



SPRING 2022 ACSD FIRST YEAR EXPERIENCE/ ORIENTATION BENCHMARK RESULTS

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Purpose:

In 2020, a Student Engagement Benchmark study was conducted. In conclusion of that research, it was recommended that a more extensive survey be done to assess First Year Experiences and Orientation practices. In the Spring 2022, that extended research was conducted through a benchmark study to uncover and establish baseline data of best practices for FYE departments of institutions represented in Association of Christians in Student Development (ACSD) membership. We hope this will provide data to ACSD members for the purpose of establishing new practices to improve FYE and orientation programming on individual campuses.

Collaborators:

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This survey is intended for individuals familiar with their institution's First Year Experience courses and/or new student Orientation and transitions programming. Which of the following best describes your role at your institution? Please check all that apply.

#	Answer	%	Count
1	I manage/work with my institution's First Year Experience courses	38.89%	28
3	I do not manage/work with my institution's First year Experience and/or Orientation programming	4.17%	3
4	I manage/work with my institution's new student Orientation transitions program	56.94%	41
	Total	100%	72

In what region is your institution located?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	In what region is your institution located? - Selected Choice	1.00	9.00	3.44	1.93	3.73	39

#	Answer	%	Count
1	Northeast	15.38%	6
2	Southeast	15.38%	6
3	Midwest	33.33%	13
4	Southwest	7.69%	3
5	West	20.51%	8
6	Canada East	0.00%	0
7	Canada Central	2.56%	1
8	Canada West	0.00%	0
9	Other	5.13%	2
	Total	100%	39

Other:

- International
- Texas

Which of the following best describes your institution?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes your institution? - Selected Choice	2.00	4.00	2.08	0.35	0.12	39

#	Answer	%	Count
1	Public	0.00%	0
2	Private- Faith-Based	94.87%	37
3	Private- Not Faith-Based	2.56%	1
4	Other	2.56%	1
	Total	100%	39

Other:

- Faith-related, but not CCCU

What setting best describes that of your institution?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What setting best describes that of your institution?	1.00	3.00	2.03	0.58	0.33	39

#	Answer	%	Count
1	Urban	15.38%	6
2	Suburban	66.67%	26
3	Rural	17.95%	7
	Total	100%	39

What is the size of your institution's undergraduate population?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	What is the size of your institution's undergraduate population?	1.00	12.00	5.03	2.68	7.20	39

#	Answer	%	Count
1	0-100	2.56%	1
2	101-500	15.38%	6
3	501-750	12.82%	5
4	751-1000	17.95%	7
5	1001-1500	23.08%	9
6	1501-2000	2.56%	1
7	2001-2500	7.69%	3
8	2501-3000	5.13%	2
9	3001-5000	5.13%	2
10	5001-7500	0.00%	0
11	7501-10,000	5.13%	2
12	10,000+	2.56%	1
	Total	100%	39

What age range best represents the age range of the majority of your new student population each August?

#	Answer	%	Count
1	17-19	85.71%	36
2	20-21	9.52%	4
3	22-30	2.38%	1
4	31+	2.38%	1
	Total	100%	42

Q8 -

Q9-

Q10-

% Residential	% Commuter		% International		% Students of Color
0	100		1		5
0	0		1		9
30	70		1		10
35	65		1		11
40	60		2		14
40	60		2		15
47	53		2		15
50	50		2		15
55	45		3		15
55	45		3		15
60	40		3		17
60	40		3		18
60	40		3		18
60	40		3		18
60	40		4		19
67	33		4		20
70	30		5		20
70	30		5		20
70	30		5		25
70	30		5		25
70	30		6		25
75	25		6		26
75	25		7		29
75	25		7		32

75	25		8		35
80	20		8		35
80	20		9		35
80	20		10		39
85	15		10		40
85	15		10		40
90	10		10		41
90	10		11		46
90	10		13		50
92	8		13		52
95	5		17		57
95	5		18		60
95	5		19		60
100	0		85		68

Does your institution provide a First Year Experience course for new students? First Year Experience course can be defined as a course for first year students aimed at equipping them for success and connection at the institution.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution provide a First Year Experience course for new students? First Year Experience course can be defined as a course for first year students aimed at equipping them for success and connection at the institution.	1.00	2.00	1.87	0.33	0.11	39

#	Answer	%	Count
1	No	12.82%	5
2	Yes	87.18%	34
	Total	100%	39

Does your institution require a First Year Experience course for new students?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution require a First Year Experience course for new students?	1.00	2.00	1.91	0.28	0.08	34

#	Answer	%	Count
1	No	8.82%	3
2	Yes	91.18%	31
	Total	100%	34

Which new students is a First Year Experience course required for? Please check all that apply.

#	Answer	%	Count
1	New Freshmen	51.67%	31
2	New Transfer Students	31.67%	19
3	New Students with Academic Gaps	15.00%	9
4	Other	1.67%	1
	Total	100%	60

Other:

- Our new students who come in on academic probation are required to take a freshman success course instead of our FYE course.

Is the course content for new transfer students different from the course content for new students?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is the course content for new transfer students different from the course content for new students? - Selected Choice	1.00	3.00	1.42	0.59	0.35	19

#	Answer	%	Count
1	No	63.16%	12
2	Yes	31.58%	6
3	Other	5.26%	1
	Total	100%	19

Other:

- The content is similar but transfer students are put into their own class to better address issues from their perspectives.

Please briefly share significant changes in course content for transfer students

- Institutional specific information. Shorter term I believe.
- Career focused. Sophomore to jr. Gap
- I'm not involved in the curriculum for the class at all.
- Transfer students books are different than new freshman. Transfers read a book that they would get in one of our first year core classes.

Which of the following best describes your institution's First Year Experience course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes your institution's First Year Experience course? - Selected Choice	1.00	9.00	5.43	2.63	6.91	30

#	Answer	%	Count
1	Extended Orientation	6.67%	2
2	Academic focus with generally uniform content	16.67%	5
3	Academic success course	6.67%	2
5	Other	13.33%	4
6	Hybrid of several approaches	26.67%	8
7	Academic focus on various (elective) topics	6.67%	2
8	Professional or discipline-based	0.00%	0
9	Institution-specific connection and academic success course	23.33%	7
	Total	100%	30

Other:

- Campus Wellness/Academic Success - Fall, Antiracism/Spring
- Our FYE courses are tied to the normal curriculum. It is embedded within general education or introductory courses within their major.
- Vocation and calling driven
- Worldview, Calling, and Academic Success

What credit value does your institution's First Year Experience carry? (You may check more than one if applicable)

#	Answer	%	Count
1	No Credit Value or Grading/Participation Expectation	6.25%	2
2	Pass/Fail, No Credit Value	6.25%	2
3	Pass/Fail, For Credit	12.50%	4
4	One Credit, Graded	37.50%	12
5	Two Credits, Graded	18.75%	6
6	Three Credits, Graded	12.50%	4
7	Four Credits, Graded	0.00%	0
8	More than Four Credits, Graded	0.00%	0
9	Other	6.25%	2
	Total	100%	32

Other:

- 1.5/semester
- We have two sections, 1 unit each. One is P/F and the other is graded.

Do students need to re-take First Year Experience if they fail or do not attend your institution's FYE course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do students need to re-take First Year Experience if they fail or do not attend your institution's FYE course? - Selected Choice	1.00	3.00	1.77	0.56	0.31	30

#	Answer	%	Count
1	No	30.00%	9
2	Yes	63.33%	19
3	Other	6.67%	2
	Total	100%	30

Other - Text

- We also have worked with some students to be a freshman small group leader in lieu of “sitting” in the course again since taking FYE after freshman year isn’t as advantageous for the student.

- Because our FYE course is tied into a general education course or intro level major course, students will have to re-take it but it won't have an emphasis on FYE when they re-take it

Q16 - What is the length of your institution's First Year Experience Course?

