2009 Freshman Interest Group Assessment Report

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Improving Learning Through Assessment

"The most important things I want to learn at UW are how to be a better critical thinker, a better writer, a more insightful scientist, and have more understanding of the world around me."

"I hope to learn who I am and what I am destined to do."

"I also hope to gain skills in interacting with my peers. I'm not anti-social, I'm just shy as a result of fearing that I might annoy someone. Hopefully, being on a huge campus, I'll meet plenty of people who are definitely not annoyed by me."

—Responses of three entering freshmen to the survey question, "What do you most hope to learn while at the UW?"

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EXECUTIVE SUMMARY

In spring 2009, Dean and Vice Provost Ed Taylor asked the Office of Educational Assessment (OEA) to partner with First Year Programs to conduct an evaluation of the Freshman Interest Group (FIG) program. The FIG program has routinely gathered and used information on student satisfaction; however, a formal assessment by external reviewers has not been conducted since 1993, when Vince Tinto and Anne Goodsell completed a comprehensive evaluation of the program. Dr. Taylor asked that an assessment of the FIG program identify what was working, as well as what was not working, and include an investigation of the goals the university has for students in their first quarter and year at the UW. This report presents results of the FIG program assessment process.

Methods

We used a variety of quantitative and qualitative methods to answer five assessment questions, as follows:

- Collecting demographic and academic data: *Who are the FIG students?*

- Conducting pre- and post-quarter surveys: *Is the FIG program meeting its goals* and *how do students experience the FIG program?* Analysis included comparisons of:

  - Pre- and post-quarter survey items

  - FIG responses with those of the Non-FIG/ALL

  - FIG responses with those of the ALL program students

  - Overall FIG responses with those of students in four FIG program variations

  - Overall FIG responses with those of students in nine demographic subgroups

- Conversations with faculty, staff, and administrators: *Are the current goals for the FIG program the "right" goals?*

- Additional surveys and instruments: *How well do current strategies for hiring, training, and monitoring peer FIG leaders work?*

Major Findings

Findings are organized by the assessment study's key questions.

Who are the FIG students?

As the student profile section of this report shows, the populations of the FIG program, the Non-FIG/ALL group, and the ALL program were quite different from each other. The FIG program included more ethnic diversity, as well as more EOP students than did the other two groups. More than two-thirds of the incoming under-represented minority student population enrolled in the 2009 FIG program. The ALL program included more high-performing students, in terms of test scores and AP credits, on entry than the FIG group included. The Non-FIG/ALL population included significantly higher percentages of students with transfer and running start credits, male students, students who had declared a major by winter 2010, and more international students than did the FIG program.

Levels of satisfaction and experience differed somewhat across these three populations, and these differences could sometimes be attributed to the unique populations of each group, although what students reported that they hoped to experience and learn upon entry was similar. In general, all three populations were satisfied with their experiences and looking forward to the next quarter, with students in the ALL program reporting the highest levels of satisfaction—primarily because of the satisfaction reported by students in the Arts ALLs.

We wondered if the Arts ALL students' higher level of satisfaction might be replicated in the FIG population.   To answer this question, we were able to compare some of the satisfaction indicators for students in two FIGs that included two art courses with satisfaction items for students in the Arts ALLs, configurations that included three arts courses. We found that the satisfaction items for the Arts FIGs often matched those for the Arts ALL students. For example, while the ALL students, overall, reported being more glad they were in an ALL than their FIG counterparts reported for being in a FIG (3.36 vs. 3.08), this difference disappeared when looking only at Arts FIG and Arts ALL students. Both groups provided very high and similar mean ratings (over 3.5 out of 4.0). In some cases, the arts-focused FIGs were even more positive about their experience than the Arts ALL students were; for instance, they were slightly less likely to agree that their FIG experience would have been as valuable without the seminar than were their Arts ALL peers. This comparison of the arts-focused FIGs with the Arts ALLs suggests that students being grouped with others who shared their interests may be a key factor in students' satisfaction with their experience.

Is the FIG Program Meeting its Own Goals?

The assessment study findings allowed us to draw several conclusions about the FIG program's goals:

Students Feel That the UW Campus Is Smaller and More Manageable Than They at First Believed.
When they arrived, FIG students found the UW campus to be slightly bigger than did their Non-FIG/ALL counterparts, but by the end of the quarter, the FIG students found campus to be slightly smaller than did the Non-FIG/ALL counterparts. Differences between the FIG and Non-FIG/ALL students were not

statistically significant, but the pre- and post-quarter shift for the FIG students suggests that FIG participation may have contributed modestly to students' sense of the campus being smaller than they believed upon entry.

Students Reflect upon and Document Perceptions, Experiences, and Challenges of a First Year Experience. Opportunities to reflect were mostly given to students through the Go-Posts and other assignments in the FIG seminar, and students strongly disliked these elements of the seminar, noting that they were "high-schooly" and did not contribute to their learning. The FIG students' negative responses to the reflective work assigned in their seminars suggests that the program did not achieve this goal and raises questions about the value of this goal for the program.

Students Know about Campus Resources and Strategies for Success. In terms of increasing students' awareness of campus resources, the FIG program met this goal. We asked students how familiar they were with 14 UW services and resources at the beginning and at the end of fall quarter in order to determine if they had learned about those resources during the course of their first quarter. FIG students rated their post-quarter level of familiarity with all 14 services and resources significantly higher than did the Non-FIG/ALL students. In addition, they rated their level of familiarity with nine of the 14 services and resources significantly higher than did the ALL program students. FIG students reported increases in familiarity with all 14 services and resources between their pre-quarter and post-quarter surveys, indicating that they were at least "slightly" familiar with most of the resources by the end of fall quarter. Students reported the greatest familiarity with the following:

- Office hours for professors and TAs
- CLUE
- Departmental advising
- Gateway Center advising
- Other study centers on campus
- International Programs and Exchanges
- Writing centers

In addition, FIG students reported participating in a number of activities significantly more often than did the Non-FIG/ALL students, including attending cultural events, attending special talks or lectures, discussing ideas with a professor or TA in office hours, and meeting with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser. FIG students also reported more frequently volunteering their time, joining a club or student organization, and speaking with a UW librarian than did Non-FIG/ALL students. In comparison with the ALL population, FIG students reported more frequently using a writing or study center, volunteering, and meeting with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser. These differences suggest that the FIG program is making a difference in helping students become familiar and engaged with campus resources.

It is less clear whether FIG students learned "strategies for academic success." When they entered the UW, students were, on average, close to "quite hopeful" to learn more about academic success and academic focus in their FIG seminars, but they reported learning just more than "a little" in this area.

However, some strategies for academic success that the FIG seminar delivered for students were that it made them familiar with faculty and TA office hours; it helped them meet other students with whom they could study; it gave them information about resources that would help them succeed academically.

Students Learn about and Take Advantage of Opportunities for Involvement and Networking. Some opportunities for involvement were built into the FIG program by virtue of the courses in the FIG clusters. For example, FIG students tended to be more involved in volunteer work than were other students, but the FIG students reporting volunteering were primarily in English 121 classes, which were part of their FIG course clusters. English 121 requires its students to do 20-40 hours of volunteer work per quarter. Other opportunities for involvement are built into the FIG seminar, and FIG students were very positive about explorations that took them around and off campus. Also, their report of increased familiarity with clubs and activities, suggests that the FIG program is helping students become involved in campus life.

It is not clear what the program means by increasing opportunities for "networking." If the program means that it desires to help students increase the number of friends they have, as well as the sources from which those friends come, then the program can be said to be doing very well with this goal. FIG students reported a broader group of friends from a number of sources than non-FIG students reported by the end of the quarter.

Students Learn How to Navigate Institutional or Campus Academic Culture, Including the Requirements of College Level Work, Faculty Expectations, and Protocol. Other than putting students in situations where they have ready-made study groups—a significant benefit of both the FIG and the ALL programs—the FIG program does not add value that we could discern to students' understanding of institutional or academic culture, the requirements of college level work, or faculty expectations. When first-quarter FIG students make progress in these areas, that progress is likely caused by the classes they are experiencing, rather than by FIG program components.

The FIG Program Helps Manage Enrollment. We gathered no evidence regarding this program goal.

Other Goals. The FIG program assessment revealed benefits to students that were not accounted for in the program's goals, as follows:

- Social benefits. Students in the FIG program made friends and felt more socially at home in their first quarter than students in the Non-FIG/ALL program. These social contacts also yielded academic benefits, because students got class notes from their new FIG friends, studied with them for exams, helped each other think about and engage with ideas in their shared classes, and identified differences between the high school and college academic experiences. Furthermore, the diversity present in the FIG program gave students contact with students whose backgrounds and experiences differed from their own but whose dreams for their lives were similar. Acknowledging this contact, students in the FIG program reported that their seminars had provided them with "opportunities to interact with students who were different from themselves—in race, ethnicity, ideas, or background." Also, FIG students broadened their group of friends from more sources than did other students, which further increased the diversity among

their friendships. Research shows that diversity benefits learning, and this study showed that students value the contribution diversity can make to their learning. The FIG program's social benefits, thus, translated to learning benefits.

- Emotional/sense of belonging benefits. FIG students were happier with the UW climate than were Non-FIG/ALL students. The only group happier with the UW general climate than the FIG students were the Arts ALL students, as we have discussed previously. In addition, the FIG students were more satisfied with their decisions to attend the UW, felt more like members of the UW community, and felt more like members of smaller academic communities both at the beginning and end of fall quarter than did Non-FIG/ALL students. Students who feel happy at and welcomed by a large institution, such as the UW, will have an easier time adjusting to the new learning demands they face. Thus, helping students feel happy that they are at the UW and helping them feel that the UW welcomes them are important accomplishments of the FIG program, ones not currently mentioned in the FIG program goals.

- Mentorship benefits. FIG students were extremely happy with their FIG leaders, as were the ALL program students with their student leaders. Even the FIG students' high level of dissatisfaction with the content of the FIG seminar that was delivered by their FIG leaders did not dim their approval of those leaders. Providing students with an advanced student whose guidance they trust is a significant accomplishment of the FIG program and speaks well for the selection process the program has put in place for hiring FIG leaders.

How Do Students in the FIG Program Evaluate Their Experience?

FIG students' satisfaction level with their overall FIG experience was the equivalent of a grade of "B"; their satisfaction with their FIG leaders was the equivalent of a grade of "A-"; and their satisfaction with the content of the FIG seminar the equivalent of a grade of "C." In addition, when asked if they would recommend the courses they had taken in their FIG clusters to next year's entering students, half of them (54.5%) said "yes"; around 10% said "no." Roughly 75% of all FIG students also indicated that they were glad they had enrolled in a FIG and were willing to recommend that future students do so as well. Finally, as noted in the "UW Climate" section of the report, students were more positive than negative (a mean of 5.05 out of 7) about their overall experience in their first quarter. FIG students rated four of the six UW climate items significantly more positively than did the Non-FIG/ALL students, including other students, administrative personnel and offices, general campus climate, and their own engagement. Overall, FIG students' ratings of campus climate were slightly lower than that of the ALL students, but that difference was largely due to the strong positive responses of the Arts ALL group. The results on overall campus climate suggest that even though the FIG students have some complaints about the FIG program, their participation in that program has a positive influence on how they experience the UW in their first quarter here.

Of the four types of FIGs, students in FIGs with IWP writing links had a pattern of greater satisfaction with their FIG experience than did other FIG students, a result similar to that found in Tinto's 1993 study of the UW's FIG program. The IWP pattern in the FIGs was strong enough to suggest that students' satisfaction with their FIG experience was enhanced if they were in a course configuration that included an IWP writing link.   We attempted to learn if the positive responses of the IWP FIG students were the

result of being in an IWP writing link or being in a FIG by comparing the responses of Non-FIG/ALL students enrolled IWP links with those of Non-FIG/ALL students who were not enrolled in IWP classes. The Non-FIG/ALL students in IWP links were much more satisfied with their experience than Non-FIG/ALL students who were not in such links; however, the demographic and academic make-up of the Non-FIG/ALL IWP population was so different from that of the IWP FIG population that we could not draw reliable comparisons across the groups.

In addition, EOP, URM, and first-in-family students also tended to rate their experience in the FIG program more positively than did others.

Results from the study suggest that students in the FIG program are satisfied with their experience, but they are not strongly positive about the FIG seminar. One key to improving that experience , therefore, seems to be revising the seminar content. Students' hopes for what they would experience in their FIG seminars and their open-ended comments about what they hoped to learn while at the UW suggest that they wanted a stronger academic experience in the first quarter than the FIG experience provided.

Are the Current Goals for FIGs the "Right" Goals?

The goals listed on the FIG website do not match well with the goals that students brought with them as they entered the UW, nor do they match the direction that the faculty, staff, and administrators with whom we spoke would like to see. Furthermore, the goals do not match with some of the major accomplishments of the program itself.

How Well Do Current Strategies for Monitoring Peer FIG Leaders Work?

The monitoring system implemented in 2009 was beneficial in helping the program spot clear problems, and the comments of the advanced student observers on the observation forms showed that they took the monitoring task seriously. The scores on the forms were very high, suggesting that the advanced FIG leaders were generous in their judgments, and it is clear that it is impossible to evaluate a FIG leader's overall performance with such a brief observation. Even so, there is some promise in this approach for both the FIG leaders who were observed and for those who completed the observations. The observations were unannounced, so leaders were observed conducting a normal lesson they had planned, and conversations between new leaders and the more experienced observers gave the new FIG leaders a check-point in the middle of their teaching.

Recommendations

1. The good work that the FIG program is doing to coordinate with OMA/D and the EOP program should continue.

2. FIG program coordinators can increase international student participation in the program by holding some spots open until late in the registration period for these students and by making sure that international students know about the FIG program.

3. The FIG program can attract students entering with a number of transfer credits by offering more upper-level courses in the FIG course clusters.

4. The success of the two Arts FIGs, the FIG program's lack of appeal to students entering the UW with many incoming credits—a group that is growing among new students—as well as the conversations we had with UW faculty and staff suggest that more intentional clustering of courses in the FIG program would be useful. More intentional clustering would allow the FIG program to put the "interest" part of its title back into the program. It would also amplify the academic benefits of the social aspects of the FIG program. More intentional clustering would make it easier to match FIG leaders who have experience in a field with particular FIGs and, therefore, link seminar content more meaningfully with the classes in the FIG cluster. Finally, if classes were clustered more closely around interests, it is likely that students would be more satisfied with their FIG experience than they currently are.

5. Revise the GS 199 FIG seminar. FIG students need to feel that the work they are doing in the seminar adds to their learning and academic success at the UW. Faculty, administrators, and staff need to know that the seminar introduces students to the academic life of the UW. We recommend that the FIG program identify learning goals for the seminar and create a curriculum that matches those goals, implementing, if possible, some of the following suggestions from students and the UW representatives with whom we had conversations:

    - Return to the practice of grouping FIG courses around an interest area and hiring FIG leaders who have knowledge in at least one of the classes/majors in the cluster.

    - Integrate more faculty participation into the FIG seminars.

    - Help students initiate or understand they should initiate connections with faculty early.

    - Bring conversations about the classes in the cluster into the FIG seminar, including use of seminar time for group work for those classes.

    - Help students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve.

    - Connect more to campus resources, such as advising and study centers, than it currently does, including scheduling "field trips" to those resources during seminar time.

    - Include more information about majors and choosing a major.

6. Identify two or three "generic" strategies for academic success, gather current research and information on those strategies, and develop teaching modules for FIG leaders.

7. Unpack the goal of helping "students learn to navigate institutional or campus academic culture, including the requirements of college level work, faculty expectations, and protocol" to see what aspects of institutional or academic culture the FIG program is capable of delivering and how it might deliver it. The faculty, staff, and administrators with whom we talked felt strongly that letting students know about the new academic community incoming students were joining was an

important part of the first-quarter experience. They hoped that the FIG program would help students initiate or understand they should initiate connections with faculty early; help students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; help students understand the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and help students understand the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve. Perhaps the program could identify which of these values it might reasonably address, given the program's parameters.

8. Identify the ways the FIG program both serves and does not serve departmental enrollment needs and determine whether it wants to or should serve those functions.

9. When considering the program's goals, include the considerable benefits the FIG program confers on its participants, including the social, emotional/sense of belonging, and mentorship benefits of the FIG program that this study confirmed. (See also recommendation #11.)

10. Include as many IWP FIGs in the FIG program as possible.

11. Revise the FIG program's goals. Include the full experience the program can offer students when undertaking this revision, thinking about the classes in the FIG groupings, the kinds of students who sign up for FIGs, the contribution of the FIG leaders to the FIG experience, the learning goals of the FIG seminar, and the broader learning benefits afforded by the program.

12. Recognizing that in a program as large as the FIG program, where more than 100 students are leading thousands of undergraduates, no monitoring system will be able to catch all problems before they occur, the program should again use the observation system in 2010 and re-evaluate.

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INTRODUCTION

The UW Freshman Interest Group (FIG) program offers clustered courses for entering freshmen. A cluster typically consists of two courses in unrelated disciplines linked by a FIG seminar (GS 199), although there are variations on this model. The GS 199 seminar is led by an undergraduate peer leader. Since its inception in 1987, FIG program enrollment has grown from about 5% to approximately 70% of the UW incoming freshman class in 2008. In 2009, the number of freshmen served by the FIG program dropped to 54% of the incoming population.[1]   A preliminary report on the FIG program's history, which includes a description of the FIG program for 2009, an explanation of the GS 199 seminar that accompanies the FIG class clusters, and a brief summary of the national context in which the UW's FIG program operates has been included in this report as Appendix A.

In spring 2009, Dean and Vice Provost Ed Taylor asked the Office of Educational Assessment (OEA) to partner with First Year Programs to conduct an evaluation of the FIG program. The FIG program has routinely gathered and used information on student satisfaction; however, a formal assessment by external reviewers has not been conducted since 1993, when Vince Tinto and Anne Goodsell completed a comprehensive evaluation of the program. Dr. Taylor asked that an assessment of the FIG Program identify what was working, as well as what was not working, and include an investigation of the goals the university has for students in their first quarter and year at the UW.

This report presents results of the FIG program assessment process. It includes the following sections:

- Assessment questions and methodology

- Profile of FIG students

- Survey results

- Conversations with UW faculty, staff, and administrators

- Changes to hiring, training, and monitoring FIG leaders

- Conclusions and recommendations

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[1] There may be a number of reasons for this drop, but one of them is that the Mathematics Department removed about half the number of courses usually designated for FIGs from the FIG program in 2009.

ASSESSMENT QUESTIONS AND METHODOLOGY

We created an assessment methodology to help answer five major questions about the FIG program.

QUESTIONS

The first question we addressed was the question of who enrolled in the FIG program and who did not. We wanted to know if the two populations were different as they entered the UW and as they completed their first quarter.

The second question for the assessment study was whether the FIG program was meeting its own goals. The FIG website[2] does not explicitly list specific goals for the FIG program as a whole or for the GS 199 seminar in particular. However, FIG coordinators noted at the beginning of the assessment process that they hoped by the end of the program FIG students would:

- Feel that the UW campus was smaller and more manageable than they at first believed

- Reflect upon and document perceptions, experiences, and challenges of a first year experience

- Know about campus resources and strategies for success

- Learn about and take advantage of opportunities for involvement and networking

- Learn how to navigate institutional or campus academic culture, including the requirements of college level work, faculty expectations, and protocol

These goals and their relationship to program elements in the FIG GS 199 seminar are shown in Table 1. As the table shows, goals, themes and activities are not perfectly matched.   One program goal not included in the table is the goal of providing incoming freshmen with an easy way to enroll in high-demand courses and, in turn, to help UW manage enrollment efficiently.

Third, we wanted to learn how students in the FIG program evaluated their experience.   In other words, what was the quality of the FIG experience in students' eyes?

A fourth question the assessment process addressed was: Are the current goals for FIGs the "right" goals? This question included consideration of how much the FIG seminars were devoted to students' extended orientation to campus life and how much of the seminars were focused on helping students navigate the academic life of the UW.

Finally, we asked how well current strategies for peer FIG leaders work, tracked changes in the selection and training processes, and developed and evaluated a monitoring process for FIG leaders.

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[2] http://fyp.washington.edu/figs/

Table 1. GS 199 goals, themes, and assignments

Learning Goals for GS 199 Students completing GS 199 should:	GS 199 themes	Assignments/Work in GS 199
1. Feel that the campus is smaller and more manageable than they at first believed 2. Reflect upon and document perceptions, experiences, and challenges of a first year experience	1. Ease the transition to college 2. Build learning communities through which students can meet others with shared academic interests	Go Post assignment Final reflections
3. Know about campus resources and strategies for success	3. Provide information about academic opportunities, support, and enrichment 4. Encourage health and wellness	Go Post assignments RAD project/Common Book Cultural exploration Academic exploration
4. Learn about and take advantage of opportunities for involvement and networking	5. Foster campus involvement and citizenship	Go Post assignment Involvement exploration
5. Learn how to navigate institutional or campus academic culture, including the requirements of college level work, faculty expectations, and protocol		
	6. Foster understanding and appreciation for diversity, tolerance, and social justice	Go Post assignment

METHODOLOGY

We used a variety of quantitative and qualitative methods to answer the five assessment questions.

Sample

In order to understand the effects of the FIG program on first-quarter students, we used two groups as comparisons—those enrolled in the College of Arts and Sciences Academic Learning Links (ALLs) and those enrolled in neither the FIG nor the ALL program (Non-FIG/ALL).   Students were considered to be enrolled in the FIG or the ALL programs if their names appeared on Ken Etzkorn's list of FIG students, on Kevin Mihata's list of the ALL program students, or in the UW student database as registered for a GS 199 FIG seminar or for an ALL learning lab (Arts 150 or Social Sciences 150). All other entering freshmen were considered Non-FIG/ALL students.

Demographic and Academic Data: Who Are the FIG Students?

In order to answer the first question posed by our assessment study—who are the FIG students—we gathered pre-existing demographic and academic information on all entering freshmen from the UW student database. In addition, we gathered demographic information not readily available in the UW student database from students' pre- and post-quarter surveys.

Pre- and Post-Quarter Surveys: Is the FIG Program Meeting Its Goals and How Do Students Experience the FIG Program?

Altogether, OEA created five pre- and post-quarter surveys for entering freshman students, including pre- and post-quarter surveys for FIG students, pre- and post-quarter surveys for the Non-FIG/ALL students, and a post-quarter survey for students enrolled in the Arts and Sciences ALL program. These surveys were developed based on our literature review, key participant interviews and an examination of existing new student survey instruments, including the National Survey of Student Engagement, UCLA's CIRP Freshman Survey, previous UW FIG student questionnaires, Vincent Tinto's original FIG assessment instruments, as well as OEA's own Entering Student Survey and the set of UW Study of Undergraduate Learning assessment tools. Copies of these five online surveys are included as Appendices B-F of this report. In addition, a special survey OEA created for EnviroLink students is included as Appendix G.

FIG and ALL program coordinators helped us include almost all members of the FIG and the ALL populations in the study by making completion of the surveys part of the required work for both programs.   Of 2,829 FIG students, 2,591 (91.6 %) responded to the pre-quarter survey, and 2,661 (94.1%) responded to the post-quarter survey; 2,488 (87.9%) of the FIG students completed both surveys. Of the 78 ALL program students, 67 (85.9%) responded to the post-quarter survey.

We invited the remaining 2,345 freshmen, who were at no point enrolled in a FIG or an ALL cluster, to complete both pre- and post-quarter surveys, offering them the opportunity to participate in a drawing for two $150 UW Bookstore gift certificates at the end of each survey. A total of 856 of these students (36.5%) completed the pre-quarter survey, and 779 (33.1%) completed the post-quarter survey. In all, close to half (49.9%) of the Non-FIG/ALL population completed a pre- and/or a post-quarter survey, with 461 (19.7%) completing both.

In analyzing pre- and post-quarter survey results, we frequently examined differences in four FIG program variations: FIGs that included Interdisciplinary Writing Program (IWP) writing links (English 197, 198, 199); FIGs that were part of the residential program; FIGs that included an EnviroLink seminar ("Environmental")[3]; and FIGs that included a service learning component.

We selected these four groups as comparisons with the overall FIG population for different reasons. We selected FIGs with IWP writing links because the 1993 Vince Tinto evaluation of the FIG program identified significant differences between responses of students in IWP links and those not in such links. In 1993, every FIG cluster included a writing class—some with IWP links to another course in the cluster and some not. FIG clusters no longer always include writing courses; therefore, comparison between IWP FIGs and other clusters is not as critical to the assessment of the FIG program as it was in 1993. Even so, we decided to note differences between this population and the rest of the FIG population when such differences occurred to provide some continuity with Tinto's study.

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[3] In addition to analyzing this group's response to the surveys separately, we also worked with the academic advisers in the environmental programs to create an independent survey of the students enrolled in the EnviroLink seminar (Appendix G). Students enrolled in the environmental seminar were required to complete the survey as part of seminar requirements, and 120 of the 132 students (90.9%) did so.

We selected the residential FIGs because students engaged in these groups were distinctly different from other FIG clusters. Students in the six residential FIGs lived together, shared FIG clusters, and shared FIG seminar leaders who lived with them. In addition, students in residential FIGs have opportunities for tutoring in their residential space. We wanted to know if students with this level of close community differed in their backgrounds and responses to their FIG experience in comparison with students who had less contact with each other and with their FIG leaders.

We chose to look at the five "Exploring the Environment" FIGs because they also represented a variation on the average FIG cluster. The EnviroLink FIGs included a one-credit course whose purpose was to introduce students to the UW majors engaged in environmental study. As part of a separate evaluation, students in the EnviroLink reported that their thinking about their majors had indeed been influenced by the seminar. We wanted to note if this group differed from the rest of the FIG student population in any other ways.

Finally, we chose to compare the five FIGs that were advertised on the FIG program website as including a service learning component, because we speculated that students who elected a public service option might differ from those in other FIGs. These five FIGs all included a writing course, English 121, to which the service requirement was attached. It should be noted that our results do not include students who chose to engage, after fall term began, in service learning components of courses in other FIG clusters. Therefore, it is not clear if differences noted in the report for this group were related to the service-learning aspect of the FIG, to the English 121 aspect, or to the FIG itself.

In addition to these reasons, these four groups served as effective comparisons to the larger FIG group, because each is large enough (i.e., at least 100 students) so that reliable statistical comparisons can be made.

We also frequently examined survey results by the following demographic subgroups: gender, EOP status, under-represented minority (URM) status, first in family to attend college, running start student, student entering with transfer credit, student with parents or siblings who had attended the UW, student with mothers with undergraduate degrees or higher, and students not paying resident tuition (i.e., out-of-state students).

Surveys included quantitative and qualitative responses and were administered on the UW's Catalyst site, WebQ. All quantitative responses were analyzed with SPSS. In analyzing responses to open-ended questions, we either selected all responses for analysis or random samples of 40-50% of students' responses. We analyzed qualitative responses using an inductive process (constant comparison), in which categories of responses are generated by students' comments themselves, rather than by predetermined expectations for responses.

Conversations with Faculty, Staff, and Administrators: Are the Current Goals for the FIG Program the "Right" Goals?

Representatives from First Year Programs and UAA identified a list of faculty, staff, and administrators with whom Dean and Vice Provost Ed Taylor should speak about FIG program goals. As a result, Dr. Taylor and OEA staff members spoke with a total of 33 members of the UW community, including administrators (17), faculty (8), and staff (7), as well as one student leader. Conversations were conducted in winter and spring quarters, 2010. Time constraints kept us from speaking with a greater number of faculty and with more students; however, the people with whom we spoke represented a good cross-section of the UW campus and occupied roles that are key to the undergraduate experience. They came from the Colleges of Arts and Sciences, Engineering, Business, and the Environment; from OMA/D and Student Life; from a range of departments, including those in the arts, engineering, humanities, social sciences, and sciences; and from the advising community, including the Gateway Center and departmental advising.

The purpose of these conversations was to gather information on what different members of the UW campus believed was important for a first-quarter/first-year experience at the UW.

After introducing groups to a brief history of the FIG program and explaining the FIG assessment context for the conversations, groups were asked two main questions, with subsequent questions depending upon group members' answers:

1. What is your experience with the FIGs? What do you know about the program and how?

2. What do you think a first-quarter experience should do for entering freshmen? What do you think they need most to set them up for what's ahead? What do you hope first year students learn here—what would your learning goals for them be in that first quarter or first year?

Conversations were not recorded. OEA researchers took notes and analyzed them, using an inductive process of constant comparison. This process allows themes to emerge from what individuals said, rather than impose ready-made "expected" themes on participants' comments.

Additional Surveys: How Well Do Current Strategies for Peer FIG Leaders Work

We also worked with the FIG coordinators to create a post-quarter survey of the FIG leaders (Appendix H). All but four of the 137 FIG leaders (97.1%) completed the survey, and OEA worked with FIG coordinators to help them analyze the data. OEA also worked with FIG program coordinators to track changes in the hiring and training of FIG leaders and to create a method for monitoring their work. We created a class observation system, in which FIG coordinators and "advanced" FIG leaders (i.e., those who had led a FIG seminar previously) observed a group of students and recorded their observations on a shared scoring sheet.   Observers discussed their work with FIG coordinators, including troubleshooting problems that observations had identified. Observation forms were coded and analyzed by OEA.

We gathered demographic and academic data on FIG students, as well as on students enrolled in the Arts & Sciences Academic Learning Link (ALL) program and on students who were not enrolled in either the FIG or the ALL program (Non-FIG/ALL). Most of the demographic and academic data were collected from the UW student database; however, some additional demographic information came from students' surveys. When possible, FIG students' demographic and academic data are compared with data for the Non-FIG/ALL and the ALL students. We occasionally include overall data for the 2009 entering freshman class, the group that the other three comprise.

In addition to the information on students gathered at the beginning of fall quarter, we checked students' academic information at the end of spring quarter, 2010, and we have included that information in this section of the report.

Finally, this section of the report includes analysis of students' responses to an open ended question on the pre-quarter survey that asked them what one or two things they most hoped to learn at the UW. We compare FIG students' responses to this question with those of Non-FIG/ALL students.

Regarding demographic and academic data, please note that we present basic descriptive statistics (e.g., counts, means, and percentages) along with two types of statistical indicators to explore both the statistical significance and practical significance of any group differences. Statistical significance tests (e.g., Pearson chi-square analysis and independent samples t-tests) serve as formal techniques that allow one to place confidence in the differences observed in the data; that is, they indicate how likely a difference is due to chance. In a sense, then, they offer ways in which to identify potentially important variations in a set of data. Throughout the demographic and academic sections of the report, all statistically significant differences are indicated by one ($p<0.05$) to three ($p<0.001$) asterisks, with three suggesting a higher level of significance than one.

However, please also note that such statistically significant differences do not necessarily imply practical significance; that is, a difference between a mean GPA of 3.22 and 3.26 might be statistically significant (particularly if both populations being compared are relatively large in size), but not represent a substantively important or interpretable change or difference. Hence, effect sizes (e.g., Cohen's d) are presented for all comparisons of continuous variables to indicate the size of the difference relative to the overall variation of the distributions. Traditionally accepted small, medium, and large (absolute) values for Cohen's d are 0.2, 0.5, and 0.8, respectively.

DEMOGRAPHIC INFORMATION

As Table 2 shows, the FIG population represented the entering freshmen population well. As was true with the overall 2009 incoming class, the FIG group included more females (57.9%) than males (42.0%), and FIG students were about 18.7 years old on average. Regarding ethnicity, under-represented minority groups were relatively well-represented in the FIG population, as were Caucasians, Asians, and students with mixed racial backgrounds. EOP students were also well-represented in the FIG population (19.1%). In addition, as was true for the entering freshman class, most of the FIG students came from Washington State, based on the large proportion of students in the group paying resident tuition (81.1% compared with 76.0% of all entering freshmen).

Table 2. Demographic information for the ALL, FIG, Non-FIG/ALL, and 2009 student populations

	FIG Students (n=2829)	Non-FIG/ALL Freshmen (n=2345)	ALL Students (n=78)	Entire Freshman Population (n=5252)
Male	1190 (42.0%)	1154 (49.2%)	30 (38.5%)	2374 (45.2%)
Female	1639 (57.9%)	1191 (50.8%)	48 (61.5%)	2878 (54.8%)
Mean Age[4]	18.7 years	18.7 years	18.8 years	18.7 years
Median Age	18.6 years	18.6 years	18.6 years	18.6 years
Ethnicity[5]				
African American	90 (3.2%)	52 (2.2%)	0 (0.0%)	142 (2.7%)
Native American	65 (2.3%)	18 (0.8%)	1 (1.3%)	84 (1.6%)
Latino	216 (7.6%)	105 (4.5%)	7 (9.0%)	328 (6.2%)
Pacific Islander	30 (1.1%)	16 (0.7%)	0 (0.0%)	46 (0.9%)
Asian	897 (31.7%)	713 (30.4%)	17 (21.8%)	1627 (31.0%)
Caucasian	1690 (59.7%)	1121 (47.8%)	62 (79.5%)	2873 (54.7%)
Other	256 (9.0%)	528 (22.5%)	2 (2.6%)	786 (15.0%)
Multi-Racial	293 (10.4%)	141 (6.0%)	10 (12.8%)	444 (8.5%)
Official UW URM Status[6]	334 (11.8%)	167 (7.1%)	5 (6.4%)	506 (9.6%)
EOP Status	540 (19.1%)	252 (10.7%)	8 (10.3%)	800 (15.2%)
Veteran	27 (1.0%)	19 (0.8%)	1 (1.3%)	47 (0.9%)
Resident Tuition[7]	2294 (81.1%)	1633 (69.6%)	62 (79.5%)	3989 (76.0%)

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[4] Student ages were calculated as of the first instruction day of Fall 2009.

[5] These percentages sum up over 100% since multi-racial students are included in multiple ethnicity categories.

[6] This document uses the UW's official institutional definition of under-represented minority status. This category covers all students who identify as African American and Pacific Islander, plus all non-Spain Hispanic students and the sole Asian category of White Malayan. The only difference between this UW definition and definitions used by other college student studies involves Native American students. Due primarily to issues of specific tribal documentation, only 59 of the 97 (60.8%) of the entering 2009 freshman population coded as "American Indian" are considered under-represented minorities by the UW.

[7] Residency status in the UW student database refers to tuition only; it cannot be used to assess a student's geographic origin.

Demographic Differences between the FIG, Non-FIG/ALL, and ALL Populations

As illustrated in Tables 3 and 4, meaningfully significant differences among the demographic backgrounds of these three populations were found for gender, resident status, EOP status, URM status, and ethnicity.

Gender

Table 3 shows that the Non-FIG/ALL population had a greater proportion of male (49.2%) students than did the FIG (42.0%) population, and this difference was statistically significant. As Table 4 demonstrates, as they were in the FIG population, males were under-represented in the ALL population (38.5%).

Resident Tuition

Regarding residency, as measured by the number of students paying resident tuition, a higher percentage of FIG students appeared to be Washington State residents than students in the Non-FIG/ALL population. The difference between the proportion of students paying resident tuition in each

Table 3. Demographic comparison, FIG and Non-FIG/ALL student populations

	FIG Students (n=2829)	Non-FIG/ALL Freshmen (n=2345)	Sig	X^2	d
Male	1190 (42.0%)	1154 (49.2%)	***	27.26	
Female	1639 (57.9%)	1191 (50.8%)			
Mean Age	18.7 years	18.7 years	***		-0.11
Median Age	18.6 years	18.6 years			
Ethnicity					
African American	90 (3.2%)	52 (2.2%)	*	4.46	
Native American	65 (2.3%)	18 (0.8%)	***	19.02	
Latino	216 (7.6%)	105 (4.5%)	***	21.97	
Pacific Islander	30 (1.1%)	16 (0.7%)		2.08	
Asian	897 (31.7%)	713 (30.4%)		1.01	
Caucasian	1690 (59.7%)	1121 (47.8%)	***	73.60	
Unknown	256 (9.0%)	528 (22.5%)	***	180.87	
Multi-Racial	293 (10.4%)	141 (6.0%)	***	31.49	
Official UW URM Status	334 (11.8%)	167 (7.1%)	***	32.13	
EOP Status	540 (19.1%)	252 (10.7%)	***	68.82	
Veteran	27 (1.0%)	19 (0.8%)		0.30	
Resident Tuition	2294 (81.1%)	1633 (69.6%)	***	91.91	

*p<0.05   **p<0.01   ***p<0.001

group was statistically significant (81.1% for FIG students versus 69.6% for their Non-FIG/ALL counterparts).

Educational Opportunity Program (EOP) Status

FIG students (19.1%) were nearly twice as likely as their Non-FIG/ALL (10.7%) and ALL (10.3%) counterparts to be affiliated with the UW's EOP program. Both differences were statistically significant.

Under-represented Minority (URM) Status

A greater percentage of students in the FIG program had official UW under-represented minority status (11.8%) than did students in the Non-FIG/ALL population (7.1%) and the ALL program (6.4%). In fact, two-thirds of all official UW URM students in the entering freshman population enrolled in a FIG.

Ethnicity

There were a number of significant differences in the ethnic make-up of the ALL, FIG, and Non-FIG/ALL groups. Overall the FIG program appeared to be more ethnically diverse than the Non-FIG/ALL and ALL student populations.

Table 3 shows the following, statistically significant differences between FIG and Non-FIG/ALL groups with regard to ethnicity:

- The FIG program included higher percentages of African American, Native American, and Latino students than did the Non-FIG/ALL population. In terms of the entire 2009 freshman class, between three to four-fifths of each these under-represented groups enrolled in a FIG.[8]

- The FIG program also included a greater percentage of Caucasian students than did the Non-FIG/ALL population.

- More multi-racial students (i.e., students who reported more than one ethnicity) were in the FIG program (10.4%) than in the Non-FIG/ALL population (6.0%).

- The Non-FIG/ALL population included significantly more "Other" students than in the FIG population. National research suggests that that most students who select "Unknown" or "Other" are, in fact, Caucasian[9]; however, we conducted a follow-up comparison of the ethnicity data in the UW student database with the data on ethnicity that we collected from students' own survey responses. Of the 786 incoming freshmen categorized as "Other" in the UW student database, 540 completed at least one survey as part of the FIG assessment. The five most prevalent "ethnicities" these 540 students reported were "international student" (44.3%), "Hispanic/Latino American" (26.3%), "White American" (18.9%), "Asian American" (9.3%), and "Other" (7.6%). These results indicate that Caucasian students do not constitute the majority of "Other" students in the UW student database; in fact, most of these students are international students. More important for this assessment study, these findings also suggest that there is a sizable sub-population of incoming international students in the fall freshman population who are not enrolled in FIGs.

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[8] Please note that the small subpopulation of Pacific Islander students does not lend itself to significance testing.
[9] See James Irvine Foundation. December 2005. "Unknown" students on college campuses.
(http://www.irvine.org/publications/by_topic/education.shtml).

Table 4 shows the following statistically significant ethnic differences between the FIG program population and the ALL program population:

- The FIG program included a smaller percentage of Caucasian students (59.7%) than were present in the ALL program (79.5%).

- The FIG program had a greater percentage of "Other" students than were present in the ALL program. As stated previously, however, many of these "Other" students may, in fact, have been international students.

Table 4. Demographic comparison, FIG program and ALL program populations

	FIG Students (n=2829)	ALL Students (n=78)	Sig	X^2	d
Male	1190 (42.0%)	30 (38.5%)		0.43	
Female	1639 (57.9%)	48 (61.5%)			
Mean Age	18.7 years	18.8 years			-0.22
Median Age	18.6 years	18.6 years			
Ethnicity					
African American	90 (3.2%)	0 (0.0%)		2.56	
Native American	65 (2.3%)	1 (1.3%)		0.35	
Latino	216 (7.6%)	7 (9.0%)		0.19	
Pacific Islander	30 (1.1%)	0 (0.0%)		0.84	
Asian	897 (31.7%)	17 (21.8%)		3.46	
Caucasian	1690 (59.7%)	62 (79.5%)	***	12.36	
Other	256 (9.0%)	2 (2.6%)	*	3.95	
Multi-Racial	293 (10.4%)	10 (12.8%)		0.49	
Official UW URM Status	334 (11.8%)	5 (6.4%)		2.14	
EOP Status	540 (19.1%)	8 (10.3%)	*	3.87	
Veteran	27 (1.0%)	1 (1.3%)		0.09	
Resident Tuition	2294 (81.1%)	62 (79.5%)		0.13	

*$p<0.05$ **$p<0.01$ ***$p<0.001$

Differences in Demographic Information for Four Types of FIG Offerings

Table 5 shows demographic differences between the overall FIG population and students in the four FIG program variations discussed previously in the report: FIGs with IWP writing links (English 197, 198, 199), residential FIGs, FIGs with an EnviroLink seminar ("Environmental"), and FIGs with a service learning component. We noted the following statistically significant demographic differences:

- The ethnic composition of the IWP writing link FIGs did not differ from the overall FIG student population. This was not the case for the other three FIG variations. The residential FIGs included a significantly higher percentage of Asian students (48.8%) and a significantly lower percentage of Caucasian students (43.4%) than did rest of the FIG population. Environmental FIGs included no African American students and a higher percentage of Caucasian students (72.7%) than did the FIG group in general (59.7%). The service learning FIGs included a higher percentage of Pacific Islander students (4.6%) than did the general FIG population.

- The IWP and service learning FIGs included a higher percentage of EOP students (just over a quarter for both groupings) than did the rest of the FIG student population.

- The residential FIGs included a lower percentage of in-state residents (based on whether students paid resident or non-resident tuition) than did the overall FIG population. While roughly four-fifths of the entire FIG population paid resident tuition, this was the case for fewer than two-thirds of all residential FIG students.

Table 5. Demographic comparison, FIG program types

	Writing Link FIG Students (n=319)	Residential FIG Students (n=129)	Environmental FIG Students (n=110)	Service Learning FIG Students (n=108)	Entire FIG (n=2829)
Male	140 (43.9%)	59 (45.7%)	34 (30.9%)	34 (31.5%)	1190 (42.0%)
Female	179 (56.1%)	70 (54.3%)	76 (69.1%)	74 (68.5%)	1639 (57.9%)
Mean Age	18.7 years	18.6 years	18.7 years	18.7 years	18.7 years
Median Age	18.6 years	18.5 years	18.7 years	18.6 years	18.6 years
Ethnicity					
African American	14 (4.4%)	5 (3.9%)	0 (0.0%)*	4 (3.7%)	90 (3.2%)
Native American	11 (3.4%)	2 (1.6%)	1 (0.9%)	4 (3.7%)	65 (2.3%)
Latino	32 (10.0%)	8 (6.2%)	7 (6.4%)	10 (9.3%)	216 (7.6%)
Pacific Islander	5 (1.6%)	0 (0.0%)	1 (0.9%)	5 (4.6%)**	30 (1.1%)
Asian	88 (27.6%)	63 (48.8%)***	32 (29.1%)	34 (31.5%)	897 (31.7%)
Caucasian	197 (61.8%)	56 (43.4%)***	80 (72.7%)**	57 (52.8%)	1690 (59.7%)
Other	29 (9.1%)	16 (12.4%)	5 (4.5%)	14 (13.0%)	256 (9.0%)
Multi-Racial	42 (13.2%)	16 (12.4%)	13 (11.8%)	10 (9.3%)	293 (10.4%)
Official UW URM Status	48 (15.0%)	13 (10.1%)	9 (8.2%)	20 (18.5%)*	334 (11.8%)
EOP Status	80 (25.1%)**	25 (19.4%)	17 (15.5%)	29 (26.9%)*	540 (19.1%)
Veteran	2 (0.6%)	2 (1.6%)	2 (1.8%)	2 (1.9%)	27 (1.0%)
Resident Tuition	261 (81.8%)	82 (63.6%)***	85 (77.3%)	95 (88.0%)	2294 (81.1%)

*p<0.05   **p<0.01   ***p<0.001*

Other Demographic Information

In addition to the demographic information taken from the UW student database, we asked students to supply additional information about their backgrounds on the pre- and post-surveys they completed. We compared the FIG, Non-FIG/ALL, and ALL students' responses to these questions, and those results are shown in Tables 6 through 11. If not otherwise noted, the information presented in these six tables are results from the post-quarter surveys. In addition, we compared students in the four variations of the FIG program used previously—FIGs with writing links, residential FIGs, environmental FIGs, and service learning FIGs—and when differences between each variation and the overall FIG program were statistically significant, we note that here.

As Table 6 shows, most of the FIG (57.8%), Non-FIG/ALL (67.8%), and the ALL (71.6) students lived in UW residence halls. However, freshmen living in the Greek system were statistically over-represented in the FIG program, with one out of every five FIG students (21.0%) reporting that they lived in sororities and fraternities by the end of fall quarter. Regarding the four FIG subtypes, as might be expected, 88.3% of the residential FIG students reported living in the UW residence halls by the end of fall quarter, a difference with the overall FIG population that was statistically significant. Thirteen of the 111 residential FIG students completing the post-quarter survey indicated that they no longer lived in a residence hall. Six were in Greek housing; four with parents or relatives; two in private residences; and one in other student campus housing.

Table 6. Place of residence

Group	With parents or relatives	Other private home, apartment, room	Residence Halls	Fraternity/ sorority	Other campus student housing	Other
FIG	349	173	1526	555	19	16
(n=2638)	(13.2%)	(6.6%)	(57.8%)	(21.0%)	(0.7%)	(0.6%)
Non-FIG/ALL	118	71	517	44	11	2
(n=763)	(15.5)	(9.3)	(67.8)	(5.8)	(1.4)	(0.3)
ALL	4	7	48	7	1	0
(n=67)	(6.0)	(10.4)	(71.6)	(10.4)	(1.5)	(0.0)

Few of the students we surveyed were the first in their families to attend college—14.4% of the FIG, 15.9% of the Non-FIG/ALL, and 9.0% of the ALL students (Table 7).

Table 7. First in family to attend college[10]

Group	Yes	No
FIG	397	2364
(n=2761)	(14.4%)	(85.6%)
Non-FIG/ALL	184	974
(n=1158)	(15.9)	(84.1)
ALL	6	61
(n=67)	(9.0)	(91.0)

In terms of parents' educational backgrounds, the majority of students in all groups had mothers and/or fathers who had earned baccalaureate degrees or more, as Table 8 shows.

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[10] Since being the first person in one's family to attend college was an important student characteristic we ultimately used to analyze other survey data, this variable was a combination pre-and-post variable where if a particular student had not completed the post-survey the student's pre-survey response to this question was used instead. This process allowed for greater numbers of students (particularly non-FIG/ALL respondents) to be included in our analyses.

Table 8. Parents' educational level[11]

Group	% Mother with BA/BS or more	% Father with BA/BS or more
FIG	1538	1736
(ns=2759, 2746)	(55.7%)	(63.2%)
Non-FIG/ALL	651	737
(ns=1150, 1158)	(56.1)	(63.6)
ALL	41	47
(ns=67, 67)	(61.2)	(70.1)

However, as Table 9 shows, while the majority of students in all three groups had neither parents nor siblings who had attended the UW, students in FIGs (35.6%) were more statistically more apt than Non-FIG/ALL students (28.2%) to have a parent or sibling who had attended the UW.

Table 9. Parents and/or siblings attended UW[12]

Group	Yes	No
FIG	982	1777
(n=2759)	(35.6%)	(64.4%)
Non-FIG/ALL	324	826
(n=1150)	(28.2)	(71.8)
ALL	22	44
(n=66)	(33.3)	(66.7)

Regarding their financial situations, most of the students in all three groups reported not working at a job during their first quarter at the UW, as Table 10 shows. The majority of the students who did work, worked between 0-15 hours per week. Differences across the three groups were not statistically significant. Interestingly, students in both the FIG program and those in the Non-FIG/ALL group estimated in the pre-quarter survey that they would work more than they reported working by the end of fall quarter.

Table 10. Hours worked fall quarter

Group	None, not employed	Fewer than 10	11-15	16-20	21-30	More than 30
FIG	1935	320	236	87	46	19
(n=2643)	(73.2%)	(12.1%)	(8.9%)	(3.3%)	(1.7%)	(0.7%)
Non-FIG/ALL	573	87	61	30	10	6
(n=767)	(74.7)	(11.3)	(8.0)	(3.9)	(1.3)	(0.8)
ALL	51	6	4	4	1	0
(n=66)	(77.3)	(9.1)	(6.1)	(6.1)	(1.5)	(0.0)

Finally, the financial aid picture was consistent across all three groups of students, with between 41.8% to 45.6% reporting that they were indeed receiving some sort of financial aid on the post-quarter survey.

Table 11. Receiving financial aid

Group	Yes	No
FIG	1177	1469
(n=2646)	(44.5%)	(55.5%)
Non-FIG/ALL	325	437
(n=762)	(42.7)	(57.3)
ALL	28	39
(n=67)	(41.8)	(58.2)

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[11] This is another combination pre-and-post variable.

[12] This is the final combination pre-and-post variable.

ACADEMIC INFORMATION

Table 12 shows the academic backgrounds for the FIG, Non-FIG/ALL, and the ALL groups, as well as for the whole 2009 entering freshman class.   Please note that FIG students comprise a little more than half of the overall entering freshman population listed in Table 12, so numerical comparisons between these two groups can be misleading.   However, generally speaking, FIG students entered the UW with an average high school GPA that was roughly equivalent to the mean GPA of the other populations (3.73) shown in Table 12. Their overall ACT and SAT scores were close to, but slightly lower, than those of the remainder of the students entering the UW in 2009, as were the number of AP and IB credits they brought with them. In addition, on average the FIG population transferred fewer credits to the UW than did the rest of the freshman population, and a smaller percentage of FIG students entered with any transfer credits and/or were running start students than were present in the overall entering freshman population. In addition, fewer FIG students had declared a major by the 10th day of winter quarter than had students in the overall freshman population. In terms of their average fall quarter UW GPA and credits earned, the FIG students were very similar to the remainder of the overall freshman class.

Academic Differences between the FIG and Non-FIG/ALL Populations

As shown in Table 13, there were a number of statistically significant academic differences between the FIG and Non-FIG/ALL populations. These were as follows, with the greater differences noted first:

- The FIG population included a significantly lower percentage of running start students (12.8%) than the Non-FIG/ALL population (24.6%). FIG students were also less likely to have transferred in any incoming college credits (23.1%) than their Non-FIG/ALL counterparts (33.1%). Both facts partially explain why FIG students, on average, transferred fewer credits from other institutions than their Non-FIG/ALL peers (5.5 versus 14.7 credits).

- A smaller percentage of the FIG (16.9%) students had declared a major by the 10th day of winter quarter than had the Non-FIG/ALL students (22.9%).

- In general, FIG students' overall ACT and SAT test scores were lower than those for the Non-FIG/ALL population (26.1 versus 27.3 and 1757.9 versus 1813.0, respectively). FIG students also fared slightly worse on every subsection of each test (English, Reading, Mathematics, Science, and Writing). The biggest performance gaps (with nearly moderate effect sizes) were observed for the mathematics section of each test. In addition, a greater percentage of the Non-FIG/ALL students took either the ACT and/or the SAT test than did the FIG students.

Other statistically significant academic differences between the FIG and Non-FIG/ALL populations were less meaningful than those noted above. These were:

- FIG students, on average, entered the UW with a significantly fewer AP credits (7.0) than did the Non-FIG/ALL students (9.0), as well as with fewer IB credits (0.9 versus 1.2).

- FIG students attempted and completed slightly fewer credits, on average, than did Non- FIG/ALL students. Overall, FIG students earned 14.4 fall quarter credits compared with 14.7 credits for

their Non-FIG/ALL peers.[13] However, it should be noted that two of the credits earned by FIG students were for their 199 FIG seminar, rather than for departmental courses, and, in addition, some FIG students (e.g., EnviroLink students) were taking a one-credit general studies seminar as part of their FIG. Therefore, while the number of credits taken by FIG and Non-FIG/ALL students fall quarter appears similar, those credits were somewhat different in nature.

- The average high school GPA for the FIG students (3.72) was slightly lower than that for the Non-FIG/ALL students (3.73). By contrast, the fall quarter average UW GPA for the FIG students (3.26) was slightly higher than that for the Non-FIG/ALL students (3.22).

Table 12. Academic information for the FIG, Non-FIG/ALL, ALL, and 2009 freshman populations

	FIG Students (n=2829)	Non-FIG/ALL Freshmen (n=2345)	ALL Students (n=78)	Entire Freshman Population (n=5252)
High School GPA	3.72	3.73	3.73	3.73
ACT Test Takers	850 (30.0%)	603 (25.7%)	23 (29.5%)	1476 (28.1%)
ACT Score	26.1	27.3	26.8	26.6
ACT English Score	26.0	26.9	27.5	26.4
ACT Reading Score	26.6	27.3	28.8	26.9
ACT Mathematics Score	26.4	28.3	25.7	27.1
ACT Science Score	25.0	26.2	24.7	25.5
SAT Test Takers	2606 (92.1%)	2053 (87.5%)	72 (92.3%)	4731 (90.1%)
SAT Score	1757.9	1813.0	1836.9	1783.0
SAT Critical Reading Score	578.3	585.7	622.8	582.2
SAT Mathematics Score	605.6	642.2	607.8	621.5
SAT Writing Score	574.1	585.2	606.4	579.4
AP Credits	7.0	9.0	11.7	7.9
IB Credits	0.9	1.2	1.0	1.0
% with AP Credits	1263 (44.6%)	989 (42.2%)	43 (55.1%)	2295 (43.7%)
% with IB Credits	124 (4.4%)	127 (5.4%)	4 (5.1%)	255 (4.9%)
% with IB and/or AP Credits	1367 (48.3%)	1090 (46.5%)	47 (60.3%)	2504 (47.7%)
Incoming Transfer Credits	5.5	14.7	7.7	9.7
% with Incoming Transfer Credits	650 (23.0%)	777 (33.1%)	19 (24.4%)	1446 (27.5%)
Running Start	361 (12.8%)	576 (24.6%)	11 (14.1%)	948 (18.0%)
% Enrolled Winter 2010	2803 (99.0%)	2313 (98.6%)	77 (98.7%)	5193 (98.9%)
% with Declared Major	477 (16.9%)	536 (22.9%)	6 (7.7%)	1019 (19.4%)
Total Fall Credits - Attempted	14.6	14.9	17.1	14.8
Total Fall Credits - Earned	14.4	14.7	16.9	14.6
Fall Quarter GPA	3.26	3.22	3.42	3.25
% Received Credit for 199/150 FIG/ALL Seminar	2681 (94.7%)	N/A	72 (92.3%)	N/A

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[13] While there was only a 0.3 credit mean difference between FIG and Non-FIG/ALL students, the proportion of FIG students who completed more than 12 fall term credits (60.5%) was significantly lower than the proportion of Non-FIG/ALL students who did the same (85.7%).

Table 13. Academic comparison, FIG and Non-FIG/ALL student populations

	FIG Students (n=2829)	Non-FIG/ALL Freshmen (n=2345)	Sig	X^2	d
High School GPA	3.72	3.73	*		-0.07
ACT Test Takers	850 (30.0%)	603 (25.7%)	**	11.91	
ACT Score	26.1	27.3	***		-0.30
ACT English Score	26.0	26.9	***		-0.19
ACT Reading Score	26.6	27.3	**		-0.14
ACT Mathematics Score	26.4	28.3	***		-0.43
ACT Science Score	25.0	26.2	***		-0.29
SAT Test Takers	2606 (92.1%)	2053 (87.5%)	***	29.87	
SAT Score	1757.9	1813.0	***		-0.26
SAT Critical Reading Score	578.3	585.7	**		-0.08
SAT Mathematics Score	605.6	642.2	***		-0.44
SAT Writing Score	574.1	585.2	***		-0.13
AP Credits	7.0	9.0	***		-0.15
IB Credits	0.9	1.2	*		-0.07
% with AP Credits	1263 (44.6%)	989 (42.2%)		3.18	
% with IB Credits	124 (4.4%)	127 (5.4%)		2.96	
% with IB and/or AP Credits	1367 (48.3%)	1090 (46.5%)		1.74	
Incoming Transfer Credits	5.5	14.7	***		-0.42
% with Incoming Transfer Credits	650 (23.0%)	777 (33.1%)	***	66.24	
Running Start	361 (12.8%)	576 (24.6%)	***	121.26	
% Enrolled Winter 2010	2803 (99.0%)	2313 (98.6%)		3.13	
% with Declared Major	477 (16.9%)	536 (22.9%)	***	29.28	
Total Fall Credits - Attempted	14.6	14.9	**		-0.09
Total Fall Credits - Earned	14.4	14.7	**		-0.08
Fall Quarter GPA	3.26	3.22	*		0.06
% Received Credit for 199/150 FIG/ALL Seminar	2681 (94.7%)	N/A		N/A	

*p<0.05   **p<0.01   ***p<0.001*

Academic Differences between the FIG and the ALL Populations

Table 14 shows the differences between the academic variables for the FIG and the ALL program students. Differences that were statistically significant were as follows, with the most pronounced differences noted first:

- The average number of credits FIG students attempted (14.6) and earned (14.4) fall quarter were significantly lower than for the ALL students (17.1 and 16.9 respectively). While both FIG and ALL students had the chance to receive two credits for completing the seminars associated with their programs, the ALL students attempted and earned 2.5 more credits, on average, than did FIG students.[14] This was likely caused by the fact that most of the FIG clusters included two UW classes plus the seminar, while every ALL cluster included three UW classes plus a seminar.

- FIG students, on average, entered the UW with significantly fewer AP credits (7.0) than did ALL students (11.7). Additionally, a smaller percentage of FIG students entered the UW with AP and/or IB credits (48.3%) than did the ALL students (60.3%).

- Regarding standardized test scores, the FIG students' overall SAT scores, their SAT critical reading and writing scores, and their ACT reading score were lower than those for the ALL students. More than half of the gap between the overall SAT scores for the ALL and FIG populations was due to the difference in their average SAT critical reading scores (578.3 for the FIG students and 622.8 for the ALL students).

- A greater percentage of the FIG students (16.9%) than the ALL students (7.7%) had declared a major by the 10th day of winter quarter.

- The average UW GPA for FIG students (3.26) was lower than that for the ALL students (3.42).[15] However, this latter finding should be interpreted with some caution as it associated with less than even a small effect size (i.e., |d| > 0.2).

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[14] Similar to the Non-FIG/ALL comparison, the proportion of FIG students who completed more than 12 fall term credits (60.5%) was significantly lower than the proportion of ALL students who did the same (91.0%).
[15] Of the two groups in the ALL program, the Arts ALL students ended fall quarter with a significantly higher average GPA than did Social Sciences ALL students (3.54 vs. 3.31).

Table 14. Academic comparison, FIG and ALL student populations

	FIG Students (n=2829)	ALL Students (n=78)	Sig	X^2	d
High School GPA	3.72	3.73			-0.06
ACT Test Takers	850 (30.0%)	23 (29.5%)		0.01	
ACT Score	26.1	26.8			-0.17
ACT English Score	26.0	27.5			-0.32
ACT Reading Score	26.6	28.8	*		-0.41
ACT Mathematics Score	26.4	25.7			0.16
ACT Science Score	25.0	24.7			0.08
SAT Test Takers	2606 (92.1%)	72 (92.3%)		0.00	
SAT Score	1757.9	1836.9	***		-0.26
SAT Critical Reading Score	578.3	622.8	***		-0.53
SAT Mathematics Score	605.6	607.8			-0.03
SAT Writing Score	574.1	606.4	***		-0.40
AP Credits	7.0	11.7	***		-0.41
IB Credits	0.9	1.0			-0.02
% with AP Credits	1263 (44.6%)	43 (55.1%)		3.37	
% with IB Credits	124 (4.4%)	4 (5.1%)		0.10	
% with IB and/or AP Credits	1367 (48.3%)	47 (60.3%)	*	4.33	
Incoming Transfer Credits	5.5	7.7			-0.14
% with Incoming Transfer Credits	650 (23.0%)	19 (24.4%)		0.08	
Running Start	361 (12.8%)	11 (14.1%)		0.15	
% Enrolled Winter 2010	2803 (99.0%)	77 (98.7%)		0.14	
% with Declared Major	477 (16.9%)	6 (7.7%)	*	4.61	
Total Fall Credits - Attempted	14.6	17.1	***		-0.87
Total Fall Credits - Earned	14.4	16.9	***		-0.82
Fall Quarter GPA	3.26	3.42	*		0.06
% Received Credit for 199/150 FIG/ALL Seminar	2681 (94.7%)	72 (92.3%)		0.89	

*p<0.05   **p<0.01   ***p<0.001*

Differences in Academic Information for Four Types of FIG Offerings

As we had done with the demographic composition of the four types of FIG offerings—FIG students in IWP writing links, in residential FIGs, in the EnviroLink seminar, and in service learning options—we compared the academic information of the four FIG subgroups. As Table 15 shows, there were statistically significant differences across these four groups.

IWP Writing Link FIGs

There were some interesting differences between the IWP FIG population and that of the FIGs in general. Upon entering the UW, the IWP FIG students had a lower average high school GPA (3.68) than

did the rest of the FIG population (3.72), and this difference, although small, was statistically significant. No other statistically significant differences were observed between the incoming IWP student population and other FIG students. In contrast, IWP students ended their first term with a significantly higher average fall quarter UW GPA (3.35) than did their non-IWP FIG peers (3.25), although again, this difference was small.

In addition, a greater percentage of the IWP FIG students had declared a major by winter quarter than their non-IWP FIG counterparts (21.0% versus 16.3%). Alternatively, slightly fewer IWP FIG students than other FIG students had enrolled winter quarter (97.9% versus 99.2%), and fewer IWP students received credit for their General Studies 199 seminar than did other FIG students (91.8% vs. 95.1%).

Residential FIGs

Residential FIG students differed from other FIG students in a number of ways. They were less likely to have taken the ACT (19.4%) than non-residential FIG students (30.6%), but more likely to have taken the SAT (96.9% versus 91.9%). Their overall SAT test scores were significantly higher than those for the remainder of the FIG population and they specifically scored higher on the ACT mathematics, SAT mathematics, and SAT writing subsections. A greater percentage of residential FIG students entered the UW with AP and/or IB credits than did the overall FIG population. Indeed, close to two-thirds (64.3%) of the residential FIG students entered the UW with IB/AP credits compared with fewer than half of the non-residential FIG population (47.6%). On the other hand, residential FIG students also entered the UW with fewer transfer credits than the non-residential FIG group (3.1 vs. 5.7).

We noted no statistically significant differences between residential and non-residential FIG students on the end-of-fall-quarter academic variables, including, average number of fall credits attempted and earned; percentage receiving credit for General Studies 199; percentage enrolled for Winter 2010; percentage having declared a major; and average fall quarter UW GPA.

EnviroLink FIGs

As Table 15 shows, other than having a smaller proportion of SAT test-takers than did the overall FIG population, EnviroLink FIG students were similar to the overall FIG population.

Service Learning FIGs

The students in FIGs that included a service learning component differed in a few ways from the overall FIG population. Those who took the ACT had significantly lower science subsection scores than the rest of the FIG student population. Service learning FIG students also were less likely to have entered the UW with transfer credits (14.8% than did the remainder of the FIG student population (23.3%) and thus averaged less than half as many incoming transfer credits (2.6 versus 5.7). Finally, the average fall quarter GPA for service learning students was significantly higher than that other FIG students (3.43 vs. 3.25), as well as slightly higher than the average GPAs for students in the other three FIG subgroups.

Table 15. Academic comparison, FIG program types

	Writing Link FIG Students (n=319)	Residential FIG Students (n=129)	Environmental FIG Students (n=110)	Service Learning FIG Students (n=108)	Entire FIG (n=2829)
High School GPA	3.68**	3.73	3.72	3.73	3.72
ACT Test Takers	104 (32.6%)	25 (19.4%)**	35 (31.8%)	31 (28.7%)	850 (30.0%)
ACT Score	26.4	26.6	25.7	25.8	26.1
ACT English Score	26.5	25.9	25.3	26.5	26.0
ACT Reading Score	27.3	26.0	26.3	26.5	26.6
ACT Mathematics Score	26.0	28.2*	25.9	26.2	26.4
ACT Science Score	25.2	25.6	24.5	23.6*	25.0
SAT Test Takers	285 (89.3%)	125 (96.9%)*	94 (85.5%)*	100 (92.6%)	2606 (92.1%)
SAT Score	1747.3	1813.8***	1741.7	1734.4	1757.9
SAT Critical Reading Score	576.5	581.4	574.6	564.6	578.3
SAT Mathematics Score	598.0	637.4***	597.6	595.8	605.6
SAT Writing Score	572.9	595.0**	569.6	574.0	574.1
AP Credits	7.2	8.6	7.0	5.5	7.0
IB Credits	0.4	1.0	1.3	0.2	0.9
% with AP Credits	141 (44.2%)	77 (59.7%)**	54 (49.1%)	47 (43.5%)	1263 (44.6%)
% with IB Credits	8 (2.5%)	9 (7.0%)	6 (5.5%)	2 (1.9%)	124 (4.4%)
% with IB and/or AP Credits	149 (46.7%)	83 (64.3%)***	58 (52.7%)	48 (44.4%)	1367 (48.3%)
Incoming Transfer Credits	6.7	3.1**	6.8	2.6**	5.5
% with Incoming Transfer Credits	83 (26.0%)	23 (17.8%)	27 (24.5%)	16 (14.8%)*	650 (23.0%)
Running Start	51 (16.0%)	9 (7.0%)	13 (11.8%)	8 (7.4%)	361 (12.8%)
% Enrolled Winter 2010	312 (97.8%)*	128 (99.2%)	108 (98.2%)	108 (100.0%)	2803 (99.0%)
% with Declared Major	67 (21.0%)*	24 (18.6%)	26 (23.6%)	23 (21.3%)	477 (16.9%)
Total Fall Credits - Attempted	14.8	14.9	14.4	14.4	14.6
Total Fall Credits - Earned	14.5	14.7	14.2	14.4	14.4
Fall Quarter GPA	3.35**	3.34	3.28	3.43***	3.26
% Received Credit for 199/150 FIG/ALL Seminar	293 (91.8%)*	125 (96.9%)	101 (91.8%)	105 (97.2%)	2681 (94.7%)

*p<0.05   **p<0.01   ***p<0.001*

End of Spring Quarter Academic Data

In order to determine if the end-of-quarter academic differences that we noted in the three student populations (FIG, Non/FIG/ALL, and ALL) continued through students' first years at the UW, we gathered academic information for the three groups at the end of spring quarter, 2010. Tables 16 through 18 show the academic differences across these three populations at the end of students' first year in relation to relevant end-of-first-quarter data (shown previously in Tables 12 through 15) in italics to aid in comparison.

