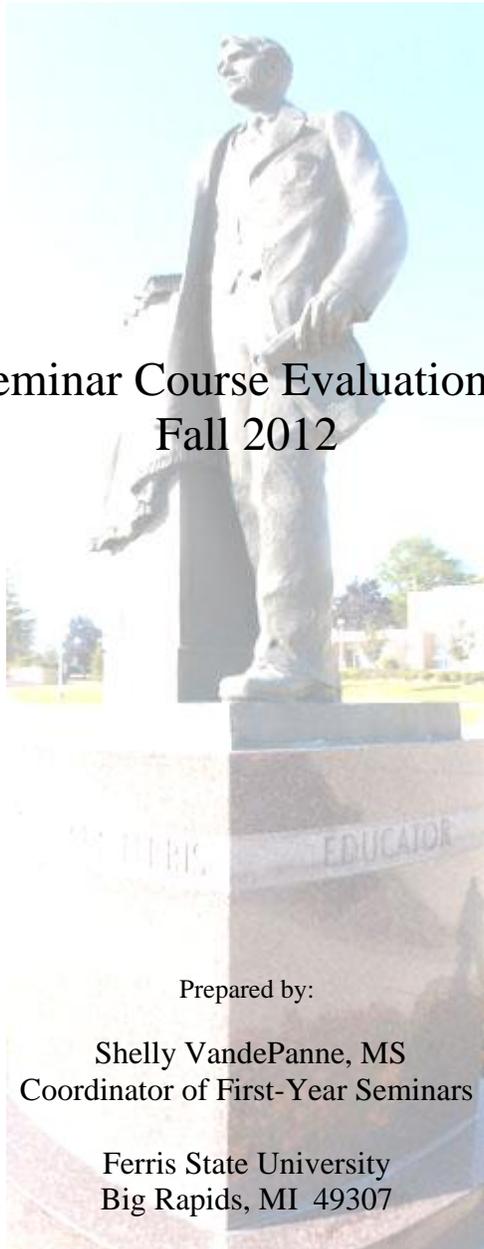




FSUSEMINAR

FSU Seminar Course Evaluation Report Fall 2012



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EXECUTIVE SUMMARY

Survey scores for the 2012 FSUS Course Evaluation reveal that there have FSUS objectives continue to be met university wide and students believe that FSUS is helpful in making the transition to Ferris State University. There have been slight improvements in survey scores compared to previous years, but *overall, there has been no change in the way that students perceive the course.*

- **Three out of four** students indicated that the FSU Seminar course
 - helped them learn how to utilize campus technology and register for future classes
 - influenced them to attend more educational events, and
 - improved their ability to Find what they need at the library.
- **Two-thirds** of the respondents rated their FSUS course positively, one-fifth were neutral, and about one sixth did not like the course.
- **Two-thirds** of the students also indicated that their FSU Seminar course
 - increased their understanding of academic honesty,
 - helped them to adapt to college life,
 - taught them how to interact with their academic advisor, and
 - increased their understanding of the history and mission of Ferris.
- **More than half** indicated that FSUS helped prepare them for future success at Ferris. One-fifth weren't sure one way or the other, and less than one-fifth indicated that FSUS had no effect on preparing them for success.
- **Many students** indicated that they would like even **more information** on student activities (especially RSOs), campus resources ("where to find things"), and suggested that money management, stress management and test anxiety, as well as career ("plan B") information, be covered in all seminar courses.
- **The greatest gains** since last year were made in the areas of student engagement, campus technology and time management, probably as a result of the intentional focus on related course objectives. The addition of financial literacy as a course topic was well received and identified by several students as one of the most helpful course topics.
- **Several recommendations** are being made as a result of data analysis from the 2012 FSU Seminar course evaluations, student suggestions, and FSUS Advisory Committee recommendations. Highlights of those recommendations are included here. Additional recommendations may be found on page 10 of the course evaluation report.
 - The FSUS coordinator, in collaboration with the FSUS Advisory Committee will develop a list of "minimum requirements" for covering each of course objectives to ensure that all students are receiving the same information in all seminar courses.
 - All students will be required to complete the MAP-Works survey as a course assignment in the third week of the semester. FSUS instructors will initiate at least one personal contact with each of their students who are coded as being "at-risk" and record all contacts in the MAP-works system.
 - FSUS Instructors should consider devoting two course periods for covering registration and campus technology.
 - Financial Literacy will continued to be covered in FSUS courses objectives in an effort to help students understand their financial options for funding college and thus help reduce student debt.
 - The FSUS Coordinator, along with the FSUS Advisory Committee and Academic Program Review Committee will review student recommendations for course improvement from course evaluations as well as student focus groups to make additional course improvements as deemed appropriate.

