

**OBSERVATIONS FROM SUMMER 1998
ORIENTATION SESSIONS
FOR FTIC AND TRANSFER STUDENTS**

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**UCF 21-TR-98-017
September 1998**

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ABSTRACT

This technical report contains findings from observations made during summer 1998 orientation. The primary objective was to examine the orientation process from a student's perspective in order to be able to identify possible areas for improvement, with the underlying goal being to increase student satisfaction.

With the approval and support of the Orientation Office, each of three UCF 21 team members posed as either an FTIC or a transfer student. Once the UCF 21 team member's name, social security number, college, major, educational level, and schedule for attending orientation was recorded by the overseeing department, the student was permitted to experience first-hand the orientation process. Each member adhered to the defined agenda, at which time observations were recorded and sketches of some of the individual meeting sites were developed. The consolidated results appear to indicate that the orientation process was both fairly efficient and met with the approval of the majority of those undergoing the process. Two common areas identified for possible improvement include student identification cards and issues concerning signage. More detailed recommendations are contained in the body of this report. Subsequent studies should address how the University differentially handles FTIC and transfer students during the time of orientation in terms of depth of information and the level of guidance given to the two groups.

Acknowledgments

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OBSERVATIONS FROM SUMMER 1998 ORIENTATION SESSIONS FOR FTIC AND TRANSFER STUDENTS

1.0 INTRODUCTION AND SCOPE

The University of Central Florida currently serves a diverse student body population of over 29,000 students. One of the University's primary objectives has been and continues to be to improve the quality of institutional services. Several offices (e.g. Student Affairs and Quality Initiatives) have administered surveys to obtain an index of student satisfaction. Their findings show a high student approval rating with respect to most academic issues, in contrast to a lower approval rating with respect to those issues generally classified as "student services". The Quality Initiatives office has worked closely with the process owners to improve their processes. Their approach has helped to enhance communication and understanding within various organizational functions and improve processes. There is a need, however, to identify and address systemic issues that cross organizational boundaries that involve multiple process owners.

The University, as part of its Strategic Planning Initiative, provided funding during the 1997-1998 academic year to support the University's Customer Focus for the 21st Century (UCF 21) project to address this need for a systems level study of student services. The primary goals of Phase 1 of the UCF 21 project were to: 1) develop a systems level view of student services and their interrelationships; 2) identify systems level improvement opportunities, including re-engineering; 3) recommend changes and/or in-depth studies; and 4) develop implementation plans for changes and/or in-depth studies.

At the conclusion of Phase 1 of the UCF 21 project, a wealth of information has been compiled regarding student services at UCF. The top-down view has identified 107 distinct student services as described in the various catalogs, guides, and the UCF WebSite. Importantly, organizational and some functional relationships among these student services including an estimate of the customer population have been identified. The information systems used and requirements necessary to support these services have been identified, providing further insight into the relationships among the various services. Various methods to assess student satisfaction have been identified and evaluated. A critical review of the numerous surveys that have been administered, and the analysis and use of the responses has been documented as well.

The study has pointed to three major systems level deficiencies at UCF: (1) a lack of consistency in the appearance, and the variability and inaccuracy of the content of information (electronic and non-electronic) provided to students, (2) the lack of reliable information about student perceptions about services and the lack of documentation of survey results and their usage (while many surveys are conducted, in general, the design of the questions and the small non-representative samples make the results not useful for identifying problems), and (3) the lack of documentation and justification of the processes used to provide services to students. The latter two problem areas are in part due to a lack of resources within most offices to design,

conduct and analyze surveys and the lack of resources, time and training to properly conduct process and systems analyses.

These three noted deficiencies led to two major recommendations. The first recommendation was to establish a Student Services Information Directory that would contain current and accurate information about student services, and would serve as a central source for such information. The director (the “information czar”) would be charged with maintaining information about student services and establishing information guidelines. The second recommendation involved the establishment of an Operational Excellence and Assessment (OEA) office. This office would provide direct assistance to various providers of students services in conducting surveys and performing process analyses.

Because of the need to determine whether such an office can add value, the UCF 21 project been continued for the 1998-1999 academic year to provide labor support to assist various student services and administrative offices in order to study the efficacy of establishing an OEA office. UCF 21 is currently conducting several survey and process analysis “projects” and documenting the benefits and costs associated with providing direct assistance with surveys and process analyses.

Since several of the current projects involve an examination of the orientation process, it was important for the UCF 21 team to obtain first-hand knowledge of the orientation “experience.” This report documents observations taken by UCF 21 team members that attended several of the FTIC and transfer orientation sessions during the month of July 1998. The study’s primary objectives were to become familiar with orientation from the student’s perspective and to identify strengths and weaknesses of the orientation process in order to identify areas for improvement.

2.0 METHODOLOGY

The following sections describe the methods used to observe the orientation process. The study was undertaken with the full support of the Director of the Orientation Office.

2.1 Participants

The participants were comprised of three, female UCF 21 team members, within the age range of 24-32 years. All posed as either a first-time-in-college (FTIC) or a transfer student.

2.2 Apparatus

Observational notes were recorded on data-collection sheets (see Appendix A), whose time intervals/activities were designed specifically to coincide with the defined orientation agenda.

2.3 Procedure

One week prior to the start of the study, the principal investigator was provided with a listing of colleges and respective majors either historically noted for having difficulty when undergoing the process or conversely having relatively little or no problems. From this listing, the three participants selected colleges/majors that would represent both ends of the spectrum (frequent difficulty to relatively little/no difficulty). This information, along with each individual's name, social security number, educational status (FTIC or transfer) and desired date for attending orientation was then forwarded to the director, who subsequently entered the information into the Orientation data base. Only one participant was assigned to each of the orientations shown in Table 1. Note that only the second day of the FTIC Orientation was observed on 7/17/98.

Table 1. Summer 1998 Orientation Study Assignments

Educational Status	Orientation Date	College/Major	Number of Investigators
FTIC	7/13/98-7/14/98	Undeclared	1
FTIC	7/17/98	Health & Public Affairs: Nursing	1
Transfer	7/15/98	Health & Public Affairs: Biology	1
Transfer	7/29/98	Arts & Sciences: Psychology	1

During the time of check-in, on each participant's assigned orientation dates, the student received both a confirmation packet (see Appendix B) and an agenda displaying that day's scheduled activities. Tables 2 and 3 display the agenda for representative FTIC and Transfer student orientations, respectively.

Table 2. Agenda for July 17, 1998's FTIC Orientation Session

Time	Activity	Location	Description
7-9 a.m.	<i>Breakfast</i>	University Dining Room	Join us for a nutritious start to the day.
8 a.m.	<i>Lead Scholars</i>	Student Union 218 B	If you are a member of the LEADscholars program, please attend this session to find out more about the requirements and activities.

Table 2. Continued

Time	Activity	Location	Description
8:30 a.m.	<i>Multicultural Student Services</i>	Student Union 316 AB	This meeting will explain special services available to students of color.
9 a.m.	<i>Spring Training</i>	Various Locations (Student Union)	Meet with your O-Team member to prepare for the rest of the day.
9:30 a.m.	<i>"All-Star" Info Fair</i>	Student Union Patio	Find out more about clubs, organizations and area businesses, and how you can be an all-star by getting involved.
10:30 a.m.	<i>Housing</i>	Student Union 316 AB (on-campus) Student Union 316 CD (off-campus)	No description provided
11 a.m.	<i>Lunch</i>	University Dining Room	No description provided
12:15- 4 p.m.	<i>Rotation Groups</i> Group 1: Computer Services Group 2: Schedule Planning Group 3: Student Activities & Greek Life Group 4: Financial Aid or Fee Payment	Computer Center II, 113 Student Union (site dependent on college/major) Student Union 221 AB Student Union 218C (finan. aid) 218D (fee payment)	No description You will received advising based on your major. No description If you are receiving any type of financial aid, grant, loan or scholarship through UCF, please attend this session. If you are not receiving any type of financial aid, please attend this session to learn more about tuition and how to pay for classes.
4:15 p.m.	<i>Registration</i>	Dependent upon College of major	Please find the college of your major in the Student Union atrium and you will be escorted to your registration location.

