To the Graduate Council:

I am submitting herewith a thesis written by Deborah K. Moberly entitled "The Impact of a Summer Orientation Program on the Expectations and Perceptions of Transfer Students Entering the University of Tennessee, Knoxville." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Educational Psychology.

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THE IMPACT OF A SUMMER ORIENTATION PROGRAM ON THE EXPECTATIONS AND PERCEPTIONS OF TRANSFER STUDENTS ENTERING THE UNIVERSITY OF TENNESSEE, KNOXVILLE

A Thesis

Presented for the

Master of Science

Degree

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Deborah K. Moberly

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ABSTRACT

The development of meaningful transfer student orientation programs has been identified as a serious deficiency in higher education. This study was designed to determine whether the amount of change between the environmental expectations and perceptions of transfer students differed significantly between those who attended the summer orientation program and those who did not attend. Characteristics of the campus environment, both expected and perceived, were established by administering an instrument derived from the College and University Environmental Scale, Second Edition (CUES-II) to the sample. Of 301 subjects participating in this study, 177 attended the 1977 summer orientation program, and 124 attended the fall registration session in lieu of summer orientation. All students participating in this study were first-time transfers to The University.

A survey instrument was designed to gather data on informational needs and concerns. Based on the information gathered from previous transfer students, a 2-day summer orientation program was designed.

Results demonstrated no significant amount of change in the scores measuring expected and perceived environment between the two groups. Although transfer students had a fairly accurate picture of The University environment, areas of disparity on the scales of Practicality, Community, and Campus Morale suggested that The University was not as friendly and as group oriented as they had anticipated.

The study suggested that while the summer orientation program is necessary, it only serves to meet immediate needs. The development of year-round programming to address the continuous needs of transfer students was recommended.

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CHAPTER I

THE PROBLEM AND PROCEDURES OF THE STUDY

I. INTRODUCTION

Of increasing importance to institutions of higher education is the preparation and articulation of transfer students--students beginning their educational experience in one institution of higher education and transferring to another institution for completion of their undergraduate studies. The mobility of students among different colleges has reached an all-time high. While national statistics on the number of students who transfer annually are not available, estimates suggest that for every three freshmen there is one entering transfer student. Contemporary trends indicate that mobility will continue to be a common characteristic of young people in the future.

State plans of higher education and articulation models recognize and include the admission and matriculation of students who have begun their collegiate work at one institution and continue it at another. Most state plans rely on the community/junior colleges to play a major role in the first 2 years of a student's baccalaureate program. Since, by design, the community/junior colleges provide only the first 2 years of a baccalaureate program, there is an ever increasing flow of students to 4-year institutions at the junior level. As the number of 2-year colleges continues to increase and a larger percentage of first year

students enrolls in these schools, more transfer students will enter senior institutions.

Even prior to the dynamic growth of 2-year schools and continuing in spite of this growth, a significant number of students transferred from one 4-year institution to another. Today, it is increasingly more common for students to present an educational plan involving more than one institution of higher education. In many state models, the community/junior college lowers the geographical, financial, and personal barriers to baccalaureate programs. Many regional 4-year colleges play the same role in educational planning. For other students, personal growth and gains in self-insight may necessitate a change of 4-year institutions because of the redesigning of educational goals.

The transfer student movement deserves special study and attention because of its growing importance and its qualitative differences from the established freshman patterns. The major student personnel problems include: (1) the function of guidance services in the sending institutions, (2) curricular articulation, and (3) admissions in the receiving institution. In spite of the economic importance this new student brings to the receiving institution, the transfer has drawn little attention. As compared with his/her counterpart, the freshman, most institutions have shown a general lack of concern for the needs and interests of the transferring upperclass student.

The University of Tennessee, Knoxville, was one of the first universities to plan orientation programming separately for transfer students. This lead in handling the freshman and transfer student in separate programs has been followed by 40 percent of the 4-year colleges.

Since transfers have continually voiced their displeasure with programs whose format tries to include freshmen and transfers together, more and more schools will probably adopt this type of program.

Review of the data collected concerning special programming for transfers calls into question the effectiveness of the current programs in assisting the student's transfer from one institutional environment to another.

II. THE PROBLEM

Simply stated, most college orientation programs are not designed to assist new transfer students in making the transition to life in a new educational community. Most institutions today have developed orientation programs to perform this function on the freshman level, and approximately 40 percent have developed specific programs for transfer students. Little is shared through the media concerning transfer orientation programs, and even less effort has been expended on determination of the transfer students' needs.

The failure on the part of most institutions to provide orientation program planning based on the needs, expectations, and concerns of transfer students coupled with the lack of available literature on this topic, underscores the desirability for a transfer orientation program research study. Much of what currently is included in transfer student orientation programs is a result of attempts to meet institutional needs. Students are tested, evaluated, placed, assigned, and registered basically for the convenience of the institution in accomplishing its goals. There is a great need for program development based on both student and

institutional needs, a program adapted to the unique environment of each institution. A study which serves higher education in this fashion should make a major research contribution.

Explanation of the Problem

With the continued increase of students transferring comes the institutional responsibility to define clearly the needs and to develop programs that best facilitate the move from one campus to another. While programs are designed to encourage or force transfer, for the most part, we fail to assist the individual in the process. As Sandeen and Goodale[1] found, the experience of discontinuity which can accompany transition from one educational setting to another can produce either growth-producing challenge or threatening frustration and failure, depending upon one's ability to cope with the demands of the new situation.

The new student must understand the new environment he/she is selecting if he/she is to style his/her coping behavior to the new situation successfully. The sending institution needs to have the necessary information to enlighten the transferring student, thus, making it mandatory for the receiving institution to describe accurately the climate of its campus. In actuality, what is usually shared is a description of what an institution wants to believe is the environmental climate of the campus, a vision which may be quite different from the students'

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[1]Arthur Sandeen and Thomas Goodale, "Student Personnel Programs and the Transfer Student," NASPA Journal, 9, No. 3 (January 1972): 179-200.

perceptions of what really exists.

Too often it is the student personnel workers and not the current students who decide what is written about the campus climate. The program designers and authors of the descriptive material shared with prospective transfer students quite often differ significantly from the currently enrolled students in their interpretation of the "reality" of the campus environment.

The responsibility becomes one of bringing the new students' expectations of the new campus more in line with the reality of the situation. This can be achieved only after we know the expectations of new transfer students and compare these expectations with their perceptions of the environmental press after they have come to know it as students. Through the analysis of expressed needs and concerns, the design of a transfer student orientation program, and the comparison of expectations and perceptions of the environmental press as they are affected by the orientation experience, we should advance greatly in orientation program planning.

Need for the Study

Without the necessary data upon which to base our orientation program designs, we will perpetuate the inadequate programs in existence today. This study should not only fill a major void in orientation research but also provide a vehicle for 4-year institutions to structure and define their program needs. The high cost of wasted human resources resulting when a student fails to make the necessary adjustment to the new campus environment is one we can ill afford, both in terms of the

individual's dignity as well as staff needs.

III. MAJOR TASKS

Groundwork for this study began with the first major task of assessing the needs of students transferring from both 2- and 4-year institutions as identified by currently enrolled students who transferred to The University of Tennessee, Knoxville, in the fall of 1976. Second, a summer orientation program based on these needs was designed for transfer students entering The University fall quarter, 1977. The third major task was to test the impact of that summer orientation program on the expectations and perceptions of those transfer students entering The University. The completion of these tasks should assist others in higher education with problems associated with orientation program planning for transfer students.

IV. QUESTIONS INVESTIGATED

This study addressed itself to finding answers to the following questions:

1. What are the needs and concerns of students transferring to The University of Tennessee, Knoxville?

(a) Do 2- and 4-year transfers differ in the importance they place on the meeting of specific needs and concerns?

(b) What are their concerns about changing educational settings that have implications for program planning?

(c) Do 2- and 4-year transfers differ in their needs for academic, social, and habitational information?

2. What is the nature of transfer students' expectations of the campus environment after attending the summer orientation program?

(a) Do 2- and 4-year transfers differ from one another in their expectations of the campus environment?

(b) Do the expectations of transfer students attending the summer orientation program differ from the expectations of those transfers who did not attend the summer orientation program?

3. What is the nature of the expectations of the campus environment of those transfer students who did not attend the summer orientation program?

(a) Do 2- and 4-year transfers differ from one another in their expectations of the campus environment?

(b) Do the expectations of those transfers who did not attend the summer orientation program differ from those who did attend the program?

4. What is the nature of the perceptions of the campus environment of the transfer students who attended the summer orientation program?

(a) Do 2- and 4-year transfers differ from one another in their perceptions of the campus environment?

(b) Do the perceptions of those transfers who did not attend the summer orientation program differ from those who did attend the program?

5. What is the nature of the perceptions of the campus environment of the transfer students who did not attend the summer orientation program?

(a) Do 2- and 4-year transfers differ from one another in their perceptions of the campus environment?

(b) Do the perceptions of those transfer students who attended the summer orientation program differ from those who did not attend the program?

6. What relationship exists between the transfer students' participation in orientation, the expectations of the environmental press, and the perceptions of the campus environment at the end of one quarter?

(a) Does a relationship exist between a student's expected environmental press and academic achievement at the new institution?

(b) Do students who attended the summer orientation program have a fall quarter GPA (Grade Point Average) different from those who did not attend the orientation program?

(c) Is there a smaller disparity between the expectations and perceptions of those students who participated in summer orientation than with those students who did not attend the orientation program?

V. RESEARCH STRATEGY

The research strategy was selected to provide the means to assess the impact of a summer orientation program on the environmental expectations and perceptions of transfer students entering The University of Tennessee, Knoxville. The summer orientation program itself was structured with input concerning student needs gathered by surveying students who had transferred to The University fall quarter, 1976.

To assess the expectations and perceptions of the campus environment, items selected from the College and University Environmental Scales, Second Edition (CUES-II) were utilized. This measure was applied to determine the amount of change in perception of campus environment for students who attended the summer orientation program and for those who did not attend the program. The results were compared with the academic performance (as measured by the grade point average) for the first quarter. A detailed description of this research design is contained in Chapter III.

VI. LIMITATIONS OF THE STUDY

Limitations of this study are:

1. The motivational characteristics of the students who attended the summer orientation program may differ from the characteristics of those students who waited until fall quarter to register.

2. The sample for this study was taken from a population of undergraduate students entering one particular university.

3. The sample does not represent all entering transfer students.

VII. HYPOTHESES

The study was developed to be responsive to the needs that exist to provide empirical data on which to base orientation programming for transfer students.

The study has examined a group of null hypotheses that were developed from the questions previously stated.

The null hypotheses are:

1. There will be no change in the expectations of the campus environmental press of transfer students who attended summer orientation and those who did not attend the program when comparing measures of expectations administered prior to fall quarter and of perceptions administered at the end of fall quarter.

2. There is no difference in the expected campus environmental press of the 2-year transfer students who attended orientation when compared with the campus environmental press expected by transfers from 4-year institutions who attended summer orientation.

3. There is no difference in the expected campus environmental press of the 2-year transfer students who did attend summer orientation when compared with the campus environmental press expected by transfers from 4-year institutions who did not attend summer orientation.

4. There is no difference in the expected campus environmental press of the 2-year transfer students who attended summer orientation when compared with the campus environmental press expected by transfers from 2-year schools who did not attend summer orientation.

5. There is no difference in the expected campus environmental press of the 4-year transfer students who attended summer orientation when compared with the campus environmental press expected by transfers from 4-year institutions who did not attend summer orientation.

6. There will be no change in the expectations of the campus environmental press of the 2-year transfer students who attended summer orientation when comparing measures of expectations administered at summer orientation and of perceptions at the end of fall quarter.

7. There will be no change in the expectations of the campus environmental press of the 4-year transfers who attended summer orientation when comparing measures of expectations administered at summer orientation and of perceptions at the end of fall quarter.

8. There will be no change in the expectations of the campus environmental press of the 2-year transfers who did not attend summer orientation when comparing measures of expectations administered at the beginning of fall quarter and of perceptions at the end of fall quarter.

9. There will be no change in the expectations of the campus environmental press of the 4-year transfers who did not attend summer orientation when comparing measures of expectations administered at the beginning of fall quarter and of perceptions at the end of fall quarter.

10. There will be no difference in fall quarter GPA at the end of fall quarter between those transfer students who attended the summer orientation program and those who did not attend.

VIII. DEFINITION OF TERMS

Transfer Student: An admitted student who has been previously enrolled at another institution of higher education and who has earned at least 1 hour of college credit at the previous institution.

2-Year Transfer: A transfer student who has attended a community/junior college.

4-Year Transfer: A transfer student who has attended a 4-year college or university.

GPA: This abbreviation is used to designate grade point average. GPA's used in this study are based upon the following values: A = 4, B = 3, C = 2, D = 1, and F = 0.

Summer Orientation: Program designed for students admitted for fall quarter, consisting of three separate 1-day sessions.

Fall Registration: One-day program held just prior to classes to facilitate registration for those students who were unable to attend a summer program.

Community/Junior College: Educational institution offering instruction for postsecondary education or for persons beyond the normal age of a secondary student. The terms "Community College" and "Junior College" are used interchangeably.

4-Year College: A college offering 4 years of instruction leading to a baccalaureate degree.

Expected Environment: Conditions that the students feel they will encounter in the college environment, as expressed through subject responses to selected items of the College and University Environment Scales, Second Edition, prior to their attendance of classes.

Perceived Environment: The effective environment as the student views his/her experiences while in attendance. Collectively, it is a consensus of the responses to the College and University Environmental Scales, Second Edition, after being enrolled in the university for one quarter.

Campus Environmental Press: Includes the areas of intellectual, social, and cultural conditions that are reflected by the seven scales of the College and University Environmental Scales, Second Edition.

CUES-II: The College and University Environmental Scales, Second Edition, developed by C. Robert Pace and published by the Educational Testing Service in 1969, is an instrument used to obtain a description of the college environment from students. The following seven scales are represented.

Practicality: Describes an environment characterized by the presence or absence of enterprise, organization, material benefits, and social activities.

Scholarship: The presence or absence of intellectuality and scholastic discipline.

Community: The presence or absence of a friendly, cohesive, group-oriented campus.

