

## Chapter VI: FRESHMAN WEEK SURVEY

Who takes it?

Fall first-time students.

When is it administered?

At the end of Freshman Week (in August).

How long does it take for a student to complete the instrument?

15 minutes.

What office administers it?

Freshman Week Committee sends copies to the freshman colleges. The instructors during Freshman Week have the students take it during the last day of the week. The tests eventually go back through the colleges to the Assessment and Testing Office for tabulation.

Who originates the survey?

Freshman Week Committee.

When are results typically available?

Beginning of October. The results are tabulated by the Assessment and Testing Office.

What type of information is sought?

The survey provides information on whether the student felt welcomed in the university, classroom, living and local community. The survey also asks students if they know where they can get help for various problems, about their comfort level in approaching faculty and staff for assistance, willingness to join in co-curricular activities, understanding the goals of the liberal arts and science education, and active learning. Students are also asked whether they participated in writing and speaking, as well as reading, computer, research, and library assignments during Freshmen Week. The incoming students are also asked to rate overall group activities, the CHOICES program, division activities, the freshman week class, residential hall/college activities, and various "social / fun" events.

From whom are the results available?

Freshman Week Committee.

Distribution is regularly made available to whom?

Freshman Week Committee, Division Heads and the Vice President for Academic Affairs.

Are the results available by division or discipline?

The objective questions (bubble sheets) are available by division and discipline.

Are the results comparable to data of other universities?

No.

General Editor's Comments:

The following is data taken from the survey given to first year students at the end of the Freshman Week.

For the first year at Truman in Fall 1997, three sections of first year students continued with the same group of students in a class in the Fall semester. We do not yet have data comparing their opinions with the rest of the freshman class. It will be interesting to compare the retention rates between the two groups; this information should be able to be gathered at the beginning of the Fall 1998 semester. Of course, the number of students may be too small to give significant results. However, more such classes will be offered to 1998 first year students. The hope is that by keeping students together from Freshman Week through the first (and maybe even a second) semester in one or more classes may make adjustment to the university easier academically and socially, resulting in potentially higher retention rates.

Most of the findings are positive. Students enjoyed the chance to be acclimated to the university. The negative feelings about writing also declined somewhat. In the past, some students felt that there was too much disparity in the amount of writing required among classes. Also students indicated they had a greater understanding of the goals of the Liberal Arts & Sciences.

Following the Freshman Week Committee's own general summary, data is presented relating to various questions on the survey. Then graphs follow comparing data between Fall 1995 with that of Fall 1996. Surveys from earlier years had questions that were significantly different, therefore, comparisons are not likely to be useful.

## 1996 Freshman Week Survey

### Summary of Findings

A total of 1,392 Freshman Week surveys were submitted for analysis. The review which follows summarizes the responses to the open-ended questions by identifying which items appeared most frequently.

#### Summary of Question 32:

*What were your professor's main strengths and weaknesses?*

The most common categories of responses in descending order were:

##### STRENGTHS

Informative  
Nice  
Knowledgeable  
Easy to talk to  
Related well to the students  
Kept the class fun  
Humorous

##### WEAKNESSES

Talked too much  
Boring  
Repetitious

#### Summary of Question 33:

*What were your preceptor's main strengths and weaknesses?*

The most common categories of responses in descending order were:

##### STRENGTHS

Friendly  
Helpful  
Informative  
Knowledgeable  
Approachable  
Got involved and got others involved  
Gave good advice and spoke from experience

##### WEAKNESSES

Quiet / Soft-spoken  
Had an attitude  
Shy  
Did not get involved  
Not friendly

#### Summary of Question 34:

*What did you like most about your Freshman Week experiences?*

Students overwhelmingly liked meeting people the most. Students also enjoyed the activities and getting to know campus. Following these items were the more evenly selected "likes" of going to the lake, the CHOICES program, class itself, Division Day, and getting to know Kirksville.

### **Summary of Question 35:**

*What did you dislike the most? AND How would you suggest we improve?*

High on the list of dislikes was lengthy classes, testing, no free time, and Division Day. Too long of a week, early classes, homework, and class itself followed on the list. Suggested improvements that corresponded to the most noted dislikes were to make all classes the same, make classes shorter, and to break the classes up into two-2 hour sessions. Other suggestions were to give all tests during the morning, end on Thursday, and make Division Day more interesting.

### **Summary of Question 36:**

*At the end of the week, what did you still need to know more about?*

Students want to know more about computers and E-mail. They want information about the library and its resources and how to use the library. Other items noted were where classes are, more information about classes, advisors, and where buildings are located.

### **Summary of Question 37:**

*Was adequate information about the Freshman Week program sent to you? If not, what information would have been helpful?*

1,088 out of 1,392 (78%) responded “Yes” to this question. Information or items listed that would be helpful included a time schedule of the scheduled activities, more detailed information, a campus map, more information about class, a list of common things to bring, room numbers and addresses of residence halls, and information about the library, computers, and town.

### **Summary of Additional Comments:**

*Please add any **other comments** you would like to share with us about Freshman Week.*

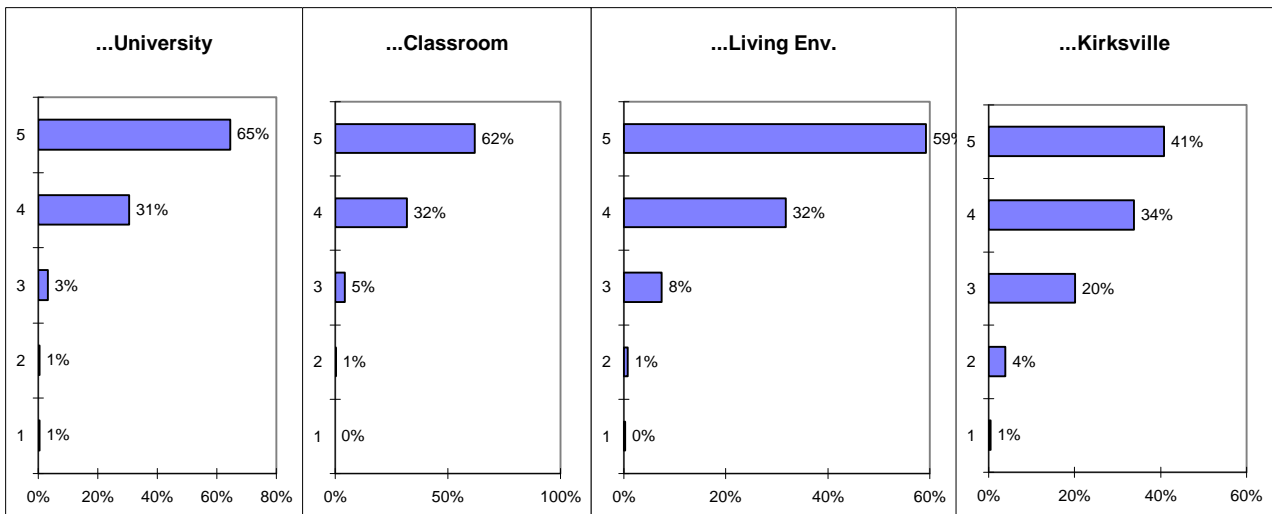
The responses received tended to center around the week being enjoyable, helpful, and beneficial. It allowed them to ease into the year and made the transition from into the University easier. Also, students felt it was a good way to meet people.

