

FSUS Annual Report
2003-2004
Prepared by Shelly VandePanne, FSUS Coordinator

FSUS Enrollment

2333 students enrolled in one of 120 sections of FSUS100 or an equivalent course during the academic year:

03F = 2285 students in 115 sections
04W = 78 students in 5 sections

(See Appendix 1 – FSU Seminar Courses.)

Twenty-five students did not enroll in and FSU Seminar course for the fall semester. Of those 25 students:

17 – have scheduled classes for fall 2004 and are doing well

Avg GPA = 2.84 Median GPA = 2.78

Avg ACT = 22 Median ACT = 21

(Only two students are on probation (below 2.0 GPA); one of them had been admitted into UNCP but switched into a TECH program.)

4 – were academically dismissed (2 after fall semester, 2 after winter semester)

4 – did not return to Ferris (3 after fall semester, 1 after winter semester)

Two students who did not enroll in FSUS in the fall, enrolled for it in the winter semester:

1 – has scheduled classes for 04F

1 – enrolled in FSUS for winter, withdrew from the class and ended up being academically dismissed after the winter semester.

(note: both are included in the 25 students above)

FSUS Compliance

FSUS Compliance rates for the 2003-2004 academic year were exceptional with a 99% compliance rate for the fall and a 100% rate compliance rate for the winter semester.

(See Appendix 2 - 2003 Fall Compliance Report.)

Students withdrawing from FSUS100

28 students (1%) withdrew from FSUS 100 at some point during the fall semester:

24 – had satisfactory reasons for withdrawing:

20 – completed a total withdrawal from the University

2 – withdrew from all but one class (attempted total withdrawal?)

2 – were transfer students who were not required to take FSUS 100

1 – repeated FSUS 100 in 04W

3 - withdrew from FSUS without satisfactory explanation:

1 – did not return 04W

1 – was academically denied after 04W

1 – in good standing – is not scheduled for 04F classes (has financial hold)

Seminar Formats

FSUS is a 1-3 credit course taught in a variety of formats, including “infused” classes. Major-specific sections made up 65% of the courses offered in the fall (N=75); 25% of the sections were general sections considered to be college-specific but not tied to a discipline (N=29), and the remaining 10% were program introduction classes which have infused the FSUS objectives with their pre-existing course (N=12). In the winter semester, one section of FSUS100 was available for College of Business students, the rest were University College sections open to students in any program.

(See Appendix 4 – FSU Seminar Formats.)

FSUS Faculty

FSUS instructors were comprised of 68% faculty members, and 32% administrative/staff personnel from Ferris State University. A total of 98 instructors taught 115 seminars in the fall; 16 sections of seminar were taught in the winter semester, 38% were taught by faculty, 68% by staff and administrators.

(See Appendix 5 - Faculty List.)

Updates To The FSUS Syllabus

Revisions to the FSUS 100 course syllabus were made for Fall 2004:

- 1) The objective – “For students to develop a relationship with the FSUS faculty member that will serve as an internal model for interactions with future teachers.” Was removed as a course objective and made part of the course goals.
- 2) The objective – “For students to develop effective problem solving and conflict management skills for use in developing and maintaining personal and professional relationships,” was deleted as it had not been effectively addressed in the course and could be considered as implied throughout the course.
- 3) Two objectives were added:
 - a. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
 - b. For students to know about and understand the mission of Woodbridge N. Ferris and his mission as the educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

(See Appendix 6A - Proposed Changes to the FSUS Syllabus and Appendix 6B - for the current objectives.)

FSUS Faculty Training

Four group sessions for FSUS faculty training were conducted in the 2003-2004 academic year in addition to a handful of one-on-one training meetings.

- 27 faculty and staff members were trained.
- 11 attended FSUS training for the first time.

(See Appendix 7 – FSUS Faculty Trained in the 03-04 Academic Year)

Twenty-three additional people were trained in the spring of 2003, for a total of 50 people who have been trained to teach FSUS since April 2003.

FSUS training focused on acclimating faculty to the mission, goals and objectives of the course. Topics which were emphasized included understanding new-to-college students, and academic advisor information (advisor/advisee roles), as well as resources and guest speakers for the FSUS classroom. Recent training included a focus on the two new objectives: academic honesty and etiquette, and W.N. Ferris as an educator, statesman and humanitarian.

