

 **FERRIS STATE
UNIVERSITY**

FSUSEMINAR



**FSU Seminar Course Evaluation Report
Fall 2016**

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FSU Seminar Course Evaluation Report - Fall 2016

EXECUTIVE SUMMARY

Survey scores for the 2016 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 only slight fluctuations in survey scores compared to the previous year.

- **Three out of four** students indicated that the FSU Seminar course:
 - helped them recognize where to ask for help at the library (83%, objective 1)
 - helped them learn how to register for future classes (83%, objective 6),
 - helped them learn how to use MyFSU (80%, objective 1),
 - understand that diversity comes in many forms (79%, objective 5),
 - develop an understanding of appropriate etiquette and conduct in the college classroom (79%, objective 8),
 - increased their understanding of academic honesty (78%, objective 8),
 - helped them learn how to interact with their academic advisor (78%, objective 6),
 - improved their understanding of the history and core values of Ferris (76%, objective 10),
 - and helped them learn how to set realistic goals (76%, objective 4).

- **More than two-thirds** of the students also indicated that their FSU Seminar course:
 - helped them learn how to use MyDegree and Blackboard (74%, objective 1)
 - increased their understanding of differences and similarities among the members of the diverse Ferris community (74%, objective 5), and appropriate student conduct (73%, objective 8),
 - helped them apply study skills (73%, objective 4),
 - helped them organize time to meet responsibilities (72%, objective 4),
 - helped them adapt to college life and the Ferris community (72%, objective 7),
 - increased their understanding of sexual health and responsibility (69%) and campus safety (72%, objective 3), and
 - helped them learn how to interact with faculty (71%, objective 6).

- **Areas for improvement** were not indicated in the fifty questions addressing the objectives, but were visible in the student information that was obtained in the course evaluation. Although students understand that at least two hours of study time are needed outside of class per credit hour, the majority of our students (40%) report only putting in 6-8 hours of study time. In addition, although there is an engagement component in FSUS, 29% of our students report not attending anything. Thankfully 71% report attending one or more events, but there is still room to improve (See Appendix A).

- **Recommendations** are being made as a result of data analysis from the 2016 FSU Seminar course evaluations and the 2016 Instructor Survey. Highlights of those recommendations are included here:
 - Continue to provide resources in the identified areas of health, wellness, safety, financial awareness, and diversity. Instructors noted they were least comfortable teaching these topics.
 - A continued emphasis in training will also include how to encourage students to incorporate more study hours and the importance of student engagement, based on student reports.

Additional recommendations may be found on page 9 of this Course Evaluation Report.

FSU Seminar Course Evaluation Report

Fall 2016

INTRODUCTION

Enrollment in FSUS 100 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 2015 (see Appendix B).

The FSUS course evaluation was designed to focus on the ten FSUS course objectives (see Appendix C). 2015 was the first time that the evaluation was distributed electronically with a response rate of 61%. The survey response rate for 2016 was slightly lower at 57%, but still considered well an effective response rate. The survey has always had open-ended and demographic questions. 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 learning strategies to adapt in various educational 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.

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 a class assignment during the 14th or 15th week of the fall semester (see Appendix C). Of the 1,744 students enrolled in a seminar course, 994 completed the evaluation for a response rate of 57%.

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.

2016 FINDINGS

Information obtained from the 2016 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 2016 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 (78%), and promoted meaningful class discussions (73%). The majority (72%) 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 (83%, objective 6),
 - recognize where to ask for help at the library (83%, objective 1),
 - use MyFSU (80%, objective 1),
 - develop an understanding of appropriate etiquette and conduct in the college classroom (79%, objective 8), and
 - helped them understand that diversity comes in many forms (79%, objective 5).
- ***Three out of four*** students indicated that the FSU Seminar course:
 - increased their understanding of academic honesty (78%, objective 8),
 - helped them learn how to interact with their academic advisor (78%, objective 6),
 - helped them learn how to set realistic goals (76%, objective 4), and
 - helped them improve their understanding of the history and core values of Ferris (76%, objective 10).
- ***More than two-thirds*** of the students also indicated that their FSU Seminar course:
 - helped them learn how to use MyDegree and Blackboard (74%, objective 1)
 - increased their understanding of differences and similarities among the members of the diverse Ferris community (74%, objective 5), and appropriate student conduct (73%, objective 8),
 - helped them apply study skills (73%, objective 4),
 - helped them adapt to college life and the Ferris community (72%, objective 7),
 - helped them organize time to meet responsibilities (72%, objective 4),
 - helped them learn how to interact with faculty (71%, objective 6), and
 - increased their understanding of sexual health and responsibility (69%) and campus safety (72%, objective 3).
- ***More than two-thirds*** of the respondents (68%) indicated that the FSU Seminar course prepared them for future success at Ferris. There were 14% of the students that weren't sure one way or the other, and 13% indicated that FSUS had no effect on preparing them for success, with 5% no response.

