

ACADEMIC COORDINATING COMMISSION

# FRESHMEN INTEREST GROUP (FIG) REPORT

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AD HOC FIG EVALUATION COMMITTEE

SPRING 2005

Western Washington University

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# FIG REPORT

AD HOC FIG EVALUATION COMMITTEE

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## TABLE OF CONTENTS

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Table of Contents .....	1
Summary.....	2
Introduction.....	3
Previous Evaluation Methods.....	5
Brief Program Overview.....	7
Seminars .....	9
Student Performance.....	11
GUR Faculty Perspectives.....	18
Student Perspectives.....	21
Conclusions and Suggestions.....	28
Appendices.....	32

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## SUMMARY

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Over the past six years the Freshman Interest Group (FIG) has attracted a number of participants who find sufficient intrinsic value in the program to invest considerable time and talent in sustaining and improving the program. At the same time, many faculty have voiced concerns over the content of some offerings and the general lack of faculty oversight in its development.

Initially FIGs was established to address a perceived imbalance of resources between the upper and lower division program that had a negative effect on the experience and engagement of entering students. On several other campuses FIGs was heralded as a significant influence on student academic performance and retention. FIGs was also initially distinguished from other first year programs by its promise to provide integration among the courses taken in the first quarter.

We have not found persuasive evidence that the program has the impact on achievement, retention, and social bonds that was initially envisioned. The strongest evidence for the positive impact of the program comes from testimony of many participants, faculty, staff, and students, who find that the program uniquely adds value to their experiences.

While recognizing these values, we are concerned with the program's costs. Budgetary costs are modest, but the program is sustained by the overload burdens taken on by the participants. While such burdens might make sense in an experimental program, a sustainable program requires commitment of real resources.

The central issue we have uncovered is a nagging concern with the unevenness of the academic content and evaluation procedures in the FIG seminars. This concern seems to be the central problem with the current program. We suggest that much of this issue could be overcome by instituting an established review committee, parallel to the oversight committees that routinely review new course offerings by established faculty. We also conclude that the ACC should in the future support FIGs with both resources and direction.

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## INTRODUCTION

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### **Charge**

The charge of the committee is to gather the following information to provide a context for evaluation:

- A short history of the FIG program at Western Washington
- A short description of the current FIG program
- Description of the goals and desired outcomes of the program
- Student performance
- Student perceptions
- GUR faculty perceptions
- Seminar instructor perceptions
- Cost of the program
- How the FIG program fits into the first-year goals as stated in the first-year seminar criteria adopted by the ACC
- Current model of supervision and curricular oversight
- Whether the current level of investment in the program is acceptable
- Challenges that the program currently faces
- Staffing
- Suggestions
- Any other questions the committee deems appropriate

### **Introduction**

For the past six years considerable effort and ingenuity have been devoted to the Freshmen Interest Groups (FIGs) program. Along with the Honors Program and the Liberal Studies Option, FIGs has been one of the few avenues open to first year students seeking an alternative to the standard curriculum of large GUR courses. In 2004 the FIGs program enrolled 7.3% of the male freshmen and 12.9% of the female

freshmen.<sup>1</sup> The Honors Program, Liberal Studies Option, and proposed freshmen seminars do not match the 259 students in FIGs. As the university seeks ways to upgrade the quality of the first year program, the experimentation of the FIGs program has provided us with valuable experiences.

Discussion of the FIGs program by the ACC is overdue. At present, opinions among many faculty seem to be significantly divided. Many proponents see in the FIGs program the promise - if not the realization - of an effective and efficient way to improve the quality of the first year program. Skeptics view FIGs as an unworkable hybrid of academic and non-academic components that should not have the same standing as academic courses (e.g., FIGs should not be graded A/F, should not fulfill the same standing as such established courses as freshmen seminars, Honor seminars, liberal studies sequence, etc). Such experimental programs inevitably lack coherence and produce results that are difficult to assess. This report seeks to provide evidence that will assist the ACC in this discussion. We have assembled documents, gathered statistics, and interviewed a range of participants over the space of two quarters. We were unable to pursue all of the critical issues in depth, but the findings reported here will hopefully provide a good foundation for additional research and for informed debate.

### **Acknowledgements**

Our work would not have been possible without the generous assistance of the following individuals who provided us with most of the documents and evidence that make up this report, but who bear no responsibility for the content:

Janice Lapsanskay, Biology, Faculty Coordinator of FIGs

Karen Casto, Associate Director, Center for Instructional Innovation

Sharon Schmitz, Assistant Director of Institutional Research

Carmen Werder, Director of Teaching and Learning Academy

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<sup>1</sup> "Fall 2004 FIG Students," Office of Institutional Research, Western Washington University, January 2005.

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## PREVIOUS EVALUATION METHODS

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The Freshman Interest Group concept has been adopted in various forms by a variety of universities nationally and is promoted by national higher education advocacy groups, such as The Policy Center on the First Year of College.<sup>2</sup> The latter is fairly typical in asserting that “The substantial impact of FIGs on improving freshman achievement and retention has been extensively documented in the learning community and retention literature.” While such claims inspired the adoption of a FIGs program Western, whether the reported results would transfer to this context is not obvious. The conditions at Western Washington are in many ways unusual. The program began with limited funding (both financial and in faculty time commitment). Western Washington is relatively selective in its admissions and has a substantially higher freshman retention rate than that of many schools that have embraced FIGs. In developing evaluations of the program at the local level three main systematic strategies have been used.

GPA and retention rates have been the two most prominent indicators of FIGs’ impact. As outlined elsewhere, the differences between FIG and non-FIG groups are at best modest and open to a variety of plausible alternative interpretations. Evaluating program impact is particularly difficult when, as here, the substance of the program is variable and evolving and the assignment of participants is not random. Several evaluations of the program have set aside these complications and tried to draw conclusions from a variety of indicators. Nonetheless, strong claims about causal effects are typically made. For example, the May 2000 FIGs report concludes that “the academic performance of FIG freshmen was gratifying based on an average GPA difference of .09 (2.74 for FIGs and 2.65 for non-FIGs). “Moreover” the report continues “41.2% of FIG freshmen earned a grade of B or better, compared to 33.6% of non-FIG freshmen enrolled in the same large lecture classes” (p. 10). This latter comparison glosses over the higher risk of FIGs participants earning a D or less (6.3%) versus the non-FIG freshman (3.3%) or that non-FIG freshmen were more likely to earn a B+ and so on.

Leaving aside selective use of evidence, it should be kept in mind that the effects of a successful program are likely to be swamped by all of the other influences of student performance and retention. Observations by program participants become, therefore, important additional sources of information in evaluating the performance of a program.

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<sup>2</sup> <http://www.brevard.edu/fyc/ruproject/univofwiscmad/fig.htm>

Such data are to some extent provided in a systematic way by a third source of information, student participant satisfaction surveys, which have been conducted each year. The content varies, but does permit some comparison over time. Information from these surveys has proven useful in identifying strengths and weaknesses of the program. The surveys, however, do not provide reliable information about the success of the program, which requires comparison with comparable students outside the program. For example, the survey questions concerning development of learning communities or enhancement of computer technology can be used as program evaluations only under the assumption that other freshmen are not exposed to similar opportunities in other forums. The participant survey leads to comparisons of observed benefits of participation compared to hypothetical deficits of students outside the program. Whether FIGs students have greater facility with Blackboard, for example, than other students in the GUR courses requires some explicit comparison of the two groups.

Evaluation of the program would be much improved by some clarification of the goals being sought. Are, for example, the targeted students academically marginal or academically motivated? FIGs currently seem to appeal more to the latter. If that impression is correct, FIGs is not addressing one of its major intended target groups, the at-risk students. The wide diversity in content of the seminars may, in part, reflect the uncertainty about which of groups of students are to be served.

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## BRIEF PROGRAM OVERVIEW

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### Brief History

The FIGs program was first implemented in 1999 as a response to the report issued by the Provost's Task Force on Improving the Freshmen Year Experience. Provost Larry Delorme formed the task force in January 1998 to address retention and performance issues facing freshmen at Western Washington. The task force was also a response to increased legislative pressure to increase retention.<sup>3</sup> That task force recommended that Western Washington strive to create increased opportunities for small group and faculty-student interaction during the students' first year. The task force suggested that Western Washington investigate and implement a FIG program modeled on those utilized by other universities including the University of Washington.<sup>4</sup>

In its first year, the FIGs program consisted of four clusters (two general education courses linked by a library seminar or a general university seminar.) The seminars varied depending on the topics and the interests of those staffing the seminars. After a two-year pilot, the FIGs program underwent an internal assessment. That assessment highlighted the successes of the program, which included opportunities for faculty development, a better rate of retention and a higher GPA among its participants. It also emphasized the need to develop a more consistent approach to the seminar and better integration between the seminar and GUR classes.<sup>5</sup>

Since that time the FIGs program has expanded to ten clusters offered generally in the fall quarter. With the exception of the 2004-2005 academic year, to be discussed below, the FIGs program continues to link two GUR classes through a seminar staffed most often by academic staff. The FIGs program has involved approximately twenty-one different departments, housed principally within the arts, humanities and social sciences.<sup>6</sup> The FIGs program undergoes regular internal assessment and files yearly reports. Based on these reports, the FIG program has made several changes in its seminar structure. For example, during the 2004-2005 academic year, the FIG program experimented with linking one seminar with one GUR course and a series of cross-talks in which students of three linked courses gathered to discuss problems from various dis-

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<sup>3</sup> "Report From the Provost's Task Force on Improving the Freshman Year Experience, May 1998," 2-6.

<sup>4</sup> Ibid., 6-8.

<sup>5</sup> Kris Bulcroft and Gary McKinney, "Freshman Interest Group (FIG) Report (Report 200-01)."

<sup>6</sup> FIGS, "Participating Departments," 1.

ciplinary perspectives.<sup>7</sup> Those involved with the program agree that this model was less successful than the original cluster model, and the FIGs are returning to the cluster model in the 2005-2006 academic year.

### **Staffing**

According to many of those involved in the program, the most challenging part of the FIG program has been the seminar. The staffing of the seminar, like its goals and structure, has undergone significant revision since the program's beginnings. The seminars have been staffed by librarians, graduate students and support and academic staff. With the exception of graduate students, all seminar leaders have an advanced degree and undergo yearly evaluation by senior FIGS staff. Seminar leaders receive a \$500.00 stipend for their participation in the program. They receive no formal release time.

