

# Second National Survey of First-Year Academic Practices, 2002 Responses

Administered by the Policy Center on the First Year of College  
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Betsy O. Barefoot, EdD  
Principal Investigator  
[barefoot@fyfoundations.org](mailto:barefoot@fyfoundations.org)

Q1 (Carnegie)

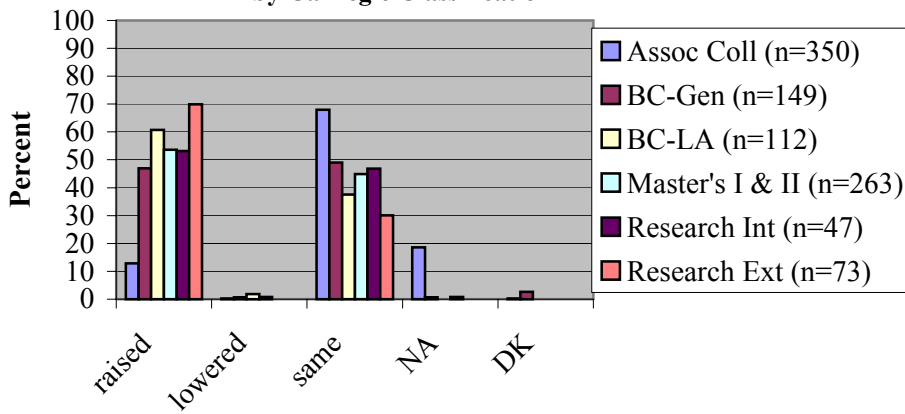
**1. Overall, during the past five years, admission standards have...**

- Been raised
- Been lowered
- Remained the same
- Not applicable
- Don't know

**Key Findings:**

Although a majority of respondents indicated that admissions standards have “remained the same” for the past five years, a sizable percentage (43.4%) responded that standards have “been raised.” This percentage was especially high in the research-extensive and baccalaureate-liberal arts sector, where over 60% of respondents reported a raise in admissions standards. This finding is not surprising in that these two sectors are the most selective and, with only a few exceptions, the most resource-rich. Because of the high demand for admission at both the 150 research extensive and the 218 selective liberal arts institutions, they can be expected to continue raising the bar and effectively eliminating all but the best and brightest applicants, especially as the size of the applicant pool continues to increase. It is somewhat surprising that less than 1% of respondents answered that standards had been lowered. It is the considered opinion of Policy Center staff that this percentage seems unrealistically low for reasons about which we can only conjecture.

**Five-Year Change in Admission Standards -  
by Carnegie Classification**



**Five-Year Change in Admission Standards**

	AA (n=350)	BC-GEN (n=149)	BC-LA (n=112)	Mas.1&2 (n=263)	Res Int (n=47)	Res Ext (n=73)	Total (N=994)
<b>Raised</b>	12.86%	46.98%	60.71%	53.61%	53.19%	69.86%	43.4%
<b>Lowered</b>	.29%	.67%	1.79%	.76%			.7%
<b>Same</b>	68%	48.99%	37.50%	44.87%	46.81%	30.14%	55.9%
<b>NA</b>	18.57%	.67%		.76%			
<b>DK</b>	.29%	2.68%					

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[Findings for Question 2](#)

Q2 (Carnegie)

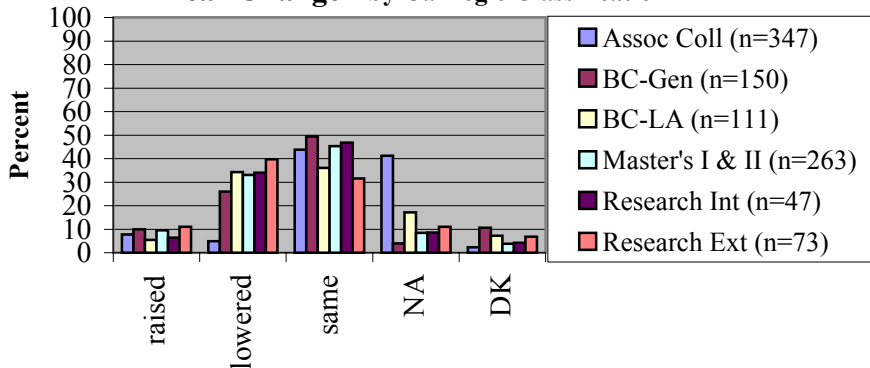
**2. During the past five years, the percentage of students admitted by exception has...**

- Increased
- Decreased
- Remained the same
- Not applicable
- Don't know

**Key Findings:**

This question acknowledges the reality that while official admissions standards present one picture, institutions may also choose to make exceptions to those standards for a certain percentage of students. For public institutions, the reasons for such exceptions may include adherence to an articulated mission or state mandate to serve students at varying levels of academic ability or the need to set special standards for athletes playing revenue-generating sports. For private institutions, the reasons may vary from a desire to admit more diverse populations of students to a need to fill class seats. The data show that while the most common response was “remained the same,” about 1/3 of four-year respondents report admitting fewer students by exception than was the case five years ago. These findings, consistent with findings on increasing admissions standards, are likely a reflection of increasing numbers of students seeking admission and increased competition for admission, especially to the most selective and/or prestigious colleges.

**Percentage of Students Admitted by Exception - Five-Year Change - by Carnegie Classification**



**Percentage of Students Admitted by Exception – Five-Year Change**

	AA (n=347)	BC-GEN (n=150)	BC-LA (n=111)	Mas.1&2 (n=263)	Res Int (n=47)	Res Ext (n=73)	Total (N=991)
Increased	7.78%	10%	5.41%	9.51%	6.38%	10.96%	8.5%
Decreased	4.90%	26%	34.23%	33.08%	34.04%	39.73%	22.8%
Same	43.80%	49.33%	36.04%	45.25%	46.81%	31.51%	43.4%
NA	41.21%	4%	17.12%	8.37%	8.51%	10.96%	20.4%
DK	2.31%	10.67%	7.21%	3.80%	4.26%	6.85%	4.9%

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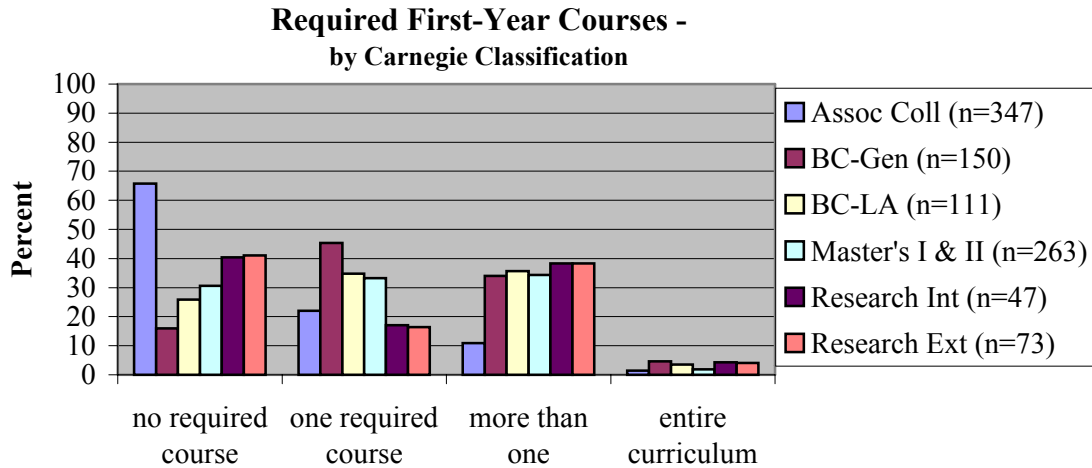
[Findings for Question 3](#)

**3. Required first-year courses. Check the statement that best describes your institution.**

- There is **no required course** that all first-year students must take.
- There is **one required course** that all first-year students must take
- There is **more than one required course** that all first-year students must take, but not all first-year courses are required.
- The **entire first-year curriculum** is comprised of a set of **required** courses that **all** students must take.

**Key Findings:**

Responses to this question show that a required comprehensive first-year curriculum—comprised totally of mandated courses—is a rarity in American higher education. Only about 3% of respondents indicated that such a curriculum is in place on their campus. However, about 1/3 of all four-year respondents answered that there is “more than one” required course that first-year students must take. Two-year and research university campuses (both extensive and intensive) were most likely to offer a first-year curriculum in which no course is required. Policy Center staff members advocate the value of “common experiences” for first-year students. But whether those experiences occur in the curriculum or in out-of-class activities is a decision best made by each campus. “Required” courses, in fact, pose a sort of conundrum for educators. Evidence from a recent national benchmarking survey of first-year seminars (Randy Swing, 2000, <http://www.brevard.edu/fyc/fyi/essays/introduction.pdf>), for example, finds that students achieve a lower level of learning outcomes in required seminars. Whether these findings are generalizable to other courses in the curriculum is unknown.



**Required First-Year Courses**

	AA (n=347)	BC-GEN (n=150)	BC-LA (n=111)	Mas.1&2 (n=263)	Res Int (n=47)	Res Ext (n=73)	Total (N=991)
None	65.71%	16%	25.89%	30.57%	40.43%	41.10%	41.4%
One	22%	45.33%	34.82%	33.21%	17.02%	16.44%	29.3%
More than one	10.86%	34%	35.71%	34.34%	38.30%	38.36%	26.7%
All Courses	1.43%	4.67%	3.57%	1.89%	4.26%	4.11%	2.6%

Q4 (Carnegie)

**4. Indicate whether your institution offers any of the following preparatory or developmental courses.**

- Developmental math
- Developmental English/writing
- Developmental reading
- Basic study skills classes
- English as a Second Language (ESL) classes

**Key Findings:**

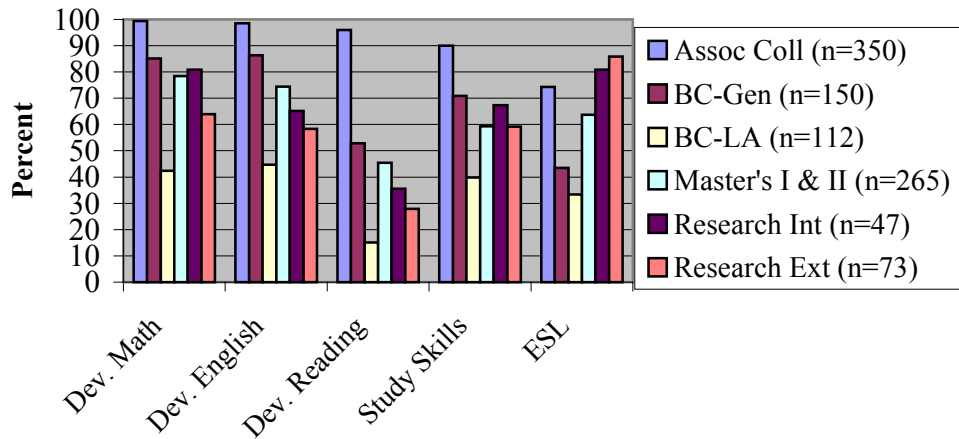
As was expected, an overwhelming majority of two-year respondents reported offering developmental math, English/writing, reading, and basic study skills classes. Developmental math and English/writing were also widely offered across all four-year sectors (from 64 - 86%) except for baccalaureate-liberal arts sector wherein fewer than 50% offered either developmental math or English/writing. In spite of the prevalence of developmental math and English/writing, developmental reading was less likely to be offered at all types of four-year institutions. Only in the baccalaureate-general colleges (53%) and masters institutions (45%), was developmental reading a relatively common course offering.

In four-year institutions basic study skills courses were most commonly reported in the baccalaureate-general, research, and masters level institutions. Only 40% of baccalaureate liberal arts campuses reported offering basic study skills instruction.

Interestingly, research universities, both extensive and intensive, were most likely to offer ESL instruction for first-year students. Over 80% report ESL courses. Approximately 3/4 of two-year campuses also reported ESL instruction.

Where does developmental or preparatory education belong? Should developmental instruction be relegated exclusively to two-year institutions? How do such policies impact students who may desire to begin their higher education in the four-year sector? These questions form the crux of an ongoing educational debate. And often the “official” state-mandated policy differs from policies enacted, by necessity, at local institutions. But these data indicate that developmental education is everywhere. Clearly, developmental programs are less likely to be found in the most selective small private colleges, but no sector of American higher education can wash its hands of the needs to assist underprepared students.

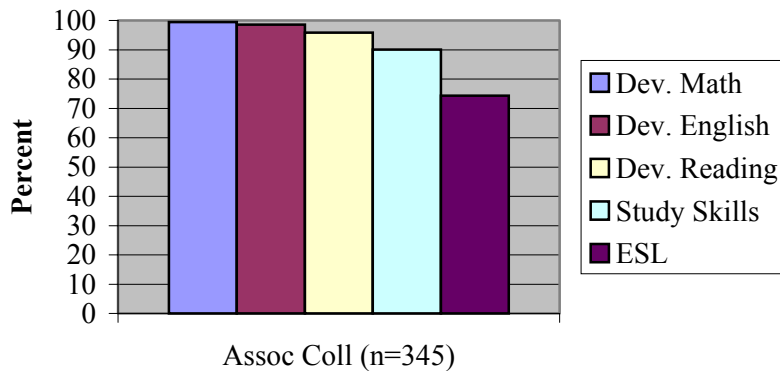
**Developmental/Preparatory Course Offerings -  
by Carnegie Classification**



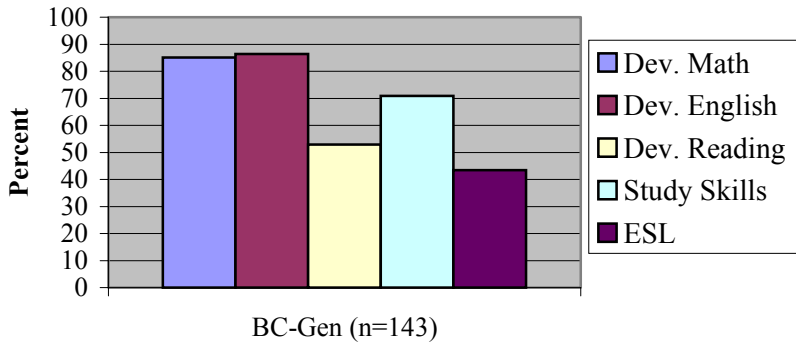
**Developmental/Preparatory Course Offerings**

