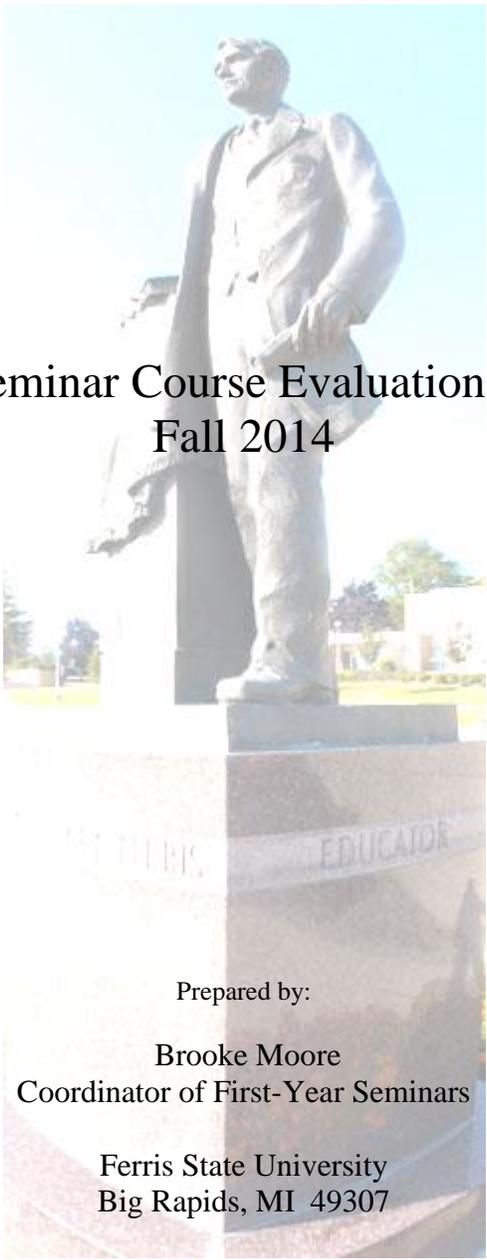




FSUSEMINAR



FSU Seminar Course Evaluation Report
Fall 2014

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April 8, 2015

FSU Seminar Course Evaluation Report

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EXECUTIVE SUMMARY

Survey scores for the 2014 FSU Seminar (FSUS) Course Evaluation reveal that objectives continue to be met university-wide and students believe that FSUS is helpful in making the transition to Ferris State University. There have been slight fluctuations in survey scores compared to previous years, but *overall, there has been no significant change in how students perceive the course*. Upon completing the FSU Seminar course, 65% of students reported that the FSU Seminar course helped to prepare them for future success at Ferris State University.

- **Over 70%** of students indicated that the FSU Seminar course
 - helped them learn how to register for future classes (79%, objective 6),
 - develop an understanding of appropriate etiquette and conduct in the college classroom (75%, objective 8),
 - and helped them learn how to find cultural events and activities (73%, objective 7).
- **More than two-thirds** of the students also indicated that their FSU Seminar course
 - increased their understanding of academic honesty (70%, objective 8), and sexual health & responsibility (67%, objective 3),
 - helped them learn how to interact with their academic advisor (68%, objective 6),
 - improved their ability to utilize resources at the FLITE library (68%, objective 1), and
 - improved their understanding of the history and core values of Ferris (67%, objective 10).
- **Students** indicated that they would like **more information** on student activities, and campus resources (technology and where to find information), and suggested that understanding where buildings and services are on campus should be a part of the seminar course.
- **The greatest gains** since last year were made in the areas of study skills, understanding appropriate conduct and etiquette, and likelihood of attending campus and community events. Financial awareness and campus resources are consistently mentioned by students as the most helpful topics. The longitudinal study shows significant gains, in “understanding appropriate etiquette for the college classroom” (+13%) and “applying study skills to use in my academic courses” (+8%).
- **Recommendations** are being made as a result of data analysis from the 2014 FSU Seminar course evaluations, student suggestions, 2013 Academic Program Review, and the FSUS Advisory Committee. Highlights of those recommendations are included here. Additional recommendations may be found on page 8 of this Course Evaluation Report.
 - Provide comprehensive professional development training in collaboration with the Faculty Center for Teaching and Learning that will run through the spring and fall semesters so instructors can gain more knowledge in the deficient areas as identified through instructor and student evaluations.
 - Focus training sessions on campus technology since this was indicated as the largest identified area for improvement.
 - Provide a Blackboard shell for FSUS instructors to assist in improving consistency in teaching.
 - The Coordinator of FSUS will visit a minimum of ten FSU Seminar classes to identify best practices and understand different teaching methods.
 - Provide feedback to the financial aid speakers to stress the importance of including scholarship and student employment information in their presentations to classes.

