

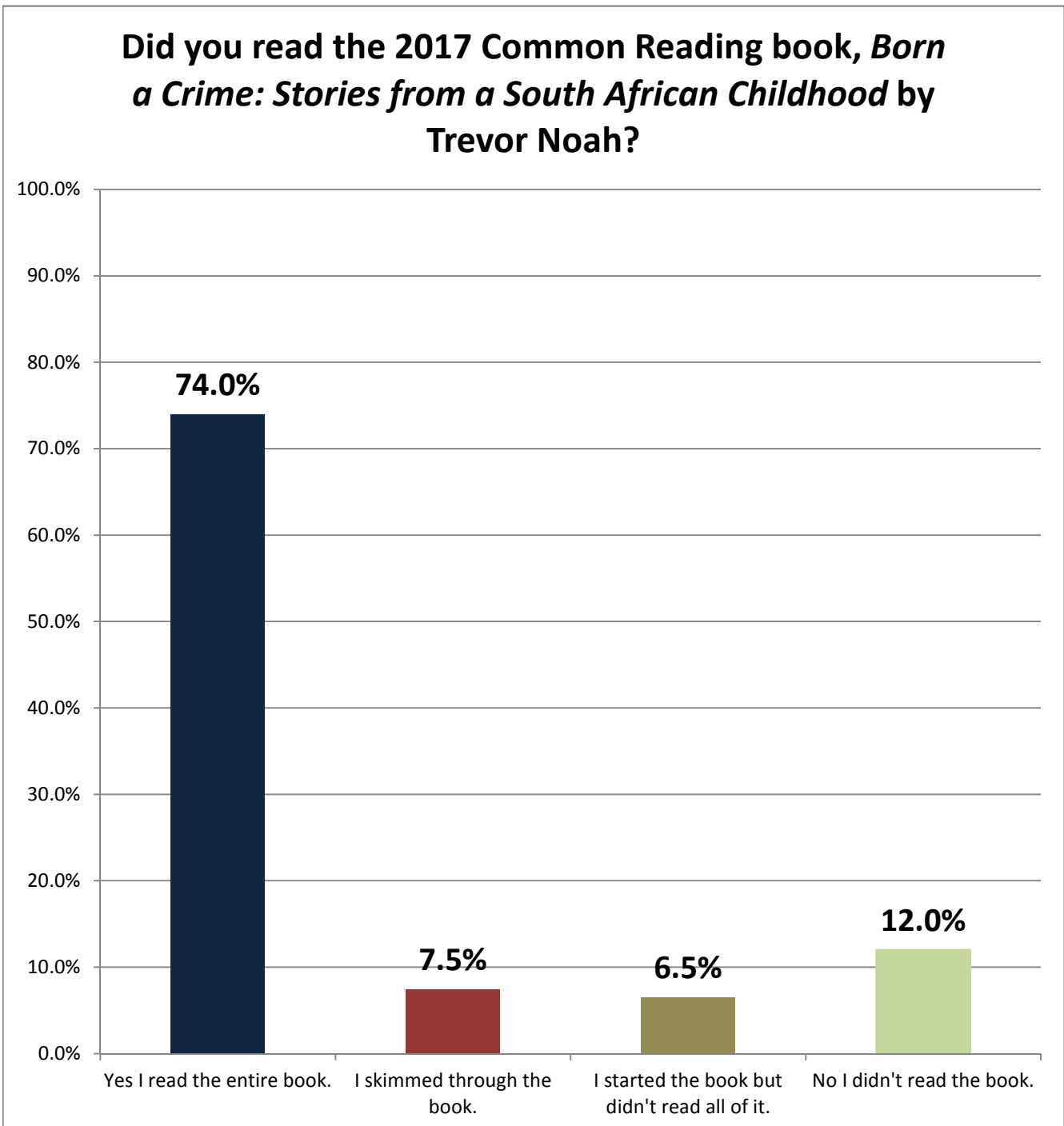
FIRST COLLEGE YEAR: MID- YEAR FRESHMAN SURVEY

Spring 2018 Survey of Fall 2017 First Time
Freshmen: Univariate Results

Brooklyn College Office of Institutional Research
and Data Analysis

2. Did you read the 2017 Common Reading book, *Born a Crime: Stories from a South African Childhood* by Trevor Noah?

Response	Count	%
Yes I read the entire book.	555	74.0%
I skimmed through the book.	56	7.5%
I started the book but didn't read all of it.	49	6.5%
No I didn't read the book.	90	12.0%
Total	750	100.0%