	AA (n=350)	BC-GEN (n=150)	BC-LA (n=112)	Mas.1&2 (n=265)	Res Int (n=47)	Res Ext (n=73)	Total (N=997)
Dev. Math	99.43%	85.14%	42.34%	78.41%	80.85%	63.89%	81.9%
Dev. English	98.57%	86.39%	44.64%	74.43%	65.22%	58.33%	79.8%
Dev. Reading	95.94%	52.90%	15.09%	45.42%	35.56%	27.94%	59.7%
Study Skills	90.06%	70.83%	39.81%	59.30%	67.39%	59.15%	70.1%
ESL	74.34%	43.48%	33.33%	63.67%	80.85%	85.92%	63.6%

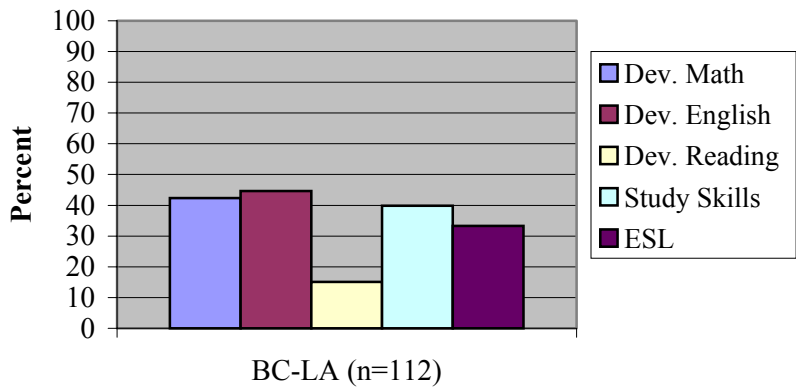
**Preparatory/Developmental Courses -  
Associates Colleges**



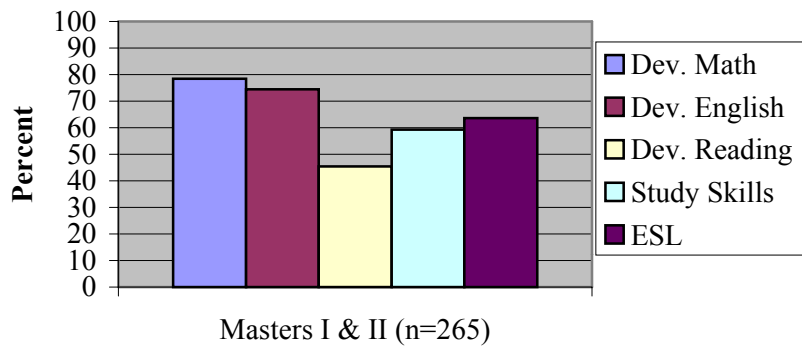
**Preparatory/Developmental Courses -  
Baccalaureate General Colleges**



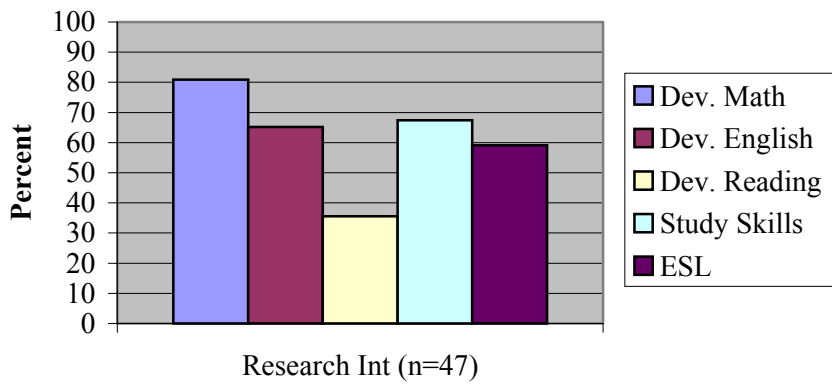
**Preparatory/Developmental Courses -  
Baccalaureate Liberal Arts Colleges**



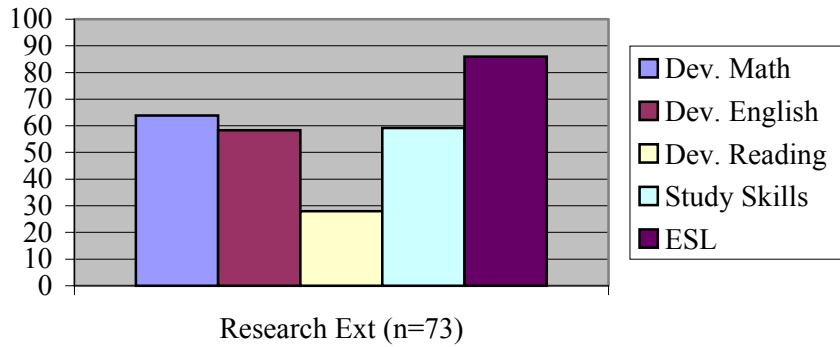
**Preparatory/Developmental Courses -  
Masters I & II Institutions**



**Preparatory/Developmental Courses -  
Research Intensive Universities**



**Preparatory/Developmental Courses -  
Research Extensive Universities**



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[Findings for Question 5](#)

Q5 (Carnegie)

**5. Over the past five years, the percentage of first-year students taking developmental courses has...**

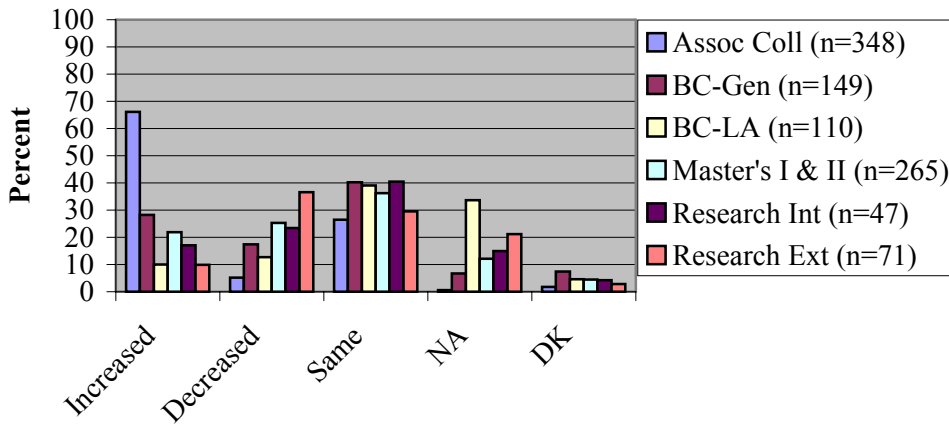
- Increased
- Decreased
- Remained the same
- Not applicable
- Don't know

**Key Findings:**

Two-year campuses (66%) were most likely to report an increase in the numbers of developmental students. One-third of baccalaureate-liberal arts campuses responded that this question was “not applicable” to their institution (i.e., apparently there are no “developmental” students). Other four-year campuses were most likely to report that the percentage has “remained the same.” Almost 1/3 of baccalaureate-general campuses reported an increase in developmental students, while over 1/3 of research extensive institutions reported a decrease.

Responses to this question indicate a shift in the types of institutions serving developmental students. Developmental education is clearly the mission of the American community college, and many four-year campuses are eliminating or downsizing developmental programs.

**Percentage of Students in Developmental Courses  
Five-Year Change - by Carnegie Classification**



**Percentage of Students in Developmental Courses, Five-Year Change**

	AA (n=348)	BC-GEN (n=149)	BC-LA (n=110)	Mas.1&2 (n=265)	Res Int (n=47)	Res Ext (n=71)	Total (N=990)
Increased	66.09%	28.19%	10%	21.89%	17.02%	9.86%	36.0%
Decreased	5.17%	17.45%	12.73%	25.28%	23.40%	36.62%	16.4%
Same	26.44%	40.27%	39.09%	36.23%	40.43%	29.58%	33.4%
NA	.57%	6.71%	33.64%	12.08%	14.89%	21.13%	3.8%
DK	1.72%	7.38%	4.55%	4.53%	4.26%	2.82%	10.4%

Q6 (Carnegie)

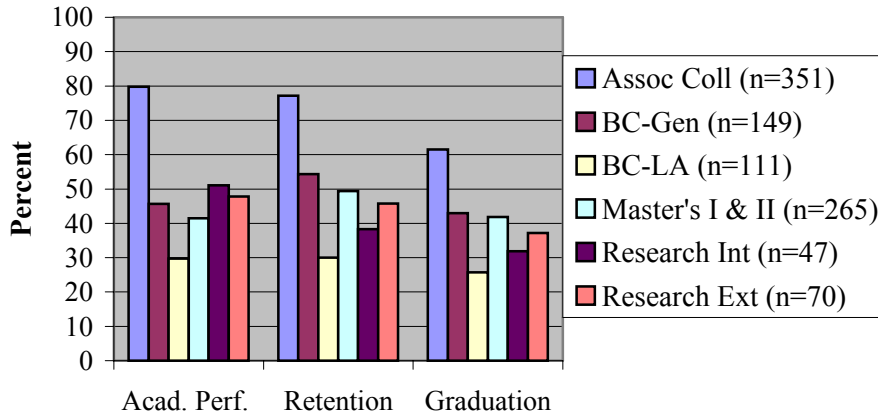
**6. Does your institution evaluate the impact of developmental education on any of the following outcomes?**

- Students' performance in regular discipline courses
- Student retention rates
- Student graduation rates

**Key Findings:**

Two-year institutions were significantly more likely than four-year institutions to evaluate the impact of developmental education on subsequent academic performance, retention, and graduation rates. This finding is not surprising, as two-year campuses generally accept their role as the primary providers of developmental coursework. It is noteworthy that a substantial percentage of baccalaureate-liberal arts (~40%) and research-extensive institutions (~23%) responded that this question was “not applicable” to their institution, apparently indicating that developmental coursework is not offered. (Note: The “not applicable” findings are not included in the chart or graph below.)

**Evaluation of Developmental Education's Impact -  
by Carnegie Classification**



**Evaluation of Developmental Education's Impact**

	AA (n=351)	BC-GEN (n=149)	BC-LA (n=111)	Mas.1&2 (n=265)	Res Int (n=47)	Res Ext (n=70)	Total (N=993)
Acad Perf	79.77%	45.64%	29.73%	41.51%	51.06%	47.83%	55.2%
Retention	77.21%	54.36%	30%	49.43%	38.30%	45.71%	57.1%
Graduation	61.49%	42.95%	25.69%	41.89%	31.91%	37.14%	46.4%

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[Findings on Question 7](#)

Q7 (Carnegie)

7. Indicate whether, within the past five years, your institution has studied the relationship of student class attendance to any of the following aspects of first-year student behavior.

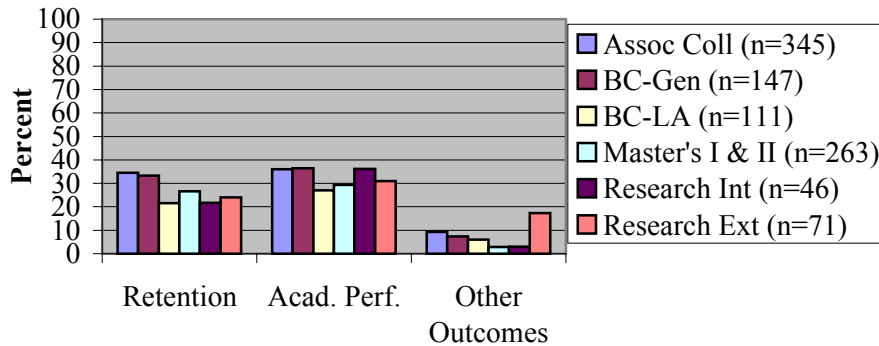
- Retention
- Academic Performance
- Other Outcomes

**Key Findings:**

Across institutional types only 22-36% of colleges and universities report evaluating the impact of first-year class attendance on any outcome including retention and academic performance. Two-year campuses and baccalaureate-general campuses are most likely to undertake this type of assessment. A few institutions responded that their campus has studied the correlation of class attendance with “other” outcomes such as student satisfaction, student out-of-class behavior, and even repayment of financial aid.

Attitudes about class attendance pose an interesting dilemma. Although most educators believe that class attendance matters—that going to class generally improves student understanding of and engagement with the material—fewer are willing to mandate attendance. Students themselves often don’t seem to recognize the link between attendance and performance, believing instead that they can keep up by borrowing notes, reading the text, and attending an occasional class. Also, large class size, common in some first-year disciplines, constitutes a significant barrier to tracking attendance. And at those campuses where attendance is monitored, frequent student absences in the first year often become a performance indicator for subsequent attrition (Swing, 2000).

**Study of Impact of Class Attendance -  
by Carnegie Classification**



**Study of Impact of Class Attendance**

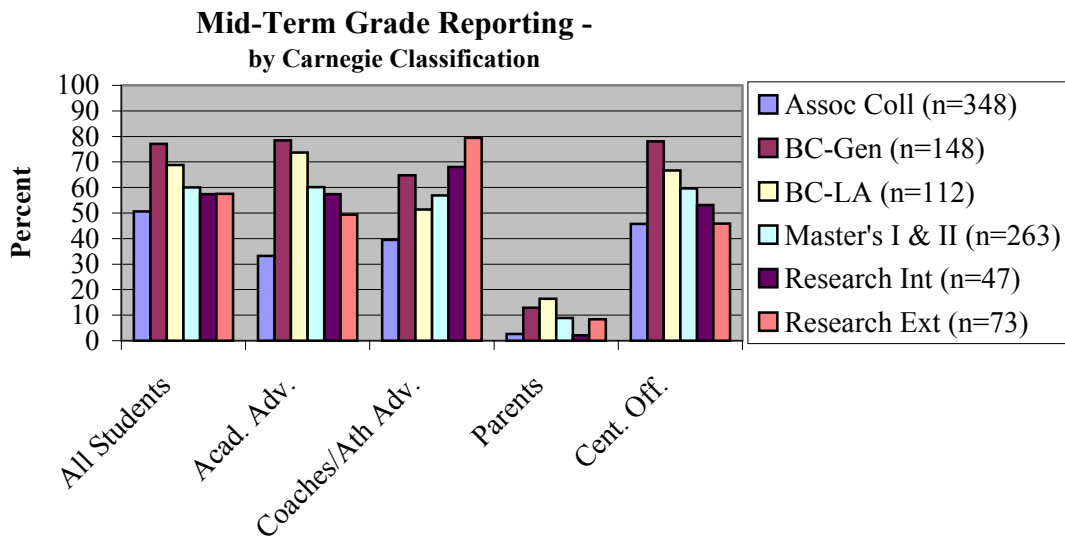
	AA (n=345)	BC-GEN (n=147)	BC-LA (n=111)	Mas.1&2 (n=263)	Res Int (n=46)	Res Ext (n=71)	Total (N=983)
<b>Retention</b>	34.49%	33.33%	21.62%	26.62%	21.74%	23.94%	29.4%
<b>Acad Perf</b>	36.05%	36.49%	27.03%	29.28%	36.17%	30.99%	32.9%
<b>Other</b>	9.28%	7.37%	5.95%	2.82%	2.94%	17.31%	7.1%

**8. Mid-term grades for first-year students. Check the appropriate response for each item as it describes standard practice at your institution.**

- First-year mid-term grades are reported to all or most students.
- First-year mid-term grades are reported to academic advisors or counselors.
- First-year mid-term grades are reported to coaches/athletic advisors.
- First-year mid-term grades are reported to students.
- First-year mid-term grades are reported to a central office on your campus (e.g., Registrar, early warning office, etc.).

