

National Survey of First-Year Co-Curricular Practices Responses

Question analysis by Carnegie classification

Conducted in October 2000 by the Policy Center on the First Year of College (now Gardner Institute), with support from The Pew Charitable Trusts.

This survey instrument was one component of a larger survey initiative to investigate both curricular and co-curricular practices in the first year at American colleges and universities.

Q1 (Carnegie)

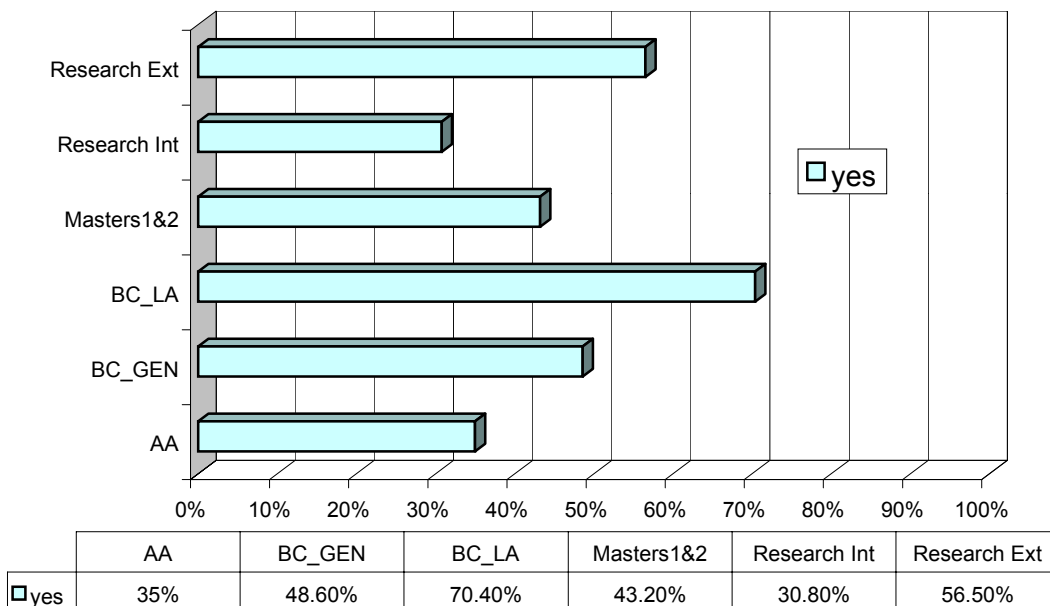
1. At your institution, is there a single individual or unit with primary administrative and/or coordinating responsibility for first-year co-curricular programs?

- Yes
- No
- Don't know

Key Findings: The types of institutions most likely to assign responsibility for first-year co-curricular programs to a single individual or office are baccalaureate-liberal arts colleges (70.4%) and research extensive universities (56.5%). In contrast, only one in three 2-year and research-intensive universities reported this type of function. Respondents answering "yes" to this question provided a number of specific titles and office designations: Generally, the responsibility for first-year programs is assigned to a larger student affairs division or subunit (e.g., academic advising, student development, campus activities, etc.). Approximately 10% of respondents indicated the existence of a separate first-year offices or individuals such as "Deans of Freshmen," "First-Year Experience Directors/Coordinators," or "Directors of Retention."

Although there is no single best way to organize and deliver first-year co-curricular programs, we believe that coordination of and communication between units that oversee some aspect of the first-year co-curriculum are vital. Some means of coordination will increase the likelihood of coherent, efficient, and effective delivery of services and activities and will reduce unnecessary duplication of effort.

Single Individual / Unit Responsible for First-Year Co-Curricular Activities - by Carnegie Classification



Q2 (Carnegie)

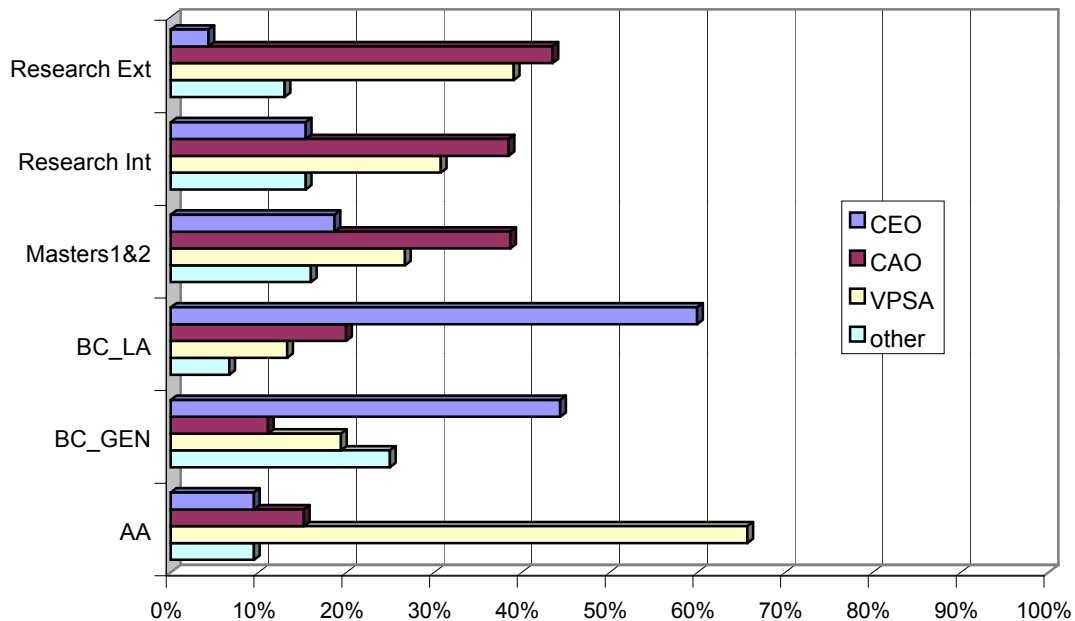
2. What is the administrative reporting line for the admissions/enrollment management function(s)?

- Directly to the campus CEO (president or chancellor)
- To the vice president for academic affairs or dean of the college
- To the vice president for students affairs or dean of students
- Other

Key Findings: The reporting line for admissions/enrollment management differs dramatically by institutional type. As the figures confirm, the majority of baccalaureate college respondents indicated that admissions reports directly to the campus chief executive officer. This reporting arrangement, however, was very uncommon at research universities, master's institutions, and two-year institutions. The link from admissions to the chief academic officer was most striking at larger institutions--research and master's level--and the linkage to the chief student affairs officer was only predominant at two-year campuses.

These findings reveal different views and conceptualizations of the admissions process and its importance to institutional functioning. It is not surprising that the highly tuition-dependent baccalaureate institutions establish a direct link from the admissions office to the campus CEO. Masters and research universities are split between those reporting the admissions/academic link and admissions/student affairs link, but with a majority reporting a link between admissions and academic affairs. Only two-year institutions indicate overwhelmingly a reporting link between admissions and student affairs.

Reporting Line for Admissions/Enrollment Management Function - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
CEO	9.50%	44.40%	60%	18.70%	15.40%	4.30%
CAO	15.20%	11.10%	20%	38.70%	38.50%	43.50%
VPSA	65.70%	19.40%	13.30%	26.70%	30.80%	39.10%
other	9.50%	25%	6.70%	16%	15.40%	13.00%

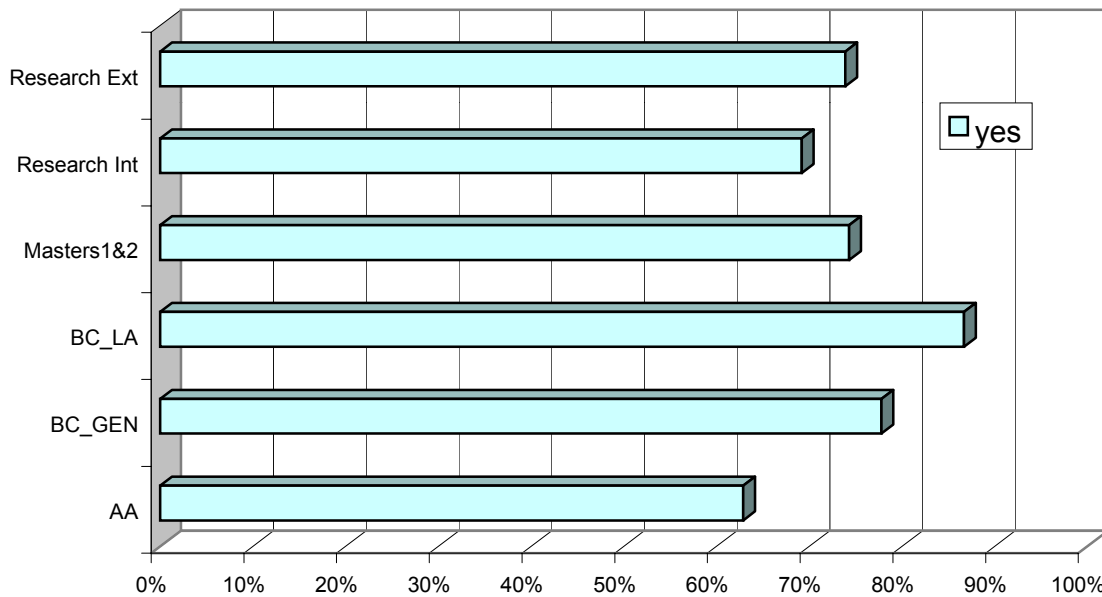
Q3 (Carnegie)

3. Are admissions and financial aid functions linked administratively?

- Yes
- No
- Don't know

Key Findings: Responses to this question report a frequent linkage between the admissions and financial aid functions on college campuses across all institutional types. That is, 71% of all institutions in the survey reported, “yes” to this question. These responses do not provide information on the type of linkage, nor do they describe the level of coordination of these functions. But the findings are consistent with one of the central tenets of enrollment management, which is, all functions that relate to the recruitment, admission, and financing of students are best implemented through intentional coordination.

Linkage Between Admissions and Financial Aid - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	62.90%	77.80%	86.70%	74.30%	69.20%	73.90%

Q4 (Carnegie)

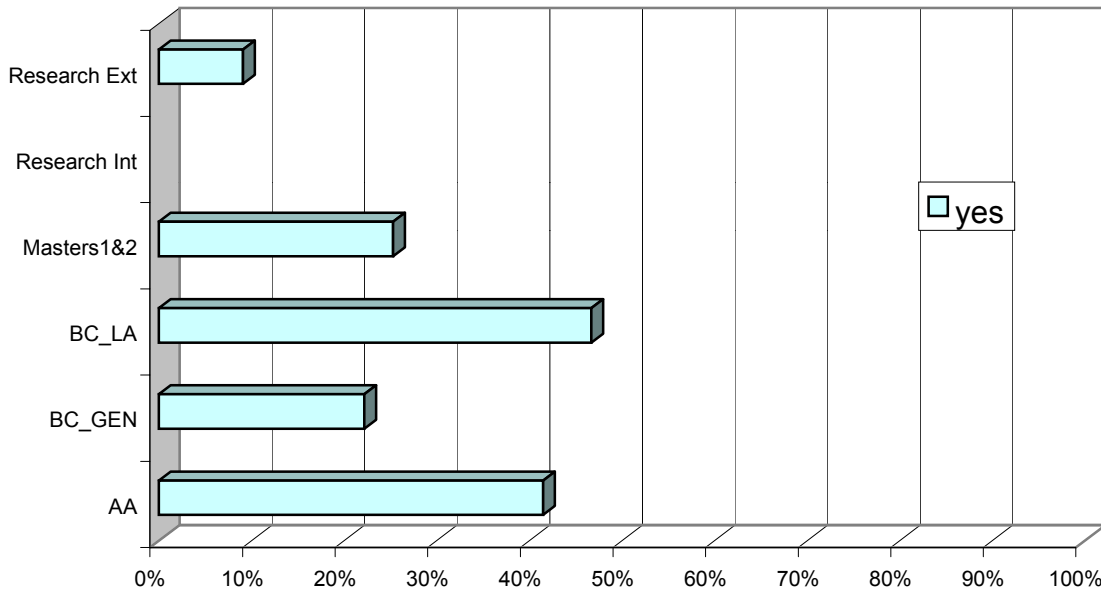
4. At your institution, do admissions counselors generally have continued contact with first-year students after the beginning of the term?

- Yes
- No
- Don't know

Key Findings: Findings suggest that admissions counselors have infrequent contact with first-year students after the beginning of the term, with the exception of two-year campuses where counselors often serve both in an admissions and continued academic advising function. Though not displayed here, our analysis by size shows the correlation is clear: Continued contact between admissions counselors and first-year students is more likely to happen at smaller institutions than at larger institutions. Less than 10% of research universities reported "continued contact," while one in three baccalaureate institutions reported such contact.

We would advise institutions to question whether continued contact between admissions representatives and admitted students is desirable and/or possible. At large universities, such contact would be admittedly hard to organize and implement. But many students desire and would benefit from some sort of continued communication with the individual who was their first point of contact with the institution. In addition, such contact would serve as an important feedback mechanism for admissions representatives themselves.

Admission Counselor Contact with First-Year Students - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	41.50%	22.20%	46.70%	25.30%		9.10%

Q5 (Carnegie)

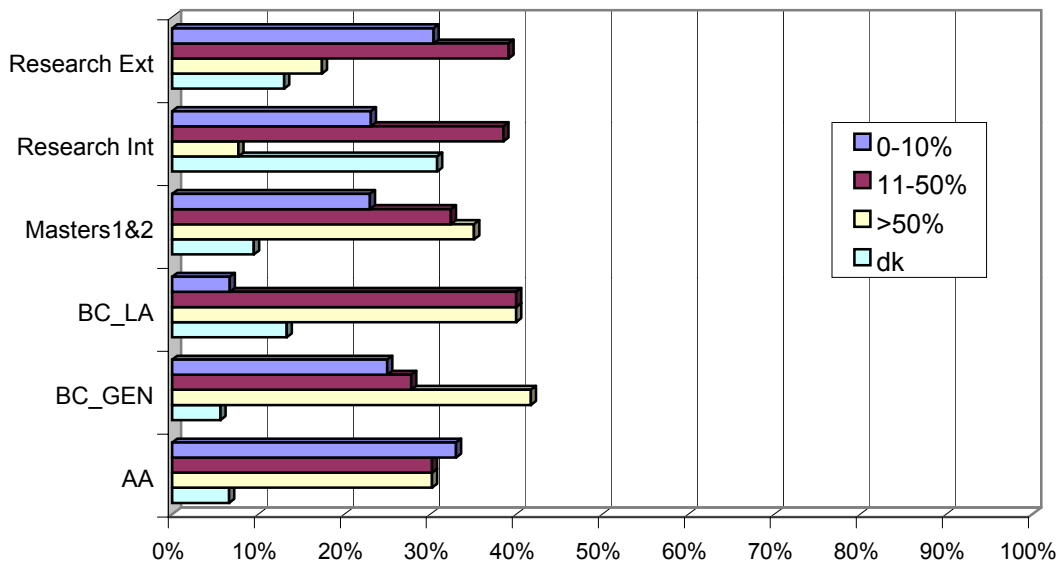
5. What is your best estimate of the percentage of first-year students who meet one-on-one with a faculty member during the recruitment and admissions process (prior to matriculation)?

- 0 to 10%
- 11% to 50%
- Over 50%
- Don't know

Key Findings: Responses to this question show the combined effect of institutional type and size. Students enrolling at small institutions are more likely to have direct faculty contact during the recruitment and admissions process than are students at large institutions. And this type of contact is more likely to occur for larger numbers of students at baccalaureate institutions and two-year institutions than at research universities.

Student expectations for the collegiate experience are formed from the first moment of contact between students and institutions. Therefore, some contact with faculty is very important to shaping an accurate picture of the real purpose of college. Without that contact, students are likely to be influenced and their expectations shaped by experiences and interactions that are primarily social (including Greek life), athletic, or subject to strong peer influence, etc. As a result, academic realities may become sidelined.

Level of One-on-One Contact between First-Year Students and Faculty during Recruitment/Admissions - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
0-10%	33%	25%	6.70%	23%	23.10%	30.40%
11-50%	30.20%	27.80%	40%	32.40%	38.50%	39.10%
>50%	30.20%	41.70%	40%	35.10%	7.70%	17.40%
dk	6.60%	5.60%	13.30%	9.50%	31%	13.00%

Q6 (Carnegie)

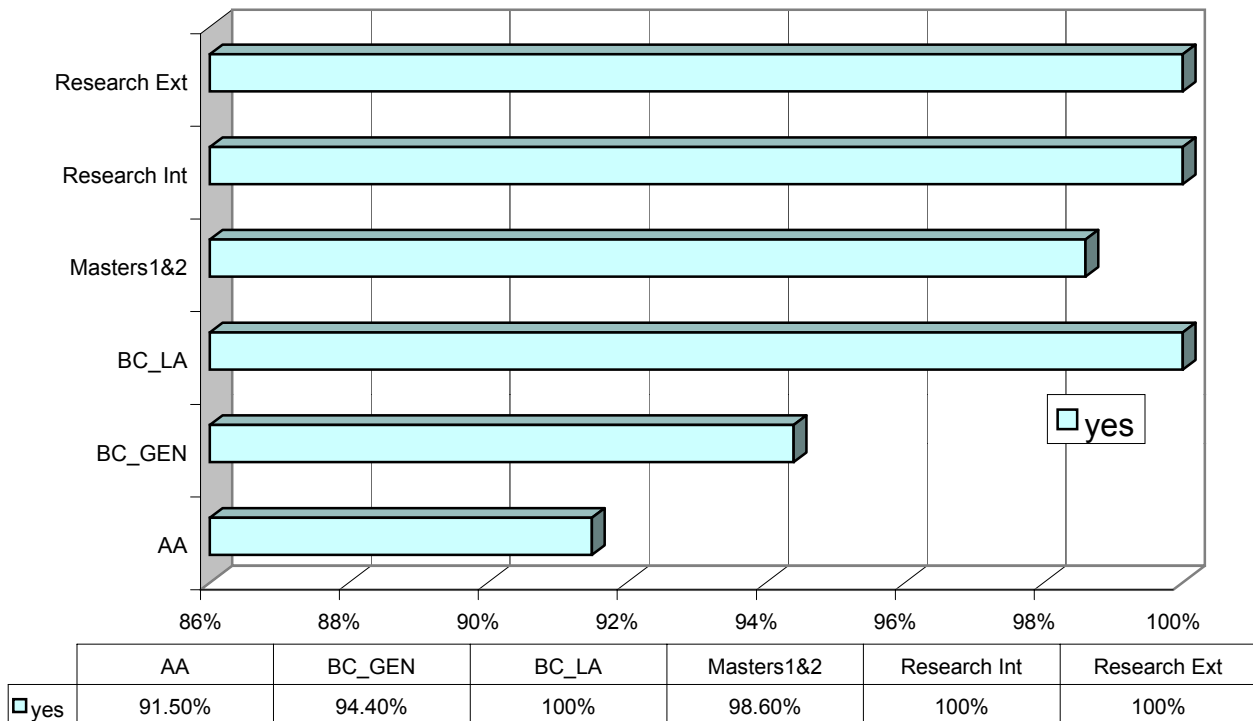
6. Does your institution conduct pre-term orientation for new students?

- Yes
- No
- Don't know

Key Findings: It is not surprising that an overwhelming majority (95%) of institutions—the average across all institutional types—reported that they conduct pre-term orientation for incoming students. In terms of the breakdown of respondents, all research universities and baccalaureate liberal-arts institutions responded “yes” to this question. In addition, 99% of master’s and 94% of general liberal arts institutions responded “yes.” Finally, two-year schools report a slightly lower percentage than other institutional types, with 92% responding “yes.”

Although responses confirm that orientation is a staple of the American first-year experience, they do not give us important information about orientation—its design, level of participation, and success. Other survey questions attempt to explore orientation in greater detail.

Pre-Term Orientation - by Carnegie Classification



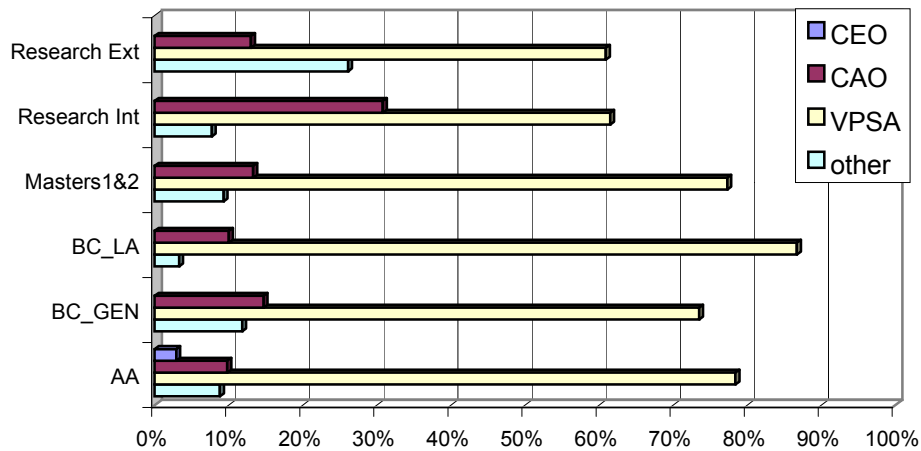
Q7 (Carnegie)

7. What is the administrative reporting line for new student orientation?

- Directly to the campus CEO (president or chancellor)
- To the vice president for academic affairs or dean of the college
- To the vice president for student affairs or dean of students
- Other

Key Findings: Across all institutional types, the majority of the reporting lines for new student orientation fall within the purview of the Vice President for student affairs function. Overall, 76% of the institutions in the survey indicate the reporting line is to the student affairs function, 13% indicate the line is to the chief academic affairs officer, and 1% indicate it is to the president, or chief executive officer. Although on many campuses the content of orientation in recent years has reportedly become more "academic," (in reaction to complaints about the overly social nature of orientation activities), these responses indicate that increased academic content has not changed the primary reporting arrangement.

