

Ferris State University Seminar  
(FSUS)  
Annual Report  
2005-2006



University College -  
Developmental Programs and Curriculum

Prepared by: Shelly VandePanne, MS  
Coordinator of First-Year Seminars  
June 1, 2006

## FSUS Annual Report 2005-2006

### **FSUS Enrollment**

2475 students enrolled in one of 118 sections of FSUS100 or an equivalent course during the academic year (up 11% from 2004-2005):

05F = 2311 students in 111 sections  
06W = 164 students in 7 sections

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

Fourteen students did not enroll in and FSU Seminar course for the fall semester (up from 7 students 04F). Of those 14 students:

- 8 – enrolled in FSUS 100 in the 2006 winter semester:
  - 4 - successfully completed the FSUS requirement (with A's & B's)
  - 2 – withdrew from the course (1 is in good standing, 1 was dismissed)
  - 1 – withdrew from the University
  - 1 – failed the course in the winter – is in good standing
- 1 - was dismissed after the fall semester
- 3 – were doing well but did not return for a second semester
  - 2 – transfer students
  - 1 – international student
- 2 – remained noncompliant for a second semester, both are on probation

### **FSUS Compliance**

FSUS compliance rates for the 2005 fall semester were exceptional at 99.2%. Compliance rates for winter 2006, however, were much lower at only 88%. This major decline was mostly due to the low compliance rate for Allied Health whose new students were directed to take the FSU Seminar in fall 2006 to ensure that they would be in a major-specific section.

(See Appendix 3 – 05F and 06W Compliance Reports.)

### **Students withdrawing from FSUS100**

59 students (3%) withdrew from FSUS 100 at some point during the fall semester:

- 44 – had satisfactory reasons for withdrawing:
  - 39 – completed a total withdrawal from the University
  - 5 – were transfer students who were not required to take FSUS 100
  
- 8 – repeated FSUS 100 in 05W – all earned credit for the course
  - 6 – received A's or B's
  - 2 – received a "C-" or "D"
  
- 7 - withdrew from FSUS without satisfactory explanation:
  - 5 – did not return 06W
  - 2 – were academically denied after 04F

### **Students Failing FSUS100**

160 students (7%) failed their FSU Seminar course in the '05 fall semester. This was double the number of students who failed the previous year. Forty percent (n=63) of those failing the course were from the College of Technology. Neglecting to attend class was attributed as the number one reason for failing the course.

Students who failed were placed in FSUS100 courses 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 160 students:

- 146 students failed FSUS100:
  - 61 - repeated the course in 06W
  - 43 - were academically dismissed from the University
  - 32 - did not return for the 06W semester (all had GPA's <2.0)
    - 6 – were not required to repeat (4 had grade changes, 2 were SO status)
    - 4 – did not repeat the course (1 in good standing, 3 dismissed 06W)
  
- 14 students failed infused seminar courses:
  - 8 – enrolled in FSUS100 for 06W
  - 2 – did not return for the 06W semester
    - (1 in good standing, 1 on academic probation)
  - 2 – were academically dismissed from the University
  - 2– did not repeat a seminar course in 06W
    - (1 in good standing, 1 on academic probation)

## **Students Repeating FSUS100**

Sixty-nine students who failed the fall seminar course repeated FSUS100 in the winter semester. (Five actually failed an infused section and took FSUS 100 for the first time in the winter.) Three-fifths (62%) of those students received credit for the course:

- 43 – earned credit (3 w/ “D’s”)
- 23 – failed a second time (2 are on probation, 21 were dismissed 06W)
- 3 - withdrew from the University

Seven of the students who repeated the course and received credit were dismissed in 06W. Overall, about one-half of the students who failed the FSU Seminar course in the first semester were dismissed from the University by the end of the year.

## **Seminar Formats**

FSUS is a 1-3 credit course taught in a variety of formats, including “infused” classes. Major-specific sections made up 59% of the courses offered in the fall (N=66); 22% of the sections were general sections considered to be college-specific but not tied to a discipline (N=24), and the remaining 19% were program introduction classes which have infused the FSUS objectives with their pre-existing course (N=21). 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 Instructional Team**

FSUS instructors were comprised of 67% faculty members, and 33% administrative/staff personnel from Ferris State University. A total of 82 instructors taught 111 seminars in the fall; six sections of seminar were taught in the winter semester; one was taught by a faculty member, the rest by staff and administrators.

