



FSUSEMINAR



Academic Program Review
for the FSU Seminar Course/Program

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Academic Program Review for

FSUS 100 - Ferris State University Seminar

Section 1: Program (Course) Overview

A. PROGRAM (COURSE) GOALS

1. Goals of the Course:

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

By actively participating in FSUS, students will:

Develop...

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

Learn about and understand...

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

Receive...

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

Become familiar with...

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

Most sections are grouped by major – the average seminar size is 20 students.

2. When Goals Were Established:

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

The FSUS 100 class is offered through the Retention & Student Success unit at Ferris State University (previously known as University College).

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

4. Goals that have changed since the last review:

There have been no changes to the course objectives since the 2007 program/course review.

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

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

The University's mission is to **prepare students for** successful careers, **responsible citizenship, and lifelong learning**. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

The Academic Affairs statement of purpose is to **create, support, and enhance the learner-centered environment** that is central to the University's mission of preparing students for successful careers, responsible citizenship, and lifelong learning in a rapidly changing global economy and society.

The purpose of the Retention and Student Success unit is *to provide developmental courses, educational counseling, and academic support services that will **empower students** enrolled at Ferris State University to achieve their educational and career goals.*

Clearly, the purpose of the FSUS 100 course is consistent with the mission statements of the University, Academic Affairs, and the Retention & Student Success unit. The common thread in each of the statements is the emphasis on learning, personal development, and goal attainment as detailed in bold print.

B. PROGRAM (COURSE) VISIBILITY AND DISTINCTIVENESS

1. Describe unique features or components of course:

A majority of Michigan universities offer first-year seminar courses as an elective, with some schools/programs requiring that probationary and/or at-risk students take such a course. Ferris is the only university that requires *all* first-time students to enroll in a first-year seminar course. (See Appendix F: First-Year Seminar Scan for Michigan Universities)

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

2. Program's ability to attract quality students: **not applicable**
3. Institutions competing for prospective students in this program: **not applicable**

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

D. PROGRAM VALUE

1. There are several benefits of the FSUS program and personnel to the University:
 - Student retention is the University's number one benefit of the FSUS program. The first year that FSUS was mandated for all first-year students, fall-to-fall retention rate rose two percentage points from 64% to 66% had risen an additional 3-4 percentage points until 2007 at which time it leveled off. In an effort to once again boost retention, the university implemented the MAP-Works survey/system

to “empower faculty and staff to positively impact student success and retention by identifying at-risk student early in the term. (This system) efficiently and effectively provides faculty and staff the information they need to identify and coordinate interventions with at-risk students.” All first-year students were given the assignment of completing the MAP-Works survey and reviewing personalized reports in the fall 2012 seminar courses. The full effect of the first year of implementation will not be available until fall 2013 enrollment is reported.

- FSUS provides a channel for campus wide collaboration between Academic Affairs and Student Affairs to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.
 - FSUS has been widely recognized as an effective communication tool for dispensing campus resource information to all first-year students in a timely manner. Many departments across campus have requested their information to be shared with students via FSUS student packets distributed to all FSUS participants and/or through classroom presentations.
 - FSUS has helped to demonstrate and enhance the use campus technology (MyFSU, FerrisConnect, MyDegree.).
 - In a recent survey, FSUS instructors praised the FSUS program. In their own words, four out of five (82%, n=28) instructors responded positively with comments such as “Great program. This seminar is important to all entering freshmen,” “I love this program,” and “I think it’s wonderful and love teaching it. I wish we had more time with the students to cover topics more in-depth.”
2. Benefits of the program, facilities, and personnel to students enrolled in the program:
- FSUS is a vital tool for introducing students to a wide range of campus resource information. Although this information is readily accessible for anyone who wants it, most new college students do not know what is available or where to begin searching. FSUS helps to bridge the information gap for students who don’t know what they don’t know.
 - Utilizing the extended orientation format, FSUS delivers pertinent information to students throughout the semester on a need-to-know basis. For example, college classroom etiquette, professors’ expectations and personal choices and responsibility (wellness issues) are discussed early in the semester. Students are taught how to identify and contact their academic advisor, how their advisor can assist them, and instructed on the use of the campus registration system just prior to early registration. Course withdrawal information is discussed around mid-term prior to the last “W” date, and time management is visited throughout the semester.
 - Faculty instructors make a conscious effort to get to know each of their students. Most instructors teach just one FSUS class, making it easier to schedule one-on-one meetings with students throughout the semester. Through these efforts, students learn how to approach and communicate with faculty members for assistance when needed.
 - The use of the MAP-Works® survey in all FSUS courses empowers instructors and staff to positively impact student retention and success by identifying and initiating conversations with at-risk students early in the term. The first MAP-Works surveys were administered in fall 2012 enabling the institution to collect a series of baseline data. Results of these efforts will be analyzed as retention is tracked in future semesters.
 - As previously discussed, FSUS is a vital tool for introducing students to a wide range of campus resource information as well as alerting them to campus and community events.
3. Assessment of program personnel of the value of the program to employers: *not applicable*
4. Benefit of the program, faculty, staff and facilities to entities external to the University:

- The FSUS program has been highlighted through presentations at national conferences such as the 2010 and 2012 Annual First-Year Experience Conference hosted by the National Resource Center for the First-Year Experience and Students in Transition. Two FSUS instructors also attended the 2010 National FYE Conference in Orlando.
- The FSUS Coordinator organized, and Ferris hosted, Michigan's first state-wide First-Year Success Conference in September 2008 with 58 attendees from 12 colleges and universities.

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

Section 2: Collection of Perceptions

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

Two types of student evaluation were conducted for the program review: FSUS course evaluations and student focus groups.

FSUS Course Evaluation

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

All students in FSU Seminar courses were asked to complete the FSUS course evaluation as an in-class assignment during the 14th week of the fall semester. Of the 2046 students enrolled in a seminar course, 1671 completed the evaluation for a response rate of 82%. The next section identifies highlights from the fall 2012 course evaluation. A copy of the survey instrument is available in Appendix G and the full 2012 FSUS Course Evaluation report is in Appendix H.

Survey scores for the 2012 FSUS Course Evaluation reveal that the FSUS objectives continue to be met university wide and students believe that FSUS is helpful in making the transition to Ferris State University. There have been slight improvements in survey scores compared to previous years, but *overall, there has been no change in the way that students perceive the course.*

- ***Three out of four*** students indicated that the FSU Seminar course
 - helped them learn how to utilize campus technology and register for future classes
 - influenced them to attend more educational events, and
 - improved their ability to Find what they need at the library.
- ***Two-thirds*** of the respondents rated their FSUS course positively, one-fifth were neutral, and about one sixth did not like the course.
- ***Two-thirds*** of the students also indicated that their FSU Seminar course
 - increased their understanding of academic honesty,
 - helped them to adapt to college life,
 - taught them how to interact with their academic advisor, and
 - increased their understanding of the history and mission of Ferris.
- ***More than half*** indicated that FSUS helped prepare them for future success at Ferris. One-fifth weren't sure one way or the other, and less than one-fifth indicated that FSUS had no effect on preparing them for success.

- **Many students** indicated that they would like even **more information** on student activities (especially RSOs), campus resources (“where to find things”), and suggested that money management, stress management and test anxiety, as well as career (“plan B”) information, be covered in all seminar courses.
- **The greatest gains** since last year were made in the areas of student engagement, campus technology and time management, probably as a result of the intentional focus on related course objectives. The addition of financial literacy as a course topic was well received and identified by several students as one of the most helpful course topics.
- **The least helpful** objectives identified through student comments were wellness information, active (mandatory) participation in campus activities, and the history of FSU. Even though these areas were reported to be least helpful, survey scores revealed that FSUS is effective in increasing students’ knowledge or understanding and participation in these areas.

Overall, survey scores reveal that the FSU Seminar course objectives are being met university wide and students believe FSUS is helpful in making the transition to college. Students have agreed over the years that FSUS helped improved their overall abilities, helped them learn how to access academic resources , utilize campus technology, and increased their understanding in ways that helped prepare them to be successful in college. However, they also had several suggestions for course improvement such as providing campus tours, showing them how to locate and join RSOs, career planning, stress management, and more focus on test taking strategies.

See Appendix H for the full 2012 FSUS Course Evaluation Report.

Student Focus Groups

Qualitative study information was sought from juniors and seniors who had previously taken an FSU Seminar to determine if the FSUS course content was beneficial to them in subsequent semesters and to see if there was additional information that would have been helpful them in their first semester. The office of Institutional Research and Testing (IR&T) sent email invitations to 305 randomly selected juniors and seniors who had previously enrolled in an FSU Seminar course to attend one of four focus group sessions in April 2013. A total of thirteen students (3 juniors and 10 seniors) representing all of the undergraduate colleges participated in the survey groups. Three of the participants had taken the HNRS100 seminar all others had been in FSUS100.

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

- **Campus involvement** – The surveyed students recommended that first-year students become involved in a variety of campus activities right from the start. Each focus group suggested that students in FSUS classes learn more about registered student organizations, student activities and volunteer opportunities, and be alerted to the campus calendar and MyFSU for weekly events and activities.
- **Consistency in course content** – There was an overwhelming consensus that there needs to be more uniformity in course content and expectations across sections, particularly where there was significant disparity between sections in the number of events students were required to attend. The general consensus was that students *should* be required to participate in out-of-class events, but should be given the opportunity to choose which events to attend. The participants seemed to concur that six to eight events over the course of a semester would be reasonable but that instructors remember that as new college students, they are still learning how to manage their time on their own and would like to see more flexibility in course/event attendance policies. Students also shared that the FSUS class “*should be an easy A,*” - it should not involve more work than a three-credit course. Too many assignments make students resent the course and dreaded going to class.

- **Campus resources** – Students want more information on the campus and its resources, including tours of facilities, and there was consensus that tours should take place early in the semester so that students know how to use available resources for other classes/ purposes. Students overwhelmingly agreed that the FSUS tour of FLITE was very beneficial and informative, and there was also mention of wanting more familiarity with the Academic Support Center and the Writing Center.
- **Faculty engagement** – Focus group participants stressed the importance of having FSUS instructors who are enthusiastic, energetic, and knowledgeable about FSUS and campus resources. Moreover, students reported wanting their seminar course to be taught by someone in their chosen major – and wanting to be in the seminar course with other students in the same major. It was stated that the best instructors are those who “are passionate about teaching and believe in the course.” “...their attitude will be reflected in the students’ attitudes about the course.
- **Career component** – Focus group participants suggested that one way to add value to the seminar course would be to have a career component involved. There were multiple mentions of the importance of having students do resumes in FSUS; other recommendations included having students practice interviewing skills and research potential career options. Some participants mentioned having changed programs and wishing they had had more input early on regarding how to make good decisions about their majors. Others mentioned that it would be valuable to have upper class/experienced students come into FSUS course to participate in Q&A sessions about their majors.
- **Financial literacy** – The focus groups shared that first-year students need direction in knowing how to budget their money, control their debt, and find employment. As one focus group participant said, “A lot of people get into trouble with money, and that would be something good to cover in FSUS class.”
- **Value in hindsight** – The upper class students who participated in the FSUS focus groups reported that they recognized the value of the seminar course more in retrospect than at the time they were enrolled in FSUS. They generally understood that the purpose of the course was to help facilitate their transition from high school to college, but participants reported that the role FSUS played in that process was more evident in hindsight. That shift in perspective might be another good reason to have upper class students address the seminar courses and allow new students a Q&A session with them.
- **Cost of the course** Regardless of the perceived value of the course, the consensus of the focus group students was that they should not have to pay to take FSUS. Some students did report a greater willingness to pay for the course, however, if it incorporated more life skills that would help them to succeed at Ferris and after they graduate.

Most of the suggestions made in the student focus groups have already been implemented in the FSUS classes, yet there is always room for improvement. Many instructors are taking their classes on campus tours and will be directing them to the University’s virtual tour in the fall. FSUS advisory committee recommendations have been shared with instructors in an attempt to bring more consistency to the class in terms of out-of-class events, grading, and attendance. While money management is not a direct objective of the FSUS course, financial aid information has been shared via the FSUS student packets distributed to all seminar students at the beginning of the semester. Representatives from the financial aid office have also given financial literacy and satisfactory academic progress presentations in almost half of the seminar courses.

Complete transcripts from the student focus groups are available upon request.

E. FACULTY PERCEPTIONS

Faculty Survey

Through collaboration with Institutional Research and Testing, 95 current and veteran FSUS instructors were asked to complete a web-based survey to seek their input in an effort to continuously improve upon the success of the FSUS program. Fifty instructors responded to the survey for a response rate of 53%. Participants were asked to rate:

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

They were also asked to provide suggestions for improving FSUS, their overall opinion of the FSUS program and to comment on the benefits and/or challenges of teaching a special population of students (where applicable). As many as 34 instructors provided written comments or opinions on the class.

Overall, FSUS instructors have a very positive opinion of the FSUS program. In their own words, four out of five (82%) instructors responded positively with comments such as “This program is VERY important for retention and success of incoming students,” “I enjoy teaching the course and see the importance of the course,” “I think it is a wonderful course for the students – they may not think so but I feel they learn a lot from the course,” and “Student’s don’t get it while in the class but I believe they recognize later how impactful it actually was when they find themselves needing assistance.”

A few instructors (6%) gave negative feedback regarding students’ interest in the course, overemphasis on and ineffectiveness of some topics (diversity and alcohol) and the need for or efficacy of FSUS. The overwhelming opinion, however, is that the FSUS program has been successful in accomplishing its’ mission: “...to provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.”

	<u>Very Successful</u>		<u>Successful</u>		<u>Neutral</u>		<u>Unsuccessful</u>		<u>Very Unsuccessful</u>	
Personal Connections	12	30%	23	46%	10	20%	1	2%	1	2%
Knowledge	17	34%	25	50%	6	12%	1	2%	0	0.0%
Resources	19	38%	28	56%	6	12%	1	2%	0	0.0%
Relationships with FSUS faculty members (that serve as an internal model for interactions with future instructors)	20	40%	22	44%	5	10%	2	4%	0	0.0%

Course Objectives –

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

- academic advising and technical assistance (92%),
- campus resources (89%),
- learning styles / support services (88%) , and
- time management (88%).
- Academic integrity and classroom etiquette (82%),
- Application of study skills techniques (81%)

Almost half of the instructors signified that the least important course objective was W.N. Ferris and the history of the university; four instructors revealed that they did not address this topic in their seminar.

Course Objective	Most Important		Least Important		Need Additional Resources		Do Not Cover	
	N	%	N	%	N	%	N	%
1. Campus Resources	42	89%	5	11%	2	4%	1	2%
2. Learning Styles/Support Services	44	88%	1	2%	4	8%	1	2%
3. Wellness Issues	29	63%	11	24%	9	18%	4	8%
4. Time Management	43	88%	4	8%	5	10%	1	2%
5. Study Skills	39	81%	6	12%	7	15%	1	2%
6. Diversity	29	62%	12	26%	11	22%	3	6%
7. Advising/Registration	46	92%	2	4%	2	4%	2	4%
8. Active Campus/Comm Participation	29	58%	13	26%	7	14%	1	2%
9. Academic Integrity	41	82%	3	6%	6	12%	2	4%
10. History of FSU	17	34%	24	48%	5	10%	4	8%

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

Instructor Resources-

Large group alcohol presentations and the guest speaker resource guide were identified as the most helpful resources for teaching first-year seminar courses. Large group presentations personal choices (Sex & The College Student) were also reported to be very helpful. The benefits of professional presentations for both college drinking and sexual responsibility are also reflected in the annual course evaluation surveys completed by students in all seminar courses.

Resource	Very Helpful		Somewhat Helpful		Neutral		Somewhat Unhelpful		Very Unhelpful		NA	
	n	%	n	%	n	%	n	%	n	%	n	%
Lrg Group Presentations: Alcohol	27	54%	10	20%	5	10%	4	8%	4	8%	0	0%
Lrg Group Presentations: Sexual Aggression / Assault	23	46%	11	22%	6	12%	3	6%	7	14%	0	0%
FSUS Ferris Connect Shell	16	32%	7	14%	11	22%	4	8%	3	6%	9	18%
Instructor Resource Guide (Guest Speakers for the FSUS Classroom)	27	54%	10	20%	7	14%	2	4%	3	6%	0	0%
FSUS Infomail	16	32%	13	26%	11	22%	4	8%	2	4%	2	4%
FSUS Website	17	34%	18	36%	6	12%	4	8%	3	6%	1	2%

Diversity and money management were two areas for which instructors requested additional resources in the form of activities, handouts, and guest speakers. Supplemental information for both topics has already been collected and made available at training sessions and through links on the FSUS website. (www.ferris.edu/fsus/students/coursetopics)

Program Improvements-

Twenty-two instructors (44%) provided suggestions for improving the FSUS program. Comments to be considered include:

- Course consistency -“Continue to develop more and more consistency in the delivery of FSUS 100.”
- Sharing of resources - “Continue to promote sharing of best practices among FSUS faculty,” “I wish the FSU instructors could get together more to share ideas.
- Inclusion of a career component - “I would like to see a career objective so students understand there is help to validate their career choice and how FSU supports them in obtaining (a) career.”

A third of the recipients suggested that we “DROP the drugs/alcohol/STD unit” and/or “eliminate the Sex and the College Student presentation.” Students’ complaints that they had “learned it all” in high school was the rationale given for most of those suggestions.

F. ADVISORY COMMITTEE PERCEPTIONS

The FSUS Advisory Committee is comprised of representatives from each of the undergraduate colleges, Student Affairs, and Student Government who meet monthly throughout the academic year to review FSUS course evaluations, student feedback, and current trends at the university. (See Appendix M: FSUS Advisory Committee Roster.) The advisory committee has been very instrumental in making recommendations for course/program improvement in the areas of teaching credentials for FSUS instructors, instructor training and support, and optimum class size. They have also made suggestions in response to students’ requests for more course consistency in terms of required out-of-class activities, grading, class attendance policies and minimum requirements for covering each the course objectives in every seminar course.

The overwhelming consensus of the advisory committee is that the FSUSeminar course is extremely important and that all first-year students should be required to take an FSUSeminar course. They also suggested that all colleges offer a section, similar to that in R&SS, that is tailored to the needs of incoming transfer and non-traditional students as opposed to the current seminar format that was designed for incoming high-school students.

Below is a list of recommendations made by the FSUS Advisory Committee, and implemented in FSUS:

Teaching Credentials for FSUS Instructors

The following requirements should be considered in addition to current requirements for FSUS instructors:

1. Completion of a Master’s degree
 - a. Special consideration may be give if significant progress (½ of degree completed) had been made toward obtaining the Master’s degree.
2. 1-2 years of employment at Ferris State University (New hires should not teach FSUS.)
3. Participation in FSUS training at least every-other year as well as yearly update meetings to stay current with program requirements and initiatives.

FSUS Instructor Meetings

The FSUS Coordinator should offer two informational meetings in the fall and one wrap up meeting in the spring to provide instructors with an opportunity for continued faculty development. FSUS instructors should regularly attend these meetings to stay current with new FSUS initiatives.

Classroom Size

FSUS class capacity should be set at a maximum of 24 students.

Out-of-Class Activities

Objective # 8: For encouragement of students to be active participants and contributors in campus and community activities.

Several conversations have taken place regarding the number of mandatory out-of-class events that should be required for FSUS courses. The following recommendations have been made by the FSUS Advisory Committee:

- Inasmuch as there needs to be some consistency and flexibility within the FSUS classes, the FSUS Advisory Committee recommends that students are required to attend 5-10 out-of-class activities in order to be engaged as active participants in campus and community activities. Requiring attendance at this number of events is not unwarranted considering the fact that students are expected to spend two hours out of class for every hour in class.
- FSUS instructors should not cancel class time in exchange for out-of-class assignments. Due to the limited amount of time allotted for FSU Seminar courses, classroom sessions should be fully utilized for follow up discussion, additional activities, or the introduction of new materials
- Required events for FSUS courses should include Bulldog Bonanza and those planned for FSUS classes –
 - Beer, Booze & Books,
 - Sex & the College Student,
 - Know the Code
- Additional recommendations include activities such as cultural events, sporting events, RSO meetings, and educational and/or recreational events hosted by the campus and community. Instructors may elect to give students some flexibility in choosing which additional events to attend.