Administrative Reporting Line for New Student Orientation - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
CEO	2.90%					
CAO	9.80%	14.70%	10%	13.30%	31%	13.00%
VPSA	78.40%	73.50%	86.70%	77.30%	61.50%	60.90%
other	8.80%	11.80%	3.30%	9.30%	7.70%	26.10%

Q8 (Carnegie)

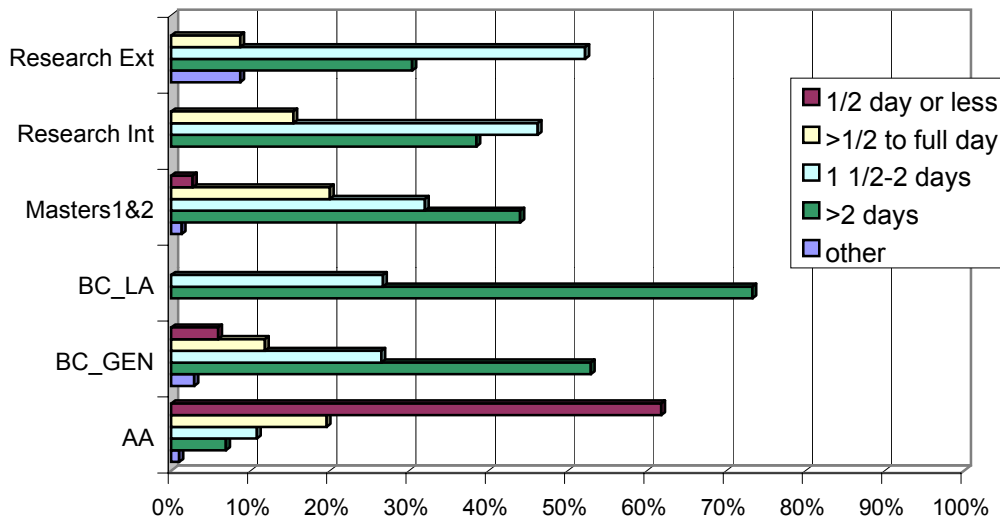
8. Does orientation for full-time, first-time students comprise (Select the best answer.)

- Half day or less?
- More than half day to full day?
- 1 ½ to 2 days?
- More than two days?
- Other?

Key Findings: As expected, responses to this question vary dramatically by institutional type. Two-year campuses are more likely to offer a brief student orientation--1/2 day or less--while baccalaureate colleges, especially the more selective baccalaureate-liberal arts campuses, are most likely to design orientation to be more than two days in length. The majority of research universities and master's institutions design a 1 & 1/2 to 2-day orientation, although one in three of these institutions offers orientation lasting for more than two days.

The design of orientation is undoubtedly influenced by a number of factors including student need, student willingness to participate, and the expectations an institution has for its students. While it is understandable that institutions enrolling the largest number of commuting and working students (two-year campuses) design the shortest orientations, a limit of 1/2 day poses severe restrictions on the amount and quality and both information and interaction that can be accomplished. "Information overload" is a frequent complaint related to orientation in general, and brief orientations in particular. If institutions are restricted in terms of the time they can allocate to formal orientation, they should consider some form of extended orientation--a course, a set of workshops, etc.--that allows students to understand and process information more slowly and that permit higher levels of interaction early in the academic experience.

Length of Orientation - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
1/2 day or less	61.80%	5.90%		2.70%		
>1/2 to full day	19.60%	11.80%		20%	15.40%	8.70%
1 1/2-2 days	10.80%	26.50%	26.70%	32%	46.20%	52.20%
>2 days	6.90%	52.90%	73.30%	44%	38.50%	30.40%
other	1%	2.90%		1.30%		8.70%

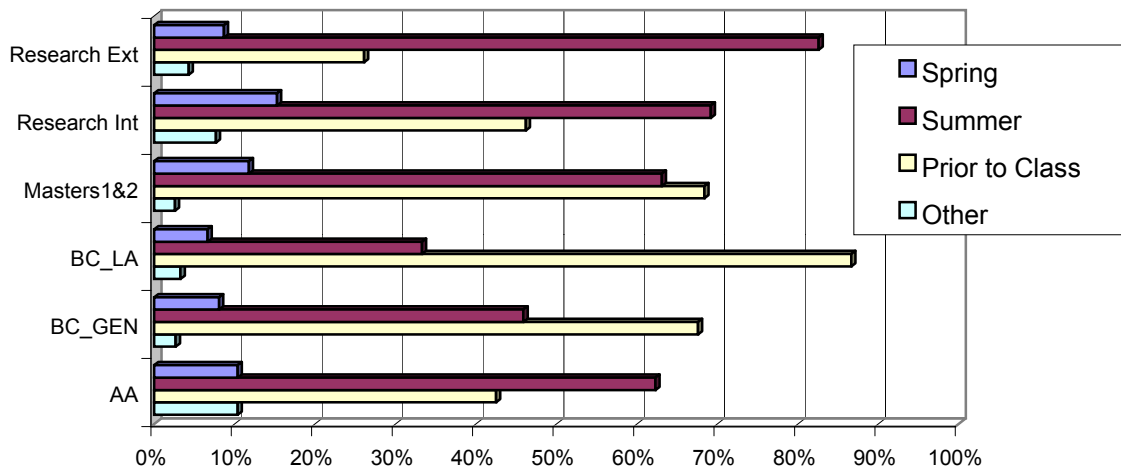
Q9 (Carnegie)

9. When is orientation scheduled for first-year students entering in the fall? (Please check all that apply)

- During the spring before entry
- During the summer before entry
- Immediately prior to the first day of class
- Other

Key Findings: Institutions were asked to select all answers that apply, and the pattern of responses suggests that many institutions offer multiple orientation sessions for incoming first-year students. As a result, the percentages in several categories exceeded 100%. The majority of institutions indicated that orientation is conducted during the summer before the beginning of the school year. Overall, 56% of responses indicated that orientation is conducted during the summer; similarly, 49% of the institutions indicated that orientation is conducted prior to the beginning of the first day of class. Interestingly, 10% of institutions indicated that orientation was conducted in the spring prior to the beginning of the school year. Institutions experiment frequently with orientation schedules, and to our knowledge there is no definitive research (or even opinion) on the "best" time to conduct orientation. Part of the decision about timing relates to the purpose(s) of orientation. For instance, if orientation serves as a recruiting tool or as the time for placement testing for course assignment and/or registration, earlier timing works best. But if orientation is designed primarily to welcome and celebrate the arrival of first-year students with their families, there is perhaps no better time than just before the term begins.

When Orientation is Scheduled - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
Spring	10.4%	8.1%	6.7%	11.8%	15.3%	8.7%
Summer	62.3%	45.9%	33.3%	63.1%	69.2%	82.6%
Prior to Class	42.5%	67.6%	86.7%	68.4%	46.2%	26.1%
Other	10.4%	2.7%	3.3%	2.6%	7.7%	4.3%

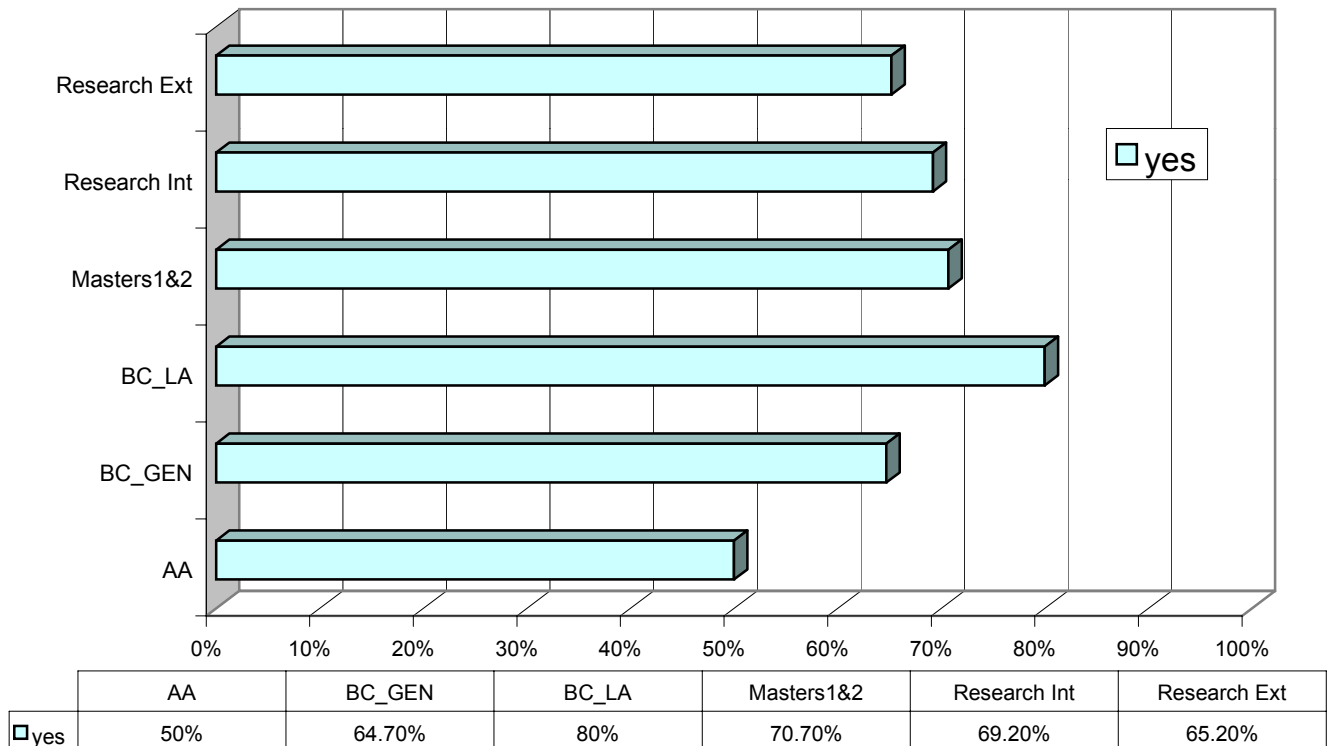
Q10 (Carnegie)

10. Is some form of orientation required for all new degree-seeking first-year students?

- Yes
- No
- Don't know

Key Findings: Overall, approximately two-thirds (64%) of institutions in the study indicated that some form of orientation is required for all entering, degree-seeking first-year students. Baccalaureate-liberal arts institutions are most likely to require orientation; two-year colleges are least likely. While overall these percentages are high, we remain concerned that more colleges and universities do not require this highly important component of the first year. Allowing students to enroll in a college or university without orienting them is analogous to selling someone purchasing an expensive and complicated machine without the "user's manual." This question also does not investigate whether the "requirement" is enforced or whether student participation in the various components of orientation is monitored. There is some evidence that students may participate selectively in orientation, sometimes choosing to sleep or "party," rather than attend scheduled orientation functions.

Required Orientation - by Carnegie Classification



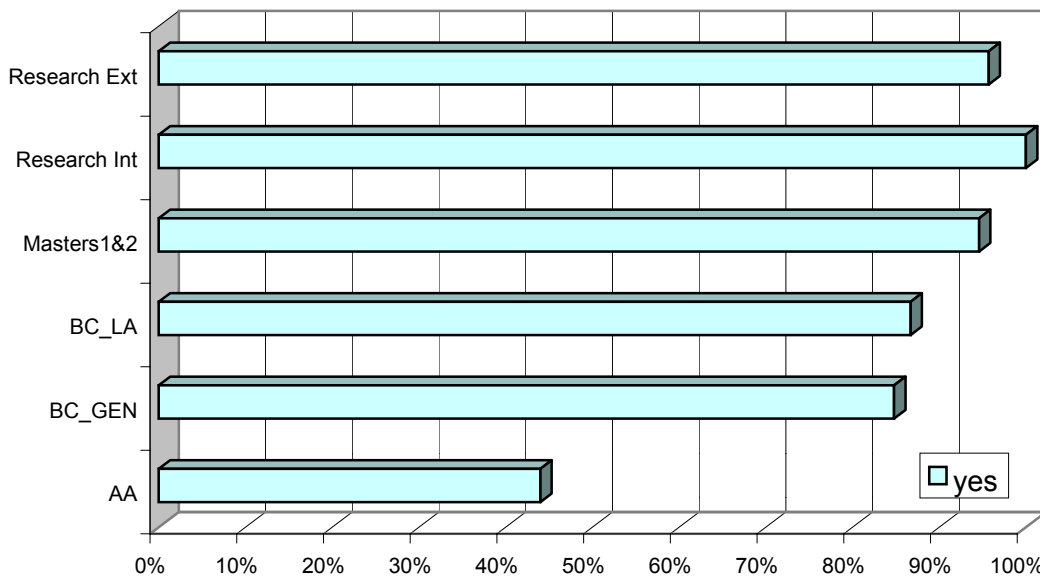
Q11 (Carnegie)

11. Does your institution offer special orientation sessions for family members (e.g., parents, children, siblings, and partners)?

- Yes
- No
- Don't know

Key Findings: These findings are interesting in that they are somewhat counter-intuitive. Although a large percentage of four-year campuses offer an orientation session geared toward the family, the practice is much less common in the two-year sector, a place where such orientations are perhaps more warranted. Two-year colleges enroll the most first-generation students, many of who continue to live in family units while in college. This finding undoubtedly relates to the lower overall number of two-year campuses that offer new-student orientation, but it deserves further attention to determine why some introduction to higher education for family members is not more common in two-year institutions.

Orientation for Family Members - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	44%	84.80%	86.70%	94.60%	100.00%	96%

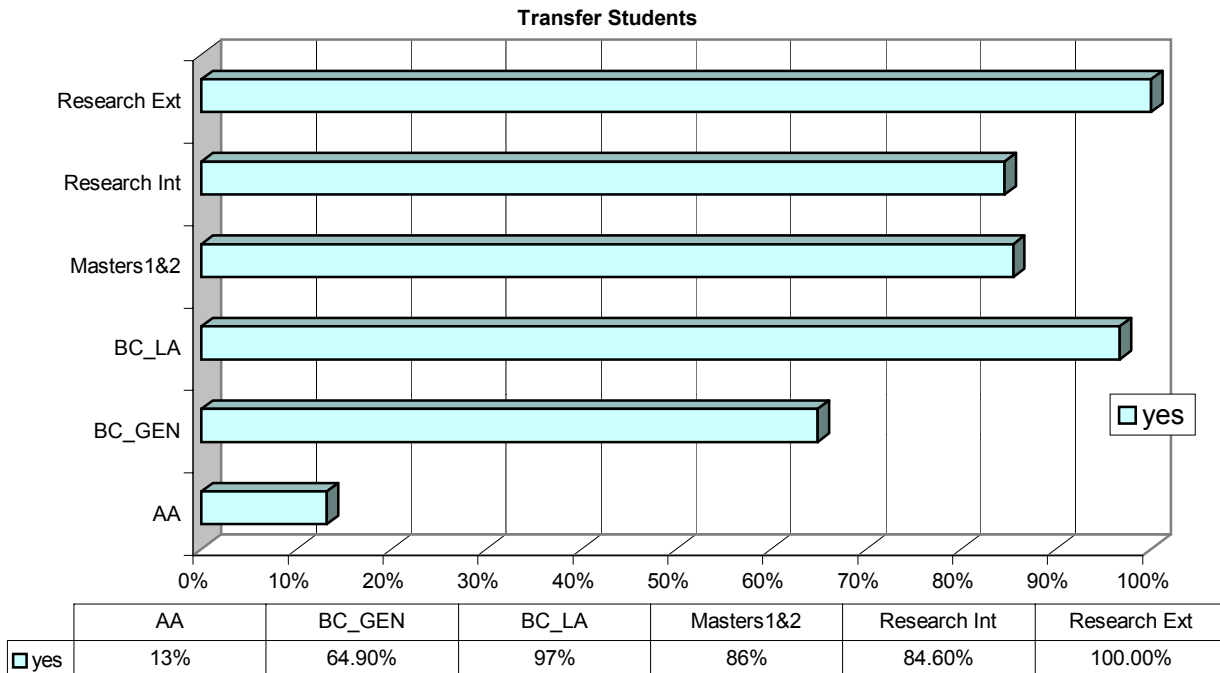
Q12 (Carnegie)

12. Does your institution offer special orientation sessions for any of the following student subpopulations? (Please check all that apply.)

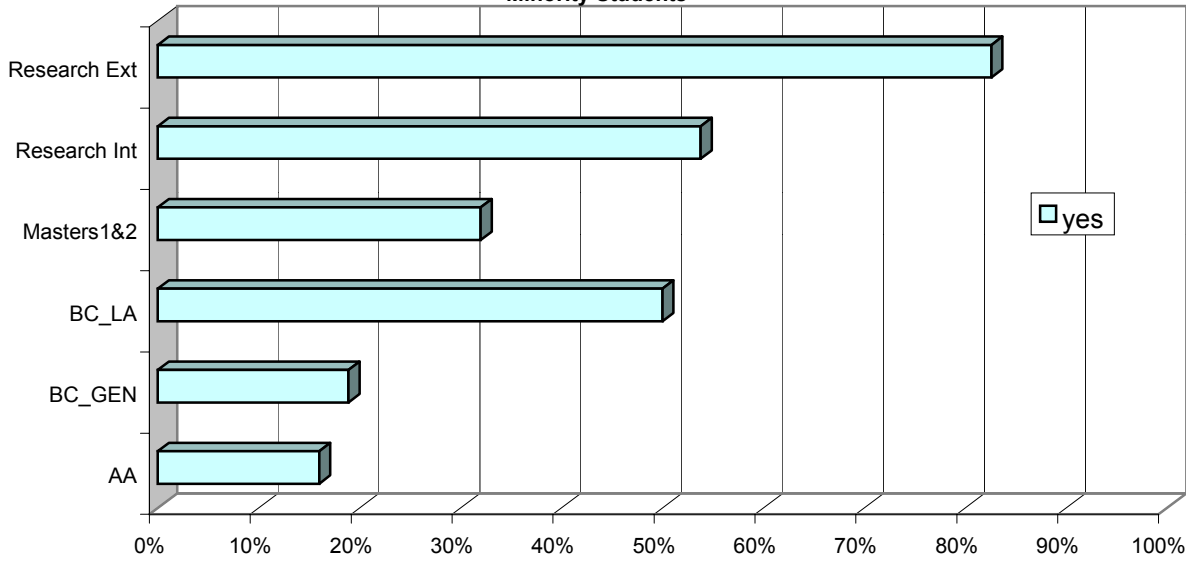
- Transfer students
- Minority students
- First-generation students
- Developmental or provisional students
- Adult students
- Athletes
- Honors students
- International students
- Other (Please identify)
- No special orientation sessions

Key Findings: The decision of whether to offer special orientation sessions for different student subpopulations is a function of subgroup needs, institutional resources, and the difficult issues of when it is best to separate versus integrate students. This research found that special orientation sessions are most likely to be offered for minority students (69%), transfer students (58%), and international students (53%). Not surprisingly research universities offer the greatest number of special orientation sessions, two-year campuses, the least. One surprising finding was the large number of "other" responses to this question. In identifying "other" special group orientations, respondents mentioned special sessions for the following types of students:

- Students with disabilities
- Commuters
- Special needs students (learning disabled or ESL)
- Students in specific academic programs

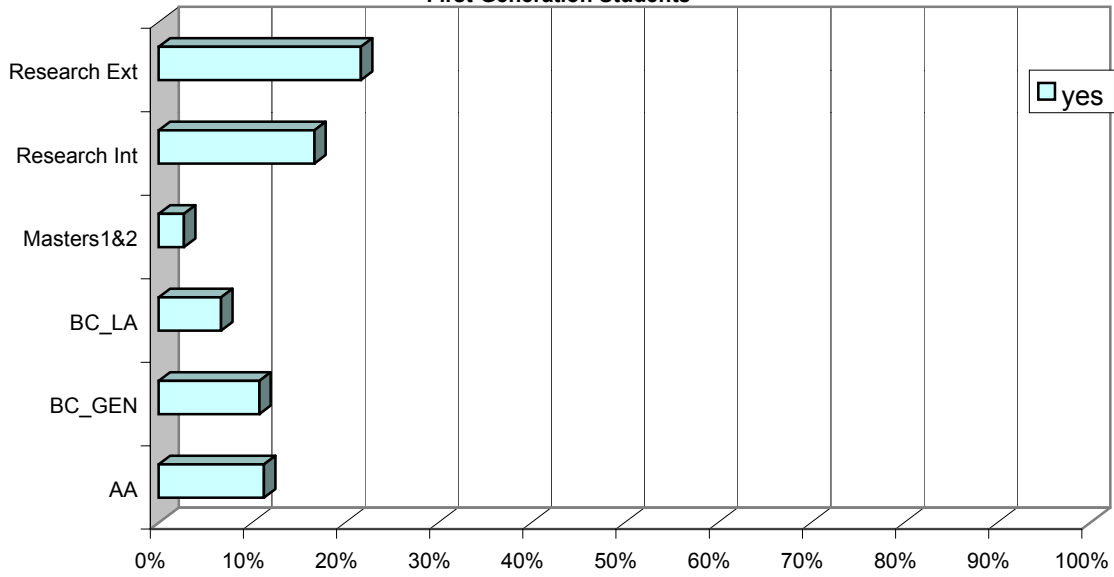


Minority Students



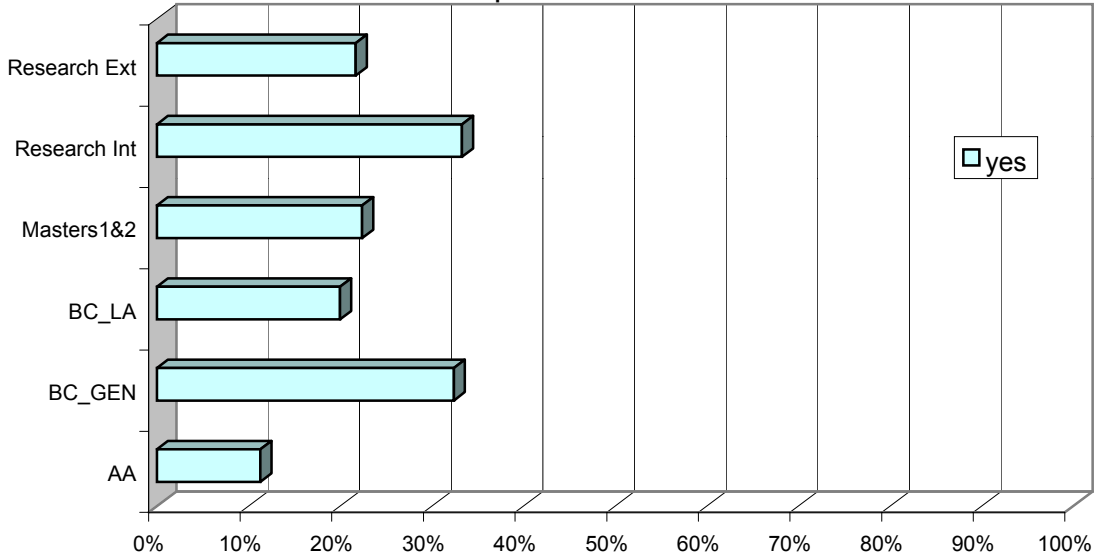
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	16.00%	18.90%	50.00%	32.00%	53.80%	82.60%

