

Freshmen, parents rate University

English courses scored highest and advisors lowest in a five-part freshman survey conducted during the 1973-74 academic year at UNL.

The survey, compiled this summer by UNL Coordinator of Freshman Programming Jim O'Hanlon, included four questionnaires to freshmen, students and one to their parents.

English courses met freshman approval mostly because of their small size, O'Hanlon said.

Students overwhelmingly said they like small classes: they learn more and feel more comfortable in them and they think it important that the students and the teacher know one another, O'Hanlon said.

Common common complaints against advisors include: "advisors don't care about their students," "advisors have too many advisees to do the job well," and "more orientation and information on courses are needed."

Freshmen said they would like a conference with their advisors within the first week of classes, O'Hanlon said. Information collected indicated very little student-advisor contact in freshmen's first semester at UNL, he said.

O'Hanlon said Chancellor James Zumbeke is collecting information so he may organize the advising system to give students more time with their advisors, and make it a more continuous, natural relationship.

Parents' responses paralleled that of their sons or daughters closely, O'Hanlon said. Most reports indicated parents were pleased with UNL, he said. They most liked the Student Assistant program in all UNL dormitories.

Freshmen responses were also favorable overall, he said. Most said they developed new interests and learning skills, they were challenged, and they expect their stay on campus will continue to be enjoyable.

Reactions to the UNL Health Center were either very positive or very negative, O'Hanlon said. He speculated the attitudes depended on each student's personal encounter with the center.

Any criticisms against teachers were based on the instructors' unfriendliness or failure to prepare for class had that contact with two instructors, and 13 per cent had no such contact with any instructor.

Two per cent of the freshmen said they had one-to-one contact with five or more teachers, 30 per cent had that contact with two instructors, and 13 per cent had no such contact with any instructor.

Lack of contact, study-habit adjustments and difficulty learning to use Love Library were most commonly listed problems among freshmen.

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