(See Appendix 6 - Instructor List.)

## **FSUS Instructor Training**

Two group sessions for FSUS faculty training were conducted in the 2005-2006 academic year in which 37 faculty and staff members were trained. All but one were trained for the first time:

- 16 faculty and staff members were trained in August, 2005,
- 21 were trained May 8, 2006.

(See Appendix 7 – Faculty and Staff Trained in the 05-06 Academic Year)

FSUS training focused on acclimating faculty to the mission, goals and objectives of the course. Emphasis was placed on understanding new-to-college students, time management, academic advisor information (advisor/advisee roles), and using a variety of teaching methods as well as resources and guest speakers for the FSUS classroom. Prior to spring 2006, training was

conducted in half-day sessions to orient potential instructors to the FSUS resources. The May 8, 2006 training was a full day session including lunch, a mini-tour of campus, and several experiential activities that could be duplicated in FSUS the classroom. The 21 participants in the full-day session were each paid a \$50 training stipend.

### **Additional Training and Resources**

#### “Making a Difference” Conference

Ongoing training was made available for all FSUS instructors via a one-day mini conference on Friday, August 25, 2005, during the University’s faculty kick-off week. Approximately 60 people attended the conference. Dr. Katherine Manley, Professor of Teacher Education at Ferris State University, was the keynote speaker. Twelve breakout sessions were offered 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 could be replicated in the classroom. Conference costs were kept at a minimum by holding it on campus in the Rankin Center; Dr. Manley did not charge for her keynote address. Lunch, refreshments, printing and miscellaneous expenses totaled \$1,931. (See Appendix 8 for a the conference agenda)

#### FSUS Website Development

FSUS presence on the internet was upgraded from one page summarizing the FSUS program to a full-blown website which was launched March, 2006 - [www.ferris.edu/fsus](http://www.ferris.edu/fsus). The new site was developed to provide FSUS program information and classroom resources for both students and instructors - including links to all materials provided in the FSUS Instructor Manual.

The FSUS Instructor page includes links to the following information:

- Mission, Goals and Objectives
- Instructor/Coordinator Roles
- Sample Syllabus
- Sample Course Outline
- First-Year Seminars
- First-Year Students
- First Week of Classes
- Course Topics (resources for covering each of the course objectives)
- Academic Policy Information
- Student Handbook
- Instructor Roster
- Teaching Tips
- Suggested Reading
- Interested in Teaching FSUS?
- National Resource Center for the First-Year Experience

The FSUS Student page includes:

- Course Topics
- Campus/Community Resources
- Where Do I Go?
- Don't Know Who to Call?
- Academic Services
- Career Services
- Wellness Services
- Scholarships and Financial Aid
- Student Life
- Campus Map
- FLITE Library Tutorial

## **Large Group Presentations**

Eleven large-group presentations were offered for FSUS courses during the 2005 fall semester. The majority of the presentations focused on personal choices and sexual responsibility. FLITE library tours were arranged by most FSUS instructors, and in addition, several FSUS students were given the assignment of attending one or more Academic Support Center Seminar. 1362 student contacts were made via group presentations (not including FLITE library tours). Below is a brief summary of presentations:

Alcohol Awareness - Due to increased costs, an alcohol awareness presentation was not offered through FSUS. However, 276 students attended, "My Drink," an alcohol presentation sponsored by the SCHOLAR Program. (An additional 102 students attempted to attend the event but were not able due to lack of seating.) In lieu of an alcohol speaker, several other resources were made available to FSUS Instructors such as the Alcohol 101 interactive software program (available for the classroom and also installed on all computers in FLITE), and CHOICES video. Five classroom presentations, using the Alcohol 101 software, were conducted by Shelly VandePanne, Coordinator of First-Year Seminars.