FSU Seminar Course Evaluation Report Fall 2014

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 a FSU Seminar course in fall 2014.

The FSUS course evaluation, created by the FSUS Advisory Committee in 2009 (see Appendix A) and modified in 2014 (see Appendix B), was designed to focus on the ten FSUS course objectives. Open-ended and demographic questions remained the same for both surveys. Objectives appear below.

Through active participation in the FSU Seminar course, students will:

- 1) become familiar with campus resources and technology (academic, student, and personal support services);
- 2) develop an awareness of teaching / learning styles and how to use a variety of study strategies to adapt in various learning environments;
- 3) gain an understanding of wellness issues that directly affect their health and safety;
- 4) learn to develop effective time management and goal setting strategies;
- 5) learn to understand, respect, and value diversity in its many forms;
- 6) learn about academic advisor/advisee relationships and course registration;
- 7) become active participants and contributors in the campus and community;
- 8) learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in a post-secondary institutional setting;
- 9) be introduced to financial literacy;
- 10) and learn about the University's mission, core values, and historical development.

As a result of new expectations with objectives, to include the official addition of financial literacy, instructors were given a detailed version of the objectives to actively teach to their classes (see Appendix C). Results of the evaluation in relation to the objectives are 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 1907 students enrolled in a seminar course, 1417 completed the evaluation for a response rate of 74%. The following rating scale was utilized to respond to a series of statements:

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

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

2014 FINDINGS

Information obtained from the 2014 FSUS evaluation survey indicate that the overall course objectives continue to be met in the various seminar formats and that the majority of students indicated that FSUS was helpful in all survey areas.

The 2014 FSUS course evaluation told us that:

- ***Students respond positively to their FSUS instructors.*** They agreed that FSUS instructors were enthusiastic and displayed an interest in students (79%), and promoted meaningful class discussions (75%). The majority (75%) also indicated that they would take another course with that instructor if given an opportunity to do so.
- ***Four out of five students*** indicated that the FSU Seminar course helped them learn how to register for future classes (objective 6).
- ***Three quarters of the students*** indicated that the FSU Seminar course helped them:
 - develop an understanding of appropriate etiquette and conduct in the college classroom (75%, objective 8),
 - and helped them learn how to find cultural events and activities (73%, objective 7).
- ***More than two-thirds*** of the students indicated that their FSU Seminar course
 - increased their understanding of academic honesty (70%, objective 8), sexual health and personal responsibility (67%, objective 3),
 - helped them learn how to interact with their academic advisor (68%, objective 6),
 - improved their ability to utilize resources at the FLITE library (68%, objective 1), and
 - improved their understanding of the history and core values of Ferris (67%, objective 10).
- ***Close to two-thirds*** of the respondents (65%) indicated that the FSU Seminar course prepared them for future success at Ferris. One-fifth (19%) weren't sure one way or the other, and less than one-fifth (16%) indicated that FSUS had no effect on preparing them for success.

HIGHEST SCORING STATEMENTS

There were four FSUS objectives identified in the “highest scoring means” statements on the survey. This indicates they were viewed most positively by students and included:

- advising and registration procedures,
- academic integrity and classroom etiquette,
- campus resources, and
- student engagement.

(See Appendix D)

Registration/Advising (Q14, mean = 4.13, Q16, mean = 3.88) 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 continues to be used by both students and instructors as a tool for facilitating this process.

Appropriate Conduct and Etiquette (Q41, mean = 4.10, Q42, mean = 4.10, Q 31, mean = 3.82)

This has been an intentional focus of the FSUS class. A video on audience etiquette is used to help instructors prepare students for attending a public event. The discussion of academic honesty, and respecting other student's opinions, values, and background, assists in this development.

Campus Resources and Student Engagement (Q24, mean = 4.00, Q43, mean = 3.91). Students report that they can find cultural events and activities. They are also more likely to attend future events, both on-campus and off.

