

Running Head: FIRST YEAR

## **Identifying Best Practices in the First Year at Tennessee's Public Universities**

Tiffany Bellafant Steward  
Tennessee State University  
2015 Maxine Smith Fellow

Mentor: Dr. Alisa White  
Austin Peay State University

### ***Acknowledgements***

*It is an honor to have been nominated as a 2015 Maxine Smith Fellow from Tennessee State University. I would like to thank Dr. Glenda Baskin Glover for seeing the potential in me and for nominating me for this prestigious fellowship. Dr. Glover is a phenomenal leader in higher education, business, and the community. I am blessed to have the opportunity to work under her leadership. I would also like to thank Dr. John Cade for his continued support of my professional development and career goals. I am a better professional and leader because of him. As a fellow, I was assigned a mentor, Dr. Alisa White. Dr. White has been a great mentor to me throughout this experience. Her transparency and openness allowed me to learn more than I could have ever expected. Thank you, Dr. White, for taking me under your wing, giving great advice, providing limitless opportunities to understand campus and system leadership, and for being my personal cheerleader. You have instilled in me a new confidence and tenacity in achieving all of my professional and personal goals. I want to extend my sincerest thanks and appreciation to Vice Chancellor Wendy Thompson and Ms. Deanna Morris-Stacey for coordinating a stellar fellowship program and providing once in a lifetime opportunities and exposure to the Tennessee Board of Regents. Lastly, I want to thank all of my 2015 Maxine Smith Fellows classmates. You have truly impacted my life in numerous ways and I look forward to fostering our lifelong friendships.*

## FIRST YEAR

**Abstract**

The project will research best practices in First-Year Experience (FYE) programs at Tennessee's six public universities, which include Austin Peay State University, East Tennessee State University, Middle Tennessee State University, Tennessee State University, Tennessee Tech University, and University of Memphis. Faculty and staff with responsibility for FYE at the universities will be contacted to complete a survey on best practices of FYE on their campuses. Best practices will be identified from the data and additional research on national best practices will be conducted to compare to the universities' FYE program and services. Recommendations will be developed for system-wide implementation of best practices in FYE.

## FIRST YEAR

### **Introduction**

First-Year Experiences (FYE) at colleges and universities around the country provide structured programs and services for new students to support student success and retention in the first year of college. The project will focus on best practices within the Tennessee Board of Regents (TBR) universities and across the country.

Data collection will be conducted by contacting each of the TBR universities to identify faculty and/or staff who are responsible for FYE. A survey will be developed and distributed to colleagues to determine the organizational structure, number of staff, FYE programs and services, as well as any other information related to FYE. After the data from the surveys are compiled, best practices will be identified through the data provided by colleagues from the survey.

Further research on best practices in FYE across the country will be conducted. Comparisons will be made among the research collected on state public universities and nationally to determine the how Tennessee's public universities compare to national best practices. Lastly, recommendations for system-wide implementation of best practices in FYE will be developed.

### **Research Purpose, Questions, and Significance**

The purpose of this study is to identify best practices that are utilized among TBR universities and to compare those against national best practices. Six universities are members of the TBR system, which is one of two of Tennessee's public higher education systems. The TBR system is the seventh largest higher education system in the country. In addition to the six

## FIRST YEAR

universities, there are 13 community colleges and 27 colleges of applied technology. The system educates over 188,000 students. The purpose of the study is as follows:

1. To identify national best practices of FYE programs
2. To identify current First-Year Experience (FYE) programs at TBR universities
3. To make recommendations for system-wide implementation of best practices for FYE programs at TBR universities

The project is important to the TBR system because it supports student success and college completion goals. Governor Bill Haslam's Drive to 55 initiative, which is to equip 55 percent of Tennesseans with a college degree or certificate by 2025, is a major goal for the state (Drive to 55 Tennessee, n.d.). Successful FYE programs support student success of all first year students as well as retention and progression toward a second year of college. The hurdle from the first year to the second year college can be the greatest due to the transition from high school or the workforce to college. If students can successfully complete the first year of college, it improves the probability of them completing college.

The retention of first-year students is an important benchmark. The TBR Fall-to-Fall Retention for Fall 2013 was 76.9% for TBR universities. There are roughly 23% of first-year students enrolled in TBR universities that are not returning for a second year of college. Additionally, the Complete College of Tennessee Act (CCTA) was enacted in 2010, which changed the state-funding model for public universities from an enrollment-based model to a completion model. Institutions are funded based on several factors, but one major metric are the progression benchmarks, which were recently changed to 30 credit hours completed in the first year of college for public universities from 24 credit hours. The progression benchmarks place

## FIRST YEAR

an emphasis on student success in the first year while graduation rates, which are another metric, are equally as important. The Fall 2013 six-year graduation rate for TBR universities was 51.6%.

