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ABSTRACT

A survey completed by 105 incoming college freshmen at Arkansas State University evaluated the new student orientation program. The orientation program consisted of the following activities and sessions: President's Reception, Playfair (an icebreaker), Meet the Dean, Tips from the Professor, Greek Life Picnic, Student Services/Educational Sessions, Community Fair, and various social functions. The evaluation survey included questions presented in rating scale format and two open-ended questions that asked students what they liked most about the program and solicited their comments or concerns. Findings indicated that: (1) orientation schedules and brochures mailed to students beforehand were perceived as useful; (2) 90 percent of the students who attended orientation indicated it was worth attending, and over 95 percent would recommend it to all new students; (3) use of special buttons to identify information givers at orientation sessions was considered helpful; (4) student interest and attendance in a movie in the school's ballroom and a dance in the Convocation Center was low; and (5) overall, students indicated they understood the school better and were more excited about attending after the orientation. Tables detail responses to each question by sex and racial identification. The report's appendix contains the orientation survey and a summary of written comments. (GLR)

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New Student Orientation:
Student Assessment of a Program's Content

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Introduction

The Arkansas State University new student orientation program is provided each fall. The three day program is designed with the intention of successfully orienting students to the ASU community and helping them to feel comfortable with and confident in their new surroundings. Having a student's orientation provides a great opportunity to educate students regarding important areas of Arkansas State University. Students attending new student orientation participated in the following activities and sessions: President's Reception, Playfair (giant ice breaker), Meet the Dean, Tips From the Professor, Greek Life Picnic, Student Services/Educational Sessions, Community Fair, and various social functions.

Methodology

All students who had made application to Arkansas State University for the fall semester of 1992 were mailed a new student orientation brochure in mid July, announcing the event and outlining the schedule. A second mailout for additional applicants was conducted on August 10th.

The new student orientation begins Sunday afternoon with a parents orientation session and a commuter students' session, followed by a reception for parents and new students with the university president. That evening, parents and students are invited for a free meal in the Woodlands Cafeteria. Later Sunday night, new students take part in a gigantic ice breaker called Playfair, designed to help students make acquaintances quickly and feel more at ease. The first general session with new students is held Monday morning. At this session, and at other sessions that followed, students were asked to complete a registration card. The registration card is used to obtain an address of each new student in attendance.

A new student orientation survey was developed for the use of this study. A total of 417 students' surveys were mailed, one to each student who filled out a registration card. Of the surveys mailed out, 105 were completed and returned, resulting in a response rate of approximately 25 percent.

The students' survey (Appendix A) included few demographic operations. There were 17 statements that asked participants to rate each according to strongly agree, agree somewhat, disagree somewhat, strongly disagree, or not applicable. Two open ended questions were asked at the end of the survey. The first asked students what they liked most about our program, and the second asked students to provide comments or concerns in regard to our program. A summary of students' comments (Appendix B) is included at the end of the survey.

Demographics

A total of 105 students completed and returned the new student orientation survey. Of those respondents, 81 (77.1%) are caucasian and 17 (16.1%) are black. Two of the respondents (1.9%) are Asian, one respondent is American Indian, and two respondents indicated "other". Three respondents are not identifiable by race. Breaking down the survey by sex, a total of 35 (33.3%) are male and 70 (66.7%) are female.

Findings

The following tables are broken down according to sex, race, and various item-specific data to illustrate students' responses to questions in the new student orientation survey. A discussion precedes each table, highlighting significant results.

Question 8: I found the schedule mailed to me helpful in making plans to attend orientation.

Table 1 provides a breakdown by sex of the students who indicated how helpful the orientation schedule was in making plans to attend orientation. Over 79% of the male students indicated they strongly agree and agree somewhat that the schedule was helpful in making plans to attend. Over 97% of the female students responded they strongly agree and agree somewhat that the schedule aided in making plans to attend orientation. One missing observation was noted due to no response.

Table 1

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	15 (14.4)	12 (11.5)	1 (1.0)	0	6 (5.8)	34 (32.7)
Female	49 (47.1)	19 (18.3)	0	1 (1.0)	1 (1.0)	70 (67.3)
Total	64 (61.5)	31 (29.8)	1 (1.0)	1 (1.0)	7 (6.7)	104 (100)
Missing Observations						1

Table 2 presents a compilation by race of the students responses to the statement regarding the helpfulness of the schedule in making plans to attend orientation. Over 91% of the students strongly agree and agree somewhat that the schedule was helpful in making plans. One-hundred percent of the black students and American Indian students agreed that making plans to attend orientation was aided by the schedule. Approximately 58% of the caucasians strongly agreed and agreed somewhat that the schedule was helpful. Three missing observations were indicated due to no response.

Table 2

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	1 (1.0)	0	0	0	1 (1.0)	2 (2.0)
Black	14 (13.7)	3 (2.9)	0	0	0	17 (16.3)
Cauc.	47 (46.1)	26 (25.5)	1 (1.0)	1 (1.0)	6 (5.9)	81 (79.4)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	63 (61.8)	30 (29.4)	1 (1.0)	1 (1.0)	7 (6.9)	102 (100)
Missing Observations						3

Question 9: I found the orientation brochure helpful during the three-day events.

Table 3 presents a breakdown by sex of students' ratings of the helpfulness of the orientation brochure during the three-day orientation event. Over 94% of male and female students combined indicated they strongly agree and agree somewhat that the brochure was helpful during orientation. Over 67% of the males strongly agreed and 23.5% agreed somewhat that the brochure was helpful, while over 72% of the females strongly agreed and 20% agreed somewhat that the brochure was helpful during orientation. One missing observation was recorded due to a nonresponse.

