

Academic Senate
Agenda for the Meeting of
Tuesday, April 1, 2014
IRC 120
10:00 - 11:50 am

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. March 4, 2014 minutes
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – David Marion
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Sandy Alspach
 - B. Student Government – Andrew Kalinowski
 - C. General Education – Fred Heck
 - D. Senate Elections – Charles Bacon
6. Old Business
 - A. 3 Credit Limit in Certificate Overlap with Major/Minor Motion
7. New Business
 - A. New Minor – ISI Minor – Sandy Alspach
 - B. Academic Program Review Manual Update – Matt Wagenheim
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Fritz Erickson
 - C. Senate President – Khagendra Thapa
9. Open Forum
10. Adjournment

**Minutes
Ferris State University
Academic Senate Meeting
IRC 120
March 4, 2014**

Members in Attendance: Abbasabadi, Alspach, Bacon, Baker, Barnes, Berghoef, Boncher, Brandly, Bajor, Cook, Dakkuri, Daubert, Drake, Fox, Griffin, Hanna, Harlan, Ing, Isler, Jenerou, Klatt, Marion, Nagel, Peircey, Richmond, Rumpf, Schmidt, Thapa, Todd, Tower, Wancour

Members absent with cause: Yowitz

Members absent: Amey, Dinardo, Groves, Jiao, Nazar, Potter

Ex Officio and Guests: Adeyanju, Damari, Eisler, Erickson, Garrison, Heck, Kurtz, Kalinowski, Dawson, Reifert, Hill, Zimmerman, Regis, Coon, Leone, Wagenheim

1.	President Khagendra Thapa opened the meeting at 10:06 a.m.
2.	Approval of Minutes. Senator Ing moved to approve the January 14, 2014 minutes Senator Alspach seconded. Motion passed.
3.	Open Forum A. Senator Peircey said that his students would be presenting their posters in the IRC connector on March 6 and encouraged faculty to stop by and ask questions.
4.	Officer Reports A. President Thapa congratulated Matt Wagenheim on his reappointment as Academic Program Review chair and Kemi Fedayomi on her appointment as University Curriculum Committee chair. He also told senators that invitations would be coming to Senators, committee members and administrators and Board of Trustees members for April 3 from 5-7 p.m. This was to encourage social interaction among the senators and other faculty. B. Vice-President Marion had no report. C. Secretary Isler had no report.
5.	Committee Reports. A. Senator Cook expressed concerns with receiving extensive proposals (50+ pages) and the ability to respond within 10 days. Chair Alspach said that in the case of some proposals this may be a struggle to do. Senator Cook asked if the 10 day response only applies to Form B. Chair Alspach said no, it also applied to Form C. Senator Ing added that the 10 day response rule also created issues for the Graduate and Professional Council when they meet monthly. Chair Alspach said this was part of the UCC manual. Senator Cook asked if it could be changed to 30 days. Senator Alspach said yes as part of a Senate vote, which could occur during new business. B. Student Government President Andrew Kalinowski encouraged Senators to form a team for the Big Event on April 12 th . Upcoming events also include the WILL conference on March 5 th and a State of the University event on April 2 nd from 7-8 p.m. He also said that the Student Government voted at its last meeting to reinstate legal services. C. General Education Task Force Chair Fed Heck congratulated Cliff Franklund on his appointment as the new General Education Coordinator. Senator Griffin thanked Professor Heck for his long service on the multi-year task form. D. Senate Elections Report. Charles Bacon gave the Senate Elections report. Nominations are due on March 7 th . He encouraged Senators to have others apply. Administrative Assistant Hadley said she currently had 3 nomination forms.
6A	Sports Communication Major Senator Alspach moved to approve this new major. Senator Nagel seconded. Senator Schmidt asked for clarification on the relationship with the marketing program. Senator Alspach (program initiator) explained that business list concentrations from outside the program as a minor and so it allows for the concentrations in a marketing and advertising. Senator Hanna asked if this program would be effected by the proposal on the agenda for later in the meeting and Senator Alspach said that no, these are concentrations and not certificate programs. Motion passed.

6B.	<p>Bachelor of Science in Public Health</p> <p>Senator Alspach moved to approve the major. Senator Griffin seconded. Senator Hanna asked what connections this program and courses and classes have with the Environmental Health program closed a few years ago. Associate Dean Julie Coon stated that all of those courses were deleted out of the catalog and all of these courses are new. Dean Adenyanju said he was not aware of any overlap. Senator Bacon said in a cursory search on the internet many program seem to have a more rigorous science component including things like organic chemistry and calculus. Dean Adenyanju said that these types of programs fall into a variety of different names (community, health, and wellness) and he believes it meets the standards needed. Senator Wancour commented that the college curriculum committee questioned whether or not the requirements were too rigorous. Senator Bacon expressed concerns. Senator Cook asked if faculty have been identified to teach the 12 new classes. Associate Dean Coon said that they have and searches are underway. Senator Rumpf asked if the program met outside standards. Dean Adenyanju said they meet the CEPH (Council on Education for Public Health) accreditation standards. They have only recently begun offering accreditation to bachelor programs. Senator Schmidt noted this helps to clarify the quality of the program. Associate Dean Coon said this would provide additional options for students. 21 Motion passed. One voted nay and one abstention.</p>
6C.	<p>Lean Healthcare Minor.</p> <p>Senator Alspach moved to approve the program. Senator Griffin seconded. Senator Cook asked Department Head Greg Zimmerman about the HCSA 425 case study class and the fact that there are no prerequisites such as Management 422. She noted that business students do not always have the ability to handle case studies. Mr. Zimmerman noted that they are considering a prerequisite which will not be either a business or HCSA class but rather a stand-alone class. The motion passed.</p>
6D	<p>Withdrawal from Class in 14th week instead of 9th week.</p> <p>Moved by Senator Wancour to change the withdrawal date from the 9th week to the 14th week. Senator Dakkuri seconded. Senator Wancour said the goal of this was to improve student success. Senator Drake stated that withdrawn students are already allowed to continue to attend class. Senator Todd noted that the SAIs being issued in the 14th week could be skewed by students who stay in to fill out the forms. Senator Schmidt said when this issue was brought before his committee before, it was noted that the date could not be moved earlier (because of money refund issues) but according to the rules could be moved later. Senator Dakkuri said students who want to withdraw aren't the type to want to stay in class. Senator Wancour said this motion was aimed at the more serious student. Provost Erickson noted that he suggested this idea based on his conversations with students who feel once they withdraw, should not attend. And staying would increase the odds of success when they retake the class. Senator Ing said she was not always even aware when a student withdraws from class. Senator Nagel says that he has some concerns with how this may effect group work but sees the benefit to student. Senator Brandly said often the 9th week deadline forces students to wake up and take the class seriously but a 14th week deadline might not do that soon enough. Senator Harlan said that students already have a midterm grade option which should allow students to know if they will succeed. Senator Marion asked if there was data to whether this would help or just allow students to linger longer. Student Government President Kalinoswski said that he felt this option would serve the students well in completing courses. Senator Hanna said his students drop 50% because of poor performance and 50% because of unknown performance. In project based classes this might help them to continue. Senator Rumpf asked about the withdrawal process. Provost Erickson said it may issue a financial aid issue. Senator Berghoef and Senator Nagel spoke in support of motion as a way to help students. Senator Peirce said he felt course assessment issues should be handled but the idea of supporting students was good. Motion passed- 17 votes in favor, 11 nays and 2 abstentions.</p>
6E.	<p>Motion to limit 3 credits in a Certificate Overlapping with Major/Minor.</p> <p>Moved by Senator Wancour. Seconded by Senator Dakkuri. Senator Hanna said he supports the idea but is concerned that there are not equivalent requirements for bachelors degrees. Senator Marion pointed out that there may be more than 9 credits in a certificate (and would create difficulties without using percentages). Senator Nagel pointed out that certificates are primarily designed to be stand-alone programs for non-degree students. Senator Schmidt expressed concerns this proposal was only received yesterday and did not give a chance to consult with colleagues in his college who this may effect. Senator Dakkuri noted the data on certificates was provided at one point by the University Curriculum Committee. Senator Alspach said the UCC does have that data and could provide it. Senator Drake noted the difference between a program and a major. Senator Wancour said this was a last minute issue for the Academic Standards and Policy Committee and brought up to them</p>

