

# Student Life and Learning ASSESSMENT PLAN AND REPORT

## Instructions:

1. This document should be completed and turned into the Dean of Students Office no later than 3 months before the assessment date is to occur.
2. The Dean or Associate Dean will review the procedures, measurement tools, and make suggestions.
3. If a measurement tool is to be created in-house, the interested parties will meet to review objectives and potential assessment formats.
4. Once approved, the form will be returned to the director/staff member.
5. Once completion of the assessment has occurred and reports created and disseminated, this document along with a copy of all reports generated from the data should be turned into the Student Life and Learning Office.

Initial Submission Date:

February 24, 2016

Signature and Date of Approval:

Samira López 3/9/16

Final Submission Date:

PROGRAM TITLE:

Peer Mentor Training & Bulldog Orientation 2016

SEMESTER & YEAR:

Fall 2016

CONTACT PERSON/POSITION:

Samira López, Director of First Year and Campus Programs

STUDENT L&L DEPARTMENT:

First Year and Campus Programs

## PROGRAM DESCRIPTION *(Use the space provided to summarize the program you plan to assess):*

This year Peer Mentor Training and Bulldog Orientation was held August 13<sup>th</sup> -21<sup>st</sup>. Throughout the week, the student leaders received valuable information to assist them in the FREX 134 course, Bulldog Orientation, Paw Print Reflective Module and all first-year related programming.

## TARGET POPULATION *(Use the space provided to describe the population you hope to assess as well as the response rate you hope to attain. (e.g. 100%, 80%, 50%, etc...)).*

My hope is to receive 100% rate from the Peer Mentor Team.

**PROGRAM OUTCOMES** *(What do you hope to accomplish? What do you want students to learn?):*

The participants will:

- Give feedback on what they felt was useful about Peer Mentor Training 2016
- Provide feedback on what could be improved for next year's Peer Mentor Training and Bulldog Orientation
- Describe their level of preparedness for FREX 134, Paw Print Reflective Module and Bulldog Orientation

**STUDENT LIFE & LEARNING GOALS & OBJECTIVES** *(Which goal/objective will this event address?):*

- ☐ **Goal 1: Advance Student Learning**
  - ☐ Connect Curricular and Co-Curricular
  - ☐ Advance Attainment of General Education Competencies
  - ☐ Link Social and Intellectual Learning
- ☒ **Goal 2: Promote Student Engagement**
  - ☒ Stimulate Student Initiated Programming
  - ☐ Promote Identity and Relationship Building
  - ☒ Provide Leadership Development
  - ☐ Coordinate Holistic Initiatives
- ☐ **Goal 3: Enhance Positive Community & Climate**
  - ☐ Promote Cultural Diversity & Understanding
  - ☐ Foster Active Citizenship and Personal Integrity
  - ☐ Provide a Safe and Accessible Environment
  - ☐ Provide Student Centered Services

**MEASUREMENT PROCEDURES**

<b>NAME OF MEASUREMENT TOOL</b>	
<b>FORMAT OF TOOL</b>	<input checked="" type="checkbox"/> Survey <input type="checkbox"/> One-on-One interview <input type="checkbox"/> Focus Group <input type="checkbox"/> Multiple Choice Test <input type="checkbox"/> Other (Describe):
<b>AUTHOR OF TOOL</b>	<input type="checkbox"/> Developed in-house <input checked="" type="checkbox"/> Commercial Measurement Tool <input type="checkbox"/> Adapted from other university <input type="checkbox"/> Other (Describe):
<b>HOW AND WHEN WILL THIS ASSESSMENT BE ADMINISTERED?</b>	<input type="checkbox"/> Online <input type="checkbox"/> Recorded on Cassette; Transcribed with Paper and Pencil <input type="checkbox"/> Other (Describe):  <input type="checkbox"/> Pre-test/Post-test format <input checked="" type="checkbox"/> At the end of the activity: At the end of the September 6 <sup>th</sup> Peer Mentor Meeting <input type="checkbox"/> Email: <input type="checkbox"/> Internet service <input type="checkbox"/> Other (Describe):



WHO WILL SCORE THE INSTRUMENT, DEVELOP THE REPORT, AND DETERMINE OUTCOMES OF ASSESSMENT?	Samira López
HOW WILL THE DATA BE REPORTED?	Information gathered will be compiled in a document.
WHO WILL RECEIVE REPORTING?	Samira López
HOW WILL THIS DATA BE USED TO MAKE DECISIONS FOR THE FUTURE?	Data will be used for annual comparison and as a tool to develop future Peer Mentor and Bulldog Orientation needs and expectations.