HIGHEST SCORING STATEMENTS

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

- advising and registration procedures,
- campus resources (library, using e-mail, MyFSU)
- academic honesty, and
- classroom and public etiquette.

Campus Resources (mean = 4.54, 4.24, 4.22)

Through FSUS students learned the importance of checking their e-mail (4.54), which is also a part of using MyFSU (4.22). Additionally, students consistently report the required visit to the library to participate in “The Amazing Race” as a highlight of their experience (4.24). This helps them become more familiar with this important resource.

Registration/Advising (mean = 4.36)

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 Classroom Etiquette (mean = 4.35) and Public Etiquette (mean = 4.32)

This has been an intentional focus of the FSUS class because of the campus-wide events that students are asked to attend. A video on audience etiquette is used to help instructors prepare students for attending a public event. In addition, this class introduces students to what is appropriate in the classroom by discussing academic honesty, and respecting other student’s opinions, values, and background.

Academic Honesty (mean = 4.25)

Students come into college with different understandings of what plagiarism is and their general knowledge of source citation. The FSUS course clarifies academic honesty for them, and sets them on the right path.

LOWEST SCORING STATEMENTS

There was only one FSUS objective that was identified in the “lowest scoring mean” statements on the survey indicating that it was one of the more “least effective” aspects of the course. Even though the scores were lowest, both were above the neutral rating. The specific objective identified was campus resources (See Appendix D). There were two in particular, which included:

- the MapWorks tool, which is used to track students adjustment to college,
- and the student’s understanding of where to go for disability services

Disability Services (mean = 3.50)

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. Further, this office is also listed in the Guest Speaker Resource Guide.

MapWorks (mean = 3.37)

In 2015 MapWorks went through a company buyout. Although this happened over a year ago, the company is still working out several issues. This likely resulted in the survey not being executed as it should have been and would reflect in the mean score.

STUDENT COMMENTS

In 2016, 990 students (56%), provided written responses to at least one of the following open-ended questions:

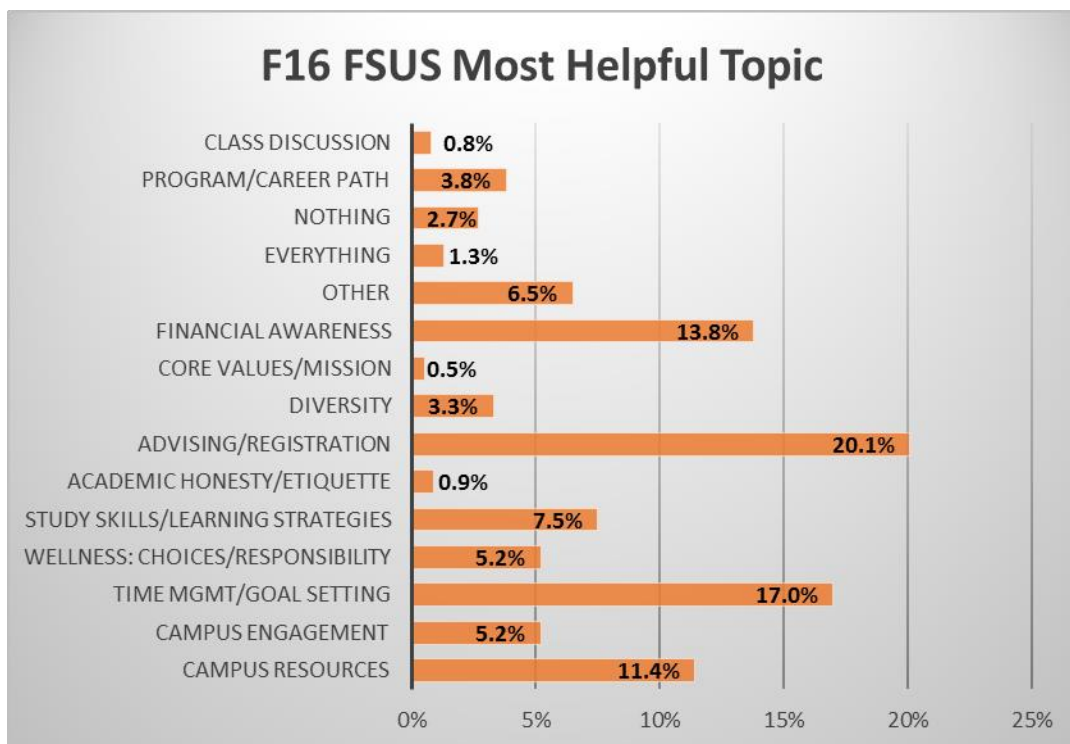
- *“What was the most helpful topic or activity in your FSU Seminar course?”*
- *“What was the least helpful topic or activity in your FSU Seminar course?”*
- *“What additional information should be provided for first-year students?”*

