Title V Freshman
Peer Advising
Program
Report

Fall 2004
By: Julie Oinonen
Evaluation of Freshman Peer Advisement Program at Woodbury University

Report and data analysis prepared by Devin L. Wallace
Survey Instrument Development and Inquiry by Julie Oinonen

The Freshman Peer Advising program is a university initiative aimed at enhancing the success of first year students at the University. This survey was a quantitative attempt to assess the overall experiences that students report as a result of their participation in the Freshman Peer Mentoring program. Thirty-eight items were developed that attempted to measure students' affective reactions to participation in this program. Items were scored on a 1 to 5 scale anchored by not at all to very true, where higher values represent a more positive experience with the program. Responses to the 38 items ranged from an average of 3.00 to 4.16. These high values indicate that overall, students reported positive and enjoyable experiences in the Program. Some sample items include The OR 100 course helped me improve my study skills and Having a freshman peer advisor was a positive experience.

A reliability analysis is a technique that assesses the overall quality of the items that measured student experiences in the program. After all, if our assessment of student attitudes is poor, then subsequent results are untenable. The reliability analysis yielded an alpha (\( \alpha \)) coefficient of .938. (Alpha values range from 0.0 to 1.0, and values greater than .70 indicate that the items accurately measure student attitudes). The obtained alpha value is excellent and indicates that the 38 items accurately measured students’ attitudes about participation in the Freshman Peer Advisement program.

From the reports students gave of their college entrance scores and high school grade point averages, all students who took this survey reported that the majority of the
grades they received in high school were “C’s” or better. More than 12% of students reported receiving mostly “A’s”, most students reported receiving both “A’s and B’s” (56.8%), 35.9% of respondents reported receiving mostly “B’s” in high school, and 4.9% reported that they received high school grades that were mostly “C’s”.

Self-reported SAT scores conformed to a normal distribution, as indicated by the average SAT score of about 1010. Based on these values and the histogram labeled “SAT”, it can be seen that incoming Woodbury students performed well on this standardized test with the exception of the outlier value of approximately 500 (see graph). The high school GPA histogram is another indication that students in this sample were strong academic performers in high school. The average high school GPA was 3.34 on a 4-point scale. In addition, the histogram labeled “HS_GPA” is slightly skewed, such that most of the values on the graph are located in the higher end of the scale, while fewer values are in the lower end of the scale.

Students were all asked whether they were the first member of their immediate family to go to college. Overall, most students (51.9%) reported that someone in their immediate family had attended and completed college. The frequency chart and pie graph entitled “FINCOLL” represent responses to this question. This is an indication that most students were personally acquainted with someone who successfully matriculated through a university or college, and it is an indirect measure of how familiar students should be with the requirements of university life.

Overall, results reveal (see attached survey) that participation in the Freshman Peer Advisement Program aided students in their feelings of academic self-efficacy, desire to complete college, and general satisfaction to attend Woodbury University.
**FINCOLL**

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
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<td>Valid</td>
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<td>42</td>
<td>51.9</td>
<td>52.5</td>
</tr>
<tr>
<td></td>
<td>no</td>
<td>38</td>
<td>46.9</td>
<td>47.5</td>
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<tr>
<td>Total</td>
<td></td>
<td>80</td>
<td>98.8</td>
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<tr>
<td>Missing</td>
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<td>1.2</td>
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<tr>
<td>Total</td>
<td></td>
<td>81</td>
<td>100.0</td>
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</table>

**FINCOLL**

![Pie chart showing the distribution of Valid and no]

**HSGrades**

<table>
<thead>
<tr>
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<th>Valid Percent</th>
<th>Cumulative Percent</th>
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<td>12.3</td>
<td>12.3</td>
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<tr>
<td></td>
<td>A's and B's</td>
<td>46</td>
<td>56.8</td>
<td>69.1</td>
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<tr>
<td></td>
<td>B's</td>
<td>21</td>
<td>25.9</td>
<td>95.1</td>
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<tr>
<td></td>
<td>C's</td>
<td>4</td>
<td>4.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>81</td>
<td>100.0</td>
<td></td>
</tr>
</tbody>
</table>

1.818.767.0888
check us out online @woodbury.edu
7500 Glenoaks Boulevard, Burbank, CA 91510-7846
Figure 1. Ethnicity breakdown of FPA students

<table>
<thead>
<tr>
<th>Valid</th>
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<th>Frequency</th>
<th>Percent</th>
<th>Cumulative</th>
<th>Percent</th>
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<tr>
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<td>8.0</td>
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<td></td>
<td>Total</td>
<td>81</td>
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</tbody>
</table>
# Freshman Peer Advisor Evaluation

