The VCCS Online College Orientation: A Faculty Survey and Syllabi Analysis to Determine Delivery Methods of Course Objectives

By Wendy L. Tighe

from *Inquiry*, Volume 11, Number 1, Spring 2006, 35-48

Return to Contents Page

Abstract
Given the increase in VCCS colleges offering college orientation courses online, the author recommends further research to determine the efficacy of the Web-based version of college orientation.

The VCCS is increasingly offering more Web-based, online orientation courses to students. Since the fall semester of 1999, the community college campuses throughout the VCCS have offered over 100 sections of online orientation courses. However, no assessment data or research for these courses or students exists.

Apparently, this lack of available statistics on student academic success, satisfaction level, and retention for online orientation courses is not unique to Virginia. In fact, Jessica Mercerhill (personal communication, July 7, 2004), the National Orientation Directors Association's (NODA) databank editor, and Kent Phillippe (personal communication, July 29, 2004), the American Association of Community College's (AACC) senior research associate, both admitted that they do not have any data specific to online orientation programs. Brad Cox (personal communication, July 29, 2004), the research analyst for the National Resource Center for the First-year Experience and Students in Transition, also admits a lack of data regarding outcomes associated with online orientations and first-year seminars. He notes that this appears to be "a very important gap in the research . . . which has not kept up with the technology." Cox further finds that, according to the data collected for the *2003 National Survey on the First-Year Seminar*, 28 two-year institutions have elements of their first-year seminars online, with 20 of these institutions offering sections completely online. However, only two Virginia community colleges (Germanna and Lord Fairfax) were included in this survey data (Tobolowsky, 2005).

Nevertheless, the percentage of students participating in and the different types of orientation programs available to students continue to increase (Strumpf, Sharer, & Wawrzynski, 2003). The only research found to date examining orientation instructional delivery methods (seminar, traditional, and web-based) was an unpublished dissertation (Rodriguez, 2003).

A Brief History

The first documented freshman orientation seminar offered to prepare students for a successful college life was at Boston University in 1888 (Mamrick, 2005). In the early 1900s, other institutions such as Oberlin College and the University of Michigan also began to offer similar courses. Institutions even began to require the orientation course for all new students and awarded credit for successful completion of the course. However, the course's prevalence fluctuated during the next 60 years, until it was recognized in the 1970s when colleges faced an "influx of diverse groups of students whose needs were not being met by existing, piecemeal orientation initiatives" (Barefoot & Gardner, 1993, p.142). Since then, the number of course offerings has steadily increased and research has found that such orientation efforts promote student persistence and retention, better academic performance, and use of student support services (Cuseo, 1991; Ryan & Glenn, 2004; Sidle & McReynolds, 1999).

According to Cohen and Jody (1978), the student development component of remedial courses provide insufficient preparation on how to survive in a "student's world." Students need additional support to enable successful transition to the college environment. Therefore, information (policies, rules, services), skills (decision making, time management, and study), and attitude (active learning) to encourage student confidence and enhance intellectual competence have become a focus for student orientation. Similarly, Upcraft and Farnsworth (1984) support this by identifying the following goals of orientation: academic, personal, and social adjustment; becoming aware of support services, policies, regulations, and procedures; exploring institution offerings; learning how to study/learn; interacting with faculty and staff; career goal exploration; and knowing what to expect during the college experience. Thus, the orientation curriculum is focused on academic and social adjustment with emphasis on familiarization with institutional facilities, programs, and services (Upcraft, 1984).

More recently, to accommodate the diverse schedules and "consumer expectations" of community college students, orientation efforts demand flexibility, service, quality, and convenience (Carnevale, 2004). Both the diverse types of students needing assistance with the transition to college (varying by age, ethnicity, ability, etc.) and the methods of delivering such transition support needed consideration, leading to required changes (Upcraft, 1984). Hence, web technology has become a tool for higher learning institutions to orient incoming and prospective students at a distance (Kramer, 2003), and offering online courses through distance education has also become a viable alternative to face-to-face instruction.

All the same, the primary goals of orientation are to help students adjust, promote academic success and graduation, reduce trial-and-error behavior, cultivate use of help services, and reduce costly administrative time (Cohen & Jody, 1978; Barefoot & Gardner, 1993). Unfortunately, we do not yet know the efficacy of these efforts and the actual impact on student success, learning, and persistence for online orientation courses.