Table 3. Agenda for July 29, 1998's Transfer Orientation Session

Time	Activity	Location	Description
8 a.m.	<i>Check-In</i>	Student Union 218	Please check with Health Records representatives if you are not in compliance with immunization requirements. You will have the opportunity to get a shot today, if needed.
8 a.m.	<i>Student Life Groups</i>	Student Union 218	Once you have completed check-in, you will be assigned to a small group to discuss opportunities and services available at UCF.
9:30 a.m.	<i>Welcome</i>	Student Union 316	This is your official welcome to UCF.
9:40 a.m.	<i>Student Activities</i>	Student Union 316	This session will include information about the various ways to get involved at UCF.
10:00 a.m.	<i>Student Success</i>	Student Union 316	The Office of Articulation and Community College Relations and the Division of Student Development and Enrollment Services will cover services & tips designed to help you successfully make the transition to UCF.
10:50 a.m.	<i>Academic Advising</i>	Dependent upon College of major	You will be dismissed from your Student Success program by the college of your major and taken to the appropriate location for academic advising in a group setting. You will not be allowed to register without materials given out at advising.
1:00 p.m.	<i>Lunch</i>	Student Union, Various Locations	Please ask a member of the Orientation Team for information on available campus dining opportunities.

Table 3. Continued

Time	Activity	Location	Description
2:00 p.m.	<i>Registration</i>	Student Union 316	You may register in person with representatives from your college. Please be prepared to turn in your orientation evaluation at the end of this session.
3:30 p.m.	<i>Financial Aid Information</i>	Student Union 218	This session will cover general information and answers to frequently asked questions about transferring your financial aid.

For each scheduled activity, observations were recorded and sketches of the particular meeting site were taken (see appendices C & D, respectively).

3.0 RESULTS

The following is a compilation of the three investigators observational findings for both FTIC and transfer orientation sessions.

3.1 FTIC Student Orientation Session

Day 1

Activity

◆ **Check-In**

Positive Features

Efficient

Negative Features

No signs posted to indicate direction to orientation site

Signage overall was scarce

No bag was provided to students for holding orientation material/nor were pens/pencils provided for writing

Heard complaints about lag-time between check-in and orientation onset

Arrangement of seats was too close in proximity (attached with ties at bottom)

Day 1 (Cont'd)

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
◆ First-Pitch	Achieved student involvement Humorous/entertaining Organized break-up into groups	None
◆ Spring-Training	Reviewed the majority of student life and academic services Reviewed all academic resources available to UCF students Thoroughly answered many "frequently asked questions" Reviewed UCF terminology Provided a good opportunity for interacting with fellow students	Did not completely describe all services pertaining to the Wellness Center Were not able to answer questions concerning scholarships Did not examine the topic of financial aid, which many had questions to ask
◆ Student Success	Encouraged group interaction ◆ Motivated students to assume personal responsibility Provided tips on how to make a smooth transition Identified less work-intensive courses for schedule balancing Provided a brief description of science classes	One speaker: was viewed to be intimidating insisted on immediacy in deciding a major asked for a brief time for questions, while snapping fingers made overrides appear to be much easier to accomplish than in actuality Remarked that students should be taking notes

Day 1 (Cont'd)

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
◆ Diversity	Made those students classified as "undeclared" feel comfortable about their decision Provided a break from the routine	Discussion groups were too large Students were made to sit on the floor Question #5 was confusing to many Appeared to be too much time (1 hour, 45 minutes) devoted to this activity
◆ Social Responsibility	Examined important issues Very entertaining Allowed for students to ask questions at the end of the activity	None

Day 2

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
◆ Small Groups	Excellent presentation made by O-Team member, who thoroughly answered students' questions O-Team member distributed personal business card with his e-mail address should students have any inquiries/problems in the future	Meeting site was located in an inside corridor, necessitating hallway signs to indicate appropriate direction Given vague directions, when asking desk personnel for room location
◆ Info Fair	Gave students the opportunity to receive information on areas of personal interest O-Team members were present to answer any questions	No signs pointing to patio direction Many students/parents remained seated inside the Student Union lobby Many of the materials distributed at this time could be found within the student's confirmation packet

Day 2 (Cont'd)

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
		Many display tables were not occupied
		No overhead coverage provided to shield students/parents from hot sun (many observed to be fanning themselves/see comment 2, above)
		Many were left to wait in the SU lobby since no activity was provided to bridge the time gap between the Info Fair & Housing Interest Session
◆ Housing Interest Session	Literature was made available to all in attendance concerning all aspects of UCF housing (off-campus housing, rates, room-mate matching, etc...)	Technical difficulties with microphone, making it difficult to hear presentation The speaker talked extremely fast, and giggled at numerous points throughout the presentation
		No signs posted on outside door to indicate that solely off-campus housing would be addressed. When this was publicly announced by speaker, all but three family groups remained out of a previously filled-to-capacity auditorium
◆ Lunch	Excellent food service delivery, with rapid clean-up	Require signs in student courtyard to locate dining hall; many appeared to be lost
	Large variety of foods from which to choose it was written on the menu (fancy bubble dots in blue & white chalk) also	Line formation obstructed the menu from being viewed/the manner in which made it difficult to read.
	Personal greeter at doorway, who would occasionally recite menu to those waiting in line	
	Different entrance & exit-ways preventing congestion	
◆ Rotation Groups *Computer Svcs.		Seven students left waiting in corridor for presenter, who never arrived--left doubts as to whether this was the actual

Day 2 (Cont'd)

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
		meeting site
		No visible signs of O-Team members/ orientation personnel to direct inquiries
*Greek/Student Activities	O-Team members remained in outside corridor to direct students to appropriate rooms	Worker started film without announcement
	Excellent presentations made on campus ministry, the senate, and leadership activities	While showing the film-strip, a number of students had entered the room. Many remained standing and talking in the back, making it difficult for those nearby to listen. Although some workers were cognizant of the situation, nothing was done.
		No option for those not interested in joining a fraternity/sorority to leave room, creating an awkward situation for those wishing to depart
*Schedule Planning	Did not Attend	
*Financial Aid/ Fee	Excellent presentation: thoroughly explained the process for filing/gave examples; conveyed important deadline and award dates; displayed important forms; provided the opportunity to ask general questions, as well as those of more personal nature individually at the end of session	Presenter spoke too rapidly
◆ Registration (Health & Public Affairs)	O-Team members escorted students to registration site	
	Personnel present at both ends of the trailer to assist students	

Day 2 (Cont'd)

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
	Multiple sites to register	
	Two floaters present to direct students to next available processor	
	Provided the opportunity for students to receive supervision when registering themselves via POLARIS	None
	O-Team members present to escort students to other locations (i.e. Health Services) if needed	
	Staff member from the Registrar's present to clarify holds, etc...	
	Separate conference room for parents/food provided	
	Staff: Excellent, knowledgeable, congenial and worked well as a team	
	Processing time was rapid: 30 students underwent the process in a 20-minute time interval	

3.2 Transfer Student Orientation Session

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
◆ Check-In	Very-well organized & efficient	No bags for holding orientation material/ nor pens provided for writing down information
	2 greeters at doorway for directing students to available check-in desks order	Waited in "holding area" for enough people to gather in
	No waiting lines	to proceed with the next planned activity (Student-Life Groups)
	Floaters situated outside of next meeting site, to direct students without complete health forms to another site	

