

Appendix B

Survey Instrument

2012-2013 National Survey on First-Year Seminars

This survey is intended to gather 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.

In particular, you will be asked questions about the following related to first-year seminar on your campus:

- General institutional characteristics
- Types of first-year seminars offered
- Specific seminar information
- Student characteristics
- Instructor characteristics
- Administration of the seminar
- The course
- High-impact educational practices
- Assessment and evaluation practices

If you would like a copy of your responses, you will need to print each page of your survey before moving on to the next page.

Your responses are important to us, so please complete by December 17, 2012. Thank you.

1. Full name of institution: _____

2. City: _____

3. State: _____

4. Your first name: _____

5. Your last name: _____

6. Title: _____

7. E-mail address: _____

8. Please indicate the category that best describes your institution's type:

- Two-year institution
- Four-year institution

9. Please indicate the category that best describes your institution's control:

- Public

- Private, not-for-profit
- Private, for-profit

10. Please indicate which of the following special designations apply to your institution: (Select all that apply.)

- Tribal College or University
- American Indian-Serving Institution (Non-Tribal College or University)
- Asian American and Native American Pacific Islander-Serving Institution
- Historically Black College or University (HBCU)
- Black-Serving Institution (Non-HBCU)
- Hispanic-Serving Institution
- Other minority-serving institution
- Military institution
- Single-sex institution
- Other special designation (please specify): _____

11. What is the approximate number of entering first-year students in academic year 2012-2013 at your institution?

- Less than 500 students
- 501-1,000 students
- 1,001-1,500 students
- 1,501-2,000 students
- 2,001-2,500 students
- 2,501-3,000 students
- 3,001-3,500 students
- 3,501-4,000 students
- 4,001-5,000 students
- More than 5,000 students

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

12. Does your institution, including any department or division, currently offer one or more first-year seminars?

- Yes [Go to Question 17]
- No
- I don't know

13. Has your institution ever offered one or more first-year seminars?

- Yes
- No
- I don't know

14. Indicate the reason(s) why your institution does not currently offer a first-year seminar: (Select all that apply.)

- First-year issues are not an institutional priority

- Lack of expertise
- Lack of funding
- Lack of staff or faculty buy-in
- Limited time
- Other (please specify) _____

15. Is your institution considering or developing a first-year seminar?

- Yes
- No
- I don't know

16. Which of the following high-impact educational practices does your institution offer for first-year students? (Select all that apply.)

- Common Reading Experience – First-year reading experience or summer reading program
- Learning Community – Linking a cohort of students in two or more courses or to a common set of theme-based experiences
- 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

[Go to Q80]

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

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

18. 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

Types of Seminars Offered

19. Select each discrete type of first-year seminar that best describes the seminars existing on your campus: (Select 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 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.
- 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.
- Basic study skills seminar – Offered for academically underprepared students. The focus is on basic academic skills, such as grammar, note taking, and reading texts.
- Hybrid – Has elements from two or more type of seminars.
- Other

20. Please describe the hybrid first-year seminar: *[If “Hybrid” is selected for Question 19]*

21. Please describe the other first-year seminar: *[If “Other” is selected for Question 19]*

Specific Seminar Information

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

- 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

You indicated that the first-year seminar type with the highest total enrollment on your campus is [Insert response from Question 22]. Please answer the following questions for only that seminar type.

[To be repeated at the beginning of each page]

23. Please indicate the approximate number of sections of this seminar type that will be offered in the 2012-2013 academic year:

- 1-10 sections
- 11-20 sections

- 21-30 sections
- 31-40 sections
- 41-50 sections
- More than 50 sections

The Students

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

- Fewer than 10 students
- 10-14 students
- 15-19 students
- 20-24 students
- 25-29 students
- More than 30 students

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

- None are required to take it [*Go to Question 27*]
- Less than 10%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-59%
- 60-69%
- 70-79%
- 80-89%
- 90-99%
- 100%

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

- All first-year students are required to take it [*Exclusive*]
- 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 enrolled in developmental or remedial courses
- 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)_____

27. Please identify unique subpopulations of students for which *special sections* of the first-year seminar are offered: (Select 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 enrolled in developmental/remedial courses
- 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

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

- Adjunct faculty [*Go to Question 29*]
- Full-time non-tenure-track faculty [*Go to Question 29*]
- Tenure-track faculty [*Go to Question 29*]
- Student affairs professionals [*Go to Question 30*]
- Other campus professionals (please specify) _____ [*Go to Question 30*]
- Graduate students [*Go to Question 31*]
- Undergraduate students

29. Faculty who teach the first-year seminar teach the course as: (Select all that apply.)

- Part of regular teaching load
- An additional course beyond regular teaching load [*Go to Question 32*]
- Other (please specify)_____

30. Staff (student affairs and other campus professionals) who teach the first-year seminar teach the course as: (Select all that apply.)

