

# SJSU SUCCEED Survey 2019

**Evaluation of the SJSU SUCCEED Student  
Survey Comparing Fall 2017 to Fall 2018**

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This evaluation was conducted by the STEM Evaluation Unit within WestEd's 90-staff STEM Program. The unit conducts external evaluations of projects and products funded federally by IES, NASA, NIH, NSF, and by corporations and private foundations. WestEd is a national nonpartisan, nonprofit research, development, and service agency with 15 offices nationwide. The STEM Program and its STEM Evaluation Unit are headquartered in WestEd's Redwood City, CA office. Drs. Ted Britton and Cathy Ringstaff co-direct the STEM Evaluation Unit and can be reached at 650-381-6416 and -6430, or [tbritto@wested.org](mailto:tbritto@wested.org) and [cringst@wested.org](mailto:cringst@wested.org).

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## Executive Summary

This report summarizes freshman student survey data pertaining to the San Jose State University Project SUCCEED collected toward the end of the Fall 2018 semester. The survey was available online for students to complete during a 6-week period during December 2018 through mid-January 2019. There were 464 respondents of whom 429 agreed to participate in the analysis for the evaluation study. These results were compared with similar surveys administered to freshmen at the end of their 2015-2017 fall semesters. As in past years, most of the emphasis in the analysis was placed on comparing the results between the 2017 and 2018 fall semesters. Significant differences were investigated using independent t-tests for Likert and similarly-scaled items; significant differences for categorical questions were investigated using chi-square.

Results were largely the same from Fall 2017 to Fall 2018. Only three items had significant differences between the two cohorts. First, Fall 2018 students were less satisfied with their peer mentors than were Fall 2017 students. Secondly, a significantly smaller portion of Fall 2018 students scheduled classes for their spring semester with other students from their blocked classes than of Fall 2017 students. Finally, a significantly larger portion of Fall 2018 students had a peer mentor compared to Fall 2017 students.

The remaining survey questions presented to students yielded no significant differences between 2017 and 2018. A complete description of the aforementioned significant differences is provided on the following pages, as well as a summary of items that showed a significant difference in years prior to Fall 2017 but not between Fall 2017 and Fall 2018.

New to the 2018 survey were questions focused on the newly implemented First Year Experience (FYE) programs, Questions 34-39 in the survey. These questions addressed issues covered in the FYE curriculum about student perceptions around how learning occurs, applying that knowledge to enhance academic success, campus resources, developing a sense of belonging to the campus community, learning about life-long learning skills, and clarifying how values and identity shape perspectives and relationships with people. When asked about how learning occurs and applying that knowledge to enhance academic success, students responded that they agreed that the FYE had helped them achieve an understanding. This included the importance of studying for tests, as well as how to more effectively study for them, being prepared for class, reading and understanding the syllabus, and find campus resources to promote student well-being. Students also agree that the FYE had helped them develop positive connections with peers. Through the FYE, students also agreed that they had developed academic skills such as time management, and information literacy skills, as well as an understanding of the many resources at SJSU to support diversity, and of how their values and identity influence their relationships with different types of people.

Appendix A provides frequency distribution of responses to each question in the survey for Fall 2015, Fall 2016, Fall 2017, and Fall 2018 cohorts.



Significantly fewer students in Fall 2018 scheduled any of their classes for the Spring 2019 semester with other students from their block (28%) compared to students in Fall 2017 (53%). However, Fall 2017 showed a significantly higher proportion of students scheduling classes with others from their block compared to any other year. The percentage who scheduled with others from their block is similar in Fall 2018 to the percentages in Fall 2015 and Fall 2016. It is unclear why Fall 2017 results showed such a large increase compared to other years. Figure 1 shows the percentage of students who scheduled spring classes with other students from their block in each year.

Figure 1. Percentage of students who scheduled any classes with other students from their block

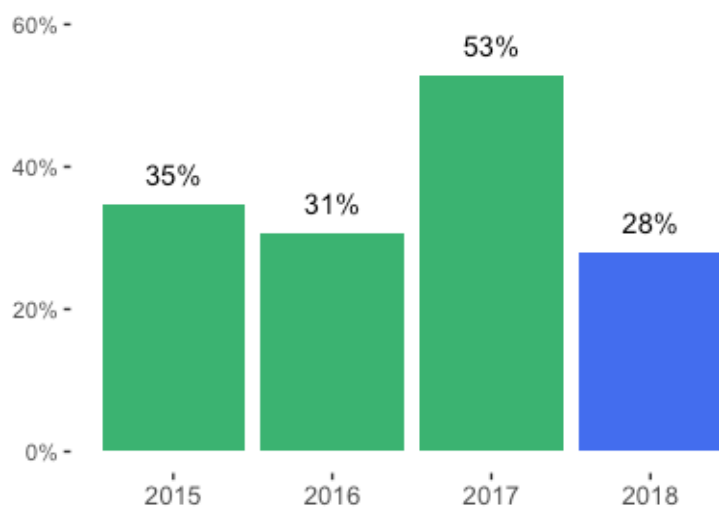
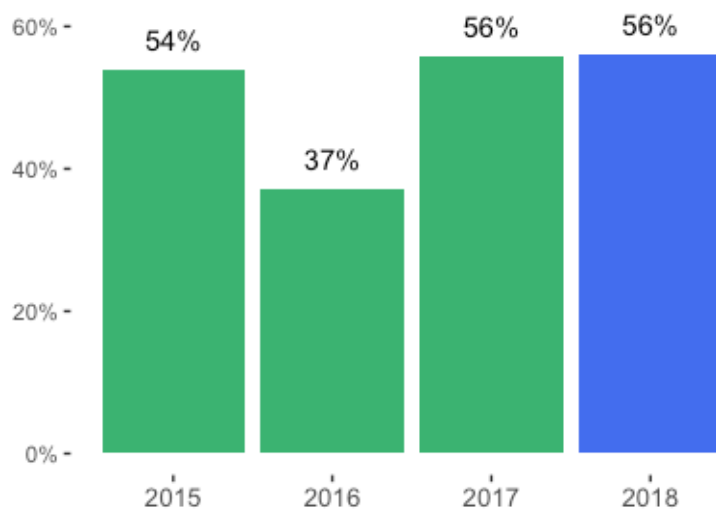


