

**2019**

**First-year Interest Group  
Program Evaluation**

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# 2019 FIG Student Experience Summary

Each year FIG students are given the opportunity to provide valuable information about their experience in the FIG program. In 2019, 2,446 students (83% of General FIG Enrollment) responded to the survey, with many notable comments and suggestions. This data is compiled and used by First Year Programs staff to evaluate and revise the current FIG program. Below you will find a summary of survey responses and reflections about next steps in the program.

In Fall 2018, the first cohort of Engineering FIGs (E-FIGs) were taught by Engineering Peer Educators (EPE). First Year Programs works closely with the College of Engineering Undergraduate Academic Advising to support the EPE program. Overall enrollment in 2019 for all FIGs was 3,784. Of the total enrollment 830 students were enrolled in E-FIGs, 22% of the total FIG Enrollment. If you are interested in data specific to the E-FIGs, please contact the [College of Engineering Undergraduate Advising Office](#). We are excited to continue this partnership with the College of Engineering to support incoming engineering direct students.

## General Studies 199 Learning Outcomes:

For the first time, in the FIG course evaluation, there were questions added to assess the impact of learning outcomes of the course below. Results show that students either strongly agreed or agreed at a rate of 88% and above that the learning outcomes were part of their FIG experience for the course.

As a result of completing this course, students will:

1. Discover both academic and campus resources that will assist with transition and support during their first year, and provide a foundation for their time at UW.  
*Survey Response: 93% of students either Strongly Agreed or Agreed this was apart of their FIG experience.*
2. Examine and reflect on personal values, identities, and how they contribute to and impact the UW community as well as personal and professional goals.  
*Survey Response: 90% of students either Strongly Agreed or Agreed this was apart of their FIG experience.*
3. Obtain basic university skills such as mastery of common university language and how to access scholarly resources in order to improve their navigation of campus resources.  
*Survey Response: 92% of students either Strongly Agreed or Agreed this was apart of their FIG experience.*
4. Develop relationships with peers and learn to make connections within the larger campus community to capitalize on their experience at UW and build their future networks.  
*Survey Response: 88.9% of students either Strongly Agreed or Agreed this was apart of their FIG experience.*

## New initiatives for 2019:

Streamlined curriculum and new lesson plan models showed through the data that students had increased confidence in their FIG Leader, see the information below for additional highlighted data points.

### Lesson Planning by FIG Leaders

FIG Leaders intentionally built out their lesson plans in a different way during 2019. They scaffolded their plans by first creating “modules” that were topic specific and had multiple pieces to them. From there, they placed modules together to create weekly lesson plans and a quarter long timeline of all of their modules. This tactic supported FIG Leaders by modeling that modules were moveable and changeable based on student needs. FIG Leaders were also encouraged to note active learning techniques or activities that they could be using.

### Streamlined Curriculum

Created common language used in curriculum and coursework for First-year Interest Group (FIG) Leader. The curriculum team restructured content to explore the FIG Leader role through the model of social change theory. Striving towards the goal of enhancing peer educators understanding of their impact on new students' transition and success at the UW.

This emphasis created the opportunity for FIG Leaders to always be considering their impact at individual and systems levels and what they wanted that impact to be.

### Evaluation Summary Data Points Highlights:

Below are a few key highlights from the overall FIG assessment:

- Over 81% of FIG students agreed or somewhat agreed that they are glad that they choose to be in a FIG this is a 4% increase from 2016 survey responses (77%).
- In 2018 there was an average 4% decline in the familiarity with all campus resources. In 2019, a majority of questions focused on familiarity with campus resources increased. In some cases, the highest it has been since 2016. (Chart 2).
- There was a 15% increase in students feeling that their FIG experience either a lot or quite a bit, “Provided you with a peer leader who can give you valuable advice about UW” from 2018.
- Across every data point regarding FIG Leaders, the average response rate was the highest it has been since 2016.
- There was a 12% increase from 2018 to 2019 that the FIG General Studies 199 seminar, “Provided you with information about resources that will help you succeed in your academic work,” either a lot or quite a bit.
- Working closely with Universities Libraries, a module about “Defining a Scholarly Source” for the CoRe project was created for 2019 FIGs. There was a 14% increase in either strong confidence or some confidence of “ability to do academic (library) research as a result of completing the FIG CoRe assignment?”
- Through our partnership with the Undergraduate Research Program there has been a 21% increase from 2015 to 2019 of students gaining information about undergraduate research opportunities.

### Initiatives and Suggestions for 2020:

**Increasing Small Group Interactions in the Classroom:** To better focus on teaching and supporting FIG Leaders, the FYP Teaching Team will be reduced to four FYP Professional Staff members. The course General Studies 470: Undergraduate Peer Instructor Practicum will be restructured to decrease the time spent in a large lecture format but increase the time spent in small group quiz sections to allow for more intentional time for the FIG Leaders to receive support and work together.

**Revised General Studies 199 Curriculum:** We are evaluating the General Studies 199 assignments and common curriculum to support the needs of a changing demographic of incoming students in their transition to the UW. The UW Healthy Minds study that was completed in 2017 showed that 80% of students reported recent academic impairment due to mental health issues. The revisions will be cognizant of the culture of stress and the demands that UW students face by supporting a student in their transition holistically.