	because of the wide disparity in certificate programs. Senator Schmidt moved to table. Senator Cook seconded. Motion to table passed.
6F.	<p>Motion to change the Time of a Form B response to 30 days.</p> <p>Senator Cook moved to extend the response time of Form B to 30 days. Senator Ing seconded. Senator Nagel asked for a rationale behind the motion. Senator Cook said that this spring large proposals (50+ pages) have been arriving together with other proposals and there is not time to review them completely. Senator Marion asked if this would just be stalling what is already a very slow process. Senator Alspach said that could be a problem and that to change the time would require changing the UCC manual. Senator Peircey asked if there was a way to add on the form a spot to check off as a response that the form be recipient needed more time. Senator Alspach said it would make more sense to change the line to read that no-response within 30 days was read as acceptance by the UCC. Senator Cook and Ing accepted this as a friendly amendment to the original motion. Senator Baker asked if this referred to business days. Senator Alspach said yes and there was a second friendly amendment accepted to alter the time to 20 business days. Senator Rumpf asked when this would take effect. Senator Alspach said not for this year. Senator Wancour asked how much of an issue stalled proposals are. Senator Alspach said some proposals have been halted for non-response to Form B's. Motion passed with 6 abstentions.</p>
7..	<p>Announcements</p> <p>A. President Eisler said this was one of the more positive environments for higher education in the state legislature and the governor's office. He had testified last week and noted there might be some tuition restraint language. The budget should be finished in the spring. He continues to advocate for reforms to the MSPERS program which costs 9 million per year. He would like to see capped contributions. Senator Dakkuri asked if parents and students have been consulted. President Eisler said they take the responsibility of tuition very seriously. Senator Tower asked about ramifications of the cap. President Eisler said this does not mean reductions in benefits, as the state picks up the cost. He also discussed Legislative Luncheon Day March 18 and encouraged free faculty to attend.</p> <p>B. Provost Erickson said the strategic plan will be drafted by March 6th and presented to SPARC on March 18th. They will then move into implementation stage. He continues to work with the academic leadership model and had a retreat in February of all department heads and chairs and deans. He noted Cliff Frankland has become the new General Education Coordinator. Senator Piercey asked about ideas for faculty initiatives. Provost Erickson said not every department should be doing all initiatives.</p> <p>C. President Thapa reminded deans and department heads not to schedule classes during the senate meeting</p>
8.	<p>Open Forum</p> <p>A. Senator Cook noted the Monday after Spring Break was St. Patrick's Day.</p> <p>B. Senatotr Dakkuri requested that the process for withdrawal be reviewed as the instructors should be receiving better notification.</p> <p>C. Senator Wancour noted that 10 Dental Hygiene students would be spending Spring Break on a mission trip to Guyana.</p>
9.	Senator Marion moved to close the meeting at 11:40 a.m. Senator Brandly seconded. Motion passed.

Respectfully submitted,
Melinda Isler
Secretary

To: FSU Academic Senate
From: Matt Wagenheim, Chair, Academic Program Review Council
Subject: APR Manual Updates
Date: March 25, 2014

The Academic Program Review Council met on Monday, March 17, to finish their review of the current manual. Attached is the latest revision of that document.

Most of the changes revolved around clarifying language (removing redundancy, confusing language, etc.), a renewed emphasis that the reason behind program review is continuous program improvement, requests for information regarding the importance of program-level student learning outcomes, clarity regarding the roles and responsibilities of administrators with direct program oversight, the request that programs use only official enrollment and other numbers from Institutional Research and Testing, and the importance of hearing outside voices (in writing) by asking for input from the Dean, a person with special interest in the program, someone from outside the college, and those with direct administrative oversight.

Finally, the Guide has made extensive use of hyperlinks (both within the document and for sources of information outside the document) and gives programs the option to hyperlink to information themselves (vitae's, syllabi, etc.) in place of replicating all the information directly in their submission.

MW

Academic Program Review: A Guide for Participants

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/progreviewcouncil/>

The Academic Program Review Council is a standing committee of Academic Affairs/Academic Senate

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Welcome

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Career oriented education is at the core of the mission of Ferris State University. The instruction that meets this goal occurs primarily at the program level. An effective academic program review process is essential for the health of the University's degree programs. The academic program review process strives to ensure the quality and academic integrity of all programs through continuous program improvement. At its most basic, the program review process is simply a review of the good works, processes, procedures, and measured learning outcome results that programs develop as they strive for continuous improvement.

Academic program review has been present at Ferris State University since 1988. It fulfills one of the criteria that the University must meet for regional accreditation by the Higher Learning Commission (HLC) of the North Central Association (NCA). According to the *Handbook of Accreditation*, Core Component 4a.1 of Criterion Four (Teaching and Learning: Evaluation and Improvement) is as follows: "The institution demonstrates responsibility for the quality of its educational programs. (And) maintains a practice of regular program reviews." As part of a larger institutional system that collects, disseminates, and evaluates institutional information, an effective academic program review process thus provides evidence that the University meets the criterion. Academic program review processes across the United States are administered by both administration and faculty. At Ferris State University program review is a faculty-led process conducted with administrative input and support. The Academic Program Review Council is comprised of representatives from all colleges and other support services. Through its recommendations, the council serves the Academic Senate, Provost's office, and the President.

Goals of Academic Program Review

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Mission Statement of Ferris State University

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.

<http://www.ferris.edu/htmls/ferrisfaq/mission.htm>

It is at the program level at which the mission of Ferris State University to "...prepare students for successful careers, responsible citizenship, and lifelong learning" is truly accomplished. As a consequence, programs must respond to advances in knowledge and changes in the workplace and technology if the University is to maintain its vitality. The academic program review process provides an opportunity for program faculty and administration to evaluate the goals and effectiveness of a program and make appropriate changes that will lead to improvement in the quality of instruction, improved career and life preparation for students, and effective and efficient use of University resources. The program review process is designed to be both

reflective and progressive. It is important to understand where a program has been, where it is, where it strives to be in the future, and what the plans are for accomplishing identified goals.

The goals of academic program review include:

1. Assist programs in identification, evaluation and assessment of their mission and goals and the development of short and long-term strategic plans.
2. Assist programs in determination of their relationship to the Mission of the University, College, and department.
3. Assist programs in evaluation of their effectiveness in preparing students for successful careers, responsible citizenship, and lifelong learning.
4. Assist programs in assessing the quality of instruction, instructional methodology, student learning, and the strengths and challenges in their curriculum.
5. Assist programs in identification of existing resources and determination of the resources needed to carry out identified mission and goals.
6. Assist programs in the development, implementation, and evaluation of clearly defined and measurable student learning outcomes at the program level.
7. Contribute to the effort of the University to build a culture of academic quality and excellence, including the goals of good citizenship and understanding of diversity.
8. Assist the University in evaluation of the viability, value, quality, effectiveness and efficient use of resources for the academic programs at Ferris State University.
9. Provide direction and priorities for the University that can be used for needs assessment, resource allocation, and planning.
10. Provide structure, a plan of action, and information for continuous program improvement.

Academic Program Review Council

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Members of the Academic Program Review Council (APRC) are appointed for one, two, or three-year renewable terms by the Executive Committee of the Academic Senate. The Council shall include the following:

Eleven faculty members, preferably tenured:

- one from each college,
- one FLITE librarian, and
- two at large.

No more than two members from any one college should serve on the council at any one time.

The APRC Chair is appointed by the Executive Committee of the Academic Senate for a three year term. [Contact Information](#)

The APRC normally operates as a committee of the whole. To facilitate timely and effective review, however, the APRC can (at its discretion) divide itself into subcommittees. Though some

reviewing work may be split among subcommittees, decisions made by the subcommittees will be ratified by the APRC as a whole.

Report Guiding Principles

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Any complex organization such as a university is composed of a number of constituencies with different responsibilities and perspectives. Three major constituencies in any university are the students, the faculty, and the administration. The primary responsibility of students is to obtain an education. The faculty facilitates instruction and guides the learning of those students. The administration is responsible for the management of the university and for providing an environment and the resources necessary for the faculty to carry out their responsibilities to students. Clear and continuing communication among these constituencies is essential for optimal function of the university and for an effective academic program review process.

At Ferris State University academic program review is a collaborative process that is largely faculty driven. However, input from program administration at all levels is critical for a complete accounting of the state of a program. The process described in this document requires the formation of a program review panel (composed predominantly of faculty, with administrative representation) which is charged with collecting data concerning the program, evaluation of that data, and making recommendations with regard to future direction of the program based on its findings. The Program Review Panel (PRP) report is submitted to the Academic Program Review Council (APRC) which is a standing committee of the Academic Senate composed of faculty representing all academic units. The APRC evaluates the report and meets with the PRP for a discussion of the report. The APRC then makes recommendations to the Academic Senate which is composed of faculty representing all academic divisions of the University. The recommendations of the Academic Senate are submitted to the Provost. Based on the recommendations of the Academic Senate, the PRP report, the APRC recommendations, and any other documentation, the Provost makes recommendations to the University President concerning each Program. The University President may accept the recommendation of the VPAA or disagree with them.

The central role the faculty in the academic program review process does not diminish the importance of input from or supplant the responsibilities of other constituencies in the University. During the process of preparing their report, members of the PRP solicit input from other stakeholders, including current students, alumni, employers of graduates, advisory committee members, faculty members who teach in the program, the Department Head/Chair, and the Dean. Additionally, the Department Head/Chair and the Dean are involved with the development and writing of the report throughout the process and are encouraged to present their views regarding program quality by meeting with the APRC.

Implementation of the recommendations made by the Provost and approved by the President with respect to curricular matters is the responsibility of the faculty in the program, the Department Head/Chair, and Dean of the College. Allocation of fiscal and human resources necessary to implement the recommendations is at the discretion of the administration.