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**This section is to be completed after assessment and reporting have occurred.**

**ACTION TO BE TAKEN** *(What information did you learn? How will the results effect future programming? Was the assessment helpful? Are there any changes that need to be made in future assessment? Were there any limitations to your assessment that you have to fix next time?)*

*Included on Evaluation Report*

# Peer Mentor Training & Bulldog Orientation 2016

## Evaluation

This year Peer Mentor Training and Bulldog Orientation was held August 13<sup>th</sup> – 21<sup>st</sup>. Throughout the week, the student leaders received valuable information to assist them in the FREX 134 course, Bulldog Orientation and all first-year related programming. We received a 100% rate from the Peer Mentors.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1. I understand my responsibilities as a Peer Mentor in the FREX134 courses	16 80%	4 20%	0	0	0
2. I understand why it important to know the different populations of students at TLU	17 85%	3 15%	0	0	0
3. I understand my responsibilities involving activities outside the FREX134 course	16 80%	4 20%	0	0	0
4. I know what is expected of me regarding my conduct	18 90%	2 10%	0	0	0
5. I understand how to behave professionally	18 90%	2 10%	0	0	0
6. I know why it is important to balance my life	16 80%	4 20%	0	0	0
7. I understand what the “first year experience” entails	16 80%	4 20%	0	0	0
8. I know my role within the “first year experience”	17 85%	3 15%	0	0	0
9. I know what my tasks are during Bulldog Orientation	18 90%	2 10%	0	0	0
10. I had my tasks for Bulldog Orientation prepared	16 80%	4 20%	0	0	0
11. I understand the purpose of the FREX134 lessons	17 85%	3 15%	0	0	0
12. I developed plans for using my FREX134 lessons	15 75%	4 20%	1 5%	0	0
13. I am aware of TLU’s campus resources	16 80%	4 20%	0	0	0
14. I know where I need to send students who have needs	18 90%	2 10%	0	0	0
15. I understand the concepts of group facilitation	16 80%	4 20%	0	0	0
16. I understand the mission of TLU	15 75%	5 25%	0	0	0
17. I feel I belong in my position as a Peer Mentor	19 95%	1 5%	0	0	0

	Excellent	Good	Average	Poor	N/A
18. Presentation skill prep with Dr. Bollinger	20 100%	0	0	0	0
19. Facilitation skill prep with Dr. Bollinger	18 90%	2 10%	0	0	0
20. FREX 134 presentation from the Veteran Peer Mentors	16 80%	3 15%	0	0	1 5%
21. Diversity Presentation with Dr. Mata	17 85%	3 15%	0	0	0

### 22. My favorite part of the 2016 Peer Mentor Training was: (Responses: 19)

- 11 (59%) Bonding with fellow Peer Mentors
  - Getting to know everyone and learn
  - Interacting with the new mentors
  - Meeting everyone
  - Bonding with fellow mentors ☺



- Getting to know everyone and their views on life
- Bonding with the team
- Getting to know the team
- Hanging out with everyone and making friends
- Getting to know the other PMs
- Learning many new things, bonding & getting to know my peers
- Meeting everyone and learning how to do my job efficiently
- 5 (26%) Food & Team Builders
  - Free food
  - Food & Mrs. Brenda
  - Free meals, team building games
  - Snack time and Team Builder
  - Mrs. Brenda's Activity
- 1 (5%) Eating lunch with our Frex professors
- 1 (5%) Diversity Presentation
- 1 (5%) When everything finally came together

**23. I still need information on \_\_\_\_\_ to feel comfortable in my role as a Peer Mentor: (Responses: 12)**

- 9 (75%) N/A
- 1 (8%) CEP
- 1 (8%) Campus resources
- 1 (8%) 3 wk checks

**24. Here are my suggestions for future training: (Responses: 13)**

- 2 (15%) N/A I felt very prepared
- 2 (15%) More activities
  - More hands on activity
  - More hands-on activities to keep from zoning out
- 1 (8%) More mediation training
- 1 (8%) Maybe have more quizzes
- 1 (8%) Start at 9:30 end at 5:30
- 1 (8%) Maybe a little more time to get to know each other
- 1 (8%) It was excellent
- 1 (8%) ?
- 1 (8%) More snacks and group activities
- 1 (8%) Coffee Provided
- 1 (8%) Come to school earlier for training

