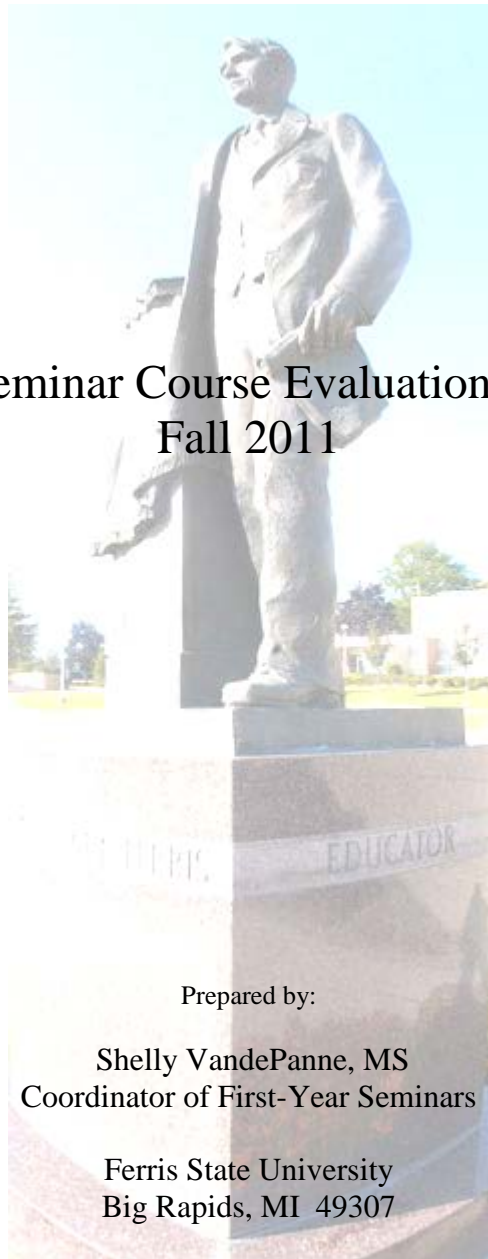




FSUSEMINAR

FSU Seminar Course Evaluation Report
Fall 2011



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EXECUTIVE SUMMARY

Survey scores for the 2011 FSUS Course Evaluation reveal that FSUS objectives continue to be met university wide and students believe that FSUS is helpful in making the transition to Ferris State University.

- **Three out of four** students indicated that the FSU Seminar course
 - improved their ability to Find what they need at the library,
 - influenced them to attend more educational events,
 - helped them learn how to utilize campus technology and register for future classes.
- **Two-thirds** of the respondents rated their FSUS course positively, one-fifth were neutral, and about one-sixth did not like the course.
- **Two-thirds** of the students also indicated that their FSU Seminar course
 - increased their understanding of academic honesty,
 - helped them to adapt to college life,
 - taught them how to interact with their academic advisor, and
 - increased their understanding of the history and mission of Ferris.
- **More than half** indicated that FSUS helped prepare them for future success at Ferris. One-fifth weren't sure one way or the other, and less than one-fifth indicated that FSUS had no effect on preparing them for success.
- **The most common response** to all survey statements was that students "agreed" that FSUS helped them learn in all areas with the exception of developing effective study schedules.
- **Many students** indicated that they would like even more information on student activities, "where to find things," and personal support services.
- **The greatest gains** since last year were made in the areas of student engagement, campus technology, time management and interaction with academic advisors as a result of intentional focus on related course objectives.
- **Several recommendations** are being made as a result of data analysis from the 2011 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 are included here. Additional recommendations may be found on page 10 of the attached report.
 - FSUS instructors will introduce students to resources regarding online readiness assessments when presenting information on course registration and MyDegree software. They will also continue to introduce student to FerrisConnect via the new Blackboard platform.
 - Financial Literacy will be considered for inclusion as one of the FSUS course objectives in an effort to help students understand their financial options for funding college and thus help reduce student debt.
 - Although there was no significant difference in scores between double paced and full term seminar courses, it is recommended that all FSUS100 offerings be full-term courses to allow instructors to maintain regular contact with students throughout their first semester.

