

Key Highlights

- 69% of respondents were either satisfied or very satisfied with their first-year seminar.
- 76% of respondents would recommend their first-year seminar to other first year students.
- Almost 80% of respondents felt they made either good or great gains in their first-year seminar in locating campus academic resources available to help me (e.g., Writing Center, Math Assistance Center, Bepko Learning Center, Advising, or Career Services).
- 71% of respondents felt they made either good or great gains in knowledge on what they need to do to graduate on schedule (within 4 years) while seventy percent felt they made great gains in knowing what is required of them to make a successful transition to an academic major.
- 40% of respondents felt the most valuable aspect of their first year seminar was connecting with people.
- 57% of respondents felt the least valuable aspect of their first-year seminar was the assignments. Of those comments 30% were more specific and felt the pointless assignments and busy work were the least valuable aspect of their first year seminar.

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**2017 UCOL-U110 First-Year Seminar
Questionnaire Report**

Executive Summary

The IUPUI First-Year Seminar (FYS) program is designed to improve student success by placing a strong emphasis on the academic expectations of college (e.g., critical thinking, writing, course demands), providing information about campus resources, and allowing for career exploration and development. The FYS courses allow beginning students to more easily transition to IUPUI while building close friendships with peers, making connections with faculty, and learning about campus resources. An instructional team, including a faculty member, a student mentor, and an academic advisor, teaches the courses.

The questionnaire was designed to enhance understanding of students' perceptions of their FYS experience (e.g., if the courses improved the students' ability to transition to college and form connections with faculty members and other students). The questionnaire also allowed students to respond to open-ended questions regarding the FYS aspects they liked the most and least, what they plan to carry with into other classes or other aspects of life, and if they plan to return to IUPUI.

Results from both the quantitative and qualitative analysis suggested that the First Year Seminar helped students successfully transition to college; establish a support network of IUPUI faculty, mentors, advisors and other staff members; feel a strong sense of belonging and community, and locate all of the resources available at IUPUI. Results also suggested that the FYS program is helping students in their career and major exploration, enhance time management skills, and develop more self-awareness. Students were particularly positive about their interactions with peer mentors and reported having positive interactions with faculty members and advisors.

Results from the open-ended questions revealed that many students felt that the assignments were pointless and that they could have spent time engaged in activities that were more beneficial in their major or college career. As such, many students reported that the assignments and activities felt like "busy work." The following are examples of students' comments focused on improving the FYS: "make the assignments worthwhile," "some of the assignments did not seem very helpful or useful," and "I don't think some of the assignments are necessary"

Students that indicated they do not plan to return to IUPUI reported they want a more "traditional" college experience. These students felt that IUPUI is a "commuter campus" where there is "not as much of a campus life" compared to other traditional large four-year colleges. They said they were looking for a campus where the majority of students do not just drive to campus, go to class, and then go home. There may be opportunity to collaborate more with the Division of Student Affairs to reach all of the students with the numerous campus activity opportunities available at IUPUI during the school year and give these students more of an engaged and fulfilling college experience.

First-Year Seminar Student Survey Responses Quantitative Report

- 65% of respondents felt they made either good or great gains as a result of their first-year seminar in establishing a support network of IUPUI faculty, mentors, advisors and other staff members.
- Almost 80% of respondents felt they made either good or great gains in their first-year seminar in locating campus academic resources available to help me (e.g., Writing Center, Math Assistance Center, Bepko Learning Center, Advising, or Career Services).