**Key Findings:**

Early feedback on academic performance is important during the first semester. Students are often unaware of their own levels of academic readiness and need the motivation that early grades can provide. Survey results found that over 50% of institutions in all Carnegie categories report mid-term grades to students themselves and to a central office. Baccalaureate-level colleges are also highly likely to report mid-term grades to academic advisors. Four-year institutions, as a group, also report academic progress to coaches or athletic academic advisors. But parents are still rarely apprised of mid-term grades. Only a few (~14%) of the baccalaureate colleges have found a way around federal privacy laws to include parents in the roster of individuals who track mid-term academic progress.



**Mid-Term Grade Reporting**

	AA (n=348)	BC-GEN (n=148)	BC-LA (n=112)	Mas.1&2 (n=263)	Res Int (n=47)	Res Ext (n=73)	Total (N=991)
All Students	50.57%	77.03%	68.75%	60.08%	57.45%	57.53%	59.9%
Acad Advisors	33.24%	78.47%	73.64%	60.15%	57.45%	49.32%	54.1%
Coaches/Ath Adv	39.47%	64.79%	51.38%	56.92%	68.09%	79.45%	53.5%
Parents	2.65%	12.86%	16.36%	8.91%	2.13%	8.33%	7.8%
Central Office	45.77%	78.08%	66.67%	59.62%	53.19%	45.83%	57.0%

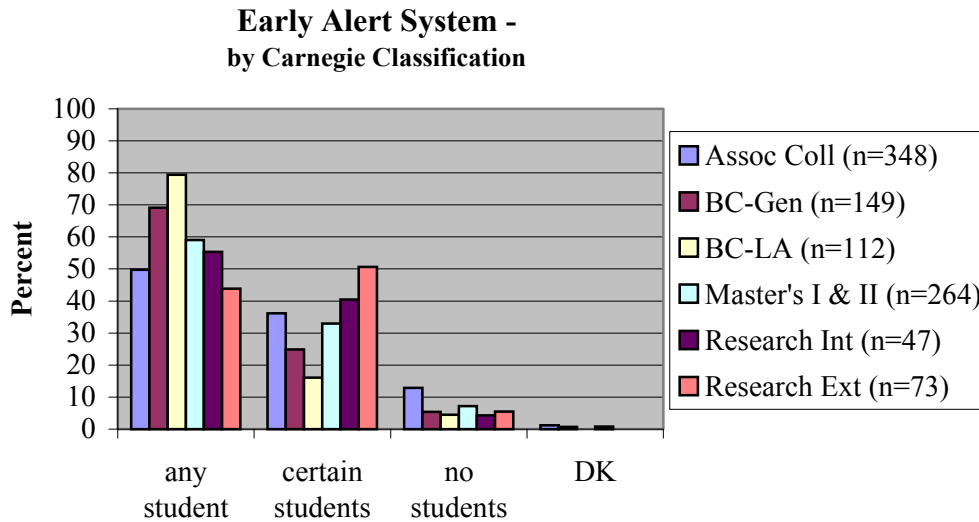
Q9 (Carnegie)

**9. Early Alert System. Check the statement that best describes your institution.**

- The institution has a campus wide system to identify and offer assistance to **any** first-year student in academic difficulty early in the first term.
- This campus has a system to identify and offer assistance to **certain populations** of first-year students (athletes, developmental students, students in some majors, etc.) in academic difficulty early in the first term.
- This campus does not have a system to identify or offer assistance to students in academic difficulty early in the first term.
- Don't know

**Key Findings:**

Early intervention with students in academic difficulty can often make the difference between early departure and retention. Baccalaureate colleges are the most likely, and two-year and research extensive universities least likely, to offer early assistance to “any” student in academic difficulty early in the first term. Early alert assistance for “some” students – most likely athletes – is most common in research extensive universities.



**Early Alert System**

	AA (n=348)	BC-GEN (n=149)	BC-LA (n=112)	Mas.1&2 (n=264)	Res Int (n=47)	Res Ext (n=73)	Total (N=993)
Any Student	49.71%	69.13%	79.46%	59.09%	55.32%	43.84%	58.3%
Certain Students	36.21%	24.83%	16.07%	32.95%	40.43%	50.68%	32.6%
No Students	12.93%	5.37%	4.46%	7.20%	4.26%	5.48%	8.4%
DK	1.15%	.67%		.76%			.7%

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[Findings for Question 10](#)

Q10 (Carnegie)

**10. Please indicate your best estimate of the percentage of first-year students (headcount) that participates in any of the following programs/initiatives at your institution.**

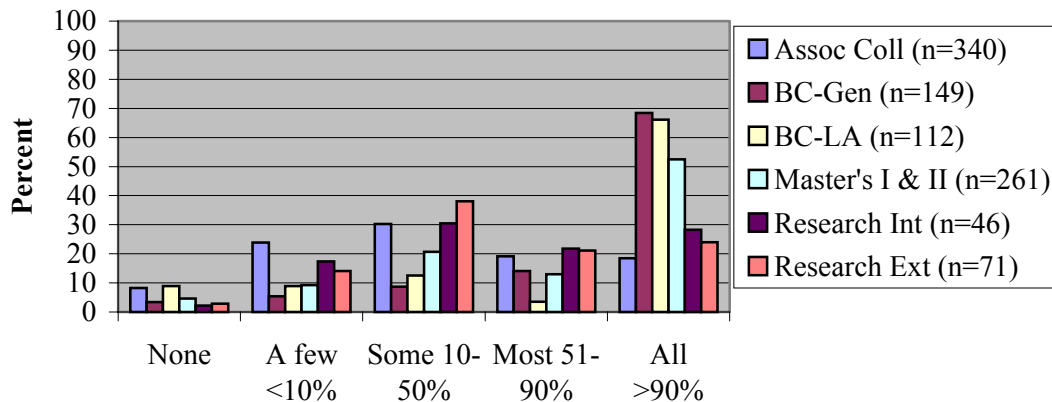
- First-year seminars (i.e. academic seminars, extended orientation seminars, student success courses, etc.)
- Learning communities (linking of two or more courses across the curriculum in which a single cohort of first-year students is enrolled)
- Service learning (inclusion of a non-remunerative service component in credit-bearing first-year courses)
- Undergraduate research (direct involvement of first-year students in faculty research as co-researchers – not as research subjects or “gophers”)
- On-line (virtual) first-year courses offered by your institution
- First-year course(s) taught in residence halls

**Note:**

To our knowledge, this research represents the first attempt to determine rates of participation in a variety of first-year programs or interventions. Although we believe that these rates are increasing, we have no longitudinal means to actually track a rate of increase. Key findings for each program are provided preceding data graphs and charts.

**First-Year Seminars – Key Findings:** These survey findings would indicate that the overwhelming majority of institutions (94.1%) in the US offer first-year seminars, albeit in numbers of sections that differ across institutional types. Baccalaureate institutions and masters institutions are most likely to offer "required" versions in which all students are enrolled. Research extensive universities and two-year institutions most frequently report that "a few" or "some" students participate in these courses.

**First-Year Seminars - Percentage of Students Involved -  
by Carnegie Classification**

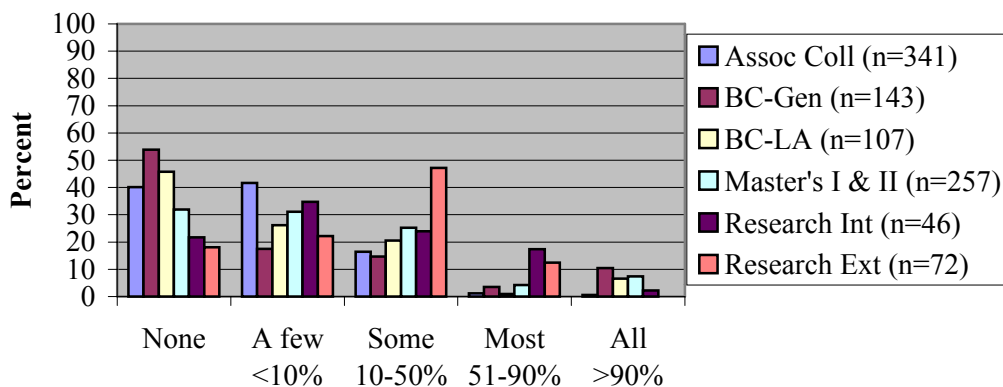


### First-Year Seminars – Percentage of Students Involved

	AA (n=340)	BC-GEN (n=149)	BC-LA (n=112)	Mas.1&2 (n=261)	Res Int (n=46)	Res Ext (n=71)	Total (N=979)
None	8.24%	3.36%	8.93%	4.60%	2.17%	2.82%	5.9%
A few <10%	23.82%	5.37%	8.93%	9.20%	17.39%	14.08%	14.4%
Some 10-50%	30.29%	8.72%	12.50%	20.69%	30.43%	38.03%	23%
Most 51-90%	19.12%	14.09%	3.57%	13.03%	21.74%	21.13%	15.2%
All >90%	18.53%	68.46%	66.07%	52.49%	28.26%	23.94%	41.5%

**Learning Communities – Key Findings:** The enrolling of at least some cohorts of students into two or more courses (i.e., a learning community) is common practice at approximately 62% of institutions. But it is still rare for learning communities to involve more than 50% of first-year students. Not surprisingly, the most likely location for learning communities is the research extensive university. These institutions are working diligently to achieve the size advantage of the small campus. And conversely, the least likely location for learning communities is the small baccalaureate campus.

**Learning Communities - Percentage of Students Involved -  
by Carnegie Classification**

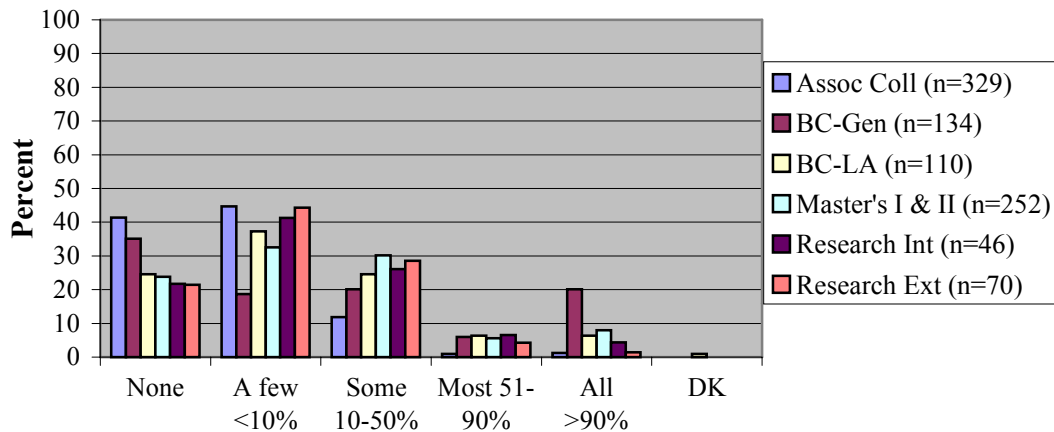


### Learning Communities – Percentage of Students Involved

	AA (n=341)	BC-GEN (n=143)	BC-LA (n=107)	Mas.1&2 (n=257)	Res Int (n=46)	Res Ext (n=72)	Total (N=966)
None	40.18%	53.85%	45.79%	31.91%	21.74%	18.06%	38.1%
A few <10%	41.64%	17.48%	26.17%	31.13%	34.78%	22.22%	31.8%
Some 10-50%	16.42%	14.69%	20.56%	25.29%	23.91%	47.22%	21.6%
Most 51-90%	1.17%	3.50%	.93%	4.28%	17.39%	12.50%	3.9%
All >90%	.59%	10.49%	6.54%	7.39%	2.17%		4.6%

**Service Learning – Key Findings:** Service learning--the integration of non-remunerative service into regular discipline courses--is a widely recognized pedagogical strategy that increases course relevance, interaction, and the perceived importance of civic engagement. Although significant percentages of institutions offer service learning in first-year courses (~60%), its level of impact in terms of student participation is still relatively low in comparison to other interventions. The most common response for institutions offering service learning was that less than 10% of first-year students were involved in service learning classes.

**Service Learning - Percentage of Students Involved -  
by Carnegie Classification**

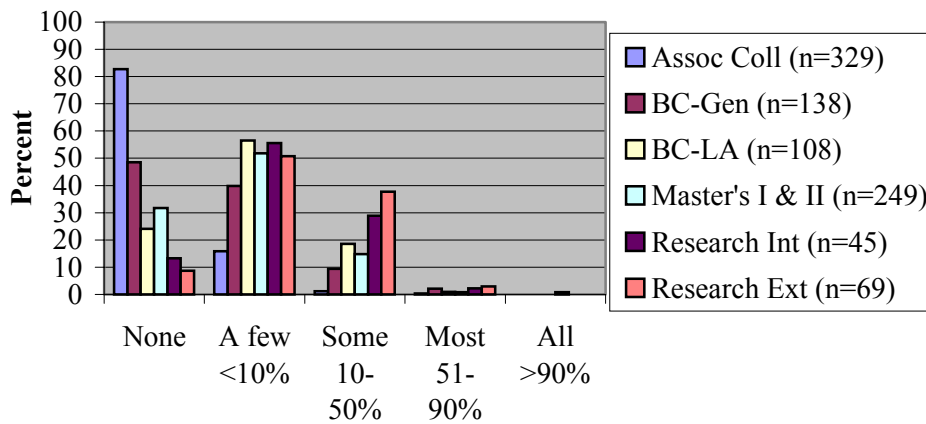


**Service Learning – Percentage of Students Involved**

	AA (n=329)	BC-GEN (n=134)	BC-LA (n=110)	Mas.1&2 (n=252)	Res Int (n=46)	Res Ext (n=70)	Total (N=941)
None	41.34%	35.07%	24.55%	23.81%	21.74%	21.43%	31.3%
A few <10%	44.68%	18.66%	37.27%	32.54%	41.30%	44.29%	36.7%
Some 10-50%	11.85%	20.15%	24.55%	30.16%	26.09%	28.57%	21.4%
Most 51-90%	.91%	5.97%	6.36%	5.56%	6.52%	4.29%	4%
All >90%	1.22%	20.15%	6.36%	7.94%	4.35%	1.43%	6.5%
DK			.91%				.1%

**Undergraduate Research – Key Findings:** Undergraduate research, because it implies a one-to-one research relationship between a single student and a single faculty member, is limited in terms of broad impact. Survey results show that this form of one-to-one interaction is quite rare in community colleges, and among four-year campuses is most likely to be found at research extensive institutions.