A. Not at all  
B. Slightly True  
C. Neither True Nor False  
D. Generally True  
E. Very True

<table>
<thead>
<tr>
<th>The OR 100 course:</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
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<tbody>
<tr>
<td>2. Improved my chances at succeeding as a college student</td>
<td>7</td>
<td>18</td>
<td>12</td>
<td>33</td>
<td>15</td>
</tr>
<tr>
<td>3. Helped me to improve my study skills</td>
<td>11</td>
<td>14</td>
<td>18</td>
<td>29</td>
<td>13</td>
</tr>
<tr>
<td>4. Helped me learn better time management skills</td>
<td>6</td>
<td>17</td>
<td>11</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>5. Helped me gain better knowledge on how to succeed at Woodbury</td>
<td>3</td>
<td>11</td>
<td>12</td>
<td>38</td>
<td>21</td>
</tr>
<tr>
<td>6. Increased my desire to remain at college and finish my degree</td>
<td>9</td>
<td>9</td>
<td>24</td>
<td>25</td>
<td>18</td>
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<tr>
<td>7. Increased my satisfaction with the choice I made to attend Woodbury</td>
<td>11</td>
<td>8</td>
<td>17</td>
<td>30</td>
<td>19</td>
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<tr>
<td>8. Helped me to improve my self-confidence in succeeding academically</td>
<td>9</td>
<td>7</td>
<td>17</td>
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<td>16</td>
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<tr>
<td>9. Helped me to better understand my learning styles</td>
<td>8</td>
<td>7</td>
<td>20</td>
<td>30</td>
<td>20</td>
</tr>
<tr>
<td>10. Helped me to be better aware of college resources</td>
<td>2</td>
<td>7</td>
<td>12</td>
<td>36</td>
<td>28</td>
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<tr>
<td>11. Made me feel more open about using college resources and support services</td>
<td>4</td>
<td>9</td>
<td>16</td>
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<td>21</td>
</tr>
<tr>
<td>12. Helped me to better understand healthy ways to deal with stress</td>
<td>8</td>
<td>7</td>
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</tr>
<tr>
<td>13. Helped me to gain a better awareness of career services</td>
<td>6</td>
<td>10</td>
<td>9</td>
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<td>19</td>
</tr>
<tr>
<td>14. Helped me to gain clarification with the academic advising process</td>
<td>3</td>
<td>8</td>
<td>11</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>15. The information and service I gained access to through setting up an IQ web account improved my satisfaction with the university</td>
<td>2</td>
<td>8</td>
<td>16</td>
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<tr>
<td>16. The Freshman Peer Advisor's role in the class should be increased</td>
<td>4</td>
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<tr>
<td>17. The Freshman Peer Advisor's role in the class was helpful to the students</td>
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<td>18. The homework assignments should be assigned throughout the semester instead of the summer</td>
<td>31</td>
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24 Having the "College Rules" textbook was helpful in preparing me for fall semester  
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26 Having a Freshman Peer Advisor helped me better to succeed as a college freshman  
27 My Freshman Peer Advisor referred me to campus resources when needed  
28 I met with my Freshman Peer Advisor outside of class one or more times during the semester  
29 I did not meet with my Freshman Peer Advisor outside of class during the semester  
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32 Having a Freshman Peer Advisor contacted me weekly even either my email or phone  
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35 I appreciated having a Freshman Peer Advisor  
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37 Having a Freshman Peer Advisor contributed to my decision to continue as a student at Woodbury University  
38 The Freshman Peer Advisor Program is a positive program that Woodbury University should continue  
39 My Freshman Peer Advisor's role in the Orientation class was helpful and informative
### Freshman Peer Advisor Evaluation

A. Not at all  
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#### The OR 100 course:

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<td>Having a Freshman Peer Advisor contact me weekly was helpful in my transition to college life</td>
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<tr>
<td>Having a Freshman Peer Advisor helped me better to succeed as a college freshman</td>
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<td>My Freshman Peer Advisor referred me to campus resources when needed</td>
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<td>30</td>
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<tr>
<td>I met with my Freshman Peer Advisor outside of class one or more times during the semester</td>
<td>42</td>
<td>7</td>
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<td>18</td>
</tr>
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<td>I did not meet with my Freshman Peer Advisor outside of class during the semester</td>
<td>7</td>
<td>4</td>
<td>8</td>
<td>23</td>
<td>43</td>
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<tr>
<td>My Freshman Peer Advisor contact me weekly even either my email or phone</td>
<td>3</td>
<td>2</td>
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<tr>
<td>I appreciated having a Freshman Peer Advisor</td>
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</tr>
<tr>
<td>Having a Freshman Peer Advisor increased my motivation to do well academically</td>
<td>3</td>
<td>6</td>
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<td>My Freshman Peer Advisor sought to establish a personal relationship with me</td>
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<tr>
<td>Having a Freshman Peer Advisor was a positive experience</td>
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<tr>
<td>The Freshman Peer Advisor program can benefit Woodbury student freshman to succeed at Woodbury University</td>
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<td>Having a Freshman Peer Advisor would increase the likelihood for a freshman to succeed at Woodbury University</td>
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<td>5</td>
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<td>24</td>
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<tr>
<td>Having a Freshman Peer Advisor contributed to my decision to continue as a student at Woodbury University</td>
<td>1</td>
<td>3</td>
<td>14</td>
<td>24</td>
<td>46</td>
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<tr>
<td>The Freshman Peer Advisor Program is a positive program that Woodbury University should continue</td>
<td>3</td>
<td>4</td>
<td>13</td>
<td>30</td>
<td>37</td>
</tr>
<tr>
<td>My Freshman Peer Advisor’s role in the Orientation class was helpful and informative</td>
<td>2</td>
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<td>15</td>
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</tr>
</tbody>
</table>
1. Please identify the ethnicity that best fits you. Ethnicity status data collection is for Title V federal grant reporting purposes only:

