



REPORT ON THE FIRST YEAR SEMINAR

UNIV 101

UNIVERSITY OF DELAWARE

FALL 2011

**STUDENT EXPERIENCES IN FIRST YEAR SEMINARS, WITH FACULTY AND
PEER MENTOR OPINIONS**

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2011 FYS Fall 2011 Student Survey

Introduction

The Office of Educational Assessment (OEA) in collaboration with the First Year Seminar Office conducted the assessment of the First Year Seminar (FYS), UNIV 101, which occurred in fall 2011 at the University of Delaware. The FYS UNIV 101 assisted almost 43% of the Fall 2011 entering freshmen with their transition into UD. The purpose of this assessment was to generate information on the program's impact and success, as well as gather information to potentially enhance the FYS experience. Furthermore, this report contributes to the body of knowledge about UD first year students and their needs as they begin their college career. Finally, the purpose of this study is to provide data to better inform decision making in developing and implementing the most engaging first year experience, as outlined in the UD Path to Prominence®

The UNIV 101 First Year Seminar (FYS) for fall of 2011 is advertised to incoming students and the faculty mentors as such: "First Year Seminars are led by faculty who work closely with an upper-level undergraduate peer mentor and usually have fewer than twenty five students. These seminars are designed to emphasize class discussion, and to begin your intellectual journey at the University of Delaware.

Your First Year Seminar will assist you in adjusting to college life and to provide you with a unique learning experience. You will have the opportunity to explore the University of Delaware and learn about those things that are vital to your success."¹

The Program is orchestrated by one Faculty director who has responsibility for Discovery Learning Experience, Academic Enrichment, as well as the FYS. The faculty director is supported by one professional staff and an administrative assistant. The program is responsible for the recruitment and training of Faculty Mentors who facilitate these courses and are paid overload salary for this one credit pass fail course based upon their rank and are supposed to facilitate all class sessions except for the three sessions assigned to undergraduate Peer Mentors. The professional staff person also provides all training and support to the Peer Mentors who help implement the program. Incoming freshmen students are assigned into an FYS by their advisors during the summer New Student Orientation program. Until the Fall 2011 FYS, UNIV 101 students were assigned into their FYS section by the residence hall where they lived and sometimes were assigned by major. These are commonly referred to as a living and learning FYS community. During Fall 2011, the only UD living and learning FYS communities were provided for student volunteers who elected to participate in the Howard Hughes Medical Instruction Freshman Living and Learning community. The rest of the UD freshman residential population assigned into an FYS did not live in a planned learning community in a university residence hall.

¹ Source: UD First Year Seminar Webpage- <http://fys.udel.edu/>

Residence hall assignments were made based upon students' requests during the application process and only if the student paid their tuition deposit on or before the May 1st deadline.

To assess this year's FYS, in fall of 2011, three separate surveys created using Qualtrics survey software were developed and sent to the FYS Director, Dr. Avron Abraham PhD. He in turn sent requests to each of the three FYS stake holders: students, faculty members, and Peer Mentors, to collect their perceptions about various aspects of their FYS experience. A total of 495 surveys were completed by students (27% of the total 1,822 FYS students), 26 surveys completed by faculty (39% of the 66 FYS faculty) and 43 surveys completed by Peer Mentors (46% of the total 71 Peer Mentors).² These surveys asked respondents to offer their perceptions of, experiences in, and suggestions to improve the FYS program. These surveys provide an understanding of the FYS benefits and provide information for possible strategies to enhance this program for future UD freshmen cohorts.³ This method of triangulation (having three separate surveys) permits the use of more than one approach to enhance confidence in findings. Certain topics highlighted in this report were raised by or discussed in a similar manner by more than one stake holder. This approach permits a closer understanding of how FYS was received by stakeholders in the fall of 2011.

First Year Seminar Results

One of the FYS' goals is for students to make a connection with the faculty member instructing the course. Interestingly, the same percentage of students responded this year as they had in 2010. The majority of students (74%) reported they felt connected to their FYS faculty instructor as a result of the FYS, 20% did not feel connected, and 6% indicated they did not have the opportunity to form a relationship with their FYS faculty instructor.

Students were also asked to indicate whether they feel connected to the upper-class UD student (Peer Mentor) who helped facilitate the FYS. The majority of students (83%) indicated they felt connected to their Peer Mentor, 13% indicated they did not feel connected, and 4% did not have the opportunity to form the relationship. Overall, students who responded reveal that a large proportion had developed bonds with those charged with instructing the FYS.⁴

Of those FYS students who responded to the survey, 86% always felt their FYS faculty was responsive to their questions and concerns during the fall 2011 seminar, while 93% of students felt their FYS Peer Mentor was always responsive to their questions and concerns. The survey showed that 12% of students felt that their faculty was sometimes responsive, while 7% felt that

² Response completion rates are affected by the use of skip logic which jumps respondents to overlook questions that are irrelevant based upon their previous response.

³ The demographics of the fall 2011 FYS students survey respondents are contained in Appendix A

⁴ Question 4 of the student survey was used to capture data on connections students made to faculty and the Peer Mentors.

Peer Mentors were sometimes responsive. A minority of students reported that their Faculty (2%) and Peer Mentors (1%) were rarely responsive to their questions and concerns.⁵ Faculty and Peer Mentors were perceived by respondents as being largely responsive to students during the fall 2011 FYS.

The positive impact of FYS is most visible in the sense of preparedness for academic success exhibited by student survey respondents. Of the FYS survey respondents, 82% of students “strongly agreed” or “agreed” with the statement that as a result of participating in FYS they felt better prepared for the second semester.⁶ Only a little less than one fifth (18%) “disagreed” or “strongly disagreed” with this statement. Students are making connections with those charged with delivering content in the FYS and there is some evidence that they feel better prepared to handle the second semester of their first year at UD. The remainder of this report examines those components of FYS found to be successful or appreciated by students, faculty and the Peer Mentors, as well as comments or suggestions made by these stake holders for the possible enhancement of this program for future FYS cohorts.

