Bowling Green State University

New Student Orientation
2011 Program Evaluation

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<u>**EXECUTIVE SUMMARY**</u>

This summary includes a general overview of some key areas specific to the planning and results of the 2011 New Student Orientation program. The complete report, which follows this summary, provides greater detail regarding planning, accomplishments, participant feedback, achievement of related student learning outcomes, and attendance and participation data.

<u>Mission Statement</u>

The mission of the New Student Orientation Program is to provide new students and their families with a structured, comprehensive introduction to Bowling Green State University. The intended practical outcomes for New Student Orientation participants are as follows:

- Acknowledge Bowling Green State University's academic expectations and the responsibilities of joining a learning community.
- Develop relationships with peers, faculty, and staff.
- Discuss the transitions and changes associated with the collegiate experience.
- Identify resources, services, and technology available at Bowling Green State University.
- Foster affirmation and pride in the choice to attend Bowling Green State University.

<u>Planning, Priorities, and Accomplishments</u>

While Orientation & First Year Programs was responsible for providing oversight of the program development, implementation, evaluation and assessment of New Student Orientation, the Division of Enrollment Management and the University Orientation Advisory Committee provided additional leadership and feedback on all planning of the program and in the development of program sessions. The University Orientation Advisory Committee met from July 2010 to May 2011 and held a total of fifteen meetings.

The Committee reviewed quantitative and qualitative feedback from the 2010 program, assisted in determining the program components necessary to prepare new students for the start of their first semester at Bowling Green State University, and approved 2011 New Student Orientation schedule model. The Committee, in follow-up to the 2010 Orientation Report, considered the following recommendations and questions throughout their discussions in planning for summer 2011:

General Planning Considerations & Questions
- What do students and their families need to know during New Student Orientation in order to be well prepared for the start of the academic year?
- How can the New Student Orientation event build-upon prior experiences with BGSU and information provided online in students' transition to the university?
- How can we provide consistent messages throughout the program with regard to academic and community expectations?
- How do we reinforce messages of academic success to students and their families during New Student Orientation?
- How can financial responsibilities and available resources be best provided during New Student Orientation?
- How can the New Student Orientation program effectively introduce messages regarding academic and co-curricular success which will be expanded on during Opening Weekend and throughout the first year?

In considering the recommendations, questions, and priorities, the University Orientation Advisory Committee assisted in the development and implementation of the following accomplishments in 2011:
- Initiated reservation system on January 10, 2011, approximately 5 weeks earlier than 2010 and over 14 weeks earlier than in 2009
- Expanded the use and functionality of Visual Zen reservation system.

- Expanded Saturday options orientation event options, including a total of 5 Saturday sessions
- Enhanced e-content/electronic communication and outreach
- Continued the sibling guest option through Recreation and Wellness Kids Camp program
- Arranged involvement of President, Provost, and other senior administrators
- Restructured interest sessions and incorporated Family and Guest orientation sessions
- Incorporated student breakout groups with Orientation Leaders
- Restructured schedule to allow for Learning Communities and Programs to meet prior to students' academic meeting
- Allowed students to receive their BG1 Card prior to course registration
- Successfully implemented Online surveys for students and guests
- Effectively assessed program Learning Outcome and Objectives

Key Statistics
A total of 27 New Student Orientation sessions took place between April 2 and August 18, 2011. During those sessions, a total of 10,004 participants attended New Student Orientation, including 4,317 students and 5,687 guests, up from 9,898 total participants in 2010. The rate of attendance for students was 95.36%, which is down slightly from last year (97%), but a slight increase from approximately 95% in each of the previous 6 years.

Moving the program evaluation online this year yielded a 39% post-orientation evaluation response rate. This was only a slight decrease from the 42% of students who submitted their on-site, paper evaluation in 2010.

Key Initiatives
Among other necessary and specific initiatives related to planning for 2011, expanding the framework of the one-day program and supporting the campus community were critical to the planning and implementation of the 2011 program.

Early Reservations
By initiating the date reservation process a full five weeks earlier than in 2011 and by including five Saturday options throughout the summer, students and guests had convenient and early access to New Student Orientation.

Content Sequencing
A comprehensive electronic communication plan was implemented to appropriately sequence the delivery of information related to programs, resources and services available to both students and family members. These emails were tracked through Google Analytics, resulting in over 26,700 direct visits to the Orientation Station.

Learning Outcomes
Results of pre- and post-event assessment indicate that a majority of students attained the desired outcomes and objectives by attending New Student Orientation. In many cases, students self-reported knowledge, skills and abilities increased significantly after participating in New Student Orientation. A full comparison and summary is available on pages 5-11 of this report.

Communication and Systems

Visual Zen Orientation Reservation System
The majority of new students continue to secure their New Student Orientation reservation using an online system via the MyBGSU web portal. The online system, new in 2010, was delivered by *Visual Zen Orientation* with support from ITS, Registration and Records, the Office of Admissions and Orientation & First Year Programs staff. *VZO* allows students and their guests to select their Orientation date, submit their payment, and receive confirmation automatically. Use of the online reservation system resulted in 4,458 new students and 5,687 guests reserving an Orientation date online for 2011.

Orientation Station

The *Orientation Station* again served as a comprehensive online resource for incoming students and family members to provide them with step by step information and instructions related to their enrollment and matriculation at the university.

From January 10 through August 21, 2011, there were over 153,000 visits and over 208,000 page-views on the *Orientation Station*. The usefulness and effectiveness of this initiative was again supported by feedback from both student and family/guest New Student Orientation evaluations.

new2BGSU

A new communication strategy was implemented this summer to provide continual contact and information to both incoming students and their family members. A brief, weekly HTML email was sent containing a particular and timely topic related the transition to BGSU. Emails were tracked with Google Analytics to determine the number of hits and duration of visits to the *Orientation Station*.

Emails sent via *new2BGSU* resulted in over 26,700 referrals to the Orientation Station, and student visitors spent over one minute browsing the site on average. Additionally, *new2BGSU* visitors visited 1.75 pages per visit compared to 1.36 pages per visit for all visits.

Key Comments

Among much positive and constructive feedback, students and family members' comments related to the development of relationships with faculty, staff and Orientation Leaders were overwhelmingly positive. The helpfulness and congeniality of staff and faculty was noted frequently throughout student and family member comments. Students and family members also noted a high level of satisfaction with their academic meeting and advising and course registration assistance provided by Academic Advisors.

Additionally, students reported a high level of satisfaction with their overall experience at BGSU for New Student Orientation, and that their involvement in the program answered their questions and prepared them to transition to campus for the fall semester.

Student Pre-/Post-Orientation Learning Outcome Comparison Data

In this section, the Learning Outcomes items of the Pre- and Post-Orientation evaluation are compared by assigning scores to responses, finding the mean of those responses, and comparing the means between the two evaluations. The scores assigned to each response are as follows:

Items 1-9:		Items 10-31:
Strongly Agree	4	Yes
Agree	3	No
Disagree	2	
Strongly Disagree	1	

As a result of attending New Student Orientation…

1) I can articulate the academic expectations and outcomes of my academic program.

Evaluation	Pre-Orientation	Post-Orientation
Mean	2.99	3.44

2) I have a plan to become involved outside the classroom.

Evaluation	Pre-Orientation	Post-Orientation
Mean	3.00	3.47

3) I can describe resources, services, and technology available at Bowling Green State University.

Evaluation	Pre-Orientation	Post-Orientation
Mean	2.31	3.24

4) I understand the university's mission, values and learning outcomes and am beginning to recognize how they relate to my educational goals.

Evaluation	Pre-Orientation	Post-Orientation
Mean	2.94	3.41

5) I can explain my career and educational goals and the process to achieve them.

