

August 21, 2014

Results from the Fall 2013 Freshman Experience Survey

Report to the Interim
VP for Strategic
Planning, Assessment
and Institutional
Effectiveness

The Freshman Experience Survey was administered via SurveyMonkey, throughout the second half of the fall 2013 semester to all degree-seeking, full-time and part-time freshmen. The purpose of the survey was to gather information about attendance at orientations/events and interactions with student support staff as well as reasons for non-attendance. In addition, the survey asked if these orientations, events and support efforts helped students to navigate through college procedures and develop feelings of connectedness with the College. A general satisfaction question was included to determine student attitude towards QCC. The results as a whole showed how different efforts were associated with different levels of outcomes. The vast majority of survey respondents expressed that they had a positive attitude towards the College.

OFFICE OF INSTITUTIONAL
RESEARCH AND ASSESSMENT

QUEENSBOROUGH
COMMUNITY COLLEGE



Executive Summary

A survey to assess enrollment and first-semester experiences was administered to all degree-seeking freshmen throughout the second half of the fall 2013 semester. This survey was developed by modifying the previous Freshman Experience Survey in order to better align it with the objectives of the new Queensborough Academies. The purpose of the survey was to obtain information on: attendance at orientations/events and utilization of student support services, the reasons for non-attendance/utilization, student feedback on how the orientations and support services helped them to navigate through their first semester and feel connected to the College, and student satisfaction with QCC. The survey findings can be used to assess the effectiveness of orientations/events and student support/Academy Advisement efforts. Overall, the responses of 683 freshmen provided information about their first semester experiences. Among the survey respondents, attendance at the orientations/events varied widely, ranging from 11.8 percent (Academy Sponsored Events) to 97.3 percent (ST-100). Overall, the orientations were very well attended by the survey respondents. The majority of those not attending College 101 responded that they were not aware of the event while only 7.4 percent of Freshmen First non-attendees gave that reason. A large majority of respondents agreed that College 101 made them more aware of their academy and that both Freshmen First and College 101 helped them to be better prepared for their first semester. Also a large majority agreed that Freshmen First helped them to feel more connected with their academy and to better understand their major. Of the 595 survey respondents who did not attend any Academy Sponsored Events, the vast majority stated that they were either too busy or were not aware of the events. About half of the respondents indicated that they interacted with their Adviser at least once since the start of the semester. Of those who did not interact with their Adviser, 40 percent did not know who their Adviser was and a third stated that they did not need any help. Most respondents who saw an Adviser were in agreement that she/he clearly explained the college's procedures and policies.

Freshmen were asked if they had difficulty navigating through college procedures during their first semester. The vast majority, 92.4 percent of respondents, answered that they did **not** have difficulty. Respondents agreed that the ST-100 course, the College 101 and Freshman First orientations, and interacting with their Academy Adviser all resulted in them becoming better at navigating through college procedures, with the highest agreement levels (82 percent) attributed to ST-100. The interaction(s) with an Academy Adviser contributed most strongly to a feeling of connectedness to the college community. Forty-two percent of the survey respondents agreed that attending academy sponsored events resulted in greater connectivity to the College. A vast majority of 98 percent responded that they had a positive or strongly positive (27.1 percent) attitude towards QCC. A variety of reasons were given for their positive attitude with many attributing it towards their general positive feeling about the College as a whole, the QCC staff, their peers and QCC professors.

Purpose

During the fall 2013 semester, the new Queensborough Academies were fully implemented. As part of this initiative, the research protocol for the assessment of the effectiveness of the Academies was modified to include an updated freshman experience survey. The overarching purpose of the survey is to assess the effectiveness of the efforts of the Academy Advisers and student support services during the freshmen enrollment process and during their first semester. It was particularly important to assess the impact of the Academy Advisers given the recent changes in the operations of the Academies starting in fall 2013. Three major changes include the centralization of all Freshman Coordinators and Academic Advisers into one unit, the use of a caseload advising model and the employment of the Starfish Early Alert system.

There are three general areas that are assessed within the survey: student attendance at orientations/events and utilization of student support services, student qualitative feedback on their reasons for non-attendance/utilization, and student perspectives on the helpfulness of various student support services. Questions about how students benefit were couched in terms of two broad objectives of the academies which are to enhance student feelings of connectedness and to improve their ability to navigate through the college's procedures. In addition, there is a question about student attitude towards the College which serves as a broad first-semester "satisfaction" type of question. This question has been utilized at other institutions and at QCC to predict persistence behaviors.

Data Sources

All freshmen who completed a certain portion of ST-100 during the fall 2013 semester were scheduled to meet their Academy Adviser to discuss current progress and course selection for the subsequent semester. During this visit to their Adviser, the freshmen were asked to take the First Semester Freshman Experience Survey on a computer located in the Academy Office. The survey was administered in this manner starting on October 23, 2013 through January 7, 2014. A total of 685 students took the survey. Two of the respondents left all but one question blank, so their cases were eliminated from the dataset. The final dataset includes responses from 683 students.

The survey target population consisted of all full and part-time degree-seeking freshmen enrolled in QCC during the fall 2013 semester. Degree-seeking status includes certificate seeking. Students who were enrolled in the Accelerated Study in Associate Programs (ASAP) or College Discovery (CD) programs were eliminated from the dataset because they have a separate orientation process and separate set of Advisers. Table 1 shows the counts and percentages of various demographic characteristics of the target population of freshmen and the survey respondents.

Table 1. Demographics of the Target Population of Freshmen, of those who Responded to the Survey, and of Respondents Weighted by Academy.