**25. Bulldog Orientation 2016 feedback: (Responses: 18)**

- 7 (39%) Orientation Leader Feedback
  - Don't give the OL's our kids by themselves
  - The peer mentors should stay with their students not orientation leaders
  - Have orientation leaders conduct PIAT and have PMs stay with groups. Overall, good.
  - No O.L's
  - I had a good experience, didn't like getting separated from my students
  - I need more time to get to know my students
  - I wish I understood my relationship with orientation leaders better
- 3 (17%) Freshman bored & worn out
  - Tiring, the freshman were worn out
  - Freshman were bored and wanted to leave (Short attention span? Can we even help that?)
  - Making sure the kids don't get bored or too tired
- 1 (5%) Much better than last year. Not as crammed or stressed
- 1 (5%) No Ivol. Fair in Hein its too small and kids are hungry
- 1 (5%) I liked how it was split up across more days
- 1 (5%) No grey shirts
- 1 (5%) PIAT is exhausting for facilitators, especially if you're the only one
- 1 (5%) No gray shirts in the future. Dr. Dorsey shouldn't make such a big deal about the "Freshman 15"

- 1 (5%) I thought everything ran smoothly
- 1 (5%) Great set-up!

## 26. Joint presentation feedback (presentations w/ RA's, SGA, OL's and CAB): (Responses: 19)

- **11 (58%) Great or Good**
  - It was really good. Great information
  - Good
  - Great to interact with others
  - Everything went great
  - Ok
  - Everything Great!!
  - Cool
  - Good, like the videos & the brisket!
  - It was great
  - I thought it was good
  - Videos for orientation – great; working together – great- nice!
- 2 (10%) OL feedback:
  - RAs great, SGA great & CAB great. OL lost students
  - Ols lost some students
- 1 (5%) It was a little crowded but it ran smoothly besides the video not working
- 1 (5%) The Title IX Kahoot helped
- 1 (5%) \*check mark\*
- 1 (5%) Need more movement activities (butt kept going numb)
- 1 (5%) I liked having all the groups helping out and the videos were great for conversation starters
- 1 (5%) A lot of the students seemed bored

## 27. Other: (Responses: 5)

- 2 (40%) N/A
- 1 (20%) Sam is rad
- 1 (20%) I loved training!
- 1 (20%) More Mrs. Brenda

## Suggestions for 2017-2018 & Final Reflections:

- After reviewing the enclosed data, the Director of First Year and Campus Programs was pleased by the level of responses from the Peer Mentor team.
- This year having the Peer Mentors move-in on a Saturday went extremely smooth. We were able to start training on Sunday and Peer Mentors enjoyed the extra time to review their Peer Mentor handbook/lessons/etc. Again, I will continue this model and maybe even start later on Sunday.
- Again, my hope is to bring Mr. Ron Quiros back to training week. This was very highly requested.
- Dr. Chris Bollinger's presentation was still helpful and informative for the Peer Mentors. I was able to sit in the entire session this year and I myself learned new presentation skills.
- The new component that was added this year was a diversity training with Dr. Jennifer Mata. Overall, Peer Mentors rated this session excellent and my goal is to include this session again and maybe even dedicated more time and specific activities. Hopefully, plan something specific for them with Dr. Mata in spring 2017.
- We will continue to have Pastor Kara lead her morning spiritual yoga devotion. This helped the Peer Mentors relax before the crazy Bulldog Orientation weekend.
- In reading the OL feedback from the Peer Mentors, we as supervisors will make sure to guide the OL's better and hopefully they are able to become more of a support system for the Peer Mentors during the Orientation weekend.
- We hope to continue the FREX 134 lunch with the professors. Peer Mentors enjoyed this time.
- Lessons will be looked at during the summer individually. Peer Mentors benefited from seeing the lesson and lesson tips on one document. We will continue this model and seek out ways to present this information during training.
- Morning Devotions for 2017-2018 Peer Mentor Training:
  - Kristi Quiros – Student Life and Learning Dean
  - Kara Stewart – Campus Pastor
  - Brenda Konwinski – Administrative Assistant
  - Mark Dibble – FREX Director
  - Malukah Harvey – Student Life and Learning Associate Dean



