

**FSU Seminar
Annual Report
2016 - 2017**



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June 15, 2017**

Introduction

The Ferris State University Seminar (FSUS) is a class designed to provide all first year students with resources, knowledge, and personal connections to enhance their potential for success. Since 2002, all students that are first-time-in-any-college freshmen (FTIAC's) have completed this course as part of their studies. This report serves to provide a summary of the progress made, focusing on the fall semester of 2016, when freshmen take the FSUS seminar class or an equivalent.

FSUS Enrollment

There were 1,770 students enrolled in one of the FSUS sections during the fall 2016 semester. There were 11 honors students in the College of Business that were enrolled in both HNRS 100 and the required introductory course for their major. See breakdown below:

FSU Seminar Class	Students	Sections
CONM 100	37	2
FSUS 100	1,308	71
HNRS 100	320	17
HSMG 101	11	1
MIMG 101	39	1
PGMG 101	42	3
SURE 101	13	1
Total	1,770	96

Source: SH0012SB – FSUS Grade Report for 201608 Term, Accessed January 19, 2017

FSUS Compliance

FSUS fall compliance rates were exceptional at 100%. Directors have been helpful in placing students in the class when students dropped the class or weren't registered initially.

Students Receiving Credit for Fall 2016 FSUS

91% (n=1,618) received credit for the class
93% passed with a C or higher

Students Not Receiving Credit for Fall 2016 FSUS

9% (n=152) did not earn credit
7% (n=116) of students failed the class
At the end of the semester:
54 – were on academic probation
38 – were academically dismissed
1 – received an academic warning
23 – were in good standing

2% (n=36) withdrew

At the end of the semester:

3 – were on academic probation

1 – was academically dismissed

32 – were in good standing

Course Offerings

In comparing the sections of FSUS there is no significant difference in the number of sections. In fall 2015 there were 76 sections of FSUS, 16 sections of Honors, and 9 embedded courses. In fall 2016 there were 71 sections of FSUS, 17 sections of Honors, and 8 embedded courses (See Appendix A). There were five classes less due to class size management and lower enrollment than the previous year (1,874 students in 2015, 1,770 students in 2016).

Course Instructors

The FSU Seminar class is instructed by both faculty and staff. In the fall of 2016, 43% of the instructors were faculty, with 57% classified as staff. (See Appendix A). There was a slightly more even split between the two in 2015.

Blackboard Shell

The number of sections that were using the FSUS Blackboard shell remained constant from 2015 to 2016 at 67 sections. A Blackboard template is being introduced for 2017 in hopes of increasing usage.

Instructor Training

Optional training was provided throughout the year in 2016 with 51 out of 67 instructors participating. These instructors averaged 2.7 hours of training in 138 sessions. The training was better attended this year because it was offered during Welcome Back Week and concurrent sessions were utilized. There was a slight increase in attendance for the Update Dinner and a slight decrease in the Semester-In-Review (See Appendix A).

Projects and Initiatives

Peer Educator Research: The Coordinator's completed dissertation research titled "Examining the Use of Peer Educators in a First-Semester Seminar Class" was presented at the First-Year Experience conference. The findings revealed that peer educators placed in an FSU Seminar class did not have a significant positive impact on a student's success. Although individual students were impacted, this was not the finding across all students. It was confirmed that students do not participate in optional events, even when encouraged by a peer educator. This was helpful in determining the format of future peer/instructor collaboration.

Museum Resources: During the Semester-In-Review training information was shared about using the Jim Crow Museum and the Museum of Sexist Objects (MOSO) to help facilitate a discussion with students about diversity. As a likely result, the Jim Crow Museum had 21 visits

by FSUS classes, up from 11 visits in 2015. Facilitator training was offered through MOSO and the museum was visited three times by FSUS classes during the semester.

Beer, Booze, & Books

Jim Matthews returned to give his presentation to 1,564 students (88%) in Williams Auditorium on September 15, 2015 at 11 AM and 7:30 PM. He made modifications based on feedback given the previous year and the presentation was well received.

Communication, Choices, & Consent

This was the second time that a representative from the Birkham Health Center and Title IX Coordinator collaborated to provide this presentation to students. This took place on September 29, 2016 at 11 AM and 7:30 PM for 1,473 students (83%). The program will be revised in 2017 based on student and instructor feedback from 2016.

Coordinator Activities

The FSU Seminar website and Blackboard shell have been updated to reflect any changes and include any new information.