In addition to changes in personnel, the seminars have changed emphasis. When first conceived, it was hoped that the seminars could bridge two disciplinary perspectives. The emphasis in the early seminars was on critical reading, writing and library work. More recently, the potential interdisciplinary component of the seminars has been de-emphasized in favor of community building and familiarizing students with the workings of the University as suggested by the current catalog description of the seminar:

Make connections with professors and peers and examine perspectives across different fields of study. Learn to find and evaluate information and collaborate with peers through discussions, projects, and presentations. Explore academic goals, campus resources, and enhance skills for learning in college.<sup>8</sup>

### **Program Cost**

The annual budgeted operating expenses for the FIGs program have been \$18,600, which does not include administrative salary costs. This figure has not changed since the program's inception.

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<sup>7</sup> Carmen Werder and Gary McKinney, "First-year Interest Group Program: 2003 Report," 3.

<sup>8</sup> Janice Lapinsky, "Memo to FIG Committee," May 2, 2005, 1. We could not locate this description in the 2004-2005 University Bulletin, 246.

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## SEMINARS

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The seminars have struggled to integrate the academic emphasis with its desire to introduce students to college life, acquaint them with their learning styles and build learning communities. The seminars seem most successful in achieving the latter. It is unclear that the seminars as currently structured have a significant academic component. For example, some seminar syllabi indicate that the requirements for an A or a B are not consistent with those of other University courses as a student only needs to complete one assignment that exceeds the expectations of the course in some of the seminars to receive an A grade and must only meet expectations to receive a B grade. While it appears that more seminar instructors have moved to a point system, the grade distributions indicate that the grades in the seminar are significantly higher than those in other general education courses (see seminar syllabi links in Appendix). While it is to be expected that students will perform better in smaller classes, it is not expected that the average grade in those classes will be an A when the average first year student's grade is a B minus (see Student Performance section).

FIG students also expressed concern over the lack of academic content in the seminars, noting that they received credit for such things as tours of the Viking Union. Some of the students interviewed felt that the FIG seminar's emphasis on personal development reproduced their high school experience and expressed disappointment that they had not done more critical reading and writing. FIG students would like the FIGs seminars to be more challenging academically.

Some of these the challenges faced by the seminars are attributable to the issue of staffing. It is virtually impossible to find seminar instructors with the expertise in two disciplines. FIGs seminars seem to work best when faculty take the lead in helping students draw connections across disciplines, but faculty participation in the seminars is limited by the time each faculty member has to devote to an extra obligation. In addition, faculty have only limited input into the seminar's workings as seminar leaders teach from a common template and are often reluctant to have faculty change components of their seminar.

This latter point suggests a lack of clarity and consistency within the relationships between faculty and the seminar leaders. Some faculty members clearly see seminar leaders as junior partners or in at least one case as "T.A.'s." Junior faculty also expressed an unwillingness to suggest changes to experienced seminar leaders or to change what appeared to be a set curriculum. Lack of faculty consensus about the program creates a corrosive atmosphere for junior faculty, who at times receive conflicting signals from central administration and their department faculty about their participation in the program.

To better gauge the successes and difficulties faced by the FIGs seminar, we met with several seminar instructors. We divided seminar instructors into two groups: those who had taught the seminar more than once and those who had taught the seminar one time.

### **Seminar Successes**

1. Many of the seminar leaders saw the opportunity to teach a seminar as critical to their own development. For some seminar leaders, teaching the seminar has helped them in their staff positions working with students.
2. Seminar leaders continue to see and offer professional advice and recommendations to students who they taught in their seminars.

### **Problems Faced by Instructors**

1. Seminar instructors teach the seminars over and above their regular work duties, sometimes during lunch hours and by working at home after hours.
2. Seminar instructors sometimes felt like “substitute teachers” as they were teaching a set curriculum.
3. Seminar instructors found it difficult to meet during the summer (which was their primary opportunity for development) given their regular work schedules.
4. Some seminar leaders were frustrated and discouraged with their evaluations as they were not given a context in which to read negative comments.
5. The classrooms in which some seminars were assigned were not conducive to a seminar.

### **Recommendations**

We recommend looking at release time and/or summer stipends to compensate staff who participate in the FIGs seminars. We also recommend exploring ways for faculty to become more involved in the seminar as it is clear that students value faculty participation. This increased involvement could be facilitated with more funds available for faculty who participate in the program by way of summer stipends and greater faculty involvement in the construction of assignments. Faculty were clear that they did not want to do any additional grading, so even with increased faculty participation in constructing assignments the problem of how to evaluate student’s work remains. At this time we do not recommend that FIGs seminars be accepted as part of the first year program. To be part of the first year experience, FIGs seminars would need to increase their academic content and adjust their grading standards to conform to those of the general university. Until the academic content of the seminar is increased, we recommend S/U grading.

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## STUDENT PERFORMANCE

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Research by the Provost's Task Force on Improving the Freshman Year Experience in May 1998 indicated "that participants in FIG programs demonstrate significantly higher levels of academic integration, social integration, and institutional commitment than their peers."<sup>9</sup> Two indicators of performance used by other institutions, and adopted by Western, are retention rate (defined as returning for the start of the second year) and grade point average (GPA) of FIG vs. Non-FIG first-year students. The FIGs program at Western tracks and reports these two measures in its annual assessments. The marketing materials emphasize the impact of student participation in the program on improving GPAs.<sup>10</sup>

These indicators should be interpreted cautiously. First, we are not comparing treatment and control groups in an experiment, but two groups of self-selected students. These groups may share similarities that we know about (e.g. SAT scores), but they may well differ in ways that we have not examined, such as motivation for academic study. We do know about some significant selection factors, such as gender and science/non-science major interest that select students into the FIGs seminars and are arguably related to academic performance and freshman retention.

Second, an unexamined and untenable assumption is often made that GPA is a reliable measure of academic performance. Imperfections in this measure arise from several sources, most notably choice of courses. The ACC has posted on-line grade distributions of GUR courses, which exhibit extreme variations. Science courses (with a couple well-known exceptions<sup>11</sup>) tend to have lower GPAs, and this fact needs to be factored into a comparison of FIG vs. Non-FIG students.

Keeping in mind these two issues, we can examine the retention and GPA data that the FIGs program uses as measures of academic success of students in the FIGs program. The information in Tables 1 and 2 was provided by the FIG program and is also graphically represented in Figures 1 and 2. When examined more closely, neither of these measures provides a clear indication that the FIGs actually have a noteworthy or lasting effect on retention rate or GPA. We therefore recommend that the FIG program refrain from using student GPA as a marketing tool, as the practice may be misleading to students.

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<sup>9</sup> "Report from the Provost's Task Force on Improving the Freshman Year Experience, May 1998," 7.

<sup>10</sup> "First-Year Interest Groups," Western Washington University, <http://figs.wvu.edu/program.htm>.

<sup>11</sup> "GUR Course Data," November 2003, <http://www.chem.Western Washington.edu/gerhold/tables/>

	Year	N: Beginning	N: Retained	Percent
FIG Students	2001	245	210	<b>85.7%</b>
Non-FIG Students		1999	1608	<b>80.4%</b>
FIG Students	2002	269	228	<b>84.8%</b>
Non-FIG Students		1963	1640	<b>83.5%</b>
FIG Students	2003	203	169	<b>83.3%</b>
Non-FIG Students		2014	1671	<b>83.0%</b>
FIG Students	2004	259	Avail. 9/05	<b>Avail. 9/05</b>
Non-FIG Students		2187	Avail. 9/05	<b>Avail. 9/05</b>

Table 1: One Year Retention Data for FIG and Non-FIG Students<sup>12</sup>

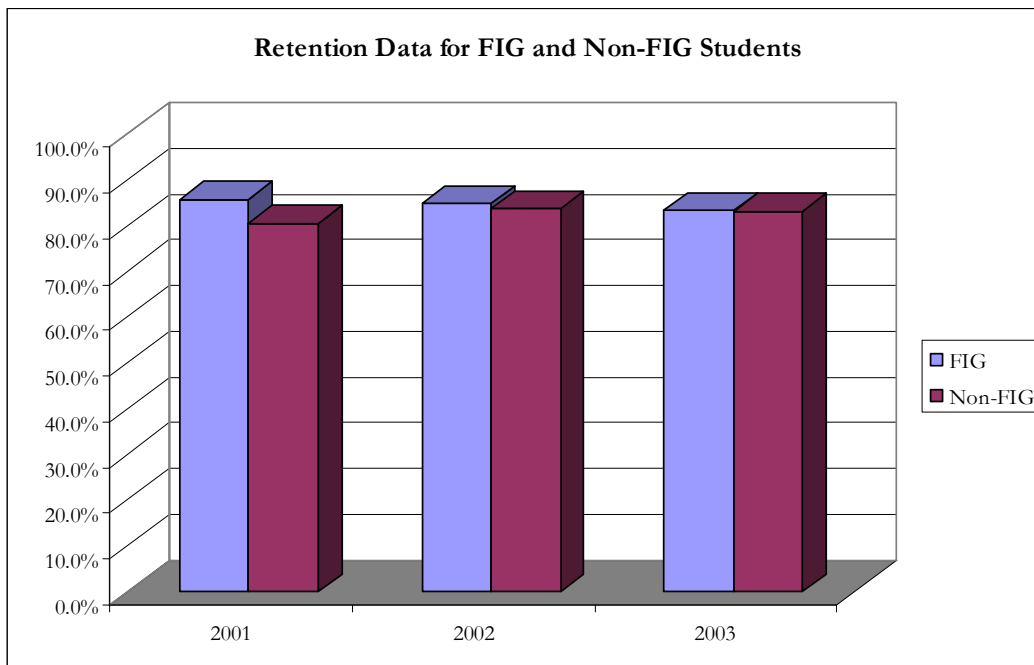


Figure 1: One Year Retention Data for FIG and Non-FIG Students

The retention data shown in Table 1 and Figure 1 indicate that any effect the FIGs have on retention is diminishing to a negligible level. It was mentioned in one of our focus groups that FIG students might be more of an ‘at risk’ group, but the FIGs program reports do not appear to support this assertion. While FIG students are self-selected, information in various FIG reports indicates that FIG and Non-FIG students are similarly prepared with respect to measures such as Admissions Index, High School GPA, and SAT scores, and that the two groups are also demographically similar, with the notable exception that female students are overrepresented in the FIG program. The gender ratio might also be a significant factor in the GPA differences between FIG and Non-FIG students, since females often score higher than males in their first term.

