Fall 2006
New Student Orientation
Survey Results

Office of Institutional Assessment
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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. Among 1079 new freshmen and 400 new transfer students, a total of 967 students completed the survey (701 freshmen, 253 transfer students, and 13 unknown), thus achieving a response rate of 66%.

The survey instrument was divided into three sections. Section one of the survey related to the goals and objectives stipulated for orientation. Students were asked questions concerning how helpful orientation was to their transition to USF; section two addressed specific activities offered during orientation and the helpfulness of these activities to becoming a new student; section three provided open ended questions giving students the opportunity to elaborate on their experiences during orientation. The following analysis summarizes the results associated with the goals and objectives (section one), the orientation activities (section two) and differences among student sub-groups (section 3). Section four is an appendix that includes the survey and a copy of the specified goals and objectives for orientation.

Tables A and B below represent the sample breakdown for all respondents.

Table A: Student classification

		Frequency	Percent	Valid Percent	Cumulative Percent
	Freshman	701	72.5	73.5	73.5
	Transfer Student	253	26.2	26.5	100.0
	Total	954	98.7	100.0	
Missing	System	13	1.3		
Total		967	100.0		

Table B: Housing classification

		Frequency	Percent	Valid Percent	Cumulative Percent
	Commuting	189	19.5	28.0	28.0
	Live on Campus	485	50.2	72.0	100.0
	Total	674	69.7	100.0	
Missing	System	293	30.3		
Total		967	100.0		

Survey Highlights

Positive aspects:

- Students generally felt that the orientation helped them to adjust to USF.
- Interacting with fellow students, people from different racial and ethnic groups, and making new friends were reported as the most helpful aspects of orientation.
- Freshmen were more likely than transfer students to understand the resources available to help them succeed.
- Freshmen were more likely than transfer students to make new friends during orientation.
- Freshmen were more likely than transfer students to enter into an informal study group with their friends.
- Transfer students were more likely than freshmen to understand academic integrity.
- Students who attended orientation had a generally favorable opinion about the value added of the 'orientation activities.'
- Transfer students were more likely than freshmen to have found helpful the: University welcome, picnic lunch, college welcome, commuter workshop, writers panel, registration, ask the faculty panel, and the information booth. Freshmen vs. transfer students as sub-groups indicated no significant differences on any of the orientation activities, however, further partitioning of the data did reveal some differences.
- Almost two-thirds of the freshmen read Mountains Beyond Mountains.
- Students that had read Mountains Beyond Mountains were more likely than those that did not read the book to have found orientation helpful with respect to academic integrity, building on prior skills, understanding available resources, interaction with others, what service learning means, striving for the greater good, entering into study groups, and participate in off-campus service activities.
- In general commuters were more likely than students living on campus to have found the orientation activities helpful.

Exceptions:

- Over 50% of the students did not understand that the orientation sessions were mandatory.
- On average approximately 42% of freshmen and 60% of transfer students did not attend the orientation events.
- Orientation was less helpful in 'Making new friends outside the USF community' and 'interacting outside the USF community'.
- Approximately 30% of freshmen and transfer students reported that orientation was not very helpful in their becoming more technologically proficient.
- Approximately 30% of freshmen and transfer students reported that orientation was not very helpful in their making new friends or interacting outside the USF community.
- Only 31% of the transfer students read Mountains Beyond Mountains.

Section One: Goals and Objectives

Section one of the survey related to the goals and objectives associated with orientation (Appendix 2). The goals and objectives were not explicitly stated to the students however, the questions were developed in an effort to gain insights of the orientation goals. Except where indicated in the table below, the results summarized show the collapsed percentages for each question based on a scale of one to six ("Unhelpful" [1-3] to "Helpful" [4-6]). A not applicable (N/A) category was included on the survey. Bolded percentages indicate responses in excess of 25 percent. Sample size differences from the sub-group total are due to item missing values. All questions started with *"Orientation helped me…:"*

Freshmen reported overwhelmingly (>80%) that orientation helped them understand the resources available to them for success, helped in their ability to interact with fellow students and to make new friends. Transfer students indicated that orientation helped them understand the resources available to them for success, helped them set high personal expectations, helped them understand academic integrity, and to recognize their responsibility to strive for the greater good of the community. Almost two-thirds of the freshmen read Mountains Beyond Mountains.

