

2013

Impact of the S.T.R.I.P.E.S. extended orientation program on student satisfaction and retention

Melissa Megan Korduner

Louisiana State University and Agricultural and Mechanical College

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



Part of the [Human Resources Management Commons](#)

Recommended Citation

Korduner, Melissa Megan, "Impact of the S.T.R.I.P.E.S. extended orientation program on student satisfaction and retention" (2013). *LSU Doctoral Dissertations*. 2219.

https://digitalcommons.lsu.edu/gradschool_dissertations/2219

This Dissertation is brought to you for free and open access by the Graduate School at LSU Digital Commons. It has been accepted for inclusion in LSU Doctoral Dissertations by an authorized graduate school editor of LSU Digital Commons. For more information, please contact gradetd@lsu.edu.

IMPACT OF THE S.T.R.I.P.E.S. EXTENDED ORIENTATION PROGRAM ON STUDENT SATISFACTION AND RETENTION

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 Philosophy

in

The School of Human Resource Education
and Workforce Development

by

Melissa Megan Korduner
B.A. University of Connecticut, 2001
M.A. University of Connecticut, 2002
May 2013

For my mom, Melody, who has been my biggest cheerleader in every aspect of my life and who will always be “mommy” to me. For my husband, John, each day is better than the last. I love you both more than words can say.

ACKNOWLEDGEMENTS

First and foremost, I express my sincerest appreciation to my committee. To my major professor, Dr. Joe Kotrlik, thank you for always being available to provide feedback, make edits, answer my never-ending questions, and offer your expertise, advice, and guidance. I have learned so much from working with you and will be a better researcher because of it. To Dr. Krisanna Machtmes, thank you for always encouraging me and for helping me better understand logistic regression and how it fit my research, even at the 11th hour. To Dr. Michael Burnett, thank you for always making time in your busy schedule to share your perspective and offer suggestions. Finally, to Dr. Bernerth, thank you for asking the tough questions to make my study and my writing stronger. I can't thank each one of you enough for challenging me and supporting me throughout this process.

In addition, my research would not have been possible without the support of many other people. Thank you to the Office of the University Registrar, particularly Ms. Patti Beste, for providing me with institutional data to make my research possible. Thank you to Michel Schexnayder, from the Office of Budget and Planning, for sharing his insight and expertise on statistical analysis. Thank you to Ryan Machtmes for assisting me in understanding logistic regression, both through running the analysis and interpreting the results. Finally, I am truly grateful to the American College Personnel Association (ACPA) Commission for Admissions, Orientation, and the First Year Experience and to the National Resource Center for the First Year Experience and Students in Transition for providing a grant to fund my research. Your support made all the difference.

To all of my students, past and present, who remind me every day how blessed I am to have them in my life and how honored I am to work with them each and every day; thank you for teaching me so much. Thank you to all of my colleagues, past and present, who have always

encouraged and challenged me to be a better person, personally and professionally. To my supervisors, especially Dr. Lynne Goodstein and Dr. Darrell Ray, I am forever appreciative of your mentorship and guidance and for the opportunities to further advance my knowledge and skills in this profession. A special thank you to all my colleagues in LSU First Year Experience and the Office of Orientation for always checking in to see how school was going, encouraging me to keep swimming, and believing in me throughout this process. Finally, thank you to my Pi Phi Region 1 team members for being so understanding when I couldn't do a chapter visit or make a team call because I was working on my dissertation, again. Each of you truly exemplify lifelong commitment and sincere friendship.

A special note of appreciation and gratitude to my HRE family, Regina Leingang, Vicky Katsioloudes, and Susana Lee. I am so thankful this doctoral program brought each of you into my life. I could not ask for a better support system and would not have gotten through this program without you. Thank you for always being there and for being the best friends I could ask for.

Most importantly, I say thank you to my family. To my mom, Melody; sister, Nicole; grandma, Simone; Uncle Billy; Auntie Patty; and grandma, Gertrude; thank you for always believing in me, supporting me through my failures, and celebrating with me through the successes. Thank you to my in-laws, Anne and Ralph, for their continuous words of encouragement and for accepting me with open arms as one of their own. Thank you to my UConn work mom, Marlene, for keeping me in her thoughts and always checking to see how I was doing. This would not have been possible without each and every one of you and I hope I've made you proud.

Finally, a special thank you to my husband, John. I can't imagine sharing this adventure with anyone else. I look forward to movie nights that don't start at midnight. I love you more.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	xii
ABSTRACT.....	xiii
CHAPTER 1: INTRODUCTION	15
Background of the Study	15
Need for the Study.....	21
Statement of the Problem	23
Purpose and Research Questions.....	23
Significance of the Study	26
Limitations of the Study	27
Definition of Terms	28
CHAPTER 2: REVIEW OF LITERATURE.....	30
Conceptual Framework	30
Theoretical Foundation	33
Literature Review	40
Student Satisfaction	40
Student Retention	43
Student Satisfaction & Retention	51
General Information on Orientation Programs.....	52
Orientation Programs.....	52
Summer Bridge Programs	53
Outdoor Orientation Programs	56
Extended Orientation Programs	58
Summary	60
CHAPTER 3: METHOD	67
Population and Sample.....	67
S.T.R.I.P.E.S.....	67
Instrumentation.....	71
Data Collection Form	71
College Student Satisfaction Evaluation	71
Pilot Survey	80
Data Collection.....	82
Data Collection Form	82
College Student Satisfaction Evaluation	82
Data Analysis	88
Research Question 1: Personal Characteristics of Students	88

Research Question 2: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Student Satisfaction with the College Experience	90
Research Question 3: Relationship between Student Satisfaction and Retention.....	90
Research Question 4: Stepwise Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	91
Research Question 5: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Retention	93
Research Question 6: Forward Stepwise Logistic Regression Analysis of Student Retention by Selected Variables	94
Louisiana State University Institutional Review Board Approval	97
CHAPTER 4: FINDINGS	98
Research Question 1: Personal Characteristics of Students	98
Research Question 2: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Student Satisfaction with the College Experience	104
Research Question 3: Relationship between Student Satisfaction and Retention.....	107
Research Question 4: Stepwise Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	107
Research Question 5: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Retention	114
Research Question 6: Forward Stepwise Logistic Regression Analysis of Student Retention by Selected Variables	116
CHAPTER 5: SUMMARY, CONCLUSIONS, RECOMMENDATIONS	121
Purpose and Objectives	121
Procedure.....	123
S.T.R.I.P.E.S.....	124
Data Collection.....	124
Data Collection Form	124
College Student Satisfaction Evaluation	125
Summary of Findings	129
Research Question 1: Personal Characteristics of Students	129
Research Question 2: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Student Satisfaction with the College Experience	130
Research Question 3: Relationship between Student Satisfaction and Retention.....	131
Research Question 4: Stepwise Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	131
Research Question 5: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Retention	132
Research Question 6: Forward Stepwise Logistic Regression Analysis of Student Retention by Selected Variables	132
Conclusions	133
Conclusion One	133
Conclusion Two.....	133

Conclusion Three.....	134
Conclusion Four	135
Conclusion Five.....	135
Recommendations for Practice.....	135
Recommendations for Future Research	137
REFERENCES	139
APPENDIX A: EXTENDED ORIENTATION PROGRAMS	147
APPENDIX B: S.T.R.I.P.E.S. BROCHURES	148
S.T.R.I.P.E.S. 2009 Brochure	148
S.T.R.I.P.E.S. 2010 Brochure	150
S.T.R.I.P.E.S. 2011 Brochure	152
APPENDIX C: GUIDANCE COUNSELOR LETTER	154
APPENDIX D: S.T.R.I.P.E.S. POSTCARD	155
APPENDIX E: S.T.R.I.P.E.S. ONLINE REGISTRATION.....	156
APPENDIX F: DATA COLLECTION FORM.....	161
APPENDIX G: COLLEGE STUDENT SATISFACTION EVALUATION	162
APPENDIX H: COLLEGE STUDENT SATISFACTION EVALUATION EMAILS TO ACCESSIBLE POPULATION	183
Initial Email – Sent February 11, 2013	183
Reminder #1 – Sent February 14, 2013.....	184
Reminder #2 – Sent February 20, 2013.....	185
Reminder #3 – Sent February 28, 2013.....	186
APPENDIX I: INSTITUTIONAL REVIEW BOARD APPROVAL	187
VITA.....	188

LIST OF TABLES

Table 1.	Research Studies Reporting Relationship of Possible Predictor Variables to Student Retention	62
Table 2.	Research Studies Reporting Relationship of Possible Predictor Variables to Student Satisfaction.....	66
Table 3.	Pilot Survey Scale Reliability for the <i>College Student Satisfaction Evaluation</i> Survey and Subscales	81
Table 4.	Final Survey Reliability for the Subscales and Overall <i>College Student Satisfaction Evaluation</i> Survey	84
Table 5.	Independent Samples <i>t</i> -test Comparing Survey Respondents and Survey Non-Respondent Follow Up on Overall Student Satisfaction Scores.....	87
Table 6.	Independent Samples <i>t</i> -test Comparing Survey Respondents and Survey Non-Respondent Follow-up on ACT Score	88
Table 7.	Independent Samples <i>t</i> -test Comparing Survey Respondents and Survey Non-Respondent Follow Up on First Fall Semester GPA	88
Table 8.	Distribution of Ethnicity for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011.....	99
Table 9.	Distribution of Father's Education Level for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	99
Table 10.	Distribution of Mother's Education Level for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	100
Table 11.	Distribution of S.T.R.I.P.E.S. Participation for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	100
Table 12.	Distribution of Gender for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	100
Table 13.	Distribution of Residency Status for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	101
Table 14.	Distribution of Honors College Participation for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	101
Table 15.	Distribution of Pell Grant Status in the First Two Years for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011.....	101
Table 16.	Distribution of On Campus Housing Status in the First Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	102

Table 17. Distribution of On Campus Housing Status in the Second Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	102
Table 18. Distribution of On Campus Housing Status in the Third Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	102
Table 19. Distribution of On Campus Housing Status in the Fourth Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	102
Table 20. Distribution of Interval Variables for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	103
Table 21. Distribution of Satisfaction Scores for Non-S.T.R.I.P.E.S. Students Completing the College Student Satisfaction Survey	105
Table 22. Distribution of Satisfaction Scores for S.T.R.I.P.E.S. Students Completing the College Student Satisfaction Survey	105
Table 23. Independent Samples <i>t</i> -test Comparing S.T.R.I.P.E.S. Participants and Students Not Participating in S.T.R.I.P.E.S. on Overall Student Satisfaction Scores	107
Table 24. Tolerance Values for Predictor Variables Utilized in Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	109
Table 25. Model Summary for the Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	111
Table 26. Results from the ANOVA for the Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	111
Table 27. Standardized and Unstandardized Coefficients for Predictors in the Stepwise Multiple Regression Analysis of the Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	113
Table 28. Excluded Variables, Standardized Coefficients, <i>t</i> Values, Significance Levels, Partial Correlations, Tolerance Levels, and Variance Inflation Factors (VIF) for the Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables	114
Table 29. Retention Rates of Students Participating in S.T.R.I.P.E.S. Compared to the Retention Rates of Students Not Participating in S.T.R.I.P.E.S.	115
Table 30. Odds Ratio Estimate Comparing S.T.R.I.P.E.S. Participants and Students Not Participating in S.T.R.I.P.E.S. on Retention from the First to Second Year	115

Table 31. Association of Predicted Probabilities and Observed Responses Used to Determine the Retention of Students Who Participated in S.T.R.I.P.E.S. and Students Who Did Not Participate in S.T.R.I.P.E.S.	117
Table 32. Analysis of Maximum Likelihood Estimates to Determine the Statistically Significant Contributors to the Prediction of Retention for First Year Students Entering LSU in the Fall of 2009, 2010, and 2011	119

LIST OF FIGURES

Figure 1. Hybrid Model of the Factors Impacting Student Retention. Based on: Bean, J.P. (1990). Why students leave: Insights from research. In D. Hossler (ed.), <i>The Strategic Management of College Enrollments</i> (pp. 147-169). San Francisco, CA: Jossey-Bass. Terenzini, P.T. & Reason, R.D. (2005). <i>Parsing the first year of college: A conceptual framework for studying college impacts</i> . Paper presented at the 2005 meeting of the Association for the Study of Higher Education.....	34
Figure 2. Normal P-P Plot of standardized residuals of overall student satisfaction score	106
Figure 3. Scatterplot of the standardized predicted residual values by standardized residual values of overall student satisfaction score	109

ABSTRACT

This study investigated the impact participating in S.T.R.I.P.E.S., an extended orientation program, had on student satisfaction and retention. Student satisfaction was determined through a calculated total score on the College Student Satisfaction Evaluation. Retention was determined based on a student's enrollment status beginning with their first fall semester and continued to the beginning of their second fall semester. In addition, the study investigated the relationship between student satisfaction and retention. Finally, the study sought to determine if selected variables explained a substantial portion of student satisfaction and contributed to the predictability of retention. The target population was all first time, first year students entering a large, public, research institution in the southeastern United States in the fall of 2009, 2010, and 2011. The accessible population for the objectives on retention was students that had complete information on selected variables in the study ($N=12,466$). The accessible population for the objectives on student satisfaction included all students with a valid email address ($N=13,983$). Data analyses were conducted utilizing correlations, stepwise multiple regression and stepwise logistic regression analyses.

Results indicated a small relationship exists between participation in an extended orientation program and student satisfaction. No relationship exists between student satisfaction and retention. Students who participate in S.T.R.I.P.E.S. are 30% more likely to be retained to the second year than their peers that did not participate in the program. Finally, 8 variables: percent high school rank, S.T.R.I.P.E.S., on campus – first semester, gender, father's education level, first semester cumulative GPA, ACT, and ethnicity (white/non-white) are statistically significant predictors of student satisfaction and 9 variables: first year cumulative GPA, Pell Grant in the second year, Pell Grant in the first year, percent high school rank, father's education level, residency status, on campus – first year, gender, and S.T.R.I.P.E.S. are statistically

significant contributors in predicting student retention. In the case of student satisfaction, the effect size was small with a small amount of variance being explained. Even though the effect sizes for the correlations and regression models tended to be small, the large sample size gives reason to believe that the effects matter.

CHAPTER 1: INTRODUCTION

Background of the Study

Over the last 30 years, there has been an increase in the attention devoted to college students in their first year (Upcraft, Gardner, & Barefoot, 2005). Previously known as the freshman year experience, universities have developed comprehensive first year experience programs utilizing a variety of initiatives to assist students in successfully adapting to the university environment – socially, emotionally, and academically (Bean, 1990). These initiatives are especially important as more students are choosing postsecondary education than in previous years (Kuh, 2001, 2005). An increase in enrollment brings with it an increase in the various skills, academic abilities, and needs of the student body (Bryant, 2006; Kuh, 2001; Levine, 1990). University administrators must develop initiatives capable of reaching each student; ensuring students are satisfied with their experience and thus, remain enrolled at the institution. Satisfaction with the collegiate experience and retaining students are important because they impact the university in various ways, such as with image, reputation, and funding (Bean, 1990; Levitz et al., 1999).

While research linking student satisfaction and retention is minimal, a small number of studies have shown that satisfaction with the collegiate experience is linked to retention (Elliott & Shin, 2002; Schertzer & Schertzer, 2004). Such a link increases the importance placed on truly meeting the needs and expectations of enrolled students (Elliott & Shin, 2002; Schertzer & Schertzer, 2004). Failure to meet these needs and expectations could increase the possibility of student attrition. As it currently stands, about one in seven first year students will not continue on to their second year and only one in two will make it through to graduation (Upcraft, et al., 2005). Because tuition dollars are directly tied to enrollment, this attrition could impact student

services, programming, and resources designed to support students and see them through to graduation.

Addressing the issue of student attrition from the first to second year is of utmost importance (Levitz, Noel, & Ritcher, 1999). According to Levitz, et al. (1999), attrition rates decrease by 50% each year following the completion of the first year. For example, if an institution retains 60% of its students from the first to second year, they have an attrition rate of 40%. The following year, the university can then expect to lose 20% of its students from the second to third year. This trend continues on until graduation. Thus, increasing the retention rate, and in turn lowering the attrition rate, at the conclusion of the first year into the second year will ultimately impact the number of students that the institution retains until graduation (Levitz et al., 1999). This need to retain students through to graduation is important, as attrition can cause financial issues (Bean, 1990) as well as image problems for an institution (Levitz, et al., 1999). Students that withdraw from the institution may convince others to refrain from entering the institution or encourage them to also withdraw (Levitz et al., 1999). In addition, an institution stands to lose thousands of dollars in tuition revenue with each student that does not continue past their first year (Bean, 1990; Levitz et al., 1999). This makes retention efforts even more important for institutions across the country.

Importantly, there are a variety of institutional activities designed to assist in retention efforts. These include: recruitment/admissions activities, academic integration activities, and social integration activities (Thomas, 1990). The recruitment and admissions process may be the first experience a prospective student has with an institution (Tinto, 1993), and it is critical that the student has a positive first impression and feels like they can succeed at the institution. It goes without saying that students who are most committed to obtaining a degree are the most

likely to be retained and persist through to graduation (Ishler & Upcraft, 2005; Tinto, 1975, 2012). To assist in determining the student commitment level, recruiters and admissions staff should focus on those individuals who rate the institution as their top choice, indicate they intend to earn a bachelor's degree or more, and have parents who insist on their student completing college (Bean, 1986; Thomas, 1990).

Recruitment efforts can also include current students, alumni, and faculty. Enrolled students serving as ambassadors for the institution can provide students with a glimpse of what college life entails at their university or college (Thomas, 1990). Alumni may host receptions or participate in phone calls for prospective students to assist recruiters in determining if the student is a good fit for the institution (Thomas, 1990). Finally, sharing the accolades for the faculty engaged at the institution can boost the interest of prospective students (Thomas, 1990).

There are also a number of activities that promote the academic integration of enrolled students including academic advising, faculty-student interaction, and career planning. Regardless of who serves as an advisor to students, it's important that these efforts are supported university-wide and that the student maintains regular contact with their advisor. Levitz and Noel (1990) indicated that students are more than twice as likely to return for their sophomore year if they have at least one person at the institution that they recognize by name as someone they can go to with problems, concerns, or questions. To help in this process, staff that serve in academic advising centers need to be given training and resources, as well as information, specific to the students they are advising (Bean, 1986; Thomas, 1990).

In addition to academic advisors, faculty that engage with students both inside and outside the classroom are likely to be more connected with and invested in the experience of the first year students and thus, impact retention efforts (Levitz & Noel, 1990; Schertzer &

Schertzer, 2004). Involving students in class discussions, providing feedback on class performance, and engaging students in research are all proven opportunities to connect students to the academic community at the institution (Thomas, 1990). To encourage such activities, faculty who serve as academic advisors should also receive credit for these activities in promotion and tenure decisions (Thomas, 1990). Outside the classroom, faculty may be invited to advise student organizations, participate in new student orientation, and host study sessions in residential facilities to encourage faculty-student interactions (Thomas, 1990).

Institutions can also assist in career planning efforts through offering career advice, career exploration, and career counseling (Thomas, 1990). Universities may also provide on campus opportunities for students to engage in conversations with potential employers through interviews and career fairs (Thomas, 1990). Providing students with options, such as internships and co-ops, gives students the opportunity to engage in career development prior to graduation (Thomas, 1990).

Finally, the more engaged a student is in the institutional community, the more likely it is that they will remain at the institution (Astin, 1975; Levitz et al., 1999; Tinto, 1975, 2012). Beyond the opportunities already discussed, there are a number of ways a university can provide opportunities for social integration and involvement in the university environment. To kick off the college experience, social activities during orientation and right at the start of the academic year provide good opportunities for students to network and get to know their peers, while also acclimating to the university environment. Involving returning students in recruiting new students into student organizations and leadership opportunities also connects new students to the campus community and thus, impacts retention efforts (Thomas, 1990). In addition, providing on campus employment opportunities for students can impact retention, as Astin (1975, 1993)

found that students with on campus jobs were more likely to persist from year to year than those that worked off campus. Lastly, using university symbols and rituals increases the loyalty a student feels to an institution, and the more loyalty they feel, the more likely they will remain at the institution (Bean, 1986).

All of these examples have one thing in common – the collegiate environment. In all cases, such as interacting with recruiters and student ambassadors, connecting with faculty outside the classroom, understanding academic expectations, and getting involved on campus, the student interacts in some capacity with the university. In order to have an impact on student retention, university administrators must recognize the impact the collegiate environment has on the student experience and thus, student satisfaction and retention. According to Banning (1990), universities can do this in the following ways: recognizing the relationship between the student and the campus environment, being aware of the characteristics of the campus, which Banning defines as the receiving environment, and being aware of the characteristics of the student body and the environment they are coming from, which Banning defines as the sending environment. Recognizing the relationship between the sending and receiving environments, designing the campus environment to encourage positive outcomes, designing orientation programs focused on both the campus environment and the students, and designing programs to assist students in finding their place in the campus community, all help to create a sense of belonging.

In addition to understanding the university environment, understanding how the enrolled student shapes the culture of the institution and how the campus community impacts the student's experience (Banning, 1990) is equally important and assists in understanding retention efforts. In order to do this, one must start with a strong foundation. The most critical period of

transition for incoming students is the first two to six weeks (Levitz & Noel, 1990; Milem & Berger, 1997). Milem and Berger (1997) found that the more involved a student was in their first six weeks of the semester significantly predicted the likelihood they remained at the institution. Levitz and Noel (1990) also found that if students made it through their first year, their chances of being retained increased substantially.

Traditionally, this first year of college begins with some sort of orientation. Pascarella and Terenzini (1991) indicated that while orientation programs may differ in length and the topics covered, just about all programs maintain an underlying theme of assisting the student in transition to the collegiate environment, both socially and academically. According to Perigo and Upcraft (1990), academic success, adjustment to college, and understanding of the available services and resources are important components in assisting not only the incoming student, but family members as well. In addition, orientation provides an opportunity for the university itself to learn about their incoming class (Perigo & Upcraft, 1990), which provides universities with information to guide their programming and support initiatives in an effort to better meet the needs and expectations of their students. Orientation typically includes an opportunity for students to meet with peer leaders, tour the campus, participate in placement testing, and meet with faculty to schedule their first semester of classes.

Beyond the traditional orientation experience, universities across the country are developing extended orientation programs, also known as transition camps. These programs typically occur prior to a student beginning their first semester of college. While extended orientation programs differ across campuses, it appears that the main objective is the same: to assist incoming first year students in successfully transitioning to the collegiate environment. Tinto (1993) explained that transition programs focus mainly on helping new students adjust to

the behaviors and norms of the institution. Siegel (2011) noted, “the attitudes, perceptions, and habits students develop in the first year will likely have an enormous influence on their entire college experience” (p.11). Thus, care must be taken when developing the components of an extended orientation program. Session components may vary from academics and leadership activities to school history and involvement. Students have an opportunity to acclimate to the collegiate environment, make connections with other students, and gain confidence all prior to the first class of the fall semester (Ray & Korduner, 2012).

Need for the Study

The focus of this study is on an extended orientation program at a large, public, research institution in the southeastern part of the United States. This program, Student Tigers Rallying, Interacting, and Promoting Education and Service (S.T.R.I.P.E.S.) is a four-day, three-night program designed to connect students to the campus environment prior to the start of the fall semester (Ray & Korduner, 2012). The program includes a number of components to assist the students in successfully transitioning from high school to college. These components include: academics, leadership development, involvement, service, university history, and university traditions (Ray & Korduner, 2012). In addition, participating in S.T.R.I.P.E.S. gives students an opportunity to connect with their peers as well as campus resources all before the start of the fall semester (Ray & Korduner, 2012).

Supporting this need, Hossler, Ziskin, and Gross (2009) indicated that despite the increasing number of students enrolling in postsecondary education, the actual retention rate of these students through to graduation has not changed in years. Retention is a campus-wide objective involving everyone, from staff to faculty, in retaining enrolled students and assisting them in finding their place in the university community (Bean, 1990; Levitz, et al., 1999).

However, one of the most common reasons a student leaves the institution is for lack of fit (Bean, 1990). According to Bean (1990), a student may not fit in socially, academically, financially, or spiritually. In addition, lack of fit may also be an indication that the student is not satisfied with their collegiate experience (Schertzer & Schertzer, 2004). Universities need to implement initiatives that address these areas and others in order to improve student satisfaction and retention.

It is reasonable to suggest that the more satisfied a student is with their collegiate experience, the better the “fit” with the institution, and the more likely they’ll be retained (Schertzer & Schertzer, 2004). Initial data seems to indicate that participation in an extended orientation program does increase the probability a student is retained through to graduation, but does not address the issue of student satisfaction (Ray & Korduner, 2012). By completing this study, additional knowledge will be available on the importance of these types of programs and their impact on student satisfaction and retention. The study will also attempt to determine if there is a connection between a student’s satisfaction with their collegiate experience and their retention in an effort to add to the limited research currently available.

From a practical standpoint, understanding initiatives that impact student satisfaction and retention are also important from a monetary perspective. It goes without saying that tuition helps fund the institution. Failure to retain students after the first year results in thousands of dollars lost to the institution (Bean, 1990; Levitz, et al, 1999). Thus, an institution’s ability to satisfy and retain students translates directly into funding for the institution. Providing cost-effective initiatives that impact satisfaction and retention will in turn, provide a stable funding source for the institution ensuring the institution’s ability to support programmatic and academic initiatives.

Statement of the Problem

There is a substantial amount of data on students in transition and the first year experience. However, while extended orientation programs have increased in popularity over the last decade; little research exists on their impact on the overall student experience, satisfaction, and retention. In addition, those implementing extended orientation programs may only look at it as an avenue to assist students in the initial transition to college without considering its long-term impact (Tinto, 1988). Supporting this need to look beyond the initial transition, Siegel (2011) indicated students were more likely to be retained if they felt included and supported in the university community, both inside and outside the classroom. “For certain student outcomes, involvement is more strongly associated with change than either freshmen characteristics or institutional characteristics” (Astin, 1999, p.524). Extended orientation programs can assist with satisfaction and retention efforts by providing opportunities for the first year student to connect with current students, learn the history and traditions of the university, identify the academic resources available, and acclimate to the university environment – all before the first day of classes (Ray & Korduner, 2012). This study was designed to determine if these programs are actually providing benefits to participating students and thus, impacting student satisfaction and retention.

Purpose and Research Questions

The purpose of this exploratory quantitative study is to determine the impact participation in an extended orientation program has on student satisfaction and retention. For this study, student satisfaction is defined as a student’s subjective experience with college and their perceptions of the quality or value of their education (Astin, 1993) as measured by an overall satisfaction score following completion of an online survey. Student retention is defined as persisting from the first to second year. The research questions answered in this study include:

1. What are the personal characteristics of the student body for the 2009, 2010, and 2011 entering first year classes at a large, public, research institution in the southeastern United States? The characteristics described include:
 - a. Gender
 - b. Ethnicity
 - c. % High School Class Rank (created with High School Class Rank & High School Class Size)
 - d. ACT Score
 - e. Honors College (participant or not)
 - f. First Fall Semester GPA
 - g. First Spring Semester GPA
 - h. Second Fall Semester GPA
 - i. First Fall Cumulative GPA
 - j. First Year Cumulative GPA
 - k. Cumulative GPA after Three Semesters
 - l. On Campus Housing Status (on campus or off campus)
 - m. Father's Education Level
 - n. Mother's Education Level
 - o. Pell Grant Recipient in the First Year (Socioeconomic status – yes or no)
 - p. Pell Grant Recipient in the Second Year (Socioeconomic status – yes or no)
 - q. Residency Status (in state, out of state, international, other)
 - r. S.T.R.I.P.E.S. Participation (yes or no)

2. How does satisfaction with the college experience of those who chose to participate in an extended orientation program compare to the satisfaction of students who chose not to participate?
3. Is there a relationship between student satisfaction and student retention?
4. Do the selected variables explain a substantial portion of the variance in the students' satisfaction with their collegiate experience? The selected variables include:
 - a. Gender
 - b. Ethnicity
 - c. % Rank in High School
 - d. ACT Score
 - e. Father's Education Level
 - f. Mother's Education Level
 - g. Honors College Participant
 - h. On Campus Housing Status
 - i. S.T.R.I.P.E.S. Participation
 - j. First Year Cumulative GPA
5. How does the retention from the first to second year for students who chose to participate in an extended orientation program compare to the retention from the first to second year for students who chose not to participate?
6. Are selected variables significant contributors to the prediction of retention at a large, public, research institution in the southeastern United States? Selected variables include:
 - a. Gender
 - b. Ethnicity

- c. % Rank in High School
- d. Composite ACT Score
- e. Father's Education Level
- f. Mother's Education Level
- g. Pell Grant Recipient in the First Year
- h. Pell Grant Recipient in the Second Year
- i. Honors College Participant
- j. On Campus Housing Status
- k. S.T.R.I.P.E.S. Participation
- l. Residency Status
- m. First Semester Cumulative GPA
- n. First Year Cumulative GPA

Significance of the Study

This study will contribute to research on first year students and the transition to college. As university administrators try to develop initiatives to impact student satisfaction and retention, they need to keep in mind the following: admit students who have the skills and abilities to be successful at the institution, support the student academically and socially, use rituals or symbols to increase commitment and loyalty to the institution, and provide services that meet the mission and goals, while also helping the students maintain a positive perception about the institution and their experience (Bean, 1990). Currently, there is limited information on extended orientation programs in the literature, especially in regards to the impact on student satisfaction and retention, so this study will assist in filling a gap in the research.

In addition, retaining and graduating students translates into funding for institutions. According to Levitz, et al. (1999) and Bean (1990), retaining students means savings of

thousands of dollars. “When a student drops out after their first term or first year, the institution suffers a significant loss of revenue in future years as a result of a tuition “lost” to it” (Levitz, et al., 1999, p.32). Loss of funding could result in cuts to programming, faculty and staff positions, or other support initiatives available to students. Institutions that struggle with retention may also find themselves with image issues, as students that drop out or withdraw from an institution may share negative experiences with others and encourage them to find another place to enroll (Levitz, et al., 1999). Thus, initiatives that assist in meeting students’ satisfaction and retaining students through to graduation are likely a priority for institutions across the country.

Limitations of the Study

Two limitations to the study involve the staff implementing the program and the actual activities conducted during the summer sessions. An additional limitation involves the selection process for the students participating in S.T.R.I.P.E.S. First, the staff implementing the S.T.R.I.P.E.S. program changes from year to year. The student executive board, small group leaders, and program assistants all go through an application process each year to be part of the student staff.

The second limitation involves the activities conducted each year during the summer sessions. While the program’s main objectives remain the same from year to year and a majority of the events also remain the same, each executive staff has the option of removing some activities, adding new activities, and revising the activities that remain part of the program. Of course, with new student leaders, each also brings their own take and perspective to the program’s events. So, even though the events may remain the same, there may be slight differences in the actual content and presenters of the activities from year to year. This in turn, may impact the influence the program experience has on student satisfaction and retention.

To address both of these limitations, this study looked at three specific years, despite the program being in existence since 2000. During the three years, 2009, 2010, and 2011, the professional staff member responsible for advising the program remained the same. This allowed for some consistency in the way the staff was selected and trained, as well as the program's content and activities. In addition, the staff involved with the program participate in a training program designed to educate them on their role as student staff members. This training occurs each year and thus, may help limit the impact the staffing changes have on the program.

Finally, a third limitation in this study involves the selection process of participants involved with the S.T.R.I.P.E.S. program. Participating in S.T.R.I.P.E.S. is not required, and incoming students voluntarily sign up to participate in the program. Thus, random assignment was not a possibility in this study. To address this issue, the researcher accounted for other variables that may impact satisfaction and retention in order to determine the actual contribution of S.T.R.I.P.E.S. participation on satisfaction and retention. By doing this, the internal validity of the study is strengthened.

