

Introductory Materials

On behalf of the National Resource Center for the First-Year Experience and Students in Transition, we thank you for your participation in the National Survey of the First-Year Experience.

Preparing for Submission

This document contains the full version of the 2023 National Survey on the First-Year Experience. It will give you a sense of the content for the purpose of identifying the best institutional contact to complete the questionnaire and/or contact leaders at your institution to receive information to ensure accuracy of data submitting. The survey is set up in several “branch patterns,” meaning that it is unlikely that any one institution will complete all the questions presented in this document.

Even if your campus does not offer some of the programs listed, we ask that you or a representative from your campus take just a few minutes to complete a few questions on the survey. By completing this survey, you will make a direct and immediate contribution to the knowledge base of the higher education community.

Background

This survey is intended to gather information regarding the first-year experience at your institution. The "first-year experience" refers to any program, initiative, and/or educational activity specifically or intentionally geared toward first-year students. This goes beyond merely making educational activities available to first-year (non-transfer) students. We are interested in learning about your school's first-year experience and the students it serves.

You will be asked about the following activities related to your institution's first-year experience:

You may jump to these sections by clicking holding the **ctrl button then selecting the link.

- [General information about your institution's attention to the first-year](#)
- [First-year seminars](#)
- [Pre-term orientation](#)
- [First-year academic advising](#)
- [First-year learning communities](#)
- [Residential programs or initiatives](#)
- [Early alert/academic warning systems](#)
- [Common reading programs](#)

In each of these sections, we will be asking questions about the following features of first-year initiatives:

- Students who participate
- Formats and characteristics
- Staffing and administration
- Assessment

COVID-19 open-ended question

The end of the survey includes the following required open-ended question:

In the thinking about the first-year experience at your institution, identify and describe practice(s) that were implemented during the COVID-19 pandemic that remain in effect today?

Instructions

The survey should take approximately 30 minutes to complete.

As you are completing the survey, **do not** click the "back" button as it may not preserve the unique logic of questions based on previous responses.

Complete the survey using a desktop/laptop computer vs. mobile/tablet devices for ease.

It is recommended to complete the survey all at once; however, if you received a unique link to your email your responses will be saved and you can return to complete.

You may exit the survey at any time and return, and your responses will be saved.

Your responses are important to us, so please complete the survey by Monday, July 31, 2023.

Completion

To facilitate the accurate and timely completion of the survey, we recommend gathering the information prior to responding to the online questionnaire.

Because the survey may require gathering information from multiple people on campus, you can access a preview of the survey by following this link (The preview will list all questions; however, questions presented to you will depend on the responses provided):
<http://bit.ly/2kZZGAt>.

If this survey would be more appropriate for another person on your campus, please forward the e-mail that contained the link to that individual. Examples of these individuals include directors of first-year programs, deans of "university colleges," or directors of assessment in new student programs. Only one person from your campus can complete the survey.

Definitions

For the purposes of this survey, we offer the following definitions:

Campus or Institution: These terms, used interchangeably, refer to an individual campus that is either (a) an independent entity or (b) meaningfully distinct from other campuses in a system.

First-year students: Students in their first-year at a campus. These students may have attained official standing beyond the first-year based on accumulated credits prior to enrollment.

First-year program: Any educational offering specifically or intentionally geared toward first-year students. This goes beyond merely making educational activities available to first-year students. Some first-year programs may be a subset of a larger department or exist independently. For example, first-year advising may be a clearly defined specialty and focus area in a campus advising center. However, just assigning first-year students to advisors is not-in-itself, a first-year program.

Reporting and Contact Information

It is our practice to make available specific and general information gathered from this survey. In general, findings from the survey are reported in aggregate, but we may identify individual institutions that have agreed to allow their responses to be shared.

If you have any questions regarding the survey, contact Dr. Jamil D. Johnson at nrcsrch@mailbox.sc.edu.

Thank you for your participation: It is appreciated! We look forward to learning about your institution's first-year experience.

General information about your institution's attention to the first-year

Respondent and Institutional Information:

Full name of institution [Textbox]

Respondent first name [Textbox]

Respondent last name [Textbox]

Respondent title/position [Textbox]

Respondent email address [Textbox]

Institution State:

Alabama

Alaska

Arizona

Arkansas

California

Colorado

Connecticut

Delaware

Florida

Georgia

Hawaii

Idaho

Illinois

Indiana

Iowa

Kansas

Kentucky

- Louisiana
- Maine
- Maryland
- Massachusetts
- Michigan
- Minnesota
- Mississippi
- Missouri
- Montana
- Nebraska
- Nevada
- New Hampshire
- New Jersey
- New Mexico
- New York
- North Carolina
- North Dakota
- Ohio
- Oklahoma
- Oregon
- Pennsylvania
- Rhode Island
- South Carolina
- South Dakota
- Tennessee
- Texas
- Utah
- Vermont
- Virginia
- Washington
- Washington, D.C.
- West Virginia
- Wisconsin
- Wyoming
- Guam
- Northern Mariana Islands
- Puerto Rico
- US Virgin Islands

