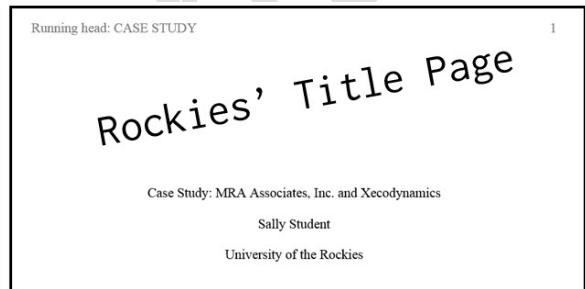
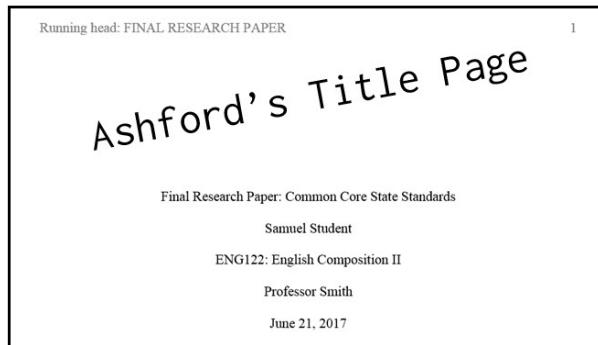


Format your [title page](#) according to your university guidelines.



Introduce your reader to the title of the article, the authors, and the main point of the article.

2

## Article Critique

Graduate student enrollment has increased in recent years, but these students face many challenges on their path to a degree. Researchers have noted that graduate students experience anxiety and stress that may be connected to high attrition rates (Poock, 2002). In the article “Student anxiety: Effects of a new graduate student orientation program,” Megan Hullinger and Dr. R. Lance Hogan (2014) examined the impact of an online orientation program on student anxiety. While this article produced significant results showing that an orientation program could reduce anxiety of new graduate students there are limitations related to the replicability, sample, and generalizability of results.

Include a thesis statement.

Provide a brief summary of the article in your own words.

Hullinger and Hogan (2014) used a sample of 32 incoming graduate students to examine the impact of an online orientation program designed to connect new students with resources across the university. The researchers collected demographic information of participants and used the State Trait Anxiety Inventory to measure anxiety before and after the orientation program. Using *t*-tests, Hullinger and Hogan found that the participants experienced a significant reduction in anxiety following the completion of the online orientation program.

Begin the critique. This can be multiple paragraphs, but follow any specific guidelines from your instructor.

The researchers discussed an important topic, as administrators continue to attempt to improve retention efforts in higher education. The approach of an online orientation program could be useful for students as it would allow them to have important information at their fingertips, regardless of if they are on campus or not. However, Hullinger and Hogan (2014) did not provide key information about the orientation program they used in their study. This lack of detail would make it difficult to replicate their program in order to further expand the research on this kind of program.

Use specific examples to strengthen your critique.

Significant results were noted in the results of this study, but there are limitations to these findings. First, the sample size was small. Out of 802 incoming students who were invited to participate, only 32 students completed the pre- and post- anxiety inventory. With

such a small sample size it is difficult to generalize these findings to the larger graduate student population. Also, all participants in this study were from a state university in the Midwest; this also limits the generalizability of these findings to the larger student population. While Hullinger and Hogan (2014) stated that the study should be replicated with a larger population and at other schools, the authors did not discuss how these factors of their study were limitations.

This article focused on an important topic within higher education, as administrators need to find solutions to improve retention. One of the barriers graduate students face is anxiety, so an online orientation designed to reduce anxiety could be one useful tool to address this problem. Hullinger and Hogan (2014) shared encouraging results of an online orientation program designed to connect incoming graduate students with university resources. However, this study did not adequately describe this orientation program so that future researchers can replicate this program in other samples. Furthermore, the small sample size and lack of diversity among participants limits the generalizability of these findings.

Future research on online orientation programs with a clear description of the program among a larger more diverse sample is necessary to provide evidence of the impact of online orientation programs.

This closing sentence provides direction for future research.

Summarize the key points of the article and your [analysis](#).

## References

Hullinger, M., & Hogan. R. L. (2014). Student anxiety: Effects of a new graduate student orientation program. *Administrative Issues Journal: Education, Practice, and Research*, 4(2), 27-34. Retrieved from <http://files.eric.ed.gov/fulltext/EJ1058507.pdf>

Poock, M. C. (2002). Graduate student orientation: Assessing need and methods of delivery. *Journal of College Student Development*, 43(2), 231-245. Retrieved from <http://www.myacpa.org/journal-college-student-development>

Include [a reference list](#)  
formatted in APA style.