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## FSUSEMINAR



# FSU Seminar Course Evaluation Report Fall 2010

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# FSU Seminar Course Evaluation Report

## Fall 2010

### EXECUTIVE SUMMARY

Survey scores for the 2010 FSUS Course Evaluation reveal that FSUS objectives continue to be met university wide and students believe that FSUS is helpful in making the transition to Ferris State University.

- **Three out of four** students indicated that the FSU Seminar course
  - improved their ability to find what they need at the library,
  - utilize campus technology tools, and
  - helped them learn how to register for future classes.
- **Two-thirds** of the students indicated that their FSU Seminar course
  - increased their understanding of academic honesty,
  - helped them to adapt to college life,
  - influenced them to attend more educational events than they would have if they had not enrolled in FSUS, and
  - Taught them how to interact with their academic advisor.
- **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.
- **The most common response** to all survey statements was that students "agreed" that FSUS helped them learn in all areas with the exception of developing effective study schedules. It should be noted, however, that students did not disagree that FSUS had an impact on developing study schedules - scores were still on the positive side of the rating scale but were closer to being neutral. This indicates that while students appreciated the time management resources introduced through FSUS, they weren't sure if it caused them to develop effective study schedules.
- **Many students** indicated that they would like even more information on campus resources (technology) registration and scheduling, study skills, and time management.
- **Several recommendations** are being made as a result of data analysis from the 2010 FSU Seminar course evaluations, university-wide initiatives, and in support of the core values that sustain the mission, vision, and future growth of Ferris State University. Highlights of those recommendations made in response to survey findings are included here. Additional recommendations may be found on page 10 of the attached report.
  - The FSUS Coordinator will continue to collaborate with the Diversity and Inclusion office as well as the Office of Minority Student Services to identify additional guest speakers and activities to supplement the FSUS diversity objective and emphasize this objective in training sessions for new and returning instructors.
  - The FSUS Coordinator will collaborate with departments across campus to offer additional resources and information on personal and academic support services, time management, study skills, on-line readiness, and student engagement opportunities. This information will provided in the FSUS students packets which are distributed to students during the first week of classes. As well as through classroom activities.
  - FSUS courses will continue to be offered for transfer and non-traditional students as a double-paced course delivered in the first half of the semester. A second double-paced pilot section of FSUS will be offered for College Business Students in the fall of 2011.

# FSU Seminar Course Evaluation Report

## Fall 2010

### 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 2010. (see Appendix A)

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 14<sup>th</sup> week of the fall semester. Of the 1942 students enrolled in a seminar course, 1613 completed the evaluation for a response rate of 83%.

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, Technology, University College and the Honors program. (See Appendix B for a list of embedded courses.). The terms “evaluation” and “survey” are used interchangeably to refer to the FSUS course evaluation.

### 2010 FINDINGS

Information obtained from the 2010 FSUS evaluation survey indicates that the overall course objectives were met in the various seminar formats and that the majority of students indicated that FSUS was helpful in all areas of the survey.

- Overall, students liked their FSUS instructors. They agreed that FSUS instructors were enthusiastic and displayed an interest in students (82%), used promoted meaningful class discussions (76%). The majority (77%) 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
  - improved their ability to Find what they need at the library (FLITE) (75%, objective 1),
  - helped them to utilize campus technology tools such as MyFSU, FerrisConnect, and MyDegree) (73%, objective 1), and
  - helped them learn how to register for future classes (73%, objective 7).

These results came as no surprise as library and registration information have always been identified as the two most beneficial aspects of the course. FSUS instructors were encouraged to incorporate, or at least introduce campus technology such as FerrisConnect and MyDegree in their seminar courses. Survey results indicate that this was a successful endeavor which students found to be helpful.



*Two-thirds* of the students indicated that their FSU Seminar course

- increased their understanding of academic honesty (71%, objective 9),
- helped them learn how to interact with their academic advisor (67%, objective 7);
- improved their ability to adapt to college life and the Ferris community (64%, mission), and
- influenced them to attend more campus educational events than they would have if they had not enrolled in FSU Seminar (70%, objective 8).

Dr. William Potter, Dean of University College, once again played a major role in helping students understand academic integrity by giving nearly 20 presentations in FSU Seminar courses as well as through the Academic Support Center speaker series. In addition to Dr. Potter's presentation, the office of Student Conduct also gave 29 "Know the Code" presentations FSUS classes to familiarize students with campus rules and regulations.