### Undergraduate Research - Percentage of Students Involved - by Carnegie Classification

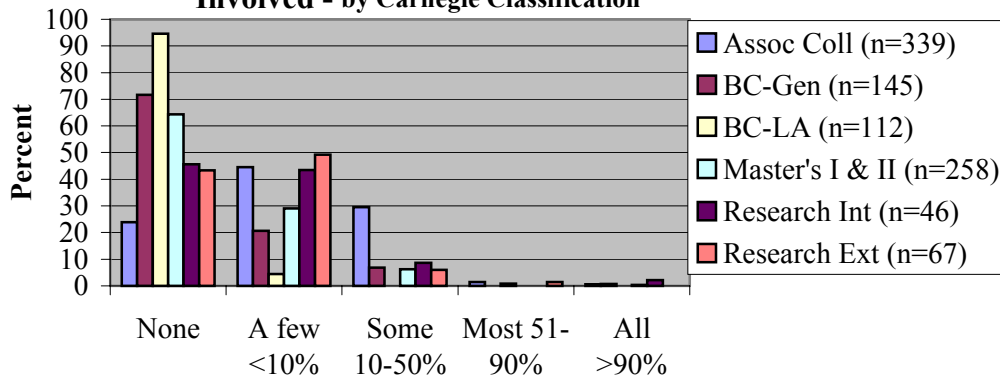


### Undergraduate Research – Percentage of Students Involved

	AA (n=329)	BC-GEN (n=138)	BC-LA (n=108)	Mas.1&2 (n=249)	Res Int (n=45)	Res Ext (n=69)	Total (N=938)
None	82.67%	48.55%	24.07%	31.73%	13.33%	8.70%	48.6%
A few <10%	15.81%	39.86%	56.48%	51.81%	55.56%	50.72%	38.1%
Some 10-50%	1.22%	9.42%	18.52%	14.86%	28.89%	37.68%	12%
Most 51-90%	.30%	2.17%	.93%	.80%	2.22%	2.90%	1.1%
All >90%				.80%			.2%

**On-Line Courses – Key Findings:** The first-year on-line course is very rare except in two-year institutions where over 75% indicated that at least a few or some students were enrolled on line. Research universities, both extensive and intensive, also seem to be experimenting with on-line first-year instruction, at least for a few students.

### On-line First-Year Courses - Percentage of Students Involved - by Carnegie Classification

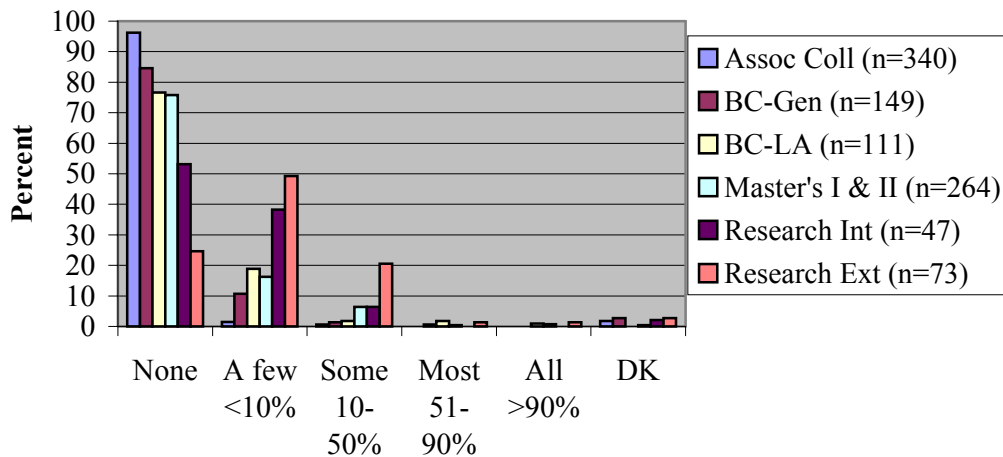


### On-Line First-Year Courses – Percentage of Students Involved

	AA (n=339)	BC-GEN (n=145)	BC-LA (n=112)	Mas.1&2 (n=258)	Res Int (n=46)	Res Ext (n=67)	Total (N=967)
None	23.89%	71.72%	94.64%	64.34%	45.65%	43.28%	52.4%
A few <10%	44.54%	20.69%	4.46%	29.07%	43.48%	49.25%	32.5%
Some 10-50%	29.50%	6.90%		6.20%	8.70%	5.97%	13.9%
Most 51-90%	1.47%		.89%	%	%	1.49%	.7%
All >90%	.59%	.69%		.39%	2.17%		.5%

**Courses Taught in Residence Halls – Key Findings:** Survey findings for this question are not surprising. The residence-based first-year course is rare in all but the research university setting. And in research institutions only a few students (generally no more than 10%) are involved in residence-based courses.

**Courses Taught in Residence Halls - Percentage of Students Involved - by Carnegie Classification**



### Courses Taught in Residence Halls – Percentage of Students Involved

	AA (n=340)	BC-GEN (n=149)	BC-LA (n=111)	Mas.1&2 (n=264)	Res Int (n=47)	Res Ext (n=73)	Total (N=984)
None	96.18%	84.56%	76.58%	75.76%	53.19%	24.66%	79.4%
A few <10%	1.47%	10.74%	18.92%	16.29%	38.30%	49.32%	14.1%
Some 10-50%	.59%	1.34%	1.80%	6.44%	6.38%	20.55%	4.2%
Most 51-90%		.67%	1.80%	.38%		1.37%	.5%
All >90%			.90%	.76%		1.37%	.4%
DK	1.76%	2.68%		.38%	2.13%	2.74%	1.4%

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[Findings for Question 11](#)

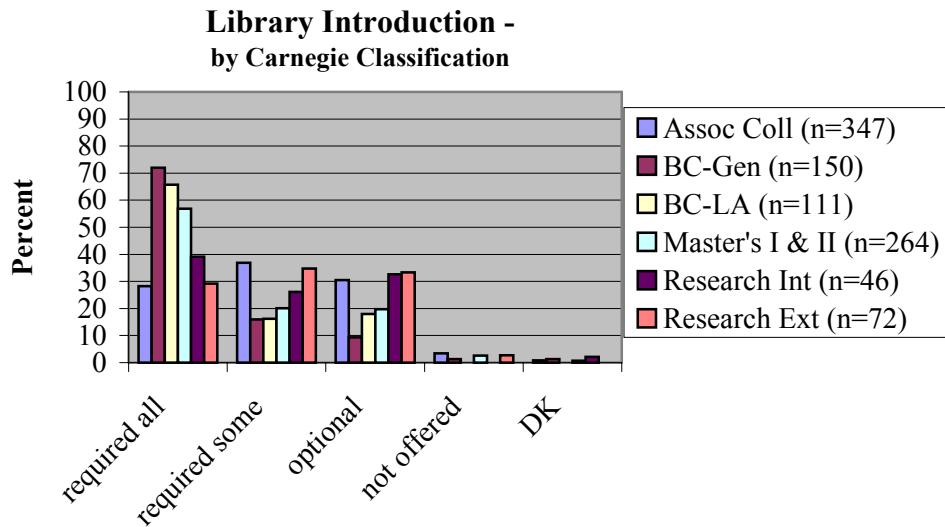
Q11 (Carnegie)

**11. Introduction to the library is...**

- A **required** program/activity for **all** first-year students.
- A **required** program/activity for **some** first-year students.
- An **optional** program/activity for first-year students.
- Not offered for first-year students.
- Don't know

**Key Findings:**

It is our opinion that a library introduction should be a mandated component of the first year, however that introduction is accomplished. Survey results indicated that baccalaureate and masters institutions are most likely to require every first-year student to participate in an introduction to the library. Another 26% of institutions overall responded that “some” first-year students—perhaps students in certain majors—participate in a required library introduction. Slightly less than ¼ of respondents overall answer that such an introduction is “optional.”



**Library Introduction**

	AA (n=347)	BC-GEN (n=150)	BC-LA (n=111)	Mas.1&2 (n=264)	Res Int (n=46)	Res Ext (n=72)	Total (N=991)
<b>Required all</b>	28.24%	72%	65.77%	56.82%	39.13%	29.17%	47.3%
<b>Required some</b>	36.89%	16%	16.22%	20.08%	26.09%	34.72%	26.3%
<b>Optional</b>	30.55%	9.33%	18.02%	19.70%	32.61%	33.33%	23.3%
<b>Not offered</b>	3.46%	1.33%		2.65%		2.78%	2.3%
<b>DK</b>	.86%	1.33%		.76%	2.17%		.8%

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[Findings for Question 12](#)

Q12

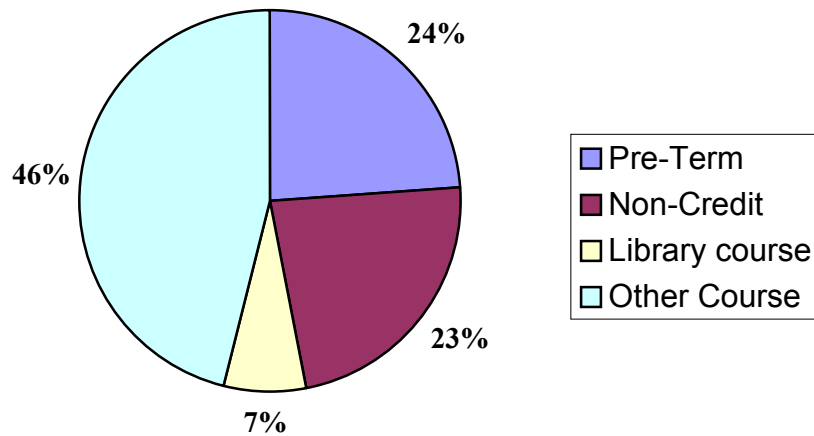
**12. Library introduction/orientation is ...**

- Included as part of pre-term first-year orientation
- Provided during the first term through **non-credit** workshops, tutorials, on-line methods.
- Conducted in a special **credit-bearing** first-year “library course.”
- Included in other **credit-bearing** first-year courses (e.g., first-year seminar, English composition, etc.).

**Key Findings:**

Responses to this question were very similar across institutional categories; therefore, data have been analyzed in aggregate. Across all institutions, the most common form of library introduction is through regular credit-bearing first-year courses. Fewer than 10% of respondents offer a special credit bearing “library course.” Just under ¼ of respondents indicated that library introduction is either part of pre-term orientation or delivered through non-credit methods (workshops, tutorials, etc.).

**Type of Introduction to the Library -  
All Institutions (N=921)**



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[Findings for Question 13](#)

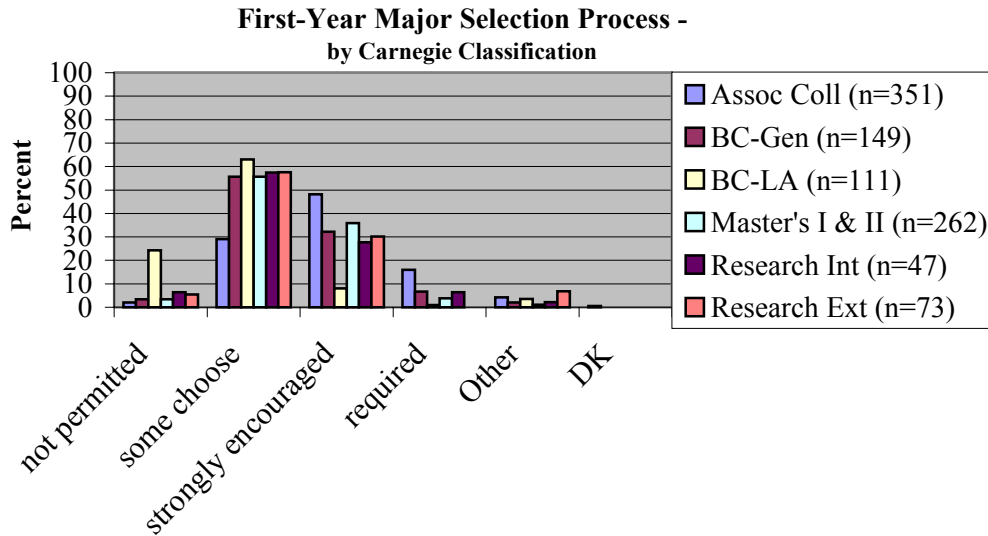
Q13 (Carnegie)

**13. Check the statement that best describes the major selection process for most first-year students when they enter your institution.**

- First-year students are not permitted to select an official major.
- Some first-year students choose a major, but they are neither required nor strongly encouraged to do so.
- First-year students are strongly encouraged to select a major.
- First-year students are required to select a major.
- Other
- Don't know

**Key Findings:**

Selecting a major may or may not be part of the first-year experience for today's college students. And some students select majors multiple times during the college experience. Responses to this question indicated that baccalaureate-liberal arts colleges are most likely to postpone official major selection until after the first year. Most institutions, with the exception of community colleges, adopt a laissez faire position with respect to major selection—allowing first-year students to select majors if they desire but stopping short of “strong encouragement.” Two-year campuses are most likely to “strongly encourage” or “require” major selection in the first year.



