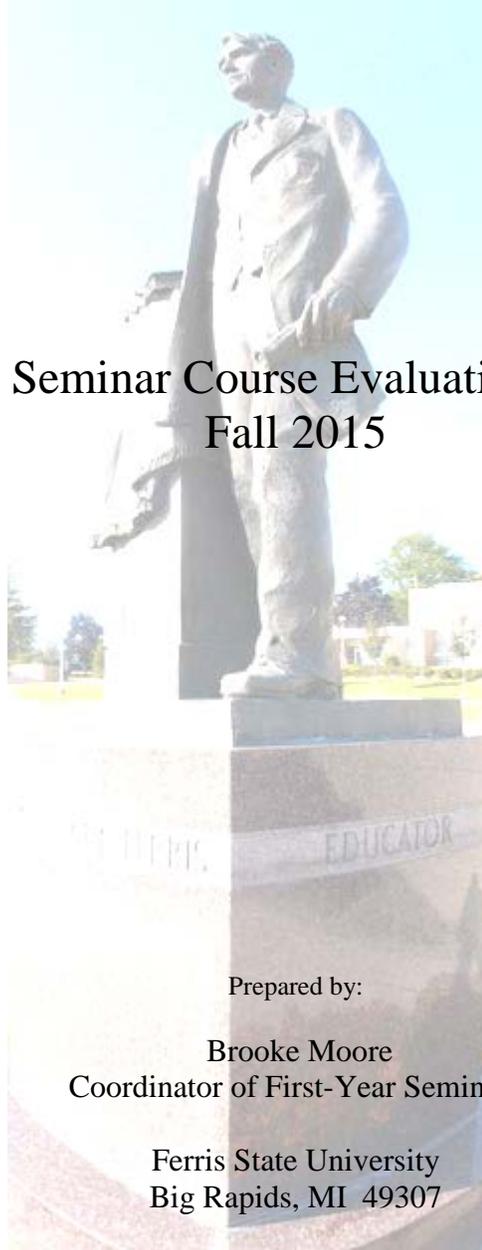




FSUSEMINAR

**FSU Seminar Course Evaluation Report
Fall 2015**



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FSU Seminar Course Evaluation Report

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EXECUTIVE SUMMARY

Survey scores for the 2015 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 learn how to register for future classes (81%, objective 6),
 - understand that diversity comes in many forms (77%, objective 7),
 - develop an understanding of appropriate etiquette and conduct in the college classroom (77%, objective 8), and
 - recognize where to ask for help at the library (81%, objective 1).
- **More than two-thirds** of the students also indicated that their FSU Seminar course
 - increased their understanding of academic honesty (74%, objective 8), and sexual health & responsibility (68%, objective 3),
 - helped them learn how to interact with their academic advisor (74%, objective 6),
 - helped them learn how to set realistic goals (73%, objective 4), and apply study skills (69%, objective 2),
 - improved their understanding of the history and core values of Ferris (73%, objective 10), and
 - helped them learn to use MyFSU (74%, objective 1),
- **The greatest gains** since last year were made in the areas of time management, library resources, and understanding diversity. The longitudinal study shows significant gains in the scores for “creating a weekly study schedule” (+12%), “understanding that diversity comes in many forms” (+10%), and “recognizing where to ask for help in the library” (+10%).
- **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 (38%) report only putting in 6-8 hours of study time. In addition, although there is an engagement component in FSUS, 28% of our students report not attending anything. Thankfully 46% report attending one or more events, but there is still room to improve. These charts and demographic information can be found in Appendix A. Demographics of enrolled FSU Seminar students are consistent with the overall demographics of the university.
- **Recommendations** are being made as a result of data analysis from the 2015 FSU Seminar course evaluations, and the 2015 Instructor Survey which have been reviewed by the FSUS Advisory Committee. Highlights of those recommendations are included here:
 - Continue to collaborate with the Faculty Center for Teaching and Learning to provide professional development, so instructors can gain more knowledge in the identified areas of wellness, managing stress, study strategies, and understanding the advising process.
 - Training emphasis will also include how to encourage students to incorporate more study hours and the importance of student engagement, based on student reports.
 - The BlackBoard shell will be updated to include more sample assignments based on instructor feedback.
 - The Coordinator of FSUS will continue to visit a minimum of ten FSUSeminar classes to identify best practices and understand different teaching methods.