   A. Hispanic
   B. White
   C. Black
   D. Asian
   E. Other

Numbers 2-39:
Please indicate by filling out clearly in pencil to the extent to which the following statements are:

   A. Not at all
   B. Slightly True
   C. Neither True nor False
   D. Generally True
   E. Very True

The OR 100 Course:

2. Improved my chances at succeeding as a college student.
3. Helped me to improve my study skills.
4. Helped me learn better time management skills.
5. Helped me gain better knowledge on how to succeed at Woodbury.
6. Increased my desire to remain at college and finish my degree.
7. Increased my satisfaction with the choice I made to attend Woodbury.
8. Helped me to improve my self-confidence in succeeding academically.
9. Helped me to better understand my learning styles.
10. Helped me to be better aware of college resources.
11. Made me feel more open about using college resources and support services.
12. Helped me to better understand healthy ways to deal with stress.
13. Helped me to gain a better awareness of career services.
14. Helped me to gain clarification with the academic advising process.
15. The information and service I gained access to through setting up an IQ web account improved my satisfaction with the university.
16. The Freshman Peer Advisor’s role in the class should be increased.
17. The Freshman Peer Advisor’s role in the class was helpful to the students.
18. The homework assignments should be assigned throughout the semester instead of the summer.

Julie J. Ojonen
19. The homework assignments should continue to be assigned over the summer instead of over the semester.
20. The Campus Counselor’s class on dealing with stress management was helpful to me.
21. The Campus Counselor’s class on relationships was helpful to me.
22. The Career Service classes were helpful to me.
23. The class on academic advising, course scheduling, and IQ web was helpful to me.
24. Reading the ‘College Rules’ textbook was helpful in preparing me for fall semester.
25. Having a Freshman Peer Advisor contact me weekly was helpful in my transition to college life.
26. Having a Freshman Peer Advisor helped me better to succeed as a college freshman.
27. My Freshman Peer Advisor referred me to campus resources when needed.
28. I met with my Freshman Peer Advisor outside of class one or more times during the semester.
29. I did not meet with my Freshman Peer Advisor outside of class during the semester.
30. My Freshman Peer Advisor contacted me weekly either by email or phone.
31. I appreciated having a Freshman Peer Advisor.
32. Having a Freshman Peer Advisor increased my motivation to do well academically.
33. My Freshman Peer Advisor sought to establish a personal relationship with me.
34. Having a Freshman Peer Advisor was a positive experience.
35. The Freshman Peer Advisor program can benefit Woodbury student freshmen.
36. Having a Freshman Peer Advisor would increase the likelihood for a freshman to succeed at Woodbury University.
37. Having a Freshman Peer Advisor contributed to my decision to continue as a student at Woodbury University.
38. The Freshman Peer Advisor Program is a positive program that Woodbury University should continue.
39. My Freshman Peer Advisor’s role in the Orientation class was helpful and informative.
40. Has anyone in your immediate family (i.e. mother, father, brother/s or sister/s) finished a college degree?
   A. Yes, they have finished a college degree.
   B. No, they have not finished a college degree.
   C. I do not know.
41. When I graduated from high school my grades were usually:
   A. A’s
   B. A’s and B’s
   C. B’s
   D. C’s
   E. C’s and lower

My SAT or ACT score was approximately (please write in): _______________

Julie J. Oinonen
My high school GPA was approximately (please write in): ________________

General comments on the Orientation 100 class: ____________________________________________

__________________________________________

General comments on the Freshman Peer Advisor Program: ___________________________________

__________________________________________

Julie J. Oinonen
General Comments on the OR100 class:

- I think the OR100 class shouldn’t last an hour and 15 min. On an average basis, class time should round about to 45-60 min. Also, at times the schedule seemed to be redundant.
- It was a helpful class over time. At the moment I kind of thought what we were being taught was useless, but I learned how to apply what we learned in class to my life.
- Informative. Relaxing class. The class didn’t require much, but help the process of being a first year student.
- This is a great class for freshman students.
- The pace was almost too slow to go with. The summer assignments should have been in the fall.
- It was fun.
- We had plenty of laughs, always god medicine.
- Beneficial information.
- Too much lecturing about dull and not very important topics.
- The first section in time management was helpful. The rest, especially the assessments, were waist of my time and didn’t help me out at all. I think the class just added unneeded stress to my first year at college.
- It is a very good experience to have this class, but I can easily get used to Woodbury University.
- We had so much homework.
- This class was a waste of my time. All I found out was that I am artistic and investigative. I would not be in a University if I hadn’t known that from the start. Also, they never mentioned anything about animation, it was always fashion or architecture.
- I felt it was helpful at times and not helpful at times.
- The class went okay and had a feel like homeroom in high school. Good foundation.
- The orientation class did confuse me a little. Some of the material seemed unnecessary, especially all the long essays that took my time to do than any other class.
- It was boring. I was already used to managing my time and using study skills. Having a peer mentor was helpful, so I guess the class is okay.
- Helped, even if I was stressed over some situations. Even if a lot of students dislike or don’t see reason for this class, I believe it helps when you need help.
- The orientation class had its helpfulness. The way we were pushed to see our advisors, and how we had weekly contact with our peer advisor and that we had to meet with our instructor.
- The OR100 class seemed informative, but I feel it would be best if there were OR classes centered on each student’s majors. That way they would gain more from their OR classes and feel more prepared for their future at Woodbury University.
- It was a fun class, but most of the things that were covered I already knew, some were pointless.
- It was kind of boring, and sometimes our teacher didn’t show up. It was kind of a waste of time.
- An 'okay' lass. Sometimes it was a waste
- I like the idea of the class, but it was not well planned or organized. Sometimes I felt like it was a waste of time
- It was an interesting class. I had fun and learned a lot of long like skills
- I didn't really like the course because everything we were told was common knowledge. I think it was a waste of time
- The class was somewhat interesting, it benefits me throughout my freshman year
- Everything talked about could have been done in one session
- I thought the idea was great but it needs a lot of improvement
- It was fun, helped get to know other freshmen. Needs more encouragement or 'spice.' It was a little boring sometimes
- I thought the course was meant to be very helpful. In fact, much of it was. I thought, however, that many times it went by too slow. Other than that, it was all right. It has great potential and it serves as a good place to meet new friends
- I appreciate, fully, the program that lead me to take full advantage of the university's resources to help me maintain my knowledge and also to motivate me to never give up—to always try hard
- A good idea, but I think more involvement is needed
- The class was helpful. Alex was the best teacher because of his energy level
- Could have been condensed and more discussions
- Fun stuff, good food
- The class should be offered in High School or during SOAR
- Make classes shorter
- Helpful and informative
- The class was really informative and helpful. It helped me see what I really want to accomplish in my college career here at Woodbury
- It was helpful in some ways
- Very informative
- I thought that the overall program was informative and fun
- I loved the experience and I learned more than I knew when I rarely came to WU
- Is the final necessary?
- I really liked that class because it does help in time management and ways to succeed in college
- Good environment, different kind of class
- Helped me find my place as a college freshman
- Professor Kilgore helped me understand more about studio classes and what is expected of me in them
- I like it. It helped a lot to know different people in the school
- The class was very fun and interesting, but since there were some other things to be done, I believe that it was too short
- Great class to be apart of. It really helped me with time management
- It is helpful. The classes in my opinion have to be more fun
- I enjoyed the class, but sometimes we wandered off the topic to much
- I thought being in the Cabrini Meeting Room was a complete waste of time. The homework added to my stress. I'd rather have been in the classroom with my professor
It was helpful. I enjoyed being in the class and having discussions, but the stupid assignments were unhelpful and only provided more unneeded stress.

My general comment is that not every incoming freshman should have to take this class. This class did NOT help me with anything except to meet people in my class. I have good time management, my study habits are amazing, I earn outstanding grades, I know how to meet people, and my work/job related skills are imperative. This class for me was a waste. I was offered nothing that my parents and my peers have not already instilled in me!

It is, in general, a helpful class, but I find it lacks excitement sometimes.

Great fun at times—others slightly annoying.

We miss getting together as a whole.

I hated it at first, but some of the lessons like the stress presentation were helpful.

I liked meeting new people.

Helpful to all students—even though some say the opposite.

Was helpful in the most general areas, such as handling exams and registration.

It truly helped me as a freshman in college to not stop working and trying hard on my studies. It gave me courage to work harder and not give up.