## Texas Lutheran University

### Bulldog Orientation 2015 and Bienvenid@s Evaluation

This year Bulldog Orientation 2015 was held August 22<sup>nd</sup> – 23<sup>rd</sup>. The Bulldog Orientation 2015 and Bienvenid@s Evaluation was administered by the Peer Mentors to all first year students through their FREX 134 course. Of the 404 students enrolled in the section of FREX 134 394 evaluation were completed, yielding at 97% response rate. The goal of the evaluation was to assess what aspects of orientation students participated in and found useful and what components of orientation are serving their purpose. The evaluation also included involvement and usefulness of Bienvenid@s (Welcome Week Events). The following are the results of this evaluation.

<b><u>Saturday, August 22, 2015</u></b>	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>N/A</b>
1. Check-in Process (student living on-campus) 391/394	183 47%	110 28%	19 5%	1 0%	78 20%
2. Check-in Process (student living off-campus) 341/394	41 12%	45 13%	9 3%	2 1%	244 72%
3. Move-in Process into Residence Halls 388/394	187 48%	108 28%	15 4%	1 0%	77 20%
4. Bookstore Experience 393/394	179 46%	156 40%	45 11%	4 1%	9 2%
5. Orientation Session 1: Overview of Orientation 393/394	97 25%	194 49%	88 22%	4 1%	10 3%
6. Matriculation Ceremony 391/394	108 28%	182 47%	79 20%	5 1%	17 4%
7. Orientation Session 2: Campus Issues Skit 392/394	98 25%	186 47%	84 21%	8 2%	16 4%
8. Evening Meeting With Your Peer Mentor 391/394	219 56%	133 34%	22 6%	0	17 4%
9. Evening Energizer: Late Night 390/394	100 26%	148 38%	81 21%	13 3%	48 12%
<b><u>Sunday, August 23, 2015</u></b>					
10. Orientation Session 3: Academic 101 390/394	100 26%	187 48%	86 22%	4 1%	13 3%
11. Campus Tour 394/394	121 31%	194 49%	60 15%	5 4%	14 4%
12. Orientation Session 4: Putting It All Together (PIAT) 392/394	93 24%	200 51%	75 19%	10 3%	14 4%
13. Orientation Session 4: Sync It Up 391/394	93 24%	196 50%	80 20%	5 1%	17 4%
14. Orientation Session 4: ASC Snow Cones & Photo Booth 392/394	169 43%	144 37%	51 13%	6 2%	22 6%
15. Orientation Worship Service 389/394	129 33%	150 39%	43 11%	1 0%	66 17%
16. Residence Hall Meeting 392/394	106 27%	167 43%	45 11%	4 1%	70 18%
17. First Year Block Party 391/394	105 27%	138 35%	44 11%	3 1%	101 26%
<b><u>Bienvenid@s Events</u></b>					
18. Opening Academic Convocation 387/394	74 19%	165 43%	32 8%	3 1%	113 29%
19. Beach Volleyball Tournament 384/394	57 15%	83 22%	19 5%	1 0%	224 58%
20. Community Engagement & Volunteerism Fair 383/394	49 13%	88 23%	29 8%	3 1%	214 56%
21. President's Ice Cream Social 387/394	78 20%	84 22%	15 4%	2 1%	208 54%
22. Transfer & Commuter Social 384/394	24 6%	48 29%	4 1%	1 0%	307 80%
23. Bulldog Blowout 382/394	83 22%	109 29%	16 4%	2 1%	172 45%
24. Freedom Hall Open House 383/394	21 5%	43 11%	13 3%	0	306 80%
25. Bowling Night @ Pin Twist 384/394	88 23%	51 13%	10 3%	0	235 61%
26. Marketplace 381/394	35 9%	75 20%	20 5%	1 0%	250 66%
27. Ms. Kim's Cookie Night 388/394	220 57%	52 13%	8 2%	0	230 60%



Please circle your response to the following statements using the following scale:

Strongly Agree(SA)    Agree(A)    Undecided(U)    Disagree(D)    Strongly Disagree(SD)