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 2016 first-year cohort were:

- advising and registration (20%),
- time management/goal setting (17%), and
- financial awareness (13%).



In 2013, financial awareness was added as an official course objective and for the past three years, has been reported as the most helpful topic by students. Last year the financial aid office asked for relief from the 60 presentations they gave in 2014, and reduced the number to 30 classroom presentations. We have been operating under this model ever since. Extra training has been made available and we have recorded training as well. In addition, the Get Real! event was scheduled just for freshmen in the last two fall semesters.

Historically, advising and registration have also been helpful to students, and this was true again in 2016. 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.

Instructors often spend more than one class period teaching time management and goal setting because of the importance and utility of the topic for students. This extra attention is noticed by the students and likely contributed to the positive impact.

Representative comments about what the students found most helpful included:

- *The most important and helpful topic in my FSU class was when we learned how to use MyDegree and how to register for classes because next year we will not have anyone helping us do that.*
- *Diversity topics, coming from a small town I'm trying my hardest to set and leave behind me the small town mentality that only white people can be trusted as it stands now, I have several friends and acquaintances of different ethnicity.*
- *Helping me better understand how financial aid works for college and how I can earn more financial aid and not be in so much debt.*
- *Learning how to use my time wisely and not procrastinate when I am trying to do homework and increase my study time during the week.*

Least Helpful

The highest response (26%) from students was to comment that there was nothing least helpful, it was all helpful. The agreement on least helpful topics was not very high. No cumulative responses were over the 8% mark.

The challenge in interpreting the results is that they were quite varied. Some comments revealed that students did not feel they needed the two required presentations. We have been able to take student and instructor comments and share these with both returning presenters. These specific suggestions can be helpful in making improvements.

Representative comments about what the students found least helpful included:

- *None. All topics had meaningful and helpful qualities to help students succeed at Ferris.*
- *Some of the required events didn't benefit me, but I enjoyed attending events that I was interested in.*
- *Going over time management skills, which I already learned in my early education.*
- *Everything was helpful, but some deserve a longer amount of time to discuss, which wasn't necessarily possible with a 50 minute course.*

Additional Comments - Student Suggestions

In this section, students often gave advice to those who would be taking the course in the future. Representative comments from students included:

- *To study right from the start. It will help you in the long run. If you do not study then you will be in a big hole and it is almost impossible to get yourself out.*
- *That it's ok not to know exactly what you want to do with your life you don't have to have everything figured out your first year you have some time.*
- *If you need help, don't be afraid to use it. There are so many campus resources out there you just have to be willing and accepting to try them.*
- *Just stay focused and do your best. Don't get carried away with the fun. Do what's best for you.*

LONGITUDINAL COMPARISON

For this part of the report, the results from the surveys administered in 2015 and 2016 were compared over time. (See Appendix E)

Areas of greatest improvement in mean scores between fall 2015-2016 were noticed in the use of technology by students. Students reported that they learned how to use MyFSU (+4%), MyDegree (+5%), and Blackboard (+4%).

Focusing on technology has been an intentional emphasis because students come in from high school with various degrees of capability. We cover these technologies in an effort to level the playing field and give everyone a solid base of knowledge.

There were no significant areas of decline from the previous year. Any negative numbers were 1% or less.



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.