## 1996 FRESHMAN WEEK SURVEY SUMMARY OF FINDINGS

Number of total respondents = 1379

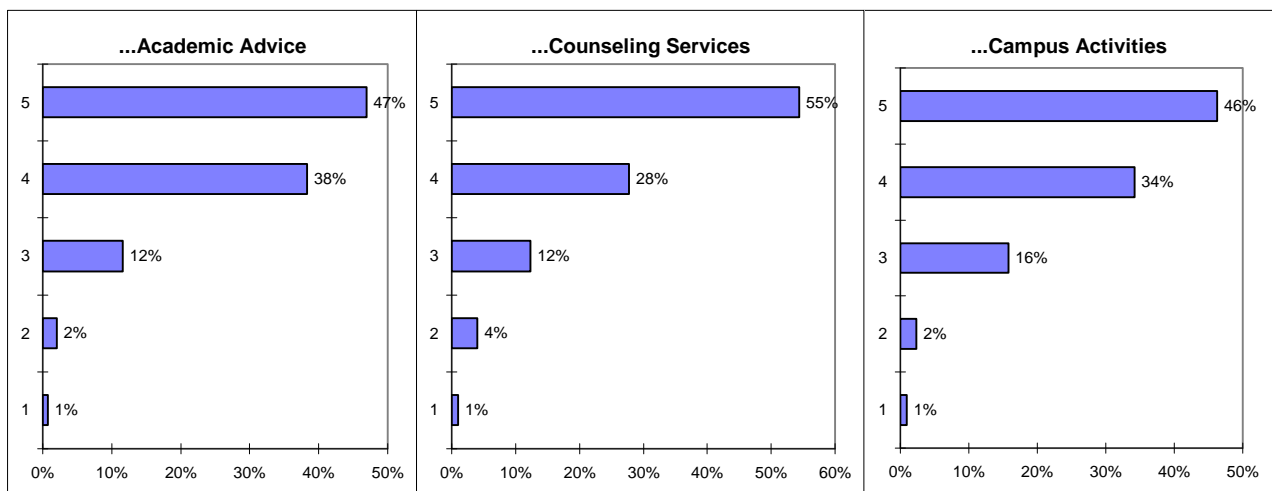
### THE UNIVERSITY COMMUNITY

		Disagree					Agree
		1	2	3	4	5	
1. I feel welcomed into the University community as a whole.	n =	8	8	47	424	892	
	% =	1%	1%	3%	31%	65%	
2. I feel welcomed into the classroom community.	n =	5	9	64	443	857	
	% =	0%	1%	5%	32%	62%	
3. I feel welcomed into the community within my living environment.	n =	5	12	104	439	818	
	% =	0%	1%	8%	32%	59%	
4. I feel welcomed into the Kirksville community.	n =	8	56	280	468	565	
	% =	1%	4%	20%	34%	41%	

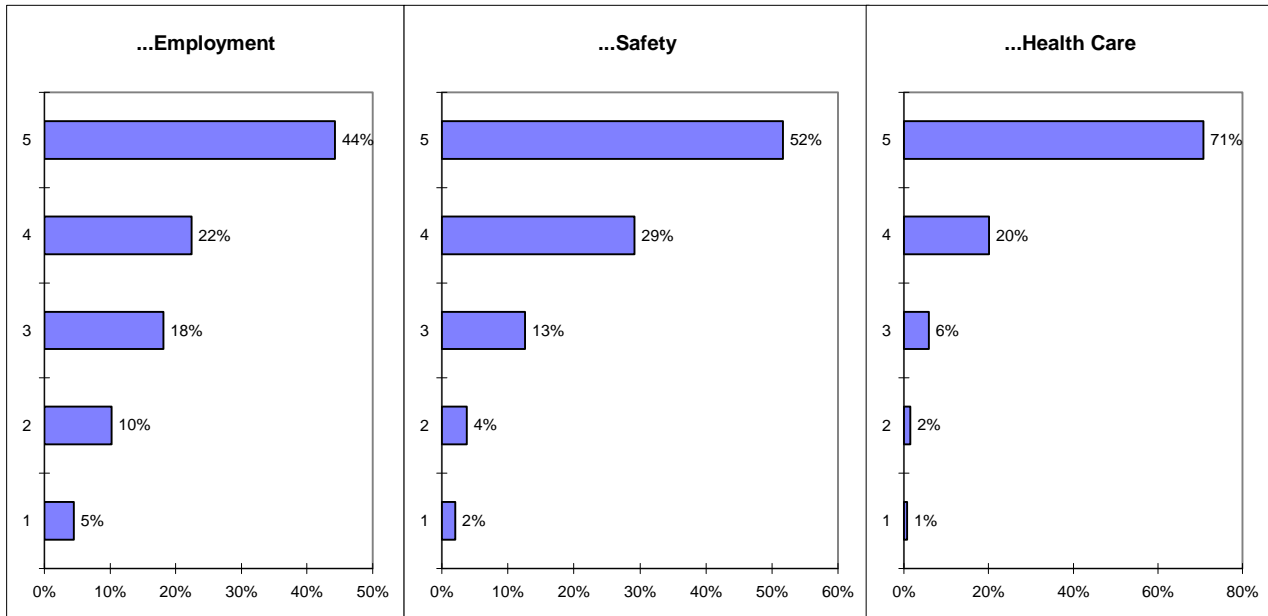


### UNDERSTANDING UNIVERSITY SERVICES

5. I know where to get academic advice.	n =	12	29	161	529	648	
	% =	1%	2%	12%	38%	47%	
6. I know where to receive counseling services.	n =	15	57	171	384	752	
	% =	1%	4%	12%	28%	55%	
7. I know where to find out about campus activities and how to get involved.	n =	14	34	219	473	639	
	% =	1%	2%	16%	34%	46%	