Exceptions to FSUS Requirement

The consensus of the FSUS Advisory Committee is that there should be no exceptions to the FSUS requirement for first-semester students. Written appeals, however, requesting an exception may be submitted to the FSUS coordinator for consideration on a case-by-case basis.

It is recommended that an FSUS course be offered that is tailored to the needs of transfer and/or adult students and veterans patterned after the TR/NT seminar in R&SS. Ideally, each of the undergraduate colleges would have a transfer/non-trad section for their students.

Expectations for Covering the FSUS Course Objectives

In response to students' recommendations to make FSUS courses "more consistent," the Advisory Committee has developed a list of minimum requirements (expectations) for covering the objectives. The FSUS Coordinator has communicated those expectations to the Fall 2013 seminar instructors and asked that they make sure all suggestions are incorporated into the FSUS 100 and embedded courses. A copy of the minimum requirements document shared with instructors is in Appendix N.

Section 3: Program Profile

A. PROFILE OF STUDENTS

1. Student Demographic Profile

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

- a) The 1981 FTIAC students enrolled in fall 2012 were predominately 18 year-old, white (77%), males (51%).
 - b) Almost all (92%) were in-state residents with
 - c) full-time schedules (97%). These percentages have been fairly consistent since the FSUS became mandatory in 2002.
 - d) All seminar courses are scheduled during the day
 - e) on the main campus and
 - f) are conducted in the traditional classroom format.

 - g) FSUS courses are college/program specific meaning that are reserved for students in an identified major and are scheduled around required curriculum courses for those specific majors. The FSUS Coordinator collaborates with colleges and departments across campus in scheduling more than 100 FSUS course times and locations each fall. Smart rooms are reserved for FSUS classes whenever possible to enable instructors to "connect" students to campus resources and technology. Securing smart rooms is often difficult, however, because other academic classes have scheduling priority over FSUS courses.
2. Quality of Students – again, this reflects the overall first-year student population.
- a. The average high school GPA for Fall 2012 FTIACs was 3.22.
 - b. Range and average GPA's of students graduating from the program – **not applicable**
 - c. Measures used (in addition to ACT and GPA) to assess the quality of students entering the program – **not applicable**. All FTIAC's and transfer students with fewer than twelve credits are required to take a first-year seminar course.
 - d. Academic awards students in the program have received – **not applicable**
 - e. Scholarly/creative activities that students participate in and significance of these awards to the program – **not applicable**
 - f. Accomplishments of students in the program and the significance of the accomplishments to the program and students – **not applicable**
3. Employability of Students – **not applicable**

B. ENROLLMENT

1. Fall enrollment is dependent on the University's FTIAC enrollment. All first-time students and transfer students with fewer than 12 credits will be required to enroll in an FSU Seminar course.
2. Enrollment and student credit hour production (SCH) over time:
Productivity reports from 2007-08 to 2011-12 show the following student credit hour to full time equated faculty figures: (see table on next page)

Year	Cr Hrs	FSUS Summer	FSUS Fall	FSUS Winter	FSUS F + SP	University Aggregate F + SP
2007-08	1417	NA	163.86	189.68	332.96	450.88
2008-09	1517	NA	204.53	329.25	429.24	448.68
2009-10	1411	NA	208.08	172.77	406.04	453.69
2010-11	1457	NA	257.07	194.12	493.99	466.28
2011-12	1501	NA	248.52	252.76	497.90	454.51

(See Appendix P: Ferris State University Productivity Report, Fall 2007-Spring 2012.)

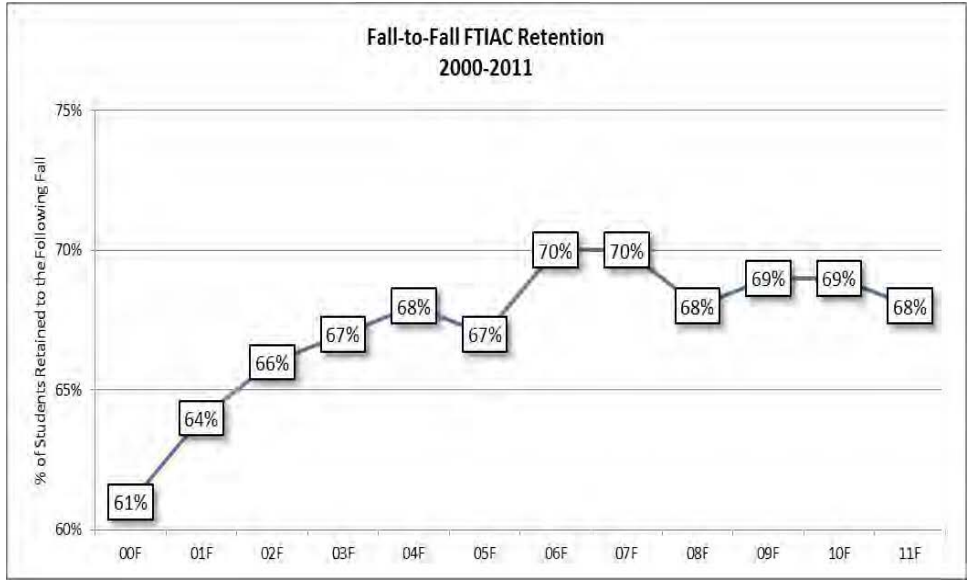
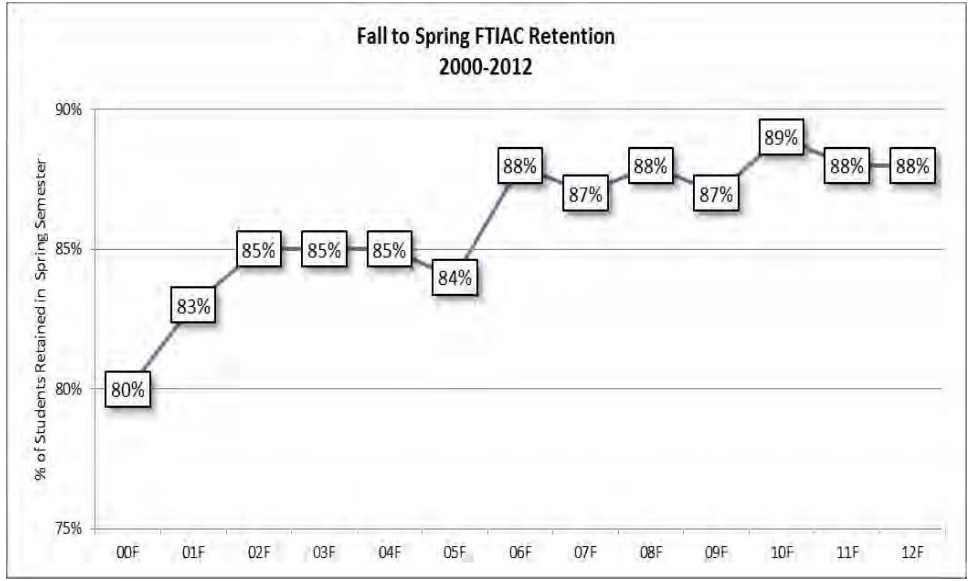
Student credit hours for FSUS classes increased from 1,417 in 2007-08 to 1501 in 2011-12. This data does not include embedded sections. Program costs have risen in direct proportion to the increase in the number of credit hours.

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

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

D. RETENTION AND GRADUATION

1. All first-year students and transfer students with fewer than twelve credits are required to take an FSUS course in their first semester at the University and almost all get enrolled in the course. FSUS serves an average of 2082 students each fall. University retention rates went up 3-4 percentage points after the initial FSUS mandate in 2002, leveled off for a few years, and then rose to 88% in fall 2006. There has been no noticeable change since then. (See Appendix Q: University Retention Report)



Compliance with the University's FSUS requirement has been exemplary. *Very few* students are not enrolled in a seminar course during their first semester at the University; those who aren't are enrolled in their second semester.

FSUS Compliance – Fall 2007-Fall 2012

Semester / Year	# FTIACs* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd **	Net # Not in FSUS	Never Enrolled in FSUS or Equiv	Dropped by Student	Other	% in FSUS
07F	1936	36	32	4	4	0	0	99.9%
08F	1908	38	27	11	3	3	3	99.4%
09F	1764	30	20	10	8	2	0	99.5%
10F	1831	82	72	10	3	5	2	99.5%
11F	1896	53	42	11	2	7	2	99.4%
12F	1872	65	60	5		4	1	99.7%

*FTIACs = all 1st time college students and transfer students with < 12 transfer credits – does not include students in non-degree seeking (NDEZ) or Kendall programs.

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

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

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

- Trends in number of degrees awarded in the program – *not applicable*
- Most students successfully earn credit the first semester and satisfy the University's FSUS requirement, however an average of 6% fail the course. The majority of those who fail or withdraw from their seminar course do not return for a second semester. Those students who do return are required to repeat the course. Approximately two-thirds to half of the repeaters successfully earn credit the second time. Once again, those who fail a second time typically do not return the following fall. These numbers have remained pretty consistent over time. Below is an example from the Fall 2010 cohort:

Students Failing the FSU Seminar Course – Fall 2010

99 Students failed an FSU Seminar course fall 2010. Of those students,

- 44 Did not return in the spring (4 left in good standing, 22 were academically dismissed, and 18 were on academic probation).
- 55 Returned in the spring semester (17 in good standing, 38 on academic probation)

Of the 55 students who returned in the spring:

46 (84%) repeated the seminar course.

- Half (n=23) failed or withdrew a second time. (None of those students returned the next fall.)
- One-Quarter (n=10) returned the following fall.
- Less than 10% (n=4) are still enrolled for Fall 2013.

Of the nine students who did not repeat the seminar:

Two-thirds (n=6) did not return a second year (two were dismissed after fall, one withdrew from school, and one left on academic probation).

One-third (n=3) returned and are still enrolled for Fall 2013.

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

E. ACCESS

1. FSUS program information is made available to potential students at DAWG Days events. Admitted students are notified of the FSUS requirement at orientation and are directed to the appropriate section(s) for their major when they register for classes. Permission has been granted from the records office to indicate college and major identification as part of the course title in the registration system. In addition, courses are restricted by college and/or major prevent students from inadvertently signing up for the wrong section. To assist both students and registration personnel, the FSUS Coordinator provides each college with an orientation room hand-out identifying FSUS classes for each of its major.
2. Communication efforts with each college coupled with monitoring of section enrollments has resulted in nearly perfect compliance with University's FSUS requirement. (see Appendix R: FSUS Compliance Report)
3. The actions described in (1) advance the program goals and priorities by enabling all first-year students to receive resources and information that "*provide first year students with personal connections, knowledge, and resources that will enhance their potential for learning, safety, satisfaction and graduation.*"

F. CURRICULUM

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

Program Objectives

For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.

1. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
2. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
3. For students to develop effective time management strategies.
4. For students to understand how to apply basic study skill techniques to their courses.
5. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.

6. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.
 7. For encouragement of students to be active participants and contributors in campus and community activities.
 8. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
 9. For students to know about and understand Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.
- a. Directed electives for graduation – ***not applicable***
 - b. Hidden prerequisites – not applicable
2. There have been no significant program revisions since FSUS became a mandatory class in 2002. However, in response to annual survey information and institutional initiatives, FSUS instructors have been encouraged to incorporate time management at multiple times throughout the semester and to collaborate with the financial aid department to include a financial literacy component. Both of these initiatives have been well received by students as evidenced in their course evaluation comments. (See Appendix H.2)
 3. There are no curricular or program changes currently in the review process.
 4. There are no plans to revise the current program with the next three to five years.

G. QUALITY OF INSTRUCTION

1. **Student Perceptions** –

FSUS instructors put extra effort into getting to know and connecting with their students. Their efforts are paying off:

Four out of five first year students agreed that their instructor:

- was enthusiastic,
- displayed an interest in students and their learning, and
- promoted meaningful classroom discussions.

They also indicated that they planned on returning to Ferris the next year and would be likely to take another course with that instructor if possible.

FSUS instructors, many of whom are seasoned veterans, have figured out what makes the seminar most effective; they have homed in on the use of meaningful homework, the inclusion of out-of-class activities, encouraging students to work together, productive use of classroom time, and facilitating meaningful classroom discussions.

2012 FSUS Course Evaluation Results:

Question	Mean Score	% Agree (A+SA)	% Neutral	% Disagree (D+SD)
<i>The instructor of my FSU Seminar:</i>				
24. used a variety of teaching methods.	4.12	68%	19%	12%
25. promoted meaningful class discussion	4.06	76%	14%	10%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.85	67%	17%	15%
27. was enthusiastic and displayed an interest in students and their learning.	4.24	80%	11%	9%
28. I would take another course with this instructor.	4.12	79%	11%	13%

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

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

2. **Advisory committee and employer perceptions of the quality of instruction** – The 2011-12 FSUS advisory committee was in agreement that FSUS instructors should be enthusiastic about the course and first year students. They should also be knowledgeable about campus and community resources. The committee suggested that the following requirements be considered when selecting FSUS instructors: (See Appendix N: FSUS Advisory Committee Recommendations)
 - a) Completion of a Master’s degree. Special consideration may be given if significant progress (1/2 of degree) has been made toward obtaining the Master’s degree.
 - b) 1-2 years of employment at Ferris State University. New hires should not teach FSUS.
 - c) Instructors should be required to participate in FSUS training at least every-other years as well as yearly update meetings to stay current with program requirements and initiatives.
3. In an effort to enhance the learning environment, every attempt is made to schedule FSUS courses in “smart rooms” whenever possible to enable instructors to “connect” students to campus resources (campus calendar, MyFSU, MyDegree, course scheduling, websites for campus resources, etc) and technology.
4. All FSUS instructors are required to attend an instructor training workshop prior to teaching the first-year seminar course, many attend subsequent training sessions. Additional professional development activities include the annual instructor update meeting held each year during faculty week. In 2010, two faculty members representing different undergraduate colleges went to the Annual Conference on The First-Year Experience hosted by the National Center Resource Center for the First-Year Experience and Students in Transition. This conference has been attended annually by the FSUS Coordinator.
5. During training workshops, instructors are asked to follow the advice of Mary Stuart Hunter, Director of the National Resource Center for the First-Year Experience: learn names early and use them and meet at least once with each student individually. Instructors are also encouraged to attend out-of-class seminars and events with their students to model the importance of getting involved in campus events. Some instructors have attended

sporting events with their class, others have been involved service learning projects and perform volunteer services with their students. For example, one instructor obtained a grant that enabled his students to learn about philanthropy, healthy eating, and feeding families on a budget. Using the grant money, students purchased food for a local organization, Angels in Action, to help provide meals for 75 children for one weekend.

6. The FSUS Coordinator maintains a library of recent journals and monographs produced by the National Center for the First-Year Experience and Students in Transition as well as books written by the experts in first-year seminars: John Gardner, M. Lee Upcraft, Betsy Barefoot, Randy Swing and others. Articles and information on current teaching strategies are shared with instructors. Best practices from colleagues across the nation are shared and often modeled in the FSUS seminar. FSUS has been using a learner-centered approach long before it became a focus of the University. Instructors have taken the advice of Stuart Hunter - students are given responsibility for teaching portions of the course which gives them ownership and appreciation for the seminar.
7. What effects have 5and6 had on the quality of teaching and learning in the program? As indicated by the continually rising scores on the FSUS course evaluations, it is clear that students believe they are profiting from the extra emphasis placed on using current teaching methods utilized in FSUS courses.

H. COMPOSITION AND QUALITY OF FACULTY

1. FSUS is taught by faculty, staff, and administrators from across the University. The program does not have its own faculty to teach the course.

FSU Seminar Instructor Roster – Fall 2012

Instructor Name	Primary Assignment	# Sections Taught	F / S	Rank	# Years w/ FSUS (02F-12F)	# Years Service to University
Ameel, Derek A	BUS	1	F	Unranked	4	4
Barnett, Gloria Marie	R&SS	3	F	Ranked	11	35
Barsai, Gabor	CET	2	F	Unranked	1	2
Carney, Jeffrey N	CET	2	F	Ranked	1	17
Conti, Gregory J	CET	1	F	Ranked	2	25
Coon, Julie A	CHP	2	F	Ranked	1	12
Cronk, Daniel L.	BUS	1	F	Ranked	10	32
Cullen, John C	A&S	2	F	Ranked	6	8
Dix, Laura Farlow	BUS	1	F	Ranked	6	10
Dorey, Amy M.	BUS	1	F	Ranked	1	9
Griffin, Richard Wayne	A&S	1	F	Ranked	9	9
Holton, Brian	CET	1	F	Ranked	3	7
Ing, Liza J	EDU	3	F	Ranked	9	16
Jackson, Paul W	BUS	1	F	Ranked	9	22
Kantorowski, John C.	CET	1	F	Ranked	5	5
MacEachron, Sheila Ann	CHP	1	F	Ranked	8	14
Murnik, Mary R	A&S	1	F	Ranked	8	8
Okonoski, Glen Thomas	EDU	1	F	Ranked	7	7
Pisani, Jana S	A&S	2	F	Ranked	3	12
Rizzo, Anna Marie	A&S	2	F	Unranked	2	18
Ropele, Michael A	CET	1	F	Ranked	1	25
Samuels, Wendy L	A&S	1	F	Ranked	1	19

Instructor Name	Primary Assignment	# Sections Taught	F / S	Rank	# Years w/ FSUS (02F-12F)	# Years Service to University
Todd, Gareth B	CET	1	F	Ranked	2	13
Tuuri, Daniel Curtis	BUS	2	F	Unranked	1	2
Waltz, Aaron M.	BUS	3	F	Ranked	2	3
Wanink, Daniel C	CET	1	F	Ranked	7	28
Weemaes, Michelle Edith	CHP	2	F	Ranked	5	22
Yang, Matthew	CET	3	F	Ranked	2	14
Beck-Jones, Andrea Marie	OMSS	2	S		1	12
Braun, Tara Lee	INTRNTL AFF	1	S		1	8
Campau, Nicholas John	STU AFF	1	S	Admin	1	4
Carvalho-Pinto, Natalia Tartari	CHP	1	S		1	5
Deur, Vicky Lou	IT	1	S	Admin	1	30
Ducat, Kimberly Amelia	EDU	2	S		1	5
Edgerton, Fredrick Van	BUS	2	S	Admin	5	10
Elston-Watson, Judy M	R&SS	3	S	Admin	2	2
George, Sharon Lynn	BUS	1	S	Admin	1	1
Goode, Leah M	R&SS	1	S		1	2
Griffis, Carri Lyn	BUS	1	S		1	5
Guns, Steven W	RES LIFE	1	S		1	3
Holmes, Mary A	IT	1	S		4	22
Hughes, Jacklyn Renee	R&SS	1	S		1	1
Jackson, Annette Ursula	CHP	1	S		6	39
Krellwitz, Arlene J	R&SS	1	S	Admin	11	11
Kuk, Linda Jean	CHP	2	S		2	5
Maguire, Diane K	BUS	1	S		1	23
McNamara, Susan Megan	R&SS	6	S		8	13
Mishler, Angela Louise	A&S	2	S		3	11
Mishler, Jeremy John	ALUMNI OFFICE	2	S	Admin	1	14
Ortiz, Lisa Michele	RES LIFE	1	S	Admin	3	5
Otteson, Amy S	INST TSTG	1	S		11	7
Paquette, Joy Suzanne	DPS	2	S		6	14
Pole, Jane Ann	R&SS	1	S	Admin	11	23
Potter, William P	R&SS	1	S	Admin	5	14
Raglin, Theresa	CHP	2	S	Admin	2	12
Rayburn, Andrew Lee	IT	2	S		1	5
Renne, Barbara Sue	BUS	1	S		10	27
Richardson, Michelle	EDU	1	S		4	9
Roman, Angela Marie	A&S	1	S	Admin	1	4
Salomonson, Kristen E	STU AFF	1	S	Admin	10	12
St Clair, Linda Louise	CHP	1	S		3	5
VandePanne, Shelly Kay	R&SS	1	S	Admin	11	11
Winowiecki, Jenice M	A&S	6	S		4	4
Woolen, James R	BUS	1	S	Admin	5	7

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

c. Professional activities of program faculty since inception:

- All FSUS instructors are required to attend an instructor training workshop prior to teaching the first-year seminar course. Additional professional development activities include the annual instructor update meetings held each August during faculty week.
- 2002 - Six faculty members representing each of the undergraduate colleges went to the Annual Conference on The First-Year Experience hosted by the National Center Resource Center for the First-Year Experience and Students in Transition. This conference has been attended annually by the FSUS Coordinator.
- 2004 – A group of four FSUS instructors attended an American Democracy Planning Conference in Huntsville, Texas, which was hosted by AASCU, The New York Times and Sam Houston University.
- 2010 – Two faculty members accompanied the FSUS coordinator to the
- 2011 – Fifty-eight FSUS instructors attended the first state-wide First-Year Success conference hosted by Ferris State University. Six of the instructors facilitated conference sessions.
- 2013 – Ferris was highlighted in two presentations, given by the FSUS Coordinator, at the National First-Year Experience conference in Orlando, Florida.