### **Literature Review**

The formalized FYE began in May 1970 at the University of South Carolina. Amidst social unrest on the campus, the university's president charged the faculty to develop a new course designed to bond students to the institution and transform the way that undergraduate students were taught (The First Year Experience Program, n.d.). The faculty developed a course called UNIV 101 in 1972 with the aim of improving the educational experiences of first-year college students.

In 1983, John N. Gardner, a faculty member at University of South Carolina, felt the need to gather all faculty and staff working with first-year students programs. The meeting was held to share ideas, but also to discuss the student of FYE and the transition period of first-year students. Gardner was the founder of the First Annual Conference on the Freshman Year Experience. The conference has evolved into an organization called the National Resource Center for The First-Year Experience and Students in Transition, which serves as “the trusted expert, internationally recognized leader, and clearinghouse for scholarship, policy, and best practice for all postsecondary student transitions” (About the Center - Welcome., n.d.).

### **Theoretical Framework**

The study of FYE has evolved from student development theories, which focus on student development of first-year students as well as the transition and evolution of student learning based on various student development theories. Chickering's Seven Vectors identifies

## FIRST YEAR

seven theories which are 1) developing competence, 2) managing emotions, 3) moving through autonomy toward interdependence, 4) developing mature interpersonal relationships, 5) establishing identity, 6) developing purpose, and 7) developing integrity. Chickering's theory provides a lens by which to view the development of students. In the first year of college, developing competence, moving through autonomy to interdependence, establishing identity, and developing purpose are the four vectors that most students complete.

Schlossberg's Transition Theory focuses on the transition of students and the coping resources utilized by students, called the 4S Model. The model focuses on how to manage difficult transitions by moving through the 4Ss: Self, Situation, Support and Strategies (Goodman, Schlossberg, et al., 2006). Self pertains to personal characteristics or psychological resources. Situation are the result of the characteristics of an event or non-event, which could be a trigger, timing, control, role change, duration, previous experience, or concurrent stress. Support is dealing with social support from family, friendship, network, or institution. Lastly, Strategies are the coping responses which are information seeking, direct action, or inhibition of action.

Vincent Tinto (1993) identified three major sources of student departure. He called them the Dimensions of Institutional Action:

- I. Defining "Dropout" from Higher Education
- II. The Principles of Effective Retention
- III. The Principles of Effective Implementation

(Tinto's Theory, n.d.).

The Principles of Effective Retention emphasizes three areas of focus:

## FIRST YEAR

### A. Institutional Commitment to Students

Effective retention programs are committed to the students they serve. They place student welfare ahead of other institutional goals.

### B. Educational Commitment

Effective retention programs are first and foremost committed to the education of all, not just some, of their students.

### C. Social and Intellectual Community

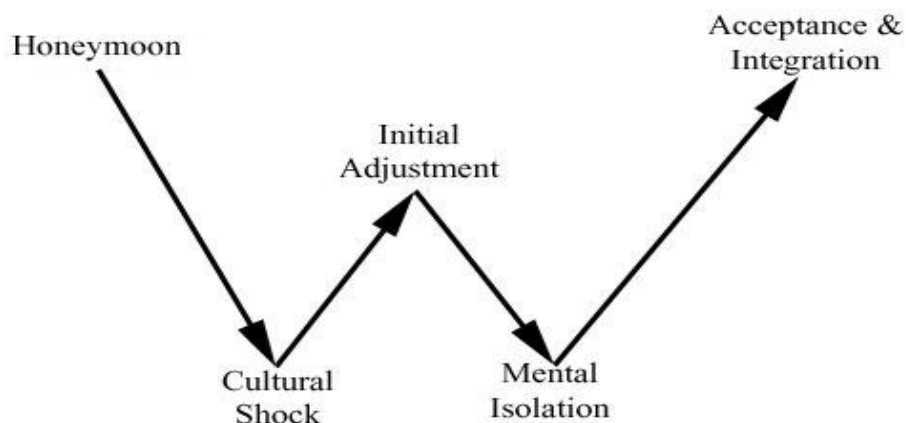
Effective retention programs are committed to the development of supportive social and educational communities in which all students are integrated as competent members.

(Tinto's Theory, n.d.).

