A. Abstract

The purpose of New Student and Family Engagement’s assessment project was to identify whether new first-year students are able to identify and access campus resources and services related to advising, finances, and well-being after participating in Premiere DePaul and Common Hour. To answer this question, a survey was sent to all 2,593 first time freshmen who enrolled in fall 2012, asking students to reflect on Premiere DePaul, the Common Hour, and their knowledge of campus resources. Findings demonstrate that after participating in Premiere DePaul and Common Hour, first year students are overall well-equipped to identify and access resources related to finances and well-being, but are less able to identify and access resources related to academic advising and support. Implications of this assessment will assist in the evaluation of current practices and spur new ideas for educating students about support resources and services.

B. Introduction and context

**Assessment Question:** After participation in PD and Common Hour programs can new students know and be able to connect to advising (advising offices/OAAS/Career Services), financial (Fin Aid/Fitness), and well-being (Ray Meyer, Counseling Services, DOS, CSD, UMIN) resources on campus?

**Learning Outcome Assessed:** Students who participate in NSFE programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.

**Relevance to department:** The mission of the Office of New Student and Family Engagement is to lead university wide partnerships and programs that ensure a seamless transition resulting in student engagement and persistence. Furthermore, one of the goals of the department is to educate students and families on resources, as well as learning and engagement opportunities. The staff facilitates a number of touch points at which we introduce new students (and their families) to resources available to assist in their academic success, financial fitness, and personal well-being. This includes the Premiere DePaul orientation program, Welcome Week programming, regular electronic newsletters, and the delivery of Common Hour lessons as part of the Chicago Quarter program. Answering this question will assist the department in leading conversations with campus partners about the successes and/or challenges of our current practices (programming, marketing and communication, etc.) Additionally, these answers may also encourage new ideas for how best to communicate resource information and enhance the likelihood that a student would have the ability to reach out to appropriate resources when situations call for such action.

**Link to Student Affairs Strategic Plan (2010-2013) and Vision Twenty18 goals:**

**Student Affairs Strategic Plan (2010-2013):**

Goal 1: Lead and promote an integrated, cumulative and collaborative paradigm for student learning across the institution.

- Objective 1.1: Develop a robust partnership with Academic Affairs.
- Objective 1.2: Infuse co-curricular learning experiences in the liberal studies curriculum.
- Objective 1.3: Establish broad institutional dialogue about student learning.
- Objective 1.4: Identify and mobilize people and resources necessary to support student learning.

Goal 2: Broaden, diversify, and strengthen our points of student engagement.

- Objective 2.1: Strengthen and enhance student programs and services.
Objective 2.2: Establish partnerships that create new and expanded opportunities to enhance student learning.
Objective 2.4: Align and develop resources, including internal and external data.
Objective 2.6: Improve communication with and among students.

Vision Twenty18:
Objective 1a: Focus the entire university community on student learning and success.
- Strengthen the student academic experience.
  - Enhance and expand learning support services.
  - Improve the effectiveness of academic and career advising.
- Expand and strengthen programs that focus on critical student transitions, including the first year for freshmen and transfer students, beginning or reentering college for adult students and entrance to major.
- Increase university retention and graduation rates while addressing gaps in degree completion across racial and ethnic groups.
- Strengthen the connections between curricular and co-curricular programs.
- Expand support for high-quality, easy-to-navigate student services, including those that address student wellness and mental health, and special support services and accommodations.

Relevant research or literature: Schlossberg’s Theory of Transition outlines a process of “moving in”, “moving through” and “moving out” of a transition. One’s ability to cope with transition, whether positive or negative, comes from assessing assets and liabilities in the four areas termed as the 4 S’s – situation, self, support and strategies. Support and strategies assist an individual in making sense of an experience, modifying conditions, seeking information, and directing behavior. “Most students, especially those in their first year of college, require some form of support” – financial, social, academic and/or personal. (Cuseo, 2003). To this end, our assessment project focuses not only on first year students’ awareness/knowledge of resources (support) but additionally their ability to assess a situation and appropriately access resources to resolve challenges or enhance skills.

According to the 2012-2013 CIRP Freshmen Survey, incoming DePaul students anticipate experiencing situations that warrant connect with resources related to finances, academic advising, and social/emotional/physical well-being.

