1-1-1980

A Study in the Development of a Handbook for Student Personnel Workers on First Semester Freshmen

Alexander B. Russell Jr.

Eastern Illinois University

This research is a product of the graduate program in Educational Psychology and Guidance at Eastern Illinois University. Find out more about the program.

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Date Author
A STUDY IN THE DEVELOPMENT
OF A HANDBOOK FOR STUDENT PERSONNEL WORKERS ON FIRST SEMESTER FRESHMEN

(TITLE)

BY

ALEXANDER B. RUSSELL, JR.

A.A. Degree, Centerville Jr. College, Centerville, IA 1973
B.A. Degree, Eastern Illinois University, Charleston, IL 1976
M.S. Degree, Eastern Illinois University, Charleston, IL 1978

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
Specialist of Education

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
· CHARLESTON, ILLINOIS

1980

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

12 Aug 80
DATE

20 Aug 80
DATE
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ABSTRACT OF THESIS

Submitted in partial fulfillment of the requirements for the degree of Specialist in Education at the Graduate School of Eastern Illinois University

CHARLESTON, ILLINOIS

1980

396741
Statement of Problem:

There are many reasons why a youth goes to college and there are many reasons why first semester freshmen do not pass the first semester. As a student personnel worker your job is to screen these students and find out a little about them, so some sort of program can be organized. Of course, there are advisement centers and Guidance and Counseling Programs at most colleges, but how effective these programs are remains to be seen.

It is essential to understand the first semester freshman from the first day they come riding into college on a sea of new adjustments and problems. The problems they will face will be many. Inherent problems, as well as problems caused by others, will complicate their lives. Feelings of inferiority, guilt, confusion over sex, problems growing out of efforts for emancipation from the family, thereby giving rise to a series of secondary problems.

Procedure:

By keeping the first semester freshman in mind and some of his/her problems, guidelines for the student personnel workers will be presented. Although the new freshmen may not agree with every procedure in the handbook, the guidelines will give them direction for their education. Some information needed for this type of project will come from references from books and college manuals. The material found in the following pages is a
sample handbook that could be utilized by a college or university. Some information used will be existing policy and procedures already being used by most colleges. But by modifying those, there will be a basis from which to begin construction of a handbook...along with information provided by administrators and faculty members. Information was also received from discussing college experiences with current and past students.

Conclusions:
Those first semester freshmen who follow the methods outlined in this handbook may or may not know as much material as some people who read every book mentioned in their academic career. Since most classes start from scratch in their learning process, the most important thing is staying in the class. The first semester freshman may not realize it, but the new freshman has learned a lot more than they think. One of the most valuable things is that the new semester freshman learns how to use a system. So what, one may say, Good Lord! Listen, government is a system, law is a system, and so is life.

The most important thing to be able to say when one has finally finished dealing with the educational system is that, I made it through.

Recommendations:
Recruitment - Admissions counselors on their visits to high schools should go over the handbook rather than
just passing them out. Students are often put off by all the words and terms they do not understand. A verbal explanation with the handbook would make them familiar with the material while someone was there to answer questions.

Any steps to help the new freshman get over the newness of college life must be taken. The handbook along with more clearly defined registration procedures, should make the new freshman more confident as he becomes acquainted with the campus. These measures would also ease parents' minds and make them more supportive of educational institutions.

One definite recommendation would be for all freshmen to live in dorms. The exceptions to this were outlined in the previous pages. Implementing this rule would give the new freshman a type of security. This security is very important as he faces many other adjustments which will already take from his studies. To enforce this, would free him from pressures of paying monthly bills, transportation to campus, cooking his meals, trips to the grocery store, and fear from living alone. The dorm will be the closest thing to the home he has just left.

It is important to constantly improve recruitment, orientation, and registration procedures as times change. To do this, it is necessary to consult with and receive feedback from current students. Their input is
extremely valuable as they will be the best advertiser for the school when they leave. If they have had a good experience at college, they will pass this on to others. Their input can be received through questionnaires, committees, and consulting with them. This information can then be used to evaluate and improve upon current practices.