Awareness: Reflects or fails to reflect a concern and emphasis upon three sorts of meaning--personal, poetic, and political.

Propriety: Presence or absence of politeness and consideration

Campus Morale: Presence or absence of accepted social norms, group cohesiveness, friendliness, and freedom of expression.

Quality of Teaching and Faculty-Student Relationships: Presence or absence of professors perceived to be scholarly, to set high standards, to be flexible, and to be warm toward students.

Pretest: The completion of the testing instrument during the summer orientation program for those who attended orientation and at the beginning of fall registration for those students who did not attend summer orientation, prior to the subjects' exposure to the campus environment as an enrolled student.

Posttest: The completion of the testing instrument at the end of fall quarter, following exposure to the campus environment as enrolled students.

Change Score: The absolute value of the difference obtained by subtracting the posttest from the pretest.

Difference Score: The score obtained by subtracting the number of keyed positive responses on the posttest from keyed positive responses on the pretest.

Positive Response: Item keyed as the correct response to each CUES-II item as defined by Nickens.

IX. METHODS AND PROCEDURES

Sources of Data

Of the approximate 700 undergraduate transfer students who attended one of the three 1-day summer orientation programs, 372 completed a questionnaire at the conclusion of the program before leaving campus. After attending The University for one quarter, 177 students who had attended the summer orientation program completed the posttest.

Approximately 750 undergraduate transfer students attended fall registration in lieu of the summer orientation program. Of these students 403 subjects completed a questionnaire before registration commenced. After attending The University for one quarter, 124 students who had not attended the summer orientation program completed the posttest.

The Instrument

Selected items from the College and University Environment Scales, Second Edition (CUES-II) were used to comprise the data-gathering

instrument. Items included were chosen on the basis of a similar study of freshman students conducted by Harry Carl Nickens.[2] In order to condense and consolidate the questionnaire, only those items (72 questions) which indicated a significant change in the freshman students' perceptions of the campus environment were used. All subjects were asked to respond to the instrument in two ways: (1) Do you expect the item (question in CUES-II) to be characteristic of The University? and (2) Did you perceive the item (question in CUES-II) to be characteristic of The University? The instrument is described in greater detail in Chapter III.

Analysis of Data

This study first identified orientation needs of transfer students by questioning currently enrolled transfer students. Second, expectations of transfer students entering The University fall quarter, 1977, were assessed. After one quarter, students participating in the study were again asked the same question in regard to what they actually perceived as true concerning the campus environmental press. Subject responses were investigated and compared based upon how much change may have occurred after attending The University for one quarter, with the summer orientation program as the independent variable.

X. SUMMARY

The growing importance of transfer students in higher education is now well recognized. This recognition, coupled with the qualitative

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[2] Harry Carl Nickens, "The Impact of College on Student Expectations," Doctoral dissertation, The University of Tennessee, Knoxville, 1972.

differences from the established freshman patterns that transfers present, makes the area of transfer student orientation worthy of special attention.

Identified as a serious deficiency in existing higher education practices is the development of meaningful orientation services for transfer students. This study will provide the documentation of the needs, campus environmental expectations, and perceptions of transfer students. Data will be analyzed with attention given to potential need differences that may exist between those transfer students matriculating from the 2-year community/junior college campuses and those from 4-year campuses.

This study will fill a major void in the research on orientation program planning and provide a base from which other institutions can structure, design, and upgrade orientation services. The recognition of the expectations and perceptions of students transferring to a large southern university will assist other researchers to recognize and document those characteristics which are common to all transfers and those which may be unique to a given transfer population drawn by a specific institution. Finally, the discrepancies which may exist between the students' preconceived expectations of The University and perceptions following one quarter of experience will indeed have an impact on recruitment, the content development of informational brochures, and ongoing services throughout the academic year.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the literature will focus upon four major areas. The first area consists of the materials written and data gathered on the nature and extent of the transfer orientation problem. This first area provides the documentation of the need for a study of this nature.

The second and third areas of the review are directly related to the major questions raised in Chapter I. The second area discusses the question of the success of transferring students as primarily determined through evaluation of academic achievement. This provides the background for the question raised in Chapter I pertinent to the issue of academic achievement at the end of one quarter after transfer. The third area of the review covers the assessment of the college environment. This section is relevant to the question that concerns the nature of the transfer students' expectations of the college environment.

The final area focuses on the material used for establishing the philosophical base of the summer orientation program applied at The University of Tennessee, Knoxville.

I. NATURE OF THE PROBLEM

One of the more important writings in the transfer student area is the work of Willingham and Findikyan which centered on the pattern of admission for transfer students and offered projections on the numerical significance of transfer students to higher education. The authors

concluded from their national survey completed in 1969 that the enrollment of transfer students has increased at roughly twice the rate of new freshmen in recent years.[1] They projected the ratio to be 1 transfer for every 3 freshmen by 1971, which has since been verified by Willingham in a 1972 study on access to higher education.[2] The earlier Willingham study found that special orientation programs for transfer students had been developed by 29 percent of the institutions studied, while the projected number in his later study has raised the estimate to 40 percent for 1972.

Anderson states that higher education has given little systematic thought to coping with the total issue of student mobility. Strategies to meet the challenge of mobility are lacking. He states that inadequate orientation programming is hindering optimum movement of students. Anderson found that student mobility, at least from 2-year to 4-year institutions, appears to be adversely affected by the inadequacy of counseling services at both types of colleges.[3]

Further support to develop special orientation programs for transfer students was voiced by Knoell and Medsker in their national study of transfer students.

> In many four-year institutions transfer students are being overlooked in planning orientation programs, in offering

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[1]Warren W. Willingham and Nurhan Findikyan, Patterns of Admission for Transfer Students (New York: College Entrance Examination Board, 1969).

[2]Warren W. Willingham, The No. 2 Access Problem: Transfer to the Upper Division (Palo Alto: College Entrance Examination Board, 1972).

[3]John A. Anderson, "The Transfer Student--A Junior College Viewpoint," Journal of the American Association of Collegiate Registrars, 17 (July 1942): 618.

> counseling services to new students, in inviting their participation in social and extra-curricular activities, and above all, in giving appropriate academic advice at the time of their first registration. There was little or no evidence of discriminatory policies or practices affecting the junior college transfer students, but compared with the attention given the entering freshmen, there was a general lack of concern for their needs and interests. The new freshman continues to be the preferred client of the four-year institutions, and of their student services program, while the transfer student is usually left to make his own adjustment to the new situation.[4]

This same study further indicated that too often transfer students are grouped ignominiously with new freshmen in orientation programs where they feel unwelcome. The transfer students' need for orientation may be different from that of the freshmen because of their previous college experience and maturity, but the need is probably no less important.

Goodale, in assessing the transfer student problem, states:

> The transfer student was still an "emerging entity" in the eyes of many student personnel administrators. Some personnel administrators reviewed them as no different than the native students in their needs and aspirations. Although some research was being conducted to learn more about the transfer student characteristics, not much seemed to result in action-oriented programs.[5]

Perhaps the strongest plea for action appeared in GUIDELINES produced by a Joint Committee on Junior and Senior Colleges composed of representatives of the American Association of Junior Colleges, the Association of American Colleges, and the American Association of

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[4]Dorothy M. Knoell and LeLand L. Medsker, "From Junior to Senior College: A National Study of the Transfer Student," Washington: American Council on Education (1965): 97.

[5]Thomas G. Goodale, "Survey and Analysis of Student Personnel Services in Four-Year Institutions" (Ph.D. Dissertation, Iowa State University, 1971).

Collegiate Registrars and Admission Officers. The response in GUIDELINES to the question, "What special orientation do transfer students need, and how may it be effectively provided?" was "The information requirements and specific orientation needs of transfer students are not identical with those of entering freshmen." The committee wrote that they frequently found transfer students to be included in orientation programs serving freshmen. The GUIDELINES added, "Additional study is needed to clarify the basic orientation needs of transfer students." It continued, "Senior colleges should then develop programs geared to their particular needs."[6]

This first area of literature reveals that transfer students and the general area of student mobility are of growing importance to higher education. While this concern grows, national surveys have shown that less than half of the institutions receiving transfer students plan any specific program for this group. Further, the existing programs are not viewed by transfer students as being helpful. Attention is drawn to the need for additional study to clarify the basic orientation needs of transferring students.

The survey data from Willingham and Findikyan, Anderson, Knoell and Medsker, and Goodale were of assistance in demonstrating the

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[6]Joint Committee on Junior and Senior Colleges of Association of American Colleges, American Association of Junior Colleges, and American Association of Collegiate Registrars and Admission Officers, Guidelines for Improving Articulation Between Junior and Senior Colleges (Washington, D.C.: American Council on Education, 1966).

concern for the transfer orientation problem. Similarly, the GUIDELINES addressed the issue of inadequate orientation program planning for transfer students. None of these studies, however, provided specific solutions that could apply in the development of orientation programs.

II. ACADEMIC SUCCESS OF TRANSFER STUDENTS

The second area of this chapter considers the studies and research that examine the success of transfer students following their transfer. Most of the literature, such as the studies by Ammerman, Beardsley, Bruce, and Knoell have been directed toward the community college transfer.[7] Typically, these investigators limited their studies to a "records" analysis of academic achievement, usually reporting the data in terms of a median grade point average. For the most part, they studied the community college student before and after transfer. When community college transfer students were compared with native students, some contradiction in the results was reported. Studies by Lahti, Russell, and Swank indicated that the community college transfer does at least as well academically at 4-year institutions as do native

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[7]Albert M. Ammerman, "A Study of the Academic Success of Henry Ford Community College Graduates Transferring to the University of Michigan" (Ph.D. Dissertation, Wayne State University, 1960); Thomas B. Beardsley, "A Study of the Prevalence of Transfer Shock Among the Mississippi Junior College Transfer Students at the University of Mississippi" (Ph.D. Dissertation, University of Mississippi, 1960); Carl L. Bruce, "A Comparison of the Academic Achievement of Oregon Community College Transfer Students with that of Native Students at Oregon State University" (Ph.D. Dissertation, Ohio State University, 1969); Dorothy M. Knoell, Factors Affecting Performance of Transfer Students from Two- to Four-Year Colleges: With Implications for Coordination and Articulation (Berkeley: University of California, 1964).

students.[8] Other researchers such as Beardsley, Bruce, Klitzke, and Medsker have concluded that transfer students do not perform as well as native students.[9]

A summarization of research by Hills in 1965 challenged the conclusion that junior college transfer students do at least as well as native students. He summarized the transfer studies to date, indicating that 44 sets of data reveal transfer shock, but 2 do not; 34 demonstrate recovery, 4 do not; 22 sets of data indicate that native students perform better than transfer students, 4 indicated the reverse, and 7 indicated that they did equally well; 5 of 6 sets of data reported that the junior college transfer students did less well than other transfer students; 1 set indicated that they did better; 19 sets of data reported that junior college transfer students take longer to graduate than native students, 2 did not.[10] A definite statement cannot be made concerning a

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[8]Robert E. Lahti, "A Review of Junior College Development in Wyoming and A Statistical Comparison of Academic Performance of Junior College Transfer Students and Native Students at the University of Wyoming" (Ph.D. Dissertation, University of Wyoming, 1962); Richard M. Swank, "An Analysis of the Academic Achievement of Transfer Students at Illinois State University" (Ph.D. Dissertation, Purdue University, 1969); John W. Russell, "An Analysis of the Academic Performance of Transfer and Native Students and Their Major Fields in the College of Arts and Sciences at the University of Georgia (Ph.D. Dissertation, University of Georgia, 1963).

[9]Beardsley, 1969; Bruce, 1969; C. H. Holmes, "The Transfer Student in the College of Liberal Arts," Junior College Journal, 31 (1961); LeLand Medsker, The Junior College: Progress and Prospect (New York: McGraw-Hill, 1960); Louis Klitzke, "The Academic Success of Former Junior College Students at Colorado State College" (Ph.D. Dissertation, Colorado State College, 1961).

[10]James R. Hills, "Transfer Shock: The Academic Performance of the Junior College Transfer," Journal of Experimental Education, 35 (1965): 5-9.

community college transfer student's success pattern after matriculation.

Studies have been done by Thompson as well as Hamel, Lindsay, and Marks pertaining to transfer students from 4-year institutions.[11] Even these few reports contain contradictory data. Again, specific statements cannot be made, but if a generalization is drawn, it would be that an immediate decline of academic achievement, as measured by grade point average, is a common occurrence during the first quarter following matriculation. In most studies the recovery was usually made by the end of the second quarter on the new campus.

A summary of this second area of literature reveals that a number of studies have been conducted on transfer student academic achievement. Conflicting findings make it difficult to generalize, except to indicate that most studies limit their measure of success to the sole criterion of grade point average. Regardless of whether the native or the transfer student has the highest grade point average, most transfer students succeed academically in the new educational environment. None of the comparative studies of natives' and transfer students' performances considered academic aptitude of the two groups. Almost all the studies cited were concerned with the performance of transfer students in single institutions or designated colleges within a given

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[11] Adoulphus Thompson, "Factors Related to the Academic Achievement of Students Who Transferred to the College of Literature, Science, and the Arts at the University of Michigan from Four-Year Institutions in the State" (Ph.D. Dissertation, University of Michigan, 1958); Lester Hamel, Edmond Marks, and Carl Lindsay, "Native and Transfer Baccalaureate Students," Journal of College Student Personnel, 1 (1966): 5-13.

university as compared with the native students in those institutions. The findings cannot be generalized to all transfer students within the institution.

III. COLLEGE ENVIRONMENT

The third area reviewed focuses upon the college environment. The first part of this section encompasses instruments developed to assess the campus climate or environment and their use in campus research. Special attention was given to the development of the instrument used in this study. The second part focuses on studies using these environmental measures in relationship to student academic achievement.

Instrument Development

The studies in 1958 by Pace and Stern[12] and the work by Thistlewaite[13] in 1959 have established that environments from campus to campus vary and that instruments do exist to facilitate environmental assessment. Pace and Stern developed the College Characteristic Index[14] (CCI) which stemmed from the idea that the college environment or press can be assessed in terms of its potential to reinforce student needs. The CCI was intended to measure the college environmental press, based

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[12]Robert Pace and George C. Stein, "An Approach to the Measurement of Psychological Characteristics of College Environments," Journal of Educational Psychology (1958): 269-277.