The following guiding principles should be used in conducting program reviews. These guidelines should help (1) reduce the amount of documentation required in the program review process and (2) focus the review on program goals and student learning outcomes, how well the program has done to date in meeting those goals and outcomes, and the future actions needed for continued program quality improvement.

The principles that should guide report development:

1. The report will be goal-oriented. Specific goals should be stated for the program and the attainment of those goals should be the focus of the program review report. The goals should reflect the University's mission and the departmental, college and divisional strategic plans.
2. The report will look at the program as a whole. The focus will be on the program, not on individual courses.
3. The focus of the report will be both descriptive and assessment-oriented. **The report will evaluate progress toward overall program goals rather than merely document the status of the program.** It will analyze available data, both quantitative and qualitative, that has been provided to or generated to assess the program's progress in meeting its goals and established program-level student learning outcomes.
4. Recommendations will be expressed in terms of action. Recommendations for action will indicate who will do what specific tasks, and when.
5. The Program Review process will be continuous.

Style Guide Suggestions

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The academic program review process is fully electronic. Programs undergoing the review process are to submit a report using the following guidelines:

- It is recommended that reports follow the outline explained in this document. [Recommended Outline](#)
- Reports are to be submitted via email in PDF format to the APRC chair. Hard copies are not required, and will not be accepted.
- Report pages should be numbered consecutively. The first page of the report (title page or not) should be numbered 1. (As part of the review process, Council members review reports using an electronic reader. The process of reviewing the reports necessitates that page numbers in the report correspond with the page displayed on the device.)
- Hyperlinks within reports are acceptable. *Note – it is imperative that if hyperlinks are used, the information that is desired is the first piece of information displayed after clicking the hyperlink. Council members are charged with reviewing a large number of reports each cycle and cannot devote additional time searching for linked information.

- All numerical information is to be presented in table format - including raw numbers and percentages. All data presented must be interpreted in relation to program status and/or potential program impact (both positive and negative). [Example](#)

How does it all Work?

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Who has to submit a report?

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Degree programs, minors, certificates and pre-programs, and other non-degree curricular entities (hereafter referred to as ‘programs’) must submit a program review report on a regularly scheduled basis. Programs are required to submit a self-study no later than the second week in August of the year they are scheduled to undergo review; questions based on the submitted self-study will be generated; and representatives of the program will meet face-to-face with members of the program review council. The council will make a recommendation to the Academic Senate as outlined in this guide. Programs that are accredited by an outside body may submit the same self-study produced to satisfy accreditation in place of the report outlined in this guide (the process of program review for accredited programs remains otherwise the same. Accredited programs should consult the APRC chair to ensure that the self-study produced for accreditation follows the minimum level of rigor outlined in this guide.)

Programs that do not operate under outside accreditation are required to produce a self-study report. It is recommended that the guidelines outlined herein be used as a template for producing the self-study, but programs are free to use a format that best satisfies program goals related to continuous improvement.

Process Timeline

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Timeline at a Glance

1. Program representatives attend an orientation meeting held by the APRC chair in August one year before the final program report is due (program representatives will be notified about the date and time for the orientation meeting by the APRC chair by the beginning of July).
2. For accredited programs, notice must be sent to the APRC chair no later than November 1 following the August orientation outlining the intention to use an accreditation self-study report in place of a Program Review Report (PRP). *Note – it is required that the accreditation report submitted in place of the PRP report described in this guide be of the same minimum level of rigor outlined herein.*

Accredited programs can skip to step nine below. All other programs proceed to step three.

3. Following the requirements outlined in this guide, programs elect a PRP chair and empanel a PRP committee. [Creating the Program Review Panel](#)
4. The PRP committee creates a PRP summary outlining panel membership, assignment of tasks, timeline for task completion, and requested budget. [Preparing the PRP Summary](#), [Preparing the Budget](#), [Example PRP Summary](#), [Example PRP Budget Request](#).
5. The PRP chair submits the PRP summary and budget request to the APRC chair no later than November 1 following the August orientation meeting.
6. The APRC chair approves the PRP summary and the administrative liaison to the APRC from the Provost's office approves the requested budget.
7. The APRC chair will notify programs no later than November 15 following the August orientation meeting regarding PRP summary and budget approval.
8. Once approval to proceed has been communicated from the APRC chair to the PRP chair, the PRP committee gathers and analyzes the information necessary to complete the recommended sections outlined in this guide.
9. Final reports are due to the APRC chair no later than August 15 of the year the program is scheduled to undergo review (programs are encouraged to submit a preliminary draft for feedback from the APRC chair no later than June 30 prior to the August deadline).
10. The APRC council will begin reviewing PRP reports the second week in September.
11. Between the second week in September and the beginning of November, PRP chairs will be asked to answer questions from APRC council members generated as a result of the review of a specific PRP report.
12. Between the second week in September and the beginning of November, representatives of the program under review (including faculty, staff, administrators, students, and any others who can provide insight into the program) will be invited to meet with the APRC council in a face-to-face question and answer session.
13. In mid-November the APRC chair will contact individual PRP chairs announcing the council recommendation generated for the program.
14. In mid-November the APRC chair will present all program recommendations generated for that cycle to the Academic Senate during a special meeting attended by APRC council members, members of the Academic Senate, and the Provost.
15. Following approval of the APRC recommendations by the Academic Senate, recommendations are forwarded to the Provost and the President. [APRC Webpage](#)
16. Approximately mid-October of the year following program review, a detailed accounting of administrative response to individual program recommendations are available from the APRC chair. [Provost's Office](#)

[Timeline at a Glance](#)

Creating the Program Review Panel (PRP)

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Each summer the APRC Chair notifies the programs which are scheduled to begin the review that academic year. Faculty members, the Department Head/Chair, and the Dean for the programs under review will be invited to attend a program review orientation facilitated by the APRC Chair. This meeting is typically held during the week prior to the beginning of fall classes.

Each program (or cluster of programs) which is scheduled for review must form a Program Review Panel (PRP). The Department Head/Chair will convene a meeting with the faculty to provide input on membership selection for the Program Review Panel (PRP). It is recommended that the Department Head/Chair be a fully contributing member of the PRP as administrative input into a program's review is invaluable.

The panel shall consist of the following:

1. A faculty member - preferably tenured and from the program - to chair the PRP. The Chair has principal responsibility for writing the report. It is suggested that the Chair be available during the summer.
2. The Head/Chair of the department in which the program is located. *Note – this is a faculty led process, but administrative input is critical for a complete program review.
3. The program coordinator.
4. Two program faculty, where applicable.
5. An individual with special interest in the program. This person could be an alumnus/na, an advisory committee member, an adjunct faculty member, or an interested faculty member from outside the program.
6. A faculty member from outside the college.

Preparing the PRP Summary

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The PRP will prepare a PRP summary and submit it to the Chair of the APRC for approval no later than November 1 following the August orientation before proceeding with the development of the report. [Example PRP Summary](#)

The Program Review Panel (PRP) will meet as soon as possible after its formation to undertake the following tasks:

1. Review the information contained in this guide.
2. Develop a statement in which the purpose and scope of the review are articulated.

3. Assign a leader and a target date for each of the activities necessary for successful report completion.
4. Determine data collection techniques and information sources. Any research and/or research instruments may be designed and distributed in consultation with Institutional Research and Testing. It is important that the results of any research reported be statistically valid. [Institutional Research and Testing](#)

The APRC Chair will review the plan using criteria of soundness and ability to generate sufficient data to support conclusions. The Chairs of the APRC and the PRP will work out any plan deficiencies.

Preparing the Budget

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The Provost's office will annually set aside a designated amount of funds for each program panel for successful completion of the program review report. The PRP will submit to the APRC chair a budget containing all anticipated expenses the panel may incur in the process of preparing the report. The APRC chair will forward the budget request to the administrative liaison from the Provost's office. Typical allowable expenses include money for a student worker and mailing, copying and postage (when the expense of mailed contacts can be justified over electronic options). Other expenses may be approved on a case-by-case basis. *Note – as the process has moved to an entirely electronic format, costs related to printing and binding hard copies of the final report will not be approved.

After the administrative liaison's office has approved a budget, the necessary funds will be transferred from Academic Affairs into the account from which the department will pay the expenses of the review. [Example PRP Budget Request](#)

Writing the Report

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Each PRP will conduct its review in accordance with the approved plan. Elements described in the report outline are a recommended template. [Recommended PRP Sections](#)

It is recommended that PRPs adhere to the following in the development and writing of the report:

- PRP Chair will coordinate the development of a schedule that delineates responsibility and deadlines for completion of the report.
- After data is collected, the PRP chair will provide the results from the data collection phase to the Dean and other members of the panel.
- The PRP chair will invite the Dean to attend a meeting with the PRP in which the results of data collection and analyses are discussed and input is solicited from all individuals in attendance regarding the general health of the program, future goals, and processes and procedures recommended to reach the identified goals.