#	Answer	%	Count
1	1-3 Weeks before Classes Start	6.06%	2
2	Partial Semester	42.42%	14
3	Full Semester	39.39%	13
4	Full Academic Year	6.06%	2
5	Other	6.06%	2
	Total	100%	33

Other:

- 10 weeks in the fall and picks up again 5 weeks in the spring semester
- 1 unit each semester

Who oversees/manages the First Year Experience curriculum at your institution? Check all that apply.

#	Answer	%	Count
1	A person is hired to oversee the curriculum	9.30%	4
3	The Student Development/Student Engagement office manages the curriculum	20.93%	9
4	An Academic/Faculty department manages the curriculum	27.91%	12
5	The Student/Academic Success Center manages the curriculum	18.60%	8
6	Other	4.65%	2
8	A committee oversees the curriculum	18.60%	8
	Total	100%	43

Other - Text

- There is a Director, a Working Group, and it falls under the School of Education
- We have a faculty member who is also the faculty director of FYE that coordinates the curriculum with strong input from Student Engagement team.

Who teaches/facilitates your institution's First Year Experience courses? Check all that apply.

#	Answer	%	Count
1	Faculty	31.51%	23
2	Student Development Staff	27.40%	20
3	Academic Success Center Staff	17.81%	13
4	Student (Orientation) Leaders/Peer Educators	19.18%	14
5	Other	4.11%	3
	Total	100%	73

Other:

- Adjunct Faculty - Most are both advisors and instructors of 1st Year students
- We have a small group component so on small group days peer leaders lead and on regular class days I teach or we have a guest teaching.
- Vocation and Calling staff

How are your student (orientation) leaders/peer educators compensated?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How are your student (orientation) leaders/peer educators compensated? - Selected Choice	1.00	8.00	5.17	2.58	6.64	12

#	Answer	%	Count
1	College credit/internship	8.33%	1
2	Leadership experience/training, joy of service, etc (non-financial compensation)	25.00%	3
3	Scholarship (\$250 or less)	0.00%	0
4	Scholarship (over \$250)	0.00%	0
5	Stipend (\$250 or less)	8.33%	1
6	Stipend (over \$250)	16.67%	2
7	Other	16.67%	2
8	Hourly minimum wage	25.00%	3
	Total	100%	12

Other:

- 6.5 hours a week for the whole school year
- Our student leaders receive \$700 per semester. We are also able to offer internship credit if it is approved through the students program and fits their program internship requirements.

What are the top three or four responsibilities of student (orientation) leaders/peer educators who help facilitate your First Year Experience course?

- 1. Creating community "cohorts" and cohort activities & events on Facebook and other social media. Cohorts are created upon admission. 2. Manage/facilitate group discussions and activities in Moodle. 3. Assist with in-person orientation activities.
- Teach Engage students Guide them in the life of the community Build relationships
- Social connections, class activity planning, one-on-one mentorship, grading,
- orientation, attend freshmen retreat, attend Freshmen FYE class, meet one on one with student once a semester, attend social events with their freshmen group. Meet weekly with their faculty/staff instructor for the FYE class
- Teach class Build community Foster mentorship relationships
- 1. Facilitate conversation 2. Co-teach class at various points 3. Peer mentorship 4. Facilitate out-of-classroom hangouts
- Community building, connection- helping students connect to people and resources, informal mentor- giving advice, sharing tips/tricks, leading devotions, writing encouragement notes their students, praying for their students.
- Grading Group Discussion Facilitating class meetings Orientation assistance
- Co-Teaching FYS, program planning for first year students, participation in leadership development program
- 1. Relational Connectedness w/ new students 2. Connect new students to resources in our community 3. Goal setting with new students.
- Create connections and community Share campus resources Share the Gospel
- With the instructor, co-facilitate various components of weekly sessions for a designated College Success Seminar section. Responsibilities may include sharing a story from your own experience, demonstrating how to utilize school-related technology, facilitating a small group discussion on time management or 4-year curriculum planning, and other activities as assigned. Participate in Schoology discussion boards. Ask questions of classmates and contribute to conversation. Participate in an initial Peer Coach training session led by staff in the Center for Student Success in the spring and in the fall prior to the start of class. Coaches will have the opportunity to attend ongoing training as needed. Meet weekly with your designated College Success Seminar instructor to plan course activities and assignments as needed.

Does your institution's First Year Experience include second semester programming?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution's First Year Experience include second semester programming? - Selected Choice	1.00	2.00	1.43	0.49	0.24	28

#	Answer	%	Count
1	No	57.14%	16
2	Yes	42.86%	12
3	Other	0.00%	0

	Total	100%	28
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Q50 - How often is your First Year Experience curriculum content reviewed?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often is your First Year Experience curriculum content reviewed? - Selected Choice	1.00	8.00	2.79	2.60	6.74	28

#	Answer	%	Count
1	Every year	60.71%	17
2	Every two years	7.14%	2
3	Every three years	3.57%	1
4	Every four years	0.00%	0
5	Every five years	0.00%	0
6	At random intervals no more than 10 years apart	17.86%	5
7	Never	0.00%	0
8	Other	10.71%	3
	Total	100%	28

Other:

- Unknown. I believe every 2-4 years
- I look at it every year and make adjustments. Unfortunately, no one else looks at it...
- Our FYE class meets during NSO, the NSO content is reviewed and modified annually. The curricular pieces throughout the semester are reviewed every few years.

How often is your First Year Experience program assessed against your institution's learning objectives for the course to measure how successful it is at meeting the objectives?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How often is your First Year Experience program assessed against your institution's learning objectives for the course to measure how successful it is at meeting the objectives? - Selected Choice	1.00	8.00	3.64	2.02	4.09	28

#	Answer	%	Count
1	Every semester	7.14%	2
2	Every year	42.86%	12
3	Every two years	3.57%	1
4	Every several years	7.14%	2
5	Occasionally	17.86%	5
6	Rarely	10.71%	3
7	Never	7.14%	2
8	Other	3.57%	1

	Total	100%	28
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Does your institution's First Year Experience course have required reading?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution's First Year Experience course have required reading?	1.00	3.00	1.68	0.60	0.36	28

#	Answer	%	Count
1	No	39.29%	11
2	Yes	53.57%	15
3	Other	7.14%	2
	Total	100%	28

Please share required texts for your institution's First Year Experience course in the following space. If there is a text that is particularly well-loved, please indicate this!

- Clifton Strengths
- We have an all-campus "one read" that includes students, faculty and staff, and changes each year. Community members are assigned to reading groups co-led by a faculty/staff member and student leader. Discussion workshop and curriculum is provided. Reading groups meet for 7 weeks. Last year we read "How to be an Antiracist" by Ibrahim X. Kendi.
- TRANSFORMING CULTURE WITH TRUTH BY LEN MUNSIL STRENGTHS FINDER BY TOM RATH MERE CHRISTIANITY BY CS LEWIS
- The pre-semester events
- Varies from course to course
- A lot of podcasts, articles, Tedtalks, etc. We read When They Call You A Terrorist, and the work of Beverly Daniel Tatum, Kimberlee Crenshaw, Bobby Harro, Wellness Wheel....Every class it might be a combination of 2-3 resources, too much to write.
- What the Best College Students Do, Kenneth Bain Let Your Life Speak, Parker Palmer
- Scatter by Andrew Scott
- We offer a choice with texts. They select a text for each objective: Calling, Christian Formation, Faithful Learning, Intellectual Virtue. Here is that list: Drew – A Journey Worth Taking Dik – Redeeming Work Guinness – Rising to the Call Garber – Visions of Vocation Koskella – Calling and Clarity Green – Invitation to Academic Studies Ostrander – Why College Matters to God Dow – Virtuous Minds King – The Excellent Mind
- Just Mercy, The Sun Does Shine
- Virtuous Minds by Philip Dow Here I AM, Now what on earth should I be doing? by Quentin Schultze Transfers: The Screwtape Letters by CS Lewis
- Thriving in College. The students don't love it but the faculty do

What elements of your institution's First Year Experience course are particularly well-received and/or helpful for new students?

