




# FERRIS STATE UNIVERSITY

## OFFICE OF THE DEAN

University College

William Potter  
Dean

**TO:** Dr. Matthew Wagenheim, Chairperson  
Academic Program Review Committee

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

**DATE:** August 11, 2010

**RE:** Dean's Response to APRC Report about the Career Exploration Program

The Career Exploration Program at Ferris State University meets the needs of students who are undecided about what major or career to pursue. The CARE 102 seminar is taught in tandem with a section of FSUS100 to provide undecided students with the kinds of information that is necessary to make an informed choice about which degree they should earn and what career opportunities are open to them if they complete that degree. By comparison, most colleges and universities allow undecided students to find their way by random exposure to general education courses and by making available limited career guidance for those students who opt to take advantage.

On the basis of this report, it should be clear that Career Exploration:

- Supports the mission of Ferris State University which charges us to “prepare students for successful careers” and contribute to each student’s development as a “lifelong learner.”
- Is distinctive among postsecondary institutions in the State of Michigan by serving as a mandatory point of entry for undecided freshmen who enroll at Ferris. A few other colleges and universities offer elective courses and many provide career decision-making workshops, but the vast majority does not meet the “undecided” challenge head on.
- Provides value to the University by enrolling 50-60 new full-time freshmen every fall, a number that ranks high among FTIAC enrollments at Ferris. These students, furthermore, are retained at the institution at rates comparable to other programs and then migrate to degree programs in the other five undergraduate colleges.
- Does not interfere with or impede student degree progress since only the 3-credit CARE 102 course is required beyond the standard gen ed and degree program courses. In point of fact, our research indicates that students who enter Ferris via CARE make no more major changes and take no more time to complete than do students who start their time here in a degree program.

Campus Drive, ASC 1016  
Big Rapids, MI 49307

Phone: (231) 591-2428  
Fax: (231) 591-3060  
E-mail: potterw@ferris.edu

I believe that with additional support from Enrollment Services, it would be possible to enroll even more students in Career Exploration since most studies indicate that the vast majority of new freshmen are undecided about major and career when they enter postsecondary education. We have suggested the possibility of having an admissions recruiter assigned to University College to assist with our recruitment efforts as is the case with the other undergraduate colleges. We have also considered the possibility of providing scholarship aid to students who complete the program and elect to remain at Ferris upon selection of a degree program. This incentive, a one-time award, might encourage more students to stay longer.

In closing, I believe that the Committee will agree that the data and narrative of this self study will meet the objectives of Academic Program Review and answer the questions that this process poses. I look forward to meeting with you all in October to discuss this report.

**Section 1: Program Overview** - This section should acquaint the reader with the program: mission, history, impact (on the university, state, and nation), expectations, plans for improvement, and any other items that would help the reader fully appreciate the remainder of the report.

#### A. Program Goals

1. State the goals of the program. *Career Exploration (CARE) is a program designed for students who have not selected a program of study. Along with taking a course in career exploration, students are directed by faculty advisors into 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 course work from a variety of fields of study to assist in career decision-making. CARE focuses on self-evaluation, vocational and educational planning, and the concept of career development as a life-long process. Using inventories, assessments, career searches, job shadowing, speakers, consultation with Educational and Career Counselors, use of library materials and on-line resources, group discussion, and individual projects, students complete a project which sums up the entire career exploration process. The ultimate goal of the CARE Program is to enable each student to make a "reasoned" career choice matching the student's background, skills, inventories and passion with a job that is more than just a job, and leads to a career choice which is a good "fit."*
2. Explain how and by whom the goals were established. *This program and course and the related goals were established by the faculty and staff of University College to address the needs of undecided students—students who come to Ferris State University without declaring a major, or students who have been in a major, but have found that that major was not a "good fit" for them. Students today have a choice of hundreds of careers, and often find that the career choice they may have thought they wanted will not "work" for them. As one of the initial courses into which undecided students in University College enroll, CARE students use their initial semester at the university to explore themselves (through inventories and assessments), research selected areas of interest (through on-line and library resources as well as job shadowing), and learning the career exploration process which will allow them to move into their major and prepare them for life-long job changes. Joyce Lain Kennedy in "Careers Now: How Many Changes in a Lifetime?" (June 8, 2008) Tribune Media Services states that although some reports suggest that those seeking a current career should be prepared for five to seven changes of careers in a lifetime, there are no good data identifying the number of times the average worker changes careers because there is no agreed upon definition of "career change." Kennedy says current students "can expect to make many changes during their working lives and that flexibility begins with a quality core education and a set of skills upon which to base future options." Understanding the career exploration process is a life-long skill!*
3. How do the goals apply to preparing students for careers in and meeting employer needs in the community/region/marketplace? *Although there will eventually be an impact on the community/region/marketplace, students move from CARE into the program of their choice. 60-70% of CARE students make a Program Change at the end of the CARE program; this impacts FSU Programs and FSU retention. Overall, employer impact will not occur until these students graduate and enter the workforce. We believe, and the data tend to support, the notion that CARE students know themselves, know their strengths, know their passions, and produce a resume and portfolio which they use in seeking a placement in their career of choice.*
4. Have the goals changed since the last program review? *No. This is CARE's first program review. If so, why and how? If not, why not? The focus has always been on the career*

exploration process, and with the current economic climate, the informed choice of a career in the shortest amount of time with the least expense is paramount. We continue to address the needs of these undeclared students with enhancements of on-line resources, assessments, inventories, searches, etc. Developmental Curriculum has aligned student learning outcomes with course objectives, is working to ensure course objectives are met (by both full-time and adjunct faculty), incorporated a course portfolio (either electronic through use of Photo Story, or hardcopy), enhanced creation of student resumes, stressed "hands-on" experiences, and are incorporating "job shadowing" into the course.

5. Describe the relationship of the program goals to the University's mission, and the departmental, college and divisional strategic plans. *The first sentence of the Ferris State University mission statement is that the University "prepares students for successful careers, responsible citizenship, and lifelong learning." We believe that CARE helps our undecided students address the first and third elements of that sentence – the element upon which the other aspects of the mission depend and in this way maintains the original opportunity vision of the University—if you come and you let us, we will teach you. The purpose or mission of University College is "to provide developmental courses, educational counseling, and academic support services that will empower students . . . to achieve their educational and career goals." CARE embodies the College purpose statement as the data in this report will support. The purpose of the Developmental Curriculum department is to provide "a variety of courses for students seeking to improve their academic readiness or to determine their career path. Its faculty is committed to developing and offering educational opportunities that prepare students for the academic challenges of university life and for life-long learning." CARE prepares students for career choices today, tomorrow and in the future.*

## B. Program Visibility and Distinctiveness

1. Describe any unique features or components of the program. *CARE allows students who come to college and know they want an education, but have no clear career focus, the opportunity to explore careers at any stage of the career decision-making process. The Career Exploration course is a three-credit hour class that guides students through the career decision-making process. CARE 102 offers opportunities for self-evaluation, vocational and educational planning, and the development of decision-making skills. CARE faculty members help students explore career development as a life-long process through the use of self-assessment inventories, group discussion, individual projects and consultation with Educational and Career counselors.*

*The academic advisor for all CARE students is typically the instructor of the Ferris State University Seminar courses—FSUS 100 and FSUS 101. This advisor, selected from the many faculty and professional staff who specialize in helping to guide students who have not yet selected a program, help students define and develop realistic goals, identify special needs, match the student to available resources, monitor progress toward educational and career goals, and discuss linkages between academic preparation and the world of work. The coupling of a career selection course and a university seminar course, where both courses are taught by the same faculty, makes CARE unique.*

*CARE offers students self-evaluation options. Through the Educational and Career Counseling Center, students have the opportunity to complete interest and personality indicators under the guidance of licensed professional counselors. The Myers-Briggs Type Indicator (MBTI) is one of the most researched and popular personality*

*instruments used to help individuals understand and appreciate personality gifts and differences. The Strong Interest Inventory (SII) is a valid and reliable interest assessment used for career counseling.*

*In addition to identifying potential major programs or career fields, students complete their class schedules by enrolling in courses that meet the University graduation requirements of Communication Competence, Scientific Understanding, Quantitative Skills, Cultural Enrichment, and Social Awareness. Every effort is made to help students select required courses that will support their subsequent work in any major field. CARE offers students a way to begin college and make progress toward a degree while exploring different career options.*

*Although most universities offer some form of career planning, usually through the career services office, the program at Ferris is located in University College which offers this course to in-coming freshmen. The course is also open to students who having declared a major and found it not to be a “good fit;” these students can elect to explore their career options through this course. The placement of this course within a University College, instead of in the student life division, may be unique among public universities in Michigan.*

2. Describe and assess the program’s ability to attract quality students. *First semester or first year students who have not declared a program or major are placed into the CARE Program. Students who have declared a program or major, but who find it not to be a “good fit”, can elect to explore their career options through this course. In each of the past two years, the fall sections of CARE have 60-80 undecided Ferris students. By the end of the first year, 60% of those students enter their chosen programs. CARE helps other FSU programs enroll motivated, focused students. [Appendix I-Sample Recruiting Materials]*
3. Identify the institutions that are the main competitors for prospective students in this program. *There are no competitors among the Michigan public universities. Students may choose, however, to enroll at community colleges while they decide on a major or career. [Appendix II-Environmental Scan]*
  - a. How are these programs similar and different from the FSU program? *NA*
  - b. What can be learned from them that would improve the program at Ferris? *NA*

### C. Program Relevance

*Do students come to FSU for the program? Yes, we do recruit students to enroll in Career Exploration Program by staffing tables at the Saturday Dawg Day events, by direct mail, and via the internet. In addition, students are enrolled in CARE through Enrollment Services when they have not declared a major/program.*

*Summarize the results of the student satisfaction survey.*

1. How well does the program meet student expectations? *We believe that students are almost “polar” in their reactions to the course. This could reflect that some undecided students had chosen the correct career or career area, and their career exploration process affirmed that this was, in fact, the correct choice. This would affirm not only their career choice, but their understanding of themselves, of their skills, of their aptitudes and of their life choices. Other students in their career exploration process may find that their initial career choice is not attainable, is not based on their understanding of themselves—which in many cases needs to change—is not achievable because of their skill level/s, is not compatible with their aptitudes and is not a “reasoned” life choice. This often results in the need to reevaluate everything—beginning with their view of themselves; this is a*

*hard concept to accept. Students receive strong, on-going support from faculty, advisors, educational and career counselors, and University College staff; however, change is sometimes initially met with resistance. Some students see no reason for CARE to exist. These students have obviously missed the point of the course, have not “bought into” the course or to the academic demands of a 4-year institution; these students might have been better candidates for the community college experience.*

2. How is student sentiment measured? SAI's, APR Surveys. During recent years, SAI's have produced the following student comments for three different instructors during the past three years:

*What did you like about this course?*

- *Opened up different interest. (FA 09)*
- *This course helped me to find my major. (FA 09)*
- *It really helped me to decide on a major. (FA 09)*
- *Helped me realize my values and put my goals in perspective. (FA 09)*
- *It dealt with real-life situations. (FA 09)*
- *Cared for her students and works to accommodate needs. (FA 08)*
- *It helped me decide what I wanted to do with my life. (FA 08)*
- *It helped me learn about the University (FA 08)*
- *It helped me decide on a career (FA 08)*
- *I like that this course was interactive and we were able to use FerrisConnect. (SP 08)*
- *I liked taking the personality test. (FA 07)*
- *It gave me insight about different career opportunities. (FA 07)*
- *Helped me greatly in deciding what I wanted to do and in helping me get there. (FA 07)*

*This sampling of student comments over time seems to indicate that the course is accomplishing its purpose. There were many more positive comments and they can be viewed in Appendix III - Student Assessment of Instruction (SAIs).*

*What changes would you recommend?*

- *More clarity on what and when something is due. (FA 09)*
  - *Help arrange the job shadowing for students. (FA 09)*
  - *More time and information about assignments. (FA 08)*
  - *Too much busy work and not enough time actually searching for a career choice (SP 08) Note: the busy work comment was made several times.*
  - *More interaction with our top 5 results. (SP 08)*
  - *More chances to work on homework together. (FA 07)*
- [Appendix III – Student Assessment of Instruction (SAIs)]*

*Most of the comments in this section of the SAI's, in fact, were to “change nothing”, but we have worked hard to address student concerns in order to improve the experience. With regard to “busy work”, our goal is to stay within the 2-3 hours out of class for every hour in class rule of thumb. Some students respond negatively to homework for a class like this because it was not the rule in high school. For some of the CARE students, the work for CARE is difficult, because they are PLACED into the course because they did not declare a major/program. Most CARE students, however, see the direct application of the career exploration process to their immediate need—to be accepted into a major or program and to their long-term goal—making the best career choice. Over time, CARE has evolved, syllabi have become much more explicit, student learning outcomes have become much more measurable, and assignments are clearly*

*... tied to student learning outcomes. We now highlight previous student course portfolios and dvd's, routinely bring in speakers, and plan to record (through FerrisConnect) student presentations, so that students will have "models" of what has been done before. We plan to have former CARE students speak to each section about how the career exploration process helped them choose the best "academic fit" and a rewarding career. [Appendix III—Student Assessment of Instruction (SAIs)]*

**D. Program Value (Please refer to the relevant faculty survey.)**

1. Describe the benefit of the program to the University. *The Career Exploration Program allows Ferris to enroll students who have not declared a major or program, or who wish to explore additional career choice options.*
2. Describe the benefit of the program to the students enrolled in the program. *CARE gives undecided students a chance to choose a major/program that works for them, a program/major that will make them happy, provide them a career and allow them to give Back to their families, to the FSU community, to Big Rapids and to the country. The Career Exploration process is a life-long skill needed to remain employed in economic hard times. CARE students learn about themselves, about their abilities, their strengths, their aptitudes, their passions. That is what Ferris' mission is all about: the University "prepares students for successful careers, responsible citizenship, and lifelong learning."*
3. What is the value of the program to employers? Explain how this value is determined. *Since CARE does not graduate students or place students immediately into the workplace, this does not apply, but CARE helps students form realistic views of themselves, of their aptitudes, of their abilities, of their strengths and of their passions. These students should enter the workplace with a career that "fits" them and their employers. Moreover, having practiced and internalized the career exploration process, CARE students are more prepared than their counterparts (who did not take the CARE course) for the uncertainty of the workplace and for future career changes.*
4. Describe the benefit of the program to entities external to the University (e.g., services that faculty have provided to accreditation bodies, and regional, state, and national professional associations; manuscript reviewing; service on editorial boards; use of facilities for meetings). *NA*
5. What services for extra-university general public groups (e.g., presentations in schools or to community organizations) have students provided? Describe how these services benefit students and the community. *Developmental Curriculum is currently considering adding a community outreach piece to this course. This community outreach piece would encourage students to see themselves as part of both the FSU community and of the Big Rapids community and beyond. Working in the community would help students make contacts which they could then use in job shadowing, would help students hone skills necessary in the workforce, and could be included in their resumes. The lead instructor is working with FSU Volunteer Center to have CARE students volunteer 2-4 hours during the semester.*

**Section 2: Collection of Perceptions**

The survey sections must include, among others, a discussion of techniques used in collecting the information, difficulties encountered during the surveying process, number and percent of respondents, and analysis of data in accordance with established methodologies. Surveys must reach respondents in many disciplines. All comments should be included, but the names of individuals mentioned should be deleted.

A. Graduate follow-up survey: The purpose of this activity is to learn from the graduates their perceptions and experiences regarding employment based on program outcomes. The goal is to assess the effectiveness of the program in terms of job placement and preparedness of the graduate for the marketplace. A mailed or e-mailed questionnaire is most preferred; however, under certain conditions telephone or personal interviews can be used to gather the data.

*NA – CARE does not produce graduates, per se. It prepares students for admission to the degree programs from which they will graduate. However, we did attempt to survey 36 identified CARE alumni. These students had completed CARE, had accessible addresses, and had selected a major/program or in a graduate program, or in the workplace. The surveys were sent to the students' e-mail addresses, but the Dean's office sent a letter to each student at their current local addresses to alert them about the survey. There were 7 "bounced" addresses, which left 29 accurate addresses. Eight students completed the survey (a response rate of 27.5%). The complete survey results are included in Appendix IV – Alumni Student Survey, but the feedback from this group is somewhat questionable for two reasons. First, the n is very small. Second, these students are responding to a questionnaire about a single seminar they took 5-8 years ago – not a major or degree experience. Nonetheless, here are the highlights:*

- *85.7% of the alumni respondents found CARE:*
  - *1) was somewhat to very helpful;*
  - *2) allowed them to explore personal values, interests skills;*
  - *3) allowed them to explore academic program choices, and*
  - *4) allowed them to research choices and interests.*
  
- *71.4% of the alumni respondents reported that:*
  - *1) the MBTI/Assessments were somewhat to strongly useful;*
  - *2) CARE helped them learn transferable skills;*
  - *3) CARE helped them explore the job market via online resources*
  - *4) CARE helped them evaluate essential career information;*
  - *5) CARE helped them interpret essential career information;*
  - *6) CARE helped them locate essential curriculum information, and*
  - *7) CARE helped them evaluate essential curriculum information.*
  
- *57.1% of alumni respondents reported that:*
  - *1) CARE helped them use the Career Counseling Center;*
  - *2) CARE helped them explore Campus Career Services;*
  - *3) CARE helped them explore/develop career skills to be successful;*
  - *4) CARE helped them develop a semester plan;*
  - *5) CARE helped them develop an academic plan;*
  - *6) CARE helped them locate essential career information;*
  - *7) CARE helped them interpret essential curriculum information;*
  - *8) CARE helped them identify educational/employment opportunities, and*
  - *9) CARE helped them decide on a career plan.*

*In the "Most helpful thing about CARE" section of the survey, CARE alumni listed:*

- *exploration of a "plethora of career choices" (33.3%);*
- *creation of a resume (16.6%)*
- *personality and interest inventories (16.6%)*



In the "Things I would change about CARE" section of the survey, CARE alumni indicated that:

- Job shadowing as part of the course would be helpful (50%)
  - This has been incorporated into the course.
- More follow-up after the course was over would be helpful (25%)
  - The students were perhaps asking for a more formalized follow-up about the "career choice" they had made and their "fit"
- Areas covered in the course were too general and too focused on Programs at FSU
  - One of the purposes of CARE is to retain students at FSU
- The CARE course should be offered at no cost/or at a reduced cost or if FSU charged for the course, then the 3 credits should count as elective credit.
  - CARE 102 credits may count as elective credits if the ultimate degree program completed allows electives

B. Employer follow-up survey: This activity is intended to aid in assessing the employers' experiences with graduates and their perceptions of the program itself. A mailed or e-mailed instrument should be used to conduct the survey; however, if justified, telephone or personal interviews may suffice. NA

C. Student evaluation of program: Students are surveyed to obtain information regarding quality of instruction, relevance of courses, satisfaction with program outcomes based on their own expectations. The survey must seek student suggestions on ways to improve the effectiveness of the program and to enhance the fulfillment of their expectations. Due to the nature of the student population of these programs, such evaluation should be limited to graduating students.

*As part of the APR process, we sent surveys to 151 of the students who had completed CARE and were still enrolled at Ferris. The surveys were sent to the students' e-mail addresses, but the Dean's office sent a letter to each student at their current local addresses to alert them about the survey. All of the e-mail addresses were "good;" there were no "bounces." Thirty-five students completed the survey (a response rate of 23.2%). The responding students had all successfully completed CARE and were still enrolled at Ferris during SP 10. The demographics of the responding students resembled the demographics of the more than 400 total students who enrolled in CARE during this time except that more females than males returned the surveys. Sophomores, juniors and seniors were equally represented in the survey responses. The survey responses reflected 17.6% minority population. Five colleges were represented (Allied Health, Arts & Sciences, Business, Education and Human Services and Engineering Technology) with 32.4% in Business and 29.4% in Arts & Sciences.*

*The results from this survey of students who had completed CARE 102 and were still enrolled at Ferris were almost bi-modal. They either loved the course or they loathed it. It is important to note here that students in this population were enrolled in CARE 102 during an extended transition period which included the initial assignment of Gloria Lukusa-Barnett as lead instructor, an unsuccessful experiment with a living-learning community for undecided students, and a two year period of release time for Professor Barnett to help with the implementation of FerrisConnect (with adjunct faculty picking up most of that teaching load).*

*The complete survey results are included in Appendix V – Current Student Survey, but highlights include the following:*

- 97% of returned surveys indicated a choice of majors/programs
- 60.6% of the respondents felt CARE was somewhat to very helpful
- 52.9% of respondents felt that CARE helped them develop a potential life plan

Other informative data shows:

- 73.5% of respondents reported that CARE helped them explore academic program choices
- 67.6% of respondents reported that CARE helped them explore personal values, interests and skills
- 66.7% of respondents reported that CARE helped them research choices and interests
- 64.7% of respondents reported that the MBTI and inventory assessments helped them choose a program/major
- 58.8% of respondents reported that CARE helped them explore personal choices and felt that they learned career skills to be successful
- 53.1% of respondents reported that CARE helped them identify educational/employment opportunities
- 52.9% of respondents reported that CARE taught them transferable skills and develop a potential life plan
- 51.5% of respondents reported that CARE helped them explore employment opportunities and evaluate essential career information
- 50% of respondents reported that CARE helped them locate essential career information and explore social choices
- 47% of respondents reported that CARE helped them 1) interpret essential career information; 2) develop a semester plan and 3) develop an academic plan
- 44% of respondents reported that CARE helped them develop a career plan
- 42.4% of respondents reported that CARE helped them interpret essential curriculum information
- 41.1% of respondents reported that CARE helped them locate essential curriculum information and evaluate essential curriculum information
- Over 30% of the respondents reported that CARE helped them:
  - Explore the job market via online resources (36.4%)
  - Enhance the Career Exploration process (36.3%)
  - Use the Career Counseling Center (35.2%)
  - Analyze compiled data via various resources (35.2%)
  - Create a Course Portfolio (33.3%)
  - Use the Career Services Center (32.4%)
  - Meet with a program advisor/coordinator (32.4%)
- 26.4% of respondents reported that CARE helped them decide on a career plan

In the "Most helpful aspect of CARE" survey section, respondents listed as most useful/valuable to them: 1) MBTI Inventory/Assessments (34.4%); 2) Instructor (24.1%); FSU/Students (21%); Job Opportunities (6.8%). Two students responded with "nothing".

When asked if there was "anything that I could change about CARE" the respondents listed:

- Explore more career options/more options at Ferris (20.6%)
- Nothing (20.5%)
- Eliminate the course/reduce credits/not help me (20.5%)
  - Some students had the wrong perception of what CARE was and felt its purpose was to find jobs
  - Some students thought CARE was "an easy course" that would require little work
  - Some students "refused" to let the CARE instructor "teach them"; these students may find the community college experience a "better fit"
- Job shadowing (6%)
  - This has been incorporated into the course
- More guest speakers (6%)

- Faculty now have 3-4 Guest Speakers in the 15 week course
- More “hands on” (6%)
  - This may refer to students’ desire to make more class visitations to see programs on campus
- The Portfolio (6%)
  - Rubrics for the portfolio are being developed

We also surveyed 25 students about their experience in CARE 102 during the spring semester of 2010. The feedback from this group affirmed some of the changes we have made in the delivery of the seminar during the past two years, now that Professor Lukusa-Barnett is back as the lead instructor on a full-time basis, have achieved the desired results in terms of reaching the students. The respondents from this group were 62% male and 38% female; 65% Caucasian and 35% minority, and 96% traditional-aged. 96% rated their course experience as either somewhat or very helpful, with two-thirds assigning the latter rating. Itemized responses were overwhelmingly positive with 80% to 90% of the respondents agreeing or strongly agreeing with the questions about course outcomes.

When asked what was most helpful about CARE, students replied:

- MBTI/Strong Interest Inventory (7)
- Chance for independent research about majors and careers (5)
- Assistance with getting into a major program (3)
- Introduction to resources at Ferris (4)

When asked what they would change, students suggested:

- Opportunity for additional major/career research (5)
- Less on-line instruction (3)
- Improved organization (2)
- More time for 1:1 contact (1)

The detailed data is available in Appendix GG.

- D. Relevant Faculty perceptions: The purpose of this activity is to assess faculty perceptions regarding the following aspects of the program: curriculum, resources, admissions standards, degree of commitment by the administration, processes and procedures used, and their overall feelings. Additional items that may be unique to the program can be incorporated in this survey. *The Faculty Survey shows that, between them, the two faculty members have taught the CARE class for 30 semesters, with both faculty having taught the course recently (both in 2009 and one in SP10). Since its inception, the greatest impact on the CARE course is the use of technology—FerrisConnect (Course Management System), access to online resources, networking, and creation of an e-Portfolio. Both instructors see the course’s strengths as use of assessments (MBTI and SII), collaboration with Educational Counseling & Disabilities Services, Career Services, and the Academic Support Center. Both instructors have students create a Course Portfolio, but one is electronic and one is hard-copy. Instructors indicate that they “personalize” their course in unique ways—one with a weekly career fitness profile and student-created PowerPoint presentation, and the other with one career fitness profile, job shadowing and creation of a PowerPoint/photo story. Both instructors would like more time for students to explore career opportunities both on and off campus. Both instructors stated that facilities and support services are adequate, and indicate that they have access to both computer labs and traditional classrooms as needed. [ Appendix VI – Faculty Survey and Results]*

E. Advisory committee perceptions (*if existent*): The purpose of this survey is to obtain information from the members of the program advisory committee regarding the curriculum, outcomes, facilities, equipment, graduates, micro- and megatrends that might affect job placement (both positively and adversely), and other relevant information. Recommendations for improvement must be sought from this group. In the event that a program does not have an advisory committee, a group of individuals may be identified to serve in that capacity on a temporary basis. *NA. There is no advisory committee for CARE. We are considering the formation of a college-wide advisory committee to address all developmental education programs.*

### Section 3: Program Profile [Appendix VII – IRT Data]

#### A. Profile of Students

1. Student Demographic Profile – Describe the students in the program by providing the number and percentage of the following. *The following data were provided by Institutional Research and Testing for the fall semesters of 2005-2009. Spring semester data were not provided even though we do enroll new students every January.*
  - a. Gender, race/ethnicity, age (use annual institutional data). *Since Fall 2005, CARE has enrolled 434 different students. Of that number, 51% were men, 49% were women, and 13% were minorities. 90% were new first-year students.*
  - b. In-state and out-of-state. *A handful of CARE students were international and a few more were from out-of-state. 98% were from Michigan.*
  - c. Full-time and part-time. *Approximately 97% of CARE students during this period were full-time.*
  - d. Attend classes during the day, in the evenings, and/or weekends. *100% of CARE students attended day classes (with an evening or weekend course per student on occasion).*
  - e. Enrolled in classes on main campus, at an off-site location, or online. *100% of CARE students were enrolled in classes in Big Rapids (with an on-line or off-site class included in their schedules on occasion).*
  - f. Discuss how the information presented in (a) through (e) impacts the curriculum, scheduling, and/or delivery methods in the program. *CARE offers students a way to begin college and make progress toward a degree while exploring different degree options. Because CARE is intended as a gateway program for freshmen, it is no surprise that nearly all of the students between 2005 and 2009 were full-time, day-time students in Big Rapids. The proportion of minority students served is comparable to the campus demographic. The proportions of men and women also reflect the general campus population.*

#### 2. Quality of Students.

*Describe and assess the quality of students in the program.*

- a. What is the range and average GPA of all students currently enrolled in the program? *According to data from IR&T, the hsgpa range for CARE students during the past five years was 1.36-4.00 and the means are about 2.9. The sub-2.0 hsgpa's are due to the enrollment of transfer students who qualified for admission on the basis of college work done elsewhere or successful completion of the Ferris probationary program, UNCP. The admission standard for CARE is the University requirement of 2.50. ACT? The ACT-C range for this period was 11-31 with means hovering around 20. The low ACT-C numbers are also due to transfer students and UNCP completers. The true standard conforms to the University minimum of 17. Comment on this data. The vast majority of CARE students fit the distribution for each entering class at the University. The wide range of hsgpa's and ACT scores can present challenges in the classroom. We have Honors students and students admitted on probation sitting side-by-*

*side.* For each of the last 5 years what are the range and average GPA of students graduating from the program? ACT? Comment on this data. *NA. CARE does not graduate students.*

- b. In addition to ACT and GPA, identify and evaluate measures that are used to assess the quality of students entering the program. *NA.*
- c. Identify academic awards (e.g., scholarships or fellowships) students in the program have earned. Comment on the significance of these awards to the program and students. *NA.*
- d. What scholarly/creative activities (e.g., symposium presentations, other presentations, or awards) have students in the program participated in? Comment on the significance of these activities to the program and students. *NA.*
- e. What are other accomplishments of students in the program? Comment on the significance of these accomplishments to the program and students. *NA.*

3. Employability of students ***NA for all of these.***

- a. Determine for each of the last five years the number and percent of graduates who become employed full-time within one year of receiving their degree. Comment on this data.
- b. What is the average starting salary of graduates who become employed full-time since inception or the last program review? Compare with regional and national trends.
- c. Determine for each of the last five years the number and percent of graduates who have become employed as part-time or temporary workers in the field within one year of receiving their degree. Comment on this data.
- d. Describe career assistance available to the students. What is student perception of career assistance?
- e. Indicate the number and percent of graduates who go on for additional educational training? (Give annual average.) Comment on this data.
- f. Where do most graduates obtain their additional educational training? Comment on this data.

B. Enrollment

1. What is the anticipated fall enrollment for the program? *CARE typically enrolls 60-80 students in the fall and 20-40 students in the spring.*
2. Have enrollment and Student Contact Hours (SCH) increased or decreased since inception or the last APRC review? Comment on any enrollment trends. *CARE has not undergone Academic Program Review until this year, but as shown by the data from IR&T, fall enrollments have remained quite steady from 2005-2008, with a drop of about 20 students in 2009. SCH totals were also stable from 2005-2008 at about 1,200 (remember CARE is one 3-credit course per student, not a multiple course major) with a corresponding drop to 875 in fall 2009. We are watching enrollments for fall 2010 to see if the 2009 figures are a blip or the start of a trend. At this writing, there are 35 new students signed up for orientation, down 15 (or 30%) from last year even though the 312 admits for fall is 10% higher than the number for 2009. If it is a trend, this could be the Michigan economy at work since parents and students might choose enrollment at a community college to "sort things out" instead of paying higher tuition and room and board to do so at Ferris. We will know better by the time we meet with APRC in October.*
3. Since inception or the last APRC review, how many students apply to the program annually? *As the table below indicates, the number of total applications for CARE has declined during the past five years.*

## CARE Applications Fall 2005 - 2009

CARE	Applied /			Total # Apps by Program
	Admitted	Pending	Cancelled	
2005*	379	133	144	656
2006*	384	86	34	504
2007*	316	98	30	444
2008 (9/8/08)**	307	77	39	423
2009 (11/1/09)**	279	83	32	394

\* taken from 7/23/07 comparison report - does not include late registration

\*\* includes late registration

There are several possible explanations for this trend:

- The deteriorating Michigan economy may reduce the number of “undecided” students due to pressure to choose a major and get done.
- Similarly, the weak economy may be forcing undecided students to enroll first at a community college to complete general education work and to choose a major or a career.
- We have worked with Enrollment Services to improve front-end match and thus move students who want business, for example, but are not sure which discipline, to that College for initial enrollment.
- One difference for the 2009 figure is that we did not send flash messages or mail to the home addresses of prospective CARE students. We resumed those practices for 2010.

At this writing, for fall 2010, we have 440 total applications for CARE.

4. Of those who apply, how many and what percentage are admitted? *About 300 (75%)*
5. Of those who are admitted, how many and what percentage enroll? *About 75 (25%)*
6. What are the program’s current enrollment goals, strategy, and efforts to maintain/increase/decrease the number of students in the program? *University College seeks to attract new freshmen to enroll in CARE at Ferris by working with Enrollment Services, staffing a table at Dawg Days, sending flash messages to qualifying students according to ACT data, and sending snail mail to the same students at their home addresses. We do NOT offer special scholarships. We do not have a designated recruiter assigned to our college. The dean and his staff simply step up and take care of that business as they are able.*

### C. Program Capacity

1. What is the appropriate program enrollment, given the available faculty, physical resources, funding, accreditation requirements, state and federal regulations, and other factors? *Capacity for CARE is fairly elastic. It is a three-credit class. Optimal section size is 20-24. The current full-time faculty and adjunct faculty have been able to meet demand, even when the lead instructor was on 100% release time. Ten years ago, CARE enrolled*

more than 200 freshmen (10-12 sections). With some notice, we could gear up to teach as many sections as needed again. We do not see that need any time soon, given the economy.

2. What is the current enrollment? Please explain any difference between capacity and current enrollment. *In Fall 2009, CARE enrolled 64 students. About that number is expected again for fall 2010. There is no discrepancy to explain.*

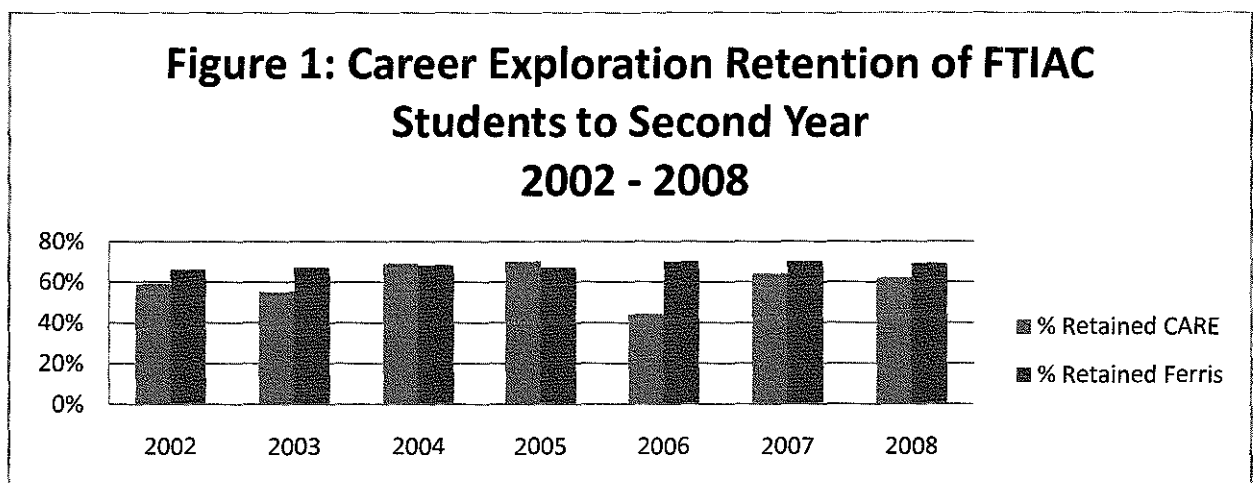
D. Retention and Graduation

1. What is the annual attrition rate (number and percent of students) in the program? *The tables and graphs below show that the retention of CARE FTIAC students at Ferris to the second year is comparable to that for the overall Big Rapids FTIAC group each year since 2002. This level of parity is quite remarkable taking into consideration that the students arrive here as undecided and are therefore, presumably, less likely to remain enrolled. [Appendix VIII - Retention Data]*

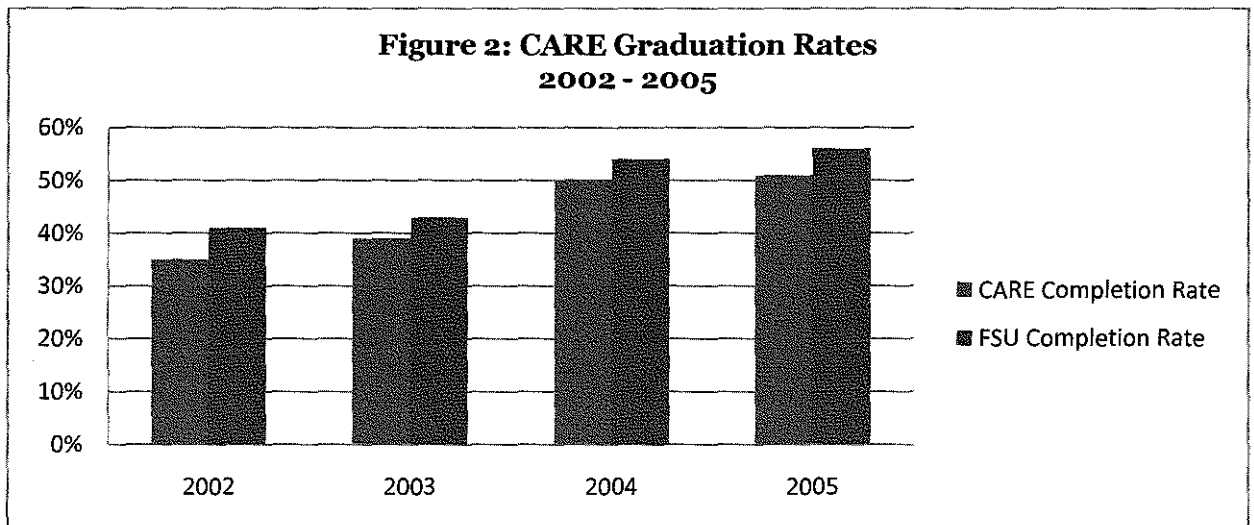
**Table 1**  
**CARE FTIAC Outcomes Summary, 2002 - 2009**

Cohort	N	1st Yr Retention		1st Yr Dismissed		1st Yr Withdrew		Current Graduation Plus Retention	
		CARE	FSU	CARE		CARE		CARE	FSU
Fall 02	139	59%	66%	14%		4%		37%	50%
Fall 03	108	55%	68%	9%		0%		43%	52%
Fall 04	84	69%	69%	13%		1%		50%	53%
Fall 05	77	70%	68%	6%		3%		72%	54%
Fall 06	72	44%	70%	16%		5%		37%	58%
Fall 07	73	67%	70%	11%		1%		53%	60%
Fall 08	78	62%	69%	14%		1%		62%	68%
Fall 09	56								

[Appendix VIII - Retention Data]



2. What are the program's current goals, strategy, and efforts to retain students in the program? *CARE offers students a way to begin college and make progress toward a degree while exploring different degree options. Hopefully, our work with these students in the CARE 102 seminar and the related FSUS 100 or FSUS 101 seminars provide the students with the information and preparation they need to succeed at Ferris. One way that we can approach that issue is to calculate the degree completion rate for each CARE cohort and compare them to the rate for all Ferris FTIACs each year. The next table shows some level of success in that arena, with CARE graduation rates only slightly lower than the rates for all freshmen.*



[AppendixVIII - Retention Data]

3. Describe and assess trends in number of degrees or designations awarded in the program. *This response represents a deviation from the intent of the question, but may still be pertinent. Over the years, we have noticed that the proportions of students leaving CARE and directly entering the other five undergraduate colleges has fluctuated only minimally with 30% in BUS, 20% in AHS, 20% in A&S, and 15% in EHS. ENT proportions, however, have declined since 2002 in alignment with overall trends.*
4. What are the number and percentage of students who enroll in the program who graduate from it or complete its expectations within the prescribed time? Comment on any trends. *The immediate question does not apply to CARE. However, beyond allowing undeclared students to begin their college career at FSU, CARE helps students make a program change to the degree of their choice. The table of data and charts below show that students make timely program changes after completing a semester or year in the CARE Program.*



Table 2 - Career Exploration Program Outcomes for FTIAC Students  
2002 - 2008

(Second Year Destination Colleges of Retained CARE Students)

	%AHS	%A&S	%BUS	%CET	%EHS	%UNI
2002	24%	12%	12%	21%	28%	3%
2003	15%	19%	39%	10%	14%	3%
2004	22%	16%	34%	10%	16%	2%
2005	30%	11%	26%	9%	19%	5%
2006	16%	16%	28%	12%	6%	22%
2007	11%	22%	26%	9%	15%	17%
2008	20%	16%	27%	4%	18%	15%

5. On average, how long does it take a student to graduate from or complete the expectations of the program? Comment on this. *As noted in D-4 above, it usually takes students one semester (and rarely more than one year) to make a program change to a major of their choice. The higher program admission requirements adopted during recent years, however, has required students to delay enrollment in the program of their choice and remain in University College or find an alternate degree to pursue or leave Ferris. The Allied Health Science programs exemplify this trend.*

Table 3 - College of Completion for CARE Completers  
2002 - 2006 Cohorts (includes students still enrolled)

	AHS	A&S	BUS	EHS	ENT
2002	13%	19%	17%	23%	27%
2003	30%	17%	30%	11%	9%
2004	19%	21%	38%	14%	7%
2005	13%	18%	36%	23%	10%
2006	11%	7%	44%	22%	15%

E. Access

1. Describe and assess the program's actions to make itself accessible to students. Use examples such as off-site courses, accelerated courses, use of summer courses, multiple semester-entry-points, online courses, mixed-delivery courses, scheduling. *The Developmental Curriculum department already offers CARE 102 in both the fall and spring semesters and is preparing to pilot a fully on-line CARE course in SP11?*
2. Discuss what effects these actions have had on the program. Use examples such as program enrollment, faculty load, computer, and other resources. *NA*
3. How does the program's scheduling of classes advance program goals and priorities? *NA*
4. What factors hamper these efforts? *NA*

F. Curriculum

The curriculum review section must also contain appropriate check sheets and example syllabi, which may be attached as an appendix. [Appendix IX - CARE Check sheets and Appendix X - CARE Syllabi]

