2017 New Student Programs Feedback Report

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Raw data reviewed and compiled by Sebastián Chávez Erazo ’18 and Meera White ’18, Student Co-Coordinators for New Student Programs under the direction of Lacey Filkins, Associate Director of New Student Programs - September 2017
2017 New Student Evaluation Report

Responses were select one of a Likert-type/rating-style scale, unless otherwise noted as an open response.

Demographics

Responses by Year

In total 133 New Students responded to the survey with a breakdown of 130 First Years (97.74%) and 3 Transfer Students (2.26%). Transfer students in 2017 were in both the Sophomore and Junior class.

Student Respondents' Connections to College

Of the 133 respondents:

- 9 were Kenyon Legacy students (6.77%)
- 11 were First-Generation Students (8.27%)
- 86 had either one or both parents who attended a college other than Kenyon (64.66%).

27 students preferred not to respond.
Respondent Racial/Ethnic Background

The respondents' racial/ethnic backgrounds were largely White American, consistent with the overall New Student and Kenyon upperclassmen racial/ethnic demographic. Those who self-identified as "Multiple Racial/Ethnic Identities" had the option of writing in their race/ethnicity and wrote in:

- Asian, White: 3
- Black, Latinx: 1
- White, Latinx: 1

Gender Identity

To gauge respondents gender identity, there were no options featured rather students were allowed to write in their own responses.

<table>
<thead>
<tr>
<th>Category of responses</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Female”/“Woman”/“She /Her/Hers” /“Cisgender female”</td>
<td>68</td>
</tr>
<tr>
<td>“Male”/“He/Him/(“his”)/“Cismale”</td>
<td>25</td>
</tr>
<tr>
<td>&quot;Non-binary&quot;</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Cisgender&quot;</td>
<td>2</td>
</tr>
<tr>
<td>&quot;Queer&quot;</td>
<td>1</td>
</tr>
<tr>
<td>&quot;Feminine&quot;</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>
Early Arrival Experience

The 48 respondents who arrived on campus early had generally positive feedback regarding their check-in process, early arrival coordinator, and overall early arrival experience.

Reasons for Early Arrival (from 133 respondents)

1. Writing & Thinking Pre-O (10)
2. Outdoors Pre-O (8)
3. Leadership Pre-O (4)
4. Scientific Data Pre-O (5)
5. Men’s soccer (3)
6. Women’s cross-country (2)
7. Women’s soccer (2)
8. Field Hockey (2)
9. Football (1)

*No respondents for Volleyball, Men’s cross country

Rating of Check-In Process: Of 37 respondents, a majority thought it was excellent or good.

- Excellent: 17
- Good: 17
- Average: 3

Communication with Early Arrival Coordinator: A majority thought communication was complete and easy to understand.

- Strongly Agree: 17
- Agree: 15
- Neither agree or disagree: 5

Overall Early Arrival Experience: Majority enjoyed it.

- Excellent: 19
- Good: 15
- Average: 3
New Students’ Experience with Orientation Leaders (OLs) & Registration

Overall, new students found the quality of their Orientation Leaders to be excellent or good. The majority of new students had a good experience with course registration and found their OLs and Faculty Advisor to be the best resources.

<table>
<thead>
<tr>
<th>Overall quality of Orientation Leaders:</th>
<th>Overall quality of course registration:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (59)</td>
<td>Good (49)</td>
</tr>
<tr>
<td>Good (37)</td>
<td>Average (30)</td>
</tr>
<tr>
<td>Average (9)</td>
<td>Excellent (18)</td>
</tr>
<tr>
<td>Poor (1)</td>
<td>Poor (6)</td>
</tr>
<tr>
<td></td>
<td>Terrible (3)</td>
</tr>
</tbody>
</table>

Who aided you the most in the course registration process?
- My OLs (65)
- My Faculty Advisor (35)
- My Community Advisor (3)
- The Registrar’s Office (2)
The Academic Advising Office (2)

New Students’ Experience with Faculty Advisors (FAs)

The majority of new students enjoyed their advising experience and made use of their advisor’s suggestions. New students also found that their Orientation Leaders were helpful resources for registration.

<table>
<thead>
<tr>
<th>Overall quality of advising experience:</th>
<th>Who was most helpful to you when making course selections?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent (63)</td>
<td>Faculty Advisor (49)</td>
</tr>
<tr>
<td>Good (34)</td>
<td>Orientation Leaders (28)</td>
</tr>
<tr>
<td>Average (7)</td>
<td>Family Member (12)</td>
</tr>
<tr>
<td>Poor (1)</td>
<td>Registrar’s Office/First Things First Booklet (6)</td>
</tr>
<tr>
<td>Terrible (1)</td>
<td>Other (8)</td>
</tr>
<tr>
<td></td>
<td>Community Advisor (1)</td>
</tr>
<tr>
<td></td>
<td>Academic Advising Office (2)</td>
</tr>
</tbody>
</table>

Compared to my friends/roommate/peers, my advisor’s suggestions were more helpful to my course selection:
- Agree (62)
- Strongly Agree (31)
- Disagree (11)
- Strongly disagree (2)

*Other: Myself (4); Upperclassmen students (3); Friends (1)
Orientation Learning Outcomes

New students felt mostly confident in their ability to identify campus resources and navigate Kenyon. New students also felt that they understood the value of a residential campus and the Kenyon community. New students mostly did not feel that New Student Orientation prepared them for the first day of class.

**Because of New Student Orientation I feel confident in my ability to articulate the academic expectations and available resources:**
- Agree (58)
- Neither agree nor disagree (23)
- Strongly agree (18)
- Disagree (6)
- Strongly disagree (1)

**Because of New Student Orientation I feel confident in my ability to navigate Kenyon and reflect on my experiences:**
- Agree (57)
- Neither agree nor disagree (23)
- Strongly agree (18)
- Disagree (7)
- Strongly agree (1)

**Because of New Student Orientation I feel confident in my ability to define the importance of a residential experience:**
- Agree (57)
- Neither agree nor disagree (23)
- Strongly agree (18)
- Disagree (7)
- Strongly disagree (1)

**Because of New Student Orientation I feel more connected to the Kenyon community and have a greater understanding of the campus culture, history, and traditions:**
- Agree (49)
- Strongly agree (24)
- Neither agree nor disagree (20)
- Disagree (11)
- Strongly disagree (2)

**New Student Orientation helped me feel prepared for my first day of class:**
- Agree (47)
- Neither agree nor disagree (29)
- Strongly agree (16)
- Disagree (10)
- Strongly disagree (4)
New Students’ General Feedback on Orientation

Overall, new students thought that their move-in process and community advisor meetings were either excellent or good. Overwhelmingly, they cited their Orientation Leaders as those who were most helpful and enjoyed recreational activities such as Second City and New Student Sing more than any other activities. A majority of students disliked Life on the Hills yet found the overall quality of the events good or average. Their major concerns following orientation are academic and social. Many new students specifically asked for more "practical" help during Life on the Hill sessions, for example how to get books for classes or how to use Moodle.