FSU Seminar Course Evaluation Report

Fall 2012

INTRODUCTION

Enrollment in FSUS100 became mandatory for all new-to-college Ferris students as of fall, 2002. Compliance in maintaining the FSUS mandate has been excellent with virtually 100% of all first-time students enrolling in an FSU Seminar course in fall 2012.

The current FSUS course evaluation, created by the FSUS Advisory Committee in 2009, was designed to focus on the ten FSUS course objectives. Results of this instrument are to be used to assess the effectiveness of the FSUS course at Ferris State University and to assist in the planning and development of future course content and delivery methods.

All students in FSU Seminar courses were asked to complete the FSUS course evaluation as an in-class assignment during the 14th week of the fall semester. Of the 2046 students enrolled in a seminar course, 1671 completed the evaluation for a response rate of 82%. The following rating scale was utilized to respond to a series of statements:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

In the following report, FSUS or FSU Seminar is the all-inclusive term used to describe courses that meet the program objectives, including “embedded courses” in the College of Business, Engineering Technology, University College and the Honors program. The terms “evaluation” and “survey” are used interchangeably to refer to the FSUS course evaluation.

2012 FINDINGS

Information obtained from the 2012 FSUS evaluation survey indicates that the overall course objectives continued to be met in the various seminar formats and that the majority of students indicated that FSUS was helpful in all survey areas. It also reveals that although survey scores show improvement over time, there really has been no change in the way students have viewed their FSUS experience in the past five years. Like previous years, the 2012 FSUS course survey told us that:

- **Students liked their FSUS instructors.** They agreed that FSUS instructors were enthusiastic and displayed an interest in students (80%), used promoted meaningful class discussions (76%). The majority (76%) also indicated that they would take another course with that instructor if given an opportunity to do so.

- **Three out of four** students indicated that the FSU Seminar course
 - helped them learn how to register for future classes (78%, objective 7),
 - influenced them to attend more campus educational events (74%, objective 8),
 - helped them to utilize campus technology tools such as MyFSU, FerrisConnect, and MyDegree) (74%, objective 1), and
 - improved their ability to find what they need at the library (FLITE) (73%, objective 1),

- **Two-thirds** of the students indicated that their FSU Seminar course
 - increased their understanding of academic honesty (68%, objective 9),
 - helped them learn how to interact with their academic advisor (67%, objective 7), and

- improved their ability to adapt to college life and the Ferris community (65%, mission), as well as their understanding of the history of Ferris (64%, objective 10).
- **More than half** of the respondents (63%) indicated that the FSU Seminar course prepared them for future success at Ferris. One-fifth (19%) weren't sure one way or the other, and less than one-fifth (17%) indicated that FSUS had no effect on preparing them for success. It may have been that those students believed they were already prepared for college, or they may have been among those who didn't fully participate in the course and therefore felt it was of no benefit for them.

HIGHEST SCORING STATEMENTS

FSUS objectives identified in the “highest scoring means” statements on the survey indicating that they were viewed most positively by students included:

- student engagement
- advising and registration procedures, and
- knowledge of campus resources (FLITE and campus technology).

(See Appendix A)

Student engagement (Q21, mean = 4.24) Three quarters (76%) of the students indicated that they had attended more campus educational events than they would have if they had not enrolled in the class, and they will be more likely to attend future events as a result. More than half (55%) agreed that they also attended more community events but at the same time, one-fifth reported that the class had no effect on the number of community events attended. We don't know if this means that they would have attended just as many without being prompted or didn't go even when required.



Registration/Advising (Q6, mean = 4.13, Q10, mean = 3.86) Even though students are introduced to and utilize MyFSU to schedule classes during summer orientation, the registration system is re-introduced in FSUS courses where students are taught how to look up classes and build a schedule for the next semester. They are also taught how to identify and communicate with their academic advisor and in many cases, how to plan their course schedules for the next 2-4 years to facilitate graduation. MyDegree software has been well-received by both students and instructors as a tool for facilitating this process.