[13]Donald L. Thistlewaite, "College Press and Student Achievement," Journal of Educational Psychology, 50 (1959): 183-191.

[14]George Stein, Preliminary Manual: Activities Index--College Characteristic Index (Syracuse: Syracuse University, Psychological Center, 1958).

on the assumption that if any characteristic press exists, then any group of people in the environment would identify it. It was developed as an empirical measure of student perception of the college environment. Based on the "need-press model" of Murray,[15] it contains 300 "true" or "false" statements about the college environment. The College Characteristics Index is designed to measure the atmosphere of a campus through 30 different environmental presses, each of which corresponds to a personality need.

Two years later, Pace developed the College Characteristic Analysis[16] (CCA) to analyze directly the environment and to provide a means of describing and comparing subcultures within the total environment. The CCA used 210 items primarily derived from the CCI. Pace's new instrument is organized along a two-fold classification system. One part focuses on goals, objectives, or major emphases of the environment, while the second part refers to the major parts of the college community (i.e., the administrative community, academic community, and student community).

Through the Educational Testing Service (ETS) in 1963, Pace developed the College and University Environmental Scales[17] (CUES). Building from the CCA, Pace constructed the CUES with 150 statements

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[15]Henry A. Murray, Explorations in Personality (New York: Oxford University Press, 1938).

[16]Robert Pace, The College Characteristics Analysis: Preliminary Comments (Stanford: Center for Advance Study in the Behavioral Sciences, 1960).

[17]Robert Pace, CUES, College and University Environment Scales Manual (Princeton: Educational Testing Service, 1963).

about college life. This instrument helps to define the atmosphere or intellectual-social-cultural climate of the college as students view it. The atmosphere of a campus is a mixture of various features, facilities, rules and procedures, faculty characteristics, courses of study, classroom activities, students' interests, extracurricular programs, informal activities, and other conditions and events.

In 1969 Pace published the second edition, CUES-II, to measure the college environment.[18] Seven environmental scales are reflected in this version:

> 1. Practicality--An environment characterized by enterprise, organization, material benefits and social activities, vocational and collegiate emphases, orderly supervision.
> 2. Scholarship--An environment characterized by intellectuality and scholastic discipline, intellectual achievement, and the pursuit of knowledge.
> 3. Community--A friendly, cohesive group-oriented campus.
> 4. Awareness--A campus encouraging concern for social and political problems, expressiveness through the arts, tolerance of criticism.
> 5. Propriety--An atmosphere that is mannerly, considerate, proper, and conventional.
> 6. Campus Morale--The presence or absence of accepted social norms, group cohesiveness, friendliness, and freedom of expression.
> 7. Quality of Teaching and Faculty-Student Relationships--The presence or absence of professors perceived to be scholarly, to set high standards, to be flexible, and to be warm toward students.[19]

In this study an abbreviated form of CUES-II was utilized. Based on the findings of Nickens in his study of "The Impact of College on

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[18] C. Robert Pace, College and University Environment Scales, Second Edition (Princeton: Educational Testing Service, 1969).

[19] C. Robert Pace, CUES, Second Edition: Technical Manual (Princeton: Educational Testing Service, 1969), p. 14.

Student Expectations,"[20] items representing a significant difference in the campus perceptions of freshman students were selected. All seven scales were included in this study. These seven scales can be consolidated and described as follows: (1) assimilation into campus life, (2) commitment to intellectual goals, (3) group cohesiveness, (4) freedom of expression, (5) conventional behavior reflecting consideration of others, (6) identification with social norms, and (7) challenging, personal interaction with the faculty.

Thus far this third section of literature review has attempted to outline the background information on the environmental assessment measures utilized in this study. The seven scales have their origin in Pace's earlier work and emerge in CUES-II in their refined version. The instrument has been condensed on the basis of Nickens' findings. The remainder of this chapter will examine studies that have used a measure of the campus environment or information pertaining to the relationship of academic achievement and the individual's perceptions of the environment.

Environmental Studies

The effect of student expectations on the college experience has been a focus of attention in current years. Indications from social psychology research are that the expectations an individual has of an environment influence the manner in which he/she will cope with that

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[20] Harry Carl Nickens, "The Impact of College on Student Expectations" (Ed.D. Dissertation, The University of Tennessee, Knoxville, 1972).

environment.[21,22] In order to assist the new student with designing appropriate coping behaviors, the campus environment must be described accurately, and the individual's perceptions of that new environment must be assessed. The ability to share an accurate description of the campus environment with an entering student must be called into question. It cannot be assumed that students and student personnel workers view the campus in the same ways.[23] This perceptual disparity is seen as possibly affecting the student's success in the new environment as well as wasting space at an institution that is inappropriate for that individual.

In a 1968 study, Shaw found that both the scope and degree of expectation-press incongruency can affect student achievement.[24] He found that when most of the environment is inconsistent with expectations, the student is likely to withdraw. Like Stein[25] in an earlier study, Shaw recommended that colleges describe themselves by making use of the instruments measuring institutional climate to avoid large

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[21]James M. Carlsmith and E. Aranson, "Some Hedonic Consequences of Confirmation and Disconfirmation of Expectations," Journal of Abnormal and Social Psychology, 46, No. 2 (1963): 151-156.

[22]David C. McCelland, James W. Atkinson, and E. L. Lowell, The Achievement Motive (New York: Appleton-Century-Crofts, 1953).

[23]Richard J. Noeth and H. Allan Dye, "Perceptions of a University Environment: Students and Student Personnel Workers," Journal of College Student Personnel, 14 (1973): 527-531.

[24]Karl A. Shaw, "Accuracy of Expectation of a University Environment as it Relates to Achievement, Attrition and Change of Degree Objectives," Journal of College Student Personnel, 9 (1968): 44.

[25]George G. Stein, "Myth and Reality in the American College," AAUP Bulletin (Winter, 1966): 408-414.

incongruencies between expectations and press.

In writing about the expectations of a college campus in relation to a student's selection of an institution and the admissions process, Wrenn stated:

> One factor that reduces the effectiveness of any college admissions formula is the uncertainty of a student's scholastic motivation and his particular expectation of college. These undoubtedly affect scholastic performance, and yet they are difficult to use as predictors. Certainly they are interrelated, with student expectation of a particular college affecting motivation for study in that college. The study of student expectations on the one hand and the appraisal of the intellectual and cultural climate provided on a given campus on the other hand is of very recent origin. Such determinations will increase in significance in the future as it becomes more important to waste no college space on the wrong student for that particular college.[26]

Wrenn raises the issue not only of expectations in relationship to selection and appropriateness of the institution, but also of their relationship to achievement.

The effect on achievement of any incongruency between a student's expectations of his/her college experience and the actual ability of the environment to meet these expectations has been termed the "expectation-press hypothesis."

> It has been hypothesized that the extent of agreement (congruence) between one's internal forces (needs) and the external environment forces (press) he encounters is positively related to his adaption to that environment . . . . It may be, however, that it is not necessarily so much the congruence of his needs and the press as it is the congruences of what he expects (expectations) and the press he

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[26] C. Gilbert Wrenn, The Counselor in a Changing World (Washington, D.C.: American Personnel and Guidance Association, 1962), p. 195.

> subsequently encounters that more strongly influences his adaption. This may be referred to as an expectation-press hypothesis.[27]

The effect of expectation-press incongruency on the achievement of junior college transfer students was studied by Donato. He stated:

> If transfer shock could be partially explained in terms of expectation-press incongruence, it would raise implications for both the nature of transfer student orientation programs and the necessity to provide meaningful and accurate descriptions of its environment.[28]

The Donato study found that entering junior college transfer students and freshmen differ in their expectations of the amount but not the relative distribution of press within the university environment. Differences in expectations appear more related to intragroup differences (sex and intended major) than intergroup differences (freshmen versus transfer students). The College Characteristics Index was the instrument used to measure expectations. While new students were found to hold highly unrealistic expectations of university life, they quickly altered their unrealistic expectations within a short period of time after enrollment. However, the disparity between the transfer students' unrealistic expectations and the perceived environment did not appear to affect the first quarter grade point average. Donato concluded that additional study is necessary to measure the expectations of

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[27]C. G. Lauterbach and D. Vielhaber, "Need-Press and Expectation-Press Indices as Predictors of College Achievement," Educational Psychological Measurement, 26 (April, 1966): 965.

[28]Donald J. Donato, "Junior College Transfers and a University Environment," Journal of College Student Personnel (May, 1973): 254-259.

individuals and the actual impact of the university environment:

> One would need to examine the effect of expectation-press incongruency on the transfer's nonacademic adjustment and satisfaction . . . . The relationship between the perceived environment and the actual environment should be reexamined, as well as the relationship between expectations and actual needs.[29]

A study of the relationship between achievement and anticipated environmental press by Buckley also employed the CCI to gain a measure of the campus environment.[30] His primary concern was the anticipated or expected environment of transfer students and how it compares with the freshman students' expectations and upperclass students' perceptions. He found that transfer students anticipate an environment different from that perceived by upperclass students. However, when compared with freshmen, transfer students did not differ in their expectations. Both freshmen and transfer students anticipated the same campus atmosphere and style of life. Buckley did not find a strong relationship between the dissonance of transfer students' expectations and the academic achievement at the end of one quarter. Like Donato, Buckley found that after 3 months on campus, transfer students modify the expectations of the college environment to resemble perceptions of upperclass students.

Anstett identified additional findings in his study of transfer student perceptions of a college environment.[31] Utilizing CUES-II, he

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[29]Ibid.

[30]Harold D. Buckley, "The Relationship of Achievement and Satisfaction to Anticipated Environmental Press of Transfer Students in the State University of New York" (Ed.D. Dissertation, Syracuse University, 1969).

[31]Robert R. Anstett, "A Study of Transfer Student Perceptions of a Campus Environment," NASPA Journal, 10, No. 3 (January, 1973): 179-200.

asserted that transfer students have difficulties ranging from academic credit transfer, finding living accommodations, to making friends and being actively involved in campus life. Anstett found that transfer students in his study generally perceived their new environment to be hostile and unfriendly. He recommended:

> Individual colleges are encouraged to conduct studies related to their own students and how they perceive the environment in which they are involved. It is only after one possesses a sound grasp of an institution's environment that effective programs to facilitate a student's entry into that environment can be implemented. Too often programs designed to assist students are developed on the basis of one person's "feelings" about what should be conducted.[32]

Summary

The ability to assess differences in campus environments has been an interest of researchers over the past 20 years. The work of C. Robert Pace has had a major influence in the developmental change of measuring instruments.

Several major questions this study is investigating are dependent upon the ability to measure the nature of the transfer students' expectations of the college environment and to view this assessment in terms of perceptions after one quarter of enrollment in The University, with the impact of a summer program being the major factor to effect a difference.

The anticipated environmental expectations held by a transferring student were shown to affect the nature of the coping behavior utilized during adjustment to the new campus. The more that is known about the

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[32] Ibid.

perceptions of current students, the better the institution will be in assisting the new student in designing his/her coping behavior. The research questioned the ability of student personnel workers to do this without using an assessment instrument to measure and describe the institutional climate.

Shaw found that the scope and degree of expectation-press incongruency affected academic achievement, a finding which many researchers expect to be true. However, the studies by Donato and Buckley did not substantiate these claims. They did find that the environmental expectations held by transfer students were shown to be incongruent with the native students' perceptions and concluded that all new undergraduate students overestimate the amount of press on campus. Both the Donato and Buckley studies were well designed and included a sample of freshmen.

This study will employ selected items from CUES-II that indicated a significant disparity between expectations and press of freshman students in the Nickens study.[33] Interest is centered upon the impact of a summer orientation program on the expectations, perceptions, and academic achievement of transfer students from 2-year and 4-year campuses. The knowledge that prior researchers have found differences existing in the anticipated environmental expectation of new students is a challenge to the effective designing of orientation programming so that dissonance in perceptions may be reduced.

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[33]Nickens, op. cit.

IV. BASIS FOR ORIENTATION PROGRAM

This final area of the literature review focuses on the material used to develop the orientation program applied in this study. Some of the recent work on student development theory will be reviewed to outline the philosophical structures of the program.

If, as is so often stated, the purpose of orientation is to assist the student in the adjustment to his/her new environment, then to be successful in achieving this purpose, we must be able to describe our environment and understand the developmental processes that the students might be experiencing at this period in their lives. An integrated theory can be developed from the student development model presented by Chickering[34] and supported by the research of Feldman and Newcomb.[35]

Seven factors comprise Chickering's model of development: achieving competence, managing emotions, becoming autonomous, establishing identity, freeing interpersonal relationship, clarifying purposes, and developing integrity. Not all of these vectors are in the process of development during the time a student experiences orientation nor is it to be assumed that orientation incorporates the total developmental processes of these vectors. Chickering notes that the vectors represent steps of development with a great deal of overlap between stages.

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[34]Arthur W. Chickering, Education and Identity (San Francisco: Jossey-Bass, Inc., 1969).

[35]Kenneth A. Feldman and Theodore M. Newcomb, The Impact of College on Students, Vol. I (San Francisco: Jossey-Bass, Inc., 1969).

An integration of the models of Chickering and Feldman and Newcomb suggests a three-stage model of student development as it relates to higher education. The first stage would be that of "coping." Coping is the term used by Feldman and Newcomb to denote adaptive behaviors that a student employs to prepare for and adjust to new educational experiences. Chickering's vectors of achieving competence and managing emotions would correspond to this stage.

The second stage would be "involvement." Going beyond the coping behaviors, this stage reaches to more gratifying interpersonal experiences. The seeking out of peer relationships for the sharing of feelings and experiences is common. The vectors associated with this stage are managing emotions, becoming autonomous, and establishing freeing interpersonal relations.

The third stage is the "identity" and "independence" stage. Here the emphasis is to develop a sense of belonging to a particular group, to identify with some aspect of the institution, and to feel satisfaction with chosen goals. The student knows what he/she wants and is independent enough to select from the institution those services, academic programs, and activities from which he/she can most benefit. The vector theory would include the areas of becoming autonomous, establishing identity, and freeing interpersonal relationships.