### FIG Student Demographic Information:

Demographics for the FIG program remain consistent from the past three years with the majority of FIG students identifying as white and women (Tables 1 & 2) and live in residence halls on campus (Chart 1). These demographics match the reported demographics for the incoming class and the UW undergraduate population as a whole.

**Table 1:** FIG Student Racial/ Ethnic Identity Data

RACIAL/ ETHIC IDENTITY	FIG Enrollment	%	UW 2019 Incoming Class*	%
African American, Black	101	4.1%	1,890	3.35%
American Indian, Alaska Native	17	0.7%	546	0.3%

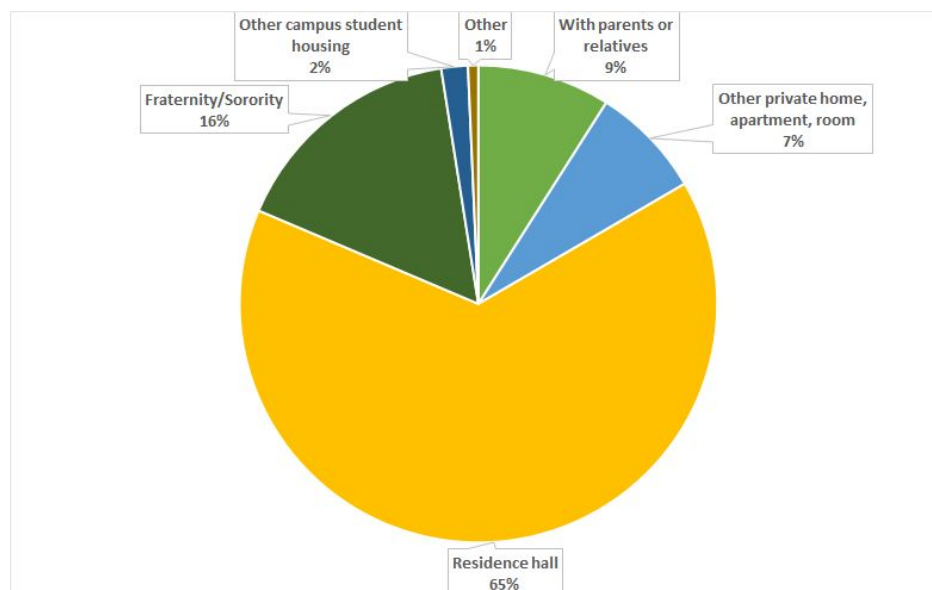
Asian American	579	23.7%	12,077	22.25%
Caucasian, White	902	36.9%	19,194	38.2%
Hispanic, Latino	231	9.4%	3,799	9.6%
Native Hawaiian, Pacific Islander	28	1.1%	444	0.6%
More than one racial/ethnic identity	152	6.2%	Not Reported	-
Single racial/ethnic identity not listed above	290	11.9%	Not Reported	-
Other	147	6%	Not Reported	-
<b>Total</b>	<b>3,847</b>		<b>8,456</b>	

**Table 2:** FIG Student Gender Identity Data

GENDER IDENTITY	FIG Enrollment	%	UW 2019 Incoming Class*	%
Female	1,520	62.1%	-	55.55%
Male	875	35.8%	-	44.45%
Trans*	23	0.9%	Not Reported	
More than one gender identity	19	0.8%	Not Reported	
Other single gender identity	10	0.4%	Not Reported	
<b>Total</b>	<b>3,847</b>		<b>47,571</b>	

\*UW racial/ethnic statistics reported are based on the average of the freshman and transfer student data for the incoming class of 2019

**Chart 1:** Where do FIG Students live?



## FIG Student Quantitative Data:

I am glad that I chose to be in a FIG this quarter.

	2016 (n=3063)	2017 (n=2760)	2018 (n=2324)	2019 (n=2447)
(4) Strongly Agree	36.11%	40.65%	34.34%	41.1%
(3) Somewhat Agree	40.91%	39.67%	40.96%	40.1%
(2) Somewhat Disagree	14.69%	12.79%	15.45%	12.6%
(1) Strongly Disagree	8.29%	6.88%	9.25%	5.6%
<b>Average</b>	<b>3.05</b>	<b>3.14</b>	<b>3.00</b>	<b>3.14</b>

I would recommend that students entering the UW next year be in a FIG.