As Table 16 shows, the academic differences we noted between FIG, Non-FIG/ALL, and ALL students at the end of students' first quarter at UW quarters largely disappear by the end of students' first year.

Table 16. End-of-year academic information, FIG program students, Non-FIG/ALL students, ALL program students, 2009 freshman population

	FIG Students (n=2829)	Non-FIG/ALL Freshmen (n=2345)	ALL Students (n=78)	Entire Freshman Population (n=5252)
% Enrolled Winter 2010	*2803* *(99.0%)*	*2313* *(98.6%)*	*77* *(98.7%)*	*5193* *(98.9%)*
% Enrolled Through Spring or Summer 2010	2774 (98.1%)	2290 (97.7%)	76 (97.4%)	5140 (97.9%)
% with Declared Major – 10th Day Winter	*477* *(16.9%)*	*536* *(22.9%)*	*6* *(7.7%)*	*1019* *(19.4%)*
% with Declared Major – 10th Day Summer	569 (20.1%)	666 (28.4%)	13 (16.7%)	1248 (23.8%)
Total Fall Credits - Attempted	*14.6*	*14.9*	*17.1*	*14.8*
Total Fall Credits - Earned	*14.4*	*14.7*	*16.9*	*14.6*
Total Fall to Spring Credits - Earned	43.2	43.1	44.5	43.2
Fall Quarter GPA	*3.26*	*3.22*	*3.42*	*3.25*
Fall to Spring GPA	3.17	3.19	3.32	3.18

The only statistically significant difference between the groups is that by the end of their first year at the UW, FIG students were less likely than Non-FIG/ALL students to have declared a major (20.1% for FIG students and 28.4% for Non-FIG/ALL students), as Table 17 shows.   Non-FIG/ALL students entered the UW with more transfer credits than FIG students, so it makes some sense that they would have a clearer sense of their majors sooner than the FIG students.

Table 17. End-of-year academic comparisons between FIG and Non-FIG/ALL students

	FIG Students (n=2829)	Non-FIG/ALL Freshmen (n=2345)	Sig	X^2	d
% Enrolled Winter 2010	*2803* *(99.0%)*	*2313* *(98.6%)*		*3.13*	
% Enrolled Through Spring or Summer 2010	2774 (98.1%)	2290 (97.7%)		0.99	
% with Declared Major – 10th Day Winter	*477* *(16.9%)*	*536* *(22.9%)*	*****	*29.28*	
% with Declared Major – 10th Day Summer	569 (20.1%)	666 (28.4%)	***	48.46	
Total Fall Credits - Attempted	*14.6*	*14.9*	****		*-0.09*
Total Fall Credits - Earned	*14.4*	*14.7*	****		*-0.08*
Total Fall to Spring Credits - Earned	43.2	43.1			0.00
Fall Quarter GPA	*3.26*	*3.22*	***		*0.06*
Fall to Spring GPA	3.17	3.19			-0.04

*p<0.05   **p<0.01   ***p<0.001

In addition, as Table 18 shows, the ALL program students ended the year with a higher overall GPA than did the FIG students, but this difference was no longer statistically significant.

Table 18. End-of-year academic comparisons between FIG and ALL students

	FIG Students (n=2829)	ALL Students (n=78)	Sig	X^2	d
% Enrolled Winter 2010	2803 (99.0%)	77 (98.7%)		0.14	
% Enrolled Through Spring or Summer 2010	2774 (98.1%)	76 (97.4%)		0.15	
% with Declared Major – 10th Day Winter	477 (16.9%)	6 (7.7%)	*	4.61	
% with Declared Major – 10th Day Summer	569 (20.1%)	13 (16.7%)		0.56	
Total Fall Credits - Attempted	14.6	17.1	***		-0.87
Total Fall Credits - Earned	14.4	16.9	***		-0.82
Total Fall to Spring Credits - Earned	43.2	44.5			-0.21
Fall Quarter GPA	3.26	3.42	*		0.06
Fall to Spring GPA	3.17	3.32			-0.04

*p<0.05   **p<0.01   ***p<0.001

In addition to these comparisons across FIG, Non-FIG/ALL, and ALL program students, we conducted the same end-of-year academic comparison for the four FIG subtypes. As Table 19 shows, significant differences in these four groups were as follows:

- Students who had taken FIGs that included IWP writing links were more likely than other FIG students to have declared majors by spring/summer quarter.

- Students in residential FIGs had earned more credits in their first year than had other FIG students, and their overall UW GPA was higher than that of the other FIG students as well.

- Students who had taken FIGs with EnviroLink seminars were slightly less likely than other FIG students to be enrolled at the UW in spring/summer quarter

Table 19. End-of-year academic comparison, FIG program types

	Writing Link FIG Students (n=319)	Residential FIG Students (n=129)	Environmental FIG Students (n=110)	Service Learning FIG Students (n=108)	Entire FIG (n=2829)
% Enrolled Winter 2010	312 (97.8%)*	128 (99.2%)	108 (98.2%)	108 (100.0%)	2803 (99.0%)
% Enrolled Through Spring or Summer 2010	309 (96.9%)	127 (98.4%)	104 (94.5%)*	108 (100.0%)	2774 (98.1%)
% with Declared Major – 10th Day Winter	67 (21.0%)*	24 (18.6%)	26 (23.6%)	23 (21.3%)	477 (16.9%)
% with Declared Major – 10th Day Summer	83 (26.0%)**	30 (23.3%)	29 (26.4%)	26 (24.1%)	569 (20.1%)
Total Fall Credits - Attempted	14.8	14.9	14.4	14.4	14.6
Total Fall Credits - Earned	14.5	14.7	14.2	14.4	14.4
Total Fall to Spring Credits - Earned	42.4	44.9**	42.2	43.8	43.2
Fall Quarter GPA	3.35**	3.34	3.28	3.43***	3.26
Fall to Spring GPA	3.20	3.30**	3.19	3.20	3.17

*p<0.05   **p<0.01   ***p<0.001

WHAT ENTERING STUDENTS HOPE TO LEARN

In a survey administered to FIG and Non-FIG/ALL students at the beginning of fall quarter, 2009, we asked students "What are the two or three most important things you hope to learn at the UW?" About 2,415 (93.2%) of the 2,591 FIG survey respondents provided answers to this open-ended question, as did 806 (94.2%) of the 856 Non-FIG/ALL students. We randomly selected 977 (40.5%) of the FIG responses and 350 (43.4%) of the Non-FIG/ALL responses for analysis.

FIG Students' Responses

We analyzed FIG students' responses using a constant comparison method, an inductive process that allows categories of responses to emerge from students' comments. Eleven strong themes emerged from students' responses, as well as several minor themes.

Learn about Myself, Grow as a Person

Self-knowledge and personal-growth was the most frequently-mentioned area of learning by FIG students. More than a third (35.1%) of the students in our FIG sample said that they wanted to learn about themselves or grow as persons while at the UW. Furthermore, two out of five of these students specifically said that they hoped to develop a greater sense of physical, intellectual, or moral independence while at the UW. The following student quotations illustrate this category of response:

- *"I hope to learn more about my ethnic background and my culture in general. I want to learn the hard way the difference between high school and college."*

- *"At this point in my life, I am still heavily reliant upon other people. By the time I graduate from the UW, I hope that I will have become a resourceful member of society capable of supporting myself."*

- *"Even though I am not housing at the UW, I do hope to become more independent and responsible for myself. I would like to prove to myself that I will be able to take charge of my own life and learn the steps to be successful in my own ways. Of course, I would hope to learn what major will be most fitting for me. With so many classes, clubs, activities, research opportunities, student careers, and many other things being offered and being surrounded by so many different types of people, I hope to learn more about who I am, and what I truly want to strive for in the future."*

Find a Direction: Identify a Major and/or a Career

Close to a third (31.1%) of the FIG students in our sample indicated that they hoped to learn a direction for their futures while at UW. More than half of these students said they hoped to identify a major, often noting that they hoped the major would speak to their interests and passions. The rest of this group focused on hoping to learn what they might do as a career. Students often linked these two, for example saying that they hoped to find a major that would lead them to understand what they might do for a career. The following three examples illustrate this category of response:

- *"Finding a major that will help me to feel more comfortable with the idea of working for the rest of my life after college."*

- *"I hope to learn as much as my brain can take. I hope to find a major that suits what I want to accomplish in life. "*

- *"1. I want to learn more about myself, to find a major that intrigues and challenges me, something I can be passionate about doing. 2. I want to learn on how I can become more involved in community and how I can make a difference in this world."*

Gain Knowledge in an Area of Study or a Major

Roughly one in four FIG students (24.4%) in our sample said they hoped to learn knowledge in a field of study. Some of those students identified specific fields, such as electrical engineering, creative writing, chemistry, art, and biology. Others simply said that they wanted to learn everything they could about their intended or future majors.   The following three quotations serve as examples of this category of response:

- *"I hope to learn as much as I possibly can about psychology which is my major, and I hope to learn how to succeed academically and in the job world."*

- *"I hope to learn to be a better storyteller, a better programmer, and a better friend. I also hope to get better at Japanese and be prepared for a career in video game design."*

- *"Become an expert in my major."*

Learn How to Be Successful after College/Succeed in a Graduate Program or Career after College

Close to one in four (23.7%) of the FIG students whose responses we analyzed focused on learning what they needed to know in order to be successful in graduate school or in a career, even if they were not sure what they wanted those careers to be.   Three examples:

- *"I hope to learn valuable lessons that will help me succeed in my career after college."*

- *"I hope to learn what I am going to do as a career for the rest of my life and everything that I will need for that career."*

- *"I hope to learn to be an expert at my area of interest or major so that I will be able to find a good job. Also to learn how to network with different types of people, which can be useful in a job."*

Learn and Improve Academic Skills

More than one-fifth (22.0%) of the FIG students whose responses we analyzed said that they hoped to learn or to improve a specific academic or general skill while at the UW. Two out of five of those students said they hoped to improve or develop study skills. Others said that they hoped to improve

their writing skills, to develop critical thinking skills, and to learn research skills.   Examples of this type of response include:

- *"How to study for tests, how to take tests and how to handle rigorous courses and workloads."*

- *"I hope to learn how to create better study habits and to use my time wisely. Another thing I would like to learn is how do you adjust to a faster pace learning environment."*

- *"How to think critically. How to express myself in writing and speech articulately. How to use knowledge in biology, psychology, and mathematics to solve problems in real life."*

Make Friends and Develop Better Social Skills

One in five (20.6%) of the FIG students whose responses we analyzed said that they hoped either to improve their social skills or to make new friends. About a fifth of these students indicated that they wanted to make social contacts for the purpose of networking or helping themselves advance in their lives and careers; their interest in making new friends, therefore, was more transactional than social. In addition, several students who said that they wanted to make friends or develop better social skills specifically noted they wanted to make friends with a diverse group of people, students from cultures and backgrounds different from their own.

- *"I hope to learn what I'd like to major in. I hope to find a way to help and connect with people who are from different backgrounds than myself, and I hope to learn more about my extracurricular interests."*

- *"This is not something that I will learn but I hope to find people that I can connect with that will set me up for greater opportunities later in my life."*

- *"I wish to learn more about independently living and interaction with people, as well as learn more about different academic interests."*

Learn to Manage Time; Maintain a Balance between Aspects of My Life

Close to one fifth (19.3%) of the FIG students in our sample said that it was important for them to learn time management skills and how to balance personal, social, work, and other aspects of their lives with school demands while at UW. In their words:

- *"I hope to learn time management skills, and I also hope to learn how to ask questions, talk to teachers, and seek help when I need it."*

- *"I hope to learn time management and a sense of balance while attending UW."*

- *"Living independently, and remaining focused on the task at hand (a bachelors). Being able to balance my priorities (i.e. academics, clubs, social life). and to succeed in my major (architecture)."*

Achieve Success—Academically or in General

About 8.0% of the students whose responses we analyzed said that they hoped they learned to succeed in whatever they did or learned to succeed academically.   Two examples of this group's comments are:

- *"1. How to succeed academically without being babied through it like in high school. 2. How to not stress out and become overwhelmed by schoolwork. 3. To be a friend to all."*

- *"Ways to succeed in all my classes as an ESL student; ways to succeed in the future."*

Learn about and Use UW Resources and Activities

Some FIG students (7.8%) said they hoped to Identify and use resources available at the UW, both to extend learning—such as internships and study help—and to become involved in campus life and activities. Two examples of this category of response are:

- *"I hope to learn how to get my way around UW as well as knowing about the available resources offered at the UW so I can have a successful year at the UW."*

- *"I hope I learn what courses will best to achieve the requirements for my major, learn about study abroad programs and internship opportunities and learn about different career opportunities in which I could pursue in my major. "*

Acquire General Academic Knowledge

About 7.6% of the students whose responses we analyzed said that they hoped to gain general knowledge or to become better educated. For example:

- *"I hope to learn whatever I want to learn; there is a plethora if classes available to me and I'm excited about that aspect of UW."*

- *"Well, I hope I will learn discipline, or at least learn to improve it, and I hope to learn more about the hundreds of things I don't know, language, religion, music, the list goes on."*

Have a Better Understanding of and Appreciation for Diversity

In addition to students who specifically mentioned hoping to make friends with students from different cultures and backgrounds, classified under "Friends and Social Development," close to 5.9% of the respondents we analyzed said that they hoped to learn about and appreciate diversity in their time at the UW. These comments included the desire to learn about people, cultures, and perspectives different from students' own, as well as the desire to gain a more "global" outlook on issues. Three examples of these kinds of comments are:

- *"The first most important thing I plan to learn is how to be prepared for the job I want when I graduate. The second is learning to appreciate different cultures and people more."*

- *"A better understanding of other cultures, and an education in electrical engineering."*

- *"How to become a global citizen, trying to understand all points of view."*

Minor Themes

Other themes that emerged from fewer than 5% of students' responses and a quotation that illustrates those themes were:

- Learn more about study abroad opportunities or through study abroad experience (2.5%): *"I hope to study abroad and gain a greater knowledge than the classroom [can] provide."*

- Discover ways to contribute to society (2.4%): *"At the UW I hope to learn how to be successful with the career path that I choose. I also hope to learn from my experiences and grow as an independent individual so that I will be able to contribute to the community/to the world once I leave UW. "*

- Have a broad range of experiences (2.0%): *"I would like to learn more about myself and my interests as I try new things I may not have had access to elsewhere."*

- Develop leadership abilities (1.7%): *"I hope to learn how to be a leader in a business environment."*

Non-FIG/ALL Students' Responses

Entering UW freshmen who had not signed up for the FIG or the ALL programs were asked the same question on surveys administered in fall quarter, 2009. As we had with FIG students' responses, we used a constant comparison process to analyze a randomly-selected sample (43.4%) of the Non-FIG/ALL students' responses to this question.

As Table 20 shows, the categories generated by FIG and Non-FIG/ALL students' responses to this question were quite similar.   Both FIG and non-FIG students wanted to learn more about themselves, to gather knowledge and skills in a major or a field of study, and to develop general academic skills, such as writing, critical thinking, and study skills.

However, as the table indicates, the order of frequency for these shared desires differed somewhat between FIG and Non-FIG/ALL students.   As mentioned previously, FIG students seemed more focused on their futures after college than did the Non-FIG/ALL students, as evidenced by the greater percentage of FIG students concerned about success after college (23.7%) than Non-FIG/ALL students who focused on life after college as one of their goals (14.0%) and the greater percentage of FIG students focused on finding a major/career direction (31.1%) than Non-FIG/ALL students (22.9%).

Finally, one other difference between the two groups was that the Non-FIG/ALL students seem slightly more academically focused on entry than the FIG students, as evidenced by the differences in their desires to acquire general academic knowledge (16% of the Non-FIG/ALL responses and 7.6% of the FIG

responses), as well as the small differences between the two groups in gaining knowledge in an area of study or a major and learning and improving academic skills.

Table 20. FIG and Non-FIG/ALL students' responses: "What are the two or three most important things you hope to learn at the UW?"

FIG Students (n=977)	Non-FIG Students (n=350)
Learn about Myself, Grow as a Person (35.1%)*	Gain Knowledge in an Area of Study or a Major (28.0%)
Find a Direction: Identify a Major and/or a Career (31.1%)	Learn and Improve Academic Skills (27.7%)
Gain Knowledge in an Area of Study or a Major (24.4%)	Learn about Myself, Grow as a Person (27.4%)
Learn How to Be Successful after College/Succeed in a Graduate Program or Career after College (23.7%)	Learn to Manage Time; Maintain a Balance between Aspects of My Life (23.4%)
Learn and Improve Academic Skills (22.0%)	Make Friends and Develop Better Social Skills (23.1%)
Make Friends and Develop Better Social Skills (20.6%)	Find a Direction: Identify a Major and/or a Career (22.9%)
Learn to Manage Time; Maintain a Balance between Aspects of My Life (19.3%)	Acquire General Academic Knowledge (16%)
Achieve Success—Academically or in General (8.0%)	Learn How to Be Successful/Succeed in a Graduate Program or Career after College (14.0%)
Learn about and Use UW Resources and Activities (7.8%)	Have a Better Understanding of and Appreciation for Diversity (6.6%)
Acquire General Academic Knowledge (7.6%)	Have a Broad Range of Experience (6.0%)
Have a Better Understanding of and Appreciation for Diversity (5.9%)	Learn about and Use UW Resources and Activities (2.0%)
Learn More about Study Abroad Opportunities or through Study Abroad Experience (2.5%)	Discover Ways to Contribute to Society (1.7%)
Discover Ways to Contribute to Society (2.4%)	Develop Leadership Abilities (1.7%)
Have a Broad Range of Experiences (2.0%)	Learn More about Study Abroad Opportunities or through Study Abroad Experience (1.4%)
Develop Leadership Abilities (1.7%)	---

* Numbers do not add to 100% because students identified more than one learning goal.

The subtle differences in the responses of the FIG and Non-FIG/ALL students to this question about what they hoped to learn at the UW may correlate with differences in the two groups' demographic and academic backgrounds, as displayed in Tables 3 and 13. For instance, the Non-FIG/ALL group that entered the UW in 2009 had a significantly higher percentage of male students than did the FIG group, and males still dominate certain majors, including engineering, which admit some freshmen directly into its academic majors. The Non-FIG/ALL group also entered with more IB/AP credits and more transfer credits than did the FIG students, and more of the Non-FIG/ALL students were running start students than were students in the FIG group. In addition, more of the Non-FIG/ALL students had declared majors by their second quarters. These differences suggest that more of the Non-FIG/ALL students had already identified what they hoped to major in or do after college than the FIG students had, which would make them more focused on the work immediately in front of them—doing well in their majors, learning new academic skills—than on future careers and success after college.

SUMMARY: PROFILE OF THE FIG STUDENTS

In terms of demographic make-up, one might expect that the FIG, Non-FIG/ALL, and ALL populations would reflect the gender, ethnicity, and other demographic variables present in the overall 2009 entering group of freshmen equally well. However, the FIG program was relatively over-represented by female students and, in terms of ethnic make-up, was somewhat more diverse than the other two groups.   Compared with their Non-FIG/ALL counterparts, the FIG student population had statistically higher proportions of African American, Native American, Latino, and multi-racial students, as well as of Caucasian students. In fact, roughly two-thirds of both the incoming under-represented minority student population and the EOP-affiliated student population chose to enroll in a FIG.

One final demographic difference between the FIG and the Non-FIG/ALL student populations was that the FIG group included a significantly smaller percentage of out-of-state and international students than did the Non-FIG/ALL group.   This result is curious, because one might expect out-of-state and international students to be especially drawn to the FIG program because of their particular need to be oriented to the UW community and the Seattle area.

Academic differences suggested that FIG students entered the UW somewhat less-prepared for college than the Non-FIG/ALL and ALL populations, which entered the UW with higher SAT scores than did the FIG students. In addition, Non-FIG/ALL students entered with more IB and AP high school credits than did the FIG students. Research has linked performance on standardized tests, such as the SAT, with parental income[16]; therefore, we can infer that the Non-FIG and the ALL students may have come from slightly more privileged backgrounds than did the FIG students.

Also, the significantly greater percentage of Non-FIG/ALL students who entered the UW with transfer and running start credits, as well as the percentage of Non-FIG/ALL students who had declared a major by winter quarter suggests that students in this group may have entered the UW with a clearer sense of their own direction than students in the FIG and the ALL groups.

In addition to the differences between the groups upon entering the UW, by the end of their first quarter at the UW, FIG students had attempted and earned the fewest number of credits of the three populations; their fall quarter UW GPAs were, on average, just slightly higher than those for the Non-FIG/ALL students. However, their fall quarter GPAs were slightly lower than those for the ALL students—the group that, on average, attempted and earned the most credits fall quarter.

However, by the end of the first year, nearly all end-of-fall academic differences disappeared between FIG and Non-FIG/ALL groups. Most students in both groups were still enrolled at the UW, had earned just over 43 credits, and had very similar end-of-year GPAs, although Non-FIG/ALL students were still significantly more likely to have declared a major by summer term than their FIG and ALL counterparts. ALL students' end-of-year GPAs continued to be higher than those of the other two groups, however their average GPA dipped the most from fall to spring (0.10 GPA points).

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[16] For example, see Rothstein, J. M. July-August 2004. College performance predictions and the SAT. *Journal of Econometrics, 121(1-2)*, 297-317.

Students' responses to the question about what they most hoped to learn while at the UW suggest that freshmen arrive at the UW with a huge array of hopes in their arms. That those hopes reflected a range of learning from personal growth to generic success suggests that students' define learning in multiple and complex ways. These findings—that students entered the UW with wide-ranging goals for their own learning and that they define learning in complex and varied ways—are consistent with previous research on UW freshmen.[17]

One aspect of FIG students' responses that seems important for FIG program consideration is that entering FIG students appeared anxious to understand their own futures. At the moment they entered the UW, about a third of the FIG students (31.1%) were focused on finding a direction—a major, a career, or both—and about a fourth of them (23.7%) were focused on being successful in a career or graduate program after they left the UW.   This forward focus is somewhat different from that of the Non-FIG/ALL students, whose responses were focused more on immediate academic learning. This difference between the two groups of students is consistent with the demographic and academic differences between the two groups, noted earlier in this section.

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[17] See Beyer C.H., Gillmore G.M., and Fisher A. T., *Inside the Undergraduate Experience: The University of Washington Study of Undergraduate Learning,* Jossey-Bass, 2007.

Pre-quarter and post-quarter surveys were administered to FIG and Non-FIG/ALL students. In addition, the ALL program students completed a post-quarter survey. Copies of all surveys are included at the end of this report (Appendices B-F).

In our analysis of students' survey responses, we compared FIG students' pre-quarter responses with their post-quarter responses to similar questions in order to track change. In addition, whenever possible we compared FIG students' pre-quarter and post-quarter responses to those of the two other groups—the Non-FIG/ALL group and the ALL group—in order to understand differences in students' experiences and program effects upon those experiences.

Finally, we examined program types within the general FIG population. We compared responses of four FIG subtypes—FIGs with IWP writing links, residential FIGs, environmental FIGs, and service learning FIGs—with the responses of the rest of the FIG population in order to determine if the subgroup had effects on students' experiences.   We also compared the responses of students with membership in certain groups. The student groups we examined included gender, EOP status, under-represented minority status, first in family to attend college, running start students, students entering with transfer credit, students with parents or siblings who had attended the UW, students with mothers with undergraduate degrees or higher, and students not paying resident tuition (i.e., out-of-state students). In order to minimize the potential noise of conducting and presenting such a great number of statistical tests, we display the findings for FIG subtypes and student groups only when differences between those groups and the overall FIG population are statistically significant.

As we have done in the previous section on demographic and academic data, in this section we present basic descriptive statistics (e.g., counts, means, and percentages) along with two types of statistical indicators to explore both the statistical significance and practical significance of any group differences.

This section of the report is divided into three main sections that provide survey results concerning:

- FIG students' entry into UW
- Change over the first quarter at UW
- FIG students' assessment of their first-quarter experience

FIG STUDENTS' ENTRY INTO THE UW

This section of the report includes results for questions about students as they entered the FIG program. Therefore, these results were taken solely from the pre-quarter survey.

How Students Heard about the FIGs

We asked FIG students how they had heard about the FIG program. As Table 21 indicates, most of the FIG students (80.5%) reported that they had learned about the FIG program at their summer advising and orientation sessions. In addition, more than a third of them said that they had heard about the program from materials sent to them by the UW (36.7%) or from a friend or relative (36.4%). About a fifth of the students said that they had learned about the FIG program by exploring the UW's website. Very few students reported having heard about the FIG program from a college adviser (10.9%) or a high school teacher or counselor (2.9%). Regarding the students who selected "other" for this question, about a third indicated that they had heard about the FIG program "during a campus tour."

Table 21. How FIG students heard about the FIG program (n=2584)

How did you hear about the FIG program?	Yes*	No
At my summer advising and orientation session	2080 (80.5%)	504 (19.5%)
From materials sent to me by the UW	949 (36.7)	1635 (63.3)
From a friend or relative	940 (36.4)	1644 (63.6)
By exploring the UW website	538 (20.8)	2046 (79.2)
From a college adviser	282 (10.9)	2302 (89.1)
From a high school teacher or counselor	75 (2.9)	2509 (97.1)
Other	46 (1.8)	2538 (98.2)

Numbers do not add to 100% because students could select more than one response.

In addition to this general picture of how students learned about the FIG program, we also tracked the responses of the four types of FIGs we examined in our demographic and academic analysis: FIGs with IWP writing links, residential FIGs, EnviroLink FIGs, and FIGs that included a service learning component.

As Table 22 shows, responses for three of the groups closely mirrored those of the overall FIG population. The only noteworthy differences existed for the residential FIG students. Unlike the rest of the FIG student population, residential FIG students were almost as likely to have heard of the FIG program through mailed UW materials as they were to have heard of it through summer orientation. They were also much more likely to have heard of the FIG program from their own exploration of the UW website than were their FIG peers. Overall this suggests that residential FIG students most likely arrive at summer orientation with more information about the FIG program than other students.

Table 22. Differences in how FIG students heard about the FIG program by program types

	Frequencies Yes			Statistically Significant Differences			
	FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
At my summer advising and orientation session	80.5%	N/A	N/A		59.8%***		
From materials sent to me by the UW	36.7	N/A	N/A		54.9***		
From a friend or relative	36.4	N/A	N/A				
By exploring the UW website	20.8	N/A	N/A		36.1***		
From a college adviser	10.9	N/A	N/A	14.5*	4.1*		
From a high school teacher or counselor	2.9	N/A	N/A				
Other	1.8	N/A	N/A				

*p<0.05   **p<0.01   ***p<0.001

In addition, we compared the responses of students across the nine academic/demographic student groups to learn if there were differences in how these populations learned about the FIG program. Table 23 shows the following statistically significant differences for FIG students in these nine groups:

- Although male and female students ordered options in relatively the same manner, females were more likely than males to have heard about the FIG program from summer orientation and advising, materials they received from the UW, and from family or friends.

- EOP, URM, and first-generation students were less likely than other FIG students to have heard of the FIG program from a friend or relative and more likely than other FIG students to have heard of it from a college adviser. The fact that approximately a quarter of both the URM and EOP populations reported that they had heard of the FIG program from a college adviser (compared with just one-tenth of the overall population) suggests that OMA/D advisers are recommending that their students enroll in FIGs. This may also partially explain why two-thirds of all the EOP and URM students who entered the UW in fall 2009 enrolled in the FIG program.

- FIG students who paid in-state tuition and/or had family members who attended the UW were more likely to have heard of the FIG program from a friend or relative. In fact, none too surprisingly, almost half (47.8%) of the latter subgroup reported having learned of the program from a friend or relative, compared with just over a third of entire FIG student population.

- FIG students paying out-of-state tuition were more likely to have heard of the FIG program by exploring the UW website and/or from materials sent to them by the UW than their in-state peers.

Table 23. Differences in how FIG students heard about the FIG program by FIG student groups

	Frequencies Yes			Statistically Significant Differences							
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
At my summer advising and orientation session	80.5%	76.9%	83.0%***								
From materials sent to me by the UW	36.7	32.5	39.6***			30.4**			33.5*	39.1**	43.9***
From a friend or relative	36.4	32.9	38.8**	29.3***	24.7***	30.7*			47.8***		20.4***
By exploring the UW website	20.8										28.9***
From a college adviser	10.9			27.0***	25.1***	15.2**			9.3*	9.0***	
From a high school teacher or counselor	2.9					5.2*					1.2*
Other	1.8										

*p<0.05   **p<0.01   ***p<0.001

Reasons for Selecting and Not Selecting a FIG

In the pre-quarter survey, we asked FIG students to rate how much a number of factors had influenced their decisions to participate in the FIG program. Similarly, we asked Non-FIG/ALL students to rate (on the same scale) their reasons for choosing not to participate in a FIG.

FIG Students

Table 24 shows that wanting the chance to meet other freshmen socially had the strongest influence in students' decisions to enroll in FIGs, with a mean rating of roughly "quite a bit." Less strong but still influential in their decisions to enroll in FIGs were students' being advised to do so at summer orientation, their desire to make the university feel smaller than it is, and their belief that a FIG would help them be more successful academically; roughly half of all FIG students felt that these three factors influenced their decision either "quite a bit" or "very much." While overall not a relatively strong influence, the desire to sign up for specific classes available in the FIG clusters was powerful for a subset of FIG students, with one out of every five reporting that this factor influenced them "very much." As Table 24 also shows, only a few students believed signing up for a FIG was mandatory for freshmen.

Table 24. Student ratings of reasons for participating in FIG program

How much did each of the following factor into your decision to participate in a FIG?	0 Not at all	1 A little	2 Quite a bit	3 Very much	Means	SD	n
I wanted the chance to meet other freshmen socially.	155 (6.0%)	587 (22.8%)	887 (34.5%)	942 (36.6%)	2.02	0.91	2571
I was advised to do so at summer advising and orientation.	276 (10.7)	797 (30.9)	965 (37.4)	544 (21.1)	1.69	0.92	2582
I wanted to make the university feel smaller than it is.	409 (15.8)	933 (36.1)	716 (27.7)	527 (20.4)	1.53	0.99	2585
I felt that being in a FIG would help me be more successful academically.	384 (14.9)	994 (38.5)	806 (31.2)	398 (15.4)	1.47	0.93	2582
It was the only way to get the classes I wanted or felt I needed.	775 (30.1)	756 (29.3)	478 (18.5)	570 (22.1)	1.33	1.12	2579
A friend or family member advised me to do so.	1086 (42.2)	721 (28.0)	541 (21.0)	225 (8.7)	0.96	0.99	2573
I thought it would help me figure out what to major in.	1164 (45.2)	877 (34.1)	382 (14.8)	152 (5.9)	0.81	0.90	2575
I didn't know I had the option not to be in a FIG.	2313 (89.9)	145 (5.6)	66 (2.6)	48 (1.9)	0.16	0.55	2572
Other	1343 (84.0)	86 (5.4)	86 (5.4)	84 (5.3)	0.32	0.80[18]	1599

Students who selected "other" for this item, mentioned several additional reasons for choosing a FIG. One in five of the "other" responses we analyzed indicated that choosing a FIG made registration easier, with more than half of this group noting that they had selected the FIG because classes were already chosen for them, as this student's quotation illustrates:

"I felt it would make choosing classes a little easier since I never have had to make such a big decision."

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[18] Means and standard deviations for "other" responses should be interpreted cautiously due to the fact that students' write-in responses for "other" were quite heterogeneous and a sizable proportion of students did not even respond to this one option.

In addition, several students said that they had chosen the FIG because they believed that being in a FIG would make their transition to college easier, and several others noted that they had chosen to enroll in a FIG because they either liked the courses offered or they were looking for at least one of the courses offered in the cluster. The "other" responses of this last group suggest that the classes offered in the FIG clusters may be a greater influence on students' decisions to enroll in a FIG than Table 20 suggests.

In addition to the analyzing why the FIG students chose to participate in a FIG, we again compared responses across the four FIG program types. The statistically significant differences we noted among these subgroups are shown in Table 25. As the table shows:

- IWP students were slightly less influenced by specific class needs than were the rest of the FIG population.

- Students in the residential FIGs were influenced more by the prospect of meeting other freshmen socially and were slightly less likely to be influenced by summer orientation advice than were other FIG students. More residential FIG students than students in other FIG groups were from out-of-state (Table 5), so it makes some sense that they might be more concerned about social connections than others. Also, students in residential FIGs felt that being in a FIG would help them succeed academically more than did other FIG students.

- Students in the EnviroLink FIGs were more influenced to enroll in FIGs by their desire to learn about potential majors than were other FIG students. This is understandable, because the purpose of the EnviroLink seminar is explicitly to introduce students to the wide range of majors at the UW that address environmental issues and questions.

- Students in FIGs with a service learning component were somewhat more influenced to sign up for FIGs by summer orientation advice than were other FIG students.

Table 25. Differences in reasons for participating in FIG program by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
I wanted the chance to meet other freshmen socially.	2.02	N/A	N/A		2.36***		
I was advised to do so at summer advising and orientation.	1.69	N/A	N/A		1.30***	1.47*	1.90*
I wanted to make the university feel smaller than it is.	1.53	N/A	N/A				
I felt that being in a FIG would help me be more successful academically.	1.47	N/A	N/A		1.73**		
It was the only way to get the classes I wanted or felt I needed.	1.33	N/A	N/A	1.20*		1.05*	
A friend or family member advised me to do so.	0.96	N/A	N/A				
I thought it would help me figure out what to major in.	0.81	N/A	N/A			1.15***	
I didn't know I had the option not to be in a FIG.	0.16	N/A	N/A				
Other	0.32	N/A	N/A				

*p<0.05   **p<0.01   ***p<0.001*

Finally, as we have done previously, we noted whether a number of student groups independently played a role in what influenced students' decisions to participate in the FIG program. Table 26 shows those differences in response. The table highlights the following statistically significant results:

- Women were more influenced to enroll in FIGs by the desire to make the university feel smaller than were men.

- EOP and URM students were influenced to enroll in FIGs more strongly by their summer advising and orientation sessions and by the sense that being in a FIG might help them succeed academically than were other FIG students. This result is consistent with results shown in Table 23 that suggested that OMA/D advising plays a role in students' decisions to enroll in FIGs.

- URM, EOP, and first-generation students were more influenced in their decision to sign up for a FIG by the belief that being in a FIG would help identify a major than were other FIG students. All three student groups were also slightly more likely than the rest of the FIG population to know that they did not have to be in FIGs and less likely to have been advised to sign up for a FIG by a friend or family member.

- Students whose parents or siblings had attended the UW were slightly more strongly influenced to enroll in the FIG program by friends and family members than were other FIG students.

- Students paying non-resident tuition were more influenced in their decision to sign up for FIGs by the desire to meet other freshmen socially and to make the UW feel smaller than their in-state FIG counterparts.

Table 26. Differences in reasons for participating in FIG program by FIG student groups

	Means			Statistically Significant Differences							
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
I wanted the chance to meet other freshmen socially.	2.02	1.96	2.06**								2.13**
I was advised to do so at summer advising and orientation.	1.69			1.85***	1.79*						
I wanted to make the university feel smaller than it is.	1.53	1.31	1.67***							1.57*	1.66**
I felt that being in a FIG would help me be more successful academically.	1.47	1.42	1.51*	1.66***	1.66***	1.64***				1.40***	
It was the only way to get the classes I wanted or felt I needed.	1.33	1.38	1.29*	1.21*	1.19*						
A friend or family member advised me to do so.	0.96			0.83**	0.76***	0.75***	0.85*		1.18***		
I thought it would help me figure out what to major in.	0.81			0.97***	0.96**	0.93**				0.76**	
I didn't know I had the option not to be in a FIG.	0.16			0.27***	0.30**	0.32***			0.12***	0.13**	
Other	0.32										

*p<0.05   **p<0.01   ***p<0.001

Non-FIG/ALL Students

In addition to asking FIG students why they had chosen to enroll in the FIG program, we asked Non-FIG/ALL students to identify their reasons for choosing *not* to participate in the FIG program. As Table 27 suggests, the Non-FIG/ALL students' decisions not to enroll in a FIG were strongly influenced by the courses offered in the FIG clusters. Close to half of this group of students (48.8%) indicated that FIGs not offering the classes they wanted to take was "very much" a factor in their decisions not to enroll in a FIG. Furthermore, a significant influence on their decisions not to enroll in a FIG for nearly a fourth of this group (23.1%) was that few FIGs were open when students registered for classes.   Overall, less than five percent of Non-FIG/ALL students indicated that that being advised not to be in a FIG at summer orientation, or by a family member or friend, as well as being told about the FIG program too late, influenced their decisions not to be in a FIG.

Table 27. Non-FIG/ALL student ratings of reasons for NOT participating in FIG program

How much did each of the following factor into your decision to participate in a FIG?	0 Not at all	1 A little	2 Quite a bit	3 Very much	Means	SD	n
The FIGs did not offer the courses I wanted to take.	101 (11.9%)	132 (15.5%)	202 (23.8%)	415 (48.8%)	2.10	1.05	850
Very few FIGs were open when I registered for classes.	384 (45.1)	162 (19.0)	108 (12.7)	197 (23.1)	1.14	1.22	851
I did not think I would need a small group of students to take classes with.	317 (37.3)	223 (26.3)	199 (23.4)	110 (13.0)	1.12	1.06	849
I felt that I would be more successful academically if I were not in a FIG.	395 (46.5)	210 (24.7)	150 (17.7)	94 (11.1)	0.93	1.04	849
I already knew a group of students here or who were coming here.	444 (52.5)	211 (25.0)	122 (14.4)	68 (8.0)	0.78	0.97	845
I came in with a lot of credits and none of the classes in the FIG clusters seemed to allow for that.	543 (63.8)	115 (13.5)	70 (8.2)	123 (14.5)	0.73	1.11	851
I thought I could only enroll for 12 credits if I were in a FIG, and I wanted to sign up for more credits.	563 (66.1)	122 (14.3)	92 (10.8)	75 (8.8)	0.62	0.99	852
A friend or family member advised me not to be in a FIG.	626 (73.6)	116 (13.6)	69 (8.1)	39 (4.6)	0.44	0.83	850
My friends were not signing up for FIGs.	677 (79.5)	102 (12.0)	60 (7.0)	13 (1.5)	0.31	0.67	852
No one told me about the FIG program until it was too late for me to register for one.	706 (83.0)	80 (9.4)	42 (4.9)	23 (2.7)	0.27	0.68	851
I preferred enrolling in an Academic Learning Link (ALL).[19]	688 (81.2)	106 (12.5)	41 (4.8)	12 (1.4)	0.26	0.61	847
I was advised not to be in a FIG at summer advising and orientation.	748 (88.0)	50 (5.9)	29 (3.4)	23 (2.7)	0.21	0.63	850
Other	560 (76.5)	32 (4.4)	56 (7.7)	84 (11.5)	0.54	1.05	732[20]

Finally, we also took note of whether membership in the nine student groups we have tracked played a role in what influenced Non-FIG/ALL students to choose not to participate in the FIG program. Table 28 shows this breakdown. The most meaningful of the differences noted on this table were as follows:

- Students paying non-resident tuition were much more influenced than their in-state Non-FIG/ALL counterparts to *not* sign up for FIGs by registering late, by assuming they could only sign up for 12 credits, by friends not signing up for FIGs, and by not hearing about FIGs until too late.   For example, while fewer than 2% of in-state Non-FIG/ALL students reported that finding out about the FIG program too late influenced their decision "quite a bit" or "very much," this was actually

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[19] Students who participated in the ALL program were not invited to complete the Non-FIG/ALL survey.
[20] Means and standard deviations for "other" responses should be interpreted cautiously due to the fact that students' write-in responses for "other" were quite heterogeneous and a sizable proportion of students did not even respond to this one option.

the case for nearly one-fifth (20.9%) of the Non-FIG/ALL students paying non-resident tuition. Approximately a quarter (27.0%) of in-state Non-FIG/ALL students claimed that very few FIGs being open at the time they registered strongly influenced their decision not to enroll in a FIG, and more than half (55.5%) of their non-resident-tuition counterparts said they were so influenced. As observed in this report's demographic review of the Non-FIG/ALL population, many of these students not paying in-state tuition who responded to our surveys were international students.

- Students who participated in running start programs and who entered the UW with transfer credits were substantially more influenced *not* to sign up for FIGs than were other Non-FIG/ALL students by the fact that FIG class selections seemed not to allow for how many credits they brought into the UW. For instance, while nearly two-fifths (41.5%) of running start students reported that this factor influenced their decision "very much," this was the case for only 5.7% of the rest of the non-FIG/ALL population.   This result is consistent with earlier findings (Table 13) which showed that running start students and students with entering transfer credits were disproportionately much more likely to be in the Non-FIG/ALL population than in a FIG group.

Table 28. Differences in reasons for NOT participating in FIG program by Non-FIG/ALL student group

	Means	Statistically Significant Differences								
	Entire Non-FIG/ALL	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
The FIGs did not offer the courses I wanted to take.	2.10	2.20	2.03*								
Very few FIGs were open when I registered for classes.	1.14			0.90*		1.44**	0.72***	0.78***	0.85***		1.72***
I did not think I would need a small group of students to take classes with.	1.12					0.94*					0.95**
I felt that I would be more successful academically if I were not in a FIG.	0.93						1.13**				0.79**
I already knew a group of students here or who were coming here.	0.78										
I came in with a lot of credits and none of the classes in the FIG clusters seemed to allow for that.	0.73	0.89	0.63**				1.63***	1.34***			0.42***
I thought I could only enroll for 12 credits if I were in a FIG, and I wanted to sign up for more credits.	0.62						0.30***	0.40***	0.43***	0.70**	1.02***
A friend or family member advised me not to be in a FIG.	0.44										
My friends were not signing up for FIGs.	0.31	0.37	0.26*								0.56***
No one told me about the FIG program until it was too late for me to register for one.	0.27	0.36	0.22**	0.12**			0.13***	0.14***	0.14***		0.65***
I preferred enrolling in an Academic Learning Link (ALL).	0.26						0.10***	0.15***	0.13***		0.60***
I was advised not to be in a FIG at summer advising and orientation.	0.21										
Other	0.54	0.40	0.63**			0.33*					

*p<0.05   **p<0.01   ***p<0.001

Reasons for Selecting a Specific FIG

In addition to asking FIG students why they had decided to enroll in a FIG, we asked them why they had chosen the specific FIG that they had selected. Table 29 shows how FIG students rated eight reasons for selecting the particular FIG in which they enrolled. As the table shows, students chose their specific FIGs primarily because of the courses in the FIG clusters. They selected their FIGs because the courses in them seemed "interesting" (mean of 2.04) or because the courses were "required for a major" (mean of 1.71), for example. Nearly a third of FIG students indicated that each reason "very much" factored into their specific FIG choice. A third factor that influenced students' decisions close to "quite a bit" was that the courses in the FIG cluster seemed "useful to any major" (mean of 1.60). Finally, confirming the importance of courses included in the FIG cluster, close to half of the students who filled in "other" in response to this question noted that they signed up for the FIG because of the specific classes offered in it.

Table 29. Student ratings of reasons for selecting their specific FIGs

How much did each of the following factor into your decision to participate in THIS particular FIG?	0 Not at all	1 A little	2 Quite a bit	3 Very much	Means	SD	n
The courses in the FIG cluster I chose seemed interesting.	114 (4.4%)	517 (20.0%)	1115 (43.2%)	838 (32.4%)	2.04	0.84	2584
The courses in the FIG cluster are required for a major I'm interested in.	482 (18.7)	652 (25.3)	586 (22.7)	862 (33.4)	1.71	1.12	2582
The courses in the FIG cluster seem useful to any major.	311 (12.1)	891 (34.6)	888 (34.5)	483 (18.8)	1.60	0.93	2573
The times of the classes in the FIG cluster fit my schedule.	623 (24.2)	635 (24.7)	762 (29.6)	556 (21.6)	1.49	1.08	2576
This FIG was one of the few available when I registered for classes.	1149 (44.5)	629 (24.4)	394 (15.3)	408 (15.8)	1.02	1.11	2580
I didn't care which FIG I was in, so this one was as good as any.	1848 (71.6)	518 (20.1)	153 (5.9)	61 (2.4)	0.39	0.71	2580
I wanted to be in the same FIG cluster that a friend signed up for.	2259 (87.5)	187 (7.2)	79 (3.1)	58 (2.2)	0.20	0.60	2583
Other	1102 (92.3)	18 (1.5)	25 (2.1)	49 (4.1)	0.18	0.66[21]	1194

Table 30 shows differences in the reasons of the students in the four FIG program types that we have tracked previously. The table shows the following:

- Students in FIGs with IWP writing links were the most likely FIG subpopulation to select their specific FIG based on the times that cluster classes were offered and the least likely group to choose a particular FIG due to major requirements.

- Residential FIG students were more influenced in their FIG selection by thinking about their majors (courses required for a major of interest and courses useful to any major) than were other students. They were least likely to indicate that they made their selection based on FIG scarcity or the times that cluster classes were offered.

- Students in FIGs that included the EnviroLink seminar were less influenced by the need to select courses useful to *any* major than were others. They also provided the highest mean rating for choosing a specific FIG due to it being one of the few open at the time of class registration.

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[21] Means and standard deviations for "other" responses should be interpreted cautiously due to the fact that students' write-in responses for "other" were quite heterogeneous and a sizable proportion of students did not even respond to this one option.

- Service learning FIG students were the FIG program subtype most influenced in their selection of their FIGs by their perception that it included interesting courses.

Table 30. Differences in reasons for selecting specific FIG by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
The courses in the FIG cluster I chose seemed interesting.	2.04	N/A	N/A	2.15*			2.27**
The courses in the FIG cluster are required for a major I'm interested in.	1.71	N/A	N/A	1.36***	2.01**		
The courses in the FIG cluster seem useful to any major.	1.60	N/A	N/A		1.84**	1.39*	
The times of the classes in the FIG cluster fit my schedule.	1.49	N/A	N/A	1.69**	1.12***		
This FIG was one of the few available when I registered.	1.02	N/A	N/A		0.62***	1.42***	
I didn't care which FIG I was in, so this one was as good as any.	0.39	N/A	N/A	0.48*			
I wanted to be in the same FIG cluster that a friend signed up for.	0.20	N/A	N/A			0.10*	
Other	0.18	N/A	N/A			0.07*	

*p<0.05   **p<0.01   ***p<0.001*

We also compared students' responses to this question about why students selected their particular FIGs by student groups, as Table 31 shows. The following differences were statistically significant:

- Males were more influenced in their FIG selections than were females by whether a friend had signed up for the FIG.

- EOP, URM, and students who were first in their families to come to college were slightly less influenced in their FIG selections than were other FIG students by whether courses in the cluster appeared interesting.

- Students whose mothers had BA degrees or higher were slightly more influenced in their FIG cluster selection by whether the courses in the cluster seemed interesting.

Table 31. Differences in reasons for selecting specific FIG by FIG student group

	Means	Statistically Significant Differences								
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
The courses in the FIG cluster I chose seemed interesting.	2.04	1.99	2.07*	1.94**	1.91*	1.94*				2.08**	
The courses in the FIG cluster are required for a major I'm interested in.	1.71				1.84*						
The courses in the FIG cluster seem useful to any major.	1.60										1.69*
The times of the classes in the FIG cluster fit my schedule.	1.49					1.62*		1.57*			
This FIG was one of the few available when I registered.	1.02			0.92*	0.87*						
I didn't care which FIG I was in, so this one was as good as any.	0.39	0.45	0.35***	0.48**		0.48*		0.33**			
I wanted to be in the same FIG cluster that a friend signed up for.	0.20	0.30	0.13***				0.14*	0.15**			
Other	0.18										

*p<0.05   **p<0.01   ***p<0.001*

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Exposure to UW Campus before the Freshman Year

In order to determine how much exposure to the UW that entering freshmen had experienced prior to summer orientation, we asked both FIG and Non-FIG/ALL students how often they had been on campus before orientation and whether they had done research in the UW libraries before enrolling at the UW. As Table 32 shows, most entering freshman students had been on the UW campus prior to coming for orientation. However, Non-FIG/ALL students were more than twice as likely (18.8% versus 8.7%) than their FIG counterparts to have never been on campus before, a difference that was statistically significant. The majority of both groups (46.1% for each) had been to the UW campus just once or twice.

However, as Table 32 also shows, those students were not coming to the UW to use the library. More than three-fourths of both groups (78.6% for the FIG students and 76.3% for the Non-FIG/ALL students) had never done research at the UW, either in person or online, before they entered the UW.

Table 32. Previous exposure to campus and the UW library system

	Group	No	Yes, once or twice	Yes, several times	Yes, many times	n
Had you been on the UW campus prior to orientation or registering for classes?	FIG	224 (8.7%)	1191 (46.1%)	657 (25.4%)	512 (19.8%)	2584
	Non-FIG/ALL	160 (18.8)	393 (46.1)	183 (21.5)	116 (13.6)	852
Had you ever done research in a UW library-- either online or in-person--before enrolling at the UW?	FIG	2029 (78.6)	381 (14.8)	113 (4.4)	57 (2.2)	2580
	Non-FIG/ALL	650 (76.3)	141 (16.5)	42 (4.9)	19 (2.2)	852

In terms of the four FIG program types, the only significant difference concerned residential FIG students. While only 13 residential FIG students (10.7%) reported being on campus "many times" before enrolling, this was the case for 20.3% of the rest of the FIG student population.

In terms of significant differences across FIG student group, Table 33 indicates the following:

- FIG students paying resident tuition were, on average, more likely to have visited campus prior to orientation and/or to have done UW library research than were students not paying Washington state resident tuition. While 53.0% of FIG students paying resident tuition reported having visiting the UW campus multiple times before orientation, this was the case for only 11.4% of their non-resident FIG counterparts. In terms of previous UW library research, FIG students paying resident tuition were much more likely to have done research in a UW library at least once than were their non-resident FIG peers (24.3% versus 8.8%).

- Students with parents or siblings who had attended the UW reported, on average, more previous exposure to the UW campus and library system. Students without UW family members were more likely to have never been on campus before (11.6% versus 3.3%), and even those who had visited campus before had done so fewer times than their FIG counterparts. In terms of library research, 17.3% of FIG students without UW family members reported having done such research compared with 28.6% of the FIG students whose family members had previously attended UW.

- FIG students who were the first persons to attend college in their families and FIG students whose mothers had not graduated with at least a bachelor's degree were more likely to have never visited the UW campus than were the rest of the FIG student population.

- Students with EOP status and incoming transfer credits were less likely than other FIG students to have previously conducted UW library research.

Table 33. Differences in previous exposure to campus and UW library system by FIG student groups

	Statistically Significant Differences								
	Male v Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Had you been on the UW campus prior to orientation or registering for classes?				Less **			More ***	More **	Less ***
Had you ever done research in a UW library--either online or in-person--before enrolling at the UW?	Less ***					Less ***	More ***		Less ***

*p<0.05   **p<0.01   ***p<0.001

Concerns about the First-Quarter Experience

Table 34 shows students' level of concern for a number experiences they might have first quarter. As the means on the table indicate, the level of students' concern about all the potentially negative experiences listed on this table never approached "moderate." Their top eight concerns—those rated as just above "slight" concerns—were as follows:

- Handling the amount of work required by classes

- Understanding what is expected for college writing

- Financing their educations

- Staying focused on school instead of on social events

- Doing well in large classes

- Choosing the right classes

- Approaching and speaking with faculty and teaching assistants

- Handling the level of math required in college

The small group of FIG students who filled in "other" in response to this question generally expressed concern about being able to balance the various aspects of their lives—academic, social, extracurricular, family, and so on.

Table 34. FIG student concerns about their first quarter experience

Below is a list of concerns that previous new students have expressed about their first quarter experience. How **concerned** are you with each of the following?	0 Not at all	1 Slightly	2 Moderately	3 Very	Means	SD	n
I will have trouble handling the amount of work required by my classes.	519 (20.1%)	1185 (46.0%)	680 (26.4%)	194 (7.5%)	1.21	0.85	2578
I will have trouble understanding what is expected for college writing.	634 (24.6)	1058 (41.1)	624 (24.2)	260 (10.1)	1.20	0.92	2576
I will have trouble financing my education.	828 (32.0)	882 (34.1)	492 (19.0)	388 (15.0)	1.17	1.04	2590
It will be hard to stay focused on school instead of on social events.	633 (24.5)	1138 (44.0)	609 (23.5)	208 (8.0)	1.15	0.88	2588
It will be difficult to do well in large classes.	686 (26.6)	1112 (43.1)	608 (23.6)	178 (6.8)	1.11	0.87	2581
It will be hard for me to choose the right classes.	582 (22.5)	1326 (51.3)	532 (20.6)	144 (5.6)	1.09	0.80	2584
I will have a hard time approaching and speaking with faculty and teaching assistants.	809 (31.4)	1054 (40.9)	550 (21.4)	163 (6.3)	1.03	0.88	2576
I will have trouble handling the level of thinking required by my courses.	775 (30.0)	1126 (43.6)	540 (20.9)	143 (5.5)	1.02	0.85	2584
It will be hard for me to find a major.	996 (38.6)	891 (34.6)	469 (18.2)	222 (8.6)	0.97	0.96	2578
I may not be able to handle the level of math required in college.	1104 (42.7)	901 (34.8)	362 (14.0)	219 (8.5)	0.88	0.95	2586
It will be difficult to know where to find help with my coursework if I need it.	899 (34.9)	1210 (47.0)	384 (14.9)	83 (3.2)	0.86	0.78	2576
It will be challenging to balance my studies with job responsibilities.	1183 (45.8)	791 (30.6)	448 (17.3)	161 (6.2)	0.84	0.93	2583
I will have a hard time finding ways to get involved in clubs or other activities.	1042 (40.4)	1044 (40.5)	393 (15.3)	98 (3.8)	0.82	0.82	2577
It will be difficult to make new friends here.	1190 (46.0)	847 (32.8)	388 (15.0)	160 (6.2)	0.81	0.91	2585
I will be homesick.	1148 (44.3)	966 (37.3)	324 (12.5)	151 (5.8)	0.80	0.87	2589
It will be challenging to find people here who are like me.	1217 (47.1)	819 (31.7)	401 (15.5)	145 (5.6)	0.80	0.90	2582
It will be difficult to meet my family obligations and also do well in school.	1482 (57.5)	765 (29.7)	263 (10.2)	69 (2.7)	0.58	0.78	2579
I will have a hard time learning my way around campus.	1386 (53.7)	948 (36.7)	192 (7.4)	54 (2.1)	0.58	0.72	2580
It will be hard to live independently.	1447 (56.1)	893 (34.6)	190 (7.4)	51 (2.0)	0.55	0.72	2581
I will experience discrimination here.	2040 (79.0)	445 (17.2)	76 (2.9)	22 (0.9)	0.26	0.55	2583
Other	1011 (93.2)	24 (2.2)	21 (1.9)	29 (2.7)	0.14	0.57	1085[22]

Table 35 compares the quantitative Non-FIG/ALL responses with those for the FIG students, as well as providing statistically significant differences in concerns across the four FIG subgroups. As the table indicates, the greatest differences between the two groups were that Non-FIG/ALL students were less concerned than FIG students about the following:

- Staying focused on school instead of social events
- Handling the level of math they would find at UW
- Finding a major at UW
- Finding help with their coursework

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[22] Means and standard deviations for "other" responses should be interpreted cautiously due to the fact that students' write-in responses for "other" were quite heterogeneous and a sizable proportion of students did not even respond to this one option.

Table 35. Differences in FIG student concerns about their first quarter experience by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
I will have trouble handling the amount of work required by my classes.	1.21	1.14*	N/A				
I will have trouble understanding what is expected for college writing.	1.20	1.15	N/A				
I will have trouble financing my education.	1.17	1.27*	N/A				
It will be hard to stay focused on school instead of on social events.	1.15	0.87***	N/A	1.26*			1.37*
It will be difficult to do well in large classes.	1.11	1.00**	N/A				
It will be hard for me to choose the right classes.	1.09	0.99**	N/A				
I will have a hard time approaching and speaking with faculty and teaching assistants.	1.03	0.91**	N/A				
I will have trouble handling the level of thinking required by my courses.	1.02	1.04	N/A				
It will be hard for me to find a major.	0.97	0.75***	N/A				
I may not be able to handle the level of math required in college.	0.88	0.64***	N/A				1.17**
It will be difficult to know where to find help with my coursework if I need it.	0.86	0.71***	N/A			1.02*	
It will be challenging to balance my studies with job responsibilities.	0.84	0.94*	N/A				1.06*
I will have a hard time finding ways to get involved in clubs or other activities.	0.82	0.92**	N/A				
It will be difficult to make new friends here.	0.81	0.96***	N/A				
I will be homesick.	0.80	0.71**	N/A				
It will be challenging to find people here who are like me.	0.80	0.86	N/A			1.02*	
It will be difficult to meet my family obligations and also do well in school.	0.58	0.74***	N/A				
I will have a hard time learning my way around campus.	0.58	0.65*	N/A				
It will be hard to live independently.	0.55	0.49*	N/A				
I will experience discrimination here.	0.26	0.29	N/A		0.40*		
Other	0.14	0.14	N/A				

*p<0.05   **p<0.01   ***p<0.001*

These differences are consistent with earlier data indicating that Non-FIG/ALL students, in general, seemed somewhat clearer about their academic paths when they entered the UW than did the FIG students. In addition to these differences, the Non-FIG/ALL students indicated greater concern than the FIG students with meeting their family obligations while also doing well in school..

In contrast to the FIG students' responses, several students in the small group of Non-FIG/ALL students who filled in "other" in response to the question about concerns expressed worries about finding friends and having sufficient English language ability to do well at the UW. This difference between the two groups is likely caused by the greater number of international students in the Non-FIG/ALL group.

In addition to noting statistically significant differences between the responses of FIG and Non-FIG/ALL students, Table 35 also identifies statistically significant differences between the concerns of students in the four FIG subgroups. We noted the following differences, although concerns for each group were still very low:

- Students in FIGs with IWP writing links and with service learning components were more concerned than other FIG students about focusing on school instead of social events.

- Residential students were more concerned than other FIG students with the possibility of

experiencing discrimination at the UW, although this concern was very low for both groups.

- Students in EnviroLink FIGs were more concerned with knowing where to find help with coursework and with finding other students like themselves than were other FIG students.

- In addition, students in the service learning FIGs were more concerned than other FIG students with being able to handle the level of math required in college and being able to balance job and study responsibilities.

Table 36 shows statistically significant differences in student concerns across this study's nine student groups. While the level of concern was low and the differences were small for the most part, some of the patterns the table reveals are interesting, as follows:

- Female FIG and Non-FIG/ALL students rated 20 of the 21 concerns higher than did their male counterparts, 15 of which were statistically significant. This suggests that female students enter the UW with more concerns about their first quarter than male students or that female students are more willing to admit concerns than are male students. While means for females were higher than those for males, it is important to also note that concerns for both groups were still around "slightly" worrisome.

- The top concern for EOP, URM and first-generation FIG students was financing their college educations, with a relatively high mean rating of 1.53 (between "slight" and "moderate" concern) for first-generation students. In contrast, financing college was the third highest concern for the entire FIG student population.

- EOP, URM, and first-generation FIG students were more concerned about experiencing discrimination at the UW than were other FIG students. The mean ratings of 0.37 to 0.41 for these groups significantly exceeded the rest of the FIG population but still were very low for a scale from 0 to 3.

- EOP, URM, and first-generation FIG students were more concerned than the overall FIG population about being able to handle the level of math required in college.

- EOP and first-generation FIG students were more concerned than the overall FIG population about being able to meet family obligations while still doing well in school, as well as about balancing job responsibilities with studies. Non-FIG/ALL EOP students seemed even more concerned than their FIG peers (1.34 vs. 0.96) about this balancing of responsibilities; otherwise their concerns ratings were very similar to their EOP FIG counterparts.

- One might expect running start students and those entering with transfer credits to be less concerned than other students about their first-quarter experience at the UW, given their previous college exposure. Indeed, this was the case for all statistically significant differences between running start students and those entering with transfer credits, except for balancing job responsibilities with studies and making new friends.

- Regarding students whose parents or siblings attended the UW and students whose mothers had earned bachelor's degrees or higher, both groups had less concern than other FIG students about being able to finance their educations, but more concerned about staying focused on school instead of social events.

Table 36. Differences in concerns about the first quarter experience by FIG student groups

	Means	Statistically Significant Differences									
	Entire Non-FIG/ALL	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
I will have trouble handling the amount of work required by my classes.	1.21	1.09	1.30***		1.09**						
I will have trouble understanding what is expected for college writing.	1.20	1.09	1.27***				1.02***	1.11**		1.16*	1.29*
I will have trouble financing my education.	1.17	1.05	1.25***	1.44***		1.53***			1.04***	1.01***	
It will be hard to stay focused on school instead of on social events.	1.15			1.04**	1.01**	1.03**			1.22**	1.20**	
It will be difficult to do well in large classes.	1.11	0.98	1.19***							1.06**	
It will be hard for me to choose the right classes.	1.09	1.00	1.15***		1.00*			1.03*			
I have a hard time approaching and speaking with faculty and TAs	1.03	0.88	1.13***		0.92*			0.96*			
I will have trouble handling the level of thinking required by my courses.	1.02	0.86	1.13***							0.97**	
It will be hard for me to find a major.	0.97						0.88*		1.03*		0.88*
I may not be able to handle the level of math required in college.	0.88	0.67	1.03***	1.06***	1.03**	1.06***				0.80***	
It will be difficult to know where to find help with my coursework if I need it.	0.86	0.82	0.90**	0.77**	0.73**						
It will be challenging to balance my studies with job responsibilities.	0.84	0.76	0.89***	0.96**		1.16***		0.93**		0.72***	0.64***
I will have a hard time finding ways to get involved in clubs or other activities.	0.82	0.72	0.89***			0.92*				0.78**	
It will be difficult to make new friends here.	0.81	0.68	0.90***	0.74*	0.67**		0.92*	0.90*			0.90*
I will be homesick.	0.80								0.71***		1.23***
It will be challenging to find people here who are like me.	0.80	0.75	0.83*			0.92*			0.73**	0.76*	0.91**
It will be difficult to meet my family obligations and also do well in school.	0.58			0.79***		0.82***				0.47***	0.50**
I will have a hard time learning my way around campus.	0.58	0.43	0.68***							0.55*	
It will be hard to live independently.	0.55	0.48	0.60***								0.65**
I will experience discrimination here.	0.26			0.41***	0.40***	0.37***				0.21***	
Other	0.14										

*p<0.05   **p<0.01   ***p<0.001*

- Students whose parents or siblings had attended the UW were less concerned about being homesick and about finding students at the UW who are "like me" than were the rest of the FIG population.

- Students whose mothers had bachelor degrees or higher were less concerned about being able to balance studies with job responsibilities and about having difficulty meeting family obligations while doing well in school than were other FIG students.

- The highest-rated concern of all non-resident FIG students was understanding what was expected for college writing (1.29). The gap between non-resident and resident tuition payers' ratings of this concern was even greater in the Non-FIG/ALL population (1.44 versus 1.01) than it was in the FIG population. This gap between the two groups in the Non-FIG/ALL population is likely caused by the disproportionate number of international students in the Non-FIG/ALL group.

- The second highest concern for FIG non-resident students was dealing with homesickness, a concern rated much lower (16th) by the FIG students paying in-state tuition.

- While no statistically significant mean differences for experiencing discrimination were noted in terms of resident tuition status for the FIG student population, this was not the case for the Non-FIG/ALL population, where significantly more non-resident than resident students expressed concern about discrimination (0.54 non-res versus 0.19 resident), again perhaps caused by the higher number of international students in the Non-FIG/ALL population.