It should be noted that this student development model has been linked basically to the stages for entering freshmen; however, many of these same stages are repeated by transfer students as they prepare to enter a new educational environment.

The first stage, coping, is a crucial developmental stage for the new student. This is when the student gains most of his/her concepts about the new institution. The perceptions are formed through the reading of information and talking with friends, parents, teachers, and counselors. The university displays concern for this stage by providing information through various admissions representatives who visit with the student either on campus at his/her home institution. The summer orientation program enhances the student's knowledge of the new situation through tours of the campus, discussions with faculty and staff members, and peer-led discussions of what the university is really like. Research concerning this area of information indicates that the student is vitally interested in academic expectations and, to a lesser degree, the social and interpersonal environment.[36]

The second stage in the student development model was that of involvement. Just as the coping stage begins with the student's initial interest in the university during the early weeks of his/her first quarter, the involvement stage overlaps, beginning with summer orientation and continuing into the first year. The foundation for this stage is laid as a student participates in orientation by interacting with student orientation assistants (peers), experiencing with faculty advisors, and by beginning friendships with other incoming transfer students. These early friendships serve the functions of combatting

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[36]Samuel H. Osipow, "Student Appraisal of Pre-Registration College Counseling Program," Journal of College Student Personnel, 10 (January, 1969); Patricia B. Tautfest, "An Evaluation Technique for Orientation Programs," Journal of College Student Personnel (January, 1961): 25-32.

and of meeting the need for orientation to a new situation through a pooling and sharing information. As these needs are met, the student tends to be more selective in his/her friendships. This friendship pattern is probably more typical of the freshman than of the transfer student. However, it is suggested that the 2-year transfer is probably more similar to the freshman than to the 4-year transfer in this need to establish interpersonal relationships.

The third stage, identity and independence, is achieved after the student has become established on campus and has developed a sense of belonging to a particular group. The student begins to identify with some aspect of the university and achieves a feeling of satisfaction with his/her goals. Because much of the identity and independence stage is achieved during the student's tenure on campus, well past a summer orientation program, it will not be considered in this study.

V. SUMMARY

This section focused on some recent work in student development theory. The background information provided a rationale for the timing of events and information in programming for transfer students. The vector theory of Chickering was integrated with the work of Feldman and Newcomb. The three stages of coping, involvement, and identity and independence were discussed as they had relevance to the orientation program. The methodology and design of the study are described in the next chapter.

CHAPTER III

RESEARCH METHODOLOGY AND DESIGN

The major purpose of this study was to determine the impact of a summer orientation program on the expectations and perceptions of transfer students entering The University of Tennessee, Knoxville. Chapter I outlined the problem and need for such a study. The second chapter reviewed pertinent literature. Chapter III concerns the specific methodology applied in this study to implement research.

I. THE SAMPLE

The 775 subjects for this study were selected from 1,436 undergraduate students who transferred to The University of Tennessee, Knoxville, to enroll for the fall quarter 1977. The subjects comprised two separate groups:

Group A--Transfer students who attended the 1977 summer orientation program.

Group B--Transfer students who attended the 1977 fall registration session in lieu of the summer orientation program.

Group A was composed of 372 subjects, while Group B consisted of 403 subjects. All students attending the summer orientation program had an equal opportunity to complete the pretesting instrument. Likewise, all those who attended the fall registration session had an equal chance of being included in the sample. Because attendance at the summer orientation program was optional, that sample may reflect

students who differed in some ways from the nonattenders and who perhaps anticipated the campus climate differently. Both groups included freshmen, sophomores, juniors, and seniors and represented various majors of the nine colleges of The University: agriculture, architecture, business administration, communications, education, engineering, home economics, liberal arts, and nursing.

Further descriptive data concerning the sample was obtained through the first section of the pretest instrument. The following information was gathered:

1. Sex
2. Marriage status
3. Age
4. Classification
    a. Freshman
    b. Sophomore
    c. Junior
    d. Senior
5. Type of college most recently attended prior to The University of Tennessee, Knoxville
    a. 2-year community college
    b. 2-year private college
    c. 4-year public college
    d. 4-year private college
    e. Other

6. Size of college most recently attended prior to The University of Tennessee, Knoxville

   a. Less than 1,000 students

   b. Between 1,000 and 5,000 students

   c. Between 6,000 and 10,000 students

   d. More than 10,000 students

7. College of intended enrollment at The University of Tennessee, Knoxville

   a. Agriculture

   b. Architecture

   c. Business administration

   d. Communications

   e. Education

   f. Engineering

   g. Home economics

   h. Liberal arts

   i. Nursing

8. Type of residence at previous institution

   a. Home

   b. Apartment other than home or rooming house

   c. College housing

   d. Other

9. Intended type of residence at The University of Tennessee, Knoxville

   a. Home

   b. Apartment other than home or rooming house

c. Residence hall

d. Fraternity house

e. Undecided

10. Specific number of previous visits to The University of Tennessee, Knoxville, campus

11. Cumulative grade point average at the college most recently attended prior to The University of Tennessee, Knoxville

12. Projected fall quarter grade point average at The University of Tennessee, Knoxville

13. Amount of competitiveness for grades expected to find among classmates at The University of Tennessee, Knoxville

14. Self-reported assessment of the amount of knowledge possessed about The University of Tennessee, Knoxville.

The posttest gathered this same descriptive data with the questions directed to the reality of the situation at The University of Tennessee, Knoxville, rather than to the students' expectations of The University.

II. THE TREATMENT

The procedures followed for this study began with the administration of a survey instrument to transfer students who had entered The University of Tennessee, Knoxville, in the fall of 1976. This instrument was designed to gather data on informational needs and concerns as well as the students' perceptions of certain aspects of the campus environment. The questionnaire was mailed on April 26, 1977, to 200 randomly selected transfer students. Examination of the descriptive data indicated that the sample population had characteristics similar to those of the study

population. The sample included freshmen, sophomores, juniors, and seniors as well as academic majors represented by all nine of The University colleges. Descriptive data of this sample included sex, age, type and size of previous institution, on- or off-campus housing, and whether the subject had attended the 1976 summer orientation program. Of the total sample surveyed, 113 subjects responded, approximately 50 percent.

Needs of transfer students entering The University of Tennessee, Knoxville, were described by the subject responses on the Needs Assessment Survey (Table 1).

Based on the information gathered from the Needs Assessment Survey, a 1-day summer orientation program was developed. The objectives of the transfer student summer orientation program were defined as follows:

1. To provide the student with academic direction through faculty advising and counseling.

2. To preregister the student for fall quarter classes with the exception of payment of fees.

3. To introduce the student to the intellectual atmosphere of The University.

4. To instill in the student an awareness of the many facets of higher education and a sense of purpose in attending The University of Tennessee, Knoxville.

5. To acquaint the student with opportunities, responsibilities, student personnel services, University traditions, University physical facilities, and student activities.

Table 1. Responses of Transfer Students Completing the Needs Assessment Survey[a]

Statement	Yes	No
I would like someone to help me decide upon a major.	13	51
I would like some help in finding out what job opportunities are available in my major area.	95	18
I would like to know what my interests are.	43	69
I would like to know about national occupational trends.	89	23
I would like the chance to obtain practical experience (on-the-job training) in the courses I am taking that pertain to my career choice.	106	7
I would like to take to someone about what to do during a job interview.	89	40
I would like to have some help with writing a resume and letter of application in case I want to apply for a job.	118	35
I need some help in developing better study skills.	45	68
I would like to be tutored in a subject I am having difficulty with.	40	73
I need to talk with someone about obtaining a loan or other financial assistance.	30	82
I need information about the extracurricular activities available to me on campus.	38	60
I would like to know about student employment opportunities on campus and elsewhere for part-time work.	64	49
I would like to know about student employment opportunities on campus and elsewhere for full-time work.	37	75
I need to know where I would go on campus to talk with someone about a personal problem I am having.	29	83
I need to know more about the help available from student service offices that are on campus.	70	42

Table 1, continued

Statement	Yes	No
I need to talk with someone about a problem I am having with an instructor.	21	92
I need help in finding adequate housing.	20	93
I need help in finding a suitable roommate.	14	97
I prefer to live on campus in university housing.	40	72
I would like to know how to get to know other students at this university who share my same interests.	66	46
For the most part, UT instructors are interested in me as a student.	66	45
It is easy to find out where to go to solve a problem on this campus.	49	69
I look forward to college as a potentially good experience academically and personally.	103	3
I don't want to be here.	12	94
I think a college education is necessary to get a job.	61	44
I am here to find a husband/wife.	4	100
I am here to have fun and meet people.	61	41
I always knew that I would come to college.	82	23
I never really thought about college.	14	85
The faculty advising system at UTK meets my needs.	43	56
I clearly understand the evaluation slip showing the transfer of credits from my previous school to UTK.	61	45
My advisor is knowledgeable about possible substitutions of my transfer credit to my new UTK program.	46	51

Table 1, continued

Statement	Yes	No
Even though I am required to have an advisor, I do not need one.	41	55
The biggest problems at UTK from most important to least important are:		
1 Handling content of course work		
2 Finances		
3 Meeting members of the opposite sex		
4 Deciding on a major		
5 Some aspect of parent and/or family relations		
6 Trying to "find" myself in the sense of personal meaning and identity, where I am headed, etc.		
7 Other		

[a]N = 113

The program was coordinated by 22 undergraduate student orientation assistants with the supervision of the Director of Orientation. Of this staff, 2 were transfer students, 8 colleges were represented, and sophomores, juniors, and seniors were represented. The staff spent spring quarter in training and preparation to become educated to the needs and problems of particular concern to students transferring to The University of Tennessee, Knoxville.

The program began with a welcome speech by the Chancellor of the University, an introduction of orientation workers, and an explanation of the program by a student orientation assistant, the Director of Orientation, and the Dean of Student Conduct and Orientation. Students were then divided into three groups, separated by the size and type of their previous institution: (1) Group I--Students transferring from 4-year colleges with less than 10,000 students; (2) Group II--Students transferring from 2-year colleges; (3) Group III--Students transferring from 4-year colleges with more than 10,000 students. While all three groups experienced the same program content, these divisions enabled the students to interact in a smaller group with transfers of perhaps similar adjustment needs.

The morning program consisted of small workshops addressing special interests and encouraging active involvement in the campus community. Represented among program presenters were the transfer admissions counselor, financial aid officer, on- and off-campus housing directors, career planning and placement services, minority affairs office, Greek organizations, recreational programs, religious organizations, R.O.T.C. programs, student government, and community and area

information. In addition, student orientation assistants organized an informal rap session with refreshments to provide a student perspective of The University of Tennessee, Knoxville. A campus tour and meetings with the Deans of each respective college followed. In their individual colleges, the students received a broad overview of their colleges, addressing career opportunities, curriculum requirements, and information especially pertinent to students in that college. The students then had a break for lunch and I.D. pictures.

After lunch, a representative from the Office of Registration Services discussed the mechanical procedures of registration for classes. The students were then accompanied by the student orientation assistants to the colleges for faculty advising. The student orientation assistants served as resources for general assistance and question-answering during this time. Upon the completion of faculty advising and registration, the students were free to leave. In the fall they reported to Stokely Athletics Center to pick up their schedules and pay their fees.

There were three 1-day summer orientation sessions, June 17, July 1, and July 29, 1977. Upon admittance to The University, each transfer student received a letter of invitation to one of these three sessions accompanied by a registration form. When the student returned this form to the Orientation Department, his/her attendance was confirmed. While the summer orientation program was optional, the advantages in attending were strongly stressed to encourage participation. There was no charge for the student to attend. Each of the three sessions consisted of 200 to 300 participants and adhered to the same format and contents.

Transfer students who did not attend the summer orientation program were required to attend a registration session on September 16, 1977. This program consisted of a brief welcome by the Chancellor, a student orientation assistant, the Director of Orientation, and the Dean of Student Conduct and Orientation. Students were instructed in the mechanics of registration and then accompanied by a student orientation assistant to their respective colleges for an introduction to the college and faculty advising. After returning registration materials to the Registration Services Office, the students were free to leave. On September 21 they reported to Stokely Athletics Center to pick up their schedules and pay their fees.

III. THE COLLECTION OF DATA

Data was collected by means of a pretest and posttest administered to two groups of transfer students. One group, Group A, attended the 1977 summer orientation program, while Group B was composed of those transfer students who did not attend summer orientation.

A pretest derived from the College and Environment Scales, Second Edition (CUES-II) was first administered to transfer students who attended the summer orientation program. Students responded to the questions in terms of their expectations of the intellectual-social-cultural environment of The University of Tennessee, Knoxville. The pretest was administered at the immediate conclusion of the orientation program, and this group tested was labeled "Group A1."

On the day of the fall registration program, September 16, 1977, the same pretest was administered to transfer students who had not

attended the summer orientation program. Students were given the questionnaire immediately upon their arrival, prior to any introduction to the events of the day. This group was labeled "Group B1."

During the last 2 weeks of fall quarter, a posttest was mailed to each student who had completed the pretesting instrument. The posttest corresponded with the questions of the pretest, but this time requested the subjects to respond in terms of their actual perceptions of the intellectual-social-cultural climate of The University. The two groups were labeled "Group A2" and "Group B2," respectively. To encourage the completion of the posttest, orientation personnel contacted the subjects by telephone and reminded them to complete the questionnaire before leaving campus for the holidays. Of the original 775 subjects, 350 responded to the posttest. At this point 49 subjects were eliminated from the study because of having attended The University of Tennessee, Knoxville, at some time previous to transfer. A detailed description of the pretest-posttest sample is included in Table 1, page 43.

At the beginning of winter quarter, the UTK grades of the subjects were recorded and compared.

IV. THE INSTRUMENT

The pretest was designed to gather demographic data and the transfer students' expectations of the campus environment. The posttest was designed to gather these students' perceptions of the campus environment after one quarter at The University of Tennessee, Knoxville.

The first part of the questionnaire was intended to provide information to define further the transfer student population. Included

was a measure of competition they expected to find on the campus of The University of Tennessee, Knoxville, an opportunity to furnish a self-reported grade point average at the previous institution, and a projection of expected academic performance after transfer.

