**EVALUATION REPORT of GPC 100 FIRST YEAR on CAMPUS SEMINAR**

**GPC 100 COMMITTEE MEMBERS**

**&**

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**1. INTRODUCTION**

GPC 100 First Year on Campus Seminar is a first-year student seminar designed to assist new students make a successful transition to the academic and social life of METU-NCC and thereby foster a sense of belonging to the institution. GPC 100 is taken by all students during the first semester of enrollment at METU-NCC. The course was constructed by the GPC 100 committee and coordinated by the Student Contact and Support Office and the course instructor. The course is delivered through a combination of group seminars/activities and small group discussion sessions. The course content is the same for both English Preparatory and undergraduate students but the groups are formed according to medium of instruction for the activities. So, weeks of the activities may be different for English Preparatory and undergraduate students. Activity program of GPC 100 for English Preparatory and Undergraduate Program students can be found in attachment 1. The activities in GPC 100 is planned and carried out by subcommittees. The subcommittee members are comprised of volunteered academic and administrative METU NCC staff. In facilitation of the course, junior and senior students taking GPC 310 Developing Skills for Peer Guidance (2-2)3 course have a key role as “peer guides”. GPC 310 has been designed to facilitate the development of leadership, communication and helping skills among 3rd and 4th year students by providing them an opportunity to assist in the delivery of the “GPC 100 First Year on Campus Seminar” course to first semester METU-NCC students. GPC 310 students’ responsibilities pertaining to GPC 100 are; (a) facilitate small group discussions, (b) assist in checking attendance and active participation (c) untangle the troubles encountered in the application process and (d) give continuous feedback in the course evaluation.

In 2011-2012 academic year 415 students took GPC 100. Three hundred and seventy four students who took GPC 100 were enrolled in English Preparatory School Program and 41 students were enrolled in undergraduate programs.

Letter grade distribution of GPC 100 course is presented in Table 1.1.

*Table 1.1. Letter Grade Distribution of Students Taking GPC 100*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Letter**  **Grades** | **Preparatory School Students** | | **Undergraduate Students** | |
|  | **N** | **%** | **N** | **%** |
| AA | 181 | 48.40 | 16 | 39.02 |
| BA | 54 | 14.44 | 5 | 12.20 |
| BB | 44 | 11.76 | 4 | 9.76 |
| CB | 30 | 8.02 | 1 | 2.44 |
| CC | 26 | 6.95 | 4 | 9.76 |
| DC | 8 | 2.14 | 3 | 7.32 |
| DD | 9 | 2.41 | 1 | 2.44 |
| FD | 3 | 0.80 | 1 | 2.44 |
| FF | 19 | 5.08 | 6 | 14.63 |

Attendance statistics to each activity in GPC 100 for Preparatory School students is given in Table 1.2 and for Undergraduate Program students in Table 1.3.

*Table 1.2. Number of Absent Preparatory School Students for Each Week*

|  |  |  |
| --- | --- | --- |
| **Frequency of Absenteeism** | **Week** | **Activity** |
| 154 | 15 | Evaluation |
| 92 | 10 | Learning Strategies |
| 71 | 14 | Meeting Place With Knowledge 2 |
| 62 | 13 | Academic Issues |
| 59 | 6 | Diversity, Equality and Tackling Discrimination 2 |
| 53 | 8 | Motivation |
| 49 | 9 | Resource Management |
| 48 | 12 | Mental Health |
| 46 | 7 | Goal Setting |
| 41 | 11 | Getting Acquainted With Academic Programs |
| 37 | 4 | What Is a University? |
| 33 | 5 | Diversity, Equality and Tackling Discrimination 1 |
| 16 | 3 | Meeting Place With Knowledge 1 |
| 9 | 2 | Join Us, Have Fun & Learn |
| 7 | 1 | Wellness & Our Life Style |

*Table 1.3. Number of Absent Undergraduate Program Students for Each Week*

|  |  |  |
| --- | --- | --- |
| **Frequency of Absenteeism** | **Week** | **Activity** |
| 19 | 15 | Evaluation |
| 16 | 14 | Meeting Place With Knowledge 2 |
| 15 | 6 | Goal Setting |
| 10 | 8 | Resource Management |
| 10 | 5 | Academic Issues |
| 8 | 7 | Motivation |
| 8 | 13 | Diversity, Equality and Tackling Discrimination 2 |
| 6 | 4 | Meeting Place With Knowledge 1 |
| 6 | 11 | Getting Acquainted With Academic Programs |
| 6 | 10 | Mental Health |
| 5 | 3 | Wellness & Our Life Style |
| 5 | 2 | Join Us, Have Fun & Learn |
| 5 | 12 | Diversity, Equality and Tackling Discrimination 1 |
| 4 | 9 | Learning Strategies |
| 3 | 1 | What Is a University? |

This report aims at presenting the evaluation of GPC 100 First Year on Campus Seminar course from the perspective of students taking the course, peer guides (GPC 310 students), GPC 100 subcommittees which contributed to the construction and/or conduction of specific GPC 100 activities.

1. **METHOD**

**2.1. Participants**

Data was collected from three stakeholders –students, peer guides, and GPC 100 subcommittee members- to evaluate the GPC 100 course.

**2.1.1. Students**

The target population representing the student sample was all students in their first year at METU-NCC, which are 415 students including the Prep School students and 1st Year students. 18 out of 415 students were international students (not T.R.N.C. or Turkish citizens). However, the number of students who took part in the evaluation of the course was 255 (91 females, 163 males). The response rate was 61.4 %. Students ranged in age from 17 to 41 years (*M =* 19.03, *SD =* 2.23). Most of the students were from the English Preparatory School (*N* = 223, *%* = 87.6), and 28 students (11.0 %) were freshmen. 4 of the participants (1.6 %) did not indicate their grade level. Most of the Prep School students were at the Beginner level (*N* = 144, *%* = 64.6). 66 students (29.6 %) were in Elementary classes and 13 (5.8 %) were in Intermediate classes. The distribution of the participants’ field of study at METU-NCC is shown in Table 2.1.below.

