



# 2015 BENTLEY UNIVERSITY SUMMER ORIENTATION ASSESSMENT REPORT

*This report takes a look at the summer 2015 Orientation Program at Bentley University as well as feedback received from prospective students.*

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# ORIENTATION PROGRAM ASSESSMENT REPORT

## To Our Stakeholders

### ASSESSMENT REPORT HIGHLIGHTS

The 2015 Bentley University Summer Orientation Assessment Report provides context for summer orientation at the institution. Enclosed in the report, you will find key information about the summer orientation program, an analysis of key assessment data points deemed important to highlight, and an analysis of the written feedback provided by students.

### LOOKING AHEAD

The assessment data gathered to form this report can be utilized to further improve the orientation program and transition process for prospective students at Bentley University.

The document provides a few recommendations based on the author's analysis of the data gathered.

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NODA Intern  
July 14, 2015



# ORIENTATION PROGRAM ASSESSMENT REPORT

## Orientation Program Overview

The summer orientation program at Bentley University is comprised of two sessions. Each orientation session is a three day, two night program where prospective students have an opportunity to get acclimated to campus, connect with fellow peers, and register for academic classes. The prospective students live in the Trees Complex and Slade Residence Hall for the duration of orientation. Each student is assigned to a group of 14-18 other prospective students led by two Orientation Leaders. Throughout orientation, the groups host various meetings to build community, teach the history and traditions of Bentley University, and ease the transition process for the prospective students. During orientation, students have the opportunity to receive their Bentley student identification card, connect with student activities on ways to become involved on campus, interact with a multitude of campus partners and offices during informational sessions, and meet with academic services to gain insight on expected course load. For a snapshot of the summer orientation schedule this summer, please follow this link: [New Student Orientation 2015](#).

This year, Bentley University offered orientation at the following times:

- Sunday, June 21 – Tuesday, June 23
- Sunday, June 28 – Tuesday, June 30

On the third day of orientation, Tuesday, parents and family members are invited to participate in a family orientation program where they have an opportunity to learn more about Bentley University, financing the education, learning about various resources and services offered by the institution including Career Services and Study Abroad, and gain a better understanding of how to support their student(s) in their new role. To learn more about the Family Orientation Program, please follow this link: [Family Orientation 2015](#).





# ORIENTATION PROGRAM ASSESSMENT REPORT



## Key Assessment Data

### ORIENTATION DEMOGRAPHICS

#### 1. I attended Orientation on:

#	Answer	Bar	Response	%
1	Sunday, June 21 - June 23		338	58%
2	Sunday, June 28 - 30		249	42%
	Total		587	

#### 2. My sex is:

#	Answer	Bar	Response	%
1	Female		235	40%
2	Male		351	60%
3	Transgender		0	0%
4	Other		1	0%
5	Prefer not to disclose		0	0%
	Total		587	

### ORIENTATION LEADER FEEDBACK

#### 11. My Orientation Leader:

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Helped me feel welcome at Bentley University	4.00	10.00	9.52	0.91	587
2	Was an effective facilitator	0.00	10.00	9.36	1.17	576
3	Worked well with my orientation group	0.00	10.00	9.36	1.58	575
4	Was approachable	0.00	10.00	9.52	1.55	573
5	Was respectful	0.00	10.00	9.44	1.65	573
6	Was knowledgeable about the University	0.00	10.00	9.32	1.59	574
7	Made my orientation experience very enjoyable	0.00	10.00	9.31	1.47	578

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## ACADEMICS IN ORIENTATION

**14.** New Student Orientation provided useful information about the academic advising process.

#	Answer	Bar	Response	%
0	0		0	0%
1	1		0	0%
2	2		0	0%
3	3		4	1%
4	4		11	2%
5	5		18	3%
6	6		44	7%
7	7		119	20%
8	8		164	28%
9	9		94	16%
10	10		133	23%
	Total		587	

Statistic	Value
Min Value	3
Max Value	10
Mean	8.06
Variance	2.32
Standard Deviation	1.52
Total Responses	587

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## STUDENT PREPAREDNESS FOR BENTLEY UNIVERSITY

### 17. Orientation made me feel welcome to Bentley University.

#	Answer	Bar	Response	%
0	0		0	0%
1	1		0	0%
2	2		1	0%
3	3		2	0%
4	4		0	0%
5	5		7	1%
6	6		21	4%
7	7		41	7%
8	8		108	18%
9	9		132	22%
10	10		275	47%
	Total		587	

Statistic	Value
Min Value	2
Max Value	10
Mean	8.96
Variance	1.65
Standard Deviation	1.29
Total Responses	587

### 23. I am now familiar with the campus layout and feel that I can comfortably navigate my way around campus.

#	Answer	Bar	Response	%
0	0		2	0%
1	1		1	0%
2	2		6	1%
3	3		26	4%
4	4		28	5%
5	5		76	13%
6	6		95	16%
7	7		94	16%
8	8		97	17%
9	9		51	9%
10	10		111	19%
	Total		587	

Statistic	Value
Min Value	0
Max Value	10
Mean	7.08
Variance	4.52
Standard Deviation	2.13
Total Responses	587

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24. I feel more comfortable after attending orientation at Bentley University.

