GETTIN' FIGGY WITH IT

A Mixed Methods Data-Driven Analysis of FIGs at the University of Washington

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BACKGROUND

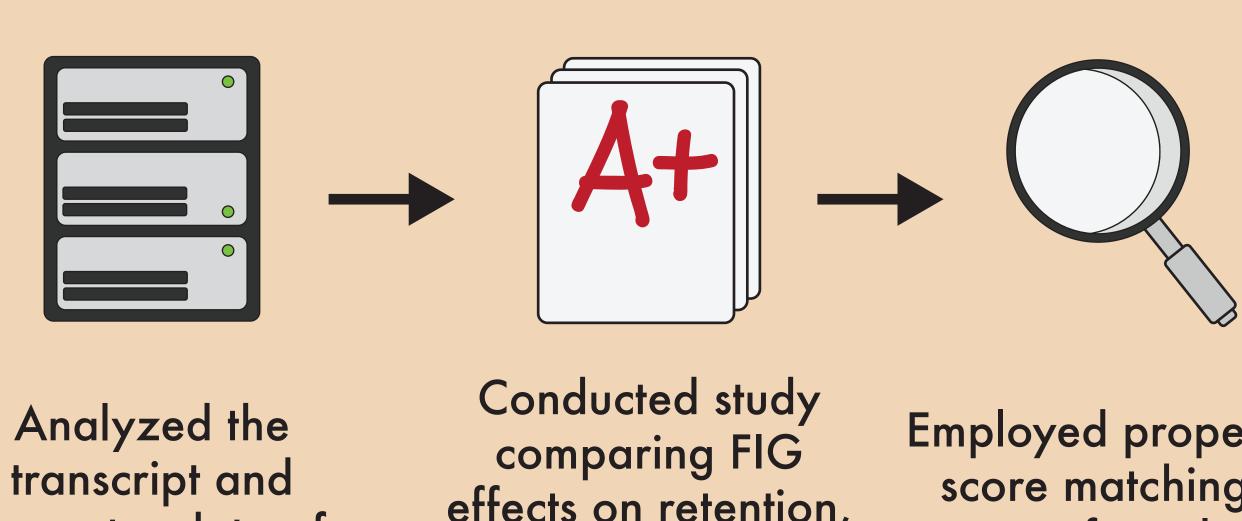
The First-Year Interest Group Program at the UW offers linked courseloads through which Freshmen take classes with the same group of 20-25 students during fall quarter.

The UW's goal for the FIG program is for students to:

- Connect with more experienced undergraduate students
- Build an academic foundation for future quarters
- Experience a small community within the large university¹

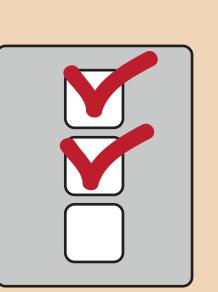
In conducting this study, we wish to observe the effects of FIGS on student success and experience.

METHODS



pre-entry data of 60,000+ students effects on retention, GPA and class percentile

Employed propensity score matching to account for selection bias



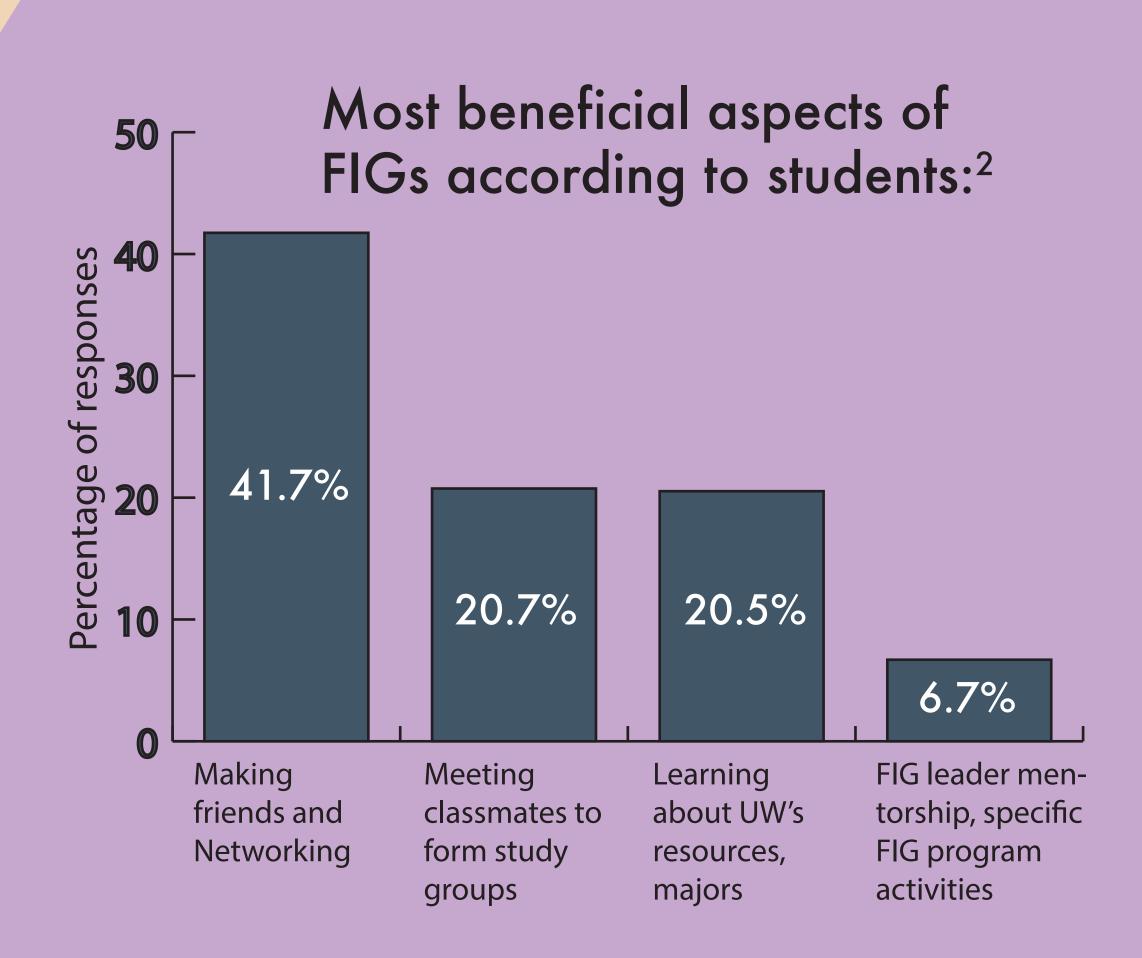
Gathered survey responses from freshmen about their FIG experience

Hand-coded response grouping on students' FIG

experience surveys

Noted the most common responses

RESULTS



Higher graduation rate among FIG students when compared to non-FIG students

KEY FINDINGS

FIGs provide a wide range of benefits to their students.

- UW First Year Programs succeeds in the goals and outcomes they set for the FIG program
- FIGs are associated with heightened graduation rates among students, even after controlling for self-selection
- FIGs may be particularly useful in helping underrepresented students remain enrolled in and graduate from the UW

Higher graduation rate in underrepresented populations that took FIGs³