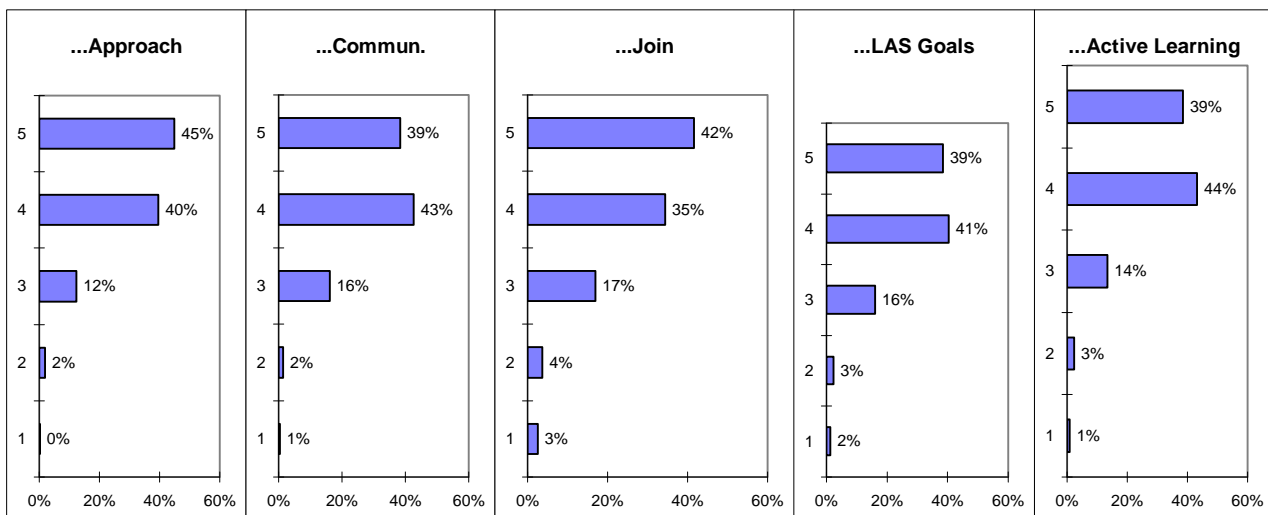


		Disagree				Agree
		1	2	3	4	5
8. I know where to go on campus to get information about employment.	n =	63	142	252	310	611
	% =	5%	10%	18%	22%	44%
9. I know where to go if I feel my personal safety is threatened.	n =	29	53	175	404	714
	% =	2%	4%	13%	29%	52%
10. I know where to go for health care concerns.	n =	13	23	83	280	979
	% =	1%	2%	6%	20%	71%



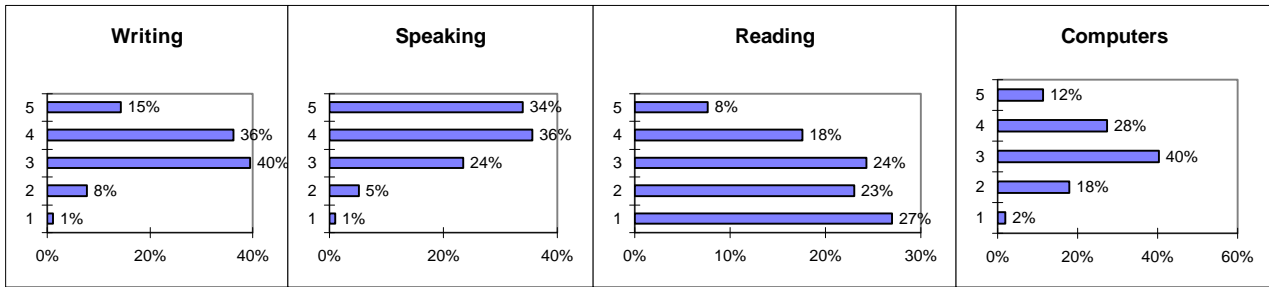
FROM MY PARTICIPATION IN FRESHMAN WEEK...

11. I feel more comfortable in approaching a faculty / staff member for assistance.	n =	6	29	172	548	623
	% =	0%	2%	12%	40%	45%
12. I am better able to communicate with the faculty / staff.	n =	8	23	225	591	532
	% =	1%	2%	16%	43%	39%
13. I am more likely than before to join co-curricular activities.	n =	37	54	235	477	575
	% =	3%	4%	17%	35%	42%
14. I understand better the goals of a liberal arts and sciences education.	n =	21	36	224	560	532
	% =	2%	3%	16%	41%	39%
15. I understand better what it means to be involved in active learning experiences.	n =	16	36	188	600	534
	% =	1%	3%	14%	44%	39%

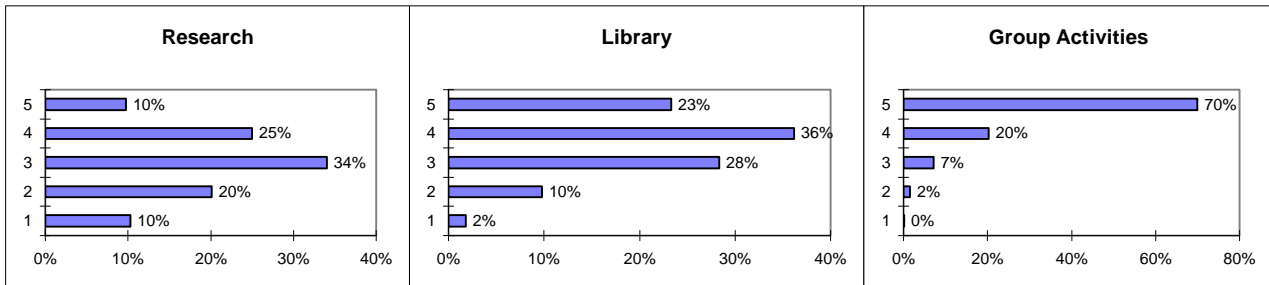


...PLEASE INDICATE HOW OFTEN YOU FRESHMAN WEEK CLASS PARTICIPATED IN THE ACTIVITIES LISTED...