Basic Demographics						
	Survey Respondents		Target Population of Freshmen		Weighted Survey Respondents¹	
	Count	Percentage	Count	Percentage	Count	Percentage
Students Total	683	100.0%	3,838	100%		
Gender						
Women	406	60.0%	1,941	50.6%	368	54.9%
Men	271	40.0%	1,897	49.4%	302	45.1%
Time Status						
Full-time	630	93.1%	3,152	82.1%	629	93.8%
Part-time	47	6.9%	686	17.9%	41	6.2%
Ethnicity						
American Indian or Native Alaskan	11	1.6%	35	0.9%	4	0.6%
Asian or Pacific Islander	188	27.5%	959	25.0%	244	35.8%
Black, Non-Hispanic	126	18.4%	969	25.2%	104	15.3%
Hispanic	174	25.5%	1,133	29.5%	152	22.3%
Other	63	9.2%	NA	NA	61	9.0%
White, Non-Hispanic	110	16.1%	742	19.3%	94	13.8%
No Response	11	1.6%	NA	NA	22	3.2%
Academy						
Business	228	33.4%	591	15.4%	107	15.7%
Criminal Justice ²	23	3.4%	345	9.0%	60	8.8%
Health Related Sciences	270	39.5%	323	8.4%	57	8%
Liberal Arts	61	8.9%	1,708	44.5%	305	44.8%
STEM	12	1.8%	625	16.3%	109	16.0%
VAPA	89	13.0%	246	6.4%	44	6.4%

¹ Weighted by Academy

² Criminal Justice is not an academy but it was given a separate category due to its large enrollment size.

The demographics in table 1 show that the survey respondents and the target population differ somewhat. In the survey respondent group, the proportions of women and full-time students were somewhat greater than that of the target population and the proportion of Black respondents was somewhat lower. The proportions of students from the various academies were often quite different between the target population and the survey respondent group. A very low proportion of survey respondents were from the Liberal Arts and STEM academies. Some respondents who selected “other” for ethnicity, specified their ethnicity in the open-ended follow-up question. If

this ethnicity fell within one of the five ethnicity categories, it was included in the counts and percentages within the five ethnicity groups in table 1.

In order to achieve more representative survey results, the survey responses were weighted based upon the proportions of students responding from each academy. By utilizing this data-management procedure, the aggregated survey responses would more closely approximate the responses from the proportion of students in the target population. For example, responses from students in the Liberal Arts and STEM academies were more heavily weighted because the survey responses were in a lower proportion than the actual target population proportions. As a result of weighting by academy, the proportion of responses from women and men also more closely matched the proportions in the target population.

Survey Findings

Questions on College 101

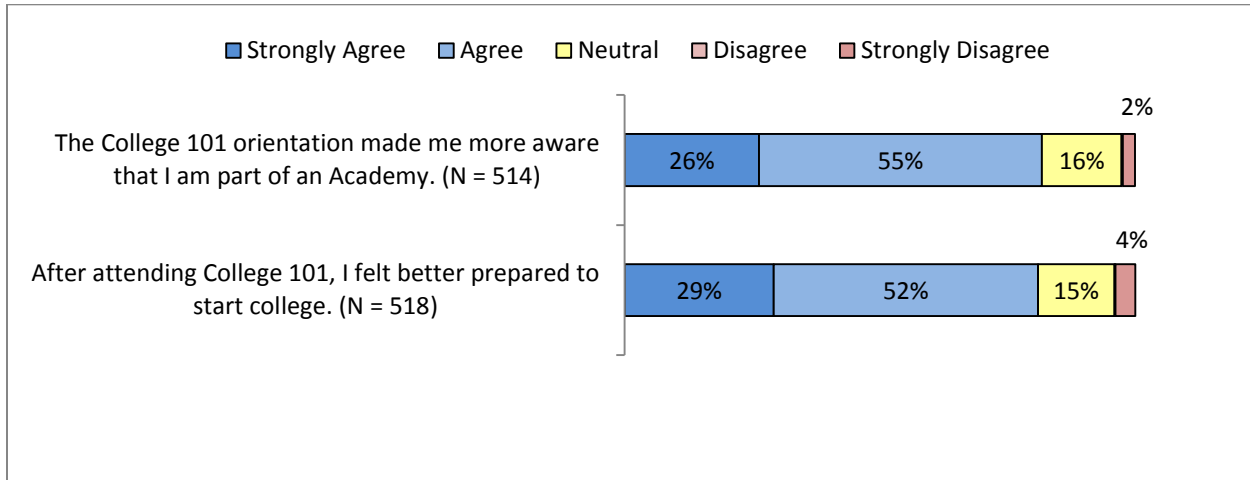
Q.5 I attended the College 101/Tech Workshop orientation (College 101 is an orientation that is held shortly after your academic advisement session.)

Answer Options	Response Count	Response Percent
No	168	24.6%
Yes	514	75.4%
Total Answered	681	100%

Q.6 Please explain why you have not attended College 101.

Answer Options	Response Count	Response Percent
I was not aware of it	102	58.2%
It did not seem important to me	19	10.7%
Work schedule conflict	6	3.3%
Health or family issues	6	3.2%
I was out of town	3	1.7%
Other	40	22.8%
Total Answered	176	100%

Figure 1. Eighty-one percent were in agreement that College 101 made them more aware of their academy and helped them feel prepared to start college.



Within this report, the phrase “agreement” or “in agreement” will be used to describe survey responses of “agree” + “strongly agree”.