Sexual Responsibility – Stephanie Parks, Sexual Assault Prevention Program Coordinator, WISE; Dr. Robert Friar, Professor of Human Physiology & Sexuality

A total of 984 students attended presentations on personal choices and sexual responsibility representing a 5% increase in the number of student contacts compared to Fall 2004 (N=932). Two-thirds of the students attended large group presentations, the rest received information via individual classroom seminars.

Eight large group date rape drug / sexual assault seminars, as well as nine classroom sessions were presented during the week of September 12-15, 2005 by Stephanie Parks, Sexual Assault Prevention Program Coordinator from WISE. All large group 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 classes 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 three presentations titled "Sex and the College Student." 372 students were present at Dr. Friar's presentations, the majority of which were Honors students who had been mandated to attend.

Several additional presentations were made available at various times and locations throughout the semester through collaboration with the University's newly formed Sexual Aggression and Assault Task Force.

### FLITE Library Tours

65 FSUS classes (59%) toured the FLITE library throughout the fall semester. This was a decline of nineteen percentage points compared to fall 2004 (78% of the sections scheduled tours) and thirty-four points compared to fall 2003 when 93% of the seminar classed toured the library.

## Course Evaluation

For the past five 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 rationale 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 2272 students enrolled in a fall seminar course, 1925 (84%) responded to the survey.

Ferris State University Seminar (FSUS) has been successful in achieving its mission and goals. The 2005-2006 First-Year Initiative survey indicates that the majority of first-year students believe that FSUS has been instrumental in their social and academic transition to Ferris. The following paragraphs summarize the major highlights of the 2005-2006 FYI Survey report. A complete analysis of survey results is available on request.

For the past four years, academic advising and registration procedures, as well as available library (FLITE) resources, have consistently stood out as areas most helpful to students. FSUS has had a positive effect on students' knowledge of wellness issues (alcohol & personal choices), academic services, time management, campus policies, connections with faculty, and University rules regarding academic honesty. In addition, students report that the course was instrumental in introducing them to resources for academic assistance and tutoring. (See Appendix 9 - Percentage of Students Reporting That FSUS Was Helpful)

Current student attitude toward FSUS is more positive than four years ago when the seminar course was first mandated for *all* first-year students. At the time of this report, almost all undergraduate students on campus have taken an FSU seminar; it has become widely accepted as part of the University curriculum. When asked what was *least* helpful, one-fifth of the 2005 cohort (the largest percentage ever) could not identify any course topic or activity. Instead, they shared comments such as "nothing," "everything good," and "all helpful." (See Appendix 10 – Common Responses to "What was *most* helpful.." and "What was *least* helpful...")

In the past year, FSUS has had significant impact in improving out-of-class engagement. Instructors have required their students to attend campus-sponsored activities, cultural events, and in some cases participate in campus-sponsored organizations. Many students have indicated that they would not have done so otherwise.

FSUS instructors, many of whom are seasoned veterans, have figured out what makes the seminar most effective; they have honed in on the use of meaningful homework, the inclusion of out-of-class activities, encouraging students to work together, productive use of classroom time, and facilitating meaningful classroom discussions. As a result, significant increases have been noted in the area of "engaging pedagogy," one of the top predictors of overall course success.

The second top predictor, managing time and priorities, is an area where little improvement has taken place. Most students say that FSUS has helped make an "impact of establishing personal goals." However, there has been little growth in assisting students in "organizing time to meet responsibilities."

2005-2006 survey scores for wellness topics (alcohol and sexual responsibility) have declined in comparison to last year, yet we remain among the leaders when compared to other institutions

participating in the national survey. First-year students simply do not want to hear “another lecture about drinking.” Nevertheless, survey statistics clearly tell us that our first-year students are drinking *more*, and drinking *more often*, than those at other institutions - this is not an area that can be ignored! (See Appendix 11 – 2005-2006 FYI Survey Demographics)

## **RECOMMENDATIONS:**

Even though most students have reported that FSUS has helped them to adapt to college both academically and socially, we cannot rest on our laurels – we must aggressively work toward teaching students where to find and how to access campus resources such as the library, Academic Support Center, and Writing Center. Several recommendations are being made as a result of data analysis from the 2005-2006 FYI survey. Each recommendation supports the three pillars on which the future growth and vision of the Ferris community is anchored.