**Finances:**
- 67.6% report that chances are very good that they will get a job to help pay for college expenses.
- 76.7% have “some” or “major” concerns about their ability to finance their education

**Wellbeing:**
- 42.7% report their emotional health to be average, below average or in the lowest 10% as compared with their peers
- 45.4% report their physical health to be average, below average, or in the lowest 10% as compared with their peers
- 73.6% report their spirituality to be average, below average, or in the lowest 10% as compared with their peers
- 16.7% report that chances are very good that they will seek counseling

**Academics/Academic Advising:**
- 14.9% report that chances are very good that they will change their major
- 19.4% report that chances are very good that they will change their career choice
- 36.5% report that chances are very good that they will get tutoring in specific courses


C. Methodology

For this assessment project, our department combined two existing surveys, a post-orientation check-in survey and a Common Hour evaluation survey. This newly combined survey was sent out to all first time freshmen who enrolled in fall 2012 as their initial term of entry, establishing a total audience of 2,593 students. Students were randomly placed in one of two groups, the main sample (1,297) or the subsample (1,296). The subsample received the same survey as the main sample, with the exception of the inclusion of three sample scenarios to which we requested the subsample provide additional response. Part-time freshman were excluded from this sample. For the sake of this project, we selected specific questions from the survey that served to address students’ knowledge of resources. Additionally, the three scenario-based questions included in the subsample served to assess students’ ability to understand how/when to utilize resources to resolve challenges or enhance skills. (See APPENDIX A for full survey including scenario questions)

Participation in this survey was optional for students and a raffle prize was used as an incentive. The following invitation email and survey introduction was provided to all students explaining their role in this project:

(INVITATION EMAIL)
Dear First-Year Student,
The Office of New Student and Family Engagement is interested in your DePaul experience. Please take a few minutes to complete this check-in survey and provide some information about your experiences with Premiere DePaul, Common Hour, and your first quarter. By completing the survey HERE (embed the links), you will be eligible to win a Nook Tablet. By sharing your experiences and opinions, you will assist our office in serving future students.

(SURVEY INTRODUCTION)
As a first year student, you have been randomly selected to assist The Office of New Student and Family Engagement in improving our programs and services for new first-year students. By completing this survey including 3 brief additional questions, you will provide valuable information about your experience at DePaul during your first quarter. This information will assist our office in designing quality programs that support student success.

As you complete this survey, please reflect back on your experience during your first quarter at DePaul including Premiere DePaul and Common Hour class. The entire survey should take 10-15 minutes to complete. Upon completion, please provide your name and email address to be entered in a drawing for a Nook™ Tablet.

Participants viewed a link at the end of the survey which redirected them to a new Qualtrics survey where they were able to provide their name and contact information if they wished to be considered for the raffle prize. This precaution was taken to keep contact information separate from individual responses.

Students provided the following identifying information on the survey:
- gender
- race/ethnicity
- current residence (on/off-campus)
- permanent residence (in-state/out-of-state/international)
- status as: first-generation, veteran, adult, and/or transfer
- Discover/Explore Chicago course topic (including Honors designation)

This data has been stored within the Qualtrics program and the data file has not been shared. Broad themes have been identified and shared however individuals do not have access to sort/filter the data based on individual courses due to the potential of identifying individual respondents.
A total audience of 2,593 students was invited to participate in the study. These students were randomly placed in one of two groups, the main sample (1,297) or the subsample (1,296). The subsample received the same survey as the main sample, with the exception of the inclusion of three sample scenarios to which we requested the subsample provide additional response. The survey requested students to reflect on their experience during their first quarter at DePaul including Premiere DePaul and the Common Hour class. Participants were asked to self-report on their:

- Experiences in Common Hour
- Experiences with their Chicago Quarter teaching team
- Knowledge of campus resources
- Transition to DePaul University
- Utilization of campus resources

The subsample was also presented with three specific scenarios and asked to showcase their learning by identifying appropriate campus resources to assist the student referenced in the scenario.

See APPENDIX A. Primary questions of relevance to project have been highlighted.

D. Findings/Results and Discussion

- Participant response rate (actual vs. invited)
  2,593 total participants were invited and 535 responses were received (20.6% response rate).
  - 1,297 participants were invited in the main sample with 273 responses received (21.0% response rate).
  - 1,296 participants were invited in the subsample with 262 responses received (20.2% response rate).