Campus Resources (Q1 mean = 4.02, Q 5, mean = 3.99)

Almost all (99%) of the first-year seminar courses toured the FLITE library in fall 2012. Several FSUS instructors also had their students complete the library's web-based PILOT tutorial prior to visiting FLITE to assist students in not only knowing where to find materials in the library but also how to access those materials. Over the years, students have consistently reported that the library tour was one of the most beneficial activities in the class – as long as it was completed early in the semester.

FerrisConnect and MyDegree (Q5, mean = 3.99) were introduced to students in a variety of methods through FSUS. FerrisConnect was utilized in about half (n=50) of the seminar courses. Students were also introduced to MyDegree software in several courses.

LOWEST SCORING STATEMENTS

Four FSUS objectives were identified in the “lowest scoring means,” statements on the survey indicating that they were viewed as “least effective” aspects of the course. However, even though they had the lowest

scores, they were still on the positive side of the rating scale but mean scores were closer to being neutral than the others. Objectives with lowest scoring means included:

- knowledge of campus resources (personal support services)
- time management (study schedule),
- diversity (inclusion), and
- study skills (application),

(See Appendix A)

Campus Resources (Personal and Student Support Services) (Q12, mean = 3.53; Q13, mean = 3.44) FSUS does a good job helping students connect with academic and student support services but not as well with personal support services. We aren't sure why FSUS was not as helpful in directing students to personal and student support services. Speakers from the health center were invited into several FSUS classes; health center and personal support services information was included in FSUS packets which were distributed to all students at the beginning of the semester; speakers from student leadership and activities gave several classroom presentations. It may be that instructors are more apt to talk about and direct *all* students to the academic support services and to personal support services on an individual basis.

Time Management (study schedule) (Q7, mean = 3.43) Thanks to intentional efforts to promote time management multiple times throughout the semester, students have indicated that FSUS has continued to do a better job helping them organize their time to meet responsibilities than in previous years. Students are still reporting, however, that they the course had not helped them to develop an effective study schedule. We are not sure if the issue lies with lack of information presented in the class, lack of understanding the importance of study time by students since two-thirds of the students reported that they studied ten or fewer hours per week (see Appendix G.), or if there is confusion on what constitutes an "effective" study schedule.

Diversity (Inclusion), (Q4, mean = 3.54) Even though FSUS helped to increase students' understanding of diversity, it was not as effective in improving students' ability, nor did it influence them, to be more *inclusive* of others. The objective of FSUS is "*for students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.*" While inclusion may be implied in this statement, it may not be possible to change a person's views in a one-credit class to the point of including those who are different than themselves.

Study Skills (Q8, mean = 3.51) More than half (53%) of the students agree that FSUS has helped them learn how to apply study skills (strategies) to use in their academic courses yet almost one-in-three were neutral (29%) and one-in-five stated that they didn't learn (17%) to apply the studies skills in other classes. These scores were slightly better than those reported in previous years, yet this was clearly one of the lower scoring questions on the 2012 survey. It is unknown why students did not find the study skills presented in FSUS classes to be helpful as other course topics.

STUDENT COMMENTS

In 2012, 1518 students (74%) provided written responses using their own words for three open-ended questions:

- "*What was the most helpful topic or activity in your FSU Seminar course?*"
- "*What was the least helpful topic or activity in your FSU Seminar course?*"
- "*What additional information should be provided for first-year students?*"

They were also given an opportunity to provide general comments regarding their FSUS experience. Several identified more than one topic in their responses. Many more students chose to provide written comments in the fall 2012 survey than in previous years providing more information on what works and

when doesn't. Clearly, many more students volunteered positive information in response to FSUS than those who shared negative views. (See Appendix C)

Most Helpful

Grouped by FSUS objective, responses to these questions indicate that the most helpful course objectives for the 2012 first-year cohort were

- campus resource (Library) information
- advising and registration, and,
- time management, and
- **money management**

As stated before, FLITE library and advising/registration has always been the highest ranking topics in the FSU Seminar so it was not surprise to see these items identified as "most helpful" by students.

Even though time management was not one of the higher scoring objective areas, and many students indicated that the course was not extremely responsible for helping them develop an effective study schedule, 10% of the students commented that time management *was* one of the most helpful topics covered.

Money management is not an FSUS course objective but has recently been added as a suggested course topic in response to student feedback from previous seminars as well as the institution's commitment to help reduce student debt. Representatives from the financial aid office gave presentations on money management, scholarships, and financial aid in about one-third of the FSUS classes. Clearly the information was favorably received; six percent (83) of the respondents identified it as being one of the most helpful topics covered in the course.