Expectations about Classes

We asked students to agree or disagree with five very broad statements that focused on their fall quarter classes. Table 37 shows those results. As the table shows, on average, FIG students reported that they believed their fall quarter classes would contribute to their UW educations, that they were excited about those classes, and that they expected to have frequent conversations with classmates about those classes. They agreed to a lesser extent that they were satisfied with the class options they had at registration. Finally, a narrow majority (54.1%) had some expectations that they would have frequent discussions with UW faculty outside the classroom.

Table 37. Expectations for fall quarter classes

To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree	Means	SD	n
All my fall quarter classes will contribute to my UW education.	17 (0.7%)	157 (6.1%)	975 (37.9%)	1426 (55.3%)	3.48	0.64	2572
I am excited about the classes I am taking fall quarter.	33 (1.3)	208 (8.1)	126 (48.9)	1077 (41.8)	3.31	0.67	2579
I expect to have frequent discussions about my courses with classmates outside the classroom.	41 (1.6)	331 (12.8)	1335 (51.7)	873 (33.8)	3.18	0.71	2580
I was satisfied with the number and type of class options available to me when I registered for classes.	279 (10.8)	598 (23.2)	1027 (39.8)	677 (26.2)	2.81	0.95	2581
I expect to have frequent discussions with UW faculty outside the classroom.	192 (7.4)	993 (38.4)	1141 (44.1)	259 (10.0)	2.57	0.77	2585

Table 38 compares the FIG and Non-FIG/ALL responses to these questions, as well as provides a comparison of the responses of students across the four FIG program types. The table shows that Non-FIG/ALL students were, on average, significantly more likely than the FIG students to expect to have frequent discussions with UW faculty outside the classroom and to be more excited than the FIG students about the classes they were taking in fall quarter.   In addition, Non-FIG/ALL students were

significantly less likely than the FIG students to agree that they were satisfied with the class options available to them when they registered for fall classes.

As the table shows, the statistically significant differences across the four FIG program types are as follows:

- Writing link FIG students were slightly more likely to be satisfied with their fall term class options than the rest of the FIG student population.

- Residential FIG students were significantly more likely than their non-residential FIG peers to agree that they were satisfied with the class options available when they registered for fall term (83.0% either somewhat or strongly agreed versus 65.3% of the rest of the FIG population), as well as that they expected to have frequent conversations outside the classroom with classmates (3.32 versus 3.17) and with faculty (2.75 versus 2.56).

- Environmental FIG students were significantly less likely to agree that they were satisfied with their class options when registering for their fall classes (52.9% of environmental FIG students somewhat or strongly agreed versus 66.6% for non-environmental FIG students) and that they felt these classes would contribute to their UW education (40.4% of environmental FIG students strongly agreed versus 56.0% for non-environmental FIG students).

Table 38. Expectations for fall quarter classes by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
All my fall quarter classes will contribute to my UW education.	3.48	3.53	N/A			3.29**	
I am excited about the classes I am taking fall quarter.	3.31	3.41***	N/A				
I expect to have frequent discussions about my courses with classmates outside the classroom.	3.18	3.15	N/A		3.32*		
I was satisfied with the number and type of class options available to me when I registered for classes.	2.81	2.63***	N/A	2.94*	3.04**	2.53**	
I expect to have frequent discussions with UW faculty outside the classroom.	2.57	2.65**	N/A		2.75**		

*p<0.05   **p<0.01   ***p<0.001*

Regarding differences of students in specific subpopulations, Table 39 highlights the following statistically significant differences:

- Females were more somewhat more likely than males to feel that their classes would contribute to their educations, that they were excited about those classes, and that they would have many discussions with their classmates about their classes.

- URM and EOP students were more satisfied with their class options at registration than were other FIG students. They also had greater expectations for having frequent conversations with faculty outside the classroom than did other FIG students.

- Students paying non-resident tuition had somewhat higher expectations than other FIG students about how often they would have discussions with UW faculty outside the classroom.

Table 39. Expectations for fall quarter classes by FIG student groups

	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
			Statistically Significant Differences								
All my fall quarter classes will contribute to my UW education.	3.48	3.41	3.52***								
I am excited about the classes I am taking fall quarter.	3.31	3.23	3.37***								
I expect to have frequent discussions about my courses with classmates outside the classroom.	3.18	3.12	3.22***								
I was satisfied with the number and type of class options available to me when I registered for classes.	2.81			2.97***	2.96**						
I expect to have frequent discussions with UW faculty outside the classroom.	2.57			2.69***	2.75***	2.67**				2.54*	2.71***

*p<0.05   **p<0.01   ***p<0.001

Is There Anything Else You'd Like to Tell Us about Your First Few Days at UW?

In the pre-quarter survey, the last question we asked students was whether there was anything else they would like to tell us about their first few days at the UW? About 1,206 (46.5%) of the 2,591 FIG students who completed the survey answered this grab-bag question. We randomly selected a sample of approximately half the meaningful responses (545 or 45.2%) for analysis. More than two thirds (66.4%) of those responses were positive messages about students' first few days at the UW. Another 20.2% of the responses reported students' negative experiences in their first week at the UW.   Some responses (7.5%) included both positive and negative messages about students' first few days at the UW, and a few others (5.9%) were neutral. The following are a sampling of students' responses:

- *"It's been a bit of a cold water shock, but manageable."*

- *"It was exciting. I was thrilled by the class size. It was a new experience for me to be in a class so big. I loved it!!"*

- *"I have had a great first week and have met some amazing people. I also really enjoy how excited my professors are about their work."*

- *"I love the IMA! Dawg Daze Kick off was the best. UW has great orientation leaders. My classes have surprised me a bit because I am actually getting much more involved with the topics then I ever did in high school."*

- *"The FIG really made it easy for me to meet friends. I didn't know anyone when I came to school here, but now I have many friends I can hang out with."*

- *"My professors did an excellent job of making the campus seems smaller and more personal by telling us how to contact them and about all the ways that we can find help for classes."*

- *"Though I'm a commuter student I have spent the entirety of my days on campus for the past week. I absolutely love it here, the friendly atmosphere and beautiful campus make me really enjoy*

choosing to go to this school. I don't think that the commuter part has given me any less of a college experience because I'm making it my own way, and enjoying it here so very much."

- *"Let's just say the university is big but it's not big in a sense where you get scared. I kind of like the big classrooms and stuff but I wish I actually have group of people to study or hang out with. It probably just feels big to me now because I made no friends yet. It's kind of weird but I really don't know where to start."*

- *"Kick-off seemed poorly planned or poorly executed, and served no practical purpose. If anything needs to be required, instead of this seemingly foolish exercise, advising would serve a better purpose. FIG pairings were less than desirable. Many Dawg Daze events were lead by students who had no idea what they were doing or where they were going. They seemed poorly trained. There were also too many events going on at the same time. Frankly, I believe the ideas of diversity and race were overly emphasized in the Dawg Daze events. Events like the racial lecture disguised as a comedy show, or even the orientation "diversity" skit were cheesy, and without class. The issue of race is one that will not be changed by such an event. The people who need this lesson are not going to be moved by these events. The rest of us are simply annoyed that you feel obligated to continually lecture us, as if we were errant children, on ideas we have come to our own conclusions about based on our life experience, our interactions with the many different peoples around us. Shy freshmen should not be placed in McMahon. It is extremely lonely."*

- *"I'm not very outgoing and I'm kind of quiet so it has been hard to…make friends."*

- *"I don't like it so far. I don't know how to use the library yet so I am afraid to go in there. There is not much diversity here I feel alone as I don't see anyone of my kind."*

- *"This place is freakin huge."*

CHANGE OVER THE FIRST QUARTER

We asked students a number of questions in both the early and late fall surveys, and those comparative results are included in this section of the report. In addition, when a pre-quarter question was strongly related to questions asked both pre- and post-quarter, we have included those results here as well.

Friends

The FIG program is often regarded as a program whose primary goal is to ease students' social transition from high school social groups to a much larger environment. We know from students' responses to open-ended questions in the surveys, as well as from previous research on the UW undergraduate experience[23], that students are concerned about establishing new friendships and developing stronger social skills than they feel they have when they enter college. Therefore, we asked students questions about their social experience before fall quarter began and at the end of the quarter.

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[23] Beyer et al.

UW Friends before the Quarter Started

Table 40 shows both the FIG and the Non-FIG/ALL students' responses to a question on the pre-quarter survey about whether they already had friends at the UW whom they could spend time with when they arrived on campus. As the table shows, FIG students were significantly more likely to have a group of friends before they began fall quarter than were Non-FIG/ALL students, although four-fifths of Non-FIG/ALL students did report having such a pre-existing group of friends.

Table 40. Before your first day of fall classes, did you already have a group of friends at the UW that you could hang out with?

Group	Yes	No	n
FIG	2192 (85.0%)	386 (15.0%)	2578
Non-FIG/ALL	690 (80.7)	165 (19.3)	855

There were few statistically significant differences in response to this question by FIG program type or by student groups. The only exceptions were that, not surprisingly, students paying in-state tuition and students whose family members had attended the UW were more likely than others to have a pre-existing group of friends at the UW when they arrived here. Even so, close to three-fourths of the out-of-state students also said that they had a group of friends on campus when they arrived. It is therefore clear that most entering freshmen felt that they already had a group of friends with whom they could spend time when they arrived on campus for fall quarter.

Sources of Students' UW Social Groups

We asked students where their pre-existing group of UW friends came from in the pre-quarter survey and where the friends with whom they had spent most of their time during fall quarter came from on the post-quarter survey. Table 41 shows both sets of FIG and Non-FIG/ALL results for this question. As the table shows, both FIG and Non-FIG/ALL students reported that the top two sources for their pre-existing groups of friends and those whom they ultimately spent the most social time with over the course of fall quarter were friends from their high schools and people with whom they lived. However, while the friends from students' high schools was the top source of friends at the time of the pre-survey (42.5% for FIG students and 37.6% for Non-FIG/ALL students), high school as a source of friendships dropped by the time of the post-survey (19.5% for FIG students and 24.1% for Non-FIG/ALL students), strongly suggesting that high school as a source of students' primary friendships had been diluted by other friendship streams by the end of the quarter.

Table 41. Pre- and post-quarter primary groups of friends, FIG and Non-FIG/ALL students

Pre: If you already had a group of friends to hang out with on campus, where did that group mostly come from? Post: This quarter, who did you spend most of your social time with?	FIG Pre (n=2544)	FIG Post (n=2652)	Non-FIG/ALL Pre (n=846)	Non-FIG/ALL Post (n=769)
Pre: My high school Post: Friends from my high school	1080 (42.5)	518 (19.5)	318 (37.6)	185 (24.1)
Pre: From where I live—residence hall, fraternity/sorority, apartment building Post: Friends from where I live—residence hall, fraternity/sorority, apartment building	623 (24.5)	1227 (46.3)	153 (18.1)	290 (37.7)
Pre: I did not have a pre-existing group of friends Post: Myself—I still don't have a group of friends	299 (11.8)	98 (3.7)	139 (16.4)	61 (7.9)
Pre: I met them at my summer advising and orientation session Post: Friends I met during my summer advising and orientation session	116 (4.6)	86 (3.2)	58 (6.9)	24 (3.1)
Pre: A different high school and/or from my neighborhood Post: Friends from my neighborhood	79 (3.1)	37 (1.4)	47 (5.6)	14 (1.8)
Pre: I met them at Dawg Daze Post: Friends I met at Dawg Daze	47 (1.8)	35 (1.3)	21 (2.5)	9 (1.2)
Pre: My FIG Post: Friends I met in my FIG/my classes	10 (0.4)	371 (14.0)	N/A	98 (12.7)
Pre: My community college Post: Friends from my community college	9 (0.4)	8 (0.3)	11 (1.3)	7 (0.9)
Pre: Other Post: Other	281 (11.0)	272 (10.3)	99 (11.7)	81 (10.5)

This result was confirmed by the fact that both FIG and Non-FIG/ALL student groups, on average, ended up spending more social time with people they lived with than with high school friends by the end of the quarter (46.3% for FIG students and 37.7% for Non-FIG/ALL students). Furthermore, fewer students from both groups, on average, reported having no group of friends in the post-survey than they reported at the beginning of the quarter.

As Table 41 also shows, one out of every seven FIG students (14.0%) reported that their primary group of friends were their FIG peers by the end of the quarter, suggesting that FIGs were not as big a source of friendships as were students' living situations.

In addition to these statistical results, we analyzed the responses of FIG students who selected "other" for this question on both the pre- and post-quarter surveys. In the post-quarter survey, more than half of these students (51.3%) noted either a combination of the items they could select as responses to the question or repeated one of those items, with most of them indicating that their friends came from a variety of the sources listed. In the pre-quarter survey, only 17.0% of the students indicated that friends came from a combination of the sources listed. This suggests that by the end of fall quarter, many students were engaging with friends from a greater variety of groups than they were early in the quarter.

About one in five (19.0%) of the students selecting "other" in the post-quarter survey reported that they had spent most of their social time fall quarter with friends they had met through participation on UW athletic teams or because of their own athletic activities. This number was similar to that reported in the early fall quarter survey (17.0%). Students selecting "other" also noted that they spent most of their social time fall quarter with friends they met through clubs and other activities, such as UW marching band, as well as with friends they had met through summer programs, such as Early Fall Start (EFS) classes, the Summer Transition Program, or ALVA internships.

Table 41 also provides a comparison of the FIG students' responses with those of the Non-FIG/ALL students. As the table shows, while the two groups generally matched up well in terms of the sources of

their pre- and post-quarter primary groups of friends, FIG students reported significantly higher percentages than Non-FIG/ALL students on both the pre- (24.5% vs. 18.1%) and post-quarter surveys (46.3% vs. 37.7%) for having friends from where they lived as their primary group of friends. Also, while having friends from high school as the primary social group decreased for both FIG and Non-FIG/ALL populations, the drop was significantly greater for the FIG population (42.5% to 19.5%) than it was for the Non-FIG/ALL population (37.6% to 24.1%). In addition, Non-FIG/ALL students were twice as likely to report they had no group of friends on the post-survey (7.9% vs. 3.7%).

While the number of students in the ALL program was too small to generate a statistically significant difference for a nine-category variable, it should be noted that this group was significantly more likely to note that their primary social group were friends from their ALL clusters (26.9% for the ALL students vs. 14.0% for the FIG students), compared with the FIG students' responses, and less likely to say their primary group of friends came from where they lived (38.8% for the ALL students vs. 46.3% for the FIG students) than were their FIG counterparts.

Finally, the only FIG program subtype with a statistically significant difference from the rest of the FIG program were residential FIG students on the pre-survey. While they were significantly more likely than the rest of the FIG population to report that their primary group of friends at the time of the pre-survey were people they had met at Dawg Daze or summer advising and orientation (15.1% vs. 5.9%), this difference disappeared by the time of the post-survey.

In terms of students in the nine student groups we have been tracking, as Table 42 shows, statistically significant differences in students' responses to questions about the source of their friendships pre- and post-quarter were as follows:

- Male FIG students were more likely than females to report that their primary group of friends were from high school (22.2% vs. 17.9%) and less likely to respond than female students that they made this group of friends in their FIGs (12.3% vs. 15.1%).

- EOP FIG students were much less likely than non-EOP FIG students to indicate that their primary group of friends were people with whom they lived (36.0% vs. 48.7%) and more likely to respond that their primary social group came either from their FIG (18.5% vs. 12.9%) or from their high school (22.2% vs. 18.9%). This same pattern held for first generation FIG students and FIG students whose mothers had not attained a bachelor's degree.

- Finally, FIG students not paying in-state tuition were much less likely than their in-state peers to indicate that their primary group of friends came from high school (5.3% vs. 22.7%) and more likely to report that their primary group came from where they lived (55.6% vs. 44.2%) or from their summer advising and orientation session (7.4% vs. 2.3%).

Table 42. Differences in primary groups of friends by FIG student groups

	Male v Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
	Statistically Significant Differences								
Pre Survey	*	**		**	***	**	***	***	***
Post Survey	***	***		***	**			***	***

*p<0.05 **p<0.01 ***p<0.001*

Anticipated Contact with FIG Students after Fall Quarter

In addition to this set of questions, we also asked students in the post-quarter survey whether they expected to take courses in winter quarter with some of their FIG classmates and whether they anticipated socializing with their FIG classmates in the future. As Table 43 shows, most FIG students somewhat or strongly agreed that they planned to take winter courses with fellow FIG students (69.2%) and that they expected to socialize with some of their fellow FIG students during the rest of their time at the UW (84.8%).

Table 43. Future plans with FIG classmates

	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree	Means	SD	n
I plan to take courses next quarter with some of my fellow FIG students.	258 (9.8%)	550 (21.0%)	1029 (39.3%)	784 (29.9%)	2.89	0.94	2621
I am likely to socialize with some of my fellow FIG students during the rest of my time at the UW.	104 (4.0)	294 (11.2)	1053 (40.2)	1166 (44.6)	3.25	0.81	2617

We analyzed these results across program types, as well, and there were no statistically significant differences between the responses to these two questions of FIG and ALL program students. (Non-FIG/ALL students were not asked these two questions.) The only significant difference across the four FIG subtypes was for residential FIG students. The mean for residential students planning to take classes winter quarter with fellow FIG students was 3.09 compared with 2.89 for the rest of the FIG program. There were no meaningful differences in responses to these two questions across the nine student groups.

Thinking about Majors

In order to learn if students' thinking about their majors changed as early as the first quarter and as a way to reconsider FIG course offerings, we asked students questions about their decisions about majors in early fall and again at the end of the quarter. Questions focused on academic areas students were considering, whether their thinking changed during the first quarter, and what had influenced their thinking about their majors.

Academic Areas Students Were Considering as Majors

Table 44 shows the pre- and post-quarter responses for both the FIG and the Non-FIG/ALL students. As the table shows, students were asked to indicate whether they had ideas about their majors and, if so, which of ten disciplinary areas they might be interested in. Students were invited to select all the responses that applied to them.

Both FIG and Non-FIG/ALL students checked fewer disciplinary area boxes on the post-quarter survey than they selected on the pre-quarter survey; every single response option for this question received fewer checks in the post-quarter survey than in the pre-quarter survey. This change suggests that students were focusing in on fewer options at the end of the quarter than they were considering at the beginning, and it may have been the result of what both groups of students learned in their first quarter. As the table shows, while responses did not change much from the pre- to the post-quarter survey, fewer students in both the FIG and Non-FIG/ALL populations reported having "some ideas but nothing definite" on the post-than in the pre-quarter survey.

Table 44. Pre- and post-quarter academic areas of major interest, FIG and Non-FIG/ALL students

In which academic area(s) might you major in at the UW? (please check all that apply)*	FIG Pre (n=2587)	FIG Post (n=2652)	Non-FIG/ALL Pre (n=853)	Non-FIG/ALL Post (n=772)
No idea at all	113 (4.4%)	111 (4.2%)	26 (3.0%)	24 (3.1%)
Some ideas but nothing definite	553 (21.4)	459 (17.3)	124 (14.5)	89 (11.5)
Something in *architecture or landscape architecture*	157 (6.1)	120 (4.5)	39 (4.6)	26 (3.4)
Something in the *arts* – for example, art, creative writing, drama, music	313 (12.1)	291 (11.0)	113 (13.2)	81 (10.5)
Something in *business* – for example, accounting, finance, marketing	702 (27.1)	662 (25.0)	167 (19.6)	140 (18.1)
Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering	495 (19.1)	454 (17.1)	274 (32.1)	224 (29.0)
Something focused on the *environment* – for example, forest resources, oceanography, program on the environment	263 (10.2)	195 (7.4)	61 (7.2)	36 (4.7)
Something in the *humanities* – for example, English, foreign languages, philosophy	430 (16.6)	358 (13.5)	124 (14.5)	90 (11.7)
Something in *math or statistics*	220 (8.5)	145 (5.5)	112 (13.1)	71 (9.2)
Something in the *natural sciences* – for example, biology, chemistry, physics, public health	940 (36.3)	884 (33.3)	330 (38.7)	281 (36.4)
Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology	720 (27.8)	703 (26.5)	195 (22.9)	148 (19.2)
Something in *social work*	173 (6.7)	123 (4.6)	27 (3.2)	12 (1.6)
Other	160 (6.2)	161 (6.1)	68 (8.0)	47 (6.1)

* Numbers do not add to 100% because students could select more than one response.

In terms of the specific academic areas listed, as Table 44 shows, students in both the FIG and the Non-FIG/ALL groups most frequently selected the natural sciences as the area of their potential majors. The social sciences, business, and engineering were the next three most popular academic areas for FIG and Non-FIG/ALL students.

Table 45 compares the post-quarter survey responses to questions about majors from students in the FIG program, in the Non-FIG/ALL group, in the ALL program, and in the four FIG program types. While

the percentages of FIG, non-FIG/ALL, and ALL students indicating that they had no idea at all what they might major in on the post survey did not differ significantly, FIG students were more likely to indicate that they had some ideas but nothing definite (17.3%) than their Non-FIG/ALL (11.5%) and ALL (9.0%) counterparts.

Table 45. Differences in academic areas of major interest by program types

	Frequencies Yes			Statistically Significant Differences			
	Entire FIG (n=2652)	Non-FIG/ALL (n=772)	ALL program (n=67)	IWP Writing (n=292)	Residential (n=112)	Environment (n=101)	Service Learning (n=102)
No idea at all	4.2%	3.1%	4.5%				
Some ideas but nothing definite	17.3	11.5***	9.0				
Something in *architecture or landscape architecture*	4.5	3.4	6.0		0.0**	9.9*	
Something in the *arts* – for example, art, creative writing, drama, music	11.0	10.5	40.3***			4.0*	
Something in *business* – for example, accounting, finance, marketing	25.0	18.1***	13.4*	30.5*	38.4**		
Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering	17.1	29.0***	1.5***	11.0**		8.9*	7.8*
Something focused on the *environment* – for example, forest resources, oceanography, program on the environment	7.4	4.7**	4.5			41.6***	
Something in the *humanities* – for example, English, foreign languages, philosophy	13.5	11.7	32.8***				
Something in *math or statistics*	5.5	9.2***	3.0				
Something in the *natural sciences* – for example, biology, chemistry, physics, public health	33.3	36.4	7.5***	19.5***		49.5**	
Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology	26.5	19.2***	49.3***	36.6***			
Something in *social work*	4.6	1.6***	4.5				
Other	6.1	6.1	14.9**			11.9*	

*p<0.05   **p<0.01   ***p<0.001

As for the specific disciplinary areas, we noted the following statistically significant differences between the FIG, Non-FIG/ALL and ALL students:

- The largest difference in major interest between the FIG and Non-FIG/ALL students was engineering (17.1% for FIG versus 29.0% for Non-FIG/ALL students). In addition, Non-FIG/ALL students reported more interest in math or statistics than did the FIG students (9.2% versus 5.5%).

- FIG students were more interested in majors in the social sciences (26.5% versus 19.2%), business (25.0% versus 18.1%), environmental fields (7.4% versus 4.7%), and social work (4.6% versus 1.6%) than Non-FIG/ALL students.

- ALL students were more interested in majoring in select the social sciences (49.3% versus 26.5%) and the arts (40.3% versus 11.0%) than were FIG students. This is not surprising, because two of the ALLs were focused in the social sciences and two in the arts. In addition, ALL students were significantly less likely than FIG students to report an interest in the natural sciences (7.5% versus 33.3%), engineering (1.5% versus 17.1%), and business (13.4% versus 25.0%).

Table 45 also notes the following statistically significant differences across the four FIG types:

- FIG students in IWP writing links were significantly more likely to report interest in the social sciences and business, but significantly less likely to report interest in the natural sciences and engineering, than were the rest of the FIG population.

- Residential FIG students were also significantly more likely than other FIG students to report interest in business, and no single student in this subgroup selected the architecture or landscape architecture area.

- Environmental FIG students were significantly more likely to report interest in the natural sciences, the environment, and architecture or landscape architecture, but significantly less likely to report interest in engineering or the arts, than were the rest of the FIG population.

- Service learning FIG students mirrored the overall FIG population except that they were significantly less likely than other FIG students to indicate an interest in engineering.

As Table 46 shows, in addition to analyzing responses by program type, we also compared post-quarter responses across this study's nine student groups. The following differences were significant:

- Gender was by far the biggest predictor of academic area of interest for FIG students. All but one of the response options (architecture or landscape architecture) varied significantly between male and female FIG students. While female FIG students were less likely than male students to indicate that they had no idea at what they might major in, they were more likely than males to report they had some ideas but nothing definite. These two gender differences were also mirrored in the Non-FIG/ALL student population.

- Almost four times as many male FIG students (30.7%) reported an interest in engineering than did their female counterparts (7.8%). This gender difference, however, is not FIG-specific as male Non-FIG/ALL students (49.7%) were also much more likely to report such an engineering interest than their female peers (15.6%).

- Male FIG students (7.3%) were also substantially more likely than female FIG students (4.2%) to indicate an interest in math or statistics, which was also mirrored in the Non-FIG/ALL population (11.8% versus 7.5%).

- Female FIG students were nearly twice as likely as their male counterparts to indicate an interest in the social sciences (33.1% versus 17.0%), the humanities (16.7% versus 8.9%), and social work (5.9% versus 2.8%). All three of these differences were consistent with gender differences in the Non-FIG/ALL population.

We noted very few significant differences across the other FIG student groups variables. However, some differences are worth noting due to their dissimilarity with findings for the Non-FIG/ALL population. For example:

- While URM FIG students were significantly less likely than other FIG students to report an interest in engineering (11.3% versus 17.9%), this situation was flipped for Non-FIG/ALL students (38.3% URM versus 28.4% other Non-FIG/ALL). This difference in the FIG URM and Non-FIG URM populations likely explains—at least partially—which URM students chose to enroll in FIGs and which did not. It is also more generally related to engineering-interested students being vastly underrepresented in the FIG population.

- Similarly, as Table 46 shows, while EOP FIG students were significantly more likely than other FIG students to indicate interest in the social sciences (30.3% versus 26.0%) and the humanities (16.9% versus 12.7%), these findings were flipped for the Non-FIG/ALL EOP population (17.6% versus 19.3% for the social sciences and 4.1% versus 12.5% for the humanities).

Table 46. Differences in academic areas of major interest by student groups

	Frequencies Yes			Statistically Significant Differences							
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
No idea at all	4.2%	6.1%	2.9%***								
Some ideas but nothing definite	17.3	15.2	18.8*								
Something in *architecture or landscape architecture*	4.5						2.3*				
Something in the *arts* – for example, art, creative writing, drama, music	11.0	8.4	12.7***					8.5*			14.1*
Something in *business* – for example, accounting, finance, marketing	25.0	30.3	21.3***								
Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering	17.1	30.7	7.8***		11.3**						12.9**
Something focused on the *environment* – for example, forest resources, oceanography, program on the environment	7.4	5.9	8.3*				4.4*				
Something in the *humanities* – for example, English, foreign languages, philosophy	13.5	8.9	16.7***	16.9*							
Something in *math or statistics*	5.5	7.3	4.2**								
Something in the *natural sciences* – for example, biology, chemistry, physics, public health	33.3	28.9	36.4***					36.9*	30.6*		
Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology	26.5	17.0	33.1***	30.3*							30.8*
Something in *social work*	4.6	2.8	5.9***	8.3***	7.7**	7.7**					
Other	6.1	4.3	7.3**	8.1*	9.0*						

*p<0.05   **p<0.01   ***p<0.001

- While no difference was observed in terms of tuition-status and FIG student interest in business, this was not the case for the Non-FIG/ALL population, where non-residential students (28.9%) were twice as likely to report an interest in business as their in-state, Non-FIG/ALL peers (13.6%).

- EOP and URM FIG students were more likely than the rest of the FIG student population to indicate an interest in social work.

Change in Students' Thinking about Majors

Table 47 shows FIG, Non-FIG/ALL, and ALL program students' responses to a post-quarter survey question asking how much their thinking about their majors had changed over the quarter. As the table shows, the majority of FIG students felt that their thinking about their eventual major had either changed just a little (44.4%) or stayed the same (37.1%). This finding nearly matched the responses of the Non-FIG/ALL student population (43.0% and 40.0% respectively). However, the ALL students reported a significantly higher level of change in their thinking, with fewer than a quarter (22.7%) of this population reporting that their thinking was the same at the end of the quarter as it was at the beginning.

Table 47. Over the past quarter, how much has your thinking about your eventual major changed, if at all?

Group	0 Stayed the same	1 Changed a little	2 Changed quite a bit	3 Changed completely	Means	SD	n
FIG	981 (37.1%)	1175 (44.4%)	404 (15.3%)	84 (3.2%)	1.85	0.79	2644
Non-FIG/ALL	308 (40.0)	331 (43.0)	99 (12.9)	32 (4.2)	1.81	0.81	770
ALL	15 (22.7)	33 (50.0)	11 (16.7)	7 (10.6)	2.15	0.90	66

We tracked significant differences in the responses of students in the four FIG program subgroups and across the nine student groups. Only a few differences were observed, as follows:

- On average, environmental FIG students reported a significantly higher level of change in their thinking about their majors (2.01) than did the rest of the FIG student population (1.84).

- EOP FIG students and those with parents or siblings who attended the UW reported greater levels of change in thinking about their majors than did the rest of the FIG student population.

- FIG students whose mothers had graduated with at least a bachelor's degree reported less change in their thinking about their majors than did other FIG students*.*

Influences on Students' Thinking about Their Majors

As Table 48 shows, and as we might expect from the results shown in the previous table indicating little change in FIG and Non-FIG/ALL students' thinking about their majors, there were no particularly strong influences on FIG students' thinking about their majors.

Table 48. Influences on FIG student thinking about majors

What, if anything, this past quarter has influenced your thinking about what you might major in?	0 No influence	1 A little influence	2 Quite a bit of influence	3 Very strong influence	Means	SD	n
Your interest in the courses you took this quarter	498 (18.8%)	847 (32.0%)	919 (34.8%)	380 (14.4%)	1.45	0.96	2644
Your grades in the courses you took this quarter	808 (30.5)	906 (34.3)	677 (25.6)	254 (9.6)	1.14	0.96	2645
Conversations with undergraduates majoring in the area(s) you are considering	883 (33.4)	816 (30.9)	695 (26.3)	250 (9.5)	1.12	0.98	2644
Friends and family	791 (29.9)	1028 (38.9)	633 (23.9)	192 (7.3)	1.09	0.91	2644
Conversations with academic advisers	1089 (41.7)	776 (29.7)	543 (20.8)	205 (7.8)	0.95	0.97	2613
Conversations with faculty and TAs	1159 (44.1)	841 (32.0)	497 (18.9)	134 (5.1)	0.85	0.90	2631
The FIG General Studies 199 Seminar	1343 (51.1)	978 (37.2)	256 (9.7)	53 (2.0)	0.63	0.74	2630
Other	1491 (77.6)	166 (8.6)	126 (6.6)	138 (7.2)	0.43	0.90	1921[24]

However, as Table 49 shows, among the influences listed, the one most frequently selected by FIG, Non-FIG/ALL and the ALL students was students' interest in the courses they took fall term. Nearly half of all FIG students (49.2%) reported that their interest in their courses had "quite a bit of influence" or a "very strong influence" on their thinking about their future paths. Even so, Non-FIG/ALL and ALL students rated this influence significantly higher than did the FIG students, on average. In fact, nearly three-quarters (72.7%) of the ALL students reported that their interest in the courses they took fall term had "quite a bit of influence" or a "very strong influence" on their thinking about majors.

All three student populations also rated the influence of their grades in their fall term courses and conversations with undergraduates majoring in areas they are considering as just over "a little influence." However, Non-FIG/ALL students rated the influence of conversations with faculty, TAs, and undergraduates majoring in areas they were considering significantly lower than did their FIG counterparts.

There were even more meaningful differences between the relative ratings of the FIG and the ALL students. The second highest mean rating for ALL students was conversations with faculty and TAs (1.18), which was significantly higher than that for FIG students (0.85). ALL students also rated the influence of the ALL Learning Lab (1.06) substantially higher than the rating FIG students gave to their FIG General Studies 199 seminars (0.63) for influencing their thinking about majors. While nearly half of FIG students (51.1%) reported that their GS 199 seminars had no influence on their thinking about majors, half as many ALL students (26.9%) reported the same about their Learning Labs. Alternately, ALL students reported less influence than the FIG students reported, on average, of friends and family on their thinking about majors (0.79 versus 1.09). These differences were not unexpected. The ALL program deliberately immerses students in a disciplinary area so that they become familiar with the practices, culture, and perspectives in those areas, and it is likely that students select the ALL clusters because they are interested in those specific areas as potential majors.

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[24] Means and standard deviations for "other" responses should be interpreted cautiously due to the fact that students' write-in responses for "other" were quite heterogeneous and a sizable proportion of students did not even respond to this one option.

Table 49. Differences in influences on student thinking about majors by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
Your interest in the courses you took this quarter	1.45	1.58**	1.95***	1.33*			
Your grades in the courses you took this quarter	1.14	1.21	1.16			0.88**	
Conversations with undergraduates majoring in the area(s) you are considering	1.12	1.01***	1.05	1.27**			
Friends and family	1.09	1.01	0.79**				
Conversations with academic advisers	0.95	0.80***	1.00			1.22**	
Conversations with faculty and TAs	0.85	0.84	1.18**				
The ALL Learning Lab/FIG General Studies 199 Seminar	0.63	N/A	1.06***				0.47*
Other	0.43	0.62***	0.37	0.61*			

*p<0.05   **p<0.01   ***p<0.001*

In terms of the four FIG subtypes, as Table 49 also shows, the most notable differences existed for environmental FIG students. They rated conversations with academic advisers as a significantly higher influence on their thinking about their majors and their grades as a significantly lower influence than did the rest of the FIG population. Service Learning FIG students rated the influence of the FIG General Studies 199 seminar the lowest of all student subgroups in this study.

Table 50 shows variations in the influences on student thinking about their majors by student groups. While many differences were significant, the most noteworthy were as follows;

- EOP, URM, and first generation FIG students rated the influence the FIG General Studies 199 seminar had on their thinking about their majors higher than did the rest of the FIG student population, although they still rated it below "a little influence," on average.

- EOP, URM, and first-generation FIG students also rated the influence of conversations with academic advisers, faculty and TAs, and undergraduates majoring in an area they were considering, as well the grades in their fall term courses, significantly higher than did the rest of the FIG student population.

Table 50. Differences in influences on FIG student thinking about majors by student groups

	Means			Statistically Significant Differences							
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Your interest in the courses you took this quarter	1.45	1.38	1.49**							1.41*	
Your grades in the courses you took this quarter	1.14	1.09	1.18*	1.33***	1.28*	1.27**				1.08***	
Conversations with undergraduates majoring in the area(s) you are considering	1.12			1.29***	1.28**	1.21*				1.08*	
Friends and family	1.09	1.14	1.05*	1.16*					1.14*		
Conversations with academic advisers	0.95	0.88	1.00**	1.27***	1.27***	1.09**				0.88***	1.03*
Conversations with faculty and TAs	0.85			0.99***	1.03***	1.01***				0.80**	0.95**
The FIG General Studies 199 Seminar	0.63	0.67	0.60**	0.74***	0.71*	0.76**		0.57*		0.58***	
Other	0.43										

*p<0.05   **p<0.01   ***p<0.001*

Students' Hopes for Their FIG Seminars and How Well Hopes Were Realized

Surveys that FIG students completed at the beginning of fall quarter included a question about what they hoped they would learn in their FIG GS 199 seminars. Students were asked to rate the extent to which they hoped their FIG General Studies 199 seminar would give them experience with or information about 33 items on a 0-3-point scale. The scale ranged from 0="I don't care at all about this happening in my FIG GS 199 seminar" to 3="I am extremely hopeful that this will happen in my FIG GS 199 seminar." At the end of the quarter, we gave students the same list[25] and asked them to rate the extent to which their seminars had delivered each item, also on a 0-3-point scale, ranging from 0="not at all" to 3="a lot."

In addition, we asked Non-FIG/ALL students to respond to a similar pair of questions pre- and post-fall quarter. It is important to note, however, that Non-FIG/ALL students' responses were not directly comparable to those for FIG students. FIG students ranked items only in relation to their GS 199 seminar, while Non-FIG/ALL students ranked items in relation to their entire first quarter at the UW. In other words, FIG students were assessing what was delivered in one, two-credit course, while Non-FIG/ALL students were assessing what was delivered by their full complement of first-quarter classes, as well as by any experiences they may have had outside of the classroom.

In addition to asking these questions to FIG and Non-FIG/ALL students, we asked the ALL program students to rate similar items but only in an end-of-quarter survey.

Here, we focus on a comparative look at what the FIG students hoped they would get from the FIG seminar and what they felt they received. In addition, we compare FIG students' pre- and post-quarter responses with those of Non-FIG/ALL students, even though, as noted previously, their responses are not directly comparable with those of FIG students. We also note differences in responses across the subgroups within the FIG population that we have examined thus far. Finally, we note differences between FIG students' post-quarter responses and those of students in the ALL program.

FIG and Non-FIG/ALL Pre- and Post-quarter Responses

Table 51 compares FIG students' top 16 hopes for their FIG GS 199 seminars as they began fall quarter with the 16 items that they believed those seminars had best delivered by the end of the quarter. As the table shows, students' hopes for what they might learn and experience generally exceeded their sense of how much the seminar had delivered those items; ten of the 16 items appeared on both lists. Two of students' top four hopes heading into the fall quarter experience—that the seminar would help students do well academically in the other classes they were taking in the FIG and that the seminar would help them develop better study and test-taking skills—did not appear on the list of the top 16 things the seminar delivered.

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[25] One question was added only to the post-survey (regarding "campus involvement opportunities"); therefore, we have removed that item from this discussion, and we have adjusted post-quarter rankings accordingly.

Table 51. Pre- and post-quarter comparison of top 16 hopes and top 16 seminar-delivered items

What students hoped the FIG Seminar would deliver	Mean	What the FIG seminar best delivered	Mean
1. Help you do well academically in the two or three other courses you are taking this quarter	2.01	1. Helped you meet people with whom you could study	1.76
2. Help you meet people with whom you can study	1.98	2. Provided you with a peer leader who's ahead of you in school and who can give you valuable advice about college	1.73
3. Provide you with information about resources that will help you succeed in your academic work	1.92	3. Provided you with opportunities to interact with students who were different from you—in race, ethnicity, ideas, or background	1.71
4. Help you develop better study and test-taking skills	1.90	4. Helped you make new friends and form a social group	1.69
5. Give you information on how advising works at the UW	1.88	5. Gave you opportunities to reflect on what happens to you in this first quarter of college	1.69
6. Help you meet other students whose interests are similar to yours	1.81	6. Gave you information on how advising works at the UW	1.62
7. Give you information about UW majors	1.77	7. Helped you meet other students whose interests were similar to yours	1.61
8. Provide you with a peer leader who's ahead of you in school and who can give you valuable advice about college	1.77	8. Helped you identify some of the ways that learning in college differs from learning in high school	1.60
9. Help you develop a plan for the classes you will take in the future	1.76	9. Provided you with information about resources that will help you succeed in your academic work	1.59
10. Allow you a chance to connect with a specific academic department/area	1.73	10. Taught you how to use the UW library system	1.53
11. Provide you with information about student clubs and organizations	1.68	11. Provided you with opportunities to discuss ideas and challenges in your FIG cluster courses	1.51
12. Help you make new friends and form a social group	1.67	12. Provided you with information about student clubs and organizations	1.49
13. Help you develop your time management skills	1.66	13. Provided information about study abroad programs	1.43
14. Provide information about study abroad programs	1.65	14. Introduced you to how the university divides itself into various academic areas/disciplines	1.43
15. Provide you with opportunities to interact with a UW faculty member	1.62	15. Gave you information about UW majors	1.40
16. Teach you how to use the UW library system	1.61	16. Gave you information about maintaining good health	1.39

While these results suggest a gap between expectations and what the seminar delivered, this should not necessarily be construed as a failure on the part of the FIG seminar. Rather, it is possible that entering students' expectations about FIG seminar content and goals were off-base. One indication that this might be the case is that, as Table 52 shows, Non-FIG/ALL students also had higher expectations for their first quarter at the UW than the quarter delivered. Taken together, results for both the FIG and Non-FIG/ALL students suggest that, in general, all freshmen entered the UW with higher and different hopes for their experiences than those experiences delivered.

Table 52 provides all pre- and post-quarter results for the questions concerning what both FIG and Non-FIG/ALL students hoped would happen in their seminars and what they believed the seminars best delivered. In addition, the table includes the post-quarter means for the 18 items shared on the post-quarter survey used for the ALL program students. We have divided the questions into five themes to make discussion of results easier. The five themes and the letters in Table 52 that correspond to them are as follows:

- Social growth: A-C
- Academic success and academic focus: D-N
- Future academic path: O-T
- Co-curricular program and clubs: U-X
- General orientation: Y-GG

Social Growth (A-C). As Table 52 shows, at the beginning of fall quarter, FIG students said that they were close to "quite hopeful" that they would meet students who shared their interests (A), with whom they could form social groups (B), and who were different from themselves (C). Two of these social goals—meeting students who shared their same interests and making new friends and forming a social group—were among students' top 16 hopes for their FIG seminars when they entered the UW. As the post-quarter numbers suggest, the FIG seminar contributed close to "quite a bit" to these expectations. All three were among the top 16 experiences that the FIG seminar delivered.

Compared with FIG students at the beginning of fall quarter, Non-FIG/ALL students were also interested in making gains in these three social areas, and they mostly believed that the quarter had delivered these experiences. Their average post-quarter responses were very similar to those for FIG students, but it is important to remember that the Non-FIG/ALL students were evaluating the contribution of all their first quarter experiences to those hopes, while the FIG students were evaluating only the contribution of their FIG GS 199 seminars. Even so, it is important to note that both FIG and Non-FIG/ALL students felt that they had made gains in the area of social growth, an area that both groups valued as they entered the UW.

In the social growth category, students in the ALL program felt that their Learning Labs had afforded them more opportunities to meet students whose interests were similar to their own than FIG students' rating of GS 199 for this experience (2.17 for the ALL students compared with 1.61 for FIG students). This finding was largely expected given that the ALLs focused on and drew students interested in either the Arts or the Social Sciences. On the other hand, the ALL students felt they had fewer opportunities to interact with students who were different from themselves (1.49 for the ALL students compared with 1.71 for the FIG). This latter difference may be caused by the fact that the FIG population was demonstrably more diverse than the ALL population (Table 4).

Academic Success and Academic Focus (D-N). We identified 11 items in the list of 33 that concerned academic success and focus. As Table 52 shows, the top four hopes that FIG students expressed as they entered the UW all pertained to this category; these four items were rated close to "I am quite hopeful that this will happen in my FIG GS 199 seminar."

As the table also shows, FIG students' number one hope—that the seminar would help them do well academically in the two or three other courses they were taking fall quarter (D)—received a mean of 2.01 on the pre-quarter survey, nearly "quite hopeful." However, this item was ranked 31st in the post-quarter survey for what the seminar delivered, receiving a mean of 0.93, just less than "a little."

Other academic success/focus items for which students' early hopes significantly out-ranked what students ultimately felt the seminar delivered included the following:
- Help you develop better study and test-taking skills (item G, ranked 4th with a mean of 1.90 on the pre-quarter survey and a rank of 32nd with a mean of 0.89 on the post-quarter survey)
- Provide you with opportunities to interact with a UW faculty member (item H, ranked 15th with a mean of 1.62 pre-quarter and a rank of 28th with a mean of 0.98 post-quarter)

- Provide you with information about resources that will help you succeed in your academic work (item F, ranked 3rd with a mean of 1.92 pre-quarter and a rank of 9th with a mean of 1.59 post-quarter)

In contrast to items where students' academic hopes exceeded what they felt the seminar delivered, FIG students' second highest rated item on the pre-quarter survey—that the seminar would help them meet people with whom they could study (E)—was ranked first in what the seminar delivered, receiving a post-quarter mean of 1.76, close to "quite a bit."

As the table also shows, four items in this category received higher mean ratings in the post-quarter survey than they did pre-quarter. These included:

- Help you identify some of the ways that learning in college differs from learning in high school (item L, ranked 25th with a mean of 1.37 on the pre-quarter survey and a rank of 8th with a mean of 1.60 on the post-quarter survey)

- Introduce you to how the university divides itself into various academic areas/disciplines (item M, ranked 28th with a mean of 1.28 pre-quarter and a rank of 14th with a mean of 1.43 post-quarter)

- Provide you with opportunities to discuss ideas and challenges in your FIG cluster courses (item K, ranked 22nd with a mean of 1.48 pre-quarter and a rank of 11th with a mean of 1.51 post-quarter)

- Draw connections across courses in the FIG cluster (item N, ranked 29th with a mean of 1.20 pre-quarter and a rank of 20th with a mean of 1.22 post-quarter)

These pre- and post-quarter survey differences suggest that FIG students entered the program with high expectations for the academic benefits the program would give to the course work that confronted them in the first quarter. However, those were not the academic benefits that the GS 199 seminar actually addressed. Of the six items in this category that were among the top 16 hopes presented in Table 51, three received mean ratings below "a little" on the post-quarter survey. Furthermore, none of these six items received post-quarter mean ratings that exceeded the ratings from the beginning of the quarter. The main exception is giving students a group with whom they could study, which students had high hopes for and got "quite a bit" of from the FIG seminar.

Based on a comparison of FIG and Non-FIG/ALL rankings, Non-FIG/ALL students had relatively similar high hopes for a modest number of the academic success/focus items. Five of the six academic success/focus items (D, E, F, G, and H) that were ranked in the top 16 hopes of FIG students also placed in the top 16 hopes of Non-FIG/ALL students. However, all but four of the eleven total academic success/focus items (D-N) received lower Non-FIG/ALL rankings on the post-quarter survey and only two of the eleven items had higher mean ratings post-quarter than pre-quarter (L and M). And while the Non-FIG/ALL students gave higher pre-quarter average ratings than did the FIG students for all eleven items in this set (perhaps due to the fact that they were rating different things, fall quarter and GS 199), FIG students actually provided higher mean ratings for four academic success/focus items on the post-quarter survey. Therefore, while the GS 199 seminar did not seem to deliver on FIG students' high hopes regarding doing well academically in their FIG cluster courses and developing better study and test-taking skills, participation in a FIG did appear to benefit entering students in terms of four exceptions: learning to use the UW library system (I), meeting people with whom they could study (E),

gathering information about resources that would help them succeed academically (F), and discussing challenges and ideas in their fall term classes (K).

In terms of the ALL program, its post-quarter survey included seven of the eleven items covering academic success and focus. In total, the ALL students' average responses to two of these seven shared items differed statistically from those of FIG students. FIG students felt that they had received more help in their other academic courses from their seminars than did the ALL students (0.93 for FIG students and 0.67 for the ALL students), although both means were less than "slight." Second, the ALL students felt that they had learned more about drawing connections across the courses in their ALL clusters than FIG students felt they had learned (1.22 for FIG students and 1.48 for the ALL students).

ALL Learning Labs also seemed to provide their students with slightly more of an introduction to how the university divides itself into academic areas/disciplines than was the case for the GS 199 seminar and FIG students (a mean of 1.43 for the FIG seminars and 1.52 for the ALL seminars). However, this difference was not statistically significant. It should be noted, though, that this item was only one of many questions (which the FIG surveys did not include) that the ALL students responded to about what they had learned about disciplinarity from their ALL seminars. Helping students learn about how the university divides itself into disciplinary communities was a primary goal of the ALL program, and several measures in the ALL program assessment indicated that the program was successful in this goal.

Future Academic Path (O-T). This set of six items concerned students' hopes for information and experiences that would inform their future academic paths and the FIG seminar's delivery of that information or experience. As Table 52 shows, students' hopes that they would learn or experience things in their seminars that related to their future academic paths were all ranked and rated higher, on average, than how well they felt the seminar ultimately delivered them. While four of the six items of the set were ranked in the top 16 hopes of FIG students, only two were ranked in the top 16 delivered experiences on the post-quarter survey.

The one near exception was gathering information about how advising works at the UW (O). This item was ranked 5th on the pre-quarter survey (mean of 1.88) and ranked 6th on the post-quarter survey (its mean of 1.62 being closer to "quite a bit" than "a little"). However, while the other five items in the future academic path set were all also rated closer to "quite hopeful" than "slightly hopeful" (means ranging from 1.54 to 1.77) on the pre-quarter survey, they were all rated considerably lower on the post-quarter survey (their means of 0.72 through 1.40 indicated "a little" learning in these areas).

Non-FIG/ALL students' interest in information and experiences related to their future academic paths was different from that expressed by FIG students, as the relative rankings of the two groups' pre-quarter survey means in Table 52 demonstrates. As the table also indicates, Non-FIG/ALL students felt they had learned less, on average, than the FIG students about advising (1.62 for FIG and 1.22 for Non-FIG/ALL) but more than FIG students for each of the remaining five items (perhaps again due to the fact that they were rating different things, fall quarter and GS 199).

The difference between the two groups' responses to "help you identify your major" (T) is particularly interesting. As the table shows, FIG students rated what their seminars delivered in this area as a 0.72,

on average—less than "a little." In contrast, Non-FIG/ALL students rated that same item as a 1.63, on average—closer to "quite a bit." The demographic and academic profiles of the two groups showed that the Non-FIG/ALL group entered the UW with more transfer and running start credits. In addition some of that group of students entered directly into majors. Therefore, the difference in the two groups' responses to this item makes sense; we would expect the Non-FIG/ALL group to be more focused on and, perhaps, more proactive about identifying their majors than the FIG students would be. It is unclear whether demographic differences between FIG and Non-FIG/ALL students played a role in their differing responses to another item in this "future academic path" group—connecting with a specific academic area that interests the student (R). The Non-FIG/ALL students provided a mean pre-quarter rating a full point higher than their post-quarter rating (2.18 versus 1.17).

In terms of the ALL program, its post-quarter survey included all six items in this "future academic path" group.. The ALL program students' responses to five of the six questions about learning about students' future academic paths differed significantly from those of the FIG students, as Table 52 shows. Compared with the FIG students, through their seminar the ALL students received:

- Considerably[26] more chances to connect with specific academic areas (mean of 1.15 for FIG students and 1.69 for the ALL students)

- Considerably more information from their Learning Lab about UW majors (item P, a mean of 1.40 for FIG students and 1.92 for the ALL students)

- Considerably more help indentifying a major (a mean of 0.72 for FIG students and 1.18 for the ALL students)

- Considerably more help in developing a plan for future classes (item Q, a mean of 1.15 for FIG students and 1.58 for the ALL students)

- Somewhat more opportunity to connect with a peer leader majoring in an academic area of interest (item S, a mean of 1.08 for FIG students and 1.43 for the ALL students)

In addition, although not statistically significant, the ALL students reported receiving less information through their seminar, on average, than FIG students on how UW advising works.

Co-curricular Programs and Clubs (U-X). Students responded to four items about getting information about co-curricular opportunities and clubs. As Table 52 shows, while pre- and post-quarter mean ratings suggest that FIG students hoped to learn more than what they ended up learning about each of the four items, their relative rankings of each stayed fairly consistent across both surveys. Additionally, none of these four items was ranked in the top 10 on either the pre- or post-quarter survey; however, gathering information about student clubs/organizations (U) and study abroad programs (V) did make both top 16 lists.

A comparison of this set of responses with those for the Non-FIG/ALL students shows a similar but more pronounced pattern. Similar to FIG students, Non-FIG/ALL students' hopes for all four items exceeded what they felt fall quarter ultimately delivered, on average. However, while the Non-FIG/ALL mean ratings equaled or exceeded those of FIG students on the pre-quarter survey, the reverse was true on

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[26] Each of the next four statistically significant differences associated with a medium effect size (i.e., 0.8 > |d| > 0.5).

the post-quarter survey. The two biggest reversals concerned garnering information about study abroad programs (V) and undergraduate research opportunities (W). On average, FIG students rated the extent to which their seminars had delivered information about study abroad programs at 1.43 (between "a little" and "quite a bit"), compared with the 0.81 (below "a little") average rating the Non-FIG/ALL students gave to their first-quarter experience in this same area. Similarly, FIG students rated how much information they had received about undergraduate research opportunities at 1.16 versus a 0.74 mean rating for Non-FIG/ALL students.

We did not ask the ALL students this set of questions about co-curricular activities and clubs.

General Orientation (Y-GG). Nine items roughly concerned students' general orientation to the UW and to campus life, listed as items Y-GG in Table 52.   As the table shows, except for the items concerning having peer leaders ahead of them in school who could give them valuable advice (Y) and developing time management skills (Z), most of the items in this list had lower priority in the entering FIG students' list of hopes than did other items; these were the only two that made the pre-quarter top 16.

Furthermore, as the table shows, the FIG seminar delivered close to what students hoped they would in terms of the following:

- Provide you with a peer leader who's ahead of you in school and who can give you valuable advice about college (1.77 pre- versus 1.73 post-quarter)

- Introduce you to on-campus cultural activities (item AA, 1.40 pre- versus 1.37 post-quarter)

- Introduce you to cultural events in Seattle (item BB, 1.37 pre- versus 1.31 post-quarter)

- Help you explore academic events outside the classroom, such as evening talks and lectures (item CC, 1.34 pre- versus 1.31 post-quarter)

- Help you physically find your way around campus (item FF, 0.93 pre- versus 0.98 post-quarter)

In a later section of this report entitled "Student's Assessment of Their First-quarter Experience," students indicate that they felt very positively about the exploration aspects of their FIG seminars.

In addition, the seminar exceeded students' expectations in the following areas:

- Give you opportunities to reflect on what happens to you in this first year of college (item DD, 1.07 pre- versus 1.69 post-quarter)

- Give you help in maintaining good health (item EE, 0.99 pre- versus 1.39 post-quarter)

- Give you opportunities to talk about/learn more from the UW Common Book (item GG, 0.56 pre- versus 1.14 post-quarter)

However, a separate set of post-quarter survey results, provided in the section of this report entitled "Student's Assessment of Their First-quarter Experience," show that students had strong negative feelings about seminar assignments related to these three items. Thus, it is important to note that while what the seminar delivered in these areas exceeded students' hopes, students did not find these areas useful to their learning.

This pattern of met or exceeded general orientation expectations is consistent with the additional finding that eight of the nine items in this set were ranked higher on the post-quarter survey than on the post-quarter survey. The only exception is the development of time management skills; students' hopes averaged 1.66, close to "quite hopeful," and they felt the seminar delivered on average 1.00, "a little."

Although, like their FIG counterparts, the Non-FIG/ALL students ranked many of the general orientation items among their lowest priorities, unlike the ratings of the FIG students, the Non-FIG/ALL students had somewhat higher hopes for making gains in most of these items than did the FIG students. However, considering that Non-FIG/ALL pre-quarter mean ratings exceed those of FIG students for all nine general orientation items, it is noteworthy that FIG students reported making greater gains than their Non-FIG/ALL peers for five of these nine items, as follow:

- Provide you with a peer leader who's ahead of you in school (mean of 1.73 for FIG students and 1.63 for Non-FIG/ ALL students)

- Introduce you to on-campus cultural activities (mean of 1.37 for FIG students and 1.12 for Non-FIG/ALL students)

- Introduce you to cultural events in Seattle (mean of 1.31 for FIG students and 1.01 for Non-FIG/ALL students)

- Help you explore academic events outside the classroom such as evening lectures and talks (mean of 1.31 for FIG and 0.91 for Non-FIG/ALL students)

- Give you opportunities to talk about/learn more from the UW Common Book (mean of 1.14 for FIG students and 0.50 for Non-FIG/ALL students)

We asked the ALL students just three of the questions in the general orientation category, and the differences in their responses are shown in Table 52. Two were statistically significant. The ALL students reported having less of an introduction to cultural events in Seattle (1.31 for FIG students and 1.05 for the ALL students) but more opportunities to reflect on their first quarter of college (1.69 for FIG students and 2.06 for the ALL students).

Table 52. Pre-quarter expectations and post-quarter contributions, FIG and Non-FIG/ALL students

		FIG STUDENTS				NON-FIG/ALL STUDENTS				ALL PROGRAM STUDENTS
		PRE MEAN	PRE RANK	POST RANK	POST MEAN	PRE MEAN	PRE RANK	POST RANK	POST MEAN	POST MEAN Significant Differences
A.	Help you meet other students whose interests are similar to yours	1.81	6	7	1.61	2.29	7	8	1.65	2.17***
B.	Help you make new friends and form social group	1.67	12	4	1.69	2.32	5	5	1.80	N/A
C.	Provide you with opportunities to interact with students who are different from you—in race, ethnicity, ideas, or background	1.57	18	3	1.71	2.08	13	4	1.88	1.49*
D.	Help you do well academically in the two or three other courses you are taking this quarter	2.01	1	31	0.93	2.57	1	6	1.72	0.67*
E.	Help you meet people with whom you can study	1.98	2	1	1.76	2.30	6	15	1.50	1.96
F.	Provide you with information about resources that will help you succeed in your academic work	1.92	3	9	1.59	2.13	11	21	1.39	1.46
G.	Help you develop better study and test-taking skills	1.90	4	32	0.89	2.45	2	16	1.48	N/A
H.	Provide you with opportunities to interact with a UW faculty member	1.62	15	28	0.98	2.05	14	23	1.24	N/A
I.	Teach you how to use the UW library system	1.61	16	10	1.53	1.97	20	26	1.17	N/A
J.	Give you a chance to discuss the kinds of questions each of the courses in your FIG cluster is asking and how each course goes about answering them	1.48	21	21	1.16	2.02	17	19	1.42	N/A
K.	Provide you with opportunities to discuss ideas and challenges in your FIG cluster courses	1.48	22	11	1.51	1.92	22	18	1.44	1.51
L.	Help you identify some of the ways that learning in college differs from learning in high school	1.37	25	8	1.60	1.68	25	2	2.04	1.43
M.	Introduce you to how the university divides itself into various academic areas/disciplines	1.28	28	14	1.43	1.54	31	11	1.62	1.52
N.	Draw connections across courses in the FIG cluster	1.20	29	20	1.22	1.86	23	17	1.44	1.48*
O.	Give you information on how UW advising works	1.88	5	6	1.62	1.98	18	24	1.22	1.46
P.	Give you information about UW majors	1.77	7	15	1.40	1.95	21	14	1.52	1.92***
Q.	Help you develop a plan for the classes you will take in the future	1.76	9	24	1.15	2.37	4	3	2.02	1.58***
R.	Allow you a chance to connect with a specific academic department/area	1.73	10	23	1.15	2.18	8	25	1.17	1.69***
S.	Provide you with a peer leader who is majoring in an academic area that interests you	1.57	17	26	1.08	1.85	24	22	1.25	1.43*
T.	Help you identify your major	1.54	20	33	0.72	2.04	16	9	1.63	1.18***
U.	Provide you with information about student clubs and organizations	1.68	11	12	1.49	2.04	15	20	1.41	N/A
V.	Provide information about study abroad programs	1.65	14	13	1.43	1.65	26	31	0.81	N/A
W.	Provide information about undergraduate research opportunities	1.56	19	22	1.16	1.98	19	32	0.74	N/A
X.	Provide information about community service opportunities	1.32	27	30	0.94	1.62	27	29	0.93	N/A
Y.	Provide you with a peer leader who's ahead of you in school and who can give you valuable advice about college	1.77	8	2	1.73	2.10	12	10	1.63	1.64
Z.	Help you develop your time management skills	1.66	13	27	1.00	2.38	3	12	1.60	N/A
AA.	Introduce you to on-campus cultural activities	1.40	23	17	1.37	1.55	30	27	1.12	N/A
BB.	Introduce you to cultural events in Seattle	1.37	24	18	1.31	1.52	32	28	1.01	1.05*
CC.	Help you explore academic events outside the classroom such as evening lectures and talks	1.34	26	19	1.31	1.60	28	30	0.91	N/A
DD.	Give you opportunities to reflect on what happens to you in this first quarter of college	1.07	30	5	1.69	1.60	29	7	1.70	2.06**
EE.	Give you help in maintaining good health	0.99	31	16	1.39	2.14	10	13	1.58	N/A
FF.	Help you physically find your way around campus	0.93	32	29	0.98	2.18	9	1	2.40	N/A
GG.	Give you opportunities to talk about/learn more from the UW Common Book	0.56	33	25	1.14	0.74	33	33	0.50	N/A

*p<0.05   **p<0.01   ***p<0.001

Because of the variety of information presented in Table 52, we created a summary table by calculating the averages for the pre- and post-quarter survey questions by each theme area for both FIG and Non-FIG/ALL groups. Table 53 shows that, on average, students' greatest hopes for their FIG seminars concerned getting information or experiences that centered on their future academic paths. However, this was the area that received the least focus from the FIG seminars. Similarly but to less of an extent, students' hopes to learn more about academic success and focus areas, as well as acquiring information about co-curricular opportunities and clubs, exceeded their experience in the seminar.

In contrast, Table 53 shows that FIG students' hopes for their social experience in the FIG seminar were well-matched with the experiences the seminar delivered. Furthermore, students got somewhat more general orientation information from their seminars than they had hoped for.

Table 53. Pre- and post-quarter summary comparisons by area of learning

	FIG Students		Non-FIG/ALL Students	
	Pre	Post	Pre	Post
Future academic path	1.71	1.19	2.06	1.47
Social growth	1.68	1.67	2.23	1.78
Academic success and focus	1.62	1.33	2.04	1.50
Co-curricular programs and clubs	1.55	1.26	1.82	0.97
General orientation	1.23	1.32	1.76	1.38

Like FIG students, Non-FIG/ALL students placed their greatest hopes in the same three areas: their future academic path, social growth, and academic success/focus (each received category means above "quite hopeful"). However, Non-FIG/ALL students were more hopeful than the FIG students about all areas, and, except for the area of information about co-curricular opportunities and clubs, the Non-FIG/ALL students felt that the quarter had delivered more regarding these areas than the FIG students credited their seminars with providing.

Responses of the Four FIG Program Types

Table 54 shows where students in the four FIG sub-types differed significantly from the rest of the FIG student population in their post-quarter survey responses. We focused on post-quarter survey responses by subgroup, because we wanted to know if the different kinds of FIGs may have delivered different kinds of experiences. Table 54 shows the following differences:

- Students in FIGs with IWP courses indicated that their FIG seminars had delivered statistically more of 27 of the 33 items than what was reported by the rest of the FIG population. The largest difference dealt with having drawn connections across courses in the FIG cluster, which is predictable given the influence of the writing link for these students.

- Students in residential FIGs indicated that their FIG seminars had delivered more of six of the 33 items and less of three items than did other FIG students. The two most meaningful of these differences were having been provided opportunities to interact with a UW faculty member, which residential FIG students reported getting more of than other FIG students (a mean of 1.44 versus 0.96), and information about study abroad programs, which residential students reported they had received less of than other FIG students (a mean of 0.78 versus 1.46).

- Students in the EnviroLink FIGS indicated that their FIG seminars had delivered statistically less than other FIG students reported for nine of the 33 items.

- Students in the service learning FIGs indicated that their FIG seminars had delivered statistically less than other FIG students reported for six of the 33 items.

Table 54. Differences in student ratings for contributions of FIG seminar by program types

FIG: To what extent did your FIG General Studies 199 seminar do the following?	FIG	Statistically significant differences			
		IWP Writing	Residential	Environment	Service Learning
A. Helped you meet other students whose interests were similar to yours	1.61				
B. Helped you make new friends and form a social group	1.69				
C. Provided you with opportunities to interact with students who were different from you—in race, ethnicity, ideas, or background	1.71	1.85**	1.94**		
D. Helped you do well academically in other courses you are taking this quarter	0.93	1.09**		0.74*	0.70**
E. Helped you meet people with whom you could study	1.76				
F. Provided you with information about resources that will help you succeed in your academic work	1.59	1.68*			
G. Helped you develop better study and test-taking skills	0.89	1.02**		0.67*	
H. Provided you with opportunities to interact with a UW faculty member	0.98	1.10*	1.44***	0.72**	
I. Taught you how to use the UW library system	1.53			1.30**	
J. Gave you a chance to discuss the kinds of questions each of the courses in your FIG cluster is asking and how each course goes about answering them	1.16	1.36***			0.99*
K. Provided you with opportunities to discuss ideas and challenges in your FIG/ALL cluster courses	1.50	1.73***		1.28*	1.27**
L. Helped you identify some of the ways that learning in college differs from learning in high school	1.60	1.81***			
M. Introduced you to how the university divides itself into various academic areas/disciplines	1.43	1.62***		1.26*	
N. Drew connections across courses in the FIG/ALL cluster	1.22	1.58***		1.05*	
O. Gave you information on how advising works at the UW	1.62	1.73*	1.77*		1.36**
P. Gave you information about UW majors	1.40	1.52*	1.26*		
Q. Helped you develop a plan for the classes you will take in the future	1.15	1.25*	1.31*		0.92**
R. Allowed you a chance to connect with a specific academic department/area	1.15	1.31**			
S. Provided you with a peer leader who is majoring in an academic area that interests you	1.08				
T. Helped you identify your major	0.72				
U. Provided you with information about student clubs and organizations	1.49	1.68***	1.28**		
V. Provided information about study abroad programs	1.43	1.56*	0.78***		
W. Provided information about undergraduate research opportunities	1.16	1.34**			
X. Provided information about community service opportunities	0.94	1.08**			
Y. Provided you with a peer leader who's ahead of you in school and who can give you valuable advice about college	1.73	1.98***			1.55*
Z. Helped you develop your time management skills	1.00	1.18***	1.18*	0.73**	
AA. Introduced you to on-campus cultural activities	1.37	1.59***		1.15**	
BB. Introduced you to cultural events in Seattle	1.31	1.51***			
CC. Helped you explore academic events outside the classroom such as evening lectures and talks	1.31	1.45**			
DD. Gave you opportunities to reflect on what happens to you in this first quarter of college	1.69	1.86**			
EE. Gave you information about maintaining good health	1.39	1.50*			
FF. Helped you physically find your way around campus	0.98	1.13**			
GG. Gave you opportunities to talk about/learn more from the UW Common Book	1.14	1.34***	1.42***		

*p<0.05   **p<0.01   ***p<0.001

Table 55 provides a summary of the averages of how much FIG students said that they had learned in their seminar for each major area compared with the averages of the four FIG subgroups. As the table shows, students in IWP FIGs felt that they had received more information or had more experiences than did the rest of the FIG population, or any other FIG subgroup, in all areas except one—social growth. Students in the residential FIGs reported a mean of 1.79 for this area, compared with 1.75 for the IWP FIG group and 1.67 for the overall FIG group. In contrast, residential FIG students appeared to have gotten the least information of all FIG subgroups about co-curricular activities and clubs.

