

**REPORT ON THE FIRST YEAR SEMINAR**

**UNIV 101**

**UNIVERSITY OF DELAWARE**

**FALL 2013**

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

Prepared by The Center for Teaching & Assessment of Learning

Kevin R. Guidry, M.Ed.

Senior Research Analyst

Kathleen Langan Pusecker, M.S.

Director of Educational Assessment

Prepared: April 2014

## **Executive Summary**

The Center for Teaching and Assessment of Learning, in collaboration with the First Year Seminar Office, conducted an assessment of the First Year Seminar (FYS), UNIV 101, which occurred in fall 2013 at the University of Delaware. These courses impact a large number of UD students; this fall, 1,452 – just over 1/3 - of the university's 4,226 first-year students were enrolled in UNIV 101 (pass/fail) courses that met twice a week during the first eight weeks of the fall semester. This assessment is framed primarily using relevant observations and recommendations made to UD by the 2011 Middle States Commission on Higher Education Evaluation Team Report (Cohon, et al., 2011) and provides data to inform decision making to further develop this important, impactful program.

We used three separate Web-based surveys to assess the UNIV 101 course. Although a total of 360 students began the student survey, only 284 out of the 1,452 invited to participate completed it, a completion rate of 20%. Peer mentors and faculty responded in much higher proportions with 33 of the 64 (52%) peer mentors and 42 of the 57 (74%) faculty completing their survey. These surveys asked respondents to offer their perceptions of, experiences in, and suggestions to improve the FYS program. Students from all sections completed the survey making this survey more representative than previous surveys.

Future considerations emerge from these data:

### **1. Consider Strengthening or Dropping Critical Thinking and Global Citizenship as FYS Goals**

It appears that these two FYS goals are not being addressed in a consistent manner across the UNIV 101 FYS. We recommend that these two goals be evaluated considering the time available within the seminars and the commitment of faculty to address these two goals. Although we believe them to be vital aspects of the first year experience for students, a more focused approach to these goals may be needed if they are to be addressed within the seminars.

### **2. Investigate How Course Registration and Advising are Addressed in FYS**

Responses to the newly-added questions asking who taught about course registration and advising class session reveal some confusion as to exactly who taught students about this topic. Moreover, 14% of faculty respondents and 21% of peer mentor respondents told us that no one taught about these topics in their courses. These are critical topics that are

essential for first-year students so we must learn more about exactly what is and is not occurring in UNIV 101 courses especially if there are courses where the information is being presented half-heartedly or omitted completely.

### **3. Improve FYS Assessment**

We repeat our recommendation from last year that we should implement a common survey to all FYS to ascertain what level of goal competency is held by all FYS students. This would also require that common goals be articulated for all FYS, regardless if they are Honors, Academic Major FYS, or Non-major specific FYS. We should also explore incentivizing the surveys to further increase response rates. Finally, if assessment of the FYS program is critical then additional methods should be used to assess it.

## Table of Contents

Executive Summary .....	2
Introduction.....	5
UNIV 101 .....	5
2011 Middle States Report .....	6
Assessment Method and Limitations .....	7
Survey Results .....	8
Student Survey .....	9
Peer Mentor Survey .....	16
Faculty Survey .....	19
Biology Sections .....	24
Academic Advising.....	32
Analysis.....	33
Middle States recommendations and suggestions .....	33
UNIV 101 Course Structure and Setup.....	35
FYS Purpose .....	35
Future Considerations .....	37
Strengthen or Drop Critical Thinking and Global Citizenship as FYS Goals .....	37
Investigate How Course Registration and Advising are Addressed in FYS.....	37
Improve FYS Assessment.....	38
Conclusion .....	38
References.....	39
Appendix A: Student Survey Instrument .....	40
Appendix B: HHMI and Biology Survey Questions .....	51
Appendix C: Peer Mentor Survey Instrument .....	53
Appendix D: Faculty Survey Instrument .....	57
Appendix E: Student Survey Responses.....	65
Appendix F: HHMI and Biology Questions Survey Responses.....	74

## Introduction

The Center for Teaching and Assessment of Learning, in collaboration with the First Year Seminar Office, conducted an assessment of the First Year Seminar (FYS), UNIV 101, which occurred in fall 2013 at the University of Delaware. These courses impact a large number of UD students; this fall, 1,452 – just over 1/3 - of the university's 4,226 first-year students were enrolled in UNIV 101 courses. This assessment is framed primarily using relevant observations and recommendations made to UD by the 2011 Middle States Commission on Higher Education Evaluation Team Report (Cohon, et al., 2011) and provides data to inform decision making to further develop this important, impactful program.

### UNIV 101

UNIV 101 courses are one-credit, pass/fail courses that meet twice a week during the first eight weeks of the fall semester. Incoming first year students are assigned to an FYS course section by their advisors during the summer New Student Orientation program. Although all first year students are required to participate in an FYS course, at least forty-eight majors do not require their students to participate in UNIV 101 courses but offer their own discipline-specific FYS course (University of Delaware, 2013). In total, there were 76 sections of UNIV 101 with an average class size of 22 students.

The larger First-Year Experience (FYE) program has six learning outcomes; they are listed below with the outcomes for FYS in italics:

1. Identify how your personal decision-making can impact your well-being and your ability to reach your goals.
2. Engage in experiences that contribute to your understanding of what it means to be a respectful and contributing member of a diverse community and global society.
3. *Develop a plan to ensure your academic success at UD while benefiting from the many resources available to you.*
4. *Begin to develop your ability to critically analyze and synthesize information.*
5. Deliver, using appropriate technology, a reasoned, persuasive argument both orally and in writing.
6. *Develop mentoring relationships.*

Faculty for the UNIV 101 course are volunteers who are solicited and ultimately selected by the FYS faculty director, Dr. Avron Abraham. These faculty are broadly representative of the colleges and disciplines at UD. They are compensated for one credit hour of overload at their rank. Most course sections are taught by regular faculty members with some sections taught by academic advisors or senior administrators e.g., Director of Residence Life. Faculty facilitate most class sessions with at least three sessions assigned to undergraduate peer mentors.

Each UNIV 101 section also has a peer mentor. As described on the FYS website, a peer mentor is “an upper class student who serves as a resource and role model for first-year students. A peer mentor meets a required GPA of 2.8 and is involved in several organizations around campus. Peer mentors serve as a liaison between the faculty member and the students and maintains and upholds the following roles and responsibilities.” These students attend each UNIV 101 class, meet weekly with the faculty member teaching that class, and hold out-of-class meetings and activities for their UNIV 101 students. To prepare for their role as a peer mentor, each student enrolled in a one-credit UNIV 301 course in the spring of 2013. Peer mentors are compensated \$800 with an additional \$100 for each year they serve in the role.

Organizationally, the FYS is one component of the FYE program directed by the FYS faculty director who also has responsibility for Discovery Learning Experience, University Studies, Academic Enrichment, the FYS, and for this year, served as interim director of Disability Support Services. The faculty director is supported by one professional staff member, a graduate student, and an administrative assistant. The professional staff member provides all training and support to the peer mentors who help implement the program.

### **2011 Middle States Report**

In 2011, the university underwent review by the Middle States Commission on Higher Education to renew its regional accreditation. A significant outcome of that review was a final report delivered to the university and the accrediting agency by an evaluation team. Although this report recommended renewal of regional accreditation, it made several significant recommendations and suggestions. Two of them are particularly relevant to the FYS program: improving diversity and enhancing the FYE.

Improving diversity and the experience of underrepresented minorities is a key theme of the Middle States report that cuts across several specific recommendations and suggestions. The report recommends that the university “commit itself forcefully and visibly to improving its

diversity” (p. 7), “develop plans for increasing the racial/ethnic diversity of its student body” (p. 8), and “study the reasons for the significantly lower graduation rate for students from underrepresented minorities, especially African American students, and develop concrete steps for improvement” (p. 8). Diversity is also a key theme in the university’s strategic plan *Pathways to Prominence* and the university has made a significant, visible commitment to increasing diversity and improving the experience of diverse individuals at UD.

In discussing the university’s undergraduate experience, the Middle States report draws attention to the entire FYE program. The report notes that the program “seems diffuse, perhaps seeking to do too much” (p. 9) and “is uneven” (p. 9). The report continues by stating that “student satisfaction [for the FYS] is reported to be modest at best, and the fact that the FYS is only a one-credit pass/fail course implies that it is considered a lower priority” (p. 9). That section of the report concludes by specifically suggesting that UD “make the FYE a more integrated experience and expand a more uniform model across the university” (p. 9).

In 2015, we must respond to the observations, suggestions, and recommendations in the Middle States report. This is a key part of maintaining our regional accreditation. Assessment activities and program developments should be built around the suggestions and recommendations made in the Middle States report if we are to provide an informed, positive response.

### **Assessment Method and Limitations**

As in previous years, we used three separate Web-based surveys to assess the FYS program. These instruments were similar to those used in the past two years with some questions removed or edited to ensure the responses in the three surveys can be meaningfully compared; copies of the instruments can be found in Appendices A-C. We solicited participation in the surveys differently this year by using the Qualtrics survey software to schedule and send e-mail directly to participants.

We sent e-mail invitations to each student, peer mentor, and faculty member inviting them to participate in their respective survey. Although a total of 360 students began the student survey, only 284 out of the 1,452 invited to participate completed it, a completion rate of 20%. Peer mentors and faculty responded in much higher proportions with 33 of the 64 (52%) peer mentors and 42 of the 57 (74%) faculty completing their survey. The response rate for students was lower than last year’s response rate (20% compared to 26%) but the response rate of faculty

was much higher (74% compared to 42%). The response rate of peer mentors was comparable to last year's (52% compared to 56%).

Although fewer UNIV 101 students completed this year's survey, overall results are more representative of the entire UNIV 101 student population than in previous years. The change in survey administration – directly e-mailing each student and following up with each non-respondent instead of asking faculty to e-mail their students – is likely responsible for this change. Last year, nearly a quarter of the UNIV 101 sections were completely unrepresented in the survey results. This year, at least one student from each section completed the survey with an average of five students in each section completing the survey. Table 1 compares some key demographic characteristics of the survey respondents with the entire UD first-year student population.

Table 1: Gender, Race/Ethnicity, and National Origin of Students

	<u>Survey respondents</u>	<u>All UD first-year students</u>
Female	68%	58%
Male	32%	42%
American Indian or Alaska Native	0%	< 1%
Asian	9%	5%
Black or African American	7%	5%
Hispanic or Latino	6%	9%
More than one race	4%	3%
Native Hawaiian or Other Pacific Islander	< 1%	< 1%
White	71%	73%
International	2%	3%

### **Survey Results**

A summary of some of the responses to each of the three surveys is presented below. The fourth section discusses a unique Biological Sciences FYS program involving two class sections. Percentages reported in this section are of those who responded to each question and do not include those who skipped that question. Where appropriate, responses were quantified and statistical tests performed to evaluate differences between groups of respondents. Detailed information is reported for t-tests performed between two groups of students (e.g., male and female respondents); for brevity, details are not reported for ANOVA and subsequent post-hoc analyses on differences between multiple groups. All results reported as significant are significant with an alpha value of .05 i.e.,  $p < .05$ .

## **Student Survey**

The student survey focuses on five general topics: connectedness, transition, UD resources, personal responsibility and diversity, and the FYS program. Where appropriate, responses were quantitatively assessed and compared; where they exist, significant differences between respondents of different genders or different races and ethnicities are reported. Tables with summary responses to all of the student survey questions (omitting the open-ended responses) can be found in Appendix E.

**Connectedness.** We directly asked students how connected they felt to their FYS faculty member and their FYS peer mentor. Most respondents – 65% – indicated that they felt very or somewhat connected to their FYS faculty member and even more respondents – 74% – indicated the same for their FYS peer mentor. However, a small minority of respondents indicated that they did not have an opportunity to form a relationship with their peer mentor (7%). Additionally, a similarly small group of respondents (8%) indicated that they did not have an opportunity to form a relationship with their advisor.

