



THE FLORIDA STATE UNIVERSITY  
COLLEGE OF EDUCATION

*Department of Educational Leadership & Policy Studies*

**Linking Institutional Policies to Student Success**

**SURVEY OF ACADEMIC POLICIES,  
PROGRAMS, AND PRACTICES**

This survey asks a series of questions about organizational structures, policies, and practices at your institution. **Please answer each question as it applies to your institution at the start of the 2011 – 2012 academic year.** Thank you.

**Answers to all questions in this survey will be strictly confidential.**

**Please return by May 1, 2012.**

**This study is supported in part by a grant from TG.**

May we please have the following information in case we have questions or need clarification?  
Thanks.

Person completing survey \_\_\_\_\_  
(please print): \_\_\_\_\_  
Title: \_\_\_\_\_  
Phone number: \_\_\_\_\_  
E-mail address: \_\_\_\_\_

## QUESTIONS?

### **About the survey? Please contact:**

Brad Cox, Rebecca Brower, or Sarah Rebhun  
at (850) 644-6446 or [COE-LIPSS@fsu.edu](mailto:COE-LIPSS@fsu.edu).

### **About the research design and methods? Please visit:**

<http://www.CHERTI.fsu.edu/LIPSS>

or contact Brad Cox.

Please answer each question as it applies to your institution at the start of the 2011-12 academic year.

## SURVEY OF ACADEMIC POLICIES, PRACTICES, AND PROGRAMS

For each question below, simply check or darken the bubble next to the most appropriate answer.

1. Where in your institution does primary responsibility lie for a campus-wide, coordinated approach to the first year, including alignment of all first-year efforts through partnerships among academic affairs, student affairs, and other administrative units?

- a. We have no such mechanism for campus-wide coordination of the first year. (skip to question 3)
- b. A standing, campus-wide coordinating committee.
- c. A specific office or individual (e.g., Dean/Director of the First Year Experience).
- d. Both a campus-wide committee and a specific office/individual.

2. a. IF you have a campus-wide coordinating committee, to whom does the committee chair report (please check ONE)?

- President
- Chief academic officer
- Another academic officer
- Chief student affairs officer
- Another student affairs officer

b. IF you have a specific office or individual, to whom does that office/individual report (please check ONE)?

- President
- Chief academic officer
- Another academic officer
- Chief student affairs officer
- Another student affairs officer

3. With respect to academic advisers of first-year students, does your institution:

	No	Yes, Informally	Yes, Systematically
a. Provide training and support for advisors?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Evaluate advisors' performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reward advisors' performance?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. In your new faculty orientation efforts, how much time is dedicated to first-year students' experiences, related programs, and/or services?

- No time
- 2 hours or less
- Half-a-day
- A full day or more

5. Does your institution have:

	No position	We encourage it	We require it
a. Senior faculty (associate/full professors) teaching <u>first-year seminars</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Senior faculty (associate/full professors) teaching <u>other first-year courses</u>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Faculty participation in <u>first-year</u> student orientation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Faculty participation in other events for <u>first-year students</u> (e.g., parents' and family weekend, class trips)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer each question as it applies to your institution at the start of the 2011-12 academic year.

6. Is consideration given to faculty members' involvement with <b>first-year students</b> (e.g., teaching, advising, informal interactions) when the following decisions are being made:	No	Yes, Informally	Yes, Systematically
a. Hiring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Promotion & tenure reviews or decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Salary merit increases	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Does your institution send faculty and staff members to participate in activities relating <u>specifically</u> to <b>first-year students</b> such as:	No	Yes, at traveler's expense	Yes, with partial funding	Yes, with full funding
a. State or regional conferences or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. National conferences or workshops	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Visits to other campuses to learn about their first-year courses, programs, or activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Does your institution have an organizational mechanism for:	No	Yes, informally	Yes, systematically
a. An "early alert system" to identify students in academic difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Early identification of first-year students having personal difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. For those courses typically taken by first-year students, does your institution facilitate:	No	Yes, but optional for all courses	Yes, required for some courses	Yes, required for all courses
a. Student evaluations of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Conferences/discussions of the results held with faculty members for the purpose of professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. <u>Beyond student ratings</u> of instruction, does your institution assess the <b>effectiveness</b> of:	No	Yes, but always optional	Yes, required from some	Yes, required for all
a. <b>Courses for first-year</b> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. <b>Programs for first-year</b> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. <b>Services for first-year</b> students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Does your institution:	Yes	No
a. Retain consultants on the first year of college	<input type="radio"/>	<input type="radio"/>
b. Benchmark your first-year seminars, programs, or services against those of other institutions	<input type="radio"/>	<input type="radio"/>

Please answer each question as it applies to your institution at the start of the 2011-12 academic year.

