

# **National Survey of First-Year 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)

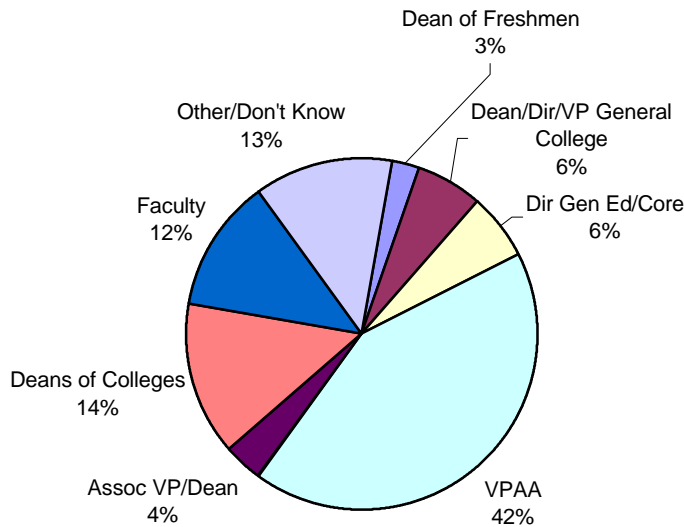
1. Which, if any, of the following offices or individuals has primary responsibility for oversight of the first-year curriculum?

- Dean of Freshmen
- Dean/Director/VP of General or University College or Division of Undergraduate Education
- Director of General Education/Core Curriculum
- VP for Academic Affairs/Dean of the College
- Associate VP/Associate Dean for Undergraduate Instruction
- Deans of Academic Schools/College
- Faculty
- Other/Don't Know, Not Applicable

**Key Findings:** Across all institutional categories, the most common response to this question is "Vice President for Academic Affairs." However, as institutional size increases, responsibility tends to shift to "Deans of Colleges and Schools" or "Faculty." In research universities, more "deans of colleges" or "deans of general/university colleges" have oversight of the first-year curriculum than any other response category (30 - 33%). Only 2.5% (8 institutions) of the total response sample reported that a "Dean of Freshmen" has curricular responsibility.

The response to this question is not surprising, but indicates that the first-year curriculum, to the degree that it exists as a discrete entity, is generally one of myriad curricular responsibilities under the purview of top level academic administrators.

Primary Responsibility for First-Year Curriculum - All Institutions



Primary Responsibility for First-Year Curriculum by Carnegie Classification

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Dean of Freshman	0.9%	2.5%	9.1%	2.3%	7.6%	
Dean/dir/vp General College	6.1%	2.5%		4.5%	13.3%	23.8%
Dir Gen Ed/Core	4.4%	7.5%		11.4%		
VPAA	48.2%	60%	48.5%	31.8%	20%	28.6%
Assoc VP/Dean	1.8%		9.1%	2.3%	13.3%	9.5%
Deans of Colleges	13.2%	2.5%		20.5%	33.3%	23.8%
Faculty	13.2%	5.0%	21.2%	12.5%	13.3%	9.5%
Other	8.8%	17.5%	6.1%	10.2%		4.8%

Q2 (Carnegie)

2. In the following departments or units who teaches the majority of first-year, non-developmental introductory classes?

- English
- Math
- Psychology
- History
- Biology
- Fine Arts
- First-Year Seminars

**Key Findings:** In general, responses to this question run counter to the prevailing "wisdom" or "opinion" about which faculty actually teach the majority first-year courses. Again, with only a few disciplinary exceptions, across all institutional types, sizes, and Carnegie classifications, the most common response was "senior faculty." However, both two-year colleges and small baccalaureate colleges reported greater use of senior faculty than did large institutions.

The few exceptions to this general response were as follows:

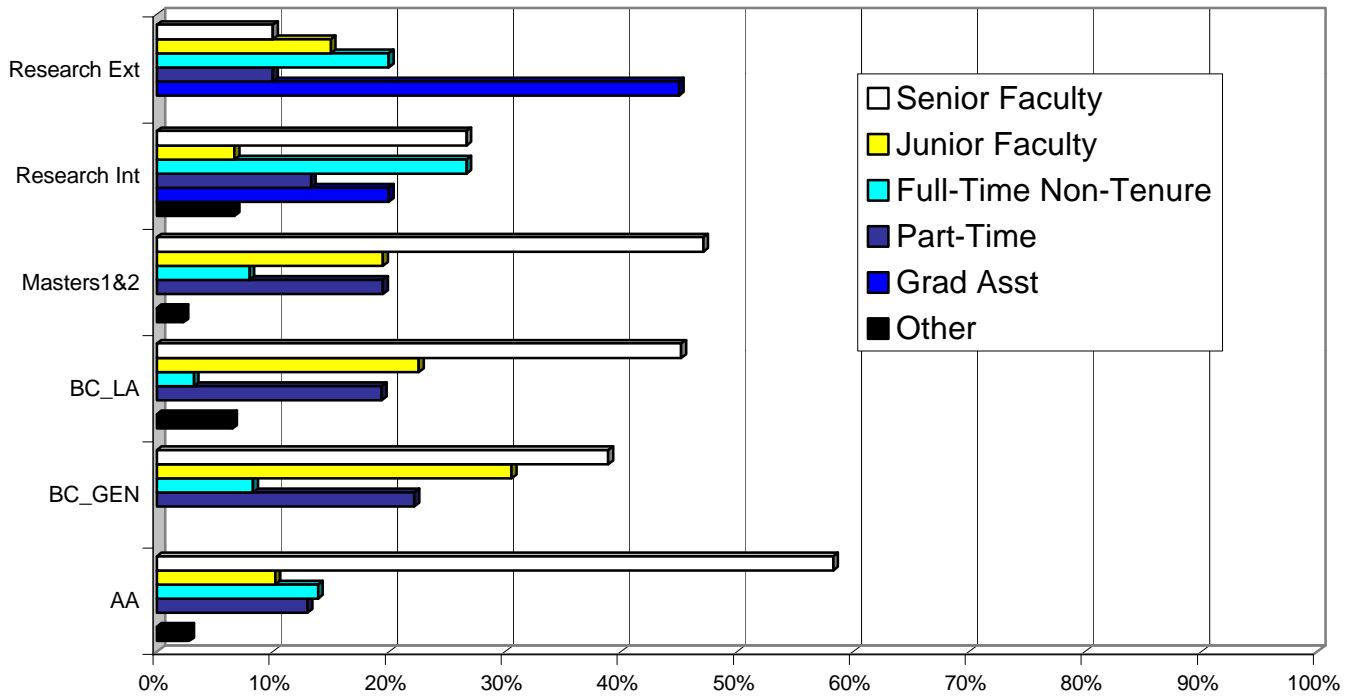
English: At research extensive institutions, almost 1/2 of respondents indicated that graduate teaching assistants teach the majority of first-year English sections. At research intensive universities, the teaching of first-year English is shared by senior faculty (26.7%), full-time, non-tenure-track faculty (26.7%) and TAs (20%).

Math: At research extensive institutions, first-year teaching responsibilities are also reportedly shared between senior faculty (30%), full-time, non-tenure-track faculty (30%), and TAs (25%).

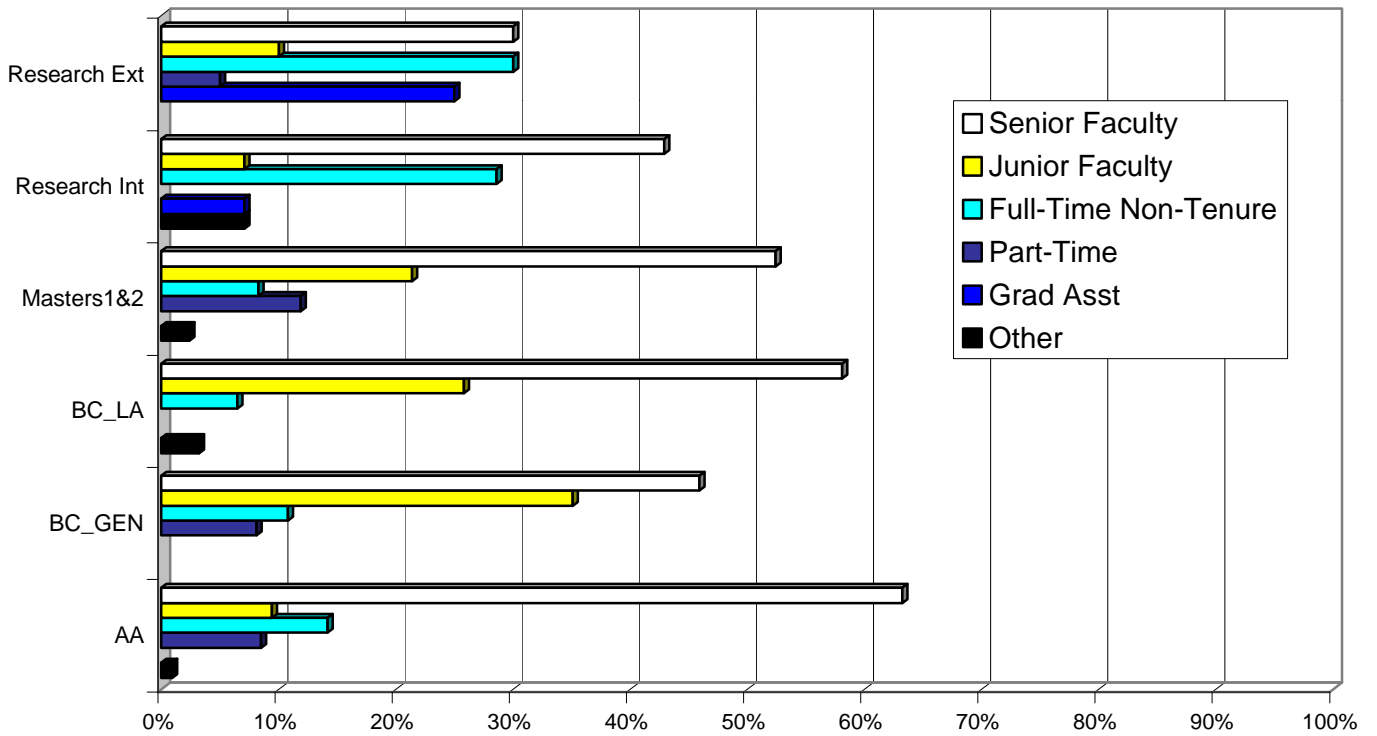
First-year seminar: Although senior faculty reportedly teach more first-year seminars than any other single category of instructor, the percentages are lower, ranging from 37.5% of baccalaureate-liberal arts institutions to 20% of research extensive universities. 40% of research extensive institutions responded "other." This likely indicates the involvement of student affairs professionals and other non-faculty in the teaching of first-year seminars.

Responses to this question deserve further investigation. Some observers of these survey responses have opined that a chief academic officer may not know who is teaching first-year courses across the curriculum or may have responded as a "public relations" representative, thereby artificially inflating the number of senior faculty reportedly teaching first-year courses.

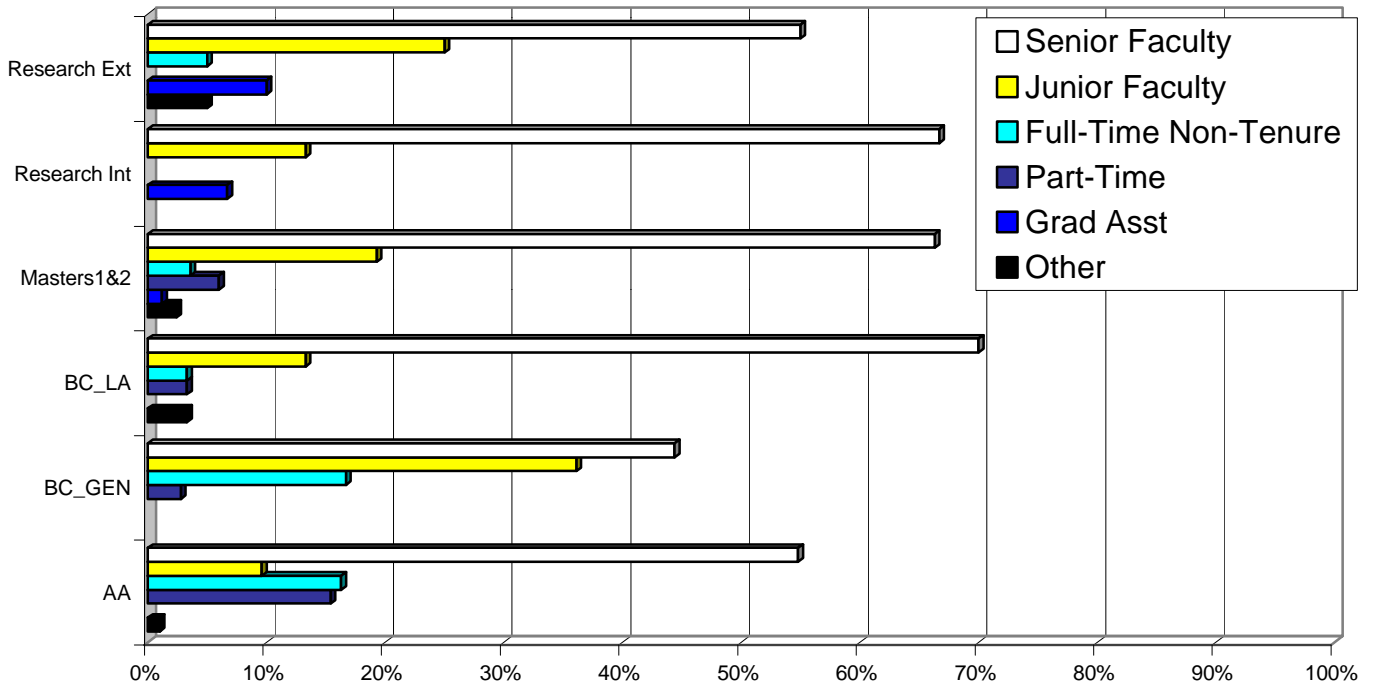
Who Teaches First-Year English - by Carnegie Classification



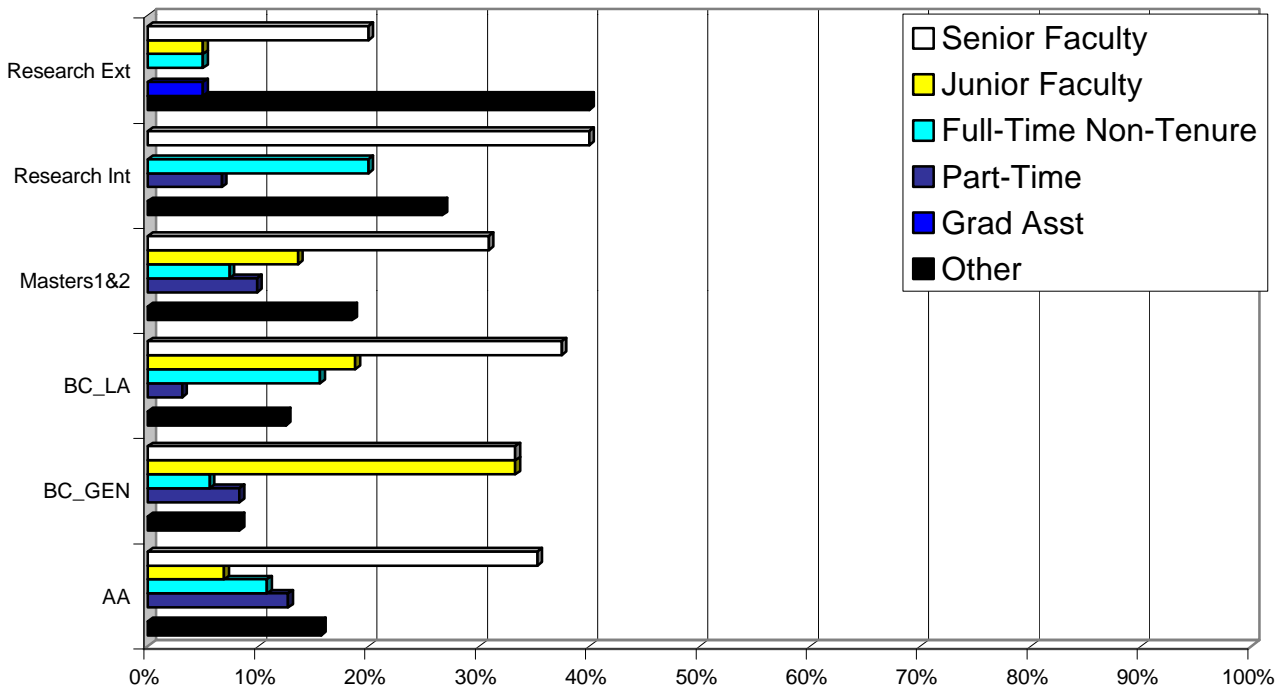
Who Teaches First-Year Math - by Carnegie Classification



Who Teaches First-Year Psychology - by Carnegie Classification



Who Teaches Freshman Seminar - by Carnegie Classification



**Who Teaches First-Year English - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	58.3%	38.9%	45.2%	47.1%	26.7%	10%
Junior Faculty	10.2%	30.6%	22.6%	19.5%	6.7%	15%
Full-Time Non-Tenure	13.9%	8.3%	3.2%	8%	26.7%	20%
Part-Time	13%	22.2%	19.4%	19.5%	13.3%	10%
Grad Asst					20%	45%
Other	2.8%		6.5%	2.3%	6.7%	

**Who Teaches First-Year Math - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	63.2%	45.9%	58.1%	52.4%	42.9%	30%
Junior Faculty	9.4%	35.1%	25.8%	21.4%	7.1%	10%
Full-Time Non-Tenure	14.2%	10.8%	6.5%	8.3%	28.6%	30%
Part-Time	8.5%	8.1%		11.9%		5%
Grad Asst					7.1%	25%
Other	0.9%		3.2%	2.4%	7.1%	

**Who Teaches First-Year Psychology - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	54.8%	44.4%	70%	66.3%	66.7%	55%
Junior Faculty	9.6%	36.1%	13.3%	19.3%	13.3%	25%
Full-Time Non-Tenure	16.3%	16.7%	3.3%	3.6%		5%
Part-Time	15.4%	2.8%	3.3%	6%		
Grad Asst				1.2%	6.7%	10%
Other	1%		3.3%	2.4%		5%

**Who Teaches First-Year History - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	53.8%	59.5%	63.3%	69.5%	71.4%	55%
Junior Faculty	6.7%	24.3%	20%	19.5%	14.3%	25%
Full-Time Non-Tenure	15.4%	5.4%		3.7%	14.3%	
Part-Time	12.5%	2.7%	6.7%	2.4%		5%
Grad Asst						10%
Other	1%		6.7%	2.4%		5%

**Who Teaches First-Year Biology - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	61.5%	56.8%	74.2%	68.3%	66.7%	55%
Junior Faculty	13.5%	32.4%	9.7%	19.5%	13.3%	25%
Full-Time Non-Tenure	14.4%	5.4%	3.2%	4.9%	6.7%	15%
Part-Time	5.8%	2.7%		3.7%	6.7%	5%
Grad Asst						
Other	1%		6.5%	2.4%		

