Freshman Interest Group
Assessment Report
2008-2009
Summers & Schreiner
Executive Summary

Freshman Interest Group Mission: Ease the personal and academic transition from high school to college for UWSP’s first year students. This will translate into academic success.

Program Description:
The FIGs (Freshman Interest Groups) are opportunities for incoming students to be part of an academically-focused group of peers of similar majors. Each FIG is a small group of 20 students or less that live in the same building and take a core set of classes together. The implementation of FIGs as a First-Year Experience at UWSP began in the fall semester of 1996, and has continued through spring semester of 2009, completing the thirteenth academic year. In 2008-2009, 108 students belonged to the six FIGs on campus.

FIG Program Outcomes:
- First Year Transition Skills: FIG Students will demonstrate a sense of belonging to UWSP academically and socially
- Academic Skills and Scholarship: FIG students will be academically successful at UWSP.
- Life Skills: FIG students will explore a variety of self evaluation tools that in turn will help them make their life decisions.
- Services and Customer Satisfaction: FIG Students will understand the requirements of the program and have a positive experience with program and resources.

The results of the assessment found that indeed the FIG did report an increased sense of belonging to UWSP as well as demonstrated this by attending campus events, utilizing campus services and by being involved in other UWSP groups and activities. The five year retention rate from first year to second year is 8% higher than the retention rates of all other freshman for the same entering cohorts. They continue to have higher GPAs than their freshman counterparts and often have an increase in GPA from first semester to second semester, thus meeting the program outcome of academic skills and scholarship. The program outcome of Life skills was also achieved, since a majority of FIG participants report and increased understanding of their learning styles and that the FIG program provided good or excellent guidance in the area of time management. Program outcome of customer satisfaction was also met and ninety two percent of of FIG participants report that the FIG program met their expectations.

The assessment also found that there was room for improvement with regards to specific academic session information. In the coming academic year, the FIG ARCs are required to use the programming room and develop a PowerPoint presentation for each academic topic (based on information from the Master Student book. In addition, since there were noted variations of experiences and involvement of FIG participants between halls, each FIG ARC has to develop and submit an action plan if proposed experiences and academic programs that map back to each FIG program outcome. This past year was the first year the survey was completed at the end of the program (end of Spring semester) and electronically. Our return rate was much lower than usual, so we will have to address this as well.

Overall, the program is successful, however, there is room for expansion of this program (we received over 40 applicants that we did not have room for). We also continue to have low numbers in Thomson hall and this is probably due to the fact that it is not major or theme specific. This should be renamed and work with existing academic departments to find a major or theme that could be supported academically. Paper Science, Computer Science and the department of Chemistry have all expressed interest in having a FIG. It is worth noting that many living and learning programs also provide assistance to faculty to develop co-curricular courses specific to the living and learning courses. This would also be something to explore to increase the academic integrity of our program.
Overview of the Freshman Interest Group program

Freshman Interest Group Mission:
Ease the personal and academic transition from high school to college for UWSP’s first year students. This will translate into academic success.

Program Description:
The FIGs (Freshman Interest Groups) are opportunities for incoming students to be part of an academically-focused group of peers of similar majors. Each FIG is a small group of 20 students or less that live in the same building and take a core set of classes together. They are led by a FIG Academic Resource Coordinator (FIG ARC) who is responsible for coordinating a variety of academic support programs for their FIG on a bi-weekly basis, serving as advisors to the FIG, coordinating FIG meetings, providing information on study groups related to the FIG courses, communicating with the FIG Faculty members on a regular basis, and facilitating study skills (fall semester) and life skills sessions (spring semester) with the FIG group.

The implementation of FIGs as a First-Year Experience at UWSP began in the fall semester of 1996, and has continued through spring semester of 2009, completing the thirteenth academic year. In 2008-2009, 108 students belonged to the six FIGs on campus. The FIGs offered during the academic year were:
- Hansen Hall – Undeclared Majors (GDR)
- Hyer Hall – Life Sciences
- Knutzen Hall – College of Natural Resources (CNR)
- Neale Hall – College of Natural Resources (CNR)
- Thomson Hall – General Degree Requirements (GDR)
- Watson Hall – General Degree Requirements (GDR)

Assessment of the Freshman Interest Group program
The assessment of the FIG Program for 2008-2009 will be viewed through five general areas:
- First Year Transition Skills (pages 2-5)
- Academic Skills and Scholarship (pages 5-7)
- Life Skills (pages 7-9)
- Services and Customer Satisfaction of Program (pages 9-10)
- Leadership Skills (pages 10-12)

Each of these areas is has a list of outcomes that are listed in a table form. For each outcome, there is a list of services or experiences that are linked to our outcome and subsequent assessment in the form of surveys, or academic data. The overall assessment of the FIG program was completed by assessing each outcome individually.

