

2015-2016 REPORT

# FIRST-YEAR EXPERIENCE TASK FORCE



RUTGERS

UNIVERSITY | NEW BRUNSWICK

# Table of Contents

- » Executive Summary
- » Charge
- » Process
- » Summary of Related Research
- » Review and Finding of Big Ten Institutions
- » Review and Findings at Rutgers University – New Brunswick
- » First-Year Experience Learning Outcomes
- » Recommendations
- » References
- » Appendices
  - A Task Force Members
  - B Charge
  - C Big Ten Benchmarking
  - D Learning Outcomes Domains Worksheet
  - E Institutional Research Report – January 2016

## Executive Summary

The Rutgers University–New Brunswick Strategic Plan, *Revolutionary Past... Revolutionary Future* (2015-2020) supports the University's strategic priority to transform the student experience. As such, Rutgers–New Brunswick aspires to become a student-centered institution that prioritizes the student learning experience from the stages of admission through graduation. The Strategic Plan poses the question of whether Rutgers is working together as an institution to manage first impressions and provide a transition experience that is “sequential, supportive, and responsive to the needs of students today.” The First-Year Experience (FYE) Task Force (Appendix A) was charged to collect current practices to welcome, place, advise, orient, register, and support new students; gather information regarding communications; and review data related to advising and orientation programs, first-year success, student satisfaction, and retention. In addition to a review of Rutgers programs and services, the Task Force evaluated Big Ten institutions across multiple dimensions to identify best practices in this area.

The research literature helped make the charge of the Task Force more compelling, demonstrating that intentional, informed, and coordinated efforts make a difference in student persistence and academic success. Purposefully designed initiatives support students' adjustment to a new academic setting, communicate the institution's educational priorities, create a campus culture, and improve student satisfaction and persistence. Additionally, High-Impact Practices were found to produce significant and specific benefits for first-generation and other underrepresented groups.

Learning outcomes provide a blueprint to help design and assess initiatives that contribute to student success and persistence. The following first-year experience outcomes include a framework and foundation for building a successful, integrated, and coordinated FYE model that enhances students' experience from admission to the end of the first year.

- Navigate the campus
- Become informed and responsible University citizens
- Engage across the University
- Achieve academic success
- Promote personal development
- Build a foundation for experiential learning and career readiness

After an extensive review of first-year offerings at Rutgers, the Task Force identified a number of programs and services that could be considered high-impact practices. Students who participate in one of these at Rutgers report higher satisfaction and engagement relative to peers, and one-year retention rates exceed that of the Big Ten Academic Alliance. While there are a number of quality programs and services for first-year students, there is an absence of coordination. The New Brunswick Strategic Plan states that students must have a “positive, coherent transition that leads to a successful first year, timely graduation, and active engagement as alumni and participants in our democracy.” To accomplish this, the FYE must be designated as an institutional priority with clear expectations for the coordination of programs and services across schools and departments, appropriate financial resources to support existing and additional staff and programmatic initiatives, and access to preferential scheduling of campus facilities.

# Executive Summary

## **Recommendation – Chancellor's FYE Coordination and Implementation Committees**

Given the current structure at Rutgers–New Brunswick where initiatives for first-year students are delivered through numerous organizational units including Enrollment Management, Undergraduate Academic Affairs, Student Affairs, and the academic schools, the Task Force recommends the establishment of FYE Coordination and Implementation Committees.

## **Recommendation – Foundational Experiences for All Students**

Regardless of school of registration, eligibility, or interest in a specialized program (e.g. Honors, DRC, RU1st, EOF) all Rutgers–New Brunswick students should share common foundational experiences such as attendance in New Student Orientation or a summer institute, participation in intentional programs for residential and commuter students, engagement with a Common Read, and access to quality advising.

## **Recommendation – High-Impact Practices for All Students**

All students at Rutgers–New Brunswick should participate in at least one high-impact practice during their first year and at least two others before graduation. With Rutgers' deep commitment to improving the success of first-generation students and students from underrepresented backgrounds, it is important to note the positive effects that high-impact practices demonstrate in support of these special populations.

## **Recommendation – Development and/or Redesign of Systems**

Organizational systems should be developed or designed to inform and engage new students, faculty, and staff about best practices and research surrounding the First-Year Experience and related learning outcomes. These initiatives should include: creating a centralized website, developing a first-year continuum curriculum, providing education about the first-year experience to faculty and staff, creating training programs for new University systems that support the FYE, and dedicating financial support to attend national FYE and Students in Transition Conference(s).

## Charge

The Task Force was charged with assessing and providing recommendations on improving the transition from high school to college for Rutgers–New Brunswick students (e.g. the experience from admission through completion of the first year).

The aspiration for the First-Year Experience is a well-organized, coordinated, and integrated model of communication, advising, orientation, programs, and services (see Appendix B).

## Process

In October 2015, Dr. Richard Edwards, Chancellor of Rutgers University–New Brunswick charged a Task Force with assessing and providing recommendations to improve the first-year experience. The Task Force was comprised of 27 faculty and administrators representing different academic schools, programs and perspectives related to students and their first year at Rutgers. The committee assembled for a total of fifteen meetings over a 13-month timespan.

The first phase of the process began with benchmarking across peer institutions. The team identified eleven aspirational institutions from which to gain a better understanding of key measures such as reporting and organizational structures, courses for first-year students, summer orientation program components, FYE components across the continuum of admission through the end of the first year, and staffing and communication strategies. The material gathered was used to identify effective practices and opportunities and provide a framework for further exploration (see Appendix C).

In the subsequent phase, the committee developed a list of 23 learning outcomes believed to be integral to a quality Rutgers first-year experience. These outcomes were grouped into six broad domains covering academic success, navigation, engagement, personal development, transitions, and responsible citizenship (see Appendix D). Next, the Task Force reviewed various Rutgers programs and services for first-year students such as New Student Orientation (NSO), Academic Planning and Advising (APA) days, First-Year Interest Group Seminars (FIGS), Equal Opportunity Fund (EOF) programs, first-year residence halls, Byrne Seminars, welcome week events, and admitted student open houses. Each initiative was then evaluated as to their contribution to pre-determined learning outcomes. It should be noted here that the Task Force opted to review those programs with which Task Force members were most familiar due to direct supervisory or administrative oversight. This exercise was not exhaustive of all programs or initiatives serving first-year students at Rutgers–New Brunswick. The process did, however, help to educate Task Force members about specific programs, identify areas of programmatic overlap, and distinguish areas that hold potential for future expansion. As part of the review of Rutgers programs and services, the Task Force also examined various print communications including the Admissions check-list, Enrollment Pathway, and welcome letters from school deans.



## Process

The review of the literature about the first-year experience and the analysis of institutional and national data was ongoing throughout the process. The committee reviewed research on 21st Century Learning Outcomes and High-Impact Educational Practices (Kuh, 2008), the National Freshman Survey (CIRP), the Student Experience in the Research University survey (SERU), Educational Benchmarking Incorporated (EBI) data, the Deloitte Student Experience Analysis, and a Rutgers Health Services first-year experience study. Analysis of Rutgers' one-year retention rates and the overlap of students in programs identified as high-impact practices were also undertaken. (see Appendix E).

As part of the process, the Task Force met with the Director and Assistant Director of Scheduling and Space Management to better understand the process and timeline associated with current practices for first-year student course scheduling, as well as the differences between each school's processes for advising and registering first-year students. The session highlighted opportunities for advancement in the use of technology, the differences in the roles of faculty and professional advisors, the effect of the New Jersey high school calendar, and late graduation schedules compared to peer institutions. Each of these issues was identified as having implications for an integrated advising, course registration and orientation model.

The committee did not meet during the summer of 2016 due to responsibilities and schedules of Task Force members. Meetings resumed in September for the final phase of report preparation. As part of this last phase, the committee invited Dr. Jennifer Keup, Director of the National Resource Center for the First-Year Experience and Students in Transition to deliver a presentation on high-impact pedagogies, promising practices supporting student success in the first year of college, and current trends and issues in the development of First-Year Experiences.

## Summary of Related Research

The Task Force utilized the National Resource Center on the First-Year Experience and Students in Transition to develop a shared understanding of the First-Year Experience; the importance of a well-organized, coordinated and sequential model; characteristics and examples of high-impact practices; learning outcomes; and assessment strategies.

Institutions have developed innovative programs focused on first-year students for more than thirty years, and an annual conference dedicated to the Freshman Year Experience began in 1983. While the terms First-Year Programs and First-Year Experience are sometimes used interchangeably, the research differentiates the First-Year Experience as the “intentional combination of academic and co-curricular efforts ...that represent a purposeful set of initiatives designed and implemented to strengthen the quality of student learning...” (Koch and Gardner, 2006). A First-Year Experience model is the constellation of “star” programs that come together in a meaningful and uniform way to provide support for students to achieve identified outcomes, as opposed to a series of individually-valued programs (Keup, 2016).

In addition to the intentional coordination of academic and co-curricular efforts, a First-Year Experience considers the continuum in which students are introduced to the institution and the opportunities they have to learn and engage over time. Many identify the First-Year Experience as beginning with the admissions process and continuing throughout the first year at the institution (Barefoot, Gardner, Cutright, Morris, Schroeder, Schwartz, Siegel, & Swing, 2005).

Retention rates are often a measure of an institution’s achievements, and some institutions have developed programs for first-year students as a means of improving retention rates. A focus on a coherent, shared First-Year Experience, however, is broader and more encompassing. It has potential to inform institutional values, expectations, and opportunities for student learning and development. “While many [theories] have seen the role of first-year and transition programs as solely focused on retaining the student, these programs should have a greater influence on setting the tone for what it means to be an educated individual and the responsibilities that come with gaining a postsecondary education” (Torres & LePeau, 2013). When first-year and transition programs only focus on retention, this limits the opportunity to promote student learning and development.

The establishment of learning outcomes creates the basis for the coordination and intentionality of programs and services for student success. Complex cognitive skills, knowledge acquisition, intrapersonal development, interpersonal development, practical competence, and civic responsibility are six learning outcomes that are common measures of student learning identified by Schuh, Upcraft and Associates (2001). These are consistent with standards outlined by the Council for the Advancement of Standards in Higher Education (CAS) and 21st Century Learning Outcomes established by the Association of American Colleges and Universities (AACU). AACU’s outcomes also include intercultural knowledge and competence, information literacy, and ethical reasoning, among others (Greenfield, Keup and Gardner, 2013).

# Summary of Related Research

## High Impact Practices

As a means of achieving these outcomes, success models of first-year experience models introduce High-Impact Practices (HIP). High-Impact Practices are transformative programs or techniques designed intentionally to achieve established learning outcomes. According to Jennifer Keup (2016), it is essential that high-impact practices:

- Create an investment of time and energy
- Structure interactions with faculty and peers about substantive matters
- Demand reflection and integrated learning
- Have real-world applications
- Establish high expectations
- Encourage frequent feedback
- Expose students to diverse perspectives
- Require accountability

The Association of American Colleges and Universities identified ten curricular and co-curricular initiatives that utilize high quality practices connected to 21st Century learning outcomes (Greenfield et al., 2008). These include:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate research
- Diversity/global learning
- Service learning, community-based learning
- Internships
- Capstone courses and projects

## Common Read

The complexities of an institution, such as the number of students, schools, colleges, and special programs (e.g. honors students or international student programs), can pose challenges in developing high-impact practices in which all first-year students can participate. A common reading program is one example of a high-impact practice that can be implemented broadly to help support student adjustment to a new academic setting and lead to important cognitive and social developmental changes (Upcraft, Gardner & Barefoot, 2005). "The choice of a single book...can be a powerful signal to students (and to faculty members) about the college's educational priorities. In many cases, the book that is chosen is the only



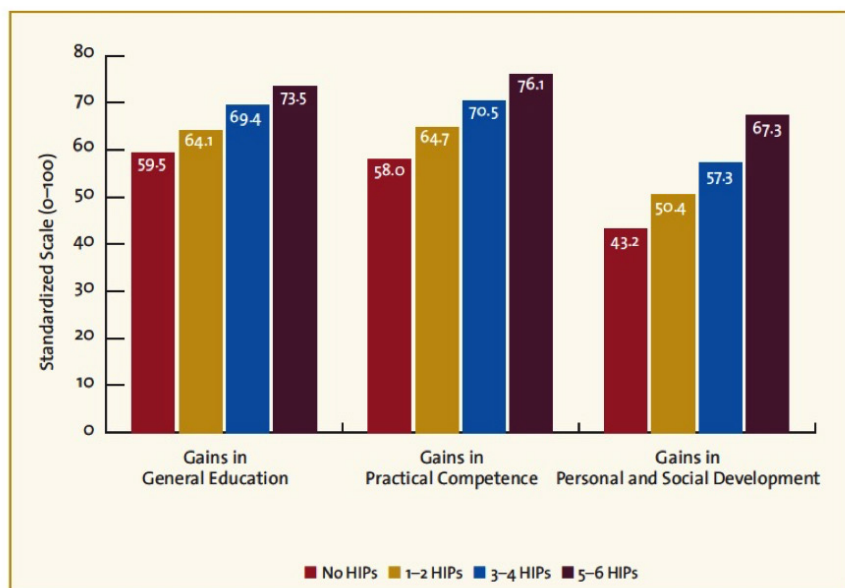
## Summary of Related Research

reading that all members of a class or a college have in common” (Thorn, Wood, Plum, & Carter, 2013). Early participation in critical reading, discussions with peers and community members, and critical reflection on the book’s messages will provide a consistent campus-wide message (Laufgraben, 2006). In addition, the opportunities for curricular and co-curricular programming in examination of a book’s themes can expose students to learning in a variety of forms and further explore issues that contribute to established learning outcomes.

Research shows that high-impact practices are beneficial to students from diverse backgrounds and also increase rates of student retention, student satisfaction, and student engagement (Greenfield, et al., 2013). Studies also indicated that those students who experience high-impact practices and pedagogies in the first-year are likely to record higher persistence as they progress in to the second year, and better grades and graduation rates overall. (Greenfield, et al., 2013). Other research demonstrate benefits related to personal and identity development and further indicate that these experiences contribute to higher levels of civic engagement, social responsibility, appreciation for diversity, and intercultural awareness (Greenfield, et al., 2013). Given these outcomes, it is important to expose students to high-impact practices during the first year so they may realize the benefits throughout their college career and beyond.

Evidence shows the benefit of high-impact practices for all students, but is also important to note the relationships between the number of high-impact practices and the gains in learning for first generation students. A study at CSU–Northridge (Huber, 2010) showed the effect that participation in high-impact practices had on Latino/a student graduation rates compared to non-Latino students. Participating in two high-impact practices essentially equalized graduation rates and by participating in three or more HIPs, Latino/a graduation rates surpassed non-Latino/as.