In addition to these objectives, students reported that they appreciated receiving information about campus activities, and study skills

One topic that has not come up in the past was "writing." Homework and writing assignments have traditionally been viewed as a negative requirement for seminar courses. However, in fall 2012, thirty-three students commented that they thought that the required weekly reflections were very helpful in not only learning more about themselves but also how to produce college-quality papers. The majority of the students providing this feedback had the same instructor.

Least Helpful

The least helpful objectives identified through student comments were

- wellness information,
- active (mandatory) participation in campus activities, and
- the history of FSU.

Even though these areas were reported to be least helpful, survey scores revealed that FSUS *is* effective in increasing students' knowledge or understanding and participation in these areas.

Wellness topics, (alcohol, college students' sexual issues) have traditionally received lower scores on course evaluation. Students, for the most part, seem to enjoy the large group presentations (Beer, Booze and Books, Sex and the College Student), they just do not see the relevance to them as college students and frequently provide comments such as "already heard/knew about it," or that it didn't pertain to them because "(they) don't do that," or "everybody does it anyway." Several reported that they would rather learn how to manage/reduce stress and healthy lifestyles.

Even though survey scores are up, and two-thirds of the students reported that FSUS helped them to understand the history and mission of the University, many students indicated through their comments that they were not interested and/or did not see the relevance in learning about the history of Ferris.

Although many students (6.7%) indicated that attending required seminars and events was helpful, many more (9%) disagreed, frequently citing that there were “too many” required out-of-class events, and an even larger number (11.2%) wanted more information on how to find and/or attend campus activities. They wanted, however, the ability to choose which events to attend rather than having all of them mandated.

Additional Comments - Student Suggestions

Many students indicated that they would like more information on

- campus resources (tours, where to find things),
- learning about / attending campus events (especially RSO’s),
- study skills – especially test taking, and
- stress management and test anxiety
- career planning

One of the common complaints of the course was that there were “too many” mandatory events and they would like to be able to choose some of the events themselves.

LONGITUDINAL COMPARISON

Each year, more students agree that FSUS courses are as helpful or slightly more helpful than past years for most survey questions. (See Appendix C)

Areas of greatest improvement since fall 2009 (the first year using the current survey) include:

- student engagement – attendance at educational events (+ 9 percentage points) and community events (+8),
- time management – organizing time to meet responsibilities (+8), and developing an effective study schedule (+6)
- wellness initiatives – the impact of alcohol consumption (+7) and college students’ sexual issues (+7), and
- the utilization of campus technology (+6), as well as course registration procedures (+6)

The fact that there has been significant growth in the percentages of students agreeing that these topic areas are more helpful than in past years is an indication that we have been successful in our intentional efforts for improvement:

To create consistency among all sections, the FSUS advisory committee recommended that all FSUS instructors require students to attend 5-10 out of class activities to promote student engagement. Student feedback indicates that the optimum number of events is 5-7 citing that instructors need to remember that they are still learning how to balance their time between classes and out-of-class activities.

Additional focus has been placed on teaching time management. Instructors have been encouraged to discuss time management and how to build a study schedule at the beginning of the semester and again during the fourth week when the reality of expectations for college courses are beginning to be realized.

While there has been no difference in course planning for wellness initiatives, a greater emphasis has been placed on campus technology (MyFSU, FerrisConnect, MyDegree, etc) and students have reported it to be beneficial to them.

Areas of decline since 2009 include:

- Diversity – being more inclusive of others (-5 percentage points), and
- Learning how to register for future classes (-3)

The goal of FSUS’s diversity objective is to help students learn to appreciate differences and similarities among the members of the diverse Ferris community. While becoming more inclusive of others is desired, it is not the intended outcome of the course. The FSUS Advisory Committee has reviewed this survey question and suggested that it be revised to more closely reflect the course objective.

Even though advising and registration have consistently been among the highest scoring statements on the survey, many students indicate that they want to be shown how to use the registration system to plan and build schedules both through course evaluations as well as focus groups.

DEMOGRAPHICS

The percentage of females responding to the survey was slightly higher than the percentage of males. Overall, the response rates for both males and females were the same. Males, however, responded more favorably to learning about student support services, applying study strategies to their content courses, and interacting with faculty. Females reported that the seminar gave them a better understanding course registration, and were more likely to attend future campus events as a result of their FSUSeminar course. They also indicated that they were more apt return to Ferris than male respondents.