Data for this report was collected through a variety of assessment tools and recording methods.
- FIG ARC 2009 Spring Survey – This survey was administered via an online collection program. All FIG participants were invited to complete the survey; 37% of the participants responded. They survey consisted of 26 multiple choice questions, 10 of which also provided space for expanded anecdotal answers.
- Weekly Walk-In Data Collection – While FIG ARCs act primarily as a resource to the FIG participants, they are also available to all other students in the residence halls for assistance with academic questions and concerns. FIG ARCs recorded these interactions on a weekly basis. These interactions, for recording purposes, are referred to as “walk-ins” and “referral.” A “walk-in” is any interaction in which a resident utilizes a FIG ARC in a staff capacity, regarding an academic or personal question and can include email or one on one
interaction. A “referral” is when the FIG ARC directs a resident to a campus resource to obtain more information regarding a question or to get assistance for a particular issue.

- **CDER (Community Development and Education Record) Database** – The CDER program is a database where the Residential Living student staff members record and submit information on events they have planned for their target population.
- **Program Proposal Sheets** – Prior to planning/holding a FIG event, the ARCs submit a proposal sheet. This information helped assess programming efforts.
- **Data from Registration and Records department** – The Registration and Records department supplied statistical information on FIG and non-FIG first-year students. This data includes GPA records, graduation rates, and retention information.
- **General Residential Living records** – Departmental records provided information on participation numbers and program retention.

**Program Outcome #1 – First Year Transition Skills:** FIG Students will demonstrate a sense of belonging to UWSP academically and socially

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Experiences &amp; Services</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. By being in a FIG and living in the same hall and taking same courses, FIG</td>
<td>Meetings, Resource Room, FIG ARC</td>
<td>Fall 2007 Survey</td>
</tr>
<tr>
<td>will make connections with other First Year Students, FIG ARCs and other</td>
<td></td>
<td>Spring 2008 Focus Group</td>
</tr>
<tr>
<td>involvement areas at UWSP.</td>
<td></td>
<td>Weekly Walk In Data</td>
</tr>
<tr>
<td>2. FIG students will interact with faculty and staff beyond the classroom</td>
<td>Reserve rooms, recruit faculty interested in FIG Experience</td>
<td></td>
</tr>
<tr>
<td>3. FIG students will have the skills to form informal study groups and</td>
<td>Study Group Training for FIG ARC, Handouts</td>
<td></td>
</tr>
<tr>
<td>effectively study together</td>
<td></td>
<td>Fall 2007 Survey</td>
</tr>
<tr>
<td>4. FIG students will attend and/or plan social events for their FIG</td>
<td>Budget, FIG ARC</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CDER/FIG Event Tracking</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Weekly Update</td>
<td></td>
</tr>
</tbody>
</table>

**Outcome #1:** By being in a FIG and living in the same hall and taking same courses, FIG will make connections with other First Year Students, FIG ARCs and in turn, UWSP.

**Measurement Tool:**
- 2009 Spring Survey

**Results:**
- Several questions of the Spring survey dealt primarily with measuring personal connections to other individuals within the UWSP community or the campus community.
  - 95% of participants said that FIG did an Excellent (42%), Good (40%), or Average (13%) job helping them with their personal/social transition to college.
  - 92% of participants reported attending social activities and events in within their FIG.
  - 87% of students felt that living near students who shared the same classes helped them create a sense of belonging at UWSP.
  - 84% of students studied with other members of their FIG
- On the Spring survey, the FIG participants were asked if they were involved in other campus activities listed below. It does appear that FIG participants did get involved beyond just FIG program. See table below for summary. Additionally, 84% of the respondents indicated that their participation in the FIG made it more likely for them to be involved in campus activities.
Implications for Practice:
- Continue to house participants in the same hall and work to reserve seats in the same classes for participants.

Outcome #2: FIG Students will interact with faculty and staff beyond the classroom.

