Below is a snapshot of the data obtained by the OFYE from this year’s first-year assessment. The survey was completed by 339 students making it generalizable to the class at a 95% confidence rate with a 5% confidence interval.

A few notes from this year’s experience...

- Facilitators were asked to have 3 individual meetings & 3 group meetings with their students
- Students were asked to complete a self-directed learning experience focused on South Bethlehem
- The Seminar continued to be anchored in bLUeprint and used the Draft Book as a reflection tool
- A weekly email was sent to first-year students providing updates and academic tools for their transition
- Facilitators were provided 3 meals to eat with students in the dining halls

### 2012/2013/2014 Comparison

<table>
<thead>
<tr>
<th>Year</th>
<th>Seminar Facilitator Helped with Transition</th>
<th>Explored South Bethlehem</th>
<th>Would Recommend the Seminar to Incoming Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>16%</td>
<td>49%</td>
<td>31%</td>
</tr>
<tr>
<td>2013</td>
<td>28%</td>
<td>44%</td>
<td>32%</td>
</tr>
<tr>
<td>2014</td>
<td>29%</td>
<td>59%</td>
<td>43%</td>
</tr>
</tbody>
</table>

The evolUtion seminar facilitator was the highest rated faculty or staff member who has been helpful in a student’s transition to Lehigh (compared to professors and academic advisors.)

- 41% of students agreed that they can explain the purpose of bLUeprint
- 82% of students agreed they can state the Five Foundations of Success
- Approximately 55% of students stated that attending 5x10 events helped them learn more about the Five Foundations for Student Success
- 38% of students agreed that they were more comfortable with their evolUtion group after participating in the ropes course
- 47% of students agreed that meeting with their seminar facilitator individually was beneficial to their experience.

- 82% of students stated that they have established academic and personal goals for themselves
- Managing money/finances has been the most difficult element of the personal transition for 41% students

**Draft Book:**
Students indicated the most useful elements of the Draft Book were:
- 46% said the academic calendar
- 44% said the GPA calculation sheet
- 35% said the resource and information pages
**bLUeprint is...**

“A method of reflecting upon experiences and tying themes together between different experiences so that we may begin to see these themes throughout our life and school work.

“bLUeprint is a guide to personal, academic, and social growth and development. It helps students connect and explore more about themselves, Lehigh, and the community as a whole.”

“bLUeprint is a way for students to map out their thoughts and plans whilst attending Lehigh University. The program allows students to think about their future goals with respect to the university and gives them an opportunity to reflect and make changes based on their progress.”

Of the students who would recommend the seminar, 46% said it was because they met new people/made friends and 30% said because they learned useful information about Lehigh

“[The seminar] is a good way to explore different topic areas that might not seem interesting or worthwhile at the time, but will ultimately make you a more well-rounded individual.”

“[The seminar] is a great way to meet people and understand why the five foundations relate to all aspects of the Lehigh experience.”

**Moving forward...**

- Based on this data and facilitator feedback we would like to have the groups meet 4 times as a group and have two individual meetings with the facilitators; one at the beginning and one at the end of the semester.

- In addition to the ropes course, one of the group meetings should be an experiential learning opportunity in South Bethlehem.

- We will consider theme based seminar sessions.

- We will promote the bLUeprint Showcase early in the semester.

- We will review alternative benefits for students (e.g. early registration, graduation requirement, etc.) Currently the registration delay is the motivator for many students to complete the experience.

- Offer an athlete-only first-year experience

- Begin earlier in the semester, which would require the use of the registrar’s class scheduling system

- Include an experiential learning opportunity into the seminar group meetings (have this before the ropes course or immediately after)

- Create themes for the seminar that students can select from to create more authentic engagement

- Consider a choice for students (a group experience or a self-guided experience so that students are more engaged)

- Reduce size of groups to 12-15 students (which would require approximately 84 groups)

**Facilitator stats**

- 75 facilitators (out of 82) completed the final survey, making this data generalizable to all facilitators.

- 39% facilitated for the first time

- 61% returned to the role

- We had 7 groups of faculty/staff who partnered on the seminar

- 90% of the facilitators indicated that the stipend amount was worth the time they put into the seminar

- The most rewarding aspect for the facilitators was the individual meetings (84%)

- 63% used all three meals

  Only 12% did not use the provided meals

**Suggestions from facilitators:**

- Offer an athlete-only first-year experience

- Begin earlier in the semester, which would require the use of the registrar’s class scheduling system

- Include an experiential learning opportunity into the seminar group meetings (have this before the ropes course or immediately after)

- Create themes for the seminar that students can select from to create more authentic engagement

- Consider a choice for students (a group experience or a self-guided experience so that students are more engaged)

- Reduce size of groups to 12-15 students (which would require approximately 84 groups)