Definition of Terms

1. *Extended Orientation Program* – also known as a transition camp; program for incoming first year students prior to their first fall semester of college designed to assist them in the transition from high school to college
2. *First Year Student* – traditional-aged freshman entering college for the first time (Higgins, 2006)
3. *Orientation Program* – program that provides students, and sometimes families, an opportunity to learn about the resources, support, involvement opportunities, and academic expectations of an institution (Miller, 2003)

4. *Outdoor Orientation Program* – orientation type program that takes place prior to the start of the fall semester and involves adventure experiences with at least one night in the wilderness (Bell, Holmes, & Williams, 2010).
5. *Persistence* - the rate at which students are retained from year to year at the institution they enrolled in as a freshman from the student's perspective (Tinto, 2012)
6. *Student Retention* - the rate at which students are retained from year to year at the institution they enrolled in as a freshman from the institutional perspective (Tinto, 2012)
7. *Student Satisfaction* - a student's subjective experience with college and their perceptions on the quality or value of their education (Astin, 1993)
8. *Summer Bridge Program* – summer program assisting underprepared first year students in improving their academic and social skills to successfully transition to the collegiate environment (McCurrie, 2009)
9. *Traditional-Aged Freshman* – student entering college between the ages of 18 – 21 (Ishler & Upcraft, 2005)

CHAPTER 2: REVIEW OF LITERATURE

Despite the extensive research done on the first year of college and students in transition, very little research exists on extended orientation programs and the impact these programs have on student satisfaction and retention. This chapter provides a conceptual framework to understand the college experience, review theories supporting student satisfaction and retention, and outline the literature on orientation programs, summer bridge programs, outdoor orientation programs, and extended orientation programs.

Conceptual Framework

Throughout their college experience, students engage in the collegiate environment socially, academically, and organizationally (Bean, 1990). These interactions influence student attitudes and perceptions of an institution, which in turn impacts whether or not a student is satisfied with their collegiate experience and remains enrolled (Bean, 1990). The conceptual framework for this study is a combination of *a longitudinal model of the type of factors that affect retention decisions* created by Bean (1990, p.152) and *a comprehensive model of influences on learning and persistence* created by Terenzini and Reason (2005, p.21). This conceptual framework combines pre-college characteristics with college opportunities a student may experience while enrolled at an institution that, in turn, affect the student's satisfaction and whether or not the student remains enrolled (Bean, 1990; Terenzini & Reason, 2005).

Students enroll in college with existing skills and traits that impact their decision to remain at an institution (Bean, 1990; Terenzini & Reason, 2005). These pre-college characteristics include a variety of elements recognized in three main categories: demographic, personal/social, and academic (Terenzini & Reason, 2005). Specific characteristics outlined by these categories include: education plans/goals, high school grade point average, high school rank, high school class rigor, high school involvement, college preparation, family support,

socioeconomic status, gender, age, ethnicity, and general skills and abilities (Bean, 1990; Terenzini & Reason, 2005).

The conceptual framework then outlines the college experience and general impact from the organizational and peer environments (Terenzini & Reason, 2005). Within these larger environments, Bean (1990) identified specific variables such as organizational variables, academic integration (Bean & Eaton, 2000), social integration (Bean & Eaton, 2000), and environment pull. Both models outline organizational variables as any interaction the student has with the physical characteristics of the college such as: admissions, classes, schedules, university policies and procedures, campus services, and financial aid (Bean, 1990; Terenzini & Reason, 2005). Academic integration is concerned with the student's study skills, declaration of a major, class attendance, experiential learning opportunities, and engagement with faculty (Bean, 1990; Terenzini & Reason, 2005). Terenzini and Reason (2005) take this a step further to expand on the faculty impact on the student's experience looking at the overall faculty culture. Whether the faculty is student-centered, engaged in research vs. teaching, and available to students both inside and outside the classroom plays a role in the overall student experience (Terenzini & Reason, 2005).

While the organizational environment identifies a student's interaction with the physical characteristics of an institution, the peer environment encompasses relationships such as with peers, faculty, and an overall support system (Bean, 1990; Terenzini & Reason, 2005). Students do not experience college life in a bubble and one must recognize the influence peers have on student behaviors, actions, and decisions (Terenzini & Reason, 2005). If the student has close friends on campus, interacts with faculty in informal settings such as in the dining hall, and maintains a strong support system, they are more likely to feel supported, that they fit in, and that

they are part of the university community which leads to a positive and satisfying collegiate experience (Bean, 1990). In addition, classroom interaction with faculty, such as their support of student learning and engagement, plays a role in the student's social integration (Terenzini & Reason, 2005). However, environmental pulls, such as lack of financial resources to continue in college, a long distance relationship with a significant other, and work or family responsibilities may counteract the positive experiences provided by the peer environment (Bean, 1990).

The one major difference between Bean's model and Terenzini and Reason's model is the impact attitude has on the student's decision to remain at an institution. Attitude includes the student's sense of self-development, perceived value of their education, self-confidence, and stress level (Bean, 1990). Just like pre-college characteristics, a student arrives with preconceived notions or a specific attitude towards the institution and their experience. It goes without saying that the more positive a student's attitude towards their college experience, both before they enroll and while they are enrolled, the more likely they will remain at the institution (Bean, 1990). In addition, the higher a student's satisfaction with their collegiate experience, the higher probability the student will remain enrolled (Schreiner, 2009). This is due to students feeling more at home at their institution, that they belong there, and that they matter to faculty, staff, and the university community (Schreiner, 2009).

Two variables that have a strong effect on attitude towards an institution are fit and loyalty (Bean, 1990). Loyalty is more psychological in nature, while fit is more social (Bean, 1990). Alumni, family, and friends assist students with developing a sense of loyalty to an institution. A student that hears the university is a quality institution with a good reputation, particularly from family, friends, and alumni, is more likely to remain enrolled as they may develop a strong emotional tie and sense of attachment to the institution (Bean, 1990). Loyalty is

enhanced by feelings of fit with the institution (Bean, 1990). Universities across the country engage in rituals, traditions, and ceremonies to help the student feel a part of the community as soon as they step foot on campus (Bean, 1990). Efforts to encourage loyalty and fit increase the student's attachment to the university, which in turn increases the probability that the student will remain at the institution (Bean, 1990).

Combining all of these elements leads to the student's satisfaction with their experience (Bean, 1990) and the student's decision of whether or not to remain at the institution (Bean, 1990; Terenzini & Reason, 2005). By creating this hybrid model (Figure 1, page 34) utilizing the models of Bean (1990) and Terenzini and Reason (2005), this framework will serve as the foundation for this study to assess the impact the S.T.R.I.P.E.S. program has on student satisfaction and retention.

Theoretical Foundation

Several theories around student satisfaction and retention support the conceptual framework described above. Perhaps the earliest known theory is Spady's theory of student attrition (Spady, 1970). Spady (1971) recognized that students arrive at college with pre-conceived ideas, beliefs, and expectations. Unfortunately, for some students, these pre-conceived ideas may not mesh well with the institutional experience or environment (Spady, 1971). Much like Durkheim's theory on suicide (1951), specifically egotistic suicide, where individuals fail to integrate with society, Spady (1970, 1971) believed when a student withdraws from college, they are withdrawing from not only a social system, but the academic system as well. A student may choose to withdraw from these systems due to a lack of shared values with other students and lack of support from family or friends to stay in school (Spady, 1970, 1971). A lack of shared values could pertain to differences in the importance, or lack thereof, placed on academics (Spady, 1971). A lack of support from family and friends could be emotional support,

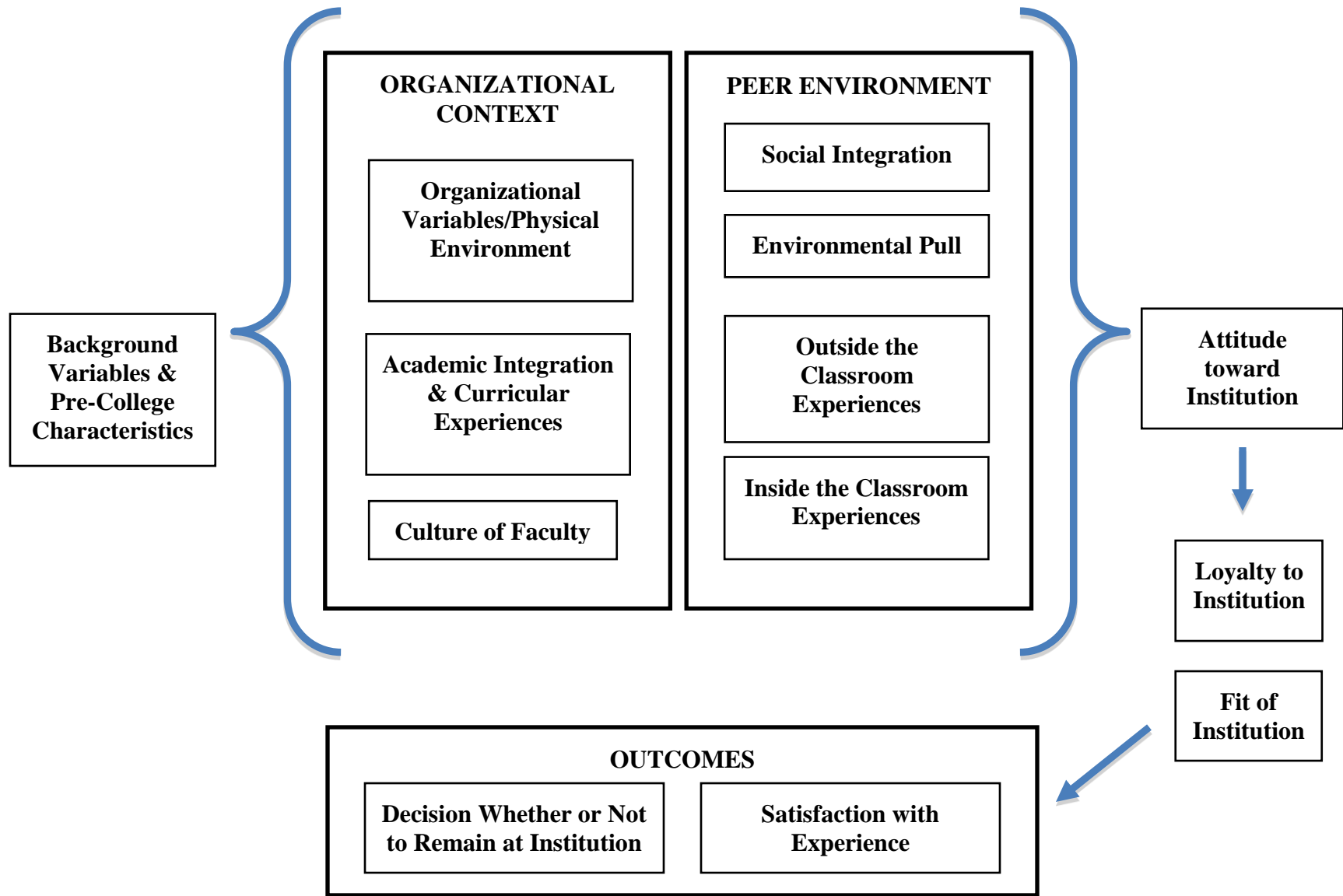


Figure 1. Hybrid Model of the Factors Impacting Student Retention. Based on: Bean, J.P. (1990). Why students leave: Insights from research. In D. Hossler (ed.), *The Strategic Management of College Enrollments* (pp. 147-169). San Francisco, CA: Jossey-Bass. Terenzini, P.T. & Reason, R.D. (2005). *Parsing the first year of college: A conceptual framework for studying college impacts*. Paper presented at the 2005 meeting of the Association for the Study of Higher Education.

financial support, or any other support provided to assist the student in persisting during their college career (Spady, 1971).

With these understandings in mind, Spady (1970, 1971) developed a model to explain what variables could predict whether a student would drop out of the institution. Using multiple regression, Spady (1971) looked at a variety of variables and the impact they had on the dropout process for both men and women as well as the impact the variables had on each other. Spady (1971) utilized two different procedures, stepwise and elimination, to determine the variance explained by each variable. One of the variables examined in this process was student satisfaction (Spady, 1971). He found that social integration, academic achievement, and intellectual development impacted a student's satisfaction for men and women. However, academic achievement had a stronger impact on satisfaction for men, while social integration had a stronger impact on satisfaction for women (Spady 1971). One potential reason for such differences is because women were more relational in nature, and thus, building connections and socializing may have been more of a priority for women, while men focused more on their academic achievements and less on social connections (Pascarella & Terenzini, 1979). Spady (1971) also found that institutional commitment explained 12% of the variance in the dropout rate of women, but only 2.52% for men. Again, this may go back to the importance of relationships and engagement to women more so than to men. The opposite is true when looking at the variance explained by academic achievement, with only 1.26% of the variance being explained for women and 5.91% of the variance being explained for men. This supports the idea that men looked more for recognition with academics and less to building relationships with other students enrolled at the institution.

Building on Durkheim's theory and Spady's theory, Tinto (Pascarella & Terenzini, 1983; Tinto, 1975, 1988, 1993) focused on the longitudinal nature of the retention process. Tinto believed students go through three distinct stages as they transition to the college environment (Tinto, 1988, 1993). These stages included separation, transition, and incorporation (Tinto, 1988, 1993). The first stage, separation, focused on the student's ability to distance themselves from their family and friends from home in order to fully integrate into the university community (Tinto, 1988, 1993). This separation allowed the student to begin to associate with and embrace the expected behaviors and norms of college life (Tinto, 1988, 1993). The next phase, transition, addressed the period of time after a student separated from their "pre-college behaviors" and before the student fully accepted the norms and expected behaviors of the college community (Tinto, 1988, 1993). The length of time a student experienced in this phase depended on how similar or different the collegiate environment was to their pre-college environment as well as how much preparation the student did prior to their enrollment in college (Tinto, 1988). The final phase, incorporation, required the student to fully engage in the norms and behaviors of the institution (Tinto, 1988, 1993). This may include involvement in student organizations, membership in a fraternity/sorority, engaging in the residence hall community, or participating in intramurals (Tinto, 1988). A student who did not fully integrate in to the institutional norms, socially or academically, may have found it difficult to connect with other students, faculty, or staff, or find their place in the campus community, which may result in their withdrawal from the institution (Tinto, 1988). This inability to integrate into the institutional community could be because of a misalignment of their personal values with the institution's perceived values or an inability to navigate the campus environment in a successful manner (Tinto, 1988).

In addition to identifying the three stages a student goes through in entering college, Tinto recognized that pre-college characteristics impact a student's decision to leave the institution just as much as the student's academic and social experiences on the college campus in his theory of student departure (Tinto, 1975). These pre-college characteristics may include: family background, parent's education, race, gender, age, academic preparation and personal skills. Along with these pre-college characteristics, Tinto's theory had four additional characteristics: goals/commitments, institutional experiences, integration, and outcomes (Tinto, 1993). Goals/commitments pertained to the student's commitment to achieving a college degree and remaining in school until graduation (Tinto, 1975). Institutional experiences included developing friendships, getting involved on campus, participating in class discussions, and finding their place in the college community. Tinto (1975, 1993, 2000) theorized that the more engaged a student was in the college environment, both academically and socially, and the more positive these experiences were, the more likely it was that they would successfully integrate and commit to the institution reaching the desired outcome – persisting to graduation. This persistence is a result of the student feeling that the commitment and investment in the institution is valuable, useful, and beneficial to them and their future (Tinto, 1975). A key to Tinto's theory was the idea that the actions of self, as well as others, impacts the experiences the student has while enrolled at the institution, which in turn impacts whether or not the student decides to stay (Skipper, 2005).

Astin (1975, 1984, 1985, 1993) also recognized the environment's impact on student involvement. Astin's theory of student involvement focused on three main concepts – input, environment, and outcome (Astin, 1993). Input was the characteristics a student brings with them to college, such as family background, academic preparation, skills, abilities, and past

experiences. All of these characteristics shape the student into the person they are prior to arriving to college. The environment encompassed all a student experiences while at college such as: program participation, involvement opportunities, faculty interaction, class participation, school traditions, and peer interactions.

Involvement in the various experiences, no matter how big or small, was based on five principles (Astin, 1984, 1985). First, it was the investment of energy, both physically and psychologically, into an object (Astin, 1984, 1985). Involvement also occurred along a continuum (Astin, 1984, 1985). A student won't be involved with the same energy and investment in everything they do. Involvement encompassed experiences that are quantitative and qualitative (Astin, 1984, 1985). Finally, the effectiveness of a program, event, or university activity was directly related to the involvement opportunities it provided for enrolled students (Astin, 1984, 1985).

The last piece of Astin's theory was outcome. Outcome was the characteristics, skills, and knowledge a student possessed following their collegiate experience (Astin, 1993). Astin (1993) found that student-to-student interaction, student-to-faculty interaction, and student connection to academic work positively influenced a student's personal development. Astin (1993) found that student-to-student interaction provided an opportunity for the student to get involved and connect with others, which helped them feel accepted and included in the University community. The more positive the student-to-faculty interaction, such as assisting with faculty research or engaging in discussions with faculty outside of class, the more likely a student was satisfied with their experience (Astin, 1993). This supports the idea that faculty also assist in integrating the student into the university environment, socially and academically, which in turn leads to retention (Bean, 1990; Terenzini & Reason, 2005). Engaging in academic work,

such as attending class, participating in study abroad opportunities, and time spent studying, positively correlated with a student integrating into the university community (Astin, 1993). Thus, Astin (1993) found that the more engaged and involved a student was in the college environment, such as with student-to-student interaction, student-to-faculty interaction, and their academic work, the more likely they would stay enrolled through to graduation, as all three interactions positively connected them to the university environment.

Bean's model of retention (1980) compared student attrition to work organizations utilizing four main variables: dropping out (dependent variable), satisfaction and institutional commitment, organizational factors, and pre-college characteristics (independent variables). The pre-college characteristics combined with the student's interaction with the organizational factors, such as the policies and procedures of the institution, and the social environment, such as faculty and other students, impacted the student's perception and attitude towards the university (Bean, 1980). These interactions in turn affected the student's satisfaction with the collegiate experience (Bean, 1980). A student's satisfaction with the institution influenced either positive or negative attitudes towards the institution, which in turn, determined whether or not the student took action to remain or leave the institution (Bean, 1980). For women in Bean's study (1980), there was a statistically significant relationship between satisfaction and institutional commitment. However, for men, the relationship was not statistically significant. While the relationship between satisfaction and institutional commitment was not the same for men and women, institutional commitment in general had the highest impact on student retention for both men and women (Bean, 1980).

Bean and Eaton (2000) also developed an approach to student retention. As several of the previously mentioned theories stated, Bean and Eaton (2000) believed students entered

college with already formed characteristics, behaviors, traits, and skills. Upon entering college, students engaged in the university community and then these interactions impacted how a student behaved and made decisions. Previous experiences, how a student views self, and the experiences a student encountered all impacted how a student felt towards the institution (Bean & Eaton, 2000). If the experiences were positive, the student was more likely to positively integrate academically and socially with the university (Bean & Eaton, 2000). This in turn, impacted the student's fit within the institution, which ultimately led to the decision regarding whether or not to remain enrolled at the institution (Bean & Eaton, 2000).

Literature Review

As stated above, the more a student was involved and engaged in the collegiate environment, both inside and outside the classroom, the more likely they were to be satisfied and remain committed to completing their degree (Astin, 1993; Astin, Korn, & Green, 1987; Tinto, 1975, 1993). The first year of college and how well a student transitions played a key role in determining whether the student was satisfied with their experience and retained to the next year.

Student Satisfaction

While this study focused on the impact of participation in an extended orientation program on student satisfaction and retention, there were a number of additional factors that also impacted these variables. For example, Schertzer and Schertzer (2004) found that academic fit, defined as the relationship of student values to institution values and faculty values, directly impacted student satisfaction. In addition, Billups (2008) found that quality of instruction, development of skills, faculty contact, social interactions, sense of community, and overall commitment to the institution impacted student satisfaction. Information access, advisor availability, and preferred classes availability were identified as statistically significant predictors of student satisfaction in an additional study conducted by Elliott and Shin (2002).

The better fit between the student and the institution, the more committed the student felt to the institution, and thus, the more likely they remained enrolled (Billups, 2008; Schertzer & Schertzer, 2004).

Reporting about the 2005 National Student Satisfaction and Priorities Data put out by Noel-Levitz, Bryant (2006) indicated the survey identified six areas that were most important in regards to student satisfaction: “instructional effectiveness, registration effectiveness, academic advising and counseling, concern for the individual, academic services, and admissions and financial aid” (p.33). Also utilizing the Student Satisfaction InventoryTM from Noel-Levitz, Elliott and Healy (2001) identified “campus climate, student centeredness, and instructional effectiveness” (p.7) as significant predictors of overall student satisfaction. In another study utilizing the Student Satisfaction InventoryTM, Elliott (2003) found similar results indicating “student centeredness” (p.275) and “instructional effectiveness” (p.275) as statistically significant predictors of student satisfaction. Within “student centeredness” (p.277), Elliott (2003) found that “having an enjoyable experience and feeling a sense of belonging” (p.277) were the strongest predictors of student satisfaction. Within “instructional effectiveness, experiencing intellectual growth and quality of instruction within major” (Elliot, 2003, p.277) strongly predicted student satisfaction.

Astin (1993) conducted a factor analysis of the longitudinal study put out by the Cooperative Institutional Research Program on the satisfaction of college freshmen in an effort to determine if general satisfaction with the collegiate experience could be determined in fewer scales. Out of the original twenty-seven scales, Astin (1993) found five factors accounted for most of the information regarding student satisfaction. These factors included: “relationships with faculty, curriculum and instruction, student life, individual support services, and facilities”

(Astin, 1993, p.275). Within these five factors, three specific items exemplified the highest levels of student satisfaction. These included: courses in major, opportunities for involvement in extracurricular activities, and the entire college experience (Astin, 1993). In addition, attending college in an environment with faculty who were student-focused positively impacted student satisfaction (Astin, 1993). Utilizing data collected from 158,133 students at four-year public institutions with the Student Satisfaction InventoryTM, Levitz et al., (1999) also found that academic issues impacted student satisfaction. Specifically, content of courses, quality of instruction, extent teachers and advisors were knowledgeable, and ability to register for necessary classes were most important to students (Levitz et al., 1999).

In a study conducted by Aitken (1982), student satisfaction was impacted by the satisfaction with academics and residential living. Perceived GPA and satisfaction with courses, selected major, and instructors had a statistically significant influence on the student's overall academic satisfaction with the collegiate experience (Aitken, 1982). In regards to satisfaction with residential living, peer relationships on the floor and in the dorm as a whole, satisfaction with a roommate and the hall physical conditions, and overall satisfaction with the resident advisor all had a statistically significant impact on satisfaction (Aitken, 1982).

In addition, some pre-college characteristics impacted student satisfaction. Academic ability, such as high school grades and college admission test scores, if the university was the student's first choice, emotional stability upon enrollment, and mental health, also impacted student satisfaction (Astin, 1993; Levitz et al., 1999). However, despite the impact pre-college characteristics had on student satisfaction, the college environment had a much stronger influence (Astin, 1993). The college environment included student interactions with both peers and faculty (Astin, 1993; Bean, 1986). The more connected a student was to the collegiate

environment, such as residing on campus (Astin, 1993; St. John, Hu, Simmons, & Musoba, 2001) and interacting with peers or faculty, the more likely it was that they were satisfied with their choice to attend college.

These findings further support the conceptual framework and theoretical foundation for this study.

Student Retention

Several studies have been conducted in order to determine if specific characteristics predict whether or not a student persisted or dropped out prior to degree completion. Numerous pre-college characteristics, including demographics, family background, high school academics (Hall, 2000), and desire to obtain a degree have been studied in regards to their impact on student retention and institutional commitment (Allen, 1999; Astin, 1975; Bean, 1986; Levitz et al., 1999; Milem & Berger, 1997).

In regards to demographics, race impacted a student's persistence in college (Allen, 1999; Milem & Berger, 1997; Murtaugh, Burns, & Schuster, 1999). Allen (1999) found that minority students were less likely to persist than their non-minority peers. This could be because they were also more likely to have lower high school achievement, lower cumulative GPAs, and parents with lower education levels (Allen, 1999), thus transitioning to the college environment proved more challenging. Milem and Berger (1997) found that being Caucasian and African American positively predicted institutional commitment. In a study conducted at Oregon State University, Murtaugh, et al. (1999) found that Caucasian students were more likely to be retained in general than their African American peers; however, when matching African American students and Caucasian students on all variables outside of race, African American students were more likely to be retained than their white counterparts. Reason (2009) found that Asian and

Caucasian students were retained at higher rates than other peers of color. Similar to the study conducted by Murtaugh et al., (1999), Reason (2009) also found when other variables were controlled; the differences in race were not as prominent. Thus, while studies showed race may be a factor in retention, findings must be interpreted with caution, as other factors may be influencing retention, regardless of race.

Research also indicated that gender influenced retention (Astin et al., 1987; Milem & Berger, 1997). For example, Astin et al. (1987) found that women were more likely to be retained than their male counterparts. In addition, men were found to take more years to complete a degree than their female counterparts (Astin et al., 1987). Such differences could be a direct result of men choosing majors that require additional time, such as engineering, and because they were more likely to take time off before finishing their degree (Astin et al., 1987). Milem and Berger (1997) found that identifying as female positively predicted institutional commitment and student retention to graduation. Perhaps women were more likely to view the institution as supportive, were more likely to be more involved with their peers in their early years of enrollment, and were more likely to be socially integrated into the university community (Milem & Berger, 1997). These results further supported the conceptual framework (Figure 1, page 34), recognizing that social integration and peer engagement were just as important to retention as academic integration (Bean, 1990; Terenzini & Reason, 2005).

Family background, such as parent's income and level of education, and type of hometown, were also statistically significant predictors of persistence (Astin, 1975). When controlling for other variables, parental income positively impacted a student's choice to persist from year to year (Astin, 1975; Bean, 1986). The higher the parental income, the more likely it was that the student remained enrolled at an institution (Astin, 1975; Bean, 1986). The higher

the parent's level of education, the more likely it was a student would be retained, mainly because students may have felt more pressure by their educated parents to remain in college than their peers with parents who did not attend college (Astin, 1975; Bean, 1986). The student may have also felt a degree was a requirement since their parents completed college (Astin, 1975; Hall, 2000).

The type of hometown a student grew up in also had an impact on their decision to persist at the college level (Astin, 1975). Students from small towns who enrolled in college were more likely to drop out than their peers who grew up in a large city or suburb (Astin, 1975). These findings could be a result of "culture shock," since college was such a different experience for many students from small towns (Astin, 1975). In addition, growing up in a large city or suburb was associated with persistence for women, but not for men (Astin, 1975).

In regards to high school academics, high school grade point average, high school class rank, and college admission test scores were identified as statistically significant predictors of retention (Allen, 1999; Astin, 1975; Astin et al., 1987; Bean, 1986; Burton & Ramist, 2001; Hall, 2000). In addition to predicting retention (Allen, 1999; Bean, 1986; Levitz et al., 1999), high school grade point average was also found as a significant predictor of college academics (Aitken, 1982; Bean, 1986; Hall, 2000; Kuh, Cruce, Shoup, & Kinzie, 2008; Milem & Berger, 1997). In Allen's study (1999), grade point average had a strong influence on persistence, regardless of the student's race. Doing well academically in high school was directly linked to doing well academically in college, thus impacting the academic integration of the student and the possibility of persistence (Allen, 1999). Levitz et al., (1999) found that institutions with higher selection criteria in regards to admissions, such as requiring higher college admissions test scores, were more likely to have higher retention, most likely because these students maintained

higher academic achievement in general prior to arriving to college. Burton and Ramist (2001) and St. John et al. (2001) found that SAT scores had a direct effect on student persistence. However, the impact of college admissions test scores, such as SAT score, was removed once college grades were considered part of the equation (St. John et al., 2001). This finding further supported the conceptual framework that academic integration at the collegiate level played a role in whether or not a student remained enrolled at an institution (Bean, 1990; Terenzini & Reason, 2005).

In general, financial aid also impacted whether or not a student chose to enroll and then continue in college (Dynarski, 2003; Pascarella & Terenzini, 2005; Singell, 2004). Pascarella & Terenzini (2005) found that providing financial aid, particularly to low income students, increased the possibility of them continuing enrollment. Studying students at the University of Oregon, Singell (2004) found that receiving financial aid had a direct impact on retention of students, with an even stronger connection when the provided aid was “less expensive” for the student in that they didn’t have to work or pay it back at a later date. This impact on retention could be because students applying for financial aid did so early on (usually at the start of the second semester for the following academic year), thus indicating their interest in remaining at the institution (Singell, 2004). In addition, the costs involved with transferring schools may deter students with financial need from withdrawing from their currently enrolled institution (Singell, 2004).

In a study examining the effect discontinuation of the Social Security Student Benefit Program for students who had a deceased parent, Dynarski (2003) found that when these monetary benefits were removed, students did not enroll in as large numbers as when the program was in existence. In addition, the students eligible for the program were traditionally

those already supported by need-based programming (Dynarski, 2003). Thus, without the support the benefits program provided, it was unlikely that the student could financially consider college as an option (Dynarski, 2003).

Finally, a student's desire to obtain a degree impacted their rate of persistence (Allen, 1999; Astin, 1975; Ishler & Upcraft, 2005; Levitz et al., 1999; Tinto, 1975, 2012). Astin's study (1975) did not include students that enrolled in college without the aspiration to obtain at least a bachelor's degree. However, of the students included in the study, those that aspired beyond a bachelor's degree, such as achieving a master's or doctoral degree, were more likely to persist than their counterparts working towards only a bachelor's degree (Astin, 1975; Tinto, 1975). According to Allen (1999), desire to obtain a degree had a direct influence on whether or not the student remained enrolled at the institution, but for minority students only. This could be because the minority students in the study who desired to obtain a degree were also academically better prepared for the transition into college (Allen, 1999), thus they had an easier time with academically integrating into the college environment. Tinto (1975) also found that students entering an institution with the goal of completing a degree were more likely to do so, due to a focused expectation of finishing school. It goes without saying that those students entering college with a firm commitment to completing a degree were more likely to do so than students that were unsure about completing a degree (Ishler & Upcraft, 2005).

Academics in college had mixed reviews in regards to its prediction of student retention. Study habits played a role in whether or not a student was retained at the institution (Astin, 1975; Bean, 1986; Levitz et al., 1999). In a survey put out by Astin (1975), students who indicated they did their homework regularly and turned in assignments on time were more likely to persist than their peers. Bean (1986) indicated that students with good study habits had better time

management skills, reading and writing skills, and preparation for exams. Further supporting this notion, Levitz et al. (1999) found that students withdrawing from the university were more likely to be less academically prepared and had poorer study habits than their peers who remained enrolled. These findings could be because students with good study habits were likely to be stronger students and had an easier time with the transition to the academic environment at the institution.

In addition, the better grades a student achieved in college, the more likely they were to remain at the institution and persist from year to year (Aitken, 1982; Allen, 1999; Astin, 1975, 1993, 1997; Hall, 2000; Pascarella & Terenzini, 2005; Singell, 2004; Spady, 1971; St. John et al., 2001; Tinto, 2000). Aitken (1982) found that academics played a role in persistence because institutions set the minimum acceptable academic standard and because students saw this standard as a measure of their academic achievement in comparison with their peers. Astin (1993) also found that the GPA achieved as an undergraduate had a strong correlation with retention. Students that did poorly academically or lost interest in their studies were more likely to have lower GPAs and also withdraw from the institution (Astin, 1993). However, a study conducted by Milem and Berger (1997) found that academics did not predict a student's intention to continue enrollment the following year. This may be because the students in their study were already high academic achievers at a highly selective, private institution and thus, were most likely not concerned or struggling with academic integration at the institution.

Another variable impacting a student's intention to re-enroll in the institution was social integration, which included peer interactions (Hall, 2000; Roberts & Styron, 2010; Tinto, 2000), student-faculty interactions (Astin, 1985; Bean, 1986; Levitz et al., 1999; Milem & Berger, 1997; Pascarella & Terenzini, 1979; Pascarella & Terenzini, 2005; Roberts & Styron, 2010; Tinto,

2000), and perception of institutional fit (Bean, 1986; Levitz, et al., 1999; Milem & Berger, 1997). Roberts and Styron (2010) addressed the idea that college was not only about academics, but about social integration as well. Part of the college experience was about connecting with peers and developing him or herself as a social being (Roberts & Styron, 2010). This was important as making friends and developing connections with peers provided a sense of security and support, which helped students overcome challenges and achieve personal goals, one of which was remaining enrolled (Roberts & Styron, 2010).