While all students generally reported that orientation was helpful, showing that we are meeting our goals and objectives, there are some notable exceptions. Over one-third of the freshmen reported that orientation did not help them to become technologically proficient, build new skills, make new friends or interact outside the USF community. Transfer students reported similar perceptions. Additionally, more than 30% of both freshmen and transfer students indicated that they were unlikely to enter into formal study groups with their classmates or to participate in off-campus service opportunities. Of particular note is the fact that more than 50% of the students did not understand that the orientation events were mandatory, and more than 85% only attended some of the orientation sessions. Transfer students were more unlikely to have completed the summer reading with only 31% reporting that they had read Mountains beyond Mountains.

Table 1: Frequencies - freshmen vs. transfer students

Item	**Freshmen Percentages (N=701)**			**Transfer Student Percentages (N=253)**		
Orientation helped me…:	**Sample Size**	**Unhelpful**	**Helpful**	**Sample Size**	**Unhelpful**	**Helpful**
1. to set high academic expectations for success	679	**28.6**	**71.4**	226	23.5	**76.5**
2. to set high personal expectations for success	679	24.2	**75.8**	226	19.5	**80.5**
3. understand academic integrity.	675	22.5	**77.5**	228	16.7	**83.3**
4. become proficient in the use of technology that will help me succeed at USF.	666	**37.1**	**62.9**	219	**34.7**	**65.3**
5. build new skills that can contribute to my success at USF.	675	**33.5**	**66.5**	219	**28.3**	**71.7**
6. build off prior skills learned elsewhere that can contribute to my success at USF.	668	**29.8**	**70.2**	222	**26.1**	**73.9**
7. understand the resources available to me at USF that can help me succeed.	680	13.2	**86.8**	230	19.6	**80.4**
8. interact with others who are ethnically or racially different than myself.	676	20.4	**79.6**	226	22.6	**77.4**
9. interact with fellow students.	680	15.7	**84.3**	230	**25.7**	**74.3**
10. make new friends.	686	19.0	**81.0**	224	27.2	**72.8**
11. understand my responsibility to enhance the campus community.	677	21.6	**78.4**	226	20.4	**79.6**
12. understand my responsibility to enhance the community outside USF.	673	**27.2**	**72.8**	225	**25.8**	**74.2**
13. make friends outside the USF community.	659	**58.9**	**41.1**	214	**56.1**	**43.9**
14. to interact with the community outside USF.	668	**42.7**	**57.3**	215	**42.8**	**57.2**
15. understand the importance of forming learning groups with classmates or friends.	674	**31.6**	**68.4**	226	**29.2**	**70.8**
16. understand what service learning means.	668	**31.3**	**68.7**	223	**28.7**	**71.3**
17. recognize my responsibility to strive for the greater good of the community.	678	20.2	**79.8**	227	17.2	**82.8**

Item	Freshmen Percentages (N=705)			Transfer Student Percentages (N=255)		
18. What is the likelihood you will do the following in the coming year?	Sample Size	Unlikely	Likely	Sample Size	Unlikely	Likely
a. enter into a formal study group with your classmates	693	**38.0**	**62.0**	246	**35.4**	**64.6**
b. enter into an informal study group with your friends	688	20.3	**79.7**	247	**29.6**	**70.4**
c. participate in off-campus service opportunities	696	**32.8**	**79.7**	248	**33.9**	**66.1**
Item	**Sample Size**	**Did not understand**	**Understood**	**Sample Size**	**Did not understand**	**Understood**
19. To what degree did you understand that all orientation events were considered mandatory?	698	**52.6**	**47.4**	249	**52.8**	**47.2**
Item		**Yes**	**No**		**Yes**	**No**
20. Did you attend ALL of the orientation events each day?	700	12.6	**85.6**	252	11.1	**87.7**
21. Did you read "Mountains beyond Mountains" by Tracy Kidder?	699	**61.8**	**37.5**	252	**30.6**	**69.0**

Item	Freshmen Sample Size	0-5	6-10	11-15	>15	Transfer Sample Size	0-5	6-10	11-15	>15
22. How many total orientation events did you attend?	696	20.7	**36.5**	**34.2**	7.3	250	**48.4**	**29.2**	15.6	4.8