<sup>12</sup> “Demographic, Outcome and Retention Data for FIG Students”, data from the Office of Survey Research, WWU, 2005.

	Year	N	GPA
FIG Students	2001	210	<b>2.90<sup>13</sup></b>
Non-FIG Students		1608	<b>2.63</b>
FIG Students	2002	260	<b>2.87</b>
Non-FIG Students		1961	<b>2.71</b>
FIG Students	2003	203	<b>2.90</b>
Non-FIG Students		2014	<b>2.76</b>
FIG Students	2004	259	<b>2.85</b>
Non-FIG Students		2197	<b>2.78</b>

Table 2: Overall Western Washington GPAs for FIG and Non-FIG Students (not including Seminar Grade) in Fall Quarter<sup>14</sup>

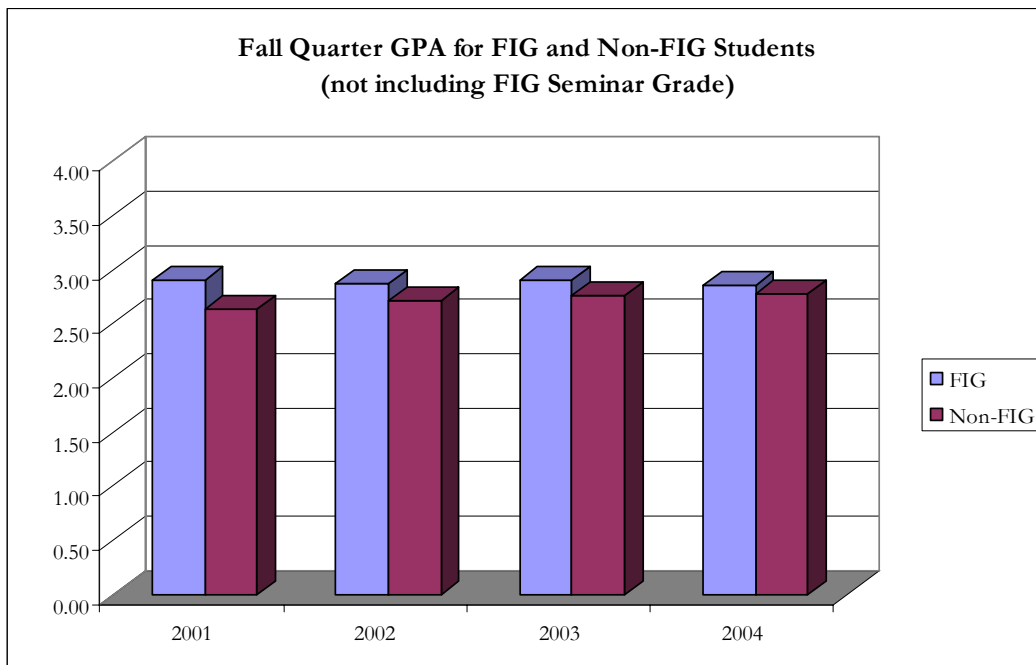


Figure 2: Overall Western Washington GPAs for FIG and Non-FIG Students (not including Seminar Grade) in Fall Quarter

The GPA data shown in Table 2 and Figure 2 show a positive, although continually shrinking, correlation with the FIGs. What the data do not show is how FIG students did relative to Non-FIG students in the various GUR classes. For example, as Table 3 shows, in 2004 FIG students' GPA exceeded that of their Non-FIG peers in only six of the twelve linked courses.<sup>15</sup>

<sup>13</sup> 2.90 is reported as the GPA with and without the seminar grade included, which is not possible, since the FIG Seminar GPA this quarter was 3.78, but it is not clear which report is incorrect, although information from the Office of Institutional Research and Resource planning indicates that 2.90 is the GPA without the seminar grade, and 2.94 is the GPA with the seminar grade.

<sup>14</sup> "Demographic, Outcome and Retention Data for FIG Students", data from the Office of Institutional Assessment, Research, and Testing, WWU, 2005.

<sup>15</sup> "Fall 2004 FIG Students," WWU Office of Institutional Research, January 2005.

	ART 109	MUS 105	ANTH 201	ENG 238	GEOL 101	HIST 103	JOUR 190	PLSC 250	ESCI 101	A/HI 270	PSY 119	PSY 101
FIG GPA	3.22	3.80	2.46	3.05	2.72	2.57	2.63	3.36	3.70	3.00	3.51	2.12
Non- FIG GPA	3.00	3.53	2.57	3.12	2.56	2.32	2.78	3.20	3.54	3.35	3.60	2.41
$\Delta$	0.22	0.27	-0.13	-0.07	0.16	0.25	-0.15	0.16	0.16	-0.35	-0.09	-0.29

Table 3: FIG and Non-FIG First-Year Student Grades in GUR classes Linked to the FIGs for Fall 2004<sup>16</sup>

While the 2004 FIG did use the link model rather than the cluster model, a similar trend is apparent in the 1999, 2002, and 2003 data.<sup>17</sup> Table 4 and Figure 3 show the grade distribution in the FIG seminar, the linked GUR courses (or course in the case of 2004), and in all other classes. As one can see, the grade in the FIG seminar is out of line with students' other grades, which is why it is generally not included in GPA comparisons. It is also interesting to note that the GPAs in the linked courses in 2003 and 2004 are higher than in other courses (and both differences are statistically significant at the 99% confidence level), when in the previous two years there was no statistically significant difference in GPA between the FIG GURs and other courses. The 2004 year might be explained by the links model, but since the FIGs used clusters in both 2002 and 2003, it is unclear what caused such a change in 2003.

	Year	N	GPA	Std. Dev.
FIG Seminar	2001	240	3.78	0.483
FIG GURs		240	2.83	0.786
Other Courses		215	2.80	0.989
FIG Seminar	2002	261	3.75	0.534
FIG GURs		261	2.86	0.741
Other Courses		240	2.87	0.922
FIG Seminar	2003	201	3.65	0.532
FIG GURs <sup>18</sup>		181	3.02	0.706
Other Courses		188	2.74	0.854
FIG Seminar	2004	256	3.72	0.587
FIG GURs		256	3.03	0.827
Other Courses		254	2.82	0.808

Table 4: Grades for Students in FIGS in the FIG Seminars, FIG GURs, and Other Courses in the Fall Quarter<sup>19</sup>

<sup>16</sup> Ibid.

<sup>17</sup> Gary McKinney, Institutional Assessment and Student Learning, 2005.

<sup>18</sup> Information from one seminar was not included.

<sup>19</sup> Sharon Schmitz, Office of Institutional Research and Resource Planning, Western Washington University, 2005.

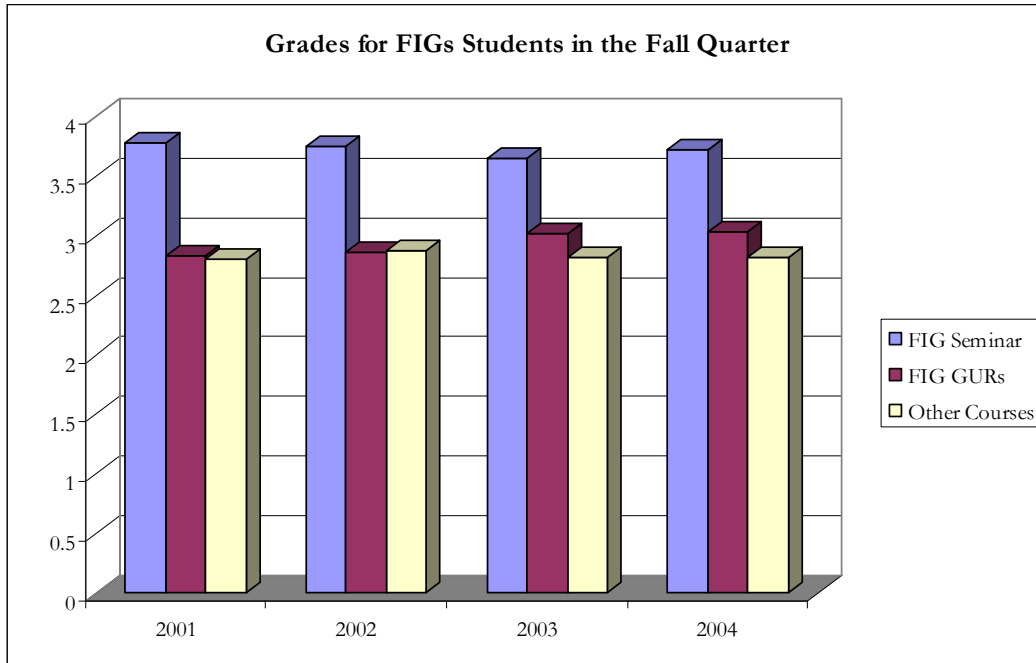


Figure 3: Grades for Students in FIGS in the FIG Seminars, FIG GURs, and Other Courses in the Fall Quarter

To understand another aspect of the GPA data, it is helpful to look at FIG and Non-FIG students' GPAs at the end of the students' first year. Table 5 shows the cumulative student GPAs at the end of the first year, which includes the grade in the FIG Seminar. In all three years for which data was provided, the gap between FIG and Non-FIG students' GPAs is lower at the end of the first year than it was at the end of the first quarter. While this implies that Non-FIG students actually do better than FIG students during their second and third terms on campus, a closer look at the data, shown in Table 6, indicates that there are no statistically significant differences between the performance of FIG and Non-FIG students during the winter and spring quarters. In addition, many uncontrolled and unmeasured variables such as course selection and motivation could account for this change. For a different look at the same information, Table 7 and Figure 4 compare both first-quarter and first-year GPAs.

	Year	N	GPA	Std. Dev.
FIG Student	2001	233	2.91	0.556
Non-FIG Student		1872	2.81	0.607
FIG Student	2002	266	2.90	0.584
Non-FIG Student		1820	2.84	0.606
FIG Student	2003	208	2.96	0.511
Non-FIG Student		1874	2.85	0.599

Table 5: Cumulative First-year GPA for FIG and Non-FIG Students (including the FIG Seminar Grade)<sup>20</sup>

<sup>20</sup> Ibid.