1. Program requirements. *CARE has one firm requirement – students must enroll in both the 3-credit career exploration seminar and a 1-credit freshman seminar (either FSUS 100 or FSUS 101). Beyond that requirement, because CARE serves students who will seek degrees throughout the Ferris curriculum, we enroll CARE students in a schedule that will help them gain the most ground on eligibility for admission to the degree program of their choice. Common enrollment elements include:*
  - *Foundation courses in mathematics, English and reading if required by placement status. Some students have skipped (or planned to skip) or withdrawn from these courses in earlier semesters and we hold them to the University standards upon admission to CARE.*
  - *General education courses that will meet requirements in the students' desired degree program AND for which they have met the pre-requisite(s).*
  - *Some students are eligible to enroll in beginning courses of their desired degree program and we will allow those registrations as well.*
  - *Developmental Curriculum is in the process of developing course rubrics for all of its programs; a course rubric for CARE will help assure quality instruction across sections.*
2. As part of the graduation requirements of the current program, list directed electives and directed General Education courses. Provide the rationale for these selections. *NA*
3. Indicate any hidden prerequisites (i.e., required courses that are not on the checksheet). *NA*
4. Has the program been significantly revised since the last review, and if so, how? *NA*
5. Are there any curricular or program changes currently in the review process? *No* If so, what are they? *NA.*
6. Are there plans to revise the current program within the next three to five years? *No, just delivery.* If so, why? *Currently the CARE courses are offered in a FerrisConnect(Course Management) blended format. In conjunction with FSU On-Line Initiative, Developmental Curriculum plans to pilot one fully on-line section of CARE for SP11. Students who will be permitted to take the CARE class in this format will need:*
  - *On-going access to a computer and internet capabilities;*
  - *Familiarity with on-line course work;*
  - *An understanding of the persistence and dedication on-line work requires;*
  - *Maturity (work experience/family constraints, etc)*

#### G. Quality of Instruction

1. Describe and comment on trends in student mastery of the essentials of the subject area, using benchmarks such as professional college entrance exams or other assessment data. *With the advent of TracDat, the department has begun to identify ways to assess student mastery of the career exploration process, creation of the course portfolio and creation of the student resume, as well as in-class group presentations. [See Appendix XI - TracDat Assessment]*
2. Discuss student and alumni perceptions of the quality of instruction. *Based upon feedback from SAI's, students are extremely satisfied with the quality of CARE instructors. Selected comments from the past four years (covering multiple instructors) include: (Appendix III – Student Assessment of Instruction.)*
  - *(The instructor) genuinely cared about, not only the subject matter, but about all aspects of her students lives.*

- *(The instructor) really helped us explore different options. I really liked her views and ideas instead of just book work.*
- *She was genuinely interested in helping us learn the material.*
- *The instructor really cared about us and wants us to succeed . . . was always willing to help us in any way . . ., even outside of school.*
- *A down to earth teacher . . . shares life learning lessons.*
- *Knew our names and was able to help us on an individual basis.*
- *(The instructor) was very helpful, giving information on careers.*
- *I liked the teacher . . . was understanding of us and everything we were going through.*
- *The energy the instructor brought into the classroom.*
- *I liked that the instructor cared for her students and works to accommodate needs.*

*For the most part, student comments and success rates indicate that the staff who teach this course are well-prepared and capable. The survey of students who had successfully completed CARE indicated a clear split between the students who enjoyed the experience and those who felt like it was a waste of their time. This again reflects the high turnover among adjuncts who were covering for Lukusa-Barnett's release time assignment and some of the experimental changes we made to attempt a living-learning community. But apart from the six students who thought CARE wasted their time and money, a larger number had great praise for the experience:*

- *It does help students to consider their career more seriously thought, rather than dopping around for years . . .*
- *I liked the tests and the one on one meetings with the counselor so we could get right to the point.*
- *I loved CARE it is still to this day my favorite class I've had here at Ferris.*
- *I don't know if she is still there, but she offered lots of help and was a great person to be around.*
- *My teacher was really supportive and nice, . . .*
- *The most helpful aspect of CARE wasn't the "CARE" itself, but the individuals who taught it and they really cared about the students as a person . . .*
- *The professor. She seemed like she really did care about the students.*
- *The staff, faculty and professors and their ability to meet with students.*
- *The use of technology helped me prepare for advanced classes.*

*One student said: "The CARE 102 course was incredibly beneficial to me. I came to college with ideas of what I was good at and liked, but had no idea what major or career I wanted to pursue. Because I took the CARE course, I was able to come to a decision on what major and future career would be best for me and have had no second thoughts since. I would have been lost and floundering for a long time if I hadn't taken the class!"*

3. *What collaborative departmental and individual efforts have been made to improve the learning environment and to use or add appropriate technology? Although each instructor operates independently, CARE instructors typically collaborate with the following departments and programs:*
  - *Career Services for in class presentations related to job searching and placement including resume writing, interviewing, market analyses*

- *Educational Counseling and Disabilities Services Center for administration of the MBTI and the Strong Interest Inventory and individual counseling*
  - *Undergraduate College Counselors and Program Coordinators for referrals about the degree programs in their respective areas*
  - *Job Fairs for current information from employers about hot job categories and requirements*
  - *Career Oriented Internet Resources for information about employment trends, regional employment issues, etc.*
  - *Languages and Literature Department for collaboration in forming a learning community consisting of CARE 102, ENGL 150, and FSUS 100 from 2005-2008.*
  - *Housing Department for collaboration in forming a CARE living-learning community in 2005 and 2006.*
  - *FSU Volunteer Center in coordinating Community Service hours*  
[Appendix VI – Faculty Survey and Results and Appendix X – CARE Syllabi]
4. What types of professional development have faculty participated, in efforts to enhance the learning environment that is pertinent to the program? (e.g., Writing Across the Curriculum; Center for Teaching and Learning, etc.) *CARE instructors have attended professional development conferences sponsored by the National Academic Advising Association (NACADA) and its regional affiliates, the National Career Development Association (NCDA), the State of Michigan (formerly known as the Governor's Conference), and participated in opportunities offered by the FCTL. The lead instructor is a Certified On-Line Instructor (Levels 1,2,3) , won the Outstanding Poster Presentation at Lilly North Conference on College Teaching FA 2009, has taken sessions in "Rethinking How We Define and Build Courses," "Learner-Centered Teaching," "Rubrics," "Getting Students to Read and to Read Critically," as well as numerous other faculty-development opportunities. As her vitae shows, she is an on-going presenter at local, state and national conferences. Will has completed professional development as FSUS instructor, academic advisor, and Banner/FerrisConnect user. Will Gasper and Dr. Helen Woodman are working together with the Faculty Center on Teaching and Learning and Todd Stanislav on a SOTL initiative in the course; Will and Helen attended the SOTL Conference at Western Michigan in May, 2010. In the Inquiries Project, Will is working with the Chair of Developmental Curriculum on developing rubrics for the course and individual assignments. Will is also entering the Ed.D. Program at FSU in FA2010.*
5. What efforts have been made to increase the interaction of students with faculty and peers? Include such items as developmental activities, seminars, workshops, guest lectures, special events, student organizations, and student participation in the Honors Program Symposium. *University College has attempted to form a living-learning community and then simply a learning community. These ventures were not successful and have been abandoned.*
6. Discuss the extent to which teaching and learning in this program are informed by current research and practice regarding inclusive pedagogy and curriculum.

*Ferris State University's CARE Program mirrors career exploration programs in most colleges. CARE is unique in its placement within University College and in its pairing the CARE course with FSUS 100 or FSUS 101, Ferris State University Seminar with the instructor of the CARE course serving as the instructor of the FSU Seminar course and acting as the CARE student academic advisor. This increases contact with the CARE*

students and allows a much more personalized career exploration plan and academic plan for the CARE students.

CARE is based on Holland's RIASEC Theory (1997), which specifies a connection between persons and environments that uses the RIASEC classification system to identify persons, and in a similar way to classify environments, college campuses, fields of study, work positions and occupations. [See SII below]. From 1953 to 2007 there were 1,609 references to Holland's theory (National Career Development Association); although Holland's work has been around for 60 years, Holland's influence on career exploration and fit is as strong as ever. CARE is also based on the cognitive information processing (CIP) approach to career development. CARE recognizes that a career will not come to a student—the student must take the initiative to explore, research, and experience those areas she/he may be interested in. Only then will the student be sure of what path to take. The first steps typically include Self-Assessment, Exploring Majors and Occupational research.

Self-Assessment is the process of exploring WHO you really are in terms of your interests, values, skills and passions. Through the Educational and Career Counseling Center, students have the opportunity to complete interest and personality indicators under the guidance of licensed professional counselors.

The Myers-Briggs Type Indicator (MBTI) is one of the most researched and popular personality instruments used to help individuals understand and appreciate personality gifts and differences. The purpose of the MBTI is to make the theory of psychological types described by C. G. Jung understandable and useful in people's lives. The essence of the theory is that much that seemingly random variation in the behavior is quite orderly and consistent, due to basic differences in the ways individuals prefer to use their perception and judgment. The MBTI provides students with a description of their personality type which they find useful in personal, academic and career-related relationships.

The Strong Interest Inventory (SII) is a valid and reliable interest assessment used for career counseling. The Strong is named after E.K. Strong, and was developed in the 1920s after working with the military to place recruits in suitable jobs. It has been revised a number of times to update the questions and the professions listed. Today the SII is used for career and educational choices, to help people understand job dissatisfaction and as a hiring selection tool. The General Occupational Theses (GOTs) are based on John L. Holland's vocational choice theory. Holland's research showed that the world of work had some common facets: 1) Holland thought that people could be grouped into six basic types: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Each person could be described as one type or a combination of types. 2) Holland also thought that work environments could be grouped in the same six types. In each occupation, a certain personality type tends to dominate. The combination of work environment and co-workers affects job satisfaction. 3) Holland believed that people like to work in environments that let them use their skills and abilities, find stimulation and satisfaction, and avoid work or roles they find unpleasant or too difficult. 4) Holland showed that a person's work behavior is determined by the interaction of the person's personality and the work environment, and that this interaction influences job satisfaction, performance and stability. 5) Holland found that a single job type is insufficient to describe jobs, and expanded his classification system to include combinations of more than one style. The SII presents more than 720 possible combinations, but most jobs can be categorized by

one, two, or three letters. 6) Some job types are more similar than others. For example, Realistic and Conventional careers have more overlap than Realistic and Social. The MBTI provides a list of occupations that will match their type.

These self-assessment and personality inventories allow students to better identify personal values, skills, strengths, and interests, and are mentioned by 67.6% of the students as one of the most useful parts of the course.

Students use the Ferris State University web site to access over 170 majors and research the program catalogue page to view courses and degree requirements for that specific major.

Students also use a variety of on-line resources. Some web access sites are:

<http://www.bls.gov> This is the United States Department of Labor, Bureau of Labor Statistics which provides an Occupational Outlook Handbook, allows exploration by subject area, worker characteristics, and by interests; provides: wages by area and occupation, national employment data, and databases and tables.

<http://www.careerbuilders.com> This site provides help with "Resume Upgrade" (allows students to get help with creation of their resumes, submit their resumes for a free resume critique, and post their resumes). There are career quizzes, salary calculators, career fair information, and careers are listed by categories.

<http://careerchoices.com> This site advertises itself as a place "Where textbooks Meet Cyberspace" and allows students to explore career choices with a variety of useful internet-calculators.

<http://www.myfuture.com> This site allows students to search for a career by a "field of study." The site defines a "field of study" as a branch of knowledge. "Within each branch is a grouping of college majors. Search by field of study to see what majors correspond with different careers." The site lists careers and current salaries. This site has a dedicated section on the Military.

<http://www.careerkey.org> Created by Dr. Lawrence K. Jones, PhD, NCC, this site lists itself as "the #1 Internet source for help in choosing a career, college major, training program, or career pathway; 24 million users since 1997." This site offers career options, career change, career search, job skills, and help in choosing a major. This site is based on Holland's theory of career choice (see above). Students can use this site to explore their personality. Their career options, their education options, and work on their career development. There is a special section for adults and students.

Other web sources are:

The Occupational Outlook Handbook (OOH), 2010-11 Edition lists hundreds of different types of jobs, lists the training and education required for each, the earnings, the expected job prospects, what workers do on the job, the working conditions as well as job search tips, and information about the job market in each state. The Occupational Outlook

*Handbook is “a nationally recognized source of career information, designed to provide assistance to individuals making decisions about their future work lives. The Handbook is revised every two years.”*

*The O\*NET program” is the nation’s primary source of occupational information.” The O\*NET database contains “information on hundreds of standardized and occupation-specific descriptors. The database, which is available to the public at no cost, is continually updated by surveying a broad range of workers from each occupation. Information from this database forms the heart of O\*NET OnLine, an interactive application for exploring and searching occupations.*

*CARE was highlighted in the University's "Program Spotlight" on the Ferris website the week of May 24, 2010. This is the link*

*<http://www.ferris.edu/news/week/video/Pspotlight-university-college/>*

7. What effects have these activities had on the quality of teaching and learning in the program? Please comment.

*CARE focuses on self-evaluation, vocational and educational planning, and the concept of career development as a life-long process. Using inventories, assessments, career searches, job shadowing, speakers, consultation with Educational and Career Counselors, use of library materials and on-line resources, group discussion, and individual projects, students complete a project—a PowerPoint presentation in some classes—and submit either an electronic or hard-copy Course Portfolio. The Course Portfolio sums up each student’s Career Exploration journey, documents completion of each step of the process, and culminates in the student’s declaring a major/program choice, and explains why this choice is a “good fit” for the student. The ultimate goal of the CARE Program is to enable each student to make a “reasoned” career choice matching the student’s background, skills, inventories and passion with a job that is more than just a job, and leads to a career choice which is a good “fit,” but CARE students learn that career development is a life-long process, and their Course Portfolio reflects the internalization of this process.*

*For some years, the lead instructor has used Photo Story as a vehicle for the creation of an electronic portfolio. Photo Story is a free Microsoft Windows application which allows users to create a show and tell presentation from their digital photos. Students can add narration, effects, transition, and background music to create a Windows Media Video movie file with pan and zoom effects. The Photo Story can be played on Windows Media Player or burned to a DVD or CD. Students present their Career Exploration journey Photo Story to their classmates and to invited guests (Dean, Department Chair, and Faculty) at the end of the course.*

*When the lead instructor chose to use Photo Story, there was no campus-wide portfolio platform. Now most universities have students create e-portfolios. CARE, one of the initial courses for undeclared students would seem an excellent place for students to begin their university e-portfolio. Developmental Curriculum has looked at LiveText, and the LiveText Portfolio solution seems uncomplicated and flexible with a variety of templates. Content or coursework added to the portfolio can be matched with standards*

and appears professional. Now that FSU to adopting university standard platform—Developmental Curriculum will move to adopt that platform.

Although always student-centered, CARE has used technology to “personalize” the content of the course even more. FerrisConnect (Course Management) is used to support the course in a blended format. Announcements, Calendar, GradeBook, Course Materials, and the use of on-line resource links give the students a sense of immediacy and focus. Model Course Portfolios are uploaded to allow students to see “what they are aiming at” in their course portfolios. The course portfolio—once only hard-copy is now electronic, and resumes are created, critiqued and submitted via the web. A computer lab is used for the second half of the course to give students access to the technology for research and for the final project.

CARE faculty work to balance “high tech” with “high touch.” CARE recognizes that students in the course have a range of technological skills and experiences and use the first part of the course to develop or build on those skills before on-line work is required. Hands-on class time allows students time to work on the digital technology (Photo Story) for the e-Course Portfolio. CARE faculty help students gain proficiency with the platform. Since the e-Course Portfolio is user-driven content, there is a time-investment commitment needed from the student. Students who are “happy with the course,” put in the time required outside of class to create a Course Portfolio they are proud of. While CARE faculty cannot control the student-outcomes in the course, they can influence the process.

Collaboration with Educational Counseling & Disabilities Services, Career Services, the Academic Support Center, and with programs across campus makes Ferris “come alive” for the students as they become part of FSU’s Community of Scholars.

Class discussion, invited speakers, feedback from the career fitness program, case studies, awareness of the changing job market, creation of a resume, procuring of a letter of reference, career research, job shadowing, web/online research, completion of the course portfolio, the PowerPoint/photo story, and personalized assignments help CARE students internalize and document mastery of the Career Exploration Process.

Developmental Curriculum is exploring additional ways to engage CARE students and help them network. Although students network on FaceBook, MySpace, and Twitter, LinkedIn is a business-oriented social networking site used mainly for professional networking. Developmental Curriculum is considering using LinkedIn where CARE students can create a resume page/homepage allowing them to have a more professional career-oriented digital presence.

Only about 2% of individuals know at age 18 what they want to do for the rest of their lives. National statistics vary, but up to 50% of entering college students are undecided about their major. The average student changes his/her major three more times before they graduate. And most people can expect to have 4.5 careers over their lifetimes and work for an average of 10 different employers. (Cal State Fullerton Career Center). CARE allows students to internalize the career exploration process, choose a major/program, and remain at Ferris State University.

Students will never find the time for the Career Exploration Process; Students need to make the time for the Career Exploration Process. CARE students take the time to learn the Career Exploration Process, realize that a program does not define a Career Choice,



*and approach the world of work with “mindful flexibility” needed as they “Imagine More.” [FSU logo/ad]*

#### H. Composition and Quality of Faculty

Does the program have designated course sections or faculty? Yes. If so,

1. Describe how such course sections and faculty are determined or selected. *University College has one tenured faculty member who has been assigned responsibility for the CARE course and program. Gloria Lukusa-Barnett’s load is designated to support CARE throughout the academic year.*
2. Describe any diversity goals of the program. *In terms of instructors, this has not been an issue. CARE faculty have included men, women, instructors, counselors, administrators, and persons of color during the past decade. Student enrollments have reflected the Ferris student body in terms of male:female and majority:minority ratios. [Appendix VII – Institutional Research and Testing (IRT) Data]*
  - a. Include in the description any goals for gender and ethnicity. *NA*
  - b. What efforts are being made to attain or retain an appropriate level of diversity in the designated faculty? *NA*
  - c. Has the program met its diversity goals? Please comment.
2. Orientation: Describe and assess the orientation process for faculty who participate in the program. *CARE instructors have completed FSUS and academic advisor training provided by University College and have taught FSUS and served as an academic advisor. New instructors meet with the Developmental Curriculum department chair to review the program requirements and a sample syllabus. Gloria Lukusa-Barnett has attended and presented at appropriate national and regional conferences related to career decision-making. Our primary adjunct, Will Gasper, has attended relevant regional and state conferences related to career decision-making.*
4. Reward Structure: e.g., salary, professional development funds, travel funds, UCEL and FSUGR incentive money *NA*
  - a. Describe the reward structure in the program/department/college as it relates to program faculty. *NA*
  - b. Does the existing salary structure have an impact on the program’s ability to recruit and retain quality faculty? *NA*
  - c. Is the reward structure currently in place adequate to support faculty productivity in teaching, research, and service? If not, what recommendations would you make to correct the situation? *NA*
  - d. Is enhancing diversity and inclusion a component of the reward structure? Please explain. *NA*

#### I. Degree Program Cost and Productivity Data

Submit institutional studies data. Comment on the data. *The IR&T numbers about program cost for CARE are kind of meaningless. They show a cost per student credit hour of \$111.88 and a total degree program cost of \$9,305.61. Career Exploration is a portal for undecided students who want to come to Ferris State University. The cost of instruction is at the low end because we rely on one lead faculty member and one or two adjuncts to teach a 3-credit course that is part of the students’ overall loads. The intent, and the reality, is that we help students identify a degree program so that they can transfer internally by the end of the first year with a significant percentage of general education courses completed. This is true for 60-70% of the CARE students! Moreover, the degree completion rate for students who start in CARE is comparable to the rate for the general FSU student body. Moreover, the estimated costs for the dean are different for University College because only a fraction of the dean’s time may be*

accounted for by instruction. The bulk of the work in University College occurs in non SCH producing support services. For all of these reasons, therefore, CARE is a bargain for the University. One student described her experience eloquently:  
*The most helpful aspect of Career Exploration was that it gave me a set amount of time each week to have to think about what I want to do for my future, and there was someone there to talk about my interests and thoughts of which career I would like to be involved with."*

#### J. Assessment and Evaluation

Describe and evaluate the program's assessment mechanisms. [See TracDat in Appendix]

1. What measures are used to evaluate whether or not the program is meeting its goals?  
*Historically, the Dean has examined enrollment statistics, student retention to Ferris, and student migration patterns within Ferris to assess whether or not the program is meeting its goals. More recently, we are identifying learning outcomes and ways to assess student progress in those more specific areas of concern.*
2. How are the rigor, breadth, and currency of the degree requirements and curriculum assessed? *These goals and measurements are under development for CARE. The lead instructor was on release time to the FCTL when the learning outcomes movement was initiated, but has been working with the Dean and the Department Chair to develop appropriate methods and materials for CARE.*
3. Based on these measures, describe the extent to which the goals are being reached. *Our impressions, at this writing, are that CARE is meeting its program goals quite nicely. Freshmen enrollments in CARE make it one of the larger intake programs for new students even though those numbers have declined from the historic highs of the past decade. Retention to the second year is comparable to the figures for all freshmen at Ferris. This is impressive given the "undecided" nature of our students compared to the more focused orientations of all other students. Degree completion rates for the CARE FTIACs are also comparable to the general student body. It is too early to know about the specific learning outcomes.*

**Section 4: Conclusions** Draw some conclusions based on data analysis derived from Sections 2-4 and on the collective wisdom and judgment of the PRP. In arriving at these conclusions, the PRP should summarize the relationship of the program to each of following specific categories and any other categories it deems appropriate:

- A. Relationship to FSU Mission – *The Career Exploration Program, by helping students make informed decisions about degree programs and careers, has a strong relationship to the FSU Mission which charges us to "prepare students for successful careers". By having students master the decision-making processes including research, analysis, and realistic self appraisal, CARE also contributes to the students' development as "lifelong learners."*
- B. Program Visibility and Distinctiveness – *The Ferris Career Exploration Program is unique in Michigan among public universities as a point of entry for undecided students. In terms of curriculum, the coupling of the CARE 102 course and the FSUS 100 seminar is also unique among Michigan postsecondary institutions.*
- C. Program Value – *The CARE program is one of the larger (top ten) entry programs for new freshmen at Ferris State University, with between 60 and 80 new students enrolling every fall. The students are retained at Ferris at rates comparable to other freshmen and graduate at similar rates as well in spite of arriving here with no clear academic focus. CARE feeds all five*

*of the other undergraduate colleges with internal transfer students who are qualified to enroll and complete the degree programs offered by them.*

- D. Enrollment – *Recent economic conditions in Michigan have caused enrollments in CARE to decline since 2004. Moreover, our work with Enrollment Services to improve the front-end match of students who are less undecided has caused some decline as well. Nonetheless, CARE remains one of the top ten points of entry for new students. One note of interest is that University College does NOT have an embedded admissions professional.*
- E. Characteristics, Quality and Employability of Students – *As noted in this report, CARE students reflect the overall composition of the Ferris student body in terms of demographics and ability. The latter quality issue does present challenges because we do enroll students from one end of the continuum to the other – unlike most other degree programs – AND they are undecided. We believe that, with regard to employability, students who successfully complete CARE are better prepared for the realities of the job market because they have had this course and experience.*
- F. Quality of Curriculum and Instruction – *The CARE curriculum is, as noted above, limited to one course and the FSUS seminar. We believe that this combination does a reasonably good job in the context of other Ferris degree programs which have significant credit requirements, often more than half of the total required for the degree.*
- G. Composition and Quality of the Faculty -- *Our instructors are carefully selected and provided with professional development opportunities directly related to this limited curriculum. In addition, our students have the added benefit of dealing with educational counselors who are educated and licensed to provide career guidance beyond the course experience. This, too, makes what we do in CARE distinctive.*

## **CARE Appendices**

- I Sample Recruiting Materials**
- II Environmental Scan**
- III Student Assessment of Instruction (SAIs)**
- IV Alumni Student Survey and Results**
- V Current Student Survey and Results**
- V-B Spring 2010 CARE Student Survey**
- VI Faculty Survey and Results**
- VII Institutional Research & Testing (IRT) Data**
- VIII CARE Enrollment and Retention Data**
- IX CARE Check Sheet**
- X CARE 102 Syllabi**
- XI TracDat Assessment**
- XII Faculty Vitae**
- XIII Academic Program Panel**

## Appendix I

### Sample Recruiting Materials

# Discovering Your Pathway

*Are you uncertain  
about your major?*  
**THE CAREER  
EXPLORATION  
PROGRAM IS  
THE ANSWER  
FOR YOU!**

**FERRIS STATE  
UNIVERSITY**  
*Imagine More*



## Fall Semester

**CARE 102 3 Credits**  
*Career & Education Planning*  
**FSUS 100 1 Credit**  
*Ferris State University Seminar  
General Education Courses*

## Spring Semester

**FSUS 101 1 Credit**  
*Ferris State University Seminar II*  
**Gateway Exploratory Courses**  
Students may elect an exploratory course from the college or pathway of their choice to affirm a general plan of action prior to enrolling for the sophomore year.

*College of Allied Health Sciences*  
*College of Arts & Sciences*  
*College of Business*  
*College of Education & Human Services*  
*College of Engineering Technology*

## General Education Courses

Students may elect required general education courses in mathematics, communication, social awareness, cultural enrichment, and scientific understanding to continue progress toward timely degree completion.

## Program Benefits

- Learning community of students who are enrolled in the first-year seminar (FSUS 100) and the career exploration course (CARE 102). Orient courses to exploring majors and careers.
- Academic advising by specially trained staff, with guaranteed enrollment in required classes during the first semester.
- Career assessments and counseling valued at \$400 provided at no additional cost by licensed professional counselors in the Educational Counseling and Disabilities Services Office.

## Access to other well-developed resources including:

- Myers-Briggs Type Indicator (MBTI)
- Strong Interest Inventory
- FSU-Michigan Career Pathways Crosswalk
- FSU Career Services Office
- More than 170 degree programs in 7 degree-granting colleges



FERRIS STATE UNIVERSITY  
*Imagine More*

[Future Students](#) [Current Students](#) [Visitors](#) [Alumni & Giving](#) [Faculty & Staff](#) [Online Learners](#) [Campus Calendar](#) [MyFSU](#)

Welcome to Ferris State University's Career Exploration (CARE) Program!

The CARE program, offered through the University College, allows you the opportunity to explore careers early in your college experience, and features the Career Exploration course, faculty advisors, and career testing and counseling. The program is an ideal way to begin college and make progress toward a degree while looking at different career options.

To hear from other students who chose CARE, [CLICK HERE](#).

To learn more about the program, visit the website [HERE](#).

To sign up for orientation, [CLICK HERE](#).

If you have any questions or want more information, please contact us at (231)591-2360.

We look forward to seeing you in the Fall!

Thank you,

William Potter, Ph.D.  
Dean

This e-mail was sent to you by The Ferris State University Office of Admissions to help you with your college search process. If you would like to unsubscribe from FSU Office of Admissions emails, [please click here](#).

March 10, 2010

«FNAME» «LNAME»  
«STREET1»  
«STREET2»  
«CITY» «STATE» «ZIP»

Dear «FNAME»,

Congratulations on your admission to the Career Exploration (CARE) program at Ferris State University!

At Ferris, we understand that many college bound students do not yet know what they will major in or what career they might want to pursue. You might be coming to college with a major in mind, but you'd like to be sure of your choice. You might have several options for majors and need assistance in sorting them out. You might enter college knowing you want an education, but have no clear career focus. Ferris State University offers you the opportunity to explore careers at any stage of the career decision-making process.

For more than a decade, we have worked with hundreds of students who fit that description and we know that it is perfectly normal. Unlike most colleges and universities, however, we believe that such important decision making processes should not be left to chance by allowing students to wander through the general graduation requirements until they find a subject that they like.

The CARE program, offered through the University College, allows you the opportunity to explore careers early in your college experience, and features the Career Exploration course, faculty advisors, and career testing and counseling. This program is an ideal way to begin college and make progress toward a degree while looking at different career options.

I encourage you to complete the admission process as soon as you have made a decision to attend Ferris. This process includes payment of required deposits and scheduling a summer orientation date by going to the Ferris website at [www.ferris.edu](http://www.ferris.edu) and clicking on the "Orientation" link.

If you have questions or would like additional information regarding the Career Exploration program, please check our website at [www.ferris.edu/htmls/colleges/university/dev/curriculum\\_care.htm](http://www.ferris.edu/htmls/colleges/university/dev/curriculum_care.htm) or call us at (231) 591-2360.

Sincerely,

William Potter, Ph.D.  
Dean



Appendix II  
Environmental Scan

## Career Programs at Michigan Universities

### Central Michigan University

- Program - none
- Course – CED 101: Career and Self-Exploration (8 weeks for 1 Credit)
- Career Services – Career Advising and Assessments (Focus, MBTI, Strong )

### Eastern Michigan University

- Program – none
- Course – COUN 100 Career Exploration and Decision Making (2 Credits)
- Career Services – Career Advising and Assessment (TypeFocus, MBTI, Career Key)

### Grand Valley State University

- Program –  
Pre-Major program; offers career advising and majors fair  
EXCEL program; offers career exploration and academic guidance to students  
transitioning to GVSU
- Course – US 102 – Career Education Class (1 credit)
- Career Services – Career Counseling and Assessment (15 assessments that include MBTI and Strong)

### Lake Superior State University

- Program - Liberal Arts – Undecided Program uses first year seminars, counseling, assessments
- Course – none
- Career Services – Career advising and variety of assessments

### Michigan State University

- Program - None
- Course – ANR 101A Academic and Career Decision Making (2 credits)
- Career Services - Career advising and assessments (Strong & MBTI)

### Michigan Tech

- Program - none
- Course – UN2525 – Career Development Foundations (1 credit)
- Career Services –Career advising and MYPlan: a online career planning site

### Northern Michigan University

- Program – Undeclared majors program includes advising, exploration, and decision making
- Course – UN 101 Personal Career Development
- Career Services – Career advising and assessments

### Oakland University

- Program - none
- Course - none
- Advising Resource Center – assessments, individual and group counseling, workshops

#### Saginaw Valley

- Program – IDEAL Pathway includes career assessment & research, gaining experience, and preparing for job search.
- Course – none
- Career Planning and Placement office – Career assessment (Focus)

#### University of Michigan

- Program – none
- Course – EXPS 102 – Career Planning (1 credit)
- Career Center – variety of assessments including MBTI and Strong

#### University of Michigan – Flint

- Program - none
- Course - none
- Career Center – Advising & assessment (Discover)

#### University of Michigan – Dearborn

- Program – none
- Course – EXPS 102 – Career Planning Class
- Career Center – Advising & assessments (Focus)

#### Wayne State

- Program – Career Development Program assists students and alumni with career exploration and development
- Course – UCS 0991: Design your Future (free-no credit)
- Career Services – Uses Career Exploration Inventory a self assessment career planning tool

#### Western Michigan University

- Program- none
- Course – UNIV 102 Career Exploration and Development (1 credit)
- Career and student employment – Career Counseling and assessments (Focus, MBTI, Strong)



The ~~pre-major program~~ provides academic advising to pre-major/undecided students. Grand Valley State University has many people, programs, and courses to help you make the decision that's right for you. We recognize that choosing a major and a career direction is an important step in life and making this decision is a complex process. Pre-major advisors are available to help you through the process and help you interpret university policies, procedures, and degree requirements.

**It is important to realize that it's okay to be undecided and that you are not alone**

- About 40 percent of all entering students say they are unsure about their major.
- About 75 percent of all students declare a major and change their minds at least once during their college careers.
- Your pre-major adviser is available to guide you through the process of selecting a major.
- Many students do not decide on a major until their sophomore year.

**Pre-major Advising**

If you have not decided on a particular field of study, you will be assigned a pre-major advisor from the Advising Resources and Special Programs unit, 200 STU, (616) 331-3588. Pre-major advisors provide academic advising and career exploration initiatives.

Advisors can help you plan a class schedule that will introduce you to various majors. Sometimes, just sharing an idea with someone who understands your confusion can lead to clarification of goals or a better understanding of what is needed to be successful in a particular major.

Your pre-major advisor will serve as an excellent resource agent and will connect you to other campus resources available to help you choose a major and a career. Your pre-major advisor will also help you identify career interests and declare a major. Once you have decided on a major, your pre-major advisor will help you declare the major and connect you to the appropriate advising center or faculty advisor.

**Majors Fair**

Once a year, the Advising Council organizes a majors fair where faculty and staff representing majors and minors offered at Grand Valley answer questions. These representatives are eager to talk about classes in their major/minor, career opportunities, student organizations, and potential graduate school opportunities. Alumni are also at the majors fair to share information about the world of work. The fair has an informal atmosphere where students can drop in and pick up handouts, look at displays, and ask questions.

**What You Can Do Right Now**

Grand Valley offers more than 125 undergraduate programs and emphasis areas. To narrow your choice, begin by looking over the list of programs and marking the ones that interest you. Then call or write the Admissions Office to request more information on specific programs, or read the details on requirements and career opportunities in the Grand Valley State University Undergraduate and Graduate Catalog. You can also go online to <http://main.gvsu.edu/forms/arsp/choosemajor.pdf> and access the Choosing a Major booklet. This booklet can be used independently or with the guidance of a pre-major adviser to help you begin the process of choosing a major.

Resources available at Grand Valley for Pre-major students Counseling and Career Development Trained counselors can help you determine your interests and values as they relate to career choices. You can also complete a career interest inventory or personality inventory to help in your decision

# Lake Superior State University

## Career Services

### Liberal Arts-Undecided Program

Liberal Arts-Undecided Program  
Mary Jo Meehan, LPC, Liberal Arts Undecided Adviser  
Theresa Weaver, Liberal Arts Undecided Adviser

Office: KJS Library 119A  
Phone: (906) 635-2733  
Email: [tweaver@lssu.edu](mailto:tweaver@lssu.edu)

"Research conducted by Penn State and other institutions has shown that up to 80 percent of entering college students admit that they are not certain what they want to major in, even if they have initially chosen a major. In addition, over 50 percent of first-year students change their majors at least once before graduation, and some change several times." (Michael J. Leonard, Pennsylvania State University, <http://www.psu.edu/dus/md/>, 2004)

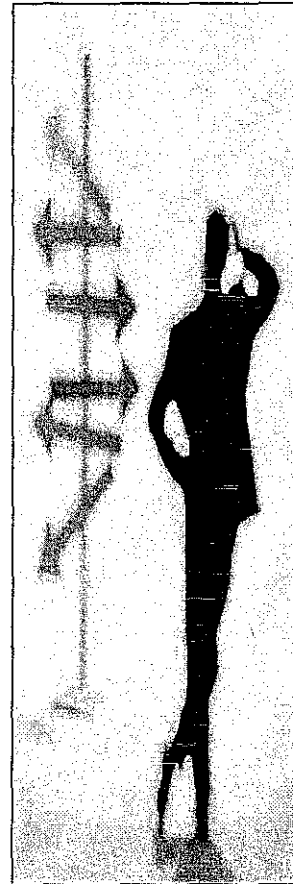
**If you are undecided about your choice of major, you are not alone. Being "undecided" about a major or field of study is perfectly normal, and, in many ways, advantageous. You have the worlds of academics and careers at your fingertips and have flexibility to explore many options. The Liberal Arts-Undecided program is structured to allow you to explore courses, majors, careers and your interests while working toward degree requirements.**

You may be "undecided" about your choice of major for any of the following reasons:

1. You have no idea "What you want to be when you grow up." You haven't decided on a career path or found a major that interests you.
2. You have many ideas and interests as far as majors or careers are concerned and cannot settle on one track.
3. You want to explore your options--what LSSU has to offer, your interests and abilities, career choices--before committing to a field of study.
4. You declared a major, began your studies, and realized that the coursework required for the degree is no longer of interest to you. (i.e. you want to be a CSI (crime scene investigator), but hate chemistry, mathematics, and science)

The liberal arts-undecided program at Lake Superior State University is designed to guide your exploration of academic and personal interests and potential majors and careers. Through personalized advising and career counseling, self-guided research and assessment, development of a career planning portfolio, and conversations with faculty, staff, students and employers in fields of interest to you, you will gain a better understanding of the decision-making process and academic and career planning.

Below is a sample of the programs, services, and activities you can take advantage of as you begin the exploration process.



- LSSU offers **first-year seminars** that assist students with the transition to higher education as well as with career exploration. Students may create career planning portfolios, research various fields of study or career choices, "shadow" professionals who work in the students' fields of interest, complete career testing, and develop skills and techniques necessary to succeed at LSSU.
- **Liberal arts advisers** assist liberal arts-undecided students with the selection of general education (liberal arts) courses and introductory courses that will meet degree requirements while allowing students to explore the academic programs offered at LSSU. These advisors--academic staff and faculty from various disciplines--will assist you in defining your academic and career goals.
- **Career counselors** are available for more in depth discussion and interpretation of tests and assessments you may complete. Our career counselors are licensed professional counselors who can assist you in determining which fields of study and career options would be best for you.
- **Guided self-assessment** allows students to explore interest, ability, achievement, aptitude, work values, and personality traits through completion of assessments that may be reviewed by your advisor and/or a licensed professional career counselor.
- Most majors have **introductory freshmen-level courses that provide students with an overview of the major or field of study** (i.e. CJ101: Intro to Criminal Justice, TE150: Reflections on Learning and Teaching, PY101: Intro to Psychology, BL140: Intro to Fisheries and Wildlife, BA121: Intro to Business). Taking an "intro" course can assist you in determining whether or not that field is right for you. (Do not rely solely on this method for career exploration. Some intro courses may not count toward general education or major requirements once you do settle upon a major. All intro courses do, however, count as elective credits toward graduation. If you take an intro course and decide that the field is NOT for you, you have ruled out one option, but have not decided upon another.)
- **Faculty, staff, students and alumni at LSSU** can also be great resources. Many of our faculty have "real life experience" within the fields that they now teach. They understand life outside LSSU, and inside your field of interest. LSSU faculty, staff, students and alumni may have direct career experience in a particular field of interest to you but may also have direct connections with employers, researchers and employees that you could learn from. It is important that you develop a network of friends and mentors and ask lots of questions!
- Get involved in **student organizations and out-of-class activities** at LSSU! Gain "real world" experience while enjoying student life at LSSU. Leadership, communication, self-discipline, time management, teamwork and interpersonal skills can be developed in a safe environment--all skills necessary for success in today's world of work.
- **Career exploration resources** are available as well for students wishing to independently research and learn about career planning and academic majors.

Remember, being undecided about your major or career choice is perfectly normal! We can help!

For more information on the Liberal Arts-Undecided program, contact Theresa Weaver, Career Services, at (906) 635-2733 or [tweaver@lssu.edu](mailto:tweaver@lssu.edu)

S

- [Home](#)
- [News](#)
- [Quicklinks](#)
- [A-Z Index](#)
- [Contact](#)

• SVSU Site Search SVSU Site Search

Go

- [Discover](#)
- [Visit](#)
- [Apply](#)
- [On Campus](#)
- [Resources](#)
- [Find](#)

## IDEAL Pathway

The IDEAL Pathway is a process for self-discovery that our staff will guide you through as you make decisions about your education, career and future.

### INVESTIGATE

On the first step of the *Pathway* you investigate career areas that relate to your interests, talents and aspirations. Our staff works one-on-one with you to help you learn about yourself and the fields that may be a good match for you.

### DISCOVER

On the second step of your journey, you discover a specific career field that maximizes your talents and matches your aspirations. Our staff helps you use the Internet and other resources to research your chosen field. During this leg of the journey, you may choose to meet with professionals in several fields to gain first-hand insights that confirm your decision.

### EXPERIENCE

On the third step of the *Pathway* you gain experience in your chosen field. Career Planning and Placement will work with you to find internships or cooperative education opportunities with participating businesses and organizations. This leg confirms the your career decision and our staff helps you shape your experience so that it is useful for your future employment search.

### ACTIVATE

On the fourth step of the *Pathway* you develop and activate a plan for finding employment after graduation. Our staff provides support by sharing insight into effective search strategies, critiquing resumes and cover letters, and teaching interview techniques and professional etiquette.

### LINK

The fifth and final step of your journey down the *IDEAL Pathway* is linking with potential employers. The Career Planning and Placement office hosts a number of employment fairs and on-campus interviews, and networks with a variety of employers to facilitate your search.

## In This Section

- [Home](#)
- [Student Services](#)
  - [IDEAL Pathway](#)
  - [4-Year Checklist](#)
  - [Career Advising](#)
  - [Networking](#)
  - [Resume & Cover Letter Critiques](#)
  - [Interview Coaching](#)
  - [Workshops](#)
  - [Employment Fairs](#)
  - [Special Events](#)
  - [Off-Campus Employment and Education Events](#)
  - [Employment Market Information](#)
  - [Disability Resources](#)
- [Student Testimonials](#)
- [Online Tutorials](#)
- [Resume Tips & More](#)

- [Choosing a Major](#)
- [Employer Services](#)
- [Employer Testimonials](#)
- [Co-ops & Internships](#)
- [On Campus Employment](#)
- [About Us](#)

---

Copyright © 2001–2010 Saginaw Valley State University 7400 Bay Road University Center, MI 48710 989.964.4000



# Career Services

[Career Development](#) [Student Employment](#) [Internships](#) [Cooperative Education](#) [Full Time Employment](#)

- [About our Office](#)
- [Career Resources](#)
- [Students](#)
- [International Students](#)
- [Alumni](#)
- [Employers](#)
- [Campus Community](#)
- [Career Services Home](#)

## Career Development

The Career Development Program assists students and alumni with the career exploration and decision making process towards the achievement of better understanding the relationship between academic and career choices.