Assignments in FYS

The FYS allows instructors autonomy in developing the course, thus this study seeks to understand those assignments that students report as useful. Classifying assignments may then better inform future instructors as to what are the most beneficial activities or topics for FYS students. Therefore, students were asked to respond to the open ended “What assignment was helpful to you and why?”⁷ There were a total of 390 responses from undergraduate students to this question. The most common response given by FYS students was “the passport” with 101 students or 26% stating this assignment was helpful. Many students enjoyed the passport for its ability to familiarize them with the university and what the institution has to offer them, culturally and academically. One student stated “*doing the things in the passport was most helpful because it got me out of my dorm room and out doing things that would help get me acclimated to campus and find things that I’d enjoy with new friends*”, another stated that the passport “*helped me become more involved in campus activities and take advantage of all the resources here*”.⁸ One student commented that the passport was “*very useful to me getting involved and seeking help from my teachers during office hours*”.⁹ A student elaborated that the “*passport was most important because I learned a lot more about myself than I thought I knew*”.

⁵ Questions 11 and 12 of the student survey were used to capture data on students’ perceptions of how responsive faculty and the Peer Mentors were

⁶ Question 5 of the FYS student survey

⁷ Question 14 of the FYS student Survey

⁸ Actual text from FYS student survey respondents

⁹ Actual text from FYS student survey respondent

Students also felt assignments that were social in nature were helpful. There were many students who stated the most valuable assignments were those connected to an activity and/or cultural event they experienced on campus (77 or 20% of responses), such as a play, a lecture, a student club meeting.

The overarching goal of the FYS is for students to become successful in the academic environment and familiar with resources. Students appreciated those assignments that facilitated academic success and integrated them into the University on an academic level. Nearly 16% of students (64 responses) enjoyed an assignment that focused on academic success at UD, such as a class on time management, class registration, visiting the academic enrichment center, or meeting with their advisor or a professor.

The remaining responses represented a variety of assignments considered helpful by students in the FYS. About 7% (27 responses) felt an assignment tied to either the common reader or the author visit by Rebecca Skloot was the most helpful task completed in the FYS. Assignments that helped in selecting a career or advancing toward a specific goal associated with a career choice was considered helpful by 7% of respondents. Roughly 4% of students enjoyed an assignment that got them to learn from and share their experiences with classmates.

There were however several responses, 13% of open ended responses (51 out of 390 responses) that reflected a viewpoint that assignments in FYS were not helpful. Some students claimed none of the assignments were helpful or responded with critiques on the lack of useful assignments completed in their FYS. Many students responded to this question with “none”¹⁰, “None of them”¹¹ or “no assignment was helpful to me”¹². There were a few FYS students who were more critical in their response. Examples are below:

*“None of the assignments were helpful because they were just my thoughts on different things around campus.”*¹³

*“They were all a waste of time and distracting from the actual responsibilities that I had for my other, frankly more legitimate classes”*¹⁴

It appears that the majority of assignments valued by students were those that got them out, experiencing what the university has to offer, discovering cultural, academic and career oriented resources. Essentially, learning what UD has to offer.¹⁵

¹⁰ Text from one FYS student respondent

¹¹ Text from one FYS student respondent

¹² Text from one FYS student respondent

¹³ Text from one FYS student respondent

¹⁴ Text from one FYS student respondent

FYS faculty members were asked to provide their perceptions on the activity they felt had the most significant impact on students in the FYS.¹⁶ There were a variety of responses amongst the 26 faculty who replied to this question, with some faculty providing more than one example of an activity that was impactful. The most popular response was a class where the topic focused on campus resources, or developing an academic skill for success (10 responses), “guest speakers” (seven faculty responses), followed by class where a “peer panel”, or group of upper class students came and talked to the FYS students (five responses), while three stated that the Rebecca Skloot talk was an event that was helpful to the FYS students. The remaining responses were quite diverse, prohibiting a category being developed to classify more than one response.

Becoming a Global Citizen through FYS

The University of Delaware has a Global Initiative to prepare its students to be contributing citizens to the world, with FYS serving as a tool to help students start to realize this goal. Therefore, we asked students to describe an activity they engaged in that helped them to become a global citizen.¹⁷ There were 227 student responses indicating an event or activity they engaged in that illustrated becoming a global citizen. The most common response was that the student participated in some form of charity work, volunteering or community service that helped them become a global citizen (55 students or 24% of responses), this was followed closely by either joining a club, attending a campus event or participating in a campus activity (50 students or 22% of responses). There were 35 students (15% of responses) who stated they either had no opportunity in FYS to engage in an activity that helped them become a global citizen or were unsure if an activity did help. The remaining responses were the FYS course itself (7% of students); learning about, planning to take or did participate in a study abroad experience (6% of students); interacting with someone from another country (5% of students); an activity related to the common reader (5% of students); attending a play or an art exhibit (5% of students) and the FYS passport (3% of students) helped students become a global citizen.¹⁸ Around 2% of respondents stated that no activity helped them become a global citizen.¹⁹ It must be noted that this year, the number of students who mentioned the common reader as helping them become a

¹⁵ The remaining responses were very diverse and/or abstract which prevents classifying into a category to reflect the presence of a type of response.

¹⁶ Question 4 of the FYS faculty survey

¹⁷ Question 21 of the FYS student survey

¹⁸ The remaining responses were diverse or unable to be coded to represent another common category of a response.

¹⁹ The remaining responses were diverse and abstract not permitting the creation of a common category for responses.

global citizen greatly decreased. However, although the selected text has themes that could be interpreted and related to global citizenship, “The Immortal Life of Henrietta Lacks” story takes place within the United States. In 2010, there were 63 students out of 264 (24% of responses) who stated that the FYS common reader “Strength in What Remains”, that takes places in Burundi, Africa as well as the United States helped them become a global citizen. This was a much greater response than the 5% who mentioned the fall 2011 common reader by Rebecca Skloot. Although the majority of survey respondents stated they read the common reader (82% out of the 542 student responses), only 5% of respondents to this question felt it helped them become a global citizen. Future common reader texts might help students make the global citizenship connection if the story does connect to a country outside of the United States.