According to Tinto (n.d.), effective retention must focus on the institutional commitment, educational commitment, and social and intellectual community in order to achieve success with the retention of students. Without the existence of these three foci, retention of students is unachievable at successful rates.

Lastly, Gullahorn's W-Curve Transition Model addresses the stages of transition and is highly applicable to first year students and their development during the first year of college. The stages resemble a W with the highs and lows representative of each stage as well as the movement from one stage to another.

## FIRST YEAR



*Figure 1. Gullahorn's W-Curve Transition Model. The figure demonstrates the stages of the model.*

First year students experience a significant change and transition during the first year of college. Gullahorn's model is applicable in understanding the transition for first year students and developing FYE that address each stage of the model.

### **Best Practices in FYE**

FYE is a relatively "young" practice in the field of higher education. While many campuses have offered some form of FYE whether it was curricular, co-curricular, or extra-curricular, the concept is still fairly a new one. Universities are eager to implement programs and initiatives that will assist students with the transition and adjustment issues during the first year of enrollment. George Kuh (2008) developed a list of high impact practices on college campuses that promote student learning.

#### High Impact Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences



## FIRST YEAR

- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- Service Learning, Community-Based Learning
- Internships
- Capstone Courses and Projects

The first high impact practice identified on the list is First Year Seminars and Experiences. There are also two other high impact practices that are often included in FYE: Learning Communities and Service Learning, Community-Based Learning.

Additionally, Joe Cuseo (n.d.) wrote in *Target Areas for Development & Assessment of a Comprehensive, First-Year Experience Program* that there are ten target areas of focus in effective FYE programs. The following ten targets are offered as focus points for the development and assessment of a high-quality, comprehensive first-year experience program:

### Ten Target Areas

1. Institutional Mission
2. New-Student Orientation
3. Classroom Teaching and Learning

## FIRST YEAR

4. Academic Advisement
5. The Curriculum
6. Academic Support Services
7. The Co-Curriculum (Student Support Services)
8. Faculty-Student Contact Outside the Classroom
9. Administrative Leadership, Policies, & Practices
10. Institutional Assessment

The ten target areas outline the necessary components needed in a comprehensive FYE program including the assessment. Each area is essential in creating a successful and effective FYE program for an institution. Cuseo argues that without each area, FYE programs on campuses will suffer from a lack of buy-in and commitment by the institution for the program.

Kuh's high impact practices and Cuseo's ten target areas are recognized in the field of higher education as best practices in FYE. Kuh's and Cuseo's work support the work of the National Resource Center on The First-Year Experience and Students in Transition. The center acknowledges and supports best practices in the first year that are theory-based and have demonstrated success. After reviewing the most common FYE programs and initiatives on college campuses, the following list comprises the best practices most common at universities:

- Common Reading
- New Student Orientation

## FIRST YEAR

- Summer Bridge/Transition Programming
- Learning Communities/Course Blocking/Freshman Interest Groups (FIG)
- Living Learning Communities
- First-Year Experience Programming
- First-Year Seminar
- Civic Engagement and Service Learning
- Experiential Learning Component
- Peer Mentoring
- First-Year Academic Advising
- Early Alert Warning Systems

### **Best Practices in FYE Survey**

The project's purpose states that best practices of FYE programs at the six TBR universities will be identified. These data were collected by administering a survey. The survey was comprised of 16 multiple-choice and open-ended questions. It was an anonymous survey with the option of providing contact information for future follow up, such as a focus group or interview. It was developed on the Qualtrics software platform as an online survey. The survey was emailed to faculty and staff at the six TBR universities, who hold positions that have direct responsibilities for one or more of the best practices of FYE programs. Lastly, faculty and staff

## FIRST YEAR

were encouraged to forward to additional colleagues at their institutions that have responsibilities for FYE programs.

### Survey Findings

The survey retrieved data from the TBR universities about current FYE programs, desired FYE programs, staffing information, organizational structure for FYE programs, and opinions and recommendations for building stronger FYE programs.

Figure 2 identifies the current FYE programs on the campuses of five TBR universities (Middle Tennessee State University is not represented due to no response on the survey).