LOWEST SCORING STATEMENTS

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

- time management (study schedule, avoiding procrastination)
- campus resources (use of Mapworks, where to go to receive disability services)

(See Appendix D)

Time Management (Q10, mean = 3.36, study schedule) (Q9, mean = 3.41, understand and avoid procrastination). Prior to receiving this information we had identified time management as an area where instructors needed more resources and training. Professional development on this topic was already planned and we will continue to focus on these aspects specifically in future training. More resources have been added to the BlackBoard shell to enhance this message.

Campus Resources (Q8, mean = 3.21, Mapworks) (Q22, mean = 3.20, disability services) Half of the first-year students completed the Mapworks survey. Although students were encouraged to take the Mapworks survey they weren't necessarily instructed to interact with their personalized reports. Instructor encouragement to have students complete reports and education on how the personalized reports can be used is an area to consider for future training.



Students pay attention to what is important to them and if they do not have a need for disability services, they are not likely to remember this being covered. However, we will continue to make sure this valuable service is a part of this seminar. Educational Counseling and Disability Services (ECDS) is featured in the Blackboard shell under campus resources. Many instructors also show their students the location of the office as part of their class.

STUDENT COMMENTS

In 2014, 1331 students (94%), provided written responses to at least one of the following open-ended questions:

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

They were also given an opportunity to provide general comments regarding their FSUS experience. Several identified more than one topic in their responses.

Most Helpful

Grouped by FSUS objective, responses to these questions indicate that the most helpful course objectives for the 2014 first-year cohort were:

- financial awareness (23%),
- campus resources (22%), and
- advising and registration (12%).

In 2013 Financial awareness was added as an official course objective and is now reported as the most helpful topic by students. The Financial Aid office presented to 60 out of the 97 FSUS classes (62%). We continue to refine this topic as we learn more about the information that is important to our students' success.

When reviewing campus resources historically, the FLITE library visit has been the highest ranking topic in the FSU Seminar. It is still recognized by many students as the "most helpful." An additional campus resource that received positive comments was the time instructors spent reviewing MyFSU and MyDegree. Students appreciated the time spent reviewing this campus technology.

Historically, advising and registration has also been helpful to students, and this was true again in 2014-2015. They appreciate the time that advisors and instructors take in helping them determine their best path and giving them the knowledge to register for their classes.

Representative comments about what the students found most helpful included:

- "Campus resources helped me the most because I was lost my first couple of weeks,"
- "Financial aid, by learning how to calculate loans and where to apply for scholarships,"
- "Get involved. Being a part of the university you attend is really important and can help you improve yourself,"
- "Going over how to schedule courses and the required classes needed to apply for our specific program."

Least Helpful

The least helpful objectives identified through student comments were

- campus resources (11%),
- active (mandatory) participation in campus activities (10%),

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.

The challenge in interpreting the results is that they were quite varied. Some comments revealed that students did not like the Sex and the College Student presentation. Some expressed challenges attending outside events. Others expressed a dissatisfaction with the FLITE library activity or in learning about the history of Ferris. However, the negative comments represented not more than 2% of the total comments.

Representative comments about what the students found least helpful included:

- "Going to the additional events, when something like that is assigned, it instantly becomes boring,"
- "Making us attend the sex presentation,"
- "The library scavenger hunt because I like to take my time and explore and that was a rushed activity,"
- "I didn't find that the history of Ferris was all that helpful to me."

Additional Comments - Student Suggestions

19% of the students comments indicated that they would like more information on

- campus and community events (sporting events, volunteer opportunities, off-campus activities),
- registered Student Organizations (RSO's) ,
- student employment and scholarship information,
- location of resources and buildings on campus,
- and money management skills.

While these are all topics that students would have had exposure to, it may be just a matter of emphasizing those aspects that are helpful to students in the time we have. It also may be helpful to provide financial aid speakers feedback to stress the importance of including scholarship and student employment information in their financial awareness presentation.

Representative comments from students included:

- "Helped with my preparedness for the jump from high school to college,"
- "FSUS helped a lot with getting to know campus and what resources are out there to help us succeed,"
- "I learned how to communicate professionally,"
- "Great class for freshmen to take to help them cope with the new environment and stress of the university."

LONGITUDINAL COMPARISON

For this part of the report, the results from the surveys administered in 2013 and 2014 were compared over time.