	N	Mean	No Gain	Little Gain	Moderate Gain	Good Gain	Great Gain
Connections to a Community							
Percentages							
Establishing a support network of IUPUI faculty, mentors, advisors and other staff members	700	3.74	5.9	9.1	19.7	35.4	29.9
Forming friendships	699	3.69	5.0	13.0	21.9	27.9	32.2
Feeling a sense of belonging to IUPUI	699	3.67	5.3	12.9	20.5	32.0	29.3
Feeling a sense of community	698	3.67	5.6	11.2	21.9	33.1	28.2
Establishing a support network of peers	699	3.62	5.7	14.7	19.2	32.6	27.8
Introduction to College and IUPUI Culture							
Locating campus academic resources available to help me (e.g., Writing Center, Math Assistance Center, Bepko Learning Center, Advising, or Career Services)	700	4.15	3.1	5.6	11.4	32.9	47.0
Knowing how and where to seek help when I need it	703	3.96	4.0	5.8	17.6	35.4	37.1
Understanding college-level expectation	702	3.91	3.6	7.1	16.5	39.9	32.9
Interacting with students that are different from me (on the basis of gender, ethnicity, religion, sexual orientation, political beliefs)	701	3.90	5.0	8.4	16.1	32.4	38.1
Explaining way to become engaged at IUPUI	696	3.88	3.7	7.6	20.0	34.5	34.2
Appreciating multicultural perspective	699	3.78	7.6	8.7	18.0	29.9	35.8
Having the skills and knowledge to successfully navigate in a complex and multicultural society	697	3.75	6.3	8.6	20.4	33.3	31.4
Being exposed to cultures outside my own	703	3.71	8.1	12.1	14.9	30.2	34.7
Locating campus nonacademic resources available to help me such as Adaptive Education Services (AES), Counseling and Psychological Services (CAPS), etc.	702	3.64	8.8	10.0	20.1	30.9	30.2
Awareness of the IUPUI Principles of Undergraduate Learning (PULs)	703	3.49	11.1	12.8	20.2	28.0	27.9

1=No Gain, 2=Little Gain, 3=Moderate Gain, 4=Good Gain, 5=Great Gain

*Rank ordered by mean in each section

- 71% of respondents felt they made either good or great gains in knowledge on what they need to do to graduate on schedule (within 4 years) while seventy percent felt they made great gains in knowing what is required of them to make a successful transition to an academic major.
- 67% of respondents felt they made either good or great gains in feeling a sense of purpose in pursuing their degree because of their first-year seminar.

	N	Mean	No Gain	Little Gain	Moderate Gain	Good Gain	Great Gain
Transition Skills							
Knowing what I need to do to graduate on schedule (within 4 years)	700	3.91	4.6	7.1	17.7	33.4	37.1
Knowing what is required of me to make a successful transition to an academic major	699	3.90	4.3	6.2	19.5	35.5	34.6
Knowing what is required of me to attain academic excellence	698	3.89	4.2	7.0	18.8	35.7	34.4
Knowing about important academic policies and procedures	698	3.84	5.0	7.6	18.9	35.4	33.1
Knowing strategies to overcome any obstacles I may face in pursuing my degree	701	3.81	5.6	6.6	21.8	33.7	32.4
Building strategies for making a successful transition to the university	702	3.81	4.4	9.3	19.7	34.5	32.2
Having the skills needed to succeed in college-level course	702	3.78	5.3	8.1	20.1	36.5	30.1
Knowing how to balance all my time commitments (school, work, family, social) so I can meet course work demands	698	3.77	4.4	8.7	21.3	36.4	29.1
Becoming more self-confident as a student	699	3.69	8.2	7.3	20.6	35.1	28.9
Developing effective study and test preparation skills	700	3.57	6.3	11.9	26.6	29.4	25.9
Career/Major Exploration							
Feeling a sense of purpose in pursuing my degree	698	3.85	4.4	9.6	19.3	29.4	37.2
Identifying majors or future careers that match my strengths, skills, and interests	701	3.83	4.6	9.8	19.1	30.5	35.9
Having clearly defined academic goals for at least the next two years	701	3.83	4.9	9.6	17.5	34.1	34.0
Developing my personal development plan (PDP or ePDP)	698	3.81	6.3	9.0	18.2	30.8	35.7
Understanding options for gaining experience about careers or majors outside of the classroom (e.g., internships and externships, student employment, volunteer work, research projects, international travel, service learning)	697	3.78	5.5	8.9	20.9	31.7	33.0
Understanding more about myself (strengths, challenges, interests, values, aspirations)	701	3.76	6.1	9.1	20.4	31.5	32.8

1=No Gain, 2=Little Gain, 3=Moderate Gain, 4=Good Gain, 5=Great Gain

*Rank ordered by mean in each section

- 86% of respondents agreed their instructor provided opportunities for students to ask questions; and 84% of respondents agreed their advisor was knowledgeable about university policies.
- 59% of respondents agreed their first-year seminar helped them think critically about information and ideas.

