

Weber State University
Biennial Report on Assessment of Student Learning

Cover Page

Department/Program: First Year Experience (FYE)
Academic Year of Report: 2020/21 (covering Summer 2019 through Spring 2021)
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A. Mission Statement

The First Year Experience (FYE) department at Weber State University assists incoming students in making a successful and responsible transition to the university environment. The department is committed to helping students maximize their potential for academic success by providing them with a solid foundation of knowledge and skills that promote life-long learning.

To accomplish its mission, First Year Experience provides students with valuable information in the UNIV 1105 “Foundations of College Success” course. Topics include: the purpose of higher education, goal setting, time management, study and test taking skills, communication, critical thinking, stress management, academic advisement, career and major exploration, using campus resources, and understanding student responsibilities.

FYE shares the values and themes of Weber State University’s Mission and Strategic Plan by welcoming and valuing all students, collaborating with campus and community partners to make resources known to our students, and creating a classroom environment (in person, online, or virtual) that is engaging, challenging, and supportive.

In addition, the FYE Peer Mentoring Program is a critical factor to the overall success of the department and the students participating in UNIV 1105. We strive to assign a peer mentor to each UNIV 1105: Foundations of College Success course. FYE Peer Mentors assist students in the classroom by fostering a sense of belonging and serving as a valuable resource to both students and instructors. In addition to their fieldwork in the UNIV 1105 classrooms, FYE Peer Mentors attend an upper-division course UNIV 3170 “FYE Peer Mentoring and Leadership Seminar.”

B. Student Learning Outcomes

UNIV 1105 “Foundations of College Success”

Learning Outcomes

After completing this course, students will be able to:

1. **Purpose of Education:** Articulate the value of a college education for themselves, their community, and society. Identify and apply behaviors and mindsets that support college success.
2. **Campus Resources:** Demonstrate the ability to identify and use campus resources in support of academic and personal success.
3. **Goal Setting:** Implement the mechanics of goal setting using the SMART goal framework.

4. **Time Management:** Apply a variety of time management strategies to support short- and long-term goals.
5. **Note Taking:** Utilize a variety of note taking strategies to engage with academic content inside and outside the classroom.
6. **Reading Strategies:** Apply active reading strategies (e.g., annotation) to support comprehension of and engagement with a range of academic texts.
7. **Test Preparation/Test Taking:** Utilize test preparation and test taking strategies to succeed at a range of test types.
8. **Critical Thinking:** Analyze information using critical thinking strategies to engage ideas actively and deeply.
9. **Communication:** Effectively communicate with a range of audiences using college-level writing and presentation skills.
10. **Stress Management:** Identify personal stressors, stress symptoms, and self-regulation strategies to maintain wellness and resilience.
11. **Learning Strategies:** Apply a range of learning strategies to support individual and collaborative efforts toward knowledge construction and problem-solving.
12. **Academic Advisement:** Utilize academic advisement resources to develop an academic plan for degree completion.
13. **Career/Major Exploration:** Identify potential majors and careers suited to individual values and interests using career/major exploration strategies and resources.
14. **Health and Wellness (optional):** Identify effective strategies to maintain personal health and wellness.
15. **Money Management (optional):** Demonstrate sound financial planning in support of short- and long-term goals.
16. **Information Literacy (optional):** Construct accurate knowledge using information literacy skills to evaluate and synthesize sources.
17. **Diversity (optional):** Critically examine multiple perspectives through civil discourse.
18. **Service Learning (optional):** Apply learning in meaningful ways to new settings and complex problems for the benefit of individuals and society.

UNIV 3170 “FYE Peer Mentor Leadership Seminar”

Learning Outcomes

As a result of this course, students will:

1. **Communication:** Apply effective communication skills with students and UNIV 1105 instructors.
2. **Facilitation:** Facilitate effective lessons based on specific UNIV 1105 course topics.
3. **Leadership:** Apply effective leadership skills for use in their UNIV 1105 fieldwork experience and beyond.
4. **Mentoring Challenges:** Identify strategies to deal with challenges associated with the role of Peer Mentor.
5. **Personal Development:** Articulate their personal development resulting from the Peer Mentor experience.