Additional recommendations may be found on page 8 of this Course Evaluation Report

FSU Seminar Course Evaluation Report

Fall 2015

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 2015 (see Appendix B).

The FSUS course evaluation (see Appendix C), was designed to focus on the ten FSUS course objectives. 2015 was the first time that the evaluation was distributed electronically for a response rate of 61%. 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 teaching/learning preferences 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.

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 or 15th week of the fall semester. Of the 1,847 students enrolled in a seminar course, 1,127 completed the evaluation for a response rate of 61%. The following rating scale was utilized to respond to a series of statements:

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

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.

2015 FINDINGS

Information obtained from the 2015 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 2015 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 (75%), and promoted meaningful class discussions (72%). The majority (71%) 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 (81%, objective 6) and recognize where to ask for help at the library (81%, objective 1).
- ***Three quarters of the students*** indicated that the FSU Seminar course helped them:
 - understand that diversity comes in many forms (77%, objective 5),
 - understand appropriate classroom (77%) and public (76%) etiquette (objective 8), and
 - understand the university's general education requirements (75%, objective 6).
- ***More than two-thirds*** of the students indicated that their FSU Seminar course
 - increased their understanding of academic honesty (74%, objective 8), appropriate student conduct (70%, objective 8),
 - how to interact with their academic advisor (74%, objective 3),
 - how to set realistic goals (73%, objective 4)
 - how to use MyFSU (74%, objective 1)
 - increased their understanding of the differences and similarities among the members of the diverse Ferris community (74%, objective 5), and
 - improved their understanding of the history and core values of Ferris (73%, objective 10).
- ***More than two-thirds*** of the respondents (69%) 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 (11%) indicated that FSUS had no effect on preparing them for success, with (1%) 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,
- diversity, and
- classroom and public etiquette.

Registration/Advising (mean = 4.28)

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.

Campus Resources (mean = 4.22)

Students consistently report the required visit to the library to participate in “The Amazing Race” as a highlight of their experience. This helps them become more familiar with this important resource.

Appropriate Classroom Etiquette (mean = 4.28) and Public Etiquette (mean = 4.28)

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.

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

MapWorks (mean = 3.41)

The company that owns MapWorks went through a buyout in 2015. During this process their technology was being converted over to a new system. The transition was less than seamless and resulted in much of the technology not working well or at all, at times. This likely resulted in the survey not being executed as it should have been and would reflect in the mean score.

Disability Services (mean = 3.45)

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.

STUDENT COMMENTS

In 2015, 1,028 students (91%), 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 2015 first-year cohort were:

- financial awareness (20%),
- advising and registration (18%), and
- time management/goal setting (18%).



In 2013, financial awareness was added as an official course objective and for the past two years, has been reported as the most helpful topic by students. This 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 offered extra training to instructors on financial awareness and the office made the Get Real! event available to just freshmen for the first time.

Historically, advising and registration have also been helpful to students, and this was true again in 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. MyDegree was often mentioned as a valuable tool.

Specific training was offered on time management and goal setting during the 2015 school year. Training sessions were offered in the spring of 2015 and were also part of the annual training for all instructors. This likely contributed to the positive impact.

Representative comments about what the students found most helpful included:

- “The most helpful topic covered in the FSUSEminar class was the information given about financial aid, as well as the ramifications of the debt we will have,”
- “The activity about planning your weeks and allotting time to study and do homework,”
- “Learning how to register for classes and how to use MyDegree, as well as understand what courses are required for my major,” and
- “The most helpful topic/activity was pertaining to interacting with other students and faculty around campus.”

Least Helpful

The highest response (24%) 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 9% 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:

- “Anything regarding personal health. I am capable of managing that for myself, although I do understand that other students may need the resources,”
- “I would say the required events like Beer, Booze and Books and the Sexual Health and Wellness were the least helpful. We have been told that alcohol is bad and how to have safe sex since middle school. I did not find this helpful,”
- “I at first thought that the activities and assignments were not meaningful, but now looking back, I see that everything had meaning and was helpful in some way,” and
- “I really think everything we talked about prepared me for my classes this semester and my future semesters at FSU.”