	N	Mean	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Percentages							
Academic Skills							
Thinking critically about information and ideas	699	3.57	7.0	11.7	22.3	34.8	24.2
Determining the appropriate information sources for an assignment and knowing how to retrieve them	698	3.53	8.3	12.9	22.2	31.1	25.5
Thinking critically and evaluating what I read	697	3.50	8.0	12.6	25.0	30.0	24.4
Identifying the use and purpose of the Library's resources	698	3.36	12.3	15.5	20.3	27.4	24.5
Using library resources for a course assignment or research project	698	3.28	14.8	14.2	23.5	23.2	24.2
My Instructor							
Provided opportunities for students to ask questions	702	4.29	3.1	1.3	9.7	35.5	50.4
Created a safe, supportive and positive university learning environment	701	4.26	2.3	2.0	11.7	35.4	48.6
Was committed to promoting an environment that respects and celebrates diversity	700	4.25	2.7	1.9	11.4	35.4	48.6
Had respect for diverse talents and ways of learning	697	4.25	2.6	2.2	11.2	35.7	48.4
Overall, I was very satisfied with my instructor	700	4.20	4.4	3.7	12.0	26.9	53.0
Was helpful in supporting my transition to college	702	4.11	4.1	2.6	15.2	33.9	44.2
Provided clear and useful feedback to improve my learning	700	4.04	4.6	6.0	12.4	35.3	41.7
Presented a well-organized format that helped me learn	698	4.00	5.2	6.6	12.9	33.5	41.8
Used a variety of teaching methods	701	3.92	4.7	7.4	17.7	31.4	38.8
Designed assignments that contributed to my learning	699	3.90	5.3	7.9	16.9	31.8	38.2
My Advisor							
Was knowledgeable about university policies	700	4.24	2.4	1.1	12.1	38.3	46.0
Overall, I was very satisfied with my advisor	700	4.19	4.0	2.9	11.7	33.3	48.1
Encouraged me to obtain my educational goals	699	4.15	3.3	2.9	12.9	37.3	43.6
Was knowledgeable about major requirements	701	4.13	2.6	3.3	16.1	34.7	43.4
Was helpful in supporting my transition to college	701	4.12	4.3	1.9	14.7	35.8	43.4
Expressed interest in me as an individual	700	4.01	3.7	5.6	16.7	34.4	39.6
Helped me deal with academic challenges	701	3.95	4.6	5.4	18.5	33.1	38.4
Assisted me in deciding on a major or future career	700	3.90	4.9	5.1	22.0	30.7	37.3

1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

*Rank ordered by mean in each section

- 91% of respondents were overall satisfied with their mentor and felt their mentor was a positive role model.

My Mentor	N	Mean	Percentages				
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Overall, I was very satisfied with my mentor	696	4.50	1.6	0.7	6.5	28.4	62.8
Was a positive role model	695	4.49	1.4	0.6	6.3	31.1	60.6
Regularly shared information about campus resources, activities and support services	696	4.42	1.4	1.3	8.9	30.9	57.5
Has been successful in creating a positive community within the class	696	4.42	1.3	1.1	7.9	33.2	56.5
Showed interest in my success during our meetings outside of class	695	4.40	1.4	1.9	8.8	31.5	56.4
Made an effort to build rapport with each student in class	696	4.39	1.3	2.0	8.6	32.8	55.3
Was helpful in supporting my transition to college	694	4.36	1.6	1.4	8.9	35.0	53.0
Held three out-of-class interactions with me	694	4.34	2.4	3.7	8.8	27.2	57.8
Positively changed the way I view myself as a college student	694	4.22	1.7	2.7	16.6	29.5	49.4