Section Two: Orientation Activities

Section two addressed the 34 activities offered during orientation and the helpfulness of these activities to becoming a new student at USF. The results below show the collapsed percentages for each question based on a scale of one to six ("Unhelpful" [1-3] to "Helpful" [4-6]). Bolded percentages indicate responses in excess of 25 percent. A not applicable (N/A) category was included and checked by students if they did not attend a particular activity and thus reflected in the sample sizes shown below. The percentages of attendees to an activity for each sub-group are shaded when 50 percent or fewer students attended that activity.

In general students that did attend the orientation found the sessions to be helpful with only minor exceptions noted below. Freshmen indicated a high degree of helpfulness (>80%) for the: Community standards and policies meeting, Orientation to their major, City tour, Academic advising, Involvement fair, and the Information booth. Transfer students however seemed to obtain the most out of the orientation activities such as the University welcome, the picnic lunch, the college welcome, the convocation, the first generation college student workshop, the writers panel, the transition to college meeting, the introduction to the USF community, the USF connect, the summer reading discussion the major orientation, and many other activities even though they were the least participative. Over half of Sunday and Tuesday's activities were particularly helpful to transfer students. For both groups the orientation to their major was the most helpful session with the information booth a close second.

Table 2: Freshmen vs. transfer students

Item	Freshmen Percentages (N=679)			Transfer Student Percentages (N=226)		
To what extent did each event help you become a new student at USF:	% Attendance	unhelpful	helpful	% Attendance	unhelpful	helpful
Saturday						
Move-in experience	89.4	22.9	**77.1**	42.0	**27.4**	**72.6**
Community standards, policies mtg	92.9	17.3	**82.7**	52.7	21.0	**79.0**
Orientation kickoff	91.2	**26.5**	**73.5**	54.0	**29.9**	**70.1**
Sunday						
University welcome	80.0	23.0	**77.0**	54.9	14.5	**85.5**
Picnic lunch	73.8	**31.1**	**68.9**	49.1	21.6	**78.4**
College welcome	77.2	**24.6**	**75.4**	54.9	11.3	**88.7**
Convocation	70.8	**26.6**	**73.4**	48.7	20.9	**79.1**
Commuter student workshop	28.7	**35.4**	**64.6**	38.5	14.9	**85.1**
First generation college student wrkshp	28.6	**34.0**	**66.0**	21.2	**25.0**	**75.0**
Tales of the (Univer)city Writers panel	40.4	**35.4**	**64.6**	27.0	19.7	**80.3**
Transition to college mtg.	52.4	**27.8**	**72.2**	29.2	18.2	**81.8**
Comedy show	78.5	**26.8**	**73.2**	36.3	**26.8**	**73.2**
Monday						
Introduction to the USF community	64.9	**30.6**	**69.4**	54.0	23.8	**76.2**
USF Connect & Blackboard workshop	45.9	**25.6**	**74.4**	39.4	22.5	**77.5**
Campus employment workshop	49.9	21.8	**78.2**	35.8	21.0	**79.0**
Summer reading book discussion	54.3	**27.6**	**72.4**	38.5	20.7	**79.3**
Orientation to your major	82.5	15.0	**85.0**	72.1	9.8	**90.2**
Movie night with faculty	48.7	**28.7**	**71.3**	31.4	23.9	**76.1**
Special Programs Fair & Pizza	55.5	**28.9**	**71.1**	32.7	21.6	**78.4**
Campus resources mtg.	49.8	**27.8**	**72.2**	33.2	18.7	**81.3**
Hypnotist show/Koret night	65.2	**24.6**	**75.4**	31.9	22.2	**77.8**

