

**Academic Program Review for
Ferris State University Seminar Class
(FSUS 100)**

August 7, 2007

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(FSUS 100/101)**

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Academic Program Review for
FSUS 100/101
Ferris State University Seminar Class

Section 1: Program (Course) Overview

A. PROGRAM (COURSE) GOALS

1. Goals of the Course:

Ferris State University Seminar (FSUS) is a class designed to provide all first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation. A goal of the course is to facilitate student transition from high school to university life and by so doing improving student academic performance and retention. Students will develop a relationship with FSUS faculty members that will serve as an internal model for interactions with future teachers.

By actively participating in FSUS, students will:

Develop...

- an awareness of how they learn and how to access academic and personal support services
- effective time management strategies

Learn about and understand...

- wellness issues that directly impact their health and safety
- how to apply basic study skills techniques to their academic courses
- how to appreciate differences and similarities among the members of the diverse Ferris community
- academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institution setting.

Receive...

- academic advising and technical assistance to insure appropriate registration for the next semester
- encouragement to become active participants and contributors in campus and community activities

Become familiar with...

- FSU's campus resources
- Woodbridge N. Ferris and his vision as educator, statesman, and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

Most sections are grouped by major – the average seminar size is 20 students. Four out of five students report that FSUS has contributed to improving their understanding of their own academic strengths and the impact of establishing

personal goals. In addition, FSUS has increased their understanding of campus policies, procedures, and resources as well as contributed to their ability to adjust to the college social environment. (2006-2007 First-Year Initiative Survey)

2. When Goals Were Established:

The FSUS 100 class was piloted in the 1994 fall semester. In the fall of 2002, enrollment in FSUS 100 became a university-wide mandate as recommended by the Admissions Standards Review Committee, the Academic Senate, and the Recruitment and Retention Policy Committee.

The FSUS 100 class is offered by the Developmental Programs and Curriculum Department in University College.

3. Goals that apply toward preparing students for careers and meeting employer needs: ***not applicable***

4. Goals that have changed since the last review: ***not applicable***

The course has never been reviewed before and the goals have not changed since it was developed.

5. Relationship of course goals to the University's, department, and college missions and divisional strategic plans:

The mission of the Ferris State University Seminar class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.

The University's mission is to be a national leader in providing opportunities for **innovative teaching and learning** in career-oriented, technological and professional education.

The Academic Affairs mission statement is to **create, support, and enhance the learner-centered environment** that is central to the University vision of growth, excellence, and national leadership.

The mission of University College is *to provide developmental courses, educational counseling, and academic support services that will empower students enrolled at Ferris State University to achieve their educational and career goals.*

The mission of the Developmental Programs and Curriculum Department of University College is to provide a variety of services to students seeking to improve their academic readiness or to determine their career path. The faculty and staff are committed to developing and offering educational opportunities that prepare students for the academic challenges of university life. The services provided **promote personal, academic, cultural and social growth according to the principles of adult learning and development.**

Clearly, the mission of the FSUS 100 course is consistent with the mission statements of the University, Academic Affairs, University College, and the Department of Developmental Programs and Curriculum. The common thread in each of the statements is the emphasis on learning, personal development, and goal attainment as detailed in bold print.

B. PROGRAM (COURSE) VISIBILITY AND DISTINCTIVENES

1. Describe unique features or components of course:

Most Michigan universities offer first-year seminar courses. Ferris is only university that requires *all* first-time students to enroll in a seminar course. (See Appendix 26, First-Year Seminar Scan for Michigan Universities)

FSUS 100 is probably the only University course that is mandatory for all first-year Ferris students. The goals and objectives are the same for all Colleges with ten basic objectives that must be met. Other course objectives are at the discretion of the teacher, depending on the student's program or College.

2. Program's ability to attract quality students: *not applicable*

3. Institutions competing for prospective students in this program: *not applicable*

C. PROGRAM RELEVANCE - *not applicable* for the FSUS 100 course review

D. PROGRAM VALUE

1. There are several benefits of the FSUS program and personnel to the University:

- Student retention is the University's number one benefit of the FSUS program. The first year that FSUS was mandated for all first-year students, fall-to-fall retention rate rose two percentage points from 64% to 66% has risen an additional 3-4 percentage points since then.
- FSUS provides a channel for campus wide collaboration between Academic Affairs and Student Affairs to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.
- FSUS has been widely recognized as an effective communication tool for dispensing campus resource information to all first-year students in a timely manner. Many departments across campus have requested their information to be shared with students via FSUS student packets distributed to all FSUS participants and/or through classroom announcements.

- FSUS has helped to demonstrate and enhance the use campus technology (MyFSU).
 - In a recent survey, FSUS instructors praised the FSUS program. In their own words, nine out of ten (89%, n=36) instructors responded positively with comments such as “Great program. This seminar is important to all entering freshmen,” “I love this program,” and “I think it’s wonderful and love teaching it. I wish we had more time with the students to cover topics more in-depth.” Thirteen instructors (33%) stated that FSUS is “excellent and should be continued.”
2. Benefits of the program, facilities, and personnel to students enrolled in the program:
- FSUS is a vital tool for introducing students to a wide range of campus resource information. Although this information is readily accessible for anyone who wants it, most new college students do not know what is available or where to begin searching. FSUS helps to bridge the information gap for students who don’t know what they don’t know.
 - Utilizing the extended orientation format, FSUS delivers pertinent information to students throughout the semester on a need-to-know basis. For example, college classroom etiquette, professors’ expectations and personal choices and responsibility (wellness issues) are discussed early in the semester. Students are taught how to identify and contact their academic advisor, how their advisor can assist them, and instructed on the use of the campus registration system just prior to early registration. Course withdrawal information is discussed around mid-term prior to the last “W” date, and time management is visited throughout the semester.
 - Faculty instructors make a conscious effort to get to know each of their students. Most instructors teach just one FSUS class, making it easier to schedule one-on-one meetings with students throughout the semester. Through these efforts, students learn how to approach and communicate with faculty members for assistance when needed.
 - As previously discussed, FSUS is a vital tool for introducing students to a wide range of campus resource information as well as alerting them to campus and community events.
3. Assessment of program personnel of the value of the program to employers: *not applicable*
4. Benefit of the program, faculty, staff and facilities to entities external to the University: The FSUS program has been highlighted through presentations at national conferences such as the 2004 and 2006 Annual First-Year Experience Conference hosted by the National Resource Center for the First-Year Experience

and Students in Transition. FSUS instructors have accompanied the FSUS Coordinator at planning conferences for the American Democracy Project in conjunction with the National Resource Center, John Gardner, The New York Times, and the American Constitution Center in Philadelphia, PA, as well as at Sam Houston University in Huntsville, TX. The FSUS Coordinator is currently making plans to host Michigan's first state-wide First-Year Experience Conference in September 2008.

5. Services for extra-University general public groups: *not applicable*

Section 2: Collection of Perceptions

- A. GRADUATE FOLLOW-UP SURVEY – *not applicable*
- B. EMPLOYER FOLLOW-UP SURVEY – *not applicable*
- C. GRADUATING STUDENT EXIT SURVEY – *not applicable*
- D. STUDENT PROGRAM EVALUATION

Two types of student evaluation were conducted for the program review:
The First-Year Initiative (FYI) survey and student focus groups.

First-Year Initiative Survey

For the past six years, Ferris State University students have participated in the First Year Initiative Survey conducted by Educational Benchmarking (EBI). The purpose of the national study was to survey students to understand their perceptions about first-year experience courses. The results obtained from participating in EBI's study 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.

Enrollment in FSUS100 became mandatory for all new-to-college Ferris students as of fall, 2002. In the following report, FSUS or FSU Seminar course is the all-inclusive term used to describe courses that meet the program objectives, including "infused courses." "Infused" courses include introductory classes for College of Business programs: General Business (BUSN122), Professional-Golf and Professional-Tennis Management (PGMG101, PTMG101), Music Industry Management (MIMG101), Public Relations (PREL101), Orientation to Hospitality Industry (RFIM101), and the Honors Seminar (HNRS100). In addition, some University College programs also have transition courses which are considered to be "infused" courses: UNCP100 and DIST100.

All students in FSUS courses were invited to complete the First-Year Initiative (FYI) survey during the 14th week of the 2006 fall semester. Of the 2012 students enrolled in a seminar course, 1543 responded to the survey. This number represents a response rate of 77% which is five percentage points higher than the nationwide response rate on the FYI survey (72%).

Survey questions were grouped into fifteen factor areas for analysis and reporting purposes. Eight of the fifteen factor areas analyzed for this study related directly to FSUS course objectives. Those factors included:

- Course Improved Study Strategies
- Course Improved Connections with Faculty
- Course Increased Out-of-Class Engagement
- Course Improved Knowledge of Campus Policies
- Course Improved Knowledge of Academic Services
- Course Improved Managing Time and Priorities
- Course Improved Knowledge of Wellness
- Overall Course Effectiveness

Factor areas that measured information *not* included in FSUS objectives were:

- Course Improved Critical Thinking
- Course Improved Connections with Peers
- Course Improved Academic and Cognitive Skills
- Sense of Belonging and Acceptance
- Usefulness of Course Readings
- Course Included Engaging Pedagogy
- Satisfaction with College/University

The next section identifies the highlights of Ferris' 2006 First-Year Initiative Survey.

2006 FINDINGS

Information obtained from the 2006 FYI survey indicates that continued improvement has been made in the degree to which we are achieving the FSUS course objectives. The greatest gain in 2006 was in the mean score for improved study strategies followed by time management/priorities and overall course effectiveness. None of the factor areas measuring the FSUS course objectives had scores which were lower than previous years.

Overall, Ferris students reported that:

- their college experience was positive,
- it was a high-quality learning experience,
- they wanted to return for the next fall term,
- it was easy to make friends and identify other students with similar interests,
and
- they would recommend Ferris to a friend.

The majority of students indicated that FSUS was helpful in all areas of the survey. Older students (22+) seem to value the benefits of the first-year seminar more than traditional aged students in all areas except out-of-class engagement (see appendix 10). Jobs and family commitments may affect their willingness or ability to participate in extracurricular activities.

Four out of five students reported that the course improved their understanding of

- available campus resources (86-90%, objectives 1&2)
- how to obtain academic assistance (89%, objective 1&2)
- registration procedures (88%, objective 7)
- the role of academic advisors (88%, objective 7)
- their academic strengths (88%, objective 2)
- managing time and priorities (85%, objective 4)
- faculty expectations of students (84%, “Goals”), and
- helped them to understand and appreciate differences and similarities among members of the diverse Ferric community. (85%, objective 6)

Three out of four students report that the course:

- activities were connected to real-life situations. (87%)
- included interesting subject matter (79%)
- contributed to their ability to adjust to the college social environment and to succeed academically (79%, “Mission”)
- assisted in understanding the impact of alcohol consumption (79%, objective 3)
- included a variety of teaching methods (78%)
- made productive use of classroom time (78%), and
- increased the rate at which students sought feedback from instructors, completed homework assignments on time and set priorities to accomplish what is most important. (76%, Goals, objective 4)

More than half of the students participating reported that FSUS courses *significantly* (answered 6 or 7 on a scale of 1-7 with 7 being the highest) increased their understanding of:

- available library resources
- registration procedures
- the role of the academic advisor
- how to obtain academic assistance
- the impact of establishing personal goals, and
- University rules regarding academic honesty.

(see chart on next page)

**Percentage of Students Reporting the FSUS was *Significantly* Helpful
(FYI Survey, Fall 2006)**

FSUS Significantly Increased Students' Understanding of...

	% Responding Significantly (7)	% Responding 6 or 7 (Combined)
Available library resources (objective 2)	35	63
Registration procedures (objective 7)	29	57
The role of the academic advisor (objective 7)	30	56
How to obtain academic assistance (objective 1&2)	28	56
How to obtain a tutor (objective 2)	27	53
The impact of establishing personal goals (objective 4)	23	50
College/University rules regarding academic honesty (obj. 9)	23	49
This course improved my ability to find what I need through the library (objective 2)	27	54

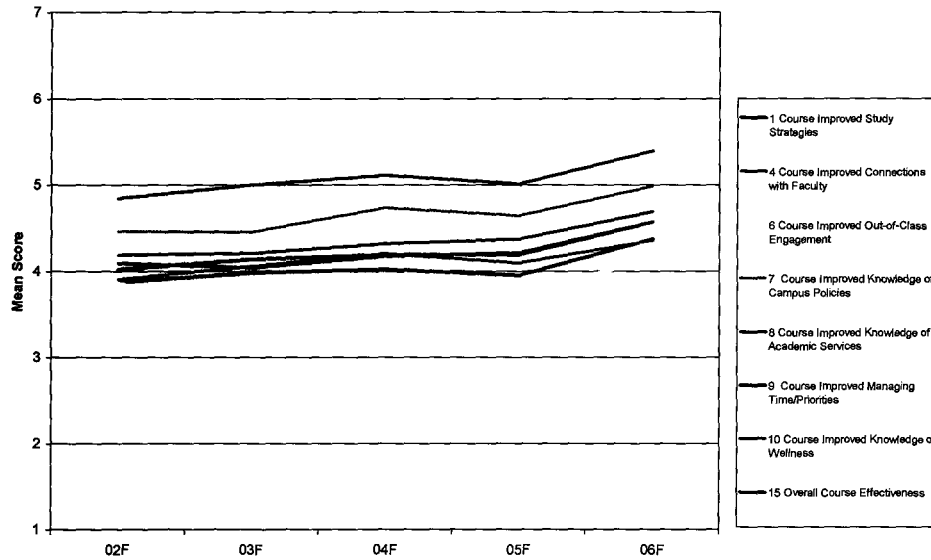
Response Key:

Significantly			Somewhat			Not at All
7	6	5	4	3	2	1

Five Year Comparison

A comparison of survey results for the past five years revealed that the FSUS program has been successful and still continues to improve in delivering college-success strategies. Based on mean scores, all eight factor areas pertaining to FSUS have shown improvement with an average increase of 11% since seminars became mandatory for all students in 2002.

Five-Year Comparison of FSU's Institutional Mean Scores
For Eight Factor Areas of the First-Year Initiative Study



Factor	Factor Area	02F Mean	03F Mean	04F Mean	05F Mean	06F Mean	Change 05F- 06F	% Change 05F- 06F	% Change 02F- 06F
1	Course Improved Study Strategies	3.87	3.98	4.02	3.95	4.27	0.42	10.6%	12.9%
4	Course Improved Connections with Faculty	4.19	4.21	4.32	4.37	4.69	0.32	7.3%	11.9%
6	Course Improved Out-of-Class Engagement	3.87	3.49	3.65	3.81	4.10	0.29	7.6%	5.9%
7	Course Improved Knowledge of Campus Policies	4.46	4.45	4.73	4.64	4.99	0.34	7.3%	11.7%
8	Course Improved Knowledge of Academic Services	4.84	5.00	5.11	5.01	5.39	0.38	7.6%	11.4%
9	Course Improved Managing Time/Priorities	4.02	4.14	4.19	4.19	4.57	0.38	9.1%	13.7%
10	Course Improved Knowledge of Wellness	3.90	4.05	4.20	4.09	4.35	0.26	6.4%	11.5%
15	Overall Course Effectiveness	4.09	4.04	4.17	4.21	4.57	0.36	8.6%	11.7%

Scale: not at all 1 2 somewhat 3 4 5 significantly 6 7

(Individual question scores for each factor area of the survey may be seen in Appendix 8.)

FSUS has had a positive effect on students' knowledge of wellness issues (alcohol and personal choices), academic services, campus policies, and connections with faculty. In addition, students report that FSUS is instrumental in introducing them to resources for academic assistance and tutoring.

In the past year, FSUS has had significant impact in improving out-of-class engagement. Instructors have required their students to attend campus-sponsored activities, cultural events, and in some cases, to participate in campus-sponsored organizations. Many students have indicated that they would not have done so otherwise.

FSUS instructors, many of whom are seasoned veterans, have figured out what makes the seminar most effective; they have homed in on the use of meaningful homework, the inclusion of out-of-class activities, encouraging students to work together, productive use of classroom time, and facilitating meaningful classroom discussions. As a result, significant increases have been noted in the area of "engaging pedagogy," one of the top predictors of overall course success. (see Appendix 9)

The second top predictor, managing time and priorities, is an area where little improvement has taken place until 2006. Most students say that FSUS has helped make an "impact of establishing personal goals" and "organizing time to meet responsibilities," however this is an area needing continued focus.

Highest Scoring Means - Fall 2006

For the past five years, academic advising and registration procedures, as well as available library (FLITE) resources, have consistently stood out as areas most helpful to students. Four FSUS objectives were once again identified in 2006 as the "highest scoring means" questions on the survey: "knowledge of campus resources (library)," "how to access personal and academic support services," "advising and registration procedures," and understanding "rules regarding academic honesty."

Understanding of available library resources (mean = 5.58)

Since 2003, four out of five students reported that FSUS helped contributed to their increased understanding of available library resources. Through collaboration with FLITE librarians, 98% of the first-year seminar courses visited FLITE in 2006, there was a 13% increase in the mean score for "course improved my ability to find what I need through the library," and 90% of the students reported that the FSUS helped them understand what was available to them at the FLITE library.

Understanding registration procedures / the role of the academic advisor (mean 5.37)

– Since the initial FYI survey, the understanding of registration procedures has been identified as one of the most beneficial aspects of FSUS. Instructors have emphasized the use of campus technology to locate advisor contact information. It is not surprising that questions for this objective received high scores on the survey.

How to obtain academic assistance (mean 5.37) / understanding of how to obtain a tutor (mean = 5.25). Providing students with information on where to find and how to access the University's academic support services is a priority of the FSUS program. All first-year students are given FSUS Information Packets during the first week of classes containing a variety of information regarding campus resources and activities. Many instructors require students to bring their FSUS Folder to class weekly and refer to the materials frequently in classroom discussions. They are required to navigate through department links on the University and FSUS webpage, and to visit the tutoring/writing center, Academic Success Fair and/or Academic Support Center Seminars.

Understanding University rules regarding academic honesty (mean = 5.20)

Dr. William Potter, Dean of University College, has been a valuable resource for promoting the understanding of academic honesty. In August 2005, he shared his presentation resources with instructors at the first FSUS mini conference. Since that time, he has shared his academic honesty presentation as part of the Academic Support Center Seminar series as well as 24 individual classrooms.

Lowest Scoring Means – Fall 2006

One area typically covered by the FSUS wellness objective was among the lowest scoring mean questions for fall 2006:

Improved understanding of college students' sexual issues (mean = 4.00)

In past years, large-group presentations with outside speakers have been organized and made available for FSUS classes. Due to Instructional Resource Center renovations, large group presentations were not offered as they had been in past years. Instead, FSUS instructors were encouraged to send their students to one of many sexual aggression/assault presentations hosted by various other departments and organizations throughout the semester. First-year student attendance was not tracked at these presentations, therefore, it is not known if they were utilized to supplement the FSUS wellness objective. Clearly, they did not work as well as the previous large-group presentations as evidenced in the drop in the mean score since 2005 (-2.3%).

Student Comments

In 2006, 1543 students were asked to provide written responses to ten institutional-specific questions using their own words for three open-ended questions:

- *“What was the most helpful part of your FSUS course?”*
- *“What was the least helpful part of your FSUS course?”*
- *“What additional topics should be included in FSUS?”*

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.

Grouped by FSUS objective, responses to these questions indicate that the most helpful course objectives for the 2006 first-year cohort were advising and registration, campus resource (Library) information, and encouragement for active participation in campus activities. In addition to these objectives, students reported that homework assignments and classroom activities were helpful as well as major specific information and learning about various campus activities. As a result of information received from previous FYI surveys, seminar instructors no longer require students to “just show up” for class. In addition to classroom discussions, having guest speakers and requiring weekly journals, students are now assigned course readings and reflective assignments that tie into real-world situations faced by college students.

Common responses to “What was *most* helpful...”

Response:	N	%
No response	359	23.4%
Registration / Advisor / Scheduling Information (Objective 7)	270	17.6%
Library (Objective 1)	125	8.2%
Major/college Specific Information	105	6.9%
Campus Resources / Services (Objectives 1 & 2)	100	6.5%
Homework/ Assignments / Activities	89	5.8%
Active Participation – learning about campus activities (Objectives 1& 8)	77	5.0%
Study Skills Info (Objective 2)	70	4.6%
Helped adapt to college / college life (Mission)	55	3.6%
Speakers	55	3.6%
Outside Activities / Events – attending (Objective 8)	54	3.5%
Time Management (Objective 4)	49	3.2%
Instructor (Goals)	46	3.0%
Negative comments – “nothing helpful”	48	3.1%

Common responses to “What was *least* helpful...”

Response:	N	%
No Response	484	31.6%
NOTHING - course good as is / all helpful	204	13.3%
Homework, Assignments, class activities *writing/journals n=62 (4.2%); *book/readings n=42 (2.7%) *classroom discussion n=42 (2.7%)	185	12.1%
Wellness – alcohol, sexual responsibility (Objective 3)	99	6.5%
Out-of-class activities – tours, seminars, events (Objective 8)	75	4.9%
All of it - Most of it - everything else	73	4.8%
Library (Objective 1)	42	2.7%

As in previous years, the least helpful objectives were reported to be wellness information and participation in out-of-class (campus) activities (even though survey scores revealed that FSUS was effective in increasing students' knowledge or understanding in both areas). An equal number of students reported that they did not like having to attend out-of-class activities as those who did, and several did not like having classroom assignments – especially writing assignments. (See Appendix 13 for more student comments.)

Institutional Specific Questions

An additional feature of the national First-Year Initiative survey is the option to include up to ten institutional specific questions. FSUS utilizes this opportunity to glean information for objectives not covered on the national survey and obtain feedback for instructors. (Each instructor is given a personalized report showing their section(s) scores in comparison with the University's high, mean and low scores. This information is used for informational purposes only and is not used to evaluate instructors' performance.)

In responding to these ten questions, four-out-of-five students reported that FSUS helped them to:

- adapt to college,
- understand diversity, and
- understand the University's registration system.

Most students indicated that their FSUS instructors were enthusiastic and displayed an interest in students. They believed that FSUS instructors assigned graded materials and activities that covered the major points of the class. Through the use of a variety of course activities, FSUS instructors helped students make connections between the course topics and how they related to being a college student. (see chart on next page)

Results of Institutional Specific Questions on the FYI Survey

FSU Institution Specific Question Description	# responding	% Indicating that FSUS was Helpful	Mean Score
1) Participation in the FSU Seminar course helped me to understand the history and vision of W.N .Ferris/Ferris State University.	1,455	75%	4.60
2) Participation in the FSU Seminar course helped me to adapt to college life and the Ferris community.	1,473	86%	5.10
3) Participation in the FSU Seminar course helped me to understand and appreciate the differences and similarities among the members of the diverse Ferris community.	1,470	85%	4.99
4) Participation in the FSU Seminar course helped me to understand the topics addressed through the use of course activities (seminars, lectures, projects, etc.)	1,466	88%	5.15
5) Participation in the FSU Seminar course helped me to receive valuable information and assistance to registrar for classes next semester.	1,470	88%	5.44
6) The instructor for this course helped me to make a connection between the topics presented and how they apply to me (real life situations).	1,470	87%	5.28
7) The instructor of this course was enthusiastic and displayed an interest in students and their learning.	1,471	91%	5.64
8) The instructor of this course was available outside of the regularly scheduled class time.	1,427	93%	5.59
9) The instructor of this course assigned graded materials and activities that covered the major points of the class.	1,456	91%	5.50
10) The instructor of this course is worth recommending to new Ferris students.	1,467	87%	5.53

Summary

Not only has FSUS been successful in achieving the course objectives, it has shown continual improvement in doing so. Mean scores for all eight factor areas relating to FSUS objectives improved dramatically (5%-128%) from 2001, when the seminar was mandatory for just a handful of students in a few programs, to 2002 when FSUS became mandatory for all new-to-college students. Overall survey scores have shown continued improvement since then and more students are admitting that FSUS has been helpful in making the transition to college. In spite of a slight dip in the 2005 scores, higher percentages of students are reporting that FSUS was beneficial in all areas. That, coupled with continual improvement in the fall-to-fall retention rates for the University, is evidence that FSUS has been successful in its mission – “providing first-year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.”

Student Focus Groups

Qualitative study information was sought from juniors and seniors who had previously taken an FSU Seminar to determine if information discussed in FSUS was beneficial to them in subsequent semesters and to see if there was additional information that would have been helpful to have had in their first semester.

The office of Institutional Research and Testing (IR&T) sent email invitations to 1600 randomly selected juniors and seniors to attend one of four focus group sessions in late November to which they received no response. Focus groups were re-scheduled for mid-January and email invitations were once again sent to the 1600 currently enrolled juniors and seniors requesting their participation. Response to the second invitation was limited with just a few students volunteering to participate. IR&T requested assistance through student leadership to send additional invitations via the University's targeted messaging system. As a result of combined efforts, eleven students participated in one of three focus groups: four sophomores, three juniors and four seniors.

The following factors may have hampered the number of participants in the desired population:

- Current enrollment was the only parameter used in randomly selecting students to be invited to participate in a focus group. Previous enrollment in an FSU Seminar course was not used to identify students thus reducing the pool of possible participants.
- Due to a communication mix-up, targeted messages were sent to *all* current Ferris students inviting them to participate in a focus group. As a result, two freshman and four sophomores responded to the invitation. The freshmen were turned down but the sophomores were included due to such a small number of junior and senior respondents.
- E-mail may not have been the most effective tool for sending invitations. Current students are more tuned in to instant messaging and often report that they seldom check their University email accounts or targeted messaging.

When students were asked "what information were you provided that helped you later in your academic career?" it was no surprise that tours of FLITE was mentioned. Introduction to library resources has been the number one "most helpful" aspect of the course for the past six years. Upperclassmen also reported that FSUS was instrumental in helping them make a connection to the university. Students appreciated learning about Ferris and campus resources. Alcohol and sexual assault presentations were helpful even though they were resisted at the time they were required.

Five common themes emerged as a result of focus group discussions:

- **Campus involvement** - Upperclassmen recommend that first-year students get involved in a variety of campus activities right from the start. Each focus group suggested that students learn more about Registered Student Organizations,

student activities and volunteer opportunities in their FSUS classes and are alerted to the campus calendar and MyFSU for weekly events and activities.

- **Tours** – Library tours were frequently mentioned as one of the most helpful activities of the FSUS course. However, students also want to know “where places are on campus,” “not just showing them on a map, but walking around campus...actually showing them where to go.” In addition to the tutoring center, health center and student recreation center, students expressed the need to tour the Rankin Center to know how and where to locate Student Activities and Leadership, Student Government, Minorities Affairs, and Residential Life offices.
- **Time management and Study Skills** - Along with active involvement in campus activities comes the need budget time wisely. “Time management needs to be taught” in FSUS classes. Students want tools for helping them achieve balance between their social and academic lives. This may be best summed up by quoting one of the focus group participants, “I work at the tutoring center and for some of the FSUS classes... they have to come in for like parapro sessions where they take time management, memory, note-taking, and things like that and like just working with these kids and checking them in I can definitely tell that they need to learn how to manage their time like they miss appointments, they get dates mixed up and everything like that. I think that the FSUS classes have them go to seminars and learn those skills is really great.”
- **Community information** – Students often want to know what there is to do in Big Rapids and the surrounding community. Students could be alerted to community events and provided an “awareness of the campus (and community) that are offered for students on the weekends”...building hours, directories, city maps, etc.
- **Money management** – First-year students need to know how to find campus jobs and budget their money. “A lot of people get into trouble with money and that would be something good to cover in FSUS class.”

Most of the suggestions made in the student focus groups have already been implemented in the FSUS classes yet there is always room for improvement. Many instructors are taking their classes on campus tours, additional time management and study skills information has been provided to instructors and students, several instructors begin their class by logging on to the internet and bringing up the campus calendar to alert students to upcoming events. Students are often directed to campus and community activities advertised in the campus newspaper. While money management is not a direct objective of the FSUS course, financial aid is often discussed and money management is sometimes brought up as a topic for discussion during one of the open-activity weeks.

Transcripts for student focus groups may be found in Appendix 19.

Faculty Perceptions

Focus groups and an FSUS Instructor Survey were both used to gather quantitative and qualitative data on faculty perceptions of the FSUS program. Each will be discussed below.

The office of Institutional Research and Testing sent email invitations to 152 current and veteran FSUS instructors to attend one of two focus group sessions scheduled for January 24, 2007. One faculty member from UCEL attended the morning session and two faculty members (one from Allied Health and one from University College) participated in the afternoon. Based on limited focus group response, faculty indicated that FSUS works well in helping students adapt to the college experience, think about personal choices and responsibility, learn about what is happening on campus and making connections with faculty. FSUS is a good tool for persuading students to be active participants in the campus and community. They believe that student perceptions of the course change by the end of the semester when they view what they first believed to be an unnecessary class as “a good opportunity.” The key is making the class fun and interesting.

A transcript of both focus group conversations follows this report.

Faculty Survey

Through collaboration with Institutional Research and Testing, 152 current and veteran FSUS instructors were asked to complete a web-based survey to seek their input in an effort to continuously improve upon the success of the FSUS program. Forty instructors responded to the survey for a response rate of 26%. Participants were asked to rate:

- current course objectives and identify those for which they needed additional resources,
- FSUS instructor resources, and
- the success in accomplishing the FSUS Mission.

They were also asked to provide suggestions for improving FSUS, their overall opinion of the FSUS program and to comment on the benefits and/or challenges of teaching a special population of students (where applicable). As many as 28 instructors provided written comments or opinions on the class. Unfortunately, many of the comments and suggestions were not wholly received due to limitations of the survey software.

Overall, FSUS instructors have a very positive opinion of the FSUS program. In their own words, nine out of ten (89%) instructors responded positively with comments such as “Great program. This seminar is important to all entering freshmen,” “I love this program,” and “I think it’s wonderful and love teaching it. I wish we had more time with the students to cover topics more in-depth.” Thirteen instructors stated that FSUS is “excellent and should be continued.”

A few instructors (10%) gave negative feedback regarding students interest in the course, overemphasis on and ineffectiveness of some topics (diversity and alcohol) and the need for or efficacy of FSUS. The overwhelming opinion, however, is that the FSUS program has been successful in accomplishing its mission: *“...to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.”*

	<u>Very Successful</u>		<u>Successful</u>		<u>Neutral</u>		<u>Unsuccessful</u>		<u>Very Unsuccessful</u>	
Personal Connections	15	37.5%	20	50.0%	5	12.5%	0	0.0%	0	0.0%
Knowledge	13	32.5%	25	62.5%	2	5.0%	0	0.0%	0	0.0%
Resources	11	27.5%	20	50.0%	8	20.0%	1	2.5%	0	0.0%
Relationships with FSUS faculty members (that serve as an internal model for interactions with future instructors)	6	15.0%	31	77.5%	3	7.5%	0	0.0%	0	0.0%

Course Objectives –

Faculty were asked to rate the FSUS course objectives indicating those that they believed to be most important, least important, those for which they needed additional information and those that they did not cover in their seminar course. The most important objectives identified by 90% or more of the participating instructors were:

- academic integrity and classroom etiquette,
- campus resources,
- learning styles / support services, and
- time management.

Advising and registration information was almost as important as those mentioned above and study skills was identified by three quarters of the instructors. Almost half of the instructors signified that the least important course objective was W.N. Ferris and the history of the university; ten percent revealed that they did not address this topic in their seminar. Some of those who did not include the history of the university may have taught FSUS prior to the inclusion of that specific course objective in 2004. (See chart on next page)

Course Objective	Most Important		Least Important		Need Additional Resources		Do Not Cover	
	N	%	N	%	N	%	N	%
1. Campus Resources	38	95.0%	1	2.5%	2	5.0%	0	0.0%
2. Learning Styles/Support Services	37	92.5%	0	0.0%	3	7.5%	1	2.5%
3. Wellness Issues	27	67.5%	10	25.0%	2	5.0%	2	5.0%
4. Time Management	36	90.0%	0	0.0%	5	12.5%	1	2.5%
5. Study Skills	30	75.0%	3	7.5%	6	15.0%	2	5.0%
6. Diversity	26	65.0%	10	25.0%	2	5.0%	1	2.5%
7. Advising/Registration	35	87.5%	3	7.5%	3	7.5%	0	0.0%
8. Active Campus/Comm Participation	29	72.5%	6	15.0%	3	7.5%	1	2.5%
9. Academic Integrity	39	97.5%	7	17.5%	2	5.0%	1	2.5%
10. History of FSU	13	32.5%	19	47.5%	3	7.5%	4	10.0%

Only two-thirds of the survey participants acknowledged diversity as being of importance. In fact, one-quarter included diversity and wellness issues as being least important objectives of the seminar. This should be an area of concern for a University that is striving to be recognized as an institution placing high value on diversity.

Instructor Resources-

Large group alcohol presentations and the FSUS instructor manual were identified as the most helpful resources for teaching first-year seminar courses. Large group presentations on sexual aggression and assault were also reported to be very helpful. The benefits of professional presentations for both college drinking and sexual responsibility are also reflected in the annual First-Year Initiative surveys completed by students in all seminar courses. Ferris' mean scores for the course's effectiveness in covering these topics have traditionally ranked higher than most other participating institutions. However, there has been a noticeable drop in wellness scores when large group presentations have not been made available through the FSUS program.

Resource	Very Helpful		Helpful		Neutral		Unhelpful		Very Unhelpful		NA	
	n	%	n	%	n	%	n	%	n	%	n	%
Lrg Group Presentations: Alcohol	20	50.0%	17	42.5%	1	2.5%	2	5.0%	0	0.0%	0	0.0%
Lrg Group Presentations: Sexual Aggression / Assault	20	50.0%	15	37.5%	2	5.0%	3	7.5%	0	0.0%	0	0.0%
FSUS Instructor Manual	16	40.0%	21	52.5%	2	5.0%	1	2.5%	0	0.0%	0	0.0%
Instructor Resource Guide (Guest Speakers for the FSUS Classroom)	15	37.5%	16	40.0%	9	22.5%	0	0.0%	0	0.0%	0	0.0%
FSUS Infomail	10	25.0%	21	52.5%	8	20.0%	1	2.5%	0	0.0%	1	2.5%
FSUS Website	8	20.0%	17	42.5%	13	32.5%	0	0.0%	0	0.0%	2	5.0%

Three quarters of the respondents considered the Guest Speaker Resource Guide and FSUS Infomail (weekly program updates and reminders) to also be helpful classroom resources. Only two-thirds indicated that the FSUS Website was helpful. However, the fact that it was identified by that many instructors should be considered a program success considering that it has been on the web for less than a year.

Time management and study skills were two areas for which instructors requested additional resources in the form of hand outs, short quizzes and guest speakers. In the past year, supplemental information for both topics has already been collected and made available at training sessions and through links on the FSUS website. (www.ferris.edu/fsus/students/coursetopics) Additional materials will be collected and made available for classroom use.

Program Improvements-

Fifteen instructors (38%) provided suggestions for improving the FSUS program. Comments to be considered include:

- Taking students on “tours of (the) Rankin Center”
- “Better informing students of who their advisor is”
- “Have instructors post (best practices) on a shared area for anyone to use.”
- Classroom allowance for providing things such as the “pizza and pop” celebration at the end of the semester
- “Recruit more faculty to be involved in teaching program specific sections.”

E. Advisory committee perceptions – *not applicable*

Section 3: Program Profile

A. PROFILE OF STUDENTS

1. Student Demographic Profile

The student demographic profile for FSUS reflects that of the University's FTIAC population.

- a) The 1830 first-year Ferris students enrolled in fall 2006 were predominately 18 year-old, white (84%), males (55%).
 - b) Almost all (94%) were in-state residents with
 - c) full-time schedules (96%). These percentages have been fairly consistent since the FSUS became mandatory in 2002.
 - d) All seminar courses are scheduled during the day
 - e) on the main campus and
 - f) are conducted in the traditional classroom format.

 - g) FSUS courses are college/program specific meaning that are reserved for students in an identified major and are scheduled around required curriculum courses for those specific majors. The FSUS Coordinator collaborates with colleges and departments across campus in scheduling more than 100 FSUS course times and locations each fall. Mondays and Fridays are avoided when scheduling FSUS classes because a week is lost each semester due to national holidays when classes are scheduled on Monday and students have a tendency not to show up for classes when scheduled on Friday. Smart rooms are reserved for FSUS classes whenever possible to enable instructors to "connect" students to campus resources and technology. Securing smart rooms is often difficult, however, because other academic classes have scheduling priority over FSUS courses.
2. Quality of Students – again, this reflects the overall first-year student population.
- a. High-school GPA's for the 2006 ranged from a low of 2.01 to a high of 4.44. The average GPA was 3.16. The average high school GPA for entering first-time students has steadily increased over the past five years with the ratcheting of the University's admissions standards with one exception. There was a slight dip in the average HSGPA for the 2005 FTIAC cohort (3.09). It is interesting to note that also reported for that year was a drop in mean 1st semester Ferris GPA, fall-winter and fall-fall retention rates, and mean scores on the FYI survey.
 - b. Range and average GPA's of students graduating from the program – *not applicable*
 - c. Measures used (in addition to ACT and GPA) to assess the quality of students entering the program – *not applicable*. All FTIAC's and transfer

students with fewer than twelve credits are required to take a first-year seminar course.

- d. Academic awards students in the program have received – not applicable
- e. Scholarly/creative activities that students participate in and significance of these awards to the program – not applicable
- f. Accomplishments of students in the program and the significance of the accomplishments to the program and students – not applicable

3. Employability of Students – *not applicable*

B. ENROLLMENT

- 1. The fall 2007 enrollment is dependant on the University’s FTIAC enrollment. All first-time students and transfer students with fewer than 12 credits will be required to enroll in an FSU Seminar course.
- 2. Enrollment and student credit hour production (SCH) over time:
Productivity reports from 2001-02 to 2005-06 show the following student credit hour to full time equated faculty figures:

Year	FSUS Summer	FSUS Fall	FSUS Winter	FSUS F + W		University Aggregate F + W
2001-02	74.61	217.51	204.80	428.96	Before requirement	446.69
2002-03	72.73	216.28	156.37	417.71	After requirement	439.43
2003-04	NA	233.15	149.48	448.71	After requirement	454.22
2004-05	NA	217.33	203.64	432.15	After requirement	444.01
2005-06	NA	225.64	269.51	459.62	After requirement	455.71

(See Appendix 17 - Ferris State University Productivity Report, Fall 2001-Winter 2006.)

Student credit hours for FSUS classes increased from 1,437.00 in 2001-02 to 1,980.00 in 2005-06. This data does not include embedded sections. FSUS ranked just above the median (79th out of 159 courses) in 2005-2006 in terms of Student Credit Hours / Full Time Equated Faculty. This is because FSUS sections are not overloaded nor are they under-loaded; the average course size is 20 students.

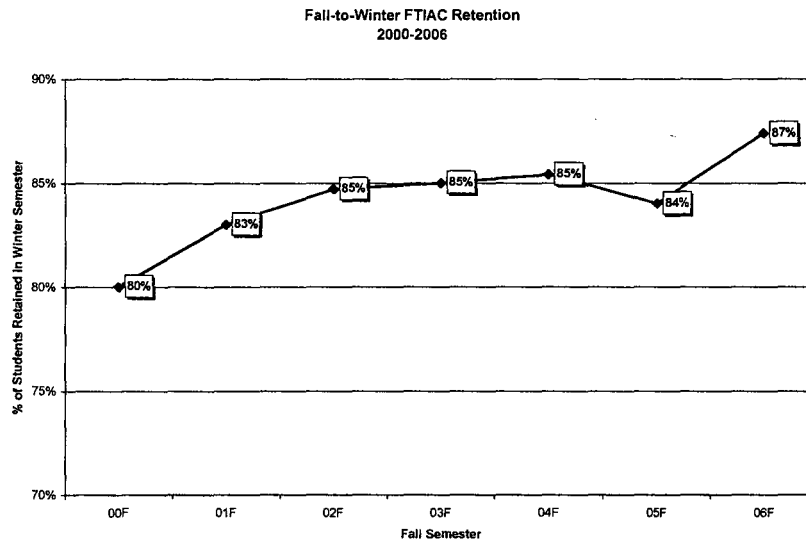
- 3. How many students apply to the programs annually? - *not applicable*

4. Of those who apply – what percentage is admitted? – *not applicable*
5. Of those who are admitted – what percentage enroll? – *not applicable*
6. Current enrollment goals, strategy and efforts to maintain/increase/decrease the number of students enrolled – *not applicable*

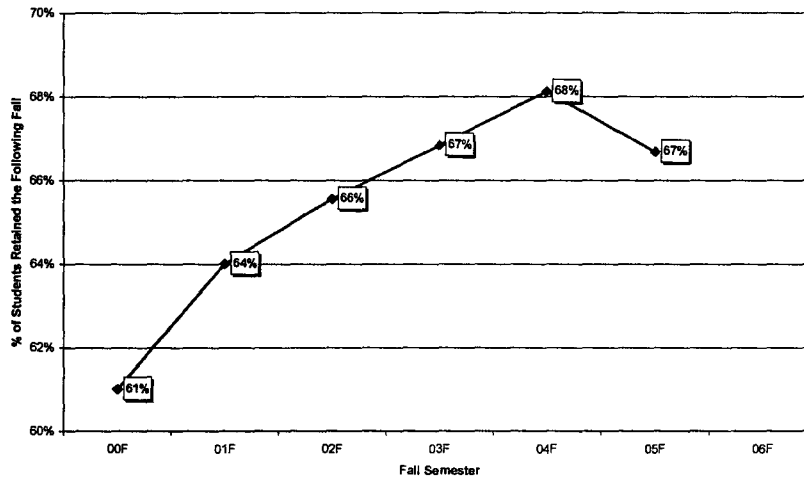
C. PROGRAM CAPACITY – The program capacity of FSUS is elastic depending on the size of the incoming class of first-year students.

D. RETENTION AND GRADUATION

1. All first-year students and transfer students with fewer than twelve credits are required to take an FSUS course in their first semester at the University and almost all get enrolled in the course. FSUS serves an average of 2063 students each fall. University retention rates have gone up 3-4 percentage points since the initial FSUS mandate 2002. The most noticeable improvement was for the college of Technology which went from a 65% fall-to-fall retention rate for the 2001 cohort to 73% retention of the 2002 cohort where it remains in fall 2006. (See Appendices 16 and 17 for University retention rates)



Fall-to-Fall FTIAC Retention
2000-2006



See Appendix 18 for additional FTIAC retention and demographic information. Compliance with the University's FSUS requirement has been exemplary. *Very few* students are not enrolled in a seminar course during their first semester at the University; those who aren't are enrolled in their second semester.

FSUS Compliance – Fall 2006

Semester / Year	# FTIACs* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd **	Never Enrolled in FSUS or Equiv	Dropped by Student	Other	% in FSUS
04F	1845	30	23	4	2	1	99.6%
05F	2062	27	10	10	5	2	99.2%
06F	1683	38	25	10	2	1	99.2%

*FTIACs = all 1st time college students and transfer students with < 12 transfer credits – does not include students in non-degree seeking (NDEZ) or Kendall 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, 2) are taking 1-2 internet or off-campus classes, or 3) have been granted special consideration to excuse them from FSUS

See Appendix 16 for yearly compliance by college.

- FSUS instructors typically stay in close contact with their students. If a student misses classes, they often get a phone call or email from their FSUS instructor. Most seminar instructors require students to complete weekly journals for the course that are submitted via email; instructors typically respond to the students right away giving them the opportunity to get to know the students more by asking questions about their journal or just about life in general. Many instructors also send email reminders to their first-year students alerting them to upcoming events. Students look forward to that interaction with their instructors.

