



**Annual Assessment Report Template: Learning**  
Academic Year: 2015-2016

**Date of Report Submission:** July 8, 2016

**Name of Department:** New Student and Family Engagement

**Name of Contact Person:** Tom Menchhofer, Toni Fitzpatrick

**Name of Person(s) completing report or contributing to the project:** Toni Fitzpatrick, Danny Lebowitz

**I. Abstract**

The original purpose of this year's assessment project was to evaluate student learning from the Common Hour curriculum within the Chicago Quarter through an identical pre and post quarter questionnaire. After developing the questionnaire it was decided that the first year of the project would be a pilot year to assist us in strengthening the tool to roll out to all new students for fall 2016. A small, random sample of 313 students from 14 sections of the Chicago Quarter (7 sections of Discover Chicago and 7 sections of Explore Chicago were randomly selected) participated in the pilot assessment. Of the total sample, 106 students completed the pre quarter questionnaire and 106 students completed the post-quarter questionnaire. A total of 43 students completed both the pre and post-quarter questionnaires (this group is our "matched" sample). The results of the project were analyzed in the beginning of 2016 with a focus on improving the questionnaire for fall 2016. While some findings around student learning were statistically significant the focus of this year's project was to strengthen the quality of the questionnaire as a tool for measuring learning.

**II. Assessment Question**

To what extent are students demonstrating learning as a result of completing Common Hour?

**III. Learning Outcome Assessed**

**Departmental Learning Outcome #1:** Students who participate in the Office of New Student and Family Engagement programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.

**Program Learning Outcome #1.2:** New students who participate in the Chicago Quarter program will identify academic and social resources to help navigate their transition to DePaul.

**IV. Introduction & Context**  
**University Context**

The Chicago Quarter is a required credit-bearing course all new freshmen complete during their first quarter on campus. The Chicago Quarter program is unique to DePaul, but the idea of a first year seminar course is very common and is considered a high-impact practice aimed at improving student success and retention into the second year (Kuh, 2008). While the Chicago Quarter program is widely admired both on and off-campus we currently do not have any data to represent what our new students are learning in the Common Hour and how that learning might improve student success. New Student & Family Engagement is responsible for the Common Hour portion of the program which supports students' academic and social transition to the university by providing education and information on university life, resources, and how

to be a successful student. The Common Hour is central to the mission of NSFE and to understand how well we are meeting our mission it is critical that we understand student learning. Finally, this project directly addresses Vision 2018 outcome 1A. to focus the entire university community on student learning and success.

This assessment project connects to existing literature on first-year student success as well as research on teaching and learning. Kuh's (2008) research has proved and validated the impact of first year seminar courses on a broad level. This research allows us to have a sense of confidence in the impact of the Chicago Quarter, but also challenges us to seek to better understand the impact of the program within the context of a DePaul education. In the last year NSFE has worked with campus partners to better integrate the Common Hour curriculum by using Fink's (2003) research on significant learning. Research by Fink (2003) highlights the need for integrated course design in order to create opportunities for significant learning. Integrated course design includes the standard components of course design (learning outcomes, teaching activities, assessing learning, environment), but rather than look at each component separately Fink's model highlights the need to recognize how each of these components connects to one another. This type of learning is critical to student success which has been outlined in Tinto's (1999) conditions for student success as it relates to retention and persistence. This integration must include a variety of dimensions outlined in Fink's taxonomy of significant learning. Caring and the human dimension are two key areas of the taxonomy with relevance to Common Hour. Students also must have an opportunity to learn about themselves and others in the academic setting. Additionally, students must be provided a chance to develop new feelings and values during the learning experience. The results of future assessment of student learning will allow us to understand the impact of an integrated curriculum and will likely present an opportunity to continue to integrate content across lessons and even re-consider content.

### *References*

- Kuh, G.D. (2008). High Impact Educational Practices: What they are, who has access to them, and why they matter. Washington, D.C.: Association of American Colleges and Universities
- Fink, D.L. (2003). Creating significant learning experiences: An integrated approach to designing college courses. San Francisco: Jossey-Bass.
- Tinto, Vincent (1999) Taking retention seriously: Rethinking the first year of college. NACADA Journal: Fall, Vol. 19, No.2, pp. 5-9.

## **V. Data Collection & Methodology**

### **Data Collection**

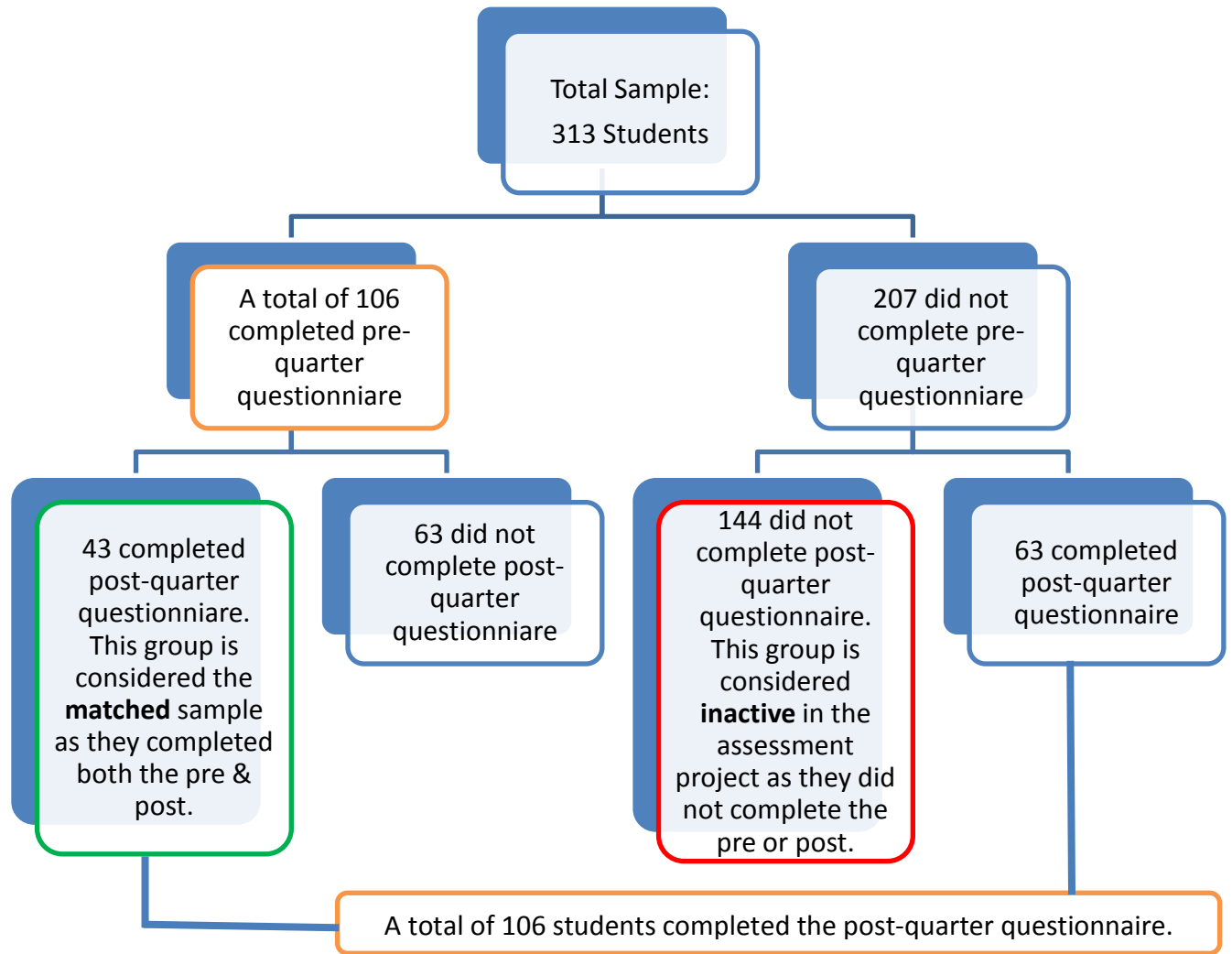
To assess student learning a standardized questionnaire was developed using qualtrics (see appendix a). The questions included in the questionnaire were developed around the learning outcomes for each Common Hour lesson plan. A brief sample of the questions is below (correct answers in yellow) and the complete questionnaire can be found in the appendix.

- What is the Vincentian Question?
  - How can I help?
  - Why do we do this?
  - What must be done?
  - I'm not sure.
- From the list below select the **TWO** best strategies that you could use to be academically successful:
  - Reflecting on the times I have done well and the times I have struggled.
  - Using strategies I used in high school.
  - Studying for a long-stretch of time the night before a test.
  - Studying a little bit before and after each class.

- I'm not sure.
- From the items below select the things you need to do to plan for your next quarter of classes. Select all that apply:
  - Review my degree requirements.
  - Meet with my advisor.
  - Check for any holds or to-do's in campus connect.
  - Consider pre-requisites for class I want to enroll in.
  - I'm not sure.
- Take a look and click on the area where you can find out if you have any items to resolve that would prevent you from registering for classes. When clicking ensure the red dot is in the appropriate area.  
(Screenshot of Campus Connect provided in qualtrics.)
- Imagine you are at a party with friends where alcohol is present. From the list below select **THREE** ways you could stay safe if you choose to drink:
  - Avoid mixing drugs, including alcohol.
  - Drink things like coffee or energy drinks to wake you up.
  - Measure your own drinks.
  - Go to bathroom frequently to let the alcohol out of your system.
  - Make a plan with a friend.
  - I'm not sure.

The questionnaire was distributed to new students prior to the start of the fall quarter and then again after the fall quarter ended. Students had approximately 10 days to complete the pre-quarter questionnaire and about two weeks to complete the post-quarter questionnaire. Because we were assessing learning that occurred as the result of the Common Hour curriculum our population was only new students. We were not seeking to explore learning as it connects to any specific demographics; therefore, no demographic information was collected. However this may be of interest in future years.

A total of 2,548 new students were registered for a Chicago Quarter course prior to the start of the fall quarter. Of this population, a random sample of 313 students from 7 Discover Chicago and 7 Explore Chicago sections were invited to participate via email. The detailed breakdown of the sample is represented below with the key numbers highlighted in orange, red, and green.



## Data Analysis

Data was analyzed two different ways in order to examine how students demonstrated learning. First, survey results for all students who completed the post-quarter questionnaire were scored to determine how many questions a student answered correctly. Students had to correctly answer 70% of the questions to have “acceptable performance”. Second, survey results from the matched sample of 44 students were coded into SPSS and then analyzed using McNemar’s test to determine if students demonstrated a statistically significant change in their responses between the pre and post-quarter questionnaire. Danny Lebowitz, a second year graduate student, conducted the analysis. Scoring guides and both types of data analysis are available in appendix b.

## Participant Consent

Formal consent was not obtained from students for participation in this project because the hope is to use this learning survey as regular part of the program in the future to guide program improvement. However, students had the option of not completing the questionnaire or stopping their participation at any point

during the questionnaire. Therefore consent was assumed based on participants volunteering their responses.

## VI. Data & Results

As previously outlined, the pilot sample included 313 students from 14 sections of the Chicago Quarter (7 sections of Discover Chicago and 7 sections of Explore Chicago were randomly selected). Of the total sample, 106 students completed the pre quarter questionnaire and 106 students completed the post-quarter questionnaire with 43 students completing both questionnaires.

The threshold for acceptable performance was answering 70% of the questions correctly; this threshold aligns with the requirements in a traditional academic setting. Out of 106 students who completed the pre-quarter questionnaire, 79 students (74.5%) met or exceeded the threshold of acceptable performance. 57 of 63 students (90%) met or exceeded this threshold on the post questionnaire. The matched sample of 43 students (those who completed both the pre and post-quarter questionnaire) showed an increase from 32 students (74%) meeting or exceeding the threshold in the pre-quarter questionnaire to 37 (86%) of students meeting or exceeding the threshold in the post-quarter questionnaire.

Before sharing additional findings it is important to note the small sample size makes it impossible to make broad generalizations based on the data. Additionally, it is not possible to say with confidence that our program level outcome is being met. Again, we were in a pilot year and had a very small sample. Based on the analysis of the data collected the most important key findings when comparing the pre and post-quarter questionnaire data (only drawing from the matched sample) are below. The percentages below represent the percent increase in correct answers when comparing the pre and post data.

- New students demonstrated a 25% increase in knowledge of campus resources they can utilize when having a difficult time in class (see question #5 in appendix for raw data).
- New students demonstrated a 25% increase in knowledge of strategies they can use to be academically successful (see question #6 in appendix for raw data).
- New students demonstrated a 27% increase in knowledge of strategies they can use to explore major and career options alongside their interests (see question #11 in appendix for raw data).
- New students demonstrated a 36% increase in knowledge of the Vincentian question (see question #2 for raw data).
- New students demonstrated a 37% increase in knowledge of when to register for the next quarter's classes (see question #13 for raw data).
- New students demonstrated a decrease in knowledge around consent in the two items from the questionnaire below (see question #23 in appendix for raw data):
  - TRUE/FALSE STATEMENT: Once consent is obtained, you can assume consent is also given for every sexual act following.
    - There was a 14% decrease in students answering this question correctly.
  - TRUE/FALSE STATEMENT: If both people are drunk, sexual assault cannot happen.
    - There was a 16% decrease in students answering this question correctly.

<b>Program Level Learning Outcome</b>	<b>Department Level Learning Outcome</b>	<b>Number of Students Assessed</b>	<b>Number of Students with Acceptable or Better Performance</b>
<b>Program Learning Outcome #1.2:</b> New students who participate in the Chicago Quarter program will identify academic and social resources to help navigate their transition to DePaul.	<b>Departmental Learning Outcome #1:</b> Students who participate in the Office of New Student and Family Engagement programs and activities will utilize appropriate academic and social resources to navigate their transition to DePaul.	43	37

## VII. Discussion & Interpretation of Results

This year's questionnaire was implemented as a pilot with a focus on improving the tool for a full implementation in the fall of 2016.

- New students showed an increase from 32 students (74%) meeting or exceeding the threshold in the pre-quarter questionnaire to 37 students (86%) meeting or exceeding the threshold in the post-quarter questionnaire. Again, the threshold for acceptable performance was answering 70% of the questions correctly.

The main takeaway for NSFE from this assessment project is in regards to the tool we used to assess student learning. Through data analysis we were able to see which items on the questionnaire needed revisions and are now able to strengthen the tool for implementation this fall. In the items above you can see there are some concerning decreases in knowledge around consent. While an initial reaction to this data might be one of panic, we have looked closely at the questions to identify weaknesses in the writing of the items. The items above may be clear to higher education professionals, but from the perspective of a new student these items require increased cognition as they make sense of the statements. We have already met with partners in Health Promotion & Wellness to re-write these statements in clear and simple language. We have found similar concerns with other items in the questionnaire and have already made progress in revising items. We are very much looking forward to having a stronger tool for this fall and look forward to having a larger, representative sample to truly understand what new students are learning in Common Hour. By reviewing the pre-quarter data we will also have a sense of what students learn after attending Premiere DePaul (another NSFE program).

In addition to the challenges of a small sample there were other challenges we faced with this project. Many of our campus partners have an interest in learning about students' feelings before and after Common Hour. While NSFE is also interested in students' feelings during the transition from high school to college we are focused on direct assessment of student learning with this assessment project. We continue to have this conversation with campus partners and are considering other ways to assess students' feelings using other means.

This assessment project will be a significant contribution to the work of NSFE. After next year we hope to have a strong sense of what students are learning as a result of Common Hour. By understanding student learning or a lack of student learning we can move forward with making decisions about the future of the Common Hour curriculum. We will be able to ask more questions about what students know, what they need to know based on research around student success, how students best learn, and lead campus partners through a review of the curriculum.

Finally, this assessment project has brought to light a need to discuss and re-consider NSFE's department learning outcomes. Currently the outcomes do not accurately reflect the academic experience of the Common Hour. The outcomes can loosely be connected to Common Hour, but currently they do not make a strong statement about what students will learn as a result of Common Hour.

## VIII. Recommendations and Plans for Action

### Recommendations

Again, this was a pilot year for this assessment project and our focus was on improving the tool. Based on what we learned about the tool the questionnaire has been revised and strengthened. In some cases we found the questions were too easy while in other cases we found the wording of questions/answers was too complex. A sample of the revisions is provided below. Yellow indicates the correct answer(s).

Based on a high number of students getting the correct answer in the pre-quarter questionnaire we revised the questions below to be present students with more of a challenge:

- **2015 Question:**  
The three defining characteristics of DePaul are Urban, Vincentian and \_\_\_\_\_.  
Drop Down Box Options: Catholic, Lutheran, Methodist, I am not sure.
- **2016 Revised Question:**  
From the list below select the **THREE** defining characteristics of DePaul.
  - Urban
  - Jesuit
  - Methodist
  - Catholic
  - Vincentian
  - I'm not sure.
- **2015 Question:**  
From the list below select **ONE** department you can go to if you were undeclared, undecided, or wanted to explore your different major options.
  - College Office
  - Office for Academic Advising Support (OAAS)
  - DePaul Central
  - Dean of Students
  - I'm not sure.
- **2016 Revised Question:**  
From the list below select **THREE** reasons a student should visit the Office for Academic Advising Support (OAAS)?
  - To inquire about adding a second major or a minor
  - To discuss scholarship and financial aid concerns
  - To submit final high school transcripts
  - To explore their academic options at DePaul
  - To identify their interests, skills, and values
  - I'm not sure.

Based on a decrease in the number of students getting the correct answer in the post-quarter questionnaire we revised the questions and answer choices below to be more clear and less complex for students to work through:

○ **2015 Question:**

Read the statements below and indicate whether the statements are true or false.

- The absence of 'NO' does not mean 'YES'. (TRUE)
- Consent cannot be obtained from individuals who are incapacitated in any way, including as a result of drugs and/or alcohol. (TRUE)
- Consent must be explicit and voluntary. (TRUE)
- Once consent is obtained, you can assume consent is also given for every sexual act following. (FALSE)
- If both people are drunk, sexual assault can't happen. (FALSE)

○ **2016 Revised Question:**

Read the statements about consent below and select THREE statements that are TRUE about consent.

- Consent must be both a verbal and physical yes.
- Consent can be obtained from individuals who are incapacitated, including as a result of alcohol and/or drugs.
- Consent can be withdrawn at any time.
- Consent must be voluntary.
- Once consent is obtained it is assumed for every sexual act following.
- I'm not sure.

○ **2015 Question:**

Which of the statements below is true regarding of the definition of privilege?

- Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual level only.
- Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual and institutional level.
- Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual level only.
- Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual and institutional level.
- I am not sure.

○ **2016 Revised Question:**

From the statements below select the statement that is true regarding of the definition of privilege.

Privilege refers to the benefits, rights, and access given based on:

- Someone's social identities and exists at an individual level only.
- Someone's personal accomplishments and exists at an individual and institutional level.
- Someone's social identities and exists at an individual and institutional level.
- Someone's personal accomplishments and exists at an individual level only.
- I'm not sure.

The complete revised questionnaire can be found in the appendix. The questionnaire will be rolled out to all new students in mid-August this year. The hope is that pilot year allowed us to strengthen the tool and will provide more reliable data. With this in mind, the results of the 2016 questionnaire will allow us to better understand student learning as well as understand the impact of an integrated curriculum. With the results, we will have an opportunity to continue to integrate content across lessons and even re-consider content.



## Action Plan

A timeline for 2016 planning is below:

**April:** Findings were shared with Common Hour partners who collaborated on each lesson. Common Hour partners will review the findings and adjust questions for the fall 2016 questionnaire.

**May:** Follow up with partners and edit and draft questions as necessary.

**June:** Finalize questionnaire in consultation with Student Affairs Assessment Coordinator. Review email drafts and update as necessary.

**July:** Test the questionnaire and emails with current students.

<b>August 15:</b>	Students who attended Premiere DePaul (PD) orientation sessions 1-11 receive email with pre-quarter questionnaire.
<b>August 26:</b>	Students who attended Premiere DePaul (PD) orientation session 12 receive email with pre-quarter questionnaire.
<b>August 29:</b>	PD 1 – PD 12 students receive reminder email
<b>August 31:</b>	PD 13 students receive email with pre-quarter questionnaire
<b>Sept. 6:</b>	PD 13 students receive reminder email
<b>Sept. 9:</b>	Pre-Quarter Questionnaire Closes
<b>Oct. 31:</b>	Discover Chicago students receive email with post-quarter questionnaire
<b>Nov. 7:</b>	Discover Chicago students receive reminder email
<b>Nov. 18:</b>	Explore Chicago students receive email with post-quarter questionnaire
<b>Nov. 21:</b>	Explore Chicago students receive reminder email
<b>Dec. 2:</b>	Post-Quarter Questionnaire Closes

The results of future assessment of student learning will allow us to understand the impact of an integrated curriculum and will likely present an opportunity to continue to integrate content across lessons and even re-consider content.

## Sharing the results

Results of the assessment project have been shared with campus partners who contribute to the Common Hour curriculum, NSFE staff, and other staff around the Division of Student Affairs. Since this was a pilot year results will not be widely shared this year, but there will be plans of sharing more broadly next year.

Fall  
2015

# Chicago Quarter

## Common Hour Pilot Survey Report

Pilot survey data was collected to assess student learning of Common Hour content over Chicago Quarter in the fall of 2015.

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New Student and Family Engagement  
DePaul University  
4/28/2016

## Sense of Belonging & Community

### Overview

The purpose of common hour is to explore what it means to be a part of the worldwide Vincentian Family and the DePaul community. Students develop safe space guidelines to deepen their Common Hour community experience. They also learn about the Urban, Catholic, Vincentian mission at DePaul and how that relates to their lives today. These objectives will be framed by an introduction to the Vincentian family via the person of St. Vincent DePaul and the rich Vincentian history and values into which they are entering.

