

# 2024 Know One be One Participant Feedback Survey Results

A Report To:



# SUNY POLY

SUNY Polytechnic Institute

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## Introduction

In Fall 2022, SUNY Polytechnic Institute (SUNY Poly) contracted with Dr. Megan Mullins and her team of evaluators to conduct evaluation activities for SUNY Poly’s newly awarded National Science Foundation funded S-STEM Scholarship program titled, “*Supporting Degree Completion in Engineering and Engineering Technology Programs through Experiential Learning and Self-Directed Professional Development.*” The long-term goal of this program is to break down the barriers to degree completion within the programs of Civil Engineering, Civil Engineering Technology, Mechanical Engineering, and Mechanical Engineering Technology (CME&ET). In pursuit of this goal, SUNY Poly will provide a total of 65 one-year scholarships to 20 unique students in CME&ET. Students selected as Scholars will include those who enter as first year students as well as transfer students.

This report presents results from surveys distributed to participants of the Spring 2024 “Know One, Be One” (KOBO) event, including high school student visitors, parent/guardian visitors, student hosts, and participating faculty and staff. This event occurs annually and brings area high school students to the Institute to shadow current institute students in order to get them interested in and applying to the CME&ET program. The grant’s overall goal is to use the KOBO event to increase enrollment in the program by students who also attended the KOBO event in high school. The surveys were distributed in March 2024 and collected information regarding participants’ satisfaction with program components, key outcomes and takeaways, and recommendations for improvement. A total of 88 participants provided feedback, including 36 student visitors, 17 parents/guardians, 25 student hosts, and 10 SUNY Poly faculty and staff.<sup>1</sup> The findings presented in this report can help program organizers understand the impact of the event and improve the opportunity for future KOBO participants.

## Survey Results

### Respondent Characteristics

As shown below, most student visitors and hosts identify as male. Over half of student visitors are high school sophomores, while most student hosts are in their third or fourth year at SUNY Poly.

**Table 1. Respondent Characteristics**

Characteristic	Student Visitors		Student Hosts	
	n	%	n	%
Gender				
Male	23	63.9	14	58.3
Female	12	33.3	10	41.7
Non-Binary	1	2.8	--	--
Grade in High School				

<sup>1</sup> Unless otherwise noted, the sample size for each participant group in the proceeding analyses is: student visitor n=36; parent/guardian n=17; student host n=25; faculty/staff n=10.

**Table 1. Respondent Characteristics**

Characteristic	Student Visitors		Student Hosts		
	n	%	n	%	
Year in College	Sophomore	20	55.6	--	--
	Junior	16	44.4	--	--
	First	--	--	3	12.0
	Second	--	--	7	28.0
	Third	--	--	7	28.0
	Fourth	--	--	8	32.0

Note. Unselected response options are not displayed in the table. Demographic and background questions were not posed to parents/guardians and faculty/staff.

### Student Visitor Results

All student visitor participants were first asked to describe highlights of their participation in the KOBO program. In response to this prompt, high school student visitors explain that they enjoyed gaining insight into campus life through one or more of the following activities:

- The classroom visits,
- The campus tour,
- Informal interactions with their host and other students, and
- The lab visits.

#### Select Quotes:

##### Classroom Visits

*"Being able to see a class in the engineering program and also to eat that good lunch."*

*"Getting to be in real classes and do the work like any other student."*

*"Getting to experience a college class."*

##### Campus Tour

*"Getting to see the campus."*

*"Getting to walk around campus with a senior student. I really got to understand what it's like on campus."*

*"I enjoyed the tour and walkthrough. I enjoyed being in class."*

##### Interactions with Student Host

*"Getting to hear about the host's experience and classes at SUNY."*

*"Meeting new students and getting to know how their day works. Going into the classes and seeing the professors."*

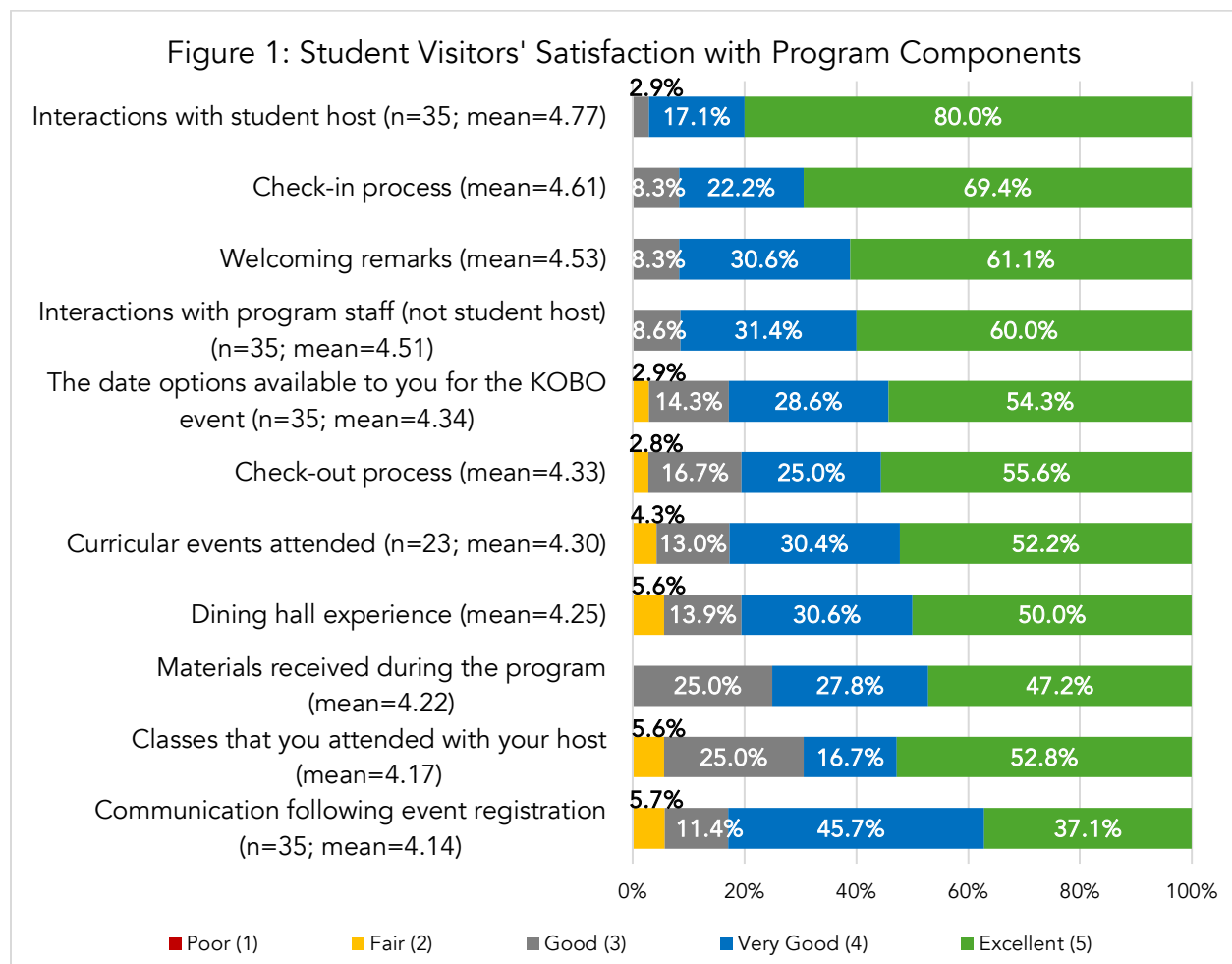
*"Meeting other students and talking about their experience."*