Withdrawing from FSUS100 is not an option unless there is absolutely no way that a student can pass the course. In such cases, a registration hold is placed on the record of any students who withdraw from the course to ensure that students enroll in a seminar course in their second semester in compliance with the University's FSUS policy.

3. Trends in number of degrees awarded in the program – *not applicable*
4. Most students successfully earn credit the first semester and satisfy the University's FSUS requirement, however an average of 6% fail the course. The majority of those who fail their seminar course do not return for a second semester. Those students who do return are required to repeat the course. Approximately two-thirds of the repeaters successfully earn credit the second time. Once again, those who fail a second time typically do not return the following fall. These numbers have remained pretty consistent over time.

Students Failing FSUS

1st Sem	#F's	Did Not Return		Returning 2nd Semester		Repeating Course		Failed Second Time		Passed		Withdrawn		Comments
		n	%	n	%	N	%	n	%	n	%	n	%	
05F	160	91	57%	69	43%	69	100%	25	36%	44	64%	0	0%	37 had A's and B's
06F	104	62	60%	42	40%	41	98%	9	21%	27	64%	5	12%	2 students did not repeat.

Non-Compliant Students

1st Sem	# N-C	Did Not Return		Returning 2nd Semester		Enrolled in FSUS100		Failed Course		Passed		Withdrawn		Comments
		n	%	n	%	N	%	n	%	n	%	n	%	
05F	17	1	6%	16	94%	16	100%	1	6%	11	69%	3	19%	1 incomplete, 10 had A's or B's
06F	13	3	23%	10	77%	6	38%	1	6%	5	31%	0	0%	2 were registered late for fall and passed

5. Average length of time to graduation – *not applicable*

E. ACCESS

1. FSUS program information is made available to potential students at DAWG Days events. Admitted students are notified of the FSUS requirement at orientation and are directed to the appropriate section(s) for their major when they

register for classes. Identifying sections reserved for each college/major has been more difficult for those in the registration rooms since the implementation of the Banner system. The old SIS system allowed space for including department permit information which was readily visible when looking up classes. When looking up classes in Banner it is necessary to look further into the course information to find out who a class is permitted for. To assist both students and registration personnel, the FSUS Coordinator provides each college with an orientation room hand-out identifying FSUS classes for each of its major. A sample of the handout may be viewed in Appendix 24. In addition to providing scheduling information for each college, course enrollment is monitored throughout the registration period to ensure that students are enrolled in the appropriate sections. Students who inadvertently sign up for the wrong section (ex: Technology student enrolls in a section designated for Arts and Sciences) are contacted and adjustments are made in their schedules.

2. Communication efforts with each college coupled with monitoring of section enrollments has resulted in nearly perfect compliance with University's FSUS requirement. (see Appendix 16)
3. The actions described in (1) advance the program goals and priorities by enabling all first-year students to receive resources and information that *"provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation."*

F. CURRICULUM

1. The FSUS course objectives (program requirements) are listed below. See Appendix 3 for a sample of the standard course syllabus and class outline.

Objectives

1. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
2. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
3. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
4. For students to develop effective time management strategies.
5. For students to understand how to apply basic study skill techniques to their courses.
6. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.
7. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.

8. For encouragement of students to be active participants and contributors in campus and community activities.
 9. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
 10. For students to know about and understand Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.
-
2. Directed electives for graduation – *not applicable*
 3. Hidden prerequisites – *not applicable*
 4. There have been no significant program revisions since FSUS became a mandatory class in 2002. However, in response to annual survey information and faculty requests, minor revisions were made to the course objectives for Fall 2003 to include academic honesty, classroom etiquette and the History of Ferris State University.
 5. There are no curricular or program changes currently in the review process.
 6. There are no plans to revise the current program with the next three to five years.

G. QUALITY OF INSTRUCTION

1. FSUS instructors put extra effort into getting to know and connecting with their students. Their efforts are paying off - nine out of ten first year students agreed that their instructor was:
 - enthusiastic and displayed an interest in students and their learning,
 - available outside of the regularly scheduled class time, and
 - assigned graded materials and activities that covered the major points of the class.

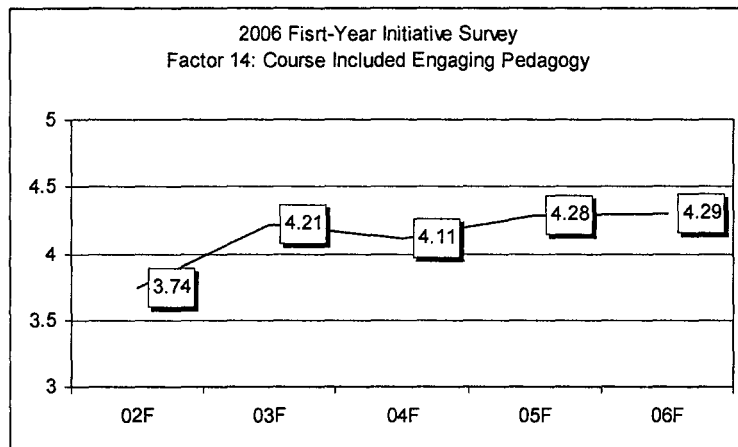
Eighty-seven percent reported that their FSUS instructors helped them to make connections between the topics and how they apply to students (real world situations), and would recommend their seminar instructor to new Ferris students. (see chart on next page)

FSU Institution Specific Question Description	# responding	% Indicating that FSUS was Helpful	Mean Score
6) The instructor for this course helped me to make a connection between the topics presented and how they apply to me (real life situations).	1,470	87%	5.28
7) The instructor of this course was enthusiastic and displayed an interest in students and their learning.	1,471	91%	5.64
8) The instructor of this course was available outside of the regularly scheduled class time.	1,427	93%	5.59
9) The instructor of this course assigned graded materials and activities that covered the major points of the class.	1,456	91%	5.50
10) The instructor of this course is worth recommending to new Ferris students.	1,467	87%	5.53

It is not uncommon for students to remain in contact with their seminar instructors and express their appreciation of them in subsequent semesters at the University – even if they don't have that teacher for future courses. Below is just one example of the types of messages received from students:

“... I can register November 7th for classes. I really appreciate you doing this. Your one of those teachers that goes the extra mile for their students. I really enjoyed doing those quotation write ups last year. At first I thought they where a pain but I got some real benefits out of doing them. Last year I wasn't sure that college was for met or how I was going to get through it, but now I know this is something I have to do and I can do. I believe you helped me to get that attitude and I thank you for that. Thank You for everything and I hope you have a GREAT DAY!!(sic)”

FSUS instructors, many of whom are seasoned veterans, have figured out what makes the seminar most effective; they have homed in on the use of meaningful homework, the inclusion of out-of-class activities, encouraging students to work together, productive use of classroom time, and facilitating meaningful classroom discussions. As a result, significant increases have been noted in the area of “engaging pedagogy,” one of the top predictors of overall course success.



2. Advisory committee and employer perceptions of the quality of instruction – *not applicable*
3. In an effort to enhance the learning environment, every attempt is made to schedule FSUS courses in “smart rooms” whenever possible to enable instructors to “connect” students to campus resources (campus calendar, MyFSU, course scheduling, websites for campus resources, etc) and technology.
4. All FSUS instructors are required to attend an instructor training workshop prior to teaching the first-year seminar course. Additional professional development activities include the annual “Making a Difference Conference” held in August. In 2002, six faculty members representing each of the undergraduate colleges went to the Annual Conference on The First-Year Experience hosted by the National Center Resource Center for the First-Year Experience and Students in Transition. This conference has been attended annually by the FSUS Coordinator. In 2004, a group of four FSUS instructors attended an American Democracy Planning Conference in Huntsville, Texas, which was hosted by AASCU, The New York Times and Sam Houston University.
5. During training workshops, instructors are asked to follow the advice of Mary Stuart Hunter, Director of the National Resource Center for the First-Year Experience: learn names early and use them and meet at least once with each student individually. Instructors are also encouraged to attend out-of-class seminars and events with their students to model the importance of getting involved in campus events. Some instructors have attended sporting events with their class, others have been involved service learning projects and perform volunteer services with their students. One instructor works on Habitat for Humanity projects with his group each fall.
6. The FSUS Coordinator maintains a library of recent journals and monographs produced by the National Center for the First-Year Experience and Students in Transition as well as books written by the experts in first-year seminars: John Gardner, M. Lee Upcraft, Betsy Barefoot, Randy Swing and others. Articles and information on current teaching strategies are shared with instructors. Best practices

from colleagues across the nation are shared and often modeled in the FSUS seminar. FSUS has been using a learner-centered approach long before it became a focus of the University. Instructors have taken the advice of Stuart Hunter - students are given responsibility for teaching portions of the course which gives them ownership and appreciation for the seminar.

7. What effects have 5and6 had on the quality of teaching and learning in the program? As indicated by the continually rising scores on the First-Year Initiative Survey, particularly in the area of engaging pedagogy, it is clear that students believe they are profiting from the extra emphasis placed on using current teaching methods utilized in FSUS courses.

H. COMPOSITION AND QUALITY OF FACULTY

1. Two-thirds (68%, n=50) of the FSUS courses are taught by Ferris faculty. The remaining third is taught by administrators or staff including Deans, Department Heads/Chairs and the President of the University.

- a. The fall 2006 instructor roster is listed below.

Faculty LN	Faculty FN	Primary Assignment	F/S	Rank	# Years w/ FSUS (02F-06F)	# Years Service to University
Aamoth	Robert	TECH	Faculty	Ranked	1	7
Bell	Sharon	BUS	Faculty	Ranked	5	16
Bigford	Maude	UNI	Faculty	Ranked	2	38
Caserta	Lilia	AandS	Faculty	Unranked	4	3
Chase	Doug	TECH	Faculty	Ranked	2	6
Colley	Sharon	AHS	Faculty	Ranked	2	23
Cronk	Dan	BUS	Faculty	Ranked	5	27
Cullen	John	AandS	Faculty	Ranked	2	3
Derosia	Melissa	AandS	Faculty	Unranked	4	1
Doyle	Julie	BUS	Faculty	Ranked	5	12
Feutz	Mike	TECH	Faculty	Ranked	1	1
Gerber	Gary	TECH	Faculty	Ranked	2	13
Glentz	Tracy	AHS	Faculty	Unranked	2	0
Greenfield	Ron	BUS	Faculty	Ranked	5	0
Griffin	Richard	AandS	Faculty	Ranked	4	4
Hanna	David	TECH	Faculty	Ranked	2	5
Harlan	Kathleen	AHS	Faculty	Ranked	3	4
Hollen	Thomas	TECH	Faculty	Ranked	5	27
Hooper	Judith	UNI	Faculty	Ranked	4	9
Ing	Liza	COEHS	Faculty	Admin	5	11
Jackson	Paul	BUS	Faculty	Ranked	5	16
Johnson	Leonard	COEHS	Faculty	Ranked	4	10
Jones	Susan	BUS	Faculty	Ranked	4	20

Faculty LN	Faculty FN	Primary Assignment	F / S	Rank	# Years w/ FSUS (02F-06F)	# Years Service to University
Kilgallen	Mary	AandS	Faculty	Ranked	5	5
Klarecki	Pat	TECH	Faculty	Admin	2	7
Klope	Warren	TECH	Faculty	Ranked	1	8
Knoll	Sonya	AHS	Faculty	Ranked	5	1
Kuk	Ken	TECH	Faculty	Ranked	2	7
Lewis	Russell	COEHS	Faculty	Ranked	4	8
MacEachron	Sheila	AHS	Faculty	Ranked	2	9
Mehring	Ron	TECH	Faculty	Ranked	2	4
Mitten	Denise	COEHS	Faculty	Ranked	1	3
Murnik	Mary	AandS	Faculty	Ranked	2	2
Myers	Marvin	TECH	Faculty	Unranked	3	15
Okonoski	Glen	COEHS	Faculty	Ranked	1	1
Pinter	Matt	BUS	Faculty	Ranked	5	24
Poland	Stephen	COEHS	Faculty	Ranked	4	10
Raymond	Sarah	COEHS	Faculty	Unranked	3	14
Reszke	Cindy	AHS	Faculty	Ranked	1	28
Schult	Larry	TECH	Faculty	Ranked	1	8
Shansky	Rose Anne	AandS	Faculty	Unranked	5	15
Singletery	Lisa	AHS	Faculty	Unranked	1	26
Skrocki	Marilyn	AHS	Faculty	Ranked	1	19
Skurski	Dan	TECH	Faculty	Ranked	3	21
Topcu	Meral	AandS	Faculty	Ranked	2	10
VanDeMark	Kathleen	BUS	Faculty	Ranked	2	12
Vanderlaan	John	AHS	Faculty	Unranked	1	17
Wall	Lisa	AHS	Faculty	Ranked	3	6
Wanink	Dan	TECH	Faculty	Ranked	1	23
Weemaes	Michelle	AHS	Faculty	Ranked	3	17
Woolen	Jim	BUS	Faculty	Admin	1	2
Barnes	Yolonda	MCK	Staff	Admin	2	23
Cairns	Mike	Student Affairs	Staff	Admin	2	26
Cochran	Richard	FLITE	Staff	Admin	4	9
Daglis	Thomas	BUS	Staff	Admin	4	9
Eisler	David	President's Office	Staff	Admin	3	1
Frees	Monica	UNI	Staff		2	8
Gasper	Wilbur	GEN SVC	Staff	Admin	5	3
Hurley	Jana	RES LIFE	Staff	Admin	4	24
Jackson	Annette	AHS	Staff	Admin	2	34
Jarzabkowski	Dan	COEHS	Staff	Admin	1	13
Knight	Jacob	RES LIFE	Staff		1	5
Krellwitz	Arlene	UNI	Staff	Admin	4	6
Kurisky	Brian	RES LIFE	Staff		1	8
Landis	Justin	RES LIFE	Staff	Admin	5	8
McNamara	Susan	Writing Center	Staff		4	8
Nicol	Dave	BUS	Staff	Admin	1	8
Otteson	Amy	IR&T	Staff	Admin	5	2

Faculty LN	Faculty FN	Primary Assignment	F / S	Rank	# Years w/ FSUS (02F-06F)	# Years Service to University
Paquette	Joy	DPS	Staff	Union	1	1
Pole	Jane	UNI	Staff	Admin	4	2
Renne	Barb	Career Services	Staff	Admin	5	1
Shaffer	Jon	RES LIFE	Staff	Admin	5	17
Slocum	Mike	RES LIFE	Staff		1	2
Terry	Mike	AandS	Staff	Admin	1	12
Thornton	Kyle	Student Affairs	Staff		2	8
VandePanne	Shelly	UNI	Staff	Admin	5	15
Wright	Leroy	Student Affairs	Staff	Admin	4	4

b. Number of promotions or merit awards received by program faculty – ***not applicable***

2. Professional activities of program faculty since inception:

All FSUS instructors are required to attend an instructor training workshop prior to teaching the first-year seminar course. Additional professional development activities include the annual “Making a Difference Conference” held in August. In 2002, six faculty members representing each of the undergraduate colleges went to the Annual Conference on The First-Year Experience hosted by the National Center Resource Center for the First-Year Experience and Students in Transition. This conference has been attended annually by the FSUS Coordinator. In 2004, a group of four FSUS instructors attended an American Democracy Planning Conference in Huntsville, Texas, which was hosted by AASCU, The New York Times and Sam Houston University.

3. Workload:

- a. FSUS does not have program faculty, therefore, there is no annualized workload. However, to comply with the Annualized Workload Policy, as it may affect faculty across campus, FSUS:
- can be in-load (no overload),
 - can have the overload delayed until winter semester when the department’s annualized workload has been determined, or
 - can be authorized for overload payment in the fall if it is verified that the faculty member will have a full load winter semester.

Staff members are paid a “staff overload” stipend when authorized by their immediate supervisor. Several administrators teach FSUS for no additional pay.

b. Activities for which faculty may have release time: ***not applicable***

4. Recruitment:

- a. FSUS instructors are typically recruited through department assignments or referrals, by word of mouth, or through informational sessions. Some faculty contact the FSUS Coordinator requesting to teach a seminar course because they enjoy working with first-year students and/or wish to establish a rapport with students in their curricula. Faculty involvement is strong for all colleges except Arts and Sciences. However, three of the 14 attendees at the 2007 training workshop were Arts and Sciences faculty who had requested to participate. Hopefully, more Arts and Sciences faculty will follow-suit.
- b. FSUS100 is taught by faculty members, academic advisors and administrative personnel who have special interest in first-year students. Instructors may be assigned by their department head/chair to teach a seminar for students in their program fields. Many volunteer to teach because they enjoy working with first-year students. The requirements for teaching FSUS include:
 - A minimum of a Master's Degree,
 - Completion of the instructor training workshop,
 - Approval of the instructor's supervisor, and
 - Participation in regular FSUS instructor meetings
- c. The goal of diversity concerning gender and race/ethnicity is important in all of University College (UC) staffing including FSUS. Part of the mission of UC is also one of the objectives of the FSUS courses and its goal to help students connect to the institution.
- d. Efforts being made to attain goals in (c) – Instructors are recruited with gender and race/ethnicity in mind. The diversity of FSUS instructors is similar to that of the University's Full-Time Workforce. In 2006, FSUS courses were taught by three minority and two international instructors (6.67% combined); there were almost as many women as there were men. There was a considerable amount of diversity among FSUS instructors in terms of their jobs at the University. There were faculty from all undergraduate colleges and staff members from Academic Affairs, Student Affairs, Residential Life, FLITE, Institutional Research and Testing, the Department of Public Safety, General Services and the President's Office.

	Total		Female		Minority
	<i>n</i>	<i>n</i>	%	<i>n</i>	%
Full-Time Faculty	567	212	37.40%	47	8.29%
Full-Time Employees	1379	690	50.03%	76	5.51%
FSUS Instructors	75	36	48.00%	3	4.00%

5. All new first-year seminar instructors must participate in a one-day training workshop before teaching FSUS100. The workshop, which normally follows the spring semester in May, introduces new instructors to first-year seminars, the FSUS course objectives, teaching materials and strategies, course requirements, guest speakers, support services, and program goals. All FSUS instructors, veteran as well as new instructors, are encouraged to attend additional mini-training sessions offered throughout the year to introduce teaching strategies and share best practices for individual course objectives. A copy of the 2007 training workshop agenda is included in Appendix 23.
6. Reward Structure:
 - a. Seminar instructors are paid the overload scale for 1-credit for teaching FSUS100. Full-time faculty may teach the seminar as part of load, overload, or winter determination as determined by their direct supervisor. Administrative and staff employees may teach and be paid if they have permission from their supervisor to make up the time missed at work. Part-time staff may be eligible under certain circumstances. Payment for the course is distributed according to the standard payroll calendar during the semester the seminar is taught with the exception of winter determinations (in which case an identified overload would be paid in one lump sum in January).

The Outstanding First-Year Advocate Award, initiated in 2006, recognizes an individual who has made significant contributions to the academic and/or personal lives of first-year students. (See brochure in Appendix 25) This award is open to faculty and staff in all areas of the University. Advocates are nominated for providing outstanding contributions to and support for first-year students as well as serving as a first-year student advocate and role model. The recipient of the Outstanding First-Year Advocate Award receives a \$1,000 cash award, a plaque recognizing this important achievement, and is formally recognized at the University's Employee Service Awards in April. Recipients also have their name engraved on a plaque permanently displayed in ASC 1048. The first two recipients of this award were both veteran FSUS instructors.

- b. All FSUS instructors are paid for one-credit at the faculty rate for teaching FSUS100 unless it is assigned as part of their workload. Some administrators (Deans, Department Heads, University President) teach FSUS 100 for no additional pay.
 - c. The existing salary structure (stipend) has not had an impact on the program's ability to recruit and retain quality faculty. However, prior to paying all instructors a stipend equal to the one-credit faculty contract rate, it was somewhat difficult to recruit full-time faculty to teach the class because they did not believe that the original stipend (\$575) was worth the time and effort it took to teach the class.

- d. The current reward structure for FSUS seems to be adequate in supporting faculty productivity in teaching. However, many instructors have suggested that an additional sum should be made available for each class to pay for things such as event tickets, or pizza and pop for end of semester celebrations. Many FSUS instructors regularly provide refreshments for their students which they pay for themselves.
- e. Enhancing diversity is not a component of the faculty reward structure but is expected to be covered as one of the ten course objectives.

7. Graduate Instruction: *not applicable*

8. Non-Tenure-Track and Adjunct Faculty – see the FSUS Instructor in section H-1 above.

I. SERVICE TO NON-MAJORS – *not applicable*

J. DEGREE PROGRAM COST AND PRODUCTIVITY DATA –

The FSUS 100/101 courses are not a degree program. Please refer to the section about enrollment in this report that outlines student credit hours/full time equated faculty for the FSUS courses.

Full time students are not charged for the one hour FSUS100 course - students with 16 or more credit hours, and have an FSUS class, are given an account credit equal to the amount of the additional 16th credit. Part time students are required to pay for FSUS.

The yearly cost of FSUS averages \$33 per student (including embedded courses) which is a bargain to the University when considering the apparent retention value of FSUS.

	# Students Enrolled (F+W)*	Budget Spent	Cost / Student*
2001-2002	864	\$45,981	\$53.22
2002-2003	2306	\$65,674	\$28.48
2003-2004	2333	\$74,488	\$31.93
2004-2005	2267	\$69,594	\$30.70
2005-2006	2434	\$80,315	\$33.00

*FSUS 100 and embedded courses

K. ASSESSMENT AND EVALUATION –

1. University College has participated in a national benchmarking survey for the past five years. Revisions to the FSUS courses have been made as a result of that information. Please refer to the Executive Summary of the 2006 First-Year Initiative Survey report (section 2) for more detail.

L. ADMINISTRATIVE EFFECTIVENESS –

1. Adequacy of administrative and clerical support for the program:
Administrative support has been excellent. Additional funding requests have been honored in the past. A need for additional clerical support was addressed by hiring a part time, 20 hour a week person from existing University College funds. Presently, half of the funding for that person is coming from the FSUS budget and the other half from the SLA budget.
The cost for additional support is stretching an already strained budget. An increase to the FSUS base budget would give much needed support for the clerical position and allow for other important activities as mentioned in the recommendations section of this report.
2. Efficiency of the program and/or department:
Identifying competent instructors, training them, and providing instructional resources are just a few of Shelly VandePanne's duties. It is only because of her efficiency and dedication that the monumental task of offering FSUS 100/101 to all incoming freshman students is possible.
3. Efficiency of class and teaching schedules:
Scheduling the 100 plus sections of FSUS 100/101 classes is a complicated task. It requires a variety of class times and locations that meet student's scheduling needs and determining available classrooms. The scheduled classes are definitely effectively and efficiently prepared.
4. Program enrollment capacity:
An ample number of FSUS courses are provided each semester to enable all FTIAC students to enroll in an appropriate seminar course for their college or major. Sections are added or deleted as necessary to fulfill the needs of each college.

Section 4: Facilities and Equipment

A) INSTRUCTIONAL ENVIRONMENT

1) Adequacy of current classrooms:

There are no classrooms specifically designated for FSUS classes. Smart rooms are used whenever possible when reserving rooms for seminar courses to give instructors the ability to connect students with campus resources such as the student handbook, campus calendar, the student volunteer center and various academic and departmental web pages just to name a few. Smart rooms are also necessary for demonstrating the registration system and other features of MyFSU. The main challenge faced for FSUS is that departmental scheduling takes priority over FSUS scheduling and smart rooms are not always available.

2) How does the condition of current facilities impact program delivery?

Without weekly access to smart rooms instructors cannot adequately demonstrate the technology discussed above (1).

3) Projected needs with respect to instructional facilities: *not applicable*

4) Current plans for facilities improvements and their status: *not applicable*

5) How proposed changes or improvements to facilities would enhance program delivery: *not applicable*

B) COMPUTER ACCESS AND AVAILABILITY – *not applicable*

There are no computing resources allocated to the FSUS program.

C) OTHER INSTRUCTIONAL TECHNOLOGY

1) Other types of instructional technology include the FSUS Instructor Manual/Tool-Kit, FSUS webpage, e-CHUG, VARK, videos, etc.

2) Use of other types of instructional technology:

The FSUS Instructor Manual/Tool Kit is a notebook containing activities and resources for covering each of the ten FSUS course objectives. Along with the notebook, instructors are given a CD containing electronic copies of the worksheets and activities that may be edited to fit the particular needs of individual courses.

In addition to the FSUS Instructor tool kit and CD, the FSUS website has several links to outside sources such as e-CHUG (online alcohol assessment), the VARK learning styles assessment, and several study skills links that provide additional resources and supporting information for covering the objectives.

3) Adequacy of these resources and identify needed additional resources:

Most respondents (93%) to the FSUS Instructor survey indicated that the FSUS Manual/Toolkit was a valuable resource. Some shared that they would like additional materials/resources (guest speaker) for covering time management; others stated that they would like to have “activities or short quizzes to identify their knowledge of the topic,” and/or “power points ... with handouts.”

4) Acquisition plan:

There is no current acquisition plan for purchasing resources to supplement those currently being used. The FSUS Coordinator frequently collaborates with other departments across campus to bring in guest speakers and is continuously on the lookout for “best practices” and shares new ideas with seminar instructors as they become available.

5) Impact of adequacy of other types of instructional technology resources:

Based on student and instructor feedback, the current resources seem to be adequate to introduce students to the campus and cover the ten course objectives. However, an addition to the base budget would greatly enhance the program by ensuring that funds are available to bring in professional speakers for alcohol awareness, sexual responsibility and at the request of instructors, time management.

D) LIBRARY RESOURCES

1) FLITE library personnel were instrumental in preparing and providing instructional resources for covering the FSUS objective: “For students to know about and understand the mission of Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University” Materials are readily available on the “Woodbridge N. Ferris Resource Site” at www.ferris.edu/library/SpecCollections/WNF/. The course topics section of the FSUS website provides links for accessing this webpage.

2) Service and instruction provided to FSUS classes by the FLITE library staff has been outstanding. Through collaboration with FLITE librarians, multiple invitations were sent to FSUS instructors encouraging them to schedule FLITE tours for their classes. Tour guides made it a point to contact the seminar instructors prior to the tours to determine if there were any specific program-specific resources that they wanted their students see. As a result of these collaborative efforts, 98% of the first-year seminar courses visited FLITE 2006. Moreover, there was a 13% increase in the mean score on the FYI survey for “course improved my ability to find what I need through the library,” and 90% of the students reported that FSUS helped them understand what was available to them in FLITE.

3) Budget allocation provided by FLITE to the FSUS program: *not applicable*. There is no known budget allocation for FSUS programming.

Section 5: Conclusions and Recommendations

Faculty at campuses nationwide have become increasingly aware of the need to provide entering students with a wide range of services supporting their transition to the university environment. A first year seminar (FSUS 100/101) provides a comprehensive introduction to collegiate level expectations, resources available to support student learning, and establishes connections to peers and faculty. National data show that even students who appear to be academically well prepared for college benefit from a course that offers those skills and qualities needed to successfully do college level work.

University College, through Shelly VandePanne's coordination, recruits and assigns faculty to teach the FSUS 100/101 seminars. Instructors for the seminars include faculty from all of the Colleges, staff members, and administrators who are committed to assisting students. On rare occasions, teaching the seminar is part of load. Usually, instructors are recruited and selected because of their teaching and advising reputations and are known to enjoy interaction with students. They shape the learning environment and human academic bond to the university. Instructors can model scholarly enterprise and convey to students the calling, expectations, and commitment of academic learning in general. FSUS 100/101 classes provide students with opportunities for a minimum of weekly face-to-face interactions with their instructors.

Not only does the FSUS 100/101 class enhance students' potential for learning, safety, satisfaction and graduation, but it also offers one hour of graded credit. Each semester, instructors are evaluated by students.

As stated in Shelly VandePanne's Fall 2006 Executive Summary and the supporting appendices, the Ferris State University Seminar (FSUS) has been successful in achieving its mission and goals. The majority of students believe that FSUS has been instrumental in their social and academic transition to Ferris. Academic advising and knowledge of registration procedures and library resources are just a few of the topics of academic assistance provided in the course.

Information from the 2006 FYI survey indicates continued student satisfaction. They felt the experience was positive and a high quality learning experience that also helped them make friends and identify with other students with similar interests. Students 22 years and older seemed to value the seminar more than traditional aged student with the exception of the out of class assignments because of other commitments. The four course objectives that received the highest scores were: knowledge of campus resources (library), awareness of personal and academic support services, assistance with advising and registration, and an understanding of rules regarding academic honesty. When students were asked what was the most helpful element of the seminar, registration/advisor/scheduling information received the highest response (objective 7). The item that they felt was the least helpful was homework, assignments.

It should be noted, as verified in the Executive Summary, that University College (UC) student satisfaction rates were 8-12% higher than the institutional means. These results are significant. The FSUS seminar has been required for UC students for years, the instructor is the student's advisor, and the course is coordinated in UC. The success of the FSUS seminar in UC cannot be ignored. Other colleges and institutions should take note and consider the effectiveness of having a mandatory course that addresses the core objectives as stated in this document and that assigns the instructor as the students' advisor. Students are able to make connections to their instructor, other students, and to the campus.

The Executive Summary provides detail to the many successes of the FSUS seminar course. It shows purpose and successful delivery of the unique goals and objectives of the FSUS course that may not necessarily be found in any other course. It provides personal connections, knowledge, and resources that will enhance potential for learning, safety, satisfaction, and graduation. If Ferris State University were to eliminate the FSUS course from its requirements, it is very likely retention would be adversely affected. Although we have raised admissions standards, we continue to enroll students who need to make explicit and meaningful connections in their learning. They need to work regularly and productively with faculty and other students. With the trend toward on-line and mixed delivery of content courses, the FSUS seminar course will become even more necessary when trying to address student's personal and academic needs.

Recommendations

The Academic Program Review process has allowed the Developmental Programs and Curriculum department of University College the opportunity to showcase the goals, objectives, successes, and extreme need for the FSUS course at Ferris and at all institutions because of its comprehensive approach to student learning and retention. University College has provided the course to all FSU colleges in an efficient and frugal manner, even with a limited budget. One of the benefits of the "above and beyond" effort needed for Academic Program Review is to request additional resources to enhance vital programming. We would like to request a base budget increase that would support the following:

- Professional presenters for alcohol and personal responsibility (sexual aggression, etc.) objectives
- Host annual First Year Experience conference statewide (would offer professional development and awareness of FSU's initiatives)
- Consider having a common hour for FSUS courses (a First Year Experience hour, perhaps on Thursday at 11:00 a.m.)
- Financial support for student engagement in cultural events



FERRIS STATE UNIVERSITY
OFFICE OF THE DEAN

University College

Memorandum

William Potter
Dean

**To: Dr. Douglas Haneline, Chairperson
Academic Program Review Committee**

**From: Dr. William Potter, Dean
University College**

Date: August 9, 2007

Subj: Dean's Response to APRC Report about the Ferris State University Seminar Program

I have reviewed the APRC Report prepared by Program Coordinator Shelly VandePanne and her team of faculty from across campus with great care and interest. Much to my delight, this report affirms the accomplishments and value of the Ferris State University Seminar since 2002, the first year that this seminar was required for all incoming first-year students in Big Rapids.

First and foremost, the outcomes data collected through the Educational Benchmarking Initiative show that the seminar program is accomplishing its educational objectives and goals. Most noteworthy among these findings, students report that FSUS has helped them to acquire knowledge about campus resources – especially FLITE, achieve awareness of campus personal and academic support services, receive assistance with advising and registration, and improve their understanding about academic integrity in the postsecondary environment.

And, although the students report the most impact with regard to those objectives, we believe that the other objectives have also been achieved – even if the students think they have heard all they ever needed to know about substance abuse, sexual assault and safety, diversity, and opportunities for engagement on campus. My favorite objective, and the one that seems to impress the students least, is that each new student know something about the institution's founder, his vision about postsecondary education, and the mission of the University. The impact of this unique objective, however, may not be measurable until after our students become our alumni!

Second, FSUS is the single common academic experience for the 2,000 new students who enroll at Ferris State University each year. Although the seminars come in various

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shapes and sizes and not in a one-size-fits-all format, the ten basic objectives are the same for all models. Quality control is accomplished by the annual review of seminar syllabi by the program coordinator. Moreover, the program coordinator provides training and weekly support to all instructors. Programming is also arranged and organized by the program coordinator to help instructors address objectives that may be new or difficult to them. Finally, the program coordinator assesses enrollment compliance at the beginning and end of each semester, helping us attain an amazing 99% compliance rate for the FSUS requirement. This centralized support, for what amounts to a decentralized curriculum, has enabled us to maintain a high level of consistency regardless of the students' programs or colleges.

Third, I believe there is also good evidence to support claims that FSUS is an effective means for helping new students make the transition from high school to college and to encourage those students to persist beyond the first semester. This is especially true for students enrolled in seminars where the objectives are embedded in a degree program introductory course and in seminars where the instructor is also the students' advisor. Program benefits, according to retention studies prepared by the Institutional Research and Testing Office, include improved retention from the first semester to the second semester and from the first semester to the third semester.

Finally, I have two observations that are not included in the team's report, but may warrant mentioning at this time. First, now that first-year students are enrolling in degree programs at FSU-GR, it may be worth finding a way to include those cohorts in the FSUS requirement. Second, with the recent transfer initiative, it also seems that some version of the seminar – perhaps as a Session A course – could be made available or required to transfer students who come in below junior standing.

In conclusion, I would be remiss if I did not state that we in University College are tremendously proud of what has been accomplished in the five short years that the Ferris State University Seminar has been required. It is worth noting that this requirement is unique to Ferris among the 15 public universities in Michigan. Most of the universities do not offer any seminar program and a few provide a seminar option. We believe the data show that our learning objectives are being achieved and that the program also results in the achievement of indirect measures of success such as improved student retention through the second year. The faculty recruitment, training, and support activities have encouraged interaction and collaboration by faculty from all of the undergraduate colleges, another important by product.

DEPARTMENT HEAD PERCEPTIONS OF THE FSUS 100/101 COURSES

Joan Totten

Freshman seminar courses date back to 1882 when they were first offered at Harvard University. Currently, a first year experience course (FSUS 100/101) is offered at 70% or more of the accredited undergraduate colleges and universities. The University of South Carolina started offering first year experience seminars in 1970 and became the National Resource Center for the Study of First Year Experience and Students in Transition in 1998. Ferris first offered such seminars in the fall of 1994 and initiated the current requirement in 2002.

There is no other support service at Ferris State University that satisfies the goals of student learning, safety, satisfaction, and assistance with academic success more than the FSUS 100 course. Although there are many separate support services, the FSUS course brings them all together in a single, comprehensive, and meaningful experience.

The transition from high school to university life can be challenging for most students. Access to information about course work, scheduling, academic requirements and standards, issues of safety, University policies and regulations, and library and campus resources help ease the adjustment. The FSUS course provides this vital information in a timely manner.

We know from our past history that the FSUS courses should be intrusive, class sizes should be small (no more than 20-22), the best teachers should teach them, and that students do well when advised by the FSUS instructor.

Perhaps, the most important objective of the FSUS course is the connection students make to the University through interaction with the instructor of the course. The FSUS instructor becomes the student's academic advisor in University College as well as in some other programs across campus which is another benefit the course can offer. Students have contact with their advisor at least once a week in the classroom, making the advisor readily available. Course requirements help advisors gain greater insight into student's needs and enhance the advising process.

The literature tells us students who are dissatisfied or frustrated with the college experience will tend to leave in the first six to eight weeks of college enrollment. Weekly contact with an instructor who can answer their questions and give information about resources can be a major retention tool. Much of the material presented in the

FSUS class provides information that students will not realize they need until later when it might be too late. We cannot assume students are adults who need little assistance.

Since the late 1980's, the National Resource Center has offered international and national conferences each year. Dean Bill Potter, Shelly VandePanne, and I have been active participants. Bill was named Outstanding Student Advocate one year and Shelly and I have been given honorable mention.

University College has sponsored several faculty member's attendance at the National First Year Experience conferences in the past few years. This is evidence of our belief in the value of the FSUS courses and of our commitment to providing students at FSU this vital support. When faculty and staff members attend state and national conferences, they return with a feeling of pride and satisfaction that FSU provides its students with the ultimate of academic support and that our university is on the cutting edge in academic enhancements. The FSUS courses are a major part of that.

I am proud to be able to play a part in being able to offer our students the tools for academic success through the FSUS courses.

What is FSUS?

The Ferris State University Seminar (FSUS) is a class designed to provide first-year students with a strong foundation of connections, knowledge and resources to enhance their potential for learning, safety, success and graduation. A goal of the course is to facilitate student transition from high school to university life, improving student academic performance and retention. Students will develop a working relationship with FSUS instructors that will serve as a personal model for interactions with future professors.

Who takes the FSUS class?

All first-year students must complete a one-credit Ferris State University Seminar (FSUS 100) as a requirement in their first semester at the University. For purposes of FSUS 100 compliance, any first-year student who has completed less than 12 credits at any higher education institution, excluding credits earned through dual enrollment, advanced placement or proficiency testing, such as CLEP, is required to complete FSUS 100.



By actively participating in FSUS, students will:

Develop...

- an awareness of how they learn and how to access academic and personal support services
- effective time-management strategies

Learn about and understand...

- wellness issues that directly impact their health and safety
- how to apply basic study skills techniques to their academic courses
- how to appreciate differences and similarities among the members of the diverse Ferris community
- academic integrity and classroom etiquette skills that foster appropriate conduct in the post-secondary institution setting

Receive...

- academic advising and technical assistance to ensure appropriate registration for the next semester
- encouragement to become active participants and contributors in campus and community activities

Become familiar with...

- FSU's campus resources
- Woodbridge N. Ferris and his mission as educator, statesman and humanitarian, thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University

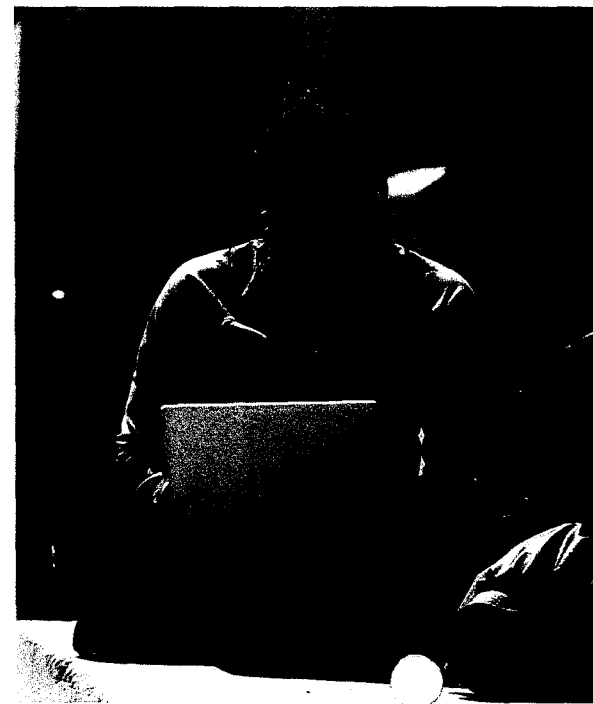
Who teaches Ferris State University Seminar?

Faculty members, academic advisors and administrative personnel who have a special interest in first-year students teach FSUS 100. Instructors may be assigned by their department head/chair to teach a seminar for students in their program fields. Many volunteer to teach because they enjoy working with first-year students.

Courses that fulfill the FSUS requirement:

Courses that satisfy the FSUS requirement include FSUS 100, UNCP 100*, BUSN 122*, MIMG 100*, PGMG 101*, PTMG 101*, PREL 101*, RFIM 101* and HNRS 100**.

(*only for students in that major, **only for students in the Honors Program)



Three out of four students report...

Three out of four (or more) students report that the seminar helped to improve their understanding of registration procedures
their academic strengths
available campus (library) resources
university rules regarding academic honesty
the impact of establishing personal goals
the University grading system
They also reported that the seminar course contributed to their ability to adjust to the college social environment
The seminar course included interesting subject matter
The seminar courses were taught in a variety of ways
The seminar encouraged students to work together and participate in meaningful class discussions

Source: 2004-2005 First Year Initiative Survey for Ferris State University



Ferris State University Seminar: The Foundation for College Success!

Facilitating

a smooth transition into college life

Supporting

personal wellness and responsibility

Utilizing

academic and personal support services

Strategizing

for academic success



Imagine More

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5/06/350

FERRIS STATE UNIVERSITY

FSUS

Imagine More

**Ferris State University
Seminar**

www.ferris.edu/fsus

FSUS 100

Mission

The Mission of the Ferris State University Seminar Class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation.

Goals

To facilitate student transition from high school to university life and by so doing improve student academic performance and retention. Students will develop a relationship with FSUS faculty members that will serve as an internal model for interactions with future teachers.

Objectives

1. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
2. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
3. For students to gain and understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
4. For students to develop effective time management strategies.
5. For students to understand how to apply basic study skills techniques to the academic courses.
6. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.
7. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.
8. For encouragement of students to be active participants and contributors in campus and community activities.
9. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
10. For students to know about and understand Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.



Goals and Objectives

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FSUS 100

Mission

The Mission of the Ferris State University Seminar Class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation.

Goals

To facilitate student transition from high school to university life and by so doing improve student academic performance and retention. Students will develop a relationship with FSUS faculty members that will serve as an internal model for interactions with future teachers.

Objectives

1. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
2. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
3. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
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9. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
10. For students to know about and understand Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

Ferris State University Seminar

SYLLABUS

FALL 20xx

Instructor: Your Name
Course: FSUS100-XXX; Day, time, location
Office Hours: xxxxx
Office Location: xxxxxxxx
Phone: xxxxxxxxx
e-mail: instructor@ferris.edu

Required materials:

Ferris e-mail Account
Notebook in which to collect information (bring each week)
Planner

The course will include instruction and/or practice in:

- Connecting to faculty and the University,
- Gaining a basic level of understanding about useful learning strategies,
- Awareness of campus and community resources along with a basic ability to determine when and how to access them,
- Awareness of issues surrounding personal health and social choices and accountability to self and community,
- Academic advising and current campus technologies for learning, communication and registration.

Attendance

Attendance is required at this class because most assignments are in-class assignments. Please be on time. Anyone who is ten or more minutes late will be marked tardy. Two tardies equals one absence. At Ferris and many places of employment, tardiness communicates lack of interest and lack of dependability. Also, to reduce homework for this class we may use the entire time to work to accomplish the objectives of the course. Exceptions to this policy will be granted for extenuating and/or important circumstances only. (Work is not considered an excuse for missing class). If, for any reason, you cannot attend class, it is your responsibility to obtain all pertinent class information.

E-Mail:

All Students have e-mail accounts via Ferris State University email. I am providing instructions for accessing your on-campus account. You should check your email regularly – I will use the campus email system to send you classroom information and/or assignments. If you cannot access your Ferris email account, please see me and I will be glad to help you get started.

Academic Honesty

Honesty is of utmost value in learning. Being who you are and allowing others to view and even evaluate and offer feedback about your true level of ability will facilitate your personal, academic, social, and professional growth. Think for yourself. Take credit for your own ideas. Defend them or change them. Give others credit for their ideas.

Disabilities Services**591-3772**

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Disabilities services Office, located in Arts & Sciences Commons 1017K, x. 3772 or ASC 1021, x.3772.