**Who Teaches First-Year Fine Arts - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	48.5%	48.6%	53.3%	53%	60%	50%
Junior Faculty	9.7%	24.3%	10%	26.5%	6.7%	20%
Full-Time Non-Tenure	15.5%	5.4%	10%	3.6%		20%
Part-Time	13.6%	13.5%	6.7%	7.2%	6.7%	
Grad Asst						
Other	1%		6.7%	3.6%	6.7%	

**Who Teaches Freshman Seminar - by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
Senior Faculty	35.3%	33.3%	37.5%	30.9%	40%	20%
Junior Faculty	6.9%	33.3%	18.8%	13.6%		5%
Full-Time Non-Tenure	10.8%	5.6%	15.6%	7.4%	20%	5%
Part-Time	12.7%	8.3%	3.1%	9.9%	6.7%	
Grad Asst						5%
Other	15.7%	8.3%	12.5%	18.5%	26.7%	40%

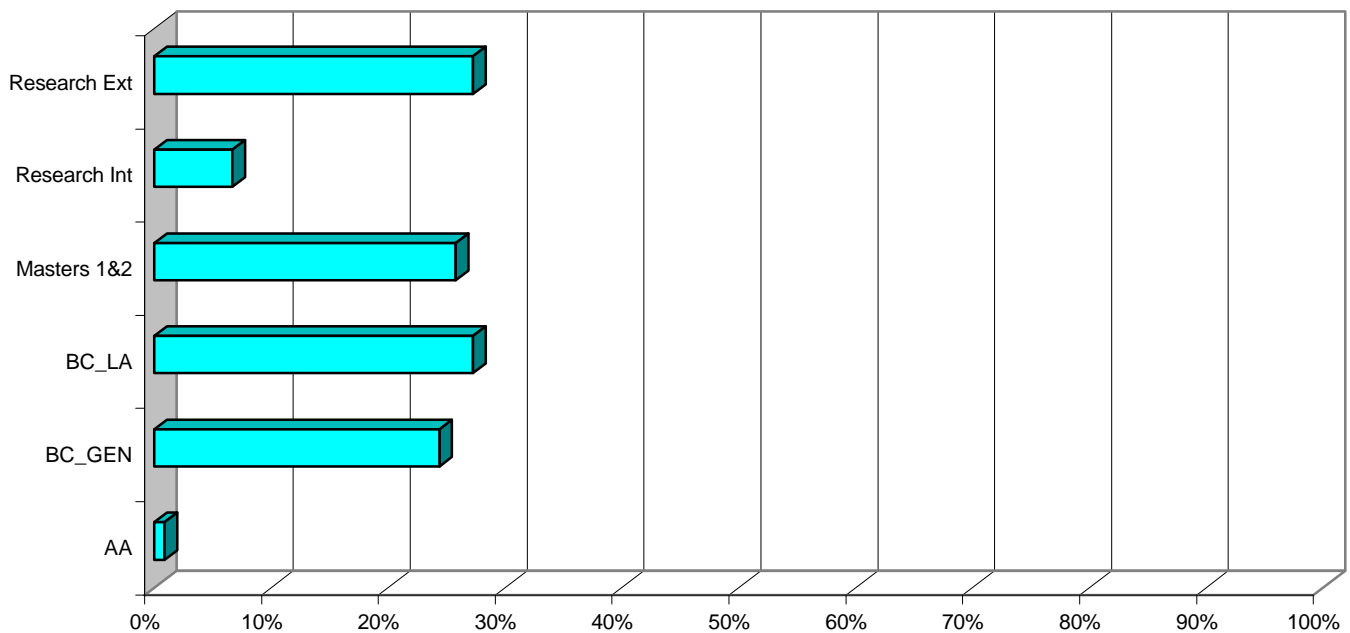
Q3 (Carnegie)

**3. Do upper-level students serve as co-teachers in any first-year classes in the following disciplines? (Please check all that apply.)**

- English
- Math
- Psychology
- History
- Biology
- Fine Arts
- First-Year Seminars
- Other (Please identify the academic discipline)

**Key Findings:** Although higher education research suggests that college students learn more from other students than from any other single source of influence, responses to this question indicate that the intentional use of "peers"--upper-level undergraduate students--in co-teaching any course in the undergraduate curriculum is, with only one exception, extremely rare (less than 10% of respondents). The exception is first-year seminars at four-year institutions. In contrast to other discipline courses, approximately 1/4 of first-year seminars include upper-level peers as co-teachers. "Other" courses in which upper-level students are co-teachers include economics, education, health, and physical education.

**Percentage Reporting Use of Upper-Level Students as Co-Teachers in Freshman Seminar - by Carnegie Classification**



**Use of Upper-Level Students as Co-Teachers by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
English	1.7%	14.6%	9.1%	10.2%	6.7%	
Math	0.9%	9.8%	9.1%	9.1%	6.7%	
Psychology		12.2%	6.1%	10.2%		
History		4.9%	3%	2.3%		
Biology		2.4%	6.1%	5.7%		9.1%
Fine Arts		2.4%	3%	6.8%	6.7%	
First-Year Seminars	0.9%	24.4%	27.3%	25.8%	6.7%	27.3%
Other	7.8%	12.2%	6.1%	8%	13.3%	9.1%

Q4 (Carnegie)

**4. In the following disciplines, what is the most common section size of first-year introductory classes at your institution?**

- 25 or fewer
- 26-49
- 50-74
- 75-99
- 100 or more

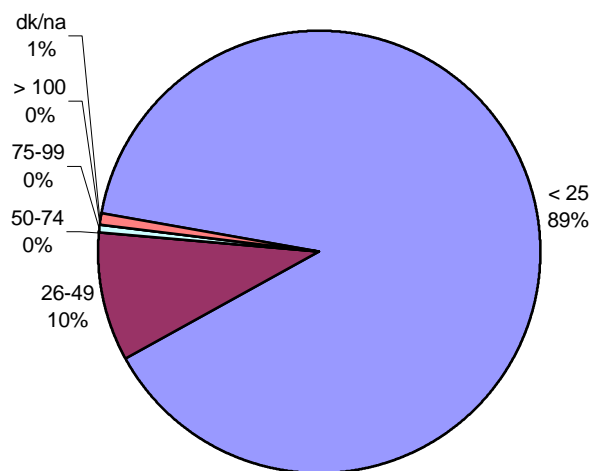
**Key Findings:** First-year courses are taught in section sizes that vary by discipline and by size of institution. First-year English and first-year seminars are the courses in which section size is most likely to be restricted to <25 students. Over 90% of 4-year and 80% of 2-year institutions report English classes in this size range.

Math and fine arts classes tend to exhibit greater size variance that correlates with institutional size. Two-year and small four-year colleges are more likely to teach both first-year math and fine arts courses in sections of <25 students. Research universities, however, report that the most common section size is from 26 to 49 students.

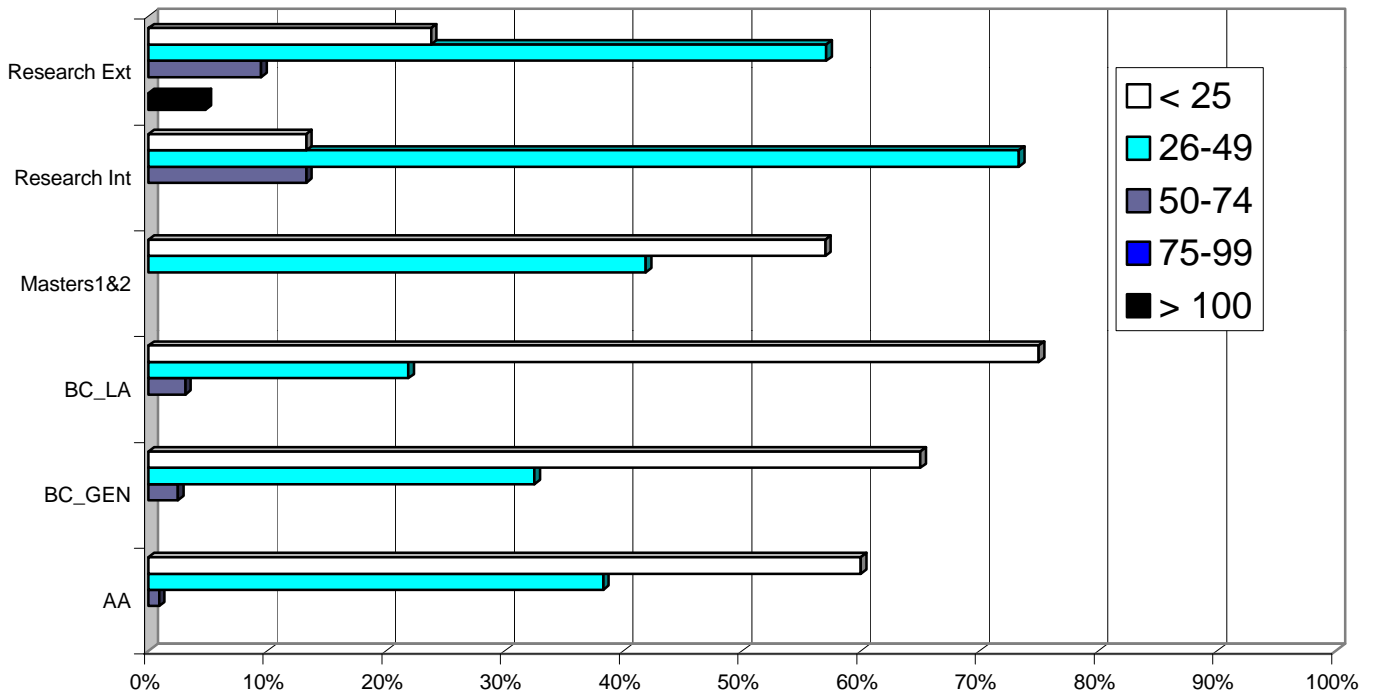
In psychology and biology, section sizes show an even greater variance. The most common section size is from 26 - 49 students, but at research universities, both psychology and biology classes are most likely to be over 100 students.

These findings are again in contrast with some of the prevailing beliefs about the first year. Although all first-year students are clearly not relegated to large classes, classes of over 100 students are quite common in the sciences and social sciences at large universities. It is frequently the case that class size decisions are made for financial reasons rather than the impact of class size on learning, satisfaction, or retention. We would encourage institutions to study the impact of class size on student outcomes and to make decisions that are intentionally supportive of student learning and retention.

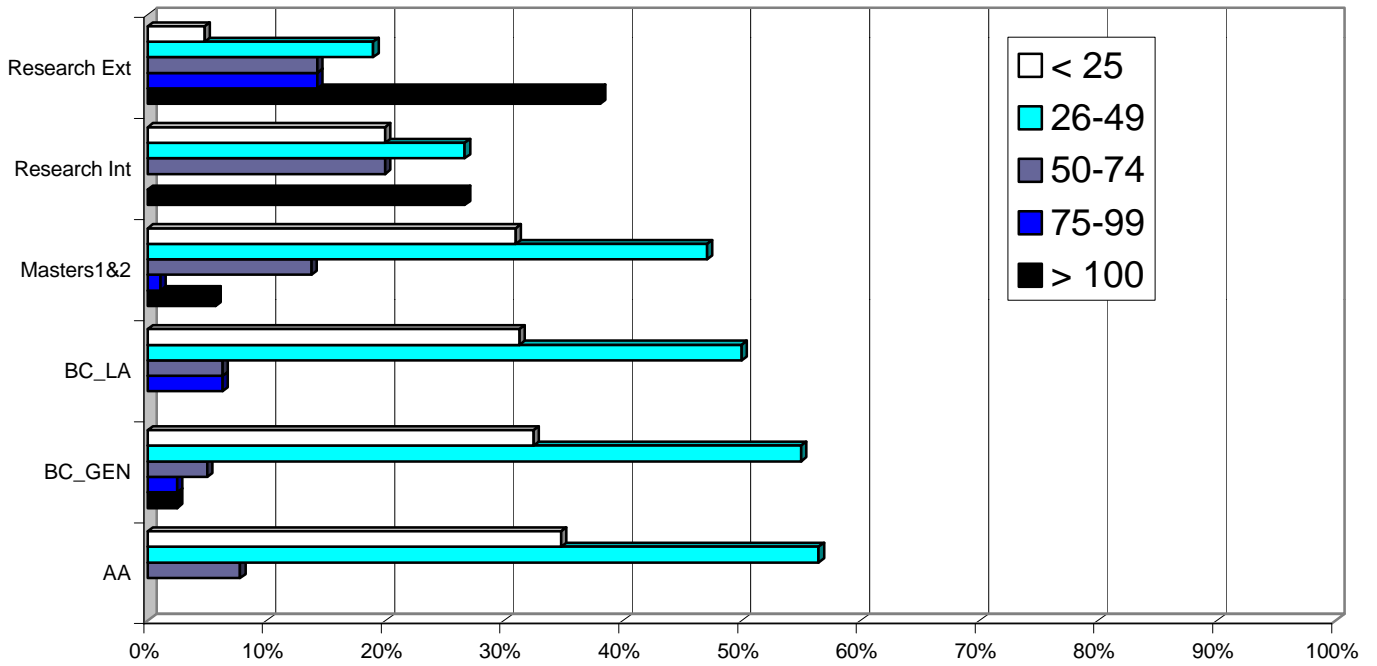
**Most Common Section Size of First-Year English Classes - All Institutions**



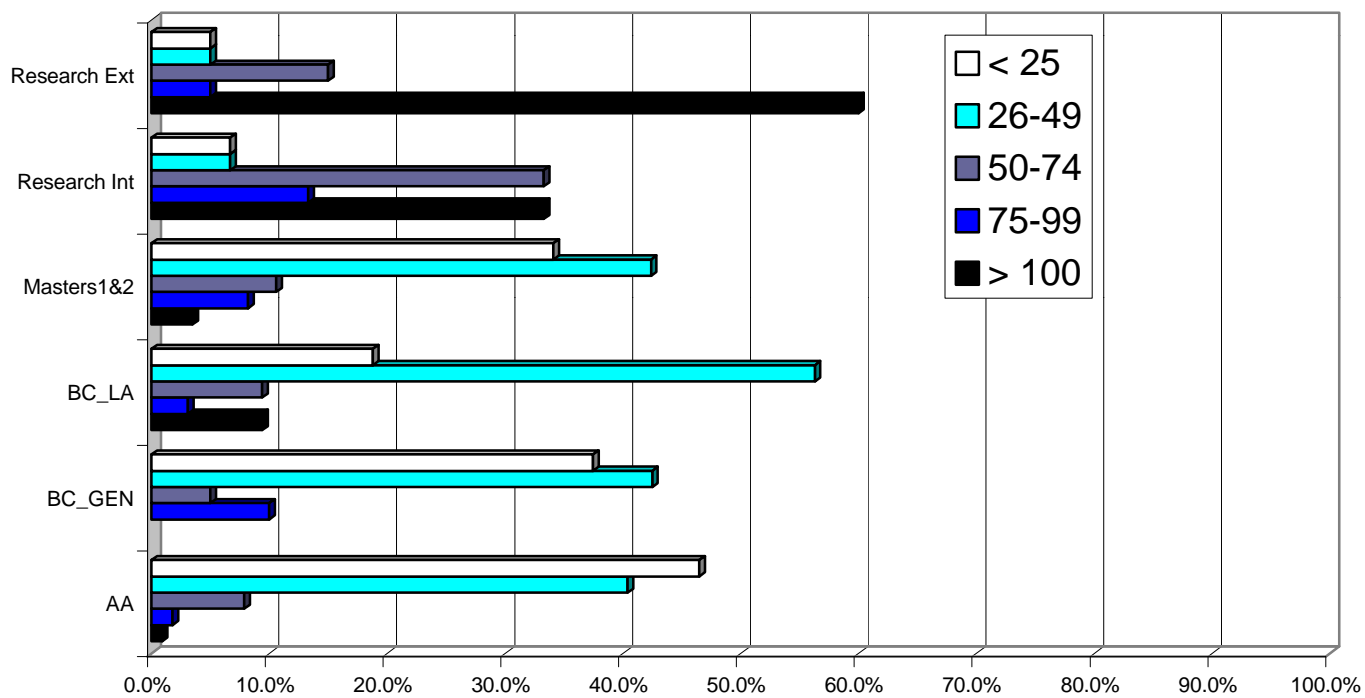
**Most Common Section Size of First-Year Math  
- by Carnegie Classification**



**Most Common Section Size of First-Year Psychology  
- by Carnegie Classification**



Most Common Section Size of First-Year Biology - by Carnegie Classification



**Most Common Section Size for First-Year English – by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	81.7%	97.5%	96.9%	94.3%	93.3%	85.7%
26-49	16.5%	2.5%	3.1%	5.7%	6.7%	9.5%
50-74						
75-99	0.9%					
> 100						

**Most Common Section Size for First-Year Math– by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	60%	65%	75%	57%	13.3%	23.8%
26-49	38.3%	2.5%	21.9%	41.9%	73.3%	57.1%
50-74	0.9%	2.5%	3.1%		13.3%	9.5%
75-99						
> 100						4.8%

**Most Common Section Size for First-Year Psychology– by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	34.8%	32.5%	31.3%	31%	20%	4.8%
26-49	56.5%	55%	50%	47.1%	26.7%	19%
50-74	7.8%	5%	6.3%	13.8%	20%	14.3%
75-99		2.5%	6.3%	1.1%		14.3%
> 100		2.5%		5.7%	26.7%	38.1%

**Most Common Section Size for First-Year History– by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	30.7%	35%	56.7%	36%	33.3%	14.3%
26-49	57.9%	50%	43.3%	48.8%	33.3%	28.6%
50-74	3.5%	5%		14%	13.3%	19%
75-99		2.5%			13.3%	9.5%
> 100					6.7%	19%

**Most Common Section Size for First-Year Biology– by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	46.5%	37.5%	18.8%	34.1%	6.7%	5%
26-49	40.4%	42.5%	56.3%	42.4%	6.7%	5%
50-74	7.9%	5%	9.4%	10.6%	33.3%	15%
75-99	1.8%	10%	3.1%	8.2%	13.3%	5%
> 100	0.9%		9.4%	3.5%	33.3%	60%

**Most Common Section Size for First-Year Fine Arts– by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	51.8%	64.1%	75%	52.3%	33.3%	23.8%
26-49	36.8%	25.6%	18.8%	31.4%	40%	38.1%
50-74	2.6%	5.1%		5.8%		9.5%
75-99		2.6%		3.5%	6.7%	
> 100				1.2%	6.7%	14.3%

**Most Common Section Size for Freshman Seminar– by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast. 1&2	Res Int	Res Ext
< 25	60%	89.5%	87.5%	80%	73.3%	76.2%
26-49	18.2%	2.6%		7.5%	20%	
50-74	0.9%					
75-99	1.8%					
> 100	2.7%		3.1%			4.8%