Table 55. Post-quarter averages by area of learning for the four FIG program types

	Entire FIG	IWP	Resident	Environmental	Service
Future academic path	1.19	1.28	1.19	1.13	1.07
Social growth	1.67	1.75	1.79	1.55	1.66
Academic success and focus	1.33	1.49	1.42	1.16	1.21
Co-curricular programs and clubs	1.26	1.42	0.99	1.21	1.24
General orientation	1.32	1.50	1.39	1.20	1.25

Responses by Student Groups

Table 56 shows significant differences in the post-quarter survey responses between the overall FIG population and subgroups of students within that population. We focused on post-quarter survey responses by student characteristic because we wanted to know if FIGs may have delivered different kinds of experiences for different kinds of students. Additionally, since pre-quarter survey results showed that female, EOP, URM, first-generation, non-resident tuition, and students whose mothers had not earned a bachelor's degree or more all had significantly higher hopes for what the FIG seminars might deliver than did other FIG students, it is important to examine whether these differential hopes were ultimately delivered upon by GS 199.

Table 56 shows the following post-quarter patterns:

- Female responses significantly differed from male responses for 16 of the 33 items. For 13 of those items, female FIG students thought their seminars had delivered less than their male counterparts, which is counter to the trend observed in their pre-quarter responses.

- EOP students' responses differed significantly from those of non-EOP FIG students on 23 items. In every case, EOP students felt that their seminars had delivered more than did other FIG students.

- URM students' responses significantly differed from those of other FIG students on 11 items. Like the EOP students, the URM students felt that their seminars had delivered more of all 11 items than did non-URM FIG students.

- The responses of students who were the first in their families to attend college differed significantly from those of the other FIG students on 22 items, and their responses—like those of the EOP and URM students—were consistently higher than responses of other FIG students.

- Students whose mothers had earned BA degrees or more felt that their FIG seminars had delivered significantly less for 25 of the items than did other FIG students.

- Students paying non-resident tuition were more positive than in-state FIG students about what their seminars had delivered for six of the items in the table.

Table 56. Differences in FIG student ratings for contributions of FIG seminar by student groups

	Entire FIG	Male v Fem		EOP	URM	1st in Fam	Run Start	Trans Cred	UW Fam	BA Mom	Non-res Tuition
Statistically significant differences											
A. Helped you meet other students whose interests were similar to yours	1.61										
B. Helped you make new friends and form a social group	1.69			1.80**		1.83**				1.64**	
C. Provided you with opportunities to interact with students who were different from you—in race, ethnicity, ideas, or background	1.71	1.65	1.76**	1.81**						1.66***	
D. Helped you do well academically in other courses you are taking this quarter	0.93	1.00	0.89**								1.02*
E. Helped you meet people with whom you could study	1.76	1.68	1.82***								
F. Provided you with information about resources that will help you succeed in your academic work	1.59			1.67*						1.55**	
G. Helped you develop better study and test-taking skills	0.89	0.99	0.82***	0.96*		1.05***				0.82***	0.96*
H. Provided you with opportunities to interact with a UW faculty member	0.98	1.12	0.88***	1.07*		1.11**				0.91***	1.08**
I. Taught you how to use the UW library system	1.53			1.64**	1.64*	1.69***				1.49**	1.63**
J. Gave you a chance to discuss the kinds of questions each of the courses in your FIG cluster is asking and how each course goes about answering them	1.16	1.24	1.11***	1.25*	1.26*					1.09***	
K. Provided you with opportunities to discuss ideas and challenges in your FIG cluster courses	1.50									1.44***	
L. Helped you identify some of the ways that learning in college differs from learning in high school	1.60					1.83**				1.54***	
M. Introduced you to how the university divides itself into various academic areas/disciplines	1.43			1.54**		1.58***				1.37***	
N. Drew connections across courses in the FIG cluster	1.22	1.28	1.17**	1.30*		1.33*				1.15***	
O. Gave you information on how advising works at the UW	1.62										1.69*
P. Gave you information about UW majors	1.40			1.55***	1.52**	1.51*		1.31**		1.34***	
Q. Helped you develop a plan for the classes you will take in the future	1.15	1.21	1.10**	1.30***	1.25*	1.26*	1.04*	1.03***			
R. Allowed you a chance to connect with a specific academic department/area	1.15	1.24	1.08***	1.23*		1.26*				1.08***	
S. Provided you with a peer leader who is majoring in an academic area that interests you	1.08	1.15	1.04**								
T. Helped you identify your major	0.72	0.78	0.67***	0.81**		0.89***					
U. Provided you with information about student clubs and organizations	1.49			1.61***	1.61**	1.59*				1.44***	
V. Provided information about study abroad programs	1.43									1.38**	
W. Provided information about undergraduate research opportunities	1.16	1.23	1.10***	1.29***	1.30**	1.29**				1.08***	
X. Provided information about community service opportunities	0.94	1.03	0.87***	1.04**		1.11***			0.89*	0.87***	
Y. Provided you with a peer leader who's ahead of you in school and who can give you valuable advice about college	1.73										
Z. Helped you develop your time management skills	1.00	1.11	0.92***	1.12**	1.10*	1.18***		0.93*		0.92***	
AA. Introduced you to on-campus cultural activities	1.37			1.48*	1.49*	1.51**				1.31***	
BB. Introduced you to cultural events in Seattle	1.31			1.40*		1.45**			1.24**	1.26***	
CC. Helped you explore academic events outside the classroom such as evening lectures and talks	1.31			1.41**	1.41*	1.50***			1.26*	1.24***	
DD. Gave you opportunities to reflect on what happens to you in this first quarter of college	1.69	1.64	1.73*			1.78*				1.66*	
EE. Gave you information about maintaining good health	1.39			1.50**	1.51**	1.57***				1.33***	
FF. Helped you physically find your way around campus	0.98	1.05	0.93***	1.08**	1.08*	1.14***				0.92***	
GG. Gave you opportunities to talk about/learn more from the UW Common Book	1.14			1.25**		1.27**				1.09***	1.21*

*p<0.05, **p<0.01, ***p<0.001

Familiarity with Services and Resources and Frequency of Use

We asked students questions about their familiarity with campus resources and services both pre- and post quarter, as well as including a question in the post-quarter survey about how frequently students had used resources in their first quarter at the UW.

Familiarity with Services and Resources

We asked students how familiar they were with 14 UW services and resources at the beginning and at the end of fall quarter in order to determine if they had learned about those resources during the course of their first quarter. Table 57 shows the FIG students' pre- and post-quarter responses for each item.

As the table shows, FIG students reported increases in familiarity with all 14 services and resources. While only one of the 14 campus resources received a mean pre-quarter rating of over "slightly" familiar, this was the case for seven of the 14 post-quarter ratings, as follows:

- Office hours for professors and TAs
- CLUE
- Departmental advising
- Gateway Center advising
- Other study centers on campus
- International Programs and Exchanges
- Writing centers

The difference between pre- and post-quarter mean ratings ranged from a small 0.06 for office hours (students were almost "moderately" familiar with this resource at the beginning of the quarter and stayed moderately familiar by the end of the quarter) to increases of 0.58 for CLUE and 0.60 for Gateway Center advising (the two biggest gains in resource familiarity for FIG students).

Table 58 compares FIG students' post-quarter responses about their level of familiarity with the 14 services and resources with the responses of Non-FIG/ALL students, the ALL program students, and students in the four FIG subtypes that we have tracked previously in this study.   The most meaningful of the statistically significant differences noted in the table are as follows:

- FIG students rated their level of familiarity with all 14 services and resources significantly higher than did the Non-FIG/ALL students, with the two greatest differences occurring for Gateway Center advising (means of 1.25 for FIG students and 0.76 for Non-FIG/ALL students) and study abroad (1.19 FIG versus 0.67 Non-FIG/ALL). In fact, these differences in familiarity are even more sizable than they appear in Table 58 since Non-FIG/ALL students actually rated their familiarity of ten of these services and resources higher than FIG students on the pre-quarter survey.

- FIG students rated their level of familiarity with nine of the 14 services and resources significantly higher than did the ALL program students. The most meaningful of these differences were for Gateway Center advising (means of 1.25 for FIG students versus 0.58 for the ALL students), the Instructional Center (0.78 FIG versus 0.24 ALL), CLUE (1.51 FIG versus 1.00 ALL), the Ethnic Cultural

Table 57. FIG student familiarity with campus resources

How **familiar** are you with what the following resources are and how you might use them?	Time Point	0 Not at all	1 Slightly	2 Moderately	3 Very	Means	SD	n
A. Office hours for professors and teaching assistants	Pre	145 (5.6%)	690 (26.8%)	1199 (46.6%)	541 (21.0%)	1.83	0.82	2575
	Post	164 (6.2)	690 (26.2)	1063 (40.4)	717 (27.2)	1.89	0.88	2634
B. Center for Learning and Undergraduate Enrichment (CLUE)	Pre	900 (34.8)	1074 (41.6)	504 (19.5)	105 (4.1)	0.93	0.84	2583
	Post	412 (15.6)	903 (34.1)	908 (34.3)	422 (16.0)	1.51	0.94	2645
C. Departmental advising	Pre	942 (36.7)	951 (37.0)	544 (21.2)	132 (5.1)	0.95	0.88	2569
	Post	589 (22.4)	940 (35.7)	768 (29.2)	334 (12.7)	1.32	0.96	2631
D. Gateway Center advising	Pre	1412 (54.7)	747 (29.0)	330 (12.8)	90 (3.5)	0.65	0.83	2579
	Post	717 (27.2)	865 (32.8)	721 (27.4)	333 (12.6)	1.25	0.99	2636
E. Other study centers on campus	Pre	828 (32.2)	1177 (45.7)	488 (19.0)	81 (3.1)	0.93	0.80	2574
	Post	639 (24.3)	104 (39.6)	733 (27.9)	213 (8.1)	1.20	0.90	2625
F. International Programs and Exchanges (Study Abroad)	Pre	1027 (40.0)	967 (37.6)	436 (17.0)	139 (5.4)	0.88	0.88	2569
	Post	689 (26.2)	1005 (38.3)	688 (26.2)	245 (9.3)	1.19	0.93	2627
G. Writing centers	Pre	1193 (46.5)	938 (36.5)	337 (13.1)	100 (3.9)	0.74	0.83	2568
	Post	759 (28.8)	1018 (38.6)	637 (24.1)	225 (8.5)	1.12	0.93	2639
H. Schmitz Hall Student Counseling Center	Pre	1219 (47.4)	839 (32.6)	396 (15.4)	118 (4.6)	0.77	0.87	2572
	Post	1087 (41.4)	839 (32.0)	516 (19.7)	182 (6.9)	0.92	0.83	2624
I. Educational Opportunity Program advising (EOP)	Pre	1699 (65.8)	520 (20.1)	220 (8.5)	144 (5.6)	0.54	0.87	2583
	Post	1293 (49.1)	699 (26.5)	399 (15.1)	245 (9.3)	0.85	1.00	2636
J. Ethnic Cultural Center/Theatre (ECC/T)	Pre	1804 (70.1)	480 (18.7)	172 (6.7)	117 (4.5)	0.46	0.81	2573
	Post	1311 (50.0)	693 (26.4)	414 (15.8)	206 (7.9)	0.82	0.97	2624
K. Center for Career Services	Pre	1429 (55.4)	870 (33.7)	229 (8.9)	51 (2.0)	0.57	0.74	2579
	Post	1165 (44.2)	948 (35.9)	420 (15.9)	105 (4.0)	0.80	0.85	2638
L. Undergraduate Research Program	Pre	1538 (59.7)	778 (30.2)	217 (8.4)	42 (1.6)	0.52	0.72	2575
	Post	1186 (44.9)	919 (34.8)	428 (16.2)	106 (4.0)	0.79	0.85	2639
M. Instructional Center (IC)	Pre	1850 (71.8)	489 (19.0)	140 (5.4)	99 (3.8)	0.41	0.76	2578
	Post	1361 (51.7)	705 (26.8)	347 (13.2)	221 (8.4)	0.78	0.97	2634
N. Carlson Leadership and Public Service Center	Pre	2014 (78.4)	436 (17.0)	92 (3.6)	27 (1.1)	0.27	0.58	2569
	Post	1600 (60.8)	653 (24.8)	298 (11.3)	82 (3.1)	0.57	0.81	2633

Center/Theater (0.82 FIG versus 0.33 ALL), and EOP advising (0.85 FIG versus 0.36 ALL). Demographic differences in the two populations likely are responsible for some of these differences.

- In terms of the four FIG program subgroups, students in FIGs with IWP writing links reported significantly higher familiarity than did other FIG students with nine of the 14 campus resources, as table 58 shows. None too surprisingly, the biggest gap between the familiarity of IWP students and that of other FIG students was awareness of writing centers. The only campus resource for which IWP writing link FIG students reported statistically less familiarity than other FIG students was for awareness of CLUE.

- Residential FIG students reported significantly higher familiarity than did the rest of the FIG population in terms of their familiarity with CLUE and UW writing centers. However, they also reported statistically higher familiarity with these two resources on the pre-quarter survey as well. In addition, residential FIG students reported significantly less familiarity with study abroad (0.85) opportunities than did the rest of the FIG population (1.20) on the post survey, even though they reported slightly more familiarity with this resource on the pre survey (0.98 versus 0.87).

- The Environmental FIG student group were the one student subpopulation in our study that reported the greatest post-quarter familiarity with Gateway Center advising (1.71) and departmental advising (1.61), rating both statistically higher than the rest of the FIG population. This might be none too surprising because these students participated in the EnviroLink seminar, a seminar organized by departmental advisers with a strong adviser presence. Environmental FIG students also reported significantly less familiarity with nine of the other 12 campus resources.

- While the Carlson Center was ranked last by the entire FIG student population in terms of familiarity (the mean of 0.57 falling between "not at all" and "slightly"), it was ranked second by service learning FIG students (a mean of 1.40). The service learning FIG student group also indicated that they were less familiar with CLUE than were the rest of the FIG student population.

Table 58. Differences in student familiarity with campus resources by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
Office hours for professors and teaching assistants	1.89	1.67***	2.01	2.10***			
Center for Learning and Undergraduate Enrichment (CLUE)	1.51	1.23***	1.00***	1.32***	1.78**		1.28*
Departmental advising	1.32	1.14***	1.37	1.54***		1.61**	
Gateway Center advising	1.25	0.76***	0.58***			1.71***	
Other study centers on campus	1.20	0.97***	0.82**	1.30*		1.00*	
International Programs and Exchanges (Study Abroad)	1.19	0.67***	1.20	1.34**	0.85***	1.01*	
Writing centers	1.12	0.70***	0.81**	1.38***	1.41**	0.87**	
Schmitz Hall Student Counseling Center	0.92	0.52***	0.50***	1.11**			
Educational Opportunity Program advising (EOP)	0.85	0.44***	0.36***	1.07***		0.51***	
Ethnic Cultural Center/Theatre (ECC/T)	0.82	0.43***	0.33***	1.04***		0.45***	
Center for Career Services	0.80	0.49***	0.52**	0.95**		0.59*	
Undergraduate Research Program	0.79	0.57***	0.64			0.62*	
Instructional Center (IC)	0.78	0.47***	0.24***			0.52**	
Carlson Leadership and Public Service Center	0.57	0.33***	0.46			0.27***	1.40***

*p<0.05   **p<0.01   ***p<0.001

Table 59 compares students' post-quarter familiarity with the 14 services and resources across this study's nine student groups. It comes as no surprise that EOP and URM FIG students (and to a lesser extent FIG students who were the first in their families to come to college) reported substantially higher levels of familiarity with EOP advising, the Instructional Center, and the Ethnic Cultural Center/Theater than did the rest of the FIG student population. In addition, these three subpopulations of FIG students also reported higher levels of familiarity with the Schmitz Hall Counseling Center than did the rest of the FIG student population. However, it should be noted that EOP advisers are also called "counselors" and are located in Schmitz Hall as well.

Table 59. Differences in student familiarity with campus resources by student groups

	Means			Statistically Significant Differences							
	Entire FIG	Male v	Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Office hours for professors and teaching assistants	1.89	1.82	1.93**	1.81*							
Center for Learning and Undergraduate Enrichment (CLUE)	1.51			1.43*				1.57*			1.63**
Departmental advising	1.32			1.19**				1.44***			1.44**
Gateway Center advising	1.25	1.20	1.29*	1.14**	1.11**			1.38**	1.17**		1.46***
Other study centers on campus	1.20	1.27	1.15**			1.31*				1.16*	
International Programs and Exchanges (Study Abroad)	1.19					1.28* *trivial*					
Writing centers	1.12			1.21*	1.22*	1.26***	1.03*			1.09*	
Schmitz Hall Student Counseling Center	0.92	0.98	0.88**	1.27***	1.29***	1.26***			0.85**	0.82***	
Educational Opportunity Program advising (EOP)	0.85	0.95	0.77***	1.99***	1.85***	1.39***		0.78*	0.73***	0.69***	
Ethnic Cultural Center/Theatre (ECC/T)	0.82			1.67***	1.66***	1.25***			0.72***	0.71***	
Center for Career Services	0.80	0.90	0.73***			0.90**			0.74**		
Undergraduate Research Program	0.79	0.96	0.68***			0.90*					0.87*
Instructional Center (IC)	0.78	0.91	0.70***	1.74***	1.72***	1.26***		0.71*	0.71**	0.65***	
Carlson Leadership and Public Service Center	0.57	0.69	0.48***		0.66*	0.70**			0.52*	0.53*	

*p<0.05   **p<0.01   ***p<0.001*

In addition, Table 59 highlights the following statistically significant differences across student groups:

- Students entering with transfer credits reported more familiarity with CLUE, departmental advising, and Gateway Center advising than other FIG students.

- Students whose siblings or parents attended the UW reported less familiarity than other FIG students with seven of the 14 resources, as did students whose mothers had BA degrees or more, with a great deal of overlap across the two groups.

- Out-of-state students reported more familiarity with CLUE, departmental advising, Gateway Center advising, and undergraduate research than did in-state FIG students.

Frequency of Activities

In addition to asking students how familiar they were with UW resources, we asked them at the end of the quarter how often they had engaged in eleven activities, some of which were related to UW

resources. Table 60 shows the FIG students' responses and includes an adjusted mean[27] for each item to indicate the average number of times FIG students participated in each activity.

Table 60. Frequency of fall quarter student activities for FIG students

	How frequently have you done the following activities this quarter?	Never	Once or twice	Three to five times	Six to ten times	More than ten times	Adjusted Means	N
A.	Attended a cultural event (ex. dance, theater, art show, concert) on or off campus	286 (10.8)	1365 (51.7)	735 (27.8)	187 (7.1)	67 (2.5)	2.74	2640
B.	Visited an academic department to gather information on a major—either in person or online	762 (28.9)	1231 (46.6)	453 (17.2)	126 (4.8)	68 (2.6)	2.05	2640
C.	Discussed ideas from readings or class with a professor or teaching assistant during office hours when it was not required as part of the class	1071 (40.6)	937 (35.5)	438 (16.6)	128 (4.9)	63 (2.4)	1.85	2637
D.	Volunteered your time for a cause you care about	1340 (51.2)	756 (28.9)	294 (11.2)	120 (4.6)	105 (4.0)	1.69	2615
E.	Joined a club or student organization	898 (34.1)	1254 (47.7)	371 (14.1)	60 (2.3)	47 (1.8)	1.66	2630
F.	Used the help offered in a writing or study center	1552 (58.9)	657 (24.9)	249 (9.4)	96 (3.6)	81 (3.1)	1.38	2635
G.	Gone to a special talk or lecture given on campus or in Seattle that was outside your normal classes	1182 (44.8)	1122 (42.5)	255 (9.7)	51 (1.9)	28 (1.1)	1.30	2638
H.	Discussed a grade you received with a professor or teaching assistant when you were not required to do so	1397 (52.9)	876 (33.2)	272 (10.3)	69 (2.6)	26 (1.0)	1.23	2640
I.	Met with a departmental adviser (not a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser)	1389 (52.8)	891 (33.9)	255 (9.7)	66 (2.5)	28 (1.1)	1.21	2629
J.	Met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser	1522 (57.8)	825 (31.4)	199 (7.6)	55 (2.1)	30 (1.1)	1.07	2631
K.	Spoken one-on-one or in a chat room with a UW librarian	2037 (77.3)	451 (17.1)	109 (4.1)	25 (0.9)	13 (0.5)	0.55	2635

As the table shows, on average students attended close to three cultural events in the first quarter, at least one of which was required by their FIG seminars. On average, FIG students visited academic departments twice to learn more about majors and attended office hours of faculty or TAs nearly twice in the first quarter (although nearly two-fifths of all FIG students reported never having attended office hours on their own volition). Nearly a fifth (19.8%) of all FIG students indicated that they had volunteered at least three times their first quarter for a cause they cared about, but this number is influenced by the minority of FIG students who were in courses that integrated 20-40 hours per quarter of service into the course requirements.   In addition, more than half of all FIG reported having joined a club or organization (65.9%) and/or going to a special talk or lecture outside their normal classes (55.2%). In contrast, students rarely spoke one-on-one or in a chat room with UW librarians.

Table 61 shows the differences between the FIG students' means and those for the Non-FIG/ALL and the ALL program students for the 11 activities discussed previously. As the table shows, we noted the following statistically significant differences across these groups:

- FIG students participated in a number of activities significantly more frequently than did Non-FIG/ALL students. They were significantly more likely to have at least once attended cultural events (88.2% for FIG students versus 64.6% for Non-FIG/ALL students), attended special talks or lectures outside of class (55.2% FIG versus 43.8% Non-FIG/ALL), discussed ideas with a professor

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[27] Adjusted means were calculated as follows: "never"=0; "once or twice"=1.5; "three to five times"=4; "six to ten times"=8; and "more than ten times"=11.

or TA in office hours when not required to do so (59.4% FIG versus 51.4% Non-FIG/ALL), and to have met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser (42.2% FIG versus 34.6% Non-FIG/ALL). In addition, FIG students also reported more frequently volunteering their time, joining a club or student organization, and speaking with a UW librarian than did Non-FIG/ALL students.

- FIG students visited an academic department to gather information on a major less frequently than did their Non-FIG/ALL peers, with approximately one quarter of the former reporting that they had made three or more such visits, and nearly a third of the latter reporting the same.

- FIG students were significantly more likely than ALL students to have used a writing or study center at least once (41.4% for FIG students versus 14.9% for the ALL students), to have met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser at least once (42.2% FIG versus 12.3% ALL), and to have volunteered their time at least once for a cause they cared about (49.8% FIG versus 31.3% ALL). This latter difference, however, may have been partially caused by FIG groups that included English 121, a class that requires students to volunteer 20-40 hours per quarter.

- IWP writing Link FIG students discussed ideas with a professor or TA in office hours more frequently than did students in FIGs with no writing links, with 67.6% of the former having done so at least once compared with 58.4% of the latter.

- Residential FIG students were substantially more likely than their non-residential FIG counterparts to have used the help in a writing or study center, with 62.5% of the former having visited a center at least once and only 41.2% of the latter having done so. In addition, residential FIG students met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser at least once more frequently than did the non-residential FIG students (52.3% for residential FIG students versus 41.7% of the other FIG students) and to have spoken at least once with a UW librarian (33.0% of residential FIG students versus 21.2% of the other FIG students). It should be noted, however, that study help for some courses was provided for residential FIG students as part of their program and that Gateway advisers also met with residential FIG students in the residence hall as part of the residential FIG program.

- Environmental FIG students were substantially more likely than the rest of the FIG population to have visited an academic department to gather information on a major least once (93.1% of the EnviroLink students versus 70.3% of the other FIG students) and to have met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser at least once (65.3% of the EnviroLink students versus 41.2% of the other non-EnviroLink FIG students). Environmental FIG students were also significantly more likely to have gone to a special talk or lecture outside of class at least once (72.3% versus 54.5%) and to have met with a departmental adviser at least once (60.4% versus 46.6%). This latter difference likely was the result of departmental advisers from environmental programs speaking with students in the EnviroLink seminar about environmental majors and encouraging freshmen to visit. Those advisers reported a significant increase in phone calls, emails, and visits from freshmen during fall quarter.

Table 61. Differences in frequency of fall quarter student activities by program types

		Statistically Significant Differences					
		Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
A.	Attended a cultural event (ex. dance, theater, art show, concert) on or off campus	*Less than FIG* ***	*More than FIG*				
B.	Visited an academic department to gather information on a major—either in person or online	*More* ***	*More*			*More* ***	
C.	Discussed ideas from readings or class with a professor or teaching assistant during office hours when it was not required as part of the class	*Less* **	*Less*	*More* ***		*Less* *	
D.	Volunteered your time for a cause you care about	*Less* *	*Less* *			*Less* *	*More* ***
E.	Joined a club or student organization	*Less* *	*Less*				
F.	Used the help offered in a writing or study center	*More*	*Less* ***		*More* ***	*Less* *	
G.	Gone to a special talk or lecture given on campus or in Seattle that was outside your normal classes	*Less* ***	*Less*			*More* **	
H.	Discussed a grade you received with a professor or teaching assistant when you were not required to do so	*More*	*Less*				
I.	Met with a departmental adviser (not a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser)	*More*	*Less*			*More* *	
J.	Met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser	*Less* **	*Less* ***		*More* *	*More* ***	
K.	Spoken one-on-one or in a chat room with a UW librarian	*Less* *	*Less*		*More* *		*More* **

*p<0.05   **p<0.01   ***p<0.001

- Alternatively, environmental FIG students were significantly less likely than the rest of the FIG population to have discussed ideas with a professor or TA in office hours at least once (51.5% for EnviroLink FIG students versus 59.7% for other FIG students), to have volunteered their time (39.0% versus 49.2%), and to have used the help in a writing or study center at least once (28.7% versus 41.6%).

- As would be expected, Table 61 shows that service learning FIG students were substantially more likely than the rest of the FIG population to have volunteered their time for a cause they cared about (45.7% of the service learning FIG students versus 7.0% of the other FIG students did so six or more times). They were also significantly more likely to have spoken with a UW librarian at least once (34.6% versus 22.2%).

We also compared frequency of participation in fall quarter student activities across the nine student groups we have been tracking, as shown in Table 62. Meaningfully significant differences across the groups were as follows:

- Female FIG students were less likely than male students to have discussed a grade with professors and TAs during office hours and to have spoken one-on-one or via chat with a UW librarian.

- FIG program EOP students, URM students, and students who were the first in their families to attend college reported having met with departmental and non-departmental advisers more

frequently than did other FIG students. They also were significantly more likely than the rest of their FIG counterparts to have used a writing or study center at least once.

- Students with siblings or parents who had attended the UW were substantially less likely than other FIG students to have met with either departmental or other advisers in their first quarter at the UW, and to have joined a club or student organization.

- FIG students who paid out-of-state tuition participated significantly more than their in-state peers in ten of the eleven activities shown in Table 62. The greatest difference between them and the rest of the FIG students was their use of writing and study centers (49.4% of the out-of-state FIG students had done so at least once, compared with 39.2% of the rest of the FIG population).

Table 62. Differences in frequency of fall quarter student activities by FIG student groups

| | Statistically Significant Differences | | | | | | | | |
	Male v Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
A. Attended a cultural event (ex. dance, theater, art show, concert) on or off campus		More ***							More *
B. Visited an academic department to gather information on a major—either in person or online				More ***		More *			More ***
C. Discussed ideas from readings or class with a professor or teaching assistant during office hours when it was not required as part of the class	More Less **								More ***
D. Volunteered your time for a cause you care about		More ***							
E. Joined a club or student organization		More ***					Less ***	More *	More ***
F. Used the help offered in a writing or study center		More ***	More **	More *			Less *		More ***
G. Gone to a special talk or lecture given on campus or in Seattle that was outside your normal classes		More *							More *
H. Discussed a grade you received with a professor or teaching assistant when you were not required to do so	More Less ***	More *	More *	More **					More ***
I. Met with a departmental adviser (not a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser)	More Less **	More ***	More ***	More ***	More **		Less ***	Less *	More *
J. Met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser		More ***	More ***	More ***			Less ***		More **
K. Spoken one-on-one or in a chat room with a UW librarian	More Less ***	More *		More **					More *

*p<0.05   **p<0.01   ***p<0.001*

Expected Challenge and Challenge Level of Classes

We asked FIG, Non-FIG/ALL, and the ALL program students about how challenging they expected their fall quarter classes to be at the beginning of the quarter and how challenging those classes were at the end of the quarter. We asked the FIG and the ALL students not to include their FIG and ALL seminars, as

well as any course outside of their FIG and ALL clusters, in their responses. Table 63 shows the responses of the three groups of students to these questions.

As the table shows, FIG students expected their courses to be slightly more challenging than they ultimately found them to be (the mean level of challenge from pre-quarter expectation to post-quarter assessment dipped from 2.81 to 2.72 out of a possible 4.0). While nearly three-quarters of the FIG students (72.6%) expected their fall classes in their FIG clusters to be at least "moderately challenging," nearly two-thirds (65.3%) reported that they had found their courses to be at least moderately challenging. This small decline in FIG students' sense of the challenge level of their courses is somewhat inconsistent with students' responses to an open-ended question about what surprised them the most in their first quarter at the UW, discussed in a later section of this report entitled "Students' Assessment of Their First-Quarter Experience." When asked what had surprised them the most in their first quarter at the UW, most of the FIG students indicated that the high level of challenge presented by their classes was the most surprising aspect of their experience. Non-FIG/ALL students gave this same response.

Table 63. Perceived challenge of fall term classes

	Group	Time Point	1 Not challenging	2 Slightly challenging	3 Moderately challenging	4 Very challenging	Means	SD	n
Not including your GS 199 seminar or the classes you might be taking outside the FIG cluster, how challenging do you expect/were the classes in your FIG cluster ?	FIG	Pre	95 (3.7%)	612 (23.7%)	1561 (60.4%)	315 (12.2%)	2.81	0.69	2583
		Post	198 (7.5)	719 (27.2)	1355 (51.3)	367 (13.9)	2.72	0.80	2639
How challenging…do you expect your fall quarter classes to be/were the classes you took fall quarter?	Non-FIG/ALL	Pre	13 (1.5)	162 (19.0)	516 (60.4)	163 (19.1)	2.97	0.66	854
		Post	15 (2.0)	159 (20.7)	421 (54.8)	173 (22.5)	2.98	0.72	768
Not including your ALL Learning Lab or the classes you took outside the ALL cluster, how challenging were the classes in your ALL cluster?	ALL	Pre	N/A	N/A	N/A	N/A	N/A	N/A	N/A
		Post	3 (4.5)	14 (20.9)	44 (65.7)	6 (9.0)	2.79	0.66	67

Non-FIG/ALL students also noted the high level of challenge when asked what surprised them the most about their first quarter at the UW, but their responses to the question of challenge on the survey were more consistent with their answer to the open-ended question. The mean for Non-FIG/ALL students stayed nearly constant at just under "moderately challenging" in both the pre-quarter survey (2.97) and the post-quarter survey (2.98), and both differences with FIG program means were statistically significant. It is interesting to observe that the gap between FIG and Non-FIG/ALL ratings significantly expanded at the end of the quarter (from a 0.16 mean difference on the pre-quarter survey to a 0.26 mean difference on the post-quarter survey). However, we should also note two differences in the FIG and the Non-FIG/ALL populations that may have influenced their responses. First, Non-FIG/ALL students were usually taking more academic courses than were the FIG students. Second, the Non-FIG/ALL population included more students with transfer and running start credit than did the FIG student population, and these students could be expected to be taking higher-level classes than students entering with few transfer credits.

The students in the ALL program were asked about level of challenge only in a post-quarter survey. As Table 63 shows, the reported a level of challenge that was only slightly higher than that for the FIG students (2.79 vs. 2.72), even though, like the Non-FIG/ALL students, the ALL students most often took one more academic course than did the FIG students. In addition, the high level of challenge of fall quarter courses was also a theme in the Social Sciences ALL students' responses to what had surprised them the most fall quarter.

Regarding how students in the four FIG program types evaluated the level of challenge they had experienced in their first quarter, the only statistically significant finding was that the EnviroLink FIG students rated the challenge level of their courses significantly lower in the post-quarter survey than did other FIG students (2.43 for the environmental FIGs vs. 2.73 for the rest of the FIG population).

Table 64 shows FIG students' ratings of the challenge level of their classes by student groups. The table shows the following statistically significant differences:

- Female FIG students' expectations for the challenge level of courses was significantly higher than male expectations in the pre-survey. While they still rated the level of challenge of their fall quarters higher than their male counterparts on the post-survey, the difference between the two was no longer statistically significant.

- Both running start and students entering the UW with "transfer" credits in the FIG program rated the level of challenge of their fall courses significantly higher on the post-survey than did the rest of the FIG population. So while the perceived challenge of coursework for these two groups of students remained fairly constant from the beginning to the end of the quarter, the rest of the FIG population rated the challenge of their courses slightly lower by the end of fall term.

Table 64. Differences in perceived challenge of fall term classes by student groups

Means			Statistically Significant Differences							
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Pre Survey	2.81	2.76	2.85**								
Post Survey	2.72						2.84**	2.77*			

*p<0.05   **p<0.01   ***p<0.001*

Critical Thinking Activities in Students' First-year Classes

We asked students to note how often in their first quarter they had done three activities commonly associated with critical thinking. Asking questions about critical thinking seemed important because faculty often note that teaching students to begin thinking critically is an important task for the first quarter at the UW (see the section in this report entitled "Conversations with Representatives from the UW Community"). However, we should note that our questions centered on generic critical thinking tasks, rather than on the more specialized disciplinary thinking tasks that students will be asked to do in their time at the UW.

Table 65 shows the results of questions on critical thinking for the FIG students, including an adjusted mean[28] to show the average number of times all respondents engaged in each task. As the table shows, on average FIG students felt that they had tried to understand others' views about five times during the quarter, that they had connected concepts across classes about four times, and that they had critically examined their own views close to three times during their first quarter at the UW.

Table 65. Frequency of activities involving critical thinking for FIG students fall quarter

How frequently have you done the following activities this quarter?	Never	Once or twice	Three to five times	Six to ten times	More than ten times	Adjusted Means	n
Tried to understand someone else's views by trying to see a topic or issue from a new perspective	230 (8.7%)	823 (31.3%)	802 (30.5%)	340 (12.9%)	437 (16.6%)	4.55	2632
Connected ideas or concepts from different courses when completing an assignment or during class discussion	314 (11.9)	894 (33.9)	739 (28.0)	373 (14.2)	315 (12.0)	4.08	2635
Critically examined the strengths and weaknesses of your own views on a topic or issue	762 (29.0)	931 (35.4)	505 (19.2)	191 (7.3)	241 (9.2)	2.89	2630

A comparison of the responses of program types, including responses for the Non-FIG/ALL students, the ALL program, and the four FIG program types is provided in Table 66. While responses to all three questions differed across FIG, Non-FIG/ALL, and the ALL program students, only one difference was statistically significant. The ALL program students felt that they had connected ideas across courses more often than did the FIG students, with approximately one sixth of the FIG students reporting that they had done so more than ten times, and nearly a quarter of the ALL students reporting the same.

The same difference was noted for students in the FIGs with IWP writing links, with students in those FIGs indicating more frequent connection of ideas across classes than had students in other FIGs. It should be noted, however, that IWP writing links intentionally connect ideas across classes, using the content of the linked course to generate assignments in the writing class. Furthermore, half of the ALL clusters included IWP writing links, which might explain the difference between the ALL students' response to the question about connecting ideas and the overall response of the FIG students.

Finally, as Table 66 also shows, students in the service learning FIGs were more likely than other FIG students to have critically examined their own views on a topic or issue.

Table 66. Frequency of activities involving critical thinking for FIG students fall quarter by program types

	Statistically Significant Differences					
	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
Tried to understand someone else's views by trying to see a topic or issue from a new perspective	*More frequently than FIG*	*More frequently than FIG*				
Connected ideas or concepts from different courses when completing an assignment or during class discussion	*Less*	*More* **	*More* ***			
Critically examined the strengths and weaknesses of your own views on a topic or issue	*More*	*More*				*More* **

*p<0.05 **p<0.01 ***p<0.001

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[28] Adjusted means were calculated as follows: "never"=0; "once or twice"=1.5; "three to five times"=4; "six to ten times"=8; and "more than ten times"=11.

Table 67 compares critical thinking activities across this study's nine student groups. The table shows the following statistically significant differences:

- Female FIG students tried to understand others' views and connected ideas or concepts across classes more frequently than did males. They also reported more frequently trying to understand others' views.

- Students who were the first in their families to attend college tried to understand others' views slightly less frequently than did other FIG students. On the other hand, students whose mothers graduated with BA degrees and those not paying in-state tuition reported trying to understand others' views slightly more often than did other FIG students.

Table 67. Frequency of activities involving critical thinking for FIG students fall quarter by student groups

	Statistically Significant Differences								
	Male v Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Tried to understand someone else's views by trying to see a topic or issue from a new perspective	Less More **			Less *				More *	More *
Connected ideas or concepts from different courses when completing an assignment or during class discussion	Less More ***								
Critically examined the strengths and weaknesses of your own views on a topic or issue									

*p<0.05   **p<0.01   ***p<0.001*

Students' Sense of Diversity at UW

The UW Study of Undergraduate Learning (UW SOUL) tracked students' sense of diversity at the UW between 1999-2003, asking students a number of questions about their understanding of and appreciation for diversity.[29] We repeated versions of three of those questions on both the pre- and the post-quarter surveys for the FIG and the Non-FIG/ALL students. In addition, we included these questions on the ALL program's post-quarter survey.

How Diverse is the UW?

In 1999, we asked the UW SOUL students to rate how diverse five areas of their lives were (their home neighborhoods, their close friends, their study friends, their UW classes, and the UW student body) in the first quarter they attended the UW. We repeated this question two more times over the course of the four-year study. As Figure 1 shows, when they entered the UW, UW SOUL participants rated the UW student body as the most diverse of the five areas, giving it an average of 3.3 out of 4.0. A little more than a year later, they gave the diversity of the student body a lower rating of 3.0, and at the end of the study, they rated the diversity of the student body at 2.8 on average.

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[29] Beyer et al.
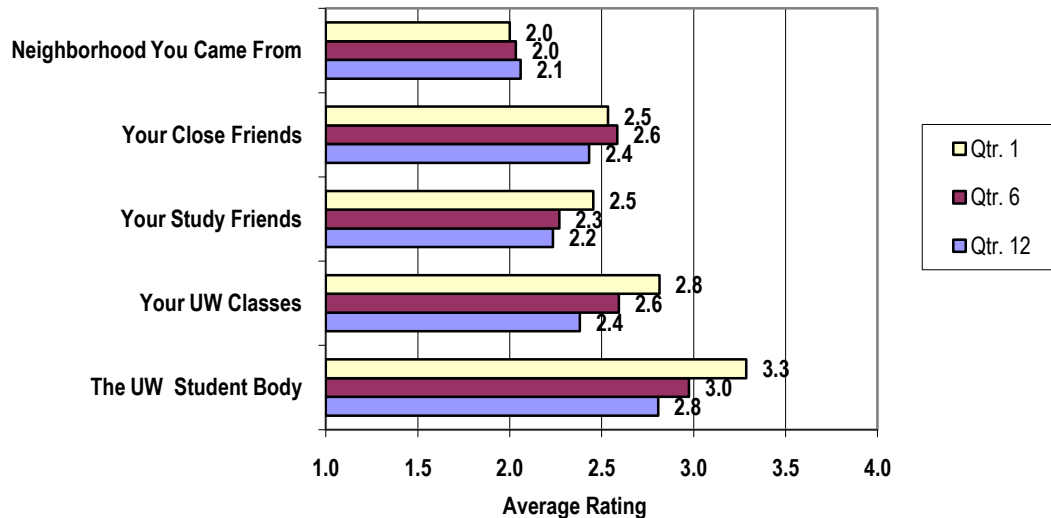
Figure 1. UW SOUL ratings of diversity levels, 1999-2003[30]

We asked the FIG, Non-FIG/ALL and ALL students a similar question. They rated how diverse they felt the UW student body and faculty were on the same four-point scale. Table 68 shows both the FIG and the Non-FIG/ALL responses for this question in the pre- and post-quarter surveys. As the means for both groups show, when they entered the UW in 2009, FIG and Non-FIG/ALL students' sense of the level of diversity of faculty and students at the UW was nearly identical to the perception regarding the UW student body of the UW SOUL students ten years earlier (3.25 for FIG students, 3.22 for Non-FIG/ALL students, and 3.3 for UW SOUL students), even though the levels of diversity on the UW campus have increased somewhat in the past ten years.

Table 68. Student assessment of UW diversity level 2009, FIG and Non-FIG/ALL students

	Group	Time	1 Not diverse	2 A little diverse	3 Pretty diverse	4 Very diverse	Mean	SD	n
How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?	FIG	Pre	21 (0.8%)	283 (10.9%)	1303 (50.4%)	978 (37.8%)	3.25	0.68	2585
		Post	65 (2.5)	515 (19.5)	1435 (54.3)	626 (23.7)	2.99	0.73	2641
	Non-FIG/ALL	Pre	8 (0.9)	101 (11.9)	441 (51.8)	301 (35.4)	3.22	0.68	851
		Post	15 (2.0)	116 (15.2)	405 (53.1)	227 (29.8)	3.11	0.72	763

Also, as was the case in the UW SOUL, in 2009 students' sense of how diverse the UW was declined over time. Although we did not ask UW SOUL students about diversity again until they were in their second year at the UW, their rate of decline was quite similar to that of the FIG and Non-FIG/ALL students ten years later—from a 3.3 to a 3.0 for the UW SOUL students, a 3.25 to a 2.99 for the FIG students, and a 3.22 to a 3.11 for the Non-FIG/ALL students, as Table 68 shows. However, even with this decline, at the end of the quarter both groups felt the UW was "pretty diverse," with nearly four-fifths (78.0%) of the FIG and four-fifths of the Non-FIG/ALL students (82.9%) reporting their sense that the UW was at least "pretty diverse" by the end of fall quarter. The Non-FIG/ALL students' sense of the diversity of the student population declined somewhat less than that of the FIG student population over the quarter..

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[30] Beyer et al., p. 126

Contribution and Value of Diversity to Students' Educations

As we had with the UW SOUL students, we asked the FIG and the Non FIG-ALL students in pre- and post-quarter surveys to rate how much they expected diversity at the UW to contribute to their educations and how much they valued that contribution. Figure 2 shows UW SOUL responses to this question over the four years of the study. As the figure shows, UW SOUL students' sense of both the contribution and the value of diversity declined between their first and sixth quarters at the UW, and increased slightly by their twelfth quarter.[31] In addition, their sense of the value of the contribution of diversity to their learning consistently exceeded how much they expected diversity to contribute.
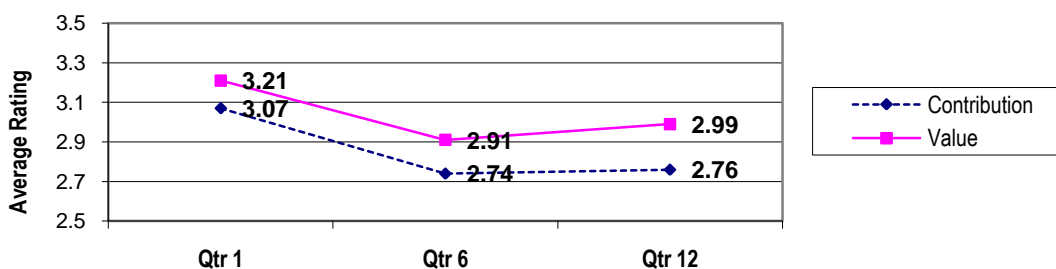
Figure 2. UW SOUL responses to contribution and value of diversity over time [32]

Table 69 shows how the FIG and Non-FIG/ALL students responded to these two questions in pre- and post-quarter surveys. Like the average ratings for the UW SOUL students, the means for both the FIG and the Non-FIG/ALL students declined over the course of the quarter for how much they expected diversity to contribute to their learning (2.59 to 2.53 for FIG and 2.63 to 2.56 for Non-FIG/ALL students), as well as for how much they valued that contribution (2.82 to 2.77 for FIG and 2.80 to 2.74 for Non-FIG/ALL students). In addition, like the UW SOUL students, their value of the contribution diversity might make to their educations consistently exceeded their expectations for the contribution diversity might make.

However, as the table also shows, FIG and Non-FIG/ALL students began their UW experience with lower expectations for the contribution diversity might make to their learning than had the UW SOUL students (2.59 for FIG, 2.53 for Non-FIG/ALL, and 3.07 for the UW SOUL students). The 2009 cohort also entered with lower expectations for the value of the contribution of diversity to their learning than did the 1999 UW SOUL students (2.82 for FIG, 2.77 for Non-FIG/ALL, and 3.21 for the UW SOUL students).

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[31] UW SOUL students attributed these changes to the role their classes and majors played in limiting the contribution that diversity could make to their learning; to the actual amount of diversity at the UW; to students' racial and ethnic self-segregation at the UW; and to a shift in their own attention from social to academic development after their first year (Beyer et al.,pp. 119-128).

[32] Beyer et al., p. 118

Table 69. Student assessment of contribution of UW diversity to their educations 2009, FIG and Non-FIG/ALL students

	Group	Time	1 Nothing	2 A little	3 Quite a lot	4 A great deal	Mean	SD	n
How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	FIG	Pre	178 (6.9%)	1047 (40.5%)	1014 (39.3%)	343 (13.3%)	2.59	0.80	2582
		Post	204 (7.8)	1115 (42.4)	1026 (39.0)	286 (10.9)	2.53	0.79	2631
	Non-FIG/ALL	Pre	60 (7.1)	293 (34.5)	395 (46.5)	101 (11.9)	2.63	0.78	849
		Post	73 (9.6)	284 (37.3)	312 (41.0)	92 (12.1)	2.56	0.83	761
How much do you value the contribution the diversity of students and faculty might make to your learning?	FIG	Pre	138 (5.4)	804 (31.2)	1014 (39.4)	617 (24.0)	2.82	0.86	2573
		Post	159 (6.1)	837 (31.9)	1083 (41.2)	548 (20.9)	2.77	0.85	2627
	Non-FIG/ALL	Pre	53 (6.3)	235 (27.8)	384 (45.4)	173 (20.5)	2.80	0.83	845
		Post	52 (6.8)	246 (32.2)	317 (41.5)	148 (19.4)	2.74	0.85	763

Differences in FIG Program Responses to the Three Questions on Diversity

We tracked post-quarter survey differences in FIG students' responses to these questions by FIG program subtype and by student groups. Table 70 shows significant differences by program subtype. As noted previously, differences between how diverse the Non-FIG/ALL students and the ALL population thought UW was and the diversity level reported by FIG students were both statistically significant. Differences in responses to the other questions about diversity for these three groups were not statistically significant.

Table 70. Differences in student assessments of UW diversity by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?	2.99	3.11***	3.19*			3.15*	3.19**
How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	2.53	2.56	2.42	2.63*	2.75**		2.74**
How much do you value the contribution the diversity of students and faculty might make to your learning?	2.77	2.74	2.79		2.93*		

*p<0.05   **p<0.01   ***p<0.001*

The table also shows statistically significant differences in how the four FIG subtypes responded to the diversity questions, as follows:

- Students in FIGs with IWP writing links, in residential FIGs, and in service learning FIGs had higher expectations than other FIG students for how much diversity might contribute to their education at UW.

- In addition, residential FIG students placed a higher value on the contribution of diversity to their learning than did other FIG students.

- Students in EnviroLink FIGs and in service learning FIGs felt the UW was more diverse than did other FIG students.

In terms of student groups, we noted the following statistically significant differences across the FIG population, shown in Table 71:

- Both URM (2.75) and EOP (2.87) FIG students reported that they found the UW to be significantly less diverse than the rest of the FIG student population by the end of fall term. While only one fifth (20.2%) of non-URM FIG students found the UW to be either a little diverse or not diverse at all, this was the case for approximately one third (35.3%) of URM FIG students.

- In contrast, EOP and URM students, on average, reported a higher expectation for the contribution of diversity to their educations and a significantly higher value for that contribution than did other FIG students.

- First-generation college students also, on average, reported a slightly higher expectation for the contribution of diversity to their educations and a slightly higher value for that contribution than did other FIG students. The same pattern was also true for FIG students whose mother's did not attain a bachelor's degree, as well as female FIG students.

- Students paying non-resident tuition thought the UW was less diverse than did other FIG students and placed more value on the contribution of diversity to their educations than did others.

Table 71. Differences in student assessments of UW diversity by FIG student groups

	Means			Statistically Significant Differences							
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?	2.99			2.87***	2.75***				3.04*		2.90**
How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	2.53	2.44	2.59***	2.66***		2.66**				2.50*	
How much do you value the contribution the diversity of students and faculty might make to your learning?	2.77	2.64	2.86***	2.95***	2.90**	2.90**				2.73**	2.84*

*p<0.05   **p<0.01   ***p<0.001

How Students' Perceive the Size of the UW

One of the FIG program goals concerns students' perceptions of how big the UW campus is. Therefore, we asked students to rate how big the UW campus felt to them at the beginning and end of fall quarter. As Table 72 shows, FIG students found the UW campus to be slightly bigger, on average, than did their Non-FIG/ALL counterparts on the pre-quarter survey (3.17 vs. 3.11) but found the UW campus to be slightly smaller on the post-survey (2.87 vs. 2.91). Neither difference was statistically significant. However, both program populations found the campus, on average, to be slightly smaller by the end of the quarter than they did at the time of the pre-survey. Similar to the Non-FIG/ALL students, the ALL

students found the UW campus, on average, to be "quite big" (2.97) on the post-survey, but this difference with the FIG program students was not statistically significant.

In addition, we observed no statistically significant differences across the FIG program types, and only first-generation students and students whose mothers had not attained a bachelor's degree reported slightly higher, but statistically significant, ratings of the size of the UW campus than the rest of their FIG peers on the end of fall quarter survey.

Table 72. Student assessment of size of UW campus

	Group	Time	1 Not very big	2 Fairly big	3 Quite big	4 Very big	Means	SD	n
How big does the UW campus feel to you in terms of the space it occupies and the number of people here?	FIG	Pre	58 (2.2%)	481 (18.6%)	1007 (38.9%)	1040 (40.2%)	3.17	0.81	2586
		Post	133 (5.0)	798 (30.2)	994 (37.7)	714 (27.1)	2.87	0.87	2639
	Non-FIG/ALL	Pre	27 (3.2)	176 (20.7)	326 (38.3)	323 (37.9)	3.11	0.84	852
		Post	36 (4.7)	221 (28.9)	288 (37.6)	221 (28.9)	2.91	0.87	766

Sense of Success and Belonging at UW

We asked students a set of questions in both the pre- and the post-quarter surveys to determine if they felt more connected to the UW at the end of the quarter than they had at the beginning. Table 73 shows FIG students' responses to these questions. As the table shows, more than 90% of FIG students either somewhat or strongly agreed that they were satisfied with their decisions to attend the UW on both the pre-quarter survey (95.6%) and on the post-quarter survey (91.4%). The table also shows that nearly 90% of the FIG students either somewhat or strongly agreed that they felt prepared to succeed academically at the UW on both the pre- and post-quarter surveys, although this percentage dipped slightly from 92.3% at the beginning of the quarter to 87.9% by the end of the quarter.

Two items in this set specifically addressed community membership—in the larger UW community and in a smaller academic community. FIG students, overall, rated their sense of membership in the larger community higher than their sense of membership in a smaller community on both the pre- (3.21 for UW community vs. 2.88 for smaller academic community) and the post-quarter survey (3.13 for UW community vs. 2.90 for smaller academic community). However, while the sense of membership in the larger community slightly dipped from pre- to post-quarter, the sense of membership in a smaller academic remained roughly the same.

Finally, Table 73 shows that most FIG students felt that the UW cared about their success. However, their sense of the UW caring about their success declined over the course of fall quarter. At the beginning of the quarter, 80.3% of the FIG students "somewhat" or "strongly agreed" that the UW cared about their academic success; by the end of the quarter, 70.3% somewhat or strongly believed that the UW cared about their success.

Table 73. FIG students' sense of connectedness to UW

To what extent do you agree or disagree with the following statements?	Time	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree	Means	SD	n
I am satisfied with my decision to attend the UW.	Pre	25 (1.0)	87 (3.4)	727 (28.2)	1738 (67.4)	3.62	0.60	2577
	Post	49 (1.9)	178 (6.8)	940 (35.7)	1466 (55.7)	3.45	0.70	2633
I feel prepared to succeed academically at the UW.	Pre	28 (1.1)	172 (6.7)	1486 (57.5)	900 (34.8)	3.26	0.67	2586
	Post	56 (2.1)	264 (10.0)	1495 (56.7)	823 (31.2)	3.17	0.68	2638
I feel like a member of the UW community.	Pre	50 (1.9)	344 (13.4)	1186 (46.1)	993 (38.6)	3.21	0.74	2573
	Post	91 (3.5)	377 (14.3)	1259 (47.9)	901 (34.3)	3.13	0.78	2628
I feel that the UW cares about my success.	Pre	82 (3.2)	428 (16.5)	1360 (52.6)	717 (27.7)	3.05	0.75	2587
	Post	154 (5.9)	628 (23.9)	1366 (51.9)	483 (18.4)	2.83	0.79	2631
I feel like a member of a smaller academic community at the UW.	Pre	125 (4.9)	656 (25.5)	1201 (46.7)	591 (23.0)	2.88	0.82	2573
	Post	161 (6.1)	606 (23.1)	1193 (45.4)	665 (25.3)	2.90	0.85	2625

Table 74 shows the statistically significant differences in the responses of the Non-FIG/ALL and the ALL program students to this set of questions, as well as differences in the responses of students in the four FIG program types we have been tracking. As the table shows, Non-FIG/ALL students differed from the FIG students in several meaningful ways, as follows:

- Non-FIG/ALL students were less satisfied with their decisions to attend the UW both early in fall quarter and at the end of the quarter than were the FIG students.

- Non-FIG/ALL students felt less like members of the UW community both at the beginning and end of fall quarter, than did the FIG students.

- Non-FIG/ALL students felt less like members of smaller academic communities at the UW both at the beginning and end of fall quarter than did the FIG students.

We did not ask the ALL program students the same set of questions at the beginning of the quarter, and none of their end-of-quarter responses significantly differed from those of the FIG students.

In addition, as Table 74 indicates, there were only two significant differences across the FIG program types. Students in FIGs with an IWP writing link more strongly felt that the UW cared about their learning as they began fall quarter than did other FIG students. Also, at the beginning of the quarter, students in the EnviroLink seminar felt less like members of a smaller academic community at UW than did the FIG population. These significant differences, however, disappeared by the end of the quarter.

Table 74. Students' sense of connectedness to UW by program types

		Means			Statistically Significant Differences			
	Time	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
I am satisfied with my decision to attend the UW.	Pre	3.62	3.53***	N/A				
	Post	3.45	3.35***	3.36				
I feel prepared to succeed academically at the UW.	Pre	3.26	3.27	N/A				
	Post	3.17	3.15	3.24				
I feel like a member of the UW community.	Pre	3.21	3.12**	N/A				
	Post	3.13	2.98***	2.99				
I feel that the UW cares about my success.	Pre	3.05	3.01	N/A	3.17**			
	Post	2.83	2.76*	2.66				
I feel like a member of a smaller academic community at the UW.	Pre	2.88	2.70***	N/A			2.72*	
	Post	2.90	2.74***	2.86				

*p<0.05   **p<0.01   ***p<0.001

We also tracked differences in students' responses to this set of questions across the nine student groups we have observed previously, shown in Table 75. We noted the following meaningfully significant differences:

- Male FIG students rated their sense of their own academic preparation slightly higher than did female FIG students, both in early and late fall quarter.

- Students whose mothers had earned bachelor's degrees or more rated their level of academic preparation slightly higher than did other FIG students, both at the beginning and end of autumn quarter.

- First-generation college students rated their level of academic preparation lower than the rest of the FIG population at the end of fall quarter.

- Incoming URM students rated their level of academic preparation higher than did other FIG students upon entry but not at the end of the quarter. They also felt more a part of the UW community than did other FIG students in their first weeks on campus, but this difference again did not last through the quarter.

In addition, as Table 75 shows, there were several significant differences across the student population concerning whether students felt the UW cared about their success, as follows:

- URM, EOP, and out-of-state students all felt more strongly than did other FIG students that the UW cared about their success both at the beginning and at the end of fall quarter. The same was true, to a lesser degree, for male FIG students.

- Students who were the first in their families to attend college felt more strongly than did other FIG students that the UW cared about their success at the end of the fall quarter, yet the same was not true at the beginning of the quarter. The same pattern held for students whose mothers had not graduated with a bachelor's degree or more.

While there were some subtle differences in how strongly some groups of students felt a part of a smaller academic community at the beginning of fall quarter, those differences did not persist through the end of the fall quarter. At the end of the quarter, only students who entered the UW with transfer credits felt less like members of a smaller academic community than did other FIG students.

Table 75. FIG students' sense of connectedness to UW by student groups

		Means					Statistically Significant Differences					
	Time	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
I am satisfied with my decision to attend the UW.	Pre	3.62										
	Post	3.45					3.37*					
I feel prepared to succeed academically at the UW.	Pre	3.26	3.32	3.22***		3.35*					3.29**	
	Post	3.17	3.23	3.13***			3.06**				3.22***	
I feel like a member of the UW community.	Pre	3.21				3.32*						
	Post	3.13										
I feel that the UW cares about my success.	Pre	3.05	3.01	3.08	3.15**	3.19**		2.97*				3.16***
	Post	2.83	2.77	2.87**	2.92**	2.97**	2.92*				2.80*	2.94**
I feel like a member of a smaller academic community at the UW.	Pre	2.88	2.83	2.91*	2.96*	3.01**		2.77*				
	Post	2.90							2.84*			

*p<0.05   **p<0.01   ***p<0.001

STUDENTS' ASSESSMENT OF THEIR FIRST-QUARTER EXPERIENCE

We asked students to evaluate their FIG experience and their broader first-quarter experience at the UW in several questions on the post-quarter survey. Those results are presented in this part of the FIG assessment report, beginning with students' assessment of the FIG program, then moving to their assessment of the classes they took as part of the FIG cluster, and finally transitioning to their evaluation of the UW campus climate.

Overall Satisfaction with the FIG Experience

We asked students to answer three questions related to satisfaction with their overall experience in the FIG, shown in Table 76. As the table shows, the majority of FIG students (77.3%) either somewhat or strongly agreed that they were glad they had chosen to be in a FIG (for a mean of 3.08). Similarly, the majority of respondents (76.7%) somewhat or strongly agreed that they would recommend that students entering the UW in the coming year enroll in a FIG (for a mean of 3.06). Therefore, if students' responses to these two questions constituted a "grade" for the FIG program, that grade would be a "B."

The third question in this set asked students if their FIG experience would have been as valuable without the GS 199 seminar. Please note that in this question, unlike the two before it, strong disagreement constitutes approval of the FIG seminar. Fewer students (41.9%) disagreed with this statement than agreed (58.1%); in other words, most students indicated that the FIG experience would have been as valuable without the GS 199 seminar. However, it should be noted that less than 30% of all FIG students responded "strongly" to this question, with most responses lumping in the "somewhat" middle of neutrality.

Table 76. General satisfaction with the FIG experience

To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree	Means	SD	n
I am glad that I chose to be in a FIG this quarter.	197 (7.5%)	399 (15.2%)	1033 (39.3%)	998 (38.0%)	3.08	0.91	2627
I would recommend that students entering the UW next year be in a FIG.	180 (6.9)	431 (16.4)	1057 (40.3)	955 (36.4)	3.06	0.89	2623
I think my FIG experience would have been as valuable without the GS 199 seminar.	238 (9.1)	861 (32.8)	1003 (38.2)	521 (19.9)	2.69	0.89	2623

As Table 77 shows, the ALL program students were slightly, yet significantly, happier that they had chosen to participate in the ALL program than students in the FIGs were to have chosen to participate in the FIG program. While not statistically significant, ALL students were also, on average, slightly more likely to recommend their program to entering students (3.17 for the ALL students versus 3.06 for FIG students) and slightly more likely to disagree that their program experience would have been as valuable without the seminar attached to it (2.58 for the ALL students versus 2.69 for FIG students).

Table 77. Differences in general satisfaction with the FIG/ALL experience by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
I am glad that I chose to be in a FIG/ALL this quarter.	3.08	N/A	3.36*	3.19*	3.27*	2.78**	
I would recommend that students entering the UW next year be in a FIG/ALL.	3.06	N/A	3.17		3.26*		
I think my FIG/ALL experience would have been as valuable without the GS 199 seminar/ALL Learning Lab.	2.69	N/A	2.58				2.87*

*p<0.05   **p<0.01   ***p<0.001*

Table 77 also shows the following statistically significant differences across the four FIG program types:

- Students in the IWP writing links and residential FIGs were slightly happier that they had chosen to be in a FIG than were other FIG students. Residential FIG students were also more likely to recommend enrolling in a FIG to future entering students.

- Students taking the EnviroLink were somewhat less glad that they had chosen to take a FIG than were other FIG students.

- Students in FIGs with service learning components were slightly less satisfied with the FIG seminar than were other FIG students.

We also looked for statistically significant differences in satisfaction levels of students across the nine student groups that we have tracked previously in this report. We found no differences across these populations.

Satisfaction with FIG Leaders

The FIG survey asked students the extent to which they agreed or disagreed with a group of statements about their FIG leaders. As Table 78 shows, FIG students rated their FIG leaders highly, with a majority of students "strongly agreeing" with nearly every positive statement about their FIG leaders. Students gave the highest average ratings (each closer to "strongly agree" than "somewhat agree") to leaders being open and approachable (3.64), knowing a lot about the UW (3.55), being positive about the undergraduate experience (3.54), being encouraging and enthusiastic about class (3.53), and being clear about course expectations (3.53). If students' ratings were converted to the UW 4.0 grading scale, students gave the FIG leaders "grades" of about A- for all items.

As if to confirm these high ratings, students for the most part strongly disagreed that it would be better to have a faculty member lead the GS 199 seminar than an undergraduate. And while students were divided between "somewhat disagree" and "somewhat agree" on whether they would keep in contact with their FIG leaders, this uncertainty did not seem to affect their overall evaluation of FIG leaders.

Table 78. Students' evaluations of their FIG leaders

To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree	Means	SD	n
My FIG leader was open and approachable.	50 (1.9%)	124 (4.7%)	547 (20.8%)	1903 (72.5%)	3.64	0.66	2624
My FIG leader knew a lot about the UW.	36 (1.4)	113 (4.3)	858 (32.7)	1614 (61.6)	3.55	0.65	2621
My FIG leader seemed to think the undergraduate experience at the UW was positive.	22 (0.8)	96 (3.7)	938 (36.0)	1553 (59.5)	3.54	0.61	2609
My FIG leader was encouraging and enthusiastic about class.	67 (2.6)	194 (7.4)	639 (24.4)	1714 (65.6)	3.53	0.74	2614
My FIG leader was clear about course expectations.	63 (2.4)	166 (6.3)	712 (27.2)	1677 (64.1)	3.53	0.72	2618
My FIG leader did a good job of facilitating discussions.	99 (3.8)	234 (9.0)	749 (28.7)	1530 (58.6)	3.42	0.81	2612
My FIG leader was organized and well-prepared for the General Studies 199 seminar.	94 (3.6)	221 (8.4)	889 (33.9)	1420 (54.1)	3.39	0.79	2624
My FIG leader provided useful guidance on how to succeed at the UW.	70 (2.7)	255 (9.7)	924 (35.3)	1369 (52.3)	3.37	0.77	2618
My FIG leader is someone I will definitely keep in contact with.	348 (13.3)	743 (28.4)	895 (34.2)	629 (24.1)	2.69	0.98	2615
It would be better to have a faculty member lead the seminar than an undergraduate.	1200 (45.7)	760 (29.0)	334 (12.7)	330 (12.6)	1.92	1.04	2624

Table 79 shows the differences between the ALL program students' evaluations of their ALL seminar leaders and the FIG students' evaluations of their FIG seminar leaders, as well as statistically significant differences across the four FIG subtypes. As the table shows, the only differences between the ALL students and FIG students' assessments of their student leaders that reached significance were:

- The ALL program students felt that their seminar leaders were less clear about course expectations than were the FIG leaders.