Developed by Pace, the College and University Environment Scales, Second Edition (CUES-II) provided the base for the second section of the questionnaire. In a study of freshman student expectations, Harry Nickens[1] administered CUES-II and identified several areas of significant difference. The statements that drew a significant response[2] in Nickens' study were selected to comprise the testing instrument applied in this study. Through elimination of items was developed a measure of environmental press that correlates highly with the parent instrument (CUES-II) but is short enough for optimum completion. The seven scales of CUES-II are comprehensive enough to provide the student with a means to describe through their responses expectations and perceptions of the campus environment. These scales are: practicality, scholarship, community, awareness, propriety, campus morale, and quality of teaching and faculty-student relationships.

Evidence of validity is demonstrated by Pace in the correlations between CUES-II scores and various characteristics of students and institutions.[3] Validity is clearly shown by the many correlations

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[1]Harry Carl Nickens, "The Impact of College on Student Expectations" (Ed.D. Dissertation, The University of Tennessee, Knoxville, 1972).

[2]Nickens defined a significant response as one receiving a response from more than 60 percent of the subjects.

[3]Robert Pace, CUES, Second Edition: Technical Manual (Princeton: Educational Testing Service, 1969), pp. 46-54.

that achieve statistical significance in the predicted direction.

However, it must be stressed that the description of The University environment in this study is to be considered in view of the CUES-II scores. This research does not necessarily describe the actual institutional environment, but only how it is interpreted in terms of this testing instrument.

Method of Scoring CUES-II

A change score and difference score were computed for each subject. The change score (pretest - posttest) indicated the number of items for which the subjects had different responses on the pretests and posttests.

To measure the directionality of subject responses, a difference score was computed. Based upon the results of Nickens' study of freshman students, the keyed positive response to each item was identified. The difference score was obtained by subtracting the number of keyed positive responses on the posttest from the keyed positive responses on the pretest.

V. ANALYSIS OF DATA

The testing instrument was divided into two sections for analysis. The first section consisted of data descriptive of the population tested. This category included marital status, age, classification, type and size of college most recently attended, college of entry at The University of Tennessee, Knoxville, residence at previous college, residence at The University of Tennessee, Knoxville, number of visits to UTK prior to

registration, grade point average at previous institution, expected grade point average at UTK, competitiveness for grades expected at UTK, self-reported knowledge of UTK, and attendance at The University of Tennessee, Knoxville, summer orientation program. For this descriptive data, the frequency of each response was recorded, and percentages were tabulated.

Tabulation of CUES-II responses was accomplished by The University of Tennessee Computer Center using the Statistical Package for the Social Sciences (SPSS) program. Initially the frequency of responses was cross-tabulated according to the type of college (2- or 4-year) from which each subject had transferred.

To examine the question comparing the amount of change between the expectations and perceptions of the two groups, the Mann-Whitney U Test was employed. This procedure was selected because of its ability to measure the difference in central tendency. Its strength is derived from the power to rank each case in determining whether two samples are from the same population. The null hypothesis, then, was that the two groups (orientation attenders and nonattenders) were from the same population.

This method combined the two groups and ranked the cases in order of increasing size. The test statistic U was computed as the number of times a score from Group 1 preceded a score from Group 2. The rationale was that if the samples were from the same population, the distribution of scores from the two groups in the ranked list would be random; a nonrandom pattern would be indicated by an extreme value of U. For a sample as large as the one in this study, U was transformed into a

normally distributed statistic Z. The equation was as follows:

M - W = (pretest - posttest) by (orientation attender, nonattender)

The test was applied twice, with the change score and difference scores as the dependent variables, respectively. The independent variable was attendance or nonattendance at the summer orientation program.

VI. SUMMARY

Chapter III outlined the research design and method of implementation. A description of the sample was included, as well as a detailed discussion of the treatment experienced by the subjects. The testing instrument was described, and the method of analysis was presented. Chapter IV concerns the presentation of data.

CHAPTER IV

PRESENTATION OF DATA

Chapter IV presents the results of the data analysis. It is divided into six basic sections. Discussed first is the demographic data. The second section reports the responses to the expected environment, followed by the subjects' perceptions of The University environment. Then, the responses are compared in reference to 2-year and 4-year college transfers as well as academic performance. The third section examines the effect of a summer orientation program on the change between the expectations and perceptions that the subjects expressed, and the final section outlines pertinent written comments submitted by the subjects. Analysis and conclusions will be discussed in Chapter V.

I. DEMOGRAPHIC DATA

The first section of the testing instrument collected information to describe characteristics of the sample population. To tabulate this data, the frequency of each response was recorded, and percentages were calculated. Of the original sample (N = 775) completing the pretest, 301 subjects completed the posttest. Detailed results are presented in Table 2.

Responses to the demographic section of the instrument remained the same for the pretest and the posttest. From the data gathered, a general picture of the subjects could be drawn. Most were single,

Table 2. Description of Sample of Transfer Students Completing Pretest and Posttest Instruments[a]

Category	Number of Responses	Percent
Marital Status		
Single	249	82.7
Married	52	17.3
Age		
18-21	236	78.7
22-25	40	13.3
26-30	18	6.0
Over 30	6	2.0
Classification		
Freshman	49	16.3
Sophomore	132	44.0
Junior	102	34.0
Senior	16	5.3
Type of College Most Recently Attended		
2-year community college	92	30.6
2-year private college	21	7.0
4-year public college	116	38.5
4-year private college	69	22.9
Other	3	1.0
Size of College Most Recently Attended		
Less than 1,000 students	53	17.7
Between 1,000 and 5,000 students	141	47.0
Between 6,000 and 10,000 students	61	20.3
More than 10,000 students	42	14.0
College Selected at UTK		
Agriculture	24	22.9
Architecture	8	7.6
Business Administration	58	55.2
Communications	15	14.3
Education	38	19.2
Engineering	38	19.2
Home Economics	26	13.1
Liberal Arts	90	45.5
Nursing	6	3.0

Table 2, continued

Category	Number of Responses	Percent
Residence at Previous College		
Home	130	43.2
Apartment other than home or rooming house	42	14.0
College housing	120	39.9
Other	9	3.0
Residence at UTK		
Home	50	16.6
Apartment other than home or rooming house	93	30.9
Residence hall	146	48.5
Fraternity house	1	0.3
Other	11	3.7
Number of Campus Visits Previous to Registration		
None	40	13.3
Once	52	17.3
Twice	50	16.6
Three times	25	8.3
More than three times	134	44.5
Grade Point Average at Previous Institution		
Less than a "C"	15	5.0
"C"	27	9.0
Between a "C" and a "B"	112	37.3
Between a "B" and an "A"	118	39.3
"A"	28	9.3
Expected Grade Point Average at UTK		
Less than a "C"	21	7.0
"C"	91	30.3
Between a "C" and a "B"	164	54.7
Between a "B" and an "A"	24	8.0
"A"	1	0.3
Competitiveness for Grades Expected at UTK		
Great deal	65	21.6
Fairly good amount	146	48.5
Some	75	24.9
Only a little	11	3.7
None	4	1.3

Table 2, continued

Category	Number of Responses	Percent
Self-Reported Knowledge of The University of Tennessee, Knoxville		
Great deal more than most others entering	28	9.3
Slightly more than most others entering	68	22.6
Approximately the same as most others entering	155	51.5
Slightly less than most others entering	38	12.6
A great deal less than most others entering	12	4.0
Attendance at Summer Orientation		
Attended	177	58.8
Did not attend	124	41.2

N = 301

between the ages of 18 and 21, and sophomores or juniors. Most transferred from a 4-year public college with a size of between 1,000 and 5,000 students. A majority of the subjects entered majors in the colleges of business administration or liberal arts. At their previous college, they lived at home or on campus, while at UTK they lived either in an apartment other than home or on campus. Most subjects had visited UTK more than three times prior to registration, and approximately half indicated that they felt they possessed the same amount of knowledge concerning UTK as most other entering students. At their previous institutions, most reported grades ranging from a "C" to an "A," but at UTK they expected to achieve between a "C" and a "B," anticipating a fairly good amount of competition for grades. Half of the subjects had attended the UTK summer orientation program.

II. EXPECTED ENVIRONMENT

Scores describing the expected environment were determined by subject reponses to CUES-II (pretest) prior to their enrollment in The University. The frequency of each response was recorded, and percentages were calculated. The seven scales of CUES-II are presented with the statements which received a response greater than 60 percent in or opposite to the keyed direction.

The following statements were answered by more than 60 percent of the subjects in a true or false direction:

1. Practicality

   True:

15. All-campus events such as homecoming, pep rallies, and carnivals draw a lot of student enthusiasm and support.
16. There is a recognized group of student leaders on this campus.
17. Education here tends to make students more practical and realistic.
18. Administrators, staff, and faculty at the school expect others to show proper respect for them.
19. Student elections generate a lot of intense campaigning and strong feeling.
20. Everyone has a lot of fun at this school.
22. New fads are continually springing up among the students.
23. The college offers many really practical courses such as typing, report writing, etc.
86. There is ample assistance on this campus to help students with career planning.

False:

21. Most students at this school try to pattern themselves after people they admire.
24. Student rooms are more likely to be decorated with pennants and pin-ups than with paintings, carvings, mobiles, fabrics, etc.
25. Student pep rallies, parades, dances, carnivals, or demonstrations occur very rarely.
26. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
27. It's important socially here to be in the right club or group.
28. In many classes students have an assigned seat.
29. Students must have a written excuse for absence from class.

2. Scholarship

True:

30. Most of the professors are dedicated scholars in their fields.
31. Most courses required intensive study and preparation out of class.
32. Students set high standards of achievement for themselves.
33. Careful reasoning and clear logic are valued most highly as a criterion in grading students' papers, reports, or discussions.
34. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
35. Most of the professors really probe the fundamentals of their subjects.
36. Most courses are a real intellectual challenge.
37. Course offerings and faculty in the natural sciences are outstanding.

38. Courses, examinations, and readings are frequently revised.
39. There is a lot of interest in the philosophy and methods of science.
40. Students are very serious and purposeful about their work.
84. There are numerous tutorial services at this campus.

False:

41. A lecture by an outstanding scientist would be poorly attended.
42. It is fairly easy to pass most courses without working very hard.

3. Community

True:

43. The school helps everyone get acquainted.
44. The history and traditions of the university are strongly emphasized.
45. There is a great deal of borrowing and sharing of belongings among the students.
46. Upperclass students play an active role in helping new students adjust to campus life.
47. This school has a reputation for being very friendly.
48. Instructors clearly explain the goals and purposes of their courses.
49. Students have numerous opportunities to develop skill in organizing and directing the work of others.
50. Students quickly learn what is done and not done on this campus.
51. It's easy to get a group together for card games, bowling, going to the movies, etc.
52. Students commonly share their problems.
53. There is a lot of group spirit.

False:

55. Students exert considerable pressure on one another to live up to the expected codes of conduct set by the university.
56. Graduation is a pretty matter-of-fact, unemotional event.

4. Awareness

True:

57. Channels for expressing students' complaints are clearly defined.
58. Students are encouraged to take an active part in social reforms or political programs.

59. Students are actively concerned about national and international affairs.
60. There are a good many colorful and controversial figures on the faculty.
61. There is considerable interest in the analysis of value systems.
62. A controversial speaker generally stirs up a lot of student discussion.
63. There are numerous facilities and opportunities for individual creative activity.
64. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.
83. Information concerning financial aid is readily available here.

False:

70. The expression of strong personal belief or conviction is pretty rare around here.
71. Modern art and music get little attention around here.

5. Propriety

True:

72. Students frequently do things on the spur of the moment.
73. Student parties are colorful and lively.
74. Shorts, cut-off jeans, pin-up pictures, etc., are common on this campus.
75. Rough games and contact sports are an important part of intramural athletics.

False:

76. Students ask permission before deviating from common policies or practices.
78. Students rarely get drunk or disorderly.
79. Dormitory raids, water fights, and other student pranks rarely occur.
81. Students pay little attention to rules and regulations.

6. Campus Morale

True:

15. All-campus events such as homecoming, pep rallies, and carnivals draw a lot of student enthusiasm and support.
32. Students set high standards of achievement for themselves.
35. Most of the professors really probe the fundamentals of their subjects.

36. Most courses are a real intellectual challenge.
46. Upperclass students play an active role in helping new students adjust to campus life.
49. Students have numerous opportunities to develop skill in organizing and directing the work of others.
53. There is a lot of group spirit.
57. Channels for expressing students' complaints are clearly defined.
61. There is considerable interest in the analysis of value systems.
62. A controversial speaker generally stirs up a lot of student discussion.
65. Most students here develop a strong sense of responsibility about their roles in contemporary social and political
85. It is easy to meet students who share the same interests at this university.

False:

55. Students exert considerable pressure on one another to live up to the expected codes of conduct set by the university.
70. The expression of strong personal belief or conviction is pretty rare around here.
81. Students pay little attention to rules and regulations.

7. Quality of Teaching and Faculty-Student Relationships

True:

30. Most of the professors are dedicated scholars in their fields.
33. Careful reasoning and clear logic are valued most highly as a criterion in grading student papers, reports, or discussions.
34. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
35. Most of the professors really probe the fundamentals of their subjects.
37. Course offerings and faculty in the natural sciences are outstanding.
38. Courses, examinations, and readings are frequently revised.
48. Instructors clearly explain the goals and purposes of their courses.

III. PERCEIVED ENVIRONMENT

Scores describing the perceived environment were determined by subject responses to CUES-II (posttest) after one quarter of enrollment in The University of Tennessee, Knoxville. The frequency of each response was recorded, and percentages were calculated. The seven scales of CUES-II are presented with the statements which received a response greater than 60 percent in or opposite to the keyed direction.

The following statements were answered by more than 60 percent of the subjects in a true or false direction:

1. Practicality

True:

17. Education here tends to make students more practical and realistic.
18. Administrators, staff, and faculty at the school expect others to show proper respect for them.
22. New fads are continually springing up among the students.
23. The college offers many really practical courses such as typing, report writing, etc.
86. There is ample assistance on this campus to help students with career planning.