C. Curriculum

Core Courses in Department/Program		Learning Outcomes			
		UNIV 1105			
UNIV 1105 “Foundations of College Success”	Outcomes assessed during previous assessment cycles	Learning Outcome 1	Learning Outcome 2	Learning Outcome 3	
		Effectively demonstrate a variety of note taking strategies.	Effectively utilize the mechanics of goal setting .	Effectively apply active reading strategies (e.g., annotation).	
		Learning Outcome 4	Learning Outcome 5	Learning Outcome 6	Learning Outcome 7
		Effectively demonstrate a variety of time management strategies.	Effectively apply test preparation and test taking strategies.	Effectively utilize career/major exploration strategies and resources.	Effectively apply stress management strategies.
		Learning Outcome 8	Learning Outcome 9	Learning Outcome 10	
	Identify effective learning strategies .	Effectively utilize academic advisement resources.	Identify effective critical thinking strategies.		
	Outcomes assessed during current assessment cycle	Learning Outcome 11	Learning Outcome 12	Learning Outcome 13	
	Purpose of Education: Articulate the value of a college education. Identify behaviors and mindsets that support college success.	Communication: Effectively communicate with a range of audiences using college-level writing and presentation skills.	Campus Resources: Demonstrate the ability to identify and use campus resources in support of academic and personal success.		
Additional outcomes for future assessment	Health and Wellness, Money Management, Information Literacy, Diversity, Service Learning				
		UNIV 3170			
UNIV 3170 “FYE Peer Mentor Leadership Seminar”	Outcomes assessed during previous assessment cycles	Learning Outcome 1		Learning Outcome 2	
		Apply effective communication skills with students and UNIV 1105 instructors.		Facilitate effective lessons based on specific UNIV 1105 course topics.	
		Learning Outcome 3		Learning Outcome 4	
		Apply effective leadership skills for use in UNIV 1105 fieldwork experience and beyond.		Identify strategies to deal with challenges associated with the role of Peer Mentor.	
		Learning Outcome 5			
	Articulate personal development resulting from the Peer Mentor experience.				
Outcomes assessed during current assessment cycle	Learning Outcome 1 (2nd round)		Learning Outcome 2 (2nd round)		
	Apply effective communication skills with students and UNIV 1105 instructors.		Facilitate effective lessons based on specific UNIV 1105 course topics.		

Additional Information:

The First Year Experience UNIV 1105 “Foundations of College Success” instructors cover a total of thirteen primary topic areas and five optional topics (see attachment). For this upcoming assessment period, we have chosen to implement a new way to gather artifacts via Portfolium and will be starting with a baseline year by assessing the following learning outcome topics: purpose of education, communication skills, and campus resources.

The First Year Experience UNIV 3170 “FYE Peer Mentor Leadership Seminar” covers five primary topic areas. We plan to gather artifacts throughout the semester to assess student learning. For this upcoming assessment period we have chosen to focus on the learning outcome topics of communication and facilitation.

D. Program and Contact Information

First Year Experience

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E. Assessment Plan

UNIV 1105 “Foundations of College Success”

The FYE assessment plan for the upcoming baseline year is to gather data from each UNIV 1105 “Foundations of College Success” sections for three of the department’s learning objectives (purpose of education, communication, and campus resources) for a minimum of two years and then compare data. If it is determined that one or more areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each course section by using Portfolium. This is the first year that we are using this type of collection method. In the past we have compared data by utilizing Chi Tester.

UNIV 3170 “FYE Peer Mentor Leadership Seminar”

Artifacts will be collected from each section of UNIV 3170 “FYE Peer Mentor Leadership Seminar” for two of the department’s learning objectives (communication and facilitation) for a minimum of two years and then data will be compared. If it is determined that one or both areas are consistently being met and that no curricular or pedagogical changes need to be made, then the area(s) will be replaced with additional learning objectives. Artifacts will be collected from each student in the section. Artifact samples come from individual assignments, end-of-semester mentor portfolios, and instructor rubrics of presentations and overall performance.

