in material.
19. If the course must be given, more talks by outsiders should be included and if possible they should be allowed to take the entire class period. Investing and money making should have been discussed, not only careers.
20. The course went over common sense. The course just put a name on things I know how to do.
21. The topic of getting along with new friends should have been included in this course.
22. The course did address many social and academic concerns but I thought it to be common sense. In other words I thought it would be more appropriate in high school.
23. Grades should not be based only on quizzes.

24. I really enjoy our guest speakers.
25. Had all topics - None.
26. Class should be worth more than one credit, it has helped me but not in attaining enough credits toward my degree.
27. All of the topics listed were gone over but not in the correct manner. There are young adults here that were treated like grade school students.
28. The course really didn't teach anything specific -- make it a more campus orientation class. Course was similar to HU 117 (Study Habits).
29. I think the course did a good enough job as is.
30. A little more career oriented.
31. I was pleased with the course, and honestly can't think of any additions to be added to it. I didn't care for some of the exercises in the book but we weren't required to do the majority of the silly exercises.
32. Nothing.
33. No comment.
34. How to manage your money.

Responses of the students to the item 17 which asked the students to: (a) Please describe your reaction to the professor of this class; and (b) You may describe what you believe he has done well or what he could have done differently to improve the class. Of the 50 students completing the evaluation, 44 responded with a written response. Responses 1 through 14 were recorded in one class; responses 15 through 38 in the second class and; 39 through 44 in the third.

1. Professor is a very good teacher. He helps out the student in any way possible. He is also understanding and easy to talk too.
2. To me everything he has set out to do in this class has been covered well.
3. My professor did an excellent job, and I am glad I was in his class.
4. The professor did an excellent job overall, especially when he did not use the book as much as we did in the beginning.
5. Personally I think the professor is an excellent instructor. His attribute is that he doesn't talk down to students; he talks to them. This is something MOST instructors lack.
6. Professor was an excellent instructor. He made class interesting and fun. We discussed our problems with him and he followed up.
7. He is an excellent professor. He is very fair and nice.
8. Professor was a very good professor. He covered the material very effectively.
9. Professor has done very well. He touched base on mostly everything.
10. Professor has taught this course to its fullest potential.
11. An excellent professor helped a lot on adjusting to the new environment.
12. I think he is one of the better instructors here at Riddle. He knows the business world and brings it to class for us to see.
13. Good teacher, knows subject and is interesting to listen too.
14. He has done a fine job.

15. I think he could talk about the subject at hand more. I think tests are not needed. Instead have graded exercises where students interact with other students.
16. Not as much emphasis on tests.
17. My instructor was human, and I liked that. I find it harder to learn when a teacher makes the class too professional. This I feel made the class bearable.
18. Class was too repetitious. Same thing day after day.
19. The class was set up good. The teacher never let us get into detail about a subject area.
20. He looks and acts like Paul Schaffer from the Dave Letterman Show.
21. He didn't really know how to teach this class. We never actually discussed parts of the book that needed to be discussed. This is a good book to read but not to make a class out of.
22. He could try and add a little flavor and interest to the class other than just reading and going over the book.
23. He presented the text in the best way I possibly think he could have. He treats the class like high school kids because the text equals that. I think this course is best for 12th graders.
24. I think he was a good instructor, but I would have understood it better (the book) if he had taken about 15 minutes to go over a chapter from his point of view.
25. My reaction is positive. I gained a more positive attitude toward college.
26. Sometimes felt we were being treated as children.
27. He was unfair when it came to making up missed work. I was not allowed to make up an exam.
28. The professor was ok but the material was boring.
29. The professor could have made his quizzes a little easier to understand. Too confusing due to the various interpretations.

