

The BGeXperience (BGeX) program, a Bowling Green State University (BGSU) initiative designed to promote critical thinking about values, began its second year with the BGeX Orientation in August 2003. Three hundred thirty incoming BGSU first year students registered to participate in the three-day orientation prior to the beginning of the Fall semester. During the closing ceremony on the last day of the orientation, students were given a questionnaire, consisting of both quantitative and qualitative items, to evaluate their reactions to the program. Two hundred nineteen of the 330 BGeX participants completed and returned the questionnaires. The following are descriptions of the questionnaire results (See Appendix A for full questionnaire).

The questionnaire began with an open-ended question asking students to provide three responses to the following item: **As a result of my involvement in the BGeX Orientation, I...** In responding to this question, students were asked to reflect on the aspects of the orientation that *most* affected them including possible influences it may have had on beliefs, values, attitudes, feelings, behaviors, and interpersonal relationships.

Several themes emerged from the students' responses to the open-ended items. The most frequent response was "made new friends and met new people" with 60 percent of students mentioning this outcome. The next four most common themes were "learned about values, value conflicts, and preferences" (42%), "reflected on my own values" (37%), "helped me feel more comfortable with the campus" (22%), and "became understanding to others' values and different perspectives" (20%). Other common themes that emerged were "feel better prepared and know what to expect of college" (17.8%), "enjoyed getting to know professors and classmates prior to start of semester" (17%), "enjoyed moving in early" (13%), and "feel more comfortable in my new surroundings"

(10%).

Clearly, the aspect of the program that many students enjoyed the most was the opportunity to meet new people. Additionally, many students were aware of the values component of this program although this was expressed in two different themes, one revolved around learning about values language while the other addressed students' learning to critically reflect on their own values.

Self Reported Impact of the Orientation

The next component of the survey consisted of 9 items regarding the way in which various facets of the BGeX Orientation affected the students. Each item was followed by a 6-point Likert-type scale, ranging from (1) "not at all" to (6) "to a great extent." Immediately following the item, students were given an opportunity to explain their rating in writing.

The data were analyzed to find measures of central tendency for the numerical responses given by each student. These numerical responses were tallied for each item across all students to obtain the overall distribution of responses for each item. Next, students' responses to the open-ended "explain your rating" questions were analyzed for common themes, which were then tallied to determine frequency. Item results are presented in descending order of response favorability (See Table 1).

My group leaders were effective. (Item 3; $X=5.6$, $SD=0.63$)

This item, with a mean of 5.6, was the highest reported for any item on this questionnaire. Additionally, of the 172 students responding to the open ended prompt component of this item, 98 percent of the responses were very favorable concerning the effectiveness of the group leaders and only 2 percent were dissatisfied. Some of the more

common themes include references to the positive qualities of the group leaders such as “supportive and understanding” (25% of item respondents /20% overall), “knowledgeable and helped answer questions” (24% of item respondents /19% overall), “challenged students to go beyond just the answers and made us think” (11% of item respondents /9% overall), and “offered their real life experience and insight” (7% of item respondents /5% overall). Other comments include “energetic and fun” (6% of item respondents /5% overall), “made exercises appealing” (4% of item respondents /3% overall), and “facilitated discussion well” (2% of item respondents /2% overall). The results of the questionnaire suggest that the students were overall very satisfied with their group leaders with an emphasis on the extent to which the leaders were supportive of students and knowledgeable of the content.

The relationship that I developed with other students in my group was beneficial.

(Item 4; $X=5.1$, $SD=1.10$)

Most participants responded positively when asked about the relationships they developed within their group as evident in both the mean for this item and the responses to the open-ended follow up question. Of the 163 students responding to the follow up question, 97 percent made positive remarks about the opportunity to interact with students in their group. Of those that responded, 62 percent (46% overall) made general comments such as “met interesting and nice people,” “it’s a good thing to step in a new environment and immediately make friendships that are going to last over the next years,” and “enjoyed making new friends.” One theme emerged that expressed the role meeting new people played in helping BGeX participants’ adjust to college. This theme, expressed by 17 percent (13% overall) of the students who responded to the open-ended

prompt, was captured in such statements as “made the experience more comfortable and makes college feel more like home,” “interacting with students has helped me adjust,” and “making new friends makes me feel better about being at BGSU because I am not alone.” Another theme that emerged in 15 percent (11% overall) of the students’ responses referred to the benefits of meeting classmates prior to the start of the academic year. This theme was expressed in such statements as “helped me feel more comfortable in class,” “will make it better on the first day of class,” and “I know who will be in my class and we are friends so I am not going into my class alone.” Overall, students seemed very satisfied with the relationships they made during the orientation with a particular appreciation of how those relationships contributed to helping them adjust both to college life in general and the classroom setting.