Evaluation	Pre-Orientation	Post-Orientation
Mean	3.40	3.51

6) I know my rights and responsibilities as a member of the Bowling Green State University community.

Evaluation	Pre-Orientation	Post-Orientation
Mean	3.02	3.41

7) I have created relationships with faculty and staff who can assist me in achieving my educational goals.

Evaluation	Pre-Orientation	Post-Orientation
Mean	1.79	2.92

8) I am able to utilize appropriate resources available on campus that will help me be successful throughout my career at BGSU.

Evaluation	Pre-Orientation	Post-Orientation
Mean	2.66	3.36

9) I am prepared to positively contribute to the university community.

Evaluation	Pre-Orientation	Post-Orientation
Mean	3.48	3.58

10) I can locate and understand my DARS and check-sheet.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	8.8	46.3	37.5

11) I can locate information in the Undergraduate Policies, Programs, and Course document.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	40.0	82.7	42.7

12) I am able to register for classes.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	23.4	99.3	75.9

13) I understand the GPA and program requirements for my major.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	46.7	94.8	48.1

14) I know the requirements associated with the Common Reading Experience, "No Impact Man".

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	20.4	85.0	64.6

15) I can describe the differences between High School and College classes.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	81.0	95.8	14.8

16) I can name opportunities for involvement and learning outside the classroom.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	67.7	94.7	27

17) I can describe the benefits of engaging learning opportunities outside the classroom.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	80.5	95.8	15.3

18) I can name a resource or service that will assist me at BGSU.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	60.9	95.4	34.5

19) I understand how to utilize my BG1 card.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	19.8	86.1	66.3

20) I am familiar with the services and functions available in MyBGSU.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	65.5	93.5	28

21) I can describe my purpose for attending Bowling Green State University.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	98.3	99.1	.8

22) I can describe the role that General Education / BG Perspective requirements play in my education.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	64.5	93.6	29.1

23) I can locate the Student Handbook online.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	50.9	74.1	23.2

24) I am aware of the financial resources available at BGSU.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	61.4	88.5	27.1

25) I can locate the name of my Academic Advisor in MyBGSU.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
Mean	27.2	78.0	50.8

26) I can describe the role of my Academic and Program Advisors.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	39.7	89.9	50.2

27) I can identify an individual or group of individuals that can assist me in navigating the university.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	47.7	88.8	41.1

28) I have an understanding of how my advisor and advising office can assist in establishing and achieving my educational goals.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
Mean	59.3	95.4	36.1

29) I made connections with other first year students.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	66.8	87.3	20.5

30) I understand the importance of time management, planning, and scheduling time appropriately.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	96.2	99.1	2.9

31) I can identify ways in which I will become actively engaged in the university community.

Evaluation	Pre-Orientation	Post-Orientation	% Increase
% Yes	78.8	96.3	17.5

Summary of Post-New Student Orientation Student Learning Outcome Evaluation Qualitative Data

This section highlights the most common themes addressed by students in response to open-ended questions regarding learning outcomes and satisfaction related to the New Student Orientation Program. Percentages after the category indicate approximate percentage of responses relative to all responses to each question.

Learning Outcomes Items

Please list one difference between High School and College classes.

Academic Expectations/Responsibility (54%): The majority of students noted increased personal responsibility, more rigorous writing and reading requirements, and a greater need to study in college courses. Personal responsibility was commonly addressed through comments regarding decisions about going to class, autonomy with assignments, and a general increase in workload.

Scheduling (17%): The second most commonly addressed theme was the scheduling of college courses. Students noted the diversity of scheduling options including classes that meet 1, 2, 3, and 5 times a week for varying lengths of time. Many commented that college courses are often longer than high school courses while others mentioned the availability of night classes for students who choose to work during the day.

Time Management (11%): Many students focused their responses on the increased free time they may have during their days in college. With this, many noted that effective time management would be an important component to success in college courses. In particular, students often commented on their need to responsibly manage their time between class, homework, work, and other extracurricular activities.

Other: Though less prevalent, some students' responses focused on class size or faculty involvement. They predicted larger, lecture-style courses in college in which faculty members were less directly involved with students than teachers in high school.

Please list one opportunity for involvement and learning outside the classroom.

Student Organizations (36%): Students most commonly pointed to student organizations and clubs on campus as the primary opportunity for involvement and learning outside the classroom. While many used the general, umbrella-terms "club" or "organization", some students indicated specific organizations. In particular, one sub-category that became prevalent was involvement in fraternities and sororities.

Academic Involvement (21%): Many responses focused on the Learning Commons, tutoring services, and opportunities for study groups on campus. With these responses, many students indicated that learning in college requires effort outside the classroom. A less common but present idea in this category was utilizing faculty members' office hours and their availability outside of the classroom.

Learning Communities (14%): Students indicated that the residence hall learning communities provide a setting for learning outside the classroom. Many noted this through comments that they already are, or would like to be, in a learning community during their time at BGSU. Though there were a few mentions of specific learning communities, a majority of responses in this category indicated learning communities as a whole.

Other: Less common, yet present themes included cultural experiences, all university events such as attending BGSU Athletics events, and working/volunteering. Some specific instances include references to co-ops and internships, attending football games, studying abroad, or participating in a religious community.

Please list one benefit of engaging in learning opportunities outside the classroom.

Meet New People (44%): Most students cited meeting new people and developing new friendships as a primary benefit. Specifically, students noted the opportunity to meet students with similar interests as well as students with whom they may not live or have class. Some responses in this category included the importance of finding a community of friends on campus in order to succeed in college.

Well-Roundedness (27%): Other common responses students gave centered on developing diverse knowledge and a broad skill-set. Students noted that these opportunities will help them learn about themselves, become stronger students, and increase their ability to see multiple perspectives.

Application of Knowledge and Learning (23%): Nearly a quarter of the responses focused on the practical, experience-based implications of engaging learning opportunities outside the classroom. In particular, many responses focused on applying things students are learning in the classroom to outside experiences as a way of learning. Additionally, many noted experience outside the classroom would be a valuable asset when they are seeking jobs after graduation.

Please list one resource or service that can assist you at BGSU.

Tutoring (30%): The most commonly identified resources on campus were the Learning Commons and other tutoring services. Specific tutoring services identified include the Writing Center and the Math Lab.

Academic Advisor (18%): Having met with academic advisors at Orientation, many responses identified academic advisors and their offices as resources at BGSU.

Library (11%): Students indicated that the library will be a strong source of assistance for them. A few of the responses in this category identified the books available while others identified the staff in the library as good resources.

Other Campus Offices: Most of the remaining responses indicated various offices and departments around campus. While no particular offices were mentioned as often as other full categories, some specific offices mentioned include the Career Center, Financial Aid, Student Health Services, TRIO, and the BTSU Information Desk.

Please describe your purpose for attending Bowling Green State University.

Quality Education (42%): Students identified a desire to complete higher education as well as further their learning as primary purposes for attending BGSU. Many responses in this category included internal motivations of students wanting to better themselves, broaden their knowledge, and study with students and professors interested in similar subjects.

Degree Attainment (28%): Over a quarter of responses explicitly identified earning a degree as the student's purpose for attending BGSU. While a few of these noted specific degrees, most referred generally to earning a degree.

Post-Graduation Employment (21%): Some student responses indicated the purpose for attending BGSU was to become qualified or more marketable for a desired job after graduation. Many of these responses indicated going to college was necessary for having a good job.

Please describe the role that General Education/BG Perspective requirements play in your education.

Well-Rounded Education (51%): Just over half of the responses focused on the requirements providing a broad education, expanding general knowledge, and teaching students to think critically. Many of the responses in this category pointed to the benefits of this well-roundedness within a changing, global job market.

Foundation Courses (34%): Students indicated the need to complete requirements in order to establish a foundation for courses within their major field of study. Many answers within this category described the requirements as necessary prerequisites for the major and degree the students are pursuing.