Questions on the Freshmen First Orientation

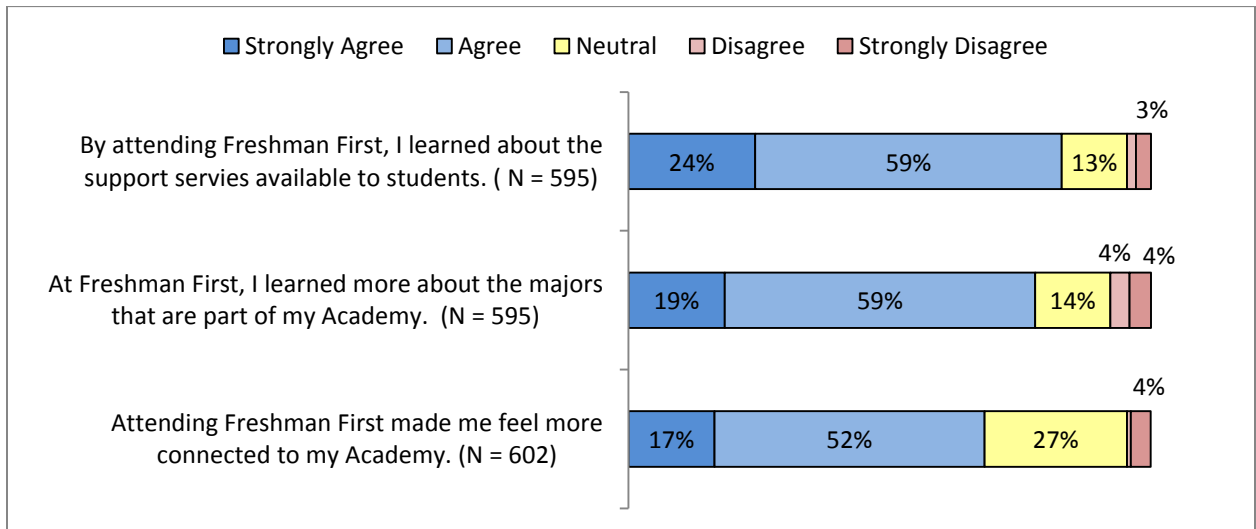
Q.9 I have attended the Freshmen First orientation (The Freshmen First orientation is conducted within 2-3 days prior to the beginning of the semester).

Answer Options	Response Count	Response Percent
No	81	11.9%
Yes	600	88.1%
Total Answered	681	100%

Q.10 Why did you not attend the Freshmen First Orientation?

Answer Options	Response Count	Response Percent
I was out of town	21	23.1%
Work schedule conflict	18	20.1%
It did not seem important to me	15	16.1%
Health or family issues	7	7.8%
I was not aware of it	7	7.4%
Other	23	25.5%
Total Answered	91	100%

Figure 2. Over 78 percent of the respondents agreed or strongly agreed that they learned about support services and their academies at Freshmen First.



Response rates of less than 3% were not included in the figure.

Questions on Academy Advisers and Support Services

Q. 14 How often have you interacted with your Academy Adviser (e.g., met in person, e-mailed, spoke to on the phone) since the start of the semester?

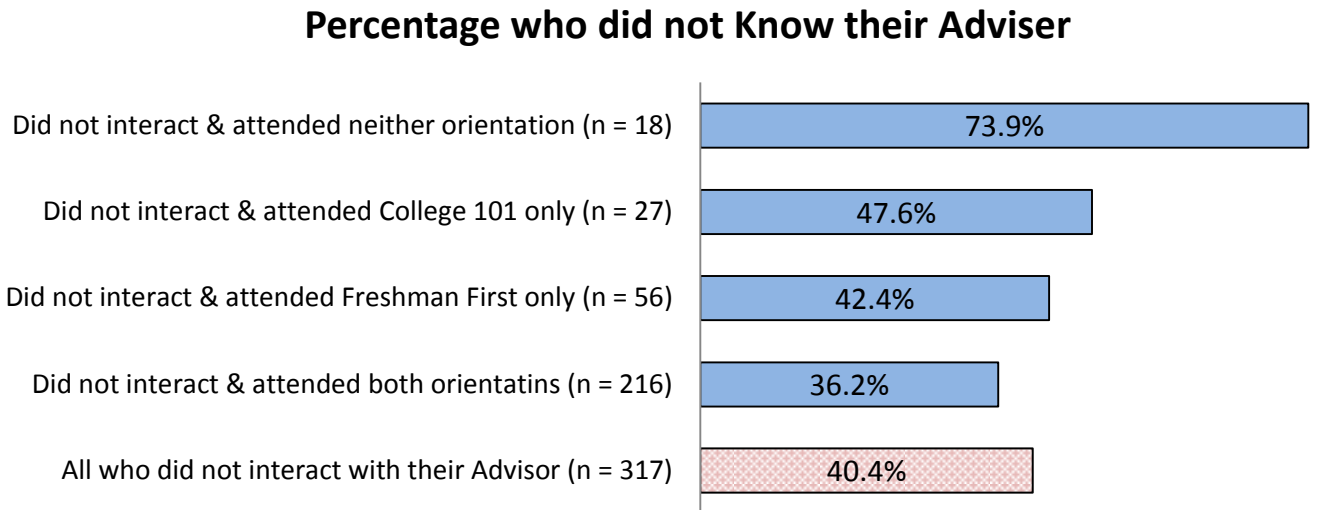
Answer Options	Response Count	Response Percent
1 to 2 times	277	41.0%
3 to 4 times	60	8.9%
More than 4 times	21	3.2%
Not at all	317	47%
Total Answered	675	100%

Almost half of the respondents indicated that they had not interacted with their Academy Adviser since the start of the semester. It might be interesting to compare this finding with logs of interactions to examine the accuracy of this survey outcome. It is possible that many respondents did not read the question carefully and thus only considered face-to face interactions. A large proportion (41 percent) responded that they interacted one or two times with their Adviser. Over twelve percent interacted three or more times.

Q. 15 Please explain why you have not interacted with your Academy Adviser.

Answer Options	Response Count	Response Percent
I did not know who my Academy Advisor is	128	40.4%
I did not need help	103	32.5%
I did not have time/too busy	29	9.2%
I did not know where to go	18	5.8%
Other	39	12.2%
Total	317	100%

Of the 317 who responded that they did not interact with an Academy Adviser, 32.5 percent indicated that they did not need help. More than one third (40.4 percent) responded that they did not know who their Academy Adviser is. This was unexpectedly high given that many freshmen attended College 101 and/or Freshman First where Advisers were introduced. Looking only at the results from the 317 who did not interact with an Adviser, a separate analysis was conducted which looked at Adviser familiarity for various orientation attendance possibilities (e.g., attended College 101 only, or attended both orientations). Figure 3 shows the percentage who did not know their Adviser, for different orientation attendance categories, among respondents who did not interact with their Adviser since the start of the semester.