Study of the VCCS Online Orientation Course

To determine how the Virginia Community College System (VCCS) addresses online orientation courses and whether or not any assessment data existed, I sent an e-mail to the distance-learning coordinators of 13 (out of 23) community colleges in the VCCS. These 13 community colleges (Blue Ridge, Central Virginia, Germanna, J. Sargeant Reynolds, John Tyler, Lord Fairfax, Northern Virginia, Patrick Henry, Piedmont, Rappahannock, Southside Virginia, Tidewater, and Virginia Western) were selected from the VCCS Online website because it indicated that these institutions offer the web-based student development orientation course (previously known as STD 100, but recently renumbered as SDV 100 and named "College Success Skills"). My e-mail requested quantitative assessment data and general information about the online course.

Of the 13 colleges I contacted, 6 responded by e-mail and indicated that no research or assessment data for these courses or students has ever been collected. This lack of information inspired my further exploration.

I began by reviewing the STD 100 course description, which is written as follows:

> Assists students in transition to colleges. Provides overviews of college policies, procedures, and curricular offerings. Encourages contacts with other students and staff. Assists students toward college success through information regarding effective study habits, career and academic planning, and other college resources available to students. May include English and math placement testing. Strongly recommended for beginning students. Required for graduation.

With this information, I then developed an open-ended survey, and I visited each VCCS college website to determine the instructors who had taught or were still teaching the STD 100 course online (print, face-to-face, independent study, and video courses were excluded). I was then able to send the surveys through e-mail to the 25 identified STD 100 online instructors (some of whom teach multiple sections).

Results of the Survey and Syllabi Analysis

Five surveys were completed and returned, yielding a response rate of 25 percent (5 out of 20). Hence, I revisited the 13 college websites to obtain course syllabi. Six syllabi were available online and are included with the faculty survey responses.

According to the information available on the VCCS Online webpage and the College websites, the 13 VCCS community colleges offered approximately 129 sections of online orientation since the fall semester of 1999 (five years for SVCC). Several differences were noted between the total number of credit hours, semester offerings, course titles, and length of the course.

For example, the course name, STD 100, was standard to the VCCS and each college published an offering of STD 100; however, institutional course titles varied from "Orientation" to "Student Development Orientation." "College Success Skills" was the STD 100 course title published on the VCCS Master Course Description webpage, but it was listed with different titles on the VCCS Online webpage.

Similarly, the length of the online orientation course varied from 8-week sessions offered at the beginning of the semester or during the second 8-week session to 10- or 16- week sessions, depending on the college.

And lastly, the number of credit hours awarded for successful course completion varied among the individual campus schedules and the VCCS Online webpage.

In an effort to obtain qualitative data on the online STD 100 course, I analyzed syllabi obtained from campus websites, and I surveyed instructors who taught the online STD 100 course to determine the following information:

- the specific methods used to accomplish the course objectives online;
- whether or not English and math placement testing are part of the STD 100 curriculum;
- why STD 100 is strongly recommended for new or beginning students;
- if STD 100 is required for graduation, graded or pass/fail, and credited;
- whether or not institutions offer or require a distance learning orientation for online students, face-to-face, or online; and
- the purpose of STD 100 and whether or not this purpose can be accomplished online.

By combining the information obtained from the STD 100 instructors' survey responses and the course syllabi, I was able to isolate the following general themes and issues of concern for the VCCS.

Methods Used to Teach Online Orientation

In order to assist students with the transition to college, 80 percent of the survey respondents used textbooks and 60 percent inventories (learning, study strategies, and/or career). The primary text cited, Becoming a Master Student by David B. Ellis, focuses on college survival skills and transition issues and (in the words of one survey respondent) provides students "in all phases of their life who are attending college an opportunity to see themselves through the eyes of others who are in the same place as they are." Some instructors said they require students to write essays on how helpful they found the text chapters, while others encouraged attendance at campus workshops and meetings with faculty advisors. Several mail packets to students with information about the class and college with e-mail addresses and phone numbers.

From analysis of the course syllabi, I determined that instructors primarily use textbooks, video programs, Internet links, and self-discovery activities, and inventories. Therefore, online orientation instructors assist students with the transition to college through specific assignments (reading, writing, research, and discussion) with exposure to information they believe their students need. Topics varied from skills to attitude (Cohen & Jody, 1978) and emphasized relevance and in-depth learning (Brown, 2004).