**First-Year Major Selection Process**

	AA (n=351)	BC-GEN (n=149)	BC-LA (n=111)	Mas.1&2 (n=262)	Res Int (n=47)	Res Ext (n=73)	Total (N=993)
Not permitted	1.99%	3.36%	24.32%	3.44%	6.38%	5.48%	5.5%
Some choose	29.06%	55.70%	63.06%	55.73%	57.45%	57.53%	47.3%
Strongly enc	48.15%	32.21%	8.11%	35.88%	27.66%	30.14%	35.8%
Required	15.95%	6.71%	.90%	3.82%	6.38%	2.78%	8.1%
Other	4.27%	2.01%	3.60%	1.15%	2.13%	6.85%	3.1%
DK	.57%						.2%

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[Findings for Question 14](#)

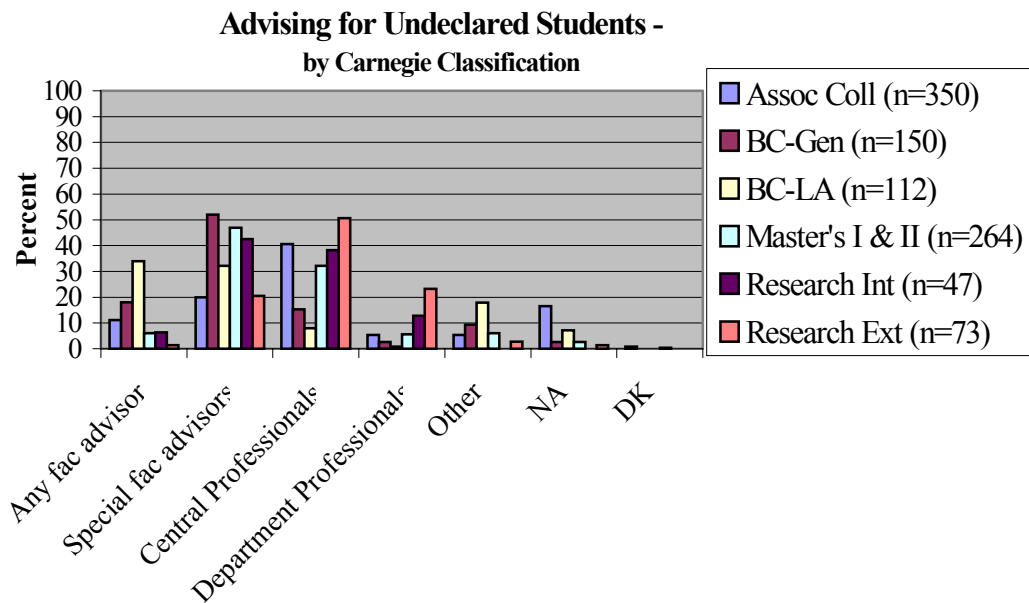
Q14 (Carnegie)

**14. First-year students who have not declared a major are most likely to be assigned to...**

- Any faculty advisor.
- Faculty advisors specially selected to advise undeclared students.
- Professional advisors in a centralized location.
- Professional advisors in a college or department
- Other
- Not applicable to this institution
- Don't know

**Key Findings:**

Depending on institutional type, campuses address the needs of undeclared students in several different ways. Baccalaureate liberal arts colleges are most likely to assign undeclared students more or less randomly to any faculty advisor. This is not surprising as this sector is most likely to disallow major selection during the first year; being undecided is normative. Baccalaureate-general, masters, and research intensive institutions, however, are most likely to designate certain faculty advisors for undeclared students. Two-year colleges and research extensive universities more commonly use professional advisors who are in centralized units. A smaller number of research extensive universities also report using departmental professional advisors for undeclared first-year students.



### Advising for Undeclared Students

	AA (n=350)	BC-GEN (n=150)	BC-LA (n=112)	Mas.1&2 (n=264)	Res Int (n=47)	Res Ext (n=73)	Total (N=996)
Any fac advisor	11.14%	18%	33.93%	6.06%	6.38%	1.37%	12.4%
Special fac adv	20%	52%	32.14%	46.97%	42.55%	20.55%	34.4%
Cent prof	40.57%	15.33%	8.04%	32.20%	38.30%	50.68%	31.5%
Dept Prof	5.43%	2.67%	.89%	5.68%	12.77%	23.29%	6.2%
Other	5.43%	9.33%	17.86%	6.06%		2.74%	7.1%
NA	16.57%	2.67%	7.14%	2.65%		1.37%	7.8%
DK	.86%			.38%			.4%

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[Findings for Question 15](#)

Q15 (Carnegie)

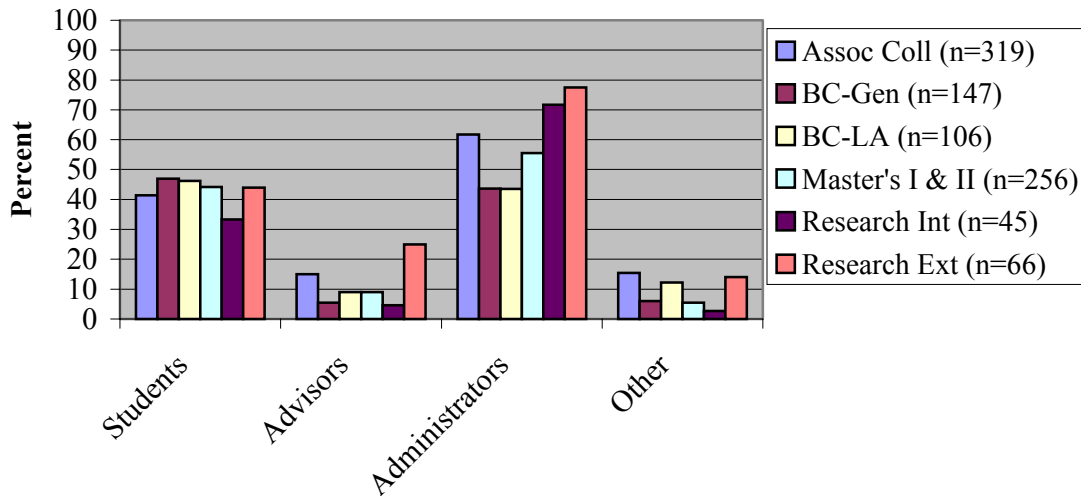
**15. Are advisors of first-year students evaluated by any of the following?**

- By first-year students
- By other advisors
- By administrators
- By others

**Key Findings:**

The evaluation of first-year advising is most likely to be undertaken by “administrators.” Just under 50% of campuses respond that first-year students themselves also evaluate campus advising, and even advisors themselves perform evaluation, although to a lesser degree than other groups.

**Evaluation of First-Year Advising -  
by Carnegie Classification**



**Evaluation of First-Year Advising**

	AA (n=319)	BC-GEN (n=147)	BC-LA (n=106)	Mas.1&2 (n=256)	Res Int (n=45)	Res Ext (n=66)	Total (N=939)
Students	41.38%	46.94%	46.23%	44.14%	33.33%	43.94%	43.3%
Advisors	14.97%	5.43%	9%	8.97%	4.65%	25%	11.4%
Administrators	61.77%	43.57%	43.52%	55.47%	71.74%	77.46%	57%
Other	15.48%	5.98%	12.22%	5.42%	2.63%	14%	10.1%

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[Findings for Question 16](#)

Q16 & 17(Carnegie)

**16. Does your institution offer a structured program to prepare advisors of first-year students?**

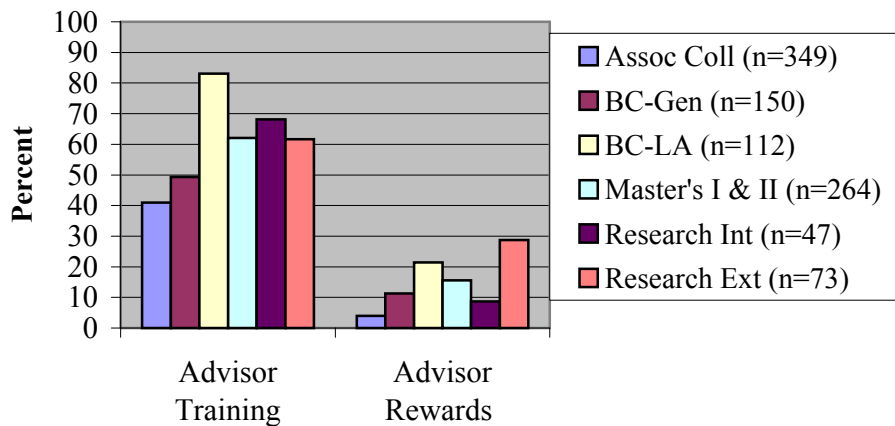
**17. Does your institution offer incentives/rewards that recognize outstanding advising of first-year students?**

**Key Findings:**

These questions investigate the degree to which institutions prepare first-year advisors through some sort of structured professional development activity, and whether or not advisors are rewarded for outstanding work. Survey responses indicate that training is far more common than rewards. Baccalaureate-liberal arts are most likely to train advisors—two-year institutions least likely. Rewards are somewhat more likely to be conferred at research extensive institutions, where advising is most likely to be done by either centralized or departmentally based professional advisors, than at other colleges or universities.

Academic advising is one of the most important elements of the first year and often has a direct impact on student satisfaction and time to degree completion. We believe that because first-year students have unique needs and issues, advisors can benefit from professional development. The low percentage of institutions that recognize and reward outstanding advising is probably evidence that advising is undervalued within the academy. It is often viewed by administrators and advisors themselves as just one more expectation in which the quality of performance bears little or no relationship to the existing reward system.

**Training and Rewards for Academic Advisors -  
by Carnegie Classification**



**Training and Rewards for Academic Advisors**

	AA (n=349)	BC-GEN (n=150)	BC-LA (n=112)	Mas.1&2 (n=264)	Res Int (n=47)	Res Ext (n=73)	Total (N=995)
Advisor Training	40.97%	49.33%	83.04%	62.12%	68.09%	61.64%	55.4%
Advisor Rewards	4%	11.33%	21.43%	15.53%	8.7%	28.77%	12.2%

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[Findings for Question 18](#)

Q18 (Carnegie)

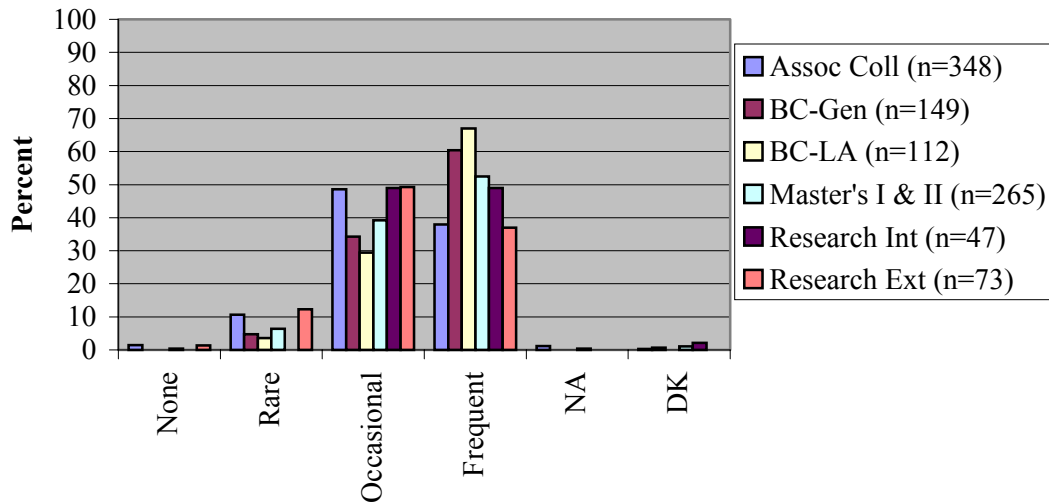
**18. What is your best estimate of the overall level of faculty involvement in the following out-of-class aspects of campus life involving first-year students?**

- Student recruitment and campus visits by prospective students
- Campus pre-term orientation
- Residence life
- Formal mentoring program
- Volunteerism/civic engagement
- Co-curricular organizations/campus activities
- Greek life

**Key Findings:**

Recent research on student learning and retention attests again and again to the power of faculty/student interaction. From the point of first contact with the institution through the undergraduate experience, the degree to which students and faculty communicate, especially out of class, predicts academic engagement and retention. This question investigated a number of possible areas of faculty involvement outside the classroom. As might be expected, the highest overall levels of faculty involvement seem to occur in the smallest colleges—the baccalaureate general and liberal arts campuses. Research universities also seem to involve faculty at least occasionally in residence life, formal mentoring, and Greek life. Approximately 50% of all respondents indicate that faculty are at least “occasionally” involved in co-curricular organizations/campus activities and in volunteerism and civic engagement activities.

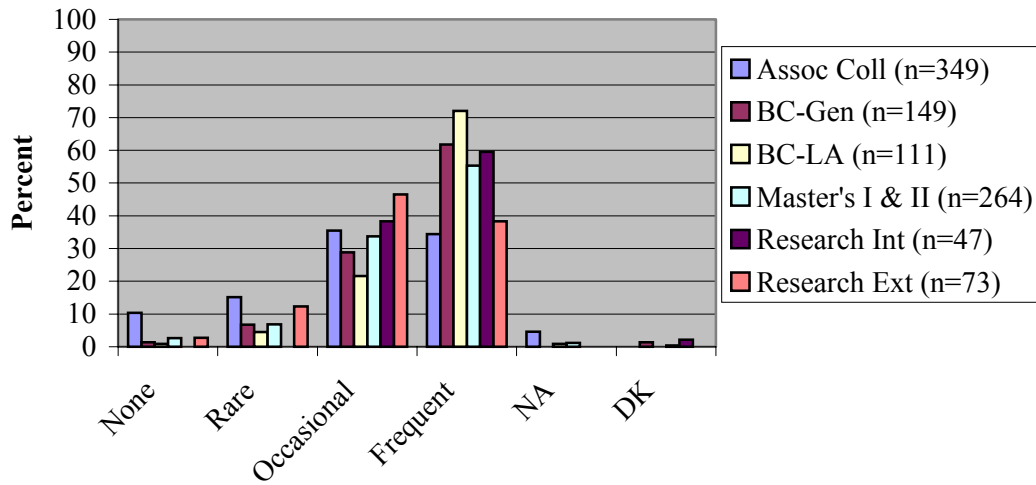
**Faculty Involvement in New Student Recruitment/Campus Visits  
by Carnegie Classification**



### Faculty Involvement in New Student Recruitment/Campus Visits

	AA (n=348)	BC-Gen (n=149)	BC-LA (n=112)	Mas.I&II (n=265)	Res Int (n=47)	Res Ext (n=73)	Total (N=994)
None	1.44%			.38%		1.37%	.7%
Rare	10.63%	4.70%	3.57%	6.42%		12.33%	7.4%
Occasional	48.56%	34.23%	29.46%	39.25%	48.94%	49.32%	41.9%
Frequent	37.93%	60.40%	66.96%	52.45%	48.94%	36.99%	48.9%
NA	1.15%			.38%			.5%
DK	.29%	.67%		1.10%	2.13%		.6%

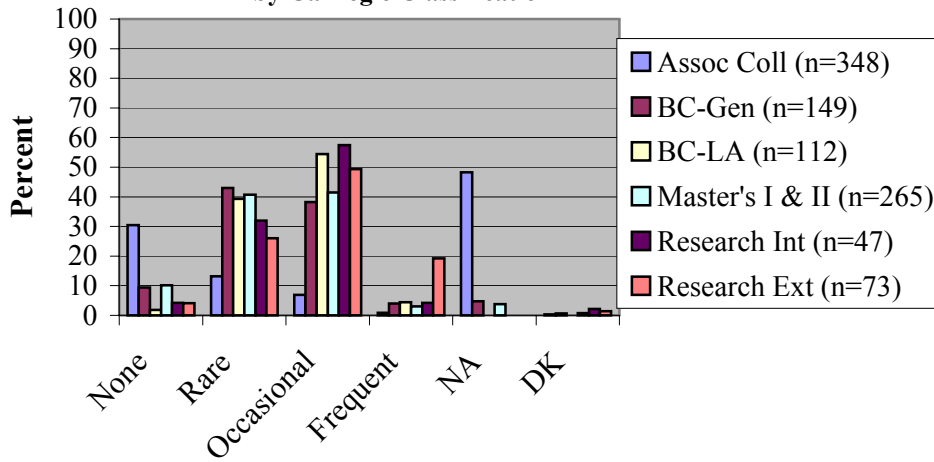
### Faculty Involvement in Pre-Term Orientation - by Carnegie Classification