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 2011. (see Appendix A)

The current FSUS course evaluation, created by the FSUS Advisory Committee in 2009, was designed to focus on the ten FSUS course objectives. Results of this instrument are to be used to assess the effectiveness of the FSUS course at Ferris State University and to assist in the planning and development of future course content and delivery methods.

All students in FSU Seminar courses were asked to complete the FSUS course evaluation as an in-class assignment during the 14th week of the fall semester. Of the 2091 students enrolled in a seminar course, 1631 completed the evaluation for a response rate of 78%. 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, 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.

2011 FINDINGS

Information obtained from the 2011 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 survey areas.

- Overall, students liked their FSUS instructors. They agreed that FSUS instructors were enthusiastic and displayed an interest in students (82%), used promoted meaningful class discussions (76%). The majority (78%) 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) (77%, objective 1),
 - influenced them to attend more campus educational events (76%, objective 8),
 - helped them learn how to register for future classes (77%, objective 7), and
 - helped them to utilize campus technology tools such as MyFSU, FerrisConnect, and MyDegree) (76%, objective 1).

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

Instructors were also encouraged to require students in to attend 5-10 out-of-class events to promote campus and community engagement as well as maintain consistency among seminar courses.

- **Two-thirds** of the students indicated that their FSU Seminar course
 - increased their understanding of academic honesty (70%, objective 9),
 - helped them learn how to interact with their academic advisor (71%, objective 7), and
 - improved their ability to adapt to college life and the Ferris community (64%, mission), as well as their understanding of the history of Ferris (64%, objective 10).

- **Two-thirds** of the respondents rated their FSUS course positively (66%). One in six did not like it (17%), and one out of five were neutral (20%).

- **More than half** of the respondents (63%) 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 (17%) indicated that FSUS had no effect on preparing them for success. It may have been that those students believed they were already prepared for college, or they may have been amount those who didn't fully participate in the course and therefore felt it was of no benefit for them.

HIGHEST SCORING STATEMENTS

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

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

(See Appendix C)



Student engagement (Q21, mean = 4.0) Based on FSUS Advisory Committee recommendations, FSUS instructors are encouraged to require students to attend 5-10 out-of-class activities such as cultural events, sporting events, RSO meetings, and educational and/or recreational events (including Beer, Booze & Books, as well as Sex & the College Student). Three quarters (76%) of the students indicated that they had attended more campus educational events than they would have if they had not enrolled in the class. This is up from 70% reporting the same last year. Half agreed that they attended more community events but at the same time, one-fifth reported that the class had no affect 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.

Registration/Advising (Q6, mean = 4.06, Q10, mean = 3.89) Even though students are introduced to and utilize MyFSU to schedule classes during summer orientation, the registration system is re-introduced in FSUS courses where students are taught how to look up classes and build a schedule for the next semester. They are also taught how to identify and communicate with their academic advisor and in many cases, how to plan their course schedules for the next 2-4 years to facilitate graduation. MyDegree software has been well-received by both students and instructors as a tool for facilitating this process.

Campus Resources (Question 1(Q1), mean = 3.99, Q 5, mean = 3.98)

Almost all (97%) of the first-year seminar courses toured the FLITE library in fall 2011. Several FSUS instructors also had their students complete the library's web-based PILOT tutorial prior to visiting FLITE to assist students in not only knowing where to find materials in the library but also how to access those materials.

FerrisConnect and MyDegree (Q5, mean = 3.98) were introduced to students in a variety of methods through FSUS. FerrisConnect was utilized in about half (n=46) of the seminar courses. Instructors who did not use FerrisConnect for the class, introduced students to it by directing them to an online tutorial. Students were also introduced to MyDegree software in several courses.

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

Academic Honesty (Q18, mean = 3.89)

The office of Student Conduct Director, Kristin Norton, gave "Know the Code" presentations in about 1/3 of the FSUS classrooms (n=35) to help students understand academic honesty and introduce them to the online student handbook. These presentations were instrumental in helping students to know campus rules and regulations. Many instructors who did not have a guest speaker come in to talk about academic honesty had previously invited Dr. William Potter in for presentations. Although he was not able to give presentations in Fall 2011, Dr. Potter's previous interactions helped to train FSUS instructors to facilitate effective discussions on the topic.

LOWEST SCORING STATEMENTS

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

- knowledge of campus resources (personal support services)
- time management (study schedule),
- diversity (inclusion), and
- study skills (application),

(See Appendix C)

Campus Resources (Personal Support Services) (Q12, mean = 3.41) 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 students 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.