Assignments

Inasmuch as most assignments are done in class, they will not be accepted late for any reason. If you miss the class, you will have missed the opportunity to learn that material.

Class Participation

Learning happens when you are present in mind, body and spirit. University students are expected to engage in thoughtful discussions in class. You are expected to bring content related issues to class for discussion. It is expected that you will have read assigned materials before attending class so that you will have a knowledge base from which to draw for those discussions.

GRADING

This is a graded course. Grades in this class will be based on assignments as outlined in this syllabus. Grades at mid-term and for the semester will be based on Points Earned /Points Possible (100) X 100. This percentage will determine your grade.

<u>Grade</u>	<u>Percentage</u>
A	95-100%
A-	90-94.9%
B+	86-89.9%
B	83-85.9%
B-	80-82.9%
C+	76-79.9%
C	73-75.9%
C-	70-72.9%
D+	66-69.9%
D	63-65.9%
D-	60-62.9%
F	59.9% or below

Mid term grades will be calculated based on the percentage of possible points earned at that time.

FSUS 100

Mission

The Mission of the Ferris State University Seminar Class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation.

Goals

To facilitate student transition from high school to university life and by so doing improve student academic performance and retention. Students will develop a relationship with FSUS faculty members that will serve as an internal model for interactions with future teachers.

Objectives

1. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
2. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
3. For students to gain and understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
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10. For students to know about and understand Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

FSUS SAMPLE Course Outline - Fall 2006

Week	Date	Topic & Objective #(s) covered:	Suggested Outside Assignments:
1	Aug 29- Sept 2	New Beginnings – college and faculty connections Classroom Etiquette (1,8,9)	Ferris Founder's Day activities
2	Sept 5-9	Time Management (1,4)	
3	Sept 12-16	Wellness - Choice and Responsibility (Alcohol Awareness / Sexual Assault/STD's) (1,3)	BULLDOG BONANZA (see campus calendar) BeerBoozeBooks Presentation – Sept 14, 11:00 AM – Williams Auditorium Alcohol 101 / Sexual Assault Presentations Choices Video (in class or out)
4	Sept 19-23	Learning Styles, Active Learning, College Study Skills (1,2,5,8)	Academic Success Fair – ASC Sept 21 st FLITE tours – by appt
5	Sept 26-30	Campus Resources – Where Do I Go? Who Do I Call? (1,2,8)	Scavenger Hunt FLITE tours – by appt
6	Oct 3-7	<i>Faculty Choice</i>	FLITE tours – by appt
7	Oct 10-14	Academic Integrity (8, 9)	FLITE tours – by appt Homecoming week activities
8	Oct 17-21	Preparation for Winter registration – planning and scheduling, advisor/advisee responsibilities (1,4,7,8)	FLITE tours - by appt
9	Oct 24 -28	<i>Faculty Choice</i>	FLITE tours - by appt
10	Oct 31- Nov 4	<i>Faculty Choice</i>	
11	Nov 7-11	Diversity (6,8)	
12	Nov 14-18	<i>Faculty Choice</i>	
13	Nov 21-25	W.N. Ferris – have you fulfilled his mission? (10)	
14	Nov 28- Dec 2	Evaluation Day	All sections complete FSUS course evaluations this week. Randomly selected sections will complete Scientific Understanding and/or Social Awareness assessments.
15	Dec 5-9	<i>Faculty Choice</i>	

ACADEMIC AFFAIRS POLICY LETTER

June 17, 2004

04:3

Ferris State University Seminar (FSUS) 100

An orientation-to-college course (freshman seminar) has proven to increase retention in many of the over 200 institutions nationwide where one is being used. The following policy¹ has been adopted to assist the University in improving its student success and retention:

- All first-time-in-any-college freshmen (FTIAC's) must complete a one-credit FSUS 100, Ferris State University Seminar, requirement. For the purposes of FSUS 100 compliance, "FTIAC" is defined as any freshman who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP.
- Students may fulfill the FSUS 100 requirement in a variety of ways. Many students will take a general, one-credit, stand-alone FSUS 100 course open to any Ferris enrollee. Some students who are enrolled in specific programs will take FSUS 100 courses designed especially for them. Other students, who are also enrolled in specific colleges or programs, will meet the FSUS 100 requirement by taking introductory, multi-credit courses in which it is infused.
- Regardless of the specific format of the one-credit requirement, all FTIAC's are required to complete FSUS 100 in their first semester at the University.
- All FTIAC's will have their progress toward meeting the FSUS 100 requirement reviewed at the conclusion of their first semester. If they have not completed their requirement, these students will have a hold placed on their registration for the next semester. In order to have the hold lifted, they will have to enroll in FSUS 100 for the next semester.
- All FTIAC's must successfully earn credit for FSUS 100 within their first two semesters at Ferris State University.

¹This policy has been developed as a result of the recommendations of the Admissions Standards Review Committee (March 26, 2001), the Academic Senate (April 3, 2001), and the Recruitment and Retention Policy Committee (June 15, 2001). Their recommendations also were approved by the FSU Board of Trustees on May 4, 2001.

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and Learning](#)[Office of Scholarship and
Sponsored Programs](#)[Getting Involved onCampus](#)[Academic Senate](#)

Office of the Vice President for Academic Affairs

Academic Affairs Mission Statement

To create, support, and enhance the learner-centered environment that to the University vision of growth, excellence, and national leadership.

- **Academic Affairs Divisional Meetings - Minutes and Material**
- **Academic Affairs News Items**
- **Academic Plans**
- **Academic Affairs Policy Letters**
- **Classroom Renovations**
- **Committees**
- **Deans, Assistant/Associate Deans, Department Heads/Chair Meeting (DDH) - Minutes and Materials**
- **Distance Education**
- **Faculty Awards**
- **Faculty Subject Matter Experts**
- **New Program Initiatives with Preliminary Proposal Approval**
- **Post-Tenure Review**
- **Reports and Recommendations**
- **Sabbatical Leave Application and Guidelines**
- **VPAA Staff**

Last modified: October 3, 2006

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**Board
Policies:****Part 1. MISSION****SUBPART 1-1
STATEMENT OF MISSION**

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Part 11

Sec. 1-101. University Mission Statement.

The mission of Ferris State University is to be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.

Cross Reference:

Sec. 3-101. Purpose of academic programming and educational services.

Prior Board Actions:

February 22, 1997.

Entire Subpart 1-1 included in October 19, 2001
Codification, Phase I.

Entire Subpart 1-1 included in October 22, 2004
Codification, Phase II.

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University College Mission Statement

The following mission statement is in the process of being added to the University College website:

The mission of University College is to provide developmental courses, educational counseling, and academic support services that will empower students enrolled at Ferris State University to achieve their educational and career goals.



Dept. Head Joan Totten

(231) 591-3764
Arts & Sciences Commons 1048
Ferris State University
Big Rapids, MI 49307
tottenj@ferris.edu

• **Developmental
Programs & Curriculum
Faculty and Staff**

Mission Statement

The mission of the Developmental Programs and Curriculum Department of University College is to provide a variety of services to students seeking to improve their academic readiness or to determine their career path. The faculty and staff are committed to developing and offering educational opportunities that prepare students for the academic challenges of university life. The services provided promote personal, academic, cultural and social growth according to the principles of adult learning and development.

Goals:

1. To improve basic college learning skills.
2. To improve educational efficiency by assisting the University in retaining greater numbers of potentially successful students.
3. To aid in the in-service of faculty who teach (outside our area) at-risk freshmen in making informed choices for textbooks and methods of content delivery.

Objectives:

1. To provide reading classes that will increase reading skills for all Ferris students.
2. To provide academic courses for first year students that will enhance their transition to college, including orientation classes.
3. To provide intrusive academic advising that will guide students into appropriate academic courses that facilitate academic and personal growth.
4. To provide career exploration classes to all students who may be uncertain of their career goals.

The Developmental Programs and Curriculum Department offers a number of courses and faculty enabling students to progress toward completion of educational and career goals. The programs are summarized below. More detailed information may be obtained by clicking on the heading for each

- **CareerQuest** - CareerQuest is a living-learning community for first-year students who are identifying major and/or career interests in an informed manner. Students in this program work together in a residence hall, take a common set of courses designed to help them learn about interests and their aptitudes, and receive guidance from instructors, counselors, and academic advisors dedicated to this task while completing the general education requirements for any degree.
- **Career Exploration (CARE)** - A program designed for students who have not selected a pre-major. Along with taking a course in career exploration, students are directed by faculty advisors to complete course work that fulfills the General Education requirements common to all FSU degree programs.

Students also have the opportunity, in consultation with a faculty advisor, to select exploratory work from a variety of fields of study to assist in career decision-making. For more information call (231) 591-3764. Email: tottenj@ferris.edu

- **University College Program (UNCP)** - A two-semester probationary program that assists students who are ineligible for direct admission into other Ferris programs. The purpose of the University College Program is to help students become successful in college and enable them to transfer into the Ferris State program of their choice. Placement tests, ACT scores and previous school work determine the courses required to complete the program. University College Program courses at the 100 level or higher may be applied toward elective credits in other programs. For more information call (231) 591-3764. Email: tottenj@ferris.edu
- **Directed Studies (DIST)** - A program designed for transfer or former FSU students with a 2.0 GPA who do not meet the admission requirements of the specific program for which they applied. These students are expected to develop, with the assistance of their faculty advisor, an individualized program of study to strengthen their academic performance. In some cases, enrollment in foundation courses is necessary to enhance the student's potential for academic success. For more information call (231) 591-3764. Email: tottenj@ferris.edu
- **General Studies Program (GNST)** - The General Studies Program is for students who are applying to Ferris State University but do not meet all eligibility requirements for the specific program chosen. The General Studies Program allows them an opportunity to earn credits that will make them eligible. University College advisors work closely with students to assist them in transferring to their program of choice as soon as possible while taking general education courses required for admission. For more information call (231) 591-3764. Email: tottenj@ferris.edu

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What is FSUS?

Ferris State University Seminar (FSUS) is a class designed to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation. A goal of the course is to facilitate student transition from high school to university life and by so doing improving student academic performance and retention. Students will develop a relationship with FSUS instructors that will serve as an internal model for interactions with future faculty instructors.

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Who takes the Ferris State University Seminar (FSUS) class?

All first-time-in-any-college freshmen (FTIAC's) must complete a one-credit FSUS 100, Ferris State University Seminar, requirement. For the purposes of FSUS 100 compliance, "FTIAC" is defined as any first-year student who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP.

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What if I am a transfer student?

Any student who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP, must complete the one-credit FSUS100, Ferris State University, requirement.

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When do I take FSUS?

Regardless of the specific format of the one-credit requirement, all FTIAC's are required to complete FSUS 100 in their first semester at the University.

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What courses satisfy the FSUS requirement?

Courses that satisfy the FSUS requirement include FSUS100, UNCP100*, BUSN122*, MIMG100*, PGMG101*, PTMG101*, PREL101*, RFIM101*, and HNRS100.** (*only for students in that major, **only for students in the Honors program)

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What if I don't complete the FSUS requirement my first semester?

All FTIAC's will have their progress toward meeting the FSUS 100 requirement reviewed at the conclusion of their first semester. If they have not completed this requirement, these students will have a hold placed on their registration for the next semester. In order to have the hold lifted, they will have to enroll in FSUS 100 for the next semester. All FTIAC's must successfully earn credit for FSUS 100 within their first two semesters at Ferris State University.

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How do I know which FSUS100 course to sign-up for?

Most FSUS100 courses are grouped by college and/or major. Students will be directed to the appropriate section(s) when attending an orientation session and registering for classes.

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What topics are covered in FSUS100?

Through active participation in a Ferris State University Seminar course: Students will become familiar with FSU's campus resources and develop an awareness of how they learn, how to access academic and personal support services, and effective time management strategies. Students will learn about and understand wellness issues that directly impact their health and safety, how to apply basic study skills techniques to their academic courses, how to appreciate differences and similarities among the members of the diverse Ferris community, academic integrity, and classroom etiquette skills that foster appropriate conduct in the post secondary institution setting. Students will receive academic advising and technical assistance to insure appropriate registration for the next semester and encouragement to become active participants and contributors in campus and community activities. In addition, students will become familiar with the mission of Woodbridge N. Ferris and his life as educator, statesman, and humanitarian, thereby promoting an appreciation for and understanding the uniqueness of Ferris State University.

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Why are students required to take the Ferris State University Seminar course?

An orientation-to-college course (freshman seminar) has proven to increase retention in many of the over 200 institutions nationwide where one is being used. The FSUS100 policy has been adopted to assist the University in improving its student success and retention. This policy has been developed as a result of the recommendations of the Admissions Standards Review Committee (March 26, 2001), the Academic Senate (April 3, 2001), and the Recruitment and Retention Policy Committee (June 15, 2001). Their recommendations also were approved by the FSU Board of Trustees on May 4, 2001.

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Where can I find the University's policy regarding the Ferris State University Seminar (FSUS) course?

Click on [Academic Affairs Policy Letter](#) to view the University's policy regarding FSUS100.

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Confidentiality and the Use of EBI Benchmarking Study Data

The purpose of EBI benchmarking projects is to provide professionals and institutions with comprehensive, credible, comparative, and confidential assessment tools in support of continuous improvement efforts.

EBI has established a policy for the use of the results from its benchmarking studies to protect the confidentiality of participating institutions. The analysis results have been designed to be used exclusively as assessment and continuous improvement tools. The results may not be distributed publicly nor used for marketing or promotion purposes. This policy has been instituted to protect the anonymity of participating institutions and to diminish the potential desire to influence results of the studies.

Confidentiality Policy: Upon enrollment, participating institutions agree that data and reports received from EBI will not be used for marketing purposes. While no accrediting or legislative body has access to individual institution raw data or results directly from EBI or any of our partnering organizations, participating institutions have the option of sharing their results as part of accreditation or legislative review processes, at their discretion. Individuals or groups who gain access to the results are subject to this confidentiality policy. A copy of this confidentiality policy must accompany any and all documents containing data or reports that are distributed to authorized individuals or groups.

Use of Benchmarking Data and Results

1. EBI results fall into two categories, **Restricted** and **Unrestricted**:
 - a) **Restricted Results Include:**
 - 1) Factor and question means reported for your "Select 6" comparison group, Carnegie classification, "All Institutions" or any other grouping in the study.
 - 2) Names of comparison institutions and question or factor rankings or comparison with "Select 6" comparison institutions, Carnegie classification, "All Institutions" or any other grouping in the study.
 - b) **Unrestricted Results Include:** General comments (percentages are acceptable, but not specific numeric values) about your institutional data as well as percentage differences in factor or question means *over time* at *your* institution. It is acceptable to indicate qualitative descriptions of the form "we have seen a 15% improvement in overall satisfaction since 1999" but not acceptable to indicate a quantitative description such as "we have improved from a 4.65 to a 5.31 in overall satisfaction".
2. Institutions are **PERMITTED** to reveal EBI Benchmarking Study **Restricted and Unrestricted** results with the following offices provided that the project Confidentiality Statement is included with all shared results:
 - a) Offices or staff internal to the institution including the offices of the President and/or provost and offices of assessment and/or institutional research
 - b) Any external consultant(s) hired to assist the school or program, provided that any such consultant does not share the results with external organizations or members of their consulting organization not engaged in the consulting project for the institution
 - c) Regional/national/discipline specific accrediting organizations or legislative review processes
 - d) Institutional advisory boards/committees or potential donors
3. Institutions are **PERMITTED** to reveal EBI Benchmarking Study **Unrestricted Results** to prospective students, current students, alumni or organizations external to the institution. This includes release of results through publications viewed by external populations (e.g. external newsletters, news releases, websites or marketing materials).
4. Institutions are **NOT PERMITTED** to reveal EBI Benchmarking Study **Restricted Results** to prospective students or organizations external to the institution. This includes release of results through publications viewed by external populations (e.g. external newsletters, news releases, websites or marketing materials).
5. Workshop and Professional Publications Confidentiality Statement: EBI supports the educational objective of participants who wish to share with fellow professionals their experiences using results of EBI Studies for continuous improvement, including the sharing of results analysis techniques at conferences designed to facilitate the effective use of project results and via Professional Publications. Project confidentiality guidelines for presentations and Professional Publication materials are as follows: Presenters and authors may share their own results analysis, the aggregate results of "all institutions", the aggregate results of the Carnegie Class Analysis, and the aggregate results of their "Select 6" comparison group, so long as the "Select 6" institutions are not individually identified.

Any questions about the interpretation of the EBI Confidentiality Requirements should be directed to Info@Webebi.com. EBI has established this policy on behalf of participating institutions because it believes institutional anonymity and confidentiality of data and results are essential to maintaining the long-term integrity of its projects.

First-Year Initiative Survey Report
Fall 2006

Prepared by:

Shelly VandePanne, MS
Coordinator of First-Year Seminars

Ferris State University
Big Rapids, MI 49307

June 5, 2007

First-Year Initiative Survey Report Fall 2006

EXECUTIVE SUMMARY

Ferris State University Seminar (FSUS) has been successful in achieving its mission and goals. This report on the 2006-2007 First-Year Initiative survey draws attention to the fact that the majority of first-year students believe that FSUS has been instrumental in their social and academic transition to Ferris.

For the past five years, academic advising and registration procedures, as well as available library (FLITE) resources, have consistently stood out as areas most helpful to students. FSUS has had a positive effect on students' knowledge of wellness issues (alcohol & personal choices), academic services, time management, campus policies, connections with faculty, and University rules regarding academic honesty. In addition, students report that the course was instrumental in introducing them to resources for academic assistance and tutoring.

The current student attitude toward FSUS is more positive than four years ago when the seminar course was first mandated for *all* first-year students. At the time of this report, almost all undergraduate students on campus have taken an FSU seminar and it has become widely accepted as part of the University curriculum. When asked what was *least* helpful, one-sixth of the 2006 cohort could not identify any course topic or activity. Instead, they shared comments such as "nothing," "everything good," and "all helpful."

In the past year, FSUS has had significant impact in improving out-of-class engagement. Instructors have required their students to attend campus-sponsored activities, cultural events, and in some cases participate in campus-sponsored organizations. Many students have indicated that they would not have done so otherwise.

FSUS instructors, many of whom are seasoned veterans, have figured out what makes the seminar most effective; they have honed in on the use of meaningful homework, the inclusion of out-of-class activities, encouraging students to work together, productive use of classroom time, and facilitating meaningful classroom discussions. As a result, significant increases have been noted in the area of "engaging pedagogy," one of the top predictors of overall course success.

The second top predictor, managing time and priorities, is an area where little improvement has taken place until 2006. Most students say that FSUS has helped make an "impact of establishing personal goals" and "organizing time to meet responsibilities," however this is an area in which needs continued focus.

Overall, this report presents evidence that FSUS has been successful in its mission of "providing first-year students with personal connections, knowledge, and resources that

will enhance their potential for learning, satisfaction and graduation.” We cannot, however rest on our laurels. It is recommended that...

- Ferris State University hosts the first state-wide First-Year Experience Conference in 2008 which will serve to identify Ferris as a regional leader for first-year seminars.
- we aggressively continue work toward teaching students how to find and access campus resources. Some students have recommended that a walking tour of campus, early in the semester, would assist in accomplishing this goal (in addition to FLITE library tours).
- FSUS instructors continue to emphasize managing time and priorities and revisit the topic throughout the semester to help students reflect on their current techniques and make adjustments as necessary.
- a campus-wide conversation on the First Amendment Right – Freedom of speech be incorporated into the FSUS classroom in support of the American Democracy Project and Political Engagement Project.
- FSUS instructors continue promoting out-of-class activities and civic-engagement opportunities.
- professional speakers be invited to campus for presentations on alcohol and sexual responsibility and instructors send their students to such presentations. Conversations must continue to take place in and out of the classroom to help students understand the effects of binge drinking and to negate the misperception that most college students are drinking heavily. Instructors will be encouraged to have their students complete a web-based interactive alcohol survey, “e-CHUG,” prior to a group presentation and/or classroom discussion. This will provide another means of educating students and promoting the University’s social-norms campaign.

First-Year Initiative Survey Report

Fall 2006

INTRODUCTION

For the past six years, Ferris State University students have participated in the First Year Initiative Survey conducted by Educational Benchmarking (EBI). The purpose of the national study was to survey students to understand their perceptions of first-year experience courses. The results obtained from participating in EBI's study 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.

Enrollment in FSUS100 became mandatory for all new-to-college Ferris students as of fall, 2002. In the following report, FSUS or FSU Seminar course is the all-inclusive term used to describe courses that meet the program objectives, including "infused courses." "Infused" courses include introductory classes for College of Business programs: General Business (BUSN122), Pro-Golf and Pro-Tennis Management (PGMG101, PTMG101), Music Industry Management (MIMG101), Public Relations (PREL101), Orientation to Hospitality Industry (RFIM101), and the Honors Seminar (HNRS100). In addition, some University College programs also have transition courses which are considered to be "infused" courses: UNCP100 and DIST100.

All students in FSUS courses were invited to complete the First-Year Initiative (FYI) survey during the 14th week of the 2006 fall semester. Of the 2012 students enrolled in a seminar course, 1543 responded to the survey. This number represents a response rate of 77% which is five percentage points higher than the aggregate response rate on the FYI survey (72%).

Survey questions were grouped into fifteen factor areas for analysis and reporting purposes. Eight of the fifteen factor areas analyzed for this study related directly to FSUS course objectives. Those factors included:

- Course Improved Study Strategies
- Course Improved Connections with Faculty
- Course Increased Out-of-Class Engagement
- Course Improved Knowledge of Campus Policies
- Course Improved Knowledge of Academic Services
- Course Improved Managing Time and Priorities
- Course Improved Knowledge of Wellness
- Overall Course Effectiveness

Factor areas that measured information *not* included in FSUS objectives were:

- Course Improved Critical Thinking
- Course Improved Connections with Peers
- Course Improved Academic and Cognitive Skills
- Sense of Belonging and Acceptance
- Usefulness of Course Readings
- Course Included Engaging Pedagogy
- Satisfaction with College/University

2006 FINDINGS

Information obtained from the 2006 FYI survey indicates that continued improvement has been made in the degree to which we are achieving the FSUS course objectives. The greatest gain in 2006 was in the mean score for improved study strategies followed by time management/priorities and overall course effectiveness. None of the factor areas measuring the FSUS course objectives had scores which were lower than previous years.

Overall, Ferris students continued to report that:

- their college experience was positive,
- it was a high-quality learning experience,
- they wanted to return for the next fall term,
- it was easy to make friends and identify other students with similar interests, and
- they would recommend Ferris to a friend.

The majority of students indicated that FSUS was helpful in all areas of the survey. Older students (22+) seem to value the benefits of the first-year seminar more than traditional aged students in all areas except out-of-class engagement. (see Appendix 9) Jobs and family commitments may have an affect on their willingness or ability to participate in extracurricular activities.

Four out of five students reported that the course improved their understanding of

- available campus resources (86-90%, objectives 1&2)
- how to obtain academic assistance (89%, objective 1&2)
- registration procedures (88%, objective 7)
- the role of academic advisors (88%, objective 7)
- their academic strengths (88%, objective 2)
- managing time and priorities (85%, objective 4)
- faculty expectations of students (84%, "Goals") , and
- helped them to understand and appreciate differences and similarities among members of the diverse Ferric community. (85%, objective 6)

Three out of four students report that the course:

- activities were connected to real-life situations. (87%)
- included interesting subject matter (79%)
- contributed to their ability to adjust to the college social environment and to succeed academically (79%, “Mission”)
- assisted in understanding the impact of alcohol consumption (79%, objective 3)
- included a variety of teaching methods (78%)
- made productive use of classroom time (78%), and
- increased the rate at which students sought feedback from instructors, completed homework assignments on time and set priorities to accomplish what is most important. (76%, Goals, objective 4)

More than half of the students participating reported that FSUS courses *significantly* (answered 6 or 7 on a scale of 1-7 with 7 being the highest) increased students’ understanding of:

- available library resources
- registration procedures
- the role of the academic advisor
- how to obtain academic assistance
- the impact of establishing personal goals, and
- University rules regarding academic honesty.

The percentage of student responses for each of the survey questions is found in Appendix 10. Mean scores for survey questions are in Appendix 8.

Highest Scoring Means

Four FSUS objectives were once again identified in the “highest scoring means” questions on the survey: “knowledge of campus resources (library),” “how to access personal and academic support services,” “advising and registration procedures,” and understanding “rules regarding academic honesty.” Mean scores were derived using the following scale:

not at all			somewhat		significantly	
1	2	3	4	5	6	7

Understanding of available library resources (mean = 5.58)

Since 2003, four out of five students reported that FSUS helped contributed to their increased understanding of available library resources even though there had been a steady decline in the number of FSUS classes participating in FLITE tours. (Only 59% of the seminar courses visited FLITE in 2005.) Through collaboration with a once-again fully staffed team of librarians in 2006, multiple invitations were sent to FSUS instructors encouraging them to schedule FLITE tours for their classes. The FSUS Coordinator also encouraged instructors to have their students complete the library’s web-based PILOT tutorial prior to visiting FLITE. As a result of these efforts, 98% of the first-year seminar courses visited

FLITE in 2006, there was a 13% increase in the mean score for “course improved my ability to find what I need through the library,” and 90% of the students reported that the FSUS helped them understand what was available to them at the FLITE library.

Understanding registration procedures / the role of the academic advisor (mean 5.37) – Since the initial FYI survey, the understanding of registration procedures has always been identified as one of the most beneficial aspects of FSUS. Instructors have emphasized the use of campus technology to locate advisor contact information. It is not surprising that questions concerning this objective once again received high scores on the survey.

How to obtain academic assistance (mean 5.37) / understanding of how to obtain a tutor (mean = 5.25). Providing students with information on where to find and how to access the University’s academic support services is a priority of the FSUS program. All first-year students are given FSUS Information Packets during the first week of classes containing a variety of information regarding campus resources and activities. Many instructors require students to bring their FSUS Folder to class weekly referred to the materials frequently in addition to classroom discussions, department links on the University and FSUS webpage, and required visits to the tutoring/writing center, Academic Success Fair and/or Academic Support Center Seminars.

Understanding University rules regarding academic honesty (mean = 5.20) Dr. William Potter, Dean of University College, has been a valuable resource for promoting the understanding of academic honesty. In August 2005, he shared his presentation resources with instructors at the first FSUS mini conference. Since that time, he has shared his academic honesty presentation as part of the Academic Support Center Seminar series as well as 24 individual classrooms.

Lowest Scoring Means

One area typically covered by the FSUS wellness objective was among the lowest scoring mean questions for fall 2006:

Improved understanding of college students’ sexual issues (mean = 4.00) In past years, the FSUS Coordinator has organized large-group presentations and invited speakers to come on campus to discuss college students’ sexual responsibility with presentations such as “Date Rape Drugs & Sexual Assault,” and “Sex and the College Student.” Renovation to the Instructional Resource Center in fall 2006 made it difficult to schedule these presentations as they had

been done before. Instead, FSUS instructors were encouraged to send their students to one of many presentations organized by a variety of campus departments and organizations in collaboration with the University's Sexual Aggression and Assault task force. First-year student attendance was not tracked at these presentations therefore it is not known if they were utilized to supplement the FSUS wellness objective. Clearly they did not work as well as the previous large-group presentations as evidenced in the drop in mean score since 2005 (-2.3%).

Student Comments

In 2006, 1543 students were asked to provide written responses to ten institutional-specific questions using their own words for three open-ended questions:

- *“What was the most helpful part of your FSUS course?”*
- *“What was the least helpful part of your FSUS course?”*
- *“What additional topics should be included in FSUS?”*

Common responses to “What was *most* helpful...”

Response:	N	%
No response	359	23.4%
Registration / Advisor / Scheduling Information (Objective 7)	270	17.6%
Library (Objective 1)	125	8.2%
Major/college Specific Information	105	6.9%
Campus Resources / Services (Objectives 1 & 2)	100	6.5%
Homework/ Assignments / Activities	89	5.8%
Active Participation – learning about campus activities (Objectives 1& 8)	77	5.0%
Study Skills Info (Objective 2)	70	4.6%
Helped adapt to college / college life (Mission)	55	3.6%
Speakers	55	3.6%
Outside Activities / Events – attending (Objective 8)	54	3.5%
Time Management (Objective 4)	49	3.2%
Instructor (Goals)	46	3.0%
Negative comments – “nothing helpful”	48	3.1%

Common responses to “What was *least* helpful...”

Response:	N	%
No Response	484	31.6%
NOTHING - course good as is / all helpful	204	13.3%
Homework, Assignments, class activities *writing/journals n=62 (4.2%); *book/readings n=42 (2.7%) *classroom discussion n=42 (2.7%)	185	12.1%
Wellness – alcohol, sexual responsibility (Objective 3)	99	6.5%
Out-of-class activities – tours, seminars, events (Objective 8)	75	4.9%
All of it - Most of it - everything else	73	4.8%
Library (Objective 1)	42	2.7%

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.

Grouped by FSUS objective, responses to these questions indicate that the most helpful course objectives for the 2006 first-year cohort were advising and registration, campus resource (Library) information and, encouragement for active participation in campus activities. In addition to these objectives, students reported that homework assignments and classroom activities were helpful as well as major specific information and learning about various campus activities. As a result of information received from previous FYI surveys, seminar instructors no longer require students to “just show up” for class. In addition to classroom discussions, guest speakers and weekly journals, students are now assigned course readings and reflective assignments that tie into real-world situations faced by college students.

As in previous years, the least helpful objectives were reported to be wellness information and participation in out-of-class (campus) activities (even though survey scores revealed that FSUS was effective in increasing students’ knowledge or understanding in both areas). An equal number of students reported that they did not like having to attend out-of-class activities as those who did, and several did not like having classroom assignments – especially writing assignments.

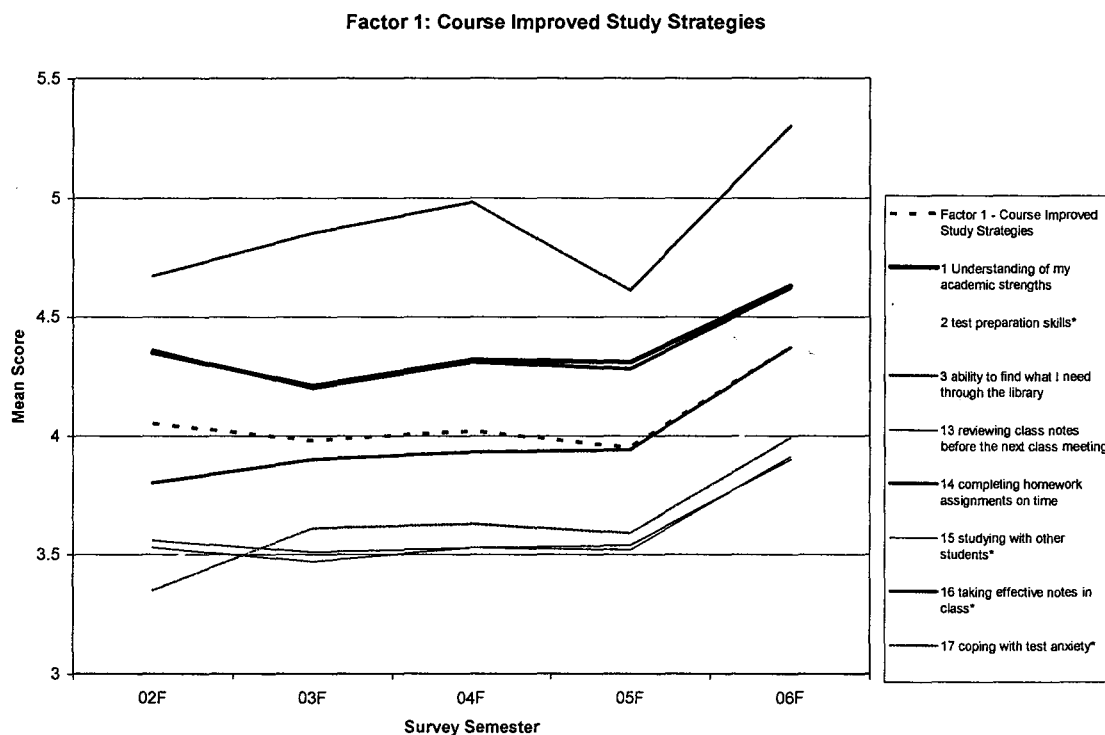
(See Appendix 12 for more information on student comments.)

Areas of Greatest Improvement (05-06)

While improvement was noted in all factor areas on the 2006 FYI survey, the greatest gains were made in “Improved Study Strategies,” “Managing Time and Priorities,” “Overall Course Effectiveness,” and “Knowledge of Academic Services,” each of which will be discussed below.

Course Improved Study Strategies (mean = 4.37, +.42)

FSUS 100 is not intended to be a study skills course yet it provides opportunity for discussion about general college success strategies. Most students find FSUS to be beneficial in helping them to improve their study methods as indicated by the 8% increase in the mean factor score for this objective since 2002 (mean = 3.66). Students have traditionally reported that the seminar has been beneficial in introducing them to FLITE library, understanding their academic strengths and the importance of turning in assignments on time.



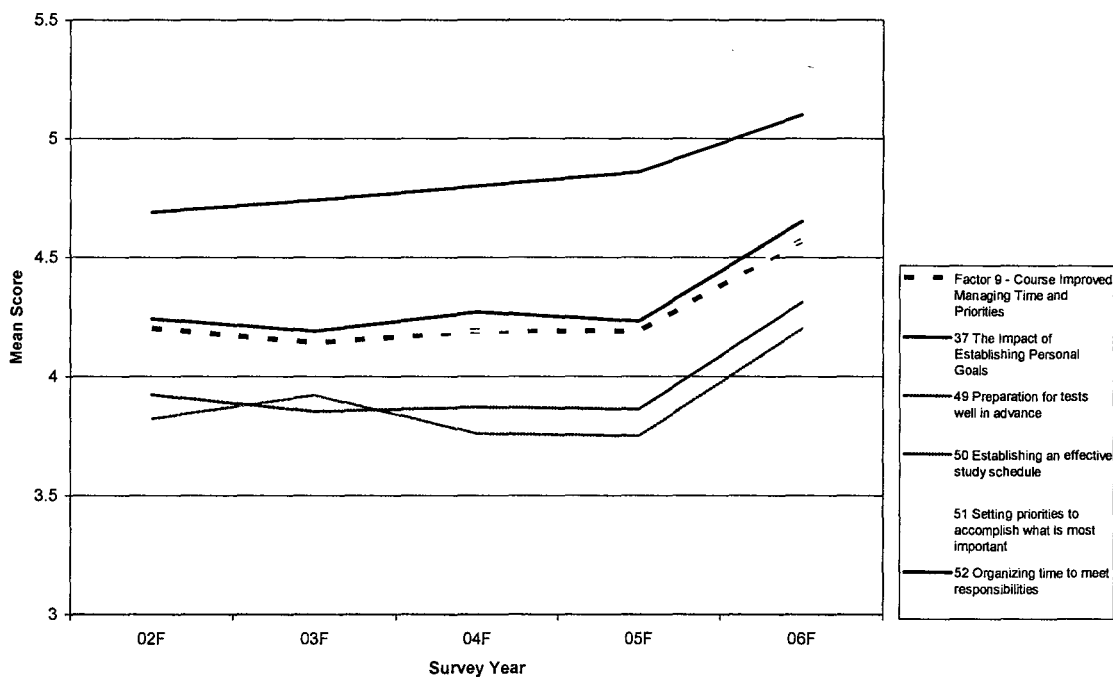
When compared to the 2005 survey, there were significant increases in scores for all factor questions. The greatest improvement, however, was for the statement: “Course improved my ability to find what I need in the library.” While this has always been the highest scoring means on the survey, the recent increase may have been due to the increased number of seminars touring the library as discussed before as well as completion of the on-line PILOT tutorial of library services.

As a result of information obtained from previous surveys and student comments, seminar instructors (fall 2006) were encouraged to spend a little more time talking about study skills and introducing students to methods for adapting their personal learning styles in a variety of classroom environments. Additional resources were made available via the FSUS webpage as well as collaboration with the University's Educational and Career Counseling Center who gave learning styles presentations in 27 first-year seminar courses. Increases of 7-10% for all "Factor 1" questions is good indication that the additional emphasis on study skills was valued by students.

Course Improved Managing Time and Priorities (mean 4.57, +.38)

Educational Benchmarking, Inc., has identified effective time management scores as one of the top predictors of success in first-year experience courses. This information was first shared with instructors participating in the FSUS mini-conference in August, 2005, and also through FSUS Infomail. As a result, time management was introduced early in the semester and re-visited often by many instructors. Time management continued to be a topic of discussion at the 2005 semester wrap up and 2006 FSUS mini-conference. Since 2005, additional time management resources have been made available to students and faculty via the FSUS web site. In addition, a "time-management packet" has been adapted for FSUS which provides a more in-depth focus on the importance of time management as well as "how-to" information for developing study schedules, making to-do lists, utilizing weekly and monthly schedules and setting personal goals.

Factor 9: Course Improved Managing Time and Priorities



An overall factor increase of 8% since 2005 indicates that these initiatives are starting to pay-off. In 2006, students reported that FSUS was *very* helpful in:

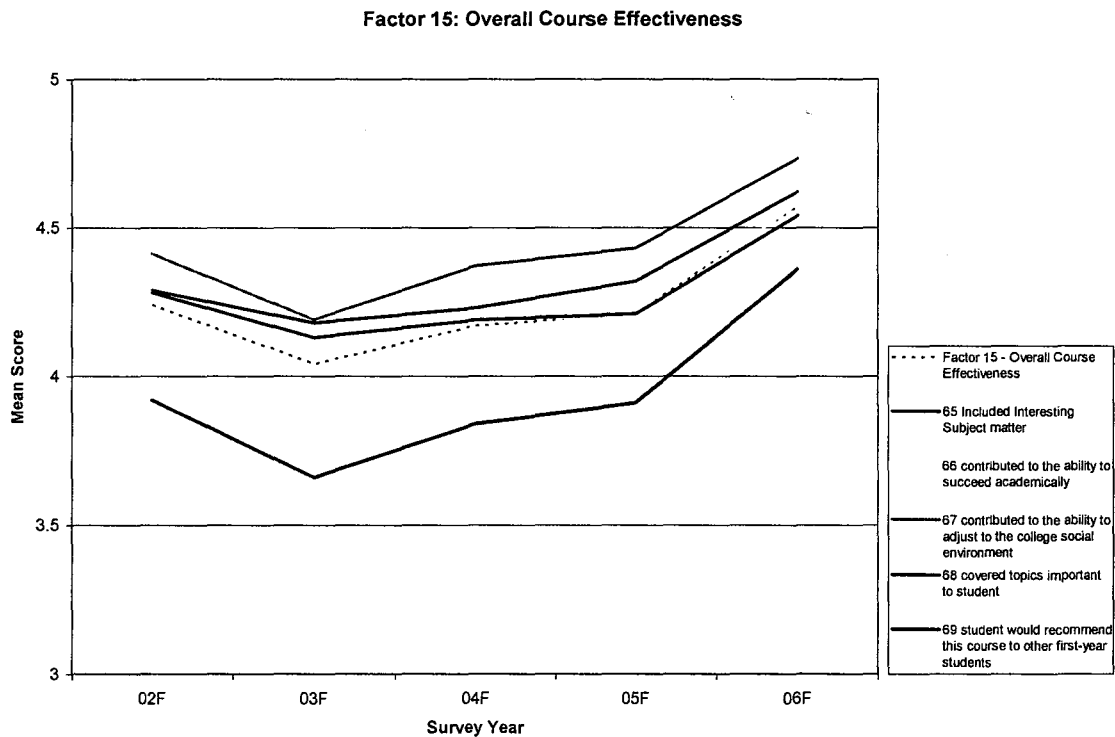
- The impact of establishing personal goals (mean 5.10)
- Organizing time to meet responsibilities (mean 4.65) and
- Setting priorities to accomplish what is most important (mean 4.57).

The greatest mean score gains were for:

- Preparation for tests well in advance (mean 4.32, +11%)
- Establishing an effective study schedule (mean 4.32, +10%)

Overall Course Effectiveness (mean 4.57, +.36)

Many students who are just out of high school are traditionally resistant to the FSUS course and will not admit, until much later, that it helped them to be successful in college. The fact is, however, that Ferris students have continually reported that FSUS covers topics important to students, is effective in contributing to the ability to adjust to the college environment, and helps them to succeed academically. Three-out-of-four students have indicated that the topics covered in FSUS were interesting and important to students.

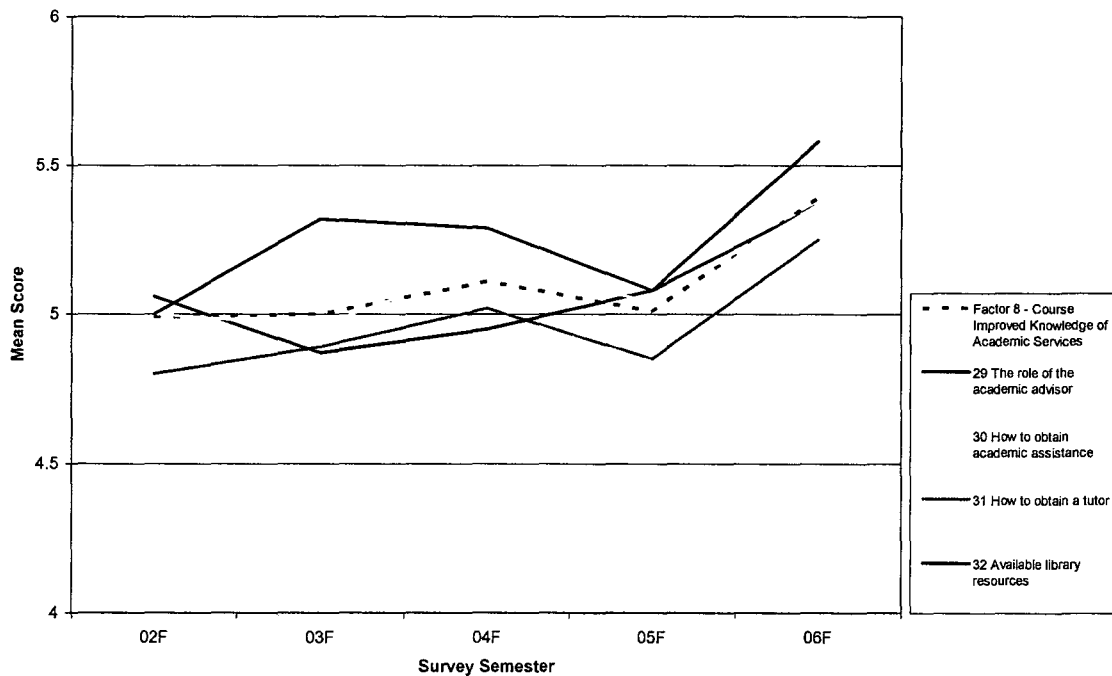


Educational Benchmarking, Inc., has identified effective time management and effective pedagogy scores to be the top two predictors of success in first-year experience courses. Intentional focus on these two areas may be a contributing factor to the eight percent increase in overall course effectiveness since last year. FSUS instructor training, which has utilized a learner-centered approach before learner-centered teaching became a University-wide focus, was extended to a full day in May 2006. The goal of the extended format was to allow time for active participation in several sample course activities that could be replicated in the classroom. Workshop participants expressed that it was very helpful to “experience” the course topics and felt more prepared to teach FSUS than participants of the prior half-day training sessions. Although effective pedagogy is not a course objective, a spike in mean scores for Overall Course Effectiveness suggests that concentration on a variety of teaching methods as well as an intensified approach to time management seems to be working. Three-quarters of the students responding to questions regarding “Effective Pedagogy” revealed that they were encouraged to participate in meaningful class discussions, and were encouraged to work together on activities in their seminar course. They also said that in their seminar instructors made productive use of classroom time and included a variety of teaching methods.