Involvement with BGeX Orientation has helped me to critically reflect on values and value conflicts. (Item 6; $X=4.7$, $SD=1.10$)

Of the 120 students who responded qualitatively to this item, 51 percent (28% of all students completing the survey) believed they “learned more about values and how they conflict.” Other common themes from this item included “learned more about my values and why I hold them” (17% of item respondents /9% overall), “opened my mind toward others’ beliefs” (14% of item respondents /8% overall), and “made me think about things I had never thought about” (10% of item respondents /6% overall). Six percent of students completing this item responded that they “already knew what values were” and two percent “enjoyed deep conversations about values”. Overall, students reported learning more about values and critically thinking about values especially with regard to their own values and the values of others.

Involvement with my orientation group helped me feel comfortable discussing issues that were important to me. (Item 5; $X=4.7$, $SD=1.22$)

For the most part, students seemed to feel comfortable in their groups with 94 percent of the 132 open-ended responses to this item expressing favorable sentiments. The most common theme that emerged reflected a high level of students' comfort within groups. This theme, expressed by 61 percent of respondents (37% overall), was captured in such statements as "felt comfortable enough to express myself openly," "group was supportive, but also offered constructive feedback." and "because of the involvement with my group I was able to discuss issues that were hard to talk about." Two additional themes found were "everyone was understanding of each other's beliefs" (17% of item respondents/ 10% overall) and "small size of the groups made me comfortable discussing" (12% of item respondents/ 7% overall). Five percent of students responding to this item (3% overall) mentioned some level of discomfort or intimidation within the group. Overall, the groups seemed to create a comfortable environment conducive to student participation and engagement.

The BGeX Orientation experience has clarified my thinking about my own values. (Item 8; $X=4.5$, $SD=1.23$)

Of the 122 responses to this item, the most common theme that emerged from this item was "helped me reflect on my own values" (88% of item respondents/ 49% overall). This theme was expressed in such statements as "talking them out with others helped me define my own values," "it made me think about my own values and how to put them into action," and "deep discussion helped me to understand my own values." Less common were themes such as "already knew what I valued" (9% of item respondents/

5% overall) and “still not completely sure what I value” (3% of item respondents/ 2% overall). Clearly, the data show that a vast majority of students responding to this item thought the BGeX Orientation helped them reflect on their own values.

I was an active participant in my group. (Item 1; $X=4.3$, $SD=1.11$)

Themes were not gathered for the open-ended follow up question on this item because the responses provided by the students gave no additional information.

Involvement in the BGeX Orientation has facilitated my understanding of what will be expected of me as a student at BGSU. (Item 2; $X=4.3$, $SD=1.06$)

The 136 students' responses to the open-ended portion of this item suggest they gained a good sense of the expectations BGSU has for them as students. The most common theme that emerged was “helped explain values the university holds and what it expects of students” (60% of item respondents/ 37% overall). This theme was reflected in such statements as “was able to learn more about what to expect at BGSU” and “learned a lot of what to expect from myself and what BGSU expects of me.” Two other themes found were “has prepared me for how small group discussions in class will go in future” (32% of item respondents/ 20% overall) and “we did not cover expectations” (7% of item respondents/ 4% overall). In general, students felt that the expectations of them as students at BGSU were adequately conveyed.

I expect the BGeX Orientation experience to influence my future actions as a student at BGSU. (Item 9; $X=4.2$, $SD=1.27$)

Of the 103 student responses to this item, 88 percent of the students who answered the open-ended question for this item seemed to think the BGeX Orientation would influence their future actions as a BGSU student. Of these respondents, 31 percent

(15% overall) made comments such as “I have learned a lot and will reflect on this experience in the future.” The next most common theme was “will think about values before I act in the future” (26% of item respondents/ 12% overall). Although less common, other themes emerged such as “this will not influence anything after this” (12% of item respondents/ 6% overall), “gave me confidence to start my first year here” (10% of item respondents/ 5% overall), “will help me in my values class” (9% of item respondents/ 4% overall), and “will help me be more open-minded to people” (9% of item respondents/ 4% overall). Although the students mostly indicated an expectation that future actions would be influenced by the BGeX Orientation experience, responses to these open-ended prompts were rather vague in nature.