##### Lab Visits

*"I liked the 3D printing."*

*"Visiting the lab."*

Student visitors were then asked to rate the quality of 11 program components using a scale from “Poor” (1) to “Excellent” (5). As shown in Figure 1, most student visitors (>75%) provide ratings of “Very Good” or “Excellent” for each of the components listed. On average, these respondents provide the *highest ratings* for interactions with their student host (mean=4.77), the check-in process (mean=4.61), and the welcoming remarks (mean=4.53). In contrast, materials received during the program (mean=4.22), classes attended with the student host (mean=4.17), and communication following event registration (mean=4.14) received the *lowest ratings*.



Note. Respondents had the option to select 'Not Applicable'; these responses are treated as missing.

When asked how the aforementioned program components could be improved for future KOBO participants, respondents most commonly recommend more engaging activities and host classes. Other recommendations include changes to scheduling, inviting participants to attend introductory rather than upper-level courses, and inviting visitors to attend more classes in general (see next page for examples).

**Select Quotes:**

**More Engaging Activities & Classes**

*"During shadowing, please have the class do something that the shadows can be engaged in, not just sit and do nothing due to the class being project-based."*

*"Maybe showing things in use and doing demos."*

*"Seeing/discussing more on campus and off campus events and activities."*

**Other Recommendations**

*"Potential class times provided."*

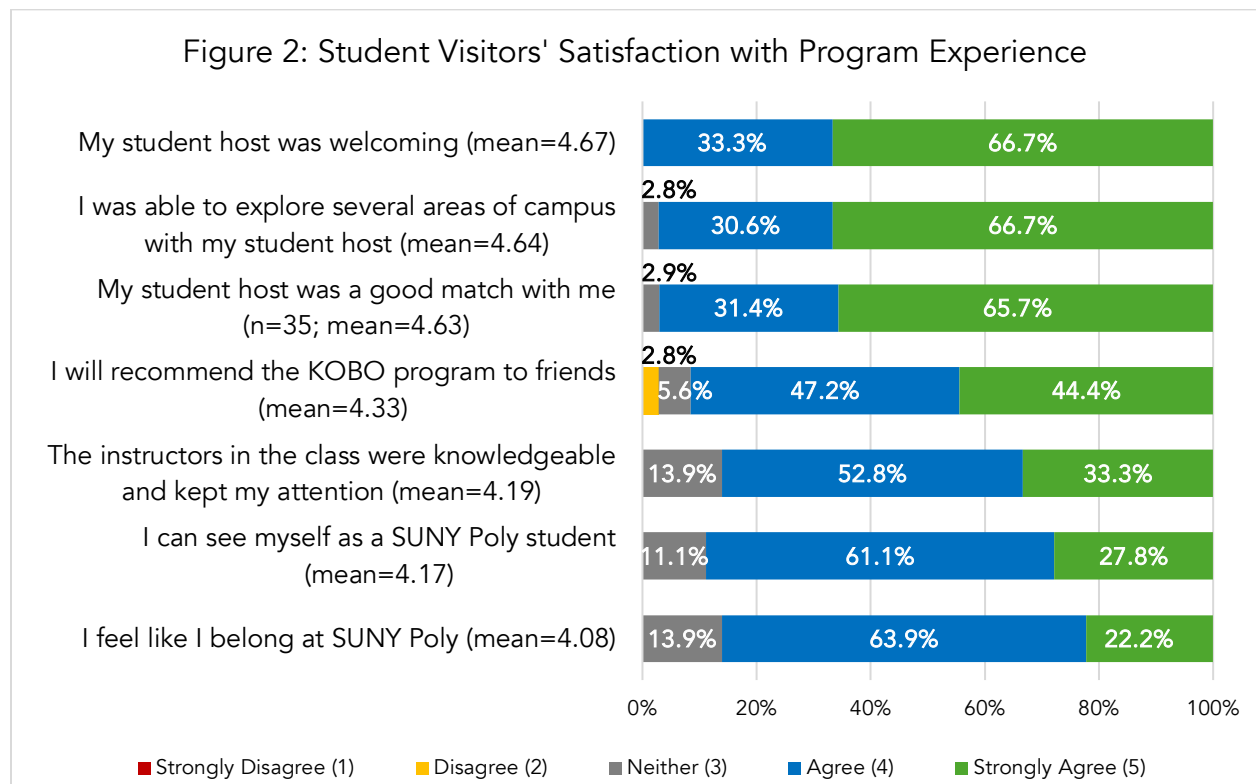
*"Easier scheduling."*

*"Maybe more entry level type classes. Fluid mechanics was confusing."*

*"More classes."*

Using a 5-point scale, student visitors were also asked to rate their agreement with a series of statements regarding their program experience. Respondents overwhelmingly agree with all statements presented (>85%), indicating that most had positive interactions with their student host, were satisfied with the classroom visits and campus tour, and can see themselves as a student at SUNY Poly. On average, student visitors are *most likely* to agree that their host was welcoming (mean=4.67) and *least likely* to agree that they feel they belong at SUNY Poly (mean=4.08), although the lowest average score is still indicating they "agree" with the statement.

Figure 2: Student Visitors' Satisfaction with Program Experience



When asked what additional information they would like to see covered at this event, several recommend providing more on extracurricular activities and student events, though many indicate that adequate information was provided (see next page for examples).