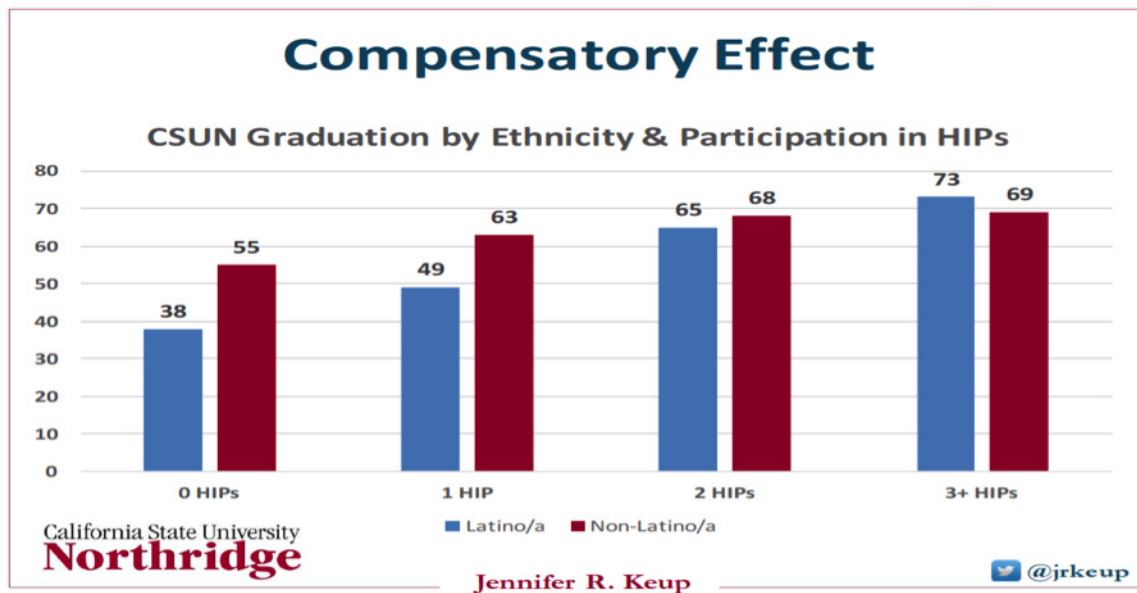
**Figure** — Self Reported Gains by Cumulative Participation in High-Impact Practices (HIPs)



*From Assessing Underserved Students Engagement in High-Impact Practices (2009)*

## Summary of Related Research

**Figure** — Compensatory Effect



*Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge (2010)*

### Orientation and Advising

High-impact practices for first-year students work best when connected to a strong foundation provided through orientation and advising. According to the Council for the Advancement of Standards in Higher Education, orientation programs play a critical role in introducing learning outcomes for student success by facilitating the transition to the institution; preparing students for the responsibilities and opportunities; encouraging students to engage in the intellectual, cultural and social communities; and supporting family members (Greenfield, et al., 2013). Orientation programs also have the potential to help create or change the campus culture (Jacobs, 2010, p. 45). When designed with intentionality and consistent messaging, students hear about the expectations of the institution and responsibilities for members of the community.

"Advising stands at the heart of the educational process: it provides services to all students and plays an important role in almost all first-year success initiatives" (Tinto, 1998). Advising models vary, and changes in student populations have resulted in a shift from faculty advisors to a shared function in which professional advisors serve a more significant role for first-year and undeclared students. In this dual model, advising responsibilities are shared between professional advisors who provide the early exploratory and long-term holistic advising critical to degree completion, and faculty advisers who provide detailed major and career information within an academic discipline (Habley & McClanahan, 2004). In universities in which students are admitted primarily as undecided or exploratory, advising plays a particularly critical role in introducing learning outcomes for student success and to the institutions' resources and programs.

## Summary of Related Research

Advising opportunities across the first year facilitate student connections to the university, understanding of requirements to degree completion, and development of critical thinking and effective decision making. Research has shown that across institution types, socioeconomic status, and student achievement levels, meeting with an advisor frequently in the first year of college significantly improved students' persistence (Klepfer & Hull, 2012). Ross and Kena (2012) found that students who engaged with advisors in their first year were 30% more likely to complete their degree than those who did not.

### Living in Residence

Social science research provides evidence that students who live in residence halls learn more and are more likely to remain in college and to graduate than students who have never lived in a residence hall (Blimling, 2015). Drawing from a longitudinal study of college dropouts, one of the factors in the college environment that significantly affects student persistence is the student's residence. Living in a campus residence hall, regardless of sex, race, ability or family background, is positively related to retention (Astin, 1975). Residential students have more time and opportunities to immerse themselves in being involved in various aspects of campus life and with that have a greater possibility than their commuter counterparts of developing stronger identification and attachment to the undergraduate experience and campus life (Astin, 1973, 1977, 1982; Chickering, 1974). Being a residential student is also positively associated with other types of involvement such as interactions with faculty and substantially increases a student's chance for persisting and developing aspirations for graduate or professional level work. In comparison to their commuter counterparts, residential students are more likely to express satisfaction with the undergraduate experience especially in the realms of friendships, faculty-student connections and relationships, social life and institutional reputation (Astin, 1977).

## Review and Findings of Big Ten Peer Institutions

In an effort to better understand how other large research universities design and implement their First-Year Experience, Task Force members gathered information from surveys, phone calls, and websites. It should be noted that this exercise was to conduct a preliminary overview and not provide a comprehensive review. Commonalities and differences across institutions helped to frame discussion and recommendations. The Task Force focused on information that was obtained from nine comparative Big Ten institutions: Indiana University, University of Iowa, University of Maryland, University of Michigan, Michigan State University, University of Minnesota, Ohio State University, Pennsylvania State University, and Purdue University.

Reporting structures varied by school. Four of the schools surveyed had FYE offices that reported to either Enrollment Management or Academic Affairs. Overall, other offices listed as stakeholders or partners in FYE were Academic Advising, Learning Communities, Living-Learning Communities, First-Year Seminars, New Student Orientation, Placement Testing, Academic Support/Learning Success Centers and Parent & Family programs. Regardless of reporting lines, many schools gave the appearance of having a unified FYE by featuring a centralized website that served to welcome and provide all students with essential information. Links to orientation, advising, and school-based information were common. Other aspects of communication, particularly social media efforts, appeared to be decentralized and uncoordinated.

Almost all schools offered an integrated approach to advising, course selection, and orientation. All but one of the schools reported that students were expected to come to campus only once after accepting admission. Many schools extended their “Welcome Days” by adding additional dates prior to the start of the academic year. This was reported to allow for more extensive programming to help students better acclimate and partake in additional learning experiences. Five schools reported having online modules, (e.g. sexual violence, alcohol education, and financial literacy), that all students were required to complete.

All but one of the schools surveyed offered some kind of first-year focused course. The type and length of the courses varied among schools and it was evenly split as to whether they were optional or required. Course credit varied from one to three, with most being offered as pass or no pass in regards to grading. Most schools reported that International students had their own separate orientation and that nothing specific was offered to these students as a part of the FYE. Three schools reported offering a second semester academic success course, which was directly related to first semester performance. Most schools offered a variety of learning communities for first-year students. It was found that little training was provided to educate faculty members about the needs and issues of first-year students and/or the resources at the institutions available to support students.

English Writing was the most common shared course for first-year students at the majority of reporting schools. Three schools referenced a common read as being incorporated into their English course. Some universities reported that logistics determined whether the common read was mandatory or optional. All schools surveyed had a required summer orientation program, and also offered an optional parent orientation.

## Review and Findings of Big Ten Peer Institutions

Many of the schools held summer bridge programs that featured a version of summer orientation as part of those programs.

All schools reported attendance rates of 95-100% during summer orientation. Most programs were two day sessions, although dates and number of sessions varied among schools. All schools had options for students to attend sessions based on their school/major. Across the board, faculty involvement was minimal and when present, typically involved delivering a lecture.

The most consistent content identified as part of the FYE continuum included Course Selection, Placement Testing, Academic Advising, Academic Integrity, Academic Expectations, Public Safety, Social/Community Building, New Student Convocation, Involvement Fair, First-Year Seminar, Financial Aid/Scholarship, Sexual Violence, Diversity & Inclusion, Wellness, Health Services, Resource Fair, Career Info, Campus tours, Current Issues/Campus Life, and Living-Learning communities. Other components, reported with less frequency included Recreation, Common Read, Commuter Life, Learning Communities, First-Year Residential Experience, Service Project, and First-Year Newsletter.

While some schools offered these components multiple times during the first-year continuum (spring of admission, summer and fall semesters), the highest incidence took place during the summer. Some were offered in coordination with their New Student Orientation programs. Only one school offered their first-year experience components solely in the fall semester. There were no specific initiatives noted for the spring semester. Conclusions could not be made regarding why some schools included or excluded certain content areas, so further research and review is suggested.

Many of the schools had some type of early warning system in place that primarily utilized grades, and sometimes used attendance. These systems were most often used by advisors and learning centers. There was no consistency about whether the system was developed by an external vendor or the institution. There was no consistency among the surveyed schools regarding the number of academic advisors or the academic advisor to first-year student ratio. However, most had one advisor for approximately 200-300 students. Michigan had the greatest gap ratio at 1:500. While most schools did not hire additional professional staff and/or faculty for high-volume times of advising, one school had a budget to do so and featured a comprehensive recruitment and training program for its participants. Most schools utilized peer mentors to assist with advising. Faculty advising of first-year students appeared to be minimal across these schools; however, participation increased when looking at advising within students' majors. Schools utilized student leaders primarily to help with summer orientation and welcome week.

Fee structures varied and more review is needed to better understand what the fees cover. Most institutions had a separate fee to cover orientation and/or the FYE. Two schools reported that they received a percentage of the admission or enrollment fee. Fees ranged from \$50 to \$320 with most schools having a fee between \$210-250. Four schools reported a waiver for financial need.



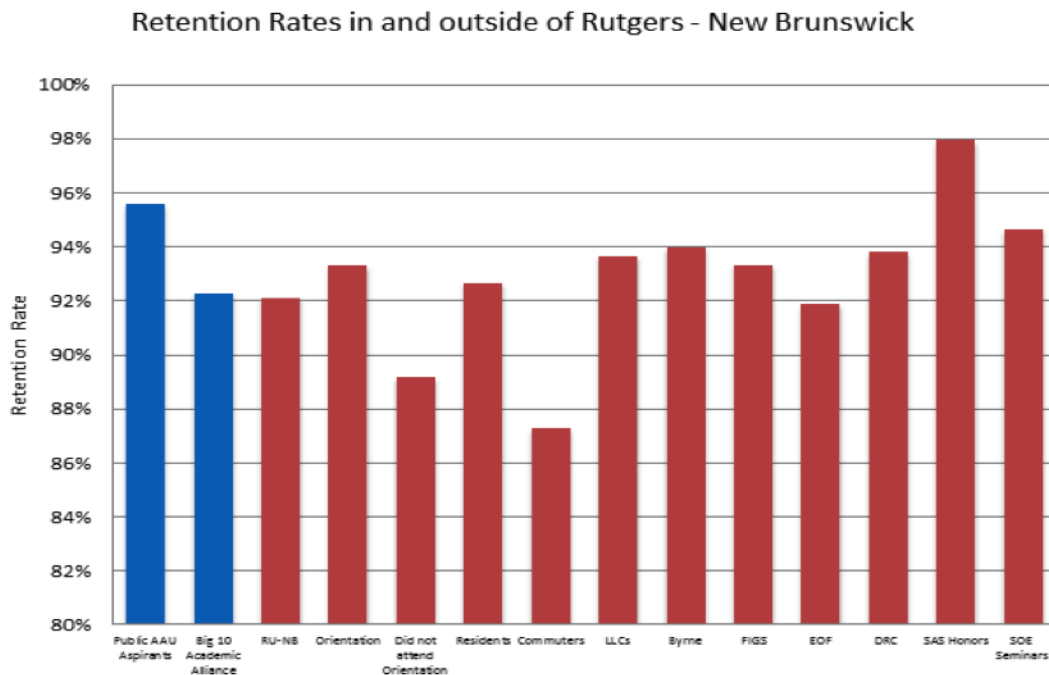
## Review and Findings of Rutgers University–New Brunswick

After reviewing the relevant literature and various programs at our peer and aspirant institutions, the Task Force conducted an internal review and theorized that many of our programs and services could be considered high-impact practices. To ascertain “high-impact,” the Task Force worked with the Office of Institutional Research and Academic Planning (OIRAP) to review one-year retention rates with the purpose of determining if participation in these practices resulted in a positive effect.

One-year retention rates are the percentage of the institution’s degree-seeking, first-time, full-time, first-year undergraduate students who continue at that school the next year. Retention rate analyses were performed on Rutgers–New Brunswick students that matriculated in Fall 2013, as this was the most complete data set available to the Task Force in Fall 2015. Using data from Integrated Postsecondary Education Data System (IPEDS), Rutgers–New Brunswick was compared to Big Ten Academic Alliance universities and Association of American Universities (AAU) aspirant universities. In addition, retention rates were calculated based on a wide range of factors including attendance at orientation, residential status, enrollment in a particular course, and participation in specialized programs.

Fall 2013 1-Year Retention Rates			
	2013 Cohort N	2014 Enrolled N	1-Year Retention Rate
Public AAU Aspirants	49,002	46,844	95.60%
Big Ten Academic Alliance	75,019	69,217	92.27%
Rutgers-New Brunswick	6,393	5,889	92.12%
Attended New Student Orientation	4,057	3,784	93.27%
Did not attend orientation	2,496	2,225	89.14%
Residents on Campus	5,414	5,015	92.63%
Commuters	1,139	994	87.27%
Learning Communities	1,326	1,241	93.59%
Byrne Seminars	2,255	2,119	93.97%
FIGS	1,561	1,457	93.34%
EOF	431	396	91.88%
DRC Knowledge and Power Course	287	306	93.79%
School of Arts and Sciences Honors Program	236	241	97.93%
SOE First-Year Seminars	669	707	94.63%

# Review and Findings of Rutgers University–New Brunswick



Research conducted by the Task Force suggests that the Rutgers high impact practices identified in this report are beneficial to first-year students. Students self-select into high impact practices, making it difficult to establish causal relationships. However, research that uses the SERU survey illustrates that even after taking into account SAT scores, first-year students who participate in a high-impact practice at Rutgers report higher satisfaction and engagement relative to their peers. For the most part, one-year retention rates for students that participate in HIPs at Rutgers exceed that of the Big Ten Academic Alliance. RU-1st and Honors College programs were established at a later time and were not included in these numbers. Based on the data pertaining to retention and satisfaction from Institutional Research, the Task Force gathered more in depth information about each initiative, including the numbers of first-year students participating in the various HIPs during the fall of 2015. (see Appendix E)

To focus the review and study of high-impact practices at Rutgers–New Brunswick, the Task Force selected New Student Orientation, as well as several initiatives which included a classroom course, since the literature review identified the first-year seminar as a common high impact practice. While Rutgers does not have a common first year seminar required for all students, many students participate in a Byrne Seminar or First-Year Interest Group Seminar or a seminar/colloquia course offered through the Honors College, Honors Program, Educational Opportunity Fund/RU-1st, Douglass Residential College and learning communities. While there are other school-based seminars, the Task Force only included the School of Engineering since all students are required to enroll in a first-year seminar. Descriptions, SERU data and enrollment numbers are included for the selected initiatives. Further review is needed to determine other school-based high-impact practices. The review identified that approximately 72% of Rutgers–New Brunswick first-year students (excluding Nursing and Pharmacy) participated in at least one identified high-impact practice during the Fall 2015 semester.