Measurement Tool:
- 2009 Spring Survey

Results:
- 60.5% of Students responded positively to the question on the spring survey, “Do you feel you had contact with FIG faculty/professor outside class?” However, only 29% of the students reported that they had visited their FIG faculty office hours. Additionally, a review of the programming report from the 2008-2009 academic year indicated that the FIG ARC’s were unable to facilitate informal interactions between the FIG participants and the FIG faculty members. The capacity in which the majority of our students interacted with their faculty members is unknown.

Implications for Practice:
- Redesign survey to gather more information on how our students interact with faculty. Also, change the language in the survey as the comments indicate that a number of students may have misunderstood the nature of the questions.
- Set measurable expectations and tangible action plans with the FIG ARC’s regarding methods to increase faculty interactions within their FIG group.

Outcome #3: FIG Students will have the skills to form informal study groups and effectively study together.

Measurement Tool:
- 2009 Spring Survey
Results:
- On the Spring survey, 84% Students responded positively to the question, “Did you ever study with other FIG students?” There were several questions that also addressed how FIG students used the resource room. 63% indicated they used the FIG room for group study purposes.

Implications for Practice:
- Expand survey to include more questions about group studying effectiveness and habits. Had the FIG ARCs develop study group development models and a guide on how study groups can be incorporated into FIG. To address the needs of those that like to study alone as well as groups, we are encouraging the FIG ARCs to set additional study times and rules for the FIG resource room during peak testing times.

Outcome #4: FIG Students will attend and/or plan social events for their FIG.

Measurement Tool:
- CDER Database
- 2009 Spring Survey

Results:
- A review of academic and social programs entered into the CDER programming tracking system shows that in the 2008-2009 academic year, the FIG ARC’s planned or participated in the planning of 101 programs. This includes programs that were organized in conjunction with other leadership team members that were for all students in their Residence Hall. The total programs FIG ARC organized specifically for their FIG group was 79 for the year. Programming numbers are down significantly from the previous year in overall programs (down by 42) and FIG specific programs (down 31). However, the number of students in attendance at these events remained consistent from the previous year. A chart of FIG specific programs is included below. See Appendix A (page 13) for specific program content.

<table>
<thead>
<tr>
<th></th>
<th>Semester I</th>
<th>Semester II</th>
<th>Total Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Programs</td>
<td>Average Attendance</td>
<td># of Programs</td>
</tr>
<tr>
<td>Hansen</td>
<td>10</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Hyer</td>
<td>3</td>
<td>10</td>
<td>NR</td>
</tr>
<tr>
<td>Knutzen</td>
<td>1</td>
<td>20</td>
<td>NR</td>
</tr>
<tr>
<td>Neale</td>
<td>10</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Thomson</td>
<td>1</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Watson</td>
<td>13</td>
<td>16</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>38 total</td>
<td>12</td>
<td>41 total</td>
</tr>
</tbody>
</table>

Table 1: FIG Programming Numbers and Attendance

- In the Spring survey 92% of the participants indicated they attended FIG social activities. There was no assessment regarding if FIG participants did plan or were able to plan social events for their group.

Implications for Practice:
- The data pulled from CDER shows dramatic differences between halls. While some of this division is likely based on the staff member performances, some of the differences may be attributed to inconsistencies in supervision, programming expectations between halls, or what is entered into the CDER system. Standardization across the FIG’s as well as increased training for both Hall Directors and FIG ARCs on departmental expectations may remedy this.
- Increased training for ARC’s on assessing student needs and wants, and planning and presenting effective programs.

**Program Outcome #2 – Academic Skills and Scholarship:** FIG students will be academically successful at UWSP.

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Experiences &amp; Services</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FIG participants will practice improved skills in note taking, test taking, reading and paper writing skills</td>
<td>FIG meetings, FIG ARC trainings and handouts</td>
<td>Fall 2007 Survey</td>
</tr>
<tr>
<td>2. FIG students will achieve a higher GPA than their non-FIG counterparts</td>
<td>Course reservation</td>
<td>2009 Spring Survey</td>
</tr>
<tr>
<td>3. FIG students will persist towards a college degree at UWSP</td>
<td>Social and Academic programs for FIG</td>
<td>2009 Spring Survey, Graduation Rates</td>
</tr>
</tbody>
</table>

**Outcome #1:** Fig students will practice improved skills in note taking, test taking, reading and paper writing and understand the advising and registration process at UWSP.

