

Ferris State University Seminar  
(FSUS)  
Annual Report  
2004-2005



FERRIS STATE UNIVERSITY

University College -  
Developmental Programs and Curriculum

Prepared by: Shelly VandePanne, FSUS Coordinator  
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**FSUS Enrollment**

2252 students enrolled in one of 110 sections of FSUS100 or an equivalent course during the academic year:

04F = 2111 students in 104 sections  
05W = 118 students in 6 sections

(See Appendix 1 – FSU Seminar Courses and Appendix 2 – Enrollment Figures.)

Seven students did not enroll in and FSU Seminar course for the fall semester (down from 25 students 03F). Of those 7 students:

1 – enrolled in FSUS 100 in the 2005 winter semester.

4 - were retained for winter 2005 and are doing well

Avg GPA = 2.93      Median GPA = 2.82  
Avg ACT = 20      Median ACT = 19

1 – was placed on probation and did not return to Ferris

1 - had 36 transfer credits which were not reported on the student record system at the time of the original report therefore was not required to enroll in the course.

**FSUS Compliance**

FSUS Compliance rates for the 2004 fall semester were exceptional at 99.6%, up ½ percentage point from 03F. Compliance rates for winter 2005, however, were much lower at only 85%. This major decline was mostly due to the low compliance rate for Technology Students (59%).

(See Appendix 3 – 04F and 05W Compliance Reports.)

**Students withdrawing from FSUS100**

50 students (2%) withdrew from FSUS 100 at some point during the fall semester:

43 – had satisfactory reasons for withdrawing:

38 – completed a total withdrawal from the University

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

3 – repeated FSUS 100 in 05W

1 – withdrew from the University in 05W

1 – received an “A”

1 – received an “F”

4 - withdrew from FSUS without satisfactory explanation:

1 – did not return 05W

2 – were academically denied after 04F

1 – in good standing – but not repeating FSUS 100

### **Students Failing FSUS100**

Eighty students (4%) failed their FSU Seminar course in the '04 fall semester. Students who failed were placed in one of two FSUS100 courses identified for “repeater” students in the winter semester and registration holds were placed on their accounts to ensure that they repeated the course according to University policy. In addition, letters were sent to the students, their academic departments and advisors, informing them of their course schedule change and giving them reference to the Academic Affairs Policy Letter regarding FSUS (see APPENDIX 4 - FSUS policy)

Of those 80 students:

70 students failed FSUS100:

27 - repeated the course in 05W

32 - were academically dismissed from the University

7 – did not return for the 05W semester

2 - were not required to repeat because they were SO/JR status

10 students failed infused seminar courses:

3 – enrolled in FSUS100 for 05W

1 - had already repeated FSUS100 and failed twice

3 – were academically dismissed from the University

2 – did not return for the 05W semester

(1 in good standing, 1 on academic probation)

1 – did not repeat a seminar course in 05W.

## **Students Repeating FSUS100**

Thirty students who failed their seminar course fall semester repeated FSUS100 in the winter semester. (3 actually failed an infused section and took FSUS100 for the first time.) Two-thirds (66.7%) of those students received credit for the course:

- 20 – earned credit (4 w/ “D’s”)
- 8 – failed a second time
- 2 - withdrew from the University

## **Seminar Formats**

FSUS is a 1-3 credit course taught in a variety of formats, including “infused” classes. Major-specific sections made up 64% of the courses offered in the fall (N=60); 21% of the sections were general sections considered to be college-specific but not tied to a discipline (N=21), and the remaining 16% were program introduction classes which have infused the FSUS objectives with their pre-existing course (N=17). In the winter semester, one section of FSUS100 was available for University College students in the General Studies program, the rest were sections open to students in any program (N=5).

(See Appendix 5 – 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 82 instructors taught 104 seminars in the fall; 7 sections of seminar were taught in the winter semester, 43% were taught by faculty, 57% by staff and administrators.

(See Appendix 6 - Faculty List.)

## **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 time management and the use of engaging pedagogy in the classroom.

## **Large Group Presentations**

Sixteen large-group presentations were offered for FSUS courses throughout the 2004-2005 academic year. Fall topics included alcohol awareness and sexual responsibility (12 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 sexual responsibility, financial aid and career services at FSU. 2734 student contacts were made via group presentations (not including FLITE library tours). One guest speaker, Cindy McCue, was paid for her services. All other presentations were done on a voluntary basis.