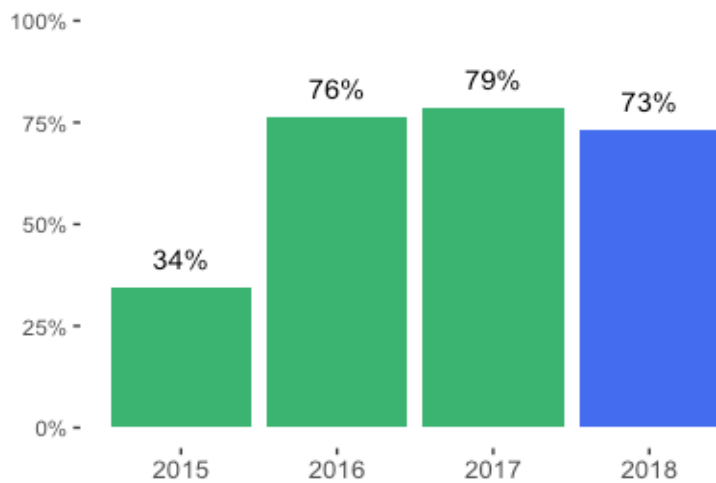
Figure 2 shows the percentage of students who did not register for spring classes with others from their block that did not do so due to a lack of interest. The percentage of students who did not register with others from their block due to lack of interest fell significantly from Fall 2015 (54%) to Fall 2016 (37%). This figure subsequently experienced a significant increase from Fall 2016 to Fall 2017 - rising to 56%, where it remained in Fall 2018.

Figure 2. Percentage of students who did not register for spring classes with other students from their block due to lack of interest



Significantly more students knew whether they had a peer mentor in Fall 2016 (76%) than in Fall 2015 (34%). This figure has stayed consistent since Fall 2016, ranging from 73% to 79%. This indicates early confusion amongst students about whether they had a peer mentor has largely been resolved. Figure 3 shows the percentage that knew whether they had a peer mentor in each year.

Figure 3. Percentage of students who knew whether they had a peer mentor



Significantly more students responded on the survey that they had a peer mentor in Fall 2018 (56%) compared to Fall 2017 (14%). Fall 2017 had a significantly lower percentage of students responding that they had peer mentors compared to all other years. At the same time, Fall 2018 had more students with peer mentors than either Fall 2015 or Fall 2016. Figure 4 shows the percentage of students with peer mentors across all years.

Figure 4. Percentage of students that had a peer mentor

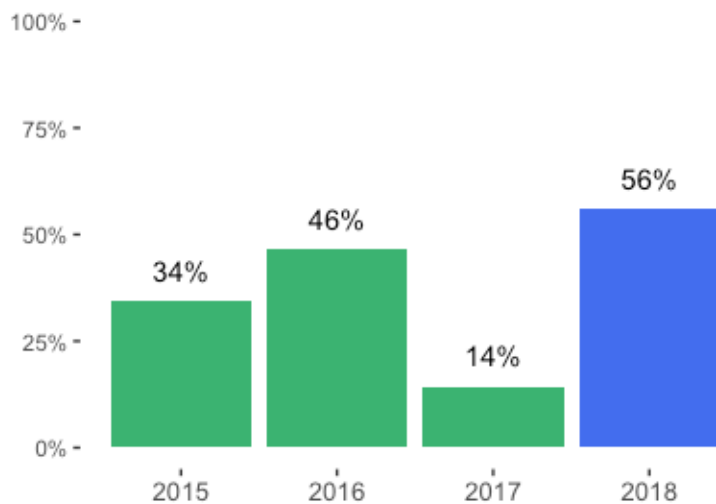
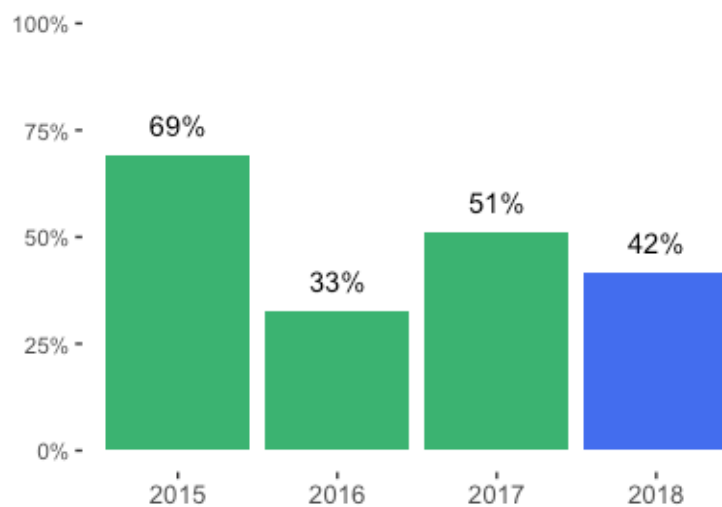


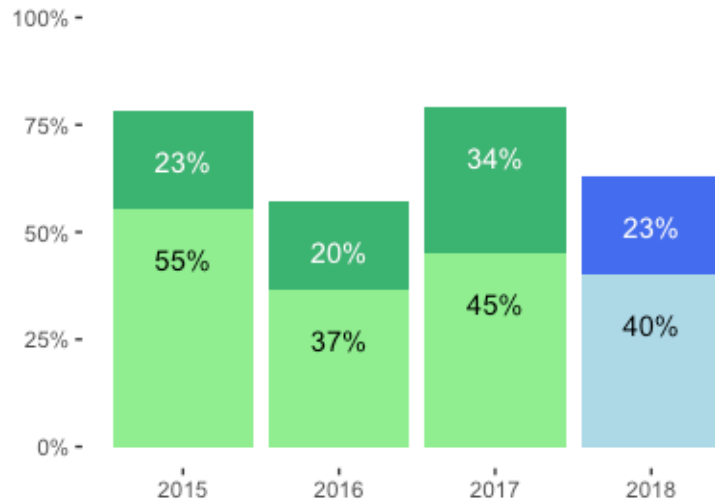
Figure 5 shows students who had a peer mentor interacted significantly less frequently with them in Fall 2016 compared to Fall 2015. The percentage of students who interacted at least once during the semester with their peer mentor dropped from 69% in Fall 2015 to 33% in Fall 2016. The figure rose in Fall 2017 to 51%, with a slight decrease in Fall 2018 to 42%.