Resources utilized at UD

FYS students were also asked about whether they had the opportunity to become familiar with resources at UD during their first semester on campus. FYS is often used as a tool to acclimate students to the university, and part of this process is becoming familiar with what the university has to offer, academically and culturally. Asking students in FYS about their familiarity and use of resources is a sound approach to understand the acclimation process of those new to campus. Survey respondents were provided with a list of resources available at UD and asked if they were familiar with the resources and had they used them.²⁰ Responses can better inform FYS program coordinators as to those resources utilized by freshmen and their possible emphasis in future FYS classes.

Table 1: Question 15 of FYS student survey “Familiarity”

	Familiarity		Use	
	Familiar	Not familiar	Have Used	Have not used
Academic Advisor	395	109	335	160
Career Services Center	321	182	128	359
Counseling Center	249	253	42	443

²⁰ Question 15 of the student survey was used to collect these responses.

Library	476	28	440	51
Math Tutoring Center	237	266	73	415
Office of Academic Enrichment	265	237	131	360
Student Health Center	422	80	238	254
Study Abroad Program	354	147	29	459
Undergraduate Research Office	153	348	20	469
Wellspring	326	176	24	468
Writing Center	357	144	87	403
Online Academic Workshops	228	272	125	361

From these results, it appears students were more aware of certain resources and utilized some more so than others. The top five resources (see **Table 1**) students were most familiar with were the library (94%), Student Health Center (84%), their academic advisor (78%), the Writing Center (71%), and the Study Abroad program (71%). The top five resources they actually used were the library (90%), their academic advisor (68%), the Student Health Center (48%), the Office of Academic Enrichment (27%) and the Career Services Center (26%). From these responses, it appears that students are becoming more familiar with many resources, yet most are using those that could be viewed as the most basic to acclimating to academic life and campus living. With only 18% using the Writing Center, 15% the Math Tutoring Center, and 4% the Undergraduate Research Office, there appears to be either an immediate lack of need for these services early on in the semester or possibly a lack of awareness as to how useful these centers are to entering freshmen who desire academic success.

Students were asked a more in-depth question about the value of specific resources in their transition to UD. There were a variety of resources reported as valuable by FYS students to get acclimated to UD.²¹ The majority of students who responded to this question considered most resources either “very valuable” or “valuable” (see **Table 2**). Some notable resources were “learning about UD academic resources” considered “very valuable/valuable” by 90% of respondents, and “learning about UD academic expectations of me”, considered “very valuable/valuable” by 84% of students. This is a very interesting finding, considering that only 27% have utilized the Office of Academic Enrichment, 18% the Writing Center and only 15% have utilized the Math Tutoring Center (see paragraph above). Students see the value in learning about academic resources; yet less appear to have either needed them or taken advantage of these tools for academic success. Those resources with the largest percentage of students’ responses classifying them as “not valuable” were “connecting with my first year seminar faculty member” (20% of respondents) and “living in the same residence hall with the students from my first year

²¹ Question 8 of the FYS Student Survey

seminar” (20% of responses). In regards to living with fellow students from FYS, it must be stated that 33% of students responded they did not do this, and this most probably is the rationale for this response.

Table 2: Question 8 of the FYS student survey “ One of the goals of the First Year Seminar is to help you transition to the University of Delaware. Please indicate how valuable the following were in helping you with this transition”

Question	Very Valuable	Valuable	Not Valuable	I didn't do this	Responses
Learning about the UD academic resources	38%	52%	8%	2%	523
Meeting with my academic advisor	33%	39%	12%	17%	522
Learning about UD academic expectations of me	31%	53%	12%	4%	522
Discussing topics to ensure my health and safety, such as alcohol awareness	30%	53%	16%	1%	523
Learning about cultural activities and events on campus	25%	54%	15%	6%	519
Connecting with other freshmen	25%	51%	17%	7%	522
Connecting with my peer mentor	23%	54%	15%	8%	523
Connecting with my First Year Seminar Faculty	19%	50%	20%	11%	521
Living in the same Residence Hall with the students from my First Year Seminar	18%	29%	20%	33%	521

First Year Seminar Themes

As part of the FYS survey, students were asked whether their course had a theme in fall 2011.²² An open ended question was utilized to capture a total of 277 responses given by students. The most common response by 180 students (67 % of responses) was that there was no theme, or they were unable to identify a theme for their 2011 FYS course. Of those who identified that their FYS class had a theme, the most common response was “adjusting to college and the university of Delaware/making connections/exploring” (6%), followed by “global citizenship”, or “citizenship” (5%). The remaining responses reflected specialized topics and/or

²² Question 24 of the FYS student survey

topics related to a specific discipline, such as “music” (4%); learning about the “single story” (3%); themes focused on the common reader (3%); biology (2%); personal growth/reflection (2%); “observation” (1%); sports (1%); the medieval college (1%); theatre (1%) and few responses were only supported by one person. Overall, there appears to not have been one common theme identified by the majority of respondents to this question, aside from there being “no theme” for the FYS course in fall 2011.

Faculty members were also asked whether their FYS had a theme. Of the faculty surveyed, 29 responded to this question.²³ Of those who responded, five (17% of respondents) stated there was no central theme to their fall 2011 FYS. The remainder of responses reveals a diverse array of themes faculty created for FYS. Three faculty responded with “academic success” as a theme, three had “global citizenship/global awareness” as a theme, and three had “community” as a theme. Of the remaining 15 faculty (63% who responded their FYS had a theme); each answer was unique and prevented categories from being developed to represent responses from more than one faculty. There appears to have been a variety of themes during the fall 2011. This, echoed the most common response from students as to what was the theme for their fall 2011 FYS (that there was “none”) reveals a lack of a recognized theme for the FYS experience amongst those who took this survey.

Perceived goals of FYS

Students were also asked to provide feedback as to what they thought were the most important goals of FYS.²⁴ Students were asked to select up to five responses to a close ended question which asked “What do you think should be the most important purpose of the FYE seminar?” FYS freshmen felt connecting with other students should be the most important goal (69% of survey respondents), followed by a tie between exploring majors and learning about academic opportunities at UD (63% of respondents) and gaining academic skills for success at UD (63% of respondents) (see **Table 3**). Gaining social skills to be successful at UD was third (46% of respondents). Connecting with a FYS faculty member was chosen by 18% of survey respondents, learning more about themselves and “other” were other goals selected, yet not as prominent as the top two chosen by freshmen.