Figure 3. Unfamiliarity with Academy Advisers and Orientation Attendance.

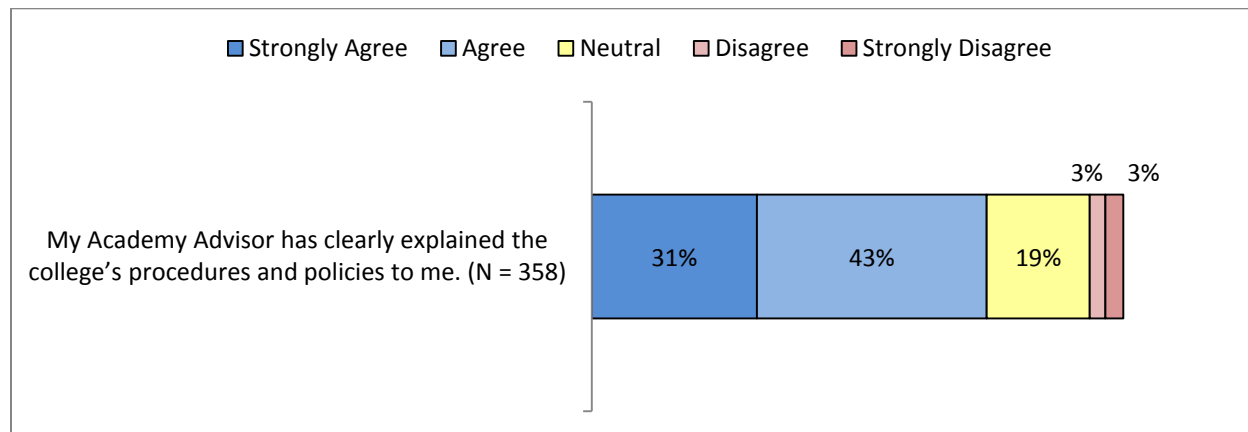
Among all respondents who did not interact with their Advisor (317), 40.4 percent did not know their Advisor. Figure 3 shows that of the respondents who attended both orientations in the summer and did not interact with an Advisor during the semester, 36.2 percent did not know who their Advisor was. Larger percentages of respondents did not know their Advisor, among those who did not attend one or more orientations, with the largest (73.9 percent) among those who attended neither orientation. Caution needs to be exercised when interpreting this finding from only 18 respondents.

Q. 16 Please provide an example of the types of topics you discussed with your Academy Advisor (e.g., academic advisement, tutoring, financial aid assistance, personal issues, etc.)

Advisement Topic	Count
Academic Advisement	86
Financial Aid Assistance	48
Classes	27
Multiple topics	25
Tutoring	23
Future class schedule	14
Nursing program	10
Make Class Schedule	9
Transferring	9
Registration	8
Changing majors	7
Grades	7

An open-ended question was asked to determine the types of topics students discussed with their Academy Adviser. Only the responses with a count of at least seven appear in the table above for Question 16. The full list of responses appears in Appendix I. Students who indicated more than one topic area (25) were tallied in the “Multiple topics” category. The most frequent response (86) was “Academic Advisement” followed by “Financial Aid Assistance” (48). It is possible that the high response counts for “Academic Advisement” and “Financial Aid Assistance” were in part due to a “priming effect” since both of these topics were mentioned in the question as examples of topics. Future modifications of the Freshman Experience Survey may eliminate the topic examples.

Figure 4. Seventy-four percent of the respondents agreed that their Academy Adviser had clearly explained the College’s procedures and policies.



This question in figure 4 was asked to all students who responded that they met with their Academy Adviser at least once since the start of the semester. Twenty-five percent of these respondents were neutral or disagreed that their Academy Adviser clearly explained the college’s procedures and policies to them. It is possible that many of the neutral responses (19 percent) were for cases where the Adviser assisted a student in a situation that did not require the explanation of policies or procedures. In future surveys, a “not-applicable” response option will be included.

Q. 18 My Academy Adviser referred me to support services (e.g., the financial aid department, tutoring, counseling, etc.) “when” I needed assistance.

Answer Options	Response Count	Response Percent
I have not needed assistance	88	24.5%
No	14	4.0%
Yes	256	71.5%
Total Answered	358	100%

Only four percent indicated that their Academy Adviser did **not** refer them to support services when they needed assistance.

Q. 19 Which student support office did you visit this semester?

Answer Options	Response Count	Response Percent
Financial Aid Office	374	54.9%
Writing Center	234	34.3%
Campus Learning Center	198	29.0%
None of the services listed above	123	18.0%
Counseling Department	82	12.0%
Academic Literacy Lab	80	11.7%
Career Services	68	10.0%
E-Portfolio Lab	46	6.8%
Services for Students with Disabilities	19	2.8%
I am not aware that any of these services were offered	9	1.4%
Other	33	4.8%

Students were able to choose more than one answer option so response percentages will total over 100%. Consistent with responses to the open-ended question (#16) on topics discussed with Academy Advisers, the largest response was found with visitations to the Financial Aid Office, at 54.9 percent. The Writing Center and the Campus Learning Center also had relatively high response percentages at 34.3 percent and 29.0 percent, respectively.

Thirty-three students responded “other” to question 19 with the majority, twenty, specifying that they visited the Math Center. For question 19, “The Math Center” will be an added response option in future versions of this survey. Three mentioned the Library and none of the other responses (offices/centers) had a count greater than one.