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
28. Outdoor Movie – Pitch Perfect 2 383/394	91 24%	54 14%	8 2%	0	230 60%
29. I feel like I am a part of the TLU community. 390/394	170 44%	180 46%	38 10%	2 1%	0
30. I am happy to be at TLU. 389/394	221 57%	140 36%	25 6%	3 1%	0
31. I feel prepared to be in college. 391/394	112 29%	211 54%	62 16%	6 2%	0
32. My high school teachers have prepared me for college. 384/394	70 18%	161 42%	78 20%	60 16%	15 4%
33. I will be able to do the coursework at TLU. 386/394	137 35%	229 59%	20 5%	0	0
34. I have made new friendships while at TLU. 391/394	210 54%	151 39%	25 6%	5 1%	0
35. I am confident I will graduate from college. 388/394	244 63%	134 35%	10 3%	0	0
36. I plan on graduating from TLU. 389/394	209 54%	107 28%	67 17%	6 2%	0
37. My transition into TLU has been good. 390/394	165 42%	200 51%	19 5%	5 1%	1 0%
38. I am aware of student services on campus. 390/394	155 40%	207 53%	23 6%	5 1%	0
39. I feel "at home" at TLU. 390/394	145 37%	171 44%	62 16%	9 2%	3 1%
40. I plan to be involved in the TLU community. 391/394	154 39%	173 44%	61 16%	3 1%	0
	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree

Answer the Following:

**What was the most helpful part of Bulldog Orientation and Bienvenid@s?**

TOTAL RESPONSES: 368

- 10<sup>3%</sup> Having an individual to help answer questions and meeting new people.
  - The most helpful was always having someone there to help you whenever you needed it.
  - Everyone being nice and willing to help wherever you were
  - Having so many opportunities to talk to new people and make new friends that were right in front of me.
  - The most helpful part was everyone explaining what to expect for the upcoming year, and how there was always someone you could ask if you had any questions.
  - Getting all out questions answered.
  - That we were able to get all the help we could. All of our questions were answer.
  - That they allowed us to ask questions, and helped without getting angry.
  - How friendly everyone was. You could go anywhere and someone is always willing to help you.
  - The most helpful part of bulldog orientation was knowing that I have so many people to go to if I ever need help.
  - Knowing that there is always someone there to help if needed.
- 82<sup>21%</sup> Bulldog Orientation sessions were very informative learned more about TLU.
  - Bulldog orientation has helped a lot with answering many of the questions I had prior attending. All of the sessions have been extremely informative!
  - Learning where services were, who people are, and where to go to find things.
  - Just having our small groups so getting to know people wasn't such a daunting task.
  - The most helpful part of Bulldog Orientation and Bienvenid@s is that it showed us the basics of TLU, life on campus, and how everything works on campus.
  - Learning what to do and what not to do in specific situations.
  - Meeting new people and hearing about the panel's experiences.
  - Honestly everything was helpful but, how to use the TLU portal really helped out a lot.



- It gave you different tools that students can use and explained what each building had to offer.
- The part of them explaining everything into small detail.
- The most helpful thing about bulldog orientation was how they basically summed up the campus life.
- Learning about the help and different sources around campus.
- Learning about helpful resources.
- The most helpful part of Orientation was leaving about everything at TLU. I didn't have a specific event. I just found a lot of things helpful in general.
- The most helpful part was the sync it up.
- Talking about study habits.
- They just did an overview of everything which is good.
- Learning about the campus, what classes to take.
- Learning the ropes of being a college student.
- The orientation sessions because it helped me understand a little more.
- Learning how to hook up my TLU email to my phone email.
- Learning of SI
- Information about campus, and student services.
- Learning new things about TLU and interacting with other students.
- Everything was organized and went smoothly.
- Receiving info and meeting new people/make new friends
- It was informative and helped me get adjusted quickly.
- Information on college process.
- Learning all the resources available to us.
- The information
- Info on how everything works on campus.
- The information
- All of the information provided to new students and parents.
- I thought over all the whole thing was really helpful to me.
- Learning about the school and what and what not to do.
- The technology presentation.
- I really thought the whole explaining process about my.tlu.edu was helpful
- To get us started in college and slowly move forward.
- The skit was very nice and entertaining.
- To get to know what TLU is about and get college experience was helpful to understand the basics.
- Learning everything about TLU
- Learning what college is gonna be like
- Orientation Session 4
- They teach you a lot of orientation how we can connect outside of school
- Just getting important information that we needed to know.
- They explained a lot of helpful things to us.
- When they explained to us how everything was going to work and the student services that are available to us
- They talked about what we should expect at college and the transition
- Learning about more experiences at TLU
- The majority of events and information that was given.
- Learning what to expect.
- The sync it up portion of orientation was very helpful because we didn't use all of these online aids in high school so I was unfamiliar.
- The orientation hearing for everyone.
- Slide show/PowerPoints
- Getting to understand things better.
- Learning about the college experience and transitioning to living on campus.
- Learning what goes on in TLU and how things operate.
- The information of what to expect going to TLU
- The Orientation sessions
- Finding out how to set up the email on my phone.
- Learning all the utilities that students can use.
- The most helpful part was speaking to the other people in the orientation, the parent and student interviews.