### Lesson Outcomes

The Sense of Belonging & Community lesson addresses the following Common Hour learning outcomes:

- Identify the importance of Safe Space Guidelines to be used during class dialogues
- Articulate the invitation to participation in community as a core characteristic of DePaul's Vincentian mission
- Name the three distinguishing marks of DePaul's mission: Urban, Catholic and Vincentian
- Recognize how St. Vincent de Paul, his history and his call to serve are relevant to the DePaul University community today.
- Understand the Vincentian question: What must be done?

### Lesson Survey Questions

**Question 1:** The three defining characteristics of DePaul are Urban, Vincentian and\_\_\_\_\_.

- Lutheran
- Catholic
- Methodist
- I'm not sure

**Question 2:** What is the Vincentian Question?

- How can I help?
- Why do we do this?
- What must be done?
- I'm not sure

**Question 3:** I have been invited to be a Vincentian?

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

**Question 4:** I see how St. Vincent de Paul's mission can influence the DePaul University Community.

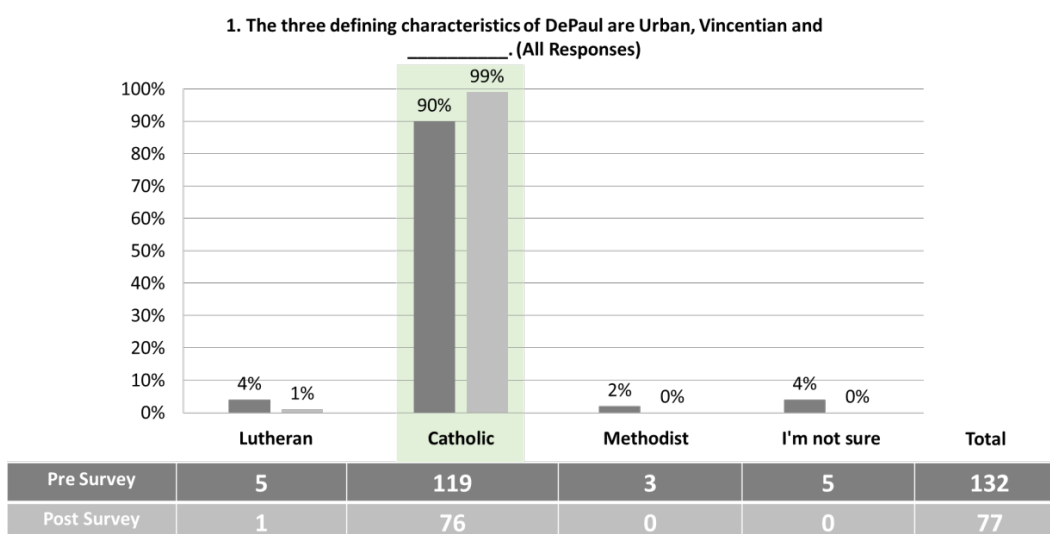
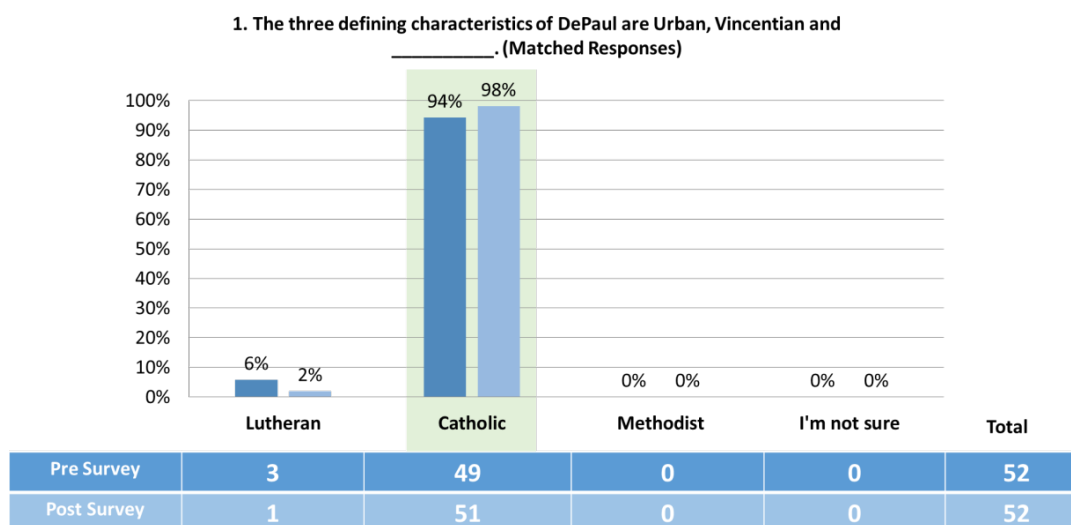
- Strongly Agree
- Agree
- I'm not sure
- Disagree

## Findings

**Question 1:** The three defining characteristics of DePaul are Urban, Vincentian and \_\_\_\_\_.

- Out of 52 matched responses from the pre quarter survey, 49 (94%) were correct.
- Out of 52 matched responses from the post quarter survey, 51 (98%) were correct.
- Out of 132 total responses from the pre quarter survey, 119 (90%) were correct.
- Out of 77 total responses from the post quarter survey, 76 (99%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*

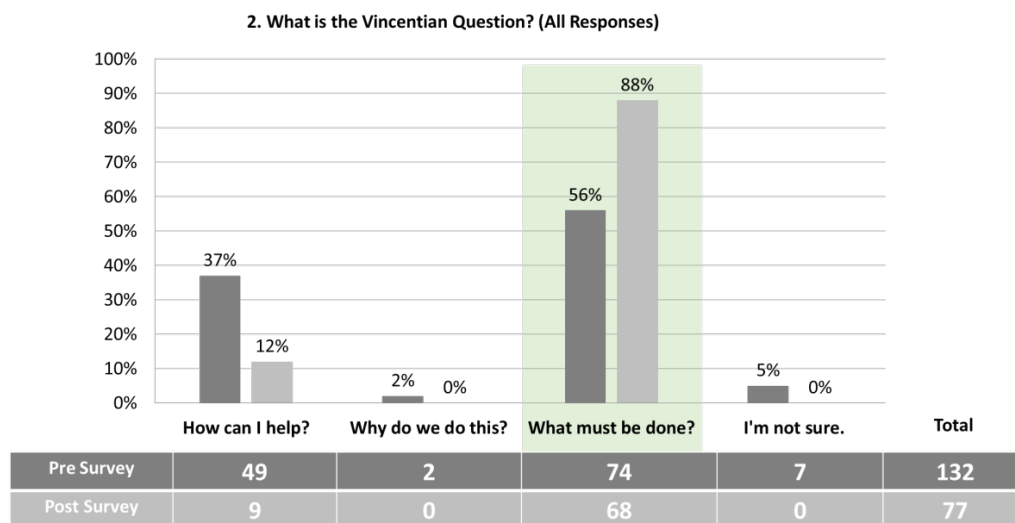
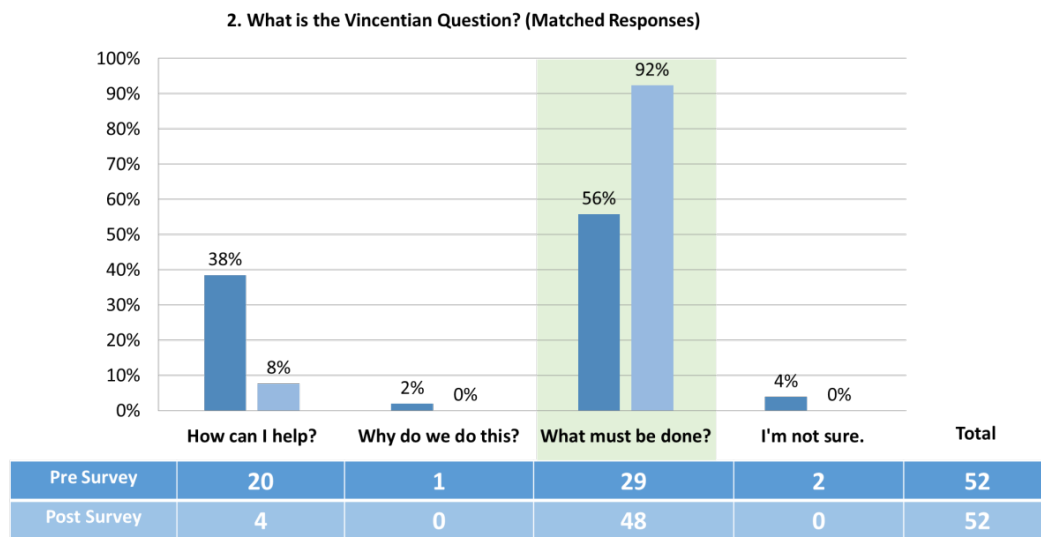


**Question 2:** What is the Vincentian Question?

Answers: What must be done?

- Out of 52 matched responses from the pre quarter survey, 29 (56%) were correct.
- Out of 52 matched responses from the post quarter survey, 48 (92%) were correct.
- Out of 132 total responses from the pre quarter survey, 74 (56%) were correct.
- Out of 77 total responses from the post quarter survey, 68 (88%) were correct.

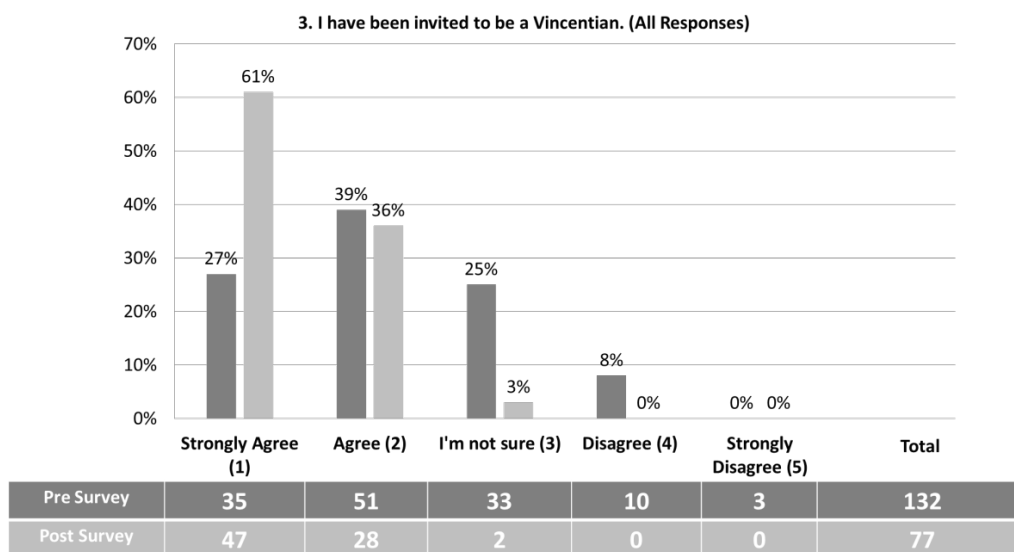
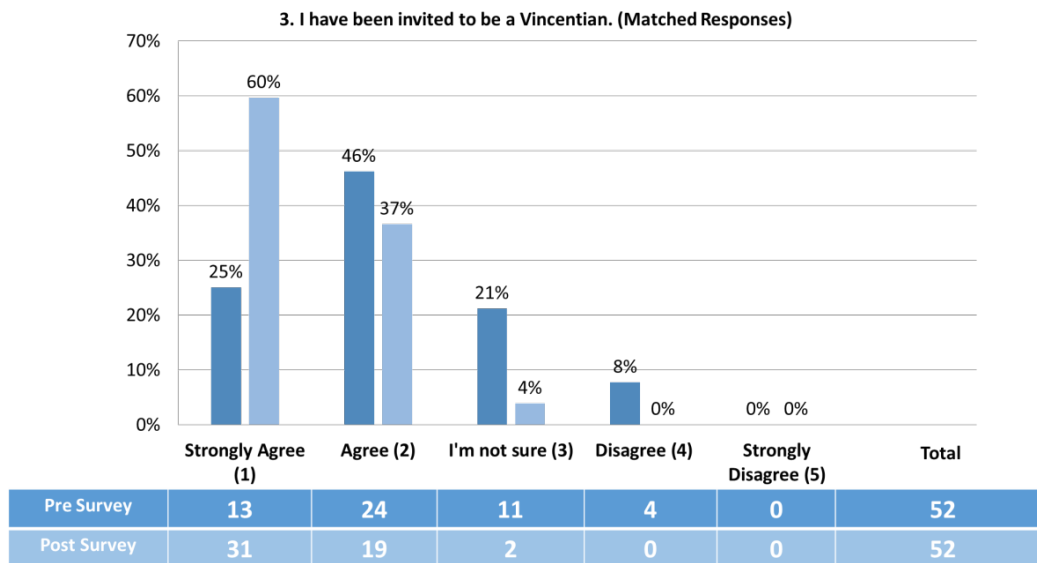
*The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.***



**Question 3:** I have been invited to be a Vincentian?

- Out of 52 matched responses from the pre quarter survey, 37 (71%) agreed, resulting in a mean score of 2.12 (SD=0.88)
- Out of 52 matched responses from the post quarter survey, 50 (96%) agreed, resulting in a mean score of 1.44 (SD=0.57)
- Out of 132 total responses from the pre quarter survey, 86 (65%) agreed.
- Out of 77 total responses from the post quarter survey, 75 (97%) agreed.

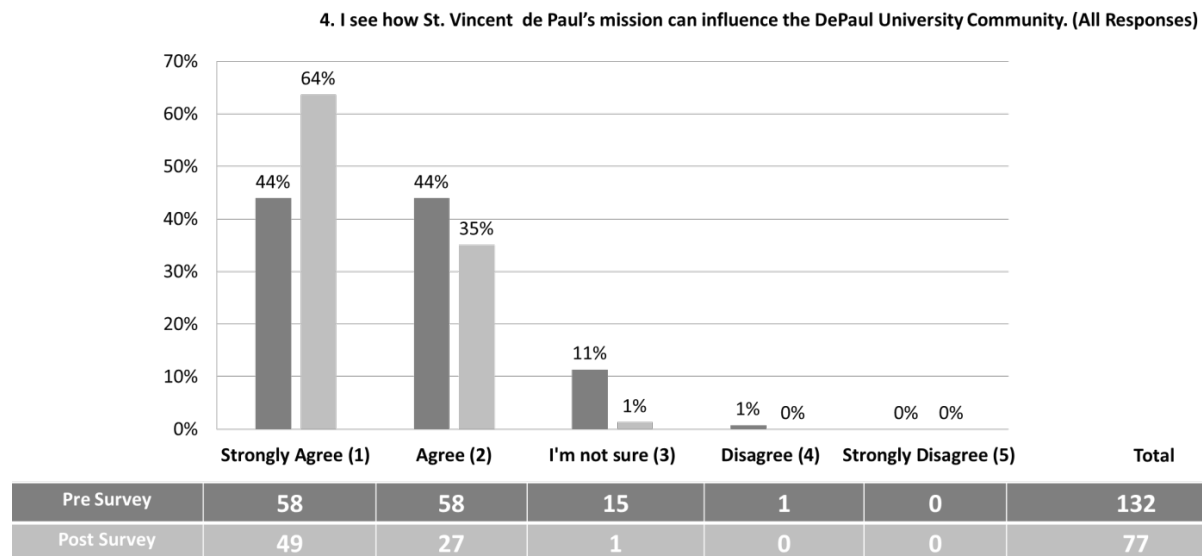
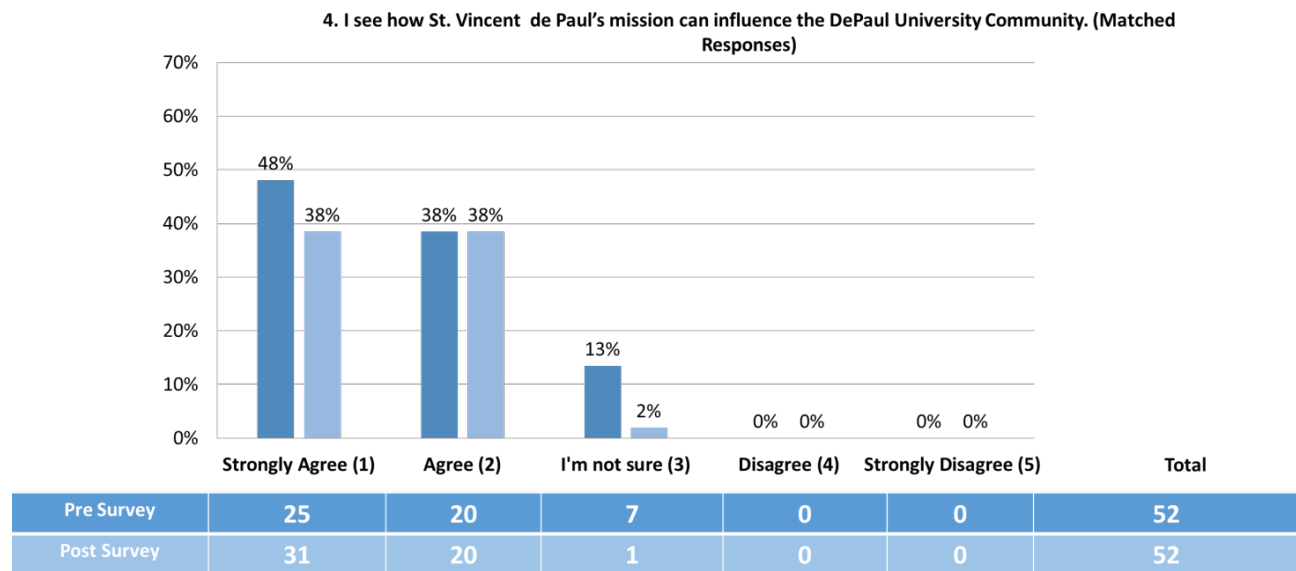
The mean score increased over time. **There is a statistically significant difference based on the way students responded to this question.**



**Question 4:** I see how St. Vincent de Paul's mission can influence the DePaul University Community.

- Out of 52 matched responses from the pre quarter survey, 45 (87%) agreed, resulting in a mean score of 1.65 (SD=0.88)
- Out of 52 matched responses from the post quarter survey, 51 (98%) agreed, resulting in a mean score of 1.42 (SD=0.57)
- Out of 132 total responses from the pre quarter survey, 116 (88%) agreed.
- Out of 77 total responses from the post quarter survey, 76 (99%) agreed.

The mean score increased over time. **There is a statistically significant difference based on the way students responded to this question.**



## Interpretations

**Question 1:** The high percentage of students who answered this question correct in the Pre Quarter survey suggests that there may have been prior knowledge. There was a slight increase on the number of correct responses. This is also the first question on the questionnaire. It had highest rate of response and was not difficult to answer.

**Question 2:** There was a significant increase on the number of correct responses. This is also the second question on the questionnaire. It had highest rate of response and was not difficult to answer.

**Question 3:** This question does not directly measure learning. It does, however measure feeling. On average, students' feelings moved towards Strongly Agree.

**Question 4:** This question does not directly measure learning. It does, however measure feeling. On average, students' feelings moved towards Strongly Agree.

## Recommendations

**Question 1:** This question could be more challenging; however it is a great question to start the survey. Depending on what you would like to know more about, you can adjust which word is blank in the question (i.e. taking out Urban or Vincentian). This will make the question more challenging as well. An alternative is to adjust the current options you can select from. For example you could replace Methodist (because no one selected it) and replace it with "Christian" and "Protestant" to make the question more difficult.

**Question 2:** Keep this question as is.

**Question 3:** This question should be removed because it does not directly assess student learning.

**Question 4:** This question should be removed because it does not directly assess student learning.



## Academic Success

### Overview

The goal of this lesson is for students to consider their definition of academic success. The conversations around these topics lead into activities that provide practical skills and tips for academic success.

### Lesson Outcomes

The Academic Success lesson addresses the following Common Hour learning outcomes:

- Articulate what academic success means based on their own experience.
- List common things that get in the way of academic success.
- Reference one or two strategies or skills to become academically successful.
- Identify campus resources to connect to during and beyond their first quarter for support.

### Survey Questions

**Question 5:** From the list below select THREE departments a student can go to when they are having a difficult time in class.