- Relevant participant demographic data (gender, race/ethnicity, year in school, etc.)
  - 49% of respondents were enrolled in Discover Chicago courses (9% Honors) and 50% were enrolled in Explore Chicago courses (4% Honors).
  - 32% of participants were male and 68% were female.
  - 65% of participants identified as White, 13% Hispanic, 8% Asian, 7% African American, 3% Multiracial, 1% Pacific Islander, and 3% Other.
  - 73% of participants reported living on-campus while 27% reported living off-campus.
  - 60% of participants listed their home state as Illinois, 37% listed outside of Illinois, and 3% listed country outside of the United States.
  - 36% of participants (194/535) identified as a first-generation college student, while fewer than 4 respondents identified as a veteran (0), transfer student (4), or adult student over the age of 24 years (1).

After participating in Premiere DePaul and Common Hour, new first-year students have knowledge of and are able to access a variety of support resources and services on campus. Additionally, when students were asked about their ability to address specific concerns/anxieties/issues, the majority felt confident in their ability to resolve the issue by utilizing campus resources and services.

Key findings include:

1) The top three concerns of first year students are related to academic coursework, making friends and meeting people, and financial/finding a job while in school.
   - 51% of respondents list “making friends and meeting people” as one of their top 3 concerns; of this group, 54% feel confident or very confident that they will be able to address the concern by utilizing campus resources/services and 80% already feel successful in doing so.
Other top concerns are related to themes of academics/advising, finances and well-being. These include:

**Academic Advising:**
- 33% of respondents report “deciding on a major/career path” one of their top three concerns; of this group, 55% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 61% already feel successful in doing so.
- 15% of respondents report “registration for next quarter courses” as one of their top three concerns; of this group, 45% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 80% already feel successful in doing so.

**Financial:**
- 49% of respondents report “financial concerns” as one of their top three concerns; of this group, 53% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 73% already feel successful in doing so.
- 44% of respondents report “finding a job (while in school)” one of their top three concerns; of this group, 58% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 33% already feel successful in doing so.

**Wellbeing:**
- 21% of respondents report their “relationships with others” as one of their top three concerns; of this group, 57% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 91% already feel successful in doing so.
- 29% of respondents report their “living situation” as one of their top three concerns; of this group, 52% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 73% already feel successful in doing so.
- 31% of respondents report “health” as one of their top three concerns; of this group, 54% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 60% already feel successful in doing so.
- 14% of respondents list “homesickness” as one of their top three concerns; of this group, 58% feel confident or very confident that they will be able to address this concern by utilizing campus resources/services and 69% already feel successful in doing so.

2) When presented with a scenario about assisting a friend experiencing academic difficulty, 49% of students were able to name an appropriate related resource on campus. The most common resources named were an academic advisor or tutors on campus. Of the 50% whom could not name an academic support service, 64% could name at least one other campus resource such as the Dean of Students Office, Residence Advisor, or DePaul Central.

3) When presented with a scenario about negotiating the cost of college and managing expenses, 93% of students were able to name an appropriate related resource on campus, while more than 1/3 of participants were able to name 2 or more resources. The most common resources named were Financial Aid, Financial Fitness, and DePaul Central.

4) When presented with a scenario about assisting a friend exhibiting signs of depression, 72% of students were able to name an appropriate related resource on campus. The most common resource listed was University Counseling Services.

5) Out of state students are disproportionately represented amongst students who report dissatisfaction with sense of community with other students.
Based on the amount of time spent and effort put into sharing resources related to academic advising, finances and well-being in both Premiere DePaul and Common Hour, it is surprising that some students were not able to identify appropriate support resources when posed with a specific scenario.

- 50% of participants were not able to name an academic resource relevant to the scenario
- 13% of participants were not able to name a financial resource relevant to the scenario
- 28% of participants were not able to name a well-being resource relevant to the scenario

The findings confirm that first-year students’ concerns stay relatively consistent over time, but students’ confidence in and/or their ability to address those concerns varies. This assessment highlights students’ knowledge of and ability to seek assistance for issues related to finances and overall well-being. However, some students are challenged when identifying and accessing academic related resources suggesting that student and academic affairs professionals may need to introduce academic related resources and services in a different, more timely, or explicit way.