Figure 5. Percentage of students that had at least one interaction with their peer mentor over the semester



A significantly larger portion of students in Fall 2017 were satisfied (45%) or very satisfied (34%) with their peer mentors than in Fall 2018 (40% satisfied, 23% very). This item has shown significant fluctuation across years, with the proportion satisfied significantly decreasing from 2015 to 2016, significantly increasing from 2016 to 2017, and significantly decreasing again from 2017 to 2018. Whether this item's fluctuation is due to differences in peer mentor behavior from year to year or differences in survey sampling procedure is unclear. Worth noting is that despite significant fluctuation from one year to the next, the rating of peer mentor satisfaction across all years ranged from 57% to 84%, suggesting the majority of students across all years were satisfied with their peer mentors. Figure 6 shows the percentage of students satisfied with their peer mentors in each year.

Figure 6. Percentage of students who were **satisfied** or **very satisfied** with their peer mentor



## Appendix A

### 1: Agreement to participate

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Agree	262	77%	153	88%	509	95%	429	92%
Disagree	78	23%	20	12%	24	5%	35	8%
Total	340	100%	173	100%	533	100%	464	100%

### 4: What college or department are you in?

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Business	65	25%	44	30%	144	28%	48	14%
Education	*	*	*	*	*	*	6	2%
Engineering	176	67%	86	59%	213	42%	53	15%
Child and Adolescent Development	15	6%	9	6%	40	8%	*	*
Health and Human Sciences	*	*	*	*	*	*	55	16%
Humanities and the Arts	*	*	*	*	*	*	22	6%
Science	*	*	*	*	*	*	52	15%
Social Science	*	*	*	*	*	*	69	20%
I am an undeclared student	*	*	*	*	*	*	31	9%
Other	6	2%	8	5%	112	22%	7	2%
Total	262	100%	147	100%	509	100%	343	100%

\*Response option not present on that year's survey

### Other

- Behavioral science
- Pre Nursing
- Pre-nursing/Undeclared (4x)

### 6: How confident are you that you will stay in your current college or department?

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Very confident	148	56%	85	58%	273	54%	170	50%
Somewhat confident	74	28%	42	29%	148	29%	99	29%
Somewhat unsure	20	8%	8	5%	57	11%	39	11%
Very unsure	20	8%	12	8%	31	6%	32	9%
Total	262	100%	147	100%	509	100%	340	100%

### 7: Was San Jose State University your first choice?

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Yes	112	43%	63	43%	186	37%	141	41%
No	150	57%	84	57%	322	63%	202	59%
Total	262	100%	147	100%	508	100%	343	200%

### 8: If you answered that SJSU was not your first choice, what was your first choice of college?

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
CSU East Bay	1	1%	2	2%	5	1%	6	3%
San Francisco State University	5	3%	0	0%	10	3%	5	2%
UC Berkeley	27	17%	10	11%	35	10%	25	12%
UC Santa Cruz	3	2%	4	4%	23	7%	17	8%
UC Davis	19	12%	5	6%	34	10%	23	11%
UC Santa Barbara	7	4%	5	6%	20	6%	7	3%
Cal Poly San Luis Obispo	38	24%	22	25%	77	23%	20	10%
Other	60	38%	41	46%	137	40%	98	48%
Total	160	100%	89	100%	341	100%	201	100%

#### Other

- any other school I got into
- Cal Poly Long Beach
- Cal State Los Angeles
- Chapman University or Oregon State University
- CSU Channel Islands
- CSU Fullerton (2x)
- CSU Long Beach (3x)
- CSU Monterey Bay (4x)
- Fashion Institute of Technology
- Georgetown university
- Georgia Institute of Technology
- Grand Canyon University
- Hawaii Pacific University
- Hofstra University
- Howard University
- I didn't have a first choice.
- Mission College
- No first choice
- No preference
- NYU
- Other colleges in USA

- Pacific University Oregon
- Pepperdine
- Purdue
- Sacramento State University
- San Diego State (7x)
- Santa Clara University (4x)
- Santa Cruz
- Seattle University
- Sfcu
- Sonoma State University
- Stanford (4x)
- UC Irvine (17x)
- UC RIVERSIDE
- UC San Diego (4x)
- UCLA (9x)
- University of Chicago
- University of Oregon (2x)
- University of San Francisco (3x)
- University of the Pacific
- University of Washington (2x)
- USC (4x)
- USC San Diego
- USF

**9: How confident are you that you will stay at SJSU?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Very confident	165	63%	86	59%	284	56%	179	52%
Somewhat confident	82	31%	41	28%	165	32%	112	33%
Somewhat unsure	10	4%	12	8%	47	9%	36	11%
Very unsure	5	2%	8	5%	13	3%	14	4%
Total	262	100%	147	100%	509	100%	341	100%

**11: How much did you like being in block scheduling?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
I liked it a great deal	64	24%	36	24%	140	28%	47	14%
I liked it somewhat	77	29%	57	39%	163	32%	101	30%
I neither liked nor disliked it	77	29%	29	20%	136	27%	86	25%
I disliked it somewhat	27	10%	13	9%	40	8%	45	13%
I disliked it a great deal	17	6%	12	8%	26	5%	37	11%
I did not know I was block scheduled	*	*	*	*	*	*	26	8%
Total	262	100%	147	100%	505	100%	342	100%

**12: Outside of class, how much did you interact with any other students from your block?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Never	45	17%	22	15%	74	15%	56	17%
Once or twice in the semester	65	25%	31	21%	119	24%	76	22%
Monthly	36	14%	22	15%	59	12%	42	12%
Weekly	66	25%	41	28%	168	33%	106	31%
Daily	50	19%	31	21%	85	17%	58	17%
Total	262	100%	147	100%	505	100%	338	100%

**13: How likely do you think it is that you will keep in contact with any other students from your block?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Very likely	52	20%	34	23%	134	27%	58	17%
Somewhat likely	106	40%	64	44%	210	42%	152	45%
Somewhat unlikely	79	30%	31	21%	105	21%	71	21%
Extremely unlikely	25	10%	18	12%	55	11%	57	17%
Total	262	100%	147	100%	504	100%	338	100%