**Transition.** When asked if their participation in FYS made them feel better prepared for the second semester, most (81%) respondents answered in the affirmative. We also asked respondents about the value of several FYS activities and topics in helping them transition to UD; responses are shown in Table 2.

Table 2: Student-reported value of selected FYS activities and topics helping their transition to UD

<u>Activity or topic</u>	<u>Very valuable</u>	<u>Valuable</u>	<u>Somewhat valuable</u>	<u>Not valuable</u>	<u>Did not do</u>
Connecting with other freshmen	20%	36%	29%	10%	5%
Connecting with my peer mentor	15%	37%	30%	12%	7%
Connecting with my First Year Seminar faculty member	13%	35%	29%	14%	9%
Learning about the UD academic resources	33%	48%	16%	3%	1%
Meeting with my academic advisor	29%	33%	18%	8%	11%
Learning about UD academic expectations of me	27%	50%	15%	6%	3%

Newly added to this year’s survey were two questions about students’ transition to UD specifically related to newly-crafted learning outcomes for UD academic advising. The first question asked students how confident they are using UDSIS to register for classes. Just over two thirds (64%) of the students who answered this question responded “very confident” or “confident.” The second question asked students how confident they are finding information in the course catalog. Seventy percent of the students who replied to the question responded “very confident” or “confident.”

**UD resources.** In one multi-part question, we presented students with a list of UD academic resources and asked if they (a) were familiar or not familiar with a resource and (b) have or have not used it. It is important to note that many students responded to this survey after completing the first eight weeks of classes and may not have had time to use resources. Responses to this question are presented in Table 3.

Table 3: Student-reported familiarity and use of UD academic resources

<u>Resource</u>	<u>Familiar</u>	<u>Have used</u>
Library	92%	86%
Academic Advisor	82%	73%
Student Health Center	81%	50%
Study Abroad Program	72%	11%
Writing Center	67%	23%
Career Services Center	61%	27%
Student Health and Wellness Promotion	59%	18%

Math Tutoring Center	55%	19%
Office of Academic Enrichment	54%	25%
Counseling Center	47%	14%
Online Academic Workshops	40%	22%
Undergraduate Research Office	34%	6%

There were some significant differences between male and female respondents. More male respondents reported familiarity,  $t(77) = 2.022, p = .047$ , with online academic workshops. More men also reported using the Counseling Center,  $t(29.085) = 2.127, p = .042$ , and the Writing Center,  $t(36.556) = 2.343, p = .025$ . There were also significant differences between respondents of different races and ethnicities. Significantly more Black students reported familiarity with online academic workshops than Hispanic/Latino students. More students aggregated in the aggregated race/ethnicity “Other” category (American Indian, Hawaiian/Pacific Islander, international, multiracial, and “unknown”/unreported students) reported using the Counseling Center than Hispanic/Latino students. More Black students reported using the library than Hispanic/Latino students and more Black students reported using the undergraduate research office than Hispanic/Latino and White students.

**Personal responsibility and diversity.** In the same multi-part question reported above in Table 2, we asked students about the value of some of the FYS goals related to personal responsibility and diversity. Results are shown in Table 4.

Table 4: Student-reported value of selected responsibility and diversity FYS goals

<u>Goal</u>	<u>Very valuable</u>	<u>Valuable</u>	<u>Somewhat valuable</u>	<u>Not valuable</u>	<u>I didn't do this</u>
Discussing topics to ensure my health and safety, such as alcohol awareness	29%	46%	16%	8%	1%
Learning about cultural activities on campus	21%	37%	27%	10%	5%
Exploring how my actions can impact my health	26%	42%	24%	8%	< 1%
Exploring how my personal decision making impacts my ability to attain my academic goals	33%	41%	20%	5%	1%
Learning how to create an academic plan of courses or list the learning opportunities that I wish to participate in while attending UD	33%	44%	14%	5%	6%

In addition to this question, we asked respondents to describe an FYS activity that helped them become a global citizen where global citizenship was defined as “an awareness of the world as a global community recognizing the rights and responsibilities of citizens within it.” Although many (117) students indicated that they participated in one or more activities related to global citizenship, many of those responses were vague, unclear, or mentioned an activity with little or no relationship to global citizenship e.g., “going to the bookstore,” “discussion with classmates.” In our judgment, few (37) of the respondents provided examples of specific activities that addressed this goal in meaningful and substantive ways with several (15) of those respondents mentioning only Justice Sotomayor’s talk.

**FYS program.** Several questions throughout the student survey focused on specific aspects of the FYS program, including the purpose and structure of the FYS, faculty, peer mentor, and book *My Beloved World*.

**FYS goals and structure.** When we asked students their opinion about what was the most important purpose of the FYS, respondents provided the answers shown in Table 5. Among the 16 “Other” write-in responses, 7 (2%) were some form of “not helpful” or “useless.”

Table 5: Student-selected FYS purpose of most importance

<u>Goal</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Exploring majors and learning about academic opportunities at UD	86	28%
Gaining the academic skills needed to succeed at UD	71	23%
Connecting with other students	57	19%
Other	28	9%
Gaining the social skills needed to succeed at UD	23	8%
Learning more about myself	23	8%
Connecting with FYS faculty instructor	20	7%

Similarly, we asked students if their FYS had a theme and to describe that theme. Of the 151 students who responded to this question, the vast majority – 117 respondents or 78% – indicated that their FYS did not have a (memorable or discernible) theme. Even among the 34 respondents who indicated that their class had a theme, about one-third of them described that theme as being merely one or more of the goals of the course so it is likely that for those students their courses did not have a notable theme in the sense in which we mean it for this question.

We also asked students about some of the specific assignments in their FYS. First, they were asked how many assignments they were required to complete as displayed in Table 6. Second, student respondents were asked which assignment was most helpful and why; results are summarized in Table 7. The most frequent response, supplied by just over a quarter of the students who responded to this question, indicated that the passport was the most helpful assignment because “it made [them] go out and experience events on campus.” Other responses focused on specific campus resources including library resources (15 respondents; 8%), career resources (13 respondents; 7%), and campus resources broadly construed (3 respondents; 2%).

Table 6: Number of assignments in FYS

<u>Number of assignments</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
7 or more	39	13%
6	17	6%
5	8	3%
4	24	8%
3	21	7%
2	62	21%
1	63	22%
None	58	20%

Table 7: Most helpful FYS assignment

<u>Assignment topic</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Passport	49	26%
Other/unclassifiable	29	15%
No assignment was helpful	24	13%
Writing-focused activity e.g., journal, reflections	17	9%
Library resource-focused	15	8%
Career-related e.g., resume creation, visit to writing center	13	7%
Related to common reader or common reader author	11	6%
Goal setting or planning	10	5%
Major selection, academic planning, or academic advisor	8	4%
Connect with faculty other than FYS instructor	5	3%
Non-passport-related required event attendance	4	2%
Introduction to campus resources	3	2%
Drugs and alcohol awareness	2	1%

The survey instrument allowed students the opportunity to provide a suggestion for one change that would improve the experience for next year's students. One hundred and seventy one respondents provided comments and they are summarized in Table 8. Although the plurality (69 respondents; 40%) of the responses were difficult to categorize, nearly a quarter (37 respondents; 22%) suggested that the FYS class be made more interactive. Just over a tenth (18 respondents; 11%) made suggestions related to the passport but these suggestions were mixed with some requesting adjustments to the passport activity and others suggesting it be eliminated altogether. One tenth (17 respondents) requested that the FYS be made more academic

Table 8: Student suggestions to improve FYS

<u>Suggestion</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Other/unclassifiable	69	40%
More interaction and engagement	37	22%
Passport-related	18	11%
More academic/major focus	17	10%
Change FYS schedule	14	8%
Book-related	7	4%
Peer mentor-related	5	3%
Teach planning	4	2%

**Faculty.** In addition to the questions about the FYS instructor mentioned in previous sections, we also asked students how responsive they believed their FYS instructor to be. Responses are shown in Table 9. There were no significant differences between respondents of different gender or race/ethnicity.

Table 9: Perceived responsiveness of FYS faculty to students' questions/concerns

<u>Faculty responsiveness</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Always responsive	215	71%
Usually responsive	57	19%
Sometimes responsive	24	8%
Rarely responsive	5	2%

**Peer Mentor.** We also asked students how responsive they believed their FYS peer mentor to be. Responses are shown in Table 10.

Table 10: Perceived responsiveness of FYS peer mentor to students' questions/concerns

<u>Peer Mentor responsiveness</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Always responsive	251	83%
Usually responsive	42	14%
Sometimes responsive	7	2%
Rarely responsive	2	1%

In addition to asking students about the perceived responsiveness of their FYS peer mentor, we also asked them to describe how their peer mentor taught classes related to (a) safer sexuality and domestic violence, (b) alcohol awareness, (c) conflict resolution, and (d) any other well-taught topic. Responses to this question were quite varied but broadly indicate that as a group, peer mentors used a variety of approaches to teach these topics, including significant use of PowerPoint slides and discussion. Some responses simply commented on how well the peer mentor presented the material e.g. “Very well,” “Good.”

**Common reader.** When asked if they read *My Beloved World*, most respondents (238 respondents; 74%) replied that they did read the book. This is noticeably higher than the percentage of respondents who said they read the book last year (59%) although still not as high as the 82% who reported reading the common reader two years ago. Unlike last year, more students in some racial/ethnic groups – Hispanic/Latino and Asian – reported reading the book more than students in another racial/ethnic group – the aggregated race/ethnicity “Other” category (American Indian, Hawaiian/Pacific Islander, international, multiracial, and “unknown”/unreported students).

A second question about the common reader asked students how they had been affected by the book or Justice Sotomayor’s lecture. Exactly half of the students who responded to the question indicated that they found the book or lecture inspirational. Several (17 respondents; 7%) said that they wanted to attend the lecture but could not because they had another obligation, including a test scheduled at that time. Nearly a tenth (22 respondents; 9%) said that the book and lecture had no impact on them whatsoever with other (15 respondents; 6%) outright stating that they did not like the book. Last year, twenty percent of respondents disliked the book so this year’s book was better received.

## Peer Mentor Survey

The peer mentor survey focused broadly on the peer mentor experience, perceptions of the FYS class, and perception and opinions of the peer mentor's faculty instructor.

**Peer mentor experience.** When asked about what they gained as peer mentors, nearly all respondents provided positive responses. Nearly half (15 respondents; 47%) of the students who responded to this question indicated that their teaching or public speaking skills were significantly improved by their FYS peer mentor experience. Nearly one-fifth (6 respondents; 19%) of them described an improvement in their ability to mentor students. Several (3 respondents; 9%) specifically described how their experience made them more aware of the diversity of UD students and better able to interact with students different from them. The one negative response came from a student in a Biology-focused section, noting, "The classroom layout really affects your class dynamics and discussion. Our classroom was in the ISE building and had a lot of tvs in the room which made for a very difficult classroom."

Just as they were asked about their positive gains, we also asked peer mentors about their most frustrating experience. A significant majority of respondents (21 respondents; 68%) reported frustration in getting students to engage with the course material or with one another because of apathetic, uninvolved, or closed-minded students. Just like last year, one respondent summarized their frustration using the metaphor of "pulling teeth." Some offered half-hearted explanations for student apathy and non-participation, including tired students enrolled in an early morning class and shyness. Unlike previous years, some (3 respondents; 10%) peer mentors specifically indicated that their interactions (or lack thereof) with their faculty was their biggest frustration.

Two questions on the peer mentor survey focused on improving the peer mentor experience. First, topics that should be included in peer mentor training were solicited. The majority of respondents (21 respondents; 70%) reported complete satisfaction with training or explicitly noted that nothing should be added. Some respondents (4 respondents; 13%) requested additional training in course registration, advising, and majors. Two respondents (7%) asked for additional training focused on classroom management and teaching.