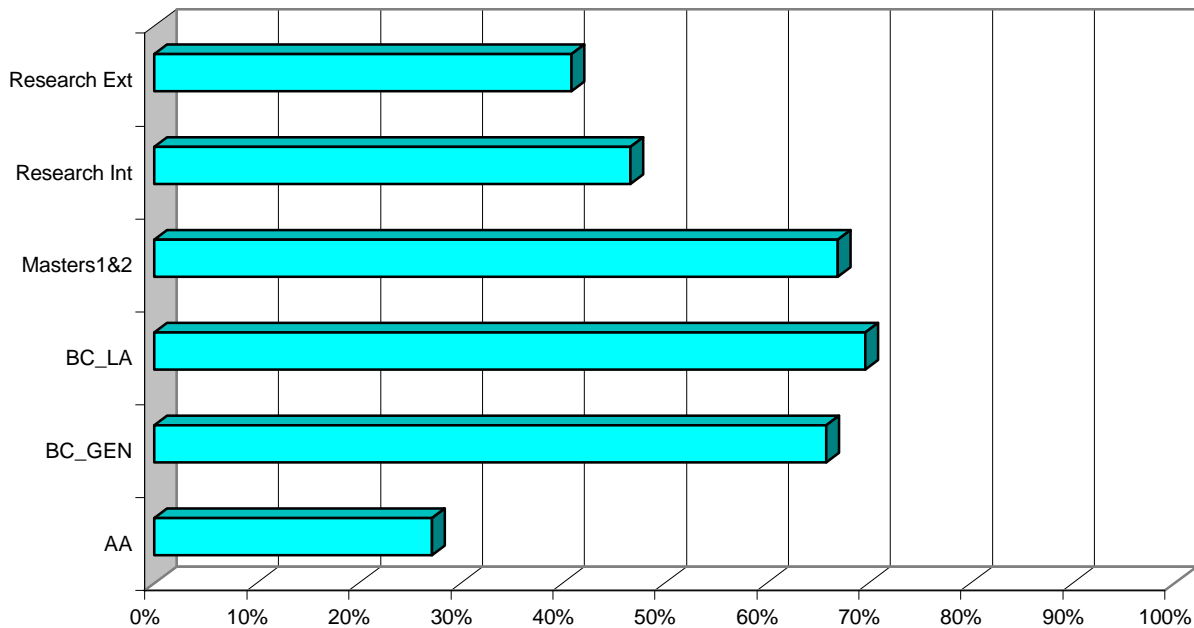
Q5 (Carnegie)

**5. At your institution, do all first-year students take any required course(s) in common?**

- Don't know/not applicable
- No
- Yes, please provide title(s)

**Key Findings:** Responses to this question indicate significant differences between two and four-year institutions. Approximately one out of every four two-year institutions requires all first-year students to take at least one course in common, but over 2/3 of four-year institutions have a similar requirement. A common first-year course or set of courses is much more likely to be offered/required at small baccalaureate colleges or master's institutions than at other types of institutions. A common course is one highly effective method of providing cohesion to an often fragmented academic experience.

**Percentage Reporting Required Common First-Year Course(s)  
- by Carnegie Classification**



**Required Common First-Year Course(s) by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast 1&2	Res Int	Res Ext
Yes	27.2%	65.9%	69.7%	67%	46.7%	40.9%
No	68.4%	34.1%	30.3%	31.8%	53.3%	59.1%

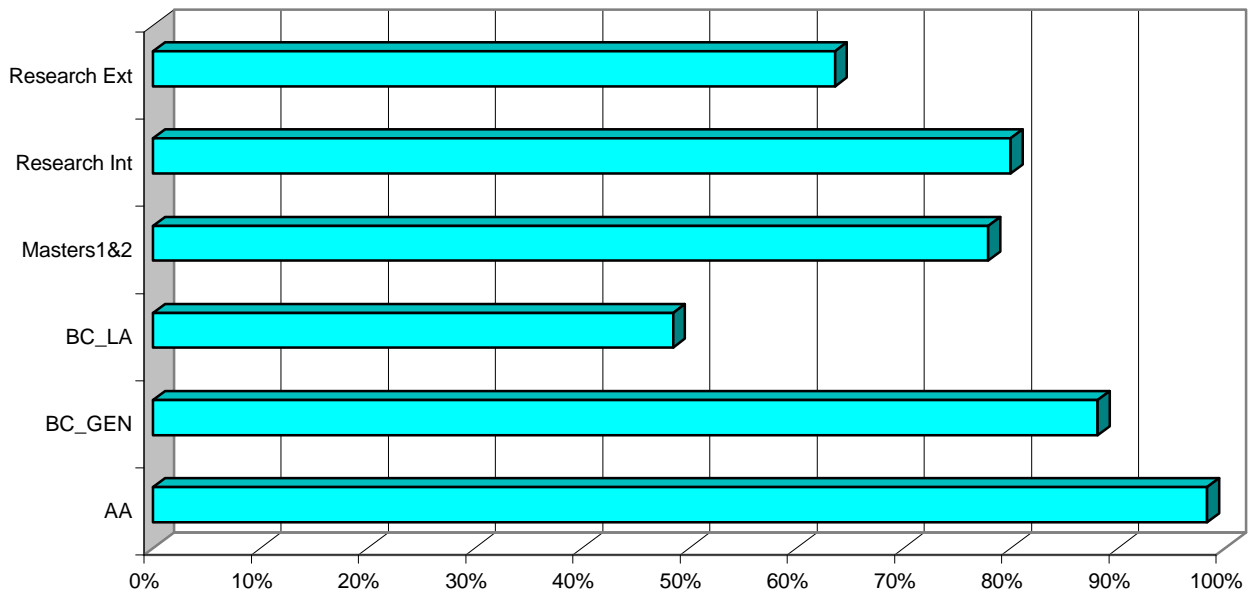
Q6 (Carnegie)

**6. Does your institution offer courses that are categorized as remedial/developmental?**

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

**Key Findings:** Although it is no surprise that two-year institutions are far more likely than four-year institutions to offer remedial courses (98% vs. 74%), it is interesting to note that all institutions, irrespective of type or size, offer some remediation. Almost one of every two of the most selective liberal arts colleges and almost 2/3 of research universities has some remedial/developmental course offerings. This finding runs counter to the common perception that remediation is the work of the two-year community college and is vanishing from four-year institutions. In spite of mandates in some state systems that ostensibly remove remedial courses from four-year colleges and universities, significant numbers of such courses still exist.

**Percentage Reporting Remedial/Developmental Courses - by Carnegie Classification**



**Remedial/Developmental Courses by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast 1&2	Res Int	Res Ext
Yes	98.3%	88.1%	48.5%	77.9%	80%	63.6%
No	1.7%	11.9%	51.5%	22.1%	20%	31.8%

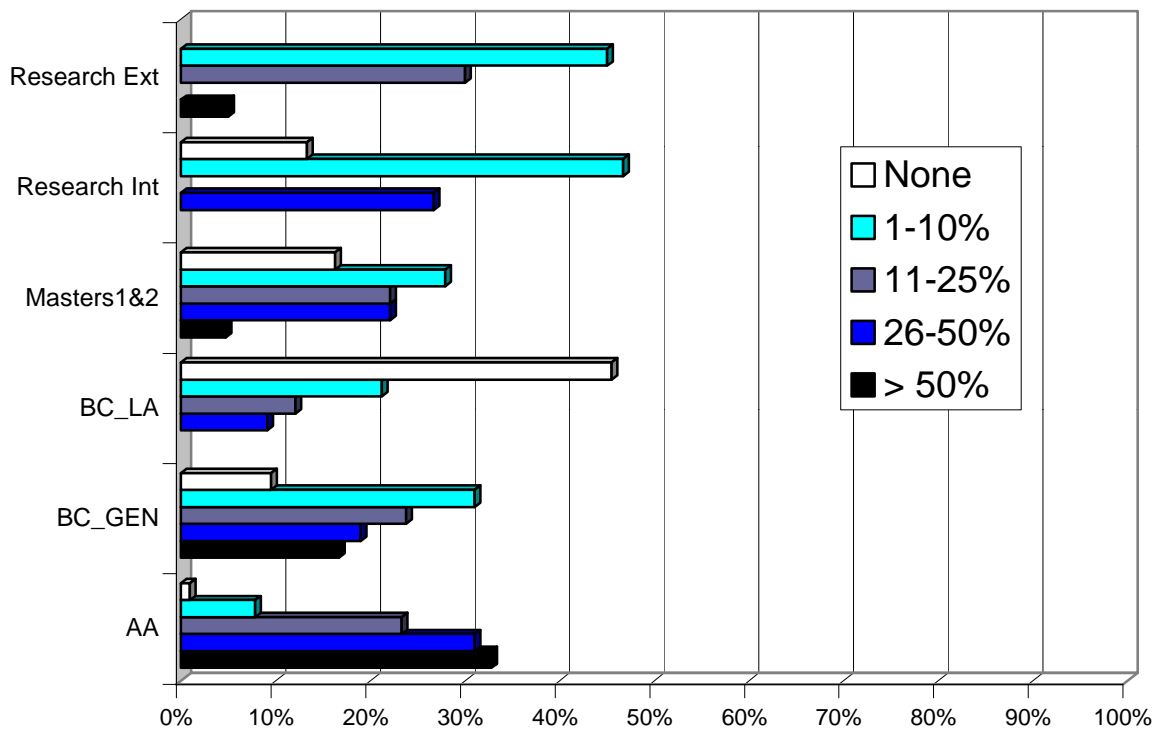
Q7 (Carnegie)

**7. Approximately what percentage of your first-year students is currently enrolled in at least one developmental/remedial course?**

- 0% (none)
- 1%-10%
- 11%-25%
- 26%-50%
- more than 50%
- Don't know/not applicable

**Key Findings:** As might be expected, two-year institutions are much more likely to have large percentages (>50%) of remedial students. Among four-year institutions, the highest percentages (over 50%) of remedial students are most likely to be found at baccalaureate general colleges (13.2%).

**Percentage of First-Year Students in Remedial/Developmental Course(s)  
- by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
None	0.9%	9.5%	45.5%	16.3%	13.3%	
1-10%	7.8%	31.0%	21.2%	27.9%	46.7%	45.0%
11-25%	23.3%	23.8%	12.1%	22.1%		30.0%
26-50%	31.0%	19.0%	9.1%	22.1%	26.7%	
> 50%	32.8%	16.7%		4.7%		5.0%

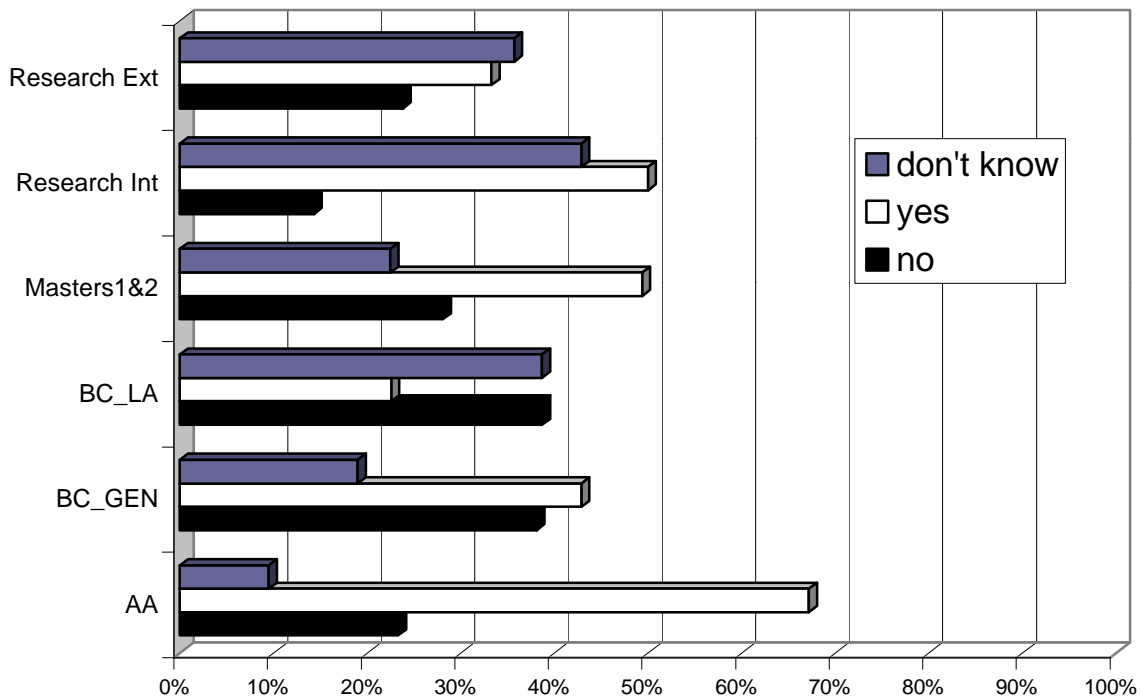
Q8 (Carnegie)

**8. Has your institution evaluated success rates in regular introductory discipline courses for students who were required to complete a prerequisite developmental course in the same discipline?**

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

**Key Findings:** This question raises what we believe to be an important issue, and that is whether institutions have investigated the effect of developmental/remedial courses on student readiness for the regular curriculum. Two-year institutions are more likely than four-year institutions to have conducted this type of investigation. Evidence in the higher education literature is mixed on the question of whether developmental/remedial programs actually meet their objectives and whether these courses are sufficient preparation for same-discipline courses in the regular curriculum. Over 25% of four-year respondents "don't know" whether such investigation has been conducted on their campus.

**Evaluation of Impact of Developmental Course(s) on Performance in Regular Course(s)  
- by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
■ don't know	9.5%	19.0%	38.70%	22.50%	42.90%	35.70%
□ yes	67.2%	42.9%	22.6%	49.4%	50.0%	33.3%
■ no	23.3%	38.1%	38.7%	28.1%	14.3%	23.8%

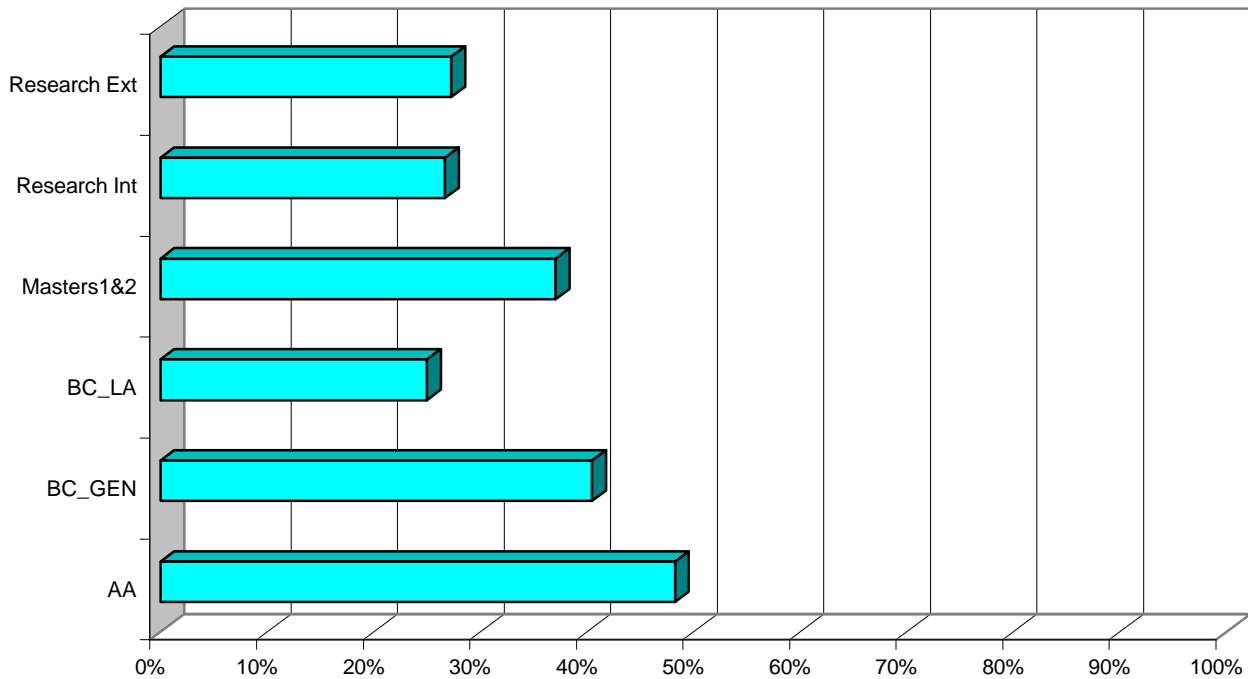
Q9 (Carnegie)

**9. At your institution, is there an institution-wide undergraduate class attendance policy?**

- Yes
- No
- No answer/don't know

**Key Findings:** With few exceptions, first-year students' class attendance patterns will predict their academic success. However, our research found that fewer than 50% of both two and four-year institutions have an official attendance policy. Two-year institutions are most likely to have an attendance policy (48.3%); research universities and baccalaureate-liberal arts institutions, least likely (25%). The overall low level of institutionally mandated attendance is likely the result of deeply held beliefs of many faculty that "college students are adults" and should be treated as adults, for better or worse.

**Percentage Reporting Undergraduate Attendance Policy - by Carnegie Classification**



**Undergraduate Attendance Policy by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast 1&2	Res Int	Res Ext
Yes	48.3%	40.5%	25%	37.1%	26.7%	27.3%
No	50.9%	59.5%	71.9%	61.8%	73.3%	72.7%

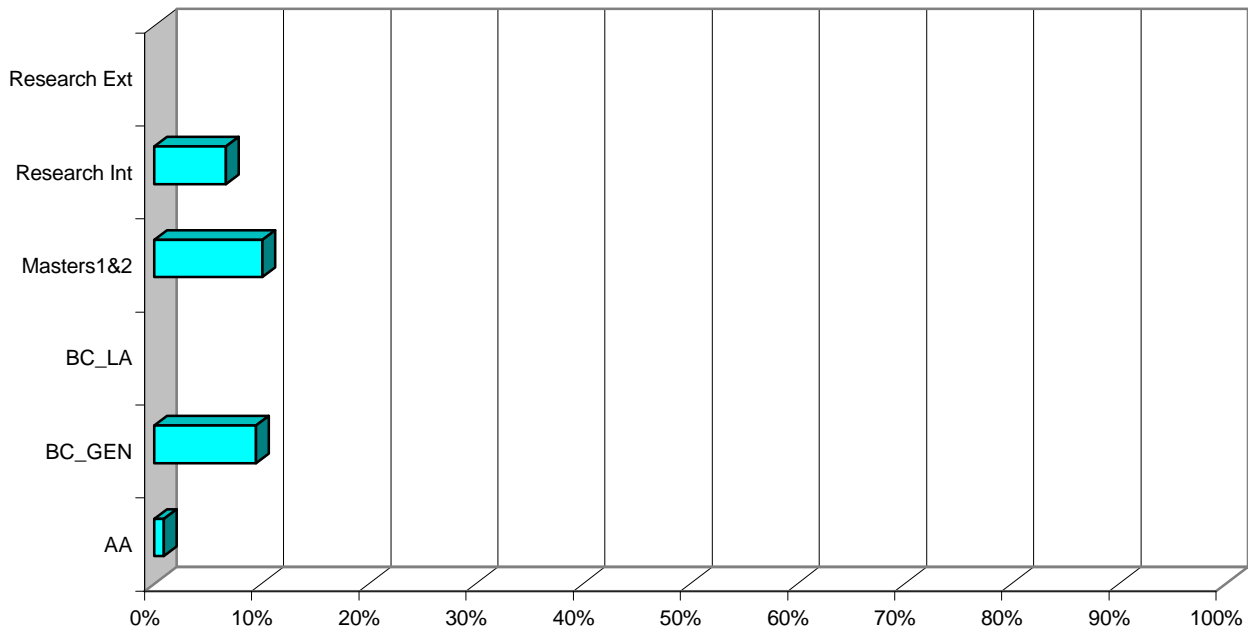
Q10 (Carnegie)

**10. At your institution, is there a class attendance policy for first-year students that differs in any way from the institution-wide policy?**

- Don't know/not applicable
- No
- Yes (Please describe the difference.)