- The PRP Chair will call meetings during the report writing phase to provide members of the PRP an opportunity to critically discuss and edit the draft as needed throughout the compilation of the report.
- The PRP chair will present a draft of the final report to all members of the PRP.
- The Department Head/Chair, the program coordinator, or other administrator with direct program oversight, the PRP member with special interest in the program, and the PRP member from outside the program will submit a draft of his/her specific analysis of the quality of the program, future goals, and adequacy of resource allocation for inclusion in the report. [Next Steps](#)
- The PRP will provide a final draft of the report, including the administrative, special interest, and outside member input to the Dean for review.
- The Dean will submit a draft of his/her analysis of the quality of the program, future goals, and adequacy of resource allocation for inclusion in the report.
- The PRP chair will invite the Dean to attend a meeting in which the report is discussed by all individuals in attendance.
- The PRP chair is responsible for editing and submitting the final report to the APRC. It is the responsibility of the Department Head/Chair and the Dean to ensure that the report is submitted by the designated deadline.

Submitting the Report

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A functioning academic program review process is a requirement of the University's institutional accreditation, and in the event that a PRP fails to submit a report, or submits an unsatisfactory report, APRC will review available data and make appropriate recommendations regarding the future of the program. The act of an unsatisfactory submission will be taken into consideration by the APRC when making recommendations regarding the program.

Reports are to be submitted electronically to the APRC chair. Submissions are to be made in PDF format. Reports should be numbered consecutively. The first page of the report (whether a cover page or not) should be labeled page number one. As part of the review process, council members review reports using an electronic reader. The process of reviewing the reports necessitates that page numbers in the report correspond with the page displayed on the device. It is acceptable to break the report into section headings (with hyperlinks from a table of contents) but the pages must begin with page one and continue straight through to the last page.

Council Review of the PRP Report

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After the Council has reviewed and analyzed the submitted PRP report (including sections written by the Department Head, Chair, or other administrator with direct program oversight, the PRP member with special interest in the program, the PRP member from outside the college and the Dean of the College commenting on the state of the program under review) a meeting is

scheduled with members of the PRP to discuss the program. Typically, before the face-to-face meeting, the chair of the PRP will be requested to answer questions generated by the council based on review of the self-study report.

The PRP is encouraged to invite the Dean of the College, members of the PRP, and any others who can provide program insight to the face-to-face meeting between the PRP and the council. Under unique circumstances and in consultation with the APRC chair, the PRP may elect to meet with the Council separate from program administration. Under such circumstances, the council will make arrangements to meet with the Dean (or other administrative representatives) at a separate time.

Council Recommendation

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The APRC will submit to the Academic Senate its recommendation regarding the program under review. In arriving at a final recommendation, the council will take into consideration a program's status as it relates to the following:

- Relationship to the department, college, and university mission.
- Program visibility and distinctiveness.
- Overall value of the program to the college, to the university, to students, and other stakeholders.
- Enrollment trends.
- Characteristics, quality, and employability of students.
- Quality of curriculum and instruction.
- Development, analysis, and implementation of program-level student learning outcomes.
- Composition and quality of faculty, support staff, and administration.

The recommendation should do the following:

1. Assign one of the following ratings to the program with respect to its future status:

Continue the Program: The program merits continuation. Minor modifications may be needed.

Continue the Program with Enhancement: The program merits continuation. The program's status with regard to several of the categories is significantly high, and its less satisfactory status with regard to the other categories could be significantly improved by resource allocation decisions or other enhancements. Program enhancement may involve additional faculty/staff, equipment, other resources, expansion in enrollment, and/or curricular transformation(s).

Continue the Program with Reporting: The program merits continuation. However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving those problems. Circumstances that

may warrant reporting include (but are not limited to); stagnant enrollment, lack of clearly defined short and long-term strategic plans, and a lack of clearly defined or consistently implemented measures of program-level student learning outcomes.

Continue the Program with Redirection: The program merits continuation. However, the program needs a curricular redirection. The faculty and administration of the program will be asked to report as to program progress in carrying out this redirection.

Continue the Program with Reduction: Although the program merits continuation, the program lacks visibility and distinctiveness, the job market for its graduates is diminishing, enrollment is declining or has declined precipitously, and/or the program consistently fails to meet other minimum university accreditation standards (including the development, implementation, and analysis of program-level student learning outcomes.) It should therefore be reduced in enrollment capacity or resources.

Discontinue the Program: Evidence suggests that the program should be terminated.

2. Explain what factors were considered in the development of the assigned rating. The strengths and deficiencies of the program considered in arriving at the final rating should be clearly articulated.
3. In cases other than discontinuation of the program, specify actions needed to correct the weaknesses of the program and/or enhance its strengths. Additionally, measures to be taken that are consistent with the assigned rating must be presented. In the case of a program slated for enhancement, the APRC should specifically state the actions it recommends to arrive at such an outcome.

The APRC will meet with the Executive Committee of the Academic Senate and the Provost prior to dissemination of the recommendations to the PRP Chair, Department Head/Chair, and College Dean.

Once the PRP Chair, Department Head/Chair, and College Dean have been informed of the program recommendation made by the APRC, all recommendations for the cycle will be presented to the full Academic Senate for review and approval.

Academic Senate Recommendation

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The Academic Senate will discuss the recommendation submitted by APRC. At the conclusion of Academic Senate deliberations on each program a vote of approval will be taken by the full Academic Senate. Following deliberation and vote for all programs under review during the current APR cycle, the President of the Academic Senate will submit the Senate's recommendation to the Provost.

Provost Recommendation

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The Provost will review the recommendation of the Academic Senate, the PRP report, and any other relevant documentation compiled through the APR process and Academic Senate deliberations. Prior to sending his or her recommendation to the University President, the Provost may choose to discuss the recommendation with the Executive Committee of the Academic Senate. No recommendation can come from the Executive Committee that is different from the one voted by the Academic Senate.

President Recommendation

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The University President may accept the recommendation of the Provost or disagree with it. He or she must inform the President of the Academic Senate of his/her decision regarding the program under review. If the University President's decision is in conflict with the Academic Senate's recommendation and if the decision involves the reduction or discontinuation of a program, a conference committee shall be formed in accordance with the Charter of the Academic Senate.

Implementation of Recommendations

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Program Responsibility

The academic program review process should be seen as one action in a program's drive for continuous improvement. The recommendations made by the council and endorsed by the Academic Senate and the Provost should be addressed in a timely manner. It is the responsibility of the PRP chair and program administration to ensure that recommendations are addressed. How the program, department, and college addresses the recommendations will be taken into consideration when the program undergoes its next program review. Recommendations not addressed will have to be explained by faculty and administration responsible for program oversight.

Administrative Responsibility

An important part of the program review process is clear information regarding decisions made regarding program recommendations for improvement. To that end, the administrative liaison to the APRC from the Provost's office will submit a report to the Provost with copies to the President of the Academic Senate, the Senate Executive Committee, and the APRC Chair outlining reactions to and decisions made based on APRC recommendations. It is suggested that input from the Dean of the college in which the program resides be included in the report. The report should be submitted to the appropriate parties no later than November 1 in the year following APRC presentation of recommendations to the Academic Senate.

Review Schedule

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Typical Program Review Calendar

The Chair of APRC is responsible for coordinating the updating of the program review calendar working in conjunction with the Provost and the College Deans. Programs will be scheduled to undergo review on a recurring six-year cycle. Programs with curricular links (for example, associate and baccalaureate programs in the same area or programs with associated certificates or minors as an example) will be combined into a single review. Programs with outside accreditation have the option of submitting an accreditation self-study in place of the PRP outlined in this guide. Whenever possible, programs with outside accreditation will be put on a program review schedule that will allow those programs to complete review and analysis for the accreditation self-study with a timeline for submission that corresponds with the program review cycle. This accommodation may necessitate some accredited programs undergo review on other than a six year cycle. For example, a program with outside accreditation that requires re-accreditation every five years will be reviewed by the APRC on a five year cycle. A program with outside accreditation whose re-accreditation occurs every eight years would be allowed to undergo the APRC process every eight years. Note, however, programs with outside accreditation on a re-accreditation cycle longer than six years will be required to submit any accreditation updates to the chair of the APRC between formal APRC reviews. The APRC schedule can be found [HERE](#).

The calendar for program review will be updated yearly. It is the responsibility of program representatives to inform the APRC chair of changes in program offerings.

Reviews outside the Established Calendar

Should circumstances arise such that an unscheduled review is thought to be necessary, such a review can be requested by the program faculty, program administration, the Provost, or the President. When an unscheduled review is requested, the appropriate justification and documentation supporting the need for, depth of, and timetable required for a review must be communicated to the APRC chair. The APRC chair will advise the Provost, the President of the Academic Senate, and program representatives of the decision to make an unscheduled review and the timetable for that review.

It is at the discretion of the APRC chair to approve or deny a request for review outside the established calendar. If a request for review outside the established calendar is denied by the APRC chair, justification for the decision must be provided to the Academic Senate. The Academic Senate retains the right to override the APRC chair's decision to deny the request for an unscheduled review.

