



**Fall 2006  
New Student Orientation  
Follow-up Survey Results**

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## Introduction

In August 2006, the University of San Francisco conducted a New Student Orientation (NSO) for all fall semester incoming freshmen and transfer students. Goals for the New Student Orientation included the setting of high expectations, developing a resolve to succeed and student commitment, as well as the integration of students to the USF community and outreach to special needs students. The survey (see Appendix 1) was administered to students during the first week of classes in their Rhetoric and Composition course and returned to the Office of Institutional Assessment.

A follow-up survey was conducted in November, 2006. Its focus was "...the extent to which the reading and/or the subsequent class discussion about Tracy Kidder's book *Mountains Beyond Mountains* was instrumental in your learning." Selected for the follow-up survey were eight (8) key questions repeated from the original orientation survey. The follow-up survey (see Appendix 2) was also conducted in the Rhetoric and Composition course as before. Among 1079 new freshmen and 400 new transfer students, a total of 701 students returned the survey. Completed surveys obtained from 301 freshmen and 93 transfer students. Of these returned surveys Table A reflects the count and percentage of students, either a freshman or transfer student, who indicated they had read or discussed Tracy Kidder's book. Differences are due to missing values and subsequent analyses will be based on the count presented in Table A, those students having given their student classification and indicated they read the book.

The survey instrument also included an open-ended question on how the use of a summer reading might improve the goals articulated by the survey questions. A summary of these results are presented herein.

**Table A: Read Mountains Beyond Mountains x Student classification**

		Read Mountains Beyond Mountains		Total
		yes	no	
Freshmen	Count	152	123	275
	% within Read Mountains Beyond Mountains	86.4%	66.1%	76.0%
Transfer Students	Count	24	63	87
	% within Read Mountains Beyond Mountains	13.6%	33.9%	24.0%
Total	Count	176	186	362
	% within Read Mountains Beyond Mountains	100.0%	100.0%	100.0%

## Survey Highlights of the Useful Responses

### Positive aspects:

- Students generally felt that reading *Mountains Beyond Mountains* was useful to them in learning to set high expectations.
- Students generally felt that reading *Mountains Beyond Mountains* was useful to them in learning to relate the USF Mission, Vision, and Values to their personal goals.
- Students overwhelmingly felt that the reading enhanced their perceptions about the need to relate to the community.
- Freshmen and transfer students equally regarded the reading to be a useful value added experience.
- Students that had indicated they had done the reading perceived enhanced benefits to their learning to set personal expectations, value the USF Mission, and connect to the community.

### Exceptions:

- Both freshmen and transfer students indicated no particular enhanced benefit from the reading in setting academic expectations.
- Both freshmen and transfer students indicated no particular enhanced benefit from the reading in developing new skills for success at USF.

## Section One: Goals and Objectives

There were eight (8) questions drawn from the first NSO survey implementation and repeated in the follow-up survey. As in the earlier survey these items related to the goals and objectives associated with orientation (Appendix 3). The goals and objectives were not explicitly stated to the students however, the questions were developed in an effort to gain insights about the orientation goals. The results summarized below shown in Table 1 are the collapsed percentages for each question based on a scale of one to six (“Not Useful” [1-3] to “Useful” [4-6]). A not applicable (N/A) category was included on the survey but counted as a missing value. Bolded and highlighted percentages indicate responses in excess of 50 percent. Table 1 reflects only those freshmen and transfer students that indicated they had read or discussed *Mountains beyond Mountains* (see Table A above, n=176). Sample size differences from the sub-group total are due to missing values. All questions started with the focus stem mentioned in the introduction above.

Both freshmen and transfer students generally found that reading or discussing *Mountains beyond Mountains* was a useful exercise. This is particularly true for the community oriented items. Greater than 60% of both groups found that *Mountains beyond Mountains* increased their perceptions that the reading was useful in their engagement with the community, a primary orientation goal.

While all students generally reported that reading *Mountains beyond Mountains* was useful, indicating that this specific pre-orientation activity supports the orientation goals and objectives, there are some notable exceptions. Nearly two-thirds of the freshmen reported that the reading did not contribute to increasing their learning about academic integrity. It may be argued that this was more of a goal for orientation and not specifically of the reading. Likewise, a large proportion of both freshmen and transfer students found no additional contribution to their learning how to set high academic expectations or developing new skills that would contribute to their success at USF.

**Table 1: Frequencies - freshmen vs. transfer students that read book**

Item	Freshmen Percentages			Transfer Student Percentages		
	Sample Size	Not Useful	Useful	Sample Size	Not Useful	Useful
<i>The extent to which the reading and/or the subsequent class discussion about Tracy Kidder’s book “Mountains Beyond Mountains” was instrumental in my learning:</i>						
1. how to set high academic expectations for success	144	<b>55.6</b>	44.4	22	50.0	50.0
2. how to set high personal expectations for success	146	37.7	<b>62.3</b>	23	47.8	<b>52.2</b>
3. about academic integrity.	141	<b>57.4</b>	42.6	22	50.0	50.0
4. how the USF Mission, Vision, and Values relates to my personal and academic goals. <sup>†</sup>	143	39.9	<b>60.1</b>	24	29.2	<b>70.8</b>
5. new skills that can contribute to my success at USF.	143	<b>64.3</b>	35.7	22	<b>63.6</b>	36.4
6. to interact with others who are ethnically or racially different than myself.	146	42.5	<b>57.5</b>	23	43.5	<b>56.5</b>
7. the responsibility I have to enhance the community outside USF.	147	33.3	<b>66.7</b>	24	25.0	<b>75.0</b>
8. what service learning means.	147	34.7	<b>65.3</b>	24	16.7	<b>82.3</b>
9. the responsibility I have to strive for the greater good of the community.	146	26.0	<b>74.0</b>	24	16.7	<b>83.3</b>

<sup>†</sup> This question was only asked in the November survey.