Large Group Presentations

Twenty-eight large-group presentations were offered for FSUS courses throughout the 2003-2004 academic year. Fall topics included alcohol awareness, sexual responsibility (17 sessions), and study skills (4 sessions). FLITE library tours were arranged by the majority of FSUS instructors, and in addition, several FSUS students were given the assignment of attending one or more Academic Support Center Seminar. Winter semester topics included alcohol awareness, sexual responsibility, diversity, financial aid and career services at FSU. 4066 student contacts were made via group presentations (not including FLITE library tours). Two guest speakers, Cindy McCue, Gordon Rhinard, were paid for their services. All other presentations were done on a voluntary basis.

Below is a brief summary of presentations:

FALL 2003:

Alcohol Awareness - Cindy McCue, President of B.R.A.D. (Be Responsible About Drinking) and mother of Bradley McCue

This presentation was held on Tuesday, September 23, 2003 at 11:00 AM in the Williams Auditorium; 1600 students were in attendance (approximately 300 more than the 2002 presentation) Cost: \$1375.00

Sexual Responsibility - Karen Schaper, District Health Department; Brandi Shelton and Elizabeth McCann from WISE

Sexual Responsibility was presented in multiple sessions. A total of 1430 students attended one or more presentations on sexual responsibility (900 students attended one combined presentation in 2002). Seventeen sessions were presented during the week of September 29 – October 3, 2003. Karen Shaper presented the topic of HIV/STD's eight times throughout the week; Brandi Shelton and Elizabeth McCann presented on date rape drugs and sexual assault eight times throughout the week. All seminars were scheduled in Institutional Resource Center auditoriums at times when several classes met; Tuesday and Thursday 11:00 AM sessions were also scheduled to accommodate classes that met during times when sessions were not scheduled. Classes were able to attend as a group, during the normal class time; some teachers assigned students to attend sessions on both topics and/or gave the students the ability to choose which session they would like to attend.

Study Skills – Marcia Schuberg, ASC parapro

Study skills seminars were presented four times (Tuesday or Thursday at 11:00 AM in IRC) throughout the fall semester. Each seminar gave an overview of services available in the Academic Support Center as well as information on study skills in general. Instructors in 39 sections of FSUS assigned their students to attend a study skills seminar; 526 students attended one of these seminars.

FLITE Library Tours

112 FSUS classes (93%) toured the FLITE library during the month of October, 2003, which had been dubbed "FSUS/FLITE library month." This was a dramatic improvement over the 2002 fall semester when only 30 classes scheduled tours.

WINTER 2004:

Alcohol Awareness – Shelly VandePanne, FSUS Coordinator

Two sections of FSUS 100 combined for a discussion on alcohol awareness held on January, 27, 2004 at 11:00 AM in IRC 002; 31 students from Jane Pole and Arlene Krellwitz's classes were in attendance. Resources provided by the B.R.A.D. website and CD were used to facilitate discussion.

Financial Aid – John Randle, Manager, Student Employment & Career Services

Held Tuesday, February 3, 2003 at 11:00 AM in IRC, topics for this presentation included filing the FAFSA, financial aid options and money management for college students. 38 students from five FSUS100/101 and UNCP courses were in attendance.

Sexually Transmitted Diseases & Their Prevention – Dr. Robert Friar, Professor of Human Physiology & Sexuality

Arranged the by FSU Teen Pregnancy & STD Prevention club in collaboration with FSUS, Dr. Friar informed students about a variety of STD's and gave prevention tips for each. Held on Tuesday, February 10, 2004 at 11:00 AM in SCI 111, this seminar was open to the university; a total of 171 students attended, 29 (17%) of which were there for their FSUS course.

Student Employment & Career Services – Barb Renne, Asst. Manager

In this seminar, students were introduced to career services at Ferris State University and shown how to access services via the internet. Date: Tuesday, February 11, 2004, at 11:00 AM in IRC 003; 117 students were in attendance.

Diversity - Healing the Racial Divide – Gordon Rinard, Executive Director, Institute for Healing Racism – Muskegon.