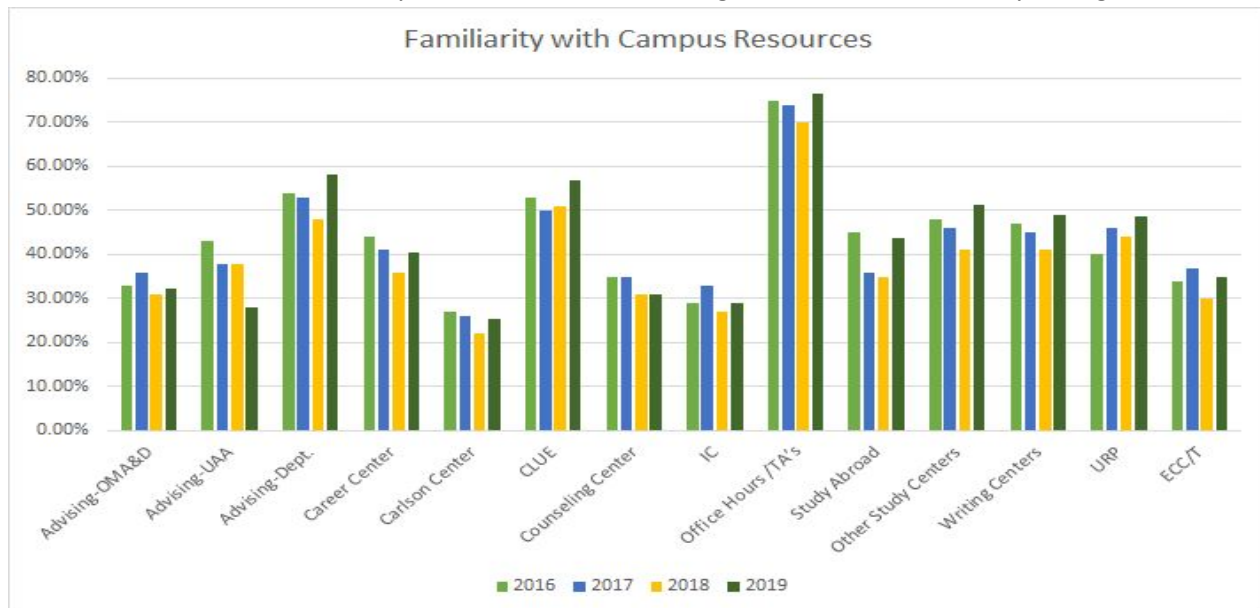
	2016	2017	2018	2019
(4) Strongly Agree	32.42%	36.49%	29.73%	37.8%
(3) Somewhat Agree	42.12%	41.49%	42.17%	43.3%
(2) Somewhat Disagree	17.04%	15.43%	18.50%	13.9%
(1) Strongly Disagree	8.42%	6.59%	9.60%	5%
<b>Average</b>	<b>2.98</b>	<b>3.08</b>	<b>2.92</b>	<b>3.14</b>

I feel that the UW cares about my success.

	2016	2017	2018	2019
(4) Strongly Agree	27.91%	20.91%	19.41%	23.1%
(3) Somewhat Agree	47.93%	49.09%	49.23%	49.4%
(2) Somewhat Disagree	18.02%	21.70%	22.89%	19.8%
(1) Strongly Disagree	6.14%	8.30%	8.48%	7.8%
<b>Average</b>	<b>2.98</b>	<b>2.83</b>	<b>2.80</b>	<b>2.88</b>

### Chart 2: FIG Student Familiarity with Campus Resources

Students were asked, "How familiar are you with what the following resources are and how you might use them?"



## To what extent did your FIG General Studies 199 seminar do the following?

Provided you with information about resources that will help you succeed in your academic work.

	2016	2017	2018	2019
A lot	21.03%	19.93%	17.43%	27.9%
Quite a bit	40.55%	41.52%	38.34%	40.7%
A little	31.47%	32.14%	36.32%	28.4%
Not at all	6.95%	6.41%	7.92%	0.3%
<b>Average</b>	<b>2.76</b>	<b>2.75</b>	<b>2.65</b>	<b>2.93</b>

Gave you opportunities to reflect on what happens to you in this first quarter of college.

	2016	2017	2018	2019
A lot	19.16%	19.28%	17.08%	30.3%
Quite a bit	38.03%	39.13%	37.44%	39.2%
A little	35.81%	34.60%	36.83%	26%
Not at all	6.99%	6.99%	8.65%	4.5%
<b>Average</b>	<b>2.69</b>	<b>2.71</b>	<b>2.63</b>	<b>2.96</b>

Provided you with a peer leader who can give you valuable advice about UW

	2016	2017	2018	2019
A lot	28.34%	25.65%	22.81%	41%
Quite a bit	34.84%	36.63%	34.17%	33.5%
A little	26.93%	26.67%	30.42%	20.6%
Not at all	9.89%	11.05%	12.61%	4.8%
<b>Average</b>	<b>2.82</b>	<b>2.77</b>	<b>2.67</b>	<b>3.12</b>

## FIG Leader Information

My FIG leader was organized and well-prepared for the General Studies 199 seminar.

	2016	2017	2018	2019
(4) Strongly Agree	60.56%	64.02%	62.61%	69.1%
(3) Somewhat Agree	29.61%	28.22%	29.43%	26%
(2) Somewhat Disagree	6.53%	5.54%	5.64%	3.1%
(1) Strongly Disagree	3.30%	2.21%	2.41%	1.8%
<b>Average</b>	<b>3.47</b>	<b>3.54</b>	<b>3.52</b>	<b>3.62</b>

My FIG leader was open and approachable.