## Section Two: Mean differences

The tables below indicate the mean and standard deviation for each of the items on the survey. Highlighted and bolded numbers represent a significant difference between the two reported groups on a particular question. In Table 2 the results reflect differences between freshmen and transfer students for the follow-up survey. Of the 394 completed surveys 188 were useable when accounting for missing data. The results reveal that freshmen and transfer students are equally likely to have found *Mountains beyond Mountains* useful to their learning on the goals-oriented questions. Though stronger frequencies for some questions are reported for freshmen and transfers in Table 1, the reality is that there are no meaningful differences between the two groups. Both appear to have benefited from the book indicated by average means exceeding 3.0.

**Table 2: Mean Differences - freshmen vs. transfer students - follow-up survey**

Item	FR/TS	N	Mean	Std. Deviation
1. how to set high academic expectations for success	Freshman	161	3.23	1.48
	Transfer Student	27	3.56	1.53
2. how to set high personal expectations for success	Freshman	161	3.75	1.48
	Transfer Student	27	3.78	1.50
3. about academic integrity.	Freshman	161	3.19	1.47
	Transfer Student	27	3.44	1.53
4. how the USF Mission, Vision, and Values relates to my personal and academic goals. <sup>†</sup>	Freshman	161	3.66	1.50
	Transfer Student	27	4.00	1.44
5. new skills that can contribute to my success at USF	Freshman	161	3.06	1.44
	Transfer Student	27	3.11	1.48
6. to interact with others who are ethnically or racially different than myself.	Freshman	161	3.68	1.49
	Transfer Student	27	3.56	1.53
7. the responsibility I have to enhance the community outside USF.	Freshman	161	3.98	1.43
	Transfer Student	27	4.00	1.44
8. what service learning means.	Freshman	161	3.90	1.45
	Transfer Student	27	4.22	1.34
9. the responsibility I have to strive for the greater good of the community.	Freshman	161	4.12	1.37
	Transfer Student	27	4.33	1.27

<sup>†</sup> This question was only asked in the November survey.

\* p<.05

\*\* p<.01

\*\*\*p<.001

Table 3 reports differences for individuals that indicated they had read or discussed *Mountains beyond Mountains* regardless of class standing. The sample of useable surveys, accounting for missing data, equaled 286. In this sample reading or discussing the book was a significant contributor to student's learning with regards to service learning and enhancing the greater good of the community.

**Table 3: Mean Differences – Students that read *Mountains beyond Mountains* - follow-up survey****Group Statistics**

Item:	Read Mountains Beyond Mountains	N	Mean	Std. Deviation
1. how to set high academic expectations for success	yes	255	3.45	1.502
	no	31	2.97	1.426
2. how to set high personal expectations for success	yes	255	3.85	1.462
	no	31	3.35	1.518
3. about academic integrity.	yes	255	3.42	1.501
	no	31	3.06	1.459
4. how the USF Mission, Vision, and Values relates to my personal and academic goals. <sup>†</sup>	yes	255	3.81	1.470
	no	31	3.26	1.505
5. new skills that can contribute to my success at USF	yes	255	3.26	1.483
	no	31	2.97	1.426
6. to interact with others who are ethnically or racially different than myself.	yes	255	3.80	1.473
	no	31	3.16	1.485
7. the responsibility I have to enhance the community outside USF.	yes	255	4.09	1.380
	no	31	3.16	1.485
8. what service learning means.	yes	255	<b>4.08*</b>	1.385
	no	31	3.55	1.524
9. the responsibility I have to strive for the greater good of the community.	yes	255	<b>4.31**</b>	1.268
	no	31	3.55	1.524

<sup>†</sup> This question was only asked in the November survey.

\* p<.05

\*\* p<.01

\*\*\*p<.001

When we compare students that indicated they had read *Mountains beyond Mountains* in September and read or discussed the book in November further differences appear (see Table 4). Students in the follow-up survey in November perceived there to be a stronger sense of ‘learning to set high academic expectations,’ ‘learning about academic integrity,’ ‘developing new skills for success,’ ‘interacting with others that are different from themselves,’ and increased their sense of ‘responsibility to the community,’ ‘providing service to the community,’ and ‘working for the greater good of the community.’

In the September survey there were some differences between freshmen and transfer students based on whether they had completed the summer reading. Students who had read *Mountains beyond Mountains* indicated that orientation was more helpful than those students that had not read the book on such items as academic integrity, interaction with fellow students, understanding service learning and the desire to strive for the greater good. The evidence drawn from the follow-up survey continues to support these findings.