In regards to student-faculty interactions, Pascarella and Terenzini (1979) conducted a study at Syracuse University in order to determine the relationship between withdrawal from the institution and student-faculty interactions. Through this study, Pascarella and Terenzini (1979) found that conversations with faculty around academic topics were the largest contributor to retention for both men and women. It was also found that communicating with faculty regarding career plans was a statistically significant predictor of retention for men, while communicating with faculty informally and socially was a statistically significant predictor of retention for women (Pascarella & Terenzini, 1979). The difference in faculty interactions with males and females may result from the focus of students during that time. Men were more likely to attend college to earn a degree and enhance their career, while women were more likely to look at it as a supportive environment for social interactions and addressing concerns (Pascarella & Terenzini, 1979).

In addition, faculty need to be approachable in order to build quality relationships with students (Roberts & Styron, 2010). Faculty increased their approachability through participating in out of classroom activities, being available outside of the classroom, and sharing their email and/or cell phone with students (Roberts & Styron, 2010). Bean (1986) found that informal

faculty interactions with students showed faculty cared about the student and their development, which in turn, caused the student to think positively about the institution. Tinto (2000) found that faculty actions, both inside and outside the classroom, played a role in student learning and persistence. The more positive the actions inside the classroom, the more likely a student was to contact a faculty member outside the classroom (Tinto, 2000). Milem and Berger (1997) also found that the earlier students interacted with faculty, the more likely it was the students would remain at the institution. Levitz et al. (1999) found that one reason a student left an institution was because of social alienation, including lack of involvement in activities and lack of involvement with faculty members. These studies further supported the conceptual framework, outlining the importance of faculty in assisting students in academically and socially integrating to the institution and in turn, remaining enrolled (Bean, 1990; Terezini & Reason, 2005).

Considering the relationship between institutional fit and retention, Milem and Berger (1997) conducted a longitudinal study examining the relationship between Tinto's theory and Astin's theory in regards to a student's perception of fit at a highly selective, private institution. When a student entered the institution, they engaged in the university environment at a number of levels and in a number of ways (Milem & Berger, 1997). Through these interactions, they developed their own idea of whether or not the institution was supportive of their transition, both academically and socially (Milem & Berger, 1997). These perceptions influenced continued involvement of the student, which in turn determined how well the student integrated into the university community (Milem & Berger, 1997). The more integrated a student was with the institutional environment, the better the fit and the more likely they were to remain enrolled (Milem & Berger, 1997).

Involvement in various co-curricular activities, such as residence hall activities, intramurals, and student organization meetings, also increased the likelihood of retention (Bean, 1986; Kuh et al., 2008; Roberts & Styron, 2010). Social activities outside the classroom provided opportunities for students to build their peer networks, find support systems, and find their place within the campus community (Bean, 1986). In a study designed to determine the relationship between variables that impact student success, Kuh et al., (2008) found that participation in purposeful activities positively impacted retention. Roberts & Styron (2010) also found that a failure to participate outside the classroom resulted in a lack of involvement, possibly preventing the student from successfully integrating into the university community. Failure to integrate into the university community could prevent the student from feeling like they matter to the institution or that they fit in, and thus could lead to retention issues. In order to positively impact student persistence, institutions need to think about not only the academic integration of the student, but the social integration as well (Bean, 1986; Terenzini & Reason, 2005).

Student Satisfaction & Retention

Despite the plethora of information on student satisfaction and student retention, respectively, there were relatively few studies that addressed the relationship between the two. One of these studies utilized the Student Satisfaction InventoryTM, a survey instrument designed by Noel-Levitz, to assess the satisfaction of 27,816 students at 65 four-year institutions (Schreiner, 2009). Seventy-five percent of the institutions included in the study were private. The study took place over the course of 3 years from 2005 to 2008. Schreiner (2009) used two analysis techniques, logistic regression with student enrollment as the dependent variable and hierarchical multiple regression with student responses to “if you had to enroll here over again, would you” as the dependent variable, to determine the link between student satisfaction and

retention. She found that the more satisfied a student was with their experience, specifically around their feelings of belonging and sense of community, the easier it was to predict retention (Schreiner, 2009). Thus, an engaged student, who enjoyed their college experience, had a higher predictability of being retained at the institution.

General Information on Orientation Programs

Before reviewing studies on the various types of orientation programs, a review of the current standards for orientation programs was important, as this provided a basic foundation of what quality orientation programs should entail. The Council for the Advancement of Standards in Higher Education outlined the important aspects of orientation programs (Miller, 2003). Despite differences in how these programs were implemented, many were designed for the purpose of providing students with the information and resources necessary to successfully transition to higher education (Miller, 2003). Orientation programs should include a mission that facilitates the transition of new students to the collegiate environment, prepares students for educational opportunities available at the institution, and initiates the acclimation and integration of the student, intellectually, culturally, and socially (Miller, 2003). Thus, in developing and/or evaluating a university orientation program, no matter what type of orientation program, these specific components need to be kept in mind.

Orientation Programs

General orientation programs are offered at most institutions around the country. Typically these programs provide students, and sometimes families, an opportunity to learn about the resources, support, involvement opportunities, and academic expectations of an institution (Miller, 2003). A study by Gentry et al. (2006) on the value of a weekend orientation program indicated that even a short orientation program had a positive effect on a student's decision to get involved in college. In addition, the students attending the orientation weekend

were also more likely to connect with their professors outside the classroom, participate in co-curricular activities, and join student organizations or university committees (Gentry et al., 2006). These results supported the findings presented earlier regarding student-to-student and student-to-faculty interactions impact on retention.

A qualitative study on orientation programs looked at the program's impact on the academic and social adjustment of students, namely transfer and students of color at a large, public institution in the southeastern United States (Mayhew, Stipeck, & Dorow, 2011). Using a survey to collect responses, the researchers found participating in orientation assisted new students in developing friendships and socially adjusting to the college environment. This result was more prevalent for students of color than for transfer students. This again supported the theories recognizing the importance of social interactions and peer relationships on persistence (Pacarella, 1985; Tinto, 1975, 1993).

Summer Bridge Programs

Summer bridge programs are designed to assist underprepared first year students in improving their skills academically and socially in order to successfully transition to the collegiate environment (McCurrie, 2009; Pascarella & Terenzini, 2005; Vinson, 2008; Walpole, et al., 2008). Similar to extended orientation programs, summer bridge programs take place prior to a student's first semester at an institution and focus on providing support for the student in their transition from high school to college. A study conducted at Georgia Tech by Murphy et al. (2010) found that students participating in a summer bridge program for entering engineering students were more likely to graduate than those that did not participate. In addition, a study with the California State University System, Garcia (1991) found that students participating in the summer bridge program were more likely to utilize campus resources, interact with faculty

outside the classroom, and be more satisfied with their new friendships. The summer bridge program also had a positive impact on the retention of the participating students (Garcia, 1991). Again the program provided students with the necessary tools and support in order for them to be adequately prepared for their first semester.

Vinson (2008) conducted a study comparing summer bridge participants and non-summer bridge participants in regards to grade point average and retention. A number of variables were analyzed including: enrollment status, gender, race, high school grade point average, ACT scores, first semester grade point average, and first year grade point average (Vinson, 2008). Results indicated few differences in the grade point averages after the first semester and first year of college of those students participating in the summer bridge program and their peers that did not participate in the program (Vinson, 2008). This result suggested the summer bridge program was effective since it helped minimize the gap between the students not needing to attend summer bridge and those that attended the summer bridge program to improve their academic skills. In addition, the study showed that first year grade point average was a statistically significant predictor of retention (Vinson, 2008).

In another study comparing summer bridge participants and non-summer bridge participants in regards to grade point average and retention, Walpole et al. (2008) found that the summer bridge participants earned a significantly less number of credits each year than their counterparts in the control group, but they had higher retention rates than the matched students in the control group by their junior year. However, while summer bridge participants were retained at higher rates, there was a strong possibility they would take longer to graduate, incurring additional expenses beyond their peers in the control group due to the fact that they earned less credits in the same amount of time (Walpole et al., 2008). Thus, while these students were

successfully retained, additional measures of support may be necessary to ensure degree completion (Walpole et al., 2008).

Another summer bridge program at Columbia College focused on developing the underprepared student's writing skills (McCurrie, 2009). The students in the program met every day, spending 90 minutes on English, 90 minutes on math, and then the afternoon visiting a museum, attending a lecture, or visiting a cultural venue (McCurrie, 2009). The researcher found that despite the retention rate of the summer bridge participants increased over the course of a year, it did not reach the retention rate of all first year students (McCurrie, 2009). In addition, the dropout rate after the first year was significantly higher for summer bridge participants than their peers (McCurrie, 2009). Thus, while the summer bridge program may be initially successful at increasing the first to second year retention rate, it had little impact on long-term retention (McCurrie, 2009), calling into question the impact and support these programs truly provide for participants.

ACCESS, a summer bridge program at Norfolk State University impacted participants' retention from first to second year. Researchers found that summer bridge participants were actually retained at higher rates than their class peers that did not participate (Hamilton, Jr. & Smith, 2012). In addition, participants from the program seemed more aware of campus resources, campus policies, and campus procedures, which made transitioning into the university that much easier (Hamilton, Jr. & Smith, 2012).

Recognizing the number of women students leaving the engineering program, Arizona State University developed the Women in Applied Sciences and Engineering (WISE) summer bridge program in 1998. This program provided female students an opportunity to not only get their feet wet in the engineering field, but also to acclimate to campus, get a head start on classes,

connect with engineering faculty and staff, and meet other students in the same college (Fletcher, Newell, Newton, & Anderson-Rowland, 2001). While survey respondents were only 17% of the students participating in the WISE program, the feedback was helpful. Survey respondents indicated that the program helped them meet other engineering students and made them aware of resources available on campus to help them academically, such as tutoring and academic advising (Fletcher et al., 2001). All of these factors were indicated as important to retention after the first semester (Fletcher et al., 2001). In comparing the retention rates of WISE summer bridge participants to non-participants, there was a difference. The WISE summer bridge program maintained an 80% retention rate in 1998 and 70% for 1999, while the retention rate for the non-participants remained at around 60% (Fletcher et al., 2001).

Outdoor Orientation Programs

Outdoor orientation programs, like extended orientation programs, are designed to assist students in their transition from high school to college (Gass, 1987). An outdoor orientation program takes place prior to the start of the fall semester, is designed as an orientation or pre-orientation program, involves adventure experiences, and includes at minimum one night in the wilderness (Bell, Holmes, & Williams, 2010). In a study on the impact of an outdoor orientation program on sense of place and social benefits, Austin et al. (2009) found a statistically significant difference in the number of friends students participating in the outdoor orientation program had versus their peers that did not participate in the program. Those participating in the program also perceived an increase in social benefits and sense of place. These findings were supported by the theories mentioned previously in that students who felt they “fit” within the institution and were able to make connections with their peers were more likely to transition successfully and remain at the institution from year to year.

In another study, Waryold and James (2010) looked at the perceived benefits of participating in an outdoor orientation program, First Ascent. Some of the outcomes of this program included: providing a supportive environment to assist students in their transition to college, developing a network of peers, and providing opportunities for leadership. Using a qualitative approach, Waryold and James (2010) had program participants complete a written evaluation of their experience following completion of the program. In this study, it was determined that building relationships with peers was the most repeated theme throughout the evaluations (Waryold & James, 2010), which was supported by Astin's (1993) finding that student-to-student interaction impacted retention.

Brown (1998) also completed a study looking at the traditional classroom orientation, alternative orientation, and outdoor orientation implemented for students enrolled at Salisbury State University. Through a review of all three programs, Brown (1998) found that students participating in the outdoor orientation program were better adjusted and retained at a higher rate over the majority of the years studied than their peers that participated in the alternative or traditional classroom orientation programs.

In a study looking at the outdoor orientation program at the University of New Hampshire, Gass (1987) compared students from the outdoor orientation program, freshmen camp, and a control group using ANOVA and ANCOVA. Gass (1987) identified five covariates including: residency status, academics consisting of high school grade point average and class rank, financial aid need, career development goals, and whether University of New Hampshire was a student's first, second, third, etc. choice. Gass (1987, 1990) found students participating in the outdoor orientation program were more likely to be retained and achieve higher grade point averages than their peers that did not participate in the program. However, these results were

more apparent following completion of the second semester, as no differences among the students participating in one of the three programs were found after the first semester (Gass, 1987). Following the completion of this study, Gass (1990) expanded on it and completed a longitudinal study 3½ year later to determine the long-term impact of program participation on retention. Gass (1990) collected retention data one year and three and a half years after the first day of classes. Results showed significant differences between the groups after one year were minimal, but significant differences after three and a half years were significant (Gass, 1990). The outdoor orientation program group had significantly higher retention rates than the other two programs after one year and the control group after three and a half years (Gass, 1990). All programs experienced a decrease in retention after three years; however the outdoor orientation program had the least amount of decline (Gass, 1990). Seventeen years later, Gass, Garvey, and Sugerman (2003) conducted a follow up study building on the results from Gass' first two studies in 1987 and 1990. Using a qualitative approach, 50% of the original participants from the 1984 study were interviewed for the purpose of determining the long-term impact of participating in the outdoor orientation program (Gass et al., 2003). Three themes resulted from the interviews: challenging assumptions of self and others, maintaining a support network of peers, and long-term positive effects of the program both during their collegiate experience and following graduation (Gass et al., 2003).

Extended Orientation Programs

As mentioned previously, there is minimal literature on extended orientation programs and their impact on student retention and the overall student experience. However, several universities around the country have implemented extended orientation programs (See Appendix A, page 147). These programs vary across institutions in regards to length of time, theme, and

whether they take place on or off campus. However, they do not seem to vary in what they hope students gain from participating – making new friends, learning university traditions, and acclimating to life as a student. Each of these programs also seems to have the underlying purpose of retaining students beyond the first year.

One study that investigated extended orientation programs examined Kansas State University's Wildcat Warm-up program. This study utilized a chi-square test, ANOVA, and logistic regression analysis to determine the impact of the program on first year grade point averages and first to second year retention (Lehning, 2008). The study involved two groups of students: those who participated in the extended orientation program and those who did not. Students who did not participate in the program were matched to the program participants by ACT composite score, residency status, and gender (Lehning, 2008). The study found a significant relationship between Wildcat Warm-up participation and retention to the sophomore year (Lehning, 2008). However, it was a very weak relationship with little explained variance attributed to the extended orientation program participation (Lehning, 2008). In regards to grade point averages, there were no significant differences between the two groups for the first or second semester grade point averages (Lehning, 2008). In addition, the researcher found that ACT composite score, gender, and participation in the extended orientation program were all significant predictors of retention from the freshman to sophomore year (Lehning, 2008). Thus, when considering the impact participating in an extended orientation program has on retention, it is important to also investigate the impact other predictors, such as ACT score and gender, have on retention as well.

A second study conducted at Louisiana State University was not a traditional extended orientation program, but was similar in that it was designed to assist students majoring in biology

in their transition to college. This study evaluated the impact participating in an academic boot camp prior to the start of the fall semester had on student success and retention for students majoring in biology (Wischusen, 2009). Wischusen (2009) found that biology majors participating in the boot camp were more likely to have a higher grade point average in their biology courses over their first two years and were more likely to be retained as a biology major than their peers that did not participate in the program.

Summary

As presented in this chapter, there are a number of factors that influence student satisfaction and retention. When developing satisfaction and retention initiatives, institutions need to acknowledge the impact the characteristics students bring with them to college and understand how these characteristics influence the student's transition, acclimation, and integration into the institutional environment (Bean, 1990; Terenzini & Reason, 2005). In addition, in order to retain students from one year to the next, institutions need to focus not only on the academic integration of the student, but the social integration as well (Bean, 1990; Terenzini & Reason, 2005).

Retention is an area of interest to many institutions as studies have shown that it is more financially beneficial for an institution to retain a current student than recruit a new one (Levitz et al., 1999; Bean, 1990). Failing to retain currently enrolled students can cost an institution thousands of dollars each year (Levitz et al., 1999; Bean, 1990). In addition, in times of tight budgets and doing more with less, institutions need to develop fiscally responsible ways to meet student expectations, increase satisfaction, and retain students through to graduation.

An initiative that has become more popular over the last several years is the extended orientation program. While this program may vary across campuses, it seems the main purpose

of the program is to assist students in their transition to the institution. These programs traditionally happen prior to the start of the first day of the fall semester and encompass a number of topics, such as academics, leadership, service, and university history (Ray & Korduner, 2012). Despite the popularity of these programs, very little research exists on the impact these programs have on the student experience, especially in regards to student satisfaction and retention.

Thus, this study will analyze the impact participating in an extended orientation program has on student satisfaction and retention. Through this analysis, institutions will gain a better understanding of how these programs influence student transition and integration to the college environment.

Table 1. Research Studies Reporting Relationship of Possible Predictor Variables to Student Retention

Reference	College academics	College admission tests	Commitment to degree	Ethnicity	Financial aid	Gender
Aitken, 1982	P					
Allen, 1999	P		P(m)	P(W)		
Astin, 1975	P		P			
Astin, 1993	P					
Astin, 1997	P					
Astin et al., 1987						P(F)
Bean, 1986	P					
Bean, 1990	P					
Burton & Ramist, 2001		P				
Dynarski, 2003					P	
Hall, 2000	P	P				
Ishler & Upcraft, 2005			P			
Levitz et al., 1999	P	P	P			
Milem & Berger, 1997	NR			P(B/W)		P(F)
Murtaugh et al., 1999				P/N		
Pascarella & Terenzini, 2005	P				P	
Reason, 2009				P(AS/W)		
Singell, 2004	P				P	
Spady, 1971	P(M)					
St. John et al., 2001	P	P/NR				
Terenzini & Reason, 2005	P					
Tinto, 1975			P			
Tinto, 2000	P					
Tinto, 2012			P			
Vinson, 2008	P					

(table continues)

Table 1 (continued)

Reference	High school grade point average	Institutional Commitment/Loyalty	Institutional Fit	Involvement	Living on campus	Orientation
Allen, 1999	P					
Astin, 1975				P		
Astin, 1984				P		
Astin, 1985				P	P	
Astin, 1993				P		
Austin et al., 2009			P			
Bean, 1980		P				
Bean, 1986	P	P	P	P		
Bean, 1990		P	P			
Bean & Eaton, 2000			P			
Brown, 1998						P(OO)
Fletcher et al., 2001						P(F)(SB)
Garcia, 1991						P(SB)
Gass, 1987						P(OO)
Gass, 1990						P(OO)
Gentry et al., 2006						P(O)
Hall, 2000	P(W)					
Hamilton, Jr & Smith, 2012						P(SB)
Kuh et al., 2008				P		
Lehning, 2008						P(EO)
Levitz et al., 1999	P		P	P		
Mayhew et al., 2001						P(O)
McCurrie, 2009						NR(SB)
Milem & Berger, 1997		P(F)		P		
Murphy et al., 2010						P(SB)
Pascarella & Terenzini, 1979			P			
Pascarella & Terenzini, 2005						P(SB)
Roberts & Styron, 2010				P		
Schertzer & Schertzer, 2004			P			

(table continues)

Table 1 (continued)

Reference	High school grade point average	Institutional Commitment/Loyalty	Institutional Fit	Involvement	Living on campus	Orientation
Schreiner, 2009				P		
Siegel, 2011			P			
Spady, 1971		P(F)				
Tinto, 1975				P		
Tinto, 1993				P		
Tinto, 2000				P		
Tinto, 2012				P		
Vinson, 2008						P(SB)
Walpole, 2008						P(SB)
Wichusen, 2009						P(EO)
Reference	Parents' education	Parents' income	Peer interactions	Satisfaction	Size of hometown	Student/faculty interaction
Aitken, 1982				P		
Astin, 1975	P	P			P	
Astin, 1985						P
Astin, 1993			P	P		P
Astin et al., 1987				P		
Bean, 1980				P(F)		
Bean, 1986	P	P				P
Bean, 1990			P			P
Elliott & Shin, 2002				P		
Fletcher et al., 2001			P(SB)			P(F)(SB)
Garcia, 1991						P(SB)
Hall, 2000	P		P			
Levitz & Noel, 1990			P			P
Levitz et al., 1999						P
Milem & Berger, 1997						P
Pascarella & Terenzini, 1979						P
Pascarella & Terezini, 2005						P

(table continues)

Table 1 (continued)

Reference	Parents' education	Parents' income	Peer interactions	Satisfaction	Size of hometown	Student/faculty interaction
Roberts & Styron, 2010			P			P
Schertzer & Schertzer, 2004				P		P
Schreiner, 2009				P		
Terenzini & Reason, 2005			P			P
Tinto, 1975				P		
Tinto, 1993				P		
Tinto, 2000			P			P
Waryold & James, 2010			P(OO)			

Note. "P" indicates a positive relationship with retention. "N" indicates a negative relationship with retention. "NR" indicates no relationship with retention. "F" indicates females had higher retention. "M" indicates males had higher retention. "AS" indicates Asian American students had higher retention. "B" indicates African American/Black students had higher retention. "W" indicates White students had higher retention. "m" indicates Minority students had higher retention. "O" indicates orientation participation had a relationship with retention. "OO" indicates outdoor orientation participation had a relationship with retention. "SB" indicates summer bridge participation had a relationship with retention. "EO" indicates extended orientation participation had a relationship with retention.

Table 2. Research Studies Reporting Relationship of Possible Predictor Variables to Student Satisfaction

Reference	Academic experiences	Campus services	Facilities	Involvement	Institutional commitment	Overall college experiences	Peer interactions
Aitken, 1982	P		P(RL)				
Astin, 1993	P		P(RL)	P		P	P
Astin et al., 1987	P			P			
Bean, 1980					P(F)		
Bean, 1986							P
Billups, 2008	P				P		P
Bryant, 2006	P						
Elliot, 2003	P						
Elliot & Healy, 2001	P						
Elliot & Shin, 2002	P						
Levitz et al., 1999	P						
Schertzer & Schertzer, 2004	P				P		
Spady, 1971							P(F)
St. John et al., 2001			P(RL)				
Tinto, 1975	P			P			
Tinto, 1993	P			P			
Reference	Pre-college characteristics	Relationships with faculty	Sense of belonging	Support services			
Astin, 1993	P	P		P			
Bean, 1986		P					
Billups, 2008		P					
Elliot, 2003			P				
Elliot & Healy, 2001			P				
Levitz et al., 1999	P						

Note. “P” indicates a positive relationship with student satisfaction. “RL” indicates residential life had a relationship with student satisfaction. “F” indicates females had a positive relationship with student satisfaction.

CHAPTER 3: METHOD

Population and Sample

The target population for this study was first year students enrolled for the first time at a large, public, research university in the United States. The accessible population was the incoming first year classes experiencing college for the first time from 2009, 2010, and 2011 at a large, public, research university in the southeastern United States. The accessible population was treated as a sample over time.

The sample of first year students in this study differed slightly from all first time enrollees for 2009, 2010, and 2011 as it did not include students with Buckley holds or students that were listed as non-degree seeking. The breakdown by year for this study included: 4,785 first time students who entered college in 2009; 5,479 first time students who entered college in 2010; and 5,286 first time students who entered college in 2011.

S.T.R.I.P.E.S.

A key variable in this study was whether or not students participated in the S.T.R.I.P.E.S. program. Students participating in S.T.R.I.P.E.S. do so voluntarily prior to the start of their first year at the institution. S.T.R.I.P.E.S. is publicized as a program that assists students, both first year and transfer students, in their transition to college. Because the program has been around for 13 years, publicity for the program has increased by word of mouth from past participants, friends, and family members aware of the program.

However, First Year Experience, the office that coordinates the S.T.R.I.P.E.S. program, implements a marketing plan each year to increase participation and recruit students to the program. In 2009, 2010, and 2011, the program was publicized through the University's orientation session information fairs during Spring Invitational, a spring semester orientation for high achieving students, and summer orientation sessions in June and July. During these

sessions, professional staff and student leaders talked with family members and students about the program. In addition, the Assistant Vice Chancellor for Student Life and Enrollment mentioned the S.T.R.I.P.E.S. program during each orientation welcome and a First Year Experience professional staff member mentioned it in the “This is LSU” session. Each family member and student in attendance at Spring Invitational and summer orientation also received a brochure about the S.T.R.I.P.E.S. program in the orientation packet received at check in (Appendix B, page 148). Finally, First Year Experience emailed a graphic (jpeg of the brochure’s front cover) to all students and family members following their participation in Spring Invitational and the summer orientation sessions as another reminder to register for the program.

In 2009, First Year Experience also sent a poster (enlarged version of the inside of the brochure), a few brochures, and an information letter to guidance counselors of feeder high schools (Appendix C, page 154). Addresses for the guidance counselors were obtained from the University’s Office of Orientation. This practice was not continued in 2010 or 2011 due to the cost of printing materials and postage. In 2010, First Year Experience mailed postcards home to each student registered for either Spring Invitational or a summer orientation session (Appendix D, page 155). The postcards were mailed when the student arrived for their respective orientation session with the anticipation that the postcard would be waiting for the student as a reminder when they arrived back home. In 2011, this practice was not continued due to the cost of printing and postage, and because it did not yield a large increase in participant registration for the program from 2009 to 2010. In addition, the “extra measures” to publicize the S.T.R.I.P.E.S. program and encourage student participation were deemed unnecessary as 2011 marked the highest number of participants at that time with 628 students, including first time, first year

students and transfer students. In 2010, 525 students participated; and in 2009, 520 students participated.

Registration for the program opened in January of each year and students registered for the program on a first come, first serve basis for the two sessions offered. Each session was capped at 250 for a program capacity of 500 participants in 2009 and 300 for a program capacity of 600 participants in 2010 and 2011. However, the Assistant Director of First Year Experience responsible for the S.T.R.I.P.E.S. program had the ability to override the online registration system (Appendix E, page 156) and reopen registration for an interested student if the session they wanted to attend was already full or if registration closed prior to the student registering for the program. No one interested in participating in the program was denied the opportunity to register.

Any student enrolling in the institution for the first time was eligible to participate in the S.T.R.I.P.E.S. program. Thus, a small number of students participating in the program were not traditional first year students enrolling in college for the first time, but were transferring to the institution from another university. These transfer students were removed from the S.T.R.I.P.E.S. population for this study in order to truly compare the data on first time, first year students who participated in the S.T.R.I.P.E.S. program and those that chose not to participate in the program. The Office of Budget and Planning (2012) determined that 1 transfer student participated in 2009, 7 transfer students in 2010, and 13 transfer students in 2011. Thus, the number of students in this study who were first time, first year students that participated in S.T.R.I.P.E.S. included 519 students from 2009, 518 students from 2010, and 615 students from 2011 (Office of Budget & Planning, 2012). All students in the entire population were coded as being S.T.R.I.P.E.S. participants or non-participants.

To participate in the S.T.R.I.P.E.S. program, students were charged a program registration fee. In 2009, the program cost \$200, and in 2010 and 2011, \$275. In 2009 and 2010, participating students mailed checks to the S.T.R.I.P.E.S. program; while in 2011, the cost of the program was added to the student's fee bill. Because the fee was added to the student's fee bill, it was possible for a student's scholarships and/or financial aid package to cover the cost of the program in the event the aid amount exceeded the traditional fee bill charges, such as tuition, student fees, and room and board.

Students with financial need also had the opportunity to apply for a fee waiver to participate in the program. The only requirements to be considered for the fee waiver were to register for S.T.R.I.P.E.S. by a specific deadline, traditionally earlier than the actual registration deadline for the program, and have a completed Free Application for Federal Student Aid (FAFSA) on file with the University's Financial Aid office.

Following the fee waiver deadline, the list of registered students interested in a fee waiver was sent to the Office of Financial Aid for review. Financial Aid rank ordered the students from most financial need to least financial need based on the Family's Estimated Contribution as outlined on the student's FAFSA. Students that did not have a completed FAFSA on file with the university or did not submit their S.T.R.I.P.E.S. registration form by the designated deadline were removed from fee waiver consideration. The rank ordered list was then sent back to the Assistant Director for First Year Experience who determined how many fee waivers were distributed. Traditionally, students with estimated family contributions below \$1000 were given a full or partial fee waiver. In 2009, S.T.R.I.P.E.S. offered 21 full fee waivers (\$200) and 9 partial fee waivers (\$100). In 2010, S.T.R.I.P.E.S. offered 13 full fee waivers (\$275) and 15 partial fee waivers (\$137.50). Finally, in 2011, S.T.R.I.P.E.S. offered 57 full fee waivers (\$275).

Students receiving a fee waiver, full or partial, were notified via email. Students not receiving a fee waiver were notified via email and phone and given the option of paying for the program by having the charge placed on their fee bill or cancelling their registration for the program.

Instrumentation

There were two instruments used to collect data for this exploratory quantitative study. The study was completed in two parts - a researcher designed data collection form to collect archived data and the College Student Satisfaction Evaluation online survey.

Data Collection Form

The researcher designed data collection form (Appendix F, page 161) was utilized to collect archived data from the University Registrar on students in the three classes entering the institution in 2009, 2010, and 2011. Collected data included information provided on a student's admissions application, demographic information, and current academic progress at the university. The data collection form identified the information requested by the researcher from the Registrar's Office and the data was returned to the researcher in a Microsoft Excel spreadsheet.

With the archived data, there were minimal concerns about reliability and validity as it came directly from the university database, and the university collected all data via a standard system. However, the data was reviewed to ensure missing data was acknowledged. In addition, the researcher converted any SAT composite scores to ACT composite scores utilizing the ACT-SAT conversation chart ("Compare ACT and SAT scores," 2012) for students that did not have a composite ACT score already listed, but had a SAT score available.

College Student Satisfaction Evaluation

Utilization of satisfaction surveys has become more popular over the years. Satisfaction surveys are helpful in providing universities with a better understanding of their performance and

effectiveness (Bryant, 2006). Billups (2008) indicated four reasons college campuses utilize satisfaction surveys. First, these surveys ask for student perceptions, which give administrators a better understanding of how their students see the institution (Billups, 2008; Bryant, 2006). Through this data, university administrators learn what areas of the university students view positively or negatively. This allows administrators to address areas of improvement in a more focused manner. Second, research indicates satisfied students tend to remain enrolled at the institution (Astin, 1993; Billups, 2008; Schreiner, 2009). Third, survey data enlightens administrators as to how other people view the university's reputation (Billups, 2008). Finally, the more information administrators have on students' satisfaction with the institution, or lack thereof, the more informed decisions can be made in regards to university programs, goals, and plans (Billups, 2008).

Keeping in mind the study's conceptual framework, the researcher reviewed the Noel-Levitz Student Satisfaction InventoryTM (Schriener & Juillerat, 1994) and its 12 subcategories (Noel-Levitz, 2013), and the College Student Experiences Questionnaire (Pace & Kuh, 1998) and its 5 categories (College Student Experiences Questionnaire Assessment Program, 2007) for possible use with this study. However, the two instruments did not fit the conceptual framework of the study and were expensive to use with large populations. In addition, it was unlikely that raw data would be accessible. Thus, developing a new instrument based on the study's conceptual framework to measure student satisfaction was deemed most appropriate.

The College Student Satisfaction Evaluation (Appendix G, page 152) was made up of seven major categories surrounding the theoretical framework presented in this research: physical environment, faculty/staff interactions, student interactions, outside the classroom experiences, curricular experiences, perceptions of LSU, and general satisfaction. The physical

environment addressed the campus conditions, classroom facilities, residential facilities, student union facilities, and other physical environments. The faculty/staff interactions section focused on student interactions with faculty, both inside and outside the classroom, and interactions with staff, both through office visits and informal opportunities at programs/events. Student interactions addressed the connections students made with other students on campus and their perceptions on their fit within the student population. Questions related to outside the classroom experiences focused on student involvement, student organizations, intramurals, leadership opportunities, and program/event attendance. Curricular experience addressed academic advising, class registration, and in-class experiences. Perceptions of LSU focused on the student's engagement with university traditions, investment in the university as a whole, and pride in being part of the university. Finally, general satisfaction addressed questions on fit, loyalty, and commitment to the institution, the likelihood the student would make the same choice to attend the institution, and whether or not the student planned to continue enrollment and graduate from the institution.