- Finding out what the student services were, what they could do for me, and where they were located.
- Getting all the information we need and meeting new friends we can come with.
- Knowing all the things that could help me if I need it.
- Learning and getting involved
- The technology session
- Figuring out how to put my email on my phone.
- I would say the help with the technology but I didn't understand it.
- Learned of various information
- The tips from the families.
- Just learning everything I needed.
- To help you know where you are going to school and more about the college. I didn't go to Bienvenid@s.
- The transitioning into the dorms help that was provided.
- Campus Issue skit
- The sessions, they taught me the ropes of the transition to university.
- All
- Good information was given.
- The PowerPoints were helpful.
- Discussing what TLU life was about and showing us the ropes in the PowerPoints.
- Learning tips on how to achieve
- The process of transitioning into TLU
- Going over all the information
- 50 <sup>13%</sup> TLU campus tour.
- 28 <sup>8%</sup> Learning about course and graduation requirements and Compass curriculum.
- 45 <sup>12%</sup> Peer Mentors help and guidance.
- 99 <sup>27%</sup> Included into the TLU community/ meeting new friends:
  - Make friends
  - Making me feel as one when I don't live on campus.
  - As a part of the Goldstars dance team, I was given the opportunity to help other first year students, like myself, move in. It was very welcoming and getting to see everyone's faces really made me feel not alone in moving away from home.
  - It made me feel more comfortable about living here.
  - The most important part was getting us familiar with how college would be different from high school and that they got us comfortable with being a part of this community.
  - Getting to know what's out there and the excitement the community has all around us.
  - Honestly how welcome all of the older students made me feel here.
  - The most helpful part was getting us to communicate and make new friends in a new place.
  - I appreciated how organized the orientation process was. It helped to relieve a lot of stress.
  - Making me feel welcome.
  - It helped me get more involved in the TLU community and meet new people.
  - Getting to know people and make new friends.
  - Learning Stuff
  - They put everything into perspective
  - I got to know the campus and made new friends.
  - Being able to meet new people easily, so making friends was not tough.
  - To get to know people and learn about the campus as a whole.
  - Got to meet fellow classmates.
  - It was easier to meet friends.
  - Just the fact that all the freshmen were there together helped everyone to be more relaxed and make friends.
  - The most helpful part was being able to get with groups of people and get to know them.
  - Getting to know people
  - That I feel better at knowing where things are at campus.
  - I guess it helped adjusting to the campus life
  - Being taught all the "ropes" and helping commuters feel welcome
  - It allowed for you to meet new people.
  - Meeting new people
  - Meeting new people