**14: When choosing your classes for Spring 2018, will you try to schedule any of your classes with other students from your block?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Yes	91	35%	45	31%	266	53%	94	28%
No, I was not interested in scheduling Spring 2018 classes with other students in my Fall 2017 block	92	35%	38	26%	133	26%	135	40%
No, classes were not available to schedule with other students	58	22%	46	31%	*	*	72	21%
No, other reason	21	8%	18	12%	105	21%	34	10%
Total	262	100%	147	100%	504	100%	335	100%

## Other

- both classes I was blocked into were lecture with no interaction between students so it was very hard to meet new people and everyone kept to themselves and I met the least amount of people in these 2 classes out of the 5 I am taking
- decided to schedule classes with other students
- didn't know I could
- I am probably going to change major.
- I chose classes based on friends I made in other classes.
- I chose my classes based on the times of each class.
- I didn't take the classes I was blocked into
- I didn't think about it
- I don't know anyone from my block
- I had to drop both of my block scheduled classes because they interfered with classes I needed to take. Many music majors encountered this.
- I haven't started this process yet
- I just didn't really care to organize my schedule around someone else's.
- I just didn't think about creating a schedule with other students
- I just want to get in and out
- I just went along with what best fit my scheduling and needs
- I scheduled it with friends outside of my block schedule.
- I was focused on picking days and times that were convenient for me
- I was not in block.
- I was pulled out of block schedule for athletics
- I wasn't thinking about it
- I wasn't blocked in any class
- I will not be attending SJSU in spring 2019
- Needed specific classes
- None of them are going for my degree
- Not scheduling for any 2019 classes
- Schedule was not blocked
- Some of the classes that I am planning to take in the Spring, other students had already taken in the Fall
- We aren't close
- Yes but then I dropped my classes to transfer

## 15: Did you have a peer mentor in one or more of your classes this year?

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Yes	79	30%	52	35%	57	11%	141	41%
No	150	57%	60	41%	339	67%	110	32%
I don't know if I had a peer mentor	33	13%	35	24%	107	21%	92	27%
Total	262	100%	147	100%	503	100%	343	100%

**17: How often did you meet face-to-face with your peer mentor this semester?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Never	12	16%	11	22%	11	20%	35	27%
Once or twice	48	65%	25	51%	30	56%	60	46%
Monthly	8	11%	7	14%	8	15%	8	6%
Weekly	3	4%	5	10%	3	6%	23	6%
Several times a week	3	4%	1	2%	2	4%	4	3%
Total	74	100%	49	100%	54	100%	130	100%

**18: How often did you interact in other ways with your mentor this semester (email, text, Facebook, etc.)?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Never	23	31%	33	67%	26	49%	76	58%
Once or twice	32	43%	11	22%	22	42%	38	29%
Monthly	12	16%	3	6%	3	6%	11	8%
Weekly	5	7%	2	4%	1	2%	3	2%
Several times a week	2	3%	0	0%	1	2%	2	2%
Total	74	100%	49	100%	53	100%	130	100%

**19: How satisfied were you with your peer mentor?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Very satisfied	17	23%	10	20%	18	34%	30	23%
Satisfied	41	55%	18	37%	24	45%	52	40%
Neither satisfied nor dissatisfied	16	22%	18	37%	11	21%	44	34%
Dissatisfied	0	0%	2	4%	0	0%	2	2%
Very dissatisfied	0	0%	1	2%	0	0%	2	2%
Total	74	100%	49	100%	53	100%	130	100%

**20: How helpful was having a peer mentor in class?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Very helpful	17	23%	7	14%	13	23%	36	28%
Helpful	30	41%	18	37%	25	45%	49	33%
Neutral	25	34%	21	43%	16	29%	49	38%
Unhelpful	2	3%	2	4%	1	2%	0	0%
Very unhelpful	0	0%	1	2%	1	2%	2	2%
Total	74	100%	49	100%	56	100%	130	100%

**21: What skills have you learned as a result of working with your peer mentor in Fall 2018?**

- Academic
- Advice for projects
- Being organized
- Being responsible
- Better Study habits
- Chemistry, Solidworks and EasyC
- class material
- Collaboration
- Communication (4x)
- Critical Thinking (how to interpret a problem)
- finding classes
- Focus on classes
- Getting more involved, and finding a work study job
- He helps me think outside of the box a lot
- How to adapt to different types of test types.
- How to have safe sex.
- How to make appointments for different resources on campus
- How to procrastinate less
- How to Study Correctly
- Hustle and commitment
- I am more prepared for next year
- i don't know
- I have learned how to use different techniques to better my studies. I had 2 SI leaders in my psych 1 class with Professor Rattan and they were amazing in helping the students like me to reach a better understanding of the material.
- I haven't spoken to one
- I learned more about the purpose of the class.
- I learned to use the peer mentors as valuable resources, as well as take advantage of the other resources offered on the campus
- management
- Meeting with them to ask questions I had
- My peer educator gave very clear lectures so I understood the material better.
- N/A (17x)
- None (4x)
- Not exactly skills. It was more like the reassurance that I wasn't alone and I felt like I had someone to talk to about anything.
- not sure yet
- note taking
- Odds and Ends of E10
- Organization, work/school balance
- outline
- Physics/Linear momentum

- Prewriting
- Resources on Campus
- Self care
- Sexual health and stress management
- She helped me understand complicated math concepts.
- Straightforward communication
- Study habits
- Study skills (4x)
- Study tips
- Studying
- Time Management (7x)
- Time Management & Goal Settings
- Time management and more
- to don't doubt what you want to say in a essay, because you never know what people think.
- To not be afraid to ask questions
- What study methods were useful for me