Which of the following campuswide objectives has your institution identified specifically for the first-year? (Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical-thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Discipline-specific knowledge
- Diversity, equity and inclusion
- Financial literacy, including responsibility and making informed decisions
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Writing skills
- Other, please specify: [Textbox]
- Our institution has not identified campuswide objectives specifically for the first-year. [N/A]

Which of the following institutional efforts have included a specific focus on the first year?
(Select all that apply)

- Accreditation (e.g., Action Project or Quality Enhancement Plan focused on first-year students)
- Curricular or gateway course redesign
- Employment or job-placement study[
- Graduation study
- Grant-funded project
- Institutional assessment

- Participation in a national survey of first-year students (e.g., NSSE, CIRP)
- Pathways programs
- Program self-study
- Retention study
- Strategic planning
- Student services programming
- Other, please specify: [Textbox]
- Our institution has not engaged in any efforts with a specific focus on the first-year [N/A]

First-Year Programs

Does your institution offer any of the following first-year student success programs, initiatives, or courses specifically or intentionally geared toward first-year students? (Select all that apply.)

- Commuter students
- Common reading
- Convocation
- Developmental or remedial education
- Early alert systems (i.e., systems that monitor student academic performance and may include direct outreach to students in academic or other types of difficulty)
- Experiential learning or learning beyond the classroom (not including service learning)
- First-generation college student programs
- First-year academic advising
- First-year gateway courses (i.e. foundational, high-enrollment courses that often have high rates of D, F, W, or I grades)
- First-year seminars (i.e. a course intended to enhance the academic and/or social integration of first-year students)
- General education
- Leadership programs
- Learning communities (i.e. curricular structures in which small cohorts of students are co-enrolled in two or more courses)
- Mentoring by campus professionals
- Peer education (e.g., Supplemental Instruction, tutoring, peer-led team learning, peer mentoring)
- Placement testing
- Pre-term orientation (including extended orientation and welcome programming)
- Residential programs or initiatives
- Service-learning
- Student success center
- Study abroad
- Summer bridge
- TRIO student support services
- Undergraduate research

- Writing-intensive coursework
- Other, please specify: [Textbox]
- Our institution does not offer any programs specifically or intentionally geared toward first-year students [N/A]

Which of the following are the primary first-year programs by which the first-year objectives are met? (Please select up to 5)

- Common reading
- Convocation
- Developmental or remedial education
- Early alert systems (i.e., systems that monitor student academic performance and may include direct outreach to students in academic or other types of difficulty)
- Experiential learning or learning beyond the classroom (not including service learning)
- First-year academic advising
- First-year gateway courses (i.e. foundational, high-enrollment courses that often have high rates of D, F, W, or I grades)
- First-year seminars (i.e. a course intended to enhance the academic and/or social integration of first-year students)
- General education
- Leadership programs
- Learning communities (i.e. curricular structures in which small cohorts of students are co-enrolled in two or more courses)
- Mentoring by campus professionals
- Peer education (e.g. Supplemental Instruction, tutoring, peer-led team learning, peer mentoring)
- Placement testing
- Pre-term orientation
- Residential programs or initiatives
- Service-learning
- Student success center
- Study abroad
- Summer bridge
- Undergraduate research
- Writing-intensive coursework
- Other, please specify: [Textbox]

Please rate your first-year programming using the scale specified below:

On your campus, how coordinated are first-year programs?

- Decentralized, no coordination between any departments or units of first-year programs
- Slightly centralized
- Moderately centralized
- Very centralized

- Extremely centralized, all first-year programs are coordinated by a single office or cross-functional team
- Unable to judge [N/A]

Does your institution have any of the following formal organizational structures to coordinate the first-year experience? (Select all that apply)

- Cross-functional first-year team (e.g., team inclusive of curriculum and co-curriculum)
- First-year curriculum committee
- First-year program committee, task force, or advisory board
- First-year program office
- Other campuswide FYE coordination, please describe: [Textbox]
- Our institution does not have any formal organizational structures to coordinate the first-year experience. [N/A]

Which of the following best describes the institutional division where the first-year program office is housed?

- Academic affairs central office
- Academic department(s): (please list) [Textbox]
- College or school (e.g., College of Liberal Arts)
- Enrollment management central office
- Student affairs central office
- Other, please specify: [Textbox]

First-Year Seminars

Reach

What is the approximate percentage of first-year students who take a first-year seminar on your campus?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Duration

Approximately how many years has a first-year seminar been offered on your campus?

