

A&O EVAL 2015

ADVISING & ORIENTATION (A&O) PROGRAM EVALUATION

N	Evaluations completed	
5162	FRESHMEN STUDENTS (91% of 5677)	<i>2-day on-campus A&O</i>
110	INTERNATIONAL FRESHMAN STUDENTS (10% of 1149)	<i>International Hybrid A&O, part 1 online*</i>
360	TRANSFER STUDENTS (28% of 1287)	<i>1-day on-campus A&O</i>
5632	STUDENT EVALUATIONS (69% of 8113)	<i>Unless otherwise noted, data is inclusive of all student populations.</i>
737	PARENT EVALUATIONS (19% of 3800)	<i>Parent Orientation data is only included when specifically noted.</i>

*Data collected from the International Hybrid A&O, part 2 on-campus evaluation was too small to report (2 responses).

93.2% 5251 DOMESTIC STUDENTS <i>US citizen or permanent resident</i>			4% 227 INTERNATIONAL STUDENTS <i>F1 or J1 visa</i>	
<i>IN-STATE</i> 73.5%* 3857 WA RESIDENTS <i>In-state students</i>	<i>OUT-OF-STATE</i> 16%* 839 PACIFIC WEST <i>Excluding WA</i>		71%* 162 from ASIA	
	6.5%* 341 from OTHER US REGIONS		20%* 45 from OTHER CONTINENTS	

1.3% (72) Identified with other as their citizenship status, while 1.5% (82) chose not to answer the question.

*Percentages do not equal 100% because transfer student data was not included.

GENDER IDENTITY

53.1% 2989 Female	45.6% 2570 Male	0.2% 11 Trans*	0.2% 11 >1 Gender	0.3% 18 Other	0.6% 33 No answer
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98.7% Cisgender | 0.7% Trans*

Trans* (with an asterisk) is an umbrella term that refers to all of the identities within the gender identity spectrum. The asterisk makes special note in an effort to include all transgender, non-binary, and gender nonconforming identities (Sam Killermann, *It's Pronounced Metrosexual*).

RACIAL/ETHNIC IDENTITY

0.3% American Indian/Alaska Native
0.5% No answer
0.8% Native Hawaiian/Pacific Islander
2.1% African American
2.2% Other
5.3% Hispanic/Latino
11.5% >1 Racial/ethnic identity
30.5% Asian American
46.8% Caucasian

FIRST GENERATION STATUS

15% First Generation
2% Not sure
82% Not First Generation
1% No answer

MISCELLANEOUS INFO.

33% Interested in pre-health
85% Enrolling with AP/IB credits

AGE

94.7% of freshman students are 18 years & younger
77.5% of transfer students are 24 years & younger
80.2% of international students are 18 years & younger

PROGRAM SATISFACTION

Transfer, international, and parent averages below were converted from a 5-point scale to match the 4-point scale used for freshman students.
1=Very dissatisfied; 2=Dissatisfied; 3=Satisfied; 4=Very satisfied.

BEFORE A&O EXPERIENCE	MEAN	DIFFERENCE (>0.10) FROM MEAN
WEBSITE	3.14	+0.13 International
REGISTRATION APPLICATION	3.17	+0.14 International
CUSTOMER SERVICE: TELEPHONE	2.95	-0.37 International; +0.21 Parent; +0.12 Freshman
CUSTOMER SERVICE: EMAIL	3.17	+0.10 International
CONFIRMATION LETTER	3.28	No significant difference
UNIVERSITY 101*	3.07	+0.36 International; -0.23 Transfer

*Parents did not participate in U101, therefore U101 questions were not asked to parents.

ON-CAMPUS A&O EXPERIENCE**	MEAN	DIFFERENCE (>0.10) FROM MEAN
PARKING	3.02	+0.46 Parent
CHECK-IN	3.45	+0.12 Parent
HUSKY GUIDE	3.45	+0.10 Parent
MEETING SPACE	3.49	No significant difference
MEALS	3.22	-0.22 Parent; -0.17 Freshman