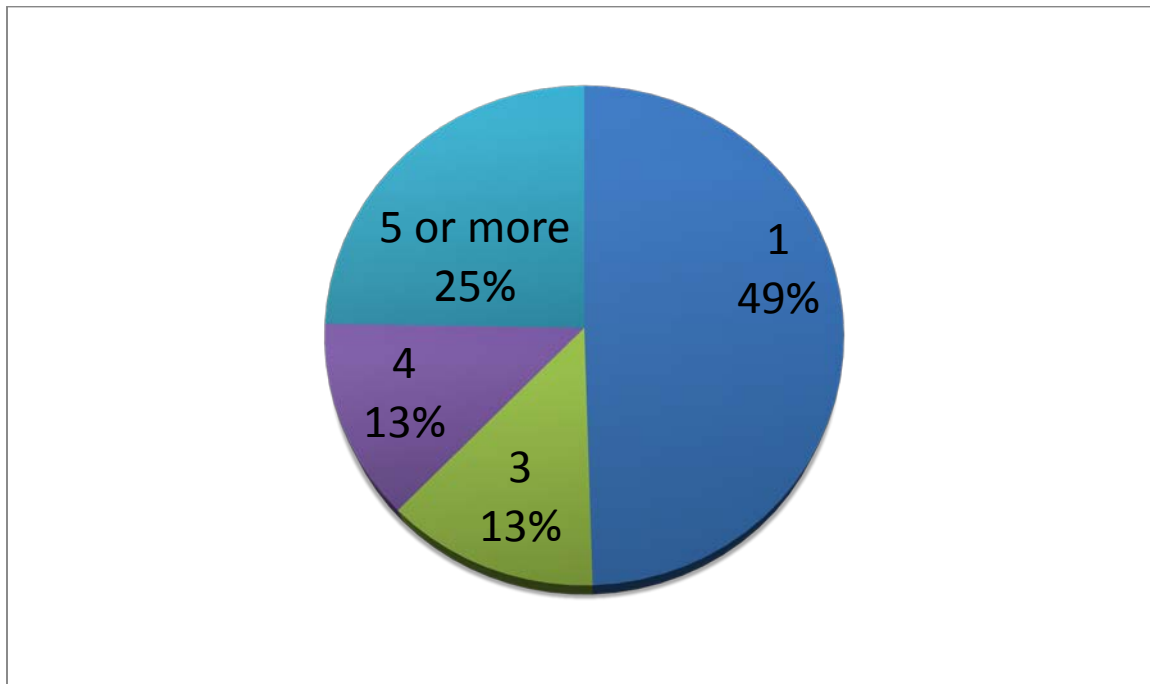
	APSU	ETSU	MTSU	TSU	TTU	UoM
Common Reading	X		NR		X	
New Student Orientation	X	X	NR	X	X	X
Summer Bridge/Transition Programming		X	NR	X	X	X
Learning Communities/ Course Blocking, Freshman Interest Group (FIG)	X		NR	X	X	X
Living Learning Communities	X	X	NR	X	X	X
First-Year Experience Programming	X	X	NR	X	X	X
First-Year Seminar	X	X	NR	X	X	X
Civic Engagement/Service- Learning	X	X	NR	X	X	X
Peer Mentoring	X		NR	X	X	
First-Year Academic Advising	X		NR	X	X	X
Early Alert Warning Systems	X	X	NR	X	X	X

*Figure 2. TBR Universities Current FYE Programs. The figure is an inventory of FYE programs offered at the TBR universities.*

## FIRST YEAR

Five out of the six universities offer 7 or more (out of 11) FYE programs. Most of the campuses indicated that they would like to offer additional FYE programs on their campuses.