# Review and Findings of Rutgers University–New Brunswick

## Byrne Seminars

Byrne Seminars are small, one-credit courses offered to first-year students at Rutgers–New Brunswick in the fall and spring semesters. These classes are taught by world-renowned faculty who come from departments and professional schools across the university. The program offers students the chance to experience the excitement of original research, as faculty members share their curiosity, intellectual passion, and process for developing new ideas and fields of knowledge.

- According to analysis using the SERU survey (2014), first-year students that participated in a Byrne Seminar reported to have higher academic satisfaction (5.4%), social satisfaction (4.3%), and academic engagement (8.7%) relative to peers that did not take a Byrne seminar even when controlling for the effect of SAT scores.
- Approximately 47.2% (2,967/6,288) of all first-year students that matriculated in Fall 2015 took a Byrne seminar.

## First-Year Interest Groups (FIGS)

FIGS are one-credit courses taught by a select group of academically successful and involved peer instructors. Peer instructors develop their own curricula and introduce first-year students to dozens of exciting academic fields and to a wide range of involvement, academic, and professional development opportunities here at Rutgers.

- According to analysis using the SERU survey in 2014, first-year students that participated in a FIGS reported to have higher academic satisfaction (8.8%), and academic engagement (5.8%) relative to peers that did not take a FIG seminar, even when controlling for the effect of SAT scores. Approximately 25.5% (1,606/6,288) of all first-year students that matriculated in Fall 2015 took a FIGS.

## Learning Communities

Learning Communities are a self-selected group of students who share similar academic, cultural or thematic interests and explore them together in common courses and out of classroom experiences. The majority of learning communities are residentially based and create purposeful links among the academic, residential, and social elements of the undergraduate experience. Living-Learning Communities (LLCs) range from first-year-only communities to mixed-year programs. They facilitate college transitions by fostering smaller communities of students, faculty, and staff and create opportunities for individual students to make meaningful connections to members of the Rutgers community.

- Approximately 29.8% (1,873/6,288) of all first-year students that matriculated in Fall 2015 participated in a learning community.

# Review and Findings of Rutgers University–New Brunswick

## Honors College

The Honors College first-year experience is shaped by its diverse living-learning community, drawn from students and faculty from both professional and liberal arts schools at Rutgers University–New Brunswick. An academic dean and faculty fellows live alongside students and provide guidance for a complete living and learning experience that is organized around innovative teaching, co-curricular experiences, professional opportunities, community building, and leadership development.

Every first-year Honors College student participates in a summer reading program and takes a 3-credit Honors College Forum. This forum is a truly interdisciplinary common mission course focused on key issues and challenges that define twenty-first century life and include topics such as health and wellness, creative expression, citizenship and leadership, cultures and diversity, and sustainability and innovation. Students act in the role of “innovation citizens,” engaging in forums and critical discussions, while alternating between distinguished plenary guest speakers and small workshop sections.

- Approximately 7.8% (493/6,288) of all first year students that matriculated in Fall 2015 took the Honors College Forum.

## Douglass Residential College

Douglass is the women’s residential college at Rutgers University. Douglass’ programs range from a welcome weekend orientation program that assists students in their adjustment to college, to senior year workshops, and to externship programs and leadership opportunities. Women involved in the Douglass Residential College participate in a summer reading program and enroll in a 3-credit course called Knowledge and Power: Issues in Women’s Leadership. The course examines challenges and opportunities confronting women in today’s society and exposes students to issues affecting young women’s leadership development. Course instructors are paired with Voorhees mentors who help facilitate discussions and serve as role models.

- Approximately 6.0% (375/6,288) of all first-year students that matriculated in Fall 2015 took the DRC Knowledge and Power Course.

## Educational Opportunity Fund (EOF) Program

The Educational Opportunity Fund (EOF) Program is committed to providing access and opportunity to academically under-prepared students from low-income backgrounds and communities that are generally under-represented in higher education. First-year students participate in a five-week residential summer institute, maintain an on-going active relationship with their assigned counselor, and participate in academic support opportunities. In addition, EOF students in SAS, RBS, and MGSA enroll in a 1.5-credit RU-1st Seminar during their first semester that serves as an extension of the summer bridge experience.

# Review and Findings of Rutgers University–New Brunswick

## Educational Opportunity Fund (EOF) Program Cont.

The purpose of this course is to help new students make a successful transition, both academically and personally.

- Approximately 6.4% (400/6,288) of all first-year-students that matriculated in Fall 2015 are EOF students.
- Approximately 4.3% (268/6,288) of all first-year students that matriculated in Fall 2015 took a RU-1st Seminar.

## School of Arts and Sciences Honors Program

First-year students participating in the School of Arts and Sciences (SAS) Honors program participate in a summer reading program and register for a 1-credit colloquium course which serves as the mission course for the SAS Honors Program. The course is designed to stimulate intellectual curiosity; develop students' ability to discuss, reason, think critically, and make connections across a range of disciplinary categories; to provide students with a sampling of all that a major research university has to offer inside and outside the classroom; and to develop a sense of community among Honors students.

- Approximately 7.2% (455/6,288) of all first-year students and 12.1% (455/3,760) of all first-year SAS students that matriculated in Fall 2015 took the School of Arts and Sciences Honors Colloquium.

## School of Engineering First-Year Seminars

The School of Engineering offers several types of first-year seminar courses that introduce students to the different engineering programs, assist with the development of career and academic plans, and provide opportunities to engage with peers, faculty and advisors in meaningful ways. The courses offered are the general Introduction to Engineering course (1 credit), an Honors Introduction to Engineering course (3 credits), and an introduction course specifically for women living in the Reilly Douglass Living-Learning Community (3 credits). In addition, a first-year seminar for international students was offered for the first time in Fall 2016. It is important to note that while the objectives of the seminar courses offered in the School of Engineering are reflective of typical high-impact practices, the size of the general course sections are much larger than typical high-impact practice seminar courses.

- Approximately 10.8% (678/6,288) of all first-year students and 91.0% (678/745) of all first-year SOE students that matriculated in Fall 2015 took the Introduction to Engineering course.
- Approximately 0.8% (53/6,288) of all first-year students and 7.1% (53/745) of all first-year SOE students that matriculated in Fall 2015 took the Honors Introduction to Engineering course.
- Approximately 0.4% (25/6,288) of all first-year students and 3.3% (25/745) of all first-year SOE students that matriculated in Fall 2015 took the Introduction to Engineering course specifically for women living in the Reilly Douglass Living Learning Community.



# Review and Findings of Rutgers University–New Brunswick

## New Student Orientation

The majority of first-year students attend New Student Orientation during the summer. This two-day overnight program was first developed in 2009, and while the learning modules have changed over the years, the goals have been largely consistent:

- Learn to navigate the five campuses in New Brunswick
- Become knowledgeable of university services and programs
- Identify new academic strategies that can be used in the fall semester
- Interact with other students, faculty and staff
- Develop awareness of opportunities for involvement
- Generate excitement about attending Rutgers
- Understand what is expected as a student
- Feel confident and prepared for the fall semester

Sessions are designed for all students, regardless of academic affiliation or major. Some sessions are identified as “priority sessions” in order to allow students from smaller schools such as Engineering, Environmental and Biological Sciences, Nursing and Pharmacy to connect. It was identified that messages about the expectations for attending New Student Orientation are inconsistent across schools, and for students who participate in a summer bridge program, institute or other “orientation,” there is often confusion about expectations for attendance.

- According to regression analysis using the SERU survey in 2014, first-year students that attended university orientation reported to have higher academic satisfaction (1.4%), and higher social satisfaction (25.8%) relative to peers that did not attend orientation even when controlling for the effect of SAT scores.

## Advising

The Task Force was aware of plans for a review of advising practices at Rutgers University–New Brunswick and therefore did not look extensively at advising; however, given its essential role in the success of first-year students, attention is needed. Referencing the Report on the Task Force of the Humanities, best practices for advising models are generally one advisor to 200-250 students in order to best optimize retention. According to the NACADA 2011 National Survey of Academic Advising, the median advising ratio at public doctorate-granting institutions was 1:285. Big Ten peer institutions report advisor to student ratios ranging from 1:160 (Indiana University) to 1:550 (University of Michigan).

# Review and Findings of Rutgers University–New Brunswick

## Advising Cont.

At Rutgers, advising models vary by school, and many of the advisor to student ratios are far below the national recommendations and practices of peer institutions. Below are the estimated advisor to student ratios by school. The School of Environmental and Biological Sciences and the School of Pharmacy incorporate faculty advising models, in addition to professional staff advisors, allowing for a very small ratio.

- SAS - Advisor to student ratio is 1:1,000<sup>1</sup>
- SEBS - Advisor to student ratio is 1:13
- SOE - Advisor to student ratio is 1:550
- RBS - Advisor to student ratio is 1:820
- MGSA - Advisor to student ratio is 1:100
- PHARM - Advisor to student ratio is 1:5

## Participation in High Impact Practices

After reviewing the effect of HIPs on retention and student satisfaction, as well as the national research recommending participation in at least one HIP during their first year and two more over a student's college career, the Task Force examined the number of participating students to better understand capacity to expand existing initiatives. Using 2015 data, Institutional Research identified the number of students in each HIP, reviewed a breakdown by school as well as other student demographic data. More review is needed to identify why students are not participating and potential barriers to their participation.

Interest Group Seminar or a seminar and colloquia courses offered through the Honors College, Honors Program, Educational Opportunity Fund/RU-1st, Douglass Residential College and learning communities. While there are other school-based seminars, the Task Force only included the School of Engineering since all students are required to enroll in a first-year seminar. Descriptions, SERU data and enrollment numbers are included for the selected initiatives. Further review is needed to determine other school-based high-impact practices. The review identified that approximately 72% of Rutgers–New Brunswick first-year students (excluding Nursing and Pharmacy) participated in at least one identified high-impact practice during the Fall 2015 semester.

---

1

SAS will be increasing its advising staff over the next two years thanks to a Strategic Fund allocation from Chancellor Edwards.

# Review and Findings of Rutgers University–New Brunswick

Fall 2015 Participation for Identified High-Impact Programs		
	Number of first-year students participating	Percentage of first-year students participating
Byrne Seminars	2,967	47.2%
FIGS	1,606	25.5%
Learning Communities	1,873	29.8%
Honors College Forum	493	7.8%
DRC Knowledge and Power Course	375	6.0%
EOF	400	6.4%
RU-1st Seminar	268	4.3%
SAS Honors Program	455	7.2%
SOE First-Year Seminars	756	12%

Note: Not all HIP are available to all students.

FIGS: These courses are only available to SAS, SEBS, and RBS students

Honors College: This includes SAS, SEBS, SOE, and RBS students

DRC: This is only available to undergraduate women (includes transgender and gender non-conforming females)

RU-1st: The course is only taken by SAS, RBS, and MGSA students

Learning Communities: These include International Community in Residence, Business Discovery House, Health and Medicine Discovery House, RU-TV Broadcast Communications LLC, French Culture and Language LLC, German Culture and Language LLC, Oceanography LC, Asian American LC, Paul Robeson LLC, Bunting Cobb LLC, DRC-SEBS Env LLC, DRC-Engineering LLC, DRC-General LLC, DRC-Honors LLC, Engineering LLC, Helyar House, Honors College, Honors Engineering LLC, and SAS Honors Residential Communities.

- **Participation in Programs with Courses**
  - 72.0% (4,527/6,288) of first-year students in the Fall 2015 semester participated in at least one high-impact practice
- **Number of high-impact practices per student**
  - 30.3% (1,903/6,288) of first-year students in the Fall 2015 semester participated in only one high-impact practice
  - 41.7% (2,624/6,288) of first-year students in the Fall 2015 semester participated in two or more high-impact practices
  - 28.0% (1,761/6,288) of first-year students in Fall 2015 did not participate in any high-impact practice
- **High-impact practices by school**
  - 70.2% (2,639/3,760) of SAS first-year students participated in at least one high-impact practice
  - 75.8% of SEBS (623/822) first-year students participated in at least one high-impact practice
  - 98.0% of SOE (727/745) first-year students participated in at least one high-impact practice
  - 65.0% (480/739) of RBS first-year students participated in at least one high-impact practice
  - 26.1% (58/222) of MGSA first-year students participated in at least one high-impact practice

# Review and Findings of Rutgers University–New Brunswick

- High-impact practices by gender
  - 70.2% (2,225/3,172) of male first-year students participated in at least one high-impact practice
  - 79.0% (2,302/3,116) of female first-year students participated in at least one high-impact practice
- High-impact practices by race/ethnicity
  - 77.9% (348/447) of African American first-year students participated in at least one high-impact practice
  - 77.2% (1,331/1,725) of Asian first-year students participated in at least one high-impact practice
  - 76.5% (619/809) of Hispanic first-year students participated in at least one high-impact practice
  - 50.6% (319/631) of International first-year students participated in at least one high-impact practice
  - 70.1% (1,667/2,349) of White first-year students participated in at least one high-impact practice
- High-impact practices by first generation status
  - 77.0% (691/898) of first-year students that report to be a first generation college student participated in at least one high-impact practice
- High-impact practices by living on campus/commuter
  - 72.7% (3,921/5,393) of first-year students that live on campus participated in at least one high-impact practice
  - 67.7% (606/895) of first-year students that commute to campus participated in at least one high-impact practice
- High-impact practices by in-state/out-of-state
  - 75.1% (3,941/5,245) of in-state first-year students participated in at least one high-impact practice
  - 56.2% (586/1,043) of out-of-state first-year students participated in at least one high-impact practice

## Integrating Advising, Placement Testing, and New Student Orientation

The FYE Task Force was specifically charged to “examine the integration of pre-orientation activities, placement testing, academic advising, and course registration as part of a multifaceted New Student Orientation model.” To that end, the Task Force identified challenges associated with such an integrated model at Rutgers University–New Brunswick.

The model of an on-campus integrated model of orientation, advising, and registration is predominant among our Big Ten peer institutions. Peer institutions rely on high advisor-student ratios or may hire additional professional advising staff or peer advisors to assist with summer programs. Faculty participation is largely nonexistent, though some institutions offer honoraria or other incentives to support faculty participation in summer events. Many institutions begin summer orientation activities in May in concert with their state’s K-12 school calendar. Additionally, many institutions utilize student information systems, like Banner or Peoplesoft, that feature robust capabilities to manage space in classes, as well as student

# Review and Findings of Rutgers University–New Brunswick

placements and course prerequisites.

