



FYE HOME

FACULTY TRAINING

STUDENT RESOURCES

TEACHING RESOURCES

LIBRARY RESOURCES

FYE COMMITTEE

RELATED LINKS

HISTORY OF FYE

LEARNING OUTCOMES

ASSESSMENT & RESEARCH

PEER LEADERS

CONTACT

FIRST YEAR EXPERIENCE SENATE REPORT

(1) ENROLLMENT

Tied to strategic plan objective 2.6, we've increased participation of first-time, full-time students in FYE from 76% (2005-06 as baseline) to 98% (1258 (19 in Spring 2010) out of 1281 for Fall 2009 entering students), anticipating 99-100% involvement for Fall 2010. This increased participation has been achieved through increased participation of faculty from all 4 Schools. We will be restricting student ability to drop their Fall 2010 FYE in an effort to achieve 100% participation in FYE in their first semester.

(2) ASSESSMENT

As of Spring 2009, we've initiated a program assessment, utilizing end-of-semester student surveys tied to our 9 learning objectives. Data from 846 students in Fall 2009 FYE sections indicate that FYE is doing an excellent job meeting these 2 learning objectives: (1) Students will practice academic honesty and exhibit ethical conduct; (4) Students will take personal responsibility for their academic performance. However, we are below 70% in meeting the following objectives: (6) Students will be able to utilize the degree evaluation to monitor progress toward graduation; and (9) Students will understand critical thinking vs. surface learning and be able to choose appropriately, thereby becoming more reflective learners. We were most improved (versus Spring 2009) in increasing student participation in the CCSU community.

This assessment also collected data on campus and community engagement: Almost half of our first-year students already belong to an on-campus club/organization. Almost half of our first-year students participate in recreation/fitness activities at CCSU. 71% of students visited a professor during his/her office hours (at least once). A majority (53%) of our first-year students work less than 6 hours per week off campus. Finally, 79% of students reported attending at least 90% of these classes in their first semester (PLEASE NOTE: Students could only complete this survey if they attended the class in which it was given. As for the bad news, 69.5% of our first-year student self-reported spending 10 hours or less per week preparing for class (e.g., studying, reading, writing, doing homework, etc.); participation in student government was low (11%), and there was a limited amount of community engagement in terms of off-campus field trips and volunteer work.

The NSSE (2008) survey, comparing students in FYE sections in Fall 2007 (with those not in FYE sections) indicates greater educational and personal growth in a variety of areas, and better quality relationships with faculty for those students in FYE sections (vs. those not in FYE sections).

(3) CURRENT INITIATIVES

(a) We are designing faculty development sessions and on-line teaching modules for the learning objectives scoring the lowest on our survey. Building on feedback from assessment and the NSSE, we will be working to improve the quality and consistency of the FYE program overall

(b) We will be piloting 3 living and learning communities for Fall 2010 (for students majoring in Engineering, Elementary Education, or Athletic Training/Exercise Science). We also have a fourth learning community ("The Birth of Math") returning for Fall 2010.

(c.) In fall 2010, we hope to continue to expand our Community and Campus Engagement. This should be further encouraged through the piloting of a peer leaders/mentors program. We will be integrating 15 peer leaders into 15 FYE courses in Fall 2010. These peer leaders (all with 3.0 GPA or better and extensive on campus participation) will go through 2 days of training and enroll in a 2-credit Peer Leadership Seminar.

APPENDIX: FALL 2009 PROGRAM ASSESSMENT SUMMARY

A rank ordering of our learning objectives is provided below:

Item	N	Strongly Agree + Agree
<i>Please indicate how much you agree with the following statements about yourself</i>		
I have not committed any act of academic dishonesty (copying another's work, cheating, etc.) since I have been at CCSU.	846	92%
I have a good understanding of my personal strengths and weaknesses.	846	91%
I can describe where to get help on this campus when I need it.	846	78%
I meet all assignment deadlines.	846	77%
I can explain the purpose and role of my general education courses requirements.	846	73%
I learn well on my own.	846	72%
I feel a strong sense of belonging to the CCSU Community.	846	64%
I study effectively.	846	63%
I seek out help when I have difficulty with academic work.	846	62%
I have logged into the degree evaluation system (CAPP) to see my progress toward graduation.	846	35%

Item	N	Strongly Agree + Agree
<i>Please indicate how much you agree that this course sufficiently covered the following topics</i>		
Taking personal responsibility for academic performance	846	88%
Academic honesty.	846	87%
Accessing campus resources at CCSU	846	82%
Participation in the CCSU Community (Only @ 63% in Spring 2009)	846	75%
Effective study skills	846	74%
The role of general education	846	74%
Overall, this course was effective	846	73%
How to learn independently	846	73%
The difference between critical thinking and surface learning	846	63%
The degree evaluation system (CAPP)	846	46%

Additional information and full data results are available thru the FYE website at <http://web.ccsu.edu/fye/Fall2009assess.htm>

Co-Curricular Participation Levels (Fall 2009 First Year students)

28-47. During the Fall semester, in which of the following on-campus or CCSU-sponsored activities did you participate?