Course Improved Knowledge of Academic Services (mean 5.39, +.38)

With the exception of fall 2005, there has been a steady increase in the mean scores for most questions in this factor area. In fact, the 2006 scores were 7% higher than 2005 and 8% higher than those reported in 2002 (mean = 4.99).

Factor 8: Course Improved Knowledge of Academic Services



As usual, the most valued academic resource introduced in the seminar course was FLITE library. More students than ever signified that FSUS helped to improve their knowledge of the role of academic advisors, and how to obtain academic assistance.

A solid explanation for improved scores for this factor does not exist. As in previous years, FSUS Student Packets containing a great deal of information promoting campus and community resources was distributed to all first-year students in their seminar courses. At the suggestion of the FSUS Coordinator, some instructors took their students on walking tours of campus identifying academic buildings, the Birkam Health Center, Student Recreation Center, Timme Student Center, and the Academic Support / Writing Center. Overall, there were no programming changes or planned activities that would account for the rise in scores for this factor area.

Course-by-course comparison

Overall, the University College and Allied Health sections of FSUS100 had the highest scores on the 2006 survey which could have been a result of one or both of the following reasons:

- University College and Allied Health both use the advisor model in which the FSUS instructor also serves as the academic advisor to students in their seminar course. The advising model enables instructors to deliver crucial advising and registration information to many students at one time. Students and instructors also interact out of the classroom for individual advising purposes which often helps to form stronger relationships between the student and instructor/advisor.
- Both colleges direct their transfer students (with more than 12 credits) and older non-traditional students to take the FSU Seminar course for advising purposes as well as the delivery of program specific information. This population of students has traditionally placed more value in FSU Seminar courses. (See Appendix 9)

Population Comparison

University College had the highest mean scores in five of the eight factors areas:

- improved study strategies
- connections with faculty
- knowledge of campus policies
- managing time and priorities
- knowledge of wellness

University College's scores, which were 8-12% above the institutional means, were not surprising for a variety of reasons:

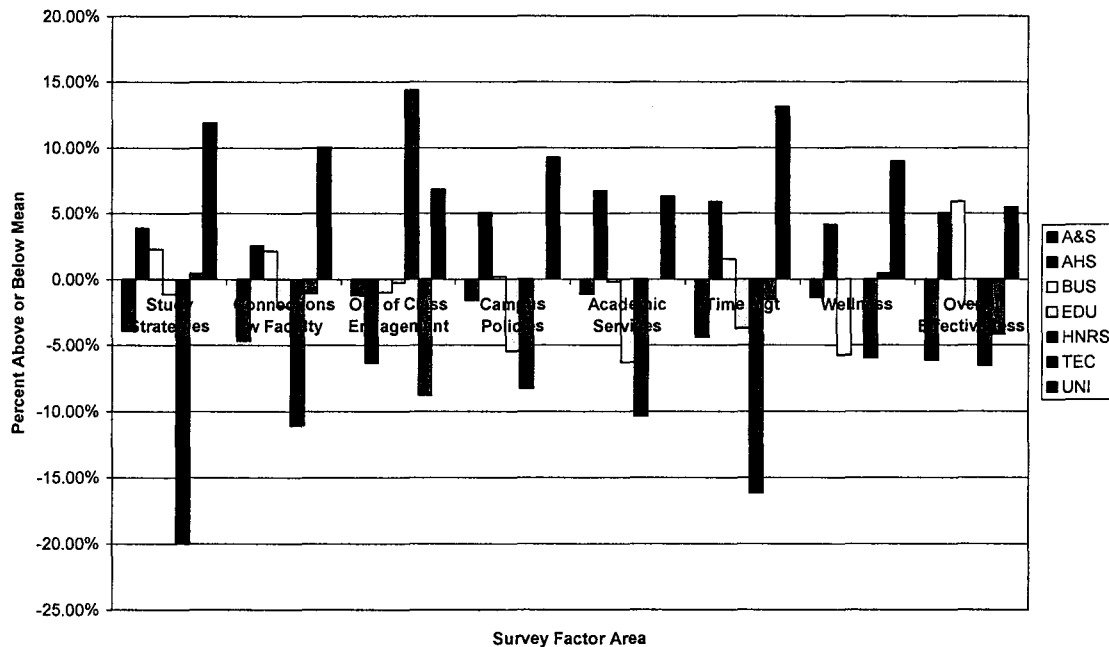
- FSUS has been part of the curriculum for University College programs for several years.
- University College's courses were taught by instructors with many years of first-year seminar experience who also served as the academic advisors for students.
- The FSUS program is housed under the University College umbrella, therefore, it would be natural for the college's faculty and staff to be especially cognizant of accomplishing the course objectives.

Allied Health scores are even higher above the mean than in previous years. The advising model as well as recent collaboration between Allied Health seminar instructors to maintain uniformity among their sections may have contributed to the higher scores.

The Honors population had the lowest overall scores in all but one factor area which has historically been the case. However, since moving from a large group lecture format housed in an auditorium to several smaller seminars with an average of 20 students, mean have greatly improved in all areas for the Honors population.

Unlike previous years when College of Technology scores were next-to-last in most factor areas, their current scores for most factor areas hovered right around the institutional mean with the exception of out-of class engagement which was nine percent below the University's mean. Likewise, scores for Art's & Sciences sections are much closer to the institutional mean than in previous years.

Comparison of Factor Means by Population - Fall 2006 Shown as Percentages Above or Below the Institutional Mean



FIVE YEAR COMPARISON

A comparison of survey results for the past five years revealed that the FSUS program has been successful and still continues to improve in delivering college-success strategies. Based on mean scores, all eight factor areas pertaining to FSUS have shown improvement since seminars became mandatory for all students in 2002:

- Course Improved Managing Time/Priorities (+14%)
- Course Improved Study Strategies (+13%)
- Course Improved Connections with Faculty (+12%)
- Course Improved Knowledge of Campus Policies (+12%)
- Course Improved Knowledge of Wellness (+12%)
- Overall Course Effectiveness (+12%)
- Course Improved Knowledge of Academic Services (+11%)
- Course Improved Out-of-Class Engagement (+6%)

Each factor area will be discussed below.

Five-Year Comparison of FSU's Institutional Mean Scores For Eight Factor Areas of the First-Year Initiative Study

Factor	Factor Area	02F Mean	03F Mean	04F Mean	05F Mean	06F Mean	Change 05F- 06F	% Change 05F- 06F	% Change 02F- 06F
1	Course Improved Study Strategies	3.87	3.98	4.02	3.95	4.37	0.42	10.6%	12.9%
4	Course Improved Connections with Faculty	4.19	4.21	4.32	4.37	4.69	0.32	7.3%	11.9%
6	Course Improved Out-of-Class Engagement	3.87	3.49	3.65	3.81	4.10	0.29	7.6%	5.9%
7	Course Improved Knowledge of Campus Policies	4.46	4.45	4.73	4.64	4.98	0.34	7.3%	11.7%
8	Course Improved Knowledge of Academic Services	4.84	5.00	5.11	5.01	5.39	0.38	7.6%	11.4%
9	Course Improved Managing Time/Priorities	4.02	4.14	4.19	4.19	4.57	0.38	9.1%	13.7%
10	Course Improved Knowledge of Wellness	3.90	4.05	4.20	4.09	4.35	0.26	6.4%	11.5%
15	Overall Course Effectiveness	4.09	4.04	4.17	4.21	4.57	0.36	8.6%	11.7%

Scale: not at all 1 2 3 somewhat 4 5 significantly 6 7

(See Appendix 8 to view the mean scores for all questions in each factor area.)

Course Improved Managing Time/Priorities (+14%)

As discussed earlier in this report, considerable emphasis has been placed on effective time management and goal setting. Activities and resources for teaching time management have evolved from simply tracking the use of time and talking about study schedules in the first or second week of the course to learning to identify peak learning times, set goals, create functional weekly / monthly planners and identify causes and cures for procrastination. Seminar instructors have become more adept at teaching time management and re-visit the topic several times throughout the semester.

Course Improved Study Strategies (+13%)

Mean scores for "Improved Study Strategies" remained about the same, hovering right around 4.20 until the current survey year when went up about a third of a point to 4.37. The current high score is most likely attributable to the added emphasis placed on study strategies (described earlier in this report) in response to previous students' requests. Most notable were the increases in test preparation and coping with test anxiety (+ 19% each) and taking effective notes in class (+15%) even though they are not specifically addressed in the FSUS course objectives.

Course Improved Connections with Faculty (+12%)

One goal of FSUS is for students to develop a relationship with their seminar instructor that will serve as an internal model for interactions with future faculty. This goal is clearly being met as indicated in the 12% increase in the mean score since Fall 2002 (mean = 4.19). On average, 2/3 of the seminar courses have been taught by curriculum faculty that students encounter in other courses. Administrative staff (including the President of the University) and student affairs personnel have taught the remaining 1/3. Most are veteran instructors and most teach just one FSUS course giving students and instructors a better chance to get to know one another. Seminar courses are taught in a relaxed atmosphere that is conducive to students asking questions and discussing typical first-year concerns. Most students (72-84%) reported that FSUS has helped them to better understand faculty expectations, seek feedback from instructors and communicate with faculty outside of class.

Course Improved Knowledge of Campus Policies (+12%)

Prior to fall 2005, all FSUS students were given a printed copy of the FSU Student Handbook which was utilized as required course material by most FSUS instructors. The handbook was often referred to in the classroom; "handbook quizzes" and worksheets were commonly used to help students locate and understand their rights and responsibilities as Ferris students. In 2005, the handbook was moved to the internet and no longer distributed in printed form. Scores for "Knowledge of Campus Policies" dropped that year indicating that perhaps instructors did not refer to the new format as often as to the printed handbook or that students were having difficulty finding information in the online version. Survey information for this factor area was shared with Student Affairs personnel and as a result the online handbook has been updated to

include an easily identifiable index with hot links to indexed materials. Copies of the index were included in the 2006 FSUS Student packets to assist students in knowing where and how to access campus policy information. These changes probably attributed to the rise in the 2006 mean score for this factor area.

Course Improved Knowledge of Wellness (+12%)

Since the inception of the course, the two main wellness topics covered by FSUS have been alcohol and sexual responsibility. Students have continually reported that FSUS has been conducive to improving their knowledge of these topics – even though many had commented that they had already heard about sex and alcohol in high school and “didn’t need to hear about them again.” With the exception of the 2005, there has been a steady increase in the mean scores for wellness; Ferris has consistently scored higher than most comparison institutions and wellness topics have always been among the highest scoring means questions on the FYI survey.

Wellness scores seemed to fluctuate with the inclusion or omission of large group presentations. Cindy McCue from BRAD21.org was brought to campus for the first three years of mandatory seminars – wellness scores, especially those indicating the course’s impact of alcohol consumption, rose each year. In the fall 2005 semester, in-class resources such as the “Alcohol 101” software and “Choices” video were made available in lieu of bringing in a guest speaker on alcohol awareness. Wellness scores dropped considerably. Once again in 2006, a professional was brought in for two presentations – “Beer, Booze & Books,” by Dr. James Matthews. Wellness scores rose once again to an all time high.

Large group presentations for sexual aggression and assault seemed to have the same effect. Scores for improved knowledge of college students’ sexual issues improved each year that large group presentations were offered for first-year seminar courses. In 2006, group presentations were not organized due to the loss of auditorium space during the Instructional Resource Center’s re-construction. In lieu of mass presentations, students were encouraged to attend one of several wellness presentations sponsored by a variety of departments and organizations across campus that were coordinated by the University’s Social Norming Committee and/or Sexual Aggression and Assault Task Force. Students may not have connected these presentations with the FSUS course because they were open to everyone at the University.

Other wellness issues such as the impact of exercising regularly and the ability to deal with stress have risen considerably since 2002 even though they have not been the main focus of course.

Overall Course Effectiveness (+12%)

As stated previously, many students have been resistant to the FSUS course and would not admit, until much later, that it helped them to be successful in college. The fact is, however, that Ferris students have continually reported that the course covers topics important to students, is effective in contributing to the ability to adjust to the college environment and helps them to succeed academically.

Students (and faculty) have been more and more positive about the FSU Seminar course each year. In 2002, just over half of the students surveyed indicated that they would recommend the FSU Seminar course to others and two-thirds would said it had contributed to the ability to succeed academically. By 2006, two-thirds of the students said they would recommend the course and four-out-of-five said it helped them to succeed academically as well as adjust to the college social environment. It is clear that the mission and goals of the FSU Seminar course are being met.

Course Improved Knowledge of Academic Services (+11%)

With the exception of fall 2005, there has been a steady increase in the mean scores for most questions in this factor area. In fact, the 2006 scores were 7% higher than 2005 and 8% higher than those reported in 2002 (mean = 4.99). Each year, students have placed the highest value on the introduction to FLITE resources (tours) and advising/registration information and identified these resources as being the most helpful aspects of the course.

Resources such as the FSUS Student packets and participation in activities such as walking tours of campus, scavenger hunts, guest speakers, student presentations, and the tutoring center's Academic Success Fair have all contributed to "improved knowledge of academic services."

Course Improved Out-of-Class Engagement (+6%)

FSUS has played a big role in getting students to participate in campus sponsored events and organizations – especially for the Honors students. When the seminar first became mandatory in 2002, most instructors required students to go to seminars on alcohol and personal (sexual) responsibility, attend one cultural event and one sporting event. Students' comments on the 2002 survey and in course evaluations suggested that too much was being required of them outside of class. In 2003, instructors required fewer events and survey scores for out-of-class engagement dropped. Since then, instructors have once again beefed up their out-of-class course requirements. Some are requiring students to attend academic seminars in addition the traditional events. In fact, most instructors no longer "trade" class time for campus presentations. Instead, they require students to attend presentations in preparation for classroom discussion and/or as a supplement to support the course topic.

There are still some students who complain about participating in any type of activity outside the classroom. At the same time, it is not uncommon to receive student

comments such as “I didn’t want to go but I’m glad I did,” or “I wouldn’t have gone on my own...” Such comments, coupled with the fact that majority of students surveyed report that FSUS has been helpful in increasing their attendance at campus events gives reason to believe that students value the often needed “push” that FSUS gives to get them engaged as active participants in their campus and community.

COMPARISON WITH OTHER INSTITUTIONS

Institutions participating in the FYI Survey were given the opportunity to choose a group of six peers against whom they could compare factor means and rankings within each factor area. The ideal criteria for the “select-six” would have been public institutions offering a mandatory, 1-credit hour seminar, which met for the entire term to focus on college success. Selecting six comparison schools from the list of 46 participating institutions was difficult due to the fact that only half of the participating institutions submitted profile information from which to select comparison schools. Of the five chosen for meeting two or more of the ideal selection criteria, four had seminars focusing on college success, four met for the full term, and four mandated attendance for first-year students. Three of the “select-six” were private institutions, two were public, and only three had undergraduate enrollment greater than 5000. Only two institutions other than Ferris were predominantly taught by faculty members and three of the five institutions had teaching assistants for their seminars.

Overall, Ferris students perceived FSUS to be about as effective as other first-year seminars in the comparison group; Ferris’ scores were higher than the Select-6 group average for five of the factor areas considered by FSUS:

- Improved Knowledge of Academic Services (ranked 2nd in the group)
- Increased Out-of-Class Engagement
- Knowledge of Campus Policies
- Connections with Faculty
- Improved Study Strategies

Ferris’ scores were about the same for the remaining three factor areas:

- Knowledge of Wellness
- Overall Course Effectiveness
- Managing Time and Priorities

Unlike previous years, Ferris was not ranked last in any of the factor areas relating to the FSUS course objectives.

Three factor areas have been identified by Educational Benchmarking as the top predictors having a high impact on overall course effectiveness: “Course Improved Managing Time and Priorities,” “Course Included Engaging Pedagogy,” and “Usefulness of Course Readings.” Ironically, Ferris’ scores for “Usefulness of Course Readings” were

above the aggregate population's mean – without a required textbook! The University's mean scores for the other two areas were considered to be “fair,” but ranked below most schools in the “Select-6” comparison group.

Although the main theme of first-year seminars for most of the Select-6 schools was college-success, accurate comparisons between Ferris and the other institutions could not be made for several reasons:

- Not all schools in the comparison group mandated enrollment for all new-to-college students. Students voluntarily taking a college success course would naturally be more accepting of the course and view it as beneficial.
- Three of the institutions were private schools, two were small schools (less than 3000 students).
- Two of the institutions had 3-credit seminars and one had a moderately condensed format allowing more time for classroom discussion, course activities, and reflection on course topics.
- Most Select-6 schools were considerably smaller than Ferris thereby allowing both students and instructors to get to know each other more readily than in a large University setting.

When comparing Ferris with *all* participating institutions:

- An understanding of library resources and the ability to find those resources was reported as the greatest positive differences between FSU and the other schools,
- Other institutions do a better job in improving students' ability to cope with stress, and
- Ferris students put considerably less effort into the first-year seminar course than those at other schools. (FSU mean score for level of effort = 4.75; the mean for all participating institutions = 5.11)

Demographics

Aggregate findings for EBI's 2006-2007 FYI Study indicated that there were differences in the perceived overall course effectiveness of FYI courses for different demographic groups. For example:

- Gender: Women found the course more effective than men.
- Ethnicity: White American students ...found the course less effective than all other students.
- Work: Students who work found the courses more effective than those who do not work.
- Study: Those who study more than 10 hours per week found the courses more effective than those who study 10 hours or less per week.
(Educational Benchmarking, May 2007)

Clearly, Ferris State University students were not among those demographic groups who value the effectiveness of first-year initiative courses. Ferris students differed from students at other institutions in several ways.

Ferris State University had:

- more men responding to the survey,
- fewer minority students,
- fewer students who work while attending school, and
- more students living on campus.

Ferris students reported that they

- had much lower composite ACT scores,
- attend more campus-sponsored extracurricular activities,
- go home more often than those in the aggregate population,
- drink more often, and
- drink more – by a lot! (39% report having 5 or more drinks in one sitting – *nine* percentage points higher than reported by the comparison schools).

Demographic Category	Ferris State University	Aggregate Population
% Males responding to survey	52%	47%
ACT score 21 or below; SAT 890-970 or below	46%	23%
% Minorities responding to survey	14%	30%
Age - students 19-21 years of age	34%	29%
High school grades = mostly A or A-B range	54%	68%
Campus Sponsored Events = 4 activities or more	29%	22%
Study = average of 1-5 hours per week spent studying	31%	32%
Work = student who do not work	61%	57%
Living in Campus residence hall	86%	70%
Non-Commuters	83%	67%
Frequency of Home Visits = about every other weekend & every/most weekends	36%	26%
Frequency of Alcohol consumption per week = twice a week or more	34%	27%
Amount of Alcohol consumed per event = 5 drinks or more	39%	30%

Table 1: Notable demographic comparisons between Ferris State University students and the aggregate FYI study population.

Older students seem to value FSUS the most. Mean scores for students aged 22 and up were higher than those for traditional-aged college students in all areas except out-of-class engagement. Jobs, children and family commitments may have made it difficult for non-traditional students to attend the extra curricular activities often required in first-year seminar courses. (See Appendix 9)

SUMMARY

In past years, it appeared that the FSU Seminar did not “measure-up” when compared to first-year seminar programs at other colleges but this is no longer the case. When compared to “similar” one-credit courses, the success Ferris’s first-year seminar appears to be just as good as the others in most areas, and is among the leaders in delivering information on library resources, advising and registration procedure, obtaining tutoring and academic assistance, and understanding academic honesty. However, accurate ranking within a “Select-6” comparison group, or among all participating institutions, is very complicated and difficult due to differences in seminar types, content, delivery methods and student populations. Comparative information is useful for first-year seminars in general, but comparative scores do not take into account the differences in the demographics or unique character of each participating institution.

More important than comparison with other institutions’ should be Ferris State University’s longitudinal data obtained from the FYI survey. Not only has FSUS been successful in achieving the course objectives, it has shown continual improvement in doing so. Mean scores for all eight factor areas related to FSUS objectives improved dramatically (5%-128%) from 2001, when the seminar was mandatory for just a handful of students in a few programs, to 2002 when FSUS became mandatory for all new-to-college students. Overall survey scores have show continued improvement since then and more students are admitting that FSUS has been helpful in making the transition to college. In spite of a slight dip in the 2005 scores, higher percentages of students are reporting that FSUS was beneficial in all areas. That, coupled with continual improvement in the fall-to-fall retention rates for the University, is evidence that FSUS has been successful in its mission – “providing first-year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.”

RECOMMENDATIONS:

Even though most students have reported that FSUS has helped them to adapt to college both academically and socially, we cannot rest on our laurels – we must aggressively work toward teaching students where to find and how to access campus resources such as the library, Academic Support Center, and Writing Center. Several recommendations are being made as a result of data analysis from the 2006 FYI survey. Each recommendation supports the three pillars on which the future growth and vision of the Ferris community is anchored.

I. Creating a Learning-Centered University (become regional center – host conference)

- Ferris State University will host the first state-wide First-Year Experience Conference September 25-26, 2008. The FSUS Coordinator will collaborate with the University Center for Extended Learning, The National Resource Center for the First-Year Experience and Students in Transition, and Michigan colleges and universities to show case best practices used across the state. This conference, modeled after “The Ohio Summit,” will be the first of its type in the State of Michigan and will serve to identify Ferris as a regional leader for first-year seminars.
- Faculty training will continue to focus on improving the top two predictors that have been identified by EBI as having a high impact on overall course effectiveness:

Managing Time and Priorities

In addition to basic time management activities currently being taught, faculty will share resources and ideas to assist students in understanding their values, priorities and goal setting. In addition to a conference session at the 2007 FSUS mini-conference in August, additional resources will be made available to accomplish this goal.

Engaging Pedagogy

A one-day faculty development conference for FSUS instructors will once again be offered on August 17, 2007. This conference will include speakers and break-out sessions to model active learning, share best practices from across campus, and generate ideas to help incorporate a variety of teaching methods and engaging pedagogy that can be replicated in the classroom.

II. Creating an Engaged Campus

- Promote a campus-wide conversation on First Amendment Rights – Freedom of Speech. In collaboration with the University’s American Democracy and support of the 2007-2008 Political Engagement Project theme “Technology in

Democracy,” the FSUS Coordinator will ask seminar instructors to seek ways for bringing the topic of First Amendment Rights into classroom discussion and/or projects pertaining to the FSUS objectives. Ideas for doing so will be shared at the FSUS instructor conference in August and a list of best practices will be made available on the FSUS website.

- FSUS faculty will be encouraged to continue promoting out-of-class engagement through classroom activities and promoting participation in campus and community events as well as civic engagement activities to work toward creating an engaged campus.

III. Working Together

- Enhance alcohol awareness and personal responsibility- Even though first-year students report that FSUS does a better job of helping them to understand wellness issues such as alcohol, more students are choosing to drink excessively (5 or more drinks consumed per event) – this is an area in which we should be concerned. Survey data indicates that wellness information most valued when professional speakers are invited to campus for large-group presentations. To that end, it is recommended that James Matthews be brought back to campus for a Beer, Booze and Books presentation as well as the date safe advocate. Sexual Aggression and Assault should also be addressed by collaborating with WISE for a series of presentations on Date Rape Drugs and Sexual Assault presentations.

FSUS faculty will be encouraged to follow up with in-class discussions after attending alcohol presentations and/or explore other means of reinforcing the dangers of binge drinking; a professional speaker will be brought to campus once again to address the alcohol awareness issues with all FSUS students; The FSUS Coordinator will collaborate with Student Affairs to promote the use of e-CHUG, a web-based interactive alcohol survey which gives students feedback in regard to their drinking habits in relation to University and national statistics. Instructors will be encouraged to have their students complete the assessment prior to a group presentation and/or classroom discussion.

- Encourage walking tours of campus - In response to student comments on what should be added to FSUS, seminar instructors will be encouraged to take their students on a campus tour early in the semester; new instructors will participate in a walking tour of campus during FSUS Instructor training. The FSUS Coordinator will also collaborate with the University’s Welcome Week Committee to provide campus tours.

Mean Scores for Questions on the 2006 FYI Survey

Question by Factor Area:	Mean Scores						% Chng 05-06	% Chng 02-06
	02F	03F	04F	05F	06F			
Factor 1 - Course Improved Study Strategies	4.05	3.98	4.02	3.95	4.37		9.6%	7.9%
1 Understanding of my academic strengths	4.35	4.21	4.32	4.31	4.63		6.9%	6.4%
2 test preparation skills*	3.45	3.73	3.81	3.74	4.11		9.0%	19.1%
3 ability to find what I need through the library	4.67	4.85	4.98	4.61	5.30		13.0%	13.5%
13 reviewing class notes before the next class meeting*	3.56	3.51	3.53	3.54	3.90		9.2%	9.6%
14 completing homework assignments on time	4.36	4.20	4.31	4.28	4.62		7.4%	6.0%
15 studying with other students*	3.53	3.47	3.53	3.52	3.91		10.0%	10.8%
16 taking effective notes in class*	3.80	3.90	3.93	3.94	4.37		9.8%	15.0%
17 coping with test anxiety*	3.35	3.61	3.63	3.59	3.99		10.0%	19.1%
Factor 4 - Course Improved Connections w/ Faculty	4.32	4.21	4.32	4.37	4.69		6.8%	8.6%
21 understanding faculty expectation of students	4.47	4.48	4.56	4.66	4.97		6.2%	11.2%
22 feedback sought from instructors	4.24	4.07	4.21	4.21	4.57		7.9%	7.8%
23 communications with instructors outside of class	4.24	4.05	4.20	4.24	4.50		5.8%	6.1%
Factor 6 - Course Increased Out-of-Class Engagement	3.75	3.49	3.65	3.81	4.10		7.1%	9.3%
53 Participation in campus-sponsored organizations	4.02	3.70	3.87	4.00	4.32		7.4%	7.5%
54 contributing to the success of campus-sponsored organizations*	3.67	3.35	3.48	3.67	4.02		8.7%	9.5%
55 Volunteering time for worthwhile causes	3.38	3.21	3.36	3.52	3.77		6.6%	11.5%
56 attending campus cultural events	3.76	3.59	3.70	3.99	4.22		5.5%	12.2%
Factor 7 - Course Improved Knowledge of Campus Policies	4.55	4.45	4.73	4.64	4.98		6.8%	9.5%
24 college/University rules regarding academic honesty	4.51	4.68	5.06	4.96	5.20		4.6%	15.3%
25 The grading system	4.47	4.39	4.64	4.53	4.93		8.1%	10.3%
26 Academic Probation Policies	3.53	4.31	4.59	4.47	4.89		8.6%	38.5%
27 Registration Procedures	4.19	4.87	5.10	5.07	5.37		5.6%	28.2%
28 Financial aid procedures*	4.26	3.92	4.22	4.14	4.52		8.4%	6.1%
Factor 8 - Course Improved Knowledge of Academic Services	4.99	5.00	5.11	5.01	5.39		7.1%	8.0%
29 The role of the academic advisor	5.06	4.87	4.95	5.08	5.37		5.4%	6.1%
30 How to obtain academic assistance	5.00	4.96	5.17	5.04	5.37		6.1%	7.4%
31 How to obtain a tutor	4.80	4.89	5.02	4.85	5.25		7.6%	9.4%
32 Available library resources	5.00	5.32	5.29	5.08	5.58		9.0%	11.6%
Factor 9 - Course Improved Managing Time and Priorities	4.20	4.14	4.19	4.19	4.57		8.30%	8.8%
37 The Impact of Establishing Personal Goals	4.69	4.74	4.80	4.86	5.10		4.7%	8.7%
49 Preparation for tests well in advance	3.82	6.69	3.76	3.75	4.20		10.7%	9.9%
50 Establishing an effective study schedule	3.92	3.85	3.87	3.86	4.31		10.4%	9.9%
51 Setting priorities to accomplish what is most important	4.22	4.18	4.19	4.23	4.57		7.4%	8.3%
52 Organizing time to meet responsibilities	4.24	4.19	4.27	4.23	4.65		9.0%	9.7%

Mean Scores for Questions on the 2006 FYI Survey (con't)

Question by Factor Area:	Mean Scores						% Chng 05-06	% Chng 02-06
	02F	03F	04F	05F	06F			
Factor 10 - Course Improved Knowledge of Wellness	4.00	4.05	4.20	4.09	4.35		6.0%	8.7%
12 Ability to deal with stress*	3.90	3.84	3.94	3.88	4.22		8.1%	8.2%
33 College students' sexual issues	3.77	3.82	3.96	4.09	4.00		-2.3%	6.1%
34 The impact of alcohol consumption	4.27	4.46	4.59	4.39	4.73		7.2%	10.8%
35 The impact of drug use*	4.11	4.17	4.32	4.21	4.46		5.6%	8.5%
36 The impact of exercising regularly*	3.82	3.94	4.10	3.94	4.33		9.0%	13.4%
Factor 15 - Overall Course Effectiveness	4.24	4.04	4.17	4.21	4.57		7.9%	7.8%
65 Included Interesting Subject matter	4.29	4.18	4.23	4.32	4.62		6.5%	7.7%
66 contributed to the ability to succeed academically	4.26	4.05	4.20	4.19	4.58		8.5%	7.5%
67 contributed to the ability to adjust to the college social environment	4.41	4.19	4.37	4.43	4.73		6.3%	7.3%
68 covered topics important to student	4.28	4.13	4.19	4.21	4.54		7.3%	6.1%
69 student would recommend this course to other first-year students	3.92	3.66	3.84	3.91	4.36		10.3%	11.2%

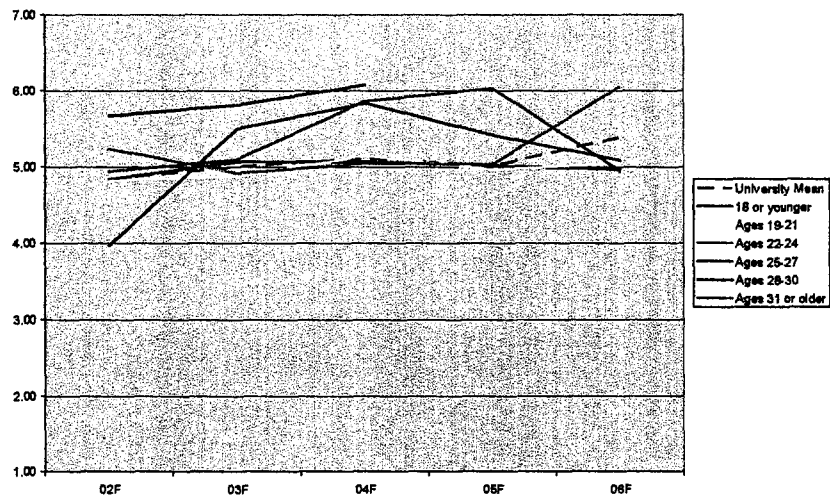
*not included in the FSUS course objectives

Additional Factor Areas of the FYI Survey Not Targeted by FSUS

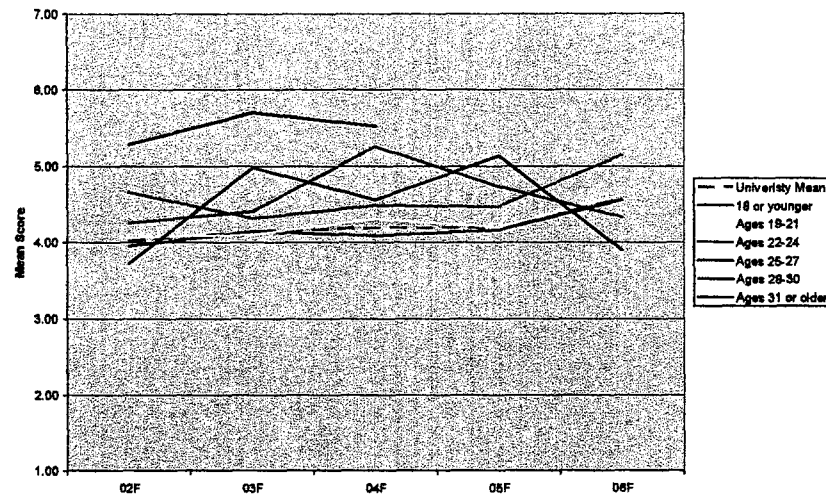
	02F	03F	04F	05F	06F	% Change 05-06	% Change 02-06
Factor 2: Course Improved Academic and Cognitive Skills	2.84	3.78	3.59	3.65	3.94	8%	39%
Factor 3: Course Improved Critical Thinking	3.64	4.02	3.91	4.03	4.34	8%	19%
Factor 5: Course Improved Connections with Peers	3.71	4.37	4.38	4.42	4.75	7%	28%
Factor 11: Sense of Belonging and Acceptance	5.25	5.31	5.42	5.49	5.50	0%	5%
Factor 12: Usefulness of Course Readings	4.09	4.09	4.1	4.16	4.57	10%	12%
Factor 13: Satisfaction with College/University	4.92	5.06	5.19	5.31	5.25	-1%	7%
Factor 15: Course Included Engaging Pedagogy	3.74	4.21	4.11	4.28	4.57	7%	22%

Nontraditional Student Responses on the First Year Initiative Survey Ferris State University 2002-2006

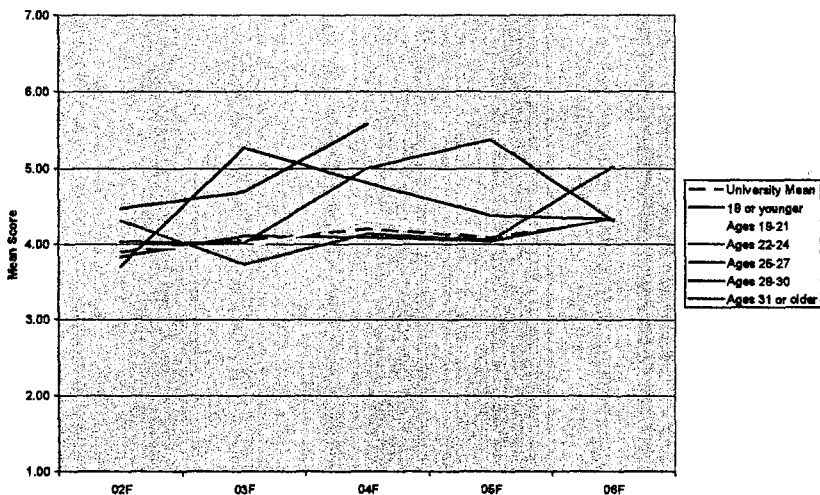
Mean Scores by Age Group: Course Improved Knowledge of Academic Services



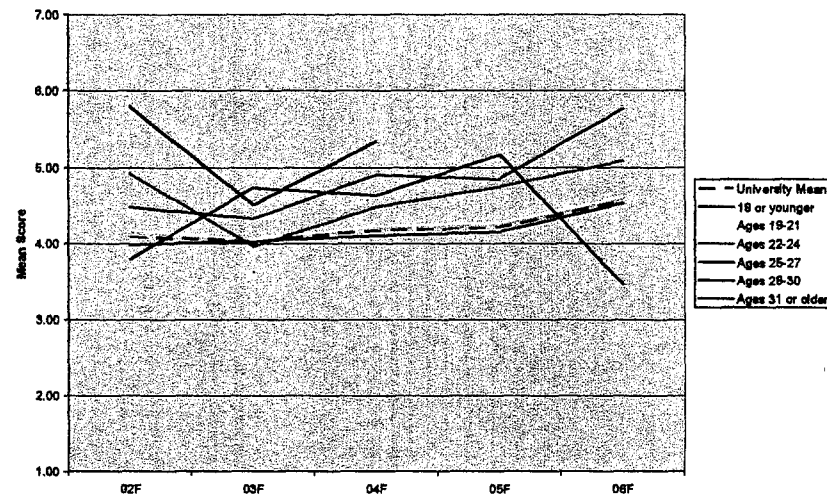
Mean Scores by Age Group: Course Improved Managing Time/Priorities



Mean Scores by Age Group: Course Improved Knowledge of Wellness



Mean Scores by Age Group: Overall Course Effectiveness



**Five-Year Comparison of FSU's Institutional Mean Scores
(By Student's Age)
For Eight Factor Areas of the First-Year Initiative Study**

Factor #	Factor Area	02F		03F		04F		05F		06F	
		#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
1	Course Improved Study Strategies										
	University Mean	1333	3.87	1704	3.98	1359	4.02	1858	3.95	1478	4.37
	18 or younger	790	3.80	1038	3.98	815	3.93	1171	3.90	932	4.32
	Ages 19-21	485	3.95	605	3.93	497	4.12	633	3.99	508	4.47
	Ages 22-24	33	4.49	27	4.29	19	3.84	31	4.23	20	4.82
	Ages 25-27	9	3.54	9	5.02	8	4.25	12	4.85	6	3.33
	Ages 28-30	3	4.32	9	5.14	9	5.34	1		3	4.21
	Ages 31 or older	13	4.28	16	4.07	11	4.87	10	3.94	9	4.51
4	Course Improved Connections with Faculty										
	University Mean	1333	4.19	1704	4.21	1359	4.32	1858	4.37	1472	4.69
	18 or younger	790	4.13	1038	4.22	815	3.49	1171	4.33	930	4.65
	Ages 19-21	485	4.26	605	4.16	497	4.11	633	4.41	504	4.72
	Ages 22-24	33	4.86	27	4.46	19	4.31	31	4.65	20	5.50
	Ages 25-27	9	4.21	9	4.93	8	4.94	12	5.27	6	4.28
	Ages 28-30	3	5.00	9	5.04	9	5.52	1		3	4.78
	Ages 31 or older	13	4.07	16	4.38	11	4.70	10	4.42	9	4.52
6	Course Improved Out-of-Class Engagement										
	University Mean	1333	3.87	1704	3.49	1359	3.65	1858	3.81	1464	4.10
	18 or younger	790	3.80	1038	3.59	815	3.61	1171	3.78	927	4.14
	Ages 19-21	485	3.80	605	3.36	497	3.68	633	3.82	500	4.01
	Ages 22-24	33	4.66	27	2.41	19	3.28	31	3.99	19	4.54
	Ages 25-27	9	4.19	9	3.36	8	3.66	12	3.88	6	4.08
	Ages 28-30	3	3.42	9	3.21	9	4.61	1		3	3.83
	Ages 31 or older	13	4.20	16	3.42	11	3.75	10	4.81	9	3.22
7	Course Improved Knowledge of Campus Policies										
	University Mean	1333	4.46	1704	4.45	1359	4.73	1858	4.64	1473	4.98
	18 or younger	790	4.45	1038	4.49	815	4.69	1171	4.59	932	4.96
	Ages 19-21	485	4.43	605	4.36	497	4.76	633	4.69	503	5.04
	Ages 22-24	33	4.92	27	4.55	19	4.60	31	4.71	20	5.48
	Ages 25-27	9	4.15	9	5.31	8	5.42	12	5.07	6	4.33
	Ages 28-30	3	4.67	9	5.27	9	5.68	1		3	5.33
	Ages 31 or older	13	4.43	16	4.20	11	5.39	10	4.73	9	4.91
8	Course Improved Knowledge of Academic Services										
	University Mean	1333	4.84	1704	5.00	1359	5.11	1858	5.01	1473	5.39
	18 or younger	790	4.84	1038	5.07	815	5.06	1171	5.02	932	4.96
	Ages 19-21	485	4.82	605	4.87	497	5.14	633	4.96	503	5.04
	Ages 22-24	33	5.23	27	4.91	19	5.04	31	5.03	20	6.05
	Ages 25-27	9	3.97	9	5.50	8	5.84	12	5.42	6	5.08
	Ages 28-30	3	5.67	9	5.81	9	6.08	1		3	5.42
	Ages 31 or older	13	4.94	16	5.09	11	5.86	10	6.03	9	4.94

**Five-Year Comparison of FSU's Institutional Mean Scores
(By Student's Age)
For Eight Factor Areas of the First-Year Initiative Study**

Factor #	Factor Area	02F		03F		04F		05F		06F	
		#	Mean	#	Mean	#	Mean	#	Mean	#	Mean
9	Course Improved Managing Time/Priorities										
	University Mean	1333	4.02	1704	4.14	1359	4.19	1858	4.19	1474	4.57
	18 or younger	790	3.95	1038	4.14	815	4.08	1171	4.16	931	4.55
	Ages 19-21	485	4.06	605	4.10	497	4.30	633	4.19	505	4.61
	Ages 22-24	33	4.65	27	4.31	19	4.48	31	4.46	20	5.14
	Ages 25-27	9	3.72	9	4.98	8	4.55	12	5.13	6	3.90
	Ages 28-30	3	5.28	9	5.70	9	5.53	1		3	3.87
	Ages 31 or older	13	4.25	16	4.40	11	5.25	10	4.73	9	4.33
10	Course Improved Knowledge of Wellness										
	University Mean	1333	3.90	1704	4.05	1359	4.20	1858	4.09	1476	4.35
	18 or younger	790	3.83	1038	4.11	815	4.09	1171	4.04	932	4.34
	Ages 19-21	485	3.97	605	3.95	497	4.32	633	4.12	506	4.35
	Ages 22-24	33	4.31	27	3.73	19	4.13	31	4.05	20	5.02
	Ages 25-27	9	3.71	9	5.27	8	4.80	12	4.38	6	4.33
	Ages 28-30	3	4.47	9	4.69	9	5.58	1		3	3.93
	Ages 31 or older	13	4.03	16	4.01	11	5.00	10	5.38	9	4.31
15	Overall Course Effectiveness										
	University Mean	1333	4.09	1704	4.04	1359	4.17	1858	23.17	1467	4.57
	18 or younger	790	3.98	1038	4.03	815	4.10	1171	4.15	923	4.53
	Ages 19-21	485	4.18	605	4.05	497	4.23	633	4.27	506	4.60
	Ages 22-24	33	4.92	27	3.96	19	4.48	31	4.74	20	5.08
	Ages 25-27	9	3.80	9	4.73	8	4.63	12	5.17	6	3.47
	Ages 28-30	3	5.80	9	4.51	9	5.34	1		3	4.07
	Ages 31 or older	13	4.48	16	4.33	11	4.90	10	4.84	9	5.76

**Percentage of Students Reporting That FSUS Was *Significantly* Helpful
(FYI Survey, Fall 2006)**

FSUS Significantly Increased Students' Understanding of...

	% Responding Significantly (7)	% Responding 6 or 7 (Combined)
Available library resources (objective 2)	35	63
Registration procedures (objective 7)	29	57
The role of the academic advisor (objective 7)	30	56
How to obtain academic assistance (objective 1&2)	28	56
How to obtain a tutor (objective 2)	27	53
The impact of establishing personal goals (objective 4)	23	50
College/University rules regarding academic honesty (obj. 9)	23	49
This course improved my ability to find what I need through the library (objective 2)	27	54

Response Key:

Significantly			Somewhat				Not at All
7	6	5	4	3	2	1	

Percentage of Students Reporting That FSUS Was Helpful (FYI Survey, Fall 2006)

Percentages include students answering "somewhat" – "significantly" on the FYI survey.