- University Libraries
- Student Records
- Center for Students with Disabilities
- Writing Center
- Financial Aid
- I am not sure

**Question 10:** From the list below select the TWO best strategies a student could use to be academically successful.

- Reflecting on the times they have done well and the times they have been challenged.
- Using high school study strategies.
- Planning to study the night prior to a test.
- Studying a little bit before and after each class.
- I am not sure

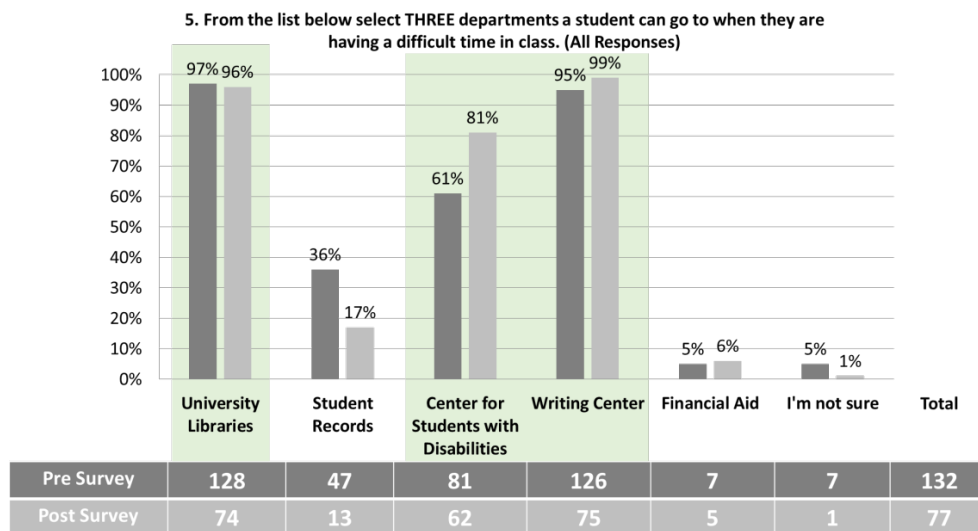
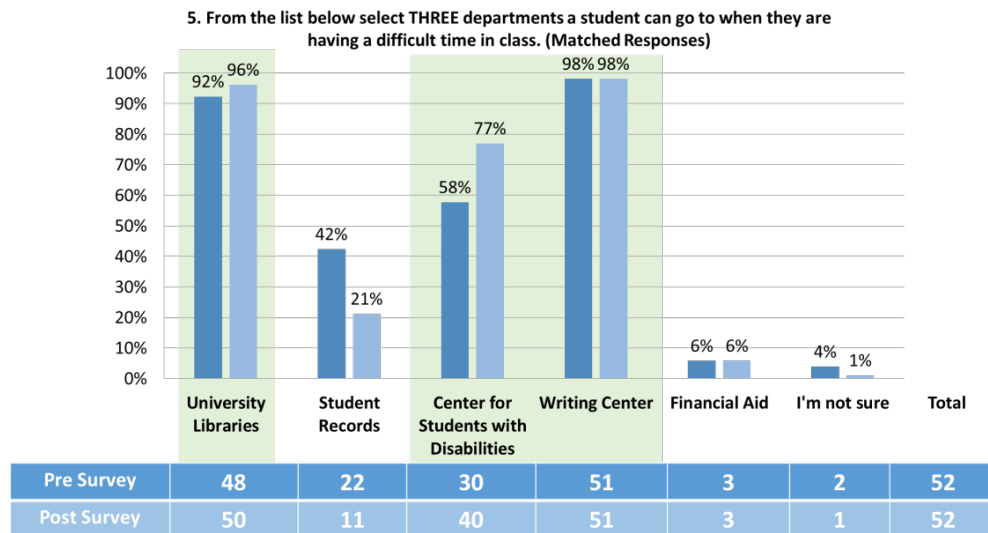
## Findings

**Question 5:** From the list below select THREE departments a student can go to when they are having a difficult time in class.

Answers (must select all three): University Libraries; Center for Students with Disabilities; Writing Center.

- Out of 52 matched responses from the pre quarter survey, 25 (48%) were correct.
- Out of 52 matched responses from the post quarter survey, 38 (73%) were correct.
- Out of 132 total responses from the pre quarter survey, 76 (58%) were correct.
- Out of 77 total responses from the post quarter survey, 49 (77%) were correct.

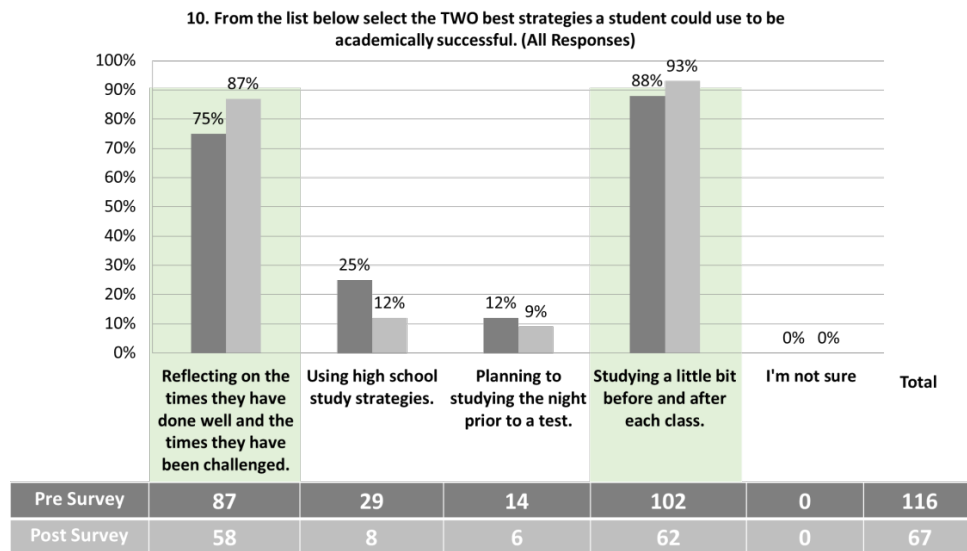
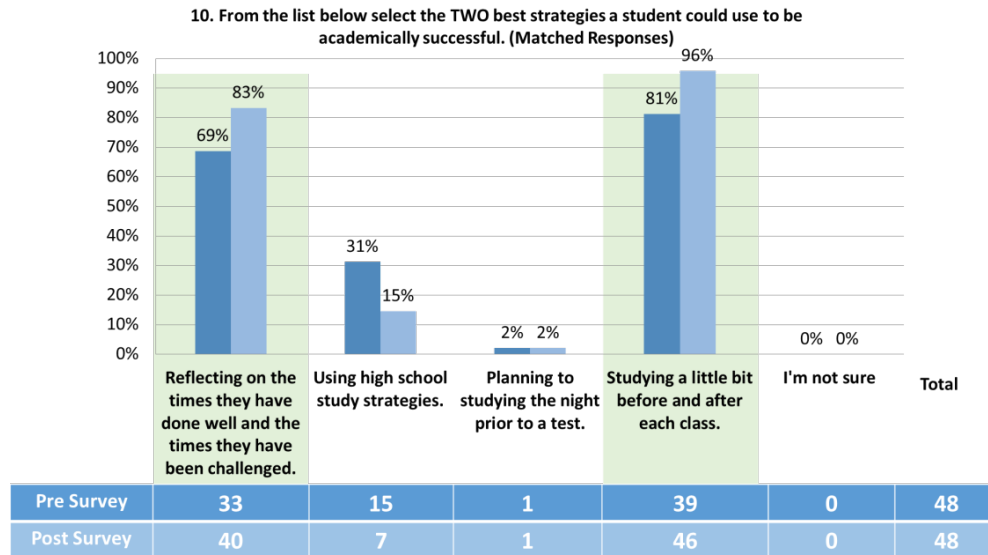
*The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.***



**Question 10:** From the list below select the TWO best strategies a student could use to be academically successful. Answers (must select both): Reflecting on the times they have done well and the times they have been challenged; Studying a little bit before and after each class.

- Out of 48 matched responses from the pre quarter survey, 26 (54%) were correct.
- Out of 48 matched responses from the post quarter survey, 38 (79%) were correct.
- Out of 116 total responses from the pre quarter survey, 74 (64%) were correct.
- Out of 67 total responses from the post quarter survey, 53 (79%) were correct.

The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.**



## Interpretations

**Question 5:** There was an increase in the number of students who correctly selected the “Center for Students with Disabilities.” There was a decrease in the number of students who selected “Student Record”.

**Question 10:** There was an increase in the number of students who correctly selected “Reflecting on the times they have done well and the times they have been challenged” and “Studying a little bit before and after each class”. There was a decrease in the number of students who selected “using high school study strategies.”

## Recommendations

**Question 5:** Keep question as is.

**Question 10:** Keep question as is.

## Education & Career Planning

### Overview

This lesson will require students to consider how they define how their interests might relate to academics and career possibilities. The conversations around these topics will lead into activities that will provide students an opportunity to connect their interests to the DePaul community and Chicago to encourage exploration and setting goals.

### Lesson Outcomes

The Education & Career Planning lesson addresses the following Common Hour learning outcomes:

- Articulate what kinds of things interest them in a general way
- Explore and brainstorm ways to connect their interests to majors and careers
- Explore and brainstorm ways to connect their interests to the DePaul community and Chicago
- Contemplate ways their interests might connect to DePaul's mission
- Reference two strategies or next steps to assist with this exploration
- Identify campus resources to connect to during and beyond their first quarter for support

### Survey Questions

**Question 6:** From the list below select ONE department a student can go to if they were undeclared, undecided, or wanted to explore major options.

- Dean of Students
- College Office
- DePaul Central
- Office for Academic Advising Support (OAAS)
- I'm Not Sure

**Question 11:** From the list below select the THREE best strategies a student could use to explore major and career options alongside their interests.

- Take advantage of Liberal Studies courses
- Ask a roommate for advice
- Get an internship
- Do a google search
- Explore ONET and [depaul.joinhandshake.com](http://depaul.joinhandshake.com)
- I'm Not Sure

**Question 12:** Read the statement and respond on the scale below. (Likert Scale)

Statements: I am confident in my choice of academic major; I have explored areas of interest related to my academic major; I can explain how my interests are related to my academic major; I can explain how my interests are related to a specific career; I am knowledgeable about resources available to help me explore my academic and career options.

- Strongly Agree
- Agree
- I'm not sure
- Disagree
- Strongly Disagree

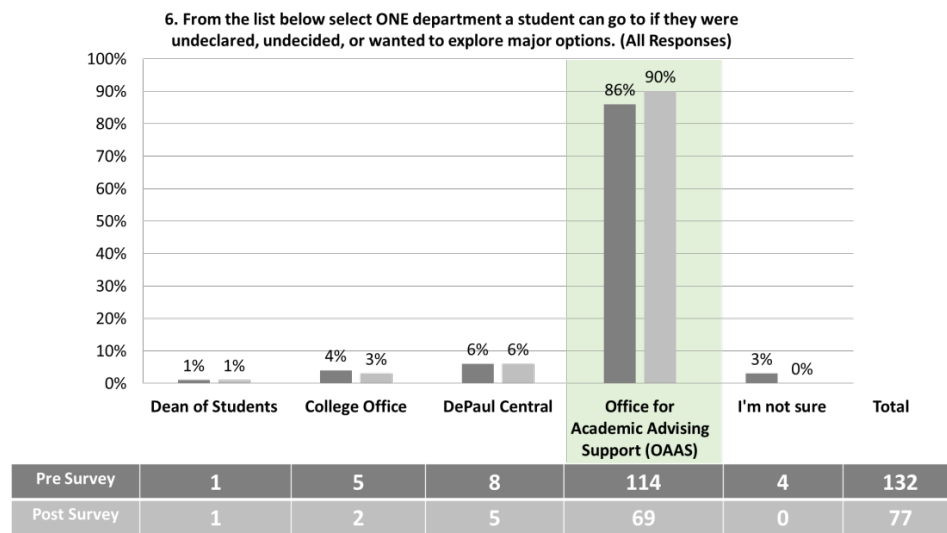
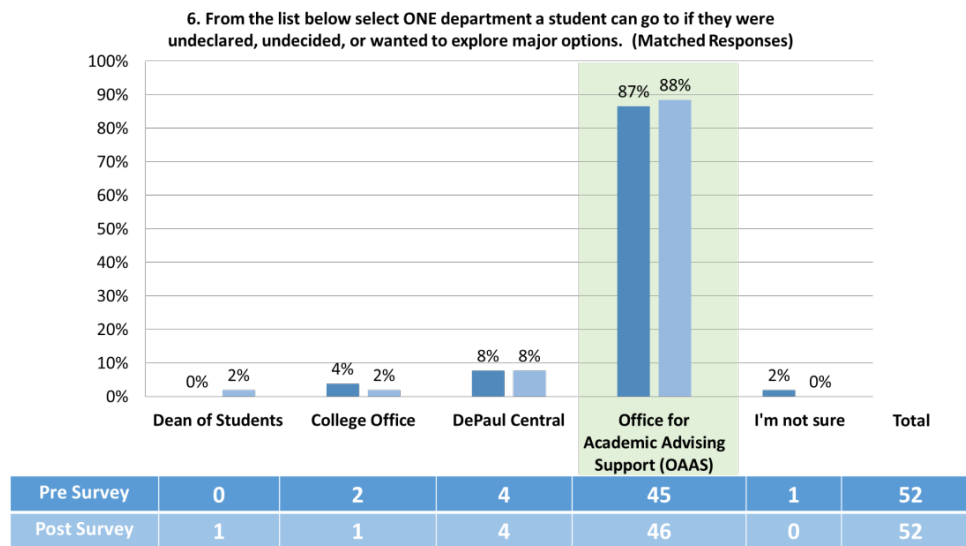
## Findings

**Question 6:** From the list below select ONE department a student can go to if they were undeclared, undecided, or wanted to explore major options.

Answer: Office for Academic Advising Support (OAAS)

- Out of 52 matched responses from the pre quarter survey, 45 (87%) were correct.
- Out of 52 matched responses from the post quarter survey, 46 (88%) were correct.
- Out of 132 total responses from the pre quarter survey, 114 (86%) were correct.
- Out of 77 total responses from the post quarter survey, 69 (90%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*

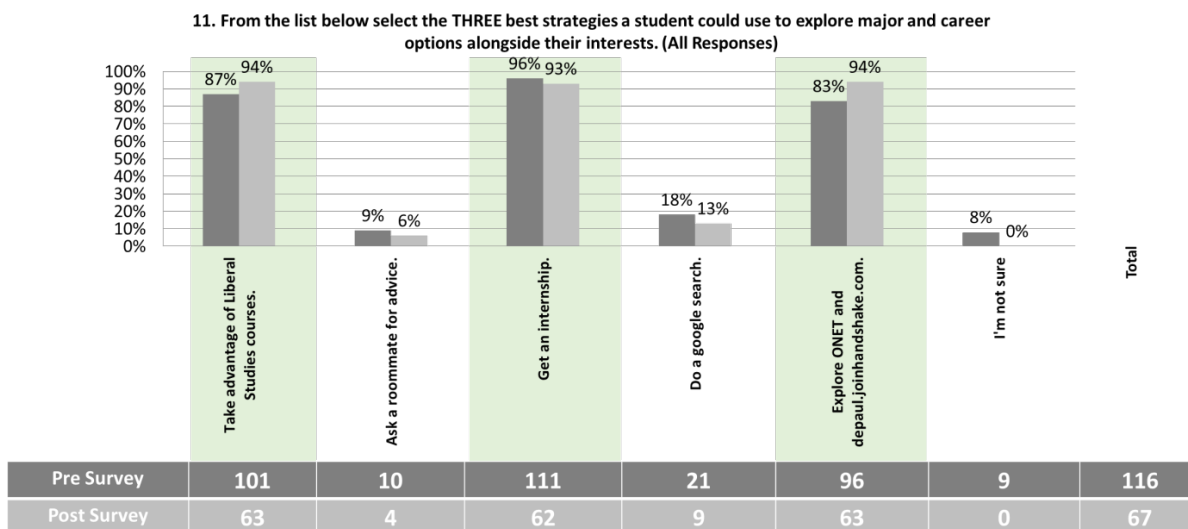
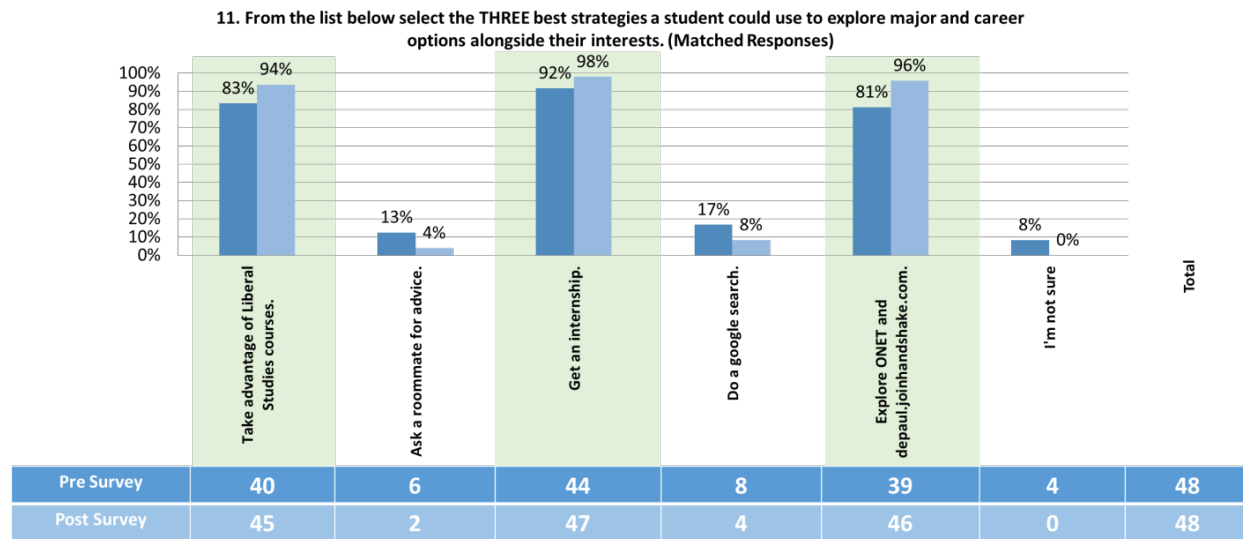


**Question 11:** 11. From the list below select the THREE best strategies a student could use to explore major and career options alongside their interests.

Answers (originally 2/3 scores, analysis included is a 3/3 threshold to show more variation): Take advantage of Liberal Studies courses; Get an internship, Explore ONET and depaul.joinhandshake.com.

- Out of 43 matched responses from the pre quarter survey, 32 (72%) were correct.
- Out of 43 matched responses from the post quarter survey, 42 (99%) were correct.
- Out of 116 total responses from the pre quarter survey, 83 (67%) were correct.
- Out of 67 total responses from the post quarter survey, 66 (88%) were correct.

The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.**



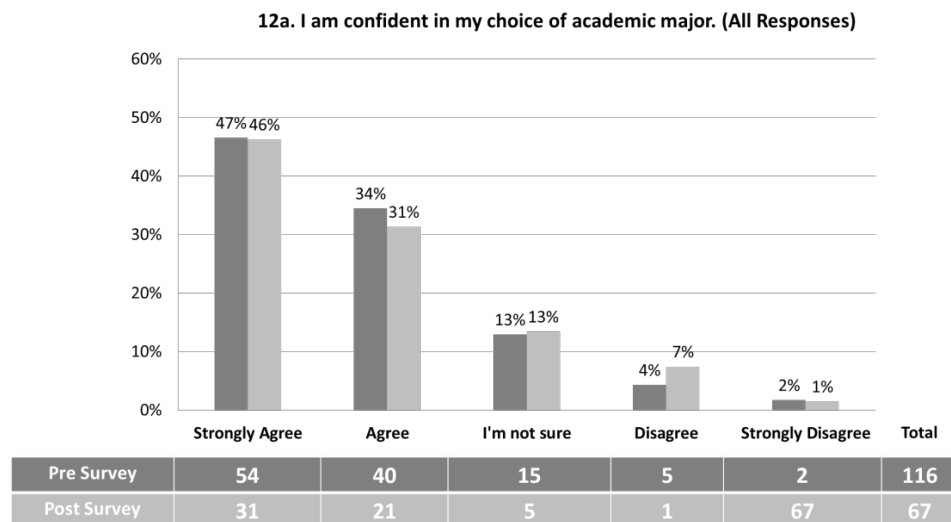
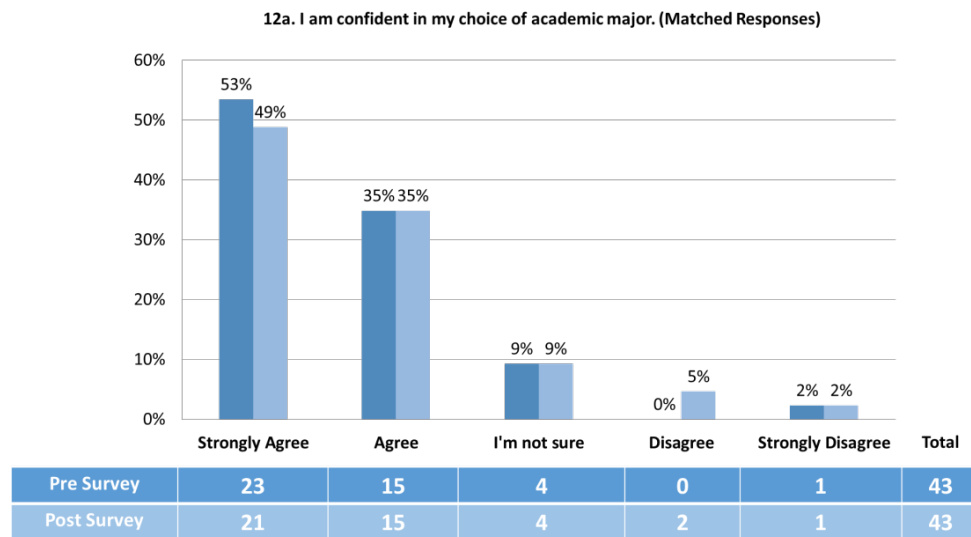
**Question 12:** Read the statement and respond on the scale below. (Likert Scale)

Statements: I am confident in my choice of academic major; I have explored areas of interest related to my academic major; I can explain how my interests are related to my academic major; I can explain how my interests are related to a specific career; I am knowledgeable about resources available to help me explore my academic and career options.

12a: I am confident in my choice of academic major.