Questions on ST-100**Q. 20 Were you enrolled in ST-100 (Introduction to College Life) this semester?**

Answer Options	Response Count	Response Percent
No	18	2.7%
Yes	657	97.3%
Total Answered	675	100%

The vast majority of respondents enrolled in ST-100 during the fall 2013 semester. From a historical perspective, this is a very high rate. Over the past 5 years this is possibly the highest ST-100 enrollment rate, starting with the efforts in fall 2009 to mandate enrollment in ST-100 and the use of more convenient ST-100 formats (e.g., partially online and modular).

Questions on Navigating through College Procedures

Q. 22 I had difficulty navigating through college procedures at QCC during my first semester.

Answer Options	Response Count	Response Percent
No	624	92.4
Yes	51	7.6
Total Answered	675	100

One of the overarching goals of the Queensborough Academies was to enhance the ability of Freshmen to navigate through college procedures during their first semester. Ninety-two percent of the respondents indicated that they did **not** have difficulty navigating through college procedures during their first term.

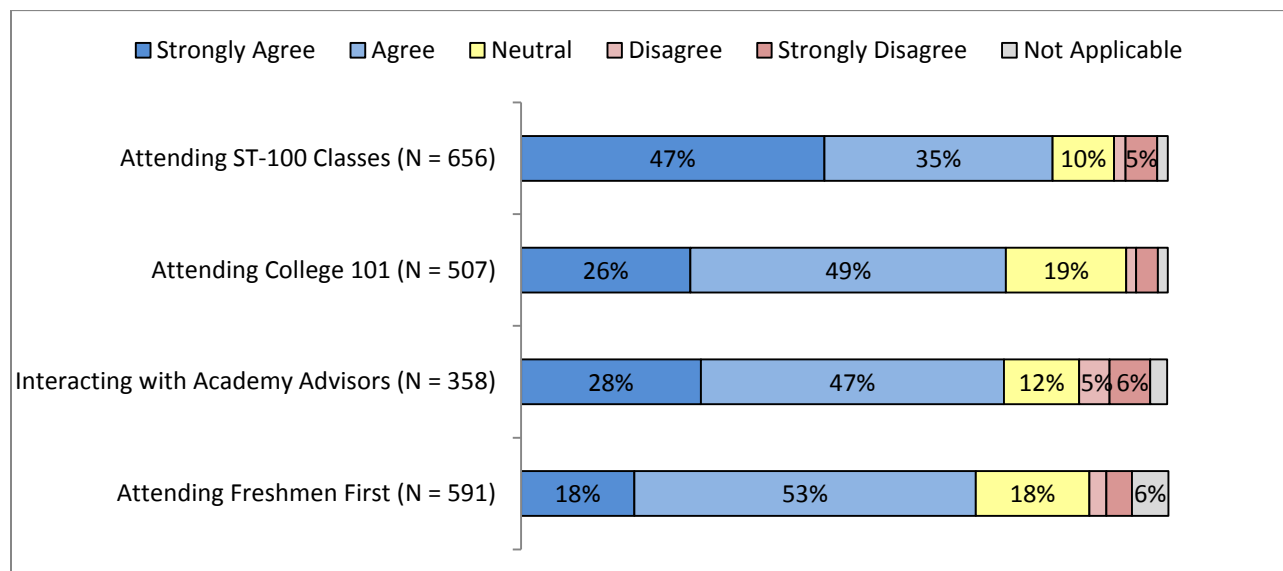
For the students who responded that they had difficulty navigating through college procedures at QCC during their first semester, there was an open-ended question asking them to describe how they had difficulty. A sorted listing of their responses is found in Appendix 2. Several student responses included more than one way in which they had difficulty.

Q. 23 Please describe how you had difficulty navigating through college procedures at QCC during your first semester.

How they had difficulty navigating	Count
Technology difficulties	9
Locations of buildings/classes	9
Don't know where/who to go to	6
Difficulty learning/overwhelmed	6
Newness/adjusting	6
Registration difficulties	5
Confused	4
Need more guidance	3
No difficulties	3
Class schedule problems	2
Paying for college	2
Not sure of services available	2

Questions 22 and 23 were followed by a series of questions asked to determine how particular orientation events and support services may have helped students during their first semester. The responses to these questions (i.e., Q. 24 and Q. 25) were only analyzed for the students who attended a particular event/orientation or interacted with their Advisers, in order to allow for more clear interpretations of the survey results. For example, within these analyses, only the responses of the 358 students who indicated that they met with their Adviser at least once were considered for the question on how interacting with Academy Advisers resulted in better navigation through college procedures. The responses of those who did not meet with their Adviser were not included in the analysis. This methodology was also used for the other orientations/events and ST-100 in the analyses for Questions 24 and 25.

Q. 24 As a result of the following, I have become better at navigating through college procedures at QCC.



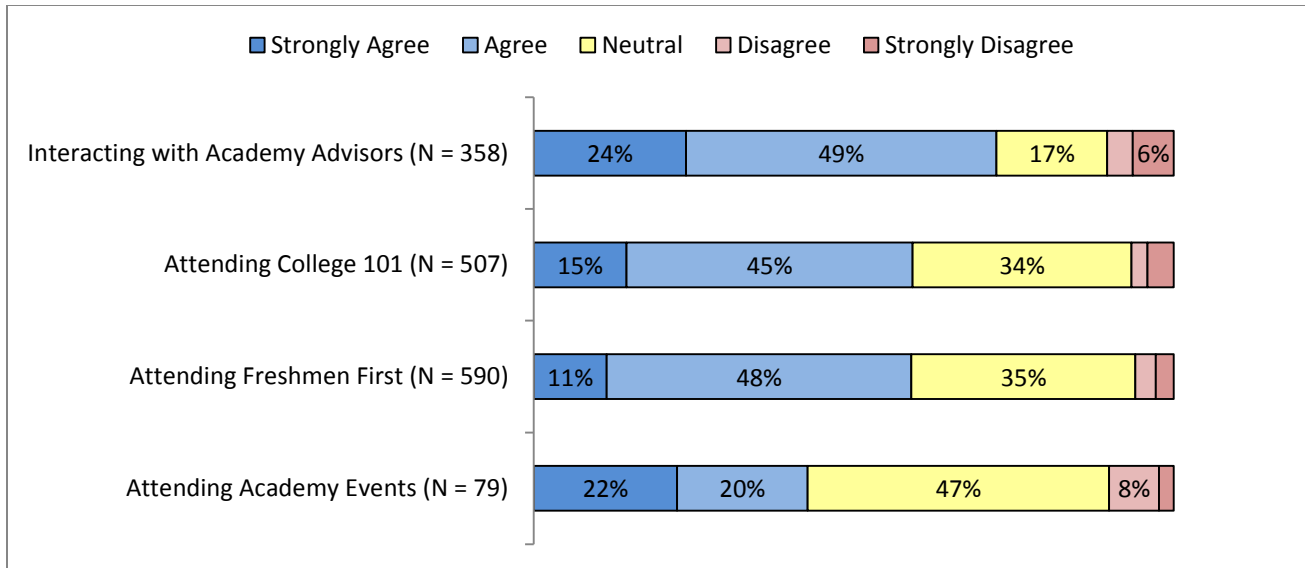
Response rates of less than 5% were not included in the figure.