<u>Activity</u>	<u>Positive Features</u>	<u>Negative Features</u>
<p>◆ Student-Life Groups</p>	<p>Excellent/thorough presentation made by O-Team member, who reviewed contents of confirmation packet</p> <p>Directed students to important pages in UCF catalog</p> <p>Took audience's questions after presentation</p>	<p>No name-tags distributed to students to wear (as with FTIC students)/little to no interaction among students</p>
<p>◆ ID Picture-Taking</p>	<p>None</p>	<p>Attempt to stagger the arrival of students was not always successful</p> <p>Students were required to wait outside the trailer, in the hot sun, in order to have their ID picture taken (many were observed to sit on the wooden planks/while fanning themselves until it was their time)</p> <p>Some Stats: One student waited in line for his picture for 20 minutes; another waited to receive her ID card for 23 minutes. The entire process for one group of students was 45 minutes in duration</p> <p>One group of students did not complete this process and needed to return on their own time later in the day</p> <p>Another group arrived 5 minutes late to the next scheduled activity</p>
<p>◆ Informational Sessions</p>	<p>Floater in aisle to direct late-comers to their seats</p> <p>Highlighted some of the University's noteworthy features (e.g., advanced computer usage; most preferred school for community college students)</p> <p>Motivational presentation made</p>	<p>Very little emphasis on student activities (unlike FTIC session)</p> <p>Technical difficulties with projector (e.g., images were unproportional, making it difficult for the back of the room to view the slides)</p> <p>Additionally, too much information was presented on one slide (e.g., written in paragraph format), making</p>

by Travis Spaulding on Student it difficult to follow the presentation Success. Students were introduced to the University's web-page; informed about permissible transfer credit; given definitions of full-time vs. part-time study; and typical problems regarding multiple failures & additional

◆ **Informational Sessions**

Fee assessment (new legislation) and falling below the number of required courses to maintain full-time status as a result of dropping a course.

◆ **Academic Advising**

Students were informed of 35 newly available classes at UCF's south Orlando campus, thereby creating greater flexibility and options from which to choose

Students were grouped according to their majors and led by an O-Team member to their respective colleges for group advising

◆ **Lunch Break**

The University did not make the option available for transfer students to eat on campus (i.e. University Dining Hall), as in the case of FTIC students

Reconvene

The speaker instructed any students who were frustrated after advising to come speak with her or any OASIS worker and they will help them get at least

one class so that they are in "the system"

The strategy for breaking students down into smaller groups prior to leading them over to OASIS was both poorly designed and supervised.

As a result, the first group to leave contained all but 10 people from the left-hand side of the auditorium

◆
◆ **Registration**

(College of Arts & Sciences/OASIS)

Floater were available both inside and outside of the POLARIS OASIS office

Students did not register themselves using

(submitted course listings to process server for entry)

Activity

Positive Features

Seven process areas were open and there were no apparent bottlenecks

One O-Team member queued students to next available process server

Two O-Team members distributed the fee-invoices near the printer

Entrance and exitways were different preventing congestion from occurring

Negative Features

◆ **Financial Aid**

Poor scheduling of this activity (after registration)—consequently, many had chosen not to attend

Poor organization of presentation material

Individual-specific questions were asked before the group, rather than requesting these to be held until the end for personal attention

No reference information available for students to take home with them

4.0 CONCLUSIONS AND RECOMMENDATIONS

After examining the observational data, the following conclusions were drawn from this study

:

- Many of the students who underwent the summer 1998 orientation process approved of the manner in which it was currently being conducted.
- The presence of O-Team members at all events to either answer students'/ parents' inquiries or escort them to other building sites (e.g., Health Services) when needed may be largely attributed to the observed orientation sessions' high approval ratings.
- FTIC and transfer orientation sessions were conducted in a different manner: first, transfers were given less literature and guidance than their freshmen counterparts; second, transfers were presented less informative

sessions (e.g., no Info Fair, Greek Life); third, transfers weren't given name tags that may have possibly facilitated the communication process among their peers; and fourth, transfers were not given the option to dine at the University Dining Hall, as were freshmen.

- With the exception of students acquiring their UCF All-Campus-Card and the initial onset of registering for classes, there were neither long waiting lines, nor apparent bottlenecks obstructing the conduct of the process.
- The shortage, or in some cases lack of, signs to indicate room direction was observed to be a major problem for students and parents during these orientation sessions.
- There was an excessive amount of literature contained in each student's confirmation packet. Vital information concerning registration procedures lay buried underneath material that was less crucial to the satisfactory completion of registration. Moreover, much of this information was made available to freshmen students at the time of the Info fair.
- The Student Union Lobby served as a warehouse for students/parents during "lag time" (time between one activity's completion to the onset of another). More specifically, many remained seated until it became time to attend the next schedule event.
- The lack of provision of overhead coverage and/or air-conditioned sites to combat exposure to high temperatures posed problems for students waiting in line to take their ID pictures, as well as those attending the Info Fair.

In order to improve the current orientation process to achieve greater student satisfaction with current University services, the following recommendations are offered:

- Continue to employ O-Team members for facilitating the conduct of the orientation process.
- All presenters should be prepared prior to giving their presentation (i.e. performing a practice run).
- Increase signage so as to facilitate location of meeting sites and/or dining facilities.
- If multiple buildings are being used during the time of orientation (e.g., Student Union, Computer Services, University Dining Hall, All Campus Card trailer), provide students with a map that has x marks next to each building to be visited.
- Provide transfer students with the choice of attending either one of two types of orientation sessions: the current abbreviated version or the expanded FTIC version. To derive an estimate of the attendees for each, survey prospective community college students and subsequently make

personnel adjustments to accommodate for their orientation session selection.

- Reduce the amount of information contained in students' confirmation packets to only those concerning registration procedures, courses and other essential forms and/or instructions. All other information should be made available to students during the time of the Info Fair.
- Provide students with plastic bags for holding orientation material, as well as pens for writing.
- Overhead coverage for outdoor activities, such as the Info Fair, should be provided for parents/students for protection from the sun or rain.
- Throughout various locations throughout the orientation site, show continuous UCF info films to address the issue of "lag time".
- Provide student/parent attendees the opportunity to ask individual-specific questions once the formal presentation and general inquiries have been addressed.
- Encourage people to refrain from speaking during the course of the presentation.
- To achieve an orderly egress, supervise row-by-row departure of students to their respective registration sites.
- When possible, increase the amount of interaction between students and the POLARIS system.
- Develop better scheduling of certain activities, such as making the financial aid session precede registration for transfer students.

**APPENDIX A:
DATA COLLECTION SHEETS**

ORIENTATION DATA COLLECTION SHEET
(DAY #1)

TIME	STUDENT ACTIVITY	OBSERVATION
8:00	Check-In	
8:15		
8:30		
8:45	Honor Students—pink slips	
9:00		
9:15		
9:30	Welcome	
9:45		
10:00		
10:15	Small Group-Life	
10:30		
10:45		
11:00		
11:15	Tour	
11:30		
11:45	Lunch	
12:00		
12:15		

ORIENTATION DATA COLLECTION SHEET

12:30		
12:45	<i>Small Group—Acad.</i>	
1:00		
1:15		
1:30	Student Success	
1:45	ADR Small Groups	
2:00		
2:15		
2:30		
2:45	College Session Advising	
3:00		
3:15		
3:30		
3:45		
4:00		
4:15		
4:30	Diversity	
4:45		
5:00		
5:15		
5:30		
5:45	Dinner	
6:00		

ORIENTATION DATA COLLECTION SHEET

6:15		
6:30	Skit	
6:45		
7:00	Social Responsibility	
7:15		
7:30		
7:45		
8:00		
8:15	Evening Entertainment	
8:30		
8:45		
9:00		
9:15		
9:30		
9:45		
10:00		
10:15		
10:30		
10:45		
11:00		