- 2 years or less
- 3 - 5 years
- 6 - 10 years
- 11 - 15 years
- 16 - 20 years
- More than 20 years

Formats of First-Year Seminars

Select each type of first-year seminar that best describes the seminars existing on your campus:
(Select all that apply)

- Academic seminar with generally uniform academic content across sections - May be an interdisciplinary or theme-oriented course, sometimes part of a general education requirement.
- Primary focus is on academic theme or discipline, but will often include academic skills components, such as critical thinking and expository writing.
- Academic seminar on various topics - Similar to previously mentioned academic seminar except that specific topics vary from section to section.
- Basic study skills seminar - The focus is on basic academic skills, such as grammar, note taking, and reading texts. This type of seminar might be targeted or even limited to academically underprepared students.
- Extended orientation seminar - Sometimes called freshman orientation, college survival, college transition, or student success course. Content often includes introduction to campus resources, time management, academic and career planning, learning strategies, and an introduction to student development issues.
- Preprofessional or discipline-linked seminar - Designed to prepare students for the demands of the major or discipline and the profession. Generally taught within professional schools or specific disciplines such as engineering, health sciences, business, or education.
- Hybrid - Has elements from two or more types of seminar. (Please describe) [Textbox]
- Other, please describe: [Textbox]

Which of the following first-year seminars has the highest student enrollment at your institution?

- Academic seminar with generally uniform content
- Academic seminar on various topics
- Basic study skills seminar
- Extended orientation seminar
- Preprofessional or discipline-linked seminar
- Hybrid
- Other

Students in Primary First-Year Seminar

Respond to the following questions based on the previous response you selected for first-year seminars highest student enrollment at your institution.

What is the approximate percentage of first-year students required to take the primary first-year seminar?

- None are required to take it
- Less than 10%
- 10 - 19%
- 20 - 29%
- 30 - 39%
- 40 - 49%
- 50 - 59%
- 60 - 69%
- 70 - 79%
- 80 - 89%
- 90 - 99%
- 100% - All first-year students are required to take it

Which students, by category, are required to participate in the first-year seminar? (Select all that apply)

- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Science, technology, engineering, and math (STEM) students
- Student athletes
- Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
- Students enrolled in developmental or remedial courses
- Students on academic probation
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
- Students within specific majors, please specify: [Textbox]
- Transfer students
- Undeclared students
- Other, please specify: [Textbox]
- Students from low-income backgrounds (e.g., students who are eligible for Pell grants, students who qualify for need-based aid)
- All students are required to enroll in the first-year seminar

Objectives and Topics

Select the three most important course objectives for the first-year seminar:

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical-thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Discipline-specific knowledge
- Diversity, equity, and inclusion
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Information literacy
- Identity Development
- Integrative and applied learning
- Intercultural competence
- Intercultural competence, diversity, or engaging with different perspectives
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Writing skills
- Other, please specify: [Textbox]

Select the three most important topics that compose the content of this first-year seminar:

- Academic integrity
- Academic planning or advising
- Academic success resources
- Academic success strategies (e.g., study skills, time management)
- Alcohol awareness and safety

- Campus activities and involvement
- Campus history and traditions
- Campus policies and community standards
- Campus resources
- Campus safety
- Campus tour
- Career exploration or preparation
- Commuter issues
- Course registration procedures
- Critical thinking
- Discipline-specific content
- Diversity, equity, and inclusion
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed
- Global learning
- Health and wellness
- Identity development
- Information literacy
- Intercultural competence
- Professional trends and issues
- Relationship issues (e.g., interpersonal skills, conflict resolution)
- Sexual assault and dating violence
- Social connections
- Social justice
- Writing skills
- Other, please specify: [Textbox]

Characteristics

What is the typical duration of a section of the first-year seminar.

- Half a term
- One quarter
- One semester
- One year
- Other, please specify: [Textbox]

How many credits does the first-year seminar carry?

- None
- 1 credit
- 2 credits
- 3 credits
- 4 credits

- 5 credits
- 6 or more credits

Respond to the following questions based on the previous response you selected for first-year seminars highest student enrollment at your institution.

How is the first-year seminar credit applied? (Select all that apply)

- As an elective
- Toward general education requirements
- Toward major requirements
- Other, please specify:

How is the first-year seminar graded?

- Letter grade
- Pass/fail
- No grade
- Other, please specify: [Textbox]

How many total classroom contact hours are there per week in the first-year seminar?

- 1 hour
- 2 hours
- 3 hours
- 4 hours
- 5 hours
- 6 or more hours

Do any sections incorporate online components (i.e. hybrid or mixed-mode meetings, assignments/discussions in a campus Learning Management System like Blackboard, Canvas)?

- Yes
- No
- I do not know

Are there any online-only (asynchronous) sections?

- Yes
- No
- I do not know

What percentage of the first-year seminar are online-only (asynchronous) sections?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%

- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Which of the following pedagogical approaches are intentionally incorporated into the first-year seminar?

