

**Report on Student Evaluations**  
**BGeX Introduction**  
August 18-20, 2006

## **Overview of BGeXperience**

The BGeXperience (BGeX) program, a Bowling Green State University initiative designed to promote critical thinking about values, began its fifth year with the BGeX Introduction in August 2006. Approximately 3,650 incoming freshmen participated in the three-day BGeX Introduction, held the Friday, Saturday, and Sunday before classes officially began. During the Introduction, students interacted with the professor who would be teaching their BGeX course that semester as well as the classmates (approximately 25 of them) in their BGeX course and an upperclass peer facilitator. Students attended six mandatory sessions, each 1 ½ to 2 hours long, at which they explored values and decision-making, discussed a common reading (*Into the Forest*), learned about college life and class expectations, and interacted with a Bowling Green community member about the city.

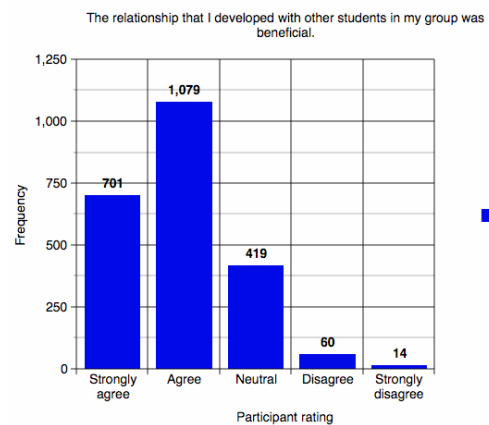
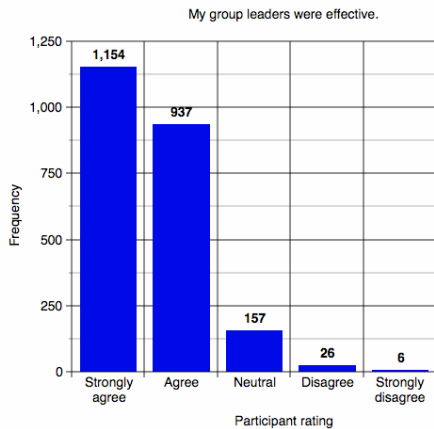
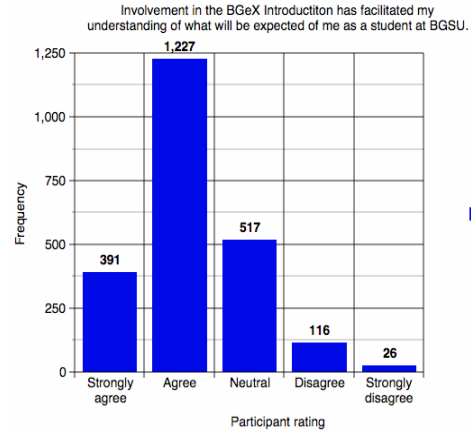
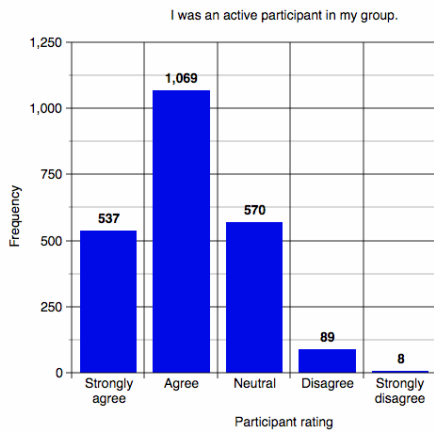
In the session with their peer facilitator on Sunday, BGeX students were given a questionnaire (see Appendix A) and asked to complete it during that time. Peer facilitators returned surveys to BGeX staff at Convocation or directly to the BGeX office. 2,531 students (69%) completed the survey. Those who did not are likely band members, athletic team members, and students who decided not to attend that particular Introduction session. Questionnaires included ten closed-ended, Likert-scale statements and seven open-ended questions, and a summary of these is given below.