- The ALL program students felt that their seminar leaders were less successful at providing guidance on how to succeed at the UW.

Regarding the four FIG subtypes, we noted the following:

- Students in FIGs with IWP writing links were more satisfied with their FIG seminar leaders than were other FIG students, rating them significantly higher on every item than did the other FIG students.

- No statistically significant differences were observed for residential FIG leaders.

- Students in the EnviroLink FIGs rated their FIG leaders slightly lower than did other FIG students in three areas: effectively facilitating discussions, being organized and well-prepared, and thinking the undergraduate experience was positive.

- Students in the FIGs with service learning components rated their FIG leaders somewhat lower than did other FIG students in six areas: effectively facilitating discussions, being organized and well-prepared, the likelihood of keeping in touch in the future, being encouraging and enthusiastic about class, knowing a lot about the UW, and being clear about course expectations.

- While students in the environmental and service learning FIGs did provide some lower FIG leader ratings relative to the entire FIG population, it is important to observe that, except for the general uncertainty about keeping in contact, these significantly lower ratings still exceeded "somewhat agree" (3.0).

Table 79. Differences in student leader evaluations by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
My FIG/ALL leader was open and approachable.	3.64	N/A	3.74	3.73**			
My FIG/ALL leader knew a lot about the UW.	3.55	N/A	3.37	3.68**			3.39*
My FIG/ALL leader seemed to think the undergraduate experience at the UW was positive.	3.54	N/A	3.56	3.65**		3.42*	
My FIG/ALL leader was encouraging and enthusiastic about class.	3.53	N/A	3.58	3.65**			3.31**
My FIG/ALL leader was clear about course expectations.	3.53	N/A	3.16***	3.66***			3.37*
My FIG/ALL leader did a good job of facilitating discussions.	3.42	N/A	3.31	3.59***		3.24*	3.06***
My FIG/ALL leader was organized and well-prepared for the General Studies 199 seminar/ALL Learning Lab.	3.39	N/A	3.31	3.50*		3.21*	3.06***
My FIG/ALL leader provided useful guidance on how to succeed at the UW.	3.37	N/A	3.10**	3.57***			
My FIG/ALL leader is someone I will definitely keep in contact with.	2.69	N/A	2.58	2.90***			2.43**
It would be better to have a faculty member lead the seminar than an undergraduate.	1.92	N/A	N/A				

*p<0.05   **p<0.01   ***p<0.001*

We also tracked differences in students' responses based on student groups, as Table 80 shows.   We noted the following statistically significant differences:

- Males were slightly more positive than females about whether they would keep in contact with their FIG leaders in the future.

- Females were more positive than males regarding whether their FIG leaders felt the undergraduate experience at the UW was positive, and they more strongly believed that undergraduates made better FIG leaders than faculty would make.

- EOP and URM students felt more strongly than did other FIG students that they would keep in contact with their FIG leaders in the future.

- Students who were the first in their families to attend college were slightly less positive than other students about their FIG leaders being open and approachable, as well as encouraging and enthusiastic. They were slightly more positive than other students that they would keep in contact with their FIG leaders, but they agreed slightly more strongly than other FIG students that replacing undergraduate leaders with faculty would be a good idea.

- Students whose mothers had bachelors' degrees or higher indicated that they would be slightly less likely than other students to keep in touch with their FIG leaders in the future.

- Out-of-state students favored having faculty lead FIGs slightly more than did other FIG students.

Table 80. Differences in student leader evaluations by FIG student groups

	Means	Statistically Significant Differences								
	Entire FIG	Male v Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
My FIG leader was open and approachable.	3.64				3.57*					
My FIG leader knew a lot about the UW.	3.55									
My FIG leader seemed to think the undergraduate experience at the UW was positive.	3.54	3.50 3.57**								
My FIG leader was encouraging and enthusiastic about class.	3.53				3.45*					
My FIG leader was clear about course expectations.	3.53									
My FIG leader did a good job of facilitating discussions.	3.42									
My FIG leader was organized and well-prepared for the General Studies 199 seminar.	3.39									
My FIG leader provided useful guidance on how to succeed at the UW.	3.37									
My FIG leader is someone I will definitely keep in contact with.	2.69	2.76 2.64**	2.83***	2.87**	2.85**				2.62***	
It would be better to have a faculty member lead the seminar than an undergraduate.	1.92	1.99 1.88**			2.06*					2.01*

*p<0.05   **p<0.01   ***p<0.001*

Satisfaction with the FIG Seminar

While students were very positive about their FIG leaders, their evaluations of components of their FIG seminars were less positive. Table 81 shows the results of a survey question that asked FIG students to rate specific aspects of the FIG seminar on a 0-to-3 point scale. As the table indicates, students found the three exploration activities to be the elements of the FIG seminar most valuable to their learning. FIG students rated the campus involvement exploration close to "moderately" valuable (1.62) on average, and the cultural and academic explorations between "slightly" and "moderately" valuable to their learning (1.49 for each).

In addition, students rated the library tour aspect of the research and discovery project as a little more than "slightly" valuable to their learning (1.22).

On average, FIG students found all of the Go Posts only "slightly" valuable to their learning. For this set of Go Posts, students considered the "academic enrichment, support, and opportunity" assignment to be the most valuable (although still only "slightly" valuable at a mean of 1.10), and the "health and wellness" Go Post to be the least valuable to their learning (1.02). Close to a third of all FIG students found each of the Go Posts assignments to have no value at all.

The research and reflection and Common Book aspects of the research and discovery assignment received the lowest ratings of all seminar components, with the Common Book rated the lowest (0.80) of all the aspects of the seminar that we asked students to consider. Only just more than half of all FIG students found the Common Book to have a least a slight value to their learning.

If FIG students' evaluation of the learning value of their FIG seminars were converted to an overall grade on a 4.0 scale, the seminar would receive a grade of 2.16—or a "C."

Table 81. Student ratings of FIG GS 199 seminar components

How valuable were the following to your learning?	N/A Did not do this	0 Not at all	1 Slightly	2 Moderately	3 Very	Means	SD	n
Campus involvement exploration	39 (1.5%)	389 (14.8%)	760 (29.0%)	886 (33.8%)	548 (20.9%)	1.62	0.98	2622
Cultural exploration	29 (1.1)	445 (17.0)	882 (33.7)	817 (31.2)	448 (17.1)	1.49	0.97	2621
Academic exploration	36 (1.4)	444 (16.9)	857 (32.7)	862 (32.9)	421 (16.1)	1.49	0.96	2620
Research and Discovery Project: Library tour	72 (2.8)	633 (24.2)	975 (37.2)	691 (26.4)	247 (9.4)	1.22	0.93	2618
Go Post: Academic enrichment, support, and opportunity	36 (1.4)	806 (30.8)	925 (35.3)	646 (24.7)	204 (7.8)	1.10	0.93	2617
Go Post: About me	31 (1.2)	925 (35.3)	819 (31.3)	566 (21.6)	277 (10.6)	1.08	1.00	2618
Go Post: Student transition	33 (1.3)	854 (32.7)	915 (35.0)	593 (22.7)	216 (8.3)	1.07	0.95	2611
Go Post: Diversity, tolerance, social justice	56 (2.1)	904 (34.6)	867 (33.2)	554 (21.2)	229 (8.8)	1.04	0.96	2610
Go Post: Campus involvement and citizenship	40 (1.5)	877 (33.5)	939 (35.9)	572 (21.8)	190 (7.3)	1.03	0.93	2618
Go Post: Health and wellness	66 (2.5)	916 (35.0)	871 (33.3)	553 (21.1)	212 (8.1)	1.02	0.95	2618
Research and Discover Project: The research and reflection experience	91 (3.5)	857 (32.7)	947 (36.2)	569 (21.7)	154 (5.9)	1.01	0.90	2618
Research and Discover Project: The Common Book	134 (5.1)	1117 (42.6)	858 (32.8)	388 (14.8)	122 (4.7)	0.80	0.87	2619

In addition to examining the overall FIG response to questions about aspects of the FIG seminar, we analyzed differences in the responses of our four FIG subtypes and across the nine student groups that we have been tracking. Table 81 shows the following statistically significant differences between the responses of the four FIG subtypes and those of the overall FIG population:

- Students in the FIGS with IWP writing links were slightly more positive than other FIG students about six of the twelve seminar elements, including all three explorations, the library tour, the health and wellness GoPost, and the Common Book assignment.

- Students in the residential FIGs were somewhat more positive than the rest of the FIG population about four of the GoPost assignments, including the academic enrichment, support, and opportunity GoPost; the about me GoPost; the student transition GoPost; and the diversity, tolerance, and social justice GoPost.

- No statistically significant differences were observed for environmental FIG students.

- Students in the FIGs that included service learning were less satisfied than other FIG students with the reflection aspect of the research and discovery assignment.

Table 82. Differences in program component ratings by program types

	Means			Statistically Significant Differences			
	Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
Campus involvement exploration	1.62	N/A	N/A	1.73*			
Cultural exploration	1.49	N/A	N/A	1.66**			
Academic exploration	1.49	N/A	N/A	1.64**			
Research and Discovery Project: Library tour	1.22	N/A	N/A	1.33*			
Go Post: Academic enrichment, support, and opportunity	1.10	N/A	N/A		1.28*		
Go Post: About me	1.08	N/A	N/A		1.28*		
Go Post: Student transition	1.07	N/A	N/A		1.26*		
Go Post: Diversity, tolerance, social justice	1.04	N/A	N/A		1.28**		
Go Post: Campus involvement and citizenship	1.03	N/A	N/A				
Go Post: Health and wellness	1.02	N/A	N/A	1.14*			
Research and Discover Project: The research and reflection experience	1.01	N/A	N/A				0.78*
Research and Discover Project: The Common Book	0.80	N/A	N/A	0.96**			

*$p<0.05$ **$p<0.01$ ***$p<0.001$*

We also tracked statistically significant differences across groups of students, noting the following, shown in Table 83:

- On average, EOP students were significantly more positive about all twelve elements of the FIG seminar than were other FIG students.

- First-generation FIG students found all but one element (the library tour) of the FIG seminar more valuable to their learning than did the rest of the FIG population.

- Students whose mothers had bachelor's degrees or more were slightly less positive about all but three aspects (the library tour and the academic and campus involvement explorations) of their FIG seminar experience than were other FIG students.

- URM students were slightly more positive than were the rest of the FIG students about five aspects of their FIG seminar, including the academic exploration; the library tour; the about me GoPost; the diversity, tolerance, and social justice GoPost; and the Common Book.

- Students paying non-resident tuition were slightly more positive than other FIG students about five aspects of their FIG seminar experience, including the cultural exploration; the academic enrichment, support, and opportunity GoPost; the about me GoPost; the student transition GoPost; and the reflection experience in the research and discovery project.

- FIG students entering with transfer credits and students without UW family members found the campus involvement exploration more valuable to their learning than did other FIG students.

Table 83. Differences in program component ratings by FIG student groups

	Means			Statistically Significant Differences								
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Campus involvement exploration	1.62	1.55	1.66*	1.71*		1.72*		1.70*	1.56*		
Cultural exploration	1.49			1.61**		1.62**				1.45*	1.57*
Academic exploration	1.49			1.60**	1.59*	1.64**					
Research and Discovery Project: Library tour	1.22			1.31*	1.32*						
Go Post: Academic enrichment, support, and opportunity	1.10			1.25**		1.27***				1.05**	1.19*
Go Post: About me	1.08			1.19**	1.18*	1.23**				1.04*	1.17*
Go Post: Student transition	1.07			1.24***		1.28***				1.01**	1.15*
Go Post: Diversity, tolerance, social justice	1.04			1.24***	1.19**	1.24***				0.99**	
Go Post: Campus involvement and citizenship	1.03			1.19***		1.25***				0.98**	
Go Post: Health and wellness	1.02			1.19***		1.20***				0.96***	
Research and Discover Project: The research and reflection experience	1.01	1.06	0.97*	1.15***		1.16**				0.95**	1.08*
Research and Discover Project: The Common Book	0.80			0.97***	0.97**	0.95**				0.76**	

*p<0.05   **p<0.01   ***p<0.001*

The Common Book

We asked students some additional questions about the UW Common Book, Barack Obama's *Dreams from My Father*, one of the components of the FIG seminar. Tables 84 through 89 show the results of these questions.   As Table 84 shows, 41.2% of the FIG and 29.1% of the Non-FIG/ALL students said that they had read the book before they arrived, and nearly two-fifths more in each group planned to read it during fall quarter. More Non-FIG/ALL students had no plans to read the book (29.1%) than did the FIG students (16.2%).

Table 84. Pre-quarter: Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?

Group	Yes	No, but I plan to this quarter	No, and I do not plan to this quarter	n
FIG	1061 (41.2%)	1098 (42.6%)	418 (16.2%)	2577
Non-FIG/ALL	244 (29.1)	351 (41.8)	244 (29.1)	839

However, as Table 85 shows, by the end of fall quarter fewer FIG students claimed to have read the Common Book (31.0%) than claimed to have read it before they entered the UW (41.2%). The latter figure most likely includes students who had read some of the Common Book by the beginning of the quarter but had not finished it by the end of the term. More than half of the FIG population (52.6%) said that they had read some of the book, compared with 41.7% of the Non-FIG/ALL group and 44.8% of the

ALL group. As Table 85 also shows, FIG students were the most likely population to have read at least some of the Common Book (83.6% FIG versus 77.6% ALL versus 59.9% Non-FIG/ALL). However, it is noteworthy that only around a third of both FIG and ALL students (and not even a fifth of Non-FIG/ALL students) reported having read the entire Common Book by the end of fall quarter.

Table 85. Post-quarter: Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?

Group	Yes	Some, but not all of it	No	n
FIG	819 (31.0%)	1392 (52.6%)	433 (16.4%)	2644
Non-FIG/ALL	139 (18.3)	317 (41.7)	305 (40.1)	761
ALL	22 (32.8)	30 (44.8)	15 (22.4)	67

Table 86 shows differences in FIG students' post-quarter responses to whether they had read the Common Book by program and FIG subtype. As the table shows, a significantly higher percentage of FIG students than non-FIG/ALL students had read all of the Common Book (31.0% versus 18.3%). Table 86 also shows that students in FIGs that included IWP writing links were significantly more likely than the rest of the FIG population to have read all of the Common Book (38.8% versus 30.0%), while the reverse was true for environmental FIG students (20.8% of this population read the entire book but 65.3% did report reading at least some of it).

Table 86. Differences in UW Common Book reading by program types

	Statistically Significant Differences					
	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?	Less read than FIG***		More read than rest of FIG**		Less read than rest of FIG*	

*p<0.05   **p<0.01   ***p<0.001

We also examined post-quarter differences in Common Book readers by student groups. As Table 87 shows, females, EOP students, URM students, and students paying non-resident tuition were more likely to have read some or all of the Common Book than were other FIG students.

Table 87. Differences in UW Common Book reading by FIG student groups

	Statistically Significant Differences								
	Male v Female	EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?	Less	More ***	More **	More **					More *

*p<0.05   **p<0.01   ***p<0.001

As Table 88 shows, we additionally asked students at the end of fall quarter why they had read the Common Book. While the top reason given by FIG students for reading the common book was their FIG seminar (62.9%), substantially fewer ALL students reported doing the same for their ALL learning lab (10.4%). Both ALL and non-FIG/ALL student groups reported their top reason being for their own pleasure, with significantly higher proportions (46.3% and 45.1% respectively) than the FIG population (26.0%). The ALL students were also almost three times more likely than FIG students to report that

they had read the Common Book for a UW event or requirement of some kind (20.9% versus 7.1%), perhaps because half of the ALL students were in composition classes that typically required an assignment based on the book.

Table 88. Why students read the UW Common Book by program types

	Frequencies Yes			Statistically Significant Differences			
	FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
Your ALL Learning Lab/FIG Seminar	62.9%†	N/A	10.4%***				47.6%**
For your own pleasure	26.0	45.1***	46.3***				
Another UW class	14.6	11.2*	16.4	21.9***		7.0*	
A UW event or requirement of some kind	7.1	7.2	20.9***				

*p<0.05   **p<0.01   ***p<0.001*

† *Numbers do not add to 100% because students were allowed to specify more than one reason..*

Per usual, we tracked differences in students' reasons for reading the Common Book by student groups, shown in Table 89. As the table shows, women and out-of-state students were more likely than others to have read the Common Book to satisfy requirements in their FIG seminars, while URM FIG students were less likely to have read the book for that reason. EOP, URM, and first-generation students were somewhat more likely to have read the Common Book for another UW class, event, or requirement than other FIG students, while students whose mothers had BA degrees or higher were less likely than other FIG students to do so and more likely to read the book for their own pleasure.

Table 89. Differences in why FIG students read the UW Common Book by FIG student groups

	Frequencies Yes	Statistically Significant Differences								
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Your ALL Learning Lab/FIG Seminar	62.9%	56.3%	67.4%***		57.2%*						67.8%*
For your own pleasure	26.0									28.1**	
Another UW class	14.6				19.2*						
A UW event or requirement of some kind	7.1			10.1**		10.9**				5.6**	

*p<0.05   **p<0.01   ***p<0.001*

When students noted that they had read the Common Book for another UW class, event, or requirement, we asked them to list it. FIG students listed the following classes, many of which were also mentioned by Non-FIG/ALL students:

- African American Studies
- Anthropology 101
- Communication 202
- English 108
- English 111
- English 121
- English 131
- English 198 with History AA 101
- Freshman Seminar (GS 197)
- Geography 123

- History AA 101
- LEAP Program
- Lecture/Panel Discussion between Drs. Parker, Joseph, and Fraga
- MSCI 101
- Summer Transition Program (STP)

In addition, both FIG and Non-FIG/ALL students' gave two other reasons for reading the Common Book, as follows:

- They were told to read the book at orientation. For example: *"I thought we all had to over the summer because everyone at orientation said it would be heavily used in all our classes...but it hasn't once come up yet."*

- They assumed they were required to read the book. In the words of one FIG student: *"Thought it was required for all freshmen to read and that it would be heavily discussed in our classes."*

Most Valuable Part of the FIG Experience

In an open-ended question at the end of the fall quarter survey, we asked FIG students what the most valuable part of their FIG experience was. About 2520 students responded to the question, and we analyzed a random selection of about half of those responses (1246 or 49.4%). Our analysis revealed three strong themes, as well as seven less prominent themes.

Social Aspects of the FIG Experience

More than two out of every five (44.5%) of the students whose responses we analyzed noted that the most valuable part of their FIG experience was the social interaction afforded by the FIG program. About half of this group who brought up the social aspects of the FIG experience emphasized the value of making friends, and the other half of the group said that meeting new people was the most valuable part of their FIG experience.   Students mentioned a number of reasons for valuing the social connections that their FIGs had made possible.   A number of students, for example, noted that that their FIGs had introduced them to a more diverse group of students than they might otherwise have met. Students also mentioned the importance of meeting people who were in their same situations—new to college and unsure of how to operate in this new environment.   The following seven quotations are examples of the group of responses that emphasized the value of the social aspects of the FIG program:

- *"It gave me a community and group of friends I could turn to from the start."*

- *"Meeting new people and making friends, because that's one of the hardest things to do when I come into a new environment. Basically, meeting these people and spending time with them was drastically valuable."*

- *"I thought it was cool getting to know other students who came from different walks of life, since everyone tends to hang out with their high school crowd. I made some great friends who I know I'll keep in touch with for sure."*

- *"Meeting new people allowed me to branch out."*

- *"Meeting new people and getting a feel for what college is like, because it's hard and you need to feel like you belong to have success."*

- *"Getting connected with other people that were in the exact same boat as me.*

- *"The opportunity to meet other types of people besides just ones in the Greek system, and more specifically, besides people in just my sorority."*

Academic Aspects of the FIG Experience

Nearly a third (32.9%) of the FIG students whose responses we analyzed pointed to the academic benefits of being in the FIG program. This category of response often overlapped with the social values that students experienced in the FIG program. For example, many of the students in this group noted both the social and academic benefits of having familiar faces in their UW classes. Students noted that having students they knew in their classes helped them feel comfortable and welcome there, gave them a group with whom they could discuss issues and aspects of those classes, and created ready-made study groups for them. In addition, a number of students said that they appreciated being in a group of students who shared their academic interests, majors, classes, and future goals. The following quotations illustrate this category of response:

- *"I enjoyed sharing my other two classes with the same students. Making friends was an essential part to me being motivated and feeling connected to class and school. I felt welcome knowing I would see the same people each day, and my friends helped me keep track of assignments and study."*

- *"Having the same people in my classes so that I had people to sit by and talk to."*

- *"Getting to interact with students that have similar interests as me because it helped me develop a network and support system that relates to my major."*

- *"The best part was meeting other people with similar interests to me that want to possibly major in the same thing as me."*

- *"The most valuable part of the FIG program was meeting other students who I could walk to all my classes with. Starting at UW can be very intimidating but it helped so much when I had two or three other scared freshman by my side, to go through the midterms and studying with. I really loved having conversations with these figmates and eating and chatting in between classes."*

- *"Finding a small group of people all taking the same classes who can discuss, vent, share, and help each other easily succeed."*

- *"It helped having the same people in all my classes because I was able to ask them questions about assignments and form study groups easily."*

Aspects of the FIG Seminar

In noting the most valuable part of their FIG experience, nearly one in three (32.6%) of the students whose responses we analyzed mentioned some part of their FIG seminars. About one in every five of

this group of students who brought up the FIG seminar mentioned the following three aspects of the FIG seminar as being particularly valuable:

- Learning more about the UW, about UW resources (particularly study abroad opportunities), and UW activities. For example:

  "The most valuable part of the FIG program was learning about the different activities and resources that this campus has. Without the class, I probably wouldn't have heard of many of the study centers, academic advising, and other activities that students are able to participate in on campus."

  "The most valuable part for me was explaining the study abroad programs because I wish to study abroad, but I had no idea on how to go about it."

- The FIG leader. Students noted that FIG leaders answered questions and shared their own undergraduate experience with the class. They frequently noted the benefit of having an advanced undergraduate as a guide during their first quarter at the UW. The following quotations illustrate this group:

  "My FIG leader made sure to give our class plenty of opportunities to talk about what we were curious about to make it worthwhile to us. She made herself available during office hours, and really went the extra mile and helped us with papers for our English class in our FIG cluster. She provided guidance and advice for me regarding majors and classes to take for winter quarter. She definitely was open and helpful as much as possible."

  "Just having a FIG leader who was helpful in every aspect of our first quarter and really wanted us to succeed. She tried to help us in any way possible, she was great."

  "My FIG leader was also important since he had taken the same classes and was pre-health/pre-med. I felt he understood us best."

- The explorations activities. Students noted the value of the explorations for helping them learn more about the UW, about Seattle, and about their peers in the FIG seminar. For example:

  "The explorations were a good way to get to know the people in my FIG and explore cool new things and areas."

  "I think the academic exploration was valuable to me because I'm not sure I would have gone to the advisor if I didn't have to."

In addition to these three major aspects of the FIG seminar that many students noted they valued, students also mentioned the following FIG seminar values:

- Learning to use the UW libraries/the RAD project (5.9% of all analyzed responses)
- Getting help with registration (5.7%)

- Getting information about UW majors (5.2%)

- Guest speakers (3.4%)

Other Categories of Response for FIG Students

In addition to these three broad areas that students said they valued in their FIG experience—social, academic, and FIG seminar benefits—smaller groups of students identified the following aspects of the FIG program as valuable:

- The smaller community provided by the FIG (4.7% of all analyzed responses)
- Aspects of the classes included their FIG clusters, such as one course they had especially enjoyed or had wanted to take (3.9%)
- Negative responses (3.1%)
- The smooth transition from high school to college afforded by the FIG (2.1%)

FIG Comparison with Non-FIG/ALL Responses

In order to compare the responses of FIG students with students who were not enrolled in a FIG or ALL cluster, we asked the Non-FIG/ALL group to tell us what the most valuable part of their entire fall quarter experience was. About 724 students responded to this open-ended question, and we analyzed a random selection of about half of those responses (333 or 46.0%). Our analysis revealed three strong themes, as well as four minor themes that compared closely with those raised by FIG students.

Social Aspects of the Fall Quarter Experience for Non-FIG/ALL Students. As was the case with the FIG students, the most frequently given response from the Non-FIG/ALL group was the social aspect of their first quarter on campus. More than two out of five (43.8%, compared with 44.5% of the FIG students) of the respondents whose answers we analyzed said that making friends and meeting new people was the most valuable part of their experience fall quarter. The following four quotations illustrate this group of students:

- *"The people I've met in the classrooms, in my dorm and through the clubs I've joined."*

- *"Getting to know my group of friends better and establishing a sense of belonging with them."*

- *"I met a whole bunch of people in my dorm and have been having a lot of fun with them. Joined an intramural volleyball team. Learned about and explored a lot of the campus, finally found my way around. Also the human vs. Zombie game... it was Awesome!"*

- *"Meeting so many new people of different backgrounds with an open mind."*

Academic Aspects of the Fall Quarter Experience for Non-FIG/ALL Students. In identifying what was most valuable to them about their first quarter at the UW, more than a third of the Non-FIG/ALL students (37.2%) whose response we analyzed mentioned academic aspects of their fall quarter experience. Again, this is consistent with the FIG students' responses; about a third of the FIG students spoke of the academic benefits of the FIG program as being the most valuable part of the program.

However, for the FIG students, academic aspects often overlapped with more social aspects—for example, the benefit of seeing familiar faces in one's classes. For the Non-FIG/ALL students, the academic benefits were "free-standing"—with about a fifth of those students saying that their classes or specific courses were the most valuable part of their experience in fall quarter. Others mentioned the level of challenge presented by their courses, their own academic success, finding people to study with, having good professors, and learning new ideas and content. The following quotations represent this group of responses for the Non-FIG/ALL students:

- *"Taking soil samples for a Fish 250 independent project."*

- *"Learning with students who were interested and knowledgeable about the subject."*

- *"My classes were really spectacular. They were challenging and involving and I felt as though the faculty and TAs really wanted me to understand and learn."*

- *"My first college exam went really well; I was so proud of myself."*

- *"Really deeply understanding what was being taught to me."*

- *"The best part of my fall quarter was getting a C on my second math midterm. It wasn't the best grade I have ever gotten, but it was the fact that I had improved from my first midterm where I had gotten an F."*

Activities in the Fall Quarter Experience for Non-FIG/ALL Students. Students in the Non-FIG/ALL group also spoke of valuing UW-related activities. About 16.2% mentioned such activities, including Dawg Daze, the IMA, clubs they had joined, intramural sports they had participated in, and UW Marching Band. Again, this is consistent with FIG students' responses, in which many students spoke of activities they had been introduced to via their FIG seminars. Some examples of the Non-FIG/ALL responses focusing on activities are:

- *"Going on rides with the cycling team, dancing with Swing Kids, and meeting new people through both groups."*

- *"I got into Youth Speaks poetry slams and I also got into rock climbing which made it easier to keep myself busy and meet new people. I really enjoyed all of that."*

- *"The best part of fall quarter is all the classes and extracurricular activities during the first part of the quarter. I got to go to a lot of informational meetings about all different clubs and decide what to join and such."*

- *"My involvement in Marching Band and the larger amount of freedom that a college schedule allots you."*

Other Categories of Response for Non-FIG/ALL Students. In addition to the three prominent themes mentioned by Non-FIG/ALL students, we could identify four less prominent themes. These themes, also consistent with those mentioned by FIG students, were as follows

- Learning about the UW campus and the resources and opportunities UW offers (7.8% of all analyzed responses)

- Personal growth, with close to three out of four of those students speaking specifically of growing more independent (6.0%)

- Being at college and experiencing college life (5.7%)

- Living in the dorms (3.3%)

- Negative responses (1.0%)

FIG Comparison to the ALL Program Students' Responses

In addition to asking the FIG and Non-FIG/ALL groups to share what the most valuable part of their experiences were, we asked the students in the ALL program to identify the most valuable part of their ALL experience. Two strong themes emerged from the ALL students' responses to this question.

Getting to Know People with the Same Interests for the ALL Students. The most frequently-given response from the 30 Arts ALL and 33 Social Sciences ALL students who completed the end-of-quarter ALL survey was getting to know people who shared their same interests and experiences, noted by 43.3% of the Arts and 52.0% of the Social Sciences ALL students. Students who identified this value combined the social and academic responses found in the   FIG and the Non-FIG/ALL students' comments. The following quotations illustrate this group of ALL students' responses:

- *"I really liked being around others who share the same interests as me and get to see how their creative processes work."*

- *"Meeting the people who were interested in the things I was. It allowed me to make friends with a few great people."*

- *"I found the students I met in my ALL were academically focused and eager to immerse themselves in the social sciences, and they quickly became wonderful friends and people with whom I could discuss topics from various classes."*

- *"I felt part of a group, it was very nice."*

Academic Aspects of the ALL Experience. Students in the Arts and Social Sciences ALLs also noted the value of academic aspects of their fall quarter experiences, such as their classes (43.3% of the Arts ALL students), their interaction with UW faculty (18.2% of the Social Sciences ALL students), their interaction with UW advisers (16.7% of the Arts ALL students) and information they had received about majors (15.2% of the Social Sciences ALL students). The following quotations illustrate these responses:

- *"I liked having immersion in all arts courses and being able to connect what I was learning in each class."*

- *"Class—they were awesome."*

- *"I think that meeting with the advisers was really helpful because it got me thinking about my major."*

- *"[The ALL] allowed us to connect with the faculty, and I personally felt more comfortable in my classes."*

- *"The Soc Sci 150 class. It allowed us to bond as an ALL and introduced me to so many different people, ideas, disciplines, theories, professors... it was an amazing class and I wish there was one for winter quarter as well."*

FIG Students' Suggestions for Improvements to the FIG Program

In the survey we administered at the end of fall quarter, we asked FIG students "What might improve the FIG program and how?" Students' open-ended responses to this question echoed the results shown in Tables 79 and 82. A total of 2,374 students (89.7% of the students who completed the survey) responded to the question, and we randomly selected 1,067 (44.9%) for analysis.

About a tenth of the students whose responses we analyzed said that the FIG program needed no improvements, with comments such as:

- *"I thought it was good. Don't change a thing."*
- *"Nothing. It was such a great experience."*

However, most students who responded to this question gave suggestions for changes they believed would improve the FIG program, with nearly all of those comments focused on the FIG General Studies 199 seminar. Students were in very strong agreement about what needed to be done to improve the FIG program, with more than 90% of their constructive responses falling into three broad categories discussed in this section of the report: improve or eliminate seminar assignments, improve the FIG seminar in general, and increase specific activities in the FIG seminar.

In general, students envisioned a FIG seminar that did not require assignments that they considered to be busy work and that, for some students, felt insulting to their new status as college students. Instead of such assignments—particularly the Go Posts—the respondents envisioned seminars that took them to resources areas on the UW campus; that included class discussions; that were better connected to the academic classes in their FIGS, including providing study time for those classes; and that brought in more guest speakers, including faculty and advisers helping them think about future majors and paths.

Improve or Eliminate Seminar Assignments

Frequently characterized as "busy work," "a waste of time," "trivial," and "boring," the seminar assignments received the most criticism from the FIG students who gave suggestions for improving the FIG program. A total of 441 students (41.3% of the students whose responses we analyzed for this question) commented that some or all of the assignments in the FIG seminar should be changed as follows:

- Eliminate or decrease the number of Go Post assignments. More than half of the group that focused on assignments (and thus 23.0% of all responses analyzed for this question) commented that there should be fewer or no Go Post assignments. This response is consistent with students' ratings of the Go Posts shown in Table 81.

- Eliminate or decrease the number of assignments in general. About a third of the group that specifically criticized assignments said that seminar assignments felt like busy work. They recommended either eliminating the assignments altogether or requiring fewer assignments.

- Drop the Common Book. About a third of the group criticizing seminar assignments recommended that the FIG seminar stop creating assignments around the Common Book. This number of students is consistent with students' responses to the Common Book assignments shown in Table 81.

- Eliminate the RAD project. Several respondents who focused on assignments recommended canceling the RAD project from the FIG seminar.

The following comments illustrate the responses of students who felt that seminar assignments should be improved, decreased in number, or eliminated:

- *"The Go Posts were fairly meaningless to all of us, and it was a drag to write on topics that were unoriginal and for which everyone had pretty much the same answer. If Go Posts could be made more creative and less of a reflection on exactly the same thing, I may not mind being forced to read other people's drivel that sounded almost exactly like what I was saying."*

- *"I feel like all of the assignments were busy work. They were just assigned because it was a requirement, not because they were actually helpful. Hardly any of the assignments helped me learn anything."*

- *"Get rid of Go Posts—they are useless, frivolous, corny, and trite. They don't enhance my understanding or my perspective."*

- *"Make the writing topics more stimulating. The freshmen are more mature than the FIGs seem to give them credit for."*

- *"The removal of Go Posts would dramatically help the FIG program. The Go Posts are mindless and patronizing."*

Improve the FIG Seminar in General

More than one in four of the FIG students (26.2%) who responses we analyzed focused on changing the seminar in general. Their responses included the following categories, in order of frequency:

- Close to one out of four of this group of students who spoke about the seminar in general made broad negative statements—such as the seminar was a "waste of time," "unhelpful," "childish," and/or it should be eliminated from the FIG—about the FIG seminar. These responses are fairly consistent with the fact that 19.9% of all FIG students strongly agreed that the FIG experience would be equally valuable without the seminar (Table 76).

- The seminar should forge closer links to the other classes in the FIG than it currently does, including use of seminar time for study groups for those classes. About one sixth of the group feeling that the FIG seminar should be improved suggested closer connections between the FIG seminar and the courses in the FIG clusters.

- Just over a tenth of the students speaking of improvements to the FIG seminar said that the seminar should connect more to campus resources, such as advising and study centers, than it currently does, including scheduling "field trips" to those resources during seminar time.

- Nearly a tenth of those offering general suggestions for the FIG seminar said that seminar sessions should be structured differently than they currently are, with close to two thirds of these students suggesting that the FIG be better organized and more standardized and the other third suggesting that each FIG be structured, in some part, by the needs of the group of students in it.

Other responses that a few students gave included:

- The seminar should include more information about majors and choosing a major than it currently does.

- The seminar should be more interesting/fun/less boring than it currently is.

- The seminar should meet more/less often for a longer/shorter time span than it currently does.

- The seminar should be more focused on social activities and forging social bonds among FIG members than it currently is.

- The seminar should have a more academic focus than it currently does, including being more intellectually challenging, and/or having closer connections to faculty.

The following quotations illustrate this category of response:

- *"The actual seminars were boring and a waste of my time. I liked my FIG leader, but I did not enjoy the seminars."*

- *"CANCEL IT. Or remove all questions that stereotype students. Oh, wait. It would just be easier to cancel it."*

- *"Instead of doing 'explorations' and 'health and wellness' sort of things, we should discuss the classes involved in the FIG. That's why I chose to take a FIG, but it turned out we never did that, so I regret being part of a FIG."*

- *"Less hand holding. We might be young still, but we aren't children trying to deal with wetting the bed."*

- *"…make sure that we are actually making use of the class time. Sometimes I felt like it was a waste of my time because I wasn't learning anything new. Maybe start the quarter by asking students what they want to learn about."*

Increase Specific Activities in the FIG Seminar

About one in four (23.3%) of the students whose responses we analyzed focused on activities. It is likely that sometimes when students used the word "activities," they were referring to assignments, but it was not always apparent how the two terms overlapped. A clear difference in the two categories of responses was that while the "assignments" category was completely marked by students speaking about what they wanted *less* of, the activities category was usually marked by what students wanted *more* of, as follows:

- Increase activities in general. Of those focusing on activities, about two out of five students said that they wanted more activities in general—most often, activities that took them outside the classroom with the whole FIG class. Many of these students spoke about visiting campus sites during seminar time. In addition, many students advocating for more activities also spoke of the contribution such activities make to creating closer bonds between students in the group; and many students noted that such activities would both familiarize them with campus and other resources and add to the social benefit of the FIG.

- Increase the number of explorations. About one-fourth of this group said that they wanted more explorations—cultural, academic, on-campus, Seattle, and other kinds of explorations. Individuals in this group specified that FIG leaders should attend these. Regarding the explorations, as Table 81 shows, students found these to be more valuable to their learning than the Go Posts, but they still considered explorations less than "moderately" valuable.

- Increase the number of class discussions. About a tenth of the students focusing on activities said that there should be more class discussions. Several students said that class discussions could be conducted in place of Go Post topics.

- Eliminate activities. About a tenth of the students had negative things to say about the activities. Students in this group suggested that activities in general or the explorations be eliminated or decreased in numbers. A few students focused in on specific activities, such as ice breakers, suggesting that they be eliminated from the FIG seminars.

- Bring in more guest speakers. A number of the students talking about changes in activities recommended more guest speakers, including advisers, faculty, and students in specific majors.

Quotations that represent this category of response follow:

- *"I think that it would be nice if faculty members were to visit the FIG class to answer any questions we might have."*

- *"If we did more activities and had more open class discussion."*

- *"More exploration of the campus out of class. Instead of just sitting in class talking about what is happening in campus, we should actually go to those events."*

- *"Something that might improve the FIG program is maybe including additional group explorations around campus because for me, I really enjoyed and connected with my classmates during these explorations. Other than that, I think the FIG program is fine the way it is."*

- *"The FIG could be improved if the class was more active rather than sitting in a classroom every single class meeting."*

Other Categories of Response

In addition to these large areas of change, the following minor themes were mentioned by a few students:

- Improve the quality of the FIG leaders. Consistent with the survey questions asking students to rate their FIG leaders (Table 78), less than 5% of students whose responses we analyzed mentioned problems with FIG leaders.

- Extend the FIG into winter and/or spring quarters.

- Increase the number of credits in FIGs or let students know that in taking a FIG they will be behind in credits by winter quarter.

What Surprised Students the Most in Their First Quarter at UW?

We asked FIG students to tell us what had surprised them the most in their first quarter at the UW, and 2,405 of the 2,646 FIG students (90.9%) who completed the survey responded. We randomly selected 1,142 (47.5%) of their responses to analyze and used an inductive analysis process that allowed themes to emerge from students' comments. These comments were highly individualistic; about 12% could not be categorized. However, several themes emerged from our analysis.

The Level of Challenge Presented by UW Classes

The most frequently-given response to the question, "What surprised you the most," focused on the level of challenge FIG students experienced in their classes.   A total of 414 (36.3%) of the students whose responses we analyzed reported on the level of academic challenge.   More than three quarters of these students noted their surprise at how difficult UW classes were and how much work it took to do well in them, including the amount of reading, writing, and studying required. These students sometimes mentioned classes in specific disciplines as being especially challenging, and those courses were spread across the curriculum as follows:

- Art History (4 students)
- Asian American Studies/Comparative Literature (1)
- Chemistry (28)
- Communication (1)
- Comparative Religion (1)
- Computer Science Engineering (3)
- Economics (3)
- English (11)
- Math (16)
- Political Science (4)
- Psychology (7)
- Sociology (5)

The following quotations illustrate students' comments about how difficult their courses were:

- *"Actually, the level of difficulty of the material really surprised me! I used to think I was some genius hotshot in school, but not anymore. Classes are HARD, and that means that I have to make*

better study habits. Not only that, the expectations of classes are much higher, considering the fact that we are potentially all the same level and will have to compete for the better grades.”

- *"I am most surprised by the rigorous and tough classes. Although I expected classes to be difficult, I had absolutely no idea that they were this rigorous and it takes a lot of hard work and determination to get through classes.”*

- *"How hard things would be. No amount of AP classes or running start classes prepared me for this.”*

- *"I was surprised to know that I could actually fail a midterm because I am not someone who doesn't do well in school. Chemistry 142 is really hard for me and I realized that even if I study super hard, I still might be average :(”*

- *"The English class in our FIG is very very hard for freshmen.”*

- *"The workload. I wasn't expecting all the reading.”*

- *"How difficult the classes were and how much more prepared I needed to be in disregarding past learning.”*

- *"I was a valedictorian in high school, and doing the work or "doing school" as I often called it didn't come quite as easy here as it did then.”*

In addition to students who spoke of the difficulty of their classes, roughly a quarter of those speaking of academic challenge said they were instead surprised by how easy their UW classes were and how light the workload was. These students rarely mentioned specific courses. The following comments are examples of this group of responses:

- *"I couldn't believe how EASY all of our classes were. I had a ridiculous amount of free time.”*

- *"The generally small workload with only twelve credits surprised me more than anything else this quarter.”*

- *"It surprised me how easy classes were. I know that taking introductory classes are not a good representation of difficulty of most classes, but it was surprising how easy they were.”*

- *"How easy my classes were. Aside from English, I have had almost no homework and so much free time. It has been easier than high school.”*

- *"The quarter was really easy for me, so I regret taking a FIG because I wish I would have taken more credits.”*

We examined the course taking patterns of a random sample of ten students who spoke of their classes as being surprisingly difficult and ten[33] who spoke of classes as being surprisingly easy and examined the courses and grades for each group. The group who found classes to be surprisingly challenging took more science classes and more courses overall. In addition, the randomly-selected students who found their classes to be surprisingly easy had an average end-of-quarter GPA of 3.67 compared with 3.29 for students who found their classes to be surprisingly challenging.

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[33] There were no academic data available for one of the students who found classes to be surprisingly easy.

General Campus Environment and Practices

Many students (144 or 12.6%) mentioned aspects of the campus environment and classroom practices as surprising in their first quarter at the UW. Students' comments in this category of responses included:

- The size of the campus (4.8% of all responses we analyzed). Twice as many students (38) said that they were surprised by how big the campus was as the number who said that they were surprised by how small the campus felt after awhile (17).

- The number of resources, opportunities, and activities available to UW students (2.5%).

- Classroom size and practice (1.8%). Aspects of UW classes noted with surprise by students included email between faculty and students, use of technology in the classroom, being able to miss classes and still succeed, and classes being smaller than expected.

- The amount of free time students' had (1.6%).

- How classes were graded (1.1%). The two most frequently-mentioned surprises about grading were that classes were graded on a curve and that only a few grades determined one's course grade.

The following quotations illustrate this category of responses to the question of what surprised students the most in their first quarter at UW:

- *"How big the campus really is."*

- *"How much smaller you can make UW!"*

- *"What surprised me the most was how big the classes I was enrolled in were.*

- *"How fast it went by and the use of technology in the classroom."*

- *"I was surprised by the amount of resources available for help."*

- *"How low the curves are on tests."*

- *"The variety of cultures on campus, I've never been in such a diverse environment before."*

The Transition from High School to College

A third theme to emerge from students' responses to the question of what had surprised them the most in their first quarter at UW centered on what they had learned about adjusting to college. This category accounted for 11.1% of the students' responses and included six sub-categories, as follows in order of frequency of response:

- How easily I adapted/adjusted to college life (3.9% of all responses we analyzed)

- How easy it was to get behind and how badly I did (1.8%)

- How important it is to manage time well (1.8%)

- How well prepared I was/how well I did in my classes (1.6%)

- That college classes, work, and life are different from high school (1.1%)

- How difficult the transition to the UW (1.0%)

The following students' quotations illustrate these responses.

- *"How well I did in my classes in terms of grades."*

- *"That I actually am very prepared for college level work and the work load will definitely be manageable."*

- *"How difficult it would be to change from thinking like a high schooler to a college student and all the responsibility it comes with in terms of getting things done and being prepared."*

- *"The university experience. I wasn't prepared for the climate, the environment, the social communities, etc. I didn't think it would be this hard."*

- *"The toughness of the classes and the workload really surprised me. Without all the busy work keeping you on track it is easy to lose yourself in the fun of college and get behind."*

- *"Time management skill was vitally important in college life. Everything was based on my decisions and no one really cares whether I stay on track or not."*

- *"How the expectations of college I had set in my mind were mostly wrong. In other words, much of what I was told in high school about college professors, class work and campus life was not true. I found it to be much better than they had made it out to be."*

How Good/Bad Specific Classes, Professors, and TAs Were

Of the students whose responses we analyzed, 107 (9.4%) spoke of the quality of their classes, professors, or TAs. Responses were evenly split between students who said they were surprised by how much they enjoyed classes, professors, or TAs and students who remarked the exact opposite. The following comments illustrate this group of responses:

- *"I was surprised how much I enjoyed my classes, even though they were things I had never considered studying before. Furthermore, finding my midterm to be so easy was also a very pleasant surprise."*

- *"I was surprised at how much I enjoyed my classes within my FIG. I am already enrolled in the Foster School of Business but I'm really glad I took Political Theory and English. It was quite a departure from my interests but it allowed me to learn a lot. I also thought my General Studies 199 class was going to be very boring and pointless but it turned out to be the opposite as it was helpful, informative and fun."*

- *"How helpful staff and TA's are. When you are in high school you come to think when you get to college that your professors won't care and you're just a number. But I realized that many staff are very helpful and want to help you succeed. The only thing is you need to want their help and seek it out."*

- *"The openness of my professors and TAs to engage me in discussion about course material and things outside the course."*

- *"How bad some of the teachers are."*

- *"How boring some classes can be."*

- *"This school is really boring and I really don't think I like it here."*

Positive and Negative Social Aspects of the Experience

Eighty-five of the students whose responses we analyzed (7.4%) spoke of social aspects of their experience at the UW as surprising. Most of those (67 students) said that they were surprised by how easy it had been to make friends and meet new people at the UW. The other 18 students said the reverse, that it was difficult to make friends or that they still felt isolated at the UW. Some examples:

- *"All the friends I made, and none of them look like me."*

- *"Meeting my core group of friends as quickly as I did."*

- *"The ease of making connections with random strangers, when you make a solid effort."*

- *"The friends that I made in my FIG class--I plan on keeping in touch and remaining good friends with most of them."*

- *"I thought it would be easier to make friends in the dorms, or at social events, but it was not."*

- *"How lonely the campus is."*

- *"That I did not meet friends in my FIG as I had hoped."*

Aspects of the FIG Seminar

A number of students (79, 6.9% of all responses we analyzed) mentioned aspects of their FIG seminar that surprised them. More than half of those students spoke of positive aspects of the FIG seminar experience, noting their overall enjoyment of the seminar, how much they valued their FIG leader, and how close their FIG group was. Other students who mentioned the FIG seminar experience spoke of negative aspects, such as their feeling that too much work was required, that the FIG leader should have been better, or that the seminar was too easy. The following quotations illustrate these responses:

- *"What surprised me the most this quarter is how much I enjoyed going on the explorations with my FIG."*

- *"I was not expecting to like my FIG class, but Rachel was a great leader and made it a memorable class."*

- *"I was surprised at how every person in my FIG got along with each other and we were all like a big family."*

- *"The stunning amounts of animosity my FIG leader brings to the course each and every day."*

- *"How awful my FIG was."*

- *"How much work the general studies class required."*

How Quickly the Quarter Went By

Seventy-eight (6.8%) of the students said they were surprised by how quickly the quarter had gone by. For example:

- *The thing that surprised me the most about this quarter is how fast it has gone by. It really felt like it just started a few weeks ago."*

- *"What surprised me the most is how fast the quarter went by and all of a sudden it is winter break and i am taking completely new classes in a few short weeks."*

- *"How fast it went by. Holy cow!"*

Other Themes

Three smaller themes emerged from students' responses, as follows:

- Personal change/growth, mentioned by 41 (3.5% of the responses we analyzed) and most frequently focused on how much a student feels she has already changed, including changes in the academic interests she had when she entered the UW and on how independent students became or had to become to do well.

- Nothing was surprising, noted by 32 (2.8%) students.

- The weather, mentioned by 13 (1.1%) freshmen.

FIG Comparison with Non-FIG/ALL and ALL Responses

As we had with the FIG students, we asked the Non-FIG/ALL group what had surprised them the most about their first quarter at the UW. A total of 692 of the 796 Non-FIG/ALL respondents (86.9%) answered the question, and we analyzed 334 (48.2%) of those responses. Table 91 compares the themes that emerged from FIG and Non-FIG/ALL responses. As the table shows, the same themes with the same ranking appeared in the Non-FIG/ALL students' responses as those of the FIG students.

However, the surprises the quarter brought to the Non-FIG/ALL students were more equally distributed than those for the FIG students. For the FIG students, the level of challenge presented by their courses, and particularly the difficulty that level presented for students, dominated all their other responses. This difference between FIG and Non-FIG/ALL responses is likely caused by demographic differences in the two groups. The Non-FIG/ALL group included more students with transfer, running start, and AP/IB credits than did the FIG group. These student groups may be less surprised by the high level of challenge in college classes than other students.

Table 90: What surprised you the most this quarter?

FIG Responses	%	Non-FIG/ALL Responses	%
Level of challenge	36.3	Level of challenge	22.8
General campus environment and practices	12.3	General campus environment and practices	22.2
Transition from high school to college	11.1	Transition from high school to college	15.6
Classes and faculty	9.4	Classes and faculty	9.6
Social aspects	7.4	Social aspects	8.4
Aspects of FIG	6.9	---	
How quickly the quarter went by	6.8	How quickly the quarter went by	3.3

It was not possible to draw clear comparisons between the FIG students' responses to the question of what surprised them the most and those of the ALL students. One reasons for this was because there were fewer students in the ALLs, and it was difficult to note recurring themes across their responses. This was particularly true for the Arts ALL students, whose responses were largely idiosyncratic. However, like FIG and Non-FIG/ALL students, the high level of challenge presented by UW classes was the main theme to emerge from students in the Social Sciences ALL classes.

Students' Satisfaction with Their Classes

We asked students in both the FIG and the ALL programs if they would recommend the classes they had taken as part of their FIG and ALL clusters to new UW students, whether or not those students were in FIGs or ALLs. Over half of all FIG students (54.5%) would recommend the classes offered within their FIG cluster (not including GS 199) to new students next year without those students necessarily being in a FIG; only one in ten FIG students (9.7%) reported that they would not make such a recommendation. The responses of ALL students were very similar to those of FIG students, with nearly half recommending their classes (47.8%) and just over a tenth (11.9%) indicating that they would not recommend their classes to new students. Sizable proportions of both program populations were undecided ("maybe") as to whether or not they would recommend their cluster classes.

There were no statistically significant differences in responses to this question across the four FIG program types. The only significant difference among the nine student groups we are tracking was for students paying non-resident tuition, with 49.2% of this group reporting that they would recommend their fall quarter courses to new students, compared with a higher 55.7% of in-state FIG students.

Table 91. Student recommendations regarding classes in their FIG and ALL clusters

	Group	No	Maybe	Yes	N
Would you recommend that students entering the UW next year take the classes you had in your particular FIG (not including the General Studies 199 seminar or classes you took outside the FIG) even if those entering students are not in a FIG?	FIG	255 (9.7%)	941 (35.8%)	1433 (54.5%)	2629
Would you recommend that students entering the UW next year take the classes you had in your particular ALL (not including the ALL Learning Lab or classes you took outside the ALL) even if those entering students are not in an ALL?	ALL	8 (11.9)	27 (40.3)	32 (47.8)	67

We also asked students to tell us how excited they were to take the winter quarter classes on the post-quarter survey and how excited they were for their fall quarter classes on the pre-quarter survey. As Table 92 shows, FIG students were nearly as excited about their winter quarter classes as they were about their fall quarter classes, with 90.7% of the students either "somewhat" or "strongly" agreeing that they were excited about fall quarter classes and 87.5% of the students agreeing that they were excited about their winter quarter classes at the end of the quarter.

Table 92. Students' excitement about their fall and winter quarter classes

To what extent do you agree or disagree with the following statements?	Time	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree	Means	SD	n
I am excited about the classes I am taking fall quarter.	Pre	33 (1.3%)	208 (8.1%)	1261 (48.9%)	1077 (41.8%)	3.31	0.67	2579
I am excited about the classes I will be taking in winter quarter.	Post	73 (2.8)	254 (9.7)	1180 (44.8)	1124 (42.7)	3.28	0.75	2631

As Table 93 shows, there were only two statistically significant differences in students' responses to these two questions across program types, as follows:

- Non-FIG/ALL students were somewhat more excited than the FIG students about their fall quarter courses. No such difference was observed for their winter quarter classes.

- The ALL program students were somewhat more excited than the FIG students about their winter quarter courses. While nearly two-thirds (65.7%) of the ALL students strongly agreed with this statement, the same was only true for about two-fifths (42.7%) of FIG students.

Table 93. Students' excitement about their fall and winter quarter classes by program types

| | Time | Means | | | Statistically Significant Differences | | | |
		Entire FIG	Non-FIG/ALL	ALL program	IWP Writing	Residential	Environment	Service Learning
I am excited about the classes I am taking fall quarter.	Pre	3.31	3.41***	N/A				
I am excited about the classes I will be taking in winter quarter.	Post	3.28	3.25	3.60***				

*p<0.05   **p<0.01   ***p<0.001

The only statistically significant difference in responses to these questions across student groups is that females were more excited about fall quarter classes than were males (a mean of 3.37 for female FIG students versus 3.23 for their male peers).

UW Climate

The 1993 Vince Tinto survey administered to a sample of FIG and non-FIG students at the end of the autumn quarter included six questions about students' experience of the UW climate. The questions asked students to use a seven-point scale (with 1=most negative response and 7=most positive response) to rate their experience with UW students, faculty members, administrative personnel and offices, classes, campus climate, and themselves. We asked the same six questions to the 2009 FIG students, the Non-FIG/ALL students, and the ALL students. Table 94 shows the students' responses to these questions, and Table 95 summarizes those responses by program type. Because there were statistically significant differences in the responses of the Arts and Social Sciences ALL students, we included both sets of responses in these tables, as well as an overall mean for the ALL program students.

As Table 94 shows, on average the FIG students considered "other students" the most positive part of their experience, giving them a mean rating of 5.39 out of a possible 7. Their own level of engagement ("yourself") received the next highest average (5.17), followed by "campus climate" (5.14), and "faculty members" (5.11). FIG students' lowest average ratings went to their "classes" (4.74) and to "administrative personnel and offices" (4.72). As Table 95 shows, FIG students' overall average for all six Tinto items was just more than a five (5.05) out of a possible seven.

The 2009 FIG students' ratings, as were those of Non-FIG/ALL and ALL students, were generally higher on average than the ratings from Tinto's 1993 study (Table 95), but the 1993 FIG students rated campus climate and their own level of engagement more positively than did all their 2009 counterparts, except for Arts ALL students, as Table 94 shows.

Table 94. Thinking of your own experience this quarter, how would you rate the following people and attributes at the UW?

Other Students										
Group	Unfriendly, Unsupportive, Sense of Isolation	1	2	3	4	5	6	7	Friendly, Supportive, Sense of Belonging	Mean
Arts ALL		0.0%	0.0%	0.0%	9.4%	28.1%	46.9%	15.6%		5.69
Soc Sci ALL		2.9	2.9	8.6	11.4	34.3	17.1	22.9		5.14
ALLs		1.5	1.5	4.5	10.4	31.3	31.3	19.4		5.40
FIGS		0.9	1.2	4.5	13.4	29.9	31.7	18.5		5.39
Non-FIG/ALL		0.9	3.0	5.8	15.2	31.6	32.4	11.1		5.15
1993 FIGs[34]										5.11

Faculty Members										
Group	Remote, Discouraging, Unsympathetic	1	2	3	4	5	6	7	Approachable, Helpful, Understanding, Encouraging	
Arts ALL		0.0%	0.0%	0.0%	6.3%	34.4%	37.5%	21.9%		5.75
Soc Sci ALL		0.0	5.9	8.8	14.7	23.5	29.4	17.6		5.15
ALLs		0.0	3.0	4.5	10.6	28.8	33.3	19.7		5.44
FIGS		0.6	2.4	6.7	19.0	31.2	26.8	13.3		5.11
Non-FIG/ALL		1.3	2.1	7.1	16.5	28.3	29.2	15.6		5.18
1993 FIGs										4.49

Administrative Personnel and Offices										
Group	Rigid, Impersonal, Bound by Regulations	1	2	3	4	5	6	7	Helpful, Considerate, Flexible	
Arts ALL		0.0%	3.1%	0.0%	25.0%	46.9%	12.5%	12.5%		5.03
Soc Sci ALL		5.7	5.7	22.9	14.3	14.3	28.6	8.6		4.46
ALLs		3.0	4.5	11.9	19.4	29.9	20.9	10.4		4.73
FIGS		1.7	4.8	9.5	26.5	28.6	18.6	10.3		4.72
Non-FIG/ALL		2.9	6.7	11.5	26.5	24.8	19.9	7.7		4.54
1993 FIGs										3.84

Classes										
Group	Boring, Dull	1	2	3	4	5	6	7	Stimulating, Involving	
Arts ALL		3.1%	0.0%	3.1%	6.3%	40.6%	34.4%	12.5%		5.34
Soc Sci ALL		0.0	5.7	8.6	22.9	25.7	28.6	8.6		4.89
ALLs		1.5	3.0	6.0	14.9	32.8	31.3	10.4		5.10
FIGS		1.3	3.4	10.0	24.1	34.1	20.5	6.6		4.74
Non-FIG/ALL		1.3	3.7	8.3	22.9	35.7	21.3	6.8		4.79
1993 FIGs										4.46

Campus Climate										
Group	Unwelcoming, Inhospitable	1	2	3	4	5	6	7	Welcoming, Hospitable	
Arts ALL		0.0%	3.1%	3.1%	12.5%	21.9%	34.4%	25.0%		5.56
Soc Sci ALL		2.9	8.8	8.8	14.7	23.5	29.4	11.8		4.82
ALLs		1.5	6.1	6.1	13.6	22.7	31.8	18.2		5.18
FIGS		0.8	2.0	6.3	18.5	32.4	26.2	13.9		5.14
Non-FIG/ALL		2.1	3.2	8.5	17.9	31.7	26.0	10.6		4.94
1993 FIGs										5.24

Yourself										
Group	Alienated, Bored	1	2	3	4	5	6	7	Involved, Excited	
Arts ALL		3.1%	0.0%	3.1%	9.4%	21.9%	46.9%	15.6%		5.50
Soc Sci ALL		5.7	2.9	17.1	20.0	17.1	20.0	17.1		4.69
ALLs		4.5	1.5	10.4	14.9	19.4	32.8	16.4		5.07
FIGS		1.0	3.0	6.3	17.2	28.8	27.4	16.3		5.17
Non-FIG/ALL		1.2	4.8	9.3	20.3	30.8	24.4	9.2		4.85
1993 FIGs										5.31

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[34] Tinto, V. and Goodsell, A. 1993. A longitudinal study of Freshman Interest Groups at the University of Washington, p. 49

Table 95. Overall UW climate

Group	Overall Mean
Arts ALL	5.48
Soc Sci ALL	4.86
ALLs	5.15
FIGS	5.05
Non-FIG/ALL	4.91
1993 FIGs	4.74

As we have done previously, we identified statistically significant differences across the program and FIG types, as shown in Table 96.   The table shows the following significant differences:

- FIG students rated four of the six items more positively than did the Non-FIG/ALL students, including other students, administrative personnel and offices, campus climate, and their own engagement.

- The ALL students rated faculty members and classes significantly higher than their FIG counterparts. However, both differences were primarily due to the relatively high ratings of Arts ALL students, not their Social Sciences peers.

- FIG students with IWP writing links rated other students higher than did other FIG students.

Table 96. Differences in ratings of campus climate by program types

	Means			Statistically Significant Differences in Means			
	Entire FIG	**Non-FIG/ALL**	**ALL program**	**IWP Writing**	**Residential**	**Environment**	**Service Learning**
Other students	5.39	5.15***		5.53*			
Faculty members	5.11		5.44*				
Administrative personnel and offices	4.72	4.54**					
Classes	4.74		5.10*				
Campus climate	5.14	4.94***					
Yourself	5.17	4.85***					

*p<0.05   **p<0.01   ***p<0.001*

In addition to tracking differences across the four FIG subtypes, we examined differences in the responses to these seven items by student groups, shown in Table 97. As the table shows, statistically significant differences were as follows:

- Male FIG students were less positive than females about classes and they were also slightly more negative about faculty members than female FIG students.

- EOP and URM FIG students were slightly more positive than other FIG students about administrative personnel and offices.

- FIG students who were first-generation college students, plus those whose mothers did not graduate with a bachelors degree or more, were somewhat more negative about campus climate and slightly less positive about their own level of engagement than were other FIG students.

- Running start students in the FIG program were slightly less positive than other FIG students about other students, as well as about faculty members.

- FIG students who entered the UW with transfer credits were somewhat more positive about administrative personnel and offices than were other FIG students.

- Students whose parents and/or siblings had attended the UW were less positive than other FIG students about administrative personnel and offices.

Table 97. Differences in ratings of campus climate by FIG student groups

	Means	Statistically Significant Differences									
	Entire FIG	Male v Female		EOP	URM	1st in Family	Running Start	Transfer Credit	UW Family	Bach Grad Moms	Non Resident Tuition
Other students	5.39						5.26*				
Faculty members	5.11	5.05	5.15*				4.95*				
Administrative personnel and offices	4.72			4.84*	4.88*			4.68**	4.65*		
Classes	4.74	4.64	4.82***								
Campus climate	5.14					4.98**				5.05**	
Yourself	5.17					5.03*				5.11*	

*p<0.05   **p<0.01   ***p<0.001*

SUMMARY OF KEY SURVEY FINDINGS

This section summarizes survey findings generally useful to the FIG program, as well as provides summaries of relevant findings for the four FIG subtypes and the nine student populations we studied.

General Findings

We have outlined the major FIG program findings from the pre- and post-quarter surveys of the FIG, Non-FIG/ALL, and ALL students within the same three-part framework – FIG student's entry into UW, change over the first quarter, and FIG students' assessment of their first quarter experience.

Entry into the UW

- Summer orientation and advising sessions, and to a lesser extent materials sent to students prior to those sessions and advice from friends and relatives, were the most prevalent manner by which students heard about the FIG program. EOP and URM students were substantially more likely to have heard about the FIG program from college advisers than were other students.

- The classes that are included in the FIG clusters have a powerful impact on whether students sign up for FIGs. When students do not sign up for FIGs, that decision is based primarily on specific class needs, which are not met by FIG course choices. For example, nearly two-fifths of running start students in the Non-FIG/ALL population reported that because none of the classes in FIG clusters seemed to allow for their incoming credits, this influenced their decision to not sign up for a FIG "very much." Late registration is another reason students do not sign up for FIGs. Registration dates for international students largely keep them out of the FIG program.

- Students who *do* sign up for FIGs have many reasons for doing so (including meeting other freshmen socially and being advised to do so at summer orientation), but for many FIG students (about 40%), getting the classes they desired was a strong reason to participate in the FIGs. Finally, URM, EOP, and first-generation students were more strongly influenced in their decision

to sign up for a FIG than were other FIG students by the belief that being in a FIG would help them have academic success and identify a major.

- In general, students selected the particular FIG they chose because the classes seemed interesting or because the classes contributed to a major students had in mind.

- Nearly all students—FIG and Non-FIG/ALL—had visited the UW campus before attending the UW, but fewer than a fourth of both populations had ever performed UW library research prior to enrolling here.

- On average, FIG students expressed only slight concern in response to a list of potential challenges we presented to them. Even so, some interesting differences in the concerns of the groups we tracked emerged. For example in contrast to the rest of the FIG population, the top concern for EOP, URM, and first-generation students was financing their college educations. These three groups of FIG students were also more concerned about experiencing discrimination at the UW and about being able to handle the level of math required in college than were other FIG students. EOP and first-generation FIG students were also more concerned than the overall FIG population about being able to meet family obligations while still doing well in school, as well as about balancing job responsibilities with studies. Non-FIG/ALL EOP students seemed even more concerned than their FIG peers about balancing responsibilities; otherwise, their concerns were very similar to their EOP FIG counterparts. Finally, the second highest concern for non-resident FIG students (besides understanding the expectations for college writing) was homesickness, a concern rated significantly lower (16th) by the rest of the FIG population.

- FIG students reported that they believed their fall quarter classes would contribute to their UW educations, that they were excited about those classes, and that they expected to have frequent conversations with classmates about those courses. FIG students were only somewhat satisfied, on average, with the class options they had at registration.

- The optional final comments FIG students added to their pre-fall quarter survey were strongly positive.

Change over the First Quarter

- While most FIG and Non-FIG/ALL students reported that they had a group of friends at the UW before starting fall classes, both populations broadened their group of friends over the course of their first quarter in college, adding friends primarily from their living situations. For all the freshman groups we studied, social growth was linked with academic growth; "friends with whom I can study" and "friends with whom I share interests" were key aspects for students in forming new social groups.

- FIG students' thinking about what they might major in did not change much over the fall quarter, and students reported that the FIG program had the least influence among a group of influences on their thinking about their majors. In terms of majors, FIG students reported the most interest in the natural sciences, the social sciences, business, and engineering. However, FIG students expressed significantly less interest in the latter field than Non-FIG/ALL students.

