Data from the 2017 National Survey on The First-Year Experience: Creating Connections to Go Beyond Traditional Thinking

Dallin George Young, National Resource Center for the First-Year Experience and Students in Transition
Midwest First-Year Conference
September 28, 2018
What If…?

- Brand new institution (just like the one you work at now)
  - You get to start first-year programs from scratch
  - What would they look like?
  - Features, characteristics, structures?
Now consider…

• Who does your newly designed first-year initiative serve?
  – Who benefits the most?
  – Assumptions about students?
  – Who doesn’t it serve?
Goals for this Session

• Introduce national data on first-year programs
• Present information on benefits of first-year programs
• Engage in a discussion about how to best serve all first-year students on our campuses
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)
“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
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

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

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
Primary First-Year Programs

- First-year academic advising: 62.9%
- First-year seminars: 62.1%
- Early alert systems: 49.0%
- Pre-term orientation: 36.9%
- Peer education: 26.5%
- Student success center: 22.7%
- Learning communities: 21.9%
- Developmental or remedial education: 20.8%
- General education: 19.2%
- Residential programs or initiatives: 16.5%
Outcomes from First-Year Programs

• Academic and social adjustment

• Improved confidence and self-efficacy (throughout and beyond first-year)

• Increased student engagement

• Introduce the campus culture and build campus community
  – First-year residential communities, learning communities, and orientation (Blackhurst, Akey, & Bobilya, 2003; Brower & Inkelas, 2010; Braxton, Milem, & Sullivan, 2000; Jacobs 2010; Nadler, Miller, & Dyer, 2004).

• Improved critical thinking, analytical thinking, and problem solving skills
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?

- 1 - Totally decentralized
- 2
- 3
- 4 - 24.3%
- 5 - 22.9%
- 6 - 15.5%
- 7 - Totally centralized

0% 5% 10% 15% 20% 25% 30%

2.3% 7.4% 13.9% 24.3% 22.9% 15.5% 13.7%
### Coordination of FYE Programs

<table>
<thead>
<tr>
<th>Does your institution have any of the following formal organizational structures to coordinate the first-year experience?</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>
Outcomes from Combined First-Year Programs

First-year seminar is coupled with another course in a learning community leads to:

- Increased first-to-second year retention,
- Elevated perceived value of academic skills, and
- Improved academic satisfaction (Crissman, 2001; Keup, 2005).

Finley & McNair (2013) found that engagement in multiple “high-impact practices” was associated with improved gains in:

- Deep learning,
- General education,
- Practical competence, and
- Personal and social development.
Outcomes from Combined First-Year Programs

• Moreover, these benefits, while present for all students, were particularly pronounced for first-generation students.
• In addition, participation in these practices revealed “larger boosts for particular groups that view their learning less positively in the absence of such practices” (Finley & McNair, 2013, p. 19).
Outcomes from Combined First-Year Programs

- Moreover, these benefits, while present for all students, were particularly pronounced for first-generation students.
- In addition, participation in these practices revealed “larger boosts for particular groups that view their learning less positively in the absence of such practices” (Finley & McNair, 2013, p. 19).
What can we do?  
GOING BEYOND THE TRADITIONAL
What can we do?

• Self-reflection in our institutions/programs/courses
  – How do we talk about transitions?
Language of Transitions in Higher Ed

- “Ease the Transition”
- “Making Accommodations”
- Transitions are a problem that need to be solved
- “Reducing Departure”
- “Retention”
Language of Transitions in Higher Ed

• Once we get through this transition, we can get on with the real learning

• Assisting students with transitions forces us to do something separate and different from our planned learning or educative process.

• Transitions are distinct from the learning process – an unavoidable hill that it becomes our duty to smooth out
Challenge in Perception of Supporting Students in Transition: “Moving the cliff”

Is this how our efforts to support students in transition are perceived?
Unintended Consequences of Supporting Students in Transition: “Moving the cliff”

Is this what our efforts to support students in transition achieve?
### Differences in FY Programs

*All First-Year Student Success Programs, Initiatives, or Courses by Institutional Type (n = 525)*

<table>
<thead>
<tr>
<th>Institution type</th>
<th>Two-year</th>
<th>Four-year</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater at 2-year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Developmental or remedial education</td>
<td>68.3</td>
<td>50.2</td>
<td>-18.0</td>
</tr>
<tr>
<td>Placement testing</td>
<td>70.7</td>
<td>64.4</td>
<td>-6.3</td>
</tr>
<tr>
<td>Other</td>
<td>6.5</td>
<td>4.0</td>
<td>-2.5</td>
</tr>
<tr>
<td>Greater at 4-year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Convocation</td>
<td>11.4</td>
<td>65.2</td>
<td>53.8</td>
</tr>
<tr>
<td>Residential programs or initiatives</td>
<td>11.4</td>
<td>60.2</td>
<td>48.8</td>
</tr>
<tr>
<td>Common reading</td>
<td>16.3</td>
<td>45.0</td>
<td>28.8</td>
</tr>
</tbody>
</table>
First-Year Seminar Prevalence

