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
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?
"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)
“High-Impact” FYE: A Working Definition

“The highest quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members’ own research.”

(Kuh, 2008)
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>Program/Initiative</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

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

Private, Not-for-profit
• Peer education
• Early alert systems
• First-year academic advising
• Pre-term orientation
• First-year seminars
• Convocation
• Placement testing
• Residential programs or initiatives
• General education
• Student success center
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)
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 = $< 30$

A Constellation of FYE Programs
Coordination of FYE Programs

How Coordinated are first-year programs on your campus?

- 2.3% 1 - Totally decentralized
- 7.4%
- 13.9%
- 24.3%
- 22.9%
- 15.5%
- 13.7% 7 - Totally centralized
## 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
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

• Measurement/Researcher Error
  – Noticed the trend early on
  – Added clarifying language
  – No real change in the 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

<table>
<thead>
<tr>
<th>Type</th>
<th>2012-13</th>
<th>2017</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Public</strong></td>
<td>90.3%</td>
<td>73.9%</td>
</tr>
<tr>
<td><strong>Private, Not-for-profit</strong></td>
<td>89.1%</td>
<td>73.7%</td>
</tr>
</tbody>
</table>
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?
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%
Give Me Some Credit

How many credits does FYS Carry?

- 39.2% have 1 credit
- 32.8% have 3 credits
- 13.2% have 2 credits
- 8.3% have 4 credits
- 3.8% have 0 credits
- 2.7% have 6 or more credits

86% are Letter-graded
How Are Credits Applied?

- Elective: 32.5%
- General education: 57.1%
- Major: 7.9%
- Other: 11.0%
How Are Credits Applied?

- Elective: 50.8% (Two-Year), 28.7% (Four-Year)
- General education: 34.4% (Two-Year), 61.8% (Four-Year)
- Major: 11.5% (Two-Year), 7.2% (Four-Year)
- Other: 13.1% (Two-Year), 10.6% (Four-Year)
How Are Credits Applied?

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
<th>Public</th>
<th>Private, Not-for-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elective</td>
<td>47.1%</td>
<td>11.6%</td>
<td></td>
</tr>
<tr>
<td>General education</td>
<td>39.4%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major</td>
<td>9.6%</td>
<td></td>
<td>5.5%</td>
</tr>
<tr>
<td>Other</td>
<td>12.5%</td>
<td></td>
<td>8.9%</td>
</tr>
</tbody>
</table>
### Who’s Teaching the FYS?

<table>
<thead>
<tr>
<th>Role</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
<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private, Not-for-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Term Orientation</td>
<td>74.6%</td>
<td>77.0%</td>
</tr>
</tbody>
</table>
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%
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>Formats 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
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%
COMMON READING PROGRAMS
Access to Common Reading

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
Assessed Outcomes – Selected Programs

- First-Year Seminar
- Orientation
- Advising

- 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
Assessed Outcomes & FY Objectives

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

Bar chart showing the percentage of achievement for each outcome across different programs:
- First-Year Seminar
- Orientation
- Advising
Questions and Conclusion
Thank You!

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