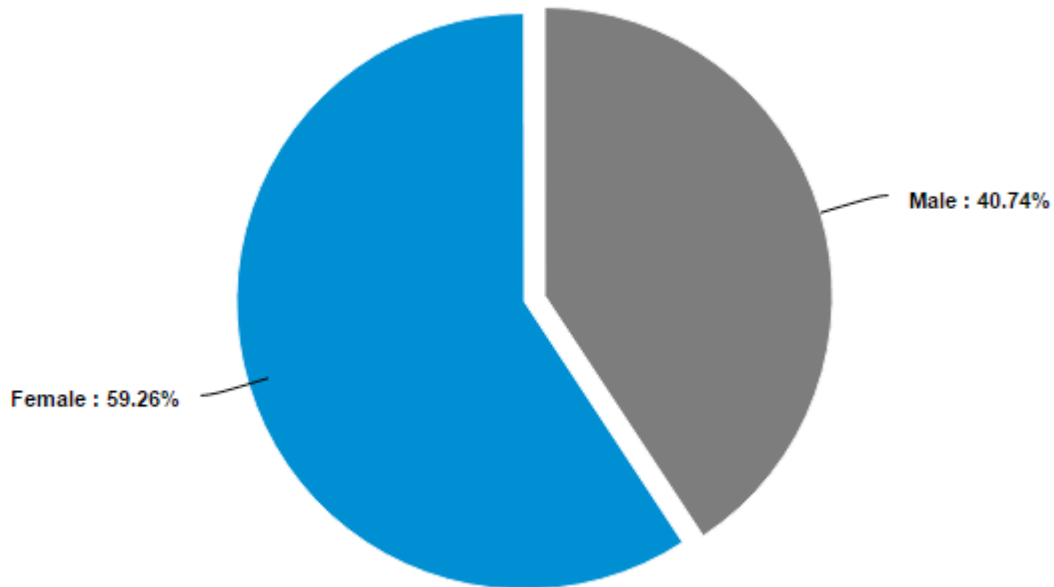
RECOMMENDATIONS:

The following recommendations are being made as a result of data analysis from the 2016 FSUS program evaluation, student suggestions, and the FSUS Advisory Committee:

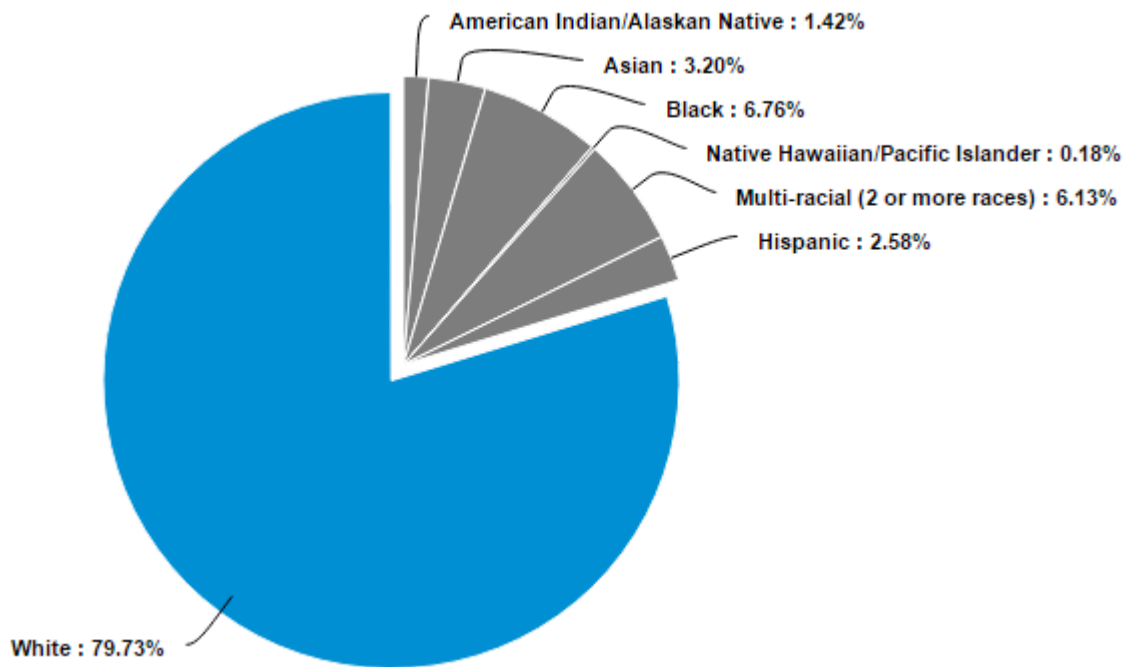
- **Continue to Improve Course Consistency:** The FSUS Coordinator, in collaboration with the FSUS Advisory Committee will continue to:
 - Update and enhance the FSUS Blackboard course shell to keep information current and relevant for instructors and students.
 - Encourage instructors to utilize the BlackBoard shell by making it available as a template when they request their FSUS course
 - Collaborate with the Faculty Center for Teaching and Learning to provide on-going workshops in areas identified as needing improvement in terms of training and resources. This year the focus will be on financial awareness, health and safety, and diversity.
 - Reinforce expectations with regard to number of study hours needed for students and encouraging engagement in three to six events over the course of the semester.
 - Visit a minimum of 10 FSUSeminar classes and/or Speaker Series presentations throughout the semester to identify best practices and understand different teaching methods.
 - Utilize instructor's best practices by featuring them in the on-going training.