Faculty had various opinions as to the most relevant goals of the FYS. Faculty members were asked to select up to five responses to a close ended question which asked “What do you think should be the most important purposes of the FYE seminar?” Of faculty responses, the most commonly selected were “Freshmen connecting with other students” (64% of respondents), “Freshmen connecting with FYE faculty” (61% of respondents), “Freshmen exploring majors and learning about academic opportunities at UD” (50% of respondents), and “Freshmen gaining academic skills needed to succeed at UD” (50% of respondents) (see **Table 4**). These responses

²³ Question 9 of the FYS faculty survey

²⁴ Question 9 of the FYS student survey

show that the majority of faculty felt freshmen should be developing bonds with other students and faculty, while learning more about academic opportunities and developing skills to achieve academic success. Responses by faculty complement many given by FYS undergraduate students (see paragraph above) as to the perceived goals for FYS.

Table 3: Question 9 of FYS student survey “What do you think should be the most important purposes of the First Year Seminar? Select up to three”

Answer	Response	%
Connecting with other students	355	69%
Exploring majors and learning about academic opportunities at UD	321	63%
Gaining the academic skills needed to succeed at UD	322	63%
Gaining the social skills needed to succeed at UD	322	63%
Connecting with FYS faculty instructor	94	18%
Learning more about myself	93	18%
Other	22	4%

Table 4: Question 7 of the FYS faculty survey “What do you think should be the most important purposes of the FYE seminar? Select up to five choices”

Answer	Response	%
Freshmen connecting with other students	18	64%
Freshmen connecting with FYS faculty	17	61%
Freshmen exploring majors and learning about academic opportunities at UD	14	50%
Freshmen gaining academic skills needed to succeed at UD	14	50%
Freshmen learning more about themselves	13	46%

Freshmen connecting with a Peer Mentor	12	43%
Other	11	39%
Freshmen to develop the skills to critically analyze a problem	9	32%
Freshmen gaining social skills needed to succeed at UD	7	25%
Freshmen to develop oral communication skills	3	11%
Freshmen to develop written communication skills	1	4%

Suggestions for future students and faculty in the FYS

Students were asked “What one change in the first Year Seminar would improve the experience for next year’s students?” which yielded a total of 364 responses.²⁵ Students offered many suggestions and personal reflections on their FYS experience as comments to this question. Several themes became evident upon review of these responses.

The most dominant theme centered on a desire for more social connections within the FYS. Many students (78 out of 364, or 21% of responses) commented that future FYSs should ensure opportunities to get to know the other students in the course or have the class be more interactive. Many stated in-class activities could have generated interactions to foster discussion to get to know their classmates. As one student stated, *“Have students interact more with each other in the course to make friends”*.²⁶ This desire for an in-class connection was a reoccurring comment amongst FYS survey respondents, as one student stated *“My class didn’t have a chance to talk to each other at all. We just sat there every day and listened to the instructor”*,²⁷ as another student stated *“I didn’t know the name of half of the kids in my FYE class...I thought after the class I would be friends with everyone in my class...I made, legitimately five friends”*.²⁸ It was also suggested there should be more group oriented activities, as one student stated the FYS classes *“should go to more events as a group, to get to know each other. Instead of having us write essays and fulfill passport requirements, we should have completed the passport objectives as a group”*. This desire for more social contact with students was echoed in

²⁵ Question 10 of the FYS student survey

²⁶ Text from one FYS student respondent

²⁷ Text from one FYS student respondent

²⁸ Text from one FYS student respondent

statements made by 6% (21 respondents) of the students who felt that FYS next year should be grouped by either major and/or residence hall. One student stated that students in an FYS class who live in the same dorm “*will make friends a lot easier and it will be much more beneficial in every aspect*”.²⁹ This suggestion for more social connections in FYS reflects responses by students and faculty who largely felt a goal of FYS is for students to connect with other students. These comments reveal a desire amongst students to integrate socially into the UD student community and develop bonds with others; the FYS could serve as a vessel to achieve this desire for freshmen. This desire for social connectivity reflects the top response by students and faculty, as to the purpose of FYS, which was for freshmen to connect with other students.

In subsequent responses for improving FYS for next year, we find a variety of suggestions. Nearly 9% of students felt there should be no passport, or a reduction in the work expected from the passport or a reduction generally in the work load expected from FYS students in a one credit pass/fail course. Student responses showed that 8% felt FYS should focus on tools or experiences which assist students with academic success at UD, with a popular answer being to help students learn how to register for spring courses. It was suggested that the course itself should be shortened or not meet at a specific time of the day or week, by 8% of the students who responded to this question. Close to 7% of respondents felt that FYS should better inform students about campus clubs, events, activities and all that UD has to offer. There were no suggestions to improve FYS amongst 6% of students; with many stating they had a positive experience in the course. Some commented on the common reader (5% of the responses), stating that there should not be a common reader, or to have a different common reader next year as well as ensure that if there is a common reader, then the book is actually discussed more in FYS. There were 4% of responses stating that FYS should permit more “out of class” activities for all, and 4% who felt FYS should no longer exist or be an optional experience for students. It was reported by 3% of the students that FYS should be more engaging and more useful, and 3% felt that the class as a whole should actually tour the campus resources that are discussed in FYS. A small number (2%) wanted more interaction with the Peer Mentor in class; while 2% felt that one or more of the Peer mentor led topics should be dropped, while 2% stated that an upper-class panel that would respond to freshmen questions should be a part of FYS. The remaining 10% of responses were varied, with no distinct category able to be developed to classify a large enough number of responses.