False:

16. There is a recognized group of student leaders on this campus.
19. Student elections generate a lot of intense campaigning and strong feeling.
25. Student pep rallies, parades, dances, carnivals, or demonstrations occur very rarely.
26. The professors regularly check up on the students to make sure that assignments are being carried out properly and on time.
28. In many classes students have an assigned seat.
29. Students must have a written excuse for absence from class.

2. Scholarship

True:

30. Most of the professors are dedicated scholars in their fields.
31. Most courses require intensive study and preparation out of class.
32. Students set high standards of achievement for themselves.
33. Careful reasoning and clear logic are valued most highly as a criterion in grading student papers, reports, or discussions.
34. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
35. Most of the professors really probe the fundamentals of their subjects.
36. Most courses are a real intellectual challenge.
37. Course offerings and faculty in the natural sciences are outstanding.
38. Courses, examinations, and readings are frequently revised.
39. There is a lot of interest in the philosophy and methods of science.
84. There are numerous tutorial services at this campus.

False:

41. A lecture by an outstanding scientist would be poorly attended.
42. It is fairly easy to pass most courses without working very hard.

3. Community

True:

45. There is a great deal of borrowing and sharing of belongings among the students.
48. Instructors clearly explain the goals and purposes of their courses.
51. It's easy to get a group together for card games, bowling, going to the movies, etc.
52. Students commonly share their problems.
53. There is a lot of group spirit.

False:

43. The school helps everyone get acquainted.
46. Upperclass students play an active role in helping new students adjust to campus life.
55. Students exert considerable pressure on one another to live up to the expected codes of conduct set by the university.

4. Awareness

True:

59. Students are actively concerned about national and international affairs.
60. There are a good many colorful and controversial figures on the faculty.
62. A controversial speaker generally stirs up a lot of student discussion.
63. There are numerous facilities and opportunities for individual creative activity.
64. There is a lot of interest here in poetry, music, painting, sculpture, architecture, etc.
66. Course offerings and faculty in the social sciences are outstanding.
67. Numerous famous people are brought to the campus for lectures, concerts, student discussions, etc.
68. The school offers ample opportunity for students to understand and criticize important works of art, music, and drama.
69. Special museums or collections are important possessions of the university.
83. Information concerning financial aid is readily available here.

False:

70. The expression of strong personal belief or conviction is pretty rare around here.
71. Modern art and music get little attention around here.

5. Propriety

True:

72. Students frequently do things on the spur of the moment.
73. Student parties are colorful and lively.
74. Shorts, cut-off jeans, pin-up pictures, etc., are common to this campus.
75. Rough games and contact sports are an important part of intramural athletics.

False:

76. Students ask permission before deviating from common policies or practices.
78. Students rarely get drunk or disorderly.
79. Dormitory raids, water fights, and other student pranks rarely occur.
81. Students pay little attention to rules and regulations.

6. Campus Morale

True:

32. Students set high standards of achievement for themselves.
35. Most of the professors really probe the fundamentals of their subjects.
36. Most courses are a real intellectual challenge.
53. There is a lot of group spirit.
62. A controversial speaker generally stirs up a lot of student discussion.
85. It is easy to meet students who share the same interests at this university.

False:

46. Upperclass students play an active role in helping new students adjust to campus life.
55. Students exert considerable pressure on one another to live up to the expected codes of conduct set by the university.
70. The expression of strong personal belief or conviction is pretty rare around here.

7. Quality of Teaching and Faculty-Student Relationships

True:

30. Most of the professors are dedicated scholars in their fields.
33. Careful reasoning and clear logic are valued most highly as a criterion in grading student papers, reports, or discussions.
34. The school is outstanding for the emphasis and support it gives to pure scholarship and basic research.
35. Most of the professors really probe the fundamentals of their subjects.
37. Course offerings and faculty in the natural sciences are outstanding.
38. Courses, examinations, and readings are frequently revised.
48. Instructors clearly explain the goals and purposes of their courses.

IV. COMPARISON OF EXPECTED AND PERCEIVED ENVIRONMENT

A comparison of the responses to the statements of the pretest and posttest instruments reveals little disparity. Differences that did occur were found on three scales, Practicality, Community, and Campus Morale. The following statements received a true response on the

pretest and a false response on the posttest from more than 60 percent of the subjects:

1. Practicality

16. There is a recognized group of student leaders on this campus.
19. Student elections generate a lot of intense campaigning and strong feeling.

2. Community

43. The school helps everyone get acquainted.
46. Upperclass students play an active role in helping new students adjust to campus life.

3. Campus Morale

43. The school helps everyone get acquainted.
46. Upperclass students play an active role in helping new students adjust to campus life.

Comparison of 2-Year and 4-Year Transfers

To compare responses of 2-year and 4-year transfer students, the frequencies of responses were tabulated for each item, and percentages were calculated. Results were cross-tabulated. Few differences were found. Table 3 outlines the items for which differences did occur.

V. ACADEMIC PERFORMANCE OF ATTENDERS AND NONATTENDERS

The fall quarter grades of each subject were recorded. Students who attended the summer orientation program achieved slightly higher grades than those who did not attend the program. Of the sample, only 3 percent failed to return to The University for the winter quarter. These data are presented in Figure 1.

Table 3. A Comparison of Expected and Perceived Environment of 2-Year and 4-Year Transfers

Scale	Item	Pretest Response				Posttest Response			
		2-Year		4-Year		2-Year		4-Year	
		%T	%F	%T	%F	%T	%F	%T	%F
Scholarship	28. In many classes students have an assigned seat.	17	82	30	70				
	30. Most of the professors are dedicated scholars in their fields.	82	17	69	31				
	31. Most courses require intensive study and preparation out of class.	85	15	76	24	94	5	75	24
	33. Careful reasoning and clear logic are valued most highly as a criterion in grading student papers, reports, or discussions.	90	9	79	20				
	36. Most courses are a real intellectual challenge.	82	17	69	31				
	39. There is a lot of interest in the philosophy and methods of science.					74	25	59	40
Awareness	57. Channels for expressing students' complaints are clearly defined.	59	40	71	28				
	60. There are a good many colorful and controversial figures on the faculty.					86	13	76	23
Propriety	76. Students ask permission before deviating from common policies or practices.	45	54	29	70				

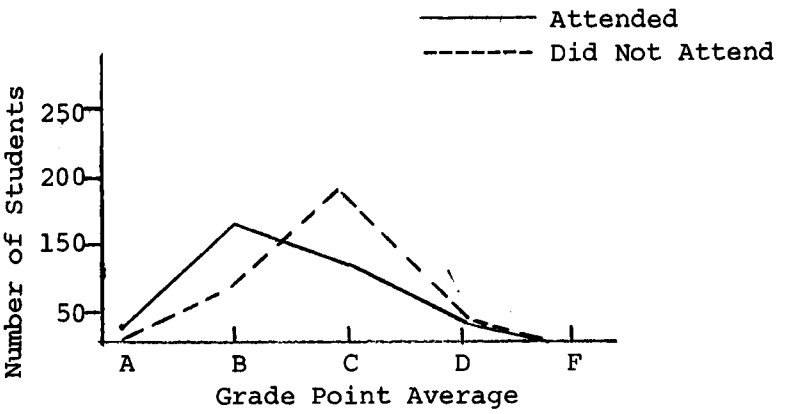


Figure 1. Comparison of fall quarter grade point average (GPA) between transfer students who attended and did not attend summer orientation.

VI. COMPARISON OF CHANGE IN EXPECTED AND PERCEIVED ENVIRONMENT SCORES

The change scores for the group attending the summer orientation program and the group attending fall registration in lieu of summer orientation were compared by applying the Mann-Whitney U Test. The value of Z obtained for the orientation versus nonorientation group was -0.133. The 2-tailed probability of $Z \geq -0.133$ is 0.894. Because the probability is larger than .01 level of significance, the null hypothesis (that the change in expected and perceived scores represented the same population distribution for the attenders as the nonattenders) was not rejected. Table 4 reports these results.

In addition, a difference score was computed for each subject by subtracting the number of keyed responses on the posttest from the keyed positive responses on the pretest. The Mann-Whitney U Test was applied, with the difference score as the dependent variable and attendance or nonattendance at summer orientation as the independent variable. The value of Z obtained for the orientation versus nonorientation group was -0.220. The 2-tailed probability of $Z \geq -0.220$ is 0.825. Because the probability is larger than .01 level of significance, the null hypothesis (that the change in expected and perceived scores represented the same population distribution for the attenders as the nonattenders) was not rejected. Table 5 reports these results.

Further, the directional computation of the difference scores indicated that slightly more subjects who did not attend summer orientation registered difference scores that were in an extreme negative

Table 4. Change in Expectations and Perceptions of Transfer Students Attending Summer Orientation and Those Not Attending Summer Orientation With the Change Score as the Dependent Variable

Statistic	Summer Orientation Program			
	Group 1	Attenders	Group 2	Nonattenders
Number of cases	177		124	
Mean rank	150.44		151.79	
U		10875.5		
Z		-0.133		
2-tailed probability		0.894		

Table 5. Change in Expectations and Perceptions of Transfer Students Attending Summer Orientation and Those Not Attending Summer Orientation With the Difference Score as the Dependent Variable

Statistic	Summer Orientation Program			
	Group 1	Attenders	Group 2	Nonattenders
Number of cases	177		124	
Mean rank	150.09		152.29	
U		10813.5		
Z		-0.220		
2-tailed probability		0.825		

direction than did those subjects who attended summer orientation. This suggested that the expectations of nonattenders changed to a greater degree toward the positive direction, while the expectations of attenders changed toward the positive direction to a lesser degree. Table 6 presents this comparison.

VII. WRITTEN COMMENTS OF SUBJECTS

Subjects were given the opportunity to offer written comments on the pretest and posttest. While these cannot be measured by any statistical means, they do offer additional data of interest. These comments are listed below.

> I don't mean to feel down on UT as my answers may seem to be, but from friends and family I have gathered such ideas. Today, though, this orientation has impressed upon me the idea that UTK is concerned with the individual student to some degree but maybe not as much as the smaller school from which I have transferred.
>
> Although UTK may be a fine institution of higher learning, I did not find the type of educational atmosphere I was looking for in a college. I know that there are many persons who enjoy this school, however, I am not one of them.
>
> I have really been surprised to see the poor quality and the poor set-up of some of the lecturers and classes.
>
> I am not familiar with more than six members of the faculty and some are far from outstanding. I have spent the majority of my time studying and not participating in the extracurricular activities such as sorority or fraternity parties. I am enjoying this university because I feel I can get out of it only what I put into it.
>
> It is not as easy as I thought it would be!
>
> I really didn't like UT much the first 2 weeks, but moving into Andy Holt Apartments and getting to know some upperclassmen has really helped me. I like the university and I suppose that the majority of its problems can be attributed to its large enrollment.

Table 6. Comparison of Difference Scores Between Orientation Attenders and Nonattenders

Difference Score	Percent Responding	
	Attenders	Nonattenders
-28 to -15	0	2.4
-14 to -7	3.4	3.2
-6 to -4	5.7	6.4
-3 to -1	10.1	9.6
0	6.2	2.4
1 to 10	43.5	43.3
11 to 19	15.4	24
20 to 35	10.2	8.7
36 to 41	5.5	0

I feel a more defined course outline should be presented to the student at the community college level so he can tell exactly what courses he should take to take the best advantage of his work before and during his UT studies. I also feel a workshop for faculty advisors would be time well spent, and would decrease considerably the problems with course selection.

I think that for a university of this size, the advising system is very poor. My advisor has 150 advisees, and that is too many. I have tried to see my advisor at least once every two weeks since I got here, to ask her questions about my transfer evaluations, courses I should take, etc. The one time I did talk to her, over the phone, she told me two courses to take that I didn't need, even as electives. This is one of the main reasons that I am seriously considering transferring back to my old school.

UT is a better school than I thought it would be. Everyone is pretty friendly and likes to have a good time. My professors are all very good and are interested in the students as much as possible.

One major point to keep in mind is that the student himself makes or breaks his college years. It is up to the individual as much as it is the school he attends.

UTK is a fine place to attend, but it has not lived up to all the expectations I had. It is a rough school, preparing students for a career, but this is good. I feel when I graduate from UTK, I will be a better person for attending here.

UT is a large, many times impersonal school. There are many facilities here that could not be available at a smaller school.

I would like to know more about the facilities and opportunities for individual creative activity. I would also like to meet more people with my basic interests.

Coming from a traditional "old South" school of 6,000, I find it hard to adjust to a school like UT. There are more opportunities here and also more pitfalls. It is easier to study here, yet no one seems to care too much about their grades. I can't say I like UT--it's OK, but I'm not proud to say I'm a UT student.

There really should be more ways for off-campus students to become acquainted with residence hall students.

The school is not bad, but not the best I've seen. It could use more interest in relevent subjects. UT is not as good as I thought it would be.

The administration on this campus does not cooperate with the students. You can get nothing done without the aid of your parents. No one takes the students seriously.

I previously attended the University of North Alabama. There a person can find help when needed. The instructors had more hours for office hours and stressed that people came by for help. The tutorial service was also better and free.

Instructors place too much emphasis on the competition of grades upon students. I feel the pressure of having to compete with my peers detracts from the learning process.

I find many of my subjects much harder here. The teachers go more into depth and cover more material.

I have lived in Knoxville ten years prior to transferring to UT from Maryville College. The biggest flaw in the UT system is the use of graduate assistants to teach. I've been spoiled by coming from a small school where my teachers all had their doctorates and were there to teach.

If my major were not pre-veterinary medicine, I would have gone to some other college. UT is just too big, and there is not much that anyone can do about that. It will just keep on getting bigger and bigger.

I am disappointed in most of my classes, and my failing grades for this term show it.

Adjustment is an individual thing. Some find it harder and others find it easily. In me it has been hard. This quarter has drained me, but I am determined to make it. I would like to become involved in some way, as to how, I'm not sure.

I still do not have a transfer evaluation and will proceed with course work as I determine to be at my level and hope for the best.

I feel that the needs of the transfer student are being ignored. The attitude seems to be that since we have already experienced college, we should not find it difficult to adjust. Not so. Freshmen have fellow freshmen to lean on; transfer students are often isolated. I personally did not know one single person here. If there had been some organized gathering of transfer students, I would have gladly attended. As it is, I have a lot of doubts as to my place in this school. I don't know any other transfers to discuss these doubts with. I feel there should be something for the transfer student beyond summer orientation.