**Table 4: Mean Differences - Students that had read *Mountains Beyond Mountains*  
September survey vs November Survey.<sup>†</sup>**

Item	September Survey vs. Follow-up Survey	N	Mean	Std. Deviation
	1. how to set high academic expectations for success			
	Follow-up	126	4.27***	1.09
2. how to set high personal expectations for success	September	128	4.16	1.35
	Follow-up	128	4.35	1.07
3. about academic integrity.	September	124	3.48	1.51
	Follow-up	124	4.59***	1.08
5. new skills that can contribute to my success at USF	September	127	3.28	1.49
	Follow-up	127	4.07***	1.19
6. to interact with others who are ethnically or racially different than myself.	September	126	3.93	1.44
	Follow-up	126	4.63***	1.17
7. the responsibility I have to enhance the community outside USF.	September	131	4.27	1.29
	Follow-up	131	4.31	1.12
8. what service learning means.	September	127	4.22	1.32
	Follow-up	127	4.50*	1.21
9. the responsibility I have to strive for the greater good of the community.	September	128	4.37	1.23
	Follow-up	128	4.69**	1.15

<sup>†</sup> Question 4 was only asked in the November survey.

\* p<.05

\*\* p<.01

\*\*\*p<.001

### Section Three: Open Ended Question

The follow-up survey asked students to elaborate on how we might improve upon the summer reading in an open-ended question. There were several recurring themes that appeared after a cursory content analysis of the written responses. The following themes were extracted from the analysis (see attached details in Appendix 4):

- Students generally believed that the book was not compulsory reading and that this needed to be reinforced.
- Students believe that USF should provide them the book along with their orientation materials sent to them during the summer.
- Many students did not understand what it was they should be taking away from the reading, particularly how it would contribute to their learning.
- Many students indicated a general sense of “I didn’t know...:” there was a summer reading; it was required; how it would be used; etc.

Appendix 1: Original survey instrument



### New Student Orientation Survey

Please provide the following information:

Your Student ID Number: \_\_\_\_\_

Are you a:

Freshman

Transfer Student

Are you:

Commuting

Living on Campus

For each statement below, please fill in only one circle to the right that best reflects the extent to which orientation helped you. Fill the circle under the N/A column if the item does not apply.

**Orientation helped me:**

1. to set high academic expectations for success .....
2. to set high personal expectations for success .....
3. understand academic integrity. ....
4. become proficient in the use of technology that will help me succeed at USF. ....
5. build new skills that can contribute to my success at USF. ....
6. build off prior skills learned elsewhere that can contribute to my success at USF. ....
7. understand the resources available to me at USF that can help me succeed. ....
8. interact with others who are ethnically or racially different than myself. ....
9. interact with fellow students. ....
10. make new friends. ....
11. understand my responsibility to enhance the campus community. ....
12. understand my responsibility to enhance the community outside USF. ....
13. make friends outside the USF community. ....
14. to interact with the community outside USF. ....
15. understand the importance of forming learning groups with classmates or friends. ....
16. understand what service learning means. ....
17. recognize my responsibility to strive for the greater good of the community. ....

	No Help at All	Moderately Unhelpful	Somewhat Unhelpful	Somewhat Helpful	Moderately Helpful	Lots of Help
1	<input type="radio"/>					
2	<input type="radio"/>					
3	<input type="radio"/>					
4	<input type="radio"/>					
5	<input type="radio"/>					
6	<input type="radio"/>					
7	<input type="radio"/>					
8	<input type="radio"/>					
9	<input type="radio"/>					
10	<input type="radio"/>					
11	<input type="radio"/>					
12	<input type="radio"/>					
13	<input type="radio"/>					
14	<input type="radio"/>					
15	<input type="radio"/>					
16	<input type="radio"/>					
17	<input type="radio"/>					

18. What is the likelihood you will do the following in the coming year?  
 ..... enter into a formal study group with your classmates .....
- ..... enter into an informal study group with your friends .....
- ..... participate in off-campus service opportunities .....
19. To what degree did you understand that all orientation events were considered mandatory? .....
20. Did you attend ALL of the orientation events each day? .....
21. Did you read "Mountains beyond Mountains" by Tracy Kidder? .....
22. How many total orientation events did you attend? .....

	Very Unlikely					Very Likely
18	<input type="radio"/>					
	<input type="radio"/>					
	<input type="radio"/>					
19	<input type="radio"/>					
20	<input type="radio"/>	<input type="radio"/>				
21	<input type="radio"/>	<input type="radio"/>				
22	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

If you did not attend all of the orientation events that were scheduled, and mandatory, please comment in the space below the reason(s) why you were unable, or chose not, to attend.

For each orientation activity shown below, please complete the responses to the **RIGHT** regarding the extent to which each activity helped you to become a new student at USF. Fill the circle under the **N/A** column if you did not attend that activity.

		Only Slightly Unhelpful		Only Slightly Helpful		
		Moderately Unhelpful			Moderately Helpful	A Lot of Help
		No Help at All				
<b>Saturday</b>						
Move-in experience .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community standards, policies mtg. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation kickoff .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Sunday</b>						
University welcome .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Picnic lunch .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College welcome .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Convocation .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuter student workshop .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
First generation college student wrkshp .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tales of the (Univer)city Writers panel .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transition to college mtg. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comedy show .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Monday</b>						
Introduction to the USF community .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
USF Connect & Blackboard workshop .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus employment workshop .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Summer reading book discussion .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation to your major .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Movie night with faculty .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special Programs Fair & Pizza .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus resources mtg. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hypnotist show/Koret night .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tuesday</b>						
City tour .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Registration .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library tour .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Involvement fair clubs & organizations .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic workshops .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ask your faculty anything panel .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships mtg. ....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Club 1855: New student dance .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Wednesday</b>						
Service learning preview .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Closing ceremony: Rites of passage .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus activities board jump start .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Throughout Orientation</b>						
The information booth .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



## Appendix 2: Follow-up Survey instrument



### New Student Orientation Follow-up Survey

Please provide the following information:

Are you a: Freshman  or Transfer Student

Your University Student ID Number (not SSN): \_\_\_\_\_

(Your ID number is being requested in order to match your responses with the survey you took at the beginning of the semester. In no way will your instructor be told of your responses. If you are uncomfortable giving your ID then please leave it blank and complete the survey. Thank you)

Have you read or discussed in this course Tracy Kidder's book "Mountains Beyond Mountains?" Yes  No

If you answered yes to the above question than please continue to the questions below, otherwise stop.

