

Appendix B: Survey Instrument

2009 National Survey on First-Year Seminars

This survey is dedicated to gathering information regarding first-year seminars. The survey should take 30-45 minutes to complete. You may exit the survey at any time and return, and your responses will be saved. 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 11, 2009. Thank you.

1 ▪ Full name of institution: _____

2 ▪ City: _____

3 ▪ State: _____

4 ▪ Your name: _____

5 ▪ Title: _____

6 ▪ Mark the appropriate category for your institution:

Two-year institution

Four-year institution

7 ▪ Mark the appropriate category for your institution:

Public

Private, not-for-profit

Private, for-profit

8 ▪ What is the approximate number of entering first-year students in academic year 2009-2010 at your institution?

Less than 500

501 - 1,000

1,001 - 1,500

1,501 - 2,000

2,001 - 2,500

2,501 - 3,000

- 3,001 - 3,500
- 3,501 - 4,000
- 4,001 - 5,000
- More than 5,000

9 ■ 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?

- I don't know (*Go to end*)
- No (*Go to end*)
- Yes (*Go to Question 10*)

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

- Less than 10%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%
- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% - 99%
- 100%

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

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

Types of Seminars Offered

12 ■ Select each discrete type of first-year seminar that best describes the seminars that exist on your campus: (Check all that apply)

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.

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.
- Preprofessional 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. (*Go to Question 13*)
- Other** (*Go to Question 14*)

13 ■ Please describe the *Hybrid* first-year seminar: _____

14 ■ Please describe the *Other* first-year seminar: _____

Specific Seminar Information

15 ■ If you offer more than one first-year seminar type, select the type with the *highest* total student enrollment:

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

Please answer the remaining questions for only the first-year seminar type with the highest total enrollment on your campus.

16 ■ Please indicate the approximate number of sections of this seminar type that will be offered in the 2009-2010 academic year:

- 0
- 1 – 10
- 11 – 20
- 21 – 30
- 31 – 40
- 41 – 50
- 51 – 60
- 61 – 70

- 71 – 80
- 81 – 90
- 91 – 100
- Over 100

The Students

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

- 10 students or fewer
- 11 – 15
- 16 – 19
- 20 – 24
- 25 – 29
- 30 or more

18 ■ What is the approximate percentage of first-year students *required* to take the 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%

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

- None are required to take it
- All first-year students are required to take it
- Academically underprepared students
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students

- Student-athletes
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students within specific majors (please list) _____
- Transfer students
- TRIO participants
- Undeclared students
- Other (please specify) _____

20 ■ Please identify unique subpopulations of students for which *special sections* of the first-year seminar are offered: (Check all that apply)

- No special sections are offered
- Academically underprepared students
- First-generation students
- Honors students
- International students
- Learning community participants
- Preprofessional students (e.g., prelaw, premed)
- Provisionally admitted students
- Student-athletes
- Students participating in dual-enrollment programs
- Students residing within a particular residence hall
- Students within specific majors (please list) _____
- Transfer students
- TRIO participants
- Undeclared students
- Other (please specify) _____

The Instructors

21 ■ Who teaches the first-year seminar? (Check all that apply)

- Adjunct faculty (*Go to Question 30, Question 35*)
 - Full-time non-tenure-track faculty
 - Graduate students (*Go to Question 28, Question 34*)
 - Student affairs professionals (*Go to Question 29, Question 32*)
 - Tenure-track faculty (*Go to Question 27, Question 31*)
 - Undergraduate students (*Go to Question 22*)
 - Other campus professionals (please specify) (*Go to Question 33*) _____
-

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

- They teach independently.
- They teach as a part of a team.
- They assist the instructor, but do not teach.
- Other (please specify) _____

23 ■ Indicate the approximate percentage of sections that are team taught:

- No sections are team taught.
- Less than 10%
- 10% - 19%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%
- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% - 99%
- 100%

24 ■ Please describe the team configurations (e.g., two faculty, one faculty and one advisor) if they are used in your first-year seminar courses: _____

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

- I don't know
- No
- Yes (*Go to Question 26*)

26 ■ What is the approximate percentage of students placed in sections with their academic advisors?