Faculty members were asked to provide recommendations on how the FYS could be enhanced/changed/ improved for the next year’s students and faculty (Question 8 of FYS faculty survey), a total of 24 faculty members provided comments. Responses covered a wide variety of issues. Five faculty members stated they had no suggestions or would make any changes; this was the category with the most responses. There were three faculty who stated FYS should focus on helping students succeed at UD, there also were three who stated FYS should be

²⁹ Text from one FYS student respondent

standardized, or at least have a standard passport for purchase that could be used in the course. There were other recommendations, such as having clearer goals for FYS to better inform faculty (2 faculty respondents), having the common reader author arrive earlier in the semester (2 faculty respondents) to having information available to faculty on what worked in previous FYS classes, to act as a guide for instructors (2 faculty respondents). All other remaining responses were quite diverse, with only one faculty supporting each unique recommendation for Fall 2012.

When Peer Mentors were asked to provide suggestions on how FYS could be improved for next year's students, there were 37 responses to this question.³⁰ Of the responses, the majority (27) focused on the actual FYS course, while the remainder commented on the students in the course (two responses), the FYS instructor (two responses), the preparation of Peer Mentors for FYS (two responses) and two offered no suggestions. Of those who made recommendations for the actual course, there were four Peer Mentors who suggested a class on registering for classes should be offered. Three suggested standardizing FYS, and three stated that the class should be more engaging, while three stated that students should be groups in a FYS class by housing. There were two who recommended that interactions with FYS students should be required before school begins. The remaining 12 comments are each unique, with no more than one Peer Mentor supporting a specific recommendation related to the actual course for 2012.

Students also provided comments about the common reader. It was found that 82% of FYS students had read the book, while 18% did not (see **Table 5**). Students were asked to describe how the book has affected them, and there were a variety of responses given.³¹ It appears that the majority of students who responded (52%) had learned from the book, while 8% gave comments indicating they liked the book, and 16% of the students stated they learned from the book and liked reading it. There was a minority of students (14%) who stated they received no benefit and/or did not like the common reader. The remaining responses from students were that they did not learn from the book but liked it (4%), they learned from the book, yet did not like it (3%), and small group (3%) who offered a "mixed" response to the book that could not be determined as either wholly positive or negative.

Table 5: Question 6 of the FYS student survey "Did you read "The Immortal Life of Henrietta Lacks" by Rebecca Skloot?"

Answer	Response	%
Yes	442	82%
No	100	18%
Total	542	100%

³⁰ Question 9 of the FYS Peer Mentor survey

³¹ Question 7 of the FYS student survey

Peer Mentors and Instruction

In reviewing the FYS Peer Mentor Fall 2011 survey, responses to some questions indicate a need for certain issues to be explored further. One of the most intriguing responses was to the question which asked Peer Mentors how many times they taught during the FYS 2011 seminar (see **Table 6**).³² It is assumed that Peer Mentors will normally teach the Alcohol Awareness, Safer Sexuality and Conflict Resolution sessions (3 class sessions during the seminar). These are the sessions for which they received guidance in delivering. Out of the 40 who responded, 35% taught 1 to 3 times during the FYS in fall 2011. What is interesting is that 53% of the respondents taught 4 to 6 times during the Fall 2011 seminar and 13% taught 7 times or more. The majority of respondents taught more than the three anticipated class sessions expected of a Peer Mentor. Further exploration may be warranted to examine under what conditions these Peer Mentors taught more than 3 classes during the Fall FYS seminar, or if they collaborated with faculty on other sessions.

Table 6: Question 11 of the FYS Peer Mentor survey “How many times did you teach the seminar?”

Answer	Response	%
1-3 times	14	35%
4-6 times	21	53%
7 times or more	5	13%
Total	40	100%

Faculty provided some feedback on the reception of these three class sessions which the FYS Peer Mentors were responsible for instructing. The faculty members were asked to list one or two topics presented by the Peer Mentors that were well received.³³ Out of 24 responses for this question, alcohol awareness (seven responses), safer sexuality (four responses) and conflict resolution (four responses) were stated as classes that were well received. Although five instructors admitted they were not present for these sessions, they had heard that they were successful. A session facilitated by the Peer Mentor that had a panel of upper-class students talking with FYS students about what they wish they knew, or offering advice or just answering questions, was considered by faculty as a well-received class (four responses). Faculty were also

³² Question 10 of the FYS Peer Mentor survey

³³ Question 17 of the FYS faculty survey

asked whether they thought their Peer Mentor was helpful, and to explain, which generated 25 responses from faculty.³⁴ The majority of faculty (23) found their Peer Mentors to be helpful, and only two faculty offered comment indicating a “mixed” experience working the Peer Mentor. By “mixed” we imply that it was neither wholly positive nor negative, but somewhere in between.

Students commented on the standard three class sessions (i.e. alcohol awareness, safer sexuality and conflict resolution) which were taught by Peer Mentors during the FYS seminar. The FYS student survey asked students to describe how these three classes were taught in a manner that they thought was helpful to fellow classmates.³⁵ The table (see **Table 7**) below illustrates the most common approaches stated by students as to how these courses were taught. With regards to explicit statements as to how either a certain approach, or a certain topic was valued by a student taking this survey, these comments were less substantial in uncovering the impact of these sessions. In regards to the alcohol awareness class session, there were 51 positive comments, and only two negative comments about either the manner in which this class was taught and/or the Peer Mentor’s role in this lesson. One student stated that the alcohol awareness session “*was my favorite because I think more students need to be aware. I like how it didn’t judge students; because most likely everyone will drink at some point...it gave a better understanding of the consequences and facts*”.³⁶ There were 62 positive comments related to the Safer Sexuality/Domestic Violence, and 38 positive comments related to the Conflict Resolution session, and only six negative comments about these two sessions. For the safer sexuality/domestic violence session, one student stated the Peer Mentor “*was involved and required participation from the group. It was very useful because she was able to make connections that struck a chord with my FYS group*”.³⁷ A student commented that for the conflict resolution class session her class “*had a really good open discussion*” and that the Peer Mentor shared “*her personal stories*”. With roughly 18% of respondents explicitly commenting in either a positive or negative manner on the alcohol awareness class, 24% on the Safer Sexuality and 16% on the Conflict Resolution class, there is some concern that FYS student respondents may have misinterpreted this question, as merely stating how the class sessions were taught.