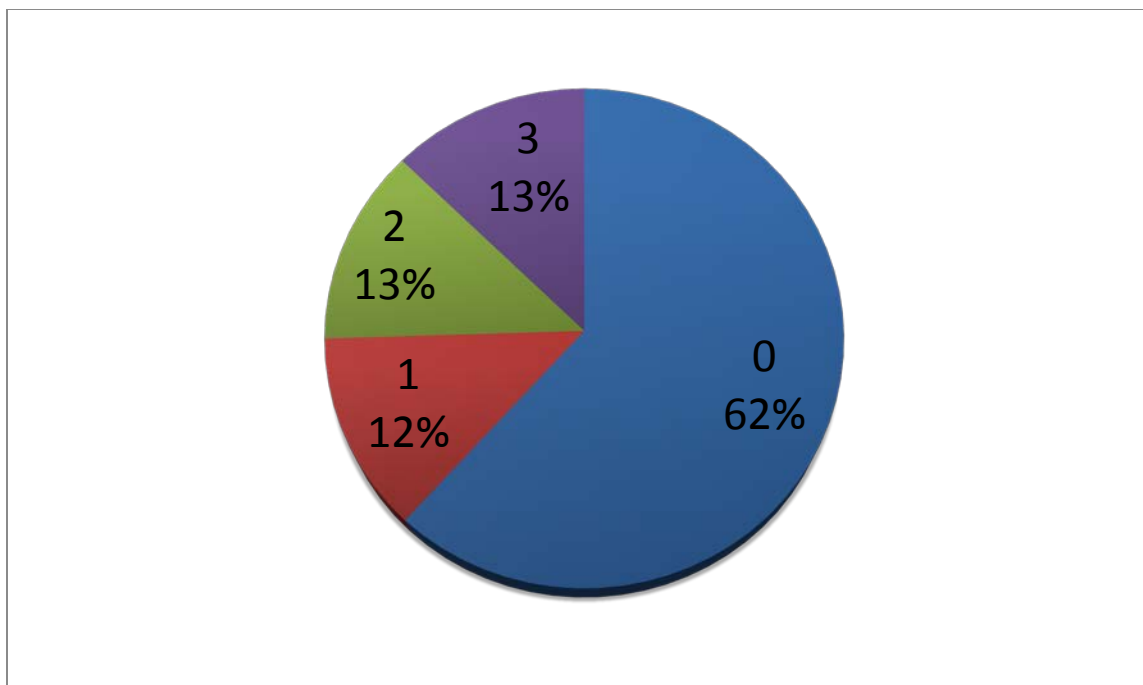
The staffing of FYE programs varies by full-time versus part-time faculty and staff. In terms of full-time staff either the FYE program(s) was staffed by one person (49%) or by 5 or more (25%).



*Chart 1. Full-time Faculty/Staff to Support FYE Programs at TBR Universities. The chart illustrates the responses to the Best Practices in FYE Programs Survey.*

While the part-time faculty & staff to support FYE programs is virtually non-existent with 62% of respondents stating that there are zero part-time faculty & staff supporting FYE programs.

## FIRST YEAR



*Chart 2. Part-time Faculty/Staff to Support FYE Programs at TBR Universities. The chart illustrates the responses to the Best Practices in FYE Programs Survey.*

Lastly, respondents indicated that they desired a more centralized FYE program. Seventy-five percent of respondents stated that FYE programs were not centralized in one department and 92% stated the FYE programs were not centralized under one division.

### **Recommendations**

After identifying national best practices and analyzing the data from the survey, the following recommendations have been identified to strengthen or improve FYE programs at TBR universities. The following recommendations should provide a roadmap to offer comprehensive and system-wide consistent FYE programs.

*University Priority.* FYE programs must be a university priority. Cuseo and Tinto state that the institutional commitment to students, particularly in the first year of college, must be strong. TBR universities must make FYE a part of their strategic plans and devote resources to support

## FIRST YEAR

FYE programs and the continued development of FYE programs. In the case of TBR, FYE must become a system priority with resources devoted to establishing uniformity and structure.

*Programs Offered.* The FYE programs offered must be intentional and needed for each university. While eleven best practices were identified, each FYE program must fit into the strategic plan for the institution and have a specific purpose for student success and progression of first year students.

*Cohesiveness.* The cohesiveness of FYE programs on the campuses of the TBR universities is necessary for the programs to be effective. Each FYE program must have a specific purpose with measurable outcomes that fits into the greater FYE strategy of the university. The collective efforts of individual FYE programs can yield greater results, more so than individual disjointed efforts.

*Organizational Structure.* The organizational structure of FYE programs at the universities should optimize resources and the cohesiveness of the programs. A silo approach is ineffective and will not support the collective goal of student success and progression of first year students. A fully developed strategy to approach FYE along with an optimal organizational structure and resources will leverage a FYE program and catapult it to success.

*Staffing.* The size of the staff for FYE programs is important. The survey respondents indicated that most FYE programs were staffed with one person. It is important to consider the size of the population that FYE programs serve. In order to impact student success, progression, and retention positively, the number of staff supporting FYE programs should proportionately reflect the number of students served. It is unrealistic to think that one staff person to 1,000 or

## FIRST YEAR

more students can significantly impact student success, progression, and retention of first year students.

*Assessment.* The assessment of FYE programs is critical to determine effectiveness as well as areas of improvement. An assessment plan with measurable outcomes and criteria for success are necessary to document the success or failures of FYE at the universities.

### **Conclusion**

The value of FYE on college campuses has been proven. First year students comprise a significant number of students on college campuses and typically are the largest classification/type of students (freshmen or transfer students). It is important to address the challenges of first year students as they transition into the university as well as while they matriculate during their first year of college. The FYE is a best practice in higher education. The FYE has been implemented on all of the six TBR universities. However, each university offers different components of the FYE and structure it differently.