**Measurement Tools:**
- 2009 Spring Survey

**Results:**
- On the Spring survey students were asked how well the FIG program helped them in their academic transition to taking college classes. 98% of participants said that FIG did an Excellent (29%), Good (42%), or Average (26%) job helping them with their academic transition to college.
- On the survey students were asked to rate how well the FIG program helped them with various academic skills. The majority of FIG participants found the FIG program provided them with excellent, good, or average help in various these areas (see table below). The numbers are positive, however another question asked about students skill levels at the beginning of their college experience.

![FIG Topic Session Results](image)

*Figure 2: How much FIG participation helped with academic skills. (Results reported in percentage of students.)*
Implications for Practice: It is clear that the majority of FIG participants found the topic sessions to be good or average. The FIG ARCs have also expressed difficulty of presenting this type of information to a larger group. This fall, the FIG ARCs are developing powerpoint presentations for each topic session based on information in the Master Student book and then posting them for all to share. They are also utilizing the programming rooms in the hall and the computer labs for these sessions to give them a more academic focus.

Outcome #2: FIG student will achieve a higher GPA than their non-FIG counterparts.

Measurement Tool:
- GPA data (from Registration and Records)

Results:
- There was no significant difference between the ACT scores of the FIG participants as compared to the ACT scores of all other freshmen. It is believed that the academic preparation and skill of the FIG participants was equal to that of the non-FIG participants upon entering college.
- Comparisons were made of the total GPA of all FIG participants as compared to the overall first year student (FYS) population at UWSP after their first two semesters. The results are as follows:

<table>
<thead>
<tr>
<th>GPA Data</th>
<th>Fall 2008</th>
<th>Spring 2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>All First-Year Students</td>
<td>2.89</td>
<td>2.97</td>
</tr>
<tr>
<td>FIG Participants</td>
<td>3.02</td>
<td>3.04</td>
</tr>
</tbody>
</table>

Table 2: GPA Comparison

The GPA averages for FIG participants were higher, although not significantly, than the average first year students GPA for the first and second semester. There was a slight increase in GPA from first semester to second, although not as great of an increase as experienced by the general first-year population.

Implications for Practice:
- Complete a grade assessment with each FIG participant early second semester to determine if the student met their goals. If not, set an action plan and refer as necessary to campus resources. (Since FIG ARC’s do not have access to confidential information such as GPA’s, this information would need to be voluntarily offered up by the resident.)

Outcome #3: FIG Students will persist towards a college degree and graduate in a shorter time than their counterparts.

Measurement Tool:
- 2009 Spring Survey
- Graduation Rates (from Registration and Records)
- Retention Data 1st semester to 2nd (from Residential Living records)

Results:
- In 2008-2009, three FIG participants dropped from the program and did not take FIG courses in the second semester. The retention rate within the FIG program from first semester to second semester was 98%. However, 100% of participants were retained at UWSP from first semester to second semester.
- Over the last 5 years, FIG retention from first year to second year is 83%, which is almost to 10% higher than that of all other freshmen (Office of Policy and Planning).
A review of FIG students in the past (years 1996-2002) graduation rates revealed that 45% of FIG student graduated in four years, 53% in five years and 8% in six years or more. Those that dropped from UWSP were not included the calculations.

**Implications for Practice:**
- Continue to track graduation rates of FIG participants and compare to the graduation rates of the incoming freshman not in FIG or ARC to Success program.
- Residential Living is aiming to increase the semester retention rate to 85%. This could be accomplished with more faculty involvement, a coordinated FIG/FYE course and more concentrated mid semester interventions for those that are struggling academically.

**Program Outcome #3 – Life Skills:** FIG students will explore a variety of self evaluation tools that in turn will help them make their life decisions.

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Experiences &amp; Services</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FIG students will understand how to generate a personal financial budget and map their personal values to how they utilize their monies</td>
<td>FIG meetings, FIG ARC trainings and handouts</td>
<td>Values Auction/Budget Seminar Feedback form</td>
</tr>
<tr>
<td>2. FIG participants will utilize their Student Planner and practice better time management</td>
<td>Free Planner, FIG meetings, FIG ARC trainings and handouts</td>
<td>Survey 2008/Table</td>
</tr>
<tr>
<td>3. FIG will demonstrate an understanding of learning styles, personal strengths and weaknesses and apply it toward deciding a major and/or career choice.</td>
<td>FIG meetings, FIG ARC trainings and handouts</td>
<td>Meyer Briggs Feedback form</td>
</tr>
</tbody>
</table>

**Outcome #1:** FIG students will understand how to generate a personal budget and map their personal values to how they utilize their monies.