**Key Findings:** Our research finds very few institutions (5% overall) that have an attendance policy for first-year students that is, in any way, different from a general attendance policy. When such a policy is in effect, it is generally more stringent than attendance policies for upper-level students.

**Percentage Reporting First-Year Attendance Policy - by Carnegie Classification**



**First-Year Attendance Policy by Carnegie Classification**

	AA	BC_GEN	BC_LA	Mast 1&2	Res Int	Res Ext
Yes	0.9%	9.5%		10.1%	6.7%	
No	94.8%	83.3%	93.9%	86.5%	93.3%	95.5%

Q11 (Carnegie)

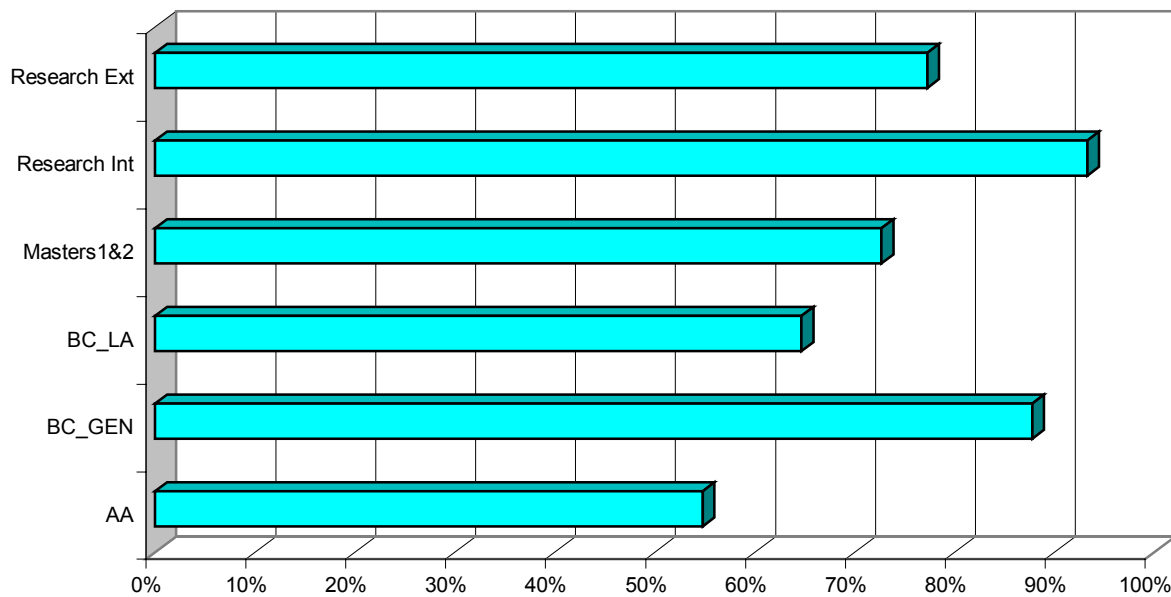
11. Does your institution mandate the collection and reporting of first-year mid-term grades to any of the following individuals? (Please check all that apply.)

- Students
- Academic advisors
- Coaches/athletic advisors
- Parents
- Others
- No mid-term grades collected or reported
- Don't know/not applicable

**Key Findings:** One of the "Seven Principles for Good Practice in Undergraduate Education" is frequent and timely feedback to students. Early feedback on academic work is especially important for first-year students, many of whom lack a clear sense of their own academic readiness for college. This research finds that currently just over half of two-year colleges and about 3/4 of four-year colleges do collect mid term grades and report them to someone. Within the four-year sector, the percentage of institutions collecting and reporting mid-term grades varies from a low of 65% of baccalaureate-liberal arts institutions to a high of 93% of research intensive institutions.

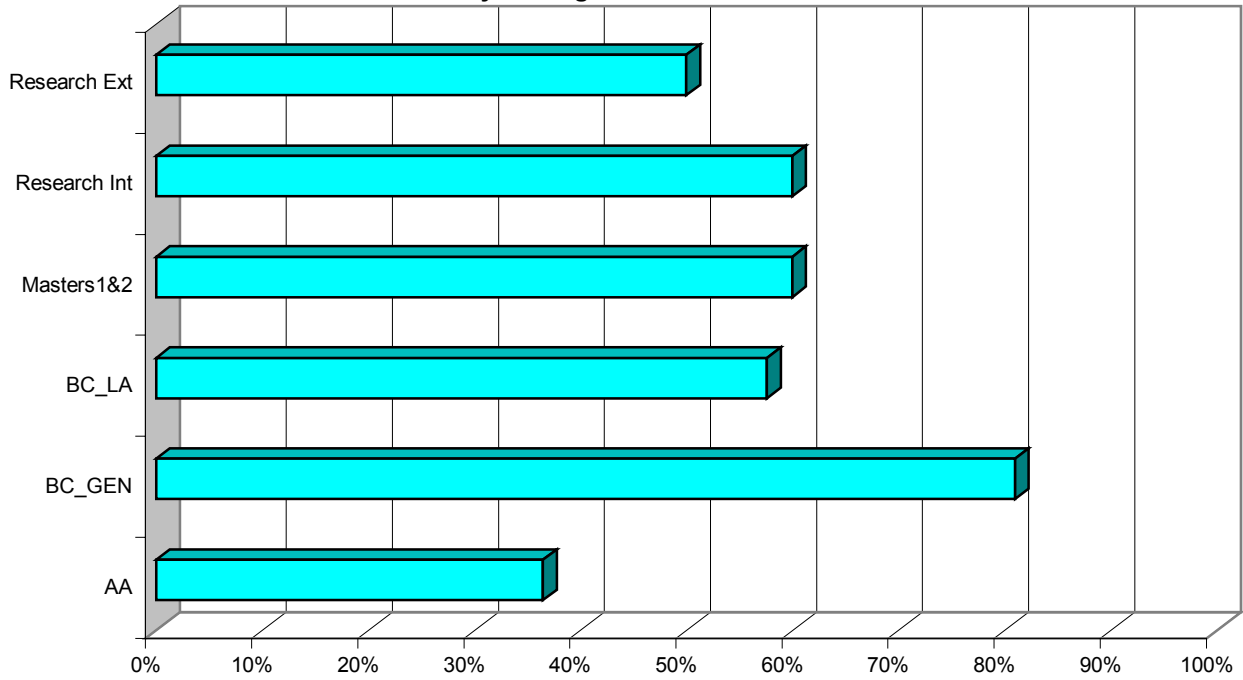
Midterm grades are most likely to be reported to the students themselves and to their academic advisors, but one somewhat surprising finding is that over 14% of liberal arts colleges (BC-general and BC-liberal arts) report mid-term grades to parents.

**Percentage Reporting Collection of First-Year Mid-Term Grades  
- by Carnegie Classification**

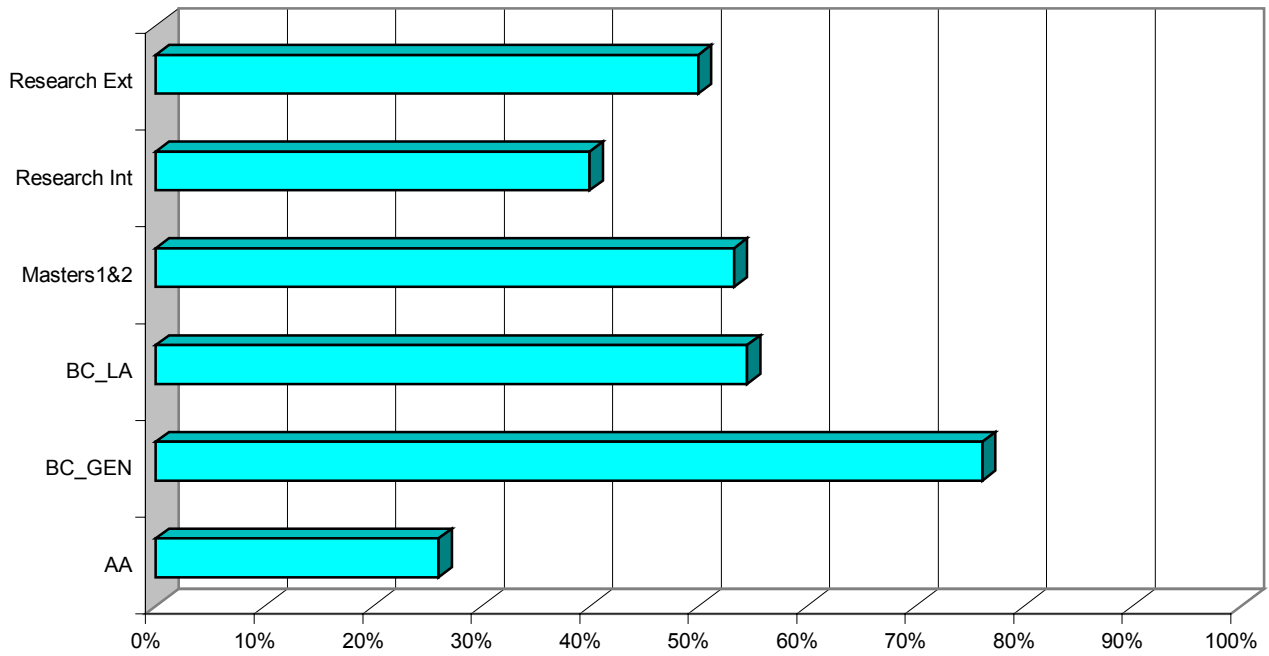


	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	54.8%	87.8%	64.7%	72.7%	93.3%	77.3%

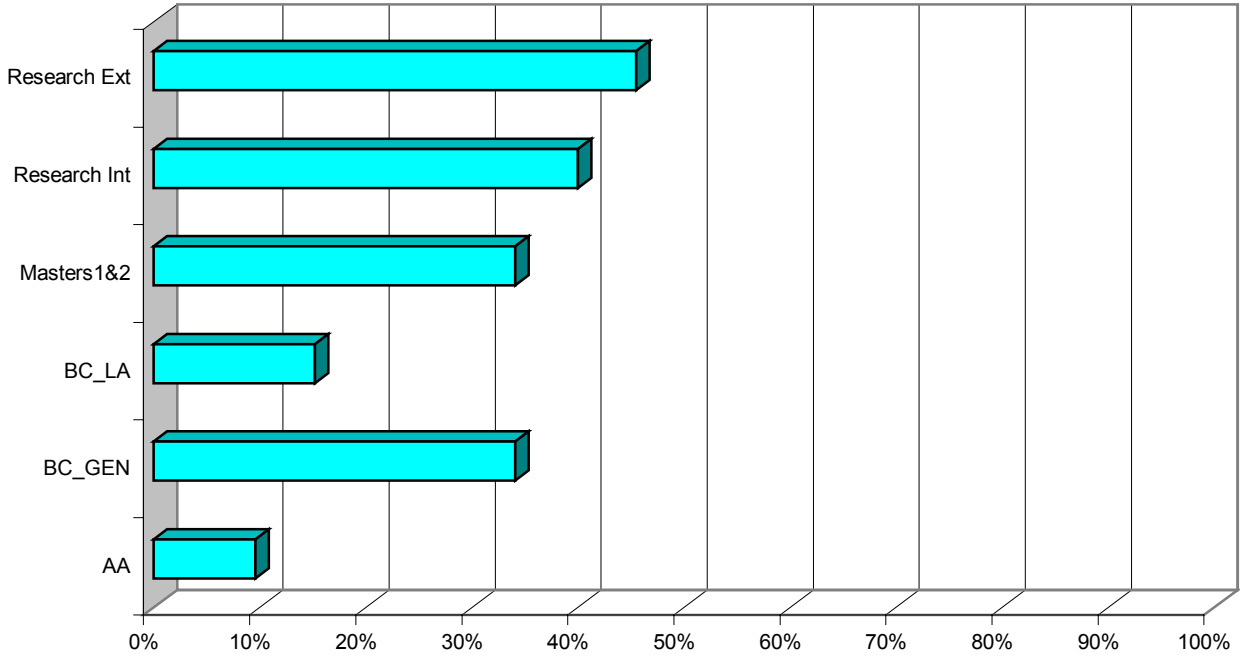
**Percentage Reporting Mid-Term Grades to First-Year Students  
- by Carnegie Classification**



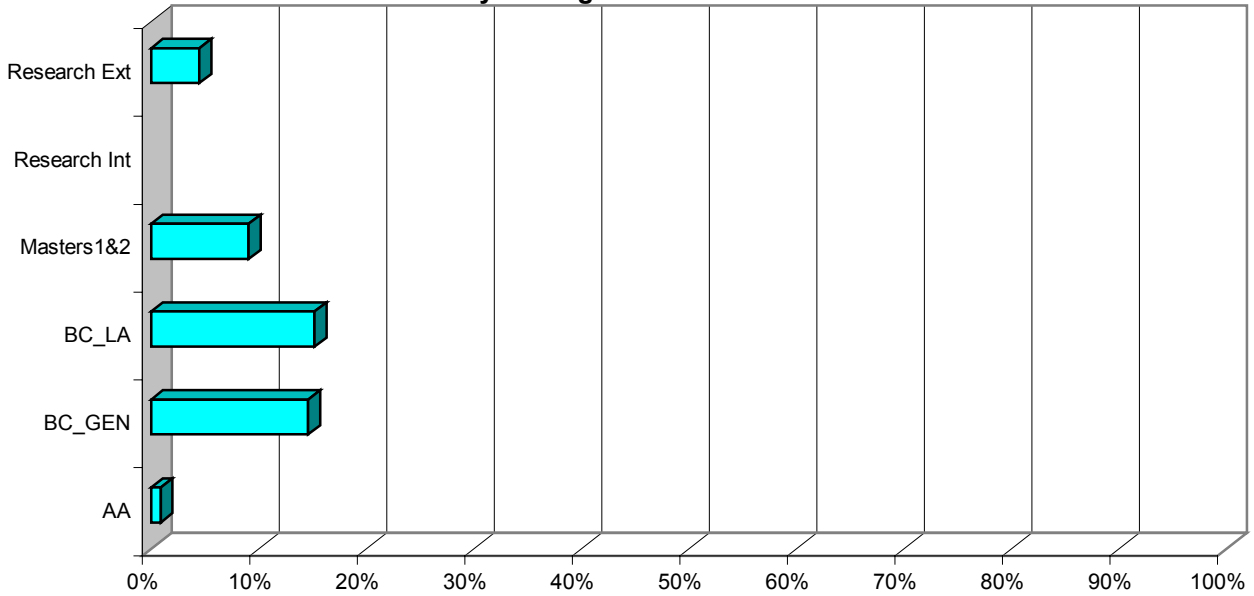
**Percentage Reporting First-Year Mid-Term Grades to Academic Advisors  
- by Carnegie Classification**



**Percentage Reporting First-Year Mid-Term Grade to Coaches/Athletic Advisors  
- by Carnegie Classification**



**Percentage Reporting First-Year Mid-Term Grades to Parents  
- by Carnegie Classification**



	AA	BC_GEN	BC_LA	Mast 1&2	Res Int	Res Ext
Students	36.5%	81%	57.6%	60%	60%	50%
Academic Advisors	26.1%	76.2%	54.5%	53.3%	40%	50%
Coaches/athletic advisors	9.6%	34.1%	15.2%	34.1%	40%	45.5%
Parents	0.9%	14.6%	15.2%	9.1%		4.5%
Others	7.8%	17.1%	6.1%	6.8%	6.7%	4.5%

Q12 (Carnegie)

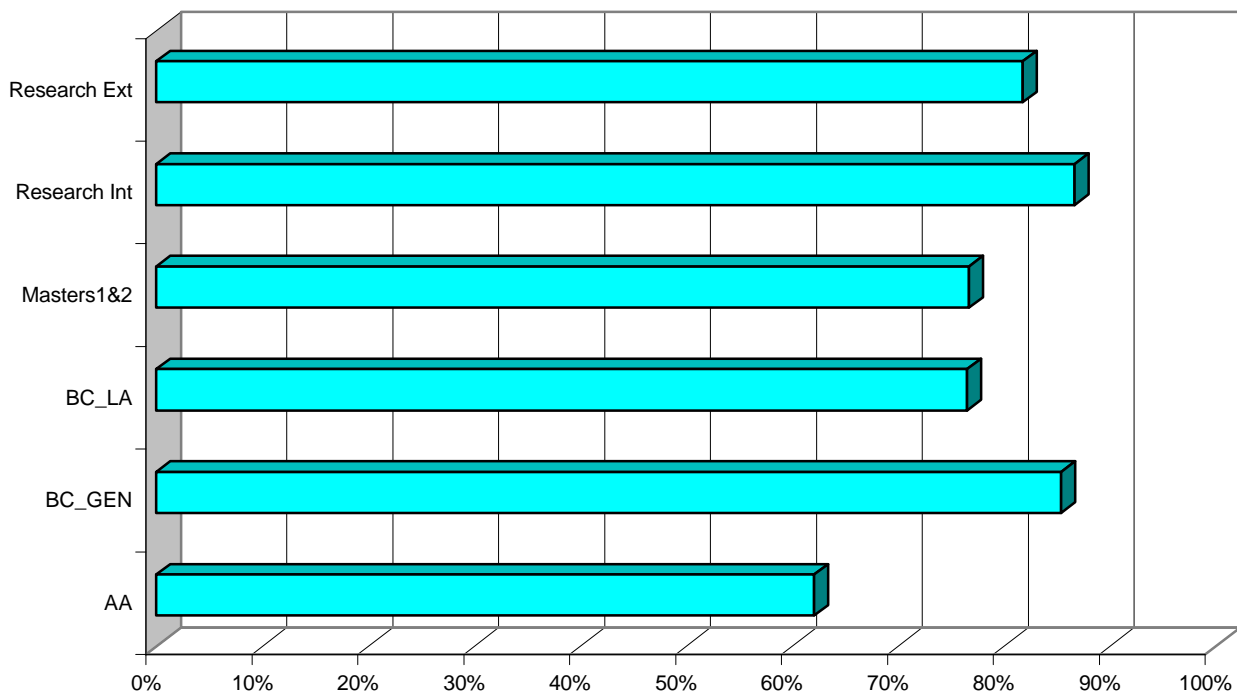
**12. Does your institution or any academic department therein offer any of the following? (Please check all that apply.)**