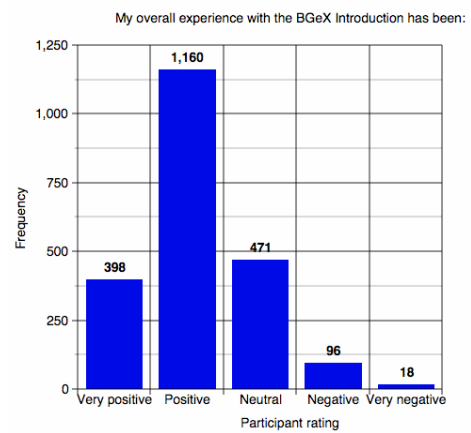
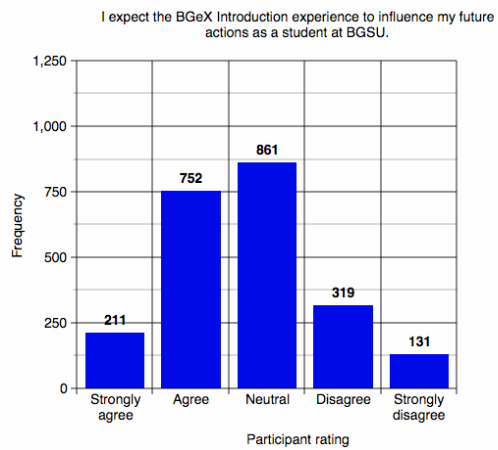
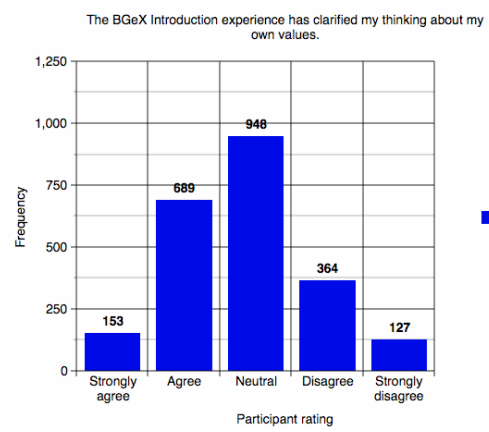
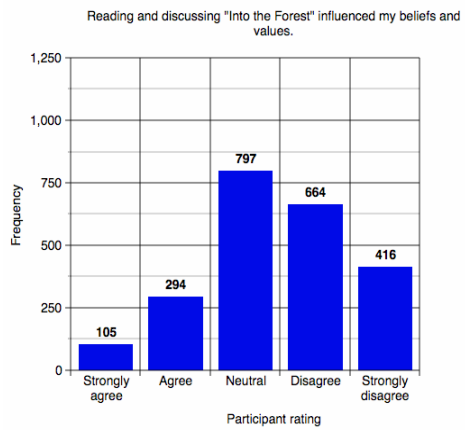
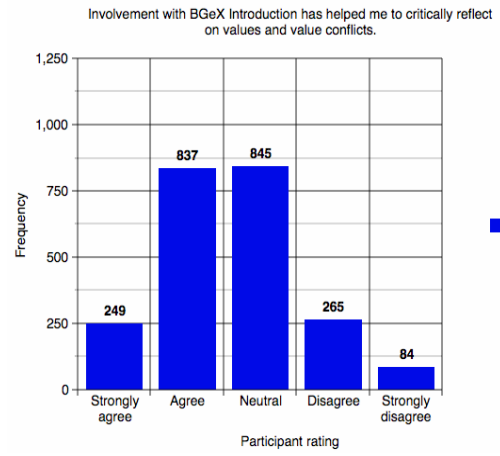
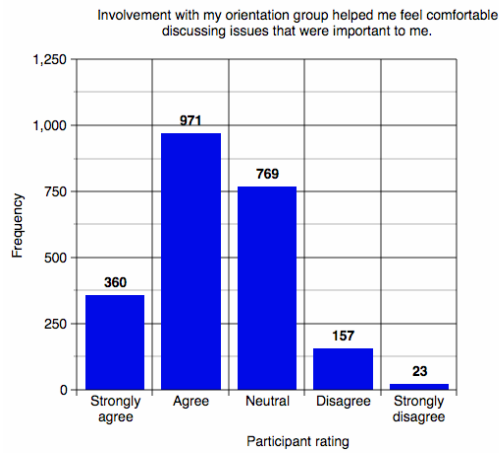
### **Closed-Ended Statements**

Statements 1-9 were answered using a 5-point Likert scale (1=Strongly Agree, 2=Agree, 3=Neutral, 4=Disagree, or 5=Strongly Agree). Statement 10 had a slightly different 5-point scale (1=Very Positive, 2=Positive, 3=Neutral, 4=Negative, 5=Very Negative). Students answered the closed-ended statements using Scantron forms. A corresponding graph for each statement is included in addition to Table 1 on the following page. Only a few students (3-10) omitted a response for a particular question.

**Table 1. Influence of BGeX Introduction.**

	2006	2005	Median	Mode
	Mean	Mean		
1: I was an active participant in my group.	2.10	2.26	2	2
2: Involvement in the BGeX Introduction has facilitated my understanding of what will be expected of me as a student at BGSU.	2.19	2.30	2	2
3: My group leaders were effective.	1.59	1.58	1	1
4: The relationship that I developed with other students in my group was beneficial.	1.95	2.04	2	2
5: Involvement with my orientation group helped me feel comfortable discussing issues that were important to me.	2.35	2.39	2	2
6: Involvement with BGeX Introduction has helped me to critically reflect on values and value conflicts.	2.60	2.63	3	3
7: Reading and discussing <i>Into the Forest</i> influenced my values and beliefs (2005 book was <i>The Kite Runner</i> )	3.43	2.95	3	3
8: The BGeX Introduction experience has clarified my thinking about my own values.	2.83	2.78	3	3
9: I expect the BGeX Introduction experience to influence my future actions as a student at BGSU.	2.74	2.77	3	3
10: My overall experience with the BGeX Introduction has been...	2.15	2.19	2	2





Looking at Table 1 and the graphs for each of the statements, we can see that overall, most students had at least a neutral—and often positive—overall experience with the BGeX Introduction. And even more strongly, they believe that their group leaders were effective, that the relationships they developed with other students in their class was beneficial, and that they were active participants in their group.