**Measurement Tool:**
- Values Auction-Budget Feedback Form

**Results:**
- The FIG students reported that they found the program very useful and educational, but may thought it too late (most reported credit card debt) and that this is something that should be included in the first semester.

**Implications for Practice:**
- Review Topic and FIG training schedule. Include more information about credit cards in FIG training. Another question regarding this topic should be included on the Spring survey. While it is difficult to add additional training topics to the current schedule, the training should be reviewed. Some suggestions would be to have more than two topics per/week, or add additional training topics the first six weeks of fall semester. This would be in line with Residential Living’s first six week programming expectations.

**Outcome #2:** FIG students will understand basic time management tools and practice better time management.
Measurement Tool:
- 2009 Spring Survey

Results:
- 84% of FIG students responded that the FIG program provided excellent (13%), good (47%), or average (24%) guidance in the area of time management.
- 58% of FIG students stated that they used the planner provided by the FIG ARC. Qualitative responses indicated that some students did not utilize a planner/time management technique at all while others chose not to use the planner for personal reasons (they didn’t like the layout of the one provided, they had already purchased a planner before they were given one by the FIG, etc.). While the information on the use of the provided planners is useful in considering production details, it does not provide an accurate understanding of the time management skills or techniques of the students.

Implications for Practice:
- Expand questions about time management skills and techniques.

**Outcome #3:** FIG students will demonstrate and appreciation of their individual learning style and personality type and apply this understanding to choosing a major or specific career path.

Measurement Tool:
- 2009 Spring Survey

Results:
- 82% of survey respondents indicated that their FIG participation helped them understand their own learning style. No feedback was gathered indicating if this information assisted them in selecting a major or career path.

Implications for Practice: Continue career assessment program. Add a question about career/major selection.

Program Outcome #4 - Services and Customer Satisfaction: FIG Students will understand the requirements of the program and have a positive experience with program and resources.

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Experiences &amp; Services</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FIG will use the resource room for social gatherings and studying</td>
<td>Resource Room FIG access only</td>
<td>Spring survey, Focus Group</td>
</tr>
<tr>
<td>2. FIG will meet program expectations as outlined in the recruitment materials and as explained at Orientation.</td>
<td>Booklet, Brochure, Contact via email</td>
<td>Spring survey</td>
</tr>
<tr>
<td>3. FIG Resource room furnishings will meet the expectations of FIG students.</td>
<td>Room, Supplies, Furniture</td>
<td>Spring survey, Focus Group</td>
</tr>
</tbody>
</table>

**Outcome #1:** FIG will use the resource room for social gatherings and studying.

Measurement Tool:
- 2009 Spring Survey
Results:
- One question on the survey asked the FIG participants about how they use the FIG resource room.
  - 45% stated they used the room for social activities.
  - 48% said they used the room for relaxing/napping.
  - 63% said they used the room for group study.
  - 74% used the room for individual studying.
  - 92% used the room for FIG meetings.

The questions about how the room was used did not address frequency of use. Additionally on an earlier question 26% of the respondents indicated that they did not use the FIG Resource room. This number does not line up with the previously listed data.

Implications for Practice:
- Review the survey and measure frequency of use. FIG Saflok data may be an additional avenue of tracking use as well as survey questions.

Outcome #2: FIG will meet program expectations as outlined in the recruitment materials and as explained at Orientation.

Measurement Tool:
- 2009 Spring Survey

Results:
- One survey question asked if the FIG program met “expectations as outlined in the recruitment materials and at UWSP’s Orientation.” 92% of respondents reported that the program had met expectations. However, in a follow-up comment section, some students indicated their original expectations. Based on the responses there seemed to be inconsistencies among expectations. Some students indicated they thought the program was academic based and turned out to be more of a social experience. Other responses indicated the recruitment information made it sound like a social group and it was more academic in nature. Other students indicated they were expecting more hands on assistance with their academics rather than being provided with resources. This variation in expectations has been noted since the beginning of the program.