APPENDIX A: Demographics & Student Information

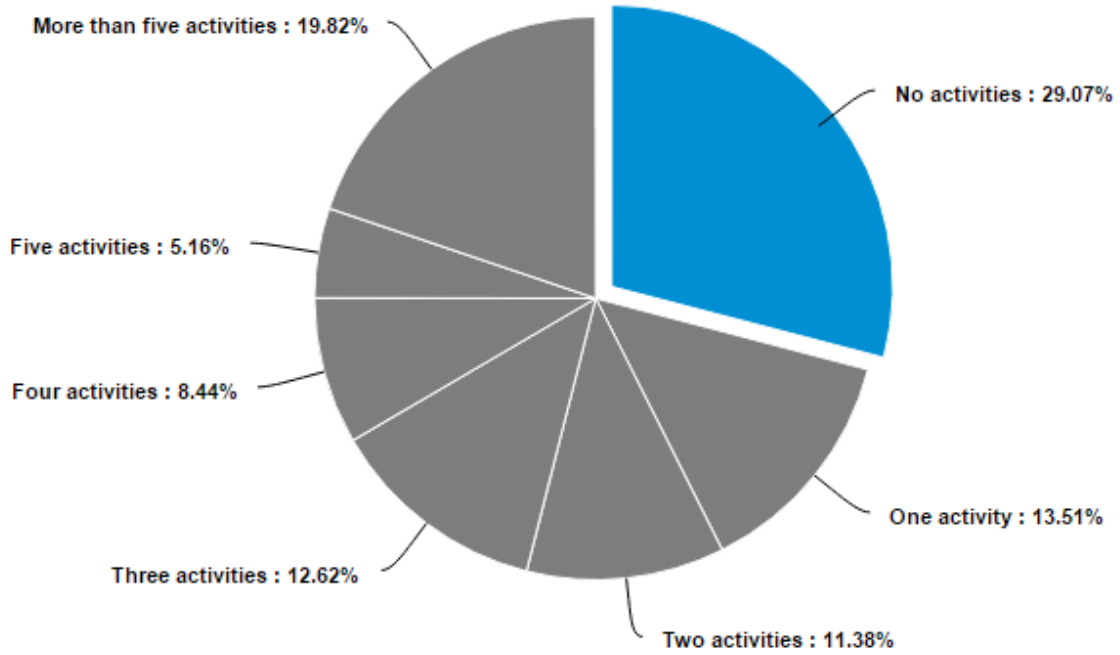
Sex or Gender



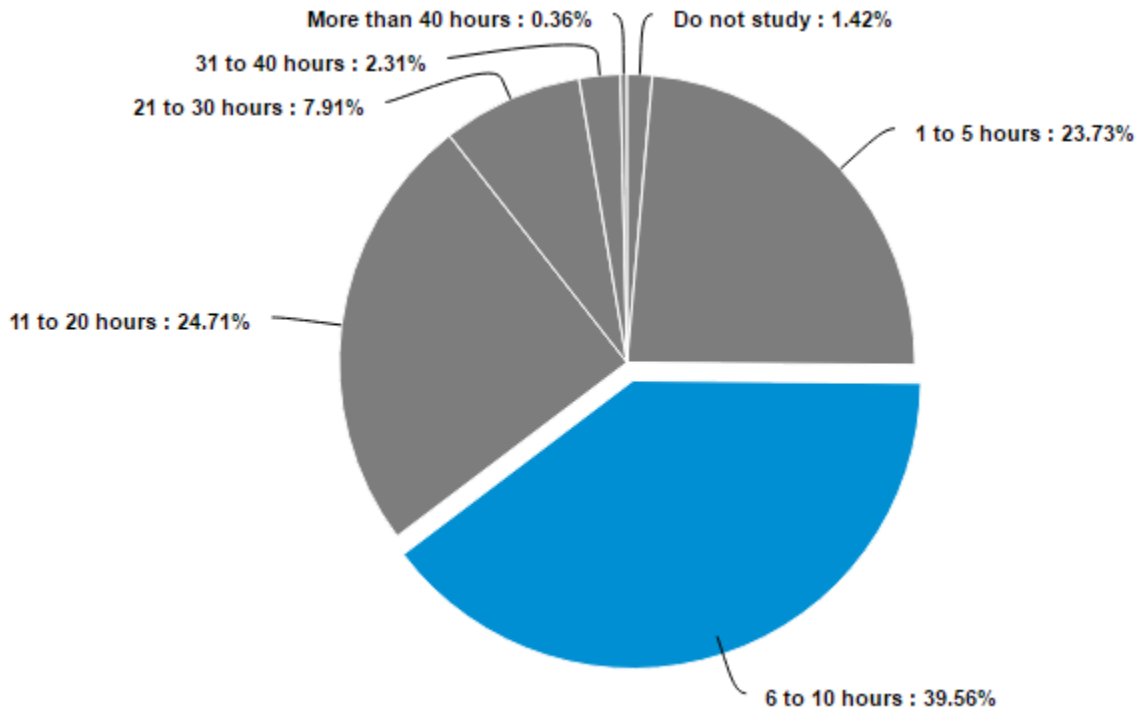
Race or Ethnicity



Number of University Sponsored Extracurricular Activities Attended



Average Number of Hours per Week Spent Studying



APPENDIX B: Fall 2016 Compliance Report

College	# FTIACs* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd **	Net # Not in FSUS	Never Enrolled in FSUS or Equiv	Dropped by Student	Dropped by Other Means	% in FSUS
HP	208	0	0	0				100.0%
AS	327	8	8	0				100.0%
BU	299	9	9	0				100.0%
ED	271	0	0	0				100.0%
TE	316	1	1	0				100.0%
RS	357	0	0	0				100.0%
Total	1778	18	18	0				100.0%

*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 A) students have transfer credits not in the system (n= 4) B) are attending part-time and/or are foreign exchange students (n=12) C) have been granted special consideration to excuse them from FSUS (n=2).

Compiled by B. Moore 9/2/2016

APPENDIX C: FSUS Electronic Course Evaluation Fall 2016

Fill-in the corresponding space to indicate your level of agreement with statements 1-50 using the following scale:

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

Participation in an FSU Seminar improved my ability to:

1. recognize where to get help 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 can describe how to use the library's (FLITE) services.
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.

APPENDIX D: Summary of FSUS Course Evaluation Responses - Fall 2016

Question	Mean Score	% Agree	% Neutral	% Disagree	No Response