Upper classmen might also be made available to freshmen as they come on campus, to sit down and discuss classes, work, and instructors. It is common knowledge that there are personality clashes between people which might be avoided if people were more aware of what is expected. These clashes can greatly affect the new freshman's ideas about college. Avoiding these conflicts might mean keeping more students from dropping out or doing poorly. These sessions between upperclassmen and freshmen may also be a sharing experience of fears to let the freshmen know that they are not alone.
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CHARLESTON, ILLINOIS

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YEAR

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THIS PART OF THE GRADUATE DEGREE CITED ABOVE

12 Aug 80

DATE

20 Aug 80

DATE
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Mr. Elmer Pullen, Financial Aids and Student Services, for his advice and encouragement.
CHAPTER I
INTRODUCTION

It is apparent that education is a primary means in a modern nation for achieving necessary worldly goals as well as personal goals. A highly productive economy, an intelligent and responsible world, effectively functioning institutions, and organizations all require well-educated people. With this increased awareness of the importance of education, there has developed, also, a national concern to see that the American Colleges are adequate for the purpose expected.

A crucial period in this educational process is the freshman year at college of the student. The freshman faces many new situations and decisions which will affect his education. Leaving home, meeting new people, dorm life, sports, Greek life, and a new sense of freedom are all factors which play an important role in the first year of college. These factors very often become more important than the education which was the primary goal.

Background

Every new freshman should never forget one thing! That is this: In their hands lie their own physical, mental, and social well-being and an opportunity to
develop what talents they have for useful work for their share in society. It is rather frightening to a new college student to think that he/she is leaving home to make a new life style, and also, the great step of being on one's own.

Entrance into college marks an important milestone in a young person's life. This milestone will have a somewhat different meaning for each individual, since each brings a different social structure to his/her new experiences in college.

Although these young people are on the threshold to adulthood, they still have a long way before they get there. Going to college requires some type of Guidance and Advisement Program. Today's colleges are doing a very poor job of assisting the first semester freshman. Advisors either give new freshman too many classes, or not the right courses, or the wrong classes for the major the new freshman wants. The new freshman is not able to think for himself with a clear mind with all sorts of activities going on.

To the new freshman, college represents an enlarged sphere of self-directed activities, of self-dependence, and of social responsibility. Helping the first semester freshman off on the right start will be a favor well done.

Statement of Problem

There are many reasons why a youth goes to college
and there are many reasons why first semester freshmen do not pass the first semester. As a student personnel worker your job is to screen these students and find out a little about them, so some sort of program can be organized. Of course, there are advisement centers and Guidance and Counseling Programs at most colleges, but how effective these programs are remains to be seen.

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**Definitions**

1. **Handbook** - Informational guide for colleges, for first term freshmen.

2. **First Semester** - A freshmen in his/her first semester in college.

3. **College Environment** - The college campus and activities.

4. **Student Personnel Department** - Department that helps to control activities, both academically and socially.

5. **Greeks** - Club organizations on campus; both fraternity and sorority.

6. **Guidance and Advisement Programs** - Help to aid students; new/old.
CHAPTER II
REVIEW OF RESOURCES

Administrators

Administrators are good sources of information concerning the student life. Many administrators do not get the first hand word from students, they do get input from faculty members. The job of an administrator is one of complex roles. The administrator must communicate with the faculty as well as the students. In order for the administrator to develop a program that will work, the administrator must have some sort of input. The administrator gets the problem from the faculty and students and makes a decision on coping with the problem or situation. So then this makes the administrator aware of what is happening regarding the faculty, student, and campus problems.

Faculty

The faculty members who were consulted in this research, appeared to be number one in getting information concerning the students. The faculty were in most cases the parents or parent away from home. Any student who likes a faculty member who is teaching him/her will ask
advise from the trustworthy faculty member.

Most often the faculty member becomes the first line of information about the rest of the campus environment. It could be said that the well liked faculty member becomes a counselor without knowing it. Once the student feels that a good trust bond has been established, all channels of communication are opened.

Most situations are bonded by mutual understanding and friendship. The students are looking for guidance deep within, but not letting on for one second as to how afraid they really are. The faculty member, willing to help and teach the new students, becomes, not knowingly, the teacher, the counselor, the personal advisor and most of all a friend.

