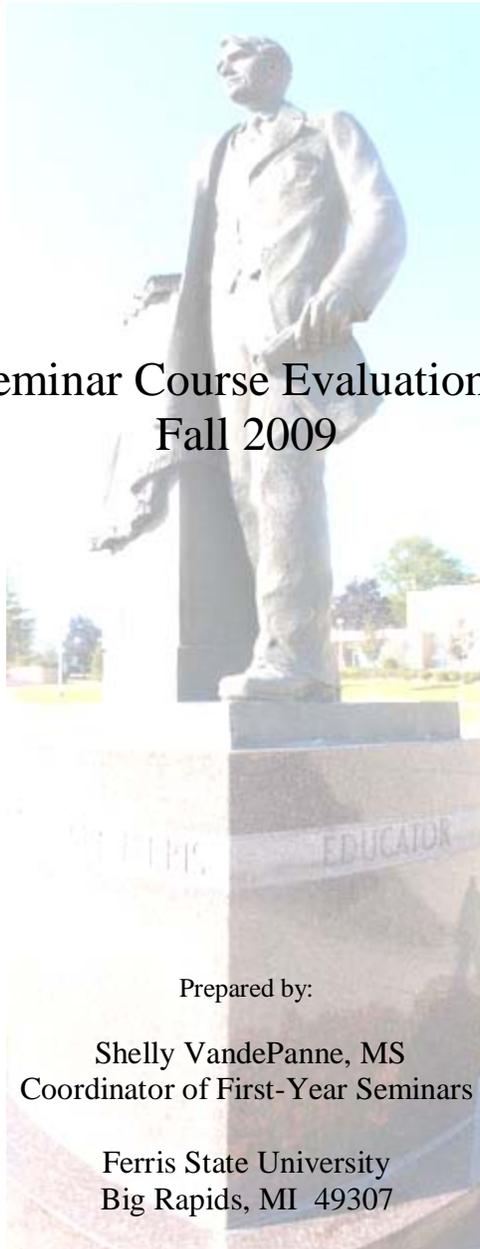




FSUSEMINAR

**FSU Seminar Course Evaluation Report
Fall 2009**



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FSU Seminar Course Evaluation Report

Fall 2009

EXECUTIVE SUMMARY

Survey scores for the 2009 FSUS Course Evaluation reveal that FSUS objectives are being 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, and
 - helped them learn how to register for future classes.These results came as no surprise as library and registration information have always been identified as the two most beneficial aspects of the course.
- **Two-thirds** of the students indicated that their FSU Seminar course
 - helped them learn how to utilize campus technology tools, and interact with their academic advisor;
 - increased their understanding of academic honesty and the history and mission of W.N Ferris / Ferris State University; and
 - influenced them to attend more educational events than they would have if they had not enrolled in FSUS.
- **More than half** indicated that FSUS helped prepare them for future success at Ferris. One-quarter (23%) weren't sure one way or the other, and just one-fifth (18%) 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 except being more inclusive of others, developing effective study schedules and future attendance at campus/community events. It should be noted, however, that students did not disagree that FSUS had an impact in these areas - scores were still on the positive side of the rating scale but were closer to being neutral. This indicates that while students appreciated diversity initiatives introduced through FSUS, they weren't sure if it had any effect on their thoughts or behaviors.
- **Many students** indicated that they would like more information on registration and scheduling, campus resources, and time management. They also would like to see the addition of campus tours and/or maps, as well as information on money management and joining RSO's.
- **Several recommendations** are being made as a result of data analysis from the 2009 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 12 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 also collaborate with departments across campus to present additional resources and information on campus tours and/or maps, money management and student engagement opportunities such as joining RSO's. This information will be provided in the FSUS students packets which are distributed to students during the first week of classes.
- FSUS Instructors will continue to advocate for alcohol awareness and personal responsibility through the FSU Seminar courses. It is recommended that professional speakers continue to be invited to campus for presentations on alcohol and sexual responsibility and instructors send their students to such presentations.
- FSU Seminar course evaluations will continue to be administered each semester to assess the overall effectiveness of the FSUS program and to assist in the planning and development of future course content and delivery methods.