- Out of 43 matched responses from the pre quarter survey, 38 (88%) agreed, resulting in a mean score of 1.63 (SD=0.13)
- Out of 43 matched responses from the post quarter survey, 36 (84%) agreed, resulting in a mean score of 1.77 (SD=0.15)
- Out of 116 total responses from the pre quarter survey, 94 (81%) agreed.
- Out of 67 total responses from the post quarter survey, 52 (78%) agreed.

*The mean score decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

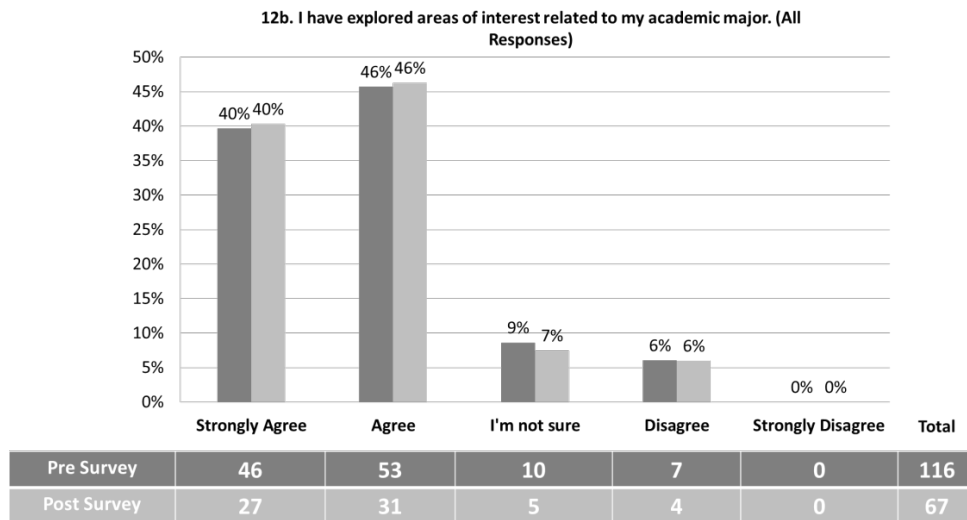
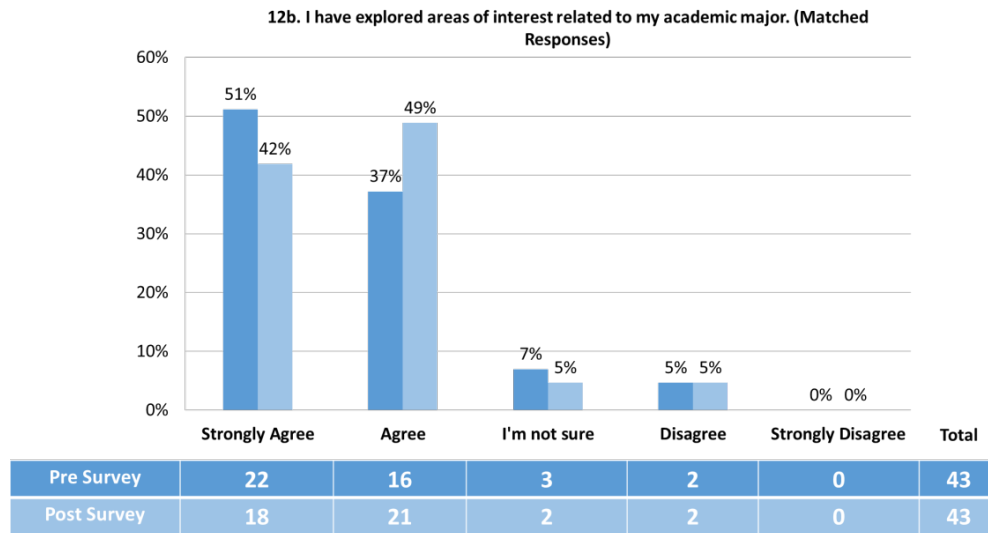




12b: I have explored areas of interest related to my academic major.

- Out of 43 matched responses from the pre quarter survey, 38 (88%) agreed, resulting in a mean score of 1.65 (SD=0.12)
- Out of 43 matched responses from the post quarter survey, 39 (91%) agreed, resulting in a mean score of 1.72 (SD=0.12)
- Out of 116 total responses from the pre quarter survey, 99 (85%) agreed.
- Out of 67 total responses from the post quarter survey, 58 (87%) agreed.

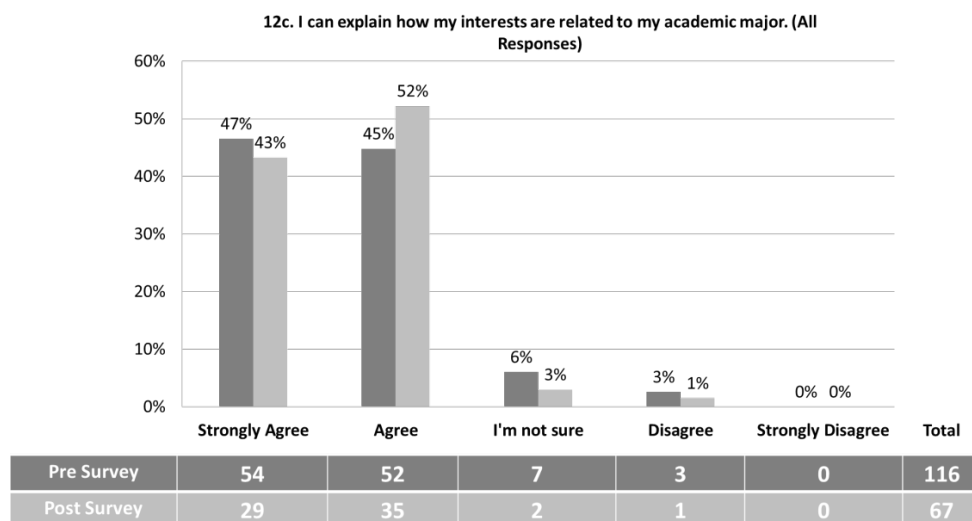
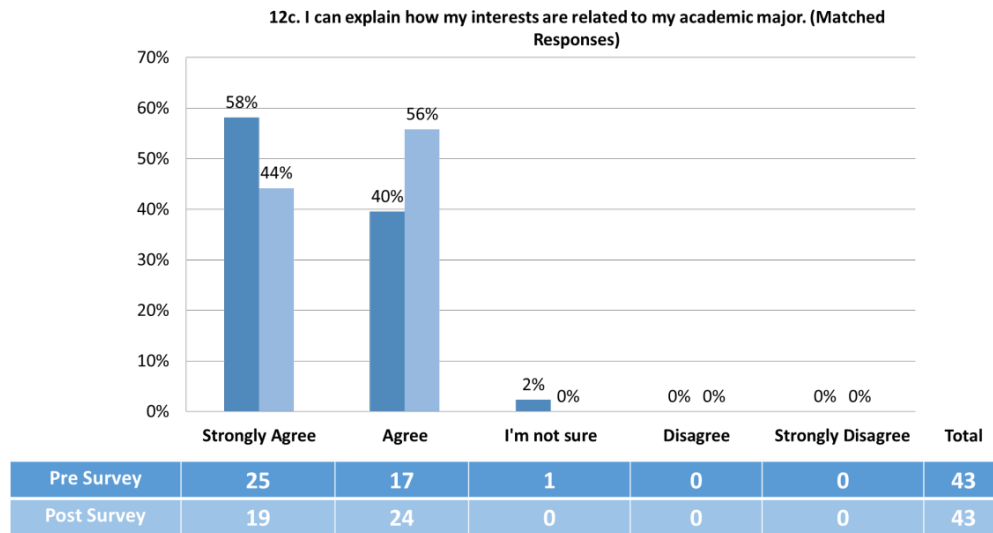
*The mean score decreased over time. There is not a statistically significant difference based on the way students responded to this question.*



12c: I can explain how my interests are related to my academic major.

- Out of 43 matched responses from the pre quarter survey, 42 (98%) agreed, resulting in a mean score of 1.44 (SD=0.08)
- Out of 43 matched responses from the post quarter survey, 43 (100%) agreed, resulting in a mean score of 1.56 (SD=0.08)
- Out of 116 total responses from the pre quarter survey, 106 (91%) agreed.
- Out of 67 total responses from the post quarter survey, 64 (96%) agreed.

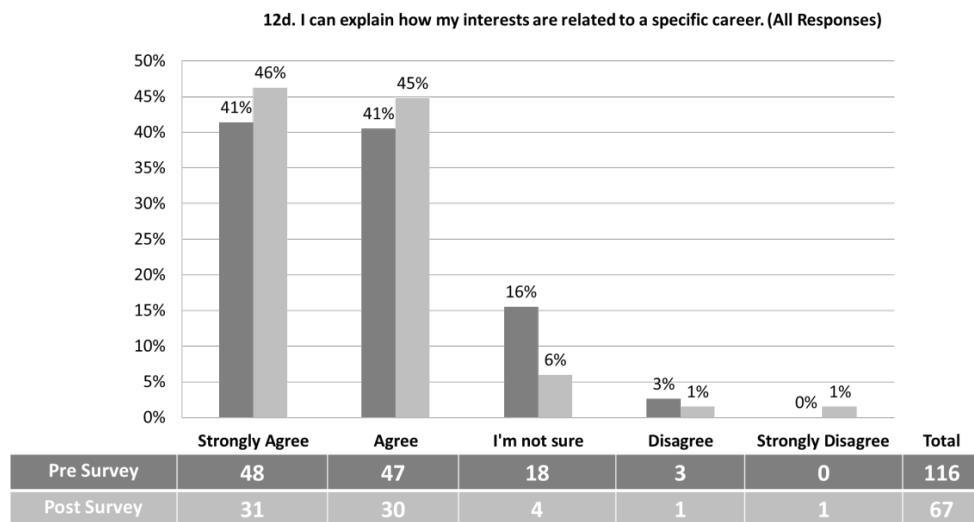
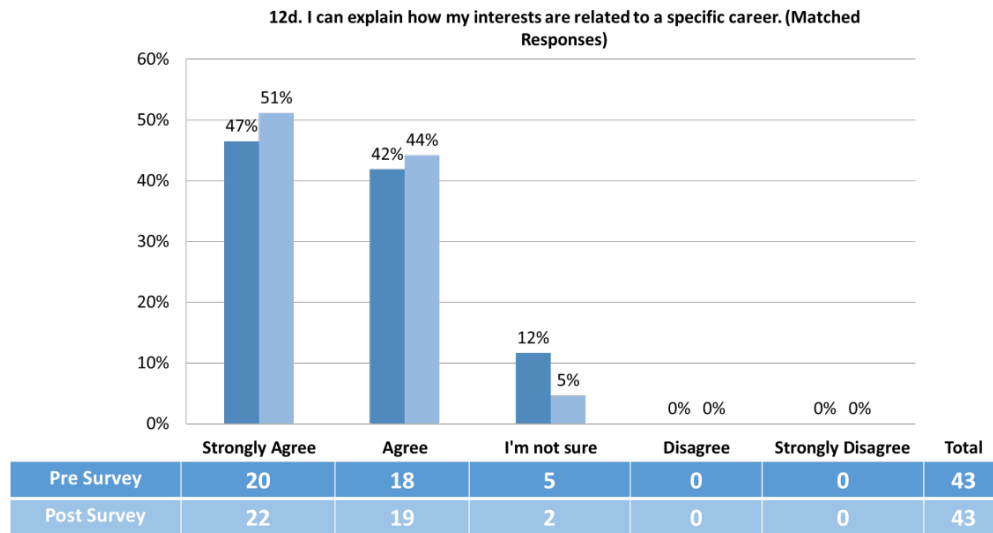
*The mean score decreased over time. There is not a statistically significant difference based on the way students responded to this question.*



12d: I can explain how my interests are related to a specific career.

- Out of 43 matched responses from the pre quarter survey, 38 (88%) agreed, resulting in a mean score of 1.65 (SD=0.11)
- Out of 43 matched responses from the post quarter survey, 41 (95%) agreed, resulting in a mean score of 1.53 (SD=0.09)
- Out of 116 total responses from the pre quarter survey, 95 (82%) agreed.
- Out of 67 total responses from the post quarter survey, 61 (91%) agreed.

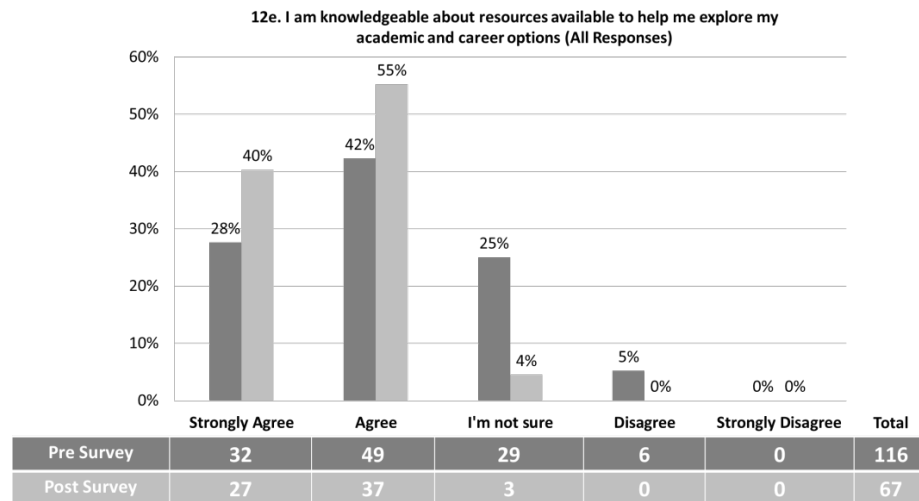
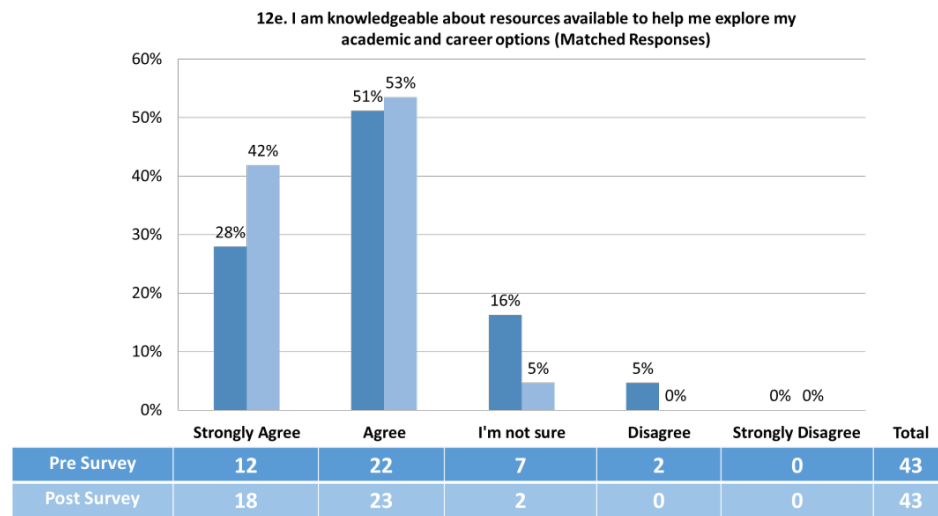
*The mean score increased over time. There is not a statistically significant difference based on the way students responded to this question.*



12e: I am knowledgeable about resources available to help me explore my academic and career options.

- Out of 43 matched responses from the pre quarter survey, 34 (79%) agreed, resulting in a mean score of 1.98 (SD=0.12)
- Out of 52 matched responses from the post quarter survey, 41 (95%) agreed, resulting in a mean score of 1.63 (SD=0.09)
- Out of 116 total responses from the pre quarter survey, 81 (70%) agreed.
- Out of 67 total responses from the post quarter survey, 64 (96%) agreed.

The mean score increased over time. **There is a statistically significant difference based on the way students responded to this question.**



## Interpretations

**Question 6:** A high percentage of Pre Survey responses were correct and the Post Survey only improved slightly. The high Pre Survey response shows that the students have prior knowledge. The slight increase could suggest that there was no major increase in knowledge gained. This could suggest that the question is not challenging enough

**Question 11:** Nearly all of the students who responded to question 11 were able to answer 2 out of the 3 responses. Setting the threshold to 3 out of 3 would be more of a challenge.

**Question 12:** Sub questions 12a to 12d did not have a substantial increase in correct responses. The narrow range in standard of deviation of the mean would suggest that the students had a narrow range of responses. These questions also focus on student feelings not knowledge learned. The major increase in 12e would suggest that students learned how to explore academic and career options.

## Recommendations

**Question 6:** This question might not be necessary due to the high rate of correct responses in the Pre Quarter. The question should be rephrased measure knowledge gained over the quarter. A possible question could be "For what reasons should a student visit the Office for Academic Advising Support (OAAS)?"

**Question 11:** Set the threshold for a correct response to require 3/3 options to be selected.

**Question 12:** Revise the questions to directly measure student learning for the lesson plan curriculum. 12a-12d could be removed from the survey because they were statically insignificant and only measured how students feel, not what was learned over the quarter. 12e had statistical significance, but should be rewritten to measure direct learning, not feelings about learning. An example could be "The following are resources to explore academic and career options:"

## Involvement & Leadership

### Overview

This common hour will explore what it means to be an active part of the DePaul Community via involvement and leadership. Students will be introduced to the benefits of campus involvement and the value of leadership by way of an introduction to socially responsible leadership. The lesson will overtly connect back to the mission, particularly when examining SRL and highlighting the importance of helping students find their place at DePaul and encouraging them to contribute to a larger community through involvement and socially responsible leadership.

### Lesson Outcomes

The Involvement & Leadership lesson addresses the following Common Hour learning outcomes:

- Describe the benefits of getting involved at DePaul
- List the 5 dimensions of socially responsible leadership
- Describe what it means to be a leader, at DePaul specifically
- Identify a few ways they would like to begin getting involved at DePaul
- Describe how involvement and leadership are connected to the mission of the university

### Survey Questions

**Question 7:** From the list below select THREE departments a student can go to find involvement and leadership opportunities.

- Student Records
- Office of Student Involvement
- Vincentian Community Service Office
- Financial Aid
- Campus Recreation
- I'm not sure

**Question 8:** Read the statements below about involvement and indicate whether the statements are TRUE or FALSE.

- Getting involved requires being an elected leader of my student organization. FALSE
- Getting involved is a way to explore different interests. TRUE
- Getting involved is a way to improve time management skills. TRUE
- Getting involved is a way to serve the mission of DePaul. TRUE
- Getting involved will negatively impact my GPA. FALSE

**Question 9:** From the list below select the item that includes the 5 dimensions of Socially Responsible.

- 1. Self-Understanding & Personal Integrity 2. Taking Seriously the Perspective of Others 3. Enabling Others to Act 4. Contributing to a Larger Community 5. Striving for Excellence
- 1. Taking Seriously the Perspective of Others 2. Inspiring a Shared Vision 3. Knowledge and Intellectual Competence 4. Enabling Others to Act 5. Striving for Excellence
- 1. Self-Understanding & Personal Integrity 2. Taking Seriously the Perspective of Others 3. Contributing to a Larger Community 4. Knowledge and Intellectual Competence 5. Striving for Excellence
- I'm not sure

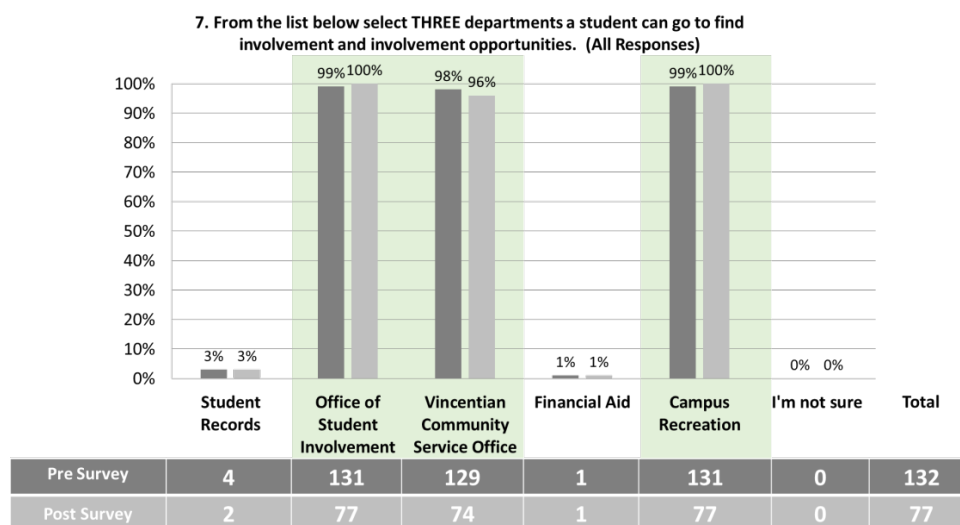
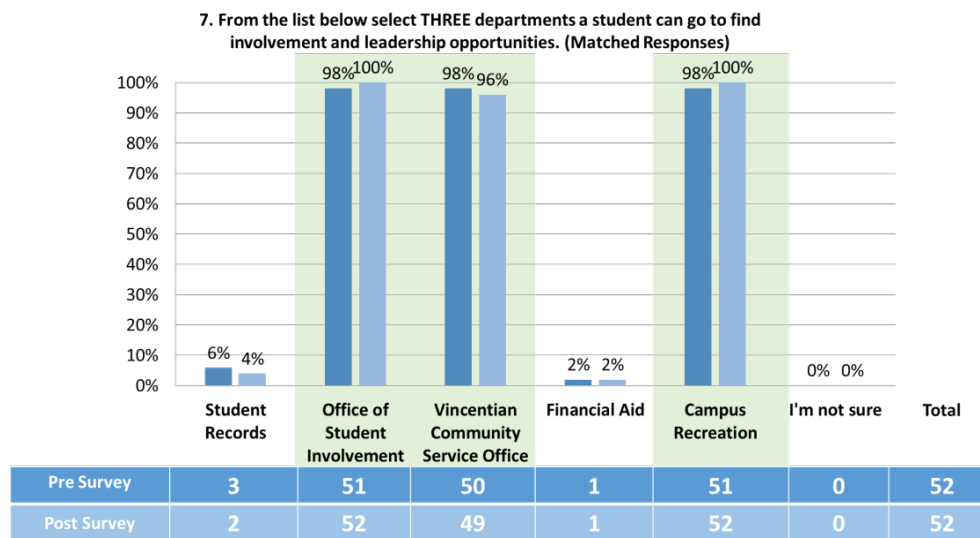
## Findings

**Question 7:** From the list below select THREE departments a student can go to find involvement and leadership opportunities.