Unknown/Not Sure (11%): Some students indicated they did not know the purpose or role of the requirements. Most responses in this category explicitly stated this sentiment, but some responses centered on whether or not the students thought the requirements were an important part of their education.

Please describe the role of your Academic and Program Advisors.

Course Registration Assistance (41%): Students identified the course advising and registration portion of advisor responsibilities. Specifically, students wrote about the opportunity to meet with advisors to pick out an appropriate schedule as well as utilizing them to make sure they are fulfilling requirements each semester. Additionally, responses included using advisors as a resource for learning about courses, professors, and fields of study.

Graduation Preparation (24%): Student described advisors as individuals responsible for assisting them in completing requirements necessary for graduation. Many commented that advisors serve as degree auditors as well as resources for navigating the path toward completing a degree.

Help Achieve Goals (20%): Many students broadly identified advisors as individuals responsible for helping student achieve any goals they may have while at BGSU. Responses in this category included topics such as fields of study, extracurricular involvement, job searching, and succeeding in the classroom.

Please identify an individual or group of individuals that can assist you in navigating the university.

Upperclass Students/Peers (35%): Students responded that upperclass students and their peers were approachable during their previous visits as well as New Student Orientation. Responses indicated that peers would be great resources for learning about the university community as well as navigating the many aspects of BGSU.

Faculty/Staff (25%): A quarter of respondents indicated faculty and staff members on campus either specifically or as a whole. Of these, a large portion identified their academic advisors as the person who would be able to help them. Many pointed to their experience with the faculty and staff members at the New Student Orientation program as the basis for their response.

Orientation Leaders (18%): Many responses indicated students planned to keep in contact with their Orientation Leader throughout the year. Respondents described Orientation Leaders as extremely helpful, knowledgeable, and approachable.

Other: Some students indicated family members as a source of assistance in navigating the university. Additionally, a small number of respondents did not indicate individuals but instead departments or the BGSU website.

Please name a way to become actively engaged in the university community.

Clubs/Organizations (57%): The majority of students responded either generally or specifically about clubs and registered student organizations on campus. Large subsections of this category include a focus on service/volunteer opportunities as well as joining club sports teams.

Greek Life (12%): Students specifically identified joining fraternities and sororities as opportunities to engage inthe university community.

Other: Additionally, students noted: learning communities, religious/spiritual experiences, work and volunteering, and attending athletic events and theatrical performances as ways to become engaged on-campus.

Student Post-Orientation Quantitative Satisfaction Items

A total of 1,576 responses were received for this post-Orientation survey, which was sent to students via email three times following their visit.

* Items and questions which did not receive a response by students account for incomplete totals on the following pages.

College
39%	Arts & Sciences
8.7%	Business Administration
25.6%	Education & Human Development
13.4%	Health & Human Services
3.4%	Musical Arts
7.9%	Pre-Major Advising
5.3%	Technology
3.7%	University Program for Academic Success

Race
0.5%	American Indian
1.6%	Asian American
12.5%	African American
2.9%	Hispanic
2.7%	Biracial/Multiracial
78.9%	White
0.6%	Other
0.4%	Unknown

Gender
33.3%	Male
66.6%	Female
0.1%	Transgender

Residency Status for Fall 2010
87.9%	On-Campus
12.1%	Commuter

Have either of your parents or a brother or sister attended a college or university?

64.8%	Yes
35.2%	No

1) My expectations for New Student Orientation were to learn more about academics at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	602	627	46	6	8
Percent	46.7	48.6	3.6	0.5	0.6

2) My expectations for New Student Orientation were to learn more about the resources and services at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	598	641	38	3	10
Percent	46.4	49.7	2.9	0.2	0.8

3) Overall, my expectations for New Student Orientation were met.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	538	676	56	12	3
Percent	41.9	52.6	4.4	0.9	0.2

4) The materials available online prior to Orientation were clear, informative, and user friendly.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	586	630	58	8	3
Percent	45.6	49.0	4.5	0.6	0.2

5) The online orientation registration system was easy to use.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	731	498	43	4	10
Percent	56.8	38.7	3.3	0.3	0.8

6) The BGSU New Student Orientation website was informative.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	671	568	31	3	14
Percent	52.1	44.1	2.4	0.2	1.1

7) The BGSU Orientation Station and New Student Checklist website helped me to prepare to start at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	718	517	35	5	12
Percent	55.8	40.2	2.7	0.4	0.9

8) The check-in process was smooth and easy to follow.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	938	342	4	1	2
Percent	72.9	26.6	0.3	0.1	0.2

9) The campus display area at Orientation was informative.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	764	468	22	2	28
Percent	59.5	36.4	1.7	0.2	2.2

10) Display area representatives were helpful in explaining how their office would assist me at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	712	488	29	2	52
Percent	55.5	38.0	2.3	0.2	4.1

11) The online placement for Writing was easy to maneuver and included clear and detailed instructions.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	746	400	27	5	107
Percent	58.1	31.1	2.1	0.4	8.3

12) The online placement for Mathematics was easy to maneuver and included clear and detailed instructions.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	764	419	31	8	63
Percent	59.5	32.6	2.4	0.6	4.9

The following sessions and program components were informative and answered my questions

13) Opening Welcome and Overview

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	616	601	51	5	12
Percent	47.9	46.8	4.0	0.4	0.9

14) Student Session #1 (morning)

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	644	527	59	15	38
Percent	50.2	41.1	4.6	1.2	3.0

15) Career Center/Lunch Session

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	442	589	178	47	22
Percent	34.6	46.1	13.9	3.7	1.7

16) Student Session #2 (afternoon)

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	549	506	119	28	74
Percent	43.0	39.7	9.3	2.2	5.8

17) BG1 Card Services

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	646	511	88	10	24
Percent	50.5	40.0	6.9	0.8	1.9

18) Orientation Financials

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	512	484	80	14	190
Percent	40.0	37.8	6.3	1.1	14.8

19) Health Center & Immunizations

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	385	443	76	14	356
Percent	30.2	34.8	6.0	1.1	27.9

20) Campus Tour

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	374	338	71	11	480
Percent	29.4	26.5	5.6	0.9	37.7

21) Recreation Center Tour

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	302	293	63	15	600
Percent	23.7	23.0	4.9	1.2	47.1

22) BGSU Bookstore

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	600	503	25	2	152
Percent	46.8	39.2	2.0	0.2	11.9

23) PNC Bank

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	383	365	58	12	456
Percent	30.1	28.6	4.6	0.9	35.8

24) My Academic Meeting provided helpful and applicable information concerning my area of study.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	814	404	43	12	12
Percent	63.3	31.4	3.3	1.0	0.9

25) After my Academic Meeting, I felt prepared to register for my classes.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	736	438	80	16	15
Percent	57.3	34.1	6.2	1.2	1.2

26) My Academic Advisor was thorough and helpful.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	836	348	66	17	14
Percent	65.3	27.2	5.2	1.3	1.1

27) I feel comfortable talking with my Academic Advisor about my academic concerns.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	843	352	54	8	27
Percent	65.7	27.4	4.2	0.6	2.1

28) I was comfortable registering for class online using MyBGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	759	406	64	16	39
Percent	59.1	31.6	5.0	1.2	3.0

29) The student Orientation Leaders made me feel welcome at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	914	351	14	0	2
Percent	71.4	27.4	1.1	0	0.2

30) The student Orientation Leaders were knowledgeable about campus resources and services.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	877	387	12	1	4
Percent	68.5	30.2	0.9	0.1	0.3

31) I had the opportunity to interact with other first-year students.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	771	420	69	7	12
Percent	60.3	32.8	5.4	0.5	0.9

32) I was satisfied with the quality of the lunch meal during the New Student Orientation program.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	642	452	120	52	14
Percent	50.2	35.3	9.4	4.1	1.1

33) I found the campus tour to be helpful.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	412	313	44	12	491
Percent	32.4	24.6	3.5	0.9	38.6

34) I gained a better understanding of the academic expectations that BGSU has for me as a result of attending New Student Orientation.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	737	523	16	2	2
Percent	57.6	40.9	1.3	0.2	0.2

35) The New Student Orientation Program has provided me with the tools necessary to successfully transition to BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	698	538	33	5	3
Percent	57.7	42.1	2.6	0.4	0.2

37) Overall, the New Student Orientation Program was well organized.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	756	494	26	5	0
Percent	59.0	38.6	2.0	0.4	0.0

39) I would recommend BGSU to a friend.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	885	379	5	1	12
Percent	69.0	29.6	0.4	0.1	0.9

<p style="text-align:center;">**Summary of Student Qualitative Satisfaction Items**</p>

What part of the New Student Orientation Program was most helpful?