Time Management (study schedule) (Q7, mean = 3.34) Thanks to intentional efforts to promote time management multiple times throughout the semester, students have indicated that FSUS has done a better job helping them organize their time to meet responsibilities than in previous years. Students are still reporting, however, that they the course had not helped them to develop an effective study schedule. We are not sure if the issue lies with lack of information presented in the class or lack of understanding the importance of study time by students since two-thirds of the students reported that they studied ten or fewer hours per week. (see Appendix G.) However, in spite of being one of the lower scoring mean

questions, 167 students (10%) students commented that time management was one of the most helpful seminar topics (up 3 percentage points compared to the 2009 survey).

Diversity (Inclusion), (Q4, mean = 3.46) Even though FSUS helped to increase students' understanding of diversity, it was not as effective in improving students' ability, nor did it influence them, to be more *inclusive* of others. The objective of FSUS is "*for students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.*" While inclusion may be implied in this statement, it may not be possible to change a person's views in a one-credit class to the point of including those who are different than themselves.

Study Skills (Q8, mean = 3.47) Half (48%) of the students agree that FSUS has helped them learn how to apply study skills (strategies) to use in their academic courses. The other half were neutral (36%) or stated that they didn't learn (16%) to apply the studies skills in other classes. These scores were slightly better than those reported last year, yet this was clearly one of the lower scoring questions on the 2011 survey. It is unknown why students did not find the study skills presented in FSUS classes to be helpful as other course topics.

STUDENT COMMENTS

In 2011, 1628 students (77%) 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 2011 first-year cohort were

- campus resource (Library) information
- advising and registration, and,
- time management.

As stated before, FLITE library and advising/registration has always been the highest ranking topics in the FSU Seminar so it was not surprise to see these items identified as "most helpful" by students. However, this year students also indicated that the introduction to campus technology was also very helpful.

Even though time management was not one of the higher scoring objective areas, and many students indicated that the course was not extremely responsible for helping them develop an effective study schedule, 10% of the students commented that time management *was* one of the most helpful topics covered. This may have been a matter of not applying what they learned in the class.

In addition to these objectives, students reported that they appreciated receiving information about campus activities.

Least Helpful

The least helpful objectives identified through student comments were

- wellness information,
- the history of FSU, and
- active (mandatory) participation in campus activities.

Even though these areas were reported to be least helpful, survey scores revealed that FSUS *is* effective in increasing students' knowledge or understanding and participation in these areas.

Wellness topics, (alcohol, college students' sexual issues) have traditionally received lower scores on course evaluation. Students, for the most part, seem to enjoy the large group presentations (Beer, Booze and Books, Sex and the College Student), they just do not see the relevance to them as college students and frequently provide comments such as "already heard/knew about it," or that it didn't pertain to them because "(they) don't do that," or "everybody does it anyway."

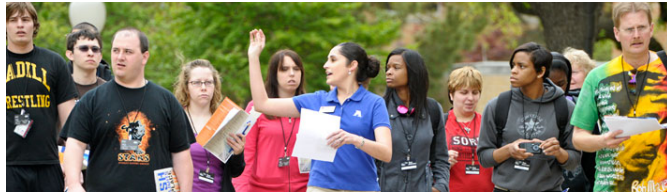
Even though survey scores are up, and two-thirds of the students reported that FSUS helped them to understand the history and mission of the University, many students indicated through their comments that they were not interested and/or did not see the relevance in learning about the history of Ferris.

At the same time many students indicated that attending required seminars and events was helpful, an equal number (7.6%) disagreed. Many cited that they didn't want to be "forced" or "required to go" or that they were required to attend "too many" out of class activities. Several students, however, commented that they liked "being required to go out and do things and attend events I otherwise wouldn't have," and "being forced to go to cultural seminars because some were interesting" as well as "it kept me involved."

Additional Topics / Comments

Many students indicated that they would like more information on

- campus resources (technology and where to find things),
- registration and scheduling,
- study skills, and
- time management.



LONGITUDINAL COMPARISON

Each year, more students agree that FSUS courses are as helpful or more helpful than past years for most survey questions.