**23: Were you in themed housing?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Yes, I was in BUILD	13	5%	8	6%	19	4%	3	1%
Yes, I was in CELL	24	9%	12	8%	24	5%	6	2%
Yes, I was in themed housing community other than BUILD or CELL	18	7%	7	5%	15	3%	*	*
Yes, I was in Arts Village	*	*	*	*	*	*	4	1%
Yes, I was in Black Scholars	*	*	*	*	*	*	6	2%
Yes, I was in Global Village	*	*	*	*	*	*	8	2%
Yes, I was in Rainbow Village	*	*	*	*	*	*	7	2%
No, I lived on campus but not in themed housing.	91	36%	71	50%	173	34%	132	2%
No, I lived off-campus	110	43%	44	31%	273	54%	163	50%
Total	256	100%	142	100%	504	100%	329	100%

\*Response option not present on that year's survey

**24: How much did you like being in themed housing?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
A lot	22	43%	11	44%	16	29%	20	1%
Somewhat	23	45%	10	40%	21	38%	12	36%
A little	4	8%	2	8%	10	18%	1	3%
Not at all	2	4%	2	8%	8	15%	0	0%
Total	51	100%	25	100%	55	100%	33	100%

**25: How often did you interact with other students from your themed housing this semester?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
Never	2	4%	4	16%	5	9%	1	3%
Once or twice	16	31%	2	8%	8	15%	5	15%
Monthly	4	8%	3	12%	10	19%	6	18%
Weekly	9	18%	4	16%	10	19%	5	15%
Several times a week	20	39%	12	48%	21	39%	16	48%
Total	51	100%	25	100%	54	100%	33	100%

**26: How often did you engage in activities organized by your themed housing this semester?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%		
Never	13	25%	5	20%	15	28%	8	24%
Once or twice	26	51%	14	56%	22	41%	12	36%
Monthly	7	14%	5	20%	10	19%	6	18%
Weekly	2	4%	0	0%	4	7%	3	9%
Several times a week	3	6%	1	4%	3	6%	4	12%
Total	51	100%	25	100%	54	100%	33	100%

**27: How much did being in themed housing help you persist in your major?**

	Fall 2015		Fall 2016		Fall 2017		Fall 2018	
	N	%	N	%	N	%	N	%
A lot	10	20%	8	32%	8	15%	6	18%
Somewhat	15	29%	1	4%	14	26%	6	18%
A little	9	18%	5	20%	8	15%	7	21%
Not at all	17	33%	11	44%	24	44%	14	42%
Total	51	100%	25	100%	54	100%	33	100%

**1. What is your gender?**

Female	235	69%
Male	106	31%
Other (non-binary, non-conforming)	2	1%
Total	343	100%

**2. What is your primary ethnicity?**

	N	%
African-American	19	6%
Asian-American	139	41%
Hispanic	85	25%
I am an international student (non-US Citizen)	12	3%
Other	13	4%
Pacific Islander	4	1%
Two or more ethnicities	21	6%
White	50	15%

**3. Are you a first generation student? That is, do you come from a home where neither of your parents/guardians earned a college degree?**

	N	%
No, one or both of my parents/guardians earned a college degree	172	50%
Yes, I am a first generation college student	169	50%
Total	341	100%

**5. What is your major?**

Major	N	%
Accounting	3	1%
Advertising	3	1%
Aerospace Engineering	2	1%
Anthropology	2	1%
Applied Math	2	1%
Art/Design Studies	1	0%
Aviation	2	1%
BA Psychology	1	0%
Behavioral Science	3	1%
Biochemistry	2	1%
Biological Science	9	3%
Biology	5	2%
Biomedical engineering	8	2%
Business	2	1%
Business Administration	11	3%
Business Analytics	3	1%
Business Human Resource Management	3	1%
business marketing	1	0%
Cello performance	1	0%
ChAD	1	0%
Chemical Engineering	2	1%
Chemistry	9	3%
Chemistry/Biochemisrty	1	0%
Child and Adolescent Development	4	1%
Civil Engineering	7	2%
Communication Studies	4	1%

Communications disorder and sciences	1	0%
Computer Engineer	3	1%
Computer Science	8	2%
Corporate Accounting and Finance	1	0%
criminal justice	1	0%
Criminology	1	0%
Dance	1	0%
Economics	3	1%
Electrical Engineering	6	2%
English	1	0%
Environmental Studies	5	2%
Finance	2	1%
Forensic Science	8	2%
General business	1	0%
General Engineering	3	1%
General Management/Administration	1	0%
Global Operations Management	1	0%
Graphic Design	6	2%
Health science	1	0%
History	3	1%
Hospitality	3	1%
Human Resource	3	1%
Industrial Engineering	4	1%
Industrial Technology	1	0%
International Business	3	1%
Journalism	1	0%
Justice Studies	6	2%
Kinesiology	17	5%
M.E.	1	0%
Management Information Systems	4	1%
Marine Biology	1	0%
Marketing	7	2%
Material Engineering	1	0%
Mathematics	3	1%
Mechanical Engineer	6	2%
Microbiology	3	1%
mis	1	0%
Music Education	3	1%
N/a	2	1%

Nursing	6	2%
Nutrition	4	1%
Nutritional science	1	0%
Physiology	1	0%
Political Science	14	4%
Pre-Nursing	8	2%
Prep for teaching	1	0%
Psychology	29	9%
Public Health	5	2%
RTVF	2	1%
Social Work	3	1%
Sociology	6	2%
Software Engineering	8	2%
Statistics	1	0%
Systems in Physiology	1	0%
Undeclared	19	6%
Vocal Performance	1	0%
Total	329	100%

**10. We would like information about the two or three classes you were blocked in for Fall 2018. For example, as an engineering major, you could have the same students in your Engr 10 Lab class and your math class. Or, as a business major, you could have the same students in Bus 16 and Econ 1A or Econ 1B. There might be other non-blocked students in your class but you should list the classes that you had in common. Please list the two (or three) that you are blocked in this semester.**

Block	N	%
AMS 1A	7	2%
ANTH 11/12/25	11	4%
ARTH 70	5	1%
AVIA 2	1	0%
BIO 10/30/544/65	52	19%
BUS 5/12/16	32	11%
CALC 2/31	3	2%
CHAD 60/70	8	3%
CEHM 1A/30A	48	17%
COM 20/40/41/72	65	23%
CS46A	3	1%
DANC 10/43/54	4	1%
DSGD 63/83/88	3	1%
E10	2	1%
ECON 1	37	13%
EDCO 4FY	11	3%
ENGR 10	16	6%
ENGL 1A	21	7%
ENVS 101/ENVIRO 1	2	1%
FS/NuFS	9	3%
Health science 2	2	1%
HIST 15	3	1%
HUM 1	3	1%
JS10	5	2%
KIN 69	2	1%
MATH 1/8/10/19/20/30/31/32/42	68	24%
MCOM 72	2	1%
None	8	3%
NUFS 31	2	1%
Nutrition	2	1%