- Educational experiences inside or outside the classroom that help students explore cultures, life experiences, and worldviews different from their own
- Educational experiences that develop students' ability to produce and revise various forms of writing
- Educational experiences that require collaboration and teamwork with other students
- Educational experiences that require students to engage in goal setting and planning
- Monitoring of student class attendance

Which of the following high-impact educational practices are connected to the first-year seminar with the highest enrollment of students? (Select all that apply or unable to judge)

- Common reading experience - First-year reading experience or summer reading program
- Internships - Experiential learning in which first-year students gain direct experience in a work setting
- Learning community - Linking a cohort of students in the first-year seminar to one or more other courses
- Service-learning - Nonremunerative service as part of a course
- Undergraduate research - Scientific inquiry, creative activity, or scholarship guided by a mentor from the faculty or research staff
- Other, please specify: [Textbox]

Staffing - Instruction

Who teaches the first-year seminar? (Select all that apply)

- Academic advisors
- Adjunct faculty
- Full-time, non-tenure-track faculty
- Tenure-track faculty
- Student affairs professionals
- Other campus professionals (please specify) [Textbox]
- Graduate students
- Undergraduate students

Is instructor training offered for first-year seminar instructors?

- Yes
- No
- I do not know

Respond to the following questions based on the previous response you selected for first-year seminars highest student enrollment at your institution.

Is instructor training required for first-year seminar instructors?

- Yes
- No
- I do not know

How long is the initial instructor training?

- Half a day or less
- 1 day
- 2 days
- 3 days
- 4 days
- 1 week
- 2 weeks
- Other, please specify: [Textbox]

If undergraduate students assist in the first-year seminar, what is their primary role? (Select all that apply)

- They teach independently
- They teach as a part of a team
- They assist the instructor, but do not teach
- They serve as a peer mentor/educator
- Undergraduate students do not assist in the seminar
- Other, please specify:

Administration

What campus unit directly administers the first-year seminar?

- Academic affairs central office
- Academic department(s): (please list) [Textbox]
- College or school (e.g., College of Liberal Arts)
- First-year program office
- Student affairs central office
- University college
- Other, please specify: [Textbox]

Is there a dean, director, or coordinator of the first-year seminar?

- Yes
- No
- I do not know

If the dean, director, or coordinator has another role on campus, it is as a/an: (Select all that apply)

- Academic affairs administrator
- Faculty member
- Student affairs administrator
- Other, please specify: [Textbox]
- The director does not have another role on campus

Please rate your first-year programming using the scale specified below:

In your opinion, considering costs (including staff time and resources) and educational gains, how beneficial is your institution's first-year seminar in supporting first-year student success?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- 6 - Unable to judge

Respond to the following questions based on the previous response you selected for first-year seminars highest student enrollment at your institution.

Assessment

Has your first-year seminar been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors
- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review
- Student course evaluation
- Survey instrument, please specify: [Textbox]
- Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above. (Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion
- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify: [[Textbox]

Orientation

Reach

What is the approximate percentage of first-year students who participate in orientation on your campus?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Students

Which students, by category, are required to participate in pre-term orientation? (Select all that apply)

- All first-year students
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Science, technology, engineering, and math (STEM) students
- Student athletes
- Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
- Students enrolled in developmental or remedial courses
- Students from low-income backgrounds (e.g. students who are eligible for Pell grants, students who qualify for need-based aid)
- Students on academic probation
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
- Students within specific majors, please specify: [Textbox]
- Transfer students
- Undeclared students
- Other, please specify: [Textbox]
- No first-year students are required to participate in pre-term orientation

Characteristics

Which of the following forms of pre-term orientation are offered at your campus? (Select all that apply)

- On-campus pre-term activities
- Online orientation
- Outdoor adventure/wilderness experience
- Pre-term advising or registration
- Welcome Week (i.e., on-campus immediately preceding term)
- Other, please specify: [Textbox]

Which of the following activities does your campus's pre-term orientation program(s) include? (Select all that apply)

- Academic advising
- Common reading (i.e., a book or article read before, and discussed during, orientation)
- Community building
- Convocations or other celebratory activities
- Discussion of personal issues and challenge
- Discussions about health and wellness on campus
- Discussions about diversity, equity and inclusion
- Discussions about identity development
- Financial literacy, including responsibility and making informed
- Financial information, including financial aid and scholarships
- Social justice
- Introduction to campus facilities
- Introduction to campus resources and services
- Involvement opportunities
- Placement testing
- Registration or course enrollment
- Sessions for family members
- Structured interaction with faculty
- Other, please specify: [Textbox]

Administration

If undergraduate students assist in pre-term orientation, what is their primary role? (Select all that apply)