This presentation, suggested by Eunice Merwin, was piloted in the winter semester. 153 students attended this presentation (30-40 were expected) on Thursday, March 25, 2004 at 11:00 AM in IRC 003. Cost: \$300

Course Evaluation

For the past three years, Ferris State University students have participated in the First Year Initiative Study conducted by Educational Benchmarking, Inc. (EBI). The purpose of the study was to survey students for the rational of understanding their perceptions of the FSU Seminar (FSUS) course. The results obtained from the study are used to assess the current effectiveness of the FSUS course at Ferris State University and to assist in the planning and development of future course content and delivery. All students in FSUS courses were invited to participate in the FYI survey during the 14th week of the fall the

semester. Of the 2285 students enrolled in a seminar course, 1707 responded to the survey. Highlights of the survey are outlined below. An analysis of survey results is available on request.

Compared to 2002 survey data for FSU, mean scores for four of the factor areas pertaining to FSUS improved, stayed the same for two factors, and declined in two areas:

Areas of Improvement – “Improved Knowledge of Wellness,” “Academic Services,” “Study Strategies,” and “Time Management.”

Improvement in these areas could be attributable to location and time changes for wellness presentations and enhancement of study skills information and resources provided to instructors (as a result of the 2002 survey results).

Areas of Decline – “Out-Of-Class Engagement” and “Overall Course Effectiveness.”

As a result of student feedback in 2002, many FSUS faculty members made the decision to not require attendance to as many cultural events, concerts, sporting events, etc, as they had in the past. This decision may have had some effect on the decline in out-of-class engagement. A decline in the mean score for overall course effectiveness could have been affected by the fact that honors students, who are very resistant and negative toward FSUS, were required to take FSUS 100 in addition to the honors seminar. Many of these students reported that they were receiving duplicate information in both classes and viewed FSUS as a waste of their time. A second report generated using 2002, data without honors students, showed higher mean scores in all factor areas – because honors students were enrolled in and completed surveys in several FSUS 100 courses (as opposed to just the HNRS 190 course) it was not possible to test this theory with the 2003 data.

Factor areas remaining the same – “Course Improved Connections With Faculty” and “Knowledge Of Campus Policies.”

(See Appendix 8 - FYI Comparison 2002-2003.)

Highest scoring questions on the FYI survey –

Course increased:

- ability to find what is needed in library

Course increased understanding of:

- available library resources
- how to obtain academic assistance
- how to obtain a tutor
- the role of the academic advisor
- registration procedures

The fact that these highest scoring questions are directly related to the FSUS objectives, indicates that the FSUS has been successful in obtaining its objectives and continues to be beneficial in preparing students for college success.

Recommendations

- 1) The honors seminar (HNRS 190), required for all new honors students, should be accepted as an FSUS option (“infused course”) to minimize duplication of information that students receive by taking both HNRS 190 and FSUS 100.
- 2) Faculty training should continue to emphasize
 - the need for students to know how to find and communicate with their faculty advisor as well to understand the advisor’s role.
 - an increased understanding of campus technology (Luminous, webCT, email, etc) as “computer usage” and the need to encourage students to utilize campus technology.
 - current resources for new and existing course objectives.
- 3) Identify or create a survey tool to measure just the objectives of the FSU Seminar without the inclusion of information not pertaining to FSUS (as does the FYI survey).

APPENDIX 1 – FSU Seminar Courses

**FSU Seminar Courses
at Ferris State University**

Course	# Credits	College
FSUS 100	1	All
BUSN122	3	BUS
DIST 100	1	UNI
HNRS 190	1	Honors Program
MIMG 101	1	BUS
PGMG 101	1	BUS
PREL 101	1	BUS
PTMG 101	1	BUS
RFIM 101 (new 04F)	1	BUS
UNCP 100	3	UNI

APPENDIX 2 – Enrollment Figures

Fall 2003 Enrollment in FSU Seminar Courses

	# Sections	# Enrld	# FR	SO/JR/SR	% Freshman
# Enrolled	115	2255	2156	99	96%
FSUS	99	1916	1875	41	98%
Infused	14	339	281	58	83%