Table 3

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	23 (22.1)	8 (7.7)	1 (1.0)	0	2 (1.9)	34 (32.7)
Female	51 (49.0)	14 (13.5)	3 (2.9)	1 (1.0)	1 (1.0)	70 (67.3)
Total	74 (71.2)	22 (21.2)	4 (3.8)	1 (1.0)	3 (2.9)	104 (100)
Missing Observations						1

Table 4 provides a compilation of students' responses by race concerning the extent to which the orientation brochure was helpful during the three-day event. Over 94% of the black students who constituted approximately 17% of the respondents agreed that the brochure was helpful during orientation. Approximately 93% of the caucasian students strongly agreed and agreed somewhat that the brochure was helpful. Seventy-five percent of the remaining groups indicated they strongly agree and agree somewhat that the brochure was helpful during orientation. It was noted that three missing observations were indicated due to no response.

Table 4

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	1 (1.0)	0	0	0	1 (1.0)	2 (2.0)
Black	13 (12.7)	3 (2.9)	1 (1.0)	0	0	17 (16.7)
Cauc.	57 (55.9)	18 (17.6)	3 (2.9)	1 (1.0)	2 (2.0)	81 (79.4)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	72 (70.6)	82 (21.6)	4 (3.9)	1 (1.0)	3 (2.9)	102 (100)
Missing Observations						3

Question 10: The ads in the brochure helped me know more about Jonesboro businesses.

Table 5 presents a breakdown by sex of students' responses regarding the ads in the orientation brochure. Over 74% of the male respondents who made up approximately 31% of the total indicated the ads in the brochure helped them know more about Jonesboro businesses. Approximately 73% of the female respondents strongly agreed and agreed somewhat that the ads in the brochure helped them know more about Jonesboro businesses. Four missing observations were a result of nonresponses.

Table 5

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	4 (4.0)	19 (18.8)	3 (3.0)	1 (1.0)	4 (4.0)	31 (30.7)
Female	12 (11.9)	39 (38.6)	10 (9.9)	6 (5.9)	3 (3.0)	70 (69.3)
Total	16 (5.8)	58 (57.4)	13 (12.9)	7 (6.9)	7 (6.9)	101 (100)
Missing Observations						4

Table 6 shows a compilation by race of how helpful students rated the ads in the brochure. Approximately 17% and 65% of the black students indicated strongly agree and agree somewhat, respectively, in regard to the helpfulness of the ads in the brochure. Approximately 17% and 54% of the caucasian students indicated strongly agree and agree somewhat, respectively, that the ads in the orientation brochure helped them know more about Jonesboro businesses. The remaining groups indicated they agree somewhat that the ads were helpful. There were six missing observations as a result of no response.

Table 6

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	1 (1.0)	0	0	0	1 (1.0)
Asian	0	1 (1.0)	1 (1.0)	0	0	2 (2.0)
Black	3 (3.0)	11 (11.1)	2 (2.0)	1 (1.0)	0	17 (17.1)
Cauc.	13 (13.1)	42 (42.4)	10 (10.1)	6 (6.1)	7 (7.1)	78 (78.8)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	16 (16.2)	56 (56.6)	13 (13.1)	7 (7.1)	7 (7.1)	99 (100)
Missing Observations						6

Question 11: I found the "Ask Me" buttons helpful in identifying individuals who could assist me.

Question 11 asked students to respond as to whether or not the "Ask Me" buttons were helpful in identifying individuals who could assist them. Table 7 provides a breakdown by sex of the students who responded. Over 76% of the males indicated that the "Ask Me" buttons were helpful in identifying individuals who could assist them. Over 86% of the females indicated the "Ask Me" buttons were helpful. Two missing observations were noted due to no response.

Table 7

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	13 (12.6)	13 (12.6)	4 (3.9)	0	4 (3.9)	34 (33.0)
Female	29 (28.2)	30 (29.1)	5 (4.9)	3 (2.9)	2 (1.9)	69 (67.0)
Total	42 (40.8)	43 (41.7)	9 (8.7)	3 (2.9)	6 (5.8)	103 (100)
Missing Observations						2

Table 8 presents a compilation by race of students' responses regarding the helpfulness of "Ask Me" buttons. Approximately 82% of all students indicated they strongly agree and agree somewhat that the "Ask Me" buttons were helpful in identifying individuals that could assist them. One-hundred percent of the American Indian and Asian students agree that the "Ask Me" buttons were helpful, and approximately 88% of the black students indicated that the buttons were helpful also. Eighty percent of the caucasian students indicated that the "Ask Me" buttons were helpful in identifying individuals that could assist them.

Table 8

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer.						
Indian	0	1 (1.0)	0	0	0	1 (1.0)
Asian	2 (2.0)	0	0	0	0	2 (2.0)
Black	6 (5.9)	9 (8.9)	1 (1.0)	1 (1.0)	0	17 (16.8)
Cauc.	31 (30.7)	33 (32.7)	8 (7.9)	2 (2.0)	6 (5.9)	80 (79.2)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	39 (38.6)	44 (43.6)	9 (8.9)	3 (3.0)	6 (5.9)	101 (100)
Missing Observations						4

Question 12: Participation in orientation excited me about attending ASU.

Table 9 provides a breakdown by sex of students responding to the statement "Participation in orientation excited me about attending ASU." Approximately 84% of male and female students combined indicated they strongly agree and agree somewhat that attending orientation excited them about attending ASU. A total of 76.5% of the males, who constituted 32.7% of the respondents, agreed that their excitement about attending ASU increased as a result of participating in orientation. Over 87% of the female students, who constituted 67.3% of the respondents, indicated participation in orientation excited them about attending ASU. One missing observation was noted as a result of no response.

Table 9

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	7 (6.7)	19 (18.3)	5 (4.8)	1 (1.0)	2 (1.9)	34 (32.7)
Female	19 (18.3)	42 (40.4)	3 (2.9)	2 (1.9)	4 (3.9)	70 (67.3)
Total	26 (25.0)	61 (58.7)	8 (7.7)	3 (2.9)	6 (5.8)	104 (100)
Missing Observations						1

Table 10 presents a compilation by race of students who indicated whether or not participation in orientation excited them about attending ASU. Over 88% of black students indicated they strongly agree and agree somewhat that participation in orientation did excite them about attending ASU. Approximately 83% of caucasian students agreed that orientation excited them about ASU. Seventy-five percent of the remaining groups also indicated participation in orientation excited them about attending ASU. Three missing observations were indicated due to nonresponses.

