Training New International Students for Orientation Procedures[1]

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1. Introduction

1.1 Problem Definition

Once a student has been accepted at a university and decides to attend that institution, there are many items that the individual must attend to before the semester begins. Examples of these include academic orientation procedures like obtaining a student identification card and registering for classes, and societal procedures like finding a place to live and finding transportation. For students who have not gone through this process before, it can be rather overwhelming. The difficulties and stress associated with this can be decreased by a large degree through the formal orientation programs offered by the university.

While this process can be daunting to American students, it is even more overwhelming for international students. Each year approximately 600 new international students arrive at university from countries all over the world. Currently, the International Student Center offers a wide variety of orientation services to international students.

Although there are many services available, numerous students still have trouble with the orientation procedures. This is because there are some limitations to the current system. First, the system assumes proficiency in English. Also, the center does not attempt to confront the difference between the culture in the countries that these students are coming from and the American culture. Many of these students have little or no experience with the American culture and may have difficulty with the English language. Another limitation is that the orientation focuses on the academic procedures and only glances over the societal procedures.

1.2 Objectives

The project is intended to design an inclusive training program that covers all the essential material new international students need to know to successfully begin their time as a student at university. The objective of the project is to train new international students to complete all the necessary academic and societal orientation procedures by themselves.

2. Data Collection Methods

The information for this research report was collected through various data collection techniques. To discover what information is currently available for new international students, existing documents collected from the center were reviewed and personnel interviews were conducted with the center staff. To find out what problems students have had with the current systems and to learn of possible solutions to these problems, personnel interviews and questionnaires were done with current university international students.

2.1 Personnel Interviews –International Students.

To obtain detailed opinions of experienced individuals, interviews with five current international students at University were conducted. The information on current situations and suggestions was acquired and the results of these interviews applied to creating a questionnaire.

2.1.1 Rationale

Considering that new international students have problem with English skills and might be reluctant to express their opinions in detail, personnel interviews were utilized to provide them with more comfortable conditions and to get detailed opinions. Given that interview method is advantagious in providing an opportunity to discuss personal opinions, causes of and possible solutions, interviews with international students can provide valuable organizational perspectives and opinions regarding current situations of orientation programs at University.

2.1.2 Procedure

Five international students were interviewed. Three international students were chosen from each international student association for face-to-face interviews (1 female Indian, 1 male Chinese, and 1 male Korean), and 2 additional Korean male students were interviewed on the phone. The interview questionnaire was provided to the students one day before the actual interview. This process would have given students enough time to think about answers based on their experience related to the orientation procedures. They were asked about the following questions in terms of academic and societal orientation procedures.

- How did you get information before coming to the UNIVERSITY?
- Did you know much about what you need to do?
- How did you get information after arriving here?
- How did you go through orientation procedures?
- Whom did you get help from? How did you get the assistance?
- What difficulties have you experienced?
- What was the most confusing part of the whole procedures?
- What do you think about the orientation procedures at the UNIVERSITY?
- Do you have any suggestions for the current orientation procedures?

2.2. Questionnaire

To gather data about various experiences and suggestions related to the orientation procedures, a questionnaire survey was conducted for 17 international students. The questionnaire included questions such as information sources, information contents, difficulties, and suggestions about the orientation procedure

2.2.1. Rationale

Various experiences depending on individual differences including English fluency, nationality, and marital status form a basic material to reveal difficulties faced by new international students. Given that all the international students have gone through the orientation procedures, the questionnaire is the most efficient method to reach a large number of students in a short time, and it also enables us to get quantitative data.

2.2.2. Procedures

Based on the number of students from each country, India, China, and S. Korea were selected as the main subject groups. In addition, students from Thailand, Japan, and Hong Kong also participated in the questionnaire based on subject availability. The subjects were selected from undergraduate and graduate students at The university and voluntarily answered the questionnaire without being paid. The subjects were given an explanation about the purpose of the research and especially, the content of orientation procedures in two aspects: academic orientation and societal orientation. The questionnaire Included demographic information such as nationality, age, gender, marital status, number of children, and period in USA, and the following eleven questions were asked:

- What information, if any, did you receive before coming to the university?
- Where did you obtain the above information?
- What information did you wish you had, but were unable to obtain, before arriving in Town?
- What do you think is the most effective method of receiving that information?
- Did you feel prepared for what you needed to do when you got here?
- Where did you get information after arriving here in town?
- What difficulties with the orientation procedure have you experienced?
- What was the most confusing part of the whole procedures? Why?
- What do you think about the orientation procedure at University?
- What is the most effective part of the orientation procedure?
- Do you have any suggestions for improving the current orientation procedure?