More engaged students – those who attended more events, and those who spent more time studying, were more likely to view their FSUS course as being instrumental in preparing them for future success at Ferris. Students who were less engaged in campus and community events, however, were just as likely to report that FSUS helped in their transition as those who said it did not.

(see Appendix D)



SUMMARY

Overall survey scores reveal that the FSU Seminar course objectives are being met university wide and students believe FSUS is helpful in making the transition to college. Students have agreed over the years that FSUS helped improved their overall abilities, helped them learn how to access academic resources , utilize campus technology, and increased their understanding in ways that helped prepare them to be successful in college. However, they also had several suggestions for course improvement such as providing campus tours, showing them how to locate and join RSOs, career planning , stress management, and more focus on test taking strategies.

RECOMMENDATIONS:

The following recommendations are being made as a result of data analysis from the 2012 FSUS program evaluation, student suggestions, and FSUS Advisory Committee recommendations:

- **Course Consistency:** The FSUS coordinator, in collaboration with the FSUS Advisory Committee will develop a list of “minimum requirements” for covering each of course objectives to ensure that all students are receiving the same information in all seminar courses.
- **Student Suggestions for Course Improvement:** The following information should be covered in all seminar courses per students’ request:
 - campus resources - tours, “where to find things” (campus resources),
 - learning about / attending campus events and joining RSO’s (student engagement),
 - study skills – especially test taking (study skills), and
 - stress management and test anxiety (wellness and study skills)
 - career planning

The FSUS Coordinator will provide suggestions and resources for incorporating these topics into the current course objectives and make them available to all instructors via FSUS Infomail and the FerrisConnect shell for FSUS Instructors.

- **Student Retention - MAP-Works:** In direct alignment with the course goal of improving student academic performance and retention, all students will be required to complete the MAP-Works survey as a course assignment in the third week of the semester. FSUS instructors will initiate at least one personal contact, no later than week five, for each of their students who are coded as being “at-risk” and record all contacts in the MAP-works system. Additional follow up will be encouraged in an effort to help those students to move out of the at-risk category and be retained at Ferris.
- **Campus Technology & Registration:** FSUS Instructors should consider devoting two course periods for covering registration and campus technology. One day should be spent going over how to use MyFSU to look up and build course schedules (including and introduction to the advising and registration guide and the required tutorial for taking online courses), another day should be devoted to MyDegree, OrgSync, Student Leadership and Activities (RSOs).and other resources available through MyFSU.
- **Financial Literacy:** Financial Literacy will be continue to be covered in FSUS courses in an effort to help students understand their financial options for funding college and thus help reduce student debt.
- **Time Management:** Instructors will be encouraged to continue discussing time management throughout the semester. Additional emphasis will be placed on understanding how to build and developing effective college study schedules.



APPENDIX A: Summary of FSUS Course Evaluation Responses - Fall 2012

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<i>Participation in an FSU Seminar improved my ability to:</i>					
1. find what I need at the library (FLITE).	4.02	73%	18%	9%	<1%
2. adapt to college life and the Ferris community.	3.76	65%	20%	15%	<1%
3. organize my time to meet my responsibilities	3.67	61%	24%	15%	<1%
4. be more inclusive of others.	3.54	51%	34%	14%	<1%
<i>My FSU Seminar course helped me learn how to:</i>					
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.99	74%	14%	12%	<1%
6. register for future classes.	4.13	78%	11%	11%	<1%
7. develop an effective study schedule.	3.43	49%	30%	20%	<1%
8. apply study skills (strategies) to use in my academic courses	3.51	53%	29%	17%	1%
9. interact with faculty	3.57	55%	29%	16%	<1%
10. interact with my academic advisor	3.86	67%	20%	13%	<1%
<i>The FSU Seminar course helped me learn how to access the University's:</i>					
11. academic support services (tutoring, writing center, SLA, etc.)	3.70	61%	22%	17%	<1%
12. personal support services (health center, personal counseling, educational counseling, etc)	3.53	54%	27%	19%	<1%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.44	50%	27%	22%	1%
<i>The FSU Seminar increased my understanding of:</i>					
14. appropriate etiquette for the college classroom.	3.74	61%	26%	13%	<1%
15. the impact of alcohol consumption.	3.68	60%	23%	17%	1%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.64	58%	24%	17%	1%
17. my learning style.	3.73	62%	22%	15%	1%
18. academic honesty.	3.92	68%	22%	9%	1%
19. differences and similarities among the members of the diverse Ferris community.	3.67	59%	26%	15%	1%
20. the history and mission of W.N. Ferris/ Ferris State University.	3.78	64%	20%	15%	1%
<i>Green print = highest scoring means; Red print = lowest scoring means</i>					

