

## Chapter VII: 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?*

30 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.

*To whom are the results regularly distributed?*

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.

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 1998, all first year students participated in an extended freshman course, continuing with the same group of students in a class during the Fall semester. It will be interesting to compare the retention rates between these students and those from previous years where most students' Freshman Week courses ended at the conclusion of Freshman Week. The intent is that by keeping students together from Freshman Week through the first (and maybe even a second) semester, their adjustment to the university will be easier academically and socially, resulting in potentially higher retention rates.

The results from the Fall 1998 Extended Freshmen Week Course Survey are included here, also.

**FRESHMAN WEEK ASSESSMENT RESULTS**  
**University-wide**  
**N = 1430**

	<b>University-wide</b>		
	<u>% disagree</u>	<u>% neutral</u>	<u>% agree</u>
1. I have achieved an understanding of the level of the academic work expected of a Truman student.	9%	13%	78%
2. I expect that my time management skills are adequate for the academic demand placed on me by my major at Truman.	11%	19%	69%
3. I have been given opportunities to improve my speaking skills.	21%	32%	47%
4. I have been given opportunities to improve my thinking skills.	8%	26%	65%
5. I have been given opportunities for constructive feedback to improve my writing skills	28%	29%	43%
6. I am aware of the Truman Writing Center and of its services.	21%	8%	71%
7. I am aware that some of the courses that I am enrolled in have available free tutor sessions.	28%	11%	61%
8. I possess basic library skills useful to me at Truman.	7%	8%	85%
9. I possess basic computer skills to communicate via email.	6%	4%	90%
10. I possess basic computer skills to use the internet for research.	9%	7%	83%
11. I now understand the assessment implications and necessity of maintaining an academic portfolio at Truman.	20%	21%	59%
12. I have an increased familiarity with how Truman assesses student learning.	11%	22%	67%
13. I have an increased familiarity with why Truman assesses student learning.	11%	18%	72%
14. I am aware of University Counseling Services and its services.	12%	12%	77%
15. I have an increased understanding of the characteristics of a liberal arts and sciences education.	6%	14%	79%
16. I have an increased appreciation of the characteristics of a liberal arts and sciences education.	7%	26%	67%
17. I know a group of peers who can support each other through academic needs.	11%	21%	68%
18. I know a group of peers who can support each other through social needs.	6%	13%	81%
19. My Division Day activities provided me needed, useful, and timely information.	12%	17%	71%
20. I know a Truman faculty member well enough to be able to discuss career and educational topics beyond class related material.	25%	18%	57%
21. I now understand the process of the campus registration procedure.	37%	25%	37%
22. I now understand the process of the campus add/drop procedure.	27%	23%	49%
23. I now understand the process of the campus advising procedure.	15%	24%	62%
24. I know who my advisor is.	12%	4%	84%
25. The Choices program increased my awareness of the types of decisions I may encounter as a Truman student.	7%	14%	79%

26. I plan to attend at least one cultural event this semester. 4% 16% 80%

**University-wide**

	<u>% disagree</u>	<u>% neutral</u>	<u>% agree</u>
27. I plan to join at least one student organization this year.	3%	8%	89%
28. I plan to complete my undergraduate degree at Truman State University.	5%	13%	81%
29. The Sunday night meeting from 7:00-8:00 PM was a good introduction to Freshman Week.	12%	28%	60%
30. Freshman Week has been a positive experience to begin my college career.	5%	12%	83%

Indication of whether the experience of the activity was found to be strongly negative (1), strongly positive (5) or something in between. The item was left blank if the student did not take part in the activity.

**University-wide**

<b>Activity</b>	<u>% disagree</u>	<u>% neutral</u>	<u>% agree</u>	<u>% blank</u>
31. Sunday: A Taste of Truman Ice Cream Social	9%	34%	32%	25%
32. Monday: "Montage, A celebration of Diversity"	9%	12%	50%	28%
33. Monday: Night in the Student Union	8%	23%	26%	43%
34. Tuesday: Pool Party	8%	21%	15%	56%
35. Tuesday: Campus Coffee House	8%	21%	32%	39%
36. Wednesday: Karaoke and Cotton Candy	7%	18%	31%	45%
37. Thursday: Singled Out	11%	19%	25%	44%
38. Thursday: Luau Dance	7%	16%	21%	56%

Extended Freshmen Week Course Survey  
Fall 1998

University Wide, n=1004 This course has helped me to:	Almost Always	More than half the time	Less than half the time	Almost never	no value	Indisti nguish able
1. Understand the level of academic work expected of a Truman student	<b>47.51</b>	41.14	8.47	1.49	<i>0.10</i>	<i>1.29</i>
2. Learn about campus procedures and the facilities and services available to me	<b>51.49</b>	36.06	9.06	1.99	<i>0.20</i>	<i>1.20</i>
3. Understand the value of participating in co-curricular activities	27.39	<b>45.52</b>	20.52	4.88	<i>0.40</i>	<i>1.29</i>
4. Learn the study and time management skills necessary to succeed in classes in Truman	36.85	<b>43.73</b>	14.94	3.09	<i>0.20</i>	<i>1.20</i>
5. Know a group of peers who can support me through challenging academic and social situations	<b>48.71</b>	32.17	14.14	3.69	<i>0.10</i>	<i>1.20</i>
6. Develop a sense of belonging in the Truman community	<b>45.42</b>	36.65	12.95	3.69	<i>0.20</i>	<i>1.10</i>
7. Become acquainted with a Truman faculty member well enough to be able to discuss career and educational topics beyond class-related material	<b>47.91</b>	27.89	15.74	7.07	<i>0.20</i>	<i>1.20</i>
8. Increase my understanding and appreciation of a liberal arts education	36.06	<b>41.33</b>	17.23	3.88	<i>0.30</i>	<i>1.20</i>
9. Increase my understanding of why and how Truman assesses student learning	33.07	<b>47.91</b>	14.94	2.59	<i>0.20</i>	<i>1.29</i>
10. Develop my writing, speaking, and thinking skills	34.56	<b>40.74</b>	18.82	4.18	<i>0.40</i>	<i>1.29</i>
	0-10	11-15	16-20	21-25	26+	Other
11. On average, how many hours per week did you spend on all of your courses this semester on class-related work?	15.34	<b>28.59</b>	27.09	16.63	9.16	<i>3.19</i>
	None	1-3	4-6	7-9	9+	Other
12. Approximately how many University-sponsored events have you attended this semester?	2.19	19.22	<b>39.04</b>	16.73	19.22	<i>3.59</i>

	Almost always	More than half the time	Less than half the time	Almost never	No value	Indisti nguish able
13. For all of your courses this semester, how often did you complete reading assignments by the date assigned?	<b>39.34</b>	35.06	17.93	3.49	<i>0.20</i>	<i>3.98</i>
14. When completing your reading assignments, how often did you read for genuine understanding of the material as opposed to just getting through it?	20.92	<b>45.42</b>	26.29	3.29	<i>0.00</i>	<i>4.08</i>
15. How often did you find your liberal arts and sciences courses challenging?	36.16	<b>47.81</b>	7.47	0.60	<i>0.00</i>	<i>7.97</i>