- Less than 10%
- 10% - 19%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%

- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% - 99%
- 100%

27 ■ Faculty who teach the first-year seminar teach the course as: (Check all that apply)

- An overload course
- Part of regular teaching load
- Other (please specify) _____

28 ■ Graduate students who teach the first-year seminar teach the course as: (Check all that apply)

- An assigned responsibility
- An extra responsibility
- Other (please specify) _____

29 ■ Student affairs professionals who teach the first-year seminar teach the course as: (Check all that apply)

- An assigned responsibility
- An extra responsibility
- Other (please specify) _____

30 ■ What type of compensation is offered to adjunct faculty for teaching the first-year seminar? (Check all that apply)

- No compensation is offered
- Graduate student support (*Go to Question 41*)
- Release time (*Go to Question 40*)
- Stipend (*Go to Question 35*)
- Unrestricted professional development funds (*Go to Question 42*)
- Other (please specify) _____

31 ■ What type of compensation is offered to tenure-track faculty for teaching the first-year seminar? (Check all that apply)

- No compensation is offered
- Graduate student support
- Release time
- Stipend (*Go to Question 36*)
- Unrestricted professional development funds
- Other (please specify) _____

32 ■ What type of compensation is offered to student affairs professionals for teaching the first-year seminar? (Check all that apply)

- No compensation is offered
- Graduate student support
- Release time
- Stipend (*Go to Question 37*)
- Unrestricted professional development funds
- Other (please specify) _____

33 ■ What type of compensation is offered to other campus professionals for teaching the first-year seminar? (Check all that apply)

- No compensation is offered
- Graduate student support
- Release time
- Stipend (*Go to Question 38*)
- Unrestricted professional development funds
- Other (please specify) _____

34 ■ What type of compensation is offered to graduate students for teaching the first-year seminar? (Check all that apply)

- No compensation is offered
- Stipend (*Go to Question 39*)
- Other (please specify) _____

35 ■ Please indicate the total amount of the stipend per class for adjunct faculty:

- 500 or less
- \$501 - \$1,000
- \$2,001 - \$2,500
- \$2,501 - \$3,000
- \$3,001 - \$3,500
- \$4,001 - \$4,500
- \$4,501 - \$5,000
- More than \$5,000

36 ■ Please indicate the total amount of the stipend per class for tenure-track faculty:

- 500 or less
- \$501 - \$1,000
- \$2,001 - \$2,500
- \$2,501 - \$3,000
- \$3,001 - \$3,500

- \$4,001 - \$4,500
- \$4,501 - \$5,000
- More than \$5,000

37 ■ Please indicate the total amount of the stipend per class for student affairs professionals:

- 500 or less
- \$501 - \$1,000
- \$2,001 - \$2,500
- \$2,501 - \$3,000
- \$3,001 - \$3,500
- \$4,001 - \$4,500
- \$4,501 - \$5,000
- More than \$5,000

38 ■ Please indicate the total amount of the stipend per class for other campus professionals:

- 500 or less
- \$501 - \$1,000
- \$2,001 - \$2,500
- \$2,501 - \$3,000
- \$3,001 - \$3,500
- \$4,001 - \$4,500
- \$4,501 - \$5,000
- More than \$5,000

39 ■ Please indicate the total amount of the stipend per class for graduate students:

- 500 or less
- \$501 - \$1,000
- \$2,001 - \$2,500
- \$2,501 - \$3,000
- \$3,001 - \$3,500
- \$4,001 - \$4,500
- \$4,501 - \$5,000
- More than \$5,000

40 ■ Please indicate the amount of release time: _____

41 ■ Please indicate the number of hours per week of graduate student support: _____

42 ■ Please describe the unrestricted professional development funds: _____

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

- I don't know
- No
- Yes (*Go to Question 45*)

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

- I don't know
- No
- Yes

45 ■ How long is new instructor training?

- Half a day or less
- 1 day
- 2 days
- 3 days
- 4 days
- 1 week
- Other (please specify) _____

The Course

46 ■ What is the typical length of a section of the first-year seminar?

- Half a semester
- One quarter
- One semester
- One year
- Other (please specify) _____

47 ■ How is the first-year seminar graded?

- Pass/fail
- Letter grade
- No grade
- Other (please specify) _____

48 ■ Does the first-year seminar carry academic credit?

- I don't know
- No
- Yes (*Go to Question 49, Question 50*)

49 ■ How many credits does the first-year seminar carry?

- 1
- 2
- 3
- 4
- 5
- More than 5

50 ■ How is the first-year seminar credit applied? (Check all that apply)

- As an elective
- Toward general education requirements
- Toward major requirements
- Other (please specify) _____

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

- 1
- 2
- 3
- 4
- 5
- More than 5

52 ■ Do any sections include a service-learning component (i.e., nonremunerative service as part of a course)?

