

Method:

All students enrolled in PRE 101 during the fall 2013 semester were surveyed twice. The first survey, the pre-course survey, was administered at the beginning of the semester between August 30 and September 13, 2013. The second survey, the end-of-course survey, was administered at the end of the semester between December 10 and 20, 2013. Both surveys were administered through Campuslabs/Baseline. Howard Graham, the Associate Director for Academic Programs in the Office of First-Year Experience, developed the questions for both surveys. Campuslabs/Baseline personnel provided feedback and edits for both surveys, as did Sarah Crawford-Parker, Assistant Vice-Provost and Director of the Office of First-Year Experience¹. In addition, John Augusto, Assistant Vice-Provost and Director of Undergraduate Research, provided feedback and edits on the end-of-course survey. The pre-course survey had 233 student respondents for a response rate of 32.68%. The end-of-course survey had 173 student respondents for a response rate of 25.37%. Ying Xiong, Assessment Specialist in the Center for Teaching Excellence, was also consulted during the summarization and reporting-out process.

Executive Summary of Surveys:

Most students take the class because they believe that it will help them adjust to and learn about KU (66% of respondents). Towards this end, the course is largely fulfilling student expectations. 64.64% of students agreed, moderately to strongly, that the course helped them address concerns that they had about coming to college. Over 60% of students reported that the course enhanced their understanding of academic and wellness resources considerably to a great deal. Each common presentation was very to extremely useful for at least 39% of the students and moderately to extremely useful for at least 82% of students. Roughly half of the student population reported using the information from each common presentation moderately to considerably (full statistics below). The course also moderately to considerably enhanced an understanding of the KU Core, Experiential Learning, and academic planning for the majority of enrolled students.

Despite these positive results, it remains clear that there are aspects of the course that need improvement. While a majority of students reviewed the common presentations favorably, at least 12% of students found each of the common presentations not very to not at all useful. Written comments reveal that some students were extremely dissatisfied not only with individual presentations and assignments, but the course overall. Many students take the course because they believe that it will help them improve their academic skills (47.21% of respondents). Perhaps most alarmingly, nearly 70% of students reported that they were indifferent to strongly disagreed with the statement, “the course helped me better appreciate the educational value of the KU Common Book.” Nearly 45% of students surveyed said the course did not help them improve their reading skills at all, and nearly 50% of students reported that the course helped them improve their writing skills slightly to not at all. Finally, a number of students remarked that the course was too much busy work.

¹ Jennifer Myers from Campuslabs/Baseline provided feedback and edits on the pre-course survey. Caroline Golach from Campuslabs/Baseline provided feedback and edits on the end-of-course survey.

Extended Summary of Pre-Course Survey

Students enroll in the course to build academic skills and get to know the University. Despite pre-orientation messaging, students *learn* about and decide to take the course at Orientation. A high percentage of students enrolled in the course do not have a strong familiarity with KU academic and wellness resources and, logically, are not very confident using these resources.

Students' understandings of the KU Core are varied. While some students understood (at the beginning of the semester) the Core to be a flexible general education curriculum designed for all students in order to help them earn a broad-based education and to graduate on-time, others believed that the KU Core applied only to first-year students and was an unimportant hindrance for students who had already chosen a major. Still others reported that the KU Core was rushed to be explained, useless, confusing, and scary.

Experiential Learning at KU was virtually unknown to students enrolled in the course at the start of the semester. A high percentage of students (82.89%) reported being not very to not at all familiar with experiential learning at KU. Explanations of what experiential learning is varied widely and while some students were able to identify specific experiential learning opportunities, study abroad or undergraduate research, for example, and others explained, generally, that experiential learning was learning outside the classroom, nearly half of the written responses (49%) were iterations of "I don't know."

Most students (71.93%) reported having a clear sense of either how to move forward in a chosen field or how to choose a field if they remained, at the time of the survey, a deciding student. Further, nearly all respondents (95.12%) reported that they were somewhat to very confident that they could follow their academic plans to graduation.

