Presenting Data from the 2017 National Survey of First-Year Experiences

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National Resource Center for the First-Year Experience and Students in Transition
LAND ACKNOWLEDGEMENT

ACPA-College Student Educators International would like to acknowledge that the land we are meeting on today has long served as a site of meeting and exchange amongst a number of Indigenous peoples, specifically the Apache, Caddo, Comanche, Kiowa and Wichita nations.

Additionally, Texas is home to the Alabama-Coushatta Tribe of Texas, the Kickapoo Traditional Tribe of Texas, the Ysleta del Sur Pueblo, the Lipan Apache Tribe, and the Texas Band of Yaqui Indians.

ACPA-College Student Educators International honors and respects the diverse Indigenous peoples connected to this territory on which we gather.
INCLUSIVE LANGUAGE

#ACPA18 provides an opportunity to discuss concepts that span a variety of audiences and contexts in higher, post-secondary, and tertiary education. As such, we ask that session participants consider:

• Recognizing individual gender pronoun use
• Utilizing contemporary and relevant language around social identities
• Utilizing language that recognizes varying abilities and is not ableist
• Utilizing language inclusive of diverse global contexts
• Utilizing this space for developmental and educational support of attendees who may be unfamiliar with inclusive language practices
National Survey of First-Year Seminars

• Since 1988, the National Resource Center for The First-Year Experience and Students in Transition has triennially conducted a national survey of the features of first-year seminars.

• Has provided the most comprehensive national picture of the practice related to curricular interventions to support students in the first college year.
Why Continue to Study First-Year Programs?

Insitutions Offering a First-Year Seminar

Source: Young & Hopp, 2014
Victims of Our Own Success?
Victims of Our Own Success?

• Does conducting and reporting on a survey on only one FYE program contradict the messages by thought leaders in FYE movement?
FYE: A Working Definition

“The first-year experience is not a single program or initiative, but rather an intentional combination of academic and co-curricular efforts within and across postsecondary institutions.”

(Koch & Gardner, 2006)
FYE: A Working Definition

“Because supporting first-year student success is a topic that is not easily localized or specific to one functional area, an effectual first-year experience (FYE) requires campus-wide coordination and cooperation.”

(Young & Keup, forthcoming).
“Excellent” FYE: A Working Definition

“Excellence [is] characterized by an approach to the first year that spans the curriculum and cocurriculum. This approach is central and systemic rather than appended or patched to the core institutional mission.”

(Barefoot et al., 2005)
Victims of Our Own Success?

• “FYE Course”
Victims of Our Own Success?

• Singular program as "Campus FYE"
Time for a Change

• Reconsidered survey to include focus on FYS and on multiple FYE programs
• Similar to efforts previously undertaken by JNGI
  – Sought their partnership in this enterprise
2017 National Survey of First-Year Experiences

• Administered from March-July 2017
• 3,977 institutions were invited to participate
  – 4 waves: CAO, CEO, CSAO, 2012-13 NSFYS participants,
  – JNGI Process participants
• 537 campuses responded (13.5% response rate)
• All respondents reported offering at least one FYE program
2017 NSFYE Overview

- General information about institutional attention to the first year
- First-year seminars
- Pre-term orientation
- First-year academic advising
- First-year learning communities
- Residential programs/initiatives
- Early-alert systems
- Common reading programs
Presentation of Findings

- Overall Attention to the First-Year
- First-Year Seminars
- Orientation
- First-Year Advising
- Common Reading
- Comparisons
2017 NSFYE Findings

OVERALL ATTENTION TO THE FIRST YEAR
## Institutional Objectives for the First Year: Most Frequent