Rutgers geographic complexity coupled with classroom and residential space constraints greatly impact advising, registration, and orientation activities. Advising and orientation programs require use of multiple, large lecture halls and classrooms, which are often unavailable during spring and summer sessions. While other Big Ten institutions are single large campuses, Rutgers University–New Brunswick schedules classes and houses students on four distinct campuses. Thus, class scheduling is ineffective until student housing assignments are made available in late July, which then permit the sectioning system to prioritize classes based on a student's home campus.

Additional calendar constraints are created by the New Jersey public school schedule and the university's sectioning system. With NJ schools requiring student attendance until mid to late June, only a limited number of overnight orientation programs can be scheduled in June. The sectioning system is scheduled to run in July to maximize the number of students scheduled while accounting for the receipt of national Advanced Placement results, providing time for academic departments to manage available course space, and minimizing the number of schedules that must be created manually. Earlier investigations have acknowledged that the university's student information and registration system is outdated. Investment in a more effective system would be critical for any effort to integrate advising and orientation efforts.

Rutgers University–New Brunswick has a long-standing commitment to facilitating student-faculty contact, particularly through High Impact Practices like Byrne Seminars and advising. Undecided and exploratory students—the majority of new first year students, have more choices in both major and core curricula and require developmental advising to fully understand and make effective choices, which are critical to degree completion. The number of current advisors and faculty contracts are issues that warrant further review to best determine strategies and solutions for an integrated summer model.

The committee is pleased to acknowledge recent progress that affects this charge. In spring 2016, the Office of Institutional Research and Placement Testing successfully adapted mandatory first-year student placement testing to an online model. This initiative eliminates one mandatory enrollment activity on campus and alleviates the hardship of multiple campus visits.



# First-Year Experience Learning Outcomes

It is critical to provide a blueprint in order to design and assess initiatives that contribute to student success and persistence. From the earliest points of entry (e.g. open houses, advising days, summer orientation, and New Student Convocation), incoming students encounter opportunities to hear and learn about the value of the Rutgers education and what it means to be informed and responsible citizens locally and globally. The following first-year experience outcomes include a framework and foundation for building a successful, integrated, and coordinated FYE model that enhances students' experience from admission to the end of the first year. We recommend that these outcomes guide future programs and services in order to provide shared and common first-year experiences.

The National Resource Center for The First-Year Experience and Students in Transition outlines the following domains for FYE outcomes: retention, academic skills/experiences, campus connections, interpersonal skills, personal development, employability, civic engagement and democratic citizenship. These categories served as a basis for Task Force discussion which led to the formation of the following Rutgers-based outcomes (Note: the outcomes are presented in an order based on the sequence that Task Force members believe students are likely to transition to campus).

## Navigate the Campus

The large size and complexity of Rutgers are key to offering students tremendous opportunities, but may create challenges for students to identify and access educational and other vital resources and services. To mitigate these challenges and to allow students to fully learn and engage with all opportunities, on-campus and online resources, programs, and services should be personalized, streamlined, and coherent. Students should be encouraged to critically question and actively explore to maximize their learning of all that Rutgers has to offer. The university community, including faculty and staff in all offices with student contact, must be better informed about student opportunities to provide consistent and effective information and assistance.

## Become Informed and Responsible University Citizens

Learning at Rutgers occurs through instruction, inquiry, programming, research, and service. Rutgers has a unique history, beginning with its establishment as a colonial college and a reliance on disenfranchised populations in its early development, as well as a longstanding commitment to women's education and access for underrepresented populations. In recognition of this unique history and values of inclusion and ethical behavior, Rutgers challenges students to act with integrity and become competent and conversant in the study of diversity. Learning in and out of the classroom at Rutgers prepares students for responsible lives in service to their communities as well as to an interconnected and pluralistic world.

# First-Year Experience Learning Outcomes

## Engage Across the University

Much of the student experience at Rutgers is defined by the University's geographical size and resources. For incoming students, a successful transition can be characterized by the students' ability to make connections, get involved within Rutgers and the greater community, and to develop meaningful relationships in and outside the classroom. Success at Rutgers is dependent upon students identifying personal pathways throughout their journey. These pathways include early critical connections with faculty as well as interdisciplinary opportunities to engage in research and personal and professional development.

## Achieve Academic Success

Students' academic success is grounded in their ability to engage in educationally purposeful practices and activities to encourage the construction of knowledge. The quality of interactions with faculty and opportunities for active participation in class activities, are critical elements of academic engagement that support overall educational success. Benchmarks for first-year academic success include identifying academic learning and support resources, engaging with academic advising, exploring academic disciplines, and understanding core and curriculum requirements.

## Promote Personal Development

Campus environments must be constructed to support students' social needs and pathways to independence. Health and wellness are fundamental to student success and students should be afforded opportunities to develop emotional, physical, and fiscal competency. The university should continue to create programs, services, communities of learning, and classroom environments that equip students with the self-management skills and experiences necessary to thrive at Rutgers and well into their post-graduate lives.

## Build a Foundation for Experiential Learning and Career Readiness

Given its statewide footprint and the diversity of its student body, Rutgers is positioned to innovate and integrate rigorous disciplinary instruction and intentional co-curricular and research opportunities with real-world experiences, enabling students to apply ideas and skills in practical settings. Exposing students to dynamic co-curricular opportunities and providing a more seamless learning environment enhances their understanding of the world and contributes to their personal and career readiness.

## Recommendations

The research regarding the benefits of a cohesive, integrated First Year Experience is clear, and the intentional coordination amongst communication efforts, programs, and services at Rutgers University–New Brunswick can provide benefits for all first-year students as they strive to achieve important goals and learning outcomes.

After an extensive review of first-year offerings at Rutgers, the Task Force identified a number of programs and services that could be considered high-impact practices. Students who participate in one of these at Rutgers report higher satisfaction and engagement relative to peers, and one-year retention rates exceed that of the Big Ten Academic Alliance. While there are a number of quality programs and services for first-year students, there is an absence of coordination. The New Brunswick Strategic Plan states that students must have a “positive, coherent transition that leads to a successful first year, timely graduation, and active engagement as alumni and participants in our democracy.” To accomplish this, the FYE must be designated as an institutional priority. The First-Year Experience as a priority initiative at Rutgers–New Brunswick will be evidenced by the:

- Expectations set forth that all programs designed for first-year students are to be coordinated and delivered across schools and departments with consistent and clear messaging to maximize understanding, participation and utilization of resources
- Allocation of financial resources to support existing and additional staff, courses, and programmatic initiatives to support first-year students
- Access to preferential scheduling of classrooms, student centers, residence halls, dining halls, and athletic spaces to support key components of FYE (Admitted Student Open House, Orientation, Advising, HIP, Welcome Days) as well as a future integrated summer model for advising, course selection, and New Student Orientation

Given the current structure at Rutgers–New Brunswick where initiatives for first-year students are delivered through numerous organizational units including Enrollment Management, Undergraduate Academic Affairs, Student Affairs, and the academic schools, the Task Force recommends the establishment of **Chancellor’s FYE Coordination and Implementation Committees**. Select staff and faculty would serve two-year appointments and be provided the authority and resources necessary to develop and implement Chancellor-approved recommendations. To allow time to fully develop new programs, services and initiatives, the Task Force recommends the appointment of several Class 3 positions for a period of one to two years. These appointments would provide support to units/departments impacted by the redirection of identified staff. To encourage faculty involvement, the Task Force also recommends allocation of financial incentives. The Coordination Committee will:

- Develop specific sub-committees and working groups responsible for the design, implementation, and assessment of approved recommendations
- Review and evaluate initiatives and programs to ensure they are integrated and consistent with the Rutgers FYE outcomes. Examples of programs that were not fully reviewed by the Task Force but are

# Recommendations

important components of the First Year Experience are the Douglass Residential College, RU-1st, the Center for Community Based Research and Service, and the International Student Orientation

- Investigate further the identified challenges associated with an integrated model for course registration, advising and New Student Orientation, and establish short and long-term recommendations to address
- Develop assessment strategies to measure student achievement of learning outcomes
- Investigate and recommend an institutional model to support and sustain FYE initiatives

## Recommendation – Foundational Experiences for All Students

Regardless of school of registration, eligibility, or interest in a specialized program (e.g. Honors, DRC, RU1st, EOF) all Rutgers–New Brunswick students should share common foundational experiences such as:

- New Student Orientation or a summer institute
- A series of intentional and coordinated programs for residential and commuter students
- A Common Read
- Multiple, quality advising opportunities with professional and faculty advisers through the first year

New Student Orientation, or a coordinated summer institute that is designed with a common curriculum, provides consistency regarding institutional expectations, values, resources, and strategies to achieve the identified first-year learning outcomes. In addition, a carefully designed sequence of programs over the continuum of the first and second semester can provide residential and commuter students with more in depth information about essential content areas and resources.

The Common Read is an example of a high-impact practice that can be incorporated across schools and special programs such as the Honors College and DRC to provide students the opportunity to participate in a shared academic experience. The FYE Task Force believes that a Common Read at Rutgers–New Brunswick can also support the intent and recommendations of both the Task Force on Inclusion and Community Values and the Task Force on the Humanities. Intentional coordination, related discussions, assignments, author appearances, and co-curricular programs can be a common thread that seamlessly runs through New Student Orientation, Convocation, FIGS, Expository Writing, and Byrnes Seminars, as well as residence hall and commuter initiatives.

Quality individual academic advising that includes professional and faculty advisers is critical for a successful First-Year Experience. Currently, advising resources at Rutgers University–New Brunswick lag significantly behind advisor to student ratios at peer public, doctorate-granting institutions. While an extensive review of advising is planned to provide a more comprehensive report and recommendations, it is clear that an investment in advising resources is essential.

# Recommendations

## Recommendation – High-Impact Practices for All Students

All students at Rutgers–New Brunswick should participate in one HIP during their first year and at least two others before graduation. Given the individual needs and interests of the diverse student body, multiple pathways should be identified for students so that they may pursue and achieve the benefits associated with participation in multiple high-impact practices. With Rutgers' deep commitment to improving the success of first-generation students and students from underrepresented backgrounds, it is important to stress again the positive effects that high-impact practices have demonstrated, in support of these special populations.

Additional work is needed to determine:

- A comprehensive list of current initiatives that can be defined as high-impact practices using the working definition
- The current number of first-year students participating in a high-impact practice activity
- The students who are not participating in a high-impact practice and associated barriers to participation
- Types of High Impact Practices that can be expanded through the addition of courses, instructors and staff
- Scheduling systems that can facilitate the goal of increased student participation
- Programs and initiatives that can be designed and reimaged to reflect and incorporate characteristics of high-impact practices (e.g. student employment)

## Recommendation – Development and/or Redesign of Systems

Develop or redesign organizational systems to inform and engage new students, faculty, and staff about best practices and research surrounding the First-Year Experience and related learning outcomes.

- Create a centralized website that welcomes students and outlines academic and co-curricular programs, services, requirements, and opportunities
- Develop a curriculum along a first-year continuum based on what, when, and how students need to receive important information
  - Expand “Welcome Days” to provide additional programs and sessions so that students can better prepare and acclimate
  - Investigate the benefits and corresponding resources necessary to allow students to arrive earlier to campus for Welcome Week



## Recommendations

- Educate faculty and staff about first-year students at Rutgers University–New Brunswick
  - Develop conferences, workshops, print publications, and virtual learning opportunities
  - Share information from national surveys including CIRP, SERU, and EBI
  - Review and incorporate recommendations from other Task Force/Committee Reports
    - Transfer Students
    - Inclusion and Community Values
    - Scheduling (Scheduling, Registration, Housing and Transportation Efficiencies)
    - Advising
    - RU 1st
    - Experiential Education
    - Humanities
- Provide workshops and training for faculty and staff to maximize the use of systems that support students and the FYE
  - EAB - The Guide
  - EAB - SSC Campus
  - Student Information Systems
  - Customer Relationship Management Software
- Provide financial support for FYE connected faculty and staff to attend national FYE and Students in Transition Conference(s)

## References

- Astin, A. W. (1973). The impact of dormitory living on students. *Educational Record*, 54, 204-210.
- Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.
- Astin, A. W. 1977. *Four Critical Years: Effects of College on Beliefs, Attitudes, and Knowledge*. San Francisco: Jossey-Bass
- Barefoot, B. O., Gardner, J. N., Cutright, M., Morris, L. V., Schroeder, C. C., Schwartz, S.W, Siegel, M. J., & Swing, R. L. (2005). *Achieving and sustaining institutional excellence for the first year of college*. San Francisco, CA: Jossey-Bass.
- Blimling, G.S., (2015). *Student Learning in College Residence Halls*. San Francisco, CA: Jossey-Bass.
- Chickering, A.W. ( 1974). *Commuting versus resident students*. San Francisco: Jossey-Bass.
- Finley, A., & McNair, T., (2009). *Assessing Underserved Students Engagement in High-Impact Practices*. Washington, DC: Association of Colleges and Universities.
- Greenfield, G. M., Keup, J. R., Gardner, J. N. (2013). *Developing and Sustaining Successful First-Year Programs: A Guide for Practitioners*. San Francisco, CA: Jossey-Bass.
- Habley, W.R., & McClanahan, R., (2004). *What works in student retention?* Iowa City, IA: American College Testing Program.
- Huber, B., (2010). Does Participation in Multiple High Impact Practices Affect Student Success at Cal State Northridge. Retrieved from <https://www.calstate.edu/engage/documents/csun-study-participation-in-multiple-high-impact-practices.pdf>
- Jacobs, B.C. (2010). Making the case for orientation: Is it worth it? In J.A. Ward-Roof (Ed), *Designing successful transitions: A guide for orienting students to college* (Mongraph No. 13, 3rd ed., pp. 29-39). Columbia: University of South Carolina, National Resource Center for The First-Year Experience and Students and Transition.
- Keup, J.R. (2016). How "HIP" is your FYE? Creating an Integrated, Intentional, & Effective First-Year Experience Program. [Powerpoint Slides]. Retrieved from [https://www.dropbox.com/s/lsq6touaas5vdzn/Rutgers\\_FYE%20Presentation\\_FINAL.pdf](https://www.dropbox.com/s/lsq6touaas5vdzn/Rutgers_FYE%20Presentation_FINAL.pdf)
- Klepfer, K., & Hull, J., (2012). High school rigor and good advice: Setting up students to succeed. Center for Public Education. National School Boards Association. Retrieved from <http://www.centerforpubliceducation.org/Main-Menu/Staffingstudents/High-school-rigor-and-good-advice-Setting-up-students-to-succeed>
- Koch, A. K., & Gardner, J. N. (2006) The history of the first-year experience in the United States: Lessons from the past, practices in the present, and implications for the future. In A. Hamana & K. Tatsuo (Eds.), *The first-year experience and transition from high school to college: An international study of content and pedagogy*. Toyko, Japan: Marusen Publishing.