A student enrolled in the course is more likely to have read very little to none of the common book (35.97%) than to have read the majority or all of it (27.63%). The response that students were most comfortable with when asked how much of the common book they had read was "some" (36.4%). Most students (84.65%) were somewhat to very confident in their reading skills. A question that needs to be answered, why are students who are confident readers not reading the common book?

The primary concerns of students in the course were largely traditional evaluation and preparation methods: exams and quizzes, research papers, studying, reading load, and public speaking. Of concern, but less so were: building relationships with instructors, lab work, note taking, group work, and attending class. Students also reported having some concerns about building relationships with peers, costs associated with school, homework, math, the "size" of KU, printing, and stress and time management.

Students want to be *involved* at KU and most in and with multiple organizations. A great number and wide-variety of organizations were mentioned. The types of organizations most often mentioned were denominational (i.e. Hillel, Young Life), multicultural (i.e. Hawk Link, Black Student Union), educational interest (i.e. pre-med society, French club), music and dance (i.e. Dance Marathon, Swing Club), and sport (i.e. intramurals).

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Information literacy is a topic not very to somewhat familiar to students enrolled in the course (76.75%). While nearly half of students who made written responses reported that they did not know what information literacy was (42%), some students were able to give sophisticated answers concerning the ability to identify, interpret, and use different sources of information for academic purposes.

As mentioned earlier, most students enrolled in the course are confident readers, but, to the contrary, students are not confident writers. Most (76.75%) reported that they were not very to only somewhat confident writers. Also, students were more likely to think the course would be somewhat to academically challenging (37.72%) than they were to believe the course would not be academically challenging (19.74%).

It is also of note that 33.91% of respondents reported taking the course because it was a requirement. Though not directly asked, this may reflect the new KU requirement that conditional admits take either a first-year seminar or PRE 101.

Extended Summary of End-of-Course Survey

Most students who took the course reported attending the common presentations. The least attended common presentation was the library presentation (79.77%). The most attended common presentation was the Student Money Management presentation (93.06%). When in the semester a presentation is offered may affect student attendance and account for the discrepancy in student attendance between the Library and Student Money Management presentations. The Student Money Management Presentation was the first common presentation of the semester (offered between 9/3-9/16 for all sections) and the library presentation was the last common presentation of the semester (most classes visited in November). Another possible reason for lower attendance at the Library presentation is that some classes did not have a library presentation. It is the only presentation scheduled by individual instructors (and it was reported that 2 sections did not have the library presentation).

Students were asked how useful the common presentations were. The results are as follows:

	Very to Extremely Useful	Not Very to Not At All Useful
Student Money Management	46.4%	16.56%
Bystander Education	39.01%	18.44%
Career Center	50.37%	14.6%
Undergraduate Advising Center	48.2%	11.51%
Writing Center	40.43%	23.41%
KU Libraries	45.8%	16.03%

Students were also asked to what extent they applied/utilized the information they

	Considerably to a Great Deal	Slightly to Not At All
Student Money Management	40.13%	29.3%
Bystander Education	36.88%	31.92%
Career Center	42.34%	26.28%
Undergraduate Advising Center	46.04%	15.82%

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Writing Center	34.05%	39.01%
KU Libraries	45.03%	24.43%

The course enhanced student understanding of KU academic resources considerably to a great deal (62.24%). In addition to all of the presentations, the assignments most often mentioned as fostering an increased understanding of KU academic resources were the academic plan and academic essay assignments. Some students reported that “all” of their assignments fostered an increased understanding of KU academic resources and some reported that “none” of their assignments fostered an increased understanding of KU academic resources. Of note, some students said that their instructor was one of the most important components of the course in terms of an increased understanding of KU academic resources. 17.57 of students reported that the course enhanced their understanding of KU academic resources slightly to not at all.