<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic success strategies</td>
<td>432</td>
<td>80.4%</td>
</tr>
<tr>
<td>Academic planning or major exploration</td>
<td>407</td>
<td>75.8%</td>
</tr>
<tr>
<td>Knowledge of institution or campus resources and services</td>
<td>406</td>
<td>75.6%</td>
</tr>
<tr>
<td>Connection with the institution or campus</td>
<td>403</td>
<td>75.0%</td>
</tr>
<tr>
<td>Introduction to college-level academic expectations</td>
<td>375</td>
<td>69.8%</td>
</tr>
<tr>
<td>Retention or second-year return rates</td>
<td>337</td>
<td>62.8%</td>
</tr>
<tr>
<td>Common first-year experience</td>
<td>331</td>
<td>61.6%</td>
</tr>
<tr>
<td>Student-faculty interaction</td>
<td>328</td>
<td>61.1%</td>
</tr>
<tr>
<td>Career exploration and/or preparation</td>
<td>305</td>
<td>56.8%</td>
</tr>
<tr>
<td>Writing skills</td>
<td>276</td>
<td>51.4%</td>
</tr>
</tbody>
</table>
## Institutional Objectives for the First Year: Less Frequent

<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to a major, discipline, or career path</td>
<td>265</td>
<td>49.3%</td>
</tr>
<tr>
<td>Analytical, critical-thinking, or problem-solving skills</td>
<td>264</td>
<td>49.2%</td>
</tr>
<tr>
<td>Personal exploration or development</td>
<td>264</td>
<td>49.2%</td>
</tr>
<tr>
<td>Social support networks</td>
<td>262</td>
<td>48.8%</td>
</tr>
<tr>
<td>Intercultural competence, diversity, or engaging w/ difference</td>
<td>254</td>
<td>47.3%</td>
</tr>
<tr>
<td>Developmental education, remediation and/or review</td>
<td>235</td>
<td>43.8%</td>
</tr>
<tr>
<td>Health and wellness</td>
<td>218</td>
<td>40.6%</td>
</tr>
<tr>
<td>Information literacy</td>
<td>218</td>
<td>40.6%</td>
</tr>
<tr>
<td>Introduction to the liberal arts</td>
<td>201</td>
<td>37.4%</td>
</tr>
<tr>
<td>Oral communication skills</td>
<td>182</td>
<td>33.9%</td>
</tr>
</tbody>
</table>
## Institutional Objectives for the First Year: Least Frequent

<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civic engagement</td>
<td>178</td>
<td>33.1%</td>
</tr>
<tr>
<td>Integrative and applied learning</td>
<td>132</td>
<td>24.6%</td>
</tr>
<tr>
<td>Discipline-specific knowledge</td>
<td>122</td>
<td>22.7%</td>
</tr>
<tr>
<td>Project planning, teamwork, or management skills</td>
<td>120</td>
<td>22.3%</td>
</tr>
<tr>
<td>Digital literacy</td>
<td>113</td>
<td>21.0%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>59</td>
<td>11.0%</td>
</tr>
<tr>
<td>Graduate or professional school preparation</td>
<td>42</td>
<td>7.8%</td>
</tr>
<tr>
<td>Our institution has not identified campuswide objectives specifically for the first year</td>
<td>23</td>
<td>4.3%</td>
</tr>
</tbody>
</table>
Institutional Objectives for the First Year

Public
1. Academic success strategies
2. Academic planning or major exploration
3. Knowledge of institution or campus resources and services
4. Connection with the institution or campus
5. Introduction to college-level academic expectations
6. Retention or second-year return rates
7. Career exploration and/or preparation
8. Student-faculty interaction
9. Common first-year experience
10. Introduction to a major, discipline, or career path

Private, Not-for-profit
1. Academic success strategies
2. Connection with the institution or campus
3. Knowledge of institution or campus resources and services
4. Common first-year experience
5. Academic planning or major exploration
6. Introduction to college-level academic expectations
7. Student-faculty interaction
8. Retention or second-year return rates
9. Writing skills
10. Social support networks (e.g., friendships)
Institutional Objectives for the First Year

Two-Year
1. Academic planning or major exploration
2. Academic success strategies
3. Knowledge of institution or campus resources and services
4. Connection with the institution or campus
5. Introduction to college-level academic expectations
6. Developmental education, remediation
7. Career exploration and/or preparation
8. Student-faculty interaction
9. Introduction to a major, discipline, or career
10. Common first-year experience