2.3 Personnel Interviews – International Student Center Staff

For information about the current orientation procedures, personnel interview with the director of international student center at the university was conducted.

2.3.1 Rationale

Information about the general process of orientation and the basic aspects of the current orientation system were needed to develop a training program for international students to complete the orientation procedure. The Staff at the International Student Center at the university were selected for a personal interview to obtain the information since the current orientation system has been designed and is administered by International Student Center in collaboration with the graduate school and each international student association at the university.

2.3.2 Procedure

The director of the International Student Center was chosen for the interview. The director has been in charge of designing, managing, and evaluating the entire orientation program for 4 years. The interview took approximately 90 minutes. She was asked to present general information about the current orientation program and her own perspective on some of the problems identified in the questionnaire and the interview with international students. The interview was transcribed in order to obtain the most important details.

2.4. Existing Document Reviews

To find the detailed description of current orientation programs, the documents were collected from the international center. The documents were used to find what kind of information and trainings were provided for new international students.

2.4.1. Rationale

Considering that the center offers numerous services mainly focusing on academic and daily life matters for new international students, the existing documents acquired from the center provides valuable information and detailed description of orientation programs being provided. The documents can be also utilized as a basic material for finding what kind of skills or trainings new international students are required to acquire in terms of academic and societal adaptations or adjustments. The existing document review is advantagous in that without a lot of efforts, massive data can be easily collected

2.4.2. Procedures

In order for investigators to collect the documents from the center, investigators visited the center. In there, several questions were asked to staff members at the center to find out what they offer for new international students to help them to adapt and adjust in new environments after their arrivals at Town. The staff members provided numerous documents including over 30 pamphlets for academic and societal information to help new international students. After the collection, investigators read over and thought over all the documents to find out what orientation programs were provided for new international students after their first arrival at Town.

3. Results

3.1 Personnel Interviews – International Students

The result of interviews with five new international students is summarized in Table 1.

Table 1: The Result of Interviews with Five New International Students

1. How did you get information before coming to the UNIVERSITY?	
Academic orientation:	**Daily life orientation:**
Admission package	Student Association
Other student	Website
Website booklet email	International Student website

2. Did you know much about what you need to do? (Before arrival)	
Academic orientation:	**Daily life orientation:**
Most of procedures were provided by the center, so it was OK	Student Association web site.
	Housing info is needed
But what class to take any help from the center	Dining info is needed
Information about courses.	Course info is needed

3. How did you get information after arriving here?	
Academic orientation:	**Daily life orientation:**
International Student center	Friends
Squire center: Centralized service	Roommate
	Him/herself

4. How did you go through orientation procedures?	
Academic orientation:	**Daily life orientation:**
Following checklist	The subject who was familiar with American culture had no problem.
The center	
Centralized service at Squire center	No information about bus system

5. Whom did you get help from? How did you get the assistance?	
Academic orientation:	**Daily life orientation:**
The center	Employees
Friends	Friends
Emloyees	

6. What difficulties have you experienced?	
Academic orientation:	**Daily life orientation:**
Everything was good	Getting phone connection
More information about courses	Opening a bank account
Finding the international student center	Trouble with making credit card and using ATM machine

7. What was the most confusing part of the whole procedures?	
Too much information was given at one time	
Finding offices/buildings	

8. What do you think about the orientation procedures at the UNIVERSITY?	
Two responded with "good", one with "not bad", and one with "several enhancement is recommended"	

9. Do you have any suggestions for the current orientation procedures?	
Too many pamphlets makes it impossible to find out which they want.	
At checking-out desk, 1:1 service was good.	
Enhanced directional information	
Web-site should be updated frequently	
Toll free phone line for new students. :	
Web-site will be a good information media,	
Providing information about a place to use computers	
Explanation of different account	
How to make a credit card, and how to use ATM card	
Information about Phone connection is also needed.	
The subject prefers 1:1 service to seminar, saying seminar is too boring.	
Detail explanation about insurance plan	
Places to eat such as subway, burger kings, owens food court.	
Providing a link between the international student and each department	

3.2. Questionnaire Results

Seventeen subjects, nine female and eight male from India (4), China (4), Korea (3), Thailand (4), Japan (1), and Hong Kong (1) voluntarily answered the questionnaire. The number in parentheses indicates frequency.

3.2.1 Previous Information

The frequencies of previous information, which international students had acquired before coming to the university, are summarized in the following table 2. Information on the transportation system and applying for a social security number was rarely provided to international students before they arrived in Town.