- Get to know new people and what TLU offers
- I guess getting to know new people and to be assured that this is a great environment at TLU.
- Just getting to know where stuff is and the important people who can help you. Made me feel welcome.
- I got to meet new people. I got a chance to learn more about the friends I made at Bienvenid@s.
- Just being with people that are like new to TLU.
- Getting to know people in a comfortable environment.
- Having activities to attend and meeting new people.
- It got me used to my surroundings and people. It helped me figure out where everything is.
- Meeting new people so quick and learning more about campus before classes started.
- Just being around people to meet them.
- The welcoming environment and the ability to answer my stupid/confusing questions nicely.
- I got to meet people!
- Meeting other people who commute as well.
- Meeting new people.
- They helped me see new faces, and they kept my mind off home.
- Just making sure we were all comfortable here, and that we feel at home.
- Creating icebreakers and introducing you to more people to increase your range of friends.
- The most helpful part was the opportunities to meet new people and get outside your comfort zone.
- Being able to meet new people and getting to know them without having to put in too much effort.
- Being divided into our FREX classes made meeting new people easier.
- Getting to know new people.
- Bulldog orientation was learning everything. Bienvenid@s was getting to meet new people.
- Meeting People
- Making friends
- Meeting a lot of new people.
- Meeting Friends
- That everyone was so nice and welcoming.
- Getting to know people
- It helped me get comfortable
- They made me feel okay to be uneasy about being in a new environment with people I don't know.
- Both helped the students get to know one another.
- The full attention each student received.
- It helped me meet new people and figure out what I need to do to graduate on time.
- Getting to explore and do things on our own.
- Being able to meet new people.
- I believe that it was helpful in getting to know people and creating new friendships.
- Social interactions to get to know other people.
- It was great I learned a lot of stuff about people and I made a lot of new friends in the meantime.
- Getting to meet new friends to help the transition become easier.
- Getting to meet people and getting to ask questions to our Peer Mentor.
- They made it comfortable, showed things that apply to real life, very welcoming.
- They welcome everyone and truly make you feel safe.
- Giving me an idea of what to expect, helping with making friends.
- The transitioning process and getting to meet new people.
- Meeting people and knowing my way around TLU.
- Being able to meet people
- I was able to meet a lot of new people and learn more about TLU
- Probably knowing that I'm not alone.
- Being forced to be social; Making new friends in the end. Knowing that everyone else is uncomfortable too.
- It helped me transition in the community socially and academically even though I wasn't very prepared.
- It allowed you to be in a room with fellow classmates and meet/converse with them.
- Having opportunities to meet new people, learning where to go if I need certain things.
- Getting to meet new people and make friends.
- The chance to meet new people and not feel alone here on campus.
- Getting the opportunity to see my fellow classmates of 2019.
- Becoming a part of TLU
- Having opportunities to meet new people early on in the process.

- Getting to know people
- It helped me interact more with other people and now I just talk to anyone.
- For me, it was getting to know the school and how the people here are.
- Just how I get to meet new people and that really makes me less home sick.
- Getting to meet new friends
- Orientation helped me realize that my professors are normal people too and if you respect them they'll respect you.
- Meeting new classmates and learning our way around the campus.
- Possibly, just meeting new people and getting a better understanding of the "unspoken rules" at college.
- Got to meet people
- The most helpful part was that it was easy to get connected with other classmates and they offered beneficial info about TLU.
- All the upperclassman giving advice
- Being introduced to new students and making friends.
- Being able to meet other first year students.
- Helps with me feeling at home.
- 36<sup>10%</sup> Activities and Involvement with the TLU community.
- 13<sup>4%</sup> Not helpful or didn't attend Bulldog Orientation:
  - Well bulldog orientation wasn't all too helpful when you go at it alone it is better one-on-one.
  - I did not attend but when I spoke to Ms. Sam she was very helpful.
  - I had moved in early, so it didn't help.
  - I don't remember
  - Didn't Go
  - I did not attend the second day of orientation, the first day was well, and the one Bienvenid@s event I participated in was also well.
  - I honestly have no memory of any of the orientation events, and I have not attended any Bienvenid@s events, so I wouldn't know.
  - Wasn't Present
  - I don't remember
  - Didn't have to go.
  - I was not a part of Bienvenid@s but Bulldog Orientation was a great experience. I learned a lot, was very helpful.
  - Didn't really feel like it was helpful.
  - Nothing really, I knew most of the info.
- 3<sup>1%</sup> Move-In Process:
  - When all the students moved my stuff into the dorm from the car.
  - People helping move in
  - The most helpful part of the orientation was when the other students helped move us new students in.
- 2<sup>1%</sup> Miscellaneous:
  - The chairs
  - Free stuff

#### **Suggestions for Bulldog Orientation 2016:**

- After reviewing the enclosed data, both Directors of Bulldog Orientation were pleased by the level of responses.
- "Putting It all Together" (PIAT), Sync It Up, and the compass curriculum orientation session received good ratings.
- Due to having a busy Saturday morning of check-in /move-in for parents and students, looking into a 3 day Bulldog Orientation module will be discussion for fall 2016.
- Creating Bilingual Publications for Parents (i.e. parent calendar, parent guide to TLU).
- Student's interaction with Peer Mentors was seen extremely valuable.
- Creating an online evaluation for next fall will be explored to make the data collection faster and efficient.
- Peer Mentors are left very exhausted by Sunday afternoon. We will be looking into adding more breaks throughout Peer Mentor Training to prep them for a busy Orientation weekend.