Winter 2004 Enrollment in FSU Seminar Courses

	# Sections	# Enrld	# FR	SO/JR/SR	% Freshman
# Enrolled	5	78	75	3	96%
FSUS	4	69	66	3*	96%
Infused	1	9	9	0	100%

* 2 students repeated the course, 1 was not required and withdrew

APPENDIX 3 – 03F Compliance Report

FSUS 100 Compliance Fall 2003

College	# Reported as not in FSUS	# Enrolled in Equiv Course	Other **	# Not in FSUS or Equivalent	Never Enrolled in FSUS or Equiv	dropped by student*	dropped by other means	Other ***	# FTIACs	% in FSUS
A&S	12	0	2	10	1	7	1	1*	534	98.13%
AHS	5	0	5	0	0	0	0	0	256	100.00%
BUS	212	197	8	7	1	6	0	0	392	98.21%
EDU	1	0	0	1	1	0	0	0	306	99.67%
TECH	18	0	10	8	6	2	0	0	518	98.46%
UNIV	85	85	0	0	0	0	0	0	279	100.00%
Total	333	282	25	26	9	15	1	1	2285	98.86%

APPENDIX 4 – Seminar Formats

FSU Seminar Formats

College	General	Program Specific	Infused
Arts & Sciences	20	3	-
Allied Health Services	-	13	-
Business	9	3	9
Education and Human Services	-	17	-
Technology	-	26	-
University College	-	13	3
<i>N</i>	29	75	12
% in Category	25%	65%	10%

APPENDIX 5 – Faculty List

Faculty LN	Faculty FN	Sec 03F	F / S	FFA	Primary Assignment
Anderson	Lee	074	S	No	
Belcher	Celeste	001	S	No	Student Judicial Services
Bell-Schriber	Marietta	043	F	Yes	AHS
Bell	Sharon	BUSN122	F	Yes	Business
Blakemore	Doug	058	F	Yes	BUS
Blake	Paul	020	F	Yes	A&S
Bouman	Penny	049	s - ft	No	Institutional Research & Testing
Burns	Sandy	038	F	Yes	AHS
Cairy	Mary	045	F	Yes	AHS
Caserta	Lilia	030	F	No	A&S
Chaney	Matthew	002	s - ft	No	Enrollment Services
Cherry	Sue	007	s - ft	No	A&S
Christafferson	Jeff	008	F	Yes	A&S
Cluchey	Cheryl	051	s - ft	No	UCEL
Colvert	Kim	026	F	Yes	A&S
Cronk	Dan	MIMG101	F	Yes	BUS
Daglis	Thomas	PTMG101	s - ft	No	BUS
Derosia	Melissa	069	F	No	A&S
Dilg	Bruce	078, 079, 080	F	Yes	TECH
Doyle	Julie	061	F	Yes	BUS
Doyle	Mimi	003, 021	F	No	A&S
Eastley	Robert	092	F	Yes	TECH
Edgerton	Van	052	s - ft	No	BUS
Ek	Jeff	053, 054	F	Yes	BUS
Eldridge	Richard	088, 089	F	Yes	TECH
Fogarty	Susan	044	F	Yes	AHS
Fowler	Vic	077	F	Yes	TECH
Fruchtl	Bruce	057	s - ft	No	Residential Life
Gasper	Wilbur	115	s - ft	No	General Services
Gatt	Auggie	106	F	Yes	TECH
Greenfield	Ron	PREL101	F	Yes	Business
Griffin	Richard	005, 016	F	Yes	A&S
Hegenauer	Jennifer	011	s - ft	No	UCEL
Hill	Reinhold	010	F	Yes	A&S
Hollen	Thomas	100, 101	F	Yes	TECH
Hooper	Judy	UNCP	F	Yes	UNI
Hurley	Jana	073	s - ft	No	Residential Life
Ing	Liza	062	F	Yes	COEHS
Jackson	Paul	047	F	Yes	BUS
Jewett	Keith	090	F	Yes	TECH
Johansen	Beth	048	s - ft	No	Budgetary Planning & Analysis
Johnson	Leonard	063	F	Yes	COEHS
Kamptner	Elaine	BUSN122	s - ft	No	