The class was easy and somewhat helpful, but I don’t really think it should be a mandatory class for students. It should be available for students who want help in certain areas.

I thought the information given for future careers was really helpful and informative. The information I gained further strengthened my decision of majoring in animation.

Very helpful and informative. Assignments were interesting and revealed true facts.

Neither a help not a hindrance for me personally, but I can clearly see the benefits for someone who is more open emotionally than myself.

It was helpful and informative.

It was slow in the beginning however at the end everything fit into place.

It was ok, not really that helpful.

Fun class and not hard.

The class was really not very helpful. The class taught me nothing new. The assignments were pointless.
General Comments on the FPA Program:
- I agree with continuing on with this program. The FPA can help any freshman get used to his or her work load due to their prior experience.
- My FPA really helped me out with my problems and knew where to seek for higher help. She was a great person to look up to and get advise especially since she’s gone through what I’m going through.
- Helpful. They motivated me to do my work because they always checked up on me.
- Peer advisors are needed the first year of college.
- It is a very good program for freshman to relate with the school.
- I liked having someone contacting me to see how I was doing and to help me out.
- A good program.
- It is easier to talk to the peer than the teacher.
- Crystal’s mad hot.
- Crystal was nice and helpful.
- I like this program very much. My peer advisor really helps me a lot during the semester. She is a very responsible person.
- Helpful.
- She was nice, didn’t help me much.
- I liked having a person to relate to about being a student.
- It’s a good program, and helps some freshman get through the first fall semester.
- I liked having a mentor to talk to. Crystal is cool and it seems like this class takes up enough of her time, so I appreciated her dedication.
- Same thing I put down for OR100, it helps when the situation arises. It is not a waste of time.
- The peer advisor program is very helpful with the contact of the students. Helps keep them on tract and not getting behind.
- The FPA program was good because my advisor kept me posted on important assignments I had to complete and she made me feel welcome at the campus.
- It was great support to have someone guiding us who has actually gone through the same thing recently.
- Manny was great, very helpful and nice.
- It was ok. Didn’t get any personal satisfaction, but it was good to know that it was available.
- Manny was friendly and helpful.
- The FPA Program is good because out advisors really helped us a lot.
- I liked how Manuel would email us and remind us about things weekly.
- The FPA Program is very helpful because a person whose ‘generation’ was closer to ‘us’ is telling us about his experiences.
- It could be helpful if you need it.
- Again, idea was great and it needs just a little improvement.
- Manny was cool, but Nacho was more encouraging and interactive.
- I liked this very much. I talked to my peer advisor outside of class and found out many helpful things. Also, FPA was in my major so it was helpful to have someone to talk to.
- The role of the FPR was very helpful. It helped me understand how a student who already experienced years at this university could indeed be beneficial and always confidential in order to benefit me. I really agree that this program was successful.
- It was helpful to talk to a student that was older to get help from.
- Mackensie was very helpful to me throughout the semester. She became more than a mentor; she is one of my older friends who I look up to for advice or help.
- My FPA was excellent. She always kept in contact and never ‘lost it.’ She was great.
- Jocelyn was nice!
- It was very helpful to have someone remind us of things we had to do.
- Don’t be too busy—impossible!
- Helpful and informative.
- She was a great advisor and I’m glad we got to meet. She was a big help and now I know I have another person to help me.
- It is also very helpful because we are getting help from people that are closer in age to us which probably motivate us to do out work.
- Helpful and showed me that help is available.
- It’s pretty good. No need for much changes.
- They did a great job, but I would have wished for more one-on-one contact.
- Jocelyn is the best!
- I would encourage you to keep making summer assignments that way new students will be informed well enough about college BEFORE fall semester.
- Good program. Let’s me get familiar with different students.
- My peer advisor was very dedicated to helping us. It is an excellent opportunity to have a peers guide you through the first few months of college.
- The peer advising should be more interacting with each other.
- Very helpful.
- Freshman Peer Advising was excellent. It’s great to have someone there when you need help.
- Having a peer advisor was wonderful especially because she had the same major as me. She was really helpful and took time to see if I, as well as the other students, were doing fine.
- It’s really good, but some of the peer advisors are not well prepared.
- Very helpful and informative. Pinky was very nice, understanding, and easy to talk to.
- She was very nice and helpful, but does not need to play a big role.
- It was good because I got friends out of it.
- Peer advising had greatly helped me a lot.
- Great.
- It was fun.
- I liked always having someone I could talk to.
- Manuel was cool and helpful.
- Excellent, if it weren’t for them, I don’t know where I would be.
- Very helpful since he kept me up to date on the upcoming events.
o Ignacio was amazing and wonderful to me. He called me at least once every 2
weeks and made sure all my classes were going good. Thank you Ignacio—you
were amazing
o I think the peer advisor program is great and Nacho was a great role model in our
class
o Having the Peer Advisor contact me when assignments were due was helpful
o It was helpful to have a peer who may have been going through the same conflicts
o Nacho was great. He said I was the only freshman that he wasn’t worried about.
I didn’t consult him very often, only because I had no real difficulties that he
could have helped
o Nacho was great and made you feel welcomed and positive about what you were
doing
o The class was at a steady pace and very informative
o The homework should be assigned once. I took the same test for this class about
3 times, which was unnecessary. This course is way too long for the information
that could easily be found out if a student read the student handbook
o It was awesome. It helped a lot of people
o He was great. Always there when I needed him to be
o She was nice and tried to answer my questions
Did the semester meet your expectations? Why or why not?
- I believe this semester did not meet my expectations because I ended up doing well in all my classes
- Almost, but not quite. I had a really slow start, really slow and wasn’t aware of it. When I asked for help it wasn’t too late, but it was hard to keep up, but now I’ve learned the system
- Yes, I just hoped that I would enjoy my time here and I did
- It was beyond my expectation. I thought it was going to be a horrible semester, but in the end it was good and not scary
- I knew this semester was going to be tough, but I got through it without much difficulty
- Yes and no
- No, it was very hard and painful at times
- Yes, didn’t really have any expectations
- Yes, it was a positive life changing experience
- Yes, tough like college is supposed to be, but not too bad
- Not completely! I found a lot of things that disappointed me!!!
- Yes it did because I expected to know the college more after this course and now it is the case
- Yes I got a good beginning
- In ways it did, but a few classes are questionable and I wonder if the only reason we’re taking them is because it gives the school more money
- Yes, I succeeded in getting through it
- Yes because I have accomplished my goals of transitioning from high school to college with a good grade point average
- No, this semester did not meet my expectations. From high school all I head was how difficult college would be, but it’s only one step up from high school
- This semester was very intense and I entered Woodbury with as few expectations as possible so I would take it all as it comes
- Yes and no. Received help when dealing with stressful situations, but I was too stressed to give much work into homework assignments
- In some classes, yes, they did, but in others there was hardly anything that I learned
- This semester did meet my expectations because it was enjoyable and because I was able to learn many things based on my major
- No, the students were very cold and selfish
- Yes, I expected an easy informative class
- No! School organizations are not very organized, life on campus is not the best, and some of my classes and professors were way too easy
- This semester did not meet my expectations. I feel I could have done better had I not taken so many units
- I took this semester pretty easy towards the end. I expected to learn a lot in my studio courses. This semester taught me to have a greater outlook about my future and not to concentrate on just what’s going on now, but prepare myself for anything and to be patient.
- No, didn’t do as good as I wanted in some classes
It did meet my expectations. It's just that it flew by so quickly, but I enjoyed it very much.