If the Academic Senate concurs with the APRC chair's decision to deny the request for an unscheduled program review, it must advise the Provost of its decision. The Provost may override the denial and a review will be scheduled within a reasonable timeframe.

What should be Included in the Program Review Report (PRP)?

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[Return to Writing the Report](#)

Programs should prepare a Program Review Report (PRP) with that information they have determined important in monitoring program progress and for use in identifying program strengths and challenges that aid faculty and administration in continuous program improvement. The following recommendations for a minimum level of rigor are made to aid programs in the development of a thorough, well-rounded review. They are not requirements, nor should they be thought of as all inclusive, but represent a minimum level of information expected in a quality program review. It is up to individual programs to focus on those areas they deem most valuable to continued program improvement. The development of the following recommended guidelines was done with three questions in mind: 1. Why is the information being sought thought important? 2. How is the information requested helping programs reach outlined goals or the goals of Ferris State University, and established program-level student learning outcomes? And 3. Does the information requested speak to a program's current quality or does it provide insight into the quest for improved quality? The intention is never to require programs to engage in 'busy work'. The intent is to aid programs in continuous improvement.

The following pages contain the recommended headings for successful completion of the program review report. At the end of many heading descriptions the reader will find the recommended page length of a typical response. Recommended response lengths benefit programs by encouraging increased retrospection and response focus. They also benefit the process of program review by allowing more clarity as to a program's strengths and areas for improvement and providing more time for debate and analysis among council members. Programs are encouraged to keep responses to as close to the recommended response length as possible.

Note – hyperlinks to information (for example, copies of syllabi, faculty vitae, college mission and vision, assessment results, etc.) are acceptable. However, it is the responsibility of the PRP chair to ensure that all hyperlinks included are current and direct the reader to the appropriate page and location of the desired information. Council members are charged with reviewing a large number of reports each cycle and cannot devote additional time to search for the intended information.

RECOMMENDED REPORT HEADINGS

Program Name and History

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It is important to have an understanding of where a program has been in order to fully appreciate where they are and where they would like to be. This section gives programs an opportunity to articulate where they have come from in order to provide the reader a framework for responses given in the remaining sections.

- *Include the complete program name.*
- *Provide a brief program description.*

- Recommended length: 1 page or less

Program Mission

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In broad strokes, a program's mission statement helps guide program decision-making and allows program stakeholders a clear understanding of where the program stands, who they serve, and where they strive to be. A program's mission should fit with the mission of the department in which they reside, the college, and Ferris State University.

- *Include the FSU mission statement.*
- *Include the College mission statement.*
- *Include the Department mission statement.*
- *Include the Program mission statement.*
- *Incorporating the Mission.*
 - How is the program mission statement aligned with the mission of the department, college and the university?
 - How is the program's mission incorporated into decisions impacting the program (including curricular changes?)
 - How is the mission of the program communicated to program stakeholders?
 - What policies or procedures are in place to monitor the program's mission and its relationship to the department, college and university?
 - How does the program further the department, college, and university missions?

- Recommended length: 2 pages or less

Program Goals

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Clearly defined goals are an integral part of program success. Program goals help direct faculty and administrative decision-making in the areas of enrollment, research, faculty development, program curriculum, and the like.

- *Describe what the program hopes to accomplish.*
 - Include program goals.
 - How do the described goals apply to preparing students for professional careers, responsible citizenship, lifelong learning, and meeting employer needs or the needs of other stakeholders?
- *Incorporating program goals*
 - How are the program's goals communicated to students, faculty, and other stakeholders?

- How and when are the program's goals reviewed and re-evaluated.
- How have the program's goals changed in the last five years?

▪ *Strategic Plan*

A program's strategic plan sets out what steps the program intends to take in order to reach defined program goals. Clearly written strategic plans include measurable objectives, identification of who is responsible for what, and target dates for action. Strategic plans should be reviewed on a regular basis to ensure programs remain on course to its goals.

- Include the program's short-term strategic plan.
 - Include the program's long-term strategic plan.
 - How is the program's strategic plan reviewed and re-evaluated.
- *Goal Attainment*
- Evaluate the program's success in achieving the stated program goals.
 - How does the program plan to address both met goals (reflection) and goals not realized (action?)
- Recommended length: 3 pages or less with the complete strategic plan linked or included in the appendices.

Curriculum

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**Note – present check sheets and syllabi as an appendix to this document or as a hyperlink only. Do not include copies directly within this section.*

• *Curriculum*

- Link to program check sheets.
- Link to syllabi for program courses.
- Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.
- Evaluate general education requirements, co-curricular experiences, and service-learning or other experiential education experiences incorporated into the curriculum.
- How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders?
- How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?
- Evaluate curricular changes that have been implemented in the last five years.
- Evaluate curricular changes currently under consideration.
- Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum.

Assessment of Student Learning

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A primary goal of quality programs is student employability and continued learning beyond the classroom and graduation. It is critical for continued program growth and quality to have a full understanding of what the program wants graduates to be, to know, and to be able to do. The purpose of assessment is to inform continuous improvements designed to enhance students' learning and success. Beyond goals related to student achievement, assessment of student learning is a university-wide requirement from the Higher Learning Commission accrediting body. The pertinent criteria states:

4.B The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. Programs have clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. Programs assess achievement of the learning outcomes.
3. Programs use the information gained from assessment to improve student learning.
4. Programs processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

This section gives programs an opportunity to identify and evaluate established program-level learning outcomes, how the program measures accomplishment of established outcomes, and how results are used to make program improvements.

- *Program-level Student Learning Outcomes*
 - Include program-level student learning outcomes (that is, when a student graduates from the program, what should they know, be like, and be able to do?)
 - Identify and evaluate the assessment measures that are used to gauge overall student success in accomplishing established program-level learning outcomes (for example - capstone assignment, internship evaluation, national examination pass rates, etc.)
 - Identify and evaluate program policies and procedures designed to formalize the process of establishing, monitoring, and updating program-level student learning outcomes.
 - How is the process of measuring and monitoring program-level student learning outcomes for making program improvements communicated to program stakeholders (including students, advisory members and employers, community members, and the University?)

**Note – present TracDat information as an appendix to this document or as a hyperlink only. Do not include copies of TracDat information directly within this section.*

- Link to TracDat results which show the program's continued use of program-level student learning outcomes as one way to make program improvements.

- Link to a curricular map outlining how program outcomes are addressed throughout the curriculum.
- Evaluate positive program improvements made over the last three years as a result of measuring program-level student learning outcomes.
- Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plans?
- What assistance from the University would be valuable in the establishment, monitoring, and reporting of program-level student learning outcomes?

Program Profile

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Unless specifically noted, programs are to report only official enrollment and other program profile numbers obtained from Institutional Research and Testing. It is important that official numbers be used as this allows for consistent comparison within and between programs. Data requested within each section below should be presented in table form with analysis immediately following. [Example program profile analysis](#)

See the [Frequently Asked Questions](#) section for clarification of terms used throughout this section.

For the data requested in the section below, use the data contained in the document “Applications, Admissions, and Enrolled” supplied by Institutional Research and Testing. **Note programs scheduled to undergo review will be provided this document by IR & T no later than December 31 following the August APR orientation.*

- *Apps, Admits, and Enrolled*
 - Report the number of applications to the program over the past five years.
 - Report the number admitted to the program over the past five years.
 - Report the number enrolled into the program over the past five years.
 - Evaluate the overall “apps, admits, and enrolled” trends within the program.
 - How does the program address “apps, admits, and enrolled” trends within the program (general) and how will the program address “apps, admits, and enrolled” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Administrative Program Review Enrollment (Headcounts)” at the following [LINK](#)

- *Enrollment - Headcounts*
 - Report the number of on-campus students enrolled in the program over the past five years.
 - Report the number of off-campus students enrolled in the program over the past five years.
 - Report the number of fully online students enrolled in the program over the past five years.
 - Report the total number of students enrolled in the program.

- Evaluate the ideal number of enrolled students given the available faculty, physical resources, and other present limitations or requirements. Provide a complete explanation as to how the number presented was determined.
- If the current number of enrolled students is less than the ideal number, outline program plans to increase student enrollment.
- If the current number of enrolled students is equal to or greater than the ideal number, answer the following:
 - Evaluate the determination that the program is at or has exceeded capacity in relation to stated programs goals and strategic plan(s).
 - Evaluate the option of increasing student enrollment in relation to stated program goals, program strategic plan(s), and current and projected market conditions.
 - What resources (faculty, staff, space, equipment, etc.) would be required to increase enrollment?
 - What would the ideal number of enrolled students in the program be assuming the requisite additional resources were made available?
- Evaluate the overall “enrollment – headcounts” trends within the program.
- How does the program address “enrollment – headcounts” trends within the program (general) and how will the program address “enrollment –headcounts” trends reported (specific?)

For the data in the section below, use the data contained in the documents “Productivity Reports” available at the following [LINK](#)

- *Student Credit Hour Trends*
 - Report the summer, fall, spring, and fall plus spring (F + SP) student credit hours generated over the past five years.
 - Evaluate overall “student credit hour” trends within the program.
 - How does the program address “student credit hour” trends within the program (general) and how will the program address “generated student credit hours” trends reported (specific).