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

- Faculty training will continue to 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. A round-table discussion will be made available at the FSUS mini-conference in August to accomplish this goal.

#### Engaging Pedagogy

A one-day faculty development conference for FSUS instructors will once again be offered on August 18, 2006. 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.

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

- Promote a campus-wide conversation on First Amendment Rights – In collaboration with the University’s American Democracy and Political Engagement Projects, the FSUS Coordinator will ask seminar instructors to seek ways for bringing the topic of First Amendment Rights into classroom discussion and/or projects pertaining to the FSUS objectives. Ideas for doing so will be shared at the FSUS instructor conference in August and a list of best practices will be made available on the FSUS website.
- 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

- Enhance alcohol awareness - Even though first-year students report that FSUS does a better job of helping them to understand wellness issues such as alcohol, more students are choosing to drink excessively (5 or more drinks consumed per event) – this is an area in which we should be concerned. FSUS faculty will be encouraged to follow up with in-class discussions after attending alcohol presentations and/or explore other means of reinforcing the dangers of binge drinking; a professional speaker will be brought to campus once again to address the alcohol awareness issues with all FSUS students; The FSUS Coordinator will collaborate with Student Affairs to promote the use of e-CHUG, a web-based interactive alcohol survey which gives students feedback in regard to their drinking habits in relation to University and national statistics. Instructors will be encouraged to have their students complete the assessment prior to a group presentation and/or classroom discussion.
  
- Enhance the number of seminar classes participating in library tours - The FSUS Coordinator will collaborate with FLITE library staff in encouraging each seminar instructor to schedule a library tour for their students.
  
- Encourage walking tours of campus - In response to student comments on what should be added to FSUS, seminar instructors will be encouraged to take their students on a campus tour early in the semester; new instructors will participate in a walking tour of campus during FSUS Instructor training.

## 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 100	1	Honors Program
MIMG 101	1	BUS
PGMG 101	1	BUS
PREL 101	1	BUS
PTMG 101	1	BUS
RFIM 101	1	BUS
UNCP 100	3	UNI

## Appendix 2 – Enrollment Figures

### Fall 2005 Enrollment in FSU Seminar Courses

	# Sections	# Enrld	# FR	SO/JR/SR	% First-Year
# Enrolled	111	2311	2213	98	96%
FSUS	90	1748	1715	33	98%
Infused	21	563	498	65	88%

### Winter 2006 Enrollment in FSU Seminar Courses

	# Sections	# Enrld	# FTIACS	Repeaters*	SO/JR/SR	% FTIACS
# Enrolled	7	164	67	90	7	41%
FSUS	7	164	67	90	7	41%
Infused	na	na	na	0	na	na

\*FR students who failed, or did not take, a seminar in the fall 2005 semester

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

**FSUS 100 Compliance Fall 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	460	4	1	3	1	1	1	99.5%
AHS	238	3	3	0				100.0%
BUS	367	3	2	1	1			99.7%
EDU	263	1	1	0				100.0%
TEC	462	15	2	13	8	4	1	97.2%
UNI	253	1	1	0				100.0%
<b>Total</b>	<b>2062</b>	<b>27</b>	<b>10</b>	<b>17</b>	<b>10</b>	<b>5</b>	<b>2</b>	<b>99.2%</b>

**FSUS 100 Compliance Winter 2006**

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	8	3	3	0	0	-	-	100.0%
AHS	14	14	8	6	6	-	-	57.1%
BUS	15	4	2	2	2	-	-	86.7%
EDU	16	3	2	1	1	-	-	93.8%
TEC	24	8	4	4	4	-	-	83.3%
UNI	32	4	3	1	1	-	-	96.9%
<b>Total</b>	<b>108</b>	<b>36</b>	<b>22</b>	<b>14</b>	<b>14</b>	<b>-</b>	<b>-</b>	<b>87.0%</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.