UT is so big; there is little help for a student who has problems.

Although the school does have an outstanding faculty and facilities, there is not enough pressure on the students to utilize them. One can leave here with an excellent education, but it is too easy for some to slide through taking "crip" courses.

For the following comments, specific names of colleges, departments, and faculty were omitted:

I would appreciate more information concerning financial aid at the University. Also concerning one of the ___ faculty there is a problem of communication between students and that one faculty member.

The ___ department needs to examine some of their teachers, especially ___. She doesn't cover the subject thoroughly or explain exactly what she wants.

The ___ department has a misdirected concept of veterans and their entitlements. Statements toward me from the head of the department to the professors have substantiated this. They feel that veterans are parasites and are a drain on our taxes. Maybe we should have sent UT's ___ department to Vietnam. I have been very disheartened by the attitude displayed toward vets in general at UT.

I think the ___ department has several useless requirements--particularly the core curriculum. They have proven to be a waste of time.

I believe the ___ college here is well-run but the teachers should make more help session and discussion appointments.

I think that more respect should be shown toward the professors.

There should be some qualified advisors in the ___ college. As far as I know, there are none.

VIII. SUMMARY

This chapter presented the results of the data analysis. The responses to the pretest and posttest were examined on the basis of

several between-group comparisons. Finally, pertinent written comments of the subjects were shared. Chapter V will summarize conclusions and offer recommendations for further study.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The intent of this study was to examine transfer student expectations and perceptions of The University environment. Specifically examined were the amount of change between these expectations and perceptions and the impact of a summer orientation program on that change. The expected and perceived environments were operationally defined by CUES-II scores. Further comparisons were concerned with differences between 2-year and 4-year college transfers as well as academic performance at The University of Tennessee, Knoxville.

I. SUMMARY OF PROCEDURE

Students transferring to The University of Tennessee, Knoxville, for fall quarter 1977 served as the population from which the sample was selected. Pretest and posttest instruments were derived from the College and University Environment Scales, Second Edition. Students attending the summer orientation program completed the pretest at the conclusion of their orientation session. Students who attended the fall registration session in lieu of summer orientation completed the pretest prior to registration. The same test was administered to both groups at the conclusion of fall quarter 1977. The pretest defined expectations of The University environment, while the posttest measured environmental perceptions at the end of one quarter at The University.

II. DESCRIPTIVE DATA

The first section of the questionnaire provided a means to identify characteristics descriptive of the sample. While some item responses provided no findings that would have implications for changes in orientation programming, several areas of interest did emerge.

A majority of the subjects transferred from institutions with a size ranging from 1,000 to 5,000 students, a population considerably smaller than that of The University of Tennessee, Knoxville. Many transfer students, then, need to become prepared for a considerable change in size and for the situations that are affected by this change (i.e., class size, anonymity, impersonalization, loneliness).

Approximately half of the subjects anticipated a fairly good amount of competition for grades and a drop of at least one grade level in their grade point average. This drop in GPA is common among transfer students for the first quarter. Academic advisement to assist the student in identifying equivalent courses and the appropriate entry level for course work is necessary. Preparation for the academic changes effected by the largeness of The University must be emphasized with identified sources for ongoing academic assistance throughout the year.

When asked the number of times that they had visited The University of Tennessee, Knoxville, campus prior to registration, nearly half of the subjects reported more than three previous campus visits. This suggests that a more effective orientation program might deemphasize campus tours and programs of introduction to the physical aspects of The University. The internal workings that only a long-time University

community member knows, academic preparation, and ways to individualize The University experience should be emphasized to a greater degree.

III. QUESTIONS INVESTIGATED BY THE STUDY

This study addressed itself to finding answers to a series of questions concerning the environmental expectations and perceptions of transfer students. Hypotheses were developed from the questions to be investigated.

The first null hypothesis stated that there was no change in the expected campus environmental press of transfer students who attended summer orientation and those who did not attend the program. Statistical analysis of the two groups failed to reject this hypothesis. It was of interest to note, however, that the small difference that did occur involved the direction of the differences between the pretest and the posttest scores. Those students who attended summer orientation had a slightly less negative difference score, indicating that their expectations were closer to the keyed positive responses than their perceptions. The summer orientation experience may have influenced their expectations toward a more positive direction than they perceived at the end of fall quarter. That orientation may present a picture of The University that is more pleasing than accurate suggests not only that the orientation program be carefully examined, but also that the fall quarter experience be studied. Implementation of improved services and programs to assist the transfer student during the year may be an additional need that is illustrated by this finding.

Cross-tabulation of item responses according to the type of colleges from which the students transferred indicated no significant differences in the responses of 2-year and 4-year transfers. Thus, the hypotheses addressing differences based on the type of college as a criterion were not rejected.

Differences were found in the fall quarter grade point average between transfer students who attended the summer orientation program and those who did not attend. Students who attended summer orientation achieved approximately one grade level higher than those who did not attend. This cannot be correlated to the orientation program, however. It is much more likely to be attributed to the probability that those who elect to attend summer orientation are more highly motivated, self-initiators, and better students in terms of grade achievement.

IV. EXPECTATIONS AND PERCEPTIONS BY ITEMS

To relate the description of transfer student expectations and perceptions to orientation programming, it is helpful to examine significant responses to the seven scales described by Pace. When the expectations and perceptions were compared, little disparity was found between what transfer students expected to be characteristic of The University environment and what they actually perceived to be true. The disparity that did exist was found in a negative direction on three scales, Practicality, Community, and Campus Morale. It appears that these transfer students had inaccurate preconceptions of The University concerning the presence or absence of enterprise, organization, material benefits, and social activities. Further, they had misconceptions with

regard to the presence or absence of a friendly, cohesive, group-oriented campus, the presence or absence of accepted social norms, and freedom of expression.

Results suggest that previous college experiences help transfer students to formulate expectations of The University of Tennessee, Knoxville, that are fairly close to their perceptions of the actual fall quarter experience. The differences that do occur are those that are unique to The University of Tennessee, Knoxville, or affected by the differences from the previous institution. Orientation programming must be directed toward concerns specific to The University of Tennessee, Knoxville, student rather than to college itself, with the knowledge that transfer students will have many concerns that require programming to meet individual needs (i.e., academic counseling, transfer evaluation).

V. CONCLUSIONS

The general conclusion of this study was that the summer orientation program had little impact on the change in transfer students' expected and perceived environment of The University of Tennessee, Knoxville. However, this does not imply that summer orientation was ineffective or unnecessary. On the contrary, the summer orientation program was only the beginning of an orientation process. An orientation program in the summer can only respond to the immediate needs of the transfer student. The study indicated that orientation attenders had expectations that were slightly higher than their perceptions of the environment at the end of fall quarter. Perhaps the extension of orientation services from summer to and throughout the academic year would raise

students' perceptions of their reality experience to match the institutional definition of that reality.

Bases for the formation of expectations can only be speculated. It is likely that previous college experience would cause the transfer student to have more realistic expectations of The University environment. Another factor was evidenced by the descriptive data indicating that nearly half the sample had visited UTK more than three times prior to registration. Campus visits surely would provide the student with a more accurate view of The University.

Changes in the negative direction in the scale scores of Practicality, Campus Morale, and Community indicated that transfer students found the campus to be less friendly, less cohesive, and less group oriented. Just by its existence, year-round orientation programming could create a warmer and more cohesive atmosphere.

The results of this study have implications for The University of Tennessee. While transfer students seemingly have a fairly accurate idea of what to expect of The University environment, they are not always adequately prepared to cope successfully with that environment. While a summer orientation program initiates a process by which the student can begin to "learn the ropes," orientation must be a continuous process to assist the student during the year when the reality experience occurs.

In addition, developing a more congenial, group-oriented atmosphere where the concern for the individual student and nourishment of personal identity are highly promoted may be a worthy goal for this University to consider. With this goal as a priority, it would be

necessary to examine critically the current emphases and priorities set by administrative, academic, and student affairs staff.

VI. RECOMMENDATIONS

This study has stimulated questions that suggest further discussion and/or research regarding the matriculation of transfer students.

1. Not only identify the orientation needs of transfer students but also specify the time at which each need can best be met by a program.

2. Maintain a yearly assessment of descriptive characteristics (i.e., previous school, age, previous campus visits).

3. Improve communications between The University of Tennessee, Knoxville, and other institutions regarding academic information pertinent to transfer students.

4. Provide a training program for academic advisors especially to prepare them for transfer student needs.

5. Conduct much more research to provide further information to assist in developing meaningful year-round orientation programming for transfer students.

6. Obtain the reasons students transfer to The University of Tennessee, Knoxville, in order to provide information pertinent to orientation program development.

7. Study the differences between entering freshmen and transfer students based upon the college in which they are entering.

8. Examine the expectations and perceptions that transfer students have of the campus environment with the number of previous

campus visits as the independent variable. Perhaps the level of experience that the students have had with The University previously indicates the need for different kinds of orientation programs. Such a study should consider the nature of previous visits to campus as well as the geographical distance from which the student previously lived.

9. Research further the academic and social adjustment needs of transfer students entering The University of Tennessee, Knoxville.

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APPENDIXES

APPENDIX A

NEEDS ASSESSMENT SURVEY AND DESCRIPTIVE DATA

April 27, 1977

Dear Student:

We are seeking better ways to assist students who transfer to The University of Tennessee, Knoxville, from other schools. You have been selected from a random sample of transfer students to assist us in a Needs Assessment Survey. We hope that you will cooperate in our effort to learn more about what transfer students expect at The University of Tennessee.

You are being asked to complete the enclosed questionnaire (front and back) concerning your needs in The University environment. It should take 8 to 10 minutes of your time.

Please return the survey in the enclosed stamped or campus mail envelope no later than May 13, 1977, to:

Debby Moberly
Orientation Office
412 Student Services Bldg.

Your participation and cooperation in this study will be greatly appreciated.

Sincerely,

/s/ Debby Moberly

Debby Moberly

NEEDS ASSESSMENT SURVEY

This survey is confidential, so do not put your name on it. Please complete the following:

Male ___ Female ___ Age _____

Freshman ___ Sophomore ___ Junior ___ Senior ___

I transferred from: A two-year community college ___

A four-year school with less than 10,000 students ___

A four-year school with more than 10,000 students ___

Circle your current college: Agriculture Architecture Business Admin. Communications Education Engineering Home Economics Liberal Arts Nursing

Major (if you have one) _____

Do you live in a residence hall? Yes ___ No ___

Did you attend The University of Tennessee Summer Orientation Program? Yes ___ No ___

****

Please respond to the following statements according to your particular needs. There are no right or wrong answers.

	YES	NO
1. I would like someone to help me decide upon a major.	___	___
2. I would like some help in finding out what job opportunities are available in my major area.	___	___
3. I would like to know what my interests are.	___	___
4. I would like to know about national occupational trends.	___	___
5. I would like the chance to obtain practical experience (on-the-job training, etc.) in the courses I am taking that pertain to my career choice.	___	___
6. I would like to talk to someone about what to do during a job interview.	___	___

	YES	NO
7. I would like some help with writing a resume and letter of application in case I want to apply for a job.	___	___
8. I need some help in developing better study skills.	___	___
9. I would like to be tutored in a subject I am having difficulty with.	___	___
10. I need to talk with someone about obtaining a loan or other financial assistance.	___	___
11. I need information about the extracurricular activities available to me on campus.	___	___
12. I would like to know about student employment opportunities on campus and elsewhere for part-time work.	___	___
13. I would like to know about student employment opportunities on campus and elsewhere for full-time work.	___	___
14. I need to know where I would go on campus to talk with someone about a personal problem I am having.	___	___
15. I need to know more about the help available from student service offices that are on campus.	___	___
16. I need to talk with someone about a problem I am having with an instructor.	___	___
17. I need help in finding adequate housing.	___	___
18. I need help in finding a suitable roommate.	___	___
19. I prefer to live on campus in university housing.	___	___
20. I would like to know how to get to know other students at the university who share my same interests.	___	___
21. For the most part, UT instructors are interested in me as a student.	___	___

	YES	NO
22. It is easy to find out where to go to solve a problem on this campus.	___	___

23. Other needs that are not covered in this survey are:

Please respond to the following statements about college:

	YES	NO
1. I look forward to it as a potentially good experience academically and personally.	___	___
2. I don't want to be here.	___	___
3. I think a college education is necessary to get a job.	___	___
4. I am here to find a husband/wife.	___	___
5. I am here to have fun and meet people.	___	___
6. I always knew that I would come to college.	___	___
7. I never really thought about it.	___	___

8. Other (please specify) _____

Please respond to the following statements about the faculty advising system at UT:

1. The faculty advising system meets my needs.	___	___
2. I clearly understand the evaluation slip showing the transfer of credits from my previous school to UT.	___	___
3. My advisor is knowledgeable about possible substitutions of my transfer credit to my new UT program.	___	___
4. The advising system does not meet my needs.	___	___

	YES	NO
5. Even though I am required to have an advisor, I do not need one.	___	___

Please rank your biggest problems or sources of worry at The University of Tennessee this year from the most important to least important from 1 to 7, with 1 being the most important.

___ 1. Finances

___ 2. Handling the content of my course work

___ 3. Meeting members of the opposite sex

___ 4. Deciding on a major

___ 5. Some aspect of parent and/or family relations

___ 6. Trying to "find" myself in the sense of personal meaning and identity, where I am headed, etc.

___ 7. Other problems not mentioned above. Please explain: _____

_____

Table 7. Descriptive Data of Sample of Transfer Students Completing the Needs Assessment Survey[a]

Category	Responses	
	Male	Female
Sex	61	52
Age		
18-21	31	41
22-26	11	7
Over 26	3	5
Classification		
Freshman	1	0
Sophomore	20	19
Junior	29	25
Senior	10	7
Type and Size of Previous Institution		
2-year community college	24	14
4-year college less than 10,000	26	31
4-year college more than 10,000	11	8
Academic College of Enrollment at UTK		
Agriculture	11	2
Architecture	4	1
Business Administration	13	2
Communications	4	3
Education	5	10
Engineering	8	3
Home Economics	1	8
Liberal Arts	12	23
Nursing	0	1
Place of Residence		
Residence hall	27	35
Other	32	18
Attendance at 1976 Summer Orientation Program		
Yes	38	32
No	21	21

[a] N = 113

APPENDIX B

COMMUNICATIONS WITH STUDENTS

Summer, 1977

Dear Transfer Student:

We are seeking better ways to assist students who transfer to The University of Tennessee, Knoxville, from other schools. You are being asked to assist in this endeavor by providing information that only you can provide. Transfer students attending the 1977 Summer Orientation Program are being asked to participate in a study of expectations regarding the environment at The University of Tennessee, Knoxville. We hope that you will cooperate in our effort to learn more about what transfer students expect at this university.