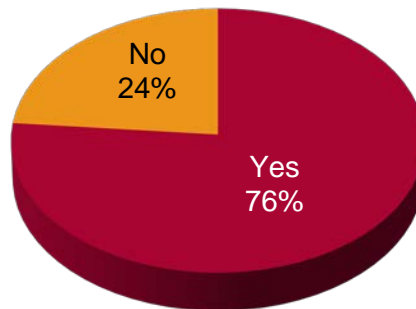
1=Strongly Disagree, 2=Disagree, 3=Neutral, 4=Agree, 5=Strongly Agree

*Rank ordered by mean in each section

- 69% of respondents were either satisfied or very satisfied with their first-year seminar and 76% would recommend their course to other first-year students.

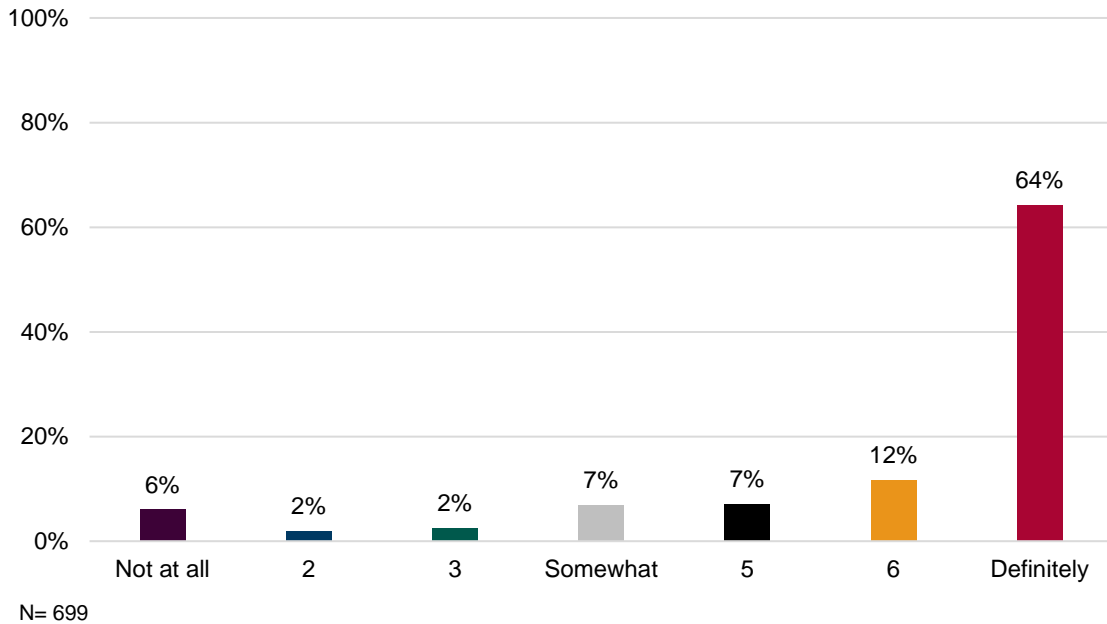
	N	Mean	Percentages				
			Very Dissatisfied	Dissatisfied	Neutral	Satisfied	Very Satisfied
Overall, how satisfied were you with this class?	698	3.85	5.7	7.3	18.3	34.0	34.7
Overall, how satisfied were you with completing your Personal Development Plan (PDP) as a process for helping you gain a sense of purpose at IUPUI?	696	3.47	7.0	9.1	34.3	29.5	20.1

Would you recommend this course to other first-year students?