For each statement below, please fill in only one circle to the right that best reflects the extent to which the reading and/or the subsequent class discussion about Tracy Kidder's book "Mountains Beyond Mountains" was instrumental in your learning:

	Not Useful at All						Extremely Useful
1. how to set high <u>academic</u> expectations for success .....	<input type="radio"/>						
2. how to set high <u>personal</u> expectations for success .....	<input type="radio"/>						
3. about academic integrity. ....	<input type="radio"/>						
4. how the USF Mission, Vision, and Values relates to your personal and academic goals. ....	<input type="radio"/>						
5. new skills that will contribute to your success at USF. ....	<input type="radio"/>						
6. to interact with others who are ethnically or racially different than yourself. ....	<input type="radio"/>						
7. the responsibility you have to enhance the community outside USF. ....	<input type="radio"/>						
8. what service learning means. ....	<input type="radio"/>						
9. the responsibility you have to strive for the greater good of the community. ....	<input type="radio"/>						

Please take a moment and share with us below how we might improve the use of the summer reading in meeting the goals articulated in the questions above. (Note: It is probably safe to assume that there will always be a summer reading!)

*Thank you, your responses will help us to improve on the orientation experience*

November 2, 2006

### Appendix 3: New student orientation goals and objectives

Mission Statement	Super-ordinate Goal	Goals Defined	Learning Goals <i>As a result of participating in NSO students will:</i>	Learning Objectives <i>Students will:</i>
The mission of New Student Orientation (NSO) is to initiate all new Student's to the USF community, preparing them for successful integration into the university's intellectual, cultural, and social climate.	<b>High Expectations</b>	Students entering USF shall learn how to <u>set high academic and personal expectations</u> for their individual success.	<ol style="list-style-type: none"> <li>1. learn how to set high academic and personal expectations for success,</li> <li>2. demonstrate an increase in their academic and personal expectations for success as USF student,</li> <li>3. pledge their commitment to academic integrity.</li> </ol>	<ul style="list-style-type: none"> <li>▪ understand USF core curriculum requirements and how they fit into their overall academic program</li> <li>▪ be familiar with their major requirements</li> <li>▪ identify at least one special USF program and how it can enhance their learning experiences</li> <li>▪ understand USF academic expectations and values</li> <li>▪ actively participate in an academic experiences with a faculty member and student peers</li> </ul>
	<b>Resolve to Succeed</b>	Students entering USF shall develop a deep <u>resolve toward succeeding</u> in their academic and personal activities.	<ol style="list-style-type: none"> <li>4. will build new skills or enhance previous skills essential to their success at USF,</li> <li>5. show proficiency in the use of technological resources to help them succeed as students,</li> <li>6. exhibit knowledge in the use of USF resources that will help them succeed.</li> </ol>	<ul style="list-style-type: none"> <li>▪ identify and locate at least 5 USF resources</li> <li>▪ visit their dean's office and one stop</li> <li>▪ know their resident advisor and 1 other resident on their floor</li> <li>▪ know how to access USF Connect and register on-line</li> <li>▪ understand common student transition issues and how resources can help resolve them</li> </ul>
	<b>Engagement</b>	Students entering USF shall <u>develop</u> social structures that encourage the nurturing of <u>friendships and affiliations</u> both on and off campus.	<ol style="list-style-type: none"> <li>7. will develop social networks by interacting with other students, be given the opportunity to forge relationships, and engage with the community,</li> <li>8. learn the importance of forming formal and informal learning communities,</li> <li>9. learn the importance of forging affiliations in the community through service learning.</li> <li>10. demonstrate an awareness of their responsibilities to enhance the University and the off campus communities.</li> </ol>	<ul style="list-style-type: none"> <li>▪ know at least 1 faculty member and 1 staff member who can help them thrive academically and socially at USF</li> <li>▪ know at least one continuing student who can serve as USF guide</li> <li>▪ know at least one new student peer</li> <li>▪ be introduced to opportunities for both on and off campus involvement</li> <li>▪ interact with a diverse group of students</li> <li>▪ participate in social activities throughout orientation</li> <li>▪ be able to identify the school mascot, school colors and the fight song</li> </ul>