- All freshmen, including FIG students, entered the UW with high expectations for their experience. Those expectations were not fully met for any freshmen. They hoped that they would gather

information about and have experiences that illuminated their academic futures, eased social growth, helped them find an academic focus, and identify ways to be successful academically. While the FIG students felt that the FIG seminar addressed their hopes about their social lives at the UW, they did not feel that the seminar adequately addressed their hopes for learning about their future academic paths or about academic success and focus very well. In contrast, the ALL program addressed students' hopes for learning about their future academic paths more strongly than did the FIG program. Students in FIGs with IWP writing links, EOP students, URM students, and students who were the first in their families to attend college were generally more positive about what their FIG seminars had delivered than were other FIG students.

- FIG students learned more about co-curricular activities and clubs from their seminars than other students learned in their first quarter at the UW, and they also increased their familiarity with UW campus resources and services more than did the ALL and Non-FIG/ALL students. In addition, FIG students participated in a number of activities (such as attending office hours, volunteering, joining a student organization, and attending a special talk or lecture) more frequently than did the Non-FIG/ALL or the ALL students.

- FIG students expected their courses to be slightly more challenging than they found them to be. The decline in FIG students' sense of the challenge level of their courses was somewhat inconsistent with students' responses to an open-ended question about what surprised them the most in their first quarter at the UW. When asked what had surprised them the most in their first quarter at the UW, FIG students indicated that the high level of challenge presented by their classes was the most surprising aspect of their experience. Non-FIG/ALL students' sense of the level of challenge they had experienced remained constant over the quarter, but their post-quarter estimate of the level of challenge was higher than that for FIG students. The ALL program students' estimates of the level of challenge their classes posed post-quarter were very similar to the level FIG students reported.

- There were few statistically significant differences between the responses to critical thinking questions from the FIG, Non-FIG/ALL, and ALL students. Students in the FIGs with IWP writing links reported more frequently connecting ideas across classes than did students in other FIGs, as did ALL students enrolled in writing links. Additionally, service learning FIG students were more likely than other FIG students to have critically examined their own views on a topic or issue.

- Students' sense of how diverse the UW was declined over time from a mean of 3.25 (out of 4) to 2.99 for FIG students, and 3.22 to 3.11 for Non-FIG/ALL students. In addition, the means for how much both FIG and Non-FIG/ALL students expected diversity to contribute to their learning, as well as for how much they valued that contribution slightly declined from the beginning of fall quarter to the end. Both groups valued the contribution diversity might make to their educations more than how much they expected diversity to contribute to their learning. These changes mirrored the changes UW SOUL students reported ten years ago. However, FIG and Non-FIG/ALL students began their UW experience with lower expectations for the contribution diversity might make to their learning and lower expectations for the value of the contribution of diversity to their learning than did the UW SOUL students ten years previously.

- FIG students found the UW campus to be slightly bigger, on average, than did their Non-FIG/ALL counterparts on the pre-quarter survey, but found the UW campus to be slightly smaller on the post-survey. Neither difference was statistically significant.

- By the end of their first week at UW most FIG students already felt that they were ready to succeed academically, part of the UW community, and that the UW cared about their success. The same was mostly true for Non-FIG/ALL students as well. The fall quarter experience appears to have had little effect on students' sense of success or of belonging. In fact, the strength of students' feelings declined slightly as they experienced their first quarter at UW. Finally, FIG students were slightly more satisfied with their decision to attend the UW than Non-FIG/ALL students, both at the beginning and at the end of fall quarter.

Assessment of the First-Quarter Experience

- The majority of FIG students either somewhat or strongly agreed that they were glad they had enrolled in a FIG (77.3%) and that they would recommend that students entering the UW in the coming year enroll in a FIG (76.7%). If students' responses to these two questions constituted a "grade" for the FIG program, that grade would be a "B."

- FIG students were strongly positive about their FIG leaders. If students' ratings were converted to the UW 4.0 grading scale, students gave the FIG leaders "grades" of about A-, on average.

- FIG students were generally not satisfied with the class components of their FIG seminar experience. If FIG students' evaluations of the learning value of their FIG seminars were converted to an overall grade on a 4.0 scale, the seminar would receive a grade of 2.16—or a "C." Students did not feel that the assignments in the seminar had contributed to their learning (particularly Go Post assignments, the research and reflection experience, and the Common Book), and the negative feelings students reported about aspects of the seminar in the quantitative part of the survey were mirrored in their open-ended responses to the question of what might improve the FIG program. Students' open-ended responses were largely a critique of seminar assignments, and students gave specific suggestions for changes they believed would improve the seminar.

- In terms of their fall quarter classes, more than half of the FIG students (54.5%) and close to half of the ALL students (47.8%) indicated that they would recommend those classes to future entering students not necessarily in a FIG or ALL.

- In general, FIG students rated the UW's overall climate at a 5.05 out of a possible 7, compared with a rating of 4.91 for Non-FIG/ALL students and 5.15 for the ALL program students. The UW climate evaluations of the Arts ALL and the Social Science ALL students differed quite a bit, with the Arts ALL students the highest evaluators of all groups at 5.48 and the Social Sciences ALL students the lowest evaluators of the 2009 groups at 4.86. All 2009 groups evaluated the general UW climate more highly than did the 1993 group from Tinto's evaluation of FIG program (4.74). Finally, FIG students were most positive about other students (5.39) and least positive about administrative personnel and offices (4.72).

Summary of FIG Program Type Results

Table 98 shows statistically significant differences between the four FIG program types and the overall FIG population. The table shows that students in FIGs with IWP writing links had a pattern of greater satisfaction with their FIG experience than did other FIG students, a result similar to that found by Tinto in the 1993 study of the UW's FIG program.

Students in the residential FIG program also reported generally higher satisfaction levels than others. However, their level of satisfaction was not as high as that of students in the IWP FIGs. Furthermore, the residential FIG program provided benefits to participants not available to students in the other FIGs, which may have contributed to the residential students' higher satisfaction levels. For example, students enrolling in residential FIGs were able to register early for classes and were guaranteed a room in a residence hall. In addition, the residential FIGs had access to in-residence tutoring and general advising in the evening, as well as more open access to their FIG leaders who lived in the dormitories with their students.

The IWP and residential FIG student populations were also different in some ways from the larger FIG population, as well as from each other. Except for a somewhat higher number of EOP students in the IWP FIGs and a slightly lower high school GPA on entry for IWP FIG students, the IWP students looked like the general FIG population. This was not the case for the residential FIG students, a population that was ethnically different from the general FIG population (more Asian students) and that entered the UW with higher SAT scores and more IB and AP credits than did other FIG students.

These differences in the residential FIG population —the availability of tutoring and advising in the dorms and the different ethnic and academic make-up of the group—may explain some of their differences in response.

Differences between the responses of the general FIG population and the EnviroLink and service learning FIG students were not as pronounced as differences for IWP and residential FIG students. In general, the EnviroLink students were less satisfied with their FIG experience than were other students (even though, based on EnviroLink survey results, they were very satisfied with the EnviroLink seminar part of the FIG experience). EnviroLink students were less happy than others with their fall quarter course options, which might explain why they were less satisfied with their overall experience than were others. The service learning students were also somewhat less positive about their FIG experience than were other FIG students; however, they reported higher expectations for diversity and more frequent critical examination of their own views on issues than did other students. The latter is likely a result of their participation in service learning. In addition, getting to and from volunteer experience and the addition of 20-40 hours of volunteer work to the first-quarter experience may have contributed to the less positive responses of this group to their FIG experience.

Table 98: Most meaningful areas of statistically significant difference across FIG program types

	IWP	Residential	EnviroLink	Service
Demographic	More EOP students	More Asian and out-of-state students	More Caucasian students	More Pacific Islander, URM, and EOP students
Academic	Lower HS GPA; higher fall quarter UW GPA; more with declared majors	Higher SAT; more IB/AP credits; fewer transfer credits; higher first-year UW GPA and credits	---	Fewer transfer credits; higher fall quarter GPA
Concerns upon entry	More concerned about focusing on social instead of on academics	More concerned about experiencing discrimination	More concerned about finding people like them and knowing where to find help with coursework	More concerned with handling the level of math required, balancing life and school, and staying focused on academics
Satisfaction with fall class options	More satisfaction	More satisfaction	Less satisfaction	---
How well seminar delivered on hopes	More satisfaction with FIG delivery of 27 of 33 hopes	More satisfaction with FIG delivery of 6 of 33 hopes; less with 3	Less satisfaction with FIG delivery of 9 of 33 hopes	Less satisfaction with FIG delivery of 6 of 33 hopes
Familiarity with UW resources and services	More familiarity with 9 of 14 resources and services; less with 1	More familiarity with 2 of 14 resources and services; less with 1	Less familiarity with 9 of 14 resources and services; more with 2	More familiarity with 1 resource; less with 1
Frequency of student activities	Discuss ideas and class with profs and TAs more often	Use writing or study centers, meet with non-departmental adviser, and speak with librarian more often	Visit departmental and other advisers and attend talks more often; discuss ideas and class with profs and TAs, used writing or study centers, and volunteered less often	Volunteer and speak with librarian more often
Critical thinking	More frequent connection of ideas across courses	---	---	More frequent critical examination of own views
Diversity	Higher expectation for contribution of diversity to learning	Higher expectation for contribution of diversity to learning; higher value of contribution	Thought UW more diverse than others	Thought UW more diverse than others; higher expectation for contribution of diversity to learning
Overall evaluation of FIG experience	Happier with decision to be in a FIG	Happier with decision to be in a FIG; more likely to recommend FIGs	Less happy with decision to be in a FIG	Less positive about value of GS 199 seminar
Evaluation of FIG leaders	More positive on 9 of 10 than others	---	Less positive on 3 of 10 than others	Less positive on 6 of 10 than others
Evaluation of FIG seminar components	More positive on 6 of 12 than others	More positive on 4 of 12 than others	---	Less positive on 1 of 12 than others
UW Climate	More positive about other UW students than others	---	---	---

Summary of Results for the Nine Student Groups

Table 99 shows the relationship between the responses of students in this study's nine student groups and those of the general FIG population. The table shows the following:

- There were pronounced differences between male and female students' experiences, but the two sets of experiences led to similar levels of satisfaction. Compared with their male peers, females entered the UW with more concerns (or a greater willingness to express concerns); had substantially different major interests; were slightly less familiar with resources and services; were somewhat less frequently engaged in activities; were somewhat less positive about what the FIG seminar had delivered; and felt less prepared for the UW experience. However, their level of satisfaction with the FIG experience and the UW in general was very similar to the level of male satisfaction with the first-quarter experience.

- EOP, URM, and first-in-family students had patterns of responses that mirrored each other's, and, indeed, there is considerable overlap across students in these groups. These three student groups were generally over-represented in the FIG program, and this likely had to do with the role college advisers played in encouraging them to sign up for FIGs. These three groups students had significantly greater concerns about financing their college educations than did other entering FIG students. Also, EOP, URM, and first-in-family FIG students had slightly different areas of major interest than other FIG students. Concerning the majors these groups were interested in, FIG EOP, URM, and first-in-family students differed substantially from their Non-FIG/ALL EOP, and first-in-family counterparts, who were three times as likely to be interested in engineering. In addition, all three groups became familiar with and frequently used resources and services designed to help them succeed, such as the IC, EOP advising, and the ECC/T, and perhaps because of those connections, they felt that the UW cared about their success more than did other FIG students. In addition, though some students in these three groups felt more prepared for college than other FIG students upon entry, by the end of fall quarter, none felt more prepared for college than did other students. Finally, in general, this group of students was more satisfied with their FIG experience than were other students.

- Running start students and students entering the UW with transfer credits were quite similar to other FIG students, except that they rated the challenge level of their fall quarter classes higher than other students and were somewhat less positive about the general UW climate than other FIG students.

- Students whose siblings or parents had attended the UW and those whose mothers had earned BA degrees or higher were, in general, somewhat less happy with their fall quarter experience than were other FIG students.

- Students paying non-residential tuition engaged in more activities, were more positive about their seminar experience, and felt that the UW cared about their success more than other FIG students did.

The pattern revealed by the analysis of the nine student groups suggests that students in each of these groups had slightly differing concerns about their first-quarter experience and FIG experiences that differed in subtle ways from each other. Results also suggest that the FIG program is doing a very good job of providing an experience that is particularly valuable to its URM, EOP, and first-generation participants.

Table 99: Most meaningful areas of statistically significant difference across nine student groups

	Male/ Female	EOP/URM/ 1st in fam	RunningStart/ Transfer	UWFamily/ Bach moms	Non-resident tuition
Concerns	Females rated 15 of 21 concerns higher than did males	More concerned about financing UW ed, experiencing discrimination, handling level of math, and meeting family obligations	More concerned about balancing school and job and making new friends	Less concerned about financing ed and finding other students "like me"	More concerned about homesickness, finding other students "like me," and understanding the expectations of college writing
Interest in majors	Males more interested in engineering, math, and statistics; females in social sciences, humanities, and social work; same for Non-FIG/ALL students	FIGs more likely to be interested in social sciences, humanities, and social work; Non-FIG/ALL more likely to be interested in engineering	---	---	Non-FIG/ALL non-residents were more interested in business than FIG non-residents
Seminar delivery of hopes	Females differed from males for 16 of 33 hopes; females thought seminars had delivered less of 13 of the 33 than males	More positive about how well the seminar had met their hopes: EOP for 23 of 33; URM for 11 of 33;1st in family 22 of 33.	---	Less positive about how well the seminar had met their hopes: students whose mothers had bachelors less for 26 of 33; those with UW family for 3 of 33.	More positive about how well the seminar had met 6 of their 33 hopes.
Familiarity with UW resources and services	Females more familiar than males with 2 and less familiar with 7 of 14 resources and services	Substantially more familiar with EOP advising, the IC, and ECC/T.	Transfers more familiar with 3 of 14 resources and services, including departmental advising	Each less familiar with 7 of 14 resources and services	More familiar with 4 of 14 resources
Frequency of student activities	Females engaged less frequently than did males in 4 of the 11 activities, including speaking with profs and TAs, librarians, and departmental advisers	All engaged more frequently than others in 3 of 11 activities, including meeting with departmental and non-departmental advisers and using a writing or study center	Engaged more frequently than others in 2 of 11 activities, including meeting with departmental advisers and visiting departments either face-to-face or online	Both less frequently met with departmental advisers; students with UW family engaged less frequently than did others in 4 of 11 activities, including meeting with Gateway advisers, joining a club, and visiting a writing or study center	Engaged more frequently in 10 of the 11 activities, including discussing ideas and class with profs and TAs, joining a club, visiting a writing or study center, discussing a grade received with a prof, and visiting an academic department
Challenge level of courses	---	---	Rated the challenge level of fall courses higher than did others	---	---
Critical thinking	Females tried to understand others' views and connected ideas across courses more frequently than did males	1st in family less frequently tried to understand others views than did others	---	Students whose mothers had bachelors tried to understand others' views more frequently than did others	Tried to understand others' views more frequently than did others
Diversity	Females had higher expectation for contribution of diversity to education and higher value for that contribution than others	Thought UW less diverse than others; higher expectation for contribution of diversity to education and higher value for that contribution than others	---		Thought UW less diverse than others; higher value for contribution of diversity than others

Table 99 (continued):

	Male/ Female	EOP/URM/ 1st in fam	RunningStart/ Transfer	UWFamily/ Bach moms	Non-resident tuition
How prepared students felt	Males rated their level of preparedness for college higher than did females in both at the beginning and end of fall quarter	URM students rated their level of preparedness for college higher than others only early in fall; 1st in family students rated their preparedness lower than did others at the end of fall quarter	---	Students with mothers with BAs rated their level of preparedness for college higher than did other FIG students both at the beginning and end of fall quarter	---
Students' sense of connection to the UW	Females felt more than males that the UW cared about their success at the beginning and end of the quarter.	URM students felt more belonging to UW community at the beginning of fall quarter but not at the end; all 3 groups felt UW cared about success more strongly than others at end of fall quarter	Transfers felt less like members of a smaller community at the end of the quarter than did others	---	Felt UW cared about their success more strongly than others at beginning and end of fall quarter
Overall evaluation of FIG experience	---	---	---	---	---
Evaluation of FIG leader	Males more positive than females on 1 of the 10 items; females more positive than males on two of the 10 items	EOP and URM students more positive on 1 of 10 items;1st in family less positive on 3 items and more positive on 1 of 10	---	Students with mothers with BAs less positive on 1 of 10 items	Less positive on 1 of 10 items
Evaluation of FIG seminar components	Males more positive than females on 1 of the 12 components; females more positive than males on 1 of 12 components	EOP students more positive than others about 12 of 12 components; URM students more positive about 5 of 12; 1st in family more positive than others about 11 of 12	Transfer students more positive than others about 1 of 12 components	Students with UW family members less positive on 1 of 12 components; students with mothers with BAs less positive about 9 of 12 components	More positive than others about 5 of the 12 components
UW Climate	Males less positive than females about faculty members and classes	EOP and URM more positive about admin offices than others; 1st in family less positive about campus climate and their own level of engagement	Running start less positive than others about other students and faculty members; transfer students less positive about admin offices than others	Students with UW family less positive about admin offices than others; students with mothers with BA degrees less positive than others about campus climate and their own level of engagement	---

Representatives from First Year Programs and UAA identified a list of faculty, staff, and administrators with whom we should speak about FIG program goals. We invited that group, as well as others, to speak with us, conducting a series of conversations with a total of 33 UW administrators (17), faculty (9), and staff (7), as well as one student leader in winter and spring quarters, 2010. Time constraints kept us from speaking with a greater number of faculty and with students.   The people with whom we did speak represented a good cross-view of the UW campus. They came from the Colleges of Arts and Sciences, Engineering, Business, and the Environment; from OMA/D and Student Life; from a range of departments, including the arts, engineering, humanities, social sciences, and sciences; and from the advising community, including the Gateway Center and departmental advising.   Details about the method we used to gather information can be found in the Methods section of this report.

The purpose of these conversations was to gather information on what different members of the UW campus believed was important for a first-quarter/first-year experience at the UW. Because our freshmen move from First Year Programs into every academic program and student life experience on our campus, we believed we needed to get a sense of what people outside UAA think about what may be critical information and experiences to give students as they enter the UW.

FINDINGS

Participants' responses to the two main questions we asked them underscored the importance of the FIG Program having a stronger academic orientation than it currently has, without abandoning its close attention to providing students with a sense of community and of belonging to the greater UW community.

We note here that throughout the conversations we conducted, faculty, administrators, and staff across the groups spontaneously brought up four topics that were outside the scope of our questions. These four topics were sometimes briefly mentioned and sometimes fully woven into the texture of the larger conversations. The four topics were:

- The admission of freshmen directly into majors, why departments and majors find this process advantageous, and the implications of that practice for freshmen programs and entering students' identities.

- Participants' own experience as college freshmen—what it was like for them "back then"—how they got "connected," usually into a field of study

- How capable UW entering freshmen are academically, even though they may not yet know much about the expectations we have for them or how to "do" college.

- The huge shift in academic expectations between high school and college, particularly the shift in the kind of thinking required of students, a shift away from memorization and information-gathering to critical thinking, problem solving, and argument.

Finally, although we did not ask for suggestions, participants in several conversations suggested that FIG program staff should speak with the Honors Program about its first quarter seminar for incoming students.

Participants' Previous Experience with FIGs and General Comments

At the beginning of each conversation, we asked participants to tell us about their previous experience with the FIG program.

The experience of participants ranged widely from a great deal of experience with FIGs to none at all. Some people had intimate contact with the FIGs either because they taught FIGs or they integrated FIGs into their programs; some had visited FIG seminar classes on occasion to speak about advising, an academic department, or their own work as faculty members; and others had no experience with FIGs. Several of those who had no experience with FIGs asked others in their programs/departments what their experience with FIGs had been and brought those views to the conversation.

There was some agreement across groups that most faculty and many administrators knew very little about the FIG program—what it does, its purpose, how it works. Several from both groups indicated that they believed the FIGs were organized in the pre-2000 version of the program, three courses plus a seminar arranged around interest areas.

In answering the question about their previous experience with the FIG program, participants also brought up negative and positive points, as well as perceived challenges, related to the FIG program.

Positive Comments about the FIGs

In terms of general comments, many of the faculty and staff with whom we spoke had positive things to say about the FIGs. Positive ideas that emerged from the general comments were as follows:

- All groups felt that the FIG program was valuable to entering students.

- FIG students often out-perform non-FIG students in the same class. One person said that they do well perhaps because they study together creating "a place where it's cool to learn" for each other.

- It is a good idea to give students a sense of belonging in smaller groups. This makes transition to the UW easier. Also, being in a small community helps students feel safe to talk about complex issues in class.

- With freshmen in a group together, the instructors of the classes in the cluster can capitalize on the common experience FIG students are having.

- The FIG seminars have improved because structure and guidance to FIG leaders have increased over the last few years.

- Foreign students find FIGs especially helpful.

Negative Comments about the FIGs

Ideas in the comments that were critical about the FIGs were as follows:

- The FIG seminars should have stronger connections with the academic courses in the clusters and a clearer academic focus, including the following:
    - "We need a different way of identifying the institution in students' minds. You can create different kinds of…academic communities that are also social."
    - FIG leaders should be juniors or seniors who at minimum have taken one of the classes in the clusters.
    - Departments should have some input into who leads the FIGs for their classes.
    - The "interest" part of the earlier FIG program needs to be brought back and linked into the academic courses in the cluster.
    - We need to bring more faculty experience into the freshman experience.
    - We need to help freshmen move away from memorization to a more critical-thinking approach to learning as soon as they get here. Faculty might be able to talk to them in the seminar or and begin to model this shift as it manifests itself in their own academic communities.

- Student engagement in the FIGs is sometimes a problem. Some students report that the FIG seminar is too easy, and some participants said that student engagement in the ALL program was greater than it was in the FIGs.

- The FIGs are not a good enrollment management tool. They can delay enrollments and cause problems for departments who have many classes listed as FIGs. They can also cause students to sign up in order to get into one of the classes in the FIG—which can lead to lack of engagement in the other class or in the FIG seminar.

- The purpose of FIGs is not clear: Are they a "useful tool for getting students into the big lectures? Or are we using FIGs to introduce students to classes they may not find on their own?" One participant said this about the purpose of the FIG program: "The goal for the program should be academic and social integration, as Tinto speaks about. FIGs give us the opportunity to do that and influence not only students staying but doing well."

- FIGs can create a kind of insularity that allows students to gang up on the instructor in a number of ways, including about grading.

- One person heard that minority students do not like FIGs.

Challenges for the FIG Program

Participants acknowledged several challenges to administering the FIG program, including changes. Ideas were as follows:

- The FIG program is complex, and there are many aspects to be tracked beyond the content of the FIG seminar—such as, the intentions of the staff, the selection and training of the FIG leaders, and the leaders' individual delivery of the program.

- The task of training student leaders is huge in itself.

- The student population has changed, with more students entering with AP or college credits. These students have trouble getting the classes they need from the current FIG program. The FIG program needs to change in response to this change. One person suggested that these changes are a reason to involve faculty and departments more fully in the FIG program.

- Students are being admitted to some majors as freshmen. This suggests earlier identification with some of the majors than there may have been when the FIG program began.

- There are more ways for students to form community now than when the FIG program began in the late 1980s. The program needs to understand these changes and accommodate itself to them.

What Should Freshman Experience and Learn in Their First Quarter/Year at the UW

We phrased this question to participants in a number of ways, sometimes focusing on the first-quarter experience and sometimes the first year. We prompted groups to think about both extended orientation goals and academic goals that the UW may have for students, as well as the goals that students bring themselves. Three strong themes emerged in response to this question. Those three categories of response were that students should learn about (in order of frequency):

- The academic community and their place in it
- The broader university community and its possibilities
- The self and self-care

In addition to these three areas of learning, a few participants mentioned some other areas also discussed below.

One question that came up in several of the conversations that should be kept in mind is this: What can a first-quarter student realistically be expected to absorb? In the words of one participant:

"Sometimes they can't absorb so much and they push back."

In addition, others noted that there are some things that entering freshmen may be more willing to absorb than others. For example, in speaking about helping students learn to live on their own, one participant said:

"I question how well you can teach them that. It has to be something they find out on their own. Some of that information may be valuable to students and some not, but I wonder how much of it students are going to heed anyway."

We should keep these questions in mind as we consider the following ideas about what freshmen should learn and experience

The Academic Community

The strongest theme across the groups was that students in their first quarter/year at the UW should learn about the academic community. Participants' responses in this category could be seen as taking four shapes, as follows:

- Forging early connections and engagement with the academic community at the UW

- Providing students with explicit information about academic expectations

- Identifying broad goals for college learning

- Fostering connections with faculty.

Early Connection and Engagement with the Academic Community. Participants' comments about students forming connections with the UW academic community were both broad and specific. Some felt that students needed to connect with a major or disciplinary home; others spoke of the importance of students becoming excited about any academic aspect of their first quarter/year at the UW—"an academic experience, a discipline, a faculty member." One faculty member said that early on students need "to have a sense of their place in the place—a growing sense of their academic and professional selves." Others characterized this as students knowing "what this campus can do for them."

Clarity about University Expectations. Many participants spoke of the importance of making university expectations clear to students. One participant characterized this as a different definition of "orientation," saying, "We should think about what the place they are entering *is* rather than trying to help them overcome what we are." Some said that clarifying university expectations for behavior and performance was particularly important in the first quarter, so that the playing-field for first-generation students would be similar to that for students whose parents had completed college. Several participants pointed out that, in the words of one participant, "We expect them to do more than they think they'll need to." While participants often spoke of such expectations in general terms, specific expectations that participants across groups felt needed to be conveyed to freshmen included:

- To understand that the skills that served them well in high school may not serve them here

- To know what we mean by studying—such as "staying up on things and coming to lecture with a question"

- To know that they are expected "to be actively intellectually engaged" in their work here

- To understand they are expected to be independent learners

- To expect difficulty and to know how to go to a place and ask for help. As one participant pointed out, often freshmen don't want to ask for help because "in high school you were successful if you never had to ask for help."

- To expect to have to advocate for themselves and to know how to do so

Early Connections with Faculty. Related to other things that students should learn about the academic community, participants also spoke of the importance of freshmen finding connections to faculty early. They mentioned that it was important for freshmen to get to know faculty and what they do. They also

noted that it was important to convey the message that students should not be afraid to approach faculty members one-on one. Participants noted that students had to be aware that, in the words of one participant, "Faculty aren't going to come to you, but you can go to them. That's not only okay but it's a way to maximize your experience here. You can't stand around and wait to be asked to dance." Furthermore, several participants noted that there are acceptable ways to communicate with faculty over email and face-to-face, and that students need to be informed about those practices.

Participants also felt that faculty would benefit by increased contact with freshmen. One participant spoke of the value both to students and faculty of faculty knowing students on a first-name basis by the end of the year. She said that: "If a student walks into a 400-person class, and the professor says, 'Hi Mark,' that changes how that student listens in that class."

Learning Goals*.* In addition to these more broad aspects of learning about the academic community freshmen are entering, participants also mentioned several learning goals for first quarter/year students. These learning goals identify the kind of academic community that participants believe that students are entering. Three goals for students' early learning were strong, crossing most groups. They were:

- Thinking critically (higher order thinking). The sense that incoming freshmen needed to know that thinking at the UW differs from that in high school was pervasive across groups of participants. One participant called it "the college problem." As one participant said, "They need to shift into a habit of critical thinking—to challenge what they read and hear. They need some demonstration of critical thinking in specific contexts from faculty." And as one administrator noted: "They should begin to take on some of the habits needed as scholars, [such as] thinking critically about texts, how they fit into what you think you know or what others are saying about a topic—putting their own analytical hats on when they confront a text. We need to introduce them to that, to set the standard in the first quarter."

- Understanding and practicing an inquiry-based approach to learning. Participants noted that the core of the academic enterprise at the UW was inquiry, and another pervasive theme across groups was that students needed to learn to ask their own questions. This idea was both linked to critical thinking and separate from it. As noted above, participants felt that students needed to evaluate and challenge information and ideas, but they also felt that students need to understand their own role as academic question-askers in the university community. In addition, participants felt that students needed to understand this role early on. As one participant said, entering freshmen need to "seriously engage with a question and with a context that provides them with where and why such a question might arise."

- Learning to be self-reflective*.* Participants across groups agreed that students should begin to have the tools for self-assessment and metacognition early in their first year at the UW. It is important to note that when participants spoke about self-assessment and reflection, for the most part, they spoke of these processes as academic tools, noting that self-assessment and reflection improve learning. One participant said that self-assessment allows students to analyze what they know and do not know honestly and carefully, which gives them direction for improvement. Another participant said that the first quarter should help students have "the tool

set in place or identified to do that honest self-assessment—how you do that. The first tool is to get over the embarrassment. That's a skill that you have to get comfortable with."

However, a few participants said that self-reflection is a skill that students acquire as they learn critical thinking skills, as this administrator noted: "Self-awareness is not necessarily a goal. If you are spending time teaching students to think critically about what they know, this will come. When you become a critical thinker, you actually do become self-reflective about your place in the world."

One or two participants also identified other goals for entering students' learning, as follows:

- Understanding the critical importance of good writing in a university setting
- Learning the habit of open-mindedness, "but with the understanding that all opinions are not equally valid"
- Learning how to learn. In the words of one participant, "That commitment to learning and what it means in the next 40 or 50 years of your life. What studentship is and how you learn it."
- Knowing about the UW library system and the library databases
- Beginning to learn how to carefully observe something—a text, a photograph, a performance, an experiment

The Broader UW Community

A second theme that emerged from participants' comments was that students in their first quarter/year should build their social communities and also begin to feel that they are a part of something bigger. This theme also crossed groups but was not as pervasive as the theme of learning about the academic community.

In the words of one participant, the first quarter should "help students find their people" by providing them with "a community rooted in a shared experience." One aspect of that experience, according to many participants, is that students understand "what is possible at the UW"—for example, "an interest outside the classroom, being serious about learning, undergraduate research, service learning." One participant said that we should help students understand that this is a huge university with many possibilities, asking students: "What might you do here?"

The Self and Self-care

 In addition to the more academic notion of self-assessment discussed above under "Learning goals," another theme that crossed groups was that students in their first quarter/year should become more aware of themselves, their goals, and their abilities. This theme was strongly felt by some participants, but it was the weakest of the three themes in terms of frequency. In terms of self-awareness and growth, participants said that students should learn to:

- Be open to difficulty and see it as positive

- Accept that it may take time to learn what they want to study. As one participant said, "If they have no clue what they want to be studying, that's okay. They will learn what they want to be studying as they go through the experience."

- Think of themselves as capable and as leaders as soon as they get here

- Figure out their goals and how the UW can help them meet their own goals

- Understand that their interests are welcomed and valued at the UW. In the words of one participant, coming to the UW is "such a disruption of who you are as a person, and we don't pay attention to that. We don't ask them what they want to do; we just tell them what they can do."

Another aspect of the self that several participants across the groups mentioned was the importance of self-care. These participants noted that students needed to learn what they needed to know to develop stress-management skills. In addition, they said that students should have information about how to cope with alcohol and drug-related issues, relationship issues, and health and wellness issues. Two participants spoke of the Harvard class on happiness[35] and how important it may be for students to learn how to be happy.

Other Areas for the FIG

In addition to noting that first year/quarter freshmen should learn about the academic community, the broader UW community, and themselves, a few participants identified the FIGs as important places for the following:

- Social development: As one participant said, there is a role for creating a climate where students can "cultivate their interests and develop their identities…we want them to develop as social beings, so there is a place for student life" in the FIGs. Others spoke of the needs to help students make their own decisions safely and to help students learn to live on their own for the first time.

- Contact with advisers: Two participants mentioned the importance of early contact with UW advisers.

- Enrollment management: Two participants mentioned the importance of the FIGs as an enrollment management tool and as a way to provide a captive audience that allows the UW to communicate with new students efficiently.

CONCLUSIONS FROM CONVERSATIONS

Conversations with selected faculty, administrators, and staff pointed to the following directions:

- The FIG program is valuable for entering students.

- Entering students are different than they were even 10 years ago, entering the UW with more credits and sometimes directly into colleges or departments. In addition, direct admission is likely to increase over time. These two changes suggest that students currently entering the UW have a

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[35] See Ben-Shahar, Tal. (2007) *Happier*. NewYork: McGraw Hill

somewhat clearer sense of purpose than they may have had previously. The FIG program needs to take these changes into account in its planning.

- The FIG program should serve as a stronger academic orientation to the UW than it currently is. That does not mean that the social values of the FIG program are not important, but that the FIG program should create, in the words of one faculty member, "academic communities that are also social." Participants suggested that connecting students to an academic area, topic, or set of possibilities might occur in a number of ways, including:
  - o Returning to the practice of grouping FIG courses around an interest area and hiring FIG leaders who have knowledge in at least one of the classes/majors in the cluster.
  - o Integrating more faculty participation into the FIG seminars.
  - o Helping students initiate or understand they should initiate connections with faculty early.
  - o Bringing conversations about the classes in the cluster into the FIG seminar.
  - o Helping students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve.

- The FIG program should also introduce students to the wide range of possibilities the UW offers for their experience here, opening up the campus to them, including the resources that can extend their academic learning experiences, such as service learning, research, internships, and study abroad, as well as the resources that can assist them in their classes, such as use of the UW library system, CLUE, UW departmental and Odegaard writing centers, Gateway and departmental advising, and faculty and TA office hours.

- Personal growth and self-care are important aspects of students' first year experience, and the FIG program could incorporate information about both and resources for help in these areas in the GS 199 seminar.

CHANGES IN HIRING, TRAINING, AND MONITORING FIG LEADERS

In fall, 2009, 137 UW students served as GS 199 peer seminar leaders for the FIG program. These students form a program within a program. Mostly juniors and seniors, the FIG leaders enroll in a spring quarter training course to prepare to lead their weekly FIG seminars in the fall quarter. They receive three academic credits for this work. Like the entering freshmen, the peer leaders—a group as large as many large-lecture courses on campus—are embarking on a new undergraduate learning experience, and UAA has an obligation to make that experience as valuable as we can for those students.

A valuable learning experience is important to the FIG leaders; it is also critical to the success of the FIG program, because the FIG leaders are key to student satisfaction with the FIG program. The critical role that the FIG leaders play can be seen in the "Survey Results" section of this report. As that section showed, students were very satisfied with their FIG experience but unsatisfied with the content of the FIG seminar. This apparent inconsistency is explained by the strongly positive response of students to their FIG leaders (Table 78). This positive result was not a 2009 anomaly; a quick glance through previous FIG student surveys administered by FIG program coordinators shows the same result. Students value their FIG leaders for their knowledge of the UW, for their warmth and openness, and for their willingness to help students navigate all aspects of their first quarter at the UW. It is likely that their interaction with their FIG leaders, as well as with their peers in their FIG sections, made them appreciate the FIG experience even while they took issue with seminar content.

HIRING AND TRAINING

The current FIG coordinators have given a great deal of thought to the hiring, training, and monitoring of the FIG leaders. Several years before the current FIG program assessment, FIG coordinators made changes in the hiring and training processes for the peer leaders. Changes to hiring included the following:

- Revising the FIG leader application (see Appendix I)

- Adding an interview step to what had previously been a selection process based only on a resume screening of applicants

- Identifying criteria for selecting the applicants to be interviewed

- Inviting a wide range of First Year Program and other staff to help conduct the interviews

- Pairing an "advanced" peer leader—one who had led FIG seminars previously—with the staff member conducting the interview

- Creating a shared set of questions for all interviews (see Appendix I)

- Creating a scoring system for interviewers to follow

In addition, several changes were made to the FIG leader training program. An overview of the training program is provided in Appendix J. Perhaps the most significant change made to the FIG peer leader

training program was the integration of returning FIG leaders into the training program. FIG coordinators enlisted the help of returnees to mentor small groups of new leaders as they moved through the quarter-long training program. Mentoring included the advanced FIG leaders evaluating the first-time leaders' syllabi and course plans, providing them with suggestions for revision. This added a second draft and revision step into new leaders' planning.

Another significant change that FIG coordinators made related to training was to standardize how credit was distributed across assignments. This standardization dramatically reduced the number of "incompletes" FIG leaders granted students in their sections and helped clarify expectations for students.

CHANGES IN MONITORING FIG LEADERS

While FIG leaders were monitored during their training by FIG coordinators and advanced FIG leaders, in fall quarter, the FIG program initiated a class observation program to increase monitoring during the quarter when new students were leading their seminars. In fall 2009, class observations were conducted by FIG program staff and the advanced FIG leaders, who observed 105 of the 137 FIG leaders. Advanced FIG leaders received training before they began the observations, which took place primarily between the fourth and eighth weeks of autumn quarter. The advanced FIG leaders were given an hourly stipend for their work in monitoring new leaders' classes, and their own FIG seminars were observed by FIG coordinators.

Program staff and advanced FIG leaders conducted observations unannounced and remained in the seminar session for minimum of 30 minutes. Observers kept track of their observations with a form (Appendix K) developed by the FIG coordinators and OEA, in order to ensure consistency across observations. Following each observation, observers met individually with the FIG leaders whom they had observed to discuss what they had noticed during their visits, as well as how the overall experience was going for the new FIG leaders. After their conversations with the FIG leaders, observers turned in their completed observation forms to the FIG program coordinators so that they could meet with individuals as necessary and forward the forms to OEA for analysis.

RESULTS OF CLASSROOM OBSERVATIONS

Advanced FIG leaders used the observation forms to take notes on about three-fourths of the 105 FIG leaders during fall quarter 2009. Table 100 shows how the observers rated various qualities of the FIG leaders they observed. As the table shows, the advanced FIG leaders were strongly positive in their assessments of what they observed. In nearly every category, the majority of FIG leaders were given the most positive rating ("very"). Although still high overall, the lowest ratings were given were for classroom management (a mean of 2.63 on a 3-point scale). Observers who noted they had "no chance to observe" the FIG leaders, usually dropped in on classes where students were giving presentations, guest speakers were giving talks, or the class was busy with small group work.

Table 100: Classroom observation, FIG leader ratings (n=105)

Does the FIG leader appear to be:	N/A No chance to observe	0 No	1 Somewhat	2 Mostly	3 Very	Means	SD
Responsive to student questions or requests?	8 (7.6%)	0 (0.0%)	0 (0.0%)	5 (4.8%)	92 (87.6%)	2.95	0.22
Respectful to all of the students?	3 (2.9)	0 (0.0)	0 (0.0)	7 (6.7)	95 (90.4)	2.93	0.25
Positive about the UW experience ?	11 (10.5)	0 (0.0)	0 (0.0)	8 (7.6)	86 (81.9)	2.91	0.28
Knowledgeable?	10 (9.5)	0 (0.0)	2 (1.9)	13 (12.4)	80 (76.2)	2.82	0.44
Engaged with the activity s/he is leading?	3 (2.9)	0 (0.0)	0 (0.0)	20 (19.0)	82 (78.1)	2.80	0.40
Comfortable in the leadership role?	1 (1.0)	0 (0.0)	6 (5.7)	21 (20.0)	77 (73.3)	2.68	0.58
Organized/prepared?	0 (0.0)	3 (2.9)	4 (3.8)	19 (18.1)	79 (75.2)	2.66	0.69
Maintaining good classroom management?	14 (13.3)	0 (0.0)	7 (6.7)	20 (19.0)	64 (61.0)	2.63	0.63

Observers were asked to explain any item in the table that received a score lower than a 2 ("Mostly"). Reasons for the three "no" scores under "organized/prepared"—the only "no" scores in the group--included last minute plan changes and a shortened class. FIG coordinators personally contacted these three FIG leaders after reading these results.

Reasons for the ratings of "somewhat" varied but included FIG leaders forgetting equipment, exhibiting nervous behavior, appearing to lack confidence, providing incomplete information, and being "talked over" by the students in the class.

Advanced FIG leaders were also asked to evaluate the levels of responsiveness and respect they observed in the classroom, again on a three-point scale. Table 101 shows results of those ratings. Again, ratings were strongly positive, with only one "no" rating for each item.

Table 101. Observation form, responsiveness ratings (n=96)

Were the students:	N/A No chance to observe	0 No	1 Somewhat	2 Mostly	3 Very	Means	SD
Responsive and respectful to each other?	1 (1.0%)	1 (1.0%)	4 (4.2%)	23 (24.0%)	67 (69.8%)	2.64	0.62
Responsive and respectful to the FIG leader?	1 (1.0)	1 (1.0)	4 (4.2)	28 (29.2)	62 (64.6)	2.59	0.63

In addition, observers were asked to rate how difficult the class appeared to be to manage. Table 102 shows the results of that question. As the table shows, most classes appeared easy to manage, with about 27% of them presenting some management challenges. This result is consistent with the results shown in Table 100; about a fourth of the FIG leaders had some difficulty with classroom management and about the same proportion of the classes appeared to be difficult to manage at times.

Table 102. Class management difficulty (n=104)

	1 Very difficult	2 Difficult	3 Sometimes difficult; sometimes not	4 Easy to manage	5 Very easy to manage	Means	SD
How difficult to manage does this group of students appear to be?	1 (1.0%)	4 (3.8%)	23 (22.1%)	38 (36.5%)	38 (36.5%)	4.04	0.91

The comments of the advanced FIG leaders on the forms were also very positive, consistent with the scores the observers gave to the new FIG leaders, as the following examples illustrate:

"[This FIG leader] is very well-prepared and comfortable in front of the group. She has no problem letting students know that they need to stop talking, and the lesson flowed smoothly from one activity to another…"

"This is a solid FIG leader. He is well-prepared and confident in his abilities. He has clearly taken his training to heart as was reflected in his well-run, organized class."

"The leader…connects very well with her students and it is evident that this has been a full, dedicated quarter of teaching."

"Wow! Heated and intense discussion!!! Love it! Students are super engaged!!! Students are participating NON-STOP! This is AMAZING! Students are so insightful! Linking info from lecture, personal experiences, media, etc. OMG, I am so moved! I could cry from happiness. Students are so invested in this discussion!!! They were even talking about diversity as they left the FIG class."

FIG COORDINATORS' EVALUATION OF THE MONITORING PROCESS

FIG coordinators provided the following list of the strengths of the monitoring process:

- The majority of FIGs were observed. The use of advanced FIG leaders as observers allowed more sections to be observed than would be possible when professional staff attempt to observe on their own.

- Instituting "unannounced" observations required the FIG leaders to be prepared for observers at any time. This likely provided increased incentives for them to be prepared every week.

- Observers gained insight into the breadth of activities taking place in Gen St 199 courses.

- The visits yielded useful data about the kinds of experiences students have in their Gen St 199 course.

- The observation protocol worked well and all observers found its content relevant, useful, and "user-friendly."

- The follow-up conversations allowed most of the new FIG leaders to receive one-on-one feedback about their instructional and classroom management skills.

- This process is easily replicable, and can remain in place as part of the FIG program's annual assessment.

- Hiring advanced FIG leaders to conduct the class observations provided them with a unique professional development opportunity, increasing the learning benefit to this group of students, in addition to their contribution to the new FIG leaders.

In addition, FIG coordinators noted limitations in this approach, as follows:

- Both the students in the FIG and FIG leaders may act differently as a result of having an observer in the room.

- Because each FIG leader was observed only once, the observations could not provide insight about individual FIG leader progress and improvement over the course of autumn quarter.

- For the same reason, classroom observations could not tell program staff what was happening during the other nine class sessions in each FIG. Therefore, this approach cannot catch all issues that arise in a program such as this.

- The observation process did not allow professional staff to be present during each follow-up conversation, so staff could not monitor the interactions between advanced and new FIG leaders.

- Staff had to rely on the feedback from the advanced FIG leaders to hear about the majority of FIGs.

CONCLUSIONS

The FIG program will provide a stipend for advanced FIG leaders for 2010-11 to assist with interviewing, training, and monitoring new FIG leaders and will re-evaluate these practices at the end of spring quarter, 2011.

CONCLUSIONS AND RECOMMENDATIONS

This section responds to the five assessment questions with which we began this study, presenting our conclusions and their related recommendations.

WHO ARE THE FIG STUDENTS?

As the student profile section of this report shows, the populations of the FIG program, the Non-FIG/ALL group, and the ALL program were quite different from each other. The FIG program included more ethnic diversity, as well as more EOP students than did the other two groups. More than two-thirds of the incoming under-represented minority student population enrolled in the 2009 FIG program. The ALL program included more high-performing students, in terms of test scores and AP credits, on entry than the FIG group included. The Non-FIG/ALL population included significantly higher percentages of students with transfer and running start credits, male students, students who had declared a major by winter 2010, and more international students than did the FIG program.

Levels of satisfaction and experience differed somewhat across these three populations, and differences could sometimes be attributed to the unique populations of each group, although what students reported that they hoped to experience and learn upon entry was similar. In general, all three populations were satisfied with their experiences and looking forward to the next quarter, with students in the ALL program reporting the highest levels of satisfaction—primarily because of the satisfaction reported by the Arts ALL students.

We were able to compare some of the satisfaction indicators for students in two FIGs that included two art courses with satisfaction items for students in the Arts ALLs, and we found that the satisfaction items for the Arts FIGs often matched those for the Arts ALL students. For example, while the ALL students, overall, reported being more glad they were in an ALL than their FIG counterparts reported for being in a FIG (3.36 vs. 3.08), this difference disappeared when looking only at Arts FIG and Arts ALL students. Both groups provided very high and similar mean ratings (over 3.5 out of 4.0). In some cases, the arts-focused FIGs were even more positive about their experience than the Arts ALL students were; for instance, they were slightly less likely to agree that their FIG experience would have been as valuable without the seminar than were their Arts ALL peers. This comparison of the arts-focused FIGs with the Arts ALLs suggests that students being grouped with others who share their interests may be a key factor in students' satisfaction with their experience.

Recommendations:

1. The good work that the FIG program is doing to coordinate with OMA/D and the EOP program should continue.

2. FIG program coordinators can increase international student participation in the program by holding some spots open until late in the registration period for these students and by making sure that international students know about the FIG program.

3. The FIG program can attract students entering with a number of transfer credits by offering more upper-level courses in the FIG course clusters.

4. The success of the two Arts FIGs, the FIG program's lack of appeal to students entering the UW with many incoming credits—a group that is growing among new students—as well as the conversations we had with UW faculty and staff suggest that more intentional clustering of courses in the FIG program would be useful. More intentional clustering would allow the FIG program to put the "interest" part of its title back into the program. It would also amplify the academic benefits of the social aspects of the FIG program. More intentional clustering would make it easier to match FIG leaders who have experience in a field with particular FIGs and, therefore, link seminar content more meaningfully with the classes in the FIG cluster. Finally, if classes were clustered more closely around interests, it is likely that students would be more satisfied with their FIG experience than they currently are.

IS THE FIG PROGRAM MEETING ITS OWN GOALS?

The FIG program had five goals for students, and the assessment study was able to gather data on all of those goals.

Students Feel That the UW Campus Is Smaller and More Manageable Than They at First Believed

When they arrived, FIG students found the UW campus to be slightly bigger than did their Non-FIG/ALL counterparts, but by the end of the quarter, the FIG students found campus to be slightly smaller than did the Non-FIG/ALL counterparts. Differences between the FIG and Non-FIG/ALL students were not statistically significant, but the pre- and post-quarter shift for the FIG students suggests that FIG participation may have contributed modestly to students' sense of the campus being smaller than they believed upon entry.

Students Reflect upon and Document Perceptions, Experiences, and Challenges of a First Year Experience

Opportunities to reflect were mostly given to students through the Go-Posts and other assignments in the FIG seminar, and students strongly disliked these elements of the seminar, noting that they were "high-schooly" and did not contribute to their learning. The FIG students' negative responses to the reflective work assigned in their seminars suggests that the program did not achieve this goal and raises questions about the value of this goal for the program.

Recommendation:

5. Revise the GS 199 FIG seminar. FIG students need to feel that the work they are doing in the seminar adds to their learning and academic success at the UW. Faculty, administrators, and staff need to know that the seminar introduces students to the academic life of the UW. We recommend that the FIG program identify learning goals for the seminar and create a curriculum that matches those goals, implementing, if possible, some of the following suggestions from students and the UW community members with whom we had conversations:

- Return to the practice of grouping FIG courses around an interest area and hiring FIG leaders who have knowledge in at least one of the classes/majors in the cluster.

- Integrate more faculty participation into the FIG seminars.

- Help students initiate or understand they should initiate connections with faculty early.

- Bring conversations about the classes in the cluster into the FIG seminar, including use of seminar time for group work for those classes.

- Help students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve.

- Connect more to campus resources, such as advising and study centers, than currently, including scheduling "field trips" to those resources during seminar time.

- Include more information about majors and choosing a major.

Students Know about Campus Resources and Strategies for Success

In terms of increasing students' awareness of campus resources, the FIG program met this goal. We asked students how familiar they were with 14 UW services and resources at the beginning and at the end of fall quarter in order to determine if they had learned about those resources during the course of their first quarter. FIG students rated their post-quarter level of familiarity with all 14 services and resources significantly higher than did the Non-FIG/ALL students. In addition, they rated their level of familiarity with nine of the 14 services and resources significantly higher than did the ALL program students. FIG students reported increases in familiarity with all 14 services and resources between their pre-quarter and post-quarter surveys, indicating that they were at least "slightly" familiar with most of the resources by the end of fall quarter. Students reported the greatest familiarity with the following:

- Office hours for professors and TAs
- CLUE
- Departmental advising
- Gateway Center advising
- Other study centers on campus
- International Programs and Exchanges
- Writing centers

In addition, FIG students reported participating in a number of activities significantly more often than did the Non-FIG/ALL students, including attending cultural events, attending special talks or lectures, discussing ideas with a professor or TA in office hours, and meeting with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser. FIG students also reported more frequently volunteering their time, joining a club or student organization, and speaking with a UW librarian than did Non-FIG/ALL students. In comparison with the ALL population, FIG students reported more frequently using a writing or study center, volunteering, and meeting with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser. These differences suggest that the FIG program is making a difference in helping students become familiar and engaged with campus resources.

It is less clear whether FIG students learned "strategies for academic success." When they entered the UW, students were, on average, close to "quite hopeful" to learn more about academic success and academic focus in their FIG seminars, but they reported learning just more than "a little" in this area. However, some strategies for academic success that the FIG seminar delivered for students were that it made them familiar with faculty and TA office hours; it helped them meet other students with whom they could study; it gave them information about resources that would help them succeed academically.

Recommendation:

6. Identify two or three "generic" strategies for academic success, gather current research and information on those strategies, and develop teaching modules for FIG leaders.

Students Learn About and Take Advantage of Opportunities for Involvement and Networking

Some opportunities for involvement were built into the FIG program by virtue of the courses in the FIG clusters. For example, FIG students tended to be more involved in volunteer work than other students, but the FIG students reporting volunteering were primarily in an English 121 class together, which was part of their FIG. English 121 requires its students to do 20-40 hours of volunteer work per quarter. Other opportunities for involvement are built into the FIG seminar, and FIG students were very positive about explorations that took them around and off campus. Also, their report of increased familiarity with clubs and activities, suggests that the FIG program is helping students become involved in campus life.

It is not clear what the program means by increasing opportunities for "networking." If the program means that it desires to help students increase the number of friends they have, as well as the sources from which those friends come, then the program can be said to be doing very well with this goal. FIG students reported a broader group of friends from a number of sources by the end of the quarter.

Students Learn How to Navigate Institutional or Campus Academic Culture, Including the Requirements of College Level Work, Faculty Expectations, and Protocol

Other than putting students in situations where they have ready-made study groups—a significant benefit of both the FIG and the ALL programs—the FIG program does not add value that we could discern to students' understanding of institutional or academic culture, the requirements of college level work, or faculty expectations. When first-quarter FIG students make progress in these areas, that progress is likely caused by the classes they are experiencing, rather than by FIG program components.

Recommendation:

7. Unpack the goal of helping "students learn to navigate institutional or campus academic culture, including the requirements of college level work, faculty expectations, and protocol" to see what aspects of institutional or academic culture the FIG program is capable of delivering and how it might deliver it. The faculty, staff, and administrators with whom we talked felt strongly that letting students know about the new academic community incoming students were joining was an important part of the first-quarter experience. They hoped that the FIG program would help students initiate or understand they should initiate connections with faculty early; help students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; help students understand the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and help students understand the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve. Perhaps the program could identify which of these values it might reasonably address, given the program's parameters.

The FIG Program Helps Manage Enrollment

Preliminary analysis of FIG cluster offerings (Appendix A) and the decrease in the number of FIGs because of changes in the Mathematics Department suggest this goal needs review. However, we gathered no information in this study regarding this program goal.

Recommendation:

8. Identify the ways the FIG program both serves and does not serve departmental enrollment needs and determine whether it wants to or should serve those functions.

Other Goals

The FIG program assessment revealed benefits to students that were not accounted for in the program's goals, as follows:

- Social benefits. Students in the FIG program made friends and felt more socially at home in their first quarter than students in the Non-FIG/ALL program. These social contacts also yielded academic benefits, because students got class notes from their new FIG friends, studied with them for exams, helped each other think about and engage with ideas in their shared classes, and identified differences between the high school and college academic experiences. Furthermore, the diversity present in the FIG program gave students contact with students whose backgrounds and experiences differed from their own but whose dreams for their lives were similar. Acknowledging this contact, students in the FIG program reported that their seminars had provided them with "opportunities to interact with students who were different from themselves—in race, ethnicity, ideas, or background." Also, FIG students broadened their group of friends from more sources than did other students, which further increased the diversity among their friendships. Research shows that diversity benefits learning, and this study showed that students value the contribution diversity can make to their learning. The FIG program's social benefits, thus, translate to learning benefits.

- Emotional/sense of belonging benefits. FIG students were happier with the UW climate than were Non-FIG/ALL students. The only group happier with the UW general climate than the FIG students were the Arts ALL students, a group that was unique, as we have pointed out previously. In addition, the FIG students were more satisfied with their decisions to attend the UW, felt more like members of the UW community, and felt more like members of smaller academic communities both at the beginning and end of fall quarter than were Non-FIG/ALL students. Students who feel happy at and welcomed by a large institution, such as the UW will have an easier time adjusting to the new learning demands they face. Thus, helping students feel happy that they are at the UW and helping them feel that the UW welcomes them are important accomplishments of the FIG program, ones not currently mentioned in the FIG program goals.

- Mentorship benefits. FIG students were extremely happy with their FIG leaders, as were the ALL program students with their student leaders. Even the FIG students' high level of dissatisfaction with the content of the FIG seminar that was delivered by their FIG leaders did not dim their approval of those leaders. Providing students with an advanced student whose guidance they trust is significant accomplishment of the FIG program and speaks well for the selection process the program has put in place for getting FIG leaders.

Recommendation:

9. When considering the program's goals, include the considerable benefits the FIG program confers on its participants, including the social, emotional/sense of belonging, and mentorship benefits of the FIG program that this study confirmed. (See also recommendation #11.)

HOW DO STUDENTS IN THE FIG PROGRAM EVALUATE THEIR EXPERIENCE?

FIG students' satisfaction level with their overall FIG experience was the equivalent of a grade of "B"; their satisfaction with their FIG leaders was the equivalent of a grade of "A-"; and their satisfaction with the content of the FIG seminar the equivalent of a grade of "C." In addition, when asked if they would recommend the courses they had taken in their FIG clusters to next year's entering students, half of them (54.5%) said "yes"; around 10% said "no." Roughly 75% of all FIG students also indicated that they were glad they had enrolled in a FIG and were willing to recommend that future students do so as well. Finally, as noted in the "UW Climate" section of the report, students were more positive than negative (a mean of 5.05 out of 7) about their overall experience in their first quarter.

Of the four types of FIGs, students in FIGs with IWP writing links had a pattern of greater satisfaction with their FIG experience than did other FIG students, a result similar to that found in Tinto's 1993 study of the UW's FIG program. In addition, EOP, URM, and first-in-family students also tended to rate their experience in the FIG program more positively than did others.

Results from the study suggest that students in the FIG program are satisfied with their experience, but they are not strongly positive about the FIG seminar. One key to improving that experience, therefore, seems to be revising the content of the FIG seminar. Students' hopes for what they would experience in their FIG seminars and their open-ended comments about what they hoped to learn while at the UW suggest that they want a stronger academic experience that first quarter than the FIG experience currently provides.

The IWP pattern in the FIGs was strong enough to suggest that students' satisfaction with their FIG experience was enhanced if they were in a course configuration that included an IWP writing link.

In terms of their overall experience at the UW fall quarter, FIG students rated four of the six UW climate items significantly more positively than did the Non-FIG/ALL students, including other students, administrative personnel and offices, general campus climate, and their own engagement. Overall, FIG students' ratings of campus climate were slightly lower than that of the ALL students, but that difference was largely due to the strong positive responses of the Arts ALL group. The results on overall campus climate suggest that even though the FIG students have some complaints about the FIG program, their participation in that program has a generally positive influence on how they experience the UW in their first quarter here.

Recommendations:

See recommendations 4 and 5.

10. Include as many IWP FIGs in the FIG program as possible.

ARE THE CURRENT GOALS FOR FIGS THE "RIGHT" GOALS?

The goals listed on the FIG website do not match well with the goals that students brought with them as they entered the UW, nor do they match the direction that the faculty, staff, and administrators with whom we spoke would like to see. Furthermore, the goals do not match with some of the major accomplishments of the program itself.

Recommendation:

11. Revise the FIG program's goals. Include the full experience the program can offer students when undertaking this revision, thinking about the classes in the FIG groupings, the kinds of students who sign up for FIGs, the contribution of the FIG leaders to the FIG experience, the learning goals of the FIG seminar, and the broader learning benefits afforded by the program.

HOW WELL DO CURRENT STRATEGIES FOR MONITORING
PEER FIG LEADERS WORK?

The monitoring system implemented in 2009 was beneficial in helping the program spot clear problems, and the comments of the advanced student observers on the observation forms showed that they took the monitoring task seriously.   The scores on the forms were very high, suggesting that the advanced FIG leaders were generous in their judgments, and it is clear that it is impossible to evaluate a FIG leader's overall performance with such a brief observation. Even so, there is some promise in this approach for both the FIG leaders who were observed and for those who completed the observations. The observations were unannounced, so leaders were observed conducting a normal lesson they had planned, and conversations between new leaders and the more experienced observers gave the new FIG leaders a check-point in the middle of their teaching.

Recommendation:

12. Recognizing that in a program as large as the FIG program, where more than 100 students are leading thousands of undergraduates, no monitoring system will be able to catch all problems before they occur, the program should again use the observation system in 2010 and then reevaluate.

SUMMARY OF RECOMMENDATIONS

1. The good work that the FIG program is doing to coordinate with OMA/D and the EOP program should continue.

2. FIG program coordinators can increase international student participation in the program by holding some spots open until late in the registration period for these students and by making sure that international students know about the FIG program.

3. The FIG program can attract students entering with a number of transfer credits by offering more upper-level courses in the FIG course clusters.

4. The success of the two Arts FIGs, the FIG program's lack of appeal to students entering the UW with many incoming credits—a group that is growing among new students—as well as the conversations we had with UW faculty and staff suggest that more intentional clustering of courses in the FIG program would be useful. More intentional clustering would allow the FIG program to put the "interest" part of its title back into the program. It would also amplify the academic benefits of the social aspects of the FIG program. More intentional clustering would make it easier to match FIG leaders who have experience in a field with particular FIGs and, therefore, link seminar content more meaningfully with the classes in the FIG cluster. Finally, if classes were clustered more closely around interests, it is likely that students would be more satisfied with their FIG experience than they currently are.

5. Revise the GS 199 FIG seminar. FIG students need to feel that the work they are doing in the seminar adds to their learning and academic success at the UW. Faculty, administrators, and staff need to know that the seminar introduces students to the academic life of the UW. We recommend that the FIG program identify learning goals for the seminar and create a curriculum that matches those goals, implementing, if possible, some of the following suggestions from students and the UW representatives with whom we had conversations:

   - Return to the practice of grouping FIG courses around an interest area and hiring FIG leaders who have knowledge in at least one of the classes/majors in the cluster.

   - Integrate more faculty participation into the FIG seminars.

   - Help students initiate or understand they should initiate connections with faculty early.

   - Bring conversations about the classes in the cluster into the FIG seminar, including use of seminar time for group work for those classes.

   - Help students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve.

   - Connect more to campus resources, such as advising and study centers, than it currently does, including scheduling "field trips" to those resources during seminar time.

   - Include more information about majors and choosing a major.

6. Identify two or three "generic" strategies for academic success, gather current research and information on those strategies, and develop teaching modules for FIG leaders.

7. Unpack the goal of helping "students learn to navigate institutional or campus academic culture, including the requirements of college level work, faculty expectations, and protocol" to see what aspects of institutional or academic culture the FIG program is capable of delivering and how it might deliver it. The faculty, staff, and administrators with whom we talked felt strongly that letting students know about the new academic community incoming students were joining

was an important part of the first-quarter experience. They hoped that the FIG program would help students initiate or understand they should initiate connections with faculty early; help students understand UW goals for student learning including the requirements of critical/analytical thinking in all classes; help students understand the importance of question-asking and inquiry as a means of learning, even for students just entering the UW; and help students understand the importance of reflecting on experiences, successes, and failures as a necessary practice that allows learning to occur and improve. Perhaps the program could identify which of these values it might reasonably address, given the program's parameters.

8. Identify the ways the FIG program both serves and does not serve departmental enrollment needs and determine whether it wants to or should serve those functions.

9. When considering the program's goals, include the considerable benefits the FIG program confers on its participants, including the social, emotional/sense of belonging, and mentorship benefits of the FIG program that this study confirmed. (See also recommendation #11.)

10. Include as many IWP FIGs in the FIG program as possible.

11. Revise the FIG program's goals. Include the full experience the program can offer students when undertaking this revision, thinking about the classes in the FIG groupings, the kinds of students who sign up for FIGs, the contribution of the FIG leaders to the FIG experience, the learning goals of the FIG seminar, and the broader learning benefits afforded by the program.

12. Recognizing that in a program as large as the FIG program, where more than 100 students are leading thousands of undergraduates, no monitoring system will be able to catch all problems before they occur, the program should again use the observation system in 2010 and then reevaluate.

Beyer, C.H., Gillmore, G.M., and Fisher, A. T. 2007. *Inside the Undergraduate Experience: The University of Washington Study of Undergraduate Learning.* San Francisco: Jossey-Bass

James Irvine Foundation. December, 2005. "Unknown" students on college campuses. (http://www.irvine.org/publications/by_topic/education.shtml).

Rothstein, J. M. (July-August 2004). College performance predictions and the SAT. *Journal of Econometrics, 121(1-2)*, 297-317.

Tinto, V. and Goodsell, A. 1993. A longitudinal study of Freshman Interest Groups at the University of Washington

APPENDIX A
UW Freshman Interest Group (FIG) Evaluation:
Preliminary Information

Catharine Beyer and Nana Lowell
July 2009

INTRODUCTION

The purpose of this report is to present preliminary information to Dean and Vice Provost Ed Taylor to inform decisions regarding a potential assessment study of the UW's Freshman Interest Group (FIG) Program. Information was gathered through conversations and interviews with individuals knowledgeable about the UW FIG Program or similar programs at other institutions, and by reviewing materials ready to hand. We describe the reasons for the study, an overview of the program's history, an analysis of the current FIG clusters, some of the national context, responses to Dr. Taylor's opening questions, and important additional questions that came up during this preliminary process. We end with a summary of recommendations for assessment.

IMPETUS FOR AN ASSESSMENT STUDY

In Spring 2009, Dean and Vice Provost Ed Taylor asked the Office of Educational Assessment to conduct an evaluation of the FIG Program. Dr. Taylor emphasized that an assessment of the FIG Program should identify what is working, as well as what is not working, so we can provide a framework for determining what should be included in a FIG cluster and what should not. He believed the framework should include a focus on learning communities, and be rooted in research on student learning, what we know of best practices, and our own goals for students as they enter the UW. It is in the context of this direction that we present an initial assay of the FIG terrain before defining a formal assessment process.

OVERVIEW OF THE FIG PROGRAM'S HISTORY

The UW Freshman Interest Group Program offers clusters of courses for first-quarter enrollment for entering freshmen. A cluster usually consists of two courses in unrelated disciplines linked by a FIG seminar (GS 199). The seminar is led by an undergraduate student (peer leader). Approximately 70% of freshmen who enter UW during autumn quarter enroll in a FIG.

Modeled after a University of Oregon program that began in 1981, the FIG Program was created in 1987 with close to 100 students in four FIG clusters. At that time, a FIG cluster consisted of three five-credit courses (one of which was a writing course) within a designated "interest area" or theme, and one single-credit seminar (GS 199) led by an undergraduate peer. Each FIG enrolled a cohort of 20-25 students, and each peer leader was responsible for two FIGs. In its early years (1987-94), the program was directed by Ken Tokuno in his role as A&S Director of Special Undergraduate Programs.[36] He had the help of a graduate student coordinator and assistance from CIDR for training peer leaders.[37]

The FIG Program was transferred to the Office of Undergraduate Education (now Undergraduate Academic Affairs) in the early 1990's and was subsequently directed by Michaelann Jundt (1994-99), Jason Johnson (1999-2004), and Grant Kollet (2004-present). Each of these program directors has had significant support from Ken Etzkorn of the UAA Dean's office in selecting courses and forming them into

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[36] Tinto, V. and A. Goodsell (1993) *A Longitudinal Study of Freshman Interest Groups at the University of Washington.* National Center on Postsecondary Teaching, Learning, and Assessment, University Park, Pennsylvania. Ed 368 269.
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/15/69/3f.pdf

[37] Michaelann Jundt interview, June 23, 2009

FIGs. The program is currently staffed by Steve Oliver (Director of Learning Communities) and Becky Francoeur (FIG Program Director).