Below is a brief summary of presentations:

### **Fall 2004:**

Alcohol Awareness - Cindy McCue, President of B.R.A.D. (Be Responsible About Drinking) and mother of Bradley McCue, a college student who died from alcohol poisoning. This presentation was held on Tuesday, September 28, 2004 at 11:00 AM in the Williams Auditorium; 1600 students were in attendance. Cost: \$2745 (double the cost of the 2003 presentation)

Sexual Responsibility - Elizabeth McCann from WISE, Dr. Robert Friar, Professor of Human Physiology & Sexuality

Sexual Responsibility was presented in multiple sessions. A total of 932 students attended presentations on sexual responsibility representing a 35% decrease in the number of student contacts compared to Fall 2003 (N=1430). This considerable decrease may be attributed to 1) fewer FTIAC students in 2004 and/or 2) fewer presentation choices available to students. One of the previous presenters, Karen Schaper, from the district health department, accepted a new job since last year; her position as health educator was not replaced and as a result there were eight fewer sessions available to students this fall. In past years, many faculty required their students to attend one of Karen's presentations on HIV/STD's in addition to attending a Sexual Assault presentation.

Twelve date rape drug / sexual assault sessions were presented during the week of October 11-14, 2004. 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.

In addition to the date rape drug / sexual assault presentations, Dr. Robert Friar, Professor of Human Physiology & Sexuality at Ferris State University gave one presentation on HIV/STD's. 194 students attended this presentation which was held on Thursday, October 14, in the Science building.

#### FLITE Library Tours

80 FSUS classes (78%) toured the FLITE library during the month of October, 2004, which had been dubbed "FSUS/FLITE library month." This was a decline of fifteen percentage points compared to fall 2003 when 93% of the sections scheduled tours. The majority of classes that did not tour FLITE, 46% (n=11) were infused seminars.

#### **Winter 2004:**

Financial Aid – John Randle, Manager, Student Employment & Career Services  
Held Tuesday, January 27, 2004 at 11:00 AM in IRC, topics for this presentation included filing the FAFSA, financial aid options and money management for college students. 95 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 Thursday, February 10, 2004 at 11:00 AM in SCI 111, this seminar was open to the university; a total of 69 FSUS students attended.

Student Employment & Career Services – Kerry Adams  
In this seminar, students were introduced to career services at Ferris State University and shown how to access services via the internet. Date: Tuesday, March 1, 2005, at 11:00 AM in IRC 004; 38 students were in attendance.

## Course Evaluation

For the past four 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 14<sup>th</sup> week of the fall the semester. Of the 2111 students enrolled in a fall seminar course, 1364 (65%) responded to the survey. Highlights of the survey are outlined below. An analysis of survey results is available on request.

Compared to 2003 survey data for FSU, mean scores for six of the factor areas pertaining to FSUS improved and two stayed the same:

Areas of Improvement – Significant improvement was noted in the mean scores for “Knowledge of Campus Policies,” (6%) “Out-of-Class Engagement,” (5%) and “Improved Knowledge of Wellness,” (4%). In addition “Connections with Faculty,” “Knowledge of Academic Services,” and “Overall Course Effectiveness” improved 2%-3%. (See Appendix 9 - FYI Comparison 2002-2004.) Each is discussed below:

### Knowledge of Campus Policies (6% increase)

In fall 2004, a new objective was added to the FSUS course syllabus: “For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.” Dr. William Potter, Dean of University College, helped to provide resources for this topic in the form of an ASC Seminar on academic dishonesty as well as numerous classroom presentations. As a result of these presentations and various classroom activities, coupled with the continued use of the FSU student handbook, students continue to report that FSUS has been effective in helping them to understand campus policies.

### Out of Class Engagement (5% increase)

The number of students reporting that they participated in five or more college/university sponsored extracurricular activities increased from 15% in 2003 to 18% in 2004. In addition, more students are reporting that they go home less often than in previous years. This increase may also have been caused in part by a reversal of several FSUS instructors’ earlier decision to reduce the number of mandatory out-of-class activities in response to students’ complaints. The overall mean score for this factor area was still lower than that reported in 2002, but sound progress has been made toward improvement.