The second question focused on improving the peer mentor experience and asked them how FYS could be improved for next year's peer mentors. Over a quarter (8 respondents; 28%) of the respondents suggested changes ranging from shortening the required training for veteran

mentors to including specific topics in training e.g., how to engage students, show video of peer mentoring teaching an actual FYS section. Five respondents (17%) indicated substantial satisfaction with the experience and recommended nothing be changed. Four respondents (14%) asked that faculty-peer mentor communication be improved and another group of four respondents asked that peer mentors be allowed more responsibility and more input into the course content.

**FYS course.** Just as we asked FYS participants their opinion about what was the most important purpose of the FYS, we also asked peer mentors and their answers shown in Table 11. The five write-in responses: “Freshman leaving this class as more confident, comfortable, socially adjusted, and educated in order to further succeed at UD,” “Freshmen gaining knowledge of UD's resources,” “I try to create, with my faculty member, an all inclusive FYS Program to prepare students for university life,” “Freshmen exploring majors and learning about academic opportunities at UD, but also Freshmen exploring the various other programs and resources that UD offers,” and “combination of all of these components.”

Table 11: Peer mentor-selected FYS purpose of most importance

<u>Goal</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Freshmen gaining social skills needed to succeed at UD	8	22%
Freshmen exploring majors and learning about academic opportunities at UD	7	19%
Freshmen connecting with other students	7	19%
Other (write-in response)	5	14%
Freshmen learning more about themselves	4	11%
Freshmen gaining academic skills needed to succeed at UD	3	8%
Freshmen connecting with a Peer Mentor	2	5%
Freshmen to develop the skills to critically analyze a problem	1	3%

We asked peer mentors to comment on student reaction to the common reader and author lecture. All of the respondents reported that their section used the book and its themes to some degree with over half of the respondents reported that their section used them in several different ways over multiple days. Nearly all of the peer mentors who responded indicated that the students who attended Justice Sotomayor’s talk greatly enjoyed it and were inspired by it with

only two respondents explicitly indicating that their students did not enjoy it or were unaffected. Few respondents explicitly stated that many of their students could or did not attend the talk although a few used guarded language (e.g., “those who attended the event,” “the students who did go”) indicating that a substantial number of students did not attend the event. Nearly all of the peer mentors who expressed an opinion on the book and author praised them: “Loved it! My favorite so far!” “I thought Sonia was the best speaker in my four years here and the most real and interesting book.” “It will be hard to top this year's book! I think this book was great compared to years past because it was very relatable to the transition to college.” The praise was not universal, however, with one respondent expressing that “general feelings regarding the book were not great” and another noting, “Most of our students did not read the book.” One peer mentor provided constructive feedback that “...there needs to be a better way of having the faculty incorporate the book throughout the FYS meetings.”

Two questions focused on the structure of the class. The first question asked peer mentors how many class sessions they taught during the course. Thirty-three peer mentors replied to this question and if we make the best-case assumption that the two who replied that they taught “7 or more” class sessions only taught 7 sessions then these respondents taught an average of 4 class sessions. The second question asked if the typical course meeting schedule – twice weekly during the first eight weeks – was changed. Except for the peer mentors in the Biology sections, only one respondent indicated that they made a significant change to the typical FYS schedule: “For the last four sessions we met only on Tuesdays for 4 weeks instead of twice a week for two weeks. Last year the spring courses were not up when we taught our class about registration so it was hard to teach it effectively. We wanted the class to end later [sic] in the semester so we would be sure that spring courses were up and we could better help students in planning for registration.”

We acknowledged that peer mentors are expected to spend some time with their students outside of class by asking if they did so, their reasons, and examples. Nearly all respondents replied “yes” and described unplanned social interactions or e-mail communications. Five (14%) respondents, however, specifically described planned or required interactions with four of them describing scheduled one-on-one meetings.

Finally, just as we asked peer mentors for suggestions on how to improve the course for next year's peer mentors we also asked for suggestions to improve the course for next year's

FYS students. Although the respondents offered many excellent suggestions, few were common to more than two respondents. Five respondents (19%) recommended that something related to the book be improved although the recommendations were mixed. Three respondents (11%) specifically asked that the conflict resolution class be improved. Another three respondents (11%) made vague recommendations that the course be made more exciting or engaging.

**Faculty instructor.** We also asked peer mentors to describe their and their FYS students' interactions with the FYS faculty instructor. Respondents provided mostly positive responses (e.g. "I loved interacting with my faculty instructor, we grew to have a great relationship by the end of the 8 weeks." "I had a completely positive experience and truly enjoyed working with my faculty.>"). A handful of comments, however, mentioned issues of miscommunication or poor planning but there were no broad or systemic trends. In a similar question asking about their own interaction with their faculty, peer mentors overwhelmingly reported positive interactions. This is reinforced by the positive responses to a question asking the peer mentor if their faculty member should be an FYS instructor again next year; there were only four responses (13%) that were not an enthusiastic "yes" and those responses indicated either a personal preference to work with a different faculty member or a recommendation that someone speak with the faculty member to help him or her make some important adjustments.

### **Faculty Survey**

The faculty survey focused on the FYS program, the faculty instructor's peer mentor, and the faculty member's experience.

**FYS program.** We asked faculty several questions focused on the implementation of the FYS course. We asked if faculty used the FYS passport. Most replied that they used the passport (19 respondents; 42%) or something similar (20 respondents; 44%).

We also asked faculty to comment on the common reader and author visit. Of the 44 respondents to the question asking how they used the book in their class, over half (25 respondents; 57%) responded that they made use of the book beyond a single class discussion and required attendance at the author's talk. None of the respondents told us that they did not use the book at all but over a quarter of them (12 respondents; 27%) made minimal use of the book with only one class discussion or required attendance at the author's talk. Most faculty reported that the author's talk had a positive impact on their students but several noted that many students did not attend her talk. One comment, in particular, echoed some comments provided by

students: “For those that were able to attend, it was very impactful. Many of the students were in a math class that was holding an exam at the time of the talk and would not change the test. Would seem to me that a course that was primarily populated with first year students shouldn't be holding an exam at the time the common reader authors public talk.” Overall, most (25 respondents; 69%) faculty had a positive view of the book and author with many praising the book for its relevance and the author for her engaging speaking style. A few (4 respondents; 11%) were largely disapproving of the book with one of those respondents appearing to disapprove of the idea of a common reader altogether (“I think the money would be better invested in the class”).

Faculty provided many varied responses when asked about the activity that has the most significant impact on their students. Activities that were reported by more than 2 faculty members are listed in Table 12. Note that many faculty responded with multiple activities. Further, there is likely overlap in some of the activities listed below e.g., many student panels were explicitly organized by peer mentors.

Table 12: Faculty-reported impactful activities

<u>Activity</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Student panels	10	16%
Other	9	15%
Field trips	6	10%
Author	6	10%
Peer mentor	5	8%
Career services or career-related	5	8%
Class discussions	4	7%
Meal or food	4	7%
Public safety	3	5%
Passport	3	5%
Guest speaker	2	3%
Study abroad	2	3%
Mechanical Hall	1	2%
Scavenger hunt	1	2%

Two questions focused on how faculty spent time with students. In the classroom, most faculty (22 respondents; 73%) not teaching a discipline-specific section (e.g., biology, music) indicated that they retained the original 8-week, twice-a-week course schedule. Some (5 respondents; 17%) made minor modifications such as adding or subtracting a class. The discipline-specific sections met throughout the semester. Table 13 reports the number of times that faculty reported meeting with UNIV 101 students outside of class time. As shown, these numbers are noticeable different compared to those of the previous year with many more faculty not meeting at all with their students outside of class.

Table 13: Faculty-reported meetings with UNIV 101 students outside of class

	<u>2012</u>		<u>2013</u>	
	<u>Number of respondents</u>	<u>Percentage of respondents</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
None	6	22%	15	47%
One or two times	17	63%	13	43%
Three or four times	1	4%	0	0
Five or more times	3	11%	4	13%

Although most student respondents said that their FYS course did not have a (memorable or prominent) theme, two-thirds (16 respondents) of the faculty respondents said that their course did have a theme. Some of these themes were relatively well-defined and specific e.g., “Role of the Supreme Court in our society,” “Moral luck,” “the benefits of confronting foreignness.” Other courses had more loosely defined themes or themes that changed throughout the course.

Similar to how we asked students and peer mentors their opinion of the top purpose of FYS, we asked faculty their opinion (a) what were the top three purposes of their FYS and (b) what should be the top three purposes of the UD FYS. Results are shown in Tables 14 and 15, respectively.

Table 14: Faculty-reported top purpose of their FYS

<u>Goal</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
-------------	------------------------------	----------------------------------

Freshmen connecting with other students	13	30%
Freshmen gaining academic skills needed to succeed at UD	9	20%
Freshmen exploring majors and learning about academic opportunities at UD	6	14%
Freshmen learning more about themselves	4	9%
Freshmen gaining social skills needed to succeed at UD	3	7%
Global citizenship	3	7%
Other	3	7%
Freshmen connecting with FYS faculty	1	2%
Freshmen connecting with a Peer Mentor	1	2%
Freshmen to develop the skills to critically analyze a problem	1	2%
Freshmen to develop written communication skills	0	0%
Freshmen to develop oral communication skills	0	0%

Table 15: Faculty-reported desired top purpose of UD FYS

<u>Goal</u>	<u>Number of respondents</u>	<u>Percentage of respondents</u>
Freshmen connecting with other students	11	27%
Freshmen learning more about themselves	8	20%
Freshmen exploring majors and learning about academic opportunities at UD	6	15%
Freshmen gaining academic skills needed to succeed at UD	4	10%
Freshmen gaining social skills needed to succeed at UD	3	7%
Global citizenship	3	7%
Other	3	7%
Freshmen to develop the skills to critically analyze a problem	2	5%
Freshmen connecting with FYS faculty	1	2%
Freshmen connecting with a Peer Mentor	0	0%
Freshmen to develop written communication skills	0	0%
Freshmen to develop oral communication skills	0	0%

The “Other” write-in responses for these two questions about the purposes of FYS were:

- Freshmen exploring campus resources and learning about non-academic opportunities at UD
- Freshmen learning about the opportunities and resources available to them at UD.
- Freshmen getting to know cultural activities on campus; Freshmen discovering opportunities such as Study Abroad
- Having a place and safe space to ask questions and problem solve as they transition; being in the "same boat" with others and having people to facilitate process (faculty and peer mentor)
- Freshmen learning how to get help for any problems they experience at UD (personal, academic, etc.)
- Opportunity to explore rich campus cultural life such as theater and art shows
- Helping with FY transitions

Finally, we asked faculty how the FYS could be improved for next year's students and faculty. Six respondents – 18% – replied that the book selection should be improved with several of them commenting on the need for a book accessible to first-year students. Other responses were too dissimilar to be easily categorized and summarized.

**Peer Mentor.** Several of our questions for faculty focused on their opinion of and relationship with their peer mentor(s). Beginning at the most basic level, we were interested in knowing if faculty met with their peer mentor(s) prior to the first class session. All of the respondents met or communicated with their peer mentors prior to the first class with nearly all of the respondents (36 respondents; 86%) doing both. Only 3 faculty members (7%) did not physically meet with their peer mentor and only communicated electronically prior to the first class.

When we asked faculty how many times their peer mentor(s) taught an entire FYS class, they replied somewhat differently than how peer mentors replied when we asked them the same question. Just over one half of respondents (22 respondents; 52%) indicated that their peer mentor taught 3 classes and just over one quarter (11 respondents; 26%) indicated that their peer mentor taught 4 classes. Only one respondent indicated that his or her peer mentor taught 6 or more classes and no respondents indicated that their peer mentor taught no classes.