	2016	2017	2018	2019
(4) Strongly Agree	77.05%	78.70%	75.52%	83.2%
(3) Somewhat Agree	18.51%	17.46%	19.84%	14%
(2) Somewhat Disagree	2.87%	2.57%	3.18%	1.8%
(1) Strongly Disagree	1.57%	1.27%	1.46%	1.1%
<b>Average</b>	<b>3.71</b>	<b>3.74</b>	<b>3.69</b>	<b>3.80</b>

My FIG Leader was clear about course expectations

	2016	2017	2018	2019
(4) Strongly Agree	62.68%	69.75%	67.64%	76.1%
(3) Somewhat Agree	25.86%	23.55%	24.83%	19.1%

(2) Somewhat Disagree	7.64%	5.04%	5.21%	3.2%
(1) Strongly Disagree	3.82%	1.67%	2.32%	1.5%
<b>Average</b>	<b>3.47</b>	<b>3.61</b>	<b>3.58</b>	<b>3.70</b>

My FIG Leader provided useful guidance on how to succeed at the UW.

	2016	2017	2018	2019
(4) Strongly Agree	63.30%	64.35%	60.63%	70%
(3) Somewhat Agree	28.80%	29.17%	30.59%	25.7%
(2) Somewhat Disagree	4.96%	4.64%	6.67%	2.6%
(1) Strongly Disagree	2.94%	1.85%	2.11%	1.6%
<b>Average</b>	<b>3.52</b>	<b>3.56</b>	<b>3.50</b>	<b>3.63</b>

My FIG Leader knew a lot about the UW.

	2016	2017	2018	2019
(4) Strongly Agree	69.12%	67.50%	63.64%	74.2%
(3) Somewhat Agree	26.64%	29.35%	31.84%	22.8%
(2) Somewhat Disagree	2.78%	2.28%	3.23%	2.2%
(1) Strongly Disagree	1.47%	0.87%	1.29%	0.8%
<b>Average</b>	<b>3.63</b>	<b>3.63</b>	<b>3.58</b>	<b>3.78</b>

My FIG leader seemed to think the undergraduate experience at the UW was positive.

	2016	2017	2018	2019
(4) Strongly Agree	66.11%	65.07%	60.11%	71.1%
(3) Somewhat Agree	30.46%	31.99%	35.71%	26.2%
(2) Somewhat Disagree	2.25%	2.10%	3.10%	1.7%
(1) Strongly Disagree	1.18%	0.83%	1.10%	0.9%
<b>Average</b>	<b>3.61</b>	<b>3.61</b>	<b>3.55</b>	<b>3.75</b>

## Qualitative Response Summary:

While FYP strives to ground our practices in data, attention is also given to qualitative responses as they are a direct look into the student experience. The following is a sample of open-ended responses from various questions asked of students completing the FIG survey.

**When asked, "What was the most valuable part of the FIG program to you and why?" A few main themes included:**

- Making connections with other new students in a small academic setting
- Learning about various resources, majors, and academic pathways on campus
- Having the FIG leader to reach out to as a peer/mentor
- The opportunity to explore Seattle/UW and identify a smaller community in a large place

**Student quotes:**

- Having time set out every week to be in an academic setting but to learn more "real-life" things and campus things outside of actual class.
- A peer advisor that I can talk to openly and honestly because you need that in college.
- The most valuable part of the FIG program was learning about campus resources and exploring possible majors.
- I found that the most valuable part of the FIG was giving me the resources and options for the different opportunities available at UW. It was a bit overwhelming knowing that there was so much to explore, and the FIG gave me that opportunity through the organized weekly sessions.
- The benefit of the FIG program is that it allows for many new incoming students not to feel so overwhelmed with the big campus and the huge amount of people. The FIG allows for the student to get involved very quickly

with a smaller group to familiarize with during their first quarter. It allows us to adapt and flow into UW community much quicker and easier.

- I would highly recommend taking a FIG as an incoming first-year student! The FIG program allows you to gradually become accustomed to the university environment and recognize that you are not alone in the process of adjusting to college. You are given a set of 20-or so familiar faces, people you can study with, become friends with, or just another familiar face that can be nice to see when you are in a lecture hall filled with hundreds of strangers.
- You learn effective study, research, time management, and budgeting skills, as well as learning about the available campus resources.
- By taking a FIG, I realized I was not passionate about my intended major and have discovered a path I am passionate about.
- I would say that the FIG program will introduce you to new people that will probably be in your classes for the rest of the year. Those people will help to encourage you and help you through the problems that the whole class has to go through. They know how you feel so you feel more comfortable talking to them and asking them for help. It gives you a sense of belonging.
- There are so many benefits such as meeting people, building a sense of community, and just learning about where you will be for the next 4 years. It's a great way to start your college experience and is a catalyst that can motivate you and teach you a lot about yourself.
- I would say that freshman fall quarter is SO busy and it is a big change. For me, I knew I would have a hard time balancing everything and it didn't make sense for me to take a full load of classes. I was coming in with some credits so it was a no-brainer, and I'm really happy I did decide to take it. I met some really great people that I know I will continue to see. We even signed up for another class together for winter quarter!
- The conversations I had with my FIG leader because she showed me that you do not have to know what your major is right away and it's okay to explore and choose a completely different path than you expected.
- The most important part to me was the self reflection and the planning for my future to succeed in my academic goals. This is because it can be hard to recognize personal growth and change without something prompting it.
- Understanding the emotions that I was going through was also being felt by my peers.