N= 698

Returning to IUPUI the Next Academic Year

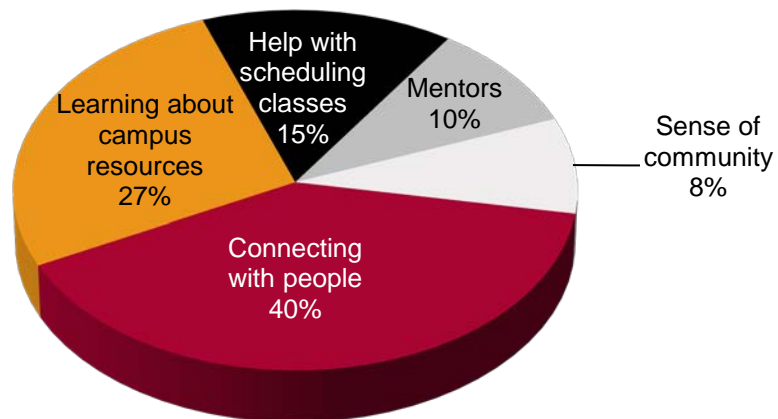


First Year Seminar Student Survey Qualitative Report

Most Valuable Aspect of First Year Seminar

- 40% of respondents felt the most valuable aspect of their first year seminar was connecting with people. These connections they felt helped them feel they had people to go to and talk about problems they may be having and the other people being able to relate as they were usually going through similar things.

Please Describe What You Found Most Valuable About This Class?



Top 5 N= 369
Total Comments N= 400

Most Valuable Aspect of First Year Seminar Example Comments

Connecting with people

- “It was nice to hear that there were a lot of other students like me having the same problems.”
- “I found the people the most valuable thing. I was able to connect with people who I’m not normally used to connecting with and form new bonds with them.”
- “Making connections with other students and faculty”
- “Getting to know students before starting school made me feel much more comfortable during the first week.”
- “I found finding new friends, mentors, advisors, helpful in this step from high school to college helpful.”
- “Being able to come together as a community and make new friends.”

Learning about campus resources

- “Providing the information on resources for us was helpful so we can utilize them when needed.”
- “I think the most valuable part of the class was all the resources we learned about if we were ever struggling with anything.”
- “The resources they informed us about.”
- “Learning about the campus and resources on campus.”
- “The support and resources provided through my mentor, teachers, and advisor.”

Help with scheduling classes

- “I learned about how to schedule classes that follow my degree map.”
- “Going over what classes we need to take next semester was helpful.”
- “I definitely needed help with scheduling. I don’t think I could have figured it out on my own.”
- “Learning how to schedule was helpful.”
- “Creating a plan for my major.”
- “I found that filling out our career plan and filling our shopping carts was the most helpful.”

Mentors

- “I liked how we got to meet with our mentors outside of the class. She is extremely nice and helpful.”
- “My mentor was the best part.”
- “I appreciated the availability of the mentor to speak with us at all times.”
- “I got such a great mentor she was great and very helpful.”

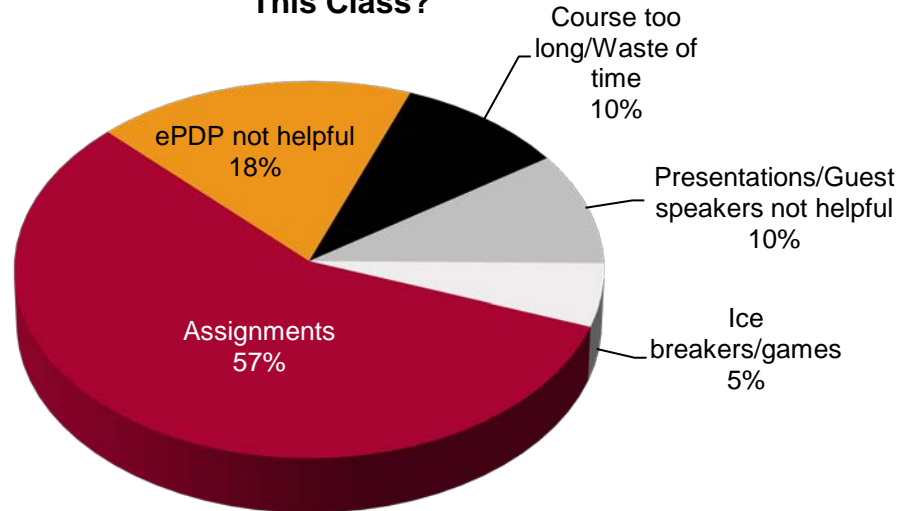
Sense of community

- “I found the sense of community most valuable because once I felt comfortable I began to feel confident around my peers and around other students.”
- “Sense of community and forming new friendship.”
- “The most valuable thing that I earned in this class was how to make myself feel more comfortable and fit within the community.”
- “The environment was extremely welcoming. I felt like I had known everyone in my class for a long time.”