One limitation of this study was the length of the instrument used to collect data. Due to using an existing survey that was seeking to measure the student experience across several long-standing programs, the ability to drill down on responses was limited. Survey fatigue should also be considered as this survey took approximately 20 minutes to complete.

E. Implications

Generally, the findings underscore much of what transition literature has confirmed for many years. Students’ primary concerns change very little over time. What has changed, however, is the level of self-efficacy of college-aged students. While anxiety exists around financial matters, students tend to report out a high level of ability to understanding resources and showcase awareness of appropriate situations in which to leverage these resources. This also appears to hold true often for concerns regarding personal wellness.

Students’ limited familiarity with or ability to name academic resources, however, could be a sign that messages about academics could be timelier, more consistent, and more explicit. While administrators often can rattle off a long list of academic success resources, the results of these scenario-based questions indicate that students do not make the connection between a concern and an appropriate support service. Perhaps front loading messages of this nature at orientation and common hour is not the best technique. Even though academic resources are discussed at both Premiere DePaul and in the Common Hour, there will need to be more efforts made to specifically communicate how advising, tutoring and similar services contribute to academic success. We must shift our focus from what these services provide to how they impact students’ learning and goal achievement. This could also highlight the need for continual messaging more specifically aligned with periods of student need (course registration, mid-term grade alerts, etc.).

These findings might warrant partners like the college advising offices, OAAS, tutoring services, etc. to work to better time messaging campaigns and marketing of their services/support. This might also call for us to find more common language around academic success so that students hear consistent messages around what impacts success and how to leverage resources to strengthen their own learning experiences.

The results of this study will best serve several key departments such as: college advising offices, first year programs, contributing partners for Common Hour content, etc. Minimally these findings will be shared with our core collaborating partners, specifically First Year Programs, members of the New Student Programs Planning Committee, and the Liberal Studies Program. This information will provide partners a better sense of the learning taking place as a result of students’ involvement in orientation and Common Hour.

As mentioned, a limitation of this survey is that the existing instrument is rather long and limits our ability to further drill down on some of the responses received. In future versions of this project, it might be useful to select a smaller subsample and provide a shorter version of this survey with some more probing questions.
Additional follow-up could be provided in the form of focus groups to better understand how students define academic resources.
APPENDIX A:

Premiere DePaul and Chicago Quarter Common Hour Survey- Combined
Premiere DePaul and Chicago Quarter Common Hour Survey
As a first year student, you have been randomly selected to assist The Office of New Student and Family Engagement in improving our programs and services for new first-year students. By completing this survey including 3 brief additional questions, you will provide valuable information about your experience at DePaul during your first quarter. This information will assist our office in designing quality programs that support student success. As you complete this survey, please reflect back on your experience during your first quarter at DePaul including Premiere DePaul and Common Hour class. The entire survey should take 10-15 minutes to complete. Upon completion, please provide your name and email address to be entered in a drawing for a Nook™ Tablet.
Demographic Information

Q4 Gender:
☑ Male (1)
☑ Female (2)
☑ Transgender (3)

Q23 Race/Ethnicity:
☑ African American (1)
☑ American Indian/AK Native (2)
☑ Asian (3)
☑ Hispanic (4)
☑ Multiracial (5)
☑ Native HI/Pacific Islander (6)
☑ Nonresident Alien (7)
☑ White (8)
☑ Other (9)

Q6 Do you live:
☑ On-Campus - Residence Hall (1)
☑ Off-Campus - Chicago (2)
☑ Off-Campus - Suburban (3)
☑ Off-Campus - Elsewhere in IL (4)
☑ Off-Campus - Out of State (5)

Q7 Are you from:
☑ Illinois (1)
☑ Outside Illinois (2)
☑ Country outside the United States (3)

Q8 Are you a (please select all that apply):
☐ First generation college student (1)
☐ Transfer student (2)
☐ Veteran (3)
☐ Adult student (24 and older) (4)
☐ Not Applicable (5)

Q9 Which type of Chicago Quarter class were you enrolled in for Autumn 2012?
☑ Discover Chicago (non-Honors) (1)
☑ Discover Chicago (Honors) (2)
☑ Explore Chicago (non-Honors) (3)
☑ Explore Chicago (Honors) (4)
Q10 Please choose your Honors Explore course from the list below:
- Radical Tradition in Chicago (1)
- Chicago in Film (2)
- Haunted Chicago: The Ghost Story as Oral and Written Narrative (3)