- Special first-year seminar(s) or extended orientation class(es)
- First-year course(s) in residence halls
- First-year course(s) taught on-line
- First-year course(s) using other forms of distance education
- First-year learning communities (linking of two or more courses across the curriculum so that a single student cohort is enrolled in all courses).
- Service learning (inclusion of volunteer service in credit-bearing first-year courses)
- Supplemental Instruction in first-year courses (supplemental classes linked to high –risk courses and facilitated by an upper-level student)
- “Early-alert system” (system by which first-year students in academic difficulty are identified by faculty and referred for additional assistance)

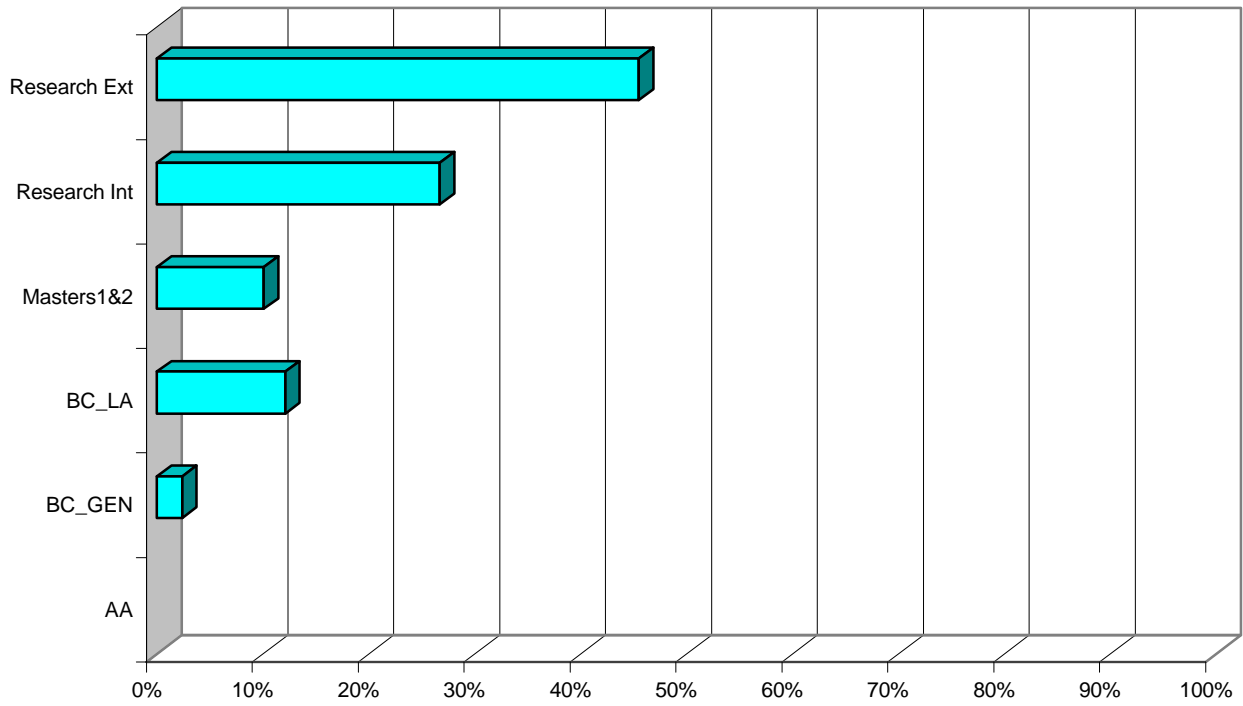
**Key Findings:** The first year of college has become the time during which many colleges and universities offer a variety of special curricular initiatives designed to promote higher levels of academic engagement, a greater sense of community, and academic support. In addition, some institutions are offering first-year courses on-line and through other distance education means. Overall, the findings for this question reveal some interesting differences by institutional type and by Carnegie classification.

Four-year institutions are far more likely than two-year institutions to offer a "first-year seminar." Learning communities and classes in residence halls are more likely to be found in the largest institutions, on-line and distance education opportunities are more frequently reported by two-year colleges, and early alert academic warning systems are somewhat more common in small baccalaureate institutions. Service learning is much more likely to be imbedded in first-year courses at four-year institutions with over 15,000 students.

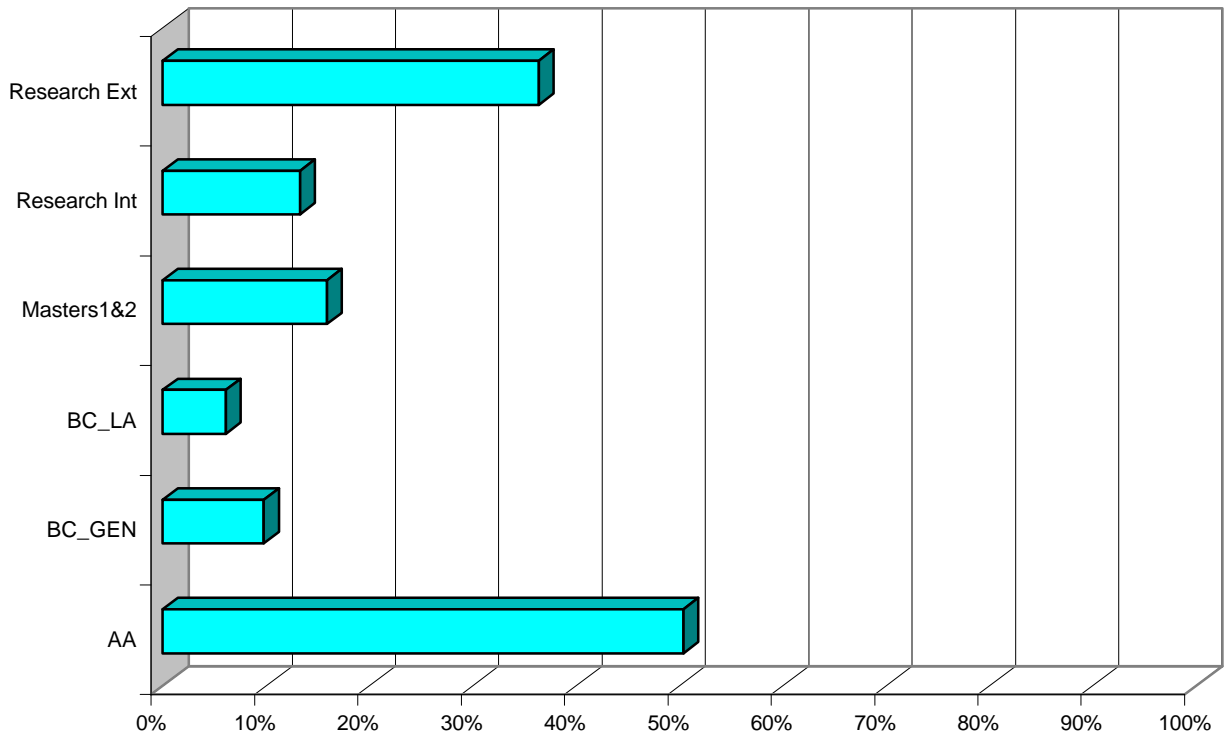
**Percentage Reporting First-Year Seminar or Extended Orientation Class  
- by Carnegie Classification**



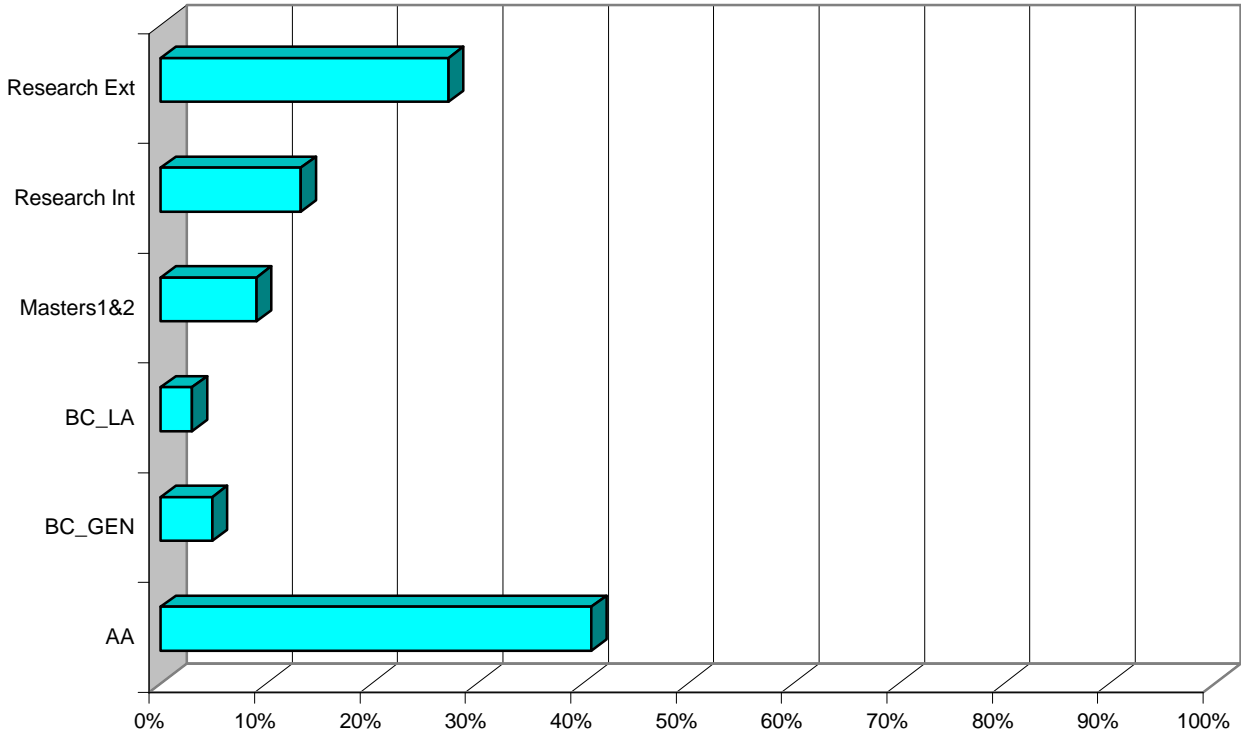
**Percentage Reporting First-Year Courses in Residence Halls - by Carnegie Classification**



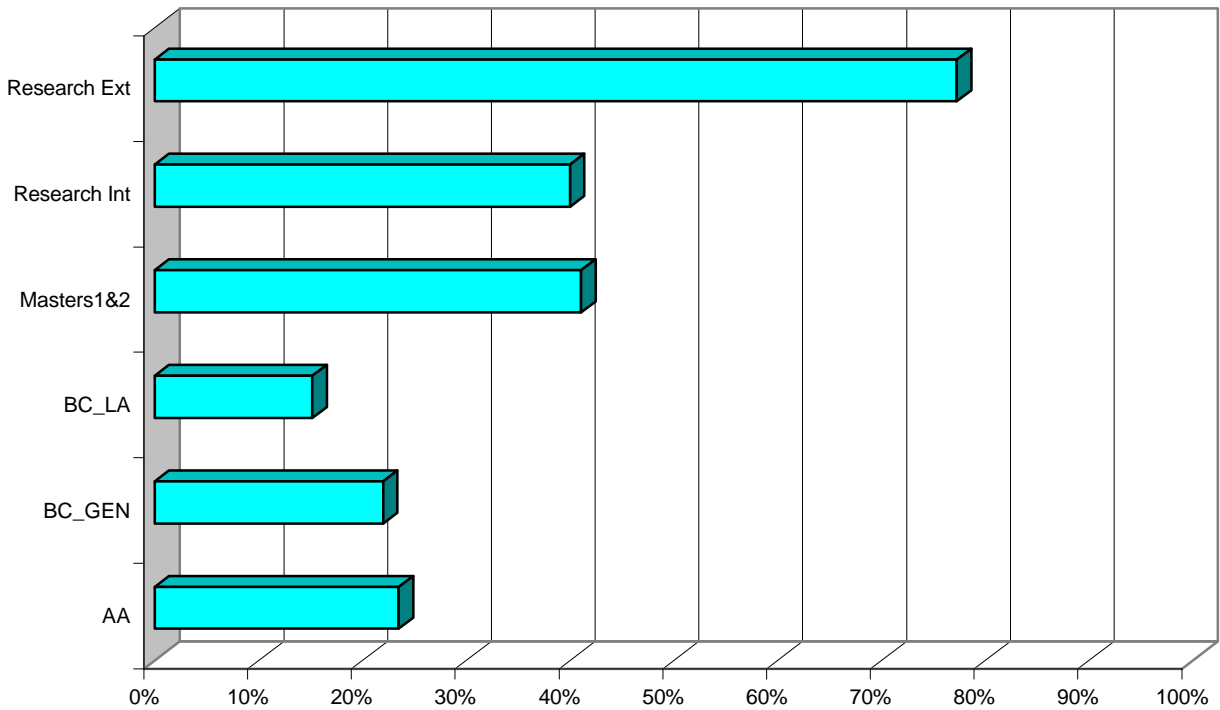
**Percentage Reporting First-Year Courses Taught On-Line - by Carnegie Classification**



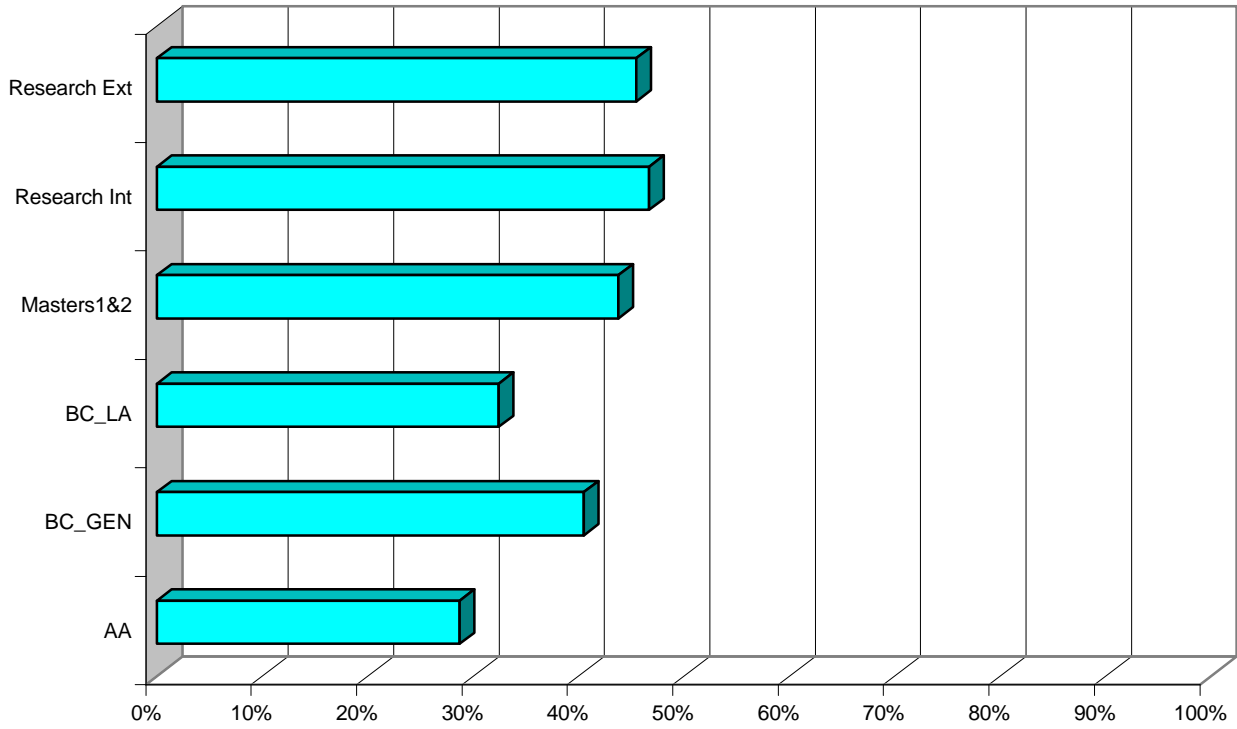
**Percentage Reporting First-Year Courses Using Other Forms of Distance Education - by Carnegie Classification**



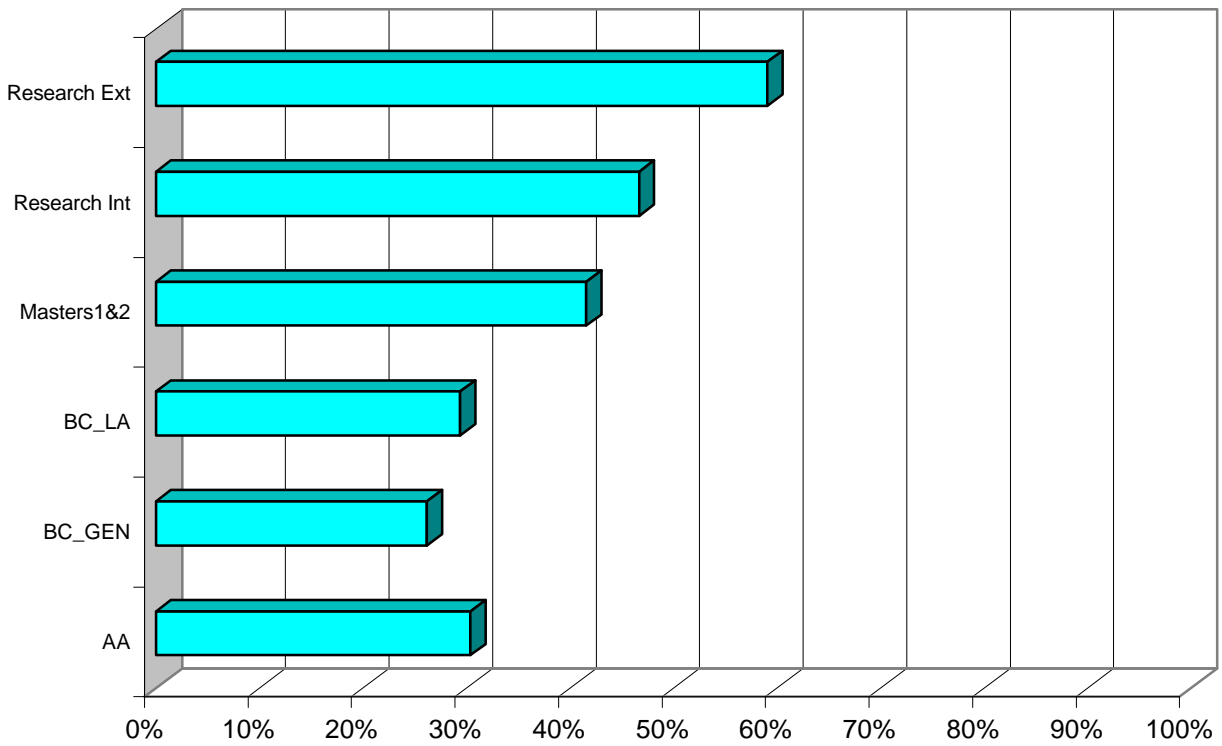
**Percentage Reporting First-Year Learning Communities Offered - by Carnegie Classification**