1. Workload:

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

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

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

2. Recruitment:

- a. FSUS instructors are typically recruited through department assignments or referrals, by word of mouth, or through informational sessions. Some faculty contact the FSUS Coordinator requesting to teach a seminar course because they enjoy working with first-year students and/or wish to establish a rapport with students in their curricula. Faculty involvement is strong for all colleges except Arts and Sciences.
- b. FSUS100 is taught by faculty members, academic advisors and administrative personnel who have special interest in first-year students. Instructors may be assigned by their department head/chair to teach a seminar for students in their program fields. Many volunteer to teach because they enjoy working with first-year students. The requirements for teaching FSUS include:
 - A minimum of a Master's Degree,
 - Completion of the instructor training workshop,
 - Approval of the instructor's supervisor, and
 - Participation in regular FSUS instructor meetings
 - Additional requirements suggested by the FSUS Advisory Committee include enthusiasm for teaching first-year students, a belief in the importance of the course, and 1-2 years of employment at Ferris prior to teaching FSUS.
- c. The goal of diversity concerning gender and race/ethnicity is important in all of Retention & Student Success (RSS) staffing including FSUS. Part of the mission of RSS is also one of the objectives of the FSUS courses and its goal to help students connect to the institution.

- d. Efforts being made to attain goals in (c) – Instructors are recruited with gender and race/ethnicity in mind. The diversity of FSUS instructors is similar to that of the University’s Full-Time Workforce. In 2013, FSUS courses were taught by three minority and one international instructor (6.2% combined); there were almost twice as many women as there were men. There was a considerable amount of diversity among FSUS instructors in terms of their jobs at the University. There were faculty from all undergraduate colleges and staff members from Academic Affairs, Student Affairs, Residential Life, FLITE, Institutional Research and Testing, and the Department of Public Safety.
3. All new first-year seminar instructors must participate in a one-day training workshop before teaching FSUS100. The workshop, which normally follows the spring semester in May, introduces new instructors to first-year seminars, the FSUS course objectives, teaching materials and strategies, course requirements, guest speakers, support services, and program goals. All FSUS instructors, veteran as well as new instructors, are encouraged to attend additional mini-training sessions offered throughout the year to introduce teaching strategies and share best practices for individual course objectives. A copy of the agenda for the 2013 training workshop is included in Appendix S. In addition to training and update meetings, instructors are sent frequent program updates and information via FSUS Infomail (email).
 4. Reward Structure:
 - a. Full time FFA faculty are paid the overload scale for 1-credit for teaching FSUS100; non-FFA employees are paid the FNTFO credit rate per the new contract agreement. Full-time faculty may teach the seminar as part of load, overload, or winter determination as determined by their direct supervisor. Administrative and staff employees may teach and be paid if they have permission from their supervisor to make up the time missed at work. Part-time staff may be eligible under certain circumstances. Payment for the course is distributed according to the standard payroll calendar during the semester the seminar is taught with the exception of spring determinations (in which case an identified overload would be paid in one lump sum in January).

The Outstanding First-Year Advocate Award, initiated in 2006, recognizes an individual who has made significant contributions to the academic and/or personal lives of first-year students. This award is open to faculty and staff in all areas of the University. Advocates are nominated for providing outstanding contributions to and support for first-year students as well as serving as a first-year student advocate and role model. The recipient of the Outstanding First-Year Advocate Award receives a \$1,500 cash award, a plaque recognizing this important achievement, and is formally recognized at the University's Employee Service Awards in April. Recipients also have their name engraved on a plaque permanently displayed in ASC 1048. Five of the seven recipients of this award were veteran FSUS instructors.

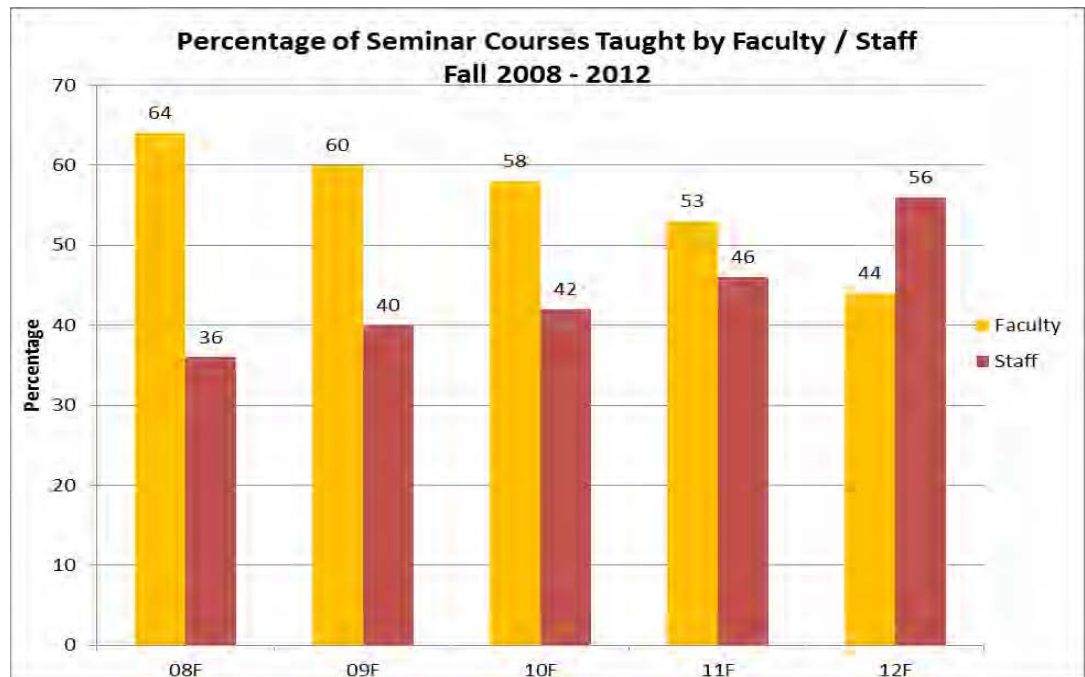
- b. All FSUS instructors are paid for one-credit at the faculty rate for teaching FSUS100 unless it is assigned as part of their workload. Some administrators (Deans, Department Heads, University President) teach FSUS 100 for no additional pay.
- c. The existing salary structure (stipend) has not had an impact on the program’s ability to recruit and retain quality faculty.
- d. The current reward structure for FSUS seems to be adequate in supporting faculty productivity in teaching. However, many instructors have suggested that an additional sum should be made available for each class to pay for things such as event tickets, or pizza and pop for end of semester celebrations. Many FSUS instructors regularly provide refreshments for their students which they pay for themselves.

- e. Enhancing diversity is not a component of the faculty reward structure but is expected to be covered as one of the ten course objectives.

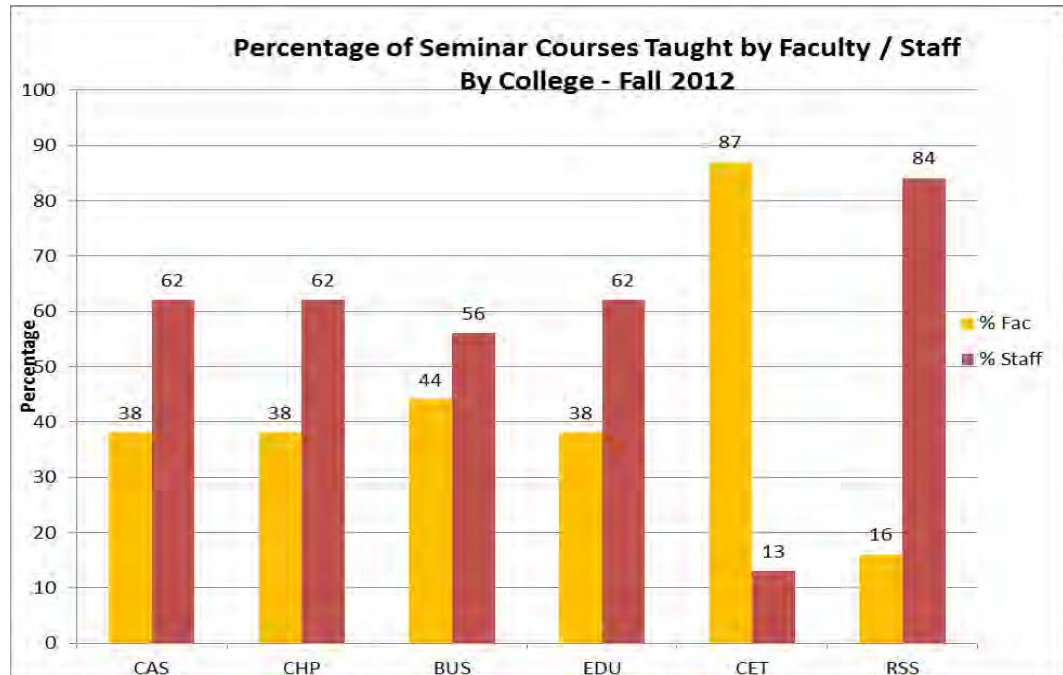
5. Graduate Instruction: *not applicable*

6. Non-Tenure-Track and Adjunct Faculty

- a. See the FSUS Instructor list in section H-1 above for non-tenure track faculty information.
- b. Percentage of courses taught by faculty - Less than half (44%, n=28) of the FSUS courses were taught by Ferris faculty in Fall 2012. The majority of the courses were taught by staff or administrators including Associate Deans, Department Heads/Chairs and Program Coordinators. The number of faculty teaching FSUS was considerably lower than it was at the time of the last program/course review when 68% of the seminars were taught by faculty. This change may be attributed to the fact that two colleges have hired professional advisors who teach FSUS as part of their work load. In addition, some departments have experienced faculty load issues as a result of temporary hiring freezes. Due to hiring freezes and heavier teaching loads for their departments, many faculty who had previously taught FSUS were not able to do so in recent years.



The College of Engineering Technology has traditionally had the highest percentage of faculty teaching FSUS courses for their students. Many faculty in this college are assigned seminars as part of their teaching load. Retention & Student Success, had the lowest percentage of faculty teaching FSUS. This is because they have very few faculty and a steadily growing number of incoming students.



- c. Teaching qualifications – all FSUS instructors have participated in the required training workshop prior to teaching FSUS; almost all are full-time employees of the university.
- d. Because FSUS does not have a dedicated faculty, the use of non-tenure-track faculty and staff members is crucial for teaching FSUS 100. As previously stated, faculty load considerations often makes it difficult for other departments to assign their faculty to teach the course. Even though there has been a reduction in the number of faculty teaching FSUS, course evaluation scores have remained stable and in many cases improved.
- e. Accrediting body’s position regarding the use of non-tenure-track faculty - *not applicable*

I. ASSESSMENT AND EVALUATION

The FSUS 100 course/program is assessed annually through comprehensive course evaluation surveys. Data results are reviewed by the FSUS Coordinator and FSUS Advisory Committee. Several program changes based on student suggestions and FSUS Advisory Committee recommendations. Some of those changes include the incorporation of additional resources and more intentional focus on topics such as diversity, time management, campus technology (MyDegree, FerrisConnect, etc.), financial literacy (including Satisfactory Academic Progress changes), suggestions for reducing the number of required out-of-class activities, and recommendations for bringing more consistency in the way that seminars are taught and graded. In addition to these changes, the Retention & Student Success has offered an FSUS course tailored to the needs of transfer and non-traditional students.

1. Learning outcomes at course level - See Appendix B, FSUS Purpose, Goals and Objectives.
2. Learning outcomes at program level - *not applicable*
3. Curriculum map – *not applicable*
4. Identify how learning outcomes at the course level are measured - As previously mentioned, the FSUS 100 course/program is assessed annually through comprehensive course evaluation surveys to determine if students believe that the course has been helpful in making the transition from high school to the university. Students have consistently reported that FSUS has been helpful in all areas with the exception of the WN Ferris and the history of FSU. Two-thirds of the fall 2012 survey respondents reported that FSUS helped them prepare for their future success at Ferris. One fifth were neutral regarding its effectiveness and one fifth did not think the course was helpful at all.

See Appendix U for copies TracDat reports for FSUS.

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

K. DEGREE PROGRAM COST AND PRODUCTIVITY DATA –

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

The yearly cost of FSUS 100 averages \$43 per student (including embedded courses) which is a bargain to the University when considering the apparent retention and student performance value added FSUS. (see table on next page)

	# Students Enrolled (F+Sp)*	Budget Spent	Cost / Student*
2007-2008	2129	\$88,103	\$41
2008-2009	2236	\$80,164	\$36
2009-2010	1900	\$95,601	\$50
2010-2011	2178	\$84,383	\$39
2011-2012	2269	\$106,047	\$47

*FSUS 100 and embedded courses

L. ASSESSMENT AND EVALUATION –

1. University College has participated in a national benchmarking survey from 2002-2008, and have utilized an in-house course evaluation for the past four years. Revisions to the FSUS courses have been made as a result of that information. Please refer to the Executive Summary of the 2012 First-Year Initiative Survey report (section 2) for more detail.

M. ADMINISTRATIVE EFFECTIVENESS –

1. Adequacy of administrative and clerical support for the program:
Administrative support has been excellent. Additional funding requests have been honored in the past.
2. Efficiency of the program and/or department:
Identifying competent instructors, training them, and providing instructional resources are just a few of the tasks completed by the FSUS coordinator. In addition to providing training and resources, the coordinator works closely with department heads/chairs and coordinators across campus to ensure that courses are identified and offered at appropriate times for their students. FSUS course enrollment is monitored closely and section offerings are adjusted as needed to optimize operational costs.
3. Efficiency of class and teaching schedules:
Scheduling the 100 plus sections of FSUSeminar courses is a complicated task. It requires a variety of class times and locations that meet student's scheduling needs and determining available classrooms as well as collaboration with several other departments offering embedded seminar courses. The scheduled classes are definitely effectively and efficiently prepared.
4. Program enrollment capacity:
An ample number of FSUS courses are provided each semester to enable all FTIAC students to enroll in an appropriate seminar course for their college or major. Sections are added or deleted as necessary to fulfill the needs of each college.

Section 4: Facilities and Equipment

A) INSTRUCTIONAL ENVIRONMENT

1) Adequacy of current classrooms:

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

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

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

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

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

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

B) COMPUTER ACCESS AND AVAILABILITY – **not applicable**

There are no computing resources allocated to the FSUS program.

C) OTHER INSTRUCTIONAL TECHNOLOGY

1) Other types of instructional technology include the FSUS Instructor Manual/Tool-Kit, the “Sink or Swim” booklet created and provided by R&SS, resources in FerrisConnect, FSUS webpage, e-CHUG, VARK, videos, etc.

2) Use of other types of instructional technology:

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

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

In fall 2012, the FSUS program incorporated the MAP-Works platform which empowers faculty and staff to positively impact student retention and success by identifying at-risk students early in the semester. All first-year students were instructed to complete the survey as a course assignment for their FSUS. Survey results, combined with student information provided by the university effectively provides FSUS instructors and advisors the information they need to identify and coordinate interventions with at-risk students. The MAP-Works retention platform is scheduled to be continued in the 2013-14 academic year.

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

Most respondents to the FSUS Instructor survey indicated that the FSUS Manual (on CD) was a valuable resource. Some shared that they would like additional materials/resources (for covering diversity, money management, and study skills; others stated that they would like to have “activities or short quizzes to identify their knowledge of the topic,” “handouts” and/or “you-tube videos.”

- 4) Acquisition plan:
There is no current acquisition plan for purchasing resources to supplement those currently being used. The FSUS Coordinator frequently collaborates with other departments across campus to bring in guest speakers and is continuously on the lookout for “best practices” and shares new ideas with seminar instructors as they become available.
- 5) Impact of adequacy of other types of instructional technology resources:
Based on student and instructor feedback, the current resources seem to be adequate to introduce students to the campus and cover the ten course objectives.

D) LIBRARY RESOURCES

- 1) FLITE library personnel were instrumental in preparing and providing instructional resources for covering the FSUS objective: “For students to know about and understand the mission of Woodbridge N. Ferris and his vision as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University” Materials are readily available on the “Woodbridge N. Ferris Resource Site” at www.ferris.edu/library/SpecCollections/WNF/ . The course topics section of the FSUS website provides links for accessing this webpage.
- 2) Service and instruction provided to FSUS classes by the FLITE library staff has been outstanding. Through collaboration with FLITE librarians, multiple invitations were sent to FSUS instructors encouraging them to schedule FLITE tours for their classes. Tour guides made it a point to contact the seminar instructors prior to the tours to determine if there were any specific program-specific resources that they wanted their students see. As a result of these collaborative efforts, 98% of the first-year seminar courses visited FLITE 2012. Three-quarters of the students have consistently reported for the past four years that FSUS helped them understand what was available to them in FLITE.
- 3) Budget allocation provided by FLITE to the FSUS program: *not applicable*. There is no known budget allocation for FSUS programming.

Section 5: Conclusions and Recommendations

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

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

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

As stated in the Fall 2012 Executive Summary and the supporting appendices, the Ferris State University Seminar (FSUS) has been successful in achieving its mission and goals. The majority of students believe that FSUS has been instrumental in their social and academic transition to Ferris. Academic advising and knowledge of registration procedures and library resources are just a few of the topics of academic assistance provided in the course.

Information from the 2012 course evaluation survey indicates continued student satisfaction. They felt the experience was positive and a high quality learning experience that also helped them make friends and identify with other students with similar interests.

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

Recommendations

The following recommendations (goals) are being made as a result of data analysis from the 2012 FSUS program evaluation, student suggestions, and FSUS Advisory Committee recommendations.