First-Generation Students



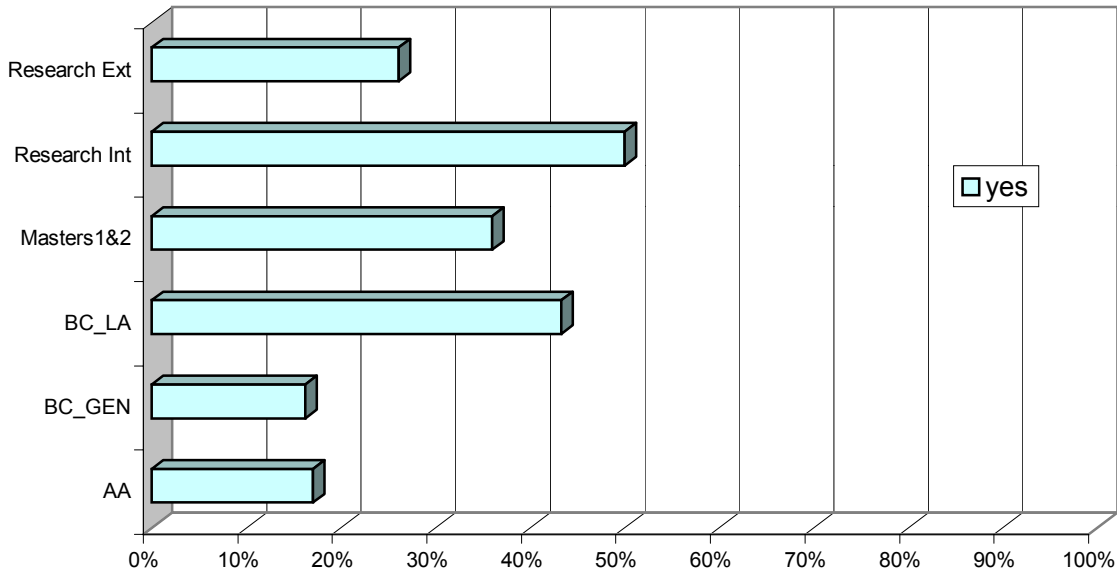
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	11.30%	10.80%	6.70%	2.70%	16.70%	21.70%

Developmental Students

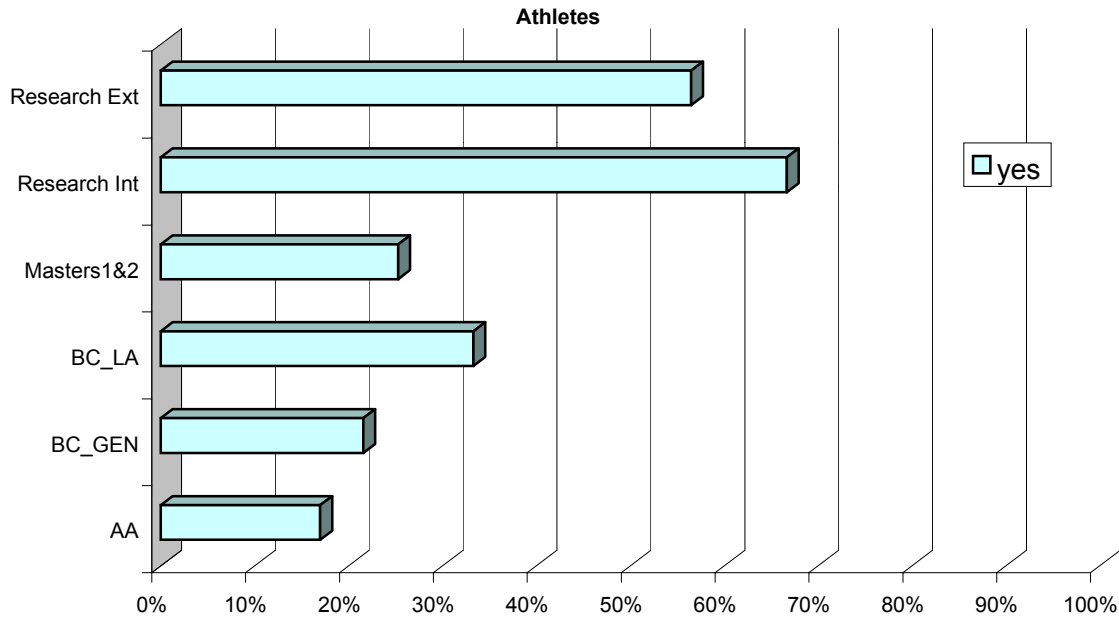


	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	11.3%	32.4%	20.0%	22.4%	33.3%	21.7%

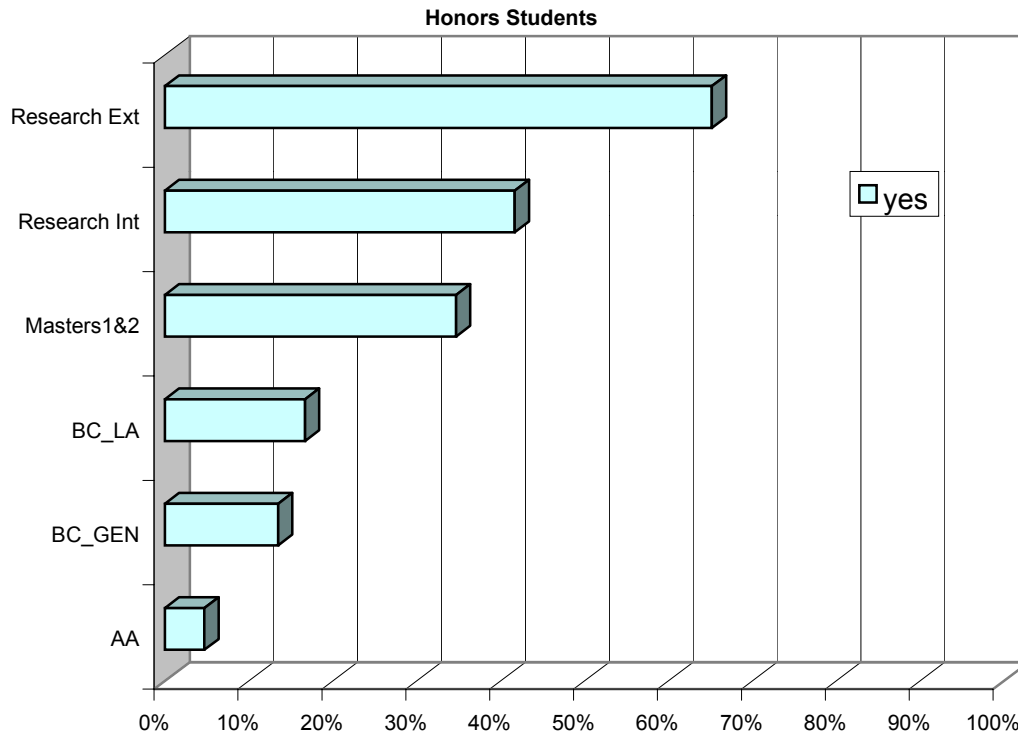
Adult Students



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	17.00%	16.20%	43.30%	36.00%	50.00%	26.10%

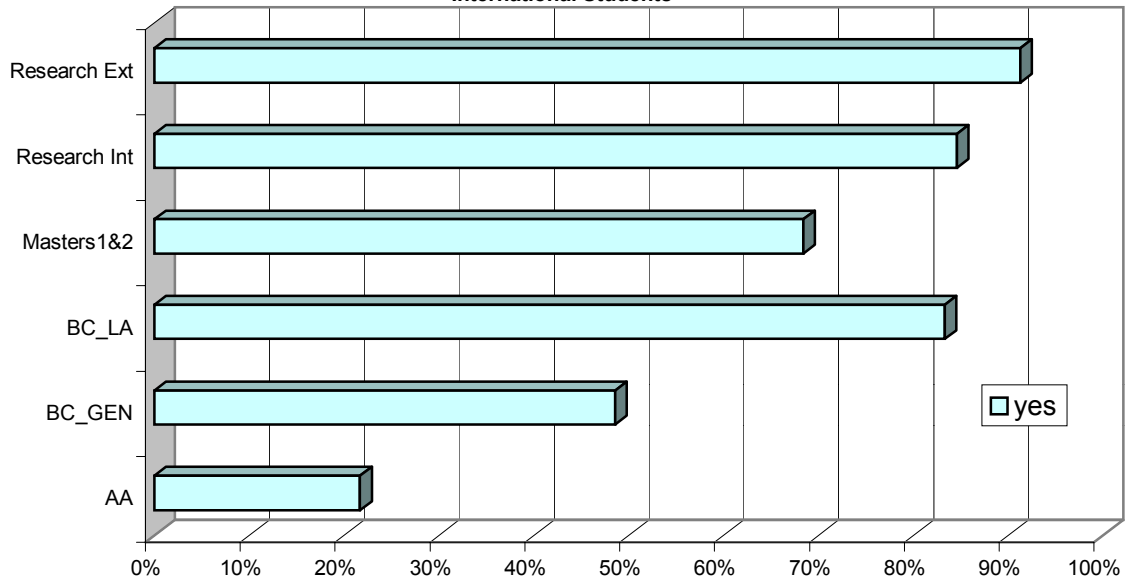


	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	17.00%	21.60%	33.30%	25.30%	66.70%	56.50%



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	4.70%	13.50%	16.70%	34.70%	41.70%	65.20%

International Students



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	21.70%	48.60%	83.30%	68.40%	84.60%	91.30%

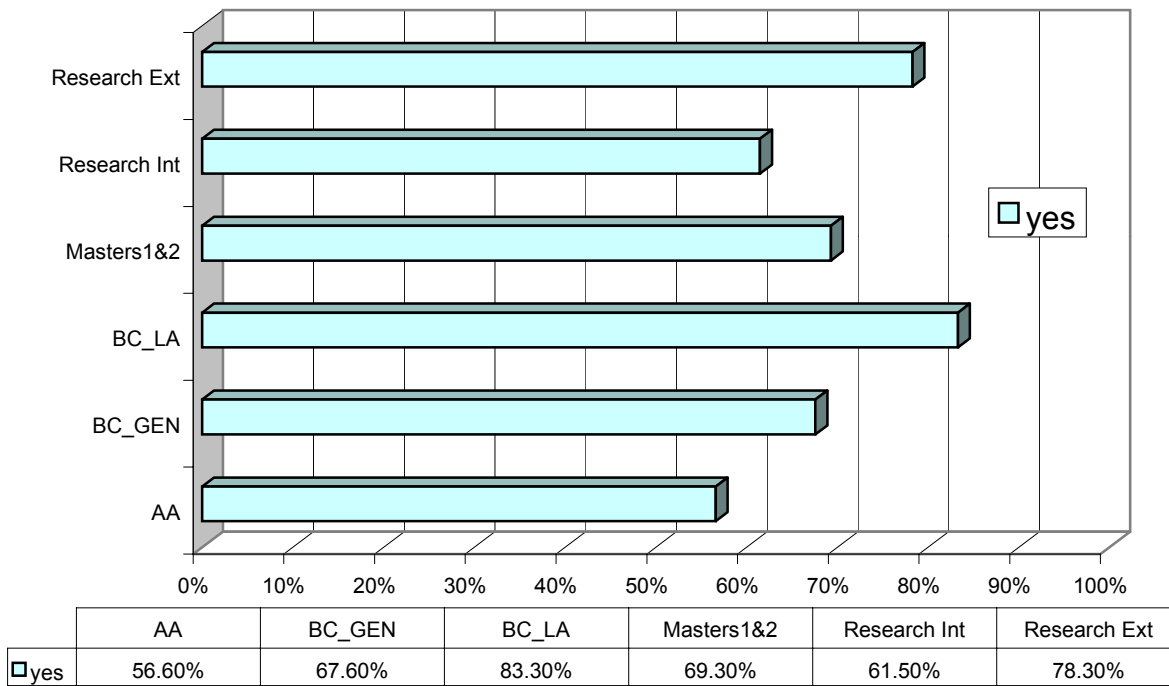
Q13 (Carnegie)

13. Apart from placement testing and formal academic advising, does orientation include academic activities such as the following? (Please check all that apply.)

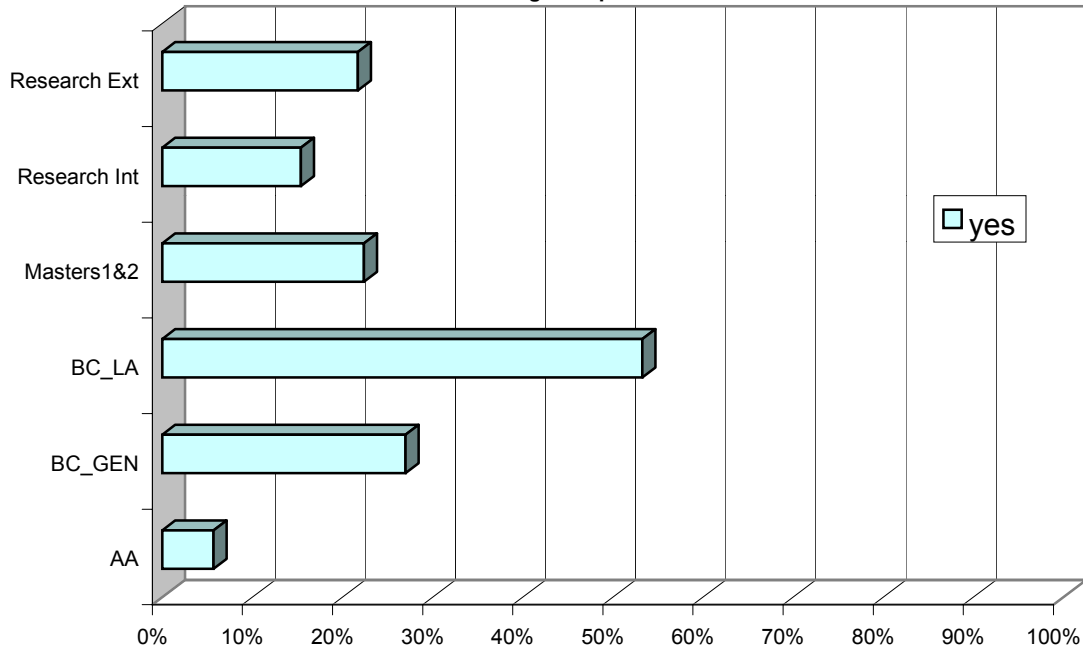
- Small-group or one-to-one student/faculty interaction about academic programs/expectations
- Structured groups to discuss common readings (books, articles, etc.)
- Academic convocations
- Lectures
- Cultural events
- No special academic activities
- Other (Please describe.)

Key Findings: Overall, the majority of institutions in the study report they offer academic activities during orientation in addition to placement testing and academic advising. Small faculty/student groups were the most common type of academic activity for all institutional types. Academic convocations and lectures were more common at baccalaureate institutions. Special first-year "reading" groups--designed to discuss a common, pre-assigned book or article--were less common overall. However, slightly more than half of the baccalaureate-liberal arts institutions reported special reading groups during orientation. "Other" activities reported by a few respondents included community service, meals with faculty, and events with the college or university president.

Small Groups - by Carnegie Classification

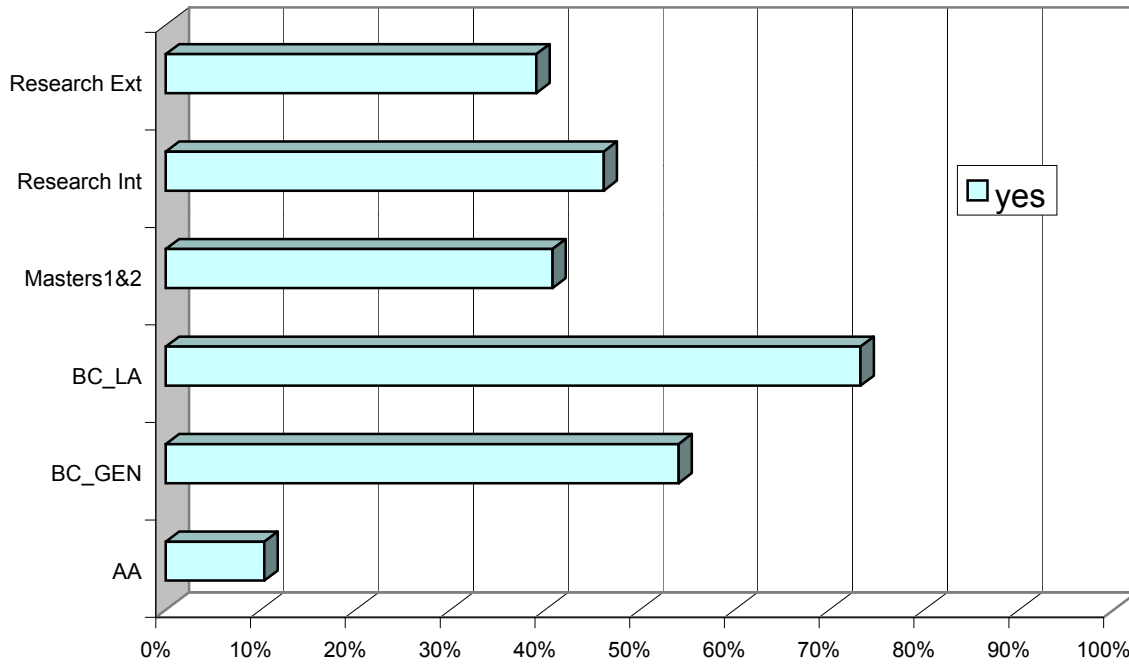


Reading Groups



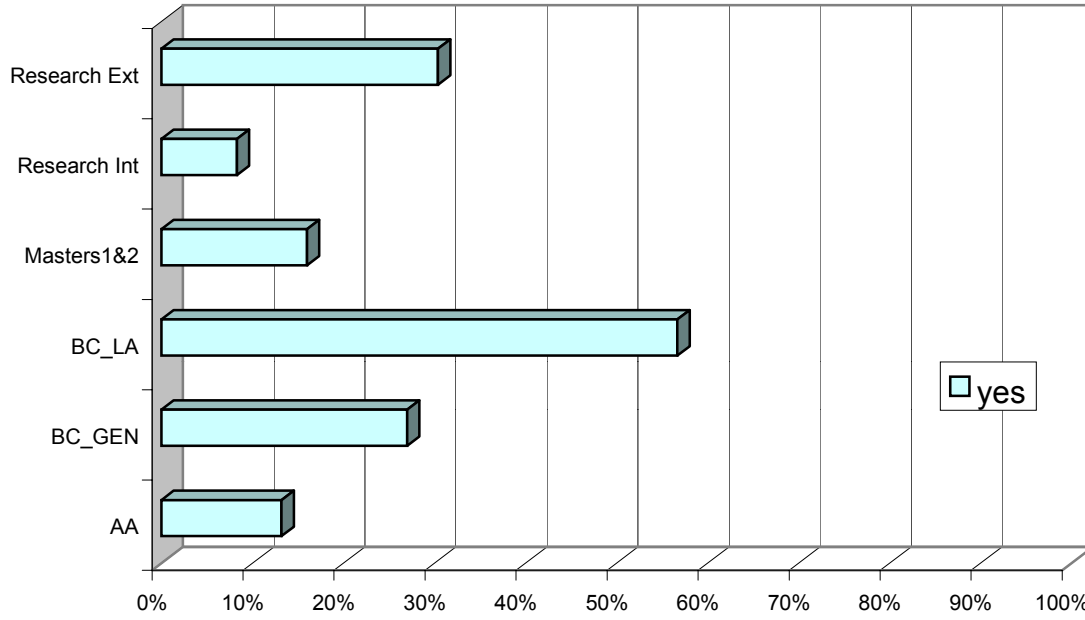
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	5.70%	27.00%	53.30%	22.40%	15.40%	21.70%

Convocation - by Carnegie Classification



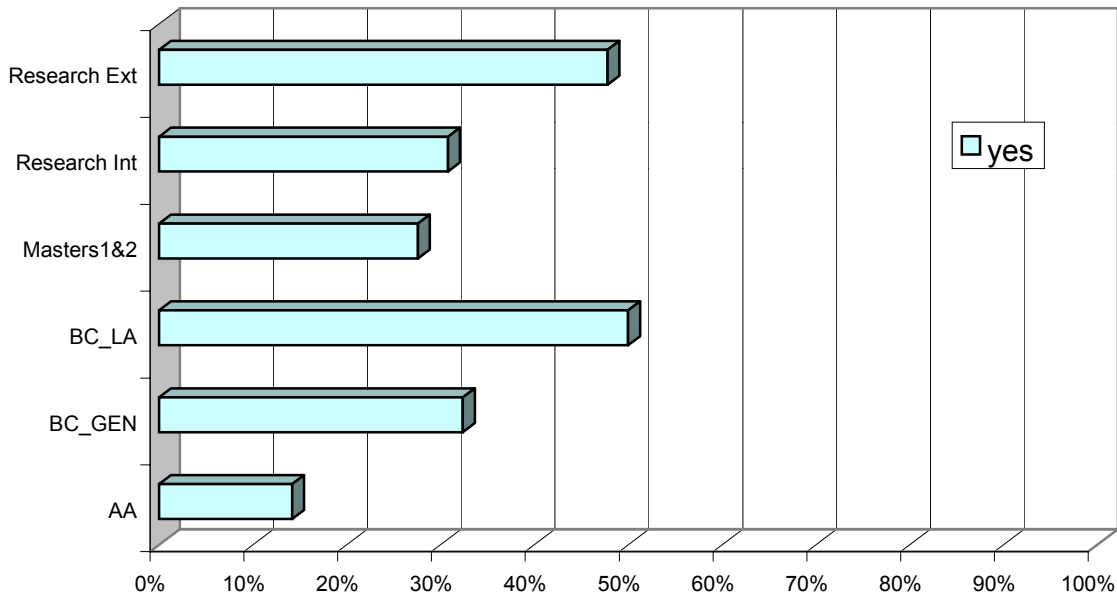
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	10.40%	54.10%	73.30%	40.80%	46.20%	39.10%

Academic Orientation - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	13.20%	27.00%	56.70%	16.00%	8.30%	30.40%

Cultural Events - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	14.20%	32.40%	50.00%	27.60%	30.80%	47.80%

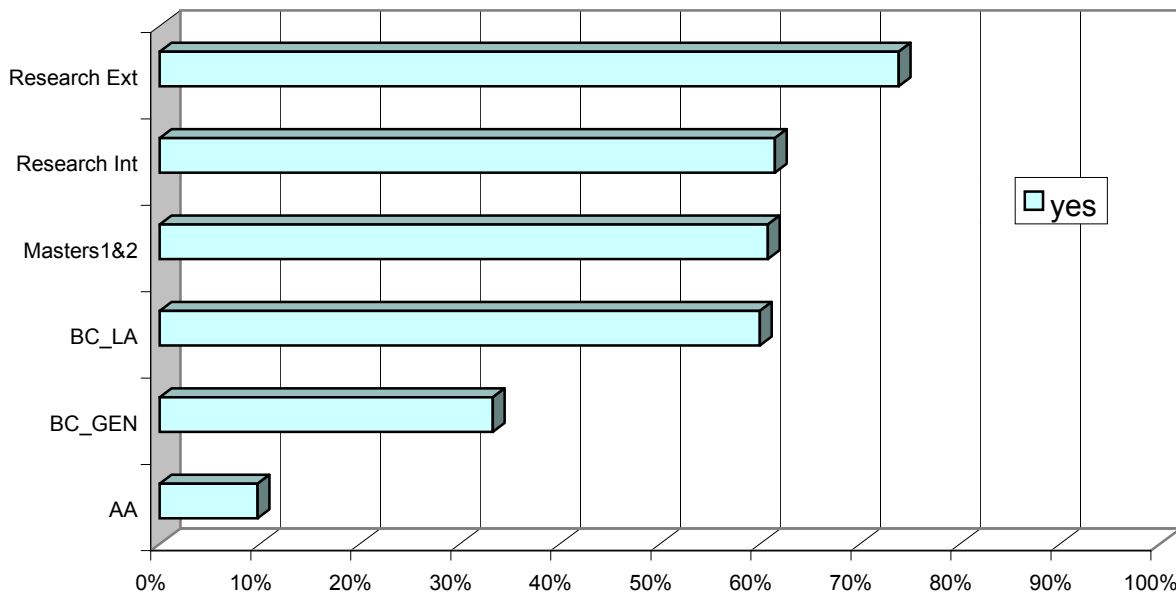
Q14 (Carnegie)

14. Do new students at your institution pay a separate fee to participate in orientation?

- Yes
- No
- Don't know/not applicable

Key Findings: Research universities were most likely to charge a separate, extra orientation fee. Two-year institutions were least likely. Although there are certainly costs associated with orienting students, educators disagree about whether those costs should be specified and charged as a separate item or built into other fees and/or tuition.