Table 10

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	1 (1.0)	0	0	0	1 (1.0)
Asian	0	1 (1.0)	1 (1.0)	0	0	2 (2.0)
Black	4 (3.9)	11 (10.8)	1 (1.0)	1 (1.0)	0	17 (16.3)
Cauc.	21 (20.6)	46 (45.1)	6 (5.9)	2 (2.0)	6 (5.9)	81 (79.4)
Other	1 (1.0)	0	0	0	0	1 (1.0)
Total	26 (25.5)	59 (57.8)	8 (7.8)	3 (2.9)	6 (5.9)	102 (100)
Missing Observations						3

Question 13: The Playfair session helped me to quickly make new acquaintances.

Table 11 provides a compilation by sex of students' responses regarding the effectiveness of the Playfair session for making new acquaintances. Approximately 64% of the male respondents indicated they agree that the Playfair session helped them to quickly make new acquaintances, while 54.3% of their female counterparts agreed that Playfair aided in making acquaintances. Two missing observations were a result of no response.

Table 11

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	7 (6.8)	14 (13.6)	5 (4.9)	1 (1.0)	6 (5.8)	33 (32.0)
Female	21 (20.4)	17 (16.5)	5 (4.9)	5 (4.9)	22 (21.3)	70 (68.0)
Total	28 (27.2)	31 (30.1)	10 (9.7)	6 (5.8)	28 (27.2)	103 (100)
Missing Observations						2

Table 12 presents a breakdown by race of students who indicated the extent to which the Playfair session helped them make new acquaintances quickly. One-hundred percent of the American Indian and Asian students, who constituted three percent of the respondents, indicated they agree somewhat that Playfair helped them make new acquaintances. Over 58% of black students strongly agree and 17.6% agree somewhat that Playfair aided in making new acquaintances, while approximately 51% of the caucasian students strongly agree and agree somewhat with the helpfulness of the Playfair session. Nonresponses resulted in a total of four missing observations.

Table 12

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	1 (1.0)	0	0	0	1 (1.0)
Asian	0	2 (2.0)	0	0	0	2 (2.0)
Black	10 (9.9)	3 (3.0)	1 (1.0)	1 (1.0)	2 (2.0)	17 (16.8)
Cauc.	18 (17.8)	23	8 (7.9)	5 (5.0)	26 (25.7)	80 (79.2)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	28 (27.7)	30 (29.7)	9 (8.9)	6 (5.9)	28 (27.7)	101 (100)
Missing Observations						4

Question 14: I feel the session on "Tips From the Professor" was helpful.

Table 13 provides a breakdown by sex of students rating the degree to which the session on "Tips From the Professor" was helpful. A total of 60% of both male and female students found the "Tips From the Professor" session helpful. Approximately 51% of male students strongly agree and agree somewhat that the session was helpful, while approximately 63% of their female counterparts indicated they strongly agree and agree somewhat. Five missing observations were the result of no response.

Table 13

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	8 (8.0)	9 (9.0)	5 (5.0)	1 (1.0)	9 (9.0)	33 (32.0)
Female	13 (13.0)	30 (30.0)	2 (2.0)	5 (5.0)	18 (18.0)	68 (68.0)
Total	21 (21.0)	39 (39.0)	7 (7.0)	6 (6.0)	27 (27.0)	100 (100)
Missing Observations						5

A breakdown of students' responses by race regarding the "Tips From the Professor" session is provided in Table 14. Over 93% of the black respondents indicated they felt the "Tips From the Professor" session was helpful. Approximately 53% of the caucasian respondents indicated the "Tips From the Professor" session was helpful. Seventy-five percent of the remaining groups indicated the session was helpful as well. Six missing observations were recorded as a result of nonresponses.

Table 14

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	0	1 (1.0)	0	0	1 (1.0)	2 (2.0)
Black	3 (3.0)	11 (11.1)	0	1 (1.0)	0	15 (15.2)
Cauc.	17 (17.2)	25	7 (7.1)	5 (5.1)	26 (26.3)	80 (80.8)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	21 (21.2)	38 (38.4)	7 (7.1)	6 (6.1)	27 (27.3)	99 (100)
Missing Observations						6

Table 15 provides a breakdown by college of the students rating the helpfulness of the "Tips From the Professor" session. One-hundred percent of the students in the College of Fine Arts indicated they agree somewhat that the session was helpful. Eighty percent of the Engineering students and 78.6% of the Business students indicated they strongly agree and agree somewhat that the "Tips From the Professor" session was helpful. A total of 73.3% of the students from the College of Arts and Sciences indicated their session was helpful, and 66.7% of the Community students agreed that their "Tips From the Professor" session was helpful. Students rating the sessions positively from the College of Agriculture and University College totaled 60% and 50%, respectively. Only 43.8% of the students in the College of Nursing and Health Professions agreed the "Tips From the Professor" session was helpful, and a mere 20% of the Education students found their session helpful. Six missing observations were noted as a result of nonresponses.

Table 15

College Dept.	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Agri.	3 (3.0)	0	2 (2.0)	0	0	5 (5.1)
Arts & Sciences	5 (5.1)	6 (6.1)	2 (2.0)	0	2 (2.0)	15 (15.2)
Business	3 (3.0)	8 (8.1)	0	1 (1.0)	2 (2.0)	14 (14.1)
Commun.	4 (4.0)	6 (6.1)	1 (1.0)	0	4 (4.0)	15 (10.2)
Education	1 (1.0)	1 (1.0)	2 (2.0)	2 (2.0)	4 (4.0)	10 (10.1)
Engineer.	0	4 (4.0)	0	0	1 (1.0)	5 (5.1)
Fine Arts	0	3 (3.0)	0	0	0	3 (3.0)
Nursing/ Health	2 (2.0)	5 (5.1)	0	1 (1.0)	8 (8.1)	16 (16.2)
Univ. College	3 (3.0)	5 (5.1)	0	2 (2.0)	6 (6.1)	16 (16.2)
Total	21 (21.2)	38 (38.4)	7 (7.1)	6 (6.1)	27 (27.3)	99 (100)
Missing Observations						6

Question 15: The "Meet the Dean" session assisted me in learning more about my college.