FSU Seminar Course Evaluation Report

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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 2009. (see Appendix A)

For the past seven years, Ferris State University students have participated in the First Year Initiative Survey conducted by Educational Benchmarking (EBI). The purpose of the national study was to survey students to understand their perceptions of first-year experience courses. In fall, 2009, the FYI survey was replaced by an in-house course evaluation tool resulting in a savings of more than \$3500 for the University. The new FSUS course evaluation, designed by the FSUS Advisory Committee, focuses on addressing the ten FSUS course objectives. Results of this instrument will 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 1967 students enrolled in a seminar course, 1501 completed the evaluation for a response rate of 76%.

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.

2009 FINDINGS

Information obtained from the 2009 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 (80%), used a variety of teaching methods (71%). The majority (75%) 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) (74%, objective 1), and
 - helped them learn how to register for future classes (72%, 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.



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

- helped them learn how to
 - utilize campus technology tools (e.g, MyFSU, and FerrisConnect) (68%, objective 1), and
 - interact with their academic advisor (67%, objective 7);
- increased their understanding of
 - academic honesty (68%, objective 9), and
 - the history and mission of W.N Ferris / Ferris State University (67%, objective 10);
- and influenced them to
 - attend more campus educational events than they would have if they had not enrolled in FSU Seminar (65%, objective 8).

One of the FSUS program goals this past year was to include an introduction to FerrisConnect in the seminar course. Some instructors used it considerably in their seminar course, others directed students to complete an on-line tutorial. Survey responses are evidence that this goal was met.

Two-thirds of the students reported that FSUS helped increase their understanding of academic honesty and the History of Ferris.

- Dr. William Potter, Dean of University College, played a major role in helping students understand academic integrity by giving more than 30 presentations in FSU Seminar courses as well as through the Academic Support Center speaker series. The office of Judicial Services also gave presentations for six FSUS classes.
- The history of WN Ferris and Ferris State University has typically been one of the lesser valued FSUS course objectives. The current positive view toward this topic may have been influenced by the university's 125th Anniversary celebration events. Other factors that may have contributed to the positive response may include historical presentations given by Melinda Isler, University Archivist (n=23), visits with President Eisler at the historical exhibit on the third floor of the Timme Center, or the presentation of the book "The Sayings of W.N. Ferris" as gifts to students in all FSU Seminar courses.

FSUS certainly works as an avenue for encouraging students to get involved in campus and community events. 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-quarter 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 (58%) indicated that the FSU Seminar course prepared them for future success at Ferris. One-quarter (23%) weren't sure one way or the other, and one-fifth (18%) 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.



If one were to compare the above rates with those from previous FYI survey reports, it would appear that FSUS is not as effective as it was in past years when 70-90% of the students responded positively in these areas. An at-a-glance comparison may not be accurate, however, due to the differences in rating scales used for each instrument.

The FYI survey used a seven-point rating scale in which students were given more selections and *had* to choose a level of agreement or disagreement. Electing not to make a decision by choosing “neutral” was not an option.

7	6	5	4	3	2	1
Significantly			Somewhat			Not at All

FYI Survey Response Scale

The current FSUS evaluation used the following five-point rating scale giving in which students could agree, disagree, or remain neutral. There were no gray areas in which students could “kind of” agree or disagree. An average of one-quarter to one-third of the students remained neutral for most questions on the 2009 FSUS course evaluation.

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

FSUS Course Evaluation Rating Scale

If the number of “somewhat” responses in earlier FYI surveys were viewed as being “neutral” and deducted from the number of students in agreement in the last FYI survey, there would be little difference in the level of agreement between the results of the two instruments. This is an indication that overall, the FSU Seminar course was effective in fall 2009 as it has always been.