Separate Fee for Orientation - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	9.80%	33.30%	60%	60.80%	61.50%	73.90%

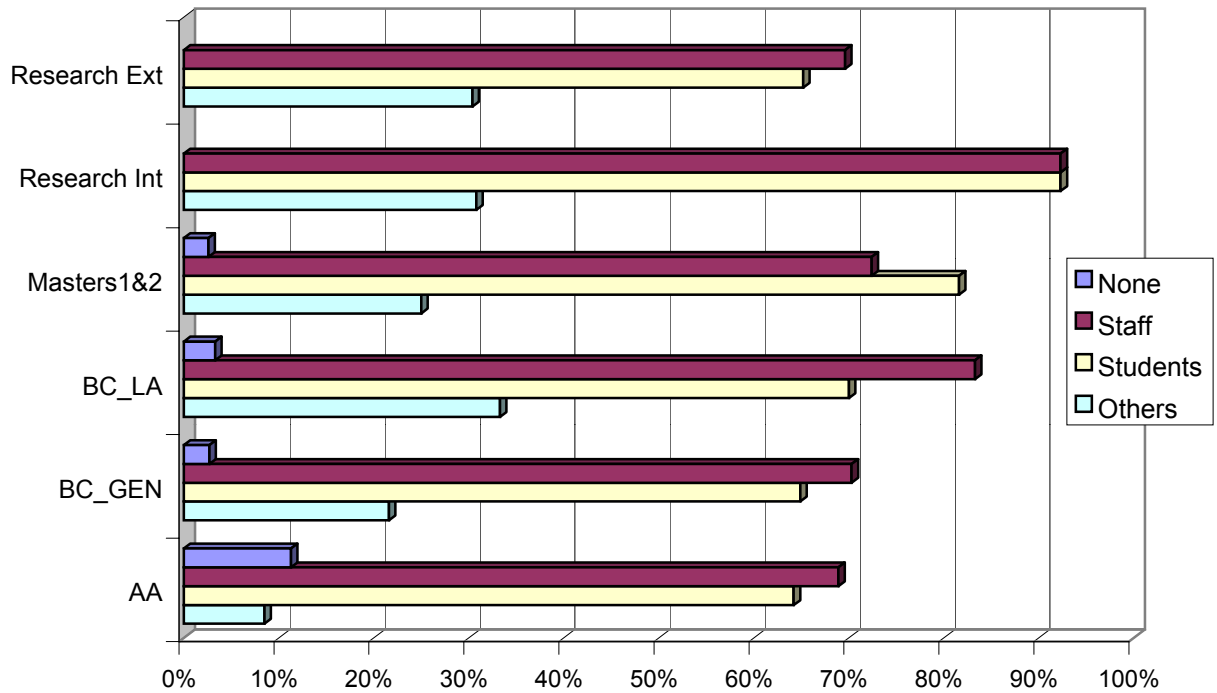
Q15 (Carnegie)

15. Is your orientation program regularly evaluated, and if so, by whom? (Please check all that apply.)

- Don't know/not applicable
- No, the program is not regularly evaluated
- Yes, by staff or administration
- Yes, by students
- Yes, by others (please identify below.)

Key Findings: The findings suggest that the majority of institutions do some type of regular evaluation of orientation. Both staff and students frequently evaluate orientation, but staff are somewhat more likely to conduct this evaluation than are students. We would argue that student evaluation of orientation should always be an ongoing component of a comprehensive orientation evaluation plan.

Regular Evaluation of Orientation Programs - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
None	11.30%	2.70%	3.30%	2.60%		
Staff	68.90%	70.30%	83.30%	72.40%	92.30%	69.60%
Students	64.20%	64.90%	70%	81.60%	92.30%	65.20%
Others	8.50%	21.60%	33.30%	25%	30.80%	30.40%

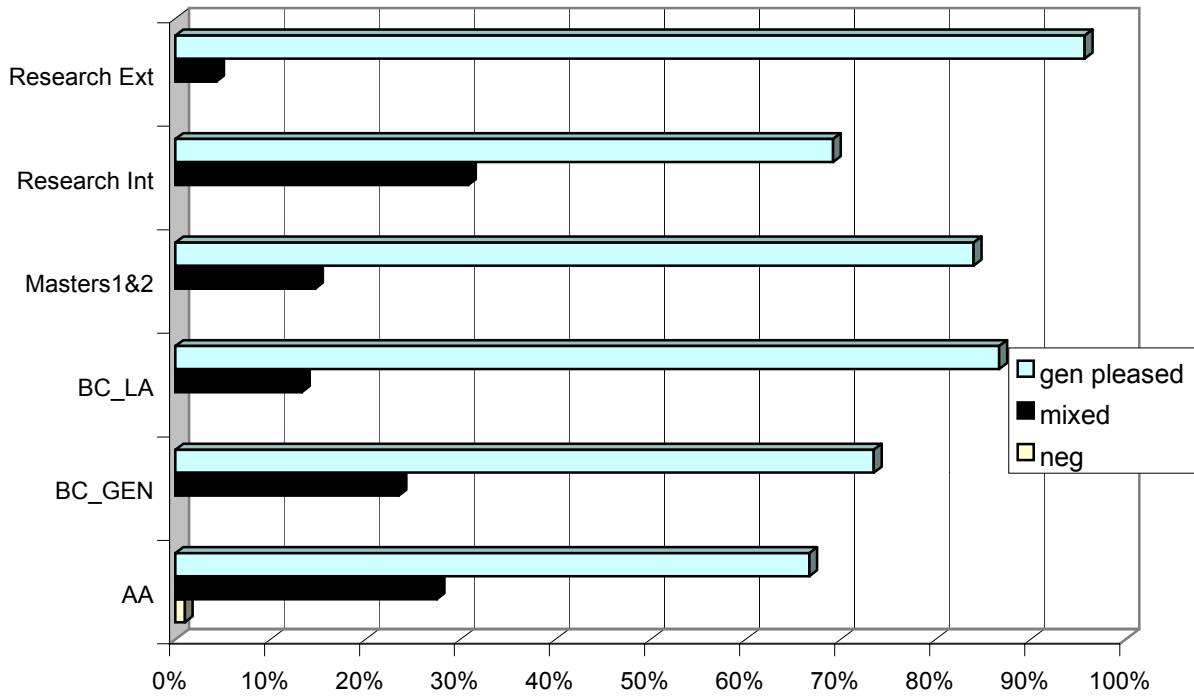
Q16 (Carnegie)

16. In your opinion, what is the overall level of student satisfaction with orientation activities?

- Students are generally pleased with orientation
- Students have mixed reactions to orientation
- Students have largely negative reactions to orientation
- Don't know

Key Findings: In general, respondents across each institutional type report their students are "generally pleased" with campus orientation activities. Satisfaction is reportedly highest at the research extensive universities and lowest at the two-year institutions. Overall, 76.7% of the respondents indicated their student are "generally pleased" with orientation, while 20.5% indicated their students have "mixed" views about orientation. Interestingly, only one respondent (.4% of the total) indicated that he or she felt their students had negative views about orientation. We believe that institutions should validate their assumptions about students' reactions to orientation by asking students themselves this question and then comparing student views with those of campus faculty, staff, and administrators.

Student Satisfaction with Orientation - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
gen pleased	66.70%	73.50%	86.70%	84%	69.20%	95.70%
mixed	27.50%	23.50%	13.30%	14.70%	30.80%	4.30%
neg	1%					

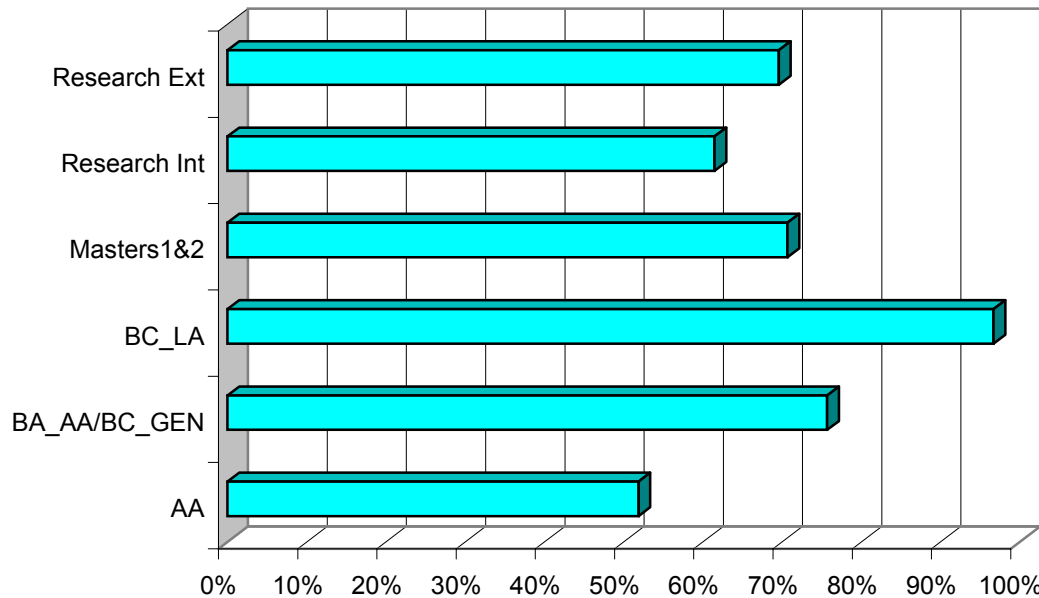
Q17 (Carnegie)

17. Please select the following statements that describe faculty involvement in orientation at your institution. (Check all that apply.)

- Faculty have scheduled opportunities to meet students face-to-face
- Faculty have scheduled opportunities to meet face-to-face with family members (e.g., parents, children, siblings, partners).
- Faculty offer presentations or lectures to students
- Faculty meet with small orientation groups
- Faculty attend social events with students and/or parents
- Faculty participate with students in planned service projects
- Other
- No faculty involvement in orientation
- Don't know

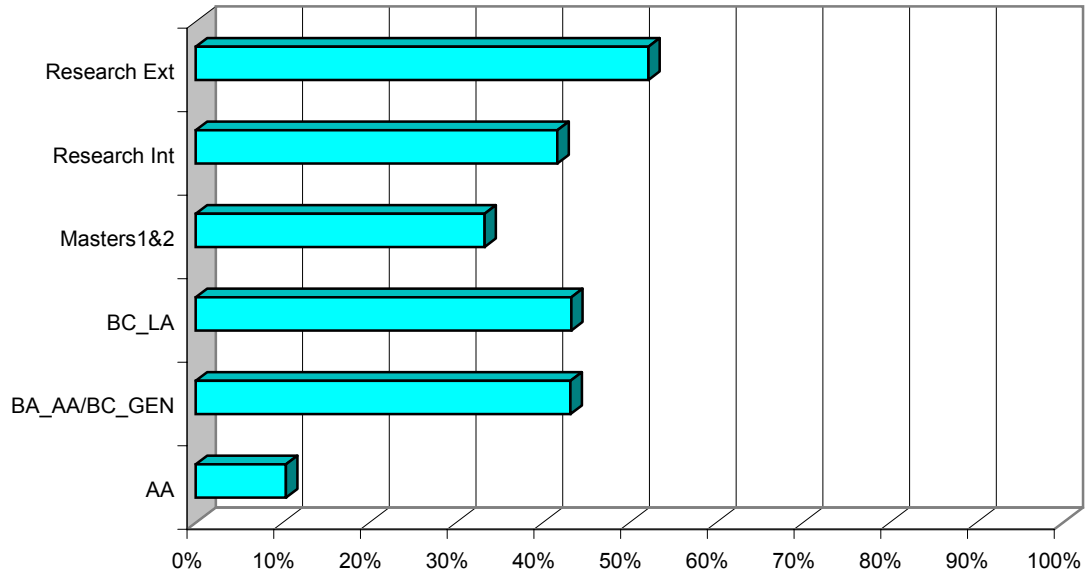
Key Findings: In general, the level of faculty involvement in orientation is consistently higher at baccalaureate colleges than it is at other institutions. These institutions benefit from small size and the relative ease of creating venues in which faculty and students have contact. Baccalaureate colleges, in fact, report the highest level of faculty involvement in all the above categories except one: "Faculty Meet Face-to-Face with Family During Orientation." Research Extensive institutions report the highest level of faculty involvement with family members.

Faculty Involvement Charts: Faculty Meet Students Face-to-Face at Orientation - by Carnegie Classification



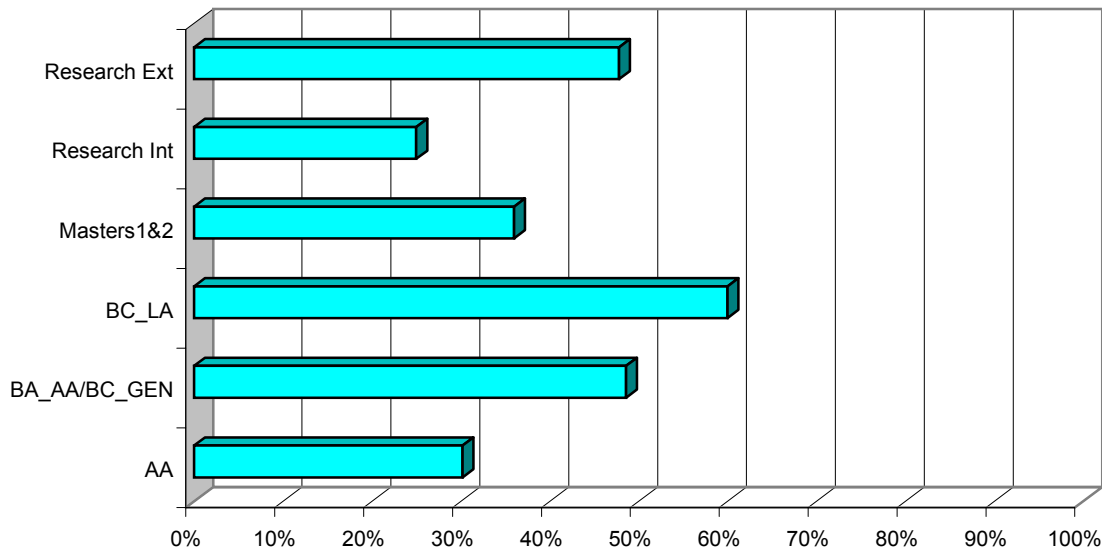
	AA	BA_AA/BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	51.90%	75.70%	96.70%	70.70%	61.50%	69.60%

Faculty Involvement Charts: Faculty Meet Face-to-Face with Family During Orientation - by Carnegie Classification



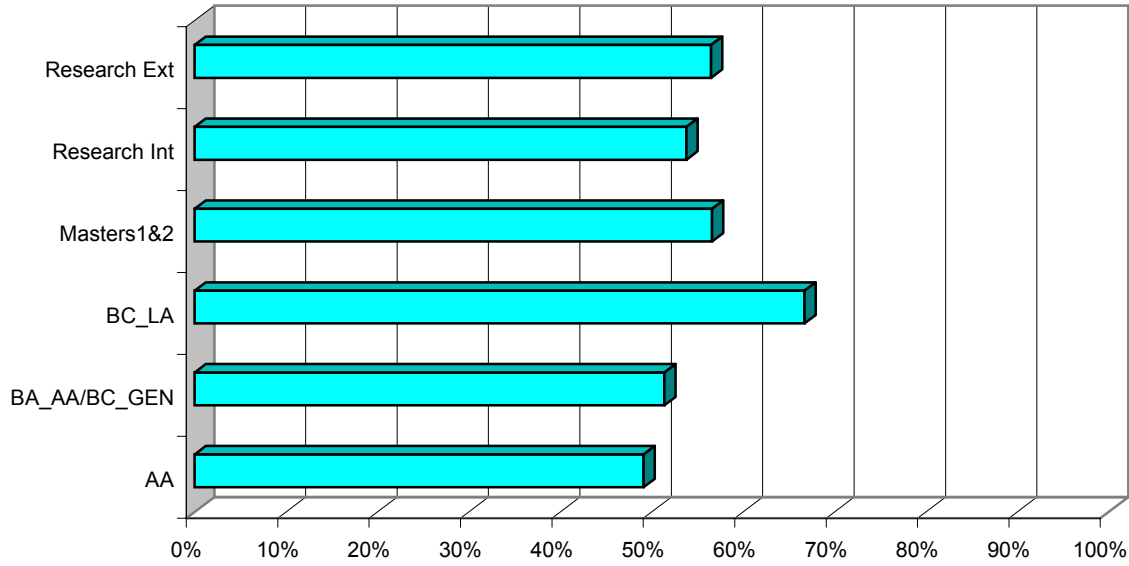
	AA	BA_AA/BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	10.40%	43.20%	43.30%	33.30%	41.70%	52.20%

Faculty Involvement Charts: Faculty Offer Presentations or Lectures at Orientation - by Carnegie Classification



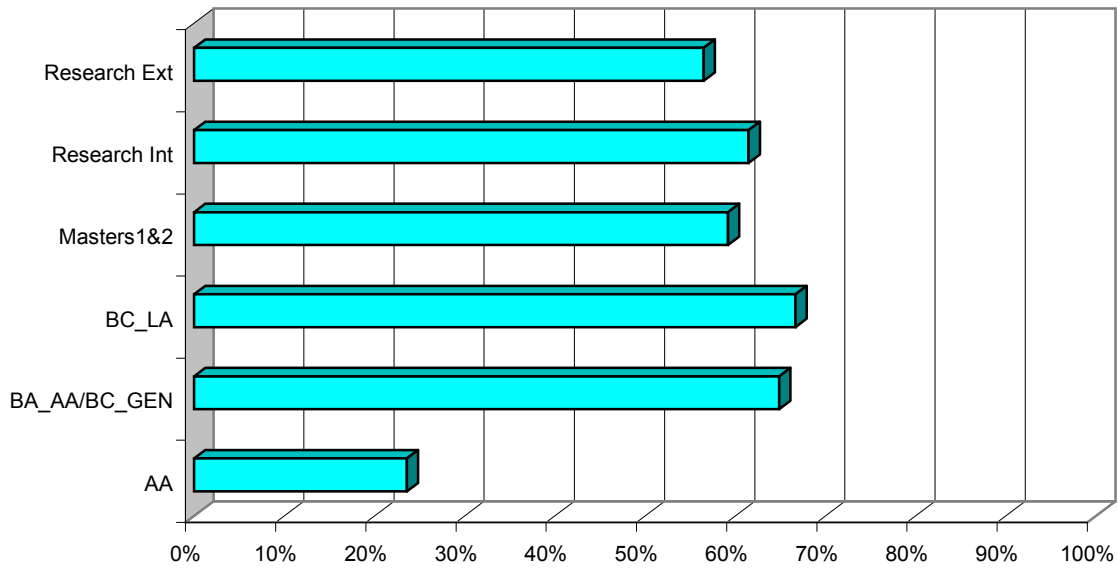
	AA	BA_AA/BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	30.20%	48.60%	60.00%	36.00%	25.00%	47.80%

Faculty Involvement Charts: Faculty Meet with Small Groups at Orientation - by Carnegie Classification