F. Student Achievement

FYE Retention vs. WSU Overall Retention

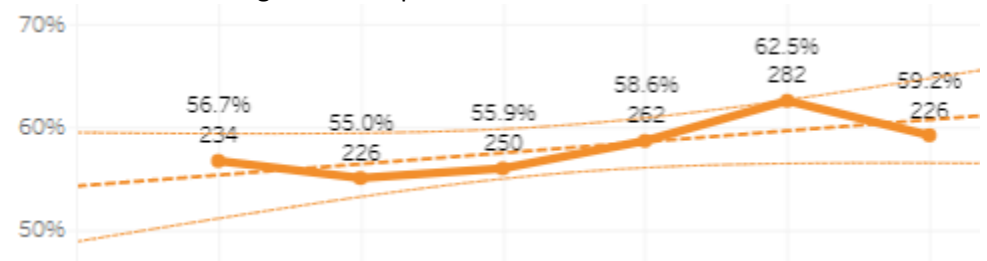
According to WSU’s Cohort Tracking data (see below), fall 2020 one-term FYE student retention was 78.3% compared to 75.9% for WSU overall. Fall 2019 one-year FYE student retention (62.5%) was 6.1% higher than WSU overall (56.4%) and fall 2020 one-year FYE student retention (59.2%) was 2.1% higher than WSU overall (57.1%). An average of second year retention between fall 2015 and fall 2020 indicated that FYE retention (57.9%) was 3.0% higher than WSU overall (54.9%).

Historical Impact of FYE (UNIV 1105) on Retention of students to 2nd year

Cohort = WSU Overall



Cohort = FYE Entering Fall Participant



2020 – 59.2% vs 57.1% = FYE retained 2.1% higher than WSU Overall

2019 – 62.5% vs 56.4% = FYE retained 6.1% higher than WSU Overall

2018 – 58.6% vs 55.1% = FYE retained 3.5% higher than WSU Overall

2017 – 55.9% vs 54.2% = FYE retained 1.7% higher than WSU Overall

2016 – 55.0% vs 54.2% = FYE retained 0.8% higher than WSU Overall

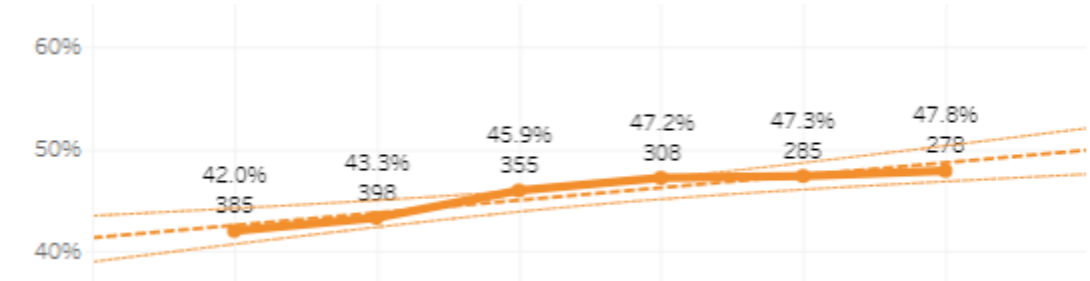
2015 – 56.7% vs 52.9% = FYE retained 3.8% higher than WSU Overall

FYE Retention of Students Placing Into Remedial Math and English

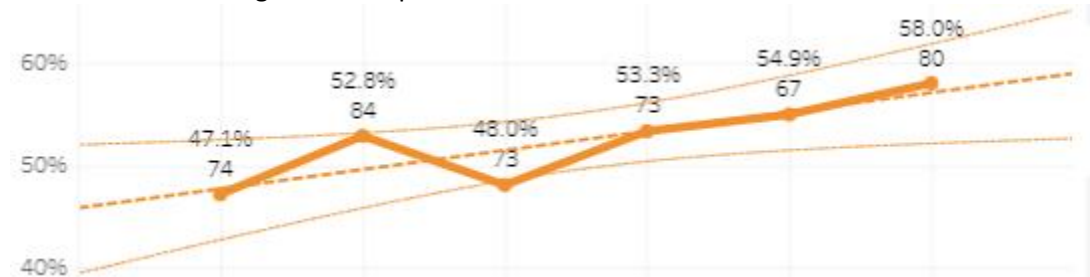
FYE (UNIV 1105) participation also has had a positive impact on students with placement in remedial math and remedial English (see below), fall 2019 one-year FYE student retention of those placed in remedial math and English (54.9%) was 7.6% higher than WSU overall (47.3%) and fall 2020 one-year FYE student retention of remedial students was (58.0%) was 10.2% higher than WSU overall (47.8%) and an average of second year retention of remedial math and English students between fall 2015 and fall 2020 indicated that FYE retention (52.4%) was 6.8% higher than WSU overall (45.6%).