- **Course Consistency:** The FSUS coordinator will share the advisory committee's "minimum requirements" for covering course objectives with all FSUS instructors and request that they make sure to incorporate all of the listed requirements, to ensure that all students are receiving the same information in all seminar courses. The goal will be for all FSUS instructors to incorporate all of the suggested topics/information in their seminar as well as develop more consistency in terms of the number of required out-of-class activities, attendance policies, and grading criteria.
- **Student Suggestions for Course Improvement:** The following information should be covered in all seminar courses per students' request:
 - campus resources - tours, "where to find things" (campus resources),
 - learning about / attending campus events and joining RSO's (student engagement),
 - study skills – especially test taking (study skills), and
 - stress management and test anxiety (wellness and study skills)
 - career planning

The FSUS Coordinator will provide suggestions and resources for incorporating these topics into the current course objectives and make them available to all instructors via FSUS Infomail and the FerrisConnect shell for FSUS Instructors.

- **Student Retention - MAP-Works:** In direct alignment with the course goal of improving student academic performance and retention, all students will be required to complete the MAP-Works survey as a course assignment in the third week of the semester. FSUS instructors will initiate at least one personal contact, no later than week five, for each of their students who are coded as being "at-risk" and record all contacts in the MAP-works system. Additional follow up will be encouraged in an effort to help those students to move out of the at-risk category and be retained at Ferris.
- **Campus Technology & Registration:** FSUS Instructors should consider devoting two course periods for covering registration and campus technology. One day should be spent going over how to use MyFSU to look up and build course schedules (including and introduction to the advising and registration guide and the

required tutorial for taking online courses), another day should be devoted to MyDegree, OrgSync, Student Leadership and Activities (RSOs).and other resources available through MyFSU.

- **Financial Literacy:** Financial Literacy will be continue to be covered in FSUS courses in an effort to help students understand their financial options for funding college and thus help reduce student debt.

- **Time Management:** Instructors will be encouraged to continue discussing time management throughout the semester. Additional emphasis will be placed on understanding how to build and developing effective college study schedules.



FERRIS STATE UNIVERSITY

RETENTION & STUDENT SUCCESS

Memorandum

Dr. William Potter
Associate Provost

To: Academic Program Review Committee
From: William Potter, Associate Provost for Retention & Student Success
Date: August 12, 2013
Subj: Dean's Response Memorandum for the FSUS Program and Course

A handwritten signature in blue ink, appearing to read 'W. Potter', is written over the 'From' line of the memorandum header.

Colleagues, the preceding report provides a thorough, data-based, analysis of the Ferris State University Seminar (FSUS) program for the past six years. By means of this response memo, I would like to highlight some of the FSUS program accomplishments, affirm future directions, and support the request for continued support from the departments and colleges across campus.

First, with regard to program accomplishments, I note the following attributes:

- A 99% compliance rate for course enrollment and completion year after year
- Tracking of student assessment of learning outcomes for all 10 seminar objectives

These two features mean that the University does not need to *wonder if* or *assume that* new students receive the continuing orientation to Ferris that can facilitate their transition to the community of scholars. We have evidence that this has happened.

- Outcomes assessment at multiple levels by the surveying ALL students enrolled at the end of every fall semester and the introduction of focus groups of junior and senior students to get feedback after they are established at the University.
- Survey of seminar instructors every year.
- Survey of the FSUS Advisory Committee every year.

The time and resources spent on these assessments have proved most valuable as we continue to shape the FSUS seminar to better serve all stakeholders as noted in the report recommendations.

- Incorporation of new curricular elements as deemed necessary by the University, including:
 - Financial literacy presentations by Financial Aid Office representatives
 - Introduction to new campus technologies such as MyDegree and BlackBoard

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Big Rapids, MI 49307

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

- Implementation of new resources, including the MAPWorks survey and the “Sink or Swim” booklet prepared by the Developmental Curriculum department

These resources, together with the professional development opportunities offered by Director Shelly VandePanne as well as the on-line and FSUS Infomail tools that she has developed, allow instructors to excel at this teaching assignment that asks for contributions beyond their credentials as faculty or staff.

Second, I am delighted that the FSUS seminar continues to evolve to address new and emerging challenges within the limitations of a one-credit, first-semester course:

- achieving greater course consistency
- adding campus tours to the course agenda
- emphasizing study skills and stress management
- including a component for career planning/affirmation
- addressing the needs of transfer and non-traditional students

It seems to me that FSUS has done an excellent job of using feedback from all parties to modify the course so that it better meets original expectations while, over time, finding ways to help students with new issues including the campus technologies, new University priorities, and basic survival skills.

With regard to support, I would like to take this opportunity to formally thank the Provost for continuing to provide budget and staffing at the levels needed to operate a first rate seminar program. I am also thankful to our many partners – FLITE librarians and those faculty and staff who present on key topics such as diversity and inclusion, health and safety, and the student code for their help in providing the resources that permit us to address those issues.

Finally, so that we can continue to serve our several purposes, I would like to add the following requests for support from the University community.

- Support for the course consistency measures that the FSUS coordinator and advisory committee will be implementing in Fall 2013
- Support for the use of the MAPWorks survey instrument by FSUS instructors, academic advisors, and residence hall directors during 2013-14
- Continued support from deans and directors for identification and assignment of the best instructors possible for FSUS seminars in all colleges and programs.

In the end, our success requires on these collaborations.

APPENDICES

Appendix A: FSUS Website

The screenshot shows the Ferris State University Seminar (FSUS) website homepage. The browser title is "Ferris State University Seminar: University College - Windows Internet Explorer" and the address bar shows "http://www.ferris.edu/fsus/". The page features the Ferris State University logo with the tagline "IMAGINE MORE" and the text "Ferris State University Seminar". A search bar with "Google Custom Search" and a "Search Ferris" button is present. A navigation menu includes links for ASC, Curriculum, ECDS, FSUS, SCHOLAR, SLA, and TIP. The main content area is titled "Ferris State University Seminar (FSUS)" and includes the heading "The Foundation for College Success". Below this, there is a list of bullet points: "Facilitating a smooth transition into college life", "Supporting personal wellness and responsibility", "Utilizing academic and personal support services", and "Strategizing for academic success". A photo of Shelly VandePanne, MS, Director of Student Academic Affairs, is shown with her name and title below it. A footer contains contact information: "© Retention and Student Success • ASC 1016, Big Rapids, Michigan USA • 49307 • Phone (231) 591-2428 • Fax (231) 591-3060".

The screenshot shows the Ferris State University Seminar (FSUS) website page for FSUS Instructors. The browser title is "FSUS Instructors: University College" and the address bar shows "http://www.ferris.edu/fsus/". The page features the Ferris State University logo with the tagline "IMAGINE MORE" and the text "Ferris State University Seminar". A search bar with "Google Custom Search" and a "Search Ferris" button is present. A navigation menu includes links for ASC, Curriculum, ECDS, FSUS, SCHOLAR, SLA, and TIP. The main content area is titled "FSUS Instructors" and includes the heading "Ferris State University Seminar - the Foundation for College Success!". Below this, there is a paragraph: "FSUS is a class designed to help students make the transition from high school and home to the university community. This seminar course addresses the following topics:". A list of bullet points follows: "Campus and community connections", "Networking with peers and professionals", "Improving appreciation for diverse cultures and ethnic groups", "Wellness and personal responsibility", "Using the FLITE library", "Individual learning styles and college study methods", "Class registration", "Academic integrity", "The history of Ferris State University", and "Student engagement". A footer contains contact information: "© Retention and Student Success • ASC 1016, Big Rapids, Michigan USA • 49307 • Phone (231) 591-2428 • Fax (231) 591-3060".

Appendix B: FSUS Purpose, Goals and Objectives

FSUS 100

Purpose

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

Goals

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

Objectives

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

Appendix C: Sample Syllabus and Course Outline

Ferris State University Seminar SYLLABUS

Instructor: Your Name

Course: FSUS100-XXX; Day, time, location

Office Hours: xxxxx

Office Location: xxxxxxx

Phone: xxxxxxxx

e-mail: instructor@ferris.edu

Required materials:

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

Purpose:

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

Goals:

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

Course Objectives:

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

Attendance

Attendance is required at this class because most assignments are in-class assignments. At Ferris and many places of employment, tardiness communicates lack of interest and lack of dependability. Please be on time. Anyone who is ten or more minutes late will be marked tardy. Two tardies equals one absence. If you have three absences, your grade will be reduced by one full grade. If you miss five or more times, you will fail the class. Exceptions to this policy will be granted for extenuating and/or important circumstances only. (Work is not considered an excuse for missing class). If, for any reason, you cannot attend class, it is your responsibility to obtain all pertinent class information.

E-Mail:

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

Academic Honesty

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

Disabilities Services**591-3057**

Students with a documented disability (physical, learning, mental, emotional) requiring a classroom accommodation should contact the Educational Counseling and Disabilities Services Office, located in STARR 313.

Assignments

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

Class Participation

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

GRADING

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

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

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

FSUS Course Outline - Fall 2012

Week	Date	Topic & Objective #(s) covered:	Suggested Outside Assignments:
1	Aug 27 - 31	New Beginnings – college and faculty connections Classroom Etiquette (1,8,9)	Ferris Founder’s Day activities
2	Sept 3-7	Campus Resources – Where Do I Go? Who Do I Call? (1,2,8)	
3	Sept 10-14	Wellness - Choice and Responsibility (Alcohol Awareness / Sexual Assault/STD’s) (1,3)	Bulldog Bonanza (see campus calendar for times) <i>Wed, Sept 12th – Wink Arena</i> Beer, Booze & Books – Thurs Sept 13 th – Williams Auditorium Two Sessions 11:00 AM – and- 7:00 PM COMPLETE MAP-Works Survey
4	Sept 17-21	Time Management (1,4)	Academic Success Fair – Tues Sept 18 st - Rankin Center Dome Room 10 am – 1 pm Sex & the College Student – Dr. Friar <i>See Calendar for Dates and Times</i> FLITE tours – by appt
5	Sept 24-28	Learning Styles, Active Learning, College Study Skills (1,2,5,8)	Scavenger Hunt FLITE tours – by appt
6	Oct 1-5	<i>Faculty Choice</i> (suggestion – re-visit time management & goal setting)	FLITE tours – by apt COMPLETE MAP-Works Follow-Up Survey
7	Oct 8-12	Academic Integrity (8, 9)	FLITE tours – by appt Homecoming week activities
8	Oct 15-19	Preparation for Winter registration – planning and scheduling, advisor/advisee responsibilities (1,4,7,8)	FLITE tours - by appt
9	Oct 22-26	<i>Faculty Choice</i>	FLITE tours - by appt
10	Oct 29- Nov 2	<i>Faculty Choice</i>	
11	Nov 5-9	Diversity (6,8)	
12	Nov 12-16	<i>Faculty Choice</i>	
13	Nov 19-23	W.N. Ferris – have you fulfilled his mission? (10)	THANKSGIVING Week
14	Nov 26 – 30	Evaluation Day	All sections complete FSUS course evaluations this week. Randomly selected sections will complete Scientific Understanding and/or Social Awareness assessments.
15	Dec 3-7	<i>Faculty Choice (Semester in Review)</i>	

ACADEMIC AFFAIRS POLICY LETTER

June 17, 2004

04:3

Ferris State University Seminar (FSUS) 100

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

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

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

Appendix E: Mission Statements

Academic Affairs:

FERRIS STATE UNIVERSITY
IMAGINE MORE

Academic Affairs

Google™ Custom Search Search Ferris

About Us Academic Senate Councils/Boards Forms & Policies Initiatives Employment

LEADERSHIP

- Provost & Vice President for Academic Affairs
- Associate Provost of Academic Operations
- Associate Provost of Accreditation, Assessment, Compliance and Evaluation
- Associate Provost

Our Purpose

Our **Statement of Purpose** is as follows:

To create, support and enhance the learner-centered environment that is central to the University mission of preparing students for successful careers, responsible citizenship, and lifelong learning in a rapidly changing global economy and society.

Ferris State University Mission, Vision & Core Values

Ferris State University:

Mission · Vision · Core Values

Ferris State University's Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Developmental Programs and Curriculum:

FERRIS STATE UNIVERSITY
IMAGINE MORE

Developmental Curriculum

Google™ Custom Search Search Ferris


ASC Curriculum ECDS FSUS SCHOLAR SLA TIP

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

Career Exploration

Statement of Purpose

The Developmental Curriculum Department of Ferris State University's Retention and Student Success unit provides a variety of courses to students seeking to improve their academic readiness or to determine their career path. Its faculty are committed to developing and offering educational opportunities that prepare students for the academic challenges of university life. The services provided promote personal, academic, cultural and social growth according to the principles of adult learning and development.



Appendix F: First Year Seminar Scan for Michigan Universities

Below are the results of a scan of first-year seminar programs at other Michigan universities, a majority of which offer elective seminars. Ferris is the only university that has required *all* first-time students to enroll in a seminar course. Both Lake Superior State University and Northern Michigan University are considering making a first-year seminar mandatory for all students, and Wayne State University plans to do so effective fall of 2014. Eastern Michigan University, Michigan State University and Northern Michigan University each require a first-year seminar for specific populations of at-risk students. Most seminars offered at Michigan universities focus on academic success and transition from high school to college, with a few having study skills as their primary focus.

Here are the results, in alpha order by institution.

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

2. Eastern Michigan University
 - a. Elective, but required for PASS* students
 - b. Course: UNIV 101 (3 credits, graded)
 - c. Focus: student success, study skills
* Promoting Academic Survival & Success

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

4. Lake Superior State University
 - a. Elective, but considering change to mandatory for all students
 - b. Course: USEM 101 – University Seminar I (1 credit, graded)
 - c. Focus: academic skills, success skills, transition to the University
 - d. Other: seminars grouped by college/major

5. Michigan State University
 - a. Elective, but mandatory for at-risk cohorts and required by some programs
 - b. Course: UGS 101 (program-specific, 1 credit, pass/no credit)
 - c. Focus: “community of learning” around a topic or issue of mutual interest

6. Northern Michigan University
 - a. Elective, but required for students entering on probation or enrolling in a major-specific block schedule; considering change to mandatory for all students
 - b. Course: UN100 (2 credit, graded)
 - c. Focus: introduction to college life and expectations
 - d. Other: special seminars available for conditional students, taught by faculty member and teaching assistant who also mentors the students.

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

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

9. University of Michigan
 - a. Elective
 - b. Course: academic seminars linked with major-specific courses
 - c. Focus: academic and social transition to college, opportunity to engage with faculty

10. University of Michigan, Dearborn
 - a. Elective
 - b. Course: FYS 100 (3 credits, graded)
 - c. Focus: academic seminars on various topics, linked w/ composition course
 - d. Other: designed to build learning communities

11. University of Michigan, Flint
 - a. Elective
 - b. Course: UNV 100 (3 credits, graded)
 - c. Focus: linked with a general education course (varies by major)

12. Wayne State University
 - a. Elective, but mandatory for some majors; will become mandatory for all first-year students effective fall of 2014
 - b. Course: introductory courses tied to major (3 credits, graded)
 - c. Focus: introduction to major

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

Appendix G: FSU Seminar Course Evaluation

Using a **#2 pencil**, fill in the corresponding bubble on the scantron for each of the following questions or statements. **NO MECHANICAL PENCILS OR INK PENS ALLOWED.**

****Do not write your name on the scantron sheet****

<p>SEX (Gender): M = male F = female</p>	<p>GRADE OR EDUCATION: 0 = first semester freshman 1 = second semester freshman 2 = sophomore 3 = junior 4 = senior</p>
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SPECIAL CODES:

Fill in the bubble in the column under each special code indicated (K-P) to correspond with the demographic information that best describes you.

<p>K - Race or Ethnicity 0 = American Indian/Alaskan Native 1 = Asian 2 = Black 3 = Foreign 4 = Native Hawaiian/Pacific Islander 5 = Multi-racial (2 or more races) 6 = Hispanic 7 = White</p>	<p>L - Population 0 = Honors 1 = Arts & Sciences 2 = Allied Health 3 = Business 4 = Education & Human Services 5 = Engineering Technology 6 = University College</p>
<p>M – Your Age 0 = 18 or younger 1 = 19 to 21 2 = 22 to 24 3 = 25 to 27 4 = 28 to 30 5 = 31 or older</p>	<p>N- Current Residence 0 = Campus Residence Hall 1 = Campus apartment 2 = Off-campus with family 3 = Off-campus not with family 4 = Greek housing 5 = Other housing</p>
<p>O – Number of University Sponsored Extracurricular Activities 0 = No activities 1 = One activity 2 = Two activities 3 = Three activities 4 = Four activities 5 = Five activities 6 = More than five activities</p>	<p>P – Average Number of Hours per Week Spent Studying 0 = Do not study 1 = 1 to 5 hours 2 = 6 to 10 hours 3 = 11 to 20 hours 4 = 21 to 30 hours 5 = 31 to 40 hours 6 = More than 40 hours</p>

(continued on back)

Fill-in the corresponding bubble on the scantron sheet to indicate your level of agreement with statements 1-30 using the following scale:

1 Strongly Agree	2 Slightly Agree	3 Neutral	4 Slightly Disagree	5 Strongly Disagree
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Participation in an FSU Seminar improved my ability to:

1. find what I need at the library (FLITE).
2. adapt to college life and the Ferris community.
3. organize my time to meet my responsibilities.
4. be more inclusive of others.

My FSU Seminar course helped me learn how to:

5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).
6. register for future classes.
7. develop an effective study schedule.
8. apply study skills (strategies) to use in my academic courses
9. interact with faculty.
10. interact with my academic advisor.

The FSU Seminar course helped me learn how to access the University's:

11. academic support services (tutoring, writing center, SLA, etc.)
12. personal support services (health center, personal counseling, educational counseling, etc)
13. student support services (ex: OMSS, Career Services, Student Leadership & Activities, etc., Student Government, etc.)

The FSU Seminar increased my understanding of:

14. appropriate etiquette for the college classroom.
15. the impact of alcohol consumption.
16. college students' sexual issues (STD's, date rape drugs, relationships, etc.)
17. my learning style.
18. academic honesty.
19. differences and similarities among the members of the diverse Ferris community.
20. the history and mission of W.N. Ferris/ Ferris State University.

Because of my FSU Seminar:

21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.
23. I will be more likely to attend future campus/community events.

The instructor of this course:

24. used a variety of teaching methods.
25. promoted meaningful class discussion.
26. assigned meaningful homework/activities that covered the major objectives of this class.
27. was enthusiastic and displayed an interest in students and their learning.
28. I would take another course with this instructor.

29. Overall, to what extent to you agree that your FSU Seminar course prepared you for future success at Ferris?
30. I plan on returning to Ferris next semester.

Your feedback helps us to make course improvements. Please provide a written response to each of the questions below in the space provided.

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

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

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

Additional Comments:

Thank-you! Your comments will not be shared with your instructor until after final grades are posted.

CRN: _____



FSU Seminar Course Evaluation Report
Fall 2012

Prepared by:

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Ferris State University
Big Rapids, MI 49307

April 20, 2013

FSU Seminar Course Evaluation Report

Fall 2012

EXECUTIVE SUMMARY

Survey scores for the 2012 FSUS Course Evaluation reveal that there have FSUS objectives continue to be met university wide and students believe that FSUS is helpful in making the transition to Ferris State University. There have been slight improvements in survey scores compared to previous years, but overall there has been no change in the way that students perceive the course.