Areas of greatest improvement since fall 2010 include:

- student engagement – attendance at educational events (+ 6 percentage points) and community events (+5),
- advising/registration - interacting with academic advisor (+4), and knowledge of campus technology (+4),
- time management – developing an effective time schedule (+4).

To create consistency among all sections, the FSUS advisory committee recommended that all FSUS instructors require students to attend 5-10 out of class activities to promote student engagement. Instructors were also asked to introduce MyDegree when talking about advising and registration. Higher percentages of students agreeing that FSUS was helpful in these areas, along with the fact that they also were among the highest scoring questions is evidence these initiatives were successful. Ironically, students indicated in their written responses that they didn't like being forced to attend events, yet higher survey scores were reported than last year and more agreed that they were more involved in campus and community events than before.

As stated previously, even though time management was not one of the higher scoring objective areas, and many students indicated that FSUS was not extremely responsible for helping them develop an effective study schedule, more students found it helpful in fall 2011 than in previous years.

Areas of decline since 2010 include:

- Learning to access personal support services (-3 percentage points), and
- Diversity – being more inclusive of others (-2).

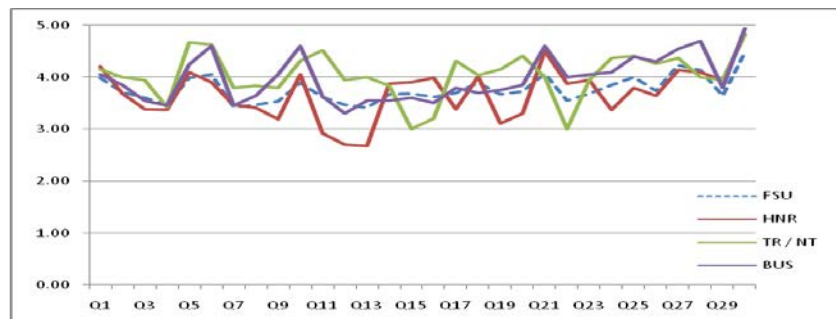
We aren't sure why FSUS was not as helpful in directing students to personal support services as it has been for other campus resources. Speakers from the health center were invited into several FSUS classes; health center and personal support services information was included in FSUS packets which were 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.

The goal of FSUS's diversity objective is to help students learn to appreciate differences and similarities among the members of the diverse Ferris community. In 2010, many FSUS instructors took their students to the Jim Crow museum in support of the diversity initiative. Due to the change in location, the Jim Crow Museum was not available for tours in fall 2011. We don't know if this had any bearing on the survey scores but it may have had some effect.

DOUBLE PACED COURSES

Two sections of FSUS100: one for College of Business students in Marketing and Advertising, and the other for University College transfer and non-traditionally aged students, and three sections of HNRS100 were taught as double paced classes again in fall 2011.

When comparing survey results of these two sections with that of the general population it was noted that there really was no difference in survey or satisfaction scores. The transfer/non-trad section scored slightly above the university average on all questions except campus technology and wellness.



Instructors from these courses shared that the positive of having a double-paced seminar is that students were introduced to more information during the first half of the semester and students liked being done with the class after eight weeks. On the negative side, the course was completed prior to course registration for the following semester making it difficult to share advising/registration information in a group setting because the course was over before fall schedules were available in Banner. It is recommended that all FSUS100 courses be taught as full semester courses to maintain regular contact with the students.

(see Appendix E)

DEMOGRAPHICS

The percentage of identified males and females responding to the survey was about the same. Overall, the response rates for both males and females were the same. Males, however, responded more favorably to learning about student support services, and interacting with faculty. Females reported that the seminar gave them a better understanding of campus technology, their learning styles, and academic honesty and were more likely to return to Ferris than male respondents.

More engaged students – those who attended more events, and those who spent more time studying, were more likely to view their FSUS course as being instrumental in preparing them for future success at Ferris. Students who were less engaged in campus and community events, however, were just as likely to report that FSUS helped in their transition as those who said it did not.

(see Appendix F)

SUMMARY

Overall survey scores reveal that the FSU Seminar course objectives are being met university wide and students believe FSUS is helpful in making the transition to college. The most common response to all survey statements was that students “agreed” that because of FSUS, they attended more campus and community events than they would have otherwise. They also agreed that FSUS helped improved their overall abilities, helped them learn how to access academic 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 learning about student support services.