Students with placement in remedial math and remedial English

Cohort = WSU Overall



Cohort = FYE Entering Fall Participant



2020 – 58.0% vs 47.8% = FYE retained 10.2% higher than WSU Overall

2019 – 54.9% vs 47.3% = FYE retained 7.6% higher than WSU Overall

2018 – 53.3% vs 47.2% = FYE retained 6.1% higher than WSU Overall

2017 - 48.0% vs 45.9% = FYE retained 2.1% higher than WSU Overall

2016 – 52.8% vs 43.3% = FYE retained 9.5% higher than WSU Overall

2015 – 47.1% vs 42.0% = FYE retained 5.1% higher than WSU Overall

FYE retention rates along with student opinion of their preparation for other courses as a result of their participation in the FYE program is very encouraging. As part of the FYE end-of-semester student evaluation (see Appendix A), students responded to the statement, “The information I learned in this course will help me succeed in other college courses” with 5 being “Strongly Agree” and 1 being “Strongly Disagree.” Student responses met our department’s standard of excellence of 4.0 with an average response of 4.25 in fall 2020 and 4.47 in spring 2021. Students are leaving this course with positive student habits, a sense of community, a wealth of knowledge regarding campus resources, and a support system that gives them a sense of confidence as they move on. Also we have recently partnered with the Academic Coaching Program on campus to give these students an additional resource by pairing them with an academic coach to maintain and build upon the skills they have learned in FYE to insure they have the resources necessary to continue on in future semesters with confidence.

Evidence of Learning for UNIV 1105 “Foundations of College Success”

UNIV 1105 Foundations of College Success Table 1: Purpose of Education						
Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Learning Outcome 1: Purpose of Education: Articulate the value of a college education. Identify behaviors and mindsets that support college success.	Measure 1: (Direct) Assignment submitted through Portfolium.	Measure 1: (Direct) A minimum of 80% of students will meet departmental expectations.	Measure 1: (Direct) Being that this will be our baseline year, findings will be reported in the next year’s assessment report.	Measure 1: (Direct) Baseline year.	Measure 1: (Direct) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.	Measure 1: (Direct) Baseline year.
	Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students will respond to the statement, “As a result of my experience in this course, my understanding of the purpose of education has increased” with 5 being “Strongly Agree” and 1 being “Strongly Disagree.”	Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.	Measure 2: (Indirect) Baseline year.	Measure 2: (Indirect) Baseline year.	Measure 2: (Indirect) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.	Measure 2: (Indirect) Baseline year.

UNIV 1105
Foundations of College Success
Table 2: Communication Skills

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Learning Outcome 2: Communication: Effectively communicate with a range of audiences using college-level writing and presentation skills.	Measure 1: (Direct) Assignment submitted through Portfolium.	Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.	Measure 1: (Direct) Being that this will be our baseline year, findings will be reported in the next year's assessment report.	Measure 1: (Direct) Baseline year.	Measure 1: (Direct) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.	Measure 1: (Direct) Baseline year.
	Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students will respond to the statement, "As a result of my experience in this course, my understanding of communication has increased" with 5 being "Strongly Agree" and 1 being "Strongly Disagree."	Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.	Measure 2: (Indirect) Baseline year.	Measure 2: (Indirect) Baseline year.	Measure 2: (Indirect) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.	Measure 2: (Indirect) Baseline year.

UNIV 1105
Foundations of College Success
Table 3: Campus Resources

Measurable Learning Outcome Students will...	Method of Measurement	Target Performance	Actual Performance	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Learning Outcome 3: Campus Resources: Demonstrate the ability to identify and use campus resources in support of academic and personal success.	Measure 1: (Direct) Assignment submitted through Portfolium.	Measure 1: (Direct) A minimum of 80% of students will meet or exceed departmental expectations.	Measure 1: (Direct) Being that this will be our baseline year, findings will be reported in the next year's assessment report.	Measure 1: (Direct) Baseline year.	Measure 1: (Direct) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.	Measure 1: (Direct) Baseline year.
	Measure 2: (Indirect) As part of the FYE end-of-semester student evaluation, students will respond to the statement, "As a result of my experience in this course, my awareness of campus resources has increased" with 5 being "Strongly Agree" and 1 being "Strongly Disagree."	Measure 2: (Indirect) The FYE standard of excellence is a 4.0 on a 5.0 Likert scale.	Measure 2: (Indirect) Baseline year.	Measure 2: (Indirect) Baseline year.	Measure 2: (Indirect) Based on the findings, we plan to make curricular and/or pedagogical changes if needed.	Measure 2: (Indirect) Baseline year.