Question by Factor Area:	% of Students Reporting That FSUS Was Helpful						
	02F	03F	04F	05F	06F	Chng 05-06	Chng 02-06
Factor 1 - Course Improved Study Strategies							
1 Understanding of my academic strengths	62	72	75	74	81	7	19
2 test preparation skills*	62	59	61	59	68	9	6
3 ability to find what I need through the library	69	84	79	75	88	13	19
13 reviewing class notes before the next class meeting*	53	53	55	56	64	8	11
14 completing homework assignments on time	67	67	68	69	76	7	9
15 studying with other students*	51	50	51	53	62	9	11
16 taking effective notes in class*	60	61	62	62	71	9	11
17 coping with test anxiety*	54	56	56	56	65	9	11
Factor 4 - Course Improved Connections w/ Faculty							
21 understanding faculty expectation of students	73	77	75	79	84	5	11
22 feedback sought from instructors	67	68	70	70	77	7	10
23 communications with instructors outside of class	66	64	67	68	72	4	6
Factor 6 - Course Increased Out-of-Class Engagement							
53 Participation in campus-sponsored organizations	62	56	58	62	70	8	8
54 contributing to the success of campus-sponsored organizations*	56	50	51	56	64	8	8
55 Volunteering time for worthwhile causes	52	45	49	53	56	3	4
56 attending campus cultural events	58	54	56	63	66	3	8
Factor 7 - Course Improved Knowledge of Campus Policies							
24 college/University rules regarding academic honesty	74	78	83	83	78	-5	4
25 The grading system	73	73	78	76	84	8	11
26 Academic Probation Policies	65	70	74	71	82	11	17
27 Registration Procedures	85	79	84	84	88	4	3
28 Financial aid procedures*	66	60	66	67	73	6	7
Factor 8 - Course Improved Knowledge of Academic Services							
29 The role of the academic advisor	80	80	81	83	88	5	8
30 How to obtain academic assistance	79	81	86	83	89	6	10
31 How to obtain a tutor	75	79	82	79	86	7	11
32 Available library resources	78	87	88	82	90	8	12

*not individually addressed in the FSUS course objectives

Percentage of Students Reporting That FSUS Was Helpful (con't)

Question by Factor Area:	% of Students Reporting That FSUS Was Helpful						
	02F	03F	04F	05F	06F	Chng 05-06	Chng 02-06
Factor 9 - Course Improved Managing Time and Priorities							
37 The Impact of Establishing Personal Goals	74	78	79	80	84	4	10
49 Preparation for tests well in advance	57	57	60	58	70	12	13
50 Establishing an effective study schedule	59	59	61	63	71	8	12
51 Setting priorities to accomplish what is most important	65	68	68	69	76	7	11
52 Organizing time to meet responsibilities	66	69	70	69	79	10	13
Factor 10 - Course Improved Knowledge of Wellness							
12 Ability to deal with stress*	59	61	63	60	70	10	11
33 College students' sexual issues	55	60	63	64	64	0	9
34 The impact of alcohol consumption	67	73	74	69	78	9	11
35 The impact of drug use*	63	66	69	66	73	7	10
36 The impact of exercising regularly*	58	61	64	60	70	10	12
Factor 15 - Overall Course Effectiveness							
65 Included Interesting Subject matter	70	70	71	74	79	5	9
66 contributed to the ability to succeed academically	66	66	69	68	79	11	13
67 contributed to the ability to adjust to the college social environment	71	68	72	75	79	4	8
68 covered topics important to student	66	66	68	70	76	6	10
69 student would recommend this course to other first-year students	54	52	57	58	66	8	12
Factor 14 - Course Included Engaging Pedagogy							
38 included a variety of teaching methods	68	70	73	73	78	5	10
39 included meaningful class discussions	72	74	72	79	84	5	12
40 included challenging assignments	49	48	49	51	57	6	8
41 productive use of classroom time	66	70	69	74	78	4	12
42 included encouragement to speak in class	71	76	74	77	84	7	13
43 included encouragement for students to work together	66	71	71	77	80	3	14
44 included meaningful homework	53	55	57	71	68	-3	15
48 increased participation in classroom discussions	-	-	60	65	72	7	na

*not individually addressed in the FSUS course objectives

First-Year Initiative Survey – Fall 2006
Summary of Responses to Institutional Specific Questions

FSU Institution Specific Question Description	# responding	% Indicating that FSUS was Helpful	Mean Score
1) Participation in the FSU Seminar course helped me to understand the history and mission of W.N.Ferris/Ferris State University.	1,455	75%	4.60
2) Participation in the FSU Seminar course helped me to adapt to college life and the Ferris community.	1,473	86%	5.10
3) Participation in the FSU Seminar course helped me to understand and appreciate the differences and similarities among the members of the diverse Ferris community.	1,470	85%	4.99
4) Participation in the FSU Seminar course helped me to understand the topics addressed through the use of course activities (seminars, lectures, projects, etc.)	1,466	88%	5.15
5) Participation in the FSU Seminar course helped me to receive valuable information and assistance to registrar for classes next semester.	1,470	88%	5.44
6) The instructor for this course helped me to make a connection between the topics presented and how they apply to me (real life situations).	1,470	87%	5.28
7) The instructor of this course was enthusiastic and displayed an interest in students and their learning.	1,471	91%	5.64
8) The instructor of this course was available outside of the regularly scheduled class time.	1,427	93%	5.59
9) The instructor of this course assigned graded materials and activities that covered the major points of the class.	1,456	91%	5.50
10) The instructor of this course is worth recommending to new Ferris students.	1,467	87%	5.53

2006 Student Comments Grouped By FSUS Objective

#	Objective – abbreviated	Most Helpful		Least Helpful		Additional Topics	
		#	%	#	%	#	%
7	Advising / Registration	270	17.6%	7	0.5%	49	3.2%
1	Campus Resources / Library	225	14.7%	74	4.8%	74	4.8%
8	Participation In Campus/Community Events	132	9.7%	75	4.9%	-	-
	Information on outside events / more events	-	-	-	-	53	3.5%
5	Study Skills	70	8.6%	21	1.4%	32	2.1%
4	Time Management	49	3.2%	20	1.3%	8	2.1%
3	Wellness Issues	43	2.8%	99	6.5%	41	2.7%
2	Learning Styles/resources	19	1.2%	19	1.2%	1	0.1%
10	W.N. Ferris	6	0.4%	28	1.8%	9	0.6%
6	Diversity	8	0.5%	24	1.6%	5	0.3%
9	Academic Integrity / Etiquette	6	0.4%	18	1.2%	-	-
	Hmwrk/activities	89	5.8%	185	12.1%	26	1.7%
m/g	Helped to adapt	55	3.6%	-	-	-	-
	career related info	25	1.6%	-	-	11	0.7%
m/g	faculty interaction	46	3.0%	-	-	-	-
	major specific info	105	6.9%	6	0.4%	59	3.9%
	Money management/financial aid	15	1.0%	-	-	40	2.6%
	Tours of Campus	18	1.2%	-	-	19	1.2%
	No additional topics needed	-	-	-	-	299	19.5%
	Don't know	-	-	-	-	38	2.5%
	No Response	359	23.4%	484	31.6%	621	40.6%
	Positive - general (not included above) ALL HELPED	26	1.7%	204	13.3%	4	0.3%
	Negative - general (not included above)	48	3.1%	105	7.7%	40	2.6%

* based on total number of students who responded to the institutional specific questions distributed with the FYI survey N = 1531

Most Helpful:	N	%
Number of responses	1531	100.0%
No response	359	23.4%
Advising/registration/technical assistance	270	17.6%
*myfsu/ ferris web	14	0.9%
Learning about campus resources	100	6.5%
*FLITE library	125	8.2%
Major specific information/courses	105	6.9%
Homework/assignments/activities	89	5.8%
*book/readings	23	1.5%
*classroom discussion	22	1.4%
*writing/journals	7	0.5%
Active participation - learning about what's happening on campus	77	5.0%
Study skills	70	4.6%
*test taking	16	1.0%
Help adapting to college life	55	3.6%
Speakers	55	3.6%
Outside events - being required to attend	54	3.5%
Time management	49	3.2%
Nothing helpful/ negative comments	48	3.1%
Teacher	46	3.0%
Wellness resources (alcohol, sexual assault, stress, etc)	43	2.8%
*alcohol/drugs	25	1.6%
*stress management	9	0.6%
*sexual assault/STDs	8	0.5%
Meeting people	32	2.1%
All/everything good	26	1.7%
Career info (resumes, interviews)	25	1.6%
Learning styles information	19	1.2%
Tours	18	1.2%
Money/finances	15	1.0%
Questions Answered	11	0.7%
Real Life	11	0.7%
6 diversity	8	0.5%
rules/policies	8	0.5%
Campus safety	8	0.5%
don't know	7	0.5%
Grades/GPA	7	0.5%
9 academic integrity/etiquette	6	0.4%
10 WN Ferris	6	0.4%
Class time/required to go	6	0.4%
already knew	1	0.1%

Least Helpful:	N	%
Number of responses	1531	100.0%
No response	484	31.6%
All/everything good	204	13.3%
Homework/assignments/activities	185	12.1%
*writing/journals	62	4.0%
*book/readings	42	2.7%
*classroom discussion	42	2.7%
3 wellness	99	6.5%
*alcohol/drugs	56	3.7%
*sexual assault/STDs	18	1.2%
*stress management	16	1.0%
outside events	75	4.9%
*bulldog bonanza	7	0.5%
*required	5	0.3%
1 campus resources	74	4.8%
*FLITE library	42	2.7%
all bad	73	4.8%
Class time/required to go	32	2.1%
10 WN Ferris	28	1.8%
6 diversity	24	1.6%
5 study skills	21	1.4%
4 time mgt	20	1.3%
2 lm styl/supt services	19	1.2%
9 adademic integrity/etiquette	18	1.2%
speakers	14	0.9%
already knew	9	0.6%
7 adv/reg/tech asst	7	0.5%
Major specific info	6	0.4%
Campus safety	2	0.1%

Additional Topics:	N	%
Number of responses	1531	100.0%
No response	621	40.6%
Nothing	299	19.5%
Don't Know	38	2.5%
All/everything good	29	1.9%
1 campus resources	74	4.8%
*RSO's	17	1.1%
*Housing	5	0.3%
Major specific info	59	3.9%
outside events	53	3.5%
*volunteer / service opportunities	4	0.3%
*information about	21	1.4%
*don't require	2	0.1%
*sports / athletics	7	0.5%
7 adv/reg/tech asst	49	3.2%
3 wellness	41	2.7%
*alcohol/drugs	18	1.2%
*sexual assault/STDs	13	0.8%
*stress management	5	0.3%
*healthy eating	6	0.4%
Money/finances	40	2.6%
5 study skills	32	2.1%
Don't require	28	1.8%
Homework/assignments/activities	26	1.7%
*more	18	1.2%
*more hands-on	5	0.3%
Tours - campus, rec center, etc	19	1.2%
Negative - general	12	0.8%
Career info (resumes, interviews)	11	0.7%
Social networking	11	0.7%
Campus jobs	10	0.7%
speakers	10	0.7%
10 WN Ferris	9	0.6%
4 time mgt	8	0.5%
Class time/required to go	6	0.4%
6 diversity	5	0.3%
Grades/GPA	5	0.3%
Campus technology	4	0.3%
positive (in general)	4	0.3%
rules/policies	3	0.2%
2 lm styl/supt services	1	0.1%



[REDACTED]
[REDACTED]@FERRIS.ED
U>

10/27/2006 12:23 PM

To ShellyVandepanne@ferris.edu
cc
bcc
Subject Re: FSUS-100

Shelly,

This is from a student who took my FSUS-100 course in Fall '05. I guess we never quite know the lasting impact of that curriculum until we get a message like this one . . .

[REDACTED] wrote:

[REDACTED] I can register November 7th for classes. I really appreciate your help with this. Your one of those teachers that goes the extra mile for their students. I really enjoyed doing those quotation write ups last year. At first i thought they where a pain but i got some real benefits out of doing them. Last year i wasn't sure that college was for me or how i was going to get through it, but now i know this is something i have to do and I can do. I believe you helped to get that attitude and i thank you for that. Thank You for everything and i hope you have a GREAT DAY!!

— Message from [REDACTED] <[REDACTED]5@fsuimail.ferris.edu> on Thu, 26 Oct 2006 09:15:47 -0400 (EDT) —

To: [REDACTED]@ferris.edu
Subject: English 321

[REDACTED], I can register November 7th for classes. I really appreciate you doing this. Your one of those teachers that goes the extra mile for their students. I really enjoyed doing those quotation write ups last year. At first i thought they where a pain but i got some real benefits out of doing them. Last year i wasn't sure that college was for me or how i was going to get through it, but now i know this is something i have to do and I can do. I believe you helped to get that attitude and i thank you for that. Thank You for everything and i hope you have a GREAT DAY!!

**First-Year Initiative (FYI) Survey
Comparison of Factor Means by Population – Fall 2006
Shown as Percentages Above or Below the Institutional Mean**

Factor 1 Study Strategies				Factor 4 Connections w Faculty				Factor 6 Out of Class Engagement				Factor 7 Campus Policies			
	Mean	Inst Mn	% +/-		Mean	Inst Mn	% +/-		Mean	Inst Mean	% +/-		Mean	Inst Mean	% +/-
UNI	4.89	4.37	11.90%	UNI	5.16	4.69	10.02%	HNRS	4.69	4.10	14.39%	UNI	5.42	4.96	9.27%
AHS	4.54	4.37	3.89%	AHS	4.81	4.69	2.56%	UNI	4.38	4.10	6.83%	AHS	5.21	4.96	5.04%
BUS	4.47	4.37	2.29%	BUS	4.79	4.69	2.13%	EDU	4.09	4.10	-0.24%	BUS	4.97	4.96	0.20%
TEC	4.39	4.37	0.46%	TEC	4.64	4.69	-1.07%	BUS	4.06	4.10	-0.98%	TEC	4.96	4.96	0.00%
EDU	4.32	4.37	-1.14%	EDU	4.59	4.69	-2.13%	A&S	4.05	4.10	-1.22%	A&S	4.88	4.96	-1.61%
A&S	4.20	4.37	-3.89%	A&S	4.47	4.69	-4.69%	AHS	3.84	4.10	-6.34%	EDU	4.69	4.96	-5.44%
HNRS	3.50	4.37	-19.91%	HNRS	4.17	4.69	-11.09%	TEC	3.74	4.10	-8.78%	HNRS	4.55	4.96	-8.27%

Factor 8 Academic Services				Factor 9 Time Mgt				Factor 10 Wellness				Factor 15 Overall Effectiveness			
	Mean	Inst Mn	% +/-		Mean	Inst Mn	% +/-		Mean	Inst Mean	% +/-		Mean	Inst Mean	% +/-
AHS	5.75	5.39	6.68%	UNI	5.17	4.57	13.13%	UNI	4.74	4.35	8.97%	BUS	4.84	4.57	5.91%
UNI	5.73	5.39	6.31%	AHS	4.84	4.57	5.91%	AHS	4.53	4.35	4.14%	UNI	4.82	4.57	5.47%
TEC	5.39	5.39	0.00%	BUS	4.64	4.57	1.53%	TEC	4.37	4.35	0.46%	AHS	4.80	4.57	5.03%
BUS	5.38	5.39	-0.19%	TEC	4.50	4.57	-1.53%	EDU	4.35	4.35	0.00%	EDU	4.48	4.57	-1.97%
A&S	5.33	5.39	-1.11%	EDU	4.40	4.57	-3.72%	A&S	4.29	4.35	-1.38%	TEC	4.38	4.57	-4.16%
EDU	5.05	5.39	-6.31%	A&S	4.37	4.57	-4.38%	BUS	4.10	4.35	-5.75%	A&S	4.29	4.57	-6.13%
HNRS	4.83	5.39	-10.39%	HNRS	3.83	4.57	-16.19%	HNRS	4.09	4.35	-5.98%	HNRS	4.27	4.57	-6.56%

*Note: Mean scores for the Honors student population is included in this chart for informational purposes but is not considered as an FSU college for comparative purposes.

**First-Year Initiative (FYI) Survey - 2006
Comparison of Select 6 Institutions**

Institution	Public/ Private	Undergraduate Enrollment	# FTIACS	# Students in First-Year Seminar	Seminar Mandatory?	Graded?	# Sections	# Credits	Class Type	Course Length	% Taught by Faculty	% Taught by Student Affairs or Administrators	Teaching Assistant
Ferris State University	Public	12547	1883	1924	Yes	Yes	111	1-3	College Success	Full Term	67	33	No
Peer #1	Private	2682	426	426	Yes	Yes	65	1	College Success	Full Term	7	86	Yes
Peer #2	Private	1046	275	275	Yes	Yes	31	3	Academic Themes	Full Term	80	20	Yes
Peer #3	Public	16063	2107	2122	Yes	Yes	27	1	College Success	Full Term	7	93	No
Peer #4	Private	13018	1564	950	No	Yes	54	1-2	College Success	Mod Condensed	16	84	Yes
Peer #5	Public	9792	2133	1144	Yes	Yes	13	3	College Success	Full Term	90	10	No

06F and 07 Sp Compliance Reports

FSUS 100 Compliance Fall 2006

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	Other	% in FSUS
A&S	388	8	2	6	3	2	1	98.5%
AHS	195	3	2	1	1			99.5%
BUS	320	6	5	1	1			99.7%
EDU	186	2	2	0				100.0%
TEC	323	13	10	3	3			99.0%
UNI	271	3	2	1	1			99.6%
Total	1683	38	25	13	10	2	1	99.2%

FSUS 100 Compliance Spring 2007

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	Other ***	% in FSUS
A&S	12	4	2	2	2	-	-	83%
AHS	9	4	2	2	2	-	-	78%
BUS	15	5	0	5	4	-	1	67%
EDU	16	4	0	4	-	2	2	75%
TEC	19	17	12	5	4	1	-	74%
UNI	29	2	2	0	-	-	-	100%
Total	100	36	18	18	12	3	3	82%

*FTIACs = all 1st time college students and TR students with < 12 TR CR

**Students not required to take FSUS because 1) students appear to have more than 12 cum hrs on screen 211 that do not yet appear as transfer credits, 2) previous degree, 3) MSTC student or 4) have been granted special consideration to excuse them from FSUS.

FSUS Compliance – Fall 2006

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	Other	% in FSUS
A&S	388	8	2	6	3	2	1	98.5%
AHS	195	3	2	1	1			99.5%
BUS	320	6	5	1	1			99.7%
EDU	186	2	2	0				100.0%
TEC	323	13	10	3	3			99.0%
UNI	271	3	2	1	1			99.6%
Total	1683	38	25	13	10	2	1	99.2%

FSUS Compliance – Fall 2005

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
A&S	460	4	1	3	1	1	1	99.35%
AHS	238	3	3	0				100.00%
BUS	367	3	2	1	1			99.73%
EDU	263	1	1	0				100.00%
TEC	462	15	2	13	8	4	1	97.19%
UNI	253	1	1	0				100.00%
Total	2062	27	10	17	10	5	2	99.18%

FSUS Compliance – Fall 2004

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
A&S	424	10	8	2	2			99.53%
AHS	192	3	3	0				100.00%
BUS	323	8	6	2	1	1		99.38%
EDU	227	5	4	1		1		99.56%
TEC	445	4	2	2	1		1	99.55%
UNI	234	0	0	0				100.00%
Total	1845	30	23	7	4	2	1	99.62%

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Pharmacy Administration	PHAD	1,618.78
Pharmaceutics	PHAR	1,028.18
Economics	ECON	860.00
Dental Hygiene	DHYG	852.23
Economics	ECON	852.00
Directed Studies	DIST	828.07
Anthropology	ANTH	827.56
Retailing	RETG	816.00
History	HIST	790.04
Honors	HNRS	783.11
Sociology	SOCY	779.21
Political Science	PLSC	778.98
Physical Science	PHSC	776.84
Dental Hygiene	DHYG	767.21

High 161
Med - Median 43
point *Low* 7

FSUS SCH/FTEF
FSUS Ranked 75

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Psychology	PSYC	767.02
Radiography	RADI	759.37
Humanities	HUMN	759.31
Astronomy	ASTR	738.03
Chemistry	CHEM	722.07
Allied Health Science	CAHS	720.00
Physics	PHYS	717.84
Pharmaceutical Chemistry	PHCH	707.89
Art History	ARTH	707.02
Photography	PHOT	706.45
Health Care Systems Administration	HCSA	701.35
Business Law	BLAW	700.09
Pharmacology	PHCL	696.73
Geography	GEOG	696.00

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Accountancy	ACCT	694.40
Management	MGMT	673.54
Geology	GEOL	669.00
Core Curriculum Health Sciences	CCHS	668.81
Radiography	RADI	664.29
Nuclear Medicine	NUCM	653.33
Accountancy	ACCT	652.19
Nuclear Medicine	NUCM	652.00
Core Curriculum Health Sciences	CCHS	631.41
Biology	BIOL	629.73
Communication Honors	COMH	624.00
Mathematics	MATH	623.38
Metallurgy	MATL	622.59
Marketing	MKTG	620.54

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Statistics and Quantitative Methods	STQM	614.40
Business	BUSN	607.82
Education Language Arts	EDLA	594.78
Communication	COMM	593.92
Statistics and Quantitative Methods	STQM	590.61
Music	MUSI	582.66
Law	LLAW	568.87
Social Sciences	SSCI	560.74
Spanish	SPAN	558.96
Advertising	ADVG	558.44
Real Estate	REAL	554.67
Kendall College Art History	KCAH	542.75
German	GERM	538.67
Medical Record Information Systems	MRIS	535.56

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Health Care Systems Administration	HCSA	533.66
International Business	INTB	524.06
Automotive/Heavy Equipment Management	AHEM	515.32
Public Relations	PREL	510.22
Computer Science	CPSC	504.64
Construction Management	CONM	497.75
Art	ARTS	494.12
University College Program	UNCP	493.98
Recreation Management and Leisure Studies	RMLS	492.30
Career Exploration	CARE	486.59
Reading	READ	486.23
Finance	FINC	486.00
Computer Information Systems	ISYS	483.99
Hospitality Management	HOMT	474.12

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Restaurant and Food Industry Management	RFIM	472.50
English	ENGL	470.96
Mechanical Engineering Technology	MECH	466.04
Professional Golf Management	PGMG	465.96
Ferris State University Seminar 75	FSUS	459.62
Building Construction	BCTM	455.69
Architectural Technology	ARCH	449.50
Criminal Justice	CRIM	447.67
Language	LANG	438.07 <i>- Median</i>
University	UNIV	435.12
E-Commerce	ECOM	432.00
Welding Engineering Technology	WELD	427.11
Finance	FINC	426.46
Literature	LITR	425.03

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
French	FREN	423.46
Nursing	NURS	415.89
Manufacturing Engineering Technology	MFGE	411.20
Medical Record Information Systems	MRIS	405.89
Engineering Graphics	ETEC	401.11
Facilities Management	FMAN	398.88
Clinical Laboratory Science	CLLS	392.57
Kendall College Science	KCSC	391.23
Child Development	EDCD	390.54
Diagnostic Medical Sonography	SONO	387.35
Digital Animation and Game Design	DAGD	384.59
Education Special Needs	ESPN	383.25
Visual Design and WEB Media	VISD	379.20
Respiratory Care	RESP	373.82

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Nursing	NURS	372.85
Education Physical Education	EDPE	371.68
Electrical and Electronics Engineering Technology	EEET	370.05
Homeland Security-Digital Security & Forensics-CJ	HSCJ	369.00
Heavy Equipment Technology	HEQT	368.66
Education Reading Language Arts	ERLA	365.88
Respiratory Care	RESP	361.41
Journalism	JRNL	360.00
Education	EDUC	357.93
Pharmacognosy	PHCG	353.36
Kendall Sculpture/Functional Art	KCSF	338.93
Kendall College Social Science	KCSS	338.11
Kendall College Humanities	KCHU	337.18
Computer Network and Systems	ECNS	335.76

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Diagnostic Medical Sonography	SONO	335.18
Heating, Ventilation, Air Conditioning & Refrig Tec	HVAC	328.65
Civil Engineering Technology	CETM	322.24
Surveying Engineering	SURE	321.43
Clinical Laboratory Science	CLLS	318.96
Kendall College Design Studies	KCDS	315.99
Printing Management	PMGT	312.26
Automotive Service Technology	AUTO	309.68
Professional Tennis Management	PTMG	308.96
Printing Technology	PTEC	307.47
Television Production	TVPR	306.01
Educational Career Technical Education	ECTE	305.34
Kendall College Foundation	KCFN	304.78
Product Design Engineering Technology	PDET	298.61

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Social Work	SCWK	294.64
Heavy Equipment Service Engineering Technology	HSET	285.32
CAD Drafting and Tool Design	CDTD	280.19
Automotive Body	ABOD	276.88
Manufacturing Tooling Technology	MFGT	274.45
Master of Business Administration	MMBA	272.66
Kendall College Interior Design	KCID	271.23
Optometry	OPTM	268.85
Kendall College Digital Media	KCDM	261.97
Environmental Health and Safety Management	EHSM	258.90
Master of Science Information Systems Management	MISM	254.70
Music Industry Management	MIMG	254.51
Environmental Health and Safety Management	EHSM	254.36
Kendall College Illustration	KCIL	254.15

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Theatre	THTR	247.50
Plastics Engineering Technology	PLTS	246.71
Pharmacy Practice	PHPR	240.65
African American Studies	AFAM	216.00
New Media Printing and Publishing	NMPP	211.27
Kendall College Visual Communications	KCVC	208.01
Applied Science	APPS	207.14
Kendall College Industrial Design	KCIN	192.84
American Studies	AMST	192.00
Horticulture	HORT	191.84
Kendall College Fine Arts	KCFA	188.40
Kendall Photography	KCPH	176.60
Intensive English Program	IEPG	162.67
Kendall College Furniture Design	KCFD	155.60

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Winter Semesters 2005-2006

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Rubber Technology	RUBR	121.02
Kendall Metals/Jewelry Design	KCMJ	100.43
Kendall College Historic Preservation	KCHP	95.20
Kendall Education	KCED	79.33
Allied Health Science 159	CAHS	

**Ferris State University
FSUS Academic Program Review Data**

(FTIAC's - Full Time, Part Time, Degree Seeking. Excluding Kendall)

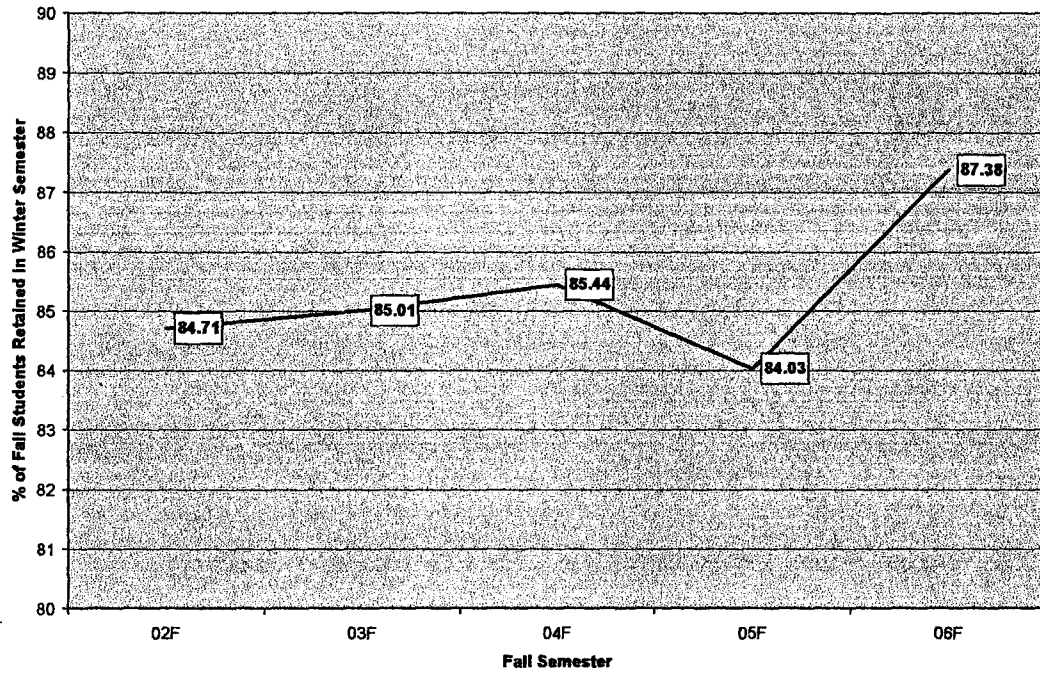
Fall 2002 - Fall 2006

Fall Term	Enrolled FTIACS	Sex		Ethnicity							Full-time	Part-time	Average Age
		Male	Female	Unknown	Black	Hispanic	American Indian	Asian/Pacific Islander	White	Foreign			
2002	1,942	1,114	828	97	172	24	9	29	1,588	23	1,915	27	18.88
2003	2,108	1,196	912	80	149	34	18	25	1,770	32	2,084	24	18.80
2004	1,854	1,062	792	96	123	22	23	25	1,537	28	1,825	29	18.89
2005	2,110	1,165	945	81	151	29	18	36	1,769	26	2,064	46	18.85
2006	1,830	1,011	819	84	97	41	30	31	1,534	13	1,750	80	18.33

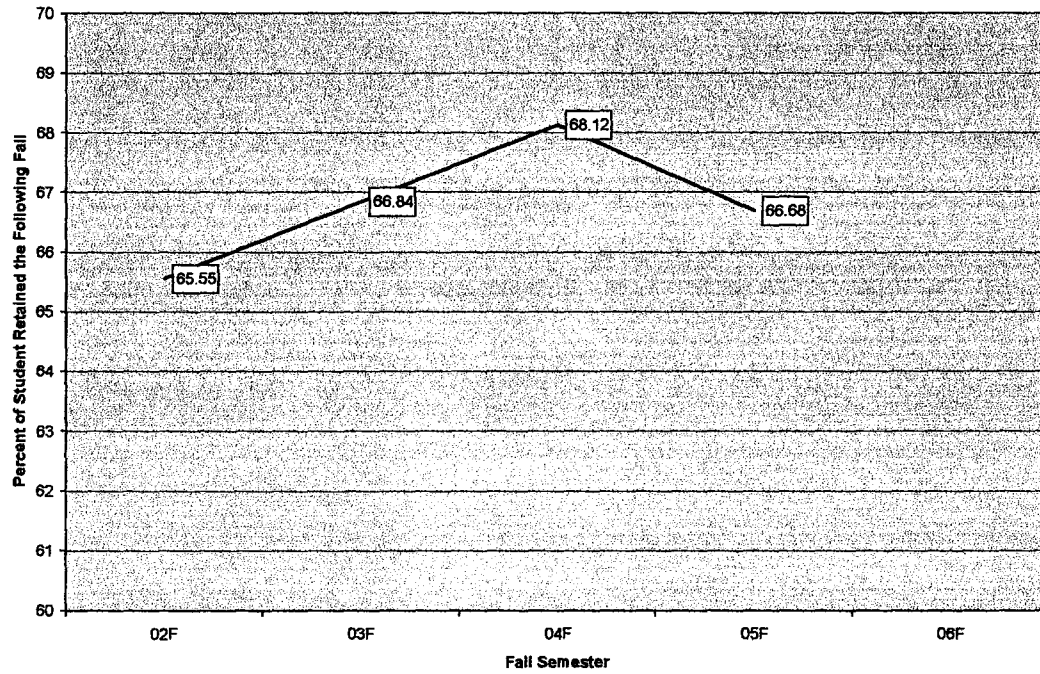
Fall Term	Min. HSGPA	Max. HSGPA	Avg. HSGPA	Min. ACT	Max. ACT	Avg. ACT	Mean 1st Semester GPA	Following Winter Retention	Following Winter %	Following Fall Retention	Following Fall Retention %	1st Year GPA
2002	1.55	4.87	3.03	13.0	34.0	20.20	2.72	1,645	84.71%	1,273	65.55%	2.93
2003	1.91	4.71	3.06	13.0	33.0	20.53	2.76	1,792	85.01%	1,409	66.84%	2.92
2004	1.69	4.81	3.12	10.0	34.0	20.83	2.79	1,584	85.44%	1,263	68.12%	2.96
2005	1.81	4.91	3.09	12.0	33.0	20.84	2.72	1,773	84.03%	1,407	66.68%	2.96
2006	2.01	4.44	3.16	13.0	34.0	21.20	2.83	1,599	87.38%	---	---	---

for FTIAC's at Ferris State University
(FTIAC's = Full Time, Part Time, Degree Seeking, Excluding Kendall)

**Fall-to-Winter FTIAC Retention
2002-2006**



Fall-to-Fall FTIAC Retention



Ferris State University
 Fall to Winter and Fall to Fall Retention
 Fall 2000 - 2006 Cohorts
 Degree Seeking FTIACS by College

College	Fall 2000	Winter 2001	Fall 2001	Fall 2001	Winter 2002	Fall 2002	Fall 2002	Winter 2003	Fall 2003	Fall 2003	Winter 2004	Fall 2004	Fall 2004	Winter 2005	Fall 2005	Fall 2005	Winter 2006	Fall 2006	Fall 2006	Winter 2007	Fall 2007
	FTIACS	% Ret	% Ret	FTIACS	% Ret	Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	
A/S	333	83%	85%	383	87%	68%	407	88%	88%	445	89%	70%	430	92%	73%	505	88%	74%	420	92%	
AHS	185	84%	72%	187	83%	68%	181	88%	85%	244	84%	67%	203	90%	72%	248	83%	65%	208	92%	
BUS	489	84%	59%	507	83%	62%	364	85%	64%	380	87%	68%	322	84%	67%	378	88%	63%	341	90%	
CPT													9	89%	78%	12	83%	58%	30	90%	
EDU	281	79%	62%	307	82%	58%	319	85%	80%	298	84%	86%	231	86%	88%	264	86%	67%	191	89%	
KEN				120	83%	89%	125	84%	70%	118	88%	73%	104	91%	72%	133	86%	75%	150	87%	
OPT																					
TEC	571	78%	63%	501	82%	65%	484	84%	73%	503	84%	72%	438	84%	70%	458	84%	73%	329	88%	
UNI	321	72%	52%	182	78%	80%	208	76%	55%	237	78%	53%	219	71%	50%	244	71%	49%	285	76%	
FSU Total	2180	80%	81%	2187	83%	64%	2068	85%	66%	2225	86%	67%	1958	90%	68%	2236	84%	67%	1952	88%	

Source: Office of Institutional Research g:_apeds\08\craig\lwretention.xls

Ferris State University
 Average HSGPA and ACT Scores for Returners and Non-Returners
 Fall 2000 - 2006 Cohorts
 Degree Seeking FTIACS by College

College	2000 to 2001				2001 to 2002				2002 to 2003				2003 to 2004				2004 to 2005				2005 to 2006				
	Returner		Non-Returner		Returner		Non-Returner		Returner		Non-Returner		Returner		Non-Returner		Returner		Non-Returner		Returner		Non-Returner		
	Fall 2000 FTIACS	Fall 2001 HS GPA	Fall 2001 ACT	Fall 2001 HS GPA	Fall 2001 ACT	Fall 2001 FTIACS	Fall 2002 HS GPA	Fall 2002 ACT	Fall 2002 HS GPA	Fall 2002 ACT	Fall 2002 FTIACS	Fall 2003 HS GPA	Fall 2003 ACT	Fall 2003 HS GPA	Fall 2003 ACT	Fall 2003 FTIACS	Fall 2004 HS GPA	Fall 2004 ACT	Fall 2004 HS GPA	Fall 2004 ACT	Fall 2004 FTIACS	Fall 2005 HS GPA	Fall 2005 ACT	Fall 2005 HS GPA	Fall 2005 ACT
A/S	333	3.29	22.52	2.91	20.06	383	3.34	22.60	2.88	19.97	407	3.44	23.00	3.09	20.19	445	3.46	23.58	3.08	22.11	430	3.55	23.81	3.35	22.75
AHS	185	3.21	20.17	2.88	18.36	187	3.28	20.22	2.91	18.42	181	3.30	20.32	3.12	19.53	244	3.30	20.70	3.08	19.49	203	3.34	20.34	3.11	18.40
BUS	489	3.02	20.01	2.85	18.74	507	3.04	20.08	2.72	19.27	364	3.16	20.70	2.81	19.77	380	3.12	20.71	2.87	20.22	322	3.24	21.11	2.91	20.38
CPT																9	3.15	23.83	3.58	18.50	12	3.43	23.86	2.84	23.60
EDU	281	2.92	18.15	2.60	17.81	307	2.93	19.34	2.71	17.93	319	3.05	19.81	2.73	18.55	298	3.07	19.66	2.86	18.27	231	3.10	20.48	2.97	19.87
KEN						120	3.05	21.16	2.74	20.25	125	3.22	20.85	3.28	20.48	118	3.16	21.54	3.11	19.54	104	3.02	20.06	3.01	20.54
OPT																									
TEC	571	2.99	19.52	2.64	18.44	501	3.00	19.83	2.84	18.55	464	3.07	20.37	2.78	19.38	503	3.09	20.30	2.76	19.40	438	3.09	20.32	2.79	19.74
UNI	321	2.64	18.47	2.37	17.84	182	2.72	18.52	2.42	17.44	208	2.78	18.08	2.65	18.23	237	2.74	18.25	2.52	17.87	219	2.78	18.58	2.48	17.73
FSU Total	2160	3.01	19.98	2.83	18.50	2187	3.07	20.34	2.71	18.72	2068	3.16	20.68	2.84	19.32	2225	3.17	20.90	2.88	19.82	1956	3.22	21.15	2.82	20.05

Source: Office of Institutional Research g:_apeds\08\craig\lwretention and hsgpa fall.xls

E-mail for invitation for **students**:

Subject: Share your thoughts—Have pizza and pop!

Text:

The FSUS Program is interested in what you have to say about the FSUS 100 course you took your freshman year.

Please join us during one of the days and times listed below. To reserve your spot, please call 591-3677 (ext. 3677 if you are calling from an on-campus phone). Pizza and pop will be served. All sessions will take place in CSS 302.

Monday, Jan. 22 3:00 p.m. to 4:00 p.m.

Tuesday, Jan. 23 11:00 a.m. to 12:00 p.m.

Thursday, Jan. 25 3:00 p.m. to 4:00 p.m.

You will also be given a \$5 Quizno's coupon for your participation.

E-mail for invitation for **instructors**:

Subject: Share your thoughts—Have refreshments

Text:

The FSUS Program is interested in what you have to say about your experiences teaching the FSUS 100 class.

Please join us during one of the times listed below. To reserve your spot, please call ext. 3677. Refreshments will be served. Both sessions will be held in CSS 302.

Wednesday, Jan. 24 10:00 a.m. to 11:00 a.m.

Wednesday, Jan. 24 2:00 p.m. to 3:00 p.m.

You will also be given a \$5 Quizno's coupon for your participation.

Moderator questions for students:

Intro: Thank you for agreeing to come in and talk about your experience with the FSUS class you took as a freshman. We just want to get some ideas about what you got out of the experience, what you would have changed, and get some ideas of what you think freshmen should be aware of.

1. What topics do you remember covering in your FSUS class?
2. What information were you provided that helped you later in your academic career?
3. What information didn't you receive that you later would have found to be helpful?
4. What do you think the ideal first year semester looks like academically and socially?
5. Now that you are a junior, what do you think freshmen need to know to have a positive student experience at Ferris?
6. What are a couple of pieces of advice that you would give to freshmen?
7. Please feel free to share any other thoughts about the course, material, etc. that you would like.

1. What do first-year students need to know about adapting to college?

Sr: There's a lot that they need to learn, especially just about living on their own and not with their parents and responsibility for going to class. There's things that you learn from the RAs and other people in the hall, but the FSUS class has a lot of potential. It's just when I took it, it was more attend events—there was not much other than that.

Sr: I think one of the most important things would be time management. Because when you are dropped in here as freshmen, you have a lot that you have to learn and you have to manage, and your parents aren't right there telling you do this, this or this. You have to lay out your whole schedule, you know, depending on how big of a load that you have. I think time management is the biggest thing that you need to learn.

So: I definitely agree. I work at the tutoring center and for some of the FSUS classes and the UNIV classes, they have to come in for like parapro sessions where they take time management, memory, note-taking, and things like that and like just working with these kids and checking them in I can definitely tell that they need to learn how to manage their time like they miss appointments, they get dates mixed up and everything like that and I think that the FSUS classes have them go to seminars and learn those skills is really great.

So: I think they're right—time management is crucial.

2. What information were you provided that helped you later in your academic career?

Sr: I think the one and only thing that I pulled out of my FSUS class was the introduction to the library, which was not done by the teacher. She had one of the librarians show us basically how to use the database in the library, just a lot of what's in the library, the rules, stuff like that.

Sr: The biggest thing I learned in my FSUS class was the teacher. He is an Administration person, so knowing him helped later on in my college career, he was able to help me direct me in the right direction if I had a question or if I needed getting something brought up on campus. Other than that, that probably was the best thing, making that connection.

Jr: I don't remember anything except the attendance policy from my FSUS class. When I took it in the Honors program, we had an auditorium of all honors students, like 200 or so. We would just go and sit and I can remember trying to bring homework in or something because the professor would just talk about things that she knew would be good for us later but it wasn't directly related to us as freshmen.

So: I have to agree with the library thing, really. When I was in the FSUS, it is the only thing I remember actually getting out of it as being helpful was going to the library. In my first year, I definitely spent a lot of time there and I don't know if I would have if I didn't have that introduction to show that it was a great open place that everyone can go and feel comfortable.

3. What information didn't you receive that you later would have found to be helpful?

Sr: A lot. I think I was one of the unfortunate few that had a FSUS professor that didn't really put much effort into it, it was almost like they were forced to do this. They could have touched really hard on campus involvement. Being an involved person on campus now as a senior, it's crucial. The networking is invaluable to me. It's something you need to be comfortable. I think they should make you go out and learn about RSOs; go to the RSO fairs. You know, instead of forcing you to go to events—events are only as good as you put into it, you know. If you're tired one day and you have to go to a 9:00 at night event, you're just going to sit there and go through the motions and get out of there and get your credit for every class. I think more practical things like that. Getting comfortable with the campus in general, like the academic process. A lot of freshmen will go and change their degree once they get more into what their initial degree was. I think more informational sessions on exploring your options, what else is there to offer you.

Sr: I agree. I think the biggest thing that I could have learn would have been campus involvement with the Student Leadership Activities Office, where I—I'm, now it's no big deal to go in there, but when I first started I was so nervous of that place and so nervous of the opportunities. I was really involved with everything in high school and then I came to college and it's a new atmosphere and people and I didn't have that push to say—somebody guiding me there, showing me the resources or the tools. Because in my FSUS class, like I had to attend the mind readers or like Tom DeLuca or just go to cultural events like that, I didn't have to do anything else to know like about the Educational and Career Counseling Center or the Birkam or just have tours of different places, to be familiarized with opportunities and services available on campus would have been good.

So: I think that another thing that would be really valuable in an FSUS class is to teach people how to make resumes. I think a lot of people don't know where to start on resumes and it's something that everyone is going to need to do.

Jr: I think something as simple as a tour of the Rankin Center would be something that all students could benefit from because I remember being a freshman and told to go to the Leadership Office and I got lost for 15 mins and you're too scared to ask for directions sometimes and if you're brought there with your class and shown all the offices and given an introduction to the Torch and the Office of Minority Affairs, and the SPOT office, all those things are things that are good to know about on campus and they're not likely to go find them on their own.

So: I would agree with that. I'm a non-traditional student so basically my FSUS class was honestly a waste of my time. It was ridiculous requiring me to go to events and stuff later at night. I don't live on campus; I have my own house. But as far as the Leadership SPOT Office, if someone says to go to the SPOT office, it's like ok where is the SPOT office? Where do I find this information?