*Table 2.1. The Distribution of Participants’ Field of Study at METU-NCC (N = 255)*

| *Field of Study* | *N* | *%* |
| --- | --- | --- |
| Psychology (PSYC) | 36 | 14.1 |
| Civil Engineering (CVE) | 32 | 12.5 |
| Electrical and Electronics Engineering (EEE) | 31 | 12.2 |
| Guidance and Psychological Counseling (GPC) | 29 | 11.4 |
| Computer Engineering (CNG) | 22 | 8.6 |
| Mechanical Engineering (MECH) | 21 | 8.2 |
| Business Administration (BUS) | 20 | 7.8 |
| Political Science and International Relations (PSIR) | 16 | 6.3 |
| Chemical Engineering (CHME) | 11 | 4.3 |
| Petroleum and Natural Gas Engineering (PNGE) | 10 | 3.9 |
| Economics (ECO) | 9 | 3.5 |
| Computer Education and Instructional Technology (CTE) | 8 | 3.1 |
| Teaching English as a Foreign Language (EFL) | 8 | 3.1 |
| Missing | 2 | .8 |

Most of the participants (*N* = 202, 79.2*%*) graduated from a state high school and 51 participants (20.0 %) were graduates of a private high school. Only 2 participants (0.8 %) did not share information about their high school background. The distribution of participants’ high school can be viewed in Figure 2.1.

**

*Figure 2.1. The Distribution of Participants’ High School*

Most of the participants (*N* = 115, *%* = 45.1) were graduates of an Anatolian High School. 91 participants (35.7 %) graduated from a General High School and 13 participants (5.1 %) from a Vocational and Technical High School. 9 students (3.5 %) indicated that they were Science High School graduates and 6 students (2.4 %) were Anatolian Teacher’s Training High School graduates. 2 participants (0.8 %) had a Social Sciences High School background and only 1 student (0.4 %) was a graduate of Multiple Programs High School. 7.1 % of participants (*N* = 18) did not provide any information regarding their high school type. The distribution of participants’ high school types and the summary of the distribution of participants’ high school and high school types have been shown in Table 2.2.and Figure 2.2, respectively.

*Table 2.2. The Distribution of Participants’ High School Type (N = 255)*

| *High School Type* | *N* | *%* |
| --- | --- | --- |
| Anatolian High School | 115 | 45.1 |
| General High School | 91 | 35.7 |
| Vocational and Technical High School | 13 | 5.1 |
| Science High School | 9 | 3.5 |
| Anatolian Teacher’s Training High School | 6 | 2.4 |
| Social Sciences High School | 2 | .8 |
| Multiple Programs High School | 1 | .4 |
| Missing | 18 | 7.1 |



*Figure 2.2. The Summary of the Distribution of Participants’ High School and High School Type*

**2.1.2. Peer Guides**

38 students took the GPC 310 course. Of 38 peer guides, 31 (14 female, 17 male) peer guides participated in the evaluation of the GPC 100 course. The response rate was 81.6 %. The distribution of the participants’ field of study at METU-NCC is shown in Table 2.3.below.

*Table 2.3. The Distribution of Participants’ Field of Study at METU-NCC (N = 31)*

| *Field of Study* | *N* | *%* |
| --- | --- | --- |
| Computer Engineering (CNG) | 11 | 35.5 |
| Psychology (PSYC) | 6 | 19.4 |
| Civil Engineering (CVE) | 3 | 9.7 |
| Political Science and International Relations (PSIR) | 3 | 9.7 |
| Business Administration (BUS) | 2 | 6.5 |
| Electrical and Electronics Engineering (EEE) | 2 | 6.5 |
| Teaching English as a Foreign Language (EFL) | 2 | 6.5 |
| Mechanical Engineering (MECH) | 1 | 3.2 |

Economics (ECO) 1 3.2

**2.1.3. GPC 100 Subcommittee Members**

Feedback from 10 subcommittee members (5 female, 5 male) were received on the specific GPC 100 activity that they constructed and/or conducted. Five of the committee members were academic staff, 3 of the committee members were administrative staff members, and 2 of them were full time administrative and part-time academic staff at METU NCC.

**2.2. Data Collection and Analysis / Procedure**

**2.2.1. Students**

Evaluation of the GPC 100 course from the perspective of students was the topic of a Master’s Thesis Research which is conducted by Emine Kutlu, a Master’s student at the Department of Curriculum and Instruction at the Middle East Technical University (METU). For that purpose a questionnaire was developed by the researcher.

The questionnaire items were prepared based on the written documents in the scope of the GPC 100 course such as the proposal of the course and its syllabus. The questionnaire can be found in attachment 2. The questionnaire was not piloted due to time constrains, yet the survey items were reviewed several times by three research experts who are the thesis supervisor of the researcher from METU Ankara and two program planners from METU-NCC. The survey items mainly consist of five-point Likert type items and there are five open-ended questions which aim to obtain participants’ opinions and suggestions regarding the questions asked. The student questionnaire is prepared both in Turkish and in English so as to collect data on the perceptions of all students who took this course in their first semester at METU-NCC regarding the GPC 100 course. The survey items consist of four sections. The first section contains items about demographic background of the students, the second one contains items about the GPC 100 course itself, the third one contains items about the behavior of the peer guides assisting in this course, and the fourth one contains items about the students’ opinions or suggestions that they would like to share regarding the GPC 100 course and the peer guides. The questionnaires were conducted online through the IT Office at METU-NCC during the final weeks at METU-NCC, 9-21 January 2012.

**2.2.2. Peer Guides**

A brief questionnaire was prepared to evaluate the GPC 100 First Year on Campus Seminar course from the perspective of peer guides and to improve course effectiveness by making necessary revisions based on peer guides’ suggestions. Peer guides filled in the questionnaire in the last class hour. The questionnaire consists of 3 open-ended items and 1 five-point likert type item. The items capture peer guides’ (a) suggestions for the revision of GPC 100, (b) perceptions regarding the gains of students as a result of taking GPC 100, and (c) opinions on the degree of usefulness of GPC 100 topics. Peer guides’ opinions on the degree of usefulness of GPC 100 activities were recruited with a five-point Likert type item, scales ranging in between “Very Useful (5)”, “Useful (4)”, “Moderately Useful (3)”, “Slightly Useful (2)”, “Not Useful At All (1)”.