Knowledge of Wellness (4% increase)

The two main wellness topics covered by FSUS were alcohol and sexual responsibility. Even though there was a decrease in the number of faculty requiring, and students attending, large group presentations for both alcohol awareness and sexual responsibility in 2004, students reported improvement in the degree in which FSUS helped in improving their knowledge of wellness. This may have been attributed to the fact that several veteran FSUS faculty felt more comfortable talking about these topics and chose to engage their students in classroom discussion rather than large group seminars.

Connections with Faculty (3% increase), and  
Overall Course Effectiveness (3% increase)

One goal of FSUS is for students to develop a relationship with their FSUS faculty member that will serve as an internal model for interactions with future teachers. For the previous two years, students have reported the same level of achievement in this area; nothing was added to the program this past year to explain the increase reported in the 2004 survey.

Many students who are just out of high school are resistant to the FSUS course and will not admit, until much later, that it helped them to be successful in college. The fact is, however, that Ferris students continue to report that the course covers topics important to students, is effective in contributing to the ability to adjust to the college environment and helps them to succeed academically.

Improved Knowledge of Academic Services (2% Increase)

Collaboration between the FSUS Coordinator, Educational and Career Counseling Center, Orientation, and departments across campus resulted in the creation of an FSUS Student Packet containing numerous flyers and brochures advertising the many campus and community services available to students. These packets, containing information which had traditionally been given to students during summer orientation, were distributed by FSUS faculty during the first week of the semester helping to ensure that all students had the information readily available on campus rather than leaving it behind at home. Several seminar instructors used information from the FSUS student packets as a basis for classroom discussion resulting in improved knowledge of the University's academic services available to students.



## **Areas of No Change**

No significant change was noted in the areas of time management and study strategies:

### Time Management

Although time management was a topic that was introduced early in the semester and re-visited often by many instructors, there were no new specific actions on the part of the FSUS program or coordinator to promote an increase in the extent to which students reported that FSUS helped improve their time management and goal setting skills.

### Study Strategies

As a result of information obtained from the 2002 FYI survey, study skills were emphasized in the subsequent faculty training sessions and additional study skills resources have been provided for faculty. The fact that no large group study skill presentations were offered in 2004 may help explain why the mean score for this factor area virtually remained the same.

### 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**

### **I. Creating a Learning-Centered University**

Future faculty training will focus on improving the top two predictors that have been identified by EBI as having a high impact on overall course effectiveness:

#### Managing Time and Priorities

In addition to basic time management activities currently being taught, faculty will share resources and ideas to assist students in understanding their values, priorities and goal setting

#### Engaging Pedagogy

A one-day faculty development conference for FSUS instructors will be offered during kick-off week. This conference will include speakers and break-out sessions to model active learning, share best practices from across campus, and generate ideas to help incorporate a variety of teaching methods and engaging pedagogy that can be replicated in the classroom. The model outline for this conference is attached in Appendix 10.

### **II. Creating an Engaged Campus**

FSUS faculty will be encouraged to promote out-of-class engagement through classroom activities and promoting participation in campus and community events as well as civic engagement activities to work toward creating an engaged campus.

### **III. Working Together**

Implement a plan for accepting courses to count for the FSUS requirement. It is recommended that this plan begin with the honors seminar (HNRS 190), required for all new honors students, to minimize duplication of information that students receive by taking both HNRS 190 and FSUS 100.

**APPENDIX 1 – FSU Seminar Courses**

**FSU Seminar Courses  
at Ferris State University**

<b>Course</b>	<b># Credits</b>	<b>College</b>
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 2004 Enrollment in FSU Seminar Courses**

	<b># Sections</b>	<b># Enrld</b>	<b># FR</b>	<b>SO/JR/SR</b>	<b>% Freshman</b>
<b># Enrolled</b>	104	2111	1957	122	93%
FSUS	83	1504	1457	47	97%
Infused	21	607	519	88	86%

**Winter 2005 Enrollment in FSU Seminar Courses**

	<b># Sections</b>	<b># Enrld</b>	<b># FR</b>	<b>SO/JR/SR</b>	<b>% Freshman</b>
<b># Enrolled</b>	6	118	114	4	97%
FSUS	6	118	114	4	97%
Infused	na	na	na	na	na