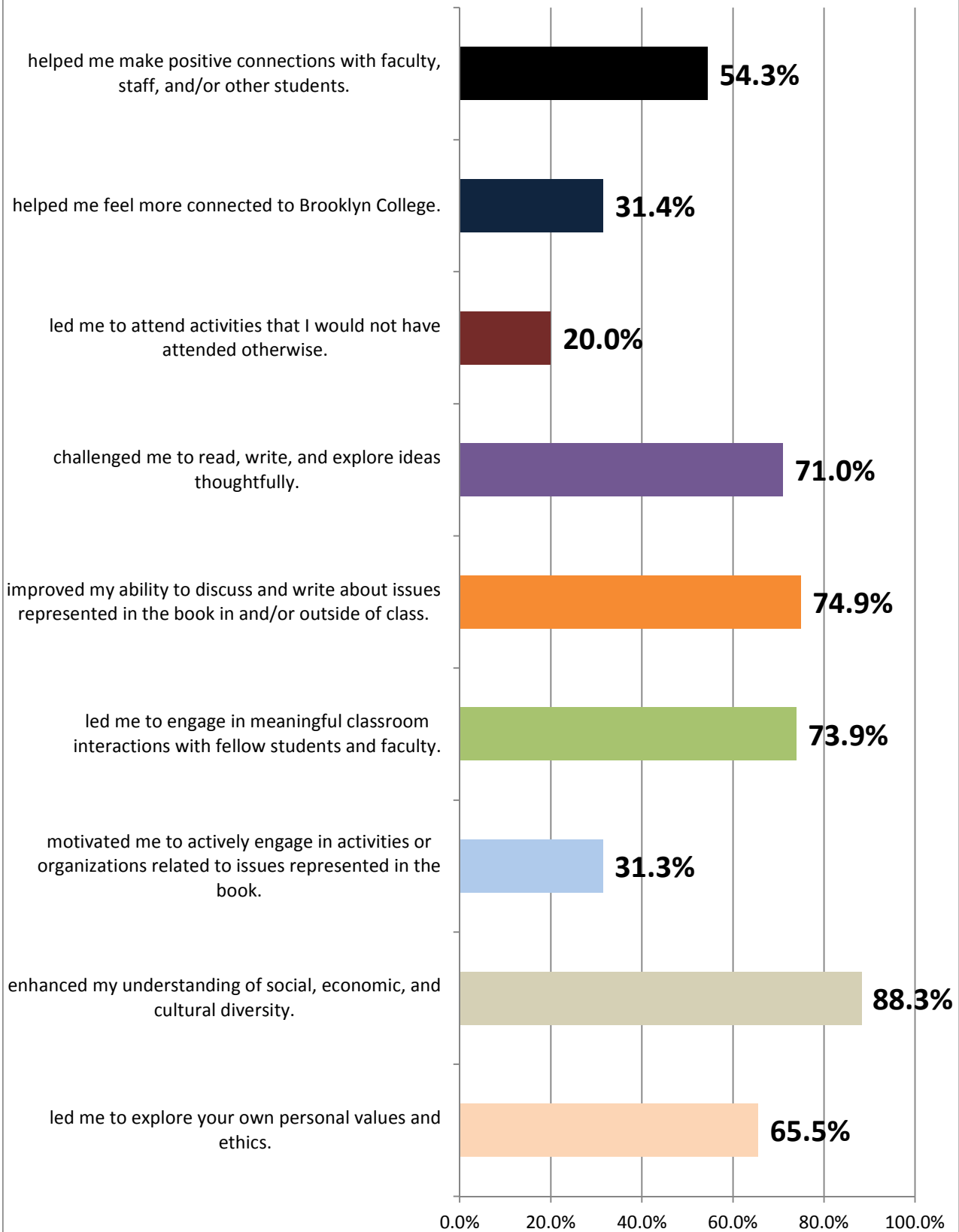


3. Reading and discussing *Born a Crime: Stories from a South African Childhood*:

Response, with Counts	TRUE	FALSE	Total
led me to explore your own personal values and ethics.	452	238	690
enhanced my understanding of social, economic, and cultural diversity.	611	81	692
motivated me to actively engage in activities or organizations related to issues represented in the book.	216	473	689
led me to engage in meaningful classroom interactions with fellow students and faculty.	509	180	689
improved my ability to discuss and write about issues represented in the book in and/or outside of class.	518	174	692
challenged me to read, write, and explore ideas thoughtfully.	489	200	689
led me to attend activities that I would not have attended otherwise.	137	549	686
helped me feel more connected to Brooklyn College.	216	471	687
helped me make positive connections with faculty, staff, and/or other students.	375	315	690

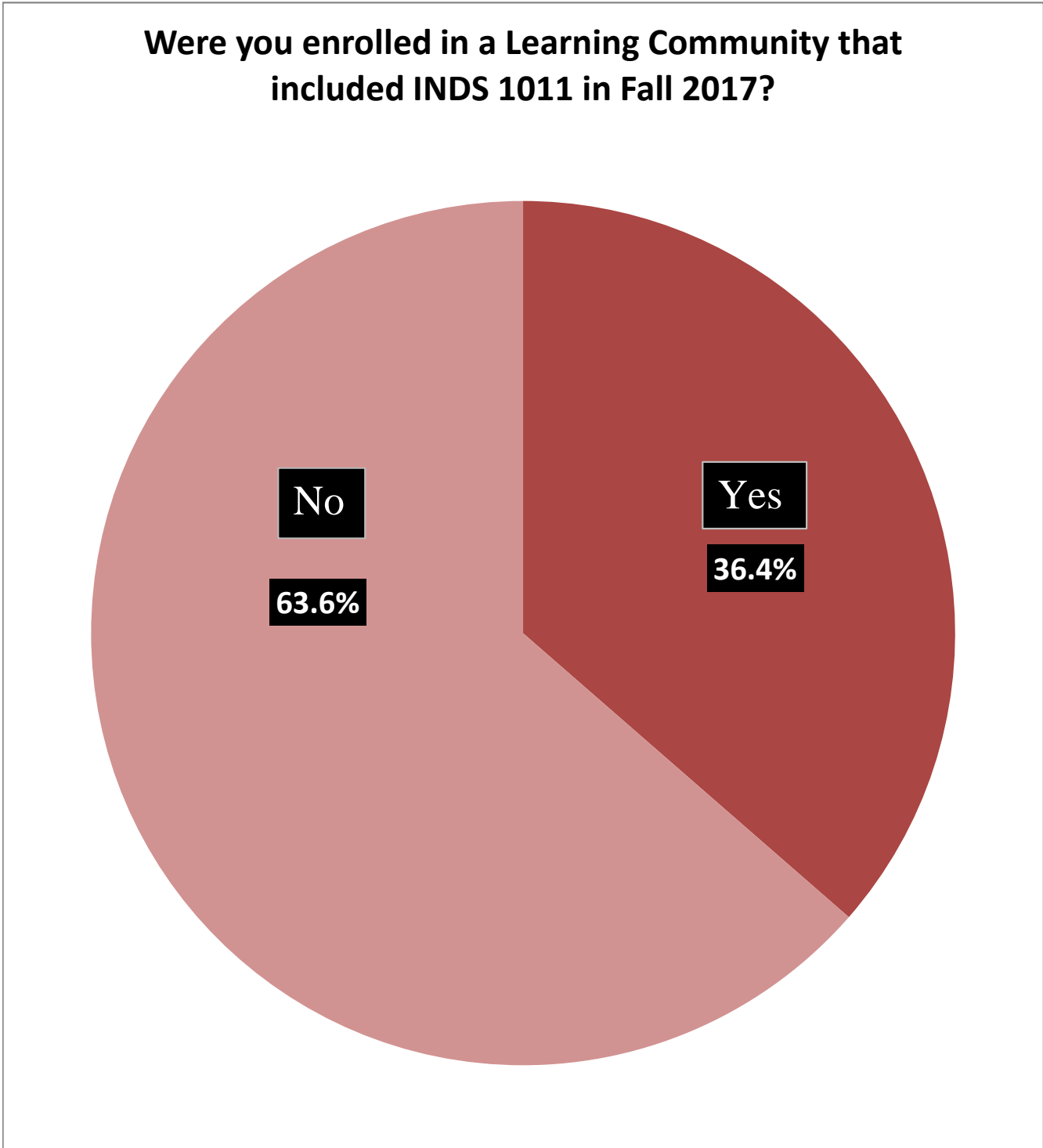
Percentage Breakdown	TRUE	FALSE	Total
led me to explore your own personal values and ethics.	65.5%	34.5%	100.0%
enhanced my understanding of social, economic, and cultural diversity.	88.3%	11.7%	100.0%
motivated me to actively engage in activities or organizations related to issues represented in the book.	31.3%	68.7%	100.0%
led me to engage in meaningful classroom interactions with fellow students and faculty.	73.9%	26.1%	100.0%
improved my ability to discuss and write about issues represented in the book in and/or outside of class.	74.9%	25.1%	100.0%
challenged me to read, write, and explore ideas thoughtfully.	71.0%	29.0%	100.0%
led me to attend activities that I would not have attended otherwise.	20.0%	80.0%	100.0%
helped me feel more connected to Brooklyn College.	31.4%	68.6%	100.0%
helped me make positive connections with faculty, staff, and/or other students.	54.3%	45.7%	100.0%