Least Valuable Aspects of First Year Seminar

- 57% of respondent's comments felt the least valuable aspect of their first-year seminar was the assignments. Of those comments 30% were more specific and felt the pointless assignments and busy work were the least valuable aspect of their first year seminar.

Please Describe What You Found Least Valuable About This Class?



Top 5 N= 248
Total Comments N= 258

Least Valuable Aspects of First Year Seminar Example Comments

Assignments (70% of Assignment comments)

- "I found the self-assignments least valuable."
- "The knowledge project at the end."
- "I didn't like some of the assignments we had to do because they were not helpful or important."
- "Least valuable was writing papers."
- "Writing assignments."

Assignments were pointless/busy work (30% of Assignments comments)

- "Least valuable was probably some of the assignments we did they seemed pointless."
- "I personally think a lot of the assignments were pointless and they didn't really help me as a student."
- "All of the assignments were random and pointless."
- "Some of the assignments were busy work and didn't make an impression on me."
- "Some of the activities seemed like a waste of time."

EPDP not helpful

- "Some of the PDP assignments were a lot of work for things that I already knew or thought about myself."
- "What was least valuable was the ePDP."
- "The PDP assignment, it was not very valuable to me."
- "PDP papers, because I feel there is a better way to collect the information."
- "I do not think the ePDP was valuable."

Course too long/Waste of time

- "It was too long. It could have been covered in Bridge and not continue into the school year."
- "The class is too long for the subject matter to cover. Seems like half the class is going over information that everyone already knows."
- "Meeting every week did not seem necessary."
- "I think it was a waste of time. I could have used that time for another class."
- "Overall, this class in general felt like a waste of time."

Presentations/Guest speakers weren't helpful

- “Having guest speakers half of eh classes was something that wasn’t interesting.”
- “I found some of the guest speakers to be the least valuable about the class.”
- “I felt the guest speakers were a bit too much.”
- “There were some presentations from a club that seemed disorganized and I didn’t learn anything from them.”
- “Most things I thought weren’t really valuable. I did not enjoy the guest speakers in class at all.”

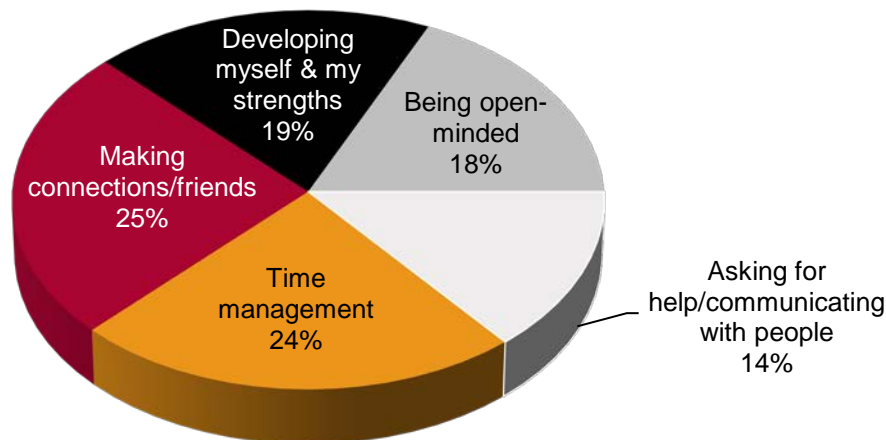
Ice breakers/games

- “Ice breakers are the least valuable activity in class.”
- “The continuous amounts of ice breakers were ridiculous.”
- “There were a few activities I found unnecessary. For example, we played a game where we had to act out an activity.”
- “What I found to be the least valuable were the games that we played. I do not believe that they had any value to our class.”