<table>
<thead>
<tr>
<th>Check-in/move-in process was:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>36</td>
</tr>
<tr>
<td>Good</td>
<td>42</td>
</tr>
<tr>
<td>Average</td>
<td>10</td>
</tr>
<tr>
<td>Poor</td>
<td>1</td>
</tr>
<tr>
<td>Did not participate (early arrival)</td>
<td>16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall quality of your Community Advisor/Hall meetings:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>25</td>
</tr>
<tr>
<td>Good</td>
<td>47</td>
</tr>
<tr>
<td>Average</td>
<td>21</td>
</tr>
<tr>
<td>Poor</td>
<td>11</td>
</tr>
<tr>
<td>Terrible*</td>
<td>2</td>
</tr>
</tbody>
</table>

*Written comments: "CAs unprepared & repeated information from OLS and Advisors

| Which office or individual at Kenyon most helped you as you prepared to attend New Student Orientation? |
|---------------------------------------------------------------------------------------------------|---|
| Orientation Leaders                                                                               | 48 |
| New Student Programs/Orientation Office                                                            | 15 |
| Community Advisors                                                                                | 12 |
| Other                                                                                             | 10 |
| Faculty Advisor                                                                                   | 7  |
| Office of Admissions                                                                              | 6  |
| Athletics/Coach                                                                                   | 5  |
| Office of Residential Life                                                                         | 3  |
**What was your LEAST favorite part of New Student Orientation?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life on the Hill events</td>
<td>49</td>
</tr>
<tr>
<td>Faces of America</td>
<td>15</td>
</tr>
<tr>
<td>Course Registration</td>
<td>14</td>
</tr>
<tr>
<td>OL Group Meetings</td>
<td>7</td>
</tr>
<tr>
<td>CA Hall Meetings</td>
<td>6</td>
</tr>
<tr>
<td>Orientation Kick-off</td>
<td>6</td>
</tr>
<tr>
<td>Opening convocation</td>
<td>3</td>
</tr>
<tr>
<td>Evening activities in the Halls</td>
<td>2</td>
</tr>
<tr>
<td>First Gen Meet and Greet</td>
<td>2</td>
</tr>
<tr>
<td>Convening Dinner</td>
<td>1</td>
</tr>
<tr>
<td>New Student Sing</td>
<td>1</td>
</tr>
</tbody>
</table>

*Least Favorite Activities selected by 0 respondents:
- First Gen Lunch & Panel
- Legacy Dinner
- Picnics
- Advising meetings
- Real World: Gambier
- Second City
- Academic Dept. Presentations

**What was your FAVORITE part of New Student Orientation?**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Second City</td>
<td>43</td>
</tr>
<tr>
<td>New Student Sing</td>
<td>17</td>
</tr>
<tr>
<td>Academic Department Presentations</td>
<td>8</td>
</tr>
<tr>
<td>Evening Activities in the Halls</td>
<td>7</td>
</tr>
<tr>
<td>Advising Meetings</td>
<td>6</td>
</tr>
<tr>
<td>Picnics</td>
<td>6</td>
</tr>
<tr>
<td>OL Group Meetings</td>
<td>5</td>
</tr>
<tr>
<td>Convening Dinner</td>
<td>4</td>
</tr>
<tr>
<td>CA/Hall Meetings</td>
<td>1</td>
</tr>
<tr>
<td>Orientation Welcome/Kick-Off</td>
<td>1</td>
</tr>
<tr>
<td>Course Registration</td>
<td>1</td>
</tr>
<tr>
<td>Real World: Gambier</td>
<td>1</td>
</tr>
<tr>
<td>Faces of America</td>
<td>1</td>
</tr>
<tr>
<td>First Gen Lunch &amp; Panel</td>
<td>1</td>
</tr>
</tbody>
</table>

*Favorite Activities selected by 0 respondents:
- Legacy Dinner
- First Gen Meet & Greet
- Opening Convocation
- Life on the Hill Events

At this point, what is your main concern/anxiety?
<table>
<thead>
<tr>
<th>Academic coursework (doing well in class, workload)</th>
<th>38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making friends and meeting people</td>
<td>29</td>
</tr>
<tr>
<td>Developing skills related to note-taking, studying, time management, stress management</td>
<td>9</td>
</tr>
<tr>
<td>Staying healthy in college</td>
<td>6</td>
</tr>
<tr>
<td>Getting involved on campus</td>
<td>5</td>
</tr>
<tr>
<td>Homesickness</td>
<td>4</td>
</tr>
<tr>
<td>Financial concerns (paying tuition, budgeting)</td>
<td>3</td>
</tr>
<tr>
<td>Relationship with others (friends and/or families)</td>
<td>3</td>
</tr>
<tr>
<td>Deciding on a major</td>
<td>3</td>
</tr>
<tr>
<td>Other (Internships, Careers)</td>
<td>3</td>
</tr>
<tr>
<td>Registration for spring semester courses</td>
<td>1</td>
</tr>
<tr>
<td>Living situation (i.e., residence hall life, living with a roommate)</td>
<td>1</td>
</tr>
<tr>
<td>Finding an on-campus job</td>
<td>1</td>
</tr>
</tbody>
</table>

*No responses for “Finding a place to study”

<table>
<thead>
<tr>
<th>Overall quality of Life on the Hill sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
</tr>
<tr>
<td>Good</td>
</tr>
<tr>
<td>Poor</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Terrible</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Up to this point, which individual(s) has most positively impacted your transition to Kenyon?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other new students, peers</td>
</tr>
<tr>
<td>My athletic team</td>
</tr>
<tr>
<td>My parents/family</td>
</tr>
<tr>
<td>My Orientation Leader (OL)</td>
</tr>
<tr>
<td>My Faculty Advisor</td>
</tr>
<tr>
<td>Upperclass students (other than OLs or CAs)</td>
</tr>
<tr>
<td>Other: 6 (Counseling Office, Pre-O Leaders, Myself)</td>
</tr>
<tr>
<td>My Community Advisor (CA)</td>
</tr>
<tr>
<td>My friends from home</td>
</tr>
</tbody>
</table>

*No responses for “My Coach”; “Romantic Partner”
Transfer Student Experience

Only three (3) transfer students responded to the evaluation. Their responses can not be seen as indicative of the transfer student population of twelve (12). All three respondents did find the check-in to be disorganized. This is probably due to the early check-in for transfer students from 10am to 12pm being moved to residence halls at 12pm, which resulted in some confusion for later arriving transfer students. Raw data can be found below.

**The transfer student snack break on Saturday helped me meet other transfer and upperclass students:**
- Did not attend (2)
- Neither agree nor disagree (1)

**The transfer student lunch on Sunday made me feel more connected to faculty, staff, and other transfer students:**
- Agree (1)
- Neither agree nor disagree (2)

**Advising experience was:**
- Excellent (1)
- Good (1)
- Average (1)

**Compared to my peers/roommate the advice my advisor gave me was:**
- Better than average (2)
- Average (1)

**Transfer course registration was:**
- Excellent (2)
- Good (1)

**Who was most helpful to you when building your course schedule:**
- Faculty Advisor (2)
- Orientation Leaders (1)

**Most valuable and least valuable Transfer-specific activities:**
- Options included: Transfer check-in, Snack break, Transfer advising, Transfer course registration, Dinner with upperclass CAs, Transfer social, Other

**MOST valuable transfer-specific activity/event:**
- Transfer course registration (2)
- Transfer advising (1)

**LEAST valuable:**
- Transfer advising (1)
- Transfer social (1)
- Other (1)
Life on the Hill #1  Advisor Relationship

Current run (last updated Aug 28, 2017 11:37am)

3 Polls
224 Participants
150 Average responses
67% Average engagement

Because of this session I have a better understanding of the purpose of an academic advisor at Kenyon

Response options
Agree
Disagree
Count
119
6
Percentage
95%
5%
56% Engagement

125 Responses

Because of this session I have a better understanding of how my advisor can help me explore liberal arts coursework

Response options
Agree
Disagree
Count
166
5
Percentage
97%
3%
76% Engagement

171 Responses

Because of this session I feel confident in my ability to navigate the advisor/student relationship

Response options
Agree
Disagree
Count
129
26
Percentage
83%
17%
69% Engagement

155 Responses
Because of this session I have a better understanding of my academic responsibility both in and outside the classroom

Response options

- Agree: 293 (91%)
- Disagree: 30 (9%)

Engagement: 92%

Responses: 323

Because of this session I feel confident in my ability to define academic integrity at Kenyon

Response options

- Agree: 175 (86%)
- Disagree: 28 (14%)

Engagement: 57%

Responses: 203
Because of this session I feel confident in my ability to integrate critical thinking and problem solving to my curricular and co-curricular decisions

Response options

- Agree: 112 (71%)
- Disagree: 45 (29%)