Just as student respondents indicated high levels of satisfaction with their peer mentors, nearly all faculty provided glowing reviews of their peer mentors with only one (3%) providing a mixed opinion (“Average. Not particularly helpful in class discussions that I participated in or led.”). Similarly, faculty unanimously agreed that their peer mentors appeared to connect well with their FYS students. Confirming this high opinion of peer mentors, only two faculty members (5%) did not recommend their peer mentor participate in FYS again next year.

**Faculty experience.** To gauge the faculty’s overall opinion of their FYS experience and its value, we asked them if they found the experience to be rewarding. Of the 45 faculty who answered this question, only one responded in the negative with a qualified response of “Mostly no. There were a few good sessions that were rewarding.” The other responses ran the gamut from gushing enthusiasm (“Yes, it was very rewarding. This is the 5th year I have been involved and this may have been the most rewarding year of them all.”) to reserved affirmation (“Enjoyed the class”).

### **Biology Sections**

Since 1992, the Howard Hughes Medical Institute (HHMI) has provided \$7,015,000 to UD faculty and students, nearly all of this in a series of five grants focused on undergraduate science education. The current grant was awarded in 2010 and provides \$1.2 million in funding through 2014 with Dr. Hal White serving as the principle investigator. This money is being used to fund interdisciplinary undergraduate education in the disciplines of biology and chemistry. One of the primary focuses of this grant is providing significant support throughout their first semester to students who have declared biological sciences as their major particularly those who are considered at risk as indicated by lower Math SAT scores. As in previous years, in the fall of 2013 there were two FYS sections taught by biology faculty and open only to biology majors with lower than average Math SAT scores. A total of 38 students were enrolled in the 2 HHMI sections of FYS.

In part due to the success of the HHMI program, the Biological Sciences department partnered with Residence Life and Housing and the FYE program to create UNIV 101 sections for all first-year students majoring in biology. Most of these students also lived in a new biology living-learning community. Overall, 158 students were enrolled in the six biology sections of UNIV 101.

**Biology section survey responses.** First, we note that eighty-four of the students enrolled in the HHMI and Biology sections of UNIV 101 participated in the student survey. This represents a 42% response rate, a much higher response rate than that enjoyed by the entire UNIV 101 population (20%). Not only did (proportionately) more of these students respond to the FYS student survey, they also responded in ways that indicates how their FYS experiences were different.

As shown in Table 16, more students in the HHMI and Biology sections understood the purpose of their FYS experience to be more focused on academics than in other UNIV 101 sections. Nearly three quarters (14 respondents; 74%) of the HHMI respondents and over half (39 respondents; 59%) of the non-HHMI Biology respondents indicated that their UNIV 101 course focused on academic skills or academic opportunities. In contrast, less than half (104 respondents; 47%) of the respondents in other UNIV 101 sections indicated that the most important purpose of their course was academic.

Table 16: Purpose of FYS reported by students in HHMI and Biology sections

<u>Non-biology</u>	<u>HHMI</u>	<u>Non-HHMI Biology</u>
Exploring majors and learning about academic opportunities at UD (27%)	Exploring majors and learning about academic opportunities at UD (42%)	Gaining the academic skills needed to succeed at UD (32%)
Connecting with other students (21%)	Gaining the academic skills needed to succeed at UD (32%)	Exploring majors and learning about academic opportunities at UD (27%)
Gaining the academic skills needed to succeed at UD (20%)	Connecting with other students (11%)	Connecting with other students (14%)
Other (11%)	Connecting with FYS faculty instructor (11%)	Learning more about myself (12%)
Gaining the social skills needed to succeed at UD (9%)	Learning more about myself (5%)	Other (6%)

When we focus more closely on the HHMI sections of UNIV 101, we find several differences that indicate a more positive experience for students in those sections. The HHMI

program at UD is a focused, established program that has been operating for several years so this is no surprise. Most of these differences are clearly positive, perhaps due to the fact that nearly all of the responses from HHMI students came from students in the section taught by a faculty member who has several years of experience teaching HHMI UNIV 101 sections. They found their FYS experience to be more valuable in helping them connect with other freshmen and learning how to create an academic plan. Students in HHMI sections also found that their FYS faculty member was more responsive than their peers in the Biology sections. More students in the HHMI sections reported familiarity with their academic advisor, the Career Services Center, and the library than students in the other UNIV 101 sections. Similarly, more students in the HHMI sections reported seeing their academic advisor and using the Career Services Center than students in the other UNIV 101 sections.

Other differences between the HHMI sections and other sections are more ambiguous. That HHMI students were required to complete significantly fewer assignments than their classmates in non-Biology sections simply reflects a difference in the structure of the different course sections. Similarly, that fewer students in the HHMI section used the math tutoring center than their non-Biology counterparts may indicate that the additional tutoring and academic support offered to these students is perceived as sufficient.

There are very few differences between the student survey responses of the students in the non-HHMI Biology UNIV 101 sections compared to the non-HHMI sections. They did not feel as strongly connected to their peer mentors as their peers in non-Biology and non-HHMI sections. Additionally, fewer students in the Biology sections of UNIV 101 used the resources of the Undergraduate Research Office when compared to students in the non-Biology, non-HHMI sections of the course.

**HHMI- and Biology-specific questions.** Students in the HHMI and Biology UNIV 101 sections were asked an additional set of questions (see Appendix B). To help assess the impact of the living-learning component, including its impact on students in these course sections but not in the living-learning residence hall, the first question asked students if they lived in George Read Residence Hall. Most (65 respondents; 82%) students indicated that they did live in that hall. In addition to comparing responses between the HHMI and non-HHMI Biology sections, we compared responses between George Read Residence Hall residents and non-residents; significant differences are highlighted below.

The remainder of the survey focused on two multipart questions. The first focused on the living-learning components of the course by asking students the value of activities carried out in the residence hall. The second sought self-reported data about the impact of the course by asking students how comfortable they were in meeting the goals of the program.

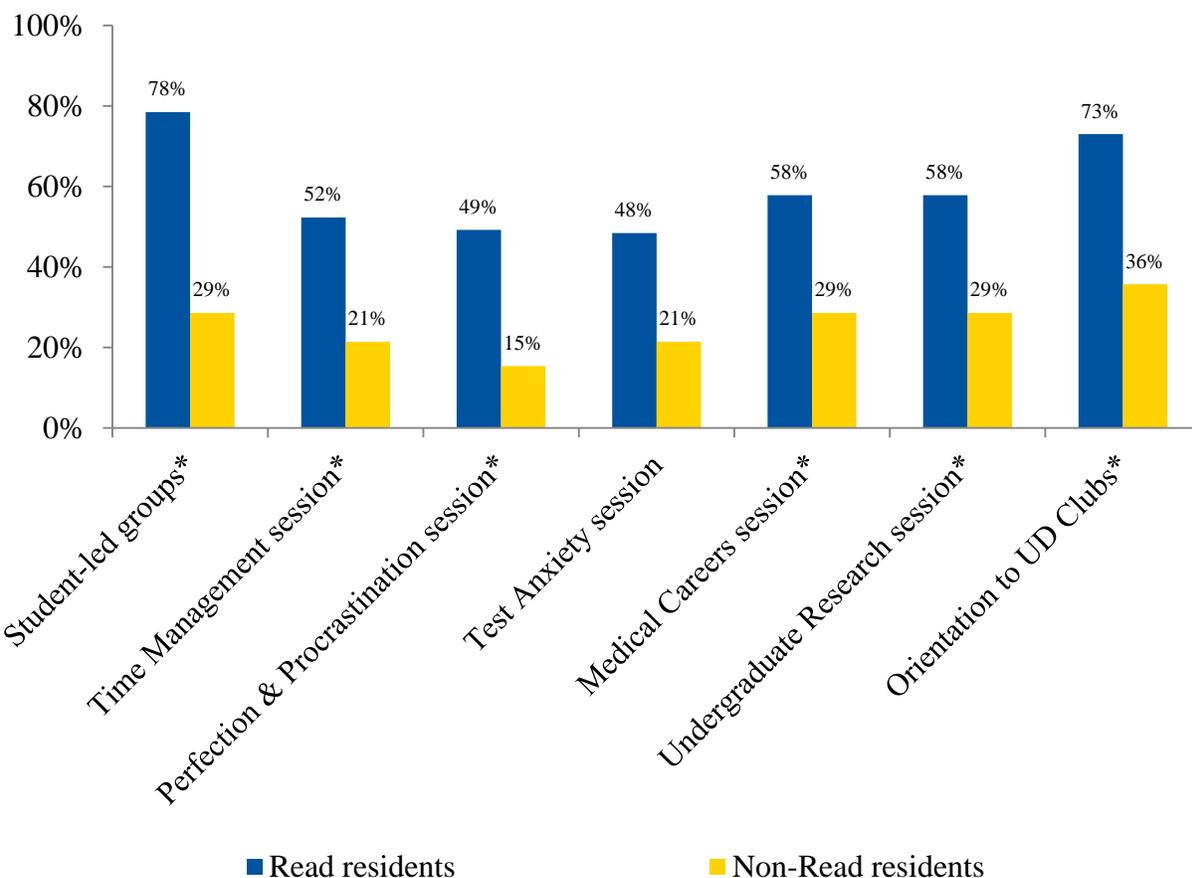
***Participation in living-learning activities.*** The second question in the additional set of questions for these students asked respondents to report the value of each of a set of activities: Student-led groups, Time Management session, Perfection & Procrastination session, Test Anxiety session, Medical Careers session, Undergraduate Research session, and Orientation to UD Clubs. Of course, not all students participated in every session so we provided a “I Didn’t Participate in This” response option. If we assume that students who did not participate in the activities selected that response option instead of reporting its value then we can (a) examine participation in each activity and (b) remove the non-participants when we examine the perceived value of the activities. It is important to note that this is an untested assumption and students may still have found value in the activities even if they did not attend.

Although students in the HHMI sections participated in three activities on average and those in the non-HHMI Biology sections participated in four activities on average, this difference is not statistically significant,  $t(75) = -1.536, p = .129$ . For one specific activity, however, there was a significant difference in the number of students who reported attending it: more non-HHMI Biology students participated in the Orientation to UD Clubs session,  $\chi^2(1, N = 78) = 5.94, p = .030$ .

It is not surprising that students who lived in George Read Residence Hall attended many more events than those who did not live there, an average of 4 events compared to 1 event,  $t(74) = 2.976, p = .002$ . This is evident when examining the reported levels of participation of each

event as shown in Figure 1. Chi-square tests show that all of these differences are significant ( $p < .05$ ) for all of these activities except for the Test Anxiety session.

Figure 1: Participation in Biology LLC activities



\* Statistically significant difference,  $p < .05$

**Impact of living-learning activities.** Of course, students perceived that some of these activities are more valuable than others. Table 17 lists the activities with the average perceived value (1-4 point scale) and the standard deviation for that rating; this table only includes responses from students who did not select the “did not participate in the activity” response. Although the students in the HHMI sections reported more value for all of the sessions, the difference was only statistically significant for the Test Anxiety session,  $t(33) = 2.596, p = .014$ . There were no significant differences between Read and non-Read residents.

Table 17: Perceived value of Biology LLC activities

		<u>N</u>	<u>Mean</u>	<u>Standard deviation</u>
Student-led student groups	HHMI	10	2.8	1.0
	Non-HHMI Biology LLC	46	2.7	1.0
Time Management session	HHMI	6	3.0	1.1
	Non-HHMI Biology LLC	32	2.5	0.9
Perfection & Procrastination session	HHMI	6	3.0	1.1
	Non-HHMI Biology LLC	29	2.4	0.9
Test Anxiety session*	HHMI	5	3.6	0.5
	Non-HHMI Biology LLC	30	2.4	1.0
Medical Careers session	HHMI	5	3.4	0.5
	Non-HHMI Biology LLC	37	2.9	1.0
Undergraduate Research session	HHMI	5	3.4	0.5
	Non-HHMI Biology LLC	37	2.9	1.0
Orientation to UD Clubs	HHMI	6	3.5	0.5
	Non-HHMI Biology LLC	46	2.9	0.7

\* Statistically significant difference,  $p < .05$

***Impact of FYS Biology and HHMI Biology sections.*** Students were asked about the impact of the FYS program by asking them how comfortable they were performing particular tasks as a result of their FYS: Learn mathematics, Learn biology, Learn chemistry, Make and keep friends, and Work well in a group. Table 18 lists goals with the average perceived impact of the FYS on each of them (1-4 point scale) and the standard deviation for that rating; this table only includes responses from students who did not indicate that the goal was not applicable for them.