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:

- “Be serious about going to school, but don’t spend all of your time in your dorm only doing homework. Get out, meet people, and get to know the amazing benefits we have on campus,”
- “Do your homework and go to class every day, skipping makes you fall behind,”
- “Use your time well and the resources you are given, like the library and the tutoring center,” and
- “Let students know that they’re not alone. Everybody is here doing and feeling the same thing. Everybody gets homesick and gets stressed and overwhelmed, just take it one day at a time. Don’t be afraid to ask for help or to ask questions in class. Remember why you’re here, stay focused, but have fun!”

LONGITUDINAL COMPARISON

For this part of the report, the results from the surveys administered in 2014 and 2015 were compared over time. (See Appendix E)

Areas of greatest improvement in mean scores since fall 2015 include:

- create a weekly study schedule (+12%), use a planner and to-do list (+9%), understand and avoid procrastination (+9%)
- recognize where to ask for help at the library (+10%),
- understand that diversity comes in many forms (+10%),

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, last year time management and diversity were areas where it was determined that our instructors needed more training. This professional development took place in the past year and now the instructors are out using the tools and activities provided.

The survey question that we use for the library changed from “Participation in an FSU Seminar improved my ability to utilize resources at the library” was changed to “recognize where to ask for help in the library”. This may account for some of the improvement from the previous year.

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



Ferris State Photography

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 2015 FSUS program evaluation, student suggestions, and the FSUS Advisory Committee:

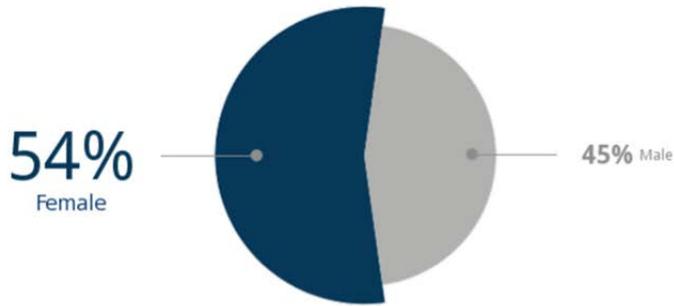
- **Improve Course Consistency:** The FSUS Coordinator, in collaboration with the FSUS Advisory Committee will continue to work on course consistency in the following ways:
 - **Promote BlackBoard Shell Implementation:** In 2015 the BlackBoard shell was available to all instructors and implemented for the first time. In 2014, 36 sections of the FSUSeminar class were using BlackBoard. After the implementation, 66 sections chose to use BlackBoard in 2015. Moving forward, all new and existing instructors will receive training that incorporates the BlackBoard shell annually.
 - Continue to 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. Last year we had a total of 31 instructors attend 81 training sessions. This year topics will include: wellness, managing stress, study strategies, and understanding the advising process.
 - 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.
 - FSUS Coordinator will continue to update and enhance the new Blackboard shell to keep information current and relevant for instructors and students, to include sample assignments.
 - FSUS Coordinator will continue to visit a minimum of 10 FSU Seminar classes throughout the semester to identify best practices and understand different teaching methods.
 - Continue to utilize instructor's best practices by featuring them in the on-going training.
- **Provide additional information:** Students gave helpful advice to future students that we will share in our classes and in orientation to promote the FSU Seminar class. Examples are included on page 6 of the report.

PROJECTS AND INITIATIVES UPDATE

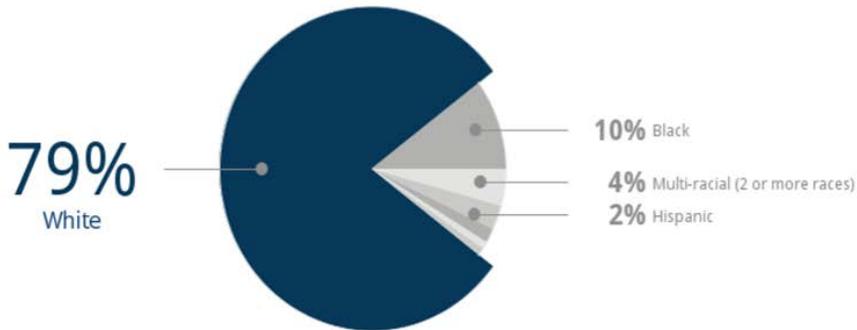
- **Transfer Students Seminar:** In the past, transfer students have been exempt from the FSU Seminar class if they had over twelve transfer credits. General Studies has held an optional seminar for transfer students with success for five years. Health Professions piloted an FSU Seminar course in the fall. A reflection of this experience from the Director of Academic Affairs in the College of Health Professions appears in Appendix F.
- **Peer Educator Pilot:** This past fall we piloted a student-peer educator program in two sections of the General Studies FSU Seminar class. This project is currently being assessed with results to come in May.
- **Ferris Core Values:** A video incorporating the history of Ferris and the core values was created to help instructors emphasize the importance. This year it will be added to the BlackBoard shell and currently is available on the FSU Seminar website.
- **Sexual Health and Wellness for College and Beyond Presentation:** This presentation was developed internally to replace Sex and the College Student. This program will be revamped for 2016 based on student and instructor feedback from 2015.
- **Jim Crow Museum:** Best practices were shared with instructors to provide more guidance for those wishing to utilize this valuable resource in support of the diversity objective. A handout was created outlining what students should do prior to attending, which included watching a short informational film about the museum.