No differences were apparent between the survey responses and syllabi as to methods of presenting college policies, procedures, and curricular offerings. All respondents give assignments requiring use of the college's printed or online catalog, handbook, and course schedule. Some introductions to these resources involve study questions or a questionnaire, while others employ participation in an online student forum using the Blackboard Discussion Board (the VCCS Course Management System). Online quizzes are the most common means to determine if students have obtained the information and could demonstrate competency and application.

Clearly, from the surveys and syllabi obtained in this study, the online orientation instructors do provide opportunities for students to learn the policies, procedures, and curricular offerings of each institution; however, applying a creative approach may increase relevance for the student. For instance, having students visit various departments, coupled with a written assignment on the departmental policies and how the policies relate to the student, can encourage experiential learning and increase application and meaning for the student.

Almost all the course syllabi and surveyed instructors indicate the use of the Blackboard discussion board to encourage contacts and aid interaction with other students and staff. Most instructors require student discussion board participation on various topics to encourage critical thinking and increase socialization. These range from get-to-know-me exercises and study tips to personal reflection and sharing ideas about the course topics. "Students," said one instructor, "relate personal experiences with the text chapters and competencies of the class through open sharing and dialogue amongst themselves"; instructors follow the discussion threads and contribute as needed. Other methods of encouraging staff, faculty, and students contacts include the following:

- providing phone numbers and e-mail addresses,
- requiring communication by phone or in person at least once during the course,
- meeting with faculty advisors,
- attending on-campus events and orientation seminars, and

- completing an interview report on a “master student.”

Clearly, while the course is offered online, instructors do encourage student involvement and provide structured opportunities to connect with other students and staff, approaches known to significantly impact student success and retention (Astin, 1977).

Because many students doubt their intellectual competence and require skill building (Cohen & Jody, 1978), information on effective study habits, career and academic planning, and other available college resources was indicated as paramount to assisting students toward college success. Methods used online include the following:

- values clarification exercises,
- class participation,
- posted lectures on specific skills,
- quizzes,
- virtual library tours,
- video program critiques (local cable TV or in campus library),
- career interest and learning style testing,
- textbook readings,
- individual course projects,
- assessments,
- journal entries, and
- discussion board opportunities with web links.

The topics most often covered in the online course are campus resources, taking notes, time management, reading, memory, and taking tests. Others noted on the course syllabi are thinking, listening, goal setting, transfer, relationships, and decision making. Although personal development was alluded to, issues regarding finances, sexuality, drugs, and alcohol were not mentioned. Interestingly, the majority of lessons focused on strategy-based approaches, which have been shown to be more effective than socialization or bonding approaches (Ryan & Glenn, 2004).

Placement Testing

Although currently included in the course description, English and math placement testing are not listed on the obtained syllabi. As an explanation, the instructors surveyed indicate that “these tests are not currently available online or [as] part of the orientation process . . . . [B]y the time students take this course, most have already completed the tests. Therefore, the course does not really cover this information.” Also, some surveyed instructors noted that placement testing must be completed prior to enrollment in online orientation

Evidently, this element of the course description is no longer a function of the online orientation course, and the course description needs to be updated to reflect this change.

Timing of Enrollment in the Course

Although the majority of surveyed instructors strongly recommend orientation for new students, institutional policies do not consistently make this a requirement. For example, some institutions require orientation to be taken within the student’s first 30 credits, others within the first 16 credits, and others during the first or second semester of attendance. Some colleges have no policy. Furthermore, respondents noted that existing requirements are not always enforced, even though strongly recommended.

Instructors remark that orientation "can be the foundation of [student] success in the classroom" and "is an excellent academic resource and a proven retention tool." One typical comment speaks to its value: "Students who take orientation tend to persist and are academically stronger because they proactively learn tools to navigate the college environment successfully."

While evidence exists to support students taking this course early in their academic career (Cuseo, 1991), further investigation may be needed regarding institutional policy and actual practice. Equally important, assessing student needs prior to enrollment in the online orientation course could further impact the retention, success, and graduation rates of participating students.

Credits Awarded and Grading Systems

As with most courses, academic credit toward a degree is frequently attached to course completion as a "credit payoff" for students. All syllabi and surveyed faculty indicated that the orientation course is a requisite of all degree and certificate programs. However, it was also mentioned that the vast majority of students take STD 108 ("College Survival"), which counts toward graduation and meets the orientation requirement.