Table 2: Frequencies of Previous Information

#	Information	Freq	#	Information	Freq
1	Get health insurance	11	*9*	Get immunization and TB test	10
2	Register for classes	8	*10*	Find a place to live	12
3	Get your student ID	7	*11*	Use the bus system	1
4	Pay tuition	10	12	Buy a car	1
5	Turn in health History form	10	13	Get phone, Ethernet, and cable connection	5
6	Activate STUDENT ID	7	14	Know what to bring / what to buy before moving	9
7	Apply for Social Security #	3	15	Buy food/ get a meal plan	5
8	Orientation Session	13	16	Opening a bank account	6

### 3.2.2 Information Sources of Previous Information

The previous information was mainly provided by mail from the international student International Student Center (14), their department (5), International student association (5), graduate student service (2), an advisor (2), and friends (2). The participants actively pursued more information through the university website (14), International student association website (7), emailing/calling friends (3), Calling their department (2), emailing their department (2), e-mailing advisor (1).

3.2.3 Previous Information that was Needed but not Obtained

The information which international students tried to acquire but failed, includes the following: course information (5), off-campus housing (2), health insurance options (2), places to buy ethnic food (2), the number of students from the same country (1), how to get driver's license (1), the bus system(1), directions to the center (1), places to shop (1), children's education (1), funding & jobs (1), banking system(1), and American culture (1)

### 3.2.4 Most Effective Method of receiving information

The most effective method of receiving information was selected from the following: e-mail (7), website (6), mail (5), brochure (3), and seminar (1). Figure 1 illustrates the frequency of each method. The two methods using the Internet, website and e-mail were the most popular one.
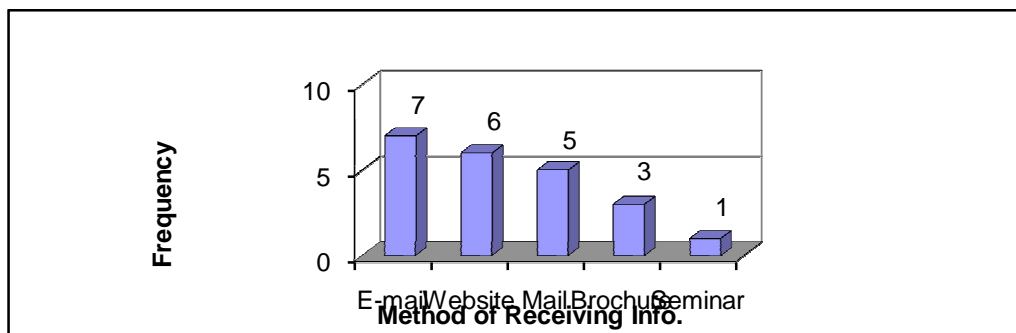
Figure 1: Most Effective Method of Receiving Information

3.2.5 Feeling of Preparation

Nine of the respondents (53%) felt prepared for what they needed to do after arriving in Town while nine (47%) did not as illustrated the following Figure 2.
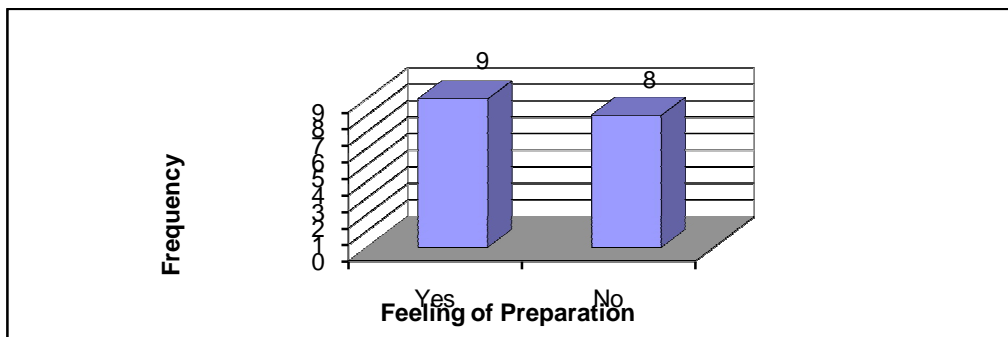
Figure 2: Feeling of Preparation for what to do after Arriving in Town

3.2.6 Information Sources after Arrival at Town

The information sources that students relied on after they had arrived at Blackburg are summarized in the following table 3 with details of the information. They got information mainly through other students, the International Center, and their department.