**When asked "What might improve the FIG Program and how" A few main themes included:**

- Additional time for FIG students to come together socially in and outside of class
- Lack of perceived meaning or relevance for 199 assignments
- Clarity of assignments
- More guest speakers/information on campus resources
- Stronger connection between specific majors and the FIG experience

**Student Quotes:**

- I wish we talked more about campus resources since I still don't know much about everything UW has to offer.
- More time for students in the FIG to spend time with the other students to create friendships.
- I would improve the FIG program by changing the course material and having it be more focused on how to study for and succeed in the classes we are in rather than how to succeed in the university as a whole. The most valuable parts for me in my FIG classes was when we could talk to our FIG leader or presenter about our current concerns or questions about the classes we are in, rather than career plans for the future as I think we have more time to think about that while our classes this quarter are more pressing and important.
- Less assignments that seemed more like "busy work", many of them seemed to have no real contribution to our first quarter experience here at the UW.
- An area that a FIG program may improve is to provide more opportunities for students to explore their passions.
- Focus more on resources at UW and how to thrive academically, socially, and emotionally at a new place.
- I think more information about how to deal with imposter syndrome and feeling inadequate in comparison to other students at the UW is helpful. Myself and many other freshmen I know have been feeling strong feelings of insecurity (like we aren't smart enough to be at the UW) and we don't know how to cope with it.
- Introducing support programs in more detail would be more helpful than getting students to do their own research and presenting to the class as most students only seemed to do the bare minimum so it didn't give a good idea of what the support programs do.



## Appendix A: Libraries & CoRe Project

*Each year students are given the opportunity to provide valuable information about their experience in the FIG program. In 2019, 2,446 students responded to the survey, with many notable comments and suggestions. Below are responses and comments regarding the library services and the Communities and Research project.*

The FIG CoRe assignment was effective in introducing you to academic (library) resources:

	2016	2017	2018	2019
(4) Strongly Agree	11.95% (366)	9.24% (255)	9.94% (231)	18.8% (459)
(3) Agree	57.25% (1754)	51.92% (1433)	53.00% (1231)	52.2%(1278)
(2) Disagree	21.34%% (654)	28.26% (780)	26.81% (623)	21.7%(531)
(1) Strongly Disagree	9.46% (290)	10.58% (252)	10.28% (239)	7.3% (179)
Average	<b>2.72</b>	<b>2.60</b>	<b>2.63</b>	<b>2.83</b>

How confident do you feel in your ability to do academic (library) research as a result of completing the FIG CoRe assignment?

	2016	2017	2018	2019
(4) Strong Confidence	19.39% (594)	16.20% (447)	16.22% (377)	27.9% (683)
(3) Some Confidence	51.93% (1591)	52.46% (1448)	51.46% (1196)	53.5% (1310)
(2) Little Confidence	23.01% (705)	23.84% (658)	25.52% (593)	15.3% (374)
(1) No Confidence	5.68% (174)	7.50% (207)	6.80% (158)	3.3% (80)
Average	<b>2.85</b>	<b>2.77</b>	<b>2.77</b>	<b>3.06</b>

When asked, “To what extent did your FIG General Studies 199 seminar teach you how to use the UW library system?” students responded:

	2016	2017	2018	2019
(4) A lot	13.87% (425)	11.27% (311)	9.25 % (215)	16.9 % (414)
(3) Quite a lot	29.60% (907)	23.66% (653)	22.68 % (527)	23.6% (578)
(2) A little	39.52% (1211)	36.70% (1013)	38.43 % (893)	37% (906)
(1) Not at all	17.00% (521)	28.37% (783)	24.65 % (689)	22.4% (549)
Average	<b>2.5</b>	<b>2.18</b>	<b>2.12</b>	<b>2.35</b>

When asked, “To what extent did your FIG General Studies 199 seminar introduce you to various cultural events in Seattle?” students responded:

	2016	2017	2018	2019
(4) A lot	25.69% (787)	19.86% (548)	17.08 (397)	26.2% (641)
(3) Quite a lot	36.91% (1131)	33.66% (929)	33.69 (783)	32% (782)
(2) A little	28.72% (880)	34.06% (940)	34.94 (812)	31.1 % (761)
(1) Not at all	8.68% (266)	12.43% (343)	14.29 (332)	10.7% (263)
Average	<b>2.8</b>	<b>2.61</b>	<b>2.54</b>	<b>2.74</b>

When asked, "How frequently have you done the following activities this quarter: Spoken one on one or in a chat room with a UW librarian?" students responded:

	2016	2017	2018	2019
(5) More than Ten times	1.60% (49)	0.94% (26)	0.73% (17)	0.8% (19)
(4) Five to Ten times	1.99% (61)	2.17% (60)	1.33% (31)	1.5% (36)
(3) Three to Five times	4.47% (137)	4.09% (113)	4.73% (110)	4% (97)
(2) Once or Twice	17.00% (521)	16.56% (457)	14.41% (335)	15.2% (372)
(1) Never	74.93% (2296)	76.23% (2104)	78.79% (1831)	78.6% (1923)
Average	<b>1.38</b>	<b>1.35</b>	<b>1.31</b>	<b>1.67</b>

When asked, "How valuable to your learning were the following components of your FIG General Studies 199 Seminar: Seattle Communities and Research Project (CoRe)?" students responded:

	2016	2017	2018	2019
(5) Very	16.06% (492)	14.93% (412)	12.31% (286)	16.1% (395)
(4) Moderately	28.13% (862)	27.64% (763)	27.45% (638)	29.3% (718)
(3) Slightly	31.23% (957)	32.07% (885)	31.45% (731)	30.6% (749)
(2) Not at all	23.66% (725)	24.46% (675)	27.97% (650)	23.5% (576)
(1) Did not do this	0.91% (28)	0.91% (25)	0.86% (20)	0.4% (9)
Average	<b>3.35</b>	<b>3.31</b>	<b>2.25</b>	<b>3.41</b>

When asked, "FIG CoRe assignment helped me better reflect on the range of factors that impact the health and well being of a neighborhood in Seattle." students responded:

	2018	2019
(4) Strongly Agree	12.18 % (283)	19.6% (480)
(3) Agree	59.60 % (1385)	59% (1444)
(2) Disagree	19.19% (446)	15.7% (384)
(1) Strongly disagree	9.04% (210)	5.7% (139)
Average	<b>2.75</b>	<b>2.93</b>

When asked, "The FIG CoRe assignment was effective in helping me to define what a scholarly source is." students responded:

	2019
(4) Strongly Agree	21.8%
(3) Agree	59%
(2) Disagree	14.2%
(1) Strongly disagree	5%
Average	<b>2.98</b>

#### Qualitative Responses about the CoRe Project:

- I did really love how we were made to go to different districts. It motivated to leave campus.
- Having to go to a city was a waste of my time because I grew up in Seattle and I know the community pretty well. I didn't see the point of getting to know the community if I grew up here.
- When we had to visit some cities because it gained a better bond with people and other people who didn't live in the area got to see what there is outside of UW.
- I also had the sense that the FIG neighborhood exploration project encouraged students to explore more "fun" or "trendy" neighborhoods, but for a project that focuses on population health and disparities, you should be encouraged to explore underserved neighborhoods.

- I would prefer not to have a planned visit of Seattle neighborhood, but rather explore the bus system in Greater Seattle Area for people to visit on their own time.
- I think the core project was good for meeting with your peers and going to a location together to bond, but otherwise I thought it was kind of pointless.
- The core project because we got to do a project where we got to explore the Seattle neighborhood using a different perspective which was interesting for me because I got to think about Capitol Hill, the neighborhood I explored, in a new light.
- I think visiting the neighborhood project with a group was an amazing experience. The feeling of being a tourist in my own city with girls I didn't get to chat much with before felt soothing. It allowed me to create some memories with girls from different background and explored the beauty that laid beneath us all the time.
- The trip to Fremont (CoRe) was something I will never forget and do not regret.
- I think the CORE project was the most valuable. It let me meet and connect with other people and I learned a lot about Seattle.
- The CoRe project, it provides a chance to me to be able to visit the unfamiliar part in Seattle and explore it.
- I think the most valuable part was the CoRe project because we had to work with our peers and explore areas outside of the U district.

## Appendix B: Undergraduate Research Program Summary

*Each year students are given the opportunity to provide valuable information about their experience in the FIG program. In 2017, 2760 students responded to the survey, with many notable comments and suggestions. Below are responses and comments regarding the Undergraduate Research Program.*

**The Undergraduate Research Program presentation increased my awareness of research opportunities at UW:**

	2016	2017	2018	2019
(5) Strongly Agree	15.89% (487)	18.37% (507)	20.14% (468)	24.8% (606)
(4) Agree	55.22% (1692)	60.58% (1672)	62.22% (1446)	58.5% (1432)
(3) Disagree	8.58% (263)	7.79% (215)	7.23% (168)	7.3% (178)
(2) Strongly Disagree	3.43% (105)	2.25% (62)	3.10% (72)	2.9% (71)
(1) Class did not have presentation	16.87% (517)	11.01% (304)	7.31% (170)	6.5% (160)
<b>Average</b>	<b>3.5</b>	<b>3.73</b>	<b>4.07</b>	<b>3.92</b>