OBSERVATIONS CONTINUED

TIME	STUDENT ACTIVITY	OBSERVATION

ORIENTATION DATA COLLECTION SHEETS
(DAY #2)

TIME	STUDENT ACTIVITY	OBSERVATION
9:00	Small Groups	
9:15		
9:30	Info Fair	
9:45		
10:00		
10:15		
10:30	Housing Interest Session	
10:45		
11:00	Lunch	
11:15		
11:30		
11:45		
12:00		
12:15	<i>Station 1 (comp)</i>	

ORIENTATION DATA COLLECTION SHEETS

12:30		
12:45		
1:00	Walk time	
1:15	<i>Station 2 (Greek/SA)</i>	
1:30		
1:45		
2:00	Walk time	
2:15	<i>Station 3 (SP)</i>	
2:30		
2:45		
3:00	Walk time	

ORIENTATION DATA COLLECTION SHEETS

3:15	<i>Station 4 (Fin. Aid/Fee)</i>	
3:30		
3:45		
4:00		
4:15	Registration	

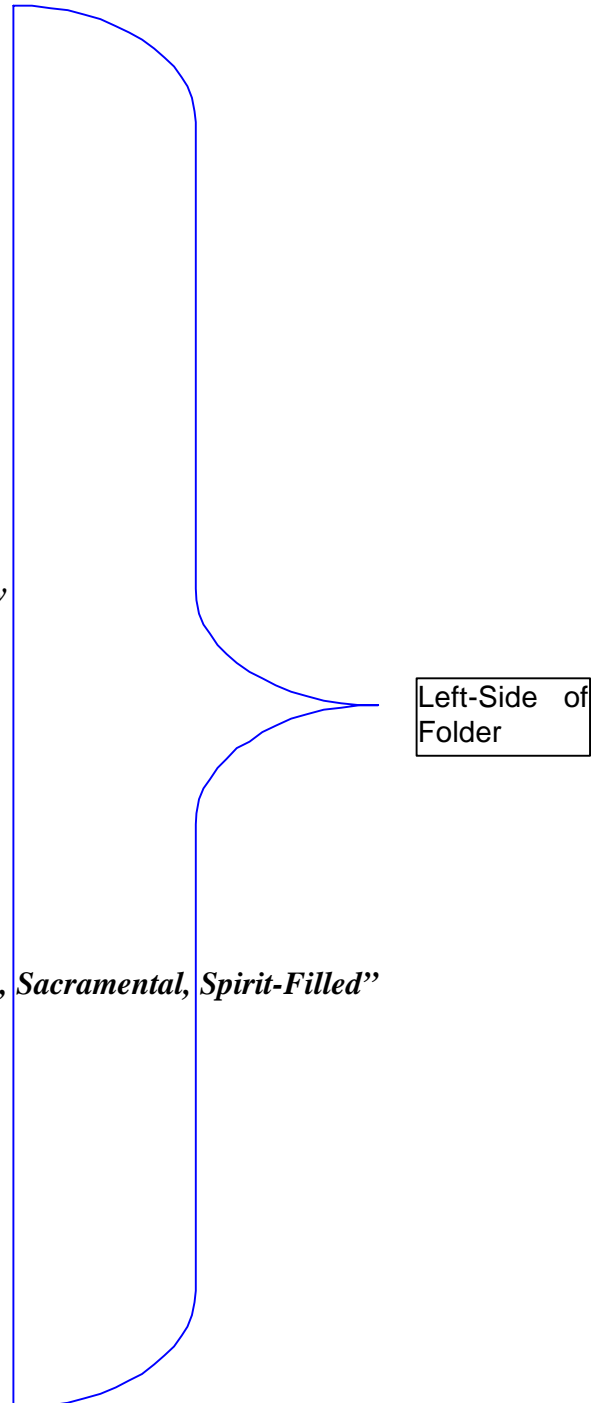
OBSERVATIONS CONTINUED

TIME	STUDENT ACTIVITY	OBSERVATION

**APPENDIX B:
LISTING OF CONFIRMATION PACKET CONTENTS**

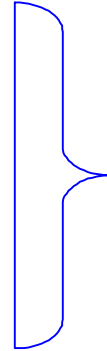
CONFIRMATION PACKET CONTENTS
(FTIC)

- *Schedule of Classes* (Summer & Fall 1998)
- *UCF 1998 Undergraduate Catalog*
- *Golden Rule* (Student Handbook & Planner)
- **“Get in the Game/Orientation 1998”** folder:
 - *Alpha Phi Omega Invitation.*
 - *Jewish Student Union/Hillel*
 - *Dispute Resolution Services*
 - *University Writing Center*
 - *SARC*
 - *Polaris*
 - *Registrar’s Office*
 - *Student Council for Exceptional Children*
 - *Volunteer UCF*
 - *Knight’s Corner College Bookstore*
 - *Socially Destructive Groups*
 - *University Ombuds Office*
 - *Fast Facts/Registration Guide*
 - *United Campus Ministry*
 - *Office of Student Activities*
 - *HIV Infection & Aids: What Everyone Should Know*
 - *AmeriCorps UCF*
 - **“Welcome to the Office of Student Activities”**
 - **“Sorority Rush”**
 - **“Campus Crusade for Christ”**
 - **“Locos”**
 - **“Cypress Christian Life”**
 - **“Compliments of All Campus Card”**
 - **“Get On-Line with Student Activities”**
 - *Academic Development and Retention*
 - *Campus Ministries’ “Christian, Liturgical, Apostolic, Sacramental, Spirit-Filled”*
 - *UCF Crew*
 - *Student Organizations*
 - *UCF Police Department*
 - *Cooperative Education*
 - *UCF Card*
 - *Knight's Corner Pre-pack*
 - *Pre-packing*
 - *Disney Job-Line*
 - *Christian Campus Fellowship*
 - *Air Force ROTC*



CONFIRMATION PACKET CONTENTS
(CONT'D)

- *Family Weekend (October 9-11, 1998)*
- *Baptist Collegiate Ministries*
- *Student Health Services*
- *Victim Services*
- *Campus Wellness Center*
- *Office of Student Activities*
- *Welcome from the President*
 - *"Learn a Foreign Language and Open a Door to the World!"*
 - *Sprint Foncard* advertisement
 - *VISA card* advertisement



Left-side of Folder

- *First -year advising and Information Services*
- *Academic Development and Retention*
- *UCF Welcome Expo*
- *FTIC Student Orientation*
- *Sample Degree Audit*
- *College Advising Offices*
- *Magazine subscription*
- *Financial Aid for College* advertisement



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CONFIRMATION PACKET CONTENTS

(Transfer Students)

- *Get in the Game/1998 Fall Transfer Orientation (day's activities/important phone numbers/advising offices)*
- *Summer/Fall 1998 Schedule of Classes*
- *Golden Rule*
- *UCF 1998-1999 Undergraduate Catalog*
- *Registration Form*
- *Transfer Evaluation Orientation 1998 (Green)*
- *Answer Grid*
- *Transfer Evaluation Orientation 1998 (Cream)*
- *UCF South Orlando Campus' Fall 1998 Listing of Credited Classes*
- *Central Florida Future*
- *"If You Drink Alcohol, We Need Your Help?"-- Psychology department request for student participants.*
- *"Get in the Game/Orientation 1998" folder:*
 - Dispute Resolution Services**
 - The Jewish Student Union/Hillel**
 - "Just what is Intervarsity anyway???"**
 - University Ombuds Office**
 - "Fast Facts"/Registration Guide**
 - "Let's get Movin'.. so the kids can keep on ...Improvin'!**
(2nd annual dance marathon)
 - Knight's Corner College Bookstore**
 - Sorority Rush (August 14-19)**
 - Campus Crusade for Christ**
 - Welcome to the Office of Student Activities**
 - Days and Knights 1998**
 - University Writing Center**
 - Socially Destructive Groups**
 - United Campus Ministry**
 - Campus Activities Board**
 - UCF Volunteer**
 - Touchtone Grades/Registrar's Office**
 - Get Connected with Student Activities via E-mail**
 - "The Sword"/Student Government Handbook**
 - Cypress Christian Life**
 - Society of Women Engineers**
 - The UCF SAA is your Connection**
 - Student Organizations**
 - Americorps UCF**

