A Determination of the Nature of the Freshman Orientation Course in Colleges and Universities of Louisiana and Formulation of a Recommended Program for the Course.

Vernie Anthony Pitre
Louisiana State University and Agricultural & Mechanical College

Follow this and additional works at: https://digitalcommons.lsu.edu/gradschool_disstheses

Recommended Citation
https://digitalcommons.lsu.edu/gradschool_disstheses/1311
This dissertation has been microfilmed exactly as received 67-14,006

PITRE, Vernie Anthony, 1926—
A DETERMINATION OF THE NATURE OF THE FRESHMAN ORIENTATION COURSE IN COLLEGES AND UNIVERSITIES OF LOUISIANA AND FORMULATION OF A RECOMMENDED PROGRAM FOR THE COURSE.

Louisiana State University and Agricultural and Mechanical College, Ed.D., 1967
Education, guidance and counseling

University Microfilms, Inc., Ann Arbor, Michigan
A DETERMINATION OF THE NATURE OF THE FRESHMAN ORIENTATION COURSE IN COLLEGES AND UNIVERSITIES OF LOUISIANA AND FORMULATION OF A RECOMMENDED PROGRAM FOR THE COURSE

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College In partial fulfillment of the requirements for the degree of Doctor of Education in

The Department of Education

by
Vernie Anthony Pitre
B.S., Louisiana State University, 1953
M.Ed., Louisiana State University, 1956
May, 1967
ACKNOWLEDGEMENTS

The writer wishes to express his sincere appreciation to his major professor, Dr. Thomas R. Landry, and to the late Dr. George H. Deer who gave so generously of their time and assistance throughout this study.

For their aid and guidance, the writer is grateful to the other members of his committee, Dr. Sam Adams, Dr. William Eglin, Dr. L. L. Fulmer, Dr. Russell Helmick, Dr. J. B. Kelley, and Dr. John Stabler. Special recognition is due Dr. D. G. Joseph of Nicholls State College for his constant encouragement and valuable contributions.

A debt of appreciation is due to the college administrators and guidance specialists who gave of their time to participate in the study, to Mrs. Fay P. Hulme, Mrs. Marlene B. LeRay, and Mrs. Joyce H. Willis for typing the manuscript and to Mrs. Sue C. Weideman for proofreading.

The writer is deeply appreciative of his wife, Ouida, for her understanding and encouragement and of their children, Jackie, Dennis, and Darlene, for their patience with a busy father. To them this study is dedicated.
TABLE OF CONTENTS

ACKNOWLEDGMENTS ................................................................. ii
LIST OF TABLES ........................................................................ vi
ABSTRACT ................................................................................ viii

CHAPTER

I. INTRODUCTION ................................................................. 1
   Statement of the Problem ...................................................... 2
   Delimitation of the Problem .................................................. 3
   Importance of the Problem ................................................... 3
   Definition of Terms Used ..................................................... 5
   Procedures Used in Setting Up the Study ............................... 7
   Review of Related Literature ............................................... 8

II. PROCEDURES USED IN CONDUCTING THE STUDY .......... 13
   Selecting the Participating Schools ........................................ 13
   Sources of School Data ....................................................... 14
   Collecting the Data ............................................................. 14
   Determining Desirable Freshman Orientation Course
     Content ............................................................................. 15

III. ANALYSIS AND INTERPRETATION OF DATA ................... 17
   Objectives of the Course ...................................................... 17
   Organization and Presentation of the Course .......................... 28
   Course Content ..................................................................... 31
   Resources and Methods ...................................................... 39
   Evaluation ............................................................................ 41
TABLE OF CONTENTS (continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Concerned With the Course</td>
<td>46</td>
</tr>
<tr>
<td>Problems Regarding the Orientation Course</td>
<td>53</td>
</tr>
<tr>
<td>Comments and Recommendations</td>
<td>55</td>
</tr>
<tr>
<td>IV. SUMMARY AND CONCLUSIONS</td>
<td>61</td>
</tr>
<tr>
<td>Summary of Data</td>
<td>62</td>
</tr>
<tr>
<td>Conclusions</td>
<td>67</td>
</tr>
<tr>
<td>V. A RECOMMENDED PROGRAM FOR THE COLLEGE FRESHMAN</td>
<td>69</td>
</tr>
<tr>
<td>ORIENTATION COURSE</td>
<td>69</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>69</td>
</tr>
<tr>
<td>Course Content Topics</td>
<td>70</td>
</tr>
<tr>
<td>Organization and Presentation</td>
<td>71</td>
</tr>
<tr>
<td>Resources and Methods</td>
<td>71</td>
</tr>
<tr>
<td>Evaluation</td>
<td>71</td>
</tr>
<tr>
<td>Personnel Functions for the Course</td>
<td>72</td>
</tr>
<tr>
<td>Textbook Selection List</td>
<td>72</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>73</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>78</td>
</tr>
<tr>
<td>A. Survey of the Freshman Orientation Course Taught in</td>
<td></td>
</tr>
<tr>
<td>Institutions of Higher Learning Under Control of</td>
<td></td>
</tr>
<tr>
<td>the State Board of Education of Louisiana</td>
<td>79</td>
</tr>
<tr>
<td>B. Letters Preceding or Accompanying Checklist-Questionnaire.</td>
<td>94</td>
</tr>
</tbody>
</table>

iv
# TABLE OF CONTENTS (continued)

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Ballot for Determining Content and Procedures</td>
<td></td>
</tr>
<tr>
<td>Desirable for Employment in an Orientation</td>
<td></td>
</tr>
<tr>
<td>Course for Freshmen</td>
<td>96</td>
</tr>
<tr>
<td>D. Letters Preceding or Accompanying Ballot</td>
<td>109</td>
</tr>
<tr>
<td>E. List of Jurors Who Participated in the Study</td>
<td>112</td>
</tr>
<tr>
<td>F. List of Textbooks and Student Supplements in Use for the Freshman</td>
<td></td>
</tr>
<tr>
<td>Orientation Course in the Selected Institutions</td>
<td>113</td>
</tr>
<tr>
<td>VITA</td>
<td>114</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>I. Stress Placed on Objectives of &quot;Promoting&quot; by Participating Institutions</td>
<td>18</td>
</tr>
<tr>
<td>II. Desirable Degree of Stress Placed on Objectives of &quot;Promoting&quot; as Indicated by Jurors</td>
<td>19</td>
</tr>
<tr>
<td>III. Stress Placed on Objectives of &quot;Encouraging&quot; by Selected Institutions</td>
<td>20</td>
</tr>
<tr>
<td>IV. Desirable Degree of Stress on Objectives of &quot;Encouraging&quot; as Determined by Jurors</td>
<td>21</td>
</tr>
<tr>
<td>V. Stress Placed on Objectives of &quot;Providing&quot; by Participating Institutions</td>
<td>22</td>
</tr>
<tr>
<td>VI. Desirable Degree of Stress on Objectives of &quot;Providing&quot; According to Jurors</td>
<td>24</td>
</tr>
<tr>
<td>VII. Stress Placed on Objectives of &quot;Assisting&quot; by Selected Institutions</td>
<td>25</td>
</tr>
<tr>
<td>VIII. Desirable Degree of Stress on Objectives of &quot;Assisting&quot; as Determined by Jury</td>
<td>26</td>
</tr>
<tr>
<td>IX. Stress Placed on Objectives of &quot;Carrying Out Programs&quot; by Selected Institutions</td>
<td>27</td>
</tr>
<tr>
<td>X. Desirable Degree of Stress on Objectives of &quot;Carrying Out Programs&quot; as Determined by Jurors</td>
<td>27</td>
</tr>
<tr>
<td>XI. Stress Placed on Topics Covered in Freshman Orientation Courses at Selected Institutions</td>
<td>33</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>XII. Extent of Desirability of Topics for Inclusion in Freshman Orientation Course as Determined by Jurors</td>
<td>36</td>
</tr>
<tr>
<td>XIII. Use of Additional Resources for Instruction</td>
<td>40</td>
</tr>
<tr>
<td>XIV. Methodology Employed by Institutions and Recommendations of Jurors</td>
<td>42</td>
</tr>
<tr>
<td>XV. Means of Evaluating Students in Freshman Orientation Course as Reported by Institutions and Jury</td>
<td>42</td>
</tr>
<tr>
<td>XVI. Recording of Evaluations of Students in Freshman Orientation Course According to Institutions and Jurors</td>
<td>43</td>
</tr>
<tr>
<td>XVII. Most Suitable Person to Perform Evaluation of Freshman Orientation Course According to Institutions and Jury</td>
<td>45</td>
</tr>
<tr>
<td>XVIII. Assignment of Responsibility for Freshman Orientation Course as Reported by Institutions and the Jury</td>
<td>46</td>
</tr>
<tr>
<td>XIX. Assignment of Instructor Personnel for the Freshman Orientation Course as Reported by Institutions and the Jury</td>
<td>51</td>
</tr>
<tr>
<td>XX. Training Levels of Instructor Personnel for the Freshman Orientation Course as Reported by Institutions and Jurors</td>
<td>52</td>
</tr>
</tbody>
</table>
ABSTRACT

This study was concerned with determining the nature of the freshman orientation course in colleges and universities of Louisiana, developing criteria for an effective type of orientation course for college freshmen, and with the formulation of a program for such a course.

The persons responsible for administration of the freshman orientation course in nine public institutions of higher learning in Louisiana and a jury of professionals in student personnel participated in the study. Data were gathered from the institutions by a checklist-questionnaire. From this information objectives, organization and presentation, content, teaching resources and methods, evaluation, and course personnel were identified within each institution.

After the nature of the course in each institution was determined, items pertaining to the course were submitted to the jury. Jurors rated the items according to desirability and importance as criteria for a freshman orientation course. A recommended program for the freshman orientation course was formulated from those criteria which the jury designated as not less than moderately desirable.

The following conclusions seem justified on the basis of data gathered during the study:
1. Jurors and institutional personnel were in agreement concerning some objectives which should receive great stress.

2. Institutions considered did not follow a standard pattern in determining course name, number, title and credit, or in determining course duration and class frequency.

3. Lack of agreement was found between jurors' opinions and institutional practices as to course content, resources, methods, and evaluative devices.

4. Jurors and institutional participants agreed that course personnel should be carefully selected, well-trained, full-time employees interested in working with the new student.

5. Certain course content suggestions received sufficient endorsement from the jury to warrant being included in a course program.

6. Further study with a much larger sampling is needed to establish more clearly what should be done in a college freshman orientation course.

From data gathered, it was recommended that objectives for the freshman orientation course should be concerned with: academic adjustment; easing of transition from high school to college; using of library and other resource facilities; making individual assessment of needs; promoting social adjustment; knowledge of campus facilities, activities, and college organizational structure; group academic advising; familiarization with college regulations; group counseling; reading skills; refinement of life goals; wise use of leisure time; individual
counseling; and testing.

Content should include using the library, getting more out of classroom lectures and discussions, improving reading, understanding the effects of motivation and concentration, preparing and giving speeches and reports, perceiving the student's relationship to extracurricular activities, learning proper student-instructor relationships and student-student relationships, establishing personal goals, using an established study technique, improving vocabulary, writing themes and papers, exploring fields of work, and learning and memorizing effectively.

A textbook should be used for the course and films, filmstrips, reference works, and duplicated materials utilized. Classes should be combinations of discussions and lectures.

Instructor-student conferences and student self-evaluations were preferred for judging student attainments. Student evaluation should be in relation to objectives. Course evaluation responsibilities should accrue to the administrator having major responsibility for the course.

Responsibility for the course should belong to the dean of student services, with course policies determined by student personnel workers. Objectives and content should be determined by a college-wide committee. Instruction personnel should be: selected college-wide; informed of orientation course duties prior to being hired; trained in counseling, guidance, or student personnel work.

Seven textbooks were recommended for use in the freshman orientation course.
CHAPTER I

INTRODUCTION

Freshmen arriving on the college campus today are a mixture. They represent a wide variance in socio-economic background. Whereas two decades ago they came predominantly from upper-middle class and upper-class homes, today the sons and daughters of lower-middle class families outnumber those of upper-middle class origin and give indication of continued increase. The traditional gentleman scholar has given way to a working student who must often hold down a full-time or part-time job in order to be able to retain status as a college student.

Many freshmen are intellectual and emotional late-maturers. Among these there is probable lack of self-sufficiency and self-direction. The social climate of today permits great freedom of choice which causes earlier maturation among some teenagers but prolongation of immaturity in others. Choices which earlier were not expected until adulthood, but which are forced upon modern-day students, result in makeshift methods of dealing with these demands and arriving at solutions to the problems they present.

---


2 Ibid.

Wide diversity exists in motivation for college attendance. Some freshmen are pressured into college enrollment by parents who hope that college training will secure for their children opportunities for a life better than that which was available to them. Others seem impelled by opportunities for self-expression and for social prestige associated with college training. Most students probably receive their impetus from the truism that greater economic opportunity awaits the college graduate.