Reading and discussing *The Laramie Project* influenced my beliefs and values. (Item 7; $X=3.9$, $SD=1.56$)

This item concerning the influence of *The Laramie Project*, the BGeX common reading, was the lowest reported mean of all the items on the questionnaire. In spite of this lower rating, many of the 143 respondents answering the open ended portion of this item seemed favorable regarding the influence this book had on their beliefs and values. The most common theme was “made me think about my values and tested my beliefs” (27% of item respondents/ 18% overall). Other emerging themes were “my beliefs did not change” (17% of item respondents/ 11% overall), “learned more about the values that motivate other people” (12% of item respondents/ 8% overall), “taught me compassion” (11% of item respondents/ 7% overall), and “helped me think about things I had never thought about previously” (11% of item respondents/ 7% overall). Although not as common as the other themes, “not a good book for values discussion” (6% of item

respondents/ 4% overall) was an additional theme that emerged. Although some students reported thinking about their values as a result of reading *The Laramie Project*, many also indicated that their beliefs were already set and not influenced by reading this text.

Overall Reaction to Orientation

My overall reaction to the BGeX Orientation has been... (Item 10; X=2.0, SD=0.95)

The rating for this item differed from previous items in that it was a 7-point Likert-type scale, ranging from -3 (very negative) to +3 (very positive), with 0 being the midpoint (neither positive nor negative). There was no open-ended component to this item. The overall reaction to the BGeX Orientation was rather positive with a mean of +2.0. This rating was consistent with the results from many of the individual items on the questionnaire.

The final section of the questionnaire asked students to respond to three open-ended questions concerning their general reactions to the event. These questions did not contain a quantitative component.

What did you like best about the BGeX Orientation? Why? (Item 11)

The most common theme for this item was “meeting new people” (36%). Other frequent responses included “moving in early” (19%), “getting to know professor and classmates prior to the start of class” (16%), and “enjoyed activities and discussions” (10%). Less frequent statements such as “helped me find my way around campus” (5%), “helped me adjust faster and feel more comfortable here” (5%), and “small class size” (5%) were also reported. In general, most students responding to this question liked best the opportunity to meet new people and move in early “to get a head start on college life”.

What did you like least about the BGeX Orientation? Why? (Item 12)

The most common response to this item was that students did not care for the “Road Rules BG” activity (51%). Students' responses were particularly related to the hot climate experienced on the day of the activity and the difficulties in walking across campus many times during the activity. Other responses to this item included “too much talk about values” (15%), “long meetings and too many lectures” (13%), and “not being able to meet more people in the larger group” (9%). The greatest complaints reported from this item were in reference to the “Road Rules BG” activity and the repetitive nature of many of the discussions.

What would improve the BGeX Orientation experience for students next year?

Why? (Item 13)

The main themes from this item are very reflective of students' responses to Item 12. Most students responded to this item by either rewriting what they stated for their least favorable experiences during the orientation or simply drew an arrow from Item 12 to Item 13 indicating that their complaints were also their suggestions for future improvements. Suggestions for future BGeX Orientations included “do not have Road Rules BG” (46%), “more variety in topics discussed” (13%), “more activities with the larger group” (11%), “have shorter class sessions” (9%), and “more free time” (5%). Additionally, 15 percent of students responding to this final item responded “it is fine the way it is.” Thus, the students' main suggestion was to no longer do the “Road Rules BG” activity in the future.

Group Leader Evaluation of Orientation

Each BGeX Orientation group was led by a triad consisting of a faculty member, a student affairs professional, and an undergraduate peer facilitator. Following the three-

day orientation, group leaders were given an opportunity to complete an evaluation questionnaire regarding their perceptions of the impact of the orientation. Of the 20 faculty members participating in BGeX, 15 returned surveys. Six of the 20 student affairs professionals returned the questionnaires and nine of the 21 peer facilitators completed questionnaires.

The survey consisted of 9 items regarding the way in which group leaders perceived various facets of the BGeX Orientation. Each item was followed by a 6-point Likert-type scale, ranging from (1) “not at all” to (6) “to a great extent”. Immediately following the item, group leaders were given an opportunity to explain their rating in writing.

