The Big Picture

What We Know About Institutional Priorities & Organizing Structures for the First-Year Experience

Dr. Tracy L. Skipper

2017 NODA Conference
Agenda

- Introduce National Survey of The First-Year Experience
- Explore institutional priorities and coordination of first-year experience
- Select first-year programs
  - Academic advising
  - Pre-term orientation
  - First-year seminars
  - Common reading programs
- Assessment of first-year initiatives

2017 NATIONAL SURVEY OF THE FIRST-YEAR EXPERIENCE
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 Sample

<table>
<thead>
<tr>
<th>Institutional Characteristic</th>
<th>National Representation</th>
<th>NSFYE Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>%</td>
</tr>
<tr>
<td><strong>Level of institution</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four or more years</td>
<td>2,963</td>
<td>65.2</td>
</tr>
<tr>
<td>At least 2 but less than 4 years</td>
<td>1,582</td>
<td>34.8</td>
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<tr>
<td><strong>Control of institution</strong></td>
<td></td>
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<tr>
<td>Public</td>
<td>1,714</td>
<td>37.7</td>
</tr>
<tr>
<td>Private not-for-profit</td>
<td>1,743</td>
<td>38.3</td>
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<tr>
<td>Private for-profit</td>
<td>1,088</td>
<td>23.9</td>
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<tr>
<td><strong>First-year enrollment</strong></td>
<td></td>
<td></td>
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<tr>
<td>500 or less</td>
<td>2,962</td>
<td>66.9</td>
</tr>
<tr>
<td>501-1,000</td>
<td>615</td>
<td>13.9</td>
</tr>
<tr>
<td>1,001-2,000</td>
<td>465</td>
<td>10.5</td>
</tr>
<tr>
<td>2,0001-4,000</td>
<td>266</td>
<td>6.0</td>
</tr>
<tr>
<td>4,001 or more</td>
<td>119</td>
<td>2.7</td>
</tr>
</tbody>
</table>
Guidelines for Excellence in FYE

• Is guided by goals related to institutional mission
• Includes more than one and preferably many elements of the curriculum and cocurriculum
• Focuses on the success of a large number of first-year students, including those from special populations

Guidelines for Excellence in FYE

• Has strong administrative supporting leading to institutionalization, resource allocation, and sustainability
• Is built on assessment activity leading to constant improvement
Campuswide Objectives for the FY

- Academic success strategies: 80.4%
- Academic planning/major exploration: 75.8%
- Knowledge of resources: 75.6%
- Connection with institution: 75.0%
- Intro to academic expectations: 69.8%
- Retention: 62.8%
- Common first-year experience: 61.6%
- Student-faculty interaction: 61.1%
- Career exploration/preparation: 56.8%
- Writing skills: 51.4%

Aligning Objectives & FY Programs

First-Year Programs

- FY academic advising
- Early-alert systems
- Pre-term orientation
- First-year seminars
- Placement testing
- Peer education
- Student success center
- Developmental ed
- General education
- Convocation

- Tied to FY Objectives
- Programs Offered

www.sc.edu/fy
First-Year Organizing Structure

- Comprehensive
- Integrated
- Inclusive
- Coordinated

Swing & Skipper (2013)
FY Organizing Structures

- Cross-functional team: 38.8%
- Curriculum committee: 15.1%
- Task force: 38.5%
- Program office: 40.0%
- Other: 31.0%

Coordination of FY Programs

- Limited coordination
- Mid-range
- High coordination

- All
- Public
- Private
- Two-Year
- Four-Year
SPECIFIC FIRST-YEAR PROGRAMS

Access to Academic Advising

80.4% of responding institutions offer first-year academic advising

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

71.1%
Centralization of Advising

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

Two-Year
Four-Year
Public
Private
All

- 1 - No Centralized Advising
- Mid-Range
- 7 - All Advised in Centralized Unit
- Unable to Judge

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%
The Big Picture – Tracy L. Skipper