Carry With Into Other Classes or Other Aspects of Life from First Year Seminar

- One-quarter (25%) of respondents said they would carry the connections/friends they made in their first-year seminar with them to other classes.

What Will You Carry With You Into Other Classes Or Other Aspects Of Your Life?



Carry With To Other Classes from First Year Seminar Example Comments

Making connections/friends

- “My connections with professors and advisors”
- “I will carry with me the friendships I have made”
- “I will carry how to be sociable with people I have never met better and become friends with them”
- “I will carry all of the connections I have made with peers and all of the information I have gained about my degree”
- “Building connections and relationships is important”

Time Management

- “What I will carry with me is the time management skills I developed and the study skills I learned about”
- “Evaluating my school time, personal time, and work time to make sure that my mental health is in good standing”
- “How to best manage my time and how to deal with stress from classes”
- “I will carry all of the information I learned on how to work efficiently and time management to other classes and other aspects of my life.”
- “How to properly manage time”

Developing myself & my strengths

- “What I learned about myself”

- “My strengths, weaknesses, and skill I have learned about myself”
- “The ability to be myself and be the best of me”
- “I will definitely carry BOLD, my top 5 values, and strengths, self-care, and a little bit of other aspects of the class.”
- “The things I learned about myself”

Being open-minded

- “Openness to new friends and new experiences”
- “I was taught to have positivity and an open mind when going into uncomfortable or new situations”
- “I will be open minded and much more patient”
- “Being open to people who are different than me”
- “How to go into every situation with an open mind”

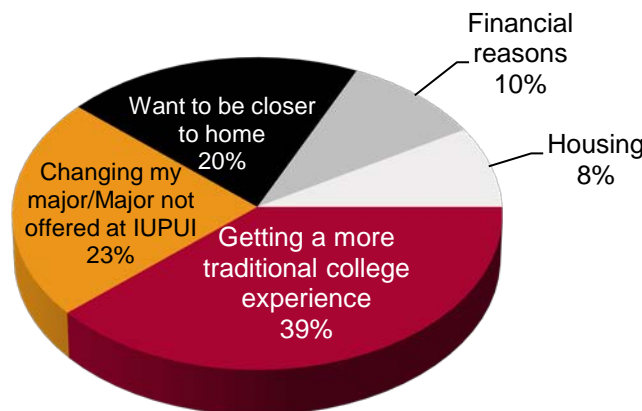
Asking for help/communicating with people

- “How to interact and ask questions”
- “Being able to communicate better to different people”
- “How to talk to other people and ask for help”
- “Get help when you need it do not wait.”
- “How to communicate with people”

Why Not Returning to IUPUI

- For the students that indicated they planned to leave IUPUI, 39% of their comments reported they wanted a more traditional college experience. Their idea of a traditional college experience includes having football games on the weekend, more campus activities, and more students living on campus and not just leaving after class.

Why Are You Not Returning to IUPUI? Is There Anything IUPUI Could Have Done to Improve Experience?



Top 5 Comments N=62
Total Comments N=75

Why Transferring from IUPUI Example Comments

Get a more traditional college experience

- “I am going to IU to get a more college experience. Nothing against this college it’s just more of a commuting school.”
- “I don’t like campus it’s more of a commuter school there is no campus life really. I’m transferring to a college where there is a large quantity of campus life.”
- “I want to transfer to a larger school where I can stay on campus and feel like I am actually involved where need be compared to commuting and getting no sense of belonging.”
- “The city life is just not for me. I just belong at a different college.”
- “I am transferring next semester because IUPUI is a commuter school and there is not much of a sense of community. Everyone goes home on the weekends and there is no football game days.”

Changing my major/Major not offered at IUPUI

- “My major that I am hopefully pursuing is not given at IUPUI.”
- “I am changing my major to theatre education, which this school does not offer.”
- “I plan to go to Purdue next year for my major. You guys don’t have plant science as a major.”
- “I actually decided to change my major.”
- “If I do not it would be because of my major.”