It did not meet my expectations because I didn't do as well as I expected to do in my classes.

This semester was very easy.

It was hard because in the middle I got sick and kidney stones, so I fell behind.

I thought this semester was easier than I thought. Next, I'll take more units.

Yes, it did. I had lots of homework as expected.

I don't think I'm doing as well as I planned. It's a big change from high school.

I did not have problems at all.

Yes, was very challenging. Studio class felt overwhelming, but I adjusted and got through it.

Yes, classes were challenging, yet fun.

Sort of. Some classes I have taken annoyed me.

Yes it did. Everyone was really friendly and helpful.

I really had doubts when I first started, but now that this semester was fun and that the upcoming semesters will be outstanding.

Yes and no. WU is a good school academically, but as far as the atmosphere and school spirit, it has none.

Yes, even though there was a lot of work.

Yes, I am happy with how I am doing.

It was much easier than what I expected. I wanted to be inspired and I wasn't.

Yes, I have passes all my classes with good grades.

Yes, I did what I had to do.

Yes, it refreshed my memory.

Yes, it was hard, but I learned a lot.

Yes, except for personal issues.

No, I didn't accomplish my goal of earning A's and B's, but I'm ready for next semester.

In a way it did. I think the program could have focused more on individual experiences.

Yes, it did because I had the help I wanted from the teachers, advisor, and my Freshman Peer Advisor.

Yes, classes were good.

I thought my finals would be more difficult.

Yes, I learned more than I expected to and I really got used to advising, time management, etc.

Yes, it was much more fun than I have ever had at school.

Yes, because I learned a lot and everybody was great.

Yes, college is exactly what I thought it would be.

My Freshman Peer Advisor was really cool and I enjoyed his time taken for the class. Go Nacho!

Yes, it was a great experience.

Sort of. I had a couple of bad and unknowledgeable teachers.

Yes, it was easier than I thought.

Yes, I did expect a lot of work and fun while doing my work.
I did meet my expectations because all I wanted to do was pass every class with a 'B' or better, and I have done that!