(See Appendix D)

Areas of greatest improvement since fall 2013 include:

- appropriate class and public etiquette (+13)
- applying study skills (+8)
- interacting with faculty (+6)
- sexual health and responsibility (+5)

The fact that there has been significant growth in the percentage of students agreeing that these topic areas are more helpful than in past years is an indication that we have been successful in our intentional efforts for improvement. For example, since students attend public events as a required part of the FSU Seminar class, we encourage instructors to show a video about audience etiquette. This educates students on the expected behavior for a respectful audience member.

Areas of decline since 2013 include:

- Utilize campus technology tools (-8 percentage points), and
- Utilize resources at the library (-5)

We are learning that students need more instruction using campus technology. This may be due to the demand that students understand the online environment to include FerrisConnect, MyFSU, MyDegree, OrgSync, and Mapworks. It should not be assumed that students know how to use our technology or that instructors necessarily know how to teach this. Future professional development training will address this need, so instructors can more effectively engage students in learning.

The question about using the library was changed this year and may have impacted the responses we received. In previous years the question read "Participation in an FSU Seminar improved my ability to find what I need in the library". Now it reads "Participation in an FSU Seminar improved my ability to utilize resources at the library". This is a definite change in expectation and may have resulted in the lower response. However, it is still important to consider it for an overall trend.

SUMMARY

Overall survey scores reveal that the FSU Seminar course objectives are being met. Students have agreed over the years that FSUS helped improve their overall abilities, helped them learn how to access academic resources, and increased their understanding in ways that helped prepare them to be successful in college. However, they also had some suggestions for course improvement like providing campus tours, providing more information on RSO's, and including more money management skills.

RECOMMENDATIONS:

The following recommendations are being made as a result of data analysis from the 2014 FSUS program evaluation, student suggestions, 2013 Academic Program Review and FSUS Advisory Committee:

- **Improve Course Consistency:** The FSUS Coordinator, in collaboration with the FSUS Advisory Committee will continue to work on course consistency in the following ways:
 - Continue to collaborate with the Faculty Center for Teaching and Learning to provide on-going workshops for the course objectives and identified areas needing improvement in terms of training and resources. Initial topics will include: Mapworks, MyDegree, time management, diversity, goal setting, campus technology, learning preferences, and financial awareness.
 - FSUS Coordinator will continue to update and enhance the new Blackboard shell to keep information current and relevant for instructors and students.
 - FSUS Coordinator will visit a minimum of 10 FSU Seminar classes throughout the semester to identify best practices and understand different teaching methods.
 - Utilize instructors who have been identified as having best practices to share them with other instructors in the on-going training.
 - Reinforce the previously developed list of requirements to assist students in learning each course objective (Appendix C) and assure they are receiving the same information in all seminar courses.
 - Reinforce expectations with regard to cancellation of class and guest speakers. This may assist in improving the library experience for our students.
- **Provide additional information:** Students indicated a need for more information on these topics:
 - campus and community events (sporting events, volunteer opportunities, off-campus activities),
 - Registered Student Organizations (RSO's),
 - student employment,
 - scholarship information,
 - and money management skills.

The FSUS Coordinator will share these results with instructors and suggestions for incorporating these topics into the current course objectives will be made. This may happen through the website, the FSUS INFOMAIL, or the Blackboard shell.

- **Additional Projects and Initiatives**
 - **Transfer Students Seminar:** In the past, transfer students have been exempt from the FSU Seminar if they have over twelve transfer credits. General Studies has held an optional seminar for transfer students with success for four years. Health Professions will be piloting an FSUS course in the fall. The course will be taught by the Director of Student Academic Affairs from COHP.
 - **Peer Educator Pilot:** One of the challenges in a one-credit class is building community within the class. This is particularly important to General Studies students. This fall we are piloting a student-peer educator program in two sections of the General Studies FSU Seminar.
 - **Ferris Core Values:** A video incorporating the history of Ferris and the core values will be created to help instructors emphasize the importance.
 - **Sexual Health and Wellness for College and Beyond Presentation:** This is being developed to replace Sex and the College Student, due to Dr. Friar's retirement.
 - **Jim Crow Museum:** Best practices will be shared with instructors to provide more guidance for those wishing to utilize this valuable resource in support of the diversity objective.