Table 16 presents a breakdown by sex of students who responded to the statement that the "Meet the Dean" session assisted them in learning more about their college. Approximately 59% of both male and female students indicated they strongly agree and agree somewhat that the "Meet the Dean" session assisted them in learning more about their college. Over 66 percent of the male respondents found the session helpful, while 55.8% of their female counterparts indicated the session assisted them in learning more about their college. It was noted that four missing observations were a result of nonresponses.

Table 16

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	10 (9.9)	12 (11.9)	5 (5.0)	1 (1.0)	5 (5.0)	33 (32.7)
Female	13 (12.9)	25 (24.8)	5 (5.0)	3 (3.0)	22 (21.8)	68 (67.3)
Total	23 (22.8)	37 (36.6)	10 (9.9)	4 (4.0)	27 (26.7)	101 (100)
Missing Observations						4

Table 17 provides a compilation by race of students who indicated the extent to which the "Meet the Dean" session assisted them in learning more about their college. Eighty percent of the black students strongly agree and agree somewhat that the "Meet the Dean" session assisted them in learning more about their college. Approximately 54% of the caucasian parents indicated the session assisted them in learning more about their college. Seventy-five percent of the remaining groups agree somewhat that the "Meet the Dean" session was helpful. Six missing observations were recorded due to nonresponses.

Table 17

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	1 (1.0)	0	0	0	1 (1.0)
Asian	0	1 (1.0)	0	0	1 (1.0)	2 (2.0)
Black	7 (7.1)	5 (5.1)	2 (2.0)	0	1 (1.0)	15 (15.2)
Cauc.	15 (15.2)	28 (28.3)	8 (8.1)	4 (4.0)	25 (25.3)	80 (80.8)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	22 (22.2)	36 (36.4)	10 (10.1)	4 (4.0)	27 (27.3)	99 (100)
Missing Observations						6

Table 18 presents a breakdown by college of students responding to the helpfulness of the "Meet the Dean" session in learning more about their college. One-hundred percent of the students in the College of Agriculture indicated they strongly agree and agree somewhat that the session assisted in learning more about their college. Eighty percent of the Communications students and 81.3% of the students in the College of Arts and Sciences strongly agree and agree somewhat that their sessions were helpful. Eighty percent of the Engineering students and 66.7% of the Fine Arts students indicated they agree somewhat that the "Meet the Dean" session assisted them in learning about their college. A total of 57.1% of students in the College of Business agree that their session was helpful, while only 40% of the students in the College of Education indicated that the session assisted them in learning about their college. Only 31.3% of the Nursing and Health Professions students agreed that the "Meet the Dean" session was helpful, as did only 37.5% of students within the University College. A total of 27% of the respondents indicated "not applicable." Five missing observations were due to nonresponses.

Table 18

College Dept.	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Agri.	3 (3.0)	2 (2.0)	0	0	0	5 (5.0)
Arts & Sciences	7 (7.0)	6 (6.0)	1 (1.0)	1 (1.0)	1 (1.0)	16 (16.0)
Business	2 (2.0)	6 (6.0)	2 (2.0)	1 (1.0)	3 (3.0)	14 (14.0)
Commun.	8 (8.0)	4 (4.0)	1 (1.0)	0	2 (2.0)	15 (15.0)
Education	1 (1.0)	3 (3.0)	2 (2.0)	0	4 (4.0)	10 (10.0)
Engineer.	0	4 (4.0)	0	0	1 (1.0)	5 (5.0)
Fine Arts	0	2 (2.0)	1 (1.0)	0	0	3 (3.0)
Nursing/Health Univ.	2 (2.0)	3 (3.0)	1 (1.0)	1 (1.0)	9 (9.0)	16 (16.0)
College	0	6 (6.0)	2 (2.0)	1 (1.0)	7 (7.0)	16 (16.0)
Total	23 (23.0)	36 (36.0)	10 (10.0)	4 (4.0)	27 (27.0)	100 (100)
Missing Observations						5

Question 16: The Greek life picnic helped me learn about fraternities/sororities.

Table 19 provides a breakdown by sex of the students who indicated whether or not the Greek life picnic helped them learn about fraternities and sororities. A total of 65.7% of the students indicated "not applicable", resulting in only 34.3% of the students who expressed an opinion. A total of 24.3% of all male and female students combined indicated they strongly agree and agree somewhat that the Greek life picnic helped them learn more about fraternities and sororities. However, when examining only the responses of students who expressed either a positive or negative rating, approximately 71% of those students indicated they strongly agree and agree somewhat that the Greek life picnic helped them learn more about fraternities and sororities. Out of that same group, 63.6% of the males agreed that the picnic was helpful, while 76.9% of their female counterparts agreed that the picnic was helpful. Thirty-five missing observations were noted due to nonresponses.

Table 19

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	3 (4.3)	4 (5.7)	2 (2.9)	2 (2.9)	15 (21.4)	26 (37.1)
Female	2 (2.9)	8 (11.4)	1 (1.4)	2 (2.9)	31 (44.3)	44 (62.9)
Total	5 (7.1)	12 (17.1)	3 (4.3)	4 (5.7)	46 (65.7)	70 (100)
Missing Observations						35

Table 20 presents a compilation by race of the students' responses regarding the helpfulness of the Greek life picnic in learning about fraternities and sororities. The only groups of students who indicated an opinion on this question were the black students and the caucasian students. The other groups indicated "not applicable." Approximately 28% of the black students indicated they agree somewhat that the picnic helped them learn about fraternities and sororities, while 71.4% of the caucasian students indicated the picnic was helpful. Thirty-six missing observations were recorded as a result of nonresponses.