FSUS has been viewed as being effective in teaching students how and when to interact with their academic advisor for several years. It has also been a valuable means of teaching students how to identify and find their advisor through MyFSU.

FSUS certainly works as an avenue for encouraging students to get involved in campus and community events. More than two-thirds indicated that they had attended more campus educational events than they would have if they had not enrolled in the class. Half agreed that they 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.

- *More than half* of the respondents (61%) indicated that the FSU Seminar course prepared them for future success at Ferris. One-fifth (21%) 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** (Mean = 3.85, Most Favorable)

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

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



(See Appendix C)

It was not surprising that FLITE library and advising/registration components of the course had the highest scoring or most favorable mean scores on the survey. They have consistently been reported as being the most effective components of the first-year seminar course since 2002.

Campus Resources. (Question 1(Q1), mean = 3.95) Almost all (95%) of the first-year seminar courses toured the FLITE library in fall 2010. 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.

FerrisConnect and MyDegree (Q5, mean = 3.90) were introduced to students in a variety of methods through FSUS. FerrisConnect was utilized in about half (n=46) of the seminar courses. Instructors who did not use FerrisConnect for the class, introduced students to it by directing them to an online tutorial. Students were also introduced to MyDegree software in several courses.

Advising/Registration (Q6, mean = 3.94) 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.

Student engagement (Q21, mean = 3.92) Based on FSUS Advisory Committee recommendations, FSUS instructors are encouraged to require students to attend 5-10 out-of-class activities such as cultural events, sporting events, RSO meetings, and educational and/or recreational events (including Beer, Booze & Books, as well as Sex & the College Student). More than two-thirds of the students indicated that they had attended more campus educational events than they would have if they had not enrolled in the class. Half agreed that they 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.

Academic Honesty (Q18, mean = 3.88) As previously stated, Dr. William Potter, Dean of University College, played a major role in helping students understand academic integrity by giving nearly 20 presentations in FSU Seminar courses in addition to 29 "Know the Code" presentations shared by the office of Student Conduct. These presentations were instrumental in helping students to know campus rules and regulations.

#### **LOWEST SCORING STATEMENTS (Mean $\geq$ 3.5, Least Favorable)**

Five 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:

- time management (study schedule),
- study skills (application),
- knowledge of Campus Resources (personal support services),
- student engagement (community events), and
- diversity (inclusion).

(See Appendix C)



Time Management (Q7, mean = 3.34) Effective time management has been an area targeted as being in need of improvement based on previous survey scores. Many instructors are now promoting the topic multiple times throughout the semester by introducing the creation of study plans in the first or second week and spending more time focusing on self (time) management and goal setting during the fourth or fifth week of the semester after students have had a chance to settle into their college routine. Even with the additional emphasis on time management, students are reporting that they are still not learning to develop an effective study schedule. However, in spite of being one of the lower scoring mean questions, 138 students (8.5%) students commented that time management was one of the most helpful seminar topics (up 1.5 percentage points compared to the 2009 survey). Thirty-eight students (2.3%) mentioned that they would like additional information and help with time management.

Study Skills (Q8, mean = 3.40) Half (48%) of the student agree that FSUS has helped them learn how to apply study skills (strategies) to use in their academic course. The other half were neutral (34%) or stated that they didn't learn (18%) to apply the studies skills to their other classes. There was no change from last year, yet this was clearly one of the lower scoring questions on the 2010 survey. It is unknown why students did not find the study skills presented in FSUS classes to be helpful as other course topics. Perhaps this is showing up in the lowest scoring statements because improvement has been made in other areas with no change being made here in comparison to last year.

Campus Resources (Personal Support Services) (Q12, mean = 2.51) 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 them to personal 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. 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.

Student (Community) Engagement (Q22, mean = 3.46) More than two-thirds (70%) of the students reported that they attended more campus educational events than they would have if not enrolled in FSUS, yet only half indicated that they attended more community activities. As with attendance at campus events, 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.

Diversity (Inclusion ), (Q4, mean = 3.47) 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.

## **STUDENT COMMENTS**

In 2010, 1613 students (83%) 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. While most students chose not to provide written comments, several identified more than one topic in their responses. Clearly, many more students volunteered positive information in response to FSUS than those who shared negative views.