Eighty-two percent agreed or strongly agreed that attending ST-100 classes helped them to navigate through their first semester, with an unusually large 47 percent responding with “Strongly Agree”.

Agreement was fairly strong for the orientations and Advisers and there were more responses of “neutral” by comparison to those for ST-100. For both interacting with the Academy Advisers and attending College 101, seventy-five percent agreed or strongly agreed that they resulted in them becoming better at navigating through college procedures at QCC.

Questions on Connection to the College Community

Q. 25 As a result of the following, I feel more connected to the college community.



Response rates of less than 6% were not included in the figure.

Seventy-three percent agreed or strongly agreed that interactions with their Academy Advisors helped them to feel more connected to the college community. Agreement levels with the orientations and events were relatively low, especially for attending Academy Events.

Questions on Academy Sponsored Events

Q. 26 Have you attended any Academy sponsored events? (These events DO NOT include Freshmen First or College 101.)

Answer Options	Response Count	Response Percent
No	595	88.2%
Yes	80	11.8%
Total Answered	675	100%

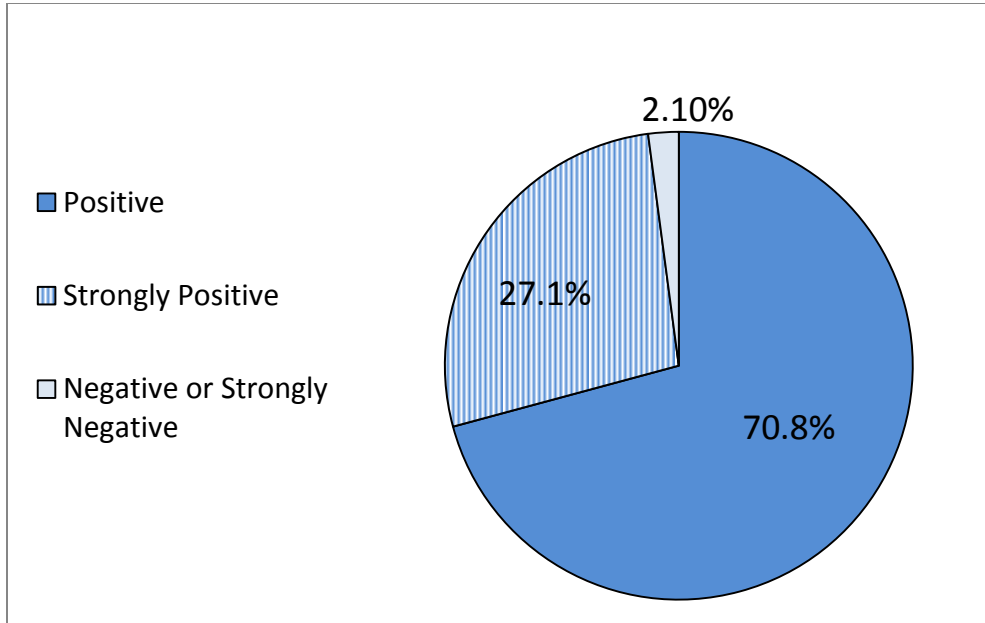
The 595 respondents who had not attended an academy sponsored event at the time of the survey were asked an open-ended question on their reason for not attending. Inspection of the responses led to the development of response categories. Many specifically stated that they did not know the time or location of events so a category separate from “I was not aware of the event” was created. The most common response was that students were too busy or had no free time (211). Many specified that they preferred to spend time on class work rather than attend an event, so a separate category was formed for that group.

Q. 27 Why have you not attended an Academy sponsored event?

Response category	Count
No free time/busy	211
I was not aware of the event	198
Work schedule conflict	68
Uninterested in any events	45
At class or need time for class-work	44
Did not know time or location of event	12
Health or family issues	7

Q. 28 Close to ninety percent (87.6 percent) of those who attended Academy sponsored events attended one event.

Events Attended	Response Count	Response Percent
1	70	87.6%
2	6	7.2%
3	4	4.6%
4 or more	0	0.6%
Total Answered	80	100%

*Attitude Towards Queensborough Community College***Q. 31 At present, my general attitude towards Queensborough Community College is ...**

A total of 670 students responded to this question. Only one student had a strongly negative attitude. A large proportion of 27.1 percent of respondents reported a strongly positive attitude towards the College.

Summary

This summary is organized by grouping the findings by activity (e.g., Freshmen First, Academy Advisers) followed by a summary of global findings. The phrase “were in agreement” will be used to describe responses which were either in agreement or strong agreement to a statement.