- An assigned responsibility
- An extra responsibility [*Go to Question 32*]
- Other (please specify)_____

31. Graduate students who teach the first-year seminar teach the course as: (Select all that apply.)

- An assigned responsibility
- An extra responsibility [Go to Question 32]
- Other (please specify) _____

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

- Direct monetary compensation or stipend [Go to Question 33]
- Graduate student support [Go to Question 34]
- Professional development funds [Go to Question 35]
- Release time [Go to Question 36]
- No additional compensation [Go to Question 37]
- Other (please specify) _____

33. Please indicate the amount of direct monetary compensation or stipend: \$ _____

34. Please indicate the number of hours per week of graduate student support:
_____ hours/week

35. Please indicate the amount of professional development funds: \$ _____

36. Please indicate the amount of release time: _____ credit hours

37. Is instructor training offered for first-year seminar instructors?

- Yes
- No [Go to Question 41]
- I don't know

38. Is instructor training required for first-year seminar instructors?

- Yes
- No
- I don't know

39. 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) _____

40. Is there ongoing instructor development after initial training?

- Yes (please describe) _____
- No

41. 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.
- Other (please specify)_____

42. Indicate the approximate percentage of sections that are team taught:

- No sections are team taught. [*Go to Question 44*]
- Less than 10%
- 10-19%
- 20-29%
- 30-39%
- 40-49%
- 50-59%
- 60-69%
- 70-79%
- 80-89%
- 90-99%
- 100%

43. Please describe the team configurations (e.g., two faculty, one faculty and one advisor) in your first-year seminar courses: _____

44. What is the approximate percentage of students placed in sections with their academic advisors?

- No students are 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%
- I don't know

The Course

45. 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)_____

46. 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

47. Does the first-year seminar carry academic credit?

- Yes
- No [*Go to Question 50*]
- I don't know

48. How many credits does the first-year seminar carry?

- 1 credit
- 2 credits
- 3 credits
- 4 credits
- 5 credits
- 6 or more credits

49. 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)_____

50. How is the first-year seminar graded?

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

51. Do any sections incorporate online components?

- Yes
- No [*Go to Question 54*]
- I don't know

52. Please describe the online components that are included in the course:

53. Are there any online-only sections?

- Yes
- No [*Go to Question 55*]

I don't know

54. 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%

55. 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 critical-thinking skills
- Develop financial literacy
- Develop information literacy
- Develop oral communication skills
- Develop study skills
- Develop support network or friendships
- Develop writing skills
- Develop intercultural competence
- Improve second-year return rates
- Increase student-faculty interaction
- Introduce a discipline
- Introduce the liberal arts
- Provide orientation to campus resources and services
- Provide career exploration
- Provide preprofessional preparation
- Self-exploration or personal development
- Other (please specify)_____

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

- Academic planning or advising
- Career exploration or preparation
- Campus engagement
- Campus resources
- College policies and procedures
- Critical thinking
- Diversity issues
- Financial literacy

- Global learning
- Health and wellness
- Information literacy
- Oral communication skills
- Relationship issues (e.g., interpersonal skills, conflict resolution)
- Specific disciplinary topic
- Study skills
- Time management
- Writing skills
- Other (please specify)_____

High-Impact Educational Practices

57. Which of the following approaches associated with high-impact educational practices are intentionally incorporated into the first-year seminar? (Select all that apply.)

- Educational experiences that develop students' ability to produce and revise various forms of writing [*Go to Question 58*]
- Educational experiences that require collaboration and teamwork with other students
- Educational experiences inside or outside the classroom that help students explore cultures, life experiences, and worldviews different from their own

58. [If Writing educational experiences is selected] Briefly describe up to *three* assignments or activities used to promote the development of writing skills in the seminar:

- _____
- _____
- _____

59. 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.)

- Service-Learning – Nonremunerative service as part of a course [*Go to Questions 60, 61, 62*]
- Learning Community – Linking a cohort of students in the first-year seminar to one or more other courses or to a common set of theme-based experiences [*Go to Questions 63, 64*]
- Common Reading Experience – First-year reading experience or summer reading program [*Go to Question 65*]
- Undergraduate Research – Scientific inquiry, creative activity, or scholarship guided by a mentor from the faculty or research staff [*Go to Question 66*]

60. How many total hours are students required to complete for the service-learning component?

- There is no requirement about the total number of hours.
- 5 or fewer
- 6-10
- 11-15
- 16- 20
- More than 20

61. Which of the following are used as reflection techniques in the first-year seminar associated with the service-learning component? (Select all that apply.)