Item	Freshmen Percentages (N=679)			Transfer Student Percentages (N=226)		
To what extent did each event help you become a new student at USF:	% Attendance	unhelpful	helpful	% Attendance	unhelpful	helpful
Tuesday						
City tour	32.0	17.5	**82.5**	23.0	**25.0**	**75.0**
Academic advising	65.8	17.2	**82.8**	63.3	13.3	**86.7**
Registration	61.4	22.8	**77.2**	58.4	11.4	**88.6**
Library tour	26.1	**29.9**	**70.1**	25.7	22.4	**77.6**
Involvement fair clubs & organizations	70.0	17.1	**82.9**	50.0	14.2	**85.8**
Academic workshops	50.5	21.0	**79.0**	46.5	13.3	**86.7**
Ask your faculty anything panel	33.0	**31.3**	**68.8**	29.2	18.2	**81.8**
Relationships mtg.	38.3	**38.1**	**61.9**	23.0	**30.8**	**69.2**
Club 1855: New student dance	72.8	**24.5**	**75.5**	35.0	20.3	**79.7**
Wednesday						
Service learning preview	57.9	**28.0**	**72.0**	40.3	23.1	**76.9**
Closing ceremony: Rites of passage	59.8	**30.3**	**69.7**	35.8	23.5	**76.5**
Campus activities board jump start	50.8	**30.4**	**69.6**	27.0	23.0	**77.0**
Throughout Orientation						
The information booth	76.9	18.6	**81.4**	78.8	10.7	**89.3**

Section Three: Mean differences

The tables below indicate the means and standard deviation for each of the items on the survey. Bolded numbers represent a significant difference between freshmen and transfer students on a particular question. In Table 3 the results generally indicate that both freshmen and transfer students are equally likely to have found orientation helpful relative to the goals-oriented questions, with minor exceptions. Freshmen were more likely to find that they understood the resources available to them at USF to help them succeed. They were also more likely to interact with fellow students, make new friends, form informal groups with friends, and have attended more orientation events. Transfer students were more likely to understand academic integrity.

With regards to the orientation events shown in Table 4, and to what extent each event helped students transition to USF, the results indicated that both freshmen and transfer students were equally likely to have found the events helpful, with a few exceptions. Transfer students were more likely than freshmen to have found the: University welcome, picnic lunch, college welcome, commuter workshop, writers panel, registration, ask the faculty panel, and the information booth helpful to their transition as new students.

Further analysis shown in Table 5 indicates that there are 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. Students were also more likely to enter into both formal and informal groups and to participate in off-campus service activities if they had read the book. Students also found that the employment workshop and book discussion were significantly more helpful to their transition as new students.

Table 6 compares students who live on campus to commuters. Relative to the goals and objectives, students who live on campus were significantly more likely to have found orientation helpful to their interacting with students from different racial and ethnic groups, with colleagues, make new friends and enter into informal study groups. On the other hand, transfer students were more likely to have found the orientation activities more helpful than those who live on campus with respect to the: University welcome, picnic lunch, college welcome, convocation, commuter workshop, writers panel, and the introduction to the USF community.

Further analyses of the data indicated (but not reported below for space considerations), that a majority of goals-related items and the orientation events were significantly more helpful to the students who had attended 10 or more orientation events. As indicated in Table 2, 90% of the events were attended by less than 50 % of the Transfer students and one-third of the events were attended by 50% of the freshmen. The data would seem to indicate that orientation is useful to those students who choose to attend.

Table 3: Goals and objectives - freshmen vs. transfer students

Item	FR/TS	N	Mean	Std. Deviation
Orientation helped me understand academic integrity.	Freshman	675	3.77	.418
	Transfer Student	228	**3.83***	.373
Orientation helped me understand the resources available to me at USF that can help me succeed.	Freshman	680	**3.87***	.339
	Transfer Student	230	3.80	.398
Orientation helped me interact with fellow students.	Freshman	680	**3.84****	.364
	Transfer Student	230	3.74	.438
Orientation helped me make new friends.	Freshman	686	**3.81***	.392
	Transfer Student	224	3.73	.446
What is the likelihood you will do the following in the coming year?				
enter into an informal study group with your friends	Freshman	688	**3.80****	.403
	Transfer Student	247	3.70	.457