Academic Advising (32%): Students indicated that their individual meetings with advisors prepared them for course registration. Advisors were reported as knowledgeable, helpful, and effective in answering questions regarding courses and major requirements. Many students stated they felt more at ease and were less confused about registration, and appreciated the time spent with their advisor.

Breakout Sessions/Orientation Leaders (24%): Students commented on the positive interactions with the Orientation Leaders and found it very beneficial to speak with current students about the collegiate experience. Students appreciated participating in small groups with their peers and the Orientation Leaders. Additionally, it was frequently noted that the Orientation Leaders were spirited, helpful, friendly, approachable and extremely knowledgeable about the campus.

Academic Meetings (15%): Students commented on the value of meeting with faculty and staff from their respective academic area and appreciated receiving specific information related to their course of study. Many indicated that the academic meetings and related presenters increased student's knowledge about expectations associated with their intended major.

Course Registration (10%): Students commented that registering for courses was a positive experience because of assistance from staff members. Additionally, they noted that course registration gave them a comprehensive view of what their schedule would be like as a college student.

Overall Experience: Many students expressed their overall satisfaction with their orientation experience and appreciated the organization and content of the program.

What part of the New Student Orientation Program could be improved?

Orientation Schedule (22%)**:** While the overall comments were positive about advising and course registration, some students noted that they would have appreciated additional time with their advisor and less of a wait for the registration process. Additionally, some responses indicated the 7:30am check-in time was too early for many travelers.

Breakout Sessions (17%): Students frequently expressed a desire for more time to meet and interact with other first-year students. These comments indicated a desire for more structure in the afternoon breakout sessions in particular.

Nothing (17%)**:** Students responded positively to the overall program and indicated that it was enjoyable, informative, and well-organized. They noted that they would not make changes to the program content.

Other: Though not prevalent, other categories of responses include lunch and residence hall tours. Some responses indicate dissatisfaction with the lunch presentation from the Career Center while others asked for better coordinated tours of the different types of residence hall rooms.

What information/activities would you suggest adding to the New Student Orientation Program?

General Campus Information (35%): This category included responses regarding information about a wide variety of departments on campuses. Responses indicated a desire to learn more about what specific departments can offer students. Additionally, many students stated they would have liked to meet with student organizations on campus in order to find ways to get involved.

Nothing (31%): Responses indicated the program content was informative, beneficial, and provided students with the tools to transition to BGSU. Students frequently noted that they would not add anything to the program.

Student Interaction (18%): Some students indicated a desire to have more time to interact with other new students. While they responded positively to the breakout sessions, many expressed interest in structured opportunities to meet students from their major, their living community, and other common affiliations.

Other: Some students indicated a desire for more time with academic advisors outside of the course registration period. Other comments included wanting more one on one time with financial aid advisors as well as chances to meet student organization leaders to learn about involvement opportunities.

General Comments:

Overall Experience (62%)**:** Students indicated that the experience met their expectations and was an overall good experience. Many students expressed excitement about attending BGSU and a desire to begin meeting people on campus.

Orientation Schedule (11%): Some students expressed thoughts related to the Orientation schedule. Of these comments, most were appreciative and satisfied with the one-day program, but a small portion of these expressed the desire for the increased interaction fostered by a two-day program.

Orientation Staff (6%): Student comments indicated an appreciation of the New Student Orientation staff, including Orientation Leaders, academic advisors and others associated with the program. Students enjoyed the Orientation Leaders' enthusiasm and pride in BGSU, as well as the assistance they provided throughout the program by other departments and staff members.

A total of 1,776 responses were received for this post-Orientation survey, which was available to family members at the conclusion of their orientation visit.

*** Items and questions which did not receive a response by family members account for incomplete totals on the following pages.**

Student's College
30.5%	Arts & Sciences
8.6%	Business Administration
25.1%	Education & Human Development
13.2%	Health & Human Services
3.3%	Musical Arts
9.1%	Pre-Major Advising
5.9%	Technology
4.4%	University Program for Academic Success

Student's Gender
38.9%	Male
60.5%	Female
0.6%	Transgender

Student's Residency Status for Fall 2010
92.6%	On-Campus
7.4 %	Commuter

Is your student the first person in your immediate family to have attended a college or university?

26.3%	Yes
73.7%	No

1) My expectations for New Student Orientation were to learn more about academics at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	332	792	181	15	24
Percent	24.7	58.9	13.5	1.1	1.8

2) My expectations for New Student Orientation were to learn more about the resources and services at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	566	747	29	7	7
Percent	41.7	55.1	2.1	0.5	0.5

3) Overall, my expectations for New Student Orientation were met.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	472	782	75	21	1
Percent	34.9	57.9	5.6	1.6	0.1

4) The materials provided prior to New Student Orientation were clear, informative, and user friendly.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	520	759	56	7	11
Percent	38.4	56.1	4.1	0.5	0.8

5) The online orientation registration system was easy to use.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	622	626	39	5	59
Percent	46.0	46.3	2.9	0.4	4.4

6) The BGSU New Student Orientation website was informative.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	557	706	29	5	53
Percent	41.3	52.3	2.1	0.4	3.9

7) The BGSU Orientation Station and New Student Checklist website helped me to prepare for my student to start at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	592	663	41	7	45
Percent	43.9	49.2	3.0	0.5	3.3

8) The check-in process was smooth and easy to follow.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	972	377	6	1	1
Percent	71.6	27.8	0.4	0.1	0.1

9) The campus display area at Orientation was informative.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	709	605	18	4	19
Percent	52.3	44.6	1.3	0.3	1.4

10) Display area representatives were helpful in explaining how their office would assist me and my student at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	721	543	32	3	55
Percent	53.2	40.1	2.4	0.2	4.1

The following sessions were informative and answered my questions (items 11-20)

11) Opening Welcome and Overview

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	524	782	30	5	8
Percent	38.8	58.0	2.2	0.4	0.6

12) Family Session #1 (morning)

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	486	754	57	10	40
Percent	36.1	56.0	4.2	0.7	3.0

13) Career Center/Lunch Session

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	384	739	161	46	21
Percent	28.4	54.7	11.9	3.4	1.6

14) Family Session #2 (afternoon)

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	423	716	103	25	71
Percent	31.6	53.5	7.7	1.9	5.3

15) Orientation Financials

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	459	667	100	23	98
Percent	34.1	49.5	7.4	1.7	7.3

16) Health Center & Immunizations

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	403	644	45	9	238
Percent	30.1	48.1	3.4	0.7	17.8

17) Campus Tour

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	172	353	60	18	724
Percent	13.0	26.6	4.5	1.4	54.6

18) Recreation Center Tour

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	117	253	60	16	869
Percent	8.9	19.2	4.6	1.2	66.1

19) BGSU Bookstore

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	409	767	21	4	138
Percent	30.5	57.3	1.6	0.3	10.3