### **Most Helpful**

Grouped by FSUS objective, responses to these questions indicate that the most helpful course objectives for the 2010 first-year cohort were

- campus resource (Library) information
- advising and registration, and,
- time 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, 8.5% of the students commented that time management *was* one of the most helpful topics covered. This may have been a matter of not applying what they learned in the class.

In addition to these objectives, students reported that they appreciated receiving career information as well as being encouraged to participate in camps activities.

### **Least Helpful**

The least helpful objectives identified through student comments were

- wellness information,
- diversity, and
- active (mandatory) participation in campus activities.



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.”

One-third (n=31) of the FSUSeminar courses visited the Jim Crow museum in fall 2010. While some students (n=21) indicated that it was the most helpful aspect on the course, four times as many (n=80) indicated that it was least helpful. Perhaps this is a resource that would be better understood by students when given more time to prepare and later reflect upon the experience than is available in a one-credit course.

At the same time many students indicated that attending required seminars and events was helpful, an equal number (6.1%) disagreed. Many cited that they didn’t want to be “forced” or “required to go” or that they were required to attend “too many” out of class activities. Several students, however, commented that they liked “being required to go out and do things and attend events I otherwise wouldn’t have,” and “being forced to go to cultural seminars because some were interesting” as well as “it kept me involved.”

Although five percent of the students reported that the homework assignments and class activities were helpful, twice as many (12%) indicated they did not like having assignments – especially writing assignments, which is a common lament for first-year seminars.

### **Additional Topics / Comments**

Many students indicated that they would like more information on

- campus resources (technology),
- registration and scheduling,
- study skills, and
- time management.

Several (5%) indicated that would like to see even more required out-of-class activities. (See Appendix D)

## POPULATION COMPARISON

In comparison to the other FSU undergraduate colleges and Honors program,

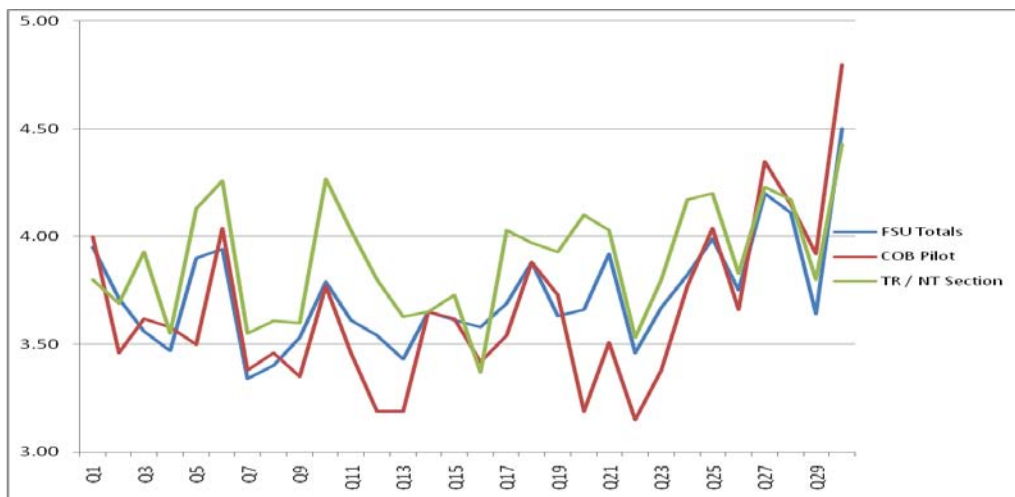
- The College of Engineering Technology had the highest mean scores for half of the survey statements followed by the college of Education and Human Services who had the highest scores for about one-third of the survey statements. High scores for CET sections included the topics of advising, wellness, academic honesty, diversity, inclusion of others, and all questions pertaining to the course instructor. This is an interesting turn-around for Engineering Technology which has traditionally reported the lowest survey scores. The reason for this change is unknown.
- Allied Health students responded with the lowest scores for half of the survey questions including those pertaining to introduction to academic advisor information, academic honesty, diversity, wellness, and student engagement. It is unclear why Allied Health scores were so low, but it may have been influenced by the fact that Allied Health faculty did not teach the FSUS courses for their students as had been done in the past.