## Resources

[How College Leads to a Career](#)

[BESI - \*Barriers to Employment Success Inventory\*](#)

[Career Exploration Inventory](#)

[CTI - \*Career Thoughts Inventory\*](#)

[DISCOVER® - \*Career Exploration\*](#)

[MBTI Instrument® - \*Personal Exploration\*](#)

[UCS 0991 - \*First Year Experience: Design Your Future\*](#)

[WSU QUICK LINKS](#)

Appendix III  
Student Assessment of Instruction  
(SAI's)

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**

**CARE 102 002, TR 1:30-2:45 PM  
December 1, 2009**

**What did you like about this course?**

- **Opened up different interest.**
- **I think it was fun. is a very nice person.**
- **No response.**
- **The energy she brought into the classroom.**
- **I like the fact that this course helped me to find my major.**
- **It helped me pick a career.**
- **Nothing.**
- **Yes, it really helped me to decide on a major.**
- **No response.**
- **I liked that I was able to decide on a major.**
- **I expected this course to help me find a career by exploring fields through presentations, interviews, and meeting people. I learned nothing about careers.**
- **No response.**
- **I liked that the instructor cared for her students and works to accommodate needs.**
- **It helped me decide what career I wanted.**
- **No response.**
- **MBTI SII seemed helpful.**
- **No response.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 002, TR 1:30-2:45 PM**  
**December 1, 2009**

**What changes would you recommend?**

- **No response.**
- **I would not put CARE and FSUS together.**
- **No response.**
- **No response.**
- **More clarity on what and when something is due.**
- **Not to make the assignments all online, try to tell us in class rather than over the internet.**
- **Not so scattered assignments.**
- **None.**
- **No response.**
- **It was not understandable, and it was in need of better organization.**
- **Teach about careers, not ‘finding yourself’ through a textbook.**
- **No response.**
- **No response.**
- **I think it could be a little more organized.**
- **No response.**
- **Maybe she could help arrange the job shadowing for students.**
- **That she is more together and helpful to her students.**

Q1 Expectations for graded assignments were clearly communicated

Mean: 3.06

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	8	47.06	52.94	47.06	52.94	
Neutral	3.00	1	5.88	58.82	5.88	58.82	
Agree	4.00	3	17.65	76.47	17.65	76.47	
Strongly Agree	5.00	4	23.53	100.00	23.53	100.00	
<b>Total Valid</b>		17	100.00			100.00	

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 3.35

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	3	17.65	23.53	17.65	23.53	
Neutral	3.00	5	29.41	52.94	29.41	52.94	
Agree	4.00	5	29.41	82.35	29.41	82.35	
Strongly Agree	5.00	3	17.65	100.00	17.65	100.00	
<b>Total Valid</b>		17	100.00			100.00	

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 3.65

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	3	17.65	23.53	17.65	23.53	
Neutral	3.00	2	11.76	35.29	11.76	35.29	
Agree	4.00	6	35.29	70.59	35.29	70.59	
Strongly Agree	5.00	5	29.41	100.00	29.41	100.00	
<b>Total Valid</b>		17	100.00			100.00	

Q4 The course was well organized

Mean: 2.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	3	17.65	17.65	17.65	17.65	
Disagree	2.00	5	29.41	47.06	29.41	47.06	
Neutral	3.00	3	17.65	64.71	17.65	64.71	
Agree	4.00	4	23.53	88.24	23.53	88.24	
Strongly Agree	5.00	2	11.76	100.00	11.76	100.00	
<b>Total Valid</b>		17	100.00			100.00	

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 3.59

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	1	5.88	17.65	5.88	17.65	
Neutral	3.00	3	17.65	35.29	17.65	35.29	
Agree	4.00	7	41.18	76.47	41.18	76.47	
Strongly Agree	5.00	4	23.53	100.00	23.53	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 3.53

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	4	23.53	29.41	23.53	29.41	
Neutral	3.00	2	11.76	41.18	11.76	41.18	
Agree	4.00	5	29.41	70.59	29.41	70.59	
Strongly Agree	5.00	5	29.41	100.00	29.41	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 3.31

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	12.50	12.50	
Disagree	2.00	2	11.76	23.53	12.50	25.00	
Neutral	3.00	4	23.53	47.06	25.00	50.00	
Agree	4.00	5	29.41	76.47	31.25	81.25	
Strongly Agree	5.00	3	17.65	94.12	18.75	100.00	
<b>Total Valid</b>		16	94.12		100.00		
<b>Missing</b>		1	5.88				
<b>Total</b>		17	100.00				

Q8 Graded materials and activities covered the major points of the course Mean: 3.53

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	5	29.41	29.41	29.41	29.41	
Neutral	3.00	3	17.65	47.06	17.65	47.06	
Agree	4.00	4	23.53	70.59	23.53	70.59	
Strongly Agree	5.00	5	29.41	100.00	29.41	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 3.35

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	1	5.88	17.65	5.88	17.65	
Neutral	3.00	6	35.29	52.94	35.29	52.94	
Agree	4.00	5	29.41	82.35	29.41	82.35	
Strongly Agree	5.00	3	17.65	100.00	17.65	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 3.94

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	4	23.53	23.53	23.53	23.53	
Neutral	3.00	0	0.00	23.53	0.00	23.53	
Agree	4.00	6	35.29	58.82	35.29	58.82	
Strongly Agree	5.00	7	41.18	100.00	41.18	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 3.47

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	3	17.65	17.65	17.65	17.65	
Disagree	2.00	0	0.00	17.65	0.00	17.65	
Neutral	3.00	4	23.53	41.18	23.53	41.18	
Agree	4.00	6	35.29	76.47	35.29	76.47	
Strongly Agree	5.00	4	23.53	100.00	23.53	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 3.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	1	5.88	11.76	5.88	11.76	
Neutral	3.00	3	17.65	29.41	17.65	29.41	
Agree	4.00	7	41.18	70.59	41.18	70.59	
Strongly Agree	5.00	5	29.41	100.00	29.41	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 3.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	1	5.88	17.65	5.88	17.65	
Neutral	3.00	3	17.65	35.29	17.65	35.29	
Agree	4.00	5	29.41	64.71	29.41	64.71	
Strongly Agree	5.00	6	35.29	100.00	35.29	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 3.76

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	2	11.76	17.65	11.76	17.65	
Neutral	3.00	3	17.65	35.29	17.65	35.29	
Agree	4.00	5	29.41	64.71	29.41	64.71	
Strongly Agree	5.00	6	35.29	100.00	35.29	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 3.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	0	0.00	11.76	0.00	11.76	
Neutral	3.00	3	17.65	29.41	17.65	29.41	
Agree	4.00	6	35.29	64.71	35.29	64.71	
Strongly Agree	5.00	6	35.29	100.00	35.29	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.24

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	5.88	5.88	5.88	5.88	
Neutral	3.00	3	17.65	23.53	17.65	23.53	
Agree	4.00	4	23.53	47.06	23.53	47.06	
Strongly Agree	5.00	9	52.94	100.00	52.94	100.00	
<b>Total Valid</b>		17	100.00		100.00		



Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 3.94

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	1	5.88	11.76	5.88	11.76	
Neutral	3.00	3	17.65	29.41	17.65	29.41	
Agree	4.00	5	29.41	58.82	29.41	58.82	
Strongly Agree	5.00	7	41.18	100.00	41.18	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 3.65

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	5.88	5.88	5.88	5.88	
Disagree	2.00	2	11.76	17.65	11.76	17.65	
Neutral	3.00	5	29.41	47.06	29.41	47.06	
Agree	4.00	3	17.65	64.71	17.65	64.71	
Strongly Agree	5.00	6	35.29	100.00	35.29	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 3.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	3	17.65	29.41	17.65	29.41	
Neutral	3.00	7	41.18	70.59	41.18	70.59	
Agree	4.00	3	17.65	88.24	17.65	88.24	
Strongly Agree	5.00	2	11.76	100.00	11.76	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 2.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	3	17.65	17.65	17.65	17.65	
Disagree	2.00	4	23.53	41.18	23.53	41.18	
Neutral	3.00	6	35.29	76.47	35.29	76.47	
Agree	4.00	3	17.65	94.12	17.65	94.12	
Strongly Agree	5.00	1	5.88	100.00	5.88	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 3.18

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	2	11.76	23.53	11.76	23.53	
Neutral	3.00	7	41.18	64.71	41.18	64.71	
Agree	4.00	3	17.65	82.35	17.65	82.35	
Strongly Agree	5.00	3	17.65	100.00	17.65	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 3.35

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	2	11.76	11.76	11.76	11.76	
Disagree	2.00	3	17.65	29.41	17.65	29.41	
Neutral	3.00	3	17.65	47.06	17.65	47.06	
Agree	4.00	5	29.41	76.47	29.41	76.47	
Strongly Agree	5.00	4	23.53	100.00	23.53	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 3.12

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	3	17.65	17.65	17.65	17.65	
Disagree	2.00	4	23.53	41.18	23.53	41.18	
Neutral	3.00	2	11.76	52.94	11.76	52.94	
Agree	4.00	4	23.53	76.47	23.53	76.47	
Strongly Agree	5.00	4	23.53	100.00	23.53	100.00	
<b>Total Valid</b>		17	100.00		100.00		

Q24 I was required to take this course

Mean: 1.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	3	17.65	17.65	33.33	33.33	
No	2.00	6	35.29	52.94	66.67	100.00	
<b>Total Valid</b>		9	52.94		100.00		
<b>Missing</b>		8	47.06				
<b>Total</b>		17	100.00				

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**CARE 102 001, TR 12:00-1:15 PM**  
**November 25, 2008**

**What did you like about this course?**

- **It allowed you to get to know yourself and what careers will fit your needs.**
- **No response.**
- **I liked how many things were hands on and it really lets you know what you are like inside.**
- **No response.**
- **No response.**
- **The test we took about our interests and skills.**
- **The learning experience.**
- **No response.**
- **No response.**
- **I liked how the teacher taught. It was a way in which I understood exactly what was needed.**
- **The professor was nice and helpful.**
- **No response.**
- **Not a whole lot.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 001, TR 12:00-1:15 PM**  
**November 25, 2008**

**What changes would you recommend?**

- **No response.**
- **None.**
- **Lighten with homework for students and lecture notes because they have a bunch of other things to do as well as most of the lecture notes were almost the same.**
- **No response.**
- **Do not do exercises from the book.**
- **A lot less busy work.**
- **None.**
- **No response.**
- **No response.**
- **Less book work and more hands on experiences.**
- **Some of the assignments were unnecessary.**
- **No response.**
- **Make it more organized and easier to follow.**

Ferris State University

Student Assessment of Instruction Report

Semester: 2009 Fall Course: CARE102 Section: 001 Record Count: 13 Report date: 1/7/2009  
 Instructor's Name , G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	3.8	3	23	6	46	2	15	2	15	0	0	0
2 Course activity helped me learn material	3.1	1	8	3	23	5	38	4	31	0	0	0
3 Graded projects returned in reasonable time	3.8	2	15	7	54	3	23	1	8	0	0	0
4 Course was well organized	3.2	2	15	2	15	6	46	3	23	0	0	0
5 Connections made to real situations	3.7	3	23	4	31	5	38	1	8	0	0	0
6 Instructor followed course outline	3.7	3	23	5	38	3	23	2	15	0	0	0
7 Material presented in clear manner	3.8	1	8	9	69	2	15	1	8	0	0	0
8 Graded materials covered major points	3.6	2	15	5	38	5	38	1	8	0	0	0
9 Helpful examples to explain application	3.8	3	23	5	38	4	31	1	8	0	0	0
10 Instructor genuinely interested	4.2	6	46	4	31	3	23	0	0	0	0	0
11 Instructor was well prepared	3.8	3	23	5	38	5	38	0	0	0	0	0
12 I was able to get help if needed	3.9	3	23	7	54	2	15	1	8	0	0	0
13 Instructor put effort in teaching	4.0	4	31	5	38	4	31	0	0	0	0	0
14 Instructor available outside of class	4.1	3	25	7	58	2	17	0	0	0	0	1
15 Instructor interested in student learning	4.3	5	38	7	54	1	8	0	0	0	0	0
16 I had to work to complete requirements	3.9	3	23	6	46	4	31	0	0	0	0	0
17 Instructor enthusiastic about subject	4.2	4	31	8	62	1	8	0	0	0	0	0
18 Instructor receptive to student views	3.8	3	23	5	38	4	31	1	8	0	0	0
19 Instructor stimulated my interest	3.5	2	15	4	31	5	38	2	15	0	0	0
20 Subject matter in course is difficult	2.7	0	0	2	15	6	46	4	31	1	8	0
21 I was interested in subject before	3.5	2	18	5	45	2	18	1	9	1	9	2
22 I rate this as an excellent course	3.2	2	15	3	23	5	38	2	15	1	8	0
23 I rate this instructor as excellent	3.8	5	38	2	15	5	38	1	8	0	0	0
24 I was required to take this course		0	0	0	0	0	0	4	40	6	60	3
25 .....	2.0	0	0	0	0	0	0	1	100	0	0	12
26 .....	0.0	0	0	0	0	0	0	0	0	0	0	13
27 .....	0.0	0	0	0	0	0	0	0	0	0	0	13
28 .....	0.0	0	0	0	0	0	0	0	0	0	0	13
29 .....	0.0	0	0	0	0	0	0	0	0	0	0	13

Grand Average (Items 1-23): 3.7

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 003, MW 3:00-4:15 PM**  
**November 25, 2008**

**What did you like about this course?**

- **It helped me decide what I wanted to do with my life.**
- **No response.**
- **No response.**
- **No response.**
- **No response.**
- **It helped me learn about the University.**
- **I liked that it helped me to learn my new career choice.**
- **The photo story assignment.**
- **No response.**
- **I didn't like the course but I liked the teacher. She was understanding of us and everything we were going through.**
- **No response.**
- **It helped me decide on a career.**
- **No response.**
- **I liked nothing from this course.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 003, MW 3:00-4:15 PM**  
**November 25, 2008**

**What changes would you recommend?**

- **Better questions for the assessments, so people really know what they want.**
- **No response.**
- **No response.**
- **No response.**
- **No response.**
- **No response.**
- **No response.**
- **More time and information about assignments.**
- **No response.**
- **Less activities outside of class.**
- **No response.**
- **Less assignment worksheets.**
- **No response.**
- **I liked nothing from this course.**

Ferris State University

Student Assessment of Instruction Report

File

Semester: 2009 Fall Course: Section: 003 Record Count: 14 Report date: 1/7/2009  
 Instructor's Name:

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	3.8	2	15	7	54	3	23	1	8	0	0	1
2 Course activity helped me learn material	3.4	0	0	8	62	3	23	1	8	1	8	1
3 Graded projects returned in reasonable time	4.1	4	29	8	57	2	14	0	0	0	0	0
4 Course was well organized	3.5	3	21	5	36	2	14	4	29	0	0	0
5 Connections made to real situations	3.9	3	21	7	50	3	21	1	7	0	0	0
6 Instructor followed course outline	3.9	4	31	4	31	5	38	0	0	0	0	1
7 Material presented in clear manner	3.7	3	21	7	50	1	7	3	21	0	0	0
8 Graded materials covered major points	3.7	2	14	7	50	4	29	1	7	0	0	0
9 Helpful examples to explain application	3.6	3	21	6	43	1	7	4	29	0	0	0
10 Instructor genuinely interested	4.3	7	54	3	23	3	23	0	0	0	0	1
11 Instructor was well prepared	3.9	3	21	7	50	4	29	0	0	0	0	0
12 I was able to get help if needed	3.9	2	15	8	62	3	23	0	0	0	0	1
13 Instructor put effort in teaching	3.8	1	8	9	69	3	23	0	0	0	0	1
14 Instructor available outside of class	4.1	5	36	7	50	1	7	1	7	0	0	0
15 Instructor interested in student learning	4.1	4	29	8	57	1	7	1	7	0	0	0
16 I had to work to complete requirements	3.7	3	21	6	43	3	21	2	14	0	0	0
17 Instructor enthusiastic about subject	3.9	2	14	9	64	2	14	1	7	0	0	0
18 Instructor receptive to student views	4.0	4	29	7	50	2	14	1	7	0	0	0
19 Instructor stimulated my interest	3.5	1	8	7	54	3	23	2	15	0	0	1
20 Subject matter in course is difficult	3.2	1	7	5	36	5	36	2	14	1	7	0
21 I was interested in subject before	3.0	1	7	4	29	4	29	4	29	1	7	0
22 I rate this as an excellent course	3.4	0	0	8	57	3	21	3	21	0	0	0
23 I rate this instructor as excellent	3.5	0	0	8	62	4	31	0	0	1	8	1
24 I was required to take this course		0	0	0	0	0	0	3	27	8	73	3
25 .....	1.0	0	0	0	0	0	0	0	0	1	100	13
26 .....	0.0	0	0	0	0	0	0	0	0	0	0	14
27 .....	0.0	0	0	0	0	0	0	0	0	0	0	14
28 .....	0.0	0	0	0	0	0	0	0	0	0	0	14
29 .....	0.0	0	0	0	0	0	0	0	0	0	0	14

Grand Average (Items 1-23): 3.7



Student Assessment of Instruction Report

Semester: 2008 Winter Course: CARE102 Section: 001 Record Count: 12 Report date: 5/20/2008  
 Instructor's Name: , G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.3	5	42	6	50	1	8	0	0	0	0	0
2 Course activity helped me learn material	3.4	4	33	3	25	0	0	4	33	1	8	0
3 Graded projects returned in reasonable time	4.0	2	17	8	67	2	17	0	0	0	0	0
4 Course was well organized	4.0	5	42	5	42	0	0	1	8	1	8	0
5 Connections made to real situations	3.6	5	42	2	17	0	0	5	42	0	0	0
6 Instructor followed course outline	4.4	7	58	3	25	2	17	0	0	0	0	0
7 Material presented in clear manner	3.9	4	33	4	33	3	25	1	8	0	0	0
8 Graded materials covered major points	3.5	4	33	3	25	2	17	1	8	2	17	0
9 Helpful examples to explain application	4.1	5	42	3	25	4	33	0	0	0	0	0
10 Instructor genuinely interested	4.7	9	75	2	17	1	8	0	0	0	0	0
11 Instructor was well prepared	4.3	7	58	3	25	1	8	1	8	0	0	0
12 I was able to get help if needed	3.8	5	42	2	17	3	25	1	8	1	8	0
13 Instructor put effort in teaching	4.3	7	58	3	25	1	8	1	8	0	0	0
14 Instructor available outside of class	4.2	5	42	4	33	3	25	0	0	0	0	0
15 Instructor interested in student learning	4.2	5	42	4	33	3	25	0	0	0	0	0
16 I had to work to complete requirements	3.8	2	17	7	58	2	17	1	8	0	0	0
17 Instructor enthusiastic about subject	4.4	8	67	2	17	1	8	1	8	0	0	0
18 Instructor receptive to student views	3.8	5	42	3	25	1	8	2	17	1	8	0
19 Instructor stimulated my interest	3.2	3	25	2	17	4	33	0	0	3	25	0
20 Subject matter in course is difficult	2.3	1	8	1	8	2	17	5	42	3	25	0
21 I was interested in subject before	3.3	1	8	5	42	3	25	2	17	1	8	0
22 I rate this as an excellent course	3.3	4	33	2	17	2	17	1	8	3	25	0
23 I rate this instructor as excellent	3.5	4	36	3	27	0	0	2	18	2	18	1
24 I was required to take this course		0	0	0	0	0	0	8	73	3	27	1
25 .....	0.0	0	0	0	0	0	0	0	0	0	0	12
26 .....	0.0	0	0	0	0	0	0	0	0	0	0	12
27 .....	0.0	0	0	0	0	0	0	0	0	0	0	12
28 .....	0.0	0	0	0	0	0	0	0	0	0	0	12
29 .....	0.0	0	0	0	0	0	0	0	0	0	0	12

Grand Average (Items 1-23): 3.8

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**„ CARE 102 001 TR 9:30-10:45 AM**  
**April 17, 2008**

**What did you like about this course?**

- **Putting together the Photo story.**
- **I like that this course was interactive and we were able to use Ferris Connect.**
- **No response.**
- **It showed me what my career is supposed to be. She was very helpful, giving information on careers.**
- **No response.**
- **Most of the work in this course is busy work.**
- **I liked the lab days on Thursdays. I also liked the on-line class meetings.**
- **The flexibility of when we can turn in work.**
- **It helped me find a career and helped me learn new things about myself.**
- **No response.**
- **Nothing, the class was all busy work. It didn't help me achieve anything. I wouldn't recommend this class to anyone.**
- **No response.**
- **I really couldn't get into CARE. It was suppose to be about me finding a career. It was nothing but busy work and I am still undecided about what I want to do. The course was pointless.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 001 TR 9:30-10:45 AM**  
**April 17, 2008**

**What changes would you recommend?**

- **None.**
- **I would not recommend any changes.**
- **No response.**
- **I can't think of anything wrong with the course.**
- **Don't talk so loud and hard. Even the people in the back were like making my ears hurt.**
- **No response.**
- **No response.**
- **No response.**
- **No changes at all.**
- **Spending more time in class covering text material and how it applies to us – instead of a bunch of “busy” work that seems to have no bearing on career choices.**
- **Everything except the assessment test. All this class was - was busy work. It had nothing to do with finding your career. Mainly on how to use the computer.**
- **While, some of the projects were every educational, they had nothing to do with finding a career. The class should be more helpful to students who do not have a strong educational or computer background. Too much busy work and not enough time actually searching for a career choice.**
- **More interaction with our top 5 results.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 004, MW 5:00-6:15 PM**  
**NOVEMBER 30, 2009**

**What did you like about this course?**

- **No response.**
- **No response.**
- **No response.**
- **Will really cared about us and wants us to succeed. He always was willing to help us in any way he could- even outside of school.**
- **No response.**
- **I liked all of the different activities we were able to do.**
- **No response.**
- **No response.**
- **No response.**
- **This course helped me know more about myself.**
- **I loved that . treated all of us like family. He actually cared about us, rather than just our grade.**
- **Helped me realize my values and put my goals into perspective.**
- **Very fun. We did a lot of activities when we had to talk ( I love talking). It dealt with real life situations.**
- **made me open my eyes to many things in life! I love how open he is and how caring he is of his students. He is a down to earth teacher. He shares life learning lessons and I love that. He is a big inspiration to me and will not be forgotten!**

- **I really liked our professor. He knew our names and was able to help us on individual basis. He love to teach us.**
- **is the best teacher I've had on campus so far. He is always full of life and answers our questions. I always look forward to his class over all the others I have.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 004, MW 5:00-6:15 PM**  
**NOVEMBER 30, 2009**

**What changes would you recommend?**

- **No response.**
- **No response.**
- **No response.**
- **No response.**
- **No response.**
- **There are no changes I would recommend.**
- **No response.**
- **No response.**
- **No response.**
- **Nothing because nothing was poorly done and every day was beneficial.**
- **None.**
- **More research on different careers. Otherwise great class.**
- **Field Trips!**
- **None!**
- **Earlier time slot.**
- **No response.**

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.88

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	12.50	12.50	12.50	12.50	
Strongly Agree	5.00	14	87.50	100.00	87.50	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.63

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	6.25	6.25	6.25	6.25	
Agree	4.00	4	25.00	31.25	25.00	31.25	
Strongly Agree	5.00	11	68.75	100.00	68.75	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.81

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	18.75	18.75	18.75	18.75	
Strongly Agree	5.00	13	81.25	100.00	81.25	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q4 The course was well organized

Mean: 4.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	31.25	31.25	31.25	31.25	
Strongly Agree	5.00	11	68.75	100.00	68.75	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.94

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	6.25	6.25	6.25	6.25	
Strongly Agree	5.00	15	93.75	100.00	93.75	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q6 The instructor generally followed the stated course outline Mean: 4.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	31.25	31.25	31.25	31.25	
Strongly Agree	5.00	11	68.75	100.00	68.75	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q7 The instructor presented material in a clear and understandable manner Mean: 4.81

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	18.75	18.75	18.75	18.75	
Strongly Agree	5.00	13	81.25	100.00	81.25	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q8 Graded materials and activities covered the major points of the course Mean: 4.80

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	6.25	6.25	6.67	6.67	
Agree	4.00	1	6.25	12.50	6.67	13.33	
Strongly Agree	5.00	13	81.25	93.75	86.67	100.00	
<b>Total Valid</b>		15	93.75			100.00	
<b>Missing</b>		1	6.25				
<b>Total</b>		16	100.00				



Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.81

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	18.75	18.75	18.75	18.75	
Strongly Agree	5.00	13	81.25	100.00	81.25	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 5.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	0	0.00	0.00	0.00	0.00	
Strongly Agree	5.00	16	100.00	100.00	100.00	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.94

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	6.25	6.25	6.25	6.25	
Strongly Agree	5.00	15	93.75	100.00	93.75	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.94

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	6.25	6.25	6.25	6.25	
Strongly Agree	5.00	15	93.75	100.00	93.75	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.88

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	12.50	12.50	12.50	12.50	
Strongly Agree	5.00	14	87.50	100.00	87.50	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	6.25	6.25	6.25	6.25	
Agree	4.00	3	18.75	25.00	18.75	25.00	
Strongly Agree	5.00	12	75.00	100.00	75.00	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q15 The instructor displayed an interest in students and their learning

Mean: 4.94

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	6.25	6.25	6.25	6.25	
Strongly Agree	5.00	15	93.75	100.00	93.75	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q16 I really had to work to successfully complete the requirements in this course

Mean: 3.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	5	31.25	31.25	31.25	31.25	
Neutral	3.00	4	25.00	56.25	25.00	56.25	
Agree	4.00	2	12.50	68.75	12.50	68.75	
Strongly Agree	5.00	5	31.25	100.00	31.25	100.00	
<b>Total Valid</b>		16	100.00			100.00	

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.88

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	12.50	12.50	12.50	12.50	
Strongly Agree	5.00	14	87.50	100.00	87.50	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 4.75

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	6.25	6.25	6.25	6.25	
Agree	4.00	2	12.50	18.75	12.50	18.75	
Strongly Agree	5.00	13	81.25	100.00	81.25	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	6.25	6.25	6.25	6.25	
Neutral	3.00	1	6.25	12.50	6.25	12.50	
Agree	4.00	2	12.50	25.00	12.50	25.00	
Strongly Agree	5.00	12	75.00	100.00	75.00	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 2.06

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	6	37.50	37.50	37.50	37.50	
Disagree	2.00	7	43.75	81.25	43.75	81.25	
Neutral	3.00	1	6.25	87.50	6.25	87.50	
Agree	4.00	0	0.00	87.50	0.00	87.50	
Strongly Agree	5.00	2	12.50	100.00	12.50	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 3.69

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	6.25	6.25	6.25	6.25	
Disagree	2.00	2	12.50	18.75	12.50	18.75	
Neutral	3.00	4	25.00	43.75	25.00	43.75	
Agree	4.00	3	18.75	62.50	18.75	62.50	
Strongly Agree	5.00	6	37.50	100.00	37.50	100.00	
<b>Total Valid</b>		16	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.60

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	12.50	12.50	13.33	13.33	
Agree	4.00	2	12.50	25.00	13.33	26.67	
Strongly Agree	5.00	11	68.75	93.75	73.33	100.00	
<b>Total Valid</b>		15	93.75		100.00		
<b>Missing</b>		1	6.25				
<b>Total</b>		16	100.00				

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.80

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	18.75	18.75	20.00	20.00	
Strongly Agree	5.00	12	75.00	93.75	80.00	100.00	
<b>Total Valid</b>		15	93.75		100.00		
<b>Missing</b>		1	6.25				
<b>Total</b>		16	100.00				

Q24 I was required to take this course

Mean: 1.40

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	9	56.25	56.25	60.00	60.00	
No	2.00	6	37.50	93.75	40.00	100.00	
<b>Total Valid</b>		15	93.75		100.00		
<b>Missing</b>		1	6.25				
<b>Total</b>		16	100.00				

Ferris State University

Student Assessment of Instruction Report

Semester: 2007 Fall Course: C\*\*E102 Section: 005 Record Count: 19 Report date: 12/21/2007  
 Instructor's Name: , Y

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.6	12	63	7	37	0	0	0	0	0	0	0
2 Course activity helped me learn material	4.2	8	42	7	37	4	21	0	0	0	0	0
3 Graded projects returned in reasonable time	4.6	11	58	8	42	0	0	0	0	0	0	0
4 Course was well organized	4.5	10	53	8	42	1	5	0	0	0	0	0
5 Connections made to real situations	4.7	14	74	4	21	1	5	0	0	0	0	0
6 Instructor followed course outline	4.3	9	47	8	42	1	5	1	5	0	0	0
7 Material presented in clear manner	4.5	9	47	10	53	0	0	0	0	0	0	0
8 Graded materials covered major points	4.7	13	68	6	32	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.3	8	42	9	47	2	11	0	0	0	0	0
10 Instructor genuinely interested	4.7	13	68	6	32	0	0	0	0	0	0	0
11 Instructor was well prepared	4.7	13	68	6	32	0	0	0	0	0	0	0
12 I was able to get help if needed	4.7	14	74	5	26	0	0	0	0	0	0	0
13 Instructor put effort in teaching	4.6	12	63	7	37	0	0	0	0	0	0	0
14 Instructor available outside of class	4.6	13	68	5	26	1	5	0	0	0	0	0
15 Instructor interested in student learning	4.6	12	63	7	37	0	0	0	0	0	0	0
16 I had to work to complete requirements	3.6	4	21	8	42	3	16	4	21	0	0	0
17 Instructor enthusiastic about subject	4.6	12	63	6	32	1	5	0	0	0	0	0
18 Instructor receptive to student views	4.7	14	74	4	21	1	5	0	0	0	0	0
19 Instructor stimulated my interest	4.4	11	58	4	21	4	21	0	0	0	0	0
20 Subject matter in course is difficult	2.8	4	21	3	16	3	16	4	21	5	26	0
21 I was interested in subject before	3.6	6	32	4	21	4	21	5	26	0	0	0
22 I rate this as an excellent course	4.1	7	37	7	37	5	26	0	0	0	0	0
23 I rate this instructor as excellent	4.6	12	63	7	37	0	0	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	5	28	13	72	1
25 .....	4.0	0	0	1	100	0	0	0	0	0	0	18
26 .....	0.0	0	0	0	0	0	0	0	0	0	0	19
27 .....	0.0	0	0	0	0	0	0	0	0	0	0	19
28 .....	0.0	0	0	0	0	0	0	0	0	0	0	19
29 .....	0.0	0	0	0	0	0	0	0	0	0	0	19

Grand Average (Items 1-23): 4.4

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**

**CARE 102 005, MWF 12:00-12:50 PM**

**December 7, 2007**

**What did you like about this course?**

- **No response.**
- **I liked taking the personality test.**
- **Made me a better student. I learned how to become a better student and future employee. Thank you.**
- **No response.**
- **Wonderful, wonderful class. The instructor genuinely cared about, not only the subject matter, but about all aspects of her students lives**
- **I found this course to be enlightening.**
- **I really enjoyed the way \_\_\_\_\_ interacted with her students, and made it clear whatever was to be done.**
- **\_\_\_\_\_ really helped us explore different options. I really liked her views and ideas instead of just book work.**
- **It gave me insight about different career opportunities. Enjoyed the speakers.**
- **No response.**
- **No response.**
- **It was somewhat helpful in trying to figure out a career. The Strong and Myers-Briggs were useful.**
- **Absolutely everything. Very great class.**
- **It answered some questions I had and helped me with job information.**
- **She was genuinely interested in helping us learn the material.**
- **It was fun. I learned a lot about myself.**
- **\_\_\_\_\_ was always enthusiastic and interested in our work. Learning how to correctly put together a cover letter and resume was very helpful.**
- **I liked that the instructor cared about what we thought and wanted, i.e. guest speakers.**
- **This course helped me greatly in deciding what I wanted to do and in helping me get there.**

**STUDENT ASSESSMENT OF INSTRUCTION – WRITTEN RESPONSE ITEMS**  
**, CARE 102 005, MWF 12:00-12:50 PM**  
**December 7, 2007**

**What changes would you recommend?**

- **No response.**
- **I wouldn't recommend any changes.**
- **More of [redacted] talking with advice. She is very knowledgeable.**
- **No response.**
- **No response.**
- **No changes necessary.**
- **I wouldn't recommend any changes, because the way the course was constructed, it was already perfect for students.**
- **None.**
- **N/A.**
- **No response.**
- **I would recommend a different book with less book work so you would have more time to work on a variety of projects.**
- **More content.**
- **None.**
- **None.**
- **No response.**
- **More chances to work on homework together.**
- **[redacted] didn't enforce her deadlines. The students who didn't apply themselves got off too easily.**
- **No changes. Overall a good course.**
- **I wouldn't recommend any. [redacted] is an outstanding teacher. She takes a genuine interest in the students' well-being and takes assisting her students to a higher level. R.W.H.**

## Appendix IV

### Alumni Student Survey and Results



## CARE SURVEY

The CARE survey went out electronically on April 6, 2010 and was closed on May 21, 2010.

Before the electronic surveys went out, a letter was mailed from the Dean's Office informing the CARE students of the survey.

# FERRIS STATE UNIVERSITY

## CARE APR - Alumni

You are receiving this survey because you were enrolled in the Career Exploration seminar, CARE 102, at some point in your Ferris experience. We would truly appreciate your feedback on the survey as we conduct the academic program review process required by the University for all programs. There are only 14 questions (plus one question for additional comments) and the entire survey should require no more than 20 minutes of your time. Our goal is to achieve as close to a 100% response rate as possible, so your response is important. If you could please think for a moment or two about that experience and respond to the survey questions to the best of your ability, you can help University College improve Career Exploration for future generations of students. Thank you.

### Section A - Demographic Information

1. **Sex**

- Male
- Female
- Transgender

2. **Age**

- 18-22
- 23-30
- 31 or older

3. **Race**

- American Indian
- Asian
- African American
- International student
- Hawaiian/Pacific Islander
- Multi-racial
- Hispanic
- White
- Don't want to report

**4. College**

- Allied Health
- Arts & Sciences
- Business
- Education & Human Services
- Engineering Technology
- Optometry
- Pharmacy

**5. What major did you select?**

**Section B - Learning and Behavioral Outcomes (Answer all items, please)**

**6. In Researching Potential Career Choices, the following activities were helpful:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
MBTI/Strong II Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
research choices/interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used the Career Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transferable Skills Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeting with program advisor/coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creating a portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used the Career Services Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**7. My Career Exploration class helped me:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
explore academic program choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore social choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore personal choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**8. My career development process/research helped me:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
explore my personal values, interests, skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore Job Market via online resources (www.bls.gov and www.careerbuilder.com)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore Campus Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore career skills to be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a semester plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop an academic plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a potential life plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. My Career Exploration class helped me develop ongoing education/career goals by:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
locating essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpreting essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
locating essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpreting essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identifying educational/employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. The Student Portfolio I created helped me:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
analyze compiled data via various resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decide on a career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhance career exploration process via Photo Story/Powerpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Overall, I think Career Explorations played the following role in my current level of success at Ferris State University:**

- Not Helpful
- Somewhat Helpful
- Very Helpful

**12. I thought the most helpful aspect of Career Exploration was:**

**13. If I could change something about Career Exploration, I would recommend:**

**14. Please use this space for additional comments.**

**Thank you for your time and participation.**

# CARE APR...Alumni

## Frequencies

Prepared by: Institutional Research & Testing, 05/10

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Sex	7	1	1.71	2.00	.488
q2 Age	7	1	2.00	2.00	.000
q3 Race	7	1	8.00	8.00	.000
q4 College	7	1	2.43	2.00	.976
q5 Major	8	0			
q6.a MBTI/Strong II Assessments	7	1	3.86	4.00	.690
q6.b research choices/interests	7	1	4.14	4.00	.690
q6.c used the Career Counseling Center	7	1	3.71	4.00	.756
q6.d transferable Skills Survey	7	1	3.86	4.00	.690
q6.e meeting with program advisor/coordinator	7	1	3.86	3.00	1.069
q6.f creating a portfolio	7	1	3.29	3.00	.756
q6.g used the Career Services Center	7	1	3.14	3.00	.690
q7.a explore academic program choices	7	1	4.29	4.00	.756
q7.b explore social choices	7	1	3.43	3.00	.535
q7.c explore personal choices	7	1	3.29	3.00	.488
q8.a explore my personal values, interests, skills	7	1	4.29	4.00	.756
q8.b explore Job Market via online resources	7	1	3.86	4.00	.690
q8.c explore Campus Career Services	7	1	3.71	4.00	.756
q8.d explore career skills to be successful	7	1	3.86	4.00	.900
q8.e develop a semester plan	7	1	3.86	4.00	.900
q8.f develop an academic plan	7	1	3.86	4.00	.900
q8.g develop a career plan	7	1	3.57	3.00	.787
q8.h develop a potential life plan	7	1	3.00	3.00	.577
q9.a locating essential career information	7	1	3.86	4.00	.900

q9.b evaluating essential career information	7	1	4.00	4.00	.816
q9.c interpreting essential career information	7	1	4.00	4.00	.816
q9.d locating essential curriculum information	7	1	4.14	4.00	.900
q9.e evaluating essential curriculum information	7	1	4.14	4.00	.900
q9.f interpreting essential curriculum information	7	1	4.00	4.00	1.000
q9.g identifying educational/employment opportunities	7	1	3.71	4.00	.756
q10.a analyze compiled data via various resources	7	1	3.43	3.00	.787
q10.b decide on a career plan	7	1	3.57	4.00	.535
q10.c enhance career exploration process	7	1	3.57	3.00	.787
q11 Overall, I think Career Explorations	7	1	2.29	2.00	.756
q12 Most helpful thing about CARE	8	0			
q13 If I could change something about CARE	8	0			
q14 Additional comments	8	0			

### Frequency Table

q1 Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	2	25.0	28.6	28.6
	Female	5	62.5	71.4	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

q2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	23-30	7	87.5	100.0	100.0

Missing	System	1	12.5		
Total		8	100.0		

q3 Race

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	White	7	87.5	100.0	100.0
Missing	System	1	12.5		
Total		8	100.0		

q4 College

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Allied Health	1	12.5	14.3	14.3
	Arts & Sciences	3	37.5	42.9	57.1
	Business	2	25.0	28.6	85.7
	Education & Human Services	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

q5 Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	12.5	12.5	12.5
	Criminal Justice	1	12.5	12.5	25.0
	Early Childhood Educaton	1	12.5	12.5	37.5
	Health Care Administration	1	12.5	12.5	50.0
	Marketing	1	12.5	12.5	62.5
	Music Industry Management	1	12.5	12.5	75.0
	Pre-Dentistry	1	12.5	12.5	87.5
	Social Work	1	12.5	12.5	100.0



**q5 Major**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	12.5	12.5	12.5
	Criminal Justice	1	12.5	12.5	25.0
	Early Childhood Educaton	1	12.5	12.5	37.5
	Health Care Administration	1	12.5	12.5	50.0
	Marketing	1	12.5	12.5	62.5
	Music Industry Management	1	12.5	12.5	75.0
	Pre-Dentistry	1	12.5	12.5	87.5
	Social Work	1	12.5	12.5	100.0
	Total	8	100.0	100.0	

**q6.a MBTI/Strong II Assessments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	4	50.0	57.1	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q6.b research choices/interests**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	12.5	14.3	14.3
	Somewhat Agree	4	50.0	57.1	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q6.c used the Career Counseling Center**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	3	37.5	42.9	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q6.d transferable Skills Survey**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	4	50.0	57.1	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q6.e meeting with program advisor/coordinator**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	50.0	57.1	57.1
	Strongly Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q6.f creating a portfolio**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Somewhat Disagree	1	12.5	14.3	14.3
	Neutral	3	37.5	42.9	57.1
	Somewhat Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q6.g used the Career Services Center**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	14.3	14.3
	Neutral	4	50.0	57.1	71.4
	Somewhat Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7.a explore academic program choices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	12.5	14.3	14.3
	Somewhat Agree	3	37.5	42.9	57.1
	Strongly Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q7.b explore social choices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	50.0	57.1	57.1
	Somewhat Agree	3	37.5	42.9	100.0

	Total	7	87.5	100.0
Missing	System	1	12.5	
Total		8	100.0	

**q7.c explore personal choices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	62.5	71.4	71.4
	Somewhat Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.a explore my personal values, interests, skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	1	12.5	14.3	14.3
	Somewhat Agree	3	37.5	42.9	57.1
	Strongly Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.b explore Job Market via online resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	4	50.0	57.1	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.c explore Campus Career Services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	3	37.5	42.9	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.d explore career skills to be successful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	2	25.0	28.6	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.e develop a semester plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	2	25.0	28.6	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.f develop an academic plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	2	25.0	28.6	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.g develop a career plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	50.0	57.1	57.1
	Somewhat Agree	2	25.0	28.6	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q8.h develop a potential life plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat Disagree	1	12.5	14.3	14.3
	Neutral	5	62.5	71.4	85.7
	Somewhat Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.a locating essential career information**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	2	25.0	28.6	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.b evaluating essential career information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	3	37.5	42.9	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.c interpreting essential career information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	3	37.5	42.9	71.4
	Strongly Agree	2	25.0	28.6	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.d locating essential curriculum information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	2	25.0	28.6	57.1

	Strongly Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.e evaluating essential curriculum information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	2	25.0	28.6	28.6
	Somewhat Agree	2	25.0	28.6	57.1
	Strongly Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.f interpreting essential curriculum information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	1	12.5	14.3	57.1
	Strongly Agree	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q9.g identifying educational/employment opportunities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	3	37.5	42.9	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		



**q9.g identifying educational/employment opportunities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	3	37.5	42.9	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q10.a analyze compiled data via various resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	5	62.5	71.4	71.4
	Somewhat Agree	1	12.5	14.3	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q10.b decide on a career plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	3	37.5	42.9	42.9
	Somewhat Agree	4	50.0	57.1	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q10.c enhance career exploration process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Neutral	4	50.0	57.1	57.1

	Somewhat Agree	2	25.0	28.6	85.7
	Strongly Agree	1	12.5	14.3	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q11 Overall, I think Career Explorations**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	1	12.5	14.3	14.3
	Somewhat Helpful	3	37.5	42.9	57.1
	Very Helpful	3	37.5	42.9	100.0
	Total	7	87.5	100.0	
Missing	System	1	12.5		
Total		8	100.0		

**q12 Most helpful thing about CARE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		2	25.0	25.0	25.0
	Creating a resume.	1	12.5	12.5	37.5
	Having the opportunity to be shown a plethora of career choices.	1	12.5	12.5	50.0
	I did not think this class was helpful in my career decision at all.	1	12.5	12.5	62.5
	It introduced me to career paths I had not thought about previously.	1	12.5	12.5	75.0
	The most helpful aspect of Career Exploration was that it gave me a set amount of time each week to have to think about what I want to do for my future, and there was someone there to talk about my interests and thoughts of which career I would like to be involved with.	1	12.5	12.5	87.5

The personality test and helping to direct me into the areas that interested me.	1	12.5	12.5	100.0
Total	8	100.0	100.0	

**q13 If I could change something about CARE**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	3	37.5	37.5	37.5
Follow up after the class was over.	1	12.5	12.5	50.0
I was frustrated it did not count towards my elective credits. I would like CARE to be either a free or reduced cost program required of those who do not have a major declared or required for everyone, OR charge for it, but allow it to count as an elective credit course.	1	12.5	12.5	62.5
I would like to see the Career Exploration program give students the opportunity to become hands-on active with career prospects. This could include observing a particular career or getting first-hand knowledge from a person currently in a field of choice.	1	12.5	12.5	75.0
More wrk in the career field.....job shadowing	1	12.5	12.5	87.5
The main concern that I had was that it felt like the class was based on programs that were at FSU and not other schools...or that the career exploration tests were general like teacher, accountant, and doctor. There's just so many different routes that a student can go towards, I just felt like the class was generalized or based on courses for FSU. I know that when I took this class at the age of 18, I didn't realize how many different roads I could take until my 2nd year of college or even after I graduated college.	1	12.5	12.5	100.0
Total	8	100.0	100.0	

**q14 Additional comments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		4	50.0	50.0	50.0
	Because I took this class my first semester of college seven years ago, I don't believe my responses are completely accurate. I honestly can't remember anything about this class except for considering it a "blow-off" class and the professor (whose name escapes me) would talk about nothing related to our future careers. I'm slightly disappointed that the university would send out this survey to alumni who took this class years ago, clearly skewing the responses. A paper notice sent in the mail is also unnecessary - a waste of time and money if an email is being sent out already.	1	12.5	12.5	62.5
	CARE was a class I was required to take because I had no major declared and selected. I was thankful I did because it helped me to select a career in Dentistry. I am one year away from graduation of Dental school with my DDS and I love my career path. I would NOT have selected it though, if I weren't exposed to it in CARE freshman year 2002.	1	12.5	12.5	75.0
	I took this course my first semester at Ferris. The course was very informative and Dr. Lukasa was a great professor who helped guide me in my career. It was a great program.	1	12.5	12.5	87.5
	The last time I took the Career Exploration class was about 8 years ago. Since that was so long ago, I could barely answer these questions just because I don't remember all of what I did in that class. It may be more beneficial to send out this survey a little sooner than 8 years after a student has taken the class.	1	12.5	12.5	100.0
Total	8	100.0	100.0		

## Appendix V

### Current Student Survey and Results

# FERRIS STATE UNIVERSITY

## CARE APR - Current & Former Students

You are receiving this survey because you were enrolled in the Career Exploration seminar, CARE 102, at some point during the past five years. We would truly appreciate your feedback on the survey as we conduct the academic program review process required by the University for all programs. There are only 14 questions (plus one question for additional comments) and the entire survey should require no more than 20 minutes of your time. Our goal is to achieve as close to a 100% response rate as possible, so your response is important. If you could please think for a moment or two about that experience and respond to the survey questions to the best of your ability, you can help University College improve Career Exploration for future generations of students. Thank you.