In any case, the new freshman brings with him no guarantee of sufficient maturity, of readiness for collegiate academic life, or of an appropriate sense of direction in charting this portion of his life's course.

Statement of the Problem

The problem of this study was to (1) determine the nature of the freshman orientation course in public colleges and universities of Louisiana and (2) develop a program to be recommended for use in such a course. More specifically, the problem involved:

(a) determination of the specific content, emphases, procedures, and problems of the orientation course as required by selected institutions of higher learning in Louisiana

(b) determination of the relative importance of content, emphases, and procedural practices currently employed in the orientation course in these institutions

(c) determination of the criteria necessary for the most effective type of orientation course through use of a jury system
(d) formulation of a program for an orientation course based upon the results of the study.

Delimitation of the Problem

This study was limited to:

1. Publicly-supported institutions of higher learning of Louisiana under the jurisdiction of the State Board of Education

2. Campus courses in the area of freshman orientation taught during the fall semester of the 1965-66 academic year

3. Courses as taught at the cooperating state-supported institutions of Louisiana Polytechnic Institute, McNeese State College, Nicholls State College, Northeast Louisiana State College, Northwestern State College, Southeastern Louisiana College, Southern University, Southern University of New Orleans, and the University of Southwestern Louisiana

4. The opinions of persons nationally prominent in the field of guidance.

Importance of the Problem

Louisiana's open-door policy of admission to state-supported institutions and apparent student lack of readiness for college life pose grave problems for students and for the institutions which they choose to attend. Without benefit of special assistance, many new students can reasonably be expected to give evidence of a high degree of emotional
tension, indecision, academic failure or floundering, and/or general confusion. Even with considerable maturity which is generally evidenced by men students returned from military service, freshmen arrive on the college campus hesitant, bewildered and possessed by lost feelings. Without experience in and usually ignorant of college organization, purposes, approaches, and requirements, these students are in dire need of being oriented, of being made to feel that they are not "alone in a crowd" but rather that they belong and have before them an unparalleled opportunity to develop their potential to the fullest.

With the change in the class structure of the modern college or university, the problem of the dropout has come to prominence in startling proportions. Six out of ten students who enroll as freshmen in American colleges and universities leave without earning a degree. As if the rate were not sufficient cause for alarm, the implications for the college dropout are far more serious now than they were a generation ago. His problem is acute. Formerly, the dismissed or voluntarily resigned college student could adjust quickly to his changed status and with a degree of facility join the work force of the nation in a somewhat rewarding role. Today society is highly technical and industrial

---


and can utilize only skilled craftsmen and highly trained research and management personnel. The untrained teenager or adult is of doubtful value and his welfare poses a growing social problem.

In addition, the student who has spent some time in college only to become a dropout has frequently been an unnecessary financial drain upon his family or other monetarial benefactors. The proportion of family income necessary to educate children today is greater than ever before. The great American dream of a college education for all has placed much more meaning upon the size of the investment by a family for the college education of its children. The family deserves every opportunity for its investment to be proven sound. When any freshman whose academic life might be terminated through voluntary or involuntary dropping is saved and remains to be graduated, the person, the institution, the state, and the nation all stand to prosper.

Definition of Terms Used

- **Student personnel program** is defined as a broad accumulation of services to students generally provided by a select administrative division of the college or university but which may be sponsored by two or more such divisions in collaboration, the purpose of such services being to promote student adjustment, growth, and development in the best manner. 7

- **Orientation** is defined as the assistance, activities, and services

---

which aid the man or woman student in making a more complete and satisfactory adjustment to college life than would otherwise be possible.

**Freshman** refers to the newly accepted student who has never been in attendance at college long enough to have earned thirty semester hours of work with an average of 2.0 according to the grade-point scale in effect in the institutions in this study.

**Entering freshman** refers to the newly accepted student while he is in his first semester of college work.

**Freshman Week (or Days) orientation** is defined as the orientation activities for freshmen following arrival on campus and prior to the beginning of classes.

**Freshman orientation course** refers to that course, by whatever title, for credit or noncredit, which is required and considered the group orientation course for freshmen in the institutions in this study.

**Freshman orientation program** is defined as the particular program within each institution which includes pre-college and Freshman Week (or Days) orientation and which continues to encompass the freshman orientation course.

**Selected institutions of higher learning of Louisiana**, as used in this study, are those three universities and six colleges which are controlled by the State Board of Education and which responded to the survey; namely, Louisiana Polytechnic Institute, McNeese State College, Nicholls State College, Northeast Louisiana State College, Northwestern State College, Southeastern Louisiana College, Southern University, Southern University of New Orleans, and the University of Southwestern Louisiana.
Jury system, as used here, refers to a panel of professionals in student personnel selected largely from the membership of the American Personnel and Guidance Association, who were requested to judge the relative importance of content, emphases, and procedures of the orientation course presently taught for freshmen in the selected institutions and to suggest additional needed criteria.

Procedures Used in Setting Up The Study

During the Fall semester of 1965, the writer corresponded with the presidents of the universities and colleges under control of the State Board of Education of Louisiana. The purpose of these communications was to secure information relative to (1) the need for a study of the freshman orientation course in these institutions, and (2) those persons designated as chiefly responsible for orientation in these institutions. The responses were most encouraging.

The proposed study was presented at the September 23, 1965 meeting of the Council of Louisiana State College and University Presidents in Baton Rouge, Louisiana. Permission was given for the writer to conduct the study and each of the presidents signed a letter of endorsement.

The persons responsible for orientation were contacted by written communication and their consent to participate secured.

A list of prospective jurors was selected from the membership of the American Personnel and Guidance Association. Criteria for selection were: (1) employment in the field of student personnel or related services, preferably at the college or university level, in an administrative, counseling, instructional, and/or research capacity; and (2) authorship
of one or more published books and/or articles pertinent to the field of student personnel services. Fifty prospective jurors were contacted by letter and those willing to serve were determined.

Procedures which were used in carrying out the study will be found in Chapter II.

**Review of Related Literature**

No studies which investigated the freshman orientation course as taught in publicly-supported institutions of higher learning within one state were located. Several studies, however, were found to have some similarities with the present study although these generally dealt more with freshman orientation week (or days) than with a freshman orientation course. For example, Mehl\(^8\) raised some interesting questions, such as: For whom should orientation be held - new freshmen, new transfer students, or both? How long should it last? Should it be coordinated with the program of faculty advisement? Should academic credit be given? Should administration, faculty, and student body cooperate in carrying it out? What activities and topics should be included in it?

Shaffer\(^9\) was concerned with objectives for orienting, concluding that the most effective objectives were those which appealed to individual needs and aroused within the individual a drive to satisfy his needs by action.


A third example was the contribution of Fitzgerald and Busch. They contended that institutions of higher learning failed to give appropriate recognition to freshman motivation and stimulation and therefore contributed to the disillusionment of the student regarding his college experience. The writers stipulated that at every institution there is needed orientation which (a) accurately reflects the educational expectation of the college for the student, (b) can be performed within the time available for it, (c) recognizes special student requirements based upon selective admissions or unique program offerings, (d) utilizes adequately the faculty and staff, and (e) does not reflect the pressures of the times or assumptions of the faculty about the student body since these assumptions may be inaccurate.

Moser investigated the concerns of entering college freshmen and found that seventy-seven and six-tenths per cent were anxious about their ability to pass college work. He singled out the need for close adherence of orientation programs to the real problems of entering freshmen. Still another example was Miller, who reported on reasons for academic failure, pointing out the desirability of explaining to new students the study habits necessary for success and described the


Brooklyn College program which involved establishment of a Basic Skills Center where students could take a course aimed at improvement of study skills.

Daisher\(^{13}\) studied freshman orientation procedures in six publicly-supported universities in Michigan and found that

...the normal freshman orientation programs are being considered only a part of the total, over-all guidance of freshmen, and indeed, of college students...Developmental needs of beginning college students are taken into consideration in planning programs of freshman orientation...Both the teaching faculty and students are brought into the execution of the program...The Freshman Week period is being shortened as the orientation activities are being spread over the total freshman year, including the summer preceding college enrollment...Emphasis on continuing programs of counseling, advising, enabling, or remedial assistance, and such, is apparent.

Ludeman\(^{14}\) sampled thirty-seven colleges in the Middle West and found that all had plans for freshman orientation. He concluded that

...the trend is toward distributing orientation over longer periods of time rather than concentrating it in a few days at the opening of school...Properly organized and administered an orientation plan has tremendous values to new students...Orientation is becoming more and more a vital adjunct of the guidance program...A plan of orientation should be a cooperative venture of most of the faculty rather than the responsibility of one or two persons.

A much smaller number of studies dealing with freshman orientation courses were located. Greene\(^{16}\) found that fifty-two per cent of the

\(^{13}\)Daisher, op. cit., pp. 392-394.


\(^{15}\)Ibid., p. 65.

sixty-nine colleges which he surveyed had a freshman orientation course and that most of those which did not, had plans to add one. Plutchik and Hoffman 17 studied 247 college orientation programs and found that forty-four percent had a semester-long orientation course. They attributed the low percentage to differences in the groups of colleges polled. Another study of consequence to the matter of the freshman orientation course was that of Copeland 18, who used the term "orientation program" as this study uses the term "orientation course." His findings of significance were that: (1) approximately seventy per cent of the colleges studied had freshman orientation programs; (2) approximately twenty-five per cent more state teachers colleges than liberal arts colleges had orientation programs; (3) more than ninety per cent of orientation program objectives were of the adjustment-to-college type; (4) included in at least seventy-five per cent of all the orientation programs were the topics of study habits, college rules and regulations, extracurricular activities, and college citizenship; (5) freshmen in state teachers colleges averaged more than twice the number of hours in orientation programs than did liberal arts freshmen; (6) while all of the colleges conducted an evaluation of some kind, only forty per cent allowed the freshmen to evaluate the program.


The number of reported studies pertaining to freshmen orientation courses is indeed small. Blake stated that

...all programs in which evaluations have been undertaken report favorable results. However, most of the programs seem to resemble "Topsy" somewhat - they just "grewed up" without the benefit of experiences of others by virtue of the fact that the experiences of others in this field have not been reported in the literature in any appreciable measure.19

Plutchik and Hoffman agree, contending that

...the extent and types of freshman orientation courses in the colleges have not been definitely determined although a few limited surveys have been reported.20

Since this study was designed to determine the freshman orientation course content, emphases, procedures and problems in Louisiana publicly-supported institutions of higher learning and to propose a uniform course of study for such a course, the studies reported are of some interest. However, while all of these contain elements that relate to the present study, none of them used the same procedure.


20Plutchik and Hoffman, op. cit., p. 278.
CHAPTER II

PROCEDURES USED IN CONDUCTING THE STUDY

The procedures used in conducting the study are grouped under the following topics for presentation: (1) selecting the participating schools, (2) sources of school data, (3) collecting the data, and (4) determining desirable freshman orientation course content.

Selecting the Participating Schools

Three universities and six colleges participated in the study. These were among the institutions of higher learning under control of the State Board of Education of Louisiana, all of whom were invited to participate. One university performed dual participation because the freshman orientation course was department-wide rather than university-wide in scope and it offered two such courses. One college offered a freshman orientation course in one department only. The participants were: (1) Louisiana Polytechnic Institute, Ruston, (2) McNeese State College, Lake Charles, (3) Nicholls State College, Thibodaux, (4) Northeast Louisiana State College, Monroe, (5) Northwestern State College, Natchitoches, (6) Southeastern Louisiana College, Department of Agriculture, Hammond, (7) Southern University, Baton Rouge, (8) Southern University of New Orleans, (9) University of Southwestern Louisiana, Department of Agriculture, Lafayette, and (10) University of Southwestern Louisiana, Department of Education, Lafayette.
Sources of School Data

Ten persons served as sources of school data. These were designated by the presidents and dean of the participating institutions as being chiefly responsible for administration of the freshman orientation course taught in the particular institution.

Examination of data about the administrative positions held by the persons serving as sources of school data reveals that each held a different title. The varied titles were:

Dean of the University
Dean of Student Services
Dean of Student Life
Dean of the College of ...
Dean of Men
Director of Counseling and Testing
Director of Guidance Services
Head of the Department of ...
Guidance Counselor

Collecting the Data

Data were gathered by means of a checklist-questionnaire sent to the designated heads of orientation programs. This instrument consisted of items of both a specific and a general nature concerning the freshman orientation course. The items were divided into two main classifications: (1) those to which the recipient responded primarily by supplying data such as words and numbers, and (2) those involving selections from among prepared responses.
These forms provided three advantages. First, both specific and general responses were possible. Second, the recipient was allowed to venture beyond the definite answer and expand on the information which was felt to be most relevant. Third, the pertinence of the information to the writer was thereby increased.