LOWEST SCORING STATEMENTS (Mean \leq 2.1, Most Favorable)

When looking at mean scores for FSU Seminar course evaluation, it is important to note that the lower the mean score, the more students are in agreement with a statement. In other words, lower scores are more favorable. Three FSUS objectives were identified in the “lowest scoring means” statements on the survey indicating that they were viewed most positively by students:

- knowledge of campus resources (FLITE),
- advising and registration procedures, and
- diversity.

(See Appendix B)

It was not surprising that FLITE library and advising/registration components of the course had the lowest 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 = 2.06) Almost all (95%) of the first-year seminar courses toured the FLITE library in fall 2009. 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. Students indicated that library tours were most beneficial when done early in the semester.

FerrisConnect (Q5, mean = 2.18) was introduced to students in a variety of methods through FSUS. A seminar course shell was built to provide instructors with electronic copies of classroom resources. All instructors were given the ability to copy the FSUS course shell to adapt for their students. Several FSUS instructors utilized FerrisConnect as a tool for teaching seminar courses by including links, activities, and quizzes. Some used it to post grades and/or communicate with their students. Others introduced FerrisConnect by directing students to an online tutorial.

Advising/Registration (Q6, mean = 2.09) 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.

Diversity (Q19, mean = 2.12) For the past year, the FSUS coordinator has collaborated with the Diversity and Inclusion Office as well as the Office of Multicultural Student Services to promote the FSUS diversity objective, “for students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.” Dr. David Pilgrim, Chief Diversity Officer, and Dr. Susan Morris, Coordinator of the Jim Crow Museum, were invited to speak with instructors at the annual FSUS instructor training session in May, and at the FSUS Instructor kick-off meeting in August, 2009. Dr. Pilgrim shared his insights on teaching diversity in the classroom and Dr. Morris shared a plan for visiting the Jim Crow Museum as FSUS classes. In her plan, Dr. Morris emphasized that students should be prepared by viewing the Jim Crow DVD prior to the tour, and that follow up conversations should be conducted afterward so students could process what they had seen and the emotions they may have experienced. In the fall of 2009, more than one-third (n=39) of the FSUS classes toured the museum and spent multiple sessions discussing diversity. Several other classes had diversity speakers come into the classroom from the Office of Multicultural and Student Affairs (n = 11), The Diverse Sexuality and Gender Alliance (n = 10) and the Alliance of Ferris Employees, resulting in exposure to many types of diversity.

HIGHEST SCORING STATEMENTS (Mean \geq 2.5, Least Favorable)

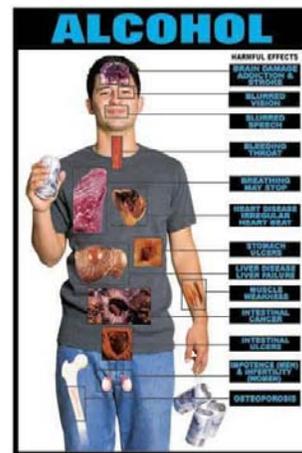
Four FSUS objectives were identified in the “highest scoring means,” statements on the survey indicating that they were viewed as “least effective” aspects of the course. Even though they had the highest scores, they were still on the positive side of the rating scale but mean scores were closer to being neutral. Objectives with highest scoring means included:

- wellness,
- knowledge of Campus Resources (personal support services),
- diversity (inclusion), and
- time management.

(See Appendix B)

Wellness – (alcohol - Q15, mean = 2.52; college students’ sexual issues - Q16, mean = 2.56)

Alcohol awareness and personal (sexual) responsibility has always been among the least favored FSUS topics. Student comments reveal that they don’t believe they need this information because they have “already heard,” “already know,” or that it doesn’t apply to them because they “don’t do that.” Even though students do not agree that this is not one of the most beneficial topics in first-year seminars, just as many students identified it as being the most helpful topic (n=83) as those who identified it as “least helpful” (n=88) in their written comments.



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.

Diversity (Inclusion – Q4, mean = 2.48) Even though the diversity objective was identified as one of the most effective objective areas in terms of mean score, the seminar did not improve students' ability or influence them to be more *inclusive* of others. As stated earlier, 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.