## ACADEMIC AFFAIRS POLICY LETTER

---

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 05F**

College	General	Program Specific	Infused
Arts & Sciences	16	3	-
Allied Health Services	1	14	-
Business	7	2	8
Education and Human Services	-	13	-
Technology	-	23	-
University College	-	11	3
Honors	-	-	10
<i>N</i>	24	66	21
% in Category	22%	59%	19%

**FSU Seminar Formats 06W**

College	General	Program Specific	Infused
All	4		-
University College	-	1	1
<i>N</i>	4	1	1
% in Category	67%	17%	17%

## Appendix 6 – Instructor List

FSUS INSTRUCTORS - 05F				
Faculty LN	Faculty FN	Sec 05F	F / S	Primary Assignment
Baker	Omar	037	F	AHS
Barnes	Yolonda	009	S - ft	MCK
Belcher	Celeste	001	s - ft	Student Judicial Services
Bell	Sharon	BUSN 122-001, 002, 003	F	BUS
Bell-Scriber	Marietta	036, 038	F	AHS
Bigford	Maude	HNRS 100-001, 005, 006	F	UC
Borst	Trudy	BUSN 122-006	F - pt	BUS
Bouman	Penny	044, 067	s - ft	Admissions & Records
Carlton-Smith	Kimn	055	F	A&S
Caserta	Lilia	003, 008	F - pt	A&S
Chaney	Matthew	007	s - ft	Enrollment Services
Chase	Doug	094	F	TECH
Cluchey	Cheryl	043	s - ft	UCEL
Cochran	Richard	010	s - ft	LIS
Colley	Sharon	039	F	AHS
Cronk	Dan	001	F	BUS
Cullen	John	HNRS 100-002, 003, 004	f	A&S
Daglis	Thomas	001	s - ft	BUS
DeLong	Rhonda	062	F	COEHS
Derosia	Melissa	063	F	A&S
Doyle	Julie	001	F	BUS
Eisler	David	015	s - ft	President's Office
Eldridge	Richard	080, 081	F	TECH
Frees	Monica	006, 042	S	
Gasper	Wilbur	107	s - ft	General Services
Glenzt	Tracy	030	F	AHS
Greenbay	Karen	112	s - ft	UC
Greenfield	Ron	001	F	BUS
Griffin	Richard	002, 004	F	A&S
Hanna	David	084, 085, 086	F	TECH
Harlan	Kathleen	032	f	AHS
Hollen	Thomas	092, 093	F	TECH
Hollenbeck	Christina	117	s - ft	UNI
Hooper	Judith	003	F	UNI
Hurley	Jana	018, 110	s - ft	Residential Life
Ing	Liza	057	F	COEHS
Jackson	Annette	033	S	AHS

FSUS INSTRUCTORS - 05F				
Faculty LN	Faculty FN	Sec 05F	F / S	Primary Assignment
Jackson	Paul	041	F	BUS
Johnson	Leonard	058	F	COEHS
Jones	Susan	049	F	BUS
Ketner	Lindsey	026	f	AHS
Kilgallen	Mary	014	F	A&S
Klarecki	Pat	FSUS100-095, HNRS100-007	F	TECH
Krellwitz	Arlene	115, 116	s - ft	UNI
Kuk	Ken	101	F	TECH
Kurisky	Brian	013	s - ft	Residential Life
Lewis	Russell	065	F	COEHS
Logan	Beth	040	s - ft	Budgetary Planning & Analysis
Lukusa	Gloria	004	F	UNI
McNamara	Susan	024, 053	S	Writing Center
Mehringer	Ron	082	F	TECH
Mitten	Denise	009	f	EDU
Most	Robert	087	F	TECH
Murnik	Mary	005	F	A&S
Myers	Marvin	099	F	TECH
Nagelkirk	Diane	071, 073	F	TECH
Nicol	Dave	010	s	BUS
Noren	Dan	016	F	A&S
Norman	Karen	054	F	COEHS
Otteson	Amy	011, 012	s - ft	Institutional Research & Testing
Palazzolo-Miller	Katherine	021	F	A&S
Parry	Marcia	008	F	AHS
Pinter	Matt	001	F	BUS
Pole	Jane	113, 114	s - ft	UNI
Renne	Barb	059	s - ft	Career Services
Salomonson	Kristen	103	s - ft	Institutional Research & Testing
Shaffer	Jon	105	s - ft	Residential Life
Shansky	Rose Anne	064	F	A&S
Skurski	Dan	075, 076, 077, 078, 119	F	TECH
Squicciarini	Sheila	029	F	AHS
Thornton	Kyle	066	s - ft	Student Affairs
Tomczyk	John	091	F	TECH
Topcu	Meral	019	F	A&S
VanDeMark	Kathleen	046, 047	F	BUS
VandePanne	Shelly	111	s - ft	UNI
Wall	Lisa	025, 027	f-pt	AHS
Wancour	Susan	034, 035	f	AHS
Weemaes	Michelle	028	F	AHS