**Self Experience And Observation**

Having been at one time, a first semester freshman, the writer can understand some of the problems of the first semester freshmen. Thinking all the time, "if someone would just give a little help or even say a kind word".

Remembering a move from Louisville, Kentucky to a Junior College in Centerville, Iowa, helps the writer to closely identify with the problems encountered by the new semester freshman. Adjusting to the people, the school, the administrators and faculty are only a few obstacles that the new semester freshman must confront; whether or
not he or she will make it through the classroom.

After arriving at Eastern Illinois University, the writer got a job working for Dean Johnson, the Assistant Dean of Student Personnel Services. The job consisted of making identification cards for new students, posting grades, filing and keeping student records updated, and involved close contact with the new students. This position enabled one to see who made the grades and who did not. This is one reason why the handbook will give the first semester a good start in school.

**Library Time**

Research for this handbook was conducted in the library, comparing books, pamphlets, articles and magazines. The information that was needed was hard to gather from these resources alone. With all the reference books referred to over a period of three months, it took a joint effort of all input mentioned above to compose the handbook presented in the next pages.
CHAPTER III
THE HANDBOOK
(An information guide for colleges, for first semester freshmen)

Introduction

Guidance is something that everyone needs more than once in his life. When growing up we get guidance from our parents and peers. People in sports get guidance from a coach. When choosing a college, guidance again is important and even when doing income taxes, in most cases guidance is needed.

The first semester freshman, in particular, needs guidance. It should be something readily available to him and perhaps even required for him during his first year. There will be many new things he will need to adjust to and he should be given the opportunity to talk these things out. Choices he could not make as a child living home, will now be his. There will be no parent giving direction and support. This is the time when one's upbringing and decision making are tested. The first semester freshman may pass or fail this test. However, perhaps with guidance the success stories will be more frequent.

It is certainly true that there is now some control
over the first semester freshman. But to what degree are these concerns? Who cares if he gets up to go to class? (Who checks?) And who checks to see if the freshman came in at all last night? These questions may seem a little childish to some people, but someone must take a closer interest in the first semester freshman, in order to make the first semester freshman feel like someone cares. Many a person has given up on educational goals in life. Three reasons for giving up are: (1) No guidance, (2) No motivation from within or without, (3) No one really caring. These are just three reasons a person may quit and just give up on a goal or task. This handbook should solve some of the problems that the first semester freshman will have and familiarize him with his school.

Planning

In planning a handbook of this kind, one must understand and feel the different angles with which we will be dealing, not just getting information from books or talking with administrators and faculty members, but talking with the students themselves. There is the inner development of an individual, an inner self, no one will ever know but the student. We must reach out and try to communicate with this part of an individual. Some of the questions that must be asked are the following:
What are new students' goals in life? Have they mapped out a life career that is likely to lead them to their goals? Have they considered what are the necessary or desirable preparations for the career? What joys and satisfactions do they hope for on this journey? Are they prepared to endure the necessary hardships? What do they think they can contribute to life? These and many other questions must be considered by the individuals who wish to exercise intelligent direction to their lives.

This handbook is designed to help the new first semester freshman over the first obstacle, which is the student's first semester in college. Some things in the handbook are new and some have just had modification. All the material presented, however, will be essential for the freshman as he begins his first semester.

Registration

The first semester freshman should have instructions simplified as much as possible. Remember, the adjustment period and the imprinting process have started.

Now, the first thing to do, is to send out memorandums to the new prospects. The memorandum should include the registration procedures in very simple terms, giving a date so the student can prepare for an all day visit which would include a visit to where the student will be staying. Seeing the surrounding environment and the town is also important. Maybe this will give the student and
parents some view of the campus and surrounding area.

Many times there are questions that the new student can not find in books about the campus and areas, and there are also questions that come up not covered by the manual. Again, just as the Rap Line is used for people in some sort of trouble, there should be an information line for new students that can answer questions on registration. The current information line only acts as an operator giving out phone numbers with no knowledge of which office handles what. Each freshman should be given a very simple map of the campus, with all the places the students will be dealing with on their first day marked clearly for them to follow.

Also, just as there is a special day set aside for graduate registration, there can also be a day for the new first semester freshmen to come in and get processed while reviewing the campus.

