# Recruitment

## 2015 Application Data

<table>
<thead>
<tr>
<th>Source</th>
<th>New Applications</th>
<th>Returning Applications</th>
<th>Teaching Interviews</th>
<th>Individual Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIG Leader Nomination</td>
<td>156</td>
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<tr>
<td>Email Listserv</td>
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<td>Signs on Campus</td>
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<tr>
<td>Faculty/Staff Nomination</td>
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<td>Facebook</td>
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<tr>
<td>Other</td>
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<tr>
<td>Student Organization</td>
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<tr>
<td>Information Workshop</td>
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</tbody>
</table>

## Apply Today to Become an FIG Leader!

**Autumn 2015**

**Application and General Recruitment Workshops**

- **Tuesday 1/13**
  - 1:30pm Mary Gates Hall, Rm 120
- **Thursday 1/15**
  - 1:30pm Mary Gates Hall, Rm 120
- **Thursday 1/22**
  - 3:30pm Mary Gates Hall, Rm 120
- **Monday 1/26**
  - 10:00am Mary Gates Hall, Rm 120
- **Friday 1/30**
  - 1:30pm Mary Gates Hall, Rm 120

**Application Closes:** Monday Feb. 2nd

**Teach incoming freshmen and transfer students this fall in a First-Year Interest Group**

Visit [www.fyp.washington.edu/apply](http://www.fyp.washington.edu/apply) for more details.
MENTORSHIP

IMPROVEMENTS AS A RESULT OF THE FIG LEADER EXPERIENCE:

- Public Speaking Skills: I was able to develop my public speaking and small group facilitation skills. 98.8%
- Teaching & Mentorship Skills: I want to go into teaching after college. Being a FIG Leader helped me improve and strengthen my teaching skills. 98.5%
- Leadership Skills: I became a FIG Leader to test my leadership skills, improve them, and gain an overall better experience. 98.0%
- Own college experience: Being a FIG Leader allowed me to step outside of my comfort zone. 95.1%

Lesson Plan Feedback
- Regular Meetings & Interactions: 1:2
- Returner Presentations: 42
- FIG Leader Facebook Group: 31%
- GEN ST 199 Observations & Feedback: 104

FIG LEADER RESOURCE WEBSITE
Canvas Learning Management System (LMS)

fyp.washington.edu

FIRST YEAR PROGRAMS fosters a successful undergraduate student experience through strategic programming that focuses on positive academic transitions and the development of learning communities. Through partnerships with faculty, staff, alumni, and student leaders our programs create the space for students to define how they will engage, learn, and thrive at the University of Washington.
TRAINING

2014 DATA & LEARNING OUTCOMES

GEN ST 470
10-WEEK TRAINING CLASS
• Lesson plan development
• First-year student transition
• College student development theories
• Learning styles inventory
• Public speaking
• Leadership
• Giving feedback
• Reflection
• Identity awareness
• The Husky Experience model
• Mentorship
• Ethical reasoning

6 SECTIONS OF GEN ST 470

20 HOURS GEN ST 470
AUTUMN
SPRING

10 HOURS PRE-QUARTER TRAINING

10% STAND ALONE SEMINAR

65% +2 OTHER COURSES

GEN ST 199
AUTUMN QUARTER SEMINAR

14% +3 OTHER COURSES

150 total FIGs
162 PROJECTED FOR 2015

An average FIG class is 22 students.

About 50% of all first year students enroll in a FIG.

APRIL / MAY / JUNE
SEPTEMBER
OCTOBER / NOVEMBER / DECEMBER

GEN ST 470
SPRING
PRE-QUARTER SUMMER
GEN ST 470 AUTUMN

OVERVIEW OF FIGS

3,200 students in 2014