		Not at all				Extensively
		1	2	3	4	5
16. Writing	n =	18	108	547	502	200
	% =	1%	8%	40%	36%	15%
17. Speaking	n =	15	73	325	493	470
	% =	1%	5%	24%	36%	34%
18. Reading Assignments	n =	373	318	336	243	106
	% =	27%	23%	24%	18%	8%
19. Using Computers	n =	29	249	558	380	159
	% =	2%	18%	40%	28%	12%

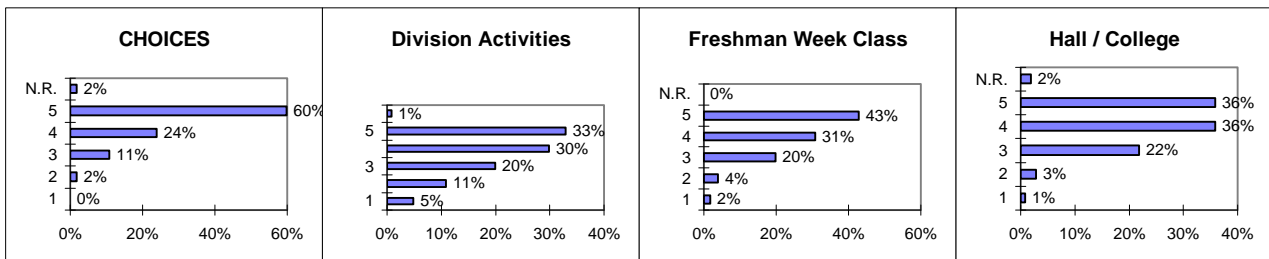


20. Developing research skills	n =	143	279	471	346	135
	% =	10%	20%	34%	25%	10%
21. Using the library to access information	n =	26	136	392	500	322
	% =	2%	10%	28%	36%	23%
22. Group Activities	n =	4	23	101	282	966
	% =	0%	2%	7%	20%	70%

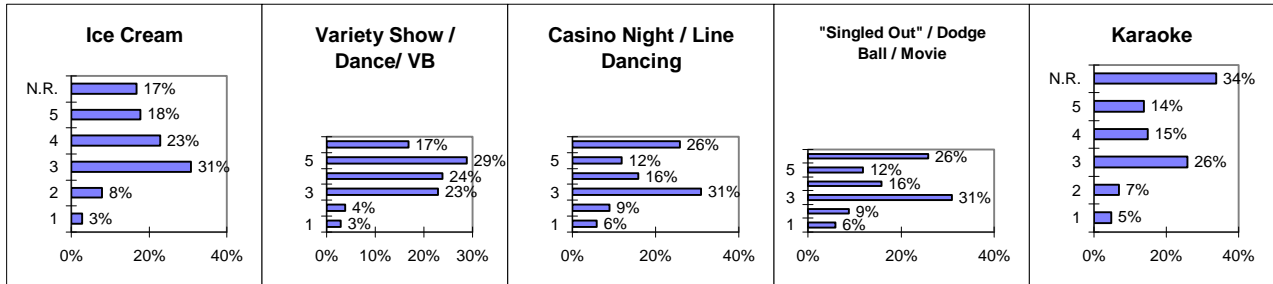


...INDICATE WHETHER THE EXPERIENCE WAS STRONGLY NEGATIVE, STRONGLY POSITIVE, OR SOMETHING IN BETWEEN.

		Negative				Positive	N.R.
		1	2	3	4	5	
23. CHOICE Program	n =	6	28	151	337	824	33
	% =	0%	2%	11%	24%	60%	2%
24. Division Activities on Tuesday	n =	67	147	281	419	454	11
	% =	5%	11%	20%	30%	33%	1%
25. The Freshman Week Class	n =	21	59	270	429	594	6
	% =	2%	4%	20%	31%	43%	0%
26. Residence Hall / College Activities	n =	13	46	300	498	491	31
	% =	1%	3%	22%	36%	36%	2%



27. Sunday Ice Cream on the Mall	n =	44	110	431	318	244	232
	% =	3%	8%	31%	23%	18%	17%
28. Monday Night Variety Show / Dance / Volleyball	n =	36	56	318	329	402	238
	% =	3%	4%	23%	24%	29%	17%
29. Tuesday Night Casino Night / Line Dancing	n =	84	131	422	221	160	361
	% =	6%	9%	31%	16%	12%	26%
30. Wednesday "Singed Out" / Movie / Dodge Ball	n =	52	94	384	337	250	262
	% =	4%	7%	28%	24%	18%	19%
31. Thursday Night Karaoke	n =	65	99	362	200	187	466
	% =	5%	7%	26%	15%	14%	34%