### Section A - Demographic Information

1. **Sex**

- Male
- Female
- Transgender

2. **Age**

- 18-22
- 23-30
- 31 or older

3. **Race**

- American Indian
- Asian
- African American
- International student
- Hawaiian/Pacific Islander
- Multi-racial
- Hispanic
- White
- Don't want to report

4. **Current Year**

- Freshman
- Sophomore
- Junior
- Senior

5. **College**

- Allied Health
- Arts & Sciences
- Business
- Education & Human Services
- Engineering Technology
- Optometry
- Pharmacy
- University College (if no change was made)

6. **What major did you select?**

**Section B - Learning and Behavioral Outcomes (Answer all items, please)**

7. **In Researching Potential Career Choices, the following activities were helpful:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
MBTI/Strong II Assessments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
research choices/interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used the Career Counseling Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
transferable Skills Survey	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
meeting with program advisor/coordinator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
creating a portfolio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
used the Career Services Center	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. **My Career Exploration class helped me:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
explore academic program choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore social choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore personal choices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**9. My career development process/research helped me:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
explore my personal values, interests, skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore Job Market via online resources (www.bls.gov and www.careerbuilder.com)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore Campus Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
explore career skills to be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a semester plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop an academic plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
develop a potential life plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. My Career Exploration class helped me develop ongoing education/career goals by:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
locating essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpreting essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
locating essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
evaluating essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
interpreting essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
identifying educational/employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. The Student Portfolio I created helped me:**

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
analyze compiled data via various resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
decide on a career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
enhance career exploration process via Photo Story/Powerpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. Overall, I think Career Explorations played the following role in my current level of success at Ferris State University:**

- Not Helpful
- Somewhat Helpful
- Very Helpful



13. I thought the most helpful aspect of Career Exploration was:

14. If I could change something about Career Exploration, I would recommend:

15. Please use this space for additional comments.

**Thank you for your time and participation.**

# CARE APR...Student

## Frequencies

Prepared by: Institutional Research & Testing, 05/10

	N		Mean	Median	Std. Deviation
	Valid	Missing			
q1 Sex	34	0	1.56	2.00	.504
q2 Age	34	0	1.24	1.00	.431
q3 Race	34	0	7.21	8.00	1.871
q4 Current Year	32	2	2.97	3.00	.822
q5 College	34	0	2.71	3.00	1.115
q6 Major	34	0			
q7.a MBTI/Strong II Assessments	34	0	3.41	4.00	1.258
q7.b research choices/interests	33	1	3.55	4.00	1.277
q7.c used the Career Counseling Center	34	0	2.97	3.00	1.218
q7.d transferable Skills Survey	34	0	3.32	4.00	1.224
q7.e meeting with program advisor/coordinator	33	1	3.61	4.00	1.345
q7.f creating a portfolio	33	1	2.79	3.00	1.317
q7.g used the Career Services Center	34	0	2.97	3.00	1.141
q8.a explore academic program choices	34	0	3.74	4.00	1.377
q8.b explore social choices	34	0	3.15	3.50	1.459
q8.c explore personal choices	34	0	3.38	4.00	1.518
q9.a explore my personal values, interests, skills	34	0	3.53	4.00	1.398
q9.b explore Job Market via online resources	33	1	3.06	3.00	1.391
q9.c explore Campus Career Services	34	0	3.24	4.00	1.281
q9.d explore career skills to be successful	34	0	3.32	4.00	1.342
q9.e develop a semester plan	34	0	3.21	3.00	1.366
q9.f develop an academic plan	34	0	3.18	3.00	1.336
q9.g develop a career plan	34	0	3.03	3.00	1.314
q9.h develop a potential life plan	34	0	3.24	4.00	1.304

q10.a locating essential career information	34	0	3.29	3.50	1.338
q10.b evaluating essential career information	33	1	3.27	4.00	1.306
q10.c interpreting essential career information	34	0	3.21	3.00	1.321
q10.d locating essential curriculum information	34	0	3.15	3.00	1.351
q10.e evaluating essential curriculum information	34	0	3.06	3.00	1.324
q10.f interpreting essential curriculum information	33	1	3.06	3.00	1.345
q10.g identifying educational/employment opportunities	33	1	3.30	4.00	1.380
q11.a analyze compiled data via various resources	34	0	2.88	3.00	1.365
q11.b decide on a career plan	34	0	2.79	3.00	1.366
q11.c enhance career exploration process	34	0	2.82	3.00	1.336
q12 Overall, I think CARE	33	1	1.85	2.00	.795
q13 Most helpful aspect of CARE	34	0			
q14 If I could change something about CARE	34	0			
q15 Additional comments	34	0			

### Frequency Table

q1 Sex

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	15	44.1	44.1	44.1
	Female	19	55.9	55.9	100.0
	Total	34	100.0	100.0	

q2 Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-22	26	76.5	76.5	76.5
	23-30	8	23.5	23.5	100.0
	Total	34	100.0	100.0	

**q3 Race**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Asian	1	2.9	2.9	2.9
	African American	4	11.8	11.8	14.7
	Hispanic	1	2.9	2.9	17.6
	White	28	82.4	82.4	100.0
	Total	34	100.0	100.0	

**q4 Current Year**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Sophomore	11	32.4	34.4	34.4
	Junior	11	32.4	34.4	68.8
	Senior	10	29.4	31.3	100.0
	Total	32	94.1	100.0	
Missing	System	2	5.9		
Total		34	100.0		

**q5 College**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Allied Health	5	14.7	14.7	14.7
	Arts & Sciences	10	29.4	29.4	44.1
	Business	11	32.4	32.4	76.5

	Education & Human Services	6	17.6	17.6	94.1
	Engineering Technology	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

q6 Major

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		1	2.9	2.9	2.9
	After the CARE class I went into Social work then changed my major to Diagnostic Medical Sonography	1	2.9	2.9	5.9
	Architectural Technology	1	2.9	2.9	8.8
	Business	1	2.9	2.9	11.8
	Business Administration double minor; RealEstate and Small Business and Entrp.	1	2.9	2.9	14.7
	Business Administration, Finance Minor	1	2.9	2.9	17.6
	Chemistry	1	2.9	2.9	20.6
	Criminal Justice	2	5.9	5.9	26.5
	Digital Animation and Game Design	1	2.9	2.9	29.4
	Double Major in Hotel Management and Business Adiministration	1	2.9	2.9	32.4
	Elementary Education	2	5.9	5.9	38.2
	English	1	2.9	2.9	41.2
	Facility Management	1	2.9	2.9	44.1
	Finance	1	2.9	2.9	47.1
	Health Administration	1	2.9	2.9	50.0
	History	1	2.9	2.9	52.9
	Human Resource Management	1	2.9	2.9	55.9
	I selected the Criminal Justice major.	1	2.9	2.9	58.8
	Journalism and Technical Communications	1	2.9	2.9	61.8
	Management	1	2.9	2.9	64.7
	Marketing Retail Sales	1	2.9	2.9	67.6
	Medical Technology	1	2.9	2.9	70.6
	Nuclear Medicine Technology	1	2.9	2.9	73.5

Political Science	1	2.9	2.9	76.5
Pre-Physical Therapy	1	2.9	2.9	79.4
Professional and Technical Communication	1	2.9	2.9	82.4
Public Relations	1	2.9	2.9	85.3
Recreation Leadership and Management with a concentration in Outdoor and Adventure Education.	1	2.9	2.9	88.2
restaurant and food industry management	1	2.9	2.9	91.2
Secondary English Education	1	2.9	2.9	94.1
Sociology with enough classes to get into medical school.	1	2.9	2.9	97.1
Undecided	1	2.9	2.9	100.0
Total	34	100.0	100.0	

**q7.a MBTI/Strong II Assessments**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	11.8	11.8
	Somewhat Disagree	5	14.7	14.7	26.5
	Neutral	3	8.8	8.8	35.3
	Somewhat Agree	17	50.0	50.0	85.3
	Strongly Agree	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

**q7.b research choices/interests**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	12.1	12.1
	Somewhat Disagree	3	8.8	9.1	21.2
	Neutral	4	11.8	12.1	33.3
	Somewhat Agree	15	44.1	45.5	78.8
	Strongly Agree	7	20.6	21.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		

**q7.b research choices/interests**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	12.1	12.1
	Somewhat Disagree	3	8.8	9.1	21.2
	Neutral	4	11.8	12.1	33.3
	Somewhat Agree	15	44.1	45.5	78.8
	Strongly Agree	7	20.6	21.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q7.c used the Career Counseling Center**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	17.6	17.6	17.6
	Somewhat Disagree	4	11.8	11.8	29.4
	Neutral	12	35.3	35.3	64.7
	Somewhat Agree	9	26.5	26.5	91.2
	Strongly Agree	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

**q7.d transferable Skills Survey**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	11.8	11.8
	Somewhat Disagree	4	11.8	11.8	23.5
	Neutral	8	23.5	23.5	47.1
	Somewhat Agree	13	38.2	38.2	85.3
	Strongly Agree	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

**q7.e meeting with program advisor/coordinator**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	15.2	15.2
	Somewhat Disagree	1	2.9	3.0	18.2
	Neutral	5	14.7	15.2	33.3
	Somewhat Agree	13	38.2	39.4	72.7
	Strongly Agree	9	26.5	27.3	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q7.f creating a portfolio**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	8	23.5	24.2	24.2
	Somewhat Disagree	5	14.7	15.2	39.4
	Neutral	9	26.5	27.3	66.7
	Somewhat Agree	8	23.5	24.2	90.9
	Strongly Agree	3	8.8	9.1	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q7.g used the Career Services Center**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	11.8	11.8
	Somewhat Disagree	7	20.6	20.6	32.4
	Neutral	12	35.3	35.3	67.6
	Somewhat Agree	8	23.5	23.5	91.2
	Strongly Agree	3	8.8	8.8	100.0
	Total	34	100.0	100.0	



**q8.a explore academic program choices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	11.8	11.8
	Somewhat Disagree	4	11.8	11.8	23.5
	Neutral	1	2.9	2.9	26.5
	Somewhat Agree	13	38.2	38.2	64.7
	Strongly Agree	12	35.3	35.3	100.0
	Total	34	100.0	100.0	

**q8.b explore social choices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	20.6	20.6	20.6
	Somewhat Disagree	5	14.7	14.7	35.3
	Neutral	5	14.7	14.7	50.0
	Somewhat Agree	10	29.4	29.4	79.4
	Strongly Agree	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

**q8.c explore personal choices**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	20.6	20.6	20.6
	Somewhat Disagree	3	8.8	8.8	29.4
	Neutral	4	11.8	11.8	41.2
	Somewhat Agree	10	29.4	29.4	70.6
	Strongly Agree	10	29.4	29.4	100.0
	Total	34	100.0	100.0	

**q9.a explore my personal values, interests, skills**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	4	11.8	11.8	26.5
	Neutral	2	5.9	5.9	32.4
	Somewhat Agree	14	41.2	41.2	73.5
	Strongly Agree	9	26.5	26.5	100.0
	Total	34	100.0	100.0	

**q9.b explore Job Market via online resources**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	17.6	18.2	18.2
	Somewhat Disagree	5	14.7	15.2	33.3
	Neutral	10	29.4	30.3	63.6
	Somewhat Agree	5	14.7	15.2	78.8
	Strongly Agree	7	20.6	21.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q9.c explore Campus Career Services**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	11.8	11.8
	Somewhat Disagree	7	20.6	20.6	32.4
	Neutral	5	14.7	14.7	47.1
	Somewhat Agree	13	38.2	38.2	85.3
	Strongly Agree	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

**q9.d explore career skills to be successful**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	5	14.7	14.7	29.4
	Neutral	4	11.8	11.8	41.2
	Somewhat Agree	14	41.2	41.2	82.4
	Strongly Agree	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

**q9.e develop a semester plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	6	17.6	17.6	32.4
	Neutral	7	20.6	20.6	52.9
	Somewhat Agree	9	26.5	26.5	79.4
	Strongly Agree	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

**q9.f develop an academic plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	6	17.6	17.6	32.4
	Neutral	7	20.6	20.6	52.9
	Somewhat Agree	10	29.4	29.4	82.4
	Strongly Agree	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

**q9.g develop a career plan**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	6	17.6	17.6	17.6
	Somewhat Disagree	6	17.6	17.6	35.3
	Neutral	7	20.6	20.6	55.9
	Somewhat Agree	11	32.4	32.4	88.2
	Strongly Agree	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

**q9.h develop a potential life plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	5	14.7	14.7	29.4
	Neutral	6	17.6	17.6	47.1
	Somewhat Agree	13	38.2	38.2	85.3
	Strongly Agree	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

**q10.a locating essential career information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	4	11.8	11.8	26.5
	Neutral	8	23.5	23.5	50.0
	Somewhat Agree	10	29.4	29.4	79.4
	Strongly Agree	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

**q10.b evaluating essential career information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	12.1	12.1
	Somewhat Disagree	6	17.6	18.2	30.3

	Neutral	6	17.6	18.2	48.5
	Somewhat Agree	11	32.4	33.3	81.8
	Strongly Agree	6	17.6	18.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q10.c interpreting essential career information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	5	14.7	14.7	29.4
	Neutral	8	23.5	23.5	52.9
	Somewhat Agree	10	29.4	29.4	82.4
	Strongly Agree	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

**q10.d locating essential curriculum information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	5	14.7	14.7	14.7
	Somewhat Disagree	6	17.6	17.6	32.4
	Neutral	9	26.5	26.5	58.8
	Somewhat Agree	7	20.6	20.6	79.4
	Strongly Agree	7	20.6	20.6	100.0
	Total	34	100.0	100.0	

**q10.e evaluating essential curriculum information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	17.6	17.6	17.6
	Somewhat Disagree	5	14.7	14.7	32.4

	Neutral	9	26.5	26.5	58.8
	Somewhat Agree	9	26.5	26.5	85.3
	Strongly Agree	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

**q10.f interpreting essential curriculum information**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	6	17.6	18.2	18.2
	Somewhat Disagree	5	14.7	15.2	33.3
	Neutral	8	23.5	24.2	57.6
	Somewhat Agree	9	26.5	27.3	84.8
	Strongly Agree	5	14.7	15.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q10.g identifying educational/employment opportunities**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	4	11.8	12.1	12.1
	Somewhat Disagree	7	20.6	21.2	33.3
	Neutral	5	14.7	15.2	48.5
	Somewhat Agree	9	26.5	27.3	75.8
	Strongly Agree	8	23.5	24.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q11.a analyze compiled data via various resources**

		Frequency	Percent	Valid Percent	Cumulative Percent

Valid	Strongly Disagree	7	20.6	20.6	20.6
	Somewhat Disagree	7	20.6	20.6	41.2
	Neutral	8	23.5	23.5	64.7
	Somewhat Agree	7	20.6	20.6	85.3
	Strongly Agree	5	14.7	14.7	100.0
	Total	34	100.0	100.0	

**q11.b decide on a career plan**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	20.6	20.6	20.6
	Somewhat Disagree	8	23.5	23.5	44.1
	Neutral	10	29.4	29.4	73.5
	Somewhat Agree	3	8.8	8.8	82.4
	Strongly Agree	6	17.6	17.6	100.0
	Total	34	100.0	100.0	

**q11.c enhance career exploration process**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	7	20.6	20.6	20.6
	Somewhat Disagree	8	23.5	23.5	44.1
	Neutral	7	20.6	20.6	64.7
	Somewhat Agree	8	23.5	23.5	88.2
	Strongly Agree	4	11.8	11.8	100.0
	Total	34	100.0	100.0	

**q12 Overall, I think CARE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Not Helpful	13	38.2	39.4	39.4
	Somewhat Helpful	12	35.3	36.4	75.8

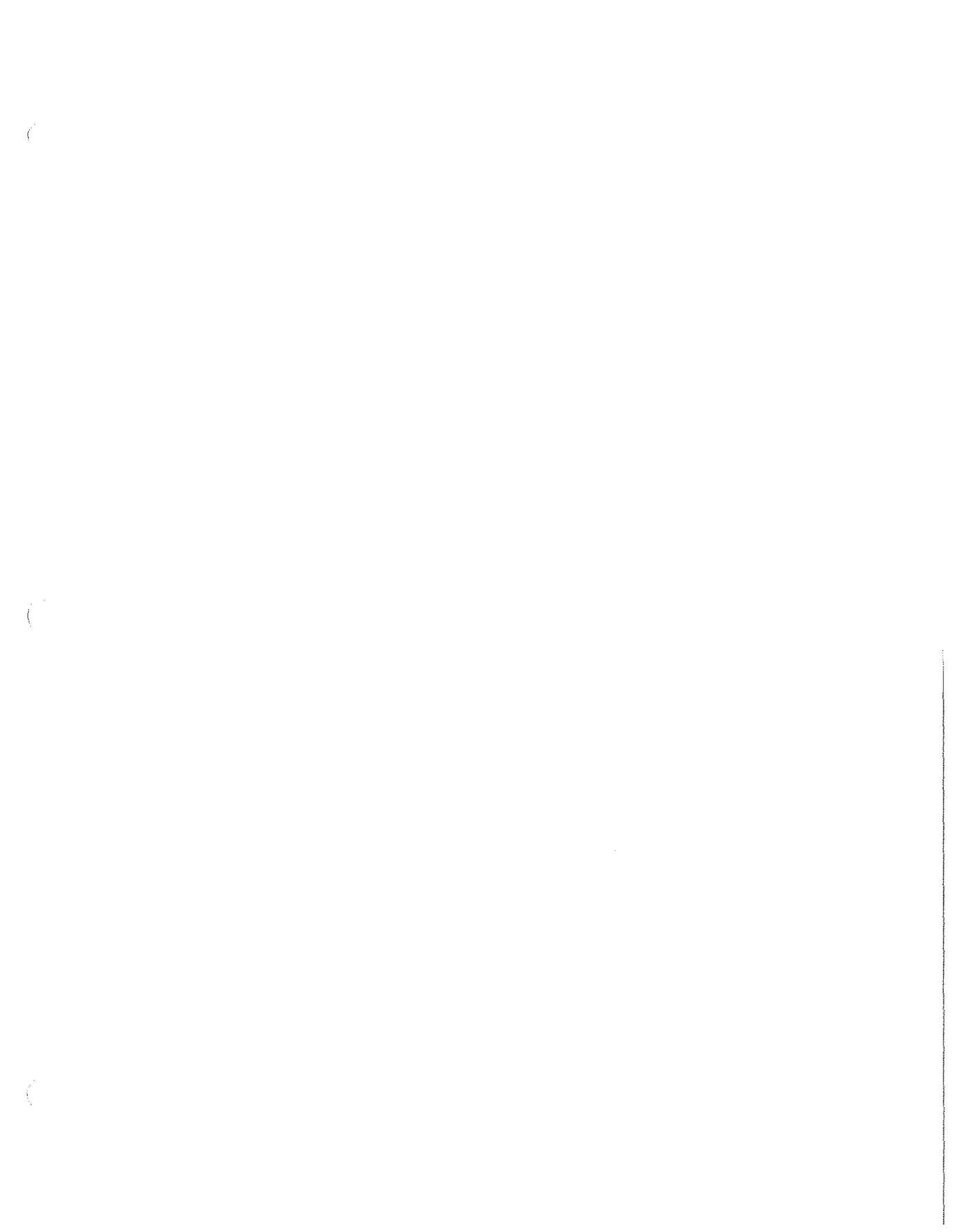
	Very Helpful	8	23.5	24.2	100.0
	Total	33	97.1	100.0	
Missing	System	1	2.9		
Total		34	100.0		

**q13 Most helpful aspect of CARE**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid		5	14.7	14.7	14.7
	Being able to explore the different majors that were available at Ferris	1	2.9	2.9	17.6
	Cannot remember: took the class two years ago because I was told the only undeclared option I had was Career Exploration. I knew what I wanted to do but was planning on transferring to a college that had that major. I changed majors instead. It does help students to consider their career more seriously though, rather than dopping around for years at Ferris with no concern for how their current actions will have repercussions for their future. I just didn't need that reminder.	1	2.9	2.9	20.6
	exploring my personality helped me decide what career path best suited me and my needs.	1	2.9	2.9	23.5
	Getting an instructor that could direct me to correct campus resources.	1	2.9	2.9	26.5
	Getting to look at all the different opportunities that are out there	1	2.9	2.9	29.4
	Having the time to dedicate to exploring careers/ campus community.	1	2.9	2.9	32.4
	I don't remember anything from the program other than the personality tests and the term "cooter cluster"	1	2.9	2.9	35.3



I found the activities in the workbook we used (I took the course in Fall 2008 and the workbook we used was The Career Fitness Program: Exercising your Options (8th Edition) by Diane Sukiennik) very helpful; I was able to further identify and reinforce my ideas about my skills and interests, and gained important knowledge about job searches, cover letters, resumes, and interviews, etc. The SII and MBTI assessments proved to be invaluable to me, as well. Very helpful and informative.	1	2.9	2.9	38.2
I liked the tests and the one on one meetings with the counselor so we could get right to the point	1	2.9	2.9	41.2
I loved CARE it is still to this day my favorite class I've had here at Ferris. CARE helped me to realize what I'm good at and what I like to do. The most helpful thing was probably one of the tests we took that came back with jobs you would be good at and like. The results of the test are the reason I am where I am today I love my program!	1	2.9	2.9	44.1
It kept me full time.	1	2.9	2.9	47.1
Learning more about the campus and myself.	1	2.9	2.9	50.0
Made a few friends.	1	2.9	2.9	52.9
Mrs. Lukusa Barnet (sp?). I don't know if she is still there, but she offered lots of help, and was a great professor to be around!	1	2.9	2.9	55.9
my Teacher was really helpful suportive and nice, and a made a few good friends	1	2.9	2.9	58.8
nothing	1	2.9	2.9	61.8
Nothing, it was probably the biggest waste of money I've ever spent. It did not help me at all and all the extra class work we did was only busy work becasue really there is nothing to talk about because its me who had to chose my major not the teacher saying you should do this.	1	2.9	2.9	64.7



nothing, this class was a waste of my time and money, the professor didn't know how to teach any of the things she wanted done. Most of my time was spent trying to get her to understand how to operate or use a program that we were required to utilize in class.	1	2.9	2.9	67.6
One on one help from the professor	1	2.9	2.9	70.6
Self-exploration	1	2.9	2.9	73.5
Taking the MBTI and Strong assessments.	1	2.9	2.9	76.5
Testing	1	2.9	2.9	79.4
The career tests to aid me in having a better idea as to what i could go into with my skills and abilities.	1	2.9	2.9	82.4
The Examinations to understand how your values and skills might fit into certain careers.	1	2.9	2.9	85.3
The exploration of what I wanted to do for a career outside of discussions with people who had skewed ideas. It gave me a chance to look at things from a viewpoint that was only mine and wasn't influenced by others.	1	2.9	2.9	88.2
The most helpful aspect of CARE wasnt the "CARE" itself, but the individuals who taught it and they really cared about the students as a person and not just an excuse to recive a paycheck.	1	2.9	2.9	91.2
The professor. She seemed like she really did care about the students.	1	2.9	2.9	94.1
The staff, faculty and professors and their ability to meet with students.	1	2.9	2.9	97.1
The use of technology helped me prepare for advanced classes.	1	2.9	2.9	100.0
Total	34	100.0	100.0	

q14 If I could change something about CARE

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid		4	11.8	11.8	11.8
	1 credit class	1	2.9	2.9	14.7
	Do a job shadow for a career you think you maybe interested in.	1	2.9	2.9	17.6
	Doing more resume help and also having actual professors come in and speak about different programs and career choices	1	2.9	2.9	20.6
	Eliminate it from the curriculum.	1	2.9	2.9	23.5
	Finding out what credits you already have and the major that you would be closed to getting.	1	2.9	2.9	26.5
	Get rid of the class all together, It was a waste of time, credits and money.	1	2.9	2.9	29.4
	Getting out into different career fields and exploring more hands on.	1	2.9	2.9	32.4
	I did not like the portfolio very much. It seemed not to have a purpose	1	2.9	2.9	35.3
	I would cancel it all together.	1	2.9	2.9	38.2
	I would not change anything about career exploration.	1	2.9	2.9	41.2
	Im not to sure what i would change its been 5 years since I have taken the course so im sure its changed since I have taken it, but I would talk more on how to look and apply for jobs.	1	2.9	2.9	44.1
	It didn't help me necessarily explore options at Ferris in terms of career/majors or student development.	1	2.9	2.9	47.1
	Its been so many years since i have taken this that i forgot how it is ooperated. my opinion on that subject will obstain.	1	2.9	2.9	50.0
	Job shadowing be implemented.	1	2.9	2.9	52.9
	Less credits, and more informational sessions with each program/college across campus.	1	2.9	2.9	55.9
Make it more practical/hands on.	1	2.9	2.9	58.8	
make it more worth my time by actually helping me.	1	2.9	2.9	61.8	
More career exploration.	1	2.9	2.9	64.7	

More focus on Exploring options for majors and less on being a good employee.	1	2.9	2.9	67.6
More information about the degrees at ferris, and more exploring the different careers.	1	2.9	2.9	70.6
More reports about different majors.	1	2.9	2.9	73.5
More visits and field trips to all the academic colleges.	1	2.9	2.9	76.5
None	1	2.9	2.9	79.4
Not joining. Personally it was a waste of time for me and set me back further.	1	2.9	2.9	82.4
nothing	2	5.9	5.9	88.2
nothing because the course was well organized and presented material that allowed me to know myself better and opened my eyes to what exactly it was that I wanted to major in. Every since I chose my major, I have not switched to anything else.	1	2.9	2.9	91.2
Nothing I loved every min. of it Mr. Gasper not only helped us explore careers but he also was able to help us make connections with other people in the class. I learned a lot about life in his class the all class discussions were my most favorite part. I wish I could take the class again just for the experiance.	1	2.9	2.9	94.1
Taking the time to talk to the students about what they possibly may want to do with their lives. This way the professor can help individuals narrow their search down.	1	2.9	2.9	97.1
There isn't much more that I would change. The fairly laid-back atmosphere allows people to look at careers on their own time without being rushed.	1	2.9	2.9	100.0
Total	34	100.0	100.0	

q15 Additional comments

	Frequency	Percent	Valid Percent	Cumulative Percent
--	-----------	---------	---------------	--------------------

Valid		22	64.7	64.7	64.7
	CARE is a wonderful class and if CARE wouldn't have been available I would probably be in a business admin. program that I hated because I had no other idea. I looked forward to going to my CARE class it really helped get me through my freshman year. I wanted to leave Ferris and just go back home I'm so glad I got the opportunity to take CARE it also made me realize that Ferris is the place for me!	1	2.9	2.9	67.6
	I should have looked into a program before coming to FSU, I wasted a semester and good chunk of money taking a class that would not count for anything towards my program. I took a 3 credit class, finding information that I could have found on my own. I was pleased to have the opportunity, however I would not suggest anyone to take this class; looking back I wish I would have stayed home and figured out what I wanted to do before coming here and taking a class that would aid me in it. Overall it was a great program, don't get me wrong.	1	2.9	2.9	70.6
	I think this course was a helpful aid for the most part in helping me find a career pathway.	1	2.9	2.9	73.5

<p>It was a waste of money and I regret taking it whole heartedly every time I am reminded that I am going to be here for another year longer than I had to be because I wasted time in that program. I was basically like putting everyone that is going to drop out the first year of college in the same dorm on the same floor. I only know of 3 people other than myself that still are in school at Ferris. By the end of the year only about 5 or 6 people were left on our floor in Puterbaugh. I don't know who's idea it was or what their goal was, but it succeeded in wasting my time, money and in chipping a small piece of my self worth out of my being. If one ever asked me the worst thing that Ferris ever did to me, my answer would be, "Not letting me enroll as undecided." I wish I could say that it helped me greatly, but I can't. And if I did make a portfolio in the program, where is it? I know I don't have it(Section 7 line 7).</p>	1	2.9	2.9	76.5
<p>It was a waste of time, but it did teach me a few things and that was only due to Yolanda Barnes being a really good teacher.</p>	1	2.9	2.9	79.4
<p>None</p>	1	2.9	2.9	82.4
<p>Overall, the program was not what I expected. It did not help me decide between majors or help me figure out what job fits me the best.</p>	1	2.9	2.9	85.3
<p>Pretty helpful, needs to be more focused and structured.</p>	1	2.9	2.9	88.2
<p>Thanks</p>	1	2.9	2.9	91.2

<p>The CARE 102 course was incredibly beneficial to me. I came to college with ideas of what I was good at and liked, but had no idea what major or career I wanted to pursue. Because I took the CARE course, I was able to come to a decision on what major and future career would be best for me, and have had no second thoughts since. I would have been lost and floundering for a long time if I hadn't taken the class!</p>	1	2.9	2.9	94.1
<p>This class provided no contribution to helping me choose a major. The speakers that were all brought in were not good at all and I could barely understand them. It is my personal opinion that you should get rid of the program and invest your money in other places that need aid, such as lowering tuition rates.</p>	1	2.9	2.9	97.1
<p>This was probably the biggest waste of my time and money so far in college.</p>	1	2.9	2.9	100.0
<p>Total</p>	34	100.0	100.0	



Appendix V – B

Spring 2010 CARE Student Survey



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
  
2. Age             18-22             23-30             >31
  
3. Race             American Indian  
                       Asian  
                       African American  
                       International Student  
                       Hawaiian/Pacific Islander  
                       Multi-racial  
                       Hispanic  
                       White  
                       Don't want to report
  
4. Current Year     Freshman  
                       Sophomore  
                       Junior  
                       Senior
  
5. College             Allied Health  
                       Arts & Sciences  
                       Business  
                       Education  
                       Engineering Technology  
                       Optometry  
                       Pharmacy  
                       University College (if no change was made)
  
6. What major did you select? \_\_\_\_\_

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:  

<input type="radio"/> MBTI/Strong II Assessments	SD	D	N	A	SA
<input type="radio"/> research choices/interests	SD	D	N	A	SA
<input type="radio"/> used the Career Counseling Center	SD	D	N	A	SA
<input type="radio"/> transferable Skills Survey	SD	D	N	A	SA
<input type="radio"/> meeting with program advisor/coordinator	SD	D	N	A	SA
<input type="radio"/> creating a portfolio	SD	D	N	A	SA
<input type="radio"/> used the Career Services Center	SD	D	N	A	SA
  
8. My Career Exploration class helped me:  

<input type="radio"/> explore academic program choices	SD	D	N	A	SA
<input type="radio"/> explore social choices	SD	D	N	A	SA
<input type="radio"/> explore personal choices	SD	D	N	A	SA



9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N A SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A SA
- explore Campus Career Services SD D N A SA
- explore career skills to be successful SD D N A SA
- develop a semester plan SD D N A SA
- develop an academic plan SD D N A SA
- develop a career plan SD D N A SA
- develop a potential life plan SD D N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N A SA
- evaluating essential career information SD D N A SA
- interpreting essential career information SD D N A SA
- locating essential curriculum information SD D N A SA
- evaluating essential curriculum information SD D N A SA
- interpreting essential curriculum information SD D N A SA
- identifying educational/employment opportunities SD D N A SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N A SA
- decide on a career plan SD D N A SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful
- Somewhat Helpful
- Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

---

---

---

14. If I could change something about Career Exploration, I would recommend:

---

---

---

Please use this space for additional comments.



# FERRIS STATE UNIVERSITY

<sup>CMG</sup>  
CARE APR - ~~Former~~ Students 59 10

You are receiving this survey because you were enrolled in the Career Exploration seminar (CARE 102) at some point during the past five years. We would truly appreciate your feedback on the survey as we conduct the academic program review process required by the University for all programs. There are only 14 questions (plus one question for additional comments) and the entire survey should require no more than 20 minutes of your time. Our goal is to achieve as close to a 100% response rate as possible, so your response is important. If you could please think for a moment or two about that experience and respond to the survey questions to the best of your ability, you can help University College improve Career Exploration for future generations of students. Thank you.

## Section A - Demographic Information

1. Sex
- |                                   |  |          |
|-----------------------------------|--|----------|
| <input type="radio"/> Male        |  | 16       |
| <input type="radio"/> Female      |  | 10       |
| <input type="radio"/> Transgender |  | <hr/> 26 |
2. Age
- |                                   |   |    |
|-----------------------------------|---|----|
| <input type="radio"/> 18-22       |   | 25 |
| <input type="radio"/> 23-30       | 1 | 1  |
| <input type="radio"/> 31 or older |   |    |
3. Race
- |                                                 |   |          |
|-------------------------------------------------|---|----------|
| <input type="radio"/> American Indian           |   |          |
| <input type="radio"/> Asian                     |   |          |
| <input type="radio"/> African American          |   | 7        |
| <input type="radio"/> International student     |   |          |
| <input type="radio"/> Hawaiian/Pacific Islander |   |          |
| <input type="radio"/> Multi-racial              |   |          |
| <input type="radio"/> Hispanic                  | 1 | 1        |
| <input type="radio"/> White                     |   | 17       |
| <input type="radio"/> Don't want to report      | 1 | 1        |
|                                                 |   | <hr/> 26 |





4. College

- Allied Health
- Arts & Sciences
- Business
- Education & Human Services
- Engineering Technology
- Optometry
- Pharmacy

5. What major did you select?

BUSN IHT	5	ENT IIII	4	UNIV II	2
ATS IHT III	8	AHS IHT	5	EDUC II	2

Section B - Learning and Behavioral Outcomes (Answer all items, please)

6. In Researching Potential Career Choices, the following activities were helpful:

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	
MBTI/Strong II Assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24
research choices/interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26
used the Career Counseling Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19
transferable Skills Survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17
meeting with program advisor/coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24
creating a portfolio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	22
used the Career Services Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	17

7. My Career Exploration class helped me:

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	
explore academic program choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24
explore social choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20
explore personal choices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	25



8. My career development process/research helped me:

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	
explore my personal values, interests, skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
explore Job Market via online resources (www.bls.gov and www.careerbuilder.com)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	18
explore Campus Career Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	17
explore career skills to be successful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
develop a semester plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
develop an academic plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23
develop a career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	24
develop a potential life plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	23

9. My Career Exploration class helped me develop ongoing education/career goals by:

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	
locating essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	22
evaluating essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20
interpreting essential career information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	20
locating essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
evaluating essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19
interpreting essential curriculum information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21
identifying educational/employment opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21

10. The Student Portfolio I created helped me:

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree	
analyze compiled data via various resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19
decide on a career plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	19
enhance career exploration process via Photo Story/Powerpoint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	21

11. Overall, I think Career Explorations played the following role in my current level of success at Ferris State University:

<input type="radio"/> Not Helpful	1					1
<input type="radio"/> Somewhat Helpful		11				7
<input type="radio"/> Very Helpful				11		17



12. I thought the most helpful aspect of Career Exploration was:

Photo story Project	I	Career Services	I	Helped me get in gym III
Portfolio	I	Counseling	I	
Jobshadow	I	Seeing FSU Recreators	I	
Research	III	Job Fair	I	
MBTI/SH	III II			

13. If I could change something about Career Exploration, I would recommend:

Not using registry	I	Midterm portfolio	I
More research on different options	IIII	Could be more organized	II
Less on-line	III	<del>Less on-line just in class</del>	
More frequent testing	I	Misc 1:1	I
Fewer out of class lectures	I	Less work	I

14. Please use this space for additional comments.

Class was great	III
Photo story still useful	I
Enjoyed class	I
Love the class	II

Thank you for your time and participation.

DID NOT COMPLETE P. 2 I



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male         Female         Transgender
2. Age             18-22         23-30         >31
3. Race                     American Indian  
                                   Asian  
                                   African American  
                                   International Student  
                                   Hawaiian/Pacific Islander  
                                   Multi-racial  
                                   Hispanic  
                                   White  
                                   Don't want to report
4. Current Year         Freshman  
                                   Sophomore  
                                   Junior  
                                   Senior
5. College                     Allied Health  
                                   Arts & Sciences  
                                   Business  
                                   Education  
                                   Engineering Technology  
                                   Optometry  
                                   Pharmacy  
                                   University College (if no change was made)
6. What major did you select? Resort Management

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |                                    |                                    |                                     |
|----------------------------------------------------------------|----|---|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |                                     |
|--------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA                                  |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A SA
- o explore Campus Career Services SD D N A SA
- o explore career skills to be successful SD D N A SA
- o develop a semester plan SD D N A SA
- o develop an academic plan SD D N A SA
- o develop a career plan SD D N A SA
- o develop a potential life plan SD D A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N A SA
- o evaluating essential career information SD D N A SA
- o interpreting essential career information SD D N A SA
- o locating essential curriculum information SD D N A SA
- o evaluating essential curriculum information SD D N A SA
- o interpreting essential curriculum information SD D N A SA
- o identifying educational/employment opportunities SD D N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A SA
- o decide on a career plan SD D N A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful      o Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

being able to talk with someone one-on-one  
who took the time to help me find the best  
career path for me.

14. If I could change something about Career Exploration, I would recommend:

Spending more time researching careers rather  
than bookwork.

Please use this space for additional comments.

I enjoyed this  
class!





Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                             American Indian  
                                           Asian  
                                           African American  
                                           International Student  
                                           Hawaiian/Pacific Islander  
                                           Multi-racial  
                                           Hispanic  
                                           White  
                                           Don't want to report
4. Current Year                     Freshman  
                                           Sophomore  
                                           Junior  
                                           Senior
5. College                             Allied Health  
                                           Arts & Sciences  
                                           Business  
                                           Education  
                                           Engineering Technology  
                                           Optometry  
                                           Pharmacy  
                                           University College (if no change was made)
6. What major did you select? Diagnostic Medical Sonography

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |                                    |                                    |                                     |
|----------------------------------------------------------------|----|---|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N                                  | <input checked="" type="radio"/> A | <input type="radio"/> SA            |
| <input type="radio"/> research choices/interests               | SD | D | N                                  | <input type="radio"/> A            | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | <input checked="" type="radio"/> N | <input type="radio"/> A            | <input type="radio"/> SA            |
| <input type="radio"/> transferable Skills Survey               | SD | D | N                                  | <input checked="" type="radio"/> A | <input type="radio"/> SA            |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N                                  | <input checked="" type="radio"/> A | <input type="radio"/> SA            |
| <input type="radio"/> creating a portfolio                     | SD | D | <input checked="" type="radio"/> N | <input type="radio"/> A            | <input type="radio"/> SA            |
| <input type="radio"/> used the Career Services Center          | SD | D | <input checked="" type="radio"/> N | <input type="radio"/> A            | <input type="radio"/> SA            |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |                                     |
|--------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | <input type="radio"/> SA            |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | <input type="radio"/> SA            |
| <input type="radio"/> explore personal choices         | SD | D | N | <input type="radio"/> A            | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A (SA)
- o explore Job Market via online resources ( www.bls.gov and www.careerbuilder.com ) SD D N A (SA)
- o explore Campus Career Services SD D N (A) SA
- o explore career skills to be successful SD D N (A) SA
- o develop a semester plan SD D N (A) SA
- o develop an academic plan SD D N (A) SA
- o develop a career plan SD D N (A) SA
- o develop a potential life plan SD D N (A) SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N (A) SA
- o evaluating essential career information SD D N (A) SA
- o interpreting essential career information SD D N (A) SA
- o locating essential curriculum information SD D N (A) SA
- o evaluating essential curriculum information SD D N (A) SA
- o interpreting essential curriculum information SD D N (A) SA
- o identifying educational/employment opportunities SD D N (A) SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D (N) (A) SA
- o decide on a career plan SD D N (A) SA
- o enhance career exploration process via Photo Story/Powerpoint SD D N (A) SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful
- o Somewhat Helpful
- Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

Doing the personality assessments really helped me & I found it very helpful. Also being able to research any career I thought was interesting without being influenced by others.