4. What do you think the ideal first year semester looks like academically and socially?

Sr: I think the ideal first semester freshman year would be a classload of 15 credits. I did 18 and I think that was overload. I think getting involved right off the bat is a good thing. I think FSUS could help out with that. Like we had stated earlier, just bringing awareness of the organizations on campus. Not so much getting involved in let's say something as big as student government, but something as little as just being a general member of an RSO. That's the small step; once you become a general member, you are then comfortable with other RSOs on campus and you just get the ball rolling from there. You know, people start knowing who you are and you start networking and I think being involved in 1 or 2, no more than 2, RSOs or groups on campus in general; even not just on campus but throughout the community—the Big Rapids community—I think would be good.

So: I agree with that. I think maybe instead of having us go to required events—cultural events—as much, instead make it mandatory for us to go an RSO and get involved with that and maybe write a paper towards the end showing that—proving that you were there—and that you learned something. I think it would help you academically and socially because you meet a lot more people once you're involved in those.

Sr: I think that as far as academics go, making sure that the student doesn't overload himself because the change from high school to college is really quite different where you have a different teaching style that you are going to encounter and if you take too many classes, especially like a lot of students that start out in like pre-doctoral programs like pre-pharmacy or pre-optometry, they're going to have really tough classes and for them to try to take 3, 4, or 5 big science classes and math classes all at the same time, I think is overload. Where, as a first year freshman, you need to be able to budget your time and be able to take the opportunity to go to the social events and to join an RSO and to get out and get involved because so many places and employers they look at your resume not just for your grades, but they look for all your extracurriculars. FSUS classes are great chances to kind of step into that where you can feel a lot more comfortable on campus and have that because if you join some student organization there might be someone in your program that you can meet or they can help you with homework or they can show you someone that's in the same class so you can work together on things.

5. Now that you're an upperclassman, what do you think freshmen need to know to have a positive student experience at Ferris?

Sr: I think that letting them know how much there is out there that the campus actually offers. You hear so much, time and time again, that there's nothing to do on the weekend and as a freshman in my FSUS class that was the biggest question. And there actually is quite a bit to do on the weekends here. I think just awareness of the campus activities that are offered for students on the weekends. It might not even be as much of a programming thing as it is building hours; let's use the student rec center, the racquet center, sporting events, Card Wildlife Center—you know that's open on weekends. There's a lot of things to do on the weekends, but you really seem to have to dig to find those. I think just basically to sum it up an awareness campaign as to you know things to do on the weekends. There is the things to do for the week and stuff like that

and there is weekend stuff in there but just the general things that are open all the time. I think it's good to go and educate yourself about things like that.

Sr: Really, just the biggest thing is to not be afraid to get involved because that's really—your campus involvement outside the classroom is really what's going to make your experience. Like, I have friends in my program who graduated with a 3.8, 4.0 and they weren't involved in anything, they didn't work, they just did their schoolwork. And they see all the activities that I'm involved in and all my jobs—all my extracurriculars—and they wish that they could go back a few years and kind of get that overall college experience rather than just doing the same thing that they did in high school because it's really a chance to grow and change and you need to take advantage of the opportunities here because it's not something you're going to be able to do all the time after you graduate.

So: I'm not an upperclassman yet, but something that I would have found really useful my first semester and first year is knowing that the professors are approachable during their office hours. Like I think that that would give them a positive academic experience like better than struggling in their classes and not knowing where to go for help; like knowing that those office hours are there so that they can go there and not be afraid to go there and also advisors—like utilizing your advisor as much as possible and hopefully you have a good advisor that you can utilize.

Jr: I think involvement in campus. I mean around campus always there is activities that is going to go to your major. Whether your FSU major is pre-med, or if it's nursing, around campus you will have activities that will go to your major and you will do stuff that you're going to do and you will want to do.

6. What are a couple pieces of advice that you would give to freshmen?

Jr: Don't miss FSUS class.

Jr: I think they should not to be involved in too many activities around campus because you won't have time to study for your classes, but freshman can manage their time if they are involved in just 2 or 3 around campus. It's not only that they're going to get good experiences, but they're going to make friends because this may be the first time they are away from home and they're going to get involved and they're going to make friends and get adjusted to campus.

So: I would advise them to form study groups for some of their more difficult classes because like talking out loud and going over material helps you remember it better and also I would advise them to not study with their tv on or their music on or things like that because what you're here for besides campus life is to learn and you need to learn how to study quickly.

Jr: To go along with the study thing, I think it's important to set out study time during the day. I try to do all my classwork between 9 and 5 so I can use that extra time for my extracurriculars. I think it's a lot more manageable than to come home from a cultural event at 9:00 and expect to sit down and do homework.

Sr: I think it just is—it almost sounds like I'm repeating myself—but I think like everyone else had said, get involved. Get out of your dorm—or get out of your residence hall—and experience what campus has to offer. But at the same time—same token—don't overindulge yourself where your grades now come second. If I had good balance—and it goes back to the time management thing—you know as the junior had said, set that time to study so that when you come back it's not such a drag on you to have to study and it makes class more enjoyable. Be prepared for classes. Be prepared because you'll get so much more out of stuff when you're prepared as to when you just walk in and just kind of wing it. You retain so much more information when you have already read the material and you have more knowledge about what's going on.

Sr: As she said earlier about studying techniques as far as don't listen to music, don't watch tv, I think that as a first-semester freshman or as a first-year freshman you need to develop your own techniques because personally, for me, I have to have music playing otherwise I'm distracted by other noises and I don't do anything at all. And it's important that those first few weeks of school that you learn what's best for you to study for your class. Maybe you need to take notes on paper while your reading in addition to those for class or maybe you need to put everything on a notecard. It's very important that you learn your own personal technique and what works best for you. A lot of people are going to tell them the way to study and another thing is when you're in your residence hall, keep your door open if you're just hanging out watching tv. Because that's really a shame—I remember when I lived in the halls—and I'd be and I'd have my door open and people would be just locked in their rooms watching tv and missing out on a great opportunity to meet people. And then just like everyone's said, just get involved—don't do too much though. I had a time when I just did too much and it's tough to keep track of it all. You want to have 1 or 2 organizations where you can give your all to them rather than being a general member in 8.

Jr: I would tell freshmen to when they start their classes, you don't know what is the best way to study so they shouldn't take those hard classes like biology classes. In your first year, you are learning how to study but you are also learning how to manage your time and which way is the best way for you to study, and then when you take the hard classes, you already know this stuff and you're just going to go and study but I think if freshmen take those hard classes then it's not going to work very well.

So: I want to go back to the thing where things are located on campus. We were talking about—you hear all the time that requirements for graduation have changed and they don't know it until they're audited because they haven't stayed up on top of it and the university hasn't informed them. So that's, in my opinion, that's a big thing right there is to make sure you know where to go to get the information on what may or may not be changing in your program.

So: I think from like the social aspect—I know I'm a pretty shy person—and like when I was going to college my brother said make sure that you get out there and you meet a lot of people and I didn't really get involved as much and I know that there's a lot of people in FSUS classes that aren't going to get involved no matter how much you tell them. But even like leaving your door open like she said earlier, and going to dinner with people I know is really important and just trying to—if you're not really an outgoing person just making the effort because those people I met in the first couple weeks are my best friends now and I came up here knowing no

one. And now they're like my closest friends. So I'd say that's the most important thing for the social part of it.

7. What topics do you remembering covering in your FSUS class?

Sr: The one that's sticking out the most in my mind is the introduction to the library. I stated earlier that my FSUS instructor was more just kind of filling in that person's university requirements you know as a professor, really wasn't there to put much effort into the class. So a lot of the time it was taught by her assistant, so it was kind of tough to pull things out of the class when you could tell the instructor clearly didn't want to put the effort into it. And I think the only other thing that is really sticking out in my mind is the events that I had to go to and the money that I had to put down to go to some of these events. You had to pay to go to some events—ticket prices, so maybe not every freshman, so I don't know, those are the 2 things that are sticking out in my head.

Sr: Actually, my class was 5 years ago. I remember we had a class period where it was just kind of getting to know each other and we had to say a unique thing about each individual. And I kind of remember that because I remember some of the unique things about people like one guy spoke 5 languages and one kid rode a Harley and that type of stuff. But as far as class periods, I really don't remember—even a lot of the events that we were required to go to—I remember going to Tom DeLuca and that was it. It was just one of those classes where if I had to pay for it I would have been really upset.

So: Like I said earlier, for me it was a big waste of time because you know we'd go there for maybe 15, 20 minutes. It was never a full hour long. We'd just kind of show up and it would be on the board, go to Bulldog Bonanza or Tom DeLuca and write like a paragraph summary of what went on and turn it in and that was basically the class.

So: Handouts. I remember like my professor was very interested in the course and—well, we had two of them they were married—but he really wanted us to like learn a lot from it. But I remember just getting a lot of handouts on like how to study and stuff like that. There was some time management stuff that was kind of helpful, but I know personally I already knew how to do all that—I knew how to study and I knew what worked for me and so I'd say more than 50% of the class was focused on that and so I was really bored.

Jr: I think we did some more stuff in class. For example, one class the professor said the police will come and give a speech, and we were thinking we know all that and when the police come and give a speech about their department it was really good and it was really—I really enjoyed it. And then we went to the library, but unfortunately in the library we got the one she would go to sleep at the end of every sentence so that didn't go well. And then we did the management schedule and the professor gave us the handouts to the management, but when we did it we found out how much time we were studying and how much time we were sleeping. I think like we had the police officers come and give a speech and we have someone to come from Dental Hygiene or the Eye Center because most of the students, they don't know that the dental hygiene cleaning is just \$10 or \$20 and the eye center is cheaper than going to Wal-Mart or somewhere to

get your glasses. I think the students should know about that because most of the students say I don't know. That was good.

8. Please feel free to share any other thoughts about the course, material, etc., that you would like.

Jr: Nobody said anything about money management, but as somebody was saying something I was thinking about managing money. I remember when we registered for classes and you come for orientation and they push you through to Huntington, they encourage you to make a checking account, but you never really get any guidance after that about how much you should be spending on supplies, where you can get the cheapest supplies, how much you should be spending on food extra over your meal plan and I think a lot of people get into financial trouble because they'll sign up for the credit cards and they think they need this for their room and they really could be doing well with this. A lot of people get into trouble with money and that would be something good to cover in FSUS class.

Sr: I'm not sure how the selection process is done for the instructors. It sounds like some had a very good experience and I don't know if it was just the time when I came into the university 5 years ago as to the poor performance of the instructors but it wasn't just me at that time that was experiencing the same difficulties. I think you should—I think the selection process should be more of a voluntary kind of thing more so than a mandatory thing because it seems to me those that have the passion for it put forth a lot of energy and the experience that I had was much different. I've also been privileged enough to present from my work in the Student Leadership & Activities Office and I was privileged enough to present in FSUS classes this year, both for Student Government, which I'm involved in, and my job. And I think—looking out as I was talking about things and seeing the expression on people's faces, wow, this is really good...I'm glad that you spent this hour out of your time to tell me about this, more so than the basic—the routine drag of coming to this one class a week, learning the same things.

Sr: To build on what was just said, like my class I had 5 years ago and there was nothing that I learned from that class that I was able to take after that class and apply it and learn from it. Where it's just the practicality of what's taught in the class really needs to be emphasized; it needs to—it almost—I think that sometimes with what the course is based—people that haven't been in the college setting in so long, they really aren't familiar with what's going on. Some of the professors went to college 10-15 years ago; the issues were a lot different than what's going on now where students that are freshmen now are running into totally different situations than what happened before. So it's kind of something that needs to be tailored to the times and have different—a different focus on what the content of the class is as opposed to just attending events and making sure you're force fed cultural events and you're force fed campus involvement. It needs to be something that piques the students' interest so that it's something they want to do rather than getting angry about having to do it your freshman semester and not doing it again.

Jr: Some of the students have to take social awareness and the cultural awareness...go online and take their classes. FSUS class can help with schedule knowing which class is social and which class is the cultural and that way I found out a lot.

Sr: I think just an awareness of what the other colleges have to offer. It was touched on a little earlier; but I had no clue that I could take my one degree and join it up with my second degree and it will combine into one. I was unaware—as was my advisor at that time—it now became an official program, but it was a program, but it wasn't heavily advertised; there was that option for the students in my horticultural program to go into business.

Below are the results of a scan for first-year seminar programs at other Michigan Universities. Most universities offer elective seminars. Ferris is only university that requires *all* first-time students to enroll in a seminar course.

For example, only Oakland and Western Michigan University requires *some* students to enroll in major specific first-year seminars. Wayne State University's freshman seminars also serve as introductory courses to their majors (much as Ferris's Introduction to Business course (BUSN 122). Most seminars focus on academic success and transition from high school to college.

Here are the results, in alpha order by institution.

1. Central Michigan University --
 - a. Elective
 - b. Course: FYE 101 (1 credit, graded)
 - c. Focus: Academic Success – extended orientation
 - d. Other: meets 1st 8 weeks of semester, taught by faculty and peer mentor

2. Eastern Michigan University --
 - a. Elective
 - b. Course: academic courses linked to curriculum,
 - c. Focus: student success, transition to college
 - d. Other: Predominantly a residential life experience coupled with "FIGS" – (special interest groups with blocked courses).

3. Grand Valley State University
 - a. Elective
 - b. Course: LIB 100 (1 credit, graded)
 - c. Focus: academic success - extended orientation

4. Lake Superior State University --
 - a. Elective
 - b. Course: USEM 101 – University Seminar I (1 credit, graded)
 - c. Focus: academic skills, success skills, transition to the University
 - d. Other: seminars grouped by college/major (Six sections offered in fall 2006)

5. Michigan State University --
 - a. Elective
 - b. Course: PRO 101 (1 credit, pass/no credit)
 - c. Focus: "community of learning" around a topic or issue of mutual interest"

6. Northern Michigan University --
 - a. Elective (unless enrolling in a career cluster)
 - b. Course: UN100 (2 credit, graded)
 - c. Focus: introduction to college life and expectations
 - d. Other: special seminars available for conditional students, taught by faculty member and teaching assistant who also mentors the students.

7. **Oakland University --**
 - a. **Elective (required for BA in Communication)**
 - b. **Course: COM 101 (1 credit, graded)**
 - c. **Focus: communication, academic, and personal success**
 - d. **Other: meets 1st 12 weeks of semester**

8. **Saginaw Valley State University --**
 - a. **Course: no reference to freshman or first-year seminar found on web site**

9. **University of Michigan**
 - a. **Elective**
 - b. **Course: academic seminars on various topics, linked w/ communication course**

10. **University of Michigan, Dearborn --**
 - a. **Elective**
 - b. **Course: academic seminars on various topics, linked w/ communication course**

11. **University of Michigan, Flint --**
 - a. **Course: no reference to freshman or first-year seminar found on web site**

12. **Wayne State University --**
 - a. **Mandatory for some majors**
 - b. **Course: introductory courses tied to major (3 credits)**
 - c. **Focus: introduction to major**

13. **Western Michigan University --**
 - a. **Elective (Required for FYEE (Engineering Major) Learning Community)**
 - b. **Course: FYE 101 (2 credits, graded)**
 - c. **Focus: academic and social transition to college**
 - d. **Other: linked with a general education course (varies by major), taught by faculty member and student mentor**

Purpose of Administrative Program Review

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

Instructions: Please prepare a report following the outline below.

I. Summary of Modifications since last report:

Please provide a brief summary of the changes that have taken place in the program since the last report. **This is the initial YAR for FSUS.**

II. Program Assessment/Assessment of Student Learning

- a) What are the program's learning outcomes? As listed on the FSUS website, the ten core objectives are:
 1. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
 2. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
 3. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
 4. For students to develop effective time management strategies.
 5. For students to understand how to apply basic study skill techniques to their courses.
 6. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.
 7. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.
 8. For encouragement of students to be active participants and contributors in campus and community activities.
 9. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
 10. For students to know about the life of Woodbridge N. Ferris and understand his roles as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

- b) What assessment measures are used, both direct and indirect?
Ferris has participated in the national survey coordinated by Educational Benchmarking through the Policy Center at Brevard College in North Carolina. This survey provides an indirect assessment measure. We also routinely assess program effectiveness by conducting compliance studies and retention analyses thru the second semester and the second year.
- c) What is the assessment cycle for the program? **Annual.**
- d) What assessment data were collected in the past year? **EBI Survey. This survey asks students to evaluate their experience in the seminar. We are allowed to include questions that are specific to the Ferris program and objectives. A copy of the report is attached. In addition, we conducted focus group discussions among currently enrolled first-year students, currently enrolled juniors, and FSUS instructors to attempt to assess learning outcomes.**
- e) How have assessment data been used for programmatic or curricular change?
- i. **The FSUS Coordinator has facilitated discussions with FSUS instructors to share resources and ideas to assist students in better understanding their values, priorities and goal setting in addition to basic time management activities.**
 - ii. **The length of the FSUS Instructor Training workshop was increased to a full day to provide additional time for experiential activities that could be replicated in the classroom. In addition, instructors have honed in on the use of meaningful homework, the inclusion of out-of-class activities, and facilitating meaningful classroom discussions which have resulted in significant increases in the area of “engaging pedagogy,” one of the top predictors of overall course success.**
 - iii. **The FSUS Coordinator has collaborated with FLITE Library personnel to increase the number of FSUS classes touring the facility. In addition, FSUS instructors were encouraged to have students complete an online tutorial of the FLITE Library’s databases prior to touring the facility.**
 - iv. **An alcohol awareness educator, James Matthews, was brought to campus to present “Beer, Booze and Books,” to first-year students and student athletes.**
 - v. **FSUS in collaboration with the Office of Student Affairs purchased “e-CHUG” (Electronic Check Up to Go), an interactive online alcohol assessment that students were encouraged to complete prior to, or as a follow-up, to the alcohol presentation. e-CHUG will also provide statistical data on the self-reporting drinking habits of Ferris students.**
 - vi. **FSUS instructors were encouraged to promote out-of-class engagement through classroom activities and promoting participation in campus and community events as well as civic engagement activities to work toward creating an engaged campus.**

Course Outcomes Assessment

- a) Do all multi-sectioned courses have common outcomes? **Yes.**
- b) If not, how do you plan to address discrepancies? **NA**
- c) How do individual course outcomes meet programmatic goals? **Each course approved for the FSUS program must demonstrate that it addresses the 10 core objectives listed above, usually by submission of the course syllabus.**

III. Program Features

1. Advisory Board

- a) Does the program have a board/committee? **No.** When did it last meet? **NA.** When were new members last appointed? **NA.** What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.) **NA.**
- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program. **FSUS is a 1-3 credit course taken by first semester, first-year students. It is not a degree program and so the usual advisory board situation does not apply.**
- c) Has feedback from the Advisory Board affected programmatic or curricular change? **NA.**

2. Internships/Cooperative or Experiential Learning

- a) Is an internship required or recommended? **No.**
- b) If the internship is only recommended, what percentage of majors elect the internship option? **NA.**
- c) What challenges does the program face in regard to internships? What is being done to address these concerns? **NA.**
- d) Do you seek feedback from internship supervisors? **NA.**
If so, does that feedback affect pedagogical or curricular change? **NA.**

3. On-Line Courses

- a) Please list the web-based courses, both partial internet and fully online, offered last year. **NA.**
- b) What challenges and/or opportunities has web-based instruction created? **NA.**
- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program? **NA.**
- d) How has student feed-back been used to enhance course delivery? **NA.**
- e) Is there any plan to offer this program on-line? **No.** If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.) **NA.**

4. Accreditation

- a) Is the program accredited or certified? **No, does not apply.**
- b) By whom?
- c) When is the next review?
- d) When is the self-study due?
- e) How has the most recent accreditation review affected the program?

5. Student/Faculty Recognition

- a) Have students within the program received any special recognition or achievement? **No.**
- b) Have faculty within the program received any special recognition or achievement? **Yes. In 2006, Academic Affairs recognized Dr. Rick Griffin as the initial recipient of the Ferris Outstanding First-year Advocate Award. We have also nominated several different University College staff for the Outstanding First-year Advocate recognition offered by the National Resource Center at the University of South Carolina. None of these nominations has resulted in selection as a finalist, but each was recognized as a nominee at the annual meeting.**

6. Student Engagement

- a) Is volunteerism and student engagement a structured part of the program? **Course objective # 8 calls for the seminar to encourage students to “be active participants and contributors in campus and community activities.”**
- b) Does the program utilize service learning in the curriculum? **No.**
- c) Does the program participate in the American Democracy Project? **Yes. A team of four FSUS instructors participated in an American Democracy Project Conference hosted by Sam Houston State University in Huntsville, Texas, the National Resource Center for the First-Year Experience, AASCU, and the New York Times. Recommendations made by attendees at this conference resulted in the incorporation of a campus-wide conversation on First Amendment Rights into the FSUS classroom in Support of the American Democracy Project and Political Engagement Project. A variety of activities were used by FSUS instructors to promote this topic including letter writing campaigns to local congresspersons, classroom discussion and debates on the topic of freedom of speech in regard to Facebook, participation in constitution week events, attendance at campus lectures, and participation in the ADP’s vote slam to name a few. In addition to these activities, FSUS instructors met to discuss and share methods and ideas for incorporating the First Amendment rights in regard to the current FSUS objectives. A summary of suggestions and possible activities was distributed to all FSU Seminar instructors.**

IV. Academic Program Review Recommendations:

Please indicate the recommendations (enhancements or changes) made by APRC in the most recent review of the program by the APRC council. What actions have been taken in response to these recommendations? **FSUS has never been reviewed by APRC.**

Areas of Strength: **NA.**

Areas of Concern (and proposed actions to address them) **NA.**

Future Goals: **NA.**

Other Recommendations: **NA.**

FSUS Budget 2005-2006				
10000 43101				7/5/2006
Item	Allocated	Expended	% Spent	\$ Left
7104 Awards, Prizes, Non-Scholarships				
		\$844.00		
7108 Books, Subscriptions	\$290.00	\$123.95	43%	\$166.05
7112 Copy Machine/Copy Center	\$1,500.00	\$967.05	64%	\$532.95
7119 Educational Supplies	\$1,000.00	\$413.65	41%	\$586.35
7122 Food Service	\$1,000.00	\$1,826.31	183%	(\$826.31)
7124 Freight	\$41.00	\$51.05	125%	(\$10.05)
7140 Miscellaneous Expense	\$2,500.00	\$1,135.50	45%	\$1,364.50
7142 Office Supplies	\$800.00	\$810.85	101%	(\$10.85)
7148 Postage	\$300.00	\$158.68	53%	\$141.32
7150 Printing	\$500.00	\$2,172.80	435%	(\$1,672.80)
7156 Software Programs	\$0.00	\$75.00	#DIV/0!	(\$75.00)
7222 Faculty out-of-state travel	\$0.00	\$1,323.80	#DIV/0!	(\$1,323.80)
7230 Staff in-of-state travel	\$1,600.00	\$98.84	6%	\$1,501.16
7232 Staff out-of-state travel	\$1,600.00	\$2,597.27	162%	(\$997.27)
7321 Outside Contractor Services	\$5,100.00	\$3,190.43	63%	\$1,909.57
Subtotal	\$16,231.00	\$15,789.18	97%	\$1,285.82
Total	\$81,764.00	\$80,315.12	98%	\$1,448.88

The (1410) object code will need to have \$19,021 moved from Curriculum Supfac \$

	Allocated	Spent/Encu	\$ Left
Roll Forward	\$6,789.49		
Totals	\$6,789.49	\$0.00	\$6,789.49

Travel Reimbursement FYE/ADP			
	Allocated	Spent	\$ Left
Faculty Reimbursement (7222)	1,323.80	1,323.80	
Staff Reimbursement (7232)	1,614.37	1,614.37	
Totals	2,938.17	2,938.17	

FSUS Budget 2004-2005				
2-32250				
Item	Allocated	Expended	% Spent	\$ Left
3100 Books, Subscriptions	\$290.00	\$75.00	26%	\$215.00
3225 Copy Machine/Copy Center	\$2,000.00	\$1,272.57	64%	\$727.43
3325 Educational Supplies	\$1,000.00	\$3,336.48	334%	(\$2,336.48)
3426 Food Service	\$600.00	\$142.50	24%	\$457.50
3675 Miscellaneous Expense	\$2,500.00	\$2,690.00	108%	(\$190.00)
3725 Office Supplies	\$800.00	\$784.76	98%	\$15.24
3800 Postage	\$300.00	\$50.26	17%	\$249.74
4130 Travel -in state - faculty (PD)	\$1,600.00	\$1,480.74	93%	\$119.26
Subtotal	\$9,090.00			
Total	\$55,602.00	\$56,344.11	101%	(\$742.11)

	Allocated	Expended	% Spent	\$ Left
Roll Forward S&E	\$17,560.71			\$17,560.71
Roll Forward 1410	2227.39			\$2,227.39
10% Reduction		\$1,010.00		
Transfer to cover wages		\$11,208.43		
Transfer to cover benefits		\$1,032.07		
Totals	\$19,788.10	\$13,250.50	75%	\$6,537.60

FSUS Budget 2003-2004				
2-32250				
Item	Allocated	Expended	% Spent	\$ Left
1410 Faculty Salaries Supp/Incre	\$68,688.00	\$66,460.61	97%	\$2,227.39
3100 Books, Subscriptions	\$350.00	\$0.00	0%	\$350.00
3225 Copy Machine/Copy Center	\$4,000.00	\$754.08	19%	\$3,245.92
3325 Educational Supplies	\$500.00	\$0.00	0%	\$500.00
3426 Food Service	\$1,100.00	\$587.83	53%	\$512.17
3675 Miscellaneous Expense	\$2,500.00	\$4,783.03	191%	(\$2,283.03)
3725 Office Supplies	\$850.00	\$189.62	22%	\$660.38
3800 Postage	\$200.00	\$123.80	62%	\$76.20
4130 Travel -in state - faculty (PD)	\$600.00	\$1,588.76	265%	(\$988.76)
Total	\$78,788.00	\$74,487.73	95%	\$4,300.27

	Allocated	Expended	% Spent	\$ Left
Roll Forward S&E	\$21,965.63			\$21,965.63
Roll Forward 1410	7012.15			\$7,012.15
Moved excess RF to Dean's Acct		\$13,000.00		
Totals	\$28,977.78	\$13,000.00	59%	\$15,977.78

FSUS Budget 2002-2003				
2-32250				
Item	Allocated	Expended	% Spent	\$ Left
1410 Faculty Salaries Supp/Incre	\$68,689.00	\$61,676.85	90%	\$7,012.15
3100 Books, Subscriptions	\$350.00	\$0.00	0%	\$350.00
3225 Copy Machine/Copy Center	\$4,000.00	\$464.16	12%	\$3,535.84
3325 Educational Supplies	\$500.00	\$1,009.80	202%	(\$509.80)
3426 Food Service	\$1,100.00	\$161.79	15%	\$938.21
3675 Miscellaneous Expense	\$2,500.00	\$441.74	18%	\$2,058.26
3725 Office Supplies	\$850.00	\$176.52	21%	\$673.48
3800 Postage	\$200.00	\$70.51	35%	\$129.49
4130 Travel -in state - faculty (PD)	\$600.00	\$1,673.17	279%	(\$1,073.17)
Total	\$78,789.00	\$65,674.54	83%	\$13,114.46

	Allocated	Expended	% Spent	\$ Left
Roll Forward S&E	\$15,862.38			\$15,862.38
Roll Forward 1410	0.94			\$0.94
Totals	\$15,863.32	\$0.00	0%	\$15,863.32

FSUS Budget 2001-2002				
2-32250				
Item	Allocated	Expended	% Spent	\$ Left
1410 Faculty Salaries Supp/Incre	\$37,000.00	\$42,075.06	114%	(\$5,075.06)
1600 Adult Part Time	\$3,000.00	\$0.00	0%	\$3,000.00
3100 Books, Subscriptions	\$200.00	\$0.00	0%	\$200.00
3225 Copy Machine/Copy Center	\$2,150.00	\$2,231.89	104%	(\$81.89)
3325 Educational Supplies	\$300.00	\$0.00	0%	\$300.00
3426 Food Service	\$1,100.00	\$529.75	48%	\$570.25
3675 Miscellaneous Expense	\$300.00	\$590.01	197%	(\$290.01)
3725 Office Supplies	\$350.00	\$542.26	155%	(\$192.26)
3800 Postage	\$100.00	\$12.45	12%	\$87.55
4130 Travel -in state - faculty (PD)	\$600.00	\$0.00	0%	\$600.00
Total	\$45,100.00	\$45,981.42	102%	(\$881.42)

Roll Forward S&E				
	Allocated	Expended	% Spent	\$ Left
Total Roll forward	\$3,344.74			\$3,344.74
Totals	\$3,344.74	\$0.00	0%	\$3,344.74

	Allocated	Expended		\$ Left
One-Time Dollars				
S&E	\$5,000.00			\$5,000.00



Ferris State University Catering

805 Campus Drive
 Big Rapids, MI 49307
 (231) 591-2605 fax (231) 591-5958

Invoice No. 3283

Invoice

Customer

Name Shelly VandePanne
 Address ASC 1033
 City Big Rapids State MI ZIP 00004-9307
 Phone (231) 591-2360

Date 24-Jan-07
 Order No. _____
 Rep

Qty	Description	Unit Price	TOTAL
8	CSS Meeting Cookies, water	\$1.00	\$8.00

*FSUS Focus Groups
\$ 146⁰⁰*

SubTotal	\$8.00
Service Charge	\$0.00
Tax Sales	\$0.00
TOTAL	\$8.00

Payment Details

Cash
 Check
 Credit Card

Name _____
 CC # 10000-43101-7122-115
 Expires _____

Office Use _____
 Tax Number: * _____

PLEASE DO NOT PROCESS AN INTER-DEPARTMENTAL REQUISTION.
Your account will be charged directly



Ferris State University Catering

Invoice No. 3282

805 Campus Drive
 Big Rapids, MI 49307
 (231) 591-2605 fax (231) 591-5958

Invoice

Customer		Date <u>23-Jan-07</u>	
Name	<u>Shelly VandePanne</u>	Order No.	<u> </u>
Address	<u>ASC 1033</u>	Rep	
City	<u>Big Rapids</u>	State	<u>MI</u> ZIP <u>00004-9307</u>
Phone	<u>(231) 591-2360</u>		

Qty	Description	Unit Price	TOTAL
	CSS Meeting.		
8	Pizza, pop	\$4.50	\$36.00

Payment Details <input type="radio"/> Cash <input type="radio"/> Check <input type="radio"/> Credit Card Name _____ CC # <u>10000-43101-7122-115</u> Expires _____	SubTotal	\$36.00	
	Service Charge	\$0.00	
	Tax Sales	\$0.00	
	TOTAL	\$36.00	
	Office Use _____ Tax Number: * _____		

PLEASE DO NOT PROCESS AN INTER-DEPARTMENTAL REQUISITION.
Your account will be charged directly



Ferris State University Catering


805 Campus Drive
 Big Rapids, MI 49307
 (231) 591-2605 fax (231) 591-5958

Invoice No. 3281

Invoice

Customer

Name Shelly VandePanne
 Address ASC 1033
 City Big Rapids State MI ZIP 00004-9307
 Phone (231) 591-2360

Date 22-Jan-07
 Order No. _____
 Rep 

Qty	Description	Unit Price	TOTAL
8	CSS Meeting Pizza, pop	\$4.50	\$36.00

SubTotal	\$36.00
Service Charge	\$0.00
Tax Sales	\$0.00
TOTAL	\$36.00

Payment Details

Cash
 Check
 Credit Card

Name _____
 CC # 10000-43101-7122-115
 Expires _____

Office Use _____
 Tax Number: *

PLEASE DO NOT PROCESS AN INTER-DEPARTMENTAL REQUISITION.
Your account will be charged directly



Ferris State University Catering

Invoice No. 3285

805 Campus Drive
 Big Rapids, MI 49307
 (231) 591-2605 fax (231) 591-5958

Invoice

Customer

Name Shelly VandePanne
 Address ASC 1033
 City Big Rapids State MI ZIP 00004-9307
 Phone (231) 591-2360

Date 25-Jan-07
 Order No. _____
 Rep

Qty	Description	Unit Price	TOTAL
8	CSS Meeting CSS Meeting	\$4.50	\$36.00

SubTotal	\$36.00
Service Charge	\$0.00
Tax Sales	\$0.00
TOTAL	\$36.00

Payment Details

Cash
 Check
 Credit Card

Name _____
 CC # 10000-43101-7122-115
 Expires _____

Office Use _____
 Tax Number: *

PLEASE DO NOT PROCESS AN INTER-DEPARTMENTAL REQUISITION.
Your account will be charged directly



Ferris State University Catering
 805 Campus Drive
 Big Rapids, MI 49307
 (231) 591-2605 fax (231) 591-5958

Invoice No. 3284

Invoice

Customer

Name Shelly VandePanne
 Address ASC 1033
 City Big Rapids State MI ZIP 00004-9307
 Phone (231) 591-2360

Date 24-Jan-07
 Order No. _____
 Rep

Qty	Description	Unit Price	TOTAL
8	CSS Meeting Cookies, coffee, pop	\$3.75	\$30.00

SubTotal	\$30.00
Service Charge	\$0.00
Tax Sales	\$0.00
TOTAL	\$30.00

Payment Details

Cash
 Check
 Credit Card

Name _____
 CC # 10000-43101-7122-115
 Expires _____

Office Use _____
 Tax Number: *

PLEASE DO NOT PROCESS AN INTER-DEPARTMENTAL REQUISITION.
Your account will be charged directly

FSUS Academic Program Review Committee Meeting
January 24, 2007
11:00 AM, ASC 2082

Attendance:

Sherry Bell	X	Sheila MacEachron	X
John Cullen		Joan Totten	X
Tom Hollen	X	Shelly VandePanne	X
Leonard Johnson	X		

Focus Group Updates:

Institutional Research is conducting focus group sessions this week: 2 faculty sessions (6 participants) and 3 student sessions (12 participants). Results of these sessions will be distributed to the committee as soon as they come in.

FSUS Instructor Survey:

The revised instructor survey was discussed and further improvements suggested. Shelly will make updates and send to the committee for review.

Once the revised survey is agreed upon, it will be sent on to institutional research to be formatted into a web-based survey and sent out to current and veteran FSUS instructors on campus.

Next Meeting:

Wednesday, February 7, 2007, 11:00 AM. Location TBA.

FSUS Academic Program Review
Meeting Agenda
January 24, 2007

1. Focus Group sessions
 - a. faculty – 2 sessions, 6 participants
 - b. students (Jrs) – 3 sessions, 12 participants

2. FYI Survey – results expected soon

3. FSUS Instructor Survey
 - a. Review & finalize

Next meeting -
Wed @ 11 ~~ok~~ Feb 7th →
←

attendance
Tom H
Shirley
Shirley
Leonard
Joan
Shelly

1. What do you believe to be the most important topic(s) taught in the FSU Seminar (FSUS 100) course?
2. What has been the easiest topic to address in the FSU Seminar course?
3. What has been the most difficult topic to address in the FSU Seminar course?
4. What additional topics (not currently included in the ten FSUS objectives) should be addressed in a first-year seminar course?

5. How successful has the FSU Seminar been in providing students with **PERSONAL CONNECTIONS** that enhance their potential for learning, safety, satisfaction and graduation? (circle one)

Very Successful
Successful
Not Sure
Unsuccessful
Very Unsuccessful

6. How successful has the FSU Seminar been in providing students with **KNOWLEDGE** that enhances their potential for learning, safety, satisfaction and graduation? (circle one)

Very Successful
Successful
Not Sure
Unsuccessful
Very Unsuccessful

7. How successful has the FSU Seminar been in providing students with **RESOURCES** that enhance their potential for learning, safety, satisfaction and graduation? (circle one)

Very Successful
Successful
Not Sure
Unsuccessful
Very Unsuccessful

8. How successful has the FSU Seminar been in helping students to develop a relationship with FSUS faculty members that serves as an internal model for interactions with future teachers? (circle one)

Very Successful
Successful
Not Sure
Unsuccessful
Very Unsuccessful

9. How helpful have the following resources been in teaching the FSUS seminar (or infused course)

	Very Helpful	Helpful	Neutral	Unhelpful	Very Unhelpful	Not Applicable
FSUS Instructor Manual (Toolkit)						
FSUS Infomail						
FSUS Website						
Instructor Resource Guide (Guest Speakers for the FSUS Classroom)						
Large Group Presentations - Alcohol						
Large Group Presentations - Sexual Aggression / Assault						

10. What additional resources would be helpful for covering the FSUS course objectives?

11. Did you teach a special population FSUS section? (Major specific section, infused course, etc)

Yes No

If yes - please comment on any benefits or challenges that you observed for students in this course.

12. How can the FSU Seminar course be improved for future students?

13. What is your overall opinion of the FSUS Seminar program?

Please record one response per question by carefully darkening the circle completely with a #2 pencil (no mechanical pencils, please).

College/University: _____
(Please Print Clearly)

RESPONSE KEY FOR QUESTIONS 1 to 63

not at all somewhat significantly not applicable
① ② ③ ④ ⑤ ⑥ ⑦ NA

COURSE EFFECTIVENESS

- This course/experience improved my:**
- 1. Understanding of my academic strengths ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 2. Test preparation skills ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 3. Ability to find what I need through the library ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 4. Writing skills ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 5. Reading skills ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 6. Decision-making skills ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 7. Computer skills ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 8. Oral presentation skills ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 9. Efforts to get to know students in my classes ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 10. Ability to meet new people with common interests ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 11. Ability to establish close friendships with peers ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 12. Ability to deal with stress ① ② ③ ④ ⑤ ⑥ ⑦ NA
- Consider how this course/experience affected your other courses. It has improved the degree to which I:**
- 13. Review my class notes before the next class meeting ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 14. Complete homework assignments on time ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 15. Study with other students ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 16. Take effective notes in class ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 17. Cope with test anxiety ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 18. Am able to see multiple sides of issues ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 19. Identify solutions for complex problems ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 20. Evaluate the quality of opinions and facts ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 21. Understand faculty expectations of students ① ② ③ ④ ⑤ ⑥ ⑦ NA
- Consider how this course/experience affected your other courses. It has increased the degree to which I:**
- 22. Sought feedback from my instructors ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 23. Communicated with my instructors outside of class ① ② ③ ④ ⑤ ⑥ ⑦ NA
- This course/experience increased my understanding of:**
- 24. College/University rules regarding academic honesty ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 25. The grading system ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 26. Academic probation policies ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 27. Registration procedures ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 28. Financial aid procedures ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 29. The role of my academic advisor . . . ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 30. How to obtain academic assistance . . ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 31. How to obtain a tutor ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 32. Available library resources ① ② ③ ④ ⑤ ⑥ ⑦ NA

- This course/experience improved my understanding of:**
- 33. College students' sexual issues ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 34. The impact of alcohol consumption . . . ① ② ③ ④ ⑤ ⑥
 - 35. The impact of drug use ① ② ③ ④ ⑤ ⑥ ⑦
 - 36. The impact of exercising regularly . . . ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 37. The impact of establishing personal goals ① ② ③ ④ ⑤ ⑥ ⑦ NA

INSTRUCTION

- To what degree did this course/experience include:**
- 38. A variety of teaching methods ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 39. Meaningful class discussions ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 40. Challenging assignments ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 41. Productive use of classroom time ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 42. Encouragement to speak in class ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 43. Encouragement for students to work together ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 44. Meaningful homework ① ② ③ ④ ⑤ ⑥ ⑦ NA

COURSE READINGS

- To what degree did you find the readings:**
- 45. Relevant ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 46. Interesting ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 47. Helpful ① ② ③ ④ ⑤ ⑥ ⑦ NA

SKILLS/ABILITIES

- Consider how this course/experience affected your other courses. Taking it has increased the degree to which I:**
- 48. Participated in classroom discussions ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 49. Prepared for tests well in advance . . . ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 50. Established an effective study schedule ① ② ③ ④ ⑤ ⑥
 - 51. Set priorities so I can accomplish what is most important to me ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 52. Organized my time to meet my responsibilities ① ② ③ ④ ⑤ ⑥ ⑦ NA

CAMPUS ACTIVITIES

- This course/experience increased the degree to which I:**
- 53. Participated in campus-sponsored organizations ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 54. Contributed to the success of campus-sponsored organizations ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 55. Volunteered my time for worthwhile causes ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 56. Attended campus cultural events ① ② ③ ④ ⑤ ⑥ ⑦ NA

RELATIONSHIPS

- To what degree:**
- 57. Are you accepted by students at this college/university ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 58. Is it easy for you to make new friends at this college/university ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 59. Are you able to identify other students with similar interests ① ② ③ ④ ⑤ ⑥ ⑦ NA

COLLEGE/UNIVERSITY EXPERIENCE

- To what degree:**
- 60. Do you want to return to THIS college/university for the NEXT fall term ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 61. Would you recommend this college/university to a friend ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 62. Has your college experience to date been a high-quality learning experience ① ② ③ ④ ⑤ ⑥ ⑦ NA
 - 63. Has your college experience to date been a positive experience ① ② ③ ④ ⑤ ⑥ ⑦ NA

(OVER)

very poor (1) poor (2) fair (3) good (4) very good (5) excellent (6) exceptional (7)

THE BOTTOM LINE - OVERALL PERCEPTIONS

RESPONSE KEY FOR QUESTIONS 65 to 69

not at all (1) somewhat (2) (3) (4) (5) (6) (7) not significantly applicable (NA)

To what extent did this course:

65. Include interesting subject matter ① ② ③ ④ ⑤ ⑥ ⑦ NA

66. Contribute to your ability to succeed academically ① ② ③ ④ ⑤ ⑥ ⑦ NA

67. Contribute to your ability to adjust to the college social environment ① ② ③ ④ ⑤ ⑥ ⑦ NA

68. Cover topics important to you ① ② ③ ④ ⑤ ⑥ ⑦ NA

To what degree:

69. Would you recommend this course to other first-year students ① ② ③ ④ ⑤ ⑥ ⑦ NA

70. Rate your level of effort in this course

very little (1) some (2) (3) (4) (5) (6) (7) considerable

DEMOGRAPHICS: Answers to the following questions will be kept *anonymous*.