(See Appendix E)

## PILOT COURSES

Two pilot sections of FSUS100 were taught in fall 2010: one for College of Business students in Marketing and Advertising, and the other for University College transfer and non-traditionally aged students. Both were taught as double paced classes meeting twice a week for the first half of the semester.

When comparing survey results of these two sections with that of the general population it was noted that the transfer/non-trad section scored above the university average on all questions except campus technology and wellness. It was expected that this section would have scored lower on the wellness questions (alcohol consumption and sexual responsibility) as these topics were not covered in the class (stress management took its place in satisfying the wellness topic). Even though campus technology was introduced on several occasions, the older students self-reported as being uncomfortable with technology and “not as fluent” with computers as the younger students.



First-year students in the pilot section for the College of Business scored at or below the institutional average on most questions. This group scored slightly above the average when it came to finding information in the FLITE library, registering for classes, and satisfaction with the course instructors, and



significantly below the institutional average in learning about the university's personal and academic support services, the history of Ferris, and student engagement (attending campus /community events). Instructors from this class shared that the positive of having a double-paced seminar is that students were introduced to more information during the first half of the semester and students liked being done with the class after eight weeks. On the negative side, the course was completed prior to course registration for the following semester making it difficult to share advising/registration information in a group setting because the course was over before fall schedules were available in Banner.

(see Appendix E)

## DEMOGRAPHICS

The percentage of identified males and females responding to the survey was about the same. Overall, the response rates for both males and females were the same. Males, however, responded more favorably to learning about academic honesty, adapting to college life and the Ferris community, and interacting with faculty. Females reported that they were more likely to continue to participate in campus and community events as a result of their seminar course. Scores for females also indicated that the seminar also gave them a better understanding of the history of Ferris State University.

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 F)

## 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. The most common response to all survey statements was that students “agreed” that FSUS improved their overall abilities, helped them learn how to access campus resources, utilize campus technology, and increased their understanding in ways that helped prepare them to be successful in college. Exceptions to this statement were in the areas of being more inclusive of others, developing effective study schedules, applying study skills (strategies) to their academic courses, and future attendance at campus/community events.



## **RECOMMENDATIONS:**

Even though most students have reported that FSUS has helped them to adapt to college both academically and socially, we must aggressively continue to fulfill the purpose of the course - to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation. The following recommendations are being made as a result of data analysis from the 2010 FSUS program evaluation:

### **Campus Resources / Technology**

- Students will receive information regarding personal and academic support services via the FSUS student packets and guest presentations in the FSUS classroom.
- Classroom activities (worksheets, virtual scavenger hunts, etc.) will be developed to assist students in knowing how and when to utilize campus resources (personal and academic support services.)
- FSUS instructors will continue to introduce MyFSU, FerrisConnect, and MyDegree in the seminar courses.
- The FSUS coordinator will work in collaboration with the College of Professional and Technical Studies to introduce students to resources regarding student readiness for taking online courses. These resources will be made available through FSUS student packets.

### **Diversity**

- Inasmuch as the Jim Crow Museum is an important and valuable diversity resource, it is also a values-challenging resource that deserves considerably more time for preparation, viewing, and discussion to enable processing and reflection than is available in the current one-credit course format. FSUS instructors will be encouraged to seek alternative activities for introducing diversity and inclusion in the seminar course; the FSUS Coordinator will continue to collaborate with the Diversity and Inclusion office as well as the Office of Minority Student Services to identify additional guest speakers and activities to supplement the FSUS diversity objective; and the Coordinator will continue to emphasize this objective in training sessions for new and returning instructors.

### **Time Management**

- FSUS instructors will be encouraged to discuss time management throughout the semester. Additional resources will be developed to assist students in understanding the importance effective time management and developing effective study schedules. These resources will be made available to students and instructors via Ferris Connect and the FSUS website.

### **Study Skills**

- The FSUS Coordinator will collaborate with the Academic Support Center to assemble additional study-skills resources for classroom use. FSUS instructors will be encouraged to emphasize study skills and help students understand how to utilize study skills / strategies in their other courses.

### **Double-Paced Courses**

- FSUS courses will continue to be offered for transfer and non-traditional students as a double-paced course delivered in the first half of the semester.
- A second double-paced pilot section of FSUS will be offered for College Business Students in the fall of 2011.