The project is a first step in analyzing what FYE programs exist on campuses, how it is staff and organizationally structured, and feedback from FYE professionals on how to make it better. Further research is needed to develop a comprehensive FYE model for all TBR universities to implement on their campuses. Focus groups or a sub-council would be necessary first steps in developing a model that will garner buy-in from all TBR universities.



### References

- About the Center - Welcome. (n.d.). Retrieved from <http://www.sc.edu/fye/center/index.html>.
- Cuseo, Joe. (n.d.). *Target Areas for Development & Assessment of a Comprehensive, First-Year Experience Program*.
- Drive to 55 Tennessee. (n.d.) Retrieved from <http://driveto55.org/>.
- Goodman, J., Schlossberg, N., and Anderson, M. (2006). *Counseling adults in transition*. Spring Publishing: NY.
- Kuh, George D. (2008). High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter. Retrieved from <https://www.aacu.org/leap/hips>.
- The First Year Experience Program (n.d.). Retrieved from [https://en.wikipedia.org/wiki/The\\_First\\_Year\\_Experience\\_Program](https://en.wikipedia.org/wiki/The_First_Year_Experience_Program).
- Tinto's Theory. (n.d.). Retrieved from <http://www.utorpy.com/Tinto.htm>.

## Appendix A

## Best Practices in the First-Year Experience Survey &amp; Data

My Report

Last Modified: 10/19/2015

## 1. Please select your university:

#	Answer	Response	%
1	Austin Peay State University	5	33%
2	East Tennessee State University	3	20%
3	Middle Tennessee State University	0	0%
4	Tennessee State University	2	13%
5	Tennessee Tech University	1	7%
6	University of Memphis	4	27%
	Total	15	100%
Statistic		Value	
Min Value		1	
Max Value		6	
Mean		3.20	
Variance		4.60	
Standard Deviation		2.14	
Total Responses		15	





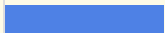





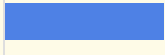

## FIRST YEAR

**2. Do you offer First-Year Experience (FYE) programs on your campus?**

#	Answer	Response	%
1	Yes	14	93%
2	No	1	7%
3	I am not sure.	0	0%
	Total	15	100%
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.07	
Variance		0.07	
Standard Deviation		0.26	
Total Responses		15	

## FIRST YEAR

**3. What FYE program(s) are you responsible for?**

#	Answer		Response	%
1	Common Reading		1	8%
2	New Student Orientation		5	42%
3	Summer Bridge/Transition Programming		2	17%
4	Learning Communities/Course Blocking/Freshman Interest Groups (FIG)		3	25%
5	Living Learning Communities		4	33%
6	First-Year Experience Programming		5	42%
7	First-Year Seminar		4	33%
8	Civic Engagement/Service-Learning		2	17%
9	Peer Mentoring		1	8%
10	First-Year Academic Advising		1	8%
11	Early Alert Warning Systems		4	33%
12	None of the Above		2	17%
Statistic		Value		
Min Value		1		
Max Value		12		
Total Responses		12		

## FIRST YEAR

**4. What is the name of your department?**

Text Response	
sfghafh	
Academic Support is the department, but early alert is called Office of Academic Alert. I will be talking only about Academic Alert	
Office of Recruitment & Orientation Services	
Office of the Dean of Students	
Student Affairs	
Residence Life & Dining Services	
Retention Services	
New Student & Family Programs	
Housing and Residence Life and the Office of Undergraduate Education	
Student Transitions	
Academic Coaching	
Academic Support Center	
Statistic	Value
Total Responses	12

**5. How many full-time faculty & staff, including yourself, are in your department to support FYE programs?**

#	Answer	Response	%
1	1	5	42%
2	2	2	17%
3	3	1	8%
4	4	1	8%
5	5 or more	3	25%
	Total	12	100%
Statistic		Value	
Min Value		1	
Max Value		5	
Mean		2.58	
Variance		2.99	
Standard Deviation		1.73	
Total Responses		12	

FIRST YEAR

**6. How many part-time faculty & staff are in your department to support FYE programs?**

#	Answer	Response	%
1	0	8	67%
2	1	1	8%
3	2	1	8%
4	3	1	8%
5	4	0	0%
6	5 or more	1	8%
	Total	12	100%
Statistic		Value	
Min Value		1	
Max Value		6	
Mean		1.92	
Variance		2.63	
Standard Deviation		1.62	
Total Responses		12	