APPENDIX A: Demographics & Student Information

Sex (Gender):



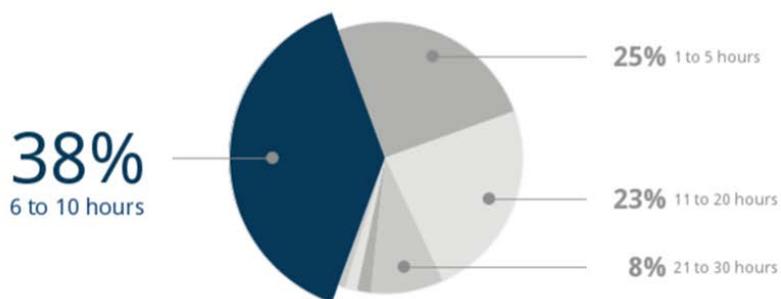
Race or Ethnicity



Number of University Sponsored Extracurricular Activities Attended



Average Number of Hours per Week Spent Studying



APPENDIX B: Compliance Report

FSUS Compliance Report Fall 2015

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	165	0	0	0				100.0%
AS	312	3	3	0				100.0%
BU	304	19	17	2	2			99.3%
ED	230	3	3	0				100.0%
TE	281	10	8	2	2			99.3%
RS	387	4	3	1	1			99.7%
Total	1679	39	34	5	5			99.7%

*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 or are non-degree seeking (n= 25) B) are attending part-time (n=7) C) have been granted special consideration to excuse them from FSUS (n=2).

Compiled by B. Moore 10/9/2015



FSUS COURSE EVALUATION

Intro/Directions:

Q1 Sex (Gender):

- Male
- Female

Q2 Grade or Education:

- First semester freshman
- Second semester freshman
- Sophomore
- Junior
- Senior
- Transfer student

Q3 Race or Ethnicity:

- American Indian/Alaskan Native
- Asian
- Black
- Foreign
- Native Hawaiian/Pacific Islander
- Multi-racial (2 or more races)
- Hispanic
- White

Q4 Population:

- Honors
- Arts & Sciences
- Health Professions
- Business
- Education & Human Services
- Engineering Technology
- Retention & Student Success

Q5 Age:

- 18 or younger
- 19-21
- 22-24
- 25-27
- 28-30
- 31 or older

Q6 Current Residence:

- Campus residence hall
- Campus apartment
- Off-campus with family
- Off-campus not with family
- Greek housing
- Other housing

Q7 Number of University Sponsored Extracurricular Activities

- No activities
- 1 activity
- 2 activities
- 3 activities
- 4 activities
- 5 activities
- 6 or more activities

Q8 Average Number of Hours per Week Spent Studying

- Do not study
- 1-5 hours
- 6-10 hours
- 11-20 hours
- 21-30 hours
- 31-40 hours
- 41 or more hours

Q9

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
1. recognize where to ask for help at the library (FLITE). *	<input type="radio"/>				
2. adapt to college life and the Ferris community. *	<input type="radio"/>				
3. organize my time to meet my responsibilities. *	<input type="radio"/>				
4. understand that diversity comes in many forms. *	<input type="radio"/>				

Q10 My FSU Seminar course helped me learn how to use campus technology tools like:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
MyFSU	<input type="radio"/>				
MyDegree	<input type="radio"/>				
FerrisConnect	<input type="radio"/>				
MAP-Works	<input type="radio"/>				