### Faculty Involvement in Pre-Term Orientation

	AA (n=349)	BC-Gen (n=149)	BC-LA (n=111)	Mas.I&II (n=264)	Res Int (n=47)	Res Ext (n=73)	Total (N=993)
None	10.32%	1.34%	.90%	2.65%		2.74%	4.8%
Rare	15.19%	6.71%	4.50%	6.82%		12.33%	9.6%
Occasional	35.53%	28.86%	21.62%	33.71%	38.30%	46.58%	33.4%
Frequent	34.38%	61.74%	72.07%	55.30%	59.57%	38.36%	49.7%
NA	4.58%		.90%	1.14%			2%
DK		1.34%	.38%	2.13%			.4%

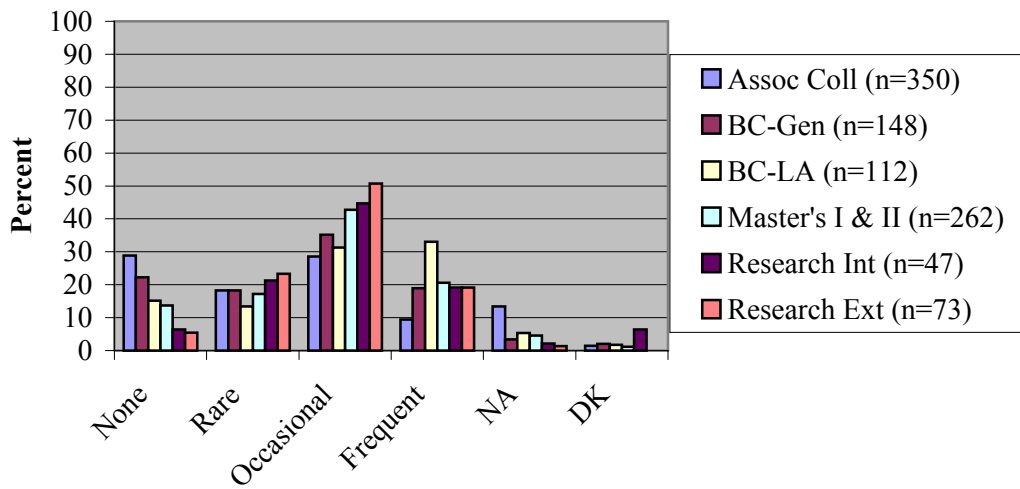
**Faculty Involvement in Residence Life -  
by Carnegie Classification**



**Faculty Involvement in Residence Life**

	AA (n=348)	BC-Gen (n=149)	BC-LA (n=112)	Mas.I&II (n=265)	Res Int (n=47)	Res Ext (n=73)	Total (N=994)
None	30.46%	9.40%	1.79%	10.19%	4.26%	4.11%	15.5%
Rare	13.22%	42.95%	39.29%	40.75%	31.91%	26.03%	29.8%
Occasional	6.90%	38.26%	54.46%	41.51%	57.45%	49.32%	31.7%
Frequent	.86%	4.03%	4.46%	3.02%	4.26%	9.18%	3.8%
NA	48.28%	4.70%		3.77%			18.6%
DK	.29%	.67%		.75%	2.13%	1.37%	.6%

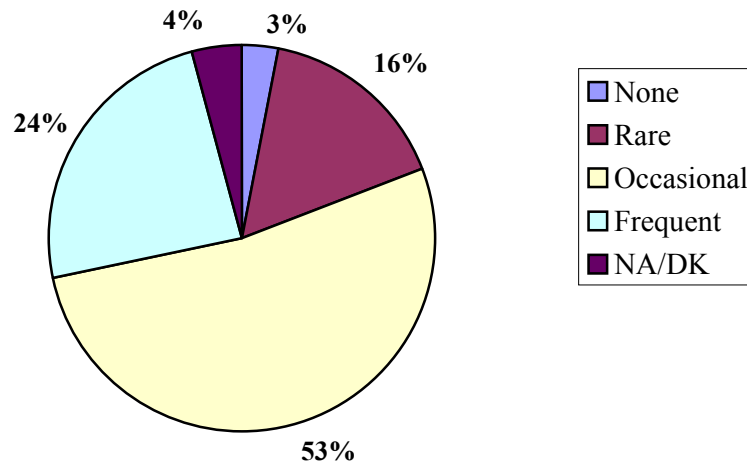
**Faculty Involvement in Formal Mentoring -  
by Carnegie Classification**



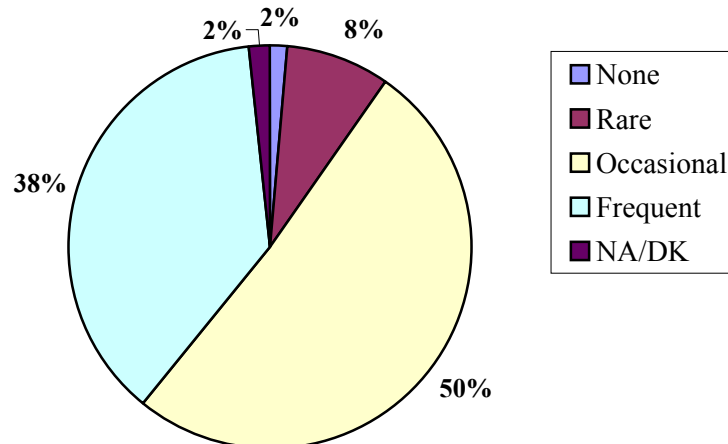
### Faculty Involvement in Formal Mentoring

	AA (n=350)	BC-Gen (n=148)	BC-LA (n=112)	Mas.I&II (n=262)	Res Int (n=47)	Res Ext (n=73)	Total (N=992)
None	28.86%	22.30%	15.18%	13.74%	6.38%	5.48%	19.6%
Rare	18.29%	18.24%	13.39%	17.18%	21.28%	23.29%	17.9%
Occasional	28.57%	35.14%	31.25%	42.75%	44.68%	50.68%	36%
Frequent	9.43%	18.92%	33.04%	20.61%	19.15%	19.18%	17.6%
NA	13.43%	3.38%	5.36%	4.58%	2.13%	1.37%	7.3%
DK	1.43%	2.03%	1.79%	1.15%	6.38%		1.6%

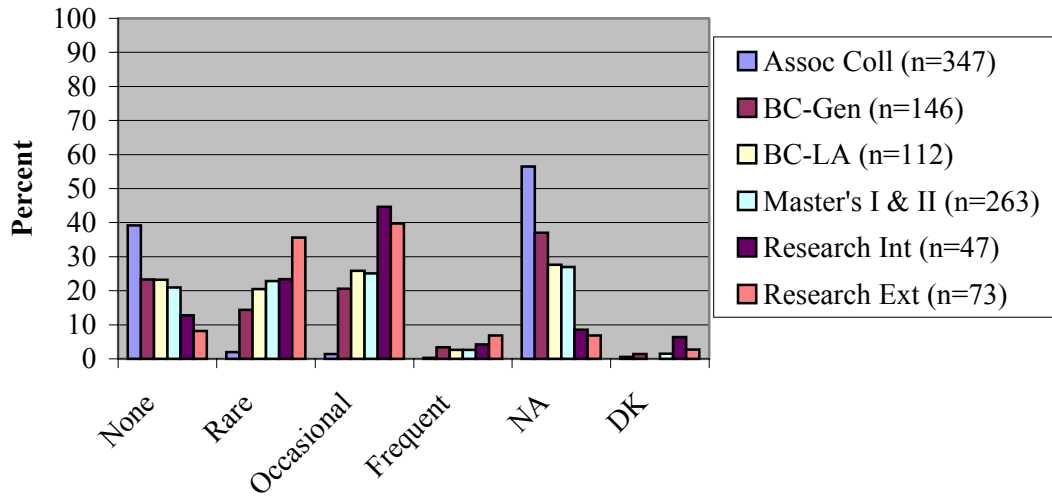
### Faculty Involvement in Volunteerism/Civic Engagement - All Institutions (N=993)



### Faculty Involvement in Co-Curricular Organizations/Campus Activities - All Institutions (N=993)



**Faculty Involvement in Greek Life -  
by Carnegie Classification**



**Faculty Involvement in Greek Life**

	AA (n=347)	BC-Gen (n=146)	BC-LA (n=112)	Mas.I&II (n=263)	Res Int (n=47)	Res Ext (n=73)	Total (N=988)
None	39.19%	23.29%	23.21%	20.91%	12.77%	8.22%	26.6%
Rare	2.02%	14.38%	20.54%	22.81%	23.40%	35.62%	15%
Occasional	1.44%	20.55%	25.89%	25.10%	44.68%	39.73%	18.2%
Frequent	.29%	3.42%	2.68%	2.66%	4.26%	6.85%	2.3%
NA	56.48%	36.99%	27.68%	27%	8.51%	6.85%	36.5%
DK	.58%	1.37%		1.52%	6.38%	2.74%	1.3%

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[Findings for Question 19](#)

Q19

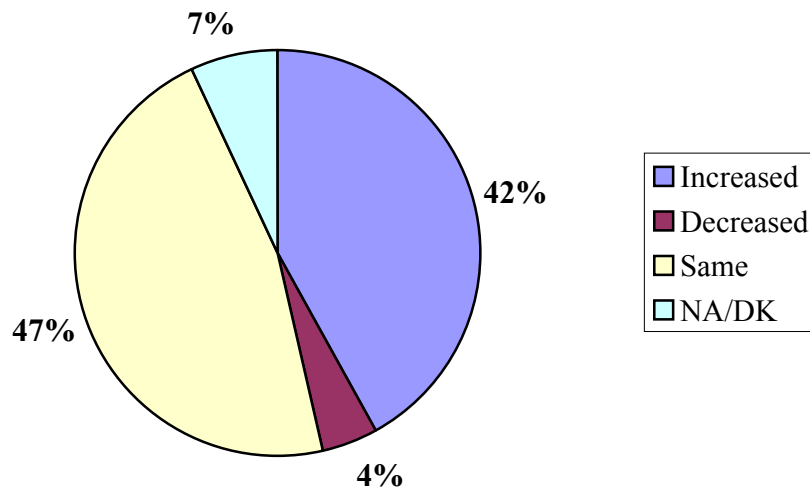
**19. During the past five years, the overall level of out-of-class interaction between faculty and first-year students has...**

- Increased
- Decreased
- Remained the same
- Not applicable
- Don't know

**Key Findings:**

In recent years, the importance of faculty/student interaction has been promulgated by many national reports and research studies. But survey findings indicate that just over 40% of all institutions respond that faculty/student interaction has increased over five years. Slightly less than 50% respond that these levels have “remained the same,” and only 4% indicate a decrease.

**Five-Year Change in Out of Class Faculty/Student Interaction -  
All Institutions (n=985)**



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[Findings for Question 20](#)

Q20 (Carnegie)

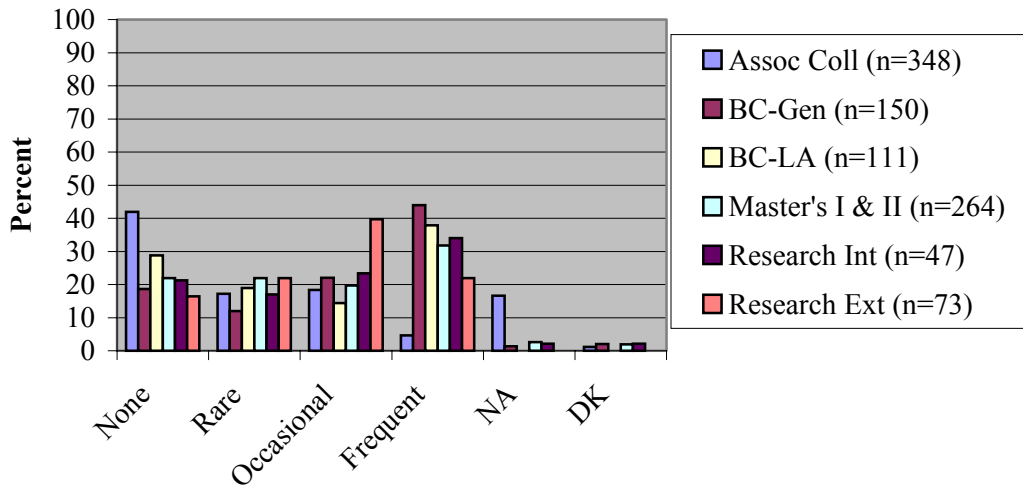
**20. What is your best estimate of the overall level of upperclass (2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> year) undergraduate student involvement in intentional interactions with first-year students in the following settings?**

- First-year seminars (as co-teachers, course assistants, or mentors)
- Other first-year courses in the academic disciplines (as co-teachers, course assistants, or mentors)
- Mentoring first-year students for academic success
- Tutoring first-year students one-to-one or in small groups
- Academic advising of first-year students
- Technology assistance for first-year students

**Key Findings:**

The work of Alexander Astin and other higher education researchers finds that students report that the greatest source of influence during the college years comes from other students. Through various forms of informal social interaction students learn more from their peers, for better or worse, than from faculty and administrators. Recognizing the power of the peers, some institutions have intentionally designed structures to bring first-year and upperclass students together. This question investigates the six most common of those structures. For all areas investigated, two-year campuses are less likely than four-year campuses to utilize upper-level students in working with first-year students. The most commonly used structure for this interaction is the first-year seminar. Between 20 and 40% of respondents indicated that upperclass students work as co-teachers in first-year seminars either occasionally or frequently. Other forms of occasional or frequent upperclass/first-year interaction are in “other courses,” in mentoring, tutoring, and technology assistance. Upperclass students are less likely to be used for first-year academic advising.