Four-Year
1. Academic success strategies
2. Connection with the institution or campus
3. Knowledge of institution or campus resources
4. Academic planning or major exploration
5. Introduction to college-level academic expectations
6. Retention or second-year return rates
7. Common first-year experience
8. Student-faculty interaction
9. Writing skills
10. Career exploration and/or preparation
<table>
<thead>
<tr>
<th>Most Common FYE Programs/Initiatives</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year academic advising (ADV)</td>
<td>422</td>
<td>80.4</td>
</tr>
<tr>
<td>Early alert systems (EA)</td>
<td>415</td>
<td>79.0</td>
</tr>
<tr>
<td>Pre-term orientation (OR)</td>
<td>396</td>
<td>75.4</td>
</tr>
<tr>
<td>First-year seminars (FYS)</td>
<td>386</td>
<td>73.5</td>
</tr>
<tr>
<td>Placement testing (PT)</td>
<td>346</td>
<td>65.9</td>
</tr>
<tr>
<td>Peer education (PE)</td>
<td>327</td>
<td>62.3</td>
</tr>
<tr>
<td>Student success center (SSC)</td>
<td>290</td>
<td>55.2</td>
</tr>
<tr>
<td>Developmental education (DEV)</td>
<td>286</td>
<td>54.5</td>
</tr>
<tr>
<td>General education (GE)</td>
<td>284</td>
<td>54.1</td>
</tr>
<tr>
<td>Convocation (CNV)</td>
<td>276</td>
<td>52.6</td>
</tr>
</tbody>
</table>

Notes: n = 525.
<table>
<thead>
<tr>
<th>Less Common FYE Programs/Initiatives</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential programs (RES)</td>
<td>256</td>
<td>48.8</td>
</tr>
<tr>
<td>Learning communities (LC)</td>
<td>245</td>
<td>46.7</td>
</tr>
<tr>
<td>First-year gateway courses (GATE)</td>
<td>206</td>
<td>39.2</td>
</tr>
<tr>
<td>Common reading (CR)</td>
<td>201</td>
<td>38.3</td>
</tr>
<tr>
<td>Summer bridge (SB)</td>
<td>193</td>
<td>36.8</td>
</tr>
<tr>
<td>Leadership programs (LEAD)</td>
<td>186</td>
<td>35.4</td>
</tr>
<tr>
<td>Writing-intensive coursework (WR)</td>
<td>186</td>
<td>35.4</td>
</tr>
<tr>
<td>Service-learning (SL)</td>
<td>167</td>
<td>31.8</td>
</tr>
<tr>
<td>Mentor by campus professionals (MT)</td>
<td>166</td>
<td>31.6</td>
</tr>
<tr>
<td>Experiential learning or learning beyond the classroom (EXP)</td>
<td>163</td>
<td>31.0</td>
</tr>
</tbody>
</table>

Notes: n = 525.
<table>
<thead>
<tr>
<th>Least Common FYE Programs/Initiatives</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate research (UGR)</td>
<td>111</td>
<td>21.1</td>
</tr>
<tr>
<td>Study abroad (SA)</td>
<td>102</td>
<td>19.4</td>
</tr>
<tr>
<td>Other (OTH)</td>
<td>24</td>
<td>4.6</td>
</tr>
<tr>
<td>None</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Notes: n = 525.
# Common FYE Programs

