



First Year Experience

Evaluation results of all students enrolled in a FYE Course (ASC 101, ASC 101 Scholars, ESC 100, HON 101, NUR 101) 2018-2020

Fall 2020 = 398/1604 (24.8%)	n	Fall 2019 n = 1229/1678 (73.2%)	Fall 2018 n = 1106/1634 (67.6%)	
Overall Perceptions (Most valuable aspects of FYE course: Students may choose multiple responses)				
151 (37.9%)		580 (47.2%)	527 (47.6%)	Meeting new people and making friends
102 (25.6%)		399 (32.5%)	318 (28.8%)	Out of class activities
191 (48%)		569 (46.3%)	565 (51.1%)	Small class size
123 (30.9%)		317 (37.1%)	93 (36.5%)	Having a Peer Mentor* Only 361 (Fall 2018) & 854 (Fall 2019) students were in a Peer Mentor Section
204 (51.3%)		500 (40.7%)	500 (45.2%)	In-Class Discussions
33 (8.3%)		178 (14.5%)	142 (12.8%)	Studying for other classes with my classmates
150 (37.7%)		516 (42%)	516 (46.7%)	Campus Resources presenting to my class
239 (60.1%)		497 (40.4%)	360 (32.5%)	Academic Success Plan
232 (58.3%)		509 (41.4%)	463 (41.9%)	Academic Skills (learning about time management, study skills, note taking, and/or reading)
Community/Student Connections				
50.8%		60.7%	69.9%	knew their fellow FYE students at least somewhat well
87.2%		80.2%	80.9%	compared to their other courses, students participated the same or more in other courses
65.6%		72.5%	77.1%	agreed that being in this class helped them to meet other students at Cleveland State University
95.2%		94.3%	97.3%	agreed they felt accepted and included a member of their FYE class
52.5%		67.0%	73.1%	agreed that the FYE course helped them develop friendships with other new students
71.1%		78.9%	83.5%	talked with their fellow first-year students about their CSU experience at least sometimes
22.4%		35.8%	33.6%	studied with their classes with other members of their FYE course at least sometimes
50.5%		62.4%	55%	participated in out of class activities with members of their FYE course at least sometimes
FYE Peer Mentor (Fall 2018 n = 255; Fall 2019 n = 854; Fall 2020 n = 300)				
				indicated their Peer Mentor was effective or very effective at keeping them informed about involvement opportunities on campus
78%		86.9%	87.5%	indicated their Peer Mentor was responsive or very responsive to questions and concerns
80.7%		88.3%	92.2%	indicated their Peer Mentor was accessible or very accessible when needed
81.3%		87.2%	92.5%	agreed their Peer Mentor made an effort to get to know them
70%		78%	85.5%	agreed their Peer Mentor maintained a positive attitude about their position
85%		92.3%	98.4%	agreed their Peer Mentor maintained a positive attitude toward all FYE course members
84.7%		92.7%	97%	agreed their Peer Mentor encouraged participation in out-of-class activities
84%		92.2%	97.6%	agreed their Peer Mentor helped develop an atmosphere of respect among FYE course members
82%		90.5%	97%	agreed their Peer Mentor made important contributions to discussions in the FYE course
81.7%		89.3%	94.1%	
Instructor				
90%		87%	89.9%	indicated their FYE course instructor was accessible or very accessible when needed
96.0%		89.7%	90.6%	indicated their FYE course instructor was prepared or very prepared for class
96.5%		91.8%	93.4%	indicated their FYE course instructor was knowledgeable or very knowledgeable about the course content
97%		96.3%	97%	agreed their FYE course instructor demonstrated enthusiasm for working with new students
93.2%		95.3%	94.4%	agreed their FYE course instructor encouraged meaningful class discussions
95.2%		93.2%	93.3%	agreed their FYE course instructor adapted the course to fit the needs of the class
92.2%		90.5%	88.6%	agreed their FYE course instructor graded and returned assignments promptly
92.2%		88.9%	87%	agreed their FYE course instructor provided meaningful feedback on graded assignments
84.4%		77.6%	81.3%	agreed that being in the FYE course helped them be more comfortable talking to faculty
FYE Course Content				
93.5%		88.6%	86.1%	indicated the FYE course was at least somewhat helpful in evaluating their academic success skills (time management, study skills, reading, note taking, and stress management)
94.2%		88.9%	86.4%	indicated the FYE course was at least somewhat helpful in identifying strategies to improve their academic success skills
82.2%		76.7%	64.9%	indicated the FYE course was comfortable or very comfortable place to ask questions
96%		93.3%	90.1%	indicated the assignments in the FYE course were at least somewhat relevant to the topics covered
87.9%		79.3%	77.8%	agreed the FYE course helped them make a positive transition to Cleveland State University
91%		90%	88.2%	agreed the FYE course increased their knowledge of resources on campus for getting involved
92.2%		91.9%	89.3%	agreed the FYE course increased their knowledge of support resources on campus (i.e. Tutoring & Academic Success Center, First Year Advising, Writing Center, Math Learning Center, CARE Team, Counseling Services, etc.)
88.7%		89.8%	87.8%	agreed they can identify at least two benefits of connecting with faculty beyond the classroom (and beyond their FYE course instructor)
83.2%		80.3%	80.4%	agreed the FYE course broadened their awareness of other points of view
93.2%		88.4%	87.9%	agreed the FYE course covered issues/topics important to new students
95.7%		95.5%	96.1%	agreed they expected to pass their FYE course
90.2%		85.1%	82.4%	agreed the FYE course helped them explore potential majors and occupations

no data	84.7%	84.5%	agreed the ALiCE (Alert, Lockdown, Inform, Counter, Evacuate) training was a valuable activity and should be continued
no data	no data	50.2%	agreed the LASSI workshop was a valuable activity and should be continued
no data	66.9%	no data	agreed Major Connections was a valuable event and should be continued
no data	83.1%	78.2%	agreed the Library session was a valuable class session and should be continued
no data	70.5%	69.7%	indicated the Career Planning presentation in Career Services was very helpful or helpful
no data	84.5%	no data	attended two or more out-of-class activities for their FYE course
92.3%	no data	no data	agreed the metacognition lesson (College Life Hacks) was a valuable lesson and should be continued
92.8%	no data	no data	agreed the Vikes Vote presentation was valuable and should be continued
90.4%	no data	no data	agreed the Diversity and Inclusion video presentation was valuable and should be continued
90.9%	no data	no data	agreed the First Year Advising Workshop was a valuable event and should be continued
75.4%	no data	no data	agreed the Library Escape Room was a valuable exercise and should be continued
92.5%	no data	no data	agreed the Career Services presentation and activity were valuable to my career development and should be continued
73.4%	no data	no data	participated in two or more virtual out-of-class activities for their FYE course