**APPENDIX 3 – 04F and 05W Compliance Reports**

**FSUS 100 Compliance Fall 2004**

College	# FTIACs* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd**	Net # Not in FSUS	Never Enrolled in FSUS or Equiv	Dropped by Student	Dropped by Other Means	% in FSUS
A&S	424	10	8	2	2			99.53%
AHS	192	3	3	0				100.00%
BUS	323	8	6	2	1	1		99.38%
EDU	227	5	4	1		1		99.56%
TEC	445	4	2	2	1		1	99.55%
UNI	234	0	0	0				100.00%
<b>Total</b>	<b>1845</b>	<b>30</b>	<b>23</b>	<b>7</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>99.62%</b>

**FSUS 100 Compliance Winter 2005**

College	# FTIACs* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd**	Net # Not in FSUS	Never Enrolled in FSUS or Equiv	Dropped by Student	Dropped by Other Means	% in FSUS
A&S	15	4	2	2	2			86.67%
AHS	11	6	5	1	1			90.91%
BUS	13	3	3	0	0			100.00%
EDU	18	1	1	0	0			100.00%
TEC	34	20	6	14	14			58.82%
UNI	23	0	0	0	0			100.00%
<b>Total</b>	<b>114</b>	<b>34</b>	<b>17</b>	<b>17</b>	<b>17</b>	<b>0</b>	<b>0</b>	<b>85.09%</b>

\*FTIACs = all 1st time college students *and* TR students with < 12 TR Cr

\*\*Students not required to take FSUS because 1) students appear to have more than 12 cum hrs on screen 211 that do not yet appear as transfer credits, 2) previous degree, 3) MSTC student or 4) have been granted special consideration to excuse them from FSUS (n=4 04F; n=8 05W).



## ACADEMIC AFFAIRS POLICY LETTER

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June 17, 2004

04:3

### Ferris State University Seminar (FSUS) 100

An orientation-to-college course (freshman seminar) has proven to increase retention in many of the over 200 institutions nationwide where one is being used. The following policy<sup>1</sup> has been adopted to assist the University in improving its student success and retention:

- All first-time-in-any-college freshmen (FTIAC's) must complete a one-credit FSUS 100, Ferris State University Seminar, requirement. For the purposes of FSUS 100 compliance, "FTIAC" is defined as any freshman who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP.
- Students may fulfill the FSUS 100 requirement in a variety of ways. Many students will take a general, one-credit, stand-alone FSUS 100 course open to any Ferris enrollee. Some students who are enrolled in specific programs will take FSUS 100 courses designed especially for them. Other students, who are also enrolled in specific colleges or programs, will meet the FSUS 100 requirement by taking introductory, multi-credit courses in which it is infused.
- Regardless of the specific format of the one-credit requirement, all FTIAC's are required to complete FSUS 100 in their first semester at the University.
- All FTIAC's will have their progress toward meeting the FSUS 100 requirement reviewed at the conclusion of their first semester. If they have not completed their requirement, these students will have a hold placed on their registration for the next semester. In order to have the hold lifted, they will have to enroll in FSUS 100 for the next semester.
- All FTIAC's must successfully earn credit for FSUS 100 within their first two semesters at Ferris State University.

<sup>1</sup>This policy has been developed as a result of the recommendations of the Admissions Standards Review Committee (March 26, 2001), the Academic Senate (April 3, 2001), and the Recruitment and Retention Policy Committee (June 15, 2001). Their recommendations also were approved by the FSU Board of Trustees on May 4, 2001.

**APPENDIX 5 – Seminar Formats**

**FSU Seminar Formats 04F**

College	General	Program Specific	Infused
Arts & Sciences	15	2	-
Allied Health Services	-	15	-
Business	6	1	8
Education and Human Services	-	12	-
Technology	-	25	-
University College	-	11	9
<i>N</i>	21	66	17
% in Category	20%	64%	16%

**FSU Seminar Formats 05W**

College	General	Program Specific	Infused
All	3		-
University College	-	1	-
Repeaters – across campus	2		
<i>N</i>	5	1	0
% in Category	83%	17%	NA