RECOMMENDATIONS:

The following recommendations are being made as a result of data analysis from the 2011 FSUS program evaluation and in support of current University initiatives:

Campus Resources / Technology

- Information on personal and student support services (counseling, OMSS, Student Leadership & Activities, Student Government, etc.) will be enhanced through information provided in FSUS student packets as well as classroom discussions and guest speakers.
- FSUS instructors will continue to introduce MyFSU, FerrisConnect, and MyDegree in the seminar courses.
- The FSUS coordinator will work in collaboration with the College of Professional and Technical Studies to introduce students to resources regarding student readiness for taking online courses. These resources will be made available through FSUS student packets.

Financial Literacy

- Financial Literacy will be considered for inclusion as one of the FSUS course objectives in an effort to help students understand their financial options for funding college and thus help reduce student debt.
- In addition to the money management resources that have already been provided and utilized in seminar courses, the FSUS coordinator will work in collaboration with the Financial Aid office to offer large group as well as classroom presentations.

Double-Paced Courses

- Although there was no significant difference in scores between double paced and full term seminar courses, it is recommended that all FSUS100 be full-term courses to allow instructors to maintain regular contact with students throughout their first semester.

Time Management

- FSUS instructors will be encouraged to continue discussing time management throughout the semester. Additional emphasis will be placed on understanding and developing effective study schedules. These resources will be made available to students and instructors via Ferris Connect and the FSUS website.

Diversity

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

APPENDIX A: FSUS Compliance – Fall 2011

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

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

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

APPENDIX B: Embedded Seminar Courses

College of Business:	
PGMG101	Introduction to Professional Golf Management (2 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 2011

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<i>Participation in an FSU Seminar improved my ability to:</i>					
1. find what I need at the library (FLITE).	3.99	77%	13%	10%	0%
2. adapt to college life and the Ferris community.	3.71	64%	23%	13%	0%
3. organize my time to meet my responsibilities	3.60	56%	31%	13%	0%
4. be more inclusive of others.	3.46	48%	39%	13%	0%
<i>My FSU Seminar course helped me learn how to:</i>					
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.98	76%	15%	9%	0%
6. register for future classes.	4.06	77%	13%	10%	0%
7. develop an effective study schedule.	3.43	48%	36%	16%	0%
8. apply study skills (strategies) to use in my academic courses	3.47	51%	32%	16%	0%
9. interact with faculty	3.54	54%	30%	15%	1%
10. interact with my academic advisor	3.89	71%	17%	11%	0%
<i>The FSU Seminar course helped me learn how to access the University's:</i>					
11. academic support services (tutoring, writing center, SLA, etc.)	3.62	59%	25%	16%	1%
12. personal support services (health center, personal counseling, educational counseling, etc)	3.47	52%	29%	18%	0%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.41	49%	31%	20%	1%
<i>The FSU Seminar increased my understanding of:</i>					
14. appropriate etiquette for the college classroom.	3.67	60%	27%	12%	1%
15. the impact of alcohol consumption.	3.69	62%	23%	14%	1%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.62	59%	25%	15%	0%
17. my learning style.	3.70	63%	25%	12%	0%
18. academic honesty.	3.89	70%	21%	8%	1%
19. differences and similarities among the members of the diverse Ferris community.	3.67	61%	27%	12%	1%
20. the history and mission of W.N. Ferris/ Ferris State University.	3.73	64%	21%	14%	1%
<i>Green print = highest scoring means; Red print = lowest scoring means</i>					

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<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.	4.07	76%	12%	11%	1%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.55	55%	25%	19%	1%
23. I will be more likely to attend future campus/community events.	3.68	63%	22%	14%	1%
<i>The instructor of this course:</i>					
24. used a variety of teaching methods.	3.85	69%	19%	11%	1%
25. promoted meaningful class discussion	4.00	76%	13%	10%	1%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.74	64%	21%	14%	1%
27. was enthusiastic and displayed an interest in students and their learning.	4.23	82%	11%	7%	1%
28. I would take another course with this instructor.	4.14	78%	12%	10%	1%
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.64	63%	19%	17%	1%
30. I plan on returning to Ferris next semester.	4.48	88%	4%	7%	1%