Table 20

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	0	0	0	1 (1.4)	1 (1.4)
Asian	0	0	0	0	1 (1.4)	1 (1.4)
Black	0	2 (2.9)	1 (1.4)	0	4 (5.8)	7 (10.1)
Cauc.	5 (7.2)	10 (14.5)	2 (2.9)	4 (5.8)	39 (56.5)	60 (87.0)
Other	0	0	0	0	0	0
Total	5 (7.2)	12 (17.4)	3 (4.3)	4 (5.8)	45 (65.2)	69 (100)
Missing Observations						36

Question 17: Campus living accommodations were satisfactory.

Table 21 provides a compilation by sex of students' responses to the statement that campus living accommodations were satisfactory. Sixty percent of all males and females combined agreed that campus living accommodations were satisfactory. A total of 22% of male and female students combined indicated "not applicable", leaving 18 percent of male and female students who disagreed that accommodations were satisfactory. Of those who indicated an opinion (students who responded other than "not applicable"), 57.7% of the males indicated they strongly agree and agree somewhat that campus living accommodations were satisfactory, while 86.5% of their female counterparts indicated they strongly agree and agree somewhat that accommodations were satisfactory. It was noted that five missing observations were a result of no response.

Table 21

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	3 (3.0)	12 (12.0)	7 (7.0)	4 (4.0)	6 (6.0)	32 (32.0)
Female	12 (12.0)	33 (33.0)	5 (5.0)	2 (2.0)	16 (16.0)	68 (68.0)
Total	15 (15.0)	45 (45.0)	12 (12.0)	6 (6.0)	22 (22.0)	100 (100)
Missing Observations						5

Table 22 presents a breakdown by race of students' ratings of campus living accommodations. One-hundred percent of the Asian students agree somewhat that campus living accommodations were satisfactory. Over 94% of the black students indicated they strongly agree or agree somewhat that accommodations are satisfactory, while 51.9% of the caucasian students indicated that observations were due to no response.

Table 22

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	0	0	0	1 (1.0)	1 (1.0)
Asian	0	2 (2.1)	0	0	0	2 (2.1)
Black	2 (2.1)	14 (14.4)	1 (1.0)	0	0	17 (17.5)
Cauc.	11 (11.3)	29 (29.9)	10 (10.3)	6 (6.2)	21 (21.6)	77 (79.4)
Other	0	0	0	0	0	0
Total	13 (13.4)	45 (46.4)	11 (11.3)	6 (6.2)	22 (22.7)	97 (100)
Missing Observations						8

Table 23 presents a breakdown by residence hall of students indicating whether or not campus living accommodations were satisfactory. For discussion purposes and in an attempt to let the percentages depict more accurately the opinions of the respondents, students residing off-campus are not figured into the total or percentages. Eighty percent of the female respondents residing in Arkansas Hall, 90.5% of the females respondents in Kays Hall, and 94.4% of the female respondents from University Hall indicated they strongly agree and agree somewhat that campus living accommodations were satisfactory. Men's ratings of their accommodations were considerably lower. Approximately 67% of the male respondents from Delta Hall indicated their accommodations were satisfactory. Residing in Twin Towers, 9.5% of the male respondents indicated strongly agree and approximately 43% indicated they agree somewhat that campus living accommodations were satisfactory. A total of 47.6% of male respondents residing in Twin Towers indicated they disagree somewhat and strongly disagree that campus living conditions were satisfactory. Five missing observations were recorded due to nonresponses.

Table 23

Living Arrang.	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Ark. Hall	1 (1.4)	7 (9.6)	1 (1.4)	0	1 (1.4)	10 (13.7)
Delta	1 (1.4)	1 (1.4)	0	1 (1.4)	0	3 (4.1)
Kays Hall	8 (10.9)	11 (15.1)	1 (1.4)	1 (1.4)	0	21 (28.8)
Twin Tw.	2 (2.7)	9 (12.3)	7 (9.6)	3 (4.1)	0	21 (28.8)
Univ. Hall	3 (4.1)	14 (19.2)	1 (1.4)	0	0	18 (24.6)
Total	15 (20.5)	42 (57.5)	10 (13.7)	5 (6.8)	1 (1.4)	73 (100)
Off-campus	0	1 (1.0)	0	0	10 (10.0)	73
Off Campus Jonesboro	0	2 (2.0)	2 (2.0)	1 (1.0)	11 (11.0)	11
Missing Observations						5

Question 18: I would recommend all new students to attend New Student Orientation.

Table 24 provides a breakdown by sex of students' responses regarding recommending future new students to attend New Student Orientation. A total of 94.1% of the male students indicated they strongly agree and agree somewhat that they would recommend all new students to attend New Student Orientation. Of their female counterparts, approximately 97% indicated they would recommend all new students to attend New Student Orientation. Five missing observations were recorded due to no response.

Table 24

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	20 (20.0)	12 (12.0)	2 (2.0)	0	0	34 (34.0)
Female	39 (39.0)	25 (25.0)	2 (2.0)	0	0	66 (66.0)
Total	59 (59.0)	37 (45.0)	4 (4.0)	0	0	100 (100)
Missing Observations						5

Table 25 presents a compilation by race of students who indicated whether or not they would recommend all new students to attend New Student Orientation. Over 92% of the black students, who constituted approximately 13% of the total, strongly agree or agree somewhat that they would recommend all new students attend orientation. Over 96% of the caucasian students, who made up almost 83% of the survey, indicated they would recommend all new students attend New Student Orientation. One-hundred percent of the remaining groups indicated they would recommend the attendance of all new students. It was noted that seven missing observations were the result of nonresponses.

Table 25

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	1 (1.0)	1 (1.0)	0	0	0	2 (2.0)
Black	9 (9.2)	3 (3.1)	1 (1.0)	0	0	13 (13.3)
Cauc.	47 (48.0)	31 (31.6)	3 (3.1)	0	0	81 (82.7)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	58 (59.2)	36 (36.7)	4 (4.1)	0	0	98 (100)
Missing Observations						7

Question 19: I now understand the university better as a result of attending orientation.