Q11 My FSU Seminar course helped me learn how to:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
understand and avoid procrastination	<input type="radio"/>				
create a weekly study schedule	<input type="radio"/>				
use a planner and to-do list	<input type="radio"/>				
set realistic goals	<input type="radio"/>				

apply study skills strategies to use in my academic courses	<input type="radio"/>				
register for future classes	<input type="radio"/>				
interact with faculty	<input type="radio"/>				
interact with my academic advisor	<input type="radio"/>				
adjust my learning style to the way a professor is teaching	<input type="radio"/>				

Q12 The FSU Seminar course helped me learn where to go to:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
receive academic assistance with my classes	<input type="radio"/>				
join a student organization	<input type="radio"/>				
receive personal counseling	<input type="radio"/>				
receive education and career counseling	<input type="radio"/>				
receive disability services	<input type="radio"/>				
access personal health and wellness support	<input type="radio"/>				
find cultural events and activities	<input type="radio"/>				

Q13 The FSU Seminar increased my understanding of:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
academic honesty	<input type="radio"/>				
differences and similarities among the members of the diverse Ferris community	<input type="radio"/>				
the FSU student dignity and anti-harassment policy	<input type="radio"/>				
test taking strategies	<input type="radio"/>				
the FSU core values (collaboration, diversity, ethical community, excellence, learning, opportunity)	<input type="radio"/>				
the university's general education requirements	<input type="radio"/>				
appropriate student conduct (Code of Student Community Standards)	<input type="radio"/>				

Q14 The FSU Seminar increased my understanding of wellness issues such as:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
the impact of drug and alcohol use	<input type="radio"/>				
sexual health and responsibility	<input type="radio"/>				
campus safety	<input type="radio"/>				

Q15 The FSU Seminar gave me better financial awareness by assisting my understanding of:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
financial aid	<input type="radio"/>				
basic budgeting	<input type="radio"/>				
ways to minimize student debt	<input type="radio"/>				
Satisfactory Academic Progress (SAP)	<input type="radio"/>				

Q16

Because of my FSUS Seminar:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
39. I know it is important to regularly check my Ferris e-mail. *	<input type="radio"/>				
40. I can describe how to use the library's (FLITE) services. *	<input type="radio"/>				
41. I understand appropriate classroom etiquette. *	<input type="radio"/>				
42. I understand appropriate audience (in public) etiquette. *	<input type="radio"/>				
43. I will be more likely to attend future campus/community events. *	<input type="radio"/>				

Q17 The instructor of this course:

	Strongly Disagree	Slightly Disagree	Neutral	Slightly Agree	Strongly Agree
used a variety of teaching methods	<input type="radio"/>				
promoted meaningful class discussion	<input type="radio"/>				
assigned meaningful homework/activities that covered the major objectives of this class	<input type="radio"/>				
was enthusiastic and displayed an interest in students and their learning	<input type="radio"/>				

I would take another course with this instructor

Q18 Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?

- Strongly Disagree
- Slightly Disagree
- Neutral
- Slightly Agree
- Strongly Agree

Q19 I plan on returning to Ferris next semester.

- Strongly Disagree
- Slightly Disagree
- Neutral
- Slightly Agree
- Strongly Agree

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.

Q20 What was the most helpful topic or activity in your FSU Seminar class?

Q21 What was the least helpful topic or activity in your FSU Seminar class?

Q22 What additional information should be provided for first-year students?

Q23 Additional comments:

Thank you!