**Select Quotes:**

**Information Regarding Extracurriculars & Student Events**

*"More about extracurriculars."*

*"Possibly information about the extracurriculars and events."*

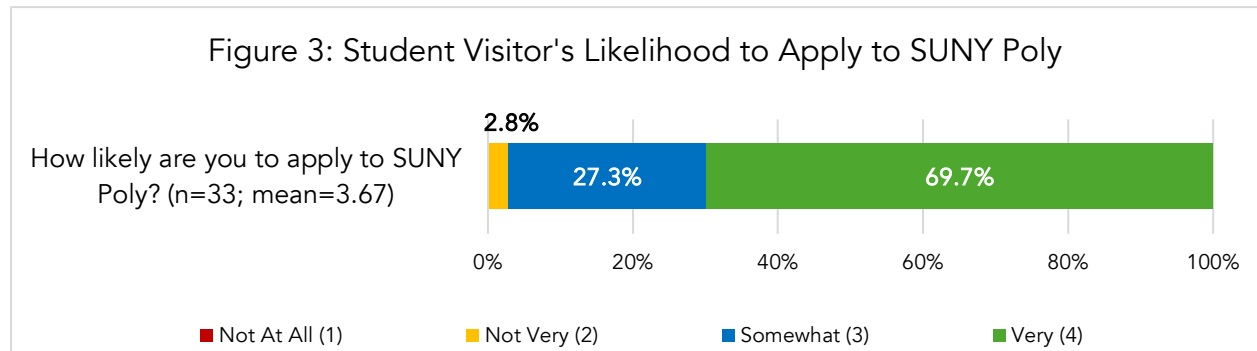
*"Robotics and FIRST Robotics competition."*

**Other Comments**

*"Everything on campus was covered wonderfully."*

*"I was given most of the info I wanted."*

High school participants were also asked how likely they are to apply to SUNY Poly following their KOBO experience. Most student visitors (>65%) report that they are "Very" likely to apply, with nearly all indicating that they are at least "Somewhat" likely to do so.<sup>2</sup>



Note. Respondents had the option to select 'Unsure'; these responses are treated as missing.

Lastly, high school participants were asked to share any lingering comments regarding their KOBO experience. While many express their gratitude for the opportunity, several reiterate or provide additional recommendations for improvement, including more information about student clubs, more engaging host classes, and scheduling more than one visiting student per campus tour (see next page for examples).

<sup>2</sup> Two student visitors reported that they had already applied to SUNY Poly and one indicated they are 'Unsure' of their plans to do so. These responses are excluded from the numerical results.

**Select Quotes:**

**Recommendations for Improvement**

*"[My host] was awesome. You should always do two students with one tour guide student."*

*"I would have liked to be able to engage in the class, like a lecture based. We were stuck doing nothing during the class."*

*"More about clubs."*

**Other Comments**

*"I had fun."*

*"Host and staff were very comforting and nice."*

*"Ethan is cool."*

*"Logan was an excellent guide."*

**Parent & Guardian Visitor Results**

When asked to describe highlights of their student's program participation, most visiting parents and guardians explain that the classroom visits, campus tour, and/or discussions with students and faculty were valuable for gaining insight into the day-to-day experience of a SUNY Poly student and what the university has to offer more broadly.

**Select Quotes:**

**Gaining Insight into Student Life**

*"Being able to attend the class and see what it's like to be an engineering student."*

*"Spending time with a student and getting to experience actual classes and meet students and professors."*

*"I'm glad she was able to learn a little about what campus life looks like so she knows what to expect as she makes her decision on life after graduation."*

*"It was nice to explore the lab area and walk around campus generally. Our guide was very helpful."*

*"The tours and explanations. My daughter was able to really understand what the school offers and its benefits."*