Table 26 presents a breakdown by sex of students' responses regarding their understanding of the university as a result of attending orientation. Approximately 85% of male and female students combined indicated that they understand the university better as a result of attending orientation. A total of 76.5% of the male respondents indicated they strongly agree and agree somewhat that they have a better understanding of the university as a result of attending orientation. Approximately 90% of their female counterparts indicated they understand the university better now as a result of attending orientation. three missing observations were a result of no response.

Table 26

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	14 (13.7)	12 (11.8)	4 (3.9)	2 (2.0)	2 (2.0)	34 (33.3)
Female	17 (16.7)	44 (43.1)	4 (3.9)	2 (2.0)	1 (1.0)	68 (66.7)
Total	31 (30.4)	56 (54.9)	8 (7.8)	4 (3.9)	3 (2.9)	102 (100)
Missing Observations						3

Table 27 provides a compilation by race of students who responded as to whether or not their understanding of the university was better as a result of attending orientation. Approximately 67% of the black students, who constituted 15 percent of the total, indicated they strongly agree and agree somewhat that they have better understanding of the university after attending orientation. Approximately 87% of the caucasian students indicated that they have a better understanding of the university as a result of attending orientation. One-hundred percent of the remaining groups indicated they strongly agree and agree somewhat that their understanding was improved. Five missing observations were recorded as a result of nonresponses.

Table 27

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	1 (1.0)	1 (1.0)	0	0	0	2 (2.0)
Black	1 (1.0)	9 (9.0)	3 (3.0)	1 (1.0)	0	15 (15.0)
Cauc.	26 (26.0)	45 (45.0)	4 (4.0)	3 (3.0)	3 (3.0)	81 (81.0)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	29 (29.0)	56 (56.0)	7 (7.1)	4 (4.0)	3 (3.0)	100 (100)
Missing Observations						5

Question 20: Orientation was worth attending.

Table 28 provides a compilation by sex of students concerning whether or not orientation was worth attending. A total of 76% of the male respondents, who constituted approximately 33% of the survey, strongly agree and agree somewhat that orientation was worth attending. Of their female counterparts, over 95% indicated they strongly agree and agree somewhat that orientation was worth attending. It was noted that three missing observations were a result of no response.

Table 28

Sex	Strongly Agree	Agree Somewhat	Disagree Disagree	Strongly Disagree	Not Applicable	Total
Male	14 (13.7)	12 (11.8)	6 (5.9)	0	2 (2.0)	34 (33.3)
Female	30 (29.4)	35 (34.3)	2 (2.0)	1 (1.0)	0	68 (66.7)
Total	44 (43.1)	47 (46.1)	8 (7.8)	1 (1.0)	2 (2.0)	102 (100)
Missing Observations						3

Table 29 presents a breakdown by race of students' responses to the statement that orientation was worth attending. A total of 93.3% of the black respondents indicated they agree orientation was worth attending. Approximately 89% of the caucasian students indicated they strongly agree and agree somewhat that orientation was worth attending. One-hundred percent of the remaining groups indicated orientation was worth attending. Five missing observations were a result of nonresponses.

Table 29

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	1 (1.0)	1 (1.0)	0	0	0	2 (2.0)
Black	7 (7.0)	7 (7.0)	1 (1.0)	0	0	15 (15.0)
Cauc.	34 (34.0)	38 (38.0)	6 (6.0)	1 (1.0)	2 (2.0)	81 (81.0)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	43 (43.0)	47 (47.0)	7 (7.0)	1 (1.0)	2 (2.0)	100 (100)
Missing Observations						5

Question 21: The educational sessions that I attended at the Convocation Center were effective in answering my questions.

Table 30 provides a breakdown by sex of students rating the educational sessions at the Convocation Center. A total of 64.3% of the male and female students combined indicated that the educational sessions they attended at the Convocation Center were effective in answering their questions. Approximately 69% of the male students strongly agree and agree somewhat that the educational sessions were effective, while approximately 62% of their female counterparts indicated the sessions were effective. Seven missing observations were a result of no response.

Table 30

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	10 (10.2)	12 (12.2)	6 (6.1)	0	4 (4.1)	32 (32.7)
Female	18 (18.4)	23 (23.5)	8 (8.2)	2 (2.0)	15 (15.3)	66 (67.3)
Total	28 (28.6)	35 (35.7)	14 (14.3)	2 (2.0)	19 (19.4)	98 (100)
Missing Observations						7

Table 31 presents a compilation by race of students' ratings of the educational sessions in regard to answering their questions. A total of 78.6% of the black students indicated strongly agree and agree somewhat concerning the effectiveness of the educational sessions at the Convocation Center. Approximately 61% of the caucasian students indicated the sessions were effective, and 75% of the remaining groups agreed that the sessions were effective in answering their questions. Eight missing observations were due to no response.

Table 31

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1 (1.0)	0	0	0	0	1 (1.0)
Asian	0	1 (1.0)	1 (1.0)	0	0	2 (2.1)
Black	5 (5.2)	6 (6.2)	1 (1.0)	1 (1.0)	1 (1.0)	14 (14.4)
Cauc.	21 (21.6)	27 (27.8)	12 (12.4)	1 (1.0)	18 (18.6)	79 (81.4)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	27 (27.8)	35 (36.1)	14 (14.4)	2 (2.1)	19 (19.6)	97 (100)
Missing Observations						8

Question 22: The Community Fair was worth attending.

Table 32 presents a breakdown by sex of students' responses concerning the value of the Community Fair. A total of 67.6% of both male and female students indicated they strongly agree and agree somewhat that the Community Fair was worth attending. Approximately 69% of the males indicated the Community Fair was worth attending, while 68.1% of their female counterparts indicated it was worth attending. A total of 25.5% of the respondents indicated "not applicable". Three missing observations were a result of nonresponses.