- They deliver informational sessions
- They lead orientation activities
- They plan and coordinate logistical issues
- They provide administrative and clerical support to professional orientation staff
- They serve as peer mentors to the incoming students
- They serve as resident assistants/mentors in the residence hall/living areas
- Other, please specify: [Textbox]

- Undergraduate students do not assist in pre-term orientation

Which of the following best describes the administrative division where the orientation program is housed? (Select all that apply)

- Academic affairs central office
- Academic department(s): (please list) [Textbox]
- College or school (e.g., College of Liberal Arts)
- Enrollment management central office
- First-year program office
- Student affairs central office
- University college
- Other, please specify: [Textbox]

Please rate your first-year programming using the scale specified below:

In your opinion, considering both cost (staff time and resources) and educational benefits, what is the return on investment for your campus's approach to pre-term orientation?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- Unable to judge

Assessment

Has your orientation program been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors
- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review
- Student course evaluation
- Survey instrument, please specify: [Textbox]
- Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above.
(Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion
- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify: [[Textbox]

First-Year Academic Advising

Reach

What is the approximate percentage of first-year students who participate in first-year academic advising on your campus?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Students

Which students, by category, are required to participate in first-year academic advising? (Select all that apply)

- All first-year students
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Science, technology, engineering, and math (STEM) students
- Student athletes
- Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
- Students enrolled in developmental or remedial courses
- Students from low-income backgrounds (e.g. students who are eligible for Pell grants, students who qualify for need-based aid)
- Students on academic probation
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
- Students within specific majors, please specify: [Textbox]
- Transfer students
- Undeclared students
- Other, please specify: [Textbox]
- No first-year students are required to participate in first-year advising

At your institution, how frequently are first-year students required to meet with their assigned first-year academic advisor?

- Only once, during the first term
- Once during each term for the entire first-year
- Two or more times each term for the entire first-year
- First-year students are not required to meet with their first-year academic advisors.
- Other, please specify: [Textbox]

At your institution, first-year academic advisors are most likely to be:

- Faculty
- Graduate students
- Professional academic advisors (exclusive of graduate students)
- Undergraduate peer advisors
- Other, please specify:

Characteristics

Please rate your first-year programming using the scale specified below:

What point on the following scale best describes your advising for first-year students?

- 1 - No first-year students are advised in a centralized advising unit/center (i.e., there is no centralized advising unit/center)
- 2 - Slightly centralized
- 3 - Moderately centralized
- 4 - Very centralized
- 5 - All first-year students are advised in a centralized advising unit/center
- 6 - Unable to judge[

For first-year academic advising, approximately how many students are assigned to each advisor?

- 1 - 50 students
- 51 - 100 students
- 101 - 150 students
- 151 - 200 students
- 201 - 250 students
- 251 - 500 students
- 501 - 1,000 students
- More than 1,000 students
- Academic advisors are not assigned student caseloads
- We use a drop-in model

Does your institution offer online-only first-year advising?

- Yes
- No

I do not know

Administration

Which of the following best describes the administrative division where first-year advising is housed?

- Academic affairs central office
- Academic department(s: (please list) [Textbox]
- College or school (e.g., College of Liberal Arts)
- Enrollment management central office
- First-year program office
- Student affairs central office
- University college
- Other, please specify: [Textbox]

Please rate your first-year programming using the scale specified below:

In your opinion, considering both cost (staff time and resources) and educational benefits, what is the return on investment for your campus's approach to first-year student advising?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- Unable to judge

Assessment

Has your first-year academic advising been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors
- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review
- Student course evaluation
- Survey instrument, please specify: [Textbox]

Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above.
(Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion
- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify: [Textbox]

Learning Communities

Reach

What is the approximate percentage of first-year students who participate in first-year learning communities on your campus?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Students

Which students, by category, are required to participate in first-year learning communities?
(Select all that apply)

- All first-year students
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Science, technology, engineering, and math (STEM) students
- Student athletes
- Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
- Students enrolled in developmental or remedial courses
- Students from low-income backgrounds (e.g. students who are eligible for Pell grants, students who qualify for need-based aid)
- Students on academic probation
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
- Students within specific majors, please specify: [Textbox]
- Transfer students
- Undeclared students
- Other, please specify: [Textbox]
- No first-year students are required to participate in first-year learning communities

Characteristics

What type of learning communities are available to first-year students? (Select all that apply)

- Common reading
- Diversity, equity, inclusion
- First-generation
- Honors
- Identity development
- International students
- Major specific
- Social justice
- Student athletes
- Other, please describe: [Textbox]

Which of the following are characteristics of first-year learning communities in which most first-year students participate? (Select all that apply)

- Course content in the linked courses is connected by a common intellectual theme
- Course content is intentionally coordinated by the instructors of the linked courses
- One of the courses in the learning community is a developmental or remedial education course
- One of the courses in the learning community is a first-year seminar
- Students are co-enrolled in all courses in the students' schedules
- Students are co-enrolled in two or more courses, but not all courses in the students' schedules
- Students in the learning community participate in a common set of theme-based experiences outside of the course, such as discussion groups, a speaker series, or other educational programs
- The learning community includes a residential component (i.e., a living-learning community)
- Other, please describe: [Textbox]

Administration

What campus unit(s) directly administer(s) the first-year learning communities? (Select all that apply.)