A. Course Section Code: Leave blank if code not provided

(Example: Code 0024 = 1st digit "0", 2nd digit "0", 3rd digit "2", 4th digit "4")

digit ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
2nd digit ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
3rd digit ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨
4th digit ① ② ③ ④ ⑤ ⑥ ⑦ ⑧ ⑨

B. Population Code (leave blank if not provided):

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6 ○ 7 ○ 8 ○ 9 ○ 10

C. Your gender:

○ Male ○ Female ○ Transgender ○ Other

D. What was your SAT or ACT score?

(highest score if you took the test more than once)

○ SAT 810 / ACT 17 or below ○ SAT 1110-1170 / ACT 25-26
 ○ SAT 820-880 / ACT 18-19 ○ SAT 1180-1240 / ACT 27-28
 ○ SAT 890-970 / ACT 20-21 ○ SAT 1250-1310 / ACT 29-30
 ○ SAT 980-1030 / ACT 22 ○ SAT 1320-1420 / ACT 31-32
 ○ SAT 1040-1100 / ACT 23-24 ○ SAT 1430 / ACT 33 or above
 ○ don't know/didn't take

E. Your ethnic group: (check only one)

○ Multi-racial ○ White, Non Hispanic
 ○ African American ○ Non-US Citizen/
 ○ Asian American Permanent Resident
 ○ Native American ○ Unknown
 ○ Hispanic American ○ Other

F. Your age:

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

Which best describes your high school grades:

○ lower than C ○ mostly B and C ○ mostly A and B
 ○ mostly C ○ mostly B ○ mostly A

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○ lower than C ○ mostly B and C ○ mostly A and B
 ○ mostly C ○ mostly B ○ mostly A

I. Identify the number of college/university sponsored extracurricular activities in which you have participated during the current academic term:

○ none ○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ > 5

J. Average number of HOURS PER WEEK you spend studying for all classes during the current term:

○ none ○ 6 to 10 ○ 16 to 20 ○ more than 25
 ○ 1 to 5 ○ 11 to 15 ○ 21 to 25

K. Average number of HOURS PER WEEK you work (paying job) during the current term:

○ do not work ○ 6 to 10 ○ 21 to 30 ○ more than 40
 ○ 1 to 5 ○ 11 to 20 ○ 31 to 40

L. Where do you live:

○ campus residence hall ○ off-campus not with family
 ○ campus apartment ○ Greek housing
 ○ off-campus with family ○ other

M. If you commute, how many hours out of class per week do you spend on campus:

○ do not commute ○ none ○ 6 to 10 ○ 16 to 20
 ○ 1 to 5 ○ 11 to 15 ○ more than 20

N. If you do not live with family, how often do you go home in addition to regularly scheduled breaks:

○ I live with family ○ a few weekends
 ○ seldom go home ○ about every other weekend
 ○ every/most weekends

O. How frequently do you consume alcohol in a typical WEEK:

○ I do not consume alcohol ○ three times a week
 ○ once a week or less ○ four times a week
 ○ twice a week ○ five or more times a week

P. How many alcoholic drinks do you typically consume per EVENT when you drink: (beer, wine, mixed drinks, etc.)

○ I do not consume alcohol
 ○ one drink ○ four drinks ○ seven drinks
 ○ two drinks ○ five drinks ○ eight drinks
 ○ three drinks ○ six drinks ○ more than eight drinks

Q. To what extent do you plan to transfer to another institution?

definitely will transfer (1) uncertain (2) (3) (4) (5) (6) will not transfer (7)

R. To what extent do you plan to attend any college next fall?

will not attend (1) uncertain (2) (3) (4) (5) (6) definitely will attend (7)

S. About how much of your college tuition/fees/books is covered by financial aid (loans/grants/scholarships)?

○ less than 1/4 of total ○ 1/2 to nearly 3/4
 ○ 1/4 to nearly 1/2 ○ 3/4 to full cost

T. Which best describes the major source of any financial aid you are receiving this year?

○ no financial aid ○ loans & scholarships
 ○ only loan(s) ○ only other forms of financial aid
 ○ only scholarship(s)

INSTITUTION SPECIFIC QUESTION RESPONSES

(Leave blank if no additional questions were provided)

71. ① ② ③ ④ ⑤ ⑥ ⑦ NA 76. ① ② ③ ④ ⑤ ⑥ ⑦ NA
 72. ① ② ③ ④ ⑤ ⑥ ⑦ NA 77. ① ② ③ ④ ⑤ ⑥ ⑦ NA
 73. ① ② ③ ④ ⑤ ⑥ ⑦ NA 78. ① ② ③ ④ ⑤ ⑥ ⑦ NA
 74. ① ② ③ ④ ⑤ ⑥ ⑦ NA 79. ① ② ③ ④ ⑤ ⑥ ⑦ NA
 75. ① ② ③ ④ ⑤ ⑥ ⑦ NA 80. ① ② ③ ④ ⑤ ⑥ ⑦ NA

N=1 Senior

1. What do first-year students need to know about adapting to college?

I think the most important is how to adapt. A lot of things I see because I'm a DSM is students not knowing how to do laundry, time management...if they never went through orientation; I mean orientation you're nervous enough. They have no clue where to go for classes. Establish relationships with professors. During my first couple of years I was very shy and didn't talk to professors at all. For freshmen coming in, just letting them know it is different from high school. Especially students who come from small cities—small towns—because when they come to Ferris...even though it is a small town it is a huge difference. They will experience many different people so I think to kind of gear students up for that. Unfortunately, this isn't high school, this is college. We don't care if you don't get your homework done, you'll just fail the class; or you don't show up for class. It's more of this isn't high school where you can just take it easy anymore.

2. What information were you provided that helped you later in your academic career?

I was provided nothing. Everything I've learned, everything I know about Ferris is personal observations or through friends or doing it myself. My FSUS class was quite pointless. I know it's hard to say, but it really didn't serve a point. I didn't even think I had it, though when I looked back over I found it. I didn't realize I had it, it was that boring.

3. What information didn't you receive that you later would have found to be helpful?

I think what would have been helpful is where places are on campus. I never heard of Mascar. I lived right across from Westview so I knew about Westview. I did not know about the Rock, didn't know about Housing, didn't know about Academic Support, the Writing Center. I mean, those things we could have seen if I took an active role in it, but usually when I'm in class I'm focused on what they're saying and everything else and I go right back to my room. There wasn't anything like—I guess some of it could have been my input—you know, go to the games, getting involved, but for like—I didn't know about getting involved in RSOs. I didn't know where to go until my mom forced me and I looked online and found out and talked to someone. But I think just getting the basics; what's on campus and getting involved.

4. What do you think the ideal first year semester looks like academically and socially?

Academically, I think for a lot of freshmen it's taking it easy; it's going to be like high school. Like, enrolling for classes, I took 15 credits because I was like I don't know what I'm doing. It's just something kind of laid back to where you're not quite sure; depending on your program. And I think a lot of social stuff is kind of—for me, I was very shy, but for other students, it's kind of being out there, going to parties, having fun, getting involved. I think for some freshmen it's like there's very little time to actually to have me or actual study time. Hence, the time management that needs to be taught. Because in high school, you just only go to class or go to school from like 8 to 3 and then you're out. Extracurricular activities, so then you're 3-5. Then at 5 you go home, get dinner, and you go out and do what you need to do. And I think for

college it is completely different to where you don't have to get up at 8:00, you can wake up at 3 and have your first class. So I think anytime you involve, have lunch with other students. Everyone's always told to get involved for your freshman year, get involved. So I think it's probably pretty busy for a lot of freshmen.

5. Now that you are a senior, what do you think freshmen need to know to have a positive student experience at Ferris?

I think to have a positive view, I don't know it's really... I guess it's more of a personal kind of a thing. Like, the classes. I remember my—I was in the JLC program, in Criminal Justice when I started and FSUS100 class. And all our class consisted of was sitting there for an hour with an article. That was our FSUS class. We would present an article and that would be it. And since it was a Criminal Justice, it would have to be a Criminal Justice kind of thing. And one person from a group would explain a story and see the crime in it and that's it. And I was like this is pointless. Why not show us the Timme Center, where to go for financial aid, where to pay our bills, where to go to the ATM? I have to tell students all the time where the ATM is... the Huntington because a lot of people have Huntington. Or where do we buy stamps from? Well, you can go to Rankin, you can go here, you can go here, you can go here. And I think for a lot of students like what I hear a lot is that it's so boring. And it goes on forever. For a whole semester going for an hour. I mean, the one I think it should be is like the FSUS 100 class should just be an hour... and then it should take an hour basically getting students involved, showing them where to go, bringing them up—I guess class trips sounds so high school, but showing them where the Timme Center is. Not just showing them a map, but actually showing them where to go. Like saying our class time, we're going to be walking around campus. I know it's going to suck, but this way it's for you guys to figure out to go to the Timme Center it takes me 10 minutes so if I have class I can balance it out. Make it so the classes aren't so pointless, especially the 100 classes. I know FSUS is the one class I always ditched which is bad, but I said I'm just going to skip. And then you eventually get kicked out because it is something you have to have. And I guess it just seems pointless for an hour to wake up for something where you're like I can figure this out myself. Show them how to go online to find out their own things like connecting the front desk printer to their computer. It happens every single day, every student. I say didn't you learn this in your class? Well, no. And it's just like I think every student—it's Introduction to Ferris. It should introduce you to Ferris. Have important things to Ferris. Because, I mean, sometimes—you gotta make the class interesting. And that's just—my spiel. I always get that from students who have FSUS class and they're like I don't want to go and I'm like go. I know it is boring, believe me. I had to print an article and it was so boring. And I was like why am I doing this. And my friend lived in Ward, so I would just go chill at her place. And I was like, I'm in Clark and I'm coming over here for an hour to do nothing, just sit in class and be bored out of my mind.

6. What are a couple pieces of advice that you would give to freshmen?

Don't procrastinate, but I would take more time before I say that to freshmen. Procrastination, I think, is the biggest thing. Because in high school you could procrastinate, tell the teacher I'll make it up during study hour. I think procrastination is the biggest thing.

7. What topics do you remember covering in your FSUS class?

See my class probably wouldn't be a good standard to go with because it was basically just bringing in articles and demonstrating the crime in it. So not really relevant.

8. Please feel free to share any other thoughts about the course, material, etc. that you would like.

Course material, I don't think there was any for my class. It really wasn't that great of a class. It went by so fast, thankfully. It was painless, I didn't have to go anywhere. My classes basically, we had for the JLC program, we were located in one area in SW Commons between Puterbaugh and Henderson. So I was there from 9:00 in the morning until 3:00 and I had English, Soc, Crim, FSU class, all right there. Then we all went to lunch together which was nice, but it was pointless. There was one class I had on Tuesdays and Thursdays, it was math at 1:00. I was like, I love this.

Mod: Is there anything I didn't cover that you would like to make known?

Sen: I love Ferris. I like Ferris. It has its perks. I just—life is what you make it. That's another thing college students need to know. College is what you make it. If you want to make it all partying, it's going to be all parties. I had a horrible roommate. But if you want to make it fun, make it fun.

N=3 1 Sophomore, 1 Junior, 1 Senior

1. What do first-year students need to know about adapting to college?

Jr: A lot of things. They need to know—you know, they're so used to having parents, you know—not necessarily to tell them what to do, but they can always have them there to ask. And so, anything from prior study habits that they had in high school all the way to doing their own laundry. So a broad range, I guess, would be my answer.

Sr: I agree with a lot of things that you stated. I feel that it's a good idea for beginning students, especially freshmen straight out of high school or even after taking a semester off or something, but it's also a good idea for them to be able to get involved on campus. Because, in my opinion, I think it really helps if you get involved your first year, like in professional associations or something like RHA or Student Government—whatever kind of organizations you think you would like, you should go to the meetings and see what they're like. But just get involved to a point where your academics aren't going to be hurt because of it. I know with me it really helped because I got involved with RHA my first year here as a freshman and I've really, really, really had a good time with that and really made some good friends throughout that time.

So: I think one of the most important things is to—especially if you don't come here with friends—is to meet a lot of people, even if they don't become your best friends or good friends because... well, when I was a freshman, it seemed like I didn't really have anyone to stand by me—my suitemates and my roommate all moved out so I basically had no one there. I had a boyfriend, but he also—he dropped out—and moved and I felt like I was suffering academically because I didn't have those friends to support me and this year it's been harder for me to meet new people and to get along with people I live with now—even though they're all great people and I've definitely... I've—academically it's been a lot easier for me to get along taking the classes I want and being in the same classes as my friends. So I would say a strong friendship with at least one or two people was probably the best way to go as a freshman.

2. What information were you provided that helped you later in your academic career?

Jr: I remember we took a tour of the library, which was nice because it is a pretty big building and as a freshman, you're like "oh my gosh"... and so that was helpful. We had speakers come in—I remember we had an officer come in and talk about like your rights as a civilian or student or whatever if you do get confronted with something. We mostly had a lot of speakers, we didn't really do a whole lot of papers or anything like that, but I think a lot of that helped because it was information that you kind of had to listen to because it was in a class that you wouldn't maybe necessarily go and find out on your own that a lot of students need to know anyway.

Sr: In my FSUS class, we also had a lot of guest speakers and we did take a tour of the library at one point. At the end of the semester we had to do a project—it was very simple but we had to put together information—certain things around campus and then give it to our teacher and that was like our final project, final exam kind of assignment. So that really helped a lot. And then also living in the residence hall really helped because there's a lot of different activities and things that went on

and you had your speakers that came in and you know just a lot of different information passed around that way, too. And that helped, too, and it still does now.

So: When I was in FSUS, they first introduced us to all the other programs that are on campus, and especially the ones that are relevant to mine. And that really helps because it showed us also that there is a fraternity that we can join—co-ed—that basically combines all four of the majors into one and even though I didn't join it, it's still a really good idea to let everyone know this is something that you can join, this is what you can do. We also did do a tour of the library and we didn't really have any projects or any assignments to do; he just basically told us where everything was and used handouts. Maybe we had to write a paragraph about what we thought about it, but that was it.

3. What information didn't you receive that you later would have found to be helpful?

Jr: I think information about Big Rapids in general would have been more helpful. We had a handout or a very small amount of information about it, but I know as a freshman, I barely went downtown and I know when I came back as a sophomore, I was like ok, I know Michigan Street and that's it. I guess more information about the town in general, because I think that would help to keep freshmen on campus as well. I know as a freshman, I went home a lot. And if they know there is more stuff to do than just maybe what's on campus then they would be willing to stay and want to hang out in Big Rapids with their friends or whatnot. So I think that was the major one.

Sr: I agree with you, Jr. It would have been more helpful to have information about Big Rapids; the town in general, where things are, maybe even like a street map or something; maybe information about the movie theatre. I mean, I know that's on the Internet through Ferris, but you know, maybe even something about like a number you can contact to see what kind of movies are playing, like if you don't have a car and can't get down there just to see. And then, something else for me, was about like different sporting events. My freshman year I went to football games, I went to—I don't know what else I went to—but I didn't know that basketball games were free, so I never went to basketball games. I didn't know that you only paid \$5 for a hockey game—I had heard it was \$12 a game and I was like no, I'm not going to spend that much for one hockey game. So I never knew that type of stuff my first year. I only knew about football. So that's one other thing—it would have been nice to know about that.

So: I would definitely agree with the statement that Big Rapids needs to be advertised. I didn't even know we had a river until this year on a Biology trip. And I've been around town much more, with my friends driving around—we found the pet store, found the library and stuff like that. I definitely thought that bringing up study habits more—it's the stuff you've always heard—it's just these are the only 9 things you have to do to get an A and it's like well, what about the other stuff. Why can't we see a sample of a notebook and stuff like that? Where are you supposed to highlight and you ask those questions and nobody knows. So I found out that as a freshman in my second semester I took UNIV101 College Study Methods and that helped me so much more than FSUS because I got the second highest grade in the class and I just—it was—I still use the notebook today. It was so much more helpful than FSUS—more in-depth. Where we spent one class period on like learning styles, we spent over a week on in UNIV101.

4. What do you think the ideal first year semester looks like academically and socially?

Jr: Academically, I guess it would depend on the student, what they're striving for. Like for me, it would be a 4.0. But granted the transition between high school and college is often different for different people. So a lot of people expect to do not as well in college as they did in high school as far as grade point average goes, which is understandable—I was the same way. So certainly above a 3.0 I guess, for academics. Socially, I guess meeting new people I think; letting students know about the organizations that pertain to their major or other organizations of general interest—the RSOs on campus. Definitely let them know about that. And if there's any fraternities or sororities that pertain to their major—or other ones that don't. Things that they can get involved with on campus that don't cost money or don't—aren't going to make them suffer academically but it's going to improve their college experience as a whole.

So: I would say your first year, you should try to work as hard as you can on your academics. I was striving for a 3.6 or better because that's what I graduated with and it didn't happen because of the classes I took. So I did get a decent grade point average and it's evened out now, but just—I would say try to strive for what you think is the best...if that's a 3.0 or if that's a 4.0, it's different for different people. And socially, again, make as many friends as you can because usually those relationships continue when you're off to work or wherever.

Sr: I agree with both of them. My first semester I did very well, but I didn't have any friends at the time so I stayed locked in my room instead and I got a 3.25 my first semester. I was happy about that. But now it's leveled off to a 3.0, but that's still good for me. I think definitely do as well as you can the first semester. I know it's going to be difficult, but I would say strive for a 3.0 or better and as far as socially, definitely make as many friends as you can, get involved—whether it's through organizations or sporting events or both whatever...fraternities, sororities, whatever you find that you like. But don't get overly involved to the point where it's affecting your grades and you don't have time to study or do your homework.

Jr: One other comment on that, I lived in a hall that after my first semester as a freshman—they always say that 50% of freshmen drop out first semester—it was completely true on my floor because all of us had roommates the first semester and second semester none of us did. So it was exact to the statistic completely true. And so I think, again, like was said, academically and socially what are the things you should you strive for—a balance between the two would be good because if you don't then you're going to do more of one and you need both.

5. Now that you're an upperclassman, what do you think freshmen need to know to have a positive student experience at Ferris?

Sr: Actually, over the summer I started making a list of things that I had thought about in the past that might help students now, but I haven't really done anything with it yet. I know some of the things I wrote were like don't be afraid to ask questions of teachers, others around you, other people that you might meet on campus, faculty members... don't be afraid to ask questions if you need help or if you're curious about something. Do the best you can with homework. Make friends and get involved as much as you can or as you want to and just try to have a positive attitude. Just get enough sleep, try to eat the best you can, too, try to stay active. You really have to have the balance between academically and socially in order to survive—not only the first semester, but your first year, too.

So: I wasn't involved in anything really my freshman year. I joined a little RSO because I had to do it for a project for one of my classes. I tried to get involved in that, but then I found out it's really not what I wanted to do. So this year I joined the Hall Council on my hall and I became the Event Coordinator which I found out I like to do. I basically plan events and make sure things go smoothly and I would say I really enjoy that more because I'm not that outspoken of a person, but when I'm in a smaller group of people then I can say what I want and get things done. I'm a person who likes to get it done now. I would say for freshmen, try to get involved even in Hall Council. If you go every week, you're going to show that you care. If you have suggestions, as many suggestions as you can, we'll try to do. And if we can do it or not, we'll try to satisfy you to the point if you need a new vacuum, we'll get you a new vacuum. If you want to have a dance, we'll do that. Stuff like that is very important because then you find...if you have opinions, tell us.

Jr: A lot of things that you said, "Senior", all of those as far as freshmen—I guess the only thing I would add to that is explore everything that you think you might be interested in so you know, ok, well, I want to do this again next year or well, I didn't really like that one so I'll concentrate more on this next year because then you'll know and you can put a good three years into whatever you—some RSO or fraternity or sorority or whatever and you can make an impact and you can make a big difference in whatever area you go into. Explore a lot of different paths.

6. What are a couple of pieces of advice that you would give to freshmen?

Sr: When Ferris—when you get the opportunity to go to events like the Founder's Day events during the first week of classes, or Bulldog Bonanza, or even the job fairs... any of those things, definitely take advantage of those things because you can get a lot of great stuff and meet a lot of great people there and you might see something there you like. I know a lot of RSOs are at Bulldog Bonanza and the RSO fairs. Definitely try those out, too.

Jr: Definitely agree with you, again. I guess give the weekends a chance. Because like I said before, I went home almost every weekend my first semester here and people always say there's nothing to do, but there is—there's always something going on on campus. And like you said, Founder's Day or whatever, RSO fairs and whatnot. There's always stuff going on and I missed out on stuff because I was home. So I'd say the biggest thing is stay on the weekends and give it a chance.

So: I agree with them both. I also went home—well, first semester freshman year not as much. Second semester I went home every weekend and I still continue to. I believe that the weekends I did stay up were better because I was able to spend time with friends and sometimes I don't get to. And you don't have to go to classes, so basically you have all that time to do homework, you have all that time to socialize and go out and have your fun and then be serious again by Monday. So it's...I agree with taking advantage of weekends...I plan to this summer. I'm planning to do that. I did it last weekend and it was great. So I would say just study hard because it's true—we lost a lot of freshmen and one of my good friends had to appeal. Always offer to help your friends. If they need help with something academically, just say hey I know what I'm doing. And if they need help socially, just help and listen to them.

7. What topics do you remember covering in your FSUS class?

Jr: I actually brought with me the folder that we got in my FSUS class. We got a lot of pamphlets about the Health Center, student organizations and a lot of different stuff. But as I said before, we mainly had speakers. We covered DPS, we covered the library, we covered learning habits. I know there was a different topic every week and I can't remember them all. We covered a lot of things but I think the problem was we didn't do them very in-depth and it was just kind of skim the surface and a lot of the information like about the—like I already knew a lot of the stuff was just repeated because I had already heard it before or whatever. I don't know if anybody else felt like that in my class. So I think those are the topics that I recall learning about.

So: The thing I remember most is actually filling out one of the Birkam Health Center's questionnaires. For some reason that comes back to me. It was long and I just remember taking the whole class period to fill it out. And at the end I remember taking the phone number and actually making an appointment to go see someone. So it was—just academically I was stressing out so bad that I just—that's what we talked about the whole time, just stress and how to relieve it. And the Counseling Center definitely helps with a lot of things; it's—if you're having emotional problems try talking about that, too...we'd solve it and figure it out. I remember also learning about learning styles and I just remember learning about fraternities and sororities to join. I remember lots of PowerPoints. But I don't think we had that many speakers—I don't remember those.

Sr: I agree with you both as well. From what I can remember, we talked a lot about the health center, stress relief, about the Academic Support Center, Disability Services Office, the Writing Center, DPS, the library and I don't remember a whole lot else. I remember we went to the library once—we did our own tour. We also went to Bulldog Bonanza. We did a lot of discussion, but there wasn't a lot of time every week to discuss it. And maybe we would get pamphlets or something or questionnaires, but even then, if you had questions, what do you do?

8. Please feel free to share any other thoughts about the course, material, etc. that you would like.

Sr: I just wanted to say one more thing, I just thought of it. I know sometimes I hear people complaining about why do we always get these Campus life newsletters every month, you know, why are all these emails in our MyFSU accounts, and I don't even check them every day. I think you really should check your MyFSU almost every day because stuff comes in there every day on events and things going on around campus and in Big Rapids. And you'll find more stuff to do through that as well...and the same thing with Campus Life. There are all kinds of activities in there. They talk about RSOs, they talk about sporting events and I just wish more people would pay attention to it, especially the freshmen because I'm sure they don't. But I wish they would because there's a lot of valuable information in those things, too. And that really helped me in itself, you know, to stay connected.

Jr: Definitely. If people checked their FSU as much as they check FaceBook, then they'd be set. Definitely. I mean, I check that every day, you know, and I think, like you said freshmen don't do it as much as they should. Maybe they're not informed on it, maybe they don't realize that so many things come in there about stuff that's going on on campus that you could stay up here for the weekend or you know, whatever. As far as any other comments, I don't remember any diversity

discussions in my FSUS. And there might have been briefly, but like I said, I don't remember anything—it didn't stick out in my mind and I think that's—I mean it's getting to be a bigger issue and people are talking about it more on this campus and nationwide. So I definitely think a diversity program would be good to include. And I just have a couple other things. I know, as I said—I think all of us said—we had a tour of the library, but what about like a tour of Rankin maybe, because there's a lot of resources in Rankin and you can get lost—you can get like I don't even know where I am anymore, I went down this hallway and I'm lost. Definitely a tour of Rankin. Is the FSUS class still major specific? If it is, then if there's a building that's pretty decent sized that you're always going to be in, maybe the first week of classes take a tour of your own building so you know what all is there and you know where the department office is if you've gotta go get a check sheet for your program or something. Because I know a lot of people didn't know to go to the third floor in Swan for that, for my major. I think I had one more. Since they are for the most part major specific, maybe like when you go on a tour of the library talk about well, here's the science journals that you would look at if you're a biology student or whatever. And like point out things that are specific to your major that you could use as a resource instead of being so general, I guess. Because I would think that would grab their attention more. That's my suggestions.

So: I would suggest that the way that I see it when I was in UNIV 101 class it didn't take up a lot of my time and one thing I would suggest is almost incorporating that as an alternative maybe. Because I took that—I didn't need to take it—but mostly it's available for students that are on academic probation and they had to take it. With me, I chose because basically I needed a two credit course that I thought was going to be fun and easy and I just wanted to do it. So, I learned so much more than I probably I've ever learned in any class because it was just, it was just all the things I could use to succeed. And we also went to the Academic Support Center for meetings. I would suggest to FSUS that you are required to go to one of those sessions. I can't remember, we did one for test taking, I can't remember the other ones but they like give you 10 sessions to go to it, and you basically sit one on one with a person and they ask you questions and they go over the pamphlet of what you can do and if you have any questions then, you're not in a huge classroom so you're not embarrassed to ask. So maybe get a group of 2-3 people and you just take notes and you write a small report on it and say I'm going to improve in this area and how you're going to do it. And then I think it would make people see you can succeed here and not drop out.

Sr: I had a couple more thoughts. Going back real quick to the idea about checking your MyFSU at least 3, 4 times a week and actually looking at the Campus Life newsletters in your mailboxes. I hear people complaining about the Torch, too, about the newspaper and why do we always get this and I don't want to read this, it's the same thing. There are all kinds of things in there. And it's a good way to stay connected, too. And I know people don't always read it, but really they can—during lunch or whenever, whenever you have time just pick a copy up and start looking at it. Because there is good stuff in there. And just something else, too, about registration and scheduling for the next semester. I didn't really have a problem when I started here for the first couple years when it used to be the old system for scheduling. But even when I started using the Banner code to register, I didn't know at first what to do. I was really confused; I was getting upset because it wasn't working for me and I couldn't get what I wanted because I didn't know where to find it. I think something else as far as either FSUS or UNIV 101, whichever one students choose, I think there should be time during one of the class periods when the instructor is going to go through the registration process and show you how to do it.

Jr: Going along with what you said about checking MyFSU and all that, maybe even like having a session or one of the weeks to show you what you can do on MyFSU. There's about six different tabs, and I know I only go to maybe two of them you know, and there's a lot more information and if people knew, then there probably wouldn't be as many questions or confusion about well, do I have to take this course or where do I go for this or whatever. Because I mean there's so much information when you log on to your own account and so maybe a session on that would help a lot.

Moderator questions for faculty:

1. What do you think it is important for first-year students to know?
2. What do you think they need to know that is not currently being addressed in the FSUS100 class?
3. How do you think students perceive the class?
4. How are you using the weeks where you are given "Faculty Choice"?
5. Are you holding to or varying the attendance policy as laid out in the sample syllabus?
 - 5a. If you are varying from it, in what way are you modifying it?
6. Please feel free to share any other thoughts or anecdotal information.

E-mail for invitation for **students**:

Subject: Share your thoughts—Have pizza and pop!

Text:

The FSUS Program is interested in what you have to say about the FSUS 100 course you took your freshman year.

Please join us during one of the days and times listed below. To reserve your spot, please call 591-3677 (ext. 3677 if you are calling from an on-campus phone). Pizza and pop will be served. All sessions will take place in CSS 302.

Monday, Jan. 22 3:00 p.m. to 4:00 p.m.

Tuesday, Jan. 23 11:00 a.m. to 12:00 p.m.

Thursday, Jan. 25 3:00 p.m. to 4:00 p.m.

You will also be given a \$5 Quizno's coupon for your participation.

E-mail for invitation for **instructors**:

Subject: Share your thoughts—Have refreshments

Text:

The FSUS Program is interested in what you have to say about your experiences teaching the FSUS 100 class.

Please join us during one of the times listed below. To reserve your spot, please call ext. 3677. Refreshments will be served. Both sessions will be held in CSS 302.

Wednesday, Jan. 24 10:00 a.m. to 11:00 a.m.

Wednesday, Jan. 24 2:00 p.m. to 3:00 p.m.

You will also be given a \$5 Quizno's coupon for your participation.

1. What is important for first year students to know?

Practical things – how do they drop a class, when to contact their adviser, if they can't reach their adviser – then what do they do. We assume they know things that they don't know.

Basically, who do they contact for different things and when.

I know a few times I had students who couldn't find their adviser, they were panicking and they didn't know they could contact the department.

2. What do you think they need to know that is not currently being taught in the FSUS 100 class?

I guess that's why I bring that up (previously mentioned – practical things).

There are so many things that are now required for us to cover in FSUS, that it's hard to get to those things - that's not one of the days – one day is supposed to be about Ferris, etc. I have students saying – when we're trying to cover the required subject – How do they figure my GPA? What do I do if I can't reach my teacher? What do I do if I'm not going to be here? Things that seem like common sense to us are things that they need to hear about. I think probably a lot of teachers do talk about those things, but it's not on the list of what is supposed to be covered.

3. How do you think students perceive the class?

It depends on the student. I would get comments at the end and it always fascinated me that some of them were interested in the history of Ferris and some were going “why did I have to do that?” So I think the younger they are they might assume that what we cover in FSUS is just part of the college and they go along with it, but the older the student, I sense that they believe it's just a big waste of their time, a lot of what we were doing. I've taught 3 FSUS classes, but I skipped last fall. It also depends on the group as to how they perceive the class. I think that the first group I had a few that meshed together, those kids I think became friends actually from the class. They kept things going. I'll tell you what was frustrating to me: the first year, there weren't quite as many requirements, so I would see them and get to know their names, but then it got to the point there were so many things that had to be covered that they were going to different things every week and I agree that some of those things are important, but I didn't get to know the students and the students didn't get to know each other. When I'd say, ‘why don't you guys work in a group?’ when we did get together, they weren't doing it. I'd ask ‘why don't you talk with him and get his ideas?’ But they weren't doing it because they didn't know each other, because they weren't in the classroom enough. I know it's only one hour a week, but I think the last time I taught it we had only 3 classes of actual class time, and those were so sporadic – there was never 2 weeks in a row that they - - - could get to know each other. And I didn't have time to get to know them. I put name tags on their desks so I could learn their names, but it's tough when you only actually sit in the classroom such a short time. And so you don't ever really develop that rapport with

them where they feel they can talk to you even though you say: 'any question you have, talk to me, e-mail me. I would say call me anytime – but they didn't.

I don't know why they would have contacted me since now, we don't get to know them well enough.

4. How are you using the weeks where you are given faculty choice? The list is what I worked from: diversity, time management, speakers came in, College of Business department heads would come in and talk about their programs, what kind of jobs you could get, what electives they would recommend depending on what the student was wanting to major in. I really got a lot of good feedback on that because a lot of them don't know what kind of jobs they could get from their major. I've had a lot of thoughts about this (FSUS). This past fall, I wanted to do it, but my schedule had gotten so hectic, that I just couldn't. The last year I taught it, I did what I was supposed to do and the students walked out without us getting to know each other. It really frustrated me, I don't feel like the class is about giving them homework assignments, to me it was about them getting to know other students and what was going on around campus that week – I would bring in the Torch every week with all the things going on. And if they went to a Ferris sponsored activity, I'd give them extra credit. I thought that was the purpose – to get the students involved, because the more things they did (interruption).
5. Are you holding to or varying the attendance policy:? Holding to mostly, I tried to. I know the questions at the end are based on that. Most of their grade is based on attendance; all the work I have them do is in class, so if their not there – they don't do the work and don't get the points. And they get points for being there. But, I give them chances for extra credit, if they can't come to class or attend one of the functions. I give them other assignments so that they do have a chance to make that up, if for some reason they have to miss class.
6. I go in the first day and say, I'm not looking at this as an academic class for you. I'm looking at this to let you know things that are going on at Ferris, what you can become involved in; I expect that you will all get an A, but you have to be here to get the A, because all of the assignments are going to be given in class. If there was an activity to attend, then they didn't have class that day, because that's what they were doing. I said, 'You know, you need to spend your time on you academic classes, this is your first semester here, and I don't want you to have to spend homework time on this class. To me that wasn't the intent of it. But I think other faculty had a different idea. The other piece I did was e-mail them every week to tell them what we were going to be talking about that week and if class wasn't going to be in the classroom where and when they should be there. Most of the time the outside assignments could be done during our class time. I told them different activities they could attend that week to get extra credit. And they would have to write me a paragraph about the activity. I found quickly the first year that when I offered them 10 points for extra credit, then if we did an activity in class that was worth 10 points – so they figured it out that if they went to a

basketball game, they didn't have to come to class. So I switched it and made the extra credit worth 5 points so that way they had to at least attend 2 things to make up for the missed class.

I really enjoyed this class, it's a great class, but I think it has lost it's focus. They want so many things included. I used to know students well enough that they felt comfortable coming to me. Back when it first started there was time to get a conversation going and a comfort zone.

1. What do you think is important for first year students to know?

(A) I think the FSUS 100 format has some very important concepts.

And I think those are important. You know students may not always think so.

You know the subjects of alcohol, sexual harassment, aids – a lot of them say they've heard it before in high school. But I really don't think it hurts them to hear it again in their first year of college. They're away from mom and dad, they don't have that person constantly telling them 'now don't do drugs' you know, pointing at them. It's almost like a parent coming back and explaining those things. I think the content that's there is good. I think there should be certain other things during the free weeks that could be universal. Maybe attitudes adjustment over time, and another one that's near and dear to me is critical thinking and problem solving. I know that some experts say those skills are already in place at a young age, however I think that we can still help them in that process. Another thing I think is good - and I know we have it somewhere in the FSUS classes is being a good member of the community – part of the American Democracy Project, etc. I think that needs to be reiterated a little more strongly. And the other thing – a team player – today's kids do so many things that kind of turn them in to loners. They do text messaging on their computers and cell phones, etc. and they distance themselves from people. A lot of them don't have that team mentality and I think that would be a good thing to have in there.

(B) Well, I think the first thing is that if something isn't going well for them, that they need to reach out and they need to contact and let the adviser know. I think that's the biggest difference for them between high school and college. The students I have who need a bridge between these two eras(?) they're used to having parents there to tell them what to do and when; and now they have to advocate for themselves. I think there's a real hesitance on their part to reach out to their advisor, to reach out to their faculty members here at Ferris and to seek assistance. I think that's the first thing. I have students who are at high risk for failure and they are taking especially mathematics they need to seek assistance for that and then to follow through. I know we have SLA and it's very important, most of my students go to classes with SLA; but for those students it's still not enough. They need support, tutorial services, etc. And in conjunction with that they need time management, self-management, to learn to keep themselves organized, not to procrastinate – those are critical things for students to know, because if they can't do those first, then we can't even get to the academics.

Another thing is dealing with the reality of college, knowing that you have to self advocate.

2. What do you think needs to be addressed that is not currently being addressed?

Does your previous answer cover that or is there something more? (A) Some of them are being addressed by some of the professors who are doing a good job of incorporating, for instance the Amer. Democracy Project, and you know that's something across campus that would work in to FSUS and help students be better

aware of that area. But the critical thinking and problem solving are not currently being taught in FSUS, nor is the team building portion and I suppose you could incorporate that into the studies skills portion. But I think the study skills class is enough for the hour so I don't think you'd have time under the heading. (B) I know the other woman talked about political engagement, and that others have their students read short articles that relate to participating in a democracy and I thought about that. I have them read also, but for my students they need a way to move into and increase the habits that they're acquiring so I them read fiction, to sit down with a book, so they have a transition to their studies, and then they're responsible for reporting on the book, summarizing it, and using it as a way to establish good habits. I think by the second semester they know that this is something they like. They can start having an affinity for language and ideas, then they can make the transfer.

3. **How do you think students perceive the class?** (A) That's a great question. I think it's always interesting when you get feedback about that on the survey because faculty perception is always different from students. Usually many of them come in with their heels dug in, kicking and screaming, thinking 'why do I have to do this class, isn't this extra?' But I think by the time you're done, the perception has changed, because I hear a lot of people say "this is a good opportunity."

I think they start out thinking it's a have to – and if you make it fun for them and you make it interesting to them, they end up enjoying it. And I like it because those students are the ones who keep coming back to see me, one young lady just dropped in this morning and said she just came into say 'hi' that she missed me. I kind of enjoy those contacts that you build with kids (through FSUS 100).

(B) I have somewhat of a different group, students who are under prepared, being accepted on a provisional status, and they have to sign a contract. There is some resentment initially in the fall. There are some attitudes in the fall – that go 'I don't need this, why am I here?' That's a struggle in the classroom. The other 50% are saying to themselves, this is an opportunity. And they feel good about it. I tell them, "this is an academic advising class, it's a wonderful opportunity to get together and be a part of a community." I had one student come in who was very bright, and as all of my students do, he participated in the Scholar-Mentor program. He came back to me at the end of the year and he said – "I don't know what's the problem, I'm mentoring my mentor with a math class and she really appreciates it." 000

4. **How are you using the weeks where you are given "Faculty Choice"?**

(A) Critical thinking and problem solving, I do kind of a team building exercise. And we do something that talks about health care profession and medical ethics. Then we do one on programmatic issues.

(B) I don't teach an FSUS class per se, I teach UNCP 100 and UNCP 101, courses for students who have not been accepted into their academic program and who are academically under-prepared, who sign a contract to remain eligible to stay at Ferris, so I don't have faculty weeks, per se.

5. Are you holding to or varying the attendance policy?

(A) I adhere to the FSUS attendance policy. I think it's fairly lenient, when you think about it – you can already have 4 absences from a one hour class.

(B) I will make modifications to the attendance policy in my courses as long as its equitable for everyone.

6. Please share any other thoughts or anecdotal information. Overall I think it's an excellent seminar course for incoming freshmen and obviously others do too, because of the numerous accolades its gotten across the nation. I think it's a strong program. I do think that we could put some of the previously mentioned areas such as the American Democracy project could be incorporated. I think their ongoing process of evaluation and looking at outcomes is excellent because there are a lot of programs and courses across campus that don't do that. I would give them a pat on the back for that one.

FERRIS STATE UNIVERSITY FSUS Faculty Survey

In an effort to continuously improve upon the success of the FSUS program, we are asking FSUS faculty to please take a few moments to fill out this survey.

FSUS Course Objectives

Listed below are the ten FSUS course objectives. Please indicate any objective (s) that you believe to be the most important for first-year students, least important for first-year students, those for which you need additional classroom resources, and those not covered in your seminar course. You may select more than one objective (or none) for each of the four categories. If it appropriate, you may check more than one answer for each objective.

Q1 Please indicate the objectives that you think are most important, least important, require additional classroom resources, and not covered in your class.

	Most Important	Least Important	Need Additional Resources	Do Not Cover
a. Becoming familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Developing an awareness of how the student learns and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Gaining an understanding of wellness issues that directly impact students' health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing effective time management strategies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understanding how to apply basic study skills techniques to academic courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Understanding and learning to appreciate differences and similarities among the members of the diverse Ferris community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Receiving academic advising and technical assistance to insure appropriate registration for the next semester.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Receiving encouragement to be active participants and contributors in campus and community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Learning about and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FERRIS STATE UNIVERSITY FSUS Faculty Survey

FSUS Instructor Resources

Q3 How helpful have the following resources been in teaching the FSUS seminar (or infused course)?

	Very Helpful	Helpful	Neutral	Unhelpful	Very Unhelpful	Not Applicable
a. FSUS Instructor Manual (Toolkit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. FSUS Infomail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. FSUS Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Instructor Resource Guide (Guest Speakers for the FSUS Classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Large Group Presentations - Alcohol	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Large Group Presentations - Sexual Aggression/Assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FSUS Mission

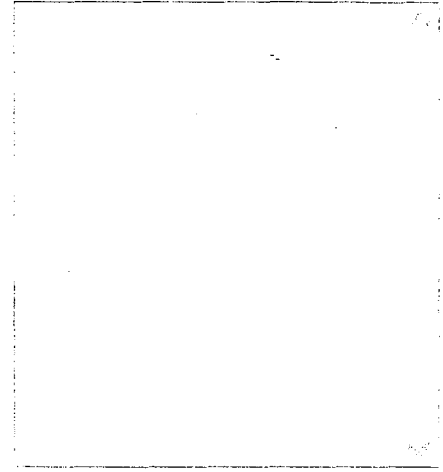
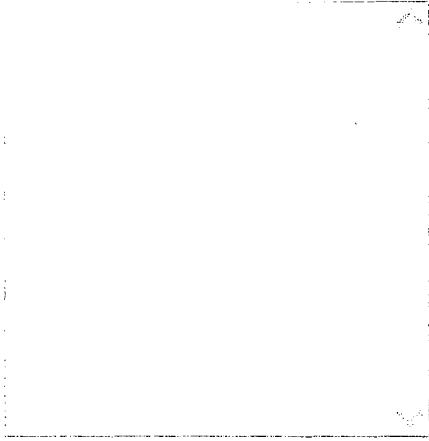
The Mission of the Ferris State University Seminar Class is to provide first-year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.

Q4 What is your perception of how well the FSU Seminar accomplishes its mission in the following areas?

	Very Successful	Successful	Neutral	Unsuccessful	Very Unsuccessful
a. Personal connections	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Relationships with FSUS faculty members (that serve as an internal model for interactions with future teachers.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 How can the FSU Seminar course be improved for future students?

Q6 What is your overall opinion of the FSU Seminar program?



Q7 Did you teach a special population FSUS section? (Major specific section, infused course, etc.)

Yes

No

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understanding academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.

j. Knowing about and understanding the mission of Woodbridge N. Ferris and his mission as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

Q2 If you selected "Need Additional Resources" above, what additional resources would be helpful for covering the FSUS course objectives?