Because of this session I have a better understanding of the resources available to me and how/when to use them

Response options

- Agree: 146 (83%)
- Disagree: 29 (17%)

Because of this session I feel confident in my ability to recognize my limits in regard to curricular and co-curricular involvements

Response options

- Agree: 65 (71%)
- Disagree: 27 (29%)
Life on the Hill #5  Creating Healthy Habits

Current run (last updated Aug 28, 2017 11:33am)

3 Polls  177 Participants  133 Average responses  75% Average engagement

Because of this session I have a better understanding of how mental and physical wellness can impact my GPA

![Graph showing response options and percentages]

<table>
<thead>
<tr>
<th>Response options</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>130</td>
<td>92%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>8%</td>
</tr>
</tbody>
</table>

80% Engagement  142 Responses

Because of this session I feel confident in my ability to recall various types of health and wellness resources

![Graph showing response options and percentages]

<table>
<thead>
<tr>
<th>Response options</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>96</td>
<td>85%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>15%</td>
</tr>
</tbody>
</table>

64% Engagement  113 Responses

Because of this session I have a better understanding of how to create a wellness plan for myself

![Graph showing response options and percentages]

<table>
<thead>
<tr>
<th>Response options</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>128</td>
<td>90%</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>10%</td>
</tr>
</tbody>
</table>

80% Engagement  143 Responses
Because of this session I have a better understanding of Kenyon's protocol around active threats on campus

<table>
<thead>
<tr>
<th>Response options</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>191</td>
<td>92%</td>
</tr>
<tr>
<td>Disagree</td>
<td>17</td>
<td>8%</td>
</tr>
</tbody>
</table>

208 Responses

Because of this session I have a better understanding of how to handle an emergency situation on campus

<table>
<thead>
<tr>
<th>Response options</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>162</td>
<td>93%</td>
</tr>
<tr>
<td>Disagree</td>
<td>12</td>
<td>7%</td>
</tr>
</tbody>
</table>

174 Responses
2017 Orientation Leader Evaluation Report

Responses were select one of a Likert-type/rating-style scale, unless otherwise noted as an open response. All responses were anonymous.

**Overall Response Rate: 75%**

In total 45/60 Orientation Leaders responded to the survey with a breakdown of 28 first time OLs (62.22%) and 17 returning OLs/past UCCs (37.78%).

**Overall Orientation Leader Satisfaction**

**Working with an OL Partner:**

- Excellent (23): 51%
- Good (19): 42%
- Average (1): 2%
- Poor (1): 2%
- Terrible (1): 2%

**Working with two faculty advisors:**

- Excellent (19): 42%
- Good (17): 38%
- Average (8): 18%
- Poor (1): 2%
- Terrible (0): 0%
**Working directly with 8–10 new students:**
- Excellent (15): 33%
- Good (23): 51%
- Average (6): 13%
- Poor (1): 2%
- Terrible (0): 0%

**Working indirectly with 16–20 new students:**
- Excellent (3): 7%
- Good (13): 29%
- Average (19): 42%
- Poor (9): 20%
- Terrible (1): 2%

The Number of OL group meetings allowed me to get to know/connect with my new students well:
- Strongly Agree (3): 7%
- Agree (19): 42%
- Neither Agree/Disagree (9): 20%
- Disagree (11): 24%
- Strongly Disagree (3): 7%
Having an expanded role during Orientation made me feel like a valuable member of the orientation team:

- Strongly Agree (12): 27%
- Agree (22): 49%
- Neither Agree/Disagree (5): 11%
- Disagree (4): 9%
- Strongly Disagree (2): 4%

My favorite part about being an Orientation Leader was:

- Working with new students (30): 67%
- Working with faculty (5): 11%
- Helping with course registration (5): 11%
- OL Group meetings (3): 7%
- Getting to know peers (0): 0%
- Working Orientation Events (0): 0%
- Meeting parents & families (0): 0%
- Other (2): 4%

Of the two respondents who chose “other” one (1) stated “All of the Above” and one (1) “Participating in Real World Gambier”

Because of August OL training, I felt adequately prepared for my OL role:

- Strongly Agree (10): 22%
- Agree (24): 53%
- Neither Agree/Disagree (8): 18%
- Disagree (3): 7%
- Strongly Disagree (0): 0%
I would rate my overall OL experience as:

- Excellent (13): 29%
- Good (23): 51%
- Average (5): 11%
- Poor (4): 9%
- Terrible (0): 2%

Qualitative Feedback

Please note that no responses have been left out or altered in any way.

Of the 45 respondents, 17 chose to provide written feedback on their experience:

1. I think it would be great if there was time planned to walk around campus with the OL group. Something scheduled into the orientation week where the OL groups can take a stroll up and down middle path and point out buildings, traditions, tell stories, etc. Not as a formal meeting with structure, but just a casual stroll. I remember walking with my UCC and having her tell us different stories about buildings and random traditions that Kenyon has. Just as a small example, the past week new students were walking on the seal at Pierce, something they’ll probably grow out of, but I feel like there should be a time when things like that are explained to the new students! All that aside, I find walking and talking much easier to get a group that is a mixture of uneasy or shy people as well as outgoing people to talk with one another comfortably.

2. My favorite part of being an OL is specifically working with new students to help them prepare for course registration. I love getting to have one-on-one meetings with my advisees and delve deeper into their individual interests and concerns.

3. I think in terms of Life On the Hill, I realize it is sometimes not as fun to have longer sessions, but from new student feedback and collaborating with my OL partner, I think Having maybe 3 sessions: Academics, Training/Understanding Policies, and then a Social Life section (with a breakout with the OL group or led by OLs). In retrospect and sitting in on the diversity dialogue (our faculty facilitator was Simon Garcia) after Faces of America (which had negative reviews from new students), the new students did not understand the respect and reason to be serious about addressing gender and race, but I think this was more due to inexperience. The larger OL groups I think were only helpful during lunches. I think meeting with 8 max students would be more effective, then maybe a larger lunch group.

4. The combination of OL with Science Preo was harder on both the students and myself. I felt constantly behind on training/info, and felt that the best parts of being an OL I had already gotten even more so out of the science preo. It wasn’t a bad experience by any standards, having both Preo and OL at the same time in my eyes was not the ideal situation.

5. Training seemed a bit long / some of the presentations seemed unnecessary. Also, doing nearly all of the training in the pub got old fast. I think switching up the locations would make people more attentive :)

6. I didn’t really feel like I had an expanded role during Orientation. Yes, I participated in Real World, but that was a volunteer opportunity rather than something that was built into being an OL. If anything, I felt like most of my job involved making sure my new students were where they needed to be when they needed to be there.
7. I think that the groups (the 16-20 combine partner groups) were too large to really get to know the new students, no matter how often we met as a group. I would have liked to have some more meeting in the small 4-5 person groups. I really got to know the new students the best when I personally scheduled individual meeting with my 10 kids to help them with registration.

8. It may be difficult for me to truly analyze because I loved the way orientation used to be, but my heart was truly broken this year. The group was so large and our meeting were so short I didn’t get to know any of the first-years in my group at all compared to how well I knew them in previous years. There were too many people to have a cohesive group-I’ve always taken a picture with my UClings in the past and it simply didn’t feel right to do so this year because it just would’ve been awkward. Also working with two faculty members at once was definitely a challenge. Again, maybe this is just because an old dog can’t learn new tricks, but how Orientation used to be feels exponentially more Kenyon to me. Intimate, hands-on, tight-knit. This year it felt state school, which was just sad.

9. I think that the order of Life on the Hill presentations should be changed so that crucial trainings like active shooter are earlier in the schedule. It seemed excessive to have so many meetings the day after registration and attendance dropped. Additionally, I think the OL to student ratio needs to be increased. It was very difficult to get to know the entire group of 16 to 20 and the students struggled to meet everyone in that larger group as well. It was easier for quiet students to be lost in the shuffle. Finally, I don’t believe that the spring training was useful.