49.7% of students reported that the course enhanced their understanding of KU wellness resources considerably to a great deal. In addition to the Bystander Education and Student Money Management presentations, the assignments that best fostered an increased understanding of KU wellness resources were wellness presentations and paper. Again, some students said “all” assignments fostered an increased understanding of KU wellness resources and some said “none” did. 21.82% of students reported that the course enhanced their understanding of KU wellness resources slightly to not at all.

The course enhanced student understanding of the KU Core and Experiential Learning at KU considerably to a great deal at rates of 41.82% and 45.46%, but 33.33% of students reported that the course helped their understanding of the KU Core slightly to not at all and 29.69% of students reported that the course helped their understanding of experiential learning slightly to not at all. In addition, only a small percentage of students (24.85%) reported that they planned on pursuing an experiential learning opportunity. Pursuits most commonly mentioned were: leadership certificate, study abroad, and alternative breaks. Some students remarked that they did not know what experiential learning is and others that they planned on pursuing an experiential learning opportunity, but they had not yet chosen which one(s).

At the beginning of the course, a high percentage of students (71.93%) reported having a clear sense of either how to move forward in a chosen field or how to choose a field if they remained, at that time, a deciding student. At the end of the semester, an even higher percentage of students (87.27%) reported having a clear sense of either how to move forward in a chosen field or how to choose a field if they remained, at the time of the survey, a deciding student. Further, many students (55.24%) said that the course aided them in this process considerably to a great deal. About a quarter of students respondents said the course aided them slightly to not at all in helping them understand how to choose a field or move forward in a chosen field.

Opinions about the role of the course in developing an appreciation for the common book varied widely. Some students (32.32%) moderately to strongly agreed that the course helped them develop an appreciation for the common book. More students (45.73%) moderately to strongly disagreed that the course helped them develop an appreciation for the common book. Still other students (21.95%) neither agreed nor disagreed that the course helped them develop an appreciation

for the common book. In addition, when students were asked if the course helped them improve their reading skills, most said slightly to not at all (58.53%). Only 17.68% of student respondents reported that the course helped them improve their reading skills considerably to a great deal.

When asked if the course helped students address concerns that they had about coming to college, most moderately to strongly agreed (64.64%). Similarly, when asked if the course had helped students get involved at KU most moderately to strongly agreed (64.03%). Students (48.17%) also reported that the course helped them improve their writing skills, but only moderately to slightly. Some students (28.66%) found the course to be “more” work than their other courses, others (34.76%) found the course to be less work than their other courses, and still others (36.59%) found the coursework the “same” as that from their other courses.

The end-of-course survey also asked students to report the most important learning moments in the course. Moments with multiple responses included Strengths, learning about resources (including all presentations), wellness projects, academic planning, learning about peers, writing, tunnel of oppression, listening to my instructor, time management, and resumes. Multiple students reported that “all” of it was a learning moment and multiple students reported that they had no learning moments in the course.

PRE-Assessment Results (bullet-point)

Students enrolled in PRE 101

- take the course because they believe it will help them adjust to KU (66%) and build academic skills (47.21%).
- are not very to only somewhat familiar with KU academic resources (82.69%) and not very to only somewhat confident using academic resources (82.83%).
- similarly, students are also not very to only somewhat familiar with KU wellness resources (75.54%) and are not very to somewhat confident using KU wellness resources (74.67%).
- are somewhat to not at all familiar with the KU Core (95.19%). Students believe that the KU Core is:
 - a list of classes that will guide your freshman schedule and/or all 4 years at KU.
 - a tool to help students graduate on time.
 - a way to become well-rounded
 - a standard curriculum
 - flexible, an opportunity
 - useful to deciding students
 - for every student
 - a way to evaluate students
 - new
 - awesome
 - a train wreck, an excuse to confuse, complicated, scary, challenging
 - useless when you have decided your major
 - rushed to be explained
 - or, they have no idea