The data were analyzed to find measures of central tendency for the numerical responses given by each group leader. Next, group leader responses to the open-ended “explain your rating” questions were analyzed for common themes, which were then tallied to determine frequency. Item results for all group leaders are presented below in the order they appeared on the original questionnaire (See Tables 2-4 for a descending order presentation of group leader responses).

Students in my group were active participants. (Item 1; Faculty $X=4.7$, $SD=0.98$; Student Affairs $X=4.8$, $SD=0.98$; Peer Facilitators $X=4.3$, $SD=0.50$)

This item was responded to by 27 of the 30 group leaders returning surveys. Of those 27 responses, 78 percent believed that most students “were active participants” and “engaged during the orientation”. Eighteen percent of respondents thought students were somewhat participatory and four percent thought students “felt intimidated and uncomfortable”.

Students in my group gained an understanding of what will be expected of them as students at BGSU. (Item 2; Faculty $X=3.8$, $SD=1.26$; Student Affairs $X=4.8$, $SD=0.98$; Peer Facilitators $X=4.1$, $SD=1.46$)

Twenty-four of the 30 group leaders returning surveys responded to the open-ended portion of this item. Of those responding to this item, 63 percent thought that students gained some understanding of BGSU's expectations of them as students. Additionally, 87 percent of the 7 peer facilitators' responses to this item expressed that students seemed to gain an understanding of campus expectations in such comments as "having older students there helped answer questions they had". Twenty-one percent mentioned that BGSU's expectations of students were not discussed in their respective group.

Students in my group critically reflected on values and value conflicts. (Item 3; Faculty $X=3.9$, $SD=1.36$; Student Affairs $X=4.7$, $SD=1.03$; Peer Facilitators $X=3.5$, $SD=1.33$)

Twenty eight of the 30 group leaders who turned in questionnaires responded qualitatively to this item. Of those responding, 57 percent thought that the students in their group were "beginning to reflect critically on values and value conflicts". Twenty seven percent of group leaders answering this item believed that their students quickly became "tired and bored with the values language" while 7 percent thought the issue of homosexuality present in the common reading choice was detrimental to values discussion. This sentiment was captured in comments such as "the students were put off and defensive about homosexuality. This was catastrophic for values discussion."

Reading and discussing *The Laramie Project* was beneficial to the students in my

group. (Item 4; Faculty $X=3.8$, $SD=2.01$; Student Affairs $X=4.3$, $SD=1.03$; Peer Facilitators $X=3.2$, $SD=0.89$)

Of the 30 group leaders completing the questionnaire, 26 responded to the qualitative portion of this item. Fifty percent of group leaders responding to this item thought that the common reading, *The Laramie Project*, was a good choice to combine with values discussion. This theme was evident in such statements as “they enjoyed the book because it was relevant, current, and controversial” and “it caused them to give serious thought to human rights and values they had not previously considered”. Additionally, 19 percent of the group leaders responding to the open ended portion of this item expressed concern that *The Laramie Project* “squashed values conversation” and was a poor selection. Nineteen percent also mentioned that the students had a tough time getting passed the issue of good versus evil. Finally, 11 percent thought the book was somewhat beneficial to students in their groups.

I believe I was effective as a group facilitator. (Item 5; Faculty $X=4.3$, $SD=0.85$, Student Affairs $X=4.7$, $SD=1.21$; Peer Facilitators $X=4.2$, $SD=0.89$)

Eighteen of the 30 group leaders returning surveys responded to the qualitative portion of this item. Of these responses, 50 percent thought they were effective as group facilitators because “we had great discussion that was both challenging and fun” and “the students seemed to understand”. Twenty-two percent of qualitative responses thought that it was good to have an undergraduate student present to answer some of the basic questions the BGeXperience participants had. Seventeen percent of these responses indicated they thought they were somewhat effective as group facilitators and 11 percent

expressed that they did not feel as if they were effective. One such expression was captured such statements as “it was difficult to build rapport with the group because of the defensive tone they [the students] took with the book” and “I was not always included in the discussion of the day’s events with the other group facilitators”.