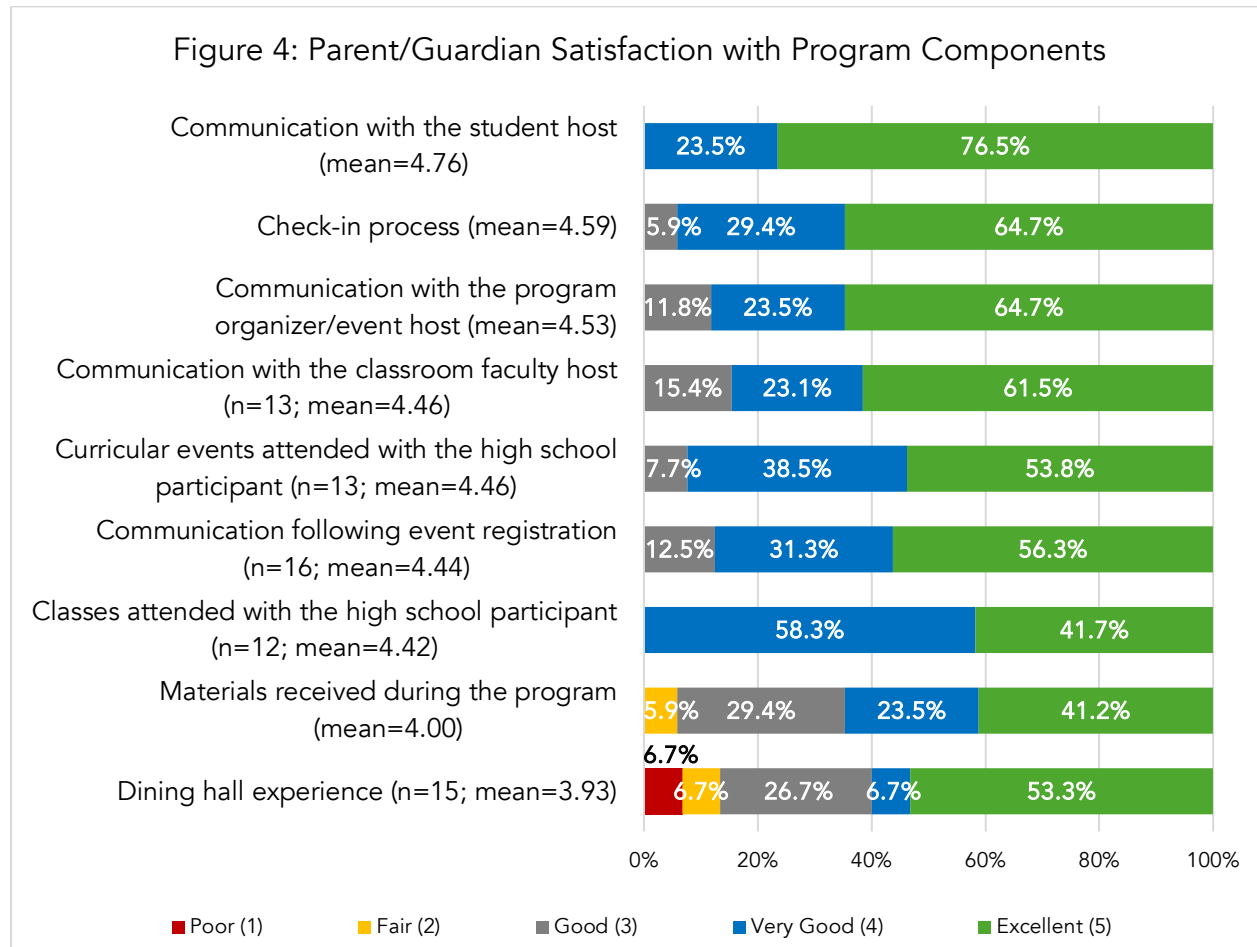
**Other Comments**

*"The individualized attention provided was phenomenal. Thank you."*

*"Very impressed with all the opportunities offered here."*

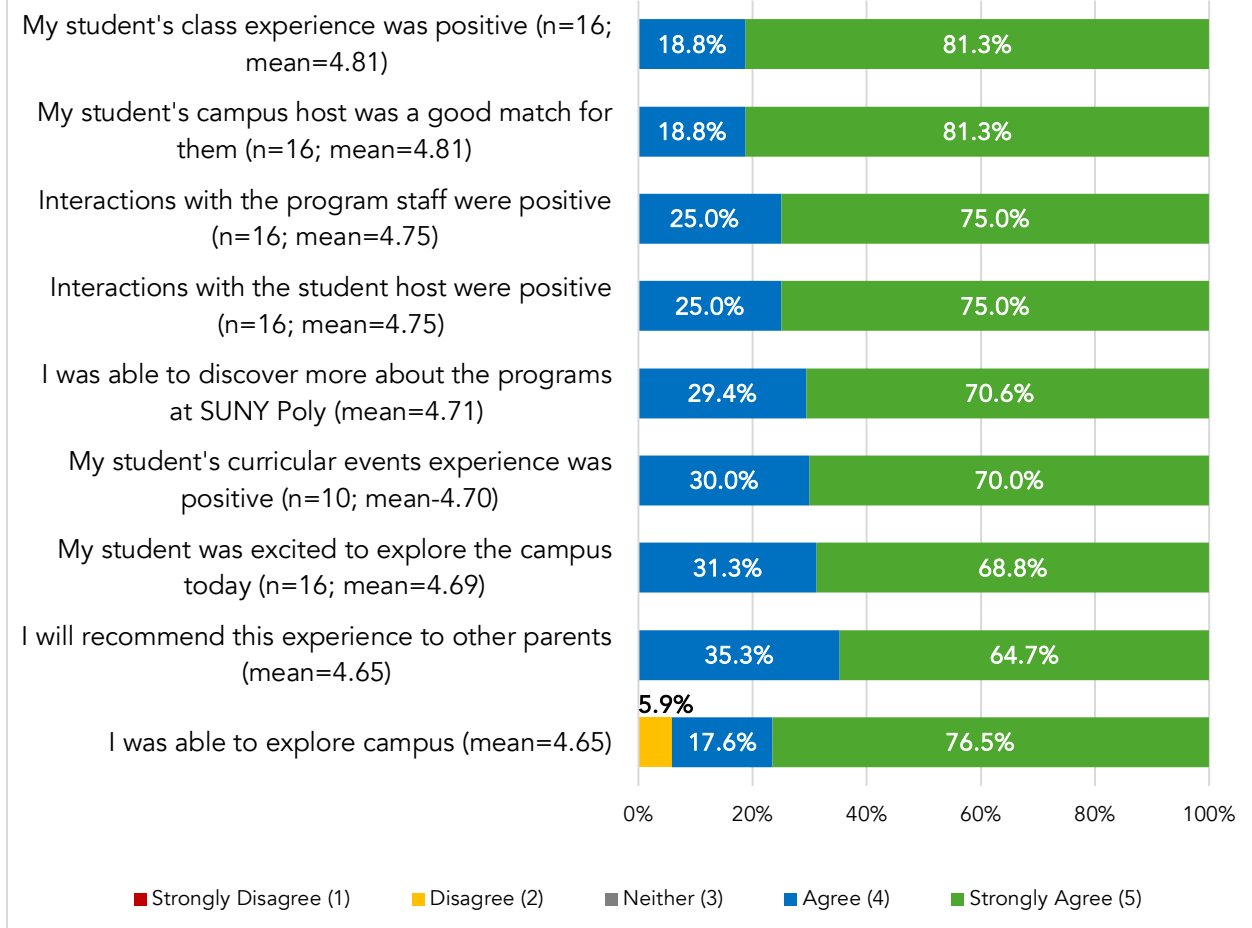


Parents and guardians were asked to rate the quality of nine program components, with most ( $\geq 60\%$ ) providing ratings of “Very Good” or “Excellent” for all components listed. On average, communication with the student host (mean=4.76) and the check-in process (mean=4.59) received the *highest* ratings, whereas materials received during the program (mean=4.00) and the dining hall experience (mean=3.93) received the *lowest* ratings.



Respondents were then asked to rate their agreement with a series of statements regarding the KOBO experience. As shown in Figure 5 (see next page), all parent/guardian participants agree with nearly all statements presented, indicating that these participants had positive interactions with program staff, were able to learn more about the university, and would recommend the program to other parents. On average, visiting parents and guardians are *most likely* to agree that their student’s class experience was positive (mean=4.81) and *least likely* to agree that they were able to explore campus (mean=4.65).

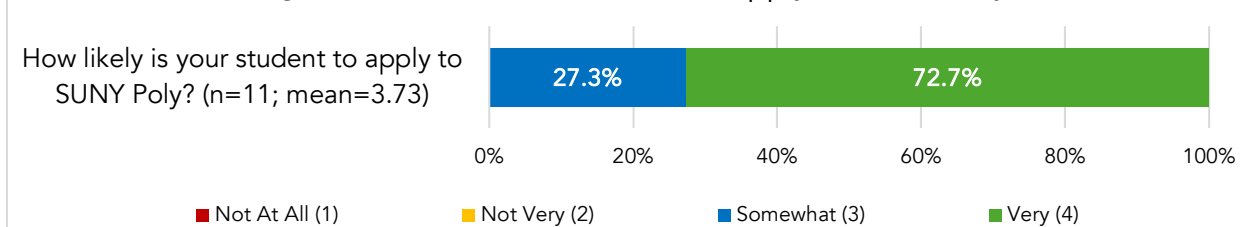
Figure 5: Parent/Guardian Visitors' Satisfaction with Program Experience



Note. Respondents had the option to select 'Not Applicable'; these responses are treated as missing.

When asked to rate the likelihood that their student will apply to SUNY Poly, most parents and guardians (>70%) indicate that they are "Very" likely to do so. These participants were also asked whether they planned to have their student enroll in SUNY Poly directly following the event, with only two of the eleven parents or guardians answering affirmatively.<sup>3</sup>

Figure 6: Students' Likelihood to Apply to SUNY Poly



Note. Respondents had the option to select 'Unsure'; these responses are treated as missing.

<sup>3</sup> Of the 13 parents or guardians who responded to this question, most indicated either 'Unsure' (n=6) or 'No' (n=5).

Lastly, visiting parents and guardians were asked to offer any notes about their or their student's experience that can help to improve the KOBO program for future participants. While many offered general praise for the program, several used the opportunity to share recommendations for improvement, including providing a map of campus prior to the visit, offering more hands-on activities, and ensuring that staff are present at the check-in desk. Additionally, one respondent noted that several class times conflicted with other event activities.