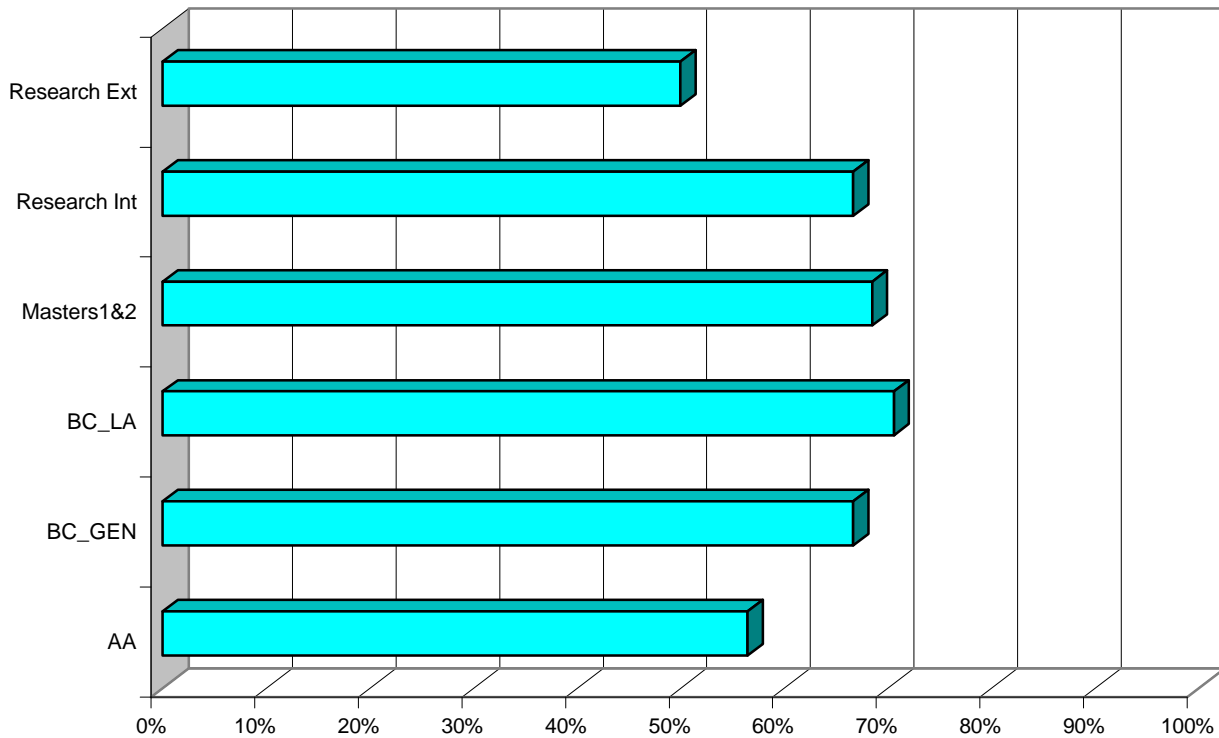
Percentage Reporting Service Learning - by Carnegie Classification



Percentage Reporting Supplemental Instruction - by Carnegie Classification



Percentage Reporting "Early-Alert System" - by Carnegie Classification



	AA	BC_GEN	BC_LA	Mast 1&2	Res Int	Res Ext
First-Year Seminar	62.1%	85.4%	76.5%	76.7%	86.7%	81.8%
Courses in Residence Halls		2.4%	12.1%	10.1%	26.7%	45.5%
Courses Taught On-Line	50.4%	9.8%	6.1%	15.9%	13.3%	36.4%
Distance Ed	40.9%	4.9%	3%	9.1%	13.3%	27.3%
Learning Communities	23.5%	22%	15.2%	41.1%	40%	77.3%
Service Learning	28.7%	40.5%	32.4%	43.8%	46.7%	45.5%
Supplemental Instruction	30.4%	26.2%	29.4%	41.6%	46.7%	59.1%
"Early-alert"	56.5%	66.7%	70.6%	68.5%	66.7%	50%

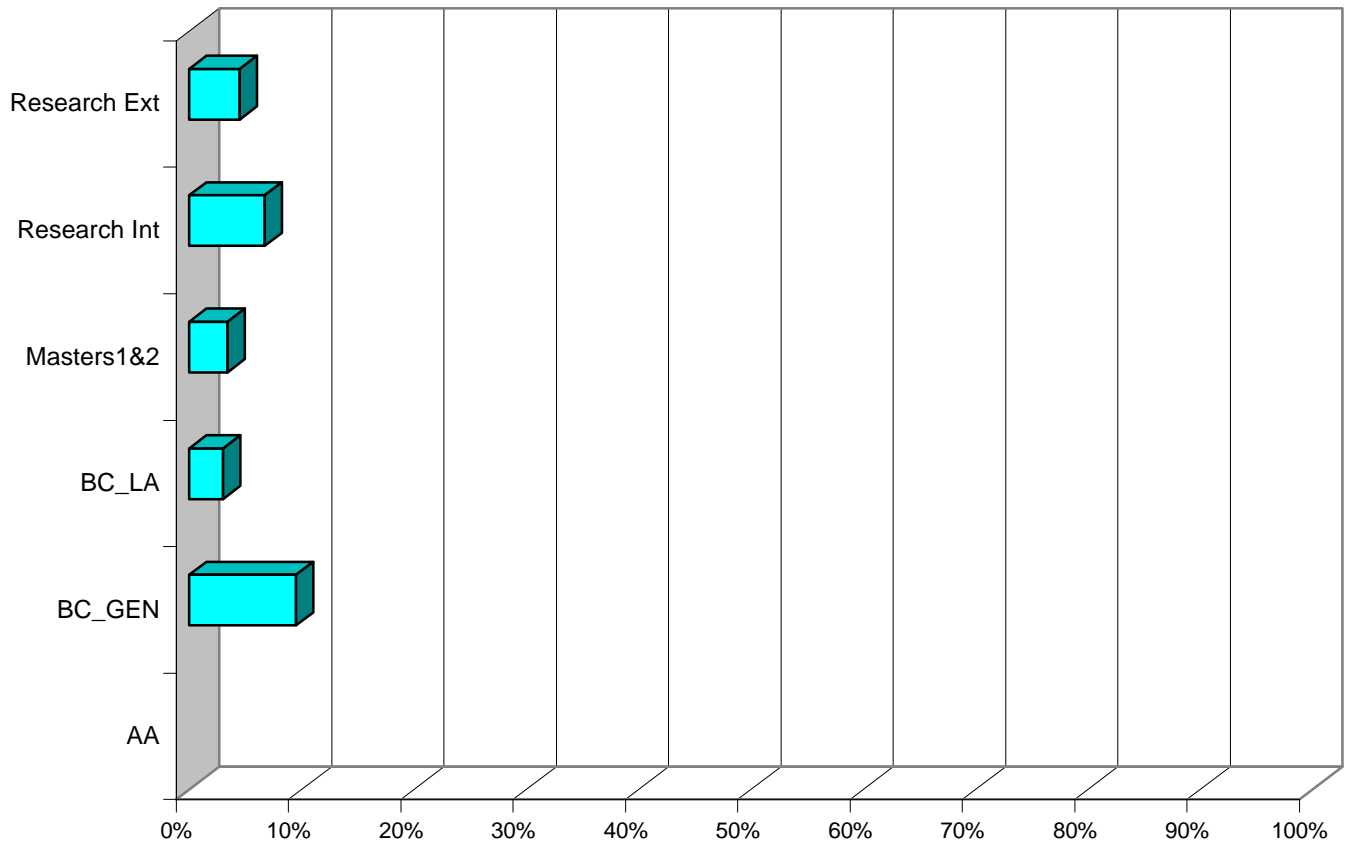
Q13 (Carnegie)

13. Are all first-year students required to have (lease or purchase) a computer of their own?

- Don't know
- No
- Yes
  - If yes, must the computer be a laptop?
  - Yes    No    Don't know

**Key Findings:** In spite of the increasing integration of technology in college courses, only 3% of respondents "require" first-year students to own or lease a computer.

**Percentage Reporting Required Computer Ownership/Leasing  
- by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes		9.5%	3.0%	3.4%	6.7%	4.5%

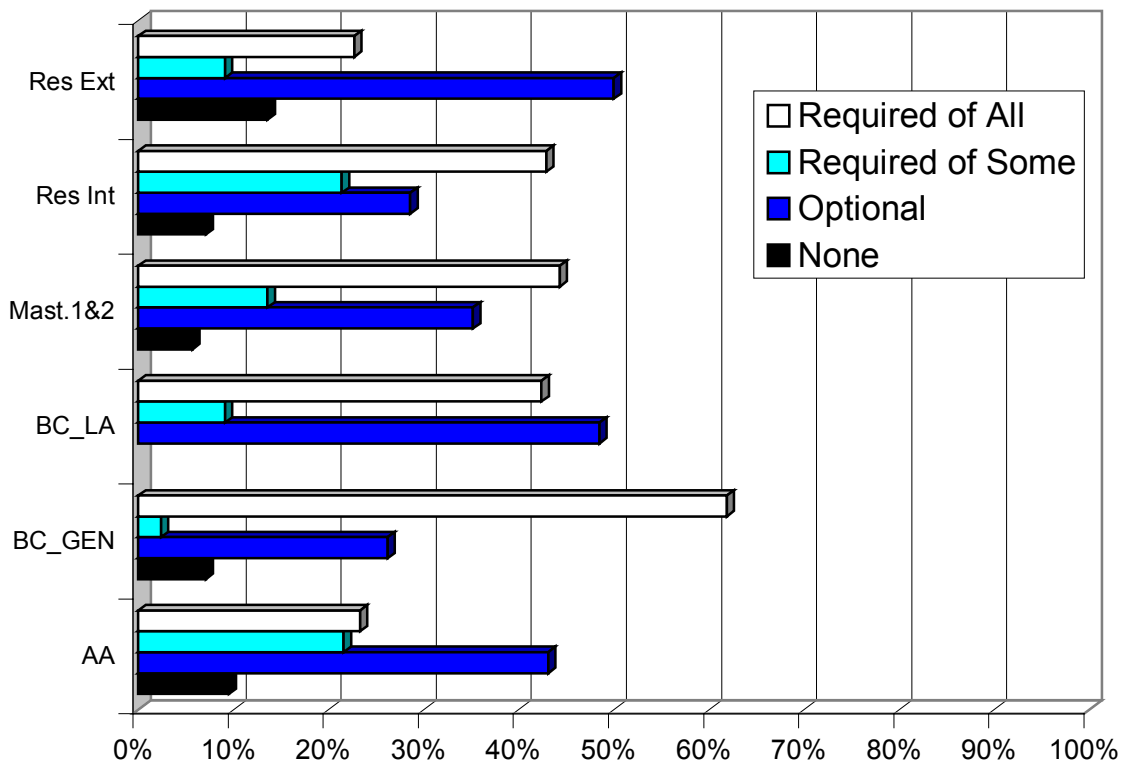
Q14 (Carnegie)

**14. Which statement best describes your institution's method of introducing new students to campus computing?**

- Introduction that is required of all students
- introduction that is required of some students
- Optional introduction
- No introduction
- Don't know/not applicable

**Key Findings:** Slightly over 1/3 of institutions mandate some sort of introduction to computing for all students. One half of respondents indicate that an introduction is "optional" for all students or "required" for students who enter with minimal computer skills. Fewer than 10% of respondents have no formalized introduction to computing.

**Introduction to Campus Computing by Carnegie Classification**



	AA	BC_GEN	BC_LA	Mast.1&2	Res Int	Res Ext
<input type="checkbox"/> Required of All	23.3%	61.9%	42.4%	44.3%	42.9%	22.7%
<input type="checkbox"/> Required of Some	21.6%	2.4%	9.1%	13.6%	21.4%	9.1%
<input type="checkbox"/> Optional	43.1%	26.2%	48.5%	35.2%	28.6%	50.0%
<input type="checkbox"/> None	9.5%	7.1%		5.7%	7.1%	13.6%

Q15 (Carnegie)

**15. If your campus provides an introduction to computing, in what setting is this instruction provided (e.g., through library orientation, computer class, first-year seminar, non-credit workshops, etc.)?**

**Key Findings:** Institutions use a variety of venues to provide computer instruction. The most common settings were non-credit workshops, part of student orientation, integrated with library orientation, part of a first-year seminar, and freestanding special computer classes.

Q16 (Carnegie)

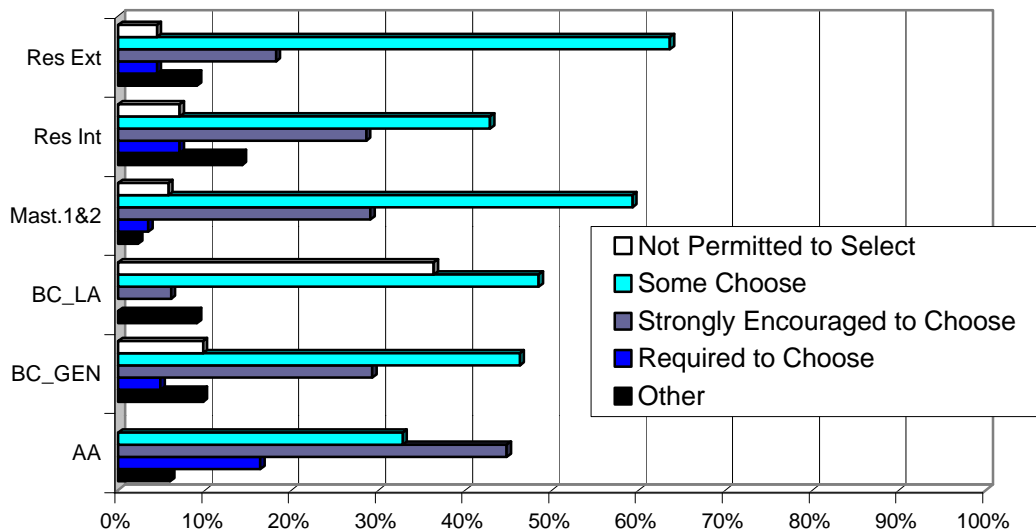
**16. Check the statement that most closely corresponds with the requirements for entering first-year students at your institution:**

- They are not permitted to select an official major
- Some choose a major, but they are neither required nor strongly encouraged to do so
- They are strongly encouraged to select a major
- They are required to select a major
- Other (Please explain.)

**Key findings:** Responses to this question reveal that Carnegie classification is the factor that best discriminates institutional policies regarding major selection. Overall, few students are "required" to select a major in the first year. This policy is somewhat more commonly reported at two-year institutions where a larger percentage of students enter directly into a specific program or course of study. Baccalaureate-liberal arts institutions are most likely to disallow formal major selection in the first year. The most common response was the laissez-faire position--allowing students to formally select a major, but neither requiring nor strongly encouraging them to do so.

Research on student retention creates a dilemma for educators who recognize that while commitment to a major and a career is positively correlated with persistence, many first-year students are not ready to make that commitment. And reports that up to 75% of students change majors during the undergraduate years indicate that initial major selection typically does not hold up over time. Although this survey finds that less than half of colleges and universities acknowledge policies of "requiring" or "strongly encouraging" major selection in the first year, the very language we use to describe students who have not selected a major (undecided, undeclared, etc.) implies a deficiency. Such language may be, in and of itself, coercive.

**Major Selection Policies by Carnegie Classification**



	AA	BC_GEN	BC_LA	Mast.1&2	Res Int	Res Ext
<input type="checkbox"/> Not Permitted to Select		9.8%	36.4%	5.8%	7.1%	4.5%
<input checked="" type="checkbox"/> Some Choose	32.8%	46.3%	48.5%	59.3%	42.9%	63.6%
<input checked="" type="checkbox"/> Strongly Encouraged to Choose	44.8%	29.3%	6.1%	29.1%	28.6%	18.2%
<input checked="" type="checkbox"/> Required to Choose	16.4%	4.9%		3.5%	7.1%	4.5%
<input checked="" type="checkbox"/> Other	6.0%	9.8%	9.1%	2.3%	14.3%	9.1%

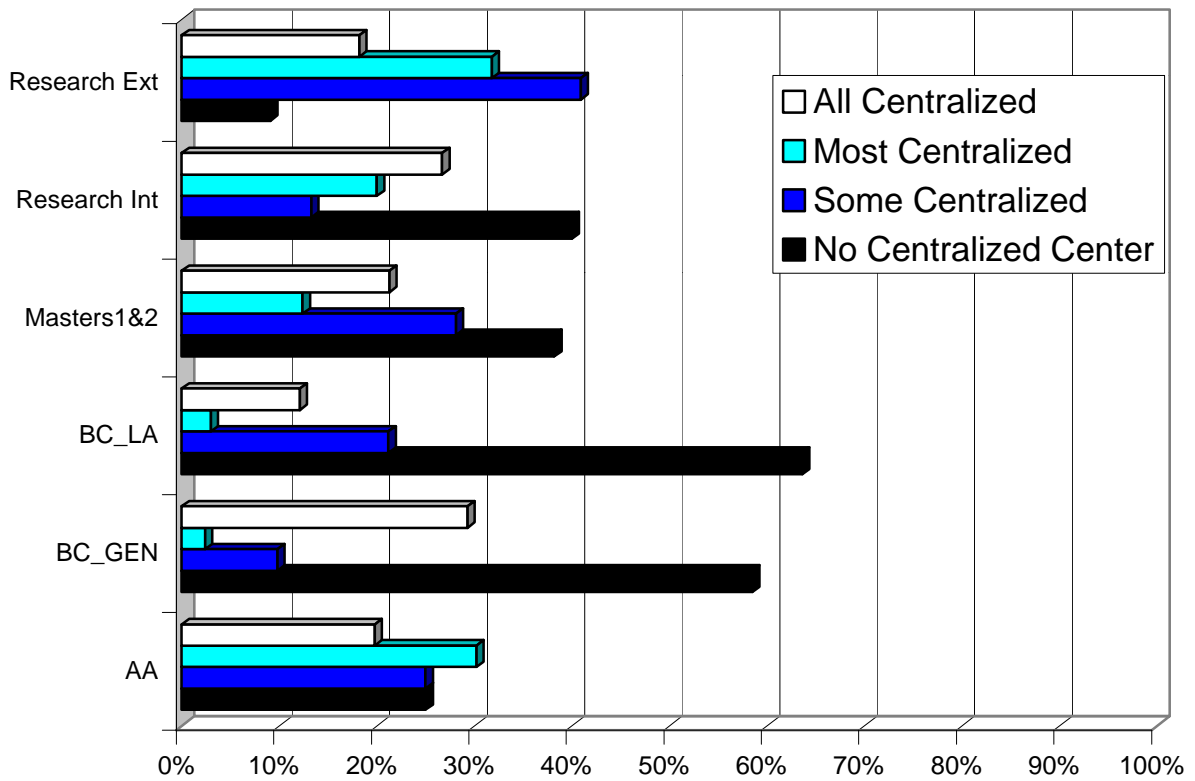
Q17 (Carnegie)

**17. Which best describes your advising for first-year students?**

- All first-year students are advised in a centralized advising unit/center
- Most first-year students are advised in a centralized advising unit/center
- Some first-year students are advised in a centralized advising unit/center
- There is no centralized advising unit/center

**Key Findings:** Overall, most campuses offer a mix of centralized and non-centralized advising systems. Baccalaureate colleges are least likely to offer centralized advising; research universities, most likely. In the two-year sector, the pattern is less clear with a slight majority of centralized advising systems.