#	Answer	Bar	Response	%
0	0		2	0%
1	1		1	0%
2	2		0	0%
3	3		3	1%
4	4		3	1%
5	5		7	1%
6	6		30	5%
7	7		49	8%
8	8		152	26%
9	9		96	16%
10	10		244	42%
	Total		587	

Statistic	Value
Min Value	0
Max Value	10
Mean	8.69
Variance	2.26
Standard Deviation	1.50
Total Responses	587

## BENTLEY BELIEFS AND MANDATORY ORIENTATION SESSIONS

29. I am now familiar with the Bentley Beliefs.

#	Answer	Bar	Response	%
0	0		0	0%
1	1		0	0%
2	2		2	0%
3	3		5	1%
4	4		6	1%
5	5		21	4%
6	6		38	6%
7	7		86	15%
8	8		136	23%
9	9		103	18%
10	10		190	32%
	Total		587	

Statistic	Value
Min Value	2
Max Value	10
Mean	8.34
Variance	2.59
Standard Deviation	1.61
Total Responses	587



# ORIENTATION PROGRAM ASSESSMENT REPORT

## 31. Please rate the following mandatory orientation sessions:

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Ed Gerety	0.00	10.00	9.34	1.32	586
2	Academic Life at Bentley	0.00	10.00	7.18	2.06	585
3	BentleyU	0.00	10.00	7.07	2.21	585
4	BentleyMe	0.00	10.00	6.78	2.22	585
5	Mapping My Involvement	0.00	10.00	6.47	2.48	585

## TIMING OF ORIENTATION

### 32. Please answer the following questions on the timing of Orientation:

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Attending summer orientation was convenient.	0.00	10.00	8.00	2.28	585
2	I prefer Orientation to take place in the summer.	0.00	10.00	8.09	2.63	585
3	I prefer Orientation to take place in late August.	0.00	10.00	3.86	3.46	585

## THEMES ADDRESSED IN WRITTEN FEEDBACK

- 121 students reported they wanted to learn more about classes and academics during orientation or would have liked more support
- 70 students reported they would have liked more information on clubs and/or activities during orientation
- 67 respondents reported in the written portion of the feedback that they would like to see more “free time” in order to spend time with students outside of their groups, explore campus, and not feel so rushed
- 65 respondents reported that they would not change anything with the orientation program
- 57 students reported they would have liked more information on campus life and/or life outside of campus
- 43 students reported wanting to know more about athletics
- 33 students reported they would prefer orientation to be shorter and/or condensed
- 25 students reported they would prefer to have less ice breakers after the first day
- 24 students reported other various matters
- 21 students reported they would prefer orientation be later in the summer or in August
- 20 students reported they would have preferred orientation be shorter because there was too much free time
- 20 students reported they would have liked to have been given a tour and explored the layout of campus
- 19 students reported they would have liked more interaction with faculty/professors

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- Overall – written portion of feedback proved to be very positive for the summer orientation program

# ORIENTATION PROGRAM ASSESSMENT REPORT

## Author's Recommendations

### ACADEMIC SERVICES

Review the partnership with Academic Services during orientation to figure out the best way to provide the support students need. The most common piece of written feedback provided stated that students wanted more information and support on classes they would be taking at Bentley and have more interaction with faculty members. By providing creative ways for Academic Services and Academic Affairs to be involved with the orientation program, students may feel more comfortable and prepared to take classes. Student development theory suggests the importance of faculty-student interaction, especially when that connection is made sooner rather than later.

### ATHLETICS

Provide additional opportunities for students to engage in Bentley University Athletics. Many current students and prospective students did not feel a connection or a sense of pride for Bentley Athletics. Determining a way for incoming students to feel a stronger sense of commitment to Athletics and having mutual investment may lead students to have a more positive college experience.

### CAMPUS LIFE AND ACTIVITIES

Review methods to improve access and information regarding campus life, student activities, and clubs and organizations to students during their time at orientation. Many students reported wanting an improved Mapping My Involvement program experience, having access to additional resources on how to get involved in different campus activities and organizations, and wanting to gain a better understanding on the layout of campus. The ability for a student to feel comfortable with how to navigate their way around campus coupled with being provided clearer information on how to become involved on campus will lead to a stronger connection to Bentley University and an overall better college experience. Outside of the classroom, the level of involvement will determine the investment and attachment a student has to the institution.

### STUDENTS NOT PRESENT AT SUMMER ORIENTATION

Determine how to support the 30% of students who are unable or do not attend one of the two summer orientation sessions offered. The largest missing data point comes from the students and family members who do not attend a summer orientation session. Creating an assessment tool to receive feedback on why students did not attend would be extremely helpful and beneficial to making future adjustments to the program. An additional recommendation is to make orientation attendance mandatory. Research indicates that students who attend an orientation session are better prepared to succeed academically, more likely to become involved on campus, and persist after the first six weeks of the semester.

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## Contact Information

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## Institution Information

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