### **Student Engagement**

- Information on joining Registered Student Organizations and tracking student activities using OrgSync software will be made available to all students via the FSUS student packets distributed at the beginning of the semester. Representatives from the Student Leadership and Activities office will be invited to speak in FSUS classes as deemed suitable by instructors.
- FSUS faculty will be encouraged to continue promoting 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.

**APPENDIX A: FSUS Compliance – Fall 2010**

College	# FSUS First-Year Students* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd **	Net # Not in FSUS	Never Enrolled in FSUS or Equiv	Dropped by Student	Other	% in FSUS
AH	240	3	3	0				100.0%
AS	434	5	4	1	1			99.9%
BU	318	7	4	3		3		99.0%
ED	218	8	8	0				100.0%
TE	297	45	40	5	2	2	1	98.0%
UN	324	14	13	1			1	99.7%
<b>Total</b>	1831	82	72	10	3	5	2	99.5%

\*FSUS First-Year Students includes FTIACS and transfer students with < 12 transfer credits – does not include students in non-degree seeking (NDEZ) programs.

\*\*Students not required to take FSUS because 1) students appear to have more than 12 cum hrs that do not yet appear as transfer credits, n=43x, 2) are taking 1-2 internet or off-campus classes, 3) are in a Certificate program or 4) have been granted special consideration to excuse them from FSUS

**APPENDIX B: Embedded Seminar Courses**

<b>College of Business:</b>	
PGMG101	Introduction to Professional Golf Management (1 cr)
PTMG101	Introduction to Professional Tennis Management (1 cr)
MIMG101	Introduction to Music Industry Management (1 cr)
PREL101	Contemporary Public Relations (1 cr)
RFIM101	Orientation to Hospitality Industry (1 cr)
<b>Technology:</b>	
CONM100	Introduction to Construction Technology Management (1cr)
<b>University College:</b>	
UNCP100	University College Transition Seminar (3 cr)
DIST100	Directed Studies Seminar (1 cr)
<b>Honors Program</b>	
HNRS100	Orientation to Honors (1 cr)

### APPENDIX C: Summary of FSUS Course Evaluation Responses - Fall 2010

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).	3.95	75%	17%	8%	0%
2. adapt to college life and the Ferris community.	3.71	64%	22%	13%	0%
3. organize my time to meet my responsibilities	3.56	56%	30%	14%	0%
4. be more inclusive of others.	3.47	50%	37%	12%	1%
<i>My FSU Seminar course helped me learn how to:</i>					
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.90	73%	16%	11%	0%
6. register for future classes.	3.94	73%	15%	12%	0%
7. develop an effective study schedule.	3.34	44%	37%	19%	1%
8. apply study skills (strategies) to use in my academic courses	3.40	48%	34%	17%	1%
9. interact with faculty	3.53	55%	30%	15%	1%
10. interact with my academic advisor	3.79	67%	19%	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.)	3.61	58%	26%	15%	1%
12. personal support services (health center, personal counseling, educational counseling, etc)	3.54	55%	28%	16%	1%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.43	50%	31%	18%	1%
<i>The FSU Seminar increased my understanding of:</i>					
14. appropriate etiquette for the college classroom.	3.65	60%	26%	13%	1%
15. the impact of alcohol consumption.	3.61	59%	24%	16%	1%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.58	57%	26%	16%	1%
17. my learning style.	3.69	62%	25%	12%	1%
18. academic honesty.	3.88	71%	20%	8%	1%
19. differences and similarities among the members of the diverse Ferris community.	3.63	59%	27%	13%	1%
20. the history and mission of W.N. Ferris/ Ferris State University.	3.66	61%	25%	14%	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
<b><i>Because of my FSU Seminar:</i></b>					
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	3.92	70%	15%	14%	1%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.46	50%	26%	22%	2%
23. I will be more likely to attend future campus/community events.	3.67	61%	23%	15%	1%
<b><i>The instructor of this course:</i></b>					
24. used a variety of teaching methods.	3.82	68%	20%	11%	1%
25. promoted meaningful class discussion	3.99	76%	14%	9%	1%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.75	65%	21%	13%	1%
27. was enthusiastic and displayed an interest in students and their learning.	4.20	82%	11%	7%	1%
28. I would take another course with this instructor.	4.11	77%	12%	10%	1%
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.64	61%	21%	17%	1%
30. I plan on returning to Ferris next semester.	4.50	88%	5%	5%	2%