<b>Mission Statement</b>	<b>Super-ordinate Goal</b>	<b>Goals Defined</b>	<b>Learning Goals</b> <i>As a result of participating in NSO students will:</i>	<b>Learning Objectives</b> <i>Students will:</i>
The mission of New Student Orientation (NSO) is to initiate all new Student's to the USF community, preparing them for successful integration into the university's intellectual, cultural, and social climate.	<b>Integration</b>	Students entering USF shall learn how to engage themselves into the USF community for success.	11. learn the USF Mission, Vision and Values	<ul style="list-style-type: none"> <li>▪ articulate their understanding of the USF Mission</li> <li>▪ identify at least 2 USF Core Values</li> <li>▪ learn how the USF Mission relates to their personal and academic goals</li> </ul>
			12. learn the Steps necessary to becoming a member of the USF community.	<ul style="list-style-type: none"> <li>▪ create first term schedule in collaboration with their faculty advisor</li> <li>▪ complete all steps needed to become a registered student: placement testing (if applicable) resolving registration holds, completing AlcoholEdu, obtaining ID card, attending orientation including Academic Requirements, Advising and Registration and paying tuition</li> <li>▪ learn where to find a class schedule online and know where and when their classes meet</li> <li>▪ be aware of USF learning and living policies and procedures</li> <li>▪ learn about USF student rights and responsibilities</li> </ul>
	<b>Special Needs Student Outreach</b>	Students with special needs shall learn how to engage themselves into the USF community for success.	13. Students classified as Special Needs Students (e.g., undeclared, international, first generation, students with disabilities, university scholars) will learn all of the additional steps necessary to becoming an effective member of the USF community.	<ul style="list-style-type: none"> <li>▪ learn the necessary and specific steps that will help them thrive at USF and the special resources available to all students.</li> </ul>

## Appendix 4: Open-ended question responses

**Please take a moment and share with us below how we might improve the use of the summer reading in meeting the goals articulated in the questions above. (Note: It is probably safe to assume that there will always be a summer reading!)**

- The life of this man is extraordinary- a true hero! However the author writes in a boring manner and when preparing to leave home for the first time, the reading was highly unappreciated.
- It was completely unknown to me that we were required to read the book. Regardless of who's mainly at fault, I think it's unnecessary.
- I didn't get the book so I can't say how to improve on the summer reading program.
- I know a lot of people who didn't read the book. When I found out about it buried in the orientation manual sent home, I thought it was optional. I think it should be emphasized that it's not.
- Not too many people I know actually read the book. Starting college is stressful, and having to read a book makes it more stressful because I didn't know what to expect from it.
- This was a great book, but in no way does it create unity within the freshman class because not enough people understand its importance.
- The beginning of the book was really boring. However I attended Paul Farmer's speech, which was really good. I tried to read the book and he didn't go over it in class. I'm sure it was a really good book though.
- This book was good and interesting, but in some parts it was very dry and almost redundant. It was hard to get through some parts. I also did not know about the summer reading until late June, so maybe a note, when accepted, to give people a heads up.
- I didn't have time this summer to read the book. I actually got the summer reading assignment for a different book, "The Kite Rider" I believe. But I didn't read that one either.
- What the essay topic would be if we had to write one.
- The summer reading should have an assignment attached so that everyone will read the book. If not an assignment, there should be a formal discussion of the book.
- Maybe choose a book that would be more enjoyable to read. This one (though I only got through about half of it) seemed like work to read...not very fun!
- Send out a list of questions that we should consider while we read. This way we will understand what we should be concentrating on.
- This book did not really affect my learning. It was a good book, but did not enhance my learning or make it relate to USF learning.
- Assume that most people won't read the book even if assigned.
- I liked this book and it reflected well what USF is all about.
- Try to enforce the requirement to read the book, as it is very good and important. It didn't seem to get through to most people and was not finished more often than not.
- Book and class discussion helped/ were useful in all areas, especially how to interact with other cultures.
- Many people didn't read the book because it wasn't mandatory for class.
- I didn't read it for this course, but I did read it for the Summer Forward Bridge Program.
- I somehow didn't get the summer reading letter.

- Try something more popular.
- Perhaps give the book to each student in the summer.
- I think communication between the students and school should be better. Not everyone knows the summer reading was mandatory.
- Amazing book! You need to tell us better about summer reading. I didn't even know. I read the book in two days.
- Possibly have summer reading my each student's majors. Many people could not related to this book, I personally did, however maybe dividing it up by subject would be better.
- Send out flyers addressing the reading assignment ahead of time.
- I really liked the summer reading book.
- You need to enforce students reading the book in order to make these goals applicable.
- The connection between Paul Farmer's humanitarian work and the transition into higher learning at a university level is far-fetched.
- More discussion needs to be done on the book if you want to meet the goals since I experienced almost no discussion.
- The book was very inspiring and related to service learning mainly, not necessarily academics.
- It was alright, but perhaps if the chosen summer reading book was more engaging, it would be easier to read and enjoy.
- Don't assign summer reading!
- Tell students more information about the book.
- I was studying abroad all summer in Italy, it is hard when people have summer obligations.
- I was never informed of the summer reading. Maybe sending out letters home, like they did with Alcohol edu, would be helpful. I would've been interested in reading the summer book.
- I was accepted 2 weeks before classes started, wasn't aware of reading.
- I applied to USF right before the semester started so I was unaware of the reading.
- It would have been helpful if we were given advance notice about the usual, common readings.
- I was not informed of this common reading, perhaps the transfer students should be encouraged but not obliged to read the book.
- I was never informed to read this book.
- I think that the school did fine in meeting its goals, and does not need no real improvement.
- Summer reading is valuable even if not every student takes advantage of it. It provides students with new literature and different perspectives while helping to give conversation starters to new students.
- Don't assign a book like "Guns, Germs and Steel," unless you want angry freshmen. Have multiple books freshman can choose from so that there is a more diverse selection to choose from. After reading "Mountains Beyond Mountains" I felt like I had to be a doctor in order to help others, I'm an art major and the book pretty much made me feel like I'm not qualified to change the world.
- Get rid of summer reading.
- Don't require it of transfers, we don't need to be prepared for school, and we don't have a lot of free time to read it.
- I think it would be more useful if offered to freshman students and not transfers.