UNIV 3170
FYE Peer Mentor Leadership Seminar
Table 4: Communication Skills

Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Learning Outcome 1: Apply effective communication skills with students and UNIV 1105 instructors.	Measure 1: (Direct) UNIV 3170 written assignments and UNIV 1105 instructor feedback rubrics.	Measure 1: (Direct) A minimum of 90% of students will meet or exceed departmental expectations.	Measure 1: (Direct) All mentors met the departmental expectations by effectively demonstrating communication skills with students and UNIV 1105 instructors as indicated on student and instructor mid-term and end-of-year rubrics.	Measure 1: (Direct) Mentors are held to a higher standard because they are selected by a committee to serve in this role and receive a tuition waiver for their participation. As a result, all mentors should exceed expectations.	Measure 1: (Direct) No curricular or pedagogical changes needed at this time. The department is pleased with the results.	Measure 1: (Direct) We plan to continue to research new methods to build upon the curriculum we are providing in this area.

UNIV 3170
FYE Peer Mentor Leadership Seminar
Table 5: Facilitation Skills

Measurable Learning Outcome Students will...	Method of Measurement	Threshold for Evidence of Student Learning	Findings Linked to Learning Outcomes	Interpretation of Findings	Action Plan/Use of Results	Closing the Loop
Learning Outcome 2: Facilitate effective lessons based on specific UNIV 1105 course topics.	Measure 1: (Direct) UNIV 3170 written assignments and UNIV 1105 instructor feedback rubrics.	Measure 1: (Direct) A minimum of 90% of students will meet or exceed departmental expectations.	Measure 1: (Direct) All mentors met the departmental expectations by facilitating three effective lessons as part of their UNIV 1105 fieldwork as indicated on student and instructor mid-term and end-of-year rubrics.	Measure 1: (Direct) Mentors are held to a higher standard because they are selected by a committee to serve in this role and receive a tuition waiver for their participation. As a result, all mentors should exceed expectations.	Measure 1: (Direct) No curricular or pedagogical changes needed at this time. The department is pleased with the results.	Measure 1: (Direct) We plan to continue to research new methods to build upon the curriculum we are providing in this area.

As a department, we are pleased with the UNIV 3170 “FYE Peer Mentor Leadership Seminar” assessment results. Being that the FYE mentors in this class are selected specifically for this course, it came as no surprise that they exceeded our standard of excellence in the assessed areas of communication and facilitation skills resulting from their peer mentor experience. With continued growth of the program, we are working to develop new, engaging methods to teach this seminar course to a steadily increasing number of mentors.

Summary of Artifact Collection Procedure for UNIV 1105: Foundations of College Success (2020-2021)

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Purpose of Education assignments submitted in Portfolio.	Purpose of Education: Articulate the value of a college education. Identify behaviors and mindsets that support college success.	Instructors will gather assignments submitted in Portfolio.	ePortfolio (Portfolio)
Communication assignments submitted in Portfolio.	Communication: Effectively communicate with a range of audiences using college-level writing and presentation skills.	Instructors will gather assignments submitted in Portfolio.	ePortfolio (Portfolio)
Campus Resource assignments submitted in Portfolio.	Campus Resources: Demonstrate the ability to identify and use campus resources in support of academic and personal success.	Instructors will gather assignments submitted in Portfolio.	ePortfolio (Portfolio)

Summary of Artifact Collection Procedure for UNIV 3170: FYE Peer Mentor and Leadership Seminar (2020-2021)

Artifact	Learning Outcome Measured	When/How Collected?	Where Stored?
Communication skills synthesis reflection assignment and instructor/mentor rubrics (5).	Apply effective communication skills with students and UNIV 1105 instructors.	Twice during semester (at time assignment is due and again when mentoring portfolio is submitted).	Physical file will be stored for two years in the FYE department.
Facilitation skills synthesis reflection assignment and instructor/mentor rubrics (5).	Facilitate effective lessons based on specific UNIV 1105 course topics.	Twice during semester (at time assignment is due and again when mentoring portfolio is submitted).	Physical file will be stored for two years in the FYE department.