Time Management (Q3, mean = 2.48) Effective time management was 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 introduce 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. In spite of being one of the higher scoring mean questions, 95 students (7%) students reported that time management was one of the most helpful seminar topics. Forty students (2.7%) mentioned that they would like additional information and help with time management.

STUDENT COMMENTS

In 2009, 1348 students (90%) 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 2009 first-year cohort were

- campus resource (Library) information
- advising and registration, and,
- encouragement for active participation in campus (out of class) activities.

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. Several students (8.1%) 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."

In addition to these objectives, students reported that homework assignments and classroom activities were helpful (even though they weren't always challenging), and that they appreciated receiving major-specific information.

Least Helpful

The least helpful objectives were reported to be

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

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.

Three times as many students agreed that FSUS improved their understanding of the impact of alcohol as those who disagreed. Those who identified wellness as the least helpful topic indicated that they had "already heard/knew about it," or that it didn't pertain to them because "(they) don't do that," or "everybody does it anyway."

At the same time many students indicated that attending required seminars and events was helpful, an equal number (8.2%) 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.

Half of the students who identified diversity as being the least helpful topic mentioned tours of the Jim Crow Museum (n=41) or presentations by GLBT organizations (n=140), but didn't explain why these resources were not effective. Perhaps it was because these presentations took students out of their comfort zones, or forced them to address topics they would rather avoid. It could also have been because a one-credit seminar course does not have enough the time allotted to have thorough discussions regarding these issues.

Although many students reported that the homework assignments and class activities were helpful, just as many (about one tenth) indicated they did not like having assignments – especially writing assignments, which is common for all first-year classes.

Additional Topics / Comments

Many students indicated that they would like more information on registration and scheduling, campus resources, and time management. They also would like to see the addition of campus tours and/or maps, as well as information on money management and joining RSO's.

In terms of additional comments, 134 students (9%) offered negative observations regarding their seminar. One-third of those comments came from students in embedded seminar courses. Generally, the negative comments questioned the necessity of the class and made reference to the seminar as "pointless" or "a waste of time" (n= 39). Several mentioned that they did not like the days when they got out of class early, class was not held because of outside events, or that their instructor "wasn't there." On the flip side, almost twice as many student (n=211, 1.4%) made positive statements such as "overall great class," "this class was very helpful I used information given in class almost weekly," and "I don't think I would have been mentally prepared for college if not for this class."

(See Appendix D)



POPULATION COMPARISON

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

- University College had the lowest mean scores for three-quarters of the survey statements.
- Arts & Science sections had the most favorable scores regarding FLITE library and utilization of campus technology. A&S students' scores were about the same as University College students in regard to positive relationships with their FSUS instructors.
- Honors sections reported that they were much more likely to attend campus and community events and will continue to do so as a result of their seminar than students in other populations. This could have been attributed to the fact that campus and community engagement is a requirement of the Honors Program in addition to the Honors seminar course.

(See Appendix E)

University College's scores, which were 7-21% below the institutional means, were not surprising for a variety of reasons:

- FSUS has been part of the curriculum for University College programs for more than ten years.
- University College's courses were taught by instructors with many years of first-year seminar experience who also served as the academic advisors for students.
- The FSUS program is housed under the University College umbrella, therefore, it would be natural for the college's faculty and staff to be especially cognizant of accomplishing the course objectives.

The College of Business had the highest mean scores (lowest level of agreement) for almost half (47%) of the survey statements. This was an unexpected finding. In the past, seminar courses for Business students, many of whom were in embedded seminar courses, were among those with the best scores. One factor attributing to the change in scoring this past year may be that as of fall 2009, BUSN122 was no longer being taught as a 3-credit embedded seminar.

College of Engineering Technology also had considerably higher scores for almost a third of the statements including student engagement topics, FLITE library resources, time management, inclusion (diversity) and the overall extent to which they believed FSUS helped prepare students for future success at Ferris.

DEMOGRAPHICS

The percentage of identified males and females responding to the survey was about the same. Overall, males responded more favorably that FSUS helped them to learn about campus resources, wellness issues, academics, time management, and how to interact 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 helped them to better understand their learning styles, academic honesty, diversity, and how to use campus support services.