**Freshman, transfer, and parent data only.

U101 & THE HUSKY GUIDE

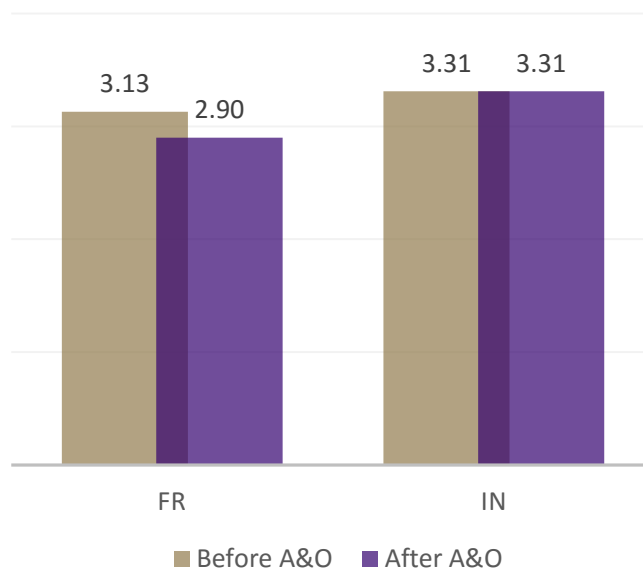
In 2015, FYP began two new initiatives, University 101 (U101) and the Husky Guide. U101 is an online pre-orientation course that every first year student was asked to complete before attending their on-campus (domestic students) or online (international students) A&O. The Husky Guide is a print publication that includes A&O agendas, quarterly academic calendars, and campus resource information given to all students and parents who attended an on-campus A&O. Students and parents were asked to rate their agreement using the following scale: 1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree.

UNIVERSITY 101	FR	IN	DIFFERENCE
PREPARED FOR A&O	2.90	3.31	0.41
WORK WITH AN ADVISER	2.77	3.08	0.31
REGISTER FOR CLASSES	2.78	3.25	0.47
ASK QUESTIONS	2.78	3.35	0.57
CONSISTENT WITH A&O	3.19	3.36	0.17

HUSKY GUIDE	FR	PA	DIFFERENCE
SUPPLEMENTED A&O	3.29	3.34	0.05
MORE AWARE OF RESOURCES	3.29	3.44	0.15
FOLLOW ALONG, TAKE NOTES	3.25	3.41	0.16
USE IN FIRST YEAR	3.08	3.32	0.24

International students found more value in U101 and parents found more value in the Husky Guide when compared to freshman students.

"U101 made me feel more prepared to begin my on campus Advising & Orientation (A&O) session."

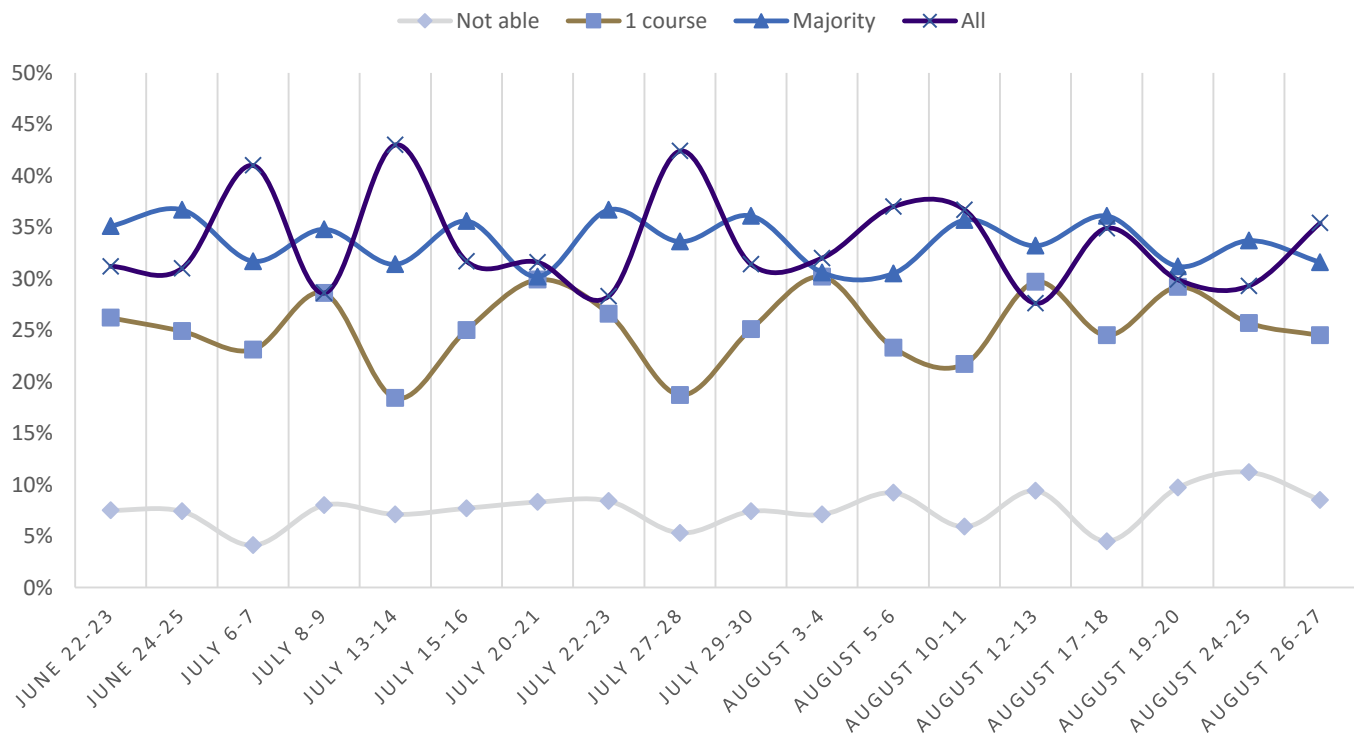


COURSE REGISTRATION

“Complete the following sentence: During A&O, I was...”