³⁴ Question 14 of the FYS faculty survey

³⁵ Question 19 of the DYS student survey

³⁶ Text from one FYS survey respondent

³⁷ Text from one FYS student survey respondent

Table 7: Methods stated by students as to how these three classes were taught³⁸

Instruction Method	Alcohol Awareness	Safer Sexuality	Peer Conflict
PowerPoint	22%	22%	15%
PowerPoint and game/activity/handout	21%	21%	17%
PowerPoint and Discussion	11%	10%	8%
Activities/Games	9%	8%	18%
Discussion	6%	6%	10%
Providing Information/Resources	7%	8%	2%
Lecture/Give advice	5%	3%	6%
Discussing Coping Strategies			7%

Notable Differences in FYS 2011

There were responses to survey questions this year that differed from responses in 2010 that are noticeably different. In the student FYS survey, respondents were asked whether their course had a theme, in 2011 out of a total of 277 responses the most common response by 180 students (67 % of responses) was that there was no theme, or they could not identify a theme. In 2010, for the same open ended question, 43% of respondents stated their FYS had no theme or could identify one. The proportion of those respondents seeing no theme in their FYS is larger this year than last year. Another question in 2011 that differed from 2010 was the one which asked Peer Mentors how many times they taught during the FYS 2011 seminar. Peer Mentors are charged with instructing three class sessions during the seminar. Of those who responded to this question in 2011, 35% (versus 39% in 2010) taught 1 to 3 times during the FYS in fall 2010, 53% of the respondents taught 4 to 6 times during the Fall 2011 seminar (versus 52% in 2010) and 13% (versus 9% in 2010) taught 7 times or more. It appears that Peer Mentors may be teaching more in 2011. Finally the percentage of respondents to the three surveys used to assess the impact of FYS was less this year than in 2010. There were a total of 495 student surveys completed (versus 633 completed in fall 2010) which was 27% of the 1,822 freshmen in FYS (down from the 40% of the 1,565 FYS students who completed surveys in 2010). Also, only 26 faculty surveys were completed (versus 31 completed in fall 2010) which was 39% of the 66 faculty instructors who participated in the FYS in 2011(versus 48% of the 65 FYS faculty who completed them in 2010). Lastly, only 33 of the 71 Peer Mentors completed surveys in 2011 (46% of Peer Mentors), versus

³⁸ The percentages on this table do not add up to 100%. The most common methods of instruction for these class topics are given. There were some comments that discussed the quality of these classes (yet not the method of instruction), some N/As, or comments that did not fully answer the question asked.

the 35 of the 69 Peer Mentors (51% of Peer Mentors) who completed surveys in fall 2010. Amongst all stakeholders, there was a noticeable decrease in respondents

Issues for Future Consideration:

For the Office of Educational Assessment to be able to provide thorough and effective assessment of FYS all FYS should be provided with a list of common goals and learning outcomes for the First Year Seminar. Currently, because of the variety of experiences, assessment efforts continually rely on faculty, peer mentor, and student self-report data about their impressions of the FYS. It is the task of the Office of Educational Assessment to triangulate, and determine common elements experienced by these three stakeholders in the FYS. If the FYS implements common learning outcomes, then those outcomes and the program itself can be more effectively assessed. In 2010 the UD FYE Steering Committee report outlined that during the entire FYE, students should become familiar with the essential Gen Ed goals. The Committee went on to say that the First Year Experience (FYE) encompasses a students' entire year from entry into UD, new student orientation, and throughout the freshman curricular and co-curricular offerings. The First Year Seminar delivered in UNIV courses and within departments is only one part of the FYE. The process to establish common learning outcomes may be facilitated with a focus on Gen Ed, and delivered to freshmen throughout their FYE, and highlighted during the UD FYS. If such a practice is enacted, then the Office of Educational Assessment would be able to assess common goals, such as the ability to critically think and to develop an international perspective, the latter of which falls in line with the goal of Global Citizenship theme addressed in some of the FYS.

A potential implication of this suggestion could be the development of a common UD First Year Experience (FYE) manual to help guide FYS students into making a successful transition. Such a manual could highlight the theme of the FYS and assist students in identifying the many curricular and co-curricular opportunities provided to obtain the outcomes. Such a resource could be used for the freshmen to create their curricular and co-curricular plans and continue to guide them throughout the FYE and their UD tenure, while faculty could also use such a manual in developing their courses.

It is important to note, that overall, the response of students to the FYS was largely positive. Students felt as if they were helped by the FYS in adjusting to life at UD. FYS is a program that creates a positive connection for freshmen entering the university, yet there appears to be areas where the contributions FYS makes transitioning students to UD could be enhanced. Still, the FYS program administrators, the FYS faculty and the FYS Peer Mentors should be congratulated for their efforts to shape the class of 2015.

Based upon responses to the FYS surveys, below we have provided suggestions to inform the continual modification and improvement of the FYS program. Some of the topics discussed in the recommendations have also been addressed in previous FYS reports conducted during 2005-2010.

Suggestions for Programmatic Improvement

- **Highlight a common theme for all FYS not just UNIV 101.**

The UNIV FYS was designed to address the theme of Global Citizenship and it appears depending on the UNIV 101 section, multiple but variant themes may occur. A total of (67%) of UNIV FYS students reported that they did not observe a theme in their FYS. When students offered a theme, there was an array of responses indicating a lack of a unified topic for the fall 2011 FYS. The creation of a few standardized learning outcomes that could be incorporated into a theme for all of the UNIV 101 FYS as well as discipline specific FYS would also support the 2010 UD First Year Experience Steering Committee recommendations and address the Middle States Evaluation Team recommendation for UD to “*work to make the FYE a more integrated experience and expand a more uniform model across the university*”.