- Academic affairs central office
- Academic department(s), please list: [Textbox]
- College or school (e.g., College of Liberal Arts)
- Enrollment management central office
- First-year program office
- Housing or residence life
- Student affairs central office
- University college
- Other, please specify: [Textbox]

Please rate your first-year programming using the scale specified below:

In your opinion, considering both cost (staff time and resources) and educational benefits, what is the return on investment for your campus's approach to first-year learning communities?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- Unable to judge

Assessment

Has any aspect of your first-year learning communities been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors
- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review
- Student course evaluation
- Survey instrument, please specify: [Textbox]
- Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above. (Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion

- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify:[[Textbox]

Residential Programs and Initiatives

Reach

Approximately, how many first-year students are reached by residential programs and initiatives by percentage?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%

91 - 100%

Students

Which first-year students, by category, are required to live on campus? (Select all that apply)

- All first-year students are required to live on campus (with special exceptions).
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Science, technology, engineering, and math (STEM) students
- Student athletes
- Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
- Students enrolled in developmental or remedial courses
- Students from low-income backgrounds (e.g. students who are eligible for Pell grants, students who qualify for need-based aid)
- Students on academic probation
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
- Students within specific majors, please specify: [Textbox]
- Transfer students
- Undeclared students
- Other, please specify: [Textbox]
- No students are required to live on campus

Characteristics

Which of the following characteristics of your housing and residential life programs are intentionally and specifically dedicated to first-year students? (Select all that apply)

- Academic support services (i.e., academic coaching, tutoring)
- Classroom space in residence halls
- Dedicated first-year floors
- Dedicated first-year residence halls
- First-year living-learning communities
- Residential learning curriculum for first-year students
- Specialized programming for first-year students
- Student leadership body representing first-year students (first-year community council, hall government)

Other, please specify: [Textbox]

Which of the following staff are specifically hired to provide support for first-year students?
(Select all that apply)

- Faculty in residence in first-year floors, halls, or areas
- Professional live-in staff (e.g., hall directors, area coordinators) with specific responsibilities for first-year floors, halls, or areas
- Student paraprofessional staff (e.g., resident assistants) with specific selection, training, and responsibilities for first-year students
- Undergraduate academic peer educators (e.g. community academic advisors, peer tutors) for first-year students
- Other, please specify: [Textbox]
- We have no staff with specific responsibilities for first-year students or residences.

Administration

Please rate your first-year programming using the scale specified below:

In your opinion, considering both cost (staff time and resources) and educational benefits, what is the return on investment for your campus's approach to first-year programming in on-campus residences?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- Unable to judge

Assessment

Has any aspect of your first-year residential programs been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors
- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review

- Student course evaluation
- Survey instrument, please specify: [Textbox]
- Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above.
(Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion
- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify:[[Textbox]

Early Alert

Reach

What is the approximate percentage of first-year students on your campus who are reached by early warning/academic alert systems?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Students

Which types of first-year students are monitored through an early warning/academic alert system? (Select all that apply)

- All first-year students
- Only students who volunteer or contract to have academic progress tracked
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Science, technology, engineering, and math (STEM) students
- Student athletes
- Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
- Students enrolled in developmental or remedial courses
- Students from low-income backgrounds (e.g. students who are eligible for Pell grants, students who qualify for need-based aid)
- Students on academic probation
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
- Students within specific majors, please specify: [Textbox]
- Transfer students

- Undeclared students
- Other, please specify: [Textbox]
- No first-year students are monitored through an early warning/academic alert system

Please indicate the selection that best describes the early warning system that is most prevalent at your institution.

- An early warning tool that is entirely technology based (such as a learner analytics platform that mines data to determine which student are at-risk and subsequently guides intervention)
- An early warning system that is entirely human-based and relies on faculty, staff, and/or fellow students observing behavior and then notifying someone so outreach can occur (such as a faculty referral system)

Which of the following characteristics describe your campus's early warning/academic alert system for first-year students?