- are not very to not at all familiar with experiential learning at KU (82.89%). Students believe that experiential learning is:
 - tangible educational experiences
 - learning by experience (sometimes this is admitted as an assumption)
 - hands on
 - active
 - research
 - studying abroad
 - taking what you learn in class and applying it outside of class
 - interesting
 - teaches to take notes in class
 - way to explore different resources at the University
 - done in a community setting
 - don't know (96/195 respondents, 49%)
- have a clear sense of how to move forward academically either in a chosen field or in choosing a field (71.93%) and are somewhat to very confident that they can follow "this" plan to graduation (95.12%).
- are more likely to have read very little to none of the common book (35.97%) than to have read the majority or all it (27.63%). 36.4% have read "some of it."
- are concerned about: exams and quizzes (74%), research papers (63%), study habits (55%), reading load (47%), and public speaking (46%). Of concern, but less so is building relationships with instructors (37%), lab work (27%), note taking (21%), group work (14%), and attending class regularly (7%). Students were also concerned about building relationships with peers, cost, homework, math, the size of KU, printing, and stress and time management.
- plan to be involved in:
 - intramural sports
 - in their residence halls
 - greek life
 - Multicultural Organizations: Black Student Union, AFROTC, FAT, Hawk Link, MSP, Oppression Museum, TRIO, SES, Feminist Organizations, Society of Hispanic Professional Engineers
 - Denominational groups: Christian Challenge, Hillel, Christian Fraternity, Bible Study, Young Life, On Campus Ministries, Chabad, St. Lawrence Center, Called to Greatness, Catholic Church
 - Clubs (especially as related to fields of major and interest): advertising, pre-med society, design, engineering, computing, entrepreneurship, global partners, French, Theater, journalism, pre-physical therapy, Dole Institute of Politics, pre-nursing club, UDK, chemistry, American Women's Business Association, Photography, Physics, Film, Pre-Dental, anthropology, Tech of Theater,

- music and dance: African drumline, choir, dance marathon, dance team, Jeeva, dance clubs, Rock Chalk Dance, marching band, dance classes, glee club, open mic, Hip Hop Dance, swing club, KJHK
- SILC: alternative breaks, anime, table top, best buddies, Super Service Sunday, Queers and Allies, HALO, SUA, RA, Tom's Club, AIPAC, Hometown Hawks, CRU, Leadership, KU NAV, Natural Ties, The Big Event, Reach to Teach, Krav Maga, International,
- community service: best buddies, volunteer organizations, boys and girls club, Special Olympics, Big Brothers Big Sisters, Red Cross Club
- student alumni association and Endowment
- Student Senate
- Humane Society
- ROTC
- Study Abroad
- Writing Center
- As many things as possible
- basketball
- nothing cause I am going to concentrate on school
- don't know yet
- are not very familiar to somewhat with KU Library resources (76.75%) and would describe "information literacy" to incoming students as:
 - being able to comprehend and interpret material you are reading
 - going to the library to study
 - a reading program that helps students strengthen their writing and reading skills
 - being able to locate and use information in the right way
 - gathering material from multiple sources
 - reading as much as you can
 - reading carefully
 - recognizing what information is needed
 - the ability to draw out important and relevant information
 - libraries
 - the people at the front desk at the libraries
 - helpful in the long run
 - finding information efficiently
 - important
 - is awesome
 - a lot to take in
 - don't know (73/171, 42%)
- are somewhat to very confident in their reading skills (84.65%)
- are somewhat to not very confident in their writing skills (76.75%)
- and are more likely to think that the course will be somewhat to academically challenging (37.72%) than somewhat to not academically challenging (19.74%)

Post-Assessment Results (bullet-point).