## References

- Kuh, G. D. (2008). High-impact educational practices: What they are, who has access to them, and why they matter. Washington, DC: Association of American Colleges and Universities.
- Laufgraben, J. L., (2006). Common reading program: Going beyond the book (Monograph No. 44). Columbia: University of South Carolina, National Resource Center for the First-Year Experience and Students in Transition.
- Ross, T., Kena, G., (2012). Higher Education: Gaps in access and persistence study. Washington, D.C: National Center for Education Statistics. Retrived from <https://nces.ed.gov/pubs2012/2012046.pdf>
- Schuh, J. H., & Upcraft, M. L., & Associates. (2001). Assessment practice in student affairs: An application manual. San Francisco, CA: Jossey-Bass.
- Thorn, A, Wood, P.W., Plum, C., & Cater, T. (2013). What Do Colleges and Universities Want Students to Read Outside Class? NY, NY: National Association of Scholars.
- Tinto, V. (1998). Colleges as communities: Taking research on student persistence seriously. *Review of Higher Education*, 21(2), 167-177.
- Torres, V., LePeau, L. (2013). Making the Connection: The use of student development theory in theory first-year and transition. *Journal of the First-Year Experience and Students in Transition*. 25 (2), 13-26.
- Upcraft, M. L., Gardner, J. N., & Barefoot, B. O., & Associates. (2005). Challenging and supporting the first-year student: A handbook for improving the first year of college. San Francisco, CA: Jossey-Bass.

# Appendix A

## First-Year Experience Task Force

Elizabeth O'Connell-Ganges	Assistant Vice Chancellor, Student Engagement, Chair
Alexis Biedermann	Senior Executive Associate to the Chancellor, Rutgers–New Brunswick
Lyn Baier	Director, New Student Programs (FIGS)
Dennis Bathory	Associate Professor, School of Arts and Sciences
David Bills	Director, Career Development
Tony Doody	Senior Director, Student Engagement
Ghada Endick	Director, Residence Life Education and Staff Development
Deborah Epting	Associate Vice President, Enrollment Management
Mandy Feiler	Dean of Students, Mason Gross School for the Arts
Matthew Ferguson	Director, New Student Orientation and Family Programs
Martha Haviland	Professor, School of Arts and Sciences
Ebelia Hernandez	Associate Professor and Program Coordinator for College Student Affairs, Graduate School of Education
Jenny Mandelbaum	Professor, School of Communication and Information
Eddie Manning	Associate Dean and Director, Student Access and Educational Equity
Francesca Maresca	Director, Health Outreach Promotion and Education (HOPE)
Carolyn Moehling	Professor and Associate Dean for Undergraduate Education, School of Arts and Sciences
Angela Mullis	Director, Byrne First-Year Seminars
Angela O'Donnell	Professor, Graduate School of Education
Victoria Porterfield	Research Analyst, Office of Institutional Research and Academic Planning
Zaneta Rago-Craft	Director, Center for Social Justice Education and LGBT Communities
Jean Rash	Executive University Director, Financial Aid
Sharice Richardson	Assistant Dean, School of Environmental and Biological Sciences
Ilene Rosen	Associate Dean of Student Services, School of Engineering
Kerstin Schnatter	Assistant Dean and First-Year Advisor, Rutgers Business School-New Brunswick
Julie Traxler	Assistant Dean and Director, First-Year Advising, School of Arts and Sciences
Cecilia Vargas	Assistant Dean for First-Year Students, School of Engineering
Dayna Weintraub	Director, Student Affairs Research and Assessment

## Appendix B

### Charge

The Task Force is charged with assessing and providing recommendations on improving the transition from high school to college for Rutgers-New Brunswick students (e.g., the experience from admission through completion of the first year).

The aspiration for the First-Year Experience is a well-organized, coordinated and integrated model of communication, advising, orientation and programs/services that:

- Assists students to understand what it means to be a student at Rutgers–New Brunswick
- Facilitates student and faculty / staff interactions with a substantive focus on learning
- Identifies expectations for student responsibility and accountability
- Prepares students for academic success
- Demonstrates an ethic of care for the individual student
- Builds supportive and inclusive communities
- Enhances awareness and effective utilization of resources and services
- Engages students in active learning
- Incorporates high impact practices
- Fosters pride in Rutgers
- Develops productive partnerships with parents / families
- Increases retention

### Preliminary tasks include:

- Collect information regarding current practices to welcome, test, advise, orient, register and support new students
- Collect information regarding all communications sent to new admit-coming students
- Review existing data regarding enrollment, advising and orientation programs, first year success, student satisfaction and retention
- Review best practices at Big Ten institutions

### The Report of the First-Year Experience Task Force should include:

- A summary of findings of current practices at Rutgers and Big Ten best practices
- The identification of current initiatives to be continued, strengthened, expanded and omitted
- Recommendations for new approaches to provide seamless coordination and alignment of communications, programs and services
- Priorities for implementation, in order of need
- Outcomes and rubrics for measuring success

# Appendix C

FYE Benchmarking Comparison

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
Full-time enrollment	38364	32150	31595	43651	44026	42622	45289	39520	29497	21985	38225 (2014)
Fall First Year Student Enrollment	7875	5241	3939	6071	7929	5771	6978	7654	6812	3674	6270
Number of First Year (not transfer) Admitting Schools/Colleges/Units?	4 (One - Undergraduate Division - admits XX)	8	10	7	14		Students enrolled directly to a college as a premajor - 15 schools (Arts & Sciences, Business, Engineering, Health & Rehab Sciences, University Exploration, Architecture, Dental Hygiene, Education & Human Ecology, Social Work, Public Health, Public Affairs, Pharmacy, Nursing, Environmental & Natural Resources, Food, Ag & Env Sci)	13 enrolling units (one of the units is the Division of Undergraduate Studies - DUS- for undecided majors)	12	10	8
Number of First Year out-of-state students	3357	2782	1171	43%	2204	2122	2095 (25% OOS)	3539	2230	1214	2853
Number of First Year international students	706	614		4%	1015	312	380	752	1064		500
What percentage of first year students live on campus?		90%	90%	97%	100%	88%	100%	100%	97%	100%	
Retention Rates (first to second year, six year graduation)	87% retention rate from first to second year for F1 undergraduates; 4-year grad rate 63%, 6-year grad rate 77%, 8-year grad rate 79%	6 yr - 70%, first yr - 86%	96%, 6 yr - 84.8%	98%, 90%	6 yr - 79%, first yr - 92%	93% first year, 77% year	94%, 6 yr - 83.5%	6 yr - 86%, first yr - 93%	89%, 75.6%	97%, 6 yr - 94.2%	1st yr - 95.3%, 6 yr - 84.8%
What are the outlined Learning Outcomes?	English Comp; Mathematical modeling; Arts and Humanities; Social and Historical; Natural and Mathematical Sciences; World Languages and Cultures; Intensive Writing; Information Fluency; Diversity in the US; Enriching Ed Experiences								To become more familiar with the advising and course registration process. Becoming more familiar with academic resources online tools.		
<b>Reporting Structure</b>											
Is there a FYE Office, if yes, to which division / unit does it report?	Yes - Enrollment Management	They are the FYE office but are university college	No specific office	Office of Enrollment Management which reports to Provost	no	no fye office, They have an Office of Orientation and First Year Programs Office of First-Year Programs. The office reports to	Admissions, FYE; Orientation - report to Academic Affairs	no office	no		Yes, The Center for First-Year Experience /Division of Student Life
To which division / unit does Academic Advising report?	Vice Provost for Undergrad Ed	Provost	Done by Academic Schools. Letters & Sciences serves approximately 1/4 of first year students and 1/2 of transfers. These are students who are undecided (email number) or who did not get into Limited Enrollment programs at time of admission.	Each school or college has their own advising office that report to an undergraduate education Dean for the specific School or College	schools plus general undergrad advising for non-declared majors - associate provost for undergraduate education academic for all colleges, neighborhoods advising also reports to associate provost for undergraduate - informally	They have individual admitting colleges (7) - in which faculty serve as advisors once student declares major	To the individual colleges - report to Academic Affairs	Every college responsible for advising students enrolled in college. DUS (Division of Undergraduate Studies) created in 1973 to work with undecided and exploratory students and to provide home for academic info. Serve as clearing house for how you enter degree programs across PSU. Coordinator position has evolved but they are essentially on DUS staff but report to the	Report to a Vice Provost within the Office of the Provost. HOWEVER... advising units are in colleges and report to their Dean (or Assoc Dean). The office of the Provost is meant to coordinate their efforts but has very limited authority over the advising units.	One school of Arts & Sciences and 8 professional schools	Located within each Academic school, with one cross-college academic center for the undecided
To which division / unit do Learning Communities report?	Residential Programs and Services			Dean office for our largest college (liberal arts or LSA)	Residential and Hospitality Services	One College has a learning community	Scholars programs report to college	no office	same as advising	College of Arts & Sciences is considering adopting	(FIGS) College of Letters and Science
To which division / unit do Living-Learning Communities report?	Res Life - Residential Programs and Services	Housing; but her boss also coordinates with them		same as above	Residential and Hospitality Services	Housing and Residence Life	Managed through Residence Life, connected to colleges	no specific Living Learning Communities office (Residence Life has Special Living Options)	same thing as LCs		Division of University Housing
To which division / unit do First Year Seminars report?	(IFS) Vice Provost for Undergrad Ed	University College-FYE umbrella. Coordinated by an admin and approved by assoc provost	various offices. NSO oversees UNIV 100 but it is run out of various academic schools.	same as above	Associate Provost for Undergraduate Education	Centrally organized by undergraduate education - 36% of students take a freshman seminars (like byrne). These are optional	Coll of Arts and Sciences: 1 cr, faculty taught, some graded, some SIU full-semester, max 18 students	each college is "required" to offer first-year seminar- first year students are supposed to take in first year and taught by tenure faculty- not everyone is able to deliver (some use as survey courses into intended majors, some 101, great difference in course design)	Purdue does not have first-year seminars		(FIGS) College of Letters and Science
To which division / unit does New Student Orientation report?	First Year Experience Enrollment Management	University college- through assoc provost; Onslow, extended orientation	Office of Undergraduate Studies	Office of Enrollment Management which reports to Provost	Informally reports to Associate Provost to Undergraduate Education - formally to admissions - used to go to orientation - academic side of the house	Office of Undergraduate education	to FYE Office	Dual reporting to SA and UE	Student Success at Purdue (which reports to the Vice Provost for Undergraduate Education).		SOAR, Division of Student Life



# Appendix C

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
To which division / unit does Placement Testing report?	Departments?	Overseen by ITS, Information Technology. Tests are online. Hosted on Orientation website		Office of the Registrar	Individuals administered by math and foreign language departments	One person is the liaison out of central office and everyone supports them	Testing office, departments control placement testing, decentralized	staff in DUS (UE) translates results into advising conversations and course placement and helps students understand; staff in NSO (dual reporting to UE and SA) facilitates the taking of the tool and once they are done, they process their next step (no specific Office of Placement Testing).	Foreign Language Testing reports to the School of Languages and Cultures which is in the College of Liberal Arts. Math Assessment (ALEKS) is administered by the Math Department (College of Science)	Testing offered by Faculty/Academic Departments - online testing available during the summer before and after summer orientations; can only register for classes requiring placement after completing the test. Foreign Languages, Math Placement, Chemistry Placement. Not required for all students, just for those seniors.	The Office Testing and Evaluation Services
To which division / unit does Academic Support/Learning Success Centers report?	Vice Pres for Diversity, Equality and Multicultural Affairs	University College		Student Life	Associate Provost to Undergraduate Education	There is a smart learning commons that comes out of undergraduate education. It does tutoring, all kinds academic support	Yorlkin Success Center, report to Academic Affairs	Undergrad Ed- Penn State Learning (peer tutoring, study groups, learn project work spaces), primarily focused on lower division courses	Student Success at Purdue (which reports to the Vice Provost for Undergraduate Education).	Acad Support is through departments, writing center, ECHO scholars (honors prog), nothing university wide; Access UVA Program - open to academically promising low income students. Student Financial Services together with Admissions. Not for Academic Support	Several across schools/centralized by the academic advising office online
To which division / unit does Parent and Family programs report?	Division of Student Affairs (led by the Dean of Students)	Don't have a structured Parent and Family Programs, have a parent orientation.		Orientation	Associate Provost to Undergraduate Education	Office of Orientation and First-Year Programs handles parent orientation, so they encourage parents to attend one day program. And then they get them connected to the office of student affairs <a href="http://parent.umn.edu/">http://parent.umn.edu/</a> which handles communication, parent-family weekend, etc. Here is Office of Student Affairs: <a href="http://www.osa.umn.edu/">http://www.osa.umn.edu/</a>	Parent and Family Relations - report to Student Affairs	Penn State Parent program- SA- NSO offices orientation in collaboration with them (office of 2)	Office of the Dean of Students (which is a unit of the Vice Provost for Student Life). Has dotted line to Dan Carpenter who is the Director of Student Success as well.		Campus and Visitor Relations
<b>Academics / Courses</b>											
What types of first year focused seminar/courses are offered? Required or optional? If optional, % ?	There are no mandatory FY seminars. The Intensive Freshman Seminar (IFS) is a 2-week, 3 credit seminar BEFORE Welcome Week and the semester begins. It is hosted through VP for Undergrad Ed. Critical Approached in Arts and Sciences are optional, graded.	Some are required for Living-Learning. Over 100 FY seminars to choose from taught by faculty, 20 students to a class. College Transition- only FY; Sciences due to number of students but is required by some other schools. J&S offers thematic courses in prelaw, STEM, business, etc.	UNIV 100 (1CR)- coordinated by NSO but decentralized across academic schools. Taught by staff and Gas, not required by Letters & Sciences due to number of students but is required by some other schools. J&S offers thematic courses in prelaw, STEM, business, etc.	UC-170 making the Most of Michigan. not required. Taken by about 300 students.	Optional Freshman Seminar (1 credit) offered fall and spring 1:25 ratio - about 5%	Optional -- 36% for byline type seminars. There are transition seminars that are all required and are coordinated by the individual colleges. The teaching structure for each is different: some have faculty, some have faculty and TAs, some have peer leaders.	Survey Course - mandatory for all students, taught by advising staff in each college	Vary. Initiative several years ago- requirement that they have first-year experience but never really thought through the logistics- things have been cobbled together to provide enough space for number of students in each college. Some are 1 credit (transition skills, learning resources,	Purdue has no FY seminars (optional or mandatory). Some of the academic programs offer one but they are not what you would consider to be true FY seminars.	Optional FY Student led in spring semester - ~200 students participate, 5 weeks of content delivery; students can be recommended by their resident counselor, dean, faculty or other staff	First-Year Seminar/Optional/1-credit/ approximately 50% are enrolled in some sort of 1st year experience course
Who teaches the FY seminars / courses? # of credits? Graded or P/N/C?	1-3 credits; faculty, both P/N/C and graded	Taught by faculty and staff members. 1 Credit. Graded. The course tied to CT are off		1 credit course. P/N/C	Both faculty and staff Pass/Fail	3 credits	First Year Seminars taught by faculty, 15-20 students, either graded or S/U, numbers are declining since the change to trimesters as faculty workload was impacted negatively	Intention was that they be taught by faculty (tenure) but this expectation has not been able to be met. Not aware of any student instructors. Many instructors are advisors, staff and adjunct.	has	No credits, no grades	One faculty and or staff member plus one peer leader (current student) - Peer leadership course offered in spring for returning students - 1 credit
Is there a FYE course, learning community, or special orientation program tailored to the International Student?	International Students (887 last year) attend an August Orientation when they arrive stateside. There are no special courses or learning communities focused on their needs, though some opt into Global-focused LLCs. Most require English Language Improvement classes	a FYE course for 1/2 International and 1/2 Domestic to integrate culture. Separate Orientation for Internationals by International office		International students have their own orientation at the end of the summer.	No	120 to 140 classes (ranges each year), they do have abroad first year seminar courses that happen in winter break and spring break	Orientation activities in August for International students	special orientation known as Bolter Gold Rush International. Couple of sections that have English as second language course paired with public speaking (summer), don't know about fy seminars for intl students; only certain res halls are open over breaks so a number live in the same building. Offer	Special orientation known as Bolter Gold Rush International. Happens in mid August. Is coordinated through Orientation in the Office of Student Success.	One day orientation oriented to International Students through Orientation & New Student Programs; additional offering through the International Center	Yes, there is a tailored orientation program that covers transition, visas, and requirements
Do you have a second semester academic success course focused on first semester performance?	Yes - those on academic probation are required to take 1 course (3 credits, graded) - when that fills there is a 2 credit alternate		There is a probation course available on study skills offered in both spring and fall. This is coordinated by the Counseling Centers Learning Assistance Services.		No	some seminars in the spring there are 36 in spring	Yes, based in individual colleges; student success - credits and graded (to help GPA)	no; thinks some of this will shift with Starfish coming on board - better at campus levels when there is more of focus on retention) 85% graduation at UP (in 90s for 1st to 2nd year retention)- don't focus a lot on this.	no	Academic success courses that run every semester for students, first-year or otherwise, who need help with study strategies (LASE 3111, Skills of Scholarship; LASE 3110, Academic Analysis and Research), but not a class specifically targeting first-year students in their	No
What courses do the majority of first year students have in common? Is there a particular initiative that unifies students?	English Writing; Gen Eds are unifying theme	No typical shared experience. On Iowa is an expected shared experience 3 days before classes start. In Fall 2016, all new students will do StrengthQuest	Students have two requirements in first year- Academic writing (AWI) and a math.		Common Read - "One Book, One Community"	the common program is Welcome week. The four days before classes start. It is mandatory for all first-year students to attend.	Mandatory survey course	English 15 (required English) and CAS 100 (public speaking); Common Read not formally incorporated- Eng 15 coordinator on committee; instructors in Eng 15 and first year seminar courses provided with tools to incorporate book into course	Most take COMM 114 and/or ENGL 106. However...there is no course that all take. We had a common reading program for about 5 years but it was discontinued about 2 years ago.	We have no common core course or courses that all first-year students take, but we do have one credit College Advising Seminars (COLA 1500) that 1/3 to 1/2 of all first-years in the College enroll in, these are small seminars that privilege the advising relationship. The	N/A