**Select Quotes:**

**Recommendations & Concerns**

*"Map ahead of time would have been hugely helpful rather than in the material upon arrival (maybe I missed it). More hands-on demonstrations to get kids excited would be great. Drone Soccer Cage but no demo. Robotics but no demo. Lots of lab equipment in Civil/Mechanical... but no demo."*

*"Was told that there would be a person at the check-in desk to direct me to CSTEP session and CGAM Lab but no one was there. Passing students did help me find locations."*

*"Some class times conflicted with the event times."*

**General Praise**

*"Great program, I have no recommendations. It was excellent and helped solidify my child's choice to attend!"*

*"Everyone here was very warm and friendly. Welcoming environment and extremely helpful in answering questions."*

*"Enjoyed an after session with Andrew Cotronea very much."*

*"Thank you!"*

**Student Host Results**

For student hosts, highlights of the KOBO experience include:

- Giving visitors insight into student life at SUNY Poly,
- Accompanying visiting students to class,
- Leading campus tours, and
- Meeting/introducing others to new people.

**Select Quotes:**

**Offering Insight to Visitors**

*"Getting to share the realities of student life, both good and boring."*

*"Showing a student stuff I was never shown/told."*

*"I got to get a potential new student excited about potentially joining us at SUNY Poly."*

**Class Visits**

*"Attending class with the student."*

*"In-class time. Worked with groupmates and shows students how group projects work."*

*"Showing the different classroom environments on a college campus."*

**Campus Tours**

*"Taking them around campus."*

*"Just walked around and showed campus and general student ideas on pros/cons."*

**Meeting & Introducing New People**

*"Meeting new people."*

*"Having them meet staff/students."*

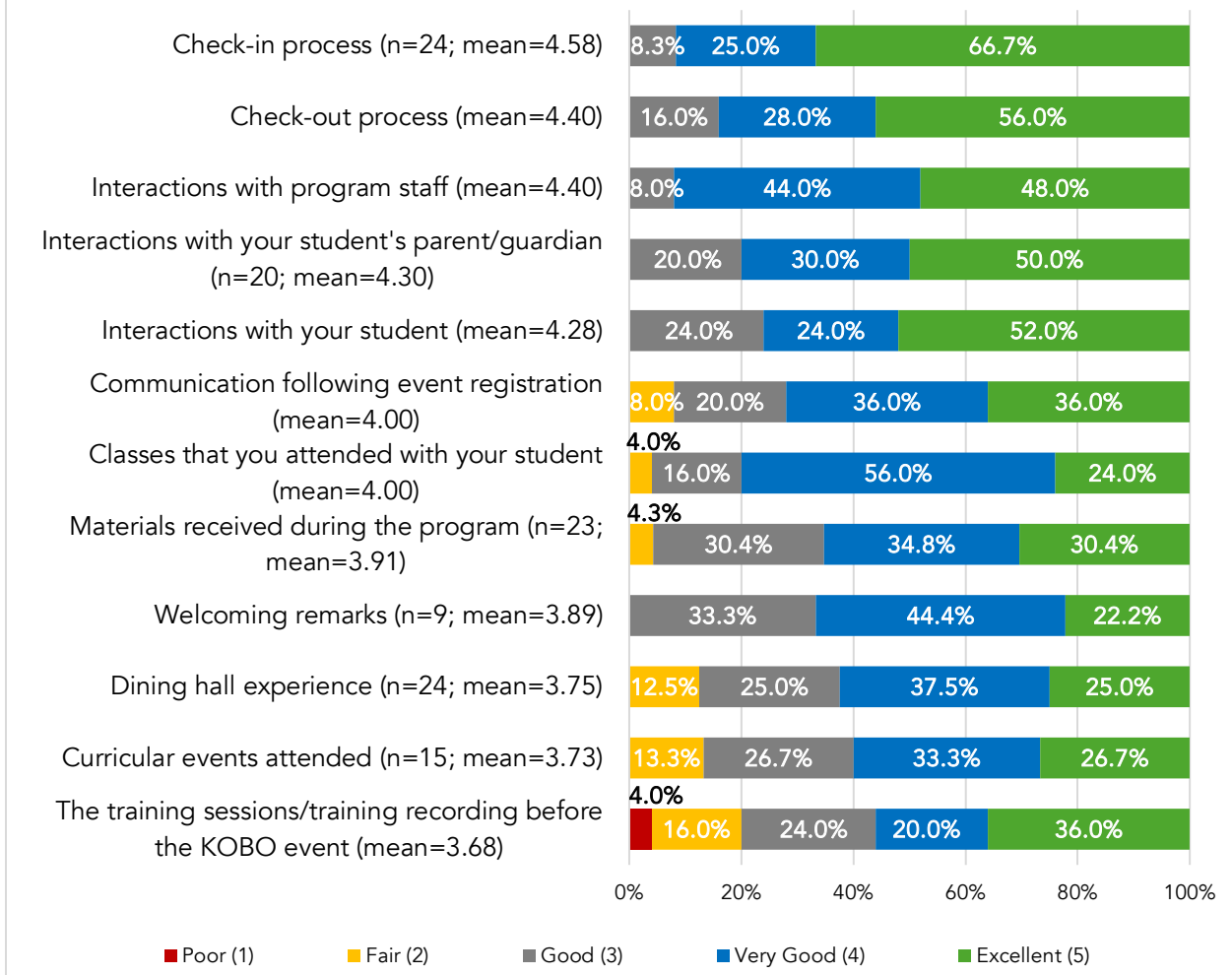
**Other Comments**

*"My student committed to SUNY Poly after our day!"*

*"Got a new experience."*

Student hosts were net asked to rate the quality of 12 program components on a 5-point scale. As shown in the figure below, although most hosts (>55%) provide ratings of "Very Good" or "Excellent" across all components, approximately 10-40% provide midpoint or lower ratings. On average, the check-in (mean=4.58) and check-out (mean=4.40) processes and interactions with program staff (mean=4.40) received the *highest ratings*, while the dining hall experience (mean=3.75), curricular events (mean=3.73), and training sessions/recording (mean=3.68) received the *lowest ratings* (see Figure 7, next page).

Figure 7: Student Hosts' Satisfaction with Program Components



Note. Respondents had the option to select 'Not Applicable'; these responses are treated as missing.

When asked how the aforementioned components can be improved for future participants, student hosts recommend:

- Changes to event timing and scheduling,
- Providing additional information to both hosts and visitors prior to the event, and
- Establishing a designated meeting area for hosts and their visitors.

**All Quotes:**

**Timing & Scheduling**

*"Not during midterm week."*

*"Little later so they could've experienced my other class."*

*"Confirmation from students that they are coming - we had a no-show today."*

**Additional Information Prior to Event**

*"Ensure students are aware they will be attending all of the hosts classes (except for tests) with them."*

*"I wish I was given a copy of the printed schedule handout given to my student."*

**Designated Meeting Area**

*"Maybe have a set meeting spot for volunteer students their KOBO participants to help give the participants alternative views on college life."*

*"Provide more information over email. Maybe not have everyone stay near the check-in unless they're waiting for someone."*

**Other Comments**

*"SC food offered."*

Student hosts were also asked what additional information they would like to see covered during the KOBO training session. In response, participants request that future trainings provide more comprehensive coverage of:

- Which (co-)curricular activities will be offered and when they are scheduled,
- How to handle downtime and unexpected time conflicts, and
- How to answer questions regarding specific aspects of student life.