## FIRST YEAR

**7. What FYE programs are offered on your campus?**

#	Answer	Response	%
1	Common Reading	5	42%
2	New Student Orientation	11	92%
3	Summer Bridge/Transition Programming	4	33%
4	Learning Communities/Course Blocking/Freshman Interest Groups (FIG)	7	58%
5	Living Learning Communities	10	83%
6	First-Year Experience Programming	9	75%
7	First-Year Seminar	11	92%
8	Civic Engagement/Service-Learning	6	50%
9	Peer Mentoring	5	42%
10	First-Year Academic Advising	7	58%
11	Early Alert Warning Systems	11	92%
12	None of the Above	0	0%
Statistic		Value	
Min Value		1	
Max Value		11	
Total Responses		12	

## FIRST YEAR

**8. What FYE programs would you like to see offered on your campus?**

#	Answer	Response	%
1	Common Reading	2	17%
2	New Student Orientation	3	25%
3	Summer Bridge/Transition Programming	7	58%
4	Learning Communities/Course Blocking/Freshman Interest Groups (FIG)	3	25%
5	Living Learning Communities	3	25%
6	First-Year Experience Programming	2	17%
7	First-Year Seminar	4	33%
8	Civic Engagement/Service-Learning	3	25%
9	Peer Mentoring	4	33%
10	First-Year Academic Advising	4	33%
11	Early Alert Warning Systems	3	25%
12	None of the Above	2	17%
Statistic		Value	
Min Value		1	
Max Value		12	
Total Responses		12	



## FIRST YEAR

**9. Are the FYE programs on your campus centrally located in one department?**

#	Answer	Response	%
1	Yes	3	25%
2	No	9	75%
	Total	12	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.75
Variance	0.20
Standard Deviation	0.45
Total Responses	12

**10. If not, please list the departments on your campus that coordinate components of your FYE.**

Text Response	Value
Student Transitions (Enrollment Management) Academic Support (Academic Alert; peer tutoring, Writing Center) (Academic Affairs)	
Office of Recruitment & Orientation Services Student Leadership & Involvement Residence Life Center for Academic Retention and Enrichment Services	
Enrollment Management, Academic Affairs, Residence Life, Leadership and Involvement, Academic Counseling, Educational Support Services	
Orientation, TRIO and Residence Life	
Orientation and Student Success, Advisement Services, Retention Services, Residential Life, Academic Units, Student Success Centers	
New Student & Family Programs Housing and Residence Life Equity and Diversity	
Orientation and Family Programs: Office of New Student and Family Programs Peer Mentoring: Done through the Office of Equity and Diversity for a small population of campus Living-Learning Communities: Department of Housing and Residence Life FY Seminar: Coordinated through the Vice Provost for Undergraduate Education	
Academic Counseling Center Recruitment & Orientation Residence Life Student Affairs Academic Affairs	
Academic Support Center Enrollment Management and Academic Support Student Affairs Academic Departments (advising)	
Statistic	Value
Total Responses	9

## FIRST YEAR

**11. Are the FYE programs on your campus centrally located in one division?**

#	Answer	Response	%
1	Yes	1	8%
2	No	11	92%
	Total	12	100%
Statistic		Value	
Min Value		1	
Max Value		2	
Mean		1.92	
Variance		0.08	
Standard Deviation		0.29	
Total Responses		12	

**12. If not, please list the divisions that have components of your FYE.**

Text Response	
Enrollment Management Academic Affairs	
Academic Affairs Student Affairs Enrollment Services	
Academic Affairs and Student Affairs	
Enrollment Management; Student Affairs	
Student Affairs and Academic	
Academic Affairs, Student Affairs, Enrollment Management & Student Success	
Student Affairs Equity and Diversity	
Undergraduate Education, Office of the President, Student Affairs, Enrollment Services (for FY Advising)	
My Office, Student Transitions (Orientation and FYE) reports to Associate Provost of Enrollment Management which reports to academic affairs. The Early Alert system reports to Academic Affairs and the Civic Engagement office is located under Student Affairs. Summer Advising is coordinated by the Center for Teaching and Learning. However, I used to be responsible for that as well.	
Statistic	Value
Total Responses	9