# Appendix C

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
How many Learning Communities are available for first year students? What is the percentage participating?	There are no courses in common by mandate, though all students must take an English Writing, Gen Eds are unifying theme, but are fulfilled uniquely by each student, and in consideration of their intended major		Carlton Communities-Living/Learning option for FYS in letters and sciences, take 2-3 cr courses and 1 credit intro to UMD course, 3 options are iGive, once and future planet and write now. Considered learning community not a living learning community?	13 Learning communities. 11 residential and 2 non-residential.	yes - Living Learning	Only one college offers: College of Education and Human development	16+ Living-Learning communities, mostly academic-based topics; also 14 Honors and special programs communities like IA (international affairs) Scholars	N/A	Over 100 and approximately 30% of students participate in these programs	CAS is moving toward Forums - cluster based common courses and themes. 40 students per topic - not required to live together	55
How many Living-Learning Communities are available for first year students? What is the percentage participating?			BioFIRE-LL option for FIRE program. FLEXUS- women in engineering, Jimenez-Porter Writer's House, Virtus- male engineers. 4 by invitation only. CIVICUS- citizenship, leadership, community in diverse society, scholarship, service-learning. College Park		Honors College plus 3 degree granting residential programs plus six living learning communities	30 overall LLCs. 19 of them are first-year only. All LLs are around 1,181 total of students involved. Percent about 20 percent of on campus population. On campus undergraduate population at 7,000 (not graduate housing). they also have 4 sophomore	16+ Living-Learning communities, mostly academic-based topics; also Honors and special programs like IA (international affairs) Scholars	approximately 400 students total (Liberal arts & Education, Biology, Science and Engineering. Undecided); (PSU has a first-year residential requirement); waiting on this info	All Learning Communities have a residential component. For some programs this component is required and for others it is optional. 30%	International Residential Colleges - Themes, but no core course; Brown & Hearford College - faculty live in residence. Sch. Of Arts and Sciences moving in that direction. Language Houses all under Residence Life as is the New Student Orientation	12
Is there training to educate faculty who teach first year students on the needs, issues, and corresponding resources available?		Center for Teaching educates faculty	Training available on the First Year Book		No	Center for Teaching and Learning but not sure if they do that.	No, all advising is by professional advisers through the 4-yr program (Ed & Human Ecology)	not in systematic way only training that happens is for new faculty (faculty training Friday before classes. School specific	no	Yes. Summer fac. Adv./OL Training to cover general requirements, 2nd training Friday before classes. School specific	Yes, online resource guide plus full course for peer leaders
<b>Organization</b>											
How often are students expected to come to campus after accepting admission? For what purposes?	1-2 times. There are red carpet days that are expositions similar to Open House/Rutgers Day. New Student Orientation (NSO) is a mandatory 2-day program over the course of 6 weeks in June and July (makeup in August for Int'l students and late admits).	Once, orientation includes advising and registration. It's mandatory. Most placement tests are online			One time (summer) for mandatory orientation	one time -- and then move in and participate in Welcome Week.	Orientation & Placement Testing (English & Foreign Language: Math online)	Once- NSO(scheduling of classes done at summer orientation); a lot of them also attend admitted students program - offer SO (day long M, T, Th, Fr) done through Admissions (different offices participate in panel)	Once (for domestic), Summer Transition, Advising and Registration (STAR) in June/July. www.purdue.edu/star	Placement Testing completed online only by those who need it. One - 2 day summer orientation program run centrally by Orientation & New Student Programs - Dates are dependent on school of enrollment. Specific days for specific UVA schools - Day 1 - AM welcome, OL leaders meeting, ice breakers, lunch, academic advising 1-4. Talk from Dean of School for big picture, curriculum sessions, small group with Faculty/OLs. (Faculty paid to do summer advising). Evening talk from dean on community, panel discussion with OLs, Fun event; Meet with faculty advisor day	1 - placement tests are online - one day orientation
Are there online modules/components (e.g. sexual violence, alcohol.edu, personal finance, etc.) required of new students?		Online required class for all new students (domestic and international). Success at Iowa, 4 part course. One part to be done before orientation.			No. Only for international students	yes and those are facilitated by the Office of Student Affairs	Online module for sexual violence pre NSO session	4 modules- Alcohol, sexual violence, Code of Conduct and Course Management System - (Alcohol has two components similar to Alcohol EDU)- due date for 1st comp is before classes begin (Implied mandate)	Those who can't attend STAR or are international are enrolled in an online version called VSTAR. The Title IX course is done online in early fall as a requirement to gain access to spring registration.		Yes
If yes, what are the topics and when are they required to be completed?		Sexual assault, AlcoholEdu, Computer systems, getting around campus			For International Only about departments. Director reported that it was too much information	e.g. alcohol, financial wellness, sexual assault, etc.	see above	Between NSO and arriving on campus; watch registration modules to get ready for orientation			Sexual Violence/Alcohol.edu
<b>Fees</b>											
Do you have a separate fee for orientation and/or FYE? (Separate from an enrollment deposit)	Yes; parent charges may apply	No. Included in acceptance fee and their budget is an percentage of that accept fee	yes	Yes	It is call an enrollment deposit but it is used primarily for orientation	No	yes	no	Boiler Gold Rush welcome week fee is \$320	Yes. All students will have already paid this fee regardless of whether or not they attend orientation.	
What is the fee?	149	Acceptance fee is \$250	\$176	\$143 for orientation, does not cover meals or overnight housing. Total cost is actually \$235	\$250	n/a	\$50 + \$52 for housing/meals + 12 parking fee	PSU doesn't have a fee	\$320	The student fee for Summer Orientation is \$210 for first years and \$130 for transfers (already included in the tuition and fees bill you will receive in July).	
What (if any) students are exempt and why?	Only students who don't attend	No. Can only get it waived temporarily		Student who show financial need	None	n/a		no hardship grievance process; parents responsible for overnight accommodation costs in hotel	Up to 300 students can have the fee waived. Waivers granted based solely on financial need.	All must attend with the exception of RN to BSN Nursing students. International and Out of States who cannot attend the two day, must attend the one day orientation at the end of August before classes start.	Yes, Non-degree seeking students and select nursing students

# Appendix C

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
What does the fee cover?	There is a \$149.00 fee, set by the Indiana University Board of Trustees, associated with New Student Orientation program. This fee also supports FYE services and programs throughout the first year and will be assessed on the first tuition bill after a student attends NSO. The parent/guest fees specific to NSO vary by program type and are outlined in orientation materials sent upon making a reservation.	Funds Admissions budget	The program fee is \$176.00 for your program. This fee covers all costs associated with the program including breakfast, lunch, staffing, materials and logistics. The charge is a per-person fee for all participants. New Student Orientation programs at the University of Maryland include a program fee because the Orientation Office receives no funding from the university or the state. The fees associated with our program are charged directly to your	orientation, does not cover meals or overnight housing. Total cost of attendance is actually \$235	Orientation and large fall welcome events	na		no fee, funded through general and tuition dollars	All programming, food, staff, etc....	First-year students will be provided with overnight accommodations in the Alderman Road Residential area on Day One of their orientation session. * Transfer students needing overnight accommodations at the end of their session (E or F) may take advantage of optional one-night housing in Alderman for an additional \$42 which can be paid at check-in. * Parents and guests are	Lunch, advising time, resource fair, optional workshops for students and parents
<b>Summer Orientation Program</b>											
Is there a summer orientation program? If yes, is attendance required?	Yes - attendance is mandatory	Orientation is required	Tuition participation required*	yes, it is required	yes. Required and mandatory.	Office of Orientation and First-Year Programs - they are decentralized. College is in charge of dates and advising. They offer 21-23 orientation sessions. Two day sessions. One day for	Yes, 99% attend, about 1% (60-70 students) are unable to attend and have special arrangements made	implied mandate. NSO will be only way to register for first semester so students will have to attend	STAR (see above) is required. It is a one day program focused on academic advising and registration. A week before classes start there is Boiler Gold Rush (BGR) which is optional. This is more about learning	Yes/No: All student assessed orientation fee - 98% attendance rate (1st Yr); 50% transfer attendance rate	Yes, Yes
If yes, is a parent orientation offered?	Yes - it ends by noon on the second day and is separate from the student program	Parent Orientation- free	one-day program 9-5:30, conference style.	Yes	yes	yes it is offered as a one day program <a href="http://www.clyp.umn.edu/parents-families/parents-freshmen/quickstart-freshman_parent_orientation">http://www.clyp.umn.edu/parents-families/parents-freshmen/quickstart-freshman_parent_orientation</a> =2	encouraged, not mandatory	yes, concurrent two day program	Yes. Parents have their own STAR track. It is optional.	Yes. Concurrent with 1st year but 2 days - separated from students.	Yes, as optional during student orientation
Is there an online orientation program available for those unable to attend?	No - students who miss NSO attend a makeup before Welcome Week	No		No	no - there is a single day make-up orientation that attracts about 600 students the day before first year move-in	everyone attends	No, students work through their college	no, watch some online modules related to course scheduling to get ready for orientation	VSTAR	Considering, but not currently available	No
Is there a separate orientation / bridge program for special populations? (i.e. international, athletes, Trio, Educational Opportunity Programs, first generation, academically underprepared, etc.) If so, please note	Honors College students and Athletes are separated from general pop.	International, athletes, honors, underrepresented scholars and veterans go through a normal session but have a meeting they must attend while they are there.	Honors College and college Park Scholars Freshman first	Yes for summer bridge and TRIO program students.	summer bridge programs - They attend summer orientation a day or two before or after the bridge program. Bridge programs do not replace mandatory orientation	Yes President's Emerging Scholars Program that targets a specialized group of students, not all first-gen and not all students of color	Multiple: Leadership Collaborative (80 students, \$250 fee); Buckeyes First (1st gen students); Minority Engineering; LSAMP Stem Summer Bridge; Young Scholars; WILEap (Women in	see below	No	Int'l Studies office - works with New Student Programs staff to offer and run orientation; Cultural Centers; LGBT Center welcome and orientation events are run during fall orientation	Yes, PEOPLE program and POSSE program (similar to our EOF program) and one for athletes (specifically football)
Do you offer any "extended orientation" programs in the summer (i.e. 1-2 days) for special populations or interest groups? (e.g. outdoor, Q-munity, service, leadership)		Onlows, 3 days before classes start for all FY and transfers. Only in the Fall	The One Project - a comprehensive approach to ensure that LGBTQIA-identifying first year students make a successful transition to college. The One Project aims to retain LGBTQ students and	No	No	Welcome Week - pretty elaborate event pulled off by 450 Welcome Back Leaders that are overseen by Orientation Leaders. It is Wednesday - Sunday before classes start	WILEap (Women in	a lot of the bridge programs have NSO for the first two days; work with outdoor adventure paired with orientation for transfer students. Transfer, adult learner, and veteran are special programs they run	No	None	No
What percentage of first year students attend orientation?	1	100%		100%	100%	All attend. It is mandatory. For international they hold orientation sessions when they arrive late in August	99%	97-98%, going to be 100% in 2016	95% of domestic. Internationals are online.	About 98%	95%
What percentage of first year international students attend during the summer?	Special August program	Required so 100%		5%	100%	International students arrive in late August so that is when they attend. They work with the international office to do online Global Gopher workshops...they are transitional in nature.		777, large number (if they are in country on time, they are in attendance at the program)	Less than 5%	Majority - Express transport from International Airport.	100% - Right before the term begins
What is the date span of sessions (e.g. June-August)	6 weeks in June/July; makeup for Int'l and late-admits in August	May-July	June and July	June-August	June 13-July 21	June through August	May - July	two day program (extend from May 13- July 23); offer additional week in August; their May programs start before students graduate	mid-June to mid-July (every MT (THF), six - 2 day - 1st yr sessions, two - 1 day - transfer sessions, 1 for int'l / Out of State in August	Only in month of July (every MT (THF), six - 2 day - 1st yr sessions, two - 1 day - transfer sessions, 1 for int'l / Out of State in August	June - August
How many orientation sessions are offered during the summer? What is the average attendance?		13 2-day FY; 6 1-day transfer programs; FY 400; Transfer- 160		34, average attendance is 200	20 sessions - 386 FY /400 transfers	they hold 21-23 sessions. With average of 340 per session. Sessions overlap since second day is at the colleges for advising.	28 total sessions, 240-250 max per session	39 orientation programs are offered through summer (5 programs a week Sunday- Friday); always overlapping by a day; Program starts at 10am on Day 1 and ends at 5pm on Day 2. Average	19 sessions 300 students per session.	6 First Year and 2 Transfer Sessions	Approximately 40, 300 students + guests
Do students attend a session based on academic school / major?	Yes. On day one: 70 minute workshop, divided by school, discussing General Education requirements and a workshop for Course-Mapping. Advisers rotate as presenters. On Day two: continued advising and registration. The	Done by major and academic advisor availability		yes	Just Nursing. All other sessions are general	Second day they are turned over to the College and school advisors take over.	yes	varies considerably. UP has 7000-8000 first-year students (NSO develops calendar of two day programs)- DUS admits 1800 student and has programming on every possible day. They have a quota every single day of low-max students.	Yes	Condensed down to 6 (from 8). Arts/Engineering at every one. Smaller professional schools pick one priority date. Students who can't register for required one have to call for special arrangement. 500 students per session.	No
How many days is your summer orientation program?	2 with overlap (while one cohort is on day 2, another is on day 1)	2 day FY; 1 day transfer	2 days, 9 AM-2:30PM. Late august programs are one day.	2 1/2	1.5 day long/20 total sessions	2 days	two-day overnight	two	each program is one day long		2-day