- I don't know
- No
- Yes (*Go to Question 53*)

53 ■ Please describe the service-learning component of the seminar: _____

54 ■ Are any sections linked to one or more other courses (i.e., learning community —enrolling a cohort of students into two or more courses)?

- I don't know
- No
- Yes (*Go to Question 56*)

55 ■ Do any sections incorporate a first-year/summer reading program component?

- I don't know
- No
- Yes

56 ■ Please describe the learning community: _____

57 ■ Do any sections incorporate online components?

- I don't know
- No
- Yes (*Go to Question 58, Question 59*)

58 ■ Please describe the online components that are included in the course: _____

59 ■ Are there any online-only sections?

- I don't know
- No
- Yes (*Go to Question 60*)

60 ■ Please indicate the approximate percentage of online-only sections:

- Less than 10%
- 10% - 19%
- 20% - 29%
- 30% - 39%
- 40% - 49%
- 50% - 59%
- 60% - 69%
- 70% - 79%
- 80% - 89%
- 90% - 99%
- 100%

The Administration

61 ■ What campus unit directly administers the first-year seminar?

- Academic affairs
- Academic department(s) (please list) _____

- College or school (e.g., College of Liberal Arts)
- First-year program office
- Student affairs
- Other (please specify) _____

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

- I don't know
- No
- Yes (*Go to Question 63*)

63 ■ Does the dean/director/coordinator of the first-year seminar work full time or less than full time in this position?

- Full time (approximately 40 hours per week)
- Less than full time (*Go to Question 64*)

64 ■ Does the dean/director/coordinator have another position on campus?

- I don't know
- No
- Yes (*Go to Question 65*)

65 ■ The dean/director/coordinator's other campus role is as a/an: (Check all that apply)

- Academic affairs administrator
- Faculty member
- Student affairs administrator
- Other (please specify) _____

Assessment and Evaluation

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

- Create common first-year experience
- Develop a connection with the institution
- Develop academic skills
- Develop financial literacy
- Develop support network/friendships
- Develop writing skills
- 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 (please specify) _____

67 ■ 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
- Financial literacy
- Health and wellness
- Relationship issues (e.g., interpersonal skills, conflict resolution)
- Specific disciplinary topic
- Study skills
- Time management
- Writing skills (Go to *Question 68*)
- Other (please specify) _____

68 ■ Briefly describe up to *three* assignments or activities used to promote the development of writing skills in the seminar: _____

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

70 ■ Has your first-year seminar been formally assessed or evaluated since fall 2006?

- I don't know (*Go to Question 83*)
- No (*Go to Question 83*)
- Yes (*Go to Question 71*)

What type of assessment was conducted?

71 ■ Analysis of institutional data (e.g., GPA, retention rates, graduation)

- I don't know
- No
- Yes

72 ■ Focus groups with instructors

- I don't know
- No
- Yes

73 ■ Focus groups with students

- I don't know
- No
- Yes

74 ■ Individual interviews with instructors

- I don't know
- No
- Yes

75 ■ Individual interviews with students

- I don't know
- No
- Yes

76 ■ Student course evaluation

- I don't know
- No
- Yes

77 ■ Survey instrument

- I don't know
- No
- Yes (*Go to Question 78*)

78 ■ What type of survey instrument did your institution use to assess or evaluate the first-year seminar? (Check all that apply)

- I don't know
- A locally developed (i.e., home-grown) survey
- A national survey (e.g., NSSE, CCSSE, CIRP, EBI) (*Go to Question 79*)

79 ■ If you used a national survey, please identify the survey/s: (Check all that apply)

- Community College Survey of Student Engagement (CCSSE)
- Cooperative Institutional Research Program (CIRP) Freshman Survey
- Cooperative Institutional Research Program (CIRP) Your First College Year (YFCY)
- First-Year Initiative (FYI)
- National Survey of Student Engagement (NSSE)
- Other (please specify) _____

80 ■ Please describe any other types of assessment or evaluation that were conducted: _____

81 ■ Select each outcome that was measured: (Check all that apply)

- Connections with peers
- Grade point average
- Out-of-class student/faculty interaction
- Participation in campus activities
- Persistence to graduation
- Persistence to sophomore year
- Satisfaction with faculty
- Satisfaction with the institution
- Use of campus services
- Other (please specify) _____

82 ■ Please describe the most significant findings from your assessment and evaluation of first-year seminar outcomes: _____

83 ■ 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 on request. Please select the appropriate response:

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