Reset

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Mission: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	35	87.5	92.1	92.1
	Need Additional Resources	3	7.5	7.9	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Mission: Didn't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	34	85.0	89.5	89.5
	Do Not Cover	4	10.0	10.5	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

What add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		31	77.5	77.5	77.5
	Activities or short quizzes to identify their knowledge of the topic (I know there was one for diversity that the students really liked). This facilitated discussion. I think many of the top	1	2.5	2.5	80.0
	Concrete offerings of resources.	1	2.5	2.5	82.5
	I miss our previous judicial officer. She was great & a great speaker to have in class.	1	2.5	2.5	85.0
	I think a speaker that talks about time mgmt would be great. I had the students fill out the form that tells them where they spend their time, yet it does nothing to promote changes in	1	2.5	2.5	87.5
	Interactive video on the life of Woodbridge Ferris as well as the growth of FSU from a small college to a university.	1	2.5	2.5	90.0
	Specialists in those areas actually presenting useful information, orientation to the rec & health center, perhaps tours or group activities. Many times my students went to a speaker only to	1	2.5	2.5	92.5
	Study Skills should be taught in the UNIV 101 course.	1	2.5	2.5	95.0
	Where to find the information	1	2.5	2.5	97.5
	Would like to see PowerPoints developed w/ handouts. I currently speak on topics & have some handouts but would like to see examples of what other people are using. Would love to have a v	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Helpful: Manual/Toolkit

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	16	40.0	40.0	40.0
	Helpful	21	52.5	52.5	92.5
	Neutral	2	5.0	5.0	97.5
	Unhelpful	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Improve FSUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		25	62.5	62.5	62.5
	Add a tour of Rankin. I feel that it was very helpful for my students & shows them some very valuable resources. We also provide tours that are "prog specific" such as a tour of our Nuc Med lab. I did get some feedback from students...	1	2.5	2.5	65.0
	Anything we can do to better inform students of who their academic advisors are & how academic advising occurs, would help improve the course.	1	2.5	2.5	67.5
	Delete some of the duplications. For ex. Career Assessments in CARE102 course not FSUS. Study Skills in UNIV101 not FSUS.	1	2.5	2.5	70.0
	I know I will begin to develop my teach'g strat's this summer, along w/ add'l mat'ls for the course.	1	2.5	2.5	72.5
	I liked when Wink was used for FSUS students to do the drug awareness. Would like to see larger venues used on these topics again. Would like more already developed resources or have instructors post their info in a shared area for anyone to use.	1	2.5	2.5	75.0
	I would really like to see speaker schedules earlier for semester planning, development of a mentoring prog w/ FSUS stu's & stu's who are already successful in their prog's like a big sister/brother prog.	1	2.5	2.5	77.5
	It seems that the FSUS course & its main objectives aren't always taught the same by instructors in the same dept. Students then compare experiences & of course have an opinion. I thought that much of the course was more "canned" (for lack of a better word) & you would see more consistency...	1	2.5	2.5	80.0
	Many instructors do not have buy in, in this course they blow it off so students blow it off too.	1	2.5	2.5	82.5
	More concrete resources & "central booking" for guest speakers. Some are very hard to contact & get confirmation	1	2.5	2.5	85.0
	More opportunities to explore diversity, community standards, & personal relationships.	1	2.5	2.5	87.5
	Perhaps provide some reimbursement for the Pizza + pop celebration at the end, the cookies, donuts, etc. that many instructors provide out of their own pockets. These things are so well received by the students.	1	2.5	2.5	90.0
	Recruit more fac to be involved in teaching prog specific sxns.	1	2.5	2.5	92.5
	Spend more time on study habits, prioritizing, & time mgmt.	1	2.5	2.5	95.0
	There are so many things that the students should go to, that it is hard to develop a relationship w/ them if you send them to everything. If there were more resources that the fac could use, then there would be more time w/ the stu's.	1	2.5	2.5	97.5
	Upper classmen feedback from SE&CS presentations is that they wish they had known about the importance of work experience, RSO involvement & portfolios in their freshman yr so they would have had time to do something about it.	1	2.5	2.5	100.0
Total	40	100.0	100.0		

Overall opinion of FSUS

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		12	30.0	30.0	30.0
	Excellent & should be continued!	1	2.5	2.5	32.5
	Excellent prog, much needed.	1	2.5	2.5	35.0
	For some students the course is really necessary & important, for others it feels like a waste of time b/c they come to college ready & w/ the background the course provides. Unfortunately, it's impossible to distinguish btwn the groups ahead of time.	1	2.5	2.5	37.5
	Good intent, keep taught by fac in area of study if possible.	1	2.5	2.5	40.0
	Great mission...students no matter what, fight taking this course...they don't necessarily see its importance. Would be good to include upper classmates to come & talk/work w/ them.	1	2.5	2.5	42.5
	Great program!	1	2.5	2.5	45.0
	Great prog! This seminar is important to all entering freshmen.	1	2.5	2.5	47.5
	I'd offer to teach it more often but the pay is very poor & time is often at a premium. I think the focus on diversity is overemphasized & the session on alcohol abuse is likely ineffective. More info & sessions on FLITE's resources & time mgmt strat's.	1	2.5	2.5	50.0
	I'm not convinced of the need or efficacy of FSUS. It seems that most of the mat'l that's imp't for incoming students to know if obtained at orientation. Most English teachers take their Freshmen classes to the library & many teachers encourage participation in co-curricular activ's. If stu's need study skills, the Acad Supp Cr...	1	2.5	2.5	52.5
	I believe that it helps true freshmen but many of the non-traditional students are frustrated with being made to attend.	1	2.5	2.5	55.0
	I feel overall the prog is helpful to incoming freshmen. It "forces" them to get connected w/ the campus community & learn about resources that they can use.	1	2.5	2.5	57.5
	I had a great FSUS class this year & really enjoyed teaching it. Would like more access to what people are using in their sxns.	1	2.5	2.5	60.0
	I love it. I'm not a fac mem & am not very good at advising. As long as I can get our Ed'l Couns/Prog Coord to assist me w/ that component of the course, we are good.	1	2.5	2.5	62.5
	I love this program	1	2.5	2.5	65.0
	I think it's a great seminar program for all FSU students.	1	2.5	2.5	67.5
	I think it's a very good concept, but also know that there are stu's that are older than many of things we require turn them off. I know I had a 30 something divorced woman that didn't see the value of the sexual assault or alcohol/drug session...	1	2.5	2.5	70.0
	I think it is wonderful & love teaching it. I wish we could have more time w/ the stu's to cover topics more in-depth.	1	2.5	2.5	72.5
	I think that it's helpful for incoming freshmen.	1	2.5	2.5	75.0
	I think the FSUS program is outstanding, vital part of the freshman year experience. We need to continue to require this extremely imp't course.	1	2.5	2.5	77.5
	In many ways it seems so elementary to be teaching these topics to college stu's. Some I believe are bored w/ the content.	1	2.5	2.5	80.0
	It's an excellent opportunity for help'g stu's be successful, however, there is too much to cover in so few sessions.	1	2.5	2.5	82.5
	It provides our students w/ a lot of info they wouldn't receive in a timely manner if it weren't for the structure FSUS provides.	1	2.5	2.5	85.0
	It should be offered to all students w/out them having to pay for the course	1	2.5	2.5	87.5
	It works!	1	2.5	2.5	90.0
	Most stu's don't seem to take much interest in it, they look at it as "just one credit hour that they must take."	1	2.5	2.5	92.5
	Outstanding program!!	1	2.5	2.5	95.0
Provides a much needed "safety net" & gets better all the time as new & improved lg group present'ns added.	1	2.5	2.5	97.5	
Very helpful	1	2.5	2.5	100.0	
Total	40	100.0	100.0		

Have special population

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	33	82.5	84.6	84.6
	No	6	15.0	15.4	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Benefits/challenges of spec pop

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		22	55.0	55.0	55.0
	All of the students were BUS, but in different progs, which was fine as they were able to hear what other programs were, but sometimes hard when we talked about specific programs, some didn't see the value, although I think it's always good to know what else is out there.	1	2.5	2.5	57.5
	Benefit, students meet fellow classmates who are in same profes'l career goal. Helps the prog distribute prog mat'l & info to all new students. Negative, some students are still on the border of determining career choice. Student..	1	2.5	2.5	60.0
	Challenges: we didn't have a diverse group like other places on campus. Benefits: We were able to focus our class w/ a concentration on Nuc Med which included a tour of our lab, advising, & info about the field to the stu's during some of the classes.	1	2.5	2.5	62.5
	Hard to do this, have not taught in in two years.	1	2.5	2.5	65.0
	Having a major/dept specific seminar allows fac to address specific issues related to the prog, especially regarding advising/reg.	1	2.5	2.5	67.5
	Hónors stu's thought this class was rather useless..they don't correlate study skills, info on alcohol etc. as academic, therefore they don't appreciate the benefits such a class provides.	1	2.5	2.5	70.0
	I have seen students open up in these classes.	1	2.5	2.5	72.5
	I love teach'g this class to a specific major so I can infuse prog info & advising right into the course.	1	2.5	2.5	75.0
	I taught a Pre-Pharm class. It was extremely helpful to be able to address interests & issues that these stu's had in commom w/out boring other students who couldn't relate to the needs of the group.	1	2.5	2.5	77.5
	I think it's beneficial to address students who are in the same curriculum. They have a built-in bond w/ ea other & can share goals & experiences in their field.	1	2.5	2.5	80.0
	I thought it was great that they could be together & have that time to get to know each other during the semester. I noticed a lot had the same classes & talked about those before class began.	1	2.5	2.5	82.5
	It's nice to let radiography students know what to expect in the courses/profession. Many times they make a decision after this course to change major. It's better at this point than after they start the profes'l sequence.	1	2.5	2.5	85.0
	It is quite beneficial to be able to take a group of stu's w/ the same prog focus & orient them to the specifics of that prog. As an instructor I have the opportunity to take some FSUS class time to focus on what they need to know for their prog.	1	2.5	2.5	87.5
	My stu's did realize the importance of coming to class on a regular basis. Some impt study skills did develop. Some stu's also realized that their chosen area wasn't for them-that is great, b/c it occurred in the 1st sem!	1	2.5	2.5	90.0
	One section was honors, as I recall, & the benefit is obvious, but can have down side of stu's bored b/c they already know what you are covering.	1	2.5	2.5	92.5
	Strong connections, friendships, they are comfortable w/ each other, they have all the same classes, a very unique bond is formed amongst them. However, their attitudes can be toxic collectively; as an FSUS Instructor I need to be aware & prepared to redirect some conversations. They also miss out on the world outside their major, but I think...	1	2.5	2.5	95.0
	The benefits are that the students learn about the prog, but I tend to focus on the objectives of the course. I took over a course this semester when a faculty person retired & I got some seriously rude emails after final grades were issued. The previous inst looked at the course as a blow off course & I wanted to follow the objectives...	1	2.5	2.5	97.5
	The benefits were numerous particularly since I had a special pop'n of stu's in my major.	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Additional comments

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		31	77.5	77.5	77.5
	I have also taught FSUS 101 & I find that class to be less worthwhile. I realize that many of the stu's failed FSUS100 or on probation & that's why they have to take it, but in the class I taught the stu's lacked interest in the 100 level class & continue to lose interest in 101. Also, I had a couple of stu's who were req'd to take it simply b/c they hadn't declared a maj.	1	2.5	2.5	80.0
	I think the course is a good concept, but I think we need to look at indiv'l stu's. I have had a couple of cases that I don't think the course was beneficial to the student - they were older & need'g to know around FSU was important, but the social aspects weren't.	1	2.5	2.5	82.5
	Keep doing the good work.	1	2.5	2.5	85.0
	Keep up the good work!	1	2.5	2.5	87.5
	Shelly is great to work with, she has great resources, she's flexible, she's encouraging, & she provides good direction. I have excellent comm'n w/ my college contacts.	1	2.5	2.5	90.0
	Some 1st time stu classes are infusing a standard book across the curriculum, why is FSUS not doing this?	1	2.5	2.5	92.5
	The course needs only to last half of the semester.	1	2.5	2.5	95.0
	The topics I didn't mark as most important in q1 were only because I felt they are impt, just not the most impt (but not the least impt either).	1	2.5	2.5	97.5
	This was my first time teach'g the seminar & I really enjoyed it. It's a lot of fun & rewarding to see "lights" turn on for some of the stu's.	1	2.5	2.5	100.0
Total	40	100.0	100.0		

Frequencies

Prepared by: Institutional Research & Testing, 02/07

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
Campus resources: Most imp	40	0	.95	1.00	.221
Campus resources: Least imp	40	0	.03	.00	.158
Campus resources: Add'l resources	40	0	.05	.00	.221
Campus resources: Don't cover	40	0	.00	.00	.000
Learn/Support: Most imp	39	1	.95	1.00	.223
Learn/Support: Least imp	39	1	.00	.00	.000
Learn/Support: Add'l resources	39	1	.08	.00	.270
Learn/Support: Don't cover	39	1	.00	.00	.000
Wellness: Most imp	38	2	.71	1.00	.460
Wellness: Least imp	38	2	.26	.00	.446
Wellness: Add'l resources	38	2	.05	.00	.226
Wellness: Don't cover	38	2	.00	.00	.000
Time: Most imp	40	0	.90	1.00	.304
Time: Least imp	40	0	.00	.00	.000
Time: Add'l resources	40	0	.13	.00	.335
Time: Don't cover	40	0	.03	.00	.158
Skills: Most imp	40	0	.75	1.00	.439
Skills: Least imp	40	0	.08	.00	.267
Skills: Add'l resources	40	0	.15	.00	.362
Skills: Don't cover	40	0	.05	.00	.221
Diversity: Most imp	39	1	.67	1.00	.478
Diversity: Least imp	39	1	.26	.00	.442
Diversity: Add'l resources	39	1	.05	.00	.223
Diversity: Don't cover	39	1	.03	.00	.160
Advising: Most imp	40	0	.88	1.00	.335
Advising: Least imp	40	0	.08	.00	.267
Advising: Add'l resources	40	0	.08	.00	.267
Advising: Don't cover	40	0	.00	.00	.000
Involved: Most imp	38	2	.76	1.00	.431
Involved: Least imp	38	2	.16	.00	.370
Involved: Add'l resources	38	2	.08	.00	.273
Involved: Didn't cover	38	2	.03	.00	.162
Integrity: Most imp	39	1	.79	1.00	.409
Integrity: Least imp	39	1	.18	.00	.389
Integrity: Add'l resources	39	1	.05	.00	.223
Integrity: Didn't cover	39	1	.00	.00	.000
Mission: Most imp	38	2	.34	.00	.481
Mission: Least imp	38	2	.50	.50	.507
Mission: Add'l resources	38	2	.08	.00	.273
Mission: Didn't cover	38	2	.11	.00	.311
What add'l resources	40	0			
Helpful: Manual/Toolkit	40	0	1.70	2.00	.687
Helpful: Infomail	40	0	2.05	2.00	.932

	N		Mean	Median	Std. Deviation
	Valid	Missing			
Helpful: Website	40	0	2.33	2.00	1.118
Helpful: Guest spkr list	40	0	1.85	2.00	.770
Helpful: Lg grp-Alcohol	40	0	1.63	1.50	.774
Helpful: Lg grp-Sex'l	40	0	1.70	1.50	.883
Percept: Pers'l connections	40	0	1.75	2.00	.670
Percept: Knowledge	40	0	1.93	2.00	.474
Percept: Resources	40	0	1.73	2.00	.554
Percept: Relationships	40	0	1.98	2.00	.768
Improve FSUS	40	0			
Overall opinion of FSUS	40	0			
Have special population	39	1	1.15	1.00	.366
Benefits/challenges of spec pop	40	0			
Additional comments	40	0			

Frequency Table

Campus resources: Most imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	2	5.0	5.0	5.0
	Most Important	38	95.0	95.0	100.0
	Total	40	100.0	100.0	

Campus resources: Least imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	39	97.5	97.5	97.5
	Least Important	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Campus resources: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	38	95.0	95.0	95.0
	Need Additional Resources	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Campus resources: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	40	100.0	100.0	100.0

Learn/Support: Most imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	2	5.0	5.1	5.1
	Most Important	37	92.5	94.9	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Learn/Support: Least imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	39	97.5	100.0	100.0
Missing	System	1	2.5		
Total		40	100.0		

Learn/Support: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	36	90.0	92.3	92.3
	Need Additional Resources	3	7.5	7.7	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Learn/Support: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	39	97.5	100.0	100.0
Missing	System	1	2.5		
Total		40	100.0		

Wellness: Most imp't

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	11	27.5	28.9	28.9
	Most Important	27	67.5	71.1	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Wellness: Least imp't

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	28	70.0	73.7	73.7
	Least Important	10	25.0	26.3	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Wellness: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	36	90.0	94.7	94.7
	Need Additional Resources	2	5.0	5.3	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Wellness: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	38	95.0	100.0	100.0
Missing	System	2	5.0		
Total		40	100.0		

Time: Most imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	4	10.0	10.0	10.0
	Most Important	36	90.0	90.0	100.0
	Total	40	100.0	100.0	

Time: Least imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	40	100.0	100.0	100.0

Time: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	35	87.5	87.5	87.5
	Need Additional Resources	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Time: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	39	97.5	97.5	97.5
	Do Not Cover	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Skills: Most imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	10	25.0	25.0	25.0
	Most Important	30	75.0	75.0	100.0
	Total	40	100.0	100.0	

Skills: Least imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	37	92.5	92.5	92.5
	Least Important	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Skills: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	34	85.0	85.0	85.0
	Need Additional Resources	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Skills: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	38	95.0	95.0	95.0
	Do Not Cover	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Diversity: Most imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	13	32.5	33.3	33.3
	Most Important	26	65.0	66.7	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Diversity: Least imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	29	72.5	74.4	74.4
	Least Important	10	25.0	25.6	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Diversity: Add Resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	37	92.5	94.9	94.9
	Need Additional Resources	2	5.0	5.1	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Diversity: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	38	95.0	97.4	97.4
	Do Not Cover	1	2.5	2.6	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Advising: Most imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	5	12.5	12.5	12.5
	Most Important	35	87.5	87.5	100.0
	Total	40	100.0	100.0	

Advising: Least imp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	37	92.5	92.5	92.5
	Least Important	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Advising: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	37	92.5	92.5	92.5
	Need Additional Resources	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Advising: Don't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	40	100.0	100.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	9	22.5	23.7	23.7
	Most Important	29	72.5	76.3	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Involved: Least impmt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	32	80.0	84.2	84.2
	Least Important	6	15.0	15.8	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Involved: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	35	87.5	92.1	92.1
	Need Additional Resources	3	7.5	7.9	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Involved: Didn't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	37	92.5	97.4	97.4
	Do Not Cover	1	2.5	2.6	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Integrity: Most impmt

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	8	20.0	20.5	20.5
	Most Important	31	77.5	79.5	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	32	80.0	82.1	82.1
	Least Important	7	17.5	17.9	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Integrity: Add'l resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	37	92.5	94.9	94.9
	Need Additional Resources	2	5.0	5.1	100.0
	Total	39	97.5	100.0	
Missing	System	1	2.5		
Total		40	100.0		

Integrity: Didn't cover

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	39	97.5	100.0	100.0
Missing	System	1	2.5		
Total		40	100.0		

Mission: Most imp't

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	25	62.5	65.8	65.8
	Most Important	13	32.5	34.2	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

Mission: Least imp't

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not indicated	19	47.5	50.0	50.0
	Least Important	19	47.5	50.0	100.0
	Total	38	95.0	100.0	
Missing	System	2	5.0		
Total		40	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	10	25.0	25.0	25.0
	Helpful	21	52.5	52.5	77.5
	Neutral	8	20.0	20.0	97.5
	Not Applicable	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

Helpful: Website

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	8	20.0	20.0	20.0
	Helpful	17	42.5	42.5	62.5
	Neutral	13	32.5	32.5	95.0
	Not Applicable	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Helpful: Guest spkr list

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	15	37.5	37.5	37.5
	Helpful	16	40.0	40.0	77.5
	Neutral	9	22.5	22.5	100.0
	Total	40	100.0	100.0	

Helpful: Lg grp-Alcohol

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	20	50.0	50.0	50.0
	Helpful	17	42.5	42.5	92.5
	Neutral	1	2.5	2.5	95.0
	Unhelpful	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Helpful: Lg grp-Sex'l

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Helpful	20	50.0	50.0	50.0
	Helpful	15	37.5	37.5	87.5
	Neutral	2	5.0	5.0	92.5
	Unhelpful	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Successful	15	37.5	37.5	37.5
	Successful	20	50.0	50.0	87.5
	Neutral	5	12.5	12.5	100.0
	Total	40	100.0	100.0	

Percept: Knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Successful	6	15.0	15.0	15.0
	Successful	31	77.5	77.5	92.5
	Neutral	3	7.5	7.5	100.0
	Total	40	100.0	100.0	

Percept: Resources

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Successful	13	32.5	32.5	32.5
	Successful	25	62.5	62.5	95.0
	Neutral	2	5.0	5.0	100.0
	Total	40	100.0	100.0	

Percept: Relationships

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very Successful	11	27.5	27.5	27.5
	Successful	20	50.0	50.0	77.5
	Neutral	8	20.0	20.0	97.5
	Unsuccessful	1	2.5	2.5	100.0
	Total	40	100.0	100.0	

FSUS Instructor Training Workshop

May 7, 2007

Welcome and Overview
Expectations

Introduction to Freshman Seminars

FSUS 100
History of FSUS
Mission / Goals / Objectives
Faculty / Coordinator Roles
Sample Course Outline

Getting Started

What's New for FSUS? - Campus wide theme – 1st Amendment – Freedom of Speech

Covering the Objectives:
Time Management
Academics and Study Skills
Learning Styles
Wellness Issues

12:00 Lunch @ Quiznos

1:00 Re-convene in FLITE 304

Covering the Objectives (con't)
Campus Resources
Advising and Registration
Diversity
W.N. Ferris as educator, statesman and humanitarian

Grading the Course

Course Evaluations – Scientific Reasoning, Social Awareness, SAI, FYI

Closing Exercise

Session Evaluation

FSUS 100 FOR FALL 2006

All first-time-in-any-college freshmen (FTIAC's) must complete a one-credit FSUS 100, Ferris State University Seminar, requirement. For the purposes of FSUS 100 compliance, "FTIAC" is defined as any first-year student who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP.

The following sections are reserved for Arts & Sciences students. Please enroll in a section FOR YOUR PROGRAM if one is available. Sections are listed below.

Pre-Law / Public Administration

CRN	Section	Day	Time	Room	Instructor
81992	009	M	11:00 - 11:50 am	STR 128	Richard Griffin
81997	012	F	11:00 - 11:50 am	TEMP CLOSED	Richard Griffin

Pre-Science

CRN	Section	Day	Time	Room	Instructor
81990	008	M	11:00 - 11:50 am	SCI 111	Mary Murnik

Psychology

CRN	Section	Day	Time	Room	Instructor
81973	001	M	2:00 - 2:50 pm	STR 130	Meral Topcu

Social Work

CRN	Section	Day	Time	Room	Instructor
81984	003	R	9:30 - 10:20 am	STR 134	TBA

All Other A&S Majors

CRN	Section	Day	Time	Room	Instructor
81976	002	W	2:00 - 2:50 pm	TEMP CLOSED	TBA
81985	004	T	10:00 - 10:50 am	SCI 102	Brian Kurisky
81986	005	R	9:00 - 9:50 am	SCI 102	TBA
81987	006	R	2:00 - 2:50 pm	STR 222	Yolonda Barnes
81988	007	F	10:00 - 10:50 am	STR 122	Lilia Caserta
81994	010	W	11:00 - 11:50 am	STR 128	Mary Kilgallen
81996	011	F	11:00 - 11:50 am	SCI 111	Lilia Caserta
82001	013	T	12:00 - 12:50 pm	RAN 155	Mike Cairns
82004	014	T	12:00 - 12:50 pm	SCI 117	Celeste Belcher
82012	015	W	12:00 - 12:50 pm	SCI 102	David Eisler
82013	016	R	2:00 - 2:50 pm	SCI 102	Michael Terry
82016	017	W	2:00 - 2:50 pm	STR 106	Monica Frees
82019	018	W	2:00 - 2:50 pm	TEMP CLS STR 232	Michael Slocum
82023	019	T	4:00 - 4:50 pm	STR 106	Richard Cochran
82025	020	T	5:00 - 5:50 pm	STR 106	Yolonda Barnes
82028	021	T	6:00 - 6:50 pm	STR 106	Amy Otteson

FSUS 100 FOR FALL 2006

All first-time-in-any-college students (FTIAC's) must complete a one-credit FSUS 100, Ferris State University Seminar, requirement. For the purposes of FSUS 100 compliance, "FTIAC" is defined as any first-year student who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP.

The following sections are reserved for Technology students. Please enroll in a section FOR YOUR PROGRAM. Sections are listed below.

Automotive

CRN	Section	Day	Time	Room	Instructor
82388	062	T	2:00 - 2:50 pm	AUT 124	Dan Skurski
82396	063	R	2:00 - 2:50 pm	AUT 124	Dan Skurski
82398	064	T	10:00- 10:50 am	AUT 115	Dan Skurski
82405	065	M	11:00- 11:50 am	AUT 105	Dan Skurski
82409	066	F	10:00- 10:50 am	SWN 106	Dan Skurski

Architectural Technology (ARCH / PARC)

CRN	Section	Day	Time	Room	Instructor
82381	060	T	3:00 - 3:50 pm	SWN 202	Diane Nagelkirk
82384	061	R	3:00 - 3:50 pm	SWN 202	Diane Nagelkirk

FSUS 100 FOR FALL 2006

All first-time-in-any-college student (FTIAC's) must complete a one-credit FSUS 100, Ferris State University Seminar, requirement. For the purposes of FSUS 100 compliance, "FTIAC" is defined as any first-year student who has completed less than 12 credits at another higher education institution, excluding credits earned through dual enrollment, advanced placement, or proficiency testing such as CLEP.

The following sections are reserved for Technology students. Please enroll in a section FOR YOUR PROGRAM. Sections are listed below.

CAD Drafting

CRN	Section	Day	Time	Room	Instructor
82411	067	T	12:00 - 12:50 pm	SWN 114	Mark Hill
82413	068	R	12:00 - 12:50 pm	TEMP CLOSE SWN 114	Mark Hill

Computer Networks and Systems

CRN	Section	Day	Time	Room	Instructor
82415	069	W	2:00 - 2:50 pm	SWN 114	Ron Mehringer
82417	070	M	05:00 - 05:50 pm	TEMP CLOSE SWN 114	Bob Most

Construction Technology and Management

CRN	Section	Day	Time	Room	Instructor
82419	071	T	12:00 - 12:50 pm	GRN 109	Bob Aamoath
82421	072	W	10:00- 10:50 am	GRN 105	David Hanna
82423	073	R	12:00 - 12:50 pm	TEMP CLOSE GRN 109	Bob Aamoath

2006 Outstanding First-Year Advocate



Dr. Richard Griffin.
Professor of Political Science.

Dr. Griffin received the first Outstanding First-Year Advocate Award from Ferris State University's FSUS program in 2006. He was recognized for his exceptional work with first-year students and commitment to the University's first-year seminar program. In addition to teaching Political and Social Science classes, Dr. Griffin has taught FSUS 100 (the University's first-year seminar course) since its inception in 1995. He has attended numerous conferences dedicated to the development, implementation, strengthening and advocacy of the "first-year experience" and has made considerable effort to bring to the program activities and techniques designed to support the University's American Democracy and Political Engagement Projects.



FSU SEMINAR

Shelly VandePanne, M.S.
Coordinator of First-Year Seminars
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Big Rapids, MI 49307

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www.ferris.edu/fsus



Outstanding First-Year Advocate Award



**Call for
Nominations**



**FERRIS STATE
UNIVERSITY**
Imagine More

Outstanding First-Year Advocate

The Outstanding First-Year Advocate Award recognizes an individual who has made significant contributions to the academic and/or personal lives of first-year students. This award is open to faculty and staff in all areas of the University.

Nominations should be submitted based on the following factors:

- ◆ Nominee provides outstanding contributions to and support for first-year students
- ◆ Nominee serves as a first-year student advocate and role model

The Nomination Process:

- Nominators will complete a nomination form and write an accompanying one-page letter of support for their award candidate.
- The nomination form may not exceed three pages and must describe the nominee's advocacy efforts on behalf of first-year students.
- Nominators may also include up to two supporting letters of nomination.
- Candidates will be notified about their nominations and asked to submit a brief philosophy/statement to be reviewed by the FSUS Awards Selection Committee.

Time Line for Nomination and Selection:

- Deadline for Nominations: December 15, 2006.
- Candidates will be notified of their nomination mid-January.
- Deadline for candidates to respond - January 31, 2007.
- The Selection committee's decision will be announced by mid-February.

Nomination Forms

are available on
The FSUS
(Ferris State University Seminar)
Website:
www.ferris.edu/fsus
Click on
Outstanding First-Year Advocate

Any member of the Ferris community may submit a nomination for the

***Outstanding
First-Year
Advocate!***



Shelly VandePanne/FSU
01/24/2007 02:19 PM

To Sharon E Bell/FSU@FERRIS, Sheila
MacEachron/FSU@FERRIS, John C Cullen/FSU@FERRIS,
Leonard Johnson/FSU@Ferris, Joan E
cc Amy S Otteson/FSU@Ferris

bcc

Subject Revised FSUS Instructor survey

Attached is the third revision to the FSUS Instructor survey for our Academic Program Review. I have been struggling with the directions for the first section (FSUS Objectives). Please feel free to make suggestions for improvement. I really appreciate your input - you have been a great help in putting this together.

I look forward to your comments.



DRAFT FSUS Faculty Survey 1.24.07.doc

Shelly VandePanne
Coordinator of First Year Seminars,
UC Orientation and Registration
University College
Ferris State University
Big Rapids, MI 49307
(231) 591-2360

COVER LETTER:

The Ferris State University Seminar Program Review Committee is asking new and veteran first-year seminar instructors to please take a few minutes to complete the following survey about FSUS courses on campus. Please complete the survey before **<INSERT DATE>**. If you have any questions regarding the content of this survey, please contact Shelly VandePanne or Joan Totten.

Please click on the link below, complete the survey, and hit the submit button. If your browser does not automatically open, copy and paste the link in a new window to complete the survey.

YOUR RESPONSES WILL BE KEPT CONFIDENTIAL.

<insert link to survey>

Thank you for your time and feedback.

FSUS Course Objectives

Listed below are the ten FSUS course objectives. Please indicate any objective(s) that you believe to be most important for first-year students, least important for first-year students, those for which you need additional classroom resources, and those not covered in your seminar course.

You may select more than one objective (or none) for each of the four categories.

		Most Important	Least Important	Need Additional Resources	Do not cover
1	Becoming familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology).				
2	Developing an awareness of how the student learns and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).				
3	Gaining an understanding of wellness issues that directly impact students' health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).				
4	Developing effective time management strategies.				
5	Understanding how to apply basic study skills techniques to academic courses.				
6	Understanding and learning to appreciate differences and similarities among the members of the diverse Ferris community.				
7	Receiving academic advising and technical assistance to insure appropriate registration for the next semester.				
8	Receiving encouragement to be active participants and contributors in campus and community activities				
9	Learning about and understanding academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.				
10	Knowing about and understanding the mission of Woodbridge N. Ferris and his mission as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.				

11. If you selected "need additional resources" above, what additional resources would be helpful for covering the FSUS course objectives?

FSUS Instructor Resources

How helpful have the following resources been in teaching the FSUS seminar (or infused course)?

		Very Helpful	Helpful	Neutral	Unhelpful	Very Unhelpful	Not Applicable
12	FSUS Instructor Manual (Toolkit)						
13	FSUS Infomail						
14	FSUS Website						
15	Instructor Resource Guide (Guest Speakers for the FSUS Classroom)						
16	Large Group Presentations - Alcohol						
17	Large Group Presentations - Sexual Aggression / Assault						

FSUS Mission

The Mission of the Ferris State University Seminar Class is to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction & graduation.

What is your perception of how well the FSU Seminar accomplishes its mission in the following areas?

		Very Helpful	Helpful	Neutral	Unhelpful	Very Unhelpful	Not Applicable
18	PERSONAL CONNECTIONS						
19	KNOWLEDGE						
20	RESOURCES						
21	RELATIONSHIPS with FSUS faculty members (that serve as an internal model for interactions with future teachers.)						

22. How can the FSU Seminar course be improved for future students?

23. What is your overall opinion of the FSUS Seminar program?

24. Did you teach a special population FSUS section? (Major specific section, infused course, etc)

Yes

No

25. If yes - please comment on any benefits or challenges that you observed for students in this course.

To: Doug Haneline, Academic Program Review Council
From: Joan Totten, Department Head, Developmental Programs
And Curriculum, University College
William Potter, Dean, University College
Shelly VandePanne, FSUS Coordinator, University College
Subject: Academic Program Review
Date: October 5, 2006

A general overview of our Academic Program Review for the FSUS 100, First Year Experience Seminar, course is attached. Following the overview, the course evaluation plan and proposed budget are also attached.

Please contact us if you have any questions or need any clarification.

Thank you.

**FSUS 100 Course - Academic Program Review
Developmental Programs and Curriculum
University College
Academic Year 2006-2007**

This document will address III. Policy: The Academic Program Review Process, sections B. (Creating the Program Review Panel), C. (Preparing the Budget), and D. (Designing the research Plan and Survey Instruments). Narratives regarding sections B, C, and D are given below:

B. Creating the Program Review Panel (PRP)

The one-credit FSUS 100, First-Year Experience Seminar, course is mandatory for all incoming first year students at Ferris State University. It is not a program nor is it a department. The FSUS 100 course is offered through the Developmental Programs and Curriculum (DP&C) department and coordinated by Shelly VandePanne. The department head is Joan Totten.

There are only four tenure track faculty members in the DP&C department. The FSUS course is taught on occasion by one of them. Well over a hundred sections are taught each fall by faculty and staff from all of the undergraduate colleges. As a result of these unusual circumstances, Dean Bill Potter has appointed Joan Totten as chair of the PRP.

The DP&C department and Bill Potter are requesting that the panel be made up of faculty representatives from the undergraduate colleges who have taught the FSUS 100 course and the coordinator of the FSUS 100 course, Shelly VandePanne. Shelly and the department head, Joan Totten, will represent University College on the panel.

C. Preparing the Budget

The DP&C department and PRP would like to request a budget of \$1,000 for the review process. The budget will help defray the approximate \$5,000 cost of the Educational Benchmarking (EBI) national study and incidental

costs for student and faculty surveys and focus groups. Please see the detailed proposed budget memo.

D. Designing the Research Plan and Survey Instruments

Student satisfaction surveys are ongoing each semester as a part of the Educational Benchmarking (EBI) national study. The EBI will be a significant source of data for the review process.

For the past five years, Ferris State University has participated in the First Year Initiative Survey conducted by Educational Benchmarking. The purpose of the national study was to survey students to understand their perceptions of the first year experience course. Results of the EBI study will assist in assessing the effectiveness of the FSUS 100 course and in the planning and development of future course content and delivery methods.

For the purposes of the academic program review, University College will also survey FSUS 100 faculty and staff concerning their perceptions of the course.

Student and faculty focus groups will be formed to gather information about the effectiveness of the FSUS 100 course.

Data from Institutional Research and Testing will provide current retention rate and grade point information for all FSUS 100 students.

All research data will be compared to data obtained in previous years of offering the FSUS course. In summary, according to the timeline indicated, the FSUS 100 PRP will use the following research plan and use the indicated survey instruments:

(Please refer to the detailed course evaluation plan.)

- Student and faculty surveys and focus group information - end of each semester
- Data from Institutional Research and Testing - end of each semester
- EBI comparative data - end of the 2006-07 academic year
- Academic Review report submitted on or before June 15, 2007

Course Evaluation Plan
FSUS 100 – First Year Experience Seminar

Degrees Awarded: None

Program Review Panel:

Chair and Department Head: Joan Totten

FSUS 100 Course Coordinator: Shelly VandePanne

Panel Representatives from each College:

Arts and Sciences - John Cullen

Allied Health Sciences - Sheila MacEachron

Business - Sharon Bell

Education and Human Services - Leonard Johnson

Technology - Thomas Hollen

University College Dean - William Potter

Purpose: To conduct a study of the FSUS 100, First Year Experience Seminar, course to determine whether the course is meeting our students' needs and if they are acquiring the skills or knowledge at the levels we expect. Results of the study will assist the University in making informed decisions about program improvement and resource allocations.

Data Collection:

Student satisfaction surveys

Faculty opinion surveys

Institutional Research and Testing data

Educational Benchmarking study (EBI)

Page Two – Course Evaluation Plan

Schedule of Events:

<u>Activity</u>	<u>Leader</u>	<u>Target Date</u>
Student satisfaction survey	Shelly VandePanne	Dec. 8, 2006; April 27, 2007
Faculty opinion surveys	Shelly VandePanne	Dec. 8, 2006; April 27, 2007
Institutional Research and Testing data	Bill Potter	Dec. 8, 2006; April 27, 2007
Educational Benchmarking Study	Shelly VandePanne	Jan., 2007; abbreviated report May, 2007

To: Doug Haneline, Academic Program Review Council
From: Joan Totten, Department Head, Developmental Programs
And Curriculum
William Potter, Dean, University College
Shelly VandePanne, FSUS Coordinator
Subject: Proposed budget for FSUS 100 Course Review
Date: October 6, 2006

Attached is the proposed budget for the FSUS 100 course review. Please contact us if you have any questions.

	<u>Cost</u>
Student Surveys (2,100) Copying Costs	\$ 200.00
Student Assessments of Instruction (no cost to department)	
Faculty Opinion Surveys Copying Costs	10.00
Institutional Research and Testing data (no cost to department)	
Educational Benchmarking Study (EBI) (To help defray the approximate annual cost of \$5,000)	600.00
Focus Group Incidental Costs	100.00
Final Document Copying Costs	90.00
Total	\$1,000.00

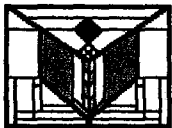
Joan E Totten/FSU
09/29/2006 11:06 AM

To Shelly VandePanne/FSU@FERRIS
cc
bcc
Subject Fw: Program Review Documents Deadline Reminder

FYI

Joan Totten, Department Head
Developmental Programs and Curriculum
University College

— Forwarded by Joan E Totten/FSU on 09/29/2006 11:06 AM —



Douglas Haneline/FSU
09/29/2006 10:56 AM

To Marilyn Skrocki/FSU@FERRIS, Roger A
Daugherty/FSU@Ferris, Michelle Johnston/FSU@Ferris,
Elizabeth Wilson/FSU@FERRIS, Grant
Snider/FSU@FERRIS, William Killian/FSU@FERRIS, David
V Frank/FSU@FERRIS, Reinhold Hill/FSU@FERRIS,
Christine Vonderhaar/FSU@FERRIS, John A
Kane/FSU@Ferris, John E Vermeer/FSU@Ferris, Julie
Doyle/FSU@Ferris, Ronald A Mckean/FSU@Ferris, Kevin
Miller/FSU@FERRIS, Joan E Totten/FSU@FERRIS, Ashraf
S Affi/FSU@Ferris
cc Roxanne M Cullen/FSU@Ferris, Michelle
Johnston/FSU@Ferris, Matthew Klein/FSU@FERRIS, David
Nicol/FSU@FERRIS, William Potter/FSU@Ferris, Ellen J
Haneline/FSU, Thomas E Oldfield/FSU@Ferris
Subject Program Review Documents Deadline Reminder

Colleagues—

This is a reminder that documents for the program review process need to reach me and Associate VP Cullen. I do not have documents yet for HCSA, Communication, ICT, Integrative Studies, Legal Studies, Hotel/Resort/Food Industry Management, EET/IET, Liberal Arts. Business Core, FSUS, and the minors in Spanish, Economics, and Military Science.

The models for the documents are in the packet I distributed at APR orientation last month. They are also on the APRC web page.

From each panel I need (1) a list of panel members, (2) a self-study plan, and (3) a budget. The budget should also go to Roxanne, who approves it.

Because I will be out of town during the latter part of next week, I would like to move the deadline for receiving the documents to Monday, October 9.

Please e-mail or call me if you need help in preparing the documents.

Doug

Douglas Haneline, Ph. D.
Chair, Academic Program Review Council
Professor of English

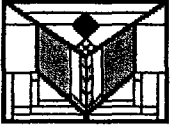
Joan E Totten/FSU
09/21/2006 05:03 PM

To William Potter/FSU@Ferris, Shelly
VandePanne/FSU@FERRIS
cc
bcc
Subject Fw: FSUS 100 APR

FYI

Joan Totten, Department Head
Developmental Programs and Curriculum
University College

----- Forwarded by Joan E Totten/FSU on 09/21/2006 05:03 PM -----



Douglas Haneline/FSU
09/21/2006 04:17 PM

To Joan E Totten/FSU@FERRIS
cc Roxanne M Cullen/FSU@Ferris
Subject Re: FSUS 100 APR

Joan--

Look on the APR website for samples of the three documents--for a plan, a panel, and a budget. Send them to me and to Roxanne.

Doug

Douglas Haneline, Ph. D.
Chair, Academic Program ~~Review Council~~
~~Professor~~ of English
Department of Languages and Literature
Ferris State University
820 Campus Drive--ASC 3080
Big Rapids, Michigan 49307
Office: 231.591.2525
Cell: 231.679.2668
douglas_haneline@ferris.edu
http://www.ferris.edu/htmls/colleges/artsands/faculty_desc.cfm?FSID=110
"Be kind, for everyone you meet is fighting a great battle."

--Philo of Alexandria

Joan E Totten/FSU

Joan E Totten/FSU
09/20/2006 05:27 PM

To Douglas Haneline/FSU@FERRIS
William Potter/FSU@Ferris, Shelly
cc VandePanne/FSU@FERRIS
Subject FSUS 100 APR

Doug and Academic Program Review Council:

Bill Potter has appointed me coordinator of the APR for the FSUS 100 course. Bill, Shelly VandePanne (FSUS Coordinator), and I met today to determine the PRP, form a study plan, and discuss the budget required for the APR.

Our PRP will consist of a representative from each of the undergraduate colleges who has taught the FSUS 100 course. Shelly will serve as the University College representative. She teaches FSUS 100 every semester.

Our study will utilize the resulting data from FSU's participation in the Educational Benchmarking (EBI) national study. Also, our study will include ongoing semester reports, faculty and study surveys or focus group reports, and institutional data. Would you prefer focus group reports or surveys reports, or both?

In regard to the APR budget, is there a limited amount available? If we use focus groups for data, there would be minimal food costs. Conducting the national benchmarking study is, on the other hand, quite expense. Our FSUS 100 course operates on a limited budget and any assistance as a result of the APR process would be extremely welcome.

Please advise concerning some of the questions listed above. Also, we look forward to your approval of our plan. Thank you for your assistance!

Joan Totten, Department Head
Developmental Programs and Curriculum
University College

WORK FORCE ANALYSIS SUMMARY
FULL TIME EMPLOYEES - November 28, 2006

	<u>Female</u>	<u>Male</u>	<u>Total</u>
American Indian/Native Alaskan	4	5	9
Asian or Pacific Islander	7	20	27
Black	12	19	31
Hispanic	5	4	9
White	662	641	1,303
Unknown	0	0	0
Total	690	689	1,379

The following definitions are used in determining racial/ethnic designations:

American Indian or Alaskan Native:

A person having origins in any of the original peoples of North America.

Asian or Pacific Islander:

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian Subcontinent or the Pacific Islands.

Black (not of Hispanic Origin):

A person having origins in any of the black racial groups of Africa.

Foreign:

A person who is not a citizen of the United States

Hispanic:

A person of Mexican, Puerto Rican, Central or South American or other Spanish culture or origin.

White (not of Hispanic origin):

A person having origins in any of the original peoples of Europe, North Africa or the Middle East.

Source: Affirmative Action

**Ferris State Univeristy
Full Time Faculty by Race
2002 - 2006**

		Total FT Faculty	Total FT Men Faculty	Total FT Women Faculty	White non- Hispanic Total FT Faculty	White non- Hispanic Total FT Men Faculty	White non- Hispanic Total FT Women Faculty	Black non- Hispanic Total FT Faculty	Black non- Hispanic Total FT Men Faculty	Black non- Hispanic Total FT Women Faculty	Hispanic Total FT Faculty	Hispanic Total FT Men Faculty	Hispanic Total FT Women Faculty
Fall 2002	169910 Ferris State University	494	341	153	450	309	141	16	12	4	2	1	1
Fall 2003	169910 Ferris State University	479	322	157	434	289	145	16	12	4	2	1	1
Fall 2004	169910 Ferris State University	465	313	152	422	283	139	12	9	3	3	1	2
Fall 2005	169910 Ferris State University	550	350	200	501	316	185	12	9	3	4	1	3
Fall 2006	169910 Ferris State University	567	355	212	520	323	197	11	8	3	4	2	2

Source: Office of Institutional Research g:/.../ad hoc/FT faculty by race 2002 2006

Asian or Pacific Islander Total FT Faculty	Asian or Pacific Islander Total FT Men Faculty	Asian or Pacific Islander Total FT Women Faculty	American Indian or Alaska Native Total FT Faculty	American Indian or Alaska Native Total FT Men Faculty	American Indian or Alaska Native Total FT Women Faculty	Race/ethnicity unknown Total FT Faculty	Race/ethnicity unknown Total FT Men Faculty	Race/ethnicity unknown Total FT Women Faculty	Nonresident alien Total FT Faculty	Nonresident alien Total FT Men Faculty	Nonresident alien Total FT Women Faculty
23	17	6	2	2	0	1	0	1	0	0	0
22	17	5	4	2	2	1	1	0	0	0	0
24	18	6	4	2	2	0	0	0	0	0	0
24	18	6	4	2	2	0	0	0	5	4	1
23	17	6	4	2	2	0	0	0	5	3	2