<b>FSUS INSTRUCTORS - 05F</b>				
Faculty LN	Faculty FN	Sec 05F	F / S	Primary Assignment
Woodman	Helen	002	F	UNI
Wright	Leroy	090	s - ft	Residential Life
Wyman	Fred	069	F	COEHS
Yang	Matthew	098	f	Plastics & Rubber Technology



**Appendix 7 – Faculty and Staff Trained in the 05-06 Academic Year.**

	Faculty LN	Faculty FN	Date Trained	F / S	Primary Assignment
1	Aamoth	Robert	5/8/06	F	TEC
2	Atteberry	Jesse	5/8/06	S - ft	Residential Life
3	Barnes	Yolonda	8/19/05	S - ft	Gov't Relations & Gen. Council
4	Chase	Doug	8/19/05	F	TEC
5	Chernoff	Jeff	5/8/06	S - ft	Residential Life
6	Colley	Sharon	8/19/05	F	AHS
7	Finney	Dennis	5/8/06	F	TEC
8	Frees	Monica	8/19/05	S - pt	UNI
9	Glenzt	Tracy	8/19/05	F	AHS
10	Hanna	David	8/19/05	F	TEC
11	Jackson	Annette	5/8/06	S - ft	AHS
12	Jarzabkowski	Dan	5/8/06	S - ft	EDU
13	Ketner	Lindsey	8/19/05	F	AHS
14	Klarecki	Pat	8/19/05	F	TEC
15	Knight	Jacob	5/8/06	S - ft	Residential Life
16	Knoll	Sonya	5/8/06	F	AHS
17	Kurisky	Brian	8/10/05	S - ft	Residential Life
18	Landis	Justin	5/8/06	S - ft	Residential Life
19	Malkich	Amela	5/8/06	S - ft	UNI
20	McNamara	Susan	8/19/05	S - pt	Writing Center
21	Mehringer	Ron	8/19/05	F	TEC
22	Mitten	Denise	8/19/05	F	EDU
23	Most	Robert	8/19/05	F	TEC
24	Murnik	Mary	8/19/05	F	A&S
25	Nicol	Dave	8/19/05	F	BUS
26	Norman	Karen	8/19/05	F	EDU
27	Okonoski	Glen	5/8/06	F	EDU
28	Paquette	Joy	5/8/06	S - ft	Public Safety
29	Reszke	Cindy	5/8/06	F	AHS
30	Scholz	Laura	5/8/06	S - ft	Residential Life
31	Schult	Larry	5/8/06	F	TEC
32	Sinclair	Robert	5/8/06	S - ft	Student Recreation
33	Skrocki	Marilyn	5/8/06	F	AHS
34	Slocum	Mike	5/8/06	S - ft	Residential Life
35	Terry	Mike	5/8/06	S - ft	A&S
36	Tomczyk	John	8/19/05	F	TEC
37	Woolen	Jim	5/8/06	F	BUS