Q11 Please choose your Honors Discover course from the list below:
- Chicago's Urban Agriculture (1)
- Race, Gender and the Justice System (2)
- Poverty amidst Plenty (3)
- Identity & Nationalism through Chicago's Museums (4)
- Death and the City (5)
- Chicago: City on the Lake (6)
- Nobel Chicago: The City and Its Laureates (7)
Q12 Please choose your Discover course from the list below:

- Frank Lloyd Wright in Chicago (1)
- Chicago Cubs (2)
- This Old (Chicago) House (3)
- Catholic Social Activism in Chicago (4)
- Chicago's Music Scene (5)
- Chicago Literature: Now and Then (6)
- Chicago Marathon (7)
- Wealth, Poverty & God (8)
- Dying to Understand: Loss and the City (9)
- This Old (Chicago) House (10)
- Nonviolent Chicago (11)
- International Chicago (12)
- Green Design/Bicycle Chicago (13)
- Global Catholicism in Story and Stone (14)
- Italian American Chicago (15)
- Chicago & Jazz (16)
- What We're Really Eating: Food in Chicago (17)
- Natural History of Chicago (18)
- Chicago Women's Activism (19)
- Chaos and Crime, Culture and Cosmos -- in Chicago (20)
- Justice in the City (21)
- Immigrant Youth in Chicago (22)
- Activist Media in Chicago (23)
- Natural Chicago (24)
- Bridges of Chicago (25)
- Chicago's Patchwork Quilt: Ethnicity & Identity in Chicago (26)
- Biking and Politics (27)
- Science in the City (28)
- Black Chicago: Chocolate City with Colonial Filling (29)
- Chicago's Music Scene (30)
- Business of Helping: Not-for-Profits in Chicago (31)
- Free Speech and the Free Press in Chicago (32)
- Being a Man of Color: An Exploration of Race, Gender and Masculinity in Chicago (33)
- Alternative Healing in Chicago (34)
- Summer Sports in Chicago (35)
- Latino Immigration to Chicago (36)
- Queer Chicago (37)
- Careers in the Arts & Culture (38)
- Discovering Vincentian Ways of Leadership (39)
- Diverse Faces of AIDS (40)
- Living Chicago Literature (41)
- Sacred Spaces, Powerful Places (42)
- Chicago: From Industrial Metropolis to "Global City" (43)
- Chicago Business & Society (44)
- Diverse Faces of AIDS (45)
- Chicago's Music Scene (46)
- German Chicago (47)
- Chicago in Sound (48)
- Sustainable City Leadership (49)
- Privilege in Chicago (50)
Q13 Please choose your Explore course from the list below:

- Health Care in Chicago (1)
- Crime, Business & Politics in Chicago (2)
- State Use of Violence: The Haymarket Bombing and Pullman Strike (3)
- Documenting Maxwell Street and Pilsen (4)
- Photographing Chicago Landscapes (5)
- Chicago's Architecture (6)
- Food Citizenship in Chicago (7)
- Chicago Women's Theatre (8)
- Chicago: Race, Conflict, and Community (9)
- To Live and Die in Chicago (10)
- Chicago Women's Theatre (11)
- Chicago and Literature (12)
- Chicago Memoirs (13)
- Chicago's Spoken Word Performers (14)
- Plants, Chicago, and the Rest of Society (15)
- Plants, Chicago, and the Rest of Society (16)
- From Halsted to Diversity: Ethnic Neighborhoods in Chicago (17)
- Chicago Theatre (18)
- Chicago's Black Cultural Renaissance (19)
- Sculpture in Chicago (20)
- Asian American Communities in Chicago (21)
- Underground Music Culture in Chicago (22)
- Arab Chicago (23)
- Chicago's Disabled Community (24)
- Art and the City of Chicago (25)
- World's Fair and Social Reform (26)
- Puerto Rican Chicago (27)
- Digital Cinema in Chicago (28)
- Socioeconomic Aspects of Sports (29)
- Socioeconomic Aspects of Sports (30)
- 47th Street Bronzeville: From the Great Migration to Re-Gentrification (31)
- Being a Man of Color: An Exploration of Race, Gender and Masculinity in Chicago (32)
- Chicago Blues (33)
- Power, Politics and Race in Chicago (34)
- Political Economy of the Chicago Metropolis (35)
- Chicago Politics: Bosses & Reformers (36)
- Chicago Politics: Bosses & Reformers (37)
- Photographing Chicago Landscapes (38)
- Daniel Burnham and Chicago Architecture (39)
- Chicago: From Industrial Metropolis to "Global City" (T/F) (40)
- Chicago's Architecture (41)
- Postcards from the Past: History of the Lincoln Park Neighborhood (42)
- Chicago Radio (43)
Unveiling Occult Chicago: Secret Societies, Magicians, and Alternative Spiritualities (44)
Segregation and Racial Change (45)
Exploring Cultural Diversity through Food (46)
**Common Hour**
When answering the following questions, please focus on your experience during the Common Hour portion of your Chicago Quarter course.