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 E)

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 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. Several recommendations are being made as a result of data analysis from the 2009 FSUS program evaluation, university-wide initiatives, and in support of the core values that sustain the mission, vision, and future growth Ferris State University.

Collaboration

- The FSUS Advisory Committee will continue to meet regularly to provide feedback on the curriculum and structure of the program.
- DegreeWorks will be added to the list of current campus technology tools introduced in seminar courses.
- FSUS will incorporate the campus-wide theme (to be announced) into classroom discussions and activities in support of Ferris’ core values.

Diversity

- 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.

Ethical Community

- Academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting, as well as the University’s Core Values, Student Handbook, and Code of Conduct, will continue to be discussed in FSUS courses.

Excellence

- FSUS instructors will be encouraged to attend 1-2 FSUS meetings each year to update themselves on current course initiatives. Veteran faculty will be invited to attend the annual instructor training sessions to learn about new initiatives as well as share their expertise with new instructors.
- FSU Seminar course evaluations will be administered each semester. Survey results will be used to assess the overall effectiveness of the FSUS program and to assist in the planning and development of future course content and delivery methods.

Learning

- FSUS Instructors will continue to advocate for alcohol awareness and personal responsibility through the FSU Seminar courses. It is recommended that professional speakers continue to be invited to campus for presentations on alcohol and sexual responsibility and instructors send their students to such presentations.
- FSUS instructors will be encouraged to assign meaningful homework and assignments that relate to the course objectives and promote critical thinking.

- Money management will be introduced as a topic that may be covered in addition to the current course objectives. Resources will be collected by the FSUS Coordinator and shared with instructors in support of this suggestion.

Opportunity

- Information on joining Registered Student Organizations 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 2009

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	% in FSUS
AH	251	8	6	2	2		99.2%
AS	390	3	1	2	2		99.5%
BU	310	6	4	2	2		99.4%
ED	228	3	3	0			100.0%
TE	249	6	2	4	2	2	98.4%
UN	338	4	4	0			100.0%
Total	1764	30	20	10	8	2	99.5%

*From WebFocus Report SG0026RB: FSUS Compliancy; includes FTIACS and transfer students with fewer than 12 credits.

**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) have been granted special consideration to excuse them from FSUS, OR 4) will be taking an embedded class in the fall (two BU students will be in RFIM101) (n = 12).

APPENDIX B: Embedded Seminar Courses

College of Business:	
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)
Technology:	
CONM100	Introduction to Construction Technology Management (1cr)
University College:	
UNCP100	University College Transition Seminar (3 cr)
DIST100	Directed Studies Seminar (1 cr)
Honors Program	
HNRS100	Orientation to Honors (1 cr)