Please complete the attached questionnaire (front and back) concerning your expectations of The University of Tennessee, Knoxville. While there is no time limit, you should complete the instrument in ten or fifteen minutes.

During the 1977-78 academic year, you will be asked to complete another questionnaire reflecting how you found The University environment. Findings will be in summary form, thus, assuring that your responses will remain anonymous. The Orientation Office will keep all individual responses confidential. Overall results will be made available to you and to University officials so that transfer students may have a more accurate idea of what to expect at The University of Tennessee, Knoxville.

Please return your answer sheet to a Student Orientation Assistant before leaving campus today. Thank you in advance for your help.

Sincerely,

/s/ Debby Moberly

Debby Moberly
Director of Orientation

November 16, 1977

Dear Student:

As you will recall, when you were registering for fall quarter classes, you assisted me in a study of transfer students' expectations of The University of Tennessee, Knoxville. You are now being asked to report your perceptions of The University after having lived in its environment, seen its features as a student, and having participated in its activities. We hope that you will help us in our effort to improve programs for students transferring to UT-Knoxville.

Please complete the attached questionnaire (front and back) concerning what you have found to be characteristic of The University of Tennessee, Knoxville. It should take 10-15 minutes of your time.

Findings will be in summary form, thus, assuring that your response will remain anonymous. The Orientation Office will keep all individual responses confidential. Overall results will be made available to you and to University officials so that we may improve services to assist transfer students.

Please return the survey in the enclosed stamped or campus mail envelope no later than Wednesday, November 30, 1977, to:

Debby Moberly
412 Student Services Bldg.
1331 Circle Park Dr.
Knoxville Tn. 37916

Your continued participation and cooperation in this study are greatly appreciated. Best wishes for a pleasant Thanksgiving and Christmas.

Sincerely,

/s/ Debby Moberly

Debby Moberly
Director of Orientation

Enclosures

APPENDIX C

DEMOGRAPHIC QUESTIONS ON THE PRETEST AND POSTTEST INSTRUMENTS

TRANSFER STUDENT SURVEY

Name _____
(Please Print) LAST FIRST MIDDLE

SOCIAL SECURITY # _____ MALE _____ FEMALE _____

Please answer the following questions by circling your response. Please answer all the questions on both sides of the paper.

1. (1) Single
   (2) Married

2. Age
   (1) 18-21
   (2) 22-25
   (3) 26-30
   (4) Over 30

3. Current classification
   (1) Freshman
   (2) Sophomore
   (3) Junior
   (4) Senior

4. Type of college you most recently attended prior to The University of Tennessee.
   (1) 2-year community college
   (2) 2-year private college
   (3) 4-year public college
   (4) 4-year private college
   (5) Other

5. Size of college you most recently attended prior to The University of Tennessee.
   (1) Less than 1,000 students
   (2) Between 1,000 and 5,000 students
   (3) Between 6,000 and 10,000 students
   (4) More than 10,000 students

PLEASE ANSWER EITHER QUESTION 6 OR 7; THEN PROCEED TO QUESTION 8

6. Please select the college in which you are enrolled at UT.
   (1) Agriculture
   (2) Architecture
   (3) Business Administration
   (4) Communications

7. Please select the college in which you are enrolled at UT.
   (1) Education
   (2) Engineering
   (3) Home Economics
   (4) Liberal Arts
   (5) Nursing

8. While attending your previous college, where did you live?
   (1) At home
   (2) Apartment (other than home) or rooming house
   (3) College housing
   (4) Other

9. Where do you live while attending UT?
   (1) At home
   (2) Apartment (other than home) or rooming house
   (3) Residence hall
   (4) Fraternity house
   (5) Other

10. What are the specific number of times you visited the campus at Knoxville before fall quarter?
   (1) None
   (2) Once
   (3) Twice
   (4) Three times
   (5) More than three times

11. What was your cumulative grade point average at the college you most recently attended prior to UT?
   (1) Less than a "C" average
   (2) "C" average
   (3) Between a "C" and a "B" average
   (4) Between a "B" and an "A" average
   (5) "A" average

12. What do you think your fall quarter grade point average will be at UT?
   (1) Less than a "C" average
   (2) "C" average
   (3) Between a "C" and a "B" average
   (4) Between a "B" and an "A" average
   (5) "A" average

13. How much competitiveness for grades have you found among your classmates during your first quarter at UT?
   (1) A great deal
   (2) A fairly good amount
   (3) Some
   (4) Only a little
   (5) None

14. How much do you know about The University of Tennessee, Knoxville?
    (1) A great deal more than most other first-quarter students
    (2) Slightly more than most other first-quarter students
    (3) Approximately the same as most other first-quarter students
    (4) Slightly less than most other first-quarter students
    (5) A great deal less than most other first-quarter students

APPENDIX D

INVITATIONS TO PROGRAMS

Dear Transfer Student:[1]

One of the major problems a transfer student may have when he or she arrives on campus is having adequate time to work out a course of study with a faculty advisor. In order for you to have sufficient time with your faculty advisor, we are providing an opportunity for you to visit the campus this summer, to discuss your course of study with your advisor and to register for your courses. Fees will be paid when you return to the campus in September. You are urged to take advantage of this opportunity if possible.

We are inviting you to one of the two dates for transfer student registration. Your assigned session is Session 1, June 17, 1977. If this date is not convenient, you may select the other session which is July 1, 1977.

The program will begin at 9:00 a.m. Eastern Daylight Savings Time, in The University Center Auditorium and should be completed by 4:30 p.m. Some of you may complete registration by 2:00 p.m.

If it is necessary to stay overnight before or after the program, you may check into Clement Hall, 1629 Cumberland Avenue. The cost will be $6.00 per night, payable at the desk. Due to limited space, accommodations for the night following the program will not be available.

Students who plan to take advantage of this opportunity for advanced registration should return the enclosed form as soon as possible. If you cannot attend, please do not return the form.

Please bring your Transfer Evaluation, Admission Certificate, and #2 pencil.

We are looking forward to meeting with you on June 17 or July 1.

Sincerely,

/s/ Charles R. Burchett

Charles R. Burchett
Dean of Student Conduct
and Orientation

CRB:cl

[1]This letter of invitation was sent for all three Summer Orientation sessions.

Dear New Student:

Fall Quarter Orientation and Registration for transfer students is scheduled for Friday, September 16, 1977, at 8:00 a.m. in the Alumni Memorial Gymnasium. Please bring your Admission Certificate to this meeting.

It is important that you attend this program in order to obtain a desirable schedule and to prevent a delay in your registration. During the day, you will be assigned an academic advisor and will be given adequate time to discuss your course of study with your advisor. Tuesday, September 20, you will pick up your class schedule and pay fees.

I extend to you a sincere welcome to The University of Tennessee and am looking forward to meeting with you on September 16.

ORIENTATION AND REGISTRATION

DATE:	Friday, September 16, 1977
TIME:	8:00 a.m.
PLACE:	Alumni Memorial Gymnasium
MATERIAL NEEDED:	Admission Certificate. Transfer students must bring a complete transfer evaluation form of previous work.

Sincerely,

/s/ Charles R. Burchett

Charles R. Burchett
Dean of Student Conduct
and Orientation

APPENDIX E

PROGRAM SCHEDULE FOR ORIENTATION

TRANSFER STUDENT SUMMER ORIENTATION

The schedule lists 3 separate programs. Please join the group that corresponds to the type of school from which you transferred.

GROUP I — Students Transferring from 4-Year Colleges With Less Than 10,000 Students

9:00 a.m. - 9:30 a.m.	Welcome to Our World	University Center Auditorium
9:30 a.m. - 9:50 a.m.	Let's Get Together	Crestroom
9:50 a.m. - 10:10 a.m.	Academic Continuation	221
10:10 a.m. - 10:30 a.m.	On and Off-Campus Housing	Shiloh Room
10:30 a.m. - 11:10 a.m.	Your Claim to Fame	University Center

10:30 a.m. - 10:50 a.m. and 10:50 a.m. - 11:10 a.m.

Black Awareness at UTK	208-9
Financial Aid	Shiloh Room
Fraternity Programs	202
Knoxville in a "Knutshell"	221
Recreation Programs	Auditorium
Religious Life at UTK	220
R.O.T.C. Programs	Ballroom
Sorority Programs	203
Student Government	338

11:10 a.m. - 11:50 a.m.	Cruisin' Campus	Andy Holt and Stadium Drive
11:50 a.m. - 12:30 p.m.	College Knowledge	University Center Auditorium
12:30 p.m. - 1:30 p.m.	Lunch Break	
1:30 p.m. - 2:15 p.m.	Registration Roundup	University Center Auditorium
2:15 p.m.	Faculty Advising and Registration	College Locations
3:00 p.m. - 5:00 p.m.	I.D. Pictures	344 University Center

GROUP II Students Transferring from 2-Year Colleges

9:00 a.m. - 9:30 a.m.	Welcome to Our World	University Center Auditorium
9:30 a.m. - 9:50 a.m.	On and Off-Campus Housing	Shiloh Room
9:50 a.m. - 10:10 a.m.	Let's Get Together	Crestroom
10:10 a.m. - 11:10 a.m.	Cruisin' Campus	Andy Holt and Stadium Drive
11:10 a.m. - 11:50 a.m.	Your Claim to Fame	University Center

11:10 a.m. - 11:30 a.m. and 11:30 a.m. - 11:50 a.m.

Black Awareness at UTK	208-9
Financial Aid	Shiloh Room
Fraternity Programs	202
Knoxville in a "Knutshell"	221
Recreation Programs	Auditorium
Religious Life at UTK	220
R.O.T.C. Programs	Ballroom
Sorority Programs	203
Student Government	338

11:50 a.m. - 12:30 p.m.	College Knowledge	University Center Auditorium
12:30 p.m. - 1:30 p.m.	Lunch Break	
1:30 p.m. - 2:15 p.m.	Registration Roundup	University Center Auditorium
2:15 p.m.	Faculty Advising and Registration	College Locations
3:00 p.m. - 5:00 p.m.	I.D. Pictures	344 University Center

GROUP III Students Transferring from 4-Year Colleges With More Than 10,000 Students

9:00 a.m. - 9:30 a.m.	Welcome to Our World	University Center Auditorium
9:30 a.m. - 9:50 a.m.	Academic Continuation	221
9:50 a.m. - 10:10 a.m.	On and Off-Campus Housing	Shiloh Room

10:10 a.m. - 10:30 a.m.	Let's Get Together	Crestroom
10:30 a.m. - 11:10 a.m.	Cruisin' Campus	Andy Holt and Stadium Drive
11:10 a.m. - 11:50 a.m.	Your Claim to Fame	University Center

11:10 a.m. - 11:30 a.m. and 11:30 a.m. - 11:50 a.m.

Black Awareness at UTK	208-9
Financial Aid	Shiloh Room
Fraternity Programs	202
Knoxville in a "Knutshell"	221
Recreation Programs	Auditorium
Religious Life at UTK	220
R.O.T.C. Programs	Ballroom
Sorority Programs	203
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2:15 p.m.	Faculty Advising and Registration	College Locations
3:00 p.m. - 5:00 p.m.	I.D. Pictures	344 University Center

WE'RE GLAD YOU CAME, AND PLEASE CONTACT THE ORIENTATION OFFICE WHENEVER WE CAN HELP YOU.

FALL QUARTER 1977
ORIENTATION AND REGISTRATION
for
NEW STUDENTS

ALUMNI MEMORIAL GYMNASIUM

Please feel free to ask questions at any of the meetings.

CONVOCATION 8:00 a.m.-8:30 a.m.

PRESIDING Charles R. Burchett
Dean of Student Conduct
and Orientation

ADDRESS Dr. Howard Aldmon
Vice Chancellor for
Student Affairs

ANNOUNCEMENTS

REGISTRATION PROCEDURES 8:30 a.m.-9:30 a.m.

COLLEGE MEETINGS AND FACULTY ADVISING 9:30 a.m.

Agriculture	130 Plant Sciences Building
Architecture	108 Estabrook Hall
Business Administration	135 Glocker Business Building (Freshman Students)
	131 B Glocker Business Building (Transfer Students)
Communications	316 Communications Building
Education	101 Claxton Education Building
Engineering	416 Dougherty Engineering Building
Home Economics	104 Home Economics Building
Liberal Arts	University Center Auditorium (Freshman Students)
	217 Ayres Hall (Transfer Students)
Art Majors	Art Center
Music Majors	Music Building
Nursing	103 Nursing Building

SCAN FORMS MUST BE TURNED IN AT THE UNIVERSITY CENTER BALLROOM BY 3:00 p.m. TODAY.

WEDNESDAY, SEPTEMBER 21, 1977

COMPLETION OF REGISTRATION 8:00 a.m.-3:00 p.m.

Schedules will be picked up on Wednesday, September 21, at Stokely Athletic Center by appointment cards. After receiving your schedule and paying your fees, it is important that you have your I.D. made at the Physical Education Building.

THURSDAY, SEPTEMBER 22, 1977
CLASSES BEGIN

*Transportation to Agriculture Campus—
bus loading area at Student Center

VITA

Deborah K. Moberly was born in Geneva, Illinois, on August 20, 1950. She attended elementary and secondary schools in LaGrange Park, Illinois. In June 1972 she received a Bachelor of Arts degree from The University of Tennessee, Knoxville, and in March 1978 she completed the Master of Science degree in Educational Psychology at the same institution.

Ms. Moberly is currently employed as the Director of Orientation at The University of Tennessee, Knoxville.