The original survey was made up of 72 questions. After a review by subject matter experts and a pilot survey, the final survey consisted of 59 Likert-type questions and 9 personal characteristics questions. The possible responses for the 59 Likert-type questions ranged from 1 (strongly disagree) to 4 (strongly agree). The researcher elected to use a 4-point Likert-type scale in order to force the students to make a decision on each statement without the option of staying neutral or having no opinion (Lynn, 1986). Each subscale of the online survey was given a subscale score by adding and then finding the average of all statements in that subscale. The subscale scores were then added together and averaged for an overall college student satisfaction score.

Review by Subject Matter Experts

Prior to piloting the survey and then administering it to the desired population, subject matter experts reviewed the instrument. This helped investigate the validity and reliability of the instrument. Validity is defined as accurately measuring what the survey or instrument is designed to measure (Hair, Black, Babin, Anderson, & Tatham, 2006; Price, 1997). Reliability is defined as a variable that consistently measures what it is intended to measure (Hair et al., 2006; Price, 1997). A deductive approach was utilized in developing the survey and the items and survey structure based on the literature review prior to distributing it to subject matter experts (Hinkin, 1998).

Eighteen subject matter experts were contacted to review, rate, and provide feedback on the survey. Ten subject matter experts were contacted via phone, 1 via email, and 7 in person. These experts were selected from a variety of disciplines including faculty, student affairs administrators, graduate students, and an undergraduate student. All experts were contacted because of their connection to and involvement with first year students. According to Rubio, Berg-Weger, Tebb, Lee, and Rauch (2003), subject matter experts should be a mix of content experts and lay experts. Content experts are those individuals that have experience and are competent in the subject area of the study, and lay experts are those that best mirror the actual subjects participating in the survey in order to provide a realistic perspective of how the survey may be interpreted by participating subjects (Rubio et al., 2003). For this study, the professional staff and faculty reviewers served as the content experts, while the graduate and undergraduate student reviewers served as the lay experts.

The subject matter experts were asked to rate items in two ways using a 4-point Likert-type scale ranging from 1 (not relevant) to 4 (very relevant). This two-step rating process was

recommended by Lynn (1986) in order to determine the validity of the items and the instrument as a whole. The 4-point scale was used instead of a 5-point scale in order to eliminate the neutral middle rating (Lynn, 1986). For the first rating, the subject matter experts rated how relevant items were to the category it was associated with. For the second rating, subject matter experts rated how relevant all listed items were to the concept of student satisfaction as a whole. The subject matter experts were also asked to provide written comments regarding the order of questions, wording of questions, and overall survey format.

In the end, 4 experts that were contacted did not return ratings, 1 expert provided written feedback, but did not rate the items, and 1 expert's ratings were not used due to missing ratings for an entire section of the survey. Thus, ratings from 12 subject matter experts were used to determine the validity of the survey. Of the 12 subject matter experts, 4 were faculty members, 3 were student affairs administrators, 4 were graduate students, and 1 was an undergraduate student. This breakdown provided feedback from 5 lay experts and 7 content experts, which followed Rubio et al.'s (2003) recommendation that each expert group have at least 3 and no more than 10 experts.

Once expert ratings were collected, the researcher used inter-rater agreement (IRR) and the content validity index to determine the reliability and validity of both the individual category items (I-CVI) and the overall survey items (S-CVI) (Davis, 1992; Rubio et al., 2003). Rubio et al. (2003) also indicated that when determining the inter-rater agreement and content validity index, the researcher should consider conducting the analysis separate for the lay experts and the content experts, thus the analysis was conducted both ways –with the content and lay expert groups separated and as one entire group of experts.

When looking at the 12 subject matter experts as an entire group and as separate groups of content experts and lay experts, .80 was recommended as the minimum acceptable level for the content validity index of the individual items and content validity index of the entire instrument, as well as the inter-rater agreement (Davis, 1992; Lynn, 1986; Rubio et al., 2003). However, Polit, Beck, and Owen (2007) and Polit and Beck (2006) indicated .78 as the minimum acceptable level for the individual items content validity index, but agreed with Davis (1992), Lynn (1986), Rubio et al., (2003) that .80 is the minimum acceptable for the overall instrument content validity index. For the sake of this study, the researcher utilized .80 for both the content validity index of the individual items and the overall instrument, as well as the inter-rater agreement.

In reviewing the ratings for how relevant the individual items were to the categories they were listed under, 6 items had an I-CVI of .75, 2 had an I-CVI of .67, and 1 had an I-CVI of .58. The researcher reworded 3 of the items with an I-CVI of .75, kept 2 as written, and deleted 1 item. For the items with an I-CVI of .67, 1 was deleted and the other statement was kept as is. Finally, the 1 item with an I-CVI of .58 was deleted from the survey. The S-CVI for the overall instrument was .90, which confirmed the validity of the instrument in regards to the individual items' relevance to the specific subscale it was assigned to.

The inter-rater agreement was also analyzed to determine reliability of the experts' ratings of the subscales. One subscale had an IRR of .75, 1 had an IRR of .91, 1 an IRR of .88, 1 an IRR of .83, and 1 an IRR of .70. Three subscales had an IRR of 1.0 indicating perfect reliability among all subject matter experts. The 2 subscales with an IRR of below .80 each included 3 individual items that had an I-CVI of less than .80. With 1 item below a .80 deleted from each subscale, the IRR of 1 subscale improved to .82 and the other subscale improved to

.78, which were considered acceptable ratings. The IRR of the overall instrument was .88, which confirmed the instrument was reliable when reviewing the relevance of the items to the subscale each was listed under.

As recommended by Rubio et al. (2003), the relevance of each individual item to its assigned category was also reviewed by separating the content experts and lay experts. Reviewing the ratings of the content experts, 9 individual items had an I-CVI of .71, 2 items had an I-CVI of .67, and 1 item had an I-CVI of .57. Four of the items with an I-CVI of .71 were reworded, 1 was moved to a different subscale, 3 were deleted, and 1 was kept as written. Two of the items with an I-CVI of .67 were revised. The item with an I-CVI of .57 was deleted. The S-CVI for the overall instrument was .90, which confirmed the validity of the instrument in regards to the individual items relevance to the specific subscale it was assigned to.

The inter-rater agreement was also analyzed to determine reliability of the content experts' ratings of the subscales. Three subscales had a perfect IRR of 1.0, 1 had an IRR of .92, 1 an IRR of .82, 1 an IRR of .75, 1 an IRR of .70, and 1 an IRR of .67. The subscale with an IRR of .75 included 2 individual items that had an I-CVI of less than .80. One item was deleted and 1 was moved to another subscale, which improved the IRR to 1.0. The subscale with an IRR of .70 included 3 individual items that had an I-CVI of less than .80. Two items in this subscale were deleted, which improved the IRR to .88, which was considered an acceptable rating. The subscale with the IRR of .67 had 4 individual items with an I-CVI of less than .80. One of the items was deleted while the other 3 were revised, which improved the IRR to .73. The IRR of the overall instrument was .83, which confirmed the instrument was reliable when reviewing the relevance of the items to the subscale each was listed under.

Reviewing the ratings of the lay experts, 3 individual items had an I-CVI of .60, 1 item had an I-CVI of .40, and 1 item had an I-CVI of .20. One of the items with an I-CVI of .60 was kept as written, 1 was moved to a different subscale, and 1 was revised. The item with an I-CVI of .40 was deleted and the I-CVI of .20 was retained in the survey. Forty-five of the individual items had a perfect I-CVI of 1.0, indicating complete agreement by the five lay experts in regards to the items' relevance to the subscale it was listed under. The S-CVI for the overall instrument was .90, which confirmed the validity of the instrument in regards to the individual items relevance to the specific subscale it was assigned to.

The inter-rater agreement was also analyzed to determine reliability of the lay experts' ratings of the subscale. Five subscales had a perfect IRR of 1.0, 2 had an IRR of .83, and 1 an IRR of .70. The subscale with an IRR of below .70 included 3 individual items that had an I-CVI of less than .80. With 1 item below a .80 deleted from the subscale, the IRR improved to .78, which was considered an acceptable rating. The IRR of the overall instrument was .93, which confirmed the instrument was reliable when reviewing the relevance of the items to the subscale each was listed under.

Reviewing the subject matter experts' ratings as one group for the relevance of each item to student satisfaction as a whole, 11 items had an I-CVI below .80. Six items had an I-CVI of .75, 1 an I-CVI of .73, and 2 items had an I-CVI of .67 and .58. Four of the items with an I-CVI of .75 were kept the same, while 2 of the items were reworded. The item with an I-CVI of .73 was kept the same. One of the items with an I-CVI of .67 was deleted, while the other item was reworded. Finally, the 2 items with an I-CVI of .58 were kept the same. The S-CVI for the overall instrument in regards to satisfaction was .90, which confirmed the instrument, as a whole, was valid.

In reviewing the subscale, all but 1 subscale had an IRR greater than .80. The 1 subscale with an IRR below a .80 had an IRR of .30. This subscale had 6 items with I-CVIs below .80; however, only 1 item was deleted. The IRR of the overall instrument was .85, which confirmed the instrument was reliable in measuring satisfaction as a whole.

Again, following Rubio et al.'s (2003) recommendation, the researcher reviewed ratings separately for the content experts and the lay experts. For the content experts, 8 items had an I-CVI less than .80. Six of those items had an I-CVI of .71 and 1 had an I-CVI of .67 and .57. Four of the items with an I-CVI of .71 were reworded, 1 was deleted, and 1 was kept the same. The item with an I-CVI of .67 was also revised. The item with an I-CVI of .57 was kept the same. The S-CVI for the overall instrument in regards to satisfaction was .91, which confirmed the instrument, as a whole, was valid.

In reviewing the subscales, all but one subscale had an IRR greater than .80. The 1 subscale with an IRR below a .80 had an IRR of .70. This subscale had 3 items with I-CVIs below .80; however, only 1 item was deleted and the rest were kept the same. The IRR of the overall instrument was .89, which confirmed the instrument was reliable in measuring satisfaction as a whole.

For the lay experts, 8 items had an I-CVI less than .80. Five of those items had an I-CVI of .60 and 3 of the items had an I-CVI of .40. All 5 of the items with an I-CVI of .60 were kept the same. Of the 3 items with an I-CVI of .40, 1 was deleted, 1 was reworded, and 1 was kept the same. The S-CVI for the overall instrument in regards to satisfaction was .89, which confirmed the instrument, as a whole, was valid.

In reviewing the subscales, all but 1 subscale had an IRR greater than .80. The 1 subscale with an IRR below a .80 had an IRR of .50. This subscale had 5 items with I-CVIs

below .80; however, only 1 item was deleted and the rest were kept the same. The IRR of the overall instrument was .89, which confirmed the instrument was reliable in measuring satisfaction as a whole.

Following the review of content validity and inter-rater agreement/reliability, written comments and suggestions from the subject matter experts were reviewed. From this review, 3 of the categories were renamed to better fit the language of the students taking the survey. Peer Interactions was changed to Student Interactions, Co-Curricular Experiences was changed to Outside the Classroom Experiences, and Community Experiences was changed to Perceptions of LSU.

Pilot Survey

The revised survey was then piloted to first time, first year students entering LSU in the fall of 2012 ($N=5556$) at the start of the spring 2013 semester. This class was chosen as a pilot group because of their similar make-up to the classes being used in the study and because they did not have a possibility of being included as participants in the actual study. The initial survey was sent via email through the Campus Labs mass mailing system on January 28, 2013. Follow up reminders were sent using the Campus Labs mass mailing system to those students that did not complete the survey after the initial mailing. Reminder emails were sent on January 31st, February 6th, and February 14th. At the close of the survey, 1,047 (18.8%) students had opened it. Of those 1,047 students, 821 students completed the survey in its entirety, which resulted in a useable response rate of 14.8% and an additional 90 (16.4%) students completing the first 29 questions on the survey. The remaining 136 students did not complete any of the questions.

Next, reliability of the pilot survey was determined using Cronbach's *alpha*. Researchers suggest a minimum acceptable value for Cronbach's *alpha* is .70 (Hinkin, 1995, 1998; Nunnally,

1975; Price, 1997). Cronbach's *alpha* was determined for each subscale and the entire survey as a whole.

The Cronbach's *alpha* for the faculty/staff interaction subscale was .91, for the student interactions subscale was .93, and for the general satisfaction subscale was .93. All individual items positively contributed to the overall reliability of the subscales.

Cronbach's *alpha* for the following subscales was increased if 1 item was removed: physical environment, outside the classroom, curricular experiences, and perceptions of LSU. Items were analyzed and wording issues were identified with each item that may have confused the respondents. The 3 items from the first 3 subscales were reworded and included in the final survey. For the final subscale, perceptions of LSU, the researcher decided to leave in the 1 question negatively impacting the overall reliability without any changes.

Finally, Cronbach's *alpha* for the survey in its entirety was .97 with all individual items positively contributing to the overall reliability of the instrument. Based on these results and the revisions made as needed, the survey was deemed to have exemplary reliability according to the standards published by Robinson, Shaver and Wrightsman (1991). It was anticipated that the reliability would improve slightly for those items in the subcategories that were revised.

Table 3. Pilot Survey Scale Reliability for the *College Student Satisfaction Evaluation Survey* and Subscales

Category	Number of items	<i>N</i>	<i>a</i> ^a
Physical environment	9	911	.84
Faculty/staff interactions	11	911	.91
Student interactions	8	911	.93
Outside the classroom experiences	8	821	.89
Curricular experiences	7	821	.87
Perceptions of LSU	10	821	.92
General satisfaction	6	821	.93
<i>College student satisfaction evaluation</i>	59	821	.97

^aCronbach's *alpha*

Data Collection

Data Collection Form

The Registrar's Office was contacted to obtain requested information for all first time, first year students in the entering classes in 2009, 2010, and 2011 ($N=15,550$). The Associate Registrar was emailed the IRB approval form and the data collection form (Appendix F, page 161), which listed the information needed for each student. Following receipt of the email, data needs were discussed in person with the Associate Registrar. An additional form was completed describing what data was desired, why it was needed, and what it would be used for. The data was requested from the Registrar's Office following the start of the spring semester of 2013. The Associate Registrar returned the requested data to the researcher via email in a Microsoft Excel spreadsheet. All data requested was received with the exception of high school GPA. In addition, field of study was removed from the data due to it being too convoluted to be useful, and anticipated graduation date was removed due to a substantial amount of missing data.

College Student Satisfaction Evaluation

The final version of the College Student Satisfaction Evaluation survey (Appendix G, page 162) was administered via the Campus Labs mass mailing system from February 11 through March 3, 2013 to all first time, first year students entering LSU in 2009, 2010, and 2011 who had email addresses listed in the data received from the Registrar's Office ($N=14,472$). The initial email was sent on February 11, 2013 and included a brief introduction describing the study and a web link to the survey (Newcomer & Triplett, 2010). Following the initial email, 460 email addresses were returned as invalid or undeliverable and 29 students asked not to be included in the study for a final accessible population of $N=13,983$.

Students not completing the survey following the initial email received three reminders in an effort to increase responses received (Newcomer & Triplett, 2010). Reminders were sent on February 14th, February 20th, and February 28th (Appendix H, page 183). In the three reminder emails, the researcher offered various incentives to encourage students to participate in the study (Qualtrics, 2007). The first reminder on February 14th included an incentive for a \$100 Visa gift card to be raffled off to any student responding to the survey in its entirety by February 19th at 11:59 p.m. EST. The second reminder on February 20th included an incentive for a \$75 Visa gift card to be raffled off to any student responding to the survey in its entirety from that point until February 25th at 11:59 p.m. EST. The final reminder sent on February 28th included an incentive for a \$50 Visa gift card to be raffled off to any student responding to the survey in its entirety from that point until the close of the survey on March 3rd at 11:59 p.m. EST. To raffle off each Visa gift card, the researcher asked a colleague to pick a number at random within the range of the responses. The researcher then confirmed that the winner of each gift card completed the survey in its entirety. Each raffle winner was contacted via email, and an announcement was posted on the LSU First Year Experience Facebook page.

At the close of the survey, 2,165 (15.5%) students had opened it. Of those 2,165 students, 1,786 (12.8% useable response rate) students completed the survey in its entirety with an additional 96 (13.5%) students completing the first 28 questions on the survey. The remaining 283 students did not complete any of the questions.

Following completion of the survey, reliability of the College Student Satisfaction Evaluation was re-assessed using Cronbach's *alpha*. As stated previously, a minimum acceptable value for Cronbach's *alpha* is .70 (Hinkin, 1995, 1998; Nunnally, 1975; Price, 1997). Cronbach's *alpha* was determined for each subcategory and the entire survey as a whole.

Cronbach's *alpha* for each of the following subscale was increased if 1 item was removed: physical environment, curricular experiences, and perceptions of LSU. The 1 item negatively impacted Cronbach's *alpha* in the physical environment subscale was deleted from the survey. In the two other subscales, curricular experiences and perceptions of LSU, the researcher retained the items as written because they possessed face validity. All other subscales met the minimum acceptable value for reliability.

Finally, Cronbach's *alpha* for the survey in its entirety was .96 with all individual items positively contributing to the overall reliability of the instrument. Based on these results and the revisions made as needed, the survey was deemed to have exemplary reliability (Robinson, Shaver & Wrightman, 1991). The reliability data for all subscales and the overall scale are presented in Table 4, page 84.

Table 4. Final Survey Reliability for the Subscales and Overall *College Student Satisfaction Evaluation Survey*

Category	Number of items	<i>N</i>	<i>a</i> ^a
Physical environment	8	1882	.81
Faculty/staff interactions	11	1882	.90
Student interactions	8	1882	.93
Outside the classroom experiences	8	1786	.90
Curricular experiences	7	1786	.83
Perceptions of LSU	10	1786	.91
General satisfaction	6	1786	.86
<i>College student satisfaction evaluation</i>	58	1786	.96

^aCronbach's *alpha*.

The researcher anticipated a 17% response rate for the College Student Satisfaction Evaluation; however the final response rate for students that completed the survey in its entirety was 12.8%. The 17.1% response rate was anticipated based on a study conducted by Sax, Gilmartin, and Bryant (2003) that compared response rates of four different survey administration techniques for a national survey of first year college students, Your First College

Year. The researchers found that a web survey including an incentive had an average response rate of 17.1% (Sax et al., 2003).

In an effort to determine if the respondents were representative of the population of first time, first year students, a random sample of 25 non-respondents that participated in S.T.R.I.P.E.S. and a random sample of 25 non-respondents that did not participate in S.T.R.I.P.E.S. were contacted. The two subsamples were drawn to ensure that an adequate number of S.T.R.I.P.E.S. students were contacted, and the researcher acknowledges that this was not a completely random sample of the non-respondents. The random sample was determined through a computerized randomization of numbers ("Research Randomizer," 1997-2008). All 50 non-respondents were initially contacted on March 8, 2013 via the phone number provided in the archived data from the Registrar's Office. Of those contacted, 11 agreed to complete the online survey, 2 refused to participate, 22 were left messages, 2 did not have a phone number listed, 5 did not have voicemail, 1 always had a busy signal, and 7 were wrong numbers.

Following the initial attempt to contact via phone, one email was sent to the 11 students who agreed to participate in the survey and a separate email was sent to the remaining 37 students on March 8, 2013. Both emails were sent using the Campus Labs mass mailing system. In both emails, an incentive was offered to students completing the survey in its entirety (Qualtrics, 2007). The incentive included eight \$25 gift cards to a location of each raffle winner's choice.

A reminder email was sent to both the students who agreed to participate in the survey and to those the researcher was not able to reach via phone. The reminder was sent via the Campus Labs mass mailing system on March 13, 2013 and was only sent to those who had not

yet completed the survey online. In addition, follow-up calls were then conducted the same afternoon to the 35 non-respondents who had not yet completed the online survey. Of the 35 non-respondents contacted, 14 agreed to complete the online survey, 16 were left messages, 1 did not have a phone number listed (the researcher was able to find a working number for the other student who did not have a number listed initially), 3 did not have voicemail, and 1 always had a busy signal. The researcher was also able to find working numbers for the 7 wrong numbers from the first round of calls, and those were included as part of the follow up with the 35 non-respondents.

A third email reminder went out to the non-respondents on Saturday, March 16, 2013. The email only went to those students who had not yet completed the survey. A final email reminder went out to the non-respondents on Tuesday, March 19, 2013. In addition, the researcher called the remaining 12 non-respondents on Wednesday, March 20, 2013. Of those calls, 1 student agreed to participate in the study, 1 was not accepting calls, and 10 were left messages. The non-respondent follow up survey closed on Wednesday, March 20, 2013 at 11:59 p.m. EST.

A total of 37 non-respondents opened the non-respondent follow up survey and 34 completed the survey in its entirety (68% useable response rate). An additional 2 non-respondents (73.5%) completed part of the survey with 1 completing the first 28 questions and the other completed the first 59 questions. One non-respondent did not respond to any of the survey questions and thus, was not included in the analysis.

To determine if the initial survey respondents were representative of the population, three inferential *t*-tests were conducted in order to compare the means of the initial survey respondents

and the means of the non-respondent survey respondents. First, the assumption of independence, normality, and homogeneity of variances were tested and met (Field, 2009; Hair et al., 2006; Hinkle, Wiersma, & Jurs, 2003), with the exception of non-equal variances for the *t*-test comparing the respondents and non-respondents on overall student satisfaction score.

The two groups were compared on ACT score, first semester fall grade point average (GPA), and overall student satisfaction score. In all three *t*-tests, there was not a statistically significant difference between the respondents to the survey and the non-respondents who were part of the follow up survey as shown in Tables 5 through 7, page 87 and 88. The effect sizes were $d=-.01$ (Overall Student Satisfaction Score), $d=.20$ (ACT Score), and $d=.11$ (first fall semester GPA), which indicated small effect sizes according to the guidelines set by Cohen (1988). Thus, it was determined that the survey respondents were representative of the accessible population, and the results were generalizable. It is recognized that the non-respondent follow-up was not unanimous (26.5% of the non-respondent follow up sample did not respond); thus, there is a small chance that those individuals' responses, if they had responded, could be different from the respondents.

Table 5. Independent Samples *t*-test Comparing Survey Respondents and Survey Non-Respondent Follow Up on Overall Student Satisfaction Scores

Overall satisfaction score	<i>m</i>	<i>sd</i>	<i>t</i> -test for equality of means				
			<i>t</i>	<i>df</i>	<i>p</i> (2-tailed)	<i>Mean difference</i>	<i>SE difference</i>
Respondents	3.22	.40					
Non-respondents	3.22	.26	-.08	37.14	.938	-.00	.05

Note: Equal variances not assumed. Levene's Test for Equality of Variances *F* value was 9.37, $p=.002$

Table 6. Independent Samples *t*-test Comparing Survey Respondents and Survey Non-Respondent Follow-up on ACT Score

ACT score	<i>m</i>	<i>sd</i>	<i>t</i> -test for equality of means				
			<i>t</i>	<i>df</i>	<i>p</i> (2-tailed)	Mean difference	SE difference
Respondents	26.33	3.54					
Non-respondents	25.61	3.56	1.22	2194.00	.224	.72	.60

Note: Equal variances assumed. Levene's Test for Equality of Variances *F* value was .08, *p*=.775

Table 7. Independent Samples *t*-test Comparing Survey Respondents and Survey Non-Respondent Follow Up on First Fall Semester GPA

First semester grade point average	<i>m</i>	<i>sd</i>	<i>t</i> -test for equality of means				
			<i>t</i>	<i>df</i>	<i>p</i> (2-tailed)	Mean difference	SE difference
Respondents	3.08	.71					
Non-respondents	3.00	.80	.67	2197.00	.502	.08	.12

Note: Equal variances assumed. Levene's Test for Equality of Variances *F* value was .78, *p*=.378

Data Analysis

Research Question 1: Personal Characteristics of Students

All data was entered into SPSS from a Microsoft Excel spreadsheet for analysis. Prior to conducting any analysis, all categorical variables were coded.

- Ethnicity was coded using 0 for Asian/Pacific Islander, 1 for Black/African American, 2 for Hispanic, 3 for White/Non-Hispanic, and 4 for Other. Other included students who identified as Alaskan Native, Multi-Racial, or Native Hawaiian.
- Father and mother's education level was coded using 0 for attended junior high, 1 for attended high school, 2 for high school graduate, 3 for attended college, 4 for college graduate, 5 for attended professional school, and 6 for professional school graduate.
- Residency status was coded using 0 for Louisiana residents, 1 for non-Louisiana residents, 2 for International students, and 3 for other. Other included military,

reservist, pending residency decisions, and National Guard.

- Pell Grant recipient status was coded using 0 for not receiving a Pell Grant and 1 for receiving a Pell Grant.
- Honors College participation was coded as 0 for not participating and 1 for participating.
- On campus housing was coded as 0 for not living on campus and 1 for living on campus.
- S.T.R.I.P.E.S. participation was coded using 0 for not participating and 1 for participating.
- Retention was coded as 0 for not retained and 1 for retained.

Once all data was coded, descriptive statistics and frequencies were used to describe the data. The categorical variables: gender, ethnicity, socioeconomic status (Pell Grant recipient) in the first and second year, residency status, Honors College participation, on campus housing in the first and second year, father and mother's education levels, and S.T.R.I.P.E.S. participation were described using frequencies and percentages in categories. The other characteristics were described using mean, standard deviation, percentages, and range since this data was categorized as interval data: % high school rank (determined by dividing high school class rank by high school class size and multiplying by 100), first fall semester GPA, first spring semester GPA, first year cumulative GPA, second fall semester GPA, cumulative GPA after three semesters, and composite ACT score. The % high school rank was created in order to standardize the data and make it easier to compare subjects on this data point.

Research Question 2: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Student Satisfaction with the College Experience

The analysis of this research question was completed using an inferential *t*-test. Prior to conducting any data analysis, the data was checked for outliers and missing variables (Field, 2009; Tabachnick & Fidell, 2007). Cases with a majority of the variables missing were considered for deletion from the analysis. Cases with standardized residuals greater than 3 were identified as outliers and also considered for deletion from the analysis (Field, 2009). Next, assumptions of an inferential *t*-test were tested including: independent samples, normality, and homogeneity of variances (Field, 2009; Hair et al., 2006; Hinkle, Wiersma, & Jurs, 2003). To test for normality, the standardized residuals were graphed on a p-p plot (Field, 2009; Hair et al., 2006). To test for homogeneity of variances, Levene's Test for Equality of Variances was used (Field, 2009; Hair et al., 2006).

Once a review of the data and assumptions was completed, the inferential *t*-test was conducted and interpreted. According to Hair et al. (2006), a *t*-test is designed to determine if there is a statistically significant difference between means of two groups on a single dependent variable. In this case, the two groups were S.T.R.I.P.E.S. participants and non-S.T.R.I.P.E.S. participants, and the dependent variable was the overall student satisfaction score on the College Student Satisfaction Evaluation. Cohen's *d* was used to interpret effect size (Cohen, 1988) and calculated using an online calculator provided by Becker (1998). Cohen (1988) interpreted effect size with the following values: .20 was a small association, .50 was a medium association, and .80 was a large association.

Research Question 3: Relationship between Student Satisfaction and Retention

To determine the relationship between student satisfaction and student retention, the point-biserial measure of association was used. This measure of association was used because

the satisfaction score variable was interval, and the student retention variable was nominal and dichotomous (Hinkle et al., 2003). R_{pb} values range from 0 to 1 or -1 (Hinkle et al., 2003). The closer the R_{pb} was to 1, whether positive or negative, the stronger the relationship between the two variables (Hinkle et al., 2003). The correlation coefficient was also interpreted to determine effect size using the guidelines provided by Davis (1971): .70 or higher coefficient indicated a strong association, .50 - .69 indicated a substantial association, .30 - .49 indicated a moderate association, .10 - .29 indicated a low association, and .01 - .09 indicated a negligible association.

Research Question 4: Stepwise Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

The selected variables utilized in this research question included:

- a. Gender
- b. Ethnicity
- c. Percent Rank in High School
- d. ACT Score
- e. Father's Education Level
- f. Mother's Education Level
- g. Honors College Participant
- h. On Campus Housing Status
- i. S.T.R.I.P.E.S. Participation
- j. First Year Cumulative GPA

Most of these variables were selected for the analysis based on research reported in the literature review (Hair et al., 2006). Percent rank in high school and Honors College participation were not included in the literature; however, were included here as a substitution for high school GPA, which was unavailable to the researcher.

Stepwise multiple regression was utilized to determine if the variables listed above described a substantial proportion of variance in student satisfaction. Multiple regression is used when there are multiple predictor variables and one dependent variable (Hair et al., 2006). Stepwise estimation is used with multiple regression when each predictor variable is analyzed individually for its contribution to the model and then added to the equation in order of greatest contribution (Hair et al., 2006). Stepwise regression also removes variables from the model if the amount of variance explained by a previously added variable becomes non-significant as others variables are added that explain overlapping variance (Hair et al., 2006; Tabachnick & Fidell, 2007).

Since the categorical variable, ethnicity, was not a nominal dichotomous variable; it was recoded (Field, 2009; Hair et al., 2006). Ethnicity was recoded into a nominal dichotomous variable based on the largest group identification (Field, 2009). Thus, students were coded as 1 for White and 0 for Non-White.

The data was also examined for missing variables and outliers. Cases with a majority of missing variables were considered for deletion. Outliers were determined through a review of the standardized residuals (Field, 2009; Tabachnick & Fidell, 2007). Values of 3.0 or greater for any of the standardized residuals were considered an outlier and reviewed for deletion (Field, 2009).

Next, the assumptions for multiple regression were reviewed to ensure they were met. These assumptions included normality, linearity, homoscedasticity, and multicollinearity (Field, 2009; Hair et al., 2006; Osborne & Waters, 2002). Normality and linearity were tested and confirmed through a p-p plot of the residuals (Field, 2009; Hair et al., 2006; Osborne & Waters, 2002). Homoscedasticity was tested through a review of the plotted standardized residuals and

standardized predicted values (Osborne & Waters, 2002). Finally, multicollinearity was checked through a review of the tolerance value (Field, 2009; Hair et al., 2006). All tolerance levels below .1 indicated a violation of the multicollinearity assumption (Field, 2009). In addition, the correlation matrix of all predictor variables was reviewed to further determine multicollinearity (Field, 2009). Values of .80 or higher were considered strongly correlated (Field, 2009). Any variables with multicollinearity issues were considered for possible deletion.

Stepwise regression was utilized to enter the independent variables in the multiple regression analysis. Through this analysis, the following tables were reviewed: correlation matrix, model summary, ANOVA, and outlier statistics (Tabachnick & Fidell, 2007). In addition the coefficients table and beta weights were analyzed (Tabachnick & Fidell, 2007). Finally, practical significance was determined by effect size. Effect size was interpreted through a review of R^2 . Cohen (1988) recommended the following interpretation of effect size: .0196 is small, .1300 is medium, and .2600 is a large effect size.

Research Question 5: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Retention

A student was defined as being retained from one year to the next if they were enrolled during the fall semester of their first year and then also enrolled during the fall semester of the year being analyzed (Michel Schexnayder, personal communication, February 7, 2013). Thus, retention was reviewed beginning with the first fall semester for the students in the 2009, 2010, and 2011 entering classes and ending with the second fall semester for each entering class.

To analyze this research question, stepwise logistic regression was conducted in SAS, though the focus was mainly on the odds ratio statistic (Tabachnick & Fidell, 2007). Logistic regression is used when the dependent variable is categorical (Hair et al., 2006) and describes the probability of an event occurring for a given person (Field, 2009; Tabachnick & Fidell, 2007).

The data was reviewed to determine any missing variables, any independence issues, linearity concerns, and any outliers (Field, 2009; Tabachnick & Fidell, 2007). Independence of errors was confirmed through a review of the data to ensure no cases were measured more than once (Field, 2009; Tabachnick & Fidell, 2007). Failure to meet the independence of errors assumption could cause over-dispersion, which causes an increase in the Type 1 error rate (Tabachnick & Fidell, 2007). Linearity was reviewed through graphing the predictor variables against the logit of the dependent variable, retention (Tabachnick & Fidell, 2007). The data was also reviewed for outliers and missing variables. Any cases deemed to be outliers or cases with missing variables were considered for deletion from the analysis. Prior to the analysis, descriptive statistics were reviewed.

The *alpha* level was set *a priori* at .05 for the stepwise logistic regression. All statistics were reviewed in the Odds Ratio Estimates table (Tabachnick & Fidell, 2007).