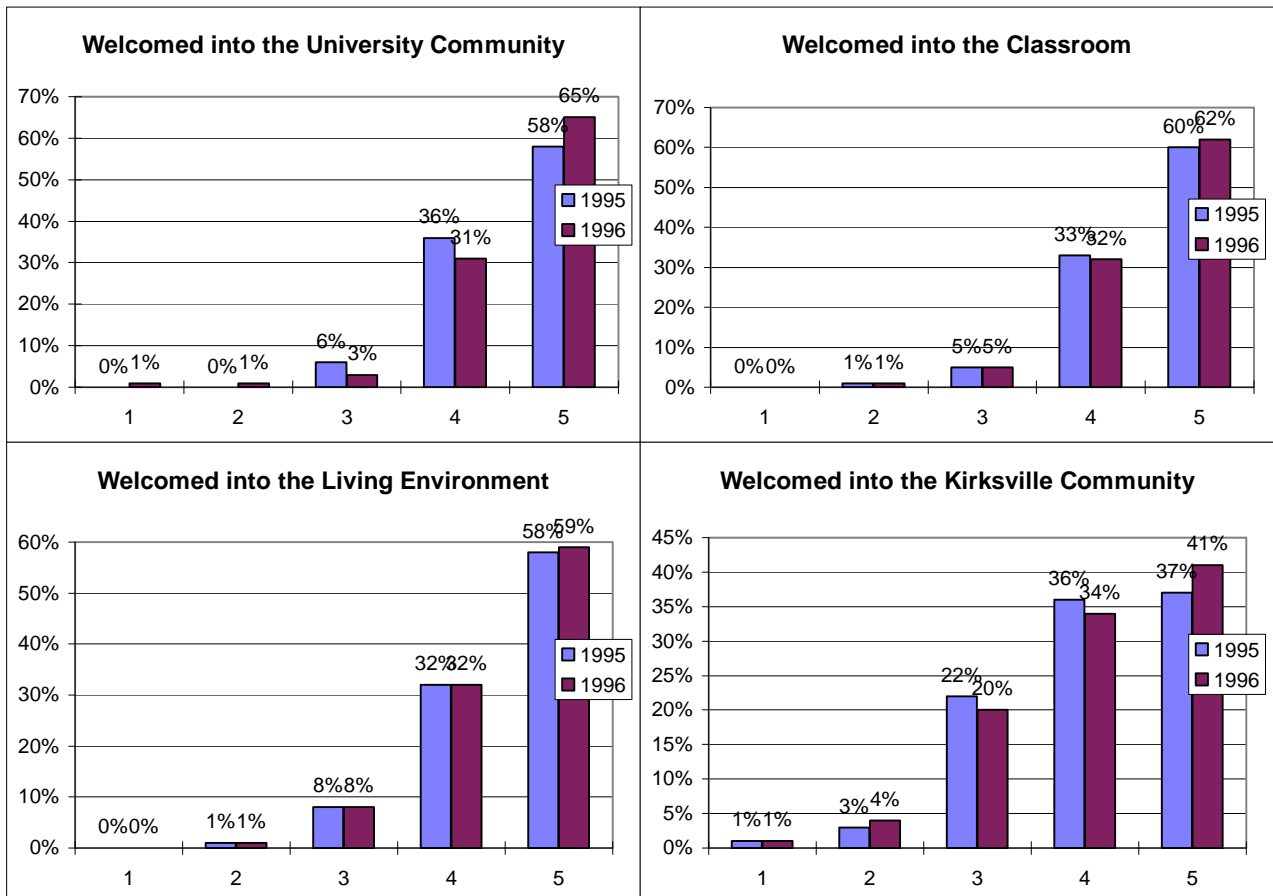


**COMPARISON OF FRESHMAN WEEK RESPONSES  
1995 VS. 1996**

Where 1 = Disagree and 5 = Agree, unless stated differently

**THE UNIVERSITY COMMUNITY**

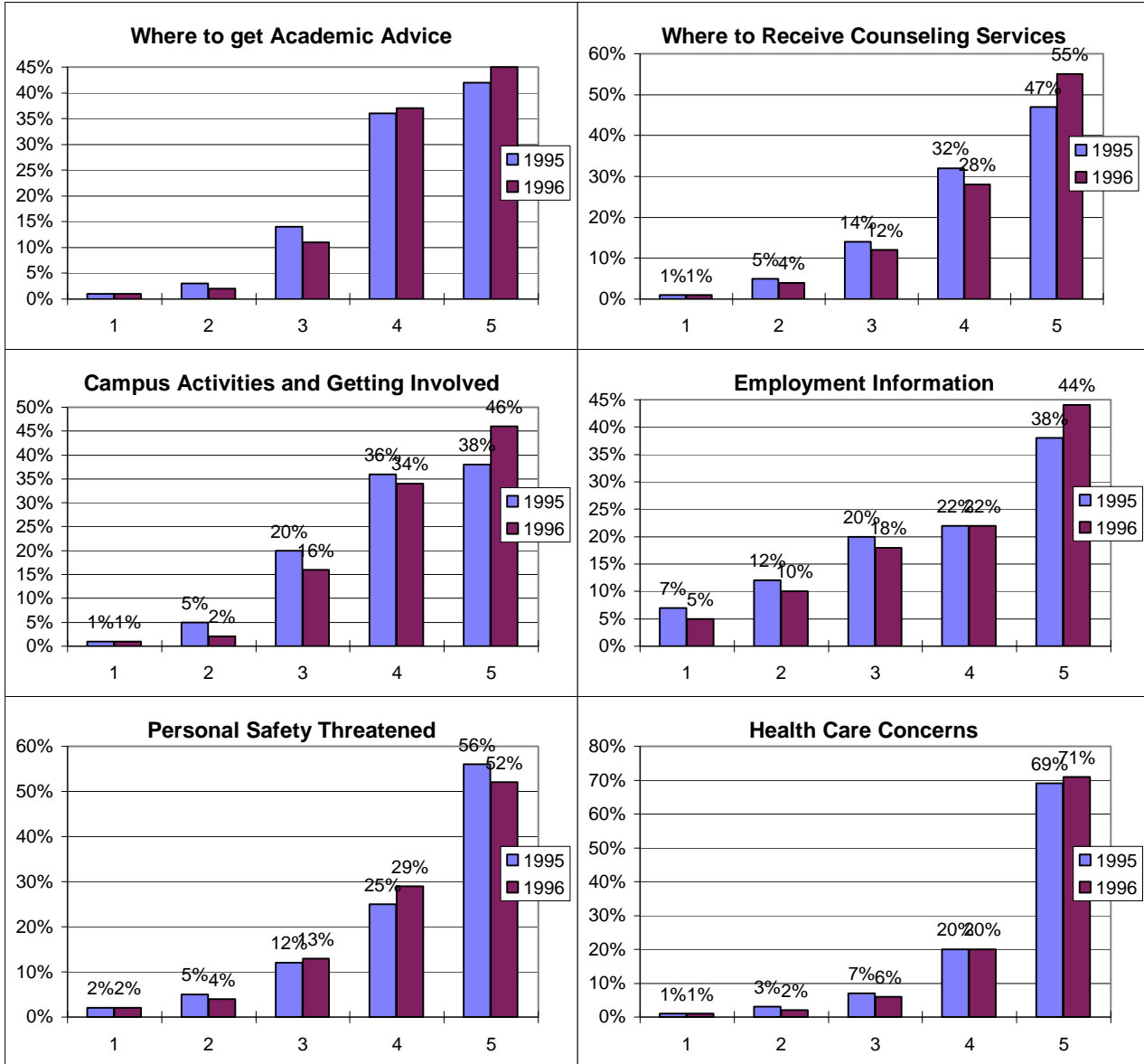
Questions 1 to 4





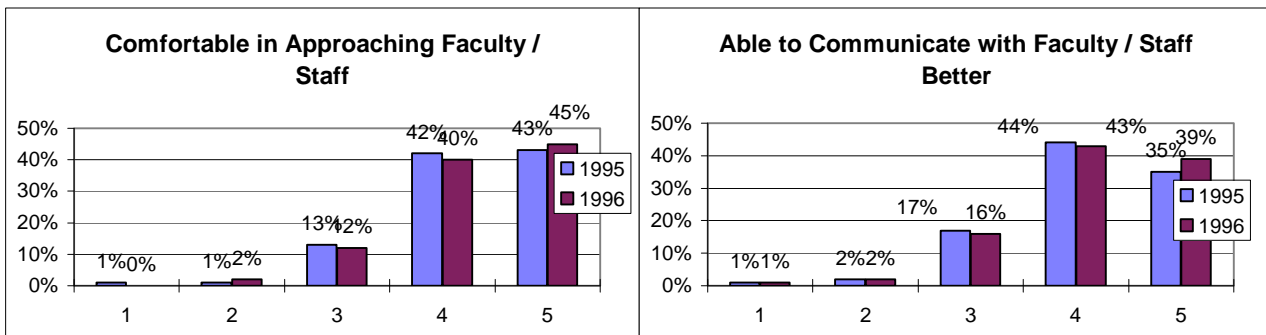
UNDERSTANDING UNIVERSITY SERVICES

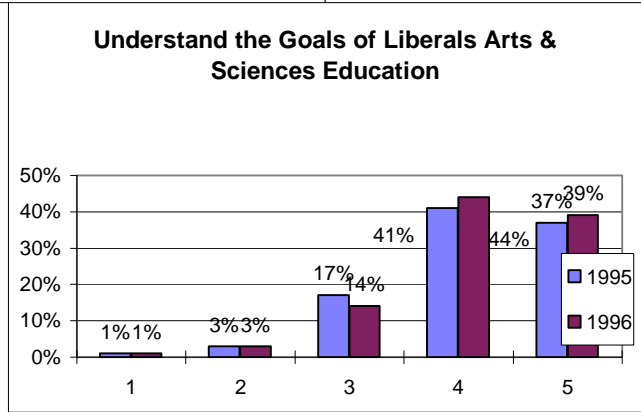