10. I really think that the previous system worked a lot better. I found it very difficult to be in a group with so many new students and think it is much better for the new students and OL when the group is smaller—less overwhelming and more intimate. I couldn’t get to know them as well this year and having 15 of them and 2 OLS made meeting up as an entire group very difficult, especially for meals. I also felt that the pep rally was a pretty negative introduction to Kenyon. It felt silly and I heard from several first years that they didn’t understand the point and didn’t enjoy it. Because they didn’t know each other at all, I think it was confusing and overwhelming. It seemed like a misrepresentation of what Kenyon is like. Instead it reverted back to high school, but because Kenyon is so small and it was only first years, it wasn’t enough of a crowd to function as it should have. I know that I as well as other OLS and first years left that event disappointed and confused. The first years had no idea where to go, and I didn’t feel like I was any help.

11. Working with a larger group of students meant that I didn’t get to know any of them very well. Course registration was also a lot more difficult because most people needed help most of the time, and there was only one of me. Additionally, the advising process was much more rushed compared to being a UCC because I had twice as many students to work with in the same amount of time.

12. There were a lot of differences in times between the online schedule and the print schedule that we were given so it would be helpful in the future to know which one we should be going off of. Also it would have been good if new students had been given a map when they arrived on campus. It also was very difficult trying to eat with 17 other people in Peirce, and it felt awkward and forced since the OLS were not actually able to interact with some/all of the students. From what I heard, students did not enjoy poll everywhere and found that it was awkward to have the answers coming up on the screen because if they disagreed, it felt like it was personal to the speaker they had just heard. It may be better in the future to ask those types of questions in the OL meetings later in the day so they feel more comfortable giving their feedback

13. I think the active shooter training would have been more appropriate in smaller groups. A lot of my students reported feeling scared and overwhelmed following that LoTH, and it was only after our lunch together that they felt better. I also feel like the spring training was redundant to the sensitivity training we received in August training, which I preferred.

14. It was an extremely stressful process. Although very rewarding, I think Kenyon should be more responsible for prepping new students with the nuts and bolts of registration prior to their arrival. It places a lot of anxiety on OLS (myself included) to find a smooth way to introduce them to everything about registration while trying to teach them everything else.
15. advising all 8-10 of my students was difficult as the two faculty advisors both wanted me present in their individual meetings. also I did not get to know the first years that my partner was responsible for because for practicality reasons we started as a big group and then split off.

16. I think that the new organization of the Orientation program produced the most flawed results when it came to course registration. Two OLs for 16-20 students is simply not enough if anything goes wrong, which things always do on registration day. We could not give everyone the attention that they needed at once.

17. It was hard to get to know my first year students as well as I have done in the past because there were many more of them and we had less time to do it in. I really loved making connections last year with them and this year I didn’t feel like we had much of an opportunity to. I think if the OL leaders led some of the LOH presentations within our own groups and held the discussion ourselves, that might give us more of a connection. That might be something to try out.
2017 Faculty Evaluation Report

Responses were select one of a Likert-type/rating-style scale, unless otherwise noted as an open response. All responses were anonymous.

**Overall Response Rate: 38.46%**

In total 45/117 Faculty Advisors responded to the survey. Per faculty request, questions could be skipped. Participants/question is noted.

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**Advising Logistics**

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**Did you require your OL to be present at your group advising session?**

*Number of responses: 41*

- Yes (36): 87.80%
- No (5): 12.20%

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**Did you pair up with your advising partner for group advising session?**

*Number of responses: 41*

- Yes (30): 73.17%
- No (1): 26.83%
Overall my new students were well prepared for group advising.

Number of responses: 41

- Strongly agree (9): 21.95%
- Agree (19): 46.34%
- Neither Agree/Disagree (10) 24.39%
- Disagree (2): 4.88%
- Strongly Disagree (1): 2.44%

Overall my new students were well prepared for individual advising.

Number of responses: 41

- Strongly agree (12): 29.27%
- Agree (18): 43.90%
- Neither Agree/Disagree (6) 14.63%
- Disagree (3): 7.32%
- Strongly Disagree (2): 4.88%

In terms of the length of group advising there was:

Number of responses: 41

- Too much time (7): 17.07%
- Just the right amount (31): 75.61%
- Too little time (3) 7.32%
In terms of the length of individual advising there was:
Number of responses: 41
- Too much time (0): 0%
- Just the right amount (31): 75.61%
- Too little time (10) 24.39%

Overall I feel I received adequate support from the advising office prior to orientation.
Number of responses: 41
- Strongly agree (5): 12.20%
- Agree (20): 48.78%
- Neither Agree/Disagree (9) 21.95%
- Disagree (5): 12.20%
- Strongly Disagree (2): 4.88%

Overall I feel I received adequate support from the advising office during orientation.
Number of responses: 41
- Strongly agree (4): 9.76%
- Agree (19): 46.34%
- Neither Agree/Disagree (11) 26.83%
- Disagree (4): 9.76%
- Strongly Disagree (3): 7.32%
On a scale of 1-5, how valuable do you find the group advising session?
Number of responses: 41
- 5 - Invaluable (11): 26.83%
- 4 (22): 53.66%
- 3 (5): 12.20%
- 2 (0): 0%
- 1 - Dispensable (3): 7.32%

On a scale of 1-5, how valuable do you find the individual advising session?
Number of responses: 41
- 5 - Invaluable (31): 75.61%
- 4 (9): 21.95%
- 3 (1): 2.44%
- 2 (0): 0%
- 1 - Dispensable (0): 0%

On a scale of 1-5, how much did the change to the UCC/OL structure impact how you advise new students?
Number of responses: 40
- 5 - A Great Deal (7): 17.50%
- 4 (7): 17.50%
- 3 (9): 22.50%
- 2 (10): 25.00%
- 1 - None at all (7): 17.50%
Overall I had a positive experience with my Orientation Leader.
Number of responses: 41

- Strongly agree (25): 60.98%
- Agree (14): 34.15%
- Neither agree nor disagree (1): 2.44%
- Disagree (1): 2.44%
- Strongly Disagree (0): 0%

53.66% of responding advisors were paired with an Orientation Leader within their department

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Overall I had a positive experience with my assigned faculty partner.
Number of responses: 40

- Strongly agree (22): 55.00%
- Agree (11): 27.50%
- Neither agree nor disagree (6): 15.0%
- Disagree (1): 2.50%
- Strongly Disagree (0): 0%

63.41% of respondents were paired with a faculty member in their department

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I believe the Academic Dept. Presentations are beneficial to the students I advise.
Number of responses: 41

- Strongly agree (18): 43.90%
- Agree (22): 53.66%
- Disagree (1): 2.44%
- Strongly Disagree (3): 7.32%
On a scale of 1–5, how well prepared was your Orientation Leader?
Number of responses: 41

- 5 - Very well prepared (25): 60.98%
- 4 (11): 26.83%
- 3 (4): 9.76 %
- 2 (0): 0%
- 1 - Very ill-prepared (1): 2.44%

Spring/Summer Communication

Did you have any contact, either virtually or in-person, with your Orientation Leader prior to August/Orientation?
Number of responses: 41

- Yes (23): 56.10%
- No (18): 43.90%

Did you have any contact, either virtually or in-person, with your incoming students prior to August/Orientation?
Number of responses: 41

- Yes (34): 82.93%
- No (7): 17.07%

Short Answer Responses

Respondents were asked to give brief responses to three questions. Please note that no responses have been left out or altered in any way.

1. As it relates to advising, please describe how the new OL structure could be improved.

I use my UCC/OL in my individual advising sessions. Having to share her with my partner during the time allotted, meant that we had too little time for each advisee.