- I read it but we didn't use it in class. I wasn't able to go to the lecture by Paul Farmer and was really disappointed that I couldn't attend. Maybe it'd be better to have two different lectures. Overall, I loved the book and have recommended it to many others.
- I think summer reading is not a good idea. It is better to read a book during school so we can discuss it in class and analyze it together. Besides, summer homework is only for grammar school and high school, and even then I think it's a ridiculous idea.
- Should improve notifying on summer reading book because I didn't know about it. It is summer, I should be having fun!
- A book that has short stories that may relate to a variety of majors.
- I really enjoyed this book and I found it inspirational. We did not use the book in this course, but I feel that I got a lot out of the book on its own.
- Enforcing transfer students to do extra reading is extreme. I do believe something like this may be good for freshman, but to a full time working adult is not so good. As long as the reading is optional for transfers—go for it. It's a bad idea to make it mandatory!
- As a nursing major, I got a lot out of this book and it certainly inspired me to look at all the options I will have within the field of nursing. I like that it was medically-oriented. However, I am strongly opposed to the idea of summer homework!
- I was unaware that there was a summer reading program. I am a senior and this is the first writing course I have taken here at this school. So the only way I would say for the program to be improved would be for every one to be notified about it.
- Make it better known that there is summer reading because I was never informed that there was summer reading. It sounds like a good book, but you can't necessarily expect students to read over the summer.
- For summer reading, instead of books, USF should implement Spiderman and Batman comics as required reading. Both fight for justice and equality, values USF strive for in its core mission. Both heroes also held high academic standing as students, and would provide great role models to USF constituents.
- Created different books for different majors.
- This book showed students in all departments/majors that it is easy and possible to help and serve those in need!
- I really enjoyed this book and you should continue to use it as a summer reading book.
- NEVER heard about this!
- As a transfer student I never received any information for this book, before or during fall semester. In order for something to be effective you must first find a way to reach everyone.
- It seems like a bit more of a religious idea that I'm comfortable with. The book also had little relevance to my life and goals.
- I wasn't aware that I was supposed to read a book over the summer. I went to the fast track in July and was never told that I was supposed to read anything and I'm not aware if I received a e-mail.
- I never received notice for this reading requirement. I would have liked to have received that opportunity.
- I actually don't remember getting a memo about this book. I have heard that this is medical based, so maybe for those people who aren't medical majors wouldn't find it that interesting.

- Most students don't enjoy doing reading or work over summer I didn't even know I was supposed to read the book until I get here.
- I think you should either require students summer reading 100%, or don't give it at all. Actually I don't think you should give it because no one is going to read it, it' summer.
- I read the book, t was great but it wasn't used in any of my classes. Rightly so, because it didn't fit in anywhere. I did participate in all the discussions and I thought that they were more for the suits outside of the USF community than for our benefit.
- I wasn't aware of a summer reading till after the semester started. Students should be more informed because it wasn't apparent that there was a summer reading.
- I transferred in 2005 and read "The Kite Runner." I really enjoyed that book and think that summer reading is a great idea.
- I discovered the summer reading assignment from a student. If he would not have informed me, I would not have known about it. Maybe it should be more clear for transfer students.
- I was not informed.
- I didn't use the book in my class, but I read it anyway. I liked that Paul Farmer spoke after—it was not obvious that we were suppose to read it for class. I thought it was only for enrichment.
- Not many transfers knew about the assignment, but it was an excellent book.
- Not everyone will read the summer reading assignment—most probably will not. But not everyone who would read it knew it was mandatory. I would send out more notices. Maybe choose a book that more people would be interested in.
- I wasn't notified of summer reading by USF. I heard from another incoming USF student, but very good choice of a book.
- I thoroughly enjoyed reading the book, "Mountains Beyond Mountains."
- I did not even know that we should have read a summer reading. So, I was surprised at the beginning of the fall semester. It should be improved that students are better informed about that.
- I'm a sophomore and didn't know that there was summer reading. Maybe its for freshmen only, but I know many freshmen who were also unaware of summer reading.
- I didn't even know about the summer reading. Perhaps informing students with an email marked "URGENT" would help.
- I am a senior. I don't even know there is a book for summer reading.
- Make sure everyone knows about it because hardly anyone did!
- Didn't know there was a summer reading. And by reading it in a week—probably didn't get the full potential out of it.
- Students should be more informed about the summer reading.
- The summer reading program should let more people know about it.
- I didn't know that there was a book to read over the summer. So, maybe you should be sure that everybody knows.
- I wonder if summer reading is required for all classes or not. I am in year 2 and do not receive any announcements about summer reading until I get back to school.
- Make sure to inform all students about the summer reading. I wasn't aware of reading until I arrived to school.
- Have summer reading that relates to these things.