Want to be closer to home

- “I am changing my major and am from Lafayette, so I can go to Purdue and be closer to home.”
- “Just homesick and a homebody person.”
- “I am transferring back home.”
- “I am moving closer to home and a less expensive college.”
- “I would just rather go to school closer to home.”

Financial reasons

- “I might not return due to financial struggles.”
- “This is too much debt to go into when there are places I can go and get my degree quicker.”
- “My main reason for not returning is that there are schools that are cheaper and closer to my home.”
- “I don’t like spending money.”

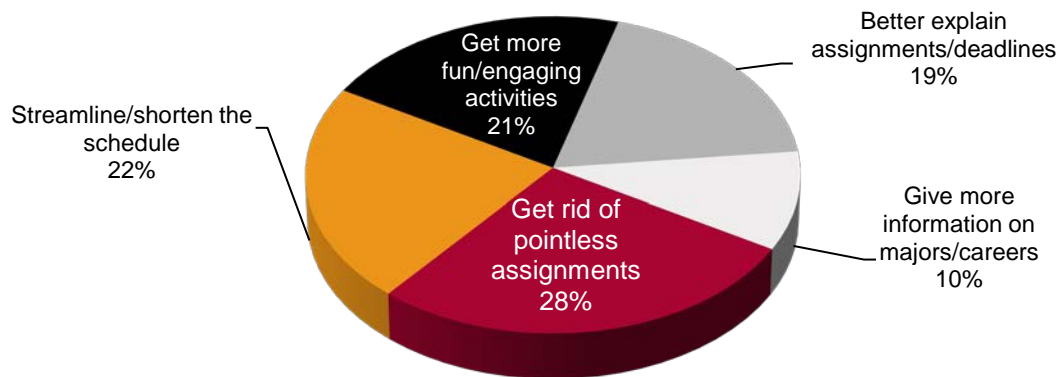
Housing

- “I want to transfer to a larger school where I can stay on campus.”
- “I requested to live in a dorm on campus but when I received my housing contract I was put in Riverwalk Apartments. These apartments are far from the main campus...I felt unsafe and missed out on things in the typical dorm community.”
- “The dorms are awful, not clean, everything always breaks, half the toilets never even worked.”

Suggestions for Improving First Year Seminar

- Many students did not have any suggestions for improving their first year seminar, of those that did have suggestions 28% of comments wanted to get rid of pointless assignments. The students reported that some of the assignments were too general and all around did not feel helpful.

Suggestions For Improving First Year Seminar



Top 5 N= 159
Total Comments N= 179

Suggestions for Improving The First Year Seminar Example Comments

Get rid of pointless assignments

- “Make the assignments worthwhile”
- “Some of the assignments did not seem very helpful or useful”
- “I don’t think some of the assignments are necessary”
- “Have less pointless assignments”
- “The assignments were very generalized, not helpful, and pointless”

Streamline/shorten the schedule

- “It should not be a full semester”
- “Make it an hour and fifteen minutes but still only meet once a week”

- “Just taking it over the summer the first two weeks before school”
- “I feel like shortening the first year seminar.”
- “Stop holding classes earlier”

Get more fun/engaging activities

- “More interesting activities instead of just long power points that all of us lose interest in”
- “Make this class ore fun rather than with assignments. Students are already struggling with workload and its hard when we have extra homework”
- “Make it more interesting by adding some activities”
- “More interesting presentations and more talk about minors and different classes a student can take”
- “Make it more fun”

Better explain assignment/deadlines

- “I think telling us when an assignments is due would be helpful”
- “The assignments were not clear most of the time”
- “Possibly being more aware of the due dates.”
- “Informing students who will be presenting in class what days and if it doesn’t apply to the students don’t waste their time”
- “Go over big assignments that are due at the end of the semester”

Give more information on majors/career

- “More information on resources students should have in school”
- “I wish we would have talked about clubs IUPUI offers more”
- “There should be a brief lesson on the services the school has including organizations here, library resources, getting involved, etc.”
- “More interactive activities where we could go visit the resources needed”
- “I would like to have resources from campus come into the classroom and present what they have to offer and how to reach them”