APPENDIX C: Summary of FSUS Course Evaluation Responses - Fall 2009

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).	2.06	74%	17%	8%	0%
2. adapt to college life and the Ferris community.	2.23	60%	27%	13%	0%
3. organize my time to meet my responsibilities	2.48	53%	33%	15%	0%
4. be more inclusive of others.	2.48	52%	36%	12%	0%
<i>My FSU Seminar course helped me learn how to:</i>					
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	2.18	68%	20%	12%	0%
6. register for future classes.	2.09	72%	15%	14%	0%
7. develop an effective study schedule.	2.67	43%	38%	18%	1%
8. apply study skills (strategies) to use in my academic courses	2.60	49%	33%	17%	1%
9. interact with faculty	2.43	56%	30%	14%	1%
10. interact with my academic advisor	2.17	67%	20%	12%	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.)	2.30	57%	27%	16%	1%
12. personal support services (health center, personal counseling, educational counseling, etc)	2.51	51%	32%	16%	1%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	2.58	49%	33%	18%	1%
<i>The FSU Seminar increased my understanding of:</i>					
14. appropriate etiquette for the college classroom.	2.34	61%	25%	13%	1%
15. the impact of alcohol consumption.	2.52	53%	28%	18%	1%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	2.56	51%	29%	19%	1%
17. my learning style.	2.34	62%	24%	13%	1%
18. academic honesty.	2.59	68%	22%	10%	1%
19. differences and similarities among the members of the diverse Ferris community.	2.12	64%	24%	12%	1%
20. the history and mission of W.N. Ferris/ Ferris State University.	2.22	67%	19%	13%	1%
<i>Green print = lowest scoring means; Red print = highest 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.	2.16	65%	16%	16%	3%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	2.63	47%	29%	24%	1%
23. I will be more likely to attend future campus/community events.	2.42	57%	26%	16%	1%
<i>The instructor of this course:</i>					
24. used a variety of teaching methods.	2.24	71%	24%	11%	1%
25. promoted meaningful class discussion	2.06	66%	17%	9%	1%
26. assigned meaningful homework/activities that covered the major objectives of this class.	2.30	63%	22%	14%	1%
27. was enthusiastic and displayed an interest in students and their learning.	1.84	80%	13%	6%	1%
28. I would take another course with this instructor.	1.94	75%	13%	11%	1%
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	2.24	58%	23%	18%	2%
30. I plan on returning to Ferris next semester.	1.58	85%	7%	7%	0%

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

Response Key:

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

APPENDIX D: 2009 Student Comments Grouped By FSUS Objective

#	Objective (abbreviated)	Most Helpful		Least Helpful		Additional Topics	
		N	%	N	%	N	%
1	Campus Resources / Services / Library	<u>304</u>	<u>20.3%</u>	<u>100</u>	<u>6.7%</u>	<u>68</u>	<u>4.5%</u>
	*Library (included above)	203	13.5%	63	4.2%	10	0.7%
	*intro to Campus Technology	18	1.2%	13	0.9%	23	1.5%
2	Learning Styles	66	4.4%	37	2.5%	-	-
3	Wellness – alcohol, sexual responsibility	83	5.5%	88	7.9%	13	0.9%
4	Time Management	95	6.3%	27	1.8%	40	2.7%
5	Study Skills Info	76	5.1%	32	2.1%	29	1.9%
6	Diversity	72	4.8%	<u>109</u>	<u>7.3%</u>	<u>0</u>	<u>0.0%</u>
	*Jim Crow Museum (incl above)	-	-	41	2.7%	-	-
	*DSAGA / GLBT speakers	-	-	14	0.9%	-	-
7	Registration / Advisor / Scheduling Information	<u>204</u>	<u>13.6%</u>	<u>16</u>	<u>1.1%</u>	<u>110</u>	<u>7.3%</u>
	*Advisor Information (incl above)	38	2.5%	-	-	28	1.9%
8	Active Participation – learning about/attending campus activities (not incl. mandatory wellness presentations)	120	8.1%	123	8.2%	46	3.1%
10	History of FSU	20	1.3%	87	5.8%	3	0.2%
	<u>Homework/ Assignments / Activities</u>	<u>140</u>	<u>9.3%</u>	<u>163</u>	<u>10.9%</u>	-	-
	*writing/journals			49	3.3%	-	-
	Major/college Specific Information	126	8.4%	8	0.5%	-	-
	Tours / MAP	-	-	-	-	39	2.6%
	RSO Informations	-	-	-	-	36	2.4%
	Money Management / Financial Aid Info	-	-	-	-	33	2.2%
	Positive - general (not included above) "course good as is," "all helpful," etc.	34	2.3%	223	14.9%	118	7.9%
	Negative - general (not included above) "nothing helpful," "the rest of it," etc.	16	1.1%	45	3.0%	16	1.1%
	No response (incl "?" or NA)	153	10.2%	303	20.2%	619	41.3%