Although the orientation course offers one credit, instructors support increasing the class to three credits, with one respondent saying, "There is an abundance of material the student would benefit from if it was given in more detail – one hour a week does not allow this."

Although some institutions of higher learning do not issue grades or academic credit for orientation, the VCCS does. Unquestionably, as authors Cohen and Jody argue, "no[-]grade options take the pressure off of judging orientation; however, a course that teaches information and skills, however preparatory, is worthy of credit" (1978, p. 25). The syllabi I reviewed and the information from the faculty surveyed show that students receive traditional letter grades of an A, B, C, D, or F for the STD 100 online course, based on various assessments (quizzes, tests, and assignments) that demonstrate completion of the orientation and ensure understanding and achievement (Cohen & Brawer, 2003, p. 207).

Getting Oriented to Distance Learning

Each instructor and institution has a particular way of orienting students to online courses. To equip students with the necessary skills and tools required for online education, some special orientation programs are offered and incorporated into the curriculum. Such programs have been known to promote academic and social connections, improve the sense of belonging to a virtual learning community, increase student involvement, and ultimately improve retention (Lorenzetti, 2002; Scagnoli, 2001). In fact, all survey respondents indicated that they currently offer distance-learning orientation to students, online and/or face-to-face, with half indicating it is required. Analysis of the course syllabi also indicate the curriculum components that help to address students' need to be acclimated to the online technology. Some provided links or contact information to campus computing support, while others included the technical requirements for the course on the syllabus. For example, by combining multiple course objectives in one assignment (i.e. open e-mail account, access Blackboard, send instructor introductory letter or research using the Internet and/or Learning Resource Center, and sending attachments to the instructor), instructors actively engaged students to demonstrate their technological proficiency.

Hence, a distance learning orientation is important to effectively introduce distance students to online technology.

Primary Purpose Accomplished

Although institutions are likely to focus on varied topics and themes (academic, discipline, or skills), Barefoot and Gardner (1993) state that the primary purposes of an orientation course are to increase student involvement and academic and social integration by addressing student needs, easing transition into the new environment, establishing community, creating relations with faculty, staff, and peers, and enhancing retention, graduation, and student success. These aims are supported by the surveyed instructors and noted on all the obtained course syllabi. Unanimously, instructors report that the objectives and purposes of the orientation course can be accomplished online. (See Appendix listing the identified course objectives.)

With some creative measures, the use of core competencies to guide specific topics in units or modules is the most frequently noted means of accomplishing the purposes of the online orientation course. One instructor emphasized that students in developmental classes should not be encouraged to take the online STD 100 because "the online class is for students who are self-motivated, mature and have done well in their studies either in high school or other colleges." With the intensive writing, discipline, and technological skills required, not all students will succeed with the "hidden curriculum" of online orientation (Anderson, 2001).

In addition, the efforts of a recent VCCS task force enhanced the STD 100 course in several ways: changing the course title and course prefix from STD 100 to SDV 100 ("College Success Skills") to more accurately reflect the curriculum, adopting a textbook, establishing core competencies, and increasing collaborative efforts by recruiting faculty from all disciplines to teach

or co-teach the course.

Interestingly, not one surveyed instructor mentions the use of developmental theory (Dannells & Wilson, 2003) or methods to assess practices (Strumpf et al., 2003).

Appendix: Online STD 100 Course Objectives

- To provide materials and information to enhance student success
- To retain students and help students stay in college and finish what they begin
- To orient students to the college environment
- To acquaint students with the services, resources, and expectations of higher education, as stated in the catalog
- To teach study skills and make students aware of learning resources
- To provide tools to help students become independent/confident learners
- To help students realize the importance and value of diversity
- To provide students with the tools to evaluate their strengths and weaknesses in order to help them understand and determine internal motivational factors
- To begin the process of helping students become information literate
- To help students realize the importance of goal setting
- To provide students with information that will sharpen their classroom skills and enhance their commitment to learn
- To provide students with information to help them take control of their time
- To provide students with information to develop an effective study system
- To give students tools and techniques to improve their concentration
- To review memory improvement techniques as a way to combat forgetfulness
- To provide strategies that can help students prepare for tests with confidence
- To provide essential information for following policies and procedures
- Introduce opportunities to enhance personal development during enrollment

What More Is Needed?