Table 3: Information Source and Contents after Arrival

Source	Freq	Information
Other Students	13	housing, American culture, class advice, how to live, where to buy ethnic food, map, shopping, how to study, transportation, class registration, health insurance, funding, phone connection, bus system
International Center	12	general info., orientation procedures, health service, health insurance, off-campus housing, STUDENT ID activation, tuition fee, SSN, class registration
Their Department	11	class registration, credit transfer, class info.
International Student Association	3	Off-campus housing, how to survive (car, food, job), how to get initial stuff
Etc(graduate student service, temporary housing)	2	N/A

3.2.7 Difficulties with Orientation Procedures

During the orientation, only four students did not show difficulties, while eight of them mentioned the following problems: finding building/office (3), redundancy in different orientation (2), insufficient details (1), language problem (1), and time of orientation (1).

3.2.8 Most Confusing Part

The most confusing part of the whole procedure included the following: finding building/office (2), insufficient detail (1), too many biased opinions (1), opening bank account (1), insufficient class information (1), and getting immunization (1).

3.2.9 Opinions about the Orientation Procedure at University

Five out of thirteen respondents (38%) considered the orientation procedure good while the rest of them (72%) were not satisfied, requiring more detailed information (38%). One respondent mentioned that there was too much redundancy in the different orientations.

3.2.10 Most Effective Part of the Orientation Procedure

Students considered the following as the most effective part of the orientation procedure: orientation at the International Center (3), centralized service at Squires center (1), applying for SSN (1), library tour (1), honor code system (2), and lecture on how to survive at the university (1)

3.2.11 Suggestions for Improving the Orientation Procedure

Suggestions for improving the orientation procedure included the following: handbook describing all information (1), campus tour (1), library tour with more detail (1), more detailed information mailed to students in advance (1), health insurance options (1), and one day for mandatory orientation (1).

3.3 Personnel Interview – The International Student Center staff

Result from the interview with the Director of the Center is summarized in Table 4.

Table 4: The Result of Interview with the Director of the Center

General information
Q1: How many new international students come to Town every year?
About 600 students (250 are undergraduate, and 350 are graduate)
Q2: When do majority of students arrive at Town?
The first week of August
Q3: How do you administer orientation program (the number of personnel)?
Staffs from the Center, 13 orientation mentors, and volunteers from students and community
Q4: What information do you provide at the orientation? (sub-program of orientation)
Orientation checklist, visit to local apartment, campus & community tour, Legal issue, Introduction to Banking, Shopping Trip, Grocery Shopping, Social Events with student associations, Buying A Car, Buying A Computer, Seminar, etc.
Before Arrival
Q; What media do you mainly use to inform international students of information?
Packet with acceptance letter. The packet is sent by DHL for a quick and secure delivery. Email has been in test, so both of paper-based packet and email are used at this time.
Q; What are the most frequently asked questions from the students?
Pick-up service Temporary housing Availability of Scholarship
Q: How do they ask?
Email, phone
After Arrival
Q: What media do you mainly use to inform international students of information?
Person-to-person help service
Q: What are the most frequently asked questions from the students?
Procedure of orientation Locating the center
Q: How do they ask?
Visit, Phone
Orientation Program
Q: Is there any reason that the center provides the information of university health insurance?
The center is prohibited from providing any information about other health insurance company. Appropriate answer will be given by the student association.
Q: Do you consider the web site as a main source of information?
Yes. We are working on updating the website to provide all information through internet. It will enhance accessibility of information.
Q: How do you collaborate with student associations?
They volunteer for orientation and provide some social event like Ice cream social by French Student Association.
Q: What do you think about CD Title as a source of information?
It will be perfect, but it requires additional budget.
Q: Some students reported that they had trouble finding information about children education.
If they came to Town with their children over 6 years old, they must have been given education system for children. If their children are under 6, information of private school will be given.
Q: How do you evaluate your orientation program?
We conduct the questionnaire at the end of every orientation and at the end of spring semester, which is almost one year after the orientation. We also conduct group discussion among orientation staffs from the center, orientation mentors, and volunteers from student and community. The result of the questionnaire shows that over 90% of students are satisfied with our program.
Q: Other comment?
Students from major nationality have relatively easier time during orientation since they receive more help from former students. It is critical to get help from student association, especially, for cultural adaptation.

3.4 Existing Document Reviews

The Center offers numerous services mainly focusing on academic and daily life matters for new international students. The center provides information and services for new international students as follows:

- Getting to know cultures in U.S.
- Getting to know the police system in U.S.
- Getting a State driver's license.
- Finding an affordable apartment.
- Riding Town Transit.
- Getting a Social Security Card.
- Opening a bank account.
- Getting work permit
- Getting information of health insurance.
- Maintaining Visa status
- Improving academic skills.
- Registering classes.
- Improving English conversation skills.
- Getting good grades in classes.