Answers: Office of Student Involvement; Vincentian Community Service Office; Campus Recreation.

- Out of 52 matched responses from the pre quarter survey, 49 (94%) were correct.
- Out of 52 matched responses from the post quarter survey, 49 (94%) were correct.
- Out of 132 total responses from the pre quarter survey, 129 (98%) were correct.
- Out of 77 total responses from the post quarter survey, 74 (96%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*



**Question 8:** Read the statements below about involvement and indicate whether the statements are TRUE or FALSE.

8a. getting involved requires being an elected leader of my student organization.

- Out of 52 matched responses from the pre quarter survey, 46 (88%) were correct.
- Out of 52 matched responses from the post quarter survey, 48 (92%) were correct.
- Out of 132 total responses from the pre quarter survey, 122 (92%) were correct.
- Out of 77 total responses from the post quarter survey, 73 (95%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*

8b. Getting involved is a way to explore different interests.

- Out of 52 matched responses from the pre quarter survey, 52 (100%) were correct.
- Out of 52 matched responses from the post quarter survey, 50 (96%) were correct.
- Out of 132 total responses from the pre quarter survey, 132 (100%) were correct.
- Out of 77 total responses from the post quarter survey, 75 (97%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

8c. Getting involved is a way to improve time management skills.

- Out of 52 matched responses from the pre quarter survey, 51 (98%) were correct.
- Out of 52 matched responses from the post quarter survey, 49 (94%) were correct.
- Out of 132 total responses from the pre quarter survey, 125 (95%) were correct.
- Out of 77 total responses from the post quarter survey, 74 (96%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

8d. Getting involved is a way to serve the mission of DePaul.

- Out of 52 matched responses from the pre quarter survey, 52 (100%) were correct.
- Out of 52 matched responses from the post quarter survey, 50 (96%) were correct.
- Out of 132 total responses from the pre quarter survey, 131 (99%) were correct.
- Out of 77 total responses from the post quarter survey, 75 (97%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

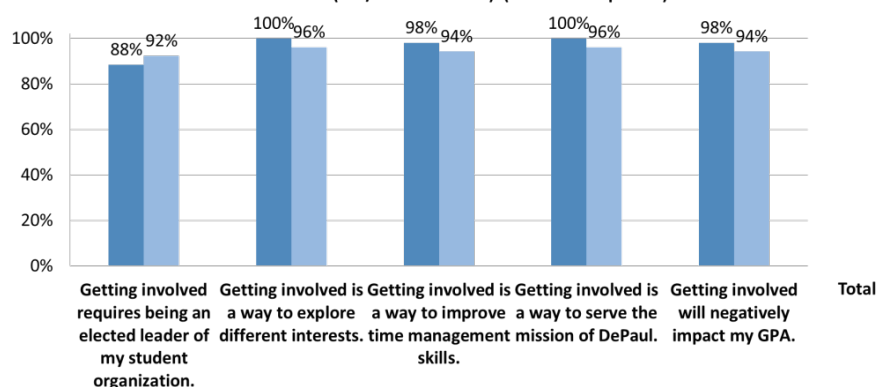
8e. Getting involved will negatively impact my GPA.

- Out of 52 matched responses from the pre quarter survey, 51 (98%) were correct.
- Out of 52 matched responses from the post quarter survey, 49 (94%) were correct.
- Out of 132 total responses from the pre quarter survey, 127 (96%) were correct.
- Out of 77 total responses from the post quarter survey, 74 (96%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

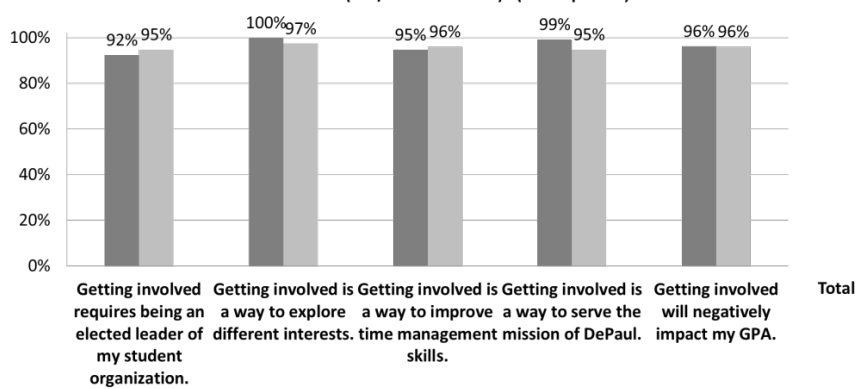


8. Read the statements below about involvement and indicate whether the statements are TRUE or FALSE (# w/correct answer). (Matched Responses)



Pre Survey	46	52	51	52	51	52
Post Survey	48	50	49	50	49	52

8. Read the statements below about involvement and indicate whether the statements are TRUE or FALSE (# w/correct answer). (All Responses)

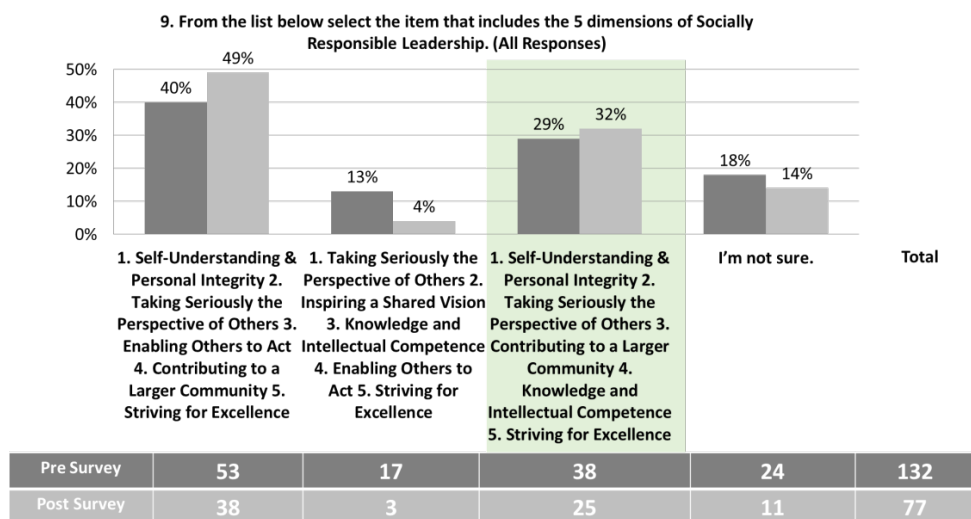
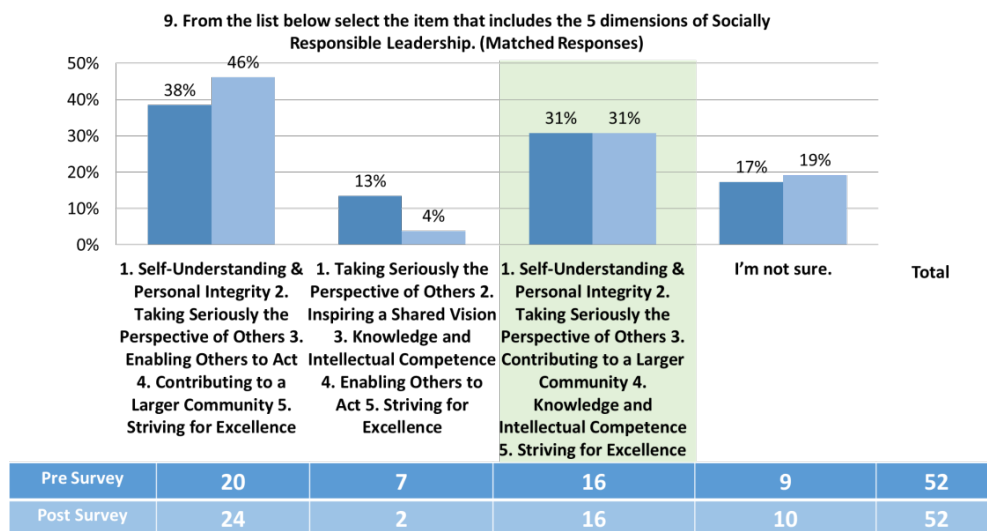


Pre Survey	122	132	125	131	127	132
Post Survey	73	75	74	75	74	77

**Question 9:** From the list below select the item that includes the 5 dimensions of Socially Responsible.

- Out of 52 matched responses from the pre quarter survey, 16 (31%) were correct.
- Out of 52 matched responses from the post quarter survey, 16 (31%) were correct.
- Out of 132 total responses from the pre quarter survey, 38 (29%) were correct.
- Out of 77 total responses from the post quarter survey, 25 (32%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question*



## Interpretations

**Question 7:** There was a high percentage of students who responded correctly to this question. This may suggest students had prior knowledge.

**Question 8:** There was a high percentage of students who responded correctly to this question. This may suggest students had prior knowledge. Also, all sub questions decreased slightly.

**Question 9:** Less than 1/3 of students were able to identify the correct answer both before and after the quarter. This may be a result of how briefly this content is covered compared to the rest of the lesson. Also, the students need to examine each option very closely in order to determine how they are different.

## Recommendations

**Question 7:** Revise the question to directly align with the learning outcomes. Include knowing where to go to find ways to be involved on campus in the learning outcomes. You could also consider a screenshot of OrgSync and assess if students know how to use the application. Connect the new question with learning outcomes 3 or 4.

**Question 8:** Consider rephrasing sub questions to pose more of a challenge. Consider if True False is challenging enough and assessing what you want to know.

**Question 9:** The multiple choice options are too similar. The students need to examine each option very closely in order to determine how they are different. It may be better to ask students to select from a list of 5 statements, some correct and some incorrect.

## University Technology & Registration

### Overview

During Chicago Quarter, students will utilize appropriate academic and social resources to navigate their transition to DePaul. To achieve this goal, students will learn how to use online tools, academic advising, resources and technology that help students achieve success.

### Lesson Outcomes

The University Technology and Registration lesson addresses the following Common Hour learning outcomes:

- Plan efficiently for registration (6th week of the quarter)
- Navigate the Student Center in Campus Connect to a successful registration
- Identify additional online resources at the University
- Understand how to identify and contact their academic advisor

### Survey Questions

**Question 13:** When does the Course Cart in Campus Connect open for the upcoming quarter?

- The first week of the current quarter
- During the fourth week of the current quarter
- Anytime during the current quarter
- At the same time I can register for the upcoming quarter
- I'm not sure

**Question 14:** To plan for my next quarter of classes I need to (select all that apply):

- Review my degree requirements
- Meet with my advisor
- Check for any holds or to-do's in Campus Connect
- Consider pre-requisites for classes I want to enroll in
- I am not sure

**Question 15:** Take a look at the image and click on where you can view to-do's.

**Question 16:** Take a look and click on the area where you can view your Degree Progress Report.

**Question 17:** Take a look and click on the area where you can view your advisor's information.

**Question 18:** Take a look and click on where you can find your enrollment date.

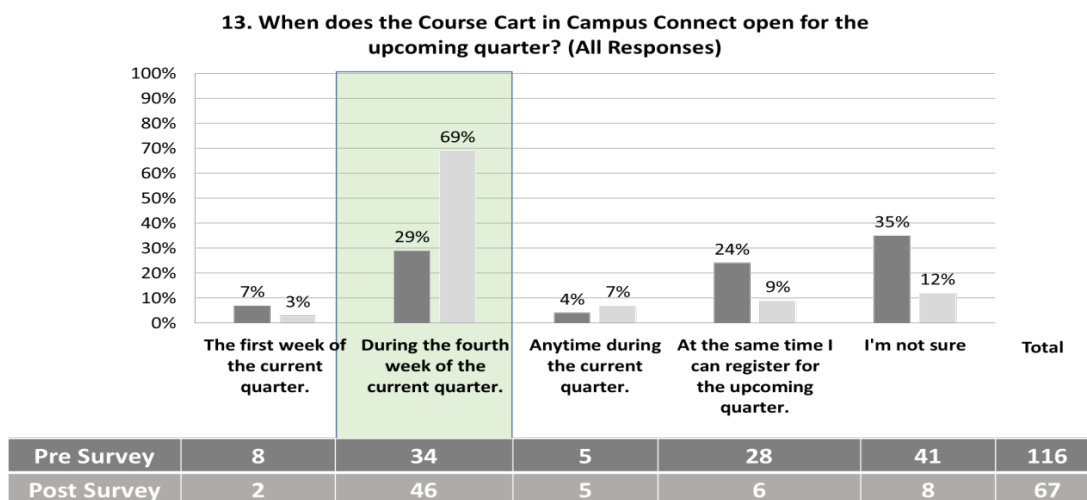
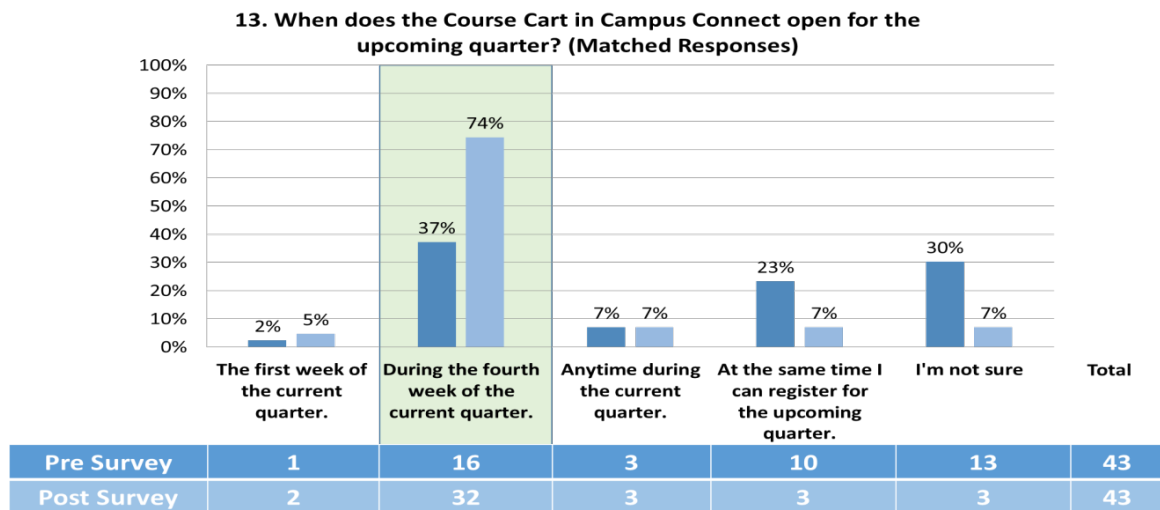
## Findings

**Question 13:** When does the Course Cart in Campus Connect open for the upcoming quarter?

Answer: During the fourth week of the current quarter.

- Out of 43 matched responses from the pre quarter survey, 16 (37%) were correct.
- Out of 43 matched responses from the post quarter survey, 32 (74%) were correct.
- Out of 116 total responses from the pre quarter survey, 34 (29%) were correct.
- Out of 67 total responses from the post quarter survey, 46 (69%) were correct.

*The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.***

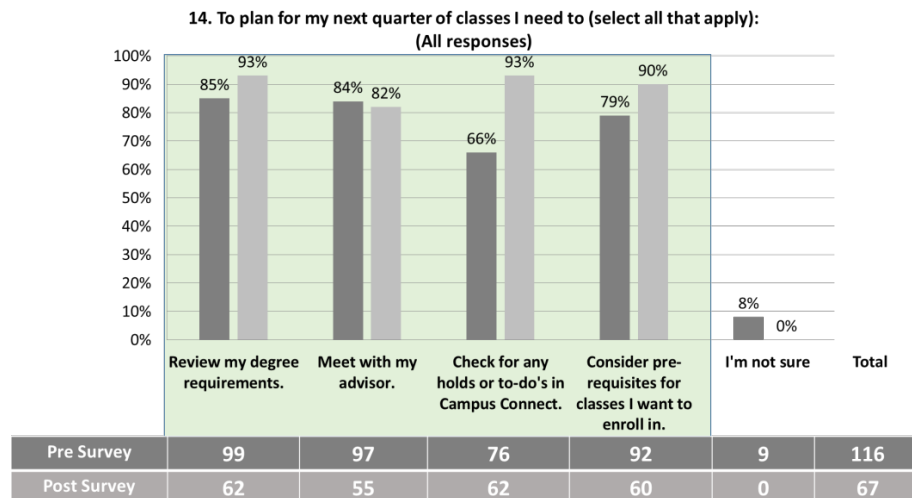
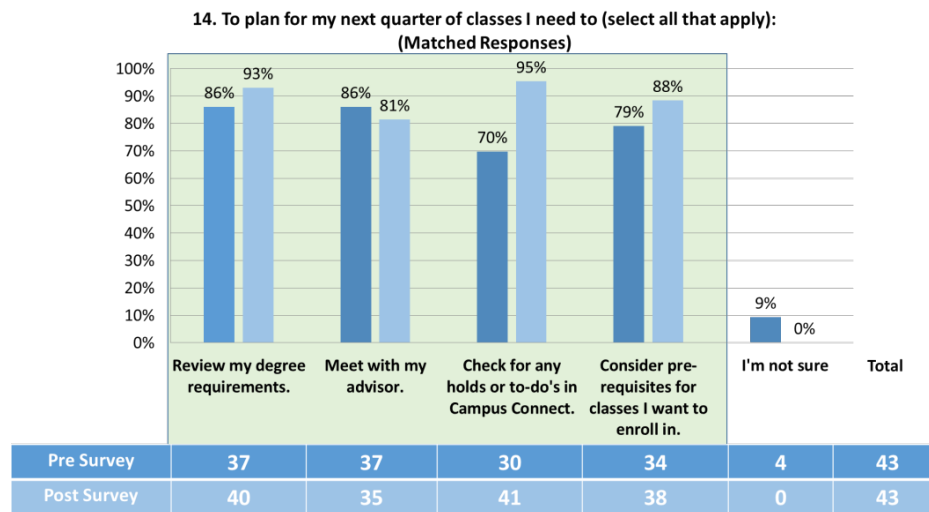


**Question 14:** To plan for my next quarter of classes I need to (select all that apply):

Answers (any of the following): Review my degree requirements; Meet with my advisor; Check for any holds or to-do's in Campus Connect; Consider pre-requisites for classes I want to enroll in.

- Out of 43 matched responses from the pre quarter survey, 41 (95%) were correct.
- Out of 43 matched responses from the post quarter survey, 43 (100%) were correct.
- Out of 116 total responses from the pre quarter survey, 109 (94%) were correct.
- Out of 67 total responses from the post quarter survey, 67 (100%) were correct.

The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.**



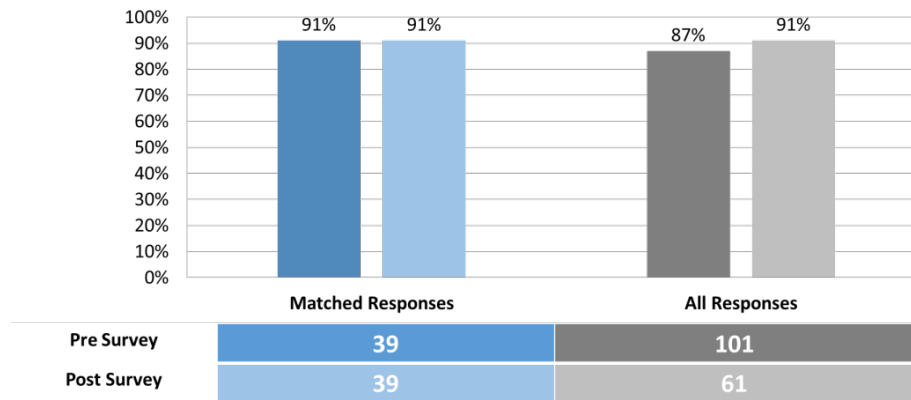
**Question 15:** Take a look at the image and click on where you can view to-do's.

Answers: Must be in the correct region on page.

- Out of 43 matched responses from the pre quarter survey, 39 (91%) were correct.
- Out of 43 matched responses from the post quarter survey, 39 (91%) were correct.
- Out of 116 total responses from the pre quarter survey, 101 (87%) were correct.
- Out of 67 total responses from the post quarter survey, 61 (91%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*

15. The image below is from the Student Center in Campus Connect.  
Take a look at the image and click on where you can view to-do's.  
(Correct Region)



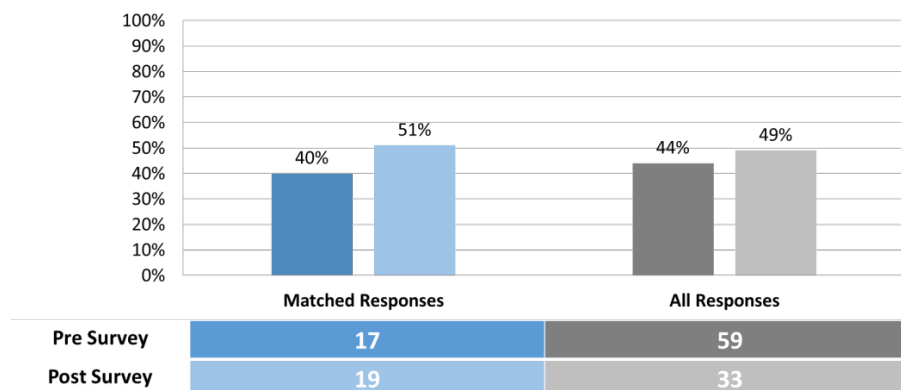
**Question 16:** Take a look and click on the area where you can view your Degree Progress Report.