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<i>Because of my FSU Seminar:</i>					
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	4.06	74%	11%	14%	1%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.85	55%	23%	21%	1%
23. I will be more likely to attend future campus/community events.	4.24	62%	21%	16%	1%
<i>The instructor of this course:</i>					
24. used a variety of teaching methods.	4.12	68%	19%	12%	1%
25. promoted meaningful class discussion	4.06	76%	14%	10%	1%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.85	67%	17%	15%	1%
27. was enthusiastic and displayed an interest in students and their learning.	4.24	80%	11%	9%	1%
28. I would take another course with this instructor.	4.12	76%	11%	13%	1%
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.68	63%	18%	19%	1%
30. I plan on returning to Ferris next semester.	4.44	84%	6%	9%	1%

Green print = highest scoring means; Red print = lowest scoring means

Response Key:

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
5	4	3	2	1

APPENDIX B: 2012 Student Comments Grouped By FSUS Objective

#	Objective (abbreviated)	Most Helpful			Least Helpful			Additional Info.	
		N	%		N	%		N	%
	Number Providing Comments	1518	90.8%		1435	85.9%		1257	75.2%
1	Campus Resources / Services / Library	<u>300</u>	<u>19.0%</u>	-	<u>114</u>	<u>7.9%</u>	-	<u>123</u>	<u>9.8%</u>
	*Library (included above)	201	12.7%		74	5.2%		14	1.1%
	*intro to Campus Technology	97	6.1%		20	1.4%		25	2.0%
	*tours/ "where to find+	6	0.4%		0	0.0%		63	5.0%
2	Learning Styles	68	4.3%		65	4.5%		3	0.2%
3	Wellness – alcohol, sexual responsibility/stress (26)	104	6.6%		166	11.6%		27	2.1%
4	Time Management	152	9.6%		40	2.8%		48	3.8%
5	Study Skills Info	121	7.7%		55	3.8%		66	5.3%
6	Diversity	42	2.7%	-	74	5.2%	-	2	0.2%
7	Registration / Advisor / Scheduling Information	<u>298</u>	<u>18.8%</u>	-	<u>13</u>	<u>0.9%</u>	-	<u>95</u>	<u>7.6%</u>
	*Advisor Information (incl above)	43	2.7%		2	0.1%		0	0.0%
8	Active Participation – learning about/attending campus activities (not incl. FLITE tours and wellness presentations)	102	6.5%		128	8.9%		141	11.2%
9	Academic Honesty / Etiquette / Code of Conduct	23	1.5%		66	4.6%		10	0.8%
10	History of FSU	15	0.9%		128	8.9%		4	0.3%
	<u>Homework/ Assignments / Activities</u>	<u>51</u>	<u>3.2%</u>	-	<u>109</u>	<u>7.6%</u>	-	0	0.0%
	*writing/journals	22	1.4%		39	2.7%		0	0.0%
	Career Information	<u>85</u>	<u>5.4%</u>		<u>7</u>	<u>0.5%</u>		<u>0</u>	<u>0.0%</u>
	*Resumes (included above)**	36	2.3%		2	0.1%		0	0.0%
	Major Specific Information	60	3.8%		5	0.3%		72	5.7%
	Money Management / Financial Aid Info	83	5.2%		31	2.2%		71	5.6%
	Positive - general (not included above) "course good as is," "all helpful," etc.	28	1.7%		240	16.7%		253	20.1%
	Negative - general (not included above) "nothing helpful," "the rest of it," etc.	23	1.4%		22	1.5%		34	2.7%
	No response (incl "?" or NA)	153	9.2%		236	16.4%		414	32.9%

Prepared by S. VandePanne; 2/20/13

APPENDIX C: Longitudinal Comparison on FSUS Course Evaluations – Mean Scores & % In Agreement