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This class helped me adjust to college life</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>The relationship among the instructor, staff professional,</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>and student mentor benefited the class</td>
<td></td>
<td></td>
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</table>
Q16 Of the online resources listed below, please indicate which resource(s) did you learn to navigate during your Common Hour class? Please check all that apply.
- Campus Connection (1)
- D2L (2)
- DePaul Central (registration & student records) (3)
- Other (please specify) (4) ____________________

**Common Hour Teaching Team Evaluation**

This section focuses on your experiences with your Common Hour teaching team. Please respond based on your interactions with each of the team members (faculty, student mentor, and staff professional, if applicable).

Q18 Please respond to the following questions about your faculty member. How frequently did your faculty member attend the Common Hour portion of the course (check the option that best applies)?
- All Common Hour sessions (1)
- Over half of the Common Hour sessions (2)
- About half of the Common Hour sessions (3)
- Less than half of the Common Hour sessions (4)
- Never attended (5)

Q19 To what extent was your faculty member involved in the Common Hour discussion and activities?
- Very involved (1)
- Somewhat involved (2)
- Not very involved (3)
- Never involved (4)

Q20 Please respond to the following statements about your student mentor. The student mentor . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Had a good working relationship with the professor to the benefit of the class (1)</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
</tr>
<tr>
<td>Was knowledgeable and helpful about DePaul and its resources (2)</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
</tr>
<tr>
<td>Created an environment that fostered mutual respect and interpretations and materials</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
<td>⊗</td>
</tr>
</tbody>
</table>
Q21 Please respond to the following statements about your staff professional. The staff professional . . .

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was knowledgeable about DePaul University and its resources (1)</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
</tr>
<tr>
<td>Served a positive function in the class (2)</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
</tr>
<tr>
<td>Created an environment that fostered mutual respect and tolerance for differences and opinions and interpretations of materials (3)</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
<td>⬜️</td>
</tr>
</tbody>
</table>
Knowledge of Campus Resources
This section focuses on the knowledge you gained from participating in Premiere DePaul and/or Common Hour. Please reflect back on these experiences and share what you learned.
Q23 As a result of participating in Premiere DePaul and Common Hour, I...