<i>Participation in an FSU Seminar improved my ability to:</i>					
recognize where to ask for help at the library (FLITE).	4.24	83%	10%	7%	<1%
adapt to college life and the Ferris community.	3.97	72%	16%	11%	1%
organize my time to meet my responsibilities	3.95	72%	18%	10%	<1%
understand that diversity comes in many forms.	4.20	79%	12%	9%	<1%
<i>My FSU Seminar course helped me learn how to use technology tools:</i>					
MyFSU	4.22	80%	10%	9%	1%
MyDegree	4.04	74%	14%	11%	1%
BlackBoard	4.09	74%	14%	11%	1%
Mapworks	3.37	48%	25%	26%	1%
<i>My FSU Seminar helped me learn how to:</i>					
understand and avoid procrastination	3.8	65%	21%	12%	2%
create a weekly study schedule	3.78	64%	20%	14%	2%
use a planner and to-do list	3.89	66%	19%	13%	2%
set realistic goals	4.09	76%	15%	8%	1%
apply study skills (strategies) to use in my academic courses	4.01	73%	16%	10%	1%
register for future classes	4.36	83%	8%	7%	2%
interact with faculty	3.96	71%	17%	10%	2%
interact with my academic advisor	4.18	78%	13%	7%	2%
adjust my learning style to the way a professor is teaching	3.83	64%	22%	12%	2%
<i>The FSU Seminar course helped me learn where to go to:</i>					
receive academic assistance with my classes	4.04	72%	18%	7%	3%
join a student organization	3.70	59%	21%	16%	4%
receive personal counseling	3.70	58%	23%	15%	4%
receive education and career counseling	3.88	65%	20%	11%	4%
receive disability services	3.50	50%	26%	20%	4%
access personal health and wellness support	3.80	62%	21%	13%	4%
find cultural events and activities	4.09	73%	16%	8%	3%
<i>The FSU Seminar increased my understanding of:</i>					
academic honesty	4.25	78%	12%	5%	5%

