

New Student Orientation Across the UH System

PELP Cohort IX Project

Daniel Harris-McCoy, Warren Kawano, Femar Lee,
Shara Mahoe, Marnelli Joy B. Ulep, Jian Zhou
August 13, 2020

PROJECT

Our Charge: To find more information about
New Student Orientation events across the UH System

NSO's are how we *welcome* new students into the
UH ohana and *prepare* them for success

NSO's are coordinated and implemented by each campus
to address their population, philosophies, and goals

PILLARS OF NSO



DISSEMINATING
INFORMATION



BUILDING
COMMUNITY



DEFINING
CAMPUS CULTURE

Jacobs 2010; cf. Greenfield 2013

OBJECTIVES

- Gain a better understanding of NSO events at each campus
- Find common practices, special highlights, and acknowledge work

METHODS

- Contacted campus coordinators and staff
- Individual interviews
- Surveys

RESULTS

ANALYTICAL FRAMEWORK



for thinking about NSO activities,
recommendations, best-practices

COMPREHENSIVE VIEW



of NSO events and FYE programs offered
at each campus

LISTS FOR FUTURE STUDY



of embedded questions

RECOMMENDATIONS



for improving programs throughout the
system and practices that can be
replicated

ANALYTICAL LENSES

STRUCTURAL DIFFERENCES

- Mandatory vs. voluntary
- Cost to students; incentives
- Modality; timing and duration

CONTENT

- Getting to know the campus
- Building traditions and community
- Career Exploration
- Parent/Family involvement

POLICIES & FUNDING

- Practices and resources

LEARNING OBJECTIVES

- Programming outcomes

Basic Findings

STRUCTURAL

- How do we incentivize students to attend in-person NSO? Cost? Refundable? Registration-hold? What are the tradeoffs?
- What are the benefits and drawbacks to offering online vs. in-person vs. hybrid NSO both pre-, during, and post-COVID?
- What is the ideal duration of NSO's at different campuses? Short? Half/full-day? Multi-day? Multi-week?

Basic Findings

CONTENT & OBJECTIVES

- To what extent should students be expected to learn anything during an NSO?
- What are our goals for NSO's? Learning? Community building?
- At what point should students be queried regarding their NSO experience and how?

POLICIES & FUNDING

- To what extent should campuses or students be expected to fund the NSO?
- What kind of experience are we hoping to create? Can we replicate resources/products across campuses?

First Year Experience Programs (FYE/FYP)

- Part of a larger trend towards achieving continuity from pre-college to graduation and beyond
- On a national level, first-year students are most likely to drop out; this is known at UH as the Summer Melt problem.
- FYE/FYP programs exist at almost all UH campuses: common features include intro-to-college courses; peer-mentoring; living-learning communities (where applicable); and various on campus events
- Scope and emphasis varies considerably from campus to campus
- Level of integration with curriculum and services also varies

RECOMMENDATIONS

SYSTEM WIDE COUNCIL

Allow for communication across campus coordinators for sharing expertise, resources, and best-practices

HAWAIIAN PLACE OF LEARNING

Connecting students to place and culture; provides energized framework for NSO programming

(E.g. Po'okela Mentorship, Kipaipai Program, Ka'ao Framework)

INTERCONNECTION

Horizontal: NSO's as a start for engaging with a range of services

Vertical: NSO's as part of a chain of experiences