



Responses to all open ended questions



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Population: SUNY at Cortland (291 responses)

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T1. Please list the institution's top three strengths regarding the way it conducts the first year of college. (N=181)  

Answer

Orientation Advisement CORE

Orientation First Semester Seminar Designated Advisors for Undeclared Majors



1. Summer orientation for new students 2. COR 101: Cortland Experience course designed specifically to introduce and prepare students for college life. 3. Stipends for faculty and staff who participate in Summer Orientations.

commitment to retention recognizing special needs of first year students linking academic and student affairs it's organized; follows models that work in other places

Summer Orientation Advising students who have not yet elected a major Encouraging department-specific versions of COR

is currently addressing first year issues cooperation with departments with large first year service courses

1) sensitive to first-year student needs. 2) greatly expanded our first year programs

T2. Please list the institution's top three weaknesses regarding the way it conducts the first year of college. (N=173)  

Answer

Not sure

Limited Resources for Learning Communities Uneven Departmental Commitment ???



1. Inadequate number of courses or course sections during Summer Orientations 2. Unattractive stipend incentive for more COR 101 instructors to participate 3. Unattractive stipend incentive for more faculty and staff to participate in Summer Orientations.

Communicating to all faculty

communicating it to all

Students complaints about COR; is it necessary for all freshman? (Presidential scholars, honors, etc.??) I sense unevenness across the campus in the delivery of COR 101 More publicity on the college's (stated) philosophy concerning the first year

First Year--Core Program Content is lacking. Little discussion of college culture, student responsibility and

CT1. 1. Please indicate where your working relationships with first-year students occur (e.g., COR101, Large Lecture Courses, Learning Communities, SGA Clubs & Organizations, Counseling Center, Advisement, Health Services, Residence Halls/Programming, Recreational Activities, Others; please be as specific as possible). (N=237)  

Answer

I do not work with first year students.

large courses advising extra-curricular activities

In my classroom and in my office.

at the policy/procedures level

Advisement



advising

Large Lecture Clubs and Organizations

Basically only via advisement (summer orientation, and my regular school year advising)

SGA Clubs, Advisement

CPN courses

CT2. 2. Please describe the nature of your working relationships or experience with first-year students in each of the areas you listed in Question 1 above. (N=215)  

Answer

None

little interacting in large classes a great deal interacting in advising and in extra-curricular activities

I get great satisfaction from seeing first-year students become better students under my direction.
 indirect interaction rather than personal and individual interaction
 Every year for many years, I have participated in Summer Orientation for first-year students and transfers.
 class planning...career counseling
 Teacher Advisor
 Standard advisement
 Advisor
 Instructor

CT3. 3. Please describe any informal interactions, activities, or experiences that you have with first-year students. (N=177)

Answer
 I am part of the fall convocation.
 rehearsals for dramatic productions -- mix of formal work and informal interaction
 attendance at certain designated gatherings
 My informal interactions with first-year students involve conversations in my office and campus cafeterias and, occasionally, during sports events.
 Trips, programs, dinners.
 NA
 potluck dinners, field trips, lectures, lunches
 Occasional student organized events
 see some first year students at campus-wide lectures.

CT4. 4. Do you have any additional comments or input regarding SUNY Cortland and the first-year experience of students? (N=125)

Answer
 Freshmen and transfer students are very shy and need opportunities to have older students introduce them to other students and get them involved in campus activities. In short, having a sponsor is a good thing.
 The COR 101 class needs to be re-designed to take into account that most first year students do not know how to study, do not know how to take multiple choice/essay exams, nor do they know how to manage their study time during the week. When COR 101 was first developed, I tried to make these same points and my advice fell on deaf ears. Students consistently tell me that COR 101, as currently structured, is a waste of time.
 I am not sure the extent to which our alums are presently involved. If not, I think they would be an effective channel for reaching first-year students, especially more recent alums.
 1) Once again, SUNY Cortland should examine the necessity of COR 101 for all students. 2) Again, examine possible "unevenness" in delivery of COR 3) How are "first year on campus" students handled vis-a-vis COR 101 if they are bringing in substantial credit hours and in fact have achieved sophomore status prior to setting foot on our campus?

CT5. 5. If you are a faculty member, please indicate if you are assigned to the College of Arts & Sciences, Education, or Professional Studies. (N=181)

Answer
 Professional Studies
 Arts & Sciences
 Arts & Sciences
 Arts & Sciences
 Professional Studies
 Arts and Sciences
 prof studies
 College of Arts & Sciences
 School of Arts and Sciences
 Arts and Sciences

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