	Year	Term	N	GPA	Std. Dev.
FIG Student	2001	Fall	241	2.94	0.672
		Winter	237	2.86	0.655
		Spring	231	2.89	0.738
Non-FIG Student	2001	Fall	1958	2.70	0.740
		Winter	1906	2.81	0.711
		Spring	1845	2.88	0.720
FIG Student	2002	Fall	282	2.98	0.620
		Winter	272	2.81	0.753
		Spring	266	2.87	0.741
Non-FIG Student	2002	Fall	1907	2.76	0.724
		Winter	1849	2.85	0.702
		Spring	1790	2.89	0.709
FIG Student	2003	Fall	219	2.97	0.634
		Winter	213	2.82	0.667
		Spring	208	3.02	0.697
Non-FIG Student	2003	Fall	1956	2.74	0.762
		Winter	1910	2.84	0.718
		Spring	1852	2.94	0.671
FIG Student	2004	Fall	258	2.78	0.626
		Winter	253	2.81	0.692
		Spring	NA	NA	NA
Non-FIG Student	2004	Fall	2161	2.78	0.736
		Winter	2101	2.82	0.731
		Spring	NA	NA	NA

Table 6: Overall Western Washington GPAs for FIG and Non-FIG Students in the First-year on a Quarter by Quarter Basis (Fall Quarter includes Seminar Grade for FIG Students)<sup>21</sup>

	Year	1 <sup>st</sup> Quarter GPA	1 <sup>st</sup> Year GPA
FIG Student	2001	2.90 <sup>22</sup>	2.91
Non-FIG Student	2001	2.63	2.81
FIG Student	2002	2.98	2.90
Non-FIG Student	2002	2.71	2.84
FIG Student	2003	2.97	2.96
Non-FIG Student	2003	2.76	2.85

Table 7: First-quarter and Cumulative First-year GPAs for FIG and Non-FIG Students (including the FIG seminar grade)

<sup>21</sup> Ibid.

<sup>22</sup> As stated earlier, there is reason to believe that this number is incorrect, and that the actual GPA is slightly higher. One estimate is that the GPA should be 2.94.

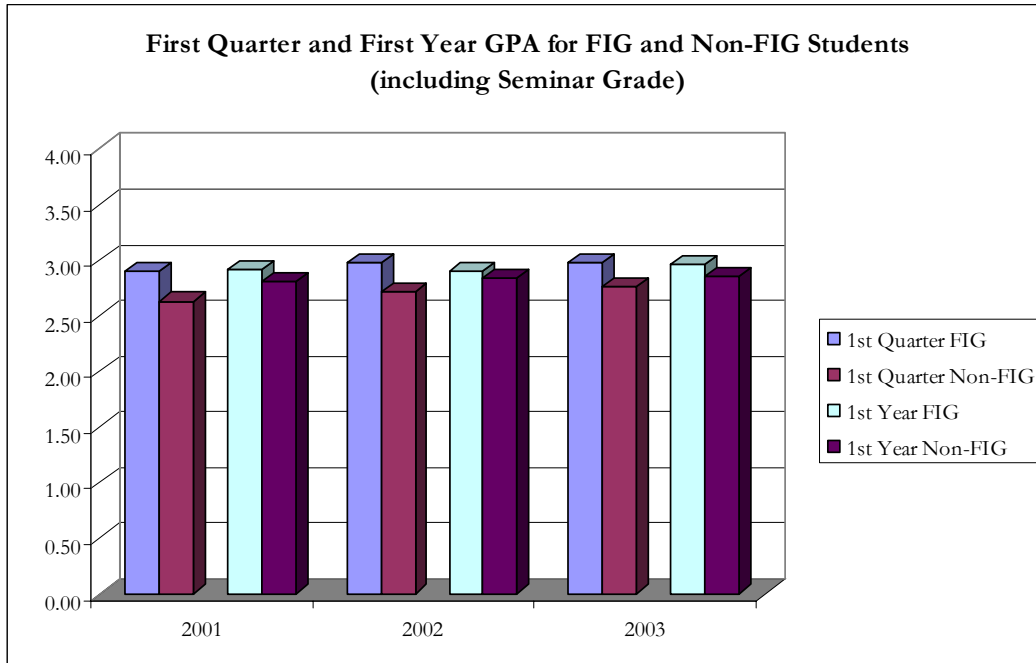


Figure 4: First-quarter and Cumulative First-year GPAs for FIG and Non-FIG Students (including the FIG Seminar Grade)

It would seem that any effect the FIGs had on retention has diminished to a negligible level, and while the FIGs do appear to have a positive effect on GPA during the first quarter on campus, the effect varies widely from course to course, the effect may be due to other factors such as gender, course selection, or motivation, and the effect is not sustained. When one also considers the problems with using GPA as a measure of success, it is hard to believe that we could draw any defensible conclusions regarding the effect of the FIGs on academic success, thus making the use of increase GPA as a marketing tool for the FIGs program a questionable practice at best.

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## **GUR FACULTY PERSPECTIVES**

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The FIGs committee met with faculty who taught in the FIGs program. The faculty interviewed four individuals including those who instructed in the FIGs either multiple times or a single experience. Additionally, a member of the committee has been involved with the FIGs program and offered insights into their experiences. The following faculty perspectives on the FIGs program were shared:

### **Objectives**

The FIGs objectives as expressed by faculty were retention and ease of implementation. Their understanding was that the FIGs program addressed disconnectedness or disaffectedive state of first year students. It was essential that the FIGs not require significant additional activities to already full workloads, with the fact that FIGs was an overload with little additional compensation (\$500.00 to be spent on instructional support, including professional meetings).

### **Purpose**

A common emerging theme regarding purpose was community building. Observations include students: having intimate experiences with classmates, tending to more readily access instructors, and making university connections, i.e. library utilization, academic advising. However, there was a concern about “cohort cliques.”

Faculty welcomed the useful idea to link disciplines. It was important for students to be exposed to the commonalities between clustered courses rather than see them as separate modules. In contrast, faculty noted there was too much emphasis on “process” and course linkage was secondary. The purpose of the FIGs needs to be more clearly delineated. One faculty view of the seminar is that it is not a vehicle to learn disciplines, but that the discipline areas provide structure for the FIGs experience.

### **Faculty resources**

Faculty resources were identified as a critical obstacle. A more defined structure is needed. There was an expressed need for greater faculty involvement in FIGs curriculum development, which may be compensated by a summer stipend or faculty development grants. Faculty also identified that they need more time to make classes better and to provide enhanced seminar and lecture integration. In the actual implementation, faculty meet several times with FIGs seminars, sometimes meeting times overlapped between the seminar and another class the faculty member instructed. Additionally, some interested faculty may be discouraged by colleagues for participation in what may be considered extra to the major and GUR courses.

There was endorsement of some inherent faculty development opportunities. Involved faculty expressed support for summer planning with other faculty and seminar leaders for the FIGs. As well, there was recognition of interaction with faculty across disciplines with intention to maintain such collegiality.

### **Seminar Facilitation**

Faculty identified that success of the seminar is highly dependent on the seminar leader/instructor. A noted common component across FIGs was university life; how to be a student, introduction to campus resources, among others. Faculty appreciated planning meetings to implement stated formal program objectives and to facilitate coordination between clustered FIGs GUR courses. Faculty observed that the good ideas from planning meetings oftentimes did not come to fruition.

Specifics on the academic aspect of the FIGs seminar included:

- Seminar content was questioned; discipline content lessened at the expansion of university life attributes.
- The seminar leader may not have the background to teach within the discipline(s); they may be expected to make connections between disciplines without expertise.
- The GUR and seminar instructors are not necessarily equal team members. There may be a relationship hierarchy where faculty are not more involved in seminar content, which may be a function of the extra tasks on already impacted workloads (time) for both faculty and seminar leader.
- Seminar evaluation may not be worthy of a letter grade; faculty questioned standards.
- There is variable seminar organization, dependent on seminar leader (this point was not a central organization criticism).
- The seminar did provide a forum for students to observe faculty interactions and discussion of topics from two discipline perspectives.
- The importance was stressed that connections made between courses are obvious and easy; some cluster courses have obvious connections, others are a stretch with the associated seminar.

### **Complementary Connections Between GUR Lectures and FIGs Seminar**

Spillover from seminar to lectures resulted in mixed reports. Some faculty reported that students were more engaged in lecture, more involved in classroom discussions in lecture. Others reported no effect on larger lecture by the FIG seminar students. Faculty perceptions of students' expectations were that they differed from the published information of the FIGs program. FIG students would often ask for extra help, tips to study for the exams; it seemed that their expectations were that the seminar would be a study session

## **Curricular Placement**

The GUR faculty involved in the FIGs unanimously stated that the seminar, in its present format, does not meet academic standard for GUR credit. With enhanced faculty involvement and stronger connections to the clustered GUR courses, the seminar content could be changed and then evaluated for possible GUR credit.

The extent of interdisciplinary or multidisciplinary components of the FIGs seminar is limited. Expansion of these aspects would increase the academic rigor of the seminar. However, other parts of the seminar may have to be covered in other venues, such as a freshman orientation to university life, or within other existing structures on campus.

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## STUDENT PERSPECTIVES

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The FIGs committee used both internal FIG surveys and a focus group to evaluate student perceptions of their experiences in the program, but did not have access to the written survey comments or data from the 2004-2005 clusters. The seminars elicited an overall neutral or negative response towards academic content in the surveys and the focus group, but most students felt that the experience as a whole was worthwhile.

The survey data was taken from pre- and post-experience surveys from 1999-2003 combined into a single document, available in its entirety in the appendix. Response rates are not reported in the survey. The focus group was attended by seven students, with an additional five students offering comments outside of the core group. This section explores those perceptions in greater detail by examining experiential questions used in the surveys and focus group and the trends in responses.

*The following set of questions had equivalents in both the surveys and the focus group.*

### **What did you expect of the FIGs?**

Over 97% of survey participants expected that the FIG program would at least somewhat assist learning in the GUR classes, create connections with peers, and provide skills and strategies for future courses.<sup>23</sup> The focus group reiterated these themes. Students were looking to meet other students, both for lasting friendships and to meet other students in their potential majors. They were also expecting a good introduction to the university and classes, especially the structure of the GURs, academic resources, and the rigors of higher education. Most of those in the focus group stated that they had looked forward to having a small class experience where “we could bounce ideas off of each other.”<sup>24</sup>

### **Why did you enroll in a FIG cluster?**

Almost half (45% or higher) of survey participants consistently answered that the reason they chose to enroll in a FIG was because the concept and the linked courses interested them. Approximately 20% were encouraged by family or friends, another 20% by mailed marketing materials, and the last 10% enrolled either after a recommendation from a Summerstart advisor or because there were no other class openings available.