Research Question 6: Forward Stepwise Logistic Regression Analysis of Student Retention by Selected Variables

The selected variables utilized in this research question included:

- a. Gender
- b. Ethnicity (Coded as White and Non-White)
- c. Percentile Rank in High School
- d. ACT Score
- e. Father's Education Level (Coded as College/Professional School Graduate and No Graduate)
- f. Mother's Education Level (Coded as College/Professional School Graduate and No Graduate)
- g. Pell Grant Recipient in the First Year

- h. Pell Grant Recipient in the Second Year
- i. Honors College Participant
- j. On Campus Housing Status
- k. S.T.R.I.P.E.S. Participation
- l. First Semester Cumulative GPA
- m. First Year Cumulative GPA
- n. Residency Status

Most of these variables were selected for the analysis based on research reported in the literature review (Hair et al., 2006). Percent rank in high school and Honors College participation were not included in the literature; however, were included here as a substitution for high school GPA, which was unavailable to the researcher. In addition, the researcher included residency status in the analysis as an exploratory measure to see what impact, if any, it made on the model.

As stated previously, a student was defined as being retained from one year to the next if they were enrolled during the fall semester of their first year and then also enrolled during the fall semester of their second year (Michel Schexnayder, personal communication, February 7, 2013).

To determine the variables that were statistically significant contributors to the prediction of retention, forward stepwise logistic regression was completed in SAS. Forward stepwise logistic regression is when the predictor variables are entered in to the model based on their ability to improve the model's ability to predict group membership (Field, 2009; Hair et al., 2006). The variables that contribute the most enter the model first and variables continue to be added if they contribute to improving the model (Field, 2009; Hair et al., 2006; Tabachnick &

Fidell, 2007). In addition, if a variable in the model is no longer significant after other variables are added, stepwise logistic regression will remove it (Field, 2009; Hair et al., 2006; Tabachnick & Fidell, 2007).

First, the data was reviewed for multicollinearity, linearity, independence of errors, missing variables, and outliers (Field, 2009; Tabachnick & Fidell, 2007). The estimated correlation matrix table was reviewed to determine any issues of multicollinearity (Tabachnick & Fidell, 2007). Any predictor variables with a high correlation, .80 or higher, were reviewed for possible deletion (Field, 2009). To determine linearity, a graph of the predictor variables against the logit of the dependent variable was reviewed (Tabachnick & Fidell, 2007). All cases in the data set were reviewed to confirm that each case was independent and not measured more than once (Field, 2009; Tabachnick & Fidell, 2007). Cases were also reviewed to determine if there was any missing information and a decision was made regarding whether to retain or delete the cases from the analysis. Finally, outliers were reviewed for possible deletion.

In addition, the variables with multiple levels were recoded and consolidated based on the level of the variable with the most responses (Field, 2009; Tabachnick & Fidell, 2007). Thus, ethnicity was coded as white and non-white. Students identified as white were coded with a 1 and non-white a 0. Coding was also used for father and mother's education level with college/professional school graduate being coded as 1 and all others being coded as 0. Finally, residency status was recoded as 0 for Louisiana residents and 1 for all other residency statuses.

An *alpha* level of .05 was used for the forward stepwise logistic regression. All statistics were reviewed in the following tables: Estimated Correlation Matrix, Association of Predicted Probabilities and Observed, and Analysis of Maximum Likelihood Estimates (Tabachnick & Fidell, 2007).

Louisiana State University Institutional Review Board Approval

Permission to conduct the study was requested and received from the Institutional Review Board (IRB) at Louisiana State University. The approved application is located in Appendix I, page 187.

CHAPTER 4: FINDINGS

The purpose of this study was to determine the impact participating in an extended orientation program had on student satisfaction and retention. Data collection for the study took place during the spring semester of 2013. Data was collected through two methods – a researcher designed data collection form and the College Student Satisfaction Evaluation. The population in the study was the first time, first year students entering the university in the fall of 2009, 2010, and 2011 ($N=15,550$). The accessible population used with the College Student Satisfaction Evaluation was all first time, first year students entering the University in the fall of 2009, 2010, and 2011 with valid email addresses ($N=13,983$).

Research Question 1: Personal Characteristics of Students

This research question involved describing the personal characteristics of first time, first year students entering LSU during the fall 2009, 2010, and 2011 semesters. The variables included were: gender, ethnicity, father and mother's education level, residency status, Pell Grant recipient in the first and second year, Honors College participation, on campus housing status for the first four semesters, S.T.R.I.P.E.S. participation, composite ACT score, % high school rank, semester GPA for the first three semesters, and cumulative GPA for the first three semesters. All data was provided in a Microsoft Excel spreadsheet to the researcher by the University Registrar's Office.

In regards to ethnicity, the majority of the students (12,176, 78.4%) identified as White. The second largest group of students (1,577, 10.1%) identified as Black/African American. The remaining students identified as Asian/Pacific Islander (520, 3.3%), Hispanic (764, 4.9%) or Other (401, 2.6%). Other included students who identified as Alaskan Native (45, .3%), Multi-Racial (346, 2.2%), or Native Hawaiian (10, .1%). There were 112 (.7%) students without an ethnicity identified. These data are presented in Table 8, page 99.

Table 8. Distribution of Ethnicity for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Ethnicity	<i>N</i>	%
Asian/Pacific Islander	520	3.3
Black/African American	1,577	10.1
Hispanic	764	4.9
White	12,176	78.4
Other	401	2.6
Missing	112	.7
Total	15,550	100.0

In regards to father's education level, most of the students reported that their father graduated college (6,715; 43.1%), followed by those attending college (2,482; 16.0%). Graduating high school (2,170; 14.0%) and graduating from professional school (2,160; 13.9%) were the next most reported education levels for fathers. Information on father's education level is presented in Table 9, page 99.

Mother's education level was very similar to father's education level with most of the students reporting their mothers graduated college (7,446; 47.9%) followed by attending college (2,687; 17.4%). Graduating from high school (2,090; 13.4%) was the next most reported education level for mothers. Information on mother's education level is presented in Table 10, page 100.

Table 9. Distribution of Father's Education Level for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Father's education level	<i>N</i>	%
Attended junior high school	75	.5
Attended high school	634	4.1
High school graduate	2,170	14.0
Attended college	2,482	16.0
College graduate	6,715	43.1
Attended professional school	163	1.0
Professional school graduate	2,160	13.9
Missing	1,151	7.4
Total	15,550	100.0

Table 10. Distribution of Mother's Education Level for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Mother's education level	<i>N</i>	%
Attended junior high school	54	.3
Attended high school	497	3.2
High school graduate	2,090	13.4
Attended college	2,687	17.4
College graduate	7,446	47.9
Attended professional school	167	1.1
Professional school graduate	1,608	10.3
Missing	1,001	6.4
Total	15,550	100.0

Of the 15,550 students in the population, 1,652 (10.6%) were participants in the S.T.R.I.P.E.S. program as shown in Table 11, page 100. Presented in Table 12, page 100, gender was almost evenly split with 7,278 (46.8%) students identifying as male and 8,272 (53.2%) identifying as female. A large majority of the students were Louisiana residents (11,943; 76.9%), followed by non-Louisiana (3,393; 21.8%) as presented in Table 13, page 101. As presented in Table 14, page 101, 1,474 (9.5%) students were part of the Honors College.

Table 11. Distribution of S.T.R.I.P.E.S. Participation for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

S.T.R.I.P.E.S.	<i>N</i>	%
Did not participate in S.T.R.I.P.E.S.	13,898	89.4
Participated in S.T.R.I.P.E.S	1,652	10.6
Total	15,550	100.0

Table 12. Distribution of Gender for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Gender	<i>N</i>	%
Female	8,272	53.2
Male	7,278	46.8
Total	15,550	100.0

Socioeconomic status was defined as whether or not a student received a Pell Grant during the first two years of enrollment at the institution as presented in Table 15, page 101. In

the first year of enrollment, 3,020 (19.4%) of the students received a Pell Grant, while 2,318 (14.9%) of the students received a Pell Grant in the second year of enrollment. Of those students, 1,946 (12.5%) received a Pell Grant during both the first and second year of enrollment, while 12,158 (78.2%) of the students did not receive a Pell Grant in the first two years of enrollment.

Table 13. Distribution of Residency Status for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Residency status	<i>N</i>	%
Louisiana resident	11,943	76.9
Non-Louisiana resident	3,393	21.8
International resident	178	1.1
Other	36	.2
Total	15,550	100.0

Table 14. Distribution of Honors College Participation for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Honors College	<i>N</i>	%
Did not participate in Honors College	14,076	90.5
Participated in Honors College	1,474	9.5
Total	15,550	100.0

Table 15. Distribution of Pell Grant Status in the First Two Years for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Pell Grant status	<i>N</i>	%
Did not receive Pell Grant	12,158	78.2
Received Pell Grant – first year	1,074	6.9
Received Pell Grant – second year	372	2.4
Received Pell Grant – both years	1,946	12.5
Total	15,550	100.0

Finally, 9,153 (58.9%) of the students lived on campus during their first fall semester, and 8,667 (55.7%) lived on campus during their second semester as presented in Tables 16 and 17, page 102. In the second year of enrollment, as shown in Tables 18 and 19, page 102, 2,192 (14.1%) students lived on campus during the fall semester, and 2,026 (13%) students lived on

campus during the spring semester. The decline was most likely due to students moving off campus as sophomores as well as some students not returning to the university for the second year.

Table 16. Distribution of On Campus Housing Status in the First Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

On campus housing status – first semester	<i>N</i>	%
Did not live on campus	6,397	41.1
Lived on campus	9,153	58.9
Total	15,550	100.0

Table 17. Distribution of On Campus Housing Status in the Second Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

On campus housing status – second semester	<i>N</i>	%
Did not live on campus	6,883	44.3
Lived on campus	8,667	55.7
Total	15,550	100.0

Table 18. Distribution of On Campus Housing Status in the Third Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

On campus housing status – third semester	<i>N</i>	%
Did not live on campus	13,358	85.9
Lived on campus	2,192	14.1
Total	15,550	100.0

Table 19. Distribution of On Campus Housing Status in the Fourth Semester for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

On campus housing status – fourth semester	<i>N</i>	%
Did not live on campus	13,524	87.0
Lived on campus	2,026	13.0
Total	15,550	100

Table 20, page 103 presents the missing variables, mean, standard deviation, and maximum and minimum values for all interval variables. ACT score ($N=15,515$; 99.8%) had a minimum value of 13 and a maximum value of 36 with a mean ACT score of 25.39. Percent high school rank was determined by dividing the provided high school class rank by high school

class size and multiplying by 100 ($N=14,047$, 90.3%). Percent high school rank had a minimum value of .118 and a maximum value of 100 with a mean score of 29.55. The lower the student's rank in class, the higher their high school rank percentage. For example, a student that ranked last in their class of 151 would have a percent high school rank of 100.

Semester GPA was reviewed for the first fall semester ($N=15,411$, 99.1%), first spring semester ($N=14,648$, 94.2%), and second fall semester ($N=12,975$, 83.4%). The three semesters had a minimum value of 0.00 and a maximum value of 4.00. The first fall semester had a mean GPA of 2.79, the first spring semester had a mean GPA of 2.78, and the second fall semester had a mean GPA of 2.89.

Table 20. Distribution of Interval Variables for First Time, First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Variable	N^a	M	SD	Minimum value	Maximum value
ACT	15,515	25.39	3.41	13.00	36.00
Percent high school rank	14,047	29.55	22.19	.118	100.00
Grade point average – 1st fall	15,411	2.79	.88	0.00	4.00
Grade point average – 1st spring	14,648	2.78	.90	0.00	4.00
Grade point average – 2nd fall	12,975	2.89	.83	0.00	4.00
Cumulative grade point average – 1st fall	15,443	2.85	.84	0.00	4.00
Cumulative grade point average – 1st Year	14,836	2.84	.77	0.00	4.00
Cumulative grade point average – first 3 semesters	13,116	2.96	.63	0.00	4.00
Total	15,550				

^aACT score was missing for 35 students in the study. % High School Rank was missing for 1,503 students. GPA-1st Fall was missing for 139 students. GPA-1st Spring was missing for 902 students. GPA-2nd Fall was missing for 2,575 students. Cumulative GPA-1st Fall was missing for 107 students. Cumulative GPA-1st Year was missing for 714 students. Cumulative GPA-first 3 Semesters was missing for 2,434.

Cumulative GPAs for the first fall semester ($N=15,443$, 99.3%), first year ($N=14,836$, 95.4%), and first three semesters ($N=13,116$, 84.3%) were also reviewed. For all three of the

cumulative GPAs, the minimum value was 0.00 and the maximum value was 4.00. For the first fall semester, the mean cumulative GPA was 2.85, the mean first year cumulative GPA was 2.84, and the mean cumulative GPA for the first three semesters was 2.96.

Research Question 2: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Student Satisfaction with the College Experience

This research question compared the overall student satisfaction scores of students that participated in S.T.R.I.P.E.S. and those who did not participate in S.T.R.I.P.E.S. Prior to conducting the analysis, outliers were reviewed. Twelve cases (566, 713, 908, 1041, 1207, 1433, 1545, 1706, 1878, 1935, 2126) were identified as outliers through a review of the casewise diagnostics table and were deleted due to having standardized residual values greater than 3.0 (Field, 2009). The analysis was then rerun without those cases.

From the accessible population of 13,983 students with valid email addresses that received the email with the survey link, 1,774 (12.7% useable response rate) students actually completed it in its entirety. Of the 1,774 students that completed the survey in its entirety, 1,524 (85.9%) did not participate in S.T.R.I.P.E.S. ($m = 3.21$, $sd = .38$) and 250 (14.1%) did participate in S.T.R.I.P.E.S. ($m = 3.33$, $sd = .35$).

Next, the descriptive statistics were reviewed as presented in Tables 21 and 22, page 105. Satisfaction was analyzed on a scale from 1.00 – 1.49 (not satisfied), 1.5 – 2.49 (somewhat satisfied), 2.5 – 3.49 (satisfied), and 3.5 – 4.00 (very satisfied). In all constructs measured by the subscales, the S.T.R.I.P.E.S. students were more satisfied than their peers that did not participate in S.T.R.I.P.E.S. Students participating in S.T.R.I.P.E.S. were very satisfied with the student interactions ($m=3.57$) and general experiences ($m=3.51$) with the university. The student interactions ($m=3.35$) and general experiences ($m=3.39$) subscales were also where the students not participating in S.T.R.I.P.E.S. expressed the most satisfaction, though not as high as their

S.T.R.I.P.E.S. peers. This could be because a key purpose of S.T.R.I.P.E.S. is to acclimate students to the university and help them build relationships with their peers. The subscale where students were least satisfied was the curricular experiences; however the S.T.R.I.P.E.S. students ($m=3.06$) again expressed a higher satisfaction in their curricular experiences than their peers not participating in the program ($m=2.98$). Regardless of program participation, students were satisfied with their collegiate experience (S.T.R.I.P.E.S. $m=3.33$; Non-S.T.R.I.P.E.S. $m=3.21$).

Table 21. Distribution of Satisfaction Scores for Non-S.T.R.I.P.E.S. Students Completing the College Student Satisfaction Survey

Subscale	N^a	M	SD	Minimum value	Maximum value
Physical environment	1,610	3.18	.42	1.00	4.00
Faculty/staff interactions	1,610	3.08	.48	1.00	4.00
Student interactions	1,610	3.35	.65	1.00	4.00
Outside the classroom experiences	1,524	3.16	.51	1.00	4.00
Curricular experiences	1,524	2.98	.51	1.00	4.00
Perceptions of LSU	1,524	3.33	.52	1.20	4.00
General satisfaction	1,524	3.39	.55	1.00	4.00
<i>Overall satisfaction score</i>	1,524	3.21	.38	1.51	4.00

^a86 of the students only completed the first three subscales.

Table 22. Distribution of Satisfaction Scores for S.T.R.I.P.E.S. Students Completing the College Student Satisfaction Survey

Subscale	N^a	M	SD	Minimum value	Maximum value
Physical environment	260	3.21	.39	2.00	4.00
Faculty/staff interactions	260	3.13	.48	1.64	4.00
Student interactions	260	3.57	.51	1.50	4.00
Outside the classroom experiences	250	3.29	.48	2.00	4.00
Curricular experiences	250	3.06	.47	1.43	4.00
Perceptions of LSU	250	3.49	.44	2.20	4.00
General satisfaction	250	3.51	.49	1.67	4.00
<i>Overall satisfaction score</i>	250	3.33	.35	2.45	4.00
Total	260				

^a10 of the students only completed the first three subscales.

The assumptions of independence, normality, and homogeneity of variances were also tested and met (Field, 2009; Hair et al., 2006; Hinkle, Wiersma, & Jurs, 2003). Normality was tested through a p-p plot of the residuals as seen in Figure 2, page 106 (Field, 2009; Hair et al., 2006). Finally, the homogeneity of variances was tested using Levene's Test for Equality of Variances (Field, 2009; Hair et al., 2006). Levene's test was not significant ($p = .09$), which indicated the variances of the two groups were equal.

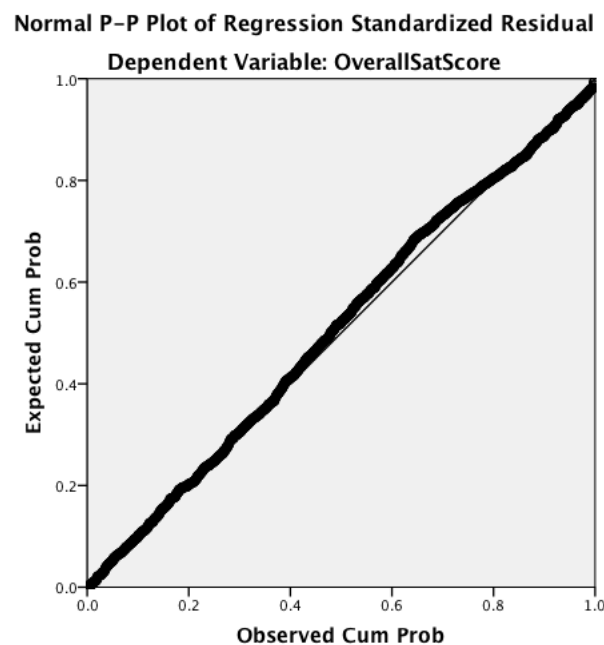


Figure 2. Normal P-P Plot of standardized residuals of overall student satisfaction score

Once the outliers were deleted and the assumptions were met, the inferential t -test was analyzed. The t -test for Equality of Means ($t = -4.34$) had a significance level of $<.001$ for the two-tailed t -test, indicating there was a statistically significant difference between the overall satisfaction scores of students participating in S.T.R.I.P.E.S. and those students who did not participate in S.T.R.I.P.E.S. These results are presented in Table 23, page 107. The Cohen's d coefficient for this analysis was $-.31$, which indicated the difference in means represented a small effect size (Cohen, 1988).

Table 23. Independent Samples *t*-test Comparing S.T.R.I.P.E.S. Participants and Students Not Participating in S.T.R.I.P.E.S. on Overall Student Satisfaction Scores

Overall satisfaction score	<i>m</i>	<i>sd</i>	<i>t</i> -test for equality of means				
			<i>t</i>	<i>df</i>	<i>p</i> (2-tailed)	<i>M</i> difference	<i>SE</i> difference
Did not participate in S.T.R.I.P.E.S.	3.21	.38					
S.T.R.I.P.E.S. participants	3.33	.35	-4.34	1772.00	<.001	-.11	.03

Note. Equal variances assumed. Levene's Test for Equality of Variances *F* value was 3.02, *p*=.09

Research Question 3: Relationship between Student Satisfaction and Retention

This research question determined the relationship, if any, between student satisfaction and retention. Because student satisfaction was an interval variable and retention was a nominal dichotomous variable, the point-biserial measure of association was used (Hinkle et al., 2003). Descriptive statistics indicated that the overall student satisfaction score (*N*=1,774) had a mean score of 3.23 and a standard deviation of .38. The point-biserial measure of association indicated there was not a statistically significant relationship (*r*=.03; *p*=.271) between student retention and overall student satisfaction score. However, this could be because other variables were impacting the relationship or because a large population was used in the analysis, thus a relationship between the two may not have been identified despite being there. The effect size was interpreted using the guidelines developed by Davis (1971), indicating there was a negligible association between student satisfaction and retention.

Research Question 4: Stepwise Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

This research question sought to determine if selected variables explained a substantial portion of variance in the students' satisfaction with their collegiate experience. The potential variables utilized in this research question included: gender, ethnicity, percent rank in high school, composite ACT score, father's education level, mother's education level, Honors College

participation, on campus housing status, S.T.R.I.P.E.S. participation, and first year cumulative GPA. These variables were selected based on the literature review regarding variables that impacted student satisfaction. In addition, percent high school rank and Honors College participation were included as a substitution for high school GPA, which was unavailable to the researcher. A stepwise multiple regression analysis was utilized to determine which variables, if any, explained a substantial amount of variance in the overall student satisfaction scores.

Overall student satisfaction score was a continuous variable and served as the dependent variable in the analysis. The overall student satisfaction score was determined by adding the scores from the 7 subscales of the College Student Satisfaction Evaluation and then dividing by 7. The overall student satisfaction scores ranged from 1 (not satisfied) to 4 (very satisfied). Percent rank in high school, composite ACT score, and first year cumulative GPA were interval data and treated as such for the analysis. Mother and father's education level was treated as ordinal data. Gender, Honors College participation, on campus housing status, and S.T.R.I.P.E.S. participation were already nominal, dichotomous variables, so did not need recoding. Ethnicity was recoded as indicated in Chapter 3 to create a nominal, dichotomous variable (Field, 2009; Hair et al., 2006).

As mentioned previously, 12 cases were identified as outliers and in turn, deleted, because of standardized residual values greater than 3.0 (Field, 2009). Next, the assumptions of normality, linearity, homoscedasticity, and multicollinearity (Field, 2009; Hair et al., 2006; Osborne & Waters, 2002) were tested. Normality and linearity were confirmed through a review of the p-p plot of standardized residuals as shown in Figure 2, page 106 (Field, 2009; Hair et al., 2006; Osborne & Waters, 2002). Homoscedasticity was tested and confirmed through a scatterplot of the standardized predicted residuals by standardized residuals as shown in Figure 3,

page 109 (Osborne & Waters, 2002). Finally, multicollinearity was checked through a review of the tolerance value (Field, 2009; Hair et al., 2006). All tolerance levels were either 1.00 or close to 1.00, so multicollinearity was not a problem (Field, 2009; Hair et al., 2006). Tolerance values from the coefficients table are shown in Table 24, page 109. Thus, all assumptions were met and the analysis continued.

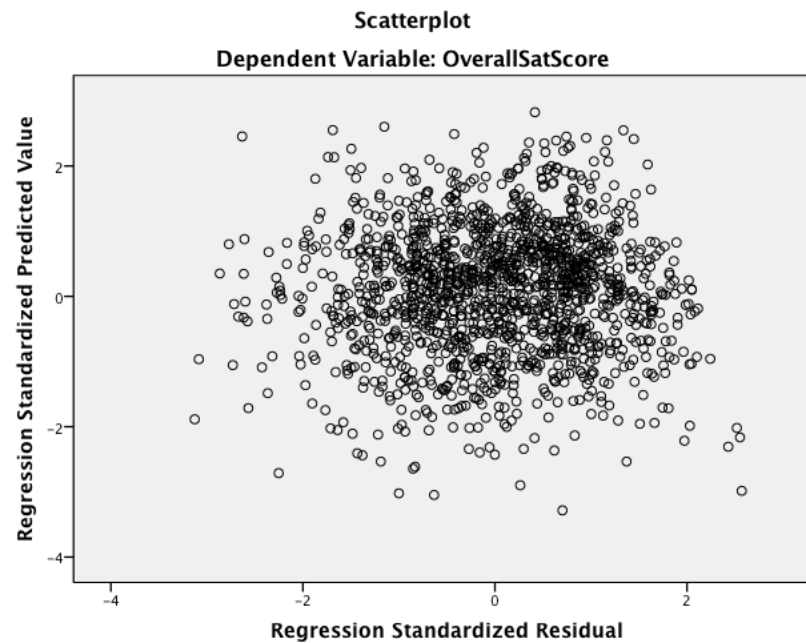


Figure 3. Scatterplot of the standardized predicted residual values by standardized residual values of overall student satisfaction score

Table 24. Tolerance Values for Predictor Variables Utilized in Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

Variable	Tolerance
S.T.R.I.P.E.S.	.98
Gender	.96
ACT	.74
White	.93
Father's education level	.94
On campus 1st fall semester	.93
Cumulative grade point average – 1st semester	.75
Percent high school rank	.80

Stepwise regression was utilized to determine the variables that were statistically significant predictors of overall student satisfaction scores and thus, part of the regression model. Of the 10 possible variables utilized in the analysis, 8 predictors were statistically significant predictors of overall student satisfaction scores.

The first predictor to enter the model was % High School rank, which explained 1.3% of the variance of the dependent variable. S.T.R.I.P.E.S. participation was the next predictor to enter the model, which explained another 1.0% of the variance in overall student satisfaction scores. The third variable to enter the model was On Campus – First Semester (coded as 0 if the student lived off campus and 1 if the student lived on campus), which explained another .6% of the variance in the dependent variable. Gender (coded as 0 for male and 1 for female) was the fourth variable to enter the model, which explained an additional .3% of the variance in overall student satisfaction scores. The fifth variable to enter the model was Father's Education Level, which explained another .3% of the variance in the dependent variable. The sixth variable to enter the model was Cumulative GPA – First Semester, which explained an additional .4% of the variance in overall satisfaction scores. ACT score was the seventh variable to enter the model, which explained an additional .4% of the variance in overall student satisfaction scores. The seventh and final variable to enter the model was White (Ethnicity recoded as 0 for not White and 1 for White), which explained an additional variance of .4% in overall satisfaction scores. The total variance in overall student satisfaction scores explained by the statistically significant predictors in the model was 4.7%. These data are presented in Table 25, page 111.

Results from the one-way analysis of variance (ANOVA) presented in Table 26, page 111 further confirmed that the combination of these eight variables (% High School Rank, S.T.R.I.P.E.S., On Campus – First Semester, Gender, Father's Education Level, Cumulative

GPA – First Semester, ACT Score, and White) was statistically related to overall student satisfaction.

Table 25. Model Summary for the Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

Model ^a	<i>R</i>	<i>R</i> ²	Adjusted <i>R</i> ²	<i>SE</i> of the estimate	Change statistics		
					<i>R</i> ² change	<i>F</i> change	<i>P</i> of <i>F</i> change
1	.11 ^b	.013	.012	.38	.013	20.51	<.001
2	.15 ^c	.023	.022	.38	.010	16.72	<.001
3	.17 ^d	.029	.027	.37	.006	9.91	.002
4	.18 ^e	.032	.030	.37	.003	5.55	.019
5	.19 ^f	.035	.032	.37	.003	4.61	.032
6	.20 ^g	.039	.035	.37	.004	5.97	.015
7	.21 ^h	.043	.039	.37	.004	6.41	.011
8	.22 ⁱ	.047	.042	.37	.004	6.72	.010

^aS.T.R.I.P.E.S. was coded as 0 for not participating and 1 for participating in program. On campus – first semester was coded as 0 for living off campus and 1 for living on campus. Gender was coded as 0 for male and 1 for female. Father's education level was coded as 0 for attended junior high school, 1 for attended high school, 2 for high school graduate, 3 for attended college, 4 for college graduate, 5 for attended professional school, and 6 for professional school graduate. White was coded as 0 for non-White and 1 for White.

^bPredictors: % High School Rank

^cPredictors: % High School Rank, S.T.R.I.P.E.S.

^dPredictors: % High School Rank, S.T.R.I.P.E.S., On Campus – First Semester

^ePredictors: % High School Rank, S.T.R.I.P.E.S., On Campus – First Semester, Gender

^fPredictors: % High School Rank, S.T.R.I.P.E.S., On Campus – First Semester, Gender, Father's Education Level

^gPredictors: % High School Rank, S.T.R.I.P.E.S., On Campus – First Semester, Gender, Father's Education Level, Cumulative GPA – First Fall Semester

^hPredictors: % High School Rank, S.T.R.I.P.E.S., On Campus – First Semester, Gender, Father's Education Level, Cumulative GPA – First Fall Semester, ACT

ⁱPredictors: % High School Rank, S.T.R.I.P.E.S., On Campus – First Semester, Gender, Father's Education Level, Cumulative GPA – First Fall Semester, ACT, White

Table 26. Results from the ANOVA for the Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

Model	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P</i>
Regression	10.71	8	1.34	9.72	<.001
Residual	217.97	1582	.14		
Total	228.67	1590			

The unstandardized and standardized coefficients for the statistically significant variables that explained a portion of the variance in overall student satisfaction scores are shown in Table 27, page 113. A review of the beta coefficients determined the change in overall satisfaction score for each one unit change in the predictor variable (Hair et al., 2006). Three of the 8 predictor variables (percent high school rank, father's education level, and ACT score) had negative coefficients which indicated that as these variables increased, the overall satisfaction scores for the students decreased or vice versa (Hair et al., 2006). For example, as the percent high school rank value increased (indicating a lower high school rank), the overall satisfaction with their college experience decreased. This could be because these students may not be as prepared academically for the college environment and thus, may struggle with integrating into the academic community. Father's education level also had a negative relationship. As the father's education level increased, the overall student satisfaction score decreased. This could be because students from households where their fathers graduated college may have higher expectations for the college environment as opposed to a student whose father did not attend college. The students whose fathers did not attend college may not know what to expect from college, so may not have any set expectations about their experience when they arrive for the first year. Finally, as the student's ACT score increased, their satisfaction with the institution decreased. This could be because these students may have higher expectations for the university environment and thus, may not be satisfied with the services and opportunities available to them.

All other statistically significant variables in the model had a positive relationship with the dependent variable. As the values for these variables increased, the students' overall satisfaction score also increased. For example, if a student chose to attend S.T.R.I.P.E.S., their overall student satisfaction score was higher than if a student chose not to attend S.T.R.I.P.E.S.,

increasing .01 for each one unit change in S.T.R.I.P.E.S. In regards to gender, females appeared to be more satisfied with their college experience than their male counterparts indicated by the .04 change in satisfaction score with the one unit change in gender.

Reviewing the standardized coefficients presented in Table 27, page 113, the contributions of the predictor variables were comparable as each variable has a mean of 0 and a standard deviation of 1 (Hair et al., 2006). Percent high school rank had the highest relationship with the overall satisfaction scores, while gender had the lowest relationship with the overall satisfaction scores. Finally, Table 28, page 114 displays the variables that were not statistically significant predictors of overall student satisfaction with the college experience and thus did not enter the model at any point.

Table 27. Standardized and Unstandardized Coefficients for Predictors in the Stepwise Multiple Regression Analysis of the Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

Model ^a	Unstandardized coefficients		Standardized coefficients	<i>t</i>	<i>p</i>
	<i>B</i>	<i>SE</i>	<i>Beta</i>		
(Constant)	3.31	.09		38.06	<.001
Percent high school rank	-.00	.00	-.10	-3.53	<.001
S.T.R.I.P.E.S.	.01	.03	.09	3.46	<.001
On campus – first semester	.07	.02	.09	3.50	<.001
Gender	.04	.02	.05	1.78	.075 ^b
Father's education level	-.02	.01	-.06	-2.45	.014
Cumulative grade point average – first semester	.05	.02	.08	2.90	.004
ACT	-.01	.00	-.09	-2.96	.003
White	.06	.02	.07	2.59	.010

^aS.T.R.I.P.E.S. was coded as 0 for not participating and 1 for participating in program. On campus – first semester was coded as 0 for living off campus and 1 for living on campus. Gender was coded as 0 for male and 1 for female. Father's education level was coded as 0 for attended junior high school, 1 for attended high school, 2 for high school graduate, 3 for attended college, 4 for college graduate, 5 for attended professional school, and 6 for professional school graduate. White was coded as 0 for non-White and 1 for White.

^bProbability required for a variable to enter the model = .05; probability required for a variable to be removed from the model = .10.

As stated earlier, the 8 statistically significant predictors in the model explained 4.7% of the variance in the dependent variable, overall student satisfaction scores. This value ($R^2=.05$) was interpreted with the recommendations outlined by Cohen (1988), which indicated that while the results were statistically significant, there was a small association. The fact that the variables with small associations were statistically significant could be a result of the large sample size, so researchers should not undervalue the importance of the variables.