- Short stories might work better instead of a really long story like “Mountains Beyond Mountains.”
- I personally did not enjoy the book, so perhaps assign a more interesting novel.
- Inform students better about the summer reading.
- Shorter book.
- Choose a good fiction book.
- I was never informed of the requirement to read the book. I was not even aware of the book until the first week of school.
- I felt this particular book met the social aspects far more than the academic ones.
- I read but I know many people who didn’t know about its requirement. I found out through fast track but those who didn’t attend may not have had appropriate warning.
- Make the assignment clearer and maybe give an incentive for someone to read the book. Also pick a book of universal themes.
- I did not buy the book or read it for that matter.
- I did not buy the book or read it.
- I never took the time to purchase or even try to read the book.
- The school can improve the use of the summer reading program by picking a book topic that students coming out of high school would be interested in, such as racism, discrimination, or abuse in order to broaden their thoughts and mind set.
- If you really want the students to read it, make sure that there will be some kind of assignment to go along with it.
- I never read the summer reading book.
- I only read half the book and didn’t really care for it. I didn’t think that college has summer reading. Everyone who goes to this school and in higher grades says it’s not mandatory.
- I didn’t know there was summer reading.
- I didn’t read it.
- I didn’t read it.
- Get a more interesting book.
- Notify students what book and by when the book should be read giving plenty of time for the book to be read.
- Push more so that it needs to be read if in fact they will use it in class. I noticed some classes didn’t even work off “Mountains Beyond Mountains.”
- I really enjoyed the book. However, I hardly see how it connects to my academic integrity.
- It is great to have a summer reading that is inspiring and admirable, such as Kidder’s “Mountains Beyond Mountains.” Many books have themes that articulate, or further pick apart certain goals, especially those of USF. However, I want to propose a way in which the readings are actually put into use. Some classes had to write papers to assess what they learned. Majority of the classes did not!
- The book helped me understand the importance of giving back to the community and service learning, but it didn’t set any standards on my expectations about school.
- I liked how the reading and the speaker were the same.
- “The Kite Runner” and “Mountains Beyond Mountains” were books that told a story and related it to an ethical or morally effective stand. Kidder emphasizes on doing your part for the greater good of the poor and less fortunate but also for the world. Every summer reading novel or book should have a centralized claim or position in order to be effective.

- This book really appealed to a lot of my pre-med/nursing major friends. Maybe choosing a book that doesn't focus only on one way a person medically talented and trained helped the world, but rather on a book in which everyone can relate to.
- This book was not very interesting to me. It was boring and I stopped reading half way through.
- The summer reading book system is perfect the way it is right now because it's not heavily forced. The teachers aren't allowed to decide what to do with the book.
- Pick novels that are concerned with worldly issues. "Mountains Beyond Mountains" was a great novel that I extremely enjoyed. Summer readings should always be assigned because it teaches incoming students about responsibilities.
- Didn't know about it. I came on the fall '05.
- I didn't get a chance to read the book. I thought it was optional and wasn't sure about the title of the book.
- Tell the readers why they are expected to read a book for the summer. What to look for in the reading. How this will help with their entrance to USF.
- I didn't read it because I really didn't know I was supposed to read "Mountains Beyond Mountains." It wasn't advertised enough cause a lot of my friends didn't know we were supposed to read it either.
- Was not well advertised. I thought only freshmen were required to read it.
- Although I did read the required text, it was not well advertised before orientation.
- Didn't know I had to read it!
- Transfers were not required/ requested to read the above-mentioned books.
- Transfer students are not required to read the above books.
- Transfer students are not required to read the above books.
- I thought that the book was only for freshmen, not for transfer students. It just wasn't advertised enough.
- Never knew about the required reading.
- I did not receive any information notifying me that I needed to read this book.
- Make sure the students know they have to read the assigned book. I read most of it, but I didn't think it would be discussed during orientation.
- I was never told that I was supposed to read any books.
- I didn't know there was a book assigned to read for orientation.
- I was not aware that "Mountains Beyond Mountains" was required for orientation.
- I would probably scare the upcoming freshmen just enough to make sure that they read the summer reading before school starts because I noticed many who had not opened the book by orientation.
- The summer reading could be improved by choosing books that would relate to specific majors.
- Good book, very interesting, I learned a lot.
- It was a good choice!
- Don't assign summer reading.
- Make it more widely known as far as expectations go.
- I think it would be quite interesting to have the reading somewhat as a requirement like the Alcohol Edu Program that is roled out to new or transfer students.
- Make sure that more students read rather than some and have tests for the book!

- Fiction or satirical books. Nothing where students won't even read and the goals will not even be met.
- The book was about an interesting character and his compassion but it was too boring.
- Most people I know did not read this because they couldn't get through it. Perhaps choose a book everyone is interested in.
- I felt like the summer reading needs to be addressed further during orientation week to further enhance these goals.
- I think this was an excellent choice for summer reading!
- Maybe by having us keep logs on what was read about.
- Discuss the book.
- The summer reading program could be improved by working with writing professors and finding books that can fit multiple themes.
- I did not read that book.
- Parts of the book were hard to understand. Maybe make it an easier reading.
- Choose a book that every person would like because it seemed like it was mostly towards the science majors.
- Please more interesting and relative books.
- Actually, discussing the book in English related class would help.
- By discussing it in class. I am not for summer reading though.
- I thought the book was very inspiring and thought provoking. I do not however, feel that it pertained to a number of the above questions.
- A lot of students weren't aware of the summer reading. I found out fairly late, and am a slow reader, so I never finished the book. But what I did read, I loved.
- I didn't read it.
- Require the reading to be utilized in class.
- I liked the book a lot! Especially seeing doctor farmer.
- Summer reading gives students the opportunity to access their goals and start getting their minds into the education mode.
- Something not so deep/ hard.
- I enjoyed the book and believed it was a good way to engage freshmen to the university's mission and core values. It was nice to have a book that was pretty popular. I think that encouraged more people to read it.
- I read it but did not have to discuss it in class.
- The book was dry, but after a while it was ok. I guess summer readings will always be hard. In the end the book was nice.
- Don't make people read if they don't want to.
- I heart Tracy Kidder.
- I just didn't read it.
- I didn't read it because I am a sophomore.
- Maybe instead of having only one mandatory reading choice, have two or three options that appeal to different/ multiple values of the school. Then require a small 3-4 pg. essay in all freshmen English classes or just for freshmen in general, regarding their reading experience.
- I don't have any comments on improving the summer reading; I think the book was very relevant.