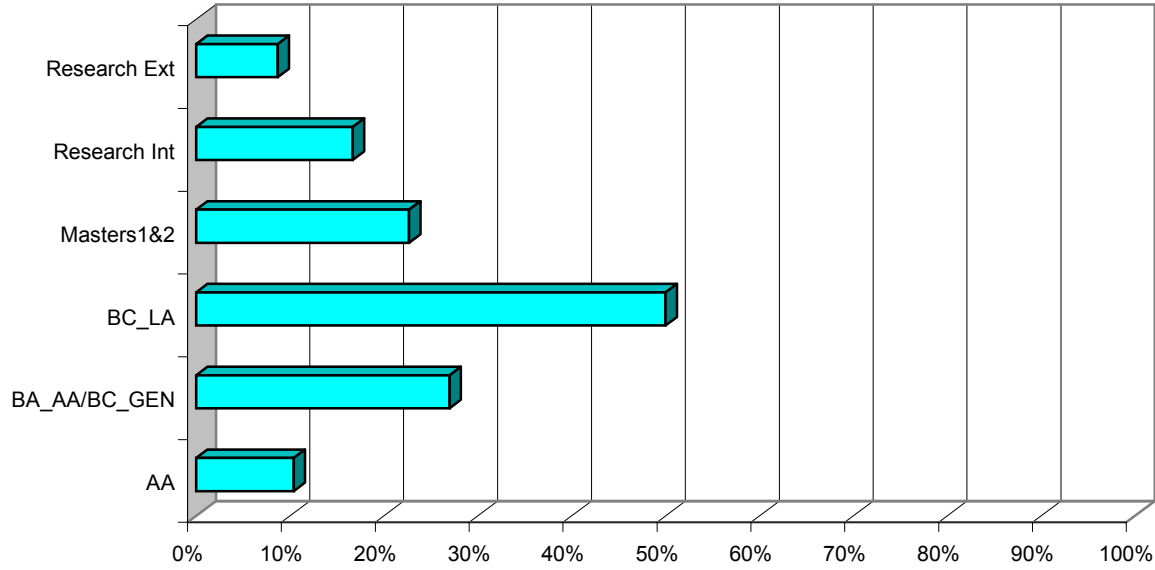
	AA	BA_AA/BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	49.10%	51.40%	66.70%	56.60%	53.80%	56.50%

Faculty Involvement Charts: Faculty Attend Social Events with Students and/or Parents at Orientation - by Carnegie Classification



	AA	BA_AA/BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	23.60%	64.90%	66.70%	59.20%	61.50%	56.50%

Faculty Involvement Charts: Faculty Participate with Students in Service Projects at Orientation - by Carnegie Classification



	AA	BA_AA/BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	10.40%	27.00%	50.00%	22.70%	16.70%	8.70%

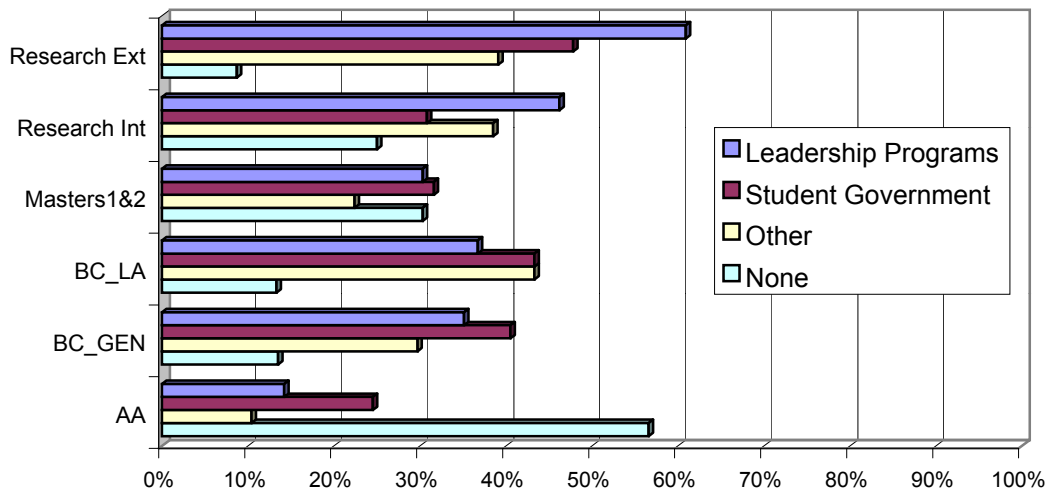
Q18 (Carnegie)

18. Does your campus offer opportunities for first-year students to participate in activities designed for them as a unique population? (Please check all that apply.)

- First-year leadership programs
- Freshman council or other form of student government
- Other “freshman-only” options
- No special “freshman-only” activities
- Don’t know

Key Findings: In terms of campus activities designed exclusively for first-year students, research universities are more likely than other institutions to offer leadership programs and student government opportunities. This is not surprising given both the diversity of groups on campus as well as the resources necessary to support and conduct targeted programs. Approximately 61% of all research universities offer leadership programs, and almost 48% offer first-year students the opportunity to become involved in student government activities. Less than 25% of two-year institutions in the study offered leadership, student government, or any other types of specific activities for first-year students.

Activities for First-Year Students - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
Leadership Programs	14.20%	35.10%	36.70%	30.30%	46.20%	60.90%
Student Government	24.50%	40.50%	43.30%	31.6%	30.80%	47.80%
Other	10.40%	29.70%	43.30%	22.40%	38.50%	39.10%
None	56.60%	13.50%	13.30%	30.30%	25.00%	9%

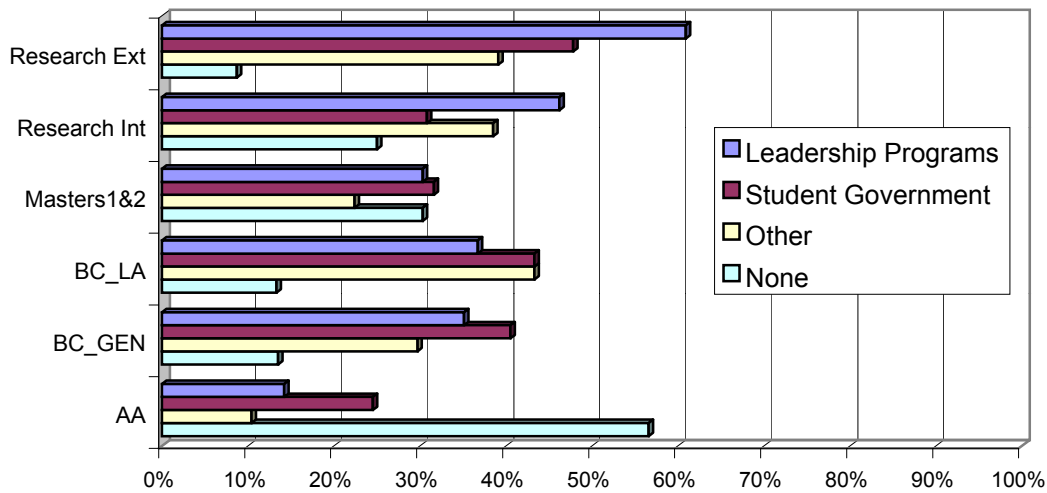
Q18 (Carnegie)

18. Does your campus offer opportunities for first-year students to participate in activities designed for them as a unique population? (Please check all that apply.)

- First-year leadership programs
- Freshman council or other form of student government
- Other “freshman-only” options
- No special “freshman-only” activities
- Don’t know

Key Findings: In terms of campus activities designed exclusively for first-year students, research universities are more likely than other institutions to offer leadership programs and student government opportunities. This is not surprising given both the diversity of groups on campus as well as the resources necessary to support and conduct targeted programs. Approximately 61% of all research universities offer leadership programs, and almost 48% offer first-year students the opportunity to become involved in student government activities. Less than 25% of two-year institutions in the study offered leadership, student government, or any other types of specific activities for first-year students.

Activities for First-Year Students - by Carnegie Classification



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Leadership Programs	14.20%	35.10%	36.70%	30.30%	46.20%	60.90%
Student Government	24.50%	40.50%	43.30%	31.6%	30.80%	47.80%
Other	10.40%	29.70%	43.30%	22.40%	38.50%	39.10%
None	56.60%	13.50%	13.30%	30.30%	25.00%	9%

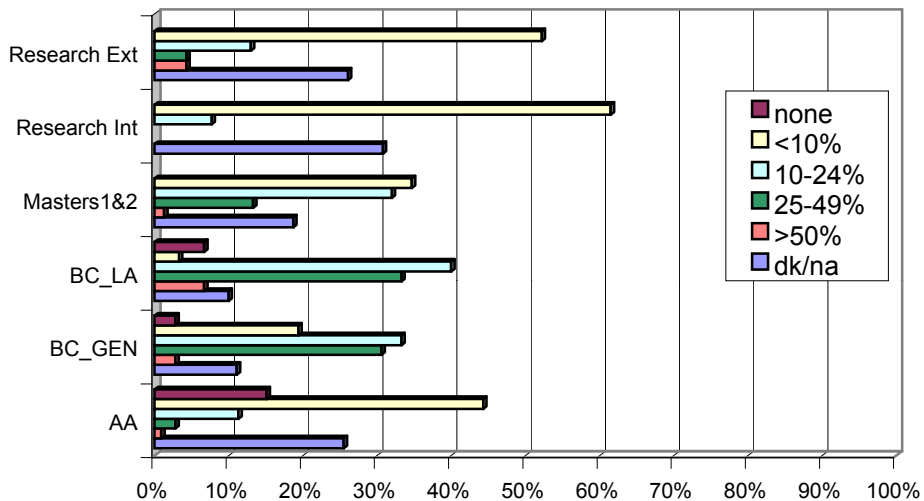
Q19 (Carnegie)

19. What percentage of first-year students participates in an intercollegiate sport?

- None
- Less than 10%
- 10 to 24%
- 25 to 49%
- 50% or more
- Don't know/not applicable

Key Findings: The results affirm other research findings that conclude a greater percentage of students at small baccalaureate institutions participate in athletics than in other institutional categories. These differences are most striking in the mid range of responses. Approximately 64% of baccalaureate-general and 73% of baccalaureate-liberal arts institutions indicate that between 20 and 49% of the first-year student body participates in some intercollegiate sport. While so-called “big-time” college athletics is a feature of large universities, participation in athletics at these institutions is limited to a smaller percentage of students. Approximately 17% of respondents from research extensive institutions report that between 20 to 49% of first-year students participate in an intercollegiate sport. Recent studies and articles have suggested that a greater percentage of students participate in college athletics at small, private, liberal arts-type colleges because the cost of college is attenuated by the accomodation of athletic scholarships. In short, scholarships are used as recruitments tools to offset the high cost of attendance. Of note is that slightly more than 15% of two-year institution respondents indicate that none of their students participate in intercollegiate athletics.

First-Year Students and Intercollegiate Athletics - by Carnegie Classification



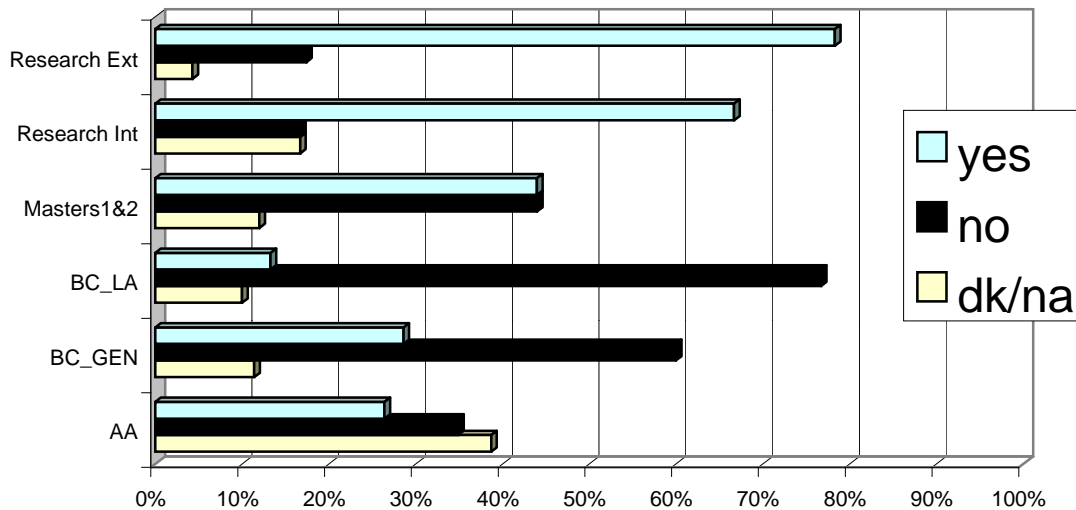
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
■ none	15.10%	2.80%	6.70%			
■ <10%	44.30%	19.40%	3.30%	34.70%	61.50%	52.20%
■ 10-24%	11.30%	33.30%	40%	32%	8%	13.00%
■ 25-49%	2.80%	30.60%	33.30%	13.30%		4.30%
■ >50%	0.90%	2.80%	6.70%	1.30%		4.30%
■ dk/na	25.50%	11.10%	10%	18.70%	30.80%	26.10%

Q20 (Carnegie)

20. Does your campus require first-year student athletes to participate in an academic support program?

- Yes
- No
- Don't know/not applicable

Key findings: Responses to this question vary dramatically by institutional type. It is not surprising (given the public nature of athletic programs and the typically lower standards of enrollment) that athletes at research universities are more likely to participate in academic support programs than at other types of institutions. Some 78% of research extensive and 67% of research intensive schools require first-year student athletes to participate in an academic support program. Although a greater proportion of students in the small, private liberal arts sector are athletes compared to that of other institutional types, they typically enter college with a stronger academic record and perhaps do not require the same level of academic support that students in other sectors might.



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	26.40%	28.60%	13.30%	44%	66.70%	78.30%
<input type="checkbox"/> no	34.90%	60%	76.70%	44%	16.70%	17.40%
<input type="checkbox"/> dk/na	38.70%	11.40%	10%	12%	16.70%	4.30%

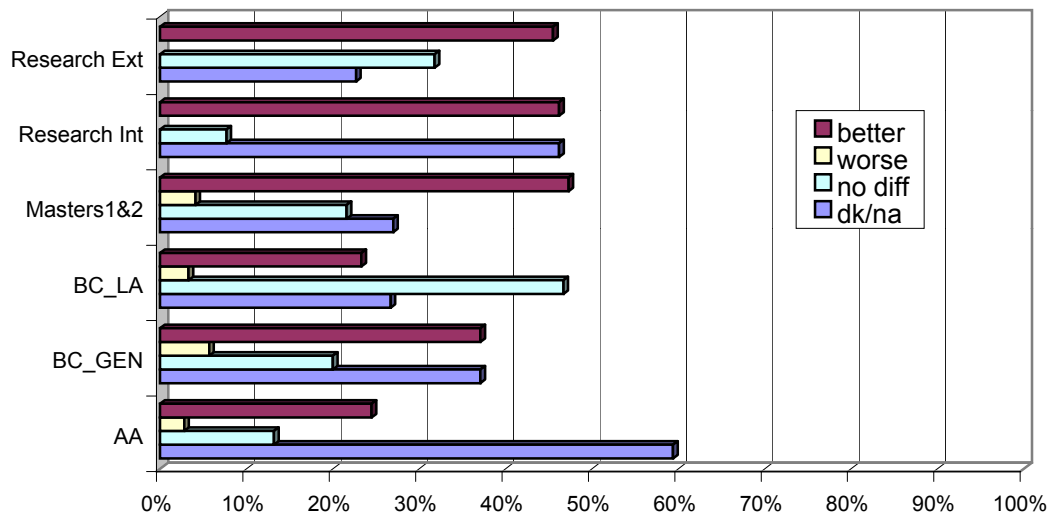
Q21 (Carnegie)

21. How does first- to second-year retention for varsity student athletes at your institution compare with other students?

- Better
- Worse
- No difference
- Don't know/not applicable

Key findings: Across all institutional categories, 35.3% of institutions indicate that first-year athlete retention rates are better than the general student population, 3.1% say they are worse, 21.3% say there is no difference, and 40.2% indicate they don't know if rates are better or worse. In terms of the "better" category, there is no appreciable difference in the rates for research and master's institutions (45.5%, 46.2%, and 47.3%, respectively.) There is a much smaller percentage, however, of baccalaureate and two-year institutions that answered "better" to this question. The high number of "don't know/not applicable" responses to this question makes the results difficult to analyze or understand. Other national data show, however, that it is not uncommon for athletes who are involved in academic support programs to experience higher rates of retention and graduation than the general student population.

Retention of Student Athletes - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> better	24.50%	37.10%	23.30%	47.30%	46.20%	45.50%
<input type="checkbox"/> worse	2.80%	5.70%	3.30%	4.10%		
<input type="checkbox"/> no diff	13.20%	20%	46.70%	21.60%	7.70%	31.80%
<input type="checkbox"/> dk/na	59.40%	37.10%	26.70%	27%	46.20%	22.70%

Q 22

Respondents referenced many specific programs such as first-year seminars, pre-term orientation programs, mentoring programs, learning communities, residence life structures, service opportunities, advising structures, and academic support services. Some specific examples are the following:

"We are very involved in service learning at CGCC. We are a community college, and service learning is imbedded in the curriculum, not operated out of student life."

"In the freshman leadership course students do independent projects in groups of 5, under the mentorship of various faculty and staff, and then present their project (which is on a relevant campus topic). All freshmen participate in a simulated, international conference on environmental or gender issues from various countries' perspectives, or participate in a Model UN session, all of which are connected to the freshman core 'Global Experience' class."

"PawPrints - Adventures for First-Year Students. This is a chance for first-year students to make friends and learn about university life as they have fun and have an experience that will impact their lives in a positive way. Admitted students had 10 trips to choose from: Kayak and Kite in Sierras, Backpacking in Yosemite, camping on Catalina Island, Rock Climbing, Urban Outreach, Surfing, Trail Maintenance Project, Intercultural Workshop, Challenge Camp (high/low ropes course), the Leading Edge (leadership workshop, all participants left with a leadership position.)."

"We provide what's called a Welcome Weekend that serves as an orientation for family, new students, and friends. Prior to coming to campus, students participate in what's called Rolling Registration, where a volunteer faculty or staff member serves as an advisor to help with course selection. They place students in what's called a mentoring group comprised of 8 - 14 new students and led by a student leader and faculty advisor."

"Operation Jump-Start - The Ultimate Student Experience is a comprehensive program with a strong focus on first-year students. It includes Jump-Start Academy, a three-day intensive program, faculty living in residence halls, alternative weekend programming, lectures, and an orientation class to help students with the transition to college."

"Mule.org - a living/learning environment with faculty and staff interaction with 3 common courses. Students form their own organization with officers, produce their own Web page, build homecoming floats, attend away football games and hockey games, enter the best chili cooking contest in Fall Fest, and participate in group leadership activities. Students meet biweekly as a group and meet with their RAs weekly. They have their own computer lab and study area. The program has shown great results--higher Gpa, better retention, and significant bonding with the institution."

Q23

Institutional respondents identified a range of familiar issues and problems, some related to characteristics of entering students and others related to deficiencies in institutional structures. Following are some sample responses.

"Lack of an effective early alert system that enables the college to provide assistance to students experiencing academic difficulty before they get themselves into serious academic trouble."

"Students need to feel connected to the college. We have created an age of running through life, and that does not serve students nor the college well. We need to create a holistic approach to how we set up life on campus to encourage students to take time to be students and learn in a variety of ways, in and out of the classroom. We do not do an effective job of that. We have a long way to go."

"Many are from small areas of Northern California, and being here in San Francisco seems challenging for them" or "We are located in a small town. Many of our students come from much larger communities. Finding something to do on weekends, other than going to the bars, is often difficult for first-year students."

"Large, impersonal lecture courses that dominate students' first year of study."

"Student apathy. We do not have a lot of school spirit at our campus."

"Students appear to have a poor sense of responsibility regarding attendance at class, fulfilling requirement of course syllabi, doing what they say they are going to do regarding co-curricular activities, providing options in the event of obstacles such as child care or transportation difficulties."

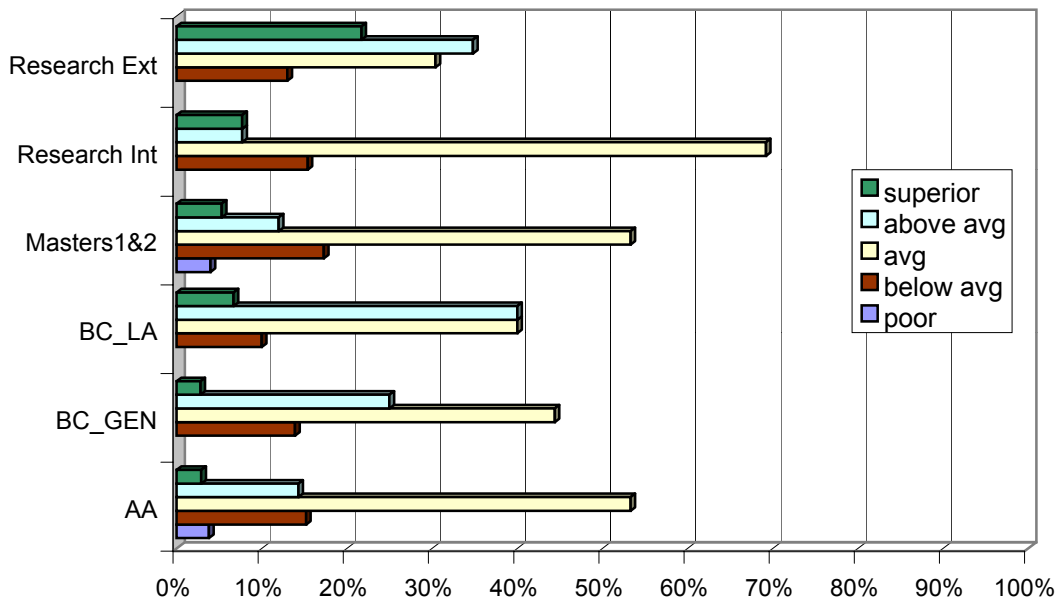
Q24 (Carnegie)

24. In comparison to peer institutions, how would you rate your institution's ongoing practice of assessing first-year outcomes?