**How interested are you in getting involved with undergraduate research during your time at UW?**

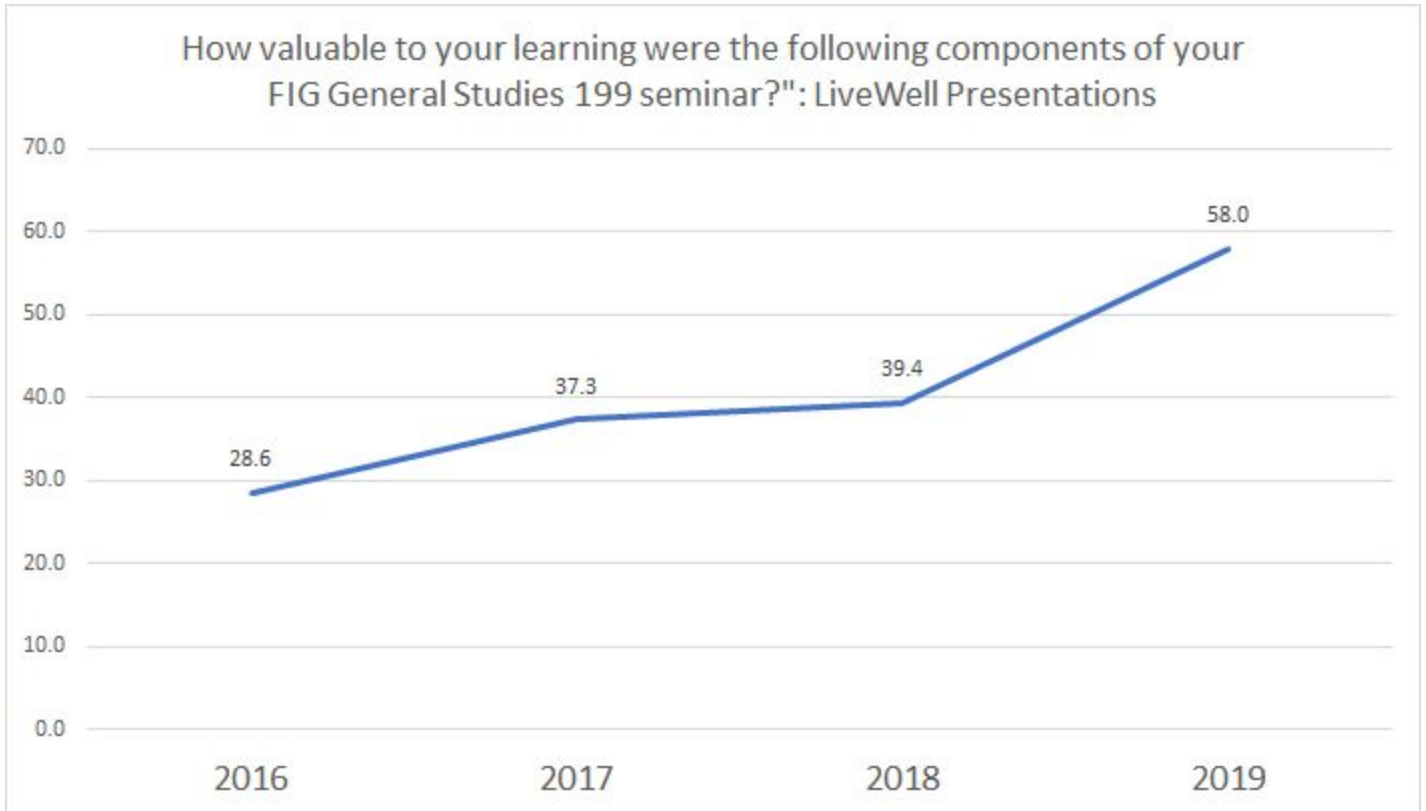
	2016	2017	2018	2019
(5) I am already involved	3.46% (106)	3.73% (103)	3.18% (74)	6.5% (160)
(4) Very Interested	32.41% (993)	37.17% (1026)	33.86% (787)	36.3% (888)
(3) Interested	34.11% (1045)	32.50% (897)	33.00% (767)	33% (807)
(2) Little Interest	24.22% (742)	20.65% (570)	24.23% (563)	19.3% (472)
(1) Not at all Interested	5.81% (178)	5.94% (164)	5.72% (133)	4.9% (120)
<b>Average</b>	<b>3.03</b>	<b>3.12</b>	<b>3.05</b>	<b>3.20</b>

**When asked, "To what extent did your FIG General Studies 199 seminar provide you with information about undergraduate research opportunities?" students responded:**

	2015	2016	2017	2018	2019
(4) A lot	15.81% (475)	19.19% (588)	22.83% (630)	21.21% (493)	29.5% (721)
(3) Quite a lot	30.49% (916)	32.64% (1000)	40.83% (1127)	40.58% (943)	37.8% (926)
(2) A little	37.25% (1119)	34.76% (1065)	27.90% (770)	30.42% (707)	27.2% (666)
(1) Not at all	10.25% (308)	13.41% (411)	8.44% (233)	7.79% (181)	5.5% (134)
<b>Average</b>	<b>2.46</b>	<b>2.58</b>	<b>2.78</b>	<b>2.75</b>	<b>2.913</b>

## Appendix C: LiveWell Presentations

**Table 1:** Value to Learning of LiveWell Presentations



### Qualitative Responses:

- There was some intense depression in the beginning which has slowly gotten better. The mental health discussion in the FIG was really helpful.
- I really enjoyed the presentation about mental health because I didn't realize how easy it was to be isolated in such a big school.
- I think the most valuable was the talk about mental health because that is what I needed the most help with and the women, and the conversation it started, gave us valuable information about how to manage stress.
- I very much enjoyed the Live Well presentation on mental health and self care. It felt refreshing and a reminder to pause and check in with oneself during college to make sure you're okay. It is something we don't always think about but is imperative for our well being and academic performance.
- Mental Health Awareness lecture was valuable to me because it can really help the incoming students know that they have resources for certain issues.
- The Live Well presentation because I learned more about mental health. Mental health and self care are very important, especially in college when we spend most of our time studying and forgetting to check in with ourselves.
- I enjoyed having the Peer Health Educators present a presentation on mental, emotional, and physical health. It was an important thing to cover and I think that the FIG class was an amazing place to have that.