Table 18: Perceived impact of HHMI and Biology sections

		<u>N</u>	<u>Mean</u>	<u>Standard deviation</u>
Learn mathematics	HHMI	14	2.4	1.1

	Non-HHMI Biology LLC	51	2.1	0.9
Lean biology	HHMI	14	2.5	1.0
	Non-HHMI Biology LLC	52	2.1	0.8
Learn chemistry	HHMI	14	2.8	0.9
	Non-HHMI Biology LLC	52	2.3	0.8
Make and keep friends	HHMI	13	1.8	1.1
	Non-HHMI Biology LLC	52	1.9	0.7
Work well in a group	HHMI	14	2.0	1.0
	Non-HHMI Biology LLC	53	1.9	0.8

Just as there was little difference in the impact of the Read activities for HHMI and non-HHMI students, there was no difference for these two groups in terms of impact of their FYS on these five outcomes. Although there were different levels of participation in the activities in George Read Residence Hall, there were also no significant differences between residents and non-residents for this question.

***Open-ended responses.*** Several of the questions in this survey asked students to provide open-ended responses or allowed them the opportunity select “Other” and type their response to a question. The responses to these questions can provide important information, especially for the Biology FYS sections since they are new and the faculty are open to change and improvement. This is particularly important if other departments are considering a similar model for their students’ required FYS course.

First, just as in the general UNIV 101 student population, a small minority of students in the non-HHMI Biology sections expressed significant displeasure with their FYS experience. However, these students were not uniformly negative and their responses can provide some valuable insight into potential improvements in these course sections especially since this was the first year for these sections. For the question that essentially asked if these special Biology UNIV 101 sections fulfilled their goals, nine of these students indicated that *all* of these goals were not applicable.

Some of these unhappy students indicated that they were frustrated that their Biology sections focused heavily on medical school. For example, in response to the question asking for one change that could improve FYS for next year’s students, one student wrote: “Don’t make the bio students take a seminar that is entirely about med school when most aren’t planning on med school.” This sentiment was echoed by a handful of other students, even those who found some

value in the experience, such as one student who recommended that the FYS “Be more encouraging to students, rather than to try and scare them from going for their dreams.”

Other unhappy students expressed disapproval of their faculty. One student provided comments describing the faculty member as “condescending” and another student told us that FYS could be improved if we “[provided] actual guidance instead of just making everyone feel bad about not having their life completely planned out.” One of the peer mentors for this faculty member provided a similar comment when asked about his or her most frustrating experience: “My faculty member crushed many dreams of my students. He set the standards high for med school applicants, and I got many complaints from my students asking if everything he said was true.” Of course, students complained – rightly and wrongly – about other faculty and other UNIV 101 sections but these comments seem to be ones that can be productively addressed. They are particularly important in the context of a course section aimed at a STEM major where extant literature is clear that a supportive culture are critical to improving retention and graduation, especially among underrepresented population.

Second, a noticeable number of students expressed satisfaction and enjoyment with a particular assignment made in some of the non-HHMI Biology sections. Described variously as “the protein assignment,” “database assignment,” or “library assignment,” students gave several reasons for enjoying this assignment. Some students focused on how the assignment provided them familiarity with library resources e.g., “it gave me some exposure to the library's systems,” “we had to use the library's databases to explore different genes. This was helpful in showing me how to access these sources because otherwise I probable would not have known.” We speculate that this assignment may have been successful for at least some students because it provided them with familiarity with a university resource in the context of their discipline.

We make one final observation about the purposes of UNIV 101 which are related to UD’s general education goals (e.g., “Engage in experiences that contribute to your understanding of what it means to be a respectful and contributing member of a diverse community and global society.”). Although students and peer mentors were not given the option of selecting a general education goal as the primary purpose of UNIV 101, faculty have the opportunity to include several general education goals in their UNIV 101 goal rankings. As shown in Tables 14 and 15 in the faculty survey section of this report, very few or no faculty respondents believe that

general education goals are important purposes of UNIV 101 despite the fact that goals of the FYS and the larger FYE program explicitly incorporate several general education goals.

### **Academic Advising**

In 2013, academic advisors at UD began a concerted effort to develop and assess university-wide student learning outcomes for academic advising. This effort is still in its early stages but three outcomes have been identified for first-year students:

1. By the first day of class in their first semester, students have accessed UDSIS
2. Students know the academic resources on campus available to all students (e.g., College Assistant Deans, University Studies Program, Office of Academic Enrichment, Writing Center, Math Lab, etc.)
3. By the first day of class in their first semester, students know critical dates on the University of Delaware academic calendar

Questions related to these outcomes were added to surveys related to New Student Orientation and this survey. In particular, students were asked how confident they were (a) Using UDSIS to register for classes and (b) finding information in the course catalog. As previously reported, responses to these questions were largely positive with just over two thirds (64%) of respondents were “very confident” or “confident” using UDSIS to register for class and seventy percent of respondents were “very confident” or “confident” finding information in the course catalog. There were no significant differences between students of different genders or race/ethnicity.

Faculty were asked if they held a class session focusing on course registration and advising and, if so, who taught it. Responses are show in Table 19. Of course, the most important responses are those the 14% who indicate that there were no class sessions at all focused on this topic.

Table 19: Faculty understanding of who taught course registration and advising class session

	Number of respondents	Percentage of respondents
Only faculty	15	34%
Only peer mentor	12	27%
Only someone else	1	2%
Several people	10	23%
No one	6	14%

Peer mentors were asked the same question and their responses were very different as shown in Table 20. The differences in the responses of these two groups indicates a significant disconnect between these groups. Although faculty provided a diverse set of responses indicating that responsibility for this important topic is spread out among several people, the majority of peer mentors believed that they were the only person who taught this topic.

Table 20: Peer mentor understanding of who taught course registration and advising class session

	Number of respondents	Percentage of respondents
Only faculty	2	6%
Only peer mentor	20	61%
Only someone else	1	3%
Several people	3	9%
No one	7	21%

### Analysis

By synthesizing the preceding results, we can build a clearer picture of UNIV 101 using the viewpoints of students, peer mentors, and faculty. Just as we opened this report by describing the recommendations and suggestions made by our regional accreditor, we open this section by looking for data in these surveys that speak to those recommendations and suggestions. We follow with analysis that focuses on other aspects of the course not mentioned by our accreditor, including the overall structure of UNIV 101 and the purpose of UNIV FYS.

#### Middle States recommendations and suggestions

The university's regional accreditor made recommendations and suggestions that touch on FYS. UD must respond to these recommendations and report progress in addressing them in our upcoming Periodic Review Report (PRR) so this section will focus on the limited information in these surveys that will help in our response.

**Diversity.** The Middle States report recommends that UD continue its efforts to increase diversity and improve the experience of underrepresented minorities; these goals are congruent with broader university planning and initiatives. Although there are some differences in the experiences of students of different races and ethnicities, the only pattern of responses is positive with significantly more Black students reporting familiarity with and use of some UD academic resources. Although this finding was not present in 2009, 2010, or 2011, it echoes last year's

survey results making this a noticeable trend that may indicate that there is a genuine phenomenon underlying it.

The FYS also has a goal of global citizenship and the common reader is selected to promote a heightened awareness. Not surprisingly, more Hispanic/Latino (and Asian) students reported reading this year's common reader written by a prominent and very successful Latina. It is unclear, however, how well the global citizenship goal is integrated into UNIV 101; this will be addressed shortly in a section discussing the relationship between UNIV 101 and UD's general education goals.

**Integration and Uniformity.** Although the Middle States report does not make a specific *recommendation* regarding FYE, it does make several important observations about FYE and FYS followed by a concrete *suggestion*. The observations focus on a lack of cohesion and unevenness in the FYE program that may be related to its diffusion across many academic departments. We cannot directly respond to that observation using these survey data as we only surveyed the 1,452 (out of 4,226 in total) first-year students who were not in discipline-specific FYS course sections but there is some valuable evidence here.

Responses from students and faculty indicate that there is a great deal of diversity in the impactful assignments in FYS themes and courses. It is evident that most courses employ out-of-class experiences to great effect but the nature and extent of those experiences varies. Nearly all faculty respondents reported using the FYS passport and a large number of students indicated that it was the most impactful (and enjoyable) assignment in their course.

In contrast to last year, few faculty specifically focused on the cohesion (or lack thereof) of the FYS program. Although one faculty member was verbose in stating the opinion that UNIV 101 lacks cohesion ("Truly connect it to student success initiatives, which are far more than just academics. There is a lot of research out there that illustrates the power of a FYS if it is designed well. Ours are too disjointed and hodgepodge.") in response to the question asking how FYS could be improved. Only one other faculty member provided a similar response.

Like last year, the experiences of students in the two HHMI sections of UNIV 101 provide further insight into the benefits of clear objectives centered on a central goal. The students in these sections indicated that their experience was more beneficial in important ways, particularly in how some key aspects of FYS helped them transition to UD, their knowledge of UD academic resources, and their belief that FYS is important in helping them gain academic

skills. The only areas in which HHMI respondents responded more poorly than their non-HHMI peers was in their use of some UD academic resources, likely indicating that they were getting support from other resources such as the HHMI program. We questioned why students in the non-HHMI Biology sections did not report a similarly better-than-normal experience. However, we can rationalize this finding because it was only that program's first year and it is anticipated to make adjustments and improvements next year.

Finally, the authors of the Middle States report wrote that "student satisfaction is reported to be modest at best" (p. 9). The results of this survey cannot be generalized to the entire FYE experience, but the broad body of evidence from these surveys indicates that the majority of these respondents are satisfied with their overall FYS experience.

### **UNIV 101 Course Structure and Setup**

In general, respondents to these three surveys indicated satisfaction with their FYS experience and their responses are consistent with responses to the surveys conducted in 2011 and 2012. Student responses were particularly positive in regards to their interactions with their peer mentor. Peer mentors also offered a positive view of UNIV 101, their faculty, and their training.

For two years, we have kept a close eye on the survey questions that focus on how many class sessions peer mentors teach. In fact, this was one of the primary recommendations in last year's report. This year, we modified the surveys to give us more precise responses (exact numbers instead of ranges) and peer mentors reported that they taught an average of four classes whereas faculty reported an average of three classes. This seems to be close to or completely aligned with the general expectation that peer mentors are only expected to teach three courses. It may be worth investigating the handful of peer mentors and faculty that reported that they taught many more courses than expected. It is notable that none of the written responses focused on the number – high or low – of courses taught by the peer mentor, providing indirect evidence that this issue seems to be well in hand.

### **FYS Purpose**

Each of the three groups of respondents were asked about their perceptions of the purpose of the FYS course with faculty asked an additional question about the purposes they believe should be most important. Table 21 lists the top five responses for each of these questions. We suggest that there are two possible interpretations of these data. First, it is clear that all three

groups believe that the FYS is a balance of academic skills and knowledge with social acclimation. Faculty also believe that those purposes should be balanced. The alignment between the perceptions of these three groups and faculty objectives indicates broad agreement that the FYS is and should be achieving that balance.

