The following survey does not reflect the layout of the web-based survey but accurately captures the content of those questions. In the web administration, follow-up questions were prompted by specific answers, but here all questions, including the follow-ups, are listed.

2003/04 National Survey on First-Year Seminars  
National Resource Center for The First-Year Experience & Students in Transition  
University of South Carolina

This survey is dedicated to gathering information regarding first-year seminars. First-year seminars are courses designed to enhance the academic skills and/or social development of first-year college students.

The survey should take approximately 15 minutes to complete and, once started, cannot be saved for completion at a later time. Your responses are important to us. Therefore, please allot 15-20 minutes to respond by November 21, 2003. Thank you.

Does your institution (including any department or division) offer one or more first-year seminar type courses?    Yes _______    No _______

Background Information

Name of institution ____________________________________________

Your name ___________________________ Title ____________________________

Department address ____________________________________________

City ____________________________ State _________ Zip code ____________

Telephone ___________________________ E-mail ____________________________

Mark appropriate categories regarding your institution:
Two-year institution_________    Four-year institution_______
Public_________          Private_______            Proprietary_______
Quarter system _________    Semester system________

1. What is the approximate undergraduate enrollment (head count) at your institution? ____________________________
2. What is the approximate number of entering first-year students at your institution? 

3. Does your institution (including any department or division) offer one or more first-year seminar-type courses? Yes_______ No_______

Types of Seminars Offered

4. Approximately how many years has a first-year seminar been offered on your campus? _____ years

5. What is the approximate percentage of first-year students who participate in a first-year seminar course? ________

6. Select each discrete type of first-year seminar that best describes the seminars that exist on your campus.

   a._____ Extended orientation seminar. Sometimes called freshman orientation, college survival, college transition, or student success course. Content likely will include introduction to campus resources, time management, academic and career planning, learning strategies, and an introduction to student development issues.

   b._____ Academic seminar with generally uniform academic content across sections. May be an interdisciplinary or theme-oriented course, sometimes part of a general education requirement. Primary focus is on academic theme/discipline, but will often include academic skills components such as critical thinking and expository writing.

   c._____ Academic seminars on various topics. Similar to previously mentioned academic seminar except that specific topics vary from section to section.

   d._____ Pre-professional or discipline-linked seminar. Designed to prepare students for the demands of the major/discipline and the profession. Generally taught within professional schools or specific disciplines such as engineering, health sciences, business, or education.

   e._____ Basic study skills seminar. Offered for academically underprepared students. The focus is on basic academic skills such as grammar, note-taking, and reading texts, etc.

   f. _____ Other
   Describe: ______________________________________________________
   ________________________________________________________________
Specific Seminar Information

7. If you offer more than one first-year seminar type, select the seminar type with the highest total student enrollment to answer the remaining questions. That seminar type is:
   ____ Extended orientation seminar
   ____ Academic seminar with generally uniform content
   ____ Academic seminar on various topics
   ____ Pre-professional or discipline-linked seminar
   ____ Basic study skills seminar
   ____ Other

8. Please indicate the approximate number of sections of this seminar type offered in the 2003/2004 academic year: ___________________

Please answer the remaining questions for the seminar type with the highest student enrollment.

The Students

9. What is the approximate class size for each first-year seminar section?
   ____ Under 10 students
   ____ 10 - 15
   ____ 16 - 20
   ____ 21 - 25
   ____ Other Specify: ______

10. What is the approximate percentage of first-year students required to take the first-year seminar?
    ____ 100%
    ____ 99 - 90%
    ____ 89 - 80%
    ____ 79 - 70%
    ____ 69 - 60%
    ____ 59 - 50%
    ____ less than 50%
    ____ 0%

11. If less than 100%, which students (by category) are required to take the first-year seminar? (Select all that apply.)
    ____ None are required to take it
    ____ Honors students
    ____ Learning community participants
    ____ Provisionally admitted students
    ____ Student athletes
    ____ Students in specific majors (List the majors________________)
    ____ Undeclared students
    ____ Other Describe: ____________________________
12. Are special sections of the first-year seminar offered for any of the following unique sub-populations of students? (Select all that apply.)
   ___ No special sections are offered
   ___ Academically underprepared students
   ___ Honors students
   ___ International students
   ___ Learning community participants
   ___ Pre-professional students (i.e., pre-law, pre-med)
   ___ Students residing within a particular residence hall
   ___ Students within a specific major (Please list the majors_________)
   ___ Transfer students
   ___ Undeclared students
   ___ Other

The Instructors

13. Who teaches the first-year seminar? (Select all that apply.)
   ___ Faculty
   ___ Graduate students
   ___ Undergraduate students
   ___ Student affairs professionals
   ___ Other campus professionals Describe: ________________________________

14. How are undergraduate students used in the first-year seminar? (Select all that apply.)
   ___ They teach independently.
   ___ They teach as part of a team.
   ___ They assist the instructor.

