

Appendix A

National Survey on First-Year Seminars 2006

This survey is dedicated to gathering information regarding first-year seminars. The survey should take approximately 20 minutes to complete. You may exit the survey at any time and return, and your responses will be saved. The survey will reopen on the first page. If you would like a copy of your responses, you will need to print each page of your survey before exiting. Your responses are important to us, so please respond by December 31, 2006. Thank you.

Background Information

Name of Institution: _____
Your Name: _____
Title: _____
Department Address: _____
City: _____
State: _____
Zip Code: _____
Telephone: _____

First-year seminars are courses designed to enhance the academic skills and/or social development of first-year college students.

Does your institution, including any department or division, offer one or more first-year seminar-type courses?

Yes No

Mark the appropriate categories regarding your institution:

Two-year institution Public
 Four-year institution Private

Institution selectivity (entrance difficulty level):

High
 Moderate
 Low

What is the approximate undergraduate enrollment (head count) at your institution?

(Only numeric input, please.) _____

What is the approximate number of entering first-year students at your institution?

(Only numeric input, please.) _____

What is the approximate percentage of first-year students who participate in a first-year seminar course? (Only numeric input, please.) _____

Types of Seminars Offered

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

- Two years or less More than 10 years
 Three to 10 years

Select each discrete type of first-year seminar that best describes the seminars that exist on your campus.

(Select all that apply.)

- Extended Orientation Seminar.* Sometimes called freshman orientation, college survival, college transition, or student success course. Content likely will include introduction to campus resources, time management, academic and career planning, learning strategies, and an introduction to student development issues.
 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/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.
 Pre-Professional or Discipline-Linked Seminar. Designed to prepare students for the demands of the major/discipline and the profession. Generally taught within professional schools or specific disciplines such as engineering, health sciences, business, or education.
 Basic Study Skills Seminar. Offered for academically underprepared students. The focus is on basic academic skills such as grammar, note taking, and reading texts, etc.
 Hybrid. Has elements from two or more types of seminar.
 Other

If you selected 'Hybrid,' please describe the type of first-year seminar. _____

If you selected 'Other,' please describe the type of first-year seminar. _____

Specific Seminar Information

If you offer more than one first-year seminar type, select the type with the highest total student enrollment to answer the remaining questions.

That seminar type is:

- | | |
|--|---|
| <input type="checkbox"/> Extended Orientation Seminar | <input type="checkbox"/> Basic Study Skills Seminar |
| <input type="checkbox"/> Academic Seminar with generally uniform content | <input type="checkbox"/> Hybrid |
| <input type="checkbox"/> Academic Seminar on various topics | <input type="checkbox"/> Other |
| <input type="checkbox"/> Pre-Professional or Discipline-Linked Seminar | |

Please indicate the approximate number of sections of this seminar type offered in the 2006-2007 academic year. (Only numerical input, please.) _____

Please answer the remaining questions for the seminar type with the highest student enrollment.

The Students

What is the approximate class size for each first-year seminar section?

- Under 10 students
- 10-15
- 16-20
- 21-25
- 26-30
- Over 30 (Specify approximate size below.)

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

- None are required to take it.
- Honors students
- Learning community participants
- Provisionally admitted students
- Student athletes
- Students in specific majors
- Undeclared students
- Other _____

If you selected 'Students in specific majors,' please list the majors. _____

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

- | | |
|--|--|
| <input type="checkbox"/> None are required to take it. | <input type="checkbox"/> 79%-70% |
| <input type="checkbox"/> 100% | <input type="checkbox"/> 69%-60% |
| <input type="checkbox"/> 99%-90% | <input type="checkbox"/> 59%-50% |
| <input type="checkbox"/> 89%-80% | <input type="checkbox"/> Less than 50% |

Are special sections of the first-year seminar offered for any of the following unique sub-populations of students? (Select all that apply.)

- No special sections are offered.
- Academically underprepared students
- Honors students
- International students
- Learning community participants
- Pre-professional students (i.e., pre-law, pre-med)
- Student athletes
- Students residing within a particular residence hall
- Students within a specific major
- Transfer students
- Undeclared students
- Other _____

If you selected 'Students within a specific major,' please list the majors. _____

The Instructors

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

- Faculty
- Graduate students
- Undergraduate students
- Student affairs professionals
- Other campus professionals (Describe below.)

If undergraduate students assist in the first-year seminar, how are they used? (Select all that apply.)