PHIL 10/12/57	7	2%
PHYS 50	2	1%
POLS 2/3/4/5/15	32	11%
PSYCH 1	31	11%
RECL 90/10	2	1%
SCI 2	13	5%
SOCIO 1/15/80	5	2%
UNVS 15	15	5%
Other	14	5%
Total	281	100%

**Note: 281 students listed at least one response to this question. Students could enter up to three responses.**

### Other

- Pre-calculus workshop
- Money Matters
- MÃS 10A
- MAS 10
- Introduction to Justice Studies
- Forensic lecture
- Eng 1B
- ENG 1A
- Beginning jogging
- AE 20
- AAS 33A
- TA Voice and movement
- ME10
- Woms10

**16. In what ways did you interact with your peer educator in the Fall 2018 semester? Please mark all of the following that relate to your interactions. - Selected Choice**

	N	%
I interacted with my peer educator during class	55	43%
I attended study sessions conducted by my peer educator	40	31%
I met with my peer educator during office hours	39	30%
I communicated with my peer educator by email	32	25%
I attended peer educator events outside of class	29	22%
I had no interactions with my peer educator	28	22%
I interacted with my peer educator using social media	6	5%
Other	2	2%
Total	129	100%

**Other, please describe your interactions with your peer educator – Text**

- I only ask for help when needed.
- Interacted through appointment via Peer Connections

**22. What aspects of the relationship with your peer educator were most beneficial? (N = 64)**

- Advice
- approachable/different perspective on learning
- Being able to learn from somebody who already had to learn the material.
- Being open, asking questions
- Being there whenever via email or in person
- Career and academic advice
- Clarity
- Communication (2x)
- Communication skills
- communication, be more outgoing
- Education
- Emotional health and how school impacts it.
- Encouraging
- Experience
- Friendliness
- Friendly (2x)
- Friendly and communication
- Getting advice
- Grade checks
- Having an upper class men to talk to

- He was available when the instructor was not.
- Helpful
- Helping me fill in the little gaps
- His willingness to be supportive
- homework/in class question help
- How she can relate to me and understand people make mistakes.
- I didn't have any
- I was able to ask about my questions more confidently.
- Informing me of the resources on campus, and information on my classes they were a mentor for
- Learning memorization techniques
- Meeting in person
- mentor/mentee
- N/A (16x)
- None (7x)
- Not sure
- One-on-one
- open one on one conversations
- Q&A time
- Respect
- School work
- She understood and sympathized with us better. We felt comfortable asking for help.
- She was older so she had more experience
- She was very friendly and open
- Si sessions and office hours helped ALOT!!
- similarity in age
- Somewhat beneficial
- Teaching
- The fact that someone is listening to me
- The peer health educators came once to my HS class, there was no relationship.
- The way the explained the math problem
- Their availability
- they were engaging
- they were very welcoming
- Understanding more about college
- we were comfortable with talking with each other so I could really ask questions about anything
- Wisdom
- working with her and the class
- Young

**28. How did your themed housing provide an academically and socially supportive environment for you? Please check all of the statements that apply to you? Please check all of the statements that apply to you. - Selected Choice**

	N	%
I felt a sense of belonging in my themed housing	18	60%
I felt that the staff and faculty of the themed housing (e.g. Resident Advisors, Faculty-in-Residence, Residential Life Coordinator) was supportive	15	12%
I attended social events with other members of my themed housing	14	47%
It was easy to get involved in study groups with other students in my themed housing	11	37%
The themed housing allowed me to have intellectual discussions outside of class	10	33%
I attended SJSU athletics events with other members of my themed housing	8	27%
The themed housing supported my academic achievement	8	27%
Total	30	100%

**29. I would recommend living in a Theme Community to my peers**

	N	%
Strongly Agree	13	41%
Agree	10	31%
Neither agree nor disagree	9	28%
Disagree	0	0%
Strongly disagree	0	0%
Total	31	100%

**30. Did you have a faculty or staff mentor during the Fall 2018 semester?**

	N	%
Yes	52	16%
No	273	84%
Total	325	100%

**31. In what ways did you interact with your faculty or staff mentor during the Fall 2018 semester? Please mark all of the following that relate to you - Selected Choice**

	N	%
I met with my mentor during his/ her office hours	17	35%
I communicated with my mentor by email	11	22%
I had no interactions with my mentor	10	20%
I communicated with my mentor through the mentoring website	8	16%
I interacted with my peer educator using social media	1	2%
Other	2	4%
Total	49	100%

**Other**

- Face to Face
- Met with available staff that could help me at the moment

**32. How often did you meet face-to-face with your faculty or staff mentor in Fall 2018?**

	N	%
Several times a week	4	8%
Weekly	6	12%
Monthly	6	12%
Once or twice	24	49%
Never	9	18%
Total	49	100%

**33. How satisfied were you with your faculty or staff mentor(s)?**

Very satisfied	21	43%
Satisfied	17	35%
Neither satisfied nor dissatisfied	9	18%
Dissatisfied	1	2%
Very dissatisfied	1	2%
Total	49	100%

**34. Which FYE programs did you take in Fall 2018? - Selected Choice**

	N	%
Spartan Ready online (Please click this box if you completed all of this online orientation Canvas website)	117	60%

EDCO 4 Personal, Academic, and Career Exploration	35	18%
I started Spartan Ready Online but I did not finish it.	33	17%
UNVS 95 - College Success	5	3%
ChAD 70 Lifespan Development in the 21st Century	4	2%
Other	7	4%
I did not take any of these FYE courses.	114	59%

#### Other

- Spartan Ready Online & EDCO 4 \*(1x)
- Psych 40 (2x)

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Identify how learning occurs and influences on your learning**