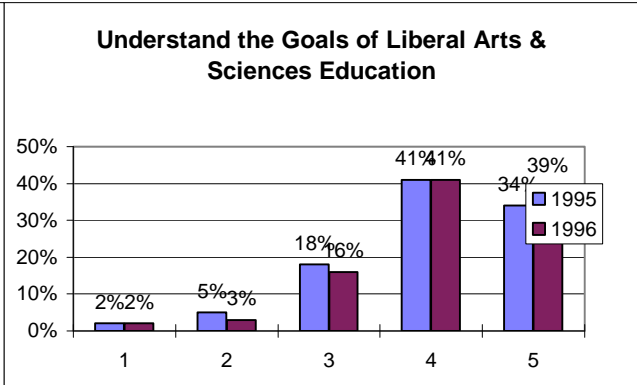
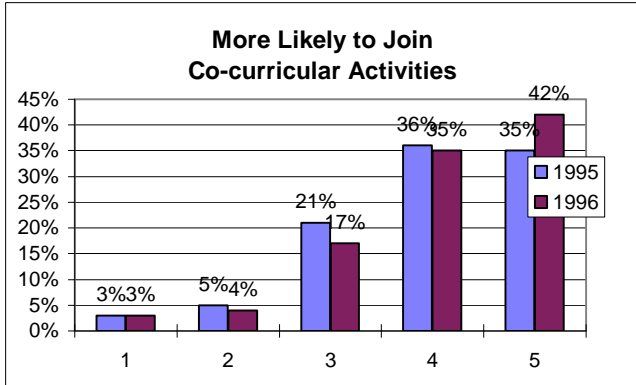
Questions 5 to 10



FROM ... MY PARTICIPATION IN FRESHMAN WEEK...

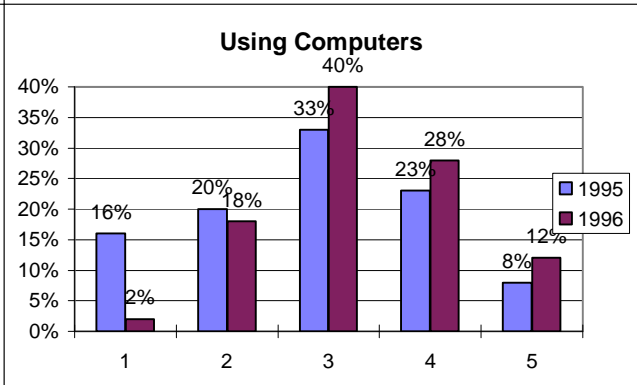
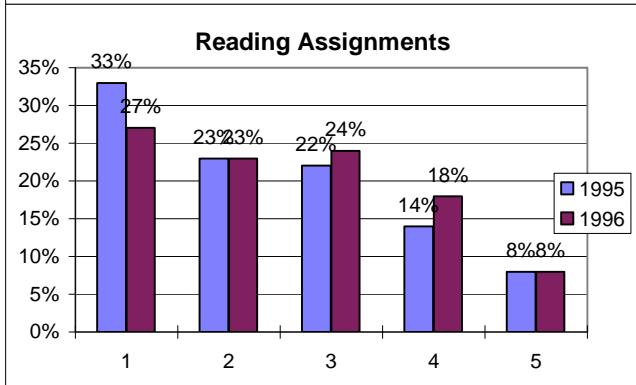
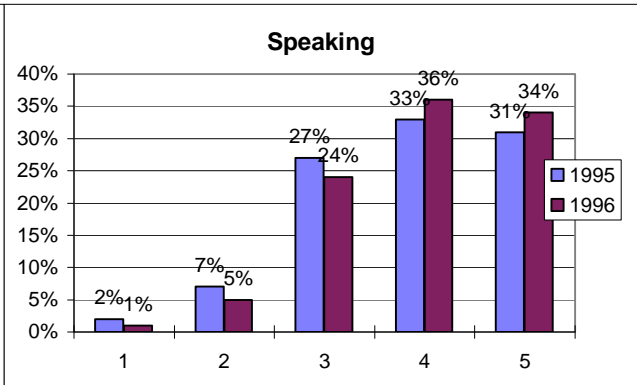
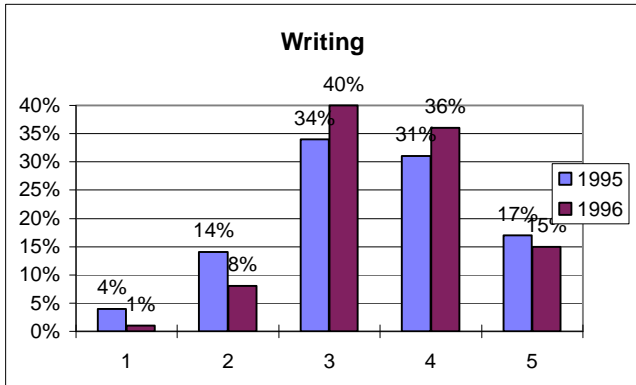
Questions 11 to 15