Course Selection

For the first semester freshman, course selection in this handbook is no problem. Pressure from deciding on courses to take should be alleviated for the freshman. All first semester freshmen must fill a requirement of specific minors. The students' courses have been provided for them. All subjects in the course outline are minor requirements for all students.
TO: First Semester Freshman  
FROM: Registration Office, Eastern Illinois University  
RE: Pre-enrollment for Spring Fall Summer Year  

You are eligible to pick up your classes before the term begins. On any of the dates and times listed below. Since your classes have already been selected for you, it should not take you long in picking them up.

REGISTRATION OFFICE (south basement McAfee)

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OR

UNION LOBBY (near Union Lobby Shop)

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College catalogs are infamous for their bland, description of courses. A course description merely attempts to add some of the formal facts about courses which are fed sporadically and often inaccurately through the student grapevine. What is the course like? What is the lecture and discussion like? What is the Syllabus and how much reading is required? Are there frequent quizzes, and are the examinations multiple-choice or most of them essay? What kind of papers are required? Programs limited to course descriptions are not good for the real information one wants to know. The first semester freshman has the course's outline prepared for him.

Faculty Evaluation
(Student's Point of View)

Involvement in identifying the learnings to be sought aids in the clarification of the pupil's own purposes. Having a part in planning the means of determining success requires that the students translate their purposes into observable changes in behavior; sharing in collecting and interpreting evidence of learning has the added advantage that it contributes to the kind of rapport that is so essential for good learning situations. The teacher who develops with his students a good rating scale for judging some skills; in effect, places a copy of his "final examination" in the hands of those students long before examination day. They can see the
<table>
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<tr>
<th>Dept.</th>
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essential qualities which make up the skill and can judge themselves throughout the course of learning; they will know and accept the base upon which their teacher proposes to judge them.

**Standards For Students Evaluating Teacher**

The standards applicable to instructional evaluation fall into two categories: (1) the teaching functions and (2) the general operational functions. These are to be judged in relation to the effect of the teaching on student learning and the performance of those responsibilities basic to the operation of the educational program.

Under the teaching functions are items concerned with control of the classroom, rapport and communication with students, knowledge and command of a subject matter, flexibility in the handling of a group or instruction, variety in materials and techniques and the willingness to try new ideas, having a sense of humor and a positive attitude toward young people, clear statement of the objectives of a lesson, evidence of planning, and preparation, adjustment to different situations, efficient use of instruction time and evidence of maturity and good judgement.

Under the general operational functions are items concerned with the ability to work well with others, the method of evaluating the student's work and the ability to handle behavior problems personally when possible.
EVALUATION OF PROFESSIONAL PERSONNEL

By

The First Semester Freshman

In order to help assure quality of staff performance and to advance instructional programs, a continuous program for evaluation for all certified personnel shall be established with the help of the student.
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<tr>
<th>CRITERIA</th>
<th>RATING</th>
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<tbody>
<tr>
<td>1. Has class room control which is conducive to learning. Handles behavioral problems effectively. Evidence of student motivation and learning.</td>
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<tr>
<td>2. Has rapport and communicates with students. Is fair and impartial.</td>
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<tr>
<td>3. Has knowledge and command of subject matter. Has adequate background and experience for present assignment.</td>
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<tr>
<td>CRITERIA</td>
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<td>4. Uses variety of materials and techniques—tries new ideas.</td>
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<td>Students encouraged to participate in class. Recognizes and accepts</td>
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<td>contributions and efforts of students.</td>
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<tr>
<td>5. Shows evidence of learning objectives, effective planning</td>
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<td>and preparation. Explanations are clear and adequate. Assignments are</td>
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<td>clearly stated and meaningful.</td>
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<td>6. Uses instruction time effectively: keeps student on task and</td>
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<td>handles routine matters efficiently.</td>
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<td>7. Uses good judgement in meeting unusual or difficult situations.</td>
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<td>Shows self control.</td>
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<td>8. Evaluation of student's work has supporting rationale.</td>
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<tr>
<td>CRITERIA</td>
<td>RATING</td>
<td>COMMENTS</td>
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<td>9. Uses professional services of supportive personnel when indicated—works with them for solution of problem.</td>
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<td>10. Arrives on job promptly and spends sufficient time to effectively carry out responsibilities.</td>
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<td>11. Lets students call his/her home, after hours for help.</td>
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<td>12. Posts office hours so students know when they can come for help.</td>
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<td>13. Associates with students other than in a classroom setting.</td>
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<td>CRITERIA</td>
<td>RATING</td>
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<tr>
<td>14. Students feel free and easy around the professor at all times.</td>
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</table>
STUDENT'S PERSONAL IMPROVEMENT PAGE FOR THE TEACHER