Implications for Practice:
- Edit recruitment material to cover the goals of the program more clearly.
- Reformatting the Spring survey to understand what the participants expected when they entered the program in order to determine how those expectations can be met.

Outcome #3: FIG Resource room furnishings will meet the expectations of FIG students.

Measurement Tool:
- 2009 Spring Survey

Results:
- The survey indicates that the the majority of the FIG participants are using the room for studying and social activities

Implications for Practice:
- Could add more questions on survey about room satisfaction.
Learning Outcome for Leaders – Leadership Skills: FIG ARCs will serve as a resource for FIG participants and opportunities to develop and demonstrate leadership skills.

<table>
<thead>
<tr>
<th>Intended Outcome</th>
<th>Services and Experiences</th>
<th>Measurement Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FIG ARC will serve as a resource for FIG participants and refer them to other campus services.</td>
<td>Summer and ongoing training</td>
<td>Weekly Walk In Data Collection Sheets</td>
</tr>
<tr>
<td>2. FIG ARCs will plan bi-weekly social events, one on-campus event per semester and one all FIG event per semester.</td>
<td>Budget and proposal form, minimal training in summer</td>
<td>Survey 2008/Table Proposal Tracking-weekly meetings with FIG coordinator</td>
</tr>
<tr>
<td>3. FIG ARCs will demonstrate event planning skills</td>
<td>Assessment by director and program assistants</td>
<td>Proposal - Reimbursement Forms</td>
</tr>
</tbody>
</table>

**Outcome #1:** FIG ARC will serve as a resource for FIG participants and refer them to other campus services:

**Measurement Tool:**
- Weekly Walk-in Data

**Results:**
- A total of 287 walk-ins were recorded for the 2007-2008 year. As students approached the FIG ARCs with questions, they were sometimes referred to various departments on campus. A total of 85 referrals were recorded for the year. The most common referrals were to the Academic Advising office, Campus Activities, or another hall staff member (Hall Director or CA). Other referrals were made to the Tutoring-Learning Center, The Writing Lab, the Learning Resource Center, Computer Labs, or academic staff (Department heads, academic departments or faculty members), Career Services, the Counseling Center, and Disability Services. These numbers indicate that the FIG ARCs are acting as resource and helping students connect to campus. However, challenges with data collection make it difficult to assess the accuracy of this information.

**Implications for Practice:**
- A survey of the FIG Hall Directors and found that because of the expectation to turn in the walk in sheet weekly, all year long, that many students are not keeping accurate records and the data may not be valid. A better quality of data may be gathered if this tracking was more concentrated, for example, collect daily data for a month each semester.

**Outcome #2:** FIG ARCs will plan social events for their FIG, one on-campus event per semester, one off campus and one all FIG event per semester.

**Measurement Tool:**
- CDER Database
- Program Proposal Sheets

**Results:**
- After a review of the programming data and proposals each FIG did meet these goals. In the fall and spring semester, each hall attended the UWSP Fine Arts series event at Sentry theater to meet their required on campus event. In the fall, the FIGs held a FIG Olympics where each hall competed with each other in a variety of games and events and in the spring, all the FIGs attended a Brewers Game as well as rented out the DUC Theater and held a final movie night for
FIGs and their friends during the week before final exams. Social programming requirements were met by most halls (see data below). Unfortunately we had one FIG ARC who did hold one programming in the Spring in Thomson hall, however did not enter it into CDER. Hansen Hall also only had one program in the spring and this was due to a staffing issue.

<table>
<thead>
<tr>
<th></th>
<th>Semester I</th>
<th></th>
<th>Semester II</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td># of Programs</td>
<td>Average Attendance</td>
<td># of Programs</td>
<td>Average Attendance</td>
<td>Programs</td>
<td></td>
</tr>
<tr>
<td>Hansen</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>9</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Hyer</td>
<td>3</td>
<td>10</td>
<td>NR</td>
<td>NR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Knutzen</td>
<td>1</td>
<td>20</td>
<td>NR</td>
<td>NR</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Neale</td>
<td>10</td>
<td>11</td>
<td>19</td>
<td>16</td>
<td>29</td>
<td></td>
</tr>
<tr>
<td>Thomson</td>
<td>1</td>
<td>5</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Watson</td>
<td>13</td>
<td>16</td>
<td>5</td>
<td>7</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38 total</td>
<td>12</td>
<td>41 total</td>
<td>11</td>
<td>79</td>
<td></td>
</tr>
</tbody>
</table>

Table 3: FIG Programing Numbers and Attendance

Implications for Practice:
- Include in FIG Hall Director training the required programming for FIG and have FIG Hall Directors also track entering of data into CDER. Included having the FIG ARCs meet with their Hall Director and submit a semester action plan of proposed activities that map onto the FIG program outcomes. This will be review at the beginning and end of each semester and will be used as a teaching tool as well as a program evaluation tool.