20) PNC Bank

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	243	432	38	8	608
Percent	18.3	32.5	2.9	0.6	45.7

21) The Academic Meeting provided helpful and applicable information concerning my student's area of study.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	594	635	70	13	33
Percent	44.2	47.2	5.2	1.0	2.5

22) The Academic Meeting was effective in answering my questions.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	535	647	65	15	76
Percent	40.0	48.4	4.9	1.1	5.7

23) The student Orientation Leaders made me feel welcome at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	877	444	5	4	21
Percent	64.9	32.9	0.4	0.3	1.6

24) The student Orientation Leaders were knowledgeable about campus resources and services.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	788	509	12	3	35
Percent	58.5	37.8	0.9	0.2	2.6

25) I was satisfied with the quality of the lunch meal during New Student Orientation Program.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	597	574	114	56	7
Percent	44.3	42.6	8.5	4.2	0.5

26) I gained a better understanding of the academic expectations that BGSU has of my student as a result of attending New Student Orientation Program.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	550	711	67	5	9
Percent	41.0	53.0	5.0	0.4	0.7

27) The New Student Orientation Program has provided me and my student with the tools necessary to successfully transition to BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	526	749	48	9	6
Percent	39.3	56.0	3.6	0.7	0.4

28) Overall, the New Student Orientation Program was well organized.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	660	640	33	10	2
Percent	49.1	47.6	2.5	0.7	0.1

29) I would recommend BGSU to a friend.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	748	557	10	4	16
Percent	56.0	41.7	0.7	0.3	1.2

Summary of Family Qualitative Satisfaction Items

This section highlights the most common themes expressed by family members at the conclusion of their New Student Orientation experience.

What part of the New Student Orientation Program was most helpful?

Family Session (23%): Family members remarked that the Family Sessions provided them with some of the most valuable information they received during the entirety of the New Student Orientation Program. In particular, many commented about how much they appreciated the second session in which departmental presenters delivered information specifically targeted to parents and guests. Many appreciated the approachability, helpfulness, and availability of these presenters.

Overall Experience (17%): Many respondents chose not to pinpoint a specific part of the day, but instead commented on the overall benefits of the New Student Orientation Program as a whole. These comments included appreciation for the information provided, the structure of the day, and the ability to speak with numerous individuals about personal issues.

Academic Meeting (15%)**:** Some comments from the family evaluations focused on the positive experience during the students' academic meeting. Participants reported that they found the presenters knowledgeable and appreciated the overview of academic information, requirements and expectations provided during the academic meeting.

Financial Aid Advising (13%): Family members expressed appreciation about the availability of representatives from Financial Aid during the afternoon. In particular, many comments expressed appreciation for the personal assistance including the presence of workstations to access individual student's accounts and information while staying in the Bowen-Thompson Student Union.

Other: Family participants were impressed with the quality and friendliness of the students, staff, and faculty. They also commented on their ability to answer questions and willingness to provide assistance. Moreover, some commented on the helpfulness of having a one-day program in order to reduce the amount of time they needed to take off work.

What part of the New Student Orientation Program could be improved?

Orientation Schedule (23%): It was often noted that the day was simply too long given the 7:30am check-in time. Family members commented about the difficulty in traveling to Bowling Green from far away in order to make this start time. The other component of this category involved the programming scheduling of the day. Some commented that the presentations in the afternoon needed to be broken up in order to decrease the monotony of the family schedule.

Nothing (15%): Many comments expressed strong satisfaction with the components of the day. It was often remarked that nothing needed to be improved and that the schedule as well as faculty, staff, and students involved made the program successful.

Family Session (14%): Family members commented on the particular value of many Family Session presenters as it applied to them specifically. Many remarked that they would have like the session broken up and given the option of which session to attend. Some comments focused on the presentation style of the department representatives as being too "sales-like" and not "informative".

Other: Less prevalent responses included remarks about the Lenhart Grand Ballroom being too cold for lunch and the afternoon Family Session. Additionally, comments expressed dissatisfaction with the Career Center presentation during lunch as well as the lunch itself. Finally, other comments requested that more Financial Aid advisors be available in the afternoon in order to decrease the amount of time required for going through that section of the schedule.

What information/activities would you suggest adding to the New Student Orientation Program?

Nothing (35%): The majority of the comments indicated that the program content was thorough, informative, and well organized.

Session Information (25%): It was suggested that information provided at the event be provided online or in a printed format. Additionally, requests for information regarding the City of Bowling Green, involvement opportunities, and on-campus employment were common.

Scheduled Tours of Residence Halls (16%): Many comments were requests to see the residence hall rooms in different halls. Some comments in this category expressed a desire to know more about what to pack and bring to move-in in addition to seeing the rooms.

Other: Some commented about a desire for greater interaction with their student in the afternoon portion of the program. Other comments didn't focus on information/activities to be added, but simply requested that representatives from Financial Aid be added in the afternoon to increase the efficiency of that advising.

General Comments:

Overall Satisfaction (54%): Family members noted that they were pleased with their experience at New Student Orientation, and appreciated the helpful nature of students, staff, and faculty. Many commented that the program was well organized and well planned. They reported that they found BGSU to be a very welcoming and accommodating university.

Critical/Complaint (22%): Some of the general comments included complaints about a few specific areas of the program, all of which were highlighted in some way in the previous items. In particular, family members expressed dissatisfaction with the start time of the program, the inability to see certain residence halls, the length of time required to meet with Financial Aid advisors, and the temperature of the Lenhart Grand Ballroom.

Program Content (8%): Program participants were satisfied with the information presented and felt that participation in New Student Orientation eased their concerns of sending their student to BGSU. Family members noted that the content and information presented helped to prepare their students to begin their experience at BGSU.

Anticipation & Enthusiasm (7%): Comments mostly consisted of "Good Job!" "Go BGSU!" and a shared excitement for their student to begin classes.

New Student Orientation Data 2011

Mailings to newly admitted students
2011   13,690 (*FR, UPAS & TR combined)
2010   11,454 (*FR, UPAS & TR combined)
2009   8,127 + 445 UPAS = 8,572
2008   8,465 + 373 UPAS = 8838
2007   8,593 + 402 UPAS = 8,995
2006   9,438 + 390 UPAS = 9,828
2005   9,281
2004   8,963
2003   8,479
2002   7,643
2001   7,807
2000   7,199
1999   7,368
1998   7,381
1997   6,469
1996   6,500
1995   6,185
1994   3,995
1994 – 2009 data does not include Transfer (TR) mailing.

Reservations Received
2011   4,458 (Submissions received – reservation & payment; Reservations accepted through Visual Zen)
2010   4,420 (Submissions received – reservation & payment; Reservations accepted through Visual Zen)
2009   2,618 (Reservations attempted on-line)
2008   2,913 (Reservations attempted on-line)
2007   3,048 (Reservations attempted on-line)
2006   3,376 (Reservations attempted on-line)
2005   3,331 (Reservations attempted on-line)
2004   3,309 (Completed reservation and payment process on-line)
2003   2,999 (First year of on-line reservation process; remaining reservations taken over the phone.)
2002   2,999 (Remaining reservations taken over phone.)
2001   3,083 (The new reservations system accommodated phone-in reservations for the first time.)
2000   3,299
1999   3,461
1998   3,493
1997   3,110
1996   2,898
1995   3,326
1994   3,015

2011 New Student Orientation Daily Attendance Rate			
Date	Scheduled	Attending	Attendance Rate
April 2	160	159	99.4%
April 15*	61	51	83.6%
May 20	123	114	92.6%
May 21	116	113	97.4%
June 14	210	203	96.6%
June 15	208	198	95.1%
June 16	199	195	97.9%
June 17	216	208	96.2%
June 18	186	182	97.8%
June 21	204	196	96.1%
June 22	197	190	96.4%
June 23	196	195	99.4%
June 24	193	189	97.9%
June 25	187	176	94.1%