30. Friendly; makes his point in covering course material.
31. I believe we should have talked about the material in the book more often/or at least discuss more in class. I know this is hard with only 2 hrs. a week allotted to this course. For it only being a 1 credit hour course no more time should be allotted to it.
32. Tell us his interpretation of the book so we understand what he thinks the right answers on the tests.
33. Professor could have lectured one day a week on important concepts in the particular chapter studied for the week.
34. Instructor should have prepared better quizzes.
35. He could have stuck to the material in the book more often and left out some of his personal experiences.
36. He did not lecture which was nice.
37. He could have given more respect to our position. He seemed to have been more apt to make a good impression on the guest speakers rather than us.
38. He never lectured and didn't seem like he had much interest in teaching the course.
39. He was a good teacher he kept me very interested in the course because he was very enthusiastic.
40. Professor made this course very independent! I think it would have went better if the course was more group related.
41. I enjoyed the instructor. He made the class interesting with his speeches and personal advice.
42. He is very much on top of things. He advised us of everything we needed to know and was always open for questions.
43. Good speaker, presents himself well.
44. The instructor could have made the class less routine.

APPENDIX K

FACULTY EVALUATION FORM AND FACULTY MEMBER
RESPONSES TO EVALUATION
QUESTIONS

FACULTY EVALUATION OF SS-205 FALL 1986

1. If the course is to be taught again in the future what changes, if any, would you recommend for the various components of the course.

a. Lectures:

b. Guest Speakers:

c. Group Discussions/Student Presentations:

d. Learning Exercises:

e. Assignments from the text (reading, completion of exercises and end of chapter quizzes).

f. In Class Quizzes:

2. Please evaluate if you believe the factors that were intended to be impacted when the course was initially structured actually came about.

Yes No

a. bringing students together who shared common interests. _____

Comments if any:

b. providing information and resources that enabled students to deal with common problems. _____

Comments if any:

c. Making efforts to enroll students in appropriate courses. _____

Comments if any:

Faculty Evaluation
 SS 205 Fall 1986
 Page 2

Yes No

d. study skill enhancement

Comments if any:

e. interpersonal skill development

Comments if any:

f. time management

Comments if any:

g. promotion of social interaction between faculty and students

Comments if any:

h. creation of a supportive learning environment

Comments if any:

i. overall providing students the opportunity to become active members of the campus community

Comments if any:

3. General comments on your perception of the effectiveness of the course to assist students in adjusting to a college environment and to get the freshman started positively both academically and socially.

Faculty Evaluation
SS-205 Fall 1986
Page 3

4. Would you volunteer to teach the course again?

Yes _____ No _____ Undecided _____

Thank you for all the work that you undertook to teach this course this year. As you are well aware, the first time a course is taught the amount of work necessary to prepare for and present it is great. Your commitment and effort to positively impact our students is appreciated.

Thank you,

This Appendix contains a listing of responses to the Faculty members evaluation of the extended orientation course. Three areas were evaluated. The areas were: (1) recommendations for changes in the course; (2) the meeting of course objectives; and (3) a willingness to serve as an instructor for the course in the future.

Recommendations for Changes in the Course

1. If the course is to be taught again the future what changes, if any, would you recommend for the various components of the course.
 - a. Lectures. Instructor 1 - Tie guest speakers with text during lecture period.
Instructor 2 - Minimize
Instructor 3 - Adequate
 - b. Guest Speakers.
Instructor 1 - Tie guest speakers together with lectures given to class.
Instructor 2 - Continue-its best part of class
Instructor 3 - Excellent
 - c. Group Discussions/Student Presentations.
Instructor 1 - Would increase the intensity of group interaction after the first few weeks. Would start slowly.
Instructor 2 - Emphasize student presentations.
Instructor 3 - More

d. Learning Exercises.

Instructor 1 - Helpful

Instructor 2 - Good

Instructor 3 - (No response)

e. Assignments from the text.

Instructor 1 - Would be more demanding in future.

Instructor 2 - Good if turned in for credit.

Instructor 3 - Definitely to be given.

f. In Class Quizzes.

Instructor 1 - Feedback was helpful to me, I'd put more emphasis on text material.

Instructor 2 - Weekly quizzes. Forces them to read text and keep up.

Instructor 3 - Yes, should be given.