*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 D: 2010 Student Comments Grouped By FSUS Objective**

#	Objective (abbreviated)	Most Helpful		Least Helpful		Additional Info.	
		N	%	N	%	N	%
1	Campus Resources / Services / Library	<u>365</u>	<u>22.6%</u>	<u>93</u>	<u>5.7%</u>	<u>67</u>	<u>4.1%</u>
	*Library (included above)	206	12.7%	42	2.6%	13	0.8%
	*intro to Campus Technology	66	4.1%	18	1.1%	21	1.3%
2	Learning Styles	79	4.9%	50	3.1%	3	0.2%
3	Wellness – alcohol, sexual responsibility/stress	85	5.3%	121	7.5%	29	1.8%
4	Time Management	138	8.5%	54	3.3%	38	2.3%
5	Study Skills Info	93	5.7%	25	1.5%	49	3.0%
6	Diversity	53	3.3%	<u>127</u>	<u>7.8%</u>	<u>3</u>	<u>0.2%</u>
	*Jim Crow Museum (incl above)	21	1.3%	80	4.9%	-	-
7	Registration / Advisor / Scheduling Information	<u>241</u>	<u>14.9%</u>	<u>16</u>	<u>1.0%</u>	<u>117</u>	<u>7.2%</u>
	*Advisor Information (incl above)	27	1.7%	1	0.1%	18	1.1%
8	Active Participation – learning about/attending campus activities (not incl. FLITE tours and wellness presentations)	99	6.1%	98	6.1%	74	4.6%
9	Academic Honesty / Etiquette / Code of Conduct	<u>55</u>	<u>3.4%</u>	<u>73</u>	<u>4.5%</u>	<u>19</u>	<u>1.2%</u>
	*Know the Code	17	1.1%	6	0.4%	17	1.1%
10	History of FSU	17	1.1%	83	5.1%	6	0.4%
m/g	Helped adapt to college / college life	16	1.0%			28	1.7%
	<u>Homework/ Assignments / Activities</u>	<u>79</u>	<u>4.9%</u>	<u>192</u>	<u>11.9%</u>	0	-
	*writing/journals	3	0.2%	57	3.5%	-	-
	Career Information	<u>109</u>	<u>6.7%</u>	<u>6</u>	<u>0.4%</u>	<u>11</u>	<u>0.7%</u>
	*Career Services (included above)	23	1.4%	-	-	-	-
	*Resumes (included above)**	58	3.6%	-	-	-	-
	*Campus Jobs (included above)**	-	-	-	-	11	0.7%
	Major Specific Information	78	4.8%	-	-	33	2.0%
	Money Management / Financial Aid Info	49	3.0%	13	0.8%	31	1.9%
	Positive - general (not included above) "course good as is," "all helpful," etc.	27	1.7%	229	14.2%	167	10.3%
	Negative - general (not included above) "nothing helpful," "the rest of it," etc.	32	2.0%	46	2.8%	20	1.2%
	No response (incl "?" or NA)	172	10.6%	338	26.0%	575	33.5%

\*\* 86% (50) were from MIMG and PGMG courses

**APPENDIX E: Population Comparison for Each Survey Question**

MEAN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
<b>Inst.</b>	<b>3.95</b>	<b>3.71</b>	<b>3.56</b>	<b>3.47</b>	<b>3.90</b>	<b>3.94</b>	<b>3.34</b>	<b>3.40</b>	<b>3.53</b>	<b>3.79</b>
A&S	4.06	3.77	3.58	3.53	3.97	3.92	3.41	3.36	3.58	3.82
AHS	3.64	3.52	3.39	3.37	3.74	3.89	3.20	3.37	3.38	3.55
BUS	3.94	3.55	3.49	3.40	3.79	3.88	3.28	3.31	3.48	3.65
CET	4.09	3.90	3.73	3.68	3.78	4.05	3.42	3.54	3.70	4.09
EDU	4.07	3.94	3.66	3.60	4.01	3.84	3.48	3.52	3.57	3.70
HNRS	4.04	3.74	3.43	3.43	3.91	3.86	3.23	3.34	3.48	3.74
UC	3.76	3.64	3.64	3.35	4.06	4.10	3.36	3.43	3.53	3.95
Std Deviation	0.18	0.18	0.14	0.14	0.13	0.11	0.11	0.10	0.11	0.20