Reading and discussing *Born a Crime: Stories from a South African Childhood*:



4. Were you enrolled in a Learning Community that included INDS 1011 in Fall 2017?

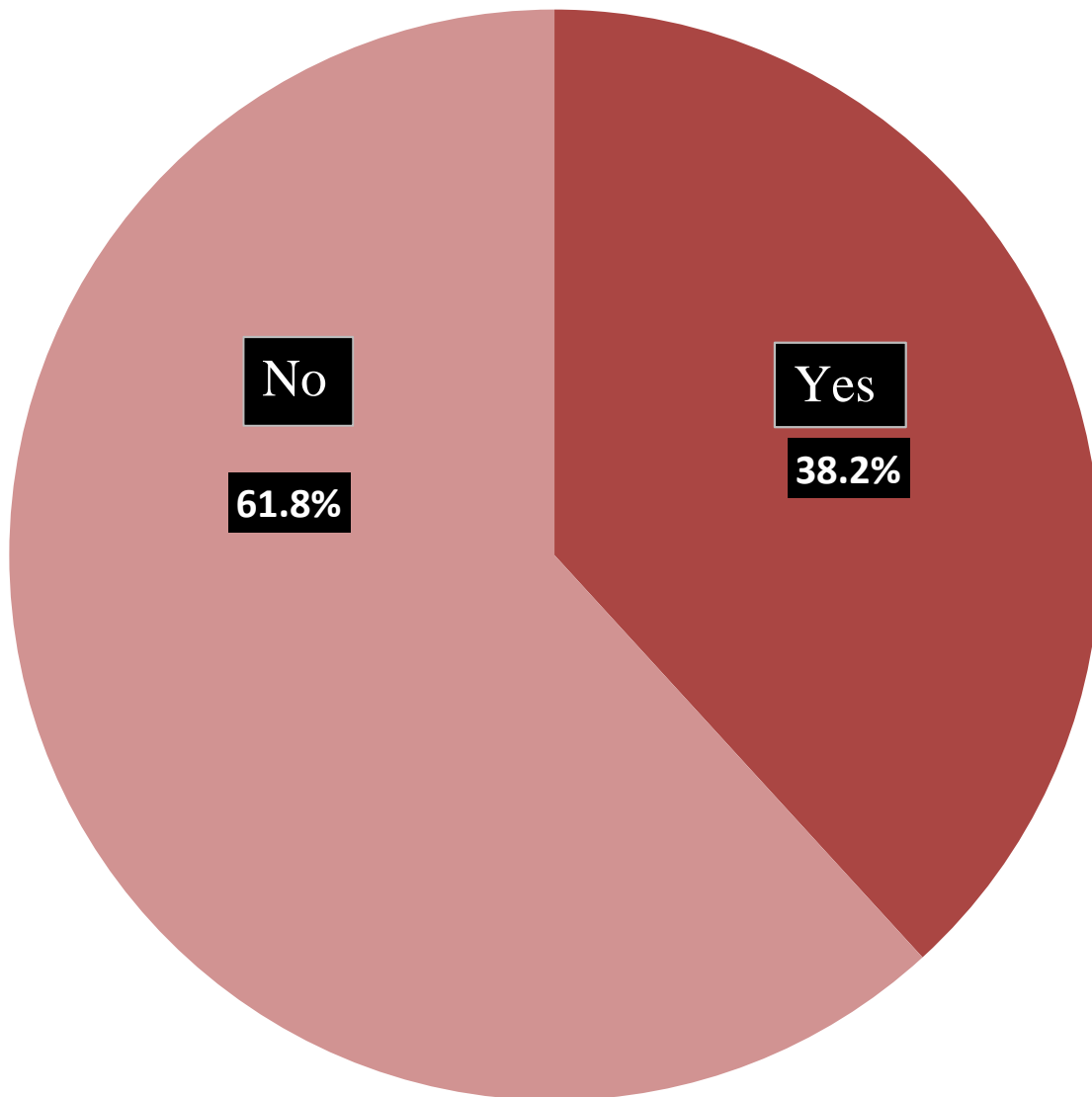
Response	Count	%
Yes	272	36.4%
No	475	63.6%
Total	747	100.0%



5. Were you enrolled in a Learning Block (two linked courses with no INDS 1011) in Fall 2017?

Response	Count	%
Yes	285	38.2%
No	461	61.8%
Total	746	100.0%

Were you enrolled in a Learning Block (two linked courses with no INDS 1011) in Fall 2017?