- Superior
- Above average
- Average
- Below average
- Poor
- Don't know

Key findings: The most common self-rating of the practice of assessing first-year outcomes was "average" (this is true for all institutional categories except for liberal arts colleges, where 40% of institutions answered "average" and 40% answered "above average"). This question does not offer respondents a precise definition of the categories from "superior" to "poor" but rather is an indication of comparative perceptions of respondents about the quality of their assessment efforts vis a vis those efforts at other institutions.

Rating of Institution's Ongoing Assessment of First-Year Outcomes - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
■ superior	2.90%	2.80%	6.70%	5.30%	7.70%	21.70%
■ above avg	14.30%	25%	40%	12%	7.70%	34.80%
■ avg	53.30%	44.40%	40%	53.30%	69.20%	30.40%
■ below avg	15.20%	13.90%	10%	17.30%	15%	13.00%
■ poor	3.80%			4%		

Q25 (Carnegie)

25. Please check the statement(s) that apply to your institution. (Please check all that apply.)

- Some first-year students live in residence halls on campus**
- Some first-year students at this institution join Greek social organizations**
- This campus does not house first-year students nor allow any of them to join Greek social organizations**

Key findings: The overwhelming majority of two-year schools in the study indicate that some first-year students live in residence halls, with the exception of two-year schools--not surprisingly--which tend not to have residential programs and services on their campuses. The lowest percentage of in terms of four-year schools comes from the Baccalaureate General sector, in which case almost 87% of schools report that at least some of their first-year students live in residence halls. In terms of first-year students joining Greek organizations, roughly 75% of the schools in the Research institution categories indicate that some of their students do join. The number drop to 50% for Masters institutions, cuts almost in half to 27% for Baccalaureate Liberal Arts institutions, then cuts almost in half again to 14% for Baccalaureate General institutions. The majority (61%) of two-year institutions indicate that they do not house first-year students nor allow them to join Greek organizations.

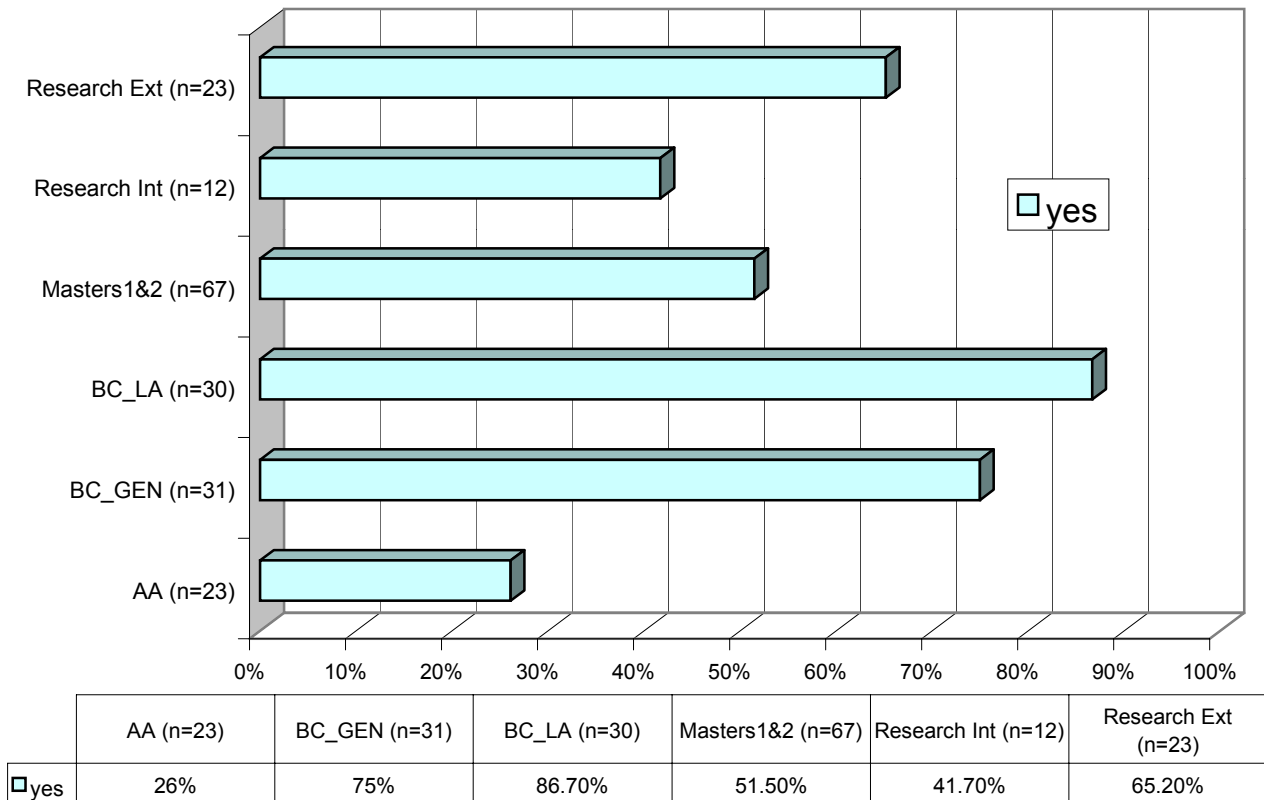
Q27 (Carnegie)

27. Are traditional age (17-20 year old), unmarried, first-year students required to live on campus?

- Yes
- No
- Don't know

Key findings: Over four out of five baccalaureate-liberal arts institutions require first-year students to live on campus. But, as the data indicate, the practice is fairly common at all four-year institutions. Only one of five two-year residential campuses has a first-year residential requirement.

Traditional-Aged First-Year Students Required to Live on Campus (N=186)



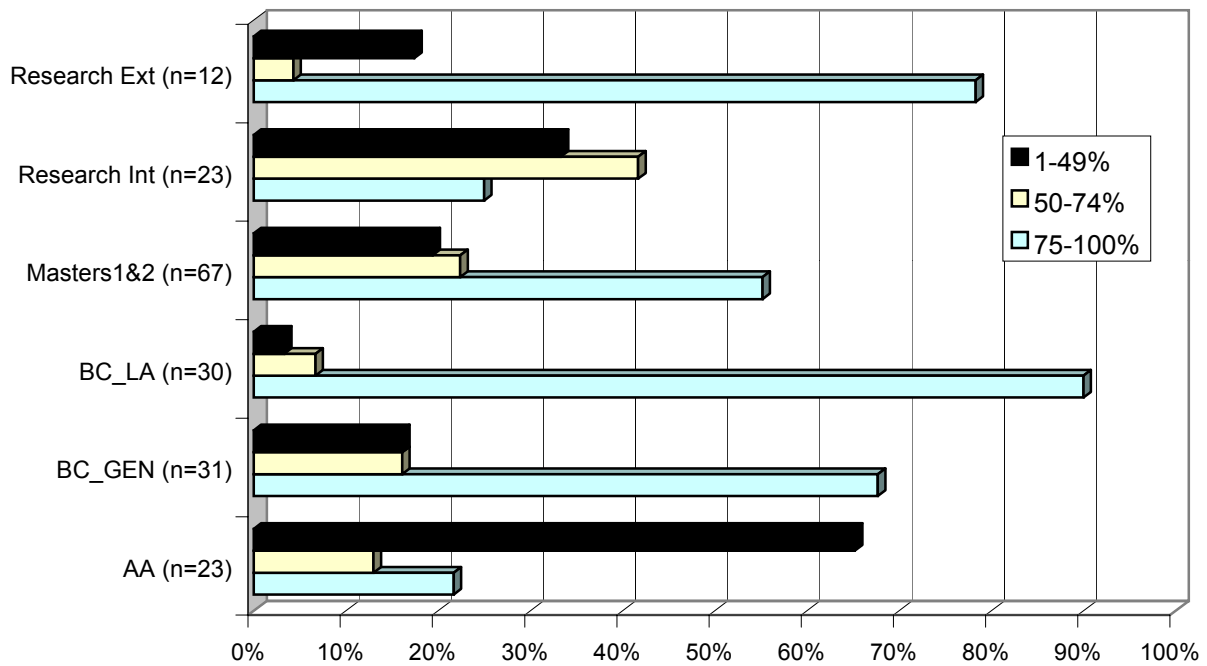
Q28 (Carnegie)

28. What percentage of first-year students lives in campus residence halls?

- None
- 1% to 49%
- 50% to 74%
- 75% to 100%
- Don't know

Key findings: Across all institutional categories, 60% of respondents from residential campuses indicated that from 75 - 100% of first-year students live in some form of campus accommodations. The percentages are greatest in the liberal arts sector and at research extensive universities. Smaller percentages of first-year students are most common in two-year residence halls. If a campus has a large concentration of first-year residential students, the residence hall becomes an ideal setting for the implementation of a variety of first-year programs, both academic and social.

Percentage of First-Year Students Living in Residence Halls (N=186)



	AA (n=23)	BC_GEN (n=31)	BC_LA (n=30)	Masters1&2 (n=67)	Research Int (n=23)	Research Ext (n=12)
■ 1-49%	65.20%	16.10%	3.30%	19.40%	33.30%	17.40%
■ 50-74%	13.00%	16.10%	6.70%	22.40%	41.70%	4.30%
■ 75-100%	21.70%	67.70%	90%	55.20%	25.00%	78%

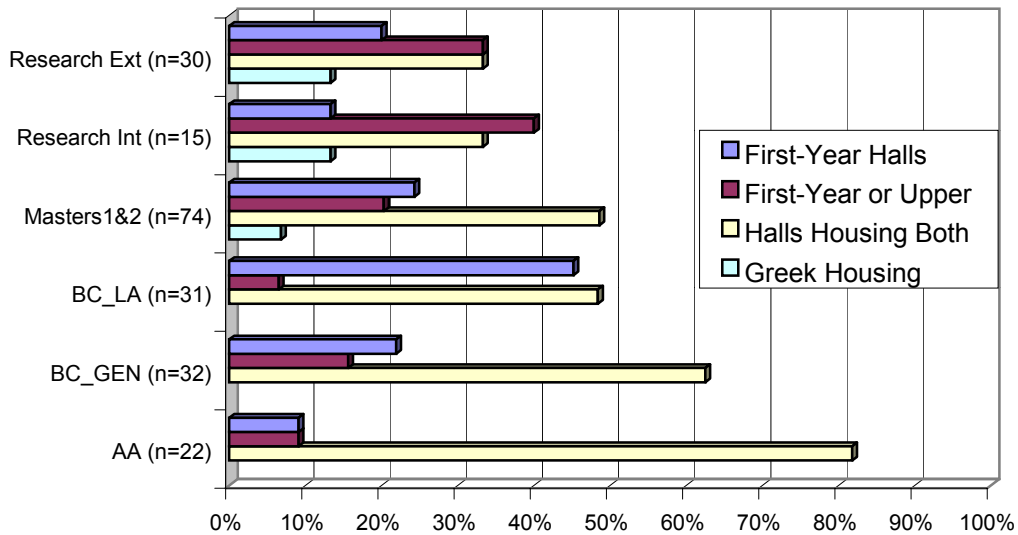
Q29 (Carnegie)

29. Where do residential first-year students live? (Please check all that apply.)

- All first-year students must live either in first-year residence halls only or on first-year floors or wings of residence halls
- First-year students may select either first-year halls or halls including upper-class student residents
- All residence halls house both first-year and upper-class students
- Some first-year students live in Greek housing.

Key findings: Residence halls or wings of residence halls in which first-year students are required to live are most likely to be found at baccalaureate-liberal arts colleges. Masters institutions and research universities are more likely to give students the option to live either in a first-year hall or with upper-level students. Two-year institutions and baccalaureate-general colleges overwhelmingly report that no halls or wings are restricted to first-year students only. A small percentage of masters and research institutions permit first-year students to select Greek housing. Opinions and campus-based experience vary about the most effective housing arrangement for first-year students, but, to our knowledge, there is no definitive research that finds one structure is better than another in promoting student retention or other important outcomes.

Residential Living Arrangement for First-Year Students



	AA (n=22)	BC_GEN (n=32)	BC_LA (n=31)	Masters1&2 (n=74)	Research Int (n=15)	Research Ext (n=30)
■ First-Year Halls	9.10%	21.90%	45.20%	24.30%	13.30%	20.00%
■ First-Year or Upper	9.10%	15.60%	6.50%	20.3%	40.00%	33.30%
■ Halls Housing Both	81.80%	62.50%	48.40%	48.60%	33.30%	33.30%
■ Greek Housing				6.80%	13.30%	13.3%

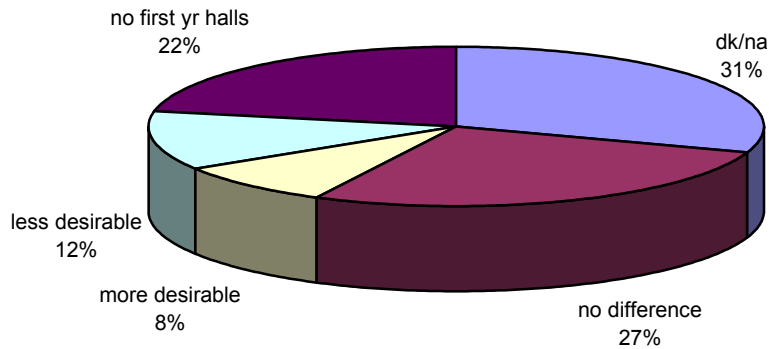
Q30

30. If your campus has first-year residence halls, how do those halls compare to residential accommodations for upper-level students with respect to facilities, support services, furnishings, and overall condition?

- No difference
- First-year halls are more desirable
- First-year halls are less desirable
- No special first-year halls
- Don't know/not applicable

Key Findings: Results for this question were comparable across Carnegie categories and indicate two overriding findings: Respondents from campuses with first-year halls either don't know how those halls compare to upper-level residential accommodations or they believe there is no difference in quality of first-year and upper-level accommodations. How first-year halls compare with other campus accommodations is certainly a question open to individual opinion and judgment about what attributes--location, density, room size, amenities, etc.-- are most important.

Comparative Quality of First-Year Residence Halls-All Institutions (N=165)

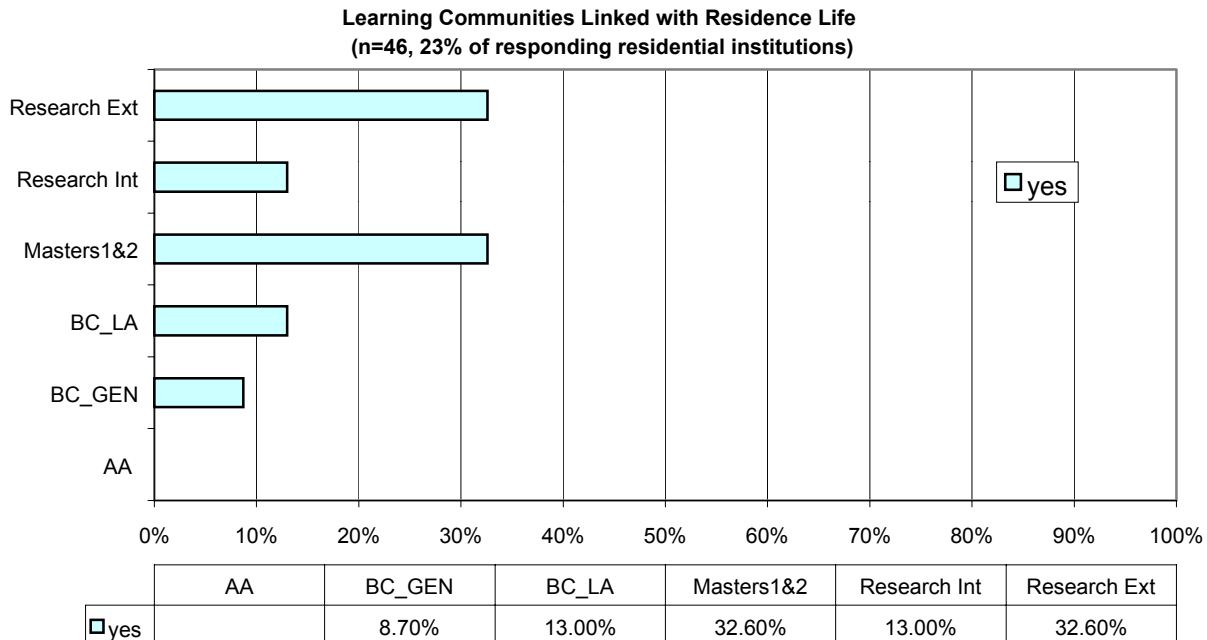


Q31 (Carnegie)

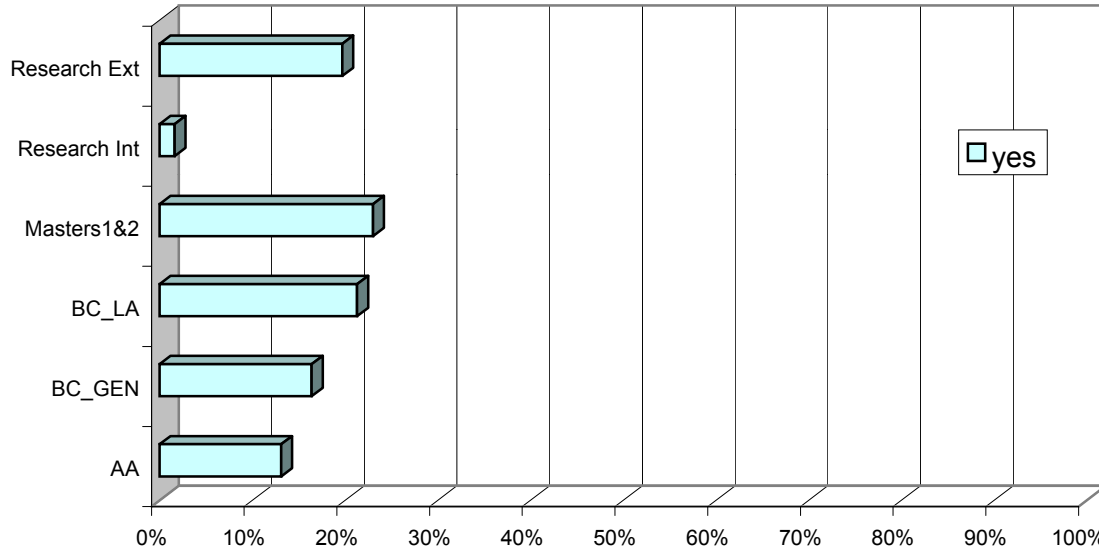
31. Does your campus link residence life to academic programs/structures by means of any of the following? (Please check only those structures/activities that involve first-year students.)

- Learning communities (Two or more courses in which a single cohort of students is enrolled)
- First-year seminars
- Honors programs
- Housing segregated by academic major
- Foreign language/international housing
- Tutoring/academic advising available in residence halls
- Other (Please describe).

Key Findings: Respondents were instructed to "check all that apply" for this question. Responses from the sample of 193 residential institutions find that the linking of special academic programs (e.g., learning communities, first-year seminars) or the offering of special academic services or environments (e.g., honors programs, housing segregated by major, foreign language/international housing, tutoring/academic advising) is undertaken by a small percentage (approximately 30% or less) of American colleges and universities. But generally, larger institutions are more likely design such residential linkages than are smaller colleges and universities. Learning communities, residential honors programs, tutoring/academic advising, and residential/international or foreign language programs are linked to residential life in approximately 30% of responding research universities. Academic major housing is offered by a small percentage of institutions--almost all of them research extensive institutions.