APPENDIX E: Population Comparison

MEAN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Inst	2.06	2.23	2.48	2.48	2.18	2.09	2.67	2.60	2.43	2.17
A&S	1.89	2.35	2.50	2.39	1.99	1.93	2.75	2.65	2.50	2.21
AHS	2.07	2.32	2.51	2.59	2.28	2.21	2.69	2.56	2.74	2.47
BUS	2.13	2.26	2.55	2.55	2.36	2.21	2.78	2.76	2.37	2.15
EDU	2.01	2.24	2.52	2.58	2.15	2.35	2.73	2.59	2.49	2.41
CET	2.23	2.42	2.64	2.61	2.28	2.10	2.74	2.71	2.52	2.27
UNI	2.09	1.97	2.11	2.18	2.04	1.66	2.19	2.21	2.21	1.71
HNR	1.95	2.22	2.53	2.42	2.23	2.23	2.72	2.68	2.21	2.06

Difference in MEAN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
A&S	-0.17	0.12	0.02	-0.09	-0.19	-0.16	0.08	0.05	0.07	0.04
AHS	0.01	0.09	0.03	0.11	0.09	0.12	0.02	-0.04	0.31	0.30
BUS	0.07	0.03	0.07	0.07	0.18	0.12	0.11	0.16	-0.06	-0.02
EDU	-0.05	0.01	0.04	0.10	-0.03	0.26	0.06	-0.01	0.06	0.24
CET	0.17	0.19	0.16	0.13	0.10	0.01	0.07	0.11	0.09	0.10
UNI	0.03	-0.26	-0.37	-0.30	-0.14	-0.43	-0.48	-0.39	-0.22	-0.46
HNR	-0.11	-0.01	0.05	-0.06	0.05	0.14	0.05	0.08	-0.22	-0.11

MEAN	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Inst	2.30	2.51	2.58	2.34	2.52	2.56	2.34	2.59	2.12	2.22
A&S	2.13	2.42	2.49	2.28	2.58	2.50	2.26	2.47	2.02	2.11
AHS	2.31	2.55	2.75	2.31	2.55	2.50	2.17	2.54	2.12	2.02
BUS	2.51	2.62	2.62	2.45	2.74	2.86	2.58	2.73	2.37	2.47
EDU	2.27	2.46	2.59	2.40	2.41	2.41	2.33	2.58	2.09	2.22
CET	2.44	2.58	2.61	2.42	2.52	2.54	2.43	2.70	2.31	2.44
UNI	1.89	2.16	2.23	2.10	2.16	2.24	1.99	2.40	1.86	1.87
HNR	2.52	2.62	2.66	2.31	2.56	2.61	2.46	2.61	2.01	2.13

Difference in MEAN	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
A&S	-0.17	-0.09	-0.09	-0.06	0.06	-0.06	-0.08	-0.12	-0.10	-0.11
AHS	0.01	0.04	0.17	-0.03	0.03	-0.06	-0.17	-0.05	0.00	-0.20
BUS	0.21	0.11	0.04	0.11	0.22	0.30	0.24	0.14	0.25	0.25
EDU	-0.03	-0.05	0.01	0.06	-0.11	-0.15	-0.01	-0.01	-0.03	0.00
CET	0.14	0.07	0.03	0.08	0.00	-0.02	0.09	0.11	0.19	0.22
UNI	-0.41	-0.35	-0.35	-0.24	-0.36	-0.32	-0.35	-0.19	-0.26	-0.35
HNR	0.22	0.11	0.08	-0.03	0.04	0.05	0.12	0.02	-0.11	0.09

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

APPENDIX E: Population Comparison – Continued

MEAN	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Inst	2.16	2.63	2.42	2.24	2.06	2.30	1.84	1.94	2.24	1.58
A&S	2.15	2.65	2.38	2.13	1.97	2.20	1.63	1.66	2.28	1.59
AHS	2.09	2.73	2.50	2.34	2.24	2.36	2.00	2.12	2.32	1.57
BUS	2.40	2.81	2.61	2.35	2.10	2.35	1.86	2.06	2.23	1.60
EDU	2.08	2.63	2.43	2.23	2.11	2.34	2.05	2.05	2.28	1.69
CET	2.50	2.85	2.75	2.16	2.14	2.38	1.97	1.82	2.43	1.55
UNI	2.22	2.53	2.26	1.98	1.86	2.02	1.64	1.68	1.95	1.59
HNR	1.66	2.24	2.04	2.32	2.00	2.28	1.70	2.02	2.18	1.45