- **Three out of four** students indicated that the FSU Seminar course
 - helped them learn how to utilize campus technology and register for future classes
 - influenced them to attend more educational events, and
 - improved their ability to Find what they need at the library.
- **Two-thirds** of the respondents rated their FSUS course positively, one-fifth were neutral, and about one-sixth did not like the course.
- **Two-thirds** of the students also indicated that their FSU Seminar course
 - increased their understanding of academic honesty,
 - helped them to adapt to college life,
 - taught them how to interact with their academic advisor, and
 - increased their understanding of the history and mission of Ferris.
- **More than half** indicated that FSUS helped prepare them for future success at Ferris. One-fifth weren't sure one way or the other, and less than one-fifth indicated that FSUS had no effect on preparing them for success.
- **The most common response** to *all* survey statements was that students "agreed" that FSUS helped them learn in all areas with the exception of developing effective study schedules.
- **Many students** indicated that they would like even more information on student activities (especially RSOs), campus resources ("where to find things"), and suggested that money management, stress management and test anxiety, as well as career ("plan B") information, be covered in all seminar courses.
- **The greatest gains** since last year were made in the areas of student engagement, campus technology and time management, probably as a result of the intentional focus on related course objectives. The addition of financial literacy as a course topic was well received and identified by several students as one of the most helpful course topics.
- **Several recommendations** are being made as a result of data analysis from the 2012 FSU Seminar course evaluations, university-wide initiatives, and suggestions from FSUS Advisory Committee. Highlights of those recommendations are included here. Additional recommendations may be found on page 10 of the course evaluation report.
 - The FSUS coordinator, in collaboration with the FSUS Advisory Committee will develop a list of "minimum requirements" for covering each of course objectives to ensure that all students are receiving the same information in all seminar courses.
 - All students will be required to complete the MAP-Works survey as a course assignment in the third week of the semester. FSUS instructors will initiate at least one personal contact with each of their students who are coded as being "at-risk" and record all contacts in the MAP-works system.
 - FSUS Instructors should consider devoting two course periods for covering registration and campus technology.
 - Financial Literacy will continued to be covered in FSUS courses objectives in an effort to help students understand their financial options for funding college and thus help reduce student debt.
 - The FSUS Coordinator, along with the FSUS Advisory Committee and Academic Program Review Committee will review student recommendations for course improvement from course evaluations as well as student focus groups to make additional course improvements as deemed appropriate.

FSU Seminar Course Evaluation Report

Fall 2012

INTRODUCTION

Enrollment in FSUS100 became mandatory for all new-to-college Ferris students as of fall, 2002. Compliance in maintaining the FSUS mandate has been excellent with virtually 100% of all first-time students enrolling in an FSU Seminar course in fall 2012.

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

All students in FSU Seminar courses were asked to complete the FSUS course evaluation as an in-class assignment during the 14th week of the fall semester. Of the 2046 students enrolled in a seminar course, 1671 completed the evaluation for a response rate of 82%. The following rating scale was utilized to respond to a series of statements:

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

In the following report, FSUS or FSU Seminar is the all-inclusive term used to describe courses that meet the program objectives, including “embedded courses” in the College of Business, Engineering Technology, University College and the Honors program. The terms “evaluation” and “survey” are used interchangeably to refer to the FSUS course evaluation.

2012 FINDINGS

Information obtained from the 2012 FSUS evaluation survey indicates that the overall course objectives continued to be met in the various seminar formats and that the majority of students indicated that FSUS was helpful in all survey areas. It also reveals that although survey scores show improvement over time, there really has been no change in the way students have viewed their FSUS experience in the past five years. Like previous years, the 2012 FSUS course survey told us that:

- **Students liked their FSUS instructors.** They agreed that FSUS instructors were enthusiastic and displayed an interest in students (80%), used promoted meaningful class discussions (76%). The majority (76%) also indicated that they would take another course with that instructor if given an opportunity to do so.

- **Three out of four** students indicated that the FSU Seminar course
 - helped them learn how to register for future classes (78%, objective 7),
 - influenced them to attend more campus educational events (74%, objective 8),
 - helped them to utilize campus technology tools such as MyFSU, FerrisConnect, and MyDegree) (74%, objective 1), and
 - improved their ability to find what they need at the library (FLITE) (73%, objective 1),

- **Two-thirds** of the students indicated that their FSU Seminar course
 - increased their understanding of academic honesty (68%, objective 9),
 - helped them learn how to interact with their academic advisor (67%, objective 7), and
 - improved their ability to adapt to college life and the Ferris community (65%, mission), as well as their understanding of the history of Ferris (64%, objective 10).

- **More than half** of the respondents (63%) indicated that the FSU Seminar course prepared them for future success at Ferris. One-fifth (19%) weren't sure one way or the other, and less than one-fifth (17%) indicated that FSUS had no effect on preparing them for success. It may have been that those students believed they were already prepared for college, or they may have been among those who didn't fully participate in the course and therefore felt it was of no benefit for them.

HIGHEST SCORING STATEMENTS

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

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

(See Appendix H.1)

Student engagement (Q21, mean = 4.24) Three quarters (76%) of the students indicated that they had attended more campus educational events than they would have if they had not enrolled in the class, and they will be more likely to attend future events as a result. More than half (55%) agreed that they also attended more community events but at the same time, one-fifth reported that the class had no effect on the number of community events attended. We don't know if this means that they would have attended just as many without being prompted or didn't go even when required.

Registration/Advising (Q6, mean = 4.13, Q10, mean = 3.86) Even though students are introduced to and utilize MyFSU to schedule classes during summer orientation, the registration system is re-introduced in FSUS courses where students are taught how to look up classes and build a schedule for the next semester. They are also taught how to identify and communicate with their academic advisor and in many cases, how to plan their course schedules for the next 2-4 years to facilitate graduation. MyDegree software has been well-received by both students and instructors as a tool for facilitating this process.



Campus Resources (Q1 mean = 4.02, Q 5, mean = 3.99)

Almost all (99%) of the first-year seminar courses toured the FLITE library in fall 2012. Several FSUS instructors also had their students complete the library's web-based PILOT tutorial prior to visiting FLITE to assist students in not only knowing where to find materials in the library but also how to access those materials. Over the years, students have consistently reported that the library tour was one of the most beneficial activities in the class – as long as it was completed early in the semester.

FerrisConnect and MyDegree (Q5, mean = 3.99) were introduced to students in a variety of methods through FSUS. FerrisConnect was utilized in about half (n=50) of the seminar courses. Students were also introduced to MyDegree software in several courses.

LOWEST SCORING STATEMENTS

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

- knowledge of campus resources (personal support services)

- time management (study schedule),
- diversity (inclusion), and
- study skills (application),

(See Appendix H.1)

Campus Resources (Personal and Student Support Services) (Q12, mean = 3.53; Q13, mean = 3.44) FSUS does a good job helping students connect with academic and student support services but not as well with personal support services. We aren't sure why FSUS was not as helpful in directing students to personal and student support services. Speakers from the health center were invited into several FSUS classes; health center and personal support services information was included in FSUS packets which were distributed to all students at the beginning of the semester; speakers from student leadership and activities gave several classroom presentations. It may be that instructors are more apt to talk about and direct *all* students to the academic support services and to personal support services on an individual basis.

Time Management (study schedule) (Q7, mean = 3.43) Thanks to intentional efforts to promote time management multiple times throughout the semester, students have indicated that FSUS has continued to do a better job helping them organize their time to meet responsibilities than in previous years. Students are still reporting, however, that they the course had not helped them to develop an effective study schedule. We are not sure if the issue lies with lack of information presented in the class, lack of understanding the importance of study time by students since two-thirds of the students reported that they studied ten or fewer hours per week (see Appendix H.1.), or if there is confusion on what constitutes an "effective" study schedule.

Diversity (Inclusion), (Q4, mean = 3.54) Even though FSUS helped to increase students' understanding of diversity, it was not as effective in improving students' ability, nor did it influence them, to be more *inclusive* of others. The objective of FSUS is "*for students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.*" While inclusion may be implied in this statement, it may not be possible to change a person's views in a one-credit class to the point of including those who are different than themselves.

Study Skills (Q8, mean = 3.51) More than half (53%) of the students agree that FSUS has helped them learn how to apply study skills (strategies) to use in their academic courses yet almost one-in-three were neutral (29%) and one-in-five stated that they didn't learn (17%) to apply the studies skills in other classes. These scores were slightly better than those reported in previous years, yet this was clearly one of the lower scoring questions on the 2012 survey. It is unknown why students did not find the study skills presented in FSUS classes to be helpful as other course topics.

STUDENT COMMENTS

In 2012, 1518 students (74%) provided written responses using their own words for three open-ended questions:

- "*What was the most helpful topic or activity in your FSU Seminar course?*"
- "*What was the least helpful topic or activity in your FSU Seminar course?*"
- "*What additional information should be provided for first-year students?*"

They were also given an opportunity to provide general comments regarding their FSUS experience. Several identified more than one topic in their responses. Many more students chose to provide written comments in the fall 2012 survey than in previous years providing more information on what works and when doesn't. Clearly, many more students volunteered positive information in response to FSUS than those who shared negative views. (See Appendix H.2)

Most Helpful

Grouped by FSUS objective, responses to these questions indicate that the most helpful course objectives for the 2012 first-year cohort were

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

As stated before, FLITE library and advising/registration has always been the highest ranking topics in the FSU Seminar so it was not surprise to see these items identified as “most helpful” by students.

Even though time management was not one of the higher scoring objective areas, and many students indicated that the course was not extremely responsible for helping them develop an effective study schedule, 10% of the students commented that time management *was* one of the most helpful topics covered.

Money management is not an FSUS course objective but has recently been added as a suggested course topic in response to student feedback from previous seminars as well as the institution’s commitment to help reduce student debt. Representatives from the financial aid office gave presentations on money management, scholarships, and financial aid in 34 FSUS classes. Clearly the information was favorable received; six percent (83) of the respondents identified it as being one of the most helpful topics covered in the course.

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

One topic that has not come up in the past was “writing.” Homework and writing assignments have traditionally been viewed as a negative requirement for seminar courses. However, in fall 2012, thirty-three students commented that they thought that the required weekly reflections were very helpful in not only learning more about themselves but also how to produce college-quality papers. The majority of the students providing this feedback had the same instructor.

Least Helpful

The least helpful objectives identified through student comments were

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

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

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

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

Although many students (6.7%) indicated that attending required seminars and events was helpful, many more (9%) disagreed, frequently citing that there were “too many” required out-of-class events, and an even larger number

(11.2%) wanted more information on how to find and/or attend campus activities. They wanted, however, the ability to choose which events to attend rather than having all of them mandated.

Additional Comments - Student Suggestions

Many students indicated that they would like more information on

- campus resources (tours, where to find things),
- learning about / attending campus events (especially RSO's),
- study skills – especially test taking, and
- stress management and test anxiety
- career planning

One of the common complaints of the course was that there were “too many” mandatory events and they would like to be able to choose some of the events themselves.

LONGITUDINAL COMPARISON

Each year, more students agree that FSUS courses are as helpful or slightly more helpful than past years for most survey questions. (See Appendix H.3)

Areas of greatest improvement since fall 2009 (the first year using the current survey) include:

- student engagement – attendance at educational events (+ 9 percentage points) and community events (+8),
- time management – organizing time to meet responsibilities (+8), and developing an effective study schedule (+6)
- wellness initiatives – the impact of alcohol consumption (+7) and college students' sexual issues (+7), and
- the utilization of campus technology (+6), as well as course registration procedures (+6)

The fact that there has been significant growth in the percentages of students agreeing that these topic areas are more helpful than in past years is an indication that we have been successful in our intentional efforts for improvement:

To create consistency among all sections, the FSUS advisory committee recommended that all FSUS instructors require students to attend 5-10 out of class activities to promote student engagement. Student feedback indicates that the optimum number of events is 5-7 citing that instructors need to remember that they are still learning how to balance their time between classes and out-of-class activities.

Additional focus has been placed on teaching time management. Instructors have been encouraged to discuss time management and how to build a study schedule at the beginning of the semester and again during the fourth week when the reality of expectations for college courses are beginning to be realized.

While there has been no difference in course planning for wellness initiatives, a greater emphasis has been placed on campus technology (MyFSU, FerrisConnect, MyDegree, etc) and students have reported it to be beneficial to them.

Areas of decline since 2009 include:

- Diversity – being more inclusive of others (-5 percentage points), and
- Learning how to register for future classes (-3)

The goal of FSUS's diversity objective is to help students learn to appreciate differences and similarities among the members of the diverse Ferris community. While becoming more inclusive of others is desired, it is not the intended outcome of the course. The FSUS Advisory Committee has reviewed this survey question and suggested that it be revised to more closely reflect the course objective.

Even though advising and registration have consistently been among the highest scoring statements on the survey, many students indicate that they want to be shown how to use the registration system to plan and build schedules both through course evaluations as well as focus groups.

DEMOGRAPHICS

The percentage of females responding to the survey was slightly higher than the percentage of males. Overall, the response rates for both males and females were the same. Males, however, responded more favorably to learning about student support services, applying study strategies to their content courses, and interacting with faculty. Females reported that the seminar gave them a better understanding course registration, and were more likely to attend future campus events as a result of their FSUSeminar course. They also indicated that they were more apt return to Ferris than male respondents.

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

(see Appendix H.4)



SUMMARY

Overall survey scores reveal that the FSU Seminar course objectives are being met university wide and students believe FSUS is helpful in making the transition to college. Students have agreed over the years that FSUS helped improved their overall abilities, helped them learn how to access academic resources, utilize campus technology, and increased their understanding in ways that helped prepare them to be successful in college. However, they also had several suggestions for course improvement such as providing campus tours, showing them how to locate and join RSOs, career planning, stress management, and more focus on test taking strategies.

RECOMMENDATIONS:

The following recommendations are being made as a result of data analysis from the 2012 FSUS program evaluation, student suggestions, and FSUS Advisory Committee recommendations:

- **Course Consistency:** The FSUS coordinator, in collaboration with the FSUS Advisory Committee will develop a list of “minimum requirements” for covering each of course objectives to ensure that all students are receiving the same information in all seminar courses.
- **Student Suggestions for Course Improvement:** The following information should be covered in all seminar courses per students’ request:
 - campus resources - tours, “where to find things” (campus resources),
 - learning about / attending campus events and joining RSO’s (student engagement),
 - study skills – especially test taking (study skills), and
 - stress management and test anxiety (wellness and study skills)
 - career planning



The FSUS Coordinator will provide suggestions and resources for incorporating these topics into the current course objectives and make them available to all instructors via FSUS Infomail and the FerrisConnect shell for FSUS Instructors.

- **Student Retention - MAP-Works:** In direct alignment with the course goal of improving student academic performance and retention, all students will be required to complete the MAP-Works survey as a course assignment in the third week of the semester. FSUS instructors will initiate at least one personal contact, no later than week five, for each of their students who are coded as being “at-risk” and record all contacts in the MAP-works system. Additional follow up will be encouraged in an effort to help those students to move out of the at-risk category and be retained at Ferris.
- **Campus Technology & Registration:** FSUS Instructors should consider devoting two course periods for covering registration and campus technology. One day should be spent going over how to use MyFSU to look up and build course schedules (including an introduction to the advising and registration guide and the required tutorial for taking online courses), another day should be devoted to MyDegree, OrgSync, Student Leadership and Activities (RSOs) and other resources available through MyFSU.
- **Financial Literacy:** Financial Literacy will be continue to be covered in FSUS courses in an effort to help students understand their financial options for funding college and thus help reduce student debt.
- **Time Management:** Instructors will be encouraged to continue discussing time management throughout the semester. Additional emphasis will be placed on understanding how to build and developing effective college study schedules.

APPENDIX H.1: Summary of FSUS Course Evaluation Responses - Fall 2012

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<i>Participation in an FSU Seminar improved my ability to:</i>					
1. find what I need at the library (FLITE).	4.02	73%	18%	9%	<1%
2. adapt to college life and the Ferris community.	3.76	65%	20%	15%	<1%
3. organize my time to meet my responsibilities	3.67	61%	24%	15%	<1%
4. be more inclusive of others.	3.54	51%	34%	14%	<1%
<i>My FSU Seminar course helped me learn how to:</i>					
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.99	74%	14%	12%	<1%
6. register for future classes.	4.13	78%	11%	11%	<1%
7. develop an effective study schedule.	3.43	49%	30%	20%	<1%
8. apply study skills (strategies) to use in my academic courses	3.51	53%	29%	17%	1%
9. interact with faculty	3.57	55%	29%	16%	<1%
10. interact with my academic advisor	3.86	67%	20%	13%	<1%
<i>The FSU Seminar course helped me learn how to access the University's:</i>					
11. academic support services (tutoring, writing center, SLA, etc.)	3.70	61%	22%	17%	<1%
12. personal support services (health center, personal counseling, educational counseling, etc)	3.53	54%	27%	19%	<1%
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.44	50%	27%	22%	1%
<i>The FSU Seminar increased my understanding of:</i>					
14. appropriate etiquette for the college classroom.	3.74	61%	26%	13%	<1%
15. the impact of alcohol consumption.	3.68	60%	23%	17%	1%
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.64	58%	24%	17%	1%
17. my learning style.	3.73	62%	22%	15%	1%
18. academic honesty.	3.92	68%	22%	9%	1%
19. differences and similarities among the members of the diverse Ferris community.	3.67	59%	26%	15%	1%
20. the history and mission of W.N. Ferris/ Ferris State University.	3.78	64%	20%	15%	1%
<i>Green print = highest scoring means; Red print = lowest scoring means</i>					

Question	MEAN Score	% Agree (1 or 2)	% Neutral (3)	% Disagree (4 or 5)	No Response
<i>Because of my FSU Seminar:</i>					
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	4.06	74%	11%	14%	1%
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.85	55%	23%	21%	1%
23. I will be more likely to attend future campus/community events.	4.24	62%	21%	16%	1%
<i>The instructor of this course:</i>					
24. used a variety of teaching methods.	4.12	68%	19%	12%	1%
25. promoted meaningful class discussion	4.06	76%	14%	10%	1%
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.85	67%	17%	15%	1%
27. was enthusiastic and displayed an interest in students and their learning.	4.24	80%	11%	9%	1%
28. I would take another course with this instructor.	4.12	76%	11%	13%	1%
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.68	63%	18%	19%	1%
30. I plan on returning to Ferris next semester.	4.44	84%	6%	9%	1%

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

Response Key:

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

APPENDIX H.2: 2012 Student Comments Grouped By FSUS Objective

#	Objective (abbreviated)	Most Helpful		Least Helpful		Additional Info.			
		N	%	N	%	N	%		
	Number Providing Comments	1518	90.8%		1435	85.9%	1257	75.2%	
1	Campus Resources / Services / Library	<u>300</u>	<u>19.0%</u>	-	<u>114</u>	<u>7.9%</u>	<u>123</u>	<u>9.8%</u>	
	*Library (included above)	201	12.7%		74	5.2%	14	1.1%	
	*intro to Campus Technology	97	6.1%		20	1.4%	25	2.0%	
	*tours/ "where to find+	6	0.4%		0	0.0%	63	5.0%	
2	Learning Styles	68	4.3%		65	4.5%	3	0.2%	
3	Wellness – alcohol, sexual responsibility/stress (26)	104	6.6%		166	11.6%	27	2.1%	
4	Time Management	152	9.6%		40	2.8%	48	3.8%	
5	Study Skills Info	121	7.7%		55	3.8%	66	5.3%	
6	Diversity	42	2.7%	-	74	5.2%	-	2	0.2%
7	Registration / Advisor / Scheduling Information	<u>298</u>	<u>18.8%</u>	-	<u>13</u>	<u>0.9%</u>	-	<u>95</u>	<u>7.6%</u>
	*Advisor Information (incl above)	43	2.7%		2	0.1%	0	0.0%	
8	Active Participation – learning about/attending campus activities (not incl. FLITE tours and wellness presentations)	102	6.5%		128	8.9%	141	11.2%	
9	Academic Honesty / Etiquette / Code of Conduct	23	1.5%		66	4.6%	10	0.8%	
10	History of FSU	15	0.9%		128	8.9%	4	0.3%	
	<u>Homework/ Assignments / Activities</u>	<u>51</u>	<u>3.2%</u>	-	<u>109</u>	<u>7.6%</u>	-	0	0.0%
	*writing/journals	22	1.4%		39	2.7%	0	0.0%	
	Career Information	<u>85</u>	<u>5.4%</u>		<u>7</u>	<u>0.5%</u>	<u>0</u>	<u>0.0%</u>	
	*Resumes (included above)**	36	2.3%		2	0.1%	0	0.0%	
	Major Specific Information	60	3.8%		5	0.3%	72	5.7%	
	Money Management / Financial Aid Info	83	5.2%		31	2.2%	71	5.6%	
	Positive - general (not included above) "course good as is," "all helpful," etc.	28	1.7%		240	16.7%	253	20.1%	
	Negative - general (not included above) "nothing helpful," "the rest of it," etc.	23	1.4%		22	1.5%	34	2.7%	
	No response (incl "?" or NA)	153	9.2%		236	16.4%	414	32.9%	