	ALL		FR		IN		TR	
	#	%	#	%	#	%	#	%
NOT ABLE TO REGISTER FOR ANY COURSES.	453	8%	392	7.6%	11	10.1%	50	13.9%
ABLE TO REGISTER FOR AT LEAST 1 COURSE.	1419	25.2%	1309	25.4%	27	24.5%	83	23%
ABLE TO REGISTER FOR THE MAJORITY OF MY COURSES.	1892	33.6%	1736	33.6%	46	41.8%	110	30.6%
ABLE TO REGISTER FOR ALL OF MY COURSES.	1868	33.2%	1725	33.4%	26	23.6%	117	32.5%
TOTAL	5632	100%	5162	100%	110	100%	360	100%
AT LEAST 1 OR MORE	5179	91.9%	4770	92.4%	99	90%	310	86.1%
MAJORITY OR ALL	3760	66.7%	3461	67.0%	72	65.5%	227	63%

The graph below includes freshman student answers separated by A&O dates.



INFLUENCES ON REGISTRATION

“Rate the following statements based on how much of an influence it had on your course registration process.”

Scale: 0 = Not at all influential; 1 = Slightly influential; 2 = Somewhat influential; 3 = Very influential; 4 = Extremely influential

	FR	IN	DIFFERENCE	
PART OF MY INTENDED MAJOR TRACK	2.85	2.86	0.01	Two most influential factors
INTEREST IN THE SUBJECT AREA	2.97	2.94	0.03	
COURSE TITLE/DESCRIPTION	2.38	2.54	0.16	Least influential factor; Notable difference
FACULTY MEMBER TEACHING THE COURSE	1.08	2.18	1.10	
NUMBER OF CREDIT HOURS	2.05	2.55	0.50	
ACADEMIC ADVISERS' SUGGESTIONS	2.19	2.60	0.41	
ORIENTATION LEADERS' SUGGESTIONS	1.97	2.34	0.37	
APPARENT EASE OF THE COURSE	2.45	2.25	0.20	
APPARENT CHALLENGE OF THE COURSE	1.85	2.47	0.62	Notable difference
TIME OF THE DAY OR DAY OF THE WEEK	2.40	2.70	0.30	

OTHER REGISTRATION INFORMATION

“Rate your level of agreement with the following statements.”

Scale: 0 = Not applicable; 1 = Strongly disagree; 2 = Disagree; 3 = Agree; 4 = Strongly agree

	ALL	FR	IN	TR
I AM STILL EXPLORING ACADEMIC COURSE OPTIONS	2.90	3.02	2.78	2.89
I AM WAITING FOR CLOSED COURSES TO BECOME AVAILABLE	2.47	2.40	2.63	2.38
I AM SATISFIED WITH MY COURSE SCHEDULE	2.75	2.62	2.77	2.86
MY ACADEMIC ADVISER PROVIDED THE GUIDANCE NECESSARY TO CREATE A SCHEDULE*	2.88	2.90	2.34	3.39
MY ORIENTATION LEADER PROVIDED THE GUIDANCE NECESSARY TO CREATE A SCHEDULE	3.14	3.01	--	3.27
I WILL LIKELY CHANGE MY SCHEDULE BEFORE THE QUARTER BEGIN.	2.64	2.71	2.55	2.65
IF NEED BE, I FEEL CONFIDENT USING MYPLAN TO ADD AND DROP A COURSE.	3.32	3.37	3.25	3.35

*Transfer students more often agreed (+0.51) that their academic adviser provided the guidance necessary to create a schedule than any other student populations. On the other hand, international students more often disagreed (-0.54) with this statement.

FIG ENROLLMENT

“Did you register for a First-year Interest Group (FIG)?” **49% No | 50.1% Yes**

If no, “Why didn’t you register for a First-year Interest Group (FIG)?”