# Appendix C

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
Is there broad faculty involvement? If yes, in what ways are they involved? (e.g. advising, incentives, lectures)	The only faculty interaction is when rotating faculty present the "Classroom Expectations" session on Day 1 of NSO; there is no faculty advising program until students enter a major	Not really, some faculty advisors but mostly at transfer sessions.	Decentralized approach to advising, varies by department.	Advising is done by advisors, faculty provide presentations about academic transition. Most of the faculty are graduate teaching assistants.	They have academic specialist positions that teach and advise. Faculty deliver a lecture to whole group on day 2 of summer orientation	second day is all faculty and advising	Minimal. Depends on college, faculty contracts issues	DUS doesn't really have any faculty. All of their work is that of professional advisors. COE brings in roughly same number of students. They have 4 professional advisors so they rely heavily on faculty or	No. College of Agriculture has faculty advisors but otherwise, very few faculty are involved	Selective faculty involvement in summer unrelated to major selected. Advising from schools - Faculty from each school are selected and trained to advising during summer orientation; paid to	Yes, some faculty act as advisors for their specific schools
Do you pay or provide faculty with other incentives for summer involvement?		No		yes \$100 dollars per session.	Yes salaried (academic specialists). Faculty presenters receive an honorarium	no	No	DUS meets with 1800 throughout summer to talk about who they are in formal afternoon program and then to get them scheduled. Program in morning of second day where DUS advisors talk to ALL	no	Yes	N/A
<b>Student Support</b>											
Is there an early warning system?	Yes	Early Intervention Team; MapWorks		yes	Yes - E.A.S.E. - enhancing academic success early	could not locate	Coming - through EAB (contract signed)	EPR- early progress report (currently only done in small handful of courses taken by first-year students) % of faculty completing is small; no mandatory requirement or policing of it. Penn State in process of implementing People Soft (called LionPath); when old Legacy system is decommissioned, old EPR system will go away. In addition to	no	No. At UVA, students only have 8 full-time spring/fall semesters to complete their degrees, so we indeed track student academic progress on a semester-by-semester basis (we perform an academic audit of all our students at the end of every semester). We have an in-house web-based computer system that tracks student academic standing. There is not.	Yes
If yes, what factors are considered? (e.g. grades, mental health, res life issues, etc)	Grades only; there is the potential for data on mental health and res life, but it is not currently employed. There is a low utility at present due to (1) low initial confidence in the tool and lack of buy-in (2) lack of faculty input and (3) lack of incentive to utilize across offices...these tools are only as valuable as the data fed into them. Recently	Faculty, advisers, learning centers, res life		Faculty have access to a progress report that gets sent to the student and the student's assigned advisors	Tracks classroom activities such as attendance, scores, and engagement. Academic advisors and residence life staff have access to system.	could not locate		N/A			Grades
If yes, what department runs? What departments contribute? What departments have access to the data?	Faculty, advisers, learning centers, res life	Academic Support and Retention		The LSA Newman Advising Center. All faculty can contribute in the LSA and the Departmental advisors also have access as well as the general advisor.	Registrar	could not locate		When Starfish comes on board, it will start with advising and course instructors- could eventually move to housing, career services, etc.			Advising
If yes, is it a homegrown system or a specific vendor?	Use EAB-Student Success Collaborative as well as a home-grown flags program using Peoplesoft	MapWorks		Homegrown	Homegrown - used in conjunction with Mapworks		Peoplesoft for administrative functions/College scheduler add-on for scheduling	Starfish		No system for warnings. Only an academic audit system; in-house/web-based system for tracking academic standing.	homegrown - in its infancy - wants to see it expanded
<b>Staff</b>											
# Academic Advisors (professional staff)	33 at Undergraduate Division alone	36 FT advisors; 10 Senior Associate Level- CAS; Business 12; Engineering 3; Nursing 1; 18 FT in Liberal Arts Dept	20 L&S full-time staff, 9 Graduate Assistants (also 12 month)	varies by academic unit; largest academic school has 39.		All professional staff/faculty	In Ed & Human Ecology - 10 full time, 1 Asst Dean, 3 Assoc directors	15 professional staff advisor in DUS	350 ish	Undefined; varies by college	For undecided/exploring students (central advising) - 16 advisors
Academic Advisor: FY Student ratio	200:1 FY-FT adviser (370:1 total caseload); 55:1 FY-PT advisers* (160:1 total caseload)  *Part-time advisers are NOT hourly (as the seasonal advisers are). They have a flexible schedule, presented in November of the prior year, wherein they work full time weeks during NSO and peak advising times, PT weeks during regular advising times, and have multiple weeks off. Their pay remains the same monthly, and they earn 1/2 the sick and vacation	Depends on the college. Business 200 to a student.		550 students per advisor	Hard to identify - schools all handle in different ways (eg faculty, specialists, advisors)		400:1 (Ed & Human Ecology)	DUS (target is 250 per advisor- have to go up from that sometimes); some staff have additional administrative responsibilities and their rosters would be lower. Vary considerably in colleges. IN Business, most advisors have 400. Faculty member in COE has 700 students.	Varies greatly by college and department	We have an unusual advising system at UVA. Every student, upon matriculation, is assigned a faculty advisor (we attempt to match students to one of six anticipated areas of interest). Each faculty advisor takes on no more than 15 students in a typical year. The faculty advisor meets with most students a couple times during the fall semester—once at beginning of semester and once before enrollment for the next semester begins. Faculty advisors	250-300 per student

# Appendix C

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
Do you hire professional staff and/or faculty for seasonal (high volume time) advising?	Yes - budgeted for 12 hourly advisers for the upcoming cycle. They recruit grad students, teachers, professionals looking to break into advising - must have MA and 2 years of teaching experience - paid through Vice Provost for Undergrad Ed  Trained by Director of Adviser Training and Prof Dev (who is now also the Director of the newly created Students in Transition office) - she is working on online modules to minimize in-person trainings.	No	no	no	no	no	no	DUS hires additional 15 advisors during NSO	Some colleges/depts do	Hire graduate students to supplement faculty for summer assistance with completing student registration.	No
Do you utilize Peer Mentors for advising? If yes, how many do you have?	Yes - 12 peer coaches are used to teach IGPS plan (course mapping). Students are recipients of a particular scholarship that requires service work, which their volunteerism counts toward - a handful are paid hourly if their hours are already fulfilled, but they are a strong peer coach.  Trained by Director of Adviser Training and Prof Dev	College of Business does. Hawkeye guides from orientation assist with advising at times	no, use an additional 3 FWS students	Yes. During Summer Orientation. 15 during summer and 6 during the academic year.	no	yes in the colleges	Peer Leaders (new year-long Orientation Leaders) help with scheduling for some schools during NSO, outreach during the year but not for advising	No (mentioned Michigan uses peer advising quite extensively and good model to consult)	Some colleges/depts do	OLs trained to assist with advising - 2 OLs will work with a faculty member per small group of 25 students	Yes, one team for summer/one team for residents (25)
Do you use faculty members for advising? If so, at what times of the year do they advise?	Minimal faculty advising contact in first 1-2 years; mentoring and advising dialog develops as students enter their major	No	L&S is professional staff only but other schools do use faculty members.	Faculty member are part of the Departmental advisors. Each department has a set of advisors comprised of professional advisors, faculty and lecturers. They advise on the major requirements.	Yes, depends on school. Year round	yes once in the major	Yes, varies by school, primarily during regular school year	In other colleges outside of DUS, mix of full time advisors and faculty. College of Agriculture only uses faculty. COE- first two years are professional advisors and then once major is declared, work with faculty member. Earth and Mineral Sciences- hybrid of professional advisors that they can work with through 4 years but also have faculty advisors.	Some colleges/depts do (specifically College of Ag)	Yes. July orientation & advising and also see above.	Varies from school to school
# staff for Placement Testing , if independent of FYE Department	3			most placement testing is done online	Unsure. Foreign language and math administrators	One person in central who coordinates but all work collaboratively to make this happen.	Departmental staff	No Office of Placement or staff (Coordinated some by staff in NSO; DUS makes meaning- 4 or 5 people (part of their job))		Housed in disciplinary departments	N/A - test done online and sent to advisors
# staff for New Student Orientation , if independent of FYE Department		3 FT staff; 1 Grad; 1 admin			6	see organisational chart 9 total staff members with varying roles; e.g. orientation, communications, welcome week, etc	7 Professional staff (2 are on 50% lines to other depts), 2 Graduate level staff, 20-30 Peer Leaders	8 professional staff (5 programming staff and 3 administrative staff); 26 students-\$8.50 an hour (36-38 hours a week average in summer). Orientation leaders do not stay overnight (Resident Assistants stay overnight and this is coordinated through Residence Life)	4	4 FT staff (Director, 2 Prog Coordinators, Orientation Coordinator for logistics), 62 OLs - (5 of which are selected as senior leaders to oversee group of 11 or 12 OLs)	6 professional staff
# staff for Learning Communities, if independent of FYE Department		Not sure			Difficult to untangle. Mix of faculty, academic support, res life staff	in the colleges			3	N/A	2 full time professionals
# staff for First Year Seminars , if independent of FYE Department		2 FT that coordinates			2				na	42 upperclass students, 2 trainings.	2 full time professionals
Other staff for First Year initiatives not part of FYE Department											N/A
Types and numbers of student leaders (paid/volunteer) under each of these areas?				Summer Orientation- 40 paid Fall Welcome Week (known as Boiler Gold Rush) - 580 (8 paid, 572 volunteer)	Student Leaders paid for orientation	8 orientation leaders that get paid and work year round			Summer Orientation- 40 paid Fall Welcome Week - 580 (8 paid, 572 volunteer)	All volunteer for FYS	one student per learning community
Communication											

# Appendix C

ITEM	INDIANA	IOWA	MARYLAND	MICHIGAN	MICH ST	MINNESOTA	OHIO STATE	PENN STATE	PURDUE	VIRGINIA	WISCONSIN
Relevant FYE/orientation /FY Advising websites	MRnote: FIRST YEAR EXPERIENCE home page has link to ORIENTATION which then has a link to ADVISING	MRnote: FIRST YEAR EXPERIENCE home page has link to ADVISING	MRnotes: There are some First Year pages but they are school specific. ORIENTATION home page has a link to NEW STUDENT RESOURCES which is basically just a list of other links (Res Life, Dining, etc). ORIENTATION home page has a link to "Academics at Maryland" but this page is not aimed at new students.	FIRST YEAR EXPERIENCE home page is directed at getting involved. The OFFICE FOR NEW STUDENT PROGRAMS home page has a link to ORIENTATION home page and link to Parent & Family Programs. NO link to ADVISING.	First Year search brings you to a FIRST YEAR STUDENT home page that is directed at Faculty & Organizational Development (strategies for helping FY students). ORIENTATION home page is called Academic Orientation Program and is simply a page to choose a link, for example, to FRESHMAN JUNE/JULY ORIENTATION which		FIRST YEAR EXPERIENCE home page has link to ORIENTATION. FYE home page is directed more toward programs and getting involved. NO link to advising.	FIRST YEAR STUDENT home page directed toward HS applicants. ORIENTATION home page has a link to a Check List in the form of an NSO Guide (pdf). There are some links but kind of vague. No link to ADVISING.	First Year sites all seem to be specific to engineering. STUDENT SUCCESS ORIENTATION home page has link to ORIENTATION and ACADEMIC SUPPORT. ORIENTATION home page has link to SUMMER TRANSITION, ADVISING and REGISTRATION.	ORIENTATION home page has link to FIRST YEAR SEMINAR (but no FYE home page). SUMMER ORIENTATION home page has link to FAQs and link to Check List which has links to other Univ depts, etc.	Three main places: Admissions, Center for First-year Experience, Parents Program
Is there coordination of first year communication? If yes, through what office?		University Life	FY communications are very decentralized. NSO and Letters & Sciences send out the majority of publications. L&S "dabbled unsuccessfully" with videos and social media but found that most students prefer a personal meeting over online resources.	Admissions manages all communication initially and requests information from offices to include in their correspondences but after a certain date all offices can communicate with students (because all academic units and programs have access to student emails). Orientation has worked with admissions to create a "dummy" new student account so	No	In Office of Orientation and First-Year Programs	Advancement & marketing college office coordination -- very decentralized	no, and byproduct of the group that founded new NSO office; subgroups studied first-year communications (at least in non academic colleges and better coordinate who was communicating- help to bring them together)- made some changes; New Student Communications Committee- NSO, Housing, Admissions; harder to control schedule.			Chat sessions, advertising, general outreach
How do you use social media to engage first year students?		During programs, they use certain hashtags to promote and engage. Taking photos and videos to post. Admissions has Instagram that they regularly post to		Admissions has one twitter account. University has been hesitant to allow other offices to have social media accounts for fear of non-unified messaging.	Limited. Primarily through enrollment	yes	Relevant Twitter accounts run independently from different offices @OSUstate, @OSUPrezDrake, @OhioStateFYE, @OSUhonorscholar, @socialchangeOSU, @studentlifeOSU, @OSU_URO (undergrad research)	Admissions- strong presence; NSO- some presence (NSO staff focuses more on using social media when on campus)		Hiring fulltime Asst. marketing person for Orientation & New Student  class FB Page utilized by CAS Dean	No one person to coordinates
Is social media messaging for FY students coordinated? If so, by what department / offices?		hired a social coordinator who is an undergrad student.		no	No		Instagram, Facebook (mostly defunct), Vine, Twitter	not specifically; Strategic Communications is trying to provide guidelines- under Office of President		Hiring fulltime Asst. marketing person for Orientation & New Student  class FB Page utilized by CAS Dean	Guidebook is used for Wisconsin Welcome
Do you have a first year student guidebook / planner? How is it used?		No		Students receive a planner	No. Individualized schedules that includes welcome back activities, res hall meetings, school specific meetings, etc.	yes Gopher Guide. It is a planner and given out for free.	Guide, out of FYE orientation, Planner - fundraiser for all students; sold at orientation	New Student Orientation Guide (student receive at NSO): <a href="https://orientation.psu.edu/sites/default/files/documents/2015_nso_guide.pdf">https://orientation.psu.edu/sites/default/files/documents/2015_nso_guide.pdf</a> Preface Magazine (sent to student home address 3 weeks before semester): <a href="https://orientation.psu.edu/sites/default/files/documents/2015_fall_preface.pdf">https://orientation.psu.edu/sites/default/files/documents/2015_fall_preface.pdf</a>  Parents & Family Guide (guests receive at NSO): <a href="http://parents.osu.edu/">http://parents.osu.edu/</a>		No. Summer Orientation App under development	Yes, varies by department, mostly narrative/story sharing
Do you use blogs to communicate with FY students? If yes, who coordinates? what topics? when?	Peer blog: <a href="http://www.weareiu.com/">http://www.weareiu.com/</a>	No		no	No		written by staff and peer leaders	Lion Life and Admissions blog <a href="http://sites.psu.edu/lifeadmit/">http://sites.psu.edu/lifeadmit/</a> and <a href="http://sites.psu.edu/lionlife/">http://sites.psu.edu/lionlife/</a> (mentioned that Indiana Un and Ohio State have strong first year blogging)		Dean J's Blog	Yes, varies by department, mostly narrative/story sharing
Do you use videos to communicate with FY students? If yes, what topics?		No		Admissions uses youtube videos on how to use registration system. Orientation is looking to create video content in the near future.	Videos about learning communities and academic programs		Vine	they want to but they haven't yet; focused video to social media platform- students were given transitions challenge in 7 seconds or less (after orientation- use FB, twitter and Instagram to push out)		Hiring fulltime Asst. marketing person for Orientation & New Student	



RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

41

# Appendix D

## Learning Outcomes Sample Document

### Example Initiatives

	First-Year Interest Group Seminars (FIGS)	Byrne Seminars	New Student Orientation
<b>NAVIGATE CAMPUS</b> <ul style="list-style-type: none"> <li>• Transportation and Local Navigation</li> <li>• Online Tools and Resources</li> <li>• On-Campus Services and Resources</li> </ul>			
<b>RESPONSIBLE CITIZENSHIP</b> <ul style="list-style-type: none"> <li>• Academic Integrity and Ethics</li> <li>• Student Code of Conduct</li> <li>• What it Means to be a Member of a Community</li> <li>• History, Pride, and Tradition</li> </ul>			
<b>ENGAGEMENT</b> <ul style="list-style-type: none"> <li>• Connecting With Faculty and Staff</li> <li>• Campus Involvement Opportunities</li> <li>• Community Involvement &amp; Service (External to Rutgers)</li> <li>• Relationships With Peers</li> <li>• Leadership</li> </ul>			
<b>ACADEMIC SUCCESS</b> <ul style="list-style-type: none"> <li>• Skills and Strategies Necessary for Academic Success</li> <li>• Understanding the Value of Arts and Sciences</li> <li>• Understanding Major/Minor Learning Goals &amp; Elective Options</li> <li>• Learning Support Resources</li> </ul>			
<b>TRANSITIONS</b> <ul style="list-style-type: none"> <li>• Independence and Autonomy</li> <li>• Post Fiscal-Year High-Impact</li> <li>• Post Graduate Education, Career Strategies &amp; Opportunities</li> </ul>			
<b>PERSONAL DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Self-Management Skills to Lead Emotionally, Physical &amp; Healthy Lives</li> <li>• Growth of Interpersonal Skills to Build Healthy Supportive Relationships</li> <li>• Intercultural Competency</li> <li>• Identities Exploration and Development</li> </ul>			

# Appendix E

## Institutional Research Report – January 2016

The current report as submitted to the First-Year Experience Task Force by the Office of Institutional Research and Academic Planning was created to assist in the effort to improve the first year experience at Rutgers-New Brunswick. Data collection and analyses have been conducted to measure student retention, academic and social satisfaction, and academic engagement for first-year students. Currently, the student body at Rutgers-New Brunswick is composed of 33,392 students, 6,602 are full-time first-year students. Details of the student body for the Fall 2015 semester are as follows:

- Full-time Enrollment – 33,392
- First Year Student Enrollment
  - Full-time: 6,602 / Part-time: 5
- First Year Out-of-state Students
  - Full-time: 438 / Part-time: 0
- First Year International Students
  - Full-time: 643 / Part-time: 1

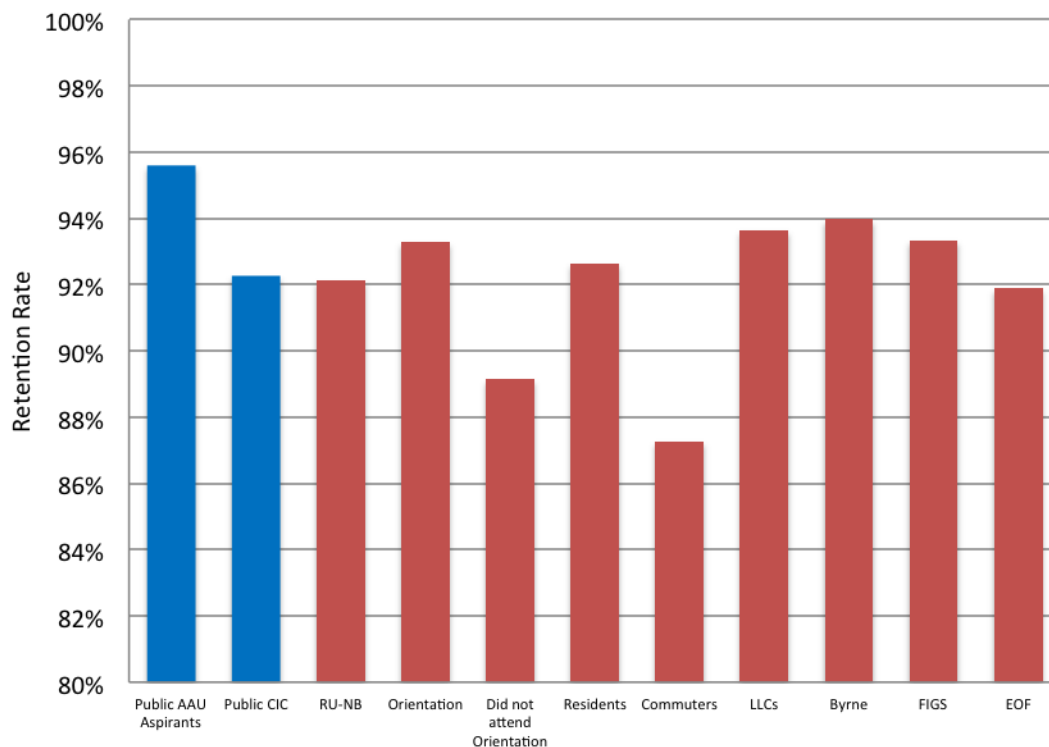
## One-Year Retention Rates

One-year retention rates are the percentage of the institution's degree-seeking first-time full-time first-year undergraduate students who continue at that school the next year. Retention rate analyses were performed on students that matriculated in Fall 2013. Using data from IPEDS, Rutgers-New Brunswick was compared to Public CIC universities and AAU aspirant universities. Moreover, retention rates were calculated on students that were part of specific programs. Retention rates were calculated for students who attended orientation, did not attend orientation, lived on campus, commuted, lived in a learning community, enrolled in a Byrne seminar, enrolled in a First-Year Interest Group Seminars (FIGS), and/or were part of the EOF program.

Fall 2013 1-Year Retention Rates			
	2013 Cohort N	2014 Enrolled N	1-Year Retention Rate
Public AAU Aspirants	49,002	46,844	95.60%
Public CIC	75,019	69,217	92.27%
Rutgers-New Brunswick <sup>3</sup>	6,393	5,889	92.12%
Orientation	4,057	3,784	93.27%
Did not attend orientation	2,496	2,225	89.14%
Residents on Campus	5,414	5,015	92.63%
Commuters	1,139	994	87.27%
Living Learning Communities	1,326	1,241	93.59%
Byrne Seminars	2,255	2,119	93.97%
First Year Interest Group Seminars (FIGS)	1,561	1,457	93.34%
EOF	431	396	91.88%

<sup>3</sup> Michigan State University, Ohio State University, Pennsylvania State University, Purdue University, University at Illinois-Champaign, Indiana University-Bloomington, University of Maryland-College Park, University of Michigan-Ann Arbor, University of Minnesota-Twin Cities, University of Nebraska-Lincoln, University of Wisconsin-Madison, and University of Iowa

Retention Rates in and outside of Rutgers - New Brunswick



### Academic Satisfaction, Social Satisfaction, and Academic Engagement

The Student Experience in the Research University (SERU) survey provides important feedback from students about their level of satisfaction, engagement, educational achievements, goals, and the perceptions of the academic and student life environment at participating AAU institutions including Rutgers – New Brunswick. It is important to recognize that SERU responses, like many large scale student surveys, are often viewed as indirect measures of student outcomes. However, these survey responses from students still provide important empirical information about how they view their student experience at Rutgers and its components (schools, majors, etc.); these responses can assist in the effort to improve the overall student environment of the university. The SERU database also links the indirect self-reported information from the survey with more direct measures of student's behavior including relationships with on-campus initiatives such as orientation, residence halls, Byrne seminars, and First-Year Interest Group Seminars (FIGS); these additional data elements from students' academic records enrich the quality of the data that is used to measure effectiveness within the institution.

The SERU data from Spring 2014 was filtered to include only first-year students from Rutgers-New Brunswick. The response rate for first-year students eligible for the SERU survey was 23.2% (1,299/5,605). Factor analyses were conducted to identify dimensions for academic satisfaction, social satisfaction, and academic engagement. Students that were exposed to any of the on-campus initiatives in Fall 2013 and Spring 2014 were included in the ordinary least squares (OLS) regression. OLS models

## Appendix E

### Factor Loadings for Academic Satisfaction, Social Satisfaction, and Academic Engagement

Factor loadings above .70 were retained. Each component had a high reliability with Cronbach's alpha  $\geq$  .75. Factor scores for each component were computed using the regression method and standardized to have a mean of zero and a standard deviation of one. The range of the factor scores for academic satisfaction is (-3.59, 2.08), social satisfaction is (-3.19, 1.33), and academic engagement is (-2.31, 1.89).

**Table 1**

**Factor Analysis for Academic Satisfaction**

Item	Factor Loading ( $\alpha = .84$ )
Advising by school or college staff on academic matters	.834
Advising by faculty on academic matters	.823
Access to faculty outside of class	.767
Educational enrichment programs (e.g., study abroad, internships)	.763
Availability of courses for general education or breadth requirements	.708

**Table 2**

**Factor Analysis for Social Satisfaction**

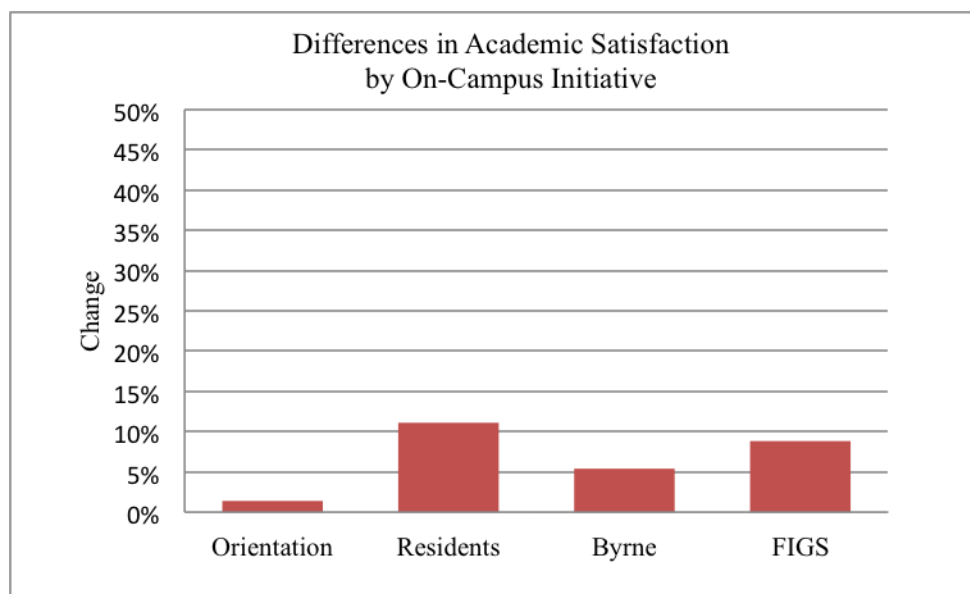
Item	Factor Loading ( $\alpha = .78$ )
I feel that I belong at this institution	.905
Overall social experience	.905

## Appendix E

were created for each on-campus initiative, which controls for the effect of SAT scores. The results of the OLS regressions yielded percentages in which participants in an on-campus initiative were compared to the students who were not in the on-campus initiative (for instance students who attended orientation versus those that did not attend orientation). The percentages are as follows:

Differences in Satisfaction/Engagement by On-Campus Initiative			
On-Campus Initiative	Academic Satisfaction	Social Satisfaction	Academic Engagement
Orientation	1.39%	25.84%	-0.88%
Residents on Campus	11.10%	46.94%	-4.34%
Byrne Seminars	5.40%	4.34%	8.71%
First Year Interest Group Seminars (FIGS)	8.83%	-3.36%	5.80%

The percentages reflect the difference in satisfaction/engagement based on the on-campus initiative participation vs nonparticipation in the on-campus initiative. The on-campus initiative of orientation is associated with a 1.39% increase in academic satisfaction, a 25.84% increase in social satisfaction, and a .88% decrease in academic engagement when compared to first-year students that did not attend orientation. First-year students that live on campus have an 11.10% increase in academic satisfaction, 46.94% increase in social satisfaction, and a 4.34% decrease in academic engagement when compared to first-year students that did not live on campus. Students that took a Byrne seminar have a 5.40% increase in academic satisfaction, 4.34% increase in social satisfaction, and an 8.71% increase in academic engagement. Students that took a FIGS have a 8.83% increase in academic satisfaction, 3.36 decrease in social satisfaction, and a 5.80% increase in academic satisfaction.





# Appendix E