## Appendix 8: Conference Agenda

FSUS Faculty Development Conference

### *“Making A Difference”*

Friday, August 26, 2005 – Ferris State University – Rankin Student Center

8:00 - 8:30	Registration, Continental Breakfast	Dome Room
8:30 - 8:45	Welcome Address – President David Eisler	Dome Room
8:45 - 9:45	FSUS Program Updates – Shelly VandePanne, Coordinator of First-Year Seminars	Dome Room
9:45 - 10:00	Break	
10:00-10:50	SESSION 1 <b>Student Employment and Career Services</b> Barb Renne, Asst. Mgr., Student Employment & Career Services	Whitney/Young - 125/127
	<b>Is It Stress or Is It Depression?</b> Paul Sullivan, Director, Birkam Health Center	Territorial Rm – Rankin 155
	<b>What's Your Learning Style?</b> Michael Sullivan, Educational Counselor, ECCC	Founders – Rankin 238
11:00-11:50	SESSION 2 <b>Introducing Study Skills in the First-Year Seminar</b> Jane Pole and Arlene Krellwitz, Co-Supervisors, Academic Support Center	Whitney/Young – 125/127
	<b>New Instructional Strategies</b> Dr. Kitty Manley, Professor, Teacher Education	Founders – Rankin 238
	<b>Beyond Academics: What You Should (or Should Not) Include in Your Syllabus and Class</b> 155 Manuel Rupe, Assistant General Counsel, FSU Governmental Relations and General Counsel	Territorial – Rankin
12:00 - 1:30	Lunch, Plenary Address – <b>“Making a Difference”</b> We have all been gifted with the ability to make a difference and this session will challenge you to become aware of that gift as we shape the future for the students we touch. Dr. Katherine Manley, Professor, Teacher Education	Dome Room
1:45 - 2:35	SESSION 3 <b>Using MyFSU in the First-Year Seminar</b> Vicky Deur, Applications Project Manage, Information Services/ Telecommunications	Whitney/Young – 125/127
	<b>FSUS Experiential Connection – Using a Hands-On Approach</b> Will Gasper, FSUS Instructor	Territorial – Rankin 155
	<b>Helping Students Develop Time Management Skills</b> Terry Doyle, Professor, Faculty Center for Teaching and Learning	Founders – Rankin 238
2:45 - 3:00	Refreshment Break	Dome Room Perimeter
3:00 - 3:50	SESSION 4	
155	<b>Alcohol &amp; Other Drug Education</b> Tom Liszewski, University Counselor, FSU Counseling Center	Territorial – Rankin
	<b>The FLITE Library Experience for FSUS Courses</b> Anne Kelly, FLITE Reference and Instructional Services	Whitney/Young – 125/127
238	<b>Academic Dishonesty</b> Dr. William Potter, Dean, University College	Founders – Rankin

## Appendix 9 –

### Percentage of Students Reporting That FSUS Was Helpful

Percentages include students answering “somewhat” – “significantly” on the FYI survey.

Question by Factor Area:	% of Students Reporting That FSUS Was Helpful				
	02F	03F	04F	05F	Change 02-05
<b>Factor 1 - Course Improved Study Strategies</b>					
1 Understanding of my academic strengths	62	72	75	74	12
2 test preparation skills*	62	59	61	59	-3
3 ability to find what I need through the library	69	84	79	75	6
13 reviewing class notes before the next class meeting*	53	53	55	56	3
14 completing homework assignments on time	67	67	68	69	2
15 studying with other students*	51	50	51	53	2
16 taking effective notes in class*	60	61	62	62	2
17 coping with test anxiety*	54	56	56	56	2
<b>Factor 4 - Course Improved Connections w/ Faculty</b>					
21 understanding faculty expectation of students	73	77	75	79	6
22 feedback sought from instructors	67	68	70	70	3
23 communications with instructors outside of class	66	64	67	68	2
<b>Factor 6 - Course Increased Out-of-Class Engagement</b>					
53 Participation in campus-sponsored organizations	62	56	58	62	0
54 contributing to the success of campus-sponsored organizations*	56	50	51	56	0
55 Volunteering time for worthwhile causes	52	45	49	53	1
56 attending campus cultural events	58	54	56	63	5
<b>Factor 7 - Course Improved Knowledge of Campus Policies</b>					
24 College/University rules regarding academic honesty	74	78	83	83	9
25 The grading system	73	73	78	76	3
26 Academic Probation Policies	65	70	74	71	6
27 Registration Procedures	85	79	84	84	-1
28 Financial aid procedures*	66	60	66	67	1
<b>Factor 8 - Course Improved Knowledge of Academic Services</b>					
29 The role of the academic advisor	80	80	81	83	3
30 How to obtain academic assistance	79	81	86	83	4
31 How to obtain a tutor	75	79	82	79	4
32 Available library resources	78	87	88	82	4
<b>Factor 9 - Course Improved Managing Time and Priorities</b>					
37 The Impact of Establishing Personal Goals	74	78	79	80	6
49 Preparation for tests well in advance	57	57	60	58	1
50 Establishing an effective study schedule	59	59	61	63	4
51 Setting priorities to accomplish what is most important	65	68	68	69	4
52 Organizing time to meet responsibilities	66	69	70	69	3