**First-Year Advising by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
All Centralized	19.8%	29.3%	12.1%	21.3%	26.7%	18.2%
Most Centralized	30.2%	2.4%	3.0%	12.4%	20.0%	31.8%
Some Centralized	25.0%	9.8%	21.2%	28.1%	13.3%	40.9%
No Centralized Center	25.0%	58.5%	63.6%	38.2%	40.0%	9.1%

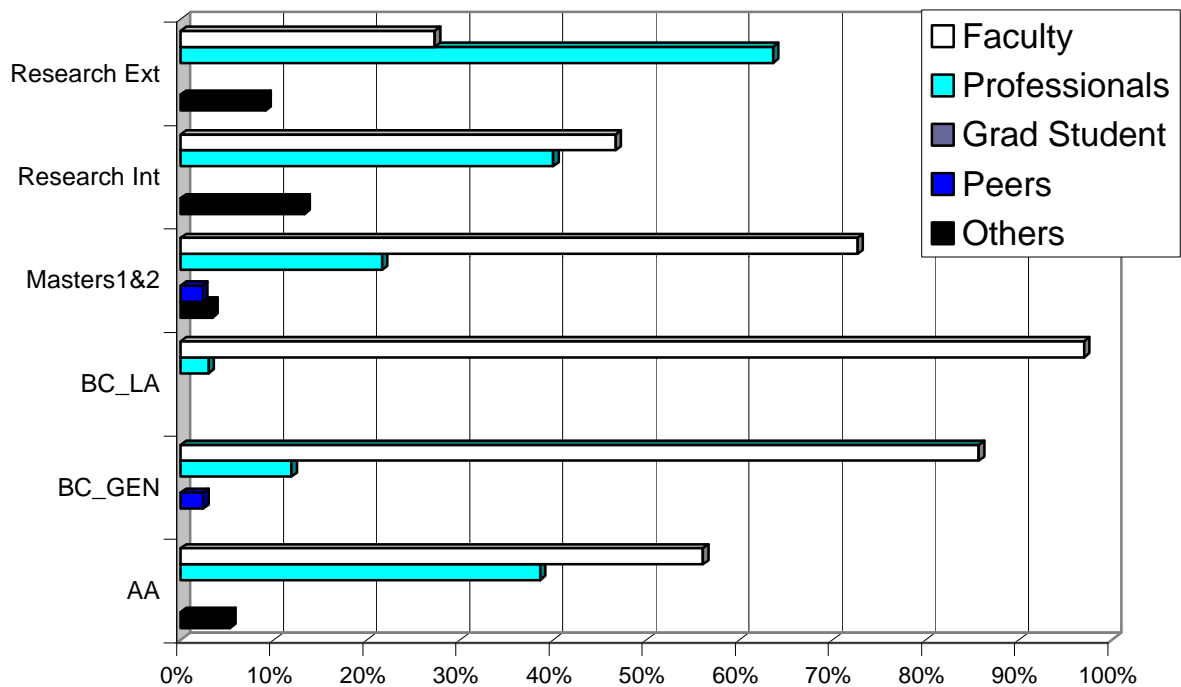
Q18 (Carnegie)

18. At your institution, are first-year student academic advisors most likely to be:

- Faculty?
- "Professional" academic advisors (exclusive of graduate students)?
- Graduate students?
- Undergraduate "peer advisors"?
- Other? (Please describe.)

**Key Findings:** These findings are consistent with other national research on academic advising conducted by the National Academic Advising Association (NACADA): At the majority of American colleges and universities (67%), first-year academic advising is primarily the responsibility of faculty. The only exception to this pattern is at research extensive universities where most first-year advising is conducted by professional advisors. Within this overall picture, two-year institutions are also somewhat more likely to employ professional first-year advisors (39%); baccalaureate institutions use faculty advisors almost exclusively (92%). There are certainly both advantages and disadvantages inherent in any system of academic advising, and first-year experts do not necessarily recommend one system over another. They do recommend, however, that advisors be trained and rewarded for their advising responsibilities and that advising functions be routinely evaluated and improved as needed.

Who Advises First-Year Students - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> Faculty	56.1%	85.7%	97.0%	72.7%	46.7%	27.3%
<input checked="" type="checkbox"/> Professionals	38.6%	11.9%	3.0%	21.6%	40.0%	63.6%
<input type="checkbox"/> Grad Student						
<input checked="" type="checkbox"/> Peers		2.4%		2.3%		
<input checked="" type="checkbox"/> Others	5.3%			3.4%	13.3%	9.1%

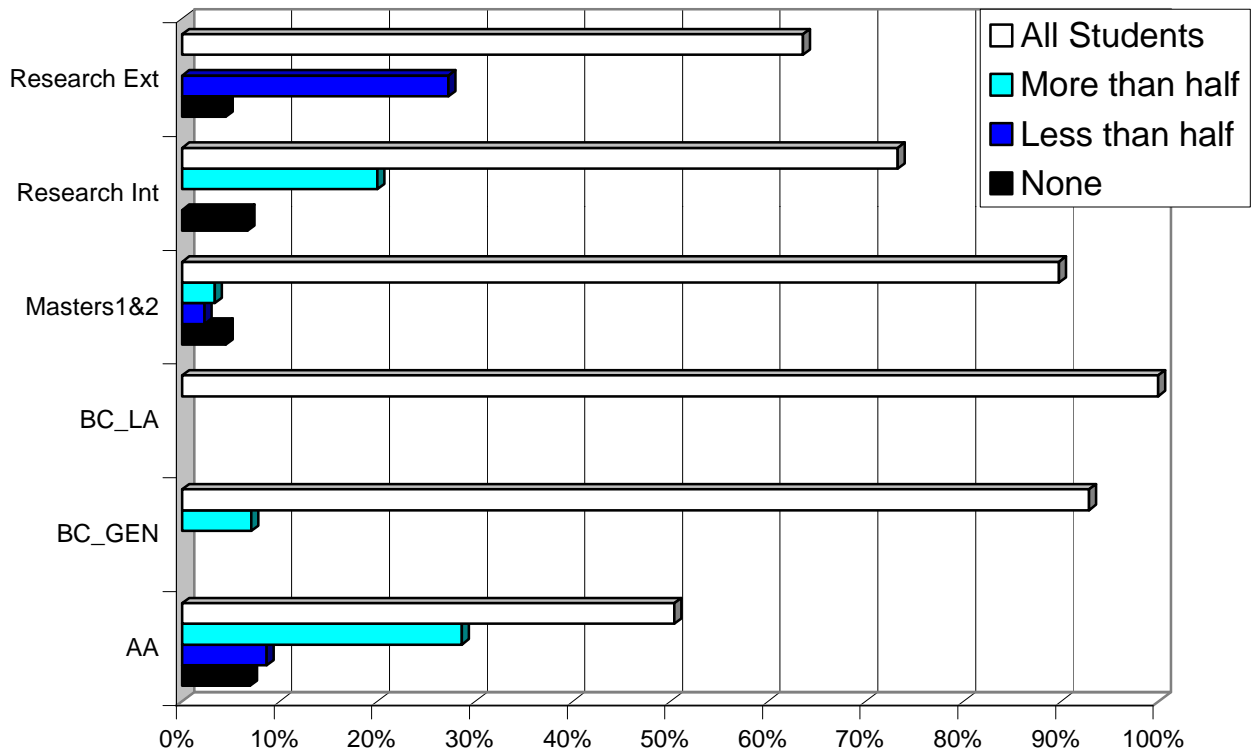
Q19 (Carnegie)

**19. What proportion of first-year students at your institution is required to have face-to-face contact with an academic advisor?**

- All
- More than half
- Less than half
- None
- Don't know/not applicable

**Key Findings:** At virtually all baccalaureate institutions, all first-year students are required to have face-to-face contact with an academic advisor. Only 50% of two-year institutions and about 2/3 of research universities currently implement the same requirement. With increased access to technology and opportunities for virtual advising, these percentages are likely to shift in the near future so that fewer first-year students have face-to-face contact with an academic advisor. We have significant concerns about what may be somewhat inevitable--a continued reduction in the amount of personal contact between students and skilled advisors. What impact technology will have on student success and student persistence remains to be seen, but we encourage colleges and universities to make careful decisions about how and when technology should replace more traditional forms of interaction between new students and campus faculty and staff.

**Required Face-to-Face Contact with Academic Advisor - by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> All Students	50.4%	92.9%	100.0%	89.8%	73.3%	63.6%
<input type="checkbox"/> More than half	28.7%	7.1%		3.4%	20.0%	
<input type="checkbox"/> Less than half	8.7%			2.3%		27.3%
<input type="checkbox"/> None	7.0%			4.5%	6.7%	4.5%

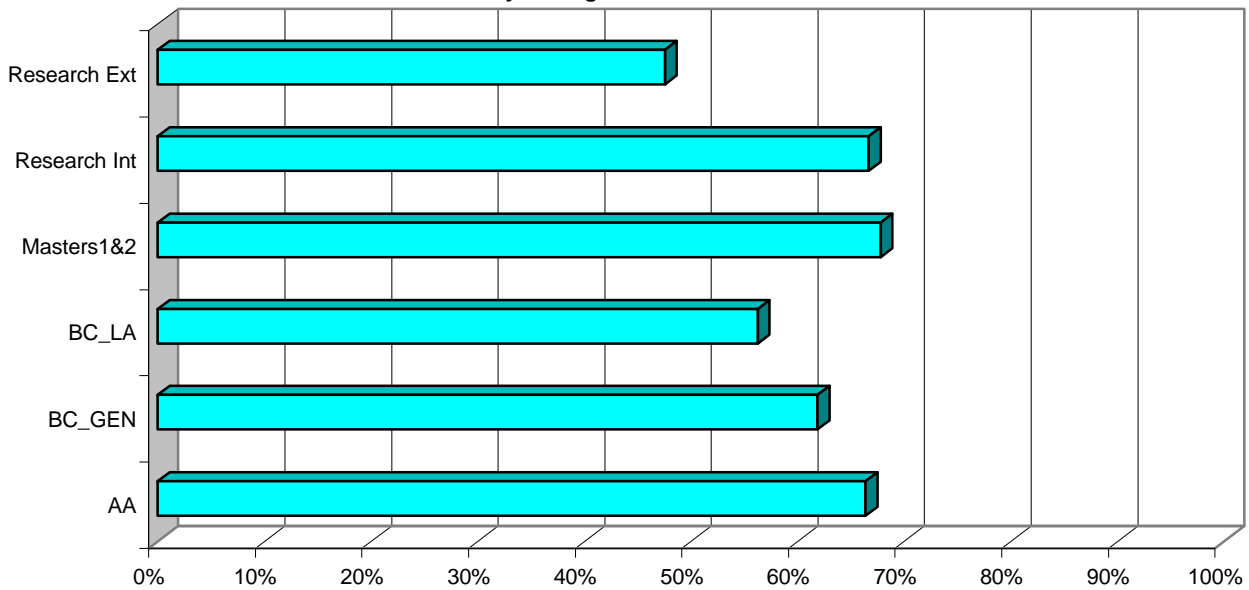
Q20 (Carnegie)

**20. Is your system of first-year academic advising regularly evaluated (as either a stand-alone activity or as part of your more comprehensive advising program)?**

- Don't know/not applicable
- No
- Yes (Please check all that apply)
  - by students
  - by advisors
  - by administrators
  - by external evaluator(s)
  - other (please describe)

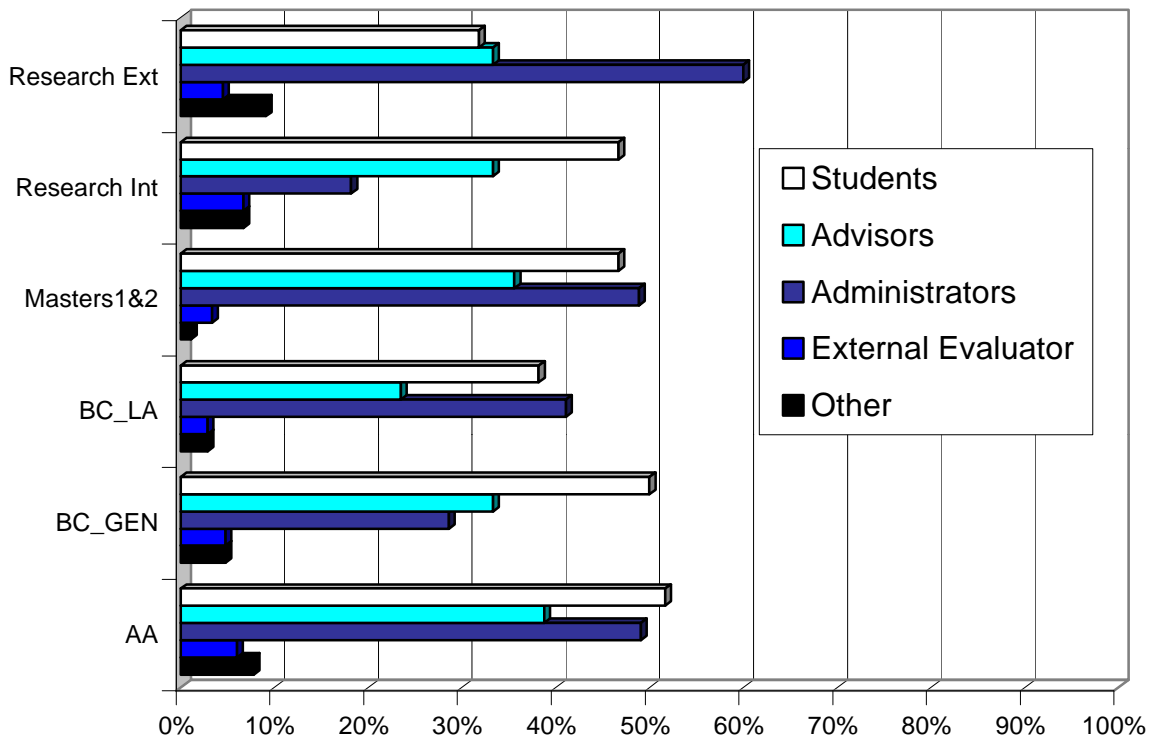
**Key Findings:** Overall, just under 2/3 of reporting colleges and universities respond that academic advising is being evaluated. This figure is fairly consistent across institutional types and sizes. This evaluation is most likely to be conducted by the students themselves and by administrators. Survey results find that it is highly unlikely for institutions to seek external evaluation for academic advising. The larger question is how evaluation is being used for continuous improvement of this most important function. Additional research is needed to identify models of best practice for evaluation of academic advising.

**Percentage Reporting that First-Year Academic Advising is Regularly Evaluated - by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input checked="" type="checkbox"/> yes	66.4%	61.9%	56.3%	67.8%	66.7%	47.6%

### Who Evaluates Advising - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
□ Students	51.7%	50.0%	38.2%	46.7%	46.7%	31.8%
■ Advisors	38.8%	33.3%	23.5%	35.6%	33.3%	33.3%
■ Administrators	49.1%	28.6%	41.1%	48.9%	18.2%	60.0%
■ External Evaluator	6.0%	4.8%	2.9%	3.3%	6.7%	4.5%
■ Other	7.8%	4.8%	2.9%	1.1%	6.7%	9.1%

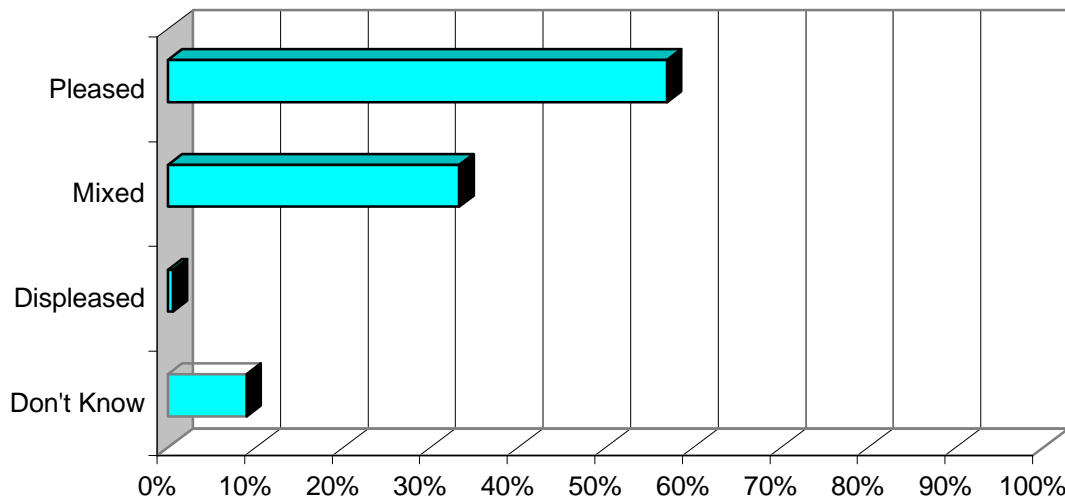
Q21 (Carnegie)

**21. What is the level of first-year student satisfaction with academic advising on your campus?**

- Students are generally pleased with academic advising
- Students have mixed reactions to academic advising
- Students are highly displeased with academic advising
- Don't know/not applicable

**Key Findings:** Responses to this question, provided by chief academic officers or their designates, are in direct contrast with a great deal of anecdotal evidence about student satisfaction with advising. Survey respondents generally believe that students are "pleased" with advising; almost no respondents acknowledge that students are "displeased." Research university respondents are more likely to report "mixed reactions." A valuable perspective on this question could undoubtedly be gained from asking the students themselves and comparing their responses to those provided by responding academic administrators.