* p<.05
** p<.01
***p<.001

Table 4: Orientation activities - freshmen vs. transfer students

Item	FR/TS	N	Mean	Std. Deviation
To what extent did University welcome help you become a new student at USF	Freshman	543	3.77	.421
	Transfer Student	124	**3.85***	.354
To what extent did Picnic lunch help you become a new student at USF	Freshman	501	3.69	.464
	Transfer Student	111	**3.78***	.414
To what extent did College welcome help you become a new student at USF	Freshman	524	3.75	.431
	Transfer Student	124	**3.89*****	.318
To what extent did Commuter student workshop help you become a new student at USF	Freshman	195	3.65	.479
	Transfer Student	87	**3.85*****	.359
To what extent did Tales of the (Univer)city Writers panel help you become a new student at USF	Freshman	274	3.65	.479
	Transfer Student	61	**3.80****	.401
To what extent did Registration help you become a new student at USF	Freshman	417	3.77	.420
	Transfer Student	132	**3.89*****	.319
To what extent did Ask your faculty anything panel help you become a new student at USF	Freshman	224	3.69	.465
	Transfer Student	66	**3.82***	.389
To what extent did The information booth help you become a new student at USF	Freshman	522	3.81	.389
	Transfer Student	178	**3.89****	.310

Table 5: Comparison between students that had or had not completed the summer reading

Item	read mountains beyond mountains	N	Mean	Std. Deviation
Orientation helped me understand academic integrity.	Yes	490	**3.82***	.386
	No	413	3.76	.427
Orientation helped me build off prior skills learned elsewhere that can contribute to my success at USF.	Yes	487	**3.74***	.438
	No	403	3.67	.469
Orientation helped me understand the resources available to me at USF that can help me succeed	Yes	495	**3.89*****	.317
	No	415	3.81	.393
Orientation helped me interact with fellow students.	Yes	496	**3.85****	.359
	No	414	3.78	.416
Orientation helped me understand what service learning means.	Yes	489	**3.73****	.442
	No	402	3.64	.480
Orientation helped me recognize my responsibility to strive for the greater good of the community.	Yes	493	**3.84****	.369
	No	413	3.77	.420
What is the likelihood you will enter into a formal study group with your classmates	Yes	506	**3.66***	.475
	No	435	3.59	.492
What is the likelihood you will enter into an informal study group with your friends	Yes	506	**3.79***	.404
	No	431	3.74	.440
What is the likelihood you will participate in off-campus service opportunities	Yes	509	**3.70****	.457
	No	437	3.62	.485
To what extent did the employment workshop help you become a new student at USF?	Yes	240	**3.83****	.381
	No	177	3.72	.451
To what extent did the book discussion help you become a new student at USF?	Yes	318	**3.77****	.419
	No	135	3.64	.480

* p<.05
** p<.01
***p<.001

Table 6: Comparison between students that commute or live on campus

Goals and Objectives	C/LoC	N	Mean	Std. Deviation
Orientation helped me interact with others who are ethnically or racially different than myself.	Commuting	167	3.74	.439
	Live on Campus	469	**3.82***	.382
Orientation helped me interact with fellow students.	Commuting	171	3.71	.453
	Live on Campus	468	**3.87*****	.339
Orientation helped me make new friends.	Commuting	168	3.68	.466
	Live on Campus	473	**3.84*****	.370
What is the likelihood you will enter into an informal study group with your friends?	Commuting	180	3.71	.455
	Live on Campus	480	**3.80***	.400
Orientation Activities	**C/LoC**	**N**	**Mean**	**Std. Deviation**
To what extent did the University welcome help you become a new student at USF?	Commuting	88	**3.88***	.333
	Live on Campus	369	3.79	.411
To what extent did the picnic lunch help you become a new student at USF?	Commuting	84	**3.81***	.395
	Live on Campus	337	3.71	.456
To what extent did the College welcome help you become a new student at USF?	Commuting	92	**3.91*****	.283
	Live on Campus	351	3.78	.416
To what extent did the convocation help you become a new student at USF?	Commuting	80	**3.86****	.347
	Live on Campus	329	3.74	.440
To what extent did the tales of the (Univer)city writer's panel help you become a new student at USF?	Commuting	37	**3.81***	.397
	Live on Campus	191	3.65	.477
To what extent did the introduction to the USF community help you become a new student at USF?	Commuting	86	**3.83****	.382
	Live on Campus	301	3.69	.461
To what extent did the registration help you become a new student at USF?	Commuting	96	**3.91*****	.293
	Live on Campus	279	3.78	.416
To what extent did the information booth help you become a new student at USF?	Commuting	139	**3.91****	.292
	Live on Campus	351	3.83	.379