**Select Quotes:****Curricular Activities**

*"What curricular activities are offered and when."*

*"More info about co-curricular."*

*"What the co-curricular events are and when they are."*

**Downtime & Time Conflicts**

*"Things to do during down time."*

*"What to do if you have a student job to go to for a couple hours (I told them to go to co-opportunity activities)."*

*"More info on daily process of what can and can't be done and things to do?"*

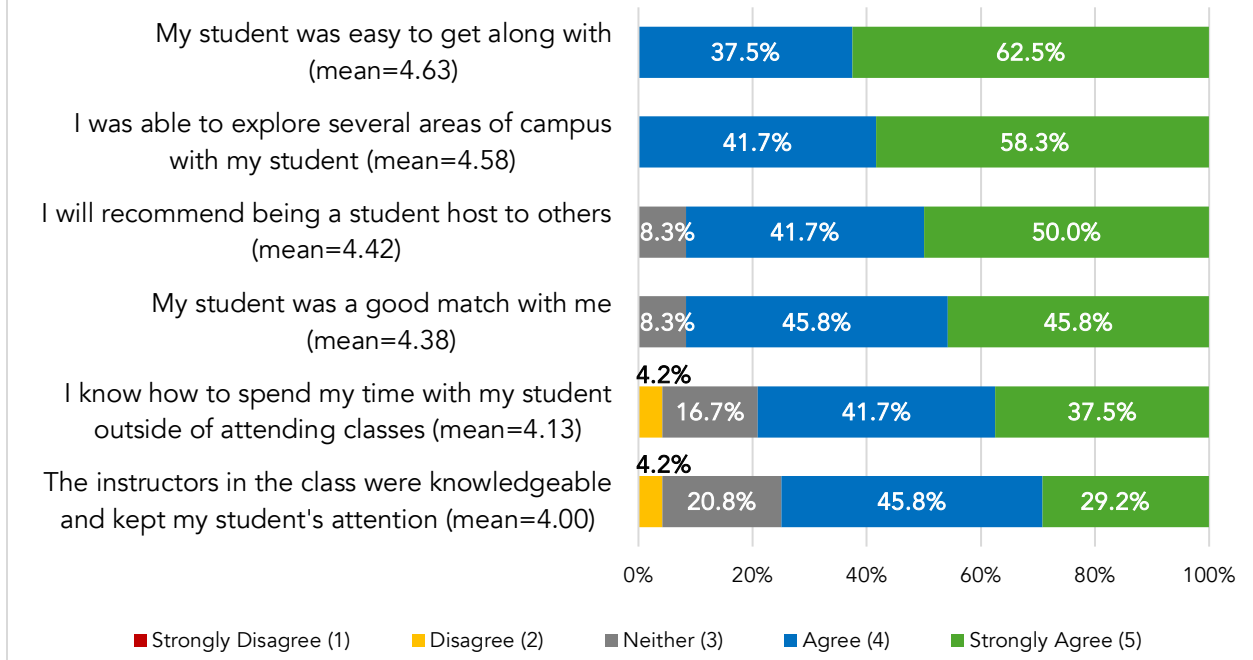
**Other Comments**

*"Projects related to major such as capstone or competitions."*

*"Residential life, a little more, like what happens in the dorms."*

Next, participants were asked to rate their agreement with a series of statements regarding their experience as a KOBO host (see Figure 8, next page). All hosts agree that their student was easy to get along with and that they were able to explore several areas of campus with the visitor, and most (>90%) indicate that their student was a good match to them and that they will recommend hosting to others. However, fewer agree that they know how to spend time with their student outside of class visits (79%) and that instructors were knowledgeable and kept the visiting student's attention (75%).

Figure 8: Student Hosts' Satisfaction with Program Experience (n=24)



When asked to offer any notes about the student visitor that may help to improve the event for future participants, most hosts express concerns and desired improvements regarding 1) the meal options for KOBO participants, and 2) visiting student engagement.

**Select Quotes:**

**Meal Options**

*"Better food. Campus Center food is bad. Should give breakfast pass too."*

*"Meal passes only applied to lunch time, but my class was during lunch."*

*"The gluten free options at the EC were a bit limited today, which affected my student."*

**Student Engagement**

*"She was very quiet. Didn't seem to know what to talk about, so she often entertained herself on her phone."*

*"My classes were very CE focused, allowing my student to lose focus."*

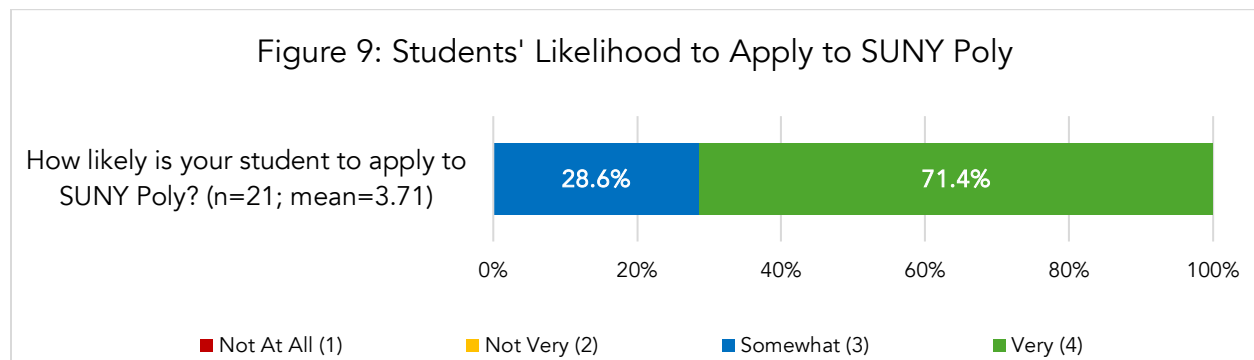
*"Both students had previously visited campus, so finding activities outside of classes was a bit difficult."*

**Other Comments**

*"It would be nice to do a Tuesday for when we have Cyber Security Club."*

*"It would be beneficial for students to be more aware that they will be attending classes with their host."*

Next, student hosts were asked to rate the likelihood that their student visitor will apply to SUNY Poly, with most (71%) indicating that the prospect is “Very” likely.



Note. Respondents had the option to select 'Unsure'; these responses are treated as missing.

Respondents were also asked whether they are interested in participating as a student host for next year’s KOBO event. Although four indicate that they are “Unsure” of their continued participation, the remaining hosts answered affirmatively.<sup>4</sup>

Lastly, student hosts were given the opportunity to share any lingering comments regarding their program experience. Most express their appreciation for the KOBO program, though several reiterate recommendations regarding changes to the timing and scheduling of the event, namely that KOBO is not scheduled during midterm week and that evening sessions are offered to give prospective students insight into a wider variety of classroom settings. Additionally, one respondent suggests that visitors did not receive sufficient information prior to event registration.