For the data in the section below, use the data contained in the documents “Productivity Reports” available at the following [LINK](#)

- *Productivity*
 - Report the summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF for the last five years.
 - Report the summer, fall, spring, and fall plus spring (F + SP) SCH/FTEF for the most recent year.
 - Report the University average SCH/FTEF.
 - Evaluate overall “productivity” trends within the program including how the program SCH/FTEF compares with the University average.
 - How does the program address “productivity” trends within the program (general) and how will the program address “productivity” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Academic Program Review Enrollment by Residency, Age, FSU GPA & ACT” at the following [LINK](#)

- *Enrollment – Residency*
 - Report the number of enrolled students from Michigan (“resident”) and the number enrolled from out-of-state (“non-resident”) over the past five years.
 - Report the average age of enrolled students over the past five years.
 - Report the average GPA of enrolled students over the past five years.
 - Report the average ACT of enrolled students over the past five years.
 - Evaluate overall “enrollment – residency” trends within the program.
 - How does the program address “enrollment – residency” trends within the program (general) and how will the program address “enrollment –residency” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Academic Program Review Enrollment by Sex & Ethnicity” at the following [LINK](#)

- *Enrollment – Gender*
 - Report the number of enrolled students by gender over the past five years.
 - Report the number of enrolled students by ethnicity over the past five years.
 - Report the number of full time and part time students over the past five years.
 - Evaluate overall “enrollment – gender” trends within the program.
 - How does the program address “enrollment – gender” trends within the program (general) and how will the program address “enrollment –gender” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Academic Program Review Graduates” at the following [LINK](#)

For the data requested in the section below, use the data contained in the document “Retention and Graduation Rates” report supplied by Institutional Research and Testing. **Note programs scheduled to undergo review will be provided this document by IR & T no later than the end of December following the August APR orientation.*

- *Retention*
 - Report the percentage of students who chose to enroll in a second year in the program after having completed their first (AKA – “first year retention”) over the last five years. **Note - this number can be found under the “Year 2” heading labeled as “% Still Enrolled In...”*
 - Evaluate overall “retention” trends within the program.
 - How does the program address “retention” trends within the program (general) and how will the program address “retention” trends reported (specific).
- *Program Graduates*
 - Report the number of program graduates from the Big Rapids campus over the last five years.

- Report the number of program graduates from off campus over the last five years.
- Report the number of fully online program graduates over the last five years.
- Evaluate overall “program graduates” trends within the program.
- How does the program address “program graduates” trends within the program (general) and how will the program address “program graduates” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Retention and Graduation Rates” report supplied by Institutional Research and Testing. **Note programs scheduled to undergo review will be provided this document by IR & T no later than the end of December following the August APR orientation.*

- *Six Year Graduation Rate*
 - Report the percentage of students initially enrolled in the program who either graduates from the program itself or from another FSU program over the past five years. **Note – this number can be found under the “Year 7” heading labeled as “% Persisters.”*
 - Evaluate overall “six year graduation rate” trends within the program.
 - How does the program address “six year graduation rate” trends within the program (general) and how will the program address “six year graduation rate” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Administrative Program Review Graduates Average GPA” at the following [LINK](#)

- *Graduate Average GPA*
 - Report the average FSU GPA of program graduates over the past five years.
 - Evaluate overall “graduate average GPA” trends within the program.
 - How does the program address “graduate average GPA” trends within the program (general) and how will the program address “graduate average GPA” trends reported (specific).

For the data requested in the section below, use the data contained in the document “Administrative Program Review Graduates Average ACT” and “Academic Program Review Enrollment by Residency, Age, FSU GPA & ACT” at the following [LINK](#)

- *Graduate Average ACT*
 - Report the average ACT of newly enrolled students into the program over the last five years.
 - Report the average ACT of program graduates for the last five years.
 - Evaluate overall “graduate average ACT” trends within the program including a comparison between average ACT at enrollment and average ACT of students graduating from the program.
 - How does the program address “graduate average ACT” trends within the program (general) and how will the program address “graduate average ACT” trends reported (specific).

- *State and National Examinations*
 - Report the percentage of program graduates who pass state or national certification or licensure examinations.
 - Report the national average pass rates and compare program graduate pass rates to the national average.
 - Evaluate overall “state and national examinations” trends within the program.
 - How does the program address “state and national examinations” trends within the program (general) and how will the program address “state and national examinations” trends reported (specific).
- Recommended page length: 2 pages per section including table.

Program Value beyond Productivity and Enrollment Numbers

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Programs offer value (aka “productivity”) to Ferris State University beyond what enrollment, student credit hours, and full-time equated faculty numbers oftentimes show. This section gives programs an opportunity to highlight all the difficult-to-measure contributions the program makes to the benefit of its department, college, the community, and Ferris State University.

- *Program Value beyond Enrollment Numbers*
 - Highlight the positive impacts the program has on the department, college, and university that extend beyond enrollment, student credit hour, and other ‘hard’ measures of program success.
 - Highlight the positive impacts the program has on the community and other external stakeholders.
- Recommended page length: 3 pages or less.

Program Flexibility and Access

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It is important for (ultimate) program success to be flexible and accessible to the largest number of potential students. This section provides programs an opportunity to describe how program offerings are available to the largest segment of potential students.

- *Flexibility and Access*
 - Report the number of offsite locations.
 - Report the online availability of program offerings.
 - Report options for evening or weekend classes.
 - Report options for accelerated program completion.
 - Report options for summer program offerings.
 - Describe any multi entry points available for students entering the program.
 - Evaluate program trends related to “flexibility and access.”

- How does the program address “flexibility and access” within the program?
- Recommended page length: 1 page or less.

Visibility and Distinctiveness

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This section provides programs an opportunity to benchmark itself against competitive institutions. In addition, programs can highlight unique program features and identify plans for improvement based on the results of their analysis.

- *Visibility and Distinctiveness*
 - Highlight unique program features and benefits that provide a competitive advantage over competing programs.
 - Evaluate program policies and procedures designed to market and promote unique program features and benefits.
- *Competitive Programs*
 - Identify and describe competing programs.
 - Evaluate competing program’s features, benefits, or other modes of operation that represent a competitive advantage over FSU’s program.
 - What features, benefits, or other areas of competitive advantage can be emulated from competing programs that would improve the program at FSU?
 - Evaluate program policies and procedures at FSU designed to benchmark competitor programs.
 - Outline specific plans for program improvement based on analysis of competing programs.
- *Preeminent Program*
 - Identify and describe the preeminent program in the country similar to the program at FSU.
 - Evaluate how the preeminent program in the country may have risen to that level.
 - What is the preeminent program in the country doing that the program at FSU could emulate to make program improvements?
 - What would the program at FSU have to do in order to become the preeminent program in the country within ten years?
- Recommended page length: 2 pages or less per section.

Demand

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- *Demand*
 - Why do students enrolled in the program choose FSU?

- Would students enrolled in the program choose the program at FSU if they had to do it over again?
 - Would students enrolled in the program recommend the program at FSU to others?
 - Evaluate the projected market outlook for demand for program graduates.
 - Would alumni choose the program at FSU if they had to do it over again?
 - Would alumni recommend the program at FSU to others?
 - What do alumni say about the continued demand for program graduates?
 - What do faculty teaching within the program say about the continued demand for program graduates?
 - What do potential employers say about the continued demand for program graduates?
 - What do advisory board members say about the continued demand for program graduates?
 - Evaluate overall “demand” trends within the program.
 - How does the program address “demand” trends within the program (general) and how will the program address “demand” trends reported (specific).
- Recommended page length: 2 pages or less.

Student Achievement

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Student success and involvement in activities that make a positive impact on their future are a positive reflection on the program. This section gives programs an opportunity to highlight activities and achievements of students within the program currently and from the previous five years.

- *Student Achievement*
 - Report the percentage of students who are members of a Registered Student Organization by year, for the past five years.
 - Report the percentage of students who are members of Student Government by year, for the past five years.
 - Report the percentage of students who are members of the Honors Program by year, for the past five years.
 - Report the average number of hours a typical student in the program is engaged in paid employment.
 - Highlight student achievement in research over the past five years.
 - Highlight student honors and awards received over the past five years.
 - Highlight student participation in community and other volunteer service.
 - Evaluate program trends related to “student achievement.”
 - How does the program address “student achievement” trends within the program (general) and how will the program address “student achievement” trends reported (specific).
- Recommended page length: 3 pages or less.