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<sup>23</sup> FIGs Pre/Post Survey Results – 5 Years Combined, 8.

<sup>24</sup> FIG Evaluation Focus Group, May 4<sup>th</sup>, 2005.

In 1999-2000, just over a third (34%) took the FIG due to courses being full.<sup>25</sup> One member of the focus group commented that the FIG program “looked good on paper.”<sup>26</sup>

### **Did the FIG turn out as you expected?**

Between 47% and 75% of survey respondents each year marked a neutral or negative response.<sup>27</sup> Students in the focus group expected what was marketed to them: along with making friends, finding campus resources, and building valuable connections, they expected to learn how to ask critical questions, develop their academic skills, and identify academic goals.<sup>28</sup> Many were both disappointed and pleased by the lack of work, harboring a sense of disengagement, but happy to get ahead in the registration schedule. The students had looked forward to creating and participating in the links between the seminar and the GURs, but said it “felt elementary for a university setting.”<sup>29</sup>

### **Was the FIG appropriately challenging?**

In the surveys, the percentage who agreed or strongly agreed that the FIG seminar was challenging intellectually ranged from 21 to 38 percent with no apparent trend over time.<sup>30</sup> Almost all of the focus group students answered this question with a resounding “no,” but said they were “glad it was easy.” They stated that they were mostly graded on class participation and that there were few assignments. Only one student said that there was “enough work” and that “it seemed that the professors had met with each other.”<sup>31</sup>

### **Did you have help navigating campus resources?**

In the survey, answers shifted from being predominantly neutral to having 5% or greater increases in both those who agreed and disagreed with the statement that the “FIG is helpful in learning about campus

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<sup>25</sup> 5 Years Combined, 1.

<sup>26</sup> FIG Focus Group.

<sup>27</sup> 5 Years Combined, 5.

<sup>28</sup> “FIG Seminar Information,” <http://figs.wvu.edu/seminar.htm>.

<sup>29</sup> FIG Focus Group.

<sup>30</sup> 5 Years Combined, 6.

<sup>31</sup> Ibid.

<sup>33</sup> 5 Years Combined, 4.

resources” by the end of the year.<sup>33</sup> Focus group students answered that they did indeed have help finding resources, but that the resources were not the ones that they would have wanted. They appreciated having help navigating the library and learning about the technology on campus, but wanted more information on academic resources and advising services. The students also felt that many of the resources they were pointed to were places that they would have found on their own, such as the Underground Coffeehouse.<sup>34</sup>

### **Were the GURs and seminar effectively linked?**

Half or more of the students in the survey agreed that the GUR courses related to each other, but a significant number (12-24%) disagreed.<sup>35</sup> The students in the focus group felt that the link between the seminar and the GURs was strongly lacking. They highlighted a number of ways in which the link failed: 1) the GURs did not tie in well with the seminar (and vice versa), 2) the GURs did not tie in well with each other, and 3) the seminar instructors did not discuss the connection or make any connections themselves. Students also felt that discussion based on emotions and their personal reactions to topics did not help them grapple with and expand upon the concepts learned in the GURs, which would have helped them forge a connection between classes.

### **Was the FIG meaningful to your freshmen experience?**

The survey had two equivalent questions, but both have flaws. The first question asked students how their GUR experience compared to other freshmen as a part of the FIG, and each year over 40% of students responded “neutral,” implying that the students may have felt that they were not qualified to answer such a broad and assuming question. The second question asked students whether they would recommend the FIGs to next year’s freshmen, with approximately 60% answering positively, but the question failed to specify why a recommendation would be offered. Comments made by the focus group about other questions suggest that students would recommend the FIG for the graded credit rather than for the experience.<sup>36</sup>

The focus group responded positively to this question, commenting that the “seminar setting was very nice,” “it was easier to make friends because we were forced to see each other more often,” and that “if anything, it helped with my GPA the first quarter.” Most found the FIG experience similar to high school, and few made the lasting friendships that they were hoping for; although there was ample opportunity to get to

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<sup>34</sup> FIG Focus Group.

<sup>35</sup> 5 Years Combined, 4.

<sup>36</sup> 5 Years Combined, 5.

know each other and study together, most students said they were “just friends for that quarter,” and that they “made better friends in the residence halls.” While they still see the other members of their respective FIGs in passing, very few still talk to the other students.<sup>37</sup> Only four sets of sophomores, juniors and seniors from the same FIG live together and an additional seven sets of freshmen from the same FIG are living together on campus.<sup>38</sup>

### **Did the FIG help your transition to the university?**

About 60% of survey participants responded positively that the FIG helped their transition to Western Washington.<sup>39</sup> Students in the focus group did not feel that the FIG helped their transition to the university overall. Many felt that the seminar “Instructional Assistant,” generally an undergraduate upperclassman, was much more helpful in both in navigating the university and tips for making their way through college.<sup>40</sup>

### **Was the FIG worthwhile?**

Survey participants overall felt that their experience was worthwhile, but a minimum of 11% of students each year felt that their time had been wasted. Additionally, feelings about the FIG changed over the course of each year, with the number of students positive about their experience decreasing and the number of students with a negative experience increasing by the end of each year, although the rate of increase has declined over the 2000-2001 to 2003-2004 academic years from 26% to 5%.<sup>43</sup> The majority of the focus group felt that the FIG was worthwhile, and indicated that this preference was based mostly on the “free two credits” and a temporarily higher GPA.<sup>44</sup>

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<sup>37</sup> FIG Focus Group.

<sup>38</sup> Student data from the Center for Instructional Innovation.

<sup>39</sup> 5 Years Combined, 3.

<sup>40</sup> FIG Focus Group.

<sup>43</sup> 5 Years Combined, 5.

<sup>44</sup> FIG Focus Group

*The following set of questions did not have an equivalent in the surveys.*

**What did you like most about the FIGs?**

The students in the focus group greatly enjoyed their GUR classes, their GUR professors, and their temporarily raised GPA and “free two credits.”

**Least?**

Many students were disenchanted with outside group activities, such as volunteer work and meeting with other FIG groups for presentations. One student felt divided by the REAL video, which he stated had no ethnic diversity and was all-white. Other students mentioned specific seminar instructors with whom they had a negative experience, with some stating that their seminar instructor was not helpful at all.

**What was most effective about your seminar instructor?**

The students were generally effusive about how nice their seminar instructors were, calling them reasonable, flexible, helpful in solving problems; seminar instructors treated them as “companions rather than students.” They enjoyed having help finding campus resources and friendly discussions.

**Least effective?**

While the students appreciated the help they did get finding campus resources, they felt the help they were given was far from complete and somewhat misguided. One student was given in-class credit for taking a tour of the Viking Union, and she commented that most of the resources in the VU were places she would have found on her own. The students explicitly stated that they would have liked more help finding academic resources, such as the tutorial center, the writing center, even the financial aid office – learning about the library and available technology simply was not enough.

In addition the students felt that the seminar was not “in tune” with their needs as transitioning students or purely as university students, many felt that they were treated more like elementary students. While very few people enjoy ice breakers, the students were particularly insightful about personality tests and career evaluations; they argued that high school was the consummate inner personality struggle, a self-learning process that they had been going through for the past few years, and they had different expectations for their college experience.

The students also complained that there was a lack of focus in the seminars, and that they did little to

help with the GUR classes.

### **What activities and assignments were the most helpful?**

Students found little merit in most of the activities and assignments required of them. They felt that they gained the most from group discussions and from GUR professors either coming into their seminars or making links in the larger lecture.

### **Least helpful?**

Again, students felt bombarded by “busy work.” One student, who had been complaining throughout the focus group about a volunteering component in his particular FIG, clarified by saying that he enjoyed learning from other community members and having an opportunity to interact with them, but that the assigned reflection paper did not have a positive impact on his writing skills. Another student stated that the assignments in her FIG were to the point of being “over-assigned,” called the experience “hand-holding,” and expressed concern that it left little to no room for academic improvement. Other students had the opposite problem, where assignments were so vague and misleading that they did not know where to begin.

### **Did you learn any valuable academic skills?**

Participants in the focus group said that they did not learn any academic skills from the seminar or the seminar instructors. Many felt that the skills being offered to them in the seminar were skills that they already possessed, and that they learned more from upperclassmen and professors in their GUR classes. Students also found a great resource in their Teaching Assistants (TA) and Instructional Assistants (IA), who gave the first-year students insight on the structure of the university and the best professors.

### **What did your GUR professors do to make the FIG useful?**

The students said that the GUR professors coming to the seminar was by far the most helpful action the professors could have taken, calling it “really cool.” Students also greatly appreciated it when professors either made connections in the larger lecture or asked them to present final projects to the larger class.

### **What could they have done to make the FIG more helpful?**

The students in the focus group recognized that having a professor come to their FIG seminar and discuss in-class material or tests would have given them an unfair advantage. They would have liked for the seminar instructor and GUR professors to meet in order to ensure an effective link between courses.

### **Do you still communicate with any of your FIG instructors?**

None of the focus group participants still communicate with either the GUR faculty or the instructors involved in their FIG clusters.

### **Has the FIG helped in the rest of your college career?**

The students in the focus group responded that the seminar itself has not helped in the rest of their college career. All of the group members agreed that taking the GURs helped them narrow down which majors they were interested in, and that it was “nice to know early rather than later on.”

### **Would you have liked to take it a different quarter?**

The students generally enjoyed taking the FIG fall quarter. If the FIG was focused on campus orientation, as they perceive it to be now, they would not want to take it another quarter. If the FIG focused on critical reading and writing, they felt it would be “equally helpful any quarter.”

### **What do you suggest to improve the FIGs?**

All participant responses focused on improving the seminar. The students would like more information on academic resources and advising, learning about “professors’ teaching styles,” “tips on getting through rather than adjusting,” and a complete restructuring of both the class and the syllabi to make the seminar focused.<sup>45</sup>

### ***Summary***

Student perceptions, as gleaned from the surveys and focus group, indicate an overall neutral or negative response towards academic content of the seminars, but most students felt that the experience of the FIGs was worthwhile. It seems that students would appreciate a more challenging seminar that provided them with more tools to aid with their academic endeavors, but as it is now they appreciate the advantages that come with earning the “free two credits” from the seminar.

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<sup>45</sup> FIG Focus Group.