Faculty Headcount (2018-2021)

Faculty Headcount	2018-19	2019-20	2020-21
With Doctoral Degrees (Including MFA and other terminal degrees, as specified by the institution)			
Full-time Tenured			
Full-time Non-Tenured (includes tenure-track)			
Part-time and adjunct	4	4	5
With Master's Degrees			
Full-time Tenured			
Full-time Non-Tenured			
Part-time and adjunct	19	21	20
With Bachelor's Degrees			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct			
Other			
Full-time Tenured			
Full-time Non-tenured			
Part-time			
Total Headcount Faculty			
Full-time Tenured			
Full-time Non-tenured			
Part-time and adjunct	23	25	25

Please respond to the following questions.

1) Review and comment on the trend of minority students enrolling in your classes (particularly lower-division, GEN Ed) and in your programs.

In the FYE department, we pride ourselves on creating a safe, inclusive, and welcoming space for our minority students. In every FYE class, our instructors and mentors are committed to fostering a sense of community among our diverse population of students and we are proud of the work we have done in recruiting and retaining minority students. In 2020-21, one-year retention for FYE entering fall BIPOC students (61.9%) was 6.7% higher than WSU BIPOC students overall (55.2%). Based on the data, we are pleased that our UNIV 1105 “Foundations of College Success” course is having a positive impact on minority student retention. In addition, of the peer mentors who serve our UNIV 1105 students and are currently enrolled in our UNIV 3170 “FYE Peer Mentor and Leadership Seminar,” roughly two-thirds identify as minority students.

2) What support (from enrollment services, advising, first-year transition office, access & diversity, etc.) do you need to help you recruit and retain students?

With the help of excellent partnerships across campus, we regularly meet or exceed our enrollment expectations. We would benefit from additional resources to offer more sections, especially in the fall because we typically have many waitlisted students. We appreciate the work of the individuals working in Honors, Athletics, Outdoor and Community Recreation and Education (OCRE), Wildcat Scholars, NUAMES, Davis Enrollment Services, and Upward Bound for their help in recruiting students for their specific FYE sections. Financial Aid and Scholarships have continuously been a great partner with helping our mentors find financial resources to participate in our mentoring and leadership course. We also greatly appreciate the assistance provided by WSU Online and look forward to working with them more as the online and virtual components of our courses continue to evolve.

In the 2020-2021 academic year, FYE had a total of 705 students in 40 sections. In fall 2021, we have 500 students in our program with an additional 302 NUAMES students registered through Concurrent Enrollment. In total for the 2021-2022 academic year, we expect to have over 700 students registered in our traditional courses and an additional 700 registered through Concurrent Enrollment for a total of approximately 1400-1500 students served by roughly 30 instructors and 20 peer mentors. Currently we are managing this with the help of two staff members, so additional help in staffing would be appreciated.

It should be noted that the UNIV 1105 end-of-semester student evaluations of the department, faculty, and mentors are all very high; this is a direct result of the efforts of our FYE instructors and peer mentors (see Appendix A). They should be commended for their efforts to connect with students and make a positive impact, which has undoubtedly been the driving force behind our growth and retention.

3) We have invited you to re-think your program assessment. What strategies are you considering? What support or help would you like?

We are in the process of transitioning from collecting exam-based assessment data in ChiTester to using an ePortfolio platform to collect student learning artifacts. We are looking forward to using the Portfolium platform because it is not only a useful tool to collecting student artifacts for assessment purposes, but it also provides students with a means to create a portfolio of the work they complete throughout their college experience. We feel that getting students started with Portfolium as a requirement for our UNIV 1105 “Foundations of College Success” course will help students get started on their ePortfolios immediately and create a culture of recording their work for future use when applying for jobs or graduate programs. This is also beneficial as we encourage students to participate in Wildcat Advantage to record their High Impact Education Experiences (HIEEs).

The Office of Institutional Effectiveness has been an excellent source of support. We appreciate their collaboration with our department and look forward to working with them in the future as we transition our assessment collection process.