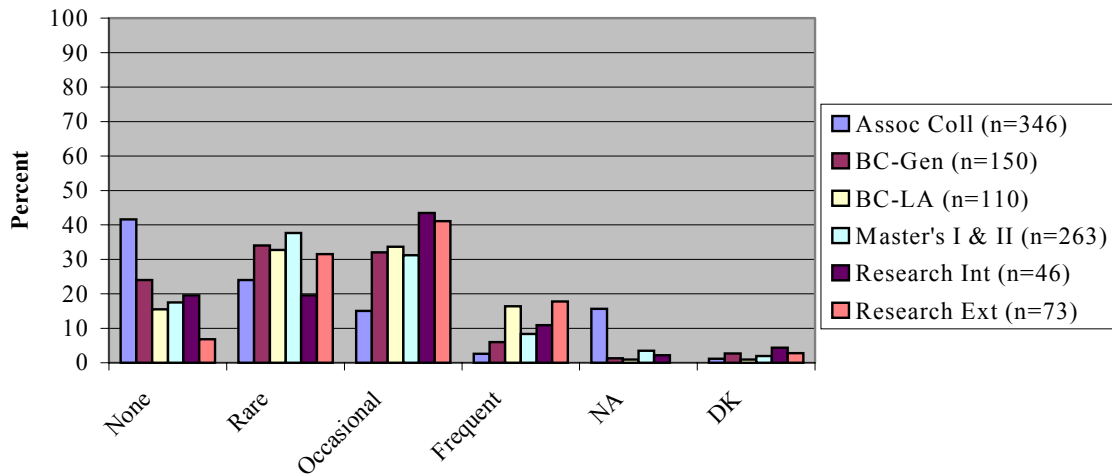
**Upperclass Student Involvement in First-Year Seminars -  
by Carnegie Classification**



### Upperclass Student Involvement in First-Year Seminars

	AA (n=348)	BC-GEN (n=150)	BC-LA (n=111)	Mas.1&2 (n=264)	Res Int (n=47)	Res Ext (n=73)	Total (N=993)
None	41.95%	18.67%	28.83%	21.97%	21.28%	16.44%	28.8%
Rare	17.24%	12%	18.92%	21.97%	17.02%	21.92%	18.2%
Occasional	18.39%	22%	14.41%	19.70%	23.40%	39.73%	20.6%
Frequent	4.60%	44%	37.84%	31.82%	34.04%	21.92%	24.2%
NA	16.67%	1.33%		2.65%	2.13%		6.8%
DK	1.15%	2%		1.89%	2.13%		1.3%

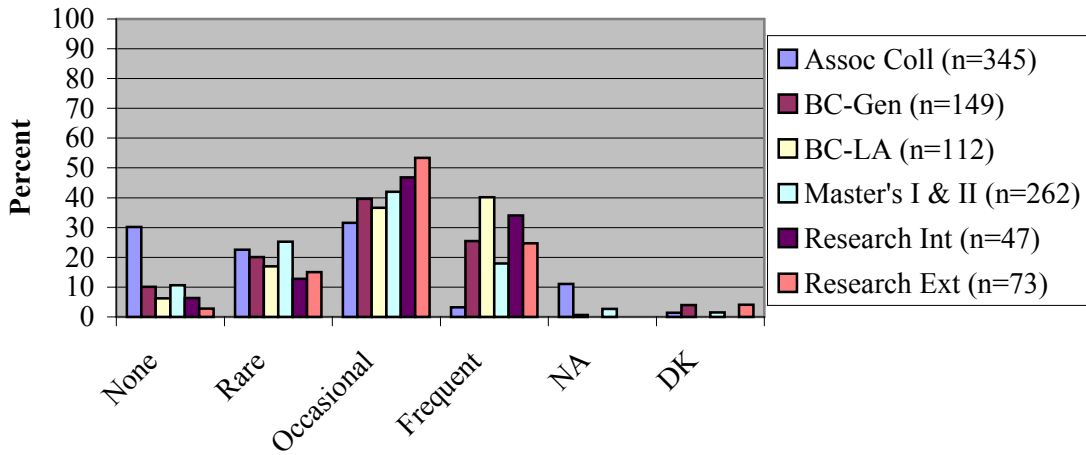
Upperclass Student Involvement in Other Courses -  
by Carnegie Classification



### Upperclass Student Involvement in Other Courses

	AA (n=346)	BC-GEN (n=150)	BC-LA (n=110)	Mas.1&2 (n=263)	Res Int (n=46)	Res Ext (n=73)	Total (N=988)
None	41.62%	24%	15.45%	17.49%	19.57%	6.85%	26%
Rare	23.99%	34%	32.73%	37.64%	19.57%	31.51%	30.5%
Occasional	15.03%	32%	33.64%	31.18%	43.48%	41.10%	27.2%
Frequent	2.60%	6%	16.36%	8.37%	10.87%	17.81%	7.7%
NA	15.61%	1.33%	.91%	3.42%	2.17%		6.8%
DK	1.16%	2.67%	.91%	1.90%	4.35%	2.74%	1.8%

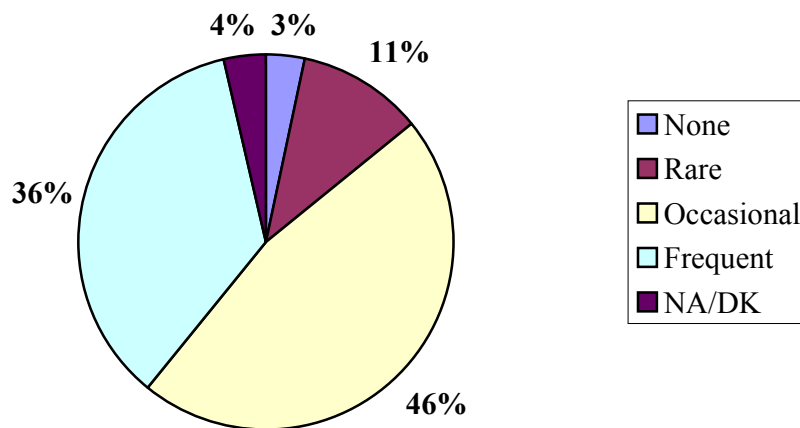
**Upperclass Student Involvement in Mentoring -  
by Carnegie Classification**



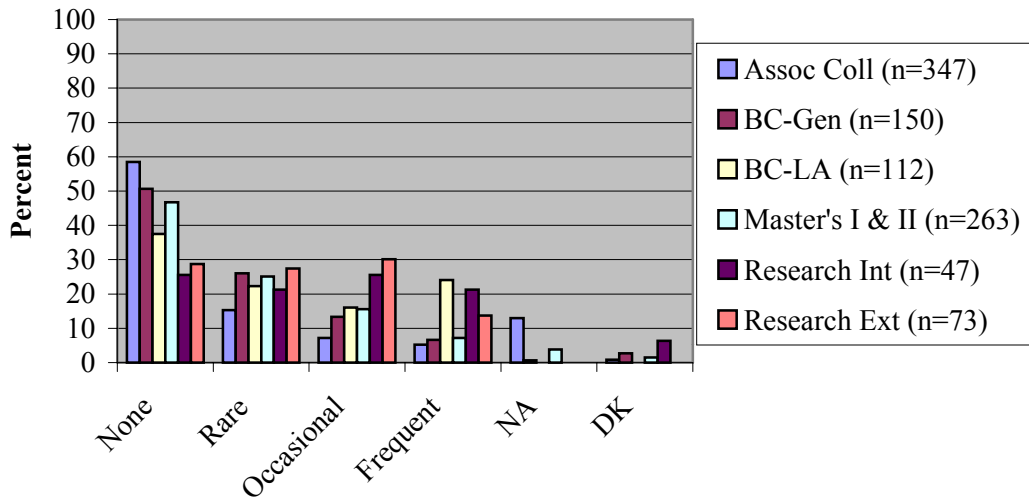
**Upperclass Student Involvement in Mentoring**

	AA (n=345)	BC-GEN (n=149)	BC-LA (n=112)	Mas.1&2 (n=262)	Res Int (n=47)	Res Ext (n=73)	Total (N=988)
None	30.14%	10.07%	6.25%	10.69%	6.38%	2.74%	16.1%
Rare	22.61%	20.13%	16.96%	25.19%	12.77%	15.07%	21.3%
Occasional	31.59%	39.60%	36.61%	41.98%	46.81%	53.42%	38.5%
Frequent	3.19%	25.50%	40.18%	17.94%	34.04%	24.66%	17.7%
NA	11.01%	.67%		2.67%			4.7%
DK	1.45%	4.03%		1.53%		4.11%	1.8%

**Upperclass Student Involvement in Tutoring -  
All Institutions (N=996)**



**Upperclass Student Involvement in Academic Advising -  
by Carnegie Classification**

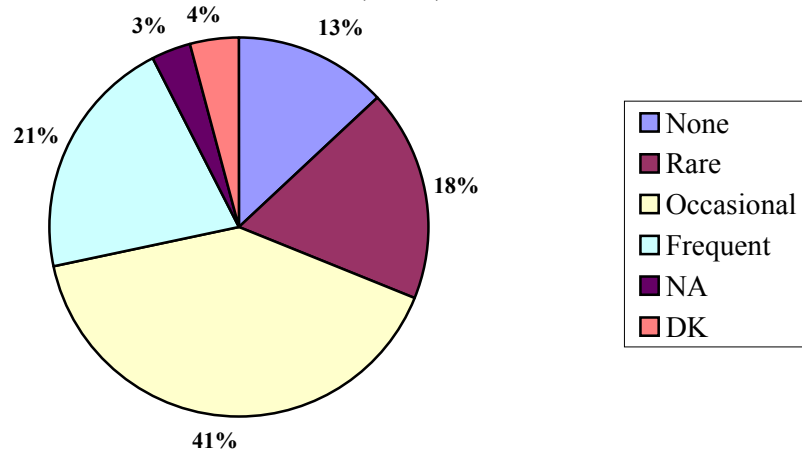


**Upperclass Student Involvement in Academic Advising**

	AA (n=347)	BC-GEN (n=150)	BC-LA (n=112)	Mas.1&2 (n=263)	Res Int (n=47)	Res Ext (n=73)	Total (N=992)
None	58.50%	50.67%	37.50%	46.77%	25.53%	28.77%	48.1%
Rare	15.27%	26%	22.32%	25.10%	21.28%	27.40%	21.5%
Occasional	7.20%	13.33%	16.07%	15.59%	25.53%	30.14%	13.9%
Frequent	5.19%	6.67%	24.11%	7.22%	21.28%	13.70%	9.5%
NA	12.97%	.67%		3.80%			5.6%
DK	.86%	2.67%		1.52%	6.38%		1.4%

## Upperclass Student Involvement in Technology Assistance

- All Institutions (n=990)



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[Findings for Question 21](#)

Q21 (Carnegie)

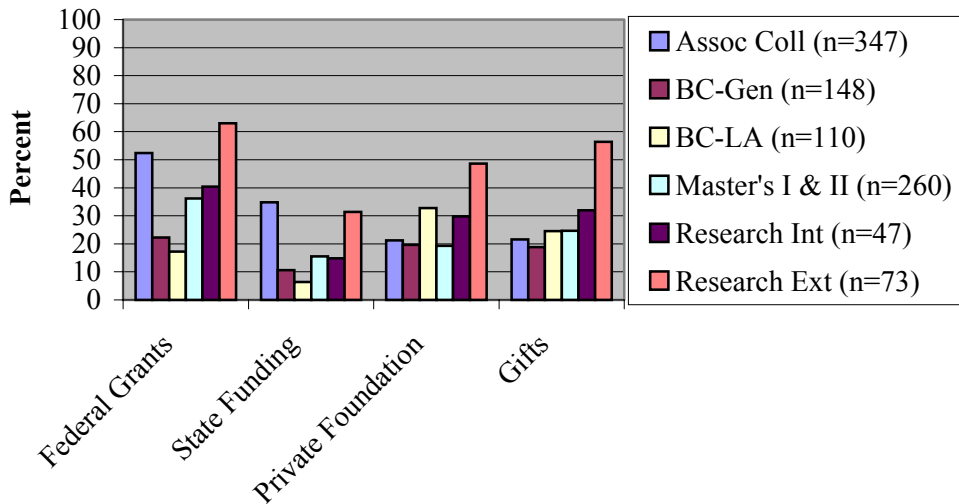
**21. Within the past five years, has your campus obtained external funding to support first-year initiatives from any of the following sources?**

- Federal grants (e.g., NSF, NEH, Title III, FIPSE, TRIO, etc.)
- State grants
- Private Foundation grants
- Gifts (alumni, corporate, private)

**Key Findings:**

The funding of first-year initiatives is often a significant challenge for institutions. This question investigates whether colleges and universities have acquired funding within the past five years to support first-year efforts. Responses indicate that two-year colleges and research extensive universities are most successful in obtaining federal dollars through such sources as NSF, NEH, Title III, FIPSE, and TRIO funding. These institutions are also more successful than others in acquiring state dollars. Approximately 50% of research extensive universities also report private foundation funding and gifts from alumni, corporations, and other sources. As research universities generally have more sophisticated grants and development units, these findings are not surprising.

**External Funding of First-Year Initiatives -  
by Carnegie Classification**



**External Funding of First-Year Initiatives**

	AA (n=347)	BC-GEN (n=148)	BC-LA (n=110)	Mas.1&2 (n=260)	Res Int (n=47)	Res Ext (n=73)	Total (N=985)
<b>Federal Grants</b>	52.45%	22.30%	17.27%	36.15%	40.43%	63.01%	39.9%
<b>State Funding</b>	34.80%	10.64%	6.36%	15.56%	14.89%	31.43%	21.7%
<b>Private Found</b>	21.18%	19.58%	32.73%	19.31%	29.79%	48.61%	24.2%
<b>Gifts</b>	21.53%	18.88%	24.55%	24.71%	31.91%	56.34%	25.4%

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[Findings for Question 22](#)

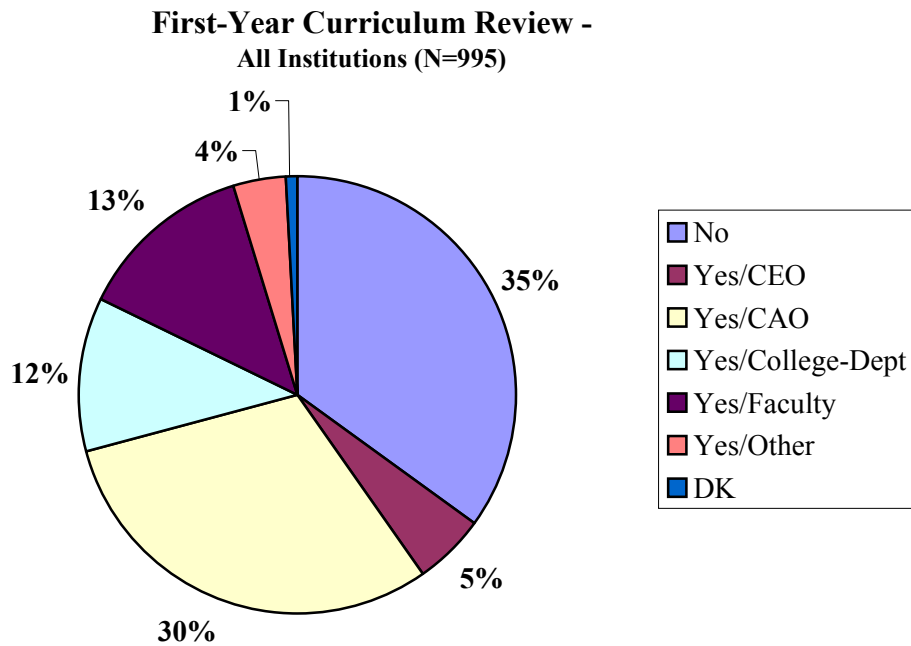
Q22 (Carnegie)

**22. During the past five years, has your institution engaged in a comprehensive review or revision of the overall curriculum taken by first-year students, and, if so, which office or entity has been most responsible for initiating that process?**

- No. No comprehensive first-year curriculum review or revision
- Yes. Initiated by the chief executive officer
- Yes. Initiated by the chief academic officer
- Yes. Initiated by an academic college/department/program (including division of general education)
- Yes. Initiated by faculty (committee or individuals)
- Yes. Other
- Don't know

**Key Findings:**

What comprises the “first-year curriculum”? Responses to this question vary from a core curriculum to random course-taking patterns of first-year students. But we believe that attention to the curriculum itself is often a missing piece of first-year assessment. Responses to this question indicate that 35% of institutions have not engaged in first-year curriculum review within the past five years. Of the remaining 65%, the most common initiator of curriculum review is the chief academic officer (30%). College or departmental level or individual faculty initiation of curriculum review accounts for an additional 25%.