Questions to be asked of teacher

General Comments

Strengths

Recommendations for Improvement

Student's Final Overall Comments

Signature does not necessarily mean that teacher agrees with evaluation, but has had conference with the student.

Signatures

Evaluature ___________________________ Date __________

Teacher ___________________________ Date __________
Living Quarters

The housing program at all colleges should be based on the concept that there is a relationship between the student's living environment and the achievement of his educational goals, as well as the development of personal and social maturity. This environment must lead to the student's self-direction and the acceptance of personal responsibility.

The dormitory for ALL first term freshmen, should be centrally located for easy campus mobility. All first semester freshmen WILL live in the dorm, except for the following reasons:

1. Students who are/or will be 21 years of age sometime during the semester.
2. Students who can show proof of marriage, or a student who is now divorced.
3. Students who have children.
4. Students who have served in the Armed Forces.
5. Students who live within a 30 mile radius of the school and are living at home.
6. Students with medical problems which need special attention.

In any rule-making process, there are always some problems and situations that are not covered. It is then up to the University involved to make a decision on whether or not the person involved should or should not stay in the dorm.
Study Procedures

Although college marks a new environment for the first semester freshman, one thing should be put into effect. That is a one and a half hour study hall period, with one hour credit. Each two absences would bring down the grade one letter. Only an excused absence form from the Dean will justify the keeping of the letter grade. Implementing the study period for the first semester might train the student for the rest of their college career.

Fraternities And Sororities

Although the Greek organizations have a lot of influence on campus, they should not be the place for the first semester freshman. The first semester freshman needs time to adjust to the new life on campus and the surrounding environment. Classes and study periods should be the first goal in the first semester freshman's mind. This may seem very strict on the first termer to govern them so closely, but maybe the outcome could be very rewarding. The Greek life can be very fulfilling for some people in many ways. This is not to discredit the Greek organizations, because some of their work for others has been very helpful. A first semester freshman should have the time to pick which organization he/she wants to get into, to get to know, understand and see
what the Greeks stand for. Many times the new first semester freshman is pushed into something that he will later regret. The first semester should be an acquaintance type period for the newcomer.

**Sports**

Sports are great, and everyone should have the opportunity to participate. But here again, the first semester freshman, even if on a scholarship, should not be permitted to play in the sport until his first semester has been successfully completed with at least a "C" grade point. Those that try out for sports after getting to college, can do this after the first semester.

The problems of whether to try out for or participate in organized athletics either intramural or intercollegiate, have many things to be considered by the person who is seriously interested. Intramural sports call for less intensive training and involve more of the play and recreational character than intercollegiate activities. Before deciding to participate in the latter, it is well to ask some of the following questions:

1. Does one have the physique to stand the strain of the continuous severe training, and the strenuous competitive games?

2. Will the time and energy required for training prevent me from engaging in other college activities of interest and value?
3. Will it be likely to affect my academic achievement adversely?

4. Am I attracted more by real interest in the activity or by the glamour of popularity?

5. Will the experiences be of a lasting value as those related to other college activities which may have to be sacrificed?

These five questions should help the first semester freshman evaluate the situation of sports more closely.

Although sports take up a great deal of a college student's time, whether watching or playing, it should only be second. The first and main reason for college is to get an education.

Grants and Scholarships
(Helpful Hints)

It is estimated by some experts that there are literally millions of dollars available in various funds for higher education that go untapped each year. Much of this money is sitting in Trust Funds throughout the country. Do you remember the rah-rah types that we said would leave their estates to Alma Mater? Well, they did just that, but by the time they actually got around to making out their wills they had become senile. The result of which they left a scholarship available to any student who is five-foot-two, wears a size forty shoe and comes from Grasstown, Iowa. The problem is, that any
five-foot-two student from Grasstown, Iowa who happens to wear a size forty shoe may be totally unaware of this potential source of funding. This is the greatest problem with the funding type programs, they do not make newcomers aware of the possibilities of different types of Grants and Scholarships available.