Table 28. Excluded Variables, Standardized Coefficients, *t* Values, Significance Levels, Partial Correlations, Tolerance Levels, and Variance Inflation Factors (VIF) for the Stepwise Multiple Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

Variables excluded from model	<i>Beta</i> in	<i>t</i>	<i>p</i>	Partial correlation	Collinearity statistics	
					Tolerance	VIF
Grade point average – first semester (1F)	-.15	-1.33	.184	-.03	.05	20.40
Grade point average – second semester (1Sp)	.02	.44	.660	.01	.52	1.93
Grade point average – third semester (2F)	.01	.28	.780	.01	.71	1.42
Cumulative grade point average – first year (1Sp)	.02	.34	.737	.01	.15	6.59
Cumulative grade point average – three semesters	.01	.18	.857	.01	.26	3.85
Mother's education level	.01	.37	.710	.01	.80	1.25
Honors College	.01	.29	.772	.01	.64	1.55
On campus – second semester	-.01	-.14	.892	-.00	.10	9.60
On campus – third semester	.01	.41	.684	.01	.85	1.18
On campus – fourth semester	.01	.21	.832	.01	.85	1.18

Research Question 5: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Retention

This analysis was conducted in order to determine the impact S.T.R.I.P.E.S. participation had on the probability of a student being retained from the first to second year. Stepwise logistic regression was used (Field, 2009; Hair et al., 2006). Prior to the analysis, all data met the assumptions of linearity and independence (Field, 2009; Tabachnick & Fidell, 2007). Several of

the cases had missing information, and thus, were removed from the analysis for a final accessible population of $N=12,466$. All complete cases were retained, regardless of outlier status, in an effort to improve generalizability to broader populations and minimize loss of power (Ryan Machtmes, personal communication, March 17, 2013).

Next, the descriptive statistics were reviewed. Of the 12,466 students included in the analysis, 1,372 (11.0%) participated in S.T.R.I.P.E.S. and 11,094 (89.0%) students did not participate in S.T.R.I.P.E.S. Of those students participating in S.T.R.I.P.E.S., 1,264 (92.1%) were retained, while 9,820 (88.5%) of the students that did not participate in S.T.R.I.P.E.S. were retained. These data are presented in Table 29, page 115.

Table 29. Retention Rates of Students Participating in S.T.R.I.P.E.S. Compared to the Retention Rates of Students Not Participating in S.T.R.I.P.E.S.

Retention	S.T.R.I.P.E.S.			
	No (<i>N</i>)	%	Yes (<i>N</i>)	%
Not retained	1,274	11.5	108	7.9
Retained	9,820	88.5	1,264	92.1
Total	11,094	100.0	1,372	100.0

Finally, the *alpha* level was set *a priori* at .05 for the stepwise logistic regression and the analysis was run and interpreted. In reviewing the Odds Ratio Estimates table, S.T.R.I.P.E.S. had an odds ratio value of 1.30 as shown in Table 30, page 115 (Tabachnick & Fidell, 2007). This confirmed that students participating in S.T.R.I.P.E.S. were 30% more likely to be retained to the second year than students that did not participate in S.T.R.I.P.E.S. when controlling for all other variables in the study.

Table 30. Odds Ratio Estimate Comparing S.T.R.I.P.E.S. Participants and Students Not Participating in S.T.R.I.P.E.S. on Retention from the First to Second Year

Effect	Odds ratio estimates	
	Point estimate	95% Wald confidence limits
S.T.R.I.P.E.S.	1.30	1.02 -1.66

Research Question 6: Forward Stepwise Logistic Regression Analysis of Student Retention by Selected Variables

The selected variables utilized in this research question included:

- a. Gender
- b. Ethnicity (Coded as White and Non-White)
- c. Percentile Rank in High School
- d. ACT Score
- e. Father's Education Level (Coded as College/Professional School Graduate and No Graduate)
- f. Mother's Education Level (Coded as College/Professional School Graduate and No Graduate)
- g. Pell Grant Recipient in the First Year
- h. Pell Grant Recipient in the Second Year
- i. Honors College Participant
- j. On Campus Housing Status
- k. S.T.R.I.P.E.S. Participation
- l. First Semester Cumulative GPA
- m. First Year Cumulative GPA
- n. Residency Status

Most of these variables were selected for the analysis based on research reported in the literature (Hair et al., 2006). Percent rank in high school and Honors College participation were not included in the literature; however, were included here as a substitution for high school GPA, which was unavailable to the researcher. In addition, the researcher included residency status in the analysis as an exploratory measure to see what impact, if any, it made on the model.

To determine the variables that were statistically significant contributors to predicting retention, forward stepwise logistic regression was utilized. First all assumptions were checked and met. In checking the predictor variables for multicollinearity, first semester cumulative GPA and first year cumulative GPA were strongly correlated ($r=.80$). Thus, first semester cumulative GPA was removed from the analysis (Field, 2009). All data was deemed as independent (Field, 2009; Tabachnick & Fidell, 2007). Data was deemed linear through graphing the predictor variables against the logit of the dependent variable, retention (Tabachnick & Fidell, 2007). Several cases ($N=3,084$) had missing information and thus were removed from the analysis, resulting in an accessible population of $N=12,466$. All cases with complete information were retained for analysis, regardless of the possibility of being an outlier, in an effort to retain as many cases as possible to increase the possibility of generalization and minimize loss of power (Ryan Machtmes, personal communication, March 17, 2013).

An *alpha* level of .05 was used for the forward stepwise logistic regression. First, the Association of Predicted Probabilities and Observed table was reviewed in order to determine the accuracy of the model in predicting group membership (Tabachnick & Fidell, 2007). As presented in Table 31, page 117, the model correctly predicted group membership 86.1% of the time, which indicated a relatively accurate model.

Table 31. Association of Predicted Probabilities and Observed Responses Used to Determine the Retention of Students Who Participated in S.T.R.I.P.E.S. and Students Who Did Not Participate in S.T.R.I.P.E.S.

Percent concordant	86.1	Somer's D	.74
Percent discordant	13.5	Gamma	.73
Percent tied	.4	Tau-a	.14
Pairs	15318088	c	.86

Of the 14 initial predictor variables, 9 entered the stepwise logistic regression as statistically significant, as indicated by the *Wald* statistic (Tabachnick & Fidell, 2007). These variables entered the model in the following order (the variable contributing the most to the prediction of retention entered first): first year cumulative GPA, Pell Grant recipient – second year, Pell Grant recipient – first year, percent high school rank, father's education level, residency status, on campus – first year, gender, and S.T.R.I.P.E.S. participation. These variables are presented in Table 32, page 119.

Also in reviewing Table 32, page 119, the logistic coefficients were analyzed to determine the relationship between each statistically significant variable and the dependent variable, retention. The estimate coefficient indicated that 2 statistically significant variables had a negative relationship with retention and 7 variables had a positive relationship. Any variable with a negative relationship indicated that if the independent variable increased, the likelihood of retention decreased and vice versa (Hair et al., 2006). For example, in regards to gender, male students were coded as 0 and female students were coded as 1. The estimate coefficient for gender was -.20 indicating a negative relationship between gender and retention. This indicated that the probability of retention decreased when gender was coded as female.

The probability of retention was further explained through a review of the expected estimates presented in Table 32, page 119. The expected estimates coefficient indicates the magnitude of the relationship between the independent variable and the dependent variable (Hair et al, 2006). Looking at gender, which had a negative relationship with retention; female students were 18% less likely to be retained than their male counterparts. Receiving a Pell Grant in the first year of college also had a negative relationship with retention. Students receiving a

Pell Grant were 79% less likely to return to LSU for a second year than their peers who did not receive a Pell Grant.

Table 32. Analysis of Maximum Likelihood Estimates to Determine the Statistically Significant Contributors to the Prediction of Retention for First Year Students Entering LSU in the Fall of 2009, 2010, and 2011

Parameter ^a	df	Estimate	SE	Wald χ^2	$p > \chi^2$	Standardized estimate	Expected (Estimate)
Intercept	1	-3.74	.19	409.00	<.0001		.02
S.T.R.I.P.E.S.	1	.28	.13	5.07	.024	.05	1.33
Gender	1	-.20	.07	7.43	.006	-.05	.82
Percent high school rank	1	.01	.00	44.65	<.0001	.14	1.01
Residency status	1	.55	.09	37.11	<.0001	.11	1.73
Father's education	1	.34	.07	21.57	<.0001	.09	1.41
Pell Grant – first year	1	-1.58	.10	233.51	<.0001	-.33	.21
Pell Grant – second year	1	3.86	.22	309.58	<.0001	.75	47.67
Cumulative grade point average – 1 st Year	1	1.85	.05	1211.74	<.0001	.76	6.37
On campus – 1 st fall	1	.32	.07	17.96	<.0001	.09	1.37

Note. 86.1% of the cases were correctly classified.

^aS.T.R.I.P.E.S. was coded as 0 for not participating and 1 for participating in program. Gender was coded as 0 for male and 1 for female. Residency status was coded as 0 for non-Louisiana and 1 for Louisiana. Father's education was coded as 0 for no graduate and 1 for college/professional school graduate. Pell Grant status was coded as 0 for no Pell Grant and 1 for Pell Grant recipient. On campus – first fall was coded as 0 for off campus housing and 1 for on campus housing.

In regards to the variables that had a positive relationship with retention, as father's education level increased (coded college/professional school graduate as 1 and no graduate as 0), students were 41% more likely to be retained than their counterparts whose fathers did not graduate from college/professional school. In regards to residency status (coded as 1 for Louisiana residents and 0 for non-Louisiana residents), Louisiana residents were 73% more likely to remain at LSU than their non-Louisiana peers. Students participating in the

S.T.R.I.P.E.S. program were 33% more likely to return for their second year than their peers who did not participate in the S.T.R.I.P.E.S. program. Students living on campus in their first semester were 37% more likely to return for the second year than their peers who lived off campus.

CHAPTER 5: SUMMARY, CONCLUSIONS, RECOMMENDATIONS

This chapter provides a summary of the study and conclusions. In addition, recommendations for future research are discussed.

Purpose and Objectives

The purpose of this exploratory quantitative study was to determine the impact participating in an extended orientation program had on student satisfaction and retention. The research questions answered in this study included:

1. What are the personal characteristics of the student body for the 2009, 2010, and 2011 entering first year classes at a large, public, research institution in the southeastern United States? The characteristics described included:
 - a. Gender
 - b. Ethnicity
 - c. % High School Class Rank
 - d. ACT Score
 - e. Honors College (participant or not)
 - f. First Fall Semester GPA
 - g. First Spring Semester GPA
 - h. Second Fall Semester GPA
 - i. First Year Cumulative GPA
 - j. Cumulative GPA after Three Semesters
 - k. On Campus Housing Status (on campus or off campus)
 - l. Father's Education Level
 - m. Mother's Education Level
 - n. Socioeconomic Status (Pell Grant recipient or not) in the First Year

- o. Socioeconomic Status (Pell Grant recipient or not) in the Second Year
 - p. Residency Status (in state, out of state, international, other)
 - q. S.T.R.I.P.E.S. Participation (yes or no)
2. How does satisfaction with the college experience of those who chose to participate in an extended orientation program compare to the satisfaction of students who chose not to participate?
 3. Is there a relationship between student satisfaction and student retention?
 4. Do the selected variables explain a substantial portion of the variance in the students' satisfaction with their collegiate experience? The selected variables include:
 - a. Gender
 - b. Ethnicity
 - c. % Rank in High School
 - d. ACT Score
 - e. Father's Education Level
 - f. Mother's Education Level
 - g. Honors College Participant
 - h. On Campus Housing Status
 - i. S.T.R.I.P.E.S. Participation
 - j. First Year Cumulative GPA
 5. How does the retention from the first to second year for students who chose to participate in an extended orientation program compare to the retention from the first to second year for students who chose not to participate?

6. Are selected variables significant contributors to the prediction of retention at a large, public, research institution in the southeastern United States? Selected variables include:
- a. Gender
 - b. Ethnicity (Coded as White and Non-White)
 - c. Percentile Rank in High School
 - d. ACT Score
 - e. Father's Education Level (Coded as College/Professional School Graduate and No Graduate)
 - f. Mother's Education Level (Coded as College/Professional School Graduate and No Graduate)
 - g. Pell Grant Recipient in the First Year
 - h. Pell Grant Recipient in the Second Year
 - i. Honors College Participant
 - j. On Campus Housing Status
 - k. S.T.R.I.P.E.S. Participation
 - l. First Semester Cumulative GPA
 - m. First Year Cumulative GPA
 - n. Residency Status

Procedure

The target population for this study was first time, first year students enrolled at a large, public, research university in the southeastern United States. The accessible population was the incoming first year students experiencing college for the first time in the fall of 2009, 2010, and 2011 at a large, public, research university in the southeastern United States. The sample of first year students in this study ($N=15,550$) differed slightly from all first time, first year students

entering the university in 2009, 2010, and 2011, as it did not include students with Buckley holds or students that were listed as non-degree seeking.

S.T.R.I.P.E.S.

Whether or not a student participated in the S.T.R.I.P.E.S. program was a key variable in this study. S.T.R.I.P.E.S. is a voluntary program designed to assist students in their transition to college. All students entering the institution for the first time were eligible to participate in the program prior to starting their first fall semester. Thus, over the course of the 3 years included in this study, there were a small number of transfer students that participated in the S.T.R.I.P.E.S. program. These transfer students were removed from the S.T.R.I.P.E.S. students in order to analyze and compare data on first time, first year students that participated in S.T.R.I.P.E.S. to those that did not participate in S.T.R.I.P.E.S. Of the students in the population, 1,652 (10.6%) participated in the S.T.R.I.P.E.S. program. All students in the study were coded as S.T.R.I.P.E.S. or non-S.T.R.I.P.E.S. participants.

Data Collection

Data was collected in two ways for this exploratory quantitative study. For the first part, data was collected through a researcher designed data collection form. This form was used to collect archived data on the students in the population from the University Registrar's Office. For the second part of the data collection, an online survey, the College Student Satisfaction Evaluation, was administered to all students with valid email addresses in the population.

Data Collection Form

Upon receiving IRB approval to conduct the study, the researched contacted the Registrar's Office. The researcher emailed the Associate Registrar a copy of the IRB approval, the data collection form, and a brief summary about the study. Data requested on the students entering the university in 2009, 2010, and 2011 included information collected from the

student's admission application, demographic information, and academic information.

Following receipt of the email, the Associate Registrar met with the researcher in person to get additional information on the study and have the researcher complete an additional form regarding how the data would be used. The data was then provided to the researcher in a Microsoft Excel spreadsheet. All requested data was received with the exception of high school GPA. In addition, field of study was removed from the study, due to being too convoluted to be useful and year of graduation was removed due to a substantial amount of missing data.

College Student Satisfaction Evaluation

The College Student Satisfaction Evaluation was based in the study's conceptual framework. The survey initially had 7 subscales: physical environment, faculty/staff interactions, peer interactions, outside the classroom experiences, curricular experiences, perceptions of LSU, and general satisfaction.

The College Student Satisfaction Evaluation was reviewed by a group of 12 subject matter experts. Following the recommendation of Rubio et al., (2003), the subject matter experts included content experts, who were student affairs administrators and faculty members who worked with first year students, and lay experts, who were graduate and undergraduate students who provided a similar perspective as those who were actually participating in the study.

To review the survey, the subject matter experts provided two ratings (Lynn, 1986). First, they rated how relevant each item was to the subscale it was assigned to. Second, they rated how relevant each item was to student satisfaction in general. The subject matter experts used a Likert-type scale to rate the items ranging from 1 (not relevant) to 4 (very relevant). Finally, each subject matter expert was asked to provide additional written feedback regarding wording of items, order of items, and overall format of the survey.

Inter-rater agreement and the content validity index were used to determine the reliability and validity of the survey instrument. Reliability and validity were confirmed for both the items within the subscales (I-CVI) and the items to the instrument as a whole (S-CVI) (Davis, 1992; Rubio et al., 2003). In addition, inter-rater agreement and the content validity index were computed with the subject matter experts as one entire group, as well as two separate groups of content experts and then lay experts (Rubio et al., 2003). The minimum acceptable level for the content validity index and the inter-rater agreement used for this study was .80 (Davis, 1992; Lynn, 1986; Rubio et al., 2003).

Through a review of the subject matter experts' ratings regarding how relevant individual items were to the subscales, several revisions were made. Validity was confirmed with a .90 S-CVI for the entire instrument in regards to the individual items' relevance to the subscale they was listed under. Overall, the IRR for the instrument was .88, which confirmed reliability in regards to the items' relevance to the subscale it was assigned to.

Ratings were also reviewed separately for content experts and lay experts. Reviewing the ratings of the content experts only, validity was confirmed with an S-CVI for the instrument at a .90. The IRR for the overall instrument was .83, which confirmed reliability of the subscales within the content expert ratings. In regards to the lay experts' ratings, validity was confirmed with an S-CVI for the instrument at a .90. The IRR for the overall instrument was .93, which confirmed reliability of the subscales within the lay expert ratings.

Finally, a review of the ratings regarding the items relevance to overall student satisfaction was conducted. For the entire group of subject matter experts, the S-CVI for the instrument was .90, further confirming the validity of the instrument as a whole. The IRR of the entire instrument was .85, confirming reliability. In regards to the ratings for the content experts

only, the S-CVI for the instrument as a whole was .91, which confirmed validity. Reliability was confirmed with the IRR of the instrument at .89. Finally, reviewing the ratings of the lay experts, the S-CVI for the items' relevance to satisfaction as a whole was .89, confirming validity of the instrument. Reliability was confirmed with an IRR of .89.

In addition to all ratings, written comments were reviewed and final revisions were made to the instrument. While all 7 subscales were retained, 3 of the subscale headings were revised to better fit the terminology of the students. The final survey contained 59 Likert-type questions and 9 personal characteristics questions. The responses to the Likert-type questions ranged from 1 (strongly disagree) to 4 (strongly agree). Each subscale was given an individual total score by adding and then finding the average of the items in that section. To compute the overall student satisfaction score, the total scores of each of the 7 subscales were added together and then averaged.

The survey was then piloted to the 2012 incoming first year class ($N=5,556$) during the spring 2013 semester. The students in the pilot survey were contacted via email on January 28, 2013 through the Campus Labs mass mailing system and then via three reminders on January 31st, February 6th, and February 14th. Of the 1,047 students that opened the survey, 821 (14.8% useable response rate) students completed it in its entirety with 90 (16.4%) additional students completing the first part of the survey.

Reliability for the pilot survey was confirmed using Cronbach's *alpha*. The minimum acceptable value for Cronbach's *alpha* used for this study was .70 (Hinkin, 1995, 1998; Nunnally, 1975; Price, 1997). The Cronbach's *alpha* for the entire instrument was .97, which indicated exemplary reliability (Robinson et al., 1991).

The College Student Satisfaction Evaluation survey was then administered to all first time, first year students from 2009, 2010, and 2011 in the population who had a valid email address ($N=14,472$). The survey was administered via email through the Campus Labs mass mailing system from February 11, 2013 through March 3, 2013. Following the initial email, 460 emails were returned as undeliverable and 29 students asked not to be included in the follow up for a final accessible survey population of $N=13,983$. Three reminders were sent on February 14th, February 20th, and February 20th to those students who had not yet completed the survey. Each reminder included an incentive of a \$100 Visa gift card (1st reminder), \$75 Visa gift card (2nd reminder), and \$50 Visa gift card (3rd reminder).

Following the close of the survey, 2,165 (15.5%) students had opened it with 1,786 (12.8% useable response rate) students completing it in its entirety. An additional 96 (13.5%) students completed the first half of the survey. The reliability of the instrument was retested using Cronbach's *alpha*. The instrument was found to have exemplary reliability (Cronbach's *alpha* =.96) as outlined in the guidelines by Robinson et al., (1991).

To increase the ability to generalize the findings, a random sample of 25 students from the non-respondents that did not participate in S.T.R.I.P.E.S. and 25 students from the non-respondents that did participate in S.T.R.I.P.E.S. were contacted. All 50 non-respondents were contacted via phone and email on March 8, 2013. Several reminders were sent on March 13th via email and phone, March 16th and 19th via email, and March 20th via phone. For completing the survey, students were entered into a random drawing for 1 of 8 \$25 gift cards to a place of their choice.

At the close of the survey on March 20, 2013, 37 non-respondents opened the follow up survey and 34 (68% useable response rate) completed the survey in its entirety. An additional 2

non-respondents (73.5%) completed a majority of the survey and were included in the analysis. Utilizing three separate inferential *t*-tests, the respondents and non-respondents were compared on mean scores for ACT, first semester fall GPA, and overall student satisfaction scores. It was found that all three of these *t*-tests were not statistically significant, and thus, it was determined that the groups were equal within the limits of random error. This increased the generalizability of the survey, indicating responses were representative of the accessible population.

Summary of Findings

Research Question 1: Personal Characteristics of Students

This research question involved describing the personal characteristics of first time, first year students entering LSU during the fall 2009, 2010, and 2011 semesters. The variables included as descriptors were: gender, ethnicity, father and mother's education level, residency status, Pell Grant recipient in the first and second year, Honors College participation, on campus housing status for the first four semesters, S.T.R.I.P.E.S. participation, composite ACT score, % high school rank, semester GPA for the first three semesters, and cumulative GPA for the first three semesters.

As stated previously, S.T.R.I.P.E.S. participation was a key variable in this study with the findings indicating 10.6% (1,652) of the students in the population participated in the program. In addition, a large majority of the students (12,176, 78.4%) in the population identified as White and were Louisiana residents (11,943; 76.9%). This is similar to the overall undergraduate population for 2009, 2010, and 2011 where a majority of students are white (78.7%; 78.0%; 77.8%) and from Louisiana (81.6%; 79.2%; 78.4%) (Office of Budget & Planning, 2006). Of the 15,550 students in the population, 8,272 (53.2%) students identified as female. Again, this is similar to the undergraduate student population of LSU in 2009, 2010, and 2011, which consists of slightly more students who identify as female (50.8%; 51%; 51.1%) than male (49.2%; 49%;

48.9%) (Office of Budget & Planning, 2006). A majority of the students also lived on campus during their first year (Fall - 9,153; 58.9%; Spring – 8,667; 55.7%). This declined in the second year with a large majority of the students living off campus. Most of the students in the population came from a household where their mother (7,446; 47.9%) or father (6,715; 43.1%) graduated from college.

Using Honors College participation and percent high school rank as a substitution for high school GPA, the findings confirmed that 1,474 (9.5%) students were part of the Honors College. The mean percent high school rank was 29.55 with a standard deviation of 22.19.

Using Pell Grant as an estimate for socioeconomic status, the study found that 19.4% (3,020) of the students received a Pell Grant in their first year. In the second year, 14.9% (2,318) of the students received a Pell Grant.

In regards to academics, the students in the population with an ACT score ($N=15,515$; 99.8%) had an average ACT score of 25.39 with a minimum value of 13 and a maximum value of 36. The means for the semester GPAs included 2.79 for the first semester and 2.78 for the second semester with a slight increase to a mean of 2.89 for the third semester. The means for the cumulative GPAs also indicated an increase after the third semester. The average for the first semester cumulative GPA was 2.85, after the first two semesters was 2.84, and after three semesters was 2.96.

Research Question 2: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Student Satisfaction with the College Experience

This research question sought to compare the overall student satisfaction scores of students that participated in S.T.R.I.P.E.S. and students that did not participate in S.T.R.I.P.E.S. After running an inferential *t*-test analysis, it was found that S.T.R.I.P.E.S. participation did have a statistically significant relationship with a student's overall satisfaction with their collegiate

experience, though the effect size was small at $-.31$ (Cohen, 1988). Thus, the findings indicated while the relationship was statistically significant, practical significance was not as strong.

Research Question 3: Relationship between Student Satisfaction and Retention

This research question sought to confirm if there was a relationship between student satisfaction and student retention. Using a point-biserial measure of association, the findings indicated there was not a statistically significant relationship between the two variables.

However, this could be because of the large size of the population or other variables that may be influencing the relationship between satisfaction and retention. The non-statistically significant result differs from the limited research found in the literature, but further confirmed that additional research needs to be conducted in regards to student satisfaction and retention.

Research Question 4: Stepwise Regression Analysis of Overall Student Satisfaction with Their Collegiate Experience by Selected Variables

This research question sought to determine which variables explained a substantial portion of variance in overall student satisfaction. A number of variables were included as predictors as based on the research found in the literature. These variables included: gender, ethnicity, percent rank in high school, composite ACT score, father's education level, mother's education level, Honors College participation, on campus housing status, S.T.R.I.P.E.S. participation, and first year cumulative GPA. Through a stepwise multiple regression analysis, it was found that 8 variables were statistically significant predictors in explaining the variance in overall student satisfaction score. The strongest predictor was % high school rank, which explained 1.3% of the variance, followed by S.T.R.I.P.E.S., which explained an additional 1.0% of the variance in overall student satisfaction. The remaining variables that contributed to variance explained included: on campus – first semester, gender, father's education level,

cumulative GPA – first semester, ACT score, and White (Ethnicity recoded). However, despite that the findings indicated these 8 variables were statistically significant predictors, they only explained 4.7% of the variance in overall student satisfaction scores. Thus, the effect size ($r=.05$) was small (Cohen, 1988); however, even a small impact can be useful when working with large populations.

Research Question 5: Comparison of S.T.R.I.P.E.S. Participants and Students Who Did Not Participate in S.T.R.I.P.E.S. on Retention

This research question sought to compare S.T.R.I.P.E.S. participants and those students that did not participate in S.T.R.I.P.E.S. on retention from the first to second year. After conducting the logistic regression, it was found that S.T.R.I.P.E.S. participation was a statistically significant predictor of retention from the first to second year with an odds ratio of 1.30. This indicated that students participating in S.T.R.I.P.E.S. were 30% more likely to be retained from the first to second year when controlling for all other variables in the study.

Research Question 6: Forward Stepwise Logistic Regression Analysis of Student Retention by Selected Variables

This research question sought to determine if selected variables were statistically significant contributors to the prediction of retention from the first to second year. Of the 14 variables initially entered into the forward stepwise logistic regression, 9 were found to be statistically significant contributors in predicting retention from the first to second year. The statistically significant variables included: first year cumulative GPA, Pell Grant recipient – second year, Pell Grant recipient – first year, percent high school rank, father's education level, residency status, on campus – first year, gender, and S.T.R.I.P.E.S. participation. The model was also relatively accurate in predicting group membership with an accuracy rating of 86.1%.

Conclusions

Conclusion One

Overall, students are satisfied with their collegiate experience, regardless of whether or not they attend S.T.R.I.P.E.S. Also, students who participate in S.T.R.I.P.E.S. have slightly higher levels of satisfaction with their college experience. This could be because the purpose of extended orientation programs is to assist students in acclimating to the university environment, learning about academic resources, and connecting with other incoming students (Ray & Korduner, 2012). This conclusion is further supported by the theories by Astin (1984, 1985, 1993), Bean (1980), Bean and Eaton (2000), Tinto (1975, 1993, 2000) and Spady, (1970, 1971) that indicate the importance of social and academic integration in satisfaction and retention. The conceptual framework for the study indicates pre-college characteristics, organizational context, peer environment, and attitude impact satisfaction (Bean, 1990; Terenzini & Reason, 2005), which also supports this conclusion. Thus, these types of programs may be useful in assisting universities in meeting their students' needs and expectations immediately upon arriving for their first year. This provides students with a head start in understanding the collegiate environment and how they fit in to the university community.

Conclusion Two

It is concluded that student satisfaction with the college experience does not necessarily impact whether or not a student remains enrolled at LSU. This is contradictory to the limited research currently available that shows there is a link between satisfaction and retention (Elliott & Shin, 2002; Schertzer & Schertzer, 2004; Schreiner, 2009). However, there are other potential explanations as to why the results of this study contradict currently available research. It is possible that other variables such as financial situation or family problems (Bean, 1990) impacted the relationship between student satisfaction and retention. This conclusion is

supported by other research, which indicates numerous variables can impact whether a student remains enrolled or not. Some of these variables include pre-college characteristics (Allen, 1999; Astin, 1975; Bean, 1986; Burton & Ramist, 2001; Hall, 2000; Levitz et al., 1999; Milem & Berger, 1997; Murtaugh et al., 1999; Reason, 2009); finances (Dynarski, 2003; Singell, 2004), a desire to obtain a degree (Allen, 1999; Astin, 1975; Ishler & Upcraft, 2005; Levitz et al., 1999; Tinto, 1975, 2012), and peer interactions (Hall, 2000; Roberts & Styron, 2010; Tinto, 2000). Additional research is necessary to further understand how student satisfaction may impact retention at this institution.

Conclusion Three

Pre-college characteristics such as percent high school rank, gender, father's education level, ACT score, and ethnicity influence student satisfaction more so than student characteristics following enrollment in the institution. This conclusion is supported by the research identifying the impact pre-college characteristics have on student satisfaction (Astin, 1993; Levitz et al., 1999), but contradicts the research by Astin (1993) that the university environment has a stronger influence on satisfaction.

It is concluded that students may be coming to college with established ideas, expectations, and attitudes towards the institution before ever stepping foot on campus. It is also possible that student motivations and goals have changed substantially over recent years due to the financial problems experienced across the country. Thus, administrators need to be sure that they understand their incoming class in terms of pre-college characteristics, their perception of the institution, and their expectations of the institution in order to better satisfy and retain their students. Administrators also need to be aware of the message sent to students through marketing materials, prospective student interactions with members of the university community,

and others with experience at the institution such as alumni or other students as these all impact the student's perception of the institution prior to arrival for classes.

Conclusion Four

It is concluded that S.T.R.I.P.E.S. participation does impact student retention, as students are more likely to return for the second year compared to their peers that do not participate in the program. This is further supported by the two studies on extended orientation programs conducted by Lehning (2008) and Wischusen (2009). Thus, this type of program may be a worthy investment to influence retention efforts which impacts the reputation of the institution and provides a solid funding source for university initiatives.

Conclusion Five

Contrary to student satisfaction that was mostly influenced by pre-college characteristics, retention is mostly influenced by their status after enrolling in college such as first year cumulative GPA, Pell Grant recipient in the first or second year, whether or not the student lives on campus, and whether or not the student participates in S.T.R.I.P.E.S. Administrators need to focus on the experience their institution provides for currently enrolled students to ensure that students are supported academically and socially, that they can financially afford to remain enrolled, and that they are connected to the university community. This conclusion is supported by Astin (1975, 1984, 1985, 1993), Dynarski (2003), Pascarella & Terenzini (2005), Singell (2004), Spady (1970, 1971), and Tinto (1975, 1993, 2000). Administrators may want to examine their programming and support initiatives to ensure they are meeting the needs of students.

Recommendations for Practice

This study provides a foundation for university administrators interested in developing similar programs on their own campuses. Participation in an extended orientation program does

impact student satisfaction and retention, which in turn can influence the university's reputation and ability to maintain funding for various initiatives (Bean, 1990; Levitz et al., 1999).

In regards to reputation, students who are satisfied with the college experience are likely to speak positively about the institution to other people (Levitz et al., 1999). Each student that enrolls in an institution is in some ways a recruiter for the university potentially interacting with future students, donors, or employers. If they have a satisfying experience, they are likely to be a positive recruiter, while if they have a negative experience; they are likely to discourage others from attending the university (Levitz et al., 1999). Therefore, it is important for university administrators, faculty and staff to continue to place a strong emphasize on maintaining and improving student satisfaction.

The S.T.R.I.P.E.S. program is also cost effective and runs mostly on student registration fees, with the exception of the salary for the professional staff member who oversees the program. Thus, the program is able to assist with the generation of funds from tuition and fees of enrolled students at a minimal expense to the institution. For example, in-state tuition and fees for the 2012-2013 academic year at LSU are \$6,989 and for out of state students are \$22,265 (Office of Budget and Planning, 2006). If an in-state student plans on taking four years to graduate, the tuition and fees paid to the institution are \$27,956. If an out of state student takes four years to graduate, tuition and fees paid to the institution are \$89,060. An in-state student who leaves the institution after their first year costs the university \$20,967 in tuition revenue while an out of state student costs the university even more at \$66,795. This is just one in-state and one out of state student. With S.T.R.I.P.E.S. increasing the likelihood of a student remaining at the institution by 30%, this translates into tens of thousands of dollars of revenue realized as a

result of student retention produced by S.T.R.I.P.E.S. Even if S.T.R.I.P.E.S. only retains an additional 10 in-state students after the first year, this results in \$209,670 in generated revenue -- revenue that could support additional program initiatives, support services, or student resources to enhance the collegiate experience. Other institutions could similarly utilize a program like S.T.R.I.P.E.S. to generate additional revenue.