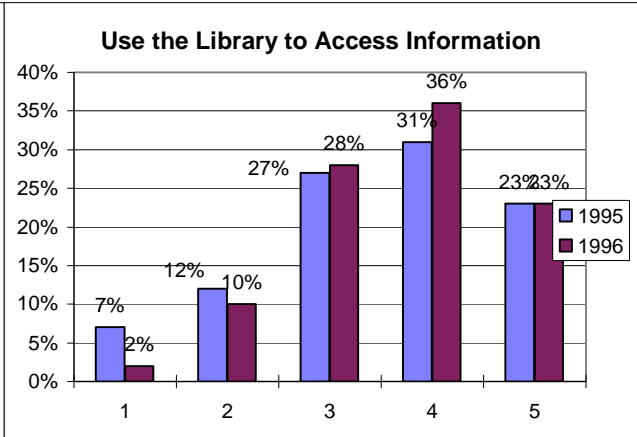
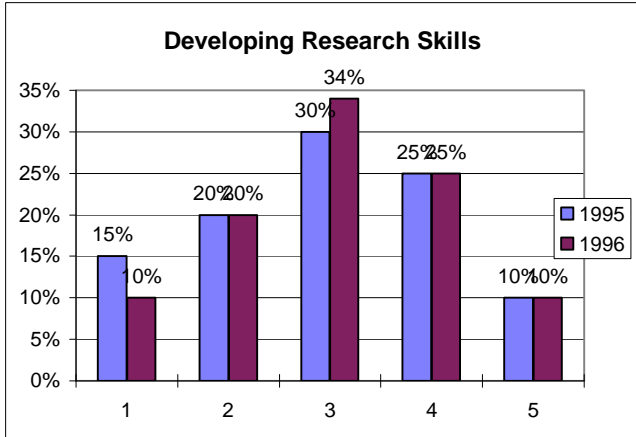




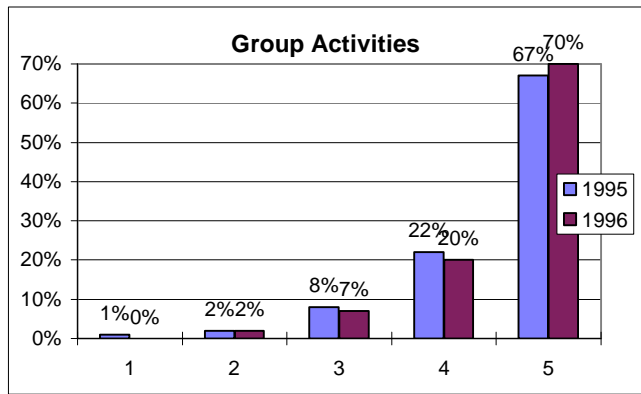
FRESHMAN WEEK CLASS PARTICIPATION IN THE FOLLOWING ACTIVITIES:

Questions 16 to 22 where 1= Not at all and 5 = Extensively



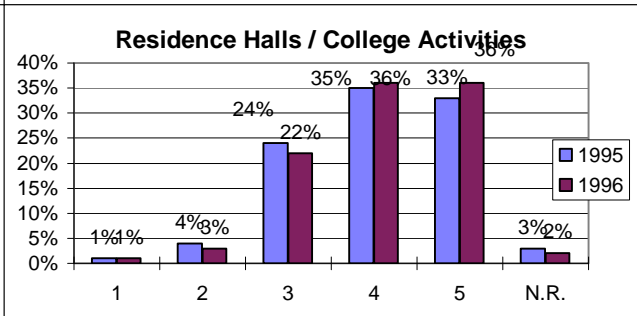
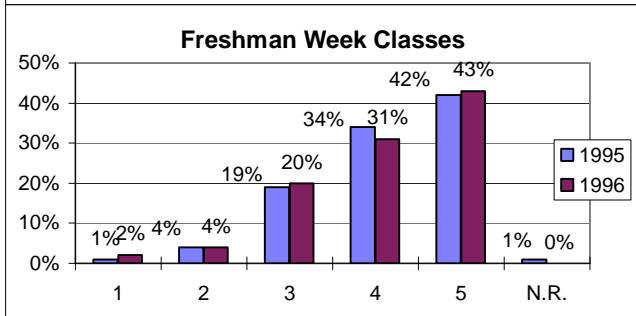
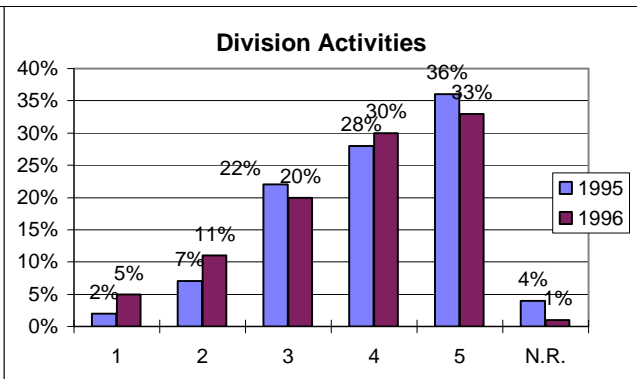
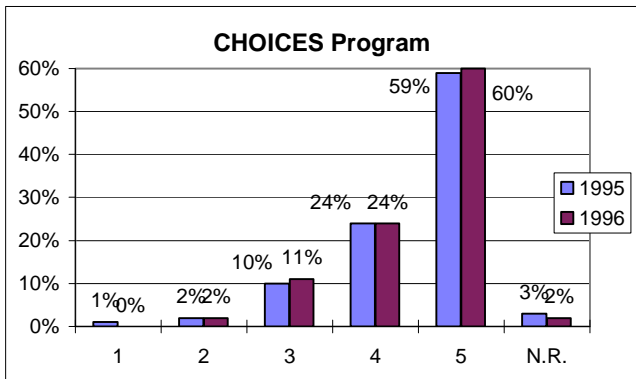