Online orientation is a significant component of the VCCS curriculum. Over half of Virginia's community colleges offer at least one online orientation course, with the number per campus increasing every year. Data regarding student course completion rates, satisfaction, academic success, persistence, and graduation rates are well-established and evident for the traditional orientation courses; however, these same variables are undetermined for the online courses. Therefore, the need to explore and investigate these variables for students who take online orientation is critical.

First of all, valuable resources and tools exist to assist with such efforts. In fact, 25 years ago, the Council for the Advancement of Standards in Higher Education (CAS) developed standards for professional practice and included specific standards for student orientation programs in 1986. These standards were revised in 2003. The 2003 Self-Assessment Guide (SAG) explains the CAS Student Orientation Standards and Guidelines so educators can conduct self-studies to assess orientation offerings, using national standards of practice. Thus, the VCCS, or at least individual institutions, should consider a system-wide effort to assess the online SDV 100 course. Using such tools can provide informed views on the strengths and deficiencies of the online orientation, and possibly direct future improvements and growth.

Second, Mullendore, Biller, and Busby (2003) indicate that using standards as an evaluation and assessment tool can help determine the following:

- if the services, programs, and activities offered during orientation meet identified or perceived student needs, and
- if the students who participate in orientation are satisfied with these services, programs, and activities, and what students consider to be the strengths and weaknesses of the institution's orientation program.

Therefore, re-examination of the SDV 100 course description and curricula objectives is necessary to ensure students receive what they truly need. This will require evaluation of students and those involved with online orientation, which includes almost the entire institution. Data can be collected through surveys, interviews, focus groups, and informal feedback. Educators can no longer assume students' needs are known and met, particularly in light of the growing diversity of the student population.

Third, learning outcomes – such as academic success (grades), student retention, and persistence to graduation – must be assessed. Such data should be collected for all students who complete the SDV 100 requirement online. This would require

tracking students to investigate the relationships between the online curriculum and desired outcomes of those who complete the online orientation, and to explore reasons why students do not complete the online course. Comparison of online orientation completers with students who completed the course in other ways may also yield valuable information and justify online orientation as a viable option to the traditional face-to-face orientation efforts of the past (Upcraft, 2003).

Fourth, although eleven student development courses are listed on the *VCCS Master Course File*, only about four of these courses are regularly offered throughout the system. For the most part, these courses are unavailable online. Perhaps the qualitative and quantitative evaluation and assessment data obtained will indicate a need for specialized orientation programs. Not all new students have the same needs, and as student diversity increases, specialized orientations can tailor the curriculum to meet student needs, and perhaps even improve the retention, graduation, and student success of participants (Barefoot & Gardner, 1993), particularly for first-generation students.

And last, in order to continue growing and meeting students' needs through extended orientation courses, regardless of the delivery mode, it is imperative to evaluate the current course; otherwise, it is "left to stand on the perceived merits or deficiencies held by a local audience, and in an era of declining resources this is a very precipitous position" (Mullendore et al., 2003, p. 177). Finding a balance among these and many more issues will be the ultimate challenge for institutions, now and even more so in the future (Kramer, 2003). If the primary role of the community college is to "maintain access" for students to develop skills and knowledge (Banerji, 2004), institutions have a "philosophical obligation" to maximize student success through effective orientation, especially online (Upcraft & Farnsworth, 1984). The demand for higher education is only increasing and is anticipated to reach an all-time high in the near future (Hebel, 2004). Orienting college students through online technology is likely to increase; hence, without considering societal, student, and institutional characteristics, orientation can become a "potpourri of isolated and futile activities" (Upcraft, 1984).

Thus, assessment and evaluation of current practices must be initiated with particular attention paid to system inconsistencies, instructor and student feedback, and course success, demand, and completion. Perhaps, with this continued practice of assessment, new needs will be identified and the course description and methods of delivery as identified will be further enhanced.

References

Anderson, T. (2001). The hidden curriculum in distance education. *Change*, 33, 29-35.

Astin, A. (1977). Preventing students from dropping out. San Francisco: Josey-Bass.

Banerji, S. (2004, May 6). Report: Higher education fiscal crisis hardest on Hispanic, low-income students. *Black Issues in Higher Education*, p. 10.