Faculty LN	Faculty FN	Sec 03F	F / S	FFA	Primary Assignment
Karafa	Thuy	023, 025	F	No	A&S
Kilgallen	Mary	014	F	Yes	A&S
Klope	Warren	096	F	Yes	TECH
Knight	Gina	120	s - ft	No	Academic Affairs
Krager	Dean	102, 103	F	Yes	TECH
Krellwitz	Arlene	122, 123	s - ft	No	UNI
Kuk	Ken	109, 110	F	Yes	TECH
Leach	Scott	099	F	Yes	TECH
Lewis	Russell	071	F	Yes	COEHS
Lukusa	Gloria	UNCP	F	Yes	UNI
Marine	Brad	117	f	No	UNI
Meeuwenburg	Linda	039	F	Yes	AHS
Merwin	Eunice	112	F	Yes	UNI
Michaels	Neil	UNCP	F	Yes	UNI
Mirtz	Ruth	029	F	Yes	A&S
Mukundan	Lakshmi	018	F	Yes	A&S
Myers	Katherine	084,085,086,087,129	s - pt	No	TECH
Nelson	Nathan	006	F	No	A&S
Nofz	Connie	DIST 101	na	No	UNI
Noren	Dan	004	F	Yes	A&S
O'Neill-Cook	Susan	091	F	No	TECH
Otteson	Amy	019	s - ft	No	Institutional Research & Testing
Palazzolo-Miller	Katherine	027	F	Yes	A&S
Panitz	Eric	056	F	Yes	BUS
Paolicchi	Susan	017	F	No	A&S
Parry	Marcia	031	F	Yes	AHS
Pinter	Matt	PGMG101	F	Yes	Business
Poindexter	Kathleen	042	F	Yes	AHS
Pole	Jane	121	s - ft	No	UNI
Poland	Stephen	067	F	Yes	COEHS
Potter	William	DIST 100	s - ft	No	UNI
Price	Todd	046	na	No	Residential Life
Raymond	Sarah	074	F	No	COEHS
Renne	Barb	065	s - ft	No	Career Services
Rescoe	Joel	032,037	F	Yes	AHS
Salomonson	Kristen	114	s - ft	No	Institutional Research & Testing
Santer	Don	104, 105	F	Yes	TECH
Schoettle	Judy	041	F	Yes	AHS
Seitter	Kelly	094	F	Yes	TECH
Shangraw	Carl	108	F	Yes	TECH
Shaffer	Jon	072, 113	s - ft	No	Residential Life
Shansky	Rose Anne	068	F	No	A&S
Sidney, E	Eve	040	F	Yes	AHS

Faculty LN	Faculty FN	Sec 03F	F / S	FFA	Primary Assignment
Smith	Bruce	093	F	Yes	TECH
Smith	Dennis	093	F	Yes	TECH
Sobkowski	Nikki	015	na	No	A&S
Thompson	Kelly	064	s - pt	No	COEHS
Vanos	Kimberly	033, 035	f	No	AHS
VandePanne	Shelly	UNCP	s - ftt	No	UNI
Vasiczek	Brenda	013	F	Yes	A&S
Ward	Meaghan	009	s - ft	No	Residential Life
Woodman	Helen	UNCP	F	Yes	UNI
Workman	Jamie	012	s - ft	No	Residential Life
Wright	Leroy	097	s - ft	No	Residential Life
Wyman	Fred	075	F	Yes	COEHS

Faculty LN	Faculty FN	Section 04W	F / S	FFA	Day
Krellwitz	Arlene	002	s-ft	Yes	UNIV
Doyle	Julie	001	F		BUS
Totten	Joan	003	s-ft		UNIV
Marine	Brad	100-003; 101-006	F	Yes	UNIV
Pole	Jane	005	s-ft		UNIV
Merwin	Eunice	001	s-ft		UNIV
Shaffer	Jon	002	s-ft		Residential Life
Salomonson	Kristen	003	s-ft		Institutional Research & Testing
Gasper	Wilbur	004	s-ft		General Services
Knight	Gina	005	s-ft		Academic Affairs
Ing	Liza	010	F		EDU
VandePanne	Shelly	005	s-ft		UNIV
Michaels	Neil	UNCP100-003, UNCP 101-001	F		Yes
Lukusa	Gloria	001	F	Yes	UNIV

Appendix 6A – Proposed Changes to the FSUS syllabus

FSUS 100

Mission

The Mission of the Ferris State University Seminar Class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation.