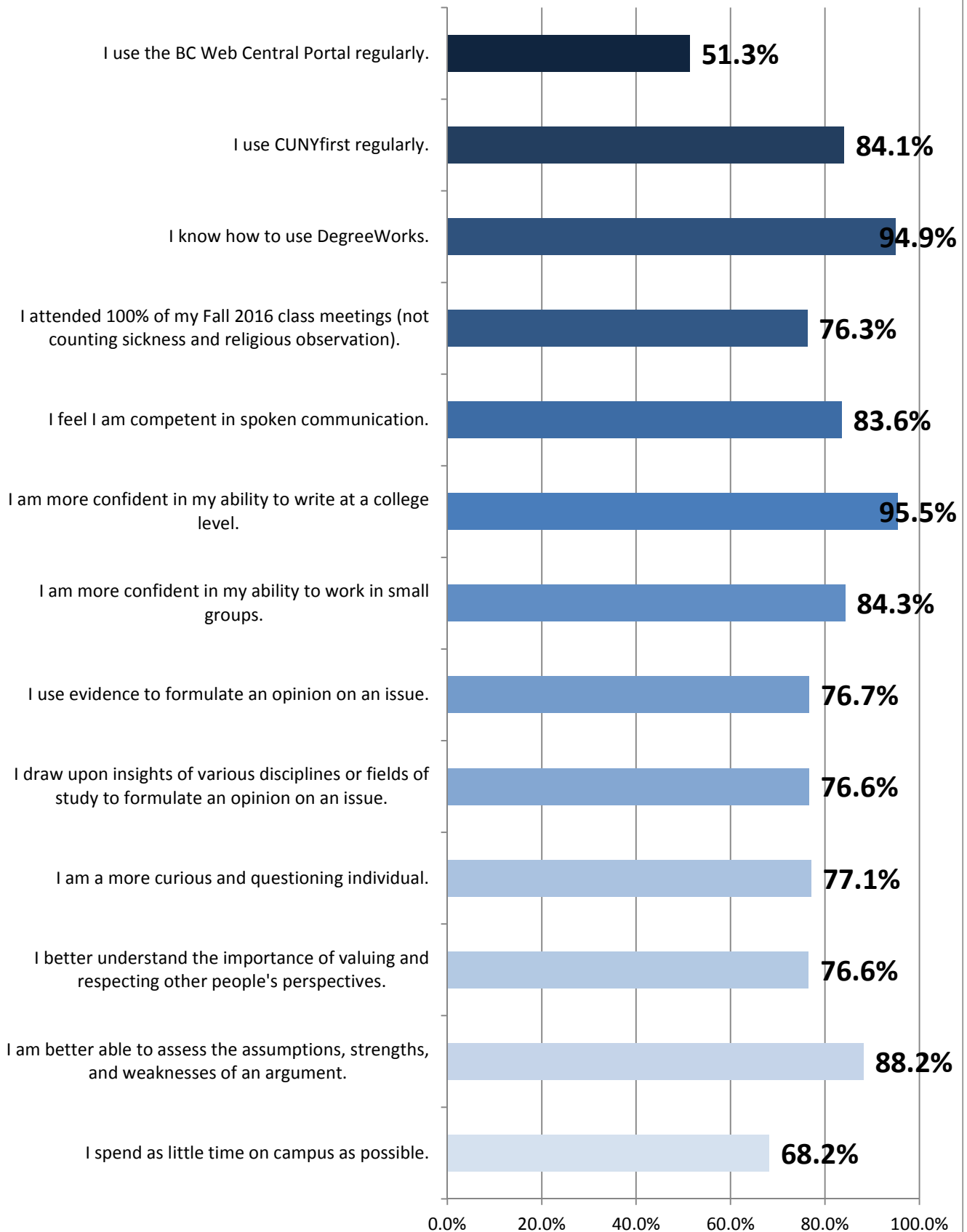


6. As a second-semester freshman:

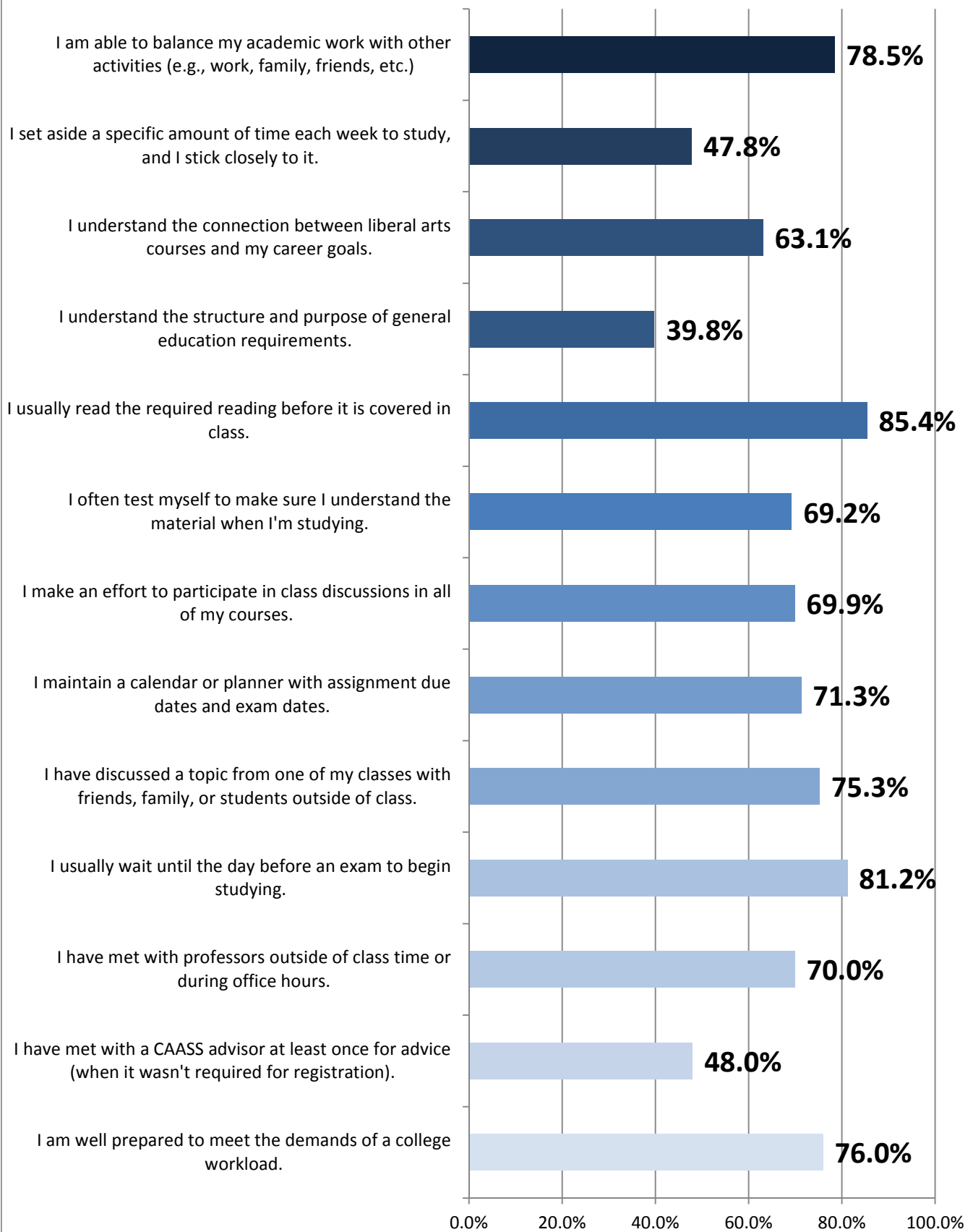
Response	Count	%
I use the BC Web Central Portal regularly.	513	68.2%
I use CUNYfirst regularly.	663	88.2%
I know how to use DegreeWorks.	572	76.6%
I attended 100% of my Fall 2016 class meetings (not counting sickness and religious observation).	579	77.1%
I feel I am competent in spoken communication.	571	76.6%
I am more confident in my ability to write at a college level.	576	76.7%
I am more confident in my ability to work in small groups.	633	84.3%
I use evidence to formulate an opinion on an issue.	717	95.5%
I draw upon insights of various disciplines or fields of study to formulate an opinion on an issue.	627	83.6%
I am a more curious and questioning individual.	572	76.3%
I better understand the importance of valuing and respecting other people's perspectives.	711	94.9%
I am better able to assess the assumptions, strengths, and weaknesses of an argument.	628	84.1%
I spend as little time on campus as possible.	383	51.3%
I am able to balance my academic work with other activities (e.g., work, family, friends, etc.)	569	76.0%
I set aside a specific amount of time each week to study, and I stick closely to it.	360	48.0%
I understand the connection between liberal arts courses and my career goals.	524	70.0%
I understand the structure and purpose of general education requirements.	609	81.2%
I usually read the required reading before it is covered in class.	566	75.3%
I often test myself to make sure I understand the material when I'm studying.	534	71.3%
I make an effort to participate in class discussions in all of my courses.	523	69.9%
I maintain a calendar or planner with assignment due dates and exam dates.	520	69.2%
I have discussed a topic from one of my classes with friends, family, or students outside of class.	640	85.4%
I usually wait until the day before an exam to begin studying.	297	39.8%
I have met with professors outside of class time or during office hours.	472	63.1%
I have met with a CAASS advisor at least once for advice (when it wasn't required for registration).	358	47.8%
I am well prepared to meet the demands of a college workload.	583	78.5%