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## CONCLUSIONS AND SUGGESTIONS

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As the ACC considers alternatives it is vital that it keep in mind the budget constraints. Large enrollment classes are the cash cows of the university that make it possible to fund smaller programs at the upper division, lab courses in the sciences, small enrollment courses in Fairhaven College, etc. If students come to Western fully expecting to find a small liberal arts college, the first place we might begin is with the accuracy of university's promotional literature. First year seminars or seminar-like courses can be expanded, but at present the upper limit of this expansion is unclear. Paradoxically the University of Washington may be in a better position to expand such offerings given the legions of graduate student teaching assistants that can provide *funded* seminar leaders. Western Washington differs from the University of Washington in another respect - faculty here already manage a six to nine course teaching load, which leaves little room for overloads beyond which many already carry. While the FIGs are heavily promoted as an opportunity for students to “interact” with faculty, the reality of most FIGs courses often seems to be minimal participation of GUR faculty – driven by constraints on faculty time and by concerns with maintaining equity of resources among all students in the GUR courses. Another key constraint is transfer students, who make up half the undergraduate population and who, if anything, are more in need of additional instructional resources than native students.

While the ACC should find ways of maintaining and improving FIGs, some consideration might also be given to finding ways of achieving a few of the objectives of the program in ways that benefit more students. In 2004 the FIGs program enrolled about ten percent of the first year class. If resources will not permit substantial expansion, the ACC needs to consider the access issues the present model creates. Several aspects of the program ought to be extended to the other 90 percent of the first year student population, not to mention the other half of the undergraduate population entering as transfer students. In particular:

### **Interdisciplinary Links**

One concern with GUR courses is their disciplinary myopia that makes it difficult for students to understand and appreciate the way two disciplines approach a common subject matter. This concern might be addressed by examining the content of at least some of the GUR courses which already incorporate multiple disciplinary perspectives. One example is *Educational Foundations 210: Students in Global Perspectives: Identity, Campus Culture and Society*, whose catalog description offers an explicit interdisciplinary focus. Many such components probably exist in at least some current GUR course. The ACC - or the GER committee - might seek to encourage instructors from various disciplines to give guest lectures in each other's classes, including some dialog between instructors. Such discussions seem to have been suc-

cessful in the FIGs seminar; there is nothing in the nature of the exchange that would preclude it from being presented to the larger classes.

### **Campus Orientation**

We developed an impression over the course of this investigation that campus orientation needs to be improved. Summer Start by all accounts does an excellent job but there remain serious deficits for many students.

### **Library Orientation**

We need to look more closely at library orientation, which currently is conducted in fragmented ways by various majors. Providing basic skills to ten percent of the first year class does not begin to address the issue. A multi-purpose freshman seminar may not to be the best vehicle for developing many skills, leaving aside the access issue.

### **Community Building**

There is no clear evidence that the FIGs seminar contributed to the development of social networks that persisted throughout the college career. Such relationships seem to be more likely to occur outside the class. Evidence on this question needs to come from senior exit interviews and alumni surveys. The evidence obtained within a quarter or two of the course is inadequate to address questions about community formation.

This leads us to the following suggestions in response to the questions posed by the ACC.

### **What role should the FIG program play in the FYE program?**

At this time we do not recommend that the FIG seminars be accepted as part of the FYE program. To be part of the FYE, FIG seminars would need to increase their academic content and adjust their grading standards to conform to those of the general university. To strengthen the academic component of the FIG seminars, faculty will need to play a more significant role in the seminars, including the development and assessment of seminar assignments. For faculty to become more involved in the FIG seminars, support will be necessary for course development and some release from other teaching responsibilities.

### **How should the model of supervision for the FIG program change?**

The FIG program needs to become more transparent. The ACC should develop a faculty oversight committee that reviews proposals for FIGs clusters, selects the clusters for the year, reviews the courses after they are completed, and reports directly to the ACC. The Honors Board could serve as a good model for such a committee.

The responsibility for the FIGs program could also potentially belong to the interdisciplinary committee that the ACC has begun discussing. Since the scope of such a committee would be broader than the FIGs, the ACC should extend this committee's purview to other courses and programs (e.g. the academic success seminar and other university programs) that lack faculty oversight. In any case, we strongly recommend that there be a proposal review process for FIGs courses.

### **What changes should be made to the level of university investment in the program?**

To this point the FIGs program has survived with minimal funding and volunteer labor. Now Western needs to decide how important the program is and decide whether to increase the investment in the program to address the academic issues, eliminate the program and redirect the money to the development of other courses such as FYE seminars in departments, or reduce the program and try to develop a smaller number of more balanced FIGs offerings with the same limited funding. If the latter option is selected, the FIGs program should be reduced to no more than four clusters, these clusters should be selected through a competitive process, and the participants, faculty and staff, should be given some funds for development and some release time to allow them to work together. Four is probably the maximum number of FIG clusters that could be supported with the current level of funding if the development of the seminar content is to be supported.

If Western elects to continue the FIGs program, either the same number of offerings with better funding or fewer offerings with the same funding, the program must find a way to allow faculty to become more involved in the seminars, and it must find a way to compensate staff who participate in the seminars. The program should look into providing release time and/or summer support for both faculty and staff who participate in the program.

### **What are some solutions to the challenges the FIGs program faces?**

The FIGs program needs to develop a better balance between the objectives of the seminars by strengthening the academic component, becoming more transparent, and decreasing its reliance on volunteer labor. Developing an oversight committee, instituting a competitive process for awarding a FIG, cutting back on the number of clusters in the current program, and providing support for course development and release time should allow the FIGs program to address its major issues. The FIGs program should stay small and with one form for at least three years, so that it is possible to assess the strengths and weaknesses of the program without change being a constant feature.

### **Additional Suggestions**

The seminars should be graded S/U until they significantly increase their academic content and expectations.

**APPENDICES**

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FIG Courses Offered, 2001-2004.....33

Sample Syllabi from FIGs Seminars.....34

FIGs Student Surveys: 5 Years Combined .....35

### FIG Courses Offered, 2001-2004

CRN	Title	Seminar	Linked GUR A	Linked GUR B
<b>2001</b>				
44102	Culture Wars	Nerini	ANTH 201/Young	HIST 103/Kennedy
44103	From the Steppes to Your Backyard	Perry	EAST 210/Vajda	ESTU 101/Brennan
44104	The Logic of Life	Casto	BIO 101/Lapsansky	PHIL 102/Markosian
44105	Language and Power	Werder	LING 204/Vajda	PLSC 101/Johnson
44106	Gender, Class and Empire	Purdue	RUSS 110/Vajda	SOC 258/Anderson
44107	Roles People Play	Murray	PSY 119/Collamer	THTR 101/Kuntz
44108	Images of the Family	Loudon	AHIS 220/Smeins	SOC 260/Bulcroft
44110	Thinking Art, Seeing Mind	Garrison	ART 109/Antholt	PSY 101/Symons
44111	Media and American Politics	Frye	PLSC 250/Donovan	JOUR 190/Pilgrim
44112	The Sounds of Science	McKinney	GEOL 101/Engebretson	MUS 104/Feingold
<b>2002</b>				
44022	Reflecting on Culture	Purdue	ANTH 201/Goodfellow	HIST 104/Richards
44024	Messages from the Jungle	Casto	BIO 101/Lapsansky	PSY 101/Symons
44025	Speaking in Harmony	McKinney	COMM 101/Hertberg	MUS 104/Feingold
44026	Earthspeak	Perry	COMM 101/Britton	ESTU 101/Brennan
44027	Whose Line Is It Anyway	Tag	ENG 238/Pagh	THTR 101/Kuntz
44028	Media and American Politics	Carlson	PLSC 250/Donovan	JOUR 190/Pilgrim
44029	The American Dream	Brown	PSY 101/Sattler	SOC 268/Anderson
44030	He Said, She Said	Werder	PSY 119/Collamer	LING 204/Shipley
44031	Reflecting on Culture	Purdue	ANTH 201/Goodfellow	HIST 104/Richards
44032	Footprints in Time	Barnhart	GEOL 101/Crider	EAST/Vajda
44271	Images of the Family	Carlson	AHIS 220/Smeins	SOC 260/Bulcroft
<b>2003</b>				
14223	?	Hoelscher	EDF 210	COMM 101
14224	Radical Equations	Casto	MATH 102/Arthurs	HIST 104/Richards
23545	?	Hoelscher	EDF 210	COMM 101
42357	Frames of Mind	Brown	PSY 101/Symons	ANTH 201/Hammond
42358	Radical Equations	Casto	MATH 102/Arthurs	HIST 104/Richards
42359	Campus Mosaic	Hagin	EDF 210/Englesberg	ART 109/Antholt
42365	Live from the Universe	Carlson	ASTR 103/Larson	JOUR 207/Everbach
43803	Gender and Communication	Werder	PSY 119/Collamer	COMM 101/Hertberg
43804	Music and Theatre Arts	McKinney	THTR 101/Kuntz	MUS 105/Donnellan
43805	Reality Show or Showing Reality?	Perry	SOC 260/Bulcroft	JOUR 190/Pilgrim
43806	Rock My World	Keegahn	ESTU 101/Brennan	GEOL 101/Hansen
43807	Cultural Borderlands	Regimbal	HIST 103/Kennedy	HIST 280/Wright
43887	Gender and Communication	Dana	PSY 119/Collmer	COMM 101/Hertberg
43913	Media, Gender and Identity	Bulcroft	JOUR 190/Pilgrim	SOC 268/Anderson
<b>2004</b>				
23428	?	Hoelscher	COMM 101/Britton	
41934	The Arts and Hope	Perry	ART 109/Antholt	
41935	The Arts and Hope	McKinney	ENGL 248/Metzger	
41936	Beginnings and Endings	Hagin	ANTH 201/Hammond	
43844	The Arts and Hope	Werder	MUS 105/Donellan	
43845	Beginnings and Endings	Keegahn	GEOL 101/Hansen	
43846	Beginnings and Endings	Dougherty	HIST 103/Kennedy	
43847	Media, Politics, and Civic Engagement	Carlson	JOUR 190/Pilgrim	
43848	Media, Politics, and Civic Engagement	Anderson	PLSC 250/Donovan	
43849	Media, Politics, and Civic Engagement	Moreland	ESTU 101/Brennan	
43850	Images of Self and Culture	Zuzarte	AHIS 270/Sapin	
43851	Images of Self and Culture	Tiberii	PSY 119/Collamer	
43852	Images of Self and Culture	Regimbal	PSY 101/Mana	

## Sample Syllabi from FIG Seminars

We collected syllabi for nine of the 73 sections.