- Interacting with various offices at the university. Service Projects.
- Reading groups. FB/social media cohorts.
- intentionality, relationships with faculty small groups developed within each course
- Worldview and vocation discussions
- The investment of our FYE instructors and the Peer Leaders is consistently a positive point of feedback - particularly through the out-of-class connections and activities. Students also engage well with broad discussions of faith integration and diversity. The class is also service-embedded, which assists in orienting students to the service requirements of the university. Lastly, Peer Leaders in the class are the same Orientation Leaders they meeting during NSO, which is a huge benefit of consistency.
- students write faith reflection papers and discussions about these in small groups are particularly meaningful
- Our Freshmen retreat 21/2 days off campus before the first day of classes.
- Circle of Safety, Wellness, Antiracism, Dialogue, Circle of Socialization/Liberation, Intersectionality
- - StrengthsQuest test/application - Self-reflective papers - scheduled one-on-one with instructor and peer mentor
- We incorporate Clifton strengths and RNL's College Student Inventory Assessment. These are most commented on in a positive light. The course itself and reading is not lol.
- The connection of FYE to NSO has been really well-received.
- Generally, students are not fans and believe FYE is unnecessary. However, resume writing requirements and engaging with student resource offices has been well received and found to be of tremendous value.
- Having the course taught by full time faculty members
- Calling, Creation Fall Redemption Restoration, Intellectual Virtues, student mentor in FYE course & outside activities with instructor.
- Each section has an assigned community partner for a community engaged learning/service learning component; we also define and discuss the university's core values
- Time Management, understanding the liberal arts model, which is new to most of our students
- Time Management Interactive Activity, Campus Scavenger Hunt, Watching Just Mercy movie
- Critical self Reflection
- - Relationship with mentors and instructor - Calling and Career Assignment- Analyze 5 career options in your field - Leaving a Legacy Group Presentations- Students compete in groups to come up with ideas on ways to leave a legacy at their school over the next 4 years. They find a need they want to address and creatively address the need with a program, initiative, or some unique school spirit.
- Being in small groups with Peer Leaders and Faculty
- Connections and Communities are built. Leaders' testimonies being shared are very impactful.
- Connection to different campus offices

Does your institution provide a Spring Semester First Year Experience Course?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution provide a Spring Semester First Year Experience Course?	1.00	2.00	1.69	0.46	0.21	26

#	Answer	%	Count
1	No	30.77%	8
2	Yes	69.23%	18
	Total	100%	26

Is your institution's First Year Experience course tied to your Orientation programming?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your institution's First Year Experience course tied to your Orientation programming?	1.00	2.00	1.78	0.42	0.17	27

#	Answer	%	Count
1	No	22.22%	6
2	Yes	77.78%	21
	Total	100%	27

Does your institution have an institution-wide approach or collaborative cross-departmental team that coordinates all programming for first year students from deposit through their first semester of college? You may elaborate in the spaces provided if you would like.

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution have an institution-wide approach or collaborative cross-departmental team that coordinates all programming for first year students from deposit through their first semester of college? You may elaborate in the spaces provided if you would like. - Selected Choice	1.00	3.00	1.81	0.77	0.60	27

#	Answer	%	Count
1	No	40.74%	11
2	Yes	37.04%	10
3	Other	22.22%	6
	Total	100%	27

No:

- Once orientation is complete Academics takes the lead. It is not collaborative.
- We are actually taking steps currently that will enact a team of people but up to this point it has been solely the orientation office.
- I have collaborated with other departments on specific lessons, but not for the whole program

Yes:

- See previous answers. Collaboration is first initiated between admissions office and student affairs.
- to an extent
- There is a team of 26 in FYA
- Each student is put into a Connect Group that follows a first year pathway that leads to a "graduation" at the end of the year. This is centered on not just the class, but specific and intentional extracurricular activities.
- This is a new initiative this year, but we have a team from advising, residence life, student success, and FYE faculty who discuss Holistic FYE programming. It started as a task force but has been recommended to remain (in some form) moving forward.
- It is collaborative, but distinctly unified
- Managed by one person, but coordinated approach
- Collab with student activities, academics, and student involvement and new student programs

Other:

- We are increasing our collaboration now with changes that will be implemented next school year.
- yes and no, it is not as formal as the question asks but we do have teams that regularly meet and plan on this
- Sort of... we have a vision to collaborate as a relatively new initiative, however have hit various roadblocks in effective collaboration. All that to say, it is on paper intended to be an institution-wide collaborative approach between Student Engagement and Student Success/Academics.
- We have started this and are working between Enrollment and Student Development to create the "handoff" in order to do a better job of creating an institution-wide approach.
- Our university is currently going through some changes to make this a more collaborative and seamless programming.

Does your institution provide an Orientation program for new students?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution provide an Orientation program for new students?	1.00	4.00	3.90	0.53	0.28	31

#	Answer	%	Count
1	No	3.23%	1
4	Yes	96.77%	30
	Total	100%	31

Which forms of Orientation are provided by your institution for new students? Please check all that apply.

#	Answer	%	Count
1	Online Orientation	15.63%	15
2	Summer Orientation programming	13.54%	13
3	August/Fall Orientation just prior to fall classes starting	29.17%	28
4	Other	1.04%	1
5	January/Spring Orientation just prior to spring classes starting	22.92%	22
6	International Student Orientation	17.71%	17
	Total	100%	96

Other:

- We also provide a pre-orientation program for first generation students

Please use the following space to briefly state the purpose or goal of your institution's Online Orientation.

- Welcome Week is our opportunity to introduce new students to College and prepare them for academic excellence, and personal and spiritual growth.
- Community connection Academic preparedness Familiarization online course tools, such Moodle Introduction to key offices and departments on campus, e.g. academic support services, registrar's office, library, etc.
- to get students familiar with the university and ensure they understand the necessary steps to be 'ready' for the first day on campus
- For athletes and international students who are not able to be present for in person orientation.
- Our online orientation fits hand-in-hand with our on-campus orientation to provide key information before students arrive on campus. The goal is to provide a primer for students' on campus experiences by exposing them to specific resources and support.
- To introduce students to faith, academics, diversity, wellness and campus resources
- to eliminate busy work and talking heads at orientation in order to focus on building connections
- To familiarize incoming students with policies, procedures, and other more "backend" relevant information.
- To help transition into the community, make connections with faculty/staff/peers and resources , and get connected for a sense of belonging.
- brief intro to campus life
- It provide self-paced learning option to acclimate new students to a variety of resources (email, LMS, support services, etc.) prior to arriving on campus
- Currently our online orientation is only provided for students who are far from the institution and can't come to an in person orientation.
- Our online orientation is very similar to our on-campus orientation through the summer. It allows those who would find it difficult to come to campus for the summer orientation day to still learn what is being shared.
- To provide targeted/focused support for specific populations (e.g. international students, first-gen, student-athletes, commuters)

What platform is utilized for your institution's Online Orientation?

#	Answer	%	Count
1	Canvas	25.00%	4
2	Blackboard	6.25%	1
3	Other	37.50%	6
4	EdApp	0.00%	0
5	Google	0.00%	0
6	Moodle	12.50%	2
7	Campus App	18.75%	3
	Total	100%	16

Other - Text

- Brightspace
- Comevo
- We use our app for communication about links and dates and such, but our online orientation is through a platform called advantage design.
- Microsoft TEAMS
- Mainly through the school's website.
- Schoology, institution website

What topics are covered in your institution's Online Orientation? Check all that apply.