- I encourage the idea of “improving our world” type of novel, yet I would suggest a piece that (USF) students can also relate to.
- Use the summer reading in ethics class as well.
- Besides having an open forum discussion, possible suggestion can include online discussion boards.
- Don’t require reading, make it optional.
- It doesn’t help because it doesn’t pertain to class.
- We should read better books.
- Read T.S Eliot’s “The Wasteland” and Chuck Pahlahuiule’s “Choke”.
- Less Farmer.
- Make it aware that there will be an essay written about it.
- Clarify to incoming students that it is required reading and will be covered in class.
- Send a notice out before to read summer reading.
- I think that “Mountains Beyond Mountains” is a good summer reading book. It gets across the idea and meaningfulness of community service and the common good. It also helped me to continue to strive for helping others. To me it did not involve or make me interact with others differently, I mean, I want to help people but, it didn’t make me see race in another light. I don’t feel that it gave me any direct new skills either, although it did open my mind. It didn’t set any academic expectations for success, or about academic integrity.
- Probably a way to improve the summer reading would be to have a variety of books to choose from and write an essay about it. This is the process that is used at my old high school and by doing this, you introduce students to how papers will be graded and maybe also they will be ready for the next semester.
- I thought it was nice to have Paul Farmer there. It was well organized and there was a lot of additional information given.
- The book was an excellent choice.
- I thought the book chosen for summer reading was a great book that inspired me to strive to become a successful nursing career. The kinds of relationships that Dr. Paul Farmer had with his patients are the kinds of relationships that I would like to develop with the many patients I will encounter in the future.
- I did not know I would be discussing this book in class. If I had known, I would have been able to underline important passages and analyze specific parts more thoroughly. Let the students know it will be discussed in class so we have time to bookmark favorite pages relevant for writing papers.
- Good choice on the book!
- The summer reading assignment was very helpful. Please continue the assignment with the same book, in my opinion.
- To improve the use of the summer reading in meeting the goals, there should be more outside discussions.
- The summer reading should always be interesting otherwise students will easily forget to read.
- The summer reading should be suggested and not required. If students want to read the book and participate in activities regarding the book they should, if not, it shouldn’t be held against them.
- Choose better books.

- Find a better book that can relate more to the students. MBM was a good choice. It was just hard for me to engage in helping the community in that way.
- This was a pretty good book, just a little too biographical. Then again it really is a book that reflects the university and its goals.
- I like this book. Let's read it again and have more people read it.
- Incorporate the goals into all freshmen classes and relate it to the book.
- I think you did a good job with the summer reading. It definitely covered all aspects of the USF mission.
- Stress the importance of reading it over summer. Give questions over the summer.
- Honestly, I don't enjoy reading much, but I felt the goals articulated above were applied the best as possible.
- Maybe a novel more focused toward all the goals of USF, not just service learning.
- The book should be discussed more about the meaning behind it.
- Pick two different books students can choose to read.
- Novels that are more related to students and everyday issues.
- Biographies are great sources for a student to reflect on his/her life with respect to the USF mission.
- During orientation, I think that the summer reading should be incorporated more. Maybe a play or short scenes from the book but one by the students would make it more fun and enjoyable. Keep the authors coming to USF. It really let's us, as students, understand what drove the person to write their story.
- A good book that is socially relevant is "The Spirit Catches You and You Fall Down."
- Next time, please choose a book that is more easily relatable for students, preferably one without an overly old-fashioned voice like Tracy Kidder's.
- Suggestive reading= Bel Canto
- It was a very good book!
- Explain how the summer reading relates to USF values and traditions.
- Perhaps a novel where the main character didn't skip out of school.
- Post it with the application that you will give one out so that some people won't buy the book ahead of time.
- Have the students read more than one book that incorporates all of the characteristics above.
- English classes shouldn't have to discuss the book in general. If you have a class like written communication that is in the requirements to teach the students how to write, it would be irrelevant to discuss the social workings of a doctor in Haiti. If the book must be discussed, a better way to do it can be found.
- The book was incredible and gave me inspiration. Although we did not discuss it in class I hope that the summer readings are continued and that it is made more mandatory to discuss at least a little in class.
- Work the summer reading in to the class curriculum. It would help to have a class discussion of the book sometime in the first two weeks to help get the class going.
- I think that if the summer reading is related to the mission of USF such as this was, then it is a good selection. Also, the selection that could involve world affairs to give students a broader view of the world.
- I don't think a lot of kids took the summer reading seriously. It should be made a requirement for a class if you really want students to read it.

- I liked that the doctor came to speak, but I think the book should at least be discussed in the student's classes.
- The book was useful and inspiring, but if it was enforced summer reading, I think that those students opposed to being enforced to do anything would come to not appreciate it.
- Improve the use of summer reading by making it mandatory for all USF freshmen and then require them to write a paper or do a project in their English course.
- I liked how Dr. Farmer came and spoke at USF. It made it more meaningful.
- I think it should be incorporated into all the English classes that freshmen do take, but I understand that some of those are taken by non-freshmen students. Overall it was a really good book and very challenging and should be a part of our classes.
- Have classes discuss the book and its content, as well as bring up the book throughout courses where it applies.
- I think the summer reading should be discussed in class.