From the information thus gathered, determination was made of the common problems and needs of the selected institutions relative to the freshman orientation course and the content, content emphases, and practices employed therein. Preliminary information suggested a wide diversity in subject matter content and emphases in the course as taught in the institutions and established that some of the selected institutions of higher learning did not teach a freshman orientation course. After determination of the content and procedures currently used in the course, a list of these was submitted to a jury of nationally-known workers in the student personnel field. A list of prospective jurors was selected from the membership of the American Personnel and Guidance Association. Criteria for selection were: (1) employment in the field of student personnel or related services, preferably at the college or university level, in an administrative, counseling, instructional, and/or research capacity; and (2) authorship of one or more published books and/or articles pertinent to the field of student personnel services.

Determining Desirable Freshman Orientation Course Content

The jury was asked to rate content and/or practices on a five-point scale ranging from "Greatly Desirable" to "Undesirable". Results of the ratings were compared and the relative importance of criteria
for the orientation course determined from the ratings of the jury. The recommended course, which was the culminating feature of this study, was formulated from those criteria which the jury designated as being at least moderately desirable for inclusion in a formal orientation course. Degree of desirability was determined by computing the mean rating for each criterion. For this purpose, number values were assigned the four rating categories. The formula $M = \frac{V}{N}$ was utilized, with $M$ being the mean rating, $V$ being the cumulative point value, and $N$ being the number of respondents.
CHAPTER III

ANALYSIS AND INTERPRETATION OF DATA

Data secured in conducting this study originated from two sources: the person chiefly responsible for the orientation program in the selected colleges and universities and the student personnel workers who agreed to serve as jurors. Data are grouped under the following major topics for presentation: (1) objectives of the course, (2) organization and presentation of the course, (3) course content, (4) resources and methods, (5) evaluation, (6) personnel concerned with the course, (7) problems regarding the orientation course, and (8) recommendations pertaining to the course.

Objectives of the Course

Data collected from the persons in charge of the college and university orientation programs and from the jurors are presented in Tables I through X. Total point value shown in these tables is derived from the product of the number of institutions reporting and the point value assessed.

Analysis of data on objectives of "Promoting". In Table I are shown the stresses placed upon objectives for promoting adjustment, health, and vocational selection by the participating institutions. All institutions placed great stress upon promoting academic adjustment and six placed great stress upon promoting vocational selection. Least stress was placed upon promoting physical health.
TABLE I
STRESS PLACED ON OBJECTIVES OF "PROMOTING"
BY PARTICIPATING INSTITUTIONS

<table>
<thead>
<tr>
<th>To Promote</th>
<th>3 - Great Stress</th>
<th>2 - Moderate Stress</th>
<th>1 - Slight Stress</th>
<th>0 - No Stress (Not Covered)</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic adjustment</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>30</td>
</tr>
<tr>
<td>social adjustment</td>
<td>2</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td>emotional adjustment</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>physical health</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>mental health</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>vocational selection</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
</tbody>
</table>

In Table II are shown the stresses upon objectives for promoting adjustment, health, and vocational selection as these are reflected in the opinions of the jurors. Designated as worthy of greatest stress were academic adjustment and social adjustment while physical health was designated as deserving the least stress.

Analysis of data on objectives of "Encouraging". In Table III are shown the stresses placed upon objectives for encouraging worthwhile life purposes by the selected institutions. Encouraging individual assessment of needs received greatest stress while encouraging aesthetic appreciation received the least stress.
### TABLE II

**Desirable Degree of Stress on Objectives of "Promoting" as Indicated by Jurors**

<table>
<thead>
<tr>
<th>To Promote</th>
<th>3 Greatly Desirable</th>
<th>2 Moderately Desirable</th>
<th>1 Slightly Desirable</th>
<th>0 Of No Value</th>
<th>-1 Undesirable</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>academic adjustment</td>
<td>17</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
</tr>
<tr>
<td>social adjustment</td>
<td>12</td>
<td>8</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>emotional adjustment</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>physical health</td>
<td>1</td>
<td>5</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>mental health</td>
<td>6</td>
<td>9</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>vocational selection</td>
<td>7</td>
<td>5</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
</tbody>
</table>
TABLE III
STRESS PLACED ON OBJECTIVES OF "ENCOURAGING"
BY SELECTED INSTITUTIONS

<table>
<thead>
<tr>
<th>To Encourage</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>sound philosophy of life</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>refinement of life goals</td>
<td>4</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>civic responsibility</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>social responsibility</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>aesthetic appreciation</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>wise use of leisure time</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>development of wide interests</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>23</td>
</tr>
<tr>
<td>individual assessment of needs</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
</tbody>
</table>

In Table IV are reported the stresses for objectives of encouraging worthwhile life purposes as these were determined by the jurors. Greatest stress was advocated for individual assessment of needs and least for aesthetic appreciation.

Analysis of data on objectives of "Providing". In Table V are shown the stresses placed upon objectives for providing counseling, assistance in learning, and assistance in developing certain habits and skills by participating institutions. Greatest stress was placed upon providing assistance in developing sound study habits and skills. Least stress was placed on opportunities for improvement of reading skills.
<table>
<thead>
<tr>
<th>To Encourage</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>-1</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>sound philosophy of life</td>
<td>5</td>
<td>9</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>40</td>
</tr>
<tr>
<td>refinement of life goals</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>civic responsibility</td>
<td>2</td>
<td>7</td>
<td>11</td>
<td>0</td>
<td>1</td>
<td>30</td>
</tr>
<tr>
<td>social responsibility</td>
<td>5</td>
<td>9</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>37</td>
</tr>
<tr>
<td>aesthetic appreciation</td>
<td>1</td>
<td>5</td>
<td>8</td>
<td>5</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>wise use of leisure time</td>
<td>9</td>
<td>6</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>44</td>
</tr>
<tr>
<td>development of wide interests</td>
<td>7</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>individual assessment of needs</td>
<td>13</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>51</td>
</tr>
</tbody>
</table>
TABLE V
STRESS PLACED ON OBJECTIVES OF "PROVIDING"
BY PARTICIPATING INSTITUTIONS

<table>
<thead>
<tr>
<th>To Provide</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual counseling opportunities</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>group counseling opportunities</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>assistance in developing sound study habits and skills</td>
<td>10</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
<tr>
<td>assistance in learning effective use of library and other resource facilities</td>
<td>8</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>opportunities for improvement of reading skills</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>
In Table VI are shown data pertaining to the stresses determined by the jurors as being desirable for objectives of providing. Due the most stress was said to be assistance in developing sound study habits and skills while deserving least stress, the jury contended was providing individual counseling opportunities.

**Analysis of data on objectives of "Assisting".** Shown in Table VII are the stresses applied to objectives of assisting student adjustment and understandings as these are practiced in the selected institutions. Given most emphasis were assistance in making the transition between high school and college smoother and familiarization with college rules and regulations. Least emphasized was assistance in developing and expressing school spirit.

In Table VIII are shown the stresses on objectives of assisting as these were determined by members of the jury. Making the transition between high school and college smoother was indicated as overwhelmingly important while development and expression of school spirit was deemed least important.

**Analysis of data on objectives of "Carrying out Programs".** Provided in Table IX are data concerning the stresses placed on carrying out various college and university programs. Group counseling received the most stress while testing received the least stress.

In Table X are shown stresses for the objectives of carrying out certain institutional programs as determined by jurors. Group academic advising was the program deemed most worthy, while group counseling was regarded least necessary.
TABLE VI

DESIRABLE DEGREE OF STRESS ON OBJECTIVES
OF "PROVIDING" ACCORDING TO JURORS

<table>
<thead>
<tr>
<th>To Provide</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>-1</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>individual counseling opportunities</td>
<td>8</td>
<td>7</td>
<td>5</td>
<td>1</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>group counseling opportunities</td>
<td>12</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>assistance in developing sound study habits and skills</td>
<td>17</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>57</td>
</tr>
<tr>
<td>assistance in learning effective use of library and other resource facilities</td>
<td>14</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>opportunities for improvement of reading skills</td>
<td>8</td>
<td>9</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>45</td>
</tr>
<tr>
<td>To Assist in</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>making the transition between high school and college smoother</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>development and expression of school spirit</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning about campus activities</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>learning about campus facilities</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>understanding college organization</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>familiarization with college rules and regulations</td>
<td>9</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Stress</th>
<th>Stress</th>
<th>Stress (Not Covered)</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>Moderate</td>
<td>Slight</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>No Stress</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>14</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td>23</td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>29</td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>To Assist in</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>making the transition between high school and college smoother</td>
<td>18</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>development and expression of school spirit</td>
<td>1</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>learning about campus activities</td>
<td>8</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>learning about campus facilities</td>
<td>11</td>
<td>7</td>
<td>2</td>
</tr>
<tr>
<td>understanding college organization</td>
<td>8</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>familiarization with college rules and regulations</td>
<td>10</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

TABLE VIII

DESIABLE DEGREE OF STRESS ON OBJECTIVES OF "ASSISTING" AS DETERMINED BY JURY
TABLE IX

STRESS PLACED ON OBJECTIVES OF "CARRYING OUT PROGRAMS"
BY SELECTED INSTITUTIONS

<table>
<thead>
<tr>
<th>To Carry out Programs of</th>
<th>Great Stress</th>
<th>Moderate Stress</th>
<th>Slight Stress (Not Covered)</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>testing</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>group academic advising</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>group counseling</td>
<td>5</td>
<td>2</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

TABLE X

DESIRABLE DEGREE OF STRESS ON OBJECTIVES
OF "CARRYING OUT PROGRAMS"
AS DETERMINED BY JURORS

<table>
<thead>
<tr>
<th>To Carry out Programs of</th>
<th>Greatly Desirable</th>
<th>Moderately Desirable</th>
<th>Slightly Desirable</th>
<th>Of No Value</th>
<th>Total Undesirable</th>
<th>Total Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>testing</td>
<td>6</td>
<td>11</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>group academic advising</td>
<td>10</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>group counseling</td>
<td>8</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>40</td>
</tr>
</tbody>
</table>
Analysis of data on miscellaneous objectives. Four additional objectives were mentioned a single time each by college and university participants. These were: (1) assistance in developing reading, writing, mathematics, and English habits and skills; (2) basic morals; (3) understanding the curriculum in the major field; and (4) understanding the function of the selective admission and retention program.

Jurors found ten additional objectives worthy of being considered meaningful. These were to: (1) clarify the intellectual purposes of higher education; (2) emphasize responsibility of the individual student for his education; (3) assist in understanding the purposes of the college; (4) make known the cultural opportunities of the community; (5) make known opportunities for religious expression; (6) identify historic interests (background) of the community and area; (7) utilize resource persons; (8) understand the culture of the campus and the student's relation to it; (9) place emphasis on attitudes, values, and feeling comfortable in the school environment; and (10) promote use of facilities for self-development.

Organization and Presentation of the Course

Data collected about the organization and presentation of the orientation courses are contained in the following paragraphs. The freshman orientation course, as taught in the selected institutions of higher learning, did not have a common name or number. Course names and numbers mentioned and the frequency with which these were mentioned were:
Orienteation 101 3  
Freshman Orientation (111-122) 2  
Agriculture 100 1  
Agriculture 105 1  
Education 100 1  
Guidance 100 1  
Orientation 1

The exact title of the course on the various campuses also was a


topic on which there was little agreement. The institutions reporting


this information used five different course titles; the titles and


number of institutions using these were:


<table>
<thead>
<tr>
<th>Course Title</th>
<th>Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman Orientation</td>
<td>4</td>
</tr>
<tr>
<td>Agriculture Orientation</td>
<td>2</td>
</tr>
<tr>
<td>Orientation</td>
<td>2</td>
</tr>
<tr>
<td>Education Orientation</td>
<td>1</td>
</tr>
<tr>
<td>Orientation to College</td>
<td>1</td>
</tr>
</tbody>
</table>

All but one of the participating institutions offered college


credit for the freshman orientation course. Seven rated the course at


one semester hour and two assigned to it a value of one-half a semester


hour. The jurors were not asked to indicate what amount of course


credit, if any, was desirable, but fifteen did state that the course


should carry college credit. Six jurors disagreed.


Nine of the college and university participants reported in-


formation concerning the duration and frequency of the course. Four
taught the course for eighteen weeks, three for six weeks, and two for nine weeks. In three institutions, the course met once a week; in three others it met twice a week. Three meetings a week were required by two selected institutions, while in one the course met once every two weeks.

Opinion among the jurors was sharply divided. Seven said the course should meet once a week for eighteen weeks. An equal number stipulated two meetings weekly for nine weeks. Four jurors suggested three meetings a week for six weeks, while three more jurors singly proposed these conditions: twice a week for eighteen weeks (one large group lecture and one small group discussion); three times a week for six weeks, then once a week for thirty additional weeks; twice a week for six weeks, then bi-weekly for twelve additional weeks.

Nine institutional participants reported information pertaining to the number of course sections taught during the fall semester preceding this study and pertaining to the average number of students per section. The number of sections reported ranged from one to fifty with fifteen being the mean. The average number of students in each section ranged from twenty-five to 150 with seventy being the mean.