APPENDIX A: FSU SEMINAR COURSE EVALUATION FALL 2009-2013

Using a **#2 pencil**, fill in the corresponding bubble on the scantron for each of the following questions or statements. **NO MECHANICAL PENCILS OR INK PENS ALLOWED.**

****Do not write your name on the scantron sheet****

<p>SEX (Gender): M = male F = female</p>	<p>GRADE OR EDUCATION: 0 = first semester freshman 1 = second semester freshman 2 = sophomore 3 = junior 4 = senior</p>
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SPECIAL CODES:

Fill in the bubble in the column under each special code indicated (K-P) to correspond with the demographic information that best describes you.

<p>K - Race or Ethnicity 0 = American Indian/Alaskan Native 1 = Asian 2 = Black 3 = Foreign 4 = Native Hawaiian/Pacific Islander 5 = Multi-racial (2 or more races) 6 = Hispanic 7 = White</p>	<p>L - Population 0 = Honors 1 = Arts & Sciences 2 = Health Professions 3 = Business 4 = Education & Human Services 5 = Engineering Technology 6 = Retention & Student Success</p>
<p>M – Your Age 0 = 18 or younger 1 = 19 to 21 2 = 22 to 24 3 = 25 to 27 4 = 28 to 30 5 = 31 or older</p>	<p>N- Current Residence 0 = Campus Residence Hall 1 = Campus apartment 2 = Off-campus with family 3 = Off-campus not with family 4 = Greek housing 5 = Other housing</p>

Fill-in the corresponding bubble on the scantron sheet to indicate your level of agreement with statements 1-50 using the following scale:

5 Strongly Agree	4 Slightly Agree	3 Neutral	2 Slightly Disagree	1 Strongly Disagree
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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. understand that diversity comes in many forms.

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. create a weekly 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.
31. My MAP-Works Survey report provided helpful information for becoming a more successful student. (Leave blank if you did not view your individualized report.)

APPENDIX B: FSU SEMINAR COURSE EVALUATION FALL 2014

Participation in an FSU Seminar improved my ability to:

1. utilize resources at the library (FLITE).
2. adapt to college life and the Ferris community.
3. organize my time to meet my responsibilities.
4. understand that diversity comes in many forms.

My FSU Seminar course helped me learn how to use campus technology tools like:

5. MyFSU
6. MyDegree
7. FerrisConnect
8. MAP-Works

My FSU Seminar course helped me learn how to:

9. understand and avoid procrastination.
10. create a weekly study schedule.
11. use a planner and to-do list.
12. set realistic goals.
13. apply study skills strategies to use in my academic courses
14. register for future classes.
15. interact with faculty.
16. interact with my academic advisor.
17. adjusting my learning style to the way a professor is teaching.

The FSU Seminar course helped me learn where to go to:

18. receive academic assistance with my classes.
19. join a student organization.
20. receive personal counseling.
21. receive education and career counseling
22. receive disability services.
23. access personal health and wellness support.
24. find cultural events and activities.

The FSU Seminar increased my understanding of:

25. academic honesty.
26. differences and similarities among the members of the diverse Ferris community.
27. the FSU student dignity and anti-harassment policy.
28. test taking strategies.
29. the FSU core values (collaboration, diversity, ethical community, excellence, learning, opportunity).
30. the university's general education requirements.
31. appropriate student conduct (Code of Student Community Standards).

The FSU Seminar increased my understanding of wellness issues such as:

32. the impact of drug and alcohol use.
33. sexual health and responsibility.
34. campus safety.

The FSU Seminar gave me better financial awareness by assisting my understanding of:

35. financial aid.
36. basic budgeting.
37. ways to minimize student debt.
38. Satisfactory Academic Progress (SAP).

Because of my FSUS Seminar:

39. I know it is important to regularly check my Ferris e-mail.
40. I know that memorization is not enough to do well in college.
41. I understand appropriate classroom etiquette.
42. I understand appropriate audience (in public) etiquette.
43. I will be more likely to attend future campus/community events.

The instructor of this course:

44. used a variety of teaching methods.
45. promoted meaningful class discussion.
46. assigned meaningful homework/activities that covered the major objectives of this class.
47. was enthusiastic and displayed an interest in students and their learning.
48. I would take another course with this instructor.
49. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?
50. I plan on returning to Ferris next semester.