14. If I could change something about Career Exploration, I would recommend:

Overall I think the class was great & very helpful. I think the only thing to change would be the portfolio. Maybe just put the assessments & job things inside not the homework. It was hard to keep track off. But other than that everything was great!! :D

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                             American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year             Freshman  
 Sophomore  
 Junior  
 Senior
5. College                             Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? Biology / pre-optometry

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |                                    |                                    |                                    |                                     |
|----------------------------------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | <input checked="" type="radio"/> D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> creating a portfolio                     | SD | D                                  | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |                                    |                                    |                                     |
|--------------------------------------------------------|----|---|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> explore social choices           | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> explore personal choices         | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N  A SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD  D N A SA
- explore Campus Career Services SD D N  A SA
- explore career skills to be successful SD D N  A SA
- develop a semester plan SD D N  A SA
- develop an academic plan SD D N  A SA
- develop a career plan SD D N  A SA
- develop a potential life plan SD D N  A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N  A SA
- evaluating essential career information SD D  N A SA
- interpreting essential career information SD D N  A  SA
- locating essential curriculum information SD D N A  SA
- evaluating essential curriculum information SD D  N A SA
- interpreting essential curriculum information SD D N  A SA
- identifying educational/employment opportunities SD D N A  SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N A  SA
- decide on a career plan SD D N A  SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N A  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful
- Somewhat Helpful
- Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

giving us a chance to explore other careers.

---

---

---

14. If I could change something about Career Exploration, I would recommend:

---

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex  Male  Female  Transgender
2. Age  18-22  23-30  >31
3. Race  American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year  Freshman  
 Sophomore  
 Junior  
 Senior
5. College  Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? BUSINESS ADMINISTRATION

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |                                     |                                    |                                    |                                    |    |
|----------------------------------------------------------------|-------------------------------------|------------------------------------|------------------------------------|------------------------------------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD                                  | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> research choices/interests               | SD                                  | <input checked="" type="radio"/> D | N                                  | A                                  | SA |
| <input type="radio"/> used the Career Counseling Center        | SD                                  | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> transferable Skills Survey               | <input checked="" type="radio"/> SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD                                  | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> creating a portfolio                     | SD                                  | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Services Center          | SD                                  | D                                  | N                                  | <input checked="" type="radio"/> A | SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |                                    |                                    |    |
|--------------------------------------------------------|----|---|------------------------------------|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> explore personal choices         | SD | D | N                                  | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N  SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  SA
- explore Campus Career Services SD D N  SA
- explore career skills to be successful SD D N  SA
- develop a semester plan SD D N  SA
- develop an academic plan SD D N  SA
- develop a career plan SD D N  SA
- develop a potential life plan SD D N  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N  SA
- evaluating essential career information SD D  A SA
- interpreting essential career information SD D N  SA
- locating essential curriculum information SD D N A  SA
- evaluating essential curriculum information SD D  A SA
- interpreting essential curriculum information SD D  A SA
- identifying educational/employment opportunities SD D N A  SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N  SA
- decide on a career plan SD  N A SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

Seeing the resources Ferris has to offer

14. If I could change something about Career Exploration, I would recommend:

Organize the course somewhat better. Don't have so many random assignments

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex  Male  Female  Transgender
2. Age  18-22  23-30  >31
3. Race  American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year  Freshman  
 Sophomore  
 Junior  
 Senior
5. College  Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? Pre-Physical Therapy

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |          |    |
|----------------------------------------------------------------|----|---|---|----------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | <u>A</u> | SA |
| <input type="radio"/> research choices/interests               | SD | D | N | <u>A</u> | SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | <u>A</u> | SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | <u>A</u> | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | <u>A</u> | SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | <u>A</u> | SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | <u>A</u> | SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |          |   |           |
|--------------------------------------------------------|----|---|----------|---|-----------|
| <input type="radio"/> explore academic program choices | SD | D | N        | A | <u>SA</u> |
| <input type="radio"/> explore social choices           | SD | D | <u>N</u> | A | SA        |
| <input type="radio"/> explore personal choices         | SD | D | N        | A | <u>SA</u> |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N  SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  SA
- o explore Campus Career Services SD D N A  SA
- o explore career skills to be successful SD D N  SA
- o develop a semester plan SD D N A  SA
- o develop an academic plan SD D N A  SA
- o develop a career plan SD D N  SA
- o develop a potential life plan SD D N A  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  SA
- o evaluating essential career information SD D N  SA
- o interpreting essential career information SD D N  SA
- o locating essential curriculum information SD D N A  SA
- o evaluating essential curriculum information SD D N A  SA
- o interpreting essential curriculum information SD D N  SA
- o identifying educational/employment opportunities SD D N A  SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N  SA
- o decide on a career plan SD D N  SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful       Somewhat Helpful      o Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

The Personality tests.  
\_\_\_\_\_  
\_\_\_\_\_

14. If I could change something about Career Exploration, I would recommend:

More Job Researching.  
\_\_\_\_\_  
\_\_\_\_\_

Please use this space for additional comments.



Career Exploration Student Survey

Section A – Demographic Information

1. Sex       Male       Female       Transgender
2. Age       18-22       23-30       >31
3. Race       American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year       Freshman  
 Sophomore  
 Junior  
 Senior
5. College       Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? HVAC

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |                                    |                                     |
|----------------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> creating a portfolio                     | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D | N | A                                  | <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N  SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD  N A SA
- o explore Campus Career Services SD D N  SA
- o explore career skills to be successful SD D N  SA
- o develop a semester plan SD D N  SA
- o develop an academic plan SD D N  SA
- o develop a career plan SD D N  SA
- o develop a potential life plan SD D N  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  SA
- o evaluating essential career information SD D N  SA
- o interpreting essential career information SD D N  SA
- o locating essential curriculum information SD D N  SA
- o evaluating essential curriculum information SD D N  SA
- o interpreting essential curriculum information SD D N  SA
- o identifying educational/employment opportunities SD D N  SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D  A SA
- o decide on a career plan SD D  A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

The job fair

---

---

---

---

14. If I could change something about Career Exploration, I would recommend:

less online more in class

---

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex           o Male            Female           o Transgender
2. Age            18-22           o 23-30           o >31
3. Race                   o American Indian  
                               o Asian  
                               o African American  
                               o International Student  
                               o Hawaiian/Pacific Islander  
                               o Multi-racial  
                               o Hispanic  
                                White  
                               o Don't want to report
4. Current Year        Freshman  
                               o Sophomore  
                               o Junior  
                               o Senior
5. College                   o Allied Health  
                               o Arts & Sciences  
                               o Business  
                               o Education  
                               o Engineering Technology  
                               o Optometry  
                               o Pharmacy  
                                University College (if no change was made)
6. What major did you select? Social work

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |                                    |                                    |                                    |    |
|----------------------------------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> research choices/interests               | SD | <input checked="" type="radio"/> N | <input checked="" type="radio"/> A |                                    | SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> transferable Skills Survey               | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> creating a portfolio                     | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Services Center          | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |                                    |                                    |    |
|--------------------------------------------------------|----|---|------------------------------------|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> explore social choices           | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N                                  | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N  A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  A SA
- o explore Campus Career Services SD D  N A SA
- o explore career skills to be successful SD D  N A SA
- o develop a semester plan SD D N  A SA
- o develop an academic plan SD D  N A SA
- o develop a career plan SD D N  A SA
- o develop a potential life plan SD D  N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  A SA
- o evaluating essential career information SD D  N A SA
- o interpreting essential career information SD D  N A SA
- o locating essential curriculum information SD D  N A SA
- o evaluating essential curriculum information SD D N  A SA
- o interpreting essential curriculum information SD D N  A SA
- o identifying educational/employment opportunities SD D  N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D  N A SA
- o decide on a career plan SD D N  A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N  A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful      o Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

Helping me get into my program.

---

---

14. If I could change something about Career Exploration, I would recommend:

N/A

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex  Male  Female  Transgender
2. Age  18-22  23-30  >31
3. Race
  - American Indian
  - Asian
  - African American
  - International Student
  - Hawaiian/Pacific Islander
  - Multi-racial
  - Hispanic
  - White
  - Don't want to report
4. Current Year
  - Freshman
  - Sophomore
  - Junior
  - Senior
5. College
  - Allied Health
  - Arts & Sciences
  - Business
  - Education
  - Engineering Technology
  - Optometry
  - Pharmacy
  - University College (if no change was made)
6. What major did you select? Respiratory Care

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |   |                                     |
|----------------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | A | <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |   |                                     |
|--------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore personal choices         | SD | D | N | A | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A SA
- o explore Job Market via online resources SD D N A SA
- ( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A SA
- o explore Campus Career Services SD D N A SA
- o explore career skills to be successful SD D N A SA
- o develop a semester plan SD D N A SA
- o develop an academic plan SD D N A SA
- o develop a career plan SD D N A SA
- o develop a potential life plan SD D N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N A SA
- o evaluating essential career information SD D N A SA
- o interpreting essential career information SD D N A SA
- o locating essential curriculum information SD D N A SA
- o evaluating essential curriculum information SD D N A SA
- o interpreting essential curriculum information SD D N A SA
- o identifying educational/employment opportunities SD D N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A SA
- o decide on a career plan SD D N A SA
- o enhance career exploration process via Photo Story/Powerpoint SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful
- o Somewhat Helpful
- o Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

everything  
\_\_\_\_\_  
\_\_\_\_\_

14. If I could change something about Career Exploration, I would recommend:

Nothing  
\_\_\_\_\_  
\_\_\_\_\_

Please use this space for additional comments.

love the class and the instructor

Career Exploration Student Survey

Section A – Demographic Information

1. Sex  Male  Female  Transgender
2. Age  18-22  23-30  >31
3. Race  American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year  Freshman  
 Sophomore  
 Junior  
 Senior
5. College  Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? Radiography

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |                                    |                                     |
|----------------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D | N | <input checked="" type="radio"/> A | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |                                    |                                    |    |
|--------------------------------------------------------|----|---|------------------------------------|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> explore personal choices         | SD | D | N                                  | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N  A SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  A SA
- explore Campus Career Services SD D N  A SA
- explore career skills to be successful SD D N  A SA
- develop a semester plan SD D N  A SA
- develop an academic plan SD D N  A SA
- develop a career plan SD D N  A SA
- develop a potential life plan SD D N  A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N  A SA
- evaluating essential career information SD D N  A SA
- interpreting essential career information SD D N  A SA
- locating essential curriculum information SD D N  A SA
- evaluating essential curriculum information SD D N  A SA
- interpreting essential curriculum information SD D N  A SA
- identifying educational/employment opportunities SD D N  A SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N  A SA
- decide on a career plan SD D N  A SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N  A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

Doing the Strong and MBTI surveys

---

---

14. If I could change something about Career Exploration, I would recommend:

---

---

---

Please use this space for additional comments.



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                     American Indian  
                                   Asian  
                                   African American  
                                   International Student  
                                   Hawaiian/Pacific Islander  
                                   Multi-racial  
                                   Hispanic  
                                   White  
                                   Don't want to report
4. Current Year             Freshman  
                                   Sophomore  
                                   Junior  
                                   Senior
5. College                     Allied Health  
                                   Arts & Sciences  
                                   Business  
                                   Education  
                                   Engineering Technology  
                                   Optometry  
                                   Pharmacy  
                                   University College (if no change was made)
6. What major did you select? Undecided

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |                                    |                                    |                                    |                                     |
|----------------------------------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D                                  | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> transferable Skills Survey               | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | <input checked="" type="radio"/> D | N                                  | A                                  | SA                                  |
| <input type="radio"/> creating a portfolio                     | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N  A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D  N A SA
- o explore Campus Career Services SD D N  A SA
- o explore career skills to be successful SD D N A  SA
- o develop a semester plan SD D  N A SA
- o develop an academic plan SD D N  A SA
- o develop a career plan SD D N A  SA
- o develop a potential life plan SD D N  A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  A SA
- o evaluating essential career information SD D  N A SA
- o interpreting essential career information SD D N  A SA
- o locating essential curriculum information SD D N A  SA
- o evaluating essential curriculum information SD D  N A SA
- o interpreting essential curriculum information SD D N  A SA
- o identifying educational/employment opportunities SD D  N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N  A SA
- o decide on a career plan SD D N  A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D  N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful      o Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

being able to explore new things

14. If I could change something about Career Exploration, I would recommend:

Do more research about careers

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex           o Male            Female           o Transgender
2. Age           o 18-22            23-30           o >31
3. Race                   o American Indian  
                               o Asian  
                               o African American  
                               o International Student  
                               o Hawaiian/Pacific Islander  
                               o Multi-racial  
                               o Hispanic  
                                White  
                               o Don't want to report
4. Current Year            Freshman  
                               o Sophomore  
                               o Junior  
                               o Senior
5. College                   o Allied Health  
                               o Arts & Sciences  
                               o Business  
                               o Education  
                               o Engineering Technology  
                               o Optometry  
                               o Pharmacy  
                                University College (if no change was made)

6. What major did you select? General Studies / maybe elementary Edu.

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:
- |                                                                |    |   |   |                                    |    |
|----------------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> research choices/interests               | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | <input checked="" type="radio"/> A | SA |
8. My Career Exploration class helped me:
- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N  SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  SA
- o explore Campus Career Services SD D N  SA
- o explore career skills to be successful SD D N  SA
- o develop a semester plan SD D N  SA
- o develop an academic plan SD D N  SA
- o develop a career plan SD D N  SA
- o develop a potential life plan SD D N  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  SA
- o evaluating essential career information SD D N  SA
- o interpreting essential career information SD D  A SA
- o locating essential curriculum information SD D N  SA
- o evaluating essential curriculum information SD D N  SA
- o interpreting essential curriculum information SD D  N A SA
- o identifying educational/employment opportunities SD D N  SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N  SA
- o decide on a career plan SD D N  SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

bringing my wants needs skills and abilities  
to light

14. If I could change something about Career Exploration, I would recommend:

more one on one, as far as choosing  
a major and doing research.

Please use this space for additional comments.



Career Exploration Student Survey

Section A – Demographic Information

- 1. Sex  Male  Female  Transgender
- 2. Age  18-22  23-30  >31
- 3. Race
  - American Indian
  - Asian
  - African American
  - International Student
  - Hawaiian/Pacific Islander
  - Multi-racial
  - Hispanic
  - White
  - Don't want to report
- 4. Current Year
  - Freshman
  - Sophomore
  - Junior
  - Senior
- 5. College
  - Allied Health
  - Arts & Sciences
  - Business
  - Education
  - Engineering Technology
  - Optometry
  - Pharmacy
  - University College (if no change was made)
- 6. What major did you select? Pre-Pharmacy

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |                                    |                                    |    |
|----------------------------------------------------------------|----|---|------------------------------------|------------------------------------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> research choices/interests               | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N                                  | <input checked="" type="radio"/> A | SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |                                    |                                    |    |
|--------------------------------------------------------|----|---|------------------------------------|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> explore personal choices         | SD | D | N                                  | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N  A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D  N A SA
- o explore Campus Career Services SD D  N A SA
- o explore career skills to be successful SD D N  A SA
- o develop a semester plan SD D N  A SA
- o develop an academic plan SD D N  A SA
- o develop a career plan SD D N  A SA
- o develop a potential life plan SD D N  A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  A SA
- o evaluating essential career information SD D N  A SA
- o interpreting essential career information SD D N  A SA
- o locating essential curriculum information SD D N  A SA
- o evaluating essential curriculum information SD D N  A SA
- o interpreting essential curriculum information SD D N  A SA
- o identifying educational/employment opportunities SD D N  A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D  N A SA
- o decide on a career plan SD D N  A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N  A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful      o Somewhat Helpful       o Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

the course process and trying to find  
and choose one

14. If I could change something about Career Exploration, I would recommend:

less online and work in general, this  
class is supposed to guide you not stress  
you out

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                             American Indian  
                                           Asian  
                                           African American  
                                           International Student  
                                           Hawaiian/Pacific Islander  
                                           Multi-racial  
                                           Hispanic  
                                           White  
                                           Don't want to report
4. Current Year                     Freshman  
                                           Sophomore  
                                           Junior  
                                           Senior
5. College                             Allied Health  
                                           Arts & Sciences  
                                           Business  
                                           Education  
                                           Engineering Technology  
                                           Optometry  
                                           Pharmacy  
                                           University College (if no change was made)
6. What major did you select? Bachelor's of human Resources

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |   |                                     |
|----------------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | A | <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- |                                                                                                                                                                    |    |   |   |                                  |    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|----------------------------------|----|
| o explore my personal values, interests, skills                                                                                                                    | SD | D | N | <input checked="" type="radio"/> | SA |
| o explore Job Market via online resources<br>( <a href="http://www.bls.gov">www.bls.gov</a> and <a href="http://www.careerbuilder.com">www.careerbuilder.com</a> ) | SD | D | N | <input checked="" type="radio"/> | SA |
| o explore Campus Career Services                                                                                                                                   | SD | D | N | <input checked="" type="radio"/> | SA |
| o explore career skills to be successful                                                                                                                           | SD | D | N | <input checked="" type="radio"/> | SA |
| o develop a semester plan                                                                                                                                          | SD | D | N | <input checked="" type="radio"/> | SA |
| o develop an academic plan                                                                                                                                         | SD | D | N | <input checked="" type="radio"/> | SA |
| o develop a career plan                                                                                                                                            | SD | D | N | <input checked="" type="radio"/> | SA |
| o develop a potential life plan                                                                                                                                    | SD | D | N | <input checked="" type="radio"/> | SA |

10. My Career Exploration class helped me develop ongoing education/career goals by:

- |                                                    |    |   |   |                                  |    |
|----------------------------------------------------|----|---|---|----------------------------------|----|
| o locating essential career information            | SD | D | N | <input checked="" type="radio"/> | SA |
| o evaluating essential career information          | SD | D | N | <input checked="" type="radio"/> | SA |
| o interpreting essential career information        | SD | D | N | <input checked="" type="radio"/> | SA |
| o locating essential curriculum information        | SD | D | N | <input checked="" type="radio"/> | SA |
| o evaluating essential curriculum information      | SD | D | N | <input checked="" type="radio"/> | SA |
| o interpreting essential curriculum information    | SD | D | N | <input checked="" type="radio"/> | SA |
| o identifying educational/employment opportunities | SD | D | N | <input checked="" type="radio"/> | SA |

11. The Student Portfolio I created helped me:

- |                                                                    |    |   |   |                                  |    |
|--------------------------------------------------------------------|----|---|---|----------------------------------|----|
| o analyze compiled data via various resources                      | SD | D | N | <input checked="" type="radio"/> | SA |
| o decide on a career plan                                          | SD | D | N | <input checked="" type="radio"/> | SA |
| o enhance career exploration process via<br>Photo Story/Powerpoint | SD | D | N | <input checked="" type="radio"/> | SA |

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

Decisions on goals  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. If I could change something about Career Exploration, I would recommend:

I wouldn't change a thing  
\_\_\_\_\_  
\_\_\_\_\_

Please use this space for additional comments.

I love this class it will always hold a special place inside me



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male         Female         Transgender
2. Age             18-22         23-30         >31
3. Race             American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year     Freshman  
 Sophomore  
 Junior  
 Senior
5. College             Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? CJ

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |   |                                     |
|----------------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | A | <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |   |                                     |
|--------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore personal choices         | SD | D | N | A | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) )
- explore Campus Career Services
- explore career skills to be successful
- develop a semester plan
- develop an academic plan
- develop a career plan
- develop a potential life plan

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information
- evaluating essential career information
- interpreting essential career information
- locating essential curriculum information
- evaluating essential curriculum information
- interpreting essential curriculum information
- identifying educational/employment opportunities

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

SD D N A SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources
- decide on a career plan
- enhance career exploration process via  
Photo Story/Powerpoint

SD D N A SA

SD D N A SA

SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

I don't know

14. If I could change something about Career Exploration, I would recommend:

Less work

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race             American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year     Freshman  
 Sophomore  
 Junior  
 Senior
5. College             Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? History Education

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |                                    |                                    |                                     |
|----------------------------------------------------------------|----|---|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- |                                                                                                                                                                    |                                              |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| o explore my personal values, interests, skills                                                                                                                    | SD D <input checked="" type="radio"/> N A SA |
| o explore Job Market via online resources<br>( <a href="http://www.bls.gov">www.bls.gov</a> and <a href="http://www.careerbuilder.com">www.careerbuilder.com</a> ) | SD <input checked="" type="radio"/> D N A SA |
| o explore Campus Career Services                                                                                                                                   | SD <input checked="" type="radio"/> D N A SA |
| o explore career skills to be successful                                                                                                                           | SD D N <input checked="" type="radio"/> A SA |
| o develop a semester plan                                                                                                                                          | SD D <input checked="" type="radio"/> N A SA |
| o develop an academic plan                                                                                                                                         | SD D N <input checked="" type="radio"/> A SA |
| o develop a career plan                                                                                                                                            | SD D N <input checked="" type="radio"/> A SA |
| o develop a potential life plan                                                                                                                                    | SD D N <input checked="" type="radio"/> A SA |

10. My Career Exploration class helped me develop ongoing education/career goals by:

- |                                                    |                                              |
|----------------------------------------------------|----------------------------------------------|
| o locating essential career information            | SD D <input checked="" type="radio"/> N A SA |
| o evaluating essential career information          | SD D N <input checked="" type="radio"/> A SA |
| o interpreting essential career information        | SD D N <input checked="" type="radio"/> A SA |
| o locating essential curriculum information        | SD D <input checked="" type="radio"/> N A SA |
| o evaluating essential curriculum information      | SD D N <input checked="" type="radio"/> A SA |
| o interpreting essential curriculum information    | SD D N <input checked="" type="radio"/> A SA |
| o identifying educational/employment opportunities | SD D N A <input checked="" type="radio"/> SA |

11. The Student Portfolio I created helped me:

- |                                                                    |                                              |
|--------------------------------------------------------------------|----------------------------------------------|
| o analyze compiled data via various resources                      | SD D <input checked="" type="radio"/> N A SA |
| o decide on a career plan                                          | SD <input checked="" type="radio"/> D N A SA |
| o enhance career exploration process via<br>Photo Story/Powerpoint | SD D N <input checked="" type="radio"/> A SA |

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful       Somewhat Helpful      o Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

getting major change help.

---

---

---

14. If I could change something about Career Exploration, I would recommend:

More homework notifications.

---

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                             American Indian  
                                           Asian  
                                           African American  
                                           International Student  
                                           Hawaiian/Pacific Islander  
                                           Multi-racial  
                                           Hispanic  
                                           White  
                                           Don't want to report
4. Current Year             Freshman  
                                           Sophomore  
                                           Junior  
                                           Senior
5. College                             Allied Health  
                                           Arts & Sciences  
                                           Business  
                                           Education  
                                           Engineering Technology  
                                           Optometry  
                                           Pharmacy  
                                           University College (if no change was made)
6. What major did you select? Bachelor of Science BUSINESS

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                   |    |   |                                    |                                    |    |
|-------------------------------------------------------------------|----|---|------------------------------------|------------------------------------|----|
| <input type="checkbox"/> MBTI/Strong II Assessments               | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="checkbox"/> research choices/interests               | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="checkbox"/> used the Career Counseling Center        | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="checkbox"/> transferable Skills Survey               | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="checkbox"/> meeting with program advisor/coordinator | SD | D | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="checkbox"/> creating a portfolio                     | SD | D | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="checkbox"/> used the Career Services Center          | SD | D | <input checked="" type="radio"/> N | A                                  | SA |

8. My Career Exploration class helped me:

- |                                                           |    |   |                                    |   |    |
|-----------------------------------------------------------|----|---|------------------------------------|---|----|
| <input type="checkbox"/> explore academic program choices | SD | D | <input checked="" type="radio"/> N | A | SA |
| <input type="checkbox"/> explore social choices           | SD | D | <input checked="" type="radio"/> N | A | SA |
| <input type="checkbox"/> explore personal choices         | SD | D | <input checked="" type="radio"/> N | A | SA |

9. My career development process/research helped me:

- |                                                                                                                                                                                        |                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> explore my personal values, interests, skills                                                                                                                    | SD D N <input checked="" type="radio"/> A SA |
| <input type="radio"/> explore Job Market via online resources<br>( <a href="http://www.bls.gov">www.bls.gov</a> and <a href="http://www.careerbuilder.com">www.careerbuilder.com</a> ) | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> explore Campus Career Services                                                                                                                                   | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> explore career skills to be successful                                                                                                                           | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> develop a semester plan                                                                                                                                          | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> develop an academic plan                                                                                                                                         | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> develop a career plan                                                                                                                                            | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> develop a potential life plan                                                                                                                                    | SD D <input checked="" type="radio"/> N A SA |

10. My Career Exploration class helped me develop ongoing education/career goals by:

- |                                                                        |                                              |
|------------------------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> locating essential career information            | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> evaluating essential career information          | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> interpreting essential career information        | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> locating essential curriculum information        | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> evaluating essential curriculum information      | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> interpreting essential curriculum information    | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> identifying educational/employment opportunities | SD D <input checked="" type="radio"/> N A SA |

11. The Student Portfolio I created helped me:

- |                                                                                        |                                              |
|----------------------------------------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> analyze compiled data via various resources                      | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> decide on a career plan                                          | SD D <input checked="" type="radio"/> N A SA |
| <input type="radio"/> enhance career exploration process via<br>Photo Story/Powerpoint | SD D <input checked="" type="radio"/> N A SA |

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

The Photostory  
Project.

14. If I could change something about Career Exploration, I would recommend:

using equity- Not

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race             American Indian  
                       Asian  
                       African American  
                       International Student  
                       Hawaiian/Pacific Islander  
                       Multi-racial  
                       Hispanic  
                       White  
                       Don't want to report
4. Current Year     Freshman  
                       Sophomore  
                       Junior  
                       Senior
5. College             Allied Health  
                       Arts & Sciences  
                       Business  
                       Education  
                       Engineering Technology  
                       Optometry  
                       Pharmacy  
                       University College (if no change was made)
6. What major did you select? Psychology

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |   |                                     |
|----------------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | A | <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |   |                                     |
|--------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore personal choices         | SD | D | N | A | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A  SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  A SA
- o explore Campus Career Services SD D N  A SA
- o explore career skills to be successful SD D N A  SA
- o develop a semester plan SD D N  A SA
- o develop an academic plan SD D N A  SA
- o develop a career plan SD D N A  SA
- o develop a potential life plan SD D N A  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N  A SA
- o evaluating essential career information SD D N  A SA
- o interpreting essential career information SD D N  A SA
- o locating essential curriculum information SD D N A  SA
- o evaluating essential curriculum information SD D N A  SA
- o interpreting essential curriculum information SD D N  A SA
- o identifying educational/employment opportunities SD D N  A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A  SA
- o decide on a career plan SD D N A  SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N A  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

making the portfolio  
\_\_\_\_\_  
\_\_\_\_\_

14. If I could change something about Career Exploration, I would recommend:

nothing  
\_\_\_\_\_  
\_\_\_\_\_

Please use this space for additional comments.



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                             American Indian  
                                           Asian  
                                           African American  
                                           International Student  
                                           Hawaiian/Pacific Islander  
                                           Multi-racial  
                                           Hispanic  
                                           White  
                                           Don't want to report
4. Current Year                     Freshman  
                                           Sophomore  
                                           Junior  
                                           Senior
5. College                             Allied Health  
                                           Arts & Sciences  
                                           Business  
                                           Education  
                                           Engineering Technology  
                                           Optometry  
                                           Pharmacy  
                                           University College (if no change was made) / Arts and Sciences
6. What major did you select? Pre-medicine

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |                                              |
|----------------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> used the Career Counseling Center        | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> transferable Skills Survey               | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> meeting with program advisor/coordinator | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD D N A <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |                                              |
|--------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> explore academic program choices | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> explore personal choices         | SD D N <input checked="" type="radio"/> SA   |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A (SA)
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N (A) SA
- o explore Campus Career Services SD D N (A) SA
- o explore career skills to be successful SD D N A (SA)
- o develop a semester plan SD D N A (SA)
- o develop an academic plan SD D N (A) SA
- o develop a career plan SD D N A (SA)
- o develop a potential life plan SD D N A (SA)

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N (A) SA
- o evaluating essential career information SD D N (A) SA
- o interpreting essential career information SD D N (A) SA
- o locating essential curriculum information SD D N (A) SA
- o evaluating essential curriculum information SD D N (A) SA
- o interpreting essential curriculum information SD D N (A) SA
- o identifying educational/employment opportunities SD D N (A) SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N (A) SA
- o decide on a career plan SD D N A (SA)
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N A (SA)

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful
- Somewhat Helpful
- Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

the job shadowing as well as the research that we  
did on the programs

14. If I could change something about Career Exploration, I would recommend:

Nothing because Career Exploration helped me in all my  
problems that needed help.

Please use this space for additional comments.

This Class Was Great, I Enjoyed Myself! :)

Rocks!!!

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race                             American Indian  
                                           Asian  
                                           African American  
                                           International Student  
                                           Hawaiian/Pacific Islander  
                                           Multi-racial  
                                           Hispanic  
                                           White  
                                           Don't want to report
4. Current Year                     Freshman  
                                           Sophomore  
                                           Junior  
                                           Senior
5. College                             Allied Health  
                                           Arts & Sciences  
                                           Business  
                                           Education  
                                           Engineering Technology  
                                           Optometry  
                                           Pharmacy  
                                           University College (if no change was made)
6. What major did you select?    Environmental Engineering

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |                                    |                                    |                                     |
|----------------------------------------------------------------|----|---|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> creating a portfolio                     | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |   |                                     |
|--------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore personal choices         | SD | D | N | A | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A (SA)
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N (A) SA
- o explore Campus Career Services SD D (N) A SA
- o explore career skills to be successful SD D N A (SA)
- o develop a semester plan SD D (N) A SA
- o develop an academic plan SD D N (A) SA
- o develop a career plan SD D N (A) SA
- o develop a potential life plan SD D N (A) SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N A (SA)
- o evaluating essential career information SD D N A (SA)
- o interpreting essential career information SD D N A (SA)
- o locating essential curriculum information SD D N (A) SA
- o evaluating essential curriculum information SD D N (A) SA
- o interpreting essential curriculum information SD D N A (SA)
- o identifying educational/employment opportunities SD D N A (SA)

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A (SA)
- o decide on a career plan SD D (N) A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N (A) SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful      o Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

The researching of different career options.  
\_\_\_\_\_  
\_\_\_\_\_

14. If I could change something about Career Exploration, I would recommend:

More research on different career options (not to say that there wasn't a good amount)  
\_\_\_\_\_  
\_\_\_\_\_

Please use this space for additional comments.

great class!

Career Exploration Student Survey

Section A – Demographic Information

1. Sex  Male  Female  Transgender
2. Age  18-22  23-30  >31
3. Race  American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year  Freshman  
 Sophomore  
 Junior  
 Senior
5. College  Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? Liberal arts / Care

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |                                    |                                    |                                    |    |
|----------------------------------------------------------------|----|------------------------------------|------------------------------------|------------------------------------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> research choices/interests               | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> transferable Skills Survey               | SD | D                                  | <input checked="" type="radio"/> N | A                                  | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> creating a portfolio                     | SD | <input checked="" type="radio"/> D | N                                  | A                                  | SA |
| <input type="radio"/> used the Career Services Center          | SD | D                                  | N                                  | <input checked="" type="radio"/> A | SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N  A SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  A SA
- explore Campus Career Services SD D N  A SA
- explore career skills to be successful SD D N  A SA
- develop a semester plan SD D N  A SA
- develop an academic plan SD D N  A SA
- develop a career plan SD D N  A SA
- develop a potential life plan SD D N  A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N  A SA
- evaluating essential career information SD D N  A SA
- interpreting essential career information SD D N  A SA
- locating essential curriculum information SD D N  A SA
- evaluating essential curriculum information SD D N  A SA
- interpreting essential curriculum information SD D N  A SA
- identifying educational/employment opportunities SD D N  A SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N  A SA
- decide on a career plan SD D N  A SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N  A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

MBT

---

---

---

14. If I could change something about Career Exploration, I would recommend:

More Help, Less online

---

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex  Male  Female  Transgender
2. Age  18-22  23-30  >31
3. Race  American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year  Freshman  
 Sophomore  
 Junior  
 Senior
5. College  Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)

6. What major did you select?

civil engineering/uncl

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |                                              |
|----------------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> research choices/interests               | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> used the Career Counseling Center        | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> transferable Skills Survey               | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD D N <input checked="" type="radio"/> SA   |
| <input type="radio"/> creating a portfolio                     | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD <input checked="" type="radio"/> D N A SA |

8. My Career Exploration class helped me:

- |                                                        |                                              |
|--------------------------------------------------------|----------------------------------------------|
| <input type="radio"/> explore academic program choices | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD D N A <input checked="" type="radio"/> SA |
| <input type="radio"/> explore personal choices         | SD D N A <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A SA
- o explore Campus Career Services SD D N A SA
- o explore career skills to be successful SD D N A SA
- o develop a semester plan SD D N A SA
- o develop an academic plan SD D N A SA
- o develop a career plan SD D N A SA
- o develop a potential life plan SD D N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N A SA
- o evaluating essential career information SD D N A SA
- o interpreting essential career information SD D N A SA
- o locating essential curriculum information SD D N A SA
- o evaluating essential curriculum information SD D N A SA
- o interpreting essential curriculum information SD D N A SA
- o identifying educational/employment opportunities SD D N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A SA
- o decide on a career plan SD D N A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful
- o Somewhat Helpful
- o Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

---

---

---

14. If I could change something about Career Exploration, I would recommend:

---

---

---

Please use this space for additional comments.



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race             American Indian  
                       Asian  
                       African American  
                       International Student  
                       Hawaiian/Pacific Islander  
                       Multi-racial  
                       Hispanic  
                       White  
                       Don't want to report
4. Current Year     Freshman  
                       Sophomore  
                       Junior  
                       Senior
5. College             Allied Health  
                       Arts & Sciences  
                       Business  
                       Education  
                       Engineering Technology  
                       Optometry  
                       Pharmacy  
                       University College (if no change was made)
6. What major did you select? Respiratory Care/University College

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |                                    |    |
|----------------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> research choices/interests               | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> creating a portfolio                     | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | <input checked="" type="radio"/> A | SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N A SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A SA
- explore Campus Career Services SD D N A SA
- explore career skills to be successful SD D N A SA
- develop a semester plan SD D N A SA
- develop an academic plan SD D N A SA
- develop a career plan SD D N A SA
- develop a potential life plan SD D N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N A SA
- evaluating essential career information SD D N A SA
- interpreting essential career information SD D N A SA
- locating essential curriculum information SD D N A SA
- evaluating essential curriculum information SD D N A SA
- interpreting essential curriculum information SD D N A SA
- identifying educational/employment opportunities SD D N A SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N A SA
- decide on a career plan SD D N A SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful
- Somewhat Helpful
- Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

---

---

---

14. If I could change something about Career Exploration, I would recommend:

---

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex       Male       Female       Transgender
2. Age       18-22       23-30       >31
3. Race
- American Indian
  - Asian
  - African American
  - International Student
  - Hawaiian/Pacific Islander
  - Multi-racial
  - Hispanic
  - White
  - Don't want to report
4. Current Year
- Freshman
  - Sophomore
  - Junior
  - Senior
5. College
- Allied Health
  - Arts & Sciences
  - Business
  - Education
  - Engineering Technology
  - Optometry
  - Pharmacy
  - University College (if no change was made)
6. What major did you select? Pre-Pharmacy

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |                                    |                                     |
|----------------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> creating a portfolio                     | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D | N | <input checked="" type="radio"/> A | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |                                     |
|--------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> explore personal choices         | SD | D | N | A                                  | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A SA
- o explore Campus Career Services SD D N A SA
- o explore career skills to be successful SD D N A SA
- o develop a semester plan SD D N A SA
- o develop an academic plan SD D N A SA
- o develop a career plan SD D N A SA
- o develop a potential life plan SD D N A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N A SA
- o evaluating essential career information SD D N A SA
- o interpreting essential career information SD D N A SA
- o locating essential curriculum information SD D N A SA
- o evaluating essential curriculum information SD D N A SA
- o interpreting essential curriculum information SD D N A SA
- o identifying educational/employment opportunities SD D N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A SA
- o decide on a career plan SD D N A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful
- o Somewhat Helpful
- o Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

The MBTI/SII assessments. They helped me see exactly what I was interested in and what I would be good at.

14. If I could change something about Career Exploration, I would recommend:

Having the tests more frequently with less material on each one

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race             American Indian  
 Asian  
 African American  
 International Student  
 Hawaiian/Pacific Islander  
 Multi-racial  
 Hispanic  
 White  
 Don't want to report
4. Current Year     Freshman  
 Sophomore  
 Junior  
 Senior
5. College             Allied Health  
 Arts & Sciences  
 Business  
 Education  
 Engineering Technology  
 Optometry  
 Pharmacy  
 University College (if no change was made)
6. What major did you select? HEQT

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |                                    |                                    |                                     |
|----------------------------------------------------------------|----|---|------------------------------------|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> research choices/interests               | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N                                  | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> transferable Skills Survey               | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N                                  | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> creating a portfolio                     | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |
| <input type="radio"/> used the Career Services Center          | SD | D | <input checked="" type="radio"/> N | A                                  | SA                                  |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |                                    |    |
|--------------------------------------------------------|----|---|---|------------------------------------|----|
| <input type="radio"/> explore academic program choices | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore social choices           | SD | D | N | <input checked="" type="radio"/> A | SA |
| <input type="radio"/> explore personal choices         | SD | D | N | <input checked="" type="radio"/> A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D  N A SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N  A SA
- o explore Campus Career Services SD D  N A SA
- o explore career skills to be successful SD D  N A SA
- o develop a semester plan SD D  N  A SA
- o develop an academic plan SD D N  A SA
- o develop a career plan SD D N  A SA
- o develop a potential life plan SD D N  A SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D  N A SA
- o evaluating essential career information SD D  N A SA
- o interpreting essential career information SD D  N A SA
- o locating essential curriculum information SD D  N A SA
- o evaluating essential curriculum information SD D  N A SA
- o interpreting essential curriculum information SD D  N A SA
- o identifying educational/employment opportunities SD D  N A SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D  N A SA
- o decide on a career plan SD D  N A SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D  N A SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

---

---

---

14. If I could change something about Career Exploration, I would recommend:

---

---

---

Please use this space for additional comments.

Career Exploration Student Survey

Section A – Demographic Information

1. Sex                   o Male                • Female            o Transgender
2. Age                   o 18-22             • 23-30             o >31
3. Race                   o American Indian  
o Asian  
• African American  
o International Student  
o Hawaiian/Pacific Islander  
o Multi-racial  
o Hispanic  
o White  
o Don't want to report
4. Current Year           o Freshman  
o Sophomore  
• Junior  
o Senior
5. College                • Allied Health  
o Arts & Sciences  
o Business  
o Education  
o Engineering Technology  
o Optometry  
o Pharmacy  
o University College (if no change was made)
6. What major did you select? Health Care Systems Administration

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                            |    |   |   |   |    |
|--------------------------------------------|----|---|---|---|----|
| o MBTI/Strong II Assessments               | SD | D | N | A | SA |
| o research choices/interests               | SD | D | N | A | SA |
| o used the Career Counseling Center        | SD | D | N | A | SA |
| o transferable Skills Survey               | SD | D | N | A | SA |
| o meeting with program advisor/coordinator | SD | D | N | A | SA |
| o creating a portfolio                     | SD | D | N | A | SA |
| o used the Career Services Center          | SD | D | N | A | SA |

8. My Career Exploration class helped me:

- |                                    |    |   |   |   |    |
|------------------------------------|----|---|---|---|----|
| o explore academic program choices | SD | D | N | A | SA |
| o explore social choices           | SD | D | N | A | SA |
| o explore personal choices         | SD | D | N | A | SA |

9. My career development process/research helped me:

- o explore my personal values, interests, skills SD D N A  SA
- o explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A  SA
- o explore Campus Career Services SD D N A  SA
- o explore career skills to be successful SD D N A  SA
- o develop a semester plan SD D N A  SA
- o develop an academic plan SD D N A  SA
- o develop a career plan SD D N A  SA
- o develop a potential life plan SD D N A  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- o locating essential career information SD D N A  SA
- o evaluating essential career information SD D N A  SA
- o interpreting essential career information SD D N A  SA
- o locating essential curriculum information SD D N A  SA
- o evaluating essential curriculum information SD D N A  SA
- o interpreting essential curriculum information SD D N A  SA
- o identifying educational/employment opportunities SD D N A  SA

11. The Student Portfolio I created helped me:

- o analyze compiled data via various resources SD D N A  SA
- o decide on a career plan SD D N A  SA
- o enhance career exploration process via  
Photo Story/Powerpoint SD D N A  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- o Not Helpful      o Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

Researching and taking assessments to see what would  
be the best field/career to go into that fits my  
personality.

14. If I could change something about Career Exploration, I would recommend:

Nothing

Please use this space for additional comments.