Note: Respondents were asked to indicate "True" or "False" to a series of related items. As they could answer "True" to as many items as they liked, percentages may add up to more than 100%.

As a second-semester freshman:



As a second-semester freshman:

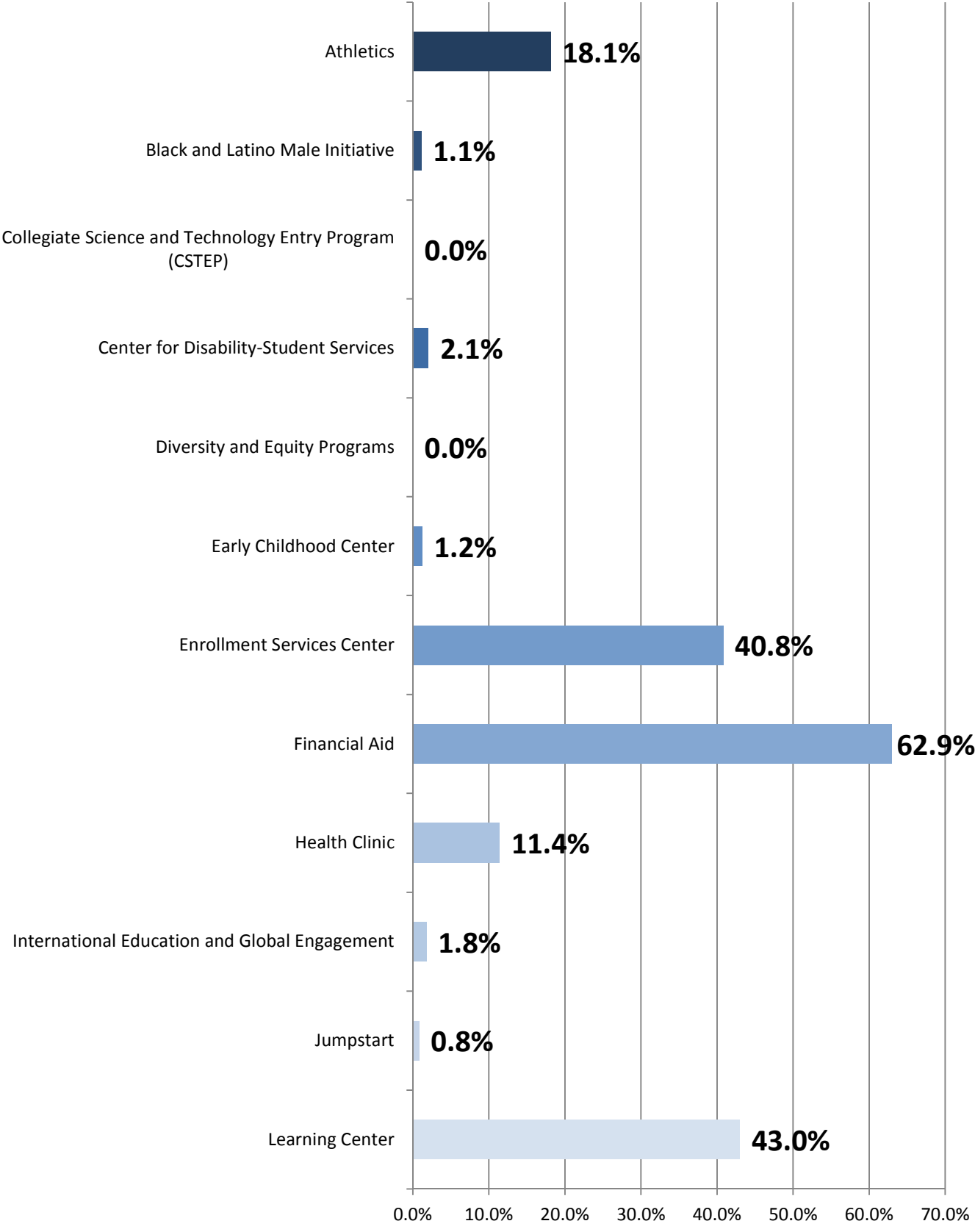


7. Which campus resources have you voluntarily used?

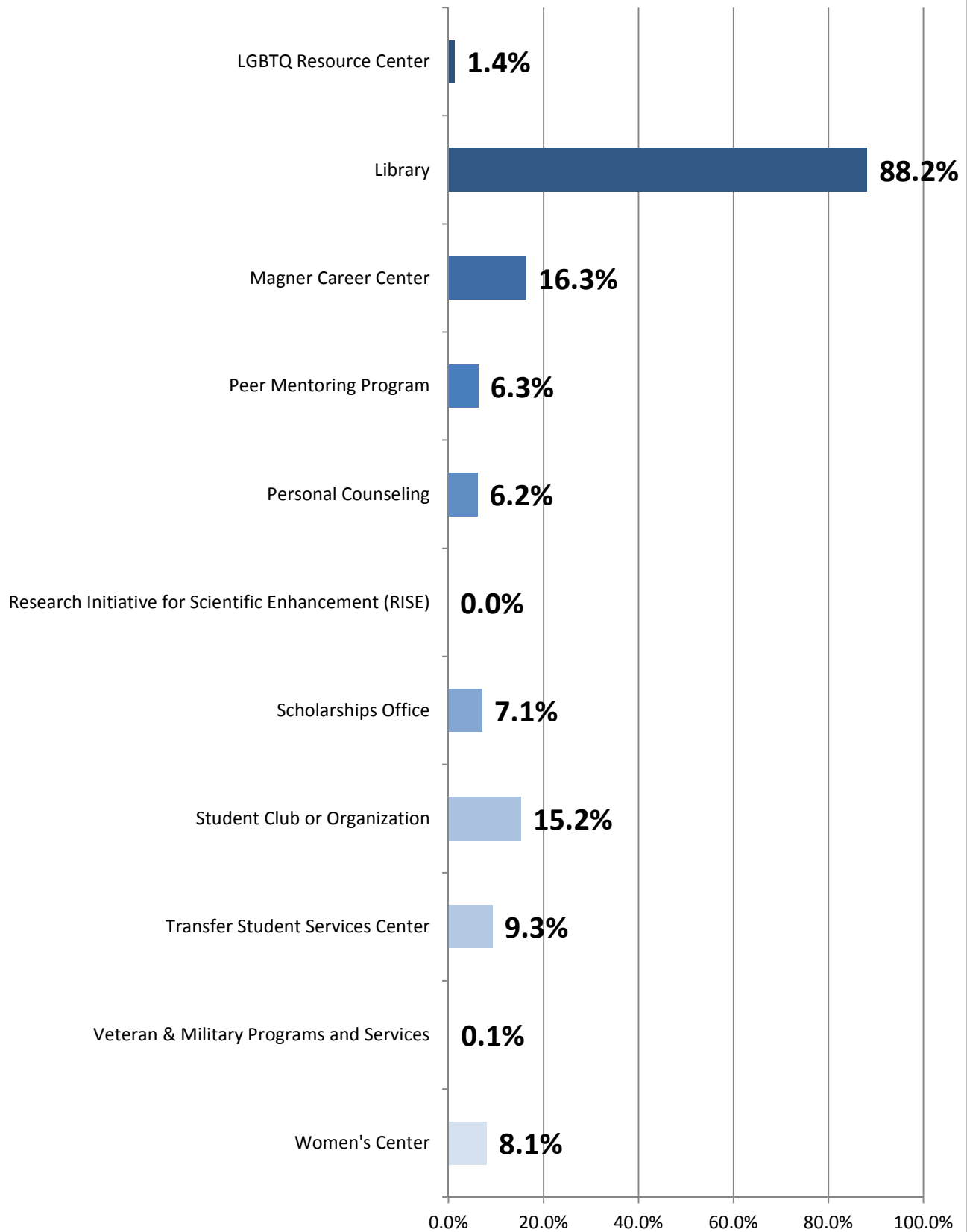
Response	Count	%
Athletics	132	18.1%
Black and Latino Male Initiative	8	1.1%
Collegiate Science and Technology Entry Program (CSTEP)	0	0.0%
Center for Disability-Student Services	15	2.1%
Diversity and Equity Programs	0	0.0%
Early Childhood Center	9	1.2%
Enrollment Services Center	297	40.8%
Financial Aid	458	62.9%
Health Clinic	83	11.4%
International Education and Global Engagement	13	1.8%
Jumpstart	6	0.8%
Learning Center	313	43.0%
LGBTQ Resource Center	10	1.4%
Library	642	88.2%
Magner Career Center	119	16.3%
Peer Mentoring Program	46	6.3%
Personal Counseling	45	6.2%
Research Initiative for Scientific Enhancement (RISE)	0	0.0%
Scholarships Office	52	7.1%
Student Club or Organization	111	15.2%
Transfer Student Services Center	68	9.3%
Veteran & Military Programs and Services	1	0.1%
Women's Center	59	8.1%

Note: Respondents were asked to mark all that apply; the sum of percentages may therefore exceed 100%. 728 students provided a response to this item, so percentages can be read as "out of 728 students".

Which campus resources have you voluntarily used?