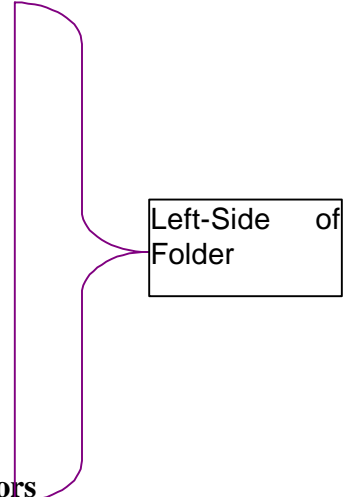


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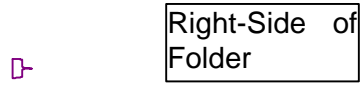
CONFIRMATION PACKET MATERIALS (Cont'd):

Folder:

- UCF Police Department**
- Cooperative Education**
- Student Financial Assistance Office**
- UCF Card**
- Pre-packing at Knight's Corner Bookstore/Form**
- Disney Job-line**
- Campus Wellness Center**
- "Learn a Foreign Language and Open a Door to the World"**
- UCF Study-Abroad Programs**
- Office of Student Activities Leadership Services**
- Family Weekend (October 9-11, 1998)**
- Victim Services**
- U.S. Marine Corps. Officer programs for College freshmen-seniors**
- Invitation to join Phi Theta Kappa Alumni Chapter of UCF**
- Baptist Collegiate Ministries**
- Student Health Services**
- Community College Relations**



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**APPENDIX C:
OBSERVATIONAL RECORDINGS**

**ORIENTATION DATA COLLECTION SHEETS
(FTIC/DAY #2)**

TIME	STUDENT ACTIVITY	OBSERVATION
9:00	<p>Small Groups</p> <p>Student Union Rm. #223</p> <p>Joseph E. Smith O-Team Leader</p>	<p>Meeting site located in an inside corridor, which necessitates hallway signs to indicate appropriate direction. Asked inquiry desk personnel on the second floor for directions and was told “it’s just around the corner”. (See attached for room diagram).</p> <p>Excellent presentation made by O-Team Leader, XXX. He gave an overview of the day’s schedule as well as fully answered any questions the students may have raised. At this time, he distributed an orientation questionnaire that students were to complete and submit at the time of registration in order to receive their fee invoice (see attached). He additionally distributed folders containing each student’s high school grades and test scores as well as undergraduate course selection form and a response form to be used for that afternoon’s schedule planning session.</p> <p>Lastly, he distributed his business card containing his e-mail address, instructing the new students to contact him should they have any inquiries or concerns in the future.</p>
9:30	<p>Info Fair</p> <p>Student Union Patio</p>	<p>Once again, although personnel were present to answer inquires, there weren’t any signs pointing to the patio section. Many parents/students remained seated inside the student union. For those who ventured out, they saw clubs/organizations which they had received leaflets/pamphlets in their orientation confirmation packets. Initially, each display area was blocked by the traveling masses, but eventually dissipated. Afterwards, most returned to SU lobby and remained with either their parents or friends until the 10:30 a.m. Housing Session. No visible signs of security. O-Team members were present to answer any questions.</p>
10:30	<p>Housing Interest Session</p> <p>2 concurrent sessions: on & off campus. Off campus, Rm. #316c</p>	<p>Initially, the room was overcrowded, such that a number of people began to lean against the back wall. This prompted a security worker to go around the room and instruct people to sit; stating that it was a “potential fire hazard”.</p> <p>Apparent problem with microphone. Had great difficulty hearing speaker’s voice. At the beginning of her presentation, she mentioned that this session was not for students who already had an apartment or wanted to live on campus. This subsequently led to all but three family groups remaining. We were then instructed to move towards the front of the room—but still had to strain to hear the speaker, who was at this time not speaking into the microphone. The presenter, a UCF housing student/worker, was very unprofessional. At numerous points she giggled and talked extremely fast, making it difficult to follow. However, there was numerous material available (see attached) that sufficiently could satisfy parents/students questions.</p>

**ORIENTATION DATA COLLECTION SHEETS
(FTIC/DAY #2—Cont'd)**

11:00	<p>Lunch</p> <p>University Dining Room</p>	<p>Require signs in student courtyard to locate dining hall. Many family members were observed to be having difficulty in locating the site. Upon their arrival, they were greeted by a staff member situated near the dining-room doorway. The menu was posted on a wall within close proximity to the dining room entrance. However the line formation made it difficult to view as well as the manner in which the letters were written (fancy bubble dots in blue and white chalk). Occasionally, though, the greeter to all those in line recited the menu. As students/parents entered, they collected their utensils and trays near the door and preceded to the counter of their choice (“Home Cooking”; “Vegetables”, “Exhibition 1”...--an exact listing on the posting would have been preferred, even though the front door menu listed each of the food group’s contents. Staff members were extremely quick to clean up areas. Additionally, workers behind the counters (i.e. “Hot Food”) were observed to clean-up when less busy.</p> <p style="padding-left: 40px;">Example of Menu: Manicotti Fresh Roasting Turkey Vegetable stir-fry Salad fixings</p> <p>Entrance and exit-way were different, which prevented congestion.</p>
12:15	<p><i>Station 1 (comp</i></p> <p>Computer Services II Rm #113</p>	<p>There was some confusion as to whether we were in the correct building (across street from Student Union). Seven students were left waiting in the corridor for the presenter, who never arrived—leaving doubts as to whether this was the actual site. No O-Team Member or other personnel present to direct inquiries to.</p>
1:15	<p><i>Station 2 (Greek/SA)</i></p>	<p>O-Team Members in outside corridor to direct students to appropriate rooms. Once a fair amount of people was seated, student workers began a UCF film presentation, without announcement. This film contained scenes from prior stage presentations, Greek activities, etc... held on campus. Immediately following the film, presentations pertaining to the following areas were made:</p> <ul style="list-style-type: none"> Campus ministry (excellent presentation) Senate (excellent presentation/O-Team member) CAB (needs work) Volunteer Services (fair) Leadership Activities (excellent presentation) Greek Life (good) <p>Greek presentation also included a film-strip on fraternities’ and sororities’ activities on campus and their many benefits (i.e. networking with alumni...). During the course of the presentation, students were yet entering the room. A number remained standing in the back (and conversing), making it difficult for those seated nearby to listen. Would recommend a floater who could better bring things under control. Although some workers were cognizant of the situation, they had chose to do nothing.</p> <p>At the end of the session, groups were divided into 3 groups: males, females and African-American Students with their respective fraternities/sororities. No option for those not interested in joining a fraternity/sorority to leave room—awkward situation for these students.</p>