		<u>Instructor</u>		<u>GURS</u>
2002	American Dream	Brown, J	psy101	soc268
	<a href="http://pandora.cii.wvu.edu/dream/syllabus.htm">http://pandora.cii.wvu.edu/dream/syllabus.htm</a>			
2002	Messages from the Jungle	Casto	psych 101	bio 101
2003	Radical Equations	Casto	history 103	math 102
2003	Media Gender Identity	Bulcroft	journalism 190	soc 260
	<a href="http://pandora.cii.wvu.edu/kbulcroft/seminar101.htm">http://pandora.cii.wvu.edu/kbulcroft/seminar101.htm</a>			
2003	Frames of Mind	Brown, J	psych 101	anthro 201
2003	Gender and Communication	Werder	com101	psych 119
	<a href="http://myweb.facstaff.wvu.edu/~carmen/SMNR101.htm">http://myweb.facstaff.wvu.edu/~carmen/SMNR101.htm</a>			
2004	Arts and Hope	McKinney	music 105	
	<a href="http://pandora.cii.wvu.edu/mckinney/seminar.htm">http://pandora.cii.wvu.edu/mckinney/seminar.htm</a>			
2004	Media, Politics, Civic Engagement	Carlson	journalism 190	
2004	Arts and Hope	Perry	art109	

Copies of syllabi that are not on-line are available upon request.

### FIGs Student Surveys: 5 Years Combined

Your gender is:	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
Male	29%	28%	30%	30%	32%	35%	36%	37%	32%	23%
Female	71%	72%	70%	70%	68%	64%	64%	63%	68%	76%
total		100%	100%	100%	100%	99%	100%	100%	100%	99%
What was the most useful source of information about the FIG cluster you are taking?	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
Mailer/FIG pamphlet	62%	-	57%	-	62%	-	65%	-	22%	-
Summerstart staff or peer advisors	12%	-	14%	-	11%	-	7%	-	25%	-
Summerstart faculty advisor	6%	-	7%	-	6%	-	11%	-	30%	-
Web site	13%	-	13%	-	14%	-	9%	-	7%	-
Family or friends	6%	-	9%	-	7%	-	7%	-	7%	-
What was the primary reason why you decided to enroll in a FIG cluster?	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
The idea/courses interested me	45%	-	45%	-	49%	-	53%	-	33%	-
No other courses to take/other courses full	6%	-	5%	-	3%	-	7%	-	34%	-
Recommendation of Summerstart faculty advisor	6%	-	6%	-	5%	-	9%	-	24%	-
Family or friends encouraged me	26%	-	22%	-	19%	-	16%	-	7%	-
Materials mailed to me prior to Summerstart	19%	-	23%	-	24%	-	16%	-	1%	-
Which of the following statements is closest to your experience registering for the FIGs:	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
"Registering for the FIGs was easy"	-	-	84%	-	92%	-	88%	-	69%	-
"Registering for the FIGs wasn't easy, but it wasn't too difficult either."	-	-	14%	-	7%	-	10%	-	22%	-
"Registering for the FIGs was more difficult than it should have been."	-	-	3%	-	1%	-	1%	-	7%	-
"Registering for the FIGs was entirely too difficult."	-	-	0%	-	0%	-	1%	-	2%	-
Your high school gpa was:	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
3.70-4.00	-	37%	-	38%	-	34%	-	31%	-	32%
3.69-3.30	-	48%	-	45%	-	47%	-	45%	-	41%
3.29-3.00	-	14%	-	15%	-	16%	-	20%	-	19%
2.70-2.99	-	1%	-	3%	-	3%	-	5%	-	7%
less than 2.7	-	0%	-	-	-	-	-	0%	-	0%
Your mother's education	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
High School Diploma	-	17%	-	15%	-	14%	-	16%	-	15%
Some college	-	25%	-	34%	-	32%	-	29%	-	35%
Earned a Bachelors	-	38%	-	28%	-	29%	-	29%	-	29%
Earned a Masters	-	19%	-	19%	-	24%	-	26%	-	16%
Earned Ph.D.	-	2%	-	3%	-	2%	-	0%	-	2%
Your father's education	Pre-03	Post-03	Pre-02	Post-02	Pre-01	Post-01	Pre-00	Post-00	Pre-99	Post-99
High School Diploma	-	16%	-	17%	-	12%	-	14%	-	12%
Some college	-	25%	-	25%	-	21%	-	32%	-	28%
Earned a Bachelors	-	28%	-	28%	-	31%	-	28%	-	29%
Earned a Masters	-	26%	-	24%	-	25%	-	23%	-	29%
Earned Ph.D.	-	5%	-	6%	-	12%	-	4%	-	2%

<b>Size of high school you graduated from:</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
4A (1201 or more)	-	48%	-	45%	-	47%	-	47%	-	47%
3A (601-1200)	-	29%	-	29%	-	34%	-	36%	-	40%
2A (301-600)	-	14%	-	14%	-	10%	-	12%	-	10%
1A (151-300)	-	4%	-	7%	-	7%	-	5%	-	3%
B (150 or less)	-	4%	-	5%	-	3%	-	1%	-	2%
<b>How would you describe your community?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Large city (75,000 or more)	-	30%	-	25%	-	24%	-	31%	-	28%
Small city (25,000 to 74,999)	-	33%	-	39%	-	39%	-	39%	-	38%
Town (15,000 to 24,999)	-	19%	-	21%	-	22%	-	12%	-	22%
Small town (less than 15,000)	-	15%	-	12%	-	10%	-	13%	-	8%
Rural	-	4%	-	3%	-	5%	-	6%	-	4%
<b>Joining a FIG is helping/helped my transition to Western.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	7%	27%	12%	16%	10%	16%	11%	5%	15%	19%
Agree	46%	40%	48%	44%	39%	41%	41%	38%	37%	51%
Neutral	42%	25%	38%	31%	45%	28%	43%	33%	41%	25%
Disagree	5%	7%	2%	5%	5%	8%	6%	14%	8%	5%
Strongly disagree	1%	1%	0%	4%	0%	7%	1%	10%	0%	0%
<b>Joining a FIG is worthwhile because of the friends and contacts I've made.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	6%	38%	6%	29%	6%	34%	9%	15%	17%	25%
Agree	34%	41%	40%	43%	32%	40%	31%	50%	43%	48%
Neutral	54%	18%	48%	21%	53%	14%	52%	21%	31%	20%
Disagree	6%	4%	6%	6%	8%	8%	7%	10%	9%	6%
Strongly disagree	1%	0%	0%	2%	1%	4%	1%	5%	0%	0%
<b>Joining a FIG is worthwhile because it has provided me with a partial fall term schedule.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	31%	34%	39%	36%	38%	36%	38%	26%	27%	40%
Agree	52%	48%	47%	42%	53%	45%	51%	42%	58%	44%
Neutral	12%	14%	11%	14%	7%	11%	7%	18%	14%	11%
Disagree	4%	4%	2%	5%	2%	6%	2%	9%	1%	4%
Strongly disagree	1%	1%	0%	2%	0%	2%	1%	5%	0%	1%
<b>Joining a FIG is worthwhile because of the contact made with faculty outside of regular class time.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	12%	22%	12%	16%	5%	17%	5%	5%	7%	10%
Agree	35%	43%	26%	37%	25%	37%	24%	23%	28%	26%
Neutral	48%	25%	55%	31%	60%	31%	61%	41%	38%	42%
Disagree	5%	10%	6%	12%	9%	10%	8%	23%	25%	18%
Strongly disagree	1%	1%	1%	4%	1%	5%	2%	8%	3%	4%
<b>Joining a FIG is worthwhile because of the opportunity to study with other people in the class.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	16%	27%	16%	20%	18%	29%	16%	10%	25%	25%
Agree	51%	42%	56%	34%	51%	40%	55%	41%	47%	47%
Neutral	29%	23%	26%	33%	29%	17%	29%	29%	21%	22%
Disagree	3%	8%	2%	11%	2%	8%	1%	15%	7%	5%
Strongly disagree	1%	1%	0%	3%	0%	6%	0%	5%	0%	1%
<b>Joining a FIG is worthwhile because of the group activities.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	8%	10%	11%	4%	7%	6%	9%	2%	9%	11%
Agree	35%	29%	42%	28%	38%	25%	42%	27%	25%	32%
Neutral	49%	39%	44%	45%	49%	42%	45%	34%	40%	33%

Disagree	7%	20%	2%	16%	7%	19%	4%	28%	23%	19%
Strongly disagree	1%	2%	1%	7%	0%	9%	0%	10%	3%	5%
<b>Joining a FIG is a good way to fulfill some of the GUR requirements.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	37%	-	36%	-	41%	-	35%	-	41.3%	-
Agree	48%	-	53%	-	55%	-	54%	-	50.0%	-
Neutral	13%	-	10%	-	4%	-	9%	-	8.0%	-
Disagree	1%	-	2%	-	1%	-	1%	-	0.7%	-
Strongly disagree	1%	-	0%	-	0%	-	1%	-	0.0%	-
<b>Joining a FIG is helpful in learning about campus resources such as computer support and library facilities.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	5%	16%	12%	15%	4%	8%	23%	21%	17%	19%
Agree	37%	42%	36%	43%	19%	24%	45%	50%	40%	37%
Neutral	54%	31%	46%	26%	60%	26%	31%	15%	23%	30%
Disagree	3%	9%	6%	13%	14%	28%	1%	9%	16%	10%
Strongly disagree	2%	1%	0%	3%	2%	14%	0%	6%	4%	3%
<b>If I had it to over again, I would enroll in a FIG course.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	24%	-	21%	-	23%	-	8%	-	24%
Agree	-	32%	-	29%	-	32%	-	25%	-	34%
Neutral	-	22%	-	22%	-	17%	-	18%	-	27%
Disagree	-	15%	-	17%	-	15%	-	26%	-	11%
Strongly disagree	-	8%	-	11%	-	13%	-	23%	-	4%
<b>The content FIG courses (the large lecture courses) related to each other.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	25%	-	13%	-	21%	-	13%	-	18%
Agree	-	43%	-	39%	-	39%	-	37%	-	34%
Neutral	-	20%	-	30%	-	24%	-	27%	-	24%
Disagree	-	11%	-	14%	-	12%	-	17%	-	18%
Strongly disagree	-	1%	-	4%	-	5%	-	7%	-	6%
<b>Compared to other freshmen, my GUR experience was more positive.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	17%	-	12%	-	10%	-	7%	-	9%
Agree	-	36%	-	31%	-	30%	-	33%	-	35%
Neutral	-	41%	-	46%	-	47%	-	40%	-	50%
Disagree	-	5%	-	9%	-	10%	-	12%	-	5%
Strongly disagree	-	0%	-	2%	-	4%	-	9%	-	1%
<b>Overall, the FIG lived up to my expectations.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	17%	-	6%	-	6%	-	2%	-	7%
Agree	-	36%	-	36%	-	32%	-	23%	-	45%
Neutral	-	26%	-	30%	-	24%	-	23%	-	29%
Disagree	-	18%	-	19%	-	25%	-	35%	-	16%
Strongly disagree	-	3%	-	9%	-	12%	-	17%	-	3%
<b>Overall, my FIG experience was worthwhile.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	23%	-	16%	-	16%	-	5%	-	16%
Agree	-	45%	-	46%	-	49%	-	37%	-	52%
Neutral	-	20%	-	22%	-	15%	-	25%	-	21%
Disagree	-	11%	-	11%	-	12%	-	22%	-	9%
Strongly disagree	-	0%	-	6%	-	9%	-	11%	-	2%
<b>I would recommend having FIG's for next year's freshmen.</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	35%	-	25%	-	25%	-	12%	-	38%

