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>&quot;Female&quot;/&quot;Woman&quot;/&quot;She/Her/Hers&quot;/&quot;Cisgender female&quot;</td>
<td>68</td>
</tr>
<tr>
<td>&quot;Male&quot;/&quot;He/Him/(&quot;his&quot;)&quot;/&quot;Cismale&quot;</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>Total</td>
<td>99</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.

**Overall quality of Orientation Leaders:**
- Excellent (59)
- Good (37)
- Average (9)
- Poor (1)

**Overall quality of course registration:**
- Good (49)
- Average (30)
- Excellent (18)
- Poor (6)
- Terrible (3)

**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.

**Overall quality of advising experience:**
- Excellent (63)
- Good (34)
- Average (7)
- Poor (1)
- Terrible (1)

**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)

**Who was most helpful to you when making course selections?**
- Faculty Advisor (49)
- Orientation Leaders (28)
- Family Member (12)
- Registrar’s Office/First Things First Booklet (6)
- Other (8)
- Community Advisor (1)
- Academic Advising Office (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 agree (1)

*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

<table>
<thead>
<tr>
<th>Which office or individual at Kenyon most helped you as you prepared to attend New Student Orientation?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation Leaders</td>
<td>48</td>
</tr>
<tr>
<td>New Student Programs/Orientation Office</td>
<td>15</td>
</tr>
<tr>
<td>Community Advisors</td>
<td>12</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
</tr>
<tr>
<td>Faculty Advisor</td>
<td>7</td>
</tr>
<tr>
<td>Office of Admissions</td>
<td>6</td>
</tr>
<tr>
<td>Athletics/Coach</td>
<td>5</td>
</tr>
<tr>
<td>Office of Residential Life</td>
<td>3</td>
</tr>
</tbody>
</table>
### What was your LEAST favorite part of New Student Orientation?

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

*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)
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%).

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**Overall Orientation Leader Satisfaction**

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**Working with an OL Partner:**
- Excellent (23): 51%
- Good (19): 42%
- Average (1): 2%
- Poor (1): 2%
- Terrible (1): 2%

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**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%
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

**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.

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.
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%
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%

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

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

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 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)