This list activities first-year students were least likely to do (at least once). Less than 50% participation noted in BOLD!	Percent never attended
28. Attended a talk/lecture (outside of class)	43%
29. Attended entertainment events on campus (e.g., movies, concerts, comedians)	29%
30. Hung out in the Student Center	27%
31. Went to Breakers game room	57%
32. Attended CCSU athletic events	39%
33. Attended and/or participated in recreational or intramural activities?	53%
34. Attended a residence hall sponsored event	48%
35. Attended a theatrical, musical or artistic performance (on campus or on a campus-related trip)	64%
36. Attended Thursday night events in the Devils' Den	53%
37. Attended other on-campus events (e.g., career fair, health fair, majors fair)?	42%
38. Did volunteer work in the community	62%

39. Visited a professor during his/her office hours?	29%
	Yes
40. Did you join/belong to a club or on-campus organization?	47%
41. Did you create/form a new on-campus club?	7%
42. Did you participate in student government (vote or run for office)?	11%
43. Played intercollegiate (NCAA) sports?	11%
44. Participated in intramural sports?	25%
45. Participated in other recreation or fitness activities at CCSU?	47%
46. Visited the club fair (during 2 nd week of classes)?	54%
47. Went on a "field trip" off-campus with a class?	18%
48. Visited the Learning Center or other center for help or support	38%

**Academic Performance of CCSU Full-Time, First-Time Students in the First Year
Fall 2009 only by Populations Taking and Not Taking FYE 101 in Fall 2009**

	FT FT Students Entering Fall 2009		
	FYE 101	No FYE 101	Total
Initial Cohort (N)	586	695	1,281
Combined SAT Score (Mean)	1021	1028	1025
HS Class Rank (Mean Percentile)	60	64	62
First Semester Completion (N)	580	678	1,258
Completion Rate (Pct)	99%	98%	98%
Returned Following Spring (N)	552	647	1,199
Returned Following Spring (Pct)	94%	93%	94%
Second Semester Completion (N)	--	--	--
Completion Rate (Pct)	--	--	--
Fall semester credits attempted (Mean)	14.9	15.0	15.0
Fall semester credits completed (Mean)	13.5	13.4	13.5
First semester GPA (Mean)	2.70	2.63	2.66
First Semester GPA Below 2.0 or Withdraw (Pct)	17.6%	22.2%	20.1%
First Semester GPA 3.0 or Above	41.0%	41.3%	41.1%
Spring semester credits attempted (Mean)	14.8	14.9	14.9
Spring semester credits completed (Mean)	--	--	--
Cum credits completed	--	--	--
Spring semester GPA (Mean)			--
Spring Semester GPA Below 2.0 or Withdraw (Pct)			--

Notes:

First Semester Completion indicates a PIDM match between 3rd week file and end of semester (students have non-null GPA)
Semester credits attempted restated in August 2008 (previous version did not include remedial credits in credits attempted)

Data Source: StufFileF09, F09ED, and S10

Produced by the CCSU Office of Institutional Research and Assessment

NSSE (2008) Survey Items for First-Year Students by Enrollment in Fall 2007 FYE Course

A comparison of items from the 2008 administration of the National Survey of Student Engagement, based on 2 factors: retention to the following fall, and enrollment in a Fall 2007 FYE course, found differences between the FYE and not-FYE groups that are statistically significant. (Full results can be found in a PDF appendix to this report/e-mail.)

Obviously, the data trail by a year, but they do indicate that FYE has a modest positive effect on students, in the following areas:

1. Students are more likely to use an electronic medium to discuss or complete an assignment
2. Students are more likely to use e-mail to communicate with an instructor
3. Students are more likely to participate in a learning community
4. Students report a higher quality relationships with faculty members
5. Students are more likely to exercise or participate in physical fitness activities
6. Students report increased education and personal growth in the following areas:
 - a. Acquiring a broad education
 - b. Writing clearly and efficiently
 - c. Speaking clearly and efficiently
 - d. Thinking critically and analytically
 - e. Analyzing quantitative problems
 - f. Working effectively with others

Central Connecticut State University | PO Box 4010 | 1615 Stanley Street | New Britain, Connecticut 06050-4010

Central Connecticut State University | 1615 Stanley Street, New Britain, CT 06050
860.832.CCSU or toll free instate 1-888-733-CCSU

Copyright © 2007 [Central Connecticut State University]. All rights reserved.
webmaster@ccsu.edu