**ORIENTATION DATA COLLECTION SHEETS
(FTIC/DAY #2—Cont'd)**

2:15	<p><i>Station 3 (SP)</i></p> <p>Divided by Colleges in the SU</p>	Advising (AKA Schedule Planning)—did not attend.
3:15	<p><i>Station 4 (Fin. Aid/Fee)</i></p> <p>2 concurrent sessions— financial aid or fee payment</p> <p>Financial Aid Session SU Rm. 218C</p>	<p>One of the best presentations—only criticism is that presenter spoke too quickly. The presenter identified not only the location of the financial aid office, but other additional main offices located within the admin building. She thoroughly explained the process, displaying application forms, requirements, deadline and award dates etc... She also provided a scenario of a student going through the process and possible problematic instances (i.e. dropping the number of required courses resulting in the loss of financial aid award). The session was completed in approximately 20 minutes, at which time she took questions from the audience. She also mentioned that she would answer individual questions afterwards, if they were of personal nature.</p>
4:15	Registration	<p>Health and Public Affairs' students registered in the First-Year Advising Trailer located next to SARC. Staff was expecting approximately 40 students to register.</p> <p>Process/Layout: O-Team member present at the last presentation, escorted students to registration site (through back entrance). A few stragglers entered through front doorway. Personnel present at both ends of trailer to assist students. When students entered back entrance they were instructed to sign in. They were assisted in the order in which they were recorded. There were multiple sites for them to register. There were two floaters who directed students to the next available processor. In one room, students were instructed on how to register themselves via utilizing POLARIS. There were also areas where students simply submitted their schedule for the staff to process. O-Team members were present to escort students to other areas if needed (i.e. Health Center for immunizations) or assist with finding a substitute course). A staff member from the registrar was also on hand to clarify any holds.</p> <p>There was also a separate conference room area for parents to sit. Food was provided.</p> <p>Staff: Excellent, knowledgeable, and worked well as a team!!!</p> <p>Processing Time: 30 students underwent the process in a 20-minute time interval.</p> <p>Suggestions for Improvement: None.</p>

ORIENTATION DATA COLLECTION SHEETS
(Transfer)

TIME	STUDENT ACTIVITY	OBSERVATION
8:00	<p>Check-In</p> <p>Student Union Key West Ballroom Rm. #218</p>	<ul style="list-style-type: none"> • 2 greeters at entranceway, who directed students to one of several check-in desks (no lines). • Once checked-in, student was directed to either of 2 tables and instructed to pick up one of each material (see confirmation list contents)--no plastic bag or pen was provided. Afterwards, the student was directed to proceed through the double doors, where 2 floaters were present to inquire whether the student had all his/her health papers in order. If so, the student was then directed to a main holding area, which went to another room for "Student Life Groups" presentation when capacity was met.
	<p>Student Life Groups</p>	<ul style="list-style-type: none"> • O-Team member (XXX) reviewed confirmation packet materials. Directed students' attention to important pages in catalog booklet. Excellent presentation/very thorough. Took audiences' questions after presentation
	<p>ID Picture Taking</p>	<ul style="list-style-type: none"> • Following this presentation, the O-team member walked students over to the ID trailer to have their pictures taken. This group was composed of approx. 40 students. 10 students at a time were allowed to go into the trailer, get their picture taken, leave the trailer, and wait to have their ID personally handed to them. SOME STATS: From a back of the line position, it took one student 15 minutes to have their picture taken (8:47-8:57 a.m.). However, it took the same individual an additional 23 minutes to receive their ID card. Temperature was fairly hot and several students were observed sitting on the plank area &/or fanning themselves. The picture taking process was initiated for our group at 8:40 and completed at 9:25. At 9 a.m., a staff member asked students if they would prefer to wait in an adjoining air-conditioned trailer until the rest of the group completed the process. Quite a number took advantage of this offer.

ORIENTATION DATA COLLECTION SHEETS
Transfer Students (Cont'd)

<p>9:30</p>	<p>Informational Sessions</p> <p>Student Union Keywest Ballroom Rm. #316</p>	<p>Late arrival due to having to wait for a few ID cards to be processed (approx. 5 min). Presentation was already in progress and a floater was in aisle to direct latecomers to seats. Presentation was divided into two components: Student activities and Student Success. Keynote speaker requested visiting guests and parents not to attend advising session due to limited space. Speakers: Official Welcome Student Activities Student Success</p> <p>Students then were broken into groups according to degree type (i.e. received AA or expect to receive degree remained in present room) all others (i.e. those transferring in from a Florida private college; transferring in from an out-of-state college; etc) were led to other rooms by O-Team members. At the end of this session, all groups reconvened for academic advising (general).</p>
<p>11:00</p>	<p>Academic Advising</p>	<p>Keynote speaker: Introduced students to OASIS, its key personnel and available resources. Distributed information to students (see attached). South Orlando campus director present to inform students of 35 newly available classes to UCF students. Students were grouped according to their majors and led by an O-Team member to their respective colleges for group advising.</p>
<p>1:00</p>	<p>Lunch Break</p>	<p>-----</p>
<p>2:00</p>	<p>Reconvene prior to registration</p> <p>Student Union Keywest Ballroom Rm. #316</p>	<p>Keynote speaker informed all those in attendance that any one who was fairly frustrated after the advising session to come speak with her or any OASIS worker and they will “ help them get at least one class so that they are in the system”. The group was then broken into 3 smaller groups. The first consisted of all those in odd rows. This was a poorly supervised strategy and consequently all but approximately 10 students left from the left- hand side of the auditorium. These individuals were then directed by an O-Team member to OASIS for registration</p>

ORIENTATION DATA COLLECTION SHEETS
Transfer Students (Cont'd)

2:00	Registration	<p>(College of Arts & Sciences/OASIS):</p> <p>Students were instructed to form a line outside of OASIS. Floaters were located both in and out of the office to direct students to available process servers &/or answer questions. Seven process areas (<i>see diagram</i>) were open and no bottlenecks were observed. One floater (O-team member) stood near the third computer and entranceway, queuing students when process server was able to assist the next student in line. NOTE: The first group of students did not enter themselves on POLARIS. Instead, they handed over their registration form to a server who processed the information for them. Once completed, the student was instructed to go behind the counter to pick up their fee invoice. Two O-Team members, responsible for distributing the invoices manned this area. The student then departed through a side entrance so as not to interfere with line flow. Number of students registered by OASIS on July 29th was reported as being at least 175 by one O-Team member. Overall, the registration process appeared to have been successfully conducted.</p>
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Freshman Orientation

CHECK-IN

Plusses

very efficient check-in

Problems

Sign not posted early enough at entrance
Not enough signs
People complaining that they are bored
No entertainment while waiting for orientation to start
Close seating (attached with ties at bottom)

FIRST PITCH

- Welcome from Admissions
- Student Body Vice-President recited the Knight's Oath
- O-team sang the Fight Song
- O-team performed dances
- Organized dismissal into small groups

Plusses

Student involvement
Humor
Very entertaining
Organized breakup of groups

Problems

SPRING TRAINING

- Introduction activity
- Covered important services including parking services, victim services, police, library, bookstore, health services, Wellness Center, student legal services, student disability services, recreational services, student accounts, registrars and records
- Review of catalog, Golden Rule, schedule of classes
- Covered academic resources such as tutoring, CLAST, math lab, and writing lab
- Reviewed UCF lingo such as prerequisite, degree audit, electives, major/minor, credit hours, full and part time, and fee invoice
- Policies such as Gordon rule, catalog year, changing majors, summer classes

Plusses

Covered most important services
Covered most important academic services
Covered all academic resources
Answered a lot of expected questions
Good quality answers to questions asked
Covered UCF terms
Good opportunity to make friends

Problems

Did not cover all services for wellness center
Didn't know the answers to scholarship questions
Did not cover financial aid- many had questions
Recommended taking 15 hours so you could drop one and still remain full time

STUDENT SUCCESS- UNDECIDED

- General education requirements
- Class schedule balancing
- Gave brief description of science classes
- Academic probation
- Overrides
- Withdrawal procedures and consequences
- cheating and plagiarism
- Strategies for success in college: personal responsibility, transition, changed study habits, text book marking, academic advising
- Choosing a major not a profession
- Discussed class: Strategies for Success in College

Plusses

Identified balancer classes (classes that require less reading and writing)
Gave brief descriptions of science classes
Professor Saif gave a nice pep talk