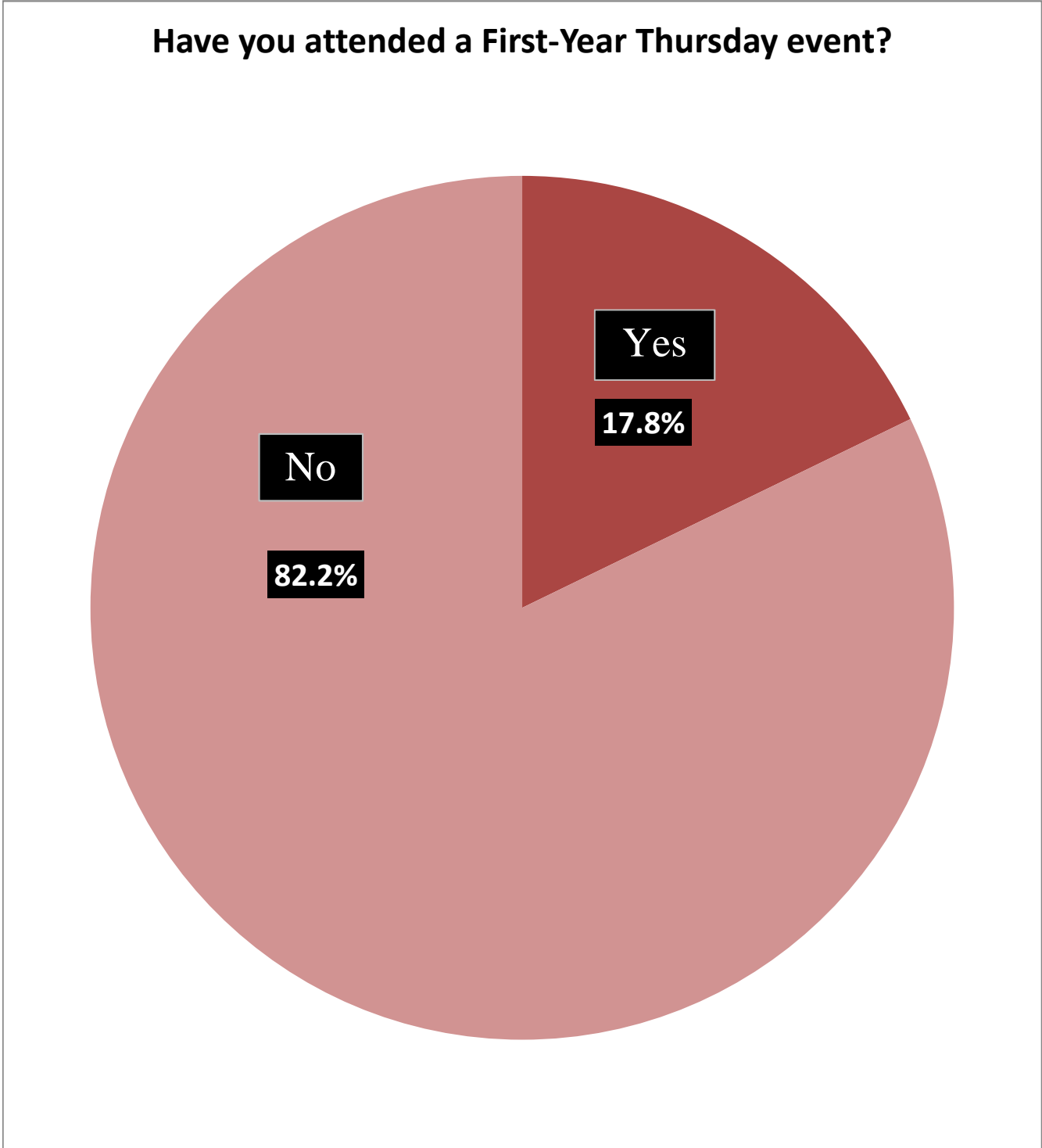


Which campus resources have you voluntarily used?



8a. Have you attended a First-Year Thursday event?

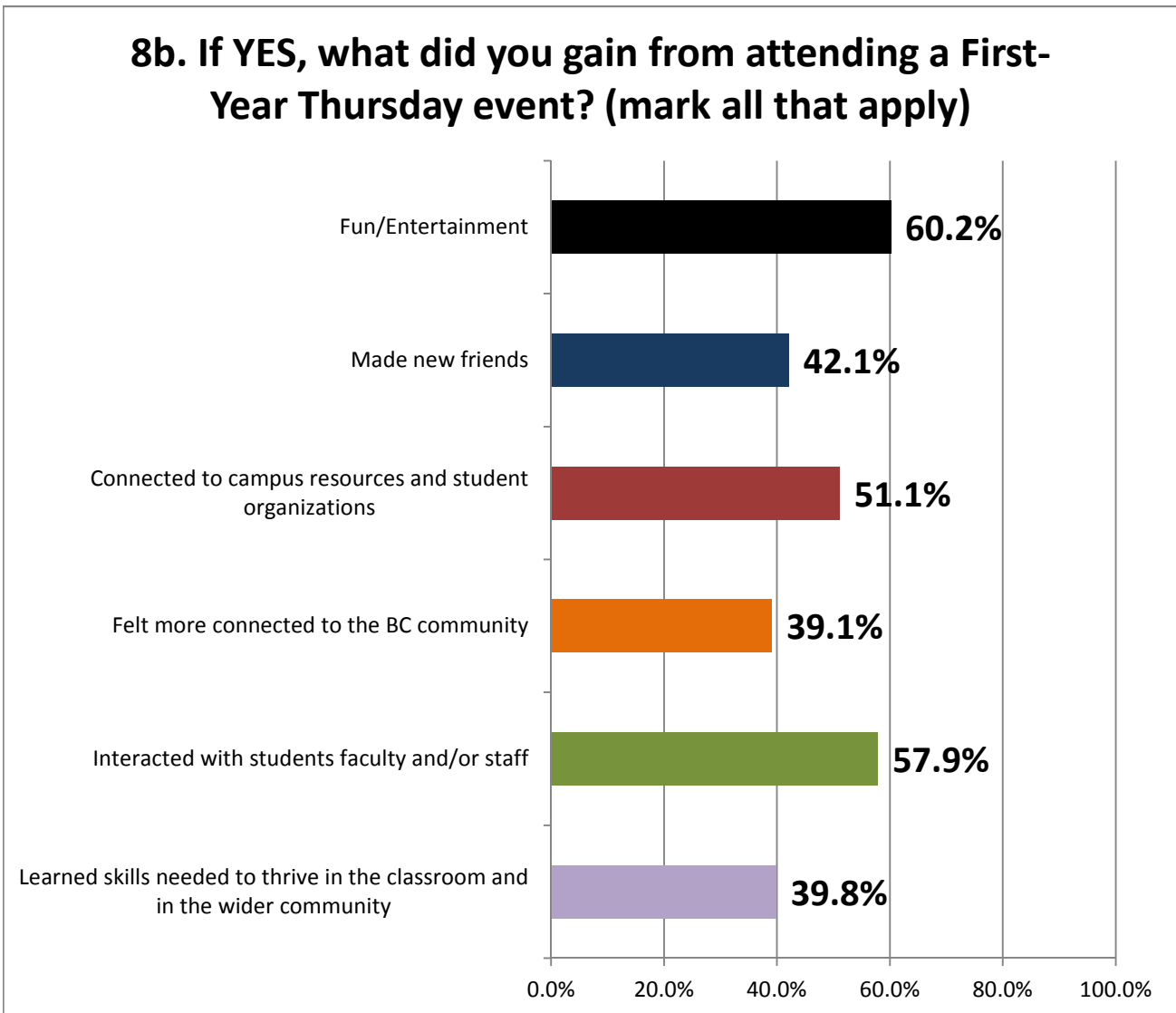
Response	Count	%
Yes	133	17.8%
No	614	82.2%
Total	747	100.0%



8b. If YES, what did you gain from attending a First-Year Thursday event? (mark all that

Response	Count	%
Fun/Entertainment	80	60.2%
Made new friends	56	42.1%
Connected to campus resources and student organizations	68	51.1%
Felt more connected to the BC community	52	39.1%
Interacted with students faculty and/or staff	77	57.9%
Learned skills needed to thrive in the classroom and in the wider community	53	39.8%
Total Providing At Least One Response	133	

Note: This is a multi-choice element so the percentages may add up to more than 100%.