June 28	195	192	98.4%
June 29	182	175	96.1%
June 30	173	172	99.4%
July 6	180	171	95.0%
July 7	149	149	100%
July 8	182	182	100%
July 12	156	153	98.0%
July 13	104	92	88.4%
July 14	109	98	90.0%
July 15	178	174	97.8%
July 16	203	191	94.1%
August 17	132	110	83.3%
August 18	129	89	68.9%
Total	**4,528**	**4,317**	**95.3%**

Overall Daily Attendance Rate: Year to Year Comparative			
Date	**Scheduled**	**Attending**	**Attendance Rate**
2010*	4,506	4,368	96.9%
2009	3,167	3,005	94.8%
2008	3,224	3,064	95.0%
2007	3,352	3,173	94.6%
2006	3,703	3,532	95.3%
2005	3,693	3,521	95.3%
2004	3,966	3,776	95.2%
2003	3,600	3,510	97.5%
2002	3,727	3,592	96.3%
2001	3,665	3,576	97.6%
2000	3,562	3,285	92.2%
1999	3,731	3,459	92.7%
1998	3,526	3,292	93.4%
1997	3,089	2,865	92.7%
1996	3,064	2,824	92.0%
1995	3,278	3,095	94.0%
1994	3,023	2,835	94.0%

2011 Number of Guests who attended New Student Orientation with their new students	
April 2	66
April 15	35
May 20	148
May 21	167
June 14	279
June 15	250
June 16	263
June 17	305
June 18	297
June 21	245
June 22	240
June 23	256
June 24	274
June 25	253
June 28	239
June 29	227
June 30	211
July 6	210
July 7	169
July 8	252
July 12	162
July 13	113
July 14	107

	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000
July 15	241											
July 16	295											
August 17	101											
August 18	82											
Total Guests 4,463*	5,687	5,530	3,807	3,921	3,995	4,388	4,441	4,832	4,460	4,290*	4,734*	
Total												
Students 3,285	4,317	4,368*	3,005*	3,201*	3,287*	3,674*	3,662*	3,925*	3,635*	3,695	3,675	
Total Attendance 7,748	10,004	9,898*	6,812*	7,122*	7,282 *	8,062*	8,103*	8,757*	8,095*	7,985	8,409	

These numbers do not include the Final Fall New Student Orientation events in August.

2011 Daily Reservation Caps by College

These totals are approximate and fluctuate daily.

A&S	25-64
ACE	3-20
BA	16-20
EAP	32-50
HHS	10-25 *27 on most July Dates
MUS	6
TEC	12-15
UPAS	8-20

Phone Calls received between April & July

	2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999
April	288	180 *	299	240	203	219	135	NA	26	149			
May	569	701	531	513	568	749	441	326	991	822			
June	1,114	1,376	1,442	1,139	1,155	1,589	1,436	1,529	1,473	1,346			
July	616**	967	1,003	618	764	981	1,119	858	942	855			
August	343**	463	376	118	213	124	167	152	187	168			
TOTAL	2,930	3,687*	3,651	2,628	2,903	3,662	3,298	2,865	3,619	3,340	3,804	4,432	2,825

*System opened in January which was 2 months earlier than in 2010; we have no record of phone calls for January, February and March. **data incomplete

E-Mails received between April & July

2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999	1998
743	1,122	318	650	551	632	541	592	535	293	177	117	114	67

College Changes, *total online and in-person during program*

2011	2010	2009	2008	2007	2006	2005	2004	2003	2002	2001	2000	1999	1998
792	650	386	571	603	608	603	646	506	532	612	780	705	903

College changes breakdown	In	Out
ACEN	99	228
A&S	242	170
BA	43	101
EDHD	225	146
HHS	124	94
MUS	15	26
TEC	41	27
TOTAL	**789**	**792**

College Changes made during Orientation Program in person
2011 - 231
2010 - 168
2009 - 153
2008 - 185
2007 - 159
2006 - 193
2005 – 170
2004 – 173
2003 – 165
2002 – 146
2001 – 216
2000 – 200

Meal Rates:	2011	2010	2009	2008	2007	2006	2005	2004
Student	$10.50	$8.50	$23.50	$ 22.50	$21.00	$21.00	$21.00*	$21.00
Adult/Guest	$10.50	$9.25	$25.00	$24.00	$22.50	$22.50	$22.50*	$26.75
Child	$8.25	$7.75	$15.00	$15.00	$15.00	$15.00	$15.00*	$14.40
Kids Camp	$35.00	$35.00						
Housing Rates (per person per evening)								
Student	N/A	N/A	$30.00	$30.00	$30.00	$25.00	$25.00	$25.00
Adult/Child								
Guest	N/A	N/A	$30.00	$30.00	$30.00	$25.00	$25.00	$25.00
*tax rate changed on July 1 from 7% to 6.5% (2005) – prices charged remained the same								
#after tax increase July '03								

Ohio State Tax Collected	
2011	$2,837.71
2010	$2,999.75
2009	$7,888.31
2008	$6.764.95
2007	$6,481.66
2006	$7,095.96
2005	$8,015.84
2004	$8,769.30
2003	$6,707.73
2002	$8,336.96

Refunds	2011	2010	2009	2008	2007	2006	2005	2004	2003
# Refunds	98	42	135	157	156	161	172	181	173
Room		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Meals	$2,247	$551.17	N/A	N/A	N/A	$3,255.00	$1,440.00	N/A	N/A
Tax	N/A	$27.08	$396.34	$518.17	$497.77	$218.71	$328.58	$408.24	$274.38
TOTAL	$2,247	$578.25	$6,605.75	$8,636.25	$8,296.20	$6,777.45	$6,924.45	$8,666.55	$8.352.16

Payments received in office *(mailed checks, cash received, taken in-person during program)*									
2011	2010	2009	2008	2007	2006	2005	2004	2003	online:
$7,128.75	$23,727.30	$38,884.74	$30,419.25	$26,988.79	$24,704.49	$24,495.37	$24,477.59	$46,290.61	

New Student Orientation
Event Schedule 2011

7:00 - 7:45 a.m.	Orientation Check-In - Students who have not already completed online Math and Writing Placement Tests, as well as students who need to complete Music Theory Placement Tests must check-in between 7:00 and 7:15 a.m. - Students who have already completed online Placement Tests should check-in between 7:15 and 7:45 a.m.	BTSU 1st Floor
7:15 - 8:15 a.m.	Campus & Community Displays Open	BTSU Grand Ballroom
7:15 - 9:00 a.m.	Placement Testing: Math, Writing	BTSU Computer Lab
7:30 - 8:15 a.m.	Music Theory Placement Exam Piano Placement Exam	BTSU 309 BTSU 307
8:15 - 8:45 a.m.	Education Worth Celebrating: Welcome & Overview	BTSU Grand Ballroom
9 - 9:45 a.m.	Learning & Theme Community and Program Meetings - Arts Village - Chapman Community @ Kohl - Global Village - Honors Program and Learning Community - Partners in Context and Community - SEARCH Residential Theme Community Program Meetings - Office of Multicultural Affairs - Student Athlete Services - Student Support Services - Commuter Students	 - OLSC 224 - OLSC 205 - OLSC 226 - OLSC 213 - OLSC 215 - OLSC 211 - OLSC 119 - OLSC 120 - OLSC 121 - OLSC 203
9 - 9:45 a.m.	Student Session - Students not involved in a Learning Community or other Program listed above.	- BTSU Theater - BTSU 314, 315, & 316
9 - 9:45 a.m.	Family Session #1 - Family members and guests will remain in the Ballroom for an overview of the day, as well as a presentation regarding BGSU services and resources for family members.	BTSU Grand Ballroom
10 - 11:15 a.m.	Academic Meetings - Arts & Sciences - Business Administration - Education & Human Development - Health & Human Services - Musical Arts - Pre-Major Advising - Technology - University Program for Academic Success	 - BTSU 206 (201, 208) - BAA 1007 - ED 115 - OLSC 219 & 220 - MMAC, Bryan Recital Hall - OLSC 223 - OLSC 217 - OLSC 221
11:30 a.m. - 12:30 p.m.	Lunch, students and guests	BTSU Grand Ballroom
11:45 a.m. - 12:30 p.m.	Choice or Chance: Major Apps for College and Career Success	BTSU Grand Ballroom
12:30 - 3:45 p.m.	Student Tracks, determined by academic advising appointment time.	Various