Second, peer mentors appear to have a slightly different understanding of the purposes of the FYS compared to both faculty and students. This is indicated by the fact that a large number of both faculty and students indicated that “freshmen gaining academic skills needed to succeed at UD” is the top purposes of the FYS but peer mentors do not share that perception. This is likely due to the focus and purpose of the peer mentors who provide a social emphasis in contrast to the academic and intellectual emphases provided by the faculty. However, FYS staff may want to investigate this to ensure that Peer Mentors’ understanding of the overall purpose of UNIV 101 is aligned with its intended purpose.

Table 21: Purpose of FYS reported by students, peer mentors, and faculty

<u>Students experienced</u>	<u>Peer mentors experienced</u>	<u>Faculty enacted (weighted)<sup>1</sup></u>	<u>Faculty desired (enacted)<sup>1</sup></u>
Exploring majors and learning about academic opportunities at UD (28%)	Freshmen gaining social skills needed to succeed at UD (22%)	Freshmen connecting with other students	Freshmen gaining academic skills needed to succeed at UD
Gaining the academic skills needed to succeed at UD (23%)	Freshmen exploring majors and learning about academic opportunities at UD (19%)	Freshmen gaining academic skills needed to succeed at UD	Freshmen connecting with other students
Connecting with other students (19%)	Freshmen connecting with other students (19%)	Freshmen exploring majors and learning about academic opportunities at UD	Freshmen learning more about themselves
Other (9%)	Other: (14%)	Freshmen learning more about themselves	Freshmen exploring majors and learning about academic

<sup>1</sup> Unlike students and peer mentors who were asked to only indicate their top goal, faculty were asked to rank their top three goals. These responses are the goals with the top five sums of weighted responses with the first goal receiving a weight of 3, the second goal a weight of 2, and the third goal a weight of 1.

			opportunities at UD
Gaining the social skills needed to succeed at UD (8%)	Freshmen learning more about themselves (11%)	Freshmen gaining social skills needed to succeed at UD	Freshmen gaining social skills needed to succeed at UD

### **Future Considerations**

Although these survey results cannot be generalized to all UNIV 101 course sections or all FYS experiences, they do represent a significant portion and can be used to inform change or further research. In this section are four ideas that could help improve FYS with a particular focus on responding to the recommendations and suggestions provided by our regional accreditor.

#### **Consider Strengthening or Dropping Critical Thinking and Global Citizenship as FYS Goals**

It appears that these two FYS goals are not being addressed in a consistent manner across the UNIV 101 FYS. It is the recommendation of the Center for Teaching & Assessment of Learning that these two goals be evaluated considering the time available within the seminars and the commitment of faculty to address these two goals. Although we believe them to be vital aspects of the first year experience for students, a more focused approach to these goals may be needed if they are to be addressed within the seminars.

#### **Investigate How Course Registration and Advising are Addressed in FYS**

Responses to the newly-added questions asking who taught about course registration and advising class session reveal some confusion as to exactly who taught students about this topic. Moreover, 14% of faculty respondents and 21% of peer mentor respondents told us that no one taught about these topics in their courses. These are critical topics that are essential for first-year students so we must learn more about exactly what is and is not occurring in UNIV 101 courses especially if there are courses where the information is being presented half-heartedly or omitted completely.

## **Improve FYS Assessment**

Although these surveys are useful and their results informative, we should significantly improve how we assess a program that impacts all UD students. Much of this burden rightfully falls to UD's Center for Teaching and Assessment of Learning (CTAL). As recommended last year, these survey instruments were improved. By providing us with more detailed data, these improvements allowed us to address another of last year's recommendations that focused on the number of classes taught by peer mentors. Adding and aligning the questions about the purpose of FYS across all three surveys also allowed us to make more direct comparisons between the perceptions of each group. And adding the questions focused on advising have alerted us to a possible issue that should be addressed in future courses. We also professionalized the administration of the surveys this year by changing how they were administered for most respondents and this gave us much greater representation across all of the UNIV 101 sections.

However, we still have more work to do. We repeat our recommendation from last year that we should implement a common survey to all FYS to ascertain what level of goal competency is held by all FYS students. This would also require that common goals be articulated for all FYS, regardless if they are Honors, Academic Major FYS, or Non-major specific FYS. We should also explore incentivizing the surveys to further increase response rates. Finally, if assessment of the FYS program is critical, then additional methods should be used to assess it.

## **Conclusion**

Nearly every UD student participates in a First Year Seminar, a fact that our regional accreditor seized upon in their 2011 report when the program was singled out for suggested improvements. Since it has widespread impact, it is also a natural place to examine and improve the experiences of students from underrepresented minorities, another area highlighted by the Middle States Commission on Higher Education. Although these survey results cannot be generalized to all UD students, they provide useful information directly and indirectly related those concerns; especially informative are the responses from students in the HHMI sections of UNIV 101, course sections with a strong academic focus and living-learning components that may provide models for further development of FYS. These data and the insight they provide can help us meet those concerns, contributing not just to our Middle States Periodic Review Report but also improving the experiences of University of Delaware faculty and students.

## References

- Cohon, J. L., et al. (2011). *Report to the Faculty, Administration, Trustees and Students of the University of Delaware*. Middle States Commission on Higher Education: Philadelphia, PA.
- Dillman, D. A., Eltinge, J. L., Groves, R. M., & Little, R. J. A. (2002). Survey nonresponse in design, data collection, and analysis. In R. M. Groves, D. A. Dillman, J. L. Eltinge, & R. J. A. Little (eds.) *Survey Nonresponse* (pp. 3-26). John Wiley & Sons: New York, NY.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2009). *Internet, Mail, and Mixed-mode surveys: The Tailored Design Method* (3rd ed.). Hoboken, NJ: John Wiley & Sons.
- University of Delaware. (2013). *FYS 2013-2014 by Major*. Retrieved from <http://fys.udel.edu/content/fys-2013-2014-major>

## Appendix A: Student Survey Instrument <sup>2</sup>

### First Year Seminar Student Survey Fall 2013

Q1 Please take a few minutes to tell us about your experience in your First Year Seminar class by participating in this very brief survey. 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 may help us improve the curriculum and format of the First Year Seminar course, including informing our selection of next year's book and author. Your responses will be confidential and will go directly to UD's Center for Teaching and Assessment of Learning (CTAL). Unless there are exceptional circumstances, we will not identify or link you with your responses in reports or summaries shared with UD faculty and administrators. This survey will take you about 8 minutes to complete. If you have questions about this survey or experience technical difficulties, please contact Kevin R. Guidry, CTAL Senior Research Analyst, at [krguidry@udel.edu](mailto:krguidry@udel.edu) Thank you for your participation.

### Q2 Demographic Information

Q3 What is your gender?

- Female (1)
- Male (2)
- Prefer not to disclose (3)

Q4 Are you Hispanic or Latino?

- Yes (1)
- No (2)

---

<sup>2</sup> This instrument was downloaded in Word from Qualtrics. For some questions, this version does not exactly replicate the appearance of the questions and response scales as they originally appeared on the Web.

Q5 Select one or more of the following races to describe yourself:

- American Indian or Alaska Native (1)
- Asian (2)
- Black or African American (3)
- Native Hawaiian or Other Pacific Islander (4)
- White (5)

Q6 Are you an international student?

- Yes (1)
- No (0)

Q7 Please select your FYS instructor and section:

<lengthy list of course sections and instructors omitted>

Q8 SECTION 1: The following questions pertain to your First Year Seminar.

Q9 Please rate your level of agreement with the statements below: As a result of my First Year Seminar (FYS)...

	Strongly Agree (4)	Agree (3)	Disagree (2)	Strongly Disagree (1)	Did not have the opportunity to form a relationship (-1)
I feel connected to my FYS faculty member (1)	<input type="radio"/>				
I am more comfortable talking to faculty (2)	<input type="radio"/>				
I feel connected to the peer mentor who helped teach my FYS class (3)	<input type="radio"/>				

Q10 As a result of participating in the FYS, I feel better prepared for the second semester:

- Strongly Agree (4)
- Agree (3)
- Disagree (2)
- Strongly Disagree (1)

Q11 Did you read My Beloved World by Sonia Sotomayor?

- Yes (1)
- No (0)

Q12 Briefly describe how the book My Beloved World by Sonia Sotomayor or her presentation affected you.



Q13 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 (4)	Valuable (3)	Somewhat Valuable (2)	Not Valuable (1)	I Didn't Do This (-1)
Connecting with other freshmen (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with my peer mentor (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Connecting with my First Year Seminar faculty member (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about the UD academic resources (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meeting with my academic advisor (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about UD academic expectations of me (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussing topics to ensure my health and safety, such as alcohol awareness (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning about cultural activities on campus (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Completing my FYS passport (9)	<input type="radio"/>				
Exploring how my actions can impact my health (10)	<input type="radio"/>				
Exploring how my personal decision making impacts my ability to attain my academic goals (11)	<input type="radio"/>				
Learning how to create an academic plan of courses or list the learning opportunities that I wish to participate in while attending UD (12)	<input type="radio"/>				

Q14 What was the most important purpose of the First Year Seminar?

- Connecting with other students (1)
- Exploring majors and learning about academic opportunities at UD (3)
- Connecting with FYS faculty instructor (4)
- Learning more about myself (5)
- Gaining the social skills needed to succeed at UD (6)
- Gaining the academic skills needed to succeed at UD (7)
- Other (8) \_\_\_\_\_

Q15 Please indicate how comfortable you are doing the following things as a result of your FYS.

	Very Comfortable (4)	Comfortable (3)	Somewhat Comfortable (2)	Not Comfortable at all (1)	Not applicable (-1)
Getting faculty to help me when I get stuck on schoolwork (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting help from other UD academic resources (tutors, Writing Center, etc.) when I get stuck on schoolwork (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting another student to help me when I get stuck on schoolwork (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16 What one change in the First Year Seminar would improve the experience for next year's students?

Q17 I found my First Year Seminar faculty member to be:

- Always responsive to students' questions/concerns (4)
- Usually responsive to students' questions/concerns (3)
- Sometimes responsive to students' questions/concerns (2)
- Rarely responsive to students' questions/concerns (1)

Q18 I found my First Year Seminar peer mentor to be:

- Always responsive to students' questions/concerns (4)
- Usually responsive to students' questions/concerns (3)
- Sometimes responsive to students' questions/concerns (2)
- Rarely responsive to students' questions/concerns (1)

Q19 How many written assignments did you need to complete in this course?

- No assignments (0)
- 1 assignment (1)
- 2 assignments (2)
- 3 assignments (3)
- 4 assignments (4)
- 5 assignments (5)
- 6 assignments (6)
- 7 or more assignments (7)

If No assignments Is Selected, Then Skip To SECTION 3: The following questions pe...

Q20 What assignment was most helpful to you and why?

Q21 SECTION 2: The following questions pertain to your experiences during your first semester at UD.

Q22 How confident are you...

	Very Confident (4)	Confident (3)	Somewhat Confident (2)	Not Confident (1)
Using UDSIS to register for classes (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding information in the course catalog (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q23 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 (1)	Not familiar (2)	Have used (1)	Have not used (2)
Academic Advisor (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career Services Center (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Counseling Center (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Math Tutoring Center (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Office of Academic Enrichment (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online Academic Workshops (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Health Center (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Wellness and Health Promotion (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Abroad Program (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate Research Office (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Center (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Please describe how your Peer Mentor taught about personal health and safety, conflict resolution, or any other topic that you thought was helpful to you or your fellow students.

Personal health and safety (1)

Conflict resolution (2)

Any other well taught topic (3)

Q25 The 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 during your FYS that helped you to become a global citizen.

Q26 Did your First Year Seminar course have a theme this year? If so, please describe that theme.

## Appendix B: HHMI and Biology Survey Questions<sup>3</sup>

Q27 SECTION 3: The following questions pertain to your specific FYS section.

Q29 Did you live in George Read Residence Hall this semester?

- Yes (1)
- No (0)

Q30 How valuable were the following activities carried out in George Read Residence Hall or your FYS class?