No, I think we could have learned more important information about the school in general.

Yes, I did quite well in my classes.

No, I wasn't expecting anything only because I didn't know what to expect.

For some reason, it didn't meet my expectations.

No, I definitely didn't get the grades I was hoping for, but I learned what and what not to do.

No, because throughout the semester I was debating about my personal career. I was frustrated, but I have come to an understanding.

Yes, I get through it.

Yes, because I performed great in my classes.

Yes, because I think all in all I managed well.

Yes it did. I found that work is harder and more important. I also thought that it was fun and interesting. I like the way my choice in career is turning out.

This semester was like a complex maze. I tried so many things and experienced various opportunities and activities that I can indeed say I have changed in a good way.

I thought college would be less time demanding.

As for my grades, no, because I wanted a 3.5, but I think I'll have a 3.3 or 3.1.
What did you learn about yourself this semester?
- I need to be more productive with my time
- I learned that I still cannot manage the efficiency of my time
- I’ve learned that tie is something we all wish we had more of and it’s something we have to learn to master. I also learned about what my priorities are and to have respect for them. It’s not something we can toy with or there will be major consequences
- I changed my study habits and I became more independent
- That I need to manage my time wisely
- I learned that I am an achiever in every aspect of my life. I will continue to be an achiever throughout my career in school and my profession
- That I need to focus more
- Plenty, maybe that in itself was overwhelming
- That I could do well in college
- That I’m the smartest I know
- I need to practice time management more and not procrastinate
- That I am capable of bringing myself up when I’m doing poorly
- I learned that I am a quiet person. I am weak at time management
- Yes
- I was artistic and investigative. The rest I already knew, it was basic common sense
- That if I try and put effort, I’ll succeed
- I learned the different types of styles and characteristics I possess
- I learned that I can do anything as long as I get that degree
- I learned that in high school I learned great skills and my hard work has begun to pay off. My design classes taught me what I am capable of and I am proud of my first semester's work
- It’s very easy for me to worry too much over things. I dislike stress, however, I become stressful too easily
- That I need to work on my study habits and time management
- I learned that I am a social, hard working person who enjoys engaging in artistic activities like drawing, painting, and designing, and who has no trouble presenting material in front of classmates
- I learned that I like college much more than high school because it gave me a chance to be more independent
- I didn’t learn anything to be completely honest
- I am very confident in the things I believe I can achieve
- I study better alone rather than in groups
- I need to be more responsible
- I learned that I’m in college now, and there’s not time for procrastinating and being a horrible student
- I shouldn’t procrastinate and I should be more persistent. I should seriously be concerned about my future, thus succeed in college
- I have more endurance than I thought
- That I am a very hard-working individual and that college is a double thing
- If I put my mind to it, I do well
I learned that I need to improve my time management skills and that I can be more sociable than I had been in the past.
I learned that I can go far more into my work than what I thought I could. I learned that my skills develop because I tried new things, I get out of my comfort zone, and to top it off, the pressure of all the work made me stronger.
I learned more about my confidence.
I knew everything.
Not too much I didn’t already know.
I don’t know how to study and I am not good at math.
I need to constantly keep myself motivated.
I tend to wait for the last minute to start on some assignments. I never was this type of person. This semester I learned a lot about my personality, increased positive thinking, and even more responsibility for all my actions. This is still a learning experience and will only make me into a successful individual as I continue to pursue my degree. I just need to maintain stability.
To take everything more seriously and organize myself.
I learned that I not only have one way of gaining information, but several other ways as well.
I learned that I am a very visual learner and that I have horrible time management.
That I need money more than ever.
Time management is important.
That I am into learning and that I dance too much.
I learned that I could make more friends if I just say a simple ‘hi’
I can do anything I set my mind to, but I’m too lazy for school work.
I realized that sometimes I need more time than other students to complete my project, but the results will be better than other students work. I like to take my time to develop new ideas, etc.
I don’t need more than 6 hours of sleep. I need to do more exercise. I don’t like having a roommate.
That I need to not procrastinate so much.
I learned my study habits and have to improve them.
I learned that I am able to pass all my classes. It takes time and a lot of studying, but it’s worth all that.
I learned that I need to manage my time carefully and find ways to manage my stress levels.
I’m impressed with the way I pace myself.
I need to be more confident and seek help if I need it.
I adapted really well.
That I really need to leave the school more and make non-Woodbury friends. It’s hard to have so much of your life revolve around a tiny school.
I have learned that I was lacking time management skills.
How I study.
That I could do very good.
How to manage stress.
I learned that when I’m confused about any little thing, I should always ask.
The type of person I am and the type of work environment I should look for.
- I have learned that I am capable to be independent and that I can get straight A's if I study a little bit more
- Learned that I was able to open myself up to people more
- I learned what learning style I am most comfortable with
- I learned that I am a verbal learner. I learned about my personality types and the job traits that would suit me the most
- Nothing I didn't already know
- Yes, I learned not only about others, but also about my own strengths and weaknesses
- I am very stressed out, but I have specific learning styles that will help me get through college
- That I was capable of doing things on my own
- That I can get good grades when I put all my effort into working hard/studying
- That I should never give up
- I can achieve my goals if I really spend time and really try
What relationships helped or hindered you this semester?