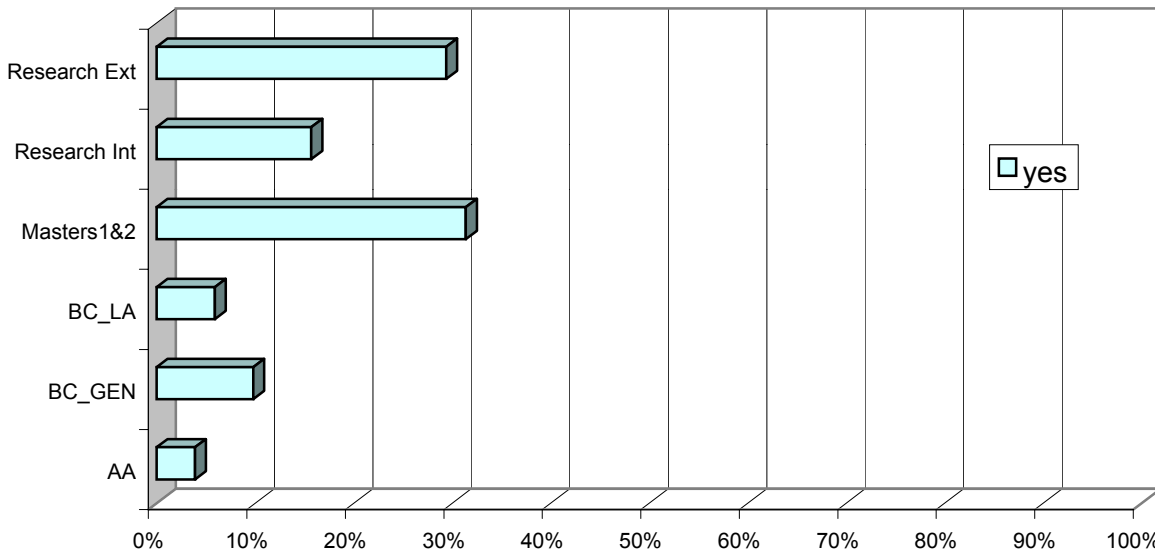


First-year Seminars Linked with Residence Life
 (n=61, 32% of responding residential institutions)



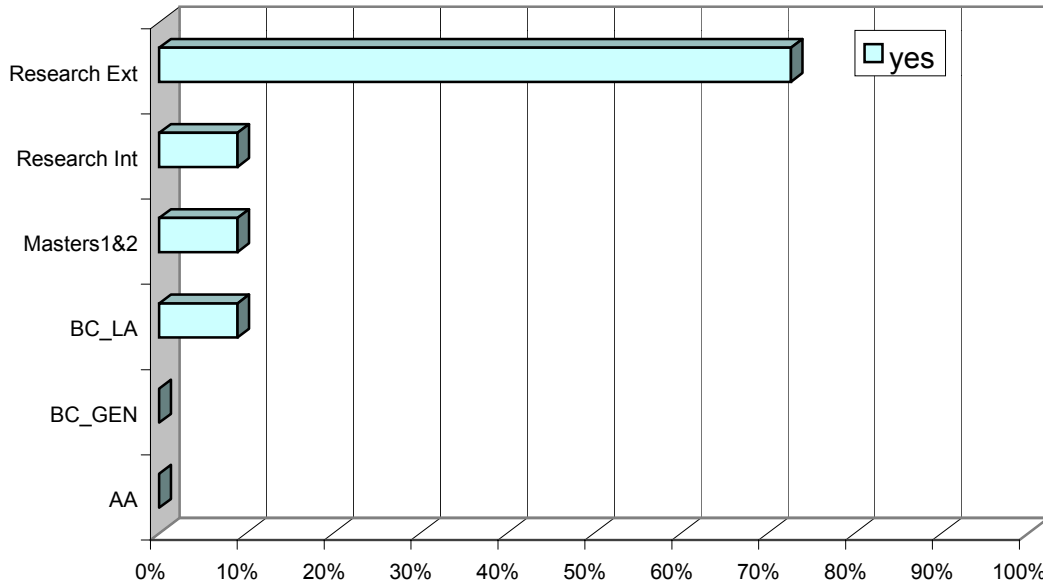
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	13.10%	16.40%	21.30%	23.00%	1.60%	19.70%

Honors Programs Linked with Residence Life
 (n=51, 26% of responding residential institutions)



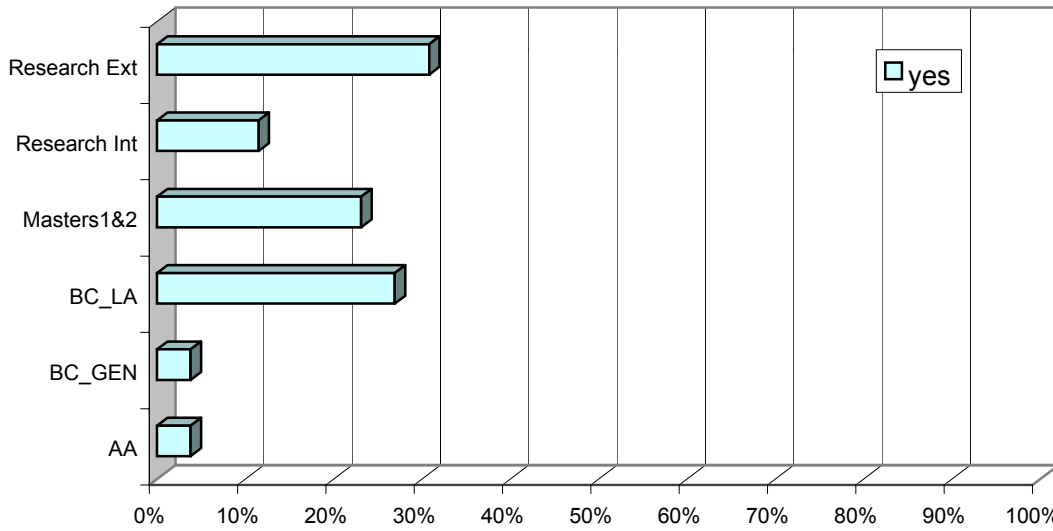
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	3.90%	9.80%	5.90%	31.40%	15.70%	29.40%

**First-Year Housing Segregated by Academic Major
(n=11, 6% of responding residential institutions)**



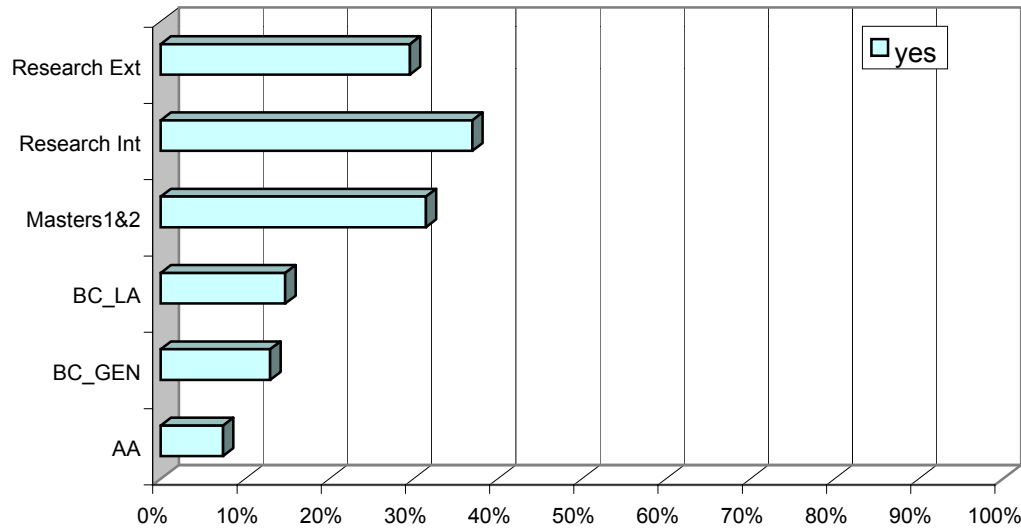
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	0.00%	0.00%	9.00%	9.00%	9.00%	72.70%

**First-Year Foreign Language/International Housing
(n=26, 13% of responding residential institutions)**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	3.80%	3.80%	26.90%	23.10%	11.50%	30.80%

First-Year Tutoring/Academic Advising Available in Residence Halls
 (n=54, 28% of responding residential institutions)



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	7.40%	13.00%	14.80%	31.50%	37.00%	29.60%

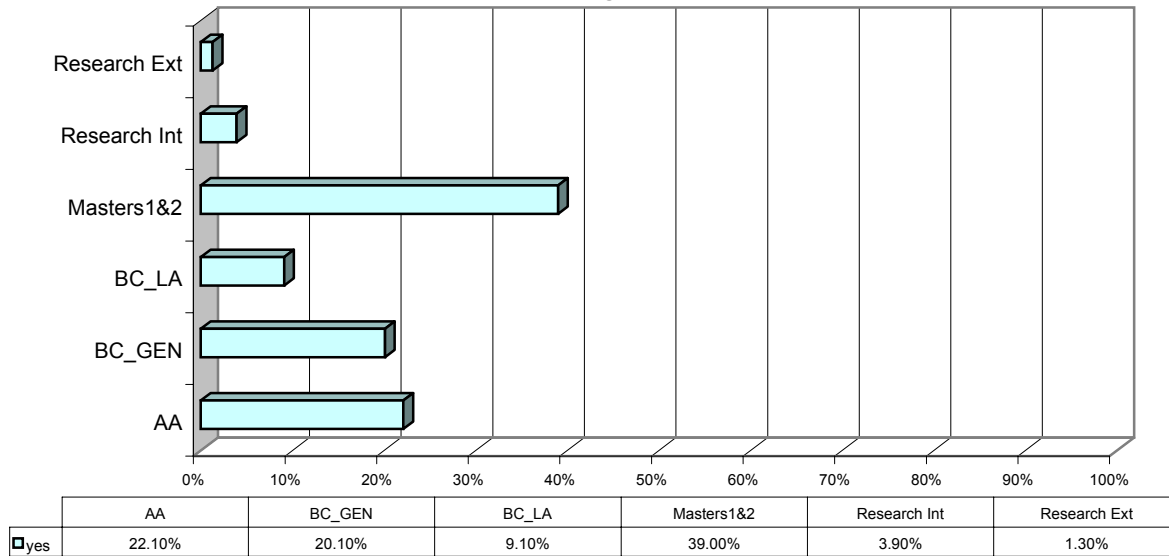
Q32 (Carnegie)

32. Describe the level of faculty involvement in residence halls that house first-year students. (Please check all that apply.)

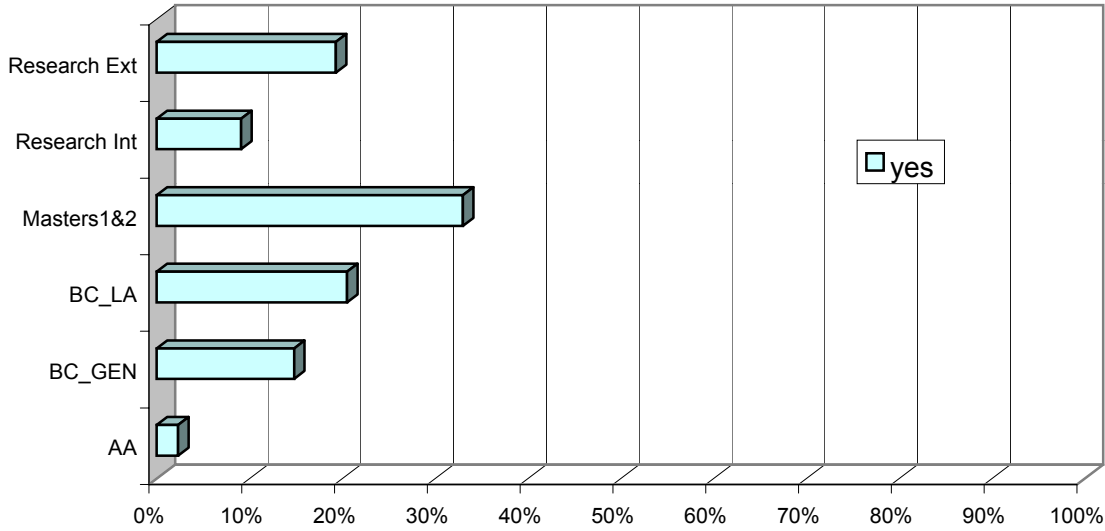
- No faculty involvement in residence life
- Faculty provide special presentations in residence halls
- Some faculty offices located in residence halls
- Some first-year classes taught in residence halls
- Faculty member(s) with defined educational responsibilities for resident students live(s) in one or more residence halls
- Other (Please describe)

Key Findings: Respondents were instructed to "check all that apply." Approximately 40% responded that there is "no faculty involvement" in residence halls. Slightly less than half (46%) of the 193 responding residential institutions indicated that faculty offer presentations in residence halls. All other forms of faculty involvement were mentioned by fewer than 15% of responding institutions. Even though percentages are small across all institutional categories, research extensive universities are generally more likely to involve faculty in residence life activities than are other institutional types.

**Institutions Reporting No Faculty Involvement in First-Year Residence Life
(n=77, 40% of responding residential insitutions)**

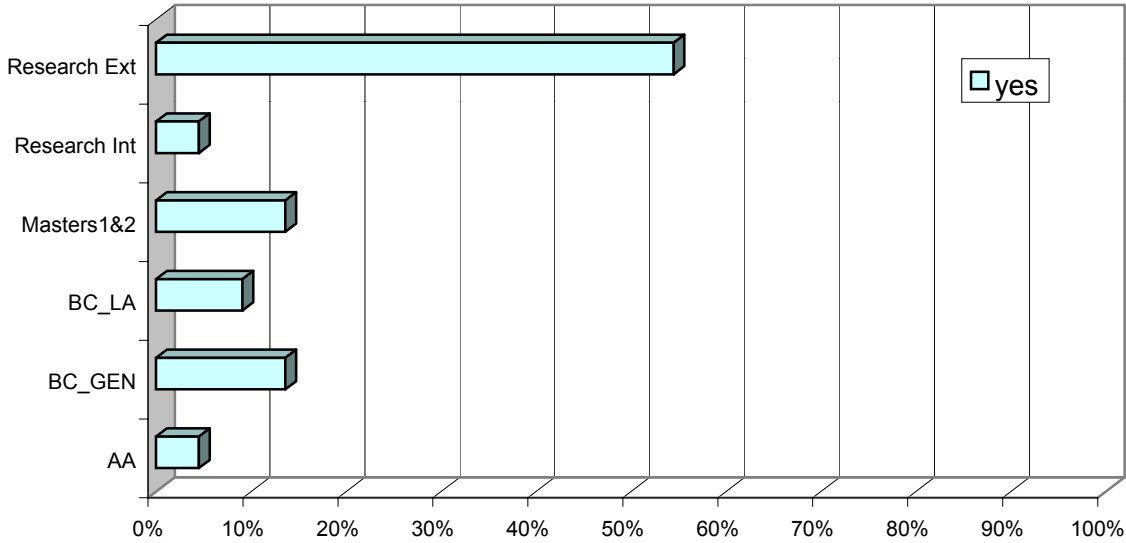


Faculty Presentations in Residence Halls
(n=88, 46% of responding residential institutions)



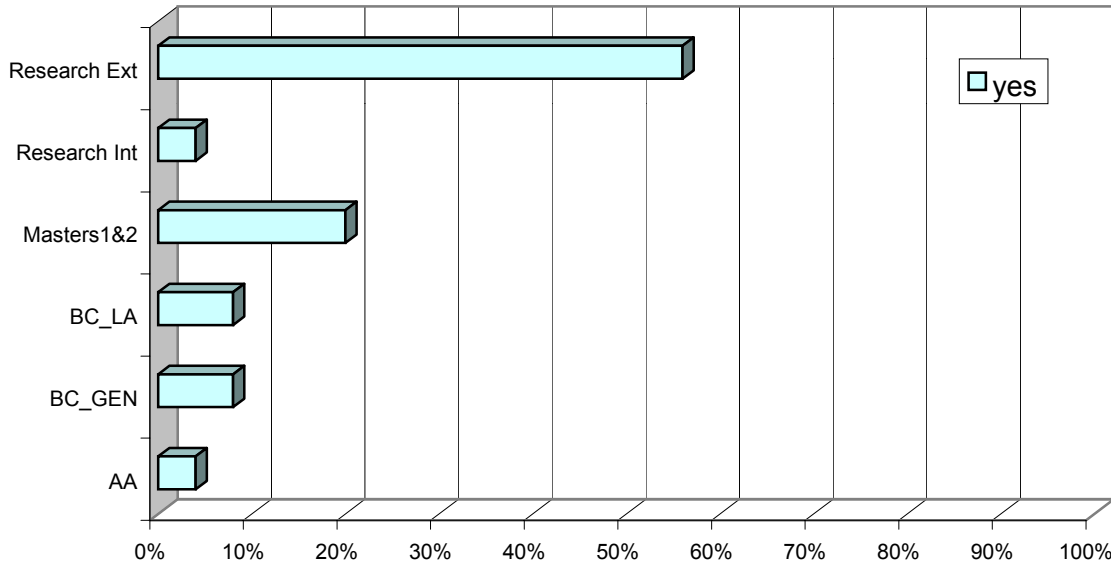
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	2.30%	14.80%	20.50%	33.00%	9.10%	19.30%

Faculty Offices Located in Residence Halls
(n=22, 11% of responding institutions)



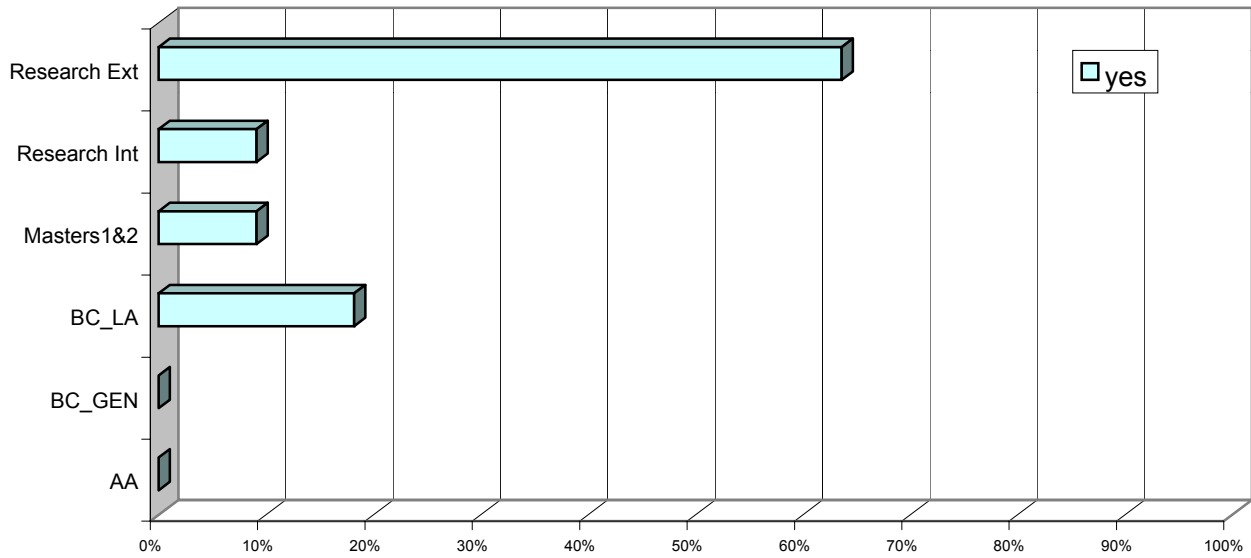
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	4.5%	13.60%	9.10%	13.60%	4.50%	54.50%

First-Year Classes Taught in Residence Halls
(n=25, 13% of responding residential institutions)



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	4.00%	8.00%	8.00%	20.00%	4.00%	56.00%

Faculty Live in Residence Halls
(n=11, 6% of responding residential institutions)



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	0.00%	0.00%	18.20%	9.10%	9.10%	63.60%

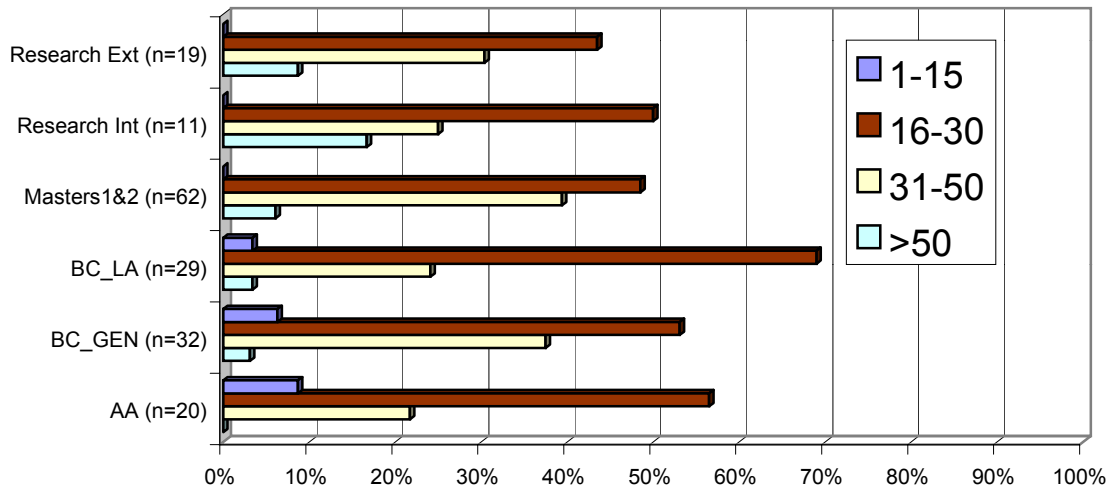
Q33 (Carnegie)

33. What is the ratio of resident assistants (RAs) to undergraduate residential students?

- One RA to no more than 15 students
- One RA to 16-30 students
- One RA to 31-50 students
- One RA to more than 50 students
- Don't know/not applicable

Key Findings: The most commonly reported ratio of RAs to undergraduates was 1:16-30. Master's and baccalaureate-general institutions were somewhat more likely than other Carnegie types to have ratios of one RA to 31-50 undergraduates.

Ratio of RA's to Undergraduate Students (N=173)



	AA (n=20)	BC_GEN (n=32)	BC_LA (n=29)	Masters1&2 (n=62)	Research Int (n=11)	Research Ext (n=19)
1-15	8.70%	6.30%	3.40%	0.00%	0.00%	0.00%
16-30	56.50%	53.10%	69%	48.50%	50.00%	44%
31-50	21.70%	37.50%	24.10%	39.40%	25.00%	30%
>50	0.00%	3.10%	3.40%	6.10%	16.70%	8.70%

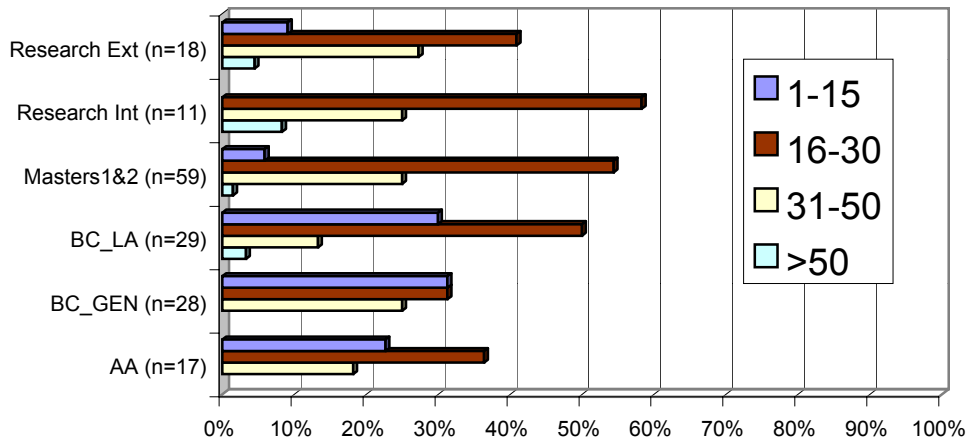
Q34 (Carnegie)

34. What is the ratio of resident assistants to first-year students?

- One RA to no more than 15 students
- One RA to 16-30 students
- One RA to 31-50 students
- One RA to more than 50 students
- Don't know/not applicable

Key Findings: As was true for question 33, the most commonly reported ratio of RAs to first-year students is 1:16-30. However, about 30% of baccalaureate colleges, both BC-Gen and BC-LA, report a ratio of 1 RA to no more than 15 first-year students. This greater allocation of staff resources is an indication that baccalaureate campuses acknowledge first-year students constitute both a challenge and an opportunity for residence life and residential programming.