15. Are any first-year students intentionally placed in first-year seminar sections taught by their academic advisors? Yes_____ No______
   If yes, give the approximate percentage of students placed in sections with their academic advisors ____________________________________________

16. Are any sections of the course team taught? Yes_____ No ______

17. Indicate the approximate percentage of sections that are team taught.
   ___ 100%
   ___ 99 - 75%
   ___ 74 - 50%
   ___ 49 - 25%
   ___ Less than 25%

18. Please identify team configurations used in your first-year seminar courses. ____________________________________________________________
19. For faculty, how is teaching the first-year seminar configured for workload? (Select all that apply.)
   _____ As part of regular teaching load
   _____ As an overload course
   _____ Other Describe:________________________________________

20. For administrative staff, how is teaching the first-year seminar configured for workload? (Select all that apply.)
   _____ As one of the assigned responsibilities
   _____ As an extra responsibility
   _____ Other Describe:________________________________________

21. If taught as an overload or extra responsibility, what type of compensation is offered for teaching a first-year seminar? Please mark all that apply and provide a description of each compensation in the accompanying text box.
   _____ Stipend Specify:______________________________________
   _____ Release time Specify:_______________________________
   _____ Graduate student support Specify:____________________
   _____ Other Specify:________________________________________

22. Is instructor training offered for first-year seminar instructors?  
   Yes_______     No _______

23. If yes, how long is instructor training?
   _____ Half a day or less _____ 3 days _____ Other
   _____ 1 day _____ 4 days Describe: ______________
   _____ 2 days _____ 1 week

24. Is instructor training required for first-year seminar instructors?  
   Yes_______     No _______

The Course

25. Is this first-year seminar offered for:  
   _____ One semester
   _____ One quarter
   _____ Other Describe: ______________________________________

26. How is the first-year seminar graded?  
   _____ Pass/fail
   _____ Letter grade
   _____ No grade

27. How many total classroom contact hours are there per week in the first-year seminar?
   _____ One _____ Three _____ Five
   _____ Two _____ Four _____ More than five

28. Does the first-year seminar carry academic credit?  
   Yes_______     No _______
29. How many credits does the first-year seminar carry? (Select all that apply.)
   _____ One                    _____ Three         _____ Five
   _____ Two                    _____ Four         _____ More than five

30. How does such credit apply? (Select all that apply.)
   ____ As an elective
   ____ Toward general education requirements
   ____ Toward major requirements
   ____ Other   Describe: ____________________________________________

31. Does the first-year seminar include a service-learning component (non-remunerative service as part of a course)? Yes______          No _____
   If yes, describe: __________________________________________________

32. Is the first-year seminar linked to one or more other courses (i.e., “learning community” – enrolling a cohort of students into two or more courses)?
   Yes______            No______
   If yes, describe: __________________________________________________

33. Select THREE of the most important course objectives for this first-year seminar.
   ____Create common first-year experience
   ____Develop academic skills
   ____Develop support network/friendships
   ____Improve sophomore return rates
   ____Increase student/faculty interaction
   ____Introduce a discipline
   ____Provide orientation to campus resources and services
   ____Self-exploration/personal development
   ____Other   Describe: ____________________________________________

34. Select FIVE of the most important topics that comprise the content of this first-year seminar.
   ____Academic planning/advising
   ____Career exploration/preparation
   ____Campus resources
   ____College policies and procedures
   ____Critical thinking
   ____Diversity issues
   ____Relationship issues (e.g., interpersonal skills, conflict resolution)
   ____Specific disciplinary topic
   ____Study skills
   ____Time management
   ____Writing skills
   ____Other   Describe: ____________________________________________
35. Please list up to three elements or aspects of your first-year seminar that you consider **innovative or especially successful**.

36. Is part or all of this first-year seminar taught online?
   Yes _______          No _______
   If yes, describe those elements: ________________________________________

The Administration

37. What campus unit directly administers the first-year seminar?
   ____ Academic affairs
   ____ Academic department  Specify: ________________________________
   ____ First-year program office
   ____ Student affairs
   ____ Other          Describe: _______________________________________

38. Is there a director/coordinator of the first-year seminar?
   Yes_______      No _______

39. If yes, is this position
   _____ Full time (approximately 40 hours per week)
   _____ Less than full-time

40. If less than 40 hours, how many hours per week? ________

41. If less than 40 hours, does the director/coordinator have another position on campus?   Yes _______   No _______

42. The director/coordinator’s other campus role is as a/an:
   _____ Academic affairs administrator
   _____ Faculty member
   _____ Student affairs administrator
   _____ Other   Describe:__________________________________________

Evaluation Results

43. Has a formal program evaluation been conducted on your first-year seminar since fall 2000?   Yes _______   No _______
44. If yes, what type of evaluation was conducted? (Select all that apply.)
   ___ Focus groups with instructors
   ___ Focus groups with students
   ___ Individual interviews with instructors
   ___ Individual interviews with students
   ___ Student course evaluation
   ___ Survey instrument
   ___ Use of collected institutional data
   ___ Other  Describe:________________________________________

45. Did your institution create the survey instrument?
    Yes_______  No ______

46. Did your institution use an established instrument?
    Yes_______  No_______

47. List instruments used:
    ___ First-Year Initiative (FYI)
    ___ Your First College Year (YFCY)
    ___ Other  Specify:________________________________________

48. Through your formal evaluation efforts, which of the following results can be attributed to participation in your first-year seminar? (Select all that apply.)
    ___ Improved connections with peers
    ___ Improved grade point average
    ___ Increased academic abilities
    ___ Increased level of student participation in campus activities
    ___ Increased out-of-class interaction with faculty
    ___ Increased persistence to sophomore year
    ___ Increased persistence to graduation
    ___ Increased student satisfaction with faculty
    ___ Increased student satisfaction with the institution
    ___ Increased use of campus services
    ___ Other  Describe:

Survey Responses

It is our practice to make available to all requesting institutions specific and general information gathered from this survey. Please let us know if we can share your specific survey information with others by selecting the appropriate response below:

___ You may share my survey responses.
___ Please do not share my survey responses.