	Very Valuable (1)	Valuable (2)	Somewhat Valuable (3)	Not Valuable (4)	I Didn't Participate in This (5)
Student-led student groups (1)	<input type="radio"/>				
Time Management session (2)	<input type="radio"/>				
Perfection & Procrastination session (3)	<input type="radio"/>				
Test Anxiety session (4)	<input type="radio"/>				
Medical Careers session (5)	<input type="radio"/>				
Undergraduate Research session (6)	<input type="radio"/>				
Orientation to UD Clubs (7)	<input type="radio"/>				

---

<sup>3</sup> These questions were included in the student survey instrument only for respondents who indicated that they were enrolled in one of nine UNIV 101 sections associated with the Biology LLC.

Q28 Please indicate how comfortable you are doing the following things as a result of your FYS.

	Very Comfortable (4)	Comfortable (3)	Somewhat Comfortable (2)	Not Comfortable At All (1)	Not Applicable (-1)
Learn mathematics (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn biology (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn chemistry (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make and keep friends (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work well in a group (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q31 Thank you for your time. We wish you all the best for great success at the University of Delaware.

## **Appendix C: Peer Mentor Survey Instrument<sup>4</sup>**

First Year Seminar Peer Mentor Survey Fall 2013

Q1 Please take a few minutes to tell us about your experience as a Peer Mentor in a First Year Seminar class by participating in this very brief survey. While your participation in this survey is voluntary, we need your feedback to know how to make the future experiences of Peer Mentors and FYS students more valuable. Your responses will help us tailor the training we give to Peer Mentors, provide guidance to faculty on how to best work with Peer Mentors, and guide the content in the FYS course including the book and speaker. Your responses will be confidential and will go directly to UD's Center for Teaching and Assessment of Learning (CTAL). Unless there are exceptional circumstances, we will not identify or link you with your responses in reports or summaries shared with UD faculty and administrators. This survey will take you about 8 minutes to complete. If you have questions about this survey or experience technical difficulties, please contact Kevin R. Guidry, CTAL Senior Research Analyst, at [krguidry@udel.edu](mailto:krguidry@udel.edu) Thank you for your participation.

Q2 Your name:

Q3 Please select your FYS faculty:

<lengthy list of course sections and instructors omitted>

---

<sup>4</sup> This instrument was downloaded in Word from Qualtrics. For some questions, this version does not exactly replicate the appearance of the questions and response scales as they originally appeared on the Web.

Q4 What was the most important purpose of your FYS?

- Freshmen connecting with other students (1)
- Freshmen connecting with FYS faculty (2)
- Freshmen exploring majors and learning about academic opportunities at UD (3)
- Freshmen learning more about themselves (4)
- Freshmen gaining social skills needed to succeed at UD (5)
- Freshmen gaining academic skills needed to succeed at UD (6)
- Freshmen connecting with a Peer Mentor (7)
- Freshmen to develop the skills to critically analyze a problem (8)
- Freshmen to develop written communication skills (9)
- Freshmen to develop oral communication skills (10)
- Other: (11) \_\_\_\_\_

Q5 Did you spend time interacting with your FYS students out of class? Why or why not? Please give examples of your interactions with students outside of class.

Q6 How did you use My Beloved World by Sonia Sotomayor in your class?

Q7 What was the impact of Sonia Sotomayor's visit on your FYS students?

Q8 Do you have any additional comments about the book selection and author visit?

Q9 What have you personally gained or learned from being a Peer Mentor?

Q10 What was the most frustrating experience for you as a Peer Mentor?

Q11 Thinking about your experience as a Peer Mentor this semester, are there any topics that you believe should have been covered during your training to prepare you better for your role as a Peer Mentor?

Q12 How could FYS be improved for next year's Peer Mentors?

Q13 How could FYS be improved for next year's FYS students?

Q14 Did you hold a class session focusing on course registration and advisement?

- Yes, I taught it (1)
- Yes, my faculty member taught it (2)
- Yes, someone else taught it (3)
- No (4)

Q15 How many entire FYS classes did you teach?

- 0 (0)
- 1 (1)
- 2 (2)
- 3 (3)
- 4 (4)
- 5 (5)
- 6 (6)
- 7 or more (7)

Q16 How do you think the students responded to the faculty instructor and the content of the seminar?

Q17 Please list one or two topics taught by the faculty instructor that you think were well received by the students in the class.

Q18 The FYS was designed to meet twice weekly for the first eight weeks of the semester. Was this modified at all? If so, how and why?

Q19 Describe your interaction with the faculty instructor (both positive and negative aspects).

Q20 Would you recommend your faculty instructor for next year? Please explain.

Q21 Thank you for your time and feedback!

## Appendix D: Faculty Survey Instrument<sup>5</sup>

First Year Seminar Faculty Survey Fall 2013

Q1 Please take a few minutes to tell us about your experience teaching a First Year Seminar class by participating in this very brief survey. While your participation in this survey is voluntary, we need your feedback to know how to improve the experiences of FYS faculty and improve the content and structure of FYS courses. Your responses will help us modify the content and goals of the course, tailor the Peer Mentor training, and select the book and speaker for next year. Your responses will be confidential and will go directly to UD's Center for Teaching and Assessment of Learning (CTAL). Unless there are exceptional circumstances, we will not identify or link you with your responses in reports or summaries shared with other UD faculty and administrators. This survey will take you about 8 minutes to complete. If you have questions about this survey or experience technical difficulties, please contact Kevin R. Guidry, CTAL Senior Research Analyst, at krguidry@udel.edu

Q2 Please select your name:

<lengthy list of instructors omitted>

Q3 SECTION 1: First Year Seminar (FYS) and students' response

Q4 What was your overall impression of the first year students?

Q5 Did you find this experience rewarding? Yes or no, please explain.

Q6 Did you use the UD FYE passport?

- Yes (1)
- No, but I used something similar (2)
- No (3)

---

<sup>5</sup> This instrument was downloaded in Word from Qualtrics. For some questions, this version does not exactly replicate the appearance of the questions and response scales as they originally appeared on the Web.

Q7 Did you hold a class session focusing on course registration and advising?

- Yes, I taught it (1)
- Yes, my peer mentor taught it (2)
- Yes, someone else taught it (3)
- No (4)

Q8 What activity do you think had most significant impact on the students in your seminar (e.g., field trip, meal, workshops, guest speaker)?

Q9 How did you use *My Beloved World* by Sonia Sotomayor in your class?

Q10 What was the impact of Sonia Sotomayor's visit on your FYS students?

Q11 Do you have any additional comments about the book selection and author visit?

Q12 How many times did you meet with your seminar students outside of class time?

- None (0)
- One time (1)
- Two times (2)
- Three times (3)
- Four times (4)
- Five times or more (5)

Q13 What were the three most important purposes of your FYS? (Please click on the items in the left-hand column and drag them into the right-hand column.)

Most important purpose of your FYS	Second most important purpose of your FYS	Third most important purpose of your FYS
_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)
_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)
_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)
_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)
_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)
_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)
_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)
_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)
_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)
_____ Freshmen to develop oral	_____ Freshmen to develop oral	_____ Freshmen to develop oral

communication skills (10) _____ Global citizenship (11) _____ Other (12)	communication skills (10) _____ Global citizenship (11) _____ Other (12)	communication skills (10) _____ Global citizenship (11) _____ Other (12)
--	--	--

Q14 What should be the three most important purposes of the UD FYS? (Please click on the items in the left-hand column and drag them into the right-hand column.)

Most important purpose of the UD FYS	Second most important purpose of the UD FYS	Third most important purpose of the UD FYS
_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)	_____ Freshmen connecting with other students (1)
_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)	_____ Freshmen connecting with FYS faculty (2)
_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)	_____ Freshmen exploring majors and learning about academic opportunities at UD (3)
_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)	_____ Freshmen learning more about themselves (4)
_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)	_____ Freshmen gaining social skills needed to succeed at UD (5)
_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)	_____ Freshmen gaining academic skills needed to succeed at UD (6)
_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)	_____ Freshmen connecting with a Peer Mentor (7)
_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)	_____ Freshmen to develop the skills to critically analyze a problem (8)
_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)	_____ Freshmen to develop written communication skills (9)
_____ Freshmen to develop oral communication skills (10)	_____ Freshmen to develop oral communication skills (10)	_____ Freshmen to develop oral communication skills (10)
_____ Global citizenship (11)	_____ Global citizenship (11)	_____ Global citizenship (11)
_____ Other (12)	_____ Other (12)	_____ Other (12)

Q15 How could the FYS be enhanced/changed/improved for next year's students and faculty?

Q16 Was there a central theme to your FYS? If so, please describe it.

Q17 The FYS was scheduled to meet twice weekly for the first eight weeks of the semester. Did you modify this at all? If so, how and why?

Q18 Would you be a FYS instructor again?

- Yes (1)
- No (2)
- Not sure (3)

Q19 SECTION 2: Peer mentor

Q20 Did you meet your Peer Mentor(s) prior to the first seminar class?

- Yes, we met only in person (1)
- Yes, we met in person and communicated electronically (2)
- No, but we communicated electronically (3)
- No (4)

Q21 Do you think your Peer Mentor(s) was helpful? Please explain.

Q22 Based on your observations, how did the students in your FYS perceive and respond to their Peer Mentor(s)?

Q23 How many entire FYS classes did your Peer Mentor(s) teach?(If you taught multiple sections, please indicate the average number of sections across all of your sections.)

- 0 (1)
- 1 (2)
- 2 (3)
- 3 (4)
- 4 (5)
- 5 (6)
- 6 (7)
- 7 or more (8)

Q24 Please list one or two topics presented by your Peer Mentor(s) that you think were well received by the seminar students.

Q25 Would you recommend your Peer Mentor(s) for next year?

- Yes (1)
- No (2)
- Not sure (please explain) (3) \_\_\_\_\_

Q26 Thank you for your time and feedback!

## Appendix E: Student Survey Responses<sup>6</sup>

Question number	Question text	Response options	Number of responses	Percentage of responses
Q9a	Please rate your level of agreement with the statements below: As a result of my First Year Seminar...I feel connected to my FYS faculty member	Did not have the opportunity to form a relationship	26	7.2%
		Strongly Disagree	18	5.0%
		Disagree	69	19.2%
		Agree	144	40.0%
		Strongly Agree	63	17.5%
Q9b	Please rate your level of agreement with the statements below: As a result of my First Year Seminar...I am more comfortable talking to faculty	Did not have the opportunity to form a relationship	12	3.3%
		Strongly Disagree	11	3.1%
		Disagree	58	16.1%
		Agree	181	50.3%
		Strongly Agree	56	15.6%
Q9c	Please rate your level of agreement with the statements below: As a result of my First Year Seminar...I feel connected to the peer mentor who helped teach my FYS class	Did not have the opportunity to form a relationship	23	6.4%
		Strongly Disagree	8	2.2%
		Disagree	51	14.2%
		Agree	151	41.9%
		Strongly Agree	86	23.9%
Q10	As a result of participating in the FYS, I feel better prepared for the second semester:	Strongly Disagree	18	5.0%
		Disagree	44	12.2%
		Agree	199	55.3%
		Strongly Agree	59	16.4%
Q11	Did you read My Beloved World by Sonia Sotomayor?	No	82	22.8%
		Yes	238	66.1%
Q12	Briefly describe how the book My Beloved World by Sonia Sotomayor or her presentation affected you.	Open-ended text response	n/a	n/a

<sup>6</sup> Percentages may not sum to 100% because of item non-response i.e., respondents did not answer every question.