MEAN	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
<b>Inst.</b>	<b>3.61</b>	<b>3.54</b>	<b>3.43</b>	<b>3.65</b>	<b>3.61</b>	<b>3.58</b>	<b>3.69</b>	<b>3.88</b>	<b>3.63</b>	<b>3.66</b>
A&S	3.71	3.65	3.63	3.65	3.66	3.70	3.73	3.83	3.65	3.90
AHS	3.61	3.43	3.33	3.61	3.40	3.29	3.59	3.63	3.45	3.65
BUS	3.24	3.23	3.12	3.63	3.51	3.53	3.55	3.92	3.49	3.35
CET	3.78	3.80	3.61	3.83	3.63	3.62	3.80	4.03	3.87	3.71
EDU	3.87	3.81	3.68	3.82	3.98	3.88	3.89	3.93	3.81	3.64
HNRS	3.69	3.58	3.38	3.55	3.50	3.51	3.70	3.93	3.57	3.84
UC	3.60	3.46	3.43	3.53	3.66	3.51	3.67	3.83	3.68	3.64
Std Deviation	0.22	0.23	0.20	0.13	0.20	0.19	0.13	0.14	0.17	0.16

MEAN	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
<b>Inst.</b>	<b>3.92</b>	<b>3.46</b>	<b>3.67</b>	<b>3.82</b>	<b>3.99</b>	<b>3.75</b>	<b>4.20</b>	<b>4.11</b>	<b>3.64</b>	<b>4.50</b>
A&S	3.94	3.45	3.70	3.83	3.91	3.76	4.15	3.96	3.63	4.38
AHS	3.98	3.47	3.47	3.65	3.90	3.73	4.07	4.07	3.50	4.41
BUS	3.82	3.43	3.61	3.76	3.99	3.69	4.21	4.21	3.60	4.62
CET	3.87	3.45	3.78	4.06	4.23	4.05	4.47	4.41	3.90	4.51
EDU	4.10	3.51	3.81	3.94	4.10	3.86	4.27	4.16	3.67	4.56
HNRS	4.02	3.58	3.72	3.76	3.91	3.60	4.09	3.91	3.64	4.50
UC	3.82	3.35	3.62	3.79	3.95	3.65	4.13	4.09	3.59	4.48
Std Deviation	0.12	0.08	0.13	0.15	0.13	0.17	0.15	0.17	0.14	0.07

**APPENDIX F: PILOT Section Comparisons**

Question	MEAN Score			% Agree			% Neutral			% Disagree		
	10F	TR/ NT	BUS	10F	TR/ NT	BUS	10F	TR/ NT	BUS	10F	TR/ NT	BUS
<b><i>Participation in an FSU Seminar improved my ability to:</i></b>												
1. find what I need at the library (FLITE).	3.95	3.80	4.00	75%	60%	73%	17%	27%	19%	8%	13%	8%
2. adapt to college life and the Ferris community.	3.71	3.69	3.46	64%	57%	50%	22%	23%	38%	13%	17%	12%
3. organize my time to meet my responsibilities	3.56	3.93	3.62	56%	73%	62%	30%	20%	23%	14%	10%	12%
4. be more inclusive of others.	3.47	3.55	3.58	50%	50%	46%	37%	43%	54%	13%	10%	0%
<b><i>My FSU Seminar course helped me learn how to:</i></b>												
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.90	4.13	3.50	73%	77%	62%	16%	20%	19%	11%	7%	19%
6. register for future classes.	3.94	4.26	4.04	73%	90%	77%	15%	7%	15%	11%	7%	8%
7. develop an effective study schedule.	3.34	3.55	3.38	44%	60%	42%	37%	23%	42%	19%	20%	15%
8. apply study skills (strategies) to use in my academic courses	3.40	3.61	3.46	48%	50%	54%	34%	43%	27%	18%	10%	19%
9. interact with faculty	3.53	3.60	3.35	55%	53%	42%	30%	40%	42%	15%	7%	15%
10. interact with my academic advisor	3.79	4.27	3.77	67%	83%	73%	20%	13%	4%	13%	3%	23%
<b><i>The FSU Seminar course helped me learn how to access the University's:</i></b>												
11. academic support services (tutoring, writing center, SLA, etc.)	3.61	4.03	3.46	58%	73%	54%	26%	23%	27%	15%	3%	19%
12. personal support services (health center, personal counseling, educational counseling, etc)	3.54	3.80	3.19	55%	70%	42%	28%	17%	35%	16%	13%	23%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.43	3.63	3.19	50%	57%	42%	31%	30%	38%	18%	13%	19%
<b><i>The FSU Seminar increased my understanding of:</i></b>												
14. appropriate etiquette for the college classroom.	3.65	3.65	3.65	60%	57%	62%	26%	33%	27%	13%	13%	12%
15. the impact of alcohol consumption.	3.61	3.73	3.62	59%	53%	58%	24%	37%	27%	16%	10%	15%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.58	3.37	3.42	57%	37%	54%	26%	47%	27%	16%	17%	19%
17. my learning style.	3.69	4.03	3.54	62%	73%	54%	25%	23%	31%	12%	3%	15%
18. academic honesty.	3.88	3.97	3.88	71%	70%	69%	20%	23%	27%	8%	7%	8%
19. differences and similarities among the members of the diverse Ferris community.	3.63	3.93	3.73	59%	73%	69%	28%	23%	27%	13%	3%	8%
20. the history and mission of W.N. Ferris/ Ferris State University.	3.66	4.10	3.19	61%	77%	31%	25%	23%	27%	14%	0%	15%