#### **Select Quotes:**

##### **Recommendations & Concerns**

*“It would be better if this program was hosted on a different week so that it would not interfere with midterms.”*

*“Having an afternoon to evening session would be good since my cyber classes are 6-8pm.”*

*“Can KOBO have an evening visit since my best classes are 6-8pm?”*

*“Students were poorly informed on what would be happening prior to registration. They didn't know they would need a guardian for example.”*

##### **General Praise**

*“It was very good, keep doing KOBO!”*

*“It went very well! The student really enjoyed it.”*

*“McKenzie was very friendly and helpful!”*

<sup>4</sup> An error in the survey instrument precludes a more detailed summary of responses to this item.



## Faculty & Staff Results

When asked to describe highlights of their program participation, most comments from faculty and staff were positive, with respondents explaining that they enjoy the opportunity to meet students and parents, and to see high school students gain hands-on experience in a college classroom setting. However, several provide critical or neutral comments, with one respondent noting that their class follows a typical lecture format and another describing the lack of engagement they observed among visiting students.

### **All Quotes:**

#### **Positive Comments**

*"Allowing the high school student an opportunity to participate with our college level work in a hands-on way."*

*"I enjoy having the high school student in my class. I took a few moments to explain the essence of being an engineering technology student - lots of problem solving in the classroom combined with hands on experience in the lab and CAGM facility."*

*"I enjoyed meeting the students and parents and talking about their future goals."*

*"Good experience. Keep up the good work."*

*"Seem to run pretty smooth, as expected."*

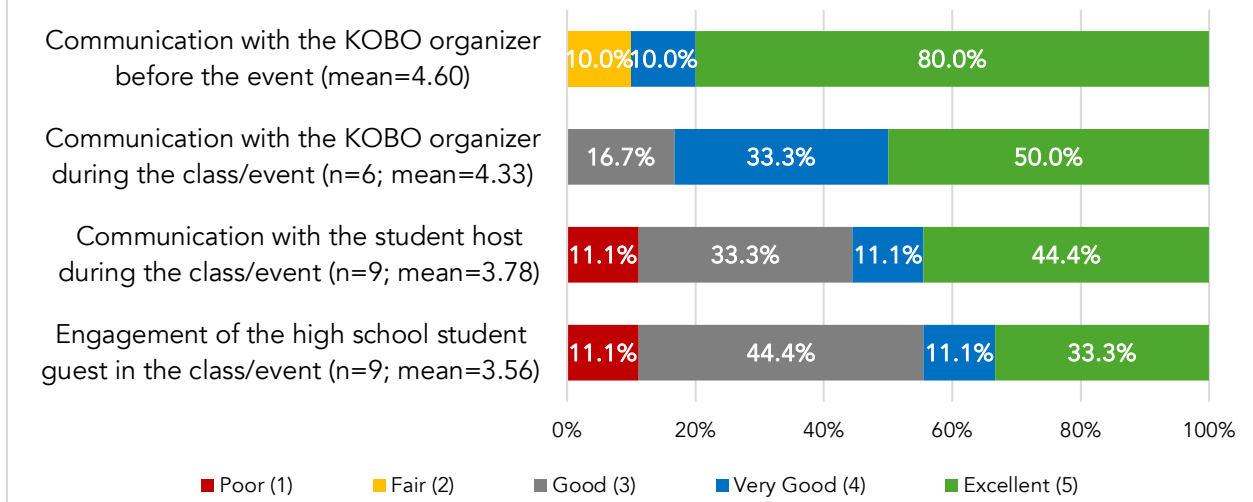
#### **Negative & Neutral Comments**

*"Nothing in particular...the course is lecture format."*

*"The students were basically completely disconnected. They essentially never looked up from their phones, and I it was a complete waste of my time preparing to include them. They additionally used seats that forced students who normally worked together to relocate in order to continue in one instance."*

When asked to rate the quality of their communication and interactions with others using a 5-point scale, most respondents (>80%) rate their communication with the KOBO organizer both before and during the event as "Very Good" (4) or better. However, approximately 40-60% rate their communication with the student host and the engagement of the high school student guest as "Good" (3) or worse (see Figure 10, next page).

Figure 10: Faculty & Staff's Ratings of Communication & Interactions



Note. Respondents had the option to select 'Not Applicable'; these responses are treated as missing.

Participating faculty and staff were also asked to indicate whether they felt certain components of the event were "Too Much/Early," "Too Little/Late," or "Just Right." As shown in the table below, participants overwhelmingly indicate that the timing, pacing, level of engagement, and information provided was "Just Right." Nonetheless, one respondent indicated either "Too Little/Late" or "Too Much/Early" across nearly all of the components listed.

Table 2. Faculty & Staff's Assessment of Event Components

Component	% Too Little/Late	% Too Much/Early	% Just Right
Time you spent engaging with visiting parent(s)/guardian(s) (n=3)	--	--	100
The number of student(s) visiting class(es) (n=10)	10.0	--	90.0
Time you spent engaging with the visiting student(s) (n=9)	11.1	--	88.9
Invitation to participate as KOBO faculty host/curricular event staff host (n=9)	11.1	--	88.9
Information on who would be shadowing with what students and when (n=9)	11.1	--	88.9
Your time involved in the event (n=8)	--	12.5	87.5

Note. Respondents had the option to select 'Not Applicable'; these responses are treated as missing.

When asked to provide additional comment on event timing, pacing, and engagement, two respondents offered context regarding their interactions with visitors and another notes that they would be open to hosting more student guests (see next page for examples).

### **All Quotes:**

*"I have not engaged with the high school students or parents. I just gave my lecture as usual."*

*"Other than a brief introduction prior to class and a thank you post class, since my classes are lecture format there is no interaction."*

*"Would welcome more visiting students as space permits."*

Lastly, participants were asked to relay any comments about their experience that may help to improve the event for other faculty, staff, hosts, and visitors. Of the six faculty and staff who offered final thoughts, most present questions, recommendations, and comments regarding engagement between participating faculty and visiting students/guardians. Additionally, one respondent requests that organizers provide more information about student guests prior to their visit and another questions whether their lecture content was useful to the student visitors.

### **All Quotes:**

#### **Visitor Engagement**

*"Are the faculty supposed to engage with the guest students and parents during the lecture? If so, to what extent?"*

*"Opportunity to meet with students outside the classroom setting to offer my insights on what to expect as a student in the engineering technology program at SUNY POLY."*

*"The students should bring their parent(s) /guardian(s) with them and ask questions."*

*"Sounds good in theory, but none of the students to visit any of classes paid the slightest bit of attention by any measure I can imagine. All consistently sat there on their phones."*

#### **Other Comments**

*"I would like to know in advance, if possible, who is coming when and what the majors are."*

*"The classes selected were second or third level courses in the major. Unless the student has considerable programming experience, the subject matter would be completely over their head. The best I can say is that it was a good intro to the lecture format used in many college classes."*

### **Group Comparisons**

To examine differences in perceptions and experiences across participant groups, mean responses to close-ended items presented on two or more of the questionnaires were compared. As shown in Table 3 (next page), student hosts, high school and parent visitors, and participating faculty and staff provide similar responses across most comparable items. Nonetheless, student hosts tend to provide lower quality ratings of the program components, with the largest disparities observed for both curricular events and classes attended, and communication following event registration. In contrast, faculty and staff provide substantially lower ratings of the visiting students' engagement during the in-class visits as compared to student hosts' ratings of their interactions with the student visitor throughout the event.