Q13a	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Connecting with other freshmen	I Didn't Do This	14	3.9%
		Not Valuable	31	8.6%
		Somewhat Valuable	90	25.0%
		Valuable	113	31.4%
		Very Valuable	63	17.5%
Q13b	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Connecting with my peer mentor	I Didn't Do This	22	6.1%
		Not Valuable	37	10.3%
		Somewhat Valuable	91	25.3%
		Valuable	114	31.7%
		Very Valuable	46	12.8%
Q13c	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Connecting with my First Year Seminar faculty member	I Didn't Do This	29	8.1%
		Not Valuable	43	11.9%
		Somewhat Valuable	89	24.7%
		Valuable	108	30.0%
		Very Valuable	41	11.4%
Q13d	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Learning about the UD academic resources	I Didn't Do This	4	1.1%
		Not Valuable	8	2.2%
		Somewhat Valuable	48	13.3%
		Valuable	148	41.1%
		Very Valuable	102	28.3%
Q13e	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Meeting with my academic advisor	I Didn't Do This	34	9.4%
		Not Valuable	26	7.2%
		Somewhat Valuable	57	15.8%
		Valuable	103	28.6%
		Very Valuable	90	25.0%
Q13f	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Learning about UD academic expectations of me	I Didn't Do This	8	2.2%
		Not Valuable	18	5.0%
		Somewhat Valuable	46	12.8%
		Valuable	154	42.8%
		Very Valuable	83	23.1%

Q13g	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Discussing topics to ensure my health and safety, such as alcohol awareness	I Didn't Do This	2	.6%
		Not Valuable	26	7.2%
		Somewhat Valuable	50	13.9%
		Valuable	142	39.4%
		Very Valuable	90	25.0%
Q13h	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Learning about cultural activities on campus	I Didn't Do This	16	4.4%
		Not Valuable	31	8.6%
		Somewhat Valuable	82	22.8%
		Valuable	115	31.9%
		Very Valuable	66	18.3%
Q13i	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Completing my FYS passport	I Didn't Do This	42	11.7%
		Not Valuable	71	19.7%
		Somewhat Valuable	67	18.6%
		Valuable	87	24.2%
		Very Valuable	42	11.7%
Q13j	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Exploring how my actions can impact my health	I Didn't Do This	1	.3%
		Not Valuable	25	6.9%
		Somewhat Valuable	73	20.3%
		Valuable	128	35.6%
		Very Valuable	81	22.5%
Q13k	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Exploring how my personal decision making impacts my ability to attain my academic goals	I Didn't Do This	4	1.1%
		Not Valuable	17	4.7%
		Somewhat Valuable	61	16.9%
		Valuable	127	35.3%
		Very Valuable	101	28.1%
Q13l	One of the goals of the First Year Seminar is to help you transition to the University of Delaware....- Learning how to create an academic plan of courses or list the learning opportunities that I wish to participate in while attending UD	I Didn't Do This	17	4.7%
		Not Valuable	14	3.9%
		Somewhat Valuable	42	11.7%
		Valuable	135	37.5%
		Very Valuable	101	28.1%

Q14	What was the most important purpose of the First Year Seminar?	Connecting with other students	57	15.8%
		Exploring majors and learning about academic opportunities at UD	86	23.9%
		Connecting with FYS faculty instructor	20	5.6%
		Learning more about myself	23	6.4%
		Gaining the social skills needed to succeed at UD	23	6.4%
		Gaining the academic skills needed to succeed at UD	71	19.7%
		Other	28	7.8%
Q15a	Please indicate how comfortable you are doing the following things as a result of your FYS.-Getting faculty to help me when I get stuck on schoolwork	Not applicable	9	2.5%
		Not Comfortable at all	26	7.2%
		Somewhat Comfortable	77	21.4%
		Comfortable	125	34.7%
		Very Comfortable	73	20.3%
Q15b	Please indicate how comfortable you are doing the following things as a result of your FYS.-Getting help from other UD academic resources (tutors, Writing Center, etc.) when I get stuck on schoolwork	Not applicable	7	1.9%
		Not Comfortable at all	19	5.3%
		Somewhat Comfortable	57	15.8%
		Comfortable	128	35.6%
		Very Comfortable	98	27.2%
Q15c	Please indicate how comfortable you are doing the following things as a result of your FYS.-Getting another student to help me when I get stuck on schoolwork	Not applicable	9	2.5%
		Not Comfortable at all	13	3.6%
		Somewhat Comfortable	46	12.8%
		Comfortable	119	33.1%
		Very Comfortable	123	34.2%
Q16	What one change in the First Year Seminar would improve the experience for next year's students?	Open-ended text response	n/a	n/a
Q17	I found my First Year Seminar faculty member to be:	Rarely responsive to students' questions/concerns	5	1.4%
		Sometimes responsive to students' questions/concerns	24	6.7%
		Usually responsive to students' questions/concerns	57	15.8%
		Always responsive to students' questions/concerns	215	59.7%
Q18	I found my First Year Seminar peer mentor to be:	Rarely responsive to students' questions/concerns	2	.6%
		Sometimes responsive to students' questions/concerns	7	1.9%
		Usually responsive to students' questions/concerns	42	11.7%

		Always responsive to students' questions/concerns	251	69.7%
Q19	How many written assignments did you need to complete in this course?	No assignments	58	16.1%
		1 assignment	63	17.5%
		2 assignments	62	17.2%
		3 assignments	21	5.8%
		4 assignments	24	6.7%
		5 assignments	8	2.2%
		6 assignments	17	4.7%
		7 or more assignments	39	10.8%
Q20	What assignment was most helpful to you and why?	Open-ended text response	n/a	n/a
Q22a	How confident are you...-Using UDSIS to register for classes	Not Confident	34	9.4%
		Somewhat Confident	68	18.9%
		Confident	89	24.7%
		Very Confident	95	26.4%
Q22b	How confident are you...-Finding information in the course catalog	Not Confident	26	7.2%
		Somewhat Confident	61	16.9%
		Confident	96	26.7%
		Very Confident	102	28.3%
Q23aa	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Academic Advisor	Familiar	231	64.2%
		Not familiar	52	14.4%
Q23ab	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Career Services Center	Familiar	172	47.8%
		Not familiar	110	30.6%
Q23ac	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Counseling Center	Familiar	132	36.7%
		Not familiar	150	41.7%
Q23ad	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Library	Familiar	261	72.5%
		Not familiar	22	6.1%
Q23ae	For each of the following resources indicate whether	Familiar	153	42.5%

you are familiar with the resource and if you h... :  
FAMILIARITY-Math Tutoring Center

Not familiar

125

34.7%

Q23af	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Office of Academic Enrichment	Familiar	151	41.9%
		Not familiar	130	36.1%
Q23ag	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Online Academic Workshops	Familiar	114	31.7%
		Not familiar	168	46.7%
Q23ah	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Student Health Center	Familiar	228	63.3%
		Not familiar	53	14.7%
Q23ai	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Student Wellness and Health Promotion	Familiar	167	46.4%
		Not familiar	115	31.9%
Q23aj	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Study Abroad Program	Familiar	202	56.1%
		Not familiar	80	22.2%
Q23ak	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Undergraduate Research Office	Familiar	96	26.7%
		Not familiar	186	51.7%
Q23al	For each of the following resources indicate whether you are familiar with the resource and if you h... : FAMILIARITY-Writing Center	Familiar	188	52.2%
		Not familiar	94	26.1%
Q23ba	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Academic Advisor	Have used	194	53.9%
		Have not used	73	20.3%
Q23bb	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Career Services Center	Have used	72	20.0%
		Have not used	194	53.9%
Q23bc	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Counseling Center	Have used	37	10.3%
		Have not used	228	63.3%
Q23bd	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Library	Have used	228	63.3%
		Have not used	38	10.6%



Q23be	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Math Tutoring Center	Have used	51	14.2%
		Have not used	215	59.7%
Q23bf	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Office of Academic Enrichment	Have used	66	18.3%
		Have not used	200	55.6%
Q23bg	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Online Academic Workshops	Have used	57	15.8%
		Have not used	208	57.8%
Q23bh	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Student Health Center	Have used	132	36.7%
		Have not used	133	36.9%
Q23bi	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Student Wellness and Health Promotion	Have used	48	13.3%
		Have not used	218	60.6%
Q23bj	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Study Abroad Program	Have used	29	8.1%
		Have not used	237	65.8%
Q23bk	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Undergraduate Research Office	Have used	15	4.2%
		Have not used	250	69.4%
Q23bl	For each of the following resources indicate whether you are familiar with the resource and if you h... : USE-Writing Center	Have used	61	16.9%
		Have not used	204	56.7%

## Appendix F: HHMI and Biology Questions Survey Responses<sup>7</sup>

Question number	Question text	Response options	Number of responses	Percentage of responses
Q24	Did you live in George Read Residence Hall this semester?	No	14	17.7%
		Yes	65	82.3%
Q25a	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Student-led student groups	Very Valuable	13	16.3%
		Valuable	22	27.5%
		Somewhat Valuable	11	13.8%
		Not Valuable	10	12.5%
		I Didn't Participate in This	24	30.0%
Q25b	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Time Management session	Very Valuable	6	7.5%
		Valuable	18	22.5%
		Somewhat Valuable	7	8.8%
		Not Valuable	7	8.8%
		I Didn't Participate in This	42	52.5%
Q25c	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Perfection & Procrastination session	Very Valuable	4	5.1%
		Valuable	17	21.5%
		Somewhat Valuable	8	10.1%
		Not Valuable	6	7.6%
		I Didn't Participate in This	44	55.7%
Q25d	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Test Anxiety session	Very Valuable	7	8.9%
		Valuable	13	16.5%
		Somewhat Valuable	9	11.4%
		Not Valuable	6	7.6%
		I Didn't Participate in This	44	55.7%

<sup>7</sup> Percentages may not sum to 100% because of item non-response i.e., respondents did not answer every question.

Q25e	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Medical Careers session	Very Valuable	13	16.5%
		Valuable	17	21.5%
		Somewhat Valuable	8	10.1%
		Not Valuable	4	5.1%
		I Didn't Participate in This	37	46.8%
Q25f	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Undergraduate Research session	Very Valuable	14	17.7%
		Valuable	16	20.3%
		Somewhat Valuable	9	11.4%
		Not Valuable	3	3.8%
		I Didn't Participate in This	37	46.8%
Q25g	How valuable were the following activities carried out in George Read Residence Hall or your FYS cla...-Orientation to UD Clubs	Very Valuable	11	14.1%
		Valuable	30	38.5%
		Somewhat Valuable	9	11.5%
		Not Valuable	2	2.6%
		I Didn't Participate in This	26	33.3%
Q26a	Please indicate how comfortable you are doing the following things as a result of your FYS.-Learn mathematics	Not Applicable	13	16.7%
		Not Comfortable At All	7	9.0%
		Somewhat Comfortable	14	17.9%
		Comfortable	25	32.1%
		Very Comfortable	19	24.4%
Q26b	Please indicate how comfortable you are doing the following things as a result of your FYS.-Lean biology	Not Applicable	12	15.4%
		Not Comfortable At All	5	6.4%
		Somewhat Comfortable	16	20.5%
		Comfortable	32	41.0%
		Very Comfortable	13	16.7%
Q26c	Please indicate how comfortable you are doing the following things as a result of your FYS.-Learn chemistry	Not Applicable	12	15.4%
		Not Comfortable At All	6	7.7%
		Somewhat Comfortable	27	34.6%
		Comfortable	23	29.5%
		Very Comfortable	10	12.8%



Q26d	Please indicate how comfortable you are doing the following things as a result of your FYS.-Make and keep friends	Not Applicable	13	16.7%
		Not Comfortable At All	3	3.8%
		Somewhat Comfortable	10	12.8%
		Comfortable	29	37.2%
		Very Comfortable	23	29.5%
Q26e	Please indicate how comfortable you are doing the following things as a result of your FYS.-Work well in a group	Not Applicable	11	14.1%
		Not Comfortable At All	4	5.1%
		Somewhat Comfortable	10	12.8%
		Comfortable	32	41.0%
		Very Comfortable	21	26.9%