- My roommate relationship greatly hindered my semester because she hurt me mentally, emotionally, and physically. I even had to involve the police.
- My relationships with other Woodbury students hindered a few moments in this semester
- I got too friendly this semester and hung out with people too much instead of doing my work. My friends that I have developed here can be of help or just mess me up. I just got to watch out for myself. My peer advisor helped me out a lot too—socially and academically
- Relationships with my friends, family, teachers and advisor, including my student advisor
- My relationships with my peer advisor
- On relationship that hindered me was the peer advisor program
- Relationship with my boyfriend helped because he encouraged me and motivated me. Relationships with my friends I made at Woodbury helped
- My boyfriend, peer advisor, and my friends helped. My family hindered me
- My relationship with my girlfriend helped me
- Roommate and peer advisor relationship were both good
- Some friends helped and some hindered. My professors really made this semester enjoyable
- Peer advisor program was helpful, but the only thing that helped me the most was my friends
- My relationship with my peer advisor helped me so much
- Instructors and classmates
- Did not help or hinder, was more of an annoyance
- None
- Many relationships in the architecture studio encouraged me to work harder
- My mentor helped. Some upperclassmen in the architecture department also helped. I wasn’t hindered by anyone (I don’t think) because I focused on school and didn’t let myself get distracted
- Roommate problems combined with a friend and a bad situation made me almost fail out of my classes. This semester dorm living was the worst experience in my life
- No one really, I met some wonderful friends
- My relationship with my friends on campus helped me to make it through the tough times this semester and made it even more enjoyable
- With my math and Academic Writing Professor
- Knowing students in other majors and in later years
- Some instructors should be better known
- The meeting with Julie helped motivate me to do good =)
- The relationships that I developed with the people here at Woodbury have been the greatest!
- None
- None, I stayed the same
- My new friends made me want to come
- Having my dad and uncle helped me out on some homework
- The relationships with the professors were the best
- New friends helped
- Relationships with older students were helpful because they helped me throughout this semester with projects, etc. They gave me different architectural ideas
- Roommate experience was no good. I want my own room next year
- Relationship with my family, teachers, and peers
- Just being able to communicate with others and especially the teachers being nice and wonderful. They are out there to listen and help you with anything
- The relationship with my peer advisor helped me academically as well as my loving family
- Making new friends and having my boyfriend help me. Some of my teachers made this year a very positive experience
- Relationships with my teachers made it easier for me in classes
- My relationship with my teachers really helped me
- My relationship with my parents and boyfriend
- Teacher relationships helped
- My OR100 class buddy, other freshman, peer advisor, and advisor
- The advisor helped me this semester
- Friends helped
- Freshman Peer Advisor, professors, and students
- Dr. Terr was wonderful because she truly made a difference in the way I thought before about college. I enjoyed OR100 very much and I am glad my teacher was Dr. Terr and my freshman PA was Ignacio. Thank you!
- Friendships made with certain people here at the university pulled me through some hard times
- I generally missed my friends from high school. It was just a sense of longing
- Making new friends in the OR100 class and my new relationships with faculty members helped me survive my first semester
- My relationship with my dad totally torpedoed my finals week. Could have been much better if the financial aid office was more personal!!!!
- The new friends I met this semester were great
- The relationship with my Freshman Peer Advisor and my college advisor
- Nacho because he helped me through hard times
- Boyfriend and family helped me
- To ask questions and not be shy
- Relationships with my friends, teachers, and my academic advisor helped me most this semester
- I made a friend in this class and that’s about it
- Teacher/student relationships were helpful
- Relationships with teachers helped me in the class this semester
- My 2 friends across the hall. They are awesome. That’s it
- The relationship among friends and professors. My friend really made me realize that college is very important
- Family
- I’m a very closed person in terms of relationships, but professor-student relationship was the best
- Relationships that helped were my chairman, Mrs. Toon, and my peers
- This semester I made some new friends. It's fun to go to class and have some people to talk to. My parents and my older sister have been by my side this whole time supporting my decisions
- The relationships that helped me tremendously were that of my peers in the studio. I have never shared my mind and point of view as I have done this semester. Besides the fact that we all had the same major, the relationship existed because we intended to learn from each other
- Making close friendships helped me to be more comfortable while being away from home
- The relationship with my OR100 teacher and peer mentor helped me