3.5 Summary

Based on the results of the above four data collection methods, requirements for training programs are derived as in Table 5

Table 5: Summary of the Results of Data Collection

1) International students need a more inclusive orientation program.
The interviews and questionnaires with international students indicate that an inclusive program is needed which provides all the necessary procedures related to academic and societal orientation in one session. Some of students mentioned that there were repetition among different orientation sessions and some programs were not effective in terms of time. The Interviews with a staff at the center shows that there are many seminars and trips related to societal orientation procedures such as shopping, buying a car, and housing. However, they are separate sessions so that attending all the sessions requires a lot of time and there was not much information with regards to time spent. Although one to one service are provided in the center, they are not organized and do not provide orientation procedures in detail. International students want an effective program that provides more information with less time so that they do not have to spend much time in getting settled down.
Source: Interview with international students, and questionnaire
2) The orientation program needs to provide more detailed information.
The results of the interviews with the international students and the questionnaires demonstrate that more detailed information is needed for the orientation. For example, students are told where to go to get their student identification card, but are not told how to get to the building, or what to expect when they do arrive at the office. By provided more detailed information, the students will be less frustrated and experience less stress when going through the orientation procedure.
Source: Interview with international students, and questionnaires
3) The orientation program needs to be delivered before and after arrival to Town.
During the interviews with international students, the international students suggested that the school should deliver information about academy and daily life in detail before they arrive. They felt that knowing information before they come to Town would help them to overcome fears with new environments.
Source: Interview with international student.
4) The online-based orientation program needs to be delivered to provide the necessary information to all international students over the world.
During the interviews with international students, several suggestions are made for communication tools another than email and website search. One of the suggestions is that the school should hold some kind of on-line based training program for the international students while they are not in United State.
Source: Interview with international students
5) The orientation program needs to be delivered in multiple languages.
According to the results of the interviews with the international students and the questionnaires indicate that most of international students want to get information, included in admission mail package, in multiple languages. Also, they want to have a chance to take the orientations in their first language.
Source: interviews with international students and questionnaires
6) The orientation material needs to be organized in a manual.
According to the results of the interviews with the international students and the questionnaires designate that the unorganized information materials make students confusion. Provided and available hand out prints and small pamphlets are currently over 30 kinds and those are mixed in necessary and unnecessary information. Organizing those information in a manual or a pamphlet is required.
Source: interviews with international students and questionnaires
7) The orientation program needs to provide more detailed information.
The results of the interviews with the international students and the questionnaires demonstrate that more detailed information is needed for the orientation. For example, students are told where to go to get their student identification card, but are not told how to get to the building, or what to expect when they do arrive at the office. By provided more detailed information, the students will be less frustrated and experience less stress when going through the orientation procedure.
Source: interviews with international students and questionnaires
8) The orientation program needs to provide geographical information.
The result of interview and questionnaire shows that the most difficult part of the entire orientation procedure was locating building/office on campus or in Town. Though the center provides all international students with a campus map and city map, it appeared that students are faced with trouble locating offices to perform their goals. Surprisingly, a large number of new international students are not provided with information on location of the center when they arrive at Town from their country. Therefore, many students experience frustrating situation for the first time in locating the center.
Source: personnel interview with international students, questionnaire

4. Interpretation

4.1 Organizational Analysis

4.1.1 Organizational Goals

The goals of the university in providing orientation sessions to new international students are to make sure that new international students can go through all of the required procedures for becoming a student at the university. This is currently done by the Center. The center works towards providing information to these students and answering their questions in a cost efficient manner. They also hold orientation sessions throughout the month of August before classes begin. In addition, various international student associations on campus support this goal. Many of these associations hold a social event at the beginning of the semester to allow for new students to meet others from their country. They also provide volunteers to assist students at the center.

4.1.2 Training Climate

The training climate is a relaxed atmosphere where students can gain valuable information on the orientation procedures. Well-informed staff and even students from their home country provide this information.

The current training system has many modes of communication. Before students arrive in Town, there are many ways that they can receive information. These include: through the mail, email, websites, and telephone calls. After arriving, the students can still obtain information in these ways, but in addition, training occurs through in person visits to the center and other offices on campus, and mandatory and optional orientation sessions in a typical classroom type setting. The main form of obtaining information from the center currently, is through person-to-person help services.