Prepared by S. VandePanne; 2/20/13

Appendix H.3: Demographics for Fall 2012 FSUS Course Evaluation Participants

Gender:	#	%
Males	742	44%
Females	818	49%
Unreported	111	7%

Age	#	%
18 or younger	978	59%
19 to 21	384	23%
22 to 24	17	1%
25 to 27	11	1%
28 to 30	1	<1%
31 or older	5	<1%
Unreported	275	16%

Ethnicity	#	%
American Indian Alaskan Native	22	1%
Asian	28	2%
Black	122	7%
Foreign	8	<1%
Native Hawaiian/Pacific Islander	4	<1%
Multi-racial	53	3%
Hispanic	26	2%
White	1136	68%
Unreported	272	16%

Study Time	#	%
Do not Study	30	2%
1 to 5 hours	476	28%
6 to 10 hours	506	30%
11 to 20 hours	253	15%
21 to 30 hours	77	5%
31 to 40 hours	23	1%
31 to 40 hours	12	1%
Unreported	294	18%

Activities	#	%
No Activities	537	32%
One Activity	353	21%
Two Activities	204	12%
Three Activities	88	5%
Four Activities	56	3%
Five Activities	30	2%
> Five Activities	123	7%
Unreported	280	17%

Appendix I: Longitudinal Comparison on FSUS Course Evaluations – Mean Scores & % In Agreement

Question	MEAN Score					% Agree (SA+A)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>Participation in an FSU Seminar improved my ability to:</i>										
1. find what I need at the library (FLITE).	3.94	3.95	3.99	4.02	0.08	74%	75%	77%	73%	-1
2. adapt to college life and the Ferris community.	3.74	3.71	3.71	3.76	0.02	60%	64%	64%	65%	+5
623. organize my time to meet my responsibilities	3.52	3.56	3.60	3.67	0.15	53%	56%	56%	61%	+8
4. be more inclusive of others.	3.52	3.47	3.46	3.54	0.02	52%	50%	48%	51%	-1
<i>My FSU Seminar course helped me learn how to:</i>										
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	3.82	3.90	3.98	3.99	0.17	68%	73%	76%	74%	+6
6. register for future classes.	3.91	3.94	4.06	4.13	0.22	72%	73%	77%	78%	+6
7. develop an effective study schedule.	3.33	3.34	3.43	3.43	0.10	43%	44%	48%	49%	+6
8. apply study skills (strategies) to use in my academic courses	3.40	3.40	3.47	3.51	0.11	49%	48%	51%	53%	+4
9. interact with faculty	3.57	3.53	3.54	3.57	0.00	56%	55%	54%	55%	-1
10. interact with my academic advisor	3.83	3.79	3.89	3.86	0.03	67%	67%	71%	67%	0
<i>The FSU Seminar course helped me learn how to access the University's:</i>										
11. academic support services (tutoring, writing center, SLA, etc.)	3.70	3.61	3.62	3.70	0.00	57%	58%	59%	61%	+4
12. personal support services (health center, personal counseling, educational counseling, etc)	3.49	3.54	3.47	3.53	0.04	51%	55%	52%	54%	+3
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	3.42	3.43	3.41	3.44	0.02	49%	50%	49%	50%	+1
<i>The FSU Seminar increased my understanding of:</i>										
14. appropriate etiquette for the college classroom.	3.66	3.65	3.67	3.74	0.08	61%	60%	60%	61%	0
15. the impact of alcohol consumption.	3.48	3.61	3.69	3.68	0.20	53%	59%	62%	60%	+7
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	3.44	3.58	3.62	3.64	0.20	51%	57%	59%	58%	+7
17. my learning style.	3.66	3.69	3.70	3.73	0.07	62%	62%	63%	62%	0
18. academic honesty.	3.41	3.88	3.89	3.92	0.51	68%	71%	70%	68%	0
19. differences and similarities among the members of the diverse Ferris community.	3.88	3.63	3.67	3.67	-0.21	64%	59%	61%	59%	-5
20. the history and mission of W.N. Ferris/ Ferris State University.	3.78	3.66	3.73	3.78	0.00	67%	61%	64%	64%	-3

APPENDIX I: Longitudinal Comparison on FSUS Course Evaluations (Con't)

Question	MEAN Score					% Agree (SA+A)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>Because of my FSU Seminar:</i>										
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	3.84	3.92	4.07	4.06	0.22	65%	70%	76%	74%	9
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	3.37	3.46	3.55	3.85	0.48	47%	50%	55%	55%	+8
23. I will be more likely to attend future campus/community events.	3.58	3.67	3.68	4.24	0.66	57%	61%	63%	62%	+5
<i>The instructor of my FSU Seminar:</i>										
24. used a variety of teaching methods.	3.76	3.82	3.85	4.12	0.36	71%	68%	69%	68%	-4
25. promoted meaningful class discussion	3.94	3.99	4.00	4.06	0.12	66%	76%	76%	76%	+10
26. assigned meaningful homework/activities that covered the major objectives of this class.	3.70	3.75	3.74	3.85	0.15	63%	65%	64%	67%	+4
27. was enthusiastic and displayed an interest in students and their learning.	4.16	4.20	4.23	4.24	0.08	80%	82%	82%	80%	0
28. I would take another course with this instructor.	4.06	4.11	4.14	4.12	0.06	75%	77%	78%	79%	+4
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	3.76	3.64	3.64	3.68	-0.08	58%	61%	63%	63%	+5
30. I plan on returning to Ferris next semester.	4.42	4.50	4.48	4.44	0.02	85%	88%	88%	84%	-1

Scale: Strongly Agree 5, Agree 4, Neutral 3, Disagree 2, Strongly Disagree 1

Appendix I: Longitudinal Comparison on FSUS Course Evaluations – Con’t

Question	Neutral					% Disagree (D+SD)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>Participation in an FSU Seminar improved my ability to:</i>										
1. find what I need at the library (FLITE).	17%	17%	13%	18%	+1	8%	8%	10%	9%	+1
2. adapt to college life and the Ferris community.	27%	22%	23%	20%	-7	13%	13%	13%	15%	+2
3. organize my time to meet my responsibilities	33%	30%	31%	24%	-9	15%	14%	13%	15%	0
4. be more inclusive of others.	36%	37%	39%	34%	-2	12%	13%	13%	14%	+2
<i>My FSU Seminar course helped me learn how to:</i>										
5. utilize campus technology tools (e.g. MyFSU, Ferris Connect).	20%	16%	15%	14%	-6	12%	11%	9%	12%	0
6. register for future classes.	15%	15%	13%	11%	-4	14%	11%	10%	11%	-3
7. develop an effective study schedule.	38%	37%	36%	30%	+8	18%	19%	16%	20%	-2
8. apply study skills (strategies) to use in my academic courses	33%	34%	32%	29%	-4	17%	18%	16%	17%	0
9. interact with faculty	30%	30%	30%	29%	-1	14%	15%	15%	16%	-2
10. interact with my academic advisor	20%	20%	17%	20%	0	12%	13%	11%	13%	-1
<i>The FSU Seminar course helped me learn how to access the University's:</i>										
11. academic support services (tutoring, writing center, SLA, etc.)	27%	26%	25%	22%	-5	16%	15%	16%	17%	-1
12. personal support services (health center, personal counseling, educational counseling, etc)	32%	28%	29%	27%	-5	16%	16%	18%	19%	-4
13. student support services (e.g.: OMSS, Career Services, Student Leadership & Activities, Student Government, etc.)	33%	31%	31%	27%	-6	18%	18%	20%	22%	-4
<i>The FSU Seminar increased my understanding of:</i>										
14. appropriate etiquette for the college classroom.	25%	26%	27%	26%	-1	13%	13%	12%	13%	0
15. the impact of alcohol consumption.	28%	24%	23%	23%	-5	18%	16%	14%	17%	-1
16. college students' sexual issues (STDs, date rape drugs, relationships, etc.)	29%	26%	25%	24%	-5	19%	16%	15%	17%	-2
17. my learning style.	24%	25%	25%	22%	-2	13%	12%	12%	15%	-2
18. academic honesty.	22%	20%	21%	22%	0	10%	8%	8%	9%	-1
19. differences and similarities among the members of the diverse Ferris community.	24%	28%	27%	26%	+2	12%	13%	12%	15%	+3
20. the history and mission of W.N. Ferris/ Ferris State University.	19%	25%	21%	20%	-1	13%	14%	14%	15%	+2

Appendix I: Longitudinal Comparison on FSUS Course Evaluations – Con’t

Question	Neutral					% Disagree (D+SD)				
	09F	10F	11F	12F	Chnge 09-12	09F	10F	11F	12F	Chnge 09-12
<i>Because of my FSU Seminar:</i>										
21. I attended more campus educational events, than I would have if I was not enrolled in FSU Seminar.	16%	15%	12%	11%	-4	16%	14%	11%	14%	+2
22. I attended more community events, than I would have if I was not enrolled in FSU Seminar.	29%	26%	25%	23%	-6	24%	22%	19%	21%	-3
23. I will be more likely to attend future campus/community events.	26%	23%	22%	21%	-5	16%	15%	14%	16%	0
<i>The instructor of my FSU Seminar:</i>										
24. used a variety of teaching methods.	24%	20%	19%	19%	-5	11%	11%	11%	12%	+1
25. promoted meaningful class discussion	17%	14%	13%	14%	-3	9%	9%	10%	10%	+1
26. assigned meaningful homework/activities that covered the major objectives of this class.	22%	21%	21%	17%	-5	14%	13%	14%	15%	+1
27. was enthusiastic and displayed an interest in students and their learning.	13%	11%	11%	11%	-2	6%	7%	7%	9%	+3
28. I would take another course with this instructor.	13%	12%	12%	11%	-2	11%	10%	10%	13%	-2
29. Overall, to what extent do you agree that your FSU Seminar course prepared you for future success at Ferris?	23%	21%	19%	18%	-5	18%	17%	17%	19%	0
30. I plan on returning to Ferris next semester.	7%	5%	4%	6%	-1	7%	5%	7%	9%	+2

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



FSUS Academic Program Review

The FSU Seminar Program Review Committee is asking new and veteran first-year seminar instructors to please take a few minutes to complete the following survey about FSUS courses on campus as part of the academic program review it is currently undergoing. Thank you for your time.

FSUS Course Objectives

Listed below are the ten FSUS course objectives. Please indicate any objective(s) that you believe to be **most important** for first-year students, **least important** for first-year students, those for which you need additional classroom resources, and those not covered in your seminar course. You may select more than one objective (or none) for each of the four categories. If it is appropriate, you may check more than one answer for each objective.

- 1. Becoming familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology).**
 - Most important
 - Least important
 - Need additional resources
 - Do not cover

- 2. Developing an awareness of how the student learns and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).**
 - Most important
 - Least important
 - Need additional resources
 - Do not cover

- 3. Gaining an understanding of wellness issues that directly impact students' health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).**
 - Most important
 - Least important
 - Need additional resources
 - Do not cover

4. Developing effective time management strategies.

- Most important
- Least important
- Need additional resources
- Do not cover

5. Understanding how to apply basic study skills techniques to academic courses.

- Most important
- Least important
- Need additional resources
- Do not cover

6. Understanding and learning to appreciate differences and similarities among the members of the diverse Ferris community.

- Most important
- Least important
- Need additional resources
- Do not cover

7. Receiving academic advising and technical assistance to insure appropriate registration for the next semester.

- Most important
- Least important
- Need additional resources
- Do not cover

8. Receiving encouragement to be active participants and contributors in campus and community activities.

- Most important
- Least important
- Need additional resources
- Do not cover

9. Learning about and understanding academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.

- Most important
- Least important
- Need additional resources
- Do not cover

10. Knowing about and understanding the mission of Woodbridge N. Ferris and his mission as educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.

- Most important
- Least important
- Need additional resources
- Do not cover

11. Money Management. (This has not been an outcome in the past, but looks to become one.)

- Most important
- Least important
- Need additional resources
- Do not cover

12. If you selected “need additional resources” for any of the above, what additional resources would be helpful for covering the FSUS course objectives?

FSUS Instructor Resources

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

	Very Unhelpful	Somewhat Unhelpful	Neutral	Somewhat Helpful	Very Helpful	Not Applicable
Ferris Connect Shell for FSUS Instructors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSUS Infomail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
FSUS Website	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructor Resource Guide (Guest Speakers for the FSUS Classroom)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Group Presentations - Beer, Booze & Books	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Large Group Presentations - Sex & the College Student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

FSUS Mission

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

14. What is your perception of how well the FSU Seminar accomplishes its mission in the following areas?

	Very Unsuccessfully	Somewhat Unsuccessfully	Neutral	Somewhat Successfully	Very Successfully
Personal Connections	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>
Knowledge	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>
Resources	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>
Relationships with FSUS faculty members (that serve as an internal model for interactions with future teachers.)	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>	<input type="radio"/> <input type="checkbox"/>

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

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

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

- Yes
- No

18. Please comment on any benefits or challenges that you observed for students in this course.

19. Please use this space for additional comments.

Thank you for your time and feedback.

Appendix K: FACULTY SURVEY RESULTS

IMPORTANCE OF COURSE OBJECTIVES	Most Imp		Least Imp		Need Resources		Do Not Cover	
	#	%	#	%	#	%	#	%
	Appreciate diversity	29	62%	12	26%	11	22%	3
Money Management	29	58%	11	22%	11	22%	3	6%
Understanding Wellness issues	29	63%	11	24%	9	18%	4	8%
Apply study skill techniques	39	81%	6	12%	7	15%	1	2%
Active in campus/community activities	29	58%	13	26%	7	14%	1	2%
Acad integrity / classroom etiquette	41	82%	3	6%	6	12%	2	4%
Time management strategiess	43	88%	4	8%	5	10%	1	2%
Mission of founder	17	34%	24	48%	5	10%	4	8%
Learning Style & Support Services	44	88%	1	2%	4	8%	1	2%
Campus Resources	42	89%	5	11%	2	4%	3	6%
Acad advising/technical assistance	46	92%	2	4%	2	4%	2	4%

HELPFULNESS OF INSTRUCTOR RESOURCES	Very Unhelpful		Somewhat Unhelpful		Neutral		Somewhat Helpful		Very Helpful		Not Applicable	
	#	%	#	%	#	%	#	#	#	%	#	%
	Guest Spkr Resource Guide	3	6%	2	4%	7	14%	10	20%	27	54%	
Lg Grp Presos - BB&B	4	8%	4	8%	5	10%	10	20%	27	54%		
FSUS Website	3	6%	4	8%	6	12%	18	36%	17	34%	1	2%
Lg Grp Presos - S&TCS	7	14%	3	6%	6	12%	11	22%	23	46%		
FSUS Infomail	2	4%	4	8%	11	22%	13	26%	16	32%	2	4%
Ferris Connect Shell	3	6%	4	8%	11	22%	7	14%	16	32%	9	18%

HOW WELL FSUS ACCOMPLISHES ITS MISSION THE THE FOLLOWING AREAS	Very Unsuccessful		Somewhat Unsuccessful		Neutral		Somewhat Successful		Very Successful	
	#	%	#	%	#	%	#	#	#	%
	Personal Connections	1	2%	1	2%	10	20%	23	46%	15
Knowledge (14b)			1	2%	6	12%	25	50%	17	34%
Resources			1	2%	2	4%	28	56%	19	38%
Relationships w/ FSUS faculty members			2	4%	5	10%	22	44%	20	40%

Appendix L: Call for Nominations: Outstanding First-Year Advocate Award

The **Outstanding First-Year Advocate Award** recognizes an individual who has made significant contributions to the academic and/or personal lives of first-year students. This award is open to faculty and staff in all areas of the University. Any member of the Ferris community may submit a nomination for the *Outstanding First-Year Advocate!*

Nominations should be submitted based on the following factors:

- Nominee provides outstanding contributions to and support for first-year students
- Nominee serves as a first-year student advocate and role model

Nomination Forms and directions are available on The FSUS (Ferris State University Seminar) Website: www.ferris.edu/fsus Click on “***Outstanding First-Year Advocate***”

Time Line for Nomination and Selection:

Submissions may be sent via campus mail to Shelly VandePanne, ASC 1039 or via email to FSUSeminar@ferris.edu. Deadline for Nominations: February 15, 2013

Any member of the Ferris community may submit a nomination for the *Outstanding First-Year Advocate!*

Previous Winners:

- Richard Griffin, A&S Faculty, 2006
- Sharon Bell, BUS Faculty, 2007
- Paul Jackson, BUS Faculty, 2008
- Susan McNamara, UNI (R&SS) Staff, 2009
- Lori Armstrong, BUS Staff, 2010
- Joanne Robertson, Housing Staff 2012

<http://www.ferris.edu/HTMLS/colleges/university/fsus/advocate/>

Appendix M: FSUS ADVISORY COMMITTEE ROSTER

FSUS Advisory Committee Members 2012-13

Department	Name
Dean of Students	LeRoy Wright
Career Services	Angela Roman, Coordinator
Student Conduct	Nick Campau,
Arts & Sciences	Mary Murnik, Professor of Biology
Allied Health	Linda Kuk, CHP Advisor
Business	Laura Dix, Asst. Professor, Marketing Dept
Education & Human Services	Liza Ing, Dept Head
Technology	Dan Wanink, Assoc. Professor, CAD Drafting
Retention & Student Success	Shelly VandePanne Director of Student Academic Affairs / FSUS Coordinator
Student Government	Vacant
Student Activities and Leadership**	Shana Beisiegel
FLITE	Kristen Motz, Librarian, Asst. Professor Mari Kermit-Canfield
Office of Multicultural Diversity	Matthew C. Chaney Director
Residential Life	Lisa Ortiz, Asst. Dir. Residential Programs and Services
1 st Yr Student	Vacant
2 nd Yr Student	Vacant
3 rd Yr Student	Vacant
Senior Level Student	Jasmine Williams, Student Life Assistant
Secretary	Pam Daniels

Appendix N: FSUS ADVISORY COMMITTEE RECOMMENDATIONS

FSUS Advisory Committee Recommendations 2010-2011

Teaching Credentials for FSUS Instructors

The following requirements should be considered in addition to current requirements for FSUS instructors:

4. Completion of a Master's degree
 - a. Special consideration may be given if significant progress (½ of degree completed) had been made toward obtaining the Master's degree.
5. 1-2 years of employment at Ferris State University (New hires should not teach FSUS.)
6. Participation in FSUS training at least every-other year as well as yearly update meetings to stay current with program requirements and initiatives.

FSUS Instructor Meetings

The FSUS Coordinator should offer two informational meetings in the fall and one wrap up meeting in the spring to provide instructors with an opportunity for continued faculty development. FSUS instructors should regularly attend these meetings to stay current with new FSUS initiatives.

Classroom Size

FSUS class capacity should be set at a maximum of 24 students.

Out-of-Class Activities

Objective # 8: For encouragement of students to be active participants and contributors in campus and community activities.