4) Finally, we are supporting our Concurrent Enrollment accreditation process. Does your program offer concurrent enrollment classes? If so, have you been able to submit the information requested from the Concurrent Enrollment office? Staff from OIE will reach out to you in the next few months to assist in finalizing that data submission as well as gather information for concurrent Gen Ed assessment.

This is the first semester (fall 2021) that we have offered concurrent enrollment classes. We are currently piloting CE UNIV 1105 “Foundations of College Success” courses with NUAMES students on both the Davis and Ogden campuses. We have submitted all documentation that has been requested from the Concurrent Enrollment office, including course proposals, onboarding documentation, and site visits. We will be working with CE to create an annual PD training in the spring semester once we are fully transitioned from pilot to CE courses.

Appendix A

2020-2021 Student Evaluation of FYE Department and Faculty

Our most current student satisfaction survey indicated that FYE exceeded the standard of excellence (4.0 on a 5.0 scale) for UNIV 1105: Foundations of College Success in nearly all areas (see below). The department is pleased with the results and attributes these findings to excellent instruction and course content.

Student Evaluation of Faculty for UNIV 1105 "Foundations of College Success" Fall 2020/Spring 2021							
Quantitative Questions	Range	Fall 2020			Spring 2021		
		Average	Stand. Dev.	Answer Count	Average	Stand. Dev.	Answer Count
1 As a result of my experience in this course, my understanding of the purpose of education has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.22	0.92	109	4.56	0.57	32
2 As a result of my experience in this course, my understanding of goal setting/self-awareness has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.29	0.82	110	4.60	0.49	32
3 As a result of my experience in this course, my understanding of textbook reading and annotation has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	3.75	0.82	109	4.14	0.76	32
4 As a result of my experience in this course, my understanding of time management has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.20	0.83	110	4.23	0.63	32
5 As a result of my experience in this course, my understanding of stress management has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	3.99	0.83	110	4.29	0.56	32
6 As a result of my experience in this course, my understanding of note taking has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.09	0.90	110	4.43	0.81	32
7 As a result of my experience in this course, my understanding of test	1 (Strongly Disagree) to	4.05	0.87	109	4.11	0.67	32

preparation and test taking has increased.	5 (Strongly Agree)						
8 As a result of my experience in this course, my understanding of learning strategies has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.13	0.75	110	4.54	0.52	32
9 As a result of my experience in this course, my understanding of critical thinking/higher-level thinking has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	3.93	0.95	107	4.48	0.53	32
10 As a result of my experience in this course, my awareness of academic advising resources has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.46	0.72	109	4.52	0.54	32
11 As a result of my experience in this course, my awareness of major and career exploration resources has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.24	0.68	109	4.33	0.56	32
12 As a result of my experience in this course, my awareness of other WSU resources has increased.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.48	0.64	110	4.52	0.49	32
13 I would rate the overall effectiveness of this course as:	1 (Poor) to 5 (Excellent)	4.14	1.01	110	4.56	0.68	32
14 I would recommend this course to other first year students.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.18	0.92	109	4.54	0.77	32
15 The information I learned in this course will help me succeed in other college courses.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.25	0.82	109	4.47	0.59	32
16 My "Foundations of College Success" instructor utilized class time effectively.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.35	0.86	110	4.66	0.61	32
17 My "Foundations of College Success" instructor incorporated helpful class activities.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.25	0.69	110	4.64	0.56	32

18 My "Foundations of College Success" instructor assigned pertinent course work.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.21	0.69	109	4.59	0.48	32
19 My "Foundations of College Success" instructor supplied helpful feedback on my work.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.29	0.79	110	4.55	0.54	32
20 My "Foundations of College Success" instructor was enthusiastic about the course.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.59	0.62	110	4.89	0.35	32
21 My "Foundations of College Success" instructor demonstrated professionalism.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.54	0.60	110	4.77	0.47	32
22 My "Foundations of College Success" instructor encouraged me to participate.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.48	0.65	110	4.68	0.58	32
23 My "Foundations of College Success" instructor was accessible to me outside of class time.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.39	0.73	110	4.67	0.55	32
24 Overall, I feel this instructor was effective:	1 (Strongly Disagree) to 5 (Strongly Agree)	4.46	0.65	110	4.74	0.49	32
25 I would recommend this instructor to other first year students.	1 (Strongly Disagree) to 5 (Strongly Agree)	4.40	0.75	110	4.77	0.41	32