<table>
<thead>
<tr>
<th>Public</th>
<th>Private, Not-for-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year academic advising</td>
<td>Peer education</td>
</tr>
<tr>
<td>Early alert systems</td>
<td>Early alert systems</td>
</tr>
<tr>
<td>Pre-term orientation</td>
<td>First-year academic advising</td>
</tr>
<tr>
<td>First-year seminars</td>
<td>Pre-term orientation</td>
</tr>
<tr>
<td>Placement testing</td>
<td>First-year seminars</td>
</tr>
<tr>
<td>Developmental or remedial education</td>
<td>Convocation</td>
</tr>
<tr>
<td>Student success center</td>
<td>Placement testing</td>
</tr>
<tr>
<td>Learning communities</td>
<td>Residential programs or initiatives</td>
</tr>
<tr>
<td>General education</td>
<td>General education</td>
</tr>
<tr>
<td>Peer education</td>
<td>Student success center</td>
</tr>
</tbody>
</table>

www.sc.edu/fye
Common FYE Programs

Two-Year
- First-year academic advising
- Placement testing
- Developmental or remedial education
- Early alert systems
- First-year seminars
- Pre-term orientation
- Student success center
- Peer education
- General education
- Learning communities

Four-Year
- Early alert systems
- First-year academic advising
- Pre-term orientation
- First-year seminars
- Peer education
- Convocation
- Placement testing
- Residential programs or initiatives
- General education
- Student success center
Coordination of FYE Programs

“A true first-year experience includes more than just one ‘star’ program and, instead, represents a constellation of support programs.”

(Greenfield, Keup, & Gardner, 2013)
A Constellation of FYE Programs

Legend:
- Lines represent correlations phi > .25
- Colors of boxes represent percentage of institutions reporting FYE program offered.
  - Dark Blue = > 70%
  - Royal Blue = 50-69%
  - Light Blue = 30-49%
  - Gray = < 30%
Coordination of FYE Programs

How Coordinated are first-year programs on your campus?

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>24.3%</td>
<td>4 - Moderately coordinated</td>
</tr>
<tr>
<td>22.9%</td>
<td>5 - Somewhat coordinated</td>
</tr>
<tr>
<td>15.5%</td>
<td>6 - Slightly coordinated</td>
</tr>
<tr>
<td>13.7%</td>
<td>7 - Totally centralized</td>
</tr>
<tr>
<td>7.4%</td>
<td>3</td>
</tr>
<tr>
<td>13.9%</td>
<td>2</td>
</tr>
<tr>
<td>2.3%</td>
<td>1 - Totally decentralized</td>
</tr>
</tbody>
</table>
# Coordination of FYE Programs

Does your institution have any of the following formal organizational structures to coordinate the first-year experience?

<table>
<thead>
<tr>
<th>Structure</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>First-year program office</td>
<td>164</td>
<td>40.0%</td>
</tr>
<tr>
<td>Cross-functional first-year team (e.g., team inclusive of curriculum and co-curriculum)</td>
<td>159</td>
<td>38.8%</td>
</tr>
<tr>
<td>First-year program committee, task force, or advisory board</td>
<td>158</td>
<td>38.5%</td>
</tr>
<tr>
<td>Other campuswide FYE coordination</td>
<td>127</td>
<td>31.0%</td>
</tr>
<tr>
<td>First-year curriculum committee</td>
<td>62</td>
<td>15.1%</td>
</tr>
</tbody>
</table>
2017 NSFYE Findings

FIRST-YEAR SEMINARS
First-Year Seminars

• 73.5% of respondents reported offering a first-year seminar
First-Year Seminar Prevalence

Institutions Offering a First-Year Seminar

- 1988: 68.5%
- 1991: 65.4%
- 1994: 71.8%
- 1997: 70.3%
- 2000: 73.9%
- 2003: 81.6%
- 2006: 84.8%
- 2009: 87.3%
- 2012: 89.7%
- 2017: 73.5%
My Initial Reaction
What I thought I had done
First-Year Seminars

• 73.5% of respondents reported offering a first-year seminar

• Possible explanations:
  – Measurement/Researcher error
  – Previous overestimation from self-selection
  – Actual drop in prevalence
First-Year Seminars

• Previous overestimation from self-selection?
  -or-
• Actual drop in prevalence?
First-Year Seminars

- 2009 NSFYS: 87.5%
  - 2009 NSFYS Respondents to 2017 NSFYE: 75.3%
- 2012 NSFYS: 89.7%
  - 2012 NSFYS Respondents to 2017 NSFYE: 79.8%
- 2017 NSFYE: 73.5%
  - Respondents to all three: 77.5%

(More detailed analysis available in forthcoming research report)
First-Year Seminars

• Previous overestimation from self-selection?
  - or-
• Actual drop in prevalence?
  