4.1.3 Training Constraints and Resources

Training constraints must be considered when designing the training program. First, there is only a limited amount of time that the students have for the orientation. Most students arrive during the first week in August and therefore have less than a month to get situated. Also, there are still many students who do not arrive until one to two weeks before classes start. This means that the planned orientation sessions must be held during this time in August. In addition, the university has a limited budget in which they can spend on these activities. This in turn, means that there is only a limited number of staff and resources available. The orientation training must be designed to fit within these constraints. Volunteers may not be available from many of the represented countries to help new students when they arrive.

4.2 Task Analysis – Goal and Subordinate Skill Analysis

The major purpose of task analysis is to identify the skills and knowledge that should be included in our training. For task analysis, we separated the orientation procedure into two major subsets, academic orientation and societal orientation. In the each subset, detailed tasks to be performed and subordinate skills required to perform the task were identified by reviewing existing documentation and interviewing the center staff.

4.2.1 Academic Orientation

Following eight sub tasks were identified for academic orientation in our task analysis.

- Check in at the center
- Activate STUDENT ID
- Purchase a health insurance or present proof of coverage
- Getting Social
- Register for classes
- Paying Tuition
- Getting a student ID card
- Immunization and TB test

It was identified that some of sub tasks in academic orientation need to be performed in chronological sequence. Figure 3 illustrates the eight tasks of academic orientation procedure with its sequence (Refer to Appendix A). After identification of sub tasks, we examined each tasks to determine what trainee must already know or be able to do before they can learn to perform that tasks in the goal. Identification of subordinate skills for each task is shown in Appendix A.
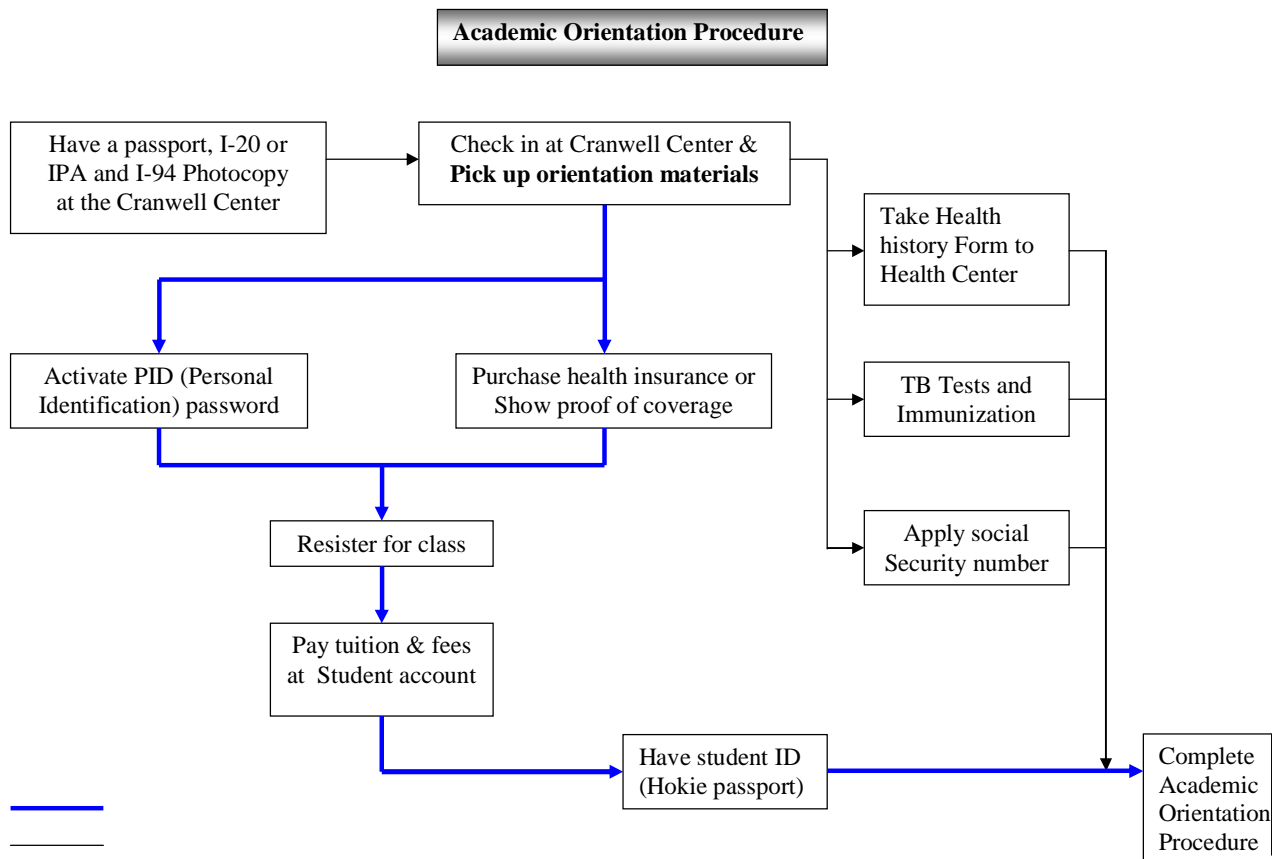
Academic Orientation Procedure