Members of the jury were asked to indicate what the number of students in a class section should be in order to maintain greatest effectiveness. The results of this poll were:
fifteen or fewer students  11
sixteen to twenty-five  6
twenty-six to thirty-five  1
thirty-six to fifty  1
other  2

Of the two jurors marking "other" as a response, one stipulated thirty-six to fifty students for lecture classes, but fifteen or less for discussion classes. The other juror said that the number of students in the class could vary according to the purposes of the particular meeting.

Jurors were also polled regarding the assignment of grades for a freshman orientation course. Eight said grades should not be assigned, but thirteen felt that grades were useful. Of these, ten were in favor of "Passed" or "Failed" and three preferred the same grading system as for other academic courses.

Course Content

Tables XI and XII are the presentation of data relating to the general content of an orientation course for freshmen. In Table XI are reported the topics included in the course as taught in the selected institutions of higher learning and the emphasis placed on each. Deemed of greatest value by these institutions was the topic, "College Policies and Regulations," closely followed by "How to Orient to Life on Campus" and "How to Take Notes." Of least value were "Student-Parent Relationships" and "How to Prepare and Give Speeches and Oral Reports."
In some of the selected institutions, additional topics were included in the course content. Five such topics were indicated, the first four reported as receiving great stress and the last as receiving moderate stress: (1) Characteristics of and Auditing of Good Teachers; (2) Course of Study for Major; (3) Student Government; (4) Supply and Demand; and (5) Inter-Fraternity Council.

In Table XII are reported topics considered desirable by the jury for inclusion in the subject-matter content of a freshman orientation course and the level of desirability of the topics. Data reported show that making students aware of the student personnel services available in the college was ranked as being of greatest importance by jurors. "How to Orient to Life on Campus" was second in importance and "How to Use the Library" was third. Of least importance, according to jurors, was a topic on morality.
### TABLE XI

**STRESS PLACED ON TOPICS COVERED IN FRESHMAN ORIENTATION COURSES AT SELECTED INSTITUTIONS**

<table>
<thead>
<tr>
<th>Topic Title</th>
<th>3 Great Stress</th>
<th>2 Moderate Stress</th>
<th>1 Slight Stress (Not Covered)</th>
<th>0 No Stress</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Orient to Life on Campus</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>College Policies and Regulations</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>29</td>
</tr>
<tr>
<td>The History of Our College</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Administrative Organization of Our College</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>22</td>
</tr>
<tr>
<td>Student Personnel Services Available in Our College</td>
<td>5</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>25</td>
</tr>
<tr>
<td>The College Dropout Problem</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>How to Take Notes</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>28</td>
</tr>
<tr>
<td>How to Prepare Assignments</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>How to Budget Your Time</td>
<td>6</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Topic Title</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Total Point Value</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>-------------------</td>
</tr>
<tr>
<td>How to Prepare for Examinations</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>How to Take Examinations</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>How to Get More Out of Classroom Lectures and Discussions</td>
<td>7</td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Effects of Motivation, Concentration, etc. on Learning</td>
<td>6</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>23</td>
</tr>
<tr>
<td>How to Select a Proper Place for Study</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>How to Use an Established Study Technique (e.g. Dr. Robinson's SQ3R method)</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>How to Use the Library</td>
<td>7</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>26</td>
</tr>
<tr>
<td>The Student and Extra-Curricular Activities</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Student-Instructor Relationships</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>Student-Parent Relationships</td>
<td>1</td>
<td>1</td>
<td>6</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Topic Title</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>Total Point Value</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>Great Stress</td>
<td>Moderate Stress</td>
<td>Slight Stress</td>
<td>No Stress (Not Covered)</td>
<td></td>
</tr>
<tr>
<td>Student-Student Relationships</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>Morality</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>How to Establish Personal Goals</td>
<td>3</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Orientation to a Particular Career Field (e.g. Engineering)</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>How to Learn and Memorize More Effectively</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>How to Study Special Subjects</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>13</td>
</tr>
<tr>
<td>How to Improve Reading Performance</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td>How to Improve One's Vocabulary</td>
<td>5</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Techniques of Writing Themes and Course Papers</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>14</td>
</tr>
<tr>
<td>How to Prepare and Give Speeches and Oral Reports</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>Exploring Fields of Work</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>19</td>
</tr>
<tr>
<td>How to Finance a College Education</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>14</td>
</tr>
</tbody>
</table>
TABLE XII
EXTENT OF DESIRABILITY OF TOPICS FOR INCLUSION
IN FRESHMAN ORIENTATION COURSE
AS DETERMINED BY JURORS

<table>
<thead>
<tr>
<th>Topic Title</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>-1</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Orient to Life on Campus</td>
<td>17</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>58</td>
</tr>
<tr>
<td>College Policies and Regulations</td>
<td>11</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>The History of Our College</td>
<td>2</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Administrative Organization of Our College</td>
<td>5</td>
<td>8</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>38</td>
</tr>
<tr>
<td>Student Personnel Services</td>
<td>19</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>61</td>
</tr>
<tr>
<td>Available to Our College</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>39</td>
</tr>
<tr>
<td>The College Dropout Problem</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>How to Take Notes</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>How to Prepare Assignments</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>How to Budget Your Time</td>
<td>13</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>How to Prepare for Examinations</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
</tbody>
</table>
**TABLE XII (continued)**

<table>
<thead>
<tr>
<th>Topic Title</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>-1</th>
<th>Total Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Take Examinations</td>
<td>12</td>
<td>5</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>50</td>
</tr>
<tr>
<td>How to Get More Out of Classroom Lectures and Discussions</td>
<td>13</td>
<td>6</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>53</td>
</tr>
<tr>
<td>Effects of Motivation, Concentration, etc. on Learning</td>
<td>12</td>
<td>4</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td>How to Select a Proper Place for Study</td>
<td>9</td>
<td>4</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>How Much and When to Study</td>
<td>7</td>
<td>8</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>How to Use an Established Study Technique (e.g. Dr. Robinson's SQ3R method)</td>
<td>9</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>How to Use the Library</td>
<td>13</td>
<td>7</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>54</td>
</tr>
<tr>
<td>The Student and Extra-Curricular Activities</td>
<td>9</td>
<td>8</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>Student-Instructor Relationships</td>
<td>10</td>
<td>8</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>Student-Parent Relationships</td>
<td>4</td>
<td>9</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>Student-Student Relationships</td>
<td>10</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>46</td>
</tr>
<tr>
<td>Topic Title</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>-1</td>
<td>Total</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>----</td>
<td>--------</td>
</tr>
<tr>
<td>Morality</td>
<td>4</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>32</td>
</tr>
<tr>
<td>How to Establish Personal Goals</td>
<td>11</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>Orientation to a Particular Career Field (e.g. Engineering)</td>
<td>4</td>
<td>11</td>
<td>5</td>
<td>1</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>How to Learn and Memorize More Effectively</td>
<td>8</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>41</td>
</tr>
<tr>
<td>How to Study Special Subjects</td>
<td>6</td>
<td>7</td>
<td>6</td>
<td>1</td>
<td>1</td>
<td>35</td>
</tr>
<tr>
<td>How to Improve Reading Performance</td>
<td>8</td>
<td>11</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>48</td>
</tr>
<tr>
<td>How to Improve One's Vocabulary</td>
<td>6</td>
<td>13</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>47</td>
</tr>
<tr>
<td>Techniques of Writing Themes and Course Papers</td>
<td>8</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>46</td>
</tr>
<tr>
<td>How to Prepare and Give Speeches and Oral Reports</td>
<td>4</td>
<td>11</td>
<td>7</td>
<td>0</td>
<td>0</td>
<td>41</td>
</tr>
<tr>
<td>Exploring Fields of Work</td>
<td>7</td>
<td>8</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>How to Finance a College Education</td>
<td>3</td>
<td>13</td>
<td>5</td>
<td>0</td>
<td>1</td>
<td>36</td>
</tr>
</tbody>
</table>
Seven additional topics, not included as ballot items, were suggested by members of the jury. These were: (1) financial conditions for future living, (2) cultural opportunities of the community, (3) opportunities for religious expression, (4) historic background of the community and the area, (5) how to develop self-understanding, (6) how to develop tolerance, and (7) leadership training. None of these suggested topics was rated as to level of desirability.

Resources and Methods

Analysis of data on resources. Of the selected institutions, eight reported the use of textbooks in the freshman orientation course and three additionally used a student supplement. Two of the three supplements were reported to be companions to the text in use at the particular institution. A list of the textbooks and student supplements is presented in Appendix F.

Five members of the jury suggested textbooks which were considered desirable for use with a freshman orientation course. One juror recommended a student workbook, but did not suggest that it be used as a companion to a textbook. A list of the jurors' recommendations pertaining to textbooks and supplements is contained in the recommended program described in Chapter V.

Other resources for instruction, in addition to textbooks and student supplements, were utilized by the selected institutions and are reported in Table XIII. Receiving most usage were pamphlets. Materials file, slides, tape recordings, and standardized materials were not utilized. Regarding the use of other resources, members of
the jury reported overwhelmingly in favor of films. More than one-half of the jurors also felt the need for reference books, pamphlets, filmstrips, duplicated materials and a materials file.

TABLE XIII
USE OF ADDITIONAL RESOURCES FOR INSTRUCTION

<table>
<thead>
<tr>
<th>Other Resources</th>
<th>Number of Institutions Using</th>
<th>Number of Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>pamphlets</td>
<td>6</td>
<td>13</td>
</tr>
<tr>
<td>reference books</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>duplicated materials</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>films</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>filmstrips</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>other non-audio-visual resources</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>periodicals</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>disc recordings</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>other audio-visual resources</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>materials file</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>slides</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>tape recordings</td>
<td>0</td>
<td>10</td>
</tr>
<tr>
<td>standardized materials</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
Analysis of data on methods. In Table XIV is presented information concerning methodology for use in a freshman orientation course. Opinions of jurors differed from practices in the selected institutions. The greatest number of institutions used the lecture method most often and one used that method exclusively. The jurors were unanimous in opposition to all-lecture or mostly-lecture freshman orientation courses. A majority favored an even division of time between lecture and discussion methods. Both groups agreed that the all-discussion method was not particularly desirable. Additional approaches were reported by both groups. One selected institution used team teaching over closed circuit television. One juror suggested the use of seminars in group learning while another advocated a combination of lecture, discussion, group work, and films.

Evaluation

Analysis of data on means of evaluation. Widespread differences in means of evaluating students in the orientation courses are reported in Table XV. Nine of the participating institutions used major examinations and six employed frequent brief quizzes. Only one used instructor-student conferences. Fifteen members of the jury, on the other hand, advocated the use of instructor-student conference and twelve suggested student self-evaluation. Only two mentioned major examinations and three checked frequent brief quizzes.
TABLE XIV

METHODOLOGY EMPLOYED BY INSTITUTIONS
AND RECOMMENDATIONS OF JUROPS

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Institutions Using</th>
<th>Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>mostly lecture</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>individual projects</td>
<td>4</td>
<td>9</td>
</tr>
<tr>
<td>approximate even division between</td>
<td>2</td>
<td>11</td>
</tr>
<tr>
<td>lecture and discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>individual reports</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>mostly discussion</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>group projects</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>all lecture</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>all discussion</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>other approaches</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

TABLE XV

MEANS OF EVALUATING STUDENTS IN FRESHMAN
ORIENTATION COURSE AS REPORTED
BY INSTITUTIONS AND JURY

<table>
<thead>
<tr>
<th>Means of Evaluating</th>
<th>Institutions Using</th>
<th>Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>major examination</td>
<td>9</td>
<td>2</td>
</tr>
<tr>
<td>frequent brief quizzes</td>
<td>6</td>
<td>3</td>
</tr>
<tr>
<td>student self-evaluation</td>
<td>2</td>
<td>12</td>
</tr>
<tr>
<td>instructor-student conferences</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
Analysis of data on recording evaluation. In Table XVI are presented data pertaining to the recording of student evaluation in the freshman orientation course. Major discrepancies were evident between practice and recommended practice. Nine of the selected institutions recorded a grade only. None recorded a brief statement of evaluation. Seven jurors felt such a statement was the most desirable means of handling the recording, while four jurors favored a grade only.

<table>
<thead>
<tr>
<th>Evaluation Recorded as</th>
<th>Institutions Using</th>
<th>Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>grade only</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>grade plus brief statement</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>checklist or questionnaire of special form</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>brief statement only</td>
<td>0</td>
<td>7</td>
</tr>
</tbody>
</table>

Analysis of data on emphasis in evaluation. Agreement was evident between practices in institutions and recommendations of jurors relating to the direction of emphasis in evaluating student performances in the freshman orientation course. Both groups agreed that the acquiring of skills, practices, and/or experiences related to the course objectives should be given top priority. Fifteen jurors
and five institutions so indicated. However, an equal number of institutions stressed acquiring knowledge related to objectives; only six jurors felt this should be emphasized. One juror recommended emphasis on acquisition of identity and noted this as being very important. Another juror mentioned emphasizing becoming a more effective human being.