Meeting of Course Objectives

1. Please evaluate if you believe the factors that were intended to be impacted when the course was initially structured actually came about.

a. Bringing Students together who shared common interests.

Instructor 1 - Yes

Instructor 2 - No

Instructor 3 - Yes

b. Providing information and resources that enabled students to deal with common problems.

Instructor 1 - Yes

Instructor 2 - Yes

Instructor 3 - Yes

c. Making efforts to enroll students in appropriate courses.

Instructor 1 - Yes: One student dropped who should have; one student switched to air science; and one decided to return home to attend college and examine career objectives.

Instructor 2 - No: The course didn't do this. The advising should have.

Instructor 3 - Yes

d. Study skill enhancement.

Instructor 1 - Yes: Should have put more emphasis on formality.

Instructor 2 - Comments: The students comments indicated that the material was common sense things that they already knew -- I think the emphasis on refreshing them on these points would be better done in high school before they got to college.

Instructor 3 - Comments: Difficult to tell no available grades from other courses taken.

e. Interpersonal skill development.

Instructor 1 - Yes: Appeared to evolve very well among class members.

Instructor 2 - Specific response to individual items d through i not given. See blanket comment listed in instructor response to item d.

Instructor 3 - Difficult to tell outside of classroom environment. In class some improvement.

f. Time management.

Instructor 1 - Yes: Level of consciousness was raised through discussion but this is a subject which needs constant reinforcement.

Instructor 2 - See blanket comment listed in item d.

Instructor 3 - Yes

g. Promotion of social interaction between faculty and students.

Instructor 1 - Yes: I feel they were comfortable with me. If teaching the course again I would plan a cookout.

Instructor 2 - See blanket comment listed in item d.

Instructor 3 - Yes

h. Creation of a supportive learning environment.

Instructor 1 - Yes: Saw signs of their building a support network among themselves in classes which they had in common.

Instructor 2 - See blanket comment listed in item d.

Instructor 3 - Yes

i. Overall providing students the opportunity to become active members of the campus community.

Instructor 1 - Yes: They didn't all seek me out for all of their problems, but, I feel they knew they had someone to go to for help.

Instructor 2 - See blanket comment listed in item d.

Instructor 3 - Yes

2. General comments on your perceptions of the effectiveness of the course to assist students in adjusting to a college environment and to get the freshmen started positively both academically and socially.

Instructor 1 - Course concept is good. Text was good generally but I feel the level of the material could be upgraded. It probably could have been half as thick and just as effective.

Instructor 2 - Best part was a campus resource orientation.

Instructor 3 - (No comment)

Would you volunteer to teach the course again?

Instructor 1 - Yes: with schedule permitting

Instructor 2 - No: would rather concentrate in field of expertise. Did not find teaching class an enjoyable experience.

Instructor 3 - Undecided

APPENDIX L

REGRESSION ANALYSIS OF HIGH SCHOOL TO
COLLEGE GPA

Regression Analysis

Table 33 reflects the results of a regression analysis of the Experimental Group's high school G.P.A. to their first semester college G.P.A. The r^2 figure of .3027 indicates that a little more than 30% of the variance of the groups' college G.P.A.s can be explained, or be expected, due to their high school G.P.A.s. The F ratio and resultant probability from the analysis of variance shows that the observed linear association is statistically significant and not due to chance at the .05 level.

Table 34 reflects the results of a regression analysis of the high school G.P.A.s for Control Group 1 compared to their first semester college G.P.A.s. The r^2 figure of .1520 indicates that a little more than 15% of the variance of the group's college G.P.A.s can be explained, or be expected, due to their high school G.P.A.s. The F ratio and resultant probability from the analysis of variance show that the observed linear association is statistically significant and not due to chance at the .05 level.

Table 35 reflects the results of a regression analysis of the high school G.P.A.s for Control Group 2 compared to their first semester college G.P.A.s. The r^2 figure of .1523 indicates that a little more than 15% of the variance of the group's college G.P.A.s can be

TABLE 33

REGRESSION ANALYSIS OF EXPERIMENTAL GROUPS'
HIGH SCHOOL G.P.A. TO
COLLEGE G.P.A.