- They teach independently.
- They assist the instructor, but do not teach.
- They teach as a part of a team.

Indicate the approximate percentage of sections that are team taught.

- No sections are team taught.
- 74%-50%
- 100%
- 49%-25%
- 99%-75%
- Less than 25%

Please identify team configurations if they are used in your first-year seminar courses.

Are any first-year students intentionally placed in first-year seminar sections taught by their academic advisors?

- Yes
- No

If 'yes,' give the approximate percentage of students placed in sections with their academic advisors.

For faculty, how is teaching the first-year seminar configured for workload? (Select all that apply.)

- As part of regular teaching load
 As an overload course
 Other _____

For student affairs or other campus professionals, how is teaching the first-year seminar configured for workload? (Select all that apply.)

- As an assigned responsibility
 As an extra responsibility
 Other _____

If taught as an overload or extra responsibility, what type of compensation is offered for teaching a first-year seminar? (Select all that apply.)

- Stipend
 Release time
 Graduate student support
 Other _____

If you selected 'Stipend,' please indicate the amount. _____

If you selected 'Release time,' please indicate the amount. _____

If you selected 'Graduate student support,' please indicate the number of students/hours per week.

Is instructor training *offered* for first-year seminar instructors?

- Yes No

If 'Yes,' how long is instructor training?

- Half a day or less
 1 day
 2 days
 3 days
 4 days
 1 week
 Other _____

Is instructor training *required* for first-year seminar instructors?

- Yes No

The Course

This first-year seminar is offered for:

- One semester
 One quarter
 One year
 Other _____

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

- Create common first-year experience
- Develop academic skills
- Develop support network/friendships
- Improve sophomore return rates
- Increase student/faculty interaction
- Introduce a discipline
- Provide orientation to campus resources and services
- Self-exploration/personal development
- Encourage arts participation
- Other

If 'Other,' please describe the course objective for the first-year seminar. _____

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

- Academic planning/advising
- Career exploration/preparation
- Campus resources
- College policies and procedures
- Critical thinking
- Diversity issues
- Relationship issues (e.g., interpersonal skills, conflict resolution)
- Specific disciplinary topic
- Study skills
- Time management
- Writing skills
- Other

If 'Other,' please describe the topics used to compose the content of the first-year seminar.

Please list up to *three* elements or aspects of your first-year seminar that you consider innovative or especially successful.

The Administration

What campus unit directly administers the first-year seminar?

- Academic affairs
- Academic department
- First-year program office
- Student affairs
- Other _____

If you selected 'Academic Department,' please specify the academic department.

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

- Yes No

If yes, is this position:

- Full-time (approximately 40 hours per week) Less than full-time

If you selected 'Less than full time,' does the dean/director/coordinator have another position on campus?

- Yes No

The dean/director/coordinator's other campus role is as a/an:

- Academic affairs administrator
 Faculty member
 Student affairs administrator
 Other _____

Evaluation Results

Has your first-year seminar been formally assessed or evaluated since fall 2003?

- Yes No

What type of evaluation was conducted?

- | | | | |
|--|------------------------------|-----------------------------|---------------------------------------|
| Focus groups with instructors | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
| Focus groups with students | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
| Individual interviews with instructors | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
| Individual interviews with students | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
| Student course evaluation | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
| Survey instrument | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |
| Use of collected institutional data | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> I don't know |

If other than the types of evaluation listed above, please describe.

Did your institution create a survey instrument?

- Yes No

Did your institution use an established instrument?

- Yes No

If you used an established instrument, please identify. (Select all that apply.)

- First-Year Initiative (FYI)
 National Survey of Student Engagement (NSSE)
 Your First College Year (YFCY)
 Other

If 'Other,' please describe the survey instrument used. _____

What were the outcomes of your assessment and research? (Select all that apply.)

- Improved grade-point average
- Improved peer connections with peers
- Increased academic abilities
- Increased level of student participation in campus activities
- Increased out-of-class student/faculty interaction
- Increased persistence to graduation
- Increased persistence to sophomore year
- Increased student satisfaction with faculty
- Increased student satisfaction with the institution
- Increased student use of campus services
- Other

If 'Other,' please describe the outcomes of your assessment and research.

Survey Responses

It is our practice to make available to all requesting institutions specific and general information gathered from this survey.

Please select the appropriate response.

- You may share my survey responses.
- Please do not share my survey responses.