Analysis of data on when to evaluate. Practices in the participating institutions and practices recommended by the jurors were generally in accord. Evaluation after each semester was the first choice of most members of each group, five institutions and fourteen jurors. Next choice of the jurors was evaluation after every academic year. This practice was preferred by four jurors, but not practiced in a single institution. Two institutions reported only occasional evaluations while only one juror favored them. No evaluation at all was completely rejected by the institutions and the jurors.

Analysis of data on who should evaluate. In Table XVII are presented data regarding who should perform the periodic evaluation which the institutions and the jury agreed was necessary. Six of the selected institutions used the person having major responsibility for organizing, planning, and determining the content of the course. Fourteen jurors agreed that this person should evaluate. Five institutions required evaluations from freshmen who had just completed the course. Seven jurors agreed, but eight felt that freshmen should evaluate the course during the semester following completion. None of the institutions did. Neither did institutions obtain evaluations
### TABLE XVII

**MOST SUITABLE PERSON TO PERFORM EVALUATION OF FRESHMAN ORIENTATION COURSE ACCORDING TO INSTITUTIONS AND JURY**

<table>
<thead>
<tr>
<th>Evaluation Performed by</th>
<th>Institutions</th>
<th>Jurors</th>
</tr>
</thead>
<tbody>
<tr>
<td>person having major responsibility for course organization, planning, and content</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>freshmen immediately after completing the course</td>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>other college staff</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>course instructors</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>upperclassmen who completed course some time ago</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>freshmen just before completing the course</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>freshmen during the semester following completion of the course</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>non-college staff</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>graduate students</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>other</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
from graduate students or non-college personnel. Only one juror recommended graduate student evaluation and two felt there was advantage in evaluation by non-college personnel. Other college staff evaluation found desirable by both groups utilized academic advisors.

Personnel Concerned with the Course

Analysis of data on responsibility for the course. In Table XVIII are reported data about who should have major responsibility for freshman orientation course organization, planning, and administration. Practice among the selected institutions was evenly divided between the dean of student services or his equivalent and the dean of an academic division or college, each being charged with the responsibility in three institutions. Thirteen members of the jury said that the dean of student services or his equivalent should be responsible, while only one mentioned the dean of an academic division or college.

TABLE XVIII

ASSIGNMENT OF RESPONSIBILITY FOR FRESHMAN ORIENTATION COURSE
AS REPORTED BY INSTITUTIONS AND THE JURY

<table>
<thead>
<tr>
<th>Major responsibility for course administration rests with</th>
<th>Institutions Assigning</th>
<th>Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>the dean of student services (or equivalent)</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>the dean of an academic division or college</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>the director of guidance</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>the dean of men and/or women</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>the director of testing</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>another person</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Analysis of data on making policies relative to the course.

Five different persons or groups were reported as forming policies for the freshman orientation course in the selected institutions of higher learning. These, and the frequency with which each was mentioned, were:

academic dean or equivalent (4)
dean of students (2)
director of guidance (1)
administration (1)
council (committee) on teacher education (1)

Twelve persons or combinations of persons were recommended by members of the jury as being the logical ones to make freshman orientation course policies. These, and the frequency with which each was mentioned, were:

student personnel staff committee (4)
instructors (2)
committee of student services staff and academic faculty (2)
representative college committee (2)
student personnel staff and student committee (2)
dean of student services (2)
guidance staff (1)
director of guidance (1)
dean of student services and instructors (1)
dean of student services and director of guidance (1)
department head, staff, and students (1)
Analysis of data on determining course objectives. In the participating institutions of higher learning, seven different persons or combinations of persons determined the objectives of the freshman orientation course. These, and the frequency with which each was mentioned, were:

- academic dean (3)
- instructor (2)
- dean of students (1)
- student personnel staff (1)
- orientation committee and director of freshman studies (1)
- freshman studies division staff (1)
- director of guidance and instructors (1)

The jury members advocated that responsibility for determining course objectives should be vested in a person or group bearing one of thirteen different titles. These, and the frequency with which they were advocated, were:

- representative college committee (3)
- instructor (2)
- committee of student services staff and academic faculty (2)
- student personnel committee (2)
- dean of student services (2)
- student personnel staff (2)
- director of guidance, orientation faculty, and students (1)
- guidance staff (1)
- instructors and students (1)
- department head, staff, and students (1)
Analysis of data on determining course content. In the selected institutions of higher learning responsibility for determining course content was assigned to seven persons or groups of persons. These, and the frequency with which they were given that responsibility, were:

- instructor (2)
- student services staff (2)
- dean of students (1)
- director of guidance and instructors (1)
- orientation committee and director of freshman studies (1)
- freshman studies division staff (1)
- academic dean (1)
- faculty (1)

Jurors likewise determined that the responsibility for freshman orientation course content should, in most cases, be placed upon the course instructor. Four jurors so advocated. These and other opinions of the jury, and the frequency with which given, were:

- instructors (4)
- representative college committee (3)
- committee of student services staff and academic faculty (2)
- student personnel committee (2)
- student personnel staff (2)
director of guidance, orientation faculty, and students (1)
guidance staff (1)
instructors and students (1)
dean of student services (1)
department head, staff, and students (1)
dean of student services and instructors (1)
dean of student services and director of guidance (1)
committee of student personnel staff and students (1)

Analysis of data on instructor personnel. In Tables XIX and XX are reported data which pertain to assignment, training, and status of instructor personnel for the freshman orientation course. In Table XIX are compared practices at the selected institutions with recommendations of the jury in the area of instructor assignment. Seven institutions used instructor personnel from one division, college, or department; only three jurors advocated this. Five institutions hired instructor personnel with the understanding that all or part of their teaching time would be devoted to the freshman orientation course; twelve jurors concurred in this practice. In four institutions instructors remained with a class for an entire semester; fourteen jurors endorsed this practice. Three institutions allowed their instructors to move from class to class to present a particular emphasis; a like number of jurors agreed. In two institutions, two or more instructors shared a class, a practice which was deemed to be favorable by five members of the jury. In only two institutions were there instructor personnel volunteers who wished to teach the course; six jurors recommended this
practice. In only one institution were instructor personnel assigned to teach the freshman orientation course without consenting to do so; no members of the jury agreed with this practice.

TABLE XIX

ASSIGNMENT OF INSTRUCTOR PERSONNEL FOR THE FRESHMAN ORIENTATION COURSE AS REPORTED BY INSTITUTIONS AND THE JURY

<table>
<thead>
<tr>
<th>Instructors for the Course</th>
<th>Institutions Utilizing</th>
<th>Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>are all members of one division, college, or department</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>are hired with the understanding that part or all of their teaching time will be devoted to this course</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>stay with a class for all of the course</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>move from class to class to present a particular emphasis</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>are volunteers who wish to teach the course</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>stay with a class for only part of the course because two or more instructors are assigned to and &quot;share&quot; a class</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>are assigned to teach the course whether they want to or not</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>
In Table XXII are shown data relating to practices and recommended practices in the area of instructor training. Seven of the selected institutions of higher learning utilized instructors trained in counseling, guidance, or student personnel work; seventeen jurors advocated this practice. One institution used instructors who were in the process of being trained in counseling, guidance, or student personnel work; five jurors agreed with this practice. One institution used instructor personnel untrained in counseling, guidance, or student personnel work; three jurors found this practice acceptable.

TABLE XX

<table>
<thead>
<tr>
<th>Instructors</th>
<th>Institutions Utilizing</th>
<th>Jurors Recommending</th>
</tr>
</thead>
<tbody>
<tr>
<td>are trained in counseling, guidance, or student personnel work</td>
<td>7</td>
<td>17</td>
</tr>
<tr>
<td>are in the process of being trained in counseling, guidance, or student personnel work</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>are untrained in counseling, guidance, or student personnel work</td>
<td>1</td>
<td>3</td>
</tr>
</tbody>
</table>

Instructors were reported by seven institutions of higher learning as being full-time faculty members; twenty of the jurors expressed themselves as agreeing with this practice. Four institutions reported the practice of using other persons as instructors; two of
these used student services staff members. Of the other two, one utilized student government officers and the other brought in outside speakers and also other college personnel. Two jurors felt that other than full-time faculty members could be asked to serve. One specified counselors in the counseling center; the other suggested student personnel staff for certain times. Neither an institution nor a juror advocated using part-time faculty members or graduate students as instructor personnel. In cases where graduate students were used, nine jurors expressed themselves as being in favor of the graduate students having full responsibility for classes, but under supervision and guidance. Eight jurors thought graduate students should be student assistants only and two favored giving graduate students complete responsibility for classes.

Problems Regarding the Orientation Course

Included in the checklist questionnaire submitted to the participating institutions of higher education was a section dealing with problems encountered in regard to the freshman orientation course.

Analysis of data on financial problems. Seven institutions reported financial problems. Four claimed the problem of a meager budget; two had no budget allocation; one reported an ample present budget but no provision for growth.

Analysis of data on personnel problems. Eight personnel problems were reported by the selected institutions. The problems and the number of institutions reporting these were:
instructors too tied up with other responsibilities to give course adequate attention (4)

not enough qualified instructors to teach this course (2)

instructors not really interested in the course (2)

too limited in number of instructors (1)

no recourse to graduate students in counselor training who might teach the course (1)

instructors now in use are from too widely divergent backgrounds (1)

instructors do not readily accept responsibility (1)

administrators are former elementary and secondary school teachers (1)

Analysis of data on facilities problems. Five of the selected institutions reported having problems which dealt with facilities for teaching the freshman orientation course. The problems reported and the number of times each was mentioned were:

classrooms not conducive to establishing good guidance atmosphere (2)

inadequate classroom space (1)

other facilities lacking (1)

other facilities present but not always available (1)

Analysis of data on materials and resource problems. Regarding materials and resources for the freshman orientation course, two selected institutions of higher learning reported encountering problems. Both of these reported that materials and resources were too meager.
Comments and Recommendations

The members of the jury were asked these two questions:

1. Do you personally feel that a formal orientation course for freshmen is worthwhile? (Indicate reasons).

2. What special recommendations would you make to college personnel contemplating more serious orientation of freshmen during the freshman orientation course?

Persons having major responsibility for the freshman orientation course in the selected institutions of higher learning were asked to answer only the last question.

Analysis of data on the worthwhileness of a formal orientation course for freshmen. Members of the jury were unanimous in the opinion that a formal orientation course for freshmen was worthwhile if it were properly conducted. The replies of the jurors to the first question were:

Yes. Any new experience requires orientation in advance. This avoids surprise, shock, traumatic experiences and enables students to make maximum use of opportunities while in school.

Yes. If well planned and staffed.

Yes. I had a good one that helped me as a freshman.

Yes. If it can be properly staffed--its content made meaningful to individuals within the group. Many are too lightweight and of non-academic importance.

Yes. First term freshmen must be acclimated to the necessary increased work load and time required to succeed in college. Most students drop out of college due to inability to adjust to the increased effort (over high school) and lack of feeling that they have some resource person to go to when they need counseling and/or advice.
Yes. There's too much to learn about going to college (in general), the specific college being attended, the non-academic resources, the community resources, etc., to leave to chance.

Yes. If it can be made less formal. Initial perceptions of students often occur haphazardly and many of these are inaccurate. This is an opportunity for students to be set free to get the most out of a college experience.

Yes. If the course is organized with sufficient time for individual conferences as well as group work, students might be aided in their adjustment to college life.

Yes. Such a course, ideally, (1) helps with transition from school to college; (2) provides freshmen with information about their college; (3) tends to reduce tension; (4) promotes group guidance; (5) introduces new students to opportunities for individual counseling; (6) aids in identifying freshmen who may need special help with reading and study skills; and (7) furnishes a time and place for group ability testing and related services. Needless to say, these potential advantages are not always realized.

Yes. Especially necessary for universities drawing from high schools in partially settled states.

Yes. There is so much necessary for students to learn about the school that it should be presented to all and not left to chance. This can prevent many problems for students.

Yes. If handled right by people convinced of its worth and if directed toward orientation to intellectual life rather than trivial aspects of particular institutions.

Yes. (No other response).

Yes. Provided attention is given to topics they wish discussed.

Yes. If broad enough to include some philosophy concerning higher education, purposes and objectives of the college, and emphasis on learning and motivation.

Yes. Particularly in large institutions to help students make adjustments.
Yes. See doctoral studies in Dissertation Abstracts 1966, Thomas Garneski, Russell Blayer, Michigan State University.

Yes. Because it is organized and not left to chance. However it is a challenge to keep freshmen interested.

Yes. If it has academic status and if the freshmen themselves participate in its definition and direction.

Yes. I believe it is most worthwhile when the academic problems, study habits, etc. are an equal part of the course and when depth is brought to the course and critical thinking on the part of the students is encouraged in respect to their problems and behavior (of late-social behavior).

Yes. To help them form values. To help them find techniques. Coverage of essential subjects can be more complete and more comprehensive than relying on individual counseling.

Analysis of data on recommendations to college personnel contemplating serious orientation of freshmen through an orientation course.