For the analysis of open-ended items, the Consensual Qualitative Research (CQR; Hill, Thompson, Nutt-Williams, 1997) method was used. CQR is a clearly articulated method with 3 clearly defined steps. The steps are briefly explained in Table 2.5. In qualitative research in general (Miles & Huberman, 1994) and specifically in CQR (Hill et al., 1997) construction of a research team is deemed important to prevent the biases of any one person, offer a variety of opinions and perspectives, capture the complexity of data, and carry out the intensive labor work. Our team was composed of 3 people (Student Development & Counseling Center personnel) and an external auditor (advanced doctoral student in counseling experienced in CQR) to review the analysis and provide feedback.

*Table 2.5. Steps in CQR*

|  |  |  |
| --- | --- | --- |
| Step I | Step II | Step III |
| *Development of & coding into domains;* | *Abstracting core ideas within domains;* | *Cross-analyses;* |
| * “start list” of domains based on questionnaire items | * summarizing the pertinent information in each domain, remaining true to the participants’ words and meanings for a given case | * developing categories that describe the common themes reflected in the core ideas within domains across cases |
|  |  |  |
| * placement of each aspect of the transcripts into the domains by the research team | * construction of core ideas by the team | * brainstorming the various possible categories by the research team |
| * discussion of discrepancies to reach to a consensus after independent coding into domains by the team | * ultimate check by the external auditor | * a thorough review of the cross-analyses & suggestions on alternative category labels and combination of overlapping categories by the external auditor |
| * ultimate decision based on opinion of all the primary research team members |  | * discussion on the changes suggested by the auditor & incorporation when warranted |

**2.2.3. GPC 100 Subcommittee Members**

Subcommitee members’ feedbacks and suggestions on the specific GPC 100 activity they have constructed and / or conducted were recruited via e-mail. Their responses were summarized remaining true to content of their comments.

**3. RESULTS**

**3.1. Students**

* + 1. **Evaluation of GPC 100 Course**
       1. **Attendance**

The participants were asked to provide information on their attendance rate in this course. 215 (84.3 %) participants indicated that they attended 100-76 % of the GPC 100 course and 24 (9.4 %) students attended 75-51 % of the course. On the other hand, 1.6 % (N = 4) of students said that they attended only 50-26 % of the course and 0.8 % (N = 2) attended 25-0 % of the course. 10 (3.9 %) students did not respond this item.

* + - 1. **Allocated Class Time**

The participants were asked to choose the best option that reflects their opinion on the allocated course time for the GPC 100 course which is two hours a week. While 43.5 % (N = 111) of participants thought that this amount of time is “appropriate”, 26.3 % (N = 67) of them found it “too much” and 24.7 % (N = 63) found it “much”. Only 4 students (1.6 %) considered this amount of time as “little”, and none of the participants found it “too little”. Also, 10 participants (3.9 %) did not respond this item. The distribution of students’ responses regarding the allocated class time for the GPC 100 course can be viewed in Figure 3.1.



*Figure 3.1. The Distribution of Participants’ Perception on the Allocated Class Time for the GPC 100 Course*

* + - 1. **Participants’ Suggestions on The Allocated Class Time**

The participants who replied to the previous questionnaire item as “too much”, “much”, “little” or “too little” were asked to suggest how many hours this course should be in a week. In total, 132 participants (51.8 % of the total 255 participants) provided suggestions regarding the class time allocated for GPC 100 course. 77.3 % of them (*N* = 102) stated that the allocated class time should not be more than 1 hour a week and 77 participants (58.3 %) suggested that it should be between 46-60 minutes a week. Also, 11 participants (8.3 %) suggested that no time should be allocated for this course because “There is no need for such a course”, as one of them, participant Number 41 (1st Grade PSYC student), uttered. Another suggestion was that a Prep School student at TEFL (Number 251) thinks the allocated amount of class time might change each week instead of being fixed. 4 participants who responded the previous item as one of these 4 options did not provide any suggestions on the class time; on the other hand, 2 of the participants who thought the allocated class time was appropriate also replied to this item and said that it should be less than 2 hours a week. The results of participants’ perceptions on the allocated class time and their suggestions regarding it are shown in Table 3.1 and Figure 3.2 below.

*Table 3.1. The Crosstabulation Table for Summarizing Participants’ Perceptions and Suggestions on the Allocated Class Time (N = 132)*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *N* | | | | |
|  | Little (2) | Appropriate (3) | Much (4) | Too Much (5) | Total |
| None | 0 | 0 | 3 | 8 | 11 |
| Up to 30 minutes | 0 | 0 | 1 | 4 | 5 |
| 31-45 minutes | 0 | 0 | 6 | 14 | 20 |
| 46-60 minutes | 1 | 1 | 41 | 34 | 77 |
| 61-75 minutes | 1 | 0 | 3 | 1 | 5 |
| 76-90 minutes | 0 | 0 | 1 | 0 | 1 |
| 1 hour twice a week | 0 | 0 | 3 | 0 | 3 |
| 1,5 hours twice a week | 0 | 0 | 0 | 1 | 1 |
| 2 hours twice a week | 0 | 0 | 0 | 1 | 1 |
| Other | 1 | 1 | 3 | 3 | 8 |
| Total | 3 | 2 | 61 | 66 | 132 |



*Figure 3.2. Participants’ Perceptions and Suggestions on the Allocated Class Time for GPC 100*

* + - 1. **Attainments of the GPC 100 Course**

The participants were provided with a list of attainments regarding the GPC 100 course and were asked to indicate the best option that reflects their opinions on these attainments. The questionnaire item consisted of 5-Item-Likert Type Scale, and the results were provided below in Table 3.2. The results indicate that Items Number 1, 2 and 9 are considered to be the most successfully achieved goals by students; yet, items Number 11, 14 and 16 are not considered among the achievements of this course.