Question	MEAN Score					% Agree (SA+A)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>Participation in an FSU Seminar improved my ability to:</i>										
1. find what I need at the library (FLITE).	3.94	3.95	3.99	4.02	0.08	74%	75%	77%	73%	-1
2. adapt to college life and the Ferris community.	3.74	3.71	3.71	3.76	0.02	60%	64%	64%	65%	+5
3. organize my time to meet my responsibilities	3.52	3.56	3.60	3.67	0.15	53%	56%	56%	61%	+8
4. be more inclusive of others.	3.52	3.47	3.46	3.54	0.02	52%	50%	48%	51%	-1
<i>My FSU Seminar course helped me learn how to:</i>										
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.82	3.90	3.98	3.99	0.17	68%	73%	76%	74%	+6
6. register for future classes.	3.91	3.94	4.06	4.13	0.22	72%	73%	77%	78%	+6
7. develop an effective study schedule.	3.33	3.34	3.43	3.43	0.10	43%	44%	48%	49%	+6
8. apply study skills (strategies) to use in my academic courses	3.40	3.40	3.47	3.51	0.11	49%	48%	51%	53%	+4
9. interact with faculty	3.57	3.53	3.54	3.57	0.00	56%	55%	54%	55%	-1
10. interact with my academic advisor	3.83	3.79	3.89	3.86	0.03	67%	67%	71%	67%	0
<i>The FSU Seminar course helped me learn how to access the University's:</i>										
11. academic support services (tutoring, writing center, SLA, etc.)	3.70	3.61	3.62	3.70	0.00	57%	58%	59%	61%	+4
12. personal support services (health center, personal counseling, educational counseling, etc)	3.49	3.54	3.47	3.53	0.04	51%	55%	52%	54%	+3
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.42	3.43	3.41	3.44	0.02	49%	50%	49%	50%	+1
<i>The FSU Seminar increased my understanding of:</i>										
14. appropriate etiquette for the college classroom.	3.66	3.65	3.67	3.74	0.08	61%	60%	60%	61%	0
15. the impact of alcohol consumption.	3.48	3.61	3.69	3.68	0.20	53%	59%	62%	60%	+7
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.44	3.58	3.62	3.64	0.20	51%	57%	59%	58%	+7
17. my learning style.	3.66	3.69	3.70	3.73	0.07	62%	62%	63%	62%	0
18. academic honesty.	3.41	3.88	3.89	3.92	0.51	68%	71%	70%	68%	0
19. differences and similarities among the members of the diverse Ferris community.	3.88	3.63	3.67	3.67	-0.21	64%	59%	61%	59%	-5
20. the history and mission of W.N. Ferris/ Ferris State University.	3.78	3.66	3.73	3.78	0.00	67%	61%	64%	64%	-3
<i>Because of my FSU Seminar:</i>										
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	3.84	3.92	4.07	4.06	0.22	65%	70%	76%	74%	9
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.37	3.46	3.55	3.85	0.48	47%	50%	55%	55%	+8

APPENDIX C: Longitudinal Comparison on FSUS Course Evaluations (Cont's)

Question	MEAN Score					% Agree (SA+A)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
23. I will be more likely to attend future campus/community events.	3.58	3.67	3.68	4.24	0.66	57%	61%	63%	62%	+5
<i>The instructor of my FSU Seminar:</i>										
24. used a variety of teaching methods.	3.76	3.82	3.85	4.12	0.36	71%	68%	69%	68%	-4
25. promoted meaningful class discussion	3.94	3.99	4.00	4.06	0.12	66%	76%	76%	76%	+10
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.70	3.75	3.74	3.85	0.15	63%	65%	64%	67%	+4
27. was enthusiastic and displayed an interest in students and their learning.	4.16	4.20	4.23	4.24	0.08	80%	82%	82%	80%	0
28. I would take another course with this instructor.	4.06	4.11	4.14	4.12	0.06	75%	77%	78%	79%	+4
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.76	3.64	3.64	3.68	-0.08	58%	61%	63%	63%	+5
30. I plan on returning to Ferris next semester.	4.42	4.50	4.48	4.44	0.02	85%	88%	88%	84%	-1

Scale: Strongly Agree Agree Neutral Disagree Strongly Disagree
 5 4 3 2 1

Question	Neutral					% Disagree (D+SD)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>Participation in an FSU Seminar improved my ability to:</i>										
1. find what I need at the library (FLITE).	17%	17%	13%	18%	+1	8%	8%	10%	9%	+1
2. adapt to college life and the Ferris community.	27%	22%	23%	20%	-7	13%	13%	13%	15%	+2
3. organize my time to meet my responsibilities	33%	30%	31%	24%	-9	15%	14%	13%	15%	0
4. be more inclusive of others.	36%	37%	39%	34%	-2	12%	13%	13%	14%	+2
<i>My FSU Seminar course helped me learn how to:</i>										
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	20%	16%	15%	14%	-6	12%	11%	9%	12%	0
6. register for future classes.	15%	15%	13%	11%	-4	14%	11%	10%	11%	-3
7. develop an effective study schedule.	38%	37%	36%	30%	+8	18%	19%	16%	20%	-2
8. apply study skills (strategies) to use in my academic courses	33%	34%	32%	29%	-4	17%	18%	16%	17%	0
9. interact with faculty	30%	30%	30%	29%	-1	14%	15%	15%	16%	-2
10. interact with my academic advisor	20%	20%	17%	20%	0	12%	13%	11%	13%	-1