Have a passport, I-20 or IPA and I-94 Photocopy at the Cranwell Center	Check in at Cranwell Center & **Pick up orientation materials**	Take Health history Form to Health Center
Activate PID (Personal Identification) password	Purchase health insurance or Show proof of coverage	TB Tests and Immunization
	Resister for class	Apply social Security number
	Pay tuition & fees at Student account	
	Have student ID (Hokie passport)	Complete Academic Orientation Procedure

Figure 3: Academic Orientation Procedures

4.2.2 Societal orientation

Six sub tasks were identified in the societal orientation procedure as follows;

- Open a bank account
- Rent an apartment
- Use a bus system
- Set up Phone, Ethernet, and electricity
- Shopping
- Buy a car

Unlike academic orientation, all sub tasks of societal orientation can be performed in parallel. Figure 4 illustrates the six tasks of societal orientation procedure with its sequence (Refer to Appendix B). Each goal and subordinate skill analysis for societal orientation procedure is shown in Appendix B.
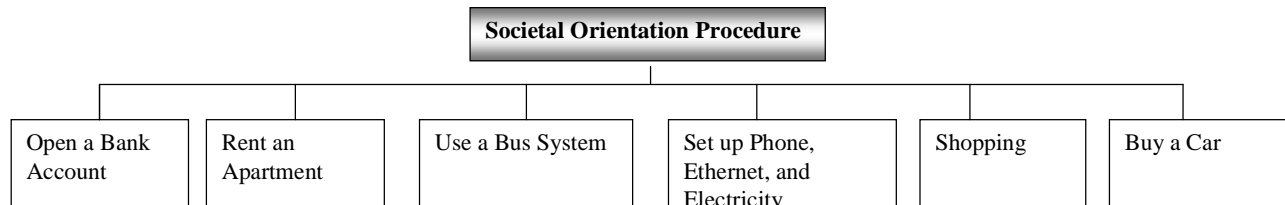
Societal Orientation Procedure

| Open a Bank Account | Rent an Apartment | Use a Bus System | Set up Phone, Ethernet, and Electricity | Shopping | Buy a Car |

Figure 4: Societal Orientation Procedures

4.3 Personnel Analysis

Based on the data collected through interviews, a questionnaire, and a review of documents, trainee analysis provides information about entry behaviors, prior knowledge, attitudes, and general learning preferences of new international students.

4.3.1. Entry Behaviors

The students are not familiar with American lifestyles and culture, given that most of them have never been in America before arriving at the university. 41% of the questionnaire respondents have some living experiences in America but do not know many details about the academic and daily life orientation procedures. Due to lack of system knowledge about school and American lifestyle, and English skills, they try to get as much information as possible and tend to depend on friends for information and locating places for shopping and orientation.

4.3.2. Prior Knowledge

Basically, international students have no prior knowledge about orientation before getting mail from the Center. The information sent in the mail includes a brief description of the procedures and is a starting point to acquire information on the orientation procedures. Although some of the students have some living experiences in America, they still don't have details about what to do to set up a new life in Town. They actively pursued information mainly through the university and the international student association websites, but they could not acquire enough detail to conduct orientation procedures by themselves.

4.3.3. Attitudes & Motivations

International students are highly positive about learning new skills and procedures to ensure that they follow procedures correctly. They try to get detailed information and more cost effective and efficient ways to do what they are required. Lack of system knowledge about school and American lifestyle and English skills drive them to feel unprepared and accordingly they are highly motivated to learn new skills.

4.4.4. Learning Preference

The questionnaire results indicate that the students think that the most efficient method of receiving information is using Internet methods such as e-mail, and websites. More detailed information including all the orientation procedures, building/office locations, and demonstrations can be provided using websites or they can be distributed through e-mail. This enables students to search information without the limitation of time and location. An organized booklet that describes all the information on the orientation procedures is also suggested as an efficient method. They can carry the booklet and consult it whenever it is needed. Then, they will not need to learn skills that do not pertain to them and in situations such as nationality, martial status, and children they can consult the book. In addition, they want to receive all the information in their own language. Interviews with international students show that they feel more comfortable and acquire necessary information efficiently in a short time.