*Table 3.2. The Results of the Students Perceptions on the GPC 100 Course’s Attainments (N = 255)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *N* | | | | | |  |  |
|  | SA\* | A\* | MA\* | LA\* | SD\* | Missing | *M* | *SD* |
| 1. I was informed about the resources and facilities (Sports Center, student clubs, library and informatics) at METU-NCC. | 101 | 59 | 61 | 19 | 4 | 11 | 3.96 | 1.06 |
| 1. I was informed about how I could benefit from the resources and facilities at METU-NCC. | 95 | 61 | 61 | 22 | 5 | 11 | 3.90 | 1.09 |
| 1. I got the most accurate information on my field of study. | 90 | 57 | 66 | 22 | 7 | 13 | 3.83 | 1.12 |
| 1. I have had a chance to meet the academic staff in my field of study. | 94 | 52 | 66 | 13 | 17 | 13 | 3.80 | 1.21 |
| 1. I got the most current information on my field of study. | 83 | 55 | 66 | 23 | 15 | 13 | 3.69 | 1.21 |
| 1. I was informed about how I could be successful academically. | 74 | 67 | 63 | 29 | 11 | 11 | 3.67 | 1.16 |
| 1. I learned about addictions (nicotine, alcohol, and internet) that may negatively influence my life. | 75 | 55 | 64 | 26 | 22 | 13 | 3.56 | 1.29 |
| 1. I was informed about how I could manage my study time effectively. | 62 | 54 | 79 | 30 | 18 | 12 | 3.56 | 1.21 |
| 1. I was informed about how I could create personal goals. | 68 | 57 | 74 | 28 | 16 | 12 | 3.55 | 1.20 |
| 1. I learned about areas (physical, emotional, social, occupational, intellectual, or spiritual) in which I can make changes to promote a   higher quality, healthier life. | 70 | 52 | 68 | 36 | 16 | 13 | 3.51 | 1.24 |
| 1. I have had an opportunity to meet with the academic staff in my field of study. | 79 | 48 | 60 | 26 | 29 | 13 | 3.50 | 1.36 |
| 1. I was informed about different learning styles and strategies. | 65 | 60 | 67 | 34 | 18 | 11 | 3.49 | 1.23 |
| 1. I was informed about how to improve time management skills. | 60 | 58 | 83 | 25 | 18 | 11 | 3.48 | 1.18 |
| 1. I have had a chance to meet and establish relationships with the upper class students from my field of study. | 71 | 57 | 49 | 34 | 31 | 13 | 3.43 | 1.37 |
| 1. I have learned how I could improve my own learning style. | 62 | 52 | 76 | 29 | 25 | 11 | 3.40 | 1.27 |
| 1. My awareness of my personal lifestyle has increased. | 56 | 55 | 60 | 41 | 29 | 14 | 3.28 | 1.32 |
| 1. The GPC 100 course has helped me adapt to my university life easily. | 52 | 45 | 67 | 41 | 37 | 13 | 3.14 | 1.35 |

\* SA: Strongly Agree (5), A: Agree (4), MA: Moderately Agree (3), LA: Little Agree (2), SD: Strongly Disagree (1)

* + - 1. **Attitudes on the GPC 100 Course**

The students were asked about their attitudes towards the GPC 100 course, and the results indicate that more than 60 % of students had positive attitudes towards the course. Only 9 % of the students (*N* = 23) responded as not having positive attitudes. The results of students’ attitudes towards the course have been given below in Table 3.3.

*Table 3.3. The Results of Participants’ Attitudes Towards GPC 100 Course (N = 255)*

|  |  |  |
| --- | --- | --- |
|  | *N* | *%* |
| Extremely Positive | 32 | 12.5 |
| Moderately Positive | 39 | 15.3 |
| Positive | 93 | 36.5 |
| Slightly Positive | 53 | 20.8 |
| Not Positive At All | 23 | 9.0 |
| Missing | 15 | 5.9 |

*M* = 3.02, *SD* = 1.14

* + - 1. **Interests in the GPC 100 Course**

In another 5-Item-Likert Type Scale, the participants were asked to choose the best option reflecting their interest level in the GPC 100 course. None of the students chose the option indicating that they were extremely interested in the course. Yet, a very small percentage indicated that they were not at all interested in the course (*N* = 30, % = 11.8). Almost more than 50 % of participants stated that they were interested in the course. On the other hand, 40 participants did not provide any response for this item. The results of participants’ interest levels in the GPC 100 course can be viewed in Table 3.4.

*Table 3.4. The Results of Participants’ Interest Levels in GPC 100 Course (N = 255)*

|  |  |  |
| --- | --- | --- |
|  | *N* | *%* |
| Extremely Interested (5) | 0 | 0 |
| Very Interested (4) | 57 | 22.4 |
| Interested (3) | 78 | 30.6 |
| Slightly Interested (2) | 50 | 19.6 |
| Not Interested At All (1) | 30 | 11.8 |
| Missing | 40 | 15.7 |

*M* = 2.75, *SD* = 1.00

* + - 1. **Topics of GPC 100 Course**

In this item, the participants’ perceptions on the topics covered in GPC 100 course were aimed to be evaluated through another 5 Item Likert Type Scale. The results indicated that most of the participants found topics in Items 2, 3, 8 and 10 useful; on the other hand, many did not find topics Number 1, 4 and 9b as useful as the others. The results of students’ perceptions on the topics covered in GPC 100 course have been shown in Table 3.5.