#	Answer	%	Count
1	Billing/clearance process	1.71%	3
2	Campus department-specific information	4.57%	8
3	IT information/set-up	4.57%	8
4	Academic items such as scheduling and other procedures	4.00%	7
5	Academic success tools access/training/practice	5.14%	9
6	Career readiness/preparation	1.14%	2
7	Self-awareness	0.57%	1
8	Campus safety	5.71%	10
9	Title IX	5.14%	9
10	Domestic Violence, Sexual Assault, and Stalking	2.29%	4
11	Health and wellness	4.00%	7
12	Mental health	3.43%	6
13	Diversity, Equity, and Inclusion	2.86%	5
14	Campus resources	6.29%	11
15	Campus policies	5.14%	9
16	Chapel processes and requirements	3.43%	6
17	Other	0.00%	0
18	Residential policies and/or procedures	4.00%	7
19	Campus employment	2.29%	4
20	Campus engagement opportunities	5.14%	9
21	Other	0.00%	0
22	Other	0.00%	0
23	Connections with peers	2.86%	5
24	Library access/tools	3.43%	6
25	Campus bookstore, Books services	4.00%	7
26	Financial Aid	4.00%	7
28	Family engagement	0.57%	1
29	Honors/specific program overviews	0.00%	0
30	Parking	2.86%	5
31	Meal plans	3.43%	6

32	Housing plans	3.43%	6
33	Student Development overview	4.00%	7
	Total	100%	175

Please use the following space to briefly state the purpose or goal of your institution's Summer Orientation programming.

- Complete financial aid documents, plan to pay bill, access school email, connect with student leaders and new students
- get registered and learn next steps before stepping foot on campus. Learning the different opportunities for ways to get involved on campus as well.
- The goal of our summer orientation is to familiarize students with their schedule, other students, and the general campus community.
- Bridge program, get students on campus, registration help.
- To provide a variety of experiences to encourage and support students as they make their transition to college.
- Introduce students to campus and help them get their financial aid in place.
- Connection to Academic Department- Advising Appointment Connection with other new students Answer questions of incoming students- we have a conference style workshop offering where students and families can choose what they need.
- To be another touching point from when the student registers for class to when they attend the Fall main orientation weekend.
- We designed our orientation to prepare incoming students for the upcoming school year by providing information, resources, and connections that will support them during college.

Is your institution's summer orientation primarily in person, or online (when not impacted by COVID restrictions)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your institution's summer orientation primarily in person, or online (when not impacted by COVID restrictions)? - Selected Choice	1.00	3.00	1.64	0.88	0.78	11

#	Answer	%	Count
1	In Person	63.64%	7
2	Online	9.09%	1
3	Other	27.27%	3
	Total	100%	11

Other - Text

- Primarily in person with at least 1 virtual day
- both this year, but previously all in person
- We connect Orientation leaders with Freshmen over the summer and have them contacting them via text and social media with specific tasks.

What topics are covered in your institution's Summer Orientation programming? Check all that apply.

#	Answer	%	Count
1	Billing/clearance process	7.41 %	8
2	Campus department-specific information	5.56 %	6
3	IT information/set-up	3.70 %	4
4	Academic items such as scheduling and other procedures	6.48 %	7
5	Academic success tools access/training/practice	3.70 %	4
6	Career readiness/preparation	0.93 %	1
7	Self-awareness	0.93 %	1
8	Campus safety	1.85 %	2
9	Title IX	0.00 %	0
10	Domestic Violence, Sexual Assault, and Stalking	0.93 %	1
11	Health and wellness	1.85 %	2
12	Mental health	0.93 %	1
13	Diversity, Equity, and Inclusion	0.93 %	1
14	Campus resources	7.41 %	8
15	Campus policies	2.78 %	3
16	Chapel processes and requirements	2.78 %	3
17	Other	0.93 %	1
18	Residential policies and/or procedures	2.78 %	3
19	Campus employment	0.00 %	0

20	Campus engagement opportunities	4.63 %	5
21	Other	0.00 %	0
22	Other	0.00 %	0
23	Connections with peers	7.41 %	8
24	Library access, tools	1.85 %	2
25	Financial Aid	7.41 %	8
26	Campus Bookstore, Books services	3.70 %	4
27	Honors/specific program overviews	2.78 %	3
28	Family engagement	4.63 %	5
29	Housing plans	5.56 %	6
30	Meal plans	2.78 %	3
31	Parking	1.85 %	2
32	Student Development overview	3.70 %	4
33	Summer Orientation programming is the Online Orientation, as described previously (no need to check boxes here)	1.85 %	2
	Total	100%	108

Other - Text

- Registration

Do students stay overnight for your institution's Summer Orientation programming?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Do students stay overnight for your institution's Summer Orientation programming?	1.00	2.00	1.09	0.29	0.08	11

#	Answer	%	Count
1	No	90.91%	10
2	Yes- on campus	9.09%	1
3	Yes- off campus location	0.00%	0
	Total	100%	11

Which individuals do new students interact with at your institution's Summer Orientation programming? Check all that apply.

#	Answer	%	Count
1	Upper administration	6.36%	7
2	Student leaders/orientation leaders	6.36%	7
3	Academic Success/Library representatives	6.36%	7
4	Multicultural Affairs representatives	2.73%	3
5	Health Services staff	2.73%	3
6	Academic faculty	6.36%	7
7	Residential Life representatives	7.27%	8
8	Student Development representatives	10.00%	11
9	Athletics representatives	8.18%	9
10	Campus Security	3.64%	4
11	Student Accounts/Billing representatives	6.36%	7
12	Academic advisors	9.09%	10
13	Other	0.91%	1
14	Other	0.00%	0
15	Other	0.00%	0
16	IT representatives	2.73%	3
17	Orientation groups	5.45%	6
18	Roommates	0.91%	1
19	Academic cohorts	0.91%	1
20	Spiritual Life representatives	5.45%	6
21	Financial Aid representatives	8.18%	9
	Total	100%	110

Other - Text

- A few student leaders but not all of them.

Please use the following space to briefly state the purpose or goal of your institution's August/Fall Orientation.

- Meet faculty, staff, and student leaders. Finalize enrollment processes and meet one another.
- help students get acquainted with the school and understand how to navigate the beginnings of college.
- Welcome Week is our opportunity to introduce new students to College and prepare them for academic excellence, and personal and spiritual growth.
- To connect new students to the university and to each other. Help students navigate resources and opportunities early in their time on campus.
- To help students acclimate to the community and college life.
- Our goals with on-campus orientation are two-pronged: 1) foster a sense of belonging in person on campus through personal connections with staff and faculty and 2) orient students to the academic and social life of the campus with direct connections to student support offices and resources. Through the orientation experience, we want to inform students about who we are, while also inviting them to create the college experience they hope for.
- To orient students into the community and help them transition well with groups who guide them through the different informational sessions.
- help students make connections, share resources, get situated academically, make a personal transition and understand community values
- introduce students and families to the campus, build a sense of excitement and connections for students. Our goal is students feel equipped and ready to navigate campus life
- Welcome Weekend is the time for students to get a jump-start on the year. The goal is to have them feeling like they belong and help ease the transition to college.
- Main purpose is welcome model. Grand welcome to campus, connection/belonging. However we also incorporate resources and success to reach all the late confirms that haven't been to a summer orientation yet.
- Help students build a sense of community, connect with resources, and prepare them for college life.
- Connect with the institution and connect with peers.
- To orient new students to OCU student services, academic services, the local community, and to build bonds with other new students.
- To prepare students for class and help them build community prior to the start of classes.
- Acclimation to college, start of academic year, etc.
- To encourage academic and social engagement, develop community, and understand and locate academic and well-being resources available to them on campus.
- To complete check-in, promote various campus departments and community resources, and to solidify the student's investment in place.
- Introduce new students to campus and each other, help them feel prepared for classes
- make connections and get to know other students, faculty/staff, the college/resources, and the local area. gain safety and other helpful resources and information.
- Connection, Belonging, School Pride, Academic Success, and Understanding Policies and Procedures
- To help students form connections, build confidence in their choice to join the institution, and to develop competence in navigating the information system.
- To share campus resources and help students feel connected to each other and the university.
- Even though I collaborate with our student involvement office which oversees orientation they have not shared the stated purpose or goal of orientation.