Return to the old system. The new one worked but only because I read the riot act to my OL and she responded perfectly. I would rather CHOOSE one that I ALREADY KNOW WILL RESPOND AS WELL.
I found that I liked the group advising session very much. However, I think that many of my positive responses above are connected to the fact that 1) my Faculty partner and I complemented each other well, and 2) we were assigned an OL whom we both knew and was well-versed in the Kenyon curriculum.

allow more time for OL to meet with students individually after academic fair presentations and before individual advising - all the Monday afternoon presentations made it difficult for OL to meet with 8 students (and no longer able to do it before Tues AM meetings)

We used some of the group time to meet (walk) with students individually, know this.

Get rid of the group advising sessions. They are too unwieldy.

I urge you to consider holding the group advising meeting on Monday morning. Sunday can be about the students getting oriented socially and advising can start in full swing on Monday. The Sunday session is difficult logistically for many faculty.

I would allocate more time for the group meeting. From what I could determine, my group did not get too much out of the preceding meeting. The advising groups still seem too large

The lunch with the OL really didn't work well -- between getting food, the impossibility of holding a conversation in the dining hall, etc., the discussion just wasn't fruitful. A straightforward half-hour meeting would have been better.

Some OL's gave terrible (boiler plate) advice. The point of this system is that we can tailor advice for individual students, OL DO NOT HAVE THE EXPERIENCE TO DO THIS. THEY SHOULD NOT BE GIVING COURSE ADVICE.

I am very hands-on when it comes time for registration and individual meetings. I lean heavily on my UCC/OL which I think perhaps took away from the time that my group advising partner might have needed. The OLs were spread very thin when it came time to individual advising.

Allow time for the OL to spend time with each faculty group instead of the bigger combinations of 2-4 groups.

My OL was great, but she did not have enough time in the schedule to do what she needed/wanted to do. Both she and I told the first-years to bring rough outlines to individual advising, but their schedule was so packed that they had no time to do that.

no improvements needed
Only by experience, really. Seems like a good system.

I liked the previous model better. As far as I can tell, the only way the new model improves on the old is that Academic Advising only needs to employ half the number of upperclassmen.

What is the difference between OL and UCC when it comes to faculty members advising Freshmen? Flexibility is key, since most faculty members have specific structures for advising that work for them.

I don’t understand the benefit to having half as many students! Why would it be better to have one student have to help 8 instead of 4 advisees? And also we were told our advisees would bookmark in the searchable schedule, but no one even showed them how to use that, and I didn’t think I was suppos

Give us back the ability to be one on one with them; return to us the ability to select those we work with. I like my OL. She was great. But I know some faculty who feel differently. I got lucky. I would rather be sure I am not "lucky" but in control.

More contact between OL, advisor, over summer

It's fine.

I don’t think the OL spent as much time helping my advisees with course choices as in the past, since she had twice the number of advisees to work with.

Having one OL assigned to 8 students minimized how helpful the OL could be in terms of individual support for students

I hope you will not be pressured into going back to the old system. The new OL system which trains the students in this role, is a big improvement!

It could be ditched and we could go back to the UCCS. Preparing 10 students for classes is way too many and puts too much burden on the OL. Also I plan to look for a de facto UCC next year if only for the meeting with all my first year advisees.

I would like for faculty to have some input in the appointment of the OLs. In the past, it was very helpful to have a UCC who had similar interests as me and therefore also usually with the first-year advisees assigned to me.

Share the same information with faculty members and OLs. There is no reason faculty members should not know about mandatory training or other items. Finding this out from OLs was disturbing and frustrating.
I like to use the individual advising session to get to know my advisees better as well as work out a schedule of courses so I need more time for individual advising and I need the OLs to sit in on the last part of individual advising.

Schedule time so that they can meet one-on-one with advisees and prep their schedules. Split the group time into two and come to the advisors separately. The OL shouldn't repeat everything the other advisor said to their advisees in my meeting with my students!

I would like more of a time slot to have individual advising sessions with my advisees and my OL both present.

2. As it relates to advising, please describe some ways your OL could be more prepared for their role.

She was pretty well prepared. Not sure what I would change.

It would help if we KNEW each other beforehand.

She was superb, but this was fortuitous. I am still concerned about OLs are being told in terms of college-wide expectations, particularly as it relates to Music.

Our OL was well prepared, positive, and enthusiastic; OL did propagate the "you must take language" advice to someone who would thereby be prevented from exploring a possible major, though - this is a continuing problem for physics and other NatSci disciplines

My OL was excellent but that was largely due to the student's self-motivation and personality.

Early on, the OL was a little fuzzy on the mechanics of the schedule for Sunday, Monday and Tuesday.

Should help students think through actual course schedules, as well as how to work the registration system.

I had a great OL who was very prepared. I think that the needs of the group require more than 1 OL.

He was well prepared.

could not have been more prepared

If we had a better system for registration the OL wouldn't have to worry about all the variables.
My OL was top-notch. I have no complaints.

The OL very sincerely wanted to be helpful, but seemed to have been told their role was larger than it should be.

What were they supposed to do/teach the advisees?

reduce the number of students they are working with! Good lord! Give them 4-5 not 8-10 advisees and assign them to single faculty members.

Can't think of any

He was great.

Needed to be more alert to technological questions.

Given the changes, I'm not sure I fully understand what their role is, therefore I couldn't suggest how to better prepare them

The OL doesn't get enough time with his or her charges to get to know them, when he or she has ten. Go back to the UCC system so they can get to know their students.

Cecina did a fantastic job. The advising office needs to communicate with everyone.

It would be useful for OLS to help first-years develop several alternative schedules before the individual advising meeting.

My OL was also a Pre-O TA and for some reason wasn't getting all the information about what and where the OLs were supposed to be doing. Maybe that was the OL, maybe it was the setup.

I wish I had known them previously. I had nothing in common with my OL, she did not seem to have interest in what I do at Kenyon, and we did not connect at all. She did not turn up at all during my individual advising slots - she told me she was prioritising my advising partner.

n/a
3. How would you compare advising with the support of OLs relative to advising with the support of UCCs?

I think when there was fewer advisees per OL/UCC, the students got more individual attention.

More work, but effective.

about the same

Again, luck helped here. My Faculty partner had one transfer who registered early, thus he only had three advisees to help on Tuesday morning. I had five and had to reduce my advising time to 40 minutes each to fit them all in before their next Orientation event; my OL had time to give.

It was a little harder to manage things, since I like to have my OL check in with students after the academic fair, to help them develop and organize their list of 8 to 10 course possibilities.

I used the same procedure I have always used, but my incoming students refused to cooperate with her as much as this has been the norm in years past.

The advantage of the OL system was that the students had larger advising groups and exposure to two OLs and two faculty advisors.

I worry that the OLs might be spread a little thin across 8 or so advisees as compared to 4.

Seems about the same from my perspective.

I would have my UCCs work out schedules with students prior to my individual advising meeting. The new structure means that task has now doubled in size and requires more work of the OL.

With the UCC I was able to supervise (since I AM RESPONSIBLE) the UCC’s advice to new students. This was impossible this year.

Again, I didn’t have to share my UCC, so I was able to ask quite a bit from each of them, which made my advising time more productive. I have always had great
student support during orientation, and that has never been a problem. The new model asks for more work from fewer individuals.

All was similar, but the OL couldn’t spend time with my advisees as much to help in their cohesion as a group or help me with things that I do differently from my faculty partner.

The same

Same.

The new model is clearly inferior to the old model.

This would be hard to judge since it is really dependent on individuals. However, in this case the "Orientation Leader" seemed to overstep a bit with advise. Whether they are called UCCs or OLs, a Sophomore cannot replace the point of view of a faculty member.

There is obviously more support when you don’t have to share the same student with someone else!

I preferred the former system. But I take my advising seriously.

From my perspective, they were very similar experiences. Our OL was great this year.

The same

Very much the same.

I prefer the UCC system since it allows one to tailor the UCC's work to complement one's own—not really possible if you have to share an OL with another faculty member.