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

APPENDIX D: Summary of FSUS Course Evaluation Responses - Fall 2015

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).	4.22	81%	12%	7%	<1%
adapt to college life and the Ferris community.	3.93	69%	19%	11%	<1%
organize my time to meet my responsibilities	3.89	69%	19%	11%	<1%
understand that diversity comes in many forms.	4.16	77%	15%	9%	<1%
<i>My FSU Seminar course helped me learn how to use technology tools:</i>					
MyFSU	4.06	74%	14%	11%	1%
MyDegree	3.86	66%	18%	16%	1%
BlackBoard	3.91	66%	19%	14%	1%
Mapworks	3.41	49%	26%	25%	1%
<i>My FSU Seminar helped me learn how to:</i>					
understand and avoid procrastination	3.73	63%	22%	14%	2%
create a weekly study schedule	3.75	62%	22%	15%	2%
use a planner and to-do list	3.83	64%	20%	13%	2%
set realistic goals	4.03	73%	16%	9%	2%
apply study skills (strategies) to use in my academic courses	3.93	69%	20%	10%	2%
register for future classes.	4.28	81%	11%	7%	2%
interact with faculty	3.88	67%	20%	11%	2%
interact with my academic advisor	4.08	74%	15%	9%	2%
adjust my learning style to the way a professor is teaching	3.74	61%	23%	13%	2%
<i>The FSU Seminar course helped me learn where to go to:</i>					
receive academic assistance with my classes	3.93	67%	21%	9%	3%
join a student organization	3.69	57%	24%	15%	3%
receive personal counseling	3.71	57%	26%	14%	3%
receive education and career counseling	3.84	63%	22%	12%	3%
receive disability services	3.45	47%	29%	20%	3%
access personal health and wellness support	3.73	60%	23%	14%	3%
find cultural events and activities	3.99	69%	19%	9%	3%
<i>The FSU Seminar increased my understanding of:</i>					
academic honesty.	4.16	74%	15%	7%	4%
differences and similarities among the members of the diverse Ferris community	4.04	71%	17%	8%	4%

Question	Mean Score	% Agree	% Neutral	% Disagree	No Response
the FSU dignity and anti-harassment policy	3.94	66%	19%	11%	4%
test taking strategies	3.87	64%	19%	12%	4%
the FSU core values (collaboration, diversity, ethical community, excellence, learning, opportunity)	4.12	73%	16%	7%	4%
the university's general education requirements	4.13	75%	13%	7%	4%
appropriate student conduct (Code of Student Community Standards)	4.06	70%	18%	8%	4%
<i>The FSU Seminar increased my understanding of wellness issues such as:</i>					
the impact of drug and alcohol use.	3.98	67%	18%	10%	5%
sexual health and responsibility.	4.01	68%	18%	9%	5%
campus safety	4.02	69%	17%	9%	5%
<i>The FSU Seminar gave me better financial awareness by assisting my understanding of:</i>					
financial aid	3.85	63%	19%	12%	6%
basic budgeting	3.76	60%	20%	14%	6%
ways to minimize student debt	3.70	58%	21%	16%	6%
Satisfactory Academic Progress (SAP)	3.54	51%	24%	19%	6%
<i>Because of my FSU Seminar:</i>					
I know it is important to regularly check my e-mail	4.47	82%	8%	4%	6%
I can describe how to use the library's (FLITE) services	4.04	69%	17%	9%	6%
I understand appropriate classroom etiquette	4.28	77%	11%	6%	6%
I understand appropriate audience (public) etiquette	4.28	76%	13%	6%	6%
I will be more likely to attend future campus/community events	3.94	64%	19%	11%	6%
<i>The instructor of my FSU Seminar:</i>					
used a variety of teaching methods.	4.03	69%	15%	10%	7%
promoted meaningful class discussion	4.15	72%	12%	9%	7%
assigned meaningful homework/activities that covered the major objectives of this class.	3.94	65%	16%	13%	7%
was enthusiastic and displayed an interest in students and their learning.	4.29	75%	12%	6%	7%
I would take another course with this instructor.	4.16	71%	11%	10%	7%
Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.76	62%	16%	16%	7%
I plan on returning to Ferris next semester.	4.62	83%	6%	3%	7%

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

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

APPENDIX E: Comparison of FSUS Course Evaluation Responses Fall 2014 - Fall 2015

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

Survey Statement:	Fall 14	Fall 15	% Change
<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%
sexual health and responsibility.	3.83	4.01	+5%
campus safety.	3.87	4.02	+4%
<i>The FSU Seminar gave me better financial awareness by assisting my understanding of:</i>			
financial aid.	3.87	3.85	- <1%
basic budgeting.	3.70	3.76	+2%
ways to minimize student debt.	3.70	3.70	0%
Satisfactory Academic Progress (SAP).	3.45	3.54	+3%
<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%
I can describe how to use the library's (FLITE's) services		4.04	-----
I understand appropriate classroom etiquette.	4.10	4.28	+5%
I understand appropriate audience (in public) etiquette.	4.10	4.28	+5%
I will be more likely to attend future campus/community events.	3.91	3.94	<1%
<i>The instructor of this course:</i>			
used a variety of teaching methods.	3.94	4.03	+3%
promoted meaningful class discussion.	4.10	4.15	+1%
assigned meaningful homework/activities that covered the major objectives of this class.	3.87	3.94	+2%
was enthusiastic and displayed an interest in students and their learning.	4.23	4.29	+2%
I would take another course with this instructor.	4.14	4.16	<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%
<i>I plan on returning to Ferris next semester.</i>	4.54	4.62	+2%