**APPENDIX 6 – Faculty List**

Faculty LN	Faculty FN	Sec 04F	F / S	FFA	Primary Assignment
Belcher	Celeste	001	S	No	Student Services      Judicial
Bell	Sharon	BUSN 122-001, 002, 003	F	Yes	Business
Bigford	Maude	HNRS 190-001,002,003,004,005	F	Yes	UC
Blake	Paul	050	F	Yes	A&S
Borst	Trudy	038	f	No	BUS
Bouman	Penny	040, 064	s - ft	No	Institutional Research & Testing
Burns	Sandy	029	F	Yes	AHS
Cairy	Mary	035	F	Yes	AHS
Cairns	Mike	013	s - ft	No	Student Affairs
Caserta	Lilia	009	F	No	A&S
Chaney	Matthew	002	s - ft	No	Enrollment Services
Cluchey	Cheryl	041	s - ft	No	UCEL
Cochran	Richard	007	s - ft	No	LIS
Cooke	Harry	085	F	Yes	TECH
Cronk	Dan	MIMG101-001	F	Yes	BUS
Daglis	Thomas	PTMG101-001	s - ft	No	BUS
Derosia	Melissa	062	F	No	A&S
Doyle	Julie	RFIM101-001	F	Yes	BUS
Doyle	Mimi	021	F	No	A&S
Eisler	David	015	s - ft	No	President's Office
Eldridge	Richard	081	F	Yes	TECH
Fowler	Victor	073	F	Yes	TECH
Frank	David	051	s - ft	No	A&S
Fruchtl	Bruce	091	s - ft	No	Residential Life
Gasper	Wilbur	107	s - ft	No	General Services
Gerber	Gary	074	F	Yes	TECH
Greenfield	Ron	PREL101-001	F	Yes	Business
Griffin	Richard	008, 016	F	Yes	A&S
Harlan	Kathleen	031	f	No	AHS
Harrison	Suzanne	023		No	A&S
Hegenauer	Jennifer	010	s - ft	No	UCEL
Hollenbeck	Christina	109	s - ft	No	UNI
Hollen	Thomas	093, 094	F	Yes	TECH
Hooper	Judith	UNCP 100-003	F	Yes	UNI
Hurley	Jana	UNCP100-005	s - ft	No	Residential Life
Ing	Liza	052, 055	F	Yes	COEHS
Jackson	Paul	049	F	Yes	BUS
Johansen	Beth	039	s - ft	No	Budgetary Planning

Faculty LN	Faculty FN	Sec 04F	F / S	FFA	Primary Assignment
Johnson	Leonard	056	F	Yes	COEHS
Jones	Susan	037	F	Yes	Business
Kilgallen	Mary	014	F	Yes	A&S
Krager	Dean	095	F	Yes	TECH
Krellwitz	Arlene	FSUS 100-114 DIST100-002	s - ft	No	UNI
Kuk	Ken	101, 102	F	Yes	TECH
Lafferty	Mike	092	F	Yes	TECH
Lewis	Russell	065	F	Yes	COEHS
Lukusa	Gloria	UNCP100-004	F	Yes	UNI
Mayhew	James	025, 027		Yes	AHS
Meeuwenburg	Linda	030	F	Yes	AHS
Merwin	Eunice	103	F	Yes	UNI
Morton	Arlene	033	F	Yes	AHS
Muccio	Ed	099	F	Yes	TECH
Myers	Katherine	070, 071, 077, 078, 079, 080	s - pt	No	TECH
Myers Shangraw	/ Marvin	100		No	TECH
Nagelkirk	Diane	071	F	Yes	TECH
Nelson	Nathan	004	F	No	A&S
Noren	Dan	003	F	Yes	A&S
O'Neill-Cook	Susan	083, 086, 087, 088	F	No	TECH
Otteson	Amy	012, 024	s - ft	No	Institutional Research & Testing
Paolicchi	Susan	011	F	No	A&S
Pinter	Matt	PGMG101-001	F	Yes	Business
Poindexter	Kathleen	036	F	Yes	AHS
Pole	Jane	113	s - ft	No	UNI
Poland	Stephen	060	F	Yes	COEHS
Potter	William	DIST 100-001 UNCP100-006	s - ft	No	UNI
Hagan*	Lloyd	UNCP100-006 Team taught w/ Potter	s - ft	No	UNI
Renne	Barb	058	s - ft	No	Career Services
Rescoe	Joel	028	F	Yes	AHS
Roehrig	Mary	034	F	Yes	AHS
Salomonson	Kristen	106	s - ft	No	Institutional Research & Testing
Santer	Don	096	F	Yes	TECH
Schumann	Rachel	UNCP100-002	F-pt	No	
Shaffer	Jon	110	s - ft	No	Residential Life
Shansky	Rose Anne	061	F	No	A&S