12:45 - 2:15 p.m.	Family Session #2 - Family members and guests will remain in the Ballroom for a session presented by representatives from the following departments: o Student Health Services/Insurance, Bursar, Financial Aid, Dining Services, & Residence Life.	BTSU Grand Ballroom
12:45 p.m. - 6:00 p.m. Students only, by appointment. Appointments received during Academic Meeting at 10 a.m.	Advising / Course Registration - Arts & Sciences - Business Administration - Education & Human Development - Health & Human Services - Musical Arts - Pre-Major Advising - Technology - University Program for Academic Success	 - BTSU 201 - BA 2nd Floor - ED 2nd Floor - Health Center 102 - MMAC 1031 - BTSU 314 - TB 105 - BTSU 315
2:30 - 4:30 p.m.	Campus and Building Tours: *for students and guests, as available* - Campus Tour - Student Recreation Center Open House - Residence Hall Tour - Greek House Tour	 - BTSU 1st floor or room 308 - Recreation Center - Kohl Hall - Chi Omega House
2:30 - 4:30 p.m.	Student Health Service: Open House, Physicals & Immunizations.	Health Center Building
12:45 p.m. - 6:00 p.m.	Orientation Financials: *Bursar & Student Financial Aid Counseling* - Students and family members may meet with Bursar and Financial Aid staff at designated time during Student Track or following Family Session #2.	BTSU 228, Multipurpose Room
12:45 p.m. - 6:00 p.m.	BG1 Card - Students can obtain their BG1 Card at their designated times during their afternoon Track.	BTSU 228, Multipurpose Room
12:45 p.m. - 6:00 p.m.	PNC Bank & BGSU Bookstore - Students and family members may visit the PNC Branch and the BGSU bookstore as they are available throughout the afternoon.	BTSU 228, Multipurpose Room

New Student Orientation Learning Outcomes & Objectives

Learning outcomes for participation at New Student Orientation were rewritten in 2010 to reflect the objectives of the one-day orientation event and are aligned with the University Learning Outcomes.

Overall, based on the feedback and data reported, the intended learning outcomes were achieved in 2010.

Learning Outcomes: *Following participation in New Student Orientation programs, students will be able to:*

- *Intellectual and Practical Skills:*
  - *Articulate the academic expectations and outcomes of their majors, departments, and colleges*
    - Locate and understand their DARS and check-sheet
    - Locate information in the Undergraduate Policies, Programs, and Course document
    - Register for classes
    - Understand GPA and program requirements for their major
    - Know the requirements associated with the Common Reading Experience
    - Describe the differences between High School and College classes
  - *Develop a plan to become engaged in co-curricular learning experiences*
    - Identify opportunities for co-curricular, experiential learning
    - Describe the benefits of participating in co-curricular learning
  - *Describe resources, services, and technology available at Bowling Green State University*
    - Identify resources or services that will assist them at BGSU
    - Understand how to utilize the BG1 card
    - Become familiar with the services and functions available in MyBGSU

- *Generalized and Specialized Knowledge:*
  - *Summarize the university's mission, value, and learning outcomes and begin to recognize how they correlate with their educational goals*
    - Students will be able to describe their purpose for attending Bowling Green State University
    - Students will be able to describe the function of General Education (BG Perspective) courses
  - *Explain their career and educational goals and the process to achieve them*
  - *Articulate their rights and responsibilities as members of the Bowling Green State University community*
    - Locate the Student Handbook online
    - Aware of the financial resources available at BGSU

- *Personal and Social Responsibility:*
  - *Initiate and sustain relationships with faculty and staff who will assist them in achieving their educational goals*
    - Locate the name of their Academic Advisor in MyBGSU
    - Describe the role of their Academic and Program Advisors
    - Identify the college in which their major exists and identify resources available to them from the college
    - Identify an individual or group of individuals that can assist them in navigating the university
    - Gain an understanding of how his or her advisor and advising office can assist in establishing and achieving their educational goals
    - Connect with other first year students
    - Understand the importance of time management, planning, and scheduling time appropriately
  - *Utilize appropriate resources available on campus that will empower them to be successful throughout their career at BGSU*
    - Identify resources or services that will assist them at BGSU
  - *Positively contribute the university community*
    - Identify ways in which they will become actively engaged in the university community

<div align="center">**Student Pre-Orientation Evaluation Results**</div>

A total of 1,802 responses were received for this pre-Orientation survey, which was sent once to students via email four days before their visit to assess their level of knowledge, skills and abilities with regard to the intended learning outcomes for New Student Orientation.

* Items and questions which did not receive a response by students account for incomplete totals on the following pages.

College
29.1%   Arts & Sciences
11.6%   Business Administration
23.4%   Education & Human Development
15.0%   Health & Human Services
3.9%   Musical Arts
8.8%   Pre-Major Advising
5.1%   Technology
3.2%   University Program for Academic Success

Gender
34.8%   Male
65.1%   Female
0.1%   Transgender

Race
0.5%   American Indian
1.1%   Asian American
12.9%   African American
3.1%   Hispanic
2.1%   Biracial/Multiracial
79.6%   White
0.5%   Other
0.3%   Unknown

Residency Status for Fall 2010
89.3%   On-Campus
10.7%   Commuter

Have either of your parents or a brother or sister attended a college or university?

65.8%   Yes
34.2%   No

The items in the pre-orientation evaluation were based on the New Student Orientation Program Learning Outcomes. Students were asked to respond to the statements so a baseline could be established to measure change from attending the New Student Orientation Program.

1) I can articulate the academic expectations and outcomes of my academic program.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	450	1055	186	12	88
Percent	25.1	58.9	10.4	0.7	4.9

2) I have a plan to become involved outside the classroom.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	740	912	115	8	24
Percent	41.1	50.7	6.4	0.4	1.3

3) I can describe resources, services, and technology available at Bowling Green State University.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	90	727	755	97	127
Percent	5.0	40.5	42.0	5.4	7.1

4) I understand the university's mission, values and learning outcomes and am beginning to recognize how they relate to my educational goals.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	357	1094	275	20	47
Percent	19.9	61.0	15.3	1.1	2.6

5) I can explain my career and educational goals and the process to achieve them.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	542	901	276	34	43
Percent	30.2	50.2	15.4	1.9	2.4

6) I know my rights and responsibilities as a member of the Bowling Green State University community.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	477	974	282	15	42
Percent	26.6	54.4	15.8	0.8	2.3

7) I have created relationships with faculty and staff who can assist me in achieving my educational goals.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	109	349	780	166	390
Percent	6.1	19.5	43.5	9.3	21.7

8) I am able to utilize appropriate resources available on campus that will help me be successful throughout my career at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	338	932	297	37	191
Percent	18.8	51.9	16.5	2.1	10.6

9) I am prepared to positively contribute to the university community.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	934	818	28	5	10
Percent	52.0	45.6	1.6	0.3	0.6

10) I can locate and understand my DARS and check-sheet.