Recommendations for Future Research

With the completion of this study, there are a number of additional research initiatives that can be conducted to better understand the impact participation in an extended orientation program has on the student's collegiate experience. These research initiatives can be conducted through qualitative, quantitative, and mixed research methods. Future research initiatives include:

1. How does the first year cumulative GPA of students participating in an extended orientation program compare to the first year cumulative GPA of students choosing not to participate in the program?
2. How does the involvement in co-curricular activities of students participating in an extended orientation program compare to the co-curricular activities of students choosing not to participate in the program?
3. Are students participating in extended orientation programs more likely to serve in leadership roles than those students that choose not to participate in the program?
4. How does the graduation rate of students participating in the extended orientation program compare to the graduation rate of students choosing not to participate in the program?

5. What is the interaction effect of participating in an extended orientation program? For example, does participating in an extended orientation program have a bigger impact on retention for out of state students than in state students?
6. How does participation in an extended orientation program and living on campus in a residential college impact the retention and satisfaction of students?
7. How does the transition of students participating in the extended orientation program compare to students that chose not to participate in the program?
8. What impacts whether or not a student chooses to attend an extended orientation program or not?
9. Does participating in an extended orientation program have differing effects depending on a student's anticipated major?
10. What are other factors that may influence the relationship between student satisfaction and retention?
11. And finally, how can universities continue to focus on improving both student satisfaction and retention?

REFERENCES

- Aitken, N. D. (1982). College student performance, satisfaction and retention: Specification and estimation of a structural model. *The Journal of Higher Education*, 53(1), 32-50.
- Allen, D. (1999). Desire to finish college: An empirical link between motivation and persistence. *Research in Higher Education*, 40(4), 461-485.
- Astin, A. W. (1975). *Preventing students from dropping out: A longitudinal, multi-institutional study of college dropouts*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.
- Astin, A. W. (1985). *Achieving educational excellence*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.
- Astin, A. W. (1997). How “good” is your institution’s retention rate? *Research in Higher Education*, 38(6), 647-658.
- Astin, A. W. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, 40(5), 518-529.
- Astin, A., Korn, W., & Green, K. (1987). Retaining and satisfying students. *Educational Record*, 68(1), 36-42.
- Austin, M. L., Martin, B., Mittelstaedt, R., Schanning, K., & Ogle, D. (2009). Outdoor orientation program effects: Sense of place and social benefits. *Journal of Experiential Education*, 31(3), 435-439.
- Banning, J. H. (1990). Impact of college environments on freshman students. In M. L. Upcraft, J. N. Gardner, & Associates (eds.), *The Freshman Year Experience: Helping students survive and succeed in college* (pp. 53-62). San Francisco, CA: Jossey-Bass.
- Bean, J. P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education*, 12(2), 155-187.
- Bean, J. P. (1986). Assessing and reducing attrition. In D. Hossler (ed.), *Managing College Enrollments*. New Directions for Higher Education, 53. San Francisco, CA: Jossey-Bass.
- Bean, J. P. (1990). Why students leave: Insights from research. In D. Hossler (ed.), *The Strategic Management of College Enrollments* (pp. 147-169). San Francisco, CA: Jossey-Bass.
- Bean, J. P., & Eaton, S. B. (2000). A psychological model of college student retention. In J. Braxton (ed.), *Reworking the student departure puzzle* (pp. 48-61). Nashville, TN: Vanderbilt University Press.

- Becker, L. A. (1998). *Effect size calculators*. Colorado Springs, CO: University of Colorado Colorado Springs. Retrieved March 16, 2013 from [http://www.uccs.edu/lbecker/index.html#Calculate%20d%20and%20r%20using%20t%20values%20\(separate%20groups\)](http://www.uccs.edu/lbecker/index.html#Calculate%20d%20and%20r%20using%20t%20values%20(separate%20groups))
- Bell, B. J., Holmes, J. R., & Williams, B. G. (2010). A census of outdoor orientation programs at four-year colleges in the United States. *Journal of Experiential Education*, 33(1), 1-18.
- Billups, F. D. (2008). *Measuring college student satisfaction: A multi-year study of the factors leading to persistence*. Paper presented at the 2008 annual meeting of the Northeastern Educational Research Association. Retrieved from <http://scholarsarchive.jwu.edu/cgi/viewcontent.cgi?article=1008&context=highered>
- Brown, D. A. (1998). Does an outdoor orientation program really work? *College & University*, 73(4), 17-23.
- Bryant, J. L. (2006). Assessing expectations and perceptions of the campus experience: The Noel-Levitz student satisfaction inventory. *New Directions for Community Colleges*, 134. San Francisco, CA: Jossey-Bass.
- Burton, N. W., & Ramist, L. (2001). *Predicting success in college: SAT studies of classes graduating since 1980* (Research Report No. 2001-2). Retrieved from The College Board website: <http://research.collegeboard.org/publications/content/2012/05/predicting-success-college-sat-studies-classes-graduating-1980>
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates.
- College Student Experiences Questionnaire Assessment Program (2007). *CSEQ: Content*. Bloomington, IN: Indiana University. Retrieved on November 19, 2012, from http://cseq.iub.edu/cseq_content.cfm
- Compare ACT and SAT scores (2008). Iowa City, IA: ACT, Inc. Retrieved on November 19, 2012 from <http://www.act.org/solutions/college-career-readiness/compare-act-sat/>
- Davis, J. A. (1971). *Elementary survey analysis*. Englewood Cliffs, NJ: Prentice-Hall.
- Davis, L. L. (1992). Instrument review: Getting the most from a panel of experts. *Applied Nursing Research*, 5(4), 194-197.
- Durkheim, E. (1951). *Suicide: A study in sociology*. (J.S. Spaulding and G. Simpson, Trans.) New York, NY: American Book-Knickerbocker Press. (Original work published 1897)
- Dynarski, S. M. (2003). Does aid matter? Measuring the effect of student aid on college attendance and completion. *The American Economic Review*, 93(1), 279-288.
- Elliott, K. M. (2003). Key determinants of student satisfaction. *Journal of College Student Retention*, 4(3), 271-279.

- Elliott, K. M., & Healy, M. A. (2001). Key factors influencing student satisfaction related to recruitment and retention. *Journal of Marketing for Higher Education*, 10(4), 1-11.
- Elliott, K. M., & Shin, D. (2002). Student satisfaction: an alternative approach to assessing this important concept. *Journal of Higher Education Policy and Management*, 24(2), 197-209.
- Field, A. (2009). *Discovering statistics using SPSS* (3rd ed.). Thousand Oaks, CA: Sage Publications Inc.
- Fletcher, S. L., Newell, D. C., Newton, L. D., & Anderson-Rowland, M. R. (2001). The WISE summer bridge program: Assessing student attrition, retention, and program effectiveness. Proceedings of the American Society for Engineering Education Annual Conference & Exposition. Retrieved from <http://www.foundationcoalition.org/publications/journalpapers/fie01/01161.pdf>.
- Garcia, P. (1991). Summer bridge: Improving retention rates for underprepared students. *Journal of the Freshman Year Experience*, 3(2), 91-105.
- Gass, M. A. (1987). The effectos of a wilderness orientation program on college students. *Journal of Experiential Education*, 10(2), 30-33.
- Gass, M. A. (1990). The longitudinal effects of an adventure orientation program on the retention of students. *Journal of College Student Development*, 31(1), 33-38.
- Gass, M. A., Garvey, D. E., & Sugerman, D. A. (2003). The long-term effects of a first-year student wilderness orientation program. *The Journal of Experiential Education*, 26(1), 34-40.
- Gentry, W. A., Kuhnert, K. W., Johnson, R. M., & Cox, B. D. (2006). Even a weekend works: The value of a weekend-long orientation program on first-year college students. *The Journal of College Orientation and Transition*, 14(1), 26-37.
- Hair, J. F. Jr., Black, W. C., Babin, B. J., Anderson, R. E., & Tatham, R. L. (2006). *Multivariate data analysis* (6th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Hall, C. (2000). *African American college students at a private, urban, predominantly white institution: Patterns of success*. (Unpublished doctoral dissertation). Fordham University, New York.
- Hamilton, Jr., L., & Smith, K. (2012). Summer bridge: A comprehensive college outreach program helps at-risk, first-year students succeed. *Esource for college transitions*, 10(1), 9-11.
- Higgins, M. (2006). *The first year experience* (unpublished master's thesis). Kansas State University, Manhattan, Kansas.

- Hinkin, T. R. (1995). A review of scale development practices in the study of organizations. *Journal of Management*, 21(5), 967-988. DOI: 10.1177/014920639502100509
- Hinkin, T. R. (1998). A brief tutorial on the development of measures for use in survey questionnaires. *Organizational Research Methods*, 1(1), 104-121. DOI: 10.1177/109442819800100106
- Hinkle, D. E., Wiersma, W., & Jurs, S. G. (2003). *Applied statistics for the behavioral sciences* (5th ed.). New York, NY: Houghton Mifflin Company.
- Hossler, D., Ziskin, M. & Gross, J. (2009). Getting serious about institutional performance in student retention: Research-based lessons on effective policies and practices. *About Campus*, 13(6), 2-11.
- Ishler, J., & Upcraft, M. L. (2005). The keys to first-year student persistence. In M. L. Upcraft, J. N. Gardner, B. O. Barefoot, & Associates (eds.). *Challenging & supporting the first-year student: A handbook for improving the first year of college* (pp. 27-46). San Francisco, CA: Jossey-Bass.
- Kuh, G. D. (2001). College students today: Why we can't leave serendipity to chance. In P. Altbach, P. Gumport, & B. Johnston (Eds.), *In defense of American higher education* (p277-303). Baltimore, MD: Johns Hopkins University Press.
- Kuh, G. D. (2005). Student engagement in the first year of college. In Upcraft, Gardner, Barefoot, & Associates (ed.). *Challenging & supporting the first-year student: A handbook for improving the first year of college*. San Francisco, CA: Jossey-Bass.
- Kuh, G. D., Cruce, T. M., Shoup, R., & Kinzie, J. (2008). Unmasking the effects of student engagements on first-year college grades and persistence. *The Journal of Higher Education*, 79(5), 540-563.
- Lehning, E. M. (2008). *Impact of an extended orientation program on academic performance and retention* (Doctoral dissertation, Kansas State University). Retrieved from <http://krex.k-state.edu/dspace/bitstream/handle/2097/1030/EmilyLehning2008.pdf?sequence=1>.
- Levine, A. (1990). Who are today's freshmen? In M. L. Upcraft, J. N. Gardner, & Associates (eds.), *The Freshman Year Experience: Helping students survive and succeed in college* (pp. 15-24). San Francisco, CA: Jossey-Bass.
- Levitz, R., & Noel, L. (1990). Connecting students to institutions: Keys to retention and success. In M. L. Upcraft, J. N. Gardner, & Associates (eds.), *The Freshman Year Experience: Helping students survive and succeed in college* (pp. 65-81). San Francisco, CA: Jossey-Bass.
- Levitz, R., Noel, L., & Richter, B. J. (1999). Strategic moves for retention success. *New Directions for Higher Education*, 108, 31-49.

- Lynn, M. R. (1986). Determination and quantification of content validity. *Nursing Research*, 35(6), 382-385.
- Mayhew, M. J., Stipeck, C. J., & Dorow, A. (2011). The effects of orientation programming on learning outcomes related to academic and social adjustment with implications for transfers and students of color. *Journal of The First-Year Experience & Students in Transition*, 23(2), 53-73.
- McCurrie, M. K. (2009). Measuring success in summer bridge programs: Retention efforts and basic writing. *Journal of Basic Writing*, 28(2), 28-49.
- Milem, J. F., & Berger, J. B. (1997). A modified model of college student persistence: Exploring the relationship between Astin's theory of involvement and Tinto's theory of student departure. *Journal of College Student Development*, 38(4), 387-400.
- Miller, T. K. (Ed.) (2003). The role of orientation programs for students. CAS: The Book of Professional Standards for Higher Education. Washington, DC: Council for the Advancement of Standards in Higher Education.
- Murphy, T. E., Gaughan, M., Hume, R., & Moore, Jr. S. G. (2010). College graduation rates for minority students in a selective technical university: Will participation in a summer bridge program contribute to success? *Educational Evaluation and Policy Analysis*, 32(1), 70-83. DOI: 10.3102/0162373709360064
- Murtaugh, P. A., Burns, L. D., & Schuster, J. (1999). Predicting the retention of university students. *Research in Higher Education*, 40(3), 355-371.
- Newcomer, K. E., & Triplett, T. (2010). Using Surveys. In J. S. Wholey, H. P. Hatry, & K. E. Newcomer (eds.), *Handbook of practical program evaluation*, (3rd ed.). (pp. 262-297). San Francisco, CA: Jossey-Bass.
- Noel-Levitz, LLC. (2013). *12 scales: Student satisfaction inventory*. (1998-2013). Iowa City, IA: Author. Available: <https://www.noellevitz.com/student-retention-solutions/satisfaction-priorities-assessments/student-satisfaction-inventory/12-scales>
- Nunnally, J. C. (1975). Psychometric theory - 25 years ago and now. *Educational Researcher*, 4(10), 7-14 & 20-21.
- Office of Budget & Planning (2006). *University fall facts*. Baton Rouge, LA: Louisiana State University. Retrieved on March 13, 2013 from <http://www.bgtplan.lsu.edu/quickfacts/quickfacts.htm>
- Office of Budget & Planning (2012). *S.T.R.I.P.E.S. data*. Unpublished report, Louisiana State University, Baton Rouge, Louisiana.
- Osborne, J., & Waters, E. (2002). Four assumptions of multiple regression that researchers should always test. *Practical Assessment, Research, & Evaluation*, 8(2), 1-9.

- Pace, C. R., & Kuh, G. D. (1998) *College student experiences questionnaire* (4th ed.). Bloomington, IN: Indiana University. Retrieved on March 13, 2013, from http://cseq.iub.edu/pdf/cseq_whole.pdf
- Pascarella, E. T., & Terenzini, P. T. (1979). Student faculty information contact and college persistence: A further investigation. *Journal of Educational Research*, 72, 214-218.
- Pascarella, E. T., & Terenzini, P. T. (1983). Predicting voluntary freshman year persistence/withdrawal behavior: A path analytic validation of Tinto's model. *Journal of Educational Psychology*, 75(2), 215-226.
- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: A third decade of research*. San Francisco, CA: Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: Findings and insights from twenty years of research* (Volume 2). San Francisco, CA: Jossey-Bass.
- Perigo, D. J., & Upcraft, M. L. (1990). Orientation programs. In M. L. Upcraft, J. N. Gardner, & Associates (eds.), *The freshman year experience: Helping students survive and succeed in college* (pp. 82-94). San Francisco, CA: Jossey-Bass.
- Polit, D. F., & Beck, C. T. (2006). The content validity index: Are you sure you know what's being reported? Critique and recommendations. *Research in Nursing & Health*, 29, 489-497. DOI: 10.1002/nur.20147
- Polit, D. F., Beck, C. T., & Owen, S. V. (2007). Focus on research methods: Is the CVI an acceptable indicator of content validity? Appraisal and recommendations. *Research in Nursing & Health*, 30, 459-467. DOI: 10.1002/nur.20199
- Price, J. L. (1997). Handbook of organizational measurement. *International Journal of Manpower*, 18(4/5/6), 305-558. DOI: 10.1108/01437729710182260
- Qualtrics,. (2007, October 22). How to increase online survey response rates [web blog post]. Retrieved on March 18, 2013 from <http://www.qualtrics.com/blog/how-to-increase-online-survey-response-rates/>
- Ray, D. C., & Korduner, M. M. (2012). Developing a first-year transition camp: A "how to" guide to get started. *Journal of College Orientation and Transition*, 19(2), 125-129.
- Reason, R. D. (2009). An examination of persistence research through the lens of a comprehensive conceptual framework. *Journal of College Student Development*, 50(6), 659-682.
- Research Randomizer. (1997-2008). Retrieved on November 19, 2012 from <http://www.randomizer.org/form.htm>
- Roberts, J., & Styron, R. (2010). Student satisfaction and persistences: Factors vital to student retention. *Research in Higher Education Journal*, 6(3), 1-18.

- Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). Criteria for scale selection and evaluation. In J. P. Robinson, P. R. Shaver, & L. S. Wrightsman (Eds.). *Measures of personality and social psychological attitudes* (pp. 1-16). New York, NY: Academic Press.
- Rubio, D. M., Berg-Weger, M., Tebb, S. S., Lee, E. S., & Rauch, S. (2003). Objectifying content validity: Conducting a content validity study in social work research. *Social Work Research, 27*(2), 94-104.
- Sax, L. J., Gilmartin, S. K., & Bryant, A. N. (2003). Assessing response rates and nonresponse bias in web and paper surveys. *Research in Higher Education, 44*(4), 409-432.
- Schertzer, C. B. & Schertzer, S. M. B. (2004). Student satisfaction and retention: A conceptual model. *Journal of Marketing for Higher Education, 14*(1), 79-91.
- Schreiner, L. A. (2009). *Linking student satisfaction and retention*. Iowa City, IA: Noel-Levitz.
- Schreiner, L. A., & Juillerat, S. L. (1994) *Student Satisfaction Inventory: 4-year college and university version*. Iowa City, IA: Noel-Levitz, Inc. Retrieved on March 13, 2013, from https://www.noellelevitz.com/upload/Student_Retention/SSI/Samples/SSIFormA4yrPapera ndPencilSample.pdf
- Siegel, M. J. (2011). Reimagining the retention problem: Moving our thinking from end-product to by-product. *About Campus, 15*(6), 8-18.
- Singell, Jr., L. D. (2004). Come and stay a whiel: Does financial aid effect retention conditioned on enrollment at a large public university? *Economics of Education Review, 23*(5), 459-471.
- Skipper, T. L. (2005). *Student Development in the first college year: A primer for college educators*. Columbia, SC: University of South Carolina, National Resource Center for The First-Year Experience and Students in Transition.
- Spady, W. (1970). Dropouts from higher education: An interdisciplinary review and synthesis. *Interchange, 1*(1), 64-85.
- Spady, W. (1971). Dropouts from higher education: Toward an empirical model. *Interchange, 2*(3), 38-62.
- St. John, E. P., Hu, S., Simmons, A. B., & Musoba, G. D. (2001). Aptitude vs. merit: What matters in persistence. *The Review of Higher Education, 24*(2), 131-152.
- Tabachnick, B. G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). New York, NY: Pearson Education, Inc.
- Terenzini, P. T., & Reason, R. D. (2005). *Parsing the first year of college: A conceptual framework for studying college impacts*. Paper presented at the 2005 meeting of the

- Association for the Study of Higher Education. Retrieved from <http://www.ed.psu.edu/educ/parsing-project/.pdf%20documents/ASHE05ptt.pdf>
- Thomas, R. O. (1990). Programs and activities for improved retention. In D. Hossler (ed.), *The Strategic Management of College Enrollments* (pp. 186-201). San Francisco, CA: Jossey-Bass.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research*, 45(1), 89-125. DOI: 10.3102/00346543045001089
- Tinto, V. (1988). Stages of student departure: Reflections on the longitudinal character of student leaving. *The Journal of Higher Education*, 59(4), 438-455.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. Chicago, IL: University of Chicago Press.
- Tinto, V. (2000). Linking learning and leaving: Exploring the role of the college classroom in student departure. In J. Braxton (ed.), *Reworking the student departure puzzle* (pp. 81-94). Nashville, TN: Vanderbilt University Press.
- Tinto, V. (2012). *Completing college: Rethinking institutional action*. Chicago, IL: University of Chicago Press.
- Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (2005). The first year of college revisited. In M. L. Upcraft, J. N. Gardner, B. O. Barefoot, & Associates (eds.), *Challenging & supporting the first-year student: A handbook for improving the first year of college* (pp. 1-12). San Francisco, CA: Jossey-Bass.
- Vinson, T. L. (2008). *The relationship that summer bridge and non-summer bridge participation, demographics, and high school academic performance have on first-year college students: Effects of grade point average and retention* (Doctoral dissertation). Available from ProQuest LLC. (UMI No. 3438048)
- Walpole, M., Simmerman, H., Mack, C., Mills, J. T., Scales, M., & Albano, D. (2008). Bridge to success: Insight into summer bridge program students' college transition. *Journal of the First-Year Experience & Students in Transition*, 20(1), 11-30.
- Waryold, D. M., & James, J. J. (2010). In their own words: The perceived benefits of participation in the first ascent wilderness orientation program. *The Journal of College Orientation and Transition*, 17(2), 40-51.
- Wichusen, S. M. (2009). *BIOS: A one-week pre-freshman biology "boot camp" as a tool to increase student success and retention in the biological sciences major* (Doctoral dissertation). Retrieved from <http://etd.lsu.edu/libezp.lib.lsu.edu/docs/available/etd-03182009-110204/>

APPENDIX A: EXTENDED ORIENTATION PROGRAMS

Buff Branding – West Texas A&M University:

<http://www.wtamu.edu/student-life/buff-branding.aspx>

Camp 1831 – University of Alabama: <http://fye.ua.edu/tcamp.cfm>

Comet Camp – University of Texas Dallas: <http://www.utdallas.edu/cometcamp/>

Dawg Camp – University of Georgia: <http://dawgcamp.uga.edu/>

Duck Camp – Tarleton State University: <http://www.tarleton.edu/duckcamp/index.html>

Eagle Camp – University of North Texas: https://transition.unt.edu/eagle_camp

Fish Camp – Texas A&M University: <http://fishcamp.tamu.edu/>

Frog Camp – Texas Christian University: <http://www.frogcamp.tcu.edu/index.asp>

Hokie Camp – Virginia Tech: <http://www.hokiecamp.nsp.vt.edu/>

Impact – University of Central Missouri: <http://www.ucmo.edu/osa/leadership/impact/>

Jack Camp – Stephen F. Austin State University: <http://www.sfasu.edu/studentaffairs/95.asp>

Line Camp – Baylor University: <http://www.baylor.edu/nsp/index.php?id=60568>

Mustang Corral – Southern Methodist University: <http://smu.edu/newstudent/corral/>

Panther Camp – Florida International University: http://orientation.fiu.edu/?page_id=101

Roadrunner Camp – University of Texas San Antonio:

<http://utsa.edu/orientation/camps/roadrunner/index.html>

APPENDIX B: S.T.R.I.P.E.S. BROCHURES

S.T.R.I.P.E.S. 2009 Brochure



STRIPES

... a freshman tradition

About the Program

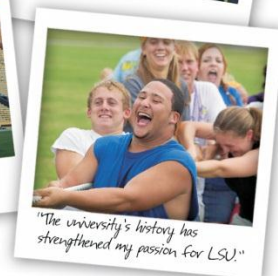
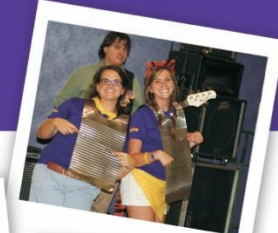
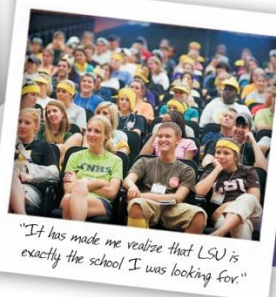
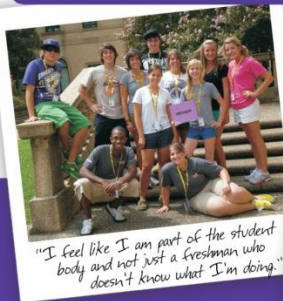
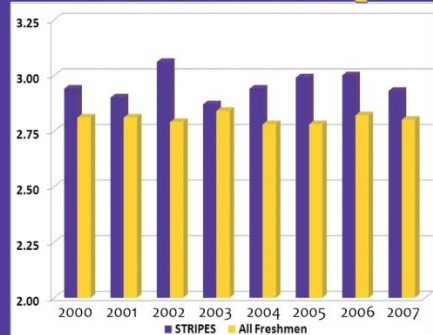
STRIPES (Student Tigers Rallying, Interacting, and Promoting Education and Service) is a four-day, three-night retreat designed to prepare first-year students for the transition to LSU. At STRIPES, students learn what it really means to be an LSU Tiger!

- Academic Success
- College Readiness
- History & Traditions
- Involvement
- Leadership Development
- Relationship Building
- Student Resources



Registration begins March 10. For more information and to register, visit www.lsu.edu/stripes.

First Year Cumulative GPA



What STRIPES Participants are saying

99% of STRIPES participants would recommend STRIPES to other incoming freshmen.

98% felt information gained from the program would be a good resource during their first year of college.

92% reported feeling more comfortable about starting classes because of the new friends made at STRIPES.

98% felt more confident about being a college student after participating in STRIPES.

99% reported having a greater appreciation for the university after learning more about the history and traditions of LSU.

96% recognized potential to be a student leader at LSU.

Check out
www.lsu.edu/stripes
for more info.



S.T.R.I.P.E.S. 2010 Brochure

Check out
www.lsu.edu/stripes
for more info!

STRIPES

225-578-4987 | stripes@lsu.edu

Baton Rouge, LA 70803

128 Johnston Hall

Division of Student Life

LSU
First Year Experience

LSU
First Year Experience

STRIPES
... a tiger tradition

Learn what it really means
to be an LSU Tiger!

STRIPES

... a tiger tradition

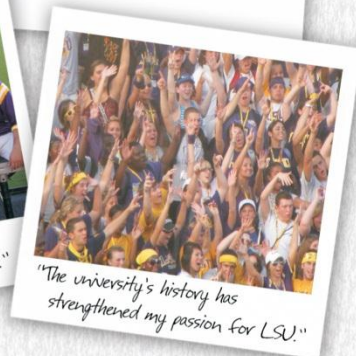
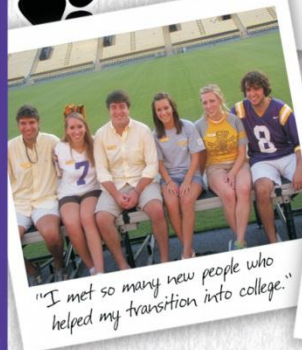
About the Program

S.T.R.I.P.E.S. (Student Tigers Rallying, Interacting, and Promoting Education and Service) is a four-day, three-night retreat designed to prepare first-year students for the transition to LSU. At S.T.R.I.P.E.S., students learn what it really means to be an LSU Tiger!

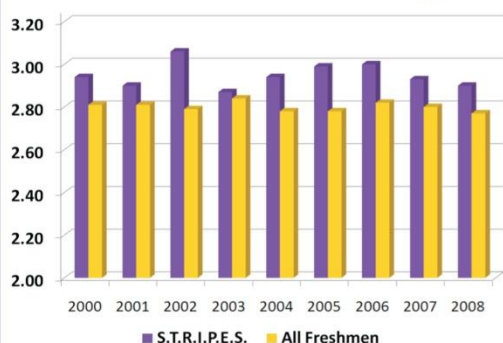
- Academic Success
- College Readiness
- History & Traditions
- Involvement
- Leadership Development
- Relationship Building
- Student Resources

STRIPES 2010
August 2 - 5
August 9 - 12
Program Dates

Registration begins April 1. For more information and to register, visit www.lsu.edu/stripes.



First Year Cumulative GPA



What S.T.R.I.P.E.S. Participants Say

99% of S.T.R.I.P.E.S. participants recommend S.T.R.I.P.E.S. to incoming freshmen.

98% felt the program provided good resources for first year of college.

90% felt more comfortable about starting classes because of new friends made at S.T.R.I.P.E.S.

96% felt more confident about being a college student after participating in S.T.R.I.P.E.S.

98% had a greater appreciation for LSU after learning more about its history and traditions at S.T.R.I.P.E.S.

95% recognized their own potential to be a student leader at LSU because of S.T.R.I.P.E.S.



Check out
www.lsu.edu/stripes
for more info.



S.T.R.I.P.E.S. 2011 Brochure



Division of Student Life
128 Johnston Hall
Baton Rouge, LA 70803
stripes@lsu.edu
(225) 578-4987



Find out more about
us at our new website:
www.stripes.lsu.edu



ST.R.I.P.E.S. 2011

...a tiger tradition

About the Program

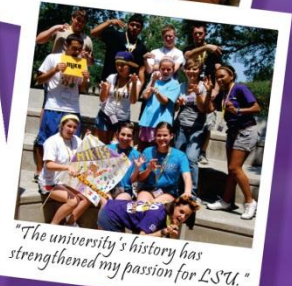
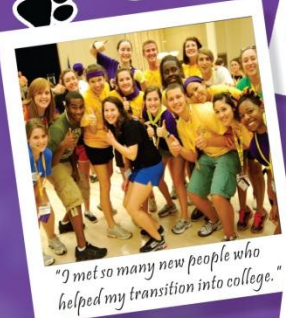
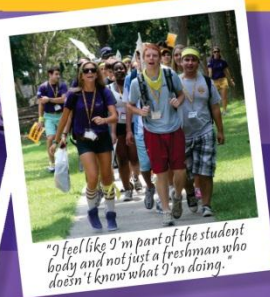
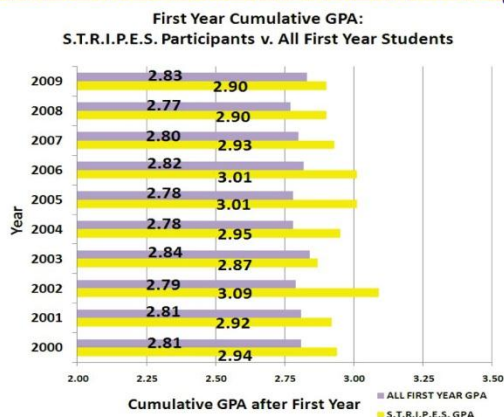
S.T.R.I.P.E.S. (Student Tigers Rallying, Interacting, and Promoting Education and Service) is a four-day, three-night retreat designed to prepare first-year students for the transition to LSU. At S.T.R.I.P.E.S., students learn what it really means to be an LSU Tiger!

- ✓ Academic Success
- ✓ College Readiness
- ✓ History & Traditions
- ✓ Involvement
- ✓ Leadership Development
- ✓ Relationship Building
- ✓ Student Resources



Registration begins April 1. For more information and to register, visit www.stripes.lsu.edu.

First Year Cumulative GPA



What S.T.R.I.P.E.S. 2010 Participants Say

- 99% would recommend S.T.R.I.P.E.S. to other incoming students
- 98% felt it would be a good resource during their first year
- 92% reported feeling more comfortable about starting classes because of new friends made at S.T.R.I.P.E.S.
- 98% felt more confident about being a college student after participating
- 98% reported having a greater appreciation for the University after learning more about the history and traditions of LSU
- 94% recognized their own potential to be a student leader at LSU



Check out
www.stripes.lsu.edu
for more info!



APPENDIX C: GUIDANCE COUNSELOR LETTER



March 16, 2009

Dear Guidance Counselor:

Being a first-year student is both exciting and challenging. To assist with the transition to college, Louisiana State University created STRIPES (Student Tigers Rallying, Interacting, Promoting Education and Service) for students enrolling in their first year at LSU in the fall.

Now celebrating its 10th year, STRIPES provides new LSU students with an opportunity to learn what it means to be a LSU Tiger through interactive programs, activities, and events during the four-day, three-night retreat. Key modules of this program address Academic Success; College Readiness; History & Traditions; Involvement; Leadership Development; Relationship Building; and Student Resources. Before classes even start, students are prepared with valuable tips on how to succeed academically, become acclimated to the University, meet University staff and faculty, and network with other first-year students.

Enclosed is additional information regarding the STRIPES program. We ask that you help us out by displaying the STRIPES poster in your high school and by distributing the brochures to students planning to enroll at LSU in the fall. If you would like an electronic copy of the brochure, please let me know and I would be happy to email it to you. You can also visit the STRIPES website at www.lsu.edu/stripes for additional information. If you have any additional questions, please contact me at korduner@lsu.edu or 225.578.4987.