Since 1987, the FIG Program has grown from four FIG clusters serving fewer than 5% of the incoming freshman population to 136 clusters, serving about 70% (approximately 3000 students) of the incoming student population. The most dramatic growth occurred in about 2000, when Dean George Bridges requested that the program be expanded to serve as many incoming students as possible. The increase in the number of FIGs resulted in significant changes to the program.

Table 1 contrasts aspects of the FIG Program before and after its dramatic expansion. As shown in the table, program staff:

- Eliminated the thematic or "interest" label for each cluster

- Dropped the writing course as a required component of each cluster

- Decreased the number of courses typically offered in clusters

- Increased the number of credits provided by the GS 199 seminar

- Decreased the total number of credits provided by the FIG cluster

Table 1. Changes in the FIG Program, 1987-2009

Program Features	1987- 1999	2000-09[38]
"Interest" grouping	Courses grouped by theme	No thematic/interest grouping
Writing component	Always included as third course	Sometimes included as second course
Number of courses within FIG	3 courses	2 courses
Credits from GS 199 Seminar	1 credits	2 credits
Total credits from FIG cluster	16 credits	12 credits

UW FIG PROGRAM 2009

The 135 FIGs scheduled for fall quarter, 2009[39] are comprised of 75 unique courses (excluding GS 199). Many courses are included in multiple FIGs, resulting in 280 course offerings. The pattern for about 77% of the FIG clusters is two courses and a FIG GS 199 seminar, for a total of 12 credits.

Pattern of Course Offerings

As shown in Figure 1, the vast majority of FIG course offerings are drawn from A&S (GS 199 has been excluded.) Engineering, the iSchool, the College of Built Environments, the School of Forest Resources, and the Honors Program are minimally represented. Missing from this group is the Business School, one of the largest undergraduate academic majors the UW offers.

Roughly half of all departments with undergraduate majors offer at least one course in a FIG cluster, and the disciplinary distribution of FIG courses is roughly similar to that of majors from which A&S students graduate. A&S awards 70-75% of UW undergraduate degrees and, according to Paul LePore (previous A&S Assistant Dean), approximately equal numbers of students graduate with degrees in science/math, social sciences, and arts/humanities. As shown in Figure 2, science/math is most strongly represented in FIGs (36.4% of courses offered), followed by combined arts/humanities and composition courses (35%). Social science is somewhat underrepresented (25% vs. ~33% of degrees), and approximately 5% of FIG courses are offered in other disciplinary areas.

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[38]	In addition to the "standard" FIG clusters described in Table 1, the current FIG Program offers several variations, discussed in the section entitled UW FIG PROGRAM 2009.
[39]	A complete list can be found online at http://fyp.washington.edu/figs/search/.
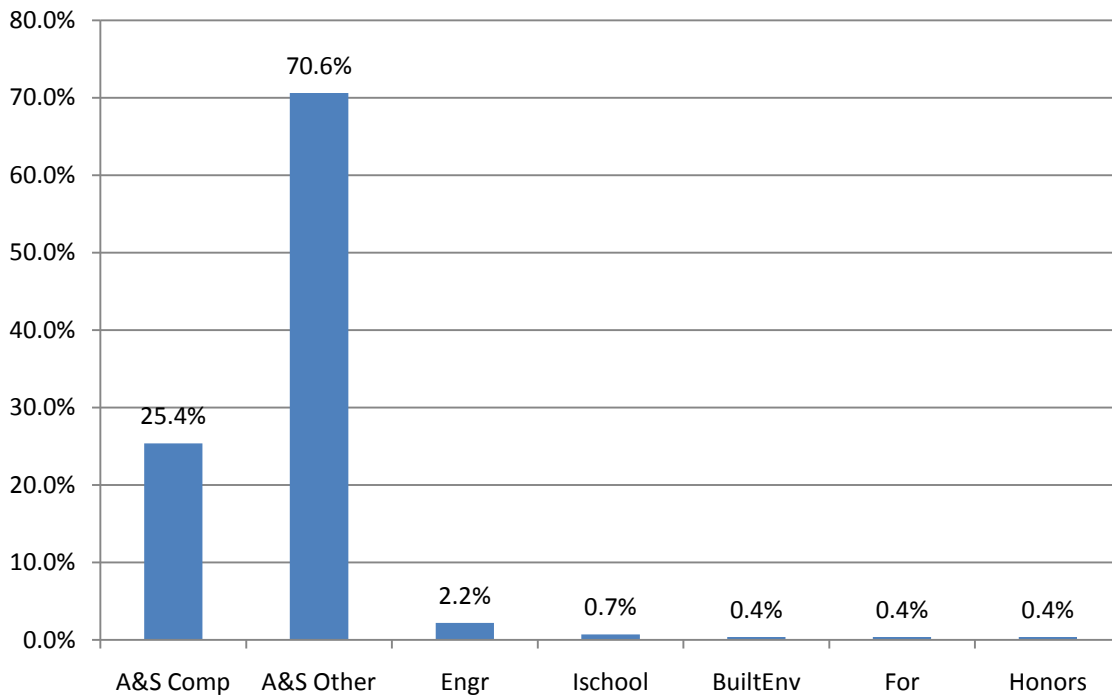
Figure 1. FIG Courses by College and School (N=280)

Although 2009 FIG course clusters incorporate 75 different courses, the majority (two-thirds) of these courses are included in only one or two FIG clusters. Figure 3 shows the number of sections of each course offered as part of a FIG in 2009. As the figure shows, English 131 (in 32 FIGs), Chemistry 142 (in 29 FIGs), and Psychology 101 (in 21 FIGs) are the courses that most frequently appear in FIG clusters. English 131 is a 22-student class, which is the most frequently taken of a number of composition courses (English 109, 111, 121, 131, 197, 198, 199) that fulfill the UW's general education composition requirement. Three of these composition courses, English 197, 198, and 199, are specifically linked to one of the other courses in the FIG cluster. FIG clusters that included such writing links were identified by Tinto as creating the strongest learning communities in the FIG Program. Chemistry 142 is a large-lecture class with TA-led lab sections. Psychology 101 is a large-lecture class with no TA-led sections
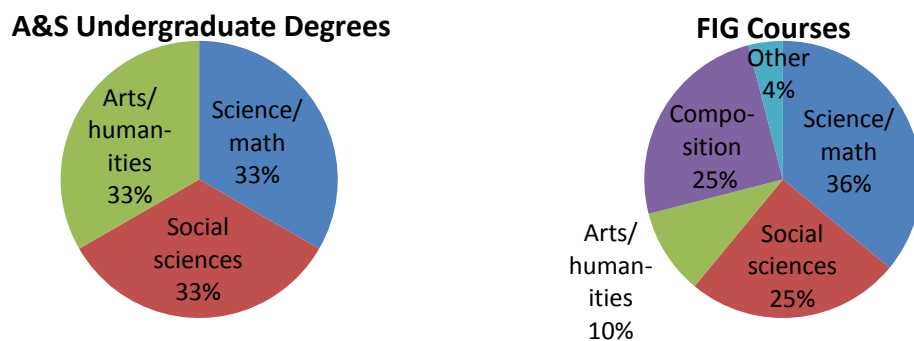
Figure 2. FIG Courses and A&S Degrees by Disciplinary Area

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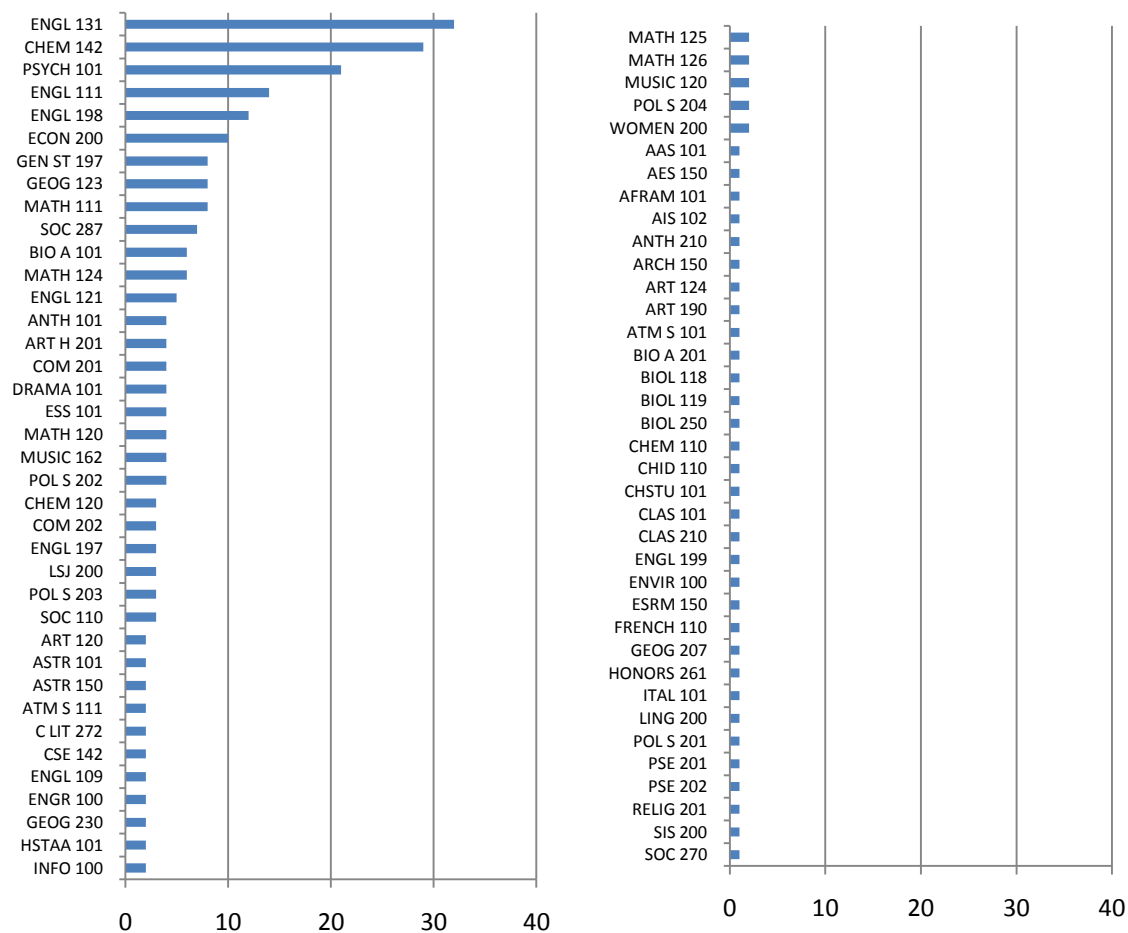
Figure 3. FIG Courses (N=280)

Variations from the Two-Course Cluster Pattern

While most of the FIG clusters follow a "two-course plus FIG seminar (GS 199)" pattern, close to 23% represent one or more variations of that pattern, as follows:

Residential FIGs. The FIG Program offers six residential FIGs (4% of all FIGs), which differ from others in these ways:

- Students can enroll before their official registration time and are guaranteed placement in the courses in the FIG, as well as residence in Lander Hall. The early-enrollment method was offered to ensure that the spaces held in Lander could be accounted for early on in the registration/freshman housing cycle and as an incentive for students to fill the residential FIGs.

- Three courses—Chemistry 142, Economics 200, and Communication 201—are offered in two of the residential FIGs each; four of them offer English 131 as the second course in the cluster, and two offer English 111. These patterns essentially expand the potential "learning communities" to 40+ students, rather than the 20+ in typical FIGs.

- Tutoring for Chemistry is provided in Lander.

- FIG seminar leaders are all seniors who have taken or are majoring/minoring in one of the courses in the cluster.

FIGs with "Interest" Labels. While no longer widely used, some FIGs do retain "interest" labels, as follows:

- "Multicultural" FIGs. One GBLT and all ethnic studies course offerings carry the following label: *"MULTICULTURAL: This MULTICULTURAL FIG is intended for students who are interested in participating in a learning community that is organized around ideas of identity and diversity."*

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While some kind of notice might be important to include in the GBLT FIG, which appears to be intended for GBLT freshmen, it is unclear why this notice appears on all FIGs related to courses in American Ethnic Studies but not on other courses that may include multicultural content. Interestingly, FIG administrators say that the multicultural FIGs are the last to fill. The "multicultural" FIGs include:

- o A GBLT FIG that includes a one-credit freshman seminar (GS 197) with the FIG (13 credits)
- o A FIG that includes an African American Studies class
- o A FIG that includes an American Indian Studies class
- o A FIG that includes an American Ethnic Studies class
- o A FIG that includes an Asian American Studies class
- o A FIG that includes a Chicano Studies class

- "Exploring the Environment" FIGs. Five FIGs with courses in various disciplines that could be connected to environmental issues offer students the option of taking a freshman seminar (GS 197) with their FIG cluster, entitled "Exploring Environmental Majors," for a total of 13 credits.

- "Cinema Studies" FIG. One cluster includes a cinema studies class (Comp Lit 272) and an Atmospheric Sciences 111 course.

- "Pre-Architectural" FIG. One cluster includes Earth & Space Sciences 101 and Math 111.

- "PSE" FIG. One cluster includes courses in Pulp and Paper Sciences.

In addition to those labeled and aimed at specific interests, two FIG clusters are offered with Engineering 100, but do not carry any titles. If we include the untitled "Engineering" FIGs, 16 of the FIGs retain the old "interest" focuses.

Disciplinary FIGs. Both of the courses for two of the FIG clusters offered for fall 2009 are in the same discipline—Art. Those configurations are:

- Art 120 and 190
- Art 120 & 124

Service Learning FIGs. At least five of the FIG clusters include an English 121 course, which is a composition class that includes a service-learning experience—usually tutoring in the public schools.

FIGs with Three Courses Plus a FIG Seminar. Four of the FIGs offer three courses, as well as the GS 199 seminar, offering varying credits for each as follows:

- Chem 142, Classics 101, Engl 121, 14 credits
- Chem 142, Math 124, and Engineering 100, 17 credits
- Chicano Studies 101, English 131, and Psychology 101, 17 credits
- Chem 142, Pulp and Paper Science 101, and Pulp and Paper Science 102, 11 credits

Honors FIG. The FIG Program offers one honors FIG, which includes an honors course and a math course, as well as the GS 199 seminar.

The GS 199 Seminar

In 1992, Barefoot created a typology of five distinct seminar types, which is still used today by the National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina[40]. The seminar types Barefoot identified are:

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[40] Tobolowsky, B. F., Cox, B. E., Wagner, M. T., eds. (2005). *Exploring the Evidence: Reporting Research on First Year Seminar, Volume III.* National Resource Center for The First-Year Experience and Students in Transition, Columbia, SC: University of South Carolina.

- Extended orientation seminars focused on college survival, transition, and student success via an introduction to campus resources, time management, academic and career planning, learning strategies, and student development.

- Academic seminars with uniform content across sections focused on an academic theme or discipline and including skills components, such as critical thinking or writing.

- Academic seminars with variable content focused on academic themes that vary section by section.

- Pre-professional or discipline-linked seminars focused on preparing students for the work of a major, discipline, or profession and usually taught within specific departments.

- Basic study skills seminars focused on basic academic skills, such as note-taking.[41]

Since the beginning of the FIG Program, the GS 199 peer-led FIG seminar has been an "extended orientation" seminar, although these seminars have sometimes drawn connections to one of the courses in the cluster, with peer leaders bringing faculty teaching a course in the cluster into the seminar to speak with students, for example, or taking students on a tour related to one of the courses in the cluster.[42]

Seminar content. The five themes that all peer FIG seminar leaders must incorporate into their GS 199 lesson plans and that form the basis for the GoPost assignments that FIG freshmen must complete are:

- Student transition to college

- Academic opportunities, support, and enrichment

- Campus involvement and citizenship

- Health and wellness

- Diversity, tolerance, and social justice

In addition to GoPost participation, students in the FIG seminar are expected to:

- Complete a mini-research project involving the common book

- Attend a performance or visit a cultural center together

- Attend an academic event, such as an academic talk, together

- Explore a UW club or civic experience on or off campus that is new to them

- Reflect on their fall quarter experience

Recent modifications. Becky Francoeur has made recent changes to improve the GS 199 FIG seminar. These changes were designed to provide a degree of standardization across the seminars as a way to make sure that all freshmen were receiving similar benefits from the seminars, while still allowing peer leaders to maintain a level of freedom to design and teach their own courses. Working with Grant Kollet and Steve Oliver, she has:

- Created and implemented an interview process for 200 applicants

- Integrated returning FIG seminar leaders as volunteers into the interview, training, and evaluation processes for new FIG leaders

- Created five shared content areas for the GS 199 seminars and developed notebooks of lesson plans for each area that new FIG leaders can use as they develop their own lesson plans

- Created and monitored use of a scoring rubric for seminar assignments that determines which students have fulfilled requirements for credit and which have not

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[41]   Barefoot, B. O. (1992). *Helping first-year college students climb the academic ladder: Report of a national survey of freshman seminar programming in American higher education.* Unpublished doctoral dissertation, College of William and Mary, Williamsburg, VA.

[42]   Information about FIG seminars from Becky Francouer (July 13, 2009) and previous FIG seminar leaders

- Modified the FIG seminar training assessment process so that it is consistent with goals and areas of focus

These changes in hiring, training, credit-granting, and assessment processes for GS 199 have improved both those processes and accountability in the FIG seminars.

Program Assessment

The FIG Program was evaluated formally in 1993 by Vincent Tinto and Anne Goodsell. Tinto and Goodsell began a longitudinal evaluation of the FIG Program in 1991 and produced an assessment report on that work in 1993. The report showed that participation in FIGs offered "a modest, though non-trivial benefit to its participants" in the areas "of positive views of students, the campus climate, one's own involvement in the UW," higher first-year GPA, and "increased persistence into the second year. In addition, the study found that "participation in the Writing Link[43] FIGs yields the greatest academic benefit to students."[44] Since then, the FIG Program staff have evaluated the FIG seminar leaders training program and freshman satisfaction with the seminar. However, no formal assessment of all aspects of the program has been conducted since Tinto's evaluation in 1993.

Grant Kollet, Director of First Year Programs and supervisor of the FIG Program, said that the growth of the FIG Program has been "organic" with change growing naturally out of the needs of the moment and the interests of the Deans and directors.[45] That well describes the history of the program's development. Although influenced by literature on student development about what freshman need in order to feel at home at large university and confirmed in that by positive student evaluations and the always-increasing numbers of students enrolling in FIGs, the FIG Program does not seem to have ever been intentionally shaped by the literature on learning communities or by a process of ongoing assessment and evidence-based improvement. In fact, the comprehensive assessment conducted by Tinto and Goodsell in 1991-93 was celebrated but its findings were never used.

However, although the program has not undergone formal assessment since 1993, the program does regularly ask FIG seminar leaders to assess their training and experience as GS 199 leaders, and program directors use that information to shape future training. The program also asks students to evaluate their experience in the FIG Program and uses information from those evaluations to shape the content of subsequent FIG GS 199 seminar. Information on those two surveys is included in the section entitled "Dr. Taylor's Questions."

NATIONAL CONTEXT

The National Resource Center for The First-Year Experience and Students in Transition at the University of South Carolina regularly conducts surveys of first-year seminar programs in the U.S. and Canada. In 2006, 968 (36.6%) of 2,646 institutions invited to respond completed the Center's seventh national survey.[46] Without indicating how results divide across institution type—which are large public institutions and which are small private institutions—survey results indicated:

- Close to 58% of responding institutions offered "extended orientation" seminars. Several institutions offered more than one kind of seminar.

- The two most frequently reported objectives for the seminars were to "develop academic skills" (64.2%) and to extend orientation regarding campus resources and services (52.9%).

- More than half (50.8%) were administered through the office of academic affairs; 12.9% were administered through student affairs offices.

- The three most important topics noted were study skills (40.8%), critical thinking (40.6%), and campus resources (38.1%).

- More than 75% of the responding institutions offered their seminars for either one or three credits.

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43 English 197, 198, 199
44 Tinto, ibid., pp iii-iv
45 Meeting with FIG administrators, June 29, 2009
46 Survey results were found at http://sc.edu/fye/research/surveyfindings/survey06.html.

- About 82% gave students letter or number grades in the seminars.

- Only 19.4% did not require the freshman seminar for any group.

- About 35% linked first-year seminars to one or more courses.

- About 90% reported that faculty members led the seminars; about 8% said undergraduate students led the first year seminars.

- More than 60% indicated that they had conducted formal evaluation of their programs since 2003. Evaluation results applicable to first-year seminars noted by the study include persistence to the second year (43.4%), satisfaction on a number of variables, improved persistence to graduation (17.8%), and improved GPAs (17.6%).

In addition to these survey results, the monograph, *Exploring the Evidence: Reporting Research on First-Year Seminars: Volume III*[47] summarizes freshman seminars offered in 35 colleges and universities in the U.S. and Canada. Of these 35, ten were public, four-year institutions with student populations above 17,000; we gathered these examples, as well as four more, into a table that can be found at the end of this report. The table makes it clear that for large public institutions, there is no universal model for FIG programs or seminars. Each of the versions at the fourteen different institutions differs from the others with little overlap.

As the 2006 survey results and the table show, the UW's FIG Program fits into the national picture of "anything goes." It is both similar to and different from the broad trends in freshman seminar programs represented in the survey results and the table. Like many other programs, the UW's FIG Program is primarily an "extended orientation" model, with a focus on providing academic support and a deeper orientation to the UW experience. Also like many of the programs, the UW's program is administered by its office of academic affairs—UAA.

However, unlike most of the other programs, the UW program does not offer its seminar for one or three credits. Students do not receive letter or numerical grades for completing the FIG seminar, and no group of freshmen is "required" to take the seminar. In addition, unlike other FIG seminars, the UW does not offer the seminar as a stand-alone course. It does not use faculty to lead the seminars. Finally, the UW's FIG Program, unlike many others, does not routinely evaluate the impact of the program on students' later experience, particularly persistence and first year GPA.

Freshman seminars and FIG-like programs seem shaped entirely by the priorities and values of the institutions in which they find themselves and they change with changes in those priorities. The UW's program is no exception.

ANSWERS TO DEAN TAYLOR'S QUESTIONS

Dean and Vice Provost Ed Taylor began this inquiry into the FIG Program with a series of questions. Those questions, their answers, and related recommendations are included in this section of the report.

Are FIGs serving students the way we'd like them to be doing?

The answer to this question depends on whether one believes that a program for entering freshmen should focus on familiarity with the university and its resources or should focus on entering freshmen as new learners in the academic community. While it does not seem that these two beliefs must be at odds, FIG-like programs across the country rarely blend them.

Extended orientation and learning community type FIGs emerge from competing visions of what incoming freshman most need to learn and do as they enter university life. Extended orientation programs believe that the transition from high school to college, especially to large R1 campuses like the UW's, is difficult, and incoming freshman need to be made to feel comfortable. Their purpose is to provide a general introduction to living on a college campus and the resources available to make that experience successful. At large campuses, the purpose of extended orientation programs is often to break down the size of the campus into smaller social units, as well.

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[47]   Tobolowsky et al., eds, ibid

In contrast, learning community-oriented programs believe that the transition from high school to college is challenging because the learning in college differs dramatically from the learning students experienced in their high schools. Thus, the purpose of such programs is to bring entering students into the academic life of the campus—the courses and majors and the ways that disciplinary practice shapes them. These programs hope to orient freshmen to what it means to learn in college. Usually, learning community models require more participation from faculty than do extended orientation models.

The College of Arts & Sciences would like the FIG Program to adopt more of a learning community model or to include in the FIG GS 199 seminar more learning community components; the FIG Program favors the extended orientation model for the GS 199 seminars and suggests adding a freshman seminar to some FIGs, as the program has done with "environmental" FIGs, in order to give students more information on majors.

Recommendation 1: Continue the conversation with the College of Arts & Sciences and the departments most frequently represented in the FIG clusters—as well as other schools and colleges in the UW—about ways to integrate a focus on courses/majors more closely into the FIG seminars, while still retaining the orientation aspects of the seminars that students find useful.

What is the quality of the experience for students?

FIG Program staff care deeply about the quality of the FIG experience for incoming students, and they have sought and used information from students and FIG peer leaders about how to improve the FIG seminar. One way the program has sought information about students' experience is through the FIG Program Student Survey, which is administered every year at the end of the FIG Program to the freshmen in the program. The survey's focus is on the FIG seminar, and not on the courses in the FIG configuration or the relationships between them.

The 2008 survey appears to have about a 33% response rate, and students' evaluations of their experiences were generally positive. About 80-90% of the respondents reported positively about their FIG leaders and about the FIG experience providing them with peers with similar interests, giving them a sense of college-level expectations, and offering them the chance to form a small community within the larger context. In contrast about 80% did not like the common book experience, a response that Becky said the program has seen consistently.[48]

In addition, about two out of five of the respondents were either neutral or negative about whether their FIG enabled them "to begin developing an academic plan of classes and/or possible majors to explore in future quarters"; close to half of the respondents were either neutral or did not feel that the FIG seminar research and discovery project helped them increase their knowledge of library resources or feel more comfortable knowing where to find materials and help in the library. About a third of the respondents were either neutral or did not feel that the FIG Program gave them enough opportunities to explore campus and Seattle and reflect on their first quarter experience in ways that were meaningful.

When asked in an open-ended question on the survey "what was not covered in GS 199 that you would have liked to see included," the following seem to be the most frequently mentioned, with 2, 3, and 7 dominating the others:

Information about:

1. Athletics
2. Classes – the range and variety/what's good and what's bad
3. Clubs and other campus activities and how to get involved
4. Grading – how the UW does it
5. How to study
6. IMA and intramurals
7. Majors –what they are and how people experience them
8. Scholarships
9. Study abroad
10. Have more:
    -- Excursions/field trips/getting to know campus
    -- Group events/experiences/time

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[48]   Email from Becky, July 20, 2009

It is wise to remember when reading both positive and negative survey responses that these are likely to be the first "evaluation" of their own academic experience that students have ever done. Also, first quarter freshmen do not know what they need to know or what it might be possible to know, which also affects their positive and negative responses. With those caveats in mind, the student evaluations suggest that students are satisfied with most aspects of the FIG seminar, but there are places where the seminar might add or subtract components. Becky is aware of those results, and she responds to them by working with the program pieces. In response to comments on the common book and research and design projects, for example, Becky worked with librarians to create an assignment that pulls the two together.

Recommendation 2: Revise the Student Survey so that it is able to capture more detailed information about the program, as well as the variations in the program (e.g., value added by the residential program, effects of combining a freshman seminar with a FIG cluster).

Recommendation 3: Revise the survey FIG leaders complete and conduct focus groups with them about their experience at the end of the program.

What are the staff perceptions of the program?

It is important to keep in mind that the FIG Program is educating two groups of students: the 135 FIG student seminar leaders and the 3,000+ freshmen who sign up for FIG clusters. Both groups require time, attention, and evaluation. It is also important to keep in mind that when FIG Program staff speak about the FIG Program, they are usually only talking about the FIG seminar. The other two courses in the cluster are outside their purview, even though FIG Program staff work with Ken to create those clusters.

Grant and Becky are proud of the program. FIG staff have done a great deal to make the FIG seminars a strong extended orientation model, within time and monetary constraints.

At the same time, Becky and Steve expressed the desire to revisit the idea of themed FIGs. In addition, Steve and Grant spoke of the promise of adding a "majors" or "disciplinary area" focused seminar to one or more of the FIGs, as a way to accommodate the Arts & Sciences desire to integrate a stronger "learning community" focus into the FIG Program.

Both Grant and Becky believe the FIG Program is constrained by the small operating budget that it has, and Becky feels that the FIG Program would be improved if returning FIG leaders were given a small salary to play an official and more deliberately crafted role in the hiring, training, and monitoring of FIG leaders.

Recommendation 4: Pay the current returning eight FIG leaders a small stipend to conduct at least one drop-in classroom observation per week. Furthermore, explore ways to institutionalize this process as part of the FIG Program.

Recommendation 5: Engage in open-ended conversations with FIG staff about ways to bring the courses in the clusters into the seminar experience and pilot some.

What part of the focus of the FIG seminar is on orientation and what part on learning?

The focus of the FIG seminar is orientation. Part of that focus is called "academic support"— orienting students to resources available to amplify and aid student learning.

What is a community and what constitutes a learning community?

In a phone conversation with Emily Lardner, Director of the Washington Center for Improving the Quality of Undergraduate Education, Dr. Lardner said that "the research shows that making connections between the social and academic lives for students is what makes first year programs so powerful." She also said that, regarding those connections it, looked to her as though "the FIG Program is not taking full advantage of the structure it has set up for itself."[49] She noted that she had worked with staff from the UW FIG Program a year or two ago, specifically on making connections across social and academic domains, but that there appeared to be barriers to doing so. Further, Jean Henscheid, Director of First Year Programs at the University of Idaho, noted that while students learn generic things about resources and navigating the campus from the type of program in place at the UW, what they learn about the academic shape and practices of the institution is limited or "accidental."[50]

Learning communities may take several shapes, as Figure 4 illustrates, from a model in which one course (e.g., a writing class, such as offered by the Interdisciplinary Writing Program) links itself to the work of the other class to models where two or three courses work together to coordinate student learning in the multi-course experience .
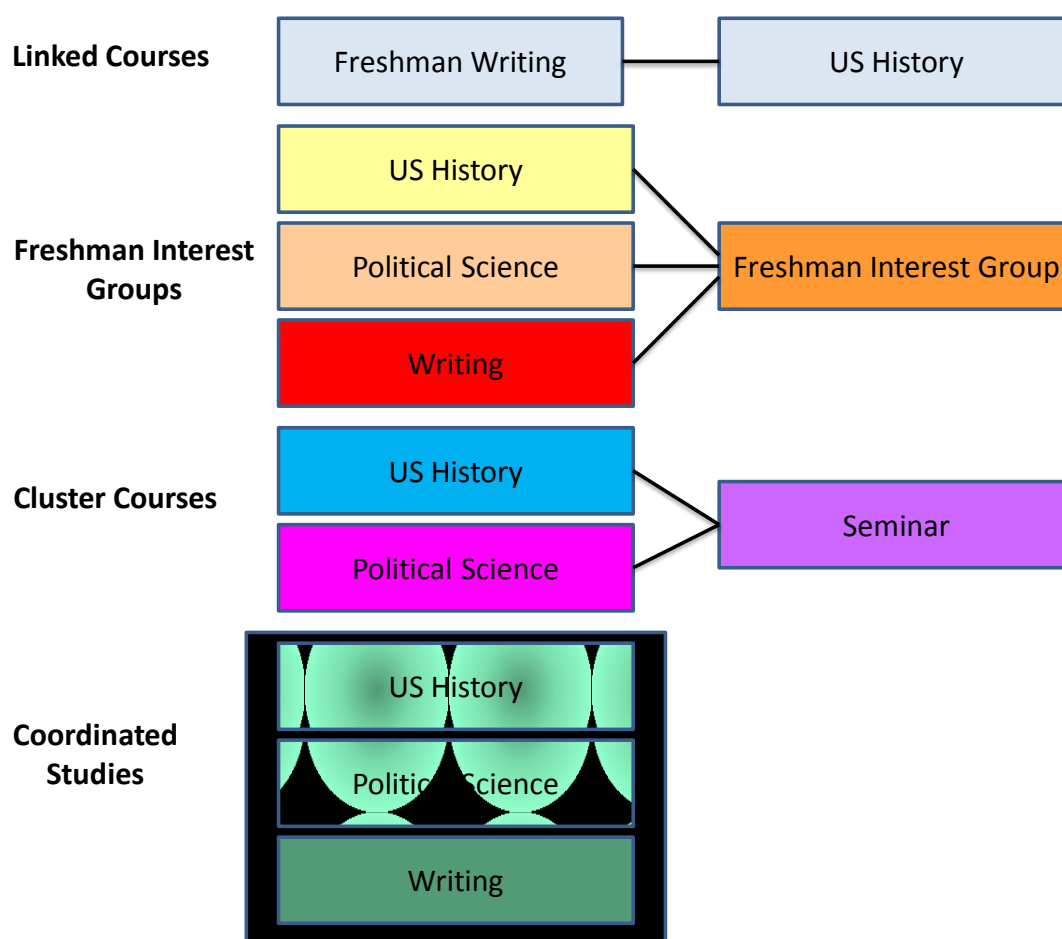
Figure 4. Common Types of Learning Communities[51]

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[49] Emily Lardner phone interview, July 8, 2009
[50] Jean Henscheid phone interview, June 9, 2009
[51] Source: Engstrom C. & Tinto, V. (2007). *Pathways to Student Success: The Impact of Learning Communities on the Success of Academically Under-Prepared College Students.* Final report prepared for the William and Flora Hewlett Foundation. Located at *http://www.hewlett.org/what-we-re-learning/library.*

The argument that learning community advocates make is that the social benefits of creating a smaller group of students on the larger campus accrue as soon as you pull that group together and keep it together over a period of time. Therefore, programs can and should aspire to do more than ease the social transition for students. Once they are in these smaller groups, there are learning opportunities created by that structure that will help students sort out the culture of the academic institution. Often, learning community advocates argue that one role a FIG seminar should play is to help students connect the ideas, methods, or practices of courses or disciplines in the cluster.

The University of Oregon's (UO) program—the original model for the UW's FIG Program—is the classic example of such a learning community. In 2000, UO moved away from its extended orientation FIG Program aimed at persistence and retention to one "more about the academic aspect of entering the University of Oregon."[52] Dr. Marilyn Linton, a Germanics professor and Associate Vice Provost for Undergraduate Studies at UO, co-leads the FIG Program with another faculty member. UO's FIG program includes two, four-credit lecture-style courses that fulfill general education requirements. Courses such as precalculus and English composition are not included in the clusters because, according to Dr. Linton, students will choose those courses on their own anyway, and UO expects students to choose one or two courses in addition to the FIG cluster. UO's FIG clusters include a seminar called "College Connections" led by one of the faculty members teaching one of the lecture-style courses in the cluster, assisted by a peer leader. The purpose of the College Connections seminar is to draw some parallels between the two courses and to engage students in some kind of project or activity that illuminates the discipline in some way. The seminar class carries one credit, and it counts as an overload for faculty who are paid $2,000 to lead one. Most faculty repeat their participation in the FIG Program year after year. The FIG peer leaders help the students with their social transition to campus. According to Dr. Linton, the peer leaders lead study groups, create study events, put on pizza parties with the professor, and so on. From 2000, under this model the FIG Program at UO increased from 47 clusters to 64 last year. The program serves about 47% of the incoming students and sections are 98% full.

The examples of seminars in the UO FIG clusters described by Dr. Linton show that learning communities do not always ask students to forge connections *across* disciplines. Some learning communities are designed to help students gain a deeper understanding of one area of knowledge.

Recommendation 6: Send Becky Francoeur to spend a day at UO to speak to Dr. Linton, sit in on a few of the FIG seminars, and observe a program dramatically different from their own.

What are the advantages and differences between having a general learning community as a start to the UW experience and a departmental community, such as direct admits into majors have?

The answer to this question also depends upon whom we ask. Those arguing for direct admission to majors would point to the benefits of that policy, noting that once students enter their majors, they join a community that is both academic and social. Direct admissions advocates also point out that academically, departmental communities are organized around shared interests, shared language, and a set of shared practices. This language and set of practices can be learned most easily when one is immersed in them, just as it is easier to learn Spanish language and culture in Spain than in U.S. classrooms. Learning is social—something research is becoming more certain of—so with shared learning, nothing social is lost.

In addition, we know that students get higher grades as majors than they do before they are in their majors, even though the courses they are taking are presumably more challenging at the junior/senior level than at the freshman/sophomore level. Therefore, allowing students direct admission into a program might influence how seriously they take their academic work and raise first- and second-year grades. We also know that many of the students who leave the UW at the end of their second year here, do so because they did not get into their chosen majors, which indicates that a desire for a specific major often trumps a familiar social setting.

Finally, those who support direct admissions would note that students want to learn about departmental communities early in their time at the UW. For example, when we asked students in their first quarter at the UW what the most important things they wanted to learn at the UW were, the most frequently given

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[52]   Conversation with Marilyn Linton, July 20, 2009

response, mentioned by more than a third of the UW SOUL students interviewed in their first quarter was "knowledge in a specific field."[53] Their responses, however, often indicated confusion about how those "fields" operated at the UW.

Those in favor of general learning communities would say that such communities also have positive effects on students. They might note that because of the effects of the FIG Program's general introduction to the UW, freshmen return to the UW in the second year at higher rates than they do at most R1s, and they are positive about their UW experience. Staff who support extended orientation FIG models also point out that first-quarter freshmen may not be ready or able to take in information about disciplinary practice or majors. Freshmen are enthusiastically all over the place and doing serious work on their own identities and growth away from their families and long-time friends. Grant Kollet argues, for example, that talking to freshmen about majors and disciplines might be better placed in their second or third quarter at UW, rather than their first.[54]

OTHER ISSUES

Some important questions were raised in our conversations with FIG staff that were outside the main questions we were considering.

Who Are the FIG Leaders and Who Aren't They?

One issue brought up by FIG staff was the question of who could afford to be FIG leaders and how well the demographic and academic backgrounds of the leaders matched those of the incoming freshmen. The College of Arts and Sciences has also raised questions about the class standing of the FIG seminar leaders. Another question raised in conversation with FIG staff was the question of who opts out of the FIG Program and how many credits FIG participants actually end up taking in their first quarter.

Recommendation 7: Conduct demographic and academic comparisons of FIG leaders to applicants who are not selected as leaders.

Recommendation 8: Conduct demographic and academic comparisons of freshmen who take FIGs and those who do not.

How Should We Serve Students with Many Credits Who Enter the UW as Freshmen?

A second issue raised by FIG staff was the question of how to provide effective FIG clusters for running start students who enter the UW with one or two years of academic credits or with many AP credits and are, therefore, not interested in the clusters we typically offer. Becky Francoeur noted that these populations of students are growing.

Recommendation 9: Track the number of students in these groups, create FIG clusters appropriate for them, and pilot.

The TrIG Program

The TrIG Program led by Namura Nkeze is not part of the conversation about the FIG Program, but we believe we need to mention a few aspects of the program. As Namura Nkeze is designing them, the TrIGs in course clusters (5) will include an exploration of the major that the courses in the cluster represent. She has already spoken with departmental advisors about their involvement in those clusters and has made connections between them and the TrIG seminar leaders a priority. In addition, she has focused two of the four stand-alone TrIG seminars on disciplinary areas—humanities and social sciences—and is working to connect the seminars to those areas. The TrIG program that Namura is shaping looks very similar to the Arts & Sciences FIGs. We have encouraged Namura to speak with Kevin Mihata in Arts & Sciences, so that they both know about what the other is doing.

Recommendation 10: Work with Namura Nkeze to design a TrIG participant assessment survey that she can administer at the end of her program.

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[53]   Beyer, C.H., Gillmore, G.M., Fisher, A. T. (2007). *Inside the Undergraduate Experience: The University of Washington's Study of Undergraduate Learning*. San Francisco: Anker/Jossey-Bass., p.69
[54]   Conversation with Grant Kollet, July 23, 2009

ASSESSMENT RECOMMENDATIONS

Our overarching recommendation is that the UAA determine what kind of a freshman program it wants, with input from other UW units, particularly A&S, the unit with primary responsibility for UW's general education program. Becky Francouer's initial question—"Are our goals for the FIG Program the 'right' goals?"—is excellent, but the answer to that question depends upon institutional values, as well as on research about what students need in order to succeed in college. In addition, the answer to that question depends upon the institution's financial commitment to first-quarter programs.

In our conversation with Dean and Vice Provost Ed Taylor, he said that the FIG seminar should be experienced as different from high school, noting "If the FIG Program is the front porch for UW students, there needs to be a conceptual gap between what happened in high school and what happens there.[55]" He identified three important assumptions about the program:

- Even if distantly connected, the FIG seminar should have some connection with the other courses in the FIG grouping. For example, students might be asked "What kinds of questions is each course asking?" "How does it go about answering them?"

- The FIG Program should include experiences for students that cross over into the first year.

- The FIG Program should create values around the academic and cultural experiences that students can expect to have at the UW.

Those assumptions suggest some kind of blended FIG Program that include elements of extended orientation FIGs *and* learning community-type FIGs. What would such a model look like? What are the pathways from the courses in the FIG clusters into the FIG seminar? What orientation-aspects of the current FIG seminar can be sacrificed for closer connections to the academic experiences students will have at the UW? Before we can answer these questions, a larger conversation must take place. With that in mind, we list the following as recommended components of the FIG Program assessment plan:

Recommendation 1: Continue the conversation with the College of Arts & Sciences and the departments most frequently represented in the FIG clusters—as well as other schools and colleges in the UW—about ways to integrate a focus on courses/majors more closely into the FIG seminars, while still retaining the social/orientation aspects of the seminars that students find useful.

Recommendation 2: Revise the FIG Student Survey so that it is able to capture more detailed information about the program, as well as the variations in the program (e.g., value added by the residential program, effects of combining a freshman seminar with a FIG cluster).

Recommendation 3: Revise the survey FIG leaders complete and conduct focus groups with them about their experience at the end of the program.

Recommendation 4: Pay the current returning eight FIG leaders a small stipend to conduct at least one drop-in classroom observation per week. Furthermore, explore ways to institutionalize this process as part of the FIG Program.

Recommendation 5: Engage in open-ended conversations with FIG staff about ways to bring the courses in the clusters into the seminar experience and pilot some.

Recommendation 6: Send Becky Francoeur to spend a day at UO to speak to Dr. Linton, sit in on a few of the FIG seminars, and observe a program dramatically different from our own.

Recommendation 7: Conduct demographic and academic comparisons of FIG leaders to FIG applicants who are not selected as leaders.

Recommendation 8: Conduct demographic and academic comparisons of freshmen who take FIGs and those who do not.

Recommendation 9: Track the number of students in groups entering the UW with a great deal of academic credit, create FIG clusters appropriate for them, and pilot.

Recommendation 10: Work with Namura Nkeze to design a TrIG participant assessment survey that she can administer at the end of her program.

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[55]   Ed Taylor conversation, June 2009

APPENDIX: Freshman Seminar Models

Institution & # Students[f]	Who Takes	Who Teaches	Program & Content	Assessment: Compared with non-seminar takers…	Problems
California State, Northridge 32,618	10% of new, first-year students 25 per section 3 gen ed credits	MA degrees 25% tenure track 75% lecturers	Stand-alone Focuses on ethics, time management, and information competence Learning goals stress intro to university and self-assessment	• 1st yr GPA higher • % in good academic standing higher • Scores on *Student Adaptation to College Questionnaire* higher	• Small program • Different results different years • No comparison of takers vs. non-takers prior to program
Calgary 28,869	10% of new first-year students; offered only in one college (Communication and Culture) 25 per section 3 credits	Tenure-track faculty	Each course is tailored to specific faculty research interests and requires a research project from students	• On self-reports, more comfortable speaking with faculty, using the library, adapting to the university environment, and working collaboratively. • Qualitative survey	• Small program • No comparison of takers vs. non-takers prior to program • Variable content but no comparison across sections
Delaware 21,121	15% of new, first-year students 16 per section 1 credit	Peer mentor + faculty contact (one of the faculty in the cluster)	Linked clusters that include an academic courses, an academic theme, an out-of-class experience integrating courses and themes. Residential	• GPA higher • Satisfaction high (not compared)	Students in LIFE program enter with higher mean SAT scores than non-LIFE participants

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[f]   In 2005

Institution & # Students	Who Takes	Who Teaches	Program & Content	Assessment: Compared with non-seminar takers…	Problems
Indiana - Purdue Indianapolis 29,860	100 sections, most offered by degree-granting units + some offered in University College 25 students per section 1-3 credits	Team of faculty member, academic advisor, librarian, student mentor	Linked to one or 3 other courses Most are linked to one other first-year course offered in a department. 14% are in themed learning communities that include 3 courses + seminar Learning goals stress transition and academic skill areas	• No significant difference in 1st yr GPA • First-to-second year retention higher	No comparison of takers vs. non-takers prior to program
Iowa* 30,500	12 "living-learning" communities through residence halls; 2 for freshmen only About 100 first-year seminar courses 15 students per section 1-2 credits	Tenured or tenure-track faculty	Seminars offered on a variety of specific topics, such as "Great ideas in surgery," "The psychology of forgiveness"	Not available	
Kennesaw State 17,485	45% of new, first-year students 25 per section 3 credits	Full-time faculty and staff members from across campus	Stand-alone Extended orientation; transition to college Goal is to improve student persistence	One-, two-, and three-year retention rates higher.	No comparison of takers vs. non-takers prior to program

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* Source: http://www.uiowa.edu/admissions/undergrad/housing/learning-comm.htm

Institution & # Students	Who Takes	Who Teaches	Program & Content	Assessment: Compared with non-seminar takers…	Problems
Missouri* 30,200	100 residential sections 15-20 students per section Not clear	Team of peer advisors who live in residence halls with FIGs and faculty or staff mentor	• Linked to academic themes or exploration of fields of study ("Discovering Science) and three courses • Some residential learning communities include sophs, juniors, and seniors	No information available	
North Carolina at Charlotte 19, 605	30 sections 25 students per section 3 credits	Faculty and student affairs professionals	• Most stand-alone • Some dedicated to particular groups (e.g., athletes) • Some in learning communities • Some in discipline-specific areas Extended orientation; transition to college	• 1st semester GPAs higher • Increased graduation rates for commuters • More positive responses to a number of survey questions than non-takers.	No comparison of takers vs. non-takers prior to program
Northern Illinois 25,260	43% of new, first-year students 20 per section 1 credit	Faculty and support staff with MA or higher	Stand-alone Extended orientation; transition to college	• First-to-second year retention rate higher • 1st yr GPA higher • High satisfaction rates w/ program	No comparison of takers vs. non-takers prior to program
Oregon* 21,507 (2008)	61 sections of new, first-year students 25 per section 1 credit	Team of faculty teaching one of the linked courses with peer assistants	Linked to general education courses Residential and "challenge" FIGs offered, as well as others	Not available	

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*   Source: http://admissions.missouri.edu/housing/whatsAFIG.php
*   Source: http://tembo.uoregon.edu/fig/

Institution & # Students[f]	Who Takes	Who Teaches	Program & Content	Assessment: Compared with non-seminar takers…	Problems
Southwest Missouri State 18,930	88% of new first-year students 25 per section 1 credit	Faculty – 60%; admin, support staff, grad students –40% peer leaders also in 40%	Stand-alone Transition to college	First-to-second year retention higher	No comparison of takers vs. non-takers prior to program
Temple 33,286	25 sections 17-40 per section 1 credit	Faculty, admin, advisor, or student affairs professional with undergrad peer teacher	Half in linked learning community with purpose of exploring interdisc themes across the courses Other half transition to college	Satisfaction survey at end—no comparisons	
Texas at El Paso 18,542	70% of new first-year students (2,957) 25 students per section 3 credits	Team of full-time faculty and staff with MA, peer leader (upper classman), and librarian	Theme- based seminars focused on instructor's area of academic expertise; sometimes in a linked set of classes, such as for pre-engineering majors.	• Higher GPAs • Higher retention rates • High satisfaction (but not compared)	No comparison of takers vs. non-takers prior to program
Washington 37,000	70% of new first-year students 25 students 2 credits	Peer leaders	In configuration with two other courses Extended orientation; transition to college	No program assessment since 1993	

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[f]   In 2005

APPENDIX B. Pre-Quarter Survey for FIG Students

Thank you for participating in this short survey regarding your FIG and your entire first year experience at the UW. Your responses to the following questions are confidential and will only be reviewed and summarized by OEA researchers. Quotations from open ended responses may be included in reports; but individuals will never be identified in any way. If you have any questions or concerns about this project, please contact Jon Peterson at jepeters@u.washington.edu.

When you complete the final question and submit your survey your FIG leader will be notified that you deserve credit for this course assignment. Thank you for your time!

1. What is the number of your FIG?_____

2. What is the name of your FIG leader?_____

3. How did you hear about the FIG program? (please check all that apply)
    - ○ At my summer advising and orientation session
    - ○ From materials sent to me by the UW
    - ○ By exploring the UW website
    - ○ From a high school teacher or counselor
    - ○ From a friend or relative
    - ○ From a college adviser
    - ○ Other:_____

4. Below is a list of reasons previous students have given for choosing to participate in a FIG. How much did each of the following factor into your decision to participate in a FIG?	0 Not at all	1 A little	2 Quite a bit	3 Very much
I wanted to make the university feel smaller than it is.	○	○	○	○
I wanted the chance to meet other freshmen socially.	○	○	○	○
It was the only way to get the classes I wanted or felt I needed.	○	○	○	○
A friend or family member advised me to do so.	○	○	○	○
I was advised to do so at summer advising and orientation.	○	○	○	○
I felt that being in a FIG would help me be more successful academically.	○	○	○	○
I thought it would help me figure out what to major in.	○	○	○	○
I didn't know I had the option not to be in a FIG.	○	○	○	○
Other	○	○	○	○

5. If you indicated an "other" reason for participating in a FIG, what was it?

6. How much did each of the following factor into your decision to participate in THIS particular FIG?	0 Not at all	1 A little	2 Quite a bit	3 Very much
I didn't care which FIG I was in, so this one was as good as any.	○	○	○	○
The courses in the FIG cluster I chose seemed interesting.	○	○	○	○
The courses in the FIG cluster are required for a major I'm interested in.	○	○	○	○
The courses in the FIG cluster seem useful to any major.	○	○	○	○
I wanted to be in the same FIG cluster that a friend signed up for.	○	○	○	○
This FIG was one of the few available when I registered for classes.	○	○	○	○
The times of the classes in the FIG cluster fit my schedule.	○	○	○	○
Other	○	○	○	○

7. If you indicated an "other" reason for choosing your particular FIG, what was it?

8. What other classes, if any, are you taking in addition to those in your FIG cluster?

9. Had you been on the UW campus prior to orientation or registering for classes?
   ○ No
   ○ Yes, once or twice
   ○ Yes, several times
   ○ Yes, many times

10. Had you ever done research in a UW library--either online or in-person--before enrolling at the UW?
    ○ No
    ○ Yes, once or twice
    ○ Yes, several times
    ○ Yes, many times

11. Not including your General Studies 199 seminar or the classes you might be taking outside the FIG cluster, how challenging do you expect the classes in your FIG cluster to be?
    ○ Not challenging
    ○ Slightly challenging
    ○ Moderately challenging
    ○ Very challenging

12. Before your first day of fall classes, did you already have a group of friends at the UW that you could hang out with?
    ○ No
    ○ Yes

13. If you already had a group of friends to hang out with on campus, where did that group mostly come from?
    ○ I did not have a pre-existing group of friends
    ○ My high school
    ○ A different high school and/or from my neighborhood
    ○ My community college
    ○ I met them at my summer advising and orientation session
    ○ I met them at Dawg Daze
    ○ From where I live—residence hall, fraternity/sorority, apartment building
    ○ My FIG
    ○ Other

14. How familiar are you with what the following resources are and how you might use them?	0 Not at all	1 Slightly	2 Moderately	3 Very
Center for Learning and Undergraduate Enrichment (CLUE)	○	○	○	○
Instructional Center (IC)	○	○	○	○
Other study centers on campus	○	○	○	○
Educational Opportunity Program advising (EOP)	○	○	○	○
Gateway Center advising	○	○	○	○
Departmental advising	○	○	○	○
Office hours for professors and teaching assistants	○	○	○	○
Center for Career Services	○	○	○	○
Carlson Leadership and Public Service Center	○	○	○	○
Undergraduate Research Program	○	○	○	○
Writing centers	○	○	○	○
Schmitz Hall Student Counseling Center	○	○	○	○
Ethnic Cultural Center/Theatre (ECC/T)	○	○	○	○
International Programs and Exchanges (Study Abroad)	○	○	○	○

15. Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?
    ○ Yes
    ○ No, but I plan to this quarter
    ○ No, and I do not plan to this quarter

16. Below is a list of concerns previous new students have expressed about their first quarter experience. How <u>concerned</u> are you with each of the following?	0 Not at all	1 Slightly	2 Moderately	3 Very
I will have trouble financing my education.	○	○	○	○
It will be difficult to meet my family obligations and also do well in school.	○	○	○	○
It will be challenging to balance my studies with job responsibilities.	○	○	○	○
I will have a hard time learning my way around campus.	○	○	○	○
I will have trouble handling the level of thinking required by my courses.	○	○	○	○
It will be difficult to make new friends here.	○	○	○	○
It will be hard for me to find a major.	○	○	○	○
I will be homesick.	○	○	○	○
It will be hard to live independently.	○	○	○	○
I will have trouble handling the amount of work required by my classes.	○	○	○	○
I will have a hard time finding ways to get involved in clubs or other activities.	○	○	○	○
I will have trouble understanding what is expected for college writing.	○	○	○	○
It will be challenging to find people here who are like me.	○	○	○	○
I will experience discrimination here.	○	○	○	○
It will be hard for me to choose the right classes.	○	○	○	○
It will be difficult to know where to find help with my coursework if I need it.	○	○	○	○
It will be hard to stay focused on school instead of on social events.	○	○	○	○
It will be difficult to do well in large classes.	○	○	○	○
I will have a hard time approaching and speaking with faculty and teaching assistants.	○	○	○	○
I may not be able to handle the level of math required in college.	○	○	○	○
Other	○	○	○	○

17. If you indicated an "other" concern about your first quarter experience, what was it?

18. In which academic area(s) might you major in at the UW? (Please check all that apply)
   ○ No idea at all
   ○ Some ideas but nothing definite
   ○ Something in *architecture or landscape architecture*
   ○ Something in the *arts* – for example, art, creative writing, drama, music
   ○ Something in *business* – for example, accounting, finance, marketing
   ○ Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering
   ○ Something focused on the *environment* – for example, forest resources, oceanography, program on the environment
   ○ Something in the *humanities* – for example, English, foreign languages, philosophy
   ○ Something in *math or statistics*
   ○ Something in the *natural sciences* – for example, biology, chemistry, physics, public health
   ○ Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology
   ○ Something in *social work*
   ○ Other:_____

19. To what extent do you hope your FIG General Studies 199 seminar will do the following?	0 I don't care at all about this happening in my FIG GS 199 seminar	1 I am slightly hopeful about this happening in my FIG GS 199 seminar	2 I am quite hopeful that this will happen in my FIG GS 199 seminar	3 I am extremely hopeful that this will happen in my FIG GS 199 seminar
Help you physically find your way around campus	O	O	O	O
Help you make new friends and form a social group	O	O	O	O
Help you develop a plan for the classes you will take in the future	O	O	O	O
Give you information about UW majors	O	O	O	O
Help you identify your major	O	O	O	O
Give you information on how advising works at the UW	O	O	O	O
Help you do well academically in the two or three other courses you are taking this quarter	O	O	O	O
Teach you how to use the UW library system	O	O	O	O
Provide information about study abroad programs	O	O	O	O
Provide you with a peer leader who is majoring in an academic area that interests you	O	O	O	O
Provide information about community service opportunities	O	O	O	O
Introduce you to cultural events in Seattle	O	O	O	O
Introduce you to on-campus cultural activities	O	O	O	O
Help you explore academic events outside the classroom such as evening lectures and talks	O	O	O	O
Give you opportunities to reflect on what happens to you in this first quarter of college	O	O	O	O
Help you identify some of the ways that learning in college differs from learning in high school	O	O	O	O
Introduce you to how the university divides itself into various academic areas/disciplines	O	O	O	O
Help you meet other students whose interests are similar to yours	O	O	O	O
Provide you with opportunities to interact with students who are different from you—in race, ethnicity, ideas, or background	O	O	O	O
Help you meet people with whom you can study	O	O	O	O
Give you opportunities to talk about/learn more from the UW Common Book	O	O	O	O
Give you help in maintaining good health	O	O	O	O
Provide you with a peer leader who's ahead of you in school and who can give you valuable advice about college	O	O	O	O
Provide information about undergraduate research opportunities	O	O	O	O
Allow you a chance to connect with a specific academic department/area	O	O	O	O
Provide you with information about student clubs and organizations	O	O	O	O
Provide you with opportunities to discuss ideas and challenges in your FIG cluster courses	O	O	O	O
Provide you with information about resources that will help you succeed in your academic work	O	O	O	O
Draw connections across courses in the FIG cluster	O	O	O	O
Help you develop your time management skills	O	O	O	O
Help you develop better study and test-taking skills	O	O	O	O
Provide you with opportunities to interact with a UW faculty member	O	O	O	O
Give you a chance to discuss the kinds of questions each of the courses in your FIG cluster is asking and how each course goes about answering them	O	O	O	O

20. How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?
   - ○ Not diverse
   - ○ A little diverse
   - ○ Pretty diverse
   - ○ Very diverse

	1 Nothing	2 A little	3 Quite a lot	4 A great deal
21. How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	○	○	○	○
22. How much do you value the contribution the diversity of students and faculty might make to your learning?	○	○	○	○

23. How big does the UW campus feel to you in terms of the space it occupies and the number of people here?
   - ○ Not very big
   - ○ Fairly big
   - ○ Quite big
   - ○ Very big

24. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I feel prepared to succeed academically at the UW.	○	○	○	○
I am excited about the classes I am taking fall quarter.	○	○	○	○
All my fall quarter classes will contribute to my UW education.	○	○	○	○
I expect to have frequent discussions with UW faculty outside the classroom.	○	○	○	○
I expect to have frequent discussions about my courses with classmates outside the classroom.	○	○	○	○
I was satisfied with the number and type of FIG options available to me when I registered for classes.	○	○	○	○
I feel that the UW cares about my success.	○	○	○	○
I am satisfied with my decision to attend the UW.	○	○	○	○
I feel like a member of the UW community.	○	○	○	○
I feel like a member of a smaller academic community at the UW.	○	○	○	○

25. What are the two or three most important things you hope to learn at the UW?

26. Is there something else you'd like to tell us about your few days here?

Academic and Demographic Questions – For Data Classification Only

27. What is your gender?
   - ○ Female
   - ○ Male
   - ○ Other

28. What is your ethnicity? (please check all that apply)
   - ○ African American
   - ○ Native American
   - ○ White American
   - ○ Hispanic/Latino American
   - ○ Asian American
   - ○ Hawaiian/Pacific Islander American
   - ○ International student
   - ○ Other: _____

29. How many total credits are you taking this quarter? ____

30. Where do you now live?
   - ○ With parents or relatives
   - ○ Other private home, apartment, room
   - ○ Residence halls
   - ○ Fraternity/sorority
   - ○ Other campus student housing
   - ○ Other:_____

31. Are you the first person in your family to attend college?
   - ○ Yes
   - ○ No

32. What is the highest level of education your mother completed?
   - ○ Less than high school
   - ○ Some high school
   - ○ High school degree or equivalent
   - ○ Vocational education certificate
   - ○ Some college
   - ○ Associate of Arts degree
   - ○ Bachelor's degree
   - ○ Master's degree
   - ○ Doctoral or professional degree

33. What is the highest level of education your father completed?
   - ○ Less than high school
   - ○ Some high school
   - ○ High school degree or equivalent
   - ○ Vocational education certificate
   - ○ Some college
   - ○ Associate of Arts degree
   - ○ Bachelor's degree
   - ○ Master's degree
   - ○ Doctoral or professional degree

34. Did either of your parents attend UW?
   - ○ Yes
   - ○ No

35. Do you have siblings who have attended or currently attend UW?
   - ○ Yes
   - ○ No

36. During Fall quarter, how many hours per week do you plan to work at a job?
   ○ None, I will not be employed
   ○ Fewer than 10
   ○ 10-15
   ○ 16-20
   ○ 21-30
   ○ More than 30

37. Are you currently receiving financial aid?
   ○ Yes
   ○ No

APPENDIX C. Pre-Quarter Survey for Non-Fig/ALL Students

Thank you for participating in this short survey regarding your first year experience at the UW. Your responses to the following questions are confidential and will only be reviewed and summarized by OEA researchers. Quotations from open ended responses may be included in reports; but individuals will never be identified in any way. If you have any questions or concerns about this project, please contact Jon Peterson at jepeters@u.washington.edu.

When you complete the final question and submit your survey you will be entered into the drawing for two $150 UW Bookstore gift cards. Thank you for your time!