I preferred UCCs, new students were able to get them better and spend more time preparing prior to individual meetings. In the past, I paired myself with another faculty member so that students could benefit from meeting more students and faculty in our small group, but had two UCCs to help

My OL was terrific, very prepared, caring, and knowledgeable, and took his role seriously. I believe that was the intention of the change, and it worked, thank you!

I think it was more stressful for the OL to work with 7 students instead of 4 when sketching out potential schedules.
The only difference was having to share the OL during the individual advising session, which is just what I had anticipated (but then I've been working with a faculty partner for years). We figured it out, but my advisees needed to travel to meet with our OL since my partner is in a different buildi

See above. We had a great OL. Nonetheless, I would much prefer to work with a UCC.

See my response above regarding the appointment of OLs.

I heard from many first year students that the mandatory sessions were not helpful, especially the first session before meeting advisors.

The difference for me was that I always knew my UCC as a student before having him or her as a UCC so it was more seamless. I did not know my OL before we met during orientation, although she was very good.

It is a little different. My UCC knew my advisees really well whereas it seemed to take my OL a bit longer to connect with the students. I don't necessarily think this is b/c of the set up but more of the personality of the OL and UCC.

UCCs provided support where faculty advisors need it - in preparing students in choosing courses. OLs did not seem to have this anywhere in their schedule (I asked mine to schedule time with my advisees individually in the one slot of free time). UCCs came to my individual advising slots..

n/a (This is my first year advising)
2017 Family Evaluation Report

Responses were select one of a Likert-type/rating-style scale, unless otherwise noted as an open response. All responses were anonymous.

Overall Number of Responses: 135

In total 135 unique family members responded to the survey with a breakdown of:

- 24 Early Family Orientation Only
  - Aug. 9th (9): 6.67%
  - Aug. 13th (5): 3.70%
  - Aug. 17th (10): 7.41%
- 104 Regular Orientation Only: 77.04%
- 7 Attended both sessions: 5.19%

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Early Arrival Experience

The respondents who arrived on campus early had generally positive feedback regarding their check-in process, early arrival coordinator, and overall early arrival experience.

Reasons for Early Arrival

- Writing & Thinking Pre-O (1)
- Outdoors Pre-O (1)
- Scientific Data Pre-O (2)
- Men’s soccer (1)
- Women’s cross-country (2)
- Men’s cross-country (3)
- Women’s soccer (4)
- Field Hockey (1)
- Football (2)

*No respondents for Volleyball, Leadership Pre-O

The check-in/move-in process for early arrival was smooth and easy

Total responses: 17

- Strongly Agree (15): 88.24%
- Agree (2): 11.76%
The pre-arrival communication from my early arrival coordinator was complete and easy to understand

Total responses: 17
- Strongly Agree (8): 47.06%
- Agree (6): 35.29%
- Neither agree/disagree (1): 5.88%
- Disagree (1): 5.88%
- Strongly Disagree (1): 5.88%

Which individual or office was most helpful as you prepared to bring your student to Orientation?

- New Student Programs (6)
- Athletics/Coach (6)
- Office of Admission (1)
- Faculty Advisor (1)
- Financial Aid (1)
- Other (2)

Because of early arrival family orientation I have a better understanding of Student Affairs at Kenyon

Total responses: 17
- Strongly Agree (6): 35.29%
- Agree (9): 52.94%
- Neither agree/disagree (2): 11.76%

Because of early arrival family orientation I have a better understanding of Athletics at Kenyon

Total responses: 17
- Strongly Agree (5): 29.41%
- Agree (8): 47.06%
- Neither agree/disagree (4): 23.53%
Because of early arrival family orientation I have a better understanding of academic advising and resources at Kenyon

Total responses: 17
- Strongly Agree (5): 29.41%
- Agree (9): 52.94%
- Neither agree/disagree (3): 17.65%

Because of early arrival family orientation I have a better understanding of Campus Safety at Kenyon

Total responses: 17
- Strongly Agree (9): 52.94%
- Agree (6): 35.29%
- Neither agree/disagree (2): 11.76%

Because of early arrival family orientation I have a better understanding of counseling & mental health services at Kenyon

Total responses: 17
- Strongly Agree (8): 47.06%
- Agree (7): 41.18%
- Neither agree/disagree (2): 11.76%

Because of early arrival family orientation I have a better understanding of physical health and wellness resources at Kenyon

Total responses: 17
- Strongly Agree (6): 35.29%
- Agree (8): 47.06%
- Neither agree/disagree (3): 17.65%
Because of early arrival family orientation I have a better understanding of Residential Life at Kenyon

Total responses: 17
- Strongly Agree (4): 25.53%
- Agree (11): 64.71%
- Neither agree/disagree (2): 11.76%

Because of early arrival family orientation I have a better understanding of spiritual and religious life at Kenyon

Total responses: 17
- Strongly Agree (4): 23.53%
- Agree (10): 58.82%
- Neither agree/disagree (3): 17.65%

Because of early arrival family orientation I have a better understanding of student engagement and involvement at Kenyon

Total responses: 17
- Strongly Agree (3): 17.65%
- Agree (11): 64.71%
- Neither agree/disagree (2): 11.76%
- Disagree (1): 5.88%
Regular Orientation Experience

The respondents who arrived on campus early had generally positive feedback regarding their check-in process, early arrival coordinator, and overall early arrival experience.

**Orientation check-in/move-in was smooth and easy**

*Total responses: 87*

- Strongly Agree: 56
- Agree: 30
- Neither agree/disagree: 4
- Disagree: 5
- Strongly Disagree: 0
- Did not attend: 2

**On a scale of 1 to 5, please rate how helpful you found the Orientation Welcome Center was in answering your questions**

*Total responses: 87*

- 5 - Very Helpful: 40
- 4: 22
- 3: 10
- 2: 5
- 1 - Not Helpful: 10

**Because of the orientation/first-year overview I felt confident that my student would have a positive experience during Orientation**

*Total responses: 87*

- Strongly Agree: 26
- Agree: 26
- Neither agree/disagree: 8
- Disagree: 5
- Strongly Disagree: 0
- Did not attend: 22
Because of the Student Employment break-out session, I have a better understanding of on-campus employment and career development resources for my student

Total responses: 87
- Strongly Agree: 7
- Agree: 10
- Neither agree/disagree: 5
- Disagree: 1
- Strongly Disagree: 1
- Did not attend: 63

Because of the Health & Counseling break-out session, I have a better understanding of physical and mental health resources for my student

Total responses: 87
- Strongly Agree: 12
- Agree: 9
- Neither agree/disagree: 3
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 63

Because of the AVI/Dining Services break-out session, I have a better understanding of Kenyon's commitment to food safety and allergy awareness

Total responses: 87
- Strongly Agree: 7
- Agree: 6
- Neither agree/disagree: 3
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 71
Because of the diversity break-out session, I have a better understanding of Kenyon’s commitment to diversity, equity, and inclusion and the resources available to my student.

Total responses: 87
- Strongly Agree: 4
- Agree: 1
- Neither agree/disagree: 2
- Disagree:
  - Strongly Disagree:
  - Did not attend: 80

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Because of the Campus Safety break-out session, I have a better understanding of Kenyon’s commitment to student safety and the resources available.

Total responses: 87
- Strongly Agree: 9
- Agree: 9
- Neither agree/disagree: 2
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 67

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Because of the Student Accessibility & Support Services break-out session, I have a better understanding of resources/support available to my student.

Total responses: 87
- Strongly Agree: 3
- Agree: 7
- Neither agree/disagree: 4
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 73
Because of the Financial Aid break-out session, I have a better understanding of the financial aid process and the resources available.

Total responses: 87
- Strongly Agree: 1
- Agree: 5
- Neither agree/disagree: 2
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 79

Because of the athletics break-out session, I have a better understanding of the resources available to and support of student athletes.

Total responses: 87
- Strongly Agree: 7
- Agree: 3
- Neither agree/disagree: 2
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 75

Because of the student engagement break-out session, I have a better understanding of the ways my student can become involved on campus.

