Ninety-four students responded to a number of items that assessed their perceptions of the OR 100 course and the freshman peer-advising program during the fall semester of 2005. Their responses to these items are as follows.

Students reported descriptive information about themselves, including ethnicity, SAT scores, high school GPA, and whether they were a first generation college student.

Please identify the ethnicity that best fits you.

Has anyone in your immediate family finished a college degree?
My SAT score was approximately:

This chart shows the distribution of SAT scores that students reported. The average SAT score was 1030.

My high school GPA was approximately:
This chart shows the distribution of high school GPA that students reported. The average high school GPA was 3.4.

Seven items measured how helpful the OR 100 course was in locating campus resources and services. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of the program.

The OR 100 course helped me to be better aware of college resources.

The OR 100 course made me feel more open about using college resources and support services.
The OR 100 course helped me to gain a better awareness of career services.

The OR 100 course helped me to gain clarification with the academic advising process.
The information and service I gained access to through setting up an IQ web account improved my satisfaction with the university.

The Career Service classes were helpful to me.
The class on academic advising, course scheduling, and IQ web was helpful to me.
Eleven items measured the extent to which the OR 100 course helped students develop general academic and social skills. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of the program.

The OR 100 course helped me to improve my study skills.

The OR 100 course helped me learn better time management skills.
The OR 100 course helped me gain better knowledge on how to succeed at Woodbury.

The OR 100 course increased my desire to remain at college and finish my degree.
The OR 100 course increased my satisfaction with the choice I made to attend Woodbury.

The OR 100 course helped me to improve my self-confidence in succeeding academically.
The OR 100 course helped me to better understand my learning styles.

The OR 100 course helped me to better understand healthy ways to deal with stress.
The Campus Counselor’s class on dealing with stress management was helpful to me.

The Campus Counselor’s class on relationships was helpful to me.
Reading the 'College Rules' textbook was helpful in preparing me for fall semester.
Nineteen items measured students’ perceptions of the freshman peer advisement program. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of the program.

The Freshman Peer Advisor’s role in the class should be increased.

The Freshman Peer Advisor’s role in the class was helpful to the students.
The homework assignments should be assigned throughout the semester instead of the summer.

![Bar graph]

The homework assignments should continue to be assigned over the summer instead of over the semester.

![Bar graph]
Having a Freshman Peer Advisor contact me weekly was helpful in my transition to college life.

Having a Freshman Peer Advisor helped me better to succeed as a college freshman.
My Freshman Peer Advisor referred me to campus resources when needed.

I met with my Freshman Peer Advisor outside of class one or more times during the semester.
I did not meet with my Freshman Peer Advisor outside of class during the semester.

My Freshman Peer Advisor contacted me weekly either by email or phone.
I appreciated having a Freshman Peer Advisor.

Having a Freshman Peer Advisor increased my motivation to do well academically.
My Freshman Peer Advisor sought to establish a personal relationship with me.

Having a Freshman Peer Advisor was a positive experience.
The Freshman Peer Advisor program can benefit Woodbury freshmen.

Having a Freshman Peer Advisor would increase the likelihood for a freshman to succeed at Woodbury University.
Having a Freshman Peer Advisor contributed to my decision to continue as a student at Woodbury University.

The Freshman Peer Advisor Program is a positive program that Woodbury University should continue.
My Freshman Peer Advisor's role in the Orientation class was helpful and informative.
Four items assessed the usefulness of the SOAR manual. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of the program.

The SOAR Survival Manual was helpful to me as a new student.

The SOAR Survival Manual should continue to be offered to new students.
I used my SOAR Survival Manual at least once during the semester.

I did not use the SOAR Survival Manual at all.
Six items measured students’ experience with online registration. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of online registration.

I came prepared to my advising session with my classes already selected in my IQ Web shopping cart.

I did not have any trouble pre-selecting my classes and putting them in my IQ Web shopping cart prior to my advising session.
I understood what classes I needed to pick for my schedule on IQ web.

I understood how to use Academic Plan, the part of IQ web that is a degree Audit and tells me what courses I have left to take to finish my degree.
I am satisfied with IQ web online registration.

When my faculty advisor tried to register my classes online during the advising session:

1= they were not willing to do online registration
2= they were able to register me for a few classes
3= they were able to register me for most of my classes
4= they were able to register me for all of my classes
5= I did not come prepared for online registration
6= we did not discuss online registration
7= other
Two items evaluated students' faculty advisor. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of faculty advisors.

I am satisfied with my faculty advisor.

My faculty advisor could improve by:
Four items measured students' perceptions of OASIS. Responses to these items ranged from 1 (not at all true) to 5 (very true). Higher values denote more favorable perceptions of the OASIS program.

**Tutoring in OASIS**

1= I am aware that tutoring is available  
2= I have gone to a tutoring session before  
3= I have never gone to a tutoring session before

**Supplemental Instruction**

1= I am familiar with SI  
2= I have never attended SI
**Academic Peer Mentoring**

1 = I am familiar with APM  
2 = I am not familiar with APM

**OASIS—the Office of Academic Success and Instructional Services**

1 = I am familiar with OASIS  
2 = I am not familiar with OASIS  
3 = I have used OASIS services during the semester
Qualitative data from OR 100/Freshman Peer Advising Survey

My faculty advisor could improve by:
- Checking in on advisees
- Not canceling or rescheduling appointments
- More availability during the advising period
- I have no suggestions for my advisor
- They should know more about which classes are transferable

General comments on the OR100 course:
- It should be shorter so topics are not repeated.
- The book was wonderful.
- Orientation class was a waist of valuable time and money.
- I like the attempt. I feel like it didn’t really help me.
- It was a good class.
- I think it should be offered to students who feel they need it.
- The class could be organized better.
- The class took away time I could have used to prepare for other courses.
- It was easy, but not very helpful.
- I think this orientation class helped me a lot and encouraged me. I feel OR100 class is good for new students.

General comments on the FPA Program:
- My advisor gave me a lot of useful information.
- The people are nice and the program is good.
- The program could benefit from fewer students per advisor.
- I am a better student because of this program.
- This is a good program, and it should continue.
- I think it could be a good program if utilized more effectively.
- I liked it, but I don’t think there should be homework.
- It was good to talk to someone who had experience as a student at Woodbury.