12. <u>In the past three years</u> , has your institution assessed whether any of the following affect <b>first-year student</b> learning and/or persistence into the second year:	Learning		Persistence	
	Yes	No	Yes	No
a. Classroom experiences (e.g., pedagogies, assignments)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Curriculum (e.g., major, course-taking patterns, Gen. Ed. reqs.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Out-of-class experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Does your institution use <b>first-year</b> assessment information for:	No	Yes, but always optional	Yes, required for some	Yes, required for all
a. Course development or redesign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Academic department/program evaluation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Academic department/program planning or development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Resource allocation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Which ONE of the following formats best describes most of the **first-year** seminars offered at your institution?

- We don't currently offer first-year seminars (skip to question 21)
- Basic study skills seminar (tends to focus on basic skills such as reading, writing, or math)
- Extended orientation seminar (students learn about such things as campus resources, time management, study skills, and career planning)
- Pre-Professional seminar (generally taught to prepare students for the demands of a major for a profession such as medicine, law, engineering, nursing, or business)
- Seminar with academic content (content tends to be specific to a discipline or inter-disciplinary)

15. Are your **first-year** seminars:

- Optional for all       Required for some       Required for all

16. What is the duration of the seminars?

- Less than one term       One term       More than one term

17. How many credits do the seminars carry?

- None
- One Semester credit / 1-2 Quarter credits
- Two Semester credits / 3 Quarter credits
- Three or more Semester credits / 4 or more Quarter credits

18. Does your institution have a cap on the size of first-year seminar sections?  Yes     No

If yes, what is that cap? \_\_\_\_\_

Please answer each question as it applies to your institution at the start of the 2011-12 academic year.

19. Does your institution have programs <i>specifically designed</i> to encourage <u>out-of-class interaction</u> between faculty and first-year students	No	Yes, but always optional	Yes, required for some	Yes, required for all
a. Campus-wide program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Unit-specific program(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Does your institution offer the following for first-year students:	No	Yes, but always optional	Yes, required for some	Yes, required for all
a. Living/Learning communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Mentoring programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Service-learning courses (a course in which service is a required and integral part)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Does your institution provide <u>first-year students</u> :	No	Yes, it's optional for all	Yes, it's required for some	Yes, it's required for all
a. Common reading programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Applied or experiential learning activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22.a. Does your institution have a course requirement designed to introduce students to “diversity” in areas such as gender, race, ethnicity, culture, or religion?

Yes       No

b. If yes, must students meet that requirement before reaching sophomore class status?

Yes       No

23. What is the highest curricular level at which opportunities are available for students to study each of the following topics:	None	Course(s)	Minor / Certificate	Major field
a. Racial / Ethnic studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Women's studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Religious studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Lesbian, Gay, Bisexual, and Transgender studies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Foreign languages / cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Does your institution offer <u>campus-wide</u> :	No	Optional	Yes, required for some	Yes, required for all
a. Convocation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Speaker series events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ethnic or cultural events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please answer each question as it applies to your institution at the start of the 2011-12 academic year.

25. How frequently does your institution offer these events:	We don't offer these events	Annually	Each Term	Monthly	Weekly
a. Convocation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Speaker series events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Ethnic or cultural events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Does your institution offer <u>preparatory or developmental courses</u> in:	No	Yes, but not for credit	Yes, for credit
a. Math	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Basic study skills (e.g., note-taking, time management, active listening)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. English as a Second Language (ESL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Thank you very much for your assistance.**

Please return this survey in the postage-paid envelope provided, or to:

Dr. Brad Cox  
 Linking Institutional Policies to Student Success  
 The Florida State University  
 1114 W. Call Street, Mailcode 4452, Tallahassee, FL 32306