

Millersville University
Freshman Year Mid-Term Survey
Fall 2005
~Interim Results~

A total of 206 out of 1,318 students (15.6%) responded to the fall 2005 Freshman Year Mid-Term Survey. The survey was sent to all first-year students via email in October and the results were tabulated in November.

Respondent Profile

FYE Status	Frequency	Percent
No Seminar	127	61.6%
One-Credit Seminar	30	14.6%
Three-Credit Seminar	49	23.8%

- Due to the design of the electronic survey, some students may have been reluctant to indicate that they were enrolled in a seminar. Respondents who did not indicate a seminar level were placed in the “no seminar” category.

How do you rate your freshman seminar experience?

	Poor	Fair	Good	Very good	Excellent
One-Credit	1 (3.6%)	3 (10.7%)	6 (21.4%)	11 (39.3%)	7 (25.0%)
Three-Credit	0 (0%)	2 (4.1%)	16 (32.7%)	21 (42.9%)	10 (20.4%)

- Overall, there appears to be more satisfaction with the three-credit seminar (96% indicated good, very good, or excellent) than with the one-credit seminar (85.7% indicated good, very good, or excellent).

How do you evaluate your entire educational experience at MU?

	Poor	Fair	Good	Very good	Excellent
No Seminar	0 (0%)	5 (4.0%)	56 (44.8%)	44 (35.2%)	20 (16.0%)
One-Credit	0 (0%)	1 (3.3%)	9 (30.0%)	11 (36.7%)	9 (30.0%)
Three-Credit	1 (2.0%)	4 (8.2%)	11 (22.5%)	31 (63.3%)	2 (4.1%)

- Students in the one-credit seminar evaluate their educational experience at Millersville the best at 96.7% satisfaction (good, very good, and excellent combined). Students not in a seminar were close at 96.0% and only 89.8% of students in the three-credit seminar evaluated their entire educational experience at Millersville as being satisfactory.

Students who were involved in a freshman seminar . . .

	Means and Statistical Significance
Had more serious conversations with students who were very different in terms of their religious beliefs, political opinions, or personal values than students who were not involved in a freshman seminar.	Seminar = 2.28 No Seminar= 2.02 Significant at 0.0385*
Worked more with classmates outside of class to prepare class assignments than students who were not involved in a freshman seminar.	Seminar = 2.59 No Seminar= 2.32 Significant at 0.0438*

Students who were involved in a freshman seminar . . .

	Means and Statistical Significance
Worked more on a paper or project that required researching ideas or information from various sources than students who were not involved in a freshman seminar.	Seminar = 2.71 No Seminar= 2.40 Significant at 0.0112*
Asked more questions in class and contributed to class discussions than students who were not involved in a freshman seminar.	Seminar = 2.87 No Seminar= 2.63 Significant at 0.0405*
Came to class without completing readings or assignments less than students who were not involved in a freshman seminar.	Seminar = 1.61 No Seminar= 1.83 Significant at 0.0162*

* p<.05

- Students in the freshman seminar had more serious conversations with different students, worked more with classmates outside of class, researched for a paper more, contributed more to class, and came to class more prepared than students who were not in a freshman seminar.

Students who were involved in a learning community . . .

	Means and Statistical Significance
Worked more with classmates outside of class to prepare class assignments than students who were not involved in a freshman seminar.	Learning Community = 2.62 No Learning Community= 2.19 Significant at 0.0011*
Believe more than students who are not in a learning community that Millersville provides the support needed to help one succeed academically.	Learning Community = 3.17 No Learning Community= 2.98 Significant at 0.0699

* p<.05

- Students in a learning community meet more with classmates outside of class and tend to believe more that the University provides them with needed support than students who are not in a learning community.

Students in the one-credit seminar vs. the three-credit seminar:

	Means and Statistical Significance
Students in the one-credit seminar met with faculty members outside of class for advising or to discuss assignments or grades more than students in the three-credit seminar.	One-Credit = 2.00 Three-Credit= 1.65 Significant at 0.0390*
Students in the one-credit seminar evaluate their entire educational experience received at Millersville higher than students in the three-credit seminar.	One-Credit = 3.93 Three-Credit= 3.59 Significant at 0.0761

* p<.05

- The one-credit seminar was rated higher than the three-credit seminar for meeting with faculty outside of class and evaluation of the entire educational experience.