Answers: Must be in the correct region on page.

- Out of 43 matched responses from the pre quarter survey, 17 (40%) were correct.
- Out of 43 matched responses from the post quarter survey, 19 (44%) were correct.
- Out of 116 total responses from the pre quarter survey, 59 (49%) were correct.
- Out of 67 total responses from the post quarter survey, 33 (51%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*

16. The image below is from the Student Center in Campus Connect. Take a look and click on the area where you can view your Degree Progress Report.  
(Correct Region)

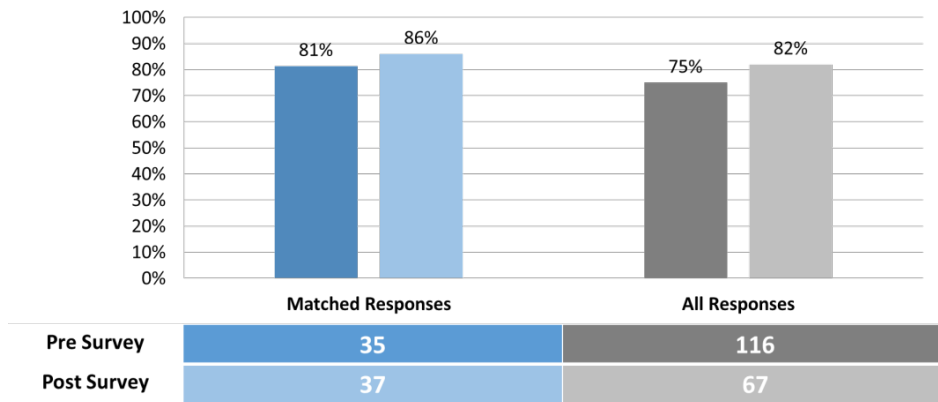


**Question 17:** Take a look and click on the area where you can view your advisor's information.  
Answers: Must be in the correct region on page.

- Out of 43 matched responses from the pre quarter survey, 35 (81%) were correct.
- Out of 43 matched responses from the post quarter survey, 37 (86%) were correct.
- Out of 116 total responses from the pre quarter survey, 87 (75%) were correct.
- Out of 67 total responses from the post quarter survey, 55 (82%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*

17. The image below is from the Student Center in Campus Connect.  
Take a look and click on the area where you can view your advisor's  
information. (Correct Region)

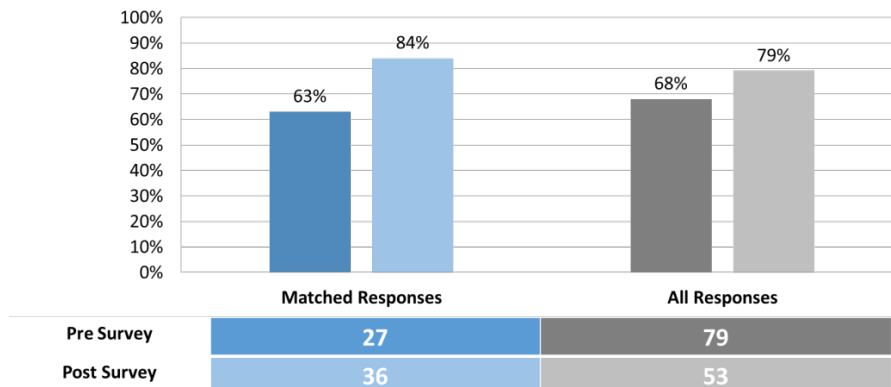


**Question 18:** Take a look and click on where you can find your enrollment date.  
Answers: Must be in the correct region on page.

- Out of 43 matched responses from the pre quarter survey, 27 (63%) were correct.
- Out of 43 matched responses from the post quarter survey, 36 (84%) were correct.
- Out of 116 total responses from the pre quarter survey, 79 (68%) were correct.
- Out of 67 total responses from the post quarter survey, 53 (79%) were correct.

*The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.***

18. The image below is from the Student Center in Campus Connect.  
Take a look and click on where you can find your enrollment date.  
(Correct Region)





## Interpretations

**Question 13:** The increase in percentage of correct responses doubled.

**Question 14:** When the survey was conducted, respondents need to correctly select one of the four options to answer this question correctly. That makes this question confusing because, currently all options except "I'm not sure" are correct options." A high percentage of students were able to correctly identify one option, which may suggest that identifying one out of four options was not especially difficult.

**Question 15:** There was a decrease in the total number of responses at this point in the questionnaire. This may be because the type of question and response changes. A high percentage of students were able to correctly identify the "To-do" section of the screenshot. This could suggest that the students have prior knowledge or the response had a logical location to select.

**Question 16:** Less than half of students were able to correctly select the correct location. The region may need to be reset to include any and all possible correct responses.

**Question 17:** There was a slight increase in the percentage of students who responded to this question correctly. There is a possibility for correct responses outside of the specified region.

**Question 18:** There was a large increase in the percentage of students who were able to answer this question correctly.

## Recommendations

**Question 13:** Keep as is.

**Question 14:** Increase the threshold to answer this question correctly. Currently all options except "I'm not sure" are correct options. Consider adding some wrong options.

**Question 15:** Consider changing this question to ask what messages could appear in the to-do list (not a heat map).

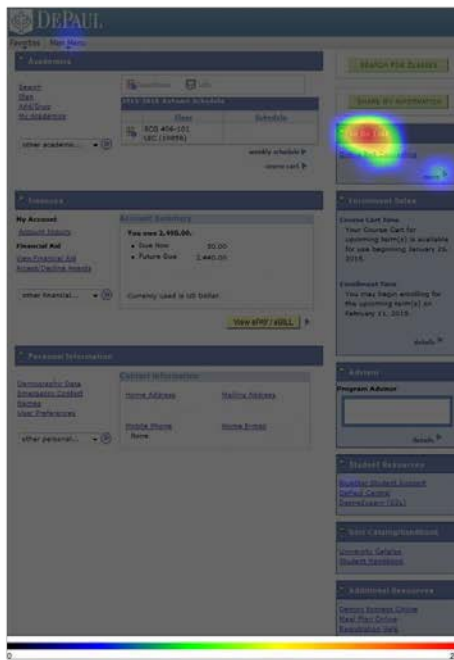
**Question 16:** The region set in the Qualtrics survey is very small. A student could click the right area, but be slightly out of the correct region on the survey. The region should be reset.

**Question 17:** Make adjustments to the region size in Qualtrics.

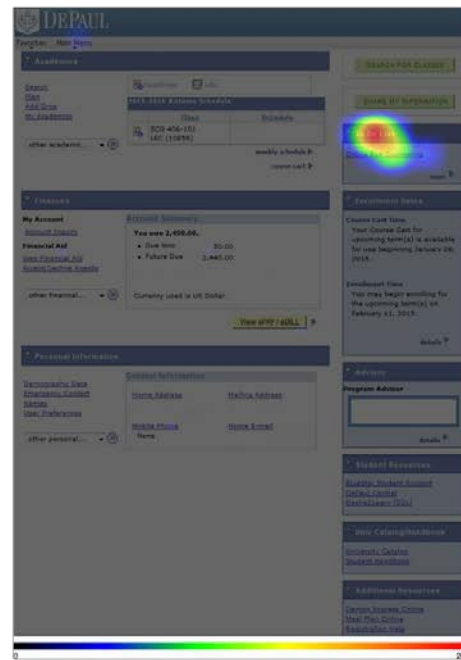
**Question 18:** Keep as is.

## Appendix

15. The image below is from the Student Center in Campus Connect. Take a look at the image and click on where you can view to-do's.

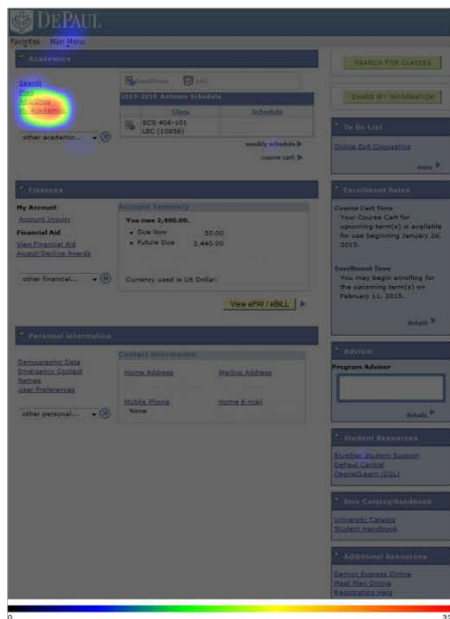


Pre Survey

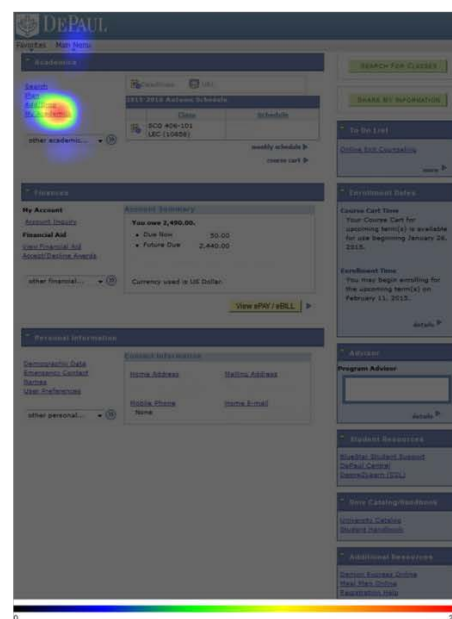


Post Survey

16. The image below is from the Student Center in Campus Connect. Take a look and click on the area where you can view your Degree Progress Report.

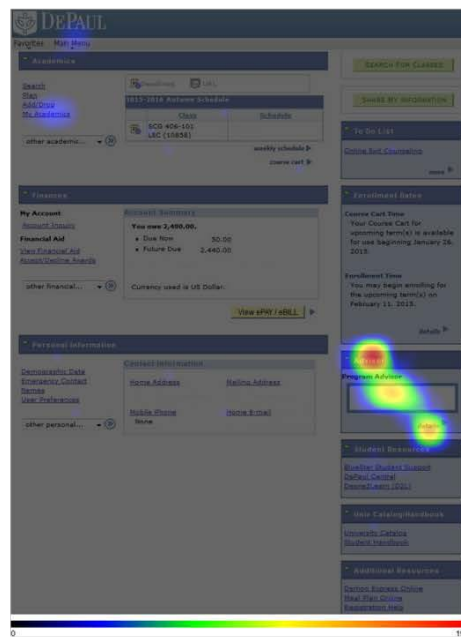


Pre Survey

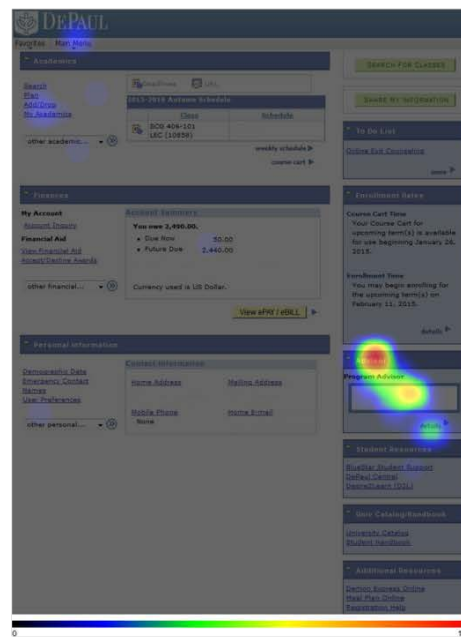


Post Survey

17. The image below is from the Student Center in Campus Connect. Take a look and click on the area where you can view your advisor's information.



Pre Survey

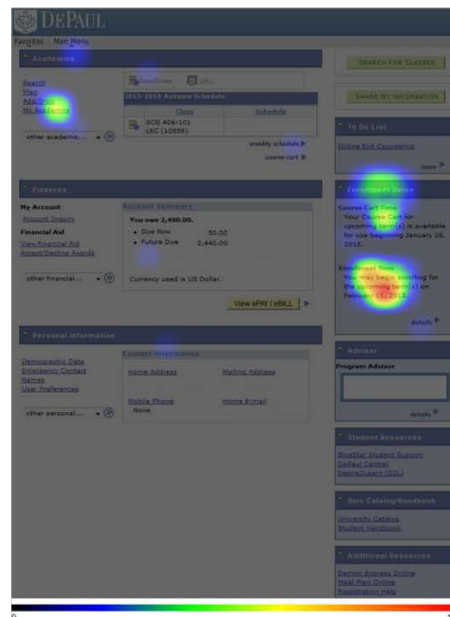


Post Survey

18. The image below is from the Student Center in Campus Connect. Take a look and click on where you can find your enrollment date.



Pre Survey



Post Survey

## Financial Fitness

### Overview

During Chicago Quarter, students will be exposed to practical tips, tools, and techniques for becoming financially fit. The Financial Fitness Lesson will introduce students to basic financial planning and management.

### Lesson Outcomes

The Financial Fitness lesson addresses the following Common Hour learning outcomes:

- Create a plan for their money and/or understand how they relate to money
- Recognize if they are borrowing wisely based on their future earning potential.

### Survey Questions

**Question 19:** From the list below select the THREE most important items to consider when creating a budget.

- Putting money into savings
- Doing free activities
- Knowing your money personality
- Tracking your expenses
- Buying things on sale
- I'm not sure

**Question 20:** From the list below select THREE most important factors to consider when borrowing money for school

- Post-graduation expected salary
- Housing costs
- What a friend or sibling has borrowed
- Having enough spending money
- Interest rate on loans
- I am not sure

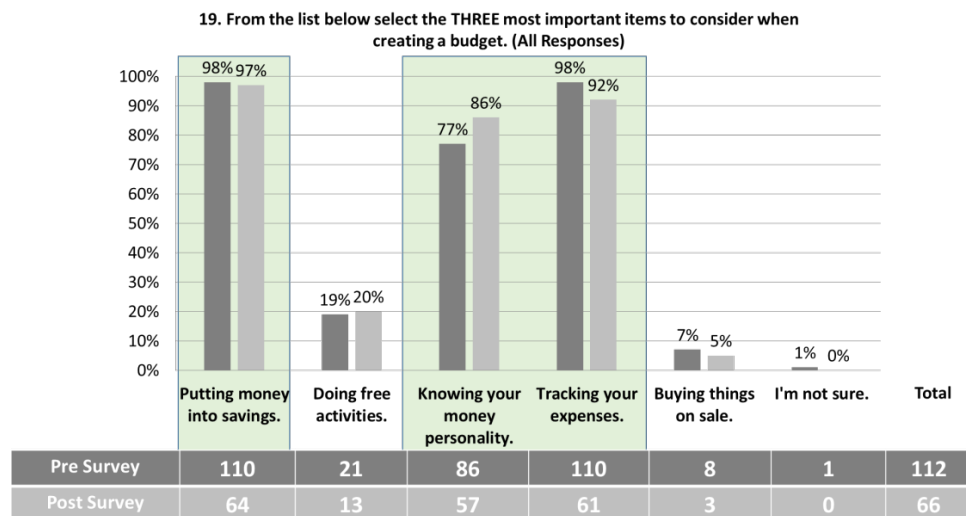
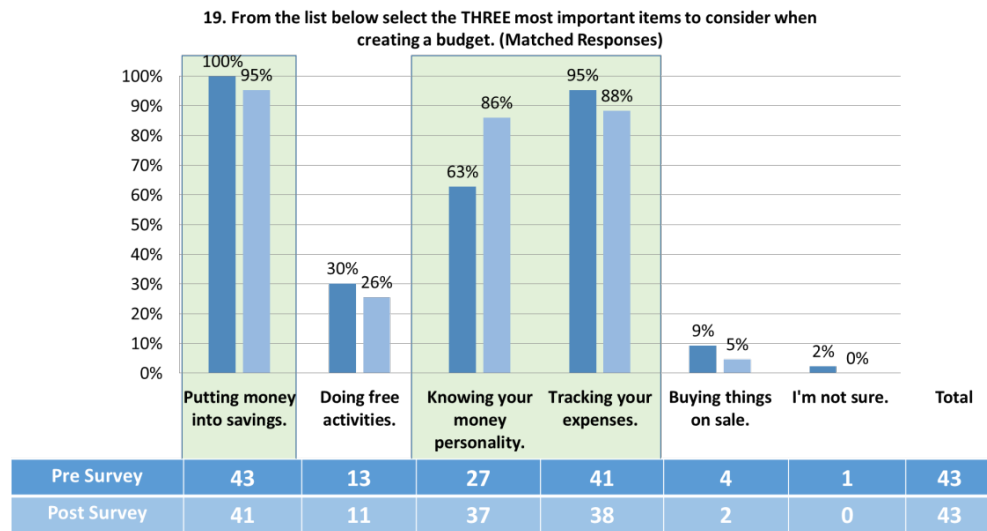
## Findings

**Question 19:** From the list below select the THREE most important items to consider when creating a budget.

Answers (3/3): Putting money into savings, knowing your money personality, tracking your expenses.

- Out of 43 matched responses from the pre quarter survey, 26 (60%) were correct.
- Out of 43 matched responses from the post quarter survey, 31 (72%) were correct.
- Out of 112 total responses from the pre quarter survey, 84 (75%) were correct.
- Out of 66 total responses from the post quarter survey, 35 (53%) were correct.

*The percentage of correct results from all responses decreased over time. The percentage of correct results from matched responses increased over time. There is not a statistically significant difference based on the way students responded to this question.*

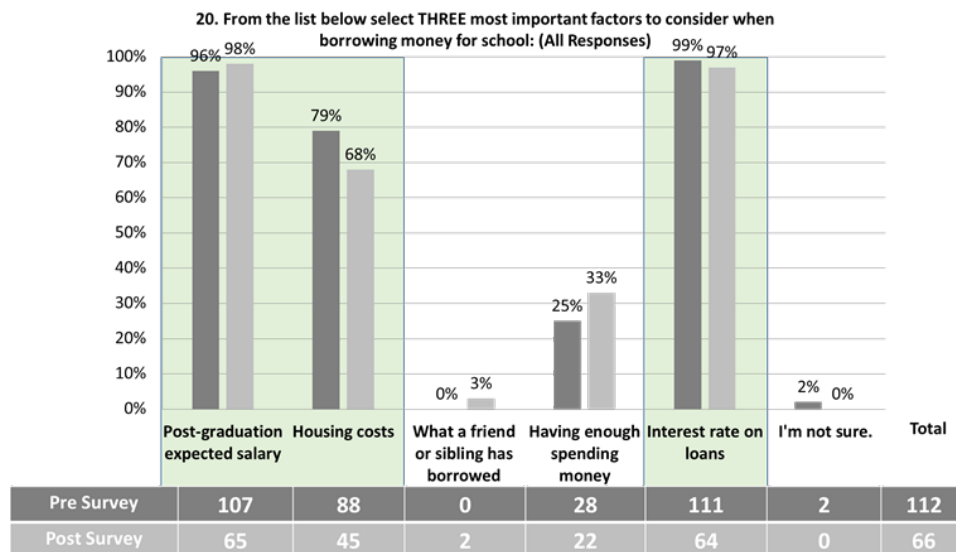
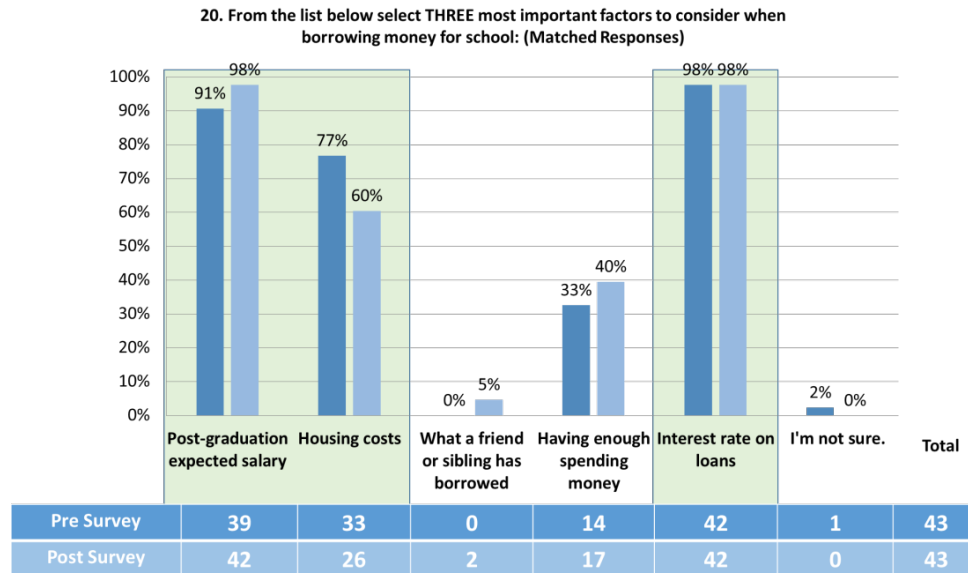


**Question 20:** From the list below select THREE most important factors to consider when borrowing money for school:

Answers (3/3): Post-graduation expected salary, Housing costs, Interest rate on loans

- Out of 43 matched responses from the pre quarter survey, 28 (65%) were correct.
- Out of 43 matched responses from the post quarter survey, 24 (56%) were correct.
- Out of 112 total responses from the pre quarter survey, 82 (73%) were correct.
- Out of 66 total responses from the post quarter survey, 42 (64%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*



## Interpretations

**Question 19:** Many students were able to correctly identify 2/3 responses, fewer were able to answer 3/3. Some answers are better than others, but all are reasonable ideas to consider. Students may be interpreting the question as “What are options to consider when you want to save money.”