Is your institution's August/Fall Orientation primarily in person, or online (when not impacted by COVID restrictions)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your institution's August/Fall Orientation primarily in person, or online (when not impacted by COVID restrictions)? - Selected Choice	1.00	2.00	1.04	0.19	0.04	27

#	Answer	%	Count
1	In person	96.30%	26
2	Online	3.70%	1
3	Other	0.00%	0
	Total	100%	27

What topics are covered in your institution's August/Fall Orientation? Check all that apply.

#	Answer	%	Count
1	Billing/clearance process	2.17%	10
2	Campus department-specific information	3.69%	17
3	IT information/set-up	4.12%	19
4	Academic items such as scheduling and other procedures	2.60%	12
5	Academic success tools access/training/practice	4.12%	19
6	Career readiness/preparation	1.52%	7
7	Self-awareness	1.95%	9
8	Campus safety	4.56%	21
9	Title IX	4.12%	19
10	Domestic Violence, Sexual Assault, and Stalking	3.47%	16
11	Health and wellness	3.47%	16
12	Mental health	4.12%	19
13	Diversity, Equity, and Inclusion	3.47%	16
14	Campus resources	5.64%	26
15	Campus policies	4.99%	23
16	Chapel processes and requirements	4.56%	21
17	Other	0.22%	1
18	Residential policies and/or procedures	5.21%	24
19	Campus employment	2.39%	11
20	Campus engagement opportunities	5.86%	27
21	Other	0.00%	0
22	Other	0.00%	0
23	Connections with peers	5.42%	25
24	Library access, tools	3.90%	18
25	Campus bookstore, Books services	2.60%	12
26	Family engagement	1.95%	9
27	Financial Aid	1.95%	9
28	Honors/specific program overviews	1.52%	7
29	Meal plans	3.04%	14
30	Parking	3.90%	18
31	Commuter student information	3.25%	15
32	August/Fall Orientation programming is the Online Orientation, as described previously (no need to check boxes here)	0.22%	1
	Total	100%	461

Other:

- We have a clearance process for scheduling, financial aid, and bill pay but I would not say that is part of NSO rather it is completed prior to move-in. Our NSO is 5 days, which allows us to cover quite a bit.

Which individuals do new students interact with at your institution's August/Fall Orientation? Check all that apply.

#	Answer	%	Count
1	Upper administration	6.40%	21
2	Student leaders/orientation leaders	7.93%	26
3	Academic Success/Library representatives	5.49%	18
4	Multicultural Affairs representatives	4.57%	15
5	Health Services staff	3.35%	11
6	Academic faculty	6.10%	20
7	Residential Life representatives	7.62%	25
8	Student Development representatives	7.93%	26
9	Athletics representatives	4.27%	14
10	Campus Security	6.10%	20
11	Student Accounts/Billing representatives	4.27%	14
12	Academic advisors	4.57%	15
13	Other	0.00%	0
14	Other	0.00%	0
15	Other	0.00%	0
16	IT representatives	4.27%	14
17	Orientation groups	7.32%	24
18	Roommates	6.10%	20
19	Academic cohorts	2.13%	7
20	Spiritual Life representatives	7.93%	26
21	Financial Aid representatives	3.66%	12
	Total	100%	328

How many days in length is your institution's August/Fall Orientation for new students?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many days in length is your institution's August/Fall Orientation for new students?	2.00	7.00	3.70	1.08	1.17	27

#	Answer	%	Count
1	One	0.00%	0
2	Two	11.11%	3
3	Three	33.33%	9
4	Four	37.04%	10
5	Five	14.81%	4
6	Six	0.00%	0
7	7 or more	3.70%	1
	Total	100%	27

Please use the following space to briefly state the purpose or goal of your institution's January/Spring Orientation.

- Same as the fall, but only for new students who arrived in the spring semester.
- Welcome Week is our opportunity to introduce new students to College and prepare them for academic excellence, and personal and spiritual growth.
- same as fall!
- The help students acclimate to the community and college life.
- Spring NSO is the same as fall, just on a smaller level for incoming students. Numbers are much smaller, so we condense some of the information while also still highlighting the ceremonial aspects of the fall events.
- only for students that are beginning starting in the Spring semester. Helping students transition and get acquainted with essential stakeholders in their education.
- Same as fall orientation but geared more toward transfer student needs
- The goal of the Spring orientation is to familiarize students with their schedule, other students, and the general campus community.
- Connection and course start ready.
- Build community, connect with resources, prepare for academic career
- Connect with others. Prepared for classes to start.
- Same as August/Fall orientation.
- To prepare students for class and help them build community prior to the start of classes.
- for new transfer students
- Introduce new students to campus, basically a crash course in things they need to know to get through the first weeks of classes
- make connections and get to know other students, faculty/staff, the college/resources, and the local area. gain safety and other helpful resources and information.
- Connection with other students, upper-classmen, and staff/faculty. Understanding Policies and Procedures. School/Institutional Pride
- To help students get up to speed.
- Same as Fall Orientation

Is your institution's January/Spring Orientation primarily in person, or online (when not impacted by COVID restrictions)?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is your institution's January/Spring Orientation primarily in person, or online (when not impacted by COVID restrictions)? - Selected Choice	1.00	4.00	1.14	0.64	0.41	21

#	Answer	%	Count
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1	In Person	95.24%	20
2	Other	0.00%	0
4	Online	4.76%	1
	Total	100%	21

Does your institution generally cover the same topics and interact with the same campus representatives in January/Spring Orientation as in August/Fall Orientation?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution generally cover the same topics and interact with the same campus representatives in January/Spring Orientation as in August/Fall Orientation? - Selected Choice	1.00	3.00	2.14	0.47	0.22	21

#	Answer	%	Count
1	No	4.76%	1
2	Yes	76.19%	16
3	Other	19.05%	4
	Total	100%	21

Other:

- Spring orientation is only 2 days so we are unable to cover as much.
- It's similar, but much shorter
- Yes, but it's shorter and they interact with less faculty/staff
- We cover some of them, but not at the same depth

What topics are covered in your institution's January/Spring Orientation? Check all that apply.

#	Answer	%	Count
1	Billing/clearance process	2.86%	1
2	Campus department-specific information	5.71%	2
3	IT information/set-up	8.57%	3
4	Academic items such as scheduling and other procedures	5.71%	2
5	Academic success tools access/training/practice	2.86%	1
6	Career readiness/preparation	2.86%	1
7	Self-awareness	0.00%	0
8	Campus safety	0.00%	0
9	Title IX	5.71%	2
10	Domestic Violence, Sexual Assault, and Stalking	2.86%	1
11	Health and wellness	2.86%	1
12	Mental health	2.86%	1
13	Diversity, Equity, and Inclusion	2.86%	1
14	Campus resources	11.43%	4
15	Campus policies	5.71%	2
16	Chapel processes and requirements	8.57%	3
17	Other	0.00%	0
18	Residential policies and/or procedures	8.57%	3
19	Campus employment	0.00%	0
20	Campus engagement opportunities	5.71%	2
21	Other	0.00%	0
22	Other	0.00%	0
23	Connections with peers	8.57%	3
24	Library access, tools	0.00%	0
25	Campus bookstore, Books services	2.86%	1
26	Family engagement	0.00%	0
27	Financial Aid	2.86%	1

28	Honors/specific program overviews	0.00%	0
	Total	100%	35

Which individuals do new students interact with at your institution's January/Spring Orientation? Check all that apply.