FIRST COLLEGE YEAR:
FIRST-YEAR SURVEY

PLEASE FILL IN CIRCLES COMPLETELY – CORRECT: ● INCORRECT: ☑ ☒

1. EMPLID: _____

2. Did you read the 2017 Common Reading book, *Born a Crime: Stories from a South African Childhood* by Trevor Noah?

- Yes, I read the entire book.
- I skimmed through the book.
- I started the book, but didn't read all of it.
- No, I didn't read the book.

3. Reading and discussing *Born a Crime: Stories from a South African Childhood*.

TRUE FALSE

- | | | |
|---|-----------------------|-----------------------|
| led me to explore my own personal values and ethics. | <input type="radio"/> | <input type="radio"/> |
| enhanced my understanding of social, economic, and cultural diversity. | <input type="radio"/> | <input type="radio"/> |
| motivated me to actively engage in activities or organizations related to issues represented in the book. | <input type="radio"/> | <input type="radio"/> |
| led me to engage in meaningful classroom interactions with fellow students and faculty. | <input type="radio"/> | <input type="radio"/> |
| improved my ability to discuss and write about issues represented in the book in and/or outside of class. | <input type="radio"/> | <input type="radio"/> |
| challenged me to read, write, and explore ideas thoughtfully. | <input type="radio"/> | <input type="radio"/> |
| led me to attend activities that I would not have attended otherwise. | <input type="radio"/> | <input type="radio"/> |
| helped me feel more connected to Brooklyn College. | <input type="radio"/> | <input type="radio"/> |
| helped me make positive connections with faculty, staff, and/or other students. | <input type="radio"/> | <input type="radio"/> |

4. Were you enrolled in a Learning Community that included INDS 1011 in Fall 2017?

- Yes
- No

5. Were you enrolled in a Learning Block (two linked courses with no INDS 1011) in Fall 2017?

- Yes
- No

(CONTINUED)

6. As a second-semester freshman:

	TRUE	FALSE
I use the BC Web Central Portal regularly.	<input type="radio"/>	<input type="radio"/>
I use CUNYfirst regularly.	<input type="radio"/>	<input type="radio"/>
I know how to use DegreeWorks.	<input type="radio"/>	<input type="radio"/>
I attended 100% of my Fall 2017 class meetings (not counting sickness and religious observation).	<input type="radio"/>	<input type="radio"/>
I feel I am competent in spoken communication.	<input type="radio"/>	<input type="radio"/>
I am more confident in my ability to write at a college level.	<input type="radio"/>	<input type="radio"/>
I am more confident in my ability to work in small groups.	<input type="radio"/>	<input type="radio"/>
I use evidence to formulate an opinion on an issue.	<input type="radio"/>	<input type="radio"/>
I draw upon insights of various disciplines or fields of study to formulate an opinion on an issue.	<input type="radio"/>	<input type="radio"/>
I am a more curious and questioning individual.	<input type="radio"/>	<input type="radio"/>
I better understand the importance of valuing and respecting other people's perspectives.	<input type="radio"/>	<input type="radio"/>
I am better able to assess the assumptions, strengths, and weaknesses of an argument.	<input type="radio"/>	<input type="radio"/>
I spend as little time on campus as possible.	<input type="radio"/>	<input type="radio"/>
I am able to balance my academic work with other activities (e.g. work, family, friends, etc.).	<input type="radio"/>	<input type="radio"/>
I set aside a specific amount of time each week to study, and I stick closely to it.	<input type="radio"/>	<input type="radio"/>
I understand the connection between liberal arts courses and my career goals.	<input type="radio"/>	<input type="radio"/>
I understand the structure and purpose of general education requirements.	<input type="radio"/>	<input type="radio"/>
I usually read the required reading before it is covered in class.	<input type="radio"/>	<input type="radio"/>
I often test myself to make sure I understand the material when I'm studying.	<input type="radio"/>	<input type="radio"/>
I make an effort to participate in class discussions in all of my courses.	<input type="radio"/>	<input type="radio"/>
I maintain a calendar or planner with assignment due dates and exam dates.	<input type="radio"/>	<input type="radio"/>
I have discussed a topic from one of my classes with friends, family, or students outside of class.	<input type="radio"/>	<input type="radio"/>
I usually wait until the day before an exam to begin studying.	<input type="radio"/>	<input type="radio"/>
I have met with professors outside of class time or during office hours.	<input type="radio"/>	<input type="radio"/>
I have met with a CAASS advisor at least once for advice (when it wasn't required for registration).	<input type="radio"/>	<input type="radio"/>
I am well prepared to meet the demands of a college workload.	<input type="radio"/>	<input type="radio"/>

(CONTINUED)

7. Which campus resources have you voluntarily used (mark all that apply)?

- Athletics
- Black and Latino Male Initiative
- Collegiate Science and Technology Entry Program (CSTEP)
- Center for Disability-Student Services
- Diversity and Equity Programs
- Early Childhood Center
- Enrollment Services Center
- Financial Aid
- Health Clinic
- International Education and Global Engagement
- Jumpstart
- Learning Center
- LGBTQ Resource Center
- Library
- Magner Career Center
- Peer Mentoring Program
- Personal Counseling
- Research Initiative for Scientific Enhancement (RISE)
- Scholarships Office
- Student Club or Organization
- Transfer Student Services Center
- Veteran & Military Programs and Services
- Women's Center

8. Have you attended events for first year students, such as First-Year Thursdays, What Does It Take to Be the First: First-Gen First-Year meetings, and events centered on Trevor Noah's *Born a Crime: Stories from a South African Childhood*?

- Yes
- No

If YES, what did you gain from attending a first year student event? (mark all that apply)

- Fun/Entertainment
- Made new friends
- Connected to campus resources and student organizations
- Felt more connected to the BC community
- Interacted with students, faculty, and/or staff
- Learned skills needed to thrive in the classroom and in the wider community