**Table 3. Group Comparisons on Close-Ended Survey Items**

Item	Group Means			
	Student Visitors	Parent Visitors	Student Hosts	Faculty & Staff
<b>Program Component Ratings†</b>				
Communication following event registration/communication with the KOBO organizer before the event	4.14	4.44	4.00	4.60
Check-in process	4.61	4.59	4.58	--
Materials received during the program	4.22	4.00	3.91	--
Classes attended with student/host	4.17	4.42	4.00	--
Curricular events attended	4.30	4.46	3.73	--
Dining hall experience	4.25	3.93	3.75	--
Communication/interactions with program staff/organizer (during event)	4.51	4.53	4.40	4.33
Engagement of/interactions with the student visitor	--	--	4.28	3.56
<b>Other Items‡</b>				
The student/host was a good match	4.63	4.81	4.38	--
I was able to explore campus with the student/host	4.64	4.65	4.58	--
I will recommend the experience to others	4.33	4.65	4.42	--
Instructors were knowledgeable and kept the student's attention	4.19	--	4.00	--
Likelihood that student will apply to SUNY Poly±	3.67	3.73	3.71	--

† Items are measured on a 5-point scale from "Poor" (1) to "Excellent" (5)

‡ Items are measured on a 5-point scale from "Strongly Disagree" (1) to "Strongly Agree" (5)

± Item is measured on a 4-point scale from "Not At All Likely" (1) to "Very Likely" (4)

When considering responses to the comparable open-ended items—highlights of the experience and recommendations for improvement—several themes are evident across all participant groups (see Table 4, next page). Regarding highlights of the KOBO experience, mentions of the classroom visits and interactions with the student visitor/host as insightful of the college experience are present across all four groups. Additionally, apart from participating faculty and staff, the campus tours were similarly underscored as a highlight of the experience by the students hosts and visitors, while lab visits were emphasized by only the visitor groups. Regarding recommendations for improvement, student hosts, visiting high school students, and parents/guardians recommend both more engaging classes and activities, and changes to timing and scheduling. Further, aside from the student visitors, all participant groups request that additional information be provided to students and guardians prior to their visit, and both host groups express concerns regarding high school students' engagement during the classroom visits. Recommendations specific to a single respondent group include providing more information about certain on-campus activities and events during the visit (e.g.,

extracurriculars), organizing designated meeting areas for visitors and hosts, ensuring staff availability for campus visitors, and improved meal options for all participants.

**Table 4. Group Comparisons on Open-Ended Survey Items**

Question/Theme	Presence of Theme			
	Student Visitors	Parent Visitors	Student Hosts	Faculty & Staff
<b>Highlights of Program Participation</b>				
Classroom visits	X	X	X	X
Interactions with host/visitors	X	X	X	X
Campus Tour	X	X	X	
Lab visits	X	X		
<b>Recommendations for Improvement</b>				
More engaging activities and classes	X	X	X	
Changes to event timing and scheduling	X	X	X	
Additional information/materials for guests prior to visit		X	X	X
Concerns regarding in-class student engagement			X	X
More information about on-campus activities and events	X			
Staff availability during event		X		
Designated meeting area for hosts and visitors			X	
Meal options			X	

## Summary & Conclusion

Overall, survey results demonstrate that participants across types were satisfied with their KOBO program experience and felt that the event provided a valuable opportunity for visiting high school students to gain exposure to a college classroom setting and campus life more broadly. Specifically, all participant groups provide moderate to high average ratings of the program components, including the registration process and materials provided, curricular events and classes attended, and their communication and interactions with others both before and during the event. However, student hosts tend to provide lower quality ratings for most of the program components, particularly the KOBO training session, the curricular events and classes, and communication following event registration. Further, faculty rate high school students' engagement during the classroom visits substantially lower than hosts' assessment of their general interactions with the student visitors. Still, student hosts and visitors overwhelmingly indicate that: the student pairings were a good match, interactions with their student/host were positive, that they had the opportunity to sufficiently explore campus, and that they would recommend the experience to others. Regarding highlights of the event, respondents from each participant group explain that the classroom visits and conversations between hosts, faculty, and visitors provided high school students with valuable insight into the SUNY Poly experience, with the campus tours and lab visits also underscored as highlights of

the experience by guests. Nonetheless, to improve the KOBO experience, respondents across participant groups recommend more engaging activities and classes, changes to the timing and scheduling of the event, and additional information and materials prior to the campus visits. Other recommendations and concerns relate to visiting students' in-class engagement, a desire for more information about certain on-campus activities and events, and event logistics, such as meeting locations, staff availability, and meal options for participants.

Given the findings presented in this report, evaluators offer the following recommendations for consideration by program organizers:

- Consider ways of making the event more engaging for student visitors. In their open-ended comments, visiting parents and guardians recommend a greater emphasis on lab visits and demonstrations of lab equipment or research initiatives housed on campus, while student hosts and visitors suggest classes that cover more interesting subjects and planning additional out-of-class activities during the event. Relatedly, some faculty and student hosts note an apparent lack of interest and attention from the high school students during both the class shadowing and generally throughout the visit. For this reason, organizers might consider better articulating expectations for engagement to student guests prior to the event, such as asking that cell phones be put away during lectures and encouraging them to ask questions throughout the visit.
- Provide sufficient information and materials for all participants prior to the campus visits. Additional information that may be helpful to visitors includes a map of the SUNY Poly campus, meeting locations for program participants, and information about who to contact with questions and concerns during the visit. For student and faculty hosts, a detailed description of event logistics and expectations for visitors is warranted.
- Consider whether the timing of future KOBO events is conducive to student hosts' academic schedule. Several hosts note that the event was scheduled during midterm week, and some explain that their midterms posed time conflicts with certain KOBO activities. Additionally, some student hosts note that organizers should consider the viability of evening visits, as these respondents consider their later classes to be more engaging than their earlier, often introductory and/or lecture-based courses.
- Ensure that the KOBO training sufficiently covers all information pertinent to the student hosts, as this component received the lowest quality rating among the host group. In open-ended comments, several hosts felt that more information regarding the planned co-curricular events, what to do during downtime or when encountering a time conflict, and how to answer questions regarding specific aspects of student life was needed.

Consideration of these findings and recommendations can help to improve the KOBO experience for future participants and, ultimately, better facilitate prospective students' interest in attending SUNY Poly Technic Institute.