Employability of Graduates

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A key indicator of the overall success of a program is the quality of employment enjoyed by graduates. This section gives programs an opportunity to outline key indicators of the quality and availability of work for students after graduation. The university's annual graduate-follow-up report can be a quality source of information for completing this section. Contact Institutional Research and Testing [LINK](#)

- *Employment Post-Graduation*
 - Report the number and percentage of program graduates employed in their field of study one year post-graduation.
 - Report the number and percentage of program graduates employed full time in their field of study overall.
 - Report the number and percentage of program graduates employed part time in their field of study overall.
 - Report the number and percentage of program graduates employed outside their field of study one year post-graduation.
 - Report the number and percentage of program graduates employed outside their field of study overall.
 - Report the number and percentage of program graduates accepted to graduate school one-year post graduation.
 - Report the number and percentage of program graduates accepted to graduate school overall.
 - Report the average yearly salary for program graduates who have graduated from the program within the last three years.
 - Evaluate program trends related to “employment post-graduation.”
 - How does the program address “employment post-graduation” trends within the program (general) and how will the program address “employment post-graduation” trends reported (specific).

- *Stakeholder Perceptions of the Employability of Graduates*
 - Report alumni perceptions of the program's ability to prepare graduates for a career in their field of study.
 - Report advisory board perceptions of the program's ability to prepare graduates for a career in their field of study.
 - Report employer perceptions of the program's ability to prepare graduates for a career in their field of study.
 - Report program faculty perceptions of the program's ability to prepare graduates for a career in their field of study.
 - Evaluate career assistance opportunities available to students.
 - Evaluate trends related to “Stakeholder Perceptions of the Employability of Graduates.”
 - How does the program address “Stakeholder Perceptions of the Employability of Graduates” trends within the program (general) and how will the program address

“Stakeholder Perceptions of the Employability of Graduates” trends reported (specific).

- Recommended page length: 2 pages per section.

Faculty Composition and Engagement

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Academic, work, and other accomplishments of faculty have a direct positive impact on overall program quality. A fully engaged faculty in all dimensions of teaching, research, and service is vital for student success. This section gives programs an opportunity to highlight current faculty accomplishments.

- *Organization*
 - Report the number of tenure-line or tenured faculty teaching within the program.
 - Report the number of tenure-line or tenured faculty teaching the majority of their load on the Big Rapids campus.
 - Report the number of tenure-line or tenured faculty teaching the majority of their load in off-campus locations.
 - Report the number of tenure-line or tenured faculty teaching the majority of their load fully online.
 - Report the number of full-time temporary faculty teaching within the program.
 - Report the number of full-time temporary faculty teaching the majority of their load on the Big Rapids campus.
 - Report the number of full-time temporary faculty teaching the majority of their load in off-campus locations.
 - Report the number of full-time temporary faculty teaching the majority of their load fully online.
 - Report the number of adjunct faculty teaching within the program.
 - Report the number of adjunct faculty teaching the majority of their load on the Big Rapids campus.
 - Report the number of adjunct faculty teaching the majority of their load in off-campus locations.
 - Report the number of adjunct faculty teaching the majority of their load fully online.
 - Evaluate the efficiency and effectiveness of the current structure.
 - Evaluate positive aspects of the current structure.
 - Evaluate opportunities for improving the current structure.
- *Curriculum Vitae*
 - Report the name, highest degree earned, and average semester load for all tenure-line and tenured faculty.
 - Report the name, highest degree earned, and average semester load for all full-time temporary faculty.
 - Report the name, highest degree earned, and average semester load for all adjunct faculty.

**Note – present faculty vitae as an appendix to this document or as a hyperlink only. Do not include copies of vitae directly within this section.*

- Link to copies of vitae for all tenure-line or tenured faculty.
- Link to copies of vitae for all full-time temporary faculty.
- Link to copies of vitae for all adjunct faculty.

- *Service*
 - Highlight achievements in program, department, college, and university service for all tenure-line and tenured faculty over the last three years.
 - Highlight achievements in program, department, college, and university service for all full-time temporary faculty over the last three years.
 - Highlight achievements in program, department, college, and university service for all adjunct faculty over the last three years.

- *Research*
 - Highlight achievements in research for all tenure-line and tenured faculty over the last three years.
 - Highlight achievements in research for all full-time temporary faculty over the last three years.
 - Highlight achievements in research for all adjunct faculty over the last three years.

- *Continuing Education*
 - Highlight achievements in training, development and other continuing education by all tenure-line and tenured faculty over the last three years.
 - Highlight achievements in training, development, and other continuing education by all full-time temporary faculty over the last three years.
 - Highlight achievements in training, development, and other continuing education by all adjunct faculty over the last three years.

- *Stakeholder Perceptions of the Quality and Composition of Faculty*
 - Evaluate current students' perception of the composition and quality of program faculty.

**Note – present summary results of the SAI or IDEA student evaluation of faculty performance as an appendix to this document or as a hyperlink only. Do not include copies of vitae directly within this section.*

- Link to copies of SAI or IDEA student evaluations for all program faculty over the last three years.
- Evaluate overall student evaluation trends within the program.
- How does the program address student evaluation trends within the program (general) and how will the program address student evaluation trends reported (specific).

- Evaluate alumnus perceptions of the composition and quality of program faculty.
- Evaluate overall alumnus evaluation trends within the program.

- How does the program address alumnus evaluation trends within the program (general) and how will the program address alumnus evaluation trends reported (specific).
- Evaluate advisory board members' perceptions of the composition and quality of program faculty.
- Evaluate overall advisory board evaluation trends within the program.
- How does the program address advisory board evaluation trends within the program (general) and how will the program address advisory board evaluation trends reported (specific).
- *Program Policies and Procedures*
 - How does the program provide opportunity and encouragement for program faculty to fully engage in teaching improvement activities, research, and service?
 - How does the program provide opportunity and encouragement for program faculty to fully engage in student advising?
 - Evaluate the minimum qualifications for a tenure-line faculty within the program.
 - Evaluate the minimum qualifications for a full time temporary faculty within the program.
 - Evaluate the minimum qualifications for an adjunct faculty within the program.
- *Hiring and Retention*
 - Evaluate the program's ability to hire and retain quality faculty at all levels.
- Recommended page length: 2 pages or less per section. *Note – the use of a table to present the information requested would be appropriate. Complete vitae are to be included as an appendix to this document or as a hyperlink only.

Program Administration and Support

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Administrative oversight for a program (at all levels) is critical for program success. This section provides programs an opportunity to describe the current administrative and support structure impacting the program, the perceived effectiveness of the structure, and suggestions for improvement.

- *Administration*
 - Include a copy of the organizational chart by college including the program's place within the overall unit structure. *Note – see "Factbook Downloads" at the following [LINK](#)
 - Identify administrative positions by title that have program oversight up to and including the Dean of the college.
 - Report the name, highest degree earned, and administrative experience for all administrative positions with program oversight.
 - Evaluate the efficiency and effectiveness of the current structure.

- Evaluate the positive aspects of the current structure.
- Evaluate opportunities for improving the current structure.
- How does the program provide opportunities for program faculty and staff to discuss the program's place within the current structure with administrators who have program oversight?
- *Staff*
 - Report the number of support staff (by title) assigned to the program.
 - Evaluate the efficiency and effectiveness of the current structure.
 - Evaluate the positive aspects of the current structure.
 - Evaluate opportunities for improving the current structure.
- Recommended page length: 2 pages or less per section.

Support Services

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Successful programs rely on support services provided by the University in order to deliver the highest quality product for students. This section gives programs an opportunity to speak to both the positive attributes of university support services and opportunities for improvement.

- *Support Services*

For the following support services and offices available to programs and students across campus, evaluate how the services have been utilized by the program, how the services are made available to program students, how the services serve overall program needs and established goals, positive dimensions of the services available, and opportunities for improving service offerings and operations.

- FLITE
- Faculty Center for Teaching and Learning
- Tutoring Center
- Technology Assistance Center (TAC)
- Birkam Health Center
- Media Productions
- Institutional Research Board (IRB)
- Career Center
- Institutional Research and Testing
- University Advancement and Marketing (including web content)
- Diversity and Inclusion Office
- Educational Counseling and Disabilities Services
- Grounds and Maintenance
- Other – *please specify*
- Recommended page length: 5 pages or less.

Facilities and Equipment

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The quality and availability of facilities and equipment is an important component of a quality program. Not only does the proper physical environment allow for cutting edge pedagogy, but serves as a marketing and promotion tool for potential students and other stakeholders. This section provides programs an opportunity to describe the current resources available for program operations, an analysis of the quality of program resources and their impact on program quality, and program plans and actions for acquiring the appropriate and necessary program resources that enables delivery of the highest quality program.

- *Space*
 - Provide a detailed accounting of all teaching space used by the program.
 - Provide a detailed accounting of all laboratory space used by the program.
 - Provide a detailed accounting of all office and meeting space used by the program.
 - Provide a detailed accounting of all storage space used by the program.
 - Provide a detailed accounting of all other space used by the program.
 - Evaluate the adequacy of the space available for use by the program.
 - How does the program plan to address potential negative program impact as a result of the current state of space available for use by the program?
 - What changes to the space available for use by the program would have a positive impact on program quality?

- *Computers*
 - Provide a detailed accounting of the computers available for use in the classroom(s).
 - Provide a detailed accounting of the computers available for use in the laboratory(s).
 - Provide a detailed accounting of the computers available for use in faculty offices.
 - Provide a detailed accounting of computer labs available for student use.
 - Evaluate the adequacy of the computers (including software) used by the program.
 - How does the program plan to address potential negative program impact as a result of the current state of computers available for use by the program?
 - What changes to the computers available for use by the program would have a positive impact on program quality?