For all the new first semester freshmen there should be a screening process, to find out how a new first semester student will pay for his/her room and board, school supplies and have extra spending money. These things should be discussed in private with each student. The school where the first semester freshman is enrolled, should have a program like the one operated by Scholarship Search (1775 Broadway, Room 627A, New York, New York 10019). These services send you an exhaustive questionnaire asking anything that might help qualify you for aid. Then, for a price of around $39.00, they will run your qualifications through their computer (which knows all about these hidden pockets of wealth). This particular outfit has a data bank listing some 250,000 different sources of financial aid available today.

Loans
(Helpful Hints)

Being new, coming from high school, a first semester freshman does not know about a lot of ways to get help. That is why colleges and universities should take it upon themselves to develop an awareness program to help the
new freshman.

Aside from grants and scholarships, there are institutions that will loan you money to expand your horizons. Among the most popular are the banks (which loan out money under the Federally Insured Student Loan Program). The obvious drawback to taking out loans is that one has to pay them back—often with interest—and if you are going to an expensive school, it can run into the tens of thousands of dollars. Despite all, however, it is inevitable if one is a total financial-aid student, he will be allowed to escape high interest costs.

If the first semester freshman is an out-of-state student attending a state university, investigate the state's residency requirements. Having the student declared an "emancipated minor" and then fulfilling the state residency requirements, you can enable him to become eligible to pay the state resident tuition fees, which are usually substantially lower than the out-of-state fees. The financial aid office or the local board of elections can provide information on the specific residency requirements.

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**Work-Study**

Last and sometimes least are the work study programs available for students on most campuses to provide them with eating money. One has to prove financial need to get on the work-study program, a federal program whereby
the U.S. Government covers part of your wages, if not all of it. As soon as the new student becomes aware of the need for money for food and other necessities, provisions should be made available.

**The Use Of A Questionnaire**  
(Concerning First Semester Freshmen)

The items in this questionnaire describe typical situations or conditions that occurred to first semester freshmen in a college environment. Please indicate to what extent you agree or disagree with each of the questions. Please do not evaluate the items in terms of good or bad situations, but read each item carefully and respond in terms of how well the statement describes your opinions on the subject matter.

The descriptive scale on which you rate the item is printed at the top of each page. Please read the instructions which describe how you should mark your answers.

The purpose of this questionnaire is to see how much knowledge the first semester freshman has obtained before and after the first semester has been completed. The first time the first semester freshman takes the test his/her knowledge will have come from others who have studied at the institution. The second time the test is given is after the first semester has been completed. With a semester behind the first semester freshman, the
I
MARK INSTRUCTIONS

Printed below is an example of a typical item found in the questionnaire:

1. Rarely
2. Sometimes
3. Often
4. Very Frequently

Q-Freshmen call each other by their first name.................................1 2 3 4

In this example, the respondent marked alternative 3 to show the relationship described by this item as often.

Of course, any of the other alternatives could be selected, depending upon how often the student feels a situation occurs.

Please mark your response clearly, as in the example.

PLEASE BE SURE THAT YOU MARK EVERY ITEM.
II

1. Major interests

Please place a check mark to the right of the appropriate category.

2. What level do you plan to complete at this school?

   freshman A
   sophomore B
   junior C
   senior D
   graduate E
   6 yr. grad F

3. Race;

   A. ________________

4. Sex;

   Man A
   Woman B

5. Age;

   15 A
   16 B
   17 C
   18 D
   19 E
   20 & over F

6. Are you concerned whether future first term freshmen have a good guide to help them through college?

   yes A
   no B
   Don't Care C
   Maybe D
### III

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<th>Agree</th>
<th>Sometime</th>
<th>Maybe</th>
<th>Don't Know</th>
<th>Disagree</th>
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#### First Semester