College 101

Among the survey respondents, 75.4% attended College 101. The most frequent reason for non-attendance was not being aware of the event (58.2%). Most survey respondents (81 percent) were in agreement that College 101 prepared them to start college and made them more aware of their academy. Seventy-five percent of College 101 attendees were in agreement that they became better at navigating through college procedures as a result of attending College 101. Sixty percent of attendees were in agreement that it helped them to feel more connected to the college community.

Freshmen First

Among the survey respondents, 88.1 percent attended Freshmen First. There were a variety of reasons for not attending, with the top three being “out of town”, “having a work conflict” and “it did not seem important”. Over 78 percent of the attendees were in agreement that at Freshmen First, they learned about support services and the majors that are a part of their academy. Sixty-nine percent were in agreement that they felt more connected to their academy.

Interaction with Academy Advisers

Among the survey respondents, 47 percent responded that they had never interacted with their Academy Adviser since the start of the semester. Among those who interacted with their Adviser, 41 percent responded that they interacted 1-2 times. The two most frequent reasons for not interacting with their Adviser was that they did not know who the Adviser was (40.4 percent) and because “assistance was not needed” (32.5 percent). Academic advisement was the topic most frequently reported as the topic discussed when interacting with the Advisers and Financial Aid assistance was the next most frequently discussed topic. Seventy-four percent were in agreement that their Adviser had clearly explained the college’s procedures and policies to them. Only 4 percent of respondents indicated that their Adviser did not refer them to support services when needed. Among the survey respondents, the Financial Aid Office was the support service office most frequently visited, followed by the Writing Center. Seventy-five percent of respondents who interacted with the Advisers at least once since the start of the semester were in agreement that interacting with their Academy Adviser resulted in their becoming better at navigating through college procedures. Seventy-three percent of those who interacted with their Advisers were in agreement that interacting with their Advisers resulted in them feeling more connected with the college community. As stated in the Queensborough Academies Protocol,

two of the outcomes of the Queensborough Academies are to enhance incoming students' acquisition of knowledge about the College and to increase student connectedness to the college community. The findings provide some evidence that the efforts of the Academy Advisers are helping the College to meet these two objectives of the Academies. The findings might also serve as comparison measures, if improvements in future survey responses are selected as indicators of improvement in student services.

ST-100 Courses

Among the survey respondents, 97.3 percent enrolled in ST-100. This is the highest enrollment percent among the years since the Freshman Academies began in fall 2009. Among attending Freshmen First, Attending College 101 and interacting with Academy Advisers, students gave the highest agreement responses to the statement that attending ST-100 classes helped them to navigate through college procedures. The agreement rate was 82 percent.

Academy Sponsored Events

Only 11.8 percent of the respondents attended an academy sponsored event in their first semester, at the time of the survey. Among the 585 respondents who gave explanations for not attending, 279 responded that they had inadequate free time or a work schedule conflict. Many specified that they wanted to spend time studying for class-related work, rather than attending an event. Two-hundred and ten stated that they were not aware of the event or were lacking information about the event time or location. Forty-five stated that they were uninterested in any events. Only 12.4% attended more than one event. Among the orientations and interactions with Advisers, the academy sponsored events received the lowest agreement ratings that they resulted in feeling more connected to the college community. Many responses were neutral (47 percent), partly accounting for those who did not attend any events.

The finding that 11.8 percent responded that they attended an event cannot be interpreted to mean that only 11.8 percent attended events during the semester because the survey began on October 23. Survey respondents may have attended an event(s) after they completed the survey.

Global Outcomes

The vast majority, 92.4% of respondents indicated that did **not** have difficulty navigating through college procedures during the semester. Among those who did have difficulty, they described a wide variety of ways in which they had difficulty. There was no clear pattern of ways in which they had difficulty navigating besides not knowing "where" or "how". There were very few statements of being misinformed or having difficulty with others on campus.

Table 3 provides an overview of the agreement ratings for statements of how the orientations, events and Academy Advisers helped students to navigate through college procedures and how

they helped them to become more connected with the college community. These ratings are for statements which were developed to assess two of the Queensborough Academies objectives.

Table 3. Summary of Utilization and Agreement Ratings for Orientations, Events and Academy Advisers.

	College 101	Freshmen First	Academy Advisers	ST-100	Academy Sp. Events
Percentage of survey respondents participating, attending or interacting.	75%	88%	53%	97%	12%
Percentage in agreement with "As a result of the following, I have become better at navigating through college procedures at QCC."	75%	71%	75%	82%	N.A.
Percentage in agreement with, "As a result of the following, I feel more connected to the college community."	60%	59%	73%	N.A.	42%

"In agreement" includes ratings of "agree" and "strongly agree" and percentages are rounded.

According to the survey feedback, attending ST-100 was rated the most effective orientation to help students with navigating through college procedures (82 percent). Interacting with an Academy Adviser was rated most effective in making students feel more connected to the College (73 percent.)

Survey respondents provided very positive responses about their general attitude towards QCC. Ninety-eight percent had a positive or strongly positive attitude towards QCC. It should be noted that these ratings were obtained during the time period after midterms and through the final exams period, as opposed to the relatively less-challenging start of the semester. Among the few who had negative responses (2.1 percent) there were no common themes on the reasons for their attitude. Many had reasons beyond the scope of what QCC controls/offers (e.g., "I would rather dorm"). Overall, the positive attitude ratings bode well for future retention outcomes as positive attitudes were associated with higher retention rates at other institutions and at QCC. Future surveys will require all respondents to provide their EMPLIDs so that their responses and retention rates can be tracked.