	N	%
Strongly Agree	19	14%
Agree	48	35%
Somewhat Agree	42	31%
Somewhat Disagree	14	10%
Disagree	6	4%
Strongly Disagree	7	5%
Total	136	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Understand the importance of studying for quizzes and exams**

	N	%
Strongly Agree	45	33%
Agree	39	29%
Somewhat Agree	34	25%
Somewhat Disagree	8	6%
Disagree	6	4%
Strongly Disagree	3	2%
Total	135	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Understand how to study for quizzes and exams more effectively**

	N	%
Strongly Agree	25	19%
Agree	44	33%
Somewhat Agree	38	28%
Somewhat Disagree	16	12%
Disagree	6	4%
Strongly Disagree	5	4%
Total	134	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - See why you need to read class material prior to class**

	N	%
Strongly Agree	32	24%
Agree	48	36%
Somewhat Agree	35	27%
Somewhat Disagree	8	6%
Disagree	4	3%
Strongly Disagree	5	4%
Total	132	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Understand you should read the assignment guidelines carefully**

	N	%
Strongly Agree	45	34%
Agree	49	37%
Somewhat Agree	27	20%
Somewhat Disagree	8	6%
Disagree	2	1%
Strongly Disagree	3	2%
Total	134	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Understand you should be prepared for class each day**

	N	%
Strongly Agree	48	36%
Agree	54	40%
Somewhat Agree	21	16%
Somewhat Disagree	4	3%
Disagree	4	3%
Strongly Disagree	3	2%
Total	134	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Recognize the need to read and understand the syllabus**

	N	%
Strongly Agree	44	33%
Agree	61	46%
Somewhat Agree	19	14%
Somewhat Disagree	3	2%
Disagree	5	4%
Strongly Disagree	1	1%
Total	133	100%

**35. This question relates to understanding how learning occurs and applying that knowledge to enhance academic success. Please indicate how your First Year Experience (FYE) helped you to: - Find campus resources that you may need to promote your well-being**

	N	%
Strongly Agree	40	30%
Agree	54	41%
Somewhat Agree	27	20%
Somewhat Disagree	5	4%
Disagree	3	2%
Strongly Disagree	4	3%

Total	133	100%
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**36. Please list up to three campus resources that you discovered this semester as a result of your FYE course. If you don't think your FYE course helped you find campus resources, you can skip this question - I found this campus resource**

- AAC
- AARS
- Academic Advising
- Access center
- advising center
- AEC
- AS
- Aspire
- Bursar's Office
- Can't think of anything specific.
- CAPS (3x)
- Career Center (9x)
- Career counseling
- Chicana/Latina Student Success Center
- Comm Center
- Communiversity
- Condoms
- COSAC center (2x)
- CoSac Tutoring
- Counseling and Psychological Services
- doctor
- EOP (7x)
- ESSC
- food
- FYE
- GE advisor
- Gender and Equity Center (3x)
- Health & Wellness Center (7x)
- Internship events
- ISE Advising
- Jack Holland Success Center (2x)
- Job event
- Latinx
- LCOE student success center
- Library (7x)
- Library tutoring for math 30
- Major advisors
- massage
- MEP

- Mobile food pantry
- MOSAIC
- office hours
- Peer Connections (16x)
- Peer mentor (3x)
- peers
- Printing Services (2x)
- Professors
- RAs
- RSC
- SJSU Library
- Student Services Center (7x)
- Student Union (3x)
- Student Wellness Center (19x)
- Study Hall
- Success center
- Transport Solutions (2x)
- Tutoring
- Union center
- Various Success Centers
- village market
- Writing Center (11x)

**37. This question relates to developing a sense of belonging to the campus community through forming positive connections with faculty, staff, or peers. You should indicate how your First Year Experience (FYE) helped you to: - Develop positive connections with faculty and/or staff**

	N	%
Strongly Agree	12	10%
Agree	38	30%
Somewhat Agree	45	36%
Somewhat Disagree	14	11%
Disagree	10	8%
Strongly Disagree	6	5%
Total	125	100%

**37. This question relates to developing a sense of belonging to the campus community through forming positive connections with faculty, staff, or peers. You should indicate how your First Year Experience (FYE) helped you to: - Develop positive connections with my peers**

	N	%
Strongly Agree	26	21%
Agree	47	37%
Somewhat Agree	37	29%
Somewhat Disagree	7	6%
Disagree	6	5%
Strongly Disagree	3	2%
Total	126	100%

**37. This question relates to developing a sense of belonging to the campus community through forming positive connections with faculty, staff, or peers. You should indicate how your First Year Experience (FYE) helped you to: - Find campus clubs and/or organizations that you want to join**

	N	%
Strongly Agree	18	15%
Agree	36	29%
Somewhat Agree	38	31%
Somewhat Disagree	17	14%
Disagree	5	4%
Strongly Disagree	9	7%
Total	123	100%

**37. This question relates to developing a sense of belonging to the campus community through forming positive connections with faculty, staff, or peers. You should indicate how your First Year Experience (FYE) helped you to: - Be more likely to participate in campus event**

	N	%
Strongly Agree	18	15%
Agree	36	29%
Somewhat Agree	38	31%
Somewhat Disagree	17	14%
Disagree	5	4%
Strongly Disagree	9	7%
Total	123	100%

**38. This question relates to learning about life-long learning skills and applying those learning skills to facilitate personal, academic, and professional success. You should indicate how your First Year Experience (FYE) helped you to: - Develop a set of academic skills such as time management, effective note taking, or taking responsibility for your own learning**

	N	%
Strongly Agree	27	21%
Agree	62	48%
Somewhat Agree	25	19%
Somewhat Disagree	8	6%
Disagree	4	3%
Strongly Disagree	4	3%
Total	130	100%

**38. This question relates to learning about life-long learning skills and applying those learning skills to facilitate personal, academic, and professional success. You should indicate how your First Year Experience (FYE) helped you to: - Develop Information Literacy skills such as determining the extent to which information is needed or evaluating the information and its sources critically**

	N	%
Strongly Agree	15	12%
Agree	59	46%
Somewhat Agree	38	30%
Somewhat Disagree	7	5%
Disagree	5	4%
Strongly Disagree	4	3%
Total	128	100%