• Probably a little of the former, mostly the latter
  – Analyses point to a drop in prevalence of about 13 percentage points
First-Year Seminar Prevalence

Two-Year
• 2012-13: 86.2%
• 2017: 58.5%

Four-Year
• 2012-13: 91.0%
• 2017: 78.1%
First-Year Seminar Prevalence

Public
• 2012-13: 90.3%
• 2017: 73.9%

Private, Not-for-profit
• 2012-13: 89.1%
• 2017: 73.7%
Reasons for Decline?

• 74% is still a lot!
• Less replacement of FYS?
• FYE efforts more diverse and widespread
• Assessment showing FYS doesn’t have the impact it once did (on certain campuses)?
• Decrease in certain seminar types… (spoiler alert)
• Others?
# Seminar Type Distribution

<table>
<thead>
<tr>
<th>Year</th>
<th>Extended Orientation</th>
<th>Academic - Uniform Content</th>
<th>Academic - Various Topics</th>
<th>Basic Study Skills</th>
<th>Preprof.</th>
<th>Other</th>
<th>Hybrid</th>
</tr>
</thead>
<tbody>
<tr>
<td>1991</td>
<td>71.0</td>
<td>12.1</td>
<td>7.0</td>
<td>6.0</td>
<td>1.4</td>
<td>3.8</td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>60.4</td>
<td>29.4</td>
<td>28.7</td>
<td>22.6</td>
<td>16.4</td>
<td>1.5</td>
<td>23.4</td>
</tr>
<tr>
<td>2017</td>
<td>47.6</td>
<td>31.4</td>
<td>33.0</td>
<td>15.2</td>
<td>16.5</td>
<td>4.5</td>
<td>20.2</td>
</tr>
</tbody>
</table>
Primary FYS

- Extended orientation: 28.5%
- Academic - uniform content: 24.1%
- Academic - various topics: 22.3%
- Preprofessional or discipline-linked: 3.4%
- Basic study skills: 2.9%
- Hybrid: 15.2%
- Other: 3.7%
Access to First-Year Seminars

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

56%
FY Seminar Objectives

- Academic success strategies: 48.1%
- Connection with institution: 34.7%
- Knowledge of resources: 30.4%
- Introduction to academic expectations: 24.4%
- Academic planning/major exploration: 21.2%
Who’s Teaching the FYS?

<table>
<thead>
<tr>
<th>Instructor Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tenure-track</td>
<td>69.3%</td>
</tr>
<tr>
<td>Full-time, non-tenure</td>
<td>68.2%</td>
</tr>
<tr>
<td>Student affairs pros</td>
<td>53.0%</td>
</tr>
<tr>
<td>Adjunct faculty</td>
<td>52.7%</td>
</tr>
<tr>
<td>Academic advisors</td>
<td>46.2%</td>
</tr>
<tr>
<td>Other campus pros</td>
<td>22.8%</td>
</tr>
<tr>
<td>Graduate students</td>
<td>8.7%</td>
</tr>
<tr>
<td>Undergraduates</td>
<td>4.6%</td>
</tr>
</tbody>
</table>

61% of respondents report Undergraduates assist in FYS in some way.
2017 NSFYE Findings

PRE-TERM ORIENTATION
“Pre-Term Orientation”

• Listed as being offered by 75.4% of respondents to NSFYE
  – 80.6% Four-Year
  – 58.5% Two-Year

• Lower than previous estimates:
  – 100% Four-Year (Barefoot, Griffin, & Koch, 2012)
  – 98.2% Two-Year (Koch, Griffin, & Barefoot, 2014)
“Pre-Term Orientation”

