

## UWSP New Freshman Seminar, Fall 2006

UWSP launched the New Student Seminar as a pilot program fall 2006. The program is designed to help new students transition from high school to college. The following analysis compares the 144 new freshmen enrolled in the program to the 1479 new freshmen not enrolled—students who withdrew are excluded. The following table displays information about the two groups.

|                                  | Seminar | Non-Seminar | Sig.* |
|----------------------------------|---------|-------------|-------|
| Advanced credits                 | 2.44    | 2.55        | .835  |
| Semester credits attempted       | 14.4    | 14.5        | .214  |
| High school rank                 | 74.5    | 71.5        | .036  |
| High school GPA                  | 3.46    | 3.37        | .011  |
| ACT comprehensive score          | 22.64   | 22.66       | .922  |
| First semester GPA               | 3.10    | 2.88        | .001  |
| Semester credits completed       | 14.1    | 14.1        | .716  |
| % on probation or suspension     | 8.3     | 11.1        | .193  |
| % enrolled spring 2007           | 93.1    | 92.7        | .520  |
| % female                         | 75.0    | 52.2        | .000  |
| % business administration majors | 11.1    | 3.9         | .000  |
| % education majors               | 37.5    | 4.3         | .000  |
| % undecided majors               | 20.8    | 26.9        | .067  |

\*Independent sample t-test or Fisher's Exact Test

Seminar students are not significantly different from non-seminar students with respect to the number of advanced credits they have completed, semester credits attempted, or their ACT scores. High school rank and GPA are significantly different. There are significantly more females and business administration and education majors in the seminar group. There is a smaller percentage of undecided majors in the seminar group but the difference is not significant. These majors account for 69% (100) of the 144 students in the seminar group—education (54), business administration (16), undecided (30).

Seminar students achieved significantly higher first semester GPAs than non-seminar students (3.10 vs. 2.88). The effect size of .3 is considered to be small to medium. There is no significant difference between the groups with respect to the number of students on probation or suspension or the number enrolled for the spring 2007 semester.

First semester GPA was regressed on high school rank and GPA, ACT comprehensive score, advanced credits and dummy variables for participation in the freshman seminar [seminar = 1, non-seminar = 0] and sex [female = 1, male = 0]. The model is statistically significant [ $F(6, 1351) = 82, p = .000$ ] and explains 26% of the variation in first semester GPA. Each of these variables is a statistically significant predictor of first semester GPA. The predicted first semester GPA controlling for high school rank and GPA, ACT score, advanced credit and sex is .15 higher for students in the seminar compared to students who are not.

When dummy variables for education major [education = 1, non-education = 0], business administration major [business administration = 1, non-business administration = 0], undecided major [undecided = 1, not undecided = 0] are added to the regression model, participation in the freshman seminar continues to be a positive predictor of first semester GPA but it is no longer statistically significant. The predicted first semester GPA is .10 higher for students in the seminar. Education major is a significant predictor of first semester GPA. Business administration and undecided majors are not significant predictors.