Students who took PRE 101:

- (most) attended the common presentations and took the Gallup Strengths Quest. However, of concern, only 79.77% reported having the library presentation.
- 41.94% found the Gallup Strengths Quest very to extremely useful and 32.91% applied/utilized it considerably to a great deal. 18.06% found the Gallup Strengths Quest not very to not at all useful and 32.90% applied/utilized it slightly to not at all. Responses to the tool varied between awesome and waste of time. Some students had taken the Quest before and others found it cost prohibitive (the cost was \$15.00 and it was the only required material cost for the course). Some students found it useful, but did not like returning to it throughout the life of the course (returning to it was a point of emphasis among instructors).
- 45.86% found the Student Money Management presentation very to extremely useful, and 40.13% applied/utilized the information from the presentation considerably to a great deal. Some students found the presentation not very to not at all useful, 16.56%, and 29.3% of respondents reported applying/utilizing what they learned slightly to not at all. Comments included:
 - Great, cool, important topic
 - helped me make a budget, save money, think about how not to go into debt, learn about credit cards, put money into perspective,
 - I should have used the advice more
 - depressing
 - too much to do with money after college and not in college
 - should have been more about loans and paying-off student loans
 - I have no money to manage
 - I already knew this
- 39.01% found the Bystander Education presentation very to extremely useful, and 36.88% applied/utilized the information from the presentation considerable to a great deal. Some students found the presentation not very to not at all useful, 18.44%, and 31.92% of respondents reported applying/utilizing what they learned slightly to not at all.
- 50.37% found the University Career Center Presentation very to extremely useful, and 42.34% applied/utilized the information from the presentation considerably to a great deal. Some students found the presentation not very to not at all useful, 14.6%, and 26.28% reported applying/utilizing what they learned slightly to not at all. Comments included:
 - Great, helpful, very much enjoyed, wonderful, gave me hope
 - helped me figure out a major
 - showed me some possible minors
 - allowed me to explore majors I had no clue about, didn't know there were so many different majors
 - I know more than ever before

- will use in the future
- helped me narrow my career choices
- I wish we had done this at orientation
- made me indecisive
- didn't need it, I know what I want to do
- waste of time
- 48.2% found the Undergraduate Advising Center Presentation very useful to extremely useful and 46.04% applied/utilized the information from the presentation considerably to a great deal. Some students found the presentation not very to not at all useful, 11.51%, and 15.82% reported applying/utilizing what they learned slightly to not at all. Comments included:
 - good, great, pointed me in the right direction,
 - now I know I am able to talk to someone and get enrolled in the right classes, helped me know where to go, found out that the UAC is in Strong Hall, now I know how to enroll,
 - I liked how scheduling advising appointments and enrollment were thoroughly explained.
 - If I hadn't gone to the presentation, I wouldn't have known to make an appointment with my advisor to take off my advising hold!
 - I hope to become involved in research while I am at KU
 - Helped me realize that I am not stuck in one major
 - made me more aware of my college experience
 - I will return
 - I wish it were soon in the semester
 - presentation didn't help me as much as the actual advising center did
 - this is what should be covered at orientation
 - Honors Student
 - I knew this, but it was nice to hear it again, I knew the ropes, but now I know the ship,
 - I already have a clear understanding of my academic path
- 40.43% found the Writing Center Presentation very to extremely useful and 34.05% applied/utilized the information from the presentation considerably to a great deal. Some students found the presentation not very to not at all useful, 23.41%, and 39.01% reported applying/utilizing what they learned slightly to not at all. Comments included:
 - good, I learned a lot, glad I attended, informing
 - glad to know that this is available, didn't know it was there and then used it for one of my papers
 - asking for help is a skill men need as much as writing
 - I go there every time I have an essay to write
 - I had no idea we had a writing center until the presentation
 - will use in the future
 - I wish I had used it
 - I was not required to write much in high school, I really needed the help.
 - It helped me rethink writing