Barefoot, B., & Gardner, J. (1993). The freshman orientation seminar: Extending the benefits of traditional orientation. In L. Upcraft, R. Mullendore, B. Barefoot, & D. Fidler (Eds.), Designing Successful Transitions: *A guide for orienting students to college* (pp.141-153). Columbia, SC: University of South Carolina. National Resource Center for the Freshman Year Experience.

Brown, W. (2004). The practice of virtual teaching. *School administrator*, 61(4), 26-30.

Carnevale, D. (2004, January 30). Distance education: Keeping up with exploding demand. *The Chronicle of Higher Education*, p. B8.

Council for the Advancement of Standards in Higher Education. Retrieved on August 1, 2004, from http://www.cas.edu/index.cfm

Cohen, A., & Brawer, F. (2003). *The American community college* (4th ed). San Francisco, CA: Jossey-Bass Publishers.

Cohen, R., & Jody, R. (1978). *Freshman seminar: A new orientation*. Boulder, Colorado: Westview Press.

Cuseo, J. S. (1991). The freshman orientation seminar: A research-based rationale for its value, delivery, and content. *The freshman year experience* [Monograph No. 4]. Columbia, SC: University of South Carolina. National Resource Center for the Freshman Year Experience.

Dannells, M., & Wilson, M. (2003). Theoretical perspectives on orientation. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing*

successful transitions: A guide for orienting students to college [Monograph No. 13, 2nd ed.] (pp. 165-175). Columbia, SC: University of South Carolina. National Resource Center for the Freshman Year Experience and Students in Transition.

Hebel, S. (2004, July 2). No room in the class. *The Chronicle of Higher Education*, p. A19.

Kramer, G. (2003). 10 years later: The web phenomenon and new student orientation. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing successful transitions: A guide for orienting students to college* [Monograph No. 13, 2nd ed.] (pp. 165-175). Columbia, SC: University of South Carolina. National Resource Center for the Freshman Year Experience and Students in Transition.

Lorenzetti, J. P. (2002, November 15). Well begun is half done: Is orientation a key to retention? *Distance Education Report*, 6 (22), 6.

Mamrick, M. (2005). The first-year seminar: An historical perspective. In B. F. Tobolowsky, *The 2003 national survey on first-year seminars: Continuing innovations in the collegiate curriculum* [Monograph No. 41] (pp.15-45). Columbia, SC: University of South Carolina. National Resource Center for the First-Year Experience and Students in Transition.

Mullendore, R., Biller, G., & Busby, R. (2003). Evaluating and assessing orientation programs. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing successful transitions: A guide for orienting students to college* [Monograph No. 13, 2nd ed.] (pp. 177-186). Columbia, SC: University of South Carolina. National Resource Center for the Freshman Year Experience and Students in Transition.

Rodriguez, P. D. (2003). A study of three approaches to freshman orientation and student success as compared to nonorientation students (Doctoral dissertation, Baylor University, 2003). *Dissertation abstracts international* (UMI No. 3093094)

Ryan, M., & Glenn, P. (2004, Spring). What do first-year students need most: Learning strategies instruction or academic socialization? *Journal of College Reading and Learning*, 34(2), 4-28.

Scagnoli, N. (2001). Student orientations for online programs. *Journal of Research on Technology in Education*, 34(1), 19-28.

Sidle, M., & McReynolds, J. (1999, Summer). The freshman year experience: Student retention and student success. *NASPA Journal*, 36(4), 288-300.

Strumpf, G., Sharer, G., & Wawrzynski, M. (2003). 20 years of trends and issues in orientation programs. In J. A. Ward-Roof & C. Hatch (Eds.), *Designing successful transitions: A guide for orienting students to college* [Monograph No. 13] (pp. 165-175). Columbia, SC: University of South Carolina. National Resource Center for the Freshman Year Experience and Students in Transition

Tobolowsky, B. F. (2005). *The 2003 national survey on first-year seminars: Continuing innovations in the collegiate curriculum* [Monograph No. 41]. Columbia, SC: University of South Carolina. National Resource Center for the First-Year Experience and Students in Transition.

Upcraft, M. (Ed.). (1984). Orienting students to college. *New Directions for Student Services*, 25.

Upcraft, M., & Farnsworth, W. (1984). Orientation programs and activities. *New Directions for Student Services*, 25, 27-38.

Wendy L. Tighe is a doctoral student at Old Dominion University. Until recently she was an adjunct instructor and counselor at Paul D. Camp Community College, Suffolk Campus.

Return to Contents Page