Doing the photostory was something that I still  
use today. It really gives a good overview of  
what you learned in the class and what your future



Career Exploration Student Survey

Section A – Demographic Information

1. Sex             Male             Female             Transgender
2. Age             18-22             23-30             >31
3. Race             American Indian  
                        Asian  
                        African American  
                        International Student  
                        Hawaiian/Pacific Islander  
                        Multi-racial  
                        Hispanic  
                        White  
                        Don't want to report
4. Current Year     Freshman  
                        Sophomore  
                        Junior  
                        Senior
5. College             Allied Health  
                        Arts & Sciences  
                        Business  
                        Education  
                        Engineering Technology  
                        Optometry  
                        Pharmacy  
                        University College (if no change was made)
6. What major did you select? Music Management

Section B – Learning and Behavioral Outcomes (Answer all items, please)

7. In Researching Potential Career Choices, the following activities were helpful:

- |                                                                |    |   |   |                                    |                                     |
|----------------------------------------------------------------|----|---|---|------------------------------------|-------------------------------------|
| <input type="radio"/> MBTI/Strong II Assessments               | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> research choices/interests               | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> used the Career Counseling Center        | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> transferable Skills Survey               | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> meeting with program advisor/coordinator | SD | D | N | <input checked="" type="radio"/> A | SA                                  |
| <input type="radio"/> creating a portfolio                     | SD | D | N | A                                  | <input checked="" type="radio"/> SA |
| <input type="radio"/> used the Career Services Center          | SD | D | N | A                                  | <input checked="" type="radio"/> SA |

8. My Career Exploration class helped me:

- |                                                        |    |   |   |   |                                     |
|--------------------------------------------------------|----|---|---|---|-------------------------------------|
| <input type="radio"/> explore academic program choices | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore social choices           | SD | D | N | A | <input checked="" type="radio"/> SA |
| <input type="radio"/> explore personal choices         | SD | D | N | A | <input checked="" type="radio"/> SA |

9. My career development process/research helped me:

- explore my personal values, interests, skills SD D N A  SA
- explore Job Market via online resources  
( [www.bls.gov](http://www.bls.gov) and [www.careerbuilder.com](http://www.careerbuilder.com) ) SD D N A  SA
- explore Campus Career Services SD D N  A  SA
- explore career skills to be successful SD D N A  SA
- develop a semester plan SD D N A  SA
- develop an academic plan SD D N  A  SA
- develop a career plan SD D N A  SA
- develop a potential life plan SD D N A  SA

10. My Career Exploration class helped me develop ongoing education/career goals by:

- locating essential career information SD D N  A  SA
- evaluating essential career information SD D N A  SA
- interpreting essential career information SD D N A  SA
- locating essential curriculum information SD D N A  SA
- evaluating essential curriculum information SD D N A  SA
- interpreting essential curriculum information SD D N A  SA
- identifying educational/employment opportunities SD D N A  SA

11. The Student Portfolio I created helped me:

- analyze compiled data via various resources SD D N A  SA
- decide on a career plan SD D N A  SA
- enhance career exploration process via  
Photo Story/Powerpoint SD D N A  SA

12. Overall, I think Career Exploration played the following role in my current level of success at Ferris State University:

- Not Helpful       Somewhat Helpful       Very Helpful

13. I thought the most helpful aspect of Career Exploration was:

the career services aspect  
\_\_\_\_\_  
\_\_\_\_\_

14. If I could change something about Career Exploration, I would recommend:

not as much lectures to go to  
\_\_\_\_\_  
\_\_\_\_\_

Please use this space for additional comments.

Appendix VI  
Faculty Survey and Results

## CARE Faculty Survey

1. How many times have you taught CARE ?
2. How recently have you taught CARE ?
3. How has the course changed since you have been teaching it?
4. Describe the course's strengths:
5. Describe the course's weaknesses:
6. If you could change something, what would you change in the course?
7. Did you have adequate support services (ex. Counseling, Tutoring, etc.)? Explain.
8. Did you have adequate facilities available (Classroom, Computer lab)? Explain.
9. In your experience, what is the primary focus of CARE? What is the major focus of the course?
10. List three things your students took away from the course.
  - 1)
  - 2)
  - 3)
11. List three skills students developed in the course.
  - 1)
  - 2)
  - 3)
12. Did you develop your own syllabus for the course? If so, what was "unique" about your syllabus?
13. What activities in your course help students "master" the Career Exploration Process? Discuss this. Explain HOW this shows "mastery."
14. Which Inventories/Assessments do your students use in the course? Which do you feel is most useful? Why?
15. How do you incorporate the internet/web into your course? Be specific.
16. Describe the Student Portfolio which your students produce. What does the Portfolio showcase? How is the Portfolio helpful to students?
17. As part of the course, have your students done job shadowing? If so, discuss. If not, why not?

18. Based on your interaction with students, how did they feel about the course? Did their opinions change from beginning to end?

19. Please provide any additional comments:

## CARE 102 Faculty Survey

Prepared by [REDACTED]

Developmental Curriculum

University College

- 1. How many times have you taught CARE?** I have taught CARE for 10 years at Ferris State University.
- 2. How recently have you taught CARE?** Spring 2010
- 3. How has the course changed since you have been teaching it?** The course has changed by engaging the students more with the use of technology via FerrisConnect (Course Management System), with access to online resources via the web, and more involvement with Career Services on campus.
- 4. Describe the course's strengths:** The strength of the course exists in its ability to help the students with two important assessments at the very beginning of the course and the collaboration with the ECC (Educational Career Counseling Center). In addition, the course provides many opportunities for the students to network, attend learning sessions from Career Services, and gather information about possible careers from over 170 programs at FSU.
- 5. Describe the course's weaknesses:** More time to explore career opportunities on and off campus.
- 6. If you could change something, what would you change in the course?** At this time, I would not change anything.
- 7. Did you have adequate support services (ex. Counseling, Tutoring, etc.)? Explain.** The Educational Counseling & Disabilities Services, Career Services, and Academic Support Center have served the program well. At the beginning of the semester, ECC are very supportive with the administration and interpretation of both assessments. The Career Services provides informational sessions and one-on-one assistance when it comes to resume preparation and networking tips. The academic support center provides informational sessions about important topics.
- 8. Did you have adequate facilities available (Classroom, Computer lab)? Explain.** I have had adequate facilities available upon request. I prefer a traditional classroom setting for the first

hour and a half for lectures, group work, presentations, and to watch videos. The a computer lab is requested for the second half of the course to give students access to the technology for research , and prepare for the final project.

**9. In your experience, what is the primary focus of CARE?** What is the major focus of the course? The primary focus of Care 102 is to help students focus on their personal assessment, interests, personality, skills, and explore resources about possible careers and make a career choice based on their passion.

**10. List three things your students took away from the course.**

- a. A better understanding of self
- b. Online resources available for career exploration
- c. Resume preparation skills

**11. List three skills students developed in the course.**

- a. Use of course management system (FerrisConnect)
- b. Organizational Skills
- c. Networking Skills

**12. Did you develop your own syllabus for the course? If so, what was “unique” about your syllabus?** Yes, I did develop my own syllabus for this course. What makes mine unique is that I provide my students with their career fitness profile weekly.

**13. What activities in your course help students “master” the Career Exploration Process?**

**Discuss this. Explain HOW this shows “mastery.”** Class discussion, guest speakers, feedback from the career fitness program, case studies, becoming aware of the changing job market, the completion of the course portfolio, the PowerPoint/photo story, and their personal assessments.

**14. Which Inventories/Assessments do your students use in the course? Which do you feel is most useful? Why?** MBTI - Myers Briggs Type Inventories, and SII –Strong Interest Inventory are both assessments that I use. MBTI provides the students with a description of their personality type, and the SII will provide a list of occupations that will match their type. I believe both assessments are valuable.

**15. How do you incorporate the internet/web into your course? Be specific.** My students are required to use the internet to access career exploration web sites such as:  
<http://www.bls.gov> , <http://www.careerbuilders.com> , <http://www.careerchoices.com>,  
<http://www.myfuture.com>, <http://www.careerkey.org>, and to use the Ferris web site to access over 170 majors to research the program catalog page to view courses and degree requirements for that specific major.

**16. Describe the Student Portfolio which your students produce. What does the Portfolio showcase? How is the Portfolio helpful to students?** The Care 102 Course Portfolio is a collection of the students' work over the semester. Their Portfolio consist of five (5) sections: **1) ABOUT ME:** Copy of Resume, Letter of Reference - **2) MY PERSONAL ASSESSMENTS)** - MBTI/SII Assessments, Transferable Skills Survey Results – **3) COURSE CONTENT:** Chapter summaries, case studies, career related handouts, notes from invited guest speakers, job fair information - **4) CAREER RESEARCH/JOB SHADOWING** – Summaries from Career Research via the web, Handouts/Brochures from majors of interest at Ferris, Completed handouts that were downloaded from the course home page via Ferris Connect from the Job Shadowing Experience - **5) MY CAREER DECISION** – A copy of the Program Change Form, A Check Sheet for the New Program and a copy of the next semester's schedule.

**17. As part of the course, have your students done job shadowing? Is so, discuss. If not, why not?** Yes, my students are required to complete a job shadowing experience by the end of the semester. On the CARE 102 course homepage, there are five handouts that are available for students to download and complete as part of the process.

- Why Job Shadow handout
- Job Shadowing Experience Research Paper – This is completed before the JS begins
- Job Shadowing Experience Interview Questionnaire – This is completed during the JS by Student
- Job Shadowing Experience: Student Evaluation
- Sample Thank You Letter to the host

**18. Based on your interaction with students, how did they feel about the course? Did their opinions change from beginning to end?** Based on my interaction with my students, at the beginning of the semester, there was some resistance to the course/ process. Some of the students felt that there was way too much work, and felt it was a lot of busy work. After the assessments were administered, reviewed, one-on-one session was completed, and were asked to research various online resources about careers, changes occurred. Many students began to see value in the career exploration process.



**19. Please provide any additional comments: I enjoy teaching this course.** By teaching this course, it has helped me help students build college success, and career development skills. It has helped my help students to bring about an awareness of their personal self, and seek a career that they are passionate about. When they learn that 50% of the work force are dissatisfied with their jobs. It gives them the insensitive to find something that will bring some level of satisfaction. Students must apply what they learn. The course portfolio and the end of the semester photo story offer students an opportunity to showcase what they have learned and use their creativity skills to develop a meaningful project.

## CARE FACULTY SURVEY

1. I have taught CARE approximately 10 times.
2. I taught CARE as recently as Fall 2009.
3. The course has emphasized Networking more over the the last 7 years.
4. The strength of the course exists in its ability to help the students get to know not Only themselves, but the plethora of careers that exist and how they might fit into one of them...
5. One weakness the course has is that there is limited time to take students on any Extended "field trip" to explore various careers and businesses.
6. If I could change anything in the course, it would be to add several "labs" where time would be allotted to visit work sites to observe how the "real world" works.
7. I have always felt that I had more than adequate support services.
8. I have always felt that I had more than adequate facilities available to me.
9. I believe the primary focus of CARE is to help the student get to know themselves enough to make informed inquiries and searches into the careers that they might be best suited for.
10. Three things that my students have taken with them after taking my class are: 1.) A better understanding of who they are as a person. 2.) A better understanding of just how many careers that might be available to them, 3.) a better understanding how to explore the alternatives that are available to them. ( Job shadowing, informational interviews, internships, volunteering, etc)
11. Three skills that my students develop in my course are: 1.) Informational Interview skills, 2.) Cover letter and resume writing skills, 3.) Interviewing skills including preparing for the behavioral interview.
12. Yes, I did develop my own syllabus for this course. What makes mine unique is that I use several exercises from "What color is your Parachute" as well as I require my students to volunteer at least 5 hours for community service.
13. I believe that the following activities show mastery of the Career Exploration process: 1.) They write 6 stories of accomplishment and from those stories, they choose 6 skills that are common threads in those accomplishments. This shows mastery because during most interviews, the interviewer will want the interviewee to relate a story where leadership, communication, etc were used. 2.) During a resume preparation lecture, the students are given a task to use action words to describe their work and volunteer experiences. This activity shows mastery as resumes must capture the interest of the employer above and beyond the other applicants for the same job.
14. My students use the MBTI as well as the Strong's Interest Inventory. I believe both assessments provide valuable information to the students because most of them have never looked at themselves in that light before.
15. I incorporate the internet/web into the course during the assessment piece as well as the students research educational opportunities here at Ferris via the Michigan Career Pathways site as well as career opportunities thru various websites, the least of which is Occupational Outlook website.
16. The portfolio that the students produce is on their own. This is not something that I expect to be handed in for a grade.

17. As part of the course, I don not require the students to job shadow. I think an informational interview is just as valuable and the least disruptive to employers.
18. Based on my interaction with the students, they loved the course. Most of them were very skeptical at the beginning of the course, but in the end, learned a great deal about themselves, the world of work and life in general.
19. I believe that the students who take this course are in a great position to mature academically, socially and emotionally before they choose a curriculum that will lead to a career in the future. I love observing the students in this maturation process. It is a powerful class, and in many cases, a great number of students who came to Ferris State University with a declared major would do well to take this class before being admitted into a program.

## Appendix VII

### Institutional Research & Testing (IRT) Data

**Ferris State University**  
**Degree Program Costing 2007- 2008 (Summer, Fall, and Spring)**

College : University College  
 Department : Developmental Progs-Curr

**Program Name: Career Exploration AA**

**Program Credits Required (Total credits to graduate) 60**

\*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$111.88  
 \*\*Department Cost per Student Credit Hour \$24.54  
 \*\*\*Dean's Cost per Student Credit Hour \$18.67

**Total Cost per Student Credit Hour (Average for program) \$155.09**

Total Program Instructor Cost (Assumes a student will complete program in one year) \$6,712.81  
 Total Program Department Cost \$1,472.66  
 Total Program Dean's Cost \$1,120.14

**Total Program Cost (Assumes a student will complete program in one year) \$9,305.61**

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
CARE102	L	\$12,090	\$32,170	\$37,113	321	\$38	\$100	\$116	3	\$113	\$301	\$347
COMM105	L	\$335,403	\$33,251	\$18,883	2595	\$129	\$13	\$7	3	\$388	\$38	\$22
CULNELE	E	\$2,631,554	\$275,920	\$152,652	20950	\$126	\$13	\$7	3	\$377	\$40	\$22
CULTELE	E	\$2,675,583	\$291,797	\$155,186	21264	\$126	\$14	\$7	7	\$881	\$96	\$51
ENGL150	L	\$723,614	\$74,757	\$42,087	5784	\$125	\$13	\$7	3	\$375	\$39	\$22
ENGL250	L	\$594,421	\$57,967	\$32,635	4485	\$133	\$13	\$7	3	\$398	\$39	\$22
FREEELE	E	\$36,514,335	\$7,313,839	\$3,940,189	272160	\$134	\$27	\$14	16	\$2,147	\$430	\$232
FSUS100	L	\$164,174	\$153,034	\$176,548	1527	\$108	\$100	\$116	1	\$108	\$100	\$116
FSUS101	L	\$7,254	\$7,516	\$8,671	75	\$97	\$100	\$116	1	\$97	\$100	\$116
MATH115	L	\$311,331	\$16,136	\$26,698	3669	\$85	\$4	\$7	3	\$255	\$13	\$22
SCIUELE	E	\$3,713,452	\$755,669	\$256,811	35293	\$105	\$21	\$7	7	\$737	\$150	\$51
SOCAELE	E	\$1,886,041	\$285,747	\$223,491	22494	\$84	\$13	\$10	7	\$587	\$89	\$70
OCNELE	E	\$1,928,984	\$290,438	\$226,489	22906	\$84	\$13	\$10	3	\$253	\$38	\$30

- \* Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- \*\* Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- \*\*\* Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Ferris State University  
 Administrative Program Review 2009  
 SCH's

UN  
 Career Exploration  
 AA

Student Credit Hours - On Campus, Off Campus, Online and Total

Term		<u>On</u>	<u>Off</u>	<u>Online</u>	<u>Total</u>
200908	Freshman	827	0	0	827
	Sophomore	36	0	0	36
	Junior	12	0	0	12
	Senior	0	0	0	0
	1st Professional	0	0	0	0
	Masters	0	0	0	0

Ferris State University  
 Administrative Program Review 2008  
 SCH's

UN  
 Career Exploration  
 AA

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200408	1155	0	1155	148	0	148	0	0	0	0	0	0	0	0	0	0	0	0
200508	1053	0	1053	158	0	158	22	0	22	4	0	4	0	0	0	0	0	0
200808	1060	0	1060	112	0	112	0	0	0	0	0	0	0	0	0	0	0	0

Ferris State University  
 Administrative Program Review 2008  
 SCH's

UN  
 Career Exploration  
 AAS

Student Credit Hours - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Total	Mast On	Mast Off	Mast Tot
200608	1110	0	1110	225	0	225	27	0	27	6	0	6	0	0	0	0	0	0
200708	1125	0	1125	100	0	100	12	0	12	0	0	0	0	0	0	0	0	0



Ferris State University  
 APR 05-09 Enrollment by Residency, Age, FSU GPA, and ACT

UN  
 Career Exploration  
 AA

<u>Term</u>	<u>Residency</u>		<u>Age</u>		<u>FSU GPA</u>			<u>ACT</u>			
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200508	1	86	3	1	19	2.88	2.019	4.000	19.71	14	28
200808	0	84	1	0	18	2.88	2.04	3.97	19.31	11	28
200908	0	64	1	0	18	2.71	1.7	3.53	20.29	15	28

Ferris State University  
 APR 05-09 Enrollment by Residency, Age, FSU GPA, and ACT

UN  
 Career Exploration  
 AAS

<u>Term</u>	<u>Residency</u>			<u>Age</u>	<u>FSU GPA</u>			<u>ACT</u>			
	<u>Blank</u>	<u>Resident</u>	<u>Midwest Compact</u>	<u>Non-Resident</u>	<u>Avg. Age</u>	<u>Avg. GPA</u>	<u>Min. GPA</u>	<u>Max. GPA</u>	<u>Avg. ACT</u>	<u>Min. ACT</u>	<u>Max. ACT</u>
200608	0	96	4	1	18	2.91	1.84	3.87	19.57	15	29
200708	0	89	2	1	18	2.77	1.36	3.31	20.69	15	31

Ferris State University  
 Administrative Program Review 2008  
 Enrollment (Headcounts)

UN  
 Career Exploration  
 AA

Enrollment (Headcounts) - On, Off, and Total

<u>Term</u>	<u>Fresh On</u>	<u>Fresh Off</u>	<u>Fresh Tot</u>	<u>Soph On</u>	<u>Soph Off</u>	<u>Soph Tot</u>	<u>Junior On</u>	<u>Junior Off</u>	<u>Junior Tot</u>	<u>Senior On</u>	<u>Senior Off</u>	<u>Senior Tot</u>	<u>1st Prof On</u>	<u>1st Prof Off</u>	<u>1st Prof Tot</u>	<u>Mast On</u>	<u>Mast Off</u>	<u>Mast Tot</u>
200408	85	0	85	10	0	10	0	0	0	0	0	0	0	0	0	0	0	0
200508	77	0	77	11	0	11	2	0	2	1	0	1	0	0	0	0	0	0
200808	77	0	77	8	0	8	0	0	0	0	0	0	0	0	0	0	0	0

Ferris State University  
 Administrative Program Review 2008  
 Enrollment (Headcounts)

UN  
 Career Exploration  
 AAS

Enrollment (Headcounts) - On, Off, and Total

Term	Fresh On	Fresh Off	Fresh Tot	Soph On	Soph Off	Soph Tot	Junior On	Junior Off	Junior Tot	Senior On	Senior Off	Senior Tot	1st Prof On	1st Prof Off	1st Prof Tot	Mast On	Mast Off	Mast Tot	
200608	82	0	82	16	0	16	2	0	2	1	0	1	0	0	0	0	0	0	0
200708	83	0	83	8	0	8	1	0	1	0	0	0	0	0	0	0	0	0	0

Ferris State University  
Administrative Program Review 2009  
Enrollment (Headcounts)

UN  
Career Exploration  
AA

Enrollment (Headcounts) - On, Off, Online and Total

Term		<u>On Campus</u>	<u>Off Campus</u>	<u>Online</u>	<u>Total</u>
200908	Freshman	61	0	0	61
	Sophomore	3	0	0	3
	Junior	1	0	0	1
	Senior	0	0	0	0
	1st Professional	0	0	0	0
	Masters	0	0	0	0

Ferris State University  
 APR 05-09 Enrollment by Sex and Ethnicity

UN  
 Career Exploration  
 AAS

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>				<u>Ethnicity</u>						<u>Full/Part Time</u>	
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Indian/Alaskan</u>	<u>Asian/Pac Islander</u>	<u>White</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>	
200608	101	62	39	9	5	4	0	1	82	0	97	4	
200708	92	45	47	0	12	1	2	2	75	0	90	2	

Ferris State University  
 APR 05-09 Enrollment by Sex and Ethnicity

UN  
 Career Exploration  
 AA

<u>Term</u>	<u>Enrolled</u>	<u>Gender</u>			<u>Ethnicity</u>						<u>Full/Part Time</u>	
		<u>Male</u>	<u>Female</u>	<u>Unknown</u>	<u>Black</u>	<u>Hispanic</u>	<u>Indian/Alaskan</u>	<u>Asian/Pac Islander</u>	<u>White</u>	<u>Foreign</u>	<u>Full Time</u>	<u>Part Time</u>
200508	91	52	39	2	6	0	1	2	80	0	88	3
200808	85	39	46	0	10	1	1	1	72	0	85	0
200908	65	25	40	2	6	1	0	1	55	0	65	0

## Appendix VIII

### CARE Enrollment and Retention Data



Table 1 - Career Exploration Retention of FTIAC Students  
 2002 - 2008  
 (Retention from First to Second Year)

	% Retained CARE	% Retained Ferris
2002	59%	66%
2003	55%	67%
2004	69%	68%
2005	70%	67%
2006	44%	70%
2007	64%	70%
2008	62%	69%

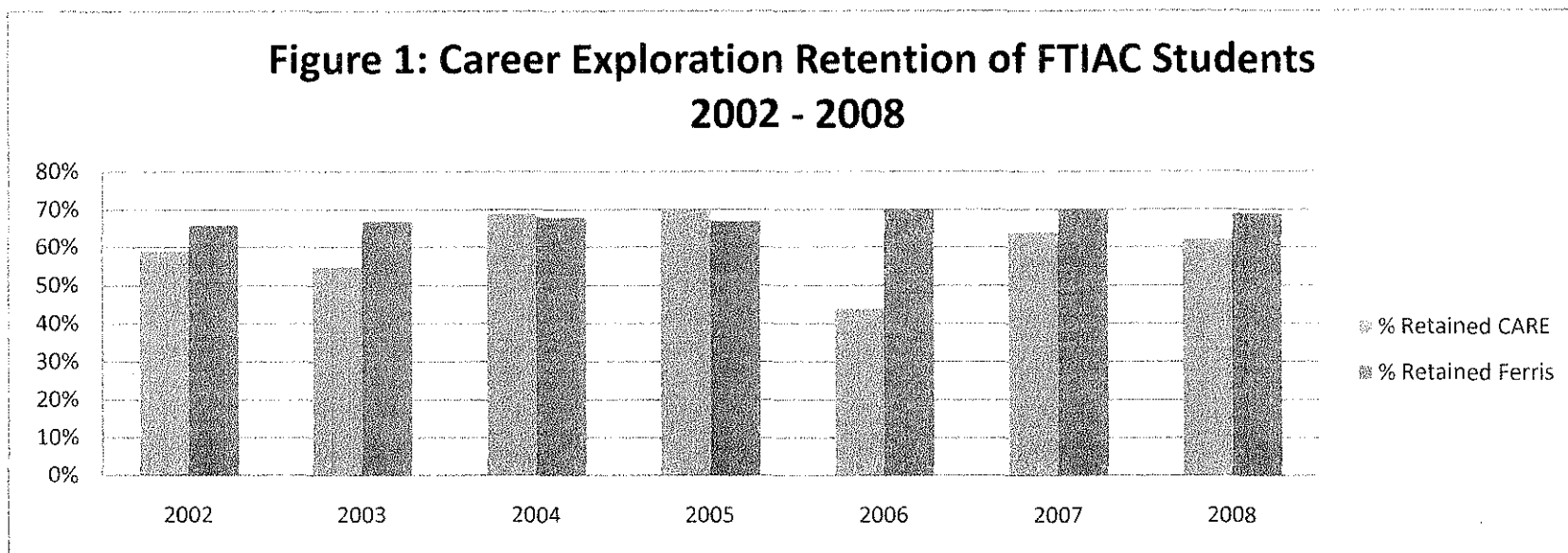


Table 2 - Career Exploration Program Outcomes for FTIAC Students  
2002 - 2008

(Second Year Distination Colleges of Retained CARE Students)

	%AHS	%A&S	%BUS	%CET	%EHS	%UNI
2002	24%	12%	12%	21%	28%	3%
2003	15%	19%	39%	10%	14%	3%
2004	22%	16%	34%	10%	16%	2%
2005	30%	11%	26%	9%	19%	5%
2006	16%	16%	28%	12%	6%	22%
2007	11%	22%	26%	9%	15%	17%
2008	20%	16%	27%	4%	18%	15%

Figure 2A: % of CARE Students Directly Entering AHS

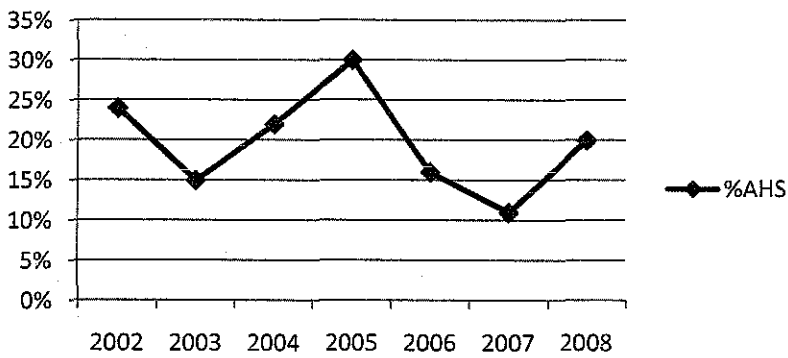


Figure 2B: % of CARE Students Directly Entering A&S

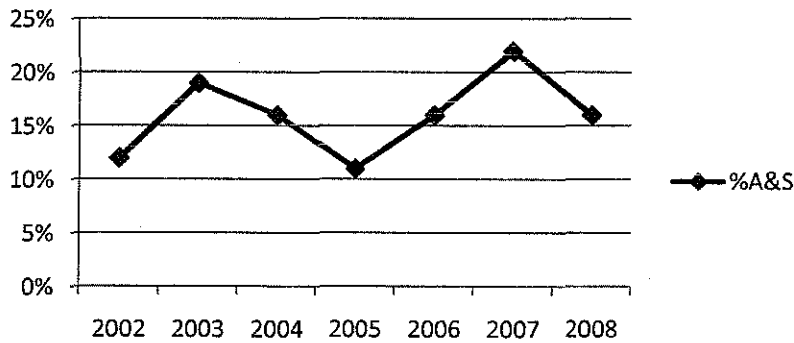


Figure 2C: % of CARE Students Directly Entering BUS

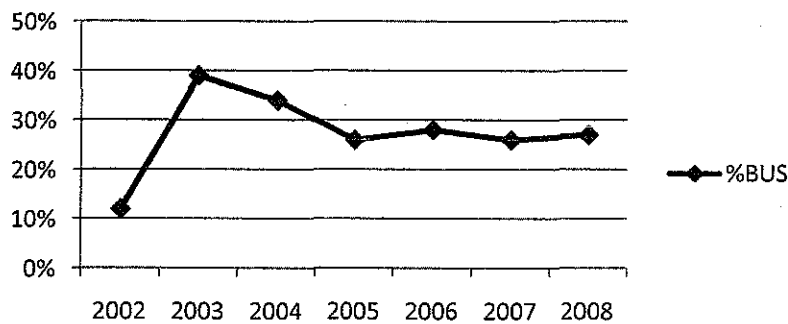


Figure 2D: % of CARE Students Directly Entering CET

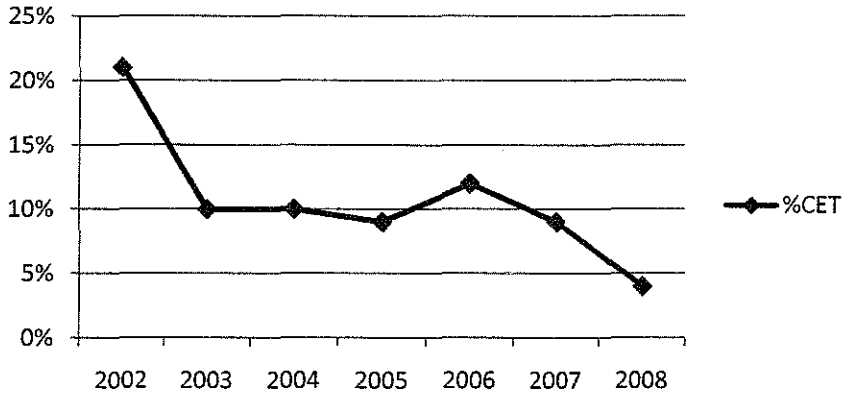


Figure 2E: % of CARE Students Directly Entering EHS

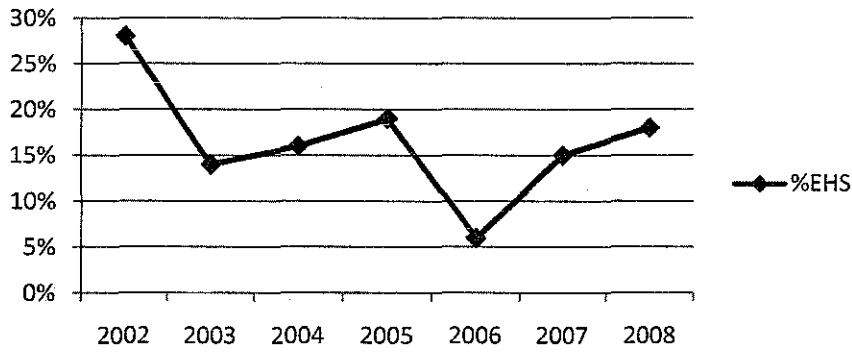


Figure 2F: % of CARE Students Directly Entering UNI

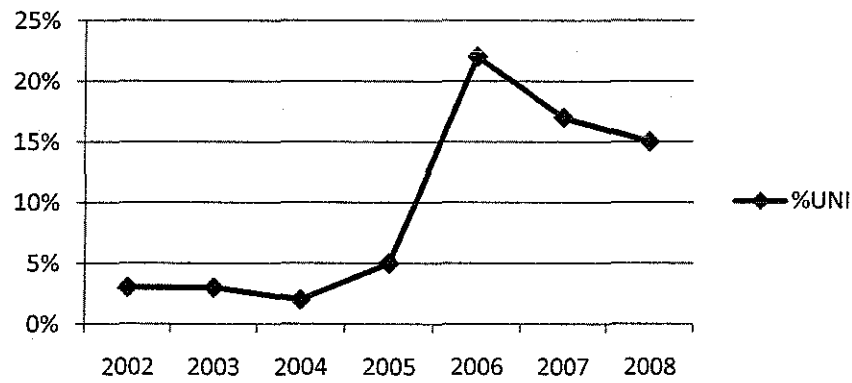


Table 3 - Career Exploration Program Graduation Data  
2002 - 2005 Cohorts

	CARE Completion Rate	FSU Completion Rate
2002	35%	41%
2003	39%	43%
2004	50%	54%
2005	51%	56%

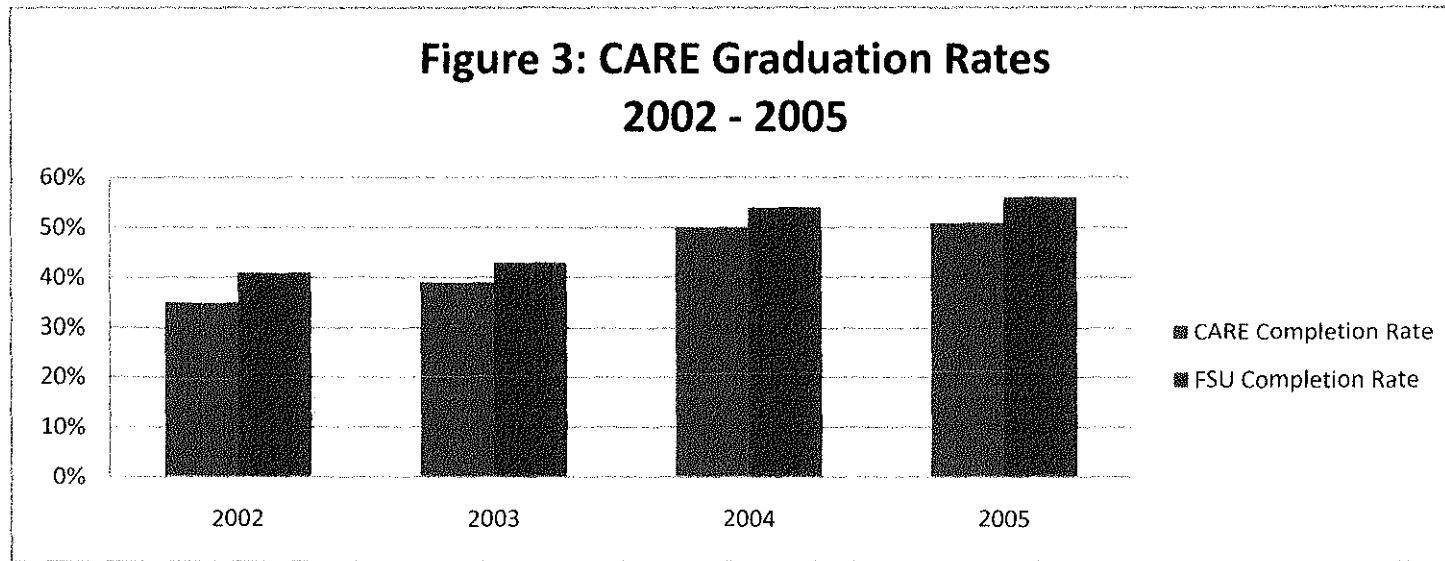


Table 4 - College of Completion for CARE Completers  
2002 - 2006 Cohorts (includes students still enrolled)

	AHS	A&S	BUS	EHS	ENT
2002	13%	19%	17%	23%	27%
2003	30%	17%	30%	11%	9%
2004	19%	21%	38%	14%	7%
2005	13%	18%	36%	23%	10%
2006	11%	7%	44%	22%	15%

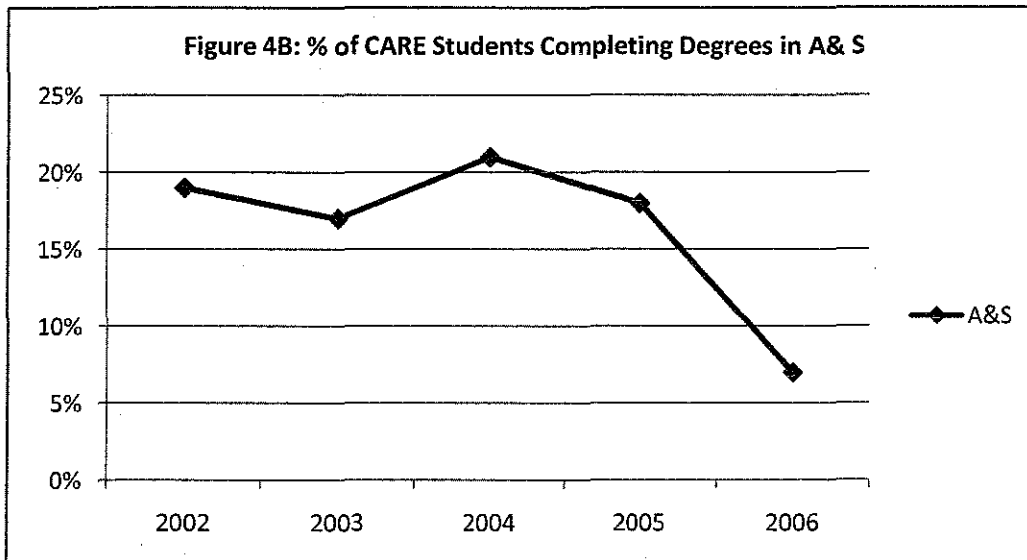
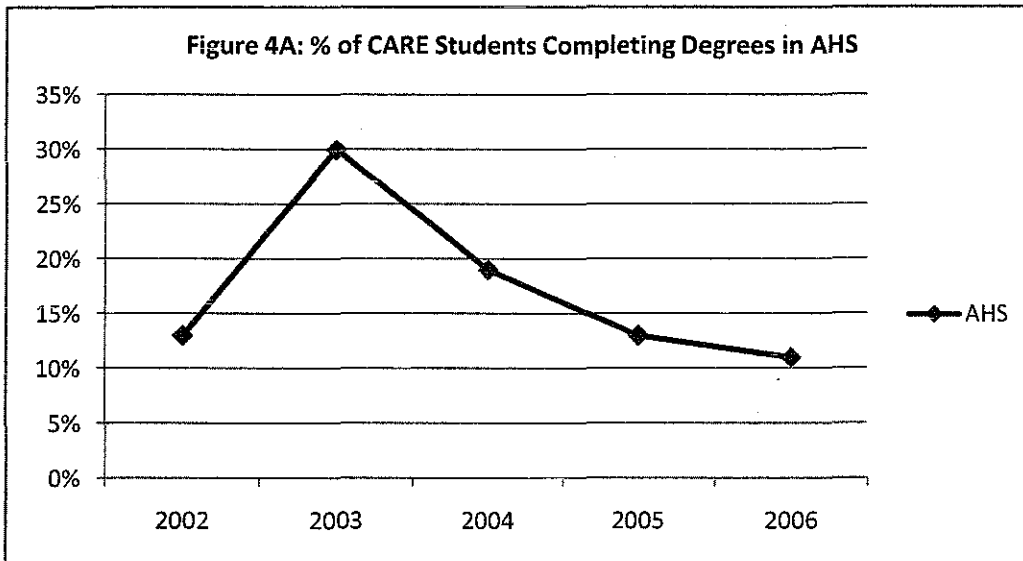


Figure 4C: % of CARE Students Completing Degrees in BUS

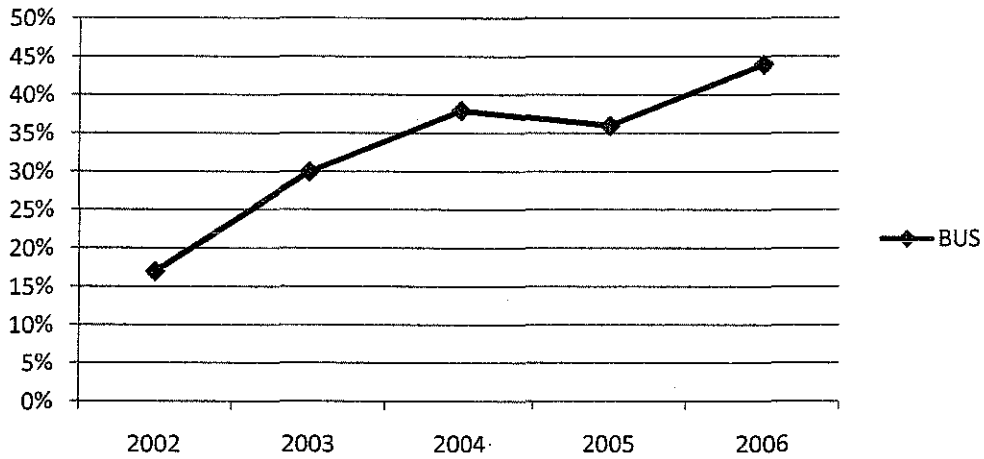


Figure 4D: % of CARE Students Completing Degrees in EHS

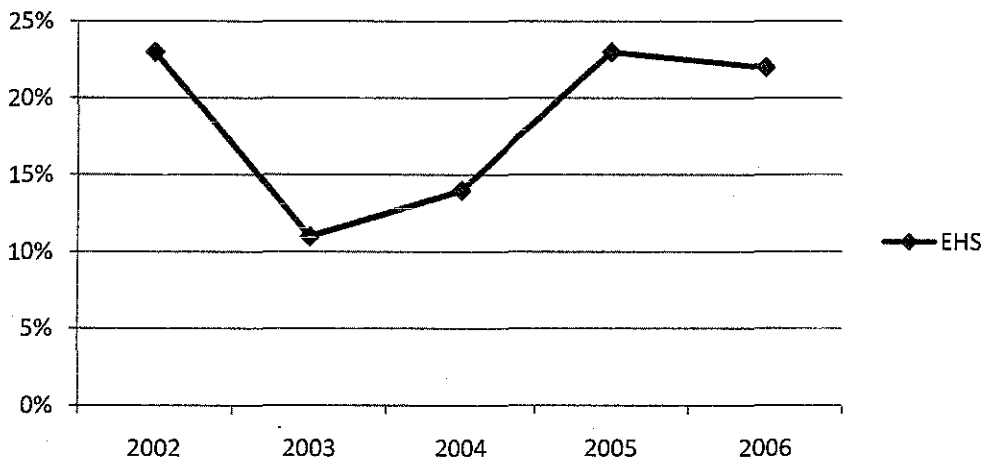
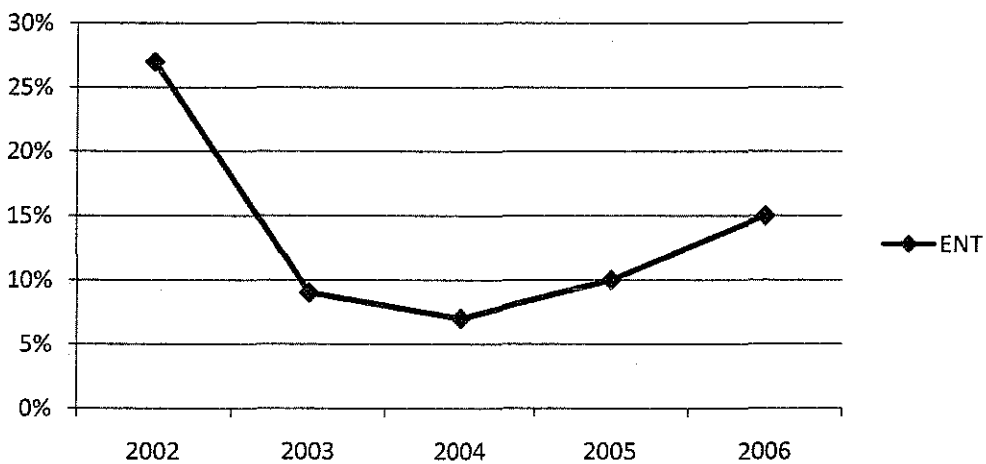


Figure 4E: % of CARE Students Completing Degrees in ENT





CARE applications  
Shelly VandePanne to: William Potter

06/04/2010 11:10 AM

Bill -

Here is the CARE data that you asked for. I retrieved the information from admissions reports that I had saved.