OPEN ENDED QUESTIONS ASKED ON ALL SURVEYS

Your feedback helps us to make course improvements. Please provide a written response to each of the questions below in the space provided. Your comments will not be shared with your instructor until after final grades are posted.

What was the most helpful topic or activity in your FSU Seminar class?

What was the least helpful topic or activity in your FSU Seminar class?

What additional information should be provided for first-year students?

Additional Comments:

APPENDIX C: Detailed Objectives for Instructors

Objectives

Through active participation in the FSUSeminar course, students will:

- 1) become familiar with campus resources and technology (academic, student, and personal support services);
 - *schedule library tour early in the semester*
 - *Introduce students to MyFSU, MyDegree, MAP-Works, Ferris Connect, etc (especially the academics and services tab)*
 - *Discuss academic and personal support services (where, how, and when to access)*
 - *Provide information on health & rec centers,*
 - *introduce and remind students to CHECK CAMPUS EMAIL FREQUENTLY!*

This objective addresses the University's core value of **OPPORTUNITY**

- 2) develop an awareness of teaching / learning preferences and how to use a variety of study strategies to adapt in various learning environments;
 - *complete learning preferences inventory and discuss how to use the information obtained to utilize their preferred methods so they can adjust to a variety of professors' teaching styles (ex: lecture, fully-online, etc)*
 - *introduce basic study strategies (ex: test taking, where/how to study, study schedule)*
 - *introduce Bloom's taxonomy of learning – (Students need to understand that basic memorization is not enough to do well in college.)*

This objective addresses the University's core value of **LEARNING**

- 3) gain an understanding of wellness issues that directly affect their health and safety;
 - *drugs & alcohol – mandate attendance at Beer, Booze & Books.*
 - *sexual health & personal responsibility – mandate attendance at Sexual Health & Wellness for College & Beyond.*
 - *discuss campus safety*

This objective supports the University's **Code of Student Community Standards (Bulldog Values)**

- 4) learn to develop effective time management and goal setting strategies;
 - *effective use of time (balance between study & social time)*
 - *how to build a study schedule within the first two weeks*
 - *how to use a planner and to-do list*
 - *help students to understand and avoid procrastination*
 - *teach how to set realistic goals (ex: SMART goals)*

This objective addresses the University's core value of **OPPORTUNITY**

- 5) learn to understand, respect, and value diversity in its many forms;
 - *discuss FSU's student dignity and anti-harassment policy*
 - *include a diversity activity and/or discussion*

This objective addresses the University's core value of **DIVERSITY**

- 6) learn about academic advisor/advisee relationships and course registration;
- *how to locate advisor and schedule an appointment,*
 - *how to prepare for advisor meeting and interact with their advisor*
 - *how to identify registration holds and how to clear them*
 - *how to build a course schedule*
 - *how to enroll in classes via MyFSU*
 - *introduce General Education requirements and Ferris Learning Objectives (FLOs)*
 - *introduce degree (course) planning via MyDegree*
 - *discuss the academic calendar (drop & add, withdrawal dates, final exams, etc.)*
 - *discuss course withdrawals – cost, and how they may affect time to degree*
- This objective addresses the University's core value of **EXCELLENCE**.
- 7) become active participants and contributors in the campus and community;
- *require no less than 3 and no more than 6 out-of-class events*
 - *attendance at Beer, Booze & Books and Sex and the College Student should be required (to be included in the 3-6 events)*
 - *students should be given the option of other types of events to attend,*
 - *encourage distribution among a variety of types of events such as cultural, academic, diversity, entertainment, Bulldog Bonanza, RSO meeting, etc. (no more than one event from each of the above categories.)*
- This objective addresses the University's core value of **COLLABORATION**.
- 8) learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in a post-secondary institutional setting;
- *discuss appropriate classroom etiquette*
 - *discuss audience etiquette prior to first mandated out-of-course event*
 - *introduce the Code of Student Community Standards*
 - *introduction to student handbook*
- This objective addresses the University's core value of **ETHICAL COMMUNITY**.
- 9) be introduced to financial literacy (*new*)
- *understanding financial aid - how/when to file FAFSA*
 - *basic budgeting*
 - *ways to minimize student debt*
 - *cost of withdrawing from a course – time to degree*
 - *Satisfactory Academic Progress (SAP)*
- This objective addresses the University's core value of **EXCELLENCE**.
- 10) learn about the University's mission, core values, and historical development . (*revised*)
- *Ferris Pride!*
 - *Introduce the University's CORE values for each objective / weekly topic*
- This objective addresses the University's core values of **EXCELLENCE** and **OPPORTUNITY**.