#	Answer	%	Count
1	Upper administration	14.29%	4
2	Student leaders/orientation leaders	14.29%	4
3	Academic Success/Library representatives	3.57%	1
4	Multicultural Affairs representatives	3.57%	1
5	Health Services staff	3.57%	1
6	Academic faculty	0.00%	0
7	Residential Life representatives	17.86%	5
8	Student Development representatives	17.86%	5
9	Athletics representatives	0.00%	0
10	Campus Security	0.00%	0
11	Student Accounts/Billing representatives	3.57%	1
12	Academic advisors	3.57%	1
13	Other	0.00%	0
14	Other	0.00%	0
15	Other	0.00%	0
16	IT representatives	0.00%	0
17	Orientation groups	7.14%	2
18	Roommates	3.57%	1
19	Academic cohorts	0.00%	0
20	Spiritual Life representatives	7.14%	2
	Total	100%	28

How many days in length is your institution's January/Spring Orientation?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many days in length is your institution's January/Spring Orientation?	1.00	4.00	1.62	0.74	0.54	26

#	Answer	%	Count
1	One	50.00%	13
2	Two	42.31%	11
3	Three	3.85%	1
4	Four	3.85%	1
5	Five	0.00%	0
6	Six	0.00%	0
7	Seven or more	0.00%	0
	Total	100%	26

Please use the following space to briefly state the purpose or goal of your institution's International Student Orientation.

- Cultural adjustments, take care of logistics of moving to new country, acclimate to new time zone
- Cultural awareness and development and tools. International student specific information, e.g. employment, etc.
- Our goal with international student orientation is to provide international students with a leg up on connecting to the broader campus, and especially resources they need to be successful. We purposefully invite key administrators/office as well as student connections and provide an International Student Handbook.
- International students have a few separate sessions, but mostly they are getting integrated into the other orientation groups along with traditional students.
- Help connect students to student and academic resources, help students get situated and connect students to one another
- help them to acclimate and adjust to new culture. Provide for basic needs,
- The goal of our summer orientation is to familiarize students with their schedule, other international students, the Center for Intercultural Engagement, and the general campus community.
- Transition, cultural acclimation, welcome.
- This is coordinated by a different office. I am unsure if these answers.
- Connect with peers. Adjust to the US.
- To connect international students to support staff, each other, and orient to how the institution works.

- acclimate international students, onboarding
- It is run through a different office and I do not know enough about it to provide an answer here.
- To help them adjust to the united states as well as our institution (i do not oversee this part)
- Unsure
- As shared with students: The pre-orientation is designed to set you up for success as you transition to life at (college). During this time, we will make sure that you meet other students, get settled into your room, explore campus, and learn about transitioning to the American college classroom. You will receive a tour of campus, meet with the College's Designated School Official (DSO) to submit any required paperwork, get any necessary immunizations, and have the opportunity to go shopping for any needed supplies, etc. More importantly, we hope you begin to build your on-campus support network.

When does your institution hold International Student Orientation?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When does your institution hold International Student Orientation? - Selected Choice	1.00	5.00	1.44	1.00	1.00	16

#	Answer	%	Count
1	Before the traditional new student Orientation	75.00%	12
2	Concurrent with the traditional new student Orientation	18.75%	3
3	Into the beginning of the semester	0.00%	0
4	Asynchronous- Online	0.00%	0
5	Other	6.25%	1
	Total	100%	16

Other - Text

- Online and prior to on-campus orientation

How many days in length is your institution's International Student Orientation?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How many days in length is your institution's International Student Orientation?	1.00	7.00	2.18	1.42	2.03	17

#	Answer	%	Count
1	One	35.29%	6
2	Two	35.29%	6
3	Three	23.53%	4
4	Four	0.00%	0
5	Five	0.00%	0
6	Six	0.00%	0
7	Seven or more	5.88%	1
	Total	100%	17

Please share who manages your International Student Orientation. Check all that apply.

#	Answer	%	Count
1	Designated School Official (DSO)	17.86%	5
2	Student Development	25.00%	7
3	Admissions	3.57%	1
4	Multicultural Affairs	21.43%	6
5	Student Success Center	10.71%	3
6	Other	14.29%	4
7	Traditional Orientation staff	7.14%	2
	Total	100%	28

Other - Text

- Upper-class international students
- International Education Department
- International Student Office
- International Office

Please use the following space to share the sessions/topics that are most helpful/well-received by new international students at your institution's International Student Orientation.

- Cultural Q&A
- Sessions led by upper -class international students
- Direct office connections, club connections, and community resources
- The faculty/student mixer
- Banking, local and state laws, campus and local community tour, meeting with administrators.
- Generally all.
- Visa status, international student services, excursions, getting acclimated to campus, etc.
- I do not know.
- Unsure
- Connection with other international students; intro to local/region; getting settled with banking/shopping for essentials; campus tour;

Please use the following space to share a way that your institution welcomes new international students well.

- Please use the following space to share a way that your institution welcomes new international students well.
- Match them with current international student
- The most beloved - staff and faculty hosts.
- Two years ago we established two student leadership positions: International Student Leaders. The ISL's serve as the first-contact for all international students and help lead the welcome session, as well as consistent meetings (every other month) throughout the semester. They both help in social connections and campus resources.
- International students come a few days before the rest of the traditional student population. This helps them to get settled a bit earlier before the rush of events. They are taken to a local store to get bedding and other key essentials that they couldn't travel with, with the International Education Department along with some designated International orientation leaders.
- International student ambassadors are assigned to each international student. They are the one who greets their student upon arrival to campus (no matter what time!). They have a welcome kit to give them that includes personal hygiene items, shower basket & supplies, towel, and snacks. Enough to tide them over until a grocery and store trip can be arranged for them.
- Through connection with national students, staff, and local churches.
- The orientation is good, we also have a chapel service at beginning of year that highlights our international students - they do a parade of flags entrance like the olympics, our student union has flags hanging of all current international students

- We are trying to get better at this. As you can see, I don't know much about our International Orientation and we've been trying to figure out better systems to help our International students feel comfortable with other new students.
- Unsure
- In addition to pre-orientation, we also host a few social gatherings throughout the fall term to welcome new international students and ensure they connect with other students.

Is Orientation required for new students?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is Orientation required for new students?	1.00	2.00	1.89	0.31	0.10	28

#	Answer	%	Count
1	No	10.71%	3
2	Yes	89.29%	25
	Total	100%	28

Is there a penalty for students who do not attend Orientation programming?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Is there a penalty for students who do not attend Orientation programming? - Selected Choice	1.00	3.00	1.25	0.57	0.33	28

#	Answer	%	Count
1	No	82.14%	23
2	Yes	10.71%	3
3	Other	7.14%	2
	Total	100%	28

Other - Text

- They have to create a make-up assignment in their FYE Course
- They pay \$150 so if they don't attend, they lose that money

Are new students required to pay a fee towards their Orientation program?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are new students required to pay a fee towards their Orientation program? - Selected Choice	1.00	3.00	1.46	0.57	0.32	28

#	Answer	%	Count
1	No	57.14%	16
2	Yes	39.29%	11
3	Other	3.57%	1
	Total	100%	28

Other:

- They pay a fee for the First Year Seminar Class

Roughly, what is your institution's budget for Orientation, per new student?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Roughly, what is your institution's budget for Orientation, per new student? - Selected Choice	1.00	5.00	1.86	1.06	1.12	28

#	Answer	%	Count
1	0-\$100	42.86%	12
2	\$101-\$200	42.86%	12
3	\$201-\$300	7.14%	2
4	\$301-\$400	0.00%	0
5	Other	7.14%	2
6	\$401-\$500	0.00%	0
7	\$500+	0.00%	0
	Total	100%	28

Which new students is Orientation provided for? Please check all that apply.

#	Answer	%	Count
1	Freshmen	26.92%	28
2	Transfers	26.92%	28
3	Commuters	19.23%	20
4	Other	1.92%	2
5	International students	25.00%	26
	Total	100%	104

Other - Text

- first gen students
- Residents

Please share how your institution caters to these different groups of students for new student Orientation programming.