CARE	Applied /			Total # Apps by Program
	Admitted	Pending	Cancelled	
2005*	379	133	144	656
2006*	384	86	34	504
2007*	316	98	30	444
2008 (9/8/08)**	307	77	39	423
2009 (11/1/09)**	279	83	32	394

\* taken from 7/23/07 comparison report - does not include late registration  
\*\* includes late registration

There is a WebFocus report where we should be able to quickly retrieve this information by semester and major. However, when I cross-checked it with the current admissions report for fall 2010, I found that they weren't even close to being the same. I have been in contact with Kathy Fisher who is having someone look at the reports to find out why they do not match. In the mean time, this is the closest that I could get for you.

*Shelly VandePanne*  
Coordinator of First Year Seminars,  
UC Orientation and Registration  
University College  
Ferris State University  
Big Rapids, MI 49307  
(231) 591-2360

Ferris State University

Retention and Graduation Rates of Full-Time FTIAC Students - By Major

Two-Year Degree Programs

Fall Term

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
200708	BCTM	7	% Graduated By	0	0				
			% Still Enrolled In	57	29				
			% Persisters	57	29				
			% Non-Persisters	43	71				
			% Graduated in Prg	0	0				
			% Still Enrolled in Prg						
200808	BCTM	6	% Graduated By	0					
			% Still Enrolled In	100					
			% Persisters	100					
			% Non-Persisters	0					
			% Graduated in Prg	0					
			% Still Enrolled in Prg						

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
199908	CARE	191	% Graduated By	0	1	6	12	20	28 ✓
			% Still Enrolled In	52	37	26	22	11	3
			% Persisters	52	38	32	34	31	31
			% Non-Persisters	48	62	68	66	69	69
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200008	CARE	256	% Graduated By	0	0	4	9	20	27 ✓
			% Still Enrolled In	54	39	32	24	10	3
			% Persisters	54	39	36	33	30	30
			% Non-Persisters	46	61	64	67	70	70
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200108	CARE	149	% Graduated By	0	0	5	11	25	31 ✓
			% Still Enrolled In	63	48	33	27	9	3
			% Persisters	63	48	38	38	34	34
			% Non-Persisters	37	52	62	62	66	66
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						



Ferris State University

Retention and Graduation Rates of Full-Time FTIAC Students - By Major

Two-Year Degree Programs

Fall Term

Entering Fall Term	Major	N	Fall Term						
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
200208	CARE	152	% Graduated By	0	0	7	16	26	33
			% Still Enrolled In	58	47	38	23	13	6
			% Persisters	58	47	45	39	39	39
			% Non-Persisters	42	53	55	61	61	61
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200308	CARE	102	% Graduated By	0	0	5	13	32	37
			% Still Enrolled In	54	47	41	30	12	5
			% Persisters	54	47	46	43	44	42
			% Non-Persisters	46	53	54	57	56	58
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200408	CARE	70	% Graduated By	0	0	4	20	37	
			% Still Enrolled In	69	61	52	33	14	
			% Persisters	69	61	56	53	51	
			% Non-Persisters	31	39	44	47	49	
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200508	CARE	65	% Graduated By	0	2	11	29		
			% Still Enrolled In	74	53	44	25		
			% Persisters	74	55	55	54		
			% Non-Persisters	26	45	45	46		
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200608	CARE	70	% Graduated By	0	0	3			
			% Still Enrolled In	44	37	34			
			% Persisters	44	37	37			
			% Non-Persisters	56	63	63			
			% Graduated in Prg	0	0	0			
			% Still Enrolled in Prg						

Ferris State University

Retention and Graduation Rates of Full-Time FTIAC Students - By Major

Two-Year Degree Programs

Fall Term

Entering Fall Term	Major	N		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7			
200708	CARE	77										
			% Graduated By	0	1							
			% Still Enrolled In	62	52							
			% Persisters	62	53							
			% Non-Persisters	38	47							
			% Graduated in Prg	0	0							
			% Still Enrolled in Prg									
200808	CARE	73										
			% Graduated By	0								
			% Still Enrolled In	60								
			% Persisters	60								
			% Non-Persisters	40								
			% Graduated in Prg	0								
			% Still Enrolled in Prg									
200008	CDTD	7										
			% Graduated By	0	0	14	14	43	43			
			% Still Enrolled In	71	57	43	29	0	0			
			% Persisters	71	57	57	43	43	43			
			% Non-Persisters	29	43	43	57	57	57			
			% Graduated in Prg	0	0	14	14					
			% Still Enrolled in Prg									
			200108	CDTD	32							
						% Graduated By	0	19	34	41	50	53
						% Still Enrolled In	75	40	13	9	3	0
						% Persisters	75	59	47	50	53	53
						% Non-Persisters	25	41	53	50	47	47
						% Graduated in Prg	0	19	31	38		
						% Still Enrolled in Prg						
						200208	CDTD	29				
% Graduated By	0	31							48	52	55	59
% Still Enrolled In	76	38							14	7	4	0
% Persisters	76	69							62	59	59	59
% Non-Persisters	24	31							38	41	41	41
% Graduated in Prg	0	31							48	48		
% Still Enrolled in Prg												

**Ferris State University**  
**Retention and Graduation Rates of Full-Time FTIAC Students - By Major**  
**Two-Year Degree Programs**

Entering Fall Term	Major	N	Fall Term						
			Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	
200608	DHYG	1	% Graduated By	0	100	100			
			% Still Enrolled In	100	0	0			
			% Persisters	100	100	100			
			% Non-Persisters	0	0	0			
			% Graduated in Prg	0	100	100			
			% Still Enrolled in Prg						
200808	DHYG	1	% Graduated By	0					
			% Still Enrolled In	0					
			% Persisters	0					
			% Non-Persisters	100					
			% Graduated in Prg	0					
			% Still Enrolled in Prg						
200008	DIST	2		Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
			% Graduated By	0	0	0	0	50	50
			% Still Enrolled In	100	50	50	50	0	0
			% Persisters	100	50	50	50	50	50
			% Non-Persisters	0	50	50	50	50	50
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						
200408	DIST	1	% Graduated By	0	0	0	0	0	
			% Still Enrolled In	0	0	0	0	0	
			% Persisters	0	0	0	0	0	
			% Non-Persisters	100	100	100	100	100	
			% Graduated in Prg	0	0	0	0		
			% Still Enrolled in Prg						

Appendix IX  
CARE 102 Syllabi



# CAREER EXPLORATION

## FERRIS STATE UNIVERSITY

### UNIVERSITY COLLEGE

Leads to Associate in Arts Degree

<b>I. GENERAL EDUCATION REQUIREMENTS</b>			
<b>A. COMMUNICATION COMPETENCE 9 Sem Credits</b>			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250		3	
COMM 105 or 121		3	
<b>TOTAL</b>			
<b>B. SCIENTIFIC UNDERSTANDING 7-8 Sem Credits</b>			
Two courses from the following (one must be a lab): ASTR, BIOL, CHEM, GEOG 111 or GEOG 121, GEOL, PHSC, PHYS			
Course	Grade	Credits	
Lab			
<b>TOTAL</b>			
<b>C. QUANTITATIVE SKILLS</b>			
This requirement can be fulfilled by ONE of the following options:			
Check	Course	Grade	Credits
	MATH 115 or higher or		3
	MATH 115 or proficiency or		3
	MATH 115 ACT Subtest Score	Score	
	24 or higher		
<b>TOTAL</b>			
<b>CULTURAL ENRICHMENT 9 Sem Credits</b>			
At least 3 courses from the following: ARCH 244, ARTH, ARTS, COMM 231, ENGL 322, FREN, GERM, HIST, HUMN*, LITR, MUSI, SPAN, THTR. One course must be 200 level or above. A maximum of 3 credit hours of music or theater activities may be used.			
Course	Grade	Credits	
200+ Level			
<b>TOTAL</b>			
<b>E. SOCIAL AWARENESS 9 Sem Credits</b>			
Three courses totaling 9 credit hours from the following: ANTH, ECON, GEOG (Except GEOG 111 or GEOG 121), PLSC, PSYC, SOCY, SSCI (Except SSCI 100). Must include 2 different subject areas and one Social Awareness Foundation Course.			
Course	Grade	Credits	
Foundation			
<b>TOTAL</b>			

<b>TOTAL</b>		
<b>II. CULTURAL ENRICHMENT*/SOCIAL AWARENESS ELECTIVE - 2-3 credits minimum</b>		
Course	Grade	Credits
<b>TOTAL</b>		
<b>III. REQUIRED COURSES</b>		
Course	Grade	Credits
CARE 102		3
FSUS 100		1
FSUS 101		1
<b>TOTAL</b>		
<b>IV. DIRECTED ELECTIVES: Credits necessary to meet the total requirement of 60 sem. Credits. Electives may be any 100 level or above course offered through Allied Health Sciences, Arts and Sciences, Business, Education, Optometry, Technology or University College. Exploratory Course list is available. Courses should be selected with an advisor.</b>		
Course	Grade	Credits
<b>TOTAL</b>		

\*Except HUMN 217  
Limited to 1 year.

Career Assessment Inventories taken, then move into program.

# CAREER EXPLORATION

## FERRIS STATE UNIVERSITY

### UNIVERSITY COLLEGE

**Leads to Associate in Arts Degree**

This program has been designed for students who are uncertain of their future program of study. Students will be directed by faculty advisors into course work which will fulfill the General Education Requirements common to all FSU degree programs. Students will also have the opportunity, in consultation with a faculty advisor, to select as electives exploratory course work from a variety of fields of study to assist in career decision making. **Students are expected to meet with their faculty advisor and attend special meetings that may be held during the academic year.**

#### General Education Requirements

a.	Communication Competence	9 credits
b.	Scientific Understanding Electives	7 credits
c.	Quantitative Skills	3 or 4 credits
d.	Cultural Enrichment Electives	9 credits
e.	Social Awareness Electives	9 credits
f.	Additional Cultural Enrichment/ Social Awareness Electives	2 credits

#### Program

CARE 102 Career & Educational Planning (3)
FSUS 100 (1)
FSUS 101 (1)
Directed Electives

**Sample Course Sequence: Students must consult their faculty advisor to develop a course sequence appropriate to their academic development and educational plans.** The following chart depicts one method to complete the requirements listed above. This plan incorporates prerequisite course work, approximate course load and appropriate course work distribution.

<u>First Year</u>		<u>Second Year</u>	
<b><u>Fall Semester</u></b>		<b><u>Fall Semester</u></b>	
ENGL 150 English 1	3	ENGL 250 English 2	3
FSUS 100 Ferris University Seminar	1	Directed Elective *	3
MATH by placement	3/4	Cultural Enrichment Elective	3
CARE 102 Career & Educational Plan.	3	Social Awareness Elective	3
COMM 105		Directed Elective *	3
Interpersonal Communications <b>OR</b>	3		<u>15</u>
COMM 121			
Fundamentals of Public Speaking	3		
	<u>13/14</u>		
<b><u>Spring Semester</u></b>		<b><u>Spring Semester</u></b>	
Scientific Understanding Elective	3	Cultural Enrichment Elective	3
Social Awareness Elective	3	Social Awareness Elective	3
Directed Elective *	3	Scientific Understanding Elective	4
Directed Elective *	3	Directed Elective *	3
Cultural Enrichment Elective	3	Elective: Choose ONE: Social	
FSUS 101 Ferris University Seminar	1	Awareness or Cultural Enrichment	3
	<u>16</u>		<u>16</u>

- Consult list of Exploratory Courses and appropriate faculty advisor.

**NOTE:** READ 176 is a follow-up course for students placing in READ 106.

**Week 1 1-13, 1-15**

Introductions, and Chapter 1

Initiative activities, Homework for next week: be prepared to share a story about an interesting career. 1 page paper, typed. 5 pts.

**Week 2 1-20, 1-22**

Chapter 1- Taking stock

Find one newspaper article about someone who is successful, and write a

One page paper about this person. 5 pts.

Also, do exercise 1.7 on page 20, due 9-15. 10 pts.

**Week 3 1-27, 1-29**

Chapter 2- Programming yourself for success./ MBTI preso.

Homework, Driving Force paper- 10 pts. Due 9-22.

**Week 4 2-3, ( NO CLASS ON 2-5- Go to FSU Job Fair)**

Chapter 3 – Values Clarification/MBTI Processing

Pg. 66 Exercise 3.5 – Answer questions after you list 5 things you want in life.,

10 pts.

**Week 5 2-10, 2-12**

Chapter 3 – Values Clarification

Assignment Due: 10-6, Flower Project, Due 10-6 20 pts.

Ultimate Road Trip paper due, 20 pts.

**Week 6 2-17, 2-19**

Chapter 4 Focusing on You: Personality and Interests

Go to Job fair- Wink Arena 12pm – 5 pm 50 pts with paper Due 10-13

**Favorite Skills paper- 20 pts, Due 10-20**

**Week 7 2-24, 2-26**

Chapter 4- Focusing on You.

**Week 8 3-3, 3-5**

Chapter 5 Skills Assessment

1 page paper on discrimination in the workplace due 10-27, 10 pts.

**Week 9 NO CLASS- SPRING BREAK!!!!**

**Week 10 3-17, 3-19**

Chapter 5 Skills Assessment

Research one job that shows up on all your inventories, do an

Informational interview. Due 11-1- 20 pts

Short Term goal. Due 11-3



**Week 11 3-24, 3-26**

Chapter 6- The World and You

**Week 12 3-31, 4-2**

Chapter 7 Information Integration

Homework pg 187, Exercise 7.6 10 pts. Due 11-17

**Week 13 4-7 (NO CLASS 4-9 Easter Break)**

Chapter 8- Making Decisions

Homework- 1 pg. resume. Due 12-3, 20 pts, include 1 pg cover letter also.

**Week 13 4-14, 4-16**

Chapter 8- Making Decisions

**Week 15 4-21, 4-23**

Chapter 9- Targeting your Job Search

**Week 16 4-28, 4-30**

Chapter 10, Interviewing.

A cover letter. 20 pts

**Week 16- Career Presentation and 2 page paper- 40 pts.**

**ASSIGNMENT POINTS**

Written assignments	5 pts each	10 pts
Homework Assignments	10 pts each	60 pts
Ideal Job Descript/Interview		20 pts
Work Discrimination paper		10 pts
Informational Interview		20 pts
Resume- rough draft		20 pts
Career Presentation/paper		40 pts
Strongs Interest Review		20 pts
Job Fair/paper		50 pts
Community Service		100 pts
Flower project		10 pts
6 stories project		10pts
Total		370 pts!

FERRIS STATE UNIVERSITY

CARE 102 – Fall 2008 – Room STR 322

Career and Educational Planning

**Instructor:** Renee Douglas, MA, LLP, University Counselor and Limited Licensed Psychologist

BS – Grand Valley State University (Communications Studies)

MA – Michigan State University (Marriage and Family Therapy)

PhD Candidate – Capella University (Human Services/ Counseling Studies Focus)

**Phone:** 231-591-5968

**E-mail:** [douglar3@ferris.edu](mailto:douglar3@ferris.edu)

**Office Hours:** By Appointment

**Course Materials:**

Text: The Career Fitness Program: Exercising Your Options (8<sup>th</sup> ed.) by Sukeinnik, Bendat & Raufman.

Binder / Folder / Portfolio

**Course Description:** Self-evaluation, vocational and educational planning, and the concept of career development as a lifelong process will be explored through the use of inventories, group discussion and projects.

**Course Goals:**

1. The student will develop life-long learning and organizational skills
2. The student will develop and strengthen their reasoning ability

**Course Objectives:**

1. To become aware of the career development and decision-making process
2. To describe factors that determine life roles, styles, stages, and changes
3. To understand the continuing changes in curriculum and career roles for both male and female students
4. To obtain skills to locate, evaluate and interpret career and curriculum interest information
5. To identify educational and employment opportunities that match desired career objectives while developing an educational and career plan

**Course Policies:**

1. **Attendance is required** in this course. Please be on time. Anyone who is ten or more minutes late will be marked tardy, and three tardies constitute one unexcused absence. **Students missing more than three classes will fail.** At FSU and in the employment world, tardiness and absenteeism reflect a lack of interest, responsibility, and dependability. Exceptions to this policy will only be made under extenuating circumstances ONLY. If for ANY reason you cannot attend class, it is your responsibility to obtain all pertinent class information.
2. **Assignments (papers) are due on Friday of the week assigned.** Special requirements, if any, will be made known to you prior to each assignment. Other work is due on Monday of each week.
3. **Late work** including papers, assignments, or projects **will not be accepted.** The majority of the course work will come from the text book and all work will be graded.
4. **Class participation** is part of the learning process because learning happens when you are fully present and attentive. University students are expected to engage in thoughtful discussions during class. You are expected to be prepared for class discussion by having **read all assigned reading prior to class** as outlined in the syllabus.
5. As a University student, your **behavior in class will be respectful** of others and their opinions. You will provide constructive feedback and engage as a responsible member of a democratic learning environment. **The use of cell phones, pagers, I-pods, and all other electronic equipment are strictly prohibited in class.**

**Other:**

1. **Academic 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. Take credit for your ideas, and give credit to others for theirs.
2. **Disabilities Services** are available to students with documented disability (physical, learning, mental, emotional). If you are one of these students and require classroom accommodation, contact Disabilities Services Office at 591-3057, located in STARR 313.

**Grade Scale:**

500-495	A	479-476	C+	462-460	D-
494-490	A-	475-473	C	459-0	E
489-486	B+	472-470	C-		
485-483	B	469-466	D+		
482-480	B-	465-463	D		

## Tentative Course Outline

### WEEK 1

September 3-5

Introductions. Course overview. Discuss portfolio.

Chapter 1: Taking Stock. Complete pages 15-20. **10 points.**

For next week: Locate and prepare to share an article about an interesting career.

### WEEK 2

September 8-10-12

Chapter 1: Taking Stock.

Share articles about an interesting career. **10 points.**

For next week: Locate and prepare to share an article about someone who is successful.

### WEEK 3

September 15-17-19

Chapter 2: Programming Yourself for Success.

Complete pages 41-48. **10 points.**

Share articles about the successful person. **10 points.**

### WEEK 4

September 22-24-26

Chapter 3: Values Clarification

Complete pages 60-69. **10 points.**

Take the Strong Interest Inventory (SII) and Myer-Brigg Type Indicator

SII & MBTI Essay assigned, due 11/14. (See attachment)

**Attend *The Ultimate Road Trip*, Williams Aud. 9/23 11am or 6pm. (No class 9/22) 10 points.**

### WEEK 5

September 29

October 1-3

Chapter 3: Values Clarification

SII & MBTI discussion - prepare to share your results. **20 points.**

**WEEK 6**

October 6-8-10

Chapter 4: Focusing on You: Personality and Interests

Complete pages 89/90, 94-97. **10 points.**

**Attend Job Fair Oct. 9, Wink Arena, 12pm-4pm (No class 10/10)  
10 points.**

**WEEK 7**

October 13-15-17

Chapter 4: Focusing on You: Personality and Interests

**WEEK 8**

October 20-22-24

Chapter 5: Skills Assessment

Complete pages 107/108, 118-122. **10 points.**

**WEEK 9**

October 27-29-31

Chapter 6: The World and You

Complete pages 159-162. **10 points.**

**WEEK 10**

November 3-5-7

Chapter 7: Information Integration

Complete pages 185-189. **10 points.**

**WEEK 11**

November 10-12-14

Chapter 8: Making Decisions

Complete pages 208-217. **10 points.**

SII & MBTI Essay due. **150 points.**

For next week: Locate and prepare to share an advertisement for your  
job.

**WEEK 12**

November 17-19-21

Chapter 9: Targeting Your Job Search

Complete pages 258-261. **10 points.**

Share job advertisements. **10 points.**

**WEEK 13**

November 24-26-28

Chapter 10: Preparing Your Resume

Complete pages 283-287. **10 points.**

Create a resume and cover letter. Due 12/5.

**WEEK 14**

December 1-3-5

Chapter 11: Interviewing Successfully

Complete page 329. **10 points.**

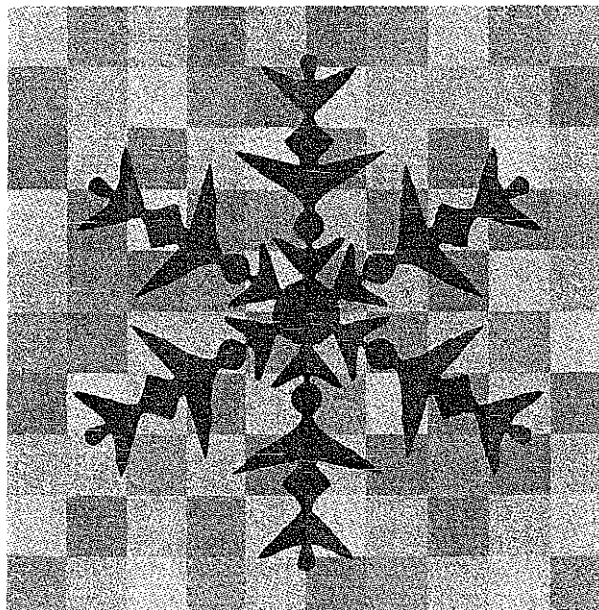
Resume and Cover Letter due. **150 points.**

**Week 15**

December 8-10-12

Chapter 12: Future Focus

Binder/Portfolio due. **20 points.**



Syllabus

## CARE 102

Career and Educational Planning

**Instructor:** Timberly Saunders, LPC, NCC

### **Catalog Description:**

Self-evaluation, vocational and education planning, and the concept of career development as a lifelong process will be explored through the use of inventories, group discussion, and individual projects.

### **Course Objectives:**

1. To become aware of the career-development and decision making process
2. To describe factors in determining life roles, styles, stages, and changes.
3. To understand the continuing changes in the curriculum and career roles for both the male/female students.
4. To obtain skills to locate, evaluate, and interpret career and curriculum interest information.
5. To identify educational and employment opportunities that match desired career objectives while developing a career and educational plan.

### **General Education Outcomes:**

1. Life-long learning and organization skills
2. Reasoning ability

### **Office Hours:**

ASC 1017 -- By appointment only

Cell: (231) 629-1968

Email: new\_tim\_2006@yahoo.com

Yahoo IM: new\_tim\_2006

### **Textbooks:**

What Color is Your Parachute?

The 2006 Edition by Richard Nelson Bolles

What Color is Your Parachute Workbook

By Richard Nelson Bolles

Gig, Americans Talk About Their Jobs

Edited by John Bowe, Marisa Bowe, and Sabin Streeter

Who Moved My Cheese?

By Spencer Johnson, M.D.

## Course Requirements

### **Class Behavior:**

Common courtesy is expected from the faculty and students. **Respecting others is the most important behavior.** If a student chooses to be disruptive, rude, disrespectful, etc., the student and instructor will discuss the behavior and develop a plan to appropriately deal with such behavior.

**No cell phones, pagers, or audio players allowed "ON" during class time.**

### **Attendance:**

It is expected that each student will attend each class session. Students that exceed 3 unexcused absences will receive a failing grade from the class.

### **Exceptions to the Attendance Policy:**

Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered, or cause them to fail the class:

- a. Death of a family member/significant other
- b. Extended hospitalization
- c. University sponsored events (permission from the Academic Vice-President's office is required).
- d. Jury duty, or being subpoenaed for court testimony

**Exceptions must be discussed with the instructor at the time they occur to be considered an excused absence.**

### **Late for Class and Late Assignments:**

Students are expected to be on time for class. Students that are late 3 times will receive 1 unexcused absence. Please be on time! More than 5 minutes late equals an unexcused absence.

Late assignments will receive a 50% deduction in points for each class period following its due date.

### **Homework:**

Homework for the class will come from a variety of assignments throughout the course of the semester. There will be a two-page [minimum] responsive reading paper due every Friday. The topic of each paper will be given every Monday, and reflect the content of the class at that time.

The format of these papers is as follows: two full pages **minimum**, 1 inch margins on all four sides, a **maximum** of 12-point font, your title centered on the page, and bold; student's name, class and section, and the date in the top right margin-single spaced. An example of this format is attached. **Your grammar, spelling, and style will be part of the grading process.** It is recommend that you use a style manual such as The Elements of Style, Forth Edition by William Strunk Jr., E.B. White, and Roger Angell, and a college dictionary to assist you in your writing. The Writing Center in ASC 1017 is also a valuable resource when writing papers.



**Test and Quizzes:**

There will be a mid-term exam approximately the week of October 15, 2006.

**Course Grading Scale:**

95%-100%	A
90%-94%	A-
86%-89%	B+
83%-85%	B
80%-82%	B-
76%-79%	C+
73%-75%	C
70%-72%	C-
66%-69%	D+
63%-65%	D
60%-62%	D-
59% or less	F

*There will be no extra credit.*

**Course Outline****Week 1**

August 28-September 1: Introduction to CARE 102

**Week 2**

September 4-8: What shapes our perceptions of careers/work/jobs?  
Chapter 1, What Color is Your Parachute?

**Week 3**

September 11-15 Choosing or Changing Careers  
Chapter 8, What Color is Your Parachute?

**Week 4**

September 18-22 Values Clarification  
Pages 36, 37, 38, What Color is Your Parachute Workbook

**Week 5**

September 25-29 Interests and Skills  
Review: Strong Interest Inventory (SII)  
Pages 8-35, What Color is Your Parachute Workbook

**Week 6**

October 2-6 Focusing on you: Personality and Assessment  
Review: Myers-Briggs Type Indicator (MBTI)

**Week 7**

October 9-13 Decision Making  
Discuss: Who Moved My Cheese?

**Week 8**  
October 15-20

College of Technology  
Midterm week

**Week 9**  
October 23-27

College of Allied Health

**Week 10**  
October 30-November 3

College of Arts and Sciences

**Week 11**  
November 6-10

College of Business

**Week 12**  
November 13-17

College of Education

**Week 13**  
November 20-24

The Next Four Years and Beyond  
Chapters 5, 6, and 11, What Color is Your Parachute

**Thanksgiving Break – November 23-26 – No class November 24!**

**Week 14**  
November 27-December 1

The Next Four Years and Beyond, continued

**Week 15**  
December 4-8

Resumes, cover letters, interviewing

**Week 16**  
December 11-15

Final's week: Final paper due.

August 28, 2006

Timberly Saunders  
CARE 102-005

## Your Title for this Week's Paper

You might be coming to college with a major in mind, but you'd like to be sure of your choice. You might have several options for majors and need assistance in sorting them out. You might enter college knowing you want an education, but have no clear career focus. Ferris State University offers you opportunity to explore careers at any stage of the career decision-making process. The Career Exploration program is part of University College and features a career-planning course, faculty advisors, and career testing and counseling. You might be coming to college with a major in mind, but you'd like to be sure of your choice. You might have several options for majors and need assistance in sorting them out. You might enter college knowing you want an education, but have no clear career focus. Ferris State University offers you opportunity to explore careers at any stage of the career decision-making process. The Career Exploration program is part of University College and features a career-planning course, faculty advisors, and career testing and counseling.

Is a three-credit hour class that guides you through the career decision-making process. CARE 102 offers you self-evaluation, vocational and educational planning, and the development of decision-making skills. Our faculty helps you explore career development as a lifelong process through the use of self-assessment inventories, group discussion, individual projects, and assessments and consultation with Educational and Career counselors. development of decision-making skills. Our faculty helps you explore career individual projects, and assessments and consultation with Educational and Career counselors. development of decision-making skills. Our faculty helps you explore career Ferris State University offers you opportunity to explore careers at any stage of the career decision-making process. The Career Exploration program is part of University College and features a career-planning course, faculty advisors, and career testing and counseling. You might be coming to college with a major in mind, but you'd like to be sure of your choice. You might have several options for majors and need assistance in sorting them out. You might enter college knowing you want an education, but have no clear career focus. Ferris State University offers you opportunity to explore careers at any stage of the career decision-making process. The Career Exploration program is part of University College and features a career-planning course, faculty advisors, and career testing and counseling.

Is a three-credit hour class that guides you through the career decision-making process. CARE 102 offers you self-evaluation, vocational and educational planning, and the Ferris State University offers you opportunity to explore careers at any stage of the career decision-making process. The Career Exploration program is part of University College and features a career-planning course, faculty advisors, and career testing and counseling. You might be coming to college with a major in mind, but you'd like to be sure of your choice. You might have several options for majors and need assistance in sorting them out. You might enter college knowing you want an education, but have no clear career focus. Ferris State University offers you opportunity to explore careers at any stage of the career decision-making process. The Career Exploration program is part of University College and features a career-planning course, faculty advisors, and career testing and counseling.

Is a three-credit hour class that guides you through the career decision-making process. CARE 102 offers you self-evaluation, vocational and educational planning, and the.

I have read, reviewed, and understand the syllabus for Career and Educational Planning, CARE 102-005. I have been allowed to ask questions, and clarify the content of this syllabus.

Printed Name

Date

Signature

**CARE 102 -001  
Spring 2009  
Career and Educational Planning  
Starr 114/105  
Instructor- Will Gasper**

**Catalog Description:**

**Self- evaluation, vocational and education planning, and the concept of career development as a lifelong process will be explored through the use of inventories, group discussion, and individual projects.**

**Course Objectives:**

1. To become award of the career-development and decision making Process.
2. To describe factors that determine life roles, styles, stages, and changes
3. To understand the continuing changes in curriculum and career roles for both male and female students.
4. To obtain skills to locate, evaluate, and interpret career and curriculum interest information.
5. To identify educational and employment opportunities that match desired career objectives while developing a career and educational plan.

**General Education Outcomes:**

1. Life- long Learning and Organizational skills
2. Reasoning ability.

**Office Hours: By appointment only.**

**Phone: Home: 231-829-3099, Please call before 10 pm**

**Office 591-5953**

**Email**

**Textbook:**

**The Career Fitness Program/Excecising Your Options by Sukiennik, Bendat, and Raufman.  
A day planner.**

**Attendance Policy**

**EACH UNEXCUSED ABSENCE WILL RESULT IN THE LOWERING OF YOUR GRADE BY ½ GRADE. ( eg- 1 ABSENCE= A -, 2 ABSENCES = B).  
DOCTORS SLIP REQUIRED FOR SICKNESSES.**

## Grading

This is a graded class. Grades will be based on attendance, and the completion of all other assignments.

The number of points earned will be divided by the total number of points Possible. The result will be a percent. The percent of points earned will then Determine the final course grade and will not be subject to change.

95% - 100%	A
90% - 94%	A-
86%- 89%	B+
83% - 85%	B
80% - 82%	B-
76% - 79%	C+
73% - 75%	C
70% - 72%	C-
66% - 69%	D+
63% - 65%	D
60% - 62%	D-
59% or less	F

### **Week 1 1-13, 1-15**

Introductions, and Chapter 1

Initiative activities, Homework for next week: Write a one page paper about an interesting career. 5 pts.

### **Week 2 1-22 ( NO CLASS 1-20) GO TO ULTIMATE ROAD TRIP**

**11 am 1-22 in Rankin Dome Rm.**

Chapter 1- Taking stock, MBTI/ Strongs Assessment

Find one newspaper article about someone who is successful, and write a One page paper about this person. 5 pts.

Also, do exercise 1.7 on page 20, due 1-27. 10 pts.

### **Week 3 1-27, 1-29**

Chapter 2- Programming yourself for success./ MBTI processing

Homework, Driving Force paper- 10 pts. Due 2-3

Write up of Ultimate Road Trip Due, 10 pts.

### **Week 4 2-3, ( NO CLASS ON 2-5- Go to FSU Job Fair)**

Chapter 3 – Values Clarification

Pg. 66 Exercise 3.5 – Answer questions after you list 5 things you want in life., 10 pts. Job Fair assignment, due 2/10- 50 pts.

### **Week 5 2-10, 2-12**

Chapter 3 – Values Clarification

Assignment Due: Flower Project, Due 2 – 17,20 pts.

**Week 6 2-17, 2-19**

Chapter 4 Focusing on You: Personality and Interests  
Favorite Skills paper- 20 pts, Due 2-26

**Week 7 2-24, 2-26**

Chapter 4- Focusing on You.

**Week 8 3-3, 3-5**

Chapter 5 Skills Assessment  
1 page paper on discrimination in the workplace due 3-17, 10 pts

**Week 9 NO CLASS- SPRING BREAK!!!!!!**

**Week 10 3-17, 3-19**

Chapter 5 Skills Assessment  
Research one job that shows up on all your inventories, do an informational interview. Due 3-31, 20 pts  
Short Term goal. Due 3-24

**Week 11 3-24, 3-26**

Chapter 6- The World and You

**Week 12 3-31, 4-2**

Chapter 7 Information Integration  
Homework pg 187, Exercise 7.6 10 pts. Due 4-7

**Week 13 4-7 (NO CLASS 4-9 Easter Break)**

Chapter 8- Making Decisions  
Homework- 1 pg. resume. Due 4-21, 20 pts, include 1 pg cover letter also.

**Week 13 4-14, 4-16**

Chapter 8- Making Decisions

**Week 15 4-21, 4-23**

Chapter 9- Targeting you Job Search

**Week 16 4-28, 4-30**

Chapter 10, Interviewing.  
Community Service Write up due- 100 pts

**Week 16- Career Presentation and 2 page paper- 40 pts.**

## **ASSIGNMENT POINTS**

Written assignments	5 pts each	10 pts
Homework Assignments	10 pts each	60 pts
Work Discrimination paper		10 pts
Informational Interview		20 pts
Resume- rough draft		20 pts
Career Presentation/paper		40 pts
Strongs Interest Review		20 pts
Job Fair/paper		50 pts
Community Service		100 pts
Flower project		10 pts
6 stories project		10pts
Ultimate Road Trip Write up		10 pts
<b>Total</b>		<b>360 pts!</b>





# SYLLABUS ATTACHMENT

UNIVERSITY COLLEGE -- FERRIS STATE UNIVERSITY

*Spring 2009*

## IMPORTANT DATES

First day of classes.....1/12/09  
 Last day for schedule adjustment (drop/add).....1/15/09  
 Martin Luther King Day (no classes).....1/19/09  
 Spring recess (no classes)..... 3/7 - 3/15/09  
 Summer/fall early registration begins ..... 3/23/09  
 Last day to DROP or withdraw with "W" (full sem)3/26/09  
 Mid-semester recess.....4/09-4/12/09  
 Last day of spring semester classes.....5/1/09  
 FINAL EXAMS.....5/4/09 - 5/8/09  
 Spring semester commencement..... 5/8 & 5/09/09

## FLITE LIBRARY HOURS

[www.ferris.edu/library/hours/hours.cfm](http://www.ferris.edu/library/hours/hours.cfm)

Regular hours for the (FLITE) library are as follows:

Monday-Thursday ..... 7:30 a.m. - 12:00 a.m.  
 Friday ..... 7:30 a.m. - 9:00 p.m.  
 Saturday ..... 9:00 a.m. - 6:00 p.m.  
 Sunday..... 1:00 p.m. - 12:00 a.m.  
 (For verification of hours, call 591-3500)

## COMPUTER LAB HOURS

Computer lab hours in the (FLITE) library are as follows:

Monday - Thursday ..... 7:30 a.m. - 12:00 a.m.  
 Friday ..... 7:30 a.m. - 9:00 p.m.  
 Saturday.....9:00 a.m. - 6:00 p.m.  
 Sunday ..... 1:00 p.m. to 12:00 a.m.  
 (For verification of hours, call 591-2669)

## CLASS ATTENDANCE IS IMPORTANT!

There is significant research to show that students who regularly attend class earn significantly higher grades than students who miss even a few class periods. Many instructors have mandatory attendance policies by which your grade will be affected by absences. To encourage students to be present for the full class period, some instructors also have policies about class tardiness. Check your course syllabus or talk to your instructor about his/her policies.

## HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours

can be obtained from the class syllabus, or the department office. A faculty directory is also located in the University College Student Services office in the Arts and Science Commons - ASC 1048 (591-3716).

## DROPPING OR WITHDRAWING FROM CLASSES (University College Students)

If you need to drop or withdraw from a class, you must do so **OFFICIALLY**, through the Student Service Office (ASC 1048), in order to avoid receiving an "F" grade in the course. The last day to withdraw or drop a class may be different for different sessions. Refer to the academic calendar [www.ferris.edu/academics/calendars/](http://www.ferris.edu/academics/calendars/) for official withdrawal dates by semester. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 201. In case of extenuating circumstances after these dates (e.g., a serious illness requiring you to withdraw from school), contact Admissions and Records at 591-2792.

## INCOMPLETE GRADES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student's missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control--e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors will require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an "I" will be considered, and they will be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

## WHERE TO GO FOR HELP

Successful students are often those who seek help early, before little problems become big ones. Ferris State University offers a variety of services, **FREE OF CHARGE**, to help you. Details are on the next page.

(over)

## WHERE TO GO FOR HELP

The following services are available to any FSU student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris State University.

### Academic Support Center

Arts & Sciences Commons 1017 ..... 591-3543

- tutoring for many Ferris courses
- study skills assessment and assistance
- seminars to help meet the challenges of college life
- walk in Math tutoring

### Writing Center

Arts & Sciences Commons 1017 ..... 591-2534

- individual help with writing skills and assignments
- workshops to assist writing more effectively

### SCHOLAR Program

Arts & Sciences Commons 1021 ..... 591-5976

The purpose of the University College Peer Mentor program is to promote academic success, persistence and successful graduation of students participating in the program. Students who participate in a quality mentor program are more prepared academically and socially for challenges they face during their first year of college.

### Educational Counseling and Disabilities Services

STR 313 ..... 591-3057

The office of Educational Counseling and Disabilities Services (ECDS) provides career, educational, academic, and disability counseling. For students with documented disabilities, FSU provides accommodations and assistance. Refer students to the office for help with their academic success. To take advantage of the services, stop by or call for an appointment with a counselor.

### Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2<sup>nd</sup> Floor ..... 591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to make an appointment.

### Schedule Changes

If you want to drop or add a class, you must do so through your advisor and/or the Student Service Office (ASC 1048). University College students have holds as a reminder that they must see their advisor regarding any schedule changes.

### ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

*Taken from Board of Trustees Policy Part 5, Sec. 5*

### DISRUPTIVE BEHAVIOR

University College strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated. Some instructors have special requirements for their classes (e.g., lab safety procedures). If so, they will review those with you. Also, consult your course syllabus.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

*Taken from University College Disruptive Behavior Policy*

## Syllabi for CARE 102 – SECTIONS 001 and 002 SPRING 2010

### Professor's Information

Name: Professor Gloria Lukusa-Barnett  
Email: via FerrisConnect  
Office location: ASC 1023  
Office hours: Mondays – 9:00-10:00 am and 11:00-12 noon and Wednesdays – 9:00-10:00 am; 2:00-3:00 other hrs. by appointment.  
Phone: ASC 1023-591-2842 or Cell Phone: 231-206-5119  
Biography: By way of summary, an experienced Educator, Academic Advisor, Faculty Trainer with over twenty-nine years of experience in the field of Business Education, Computer Application Training and Developmental Education. I have continued to find enjoyment and have a strong commitment to the profession. I have had wonderful teaching experiences. Many of my experiences come from the interaction I have with students. Teaching the Transition to College Course, Career and Educational Planning, Computer Systems and Application Courses, have been very rewarding. I have structured my teaching to accommodate a variety of learning styles and preferences. As we move to another platform at the University, I served as co-Project Manager for the Blackboard Vista Implementation Project. In addition, with over eight years of experience using Blackboard course management tools for E-learning and developing courses in a mixed delivery format, will provide you with a lot of opportunities to enhance your technology abilities by the use of study tools, course content related tools, communication tools (asynchronous/synchronous), and evaluation/assessment tools.

### Course Information

Course title: Career Exploration  
Course number: CARE 102 – Section 001 and Section 002  
Course description: Career & Education Planning. Self-evaluation, vocational and educational planning, and the concept of career development as a lifelong process will be explored through the use of inventories, group discussion, and individual projects.  
Course date: Monday, January 11, 2010 – April 30, 2010 (Exam week May 3-7, 2010)  
Location: CARE 102 – 001 - Tuesdays – 12:00-1:15 – Starr 106; Thursdays – 12:00-1:15 – ASC 1008 – Computer Lab (blended lab – online via Ferris Connect as scheduled by Professor CARE 102 – 002 – Tuesdays – 4:30-5:45 pm – STR 130; Thursdays – 4:30-5:45 pm – ASC 1008 – Computer Lab (blended lab – online via Ferris Connect as scheduled by Professor  
Meeting day(s): *Same as above*  
Meeting time(s): *Same as above*

### Course Objectives AND Outcomes

- Student will be able
1. To become aware of the career-development and decision making process.
  2. To become more familiar to their interests, skills and values
  3. To research potential career choices
  4. To become familiar with the programs offered at Ferris State University
  5. To obtain skills to locate, evaluate, and interpret career and curriculum interest information via the web

6. To identify educational and employment opportunities that match desired career objectives while developing a career and educational plan and narrow choices focusing on a "good fit."