APPENDIX D: Summary of FSUS Course Evaluation Responses - Fall 2014

Question	Mean Score	% Agree	% Neutral	% Disagree	No Response
<i>Participation in an FSU Seminar improved my ability to:</i>					
utilize resources at the library (FLITE).	3.83	68%	22%	10%	<1%
adapt to college life and the Ferris community.	3.68	61%	25%	14%	<1%
organize my time to meet my responsibilities	3.61	58%	28%	14%	<1%
understand that diversity comes in many forms.	3.80	64%	23%	13%	<1%
<i>My FSU Seminar course helped me learn how to use technology tools:</i>					
MyFSU	3.95	71%	15%	14%	<1%
MyDegree	3.70	62%	19%	19%	<1%
FerrisConnect	3.81	66%	19%	15%	<1%
Mapworks	3.21	43%	27%	30%	<1%
<i>My FSU Seminar helped me learn how to:</i>					
understand and avoid procrastination	3.41	49%	32%	19%	<1%
create a weekly study schedule	3.36	47%	31%	22%	<1%
use a planner and to-do list	3.51	53%	28%	19%	<1%
set realistic goals	3.80	75%	17%	8%	<1%
apply study skills (strategies) to use in my academic courses	3.64	60%	26%	14%	<1%
register for future classes.	4.13	79%	12%	9%	<1%
interact with faculty	3.70	61%	27%	12%	<1%
interact with my academic advisor	3.88	68%	19%	12%	<1%
adjust my learning style to the way a professor is teaching	3.42	49%	31%	20%	<1%
<i>The FSU Seminar course helped me learn where to go to:</i>					
receive academic assistance with my classes	3.77	63%	24%	13%	<1%
join a student organization	3.58	56%	25%	19%	<1%
receive personal counseling	3.46	51%	28%	15%	<1%
receive education and career counseling	3.62	57%	28%	15%	<1%
receive disability services	3.20	41%	31%	28%	<1%
access personal health and wellness support	3.54	54%	28%	18%	<1%
find cultural events and activities	4.00	73%	18%	9%	<1%
<i>The FSU Seminar increased my understanding of:</i>					
academic honesty.	3.94	70%	21%	9%	<1%
differences and similarities among the members of the diverse Ferris community	3.83	65%	24%	10%	<1%
the FSU dignity and anti-harassment policy	3.61	56%	29%	15%	<1%

Question	Mean Score	% Agree	% Neutral	% Disagree	No Response
test taking strategies	3.58	56%	26%	18%	<1%
the FSU core values (collaboration, diversity, ethical community, excellence, learning, opportunity)	3.85	67%	22%	11%	<1%
the university's general education requirements	3.95	72%	18%	10%	<1%
appropriate student conduct (Code of Student Community Standards)	3.82	65%	24%	11%	<1%
<i>The FSU Seminar increased my understanding of wellness issues such as:</i>					
the impact of drug and alcohol use.	3.86	66%	21%	13%	<1%
sexual health and responsibility.	3.83	67%	20%	13%	<1%
campus safety	3.87	65%	24%	11%	<1%
<i>The FSU Seminar gave me better financial awareness by assisting my understanding of:</i>					
financial aid	3.87	68%	19%	11%	<1%
basic budgeting	3.70	62%	24%	14%	<1%
ways to minimize student debt	3.70	62%	23%	15%	<1%
Satisfactory Academic Progress (SAP)	3.45	51%	29%	20%	<1%
<i>Because of my FSU Seminar:</i>					
I know it is important to regularly check my e-mail	4.32	83%	10%	7%	<1%
I know that memorization is not enough to do well in college	4.07	74%	16%	10%	<1%
I understand appropriate classroom etiquette	4.10	75%	16%	7%	<1%
I understand appropriate audience (public) etiquette	4.10	75%	17%	8%	<1%
I will be more likely to attend future campus/community events	3.91	67%	22%	11%	<1%
<i>The instructor of my FSU Seminar:</i>					
used a variety of teaching methods.	3.94	69%	19%	12%	<1%
promoted meaningful class discussion	4.10	75%	15%	10%	<1%
assigned meaningful homework/activities that covered the major objectives of this class.	3.87	67%	18%	15%	<1%
was enthusiastic and displayed an interest in students and their learning.	4.23	79%	14%	7%	<1%
I would take another course with this instructor.	4.14	75%	15%	10%	<1%
Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?					
	3.76	65%	19%	16%	<1%
I plan on returning to Ferris next semester.	4.54	87%	6%	7%	<1%