- Monitoring and/or response occur only before midterm
- Monitoring and/or response occur only at or after midterm
- Monitoring and/or response are ongoing throughout the term
- Monitoring and/or response are ongoing throughout the first-year
- Other, please describe: [Textbox]

Which employees at your institution participate in some aspect of early alert/academic warning systems? (Select all that apply)

- Academic advisors
- Academic support personnel
- Athletic department staff
- Counseling/health services staff
- Faculty/instructors
- Information technology staff
- Peer mentors
- Residence life staff
- Student affairs staff
- Other, please describe: [Textbox]

Which of the following describes the type of intervention that occurs? (Select all that apply)

- Students are contacted by phone, letter, or electronic means
- Students are contacted in person
- Students are informed about opportunities to seek assistance
- Students are required by individual faculty members, another unit, or the institution to obtain assistance
- Students' families are notified (with student waiver of privacy rights)
- Other, please describe: [Textbox]

Administration

Please rate your first-year programming using the scale specified below:

Q85 In your opinion, considering both cost (staff time and resources) and educational benefits, what is the return on investment for the early alert/academic warning system on your campus?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- Unable to judge

Assessment

Has any aspect of your early alert/academic warning system been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors
- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review
- Student course evaluation
- Survey instrument, please specify: [Textbox]
- Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above. (Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion

- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)
- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify: [[Textbox]

Common Reading

Reach

What is the approximate percentage of first-year students on your campus who participate in a first-year common reading program on your campus?

- 10% or less
- 11 - 20%
- 21 - 30%
- 31 - 40%
- 41 - 50%
- 51 - 60%
- 61 - 70%
- 71 - 80%
- 81 - 90%
- 91 - 100%

Students

Which first-year students, by category, participate in a common reading program on your campus? (Select all that apply)

- All first-year students
 - Academically underprepared students (i.e., students with at-risk factors)
 - First-generation students
 - Honors students
 - International students
 - Learning community participants
 - Preprofessional students (e.g., prelaw, premed)
 - Provisionally admitted students
 - Science, Technology, Engineering, and Math (STEM) students
 - Student athletes
 - Students eligible for federal or state equal opportunity programs (EOP) (e.g., TRIO, Upward Bound)
 - Students enrolled in developmental or remedial courses
 - Students from low-income backgrounds (e.g. students who are eligible for Pell grants, students who qualify for need-based aid)
 - Students on academic probation
 - Students participating in dual-enrollment programs
 - Students residing within a particular residence hall
 - Students with at-risk factors such as GED, low ACT scores, etc., please describe: [Textbox]
 - Students within specific majors, please specify: [Textbox]
 - Transfer students
 - TRIO participants
 - Undeclared students
 - Other, please specify: [Textbox]
 - No first-year students participate in a common reading program on campus.
- Characteristics

Which of the following activities does your first-year common reading program include? (Select all that apply)

- Bringing speakers related to text to campus
- Campus programming throughout academic year
- Campus-community engagement
- Discussion groups
- Film adaptations of or films related to common reading text
- Incorporation of text in English and writing courses
- Incorporation of text in first-year seminar
- Structured interaction with faculty

Other, please specify: [Textbox]

Administration

What campus unit(s) directly administer(s) the common reading experience? (Select all that apply.)

- Academic affairs central office
- Academic department - other
- Academic office, please specify: [Textbox]
- Campus activities/student programming board
- English or writing department
- First-year program
- Library
- Orientation office
- Residence Life[
- Student affairs central office
- University college
- Other, please specify: [Textbox]

Administration

Please rate your first-year programming using the scale specified below:

In your opinion, considering both cost (staff time and resources) and educational benefits, what is the return on investment for the common reading program on your campus?

- 1 - Very low
- 2 - Low
- 3 - Medium
- 4 - High
- 5 - Very high
- Unable to judge

Assessment

Has any aspect of your common reading program been formally assessed or evaluated in the past three years?

- Yes
- No
- I do not know

What type of assessment was conducted? (Select all that apply)

- Analysis of institutional data (e.g., GPA, retention rates, graduation)
- Direct assessment of student learning outcomes
- Focus groups with instructors

- Focus groups with students
- Individual interviews with instructors
- Individual interviews with students
- Program review
- Student course evaluation
- Survey instrument, please specify: [Textbox]
- Other, please specify: [Textbox]

Select the outcome(s) that were measured using the assessment(s) or evaluation(s) listed above.
(Select all that apply)

- Academic planning or major exploration
- Academic success strategies
- Analytical, critical thinking, or problem-solving skills
- Career exploration and/or preparation
- Civic engagement
- Common first-year experience
- Connection with the institution or campus
- Developmental education, remediation and/or review
- Digital literacy
- Diversity, equity, and inclusion
- Discipline-specific knowledge
- Financial information, including financial aid and scholarships
- Financial literacy, including responsibility and making informed decisions
- GPA
- Graduation rates
- Graduate or professional school preparation (e.g., premed, prelaw)
- Health and wellness
- Identity development
- Information literacy
- Integrative and applied learning
- Intercultural competence
- Introduction to a major, discipline, or career path
- Introduction to college-level academic expectations
- Introduction to the liberal arts
- Knowledge of institution or campus resources and services
- Oral communication skills
- Personal exploration or development
- Project planning, teamwork, or management skills
- Retention or second-year return rates
- Social justice
- Social support networks (e.g., friendships)

- Student-faculty interaction
- Student satisfaction
- Writing skills
- Other, please specify: [[Textbox]

Reasons for no FYE

Please indicate the reason(s) why your institution offers no FYE programs or initiatives (Select all that apply.)