<table>
<thead>
<tr>
<th>Learned how to appropriately interact with my college professors (e.g.: email communications and utilizing office hours)</th>
<th>Strongly Agree (1)</th>
<th>Agree (2)</th>
<th>Neither Agree nor Disagree (3)</th>
<th>Disagree (4)</th>
<th>Strongly Disagree (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learned about academic support services (writing center, math tutoring, advising, libraries, etc.)</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
</tr>
<tr>
<td>Know the locations of both campus libraries as well as their services offered to students</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
<td>Q</td>
</tr>
<tr>
<td>Understand the purpose and utility of at least two campus online systems (campus connection, D2L, e-portfolios, DPR)</td>
<td>Q</td>
<td>Q</td>
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<tr>
<td>Learned about the services available through the University Counseling Center and how</td>
<td>Q</td>
<td>Q</td>
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<tr>
<td>Objective</td>
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<tr>
<td>to access assistance when I need it (5)</td>
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<tr>
<td>Learned about wellness and the importance of taking care of my physical and emotional health (6)</td>
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<tr>
<td>Have identified ways to practice and explore my spirituality while at DePaul (7)</td>
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<tr>
<td>Have identified two career areas that I would like to explore during my time at DePaul (8)</td>
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<tr>
<td>Gained some clarity on my interests and goals as they relate to possible majors, careers, or internships (9)</td>
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<tr>
<td>Learned about academic advising resources available and how to access them at DePaul (10)</td>
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<tr>
<td>Developed strategies to monitor expenses (developing a budget) (11)</td>
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<tr>
<td>Learned how to set financial</td>
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<td><strong>goals (12)</strong></td>
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<tr>
<td>Learned about opportunities to get involved on-campus (13)</td>
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<tr>
<td>Joined a student organization (14)</td>
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<tr>
<td>Learned about involvement opportunities that relate to Socially Responsible Leadership (15)</td>
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<tr>
<td>Learned about ways I can be socially responsible in my day-to-day life (16)</td>
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<tr>
<td>Learned about the Vincentian mission of DePaul University (17)</td>
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<tr>
<td>Reflected on the multiple aspects of my identity (18)</td>
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<tr>
<td>Reflected on how I perceive others dissimilar to me (19)</td>
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<tr>
<td>Learned about the challenges and benefits of online communities (20)</td>
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<tr>
<td>Learned about the potential consequences associated with illegal downloading</td>
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</tbody>
</table>
Q24 Please provide 2-3 examples of how Premiere DePaul and/or Common Hour assisted in your transition into DePaul.

Q25 Please explain 2-3 ways Premiere DePaul and/or Common Hour could be improved to better support the transition of future first-year students into DePaul.

Transition to DePaul

Q27 For the following questions, please reflect on your first quarter at DePaul and respond based on your experience. What are your primary anxieties/concerns at this time (Please select 3)?

- Making friends and meeting people (1)
- Relationship with others (friends and family members) (2)
- Academic coursework (doing well in class, workload) (3)
- Living situation (residence hall life, roommate problems, experience as a commuter) (4)
- Deciding on a major/career path (5)
- Health (nutritious eating, physical fitness, healthy lifestyle, adequate sleep, stress management, emotional health) (6)
- Financial concerns (paying tuition, budgeting) (7)
- Developing skills related to note-taking, studying, time-management (8)
- Registration for next quarter courses (9)
- Homesickness (10)
- Finding places to study (11)
- Finding a job (while in school) (12)
- Obtaining tutoring assistance (13)
- Other (please specify) (14) ____________________

Q28 How confident do you feel that you will be able to address these anxieties/concerns by utilizing campus resources/offices?

- Very confident (1)
- Confident (2)
- Somewhat confident (3)
- Not confident (4)
Q29 After your first quarter at DePaul, how successful have you felt at . . .

<table>
<thead>
<tr>
<th>Activity</th>
<th>Very Successful (1)</th>
<th>Somewhat Successful (2)</th>
<th>Unsuccessful (3)</th>
<th>Very Unsuccessful (4)</th>
<th>N/A (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making friends and meeting people (1)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Maintaining relationships with others (friends and family members) (2)</td>
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<tr>
<td>Managing academic coursework (3)</td>
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<tr>
<td>Negotiating your living situation (residence hall life, roommate problems, experience as a commuter) (4)</td>
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<tr>
<td>Deciding on a major/career path (5)</td>
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<tr>
<td>Maintaining a healthy lifestyle (nutritious eating, physical fitness, healthy lifestyle, adequate sleep, stress management, emotional health) (6)</td>
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<tr>
<td>Addressing financial concerns</td>
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<tr>
<td>(paying tuition, budgeting)</td>
<td>o</td>
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<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Developing skills related to note-taking, studying, time-management</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Registering for next quarter courses</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Managing issues of homesickness</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>Finding places to study</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<td>o</td>
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<tr>
<td>Finding a job</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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<tr>
<td>Obtaining tutoring assistance (if needed)</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
<td>o</td>
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</tbody>
</table>
Q30 After completing your first quarter, how would you rate your level of satisfaction with the following aspects of campus life so far?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Very Satisfied (1)</th>
<th>Satisfied (2)</th>
<th>Neither Satisfied Nor Dissatisfied (3)</th>
<th>Dissatisfied (4)</th>
<th>Very Dissatisfied (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall DePaul experience (1)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Interactions with faculty (2)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Interactions with staff (3)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Sense of community with other students (4)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Supportive campus environment (5)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Opportunities for involvement (6)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Access to support resources (7)</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
<td>☑</td>
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<tr>
<td>Access to school/college office (8)</td>
<td>☑</td>
<td>☑</td>
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</tbody>
</table>