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

Response Key:

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

APPENDIX D: 2011 Student Comments Grouped By FSUS Objective

#	Objective (abbreviated)	Most Helpful		Least Helpful		Additional Info.	
		N	%	N	%	N	%
1	Campus Resources / Services / Library	<u>394</u>	<u>24.2%</u>	<u>28</u>	<u>1.7%</u>	<u>123</u>	<u>7.6%</u>
	*Library (included above)	208	12.8%	73	4.5%	15	0.9%
	*intro to Campus Technology	120	7.4%	9	0.6%	34	2.1%
	*Tours / Where to find +					49	3.0%
2	Learning Styles	88	5.4%	66	4.1%	7	0.4%
3	Wellness – alcohol, sexual responsibility/stress	110	6.8%	188	11.5%	32	2.0%
4	Time Management	167	10.3%	42	2.6%	39	2.4%
5	Study Skills Info	112	6.9%	59	3.6%	71	4.4%
6	Diversity	39	2.4%	66	4.1%	2	0.1%
7	Registration / Advisor / Scheduling Information	<u>261</u>	<u>16.0%</u>	<u>12</u>	0.7%	<u>123</u>	<u>7.6%</u>
	*Advisor Information (incl above)	41	2.5%			12	0.7%
8	Active Participation – learning about/attending campus activities (not incl. FLITE tours and wellness presentations)	121	7.4%	124	7.6%	132	8.1%
9	Academic Honesty / Etiquette / Code of Conduct	<u>30</u>	1.8%	<u>69</u>	4.2%	-	-
10	History of FSU	13	0.8%	161	9.9%	4	0.2%
	<u>Homework/ Assignments / Activities</u>	-	-	<u>100</u>	6.1%	-	-
	*writing/journals			21	1.3%		
	Career Information	<u>57</u>	<u>3.5%</u>	<u>3</u>	<u>0.2%</u>	8	0.5%
	*Resumes (included above)**	41	2.5%				
	Major Specific Information	78	4.8%	-	-	33	2.0%
	*Selecting / Changing Majors						
	Money Management / Financial Aid Info	35	2.1%	7	0.4%	29	1.8%
	Positive - general (not included above) "course good as is," "all helpful," etc.	22	1.4%	198	12.2%	124	7.6%
	Negative - general (not included above) "nothing helpful," "the rest of it," etc.	26	1.6%	49	3.0%	22	1.4%
	No response (incl "?" or NA)	137	8.4%	224	13.8%	546	33.5%

APPENDIX E: Population Comparison for Each Survey Question

MEAN	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10
Inst.	<u>3.99</u>	<u>3.71</u>	<u>3.60</u>	<u>3.46</u>	<u>3.98</u>	<u>4.06</u>	<u>3.43</u>	<u>3.47</u>	<u>3.54</u>	<u>3.89</u>
Allied Health	3.91	3.44	3.46	3.27	3.90	3.84	3.34	3.29	3.33	3.49
Arts & Sciences	4.03	3.76	3.61	3.47	4.12	4.16	3.42	3.44	3.48	3.90
Business	4.07	3.88	3.77	3.71	4.04	4.21	3.61	3.64	3.82	4.10
Education & HS	3.94	3.57	3.42	3.41	3.75	3.46	3.28	3.36	3.42	3.40
Technology	3.95	3.59	3.48	3.37	3.86	3.89	3.33	3.37	3.49	3.77
University College	3.99	3.86	3.83	3.57	4.11	4.39	3.69	3.76	3.70	4.27
Honors	3.98	3.70	3.48	3.35	3.96	4.08	3.23	3.34	3.44	3.96

MEAN	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20
Inst.	<u>3.62</u>	<u>3.47</u>	<u>3.41</u>	<u>3.67</u>	<u>3.69</u>	<u>3.62</u>	<u>3.70</u>	<u>3.89</u>	<u>3.67</u>	<u>3.73</u>
Allied Health	3.56	3.53	3.25	3.60	3.52	3.49	3.63	3.78	3.59	3.70
Arts & Sciences	3.71	3.51	3.40	3.56	3.77	3.68	3.54	3.89	3.66	3.75
Business	3.75	3.70	3.71	3.87	3.72	3.57	3.92	4.02	3.77	3.98
Education & HS	3.66	3.46	3.35	3.61	3.66	3.54	3.54	3.75	3.60	3.37
Technology	3.62	3.46	3.53	3.57	3.59	3.52	3.56	3.71	3.64	3.39
University College	4.02	3.64	3.65	3.81	3.68	3.67	3.96	4.10	3.93	4.10
Honors	3.10	3.00	2.99	3.64	3.80	3.75	3.67	3.81	3.44	3.59