*Table 3.5. The Results of Participants’ Perceptions on the Topics of GPC 100 Course (N = 255)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | N | | | | | |  |  |
|  | VU\* | U\* | MU\* | SU\* | NU\* | Missing | *M* | *SD* |
| 1. Seminar on life style and wellness | 65 | 47 | 68 | 42 | 18 | 15 | 3.41 | 1.26 |
| 1. Join us, have fun and learn: Information on social and cultural activities, sports and recreational facilities usage, and clubs, and meeting with clubs | 76 | 59 | 66 | 27 | 13 | 14 | 3.66 | 1.29 |
| 1. Meeting place with knowledge I: Information about the services provided by Library and Information and Communication Technologies Office and activities about how to benefit from those services (online catalog search, borrowing book from the Library) | 78 | 57 | 70 | 21 | 16 | 13 | 3.66 | 1.20 |
| 1. What is a university?: Discussions as an in-class activity in which you have compared your opinions with the academic staff’s | 59 | 52 | 73 | 32 | 26 | 13 | 3.36 | 1.28 |
| 1. Diversity, equality and tackling discrimination I: Conference | 63 | 67 | 56 | 36 | 20 | 13 | 3.48 | 1.25 |
| 1. Diversity, equality and tackling discrimination II: Movie | 76 | 56 | 58 | 28 | 24 | 13 | 3.55 | 1.31 |
| 1. Strategies for academic success |  |  |  |  |  |  |  |  |
| 1. Goal setting | 71 | 60 | 66 | 31 | 14 | 13 | 3.59 | 1.20 |
| 1. Motivation | 73 | 59 | 68 | 26 | 16 | 13 | 3.61 | 1.21 |
| 1. Resource management (time management, study environment, and help | 71 | 57 | 67 | 32 | 15 | 13 | 3.57 | 1.21 |
| resources at the university |  |  |  |  |  |  |  |  |
| 1. Learning strategies | 65 | 61 | 71 | 28 | 17 | 13 | 3.53 | 1.20 |
| 1. Getting acquainted with academic programs | 98 | 49 | 59 | 24 | 12 | 13 | 3.81 | 1.21 |
| 1. Mental health |  |  |  |  |  |  |  |  |
| 1. Psychological issues and strategies to cope with them | 73 | 51 | 71 | 28 | 19 | 13 | 3.54 | 1.25 |
| 1. Addiction (nicotine, alcohol, and internet) | 61 | 55 | 66 | 34 | 26 | 14 | 3.38 | 1.30 |
| 1. Academic issues: Scholarships, minor / double major programs, repeating or withdrawing a course, grading system and calculating point average | 91 | 56 | 63 | 20 | 12 | 13 | 3.80 | 1.17 |
| 1. Meeting place with knowledge II: Online education on knowledge literacy | 68 | 52 | 74 | 28 | 20 | 13 | 3.50 | 1.24 |

\* VU: Very Useful (5), U: Useful (4), MU: Moderately Useful (3), SU: Slightly Useful (2), NU: Not Useful At All (1)

* + - 1. **Suggestions on Topics**

In this item, the participants were asked to write the topics that they think should be included in the GPC 100 course in addition to those listed above. 221 participants (86.7 %) did not provide any response for this item, only 34 students (13.3 %) replied. 18 participants (7.1 %) did not suggest any additional topic; instead, they replied this item through the statements indicating “there is nothing to add”, “the topics were enough” and “they were already too much” or through completely unrelated statements which might be an answer for other questionnaire items (mostly related to the implementation of the course). 7 participants (2.8 %) mentioned the topics which are already in the topic list of the GPC 100 course, which indicates that these participants wanted more focus and detailed information on these topics. These are *Field of study* (*N* = 4, *%* = 1.6), *Introducing academic staff* (*N* = 1, *%* = 0.4), *Learning strategies* (*N* = 1, *%* = 0.4) and *Time management* (*N* = 1, *%* = 0.4). Only 9 participants (3.6 %) suggested new topics to be included in GPC 100 course, and these topics are *Importance and benefits of learning English* (*N* = 2, *%* = 0.8), *Adaptation to dormitory life* (*N* = 2, *%* = 0.8), *Introducing the life in Cyprus* (*N* = 2, *%* = 0.8), *Equality of human rights* (*N* = 1, *%* = 0.4), *Efficient energy use* (*N* = 1, *%* = 0.4) and *Prep School System* (*N* = 1, *%* = 0.4). The table indicating the results of participants’ suggestions can be viewed in Table 3.6 below.

*Table 3.6. The Results of Participants’ Suggestions on the Topics in GPC 100 Course (N = 255)*

|  |  |  |
| --- | --- | --- |
|  | *N* | *%* |
| Missing | 221 | 86.7 |
| Nothing to add | 8 | 3.1 |
| Unrelated answers | 5 | 2.0 |
| Enough topics | 4 | 1.6 |
| Field of study | 4 | 1.6 |
| Importance and benefits of learning English | 2 | 0.8 |
| Adaptation to dormitory life | 2 | 0.8 |
| The life in Cyprus | 2 | 0.8 |
| Efficient energy use | 1 | 0.4 |
| Equality of human rights | 1 | 0.4 |
| Introducing academic staff | 1 | 0.4 |
| Learning strategies | 1 | 0.4 |
| Prep School System | 1 | 0.4 |
| Time management | 1 | 0.4 |
| Too many topics already | 1 | 0.4 |

* + - 1. **Activities in the GPC 100 Course**

The goal of this item was to obtain data on the participants’ perceptions about the activities implemented during the GPC 100 course. The results given below in Table 3.7 indicate that the participants are mostly satisfied with the discussions carried out the classes and the movies watched.

Table 3.7. *The Results of Participants’ Perceptions on the Activities Carried Out in GPC 100 Course (N = 255)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | *N* | | | | | |  |  |
|  | VS\* | S\* | MS\* | LS\* | NS\* | Missing | *M* | *SD* |
| 1. Movie | 97 | 71 | 40 | 17 | 16 | 14 | 3.90 | 1.20 |
| 1. Discussion | 90 | 66 | 54 | 18 | 14 | 13 | 3.83 | 1.18 |
| 1. Seminar / Conference | 66 | 71 | 56 | 27 | 21 | 14 | 3.56 | 1.24 |
| 1. Group works | 75 | 55 | 55 | 34 | 22 | 14 | 3.53 | 1.31 |
| 1. Individual works | 69 | 56 | 63 | 33 | 20 | 14 | 3.50 | 1.27 |
| 1. Pair works | 55 | 64 | 61 | 36 | 25 | 14 | 3.37 | 1.27 |

\* VS: Very Satisfied (5), S: Satisfied (4), MS: Moderately Satisfied (3), LS: Little Satisfied (2), NS: Not Satisfied At All (1)