	FR		IN		DIFFERENCE
	#	%	#	%	%
I DO NOT UNDERSTAND WHAT A FIG IS	24	4.4%	10	10.9%	6.5
I AM NOT INTERESTED IN TAKING THE GEN ST 199 COURSE	75	13.8%	12	13.1%	0.7
I AM NOT INTERESTED IN TAKING THE DEPARTMENTAL COURSES CLUSTERED IN THE FIGS	93	17.1%	26	28.2%	11.1
THE FIG(S) I WAS INTERESTED IN WAS(WERE) CLOSED	215	39.6%	13	14.1%	25.5
THE FIG(S) I WAS INTERESTED IN DID NOT FIT IN MY SCHEDULE	64	11.8%	17	18.5%	6.7
THE PROCESS TO REGISTER FOR A FIG WAS TOO COMPLICATED	8	1.5%	4	4.3%	2.5
MY OL SUGGESTED THAT I NOT ENROLL IN A FIG	0	0%	--	--	--
MY ADVISER SUGGESTED THAT I NOT ENROLL IN A FIG	8	1.5%	1	1.1%	0.4
MY PARENTS, FAMILY MEMBERS, OR FRIENDS SUGGESTED THAT I NOT ENROLL IN A FIG	7	1.3%	3	3.3%	2.0
OTHER:	49	9%	6	6.5%	2.5
TOTAL	543	100%	92	100%	--

Top two factors

Data collected between August 1 and Sept. 22, 2015.

UTILITY OF ACADEMIC ADVISERS

“How will you utilize your academic adviser? Select all that apply.”

	FR	IN	TR
YEARLY ACADEMIC PLANNING	71.9%	81.8%	76.7%
QUARTERLY COURSE REGISTRATION	24%	85.5%	81.7%
FINDING INTERNSHIPS	6.5%	60.9%	62.8%
FINDING SCHOLARSHIPS	15%	36.4%	57.5%
PREPARING FOR GRADUATE SCHOOL	25%	44.6%	55.8%
A HOLISTIC LOOK AT COLLEGE	37.5%	26.4%	27.5%
OTHER:	0.4%	3.6%	5.6%

Top two choices

CAMPUS RESOURCES

Free response question: "Of all the campus resources you learned about during A&O, identify one in each of the categories listed below."

ACADEMICS/ACADEMIC SUPPORT	%	CAMPUS INVOLVEMENT	%	HEALTH/WELLNESS/SAFETY	%
CLUE	59.6%	RSO	35.3%	UWPD	20%
TUTORS, TUTORING CENTERS	8.7%	DAWG DAZE	12.5%	SAFE CAMPUS	19.4%
GENERAL, DEPT ADVISERS	8.2%	ASUW	11.7%	HEALTH & WELLNESS	12.5%
FACULTY, OFFICE HOURS	6.1%	IMA	9.7%	HALL HEALTH CENTER	11.6%

Top 4 answers for each question; Freshman student responses only.

OTHER ACADEMIC RESOURCES

"How often did you hear about the following resources during A&O?"

Scale: 0 = Never; 1 = Rarely; 2 = Occasionally; 3 = A moderate amount; 4 = A great deal

	FR	IN	TR
STUDY CENTERS (MATH, CHEMISTRY, PHYSICS, ETC.)	3.13	2.60	2.79
WRITING CENTERS (ODEGAARD, ETC.)	2.77	2.57	2.70
TUTORING (CLUE, PRIVATE, ETC.)	3.47	2.72	3.17
FACULTY OR TEACHING ASSISTANT (TA) OFFICE HOURS	3.31	3.05	3.18

International students hear less about academic resources than other student populations. Students who attend freshman A&O sessions hear more about tutoring (+0.35) and study centers (+0.29) than other A&O sessions.

CAMPUS INVOLVEMENT

"Select the activities in which you are most likely to participate while you are at the UW. Select all that apply."

	FR	TR	DIFFERENCE
RESEARCH	62.0%	59.4%	2.6%
ACADEMIC OR PROFESSIONAL CLUBS/ORGANIZATIONS	73.6%	68.9%	4.7%
SERVICE LEARNING, COMMUNITY SERVICE	56.5%	44.2%	12.3%
INTERNSHIPS OR FELLOWSHIPS	75.0%	73.6%	1.4%
ON OR OFF-CAMPUS EMPLOYMENT	69.0%	70.6%	1.6%
ACTIVITIES FOR STUDENTS WITH DEPENDENT FAMILY	6.5%	11.4%	4.9%
FRATERNITIES/SORORITIES	26.5%	11.7%	14.8%
INTRAMURAL ACTIVITIES	52.8%	36.7%	16.1%
SOCIAL CLUBS/ORGANIZATIONS	73.3%	64.7%	8.6%

Top activity choice

Notable difference

Please contact Carlos Guillen, Associate Director of FYP with any questions about this information.
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