**Utilization of Services**
This section focuses on your utilization of various resources/services offered at DePaul. Please indicate your level of usage for each of the following.
<table>
<thead>
<tr>
<th><strong>Q32 What tools/resources/services did you utilize during your first quarter?</strong></th>
<th><strong>Never, but might have been helpful (1)</strong></th>
<th><strong>Once (2)</strong></th>
<th><strong>Two or more times (3)</strong></th>
<th><strong>N/A: I did not need this resource during my first quarter (4)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of Academic Advising Support (general advising, choosing a major, etc)</td>
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<tr>
<td>College advising office (general advising, choosing a major, academic planning, etc)</td>
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<tr>
<td>Dean of Students Office (health services, LGBTQ Student Services, community resources, general support/problem resolution, etc)</td>
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<tr>
<td>University Libraries (study space, research assistance, etc)</td>
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<tr>
<td>Writing Center</td>
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<tr>
<td>Math Tutoring</td>
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<tr>
<td>Office of Multicultural Student Success (STARS Mentor Program, MOC, WE, EXCEL, etc)</td>
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<tr>
<td>University Counseling</td>
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<tr>
<td>Services (8)</td>
<td>Center for Students with Disabilities (9)</td>
<td>DePaul Central (financial aid, student records, etc) (10)</td>
<td>Financial Fitness (financial planning, budgeting, etc) (11)</td>
<td>Student Employment (campus job board, in-person visit) (12)</td>
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</table>
Q33 What additional resources/information would you have liked to have had available during your first quarter? (Select up to 5)
- Access to financial aid counseling/information about paying for college (1)
- Information about managing personal finances (budgeting, managing credit, making responsible financial decisions) (2)
- Assistance negotiating roommate conflicts/issues (3)
- Securing on-campus housing for next academic year (4)
- Securing off-campus housing for next academic year (5)
- Information about securing an on-campus job (6)
- Information about securing an internship (7)
- Opportunities to improve study skills (note-taking, studying, time-management) (8)
- Access to tutoring and academic support (9)
- How to request accommodations through the Center for Students with Disabilities (10)
- Library tutorials, how to conduct research through the University Libraries, finding materials for class projects/papers (11)
- How to effectively utilize online resources (Campus Connection, D2L Digication, DPR, OrgSync, etc) (12)
- Assistance with deciding on a major/career path (13)
- Assistance with registration for Winter Quarter courses (14)
- Access to academic advising (course/degree planning) (15)
- Opportunities to promote a healthy lifestyle (nutritious eating, physical fitness, stress management, emotional wellness) (16)
- Support for dealing with homesickness or other emotional concerns/issues (17)
- Information about study abroad opportunities (18)
- Opportunities for student leadership (19)
- Opportunities for community service (20)
- Opportunities to practice my faith/explore faith traditions (21)
- Opportunities to explore diverse perspectives, cultures and traditions (22)
- Opportunities to make connections with other students (23)
- Opportunities to make connections with faculty and staff within my college/major (24)
- Other (please specify) (25) ____________________

Q34 Do you plan on returning to DePaul for Winter Quarter?
- Yes (1)
- No (2)
- I'm Not Sure (3)

Q35 If no, what factors influenced your decision not to return?

Learning about Campus Resources
You have randomly been selected to answer the following three short questions as part of the Office of New Student and Family Engagement's assessment of student learning about campus resources. Please read each brief scenario and then list which campus resources/support services could best help address each student situation.
Q37 Your friend shares with you that she is concerned that she may not be able to afford tuition next quarter and that she is having trouble managing her expenses. Please list the DePaul resources/support services you think are available to assist your friend.

Q38 Your friend shares with you that he has been feeling depressed lately. You observe that he has withdrawn from his friends, has lost his appetite, and has been sleeping much more than usual. Please list the DePaul resources/support services you think are available to assist your friend.

Q39 After midterms, your friend got her grades back and she is not doing well in her classes. She wants help pulling up her grades and wonders if she is in the right major. Please list the DePaul resources/support services you think are available to assist your friend.