MEAN	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30
Inst.	<u>4.07</u>	<u>3.55</u>	<u>3.68</u>	<u>3.85</u>	<u>4.00</u>	<u>3.74</u>	<u>4.23</u>	<u>4.14</u>	<u>3.64</u>	<u>4.48</u>
Allied Health	3.94	3.33	3.46	3.65	3.76	3.65	3.99	3.81	3.50	4.32
Arts & Sciences	4.14	3.58	3.74	3.93	4.07	3.84	4.33	4.28	3.66	4.41
Business	4.01	3.58	3.84	3.94	4.14	3.98	4.38	4.33	3.88	4.60
Education & HS	4.11	3.49	3.54	3.80	3.86	3.46	3.97	3.93	3.39	4.38
Technology	3.86	3.39	3.32	3.82	3.92	3.76	4.06	4.16	3.37	4.58
University College	3.95	3.42	3.74	3.96	4.05	3.89	4.29	4.12	3.82	4.30
Honors	4.40	3.89	3.88	3.78	4.03	3.49	4.33	4.17	3.65	4.71

Green = Highest Scoring (mean > 4.0)

Red = Lowest Scoring Population

APPENDIX F: 8 Week Section Comparisons

Question	MEAN Score				Agree				Neutral				Disagree			
	11F	HNR	TR / NT	BUS	11F	HNR	TR / NT	BUS	11F	HNR	TR / NT	BUS	11F	HNR	TR / NT	HNR
<i>Participation in an FSU Seminar improved my ability to:</i>																
1. find what I need at the library (FLITE).	3.99	4.21	4.16	4.05	77%	85%	79%	76%	13%	12%	14%	24%	10%	3%	5%	0%
2. adapt to college life and the Ferris community.	3.71	3.69	4.00	3.85	64%	66%	68%	67%	23%	22%	19%	29%	13%	21%	11%	5%
3. organize my time to meet my responsibilities	3.60	3.39	3.95	3.55	56%	57%	74%	57%	31%	31%	19%	33%	13%	7%	5%	10%
4. be more inclusive of others.	3.46	3.37	3.42	3.45	48%	36%	37%	38%	39%	60%	58%	52%	5%	4%	5%	5%
<i>My FSU Seminar course helped me learn how to:</i>																
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.98	4.09	4.68	4.25	76%	84%	89%	86%	15%	13%	10%	10%	9%	3%	0%	5%
6. register for future classes.	4.06	3.91	4.63	4.60	77%	76%	89%	86%	13%	13%	10%	10%	10%	10%	0%	5%
7. develop an effective study schedule.	3.43	3.47	3.79	3.45	48%	52%	58%	52%	36%	30%	38%	38%	16%	18%	0%	10%
8. apply study skills (strategies) to use in my academic courses	3.47	3.42	3.84	3.65	51%	48%	58%	57%	32%	36%	38%	33%	16%	15%	0%	10%
9. interact with faculty	3.54	3.20	3.79	4.05	54%	41%	58%	76%	30%	38%	29%	19%	15%	21%	11%	5%
10. interact with my academic advisor	3.89	4.05	4.32	4.60	74%	80%	79%	95%	17%	36%	19%	5%	11%	8%	0%	0%
<i>The FSU Seminar course helped me learn how to access the University's:</i>																
11. academic support services (tutoring, writing center, SLA, etc.)	3.62	2.92	4.53	3.63	59%	24%	95%	52%	25%	39%	5%	33%	16%	36%	0%	10%
12. personal support services (health center, personal counseling, educational counseling, etc)	3.47	2.71	3.95	3.30	52%	21%	74%	43%	29%	30%	14%	29%	18%	48%	11%	29%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.41	2.68	4.00	3.55	49%	17%	74%	57%	31%	39%	10%	24%	20%	44%	16%	19%
<i>The FSU Seminar course increased my understanding of:</i>																
14. appropriate etiquette for the college classroom.	3.67	3.88	3.84	3.55	60%	73%	47%	48%	27%	20%	43%	43%	12%	9%	5%	10%
15. the impact of alcohol consumption.	3.69	3.91	3.00	3.60	62%	73%	32%	52%	23%	17%	33%	33%	14%	11%	32%	14%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.62	3.98	3.21	3.50	59%	77%	47%	52%	25%	14%	19%	24%	15%	9%	32%	24%
17. my learning style.	3.70	3.39	4.32	3.80	63%	48%	84%	24%	25%	38%	14%	24%	12%	14%	0%	5%
18. academic honesty.	3.89	4.02	4.05	3.70	70%	76%	68%	62%	21%	21%	24%	33%	8%	3%	5%	5%
19. differences and similarities among the members of the diverse Ferris community.	3.67	3.12	4.16	3.75	61%	32%	79%	62%	27%	45%	14%	33%	12%	23%	5%	5%
20. the history and mission of W.N. Ferris/ Ferris State University.	3.73	3.30	4.42	3.85	64%	45%	84%	71%	21%	38%	14%	14%	14%	17%	0%	14%