Any positive changes + 9% or above are shaded. Any negative changes were < 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 2015	67	101	1127	61%
Fall 2014	67	96	1417	71%

APPENDIX F: COHP FSUS Transfer Section Reflection

FSUS 100-012 TRN Section – College of Health Professions

Pilot Course – not required for transfer students

7 students

- 5 transfer
- 1 International
- 1 FTIAC

All 7 passed. Attendance was almost 100%, with the exception of the International student, who struggled greatly with his English.

- During the course - 2 added CHP secondary majors, 1 added a CHP minor, and 1 is considering a major change to another CHP program.

I loosely followed the standard curriculum weeks in the Bb shell, however took certain liberties as this was a pilot course. Transfer students have very different needs than a FTIAC student.

- Week 1 – Introductions and syllabus quiz
- Week 2 – Campus Resources Scavenger Hunt (in groups)
- Week 3 – Time Management exercise (fill in the grid)
- Week 4 – Wellness Jeopardy
- Week 5 – Bystander Training w/ Charlie Malone and student presenters
- Week 6 – FLITE Amazing Race
- Week 7 – Academic Integrity exercise & guest speaker – Gail Bullard, HCSA
- Week 8 – Advising responsibilities w/ Linda Kuk, CHP Advisor
- Week 9 – MyDegree (me as presenter)
- Week 10 – Financial Literacy w/ Melanie Mulder
- Week 11 – How to handle stress & guest speaker, Fathima Wakeel, Public Health
- Week 12 – Goal setting & guest speaker, Rhonda Bishop, Nursing
- Week 13 – No class (Thanksgiving break)
- Week 14 – Test taking skills
- Week 15 – Final Exam Prep and discussed final projects

In addition to having guest speakers from the various CHP programs, as requested by the students, we used the Bb Discussion area to converse weekly. The questions were based on the materials covered in class that day. I also posted an Announcement each Monday recapping the previous week, and informing them of what was to come the following week.

In addition, 5 assignments worth 25 pts each were due throughout the semester, plus a midterm and a final project.

My students received points for attending 3 campus events, however with Brooke's permission, they did not need to attend Beer, Booze, and Books or the Sexual Awareness sessions.

Again, I tried to loosely follow the weekly course curriculum, however I also asked for input from the students as to what they felt we needed to cover. This is what I found:

- Students wanted to learn more about the programs in our college
- Students wanted exercises and advice that could be applied to real life, i.e. I had Melanie talk about more than just F.A., we explored their credit scores & how it will impact their life when they are no longer students.

- They did not want any ‘fluff.’ My least liked sessions were; Wellness Jeopardy, Bystander Training, and Academic Integrity – although they did have a few questions about what is considered ‘cheating.’
- My FTIAC did attend Beer, Booze, and Books with her roommate. Her comments were not very positive. According to her, many of the students she conversed with afterwards thought it was ‘funny’ and did not take it seriously.
- Because of my role in SAA, I was able to talk with and advise many of these students on a consistent weekly basis. Many of them had numerous questions about their majors and the application process specific to CHP.
- If not for this class, I do not think these transfers would have felt confident about registering for classes, or using MyDegree. In several cases they were also not aware of who their advisors were.
- At first they complained about attending 3 campus events, however in the end they were very grateful, as many of them are commuters, and had never ventured anywhere on campus besides their classrooms.
- At the final class they shared with me their favorite and most helpful moments, which were;
 - Financial Literacy
 - Time Management
 - Advising and MyDegree
 - The Academic Support Center – they wished that I would have introduced them to this earlier in the semester
 - CHP program faculty as guest speakers

My thoughts:

This is a very valuable course to both FTIAC’s and to transfer students. It was clear to me that without this course, transfer students are not aware of how to navigate the registration process or how to utilize the MyDegree tool, though some had tried to teach themselves. Additionally, this course helped to link students to their advisors. Students that do not live on-campus often times need an additional push to make an appointment on-campus. Without that introduction, off-campus and commuting students certainly do not feel as connected to main campus as on-campus students. They are also less likely to utilize resources such as ASC, Writing Center, Tutoring, Academic advising or personal counseling services.