My role as a group facilitator was clearly defined and understood. (Item 6; Faculty $X=3.9$, $SD=1.60$; Student Affairs $X=3.0$, $SD=1.55$; Peer Facilitators $X=3.4$, $SD=1.67$)

Twenty of the 30 group facilitators returning the questionnaire responded to the open ended portion of this item. Of the 20 responses, 70 percent of group leaders expressed their confusion with their role as a group facilitator. This theme was apparent in statements such as “I was not sure if my role was to be a teacher or an orientation leader” and “uncertain because things were interpreted differently from group to group”. Additionally, 20 percent of these group leaders’ responses indicated that their role as a group leader was understood. Finally, 5 percent thought that student affairs professionals should have training with the faculty members and peer facilitators during the Spring semester and 5 percent mentioned that Spring training should attend to incorporating values with the common reading since this was a large component of the Fall orientation.

The training I received for the BGeXperience Orientation was beneficial to me.

(Item 7; Faculty $X=3.6$, $SD=1.19$; Student Affairs $X=3.0$, $SD=0.71$, Peer Facilitators $X=2.3$, $SD=1.32$)

Twenty six of the 30 group facilitators returning surveys responded to the qualitative component of this item. Two common themes seemed to emerge across the group leader responses. “Would like to learn techniques to discuss values more naturally” was expressed by 27 percent of the group leaders who responded. This theme was

expressed both in reference to discussing the common reading and with regard to integrating values language into the academic course curriculum. “Unsure of goals and objectives in training” was a second theme that emerged in 27 percent of the group leaders’ responses. Responses related to the uncertain nature of the training objectives were mostly mentioned in reference to the May training that BGeXperience faculty and peer facilitators underwent. Nineteen percent of responses to the open-ended prompt thought the material presented in training was clear and overall had a good experience. Additionally, 15 percent of group leaders thought the material presented in training was redundant. This 15 percent was completely composed of student affairs professionals who received a morning training session and an additional afternoon session combined with faculty and peer facilitators. Finally, 8 percent of qualitative responses to this item would have liked more time to meet with co-facilitators prior to the Fall training day.

I believe the relationship I developed with students during orientation has carried over to my BGeX class, helping create an environment that is conducive to learning.

(Item 8; Faculty $X=5.27$, $SD=0.80$; Student Affairs N/A; Peer Facilitators $X=4.1$, $SD=1.45$)

This item was only included on the faculty and peer facilitator questionnaires because these are the only two members of the group leader triad who were exposed to the students in the classroom setting following the 3-day orientation. Of the 24 faculty members and peer facilitators returning surveys, 19 of them responded to the open ended portion of this item. Seventy four percent of these responses thought the relationship they developed with students during orientation did help create a positive learning environment in the classroom. One faculty member commented “this was the most

successful part of BGeX”. Additionally, 16 percent of respondents thought these relationships carried over somewhat to their classrooms. Five percent mentioned that although the students know one another very well and are quicker to discuss, it has created a “chatty” environment in the classroom whereby students spend a lot of time socializing. Finally, 5 percent of those responding did not believe the relationships impacted the classroom learning environment because the students decided early on that they did not like the “values stuff”.

Overall Group Leader Reaction to Orientation

My overall reaction to the BGeX Orientation has been... (Item 9; Faculty $X=+1$, $SD=1.59$; Student Affairs $X=+2$, $SD=0.55$; Peer Facilitators $X=+1$, $SD=1.62$)

The rating for this item differed from previous items in that it was a 7-point Likert-type scale, ranging from -3 (very negative) to $+3$ (very positive), with 0 being the midpoint (neither positive nor negative). There was no open-ended component to this item. The overall reaction to the BGeX Orientation was rated slightly more positive by student affairs professionals ($X=+2$) than by faculty ($X=+1$) and peer facilitators ($X=+1$).

What did you like best about the BGeX Orientation? Why? (Item 10)

This item was only measured by group leaders’ qualitative responses. Twenty four out of the 30 group leaders who returned surveys responded to this item. The most common theme among the group leader responses for this item was “getting to know students prior to the beginning of classes” (50%). Twenty one percent enjoyed getting to know the first year students and having some connection to the incoming class and 17 percent enjoyed the values discussion with students the most. Additionally, 8 percent thought the orientation was well organized and 4 percent liked the training session they

received the best.

What did you like least about the BGeX Orientation? Why?