Group	Mean	Std. Dev.
1 (HS-GPA)	2.5705	.5757
2 (Coll-GPA)	2.3576	.8090

<u>Variable</u>	<u>Regression Coef.</u>	<u>Std. Error</u>	<u>T(df=56)</u>	<u>Prob.</u>
HS - GPA	.7732	.1568	4.931	.001
Constant	.3700			

Std. error of est. = .6816

r squared = .3027

r = .5502

Analysis of Variance

<u>Source</u>	<u>Sum of Squares</u>	<u>D.F.</u>	<u>M.S.</u>	<u>F-Ratio</u>	<u>Prob.</u>
Regression	11.2943	1	11.2943	24.312	.001
Residual	26.0155	56	.4646		
Total	37.3099	57			

TABLE 34

REGRESSION ANALYSIS OF CONTROL GROUP ONE'S
HIGH SCHOOL G.P.A. TO
COLLEGE G.P.A.

Group	Mean	Std. Dev.
1 (HS-GPA)	2.6355	.5398
2 (Coll-GPA)	2.3588	.9077

<u>Variable</u>	<u>Regression Coef.</u>	<u>Std. Error</u>	<u>T(df=84)</u>	<u>Prob.</u>
HS - GPA	.6556	.1690	3.880	.001
Constant	.6310			

Std. error of est. = .8408

r squared = .1520
r = .3899

Analysis of Variance

<u>Source</u>	<u>Sum of Squares</u>	<u>D.F.</u>	<u>M.S.</u>	<u>F-Ratio</u>	<u>Prob.</u>
Regression	10.6444	1	10.6444	15.056	.001
Residual	59.3864	84	.7070		
Total	70.0309	85			

TABLE 35

REGRESSION ANALYSIS OF CONTROL GROUP TWO'S
HIGH SCHOOL G.P.A. TO
COLLEGE G.P.A.

Group	Mean	Std. Dev.
1 (HS-GPA)	2.5286	.5915
2 (Coll-GPA)	2.4150	.8245

<u>Variable</u>	<u>Regression Coef.</u>	<u>Std. Error</u>	<u>T(df=48)</u>	<u>Prob.</u>
HS - GPA	.5439	.1852	2.936	.005
Constant	1.0389			

Std. error of est. = .7670

r squared = .1523

r = .3902

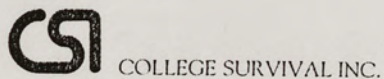
Analysis of Variance

<u>Source</u>	<u>Sum of Squares</u>	<u>D.F.</u>	<u>M.S.</u>	<u>R-Ratio</u>	<u>Prob.</u>
Regression	5.0715	1	5.0715	8.621	.005
Residual	28.2360	48	.5882		
Total	33.3075	49			

explained, or be expected, due to their high school G.P.A.s. The F ratio and resultant probability from the analysis of variance show that the observed linear association is statistically significant and not due to chance at the .05 level.

APPENDIX M

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May 13, 1987

Mr. Daniel J. Kelly
Dean of Students
Embry-Riddle Aeronautical University
Regional Airport
Daytona Beach, FL 32014

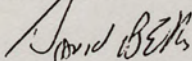
Dear Dan:

In response to your letter of May 6 requesting permission to copy certain pages from the 1986 edition of the Becoming a Master Student Course Manual, the following permission is granted. We are happy to grant your request to copy pages 6, 10, 11, 14, 15, 16, and 17. This limited release of copyright is specific to these pages only and may be used in the appendix of your doctoral dissertation, and for no other purpose.

We look forward to receiving a copy of your dissertation when it is complete.

Enclosed, find a proposal form for making a presentation at our 1987 conference on student success courses. Larry David has informed me of your interest in our conference, and I hope to see you there.

Sincerely,



David B. Ellis
President

FN#0749

N3.7

Enclosure

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