APPENDIX C: Longitudinal Comparison on FSUS Course Evaluations – Con’t

Question	Neutral					% Disagree (D+SD)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>The FSU Seminar course helped me learn how to access the University's:</i>										
11. academic support services (tutoring, writing center, SLA, etc.)	27%	26%	25%	22%	-5	16%	15%	16%	17%	-1
12. personal support services (health center, personal counseling, educational counseling, etc)	32%	28%	29%	27%	-5	16%	16%	18%	19%	-4
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	33%	31%	31%	27%	-6	18%	18%	20%	22%	-4
<i>The FSU Seminar increased my understanding of:</i>										
14. appropriate etiquette for the college classroom.	25%	26%	27%	26%	-1	13%	13%	12%	13%	0
15. the impact of alcohol consumption.	28%	24%	23%	23%	-5	18%	16%	14%	17%	-1
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	29%	26%	25%	24%	-5	19%	16%	15%	17%	-2
17. my learning style.	24%	25%	25%	22%	-2	13%	12%	12%	15%	-2
18. academic honesty.	22%	20%	21%	22%	0	10%	8%	8%	9%	-1
19. differences and similarities among the members of the diverse Ferris community.	24%	28%	27%	26%	+2	12%	13%	12%	15%	+3
20. the history and mission of W.N. Ferris/ Ferris State University.	19%	25%	21%	20%	-1	13%	14%	14%	15%	+2
<i>Because of my FSU Seminar:</i>										
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	16%	15%	12%	11%	-4	16%	14%	11%	14%	+2
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	29%	26%	25%	23%	-6	24%	22%	19%	21%	-3
23. I will be more likely to attend future campus/community events.	26%	23%	22%	21%	-5	16%	15%	14%	16%	0
<i>The instructor of my FSU Seminar:</i>										
24. used a variety of teaching methods.	24%	20%	19%	19%	-5	11%	11%	11%	12%	+1
25. promoted meaningful class discussion	17%	14%	13%	14%	-3	9%	9%	10%	10%	+1
26. assigned meaningful homework/activities that covered the major objectives of this class.	22%	21%	21%	17%	-5	14%	13%	14%	15%	+1
27. was enthusiastic and displayed an interest in students and their learning.	13%	11%	11%	11%	-2	6%	7%	7%	9%	+3
28. I would take another course with this instructor.	13%	12%	12%	11%	-2	11%	10%	10%	13%	-2
<i>Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?</i>										
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	23%	21%	19%	18%	-5	18%	17%	17%	19%	0
30. I plan on returning to Ferris next semester.	7%	5%	4%	6%	-1	7%	5%	7%	9%	+2

Scale: Strongly Agree Agree Neutral Disagree Strongly Disagree
 5 4 3 2 1

APPENDIX D: Demographics

Gender:	#	%
Males	742	44%
Females	818	49%
Unreported	111	7%

Age	#	%
18 or younger	978	59%
19 to 21	384	23%
22 to 24	17	1%
25 to 27	11	1%
28 to 30	1	<1%
31 or older	5	<1%
Unreported	275	16%

Ethnicity	#	%
American Indian Alaskan Native	22	1%
Asian	28	2%
Black	122	7%
Foreign	8	<1%
Native Hawaiian/Pacific Islander	4	<1%
Multi-racial	53	3%
Hispanic	26	2%
White	1136	68%
Unreported	272	16%

Study Time	#	%
Do not Study	30	2%
1 to 5 hours	476	28%
6 to 10 hours	506	30%
11 to 20 hours	253	15%
21 to 30 hours	77	5%
31 to 40 hours	23	1%
31 to 40 hours	12	1%
Unreported	294	18%

Activities	#	%
No Activities	537	32%
One Activity	353	21%
Two Activities	204	12%
Three Activities	88	5%
Four Activities	56	3%
Five Activities	30	2%
> Five Activities	123	7%
Unreported	280	17%