Conclusions

Three of the outcomes specified within the Queensborough Academies Protocol are to increase student knowledge of the College, student connectivity to the College and connectivity to their academy. The findings from the First Semester Freshmen Experience Survey provide evidence that these outcomes are being met. College 101 is designed to prepare freshmen for their first semester. Survey results showed that a great majority of respondents were in agreement that College 101 helped to prepare them to start college and made them more aware of their academy. A large majority of respondents attributed the Freshmen First orientation to their learning about support services, learning about the majors that are a part of their academy and feeling more connected to their academy. A large majority of survey respondents were in agreement that interactions with their Advisers resulted in them feeling more connected to the college community. An overarching purpose of College 101, Freshmen First, ST-100, and the efforts of the Academy Advisers is to provide information to freshmen so that they could successfully navigate through college procedures during their first semester. The survey results showed that a great majority of respondents felt that they were able to navigate through college procedures and that College 101, Freshmen First, the Advisers and ST-100 (especially), were instrumental in helping them.

An important finding of the survey was that a large number of students did not know who their Academy Adviser was. The findings from the survey provide some evidence that attendance at the orientations can help students to become familiar with their Advisers; however, attendance at the orientations did not appear to be sufficient. Many respondents who did not interact with their Adviser since the start of the semester indicated that they did not need help during the semester. This may partly explain why some respondents were not familiar with their Adviser.

A long-term institutional objective of the Queensborough Academies is to increase student satisfaction. The results of the First Semester Freshmen Experience Survey provided evidence that students were satisfied with QCC. The vast majority of respondents indicated that they have a positive or strongly positive attitude towards QCC. The few who had a negative attitude towards QCC gave reasons for their attitude which did **not** point towards any particular common factor(s).

The next step in the surveying cycle/process will include a modification of the current survey. Additional response options of “not applicable” will be added for several questions. Changes in the orientation events offered, plans for Adviser training and recommended survey modifications from Student Affairs will be considered as survey changes are developed. IRB approval will be sought before the new survey is administered in the latter half of fall 2014.

Appendix 1

All responses, categorized, to question 16, "Please provide an example of the types of topics you discussed with your Academy Advisor (e.g., academic advisement, tutoring, financial aid assistance, personal issues, etc.)"

Advisement Topics	Count
Academic Advisement	86
Financial Aid Assistance	48
Classes	27
Multiple topics	25
Tutoring	23
Future class schedule	14
Nursing program	10
Make Class Schedule	9
Transferring	9
Registration	8
Changing majors	7
Grades	7
Personal issues	5
Business	4
Class Withdrawal	4
Major	4
N/a	4
Changing Schedule	3
Class Schedule in general	3
Homework	3
College	2
CUNY portal/CUNY first	2
General Questions	2
Internships	2
Majors	2
ST100	2
After graduation	1
"All of the above"	1
Attendance	1
Career Choice	1
CD Program	1
Class recommendations	1
Clubs, athletics	1
Dental School	1

EMT program	1
Enrollment	1
ESL	1
First Semester	1
Following Semester	1
General Questions	1
Interdisciplinary studies	1
Library	1
Music	1
Nutrition program	1
Organization	1
Problems with classes	1
Program requirements	1
"QCC"	1
Remedial classes	1
Requirements for program	1
Study abroad	1
Winter session	1

Appendix 2

All responses to question 23 “Please describe how you had difficulty navigating through college procedures at QCC during your first semester.”
adjusting to new things and finding my way around.
Because I don't know when I have some problems where I need to go solving this problems.
because i dont who is my advisor
class arrangement
Didn't know much about tigermail,cunyfirst, and other sources.
didn't know the campus and the buildings
difficulty on who to go to for what
Exit exams that I need to take before creating a schedule for my next semester
finding classes
finding financial aid offices and finding assistance to help me getting prepared for my next semester.
Having four different accounts with the school to manage is kind of stupid
I always would get lost and was unsure where to go for different situations.
I am not sure which office room can help me actually
I did because its my first semester and wasn't aware of the campus' resources
I did not know my Tigermail account and had trouble with accessing BlackBoard.
i didn't have any
i didn't know how to acced to cuny first
i don't know what benefits QCC do.
I don't know what I'm supposed to do.
I felt like it was too much for me.
I got confused if I was on class on time or if I'm in the right or wrong class.
I had a few technical difficulties with the email and the Quny first because it wouldn't show anything .
I had a minor difficulty registering for classes.
I had difficulties adjusting
I had difficulty finding my classes
I had Difficulty finding the locations of certain buildings and classes at first.
I had too many classes in one day
I lose my CD, Because I don't know what is going on. and at the beginning of this semester, I DON'T KNOW HOW TO USE TIGERMAIL. AND NO ONE TOLD ME TO DO SO. I MISS TOO MCUH INFO.
I needed more personal one on one help
I used to have some difficulties during my first 2 weeks that's all.
I was confused at times
I was confused where my classes were, in what building.
I was not sure about what I should do with certain classes
I was unaware about a lot of important things i should've of been notified about.
I wasn't sure of the services i had such as math learning center and writing center and wasn't sure of my

adviser
If procedures means work in this statement, I did not expect all of that work at all and I am not even taking any major classes yet.
I'm confused about my classes.
information regarding registering for spring semester
it has been well.Just confusing where the room and buildings are
it is hard for me to learn
It was a big transition, something I wasn't used to yet but am now. Difficulty finding classes.
It was a lot of steps and i felt that it was a little complicating navigating through the website
It was confusing
It was difficult for the first two weeks. Nothing unusual. I had to get used to it. I'm very familiar around the campus with a little help from my friends. It took about a month to know this place inside and out.
it was hard for me, because i did not know how to pay for my classes
Its like a whole new chapter in a book . Everything is different
its was not hard
language and different culture
major courses very difficulty
my lack of time cause i had difficulties to engage with the helps that the college offers me.
no
Not use to the scheduals
Paying for college
Posting to blackboard for the first time.
registering for classes and finals
sometimes i cannot clearly understand when the professors talking about
sometimes i was unable to log into mt tigermail, cunyfirst and blackboard.
The expression 'run-around' crossed my mind quite often when interacting with certain members of the staff.
the website was off.
Well i did not know where to go for financial Aid and where to register for classes when i finished the ST 100 course.I also don't know what classes i think to take in order to transfer to Baruch.
YES