- We offer a breakout session with each of those groups to cater content specific for them
- we only do pre-orientation for international students; there is no specific orientation for commuters or transfers
- Small group classes that range in diversity.
- Students are primarily sorted into freshman and transfer groups. Through those groups they connect with their FYE instructor/peer leaders or a Transfer Leader for orientation activities. In addition, we have added sessions for international students and a commuter student social as extra support.
- We have different student panels for students in different areas. We are also looking at being more specific at which events/activities are required or optional so that students who don't necessarily feel like they need additional information in specific topics are not forced to stick around on campus.
- We have transfer specific orientation small groups, pre-orientation events for international and first gen students
- Commuters are required to be at everything during Welcome Weekend, just like the on-campus students. International students will meet prior so they can participate
- We incorporate specific breakout sessions for each of these groups so they get to have at least one or two sessions with students in similar circumstances. We also have separate check-in times and processes for residents and commuters.
- We have specific opportunities for transfers to connect with transfer advisor and administrators. We also have time set aside for commuters to connect with the commuter support staff and resources like commuter lounge.
- We are small, so we can be more personable with each student than most institutions.
- Orientation is provided as a whole, but there are often breakout sessions for the different groups of students
- My institution is international, so almost all students are international. The study abroad students go through their own process and join the large Orientation for some parts.
- Transfers have a separate orientation group. International students have additional sessions.
- Transfer student orientation is very scaled down with different topics offered as optional resources through the first seven weeks of the term. Commuter students - we have opportunities in August and then in the first three

weeks for them to gather more socially. We have affinity group meetings throughout the two days of orientation (being careful not to have meetings overlap so students can attend multiple).

Which department(s) coordinates Orientation programming at your institution? Check all that apply.

#	Answer	%	Count
1	Admissions	10.45%	7
2	Student Development	26.87%	18
3	First Year Experience	17.91%	12
4	Academic Success	10.45%	7
5	Faculty	4.48%	3
6	General Education	0.00%	0
7	Other	0.00%	0
8	Campus Ministries	8.96%	6
9	Student Engagement	20.90%	14
	Total	100%	67

Which departments are involved in the execution of Orientation programming at your institution? Check all that apply.

#	Answer	%	Count
1	Admissions	11.11%	13
2	Student Development	21.37%	25
3	First Year Experience	14.53%	17
4	Academic Success	13.68%	16
5	Faculty	7.69%	9
6	General Education	0.00%	0
7	Other	0.85%	1
8	Campus Ministries	15.38%	18
9	Student Engagement	15.38%	18
	Total	100%	117

Other - Text

- Campus recreation, athletics, SGA, Student Activities

Which department(s) manage communication to new students and families regarding Orientation? Check all that apply.

#	Answer	%	Count
1	Admissions	34.38%	22
2	Student Development	17.19%	11
3	Academic Success	6.25%	4
4	Orientation staff	7.81%	5
5	Marketing	7.81%	5
6	Other	1.56%	1
7	Several offices for various components	6.25%	4
8	One central administration/team for all new student communications	4.69%	3
9	Registrar	1.56%	1
10	Student Engagement	12.50%	8

Other - Text

- We utilize slate (through admissions) to send the communication but we coordinate with various offices to send the just in time communication.

Please share when and how Admissions representatives pass communication/programming for new students over to Orientation/Student Development/other offices.

- End of Spring. Early summer. Email campaigns.
- We have a centralized location on the website and try to mainstream all communication through the admissions department.
- We coordinate together over the summer for connection events, but then Admissions passes students to orientation/Student Development once students "check in" on campus.
- Seemlessly integrated upon admission. Shared online facilitation.
- Student Development provides the schedule/plan to Admissions (info, flyers, key dates, etc) and Admissions communicates directly to students.
- Pre-semester communication.
- We open our online pre-orientation on July 1, which begins the "pass off," however, Admissions maintains communications up until the day students arrive for NSO Check-In.
- We work with Admissions to make sure our information is relevant to the student at whatever point they are at in the admissions process. Throughout the summer, they will receive information from admissions until they are deposited and then start to receive information from student development.

- Student Life works closely with Admissions on summer messaging and at our orientation welcome session admissions passes the torch to Student Life for student communication.
- Website and eamis
- Orientation office works with admissions to pass along information through Slate via email, text, social media, etc.
- Lol, they don't. I have to go and gather it myself.
- At NSO
- Admissions welcomes students on Move-In day and then they're passed to Student Development.
- At the end of move-in day. We hold a ribbon cutting ceremony and officially pass the torch of connection from admissions to student dev. We do the same at the end of senior year with a ceremony passing connection from stu dev to alumni.
- Everything is passed on through email.
- They share communication about Orientation during their process of recruiting in the summer. They send an email to new students explaining the required dates after they are accepted to the institution
- We are currently working on a plan for this because we do not do a good job of doing this at the moment.
- The transition typically happens during the summer orientation events.
- This is a challenge. Admissions does not like "handing off" students until well into the spring semester (seriously!). They take the lead until early August.

How does your institution encourage new student engagement prior to Orientation programming? Check all that apply and add new items your institution uses in the "other"

#	Answer	%	Count
1	Social media	24.30%	26
2	Facebook/media private group(s)	10.28%	11
3	Mailings	13.08%	14
4	Give-Aways	7.48%	8
5	Online discussion in course material	1.87%	2
6	Zoom sessions	8.41%	9
7	Phone calls	14.02%	15
8	Other	6.54%	7
9	Other	0.93%	1
10	Other	0.00%	0
11	Surveys/Polls	2.80%	3
12	No pre-orientation engagement	0.00%	0
13	In-person gatherings	10.28%	11
	Total	100%	107

Other - Text

- Campus App student social feed
- Text messages
- I'm sure there are other ways...
- Emails
- Email
- texting
- Messaginng campaigns & appointments with different offices
- Emails from Orientation Leader

Does your institution enlist returning students as Orientation leaders/staff?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Does your institution enlist returning students as Orientation leaders/staff? - Selected Choice	2.00	2.00	2.00	0.00	0.00	29

#	Answer	%	Count
1	No	0.00%	0
2	Yes	100.00%	29
3	Other	0.00%	0
	Total	100%	29

How are Orientation leaders/staff compensated?

#	Answer	%	Count
1	Leadership experience, joy of serving others, etc (non-financial compensation)	40.00%	12
2	Scholarship (\$250 or less)	0.00%	0
3	Scholarship (over \$250)	13.33%	4
4	Stipend (\$250 or less)	3.33%	1
5	Stipend (over \$250)	13.33%	4
6	Other	13.33%	4
7	Hourly minimum wage	16.67%	5
	Total	100%	30

Other - Text

- Included in other leadership responsibilities.
- tshirt/lunch
- meal provision
- They are the Peer Leaders for the FYE class, so the stipend is combined for \$500

When are Orientation staff selected for August/Fall Orientation?

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	When are Orientation staff selected for August/Fall Orientation? - Selected Choice	1.00	5.00	2.22	0.99	0.99	27

#	Answer	%	Count
1	Beginning of the previous semester	18.52%	5
2	Middle of the previous semester	55.56%	15
3	End of the previous semester	18.52%	5
4	Over the break prior to the semester	0.00%	0
5	Other	7.41%	2
	Total	100%	27

Other - Text

- November of the year prior.
- The orientation leaders are all the leaders in student development set for other areas. They double in orientation as part of their roles. This includes discipleship groups, RAs, activities, worship teams, etc.

What components are included in Orientation leader training? Please check all that apply

#	Answer	%	Count
1	Facilitation skills	6.40%	16
2	Team-building activities/skills	7.60%	19
3	Conflict management/difficult conversations	4.80%	12
4	Title IX	4.00%	10
5	Campus resources	7.20%	18
6	Navigating academic processes, policies, and resources	3.20%	8
7	Mental health/resources	6.80%	17
8	Spiritual development/faith journey	5.60%	14
9	Leadership basics (definitions, theories, foundational concepts, etc)	5.20%	13
10	Campus policies and procedures	5.20%	13
11	Campus security	2.40%	6
12	Diversity, Equity, and Inclusion	6.80%	17
13	Safety/resources, Domestic Violence, Sexual Assault, Stalking	3.20%	8
14	Problem-solving/critical thinking	3.20%	8
15	Strategies for academic/college success	4.80%	12
16	Fostering belonging	8.40%	21
17	Other	0.40%	1
18	Hospitality	6.80%	17
19	Effective communication strategies	6.80%	17
20	Academic advising	1.20%	3
	Total	100%	250

Other:

- Our orientation leaders are different than Peer Educators, who are student leaders in each FYE course.