Two-Year

- 2012-13: 86.2%
- 2017: 58.5%

Four-Year

- 2012-13: 91.0%
- 2017: 78.1%

Source: NSFYE 2017
### Promising and High-Impact Practice in the FYS

<table>
<thead>
<tr>
<th>Promising or high-impact practice</th>
<th>Institution type</th>
<th></th>
<th></th>
<th>Diff. (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Two-year</td>
<td>Four-year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater for two-year institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal setting and planning</td>
<td>59</td>
<td>202</td>
<td></td>
<td>22.5%</td>
</tr>
<tr>
<td>Greater for four-year institutions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common reading experience</td>
<td>18</td>
<td>140</td>
<td></td>
<td>-19.1%</td>
</tr>
<tr>
<td>Diversity, global learning, or experiences with difference</td>
<td>35</td>
<td>215</td>
<td></td>
<td>-18.2%</td>
</tr>
<tr>
<td>Writing-intensive</td>
<td>19</td>
<td>139</td>
<td></td>
<td>-17.2%</td>
</tr>
<tr>
<td>Service-learning</td>
<td>12</td>
<td>104</td>
<td></td>
<td>-16.3%</td>
</tr>
<tr>
<td>Monitoring of student class attendance</td>
<td>36</td>
<td>200</td>
<td></td>
<td>-11.7%</td>
</tr>
</tbody>
</table>
## 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>

Source: NSFYE 2017
## 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%)

Source: NSFYE 2017
<table>
<thead>
<tr>
<th>% participating in first-year advising</th>
<th>Freq.</th>
<th>%</th>
<th>Freq.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>10% or less</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>11-20%</td>
<td>4</td>
<td>4.5</td>
<td>1</td>
<td>0.3</td>
</tr>
<tr>
<td>21-30%</td>
<td>2</td>
<td>2.3</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>31-40%</td>
<td>5</td>
<td>5.7</td>
<td>5</td>
<td>1.7</td>
</tr>
<tr>
<td>41-50%</td>
<td>5</td>
<td>5.7</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>51-60%</td>
<td>7</td>
<td>8.0</td>
<td>3</td>
<td>1.0</td>
</tr>
<tr>
<td>61-70%</td>
<td>8</td>
<td>9.1</td>
<td>6</td>
<td>2.0</td>
</tr>
<tr>
<td>71-80%</td>
<td>14</td>
<td>15.9</td>
<td>12</td>
<td>4.0</td>
</tr>
<tr>
<td>81-90%</td>
<td>10</td>
<td>11.4</td>
<td>22</td>
<td>7.3</td>
</tr>
<tr>
<td>91-100%</td>
<td>33</td>
<td>37.5</td>
<td>244</td>
<td>81.1</td>
</tr>
</tbody>
</table>
What can we do?

• Recognize and validate what “non-traditional students” bring to the table
“Adult entry [programs], by their very nature, are located on the periphery of mainstream HE. They aim to prepare students for the transition to HE proper by introducing them to aspects of university study. This situation creates the potential for something of a contradiction, by involving students in the community of HE in some ways while keeping them at arm’s length in others. …All of the participants in this study revealed an awareness of their position on the periphery of HE, and some aspects of this were a source of confusion and even anger.”

O’Donnell & Tobell, 2007
What can we do?

• Contextualize the transition
  – All new transitions can be difficult, understanding why this one might be different
  – It might not be that they need better “study skills” – What they really might be struggling with is learning the language of an unfamiliar culture
Thank You!

Dallin George Young

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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


68.5% 71.8% 70.3% 73.9% 81.6% 84.8% 87.3% 89.7% 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

• 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
<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private, Not-for-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13:</td>
<td>90.3%</td>
<td>89.1%</td>
</tr>
<tr>
<td>2017:</td>
<td>73.9%</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?
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%

Access:
- 56%

Participation:
- 5%
- 4%
- 5%
- 6%
- 4%
- 3%
- 3%
- 5%
- 9%
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% for 1 credit
- 32.8% for 2 credits
- 8.3% for 3 credits
- 0.0% for 4 credits
- 2.7% for 5 credits
- 86% are Letter-graded

None 1 credit 2 credits 3 credits 4 credits 5 credits 6 or more credits
How Are Credits Applied?

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

- Elective: 47.1% Public, 11.6% Private
- General education: 39.4% Public, 82.2% Private
- Major: 9.6% Public, 5.5% Private
- Other: 12.5% Public, 8.9% Private
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
Pre-Term Orientation Prevalence

<table>
<thead>
<tr>
<th></th>
<th>Public</th>
<th>Private, Not-for-profit</th>
</tr>
</thead>
<tbody>
<tr>
<td></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%
# Formats of Pre-Term Orientation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-campus pre-term activities</td>
<td>85.4%</td>
</tr>
<tr>
<td>Pre-term advising or registration</td>
<td>81.4%</td>
</tr>
<tr>
<td>Welcome Week</td>
<td>67.3%</td>
</tr>
<tr>
<td>Online orientation</td>
<td>35.9%</td>
</tr>
<tr>
<td>Outdoor adventure/wilderness experience</td>
<td>18.1%</td>
</tr>
<tr>
<td>Other</td>
<td>9.8%</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>
2017 NSFYE Findings

FIRST-YEAR ACADEMIC ADVISING

www.sc.edu/fye
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%

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%
Advising Load

- 1.0%: 1 - 50
- 3.9%: 51 - 100
- 9.3%: 101 - 150
- 17.5%: 151 - 200
- 10.3%: 201 - 250
- 5.2%: 251 - 500
- 10.3%: 501 - 1,000
- 9.0%: More than 1,000

Students Per Advisor: 43.8%
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%

55.6%
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%
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

Bar chart showing the percentage of First-Year Seminar, Orientation, and Advising for each outcome category.
Assessed Outcomes & FY Objectives

- First-Year Seminar
- Orientation
- Advising

- 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

Percentage Chart:

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

www.sc.edu/fye
Questions and Conclusion
Thank You!

Dallin George Young
YOUNGDAL@mailbox.sc.edu