Several conversations have taken place regarding the number of mandatory out-of-class events that should be required for FSUS courses. The following recommendations have been made by the FSUS Advisory Committee:

- Inasmuch as there needs to be some consistency and flexibility within the FSUS classes, the FSUS Advisory Committee recommends that students are required to attend 5-10 out-of-class activities in order to be engaged as active participants in campus and community activities. Requiring attendance at this number of events is not unwarranted considering the fact that students are expected to spend two hours out of class for every hour in class.
- FSUS instructors should not cancel class time in exchange for out-of-class assignments. Due to the limited amount of time allotted for FSU Seminar courses, classroom sessions should be fully utilized for follow up discussion, additional activities, or the introduction of new materials
- Required events for FSUS courses should include Bulldog Bonanza and those planned for FSUS classes –
 - Beer, Booze & Books,
 - Sex & the College Student,
 - Know the Code*
- Additional recommendations include activities such as cultural events, sporting events, RSO meetings, and educational and/or recreational events hosted by the campus and community. Instructors may elect to give students some flexibility in choosing which additional events to attend.

FSUS Advisory Committee Recommendations 2012-2013

Exceptions to FSUS Requirement

The consensus of the FSUS Advisory Committee is that there should be no exceptions to the FSUS requirement for first-semester students. Written appeals, however, requesting an exception may be submitted to the FSUS coordinator for consideration on a case-by-case basis.

It is recommended that an FSUS course be offered that is tailored to the needs of transfer and/or adult students and veterans. Ideally, each of the undergraduate colleges would have a transfer/non-trad section for their students.

Expectations for Covering the FSUS Course Objectives

In response to students' recommendations to make FSUS courses "more consistent," the Advisory Committee has developed a list of minimum requirements for covering the objectives. Those recommendations are as follows:

Objectives:

8. For students to become familiar with FSU's campus resources (e.g. library, Health Center, Recreation Center, current campus technology) that will enhance their potential for learning, safety, satisfaction, and graduation.
 1. **Schedule FLITE library tour early in the semester**
 2. **Introduce students to MyFSU (especially the academics & Services tab) FerrisConnect, campus email, MyDegree, etc.**
 3. **Introduce students the Course Topic information on the FSUS webpage (www.ferris.edu)**
 4. **Offer campus walking tour of buildings or introduce student to the virtual tour on the admissions website (new!)**
9. For students to develop awareness of how they learn and how to access academic and personal support services (Academic Support Center, Personal Counseling Center).
 1. **Complete a learning styles assessment (VARK – online) – discuss how to utilize their preferred learning style to be successful in their courses – especially when the professor does not teach to their preferred style**
 2. **Discuss academic and personal support services and how/when to access those services**
10. For students to gain an understanding of wellness issues that directly impact their health and safety (alcohol and other drugs, sexual assault issues, HIV/STD's).
 1. **Mandate attendance at Beer, Booze & Books, as well as Sex and the College Student**
 2. **Have follow up discussions on what was covered in the presentations**
 3. **Discuss other wellness issues that affect college students (i.e.: healthy eating, stress management)**
11. For students to develop effective time management strategies.
 1. **Help students to understand and develop an effective study schedule within first two weeks.**
 2. **How to create semester and weekly planners as well as daily to-do lists**
 3. **Review TM again week 3-4, help students understand that time management is a series of setting and prioritizing goals**
 4. **Help students to understand that effective time management techniques help to alleviate stress.**
12. For students to understand how to apply basic study skills techniques to the academic courses.
 1. **Review the basics of note taking, test taking, active listening, etc.**
13. For students to understand and learn to appreciate differences and similarities among the members of the diverse Ferris community.
 1. **Help students to understand that diversity comes in many forms and that as college students we should learn to understand, respect and value the diversity of others.**
 2. **Complete the "diversity Circles" or "Unpack your Knapsack" activities in class and follow up with discussion/reflection.**
14. For students to receive academic advising and technical assistance to insure appropriate registration for the next semester.
 1. **Show students how to find their advisor information in MyFSU.**

2. **Encourage students to be proactive in scheduling advising appointments and how to prepare for that appointment.**
 3. **Show students how to look up classes and plan/build schedules for upcoming semesters**
 4. **Introduce MyDegree as a graduation planning tool. (Including the What-If feature for those considering program changes).**
9. For encouragement of students to be active participants and contributors in campus and community activities.
1. **Mandate that students attend 5-7 out-of-class events, including BB&B, S&TCS and Bulldog Bonanza; give students some flexibility in choosing other events (ex: athletic event, cultural event, academic speaker, RSO meeting, etc.) NOTE: Out-of-class events should not take the place of class time.**
 2. **Show students how to find RSO information in MyFSU**
11. For students to learn about and understand academic integrity and classroom etiquette skills that foster appropriate conduct in the post secondary institutional setting.
1. **Discuss academic integrity and what is considered academic dishonesty by University standards**
 2. **Introduce students to the Student Handbook in MyFSU and discuss the Code of Student Community Standards**
 3. **Prior to attending a campus event, have students watch Audience Etiquette- Tips for a Better Life video on You Tube – discuss what is appropriate and/or inappropriate behavior when attending events**
12. For students to know about and understand the mission of Woodbridge N. Ferris and his mission as the educator, statesman and humanitarian thereby promoting an appreciation for and understanding of the uniqueness of Ferris State University.
1. **Students should understand what makes Ferris unique, how Woodbridge Ferris was ahead of his time in his educational & diversity efforts, and how that mission is alive today.**

Updates to FSUS Course Evaluation

Upon review of course evaluations for the past few years, it has been determined that the following questions be changed to align more closely with the FSUS course objectives:

#7: My FSU Seminar course has helped me learn how to ~~develop an effective study schedule~~ **create a study schedule**. The term “effective” is subject to interpretation.

#4: Participation in an FSU Seminar improved my ability to ~~be more inclusive of others~~ **understand that there are differences and similarities among people and diversity comes in many forms**. The goal of the FSUS course is to help students understand that introduce the topic of diversity, not to make people more inclusive.

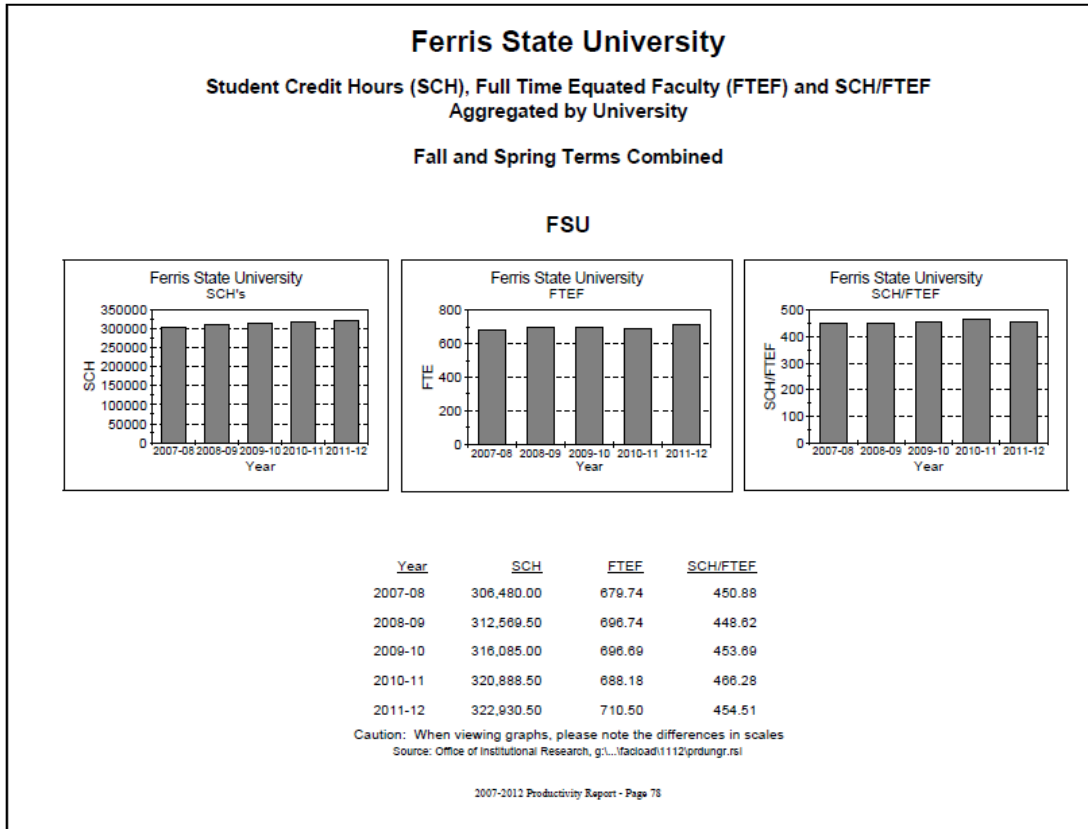
Appendix O: Demographics - Fall 2012 FTIACs at FSU

Fall 2012 FTIACs			
Gender	Ethnicity	# Students	% of Total
Female	American Indian or Alaskan Native	3	0.15%
	Asian	23	1.16%
	Black or African American	110	5.55%
	Hispanic	32	1.62%
	Multi-Racial	45	2.27%
	Unknown	32	1.62%
	White	736	37.15%
	TOTAL FEMALES		981
Male	American Indian or Alaskan Native	1	0.05%
	Asian	28	1.41%
	Black or African American	90	4.54%
	Hispanic	29	1.46%
	Multi-Racial	33	1.67%
	Unknown	24	1.21%
	White	795	40.13%
	TOTAL MALES		1000
TOTAL =		1981	

Population	# of Students	Percentage
Living on Campus	1688	85.2%
In-State Residents	1812	91.5%
Full-Time Students	1924	97.1%

Source: K. Fisher, Institutional Research and Testing

Appendix P: Ferris State University Productivity Report, Fall 2007-Spring 2012



FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF Aggregated by Course Prefix within College and Department

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP	Summer	Fall	Spring	Avg F + SP	Summer	Fall	Spring	F + SP
University College													
Developmental Prog-Curr													
CARE	2007-08	0.00	261.00	60.00	321.00	0.00	0.50	0.25	0.37	527.27	240.00	861.74	
CARE	2008-09	0.00	264.00	60.00	324.00	0.00	1.08	0.17	0.62	245.58	363.64	522.58	
CARE	2009-10	0.00	234.00	105.00	339.00	0.00	0.81	0.60	0.70	289.66	171.00	481.58	
CARE	2010-11	0.00	204.00	63.00	267.00	0.00	0.54	0.38	0.46	377.76	168.00	583.61	
CARE	2011-12	0.00	267.00	132.00	399.00	0.00	1.06	0.67	0.86	251.29	198.00	461.49	
DIST	2007-08	7.00	30.00	21.00	51.00	0.00	0.00	0.00	0.00				
DIST	2008-09	0.00	46.00	73.00	119.00	0.00	0.00	0.24	0.12		304.17	991.67	
DIST	2009-10	12.00	70.00	82.00	152.00	0.08	0.08	0.22	0.15	150.00	875.00	369.00	1,005.88
DIST	2010-11	20.00	63.00	58.00	121.00	0.16	0.08	0.17	0.12	125.00	787.50	348.00	981.08
DIST	2011-12	10.00	85.00	90.00	175.00	0.08	0.41	0.49	0.45	125.00	204.82	182.43	385.32
FSUS	2007-08	0.00	1,417.00	185.00	1,602.00	0.00	8.65	0.98	4.81	163.86	189.68	332.96	
FSUS	2008-09	0.00	1,317.00	215.00	1,732.00	0.00	7.42	0.65	4.04	204.53	329.25	429.24	
FSUS	2009-10	0.00	1,411.00	196.00	1,607.00	0.00	6.78	1.13	3.96	208.08	172.77	406.04	
FSUS	2010-11	0.00	1,457.00	209.00	1,666.00	0.00	5.67	1.08	3.37	257.04	194.12	493.99	
FSUS	2011-12	0.00	1,301.00	173.00	1,674.00	0.00	6.04	0.68	3.36	248.52	252.76	497.90	
HNRS	2007-08	0.00	213.00	0.00	213.00	0.00	0.98	0.00	0.49	217.41		434.83	
HNRS	2008-09	0.00	235.00	0.00	235.00	0.00	1.12	0.00	0.56	210.55		421.11	
HNRS	2009-10	0.00	227.00	0.00	227.00	0.00	0.83	0.00	0.43	265.55		531.10	
HNRS	2010-11	0.00	249.00	1.00	250.00	0.00	0.42	1.00	0.71	591.58	1.00	351.89	
HNRS	2011-12	0.00	320.00	0.00	320.00	0.00	1.24	0.00	0.62	258.46		516.91	
NASE	2007-08	6.00	133.00	83.00	216.00	0.00	0.00	0.00	0.00				
NASE	2008-09	0.00	68.00	37.00	105.00	0.00	0.00	0.00	0.00				
NASE	2009-10	0.00	25.00	12.00	37.00	0.00	0.00	0.00	0.00				
NASE	2010-11	0.00	85.00	62.00	147.00	0.00	0.00	0.00	0.00				
NASE	2011-12	0.00	59.00	41.00	100.00	0.00	0.00	0.00	0.00				

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Appendix Q: University Retention Report – Fall 2006-2011

Ferris State University
 Fall to Spring and Fall to Fall Retention
 Fall 2008 – 2012 Cohorts
 All Degree Seeking FTACCS by College

College	Fall 2008		Fall 2007		Fall 2006		Fall 2005		Fall 2004		Fall 2003		Fall 2002		Fall 2001		Fall 2000		Fall 1999		Fall 1998		Fall 1997		Fall 1996		Fall 1995		Fall 1994		Fall 1993		Fall 1992		Fall 1991		Fall 1990																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret	FTACCS	% Ret																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
AIH	206	82%	207	75%	226	81%	250	72%	282	72%	311	70%	340	61%	369	59%	398	52%	427	44%	456	37%	485	29%	514	21%	543	14%	572	7%	601	0%	630	0%	659	0%	688	0%	717	0%	746	0%	775	0%	804	0%	833	0%	862	0%	891	0%	920	0%	949	0%	978	0%	1007	0%	1036	0%	1065	0%	1094	0%	1123	0%	1152	0%	1181	0%	1210	0%	1239	0%	1268	0%	1297	0%	1326	0%	1355	0%	1384	0%	1413	0%	1442	0%	1471	0%	1500	0%	1529	0%	1558	0%	1587	0%	1616	0%	1645	0%	1674	0%	1703	0%	1732	0%	1761	0%	1790	0%	1819	0%	1848	0%	1877	0%	1906	0%	1935	0%	1964	0%	1993	0%	2022	0%	2051	0%	2080	0%	2109	0%	2138	0%	2167	0%	2196	0%	2225	0%	2254	0%	2283	0%	2312	0%	2341	0%	2370	0%	2399	0%	2428	0%	2457	0%	2486	0%	2515	0%	2544	0%	2573	0%	2602	0%	2631	0%	2660	0%	2689	0%	2718	0%	2747	0%	2776	0%	2805	0%	2834	0%	2863	0%	2892	0%	2921	0%	2950	0%	2979	0%	3008	0%	3037	0%	3066	0%	3095	0%	3124	0%	3153	0%	3182	0%	3211	0%	3240	0%	3269	0%	3298	0%	3327	0%	3356	0%	3385	0%	3414	0%	3443	0%	3472	0%	3501	0%	3530	0%	3559	0%	3588	0%	3617	0%	3646	0%	3675	0%	3704	0%	3733	0%	3762	0%	3791	0%	3820	0%	3849	0%	3878	0%	3907	0%	3936	0%	3965	0%	3994	0%	4023	0%	4052	0%	4081	0%	4110	0%	4139	0%	4168	0%	4197	0%	4226	0%	4255	0%	4284	0%	4313	0%	4342	0%	4371	0%	4400	0%	4429	0%	4458	0%	4487	0%	4516	0%	4545	0%	4574	0%	4603	0%	4632	0%	4661	0%	4690	0%	4719	0%	4748	0%	4777	0%	4806	0%	4835	0%	4864	0%	4893	0%	4922	0%	4951	0%	4980	0%	5009	0%	5038	0%	5067	0%	5096	0%	5125	0%	5154	0%	5183	0%	5212	0%	5241	0%	5270	0%	5299	0%	5328	0%	5357	0%	5386	0%	5415	0%	5444	0%	5473	0%	5502	0%	5531	0%	5560	0%	5589	0%	5618	0%	5647	0%	5676	0%	5705	0%	5734	0%	5763	0%	5792	0%	5821	0%	5850	0%	5879	0%	5908	0%	5937	0%	5966	0%	5995	0%	6024	0%	6053	0%	6082	0%	6111	0%	6140	0%	6169	0%	6198	0%	6227	0%	6256	0%	6285	0%	6314	0%	6343	0%	6372	0%	6401	0%	6430	0%	6459	0%	6488	0%	6517	0%	6546	0%	6575	0%	6604	0%	6633	0%	6662	0%	6691	0%	6720	0%	6749	0%	6778	0%	6807	0%	6836	0%	6865	0%	6894	0%	6923	0%	6952	0%	6981	0%	7010	0%	7039	0%	7068	0%	7097	0%	7126	0%	7155	0%	7184	0%	7213	0%	7242	0%	7271	0%	7300	0%	7329	0%	7358	0%	7387	0%	7416	0%	7445	0%	7474	0%	7503	0%	7532	0%	7561	0%	7590	0%	7619	0%	7648	0%	7677	0%	7706	0%	7735	0%	7764	0%	7793	0%	7822	0%	7851	0%	7880	0%	7909	0%	7938	0%	7967	0%	7996	0%	8025	0%	8054	0%	8083	0%	8112	0%	8141	0%	8170	0%	8199	0%	8228	0%	8257	0%	8286	0%	8315	0%	8344	0%	8373	0%	8402	0%	8431	0%	8460	0%	8489	0%	8518	0%	8547	0%	8576	0%	8605	0%	8634	0%	8663	0%	8692	0%	8721	0%	8750	0%	8779	0%	8808	0%	8837	0%	8866	0%	8895	0%	8924	0%	8953	0%	8982	0%	9011	0%	9040	0%	9069	0%	9098	0%	9127	0%	9156	0%	9185	0%	9214	0%	9243	0%	9272	0%	9301	0%	9330	0%	9359	0%	9388	0%	9417	0%	9446	0%	9475	0%	9504	0%	9533	0%	9562	0%	9591	0%	9620	0%	9649	0%	9678	0%	9707	0%	9736	0%	9765	0%	9794	0%	9823	0%	9852	0%	9881	0%	9910	0%	9939	0%	9968	0%	9997	0%	10026	0%	10055	0%	10084	0%	10113	0%	10142	0%	10171	0%	10200	0%	10229	0%	10258	0%	10287	0%	10316	0%	10345	0%	10374	0%	10403	0%	10432	0%	10461	0%	10490	0%	10519	0%	10548	0%	10577	0%	10606	0%	10635	0%	10664	0%	10693	0%	10722	0%	10751	0%	10780	0%	10809	0%	10838	0%	10867	0%	10896	0%	10925	0%	10954	0%	10983	0%	11012	0%	11041	0%	11070	0%	11099	0%	11128	0%	11157	0%	11186	0%	11215	0%	11244	0%	11273	0%	11302	0%	11331	0%	11360	0%	11389	0%	11418	0%	11447	0%	11476	0%	11505	0%	11534	0%	11563	0%	11592	0%	11621	0%	11650	0%	11679	0%	11708	0%	11737	0%	11766	0%	11795	0%	11824	0%	11853	0%	11882	0%	11911	0%	11940	0%	11969	0%	11998	0%	12027	0%	12056	0%	12085	0%	12114	0%	12143	0%	12172	0%	12201	0%	12230	0%	12259	0%	12288	0%	12317	0%	12346	0%	12375	0%	12404	0%	12433	0%	12462	0%	12491	0%	12520	0%	12549	0%	12578	0%	12607	0%	12636	0%	12665	0%	12694	0%	12723	0%	12752	0%	12781	0%	12810	0%	12839	0%	12868	0%	12897	0%	12926	0%	12955	0%	12984	0%	13013	0%	13042	0%	13071	0%	13100	0%	13129	0%	13158	0%	13187	0%	13216	0%	13245	0%	13274	0%	13303	0%	13332	0%	13361	0%	13390	0%	13419	0%	13448	0%	13477	0%	13506	0%	13535	0%	13564	0%	13593	0%	13622	0%	13651	0%	13680	0%	13709	0%	13738	0%	13767	0%	13796	0%	13825	0%	13854	0%	13883	0%	13912	0%	13941	0%	13970	0%	14000	0%	14029	0%	14058	0%	14087	0%	14116	0%	14145	0%	14174	0%	14203	0%	14232	0%	14261	0%	14290	0%	14319	0%	14348	0%	14377	0%	14406	0%	14435	0%	14464	0%	14493	0%	14522	0%	14551	0%	14580	0%	14609	0%	14638	0%	14667	0%	14696	0%	14725	0%	14754	0%	14783	0%	14812	0%	14841	0%	14870	0%	14899	0%	14928	0%	14957	0%	14986	0%	15015	0%	15044	0%	15073	0%	15102	0%	15131	0%	15160	0%	15189	0%	15218	0%	15247	0%	15276	0%	15305	0%	15334	0%	15363	0%	15392	0%	15421	0%	15450	0%	15479	0%	15508	0%	15537	0%	15566	0%	15595	0%	15624	0%	15653	0%	15682	0%	15711	0%	15740	0%	15769	0%	15798	0%	15827	0%	15856	0%	15885	0%	15914	0%	15943	0%	15972	0%	16001	0%	16030	0%	16059	0%	16088	0%	16117	0%	16146	0%	16175	0%	16204	0%	16233	0%	16262	0%	16291	0%	16320	0%	16349	0%	16378	0%	16407	0%	16436	0%	16465	0%	16494	0%	16523	0%	16552	0%	16581	0%	16610	0%	16639	0%	16668	0%	16697	0%	16726	0%	16755	0%	16784	0%	16813	0%	16842	0%	16871	0%	16900	0%	16929	0%	16958	0%	16987	0%	17016	0%	17045	0%	17074	0%	17103	0%	17132	0%	17161	0%	17190	0%	17219	0%	17248	0%	17277	0%	17306	0%	17335	0%	17364	0%	17393	0%	17422	0%	17451	0%	17480	0%	17509	0%	17538	0%	17567	0%	17596	0%	17625	0%	17654	0%	17683	0%	17712	0%	17741	0%	17770	0%	17799	0%	17828	0%	17857	0%	17886	0%	17915	0%	17944	0%	17973	0%	18002	0%	18031	0%	18060	0%	18089	0%	18118	0%	18147	0%	18176	0%	18205	0%	18234	0%	18263	0%	18292	0%	18321	0%	18350	0%	18379	0%	18408	0%	18437	0%	18466	0%	18495	0%	18524	0%	18553	0%	18582	0%	18611	0%	18640	0%	18669	0%	18698	0%	18727	0%	18756	0%	18785	0%	18814	0%	18843	0%	18872	0%	18901	0%	18930	0%	18959	0%	18988	0%	19017	0%	19046	0%	19075	0%	19104	0%	19133	0%	19162	0%	19191	0%	19220	0%	19249	0%	19278	0%	19307	0%	19336	0%	19365	0%	1939