Agree	-	38%	-	37%	-	38%	-	29%	-	38%
Neutral	-	14%	-	21%	-	21%	-	23%	-	16%
Disagree	-	11%	-	10%	-	8%	-	25%	-	6%
Strongly disagree	-	2%	-	7%	-	8%	-	11%	-	2%
<b>Based on your experiences in your FIG courses, are your feelings about it:</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Very positive	20%	23%	22%	15%	18%	11%	17%	5%	15%	16%
Positive	50%	50%	60%	45%	53%	50%	49%	35%	53%	60%
Neutral	26%	19%	15%	27%	28%	25%	30%	30%	23%	23%
Negative	3%	8%	2%	9%	0%	11%	3%	22%	4%	2%
Very negative	1%	1%	4%	4%	0%	3%	1%	8%	1%	0%
<b>Seminar Questions</b>										
<b>The FIG Seminar challenged me intellectually</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	10%	-	3%	-	5%	-	2%	-	6%
Agree	-	28%	-	23%	-	25%	-	19%	-	30%
Neutral	-	32%	-	32%	-	32%	-	32%	-	24%
Disagree	-	24%	-	31%	-	25%	-	30%	-	30%
Strongly disagree	-	7%	-	11%	-	14%	-	17%	-	10%
<b>The FIG Seminar created an environment in which I learned a great deal</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	14%	-	4%	-	5%	-	2%	-	10%
Agree	-	32%	-	27%	-	22%	-	21%	-	28%
Neutral	-	32%	-	37%	-	33%	-	34%	-	38%
Disagree	-	16%	-	24%	-	28%	-	28%	-	14%
Strongly disagree	-	5%	-	8%	-	12%	-	16%	-	10%
<b>The FIG Seminar was worthwhile</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	21%	-	9%	-	9%	-	3%	-	12%
Agree	-	37%	-	34%	-	33%	-	21%	-	35%
Neutral	-	23%	-	27%	-	24%	-	34%	-	30%
Disagree	-	14%	-	21%	-	19%	-	24%	-	18%
Strongly disagree	-	5%	-	9%	-	14%	-	17%	-	5%
<b>Skills I learned in the FIG Seminar will help me with other courses</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Strongly agree	-	20%	-	11%	-	8%	-	6%	-	19%
Agree	-	44%	-	40%	-	39%	-	43%	-	38%
Neutral	-	22%	-	27%	-	25%	-	31%	-	31%
Disagree	-	11%	-	15%	-	16%	-	13%	-	8%
Strongly disagree	-	3%	-	7%	-	11%	-	7%	-	5%
<b>How much time do you currently spend per week using web-based FIG's course materials (i.e., accessing course syllabus, discussions boards, etc.)?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Less than 1 hour a week	52%	53%	49%	54%	56%	68%	53%	36%	13%	14%
1-2 hours a week	34%	34%	36%	31%	33%	19%	33%	45%	41%	41%
3-5 hours a week	13%	11%	13%	13%	10%	11%	12%	17%	41%	37%
6 or more hours a week	2%	1%	2%	3%	1%	2%	0%	2%	5%	8%
<b>Did you participate in any out-of-class activities with your seminar group?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>						
Yes	-	70%	-	62%						
No	-	30%	-	36%						

<b>If you did participate in any out-of-class activities, did you feel they were:</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>						
	Very worthwhile	-	20%	-	13%					
	Worthwhile	-	49%	-	50%					
	Neutral	-	21%	-	28%					
	Only slightly worthwhile	-	9%	-	5%					
Not at all worthwhile	-	1%	-	3%						
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<b>Learning to work as part of a group was a positive experience</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>						
	Strongly agree	-	22%	-	14%					
	Agree	-	49%	-	50%					
	Neutral	-	23%	-	28%					
	Disagree	-	5%	-	5%					
Strongly disagree	-	2%	-	3%						
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<b>Which of the following campus resources did you find most helpful?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>						
	Writing Center	-	7%	-	8%					
	Library	-	72%	-	76%					
	Counseling Center	-	8%	-	3%					
	Technology assistance	-	2%	-	6%					
Tutorial Center	-	11%	-	8%						
<hr/>										
<b>How much time do you expect to spend per week using web-based course materials in your GUR course?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
	Less than 1 hour a week	7%	-	3%	-	8%	-	9%	-	-
	1-2 hours a week	40%	-	36%	-	46%	-	42%	-	-
	3-5 hours a week	44%	-	51%	-	42%	-	43%	-	-
	6 or more hours a week	10%	-	10%	-	4%	-	5%	-	-
<hr/>										
<b>How much time do you expect to spend per week using web-based course materials in your FIGs integrative seminar?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
	Less than 1 hour a week	20%	-	16%	-	23%	-	11%	-	-
	1-2 hours a week	62%	-	57%	-	64%	-	57%	-	-
	3-5 hours a week	18%	-	24%	-	12%	-	29%	-	-
	6 or more hours a week	1%	-	3%	-	1%	-	3%	-	-
<hr/>										
<b>To what extent do you expect the FIGs integrative seminar will help you create connections with peers?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
	A great deal	43%	-	46%	-	40%	-	39%	-	-
	Somewhat	54%	-	53%	-	58%	-	56%	-	-
	Not at all	3%	-	2%	-	2%	-	4%	-	-
<hr/>										
<b>To what extent do you expect the FIGs integrative seminar will assist your learning in the large lecture sections?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
	A great deal	43%	-	39%	-	43%	-	33%	-	-
	Somewhat	55%	-	58%	-	53%	-	61%	-	-
Not at all	2%	-	3%	-	4%	-	6%	-	-	
<hr/>										
<b>To what extent do you expect the FIGs integrative seminar will provide you with some skills and strategies that will help you in future courses?</b>	<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
	A great deal	39%	-	39%	-	35%	-	43%	-	-
	Somewhat	59%	-	58%	-	61%	-	52%	-	-

	Not at all	1%	-	2%	-	4%	-	5%	-	-	-
<b>To what extent do you expect the FIGs integrative seminar will provide you with social activities?</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
A great deal		19%	-	17%	-	10%	-	17%	-	-	-
Somewhat		71%	-	75%	-	75%	-	71%	-	-	-
Not at all		10%	-	8%	-	16%	-	12%	-	-	-
<b>Have you ever used:</b>											
<b>Syllabus or assignments on the web</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		72%	90%	76%	94%	75%	83%	52%	94%	94%	98%
No		28%	10%	24%	6%	24%	17%	48%	6%	5%	2%
<b>Electronic discussion board</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		42%	66%	32%	60%	29%	65%	31%	69%	90%	91%
No		58%	34%	68%	40%	71%	35%	69%	31%	10%	9%
<b>On-line surveys</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		40%	81%	44%	63%	33%	47%	41%	71%	86%	90%
No		60%	19%	56.5%	36.9%	67.0%	53.0%	58%	29.5%	0.145	0.1
<b>E-mail to instructors or TA's</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		53%	92%	50%	91%	46%	77%	34%	72%	47%	68%
No		47%	8%	50%	9%	54%	22%	66%	28%	53%	32%
<b>Power Point</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		55%	56%	43%	60%	31%	53%	39%	56%	25%	46%
No		45%	44%	57%	40%	69%	47%	61%	44%	74%	53%
<b>On-line library/research sources</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		57%	91%	61%	92%	50%	63%	67%	92%	71%	88%
No		43%	9%	39%	8%	50%	38%	33%	8%	28%	11%
<b>On-line lecture notes</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		48%	66%	46%	78%	47%	69%	34%	75%	94%	92%
No		52%	34%	54%	22%	53%	31%	66%	25%	6%	8%
<b>Links to related web sites</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		65%	78%	68%	79%	57%	72%	65%	88%	51%	71%
No		35%	22%	32%	21%	42%	28%	35%	11%	47%	30%
<b>Electronic grade checking</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		51%	71%	34%	81%	24%	68%	23%	41%	25%	54%
No		48%	29%	65%	19%	76%	32%	76%	58%	73%	46%
<b>On-line study guides</b>		<b>Pre-03</b>	<b>Post-03</b>	<b>Pre-02</b>	<b>Post-02</b>	<b>Pre-01</b>	<b>Post-01</b>	<b>Pre-00</b>	<b>Post-00</b>	<b>Pre-99</b>	<b>Post-99</b>
Yes		52%	80%	53%	87%	48%	78%	35%	78%	76%	84%
No		48%	20%	47%	13%	52%	22%	63%	22%	20%	17%
<b>How many episodes of the REAL movie did you see this quarter?</b>		<b>Pre-03</b>	<b>Post-03</b>								
0		-	13%								
1-2		-	13%								
3-4		-	15%								
5-6		-	60%								
<b>How often did you talk about the movies outside of class?</b>		<b>Pre-03</b>	<b>Post-03</b>								
Never		-	43%								

Sometimes	-	45%
Often	-	6%
Every time	-	6%
<hr/>		
<b>Keeping in mind that the focus of the seminar is on "learning how to learn," would you recommend that the REAL Project be repeated next year?</b>	<b>Pre-03</b>	<b>Post-03</b>
Yes: help study habits/college adjustment	-	29%
Yes: even though not focus of seminar	-	27%
Maybe	-	23%
No: it was a waste of time	-	15%
No: for other reasons	-	6%
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