

Assessment Report 2012-2013 New Student Orientation & First Year Programs

Submitted By - Name and Title: Andy Alt, Director
Date: August 1, 2013
Department Website URL: www.bgsu.edu/newstudent

Signature Program/Service Overview

The BGSU Orientation Leader position has long been considered an experience that enhances students' communication and leadership skills, increases their level of knowledge and pride in BGSU, and helps them to develop a greater understanding of diversity and themselves. Orientation Leaders' growth and development as a result of participation in UNIV 2010: *Training In Orientation*, as well as the overall experience as an Orientation Leader will be assessed along the learning outcomes identified below.

University Learning Outcome

1. *Intellectual and Practical Skills*
2. *Generalized and Specialized Knowledge*
3. *Personal and Social Responsibility*

Student Affairs Learning Outcomes

1. Critical and Constructive Thinking
 - a. Able to engage in reflection and reflective decision-making
 - b. Assess personal strengths and weaknesses
2. Communication
 - a. Demonstrate public speaking skills through speaking roles
3. Engaging Others in Participation
 - a. Understand and appreciate cultural differences through various diversity trainings

Project Sample/Participant Overview

19 Orientation Leaders. Recruited and selected during fall semester in preparation for training during spring 2013.

Data Collection Timeframe

July 17 – 26, 2013

Data Collection Methods

A quantitative and qualitative survey was sent via email using Campus Labs at the end of SOAR 2013. Orientation Leaders (OLs) were asked to rate their knowledge, skills and abilities as a result of their OL experience beginning in January 2013 and concluding in July 2013. The data below includes responses from 13 out of 19 surveyed OLs (68.4% response rate).

Limitations

This survey was conducted only *after* the training course and staffing experience, and as a result we are not able to compare pre-experience results to these post-experience results. Additionally, this assessment instrument is self-reported, and no objective or observable growth or change was recorded.

Student Learning Outcome with Target Achievement Level

1. SLO #1: Communication Skills: Active listening, problem solving skills, attributes of effective communication, understanding different types of non-verbal communication, public speaking skills, leading group discussions, conflict management, interacting and communicating with faculty
2. SLO #2: Leadership Skills: Understanding your values, ethics and ethical decision-making, goal-setting, effective time management, healthy balance in life, the role of an orientation leader
3. SLO #3: Diversity: Cultural sensitivity, creating inclusive environments, understanding cultural differences, builds relationships with a diverse group

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Summary of Results

Based on the results of this survey and qualitative data not included in this report, it is evident that the Orientation Leaders view this experience as an opportunity for great personal growth along these and other outcomes. The training and the actual experience is effective in improving student ability to engage in reflection, assess strengths and weaknesses, demonstrating public speaking, and appreciating cultural differences.

Key Results

1. As a result of my experience as an OL, my ability to *engage in reflection and reflective decision-making* has improved.

	Strongly Agree	Agree
Percent	76.92	23.08

2. As a result of my experience as an OL, my ability to *assess my own strengths and weaknesses* has improved.

	Strongly Agree	Agree
Percent	69.23	30.77

3. As a result of my experience as an OL, my ability to *demonstrate public speaking skills* has improved.

	Strongly Agree	Agree
Percent	84.62	15.38

4. As a result of my experience as an OL, my ability to *appreciate and understand cultural differences* has improved.

	Strongly Agree	Agree	Neutral
Percent	75.00	16.67	8.33

Decisions and Recommendations

In reviewing this data and seeking to improve the experience of Orientation Leaders in 2013, three primary recommendations will be considered for 2014. First, it will be important to administer a "pre-experience" survey to better understand OLs self-reported knowledge, skills and abilities related to the stated and intended outcomes. Second, we will better emphasize training as it relates to *appreciating and understanding cultural differences*. Finally, we will look for more objective ways of measuring students' learning and growth along these outcomes.



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Signature Program/Service Overview

Student Orientation, Advising and Registration (SOAR) is a critical step in the transition process for first year and transfer entering BGSU. Central to the program is the introduction to academic advising and course registration. The program also promotes campus-wide resources, including financial resources, career development, residential and commuter experiences, and dining services, and provides opportunities for incoming students and family members to connect with faculty, staff, and students at BGSU.

University Learning Outcome

1. *Intellectual and Practical Skills*
2. *Generalized and Specialized Knowledge*
3. *Personal and Social Responsibility*

Student Affairs Learning Outcomes

1. Inquiry: Create, identify and analyze life choices
2. General Knowledge Development: Accept responsibility for the well-being of oneself, family and community.
3. Self-Leadership: Develop financial literacy for self and organization

Project Sample/Participant Overview

From April 2012 through July 2012, Nearly 4,135 students were asked to complete a pre- and post-orientation evaluation. The evaluation was hosted in Campus Labs and included both likert and open-ended questions, which sought to measure students' knowledge, skills and abilities along the lines of the outcomes listed above and another set of specific outcomes. The data below represents the pre (N=1,112) and post (N=1,189) orientation responses to these particular survey items. These items are self-reported and not necessarily observable gains in knowledge, skills and abilities.

Student Learning Outcome with Target Achievement Level

1. Articulate the academic expectations and outcomes of their majors, departments, and colleges.
2. Develop a plan to become engaged in co-curricular learning and leadership experiences.
3. Articulate their rights and responsibilities as members of the Bowling Green State University community.
4. Positively contribute the University community.

Summary of Results

Along all student learning outcomes, it is evident that participation in the orientation program is effective in students developing greater knowledge, skills and abilities that support a successful transition to the university. Students are able to list strategies that lead to success along each Pillar of Success, develop a greater understanding of academic expectations and outcomes, and better describe resources, services and technology available at BGSU as a result of attending SOAR.

Key Results

Select measures on the pre- and post-orientation evaluation related to the above stated learning outcomes:

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

Evaluation	Pre-Orientation	Post-Orientation	Rate of Change
Mean	3.74	4.41	+0.67 (13.4%)

I am prepared to positively contribute to the University community.

Evaluation	Pre-Orientation	Post-Orientation	Rate of Change
Mean	4.52	4.62	+0.10 (2%)

I can explain the importance of becoming actively engaged in the University community.

Evaluation	Pre-Orientation	Post-Orientation	Rate of Change
Mean	4.21	4.58	+0.37 (7.4%)

Please indicate the extent to which you are familiar with ways to establish a plan to become engaged outside of the classroom.

Evaluation	Pre-Orientation	Post-Orientation	Rate of Change
Mean	2.20	2.51	+0.31 (10.3%)

Decisions and Recommendations

Based on the above learning outcomes and measured items, it appears that participation in the orientation program leads to gains in students' gaining a greater understanding of their rights and responsibilities, as well as the importance of becoming actively engaged in the University community. It appears that more effort should be directed to detailing ways in which students can establish a plan to become engaged outside of the classroom. It should be noted that this was a greater emphasis of the 2013 SOAR program.