**3.1.1.10. Suggestions on the Implementation of GPC 100 Course**

In this item, the participants were asked to share their suggestions on how the implementation of GPC 100 course could be improved. Most of the participants (*n* = 223, *%* = 87.5) did not provide any response for this item, and only 12.5 % of the respondents (*n* = 32) replied to this item. Five out of these 32 respondents (2.0 %) indicated that they had nothing to add, 4 of them (1.6 %) said the course is just perfect as it is, and 4 of them (1.6 %) stated that the course should not be run at all. 19 of the 32 respondents (7.5 %) shared their opinions and, the main themes raised in the responses included activities carried out during the class, timing issues, topics covered and class size. First of all, regarding the activities carried out during the class, the participants mostly suggested that there should be more seminars instead of conferences or in-class activities and that the students’ involvement should be assured through discussions or interactions. Also, it is suggested that more time should be allocated to the senior students so that they could share their experiences on the academic and social issues and to the academic staff ,so that the first year students could better know their programs and also that seminars should be well-prepared. Secondly, with regard to the timing issues, the participants suggested that the time allocated for the seminars and for the course itself should be shortened. Another suggestion was that the time of the course should be changed and that it could be scheduled at an earlier time. The following comment of a respondent illustrates this point: “I believe that having this course at another time when the students’ motivation will be much higher will help students succeed more in this course”. However, one respondent suggested that the allocated time for this course should be increased. Next, relating to the topics covered during the class, the participants suggested that more time should be spent on learning strategies and time management. Also, English Preparatoy Program’s System should be included in the curriculum of this course for the students at Prep School. Then, considering the class size, some respondents suggested that there should be fewer students in the seminars and some said that the classes could be more crowded. Lastly, a few respondents indicated that the course could have been more interesting, that there could be some changes in the place where the lectures take place that outside activities could be added to the curriculum, and that the attendance could be free.

* + - 1. **Suggesting the Course to Other Universities**

In this item, the participants were asked whether they would suggest to other universities to include a course like GPC 100 into their curriculum and 181 of them (71.0 %) replied as “Yes”. 23.5 % of the participants (*N* = 60) said they would not, and 5.5 % (*N =* 14) did not provide any response for this item.

**3.1.2. Behavior of Peer Guides**

The participants were asked to evaluate the peer guides who helped them during the GPC 100 course, and the results of their evaluation are given below in Table 3.8.

*Table 3.8. The Participants’ Evaluation of Their Peer Guides (N = 255)*

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | N | | | | | |  |  |
|  | A\* | O\* | S\* | R\* | N\* | Missing | M | SD |
| 1. My peer guide seemed well prepared for each session which was held in class. | 200 | 30 | 6 | 0 | 4 | 15 | 4.76 | .66 |
| 1. My peer guide came to the meeting points or class on time. | 204 | 21 | 10 | 2 | 3 | 15 | 4.75 | .69 |
| 1. My peer guide showed respect to my ideas on related topics when I expressed them during the in-class activities. | 198 | 27 | 9 | 2 | 3 | 16 | 4.74 | .69 |
| 1. My peer guide provided assistance in clarifying the points about the in-class activities when needed. | 199 | 28 | 6 | 4 | 3 | 15 | 4.73 | .71 |
| 1. My peer guide made explanations about the purpose of the in-class activities before each in class-activity. | 193 | 33 | 10 | 1 | 3 | 15 | 4.72 | .68 |
| 1. My peer guide made explanations about how to do the in-class activities. | 195 | 31 | 9 | 1 | 4 | 15 | 4.72 | .71 |
| 1. My peer guide had a positive tone of communication with me during the in-class activities. | 194 | 31 | 7 | 2 | 4 | 17 | 4.72 | .72 |
| 1. My peer guide gave me enough time to complete the in-class activities. | 194 | 30 | 11 | 1 | 4 | 15 | 4.70 | .73 |
| 1. My peer guide encouraged me to participate in the in-class activities. | 185 | 35 | 12 | 2 | 4 | 17 | 4.66 | .76 |

\* A: Always (5), O: Often (4), S: Sometimes (3), R: Rarely (2), N: Never (1)

**3.1.2.1. Most Helpful Aspects of Peer Guides**

The aim of this item was to find out the students’ perceptions on the contributions that their peer guides made on them and they were asked to share their opinions on what aspects having a peer guide helped. Most of the participants (*N* = 183, *%* = 71.8) did not share their opinions on this question, and only 72 participants (28.2 %) answered this item. 19 respondents (7.5 %) expressed their contentment and said that everything that their peer guides had done was helpful for them. Another 19 participants (7.5 %) replied that they mostly got benefit from their peer guides’ experiences. The following comments that the respondents shared illustrates this point better:

“She reflected about certain topics from her own experience, which made it easier to understand the point.”

“His being experienced and having already gone through the things that we are going through now helped us a lot.”

“Since she was experienced in doing things on the Campus and with academic life, she shared ideas with us and we had a lot of information on them without experiencing them on our own.”

“The most helpful of his aspects as that he talked about his experiences so well that he shared a lot of useful information about academic life and career which is waiting for us.”

18 out of 72 participants (7.1 %) indicated that their peer guides helped them a lot getting to know the Campus and academic life and adapting to them. Some of the answers of these participants are shared below:

“She corrected the misinformation that I had about the courses and guided me on how to find accurate information and to communicate with my instructors.”

“He helped me a lot in adapting to university life in various aspects like renting a flat, organizing my learning habits, using the library effectively, communicating with friends and roommates, and so on.”

5 respondents (2.0 %) posted that the most helpful aspect of their peer guides was the counseling that they carried out. Some participants wrote about their peer guides’ characteristics. 4 students (1.6 %) stated that their being respectful and understanding towards them helped them a lot and 3 participants (1.2 %) indicated that their being supportive and encouraging was very beneficial for them. Another 3 respondents (1.2 %) said that the peer guides were helpful in explaining the course and the classroom activities well and 1 student (0.4 %) pointed out that peer guides’ taking care of every student individually was beneficial.

**3.1.3. General Opinions and Suggestions**

The last section of the questionnaire consisted of open ended questions that aim to obtain participants opinions or suggestions regarding both the GPC 100 course and the peer guides.