Outcome #3: FIG ARCs will demonstrate event planning skills.

Results:
- After a review of the proposals and accompanying forms, as well as programs planned, it was concluded that the FIG ARCs are fairly competent in planning an event.

Implications for Practice:
- Continue to support current required events and include more training on how to work with a group. Also, include more all FIG activities to build in a common experience in all FIGs and have designated FIG ARCs planning those activities together to share knowledge and tasks. Again, implemented the Semester Action Plan.

Summary

Overall, the FIG program achieved the majority of the set outcomes. Recent efforts to more directly align performance with the program goals have yielded positive results. In the future this effort will continue as will attempts to remodel the data collection techniques. The results of the assessment found that indeed the FIG did report an increased sense of belonging to UWSP as well as demonstrated this by attending campus events, utilizing campus services and by being involved in other UWSP groups and activities. The five year retention rate from first year to second year is 8% higher than the retention rates of all other freshman for the same entering cohorts. They continue to have higher GPAs than their freshman counterparts and often have an increase in GPA from first semester to second semester, thus meeting the program outcome of academic skills and scholarship. The program outcome of Life skills was also achieved, since a majority of FIG participants report and increased understanding of their learning styles and that the FIG program provided good or excellent guidance in the area of time management. Program outcome of customer satisfaction was also met and ninety two percent of of FIG participants report that the FIG program met their expectations.
The assessment also found that there was room for improvement with regards to specific academic session information. In the coming academic year, the FIG ARCs are required to use the programming room and develop a PowerPoint presentation for each academic topic (based on information from the Master Student book). In addition, since there were noted variations of experiences and involvement of FIG participants between halls, each FIG ARC has to develop and submit an action plan if proposed experiences and academic programs that map back to each FIG program outcome. This past year was the first year the survey was completed at the end of the program (end of Spring semester) and electronically. Our return rate was much lower than usual, so we will have to address this as well.

Overall, the program is successful, however, there is room for expansion of this program (we received over 40 applicants that we did not have room for). We also continue to have low numbers in Thomson hall and this is probably due to the fact that it is not major or theme specific. This should be renamed and work with existing academic departments to find a major or theme that could be supported academically. Paper Science, Computer Science and the department of Chemistry have all expressed interest in having a FIG. It is worth noting that many living and learning programs also provide assistance to faculty to develop co-curricular courses specific to the living and learning courses. This would also be something to explore to increase the academic integrity of our program.
Appendix A

List of 2008-2009 FIG Programs

Note: this list does not encompass every program that was hosted. Duplicates/similar programs may have been deleted or combined.

**In-Hall/On-Campus**
- FIG Dinners
- Intramural Teams
- FIG vs. FIG sport competitions
  - Game nights
  - Pizza Parties
  - Ice Cream Socials
- Dinners with Hall Directors
- Adventure Race
- Bonfire
- Cookouts
- Pancake Dinner
- Pumpkin carving
- Movie Theater
- “Hair”/other stage productions
- DUC movies
- Baking holiday cookies
- Breakfast for Finals
- Clean FIG room
- Sledding
- Career Point registration
- Origami
- Sleepover
- Valentine’s Day party
- Ice skating
- Relay for life
- “Be the Change”
- Trivia teams
- End-of-year picnic
- "Kindergarten Day"
- Recognition Reception

**Off-Campus/Stevens Point**
- Dinner at local restaurants
- Performing Arts Series
- Holiday Shopping trip
  - Movie nights
  - Bowling
  - Art Village

**FIG Trips**
- Haunted Houses and Corn Maze
- Canoe trip
- Camping trips
- Wisconsin Dells
- Timber rattler Game
- Brewers Game
- Milwaukee Public Zoo
- 6-Flags Great America

**Academic Support Programs**
- Registration Discussions
- Faculty Socials
- Career/Internship/Resume Program
- Study Abroad Information
- One-on-Ones