Advising Load

- 43.8%: 1 - 50
- 17.5%: 51 - 100
- 10.3%: 101 - 150
- 9.3%: 151 - 200
- 9.3%: 201 - 250
- 9.0%: 251 - 500
- 5.2%: 501 - 1,000
- 3.9%: More than 1,000

Students Per Advisor

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

Access to Pre-Term Orientation

- 75.4% of responding institutions offer orientation

FY Participation Rates

- 10% or less: 0.3%
- 11 - 20%: 2.1%
- 21 - 30%: 3.5%
- 31 - 40%: 9.3%
- 41 - 50%: 15.2%
- 51 - 60%: 16.6%
- 61 - 70%: 11.6%
- 71 - 80%: 4.0%
- 81 - 90%: 1.6%
- 91 - 100%: 1.1%
Forms of Pre-Term Orientation

- On-campus activities: 35.4%
- Online: 35.9%
- Outdoor adventure: 18.1%
- Advising/registration: 81.4%
- Welcome Week: 67.3%
- Other: 9.8%

Content of Pre-Term Orientation

- Academic advising: 86.2%
- Community building: 71.0%
- Convocations: 57.4%
- Personal issues and challenges: 52.7%
- Health and wellness on campus: 63.8%
- Identity, diversity, or social justice: 50.3%
- Intro to campus facilities: 87.8%
- Intro to campus resources and services: 94.9%
- Involvement opportunities: 75.3%
- Placement testing: 62.2%
- Registration or course enrollment: 80.9%
- Sessions for family members: 76.3%
- Structured interaction with faculty: 58.0%
Access to First-Year Seminars

73.5% of responding institutions offer first-year seminars

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

Types of First-Year Seminars Offered

<table>
<thead>
<tr>
<th>Seminar</th>
<th>Distinct Types</th>
<th>Primary Type</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Extended orientation</td>
<td>182</td>
<td>47.6</td>
</tr>
<tr>
<td>Academic/various topics</td>
<td>126</td>
<td>33.0</td>
</tr>
<tr>
<td>Academic/uniform content</td>
<td>120</td>
<td>31.4</td>
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<tr>
<td>Hybrid</td>
<td>77</td>
<td>20.2</td>
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<tr>
<td>Preprofessional</td>
<td>63</td>
<td>16.5</td>
</tr>
<tr>
<td>Basic study skills</td>
<td>58</td>
<td>15.2</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>4.5</td>
</tr>
</tbody>
</table>
Primary Seminar by Institution Type

FY Seminar Objectives

Academic planning/major exploration 21.2%
Introduction to academic expectations 24.4%
Knowledge of resources 30.4%
Connection with institution 34.7%
Academic success strategies 48.1%
FY Seminar Content

- Critical thinking: 28.2%
- Academic success resources: 28.2%
- Academic planning/advising: 29.3%
- Campus resources: 30.9%
- Academic success strategies: 50.8%

Pedagogical Approaches in the FYS

- None of the above: 1.6%
- Produce and revise writing: 42.9%
- Monitoring class attendance: 63.4%
- Collaboration and teamwork: 65.8%
- Explore cultures, worldviews, etc.: 67.9%
- Goal setting and planning: 70.3%
HIPs Connected to FYS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>None of the above</td>
<td>13.7%</td>
</tr>
<tr>
<td>Internships</td>
<td>2.1%</td>
</tr>
<tr>
<td>Undergraduate research</td>
<td>12.9%</td>
</tr>
<tr>
<td>Service-learning</td>
<td>32.1%</td>
</tr>
<tr>
<td>Learning community</td>
<td>40.8%</td>
</tr>
<tr>
<td>Common reading experience</td>
<td>43.2%</td>
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</tbody>
</table>

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%

VALUE OF FIRST-YEAR PROGRAMS
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

First-Year Seminar | Orientation | Advising

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

Thank You!
Questions? Comments?

Tracy Skipper

tlskippe@mailbox.sc.edu
@tlskipper