Goals

To facilitate student transition from high school to university life and by so doing improve student academic performance and retention. *Students will develop a relationship with FSUS faculty members that will serve as an internal model for interactions with future teachers.*

Objectives

1. For students to become familiar with FSU's campus resources (e.g. library, Financial Aid, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
2. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
3. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
4. For students to develop effective time management strategies.
5. For students to understand how to apply basic study skills techniques to the academic courses.
6. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.
7. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.
- ~~8. For students to develop a relationship with the FSUS faculty member that will serve as an internal model for interactions with future teachers. (This objective will be included in the goals statement)~~
8. For encouragement of students to be active participants and contributors in campus and community activities.
- ~~10. For students to develop effective problem solving and conflict management skills for use in developing and maintaining personal and professional relationships. (Proposed deletion)~~

PROPOSED ADDITIONS

- 9. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.*
- 10. For students to know about and understand the mission of Woodbridge N. Ferris and his mission as the educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.*

Summary - #8 will be added to the goal statement; #10 is a proposed deletion; the two proposed additions will maintain a list of ten objectives to be covered in the course.

FSUS 100

Mission

The Mission of the Ferris State University Seminar Class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation.

Goals

To facilitate student transition from high school to university life and by so doing improve student academic performance and retention. Students will develop a relationship with FSUS faculty members that will serve as an internal model for interactions with future teachers.

Objectives

9. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
10. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
11. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
12. For students to develop effective time management strategies.
13. For students to understand how to apply basic study skills techniques to the academic courses.
14. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.
15. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.
9. For encouragement of students to be active participants and contributors in campus and community activities.
11. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
12. For students to know about and understand the mission of Woodbridge N. Ferris and his mission as the educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

Appendix 7 – FSUS faculty trained in the 03-04 academic year.

	Faculty LN	Faculty FN	Date Trained	Primary Assignment
1	Belcher	Celeste	4/04; 4/19/2002	Student Judicial Services
2	Blakemore	Doug	7/22/2003	BUS
3	Cairy	Mary	6/25/2003	AHS
4	Christafferson	Jeff	8/6/2003	A&S
5	Cluchey	Cheryl	4/04; 4/11/03	UCEL
6	Colvert	Kim	8/22/2003	A&S
7	Eldridge	Richard	5/10/04, 4/19/2002	TECH
8	Fowler	Vic	4/04; 4/19/2002	TECH
9	Fruchtl	Bruce	5/10/04,4/22/2003	Residential Life
10	Gasper	Wilbur	4/04; 4/22/2003, 4/19/02	General Services
11	Gatt	Auggie	8/19/2003	TECH
12	Hegenauer	Jennifer	4/04; 4/22/03	UCEL
13	Hurley	Jana	4/04; 8/6/03	Residential Life
14	Ing	Liza	4/04; 4/11/03, 5/10/2002	COEHS
15	Johansen	Beth	4/04; 4/11/03	Budgetary Planning & Analysis
16	Karafa	Thuy	7/11/2003	A&S
17	Kilgallen	Mary	4/04; 4/03, 4/19/02, 2001	A&S
18	Klope	Warren	8/22/2003	TECH
19	Leach	Scott	8/22/2003	TECH
20	Merwin	Eunice	5/10/04, 4/22/2003	UNI
21	Myers	Katherine	4/04; 8/6/03	TECH
22	Nelson	Nathan	4/04; 4/03, 4/19/02	A&S
23	Palazzolo-Miller	Katherine	4/16/2004	A&S
24	Rescoe	Joel	6/25/2003	AHS
25	Santer	Don	4/04; 4/19/2002	TECH
26	Ward	Meaghan	5/04; 4/22/2003, 4/19/02	Residential Life
27	Wright	Leroy	8/8/2003	Residential Life

APPENDIX 8 – FYI Comparison 2002-2003

Comparison of FSU's Institutional Mean Scores for First Year Initiative Study

		Change in Mean	% Change in Mean
		02F- 03F	02F - 03F
Factor	Description:		
1	Course Improved Study Strategies	0.11	3%
4	Course Improved Connections with Faculty	0.02	0%
6	Course Improved Out-of-Class Engagement	-0.38	-10%
7	Course Improved Knowledge of Campus Policies	-0.01	0%
8	Course Improved Knowledge of Academic Services	0.16	3%
9	Course Improved Managing Time/Priorities	0.12	3%
10	Course Improved Knowledge of Wellness	0.15	4%
15	Overall Course Effectiveness	-0.05	-1%