1. Which of the courses that you signed up for this quarter are you the most excited about taking and why?

2. Had you been on the UW campus prior to orientation or registering for classes?
   ○ No
   ○ Yes, once or twice
   ○ Yes, several times
   ○ Yes, many times

3. Had you ever done research in a UW library--either online or in-person--before enrolling at the UW?
   ○ No
   ○ Yes, once or twice
   ○ Yes, several times
   ○ Yes, many times

4. How challenging do you expect your fall quarter classes to be?
   ○ Not challenging
   ○ Slightly challenging
   ○ Moderately challenging
   ○ Very challenging

5. Before your first day of fall classes, did you already have a group of friends at the UW that you could hang out with?
   ○ No
   ○ Yes

6. If you already had a group of friends to hang out with on campus, where did that group mostly come from?
   ○ I did not have a pre-existing group of friends
   ○ My high school
   ○ A different high school and/or from my neighborhood
   ○ My community college
   ○ I met them at my summer advising and orientation session
   ○ I met them at Dawg Daze
   ○ From where I live—residence hall, fraternity/sorority, apartment building
   ○ Other: _____

7. How <u>familiar</u> are you with what the following resources are and how you might use them?	0 Not at all	1 Slightly	2 Moderately	3 Very
Center for Learning and Undergraduate Enrichment (CLUE)	O	O	O	O
Instructional Center (IC)	O	O	O	O
Other study centers on campus	O	O	O	O
Educational Opportunity Program advising (EOP)	O	O	O	O
Gateway Center advising	O	O	O	O
Departmental advising	O	O	O	O
Office hours for professors and teaching assistants	O	O	O	O
Center for Career Services	O	O	O	O
Carlson Leadership and Public Service Center	O	O	O	O
Undergraduate Research Program	O	O	O	O
Writing centers	O	O	O	O
Schmitz Hall Student Counseling Center	O	O	O	O
Ethnic Cultural Center/Theatre (ECC/T)	O	O	O	O
International Programs and Exchanges (Study Abroad)	O	O	O	O

8. Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?
   - O Yes
   - O No, but I plan to this quarter
   - O No, and I do not plan to this quarter

9. Below is a list of reasons previous students have given for choosing NOT to participate in a Freshman Interest Group (FIG). How much did each of the following factor into your decision <u>not</u> to enroll in a FIG?	0 Not at all	1 A little	2 Quite a bit	3 Very much
I preferred enrolling in an Academic Learning Link (ALL).	O	O	O	O
No one told me about the FIG program until it was too late for me to register for one.	O	O	O	O
Very few FIGs were open when I registered for classes.				
I did not think I would need a small group of students to take classes with.	O	O	O	O
I already knew a group of students here or who were coming here.	O	O	O	O
The FIGs did not offer the courses I wanted to take.	O	O	O	O
A friend or family member advised me not to be in a FIG.	O	O	O	O
I was advised not to be in a FIG at summer advising and orientation.	O	O	O	O
I felt that I would be more successful academically if I were not in a FIG.	O	O	O	O
I thought I could only enroll for 12 credits if I were in a FIG, and I wanted to sign up for more credits.	O	O	O	O
I came in with a lot of credits and none of the classes in the FIG clusters seemed to allow for that.	O	O	O	O
My friends were not signing up for FIGs.	O	O	O	O
Other	O	O	O	O

10. If you indicated an "other" reason for not enrolling in a FIG, what was it?

11. Below is a list of concerns that previous new students have expressed about their first quarter experience. How <u>concerned</u> are you with each of the following?	0 Not at all	1 Slightly	2 Moderately	3 Very
I will have trouble financing my education.	○	○	○	○
It will be difficult to meet my family obligations and also do well in school.	○	○	○	○
It will be challenging to balance my studies with job responsibilities.	○	○	○	○
I will have a hard time learning my way around campus.	○	○	○	○
I will have trouble handling the level of thinking required by my courses.	○	○	○	○
It will be difficult to make new friends here.	○	○	○	○
It will be hard for me to find a major.	○	○	○	○
I will be homesick.	○	○	○	○
It will be hard to live independently.	○	○	○	○
I will have trouble handling the amount of work required by my classes.	○	○	○	○
I will have a hard time finding ways to get involved in clubs or other activities.	○	○	○	○
I will have trouble understanding what is expected for college writing.	○	○	○	○
It will be challenging to find people here who are like me.	○	○	○	○
I will experience discrimination here.	○	○	○	○
It will be hard for me to choose the right classes.	○	○	○	○
It will be difficult to know where to find help with my coursework if I need it.	○	○	○	○
It will be hard to stay focused on school instead of on social events.	○	○	○	○
It will be difficult to do well in large classes.	○	○	○	○
I will have a hard time approaching and speaking with faculty and teaching assistants.	○	○	○	○
I may not be able to handle the level of math required in college.	○	○	○	○
Other	○	○	○	○

12. If you indicated an "other" concern about your first quarter experience, what was it?

13. In which academic area(s) might you major in at the UW? (Please check all that apply)
   ○ No idea at all
   ○ Some ideas but nothing definite
   ○ Something in *architecture or landscape architecture*
   ○ Something in the *arts* – for example, art, creative writing, drama, music
   ○ Something in *business* – for example, accounting, finance, marketing
   ○ Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering
   ○ Something focused on the *environment* – for example, forest resources, oceanography, program on the environment
   ○ Something in the *humanities* – for example, English, foreign languages, philosophy
   ○ Something in *math or statistics*
   ○ Something in the *natural sciences* – for example, biology, chemistry, physics, public health
   ○ Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology
   ○ Something in *social work*
   ○ Other:_____

14. To what extent do you hope that you will do the following this quarter?	0 I don't care at all about this happening	1 I am slightly hopeful about this happening	2 I am quite hopeful that this will happen	3 I am extremely hopeful that this will happen
Physically find your way around the campus	O	O	O	O
Make new friends and form a social group	O	O	O	O
Develop a plan for the classes you will take in the future	O	O	O	O
Gather information about UW majors	O	O	O	O
Identify your major	O	O	O	O
Learn how advising works at the UW	O	O	O	O
Figure out how to do well academically	O	O	O	O
Learn how to use the UW library system	O	O	O	O
Gather information about study abroad programs	O	O	O	O
Meet an upperclassman who is majoring in an academic area that interests you	O	O	O	O
Get information about community service opportunities	O	O	O	O
Learn about cultural events in Seattle	O	O	O	O
Learn about on-campus cultural activities	O	O	O	O
Explore academic events outside the classroom such as evening lectures and talks	O	O	O	O
Reflect on what happens to you in this first quarter of college	O	O	O	O
Identify some of the ways that learning in college differs from learning in high school	O	O	O	O
Learn about how the university divides itself into various academic areas/disciplines	O	O	O	O
Meet other students whose interests are similar to yours	O	O	O	O
Have opportunities to interact with students who are different from you—in race, ethnicity, ideas, or background	O	O	O	O
Meet people with whom you can study	O	O	O	O
Have opportunities to talk about/learn more from the UW Common Book	O	O	O	O
Identify ways to maintain good health	O	O	O	O
Meet a student who's ahead of you in school and who can give you valuable advice about college	O	O	O	O
Find out about undergraduate research opportunities	O	O	O	O
Connect with a specific academic department/area	O	O	O	O
Get information about student clubs and organizations	O	O	O	O
Have opportunities to discuss ideas and challenges in your courses with other students in them	O	O	O	O
Gather information about resources that will help you succeed in your academic work	O	O	O	O
Draw connections across the courses you are taking this quarter	O	O	O	O
Develop your time management skills	O	O	O	O
Develop better study and test-taking skills	O	O	O	O
Have opportunities to interact with a UW faculty member	O	O	O	O
Learn about the kinds of questions each of the courses you're taking is asking and how each one goes about answering those questions	O	O	O	O

15. How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?
- O Not diverse
- O A little diverse
- O Pretty diverse
- O Very diverse

	1 Nothing	2 A little	3 Quite a lot	4 A great deal
16. How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	○	○	○	○
17. How much do you value the contribution the diversity of students and faculty might make to your learning?	○	○	○	○

18. How big does the UW campus feel to you in terms of the space it occupies and the number of people here?
   - ○ Not very big
   - ○ Fairly big
   - ○ Quite big
   - ○ Very big

19. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I feel prepared to succeed academically at the UW.	○	○	○	○
I am excited about the classes I am taking fall quarter.	○	○	○	○
All my fall quarter classes will contribute to my UW education.	○	○	○	○
I expect to have frequent discussions with UW faculty outside the classroom.	○	○	○	○
I expect to have frequent discussions about my courses with classmates outside the classroom.	○	○	○	○
I was satisfied with the number and type of class options available to me when I registered for classes.	○	○	○	○
I feel that the UW cares about my success.	○	○	○	○
I am satisfied with my decision to attend the UW.	○	○	○	○
I feel like a member of the UW community.	○	○	○	○
I feel like a member of a smaller academic community at the UW.	○	○	○	○

20. What are the two or three most important things you hope to learn at the UW?

21. Is there something else you'd like to tell us about your first few days here?

Academic and Demographic Questions – For Data Classification Only

22. What is your gender?
   - ○ Female
   - ○ Male
   - ○ Other

23. What is your ethnicity? (please check all that apply)
   - ○ African American
   - ○ Native American
   - ○ White American
   - ○ Hispanic/Latino American
   - ○ Asian American
   - ○ Hawaiian/Pacific Islander American
   - ○ International student
   - ○ Other: _____

24. How many total credits are you taking this quarter? ____

25. Where do you now live?
    ○ With parents or relatives
    ○ Other private home, apartment, room
    ○ Residence halls
    ○ Fraternity/sorority
    ○ Other campus student housing
    ○ Other:_____

26. Are you the first person in your family to attend college?
    ○ Yes
    ○ No

27. What is the highest level of education your mother completed?
    ○ Less than high school
    ○ Some high school
    ○ High school degree or equivalent
    ○ Vocational education certificate
    ○ Some college
    ○ Associate of Arts degree
    ○ Bachelor's degree
    ○ Master's degree
    ○ Doctoral or professional degree

28. What is the highest level of education your father completed?
    ○ Less than high school
    ○ Some high school
    ○ High school degree or equivalent
    ○ Vocational education certificate
    ○ Some college
    ○ Associate of Arts degree
    ○ Bachelor's degree
    ○ Master's degree
    ○ Doctoral or professional degree

29. Did either of your parents attend UW?
    ○ Yes
    ○ No

30. Do you have siblings who have attended or currently attend UW?
    ○ Yes
    ○ No

31. During Fall quarter, how many hours per week do you plan to work at a job?
    ○ None, I will not be employed
    ○ Fewer than 10
    ○ 10-15
    ○ 16-20
    ○ 21-30
    ○ More than 30

32. Are you currently receiving financial aid?
    ○ Yes
    ○ No

APPENDIX D. Post-Quarter Survey for FIG Students

Thank you for participating in this short survey regarding your FIG and your entire Fall quarter experience at the UW. Your responses to the following questions are confidential and will only be reviewed and summarized by OEA researchers. Quotations from open ended responses may be included in reports; but individuals will never be identified in any way. If you have any questions or concerns about this project, please contact Jon Peterson at jepeters@u.washington.edu.

When you complete the final question and submit your survey your FIG leader will be notified that you deserve credit for this course assignment. Thank you for your time!

1. What is the number of your FIG?_____

2. What is the name of your FIG leader?_____

3. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I am glad that I chose to be in a FIG this quarter.	○	○	○	○
I think my FIG experience would have been as valuable without the General Studies 199 seminar.	○	○	○	○
I would recommend that students entering the UW next year be in a FIG.	○	○	○	○

4. In which academic area(s) might you major at the UW? (Please check all that apply)
   ○ No idea at all
   ○ Some ideas but nothing definite
   ○ Something in *architecture or landscape architecture*
   ○ Something in the *arts* – for example, art, creative writing, drama, music
   ○ Something in *business* – for example, accounting, finance, marketing
   ○ Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering
   ○ Something focused on the *environment* – for example, forest resources, oceanography, program on the environment
   ○ Something in the *humanities* – for example, English, foreign languages, philosophy
   ○ Something in *math or statistics*
   ○ Something in the *natural sciences* – for example, biology, chemistry, physics, public health
   ○ Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology
   ○ Something in *social work*
   ○ Other:_____

5. Over the past quarter, how much has your thinking about your eventual major changed, if at all?
   ○ Stayed the same
   ○ Changed a little
   ○ Changed quite a bit
   ○ Changed completely

6. What, if anything, this past quarter has influenced your thinking about what you might major in?	0 No influence	1 A little influence	2 Quite a bit of influence	3 Very strong influence
The FIG General Studies 199 seminar	O	O	O	O
Your interest in the courses you took this quarter	O	O	O	O
Friends and family	O	O	O	O
Your grades in the courses you took this quarter	O	O	O	O
Conversations with faculty and TAs	O	O	O	O
Conversations with academic advisers	O	O	O	O
Conversations with undergraduates majoring in the area(s) you are considering	O	O	O	O
Other:	O	O	O	O

7. If you indicated some "other" thing that influenced your thinking about what you might major in, what was it?

8. To what extent did your FIG General Studies 199 seminar do the following?	0 Not at all	1 A little	2 Quite a bit	3 A lot
Helped you physically find your way around campus	O	O	O	O
Helped you make new friends and form a social group	O	O	O	O
Helped you develop a plan for the classes you will take in the future	O	O	O	O
Gave you information about UW majors	O	O	O	O
Helped you identify your major	O	O	O	O
Gave you information on how advising works at the UW	O	O	O	O
Helped you do well academically in the two or three other courses you are taking this quarter	O	O	O	O
Taught you how to use the UW library system	O	O	O	O
Provided information about study abroad programs	O	O	O	O
Provided you with a peer leader who is majoring in an academic area that interests you	O	O	O	O
Introduced you to cultural events in Seattle	O	O	O	O
Introduced you to on-campus cultural activities	O	O	O	O
Helped you explore academic events outside the classroom such as evening lectures and talks	O	O	O	O
Gave you opportunities to reflect on what happens to you in this first quarter of college	O	O	O	O
Helped you identify some of the ways that learning in college differs from learning in high school	O	O	O	O
Introduced you to how the university divides itself into various academic areas/disciplines	O	O	O	O
Helped you meet other students whose interests were similar to yours	O	O	O	O
Provided you with opportunities to interact with students who were different from you—in race, ethnicity, ideas, or background	O	O	O	O
Helped you meet people with whom you could study	O	O	O	O
Gave you opportunities to talk about/learn more from the UW Common Book	O	O	O	O
Gave you information about maintaining good health	O	O	O	O
Provided you with a peer leader who's ahead of you in school and who can give you valuable advice about college	O	O	O	O
Provided information about undergraduate research opportunities	O	O	O	O
Allowed you a chance to connect with a specific academic department/area	O	O	O	O
Provided information about community service opportunities	O	O	O	O
Provided you with information about student clubs and organizations	O	O	O	O
Provided you with information about other campus involvement opportunities (ex. intramural sports, experimental college, residence hall engagement)	O	O	O	O
Provided you with opportunities to discuss ideas and challenges in your FIG cluster courses	O	O	O	O
Provided you with information about resources that will help you succeed in your academic work	O	O	O	O
Drew connections across courses in the FIG cluster	O	O	O	O
Helped you develop your time management skills	O	O	O	O
Helped you develop better study and test-taking skills	O	O	O	O
Provided you with opportunities to interact with a UW faculty member	O	O	O	O
Gave you a chance to discuss the kinds of questions each of the courses in your FIG cluster is asking and how each course goes about answering them	O	O	O	O

9. Not including your General Studies 199 seminar or the classes you took outside the FIG cluster, how challenging were the classes in your FIG cluster?
    ○ Not challenging
    ○ Slightly challenging
    ○ Moderately challenging
    ○ Very challenging

10. Would you recommend that students entering the UW next year take the classes you had in your particular FIG (not including the General Studies 199 seminar or classes you took outside the FIG) even if those entering students are not in a FIG?
    ○ No
    ○ Maybe
    ○ Yes

11. This quarter, who did you spend most of your social time with?
    ○ Myself—I still don't have a group of friends
    ○ Friends from my high school
    ○ Friends from my neighborhood
    ○ Friends from my community college
    ○ Friends I met during my summer advising and orientation session
    ○ Friends I met at Dawg Daze
    ○ Friends from where I live—residence hall, fraternity/sorority, apartment building
    ○ Friends I met in my FIG
    ○ Other: _____

12. How <u>familiar</u> are you with what the following resources are and how you might use them?	0 Not at all	1 Slightly	2 Moderately	3 Very
Center for Learning and Undergraduate Enrichment (CLUE)	○	○	○	○
Instructional Center (IC)	○	○	○	○
Other study centers on campus	○	○	○	○
Educational Opportunity Program advising (EOP)	○	○	○	○
Gateway Center advising	○	○	○	○
Departmental advising	○	○	○	○
Office hours for professors and teaching assistants	○	○	○	○
Center for Career Services	○	○	○	○
Carlson Leadership and Public Service Center	○	○	○	○
Undergraduate Research Program	○	○	○	○
Writing centers	○	○	○	○
Schmitz Hall Student Counseling Center	○	○	○	○
Ethnic Cultural Center/Theatre (ECC/T)	○	○	○	○
International Programs and Exchanges (Study Abroad)	○	○	○	○

13. Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?
    ○ No
    ○ Yes
    ○ Some but not all of it.

14. If you read some or all of the Common Book, what did you read it for? (Please check all that apply)
    ○ I did not read the Common Book
    ○ Your FIG seminar
    ○ For my own pleasure
    ○ Another class
    ○ A UW event or requirement of some kind

15. If you read the Common Book for a UW class or event, please name it.

16. How frequently have you done the following activities this quarter?	0 Never	1 Once or twice	2 Three to five times	3 Six to ten times	4 More than ten times
Visited an academic department to gather information on a major—either in person or online	○	○	○	○	○
Attended a cultural event (ex. dance, theater, art show, concert) on or off campus	○	○	○	○	○
Discussed ideas from readings or class with a professor or teaching assistant during office hours when it was not required as part of the class	○	○	○	○	○
Discussed a grade you received with a professor or teaching assistant when you were not required to do so	○	○	○	○	○
Met with a departmental adviser (not a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser)	○	○	○	○	○
Met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser	○	○	○	○	○
Gone to a special talk or lecture given on campus or in Seattle that was outside your normal classes	○	○	○	○	○
Spoken one-on-one or in a chat room with a UW librarian	○	○	○	○	○
Used the help offered in a writing or study center	○	○	○	○	○
Joined a club or student organization	○	○	○	○	○
Volunteered your time for a cause you care about	○	○	○	○	○
Critically examined the strengths and weaknesses of your own views on a topic or issue	○	○	○	○	○
Tried to understand someone else's views by trying to see a topic or issue from a new perspective	○	○	○	○	○
Connected ideas or concepts from different courses when completing an assignment or during class discussion	○	○	○	○	○

17. How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?
   ○ Not diverse
   ○ A little diverse
   ○ Pretty diverse
   ○ Very diverse

	1 Nothing	2 A little	3 Quite a lot	4 A great deal
18. How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	○	○	○	○
19. How much do you value the contribution the diversity of students and faculty might make to your learning?	○	○	○	○

20. How big does the UW campus feel to you in terms of the space it occupies and the number of people here?
   ○ Not very big
   ○ Fairly big
   ○ Quite big
   ○ Very big

21. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I feel prepared to succeed academically at the UW.	○	○	○	○
I am excited about the classes I will be taking in winter quarter.	○	○	○	○
I feel that the UW cares about my success.	○	○	○	○
I am satisfied with my decision to attend the UW.	○	○	○	○
I feel like a member of the UW community.	○	○	○	○
I feel like a member of a smaller academic community at the UW.	○	○	○	○

22. Are you enrolled next quarter for another course offered by the same department as one of the courses you took in the FIG?
    ○ No
    ○ Yes

23. To what extent do you agree or disagree with the following statements about your FIG General Studies 199 seminar experience?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
My FIG leader was organized and well-prepared for the General Studies 199 seminar.	○	○	○	○
My FIG leader was open and approachable.	○	○	○	○
My FIG leader was clear about course expectations.	○	○	○	○
My FIG leader provided useful guidance on how to succeed at the UW.	○	○	○	○
My FIG leader was encouraging and enthusiastic about class.	○	○	○	○
My FIG leader did a good job of facilitating discussions.	○	○	○	○
My FIG leader knew a lot about the UW.	○	○	○	○
My FIG leader is someone I will definitely keep in contact with.	○	○	○	○
My FIG leader seemed to think the undergraduate experience at the UW was positive.	○	○	○	○
It would be better to have a faculty member lead the seminar than an undergraduate.	○	○	○	○
I plan to take courses next quarter with some of my fellow FIG students.	○	○	○	○
I am likely to socialize with some of my fellow FIG students during the rest of my time at the UW.	○	○	○	○

24. How valuable to your learning were the following components of your FIG General Studies 199 Seminar?	N/A Did not do this	0 Not at all	1 Slightly	2 Moderately	3 Very
Go Post: About me	○	○	○	○	○
Go Post: Student transition	○	○	○	○	○
Go Post: Academic enrichment, support and opportunity	○	○	○	○	○
Go Post: Campus involvement and citizenship	○	○	○	○	○
Go Post: Health and wellness	○	○	○	○	○
Go Post: Diversity, tolerance, social justice	○	○	○	○	○
Research and Discovery Project: Library tour	○	○	○	○	○
Research and Discovery Project: the research and reflection experience	○	○	○	○	○
Research and Discovery: the common book	○	○	○	○	○
Cultural exploration	○	○	○	○	○
Academic exploration	○	○	○	○	○
Campus involvement exploration	○	○	○	○	○

The next seven items refer to relationships among people and attributes of the institution. Thinking of your own experience, how would you rate these people and attributes on a seven point scale. Please select the number that best describes your judgment at this time.

25. Other students

Unfriendly, Unsupportive, Sense of Isolation   1   2   3   4   5   6   7   *Friendly, Supportive, Sense of Belonging*

26. Faculty Members

Remote, Discouraging, Unsympathetic   1   2   3   4   5   6   7   *Approachable, Helpful, Understanding, Encouraging*

27. Administrative personnel and offices

| Rigid, Impersonal, Bound by Regulations | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Helpful, Considerate, Flexible |

28. Classes

| Boring, Dull | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Stimulating, Involving |

29. Campus Climate

| Inhospitable | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Hospitable |

30. Yourself

| Alienated, Bored | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Involved, Excited |

31. What was the most valuable part of the FIG program to you and why?

32. What might improve the FIG program and how?

33. What surprised you the most this quarter?

34. Is there anything else you'd like to tell us about your first quarter here?

Academic and Demographic Questions – For Data Classification Only

35. What is your gender?
   - ○ Female
   - ○ Male
   - ○ Other

36. What is your ethnicity? (please check all that apply)
   - ○ African American
   - ○ Native American
   - ○ White American
   - ○ Hispanic/Latino American
   - ○ Asian American
   - ○ Hawaiian/Pacific Islander American
   - ○ International student
   - ○ Other: _____

37. How many total credits are you taking winter quarter? _____

38. Where do you now live?
   - ○ With parents or relatives
   - ○ Other private home, apartment, room
   - ○ Residence halls
   - ○ Fraternity/sorority
   - ○ Other campus student housing
   - ○ Other:_____

39. Are you the first person in your family to attend college?
- ○ Yes
- ○ No

40. What is the highest level of education your mother completed?
- ○ Less than high school
- ○ Some high school
- ○ High school degree or equivalent
- ○ Vocational education certificate
- ○ Some college
- ○ Associate of Arts degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctoral or professional degree

41. What is the highest level of education your father completed?
- ○ Less than high school
- ○ Some high school
- ○ High school degree or equivalent
- ○ Vocational education certificate
- ○ Some college
- ○ Associate of Arts degree
- ○ Bachelor's degree
- ○ Master's degree
- ○ Doctoral or professional degree

42. Did either of your parents attend UW?
- ○ Yes
- ○ No

43. Do you have siblings who have attended or currently attend UW?
- ○ Yes
- ○ No

44. During Fall quarter, how many hours per week did you work at a job?
- ○ None
- ○ Fewer than 10
- ○ 10-15
- ○ 16-20
- ○ 21-30
- ○ More than 30

45. Are you currently receiving financial aid?
- ○ Yes
- ○ No

APPENDIX E. Post-Quarter Survey for Non-FIG/ALL Students

Thank you for participating in this short survey regarding your Fall quarter experience at the UW. Your responses to the following questions are confidential and will only be reviewed and summarized by OEA researchers. Quotations from open ended responses may be included in reports; but individuals will never be identified in any way. If you have any questions or concerns about this project, please contact Jon Peterson at jepeters@u.washington.edu.

When you complete the final question and submit your survey you will be entered into the drawing for two $150 UW Bookstore gift cards. Thank you for your time!

1. Which, if any, of the courses you took this quarter did you enjoy the most and why?

2. In which academic area(s) might you major at the UW? (Please check all that apply)
   - ○ No idea at all
   - ○ Some ideas but nothing definite
   - ○ Something in *architecture or landscape architecture*
   - ○ Something in the *arts* – for example, art, creative writing, drama, music
   - ○ Something in *business* – for example, accounting, finance, marketing
   - ○ Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering
   - ○ Something focused on the *environment* – for example, forest resources, oceanography, program on the environment
   - ○ Something in the *humanities* – for example, English, foreign languages, philosophy
   - ○ Something in *math or statistics*
   - ○ Something in the *natural sciences* – for example, biology, chemistry, physics, public health
   - ○ Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology
   - ○ Something in *social work*
   - ○ Other:_____

3. Over the past quarter, how much has your thinking about your eventual major changed, if at all?
   - ○ Stayed the same
   - ○ Changed a little
   - ○ Changed quite a bit
   - ○ Changed completely

4. What, if anything, this past quarter has influenced your thinking about what you might major in?	0 No influence	1 A little influence	2 Quite a bit of influence	3 Very strong influence
Your interest in the courses you took this quarter	○	○	○	○
Friends and family	○	○	○	○
Your grades in the courses you took this quarter	○	○	○	○
Conversations with faculty and TAs	○	○	○	○
Conversations with academic advisers	○	○	○	○
Conversations with undergraduates majoring in the area(s) you are considering	○	○	○	○
Other	○	○	○	○

5. If you indicated some "other" thing that influenced your thinking about what you might major in, what was it?

6. To what extent did you do the following fall quarter:	0 Not at all	1 A little	2 Quite a bit	3 A lot
Physically found your way around the campus	O	O	O	O
Made new friends and formed a social group	O	O	O	O
Developed a plan for the classes you will take in the future	O	O	O	O
Gathered information about UW majors	O	O	O	O
Identified your major	O	O	O	O
Learned how advising works at the UW	O	O	O	O
Figured out how to do well academically	O	O	O	O
Learned how to use the UW library system	O	O	O	O
Gathered information about study abroad programs	O	O	O	O
Found out about undergraduate research opportunities	O	O	O	O
Learned about cultural events in Seattle	O	O	O	O
Learned about on-campus cultural activities	O	O	O	O
Explored academic events outside the classroom such as evening lectures and talks	O	O	O	O
Reflected on what happened to you in this first quarter of college	O	O	O	O
Identified some of the ways that learning in college differs from learning in high school	O	O	O	O
Learned about how the university divides itself into various academic areas/disciplines	O	O	O	O
Met other students whose interests were similar to yours	O	O	O	O
Had opportunities to interact with students who were different from you—in race, ethnicity, ideas, or background	O	O	O	O
Met people with whom you can study	O	O	O	O
Had opportunities to talk about/learn more from the UW Common Book	O	O	O	O
Identified ways to maintain good health	O	O	O	O
Met a student who's ahead of you in school and who can give you advice about college	O	O	O	O
Met an upperclassman who is majoring in an academic area that interests you	O	O	O	O
Connected with a specific academic department/area	O	O	O	O
Got information about community service opportunities	O	O	O	O
Got information about student clubs and organizations	O	O	O	O
Got information about other campus involvement opportunities (ex. intramural sports, experimental college, residence hall engagement)	O	O	O	O
Had opportunities to discuss ideas and challenges in your courses with other students in them	O	O	O	O
Gathered information about resources that will help you succeed in your academic work	O	O	O	O
Drew connections across the courses you took this quarter	O	O	O	O
Developed your time management skills	O	O	O	O
Developed better study and test-taking skills	O	O	O	O
Had opportunities to interact with a UW faculty member	O	O	O	O
Learned about the kinds of questions each of the courses you're taking is asking and how each one goes about answering those questions	O	O	O	O

7.   How challenging were the classes you took fall quarter?
   O Not challenging
   O Slightly challenging
   O Moderately challenging
   O Very challenging

8. This quarter, who did you spend most of your social time with?
   - ○ Myself—I still don't have a group of friends
   - ○ Friends from my high school
   - ○ Friends from my neighborhood
   - ○ Friends from my community college
   - ○ Friends I met during my summer advising and orientation session
   - ○ Friends I met at Dawg Daze
   - ○ Friends from where I live—residence hall, fraternity/sorority, apartment building
   - ○ Friends I met in my classes
   - ○ Other: _____

9. How <u>familiar</u> are you with what the following resources are and how you might use them?	0 Not at all	1 Slightly	2 Moderately	3 Very
Center for Learning and Undergraduate Enrichment (CLUE)	○	○	○	○
Instructional Center (IC)	○	○	○	○
Other study centers on campus	○	○	○	○
Educational Opportunity Program advising (EOP)	○	○	○	○
Gateway Center advising	○	○	○	○
Departmental advising	○	○	○	○
Office hours for professors and teaching assistants	○	○	○	○
Center for Career Services	○	○	○	○
Carlson Leadership and Public Service Center	○	○	○	○
Undergraduate Research Program	○	○	○	○
Writing centers	○	○	○	○
Schmitz Hall Student Counseling Center	○	○	○	○
Ethnic Cultural Center/Theatre (ECC/T)	○	○	○	○
International Programs and Exchanges (Study Abroad)	○	○	○	○

10. Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?
    - ○ No
    - ○ Yes
    - ○ Some but not all of it.

11. If you read some or all of the Common Book, what did you read it for? (Please check all that apply)
    - ○ I did not read the Common Book
    - ○ For my own pleasure
    - ○ For a UW class
    - ○ A UW event or requirement of some kind

12. If you read the Common Book for a UW class or event, please name it.

13. How frequently have you done the following activities this quarter?	0 Never	1 Once or twice	2 Three to five times	3 Six to ten times	4 More than ten times
Visited an academic department to gather information on a major—either in person or online	○	○	○	○	○
Attended a cultural event (ex. dance, theater, art show, concert) on or off campus	○	○	○	○	○
Discussed ideas from readings or class with a professor or teaching assistant during office hours when it was not required as part of the class	○	○	○	○	○
Discussed a grade you received with a professor or teaching assistant when you were not required to do so	○	○	○	○	○
Met with a departmental adviser (not a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser)	○	○	○	○	○
Met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser	○	○	○	○	○
Gone to a special talk or lecture given on campus or in Seattle that was outside your normal classes	○	○	○	○	○
Spoken one-on-one or in a chat room with a UW librarian	○	○	○	○	○
Used the help offered in a writing or study center	○	○	○	○	○
Joined a club or student organization	○	○	○	○	○
Volunteered your time for a cause you care about	○	○	○	○	○
Critically examined the strengths and weaknesses of your own views on a topic or issue	○	○	○	○	○
Tried to understand someone else's views by trying to see a topic or issue from a new perspective	○	○	○	○	○
Connected ideas or concepts from different courses when completing an assignment or during class discussion	○	○	○	○	○

14. How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?
   ○ Not diverse
   ○ A little diverse
   ○ Pretty diverse
   ○ Very diverse

	1 Nothing	2 A little	3 Quite a lot	4 A great deal
15. How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	○	○	○	○
16. How much do you value the contribution the diversity of students and faculty might make to your learning?	○	○	○	○

17. How big does the UW campus feel to you in terms of the space it occupies and the number of people here?
   ○ Not very big
   ○ Fairly big
   ○ Quite big
   ○ Very big

18. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I feel prepared to succeed academically at the UW.	O	O	O	O
I am excited about the classes I will be taking in winter quarter.	O	O	O	O
I feel that the UW cares about my success.	O	O	O	O
I am satisfied with my decision to attend the UW.	O	O	O	O
I feel like a member of the UW community.	O	O	O	O
I feel like a member of a smaller academic community at the UW.	O	O	O	O
I would recommend the courses I took to students entering the UW next year.	O	O	O	O

19. Are you enrolled next quarter for another course offered by the same department as one of the courses you took this fall quarter?

O No

O Yes

Thinking of your own experience this quarter, how would you rate the following people and attributes at the UW?

20. Other students

| *Unfriendly, Unsupportive, Sense of Isolation* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Friendly, Supportive, Sense of Belonging* |

21. Faculty Members

| *Remote, Discouraging, Unsympathetic* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Approachable, Helpful, Understanding, Encouraging* |

22. Administrative personnel and offices

| *Rigid, Impersonal, Bound by Regulations* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Helpful, Considerate, Flexible* |

23. Classes

| *Boring, Dull* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Stimulating, Involving* |

24. Campus Climate

| *Unwelcoming* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Welcoming* |

25. Yourself

| *Alienated, Bored* | 1 | 2 | 3 | 4 | 5 | 6 | 7 | *Involved, Excited* |

26. What was the best part of your fall quarter at the UW?

27. What was the worst part of your fall quarter?

28. What surprised you the most this quarter

29. Is there anything else you'd like to tell us about your first quarter here?

Academic and Demographic Questions – For Data Classification Only

30. What is your gender?
    ○ Female
    ○ Male
    ○ Other

31. What is your ethnicity? (please check all that apply)
    ○ African American
    ○ Native American
    ○ White American
    ○ Hispanic/Latino American
    ○ Asian American
    ○ Hawaiian/Pacific Islander American
    ○ International student
    ○ Other: _____

32. How many total credits are you taking winter quarter? _____

33. Where do you now live?
    ○ With parents or relatives
    ○ Other private home, apartment, room
    ○ Residence halls
    ○ Fraternity/sorority
    ○ Other campus student housing
    ○ Other:_____

34. Are you the first person in your family to attend college?
    ○ Yes
    ○ No

35. What is the highest level of education your mother completed?
    ○ Less than high school
    ○ Some high school
    ○ High school degree or equivalent
    ○ Vocational education certificate
    ○ Some college
    ○ Associate of Arts degree
    ○ Bachelor's degree
    ○ Master's degree
    ○ Doctoral or professional degree

36. What is the highest level of education your father completed?
    ○ Less than high school
    ○ Some high school
    ○ High school degree or equivalent
    ○ Vocational education certificate
    ○ Some college
    ○ Associate of Arts degree
    ○ Bachelor's degree
    ○ Master's degree
    ○ Doctoral or professional degree

37. Did either of your parents attend UW?
○ Yes
○ No

38. Do you have siblings who have attended or currently attend UW?
○ Yes
○ No

39. During Fall quarter, how many hours per week did you work at a job?
○ None
○ Fewer than 10
○ 10-15
○ 16-20
○ 21-30
○ More than 30

40. Are you currently receiving financial aid?
○ Yes
○ No

APPENDIX F. Post-Quarter Survey for ALL Arts/Social Sciences Students

Thank you for participating in this short survey regarding your ALL and your entire Fall quarter experience at the UW. Your responses to the following questions are confidential and will only be reviewed and summarized by OEA researchers. Quotations from open ended responses may be included in reports; but individuals will never be identified in any way. If you have any questions or concerns about this project, please contact Jon Peterson at jepeters@u.washington.edu.

When you complete the final question and submit your survey the ALL program will be notified that you deserve participation credit for finishing the survey. Thank you for your time!

1. What is the number of your ALL?_____

2. What is the name of your ALL Learning Lab leader?_____

3. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
4. I am glad that I chose to be in an ALL this quarter.	○	○	○	○
5. I think my ALL experience would have been as valuable without the ALL Learning Lab.	○	○	○	○
6. I would recommend that students entering the UW next year be in an ALL.	○	○	○	○

7. In which academic area(s) might you major at the UW? (Please check all that apply)
    ○ No idea at all
    ○ Some ideas but nothing definite
    ○ Something in *architecture or landscape architecture*
    ○ Something in the *arts* – for example, art, creative writing, drama, music
    ○ Something in *business* – for example, accounting, finance, marketing
    ○ Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering
    ○ Something focused on the *environment* – for example, forest resources, oceanography, program on the environment
    ○ Something in the *humanities* – for example, English, foreign languages, philosophy
    ○ Something in *math or statistics*
    ○ Something in the *natural sciences* – for example, biology, chemistry, physics, public health
    ○ Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology
    ○ Something in *social work*
    ○ Other:_____

8. Over the past quarter, how much has your thinking about your eventual major changed, if at all?
    ○ Stayed the same
    ○ Changed a little
    ○ Changed quite a bit
    ○ Changed completely

9. What, if anything, this past quarter has influenced your thinking about what you might major in?	0 No influence	1 A little influence	2 Quite a bit of influence	3 Very strong influence
The ALL Learning Lab	○	○	○	○
Your interest in the courses you took this quarter	○	○	○	○
Friends and family	○	○	○	○
Your grades in the courses you took this quarter	○	○	○	○
Conversations with faculty and TAs	○	○	○	○
Conversations with academic advisers	○	○	○	○
Conversations with undergraduates majoring in the area(s) you are considering	○	○	○	○
Other	○	○	○	○

10. If you indicated some "other" thing that influenced your thinking about what you might major in, what was it?

11. To what extent did your experience in <u>the ALL Learning Lab</u> (Arts 150 or SocSci 150) do the following:	0 Not at all	1 A little	2 Quite a bit	3 A lot
Familiarized you with the concept of "disciplinarity"	○	○	○	○
Provided you with opportunities to reflect on your learning	○	○	○	○
Helped you develop a plan for the classes you will take in the future	○	○	○	○
Helped you make new friends and form a social group	○	○	○	○
Gave you information about UW majors	○	○	○	○
Engaged you in conversations with senior students about their experience	○	○	○	○
Helped you identify your major	○	○	○	○
Gave you information on how advising works at the UW	○	○	○	○
Help you do well academically in other courses you are taking this quarter	○	○	○	○
Introduced you to how the university divides itself into various academic areas/disciplines	○	○	○	○
Helped you understand the connections between research and teaching at UW	○	○	○	○
Gave you opportunities to speak with alumni about their growth into professionals	○	○	○	○
Helped you learn about differences in the disciplines inside your ALL	○	○	○	○
Helped you learn about similarities across the disciplines inside your ALL	○	○	○	○
Provided you with a peer leader who is majoring in an academic area that interests you	○	○	○	○
Helped you explore academic events outside the classroom such as evening lectures and talks	○	○	○	○
Helped you feel connected with people (faculty, students, advisers, alumni) in a specific learning community	○	○	○	○
Allowed you a chance to connect with a specific academic department/area	○	○	○	○
Helped you identify some of the ways that learning in college differs from learning in high school	○	○	○	○
Helped you meet other students whose interests were similar to yours	○	○	○	○
Provided you with opportunities to interact with students who were different from you—in race, ethnicity, ideas, or background	○	○	○	○
Helped you meet people with whom you could study	○	○	○	○
Provided you with a peer leader who's ahead of you in school and who can give you valuable advice about college	○	○	○	○
Gave you opportunities to speak with faculty about their research and teaching	○	○	○	○
Provided you with opportunities to discuss ideas and challenges in your ALL cluster courses	○	○	○	○
Provided you with information about resources that will help you succeed in your academic work	○	○	○	○
Drew connections across courses in the ALL cluster	○	○	○	○
Helped you understand the questions faculty and students ask in a disciplinary area	○	○	○	○
Helped you understand how faculty and students in a disciplinary area might go about answering questions	○	○	○	○
Encouraged you to develop intellectual questions of your own	○	○	○	○

12. Not including your ALL Learning Lab or the classes you took outside the ALL cluster, how challenging were the classes in your ALL cluster?
   ○ Not challenging
   ○ Slightly challenging
   ○ Moderately challenging
   ○ Very challenging

13. Would you recommend that students entering the UW next year take the classes you had in your particular ALL (not including the ALL Learning Lab or classes you took outside the ALL) even if those entering students are not in an ALL?
   ○ No
   ○ Maybe
   ○ Yes

14. This quarter, with whom did you spend most of your social time?
   ○ Myself—I still don't have a group of friends
   ○ Friends from my high school
   ○ Friends from my neighborhood
   ○ Friends from my community college
   ○ Friends I met during my summer advising and orientation session
   ○ Friends I met at Dawg Daze
   ○ Friends from where I live—residence hall, fraternity/sorority, apartment building
   ○ Friends I met in my ALL
   ○ Other: _____

15. How familiar are you with what the following resources are and how you might use them?	0 Not at all	1 Slightly	2 Moderately	3 Very
Center for Learning and Undergraduate Enrichment (CLUE)	○	○	○	○
Instructional Center (IC)	○	○	○	○
Other study centers on campus	○	○	○	○
Educational Opportunity Program advising (EOP)	○	○	○	○
Gateway Center advising	○	○	○	○
Departmental advising	○	○	○	○
Office hours for professors and teaching assistants	○	○	○	○
Center for Career Services	○	○	○	○
Carlson Leadership and Public Service Center	○	○	○	○
Undergraduate Research Program	○	○	○	○
Writing centers	○	○	○	○
Schmitz Hall Student Counseling Center	○	○	○	○
Ethnic Cultural Center/Theatre (ECC/T)	○	○	○	○
International Programs and Exchanges (Study Abroad)	○	○	○	○

16. Have you read the UW Common Book (Barack Obama's *Dreams from My Father*)?
   ○ No
   ○ Yes
   ○ Some but not all of it.

17. If you read some or all of the Common Book, what did you read it for? (Please check all that apply)
   ○ I did not read the Common Book
   ○ Your ALL Learning Lab
   ○ For your own pleasure
   ○ Another UW class
   ○ A UW event or requirement of some kind

18. If you read the Common Book for a UW class or event, please name it.

19. How frequently have you done the following activities this quarter?	0 Never	1 Once or twice	2 Three to five times	3 Six to ten times	4 More than ten times
Visited an academic department to gather information on a major—either in person or online	O	O	O	O	O
Attended a cultural event (ex. dance, theater, art show, concert) on or off campus	O	O	O	O	O
Discussed ideas from readings or class with a professor or teaching assistant during office hours when it was not required as part of the class	O	O	O	O	O
Discussed a grade you received with a professor or teaching assistant when you were not required to do so	O	O	O	O	O
Met with a departmental adviser (not a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser)	O	O	O	O	O
Met with a Gateway Center, OMA/D, EOP, Honors, or SPAAS adviser	O	O	O	O	O
Gone to a special talk or lecture given on campus or in Seattle that was outside your normal classes	O	O	O	O	O
Spoken one-on-one or in a chat room with a UW librarian	O	O	O	O	O
Used the help offered in a writing or study center	O	O	O	O	O
Joined a club or student organization	O	O	O	O	O
Volunteered your time for a cause you care about	O	O	O	O	O
Critically examined the strengths and weaknesses of your own views on a topic or issue	O	O	O	O	O
Tried to understand someone else's views by trying to see a topic or issue from a new perspective	O	O	O	O	O
Connected ideas or concepts from different courses when completing an assignment or during class discussion	O	O	O	O	O

20. How diverse do you think the UW student body and faculty population are in terms of race, gender, ethnicity, and country of origin?
- O Not diverse
- O A little diverse
- O Pretty diverse
- O Very diverse

	1 Nothing	2 A little	3 Quite a lot	4 A great deal
21. How much do you expect the diversity of students and faculty at the UW to contribute to your education here?	O	O	O	O
22. How much do you value the contribution the diversity of students and faculty might make to your learning?	O	O	O	O

23. How big does the UW campus feel to you in terms of the space it occupies and the number of people here?
- O Not very big
- O Fairly big
- O Quite big
- O Very big

24. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I feel prepared to succeed academically at the UW.	O	O	O	O
I am excited about the classes I will be taking in winter quarter.	O	O	O	O
I feel that the UW cares about my success.	O	O	O	O
I am satisfied with my decision to attend the UW.	O	O	O	O
I feel like a member of the UW community.	O	O	O	O
I feel like a member of a smaller academic community at the UW.	O	O	O	O

25. Are you enrolled next quarter for another course offered by the same department as one of the courses you took in the ALL?
   ○ No
   ○ Yes

26. To what extent do you agree or disagree with the following statements about your ALL Learning Lab (Arts 150 or SocSci 150) experience?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
My ALL leader was organized and well-prepared for the ALL Learning Lab.	○	○	○	○
My ALL leader was open and approachable.	○	○	○	○
My ALL leader knew a lot about the disciplinary area of the ALL.	○	○	○	○
My ALL leader is someone I will definitely keep in contact with.	○	○	○	○
My ALL leader knew a lot about the UW.				
My ALL leader seemed to think the undergraduate experience at the UW was positive.	○	○	○	○
I plan to take courses next quarter with some of my fellow ALL students.	○	○	○	○
I am likely to socialize with some of my fellow ALL students during the rest of my time at the UW.	○	○	○	○
My ALL leader was clear about course expectations.	○	○	○	○
My ALL leader provided useful guidance on how to succeed at the UW.	○	○	○	○
My ALL leader was encouraging and enthusiastic about class.	○	○	○	○
My ALL leader did a good job of facilitating discussions.	○	○	○	○
The ALL leader and departmental advisers helped me get a clearer sense of what majors I might consider and what courses I might take.	○	○	○	○
Because of my experience either in my ALL lab (Arts 150 or SocSci 150) or with my ALL lab leader, I am more likely to go speak with a departmental adviser or faculty member.	○	○	○	○
The ALL got me excited about new ideas, questions, fields of study, faculty, courses, or research areas.	○	○	○	○

ARTS LEARNING LAB STUDENTS ONLY

27. How valuable to your learning were the following components of your ALL Learning Lab (Arts 150)?	N/A Did not do this	0 Not at all	1 Slightly	2 Moderately	3 Very
Beginning reflection (Assignment 1)	○	○	○	○	○
Meeting with advanced arts undergraduates and alumni	○	○	○	○	○
Meeting with advisers	○	○	○	○	○
Meeting with the faculty	○	○	○	○	○
Joint session ~ Social Sciences and Art Learning Labs: The Research and Teaching Connection	○	○	○	○	○
Out of the classroom and into the performance hall, museum, gallery…Event and event response (Assignment 2)	○	○	○	○	○
Academic planning assignment (Assignment 3)	○	○	○	○	○
Advising session ~ planning the second quarter	○	○	○	○	○
Final project (Assignment 4)	○	○	○	○	○
Meeting with your ALL class (Arts 150)	○	○	○	○	○
Meeting with both of the ALL Arts 150 groups	○	○	○	○	○
Meeting together with the ALL Arts groups and the ALL Social Sciences groups	○	○	○	○	○

SOCIAL SCIENCE LEARNING LAB STUDENTS ONLY

24. How valuable to your learning were the following components of your ALL Learning Lab (SocSci 150)?	N/A Did not do this	0 Not at all	1 Slightly	2 Moderately	3 Very
Beginning reflection (Assignment 1)	O	O	O	O	O
Meeting with advanced undergraduates in the social sciences	O	O	O	O	O
Meeting with faculty from your ALL courses	O	O	O	O	O
Joint session ~ SocSci and Art Learning Labs: The Research and Teaching Connection	O	O	O	O	O
Research one faculty member in the social sciences (Assignment 2)	O	O	O	O	O
Joint session ~ All Social Sciences: Slink Slam! Faculty panel discussion topic: Social Activism, Political Advocacy and Public Scholarship in the Social Sciences	O	O	O	O	O
Group project (Assignment 3)	O	O	O	O	O
Meeting with advisers	O	O	O	O	O
Academic planning assignment (Assignment 4)	O	O	O	O	O
Meeting with social sciences alumni	O	O	O	O	O
Study abroad session	O	O	O	O	O
Final Reflection	O	O	O	O	O
Meeting with your ALL class (SocSci 150)	O	O	O	O	O
Meeting with both of the ALL SocSci 150 groups	O	O	O	O	O
Meeting together with the ALL Arts groups and the ALL Social Sciences groups	O	O	O	O	O

Thinking of your own experience this quarter, how would you rate the following people and attributes at the UW?

25. Other students

Unfriendly, Unsupportive, Sense of Isolation   1   2   3   4   5   6   7   *Friendly, Supportive, Sense of Belonging*

26. Faculty Members

Remote, Discouraging, Unsympathetic   1   2   3   4   5   6   7   *Approachable, Helpful, Understanding, Encouraging*

27. Administrative personnel and offices

Rigid, Impersonal, Bound by Regulations   1   2   3   4   5   6   7   *Helpful, Considerate, Flexible*

28. Classes

Boring, Dull   1   2   3   4   5   6   7   *Stimulating, Involving*

29. Campus Climate

Unwelcoming   1   2   3   4   5   6   7   *Welcoming*

30. Yourself

Alienated, Bored   1   2   3   4   5   6   7   *Involved, Excited*

31. What was the most valuable part of the ALL program to you and why?

32. What might improve the ALL program and how?

33. What surprised you the most this quarter?

34. Is there anything else you'd like to tell us about your first quarter here?

Academic and Demographic Questions – For Data Classification Only

35. What is your gender?
    - ○ Female
    - ○ Male
    - ○ Other

36. What is your ethnicity? (please check all that apply)
    - ○ African American
    - ○ Native American
    - ○ White American
    - ○ Hispanic/Latino American
    - ○ Asian American
    - ○ Hawaiian/Pacific Islander American
    - ○ International student
    - ○ Other: _____

37. How many total credits are you taking this quarter? _____

38. Where do you now live?
    - ○ With parents or relatives
    - ○ Other private home, apartment, room
    - ○ Residence halls
    - ○ Fraternity/sorority
    - ○ Other campus student housing
    - ○ Other:_____

39. Are you the first person in your family to attend college?
    - ○ Yes
    - ○ No

40. What is the highest level of education your mother completed?
    - ○ Less than high school
    - ○ Some high school
    - ○ High school degree or equivalent
    - ○ Vocational education certificate
    - ○ Some college
    - ○ Associate of Arts degree
    - ○ Bachelor's degree
    - ○ Master's degree
    - ○ Doctoral or professional degree

41. What is the highest level of education your father completed?
   ○ Less than high school
   ○ Some high school
   ○ High school degree or equivalent
   ○ Vocational education certificate
   ○ Some college
   ○ Associate of Arts degree
   ○ Bachelor's degree
   ○ Master's degree
   ○ Doctoral or professional degree

42. Did either of your parents attend UW?
   ○ Yes
   ○ No

43. Do you have siblings who have attended or currently attend UW?
   ○ Yes
   ○ No

44. During Fall quarter, how many hours per week do you plan to work at a job?
   ○ None, I will not be employed
   ○ Fewer than 10
   ○ 10-15
   ○ 16-20
   ○ 21-30
   ○ More than 30

45. Are you currently receiving financial aid?
   ○ Yes
   ○ No

APPENDIX G. EnviroLink Survey, December 2009

1. To what extent do you agree or disagree with the following statements?	1 Strongly Disagree	2 Somewhat Disagree	3 Somewhat Agree	4 Strongly Agree
I am glad that I chose to be in the EnviroLink General Studies 197 Seminar.	O	O	O	O
I would recommend that all students entering the UW who are interested in environmental fields take the EnviroLink General Studies 197 Seminar next year.	O	O	O	O
My EnviroLink General Studies 197 Seminar gave me a clearer sense of the range of UW majors available for students interested in the environment.	O	O	O	O

2. How valuable to your learning were the following components of the EnviroLink seminar?	N/A Did not do this	0 Not at all	1 Slightly	2 Moderately	3 Very
Faculty talks about their research	O	O	O	O	O
Meeting with advisers	O	O	O	O	O
Completing weekly assignments	O	O	O	O	O
Completing the initial and final self-reflection papers	O	O	O	O	O
Attending an environmental event	O	O	O	O	O

3.   What or who was your favorite part of the EnviroLink Seminar and why?

4.   In which academic area(s) might you major at the UW? (Please check all that apply.)

☐ No idea at all
☐ Some ideas but nothing definite
☐ Something in *architecture or landscape architecture*
☐ Something in the *arts* – for example, art, creative writing, drama, music
☐ Something in *business* – for example, accounting, finance, marketing
☐ Something in *engineering* – for example, aeronautical, computer, electrical, and mechanical engineering
☐ Something focused on the *environment* – for example, aquatic and fisheries sciences, forest resources, marine biology, oceanography, program on the environment, earth and space or atmospheric sciences

☐ Something in the *humanities* – for example, English, foreign languages, philosophy
☐ Something in *math or statistics*
☐ Something in the *natural sciences* – for example, biology, chemistry, physics, public health
☐ Something in the *social sciences* – for example, American ethnic studies, anthropology, history, international studies, sociology
☐ Something in *social work*
☐ Other:_____

5.   Over the past quarter, how much has your thinking about your eventual major changed, if at all?
   O Stayed the same   O Changed a little   O Changed quite a bit   O Changed completely

6.   How, if at all, has your thinking about possibly majoring in an environmental field been influenced by the EnviroLink General Studies 197 Seminar? (Please select one.)

O   No influence ~ My thinking about my major has not changed this quarter; I always wanted to major in an environmental field.

O   No influence ~ I have never planned to major in an environmental field.

O   Some influence ~ While I had never planned to major in an environmental field, I am now interested in pursuing an environmental major.

O   Some influence ~ While I had originally planned to major in an environmental field, I now have a specific environmental major in mind.

O   Some influence ~I'm thinking I might minor in an environmental field but major in some other academic area.

O   Some influence ~ While I had originally planned to major in an environmental field, I don't think I'll pursue an environmental major now.

7. To what extent did your experience in the EnviroLink General Studies 197 seminar help you do the following?	0 Not at all	1 A little	2 Quite a bit	3 A lot
a) Identify a faculty member in an environmental field whom you might approach to discuss majors, research, or other opportunities for undergraduates	O	O	O	O
b) Speak with a faculty member about an environmental major or opportunities for undergrads	O	O	O	O
c) Identify a departmental adviser whom you feel comfortable approaching to ask about an environmental major	O	O	O	O
d) Speak with a departmental adviser by email or in person about an environmental major	O	O	O	O
e) Make use of opportunities to reflect on your learning	O	O	O	O
f) Develop a plan for the classes you will take in the future	O	O	O	O
g) Understand more about how the university divides itself into various academic areas/disciplines	O	O	O	O
h) Understand the differences in how and what faculty and students in different environmental fields study issues and events	O	O	O	O
i) Meet other students whose interests were similar to yours	O	O	O	O
j) Register for a Winter quarter class in an environmental field	O	O	O	O
k) Help you to understand the connections between research and teaching at the UW	O	O	O	O
l) Help you to feel connected to EnviroLink, a small learning community of environmental programs	O	O	O	O
m) Get ideas about topics, organisms, and environments that you want to learn more about	O	O	O	O
n) Become excited about environmental opportunities at the UW, such as majors, undergraduate research, capstone projects, and courses	O	O	O	O
o) Increased the chances of getting involved in departmental activities sooner than your junior year, such as declaring an environmental major, joining students groups, attending talks or seminars	O	O	O	O

8.   What surprised you the most about the EnviroLink General Studies 197 Seminar?

9.   What, if anything, would have made the EnviroLink General Studies 197 Seminar a better experience for you?

APPENDIX H. 2009 FIG Leader Survey

Since the Freshman Interest Group Program would like to know about your experience as a FIG Leader, they have asked the UW Office of Educational Assessment (OEA) to conduct a short 10-minute survey covering your experience. Your perspective will help to shape what happens with the program for next year, so please be as honest and constructive as you can.

Your responses to the following questions are confidential and will only be reviewed and summarized by OEA researchers. Quotations from open-ended responses may be included in reports, but individuals will not be identified. However, the FIG Program may want to follow up on specific open-ended comments made by FIG leaders for clarification and to insure that all your feedback can be implemented. Thus the final question of the survey will ask you if it is OK for OEA to provide your identity to the FIG program if they have questions regarding any of your specific comments. If you answer "yes" OEA will send your name along to the FIG program attached to your comment; if you answer "no" OEA will politely decline to do so.

When you complete this final question and submit your survey, the FIG Program will be notified that you deserve credit for this course assignment. Thank you for your time!

1. What is your FIG number?

2. If you had to make the decision again, would you choose to become a FIG leader?
> No
> Maybe
> Yes

3. Would you recommend that your friends become FIG leaders?
> No
> Maybe
> Yes

4. Thinking about how well your students did with these aspects of your class and about feedback students have given you about them, how effective were the following components of your class?

> The "About Me" GoPost assignment
> The "Student Transition" GoPost
> The "Academic Enrichment, Support, and Opportunity" GoPost
> The "Health and Wellness" GoPost
> The "Diversity, Tolerance, and Social Justice" GoPost
> The in-class discussion or activities you led related to the GoPost assignment topics
> The combined "Research and Discovery Project"/Common Book assignment: Library Tour
> The combined "Research and Discovery Project"/Common Book assignment: Bibliography
> The combined "Research and Discovery Project"/Common Book assignment: Reflective Response
> Explorations: Cultural
> Explorations: Academic
> Explorations: Involvement
> Academic planning for the next quarter
> Registering for the next quarter
> In-class discussions
> Other class assignments I gave

N/A Did Not Assign/Cover   1 Not Effective   2 A Little Effective   3 Somewhat Effective   4 Very Effective

5. If you provided an effectiveness rating for an "other class assignment," what was the assignment(s)?

6. How would you judge the amount of time your General Studies 199 seminar spent on the following?

> The GoPost assignments
> The Research and Discovery/Common Book project
> Academic planning/registration
> Exploration activities
> The in-class discussion or activities you led related to the GoPost assignment topics
> General conversations that happened in class
> Connections to the courses my students were taking in the FIG
> Opportunities for students to reflect about their UW experience

> 1 Not Enough   2 Just Right   3 Too Much

7. To what extent do you agree or disagree with the following statements about the seminar components?

> The GoPosts helped students reflect in ways that were meaningful to their transition to college.
> I was unable to use students' GoPost responses in class to begin discussion.
> It was easy to evaluate students' work on the GoPosts.
> My students responded thoughtfully to most of the GoPost assignments.
> Students seemed to have read the Common Book.
> Combining the Common Book with the Research and Discovery assignment did not work very well.
> I don't think we should have a Common Book for freshman next year.
> Students' projects for the Research and Discovery/Common Book experience were of high quality.
> It was hard for me to figure out how to fill class time.
> Most of my students participated actively in class discussion.
> In-class discussions sometimes went in directions I found uncomfortable.
> I often had a hard time maintaining control of the classroom.
> The grading policy was clear to students.
> The grading policy was easy for me to use.
> My students wanted to talk in my seminar about the classes they were taking in their FIG grouping.
> Students took my General Studies 199 seminar seriously.

1 Strongly Disagree   2 Somewhat Disagree   3 Somewhat Agree   4 Strongly Agree

8. To what extent do you agree or disagree with the following statements?

> Overall, I was successful in helping my students learn about the UW this fall quarter.
> After leading a FIG, I am more comfortable speaking in front of groups.
> I was not comfortable being an authority figure in the classroom.
> The FIG leading experience has provided me with tools to be an effective teacher and mentor.
> I learned leadership skills as a result of my participation in this program.
> It was difficult to communicate respect to all my students.
> Being a FIG leader was one of the best learning experiences I've had at the UW.
> Being a FIG leader was often frustrating and difficult.
> I needed more support during fall quarter when I was actually doing the teaching than was available to me.
> I feel good about the job I did leading a General Studies 199 seminar this year.
> Leading a FIG helped me understand my own college experience in a new way.

1 Strongly Disagree   2 Somewhat Disagree   3 Somewhat Agree   4 Strongly Agree

In answering the following questions, please think specifically of your spring quarter 2009 (GS 470) training.

9. To what extent did the following help you succeed in your role as a FIG leader?

        Clear definition of the roles and responsibilities of being a peer instructor
        Returner presentations
        Information about the role of the FIG program on campus
        Information/readings on student development theory
        Information/readings on college students' experience
        Instruction in lesson planning and design
        Working on lesson plans with my peers
        Creating comprehensive lesson plans
        Feedback on lesson plans from returning FIG leaders
        Support on lesson plans from program staff (Becky, Jen, and Steve)
        Interaction with other FIG leaders

        1 Not At All   2 A Little   3 Somewhat   4 Very much

In answering the following questions, please think specifically of your fall quarter 2009 teaching and training (including Friday 9/25).

10. To what extent did the following help you succeed in your role as a FIG leader?

        Informal assistance during fall quarter from the program director (Becky)
        Informal interaction with other FIG leaders
        Class observation and feedback from returning leaders
        Formal (via assignments) and informal student feedback during fall quarter

        1 Not At All   2 A Little   3 Somewhat   4 Very much

11. Looking back over your training experience and how it affected your experience of leading the General Studies 199 seminar, what suggestions for improvement do you have?

12. What advice do you have for FIG Leaders next year based on your experience this year? (This response is put in the Pithy But Powerful Points to Ponder: Advice from Former FIG Leaders packet.)

13. What was the best part of your FIG Leader experience this year?

14. Is there anything else you'd like to tell us about your experience as a FIG leader?

15. Do you permit OEA to share your identity with the FIG Program if they would like to clarify your open-ended comments and/or follow-up with any of your open-ended feedback?

        Yes, I permit OEA to share my identity with the FIG Program.
        No, I would prefer to remain anonymous.

APPENDIX I. FIG Leader Application and Interview Questions

FIG LEADER APPLICATION

Please note that you will be responsible for knowing all of the information presented on the FIG Leader Hiring Webpage http://uwfigs.com (click "Become a FIG Leader). Please read through this website as it contains critical information regarding selection timeline, the recruitment process, and training for applicants accepted into the program.

First Name

Last Name

Student Number

Email Address

Telephone Number

Major(s)/Intended Major(s)

Cumulative GPA

How did you hear about the FIG Leader application? *(check all that apply)*

- ☐ Poster
- ☐ Information Session
- ☐ Email
- ☐ Other: [   ]

Do you have experience with, or are you affiliated with the following: *(check all that apply)*

- ☐ Educational Opportunity Programs (EOP)
- ☐ Greek Life
- ☐ Commuter Student (more than 10 miles from campus)
- ☐ Transfer Student
- ☐ Student Organization (RSO)
- ☐ Lived in Residence Halls
- ☐ Student Athlete
- ☐ Honors Program
- ☐ None of the above

Reference One (Name, Phone #, Relationship to you)

Reference Two (Name, Phone #, Relationship to you)

Essay A

Why do you think you would be an effective FIG Leader? (Please limit response to one page)

Essay B

If you are a FIG Leader, it will be very important for you to be able to talk about your own experiences with the students in your FIG in an instructive and compelling manner. In other words, story-telling! We would like you to think about an experience- an assignment, a conversation, an event, etc.- that has been an influential part of your learning and growing as a college student. Two rules apply here: you have to be the main character in your story (i.e., this is not a story about someone else's experience), and it has to be something that would be relevant to your students within the framework of the class that you're teaching (i.e., it has to have an educational message). To this end, there should be two parts to your response: (1) The story itself- write it as though it is a script of what you'd actually say, and (2) A brief note about what you hope your students would learn from your story. (No more than two pages)

Essay C

Serving as an undergraduate instructor and leading a group of one's peers comes with many challenges and opportunities. Please tell us about some of the challenges and opportunities that you could imagine frequently arise for FIG Leaders. (Please describe at least one *challenge* and one *opportunity* and limit your response to one page)

Thank you for completing the FIG Leader Application! We will be notifying applicants about individual interviews on or before February 11th 2010. You will receive an email whether or not you are selected to continue on in the selection process. If you have any further questions, please feel free to contact our office at (206) 543-4905 or email figs@uw.edu.

FIG LEADER INTERVIEW QUESTIONS

FIG Leader Individual Interview Questions   Individual Score (circle one) 1 2 3 4 5 | **Average Score**: |

Candidate Name: Interviewer:

1) As a result of being a FIG Leader, what are you hoping to contribute to your students experience and gain for yourself?

2) Students self select into FIGs based on academic interest or class availability, it is difficult to predict who your students may be. How would you work to build community within a group of students who have diverse interests and experiences?

3) How would serving as a FIG Leader fit into your life and current commitments?

4) How would you accomplish/achieve the balance between fun and substance in your FIG course?

5) It's the start of class week 3. You have a student that spends at least half of the class time texting. How would you handle this situation?

Next steps: Email notification on Wed. 2/24 by 5pm. There is a mandatory (1.5 hr) training on 3/5 or 3/6 . The spring training class will be Tue, Wed, or Thurs, 2:30-4:20pm.

Comments:

APPENDIX J. FIG Leader Training

UW FIG Program

Overview of FIG Leader Training and Accountability Measures

The overall system of hiring, training, and supervising FIG Leaders takes place between February and December of each year. This document outlines each phase of that process.

Phase One: Hiring

- *FIG Leader Recruitment and Hiring*
    - o FIG Leaders Recruitment takes place during the month of January each year. Recruitment measures include:
        - ▪ Posters
        - ▪ Facebook Advertisements
        - ▪ Emails to Autumn Quarter Dean's List Students
        - ▪ Emails circulated through Advising units on campus
        - ▪ FIG Program staff visits to student organizations to promote positions (specifically student groups which are made up of underrepresented students on campus in a effort to recruit a more diverse population of FIG Leaders)
        - ▪ Information Sessions
    - o FIG Program Staff reads all FIG Leader applications and uses the following criteria to make selections for the interview round of hiring. (See attached Application information)
        - ▪ Applicant Responses to Essay Questions
        - ▪ Applicant Academic Standing (GPA)- while we do not have a minimum GPA requirement, the number of applications we receive each year means that we typically look for students who maintain at least a 3.2 cumulative GPA.
        - ▪ Class standing- the experience is open to all current undergraduate students, but rising sophomores are invited into the program far less often than juniors and seniors.
    - o Following application review, a group of applicants are invited to meet with a First Year Programs professional staff member and a returning FIG Leader for a 20-minute individual interview. (See attached interview protocol)
        - ▪ Following individual interviews, successful FIG Leader candidates are invited to take a 3-credit training course, Gen St 470.

Phase Two: Training

- *Introductory Meeting*
    - o An initial meeting takes place with all of the FIG Leaders to review the entirety of the program and the upcoming training. This meeting takes place at the end of Winter Quarter prior to the start of Spring Training for FIG Leaders.
- *Training class: General Studies 470*
    - o Course meets weekly for two hours
    - o Course curriculum focuses on three major training themes:
        - ▪ Why the FIG Program exists on campus
            - • Student Development Theory
            - • UW Soul Study
            - • FIG Program History

- - General Studies 199 Curriculum and Content
    - Overview of Common Assignments
    - Lesson Planning
  - Teaching and Facilitation
    - Classroom Management
    - Grading
    - Ethical Issues
    - Public Speaking
  - FIG Leaders complete assignments based on the three themes and produce a complete set of autumn quarter lesson plans for review.
  - FIG Leaders receive a Returning FIG Leader Mentor who reviews lesson plans and provides guidance in addition to the FIG program staff.
  - At the end of the quarter, final FIG Leader selections are determined. FIG program staff considers all students enrolled in the course as "prospective" FIG Leaders until the end of spring quarter.
- *Pre Quarter Training*
  - FIG program staff review lesson plans prior to training
  - Day-long training which serves as time to:
    - Update FIG Leaders on programmatic changes
    - Review 199 expectations
    - Provide Information about Dawg Daze-related activities
    - Invite guest speakers from campus when applicable
- Total Training Experience prior to Teaching: Approximately 25-30 hours

Phase Three: Teaching and Concurrent Training

- FIG Leaders teach ten 50-minute sessions of General Studies 199 during autumn quarter.
- FIG Leaders are required to enroll in an additional quarter of Gen St 470 that meets bi-weekly for 50 minutes. This course focuses on:
  - Providing updates for FIG Leaders
  - Troubleshooting problems that arise
  - Clarifying program policies
  - Professional development opportunities for FIG Leaders (resume building activities, etc.)
- Each FIG Leader also has one in-class observation and follow-up meeting with either program staff or a 3rd year FIG Leader mid-way through Autumn Quarter. (see attached Observation Review for more information).

APPENDIX K. FIG Leader Observation Protocol

2009 FIG General Studies 199 Observation Form

Name of FIG Leader:_____ Date:_____ Time of observation: _____

Name of observer: _____ Number of students present: _____

1. Please provide a sentence or two about the content of the lesson at the time you observed. What is literally going on in class?

2. What are the intended outcomes/ purpose for the day's activity and how do you know?

3. Does the FIG leader appear to be:	N/A No chance to observe	0 No	1 Somewhat	2 Mostly	3 Very
Organized/prepared?					
Comfortable in the leadership role?					
Engaged with the activity s/he is leading?					
Knowledgeable?					
Responsive to student questions or requests?					
Respectful to all of the students?					
Maintaining good classroom management?					
Positive about the UW experience ?					

4. If you scored any of the items for Question 3 *below* a 2 (mostly), please explain:

5. How many students participated in the lesson during the time you were observing the class._____

6. In your opinion, why was there this level of participation?

7. Were the students:	N/A No chance to observe	0 No	1 Somewhat	2 Mostly	3 Very
Responsive and respectful to the FIG leader?					
Responsive and respectful to each other?					

8. How difficult to manage does this group of students appear to be?

O Very difficult   O Difficult   O Sometimes difficult; sometimes not   O Easy to manage   O Very easy to manage

9. What, if anything, did the FIG leader do to maintain control of the classroom?

10. What is your overall impression from your observation?