7. As a new freshman at school, I sometimes forgot what the main purpose of being here was...

8. New freshmen forget about home once they get to the college campus...

9. New freshmen have a way of picking up new things from their peers and doing them when living away from home...

10. Advisement Centers and Counseling Services, are good places for a new freshman to get help when needed...

11. With help from a better guided and closer watched program, more first semester freshmen will survive...

12. A freshman's closest friend is another freshman...

13. Freshmen use the extra help provided through testing, when needed...

14. The school checks family backgrounds of new freshmen...

15. Schools are concerned with their students as people, not just as numbers...
16. Dorm life for first semester freshmen is very much controlled by Dorm personnel............1 2 3 4 5

17. Most first semester freshmen would go alone with a big brother or sister program. This would give them someone who knows the academics, faculty, administration and campus......................1 2 3 4 5

18. Do you approve of the guidelines for first semester freshmen.........................1 2 3 4 5

If no, please explain on this sheet of paper.
test will show whether or not the first semester freshman's beliefs will be changed or more confirmed.

By comparing the two tests, one can determine whether or not to a degree if information given out by former students is helpful to others.

Overview

Hopefully this handbook has given the first semester freshman insight and perspectives needed to make them achieve their way best. What they have actually learned during these marvelous five months at school is something else, and it does not really matter to anyone except the first semester freshman. If anyone had a miserable time while getting the good grades, they have missed one of the most important things that college has to offer. At the risk of sounding like a guidance counselor, college is one of the best times of one's life. The first semester freshman thinks about going to the movies for days on end, staying up all night and sleeping all day, going to parties, getting stoned, and having the time of their life. Unless they are a millionaire, things will never be like this again. The first semester freshman may not be aware of it, but while in college they are coddled. The academic world is an incubator protecting them from the world of real responsibilities. The first semester freshman owes it to himself to have the best time possible.
This paper has tried to show how to make time for a great life and still be totally prepared for the rest of one's college life. The ideas for this handbook will not work under every situation but the book should be considered a guide for every college and university, for implementing a program that would help the first semester freshman to get and stay on the right track.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Those first semester freshmen who follow the methods outlined in this handbook may or may not know as much material as some people who read every book mentioned in their academic career. Since most classes start from scratch in their learning process, the most important thing is staying in the class. The first semester freshman may not realize it, but the new freshman has learned a lot more than they think. One of the most valuable things is that the new semester freshman learns how to use a system. So what, one may say, Good Lord! Listen, government is a system, law is a system, and so is life.

The most important thing to be able to say when one has finally finished dealing with the educational system is that, I made it through.

Recommendations

Recruitment - Admissions counselors on their visits to high schools should go over the handbook rather than just passing them out. Students are often put off by all the words and terms they do not understand. A verbal
explanation with the handbook would make them familiar with the material while someone was there to answer questions.

Any steps to help the new freshman get over the newness of college life must be taken. The handbook along with more clearly defined registration procedures, should make the new freshman more confident as he becomes acquainted with the campus. These measures would also ease parents' minds and make them more supportive of educational institutions.

One definite recommendation would be for all freshmen to live in dorms. The exceptions to this were outlined in the previous pages. Implementing this rule would give the new freshman a type of security. This security is very important as he faces many other adjustments which will already take from his studies. To enforce this, would free him from pressures of paying monthly bills, transportation to campus, cooking his meals, trips to the grocery store, and fear from living alone. The dorm will be the closest thing to the home he has just left.

It is also important to constantly improve recruitment, orientation, and registration procedures as times change. To do this, it is necessary to consult with and receive feedback from current students. Their input is extremely valuable as they will be the best advertiser for the school when they leave. If they have had a good
experience at college, they will pass this on to others. Their input can be received through questionnaires, committees, and consulting with them. This information can then be used to evaluate and improve upon current practices.

Upperclassmen might also be made available to freshmen as they come on campus, to sit down and discuss classes, work, and instructors. It is common knowledge that there are personality clashes between people which might be avoided if people were more aware of what is expected. These clashes can greatly affect the new freshman's ideas about college. Avoiding these conflicts might mean keeping more students from dropping out or doing poorly. These sessions between upperclassmen and freshmen may also be a sharing experience of fears to let the freshmen know that they are not alone.
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