**Level of Advising Satisfaction - All Institutions**



	Don't Know	Displeased	Mixed	Pleased
■ Satisfaction	9%	0.60%	33.30%	57%

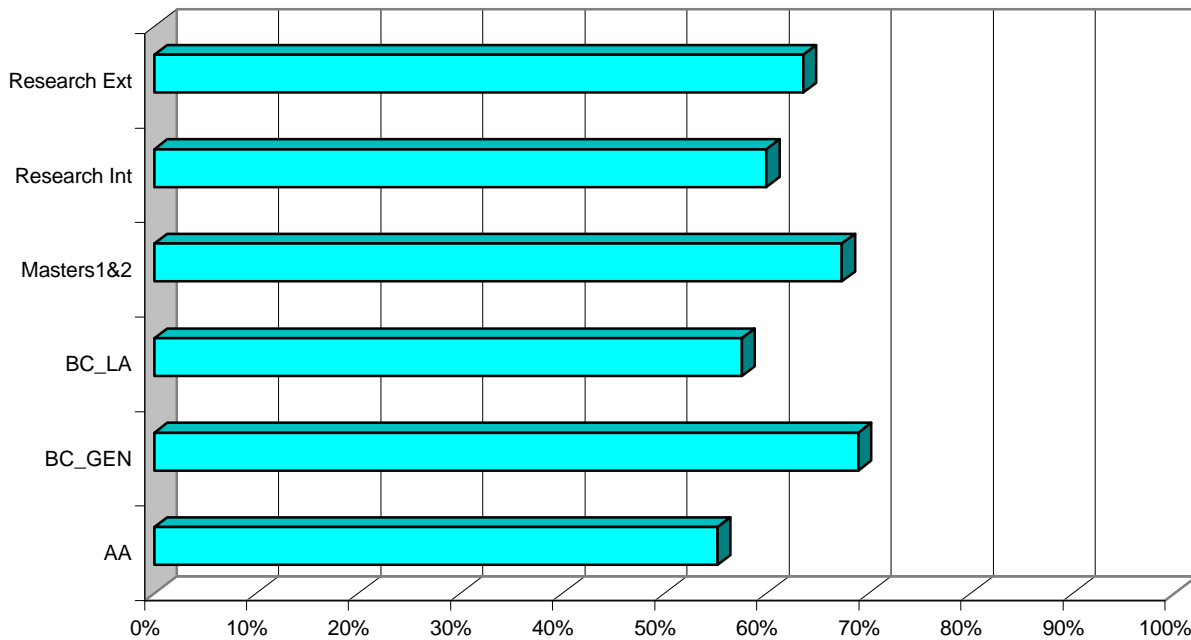
Q22 (Carnegie)

**22. On your campus, has there been within the past five years any faculty development initiative focused on teaching first-year students?**

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

**Key Findings:** Over 50% of respondents in every institutional category report a recent faculty development initiative focused on teaching first-year students. The highest percentage (69%) is in the baccalaureate-general category. These institutions tend to be less selective and students generally require more assistance with the process of learning how to learn. The lowest percentage is in the two-year sector where 55% of respondents report this type of faculty development initiative.

**Percentage Reporting First-Year Faculty Development Initiatives - by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
■ yes	55.2%	69.0%	57.6%	67.4%	60.0%	63.6%

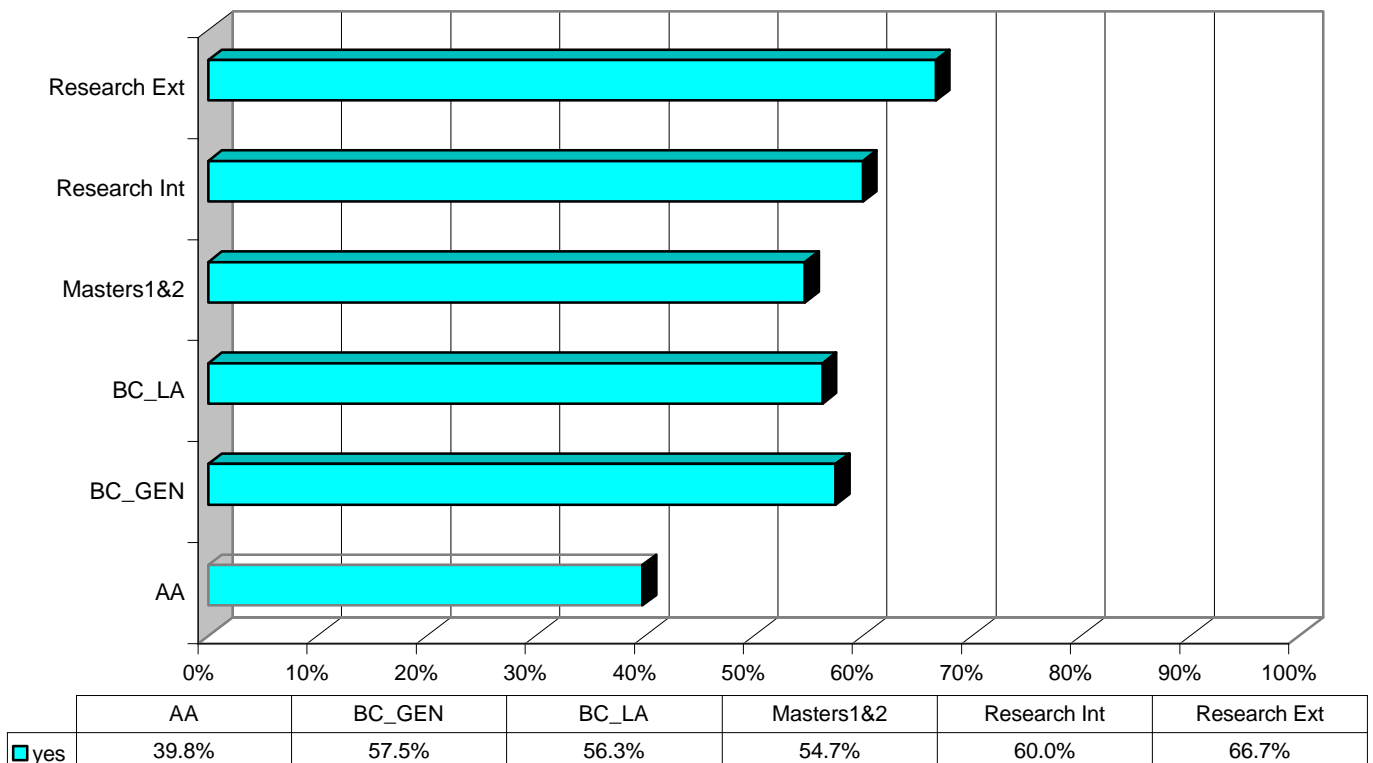
Q23 (Carnegie)

23. Within the past five years, have there been concerted efforts on your campus to increase the level of out-of-class interaction between faculty and first-year students?

- Don't know/not applicable
- No
- Yes (Please describe.)

**Key Findings:** Retention research finds that informal out-of-class interaction between students and faculty correlates positively with student persistence. Results of this survey indicate that four-year institutions in all categories--but especially research universities--are far more likely to intentionally promote such interaction than are two-year institutions. There are many possible explanations for this finding, including a greater use of part-time faculty in the two-year sector and the difficulty of arranging out-of-class activities for commuter students.

Percentage Reporting Efforts to Increase Out of Class Student/Faculty Interaction  
- by Carnegie Classification



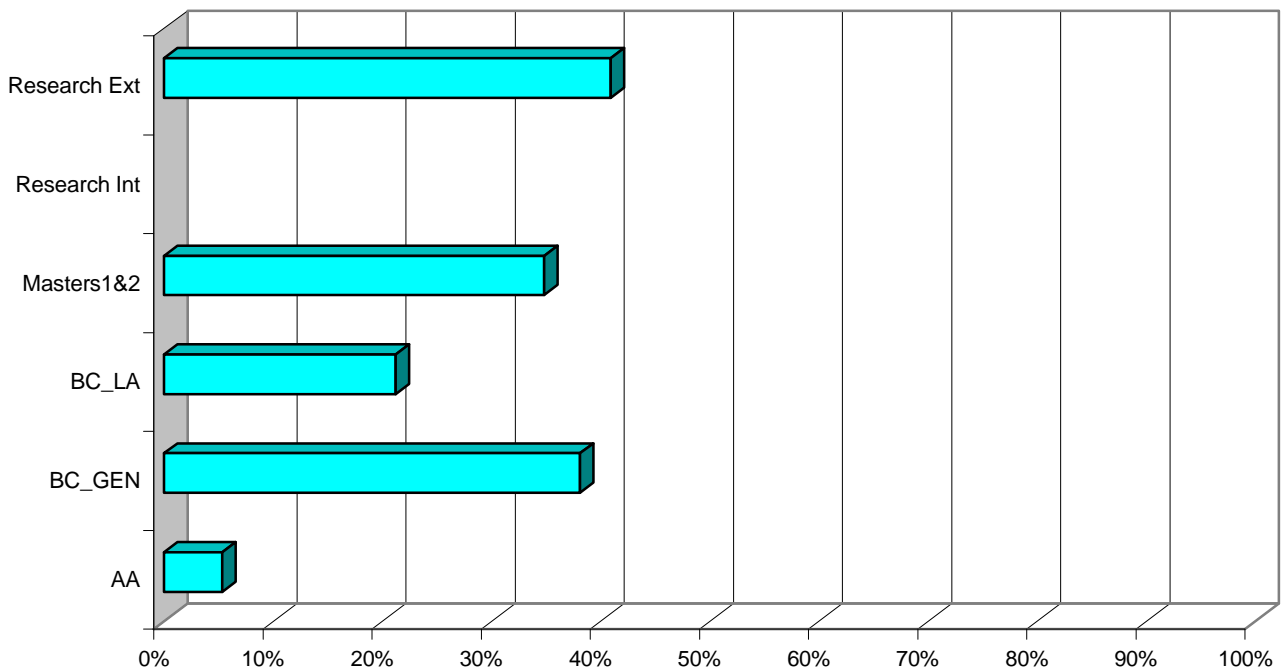
Q24 (Carnegie)

**24. Are incentives (e.g., extra pay, awards, workload adjustment, travel, etc.) provided to faculty for teaching any first-year class?**

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

**Key Findings:** Responses to this question indicate that generally, faculty are not given special incentives for teaching first-year courses. The implication is that first-year teaching is a regular responsibility for some faculty. Within this overall finding, research extensive universities are the most likely to employ such incentives. We speculate that this may most frequently be extra compensation for teaching a first-year seminar or other interdisciplinary first-year course (e.g., courses in a learning community).

**Percentage Reporting Incentives for First-Year Teaching - by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
yes	5.3%	38.1%	21.2%	34.8%		40.9%

Q25 (Carnegie)

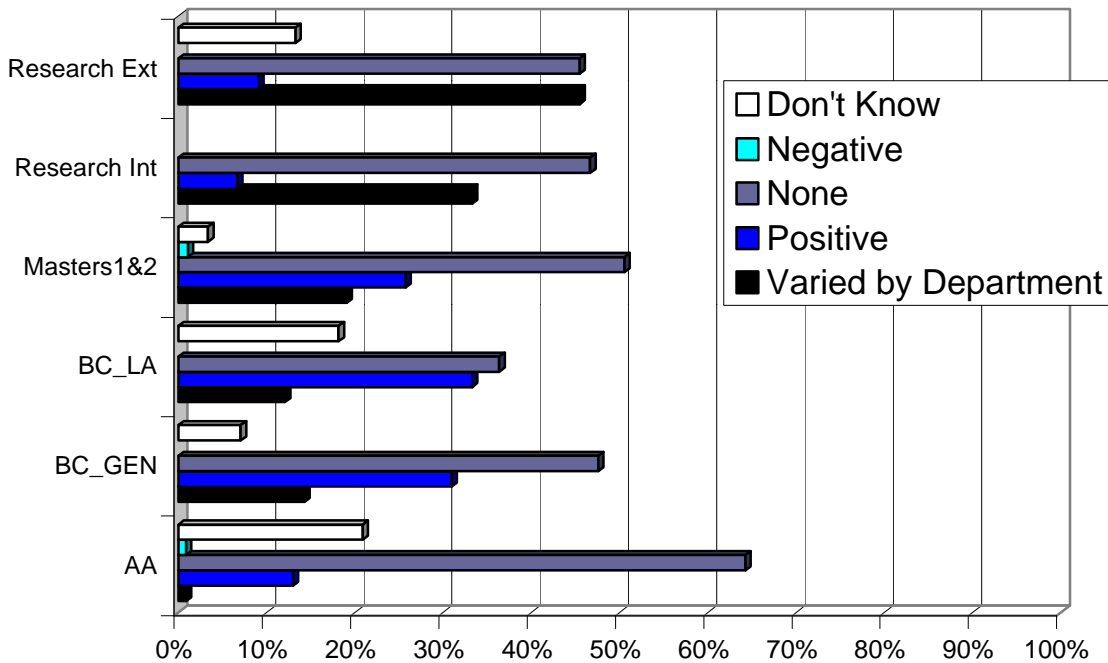
**25. In general, at your institution, to what extent does teaching/advising first-year students affect the likelihood of tenure and/or promotion?**

- Negative effect
- No effect
- Positive effect
- Varied effect by department
- Don't know/not applicable

**Key Findings:** Only two institutions (one two-year and one four-year) responded that teaching/advising first-year students has a negative effect on tenure and promotion. Most institutions responded "no effect." A positive effect was most likely to be reported by baccalaureate institutions, and a "varied effect by department" was the most common response for both research intensive and research extensive universities.

Responses to this question give evidence to the diversity of American higher education. Whereas common mythology holds that teaching/advising first-year students is negatively correlated with faculty tenure and promotion, the truth is far more complex and depends on the nature of a particular institution and/or department.

**First-Year Teaching/Advising Linked to Tenure/Promotion by Carnegie Classification**



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
<input type="checkbox"/> Don't Know	20.9%	7.1%	18.2%	3.4%		13.3%
<input type="checkbox"/> Negative	0.9%			1.1%		
<input type="checkbox"/> None	64.3%	47.6%	36.4%	50.6%	46.7%	45.5%
<input type="checkbox"/> Positive	13.0%	31.0%	33.3%	25.8%	6.7%	9.1%
<input type="checkbox"/> Varied by Department	0.9%	14.3%	12.1%	19.1%	33.3%	45.5%

**26. Does your campus offer any first-year course, program, activity, or structure—either curricular or co-curricular—that you believe to be exemplary, a "benchmark" program of its kind? If so, please name and describe.**

**Key Findings:** Responses to this question described a variety of academic courses and programs. The majority of these initiatives fell in the following five general categories:

1. Special first-year seminar courses
2. Pre-term orientation programs of varying length
3. Academic support programs designed for academically underprepared students or ESL students
4. Academic advising initiatives that target undecided first-year students
5. Learning communities wherein a single cohort of students is co-enrolled in two or more courses and, in some cases, lives together in a residence hall.

A small number of institutions identified more comprehensive approaches--core curricula or an entire first-year interdisciplinary, team taught curriculum. Others highlighted service programs--"one-shot" community service activities or service that is imbedded in and linked to a disciplinary course.

**27. What, in your opinion, is the most significant problem or difficulty at your institution that affects the academic success of first-year students?**

**Key Findings:** In order of frequency, the most common problems mentioned were:

1. Lack of academic preparedness for college level courses. Related issues are the gap between student expectations and campus realities, poor classroom attendance, and absence of family support

2. Poor time management strategies

3. General adjustment issues. New freedom from parental supervision. The non-academic agendas of 18-year-olds, lack of maturity

4. Working too many hours off campus. Absence of focus and commitment to academics because of financial and family pressures.

5. Absence of motivation. Mentioned especially in reference to traditional-aged students who do "just the bare minimum" to get by.

Some respondents listed institutional inadequacies--poor advising, inadequate staffing, resistance from faculty, unwillingness of institutions to assume a greater level of responsibility for the first-year, etc.--as issues that negatively influence student academic success.

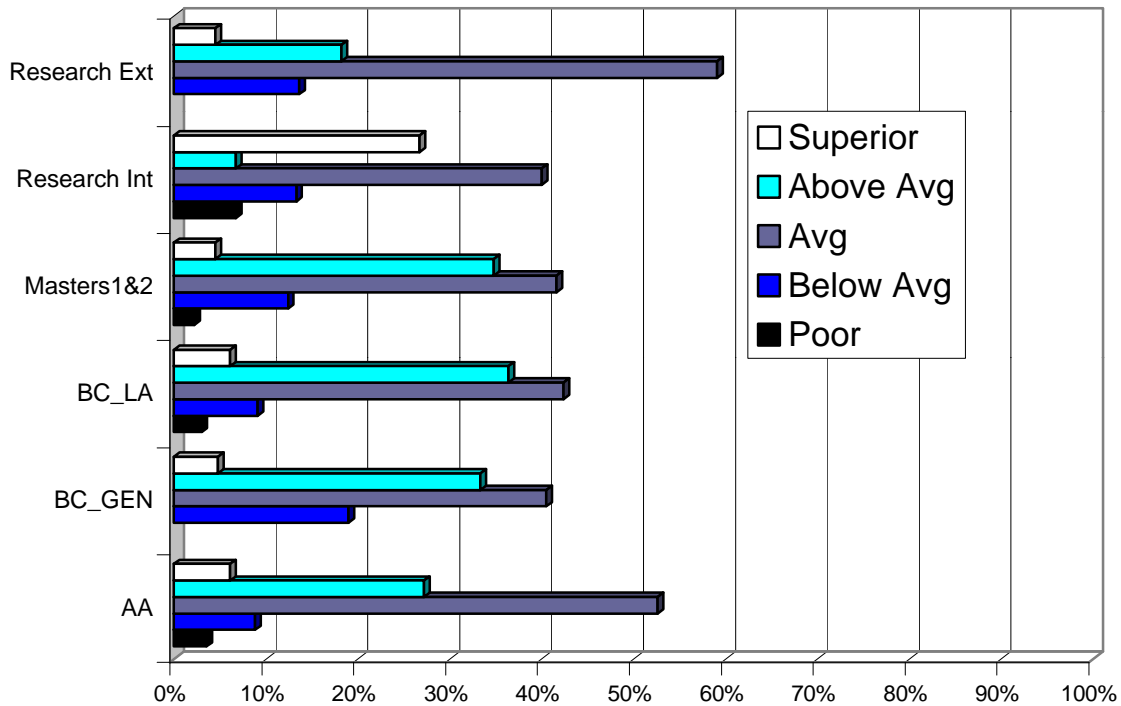
Q28 (Carnegie)

28. In comparison to peer institutions, how would you rate your institution's ongoing practice of outcomes assessment either directed at or inclusive of first-year students?

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

**Key Findings:** This final question yielded a majority of "average" responses. However, we will be investigating further those institutions that checked "superior" to obtain more information about best practices in first-year assessment.

Rating of First-Year Assessment - by Carnegie Classification



	AA	BC_GEN	BC_LA	Masters1&2	Research Int	Research Ext
Superior	6.1%	4.8%	6.1%	4.5%	26.7%	4.5%
Above Avg	27.2%	33.3%	36.4%	34.8%	6.7%	18.2%
Avg	52.6%	40.5%	42.4%	41.6%	40.0%	59.1%
Below Avg	8.8%	19.0%	9.1%	12.4%	13.3%	13.6%
Poor	3.5%		3.0%	2.2%	6.7%	