7. To complete their career exploration via the use of Photo Story and Tegrity Recordings

#### **STUDENT OUTCOMES:**

1. By the end of the Career Exploration course, the students will be able to analyze their compiled data via various resources, and decide on a career path.
2. Develop Skills for On-going Educational and Career Goals
3. Compile a Career Exploration Course Portfolio

### **Course Textbook**

Required reading: The Career Fitness Program – Exercising Your Options - 9th Edition Diane Sukiennik, William Bendat, Lisa Raufman – ISBN#0-13-170294-7 (Pearson/Prentice Hall)

### **FerrisConnect Course Management Online Platform**

This course has been developed via FerrisConnect (An online course tool application program). FerrisConnect offers a range of easy-to-use tools that assist your online efforts. FerrisConnect tools can be used to complement a traditional campus based course (e.g., with e-mail, bulletin board or chat) or as a full, online "distance" experience. Students will be provided with a UserID and Password to access the course online via MY FSU. Students will be expected to access the course two - three times DAILY! Students will have to access the course online to obtain information, assignments and to keep the lines of communication open with the Professor. The use of this platform is expected of all students.

### **Course Requirements**

Introduction: You will be required to complete the following assignments:

- Requirements:
- \*Class Portfolio – Show Case of Web Resources, Handouts, Textbook Feedback (Due at the end of the semester)
  - \*Three Quizzes
  - \*One Online (Tegrity Recording) Presentation /Photo Story
  - \*Two Assessments: Myers Briggs and Strong Interest Inventories
  - \*A Job Shadow Experience
  - \*Textbook Exercises
  - \*A Resume
  - \*Other Assignments are subject to be added...chapter outlines, etc.

### **Classroom Policies - Classroom Behavior, Absences, Late Assignments**

Introduction: **CLASSROOM BEHAVIOR**

Common courtesy is expected from the faculty and students. Respecting others is the most important behavior. NO CELL PHONES, TEXTING OR PAGERS ARE ALLOWED "ON" IN CLASS!

#### **ACADEMIC DISHONESTY WILL NOT BE TOLERATED**

Cheating, Fabrication, Plagiarism, Interference, Violation of Course Rules, and Academic Dishonesty: The university may discipline a student for academic misconduct, which is defined as any activity that tends to undermine the academic integrity of the institution. Please refer to your Student Handbook under "student responsibilities" pp. 143-148.

#### **ATTENDANCE POLICY**

**SP 2010 Absence Policy Guidelines**

**Absences**

The University does not have a "cut" system. Attendance is mandatory. You will be responsible for **signing in daily**. All students are to attend all class meetings. If you miss often enough to endanger your chances of passing the course, the fact of your absences will be called to your attention (provided you are there to hear it). If you persist in missing, you will fail the course, weeping parents and distressed lovers notwithstanding. Quizzes will not be assigned ahead of time, consequently cutting risks an F recorded grade for the missed quiz. Attendance at all classes is strongly recommended. Material missed due to absence will not be repeated in class or made up in private conference: the student is responsible for catching up missed material. **A person missing more than for three (3) class periods (one week of class meeting (M, W, F) for any reason will receive a final grade of F in the course. A person missing more than two (2) class periods (one week of class meeting T, R,) for any reason will receive a final grade of F in the course.**

*You are responsible for your own learning. In other words you are expected to be a self-motivated, self-directed learner who is actively involved in your education.*

*There is significant research data to support that students who attend daily earn considerably higher course grades than students who miss even as few as three class periods. It is recognized that adults, upon occasion, may need to miss a class due to illness or personal concerns; however, the following limitations are placed on absences (an absence is regarded as any time in which a student is not in class regardless of the reason).*

1. **Sections meeting three times per week:** Students having more than **(3) three absences** prior to the final date for course withdrawal, **Thursday, March 25, 2010**, should **withdraw** from the course to avoid the possibility of automatically receiving a F grade for the course. Students remaining in the course beyond the final withdrawal date may **not exceed (4) four absences (11% of the total time spent in class)** for the course. Students who have more than **four absences** will automatically receive an F grade for the course.
2. **Sections meeting two days per week:** Students having more than **(2) two absences** prior to the final date for course withdrawal, **Thursday, March 25, 2010**, should **withdraw** from the course to avoid the possibility of automatically receiving an F grade for the course. Students remaining in the course beyond the final withdrawal date may **not exceed (3) three absences (11% of the total time spent in class)** for the course. Students who have more than **(3) three absences** will automatically receive an F grade for the course.
3. Absences should not be viewed as "free" days. In fact, this policy is **NON-NEGOTIABLE and will be strictly ENFORCED.**

### **Tardiness**

Because we are part of a Community of Scholars, you are expected to be on time for class. Being late for class is a distraction and shows disrespect to your fellow classmates. If you arrive between five to ten minutes after the hour, you are considered tardy. **Being ten minutes late is considered a countable tardy; three countable tardies equal one class absence.** It is highly recommended that you do, however, come to class, even if you will be marked absent, due to the fact that you could be missing substantial points for in-class work that day as well as important information concerning course content, assignments, exams, etc. Also, POP Quizzes will not be announced in advance, so you could risk an F quiz grade. You are strongly urged to attend class.

### **EXCEPTIONS TO THE ATTENDANCE POLICY:**

**SEND AN EMAIL TO YOUR PROFESSOR IF YOU ARE GOING TO BE ABSENT FROM CLASS!**

Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered or cause them to withdraw from or fail the class.

- a. Death of a family member/or significant other
- b. Extended hospitalization
- c. University sponsored events (permission from the Academic Vice President's Office is required).
- d. Jury duty/or being subpoenaed for court testimony.

Exceptions must be discussed with the Professor at the time they occur to be considered an excused absence.

**Late Assignments WILL NOT BE ACCEPTED! IF YOU ARE ABSENT ON THE DAY OF A QUIZ OR ASSIGNMENT, YOU WILL RECEIVE A ZERO "0."**

**Please get someone to bring your assignment to class if you are unable to be in class that day! No late assignments will be received via the assignment tool. The assignment tool will not be available after the due date.**

## **Course Grading Scale**

### **CLASS GRADING SCALE**

Grades are as follows:

Points	Grade	Description
100	A+	Outstanding work; Work exceeds all major and minor goals expected
92-95	A	Excellent; All major and minor goals achieved
89-91	A-	All major and minor goals achieved
86-88	B+	All major goals achieved, and some minor ones not
83-85	B	Above Average; all major goals achieved, and some minor ones not
80-82	B-	Good; all major goals achieved, and some minor ones not
77-79	C+	Passing; all major goals achieved, many minor ones not
74-76	C	Passing; all major goals achieved, many minor ones not

71-73	C-	Passing; all major goals achieved, many minor ones not
68-70	D+	Below Average; a few minor goals achieved, but students not prepared for advanced work
65-67	D	Below Average; a few minor goals achieved, but student not prepared for advanced work
62-64	D-	Below Average; a few minor goals achieved, but student not prepared for advanced work
Below 62	F	Failure; none of the major goals achieved

It is understood that Course Grades of A+ cannot be given, but this scale shows students how work is graded and valued.

### **Diversity in our Community of Scholars:**

CARE 102, CAREER EXPLORATION, like your other classes, is a Community of Scholars, with students from widely diverse backgrounds who hold different values. They also learn in distinctly different ways. **At the beginning of the semester, students will take the Grasha-Reichmann Learning Style Inventory and discover which classroom learning styles they prefer.** I will acknowledge your diversity of learning styles by designing assignments which involve distinct learning preferences, e.g., experiential, abstract, concrete, intuitive. I encourage you to acknowledge your diversities by *listening actively* to one another. It is especially important that you listen to students, whose opinions differ from your own, arguing with the opinions, while remaining respectful of the individuals who hold them. You are expected to be attentive during class, ask questions if you do not understand something, and participate in class discussions. You are also expected to listen respectfully to other students and to me when we are speaking. Racism, sexism, homophobia, classism, ageism, and other forms of bigotry are inappropriate to express in this class. You are, by definition, a very diverse group of students, even if on the surface you all may look or act more or less homogeneous. Diversity is strength in our society at large and here at Ferris State University. In this class, you will be asked to maintain an open mind to the differences around you, and you are encouraged to place positive value on those differences. Points of view may be actively argued, but the speakers are to be respected as essentially fair-minded individuals working to extend/enlarge their thinking about ideas and people. [Adapted from Toni McNaron, English, the University of Minnesota]

SPRING 2010 ASSIGNMENTS AT-A-GLANCE  
SUBJECT TO CHANGE BY THE PROFESSOR:

MONTH	TUESDAY SESSION	THURSDAY – ONLINE SESSION
JANUARY 2010	12-Welcome, Intro., Syllabus Review, FerrisConnect  19 – Review of Chapter 1  26 – Review of Chapter 2	14 - First Online with Group – Recording Session with Tegrity 21 – MBTI/SII – Introduction to ECC, Administration of Personal Assessment  28 – MBTI/SII – Interpretation of both Assessments
FEBURARY 2010	2 – One on One Appointments  9 – Review Chapters 2 and 3  16 – Group Exam #1 – (Chapters 1,2,3) Textbook Feedback Due – Chapters 1,2,3	4 – Group in session online with Tegrity – Chapter 3  11 – Web Resources Online – <a href="http://www.bls.gov">http://www.bls.gov</a>  18 – Case Study Online – Chapter 4 – Career Research
MARCH 2010	2 – Guest Speaker – CAREER SERVICES - Chapter 6 Review  Spring Break - March 8-12, 2010  16 – Group Exam #2 – (Chapters 4,5,6) Textbook Feedback Due – Chapters 4,5,6  23 – Guest Speaker - Chapter 7 Review – PowerPoint – Discussion  30 – Guest Speaker - Chapter 8 Review – PowerPoint – Discussion – JOB SHADOWING FEEDBACK	4 – Feedback from Career Services Visit - Chapters 5 and 6 – Case Study Review  18 – Report feedback from Career Services / Career Exploration Online Resources Review  25 – Job Fair – ATTENDANCE IS REQUIRED  1 – NO CLASS – EASTER BREAK
APRIL 2010	6 – Chapter 10 Review – New Program Check Sheet Review  13 –Review Program Change Process/Early Registration/Final Project	8 – Meet in ASC 1008 – Work on Photo Story Project 15 – Online Case Study – Career Research – DOT 22 – Meet in ASC 1008 - Group Exam #3 – in ASC 1023



	<p>Review/ Final Portfolio Review</p> <p>20 – Final Project Reviews – Review Portfolio’s Table of Contents</p> <p>27 – Photo Story/Tegrity Reviews in class – Review Portfolios</p>	<p>(Chapters 7, 8, 10) (Over the weekend – Record Photo Story via Tegrity)</p> <p>29 – Meeting in ASC 1008 - Photo Story/Tegrity Reviews in class – Review Portfolios</p>
MAY 2010	<p>FINAL REVIEW SESSION:</p> <p>MAY 4, 2010 – 12:00 – 1:40 – STR 106</p>	

**GRADE SUMMARY SHEET FOR CARE 102:**

<b>Assignments</b>	<b>Possible Points</b>	<b>Your Scores</b>
<b><u>Group Exams:</u></b> 1,2,3	<b>250</b>	
<b><u>Textbook Feedback Packets:</u></b> Chapters (1,2,3) – 135 pts. Chapters (4,5,6) – 130 pts. Chapters 3 (7,8,10) – 100 pts.	<b>365</b>	
<b>Course Portfolio</b>	<b>100</b>	
<b>Photo Story End of Semester Project</b>	<b>100</b>	
<b>MBTI/STRONG INTEREST INVENTORY ECC APPOINTMENT</b>	<b>25</b>	
<b>JOB SHADOWING</b>	<b>20</b>	
<b><u>CAREER SERVICES</u></b> -Building a Resume -Job Fair -Earn a Customer Service Certificate	<b>50</b>	
<b><u>ONLINE RESEARCH:</u></b> BLS.COM CAREERBUILDER.com DOT.com	<b>30</b>	
<b>ONLINE CASE STUDIES via Tegrity Student Recordings</b>	<b>30</b>	
<b><u>SPEAKER SERIES:</u></b> <b>CAREER AND DIVERSITY TOPICS</b> Summaries	<b>30</b>	
<b>Total Points</b>	<b>1000</b>	
<b>Extra Credit Opportunities</b>	<b>TBA</b>	

**GRADING TABLE**

<b><u>POINT RANGE</u></b>	<b><u>GRADE</u></b>
1000 – 950	A
949 – 900	A-
899 – 860	B+
859 – 830	B
829 – 800	B-
799 – 760	C+
759 – 730	C
729 – 700	C-
699 – 660	D+
659 – 630	D
629 – 600	D-
659 and below	F

**MID TERM GRADE:**

# OF POINTS \_\_\_\_\_

GRADE: \_\_\_\_\_

**FINAL GRADE:**

# OF POINTS \_\_\_\_\_

GRADE: \_\_\_\_\_

## Syllabus for CARE 102 – SECTIONS 001, 002,003 FALL 2009

### Professor's Information

Name: Professor Gloria Lukusa-Barnett  
Email: via FerrisConnect  
Office location: ASC 1023  
Office hours: Mondays – 11:00-12:00 – ASC 1023; Wednesdays – 10:00 and 2:00 Thursdays – 10:00-11:00 – ASC 1023; and other hrs. by appointment  
Phone: ASC 1023-591-2842 or Cell Phone: 231-206-5119  
Biography: By way of summary, an experienced Educator, Academic Advisor, Faculty Trainer with over twenty-nine years of experience in the field of Business Education, Computer Application Training and Developmental Education. I have continued to find enjoyment and have a strong commitment to the profession. I have had wonderful teaching experiences. Many of my experiences come from the interaction I have with students. Teaching the Transition to College Course, Career and Educational Planning, Computer Systems and Application Courses, have been very rewarding. I have structured my teaching to accommodate a variety of learning styles and preferences. As we move to another platform at the University, I serve as co-Project Manager for the Blackboard Vista Implementation Project. In addition, with over eight years of experience using Blackboard course management tools for E-learning and developing courses in a mixed delivery format, will provide you with a lot of opportunities to enhance your technology abilities by the use of study tools, course content related tools, communication tools (asynchronous/synchronous), and evaluation/assessment tools.

### Course Information

Course title: Career Exploration  
Course number: CARE 102 - Sections 001, 002, 003  
Course description: Career & Education Planning. Self-evaluation, vocational and educational planning, and the concept of career development as a lifelong process will be explored through the use of inventories, group discussion, and individual projects.  
Course date: Monday, August 31, 2009 – December 11, 2009 (Exam week Dec. 14-18, 2009)  
Location: CARE 102 – 003 - Mondays – 3:00-4:15 – Starr 106; Wednesdays – 3:00-4:15 – Starr 105  
CARE 102 – 001 - Tuesdays – 12:00-1:15 – Starr 106; Thursdays – 12:00-1:15 – Starr 105  
CARE 102 – 002 - Tuesdays – 1:30-2:45 – Starr 134; Thursdays – 1:30 – 2:45 – Starr 105  
Meeting day(s): *Same as above*  
Meeting time(s): *Same as above*

### Course Objectives AND Outcomes

1. To become aware of the career-development and decision making process.
2. To describe factors that determines life roles, styles, stages, and changes.
3. To understand the continuing changes in curriculum and career roles for both the male/female students.
4. To obtain skills to locate, evaluate, and interpret career and curriculum interest information.
5. To identify educational and employment opportunities that match desired career objectives while developing a career and educational plan.

### **STUDENT OUTCOMES:**

1. By the end of the Career Exploration course, the students will be able to analyze their compiled data via various resources, and decide on a career path.
2. In addition, by the end of the Career Exploration course, the students will be able to enhance their career exploration via the use of Photo Story

## **Course Textbook**

Required reading:

The Career Fitness Program – Exercising Your Options - 9th Edition Diane Sukiennik, William Bendat, Lisa Raufman - ISBN#0-13-170294-7 (Pearson/Prentice Hall)

PACKAGED WITH "MYSTUDENTSUCCESS LAB"

1-1/2 inch 3-hole Presentation Binder with a PLASTIC INSERT COVER (IF YOU ARE NOT ENROLLED IN FSUS 100)

50-100 Sheet Protectors (IF YOU ARE NOT ENROLLED IN FSUS 100)

## **FerrisConnect Course Management Online Platform**

This course has been developed via FerrisConnect (An online course tool application program). FerrisConnect offers a range of easy-to-use tools that assist your online efforts. FerrisConnect tools can be used to complement a traditional campus based course (e.g., with e-mail, bulletin board or chat) or as a full, online "distance" experience. Students will be provided with a UserID and Password to access the course online via MY FSU. Students will be expected to access the course two - three times DAILY! Students will have to access the course online to obtain information, assignments and to keep the lines of communication open with the Professor. The use of this platform is expected of all students.

## **Course Requirements**

Introduction: You will be required to complete the following assignments:

Requirements: \*Class Portfolio (Due at the end of the semester)

\*Three Quizzes

\*One Photo Story Presentation via Microsoft Photo Story 3 - via PowerPoint

\*Two Assessments: Myers Briggs and Strong Interest Inventories

\*A Job Shadow Experience

\*Textbook Exercises

\*A Resume

\*Other Assignments are subject to be added...chapter outlines, etc.

## **Classroom Policies - Classroom Behavior, Absences, Late Assignments**

Introduction: **CLASSROOM BEHAVIOR**

Common courtesy is expected from the faculty and students. Respecting others is the most important behavior. NO CELL PHONES OR PAGERS ARE ALLOWED "ON" IN CLASS!

### **ACADEMIC DISHONESTY WILL NOT BE TOLERATED**

Cheating, Fabrication, Plagiarism, Interference, Violation of Course Rules, and Academic Dishonesty: The university may discipline a student for academic misconduct, which is defined as any activity that tends to undermine the academic integrity of the institution. Please refer to your Student Handbook under "student responsibilities" pp. 143-148.

### **ATTENDANCE POLICY**

**FA09 Absence Policy Guidelines**

**Absences**

Appendix XI  
TracDat Assessment

Assessment Plan  
 Ferris State University  
 University College - Career Exploration (A.A.)

**University College - Career Exploration (A.A.)**

**Mission Statement:** CARE, Career and Education Planning, focuses on self-evaluation, vocational and educational planning, and the concept of career development as a life-long process. Using inventories, assessments, career searches, job shadowing, speakers, consultation with Educational and Career Counselors, use of library materials and on-line resources, group discussion, and individual projects, students compile a Course Portfolio which sums-up the entire Career Exploration Process.

**College:** UNIV

**Outcome: CARE students enrollment**

To provide a degree program in which to enroll 60-100 undecided Ferris students who seek to begin their university experience or to change major fields.

**Start Date:** 01/26/2009

**End Date:** 05/01/2009

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
*Enrollment of 60-100 undecided Ferris students into the Career Exploration program <b>Assessment Method Category:</b> Z - Other - specify	60 or more of students enrolled in CARE 102	Fifth day count of each fall semester	Yes

**Outcome: CARE completion/program change**

To provide 100% of the students who complete the CARE course with instruction, counseling, activities and exercises that will enable them to identify a major and/or career field by the end of the semester of enrollment and complete a program change at that time.

**Start Date:** 01/05/2009

**End Date:** 05/01/2009

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
*Students will attend CARE classes completing instruction with a grade of C or better *Students will meet with CARE instructor for appropriate counseling throughout the semester *Students will participate in activities and exercises which will enable them to identify a major and/or career field *Students will understand and be able to complete a program change by the end of the semester <b>Assessment Method Category:</b> Z - Other - specify	*90% of all students who complete this course are accepted into a new major for the subsequent semester	Fifth day count of semester after completion of CARE 102	Yes

**Outcome: Career Development and Selection**

- \*Student will research potential career choices
- \*Student will narrow choices focusing on a "good fit"

**Outcome Type:** Learning

**Start Date:** 08/28/2000

**Outcome Status:** Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
*Students will research potential career choices/interests via the web, through Educational and Career Counseling Center *Students will take appropriate career inventories/tests, meet with a counselor to review results, use this information in	*75% or more of students will demonstrate successful incorporation of results into Career Portfolio/career	*Portfolio and its components introduced at the beginning of the course *Developed throughout the	Yes

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
exploring career choice <b>Assessment Method Category:</b> Portfolio/E-Portfolio	presentation *75% or more of career choices and/or choices of major will demonstrate student understanding and reflection	course *Culminating with presentation of portfolio to the class	

**Outcome: Life Choices**

\*Student will explore life choices -- academic, social and personal

**Outcome Type:** Learning

**Start Date:** 08/28/2000

**Outcome Status:** Active

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
*Student will explore academic, social and personal choices and implementations through class discussion, group discussion, papers, activities, exercises, and portfolio. <b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)	*75% or more of students will successfully complete of papers, activities, exercises and portfolio with a grade of C or better *75% or more of students will actively participate in the course, course discussion, and group work	Introduced at the beginning of the course Demonstrated throughout course Culminating in portfolio/career presentation	Yes

**Outcome: Role**

\*Student will understand the changing educational and career role for both male and female students.

**Outcome Type:** Other

**Start Date:** 08/20/2000

**Outcome Status:** Active

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
*Student will develop an understanding of the changing educational and career roles of both male and female *Student will explore the ever-changing job market and career skills needed to be successful *Student will be able to understand and articulate a semester plan, academic plan, career plan, and potential life plan <b>Assessment Method Category:</b> Z - Other - specify	75% or more of students will research and develop a semester plan, academic plan, career plan, and potential life plan	Introduced at the beginning of course Developed through class discussions, group discussions, speaker presentations throughout the course Culminating in completion of course portfolio Successful program change	Yes

**Outcome: Developing Skills for On-going Educational and Career Goals**

\*Students will be able to locate, evaluate, and interpret essential career information

\*Students will be able to locate, evaluate, and interpret applicable curriculum interest information

**Outcome Type:** Learning

**Start Date:** 08/20/2000

**Outcome Status:** Active

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
-------------------	-----------------------	---------------------	--------

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
*Students will learn to be life-learners, able to access, interpret, and act on new and changing information as it applies to their career choices	75% or more of students will successfully complete of course work with a grade of C or better	Introduced at the beginning of the course Practiced throughout course	Yes
*Students will learn to be life-learners, able to access, interpret, and act on new and changing information as it applies to their academic choices	75% or more of students will successfully make a program change	Culminating in successful program change	
<b>Assessment Method Category:</b> Z - Other - specify			

**Outcome: Educational and Employment Opportunities**

- \*Students will be able to identify educational and employment opportunities that match desired career objectives
- \*Students will develop an educational plan
- \*Students will develop a career plan

**Outcome Type:** Other

**Start Date:** 08/20/2000

**Outcome Status:** Active

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
*Students will be able to identify educational opportunities that match their desired career objectives	75% or more of students will successfully complete of the course with a grade of C or better	Introduced at the beginning of the course	Yes
*Students will be able to identify employment opportunities that match their desired career objectives	75% or more of students will incorporate career research into course portfolio/career presentation	Developed throughout the course Culminating in course portfolio/career presentation	
*Students will develop an workable educational plan students will develop a career plan			
<b>Assessment Method Category:</b> Written Product (essay, research paper, journal, newsletter, etc.)			

**Outcome: Student Portfolio via Photo Story**

- \*Students will be able to analyze their compiled data via various resources
- \*Students will decide on a career plan
- \*Students will enhance their career exploration via the use of Photo Story

**Outcome Type:** Learning

**Start Date:** 08/20/2000

**Outcome Status:** Active

**Means of Assessment**

Assessment Method	Criterion for Success	Assessment Schedule	Active
*Students will find, analyze, interpret, and incorporate appropriate data into course portfolio (Photo Story)/career presentation	*75% or more of students will create a course portfolio/career presentation of assessment methods with a grade of C or better	Introduced at the beginning of course Developed/built throughout the course	Yes
*Students will create a professional resume	*75% or more of students will create a professional resume which earns a grade of C or better	Culminating in presentation of career portfolio (Photo Story)/career presentation to class at end of semester	
<b>Assessment Method Category:</b> Portfolio/E-Portfolio			



Appendix XII

Academic Program Panel

The Academic Program Review Panel: CARE

Academic Program Review Panel for Career Exploration (CARE) consisted of:

Gloria Lukusa-Barnett, Faculty Chair, University College

Will Gasper, Adjunct Faculty, Developmental Curriculum, University College

Dr. Helen E. Woodman, Faculty and Department Chair Developmental Curriculum, University College

Dr. William Potter, Dean, University College

Angela Roman, Coordinator of Career Services,

Rick Griffin, Faculty, Social Sciences

Developmental Curriculum chose the APR Panel members at the beginning of FA09.

The Panel met face-to-face twice during FA09 to give input on the Current Student Survey and Alumni Student Survey and to decide on information that would be included in the APR document and preliminary drafts of the APR document. The CARE panel met three times during SP10 to review data, Student Survey Responses, Alumni Responses, and on-going drafts of the APR Document. Numerous drafts were reviewed both face-to-face and via e-mail.

# Appendix XII

## Faculty Vitae

Resume of  
Wilbur (Will) Gasper  
14393 19 Mile Rd  
Le Roy, MI. 49655  
231-829-3099  
gasperw@ferris.edu

## **EDUCATION**

2004 - M.A. Counseling Central Michigan University

1969-B.S. Parks and Recreation Administration- Michigan  
State University

## **EMPLOYMENT OBJECTIVE**

To enter the Ph. D. program for Community College Leadership.

## **WORK EXPERIENCE**

- 7/09- Present      Grounds Manager- Ferris State University  
Directed workforce of 1 grounds supervisor, 13 grounds crew members, and 20-25 students. Responsible for department budget, planning, purchasing, and implementation of landscape installations and maintenance of Big Rapids Campus.
- 1/06-1/08          Counseling Associate with Nova Counseling- Big Rapids. Worked with clients with substance abuse issues, Secretary of State assessments, as well as anger management issues.
- 8/05-12/05        Taught one section of HRT 143, Introduction to Soil Science.
- 11/19/04          Facilitated 2 groups of high school students during the Career Pathways presentation at FSU.
- 8/03-Present      FSU- Taught sections of a Career Exploration Class for college freshmen.

- 7/03-2/06 Human Aid- Big Rapids, MI  
Part-time counseling position working with alcohol and substance abuse clients, focusing on recovery and relapse prevention strategies. Was responsible for running the Alcohol and Highway Safety program for Mecosta and Osceola counties.
- 6/02- 5/03 Catholic Human Services- Cadillac, MI. Internship  
Co-facilitated Alcohol and Substance Relapse Prevention Groups, as well as individual counseling focusing on recovery and relapse prevention. Responsible for co-facilitating 2 different groups. Have also helped facilitate Basic Awareness groups, Intensive Outpatient groups, and Alcohol /Highway Safety groups. I have also helped do intakes as well as Assessments for Secretary of States office.
- 9/02-12/02 CMU-Internship Experience  
Assisted Dr. McHenry in teaching Groups Counseling Techniques and Theories Class, and Individual Counseling Techniques. Responsible for supervising masters level students as they "practiced" their counseling techniques with their classmates, helped grade papers, and taught portions of each class in Dr. McHenry's absence.
- 1/02- 5/02 CMU- Practicum Experience-  
Participated in Supervised Clinical Counseling Experience. worked with 3 different clients for a total of 14 counseling sessions. Issues ranged from poor boundaries, to domestic abuse, to problematic drinking, to wanting to please others at the expense of their own happiness.
- 1989-6/09 - Ferris State University- Grounds Department Supervisor  
Supervised 13 full time workers/ 20 student workers, implemented landscape maintenance plan for campus, directed crews in all phases of landscape construction and maintenance of all athletic fields and intramural fields on campus.

1999-Present - Taught FSUS classes for University College, which is the First Year Experience class at FSU. I was also the advisor for all the students I taught.

1999- 2002 - Taught CED 101 (Career Exploration Class) at CMU under the supervision of Dr. Sherene McHenry as part of the internship requirement for my program.

2000-Present- Presented break out sessions at the Career Success program sponsored by the Career Services Office, as well as presented several seminars for the Academic Support Center.

6/96- 6/99 Staff member of week long Spiritual Retreat for for high school age youth.

1983- 1989 Physical Plant Director- Bendle Public Schools Directed a workforce of 17+ workers to care and maintain facilities for class "C" school district.

#### **PROFESSIONAL ACTIVITY**

July 2008-Present- President of MCCA

October 2007 – Presented Break Out session at annual MCA convention.

April 2006- 40 Hours Court Rule Mediation Training

May 2006 - Presented Break Out session at annual Michigan College Counselors Association Spring Conference.

June 2005- 2008- Executive Board of MCCA

June 2004 member MCA

June 2004-2005 member ACA

#### **ACCOMPLISHMENTS-**

Hospice of Michigan, Volunteer of the year, 2007

Student Affairs Faculty/Staff Award Winner 2002/ 2008

Member of Distinguished FSU Team Award 2003

Distinguished Employee of the Year, FSU 2000

Holt JC of the Year, 1982

#### **COMMUNITY INVOLVEMENT**

Volunteer Mediator- W. Michigan Dispute Resolution Ctr.

Charter member of the First Impressions committee.

Hospice of Michigan Volunteer since 2003

# ***Gloria M. Lukusa-Barnett***

*(231-591-2842 (OFFICE)*

*(231) 206-5119 (HOME)*

*Email: lukusag@ferris.edu*

*2533 Hoyt Street*

*Muskegon Hts., MI 49444*

## **Teaching, Administrative, and Student Academic Support Qualifications:**

Currently teaching Career and Educational Planning Course, Transition to College Seminar, and College Study Methods. Previously taught Computer Information Systems course in the College of Business for more than five years, and coordinated student retention and academic success programs.

### **Current and Past Responsibilities:**

- Co-Project Manager - 2006-2008 – WebCT Vista/Blackboard Implementation Project
- Provide instruction to college students
- Career Development Facilitator Instructor
- Faculty Advisor for students on academic probation
- Provide faculty training via WebCT/Blackboard – online course management tools
- Supervise student assistants via work/study program
- Advisor for student organization
- Professional Mentor, Student Advocate
- Coordinated Academic Support Workshop Campus Wide
- Computer training (faculty and students) Microsoft Office Professional
- Web Site Development for Department, Campus Community, Faculty Instructional Pages and Student Organizations
- Proficient in Windows XP Operating Systems/ Microsoft Office Professional
- Serve as liaison between students and other areas of the campus
- Career training in Myers Briggs and Strong Interest Inventories
- Strong commitment to Student Success

## **COMPUTER APPLICATION EXPERIENCE**

- Operating Systems: Windows Vista and Windows XP
- Microsoft Office Professional XP (Word, Excel, Access and PowerPoint)
- Course Management System / Online Course Development
- Website Development
- Desktop Publishing – MS Publisher

## **ACADEMIC QUALIFICATIONS**

**Ferris State University- Big Rapids, MI 49307**

WebCT Vista Certified Trainer – June 2006

Career Development Facilitator Instructor – Certificate - October, 2003

Master of Science Degree in Career and Technical Education, Highest Distinction, May 1990.

Bachelor of Science Degree in Business Education- Accounting (Minor), May 1976.

## **TEACHING CERTIFICATIONS**

Michigan Secondary - (7-12) - Provisional

Vocational Certification (Office)

**ADMINISTRATIVE EXPERIENCE IN HIGHER EDUCATION****Co-Project Manager, Vista Implementation Project Platform 2006 – 2008**

Coordinates and define project scope and requirements. Develops, modifies and provides input to project plan. Manages, leads, and administers project resources. Facilitates Project Managers, Advisory Board, and Team meetings. Monitors project activities and give presentations and briefings on all aspects of the project. Schedule and provide training of the product to Faculty University wide. Makes improvements, solves problems, and takes corrective action when problems arise. Identifies project documentation requirements, and procedures.

**Coordinator of Peer Mentoring Program- Minority Retention Program 1989-1993**

Coordinate the activities of the Minority Retention Program, which offers academic advising, and counsel to all minority students who need assistance in planning their academic curriculum. The program provides a support system to help freshmen make a smooth transition from high school to college during the first year. Serve as liaison between students and other areas of the campus. Conduct student retention study models, assist with judicial reviews and make many referrals to the Academic Support Center. Provide academic and self-enrichment workshops. Assist with complaints.

**Coordinator of the Directed Studies Program 1990-1993**

Coordinate individualized program of study to strengthen academic performance for former returning and transfer students on academic probation. Monitor academic progress in all scheduled classes. Instruct students through a Freshmen Seminar course. My supervision responsibilities included a staff of five professionals and student assistants.

**Coordinator of Academic Skills Center 1990-1993**

Coordinated the daily operations of the skills center. The areas of assistance were: reading, study skills, spelling, test performance, time management, and stress management. Coordinated academic/ enrichment workshops available to faculty, staff and students; developed an individualized plan to improve areas of deficiency; developed student and college publications about the center and ongoing activities, and supervised paraprofessionals, project assistants and student assistants.

**INSTRUCTIONAL EXPERIENCE IN HIGHER EDUCATION****Ferris State University- Big Rapids, MI 49307****Associate Professor 1994-Present**

Provide instruction via Career and Educational Planning Course, College Study Methods Course, Transition to College Seminar Course, First Year Seminar Course, and Computer Information Applications Course

**Adjunct Faculty – Baker College 2000 – Present**

INF – Informational Technology Systems Department – Baker College – Fremont and Muskegon Campus

**Adjunct Faculty – Ferris State University 1988 - 1993**

Provide training to on/off campus students in the area of Principles of Accounting, A Basic Approach to Computerized Bookkeeping using Lotus 1-2-3, Study Skills Course, Freshmen Seminar Course, and Introduction to Computers.



**OTHER INSTRUCTIONAL EXPERIENCE****Computer Software Trainer- Gateway Country Stores****1988- 1990**

Computer trainer in the areas of: Windows 95, 98, Introduction to the Personal Computer, Office 97 and the Internet.

**Community Education Faculty****1985-1990**

Taught in the Business and Industry Division: Lotus 1-2-3, Microsoft Works, Word Perfect 6.0 for Windows: Workshop Facilitator for various groups

**AWARDS/ PROFESSIONAL SERVICE/ AFFILIATIONS**

- 30 Year Service Award – April, 2010
- Ferris Foundation Exceptional Merit Grant Awardee – 2009-2010
- Poster Award Recipient – Lilly Conference – Teaching and Learning – Fall 2009
- Sabbatical Leave Awardee – Spring 2009
- Merit Award – 2007-2008
- National Career Development Associate (NCDA)
- National Association for Development Education (NADE)
- Michigan Developmental Education Consortium (MDEC)
- International Mentoring Association (IMA)
- National Academic Advising Association
- FSU “Woman of the Year” Award
- American Association of University Women (AAUW)
- Women’s Leadership and Development Council
- Ferris Professional Women (FSU)
- Michigan Occupational Educational Association
- Women Christian Council (Northeast, Michigan)
- Sojourner Truth Award ( Campus Image Award presented by the student body at FSU)- 1993
- Thurgood Marshall Award ( Campus Image Award presented by the student body at FSU)-1997
- Omicron Delta Kappa (National Leadership Honor Society)
- Booker T. Washington Award ( Campus Image presented by the student body at FSU)- 1998-99
- Phi Delta Kappa International
- Michigan Business Education Association
- 1989-90- Outstanding Student in the Masters Program Award- College of Education

**LEADERSHIP QUALIFICATIONS**

- **Academic Senate – 2009-2011**
- **Trainer, FerrisConnect, Course Management System, 2008-Present**
- **Co-Project Manager , WebCT Vista Implementation Project – 2006-2008**
- **Chair, University College Curriculum Committee**
- **Member, University College Promotion Committee**
- **Treasurer, Michigan Developmental Education Consortium Executive Board**
- **Chair, Student Scholarship Committee, Woman Professional Development Conference**
- **Advisor, Ferris State University Gospel Choir**
- **Advisor, Student Leadership Women’s Group- YBBW at Ferris State University**
- **Chair, National Academic Advising Association (NACADA) Conference Planning Committee**
- **Advisor/Member/President, Alpha Kappa Alpha National Sorority, Inc- Zeta Epsilon Chapter**
- **Mentor, Select 60- Student Leadership Organization**

- **Coordinator**, Minority Retention Program
- **Coordinator**, Directed Studies Program
- **Member**, University Wide Retention Committee
- **Member**, **Financial Aid Advisory Board**
- **Supervisor**, Work/Study Student Employees
- **Coordinator**, Academic Support Center Workshops
- **Workshop Presenter**, Academic and Enrichment workshops: Time Management, Effective Listening, Self-Esteem
- **Speaker**, New Student Programs for Ferris State University (1995-1998)
- **Member**, Academic Senate, Diversity Committee
- **Computer Trainer**, Center for Teaching, Learning and Faculty Development, FSU,

### **PROFESSIONAL DEVELOPMENT AND PRESENTATIONS**

- Participant, Tegrity User Conference, Louisville, KY, April 14-16, 2010
- Participant, MDEC, Michigan Developmental Education Consortium, Lansing, MI, April 8-9, 2010
- Co-Presenter, IMA (International Mentoring Association) Orlando, FL, March 17-19, 2010
- Co-Presenter, NACADA, National Association on Development Education, San Antonio, TX, Sept. 30-Oct. 3, 2009
- Presenter and Winner of the Poster Session, Lilly North Conference, Traverse City, MI, Sept. 24-27, 2009
- Participant, The Teaching Professor's Conference, Washington, DC, June 4-7, 2009
- Participant, SOTL Strategies on Teaching and Learning Conference, Ypsilanti, MI, May 18-19, 2009
- Participant, Equity in the Classroom Conference, Lansing, MI, April 5-7, 2009
- Participant, EDUCAUSE Conference, Orlando, FL, Nov. 4-8, 2008
- Presenter, Lilly North Conference, Teaching and Learning, Traverse City, MI, September 18-21, 2008
- Co-Presenter, International Mentoring Conference, Las Vegas, NV, April, 2008
- Co-Facilitator, Faculty Learning Community, Innovative Uses of Technology in the Classroom, January – April, 2008
- Co-Presenter, 19<sup>th</sup> Annual TASS (Teaching Academic Survival Skills) Conference, West Palm Beach, FL, March, 2008
- Presenter, Michigan Career Development Conference, Detroit, MI, February, 2008
- Co-Facilitator, Faculty Learning Community, Innovative Uses of Technology in the Classroom, January – December, 2007
- Participant, Sloan-C International Conference on Online Learning, Orlando, FL, November 7-9, 2007
- Co-Presenter, Lilly North Conference, Teaching and Learning, Traverse City, MI, October 4-7, 2007
- Co-Presenter, Association on Higher Education and Disability, Charlotte, NC, July 17-21, 2007
- Participant, Blackboard World Users Conference, Boston, MS, July 8-13, 2007
- Presenter, MDEC, The Michigan Developmental Education Consortium, MDEC, Detroit, MI, April 19-20, 2007
- Participant and Session Moderator, National Development Education Conference, Nashville, TN, March 20-25, 2007
- Co-Presenter, Michigan Career Development Conference, Detroit, MI, February, 2007
- Co-Presenter, Lilly North Conference, Teaching and Learning, Traverse City, MI, September 15-17, 2006
- Participant, WebCT 8<sup>th</sup> Users Conference, Chicago, IL, July 10-14, 2006
- Co-Presenter, International Mentoring Conference, Chicago, IL, March 16-18, 2006
- Presenter, 17<sup>th</sup> Annual TASS (Teaching Academic Survival Skills Conference), West Palm Beach, FL, March, 2006
- Co-Presenter, MTA Conference, Big Rapids, MI, October, 2005
- Moderator, Lilly North Conference, Traverse City, MI, September, 2005
- Co-Presenter, FSU Women's Professional Development Conference, Big Rapids, April 29, 2005
- Participant, Equity Conference, Kalamazoo, MI, April 3, 2005
- Co-Presenter, International Mentoring Conference, Oakland, California, April 6, 2005
- Treasurer, MDEC, Baker College, Jackson, MI, April 23, 2005
- Moderator, National Association on Development Education, Albuquerque, NM, March, 2005
- Co-Presenter, Michigan Career Development Conference, Detroit, MI, February, 2005
- Presenter, Grand Rapids Public Schools, Career Day, Grand Rapids, MI, February, 2005
- Presenter, Scholar Chat, Ferris State University, January, 2005

- Poster Session at the Lilly North Conference, Traverse City, MI, September, 2004
- Participant, Critical Thinking Conference, Grand Rapids, MI, Sept 2004
- Weekend Retreat, Center for Teaching Learning and Faculty Development Online Course Content, Traverse City, MI, October, 2004
- Technology Trainer, Tungsten C, MDPI- Native American Health and Human Servers, Grand Rapids, MI, July, 2004
- Co-Presenter, National Career Development Association National Conference, San Francisco, CA, June, 2004
- Co-Presenter, NACADA, Region V & VI Conference, Chicago, IL, April, 2004
- Co-Presenter, International Mentoring Conference, Online Mentoring, Tampa, FL, April, 2004
- Presenter, National Innovation in Higher Education Conference, Orlando, FL, March 2004
- Co-Presenter, Michigan Career Development Conference, February, 2004
- Presenter, National Development Education Conference, Austin, TX, February, 2003
- Presenter, National Computer on Campus Conference, Nov, 2002
- Session Moderator, the Michigan Developmental Education Conference in Lansing, MI, April, 2002
- Session Moderator, the 26<sup>th</sup> National Association for Developmental Education in Orlando, FL, March, 2002
- Presenter, Computers on Campus National Conference, Myrtle Beach, SC, November 8-11, 1998
- Workshop Presenter, Academic Support Enrichment Workshop, "Effective Listening"- February 11, 1997
- Presenter, Wade H. McCree, Jr., Incentive Scholarship Program, Introduction Ceremony, Wayne State University, November, 1996
- Guest Speaker, Operation G.A.M.E. Success Program, Ferris State University, October 22, 1996
- Workshop Presenter, NAACP Empowerment Conference, March 30, 1996
- Speaker, New Student Receptions- Office of Enrollment Services and Recruitment, Ferris State University, (1995-1997)
- Workshop Presenter, Woman of Color Conference, Ann Arbor, MI, February, 1995
- Presenter, Autumn Adventure Recruiting Event, September, 1995

## **REFERENCES**

Available upon request