Table 32

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	10 (9.8)	12 (11.8)	1 (1.0)	1 (1.0)	9 (8.8)	32 (32.4)
Female	30 (29.4)	17 (16.7)	2 (2.0)	3 (2.9)	17 (16.7)	69 (67.6)
Total	40 (39.2)	29 (28.4)	3 (2.9)	4 (3.9)	26 (25.5)	102 (100)
Missing Observations						3

Table 33 provides a breakdown by race of students who indicated whether or not the Community Fair was worth attending. Approximately 88% of the black students indicated the Community Fair was worth attending. A total of 60.8% of the caucasian students indicated they strongly agree and agree somewhat that the fair was valuable, while 100% of the remaining groups indicated they found the Community Fair worth attending. Five missing observations were noted due to no response.

Table 34

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	1	0	0	0	0	1 (1.0)
Asian	2	0	0	0	0	2 (2.0)
Black	12	3 (3.0)	0	0	2 (2.0)	17 (17.0)
Cauc.	23	25 (25.0)	3 (3.0)	4 (4.0)	24 (24.0)	79 (79.0)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	38 (38.0)	29 (29.0)	3 (3.0)	4 (4.0)	26 (26.0)	100 (100)
Missing Observations						5

Question 23: I enjoyed the movie in the ballroom.

Table 34 presents a breakdown by sex of students' ratings of the movie in the ballroom. Sixty-one percent of the students indicated "not applicable" in regard to the movie. Looking only at the students who indicated an opinion, 76.9% of the males who responded agreed they enjoyed the movie. Approximately 92% of the females who indicated an opinion indicated they enjoyed the movie. However, only 34% of all of the students surveyed indicated they went to the movie and found it enjoyable. Five missing observations were a result of no response.

Table 34

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	4 (4.0)	6 (6.0)	1 (1.0)	2 (2.0)	19 (19.0)	32 (32.0)
Female	9 (9.0)	15 (15.0)	1 (1.0)	1 (1.0)	42 (42.0)	68 (68.0)
Total	13 (13.0)	21 (21.0)	2 (2.0)	3 (3.0)	61 (61.0)	100 (100)
Missing Observations						5

Table 35 provides a compilation by race of students who responded to the statement concerning the movie in the ballroom. Approximately 53% of the black students indicated the movie was enjoyable. Approximately 69% of the caucasian students indicated "not applicable". Seven missing observations were noted due to nonresponses.

Table 35

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	0	0	0	1 (1.0)	1 (1.0)
Asian	2 (2.0)	0	0	0	0	2 (2.0)
Black	2 (2.0)	7 (7.1)	1 (1.0)	0	7 (7.1)	17 (17.3)
Cauc.	7 (7.1)	13 (13.3)	1 (1.0)	3 (3.1)	53 (54.1)	77 (78.6)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	11 (11.2)	21 (21.4)	2 (2.0)	3 (3.1)	61 (62.2)	98 (100)
Missing Observations						

Question 24: The dance at the Convocation Center was worth attending.

Table 36 provides a breakdown by sex of students opinions of the dance at the Convocation Center. A total of 16.6% of the male students indicated they agree somewhat that the dance was worth attending, while 33.3% of the males indicated they disagree somewhat and strongly disagree that the dance was worth attending. Fifty percent of the males indicated "not applicable". A total of 17.6% of the female students indicated the dance was worth attending while approximately 34% indicated they disagreed that the dance was worth attending. A total of 48.5% of the females indicated "not applicable". Seven missing observations were a result of nonresponses.

Table 36

Sex	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Male	0	5 (5.1)	3 (3.1)	7 (7.1)	15 (15.3)	30 (30.6)
Female	2 (2.0)	10 (10.2)	10 (10.2)	13 (13.3)	33 (33.7)	68 (69.4)
Total	2 (2.0)	15 (15.3)	13 (13.3)	20 (20.4)	48 (49.0)	98 (100)
Missing Observations						7

Table 37 presents a compilation by race of students who responded to the questions concerning the dance at the Convocation Center. A total of 23.5% of the black students indicated the dance was worth attending. Only 13.3% of the caucasian students indicated they felt that the dance at the Convocation Center was worth attending. Over 55% of the caucasian students indicated "not applicable". Nine missing observations were a result of no response.

Table 37

Race	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree	Not Applicable	Total
Amer. Indian	0	0	0	0	1 (1.0)	1 (1.0)
Asian	0	0	1 (1.0)	1 (1.0)	0	2 (2.1)
Black	0	4 (4.2)	4 (4.2)	5 (5.2)	4 (4.2)	17 (17.7)
Cauc.	2 (2.1)	8 (8.3)	8 (8.3)	14 (14.6)	43 (44.8)	75 (78.1)
Other	0	1 (1.0)	0	0	0	1 (1.0)
Total	2 (2.1)	13 (13.5)	13 (13.5)	20 (20.8)	48 (50.0)	96 (100)
Missing Observations						9

Conclusions

The following conclusions were based on the findings in this study:

1. The orientation schedule mailed to incoming students was helpful to them in making plans to attend orientation.
2. New students to Arkansas State University found the orientation brochure helpful during the three-day orientation process and indicated that the ads included in the brochure helped them know more about Jonesboro businesses.
3. Students attending orientation found the "Ask Me" buttons helpful in identifying individuals who could assist them.
4. About half of the students indicated that the Playfair session helped them to quickly make new acquaintances; however, many students indicated in their written comments that the session was too childish and silly.
5. A majority of the students found the "Tips From the Professor" and the "Meet the Dean" sessions interesting and helpful.
6. Students who attended the Greek Life Picnic indicated it helped them learn about fraternities and sororities.
7. A majority of the students feel that campus living conditions are satisfactory. Students in Twin Towers, however, indicated they were not very satisfied with their accommodations.
8. Approximately 90% of the students who attended orientation indicated that it was worth attending, and over 95% of the students who attended orientation would recommend all new students to attend new student orientation.
9. Students felt they understood the university better and were more excited about attending ASU as a result of attending orientation.
10. The educational sessions at the Convocation Center were helpful in answering new students' questions.
11. Students indicated that the Community Fair was worth attending.
12. Neither the movie in the ballroom nor the dance in the Convocation Center were well-attended or enjoyed by students. Less than half indicated they attended the movie, and less than 20% indicated they enjoyed the dance.