Question	Mean Score	% Agree	% Neutral	% Disagree	No Response
differences and similarities among the members of the diverse Ferris community	4.14	74%	15%	7%	4%
the FSU dignity and anti-harassment policy	4.03	70%	16%	10%	4%
test taking strategies	3.87	64%	19%	12%	5%
the FSU core values (collaboration, diversity, ethical community, excellence, learning, opportunity)	4.23	76%	15%	5%	4%
the university's general education requirements	4.21	77%	12%	6%	5%
appropriate student conduct (Code of Student Community Standards)	4.14	73%	15%	8%	4%
<i>The FSU Seminar increased my understanding of wellness issues such as:</i>					
the impact of drug and alcohol use.	4.04	70%	15%	10%	5%
sexual health and responsibility.	4.03	69%	16%	10%	5%
campus safety	4.11	72%	15%	8%	5%
<i>The FSU Seminar gave me better financial awareness by assisting my understanding of:</i>					
financial aid	3.86	65%	17%	13%	5%
basic budgeting	3.79	63%	18%	14%	5%
ways to minimize student debt	3.66	57%	19%	18%	6%
Satisfactory Academic Progress (SAP)	3.53	52%	22%	20%	6%
<i>Because of my FSU Seminar:</i>					
I know it is important to regularly check my e-mail	4.54	84%	7%	4%	5%
I can describe how to use the library's (FLITE) services	4.02	69%	17%	8%	6%
I understand appropriate classroom etiquette	4.35	79%	11%	4%	6%
I understand appropriate audience (public) etiquette	4.32	78%	11%	5%	6%
I will be more likely to attend future campus/community events	4.06	71%	15%	9%	5%
<i>The instructor of my FSU Seminar:</i>					
used a variety of teaching methods.	4.01	68%	16%	10%	6%
promoted meaningful class discussion	4.15	73%	12%	9%	6%
assigned meaningful homework/activities that covered the major objectives of this class.	3.97	67%	16%	12%	5%
was enthusiastic and displayed an interest in students and their learning.	4.31	78%	11%	6%	5%
I would take another course with this instructor.	4.19	72%	12%	10%	6%
Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.91	68%	14%	13%	5%
I plan on returning to Ferris next semester.	4.67	87%	4%	4%	5%

Bold and shaded = highest percentage agreement; Bold and Italic = lowest percentage agreement

Response Key: 5 = Strongly Agree, 4 = Slightly Agree, 3 = Neutral, 2 = Slightly Disagree, 1 = Disagree

APPENDIX E: Longitudinal Comparison of FSUS Course Evaluation Responses Fall 2014 - Fall 2016