Bold and shaded = highest change; Blue and Italic = lowest change

Response Key: 5 = Strongly Agree, 3= Neutral, 1= Strongly Disagree

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

Question	13F	14F	Chnge 13-14
<i>Participation in an FSU Seminar improved my ability to:</i>			
find what I need at the library (FLITE). (2014) utilize resources in the library.	73%	68%	-5%
adapt to college life and the Ferris community.	62%	61%	-1%
organize my time to meet my responsibilities	58%	58%	0%
understand and learn to appreciate differences and similarities among the members of the diverse Ferris community. (2013) understand that diversity comes in many forms.	66%	64%	-2%
<i>My FSU Seminar course helped me learn how to:</i>			
utilize campus technology tools (e.g. MyFSU, Ferris Connect).	74%	66%	-8%
register for future classes.	77%	79%	2%
create a weekly student schedule (prev: develop an effective study schedule.)	45%	47%	2%
apply study skills (strategies) to use in my academic courses	52%	60%	8%
interact with faculty	55%	61%	6%
interact with my academic advisor	70%	68%	-2%
<i>The FSU Seminar course helped me learn how to access the University's:</i>			
academic support services (tutoring, writing center, SLA, etc.)	61%	63%	2%
personal support services (health center, personal counseling, educational counseling, etc)	54%	54%	0%
student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	50%	50%	0%
<i>The FSU Seminar increased my understanding of:</i>			
appropriate etiquette for the college classroom.	62%	75%	13%
the impact of drug and alcohol use.	64%	66%	2%
sexual health and responsibility.	62%	67%	5%
my learning style.	61%	**	**
academic honesty.	70%	70%	0%
differences and similarities among the members of the diverse Ferris community.	61%	65%	4%
the history and mission of W.N. Ferris/ Ferris State University/the core values.	68%	67%	-1%
<i>Because of my FSU Seminar:</i>			
I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	74%	**	**
I attended more community events, than I would have if I was not enrolled in FSU Seminar.	56%	**	**
I will be more likely to attend future campus/community events.	61%	67%	6%

Question	13F	14F	Chnge 13-14
<i>The instructor of my FSU Seminar:</i>			
used a variety of teaching methods.	68%	69%	1%
promoted meaningful class discussion	76%	75%	-1%
assigned meaningful homework/activities that covered the major objectives of this class.	67%	67%	0%
was enthusiastic and displayed an interest in students and their learning.	79%	79%	0%
I would take another course with this instructor.	72%	75%	3%
Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	63%	65%	2%
I plan on returning to Ferris next semester.	87%	87%	0%
The MAP-Works survey report provided helpful information for becoming a more successful college student***	37%	**	**
My FSU Seminar helped me learn how to:			
use MAP-Works	**	43%	**
understand and avoid procrastination	**	49%	**
use a planner and to-do list	**	53%	**
set realistic goals	**	75%	**
adjust my learning style to the way a professor is teaching	**	49%	**
My FSU Seminar helped me learn where to go to:			**
find cultural events and activities	**	73%	**
join a student organization	**	56%	**
The FSU Seminar increased my understanding of:			
the FSU student dignity and anti-harassment policy	**	65%	**
test taking strategies	**	56%	**
the university's general education requirements	**	72%	**
appropriate student conduct (Code of Community Standards)	**	67%	**
campus safety	**	65%	**
The FSU Seminar gave me a better financial awareness by assisting my understanding of:			
financial aid	**	68%	**
basic budgeting	**	62%	**
ways to minimize student debt	**	62%	**
Satisfactory Academic Progress (SAP)	**	51%	**
Because of my FSU Seminar class			
I know it is important to regularly check my Ferris e-mail	**	83%	**
I know that memorization is not enough to do well in college	**	74%	**

Bold and shaded = highest change; Blue and Italic = lowest change

Response Key: 5 = Strongly Agree, 3= Neutral, 1= Strongly Disagree