

## First Year Seminar Report: Fall 2009 and 2010

### Fall 2009

- In fall 2009, 100 First-Year Seminars were offered campus-wide, serving 2288 first-time, full-time students.
- Of those, 33 were Themed Learning Communities (TLCs) and 19 were linked to the Summer Bridge Program
- University College offered 38 U110 first year seminars, including 7 on-line sections.
- All University College first-year seminars incorporated the Personal Development Plan (PDP) as a required curricular element.
- Campus-wide, approximately 1,250 students in 52 first-year seminar sections completed a PDP.

### Fall 2009 First-Year Seminar Effect on Retention Rates: First-Time, Full-Time Students

	N	Fall to Spring Retention	Fall to Fall Retention	Fall to Fall Retention Adjusted*
First-Year Seminar	2232	91%	77%	77%
Non-Participants	228	82%	65%	67%
Overall	2460	91%	76%	

Note 1: Students who were Administratively Withdrawn or Withdrew are excluded (N=56).

\* Adjusted by taking into account HS GPA, SAT score, and Gender.

### Fall 2010

- During Fall 2010, 100 First-Year Seminars were offered campus-wide, serving 2212 first-time, full-time students
- Of those, 32 were Themed Learning Communities (TLCs) and 19 were linked to the Summer Bridge Program
- The majority (47) of the first-year seminars were standalone sections (serving 903 students) and a total of 16 sections, serving 323 students, formed a Learning Community meaning that the first-year seminar course was mechanically linked to a discipline course such as English, Math, Communications, or Psychology.
- University College offered 38 U110 first year seminars (6 of these were on-line or “hybrid sections” in which there was a significant amount of online work).
- All University College first-year seminars incorporated the Personal Development Plan (PDP) as a required curricular element.
- A total of 346 Fall 2010 first-year seminar students participated in pilot electronic PDP (ePDP) sections. The ePDP sections included the following: two Business, three Engineering, two Informatics, three Nursing, two Psychology, one Technology, and three University College.
- Analysis of covariance (ANCOVA) results suggested the seminar students participating in ePDP sections had marginally significantly higher fall adjusted semester GPAs (2.89) compared to nonparticipants (2.79), even after High School GPAs, SAT scores, Gender, Ethnicity, Summer Bridge, and Themed Learning Community participation were entered as covariates ( $p < .10$ ).
- The group of 183 first-time, full-time students who do not participate in seminars, TLCs, or Summer Bridge are particularly at-risk for academic failure and attrition.

### Fall 2010 First-Year Seminar Effect on Retention Rates: First-Time, Full-Time Students

	N	Fall to Spring Retention	Fall to Spring Retention Adjusted*
First-Year Seminar	2156	91%	91%
Non-Participants	183	84%	84%
Overall	2339	91%	

Note 1: Students who were Administratively Withdrawn or Withdrew are excluded (N=56).

\* Adjusted by taking into account HS GPA, SAT score, and Gender.