Survey Statement:	Fall 14	Fall 15	% Change 14-15	Fall 16	% Change 15-16
<i>Participation in an FSU Seminar improved my ability to:</i>					
recognize where to ask for help at the library (FLITE).	3.83	4.22	+10%	4.24	0%
adapt to college life and the Ferris community.	3.68	3.93	+7%	3.97	+1%
organize my time to meet my responsibilities.	3.61	3.89	+8%	3.95	+2%
understand that diversity comes in many forms.	3.80	4.16	+10%	4.20	+1%
<i>My FSU Seminar course helped me to learn how to use technology tools:</i>					
MyFSU	3.95	4.06	+3%	4.22	+4%
MyDegree	3.70	3.86	+4%	4.04	+5%
Blackboard	3.81	3.91	+3%	4.09	+5%
Mapworks	3.21	3.41	+6%	3.37	-1%
<i>My FSU Seminar course helped me learn how to:</i>					
understand and avoid procrastination.	3.41	3.73	+9%	3.80	+2%
create a weekly study schedule.	3.36	3.75	+12%	3.78	+1%
use a planner and to-do list.	3.51	3.83	+9%	3.89	+2%
set realistic goals.	3.80	4.03	+6%	4.09	+1%
apply study skills strategies to use in my academic courses.	3.64	3.93	+8%	4.01	+2%
register for future classes.	4.13	4.28	+4%	4.36	+2%
interact with faculty.	3.54	3.88	+5%	3.96	+2%
interact with my academic advisor.	3.89	4.08	+5%	4.18	+2%
adjust my learning style to the way a professor is teaching.	3.42	3.74	+9%	3.83	+2%
<i>The FSU Seminar course helped me learn where to go to:</i>					
receive academic assistance with my classes.	3.77	3.93	+4%	4.04	+3%
join a student organization.	3.58	3.69	+3%	3.70	0%
receive personal counseling.	3.46	3.71	+7%	3.70	0%
receive education and career counseling.	3.62	3.84	+6%	3.88	+1%
receive disability services.	3.20	3.45	+8%	3.50	+1%
access personal health and wellness support.	3.54	3.73	+5%	3.80	+2%
find cultural events and activities.	4.00	3.99	<-1%	4.09	+3%
<i>The FSU Seminar increased my understanding of:</i>					
academic honesty.	3.94	4.16	+6%	4.25	+2%
differences and similarities among the members of the diverse Ferris community.	3.83	4.04	+6%	4.14	+2%
the FSU student dignity and anti-harassment policy.	3.61	3.94	+9%	4.03	+2%
test taking strategies.	3.58	3.87	+8%	3.87	0%
the FSU core values	3.85	4.12	+7%	4.23	+3%
the university's general education requirements.	3.95	4.13	+5%	4.21	+2%
appropriate student conduct (Code of Student Community Standards)	3.82	4.06	+6%	4.14	+2%

Survey Statement:	Fall 14	Fall 15	% Change 14-15	Fall 16	% Change 15-16
<i>The FSU Seminar increased my understanding of wellness issues such as:</i>					
the impact of drug and alcohol use.	3.86	3.98	+3%	4.04	+2%
sexual health and responsibility.	3.83	4.01	+5%	4.03	0%
campus safety.	3.87	4.02	+4%	4.11	+2%
<i>The FSU Seminar gave me better financial awareness by assisting my understanding of:</i>					
financial aid.	3.87	3.85	-<1%	3.86	0%
basic budgeting.	3.70	3.76	+2%	3.79	+1%
ways to minimize student debt.	3.70	3.70	0%	3.66	-1%
Satisfactory Academic Progress (SAP).	3.45	3.54	+3%	3.53	0%
<i>Because of my FSU Seminar class:</i>					
I know it is important to regularly check my Ferris e-mail.	4.32	4.47	+4%	4.54	+2%
I can describe how to use the library's (FLITE's) services	----	4.04	-----	4.02	0%
I understand appropriate classroom etiquette.	4.10	4.28	+5%	4.35	+2%
I understand appropriate audience (in public) etiquette.	4.10	4.28	+5%	4.32	+1%
I will be more likely to attend future campus/community events.	3.91	3.94	<1%	4.06	+3%
<i>The instructor of this course:</i>					
used a variety of teaching methods.	3.94	4.03	+3%	4.01	0%
promoted meaningful class discussion.	4.10	4.15	+1%	4.15	0%
assigned meaningful homework/activities that covered the major objectives of this class.	3.87	3.94	+2%	3.97	+1%
was enthusiastic and displayed an interest in students and their learning.	4.23	4.29	+2%	4.31	0%
I would take another course with this instructor.	4.14	4.16	<1%	4.19	+1%
<i>To what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?</i>	3.76	3.76	0%	3.91	+4%
<i>I plan on returning to Ferris next semester.</i>	4.54	4.62	+2%	4.67	+1%

Response Key:

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

Responders:

Term	# Instructors	# Sections	# Responses	Response Rate
Fall 2014	67	96	1,417	74%
Fall 2015	67	101	1,127	61%
Fall 2016	65	96	994	57%

Note: In Fall 2015 we switched from in class, paper evaluations to electronic evaluations for 2015 & 2016.