Appendix R: FSUS Compliance Reports

**FSUS Compliance Report
Fall 2012**

College	# FSUS First-Year Students* reported	# Reported Not in FSU Seminar Course	# Students Not Req'd **	Net # Not in FSUS	Never Enrolled in FSUS or Equiv	Dropped by Student	Other	% in FSUS
AH	264	3	3	0.				100%
AS	383	6	5	1			1	99.7%
BU	351	5	4	1		1		99.7%
ED	218	3	2	1		1		99.5%
TE	288	18	16	2		2		99.3%
UN	368	30	30	0				100%
Total	1872	65	60	5		4	1	99.7%

**Longitudinal FSUS Compliance Report
Fall Semesters 2007-2012**

College	2007	2008	2009	2010	2011	2012
AH	99.5%	98.8%	99.2%	100.0%	98.4%	100%
AS	99.5%	99.2%	99.5%	99.9%	100%	99.7%
BU	100%	99.4%	99.4%	99.0%	99.7%	99.7%
ED	100%	100%	100%	100%	99.0%	99.5%
TE	99.7%	98.7%	98.4%	98.0%	99.3%	99.3%
UN	100%	100%	100%	99.7%	99.4%	100%
Total	99.9%	99.4%	99.5%	99.5%	99.4%	99.7%

Appendix S: Instructor Training Agenda

FSUS Instructor Training Workshop AGENDA May 13, 2013 ASC

- 8:30 Welcome and Overview
Introductory Activity – Speed Syllabi
Expectations – Ground Rules
- 9:00 Teaching First-Year Seminars
- 9:15 FSUS 100 – Background , Course Mission, Goals & Objectives – Faculty / Coordinator Roles
- 10:00 Getting Started – The First Week of Class
- 10:15 Break
- 10:30 MAP-Works
- 11:00 Overview of Faculty Resources – Course Outline
- 11:30 Grading the Course
- 12:00 Lunch
- 1:00 Covering the Objectives
1. Campus Resources
 a. FLITE Tours - Academic Services - Campus Technology
2. Learning Styles
3. Wellness Issues
4. Time Management
5. Academics and Study Skills
- 2:30 Break
- 2:45 Covering the Objectives (con't)
6. Diversity Activities
7. Advising and Registration
8. Student Engagement
9. Academic Integrity & Classroom Etiquette
10. W.N. Ferris as educator, statesman and humanitarian
- 3:30 Additional Weeks – Additional Topics: Financial Literacy
- 3:45 Course Evaluations
- 4:00 Semester in Review Activity
- 4:20 Group Presentations & Wrap Up

Appendix T: Academic Program Review for the FSU Seminar Program

Program Review Panel:

1. Shelly VandePanne; Chair and Program Director
2. Laura Dix, Professor, College of Business
3. Daniel Wanink; Associate Professor, HEQT Dept. Chair, Engineering Technology
4. Mary Murnik; Professor, Arts & Sciences
5. Nick Campau; Interim Director of Student Conduct
6. Susan McNamara; R&SS Advisor
7. Neil Baumgartner; R&SS Advisor

Dean: William Potter, Associate Provost , Retention & Student Success

Proposed Budget:

Student* Wage (100 hours @ \$8.00 per hour) \$800

*Student assistance will be utilized to assist with developing web surveys, tabulating and distributing results, making telephone (reminder) calls to survey participants, and other miscellaneous tasks as needed throughout the ARP process.

Course Evaluation Plan – FSUS 100 – First Year Experience Seminar

Degrees Awarded: None

Purpose: To conduct a study of the FSUS 100, first year experience to determine whether the course is meeting our students' needs and if they are acquiring the skills or knowledge at the levels we expect. Results of the study will assist the University in making informed decisions about program improvement and resource allocations.

Data Collection:

Course evaluation surveys
Freshmen and junior focus groups
Faculty opinion surveys
Advisory committee recommendations
Institutional research and testing data

Schedule of Events:

Activity	Leader	Target Completion Date
Course evaluation surveys	Shelly VandePanne	January 2013; Abbreviated Report May, 2013
Student focus groups		May, 2012
Faculty Opinion Surveys		Dec 7, 2012
Advisory Committee Recommendations	Shelly VandePanne	Dec 7, 2012
Institutional Research and Testing data	Shelly VandePanne	Dec 7, 2012; April 26, 2013

Appendix U: TracDat Reports

Assessment Impact by Unit Objectives

Ferris State University

Retention and Student Success - FSUS Program

Retention and Student Success - FSUS Program

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

Advisory Board/Committee More than twice per year

Meetings:

Next FSU Academic 2013-2014

Program Review:

Accreditor Body: N/A

College: UNIV

Outcome: Intro to College/Major

To provide an introduction to the degree program and home college in which each student is enrolled through the courses that count for this requirement.

Outcome Type: Other

Outcome Status: Active

Means of Assessment

Assessment Method	Criterion for Success	Assessment Schedule	Active
FSUS Compliance Report Assessment Method Category: Data Analysis	98% of students enrolled in an FSU Seminar course will be in a section designated for their college and major (where appropriate)	Second week of Fall and Spring semesters	Yes

Results

Result	Action	Follow-Up	Action
05/10/2012 - 1896 students were identified as being first-semester students required to take an FSUS course in fall 2011 (See FSUS Compliance Report, Fall 2011). 99.4% of those students enrolled in a seminar designated for their college and/or program. Those who were not enrolled in program-specific sections were in others due to time constraints (i.e. athletic schedules) Classification: Criterion Met			1 - No Action Required
03/05/2010 - 1744 students were identified as being first-semester students required to take an FSUS course in fall 2009 (See FSUS Compliance Report, Fall 2009). 98.4% of those students enrolled in a seminar designated for their college and/or program. Two-thirds (n=18) of those students not enrolled in the section for their degree program were enrolled in other sections to accommodate student schedules or for purposes of enrollment management. One-third (n=10) were not enrolled in any first-year seminar. (See attached report) Classification: Criterion Met			1 - No Action Required

Outcome: Student Transition

To provide an extended orientation transition to college course for all new first-time freshmen at Ferris State University during their first semester of enrollment.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
FSUS Compliance Report Assessment Method Category: Data Analysis	98% compliance for fall; 95% compliance for spring	Second week of Fall and Spring semesters (note: preliminary compliance reports will be run one week prior to, and during the first week of the semester to identify students who should be in a seminar course and communicate that information with the appropriate college(s).	Yes
FYI Survey Assessment Method Category: Survey - Students	85% of students will indicate that FSUS course improved their knowledge and/or skills in all areas of the FYI survey that pertain to the FSUS seminar course.	Fall 2008, end of semester (week 14)	Yes
FSUS Course (Program) Evaluation Assessment Method Category: Survey - Students	85% of students will report that FSUS course improved their knowledge and/or skills in all ten objective areas of the survey.	End of semester (week 14)	Yes

Results			
Result	Action	Follow-Up	Action
05/10/2012 - FSUS Compliance rates for the 2011-2012 academic year were very good with a 99.4% compliance rate for the fall and a 95% compliance rate for the spring semester. Classification: Criterion Met			1 - No Action Required
03/05/2010 - FSUS Compliance rates for the 2009-2010 academic year were very good with a 99.5% compliance rate for the fall and a 94% compliance rate for the spring semester. Classification: Criterion Met			1 - No Action Required
Data Analysis - 05/29/2009 - FSUS Compliance rates for the 2008-2009 academic year were very good with a 99% compliance rate for the fall and a 94% compliance rate for the spring semester. Classification: Criterion Met			1 - No Action Required

Outcome: Retention

To improve retention to Ferris from the first to second semesters and from the first to second years by one percent per year.

Outcome Type: Other

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Annual University Retention Report distributed by IR&T Assessment Method Category: Data Analysis	1% increase in FTIAC retention when compared to previous academic year	Annually, mid-September	Yes

Results			
Result	Action	Follow-Up	Action
05/10/2012 - Fall to Spring FTIAC retention was as follows: 08F-09Sp 88% 09F-10Sp 87% 10F-11Sp 89% 11F-12Sp 88%	05/10/2012 - Review areas where retention is falling short of the desired goal. Work with FSUS instructors in those areas to encourage the development/implementation of new retention initiatives (ex. MapWorks)		2 - Pending Action
Fall to Fall FTIAC Retention: 08F-09F 68% 09F-10F 69% 10F-11F 69%			
Classification: Criterion Not Met			
03/05/2010 - 09F-10Sp retention went down 1% in comparison to 08F-09Sp			1 - No Action Required
Retention probably would have been higher but two colleges who do not normally process academic dismissals at the end of fall semester did so fall 2009. Current state and national economic factors could have also adversely affected retention.			
Classification: Criterion Not Met			

Outcome: Course Objectives

Every FSU Seminar will address all ten course objectives

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of course syllabi for each instructor Assessment Method Category: Z - Other - specify	100% of course syllabi will include each of the course objectives in their course syllabus classes and indicate how the objectives will be addressed	Beginning of each semester (by the end of the first week of classes)	Yes
FSUS Course (Program) Evaluation Assessment Method Category: Survey - Students	85% of students will report that FSUS course improved their knowledge and/or skills in all ten objective areas of the survey.	End of semester (week 14)	Yes

Results			
Result	Action	Follow-Up	Action
04/16/2012 - All FSU Seminar instructors include the ten objectives in their syllabus. All sections of FSUS and embedded courses are evaluated at the end of the semester. Results from these evaluations indicate that all objectives are being covered in all courses and are viewed as being helpful to students.			1 - No Action Required
Classification: Criterion Met			

Assessment Plan
 Ferris State University
 Retention and Student Success - FSUS Program

Retention and Student Success - FSUS Program

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

Advisory Board/Committee Meetings: More than twice per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: N/A
College: UNIV

Outcome: Intro to College/Major

To provide an introduction to the degree program and home college in which each student is enrolled through the courses that count for this requirement.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
FSUS Compliance Report Assessment Method Category: Data Analysis	98% of students enrolled in an FSU Seminar course will be in a section designated for their college and major (where appropriate)	Second week of Fall and Spring semesters	Yes

Outcome: Student Transition

To provide an extended orientation transition to college course for all new first-time freshmen at Ferris State University during their first semester of enrollment.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
FSUS Compliance Report Assessment Method Category: Data Analysis	98% compliance for fall; 95% compliance for spring	Second week of Fall and Spring semesters (note: preliminary compliance reports will be run one week prior to, and during the first week of the semester to identify students who should be in a seminar course and communicate that information with the appropriate college(s).	Yes
FYI Survey Assessment Method Category: Survey - Students	85% of students will indicate that FSUS course improved their knowledge and/or skills in all areas of the FYI survey that pertain to the FSUS seminar course.	Fall 2008, end of semester (week 14)	Yes

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
FSUS Course (Program) Evaluation Assessment Method Category: Survey - Students	85% of students will report that FSUS course improved their knowledge and/or skills in all ten objective areas of the survey.	End of semester (week 14)	Yes

Outcome: Retention

To improve retention to Ferris from the first to second semesters and from the first to second years by one percent per year.

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Annual University Retention Report distributed by IR&T Assessment Method Category: Data Analysis	1% increase in FTIAC retention when compared to previous academic year	Annually, mid-September	Yes

Outcome: Course Objectives

Every FSU Seminar will address all ten course objectives

Outcome Type: Other
Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion for Success	Assessment Schedule	Active
Review of course syllabi for each instructor Assessment Method Category: Z - Other - specify	100% of course syllabi will include each of the course objectives in their course syllabus and indicate how the objectives will be addressed	Beginning of each semester (by the end of the first week of classes)	Yes
FSUS Course (Program) Evaluation Assessment Method Category: Survey - Students	85% of students will report that FSUS course improved their knowledge and/or skills in all ten objective areas of the survey.	End of semester (week 14)	Yes

**Unit Assessment Report - Four Column

Ferris State University Retention and Student Success - FSUS Program

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

Advisory Board/Committee Meetings: More than twice per year

Next FSU Academic Program Review: 2013-2014

Accreditor Body: N/A
College: UNIV

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Retention and Student Success - FSUS Program - Intro to College/Major - To provide an introduction to the degree program and home college in which each student is enrolled through the courses that count for this requirement.</p> <p>Outcome Types: Other</p>	<p>Assessment Method: FSUS Compliance Report</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 98% of students enrolled in an FSU Seminar course will be in a section designated for their college and major (where appropriate)</p>		
<p>Outcome Status: Active</p>		<p>05/10/2012 - 1896 students were identified as being first-semester students required to take an FSUS course in fall 2011 (See FSUS Compliance Report, Fall 2011). 99.4% of those students enrolled in a seminar designated for their college and/or program. Those who were not enrolled in program-specific sections were in others due to time constraints (i.e. athletic schedules)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	<p>03/05/2010 - 1744 students were identified as being first-semester students required to take an FSUS course in fall 2009 (See FSUS Compliance Report, Fall 2009). 98.4% of those students enrolled in a seminar designated for their college and/or program.</p>

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Two-thirds (n=18) of those students not enrolled in the section for their degree program were enrolled in other sections to accommodate student schedules or for purposes of enrollment management. One-third (n=10) were not enrolled in any first-year seminar. (See attached report)</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Retention and Student Success - FSUS Program - Student Transition - To provide an extended orientation transition to college course for all new first-time freshmen at Ferris State University during their first semester of enrollment.</p> <p>Outcome Types: Other</p>	<p>Assessment Method: FSUS Compliance Report</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 98% compliance for fall; 95% compliance for spring</p>	<p>05/29/2009 - FSUS Compliance rates for the 2008 -2009 academic year were very good with a 99% compliance rate for the fall and a 94% compliance rate for the spring semester.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Outcome Status: Active</p>	<p>Assessment Method: FYI Survey</p> <p>Assessment Method Category: Survey - Students</p> <p>Criterion for Success: 85% of students will indicate that FSUS course improved their knowledge and/or skills in all areas of the FYI survey that pertain to the FSUS seminar course.</p> <p>Assessment Method: FSUS Course (Program) Evaluation</p> <p>Assessment Method Category: Survey - Students</p> <p>Criterion for Success: 85% of students will report that FSUS course improved their knowledge and/or skills in all ten objective areas of the survey.</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>05/10/2012 - FSUS Compliance rates for the 2011-2012 academic year were very good with a 99.4% compliance rate for the fall and a 95% compliance rate for the spring semester.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p> <hr/> <p>03/05/2010 - FSUS Compliance rates for the 2009-2010 academic year were very good with a 99.5% compliance rate for the fall and a 94% compliance rate for the spring semester.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Retention and Student Success - FSUS Program - Retention - To improve retention to Ferris from the first to second semesters and from the first to second years by one percent per year.</p> <p>Outcome Types: Other</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Annual University Retention Report distributed by IR&T</p> <p>Assessment Method Category: Data Analysis</p> <p>Criterion for Success: 1% increase in FTIAC retention when compared to previous academic year</p>		
		<p>05/10/2012 - Fall to Spring FTIAC retention was as follows: 08F-09Sp 88% 09F-10Sp 87% 10F-11Sp 89% 11F-12Sp 88%</p> <p>Fall to Fall FTIAC Retention: 08F-09F 68% 09F-10F 69% 10F-11F 69%</p> <p>Classification:</p>	<p>05/10/2012 - Review areas where retention is falling short of the desired goal. Work with FSUS instructors in those areas to encourage the development/implementation of new retention initiatives (ex. MapWorks)</p>

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>Criterion Not Met Action: 2 - Pending Action</p> <p>03/05/2010 - 09F-10Sp retention went down 1% in comparison to 08F-09Sp</p> <p>Retention probably would have been higher but two colleges who do not normally process academic dismissals at the end of fall semester did so fall 2009. Current state and national economic factors could have also adversely affected retention.</p> <p>Classification: Criterion Not Met Action: 1 - No Action Required</p>	
<p>Retention and Student Success - FSUS Program - Course Objectives - Every FSU Seminar will address all ten course objectives</p> <p>Outcome Types: Other</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Review of course syllabi for each instructor</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: 100% of course syllabi will include each of the course objectives in their course syllabus and indicate how the objectives will be addressed</p> <p>Assessment Method: FSUS Course (Program) Evaluation</p> <p>Assessment Method Category: Survey - Students</p> <p>Criterion for Success: 85% of students will report that FSUS course improved their knowledge and/or skills in all ten objective areas of the survey.</p>	<p>04/16/2012 - All FSU Seminar instructors include the ten objectives in their syllabus. All sections of FSUS and embedded courses are evaluated at the end of the semester. Results from these</p>	

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
		<p>evaluations indicate that all objectives are being covered in all courses and are viewed as being helpful to students.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	