Difference in MEAN	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
A&S	-0.01	0.02	-0.04	-0.11	-0.09	-0.10	-0.21	-0.28	0.04	0.01
AHS	-0.07	0.10	0.08	0.10	0.18	0.06	0.16	0.18	0.08	-0.01
BUS	0.24	0.18	0.19	0.11	0.04	0.05	0.02	0.12	-0.01	0.02
EDU	-0.08	0.00	0.01	-0.01	0.05	0.04	0.21	0.11	0.04	0.11
CET	0.34	0.22	0.33	-0.08	0.08	0.08	0.13	-0.12	0.19	-0.03
UNI	0.06	-0.10	-0.16	-0.26	-0.20	-0.28	-0.20	-0.26	-0.29	0.01
HNR	-0.50	-0.39	-0.38	0.08	-0.06	-0.02	-0.14	0.08	-0.06	-0.13

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

APPENDIX F: Demographics

Gender:	#	%
Males	641	44%
Females	671	43%
Unreported	196	13%

Age	#	%
18 or younger	847	56%
19 to 21	408	27%
22 to 24	20	1%
25 to 27	9	1%
28 to 30	4	0%
31 or older	3	0%
Unreported	218	15%

Ethnicity	#	%
American Indian Alaskan Native	17	1%
Asian	19	1%
Black	103	7%
Foreign	3	< 1%
Native Hawaiian/Pacific Islander	3	< 1%
Multi-racial	27	2%
Hispanic	19	1%
White	1092	73%
Unreported	226	15%

Study Time	#	%
Do not Study	45	3%
1 to 5 hours	462	31%
6 to 10 hours	418	28%
11 to 20 hours	732	49%
21 to 30 hours	91	6%
31 to 40 hours	17	1%
31 to 40 hours	11	1%
Unreported	221	15%

Activities	#	%
No Activities	529	35%
One Activity	529	35%
Two Activities	169	11%
Three Activities	97	6%
Four Activities	46	3%
Five Activities	26	2%
> Five Activities	95	6%
Unreported	225	15%

APPENDIX G:**FSU Seminar Course Evaluation**

Fill-in the corresponding bubble on the scantron sheet to indicate your level of agreement with statements 1-30 using the following scale:

1 Strongly Disagree	2 Slightly Disagree	3 Neutral	4 Slightly Agree	5 Strongly Agree
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Participation in an FSU Seminar improved my ability to:

1. find what I need at the library (FLITE).
2. adapt to college life and the Ferris community.
3. organize my time to meet my responsibilities.
4. be more inclusive of others.

My FSU Seminar course helped me learn how to:

5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).
6. register for future classes.
7. develop an effective study schedule.
8. apply study skills (strategies) to use in my academic courses
9. interact with faculty.
10. interact with my academic advisor.

The FSU Seminar course helped me learn how to access the University's:

11. academic support services (tutoring, writing center, SLA, etc.)
12. personal support services (health center, personal counseling, educational counseling, etc)
13. student support services (ex: OMSS, Career Services, Student Leadership & Activities, etc., Student Government, etc.)

The FSU Seminar increased my understanding of:

14. appropriate etiquette for the college classroom.
15. the impact of alcohol consumption.
16. college students' sexual issues (STD's, date rape drugs, relationships, etc.)
17. my learning style.
18. academic honesty.
19. differences and similarities among the members of the diverse Ferris community.
20. the history and mission of W.N. Ferris/ Ferris State University.

Because of my FSU Seminar:

21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.
23. I will be more likely to attend future campus/community events.

The instructor of this course:

24. used a variety of teaching methods.
25. promoted meaningful class discussion.
26. assigned meaningful homework/activities that covered the major objectives of this class.
27. was enthusiastic and displayed an interest in students and their learning.
28. I would take another course with this instructor.

29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?
30. I plan on returning to Ferris next semester.