**(Continued)**



**APPENDIX F: PILOT Section Comparisons (Con't)**

Question	MEAN Score			% Agree			% Neutral			% Disagree		
	10F	TR/ NT	BUS	10F	TR/ NT	BUS	10F	TR/ NT	BUS	10F	TR/ NT	BUS
<b><i>Because of my FSU Seminar:</i></b>												
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	3.92	4.03	3.51	70%	73%	54%	15%	13%	31%	14%	13%	23%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.46	3.53	3.15	50%	53%	38%	26%	27%	23%	22%	20%	35%
23. I will be more likely to attend future campus/community events.	3.67	3.80	3.38	61%	67%	54%	23%	20%	31%	15%	13%	15%
<b><i>The instructor of this course:</i></b>												
24. used a variety of teaching methods.	3.82	4.17	3.77	68%	77%	69%	20%	27%	19%	11%	0%	12%
25. promoted meaningful class discussion	3.99	4.20	4.04	76%	80%	77%	14%	17%	19%	9%	3%	8%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.75	3.83	3.66	65%	67%	58%	21%	17%	15%	13%	17%	12%
27. was enthusiastic and displayed an interest in students and their learning.	4.20	4.23	4.35	82%	80%	88%	11%	17%	8%	7%	3%	4%
28. I would take another course with this instructor.	4.11	4.17	4.15	77%	80%	73%	12%	13%	12%	10%	7%	8%
<b><i>Overall:</i></b>												
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.64	3.80	3.92	61%	67%	69%	21%	20%	19%	17%	13%	12%
30. I plan on returning to Ferris next semester.	4.50	4.43	4.80	88%	83%	92%	5%	10%	4%	5%	7%	0%

## APPENDIX G: Demographics

<b>Gender:</b>	#	%
Males	744	46%
Females	689	43%
Unreported	180	11%

<b>Age</b>	#	%
18 or younger	955	59%
19 to 21	386	24%
22 to 24	24	1%
25 to 27	14	1%
28 to 30	1	<1%
31 or older	15	1%
Unreported	218	14%

<b>Ethnicity</b>	#	%
American Indian Alaskan Native	12	1%
Asian	12	1%
Black	114	7%
Foreign	6	<1%
Native Hawaiian/Pacific Islander	1	<1%
Multi-racial	49	3%
Hispanic	20	1%
White	1166	72%
Unreported	233	14%

<b>Study Time</b>	#	%
Do not Study	69	4%
1 to 5 hours	487	30%
6 to 10 hours	490	30%
11 to 20 hours	240	15%
21 to 30 hours	73	5%
31 to 40 hours	21	1%
31 to 40 hours	12	1%
Unreported	221	14%

<b>Activities</b>	#	%
No Activities	581	36%
One Activity	346	21%
Two Activities	187	12%
Three Activities	97	6%
Four Activities	43	3%
Five Activities	29	2%
> Five Activities	102	6%
Unreported	228	14%