- **Identify ways to introduce students to activities that ensure academic success.**

Many FYS students indicated they valued activities which enhanced their ability to achieve academic success at UD. Such activities were often suggested by fall 2011 FYS students as ways to enhance the FYS program for future cohorts. When asked what resources they were familiar with and actually utilized, those designed around academic success (such as the Undergraduate Research Office, Career Services Center, Office of Academic Enrichment, Math Tutoring Center and the Writing Center) were found to not be used often by FYS students. Faculty also commented that activities designed around academic success had a significant impact on their students. Perhaps if there is a greater emphasis on such activities, entrenched in the common learning goals, an identity may be established which could be easily recognizable by FYS students. It may be important to begin thinking about a structured way of introducing freshman students to activities and resources associated with one of the biggest priorities, undergraduate education at UD. This may help to clarify the FYS’ identity and increase student engagement, which could also prove helpful in setting freshmen on a path to prominence.

- **Employ methods to ensure a higher response rate to the First Year Seminar surveys.**

There was a decrease in the response rates this fall in all three surveys which assess the impact of the FYS program. If these surveys are the only means to determine how the FYS is administered and the benefits derived to stakeholders, and response rates continue to decrease, then alternative methods of assessment need to be created to determine the validity of this program. Based upon a consultation with Anu Sivaraman, Assistant Professor of Marketing at UD’s Alfred Lerner College of Business and Marketing to develop approaches to enhance response rates, the

following suggestions were given: 1) offer a hard incentive to freshmen, such as a \$5 gift card to the first 100 students who complete the student survey within a short period of time, 2) offer a soft incentive to freshmen, such a summary of the resources on campus that students were aware of, yet ones they also needed to explore to better acclimate to UD and be academically successful, 3) re-connect with Peer Mentors. In previous years, the Office of Educational Assessment had better response rates for these surveys when there was a direct line between the office and Peer Mentors in the classroom, 4) formulate separate emails, with the appropriate links to each survey, to specific stakeholders to ensure that each have access only to the survey they are to take. It takes little effort to craft a specific email to be sent to each stakeholder, and this would allow them not to take the incorrect survey, or be inundated with information (i.e. other survey links) they do not need.

- **Ensure greater measures for connections to be made amongst FYS students.**

The most popular choice by faculty and students as to what they felt should be the purpose of FYS was for connections to be made amongst freshmen in FYS, and this sentiment supports the most common recommendation by students for future FYS cohorts, that there be an increase in the social bonds amongst students in the same classroom. This was the first year that students in FYS were not grouped according to residence hall. In the past, students in FYS had a living and learning community and reported that they made social bonds. If students do not live in geographical proximity, then there is a greater need for instructors and program facilitators to ensure that opportunities to create social bonds are provided in the FYS. Integrating into the university occurs beyond acquiring knowledge on the available academic resources and what cultural events are available on campus. The connections that freshmen make help them to adjust to life away from home, and evidence exists for an increased need to facilitate the creation of these bonds.

- **Conduct further analysis with stakeholders to determine the impact of topics pertaining to student health issues.**

The class sessions on health issues have been an integral part of the FYS experience. Previous assessments have not explicitly focused on how this information has been received by stakeholders. Therefore, continuing efforts should be made to ensure that the material presented to freshmen students on health and safety related issues is both appropriate and meaningful. This important collaboration between Student Life and the FYS program is vital in ensuring that ALL students are exposed to these topics, and careful consideration should be given to the way material is delivered with students being encouraged to engage in discussions around these topics during the semester.

- **Examine the extent that Peer Mentors are instructing classes in the FYS.**

It was revealed that for fall 2011 FYS, the majority of Peer Mentors (66%) who responded to the survey, taught four or more class periods. Student survey respondents (83%) felt that they made a connection to their Peer Mentor, and a large percentage (93%) always felt that their Peer Mentor was always responsive to their questions and concerns. With the majority of Peer Mentor survey respondents stating they taught more than the three required class sessions, and student survey respondents reporting high rates of satisfaction with Peer Mentors, there is reason to explore if an increased teaching load by students is a reason for such a high rate of perceived availability amongst freshmen respondents.

Appendix A

Demographics of Undergraduate Students in Fall 2010 FYS

Are you an International Student?

#	Answer	Response	%
1	Yes	21	4%
2	No	529	96%
	Total	550	100%

What is your gender?

#	Answer	Response	%
1	Female	386	70%
2	Male	160	29%
3	Prefer not to disclose	5	1%
	Total	551	100%

Please identify the racial or ethnic group to which you identify

#	Answer	Response	%
1	Asian (Pacific Islander)	27	5%
2	American Indian (Alaskan Native)	2	0%
3	Hispanic (Latin American)	21	4%
4	Black (African American)	20	4%
5	Caucasian (non-Hispanic)	455	83%
6	Other	13	2%
7	Prefer not to disclose	12	2%
	Total	550	100%

FYS Student Survey Fall 2011³⁹

FYS Student Survey Fall 2011

Dear Student, At the University of Delaware, we are always seeking to improve our programs and our students' experiences. While your participation in this survey is voluntary, we need your feedback to know how to make the future experiences of first year students more valuable. Your responses will be anonymous. We ask that you thoughtfully answer all the questions. This survey will take you about 8 minutes to complete. Your responses will go directly to Center for Educational Effectiveness at the University of Delaware. If you have questions about this survey, or you experience technical difficulties, please contact Manuel Torres at mrtorres@udel.edu Thank you for your participation.

SECTION 1: Demographic Information

Are you an international student?

- Yes
- No

Gender:

- Female
- Male
- Prefer not to disclose

³⁹ This is the actual FYS student survey used in 2011. This survey was downloaded in Word from Qualtrics. For some questions, the download did not replicate the questions and response scales as they originally appeared.

Please identify the racial or ethnic group with which you identify:

- Asian (Pacific Islander)
- American Indian (Alaskan Native)
- Hispanic (Latin American)
- Black (African American)
- Caucasian (non-Hispanic)
- Other _____
- Prefer not to disclose

SECTION 2: The following questions pertain to your First Year Seminar

Please rate your level of agreement with the statements below: As a result of my First Year Seminar (FYS)...

	Strongly Agree	Agree	Disagree	Strongly Disagree	Did not have the opportunity to form a relationship
I feel connected to my FYS faculty member	<input type="radio"/>				
I am more comfortable talking to faculty	<input type="radio"/>				
I feel connected to the peer mentor who helped teach my FYS class	<input type="radio"/>				

As a result of participating in the FYS, I feel better prepared for the second semester:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

Did you read "The Immortal Life of Henrietta Lacks" by Rebecca Skloot?