**Question 20:** Many students were able to correctly identify 2/3 responses, fewer were able to answer 3/3. Some answers are better than others, but all are reasonable ideas to consider.

## Recommendations

**Question 19:** Set correct threshold to 3/3. Some answers are better than others, but all are reasonable ideas to consider. Ask students what to do to help save money? Consider asking a separate question about money personality. Which of the following are money personalities? “Cheapskate,” “Freeloader,” “Gambler,” “Saver”

**Question 20:** Set correct threshold to 3/3. Rephrase the question to ask students where to find “Post-graduation expected salary,” “Housing costs” or “Interest rate loans to add more of a challenge.”

## Health & Wellness

### Overview

Sexual violence, alcohol and drug prevention, and response are important issues discussed with students early on in their time on campus. Additionally, as it relates to these issues, learning how to help someone in need is a vital skill. This lesson addresses three case studies, myths and facts on sexual violence, true and false in regards to alcohol and drugs as well as bystander intervention concepts.

### Lesson Outcomes

The Health and Wellness lesson addresses the following Common Hour learning outcomes:

- Understand what it means to clearly consent to sexual activity.
- Name one way in which a student can safely intervene to prevent sexual violence
- Name at least two ways to stay safe when drinking
- Name one way in which a student can safely intervene to prevent a friend from severe alcohol intoxication

### Survey Questions

**Question 21:** Imagine you are at a party with friends where alcohol is present. From the list below select THREE ways you could stay safe if you choose to drink.

- Avoid mixing drugs, including alcohol
- Mix your own drinks
- Stick to the recommended limits: 6 drinks for men; 5 for women
- Stay with a friend
- Drink things like coffee or energy drinks to you up and feeling sober
- I'm not sure

**Question 22:** Again, imagine you are at a party and you notice someone is trying to take advantage of an intoxicated person in a sexual way. From the list below select THREE ways you could intervene:

- Recruit the help of friends of one or both people involved
- Cause a distraction—spill your drink, unplug the music, turn on the lights
- Call 911 or Public Safety
- Trust that their friends are taking care of it
- I'm not sure

**Question 23:** Read the statements about consent below and indicate whether the statements are TRUE or FALSE. (I'm not sure is also an option)

- The absence of 'NO' does not mean 'YES'. TRUE
- Consent cannot be obtained from individuals who are incapacitated in any way, including as a result of drugs and/or alcohol. TRUE
- Consent must be explicit and voluntary. TRUE
- Once consent is obtained, you can assume consent is also given for every sexual act following. FALSE
- If both people are drunk, sexual assault can't happen. FALSE



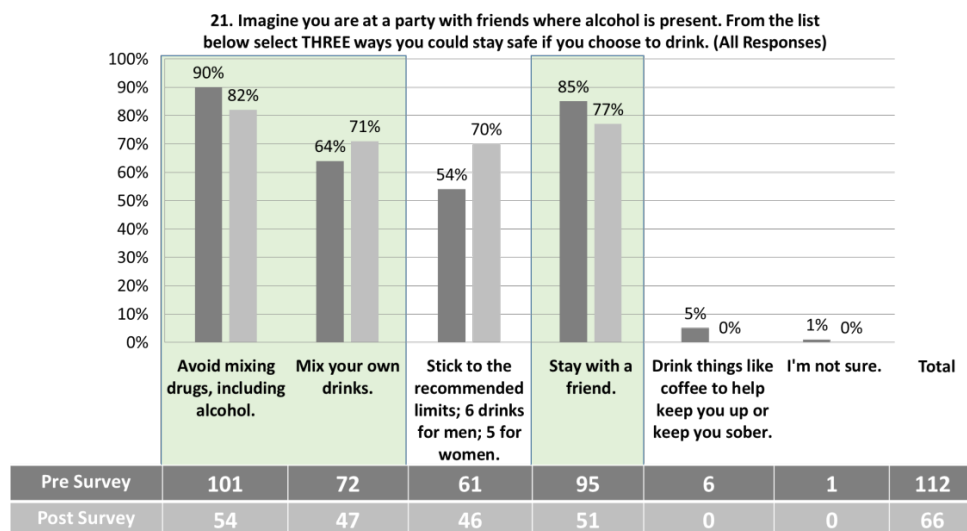
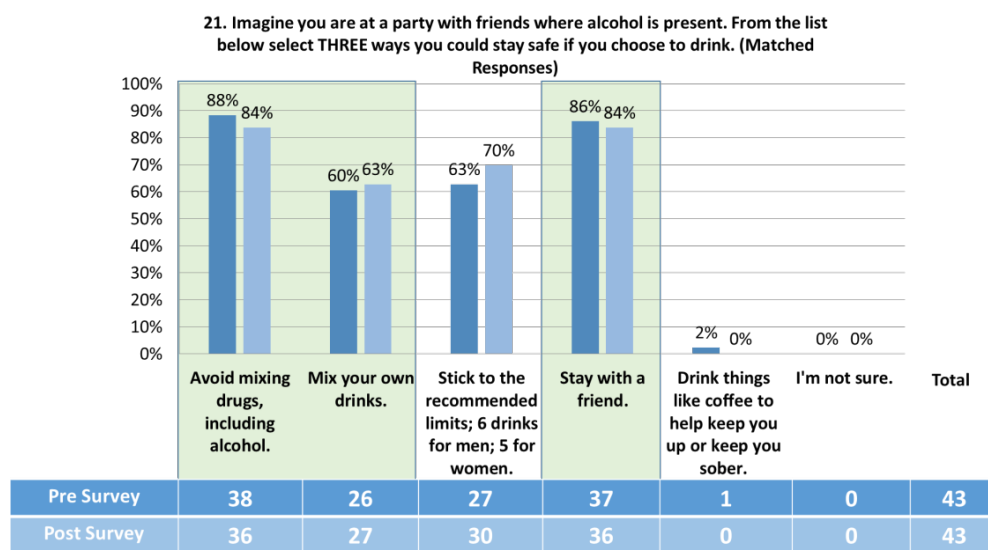
## Findings

**Question 21:** Imagine you are at a party with friends where alcohol is present. From the list below select THREE ways you could stay safe if you choose to drink.

Answers (must have all 3): Recruit the help of friends of one or both people involved; Cause a distraction - spill your drink, unplug the music, turn on the lights; Call 911 or Public Safety.

- Out of 43 matched responses from the pre quarter survey, 15 (35%) were correct.
- Out of 43 matched responses from the post quarter survey, 13 (30%) were correct.
- Out of 112 total responses from the pre quarter survey, 46 (41%) were correct.
- Out of 66 total responses from the post quarter survey, 20 (30%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

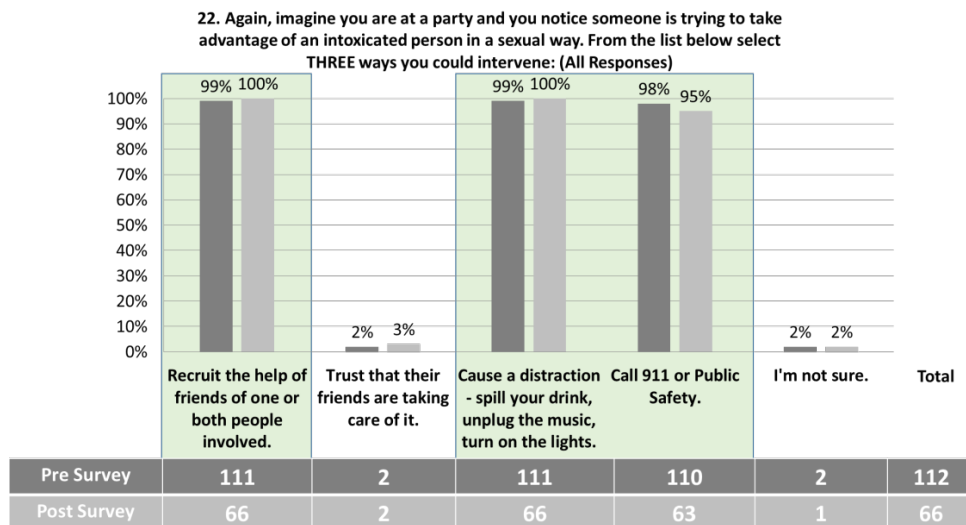
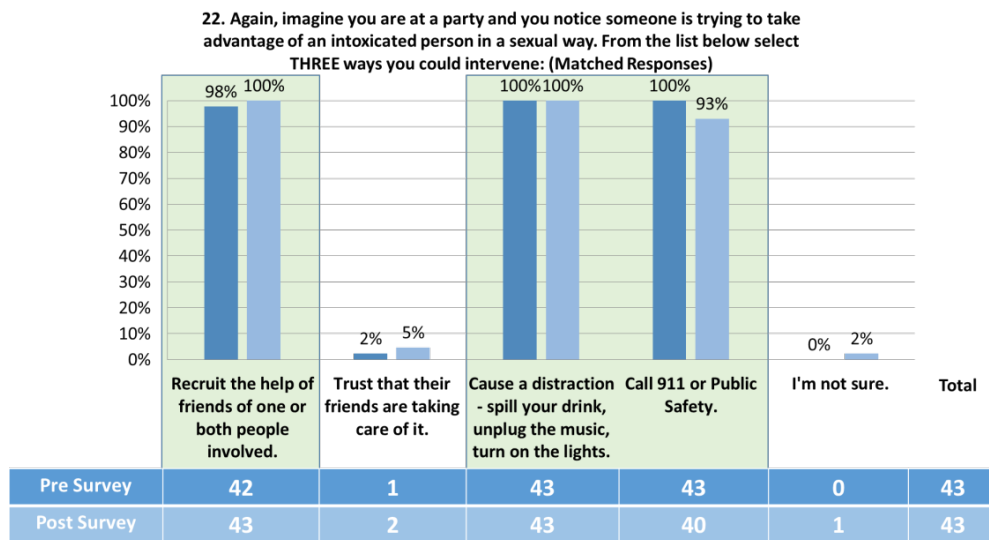


**Question 22:** Again, imagine you are at a party and you notice someone is trying to take advantage of an intoxicated person in a sexual way. From the list below select **THREE** ways you could intervene:

Answers (must have all 3): Avoid mixing drugs, including alcohol, Mix your own drinks, Stay with a friend.

- Out of 43 matched responses from the pre quarter survey, , 42 (98%) were correct.
- Out of 43 matched responses from the post quarter survey, 40 (93%) were correct.
- Out of 112 total responses from the pre quarter survey, 108 (96%) were correct.
- Out of 66 total responses from the post quarter survey, 63 (95%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*



**Question 23:** Read the statements about consent below and indicate whether the statements are TRUE or FALSE

23a. The absence of 'NO' does not mean 'YES'

Answer: True

- Out of 43 matched responses from the pre quarter survey, 41 (95%) were correct.
- Out of 43 matched responses from the post quarter survey, 40 (93%) were correct.
- Out of 112 total responses from the pre quarter survey, 107 (96%) were correct.
- Out of 66 total responses from the post quarter survey, 63 (95%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

23b. Consent cannot be obtained from individuals who are incapacitated in any way, including as a result of drugs and/or alcohol.

Answer: True

- Out of 43 matched responses from the pre quarter survey, 42 (98%) were correct.
- Out of 43 matched responses from the post quarter survey, 41 (95%) were correct.
- Out of 112 total responses from the pre quarter survey, 109 (97%) were correct.
- Out of 66 total responses from the post quarter survey, 62 (94%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

23c. Consent must be explicit and voluntary.

Answer: True

- Out of 43 matched responses from the pre quarter survey, 42 (99%) were correct.
- Out of 43 matched responses from the post quarter survey, 41 (97%) were correct.
- Out of 112 total responses from the pre quarter survey, 111 (99%) were correct.
- Out of 66 total responses from the post quarter survey, 64 (97%) were correct.

*The percentage of correct results decreased over time. There is not a statistically significant difference based on the way students responded to this question.*

23d. Once consent is obtained, you can assume consent is also given for every sexual act following.

Answer: False

- Out of 43 matched responses from the pre quarter survey, 41 (95%) were correct.
- Out of 43 matched responses from the post quarter survey, 35 (81%) were correct.
- Out of 112 total responses from the pre quarter survey, 106 (95%) were correct.
- Out of 66 total responses from the post quarter survey, 57 (86%) were correct.

*The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.***

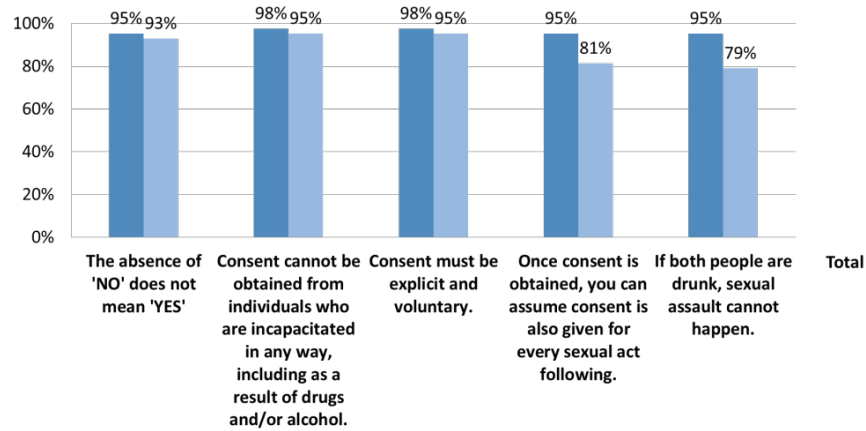
23e. If both people are drunk, sexual assault cannot happen.

Answer: False

- Out of 43 matched responses from the pre quarter survey, 41 (95%) were correct.
- Out of 43 matched responses from the post quarter survey, 34 (79%) were correct.
- Out of 112 total responses from the pre quarter survey, 101 (90%) were correct.
- Out of 66 total responses from the post quarter survey, 53 (80%) were correct.

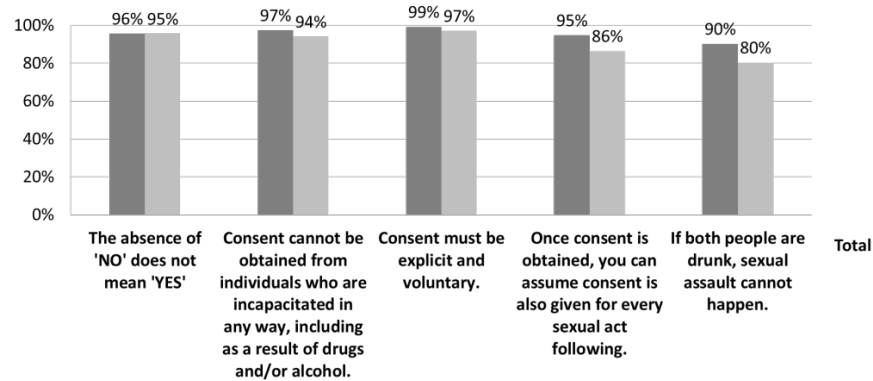
*The percentage of correct results increased over time. **There is a statistically significant difference based on the way students responded to this question.***

**23. Read the statements about consent below and indicate whether the statements are TRUE or FALSE (# correct) (Matched Responses)**



Pre Survey	41	42	42	41	41	43
Post Survey	40	41	41	35	34	43

**23. Read the statements about consent below and indicate whether the statements are TRUE or FALSE (# correct) (All Responses)**



Pre Survey	107	109	111	106	101	112
Post Survey	63	62	64	57	53	66

## Interpretations

**Question 21:** There was a decrease in the number of students who selected the correct option “Stay with a friend.” The incorrect response of “stick to the recommended limits; 6 drinks for men; 5 for women” is not correct because the numbers listed as the limits are not correct, however this response increased.

**Question 22:** A high percentage of correct responses from students in the Pre Quarter survey suggest that students may have had previous knowledge. There was a decrease in the correct response to “call 911 or public safety.” “Trust that friends are taking care of it” is incorrect, but increased in responses.

**Question 23:** The number of correct responses decreased across the board. “I’m not sure” was an optional response. The number of students who responded to 23d with “I’m not sure” increased from 0 to 7 percent. The number of students who responded to 23e with “I’m not sure” increased from 2 to 9 percent. 23d and 23e has the highest number of students respond “I’m not sure” on the survey.

## Recommendations

**Question 21:** This question should be rewritten to include “stick with the recommended limits” as a correct answer. The correct limits were not included on the student handouts, the actual limits (5 for men and 4 for women) should be eliminated from the options as it measures fact not just the behavior. This question could be more challenging if you include options like “Pace yourself and drink slowly” or “Use the bathroom frequently to let the alcohol out of your system” “Check the alcohol content” or all of the above.

**Question 22:** Revise this question to make it more challenging. Rephrase the question, to say “What are the best 3 options for this situation. Add possible options like “Call for a ride and leave the party.” “Find food and water for the intoxicated person to eat and drink.” “Check to see if the intoxicated person has given consent prior.”

**Question 23:** Questions 23a, The absence of 'NO' does not mean 'YES', and 23b, consent cannot be obtained from individuals who are incapacitated in any way, including as a result of drugs and/or alcohol, are not clearly stated. 23a is a double negative, and the wording in 23b. is confusing. The questions should be rewritten. The following are possible examples: 23a “The absence of 'NO' implies 'YES', and 23b. Consent can be obtained from individuals who are incapacitated as a result of drugs and/or alcohol. 23d. Once consent is obtained, you can assume consent is also given for every sexual act following and 23e. If both people are drunk, sexual assault cannot happen, had the most significant decrease in correct answers overtime and were statistically significant. They also had the highest number of students respond “I’m not sure” in the post survey.

Rephrase 23a to “The absence of 'NO' implies consent” Turn 23b into two separate questions, “Consent can be obtained from individuals who have had too many drinks” and “Using marijuana does not impair your ability to give consent.” Other options to consider are “Individuals give consent as long as they can say ‘Yes’” or “Wearing a sexy outfit implies consent is given” “Only women need to give consent.”

Consider adding a question about where students can go to report sexual assault.

## Diversity, Community & Social Justice

### Overview

The Diversity, Community & Social Justice lesson helps students understand core concepts related to diversity and social justice, reflect upon their personal social identities in relationship to diversity at DePaul, and practice talking about these issues with their peers. While some students have existing knowledge and experiences related to diversity, this module helps students develop critical definitions of popular terms suitable for informed, collegiate level discussions and dialogues during their college career in alignment with DePaul's mission and expectations for conversations with civility. Additionally, students will receive information about campus resources to continue their exploration.

### Lesson Outcomes

The Diversity, Community, and Social Justice lesson addresses the following Common Hour learning outcomes:

- Define and apply core concepts related to diversity and social justice;
- Identify and describe their own social identities and related experiences;
- Practice respectful dialogue with their peers related to diversity and social justice;
- Identify resources for continued learning and support on campus.

### Survey Questions

**Question 24:** From the items below, select the statement that is TRUE regarding the definition of privilege?

Answer: Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual and institutional level.

- Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual level only.
- Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual and institutional level.
- Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual level only.
- Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual and institutional level.
- I am not sure

**Question 25:** From the items below, select the statement that is TRUE regarding the definition of privilege?

Answer: Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual level only.