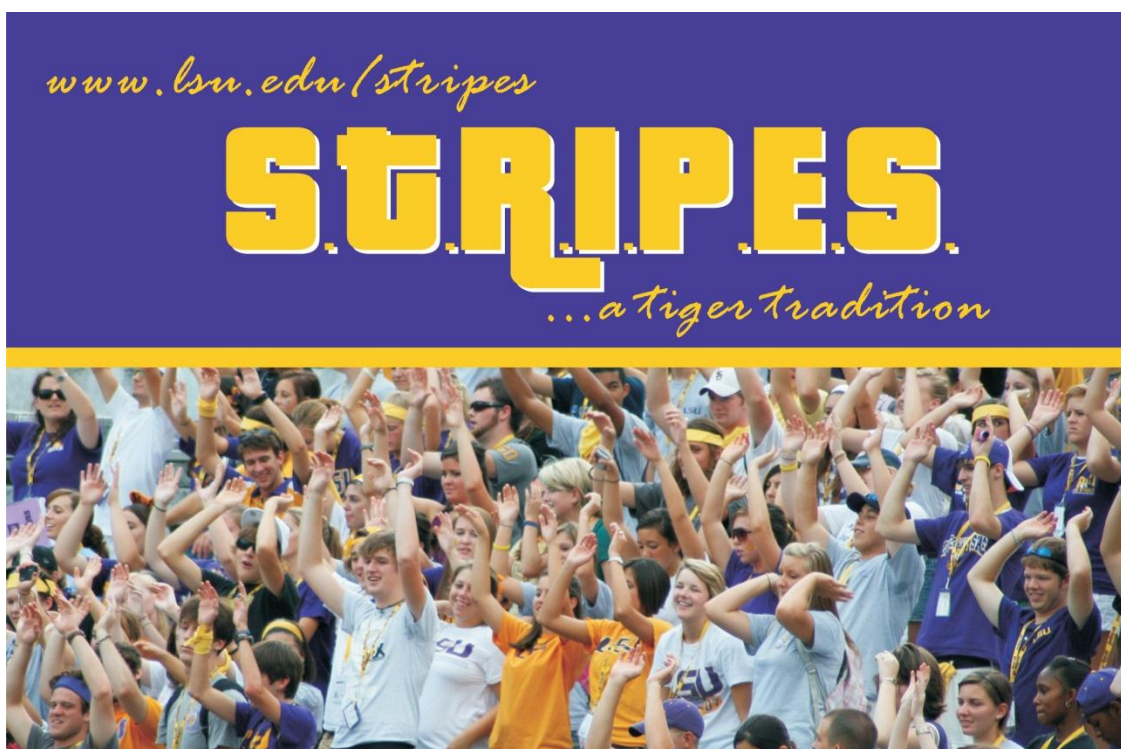
Thanks so much for your support and all you do in helping prepare the next generation. We appreciate you.

GEAUX TIGERS!

Missy Korduner
Assistant Director
First Year Experience
Division of Student Life
Louisiana State University

128 Johnston Hall • Baton Rouge, LA • 70803 • P 225-578-1188 • F 225-578-4820

APPENDIX D: S.T.R.I.P.E.S. POSTCARD



Learn what it really means to be a LSU Tiger at **S.T.R.I.P.E.S.!**

S.T.R.I.P.E.S. (Student Tigers Rallying, Interacting, and Promoting Education and Service) is a four-day, three-night retreat designed to prepare first-year students for the transition to LSU.

At **S.T.R.I.P.E.S.** you will:

- Officially begin your transition from high school to college
- Get a jump start in experiencing the history and traditions of LSU
- Connect with campus resources, facilities and programs to help you be successful
- Learn how to GET INVOLVED in the campus community
- Meet other first-year students

For more information:

Call 225.578.4987, email STRIPES@lsu.edu, or visit www.lsu.edu/stripes.

Reserve your spot today!

Session One: August 2-5, 2010

Session Two: August 9-12, 2010

LSU
First Year Experience
defineyourself.

LSU
First Year Experience

Division of Student Life
128 Johnston Hall
Baton Rouge, LA 70803

APPENDIX E: S.T.R.I.P.E.S. ONLINE REGISTRATION

STRIPES Application ::

S.T.R.I.P.E.S. Application

Please select the session you would like to attend:

- ☐ Session #1 July 29 - August 1, 2013
- ☐ Session #2 August 5 - 8, 2013
- ☐ Session #3 August 12 - 15, 2013

Personal Information:

First Name: Middle: Last Name: Preferred First Name:

LSU ID Number:

Date of Birth:

 / / (mm/dd/yyyy)

Age:

Sex (please
check one):

☐ Female ☐ Male ☐ Transgender

Race (optional):

Contact Information:

Home Address:

City:

State:

Zip:

Home Phone: (

) -

Cell Phone: (

) -

Residence Hall (if living on campus):

LSU Email Address:

Example: mtiger1@lsu.edu (Your LSU email is your PAWS username followed by @lsu.edu)

Emergency Contact Information:

Contact Name: Relationship:
Contact Phone: () - Contact Email:

Academic Information:

Intended Academic College: 
Intended Major: 

Travel Information:

Check in for S.T.R.I.P.E.S. is Monday morning from 8-9:45 am. Students needing to arrive before then have the option to arrive on Sunday evening between 6 and 10 pm. Do you need housing on campus for Sunday, July 28, 2013, Sunday, August 4, 2013, or Sunday, August 11, 2013? (please check one)

☐ Yes ☐ No

(The cost for this extra night of housing is \$40.00, which includes your room, dinner on Sunday, and breakfast on Monday. This fee will be placed on your LSU billing statement along with the S.T.R.I.P.E.S. registration fee.)

Will you be bringing your car to S.T.R.I.P.E.S.? (please check one): ☐ Yes ☐ No

Will you be dropped off at S.T.R.I.P.E.S.? (please check one): ☐ Yes ☐ No

T-Shirt Size:

T-shirt Size (please check one): ☐ S ☐ M ☐ L ☐ XL ☐ 2X ☐ 3X

Dietary Needs:

Do you have any special dietary needs? ☐ Yes ☐ No

If yes, please list needs:

Allergies & Medical Needs:

Please bring any medicine with you, including over the counter medications like aspirin, cough drops, etc. S.T.R.I.P.E.S. staff cannot provide any sort of medicine to participants.

Do you have any allergies (grass, bees, etc.) or medical conditions we should be aware of in case of an emergency?

☐ Yes ☐ No

If so, please explain:

Fee Waivers

Fee waivers to attend the S.T.R.I.P.E.S. program are **based on financial need** and will be determined in collaboration with the LSU Student Financial Aid Office. In order to be considered for a S.T.R.I.P.E.S. fee waiver, you must submit your S.T.R.I.P.E.S. registration form by Sunday, July 1, 2012 and have a completed FAFSA on file with the Student Financial Aid Office for the upcoming year. You will be contacted via your LSU email no later than July 16, 2012 regarding whether or not you received a fee waiver.

☐ Please check here if you wish to be considered for a S.T.R.I.P.E.S. fee waiver.

Payment & Options

The S.T.R.I.P.E.S. registration fee and additional night for housing fee (if applicable) will be placed on your LSU billing statement. Please allow at least one week for processing before the fee will show up on your billing statement.

☐ I authorize First Year Experience to place the S.T.R.I.P.E.S. registration fee and additional night for housing fee (if applicable) on my LSU billing statement:

Please select one:

\$275 Registration Fee

\$315

Arriving Monday morning between 8 -
9:45 am

Arriving Sunday evening between 6
- 10 pm

*Please verify that your payment selection here matches your response to the travel information above.

Refund Policy:

Students wishing to receive a full refund must cancel their registration in writing by Friday, June 29, 2012. Cancellations made from Saturday, June 30, 2012 until the start of our program will receive a 50% refund. Any cancellations after our program begins will not be eligible for a refund. All refund requests must be submitted in writing to stripes@lsu.edu.

Acknowledgement of Risk:

Some S.T.R.I.P.E.S. activities are physically strenuous in nature and several are conducted outdoors, including group relay games. Participants always engage in activities by their own choice. I understand and acknowledge that all the activities I engage in are by choice and may entail certain

risks and possible injury. Accordingly, I agree that I assume the full risk of physical and/or emotional injury. By submitting this form I also agree to hold Louisiana State University harmless. Please click on the "Agree" button to confirm your acknowledgement of risk and agreement to hold LSU harmless.

☐ Agree ☒ Disagree

Signature

Students who participate in the S.T.R.I.P.E.S. (Student Tigers Rallying, Interacting, and Promoting Education and Service) program are required to follow the rules and regulations listed on the S.T.R.I.P.E.S. website (www.stripes.lsu.edu). All students who attend S.T.R.I.P.E.S. are also subject to Residential Life Policies and the *LSU Code of Student Conduct*. If a student does not comply with all rules and regulations, they may be asked to leave the program.

Signature: Students who participate in the S.T.R.I.P.E.S. program grant First Year Experience and the S.T.R.I.P.E.S. program the right to use any photographs of them taken during the program.

Signature: Submission of this application implies that all participants will adhere to all program and University policies, guidelines, and the directives of administrative and student staff. In addition, submission of this application allows FYE to verify the information listed above and have access to the students' record for research and statistical purposes only.

☐ Agree ☒ Disagree

Note: A confirmation email will be sent to your LSU email account directly after submission of this registration form. Additional correspondence regarding the S.T.R.I.P.E.S. program will be emailed to your LSU email account a week prior to your scheduled session of attendance. </SPAN< td>

APPENDIX F: DATA COLLECTION FORM

This form was provided to the Registrar's Office to collect relevant data on the entering classes for the 2009, 2010, and 2011 academic years. Data was provided to the researcher in an Microsoft Excel spreadsheet.

Note: Please include all students that enrolled and started classes at each of the three years – 2009, 2010, 2011 regardless of whether or not the student remained enrolled after that semester. If there is some way to indicate when a student no longer enrolled (i.e. dropped out/resigned/graduated), please indicate that as well.

Student's First Name
Student's Last Name
Student's LSU ID Number
Student's Email Address
Gender
Ethnicity
Parents' Education Level
Socioeconomic Status (Pell Grant Recipient or Not)
Residency Status (in state, out of state, international)

High School GPA
High School Class Rank
Size of High School

Composite ACT Score
Composite SAT Score

College Semester(s) GPA
College Cumulative GPA
Field of Study
Likelihood of Graduating in May 2013 (2009 cohort)
S.T.R.I.P.E.S. Participation (yes/no)

APPENDIX G: COLLEGE STUDENT SATISFACTION EVALUATION

Please respond to all questions regarding your college experience at Louisiana State University. All responses are confidential and will be utilized to determine student satisfaction with the experience at LSU. The survey should take no more than 25 minutes to complete.

There are no right or wrong answers to the survey questions. Please respond to the following questions to the best of your ability.

Physical Environment

Please indicate your level of agreement with the following statements:

Q1 The classroom facilities meet my learning needs.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q2 The library meets my research needs.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q3 The Student Union is a welcoming environment for students.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q4 University Recreation meets my fitness needs as a student.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q5 There are a variety of dining locations on campus for me.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q6 The buildings on campus are clean.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q7 The buildings on campus are well-maintained.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q8 The campus grounds are clean.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q9 The campus grounds are well-maintained.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Faculty/Staff Interactions

Please indicate your level of agreement with the following statements:

Q10 My professors care about my learning.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q11 My professors care about me as a person.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q12 My professors are knowledgeable about their subject area.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q13 My professors are approachable outside of class.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q14 My professors at LSU are helpful in answering my questions outside of class.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q15 The staff at LSU care about me as a person.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q16 The staff at LSU care about my learning.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q17 The staff at LSU are helpful in answering my questions.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q18 My academic advisor is knowledgeable about what classes I need.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q19 My academic advisor is helpful in answering my questions.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q20 My academic advisor is supportive in helping me reach my career goals.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Student Interactions

Please indicate your level of agreement with the following statements:

Q21 I have made at least one new friend at LSU that I interact with in person three or more times a week.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q22 I have made at least one new friend at LSU that I interact with via social media (Facebook, Twitter, e-mail, phone/texting) three or more times a week.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q23 I have a friend from LSU who I can go to when I need help.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q24 I have a friend from LSU who I can go to when I am upset and struggling.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q25 I have made close friends at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q26 I find it easy to find people like me to interact with at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q27 I find it easy to interact with people at LSU that are different from me.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q28 I fit in with the students at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Next Page: Sequential

Outside the Classroom Experience

Please indicate your level of agreement with the following statements:

Q29 I am aware of the on campus programs/events sponsored by student organizations.		
Strongly disagree[Code = 1]		
Disagree[Code = 2]		
Agree[Code = 3]		
Strongly agree[Code = 4]		
	Required answers: 1	Allowed answers: 1

Q30 I am aware of the on campus programs/events sponsored by university departments.		
Strongly disagree[Code = 1]		
Disagree[Code = 2]		
Agree[Code = 3]		
Strongly agree[Code = 4]		
	Required answers: 1	Allowed answers: 1

Q31 There are plenty of student organizations at LSU.		
Strongly disagree[Code = 1]		
Disagree[Code = 2]		
Agree[Code = 3]		
Strongly agree[Code = 4]		
	Required answers: 1	Allowed answers: 1

Q32 There are plenty of social activities at LSU.		
Strongly disagree[Code = 1]		
Disagree[Code = 2]		
Agree[Code = 3]		
Strongly agree[Code = 4]		
	Required answers: 1	Allowed answers: 1

Q33 There are plenty of intramural activities at LSU.		
Strongly disagree[Code = 1]		
Disagree[Code = 2]		
Agree[Code = 3]		
Strongly agree[Code = 4]		
	Required answers: 1	Allowed answers: 1

Q34 There are plenty of intercollegiate athletic events at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q35 I am aware of leadership opportunities available to me at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q36 There are plenty of leadership activities at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Curricular Experiences

Please indicate your level of agreement with the following statements:

Q37 I am aware of academic resources available to help me be successful at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q38 My academic success is a priority to the professors at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q39 My academic success is a priority to the staff at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q40 I am satisfied with the class registration process at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q41 I am satisfied with my classes.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q42 I am satisfied with the quality of instruction in my classes.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Q43 I am learning information useful to my future career.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

<i>Required answers: 1</i>	<i>Allowed answers: 1</i>
----------------------------	---------------------------

Perceptions of LSU

Please indicate your level of agreement with the following statements:

Q44 I feel a strong connection to LSU because of its traditions.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q45 I am happy that I am attending this university.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q46 I am proud to say I am a student at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q47 It is a positive experience to be a student at LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q48 I feel like I am a part of the LSU community.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Q49 The campus as a whole is a friendly environment.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q50 LSU has a positive reputation within the local community.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q51 LSU has a positive reputation within the state of Louisiana.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q52 LSU has a positive reputation with the USA.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q53 I feel safe walking around on campus.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

General Satisfaction

Please indicate your level of agreement with the following statements:

Q54 LSU meets my expectations.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q55 I would choose to attend LSU if I had to do it all over again.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q56 I plan to return to LSU next year.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q57 I plan to graduate from LSU.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q58 Attending LSU is good preparation for my future.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1 Allowed answers: 1

Q59 Attending LSU is a worthwhile investment in my future.

Strongly disagree[Code = 1]

Disagree[Code = 2]

Agree[Code = 3]

Strongly agree[Code = 4]

Required answers: 1

Allowed answers: 1

Next Page: Sequential

Additional Questions

Q60 How many new friends have you made at LSU?

0[Code = 1]

1[Code = 2]

2[Code = 3]

3[Code = 4]

4[Code = 5]

5[Code = 6]

6[Code = 7]

7[Code = 8]

8[Code = 9]

9[Code = 10]

10[Code = 11]

11[Code = 12]

12[Code = 13]

13[Code = 14]

14[Code = 15]

15[Code = 16]

16[Code = 17]

17[Code = 18]

18[Code = 19]

19[Code = 20]

20[Code = 21]

21[Code = 22]

22[Code = 23]

23[Code = 24]

24[Code = 25]

25[Code = 26]

26[Code = 27]

27[Code = 28]

28[Code = 29]

29[Code = 30]

30[Code = 31]

31[Code = 32]

32[Code = 33]

33[Code = 34]

34[Code = 35]

35[Code = 36]

36[Code = 37]

37[Code = 38]

38[Code = 39]

39[Code = 40]

40[Code = 41]

41[Code = 42]

42[Code = 43]

43[Code = 44]

44[Code = 45]

45[Code = 46]

46[Code = 47]

47[Code = 48]

48[Code = 49]

49[Code = 50]

50[Code = 51]

51 or over[Code = 52]

Required answers: 1

Allowed answers: 1

Q61 How many student organization sponsored activities have you participated in during the last year?

0[Code = 1]

1[Code = 2]

2[Code = 3]

3[Code = 4]

4[Code = 5]

5[Code = 6]

6[Code = 7]

7[Code = 8]
8[Code = 9]
9[Code = 10]
10[Code = 11]
11[Code = 12]
12[Code = 13]
13[Code = 14]
14[Code = 15]
15[Code = 16]
16[Code = 17]
17[Code = 18]
18[Code = 19]
19[Code = 20]
20[Code = 21]
21[Code = 22]
22[Code = 23]
23[Code = 24]
24[Code = 25]
25[Code = 26]
26[Code = 27]
27[Code = 28]
28[Code = 29]
29[Code = 30]
30[Code = 31]
31[Code = 32]
32[Code = 33]
33[Code = 34]
34[Code = 35]
35[Code = 36]
36[Code = 37]
37[Code = 38]
38[Code = 39]
39[Code = 40]
40[Code = 41]
41[Code = 42]
42[Code = 43]

43[Code = 44]
44[Code = 45]
45[Code = 46]
46[Code = 47]
47[Code = 48]
48[Code = 49]
49[Code = 50]
50[Code = 51]
51 or over[Code = 52]

Required answers: 1 Allowed answers: 1

Q62 How many university sponsored activities outside the classroom (not including LSU intercollegiate athletic events) have you participated in during the last year?

0[Code = 1]
1[Code = 2]
2[Code = 3]
3[Code = 4]
4[Code = 5]
5[Code = 6]
6[Code = 7]
7[Code = 8]
8[Code = 9]
9[Code = 10]
10[Code = 11]
11[Code = 12]
12[Code = 13]
13[Code = 14]
14[Code = 15]
15[Code = 16]
16[Code = 17]
17[Code = 18]
18[Code = 19]
19[Code = 20]
20[Code = 21]
21[Code = 22]
22[Code = 23]
23[Code = 24]

24[Code = 25]
25[Code = 26]
26[Code = 27]
27[Code = 28]
28[Code = 29]
29[Code = 30]
30[Code = 31]
31[Code = 32]
32[Code = 33]
33[Code = 34]
34[Code = 35]
35[Code = 36]
36[Code = 37]
37[Code = 38]
38[Code = 39]
39[Code = 40]
40[Code = 41]
41[Code = 42]
42[Code = 43]
43[Code = 44]
44[Code = 45]
45[Code = 46]
46[Code = 47]
47[Code = 48]
48[Code = 49]
49[Code = 50]
50[Code = 51]
51 or over[Code = 52]

Required answers: 1

Allowed answers: 1

Q63 How many LSU football events did you attend during the 2012 season?

0[Code = 1]
1[Code = 2]
2[Code = 3]
3[Code = 4]
4[Code = 5]

5[Code = 6]

6[Code = 7]

7[Code = 8]

8[Code = 9]

9[Code = 10]

10[Code = 11]

11[Code = 12]

12[Code = 13]

13[Code = 14]

Required answers: 1 Allowed answers: 1

Q64 How many LSU baseball events did you attend during the 2011 - 12 season?

0[Code = 1]

1[Code = 2]

2[Code = 3]

3[Code = 4]

4[Code = 5]

5[Code = 6]

6[Code = 7]

7[Code = 8]

8[Code = 9]

9[Code = 10]

10[Code = 11]

11[Code = 12]

12[Code = 13]

13[Code = 14]

14[Code = 15]

15[Code = 16]

16[Code = 17]

17[Code = 18]

18[Code = 19]

19[Code = 20]

20[Code = 21]

21[Code = 22]

22[Code = 23]

23[Code = 24]

24[Code = 25]
25[Code = 26]
26[Code = 27]
27[Code = 28]
28[Code = 29]
29[Code = 30]
30[Code = 31]
31[Code = 32]
32[Code = 33]
33[Code = 34]
34[Code = 35]
35[Code = 36]
36[Code = 37]
37[Code = 38]
38[Code = 39]
39[Code = 40]
40[Code = 41]
41[Code = 42]
42[Code = 43]
43[Code = 44]
44[Code = 45]
45[Code = 46]
46[Code = 47]
47[Code = 48]
48[Code = 49]
49[Code = 50]
50[Code = 51]
51[Code = 52]
52[Code = 53]
53[Code = 54]
54[Code = 55]
55[Code = 56]
56[Code = 57]
57[Code = 58]
58[Code = 59]
59[Code = 60]

60[Code = 61]

61[Code = 62]

62[Code = 63]

63[Code = 64]

64[Code = 65]

65[Code = 66]

66[Code = 67]

Required answers: 1 Allowed answers: 1

Q65 How many LSU men's basketball events did you attend during the 2011 - 12 season?

0[Code = 1]

1[Code = 2]

2[Code = 3]

3[Code = 4]

4[Code = 5]

5[Code = 6]

6[Code = 7]

7[Code = 8]

8[Code = 9]

9[Code = 10]

10[Code = 11]

11[Code = 12]

12[Code = 13]

13[Code = 14]

14[Code = 15]

15[Code = 16]

16[Code = 17]

17[Code = 18]

18[Code = 19]

19[Code = 20]

20[Code = 21]

21[Code = 22]

22[Code = 23]

23[Code = 24]

24[Code = 25]

25[Code = 26]

26[Code = 27]		
27[Code = 28]		
28[Code = 29]		
29[Code = 30]		
30[Code = 31]		
31[Code = 32]		
32[Code = 33]		
33[Code = 34]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

Q66 Do you have a job?		
Yes[Code = 1]		
No[Code = 2]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

Q67 Please indicate your type of job:		
On Campus - Part Time[Code = 1]		
On Campus - Full Time[Code = 2]		
Off Campus - Part Time[Code = 3]		
Off Campus - Full Time[Code = 4]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
Display if Q66='Yes'		

Q68 What year did you attend S.T.R.I.P.E.S. as a participant?		
2009[Code = 1]		
2010[Code = 2]		
2011[Code = 3]		
I did not attend S.T.R.I.P.E.S. as a participant.[Code = 4]		
<i>Required answers: 1</i>		<i>Allowed answers: 1</i>
<i>Next Page: Sequential</i>		

APPENDIX H: COLLEGE STUDENT SATISFACTION EVALUATION EMAILS TO ACCESSIBLE POPULATION

Initial Email – Sent February 11, 2013

From: Missy Korduner
Subject: LSU Student Satisfaction Survey
Reply: korduner@lsu.edu

You have been selected to participate in this short 68-question survey designed to determine student satisfaction with the LSU experience. It will take less than 20 minutes to complete and is part of a research study being conducted to determine the impact participation in an extended orientation program has on student satisfaction and retention at Louisiana State University.

By completing this survey, you agree to be a participant in this study. There are no known risks involved to students participating in this study. Participation in the study survey is completely voluntary, and participants can change their mind and withdraw from the study at any time without penalty. All responses are confidential. The researcher will follow up with any non-respondents by email and possibly by phone.

To access the survey please click [here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<http://www.studentvoice.com/p/?uuid=e903b60ca47142369c08f57594c4b84d&p=1>

Any questions regarding this research study should be directed to the principal investigator, Missy Korduner, at korduner@lsu.edu or 225-578-4987. The researcher is available Monday – Friday from 8 am – 4:30 p.m.

This study has been approved by the LSU Institutional Review Board. Any questions regarding the subjects' rights or other concerns should be directed to Robert C. Mathews, Chairman, LSU Institutional Review Board, (225)578-8692, irb@lsu.edu, www.lsu.edu/irb.

Reminder #1 – Sent February 14, 2013

From: Missy Korduner
Subject: LSU Student Satisfaction Survey
Reply: korduner@lsu.edu

You were recently notified that you were selected to participate in this short 68-question survey designed to determine student satisfaction with the LSU experience. According to our records, you have not yet completed the survey. It will take less than 20 minutes to complete and is part of a research study being conducted to determine the impact participation in an extended orientation program has on student satisfaction and retention at Louisiana State University.

By completing this survey, you agree to be a participant in this study. There are no known risks involved to students participating in this study. Participation in the study survey is completely voluntary, and participants can change their mind and withdraw from the study at any time without penalty. All responses are confidential. The researcher will follow up with any non-respondents by email and possibly by phone. **Any student completing the survey in its entirety by 11:59 p.m. on Tuesday, February 19 will be entered into a drawing for a \$100 Visa gift card.**

To access the survey please click [here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<http://www.studentvoice.com/p/?uuid=e903b60ca47142369c08f57594c4b84d&p=1>

Any questions regarding this research study should be directed to the principal investigator, Missy Korduner, at korduner@lsu.edu or 225-578-4987. The researcher is available Monday – Friday from 8 am – 4:30 p.m.

This study has been approved by the LSU Institutional Review Board. Any questions regarding the subjects' rights or other concerns should be directed to Robert C. Mathews, Chairman, LSU Institutional Review Board, (225)578-8692, irb@lsu.edu, www.lsu.edu/irb.

Reminder #2 – Sent February 20, 2013

From: Missy Korduner
Subject: LSU Student Satisfaction Survey
Reply: korduner@lsu.edu

You were recently notified that you were selected to participate in this short 68-question survey designed to determine student satisfaction with the LSU experience. It will take less than 20 minutes to complete and is part of a research study being conducted to determine the impact participation in an extended orientation program has on student satisfaction and retention at Louisiana State University.

By completing this survey, you agree to be a participant in this study. There are no known risks involved to students participating in this study. Participation in the study survey is completely voluntary, and participants can change their mind and withdraw from the study at any time without penalty. All responses are confidential. The researcher will follow up with any non-respondents by email and possibly by phone. **There is another chance to win FREE MONEY! Any student completing the survey in its entirety by 11:59 p.m. on Monday, February 25 will be entered into a drawing for a \$75 Visa gift card.**

To access the survey please click [here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<http://www.studentvoice.com/p/?uuid=e903b60ca47142369c08f57594c4b84d&p=1>

Any questions regarding this research study should be directed to the principal investigator, Missy Korduner, at korduner@lsu.edu or 225-578-4987. The researcher is available Monday – Friday from 8 am – 4:30 p.m.

This study has been approved by the LSU Institutional Review Board. Any questions regarding the subjects' rights or other concerns should be directed to Robert C. Mathews, Chairman, LSU Institutional Review Board, (225)578-8692, irb@lsu.edu, www.lsu.edu/irb.

Reminder #3 – Sent February 28, 2013

From: Missy Korduner
Subject: LSU Student Satisfaction Survey
Reply: korduner@lsu.edu

This is your final reminder to complete the LSU Student Satisfaction Survey. The survey will close on Sunday, March 3, 2013 at 11:59 p.m. This short 68-question survey designed to determine student satisfaction with the LSU experience. It will take less than 20 minutes to complete and is part of a research study being conducted to determine the impact participation in an extended orientation program has on student satisfaction and retention at Louisiana State University.

By completing this survey, you agree to be a participant in this study. There are no known risks involved to students participating in this study. Participation in the study survey is completely voluntary, and participants can change their mind and withdraw from the study at any time without penalty. All responses are confidential. The researcher will follow up with any non-respondents by email and possibly by phone.

All students completing the survey in its entirety by March 3 at 11:59 p.m. will be entered into a final drawing for a \$50 Visa giftcard.

To access the survey please click [here](#). If the survey does not open automatically, please copy and paste the following link to your internet browser's address bar:

<http://www.studentvoice.com/p/?uuid=e903b60ca47142369c08f57594c4b84d&p=1>

Any questions regarding this research study should be directed to the principal investigator, Missy Korduner, at korduner@lsu.edu or 225-578-4987. The researcher is available Monday – Friday from 8 am – 4:30 p.m.

This study has been approved by the LSU Institutional Review Board. Any questions regarding the subjects' rights or other concerns should be directed to Robert C. Mathews, Chairman, LSU Institutional Review Board, (225)578-8692, irb@lsu.edu, www.lsu.edu/irb.

APPENDIX I: INSTITUTIONAL REVIEW BOARD APPROVAL

Application for Exemption from Institutional Oversight

Unless qualified as meeting the specific criteria for exemption from Institutional Review Board (IRB) oversight, ALL LSU research/ projects using living humans as subjects, or samples, or data obtained from humans, directly or indirectly, with or without their consent, must be approved or exempted in advance by the LSU IRB. This Form helps the PI determine if a project may be exempted, and is used to request an exemption.

-- Applicant, Please fill out the application in its entirety and include the completed application as well as parts A-F, listed below, when submitting to the IRB. Once the application is completed, please submit two copies of the completed application to the IRB Office or to a member of the Human Subjects Screening Committee. Members of this committee can be found at <http://research.lsu.edu/CompliancePoliciesProcedures/InstitutionalReviewBoard%28IRB%29/item24737.html>

-- A Complete Application Includes All of the Following:

- (A) Two copies of this completed form and two copies of parts B thru F.
- (B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)
- (C) Copies of all instruments to be used.

*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.

(D) The consent form that you will use in the study (see part 3 for more information.)

(E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (<http://phrp.nihtraining.com/users/login.php>)

(F) IRB Security of Data Agreement: (<http://research.lsu.edu/files/item26774.pdf>)

1) Principal Investigator: Melissa Korduner

Rank: Doctoral Student

Dept: Human Resource Education

Ph: 225-578-4987

E-mail: korduner@lsu.edu

2) Co Investigator(s): please include department, rank, phone and e-mail for each
*If student, please identify and name supervising professor in this space

Dr. Joe Kotrlik
James C. Atherton Alumni Professor
School of Human Resource Education & Workforce Development
kotrlik@lsu.edu

IRB# E8090 LSU Proposal # _____

- ☒ Complete Application
- ☒ Human Subjects Training

3) Project Title: An extended orientation program's impact on student satisfaction and retention

Study Exempted By:
Dr. Robert C. Mathews, Chairman
Institutional Review Board
Louisiana State University
203 B-1 David Boyd Hall
225-578-8692 | www.lsu.edu/irb
Exemption Expires: 1/7/2016

4) Proposal? (yes or no) ☐ No ☐ If Yes, LSU Proposal Number _____

Also, if YES, either

☐ This application **completely** matches the scope of work in the grant

OR

☐ More IRB Applications will be filed later

5) Subject pool (e.g. Psychology students) First year students entering LSU in 2009, 2010, and 2011

*Circle any "vulnerable populations" to be used: (children <18; the mentally impaired, pregnant women, the ages, other). Projects with incarcerated persons cannot be exempted.

6) PI Signature [Signature] Date 1.3.13 (no per signatures)

** I certify my responses are accurate and complete. If the project scope or design is later changes, I will resubmit for review. I will obtain written approval from the Authorized Representative of all non-LSU institutions in which the study is conducted. I also understand that it is my responsibility to maintain copies of all consent forms at LSU for three years after completion of the study. If I leave LSU before that time the consent forms should be preserved in the Departmental Office.

Screening Committee Action: Exempted ☒ Not Exempted _____ Category/Paragraph 1

Signed Consent Waived?: Yes / No

Reviewer Mathews

Signature [Signature]

Date 1/8/13

VITA

Melissa Korduner is an Assistant Director of First Year Experience at Louisiana State University. She is directly responsible for the S.T.R.I.P.E.S. program, out of state student programming, and sophomore year initiatives. Her background includes programming, student organization advising, housing, student leader training, and students in transition. She is an active member in ACPA College Student Educators International and serves as a Directorate Board member for the Commission for Administrative Leadership. She has been recognized as the Outstanding Experienced Professional from the ACPA Commission for Admissions, Orientation, and First Year Experience and as the Outstanding Mid-Level Professional from the ACPA Commission for Administrative Leadership. Melissa is an active volunteer with Pi Beta Phi Fraternity for Women. In addition, she is a member of numerous honor societies including Omicron Delta Kappa, Phi Kappa Phi, and Gamma Sigma Delta.