5. Behavior Objectives

Our behavioral objectives are divided into two categories. One is an academic behavioral objective and the other is a societal behavioral objective. The academic behavioral objective includes behavioral objectives that are needed to accomplish academic procedures. The societal behavioral objective includes behavioral objectives that are needed to accomplish the appropriate societal adjustments. Behavioral objectives in this project are made on the basis of conditions that are derived from:

1. Organizational analysis: time constraints, and budget constraints
2. Task analysis: identification of the skills and knowledge that trainees need
3. Trainee analysis: basic computer skills, basic English communication skills, a high school degree, and high motivation.

The behavioral objectives that we define here will imply:

1. Strategies for the program
2. Limitations of the program
3. Criteria for evaluation
4. Methods for evaluation
5. Transferring environments
6. Skills that need to be trained

5.1. Academic Behavioral Objectives

5.1.1. Goal: Visit the Center

a. The trainees will know to the Center to sign in on the first day after arrival.
b. The trainees will know what information they can acquire at the Center.

This should be done because the students are required to sign in at the Center after they arrive at the university.

5.1.2. Goal: Purchase Health Insurance

a. The trainees will be able to find out the minimum criteria for health insurance.
b. The trainees will be able to search for and buy proper health care insurance before registering for classes.

All international students are required to have health insurance. They will have a hold on their student account and be unable to register until showing proof of insurance.

5.1.3. Goal: Activate STUDENT ID

The trainees will be able to activate STUDENT ID before registering for classes.

Students cannot logon to the university login, the website that allows the students to register, without activating STUDENT ID.

5.1.4. Goal: Register for Classes

a. The trainees will know how to find out what classes are offered and, which classes to take, after activating STUDENT ID and purchasing health insurance.
b. The trainees will be able to register for classes using their ID and the university login after knowing what class to take.

They need to register for the classes that they will be taking during their first semester so that they are allowed to attend those classes, get credit, and earn a grade for the classes.

5.1.5. Goal: Pay Tuition

a. The trainees will pay tuition at the tuition payment window in Burruss hall after registering for classes by the due date.

If the tuition is not paid by the due date, the student will be charge a late fee, and they will not receive credit for the classes until the tuition is paid.

5.1.6. Goal: Get a Student ID Card

a. The trainees will know how to find the student ID office (Owens) and have their ID made at the office.

The student ID is needed to ride the bus, check out books at the library, go to the gym, and use other university facilities.

5.1.7. Goal: Get Social Security Number (SSN)

a. The trainees will know what is required to apply for a SSN.
b. The trainees will be able to apply for a SSN.

A Social Security Number is necessary to work in the United States.

5.1.8. Goal: Get Immunization and TB Tests

a. The trainees will get immunization and TB tests.

Students are required to have these tests done to be a student at the university.

5.2. Societal Behavioral Objectives

5.2.1. Goal: Use the Bus System

The trainees will be able to get off the bus without missing the nearest stop and using the shortest route possible. Students will need to get around Town as soon as they arrive, but will not have a car or a driver's license.

5.2.2. Goal: Find a Place to Live

a. The trainees will be able to search for apartments through web-sites, the Center, and the off-campus housing office.
b. The trainees will know what is required to lease an apartment.
c. The trainees will know what should be considered when signing a lease for an apartment.

The students will need a place to live, they will need an address to open a bank account, and obtain a Social Security Card.

5.2.3. Goal: Get a Phone Line, an Ethernet connection, and Electricity

a. The trainees will know how to find a local phone company, an ethernet carrier, and the electric company using yellow page or web-site after finding a place to live.
b. The trainees will be able to get those hooked up before moving into their apartment.

They need the Ethernet connection and phone line to communicate. They need electricity for heat, air conditioning, to cook meals, etc.

5.2.4. Goal: Shopping

a. The trainees will be able to locate the stores (for example, Kroger, Wal-mart, and university bookstore) in Town, and the surrounding area.
b. The trainees will know what certain stores carry for sale.

The students will need to buy household furnishings, and groceries.

5.2.5. Goal: Open a Bank Account

a. The trainees will be able to locate local, state, or federal banks in the area using the yellow page, web-sites, or peer advising.
b. The trainees will know what kinds of documents are needed to open a bank account.
c. The trainees will open a bank account after finding a place to live.

The students will need to have a bank account to write checks and use a check card to pay tuition, buy groceries, and to buy household items.

5.2.6. Goal: Buy a Car

a. The trainees will be able to locate and choose a car by using web-sites, going to dealerships, or reading the newspaper at a fair price.

It will make it simpler for the student to get around town, and the surrounding area.