* + - 1. **Final Opinions and Suggestions on GPC 100 Course**

In this item, it was aimed to obtain the participants’ final opinions and/or suggestions regarding the GPC 100 course in case there might be things that they were not asked but which they want to share. Most of the participants (*N* = 221, *%* = 86.7) did not provide any response for this item and 11 participants (4.3 %) replied as there was nothing that they wanted to share or suggest. Thus, in total, 232 participants (91.0 %) did not share anything related to the GPC 100 course. On the other hand, a few participants (*N* = 23, *%* = 9.1) did post their opinions and/or suggestions on the course itself. 3 out of these 23 participants (1.2 %) stated that there was no need for such a course and it should be removed from the curriculum. Other 3 participants (1.2 %) expressed their satisfaction with this course by indicating that the course was just fine as it was. The rest of the comments can be viewed under three themes, which are timing, content and planning. 8 participants (3.1 %) complained about the allocated time for the GPC 100 course and provide their suggestions on that. The following comments from the respondents are some examples that illustrate this theme:

“It could have started earlier, like at 16:00.”

“It could have been more useful if the course was every other week, instead of every

week.”

“Timing was a bit late, it would have been much better if it was a few hours earlier.”

“The allocated time is too long for such a content, which is not only my idea, a lot of my friends think the same way. The students would be more enthusiastic to participate in the class if the course time were 1.5 hours every other week.”

“2 hours is too much for this course. It would be better if the course was only for one hour and at a better time.”

5 respondents (2.0 %) shared their opinions regarding the content of the course:

“There could be some topics related to family such as how to handle homesickness. I think this would be effective in motivating and helping students succeed in their courses.”

“The topics must be interesting so that the students could come to the class knowing that they are going to have fun. If the aim is to introduce the campus and university life, then the topics should be related to this aim.”

“Seminars should be more interesting and attractive.”

“There should be more focus on introducing and informing students about their field of studies.”

4 participants (1.6 %) expressed suggestions which might be considered as useful during the planning process of GPC 100 course. These suggestions are given below:

“Attendance should be free.”

“I believe that this course should only be offered to the problematic students, not to the students like me who have no problems with the university or Cyprus.”

* + - 1. **Final Opinions and Suggestions on Peer Guides**

This item aimed to give the participants a chance to share their opinions and/or suggestions on the peer guides who had assisted them during the GPC 100 course, in case there might be things that they were not asked but which they want to share. 228 participants (89.4 %) did not answer this item at all, and 11 participants (4.3 %) replied to this item that here is nothing that they want to share. Therefore, a large number of f participants (*N* = 239, *%* = 97.3) did not provide any suggestions or opinions regarding their peer guides. Only 16 participants (6.3 %) shared their opinions and/or suggestions, and they mainly mentioned their peer guides’ individual features like how helpful, understanding and sincere he/she was. Also, they mentioned that it is excellent to have peer guides because they have experienced beforehand what these students are experiencing now, and they can share their experiences with them and communicate better. The following comments illustrate the respondents’ opinions on their peer guides:

“I had a peer guide who beats himself/herself up for us. He/she was the source of my motivation. He/she helped me a lot getting to know the university and Cyprus with the information that he/she has about both.”

“Peer guides are very important. They have been through most of the things we talk about in class, so they talk from experience and citing examples of themselves.”

One important point that two respondents, who are most probably foreign students, suggested was that it would be beneficial to assign some peer guides who are foreigners or who are efficient enough to communicate in English as peer guides for international students.

**3.2. Peer Guides**

The results pertaining to data obtained from the peer guides are summarized in the tables below. The summary of the qualitative results can be found in Table 3.9 and the summary of the quantitative results can be found in Table 3.10.

*Table 3.9. Peer Guides’ Ideas Pertaining to GPC 100*

|  |  |
| --- | --- |
| **Categories** | **Subcategories** |
| **Criticisms directed to GPC 100** | *Content and implication of GPC 100*   * finding some of the activities boring and/or useless, * lengthy seminars, * not including subjects associated with adjustment to campus life |
| **Observations about GPC 100** | |  | | --- | | *Positive*  Students showing more interest to   * in-class activities * academic issues activity   Finding the following topics more beneficial;   * strategies for academic success * getting acquainted with academic programs * join us, have fun and learnactivity   *Negative*   * students getting distracted in lengthy seminars * decrease of motivation in GPC 100 due to lengthy seminars * students complaining about attending the course at midterm weeks | |
| **Perceptions on students’ gains as a result of taking GPC 100** | |  | | --- | | *Increased knowledge on*   * how to increase academic success * campus and college life * academic rules, regulations & programs | | *Helpful in development of*   * communication skills * problem solving skills * maturing | |
|  | *Making friends* |
| **Suggestions for improvement of GPC 100** | |  | | --- | | *Changing the structuring of the course to make it more interesting / entertaining*   * decreasing the number of seminars and increasing the number of in-class activities * structuring the activities in a competition and/or an experiment format | | *Decreasing the allocated time to activities* | |
|  | |  | | --- | | Including the following topics in course content;   * English Preparatory Program * Dormitory life * Living away from family | | *Changing the time of the course to an earlier period*  *Making revisions based on peer guides’ suggestions* |   *Changing the course content* |

*Table 3.10. Peer Guides’ Opinions on the Degree of Usefulness of GPC 100 Topics*

|  |  |  |
| --- | --- | --- |
| **Activity topics** | *M* | *SD* |
| 1. Academic issues: Scholarships, minor / double major programs, repeating or withdrawing a course, grading system and calculating point average | 4.81 | 0.39 |
| 2. Getting acquainted with academic programs | 4.75 | 0.50 |
| 3. Resource management (time management, study environment, and effective help-seeking at the university) | 3.93 | 0.91 |
| 4. Motivation | 3.93 | 1.01 |
| 5. Learning strategies | 3.90 | 0.90 |
| 6. Join us, have fun and learn: Information on social and cultural activities, sports and recreational facilities usage, and clubs, and meeting with clubs | 3.67 | 1.04 |
| 7. Goal setting | 3.50 | 0.91 |
| 8. What is a university? Seminar & in-class discussion | 3.43 | 0.80 |
| 9. Meeting place with knowledge I: Information about the services provided by Library and Information and Communication Technologies Office and activities about how to benefit from those services (online catalog search, borrowing book from the Library) | 3.32 | 1.13 |
| 10. Diversity, equality and tackling discrimination II: Movie | 3.00 | 1.21 |
| 11. Psychological issues (depression, anxiety) | 2.81 | 1.09 |
| 12. Diversity, equality and tackling discrimination I: Conference | 2.77 | 1.14 |
| 13. Seminar on life style and wellness | 2.74 | 1.03 |
| 14. Addiction seminar (nicotine, alcohol, and internet) | 2.65 | 1.18 |

**3.3. GPC 100 Subcommittee Members**

Subcommittee members’ feedback and suggestions about GPC 100 activities were summarized under each activity topic.