What duties do student Orientation leaders have? Please check all that apply.

#	Answer	%	Count
1	Facilitate small group discussions	11.11%	23
2	Facilitate games and activities	12.56%	26
3	Produce entertainment/programming for new students	8.70%	18
4	Run informational Orientation sessions	4.35%	9
5	Set-up/teardown Orientation activities	9.18%	19
6	Plan Orientation programming	4.83%	10
7	Physically help new students move into residence halls	9.66%	20
8	Guide traffic, Assist with Move-In Day flow	10.63%	22
9	Run programming for new students after Orientation programming concludes	5.80%	12
10	Mentor students after Orientation programming concludes	7.73%	16
11	Other	0.00%	0
12	Lead excursions for new students	5.31%	11
13	Drive new students to Orientation activities	2.42%	5
15	Run errands at off-campus locations	5.31%	11
16	Other	0.00%	0
17	Other	0.00%	0
18	Airport runs	0.48%	1
19	Worship team	1.93%	4
	Total	100%	207

Use the following space to share a way you have had success recruiting, training, or managing Orientation leaders/staff.

- Some student leadership positions list the expectation that students will participate in leading orientation as part of their training. Leader training happens a few days prior to orientation. Makes for a long week, but it's the best timing.
- We have typically sent out an encouragement to those who were not selected for an official scholarshiped student leadership position encouraging them to apply to be an orientation leader. We have an interest meeting, application period, and pre-summer meeting to make sure they are all on the same page before training in August.
- We moved to a two part model where we have an Orientation committee hired in the fall that helps recruit and hire our Orientation team in the spring and that has yielded greater interest in O team.
- Student who have had a positive experience are excited to pay it forward to the next group of students. Leadership training retreats off campus before orientation. Connections with other student leaders. Building a sense of belonging within the leadership group
- We have developed a Peer Mentor "playbook" that has all our expectations in it for the year. For recruitment, we work hard to connect with potential students well before the application opens up to get students interested and excited.
- Personal invite has worked best. Tiered orientation team/roles so that students can "move up" into more ownership has helped as I can early identify and invite them to apply (before they get asked by other leadership teams on campus) ;)
- It's built into the role of every student leader on campus.
- The best tool is to ask faculty to recruit strong students in their major because our groups are major focused.
- Student Leadership applications open in late November, as a university we typically have around 400 students apply across the various student leadership positions. For training, our team reaches out to experts on our campus in their various fields to help us with our training.
- It's been really difficult since the pandemic as students' experiences have varied so much. We have found simply inviting specific students and saying, I would like you to work on this with me, has been successful.

Which items do students need to have completed/signed off on before they are allowed to begin classes and/or move in?

#	Answer	%	Count
1	Plan to pay and relevant billing/financial aid paperwork	15.63%	25
2	Health forms	13.75%	22
3	Remaining Admissions items (such as high school transcript/SAT scores)	10.00%	16
4	Class schedule complete	13.13%	21
5	Meeting with academic advisor	5.00%	8
6	FERPA agreement/signature	8.75%	14
7	Security- ID card, parking pass...	7.50%	12
8	IT set up	3.13%	5
9	Placement testing	3.75%	6
10	Commuter form	3.13%	5
11	Other	0.63%	1
12	Fitness center waiver	0.00%	0
13	Meal plan finalization	5.63%	9
14	Title IX training	3.75%	6
15	Student handbook/School policies overview	6.25%	10
	Total	100%	160

Other - Text

- Housing application

Who follows up with students who do not complete required forms or follow-up items, and are there consequences for these students?

- Some incomplete forms will hinder them from moving in, others will place a hold on their account or not allow them to start classes.
- our "check in" committee; beyond the first week of school, the Billing office or a VP gets involved
- Primarily Student Affairs
- Enrollment Management Specialist in our Admissions Office
- Admissions - consequences may include an account hold that limits the student from confirming enrollment
- No consequences as far as I am aware, but individual departments follow up with the students if they are missing something for their department.
- Records for course registration and business office for billing
- specific offices
- Admissions
- Depending on the situation, they may not be allowed in.
- Admissions and Student Success offices
- Student Engagement team. They are unable to move into their residence hall until they have completed the clearance items.
- Admissions
- student development
- Each department that needs the documentation follows up. They are barred from practice until they complete their forms.
- Individual offices follow-up. There are no consequences that I am aware of
- Conduct manager (student development, works with the Dean of Students)
- Admissions Staff
- Health Services
- Various offices. Admissions, Student Accounts, Financial Aid, Safety Services, etc.
- Depending on the student it could be: registrar, financial aid, dean of students, residence life, student success, student accounts, athletics, health & counseling.

Please select all that are true for move-in/check in day at your institution:

#	Answer	%	Count
1	New students complete clearance/check in item	7.17%	20
2	New students receive welcome folders	5.73%	16
4	New students take photos for ID cards	7.89%	22
5	Volunteers or staff move new student's items into residence halls	8.60%	24
6	Greeters cheer/carry welcome signs	7.53%	21
7	New students receive welcome gifts	5.73%	16
8	A meal is provided for families of new students	5.73%	16
9	New students and families are welcomed in a formal welcome session	8.24%	23
10	New residential students attend a floor/hall meeting or event	8.24%	23
11	New students spend time with an Orientation group	7.17%	20
12	Other	0.36%	1
13	New families are welcomed/guided with signs, balloons, banners, etc	8.60%	24
14	Check in stations are primarily outdoors when possible	5.38%	15
15	Check in stations are primarily indoors when possible	4.30%	12
16	Shuttles are provided to help transport families	1.08%	3
17	Worship, prayer, or a sermon are part of welcome festivities	7.89%	22
18	Other	0.36%	1
	Total	100%	279

Other - Text

- Check-in is outdoors, but clearance items are indoors
- We have a community life session on move-in day to help jump-start school spirit

Please share some of the welcome gifts you give to new students, especially any that are particularly well-received or traditions.

- This has changed each year. Last year there was a school mug with candy and some school supplies. There are additional gifts for children of alumni. A folder with area businesses, school information, and coupons is provided for all students as well.
- cereal bowl, plastic coffee mug, t-shirt, drawstring bag
- T-shirts Hats Masks with school logo during COVID
- class t-shirts
- lanyards, t-shirts, fanny packs, water bottles, stickers, pens
- This year, our word for the year is "cultivate" so we are looking into giving each student a potted plant.
- Mug or water bottle, pens, lanyard/keychain, t-shirt, local discounts/coupons/freebies if we can arrange them, and one fun item chosen specifically for that year and/or incoming class.
- Class shirt (they then wear it for class photo). Halls do specific items for their buildings as well.
- Bibles, t-shirts, gift bags from local churches.
- We provide a welcome bag with salty and sugary snacks and bottled water.
- We give every new student a Bible with our seal on it. We have done t-shirts, blankets, water bottles and more.
- Shirts, Socks, pull-string bag, branded water bottle.

Thank you for completing this survey! Your responses will be submitted when you hit the red arrow to continue. We pray that this process of reporting the details of your program provided some reflection space for you and that you will reap the rewards of this process in the future when we share the data. Keep an eye out at the ACSD conference at IWU this June to hear the results of this survey and engage in dialogue about our important work! You are welcome to add any final comments or thoughts in the space below. Thank you for your significant investment in the lives of your new students!

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- Thank you for coordinating this! I look forward to the feedback.
- Sorry, I only know about the school's First Year Advisor/Instructor Program, not orientation.
- I would like to know more about peer educators or students who help in an FYE class. Maybe this is what some schools call orientation leaders, but they are separate for us.
- I look forward to learning more!! Thank you!