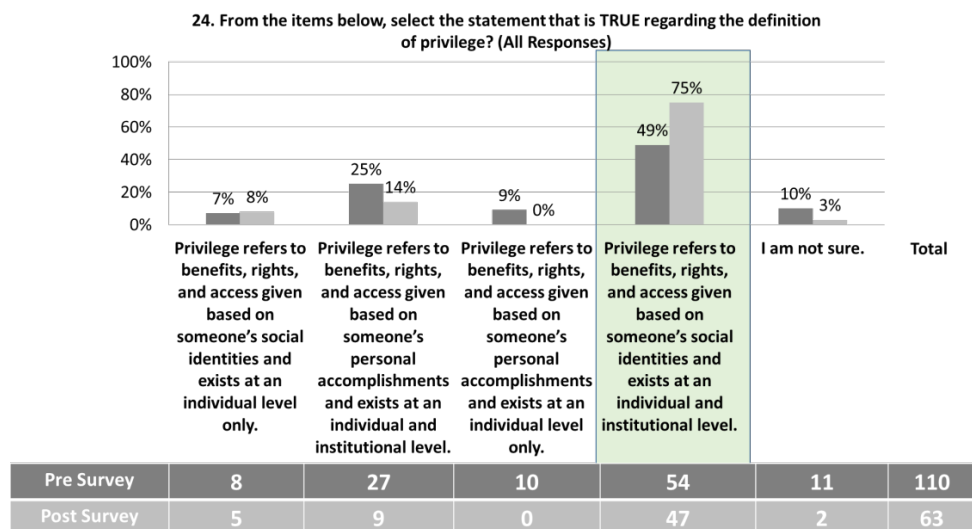
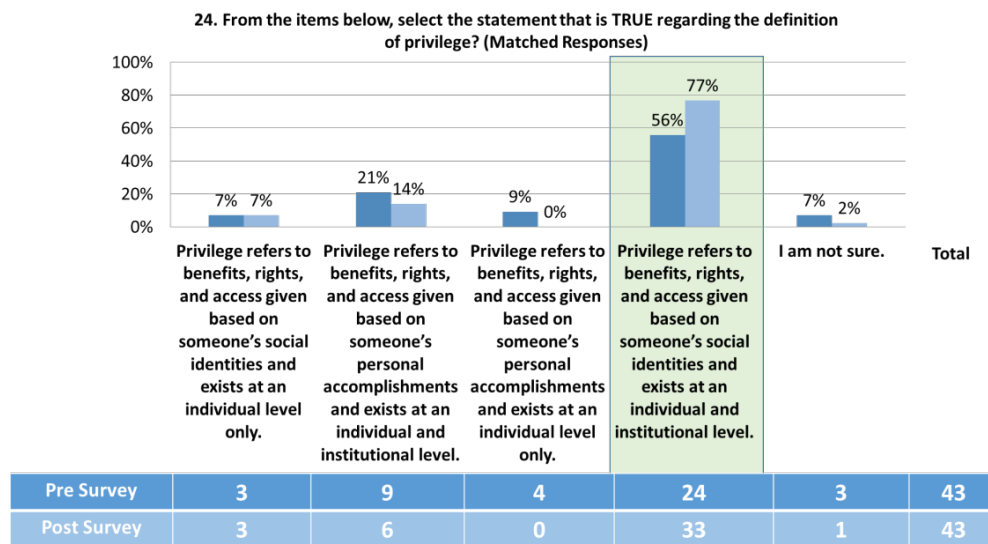
- Oppression refers to benefits, rights, and access given based on someone's social identities and exists at an individual level only.
- Oppression refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual and institutional level.
- Oppression refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual level only.
- Oppression refers to benefits, rights, and access given based on someone's social identities and exists at an individual and institutional level.
- I am not sure

## Findings

**Question 24:** From the items below, select the statement that is TRUE regarding the definition of privilege?

- Out of 43 matched responses from the pre quarter survey, 24 (56%) were correct.
- Out of 43 matched responses from the post quarter survey, 33 (77%) were correct.
- Out of 110 total responses from the pre quarter survey, 54 (49%) were correct.
- Out of 63 total responses from the post quarter survey, 47 (75%) were correct.

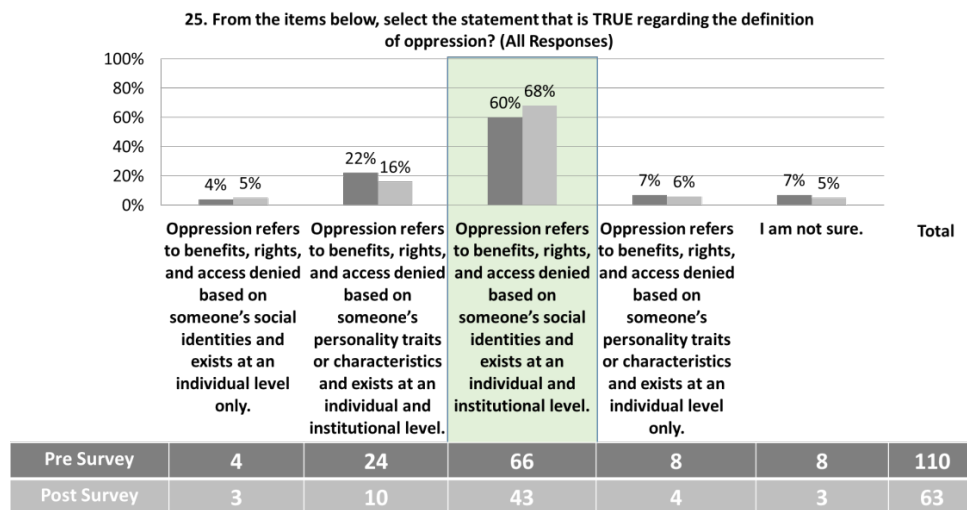
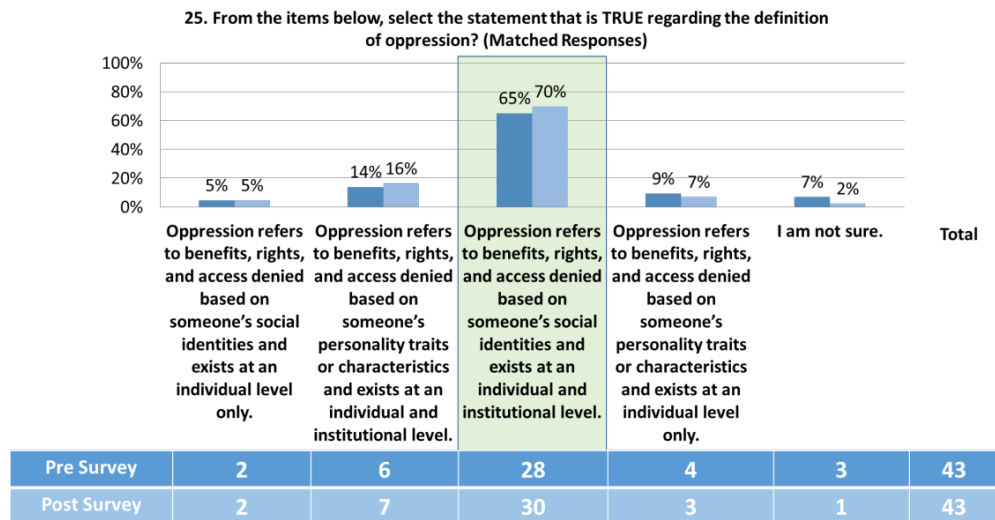
*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*



**Question 25:** From the items below, select the statement that is TRUE regarding the definition of privilege?

- Out of 43 matched responses from the pre quarter survey, 28 (65%) were correct.
- Out of 43 matched responses from the post quarter survey, 30 (70%) were correct.
- Out of 110 total responses from the pre quarter survey, 66 (60%) were correct.
- Out of 63 total responses from the post quarter survey, 43 (68%) were correct.

*The percentage of correct results increased over time. There is not a statistically significant difference based on the way students responded to this question.*





## Interpretations

**Question 24:** Low increase may be due to low response rate. Also, answer choices are too similar to one another which may cause confusion.

**Question 25:** Low increase may be due to low response rate. Also, answer choices are too similar to one another which may cause confusion.

## Recommendations

**Question 24:** This question was very word specific and could cause confusion for students about the exact wording of the correct answer. Consider revising the answer choices to have more distinct choices to respond. For example "Select the following options that are associated with privilege." Some possible options are "benefits rights and access are given to an individual," "benefits rights and access denied to an individual," "social identity," "individual accomplishments," "personality traits or characteristics," "exists at an individual level," "exists at and institutional level," "all of the above."

**Question 25:** This question was very word specific and could cause confusion for students about the exact wording of the correct answer. Consider revising the answer choices to have more distinct choices to respond. For example "Select the following options that are associated with oppression." Some possible options are "benefits rights and access are given to an individual," "benefits rights and access denied to an individual," "social identity," "individual accomplishments," "personality traits or characteristics," "exists at an individual level," "exists at and institutional level," "all of the above."

# Qualtrics Survey Sent to Students

The first set of questions are related to your understanding of the DePaul mission.

The three defining characteristics of DePaul are Urban, Vincentian and\_\_\_\_\_.

- ☐ Lutheran
- ☐ Catholic
- ☐ Methodist
- ☐ I'm not sure.

What is the Vincentian question?

- ☐ How can I help?
- ☐ Why do we do this?
- ☐ What must be done?
- ☐ I'm not sure.

I have been invited to be a Vincentian.

Strongly Agree                      Agree                      I'm not sure.                      Disagree                      Strongly Disagree

☐                      ☐                      ☐                      ☐                      ☐

I see how St. Vincent de Paul's mission can influence the DePaul university community today.

Strongly Agree                      Agree                      I'm not sure.                      Disagree                      Strongly Disagree

☐                      ☐                      ☐                      ☐                      ☐

The next set of questions is related to your knowledge of campus resources as well as involvement and leadership opportunities on campus.

From the list below select **THREE** departments a student can go to when they are having a difficult time in class.

- ☐ University Libraries
- ☐ Student Records
- ☐ Center for Students with Disabilities
- ☐ Writing Center
- ☐ Financial Aid
- ☐ I'm not sure.

From the list below select **ONE** department a student can go to if they were undeclared, undecided, or wanted to explore major options.

- ☐ Dean of Students
- ☐ College Office
- ☐ DePaul Central
- ☐ Office for Academic Advising Support (OAAS)
- ☐ I'm not sure.

From the list below select **THREE** departments a student can go to to find involvement and involvement opportunities.

- ☐ Student Records
- ☐ Office of Student Involvement
- ☐ Vincentian Community Service Office
- ☐ Financial Aid
- ☐ Campus Recreation
- ☐ I'm not sure.

Read the statements below about involvement and indicate whether the statements are **TRUE** or **FALSE**.

	True	False	Not Sure
Getting involved requires being an elected leader of my student organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved is a way to explore different interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved is a way to improve time management skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved is a way to serve the mission of DePaul.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting involved will negatively impact my GPA.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

From the list below select the item that includes the 5 dimensions of Socially Responsible Leadership.

- ☐ 1. Self-Understanding & Personal Integrity 2. Taking Seriously the Perspective of Others 3. Enabling Others to Act 4. Contributing to a Larger Community 5. Striving for Excellence
- ☐ 1. Taking Seriously the Perspective of Others 2. Inspiring a Shared Vision 3. Knowledge and Intellectual Competence 4. Enabling Others to Act 5. Striving for Excellence
- ☐ 1. Self-Understanding & Personal Integrity 2. Taking Seriously the Perspective of Others 3. Contributing to a Larger Community 4. Knowledge and Intellectual Competence 5. Striving for Excellence
- ☐ I'm not sure.

**The next set of questions is related to academic success and your experience with major and career exploration.**

From the list below select the **TWO** best strategies a student could use to be academically successful.

- ☐ Reflecting on the times they have done well and the times they have been challenged.
- ☐ Using high school study strategies.
- ☐ Planning to studying the night prior to a test.
- ☐ Studying a little bit before and after each class.
- ☐ I'm not sure.

From the list below select the **THREE** best strategies a student could use to explore major and career options alongside their interests.

- ☐ Take advantage of Liberal Studies courses.
- ☐ Ask a roommate for advice.
- ☐ Get an internship.
- ☐ Do a google search.
- ☐ Explore ONET and depaul.joinhandshake.com.
- ☐ I'm not sure.

Read the statements below and respond using the scale provided.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I am confident in my choice of academic major.	●	●	●	●	●
I have explored areas of interest related to my academic major.	●	●	●	●	●
I can explain how my interests are related to my academic major.	●	●	●	●	●
I can explain how my interests are related to a specific career.	●	●	●	●	●
I am knowledgeable about resources available to help me explore my academic and career options.	●	●	●	●	●

**The next set of questions is on Campus Connect and course registration.**

When does the Course Cart in Campus Connect open for the upcoming quarter?

- ☐ The first week of the current quarter.
- ☐ During the fourth week of the current quarter.
- ☐ Anytime during the current quarter.
- ☐ At the same time I can register for the upcoming quarter.
- ☐ I'm not sure.

To plan for my next quarter of classes I need to (select all that apply):

- ☐ Review my degree requirements.
- ☐ Meet with my advisor.
- ☐ Check for any holds or to-do's in Campus Connect.
- ☐ Consider pre-requisites for classes I want to enroll in.
- ☐ I'm not sure.

**The image below is from the Student Center in Campus Connect. Take a look at the image and click on where you can view to-do's. area where you can view your Degree Progress Report.**

**The image below is from the Student Center in Campus Connect. Take a look and click on where you can find your enrollment date.**

**The next set of questions is related to personal finances and financial wellness.**

From the list below select the **THREE** most important items to consider when creating a budget.

- ☐ Putting money into savings.
- ☐ Doing free activities.
- ☐ Knowing your money personality.
- ☐ Tracking your expenses.
- ☐ Buying things on sale.
- ☐ I'm not sure.

From the list below select **THREE** most important factors to consider when borrowing money for school:

- ☐ Post-graduation expected salary
- ☐ Housing costs
- ☐ What a friend or sibling has borrowed
- ☐ Having enough spending money
- ☐ Interest rate on loans
- ☐ I'm not sure.

**The next set of questions are related to personal safety and consent.**

Imagine you are at a party with friends where alcohol is present. From the list below select **THREE** ways you could stay safe if you choose to drink.

- ☐ Avoid mixing drugs, including alcohol.
- ☐ Mix your own drinks.
- ☐ Stick to the recommended limits; 6 drinks for men; 5 for women.
- ☐ Stay with a friend.
- ☐ Drink things like coffee to help keep you up or keep you sober.
- ☐ I'm not sure.

Again, imagine you are at a party and you notice someone is trying to take advantage of an intoxicated person in a sexual way. From the list below select **THREE** ways you could intervene:

- ☐ Recruit the help of friends of one or both people involved.
- ☐ Trust that their friends are taking care of it.
- ☐ Cause a distraction - spill your drink, unplug the music, turn on the lights.
- ☐ Call 911 or Public Safety.
- ☐ I'm not sure.

Read the statements about consent below and indicate whether the statements are **TRUE** or **FALSE**

	True	False	I'm not sure.
The absence of 'NO' does not mean 'YES'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consent cannot be obtained from individuals who are incapacitated in any way, including as a result of drugs and/or alcohol.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consent must be explicit and voluntary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Once consent is obtained, you can assume consent is also given for every sexual act following.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If both people are drunk, sexual assault cannot happen.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**The is the final set of questions and these questions are related to the definitions of privilege and oppression.**

From the items below, select the statement that is TRUE regarding the definition of privilege?

- ☐ Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual level only.
- ☐ Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual and institutional level.
- ☐ Privilege refers to benefits, rights, and access given based on someone's personal accomplishments and exists at an individual level only.
- ☐ Privilege refers to benefits, rights, and access given based on someone's social identities and exists at an individual and institutional level.
- ☐ I am not sure.

From the items below, select the statement that is TRUE regarding the definition of oppression?

- ☐ Oppression refers to benefits, rights, and access denied based on someone's social identities and exists at an individual level only.
- ☐ Oppression refers to benefits, rights, and access denied based on someone's personality traits or characteristics and exists at an individual and institutional level.
- ☐ Oppression refers to benefits, rights, and access denied based on someone's social identities and exists at an individual and institutional level.
- ☐ Oppression refers to benefits, rights, and access denied based on someone's personality traits or characteristics and exists at an individual level only.
- ☐ I am not sure.

## **2016 Common Hour Pre & Post Quarter Questionnaire (Revised Version)**

Thank you for taking the time to complete the questionnaire below. We know you are at the very beginning of your academic career here at DePaul and may have varied levels of university knowledge. We value your honest responses and encourage you to answer each question as best you can. We will use your responses to inform changes to the Common Hour portion of the Chicago Quarter program and other programs and initiatives for new students in the future. Thank you for completing the questionnaire!

### **The first set of questions are related to your understanding of the DePaul mission.**

1. From the list below select the **THREE** defining characteristics of DePaul.

- Urban
- Jesuit
- Methodist
- Catholic
- Vincentian
- I'm not sure.

2. What is the Vincentian Question?

- How can I help?
- Why do we do this?
- What must be done?
- I'm not sure.

3. From the list below select **TWO** ways a student can live out the Vincentian lesson of the "scarred coin":

- Share the coin with a friend.
- Strive to see through to the human dignity of all people.
- Make a wish with the coin.
- Look past your first impression.
- Scrub the coin clean to retain the value.
- I'm not sure.

### **The next set of questions is related to your knowledge of campus resources as well as involvement and leadership opportunities on campus.**

4. From the list below select **THREE** departments that provide academic support to students who are having a difficult time in class.

- Student Records
- University Libraries
- Center for Students with Disabilities



- Financial Aid
- Writing Center
- I'm not sure.

5. From the list below select **THREE** reasons a student should visit the Office for Academic Advising Support (OAAS)?

- To inquire about adding a second major or a minor
- To discuss scholarship and financial aid concerns
- To submit final high school transcripts
- To explore their academic options at DePaul
- To identify their interests, skills, and values
- I'm not sure.

6. From the list below select the statement that is **NOT** true about involvement and leadership at DePaul:

- Getting involved will serve the mission of DePaul.
- Getting involved will improve my time management skills.
- Getting involved will make me an elected leader of my student organization.
- Getting involved will allow me to explore different interests.
- I'm not sure.

7. From the list below selected the **TWO** items that represent dimensions of Socially Responsible Leadership:

- Taking Seriously the Perspective of Others
- Motivating the Middle
- Social Excellence
- Inspiring a Shared Vision
- Contributing to a Larger Community
- I'm not sure.

**-INSERT PAGE BREAK-**

**The next set of questions is related to academic success and your experience with major and career exploration.**

8. From the list below select the **TWO** best strategies that you could use to be academically successful:

- Reflecting on the times I have done well and the times I have struggled.
- Using strategies I used in high school.
- Studying for a long-stretch of time the night before a test.

- Studying a little bit before and after each class.
- I'm not sure.

9. From the list below select the **THREE** best strategies you could use for exploring major and career options alongside your interests.

- Take advantage of Liberal Studies courses.
- Ask your roommate for advice.
- Utilize Alumni Sharing Knowledge (ASK) to explore majors and careers.
- Do a google search
- Explore ONET and [depaul.joinhandshake.com](http://depaul.joinhandshake.com).
- I'm not sure.

**The next set of questions is on Campus Connect and course registration.**

10. When does the Course Cart in Campus Connect open for the upcoming quarter?

- The first week of the current quarter.
- During the fourth week of the current quarter.
- Anytime during the current quarter.
- At the same time I can register for next quarter.
- I'm not sure.

11. From the items below select the things you need to do to plan for your next quarter of classes. Select all that apply:

- Review my degree requirements.
- Meet with my advisor.
- Check for any holds or to-do's in campus connect.
- Consider pre-requisites for class I want to enroll in.
- I'm not sure.

12. Take a look and click on the area where you can find out if you have any items to resolve that would prevent you from registering for classes. When clicking ensure the red dot is in the appropriate area.

13. Take a look and click on the area where you can view your Degree Progress Report, view an unofficial transcript, and change your major or minor. When clicking ensure the red dot is in the appropriate area.

14. Take a look and click on the area where you can find information on who to talk to for academic advising. When clicking ensure the red dot is in the appropriate area.

15. Take a look and click on the area where you can find out when you're eligible to start registering for next quarter's classes. When clicking ensure the red dot is in the appropriate area.

**-INSERT PAGE BREAK-**

**You are almost to the end of the questionnaire - only a few more questions to go! The next set of questions is related to personal finances and financial wellness.**

16. From the following options, select the **THREE** most important items to consider when creating your budget.

- Assessing your needs and wants
- How much money your friends have to spend
- Knowing your money personality
- Tracking your expenses
- Doing free activities
- I'm not sure

17. From the following options, select the **THREE** most important factors to consider when borrowing money for school.

- Post-Graduation expected salary
- Expected loan debt at graduation
- What a friend or sibling is borrowing
- How much money my parents make
- Interest rates on loans
- I'm not sure

**The next set of questions is related to personal safety and consent.**

18. Imagine you are at a party with friends where alcohol is present. From the list below select **THREE** ways you could stay safe if you choose to drink:

- Avoid mixing drugs, including alcohol.
- Drink things like coffee or energy drinks to wake you up.
- Measure your own drinks.
- Go to bathroom frequently to let the alcohol out of your system.
- Make a plan with a friend.
- I'm not sure.

19. Again, Imagine you are at a party and you notice someone is trying to take advantage of an intoxicated person in a sexual way. From the list below select the best **THREE** ways you could intervene:

- Recruit the help of friends for either one or both people involved.
- Call for a ride and leave.
- Cause a distraction – spill your drink, unplug the music, turn on the lights.
- Call 911 or Public Safety.
- Trust that their friends are taking care of it.
- I'm not sure.

20. Read the statements about consent below and select **THREE** statements that are TRUE about consent.

- Consent must be both a verbal and physical yes.
- Consent can be obtained from individuals who are incapacitated, including as a result of alcohol and/or drugs.
- Consent can be withdrawn at any time.
- Consent must be voluntary.
- Once consent is obtained it is assumed for every sexual act following.
- I'm not sure.

**-INSERT PAGE BREAK-**

**This is the final set of questions and these questions are related to your understanding of privilege and oppression.**

21. From the statements below select the statement that is **true** regarding the definition of privilege. Privilege refers to the benefits, rights, and access given based on:

- Someone's social identities and exists at an individual level only.
- Someone's personal accomplishments and exists at an individual and institutional level.
- Someone's social identities and exists at an individual and institutional level.
- Someone's personal accomplishments and exists at an individual level only.
- I'm not sure.

22. From the statements below select the statement that is **true** regarding the definition of oppression. Oppression refers to benefits, rights, and access denied based on:

- Someone's social identities and exists at an individual level only.
- Someone's personality traits or characteristics and exists at an individual and institutional level.
- Someone's social identities and exists at an individual and institutional level.
- Someone's personality traits or characteristics and exists at an individual level only.
- I'm not sure.

END OF SURVEY MESSAGE: Thank you for taking the time to complete the questionnaire. We will use your responses to inform changes to the Common Hour portion of the Chicago Quarter

program and other programs and initiatives for new students in the future. Best of luck in your first quarter at DePaul!