Total responses: 87
- Strongly Agree: 3
- Agree: 13
- Neither agree/disagree: 2
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 69
Because of the academic advising break-out session, I have a better understanding of Kenyon’s advising philosophy and the resources available to me.

Total responses: 87
- Strongly Agree: 4
- Agree: 10
- Neither agree/disagree: 3
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 70

Because of the residential life break-out session, I have a better understanding of student residential experience and resources.

Total responses: 87
- Strongly Agree: 2
- Agree: 5
- Neither agree/disagree: 2
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 78

Because of the Title IX break-out session, I have a better understanding of Kenyon’s sexual misconduct investigation process and the resources available.

Total responses: 87
- Strongly Agree: 1
- Agree: 2
- Neither agree/disagree: 1
- Disagree: 0
- Strongly Disagree: 0
- Did not attend: 82
Which activity/event did you find MOST valuable as a family member

Total Responses: 87
- Student Affairs Welcome Picnic (9)
- Parent & Family Dessert Reception (6)
- Legacy Dinner (2)
- Opening Convocation (58)
- Convocation Celebration Picnic (2)
- First Generation Lunch and Panel (3)
- Did not attend any (3)
- Transfer lunch (0)
- First Generation Meet & Greet (0)

Which activity/event did you find LEAST valuable as a family member

Total Responses: 87
- Student Affairs Welcome Picnic (22)
- Parent & Family Dessert Reception (13)
- Legacy Dinner (6)
- Opening Convocation (0)
- Convocation Celebration Picnic (20)
- First Generation Lunch and Panel (2)
- Did not attend any (19)
- Transfer lunch (0)
- First Generation Meet & Greet (3)

Which Office/Individual was most helpful as you prepared to bring your student to Kenyon

Total Responses: 87
- New Student Programs (19)
- Other* (16)
- Athletics/Coach (14)
- Office of Admissions (10)
- Orientation Leaders (9)
- Financial Aid (7)
- Community Advisors (4)
- Faculty Advisors (2)

* Of the 16 respondents who answered “Other” 15 filled in their own response and the most significant are listed below:
- None/No One (6)
- Website (2)
- KEEP/Pre-O (2)
Short Answer Responses

Respondents were given the ability to give additional open-ended feedback. Please note that no responses have been left out or altered in any way.

I also found the faculty advisor helpful also.

Very well-run...great experience and on-boarding.

We love Kenyon and couldn't be happier with our daughter's choice.

As a parent, I didn't receive any information from an "early arrival group coordinator." We only had information sent to my son which was fine. In retrospect it was probably best that all information went through the student, but at the time I would have liked my own info!

Thank you for the well communicated information & for the opportunity for our daughter to be part of the Kenyon Family.

although we were there in time to attend various events, we just used the time to get my freshman settled in and room organized before heading out the following day, immediately after convocation. It would have been useful to have local vendors, ie. banks to help set-up bank accounts for kids while parents were still there.

I did not receive any information regarding early arrival. I spoke to my son's father to get the information.

wish the early orientation could be longer

Anything else you would like us to know?

We love Kenyon and excited to have our son attend there.

It was hard to attend all of the sessions I wanted to attend. It would be better to have more duplication in sessions.

Why won't the university provide more financial aid.

smooth, welcoming, personal- very impressive
Very pleased with quaint college. Appreciated all the attentiveness

I love the idea and tradition of convocation

The residence hall check in was easy and efficient. I did not attend any sessions as this experience is for my daughter. Sessions for her are what matter. Appeals to parents who are, forgive me, more helicopter. The picnic was lovely and a

Everything felt very disorganized. There was a real lack of structure to any of the events. The two days consisted of a lot of wandering around wondering how to find someone to ask questions of. The staff in the bookstore were about the only warm bodies we could find and they were actually very nice. It was all quite stressful in all honesty. I feel like there should have been student hosts available to help point people in the right direction.

My daughter is in the KEEP program, so, she had already gone through everything that was presented at the family orientation, so, we didn’t feel the need to go through all of those sessions again. Also, I think KEEP is the best program available. While having her gone earlier than we expected, the 5 week Keep program was a great way to break her into the college lifestyle.

overall great experience cannot think of one negative

WE LOVE KENYON!

In the question about least valuable session -- you made me answer and I did not want to. There wasn’t anything on the least LEAST valuable that we attended. We loved opening convocation, but all other activities we participated in were also valuable, and were also times we enjoyed. I think you do a great job with orientation. We did not, however, receive help moving in -- we got keys and information from students at a desk, but we received no help moving in. That being said, teh Community Assistant was all over the place welcoming and trying to help (first floor Norton, by the way). We have no concerns about having our daughter at Kenyon.

Volunteers at Mather Hall were not very helpful; they did not know the layout of the dorm were unable to tell us where the best entrance would be. After wandering aimlessly, we found a resident advisor who directed us to our son’s room. This was our seventh move-in as a first year student; Kenyon could raise the bar, in my opinion.

The Legacy dinner was also valuable and fun. We arrived just before orientation break out sessions, and due to hail storm we were not able to get to sessions on time. storm
With respect to the question above on which activity was MOST helpful, since an answer was required and none of these were helpful was not an option, we selected we did not attend. However, we did attend the welcome picnic, the dessert reception, convocation and the convocation picnic. None of these were helpful. Very nice gatherings but provided no useful information that parents would like to know. We were not aware of most of the break-out sessions identified above. The schedule available online and the hard copy schedule which was given to our student did not make it obvious which sessions parents could attend nor did it include an athletics, residential life, academic advising break-out sessions for parents, all of which we would have wanted to attend. We recommend that you identify for EACH orientation meeting who is invited to attend, students and/or parents. There apparently were also discrepancies on start time for the break-out sessions we were told about. The online schedule listed one time, which is when we arrived, only to find out that the break-out session was really not scheduled to start for another 15 minutes. Making pdf versions of schedules and other information on Kenyon's website such as academic course descriptions and academic calendars would also be very useful to parents. We were very disappointed in Orientation. We moved our daughter in on August 13 and were provided no information about the time of orientation for early arrivals, so we returned August 19-20 for the regular orientation. It was not worth our time or the money it cost us to return to campus. We hope Kenyon is more forthcoming with practical information during the next four years.

Well done!

I had completed this survey earlier but then realized I hadn't indicated that we attended the regular orientation sessions --not the mini-orientation sessions provided at the pre-orientation time period. Thus the earlier indication that those sessions were not informative were because did not attend them knowing that I would be attending the regular orientation. I would like to say that the overall orientation, convocation, informational sessions were so helpful and the experience was just what I would have hoped to have at Kenyon. Thank you for such caring and forethought as well as commitment to making the experience so welcoming, informational and anxiety reducing for both parents and students!!!! I felt like I was leaving my daughter in good hands!

Compared to my daughter's move in at her college, I think the welcome could have been a little more energetic. Maybe it was the rain...but the students who were checking him in barely said hello and didn't seem enthusiastic to see the freshmen.

It was great to have current students meeting us at the dorm check-in. They were very helpful and kind.

I would like to know the orientation schedule a bit earlier in the year. I didn't realize there was an opening convocation until late in the summer

Tech guy at orientation was great.

Box lunch at Convocation Picnic was disappointing.
I had wanted to attend several of the parent meetings, but I could not figure out where to find them. I don't know whether things were moved due to rain, but the handouts gave unclear information. Also, I was not sure whether breakout sessions were for parents, students, or parents with their students. To be perfectly honest, drop off is highly emotional for a parent, and figuring out logistics and possibly feeling embarrassed and out of place by showing up at the wrong location or a meeting not meant for me was something I could not stomach, so I gave up after trying unsuccessfully to locate the first parent orientation at 3:00 on Saturday.

My daughter attended one of the pre-orientation sessions. On move-in day there were NO signs directing us where to go. Even using our GPS we went around the block more than once trying to find our destination.