As stated earlier, the second question was asked of both the participating institutions and the jurors. It was, "What special recommendations would you make to college personnel contemplating more serious orientation of freshmen during the freshman orientation course?" From the institutions thirteen recommendations for augmenting the freshmen orientation course were offered. These recommendations and the frequency with which each was mentioned were:

small sections (3)

have qualified, willing, faculty members to teach course (2)

larger staff (1)

general orientation course rather than orientation to specific field (1)

have freshmen take during first semester in school (1)
course should be group guidance involving self-evaluation and self-direction (1)

course should be structured, but not be strictly a "content" course (1)

course should certainly be for credit (1)

use team teaching (1)

consider participation in university life a part of evaluation of freshmen in orientation (1)

secure administrative cooperation for course (1)

plan early and keep faculty informed (1)

train instruction personnel in workshop (1)

Members of the jury made twenty-six recommendations for the improvement of freshman orientation course-type programs. The replies of the jurors to the second question were:

Use panels of graduate students to speak of their experiences.

Use variety of techniques including role playing.

Use inspiring speakers for large group and then break down into small discussion groups.

Give students opportunity for "gripe sessions".

Make it flexible from term to term to meet the evolving needs of the students as you discover them during your work with them.

Let students help plan it and evaluate it.

See chapter on orientation in my book...study all available materials.

Emphasize the need to adjust to the study-work-social balance required to maintain grades. College will not adjust to them, they must adjust to it to be successful. Emphasize the resources of the college that are available when they get into a jam, and how to seek out these resources before it is too late.
First emphasis on the academic nature of the college experience, but great emphasis also on the non-classroom experience contributing to the student's development and becoming a mature citizen, responsible social creature, and a cultured person.

Involve staff members from any department who are willing to contribute. Orientation is not exclusively a pupil personnel activity. The contributions and helping attitudes on the part of the staff are essential to the program.

Give more than lip service to the maxim of individual differences. Maintain as the primary objective the individual adjustment of each student.

Keep the organization and content flexible. Regularly check outcomes with students who have taken the course. Be alert to needs of individual students for personal counseling.

Plan pre-course and course follow-up evaluation, including comments from students who have taken the course two years previously.

It takes more time than an hour a week or three hours a week for six weeks. It should utilize representatives of various faculties and departments to lecture, and include small group discussion sections to handle questions and individual problems. It should not attempt to cover or provide mental hygiene or counseling services, but to provide information about sources of special services.

Avoid using meetings to give information that can be put in writing.

Use lectures to raise issues.

Use discussions to discuss issues, clarify written information, and identify individuals needing counseling.

Do not bring faculty persons to class. Send students to spend time with each other faculty person as he works.

Broaden course to correlate with similar programs in dormitories or other student personnel programs.

Have properly prepared staff that are interested in topic and a well structured curriculum.

Deal with the problem through group counseling technique rather than cognitive approaches only.
Be sure you have guidance oriented staff and a variety of substantive teaching materials with aids.

Staff the course with personnel of professional status. Solicit the participation of the freshmen in planning as well as evaluation. Urge excellence in the performance on group or individual projects.

Getting the student to see and discuss the most fruitful and unique study habits and organization and arrangement of material for study and how to prepare for examinations. Faculty instructors can help here in the different areas of curriculum as humanities, science, engineering, education, etc.

Getting the students to participate in more social analysis of student's behavior on the campus and outside.

To study themselves more and work on needed adjustments.
CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to determine the nature of the freshman orientation course in colleges and universities of Louisiana, and to formulate a recommended program for such a course.

Three public universities and six public colleges participated in the study, with one university having dual status because it conducted two independent freshman orientation courses. All of the participating institutions were under control of the State Board of Education of Louisiana. Ten persons employed by the participating institutions served as sources of school data. These were persons charged with the chief responsibility for administration of the freshman orientation courses taught in the institutions. Data were gathered by means of a checklist-questionnaire consisting of specific and general items about the freshman orientation course. These items were responded to by supplying information, such as words and numbers, or by selecting from prepared responses. From the information gathered, common problems and needs of the participating institutions relative to objectives, organization and presentation, content, teaching resources and methods, evaluation, and personnel were determined. Provision was made for recording comments and recommendations.

After determination of the status of the freshman orientation course in the selected institutions, a list of items pertaining to content, policies, and procedures for such a course was submitted to a jury of nationally-known professionals in the student personnel field.
The jurors rated the items as to desirability and the relative importance of the items as criteria for a freshman orientation course was thus determined. Lastly, a program was formulated from those criteria which the jury had designated as being at least moderately desirable for inclusion in an orientation course. (See Chapter V)

**Summary of Data**

Data collected from the persons serving as sources of school data within the participating institutions and from the jurors are summarized in the following paragraphs.

*Summary of data on objectives of the course.* The participating institutions placed great stress upon promoting academic adjustment, promoting vocational selection, providing assistance in developing sound study habits and skills, providing assistance in making the high school to college transition easier, and carrying out a group counseling program. Members of the jury designated academic adjustment, assistance in developing sound study habits and skills, and facilitation of the transition between high school and college as worthy of great stress. Other highly valued objectives were: providing assistance in learning effective use of library and other resource facilities, promoting social adjustment, encouraging individual assessment of needs, assisting in learning about campus facilities, carrying out programs of group academic advising, assisting in familiarization with college rules and regulations, providing group counseling opportunities, assisting in understanding college organizational structure, providing opportunities for improvement.
of reading skills, encouraging refinement of life goals, encouraging
wise use of leisure time, providing individual counseling opportunities,
carrying out programs of testing, and assisting in learning about campus
activities.

Summary of data on organization and presentation of the course. 
The freshman orientation courses as taught in the selected institutions
did not bear a common name, number, or title. All except one institu-
tion granted college credit for the course, but the amount of credit al-
lowed ranged from one-half to one semester hour with the majority
granting the latter. The duration of the course ranged from six weeks
to eighteen weeks. Frequency of class meetings was evenly divided among
once a week, twice a week, and three times a week. Fifteen was the mean
number of course sections reported as being taught. Seventy was the mean
number of students allowed into each course section, with the range
being twenty-five to 150. Of the twenty-one jurors, fifteen said that
college credit should be given for the freshman orientation course.
Seven thought the course should meet once a week for eighteen weeks and
an equal number stipulated twice a week for nine weeks. Eleven of the
jurors recommended fifteen or fewer students per class section.

Summary of data on course content. Deemed of greatest value by
the institutions for inclusion in course content were college policies
and regulations. Other highly valued topics pertained to orienting the
student to life on campus and to notetaking. Topics considered of
greatest value by the jurors dealt with making students aware of the
student personnel services available in the college and with orienting
the student to life on campus. Other highly valued topics were: how to use the library, how to get more out of classroom lectures and discussions, how to improve reading performance, the effects of motivation and concentration on learning, college policies and regulations, how to prepare and give speeches and oral reports, the student and extra-curricular activities, student-instructor relationships, student-student relationships, how to establish personal goals, how to use an established study technique, vocabulary improvement, techniques of writing themes and course papers, exploration of fields of work, and how to learn and memorize more effectively.

Summary of data on resources and methods. Eight of the participating institutions reported using a textbook for the freshman orientation course and three used a student supplement to the text. Five members of the jury suggested textbooks which they recommended for use (See Chapter V). Additional resources such as films, filmstrips, reference works, and duplicated materials received high recommendations by both groups. As to methodology, the greatest number of institutions used the lecture method more often and one institution used it exclusively. The jurors were unanimous in opposition to all-lecture or mostly-lecture methods. A majority of jurors favored an equal amount of discussion and lecture.

Summary of data on evaluation. Nine of the institutional participants used major examinations. Only one used instructor-student conferences. Fifteen jurors advocated using the instructor-student conference and twelve suggested student self-evaluation. Only
two jurors mentioned major examinations. Nine institutional participants recorded evaluations as a grade only. Seven jurors reported that a brief statement of evaluation was preferable. Both groups agreed that emphasis in evaluation should be given the acquisition of skills, practices, and/or experiences related to course objectives. Evaluation at the end of the semester was the choice of most participants and jurors. Unanimous agreement existed regarding the need for some type of evaluation. A majority of both institutional participants and jurors said that the person having major responsibility for organizing, planning, and determining course content should perform the evaluation. However, evaluation by freshmen during or at the end of the course was deemed equally desirable by both groups, as were also evaluations by academic advisors.

**Summary of data on personnel concerned with the course.** Practice regarding assigning responsibility for the freshman orientation course was evenly divided in the selected institutions between the dean of student services or his equivalent and the dean of an academic division or college. A majority of jurors favored assigning this duty to the dean of student services. Course policies were formed most often by academic deans, but the largest number of jurors said this function should be performed by the entire student personnel services staff. In the greatest number of participating institutions, the academic deans determined course objectives, but jury members suggested that this be done by a representative college committee. Practices in the selected institutions placed the responsibility for determining course
content upon the instructors and the student services staff. More jurors said that this responsibility should be part of the role of the instructor, but some favored using a representative college committee. With regard to instructor personnel, the majority of institutions selected from one division, college, or department; personnel were hired with the understanding that teaching the course would be part of the instructional responsibility. In the majority of cases, one instructor did not teach the class for the duration of course. Only three jurors advocated limiting instruction personnel sources to one division, college, or department. Twelve jurors said that instructors should know of their assignment to teach a freshman orientation course prior to being employed. Fourteen of the twenty-one jurors were in favor of one instructor remaining with the same class for the duration of the course. A majority of institutional participants and jurors indicated that utilizing instructors trained in counseling, guidance, or student personnel work was sound practice. Similar findings were reported with regard to utilizing only full-time faculty members for freshman orientation course instructional purposes.

Summary of data on problems regarding the orientation course.

Seven institutions reported experiencing financial problems. The most frequent personnel problem was that of instructors being too preoccupied with other responsibilities to give the freshman orientation course adequate attention. Five institutions reported problems dealing with facilities and two claimed that materials and resources were too meager.
Summary of data on comments and recommendations. Members of the jury agreed unanimously that a formal orientation course for freshmen was worthwhile if properly conducted. Participating institutions recommended smaller class sections and qualified, willing faculty members to instruct. Members of the jury stated twenty-six separate recommendations, none of which was mentioned with great frequency.

Conclusions

From the data presented in Chapter III and summarized in the preceding paragraphs of this chapter, the following conclusions seem warranted:

1. Members of the jury and persons serving as sources of school data within the participating institutions were in agreement as to some objectives which should receive great stress.

2. Colleges and universities in this study did not follow a standard pattern in determining freshman orientation course name, number, title and credit, nor in determining course duration and class frequency.

3. Lack of agreement was found between jurors' opinions and institutional practices with regard to course content, resources, methods, and use of evaluative devices.

4. There seemed to be a feeling shared by jurors and institutional participants that freshman orientation course personnel should be carefully selected, well-trained, full-time employees who were interested in working with the new student.
5. Certain freshman orientation course content suggestions received sufficient endorsement from the jury of nationally-known professionals in student personnel to warrant being included in a recommended course.

6. Further study with a much larger sampling is needed to establish more clearly what should be done in a college freshman orientation course.
CHAPTER V

A RECOMMENDED PROGRAM FOR THE COLLEGE

FRESHMAN ORIENTATION COURSE

Included in the recommended program presented here for a college freshman orientation course are all topics assigned a mean rating as high as 2.0 by the jurors. In the ballot, this was the point value assigned topics of moderate desirability. These are listed in order of highest mean rating, and therefore of importance, from highest to lowest and are contained under "Course Objectives" and "Course Content Topics."

There are also included in the recommended program other topics which were not rated according to point value but which were of sufficient importance to be mentioned prominently by the jurors. These topics are listed under the headings, "Organization and Presentation," "Resources and Methods," "Evaluation," "Personnel Functions for the Course," and "Textbook Selection List."

THE RECOMMENDED PROGRAM

Course Objectives

To promote academic adjustment

To provide assistance in developing sound study habits and skills

To assist in making the transition between high school and college smoother

To provide assistance in learning effective use of library and other resource facilities
To promote social adjustment
To encourage individual assessment of needs
To assist in learning about campus facilities
To carry out programs of group academic advising
To assist in familiarization with college rules and regulations
To provide group counseling opportunities
To assist in understanding college organizational structure
To provide opportunities for improvement of reading skills
To encourage refinement of life goals
To encourage wise use of leisure time
To provide individual counseling opportunities
To carry out programs of testing
To assist in learning about campus activities.

Course Content Topics

Student personnel services available in the college

How to orient to life on the campus

How to use the library

How to get more out of classroom lectures and discussions

How to improve reading performance

Effects of motivation, concentration, etc., on learning

How to prepare and give speeches and oral reports

College policies and regulations

The student and extra-curricular activities

Student-instructor relationships
Student-student relationships

How to establish personal goals

How to use an established study technique

How to improve one's vocabulary

Techniques of writing themes and course papers

Exploring fields of work

How to learn and memorize more effectively

Organization and Presentation

College credit should be given for the course.