- Lack of expertise
- Lack of funding
- Lack of staff or faculty buy-in
- Limited time
- Not an institutional priority
- Other: (please specify) Textbox]

Past FYE Efforts

Has your institution had initiatives specifically geared toward first-year students in the past five years?

- Yes
- No
- I do not know

Which of the following student success programs, initiatives, or courses specifically or intentionally geared toward first-year students has your institution offered in the past five years?

- Common reading
- Commuter students
- Convocation
- Developmental or remedial education
- Diversity, equity and inclusion programming, initiatives, or courses
- Early alert systems (i.e., systems that monitor student academic performance and may include direct outreach to students in academic or other types of difficulty)
- Experiential learning/learning beyond the classroom
- First-generation college student programs
- First-year academic advising
- First-year gateway courses
- First-year seminars
- General education
- Identity development programming, initiatives, or courses
- Intercultural competence programming, initiatives, or courses
- Leadership programs
- Learning communities (i.e., curricular structures in which small cohorts of students are co-

- enrolled in two or more courses)
- Mentoring by campus professionals
 - Peer education (e.g., Supplemental Instruction, tutoring, peer-led team learning, peer mentoring)
 - Placement testing
 - Pre-term orientation
 - Residential programs or initiatives
 - Service-learning
 - Social justice programming, initiatives, or courses
 - Student success center
 - Study abroad
 - Summer bridge
 - TRIO student support services[
 - Undergraduate research
 - Writing-intensive coursework
 - Other, please specify: [Textbox]

Future FYE Efforts

Is your institution considering or developing any future student success programs, initiatives, or courses specifically or intentionally geared toward first-year students?

- Yes
- No
- I do not know

Please indicate which of the following student success programs, initiatives, or courses specifically or intentionally geared toward first-year students your institution is considering or developing: (Select all that apply.)

- Common reading
- Commuter students
- Convocation
- Developmental or remedial education
- Diversity, equity and inclusion programming, initiatives, or courses
- Early alert systems (i.e., systems that monitor student academic performance and may include direct outreach to students in academic or other types of difficulty)
- Experiential learning/learning beyond the classroom
- First-generation college student programs
- First-year academic advising
- First-year gateway courses
- First-year seminars
- General education
- Identity development programming, initiatives, or courses

- Intercultural competence programming, initiatives, or courses
- Leadership programs
- Learning communities (i.e., curricular structures in which small cohorts of students are co-enrolled in two or more courses)
- Mentoring by campus professionals
- Peer education (e.g., Supplemental Instruction, tutoring, peer-led team learning, peer mentoring)
- Placement testing
- Pre-term orientation
- Residential programs or initiatives
- Service-learning
- Social justice programming, initiatives, or courses
- Student success center
- Study abroad
- Summer bridge
- TRIO student support services[
- Undergraduate research
- Writing-intensive coursework
- Other, please specify: [Textbox]

SC College and Career Readiness

Please indicate which of the following college and career readiness programs are present at your college or university. (Select all that apply)

- ACT WorkKeys preparation workshops
- Career exploration workshops for high school students
- College application assistance, workshops for parents or family
- College application assistance, workshops for students
- Dual or concurrent enrollment of high school students
- Outreach providing assistance with financial aid application
- Outreach providing assistance with scholarship application
- Partnership with business or industry, please describe: [Textbox]
- Partnership with community, please describe: [Textbox]
- Partnership with high schools, please describe: [Textbox]
- SAT or ACT test preparation workshops
- TRIO program - Educational Opportunity Center
- TRIO program - Educational Talent Search
- TRIO program - Upward Bound
- Visits of college representatives to high schools
- Other, please specify: [Textbox]
- Our college or university does not offer any college and career readiness programs.

COVID-19 open-ended response

In thinking about the first-year experience at your institution, identify and describe practice(s) that were implemented during the COVID-19 pandemic that remain in effect today?

[Textbox]

Reporting and Confidentiality

It is our practice to create a research report based on an analysis of the general information gathered from this survey. Would you like to be informed when this research report is made available?

Yes

No

It is our practice to make available specific and general information gathered from this survey. In general, findings from the survey are reported in aggregate, but we may identify individual institutions that have agreed to allow their responses to be shared in connection to their school's name. Please select your preference:

You may share my school's name and survey responses

You may share my school's name as a participant in the survey, but you may not share my survey responses in connection with my school's name

Please do not share my school's name.