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[Findings for Question 23](#)

Q23 (Carnegie)

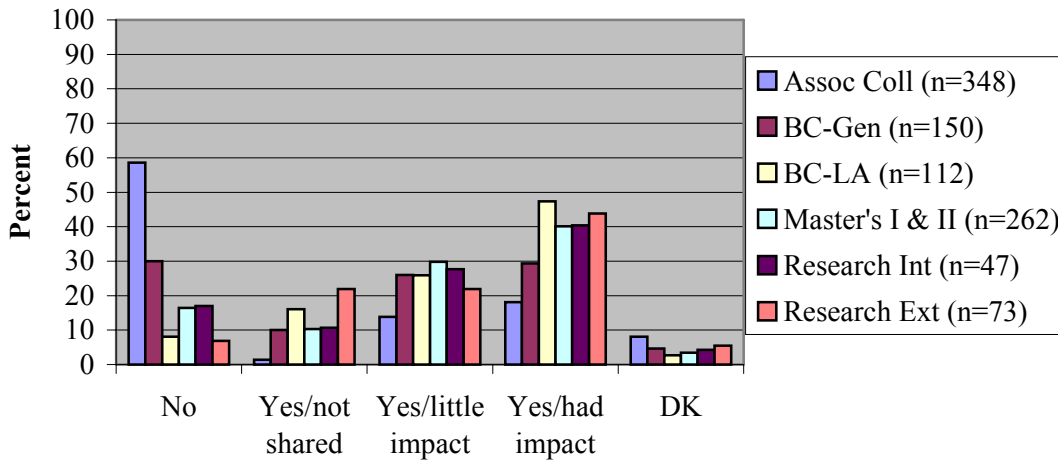
**23. Over the past five years, has your institution participated in assessment of first-year students or programs that provides comparative data, whether national or regional, from multiple insitutions (e.g., National Survey of Student Engagement, Annual Freshman Survey (CIRP), etc.)?**

- No
- Yes, but the findings were not shared with the campus community
- Yes, and the findings were shared with the campus community but had little or no Influence on policy or practice in the first college year.
- Yes, and the findings were shared with the campus community and have influenced Policy or practice in the first college year.
- Don't know

**Key Findings:**

In order for first-year initiatives to achieve meaningful levels of effectiveness, assessment is critical. This question investigates whether campuses participate in comparative assessment that provides data from multiple institutions. There are many sources of such assessment such as benchmarking, the National Survey of Student Engagement, the annual CIRP survey of the American Freshman, and “Your First College Year.” Responses indicate that such assessment is far more common in four-year, than in two-year institutions. Almost 60% of two-year campuses reported no assessment of this type. Baccalaureate liberal arts and research extensive campuses are most likely to engage in comparative assessment. Although a significant percentage of all campuses participate in such assessment, only 32% responded that “findings were shared and have influenced policy and practice in the first college year.” This is a troubling finding that indicates American higher education has a long way to go in maximizing the power of assessment for campus improvement.

**Assessment Using National/Regional Instruments -  
by Carnegie Classification**



### Assessment Using National/Regional Instruments

	AA (n=348)	BC-GEN (n=150)	BC-LA (n=112)	Mas.1&2 (n=262)	Res Int (n=47)	Res Ext (n=73)	Total (N=992)
No	58.62%	30%	8.04%	16.41%	17.02%	6.85%	31.7%
Yes/Not shared	1.44%	10%	16.07%	10.31%	10.64%	21.92%	8.7%
Yes/little impact	13.79%	26%	25.89%	29.77%	27.66%	21.92%	22.5%
Yes/had impact	18.10%	29.33%	47.32%	40.08%	40.43%	43.84%	31.9%
DK	8.05%	4.67%	2.68%	3.44%	4.26%	5.48%	5.3%

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[Findings for Question 24](#)

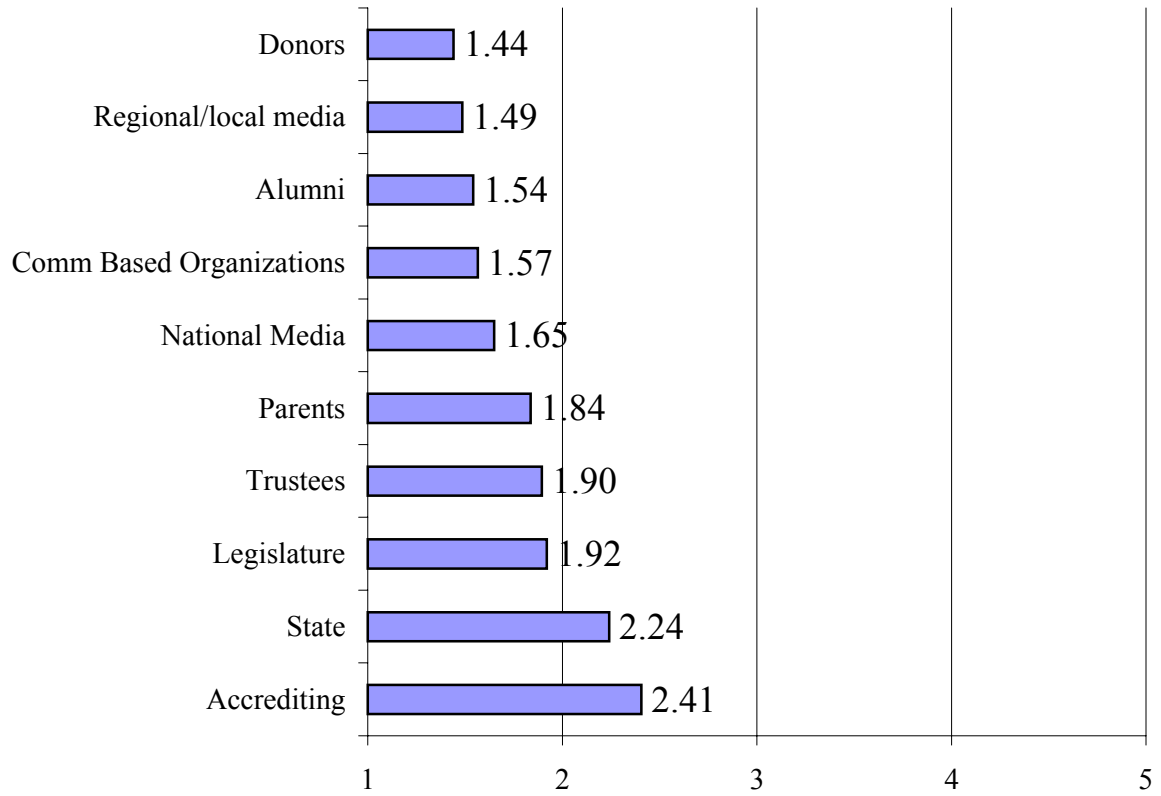
Q24

**24. Over the past five years, to what degree have any of the following external entities influenced change in first-year academic policies, programs, and/or curricula at your institution? (1 being no influence and 5 being major influence)**

- Trustees
- Regional accrediting association
- National media (e.g., US News and World Report, Money Magazine)
- Regional/local media
- Parents
- State higher ed. coordinating/governing body
- Legislature
- Donors
- Alumni
- Community-based organizations

**Key Findings:**

This question investigates the sources of external influence on the first year. On a five-point scale, the mean responses find that state higher education coordinating bodies and regional accreditors have more influence (mean = 2.24 and 2.41 respectively) than any other entity including trustees, parents, and media. Although higher education coordinating bodies affect public far more than private institutions, regional accreditors have significant influence over all campuses.



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[Findings for Question 25](#)

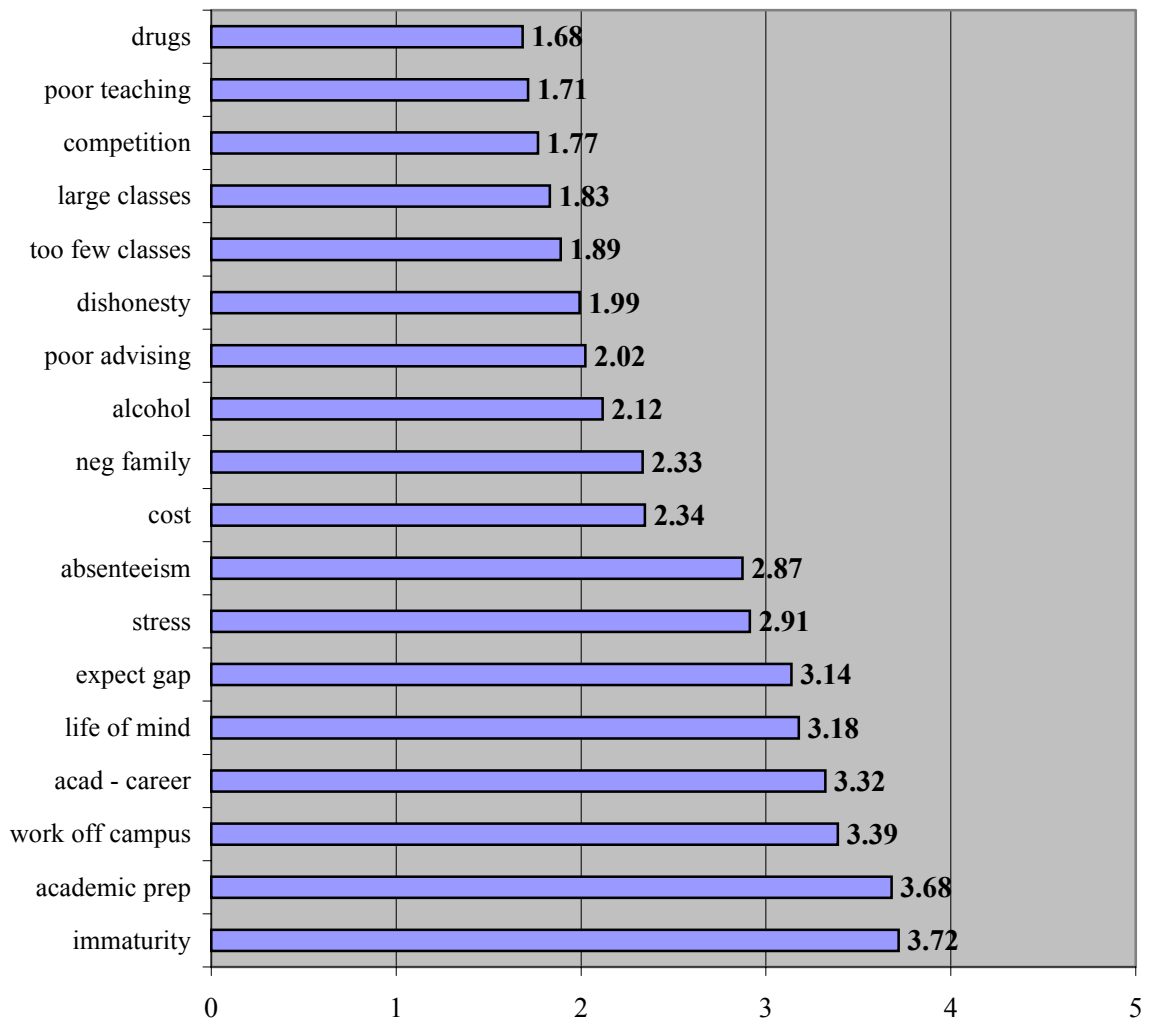
Q25

**25. In your opinion, what is the level of impact of the following issues on the academic performance of first-year students on your campus? (1 being no influence and 5 being major influence)**

- Student immaturity/lack of motivation
- Inadequate level of academic preparation
- Student alcohol use/abuse
- Student use of illegal drugs
- Negative family influence
- Excessive amount of student work off campus
- Students' lack of focus/clarity about academic/career purpose
- Gap between student expectations and college experiences
- Excessive academic competition with other students
- Excessive student stress/emotional difficulties
- Student lack of engagement in the "life of the mind"
- Poor quality of teaching in first-year courses
- Poor quality of academic advising for first-year students
- Large size of some first-year classes
- Insufficient number of first-year class sections
- Absenteeism in first-year classes
- High cost of college
- Academic dishonesty

**Key Findings:**

This final question asked respondents to indicate the "level of impact" of a long list of issues on the academic performance of first-year students. Results are provided as mean scores on a scale of 1 to 5. Perhaps it is not surprising that respondents generally ranked "student problems" as having a greater impact than "institutional problems." For instance, academic preparation and immaturity received the highest mean scores (3.68 and 3.72 respectively), while poor teaching and poor advising were rated as having a much lower impact (1.71 and 2.02 respectively) on first-year academic performance. Interestingly, "student use of illegal drugs" (1.68) was not rated a significant problem. Additional data analyses were conducted comparing two-year and four-year campuses, and as might be expected, problems rated most highly by two-year institutions included academic preparation (4.29), absenteeism (3.33), and work off campus (3.99). Four-year campuses were more likely to cite cost, alcohol, and competition as factors that negatively impact student academic performance in the first year.



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