CONTINUED...FRESHMAN WEEK CLASS PARTICIPATION IN THE FOLLOWING ACTIVITY:

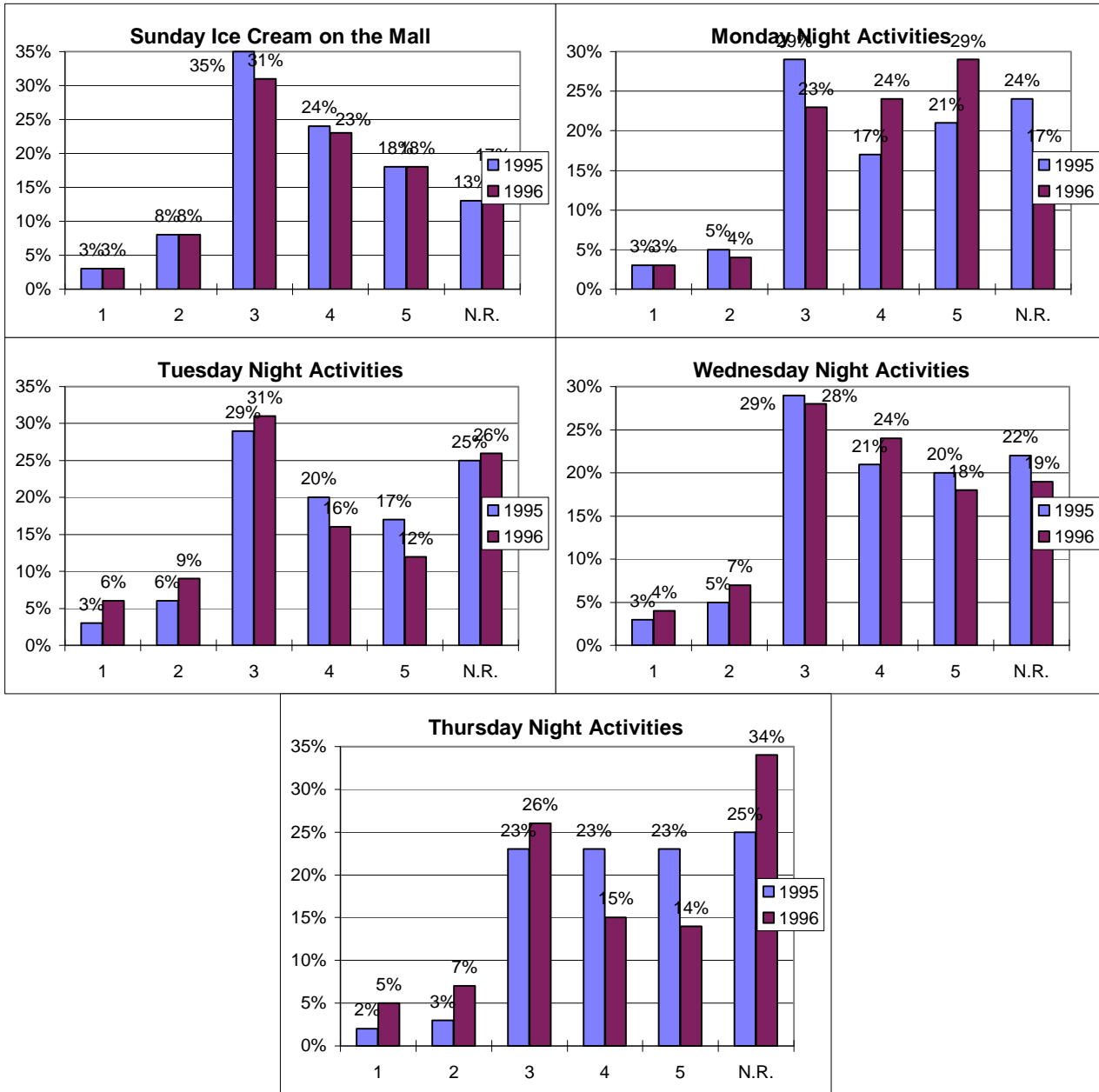


INDICATE YOUR EXPERIENCE IN EACH OF THE FOLLOWING ACTIVITIES:

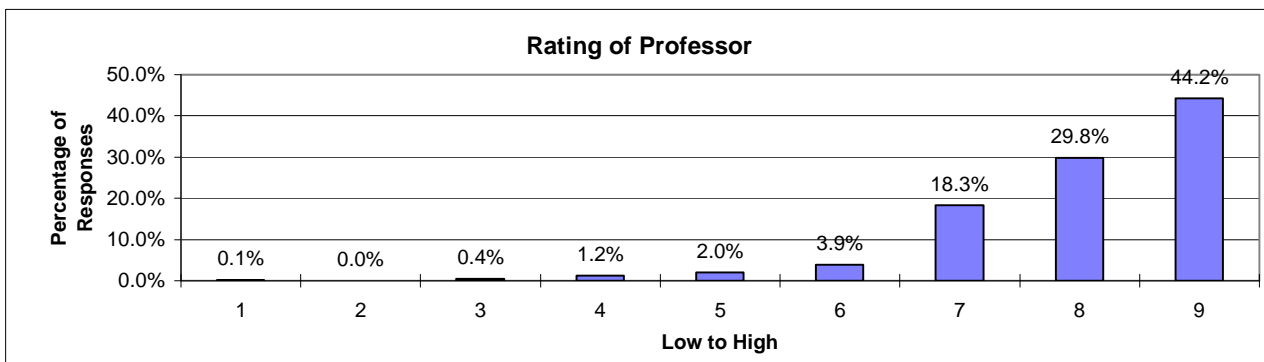
Questions 23 to 31 where 1 = Negative and 5 = Positive and N.R. = No Response



CONTINUED...INDICATE YOUR EXPERIENCE IN EACH OF THE FOLLOWING ACTIVITIES:



32. USING A NINE-POINT SCALE, RATE YOUR FACULTY PROFESSOR FOR FRESHMAN WEEK.



33. USING A NINE-POINT SCALE, RATE YOUR *PRECEPTOR* FOR FRESHMAN WEEK.