- Class discussion
- Portfolio
- Student presentations
- Writing exercise, such as writing a paper or journaling
- Other (please describe) _____
- There is no reflection associated with the service-learning component.

62. Please describe how sections of the first-year seminar incorporate service learning:

63. Which of the following are characteristics of the learning community of which the first-year seminar is a part? (Select all that apply.)

- Students are co-enrolled in the first-year seminar and one or more other courses, but not all courses in the students' schedules.
- Students are co-enrolled in the first-year seminar and all other courses in the students' schedules.
- Course content is intentionally coordinated by the instructors of the first-year seminar and other linked courses.
- Course content in the first-year seminar and other linked courses is connected by a common intellectual theme.
- Students in the first-year seminar 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) _____

64. Please describe the role the learning community plays in the first-year seminar:

65. Please describe how sections of the first-year seminar incorporate the common reading experience:

66. Please describe how sections of the first-year seminar incorporate undergraduate research:

The Administration

67. What campus unit directly administers the first-year seminar?

- Academic affairs central office
- College or school (e.g., College of Liberal Arts)
- Academic department(s) (please list) _____
- First-year program office [*Go to 68*]
- Student affairs central office

Other (please specify)_____

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

- Academic affairs
- Student affairs
- Enrollment management
- Other (please specify) _____

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

- Yes
- No [*Go to Question 73*]
- I don't know [*Go to Question 73*]

70. Does the dean, director, or coordinator of the first-year seminar work full time or less than full time in this position?

- Full time (approximately 40 hours per week) [*Go to Question 73*]
- Less than full time

71. Does the dean, director, or coordinator have another position on campus?

- Yes
- No [*Go to Question 73*]
- I don't know [*Go to Question 73*]

72. The dean, director, or coordinator's other campus role is as a/an: (Select all that apply.)

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

Assessment and Evaluation

73. Has your first-year seminar been formally assessed or evaluated since Fall 2009?

- Yes
- No [*Go to Question 80*]
- I don't know. [*Go to Question 80*]

74. 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 [*Go to Question 75*]

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

- A locally developed (i.e., home-grown) survey of instructors
- A locally developed survey of students
- A national survey (e.g., NSSE, CCSSE, CIRP, EBI) [*Go to Question 76*]
- I don't know.

76. Please identify the national survey(s) used to evaluate the first-year seminar: (Select all that apply.)

- Beginning College Survey of Student Engagement (BCSSE)
- College Student Experiences Questionnaire (CSEQ)
- Collegiate Learning Assessment (CLA)
- Community College Survey of Student Engagement (CCSSE)
- Cooperative Institutional Research Program (CIRP) Freshman Survey
- Cooperative Institutional Research Program (CIRP) Your First College Year (YFCY) Survey
- Faculty Survey of Student Engagement (FSSE)
- First-Year Initiative (FYI)
- Individual Developmental and Educational Assessment (IDEA)
- National Survey of Student Engagement (NSSE)
- Student Satisfaction Inventory (SSI)
- Survey of Entering Student Engagement (SENSE)
- Other (please specify)_____

77. Please describe any other types of assessment or evaluation processes that were conducted:

78. Select each student outcome that was measured: (Select all that apply.)

- Achievement of learning or course outcomes
- Civic engagement
- Connections with peers
- Critical thinking
- Grade point average
- Information literacy
- Involvement in service
- Out-of-class student-faculty interaction
- Participation in campus activities
- Persistence to graduation
- Persistence to second year
- Satisfaction with advising
- Satisfaction with faculty
- Satisfaction with the seminar
- Satisfaction with the institution
- Student self-reports of course impact
- Student self-reports of improvement

- Understanding of institutional identity and culture
- Use of campus services
- Writing ability
- Other (please specify) _____

79. Please select the *three* most significant *findings* from your assessment and evaluation of first-year seminar outcomes:

- _____
- _____
- _____

80. 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. Please select the appropriate response:

- You may share my school's name and survey responses.
- Please do not share my school's name, but you may share my survey responses.
- Please do not share my survey responses.

81. 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

82. Beginning with the 2012-13 National Survey of First-Year Seminars, the National Resource Center for The First-Year Experience and Students in Transition will be conducting its national surveys on a four-year cycle. This includes the administration of the National Survey of Sophomore-Year Initiatives in Spring 2014 and the National Survey of Senior Capstone Experiences in Spring 2016. More information about these national surveys can be found at http://www.sc.edu/fye/research/surveys/survey_instruments/index.html

The National Resource Center will be conducting the National Survey of Sophomore-Year Initiatives in Spring 2014. To ensure the survey will be sent to the individual on your campus who is in the best position to answer questions regarding sophomore-year initiatives, please provide this individual's contact information below:

Name: _____

Title: _____

E-mail address: _____