Really appreciated that food and drinks were provided

We felt information was lacking. We were often confused about what was happening, when things were happening, and where they were happening. We had to seek out all information on the website on our own. We also arrived on campus and did not know where to go. There were no signs or clear indications for families who hadn't been to Kenyon before.

Admission Office was wonderful as well. KEEP staff did a great job of making us feel welcome and that my child would be well taken care of at Kenyon.

How happy our daughter is to be attending Kenyon. Every Administrator, Professor, Oruention leaders, Community advisors, and students, have been warm and welcoming to our family.

Really liked that the dorm keys were available at the individual dorms. Also found it helpful that the health services had a place to check in with them because we had a very specific question for them.

It was not obvious that we could/should go to the Orientation Welcome Center, so we proceeded straight to my son's dorm room to unpack. I feel like I missed something, and was v=never really sure where we were supposed to be.

It was great. You all did a good job.

A welcome event with a presiding comment would have been helpful either Sat. morning or evening. A printed schedule in the student welcome pack for the recommended events would have been helpful. The conflict between the student schedule and the family scheduling during the short time we were there together was confusing.

For new families, we need maps - and signs directing us to events. Also, there was not enough time to move in and make it to the Orientation sessions - move in should start at 9 am. Campus tours for new families should be offered. Really disappointed in how inefficient the orientation was as a whole.
Probably mainly due to the torrential rain, we did not get to attend many of the breakout sessions that we would have liked to. There was some confusion by our family as to where and what time events were being held and how to get there. I think more information with clearly stated times, locations, and descriptions of the subjects covered would have been useful for us. We were unaware that there was an orientation and first-year overview session. We simply thought we were supposed to move our student in between 12-4 and attend a breakout session if we so desired. I regret not going to the overview session. Was that held at the Gund recreation center? One thing that was extremely positive, was President Decatur stopping by our son’s dorm room as he was moving in and shaking everyone’s hand and providing a personal welcome. We were all pleasantly surprised and felt very fortunate and grateful for his warm and personal welcome.

I didn't know there was an Orientation Welcome Center - was it listed in the program? As you see, we didn't attend many scheduled sessions, but it was nice to know they were available. Convocation was terrific in re-confirming the values of the institution were exactly what our son was seeking.

When we arrived, we did not know where to go. We parked and found Gund Hall. We were told that our son needed an ID card and went to find one but the individual handling that had gone for the weekend (Saturday at 12:30 pm). We then went back to Gund Hall and asked where our son could get his ID. Only later did we learn that he simply needed to go to the table outside his dormitory. I wish we had known that or that it had been made more clear. I did not get the information on the breakout sessions. I wish that the preliminary information had said something like this. "Once you park in this area on map [ADD], walk to Gund Hall and look for the sign that says [ADD]. There, you will get all the information you need for orientation."

The whole process felt disorganized and not well planned. I thought the choices for parents were weak.

love to know more about the radio station, Hope to hear my daughter, Emma Spivack, on the station :)

Sessions need to be held in a larger venue. In one session there was no seating. What was worse is people were standing all over, even outside trying to listen. I was one of those, and caught little of the session I wanted.

I think it would be helpful to schedule these activities after new students are settled into their dorms. By the time we brought all our student's things into their room and set it up we had missed most of the day's activities. I would have appreciated these breakout sessions after the convocation.

I was impressed with the welcoming and informative mailings sent prior to orientation. I was especially impressed with the fact that there was communication prior to orientation with my son’s advisor and with the fact that the jazz ensemble director reached out to my son before his arrival because of his interest and experience participating in jazz. The communication between the admissions office with the jazz director made me feel like Kenyon is a thoughtful, welcoming institution and that its interest in its student's success and involvement is genuine.
it would have been helpful to have more panels for parents on move-in day

wasn't aware of any of these break out sessions

Survey is great for automating answers but misses any opportunity to get at real feedback. Including a printed campus map in orientation package is useful. Yes, you can pull it up on i-phone, but it was hard to see. Second, be clear about how things work. Were students supposed to stay in their orientation groups for the BBQ or join their families? Were parents supposed to line middle path to watch the students March, or take seats right away? E-mail the orientation schedule to all parents, rather than just having it available on-line. There were a few parents who left it up to their student to sort out the orientation planning and they failed to mention that there was a whole parent section to orientation - so they had no hotel reservations for Sat night and could not stay for the Sunday program. Check-in and move-in process could not have been easier. A huge thanks for that.

We were disappointed that the advertised activities for siblings during Saturday night's parent reception did not start until the reception was half over. We spent a long time trying to find out where these activities were supposed to happen and then we gave up. Our 14-year-old just wandered over to Gund Commons. When the Kenyon students finally showed up with Frisbees and games at the reception, we could not reach our son because our cell phones didn't work on campus. Since the only other siblings there were much younger it really didn't matter, but I suspect there were other teenagers there who also wandered away since there was nothing for them to do.

Orientation did not provide enough time for students to unpack and get settled into dorm rooms. The schedule was too hectic-- if you went to a session you didn't have time to unpack properly or eat lunch. You should not run ANY sessions while students and families are unpacking. The student schedule for orientation was OVERWHELMING! They really needed the time to get completely unpacked before their orientation started. Monday started at 7 am for them! That was absolute lunacy and irresponsible! They didn't even have a chance to meet with their academic advisor before deciding about language placement exams. Deciding this via email between student and an advisor who have never met is unprofessional. You built in NO time for the students to catch their breath! You tell them in sessions to have healthy habits but prevent that by imposing this crazy schedule! Registration was a disaster! Students were extremely stressed as were parents. This is our second child to go to college so we are not new to this. Our eldest attending a NESCAC where orientation was thoughtful and geared to easing students into life as a college student. This was anything but! We had previously been extremely impressed by Kenyon but after this experience we are not. I am beginning to regret encouraging my student from attending. Shipping to school has been awful-- you are not prepared and the website for the bookstore fails to list the restricted hours for picking up packages during the academic year.

We did not have a good sense of whether we should come at pre-orientation or orientation, given that our child was involved in pre-orientation. We are glad we chose the regular b/c convocation was important...but that was sort of a lucky guess on our part.
Quite frankly I did not realize all those different sessions were being held so I obviously missed them. I think it would have been helpful for parents to receive an orientation package (similar to students) upon arrival to clearly map out the different sessions that would be held. I didn't receive any relevant information during the orientation week.

We got a bit crunched on time since my son arrived back very late from the hiking pre-o. As such we missed a number of the breakout sessions (we were setting up his room during most of them). It may be helpful to alert parents that these students arrive back late so they can plan accordingly to set up the room the prior weekend (or maybe even offer a separate set of keys so that the parents can make some progress when the kids are traveling back). I was able to attend one session on Sunday, which was great but had to leave but would have really liked to do more. The Convocation ceremony was wonderful. A great tradition! Please note: I checked a box on "least helpful" because forced to but I only attended a few of the sessions and they were all helpful.

Lots! When we arrived things were fairly well organized for our son, but for we as parents we were entirely clueless. We didn't know when sessions were, where they were, etc. We basically helped set up his room until evening then left. It seemed extremely disorganized. We attended convocation which was awesome. The picnic afterwards, however, wound up people grabbing boxed lunches off the back of a truck?? Just very, very, very poorly organized events. I would strongly suggest someone else take over these duties and restructure it all from start to finish, particularly the class registration debacle.

You did an amazing job. The program was well done. I left campus feeling I understood Kenyon's policies/philosophy. Wonderful experience. It was my first time visiting campus.

When we brought our son's things to the college. The people directing traffic did not know where we went to pick up keys. Then when we found it they handed us a key without any directions or information. Two days later my son did not know where the laundry or lounge was. There was no map included in anything.

we didn't attend the breakout sessions because e were not sure what they were about. I think a few of them would have been helpful to attend so maybe an email to parents closer to orientation or even a handout given with the packet the student received would be great.

Favorite parts were the convocation and the wine/cheese for parents. Thank you for making this a special weekend for all of us.