## FIRST YEAR

**13. Please share your ideal structure for FYE on your campus?**

Text Response	
lk;lk	
Have one building where all of these services and programs are located including Disability Services and Student Focus (undeclared advising)	
More centralized (at least in messaging)	
Centralized department that provides intrusive actions to connect students to programs.	
All programs centrally located under one division. Ideally the FYE program would be centralized under the Student Affairs Division as is common practice at most institutions.	
Assess their needs so that you can provide them with what they need to be successful.	
Our structure is generally fine except: Freshmen Seminar needs to be the responsibility of a specific office and LLV needs to be solely the responsibility of Residential Life/Student Affairs.	
All under one unit and division	
I would personally like to see a University College model for our campus, which would house (in one location with one structure) the supports for the first two years at ETSU.	
My ideal structure would be to have a University College concept where we report to Academic Affairs. The units under this structure would be academic support (tutoring), early alert, FYE, Freshmen Seminar, Peer mentoring, Student orientation, FY Advising and Testing Center. There would be an Executive Director, Director, Assistant Director and 2 Coordinators with two Graduate Assistants.	
Statistic	Value
Total Responses	10

## FIRST YEAR

**14. What are the outcomes of FYE on your campus?**

Text Response	
[10'	
I don't know,.	
Positive retention outcomes.	
Student engagement, retention and academic success	
To actively intergrade and engage first year students on campus.	
To ensure that the students are connected to all the resources on campus that will help them succeed academically and personally.	
There are diverse and disparate because the programs are not connected to one FYE program.	
Assist student in making a successful transition	
Our FYE course outcomes are: At the completion of this course the student is expected to:	
The student demonstrates learning by: Apply evidence-based practices for increasing their ability to learn Creating graphic organizers to aid understanding of reading assignments	
Creating and implementing a plan to use three research-based practices in his or her learning	
Analyzing and scheduling tasks to be accomplished in a major academic project Describing implications of a "growth mindset" for academic success in college Creating a mind map to organize ideas and highlight relationships among them Succinctly communicating themes in assigned readings Identify when and why to cite sources of information and ideas used in their academic and professional work Identifying instances of plagiarism and other forms of academic misconduct Describing reasons to cite sources in written and oral reports, including those produced in non-academic settings Identifying passages requiring documentation in a hypothetical report written by an entry-level professional Identify attitudes that support persistence, resilience and work satisfaction Describing attitudes that foster persistence and resilience when pursuing goals Defining characteristics of a "growth mindset" Applying a model of work satisfaction to a previous experience in school, in the community or on the job Evaluate information presented in writing or graphically Evaluating information in a non-technical, hypothetical report similar to what an entry-level professional might read Creating graphic organizers that depict relationships among ideas in assigned readings Identifying job qualifications and other information in online postings for entry-level jobs Interpreting charts that present data on job markets in geographic regions Present information and ideas in a manner that displays clarity of purpose and audience awareness Creating a mind map that identifies, organizes and graphically displays factors influencing the student's choice of a career Writing emails to faculty that are clear and written in a style appropriate for the reader and subject Making an oral presentation about lessons learned in the first term at ETSU Orally presenting what they learned about a prospective major and related careers during a meeting with an ETSU faculty member	
Learning Outcomes: Students who complete APSU 1000 from Austin Peay State University will be able to demonstrate the following knowledge and skills: • Effectively communicate intellectual development both verbally and in writing. • Develop a comprehensive academic and career development plan leading to matriculation. • Transition into the role of a student by participation in University and campus events.	
Statistic	Value
Total Responses	10

## FIRST YEAR

**15. What has been the impact of FYE on your campus? Please share successes and areas of improvement.**

Text Response	
'l	
I don't know	
n/a	
Outstanding work through Frosh Camp, Living Learning Communities and New Student Orientation	
First year retention has been steady; programming on campus for first year students has been given a priority; there are collaborative divisions working together to attract and retain our first year students.	
New Student Orientation is great as it helps students and parents start to connect with what their needs are and to put names and faces together.	
Unknown	
We have retained students at a higher rate that have participated in our FYE programming.	
We are still in the beginning stages of our FY seminar and living-learning communities structure, so it is difficult to measure deep impact at this point.	
We have had tremendous success with students being retained at the institution once they attend GOVS ROW (orientation). Our success rate (passing rated) for APSU 1000 has increased over the past three years. We have implemented several strategies to measure student GRIT and satisfaction rate by increasing course offerings, success coaching and surveys.	
Statistic	Value
Total Responses	10

FIRST YEAR

**16. If you are interested in participating in a focus group, please provide your name, title, email, and phone number.**

First Name	Last Name	Title	Email	Phone Number
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Statistic			Value	
Total Responses			4	