## Appendix D: FIG Enrollment Summary

### 2019 Enrollment Summary

- FIG enrollment is slightly down by 1% at the end of session 18 compared to 2018 (Table 3)
- As of 9/21, 3,874 seats filled (96% full), which is the same percentage full as 2018 (Table 1)
- Excluding Engineering FIGs (E-FIGs), in 2019 there are 41 seats less than the amount of seats in 2018 (3,094 in 2019 vs. 3,135 in 2018). Those seats are 95% full (same as 2018).
- 55% of all First-year students are enrolled in a FIG.
- Increased T-FIG enrollment from 67 to 98 students (Table 2)
- The top reason students register for a FIG is, “To make friends” (Table 4)

**Table 1: FIG Autumn Registration (as of 9/25/19)**

Year	Sections	Avg Class Size	Enrolled	Spaces	Enroll. %	% Change in Space Available	Freshman Enrollment	Total Freshman Admitted
2019	142	21	3,847	4,022	96%	-1.89%	55%	6,984
2018	137	21	3,939	4,098	96%	+20.03%	55%	7,141
2017	144	20	2936	3277	89%	-4.0%	43%	6,774
2016	155	19	3104	3415	91%	-2.01%	48%	6,463
2015	160	22	3297	3485	95%	+6.35%	49%	6,789
2014	152	22	3181	3277	97%	+9.09%	49%	6,491
2013	135	21	2882	3004	96%	+6.22%	46%	6,255
2012	131	20	2640	2828	93%	+2.43%	44%	6,049
2011	127	20	2644	2761	96%	-5.57%	46%	5,793
2010	134	21	2846	2924	97%	+1.81%	52%	5,497
2009	133	20	2781	2872	97%	-16.07%	54%	5,252
2008	159	20	3327	3422	97%	-4.31%	60%	5,540
2007	164	20	3348	3576	94%	n/a	n/a	n/a

*\*\*Engineering FIGs are included in these numbers.*

**Table 2: Transfer FIG Autumn Registration (as of 9/21/19)**

Year	Sections	Avg Class Size	Enrolled	Spaces	Enroll. %	% Change in Space Available	Transfer Enrollment	Total Transfer Admitted
2019	6	16	98	98	100%	+1.38%	7%	1,472
2018	4	16	67	72	93%	-50%	4%	1,566
2017	5	18	90	144	63%	+26%	6%	1,519
2016	5	17	79	106	75%	-1.85%	6%	1,335
2015	3	12	76	108	70%	-32.50%	6%	1,296
2014	6	20	86	160	54%	+55.34%	6%	1,551
2013	5	20	87	103	84%	-66.45%	6%	1,531
2012	14	10	156	307	51%	-17.25%	11%	1,466
2011	14	11	162	371	44%	-7.02%	n/a	n/a
2010	16	12	204	399	51%	+77.33%	n/a	n/a
2009	9	15	140	225	62%	0.00%	n/a	n/a
2008	9	12	110	225	49%	-10.36%	7%	1,553
2007	12	12	155	251	62%	n/a	n/a	n/a

**Table 3: Percentage of FIG Spaces Filled**

Please note:

- These numbers were compiled after each orientation session
- Session dates change each year
- Total number of FIGs and seats available change every year
- Total number of incoming freshmen and transfer students change every year
- This only reflects the enrollment trends during the summer

	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Session 4</b>	20%	16%	17%	17%	22%
<b>Session 5</b>	25%	24%	23%	24%	28%
<b>Session 6</b>	32%	29%	31%	35%	33%
<b>Session 7</b>	40%	37%	37%	40%	40%
<b>Session 8</b>	45%	41%	42%	45%	44%
<b>Session 9</b>	51%	48%	49%	51%	50%
<b>Session 10</b>	58%	53%	54%	55%	55%
<b>Session 11</b>	63%	59%	60%	59%	59%
<b>Session 13</b>	73%	70%	71%	72%	72%
<b>Session 14</b>	79%	76%	76%	77%	77%
<b>Session 15</b>	85%	81%	79%	81%	82%
<b>Session 16</b>	90%	85%	84%	86%	86%
<b>Session 17</b>	91%	85%	88%	89%	89%
<b>Session 18</b>	91%	89%	90%	94%	93%

**Tables 4 & 5: FIG Registration Data from Freshmen & Transfer Advising & Orientation Programs**

<b>Why did you register for a FIG?</b> Select all that apply:	<b>2017</b>	<b>2018</b>	<b>2019</b>
To register for a specific class clustered with a FIG	1,062	1,175	1,318
To get access to a peer mentor	538	905	936
To make friends	1,118	1,583	1,506

To learn more about resources and being a student at UW	675	908	950
Because my OL suggested I register	576	738	692
Because my academic adviser suggested I register	597	745	845
Because a friend or family member suggested I register	282	301	352
Because I was required to register	184	620	581
Other	708	788	808

<b>Why didn't you register for a FIG?</b> Select all that apply:	2017	2018	2019
I do not understand what a FIG is	218	444	399
I am not interested in taking the GEN ST 199 course	769	1,103	1,240
I am not interested in taking the departmental courses clustered in the FIGs	901	1,104	1,271
The FIG(s) I was interested in was(were) closed	434	450	314
The FIG(s) I was interested in did not fit in my schedule	523	678	685
The process to register for a FIG was too complicated	114	173	192
Other	337	451	453