* $p<.05$
** $p<.01$
*** $p<.001$

Appendix 1: Survey instrument

USF UNIVERSITY of SAN FRANCISCO

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:

	N/A	No Help at All	Moderately Unhelpful	Somewhat Unhelpful	Somewhat Helpful	Moderately Helpful	Lots of Help
1. to set high academic expectations for success	N/A	1	2	3	4	5	6
2. to set high personal expectations for success	N/A	1	2	3	4	5	6
3. understand academic integrity.	N/A	1	2	3	4	5	6
4. become proficient in the use of technology that will help me succeed at USF.	N/A	1	2	3	4	5	6
5. build new skills that can contribute to my success at USF.	N/A	1	2	3	4	5	6
6. build off prior skills learned elsewhere that can contribute to my success at USF.	N/A	1	2	3	4	5	6
7. understand the resources available to me at USF that can help me succeed.	N/A	1	2	3	4	5	6
8. interact with others who are ethnically or racially different than myself.	N/A	1	2	3	4	5	6
9. interact with fellow students.	N/A	1	2	3	4	5	6
10. make new friends.	N/A	1	2	3	4	5	6
11. understand my responsibility to enhance the campus community.	N/A	1	2	3	4	5	6
12. understand my responsibility to enhance the community outside USF.	N/A	1	2	3	4	5	6
13. make friends outside the USF community.	N/A	1	2	3	4	5	6
14. to interact with the community outside USF.	N/A	1	2	3	4	5	6
15. understand the importance of forming learning groups with classmates or friends.	N/A	1	2	3	4	5	6
16. understand what service learning means.	N/A	1	2	3	4	5	6
17. recognize my responsibility to strive for the greater good of the community.	N/A	1	2	3	4	5	6

18. What is the likelihood you will do the following in the coming year?	N/A	Very Unlikely					Very Likely
enter into a formal study group with your classmates	N/A	1	2	3	4	5	6
enter into an informal study group with your friends	N/A	1	2	3	4	5	6
participate in off-campus service opportunities	N/A	1	2	3	4	5	6

	Not at All					Understood Fully
19. To what degree did you understand that all orientation events were considered mandatory?	1	2	3	4	5	6

20. Did you attend ALL of the orientation events each day?	Yes 1	No 2
21. Did you read "Mountains beyond Mountains" by Tracy Kidder?	Yes 1	No 2

	0-5	6-10	11-15	>15
22. How many total orientation events did you attend?	1	2	3	4

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.

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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.

	N/A	No Help at All	Moderately Unhelpful	Only Slightly Unhelpful	Only Slightly Helpful	Moderately Helpful	A Lot of Help
Saturday							
Move-in experience	N/A	1	2	3	4	5	6
Community standards, policies mtg.	N/A	1	2	3	4	5	6
Orientation kickoff	N/A	1	2	3	4	5	6
Sunday							
University welcome	N/A	1	2	3	4	5	6
Picnic lunch	N/A	1	2	3	4	5	6
College welcome	N/A	1	2	3	4	5	6
Convocation	N/A	1	2	3	4	5	6
Commuter student workshop	N/A	1	2	3	4	5	6
First generation college student wrkshp	N/A	1	2	3	4	5	6
Tales of the (Univer)city Writers panel	N/A	1	2	3	4	5	6
Transition to college mtg.	N/A	1	2	3	4	5	6
Comedy show	N/A	1	2	3	4	5	6
Monday							
Introduction to the USF community	N/A	1	2	3	4	5	6
USF Connect & Blackboard workshop	N/A	1	2	3	4	5	6
Campus employment workshop	N/A	1	2	3	4	5	6
Summer reading book discussion	N/A	1	2	3	4	5	6
Orientation to your major	N/A	1	2	3	4	5	6
Movie night with faculty	N/A	1	2	3	4	5	6
Special Programs Fair & Pizza	N/A	1	2	3	4	5	6
Campus resources mtg.	N/A	1	2	3	4	5	6
Hypnotist show/Koret night	N/A	1	2	3	4	5	6
Tuesday							
City tour	N/A	1	2	3	4	5	6
Academic advising	N/A	1	2	3	4	5	6
Registration	N/A	1	2	3	4	5	6
Library tour	N/A	1	2	3	4	5	6
Involvement fair clubs & organizations	N/A	1	2	3	4	5	6
Academic workshops	N/A	1	2	3	4	5	6
Ask your faculty anything panel	N/A	1	2	3	4	5	6
Relationships mtg.	N/A	1	2	3	4	5	6
Club 1855: New student dance	N/A	1	2	3	4	5	6
Wednesday							
Service learning preview	N/A	1	2	3	4	5	6
Closing ceremony: Rites of passage	N/A	1	2	3	4	5	6
Campus activities board jump start	N/A	1	2	3	4	5	6
Throughout Orientation							
The information booth	N/A	1	2	3	4	5	6