Recommendations

An analysis of the findings in this study led to the following recommendations:

1. Arkansas State University should continue with the publication and distribution of the orientation schedule and brochure to new students.
2. An alternative to Playfair, still designed as a giant icebreaker but perhaps not quite so "childish" should be considered for future orientations.
3. A student staff wearing identifying t-shirts and "Ask Me" buttons should be continued to be used in future orientations.
4. Residence Halls should be in the best condition possible before students ever begin moving. For example, working elevators are a necessity when moving in and should be repaired prior to the arrival of students.
5. Alternatives to or modifications of the movie and dance should be considered for future orientations as neither was well-attended or rated as enjoyable by the students.

APPENDIX A
NEW STUDENT ORIENTATION SURVEY

NEW STUDENT ORIENTATION SURVEY

Dear ASU Student:

Now that you have endured the New Student Orientation, we want you to tell us how we can improve for next year?

Please take a few minutes to respond (in pencil or pen) to the following survey.

We urge you to complete the survey in order that we receive a thorough evaluation.

Please respond to the following demographic questions.

1. Sex: A. Male B. Female

2. Race: A. American Indian E. Oriental
 B. Asian F. Caucasian
 C. Black G. Other
 D. Hispanic

3. Living Arrangements:

A. <input type="checkbox"/> Arkansas Hall	E. <input type="checkbox"/> University Hall
B. <input type="checkbox"/> Delta Hall	F. <input type="checkbox"/> ASU Family Housing
C. <input type="checkbox"/> Kays Halls	G. <input type="checkbox"/> Off Campus
D. <input type="checkbox"/> Twin Towers	H. <input type="checkbox"/> Off Campus in Jonesboro

4. Enrollment Status: A. Full-Time Student (12 or more hours)
 B. Part-Time Student (11 or fewer hours)

5. Please check your appropriate college/department.

A. <input type="checkbox"/> Agriculture	E. <input type="checkbox"/> Education
B. <input type="checkbox"/> Arts & Sciences	F. <input type="checkbox"/> Engineering
C. <input type="checkbox"/> Business	G. <input type="checkbox"/> Fine Arts
D. <input type="checkbox"/> Communications	H. <input type="checkbox"/> Nursing & Health Professions
	I. <input type="checkbox"/> University College (Undecided Majors)

6. Did you receive an orientation schedule in the mail?
 A. Yes B. No

7. Did your parents receive an invitation to the parents orientation?
 A. Yes B. No C. Don't Know

Please rate the following series of statements by circling the appropriate category.

- | | Strongly
Agree | Agree
Somewhat | Disagree
Somewhat | Strongly
Disagree | Not
Applicable |
|---|-------------------|-------------------|----------------------|----------------------|-------------------|
| 8. I found the schedule mailed to me helpful in making plans to attend orientation. | A | B | C | D | E |
| 9. I found the orientation brochure helpful during the three-day events. | A | B | C | D | E |

	<u>Strongly Agree</u>	<u>Agree Somewhat</u>	<u>Disagree Somewhat</u>	<u>Strongly Disagree</u>	<u>Not Applicable</u>
10. The ads in the brochure helped me know more about Jonesboro businesses.	A	B	C	D	E
11. I found the "Ask Me" buttons helpful in identifying individuals who could assist me.	A	B	C	D	E
12. Participation in orientation excited me about attending ASU.	A	B	C	D	E
13. The Playfair session helped me to quickly make new acquaintances.	A	B	C	D	E
14. I feel the session on "Tips From the Professor" was helpful.	A	B	C	D	E
15. The "Meet the Dean" session assisted me in learning more about my college.	A	B	C	D	E
16. The Greek life picnic helped me learn about fraternities/sororities. (Answer only if you attended the picnic.)	A	B	C	D	E
17. Campus living accommodations were satisfactory. Comments: _____	A	B	C	D	E
18. I would recommend all new students to attend New Student Orientation.	A	B	C	D	E
19. I now understand the university better as a result of attending orientation.	A	B	C	D	E
20. Orientation was worth attending.	A	B	C	D	E
21. The educational sessions that I attended at the Convocation Center were effective in answering my questions.	A	B	C	D	E
22. The Community Fair was worth attending.	A	B	C	D	E
23. I enjoyed the movie in the ballroom.	A	B	C	D	E
24. The dance at the Covocation Center was worth attending?	A	B	C	D	E
25. Can you tell us what you liked most about our program? _____ _____					
26. Is there anything else you can tell us? Please write your comments or concerns on the lines provided. (The individual comments you can make are extremely important to us.) _____ _____ _____					

APPENDIX B
SUMMARY OF STUDENTS' WRITTEN COMMENTS

Summary of students' written comments

Comments by students concerning what they liked best about new student orientation are listed below. The number of the comments similar to the ones listed is shown in parentheses following each comment.

- * Friendliness/Helpfulness of orientation staff (12)
- * Playfair - helped in making new friends (12)
- * Orientation made it easy to meet other students (10)
- * Informational sessions at the Convocation Center (6)
- * Tips from the professors (6)
- * There was always something to do/All of the activities (5)
- * Meeting the Dean (4)
- * Community Fair (4)
- * Liked the fact that parents were involved (3)
- * Was a chance to ease into the year (2)
- * Commuter student session was helpful and informative (2)
- * Movie in ballroom (2)
- * Orientation was extremely effective with very few flaws (2)
- * Theme, student staff, and speakers made me feel more relaxed and confident about attending ASU (2)
- * Orientation was great because it made my transition from high school to college easier (2)

Concerns and suggestions from students regarding orientation are listed below. The number of comments similar to the ones listed is shown in parentheses following each comment.

- * Dance was not worth the effort it took to get there (3)
- * Need more activities and less "sit-down" sessions (3)
- * Something needs to be done about the time it takes to go through the financial aid office (3)
- * Give more details about scheduled events (2)
- * Playfair was stupid and childish (2)