- Yes
- No

Briefly describe how the book, "The Immortal Life of Henrietta Lacks" by Rebecca Skloot affected you.

One of the goals of the First Year Seminar is to help you transition to the University of Delaware. Please indicate how valuable the following were in helping you with this transition.

	Very Valuable	Valuable	Not Valuable	I Didn't Do This
Connecting with other freshmen	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with my peer mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with my First Year Seminar faculty member	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about the UD academic resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with my academic advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about UD academic expectations of me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing topics to ensure my health and safety, such as alcohol awareness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about cultural activities and events on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living in the same Residence Hall with the students from my First Year Seminar	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

What do you think should be the most important purpose of the First Year Seminar? Select up to three choices.

- Connecting with other students
- Exploring majors and learning about academic opportunities at UD
- Connecting with FYS faculty instructor
- Learning more about myself
- Gaining the social skills needed to succeed at UD
- Gaining the academic skills needed to succeed at UD
- Other _____

What one change in the First Year Seminar would improve the experience for next year's students?

I found my First Year Seminar faculty member to be:

- Always responsive to students' questions/concerns
- Sometimes responsive to students' questions/concerns
- Rarely responsive to students' questions/concerns

I found my First Year Seminar peer mentor to be:

- Always responsive to students' questions/concerns
- Sometimes responsive to students' questions/concerns
- Rarely responsive to students' questions/concerns

In this course, I needed to complete:

- 7 or more assignments
- 4 or more assignments
- 1 or more assignments
- No assignments

What assignment was most helpful to you and why?

SECTION 3: The following questions pertain to your experiences during your first semester at UD.

For each of the following resources indicate whether you are familiar with the resource and if you have used it (in-person or online) during your first semester at UD.

	FAMILIARITY		USE	
	Familiar	Not familiar	Have used	Have not used
Academic Advisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Academic Enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Abroad Program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Tutoring Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wellspring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Academic Workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please indicate whether you have had the opportunity to explore the following in your First Year Seminar (FYS).

	Did you...		If so, where {Select AL that Apply}		
	Yes	No	During First Year Seminar	In Another Course	Other
How your actions can impact your health.	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How your personal decision making impacts your ability to attain your academic goals.	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experiences that contribute to your understanding of what it means to be a respectful and contributing member of a diverse community and global society. (Members of a global society realize that their own world view is not the only point of view on a subject.)	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How to create an academic plan of courses or list the learning opportunities that you wish to participate in while attending UD	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please describe how your Peer Mentor taught ANY one of these classes: safer sexuality & domestic violence, alcohol awareness and conflict resolution. that you thought was helpful to you or your fellow students.

- Safer Sexuality & Domestic Violence
- Alcohol Awareness
- Any other well taught topic
- Conflict Resolution

Please select the choice that best reflects your level of agreement with the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
I feel that the FYS should be graded and not Pass/Fail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel the FYS should remain Pass/Fail and not be a graded class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

University of Delaware has an expectation that students become contributing global citizens by engaging in various learning opportunities provided during their time at the university. “Global Citizenship is an awareness of the world as a global community recognizing the rights and responsibilities of citizens within it.” Describe an activity that you participated in that helped you to become a global citizen.

Did your First Year Seminar course have a theme this year? If so, please describe that theme.

Please select your FYS faculty from the drop down list. Note: some faculty member teach more than one FYS - please select the appropriate day/time of your FYS as you click on your faculty member's name.

- Sami Abdel-Salam -11:15a
- Sami Abdel-Salam - 5:00p
- Sami Abdel-Salam - 6:00p
- Alice Ba
- Carmine Balascio
- Sue Barton
- Meghan Biery
- Anne Bowler
- Jan Broske
- Bob Brown
- Jules Bruck
- Daniel Callahan
- Carlton Cooper
- Michael Cotsell
- Jon Cox
- Fred DeMicco
- Tim DeSchrivier
- Viet Dinh
- Dave Ermann
- Jim Flynn
- Victor Fomin - 2:30p
- Victor Fomin - 1:25p
- Steve Goodwin
- Richard Hanley - 2:30p
- Richard Hanley - 3:35p
- Stefanie Hansen
- Audrey Helfman
- Diane Herson
- Dana Holz
- Edgar Johnson
- Rosalind Johnson
- Jeffrey Jordan
- Kathleen Kerr
- Kevin Kerrane
- Christopher Knight
- Marie Laberge
- Isabelle Lachat - 11:15a
- Isabelle Lachat - 12:20p
- Isabelle Lachat - 2:30p

- Gary Laverty
- Donald Lehman
- Barbara Lutz
- Adrian McCleary
- Courtney McGinnis - 3:35p
- Courtney McGinnis - 4:40p
- Alex McKee
- Liz Melanson - 9:05a
- Liz Melanson - 11:15a
- Liz Melanson - 12:20p
- Liz Melanson - 6:00p
- Tony Middlebrooks - 11:00a
- Tony Middlebrooks - 12:20p
- Brian Miller
- John Montano
- Russell Murray
- Frank Newton
- Nancy Nutt Chase
- Michael O'Neal
- Mark Parcels
- Bill Reed - 5:00p
- Bill Reed - 6:00p
- Daniel Rich
- Jose-Luis Riera
- Eric Rise
- Breck Robinson
- Matt Robinson
- Jeff Schneider
- Robert Schweitzer
- Paul Sestak
- David Smith
- Amy Smith
- Cruce Stark
- Daniel Stevens
- Fritz Szabo
- Barry Walker
- Pat Walsh
- Melva Ware
- Kerrin Wolf
- Unsure

This questionnaire is designed to help us get a better understanding of the kinds of things that may be difficult for students. Please indicate how comfortable you are doing the following things.

	Not Comfortable at all	Somewhat Comfortable	Very Comfortable	Not Applicable
Get faculty to help me when I get stuck on schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get another student to help me when I get stuck on schoolwork	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn biology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn chemistry	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make and keep friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work well in a group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your time. We wish you all the best for great success at the University of Delaware.