OVERALL	Yes	No
Frequency	153	1578
Percent	8.8	91.2

11) I can locate information in the Undergraduate Policies, Programs, and Course document.

OVERALL	Yes	No
Frequency	693	1039
Percent	40.0	60.0

12) I am able to register for classes.

OVERALL	Yes	No
Frequency	406	1330
Percent	23.4	76.7

13) I understand the GPA and program requirements for my major.

OVERALL	Yes	No
Frequency	810	926
Percent	46.7	53.3

14) I know the requirements associated with the Common Reading Experience, "No Impact Man".

OVERALL	Yes	No
Frequency	353	1380
Percent	20.4	79.6

15) I can describe the differences between High School and College classes.

OVERALL	Yes	No
Frequency	1408	330
Percent	81.0	19.0

16) I can name opportunities for involvement and learning outside the classroom.

OVERALL	Yes	No
Frequency	1171	560
Percent	67.6	32.4

17) I can describe the benefits of engaging learning opportunities outside the classroom.

OVERALL	Yes	No
Frequency	1395	338
Percent	80.5	19.5

18) I can name a resource or service that will assist me at BGSU.

OVERALL	Yes	No
Frequency	1058	679
Percent	60.9	39.1

19) I understand how to utilize my BG1 card.

OVERALL	Yes	No
Frequency	342	1392
Percent	19.7	80.3

20) I am familiar with the services and functions available in MyBGSU.

OVERALL	Yes	No
Frequency	1106	583
Percent	65.5	34.5

21) I can describe my purpose for attending Bowling Green State University.

OVERALL	Yes	No
Frequency	1665	28
Percent	98.3	1.7

22) I can describe the role that General Education / BG Perspective requirements play in my education.

OVERALL	Yes	No
Frequency	1092	602
Percent	64.5	35.5

23) I can locate the Student Handbook online.

OVERALL	Yes	No
Frequency	862	833
Percent	50.9	49.1

24) I am aware of the financial resources available at BGSU.

OVERALL	Yes	No
Frequency	1038	654
Percent	61.3	38.7

25) I can locate the name of my Academic Advisor in MyBGSU.

OVERALL	Yes	No
Frequency	461	1235
Percent	27.2	72.8

26) I can describe the role of my Academic and Program Advisors.

OVERALL	Yes	No
Frequency	672	1019
Percent	39.7	60.3

27) I can identify an individual or group of individuals that can assist me in navigating the university.

OVERALL	Yes	No
Frequency	808	887
Percent	47.7	52.3

28) I have an understanding of how my advisor and advising office can assist in establishing and achieving my educational goals.

OVERALL	Yes	No
Frequency	1005	690
Percent	59.3	40.7

29) I made connections with other first year students.

OVERALL	Yes	No
Frequency	1130	561
Percent	66.8	33.2

30) I understand the importance of time management, planning, and scheduling time appropriately.

OVERALL	Yes	No
Frequency	1627	64
Percent	96.2	3.8

31) I can identify ways in which I will become actively engaged in the university community.

OVERALL	Yes	No
Frequency	1336	360
Percent	78.8	21.2

Student Post-Event Learning Outcomes Items

The items in this section of the evaluation were based on the New Student Orientation Program Learning Outcomes. Students were presented these items on a pre-orientation evaluation also.

As a result of attending New Student Orientation…

1) I can articulate the academic expectations and outcomes of my academic program.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	739	797	22	2	10
Percent	47.1	50.8	1.4	0.1	0.6

2) I have a plan to become involved outside the classroom.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	806	718	36	5	8
Percent	51.2	45.6	2.3	0.3	0.5

3) I can describe resources, services, and technology available at Bowling Green State University.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	528	914	109	5	12
Percent	33.7	58.3	7.0	0.3	0.8

4) I understand the university's mission, values and learning outcomes and am beginning to recognize how they relate to my educational goals.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	721	787	56	3	3
Percent	45.9	50.1	3.6	0.2	0.2

5) I can explain my career and educational goals and the process to achieve them.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	754	718	76	6	14
Percent	48.1	45.8	4.8	0.4	0.9

6) I know my rights and responsibilities as a member of the Bowling Green State University community.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	753	727	80	3	6
Percent	48.0	46.3	5.1	0.2	0.4

7) I have created relationships with faculty and staff who can assist me in achieving my educational goals.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	457	735	255	30	91
Percent	29.1	46.9	16.3	1.9	5.8

8) I am able to utilize appropriate resources available on campus that will help me be successful throughout my career at BGSU.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	674	810	60	3	15
Percent	43.1	51.9	3.8	0.2	1.0

9) I am prepared to positively contribute to the university community.

OVERALL	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
Frequency	927	628	10	2	0
Percent	59.2	40.1	0.6	0.1	0.0

10) I can locate and understand my DARS and check-sheet.

OVERALL	Yes	No
Frequency	715	818
Percent	46.6	53.4

11) I can locate information in the Undergraduate Policies, Programs, and Course document.

OVERALL	Yes	No
Frequency	1273	263
Percent	82.9	17.1

12) I am able to register for classes.

OVERALL	Yes	No
Frequency	1524	11
Percent	99.3	0.7

13) I understand the GPA and program requirements for my major.

OVERALL	Yes	No
Frequency	1475	78
Percent	94.9	5.1

14) I know the requirements associated with the Common Reading Experience, "No Impact Man".

OVERALL	Yes	No
Frequency	1308	226
Percent	85.3	14.7

15) I can describe the differences between High School and College classes.

OVERALL	Yes	No
Frequency	1471	64
Percent	95.8	4.2

16) I can name opportunities for involvement and learning outside the classroom.

OVERALL	Yes	No
Frequency	1452	80
Percent	94.8	5.2

17) I can describe the benefits of engaging learning opportunities outside the classroom.

OVERALL	Yes	No
Frequency	1471	63
Percent	95.9	4.1

18) I can name a resource or service that will assist me at BGSU.

OVERALL	Yes	No
Frequency	1468	63
Percent	95.9	4.1

19) I understand how to utilize my BG1 card.

OVERALL	Yes	No
Frequency	1327	209
Percent	86.4	13.6

20) I am familiar with the services and functions available in MyBGSU.

OVERALL	Yes	No
Frequency	1413	96
Percent	93.6	6.4

21) I can describe my purpose for attending Bowling Green State University.

OVERALL	Yes	No
Frequency	1494	14
Percent	99.1	0.9

22) I can describe the role that General Education / BG Perspective requirements play in my education.

OVERALL	Yes	No
Frequency	1412	97
Percent	93.6	6.4

23) I can locate the Student Handbook online.

OVERALL	Yes	No
Frequency	1119	39
Percent	74.1	25.9

24) I am aware of the financial resources available at BGSU.

OVERALL	Yes	No
Frequency	1344	168
Percent	88.9	11.1

25) I can locate the name of my Academic Advisor in MyBGSU.

OVERALL	Yes	No
Frequency	1178	331
Percent	78.1	21.9

26) I can describe the role of my Academic and Program Advisors.

OVERALL	Yes	No
Frequency	1362	149
Percent	90.1	9.9

27) I can identify an individual or group of individuals that can assist me in navigating the university.

OVERALL	Yes	No
Frequency	1347	164
Percent	89.1	10.9

28) I have an understanding of how my advisor and advising office can assist in establishing and achieving my educational goals.

OVERALL	Yes	No
Frequency	1444	66
Percent	95.6	4.4

29) I made connections with other first year students.

OVERALL	Yes	No
Frequency	1317	191
Percent	87.3	12.7

30) I understand the importance of time management, planning, and scheduling time appropriately.

OVERALL	Yes	No
Frequency	1494	14
Percent	99.1	0.9

31) I can identify ways in which I will become actively engaged in the university community.

OVERALL	Yes	No
Frequency	1451	54
Percent	96.4	3.6