Student responses are more variable in regards to values component in the Introduction (Statements 6-9). There is quite a range of responses on whether students critically reflected on values and values conflicts, whether students found that *Into the Forest* influenced their values, whether the experience brought clarification in thinking about their own values, and whether the experience will influence the students' actions in the future.

### **Open-Ended Questions**

Students responded to three sentence completion prompts in regards to how the BGeX Introduction most influenced them. In the last four questions, students provided general comments and answered what they liked best about the Introduction, what they liked least about the Introduction, and what would improve next year's Introduction.

**Sentence completion** (“As a result of my involvement in the BGeX Introduction, I...”). 5,971 responses were given. The top five responses included: met new people/made friends (25.4% of responses); felt more comfortable and relaxed (8.4% of responses); was able to learn about and explore campus (7.8% of responses); became more aware of my values (7.3% of responses); learned about values (6.8% of responses).

**General comments.** 1,017 responses were given. The top five responses included: did not like *Into the Forest*/choose better book (14.6% of responses); met new people/made friends (8.5% of responses); liked my group leaders (5.3% of responses); program was helpful (5.1% of responses); really like peer facilitator and/or session led by peer facilitator (4.4% of responses).

**Liked best.** 3,381 responses were given. The top five responses included: met new people/made friends (36.0% of responses); got to know a professor before classes started (7.8% of responses); took part in discussion/debates (7.2% of responses); became familiar with one of my classes (6.6% of responses); felt more comfortable and relaxed (5.0% of responses).

**Liked least.** 2,710 responses were given. The top five responses included: too long/time consuming (35.7% of responses); weird/difficult schedule (9.9% of responses); *Into the Forest* (13.4% of responses); boring (5.1% of responses); sessions were repetitive at times (4.5% of responses).

**Improvements for next year.** 2,417 responses were given. The top five responses included: have less sessions/more free time (31.7% of responses); have a better Common Reading book (10.3% of responses); make sessions more interactive (9.4% of responses); improve schedule (6.1% of responses); make sessions shorter (4.8% of responses).

**Other recommendations/improvements (percentage of responses):**

- Don't need to change anything (4.3%)
- Have more variety of things to do in sessions (3.9%)
- Don't have or don't make it mandatory (2.9%)
- Have better conversations (e.g., more diverse, more "gray" areas) in sessions (2.8%)
- Have us meet with our other classes (1.6%)
- Don't have a common reading experience (1.6%)
- Have students meet others outside of their class (1.6%)
- Tell students to be more involved with the Introduction (1.1%)
- Devote more time to campus life issues (1.1%)
- Better publicize the event schedule and locations (1.1%)
- Talk less about values (1.0%)
- Nothing—love it all! (1.0%)

<b>APPENDIX A</b>
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### BGeX Introduction Student Questionnaire

#### General Information:

Sex (circle):    A = Male            B = Female

#### Part 1. Rating the influence of the BGeXperience Introduction

Please write the letter at the end of each question that best describes your answer. Please use the scales provided to response to each question.

A = Strongly Agree    B = Agree    C = Neutral    D = Disagree    E = Strongly Disagree

1. I was an active participant in my group.
2. Involvement in the BGeX Introduction has facilitated my understanding of what will be expected of me as a student at BGSU.
3. My group leaders were effective.
4. The relationship that I developed with other students in my group was beneficial.
5. Involvement with my orientation group helped me feel comfortable discussing issues that were important to me.
6. Involvement with BGeX Introduction has helped me to critically reflect on values and value conflicts.
7. Reading and discussing *The Kite Runner* influenced my beliefs and values.
8. The BGeX Introduction experience has clarified my thinking about my own values.
9. I expect the BGeX Introduction experience to influence my future actions as a student at BGSU.

Use the following scale for question 10:

A = Very Positive    B = Positive    C = Neutral    D = Negative    E = Very Negative

10. My overall experience with the BGeX Introduction has been \_\_\_\_\_.

**Part 2. Sentence completion**

We are interested in your response to the following question: In what three ways do you believe the BGeX Introduction 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 our life, including beliefs, values, attitudes, feelings, behaviors, and interpersonal relationships.

11. As a result of my involvement in the BGeX Introduction, I \_\_\_\_\_.

12. As a result of my involvement in the BGeX Introduction, I \_\_\_\_\_.

13. As a result of my involvement in the BGeX Introduction, I \_\_\_\_\_.

**Part 3. General reactions and comments**

14. General comments: Please relay any comments you may have regarding questions 1-10 in the space provided. Please note which questions you are commenting on if applicable.

15. What did you like best about the BGeX Introduction? Why?

16. What did you like least about the BGeX Introduction? Why?

17. What would improve the BGeX Introduction experience for students next year? Why?