• Survey wording artifact?
• “Pre-Term” vs. “New-Student” or other terminology
• Used same terminology as JNGI survey, but different question method
• More research needed to understand lower percentage
Pre-Term Orientation Prevalence

Public

• 74.6%

Private, Not-for-profit

• 77.0%
Access to Pre-Term Orientation

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

- 60.3%
- 15.2%
- 9.3%
- 4.0%
- 3.5%
- 2.1%
- 1.1%
- 0.3%
Formats of Pre-Term Orientation

- On-campus pre-term activities: 85.4%
- Pre-term advising or registration: 81.4%
- Welcome Week: 67.3%
- Online orientation: 35.9%
- Outdoor adventure/wilderness experience: 18.1%
- Other: 9.8%
## Formats of Pre-Term Orientation – Two-Year

<table>
<thead>
<tr>
<th>Forms of Pre-term Orientation at Two-Year Institutions</th>
<th>2017 NSFYE</th>
<th>2014 JNGI</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus pre-term activities</td>
<td>79.1%</td>
<td>86.3%</td>
</tr>
<tr>
<td>Online orientation</td>
<td>59.7%</td>
<td>45.1%</td>
</tr>
<tr>
<td>Outdoor adventure/wilderness experience</td>
<td>6.0%</td>
<td>-</td>
</tr>
<tr>
<td>Pre-term advising or registration</td>
<td>74.6%</td>
<td>87.7%</td>
</tr>
<tr>
<td>Welcome Week (i.e., on-campus immediately preceding term)</td>
<td>43.3%</td>
<td>-</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>9.0%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Don't know</td>
<td>-</td>
<td>0.4%</td>
</tr>
</tbody>
</table>
## Formats of Pre-Term Orientation – Four-Year

<table>
<thead>
<tr>
<th>Forms of Pre-term Orientation at Four-Year Institutions</th>
<th>2017 NSFYE</th>
<th>2012 JNGI</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus pre-term activities</td>
<td>86.7%</td>
<td>80.5%</td>
</tr>
<tr>
<td>Online orientation</td>
<td>30.7%</td>
<td>18.4%</td>
</tr>
<tr>
<td>Outdoor adventure/wilderness experience</td>
<td>20.7%</td>
<td>21.5%</td>
</tr>
<tr>
<td>Pre-term advising or registration</td>
<td>82.8%</td>
<td>86.6%</td>
</tr>
<tr>
<td>Welcome Week (i.e., on-campus immediately preceding term)</td>
<td>72.5%</td>
<td>87.8%</td>
</tr>
<tr>
<td>Other, please specify</td>
<td>10.0%</td>
<td>-</td>
</tr>
</tbody>
</table>
## Activities during Orientation

<table>
<thead>
<tr>
<th>Orientation Activity</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to campus resources and services</td>
<td>94.9%</td>
</tr>
<tr>
<td>Introduction to campus facilities</td>
<td>87.8%</td>
</tr>
<tr>
<td>Academic advising</td>
<td>86.2%</td>
</tr>
<tr>
<td>Registration or course enrollment</td>
<td>80.9%</td>
</tr>
<tr>
<td>Sessions for family members</td>
<td>76.3%</td>
</tr>
<tr>
<td>Involvement opportunities</td>
<td>75.3%</td>
</tr>
<tr>
<td>Community building</td>
<td>71.0%</td>
</tr>
<tr>
<td>Discussions about health and wellness on campus</td>
<td>63.8%</td>
</tr>
<tr>
<td>Placement testing</td>
<td>62.2%</td>
</tr>
<tr>
<td>Structured interaction with faculty</td>
<td>58.0%</td>
</tr>
</tbody>
</table>
Activities during Orientation

Two-Year
1. Introduction to campus resources and services (98.5%)
2. Registration or course enrollment (82.1%)
3. Introduction to campus facilities (80.6%)
4. Academic advising (79.1%)
5. Placement testing (59.7%)
6. Involvement opportunities (52.2%)