Class meetings should not be fewer than one per week.

A class section should contain fifteen or fewer students.

Resources and Methods

A textbook is desirable for use in the course.

Films, filmstrips, reference works, and duplicated materials are valuable teaching resources.

All-lecture or mostly-lecture classes are less desirable than are an equal combination of discussion and lecture.

Evaluation

Evaluation is a necessity.

Instructor-student evaluation conferences and student self-evaluation are preferable to major examinations.

Student evaluation should be in terms of acquisition of skills, practices, and/or experiences related to the course objectives.

End-of-course evaluations are preferable.

Course evaluation is best performed by the person having major responsibility for organizing, planning, and determining course content.
Personnel Functions For the Course

Responsibility for the course should be assigned to the dean of student services.

Course policies are best determined by the entire student personnel staff.

Course objectives and course content should be determined by a representative committee of the entire college.

Instruction personnel should be drawn from a cross-section of the institution's divisions or departments.

Instruction personnel should be informed of orientation course responsibilities prior to being hired.

Instruction personnel should be trained in counseling, guidance, or student personnel work.

An instructor should remain with the same class for the duration of the course.

Instruction personnel should have faculty status and be full-time employees of the institution.

Textbook Selection List


BIBLIOGRAPHY

A. BOOKS


Bennett, Margaret E. College and Life. Fourth edition. New York:

Carter, Homer L. J. and Dorothy J. McGinnis. Building a Successful

Coleman, James C. and Freida B. Libaw. Successful Study. Chicago:

Farquhar, William W., John D. Krumboltz, and C. Gilbert Wrenn.


Gilbert, Doris Wilcox. Study in Depth. Englewood Cliffs, New Jersey:

Hardee, Melvene D. The Faculty in College Counseling. New York:


Morgan, Clifford T. and James Deese. How to Study. New York: McGraw-

Preston, Ralph C. and Morton Botel. How to Study. Chicago: Science

Smith, Donald (ed.). Learning to Learn. New York: Harcourt, Brace

Smith, Leonard J. Career Planning. New York: Harper and Brothers,
1959.


Wrenn, C. Gilbert. Student Personnel Work In College. New York:
B. BOOKS: PARTS OF SERIES


C. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS


D. PERIODICALS


Mehl, Walter J. "Developing a College Orientation Program," College and University, XXXI (October, 1955), 53.


E. UNPUBLISHED MATERIALS


APPENDICES
APPENDIX A

SURVEY OF THE FRESHMAN ORIENTATION COURSE
TAUGHT IN INSTITUTIONS OF HIGHER LEARNING
UNDER CONTROL OF THE STATE BOARD OF EDUCATION OF LOUISIANA

I. INTRODUCTION

This checklist-questionaire is a means of collecting data to be used in a doctoral dissertation about the Freshman orientation course taught in the publicly-supported universities and colleges controlled by the State Board of Education of Louisiana. Your help and cooperation in furnishing the information for the course as taught in your institution is earnestly solicited and will be gratefully received.

The checklist-questionaire is designed so that you can answer the items with a minimum expenditure of your valuable time. It contains items relating to information about, explanations of, and reactions to the particular aspects of the Freshman orientation course as it is administered on your campus.

II. DIRECTIONS FOR COMPLETING THE CHECKLIST-QUESTIONNAIRE

Please place a check mark in the blank appearing before any statement, phrase, or word which applies to your institution. When "Indicate" is used, a very brief note is all that is necessary. In one section there is need to show your response by checking a blank space to indicate which of four choices is yours. In a few instances, spaces are provided for an answer to be written. Should not enough spaces be provided, please feel free to continue your answer on the reverse side of the page.
III. RESULTS OF THE STUDY (check one item only)

___ I would like to receive a summary of the study.

___ I do not wish to have a summary.

IV. INFORMATION ABOUT THE FRESHMAN ORIENTATION COURSE IN YOUR INSTITUTION

A. Objectives of the Course (In each group, check only one blank opposite each item)

<table>
<thead>
<tr>
<th>Objective</th>
<th>3 GREAT STRESS</th>
<th>2 MODERATE STRESS</th>
<th>1 SLIGHT STRESS</th>
<th>0 NO STRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To Promote</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>academic adjustment</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>social adjustment</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>emotional adjustment</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>physical health</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>mental health</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>vocational selection</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>2. To Encourage</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sound philosophy of life</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>refinement of life goals</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>civic responsibility</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>social responsibility</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>aesthetic appreciation</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>wise use of leisure time</td>
<td>___</td>
<td>___</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
development of wide interests

individual assessment of needs

3. To Provide

individual counseling opportunities

group counseling opportunities

assistance in developing sound study habits and skills

assistance in learning effective use of library and other resource facilities

opportunities for improvement of reading skills

4. To Assist In

making the transition between high school and college smoother

development and expression of school spirit

learning about campus activities

learning about campus facilities

understanding college organization
familiarization with college rules and regulations

5. To Carry Out Programs Of

- testing
- group academic advising
- group counseling

6. Objectives not listed above which are meaningful in your institution

B. Organization and Presentation of the Course

1. The name and number of this course in your institution is

2. The exact title of the course on your campus is

3. This course carries a credit hour value of

4. The duration of the course in weeks is

5. The number of class meetings per week is

6. During the Fall Semester of 1964-65, the number of sections of this course taught was

7. During the above semester, the average number of students per section of this course was
C. **Course Content** (check only one blank opposite each item)

1. The general content and emphasis of the course on your campus is:

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>3 GREAT STRESS</th>
<th>2 MODERATE STRESS</th>
<th>1 SLIGHT STRESS</th>
<th>0 NO STRESS (NOT COVERED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Orient to Life on Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Policies and Regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The History of Our College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Organization of Our College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Personnel Services Available in Our College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The College Dropout Problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Take Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Prepare Assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Budget Your Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Prepare for Examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Take Examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Get More Out of Classroom Lectures and Discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects of Motivation, Concentration, etc. on Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Select a Proper Place for Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>GREAT STRESS</td>
<td>MODERATE STRESS</td>
<td>SLIGHT STRESS</td>
<td>NO STRESS (NOT COVERED)</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>---------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>How to Use an Established Study Technique (e.g., Dr. Robinson's SQ3R method)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Use the Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Student and Extra-Curricular Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Instructor Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Parent Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Student Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Establish Personal Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to a Particular Career Field (e.g., Engineering)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Learn and Memorize More Effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Study Special Subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Improve Reading Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Improve One's Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques of Writing Themes and Course Papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Prepare and Give Speeches and Oral Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Fields of Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How to Finance a College Education

Other topics not mentioned above (Indicate):

D. Resources and Methods (In each group, check all items which apply)

1. Resources Utilized in the Course at your institution are:

   ____ Textbook: Author ________________________

   Title ________________________

   Edition ________________________

   Publisher ________________________
Student Supplement:  

Author __________________________

Title __________________________

________________________________

Edition __________________________

Publisher __________________________

Is ___ Is Not ___ a companion to the text

___ other reference books

___ pamphlets

___ periodicals

___ materials file

___ films

___ filmstrips

___ slides

___ tape recordings

___ disc recordings

___ other audio-visual resources (Indicate: __________________________

__________________________________________)

___ duplicated materials

___ standardized materials

___ other resources (Indicate: __________________________

__________________________________________)

2. Methodology Employed In Course:

___ all lecture

___ mostly lecture
approximate even division between lecture and discussion

mostly discussion

call discussion

all discussion

all group projects

all individual projects

all individual reports

other approaches (Indicate: ____________________________
 ____________________________
 ____________________________
 ____________________________
 ____________________________)

E. Evaluation (In each group, check all items which apply)

1. Means of Evaluating Students in Course:

major examination

frequent brief quizzes

instructor-student conferences

student self-evaluation

other (Indicate: ____________________________)

2. Evaluation of Students Recorded as

grade only

grade plus brief statement

brief statement only

checklist or questionnaire of special form

3. Emphasis in Evaluation of Student is on

acquiring knowledge related to objectives
acquiring skills, practices, and/or experiences related to objectives
other (Indicate: ____________________________________________)

4. Evaluation of the Orientation Course and of the Instruction Therein is Performed
not at all
only occasionally
after each semester
after each academic year
other (Indicate: ____________________________________________)

5. Course and Instruction Evaluation is Performed by
person having major responsibility for course organization, planning, and content
other college staff (Identify: _____________________________)
non-college staff
graduate students
course instructors
upperclassmen who completed the course some time ago
freshmen just before completing the course
freshmen immediately after completing the course
freshmen during the semester following completion of the course
other (Indicate: ____________________________________________)

F. Personnel Concerned With The Course

1. Major responsibility for course organization, planning, and administration rests with (check one item only)
the dean of student services (or equivalent)
___ the dean of men and/or women
___ the director of guidance
___ the director of testing
___ the dean of an academic division or college (Indicate: ____________________________)
___ another (Indicate: ____________________________)

2. Policies relative to the course are made by ____________________________

3. Course objectives were primarily determined by ____________________________

4. Course content is primarily determined by ____________________________

5. Instructors for the course are (check all items which apply)
___ all members of one division, college, or department
   (Indicate: ____________________________)
___ trained in counseling, guidance, or student personnel work
___ in the process of being trained in counseling, guidance, or student personnel work
___ untrained in counseling, guidance, or student personnel work

6. An instructor stays with a class (check one item only)
___ for all of the course
___ for part of the course because he moves from class to class to present a particular emphasis
9. Instructors are (check one item only)
   ___ assigned to teach the course whether they want to or not
   ___ volunteers who wish to teach the course
      hired with the understanding that part of all of their teaching time will be devoted to this course

10. Instructors are selected by ____________________________

G. Problems Regarding the Orientation Course

1. Financial (check one item only)
   ___ no budget allocation
   ___ meager budget
ample present budget but no growth provision
other (Indicate: ________________________________)

2. Personnel (check all items which apply)

  ___ too limited in number of instructors
  ___ not enough qualified instructors to teach this course
  ___ no recourse to graduate students in counselor training who might teach the course
  ___ instructors now in use are from too widely divergent backgrounds
  ___ instructors too tied up with other responsibilities to give course adequate attention
  ___ instructors not really interested in the course
  ___ other (Indicate: ________________________________)

3. Facilities (check all items which apply)

  ___ inadequate classroom space
  ___ classrooms not conducive to establishing good guidance atmosphere
  ___ other facilities lacking
  ___ other facilities present but not always available
  ___ other (Indicate: ________________________________)

4. Materials and Resources (check one item only)

  ___ exist on campus but not available for this course
  ___ are too meager
  ___ other (Indicate: ________________________________)
H. Recommendations

1. What special recommendations would you make to college personnel contemplating more serious orientation of freshmen during the Freshman orientation course?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

I. Instruction Personnel

1. Persons who have taught the orientation course in your college or university will be asked to participate in a related study. Please indicate by name and academic rank those persons who have taught at least one course within the past three academic years:

NAME                        ACADEMIC RANK
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
<table>
<thead>
<tr>
<th>NAME</th>
<th>ACADEMIC RANK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix B

Earlier this year I communicated with you regarding the freshman orientation course taught on your campus. The information which you provided was most helpful and contributed significantly to preliminary research for a doctoral dissertation dealing with the orientation of college freshmen through a formal course.

I am now engaged in full-scale research for this study and would appreciate your providing additional information about the freshman orientation course as taught in your institution. To mark the attached checklist-questionnaire will require only a minimum expenditure of your time. Provisions have been made to allow you to make recommendations and/or comments if you desire.

This study has been endorsed by the presidents of Louisiana's ten institutions of higher learning which are under control of the State Board of Education. This endorsement indicates recognition of the magnitude of problems of adjustment to college life. Your support and further participation in the study will be sincerely appreciated. An addressed, stamped envelope is enclosed for your convenience.

Sincerely yours,

Vernie A. Pitre
Francis T. Nicholls State College
Thibodaux, Louisiana

September 23, 1955

To Whom It May Concern:

Realizing the great need for a worthwhile and efficient orientation program for freshmen entering our state colleges and universities, we wholeheartedly endorse the study which is to be undertaken by Mr. Vernie A. Pitre of Nicholls State College.

We feel this study will fill a need which has long existed in the freshman orientation course.

Felton G. Clark, President
Southern University and
A. & M. College

Vernon F. Galloway, President
Francis T. Nicholls State College

Wayne M. Custis, President
Missaquoi State College

A. M. E. Jones, President
Grambling College

Luther H. Dyson, President
Southeastern Louisiana College

John S. Ayser, President
Northwestern State College of
Louisiana

Joel L. Fletcher, President
University of Southwestern
Louisiana

F. J. Taylor, President
Louisiana Polytechnic Institute

George T. Walker, President
Northeast Louisiana State College
APPENDIX C

BALLOT FOR DETERMINING CONTENT AND PROCEDURES DESIRABLE FOR EMPLOYMENT IN AN ORIENTATION COURSE FOR FRESHMEN

I. INTRODUCTION

This ballot is a means of collecting data to be used in a doctoral dissertation about the Freshman orientation course taught in the publicly supported universities and colleges controlled by the State Board of Education of Louisiana. Your help and cooperation is earnestly solicited and will be gratefully received.