XXX did a great job
Motivation about personal responsibility
Talked about making a smooth transition
Made students feel comfortable, even smart about undecided decision
Encouraged group interaction

Problems

XXX talked down to us- very intimidating
Insisted on immediacy in deciding a major
Asked for brief time for questions while snapping her fingers
Made overrides sound much too easy
Would have liked to see note taking mentioned

DIVERSITY

- Clips from the movie Babe
- Discussion about clips in smaller groups

Plusses

Provided a break from the routine

Problems

Discussion group was to large
Students had to sit on the floor
Question five was very confusing to many
Seemed like to much time dedicated to this issue (hour and forty-five minutes)

SOCIAL RESPONSIBILITY

- Skit presentation by O-teamers with lessons about rape, occult, drinking and sex, and homosexuality

Plusses

Covered important issues
Very entertaining
Question period at the end

Problems

SPRING TRAINING

- Fill out paperwork
- Gave instructions for the rest of the days activities

Plusses

Problems

Two smaller groups together- very confusing
No writing utensils available

“ALL-STAR” INFO FAIR

- Tables set outside of Student Union with information on campus activities and local businesses

Plusses

Gave students the opportunity to get information on areas of interest

Problems

Not enough tables filled

HOUSING- ON CAMPUS

- Provided information on all the halls on campus
- Informed on different layouts of each hall

- Discussed opening of the new halls
- Answered questions about housing

Plusses

Good opportunity for questions

Problems

To many questions unanswered
 Didn't know the cost of rooms
 Didn't allow enough time for questions

STUDENT ACTIVITIES AND GREEK LIFE

- Government recruiting
- Campus Activity Board
- Greek recruitment

Plusses

Talked about provide a ride

Split into groups for Greek life

Problems

No question area
 Told students to check out Greek Park but did not inform them where it was
 Speaker was not very informative
 Wouldn't answer cost question
 Kept saying "I don't know what to talk about"

FINANCIAL AID

- Methods of payments
- Account # on checks
- Fee invoice information: campus card and health fee
- Florida Pre-pay
- Entrance interview for financial aid
- Stafford loan: 30 day check period for freshman

Plusses

Question opportunity
 Covered many areas

Problems

Supposed to be in two separate groups, put together because second room was being used
 Many students on the floor, some even sitting outside the door

COMPUTER SERVICES

- Use of Polaris
- Review of registration process

Plusses

Handed out informational sheet
Walked students through computer registration process

Problems

Couldn't see example screen from all areas
Couldn't hear instructions from all areas
No question period or enough people for individual help
Not enough computers for all students

STUDENT COMMENTS

Orientation was long and boring
Orientation was okay
Orientation was pretty interesting and informative
Better organization needed for dining (waited 20 minutes in crowded entrance)
Didn't like the diversity area
Enjoyed the evening skits (social responsibility, fun)
Very entertaining performances

OVERALL EVALUATION

Day 1

Orientation started off strong with the official welcome from the O-Team. The spring training sessions were very informative and our O-Team leader did an excellent job. The smaller groups (15 students) offered an opportunity for students to get to know others in their group. I'm not sure that the diversity part of the program was necessary and seemed fairly unorganized. I really did not get very much of this area. The skit in the evening was the perfect opportunity to present realistic problems, with solutions, that the student is likely to encounter in college.

Day 2

Day two was a little strenuous right from the start because of the length of the first days activities. Spring training was very confusing. Two smaller groups were placed in one conference room. Both O-Teamers were instructing their own groups but the groups were all mixed up. No writing utensil was given out to fill in paperwork. The info fair was certainly lacking participation. Over half of the tables set-up, remained empty. The on-campus housing session lacked the information that students and parents wanted to know. I believe that many questions were left unanswered. Rotation groups provided a good opportunity for the students to become more familiar with the University. During both days there were scheduling conflict problems that resulted in uncomfortable situations. Near the end of the day the students were very tired. I believe that the overall orientation experience was a positive and informative one.

Transfer Orientation

- **Check-In**

Check-in was very well organized and efficient. Students were checked-in and assigned to student life groups in a very timely manner. I did not notice significant problems with long lines or lengthy service times. Administrators were present to take care of student holds as necessary. Overall this went very smoothly.

- **Student Life Groups (15 minutes)**

Individual handouts for various student organizations and services were distributed in folders. There were over forty different pieces of paper with information ranging from SARC resources and computer lab locations to UCF Family Weekend agenda and crew team schedule. The handouts were randomly stuffed in the folder in no logical order. It was very difficult to get any useful information from this folder unless the student was willing to read each handout individually. The O-Team leader referenced quite a few of these handouts, along with specific sections of the Undergraduate Catalog and Golden Rule in a very short time period. There were more than 15 of these “important” items highlighted in less than a ten minute period and it was impossible to find each one as he/she spoke. This was the most information provided to students about campus activities and services, and it will go unread by many. The group itself was very impersonal. Students did not have nametags and there was very little interaction among the students.

- **Student IDs (1 hour, 15 minutes)**

It seemed that the Orientation team attempted to stagger the arrivals to the Student ID portable, but they were not very successful. At one time there were over sixty students in line waiting outside in the heat and direct sun. One student waited outside more than twenty minutes, spent ten minutes inside the portable, and waited for over fifteen minutes more outside. Her ID was not ready in time for the next Orientation activity, so she had to return to the portable later to pick it up. Some students were not able to get processed during this time and had to return on their own time later.

- **Welcome/Student Activities Presentation (30 minutes)**

This was very basic information about the University, still with very little emphasis on student activities. There was one representative from Student Government who attempted to motivate students to get involved. He recommended Student Government and Greek Life as ways to get involved, and distributed a handout with repetitive information and several advertisements from local businesses. There was not a lot of enthusiasm in this presentation, and considering several student comments I don't feel that most were very receptive.

- **Student Success Presentation (1 hour)**

Information was presented to the Orientation students by an overhead projector. The equipment was not properly set up, and the image was completely out of proportion. The top of the image was very large and the bottom was very small. This made it difficult to read the projected information, especially from the back of the room. In addition, many of the informational slides regarding the CLAST and Excess Hour Surcharges were written in a paragraph form. This made

it very distracting and difficult to follow. The UCF web site was presented from transparencies rather than live from the Internet.

The Orientation group was then divided into two sections according to their educational background (Florida AA, Florida Community College Transfer, Florida University Transfer, etc.). The presentation for AA degree transfer students was also conducted on transparencies as described above. The web site for Community College transfers was reviewed in detail. It is built on the theme of “Star Explorer Transfer Student Cyberguide.” As you navigate through the pages, you are the “Star Explorer” and you visit “Mission Support” (a welcome screen), you learn about “Cosmic Travel Services” (helpful student services), and you get tutored on “Speaking the Interstellar Lingo” (common UCF terminology). There is a lot of useful information on this site, but the galactic concept was not well received by the students.

- **Registration** (20 minutes)

The registration process in general was quick and very well organized for the College of Health and Public Affairs. Each student registered for classes via the POLARIS system, and most students were done in less than ten minutes. The POLARIS system was demonstrated to the students in a live overhead example. Students had a hard time repeating the process and there were questions throughout their attempts to register. There were a few problems with POLARIS accounts, passwords, and program errors, but these were taken care of efficiently.