The University Curriculum Committee and the Academic Senate approved three outcomes for FSUS which will replace the ten objectives (See Appendix B). These were adapted and reviewed with the FSUS Advisory Committee (See Appendix C). The outcomes and assessment measures were placed in TracDat to assist in tracking for the future.

The Coordinator and the Director of Student Academic Affairs met with the Director of the Honors program. Honors students had historically taken both HNRS 100 and an FSUS 100 class if registered for a major in the College of Business. It was mutually agreed that this did not need to happen and that the student would only take one of the FSUS approved classes.

Summary of Student Course Evaluation Data

All students were asked to complete a course evaluation at the end of the FSUSeminar class. Following is the executive summary from that report and the full report can be accessed at this link: [FSUS Course Evaluation Report 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 some fluctuations in survey scores compared to previous years which will be highlighted throughout the report.

- **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
- **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

Summary

Moving forward, it will remain an on-going goal to continue to offer needed training for instructors, and promote consistency in the outcomes of the FSU Seminar class. It is evident that we are meeting goals when the students state that the course helps them navigate their journey at Ferris. Through the course of the first semester, our instructors are able to assist students with transitioning and making connections that will ultimately shape their future success.

APPENDIX A: Fall 2016 – Fall 2017 Comparison

Fall 2015		Fall 2016		
#Students	#Sections	#Students	#Sections	
FSUS	1,397	76	1,308	71
Honors	317	16	320	17
Embedded	160	9	142	8
TOTAL	1,874	101	1,770	96
# of Instructors				
Faculty		33		28
Staff		34		37
# of Sections using Blackboard				
Fall 2015		67	Fall 2016	67
# of Sessions Attended: Optional Training				
Fall 2015	60	Fall 2016	102	
Spring 2015	21	Spring 2016	36	
Total	81	Total	138	
# of Instructors Attending: Annual Training				
Training For New Instructors	15		19	
Semester in Review	38		31	
Update Dinner	40		44	

APPENDIX B: Fall 2017 – FSUS Course Outcomes & Performance Indicators

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

1) Adapt to college life

Performance Indicators

- Identify use of campus resources and technology (academic, student, and personal support services);
- Identify wellness issues that directly affect their health and safety;
- Recognize, respect, and value diversity in its many forms;
- Describe financial awareness;
- Recognize the University's mission, core values, and historical development

2) Prepare for present and future success

Performance Indicators

- Apply learning strategies to adapt to various educational environments
- Apply effective time management and goal setting strategies;
- Describe academic advisor/advisee relationships and course registration;
- Demonstrate academic integrity and classroom etiquette skills that foster appropriate conduct in a post-secondary institutional setting

3) Engage with the campus and community

Performance Indicators

- Demonstrate active participation in the campus and community
- Recognize how to interact with faculty

APPENDIX C: Fall 2016/2017 – FSUS Advisory Committee

Department	Name	Phone	Office	Mail
Arts & Sciences	Mary Murnik, Professor of Biology	591-2546	ASC - 2117	ASC - 2117
Health Professions	Tami Wolverton, Director of Student Academic Affairs	591-2418	VFS 200C	VFS 210
Business	Laura Dix, Professor of Marketing	591-2795	BUS 362	BUS 200
Education & Human Services	Liza Ing, Professor of Teacher Education	591-3511	BIS 410	BIS 410
Engineering Technology	Dan Wanink, Professor of CAD Drafting and Tool Design Technology	591-5021	JOH 218	NEC 211A
Center for Leadership & Career Services (CLACS)	Nick Smith, Coordinator of Activities & Angie Roman, Director	591-2140	UCB 120	UCB 120
FLITE	Kristy Motz, Librarian, Associate Professor	591-3625	FLT 140H	FLT 140H
Office of Multicultural Student Services	Matthew C. Chaney, Director	591-2783	FLT 159	FLT 159
Residential Life	Lisa Ortiz, Assistant Director of Residential Programs	591-3759	CRA 107	CRA 106
Dean of Students	Kaitlin Zies, Director of Student Conduct	591-3619	UCB 129E	UCS 129E
Retention & Student Success	Gretchen Ochs, Administrative Assistant	591-3716	ASC 1048	ASC 1017
Retention & Student Success	Brooke Moore, Coordinator of FSU Seminar	591-3633	ASC 1043	ASC 1017
Retention & Student Success	Shelly VandePanne, Director of Student Academic Affairs	591-2360	ASC - 1039	ASC - 1017