Please take a moment and share your thoughts in answering the following questions:

A. Which was the MOST useful orientation event you attended? Why?

B. Which was the LEAST useful orientation event you attended? Why?

C. Were there any activities or opportunities that were not part of orientation that you would have appreciated seeing?

D. What improvements would you suggest to the orientation?

E. From your own perspective, in what ways did orientation help you prepare to be a successful USF student?

F. Please add any additional comments you would like to make below:

Thank you for your evaluation

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Appendix 2: New student orientation goals and objectives

Mission Statement	Super-ordinate Goal	Goals Defined	Learning Goals *As a result of participating in NSO students will:*	Learning Objectives *Students will:*
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.	**High Expectations**	Students entering USF shall learn how to set high academic and personal expectations for their individual success.	1. learn how to set high academic and personal expectations for success, 2. demonstrate an increase in their academic and personal expectations for success as USF student, 3. pledge their commitment to academic integrity.	▪ understand USF core curriculum requirements and how they fit into their overall academic program ▪ be familiar with their major requirements ▪ identify at least one special USF program and how it can enhance their learning experiences ▪ understand USF academic expectations and values ▪ actively participate in an academic experiences with a faculty member and student peers
	Resolve to Succeed	Students entering USF shall develop a deep resolve toward succeeding in their academic and personal activities.	4. will build new skills or enhance previous skills essential to their success at USF, 5. show proficiency in the use of technological resources to help them succeed as students, 6. exhibit knowledge in the use of USF resources that will help them succeed.	▪ identify and locate at least 5 USF resources ▪ visit their dean's office and one stop ▪ know their resident advisor and 1 other resident on their floor ▪ know how to access USF Connect and register on-line ▪ understand common student transition issues and how resources can help resolve them
	Engagement	Students entering USF shall develop social structures that encourage the nurturing of friendships and affiliations both on and off campus.	7. will develop social networks by interacting with other students, be given the opportunity to forge relationships, and engage with the community, 8. learn the importance of forming formal and informal learning communities, 9. learn the importance of forging affiliations in the community through service learning. 10. demonstrate an awareness of their responsibilities to enhance the University and the off campus communities.	▪ know at least 1 faculty member and 1 staff member who can help them thrive academically and socially at USF ▪ know at least one continuing student who can serve as USF guide ▪ know at least one new student peer ▪ be introduced to opportunities for both on and off campus involvement ▪ interact with a diverse group of students ▪ participate in social activities throughout orientation ▪ be able to identify the school mascot, school colors and the fight song

Mission Statement	Super-ordinate Goal	Goals Defined	Learning Goals *As a result of participating in NSO students will:*	Learning Objectives *Students will:*
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.	**Integration**	Students entering USF shall learn how to engage themselves into the USF community for success.	11. learn the USF Mission, Vision and Values	▪ articulate their understanding of the USF Mission ▪ identify at least 2 USF Core Values ▪ learn how the USF Mission relates to their personal and academic goals
			12. learn the Steps necessary to becoming a member of the USF community.	▪ create first term schedule in collaboration with their faculty advisor ▪ 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 ▪ learn where to find a class schedule online and know where and when their classes meet ▪ be aware of USF learning and living policies and procedures ▪ learn about USF student rights and responsibilities
	Special Needs Student Outreach	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.	▪ learn the necessary and specific steps that will help them thrive at USF and the special resources available to all students.