Twenty two of the 30 group facilitators returning surveys responded to this item. The most common aspect of the orientation that was liked the least was the Road Rulz activity (36%). Many respondents thought this activity was pointless and that the weather was too hot for such an event. Twenty three percent of group leaders responding thought the orientation and the BGeXperience program lacked coherence and objectives. Additionally, 18 percent of group facilitators did not feel as if they were a part of the group leader trio and 9 percent of responses indicated that they did not like the choice of common reading because it put students on the defensive and did not have clear value conflicts that the students could grasp.

What would improve the BGeX Orientation for students next year? Why?

Twenty one responses out of the 30 returned group leader surveys were recorded for this item. Of those responses, five suggestions seemed to emerge. These included “no Road Rulz activity” (14%), “more time to discuss college basics” (14%), “concretize objectives and leaders’ roles” (14%), “choose a common reading rich with value conflicts that students could struggle with” (10%), and “do not place non-BGeX students in the BGeX courses” (10%). Other suggestions included continuing student affairs interaction with class following the orientation, reconsidering whether or not values language is appropriate for first year college students, sending a discussion guide for the common reading to the students ahead of time, and providing more diversity in subject matter.

What improve the BGeX Orientation for group facilitators next year? Why?

Twenty group leaders completed this item out of the 30 returned questionnaires.

Fifty percent of responses indicated a need for more concrete program objectives and leader roles. Fifteen percent of group leaders responding would have liked more guidance and direction with the activities. Additional suggestions for improving the BGeX Orientation for group facilitators next year included more interaction with group facilitator trio (10%), different perspectives on values language and issues during training (10%), and limiting the faculty involvement in non-academic material (10%).

Concluding Thoughts

Overall, students generally responded favorably to the BGeXperience Orientation. Most notable are the higher means and very positive remarks made regarding the effectiveness of the group leaders and the opportunity to meet new people. The common reading experience of *The Laramie Project* seemed to have less of an impact for the students than some of the other aspects of the orientation. Most frequently emphasized in the open-ended prompts were the benefits of making new friends, reflecting on personal values, moving into the residence halls early, becoming open to diverse viewpoints, and becoming acquainted with the campus.

The overall impression the group facilitators presented in their responses to the questionnaire items was a need to clarify the roles and objectives both for each member of the facilitation team as well as for the BGeXperience program. It was also clear from the group leader responses that the opportunity for faculty, student affairs staff, and peer facilitators to meet with incoming first year students prior to the beginning of class helped provide a comfortable learning environment once classes commenced.

APPENDIX A

BGX Orientation Evaluation Questionnaire

General Information:

Sex (Circle One): M F

Group Facilitators: _____

Part 1: Sentence completion

We are interested in your response to the following question: In what three ways do you believe the BGX Orientation has *most* influenced you? Please reflect on that question and then answer it below by completing the sentences. You will want to consider possible influences in multiple facets of your life, including beliefs, values, attitudes, feelings, behaviors, and interpersonal relationships.

1. As a result of my involvement in the BGX Orientation, I . . .

2. As a result of my involvement in the BGX Orientation, I . . .

3. As a result of my involvement in the BGX Orientation, I . . .

Part 2. Rating the influence of the BGX Orientation

1. I was an active participant in my group (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

2. Involvement in the BGX Orientation has facilitated my understanding of what will be expected of me as a student at BGSU (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

3. My group leaders were effective (circle appropriate number)..

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

4. The relationship that I developed with other students in my group was beneficial (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

5. Involvement with my orientation group helped me feel comfortable discussing issues that were important to me (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

6. Involvement with BGX Orientation has helped me to critically reflect on values and value conflicts (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain:

7. Reading and discussing *The Laramie Project* influenced my beliefs and values (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

8. The BGX Orientation experience has clarified my thinking about my own values (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

9. I expect the BGX Orientation experience to influence my future actions as a student at BGSU (circle appropriate number).

1	2	3	4	5	6
Not at all					To a Great Extent

Explain your rating:

10. My overall reaction to the BGX Orientation has been (circle appropriate number).

-3	-2	-1	0	+1	+2	+3
Very Negative			Neither Positive nor Negative	Very Positive		

Part 3. General Reactions and Comments

11. What did you like best about the BGX Orientation? Why?

12. What did you like least about the BGX Orientation? Why?

13. What would improve the BGX Orientation experience for students next year? Why?

APPENDIX B

Table 1. Student Evaluations Overall Means and Standard Deviations-Highest to Lowest

The following scale was used for the items below:

1	2	3	4	5	6
Not at all					To a Great Extent

Item	Mean	SD
3. My group leaders were effective.	5.6	0.63
4. The relationship that I developed with other students in my group was beneficial.	5.1	1.10
6. Involvement with BGeX Orientation has helped me critically reflect on values and value conflicts.	4.7	1.10
5. Involvement with my orientation group helped me feel comfortable discussing issues that were important to me.	4.7	1.22
8. The BGeX Orientation experience has clarified my thinking about my own values.	4.5	1.23
1. I was an active participant in my group.	4.3	1.11
2. Involvement in the BGeX Orientation has facilitated my understanding of what will be expected of me as a student at BGSU.	4.3	1.06
9. I expect the BGeX Orientation experience to influence my future actions as a student at BGSU.	4.2	1.27
7. Reading and discussing <i>The Laramie Project</i> influenced my beliefs and values.	3.9	1.56

The following scale was used for the item below:

-3	-2	-1	0	+1	+2	+3
Very Negative			Neither Positive nor Negative			Very Positive

Item	Mean	S D
10. Overall reaction to BGX Orientation	+2.0	0.95

Table 2. Faculty Evaluations Overall Means and Standard Deviations-Highest to Lowest

The following scale was used for the items below:

1	2	3	4	5	6
Not at all					To a Great Extent

Item	Mean	SD
8. The relationship I developed with students during Orientation has carried to my BGeX class, helping create an environment conducive to learning.	5.3	0.80
1. The students in my group were active participants	4.7	0.98
5. I believe I was effective as a group facilitator	4.3	0.85
6. My role as a group facilitator was clearly defined and understood.	3.9	1.60
3. The students in my group critically reflected on values and value conflicts.	3.9	1.36
2. The students in my group gained an understanding of what will be expected of them as students at BGSU.	3.8	1.26
4. Reading and discussing <i>The Laramie Project</i> was beneficial to the students in my group.	3.8	2.01
7. The training I received for the BGeXperience Orientation was beneficial to me.	3.6	1.19

The following scale was used for the item below:

-3	-2	-1	0	+1	+2	+3
Very Negative			Neither Positive nor Negative			Very Positive

Item	Mean	SD
9. Overall reaction to BGX Orientation	+1	1.59

Table 3. Student Affairs Evaluations Overall Means and Standard Deviations-**Highest to Lowest**

The following scale was used for the items below:

1	2	3	4	5	6
Not at all					To a Great Extent

Item	Mean	SD
1. The students in my group were active participants.	4.8	0.98
2. The students in my group gained an understanding of what will be expected of them as students at BGSU.	4.8	0.98
3. The students in my group critically reflected on values and value conflicts.	4.7	1.03
5. I believe I was effective as a group facilitator.	4.7	1.21
4. Reading and discussing <i>The Laramie Project</i> was beneficial to the students in my group.	4.3	1.03
7. The training I received for the BGeXperience Orientation was beneficial to me.	3.0	0.71
6. My role as a group facilitator was clearly defined and understood.	3.0	1.5

The following scale was used for the item below:

-3	-2	-1	0	+1	+2	+3
Very Negative			Neither Positive nor Negative			Very Positive

Item	Mean	S D
8. Overall reaction to BGX Orientation	+2	0.55

Table 4. Peer Facilitator Evaluations Overall Means and Standard Deviations-**Highest to Lowest**

The following scale was used for the items below:

1	2	3	4	5	6
Not at all					To a Great Extent

Item	Mean	SD
1. The students in my group were active participants.	4.3	0.50
5. I believe I was effective as a group facilitator	4.2	0.89
2. The students in my group gained an understanding of what will be expected of them as students at BGSU.	4.1	1.46
8. I believe the relationship I developed with students during orientation has carried over to my BGeX class, creating an environment conducive to learning.	4.1	1.45
3. The students in my group critically reflected on values and value conflicts.	3.5	1.33
6. My role as a group facilitator was clearly defined and understood.	3.4	1.67
4. Reading and discussing <i>The Laramie Project</i> was beneficial to the students in my group.	3.2	0.89
7. The training I received for the BGeXperience Orientation was beneficial to me.	2.3	1.32

The following scale was used for the item below:

-3	-2	-1	0	+1	+2	+3
Very Negative			Neither Positive nor Negative			Very Positive

Item	Mean	S D
9. Overall reaction to BGX Orientation	+1	1.62