**Join Us, Have Fun and Learn**

* There was a delay in the activity due to checking attendance.
* The large group presentation in the Main Hall and the consequent demonstrations by the student associations had a positive effect.
* The independent small group presentations of the student associations were not effective. It would be more effective if each student association had a stand in the foyer area.

**Meeting Place with Knowledge I**

* The timing and organizational problems had a negative effect.
* There was too much content packed into a single week, which was tiring for the students.
* There were some problems about peer leaders misinforming students about the activity.
* The presence of a library activity in GPC 100 is considered to be positive, having in mind the potentially positive effect it has on the academic lives of the students.

**Diversity, Equality and Tackling Discrimination I-II**

Organizational suggestions:

* The topic can be treated in one week rather than in two weeks.
* If a movie is to be shown, it should be a short movie rather than a long movie, due to practical reasons.
* The informative talks should be shorter.
* The subject can be covered via a short talk or talks, together with a short movie.

Structural suggestions:

The activity seems to serve two distinct purposes:

1. Increasing the awareness of the student body to the topics in the title. The success of the activity in this respect is relatively minor, mainly since the topic is vast and the related fallacies deep rooted, therefore it is unrealistic to expect immediate changes in a couple of weeks.
2. To demonstrate a stance by the University Administration against discrimination. The activity was succesful in this respect.

The suggestion is to focus the activities of the subsequent years around the second purpose listed above.

**Strategies for Academic Success**

“During 4 consecutive weeks, students joined the small group activities facilitated by their peer guides on topics of (a) goal setting, (b) motivation, (c) resource management (time, study environment, help seeking at university) and (d) learning strategies. In general, it is observed that students liked in-class activities conducted by their peer guides more than the big group seminars that they joined. However, as indicated in peer guides’ reports as the number of activities increased students seemed to get bored and participated less enthusiastically in the activities. They seemed to like competition or game based activities more than the discussion type in-class activities. In comparing 4 topics in the strategies for academic success module they were more interested in topics of motivation and resource management. When planning for the activities in strategies for academic success module topic, number, and type of the activities should be reconsidered and necessary revisions should be made by taking into consideration students’ and peer guides’ feedbacks and observation of the instructor.”

**Getting Acquainted with Academic Programs**

“Academic Program meeting with students was perceived as a very productive activity by the EEE faculty members. The meeting was useful not only to give information to students, but to provide direct advice, and chat with them on important topics like study habits, faculty experiences of successful and unsuccessful student approaches, etc. Each faculty member also had the opportunity to share personal research areas, and philosophy of teaching. At the conclusion of the event, EEE faculty members decided it would be a good idea to do a similar activity with 2nd, 3rd, and 4th year students as well. The organization was very good to my recollection. We did not have any problems.”

**Mental Health**

“Apparently, quite a number of students have decided to seek psychological and/or psychiatric help after attending the seminars on mental health. I consider this to be a significant gain. Unfortunately many Turkish students seemed to be quite unmotivated and were even in a protesting mood. This was not the case with the non-Turkish students. Non-Turkish students seemed to be very interested in the subject.I think that, considering the significant number of students who decided to seek help after the seminar, this had been a quite useful affair. The question of what could be done to increase students' motivation and involvement remains to be answered.”

“There isn’t much to say on my side but I can only comment on the timing of the two seminars I have done. They both started quite late which meant that the students were already knackered by the end of the day and couldn’t take much in from what Timur Hoca and I were saying. Actually those who managed to stay awake (!) seemed to enjoy and benefit from it. So, although I know it is difficult to schedule those seminars at an earlier time, I think it would benefit students more.”

**Academic Issues**

“The activity started with a short presentation (10 minutes), with an emphasis on the correct sources for various kinds of information that a student might need during his/her academic life. The purpose of the presentation was not to exhaustively cover these sources, but rather to give the students some links and pointers, and to convey messages like “You can stop by the Registrar’s Office or look at the web page in order to learn about a rule” or “There is something called the Academic Calendar”. The presentation was well-perceived and enjoyed.

The second stage of the activity took place in small groups, and was run by peer leaders. Five case studies were prepared in advance, in relation to academic issues, such as a student trying to register, another in suspension status, yet another trying to calculate her CGPA etc. The students were asked to work on these cases in groups, and discuss their solutions with the peer leader, who received previous training in GPC 310 about how to run the discussion. Three of the classrooms were visited. The students seemed to be actively learning the material, enjoying the discussion, and asking many questions. As a minor criticism, some of the peer leaders were more didactic than expected, sometimes giving away the solution with an aim to teach quickly, rather than acting like discussion moderators. The activity was very useful, and can be easily repeated with very little modification.“

1. **SUMMARY OF RESULTS**

* Majority of the students think that the time allocated to the course was much.
* Students suggested the lesson hours to be about 60 minutes.
* There were complains about the timing of the course (i.e. it is late).
* Three major gains of the course were:
* I was informed about the resources and facilities (Sports Center, student clubs, library and informatics) at METU NCC.
* I was informed about how I could benefit from the resources and facilities at METU NCC.
* I got the most accurate information on my field of study.
* Majority of the students attitudes towards GPC 100 course was positive.
* About half of the students were interested in the course.
* Top three topics for GPC 100 students were:
* Getting acquainted with academic programs
* Academic issues: Scholarships, minor / double major programs, repeating or withdrawing a course, grading system and calculating point average
* Join us, have fun and learn: Information on social and cultural activities, sports and recreational facilities usage, and clubs, and meeting with clubs
* Top three topics for GPC 310 students were:
* Academic issues
* Getting acquainted with academic programs
* Resource management
* Movie and discussion were the most prefered teaching methods.
* Majority of the students suggested the course to be given also at other universities.
* Almost all of the GPC 100 students rated peer guides behavior as very positive.

Based on the feedback received from all the parties GPC100 First Year on Campus Seminar Course activity program for 2012-2013 fall semester was revised and proposed activities can be found in attachment 3.