APPENDIX F: 8 Week Section Comparisons (con't)

Question	MEAN Score				Agree				Neutral				Disagree			
	11F	HNR	TR / NT	BUS	11F	HNR	TR / NT	BUS	11F	HNR	TR / NT	BUS	11F	HNR	TR / NT	HNR
<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.	4.07	4.50	4.00	4.60	76%	88%	63%	95%	12%	9%	24%	5%	11%	3%	11%	0%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.55	3.88	3.00	4.00	55%	65%	26%	62%	25%	26%	38%	33%	19%	17%	32%	5%
23. I will be more likely to attend future campus/community events.	3.68	3.95	3.95	4.05	63%	74%	74%	76%	22%	20%	24%	19%	14%	6%	0%	5%
<i>The instructor of this course:</i>																
24. used a variety of teaching methods.	3.85	3.38	4.37	4.10	69%	47%	79%	76%	19%	36%	19%	14%	11%	17%	0%	10%
25. promoted meaningful class discussion	4.00	3.80	4.42	4.40	76%	67%	84%	86%	13%	24%	10%	10%	10%	9%	5%	5%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.74	3.65	4.26	4.30	64%	67%	79%	76%	21%	17%	14%	24%	14%	26%	5%	0%
27. was enthusiastic and displayed an interest in students and their learning.	4.23	4.14	4.37	4.55	82%	82%	84%	86%	11%	9%	10%	14%	7%	9%	5%	0%
28. I would take another course with this instructor.	4.14	4.09	4.00	4.70	78%	74%	68%	90%	12%	15%	14%	10%	10%	11%	16%	0%
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.64	3.94	3.95	3.80	63%	80%	74%		19%	11%	14%	10%	17%	9%	11%	10%
30. I plan on returning to Ferris next semester.	4.48	4.83	4.84	4.95	88%	97%	95%	100%	4%	2%	5%	0%	7%	2%	0%	0%

APPENDIX G: Demographics

Gender:	#	%
Males	803	50%
Females	746	46%
Unreported	66	4%

Age	#	%
18 or younger	1104	68%
19 to 21	420	26%
22 to 24	29	2%
25 to 27	6	< 1%
28 to 30	3	< 1%
31 or older	4	< 1%
Unreported	49	3%

Ethnicity	#	%
American Indian Alaskan Native	17	1%
Asian	31	2%
Black	149	9%
Foreign	7	< 1%
Native Hawaiian/Pacific Islander	3	< 1%
Multi-racial	55	3%
Hispanic	25	2%
White	1272	79%
Unreported	56	3%

Study Time	#	%
Do not Study	26	2%
1 to 5 hours	514	32%
6 to 10 hours	546	34%
11 to 20 hours	340	21%
21 to 30 hours	95	6%
31 to 40 hours	23	1%
31 to 40 hours	12	1%
Unreported	59	4%

Activities	#	%
No Activities	593	37%
One Activity	447	28%
Two Activities	202	13%
Three Activities	95	6%
Four Activities	62	4%
Five Activities	45	3%
> Five Activities	119	7%
Unreported	52	3%