Ratio of RA's to First-Year Residential Students (N=162)



	AA (n=17)	BC_GEN (n=28)	BC_LA (n=29)	Masters1&2 (n=59)	Research Int (n=11)	Research Ext (n=18)
1-15	22.70%	31.30%	30%	5.90%		9.10%
16-30	36.40%	31.30%	50%	54.40%	58.30%	40.90%
31-50	18.20%	25%	13.30%	25%	25.00%	27%
>50			3.30%	1.50%	8.30%	4.50%

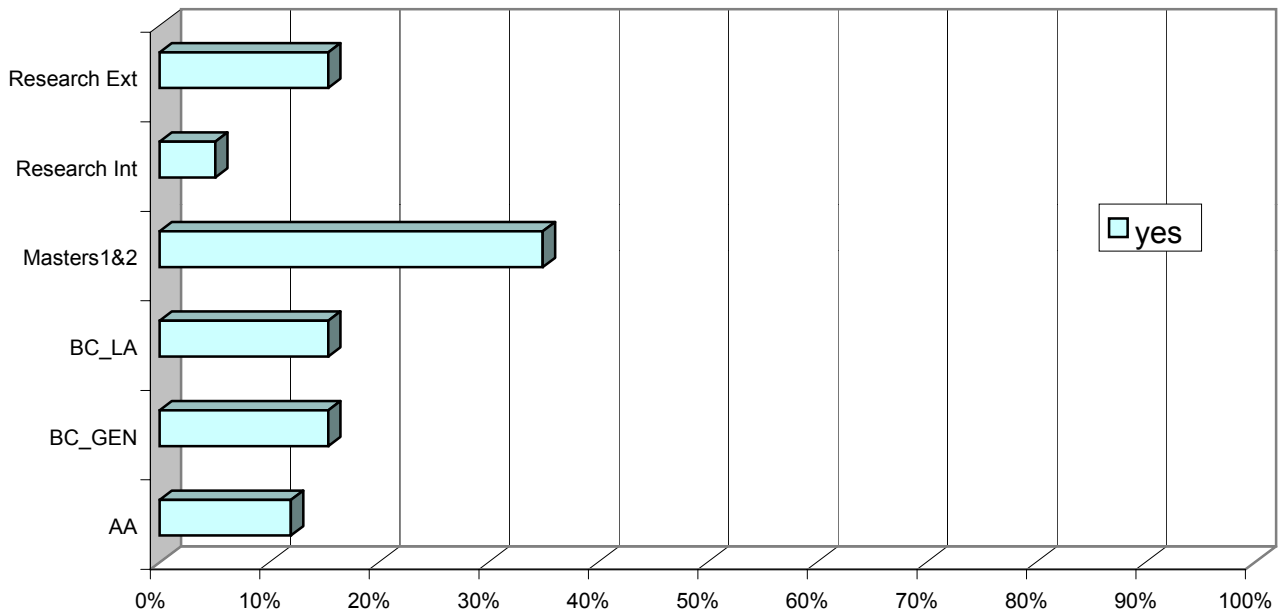
Q35 (Carnegie)

35. Does your campus offer first-year students the option to live in "substance-free" halls?

- Yes
- No
- Don't know

Key Findings: The type of institution most likely to offer first-year students the option of living in a substance-free hall is the master's level institution (35%). For all other institutional types, students are highly unlikely to have that residential option.

Campus Offers Substance-Free Halls (N=183)



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	12.00%	15.40%	15.40%	35.00%	5.10%	15.40%

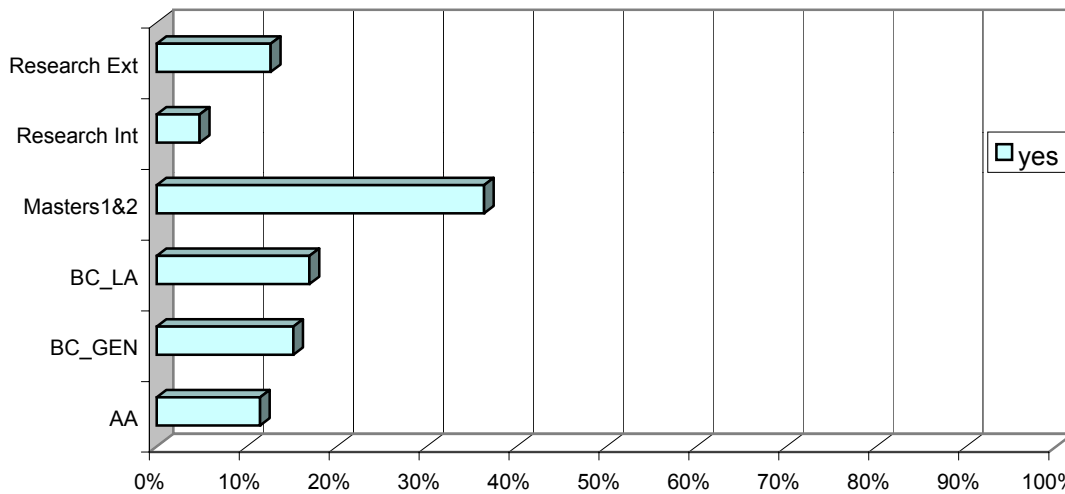
Q36 (Carnegie)

36. Check if your campus has assessed any of the following residential life outcomes. (Please check all that apply.)

- Student satisfaction
- Residential vs. non-residential retention rates
- Residential vs. non-residential academic performance
- Residential vs. non-residential social/personal development
- Residential vs. non-residential student involvement
- Other assessment studies
- No/don't know

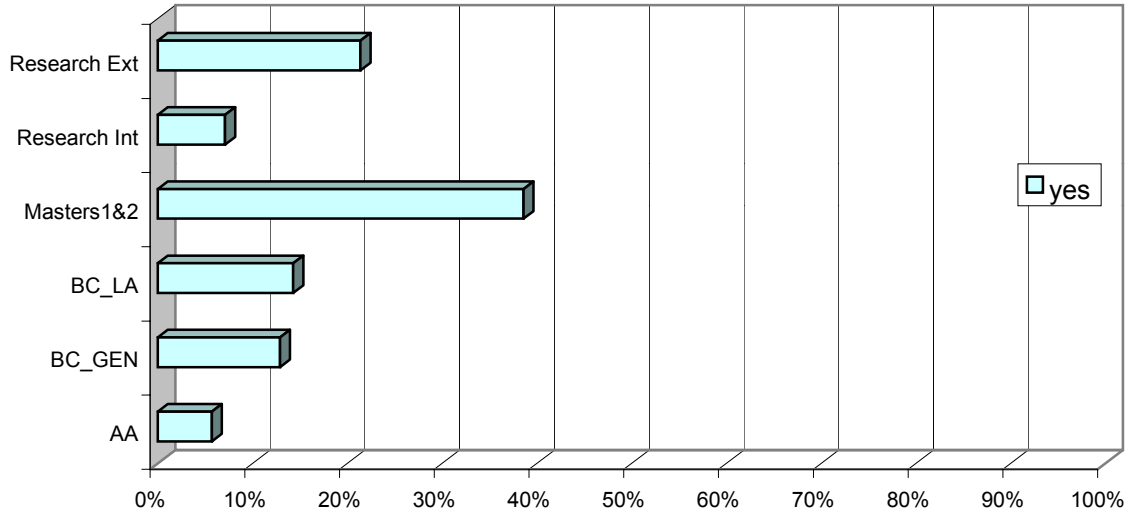
Key Findings: Respondents were instructed to "check all that apply." Among the six possible variables, institutions are most likely to evaluate student satisfaction and its relationship to residence life. Just over 85% of all respondents reported evaluation of satisfaction. Within that percentage, master's institutions were most likely to conduct evaluation of residential student satisfaction. The next most common outcome evaluated was student retention. Approximately 40% of institutions evaluate retention as a function of residence life, and within that group, master's institutions again comprise the majority.

Assessment of Student Satisfaction
(n=165, 85% of responding residential institutions)



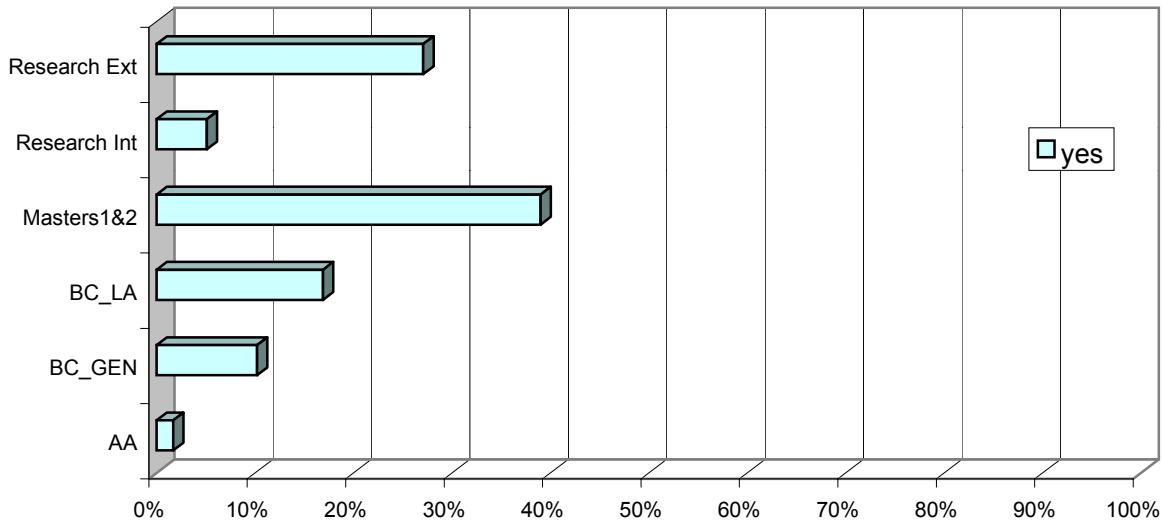
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> yes	11.5%	15.20%	17.00%	36.40%	4.80%	12.70%

Assessment of Residential vs. Non-Residential Retention Rates
(n=70, 36% of responding residential institutions)



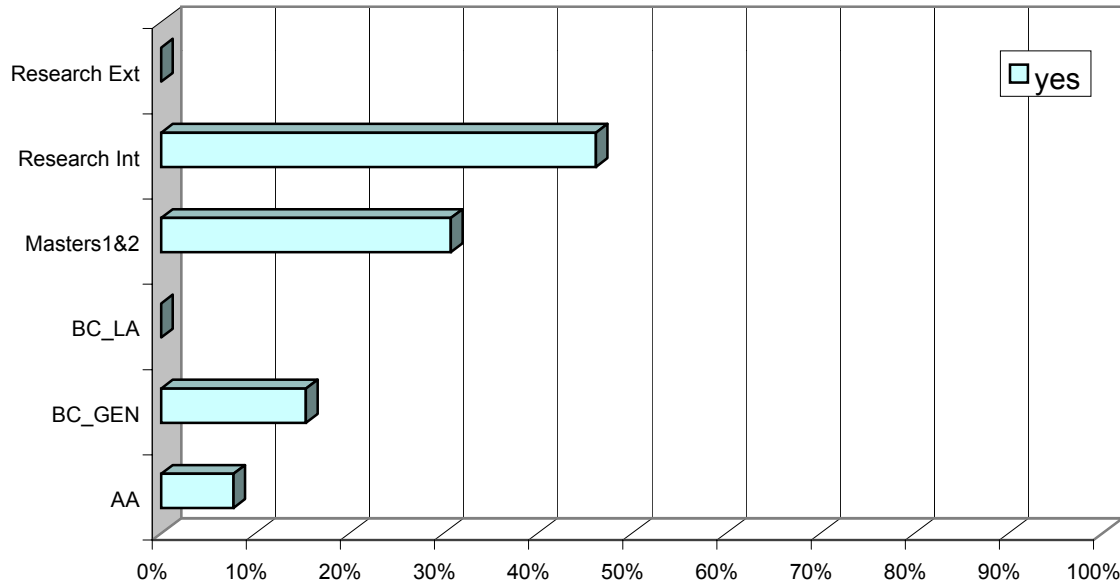
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	5.7%	12.90%	14.30%	38.60%	7.10%	21.40%

Assessment of Residential vs. Non-Residential Academic Performance
(n=59, 30% of responding residential institutions)



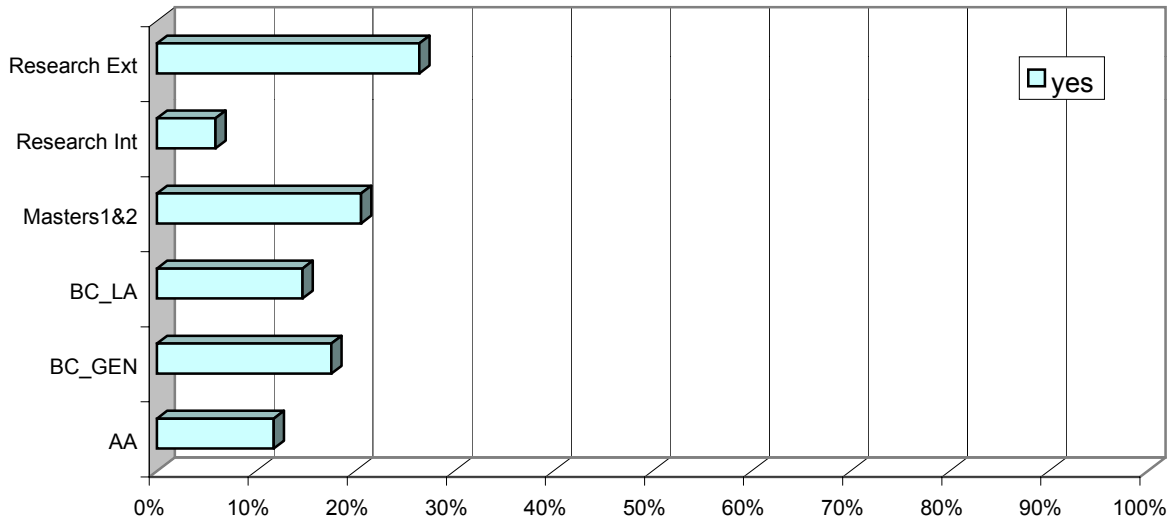
	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	1.7%	10.20%	16.90%	39.00%	5.10%	27.10%

**Assessment of Residential vs. Non-Residential Social Development
(n=13, 7% of responding residential institutions)**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	7.7%	15.40%	0.00%	30.80%	46.20%	0.00%

**Assessment of Residential vs. Non-Residential Student Involvement
(n=34, 18% of responding residential institutions)**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	11.8%	17.60%	14.70%	20.60%	5.90%	26.50%

Q37

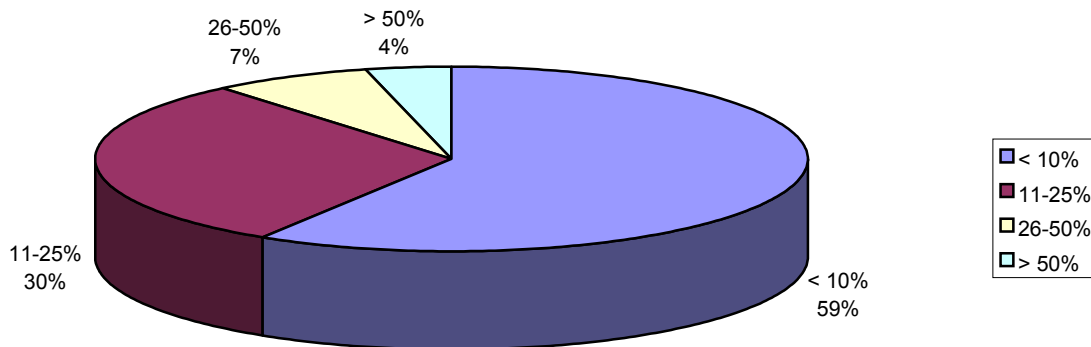
Please note: Of the 291 institutions responding to the first-year co-curricular survey, 93 (32%)--all four-year institutions--permit first-year students to join Greek social organizations. Analysis of questions 37-41 is based on responses from those 93 institutions.

37. What percentage of first-year students on your campus joins Greek-letter fraternities or sororities?

- Less than 10%
- 11 to 25%
- 26 to 50%
- Over 50%
- Don't know

Key Findings: Responses to this question were consistent across all four-year institutional categories and have been analyzed in aggregate. These findings indicate that among those institutions with Greek organizations, almost 3 of every 5 report a Greek population of no more than 10% of the total student body. Only 11% report that more than 25% of the student population is affiliated with a Greek social fraternity or sorority, and of that number, only 4% report that over half the student body is Greek.

Percentage of First-Year Students Joining Greek Social Organizations (N=93)



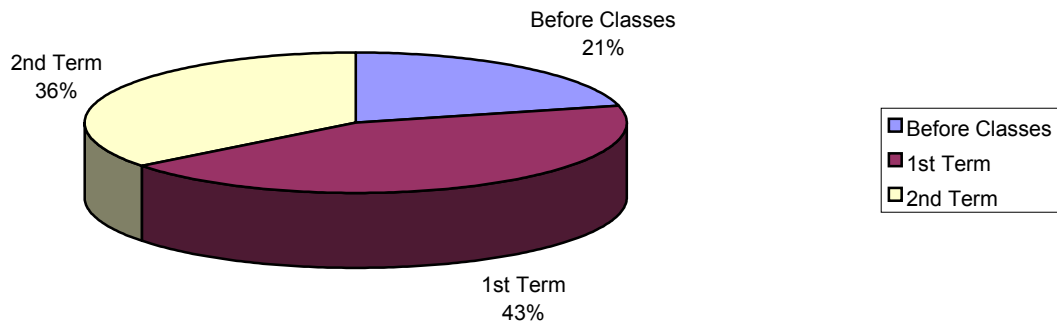
Q38

38. When is the earliest time that rush is scheduled for new members of Greek organizations?

- Before students' first-term classes begin
- During the students' first term
- During the students' second term
- Don't know

Key Findings: Responses to this question were consistent across all four-year institutional categories and have been analyzed in aggregate. Findings indicate that 43% of colleges and universities permit rush to be scheduled during the first term of college. But slightly over 1/3 permit that rush be deferred until the 2nd term. One of every five institutions allows rush to be scheduled before the first term of college.

Schedule for Greek Rush (N=90)



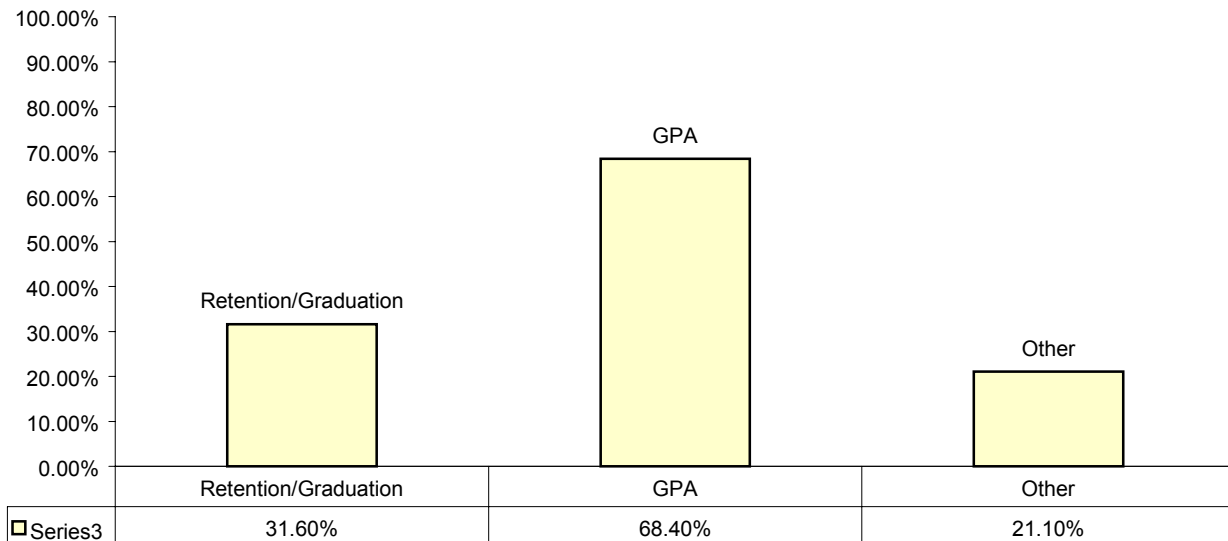
Q39

39. Does your institution conduct formal research investigating the impact of Greek membership on the following first-year outcomes? (Check all that apply.)

- Retention/graduation
- Grade point average
- Other outcomes
- Don't know

Key Findings: Respondents were instructed to "check all that apply." Responses to this question were consistent across all four-year institutional categories and have been analyzed in aggregate. The study finds that analysis of GPA as a function of Greek membership is the most common form of assessment. Three of 10 institutions evaluate retention and 1 of five studies "other" outcomes.

Research on Greek Life and First-Year Outcomes-All Institutions (N=76)



Q40 (Carnegie)

40. Within the past two years have there been any instances of hazing on your campus involving first-year students in Greek organizations?

Yes

No

Don't know/not applicable

Key Findings: Responses to this question were consistent across all four-year institutional categories and have been analyzed in aggregate. 32% of respondents (n=30) report that a hazing incident involving first-year Greek students has occurred on their campus within the last five years.

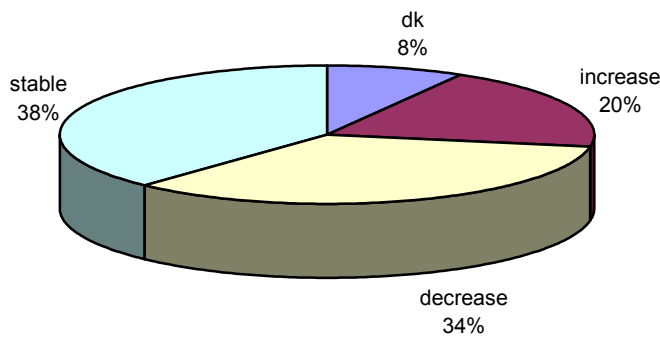
Q41

41. Over the past five years, has membership (headcount) in Greek organizations increased or decreased at your institution?

- Increased
- Decreased
- Remained stable
- Don't know

Key Findings: Responses to this question were consistent across all four-year institutional categories and have been analyzed in aggregate. These results report that female Greek membership seems to be on the increase, while male Greek membership, in contrast, seems to be declining. As these results represent the knowledge or perception of a single respondent, they should be compared to similar findings reported by the Greek organizations themselves.

Reported Five-Year Change in Male Greek Membership-All Institutions (N=93)



Reported Five-Year Change in Female Greek Membership-All Institutions (N=96)