<b>Question by Factor Area:</b>					<b>Change</b>
	<b>02F</b>	<b>03F</b>	<b>04F</b>	<b>05F</b>	<b>02-05</b>
<b>Factor 10 - Course Improved Knowledge of Wellness</b>					
12 Ability to deal with stress*	59	61	63	60	1
33 College students' sexual issues	55	60	63	64	9
34 The impact of alcohol consumption	67	73	74	69	2
35 The impact of drug use*	63	66	69	66	3
36 The impact of exercising regularly*	58	61	64	60	2
<b>Factor 15 - Overall Course Effectiveness</b>					
65 Included Interesting Subject matter	70	70	71	74	4
66 contributed to the ability to succeed academically	66	66	69	68	2
67 contributed to the ability to adjust to the college social environment	71	68	72	75	4
68 covered topics important to student	66	66	68	70	4
69 student would recommend this course to other first-year students	54	52	57	58	4
					<b>Change</b>
<b>Factor 14 - Course Included Engaging Pedagogy</b>					
					<b>04-05</b>
38 included a variety of teaching methods*	68	70	73	73	5
39 included meaningful class discussions*	72	74	72	79	7
40 included challenging assignments*	49	48	49	51	2
41 productive use of classroom time*	66	70	69	74	8
42 included encouragement to speak in class*	71	76	74	77	6
43 included encouragement for students to work together*	66	71	71	77	11
44 included meaningful homework*	53	55	57	71	18
48 increased participation in classroom discussions*	-	-	60	65	na

\*not individually addressed in the FSUS course objectives

Appendix 10 -

Common responses to “What was *most* helpful...”

<b>Response:</b>	<b>N</b>	<b>%</b>
Registration / Scheduling Information	229	16.8%
No response	171	12.5%
Library	99	7.2%
Major/college Specific Information	81	5.9%
Out of Class Activities / Seminars	75	5.5%
Study Skills Info	72	5.3%
Campus Resources / Services	63	4.6%
Helped adapt to college / college life	51	3.7%
Career Related Information	50	3.7%
Campus Activities / Events - info on / attending	49	3.6%
Time Management	49	3.6%
Instructor	44	3.2%
Advisor - as prof / learning about	40	2.9%
All of it, everything	35	2.6%

Common responses to “What was *least* helpful...”

<b>Response:</b>	<b>N</b>	<b>%</b>
No Response	247	18.1%
<b>NOTHING - course good as is / all helpful</b>	<b>230</b>	<b>16.8%</b>
All of it - Most of it - everything else	98	7.2%
Out-of-class activities – tours, seminars, events	87	6.4%
Wellness – alcohol & sexual responsibility	83	6.1%
Homework, Assignments, class activities	72	5.3%
W.N. Ferris – history of Ferris	49	3.6%
Library	39	2.9%

**Appendix 11 – 2005-2006 FYI Survey Demographics**

<b>Demographic Category</b>	<b>Ferris State University</b>	<b>Aggregate Population</b>
% Males responding to survey	51%	45%
ACT score 21 or below; SAT 890-970 or below	46%	26%
% Minorities responding to survey	14%	24%
Age - students 19-21 years of age	34%	28%
High school grades = mostly A or A-B range	59%	68%
Campus Sponsored Events = 4 activities or more	30%	24%
Study = average of 1-5 hours per week spent studying	35%	30%
Work = student who do not work	60%	57%
Living in Campus residence hall	84%	73%
Non-Commuters	82%	69%
Frequency of Home Visits = about every other weekend & every/most weekends	34%	25%
Frequency of Alcohol consumption per week = twice a week or more	32%	30%
Amount of Alcohol consumed per event = 5 drinks or more	40%	35%

Table 1: Notable demographic comparisons between Ferris State University students and the aggregate FYI study population.

## Appendix 12 – FSUS course objectives

# 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.