**38. This question relates to learning about life-long learning skills and applying those learning skills to facilitate personal, academic, and professional success. You should indicate how your First Year Experience (FYE) helped you to: - Develop personal skills such as coping with stress, understanding the importance of getting enough sleep, or finding positive sources of support.**

	N	%
Strongly Agree	15	12%
Agree	59	46%
Somewhat Agree	38	30%
Somewhat Disagree	7	5%
Disagree	5	4%
Strongly Disagree	4	3%
Total	128	100%

**38. This question relates to learning about life-long learning skills and applying those learning skills to facilitate personal, academic, and professional success. You should indicate how your First Year Experience (FYE) helped you to: - Apply these life-long learning skills to my academic, personal, or professional success.**

	N	%
Strongly Agree	22	17%
Agree	55	44%
Somewhat Agree	33	26%
Somewhat Disagree	9	7%
Disagree	4	3%
Strongly Disagree	3	2%
Total	126	100%

**39. This question relates to clarifying your values and identity and reflecting on how these shape your perspectives and relationships with people who are similar to and different from you. You should indicate how your First Year Experience (FYE) helped you to: - Develop a sense that you are a part of the diverse SJSU community**

	N	%
Strongly Agree	25	20%
Agree	47	37%
Somewhat Agree	36	28%
Somewhat Disagree	9	7%
Disagree	4	3%
Strongly Disagree	7	5%
Total	128	100%

**39. This question relates to clarifying your values and identity and reflecting on how these shape your perspectives and relationships with people who are similar to and different from you. You should indicate how your First Year Experience (FYE) helped you to: - Understand that there are many resources at SJSU to support diversity**

	N	%
Strongly Agree	33	26%
Agree	58	45%
Somewhat Agree	28	22%
Somewhat Disagree	5	4%
Disagree	1	1%
Strongly Disagree	4	3%
Total	129	100%

**39. This question relates to clarifying your values and identity and reflecting on how these shape your perspectives and relationships with people who are similar to and different from you. You should indicate how your First Year Experience (FYE) helped you to: - Clarify and better understand your identity**

	N	%
Strongly Agree	19	15%
Agree	46	37%
Somewhat Agree	40	32%
Somewhat Disagree	9	7%
Disagree	4	3%
Strongly Disagree	8	6%
Total	126	100%

**39. This question relates to clarifying your values and identity and reflecting on how these shape your perspectives and relationships with people who are similar to and different from you. You should indicate how your First Year Experience (FYE) helped you to: - Reflect on how your values and identity influenced your perspectives about different groups of people**

	N	%
Strongly Agree	19	15%
Agree	62	48%
Somewhat Agree	33	25%
Somewhat Disagree	9	7%
Disagree	4	3%
Strongly Disagree	3	2%
Total	130	100%

**39. This question relates to clarifying your values and identity and reflecting on how these shape your perspectives and relationships with people who are similar to and different from you. You should indicate how your First Year Experience (FYE) helped you to: - Reflect on how your values and identity influence your relationships with different types of people**

Strongly Agree	16	12%
Agree	67	52%
Somewhat Agree	29	22%
Somewhat Disagree	9	7%
Disagree	5	4%
Strongly Disagree	3	2%
Total	129	100%

**40. Is there anything else you want to tell us about your first semester at SJSU?**

- Being accepted and able to attend San Jose state is such a prove edge Nevada this campus has been more than I had hoped for. Thank you so much!!!
- Class registration for my major was difficult because my dept. requires me to take an order very different from what was recommended at orientation, because of this I was not able to take all of the GE classes I wanted to this semester.
- Fall and spring registration were extremely stressful.
- Figure out a student's schedule before blocking them into a class
- Food could have been better in the commons
- Forcing kids to take a blocked class that they don't want to take is a stupid choice and hurt my GPA
- Give design students an assigned major advisor. It's confusing when it's your first year and you have no idea who to turn to for advice on spring registration and the websites are confusing.
- Greek Life changed my college experience and has helped me get more involved.
- Having S.I. Leaders and Sessions were quite helpful
- I don't think the class blocking was particularly helpful as I really didn't meet that many people in my major. In addition, despite going to the first orientation date getting blocked into my classes was extremely irritating that I got blocked into class times which were extremely undesirable
- I enjoyed it!
- I handled my first semester well.
- I hate sjsu's education system
- I like this school but they put me in a class where it doesn't make any sense even though I get help and it doesn't even help out with what my major recommends me to take.
- I live on campus and the dining commons food needs major improvement.
- I loved it

- I need to start waking up early and study extremely late when Spring Semester rolls around, just so I can keep up/be ahead of my academics.
- I think block scheduling is ineffective because many students go into college wanting a certain schedule because they have other obligations such as work to do. Blocking these students into classes do not give them the freedom to pick the classes they want to fit into their schedule.
- I took one class here and two classes at another college.
- I wish there were better communication of all the events and organizations on campus, because I feel that I am always missing out.
- It was a great and fun experience
- It was extremely difficult to adjust in this environment. Everything was extremely new to me and it has been difficult to make new friends.
- it was rough. people were rude. had to learn that people will treat you like scum just because you don't understand something. i learned to figure things out for myself since everyone i reached out to were so unhelpful.
- Joe west needs fixing
- Living in CVC has not been very enjoyable and I have struggled to make friends and find myself at this campus.
- N/A (5x)
- No (21x)
- No at the moment
- parking and getting classes is nearly impossible for freshmen.
- Please don't block schedule music majors and tell us we dont need to be in ensembles. We need 8 semesters of ensembles. Also the majority of us teach off campus and block scheduling interferes with that. My 2 block scheduled classes were during ny ensembles, and once one of them was changed it was when i was teaching. We also have very little room for error in our schedules because so many of our required course work is only offered at one time, so block scheduling really just messes us up in a lot of ways (particularly if it's not a major-required class). There was a lot of yelling qt ny orientation about these issues.
- Survey is a tad bit too long. I lost interest after 30ish questions.
- the science teachers like chem 1 A were not very good teachers they didn't teach well.
- the water sucks beyond belief
- why can't i exceed 19 units is it because of space or the overcrowding of students please i just want to take at least 20 units please
- Y'all act like we've never gone to a school before. It's not like just now I'm realizing tests can be utter \*\*\*\*\*.
- You got to make general advising more prevalent.