- Strengths IIIIIII
- Prezi
- Professor Interview
- Study Abroad II
- Museum Response Paper II
- KU Core Project
- Global Awareness Project
- Group presentations II
- Reflections on group presentations
- persuasive paper
- time management
- tunnel of oppression
- wellness project
- My instructor as a resource III
- None IIIIIII
- 60.6% thought that PRE enhanced their understanding of KU wellness resources moderately to considerably. 21.82% of respondents reported that the course enhanced their understanding of KU wellness resources slightly to not at all. The assignments/presentations that best fostered an increased understanding of KU wellness resources were:
 - all IIII
 - group presentations IIIII
 - strengths III
 - career center presentation II
 - library presentation II
 - bystander education presentation IIII
 - student money management presentation III
 - health and wellness presentation IIIIIIIII
 - healthy relationships III
 - peer health
 - presentations on multiculturalure
 - civic
 - staff interview
 - cultural self essay
 - personal essays
 - wellness project/paper IIIIIIIIIII
 - time management assignment II
 - Rec Center
 - none IIIIIII
- 41.82% reported that PRE 101 enhanced their understanding of the KU Core considerably to a great deal. 33.33% reported that PRE 101 enhanced their understanding of the KU Core slightly to not at all.

- 45.46% reported that PRE 101 enhanced their understanding of experiential learning at KU considerably to a great deal. 29.69% reported that PRE 101 enhanced their understanding of experiential learning at KU slightly to not at all.
- 24.85% of respondents reported that they planned on pursuing an experiential learning opportunity:
 - Retreat through Multicultural Affairs
 - Alternative Breaks III
 - Study Abroad IIIIIII
 - GAP III
 - Leadership Certificate III
 - Research
 - Service Learning
 - Internship
 - Volunteering
 - Medical Brigade to Panama
 - Have not Decided III
 - Possibly II
 - Want to but cannot remember what they are right now
 - I don't know what this is IIII
- 87.27% of respondents have a clear sense of how to move forward academically either in a chosen field or in choosing a field. 55.24% reported that PRE aided in this process considerably to a great deal. 23.08% reported that PRE only slightly to not at all helped in this process.
- when asked if PRE helped them better appreciate the educational value of the KU Common Book were fairly evenly split. 45.73% moderately to strongly disagreed, 32.32% moderately to strongly agreed, and 21.95% neither agreed nor disagreed.
- when asked if PRE helped them address concerns that they had about coming to college most moderately to strongly agreed, 64.64%. 15.25% of respondents moderately to strongly disagreed.
- when asked if PRE helped them get involved at KU most moderately to strongly agreed, 64.03%. Some, 18.91%, moderately to strongly disagreed.
- when asked if PRE helped them improve their reading skills most said slightly to not at all, 58.53%. Only 17.68% agreed considerably to a great deal.
- when asked if PRE helped them improve their writing skills, 47.56% said slightly to not at all, while only 26.83 said considerably to a great deal.
- when asked how the workload in PRE compared to their other classes 28.66% said “more”, 36.59% said the “same”, and 34.76% said “less”
- when asked what the most important learning moments in PRE were, students reported:
 - how to speak
 - just ask for help
 - research essay II
 - history of multicultural center

- Strengths IIII
- picking classes
- diversity topics
- talking about our future as KU students
- learning about my peers II
- just the different things that go on in a college student's life II
- one-on-one individual conferences with my instructor
- about what KU has to offer (resources) IIIIIIIIIII
- academic plan IIIII
- in-class activities
- writing II
- history of KU
- wellness project III
- presentations IIIII
- annotated bibliography
- research paper presentation
- library project IIIII
- advising IIIII
- writing center II
- college is a lot of hard work
- the moment I learned I regretted taking the class
- discussing education reform
- culture and community project
- reflections
- you have to write what the teacher wants, because grading is subjective
- discussions
- don't turn-in things late even if they are small assignments
- dragons
- drugs and alcohol presentation
- art museum
- tunnel of oppression II
- other cultures
- listening to my instructor II
- I learned about myself III
- money management III
- time management IIIII
- career project
- citations
- online math help (?)
- impromptu speeches
- internships

- resumes II
- I don't know III
- nothing IIIIII
- all of it II