The ballot is designed so that you can answer the items with a minimum expenditure of your valuable time. It contains items relating to information about, explanations of, and reactions to particular aspects of the Freshman orientation course.

II. DIRECTIONS FOR COMPLETING THE BALLOT

Place a check mark in the blank appearing before any statement, phrase, or word which describes what you feel represents desirable practice for a Freshman orientation course. When "Indicate" is used, a very brief note is all that is necessary. In one section there is need to show your response by checking a blank space to indicate which of five choices is yours. In a few instances, spaces are provided for an answer to be written. Should not enough spaces be provided, feel free to continue your answer on the reverse side of the page.

III. RESULTS OF THE STUDY (check one item only)

____ I would like to receive a summary of the study.

____ I do not wish to have a summary.
### IV. INFORMATION ABOUT A FRESHMAN ORIENTATION COURSE

A. The Objectives of the Course Should be: (In each group, check only one blank opposite each item)

<table>
<thead>
<tr>
<th></th>
<th>3 GREATLY DESIRABLE</th>
<th>2 MODERATELY DESIRABLE</th>
<th>1 SLIGHTLY DESIRABLE</th>
<th>0 NO VALUE</th>
<th>-1 UNDESIRABLE</th>
</tr>
</thead>
</table>

1. To Promote

- academic adjustment
- social adjustment
- emotional adjustment
- physical health
- mental health
- vocational selection

2. To Encourage

- sound philosophy of life
- refinement of life goals
- civic responsibility
- social responsibility
- aesthetic appreciation
- wise use of leisure time
- development of wide interests
- individual assessment of needs

3. To Provide

- individual counseling opportunities
<table>
<thead>
<tr>
<th></th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
<th>-1</th>
</tr>
</thead>
<tbody>
<tr>
<td>group counseling opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assistance in developing sound study habits and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>assistance in learning effective use of library and other resource facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>opportunities for improvement of reading skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. To Assist In

making the transition between high school and college smoother |   |   |   |   |    |

development and expression of school spirit |   |   |   |   |    |

learning about campus activities |   |   |   |   |    |

learning about campus facilities |   |   |   |   |    |

understanding college organization |   |   |   |   |    |

familiarization with college rules and regulations |   |   |   |   |    |

5. To Carry Out Programs Of

testing |   |   |   |   |    |

group academic advising |   |   |   |   |    |

group counseling |   |   |   |   |    |
6. Objectives not listed above which are considered meaningful (Indicate:
__________________________________________
__________________________________________
__________________________________________
__________________________________________

B. Organization and Presentation of the Course (check one item only)

1. An orientation course
   ___ should carry college credit
   ___ should not carry college credit

2. The optimum class meeting and course duration arrangement is
   ___ once a week for 18 weeks
   ___ twice a week for 9 weeks
   ___ three times a week for 6 weeks
   ___ other (Indicate: ____________________________

3. Grades for the Course should
   ___ not be assigned
   ___ be the same as for regular academic courses
   ___ be "Passed" or "Failed"
   ___ be other (Indicate: ____________________________

4. For greatest effectiveness, the number of students in a
   class section should be
   ___ fifteen or fewer
   ___ 16-25
   ___ 26-35
   ___ 36-50
   ___ Other (Indicate: ____________________________

C. Course Content (Check only one blank opposite each item)

1. From your experience, the level of desirability of possible topics for inclusion in the subjectmatter content of the Course is:
<table>
<thead>
<tr>
<th>TOPIC</th>
<th>3 GREATLY DESIRABLE</th>
<th>2 MODERATELY DESIRABLE</th>
<th>1 SLIGHTLY DESIRABLE</th>
<th>0 OF NO VALUE</th>
<th>-1 UNDESIRABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>How to Orient to Life on Campus</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Policies and Regulations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The History of Our College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Organization of Our College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Personnel Services Available in Our College</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The College Dropout Problem</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Take Notes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Prepare Assignments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Budget Your Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Prepare for Examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Take Examinations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Get More Out of Classroom Lectures and Discussions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effects of Motivation, Concentration, etc. on Learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Select a Proper Place for Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Much and When to Study</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Use an Established Study Technique (e.g. Dr. Robinson's SQ3R method)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOPIC</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>-1</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
<td>----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>How to Use the Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Student and Extra-Curricular Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Instructor Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Parent Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student-Student Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Establish Personal Goals</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Orientation to a Particular Career Field (e.g., Engineering)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Learn and Memorize More Effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Study Special Subjects</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Improve Reading Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Improve One's Vocabulary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Techniques of Writing Themes and Course Papers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Prepare and Give Speeches and Oral Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exploring Fields of Work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Finance a College Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Other topics not mentioned above (Indicate):

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>3 GREATLY DESIRABLE</th>
<th>2 MODERATELY DESIRABLE</th>
<th>1 SLIGHTLY DESIRABLE</th>
<th>0 UNDESIRABLE</th>
<th>-1 UNDESIRABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

D. Resource and Methods (In each group, check all items which apply)

1. A desirable textbook for use with such a course is (Indicate):

   Author
   
   ___________________________________________________________________
   
   Title
   
   ___________________________________________________________________
   
   Edition
   
   ___________________________________________________________________
   
   Publisher
   
   ___________________________________________________________________

2. A desirable student supplement (Workbook) for use with such a course is (Indicate):

   Author
   
   ___________________________________________________________________
3. Other desirable resources for such a course are:

___ other reference books
___ pamphlets
___ periodicals
___ materials file
___ films
___ filmstrips
___ slides
___ tape recordings
___ disc recordings
___ other audio-visual resource (Indicate: ___________

______________________________________ )
___ duplicated materials
___ standardized materials
___ other resources (Indicate: _________________

______________________________________ )

4. The most effective methodology which can be employed in the course is:

___ all lecture
___ mostly lecture
approximate even division between lecture and discussion
mostly discussion
all discussion
group projects
individual projects
other approach (es) (Indicate: __________________________)

E. Evaluation (In each group, check all items which apply)

1. The best means for most effectively evaluating student in the course are:
   major examination
   frequent brief quizzes
   instructor-student conferences
   student self-evaluation
   other (Indicate: __________________________)

2. Recording of evaluation of student should be in terms of a:
   grade only
   grade plus brief statement
   brief statement only
   checklist or questionnaire of special form

3. Emphasis in evaluation of student is best placed on:
   acquiring knowledge related to objectives
   acquiring skills, practices, and/or experiences related to objectives
   other (Indicate: __________________________)
4. Evaluation of an orientation course and of the instruction therein is best performed

___ not at all
___ only occasionally
___ after each academic year
___ after each semester
___ other (Indicate: ________________________________)

5. Course and instruction evaluation is most beneficial when performed by:

___ person having major responsibility for course organization, planning and content
___ other college staff (Identify: ______________________)
___ non-college staff
___ graduate students
___ course instructors
___ upperclassmen who completed the course some time ago
___ freshmen just before completing the course
___ freshmen immediately after completing the course
___ freshmen during the semester following completion of the course
___ other (Indicate: ________________________________

6. Personnel Concerned With The Course

1. Major responsibility for course organization, planning, and administration should rest with (check one item only)

___ the dean of student services (or equivalent)
___ the dean of men and/or women
___ the director of guidance
the director of testing
the dean of an academic division or college

(Indicate: ____________________________)

another (Indicate: ____________________________)

2. Policies relative to the course should be made by __________

3. Course objectives should be primarily determined by __________

4. Course content should be primarily determined by __________

5. Instructors for the course should be (check all items which apply)

   ______ members of one division, college, or department

      (Indicate: ____________________________)

   ______ trained in counseling, guidance, or student personnel work

6. An instructor should stay with a class (check one item only)

   ______ for all of the course

   ______ for part of the course because he moves from class to class to present a particular emphasis

   ______ for part of the course because two or more instructors are assigned to and "share" a class

      (Indicate: ____________________________)

7. Instructors should be primarily (check one item only)

   ______ full-time faculty members

   ______ part-time faculty members
___ graduate students
___ other (Indicate: ________________________ )

8. If graduate student instructors are used, they should have (check one item only)

___ complete responsibility for the classes they teach
___ full responsibility, but under supervision and guidance
___ assisting duties
___ observation opportunities only

9. Instructors should be (check one item only)

___ assigned to teach the course whether they want to or not
___ volunteers who wish to teach the course
___ hired with the understanding that part of all of their teaching time will be devoted to this course

10. Instructors should be selected by ______________________

____________________________________________________

____________________________________________________

G. Comments and Recommendations

1. Do you personally feel that a formal orientation course for freshmen is worthwhile? (Indicate reasons ________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________

____________________________________________________
2. What special recommendations would you make to college personnel contemplating more serious orientation of freshmen through a Freshman orientation course?
I am undertaking a study of the orientation of freshmen in Louisiana colleges through the use of a formal orientation course. The study is for a doctoral dissertation and the goal is to derive a suitable set of criteria for content, emphasis, and procedures for an orientation course. A required freshman course of this type is presently being used in certain institutions. It will be my purpose to evaluate the effectiveness of this course.

Would you serve on a jury whose responsibility will be to help choose a suitable set of criteria which can be used as an evaluative instrument? This will require only a minimum expenditure of time on your part to mark a ballot containing suggested criteria. The ballot will make provisions for recommendations and/or comments which you may care to make.

This study has been endorsed by the presidents of all institutions of higher learning in Louisiana under control of the State Board of Education. This endorsement indicates recognition of the magnitude of problems of adjustment to college life.

Your contribution to this study will be deeply appreciated. Please indicate your willingness or inability to serve on this jury by checking the appropriate space on the enclosed addressed postal card.

Sincerely yours,

Vernie A. Pitre
Dear Mr. Pitre:

_____ I am willing to serve on the jury for the study you have proposed.

_____ I am unable to serve.

Signed ________________________________
Your willingness to participate in the freshman orientation study proposed in my recent letter is gratifying. Enclosed is the ballot which contains suggested criteria and which provides for recommendations and/or comments which you may care to make.

Please mark the ballot and return at your early convenience, using the enclosed addressed, stamped envelope.

Sincerely yours,

Vernie A. Pitre
APPENDIX E

LIST OF JURORS WHO PARTICIPATED
IN THE STUDY

Andrew, Dean C., Counseling and Guidance Center, Southern State
College, Magnolia, Arkansas

Baer, Max Frank, B'nai B'rith Youth Organization, Washington, D. C.

Barr, John A., San Jose State College, San Jose, California

Crow, Lester D., Brooklyn College, Brooklyn, New York

Fullmer, Daniel W., Oregon State System of Higher Education,
Portland, Oregon

Hardee, Melvene D., Florida State University, Tallahassee, Florida

Heimann, Robert A., Arizona State University, Tempe, Arizona

Hopcock, Robert, New York University, New York, New York

Hutson, Percival W., University of Pittsburg, Pittsburg, Pennsylvania

Johnson, Ms. Jr., Cornell University, Ithaca, New York

Kelley, Janet A., The City College of New York, New York, New York

Knowles, Richard T., University of Michigan, Ann Arbor, Michigan

Patterson, Cecil Holden, University of Illinois, Urbana, Illinois

Peters, Herman J., Ohio State University, Columbus, Ohio

Riccio, Anthony C., Ohio State University, Columbus, Ohio

Shertzer, Bruce, Purdue University, Lafayette, Indiana

Swanson, Edward O., University of Minnesota, Minneapolis, Minnesota

Thomas, Lawrence G., Stanford University, Palo Alto, California


Wegner, Kenneth W., Boston College, Chestnut Hill, Massachusetts

Willey, Roy DeVerl, University of Nevada, Reno, Nevada
APPENDIX F

LIST OF TEXTBOOKS AND STUDENT SUPPLEMENTS IN USE
FOR THE FRESHMAN ORIENTATION COURSE
IN THE SELECTED INSTITUTIONS


STUDENT SUPPLEMENTS


VITA

Vernie Anthony Pitre was born March 10, 1926 at Cote Blanche, Louisiana. He received his elementary and high-school education in Lafourche Parish, graduating in 1943 from the Cut Off High School.

He received a Bachelor of Science degree from Louisiana State University at Baton Rouge, Louisiana, in 1953 and a Master of Education degree from the same institution in 1956. For the past fifteen years the writer has been employed first as an elementary and junior high school teacher in Terrebonne Parish, then as assistant director of men's housing at Louisiana State University, and finally as a professor of education and director of general studies and guidance at Nicholls State College at Thibodaux, Louisiana.
Candidate: Vernie Anthony Pitre

Major Field: Education

Title of Thesis: A Determination of the Nature of the Freshman Orientation Course in Colleges and Universities of Louisiana and Formulation of a Recommended Program for the Course

Approved:

Major Professor and Chairman

Dean of the Graduate School

EXAMINING COMMITTEE:

Date of Examination:

April 3, 1967