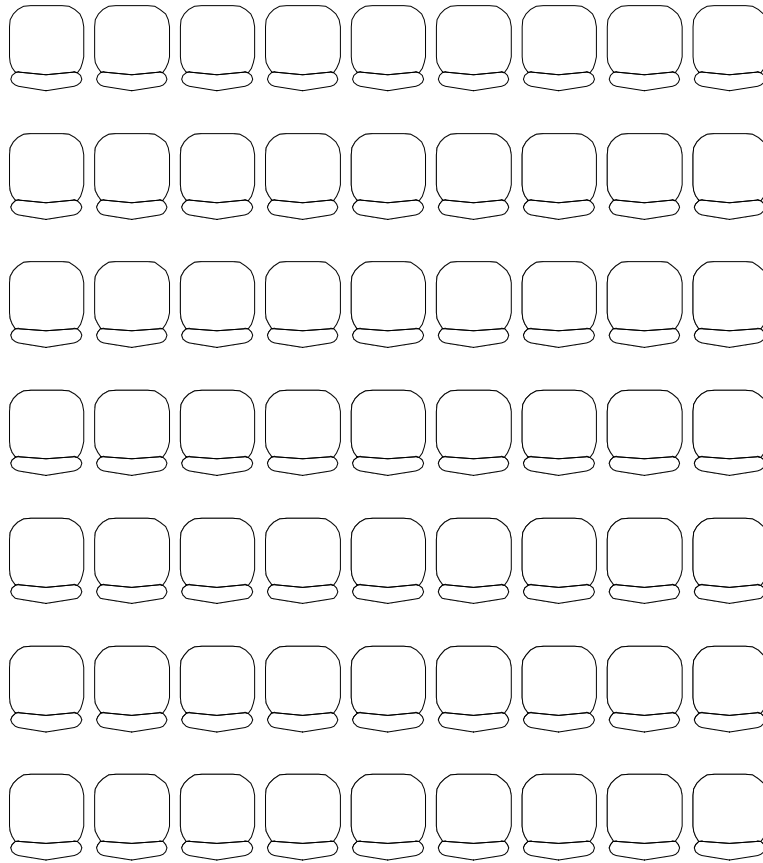
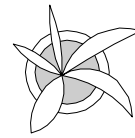
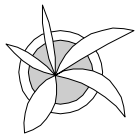
- **Financial Aid Information Session** (30 minutes)

The financial aid session was presented to a much smaller group of about fifty students. There were prepared slides for the presentation, but there was little organization of the content. It was more of a Q&A session for students experiencing problems with their financial aid. There were many individual-specific questions that did not apply to the group as a whole. In addition to these questions, there were many general questions regarding the difference in loan types, eligibility for specific loans, and clarification of the loan applications. Many of these questions could have been addressed more effectively in an informational presentation. There was no reference information provided for the students to take home.

- **Orientation Evaluation Survey**

The survey was very lengthy with eighty questions, and responses had to be transferred to a computerized data sheet. Many students did not bother to complete the survey because of the time element and hassle involved.

**APPENDIX D:
VISIO DIAGRAMS**

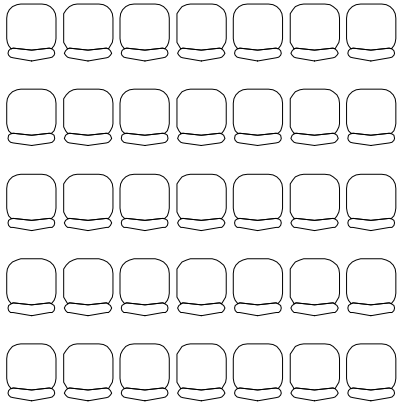


**Student Life Groups
Student Union
Key West Ballroom**

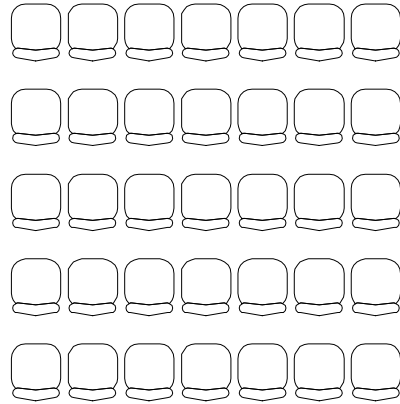


PODIUM

VIEWING SCREEN

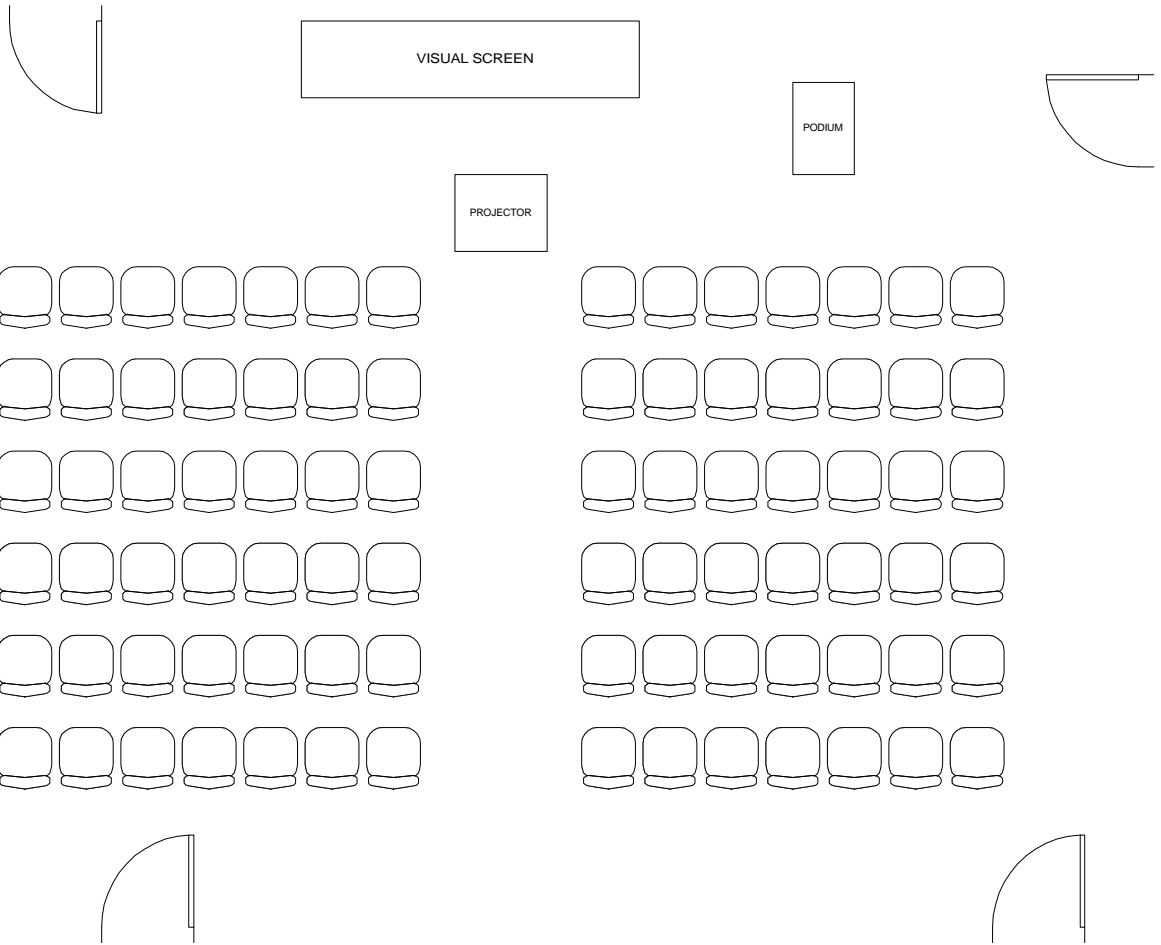


PROJECTOR



**Holding Area
Student Union**





Exit



TABLE CONTAINING TRANSFER
CONFIRMATION PACKET MATERIAL



CHECK-IN DESK



CHECK-IN DESK



CHECK-IN DESK

TABLE CONTAINING TRANSFER
CONFIRMATION PACKET MATERIAL



CHECK-IN DESK



Main Entrance

**Check-In
Student Union
Key West Ballroom
Room #216**