Four-Year
1. Introduction to campus resources and services (94.2%)
2. Introduction to campus facilities (89.3%)
3. Academic advising (87.7%)
4. Sessions for family members (82.2%)
5. Registration or course enrollment (80.6%)
6. Involvement opportunities (80.3%)
7. Community building (79.9%)
8. Discussions about health and wellness on campus (71.5%)
9. Convocations or other celebratory activities (65.4%)
10. Structured interaction with faculty (64.1%)
11. Placement testing (62.8%)
12. Discussion of personal issues and challenges (57.3%)
13. Discussions about identity, diversity, or social justice (56.3%)
2017 NSFYE Findings

FIRST-YEAR ACADEMIC ADVISING
Access to Academic Advising

80.4% of responding institutions offer first-year academic advising

% Required to Participate

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

71.1%
Contact with Advisors

- Only once, during the first term: 17.0%
- Once during each term for the entire first year: 39.8%
- Two or more times each term for the entire first year: 21.3%
- Not required to meet with their academic advisors: 6.9%
- Other: 14.9%
2017 NSFYE Findings
COMMON READING PROGRAMS
Access to Common Reading

38.3% of responding institutions offer common reading programs

FY Participation Rates

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

38.3% of responding institutions offer common reading programs.
Characteristics of Common Reading Programs

- On-campus speakers - 74.7%
- Discussion groups - 67.0%
- Incorporated in first-year seminar - 62.6%
- Campus programming throughout academic year – 50.0%
- Student-faculty interaction – 33.5%
- Films - 34.6%
- Incorporated in English/writing courses - 32.4%
- Campus-community engagement – 30.8%
2017 NSFYE Findings

FIRST-YEAR PROGRAM COMPARISONS
Return on Investment

- Advising
- Orientation
- First-Year Seminar
- Common Reading

Unable to Judge, Low, Mid, High
Assessed Outcomes – Selected Programs

- Academic planning/major exploration
- Academic success strategies
- Connection with the institution
- Intro to a major/discipline/career path
- Intro to academic expectations
- Knowledge of institution/campus resources
- Retention or second-year return rates
- Social support networks
- Student satisfaction

Percentage chart showing outcomes for different programs.
### Institutional Objectives for the First Year: Most Frequent

<table>
<thead>
<tr>
<th>Institutional Objective</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic success strategies</td>
<td>432</td>
<td>80.4%</td>
</tr>
<tr>
<td>Academic planning or major exploration</td>
<td>407</td>
<td>75.8%</td>
</tr>
<tr>
<td>Knowledge of institution or campus resources and services</td>
<td>406</td>
<td>75.6%</td>
</tr>
<tr>
<td>Connection with the institution or campus</td>
<td>403</td>
<td>75.0%</td>
</tr>
<tr>
<td>Introduction to college-level academic expectations</td>
<td>375</td>
<td>69.8%</td>
</tr>
<tr>
<td>Retention or second-year return rates</td>
<td>337</td>
<td>62.8%</td>
</tr>
</tbody>
</table>
Assessed Outcomes & FY Objectives

- Academic planning/major exploration
- Academic success strategies
- Connection with the institution
- Intro to academic expectations
- Knowledge of institution/campus resources
- Retention or second-year return rates

Objective percentages:

- 0%
- 10%
- 20%
- 30%
- 40%
- 50%
- 60%
- 70%
- 80%
- 90%
- 100%

- First-Year Seminar
- Orientation
- Advising
Questions and Conclusion
SESSION EVALUATION

Thank you for learning with us!

In order to provide feedback, please find this session in the ACPA18 Guidebook application and once there, click on the “ACPA18 Program Session Evaluation” and complete.

Please take a few minutes right now to complete the this evaluation.

Your feedback is valuable to help ensure our curriculum is meeting the needs of attendees as well as helping presenters in their development.
Thank You!

Dallin George Young
YOUNGDAL@mailbox.sc.edu