Faculty LN	Faculty FN	Sec 04F	F / S	FFA	Primary Assignment
Squicciarini	Sheila	116, 117	F	Yes	AHS
Stone	Alison	043	f	Yes	BUS
VandePanne	Shelly	UNCP100-001	s - ft	No	UNI
Wancour	Susan	032	f	No	AHS
Ward	Meaghan	006	s - ft	No	Residential Life
Weemaes	Michelle	026	F	Yes	AHS
Wright	Leroy	090	s - ft	No	Residential Life
Wyman	Fred	069	F	Yes	COEHS

## 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, 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 encouragement of students to be active participants and contributors in campus and community activities.
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.

**Appendix 8 – FSUS Faculty Trained in the 04-05 Academic Year.**

	Faculty LN	Faculty FN	Date Trained	F / S	Primary Assignment
1	Borst	Trudy	8/24/04	F - pt	BUS
2	Gerber	Gary	8/24/04	F	TECH
3	Harlan	Kathleen	8/24/04	F	AHS
4	Johnson	James	5/5/05		FSU Graduate
5	Nagelkirk	Diane	8/24/04	F	TECH
6	Stone	Alison	8/24/04	F	AHS
7	Thornton	Kyle	5/5/05	S	University Recreation
8	Topcu	Meral	5/5/05	F	A&S
9	Wancour	Susan	8/24/04	F	AHS
10	Weemaes	Michelle	8/24/04	F	AHS
11	Yang	Matthew	5/5/05	F	TECH

**APPENDIX 9 – FYI Comparison 2002-2004**

<b>Factor #</b>	<b>Factor Area</b>	<b>Change 03F-04F</b>	<b>% Change 03F-04F</b>	<b>Change 02F-04F</b>	<b>% Change 02F-04F</b>
1	Course Improved Study Strategies	0.04	<b>0%</b>	0.15	<b>4%</b>
4	Course Improved Connections with Faculty	0.11	<b>3%</b>	0.13	<b>3%</b>
6	Course Improved Out-of-Class Engagement	0.16	<b>5%</b>	-0.22	<b>-6%</b>
7	Course Improved Knowledge of Campus Policies	0.28	<b>6%</b>	0.27	<b>6%</b>
8	Course Improved Knowledge of Academic Services	0.11	<b>2%</b>	0.27	<b>6%</b>
9	Course Improved Managing Time/Priorities	0.05	<b>0%</b>	0.17	<b>4%</b>
10	Course Improved Knowledge of Wellness	0.15	<b>4%</b>	0.3	<b>8%</b>
15	Overall Course Effectiveness	0.13	<b>3%</b>	0.08	<b>2%</b>

APPENDIX 10

FSUS Faculty Development Conference Proposal

*“Making a Difference”*

Date: August 26, 2005

Location: Holiday Inn Conference Center, Big Rapids, MI

Invitees: FSUS Faculty - 05F

Suggested Schedule

8:00 - 8:30 AM – Registration, Continental Breakfast  
8:30 – 8:45 Welcome, introductions, announcements  
8:45 - 9:45 Keynote Speaker – Dr. Katherine Manley  
9:45-10:00 Refreshment Break  
10:00 – 10:45 Topic Sessions  
11:00 – 11:45 Topic Sessions  
12:00 – 1:00 Lunch  
1:00 – 2:00 Topic Sessions  
2:00 – 2:15 Refreshment Break  
2:15 – 3:00 Topic Sessions  
3:15 – 4:00 Topic Sessions  
4:00 - Conference ends

Suggested topics for break-out sessions:

New faculty training (for last minute assignments)  
Alcohol 101 -  
Choices and Responsibility (date rape drugs, sexual assault)(video resources)  
Diversity (resources, activities, streamlined video clips)  
Today’s college student - Understanding the New Generation  
American Democracy Project – civic engagement in the first year  
Faculty Panel - veteran instructors answer your questions  
History of Ferris -  
Guest Speakers & Resources for the classroom  
FISH! It’s all in the attitude  
Promoting classroom discussion  
Technology – strategies for teaching & utilizing MyFSU in the freshman seminar  
Career Connections –  
Library -  
Academic Dishonesty