- *Equipment*
 - Provide a detailed accounting of the equipment available for use in the classroom(s).
 - Provide a detailed accounting of the equipment available for use in the laboratory(s).
 - Provide a detailed accounting of equipment available for student use.
 - Evaluate the adequacy of the equipment used by the program.
 - How does the program plan to address potential negative program impact as a result of the current state of equipment available for use by the program?
 - What changes to the equipment available for use by the program would have a positive impact on program quality?

- Recommended page length: 2 pages per section.

Perceptions of Overall Quality

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The process of program review is one element in a program's plan for continuous quality improvement. This section provides the program, program administration, and interested individuals from outside the program an opportunity to grade their impression of overall program quality. The overall rating should be assigned in consideration of the program as it relates to the following: relationship of the program's mission to its department, college, and the university; program visibility and distinctiveness; enrollment; the characteristics, quality, and employability of students; the quality of the curriculum and assessment; the composition and quality of faculty; the composition and quality of program administration; and the overall value of the program to stakeholders, including Ferris State University.

- *Perceptions of Overall Quality*
 - On a scale of 1 – 100 (with 100 representing the highest program quality achievable) rate the overall quality of the program.
 - Summarize the reason(s) for the rating assigned.
 - Outline recommended next steps to improve program quality.
- Recommended page length: 2 pages or less.

Implementation of Findings

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The formal process of Academic Program Review is designed to be one action in a program's overall plan for continuous program quality improvement. Although there is great value in undergoing the process itself, the real value of program review is in the dissemination and implementation of findings. This section gives programs an opportunity to outline plans for putting into practice results of its completed analysis.

- *Implementation of Findings*
 - How does the APR review process fit with the program's overall continuous quality improvement plans?
 - How will program review results be communicated to program stakeholders?
 - What are program plans for addressing opportunities for improvement uncovered as a result of the program review process?
 - What are program plans for promoting program strengths and accomplishments to stakeholders uncovered as a result of the program review process?
- Recommended page length: 2 pages or less.

Next Steps

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Congratulations on successful completion of the Program Review Report. The next step in the process is to arrange a meeting with the complete Program Review Panel for their input and analysis. It is at this stage that the administrator with direct program oversight, the PRP member with special interest in the program, and the PRP member from outside the college should review the report and complete their analysis of the health of the program (including completing the section “[Perceptions of Overall Quality](#)”) for inclusion in the report.

Once the PRP is comfortable with the final draft of the report and has gathered the written input from the administrator with direct program oversight, the PRP member with special interest in the program, and the PRP member from outside the college, all the documents are forwarded to the Dean of the college for review. At this point the Dean is to complete his or her analysis of the health of the program (including completing the section “[Perceptions of Overall Quality](#)”) for inclusion with the final submission of the report to the chair of the APRC prior to the August deadline. [Submitting the Report](#)

Appendices

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Example PRP Summary

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Program Review Report – Evaluation Plan

Program under Review:

Widget Design and Engineering (BS)

Program Review Panel:

Chair:

Kim Smith

Administrative Representative:

Robert Craft

Program Coordinator:

Allison Janney

Program Faculty:

Albert Jones

Program Faculty:

Rita Moreno

Individual with Special Interest in the Program:

Stan Cobo

Faculty Member from Outside the College:

Tom Cruise

Purpose:

The program review panel has been assembled to provide a review of the Widget Design and Engineering (BS) program within the college of Engineering Technology. This review is a continuation of the continuous improvement procedures implemented in order to provide the most relevant program for students and other stakeholders.

Sources of Information:

The program(s) under review will use a variety of information sources in order to develop a complete review of program progress in attaining outlined goals and objectives. Sources of information include the following:

Current student perceptions

Alumni perceptions

Employer and potential employer perceptions

Advisory board perceptions

Faculty perceptions

Fact Book data

Labor market analysis

Internship site supervisor perceptions

Projected Timeline to Completion:

Activity:	Leader:	Target Date:
Current Student Survey	Kim Smith	December 1
Alumni Survey	Kim Smith	April 1
Employer Survey / Roundtable	Rita Moreno	April 1
Advisory Board Survey / Roundtable	Albert Jones	April 1
Faculty Roundtable	Robert Craft	February 1
Fact Book Data Collection	Rita Moreno	March 1
Labor Market Analysis	Albert Jones	March 1
Site Supervisor Evaluation Analysis	Albert Jones	April 1
Review / Analysis of Collected Data	All	April 15
Initial Final Draft of the PRP	Kim Smith	May 1
Comments to PRP Chair	All	June 1
Initial Submission of PRP to APRC Chair	Kim Smith	June 15
Final Submission of PRP to APRC Chair	Kim Smith	August 15

Example PRP Budget

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Program Review Report – Budget Request

Program under Review:

Widget Design and Engineering (BS)

Program Review Panel:

Chair:

Kim smith

Administrative Representative:

Robert Craft

Program Coordinator:

Allison Janney

Program Faculty:

Albert Jones

Program Faculty:

Rita Moreno

Individual with Special Interest in the Program:

Stan Cobo

Faculty Member from Outside the College:

Tom Cruise

Budget Requested:

Student Assistance (50 hrs @ \$8/HR)

\$400

Employer Focus Group Travel (100 miles @ .55/MI)

\$55

Total Requested

\$455

Frequently Asked Questions

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The program review process can (at times) seem a bit daunting. Part of the intention behind the Guide for Participants is to provide as much clarity to the process as possible. Below is a list of typical questions heard from programs about to undergo the review process. If questions remain, please contact the APRC chair at any time. [Contact the APRC Chair](#)

Why do we have to undergo the review process? Seems like so much busy work.

Program review should be one component of a program's continuous improvement process. The entire reason for program review is to ensure that Ferris State University offers the best product possible for all stakeholders.

Is FSU required to undergo program review?

Yes. The university's accrediting body requires that it engage in regular program review to ensure quality.

I am one faculty member, why should I care about program review?

Program quality is the purview of all stakeholders (faculty, administrators, support staff, etc.) The development of a quality program offers many faculty benefits including increased student demand and retention, a more satisfying workplace, and increased recognition and support (among other benefits).

I am an administrator with program oversight, why should I care about program review?

Quality programs strengthen departments, colleges, and (ultimately) the university. Quality programs will attract more and better qualified students, and (typically) enjoy increased recognition and support.

Will students be impacted by the review process?

Yes. The process of continuous program improvement greatly benefits students by providing faculty, staff, and administration the opportunity to improve curriculum, pedagogy, facilities and equipment, and other areas that impact program quality.

What is required for us to demonstrate program accomplishments?

This guide has outlined recommended areas to be examined and presented in order to effectuate a complete program review. However, the ultimate form of the review document is at the discretion of programs. The guidelines presented in this document outline a minimum level of rigor. Programs need to determine what sources and quality of information (and the steps

developed to implement results of the review) are best suited to make program quality improvements.

How often is a report required?

The formal review process carried out by the Academic Program Review Council (typically) occurs on a six year cycle (there are some exceptions for programs with outside accreditation, or other unique circumstances). However, program review by faculty and administration should be done on a regular basis as a way to ensure continuous improvement.

What does the review process look like?

Click [HERE](#) to go to the section entitled, “How does it all work?”

I have a million things to do, how am I going to find the time to research and write the report?

Programs that operate under a philosophy of continuous improvement will find the process exciting as opposed to challenging. Ideally, Academic Program Review at FSU should be thought of as a summary of the past six years of continuous improvement efforts conducted within a program. For new programs, or programs who have not engaged in continuous program review efforts, this process will be more challenging at first. It is recommended that the program review have complete representation (including representation from outside the program and from administration) and that tasks and responsibilities are divided evenly.

Our program has a very small number of faculty. How are we supposed to juggle the process of program review with all the other roles and responsibilities we have? It seems unfair that larger programs can spread the work related to APR to many faculty.

Ultimately, it is the responsibility of program administration to define and develop an equitable process regarding faculty roles and responsibilities related to program operation – including continuous program improvement efforts. In instances of programs with limited faculty, administrators with direct program oversight will have to assume a larger role in successful completion of the program review process and/or provide available faculty with the time and other necessary resources for successful completion of the program review report.

What resources are available to help in the review process?

The APRC chairperson enjoys release time throughout the year and is available to assist programs in any way toward successful program review. This guide for participants has a trove of information to help programs progress through the process. Finally, the APRC hosts a website with additional information. [APRC Website](#)

Some monies are available from the Associate Provost’s office for support to programs undergoing review. [Preparing the Budget](#)

How are the results of the review process used?

At its heart, program review is designed for programs to identify both strengths and challenges, and to make program improvements. The recommendations for program improvement will be communicated from the APRC to the Academic Senate and through to the Provost and President.

Who gets to make the judgment about program quality?

Click [HERE](#) to go to the section entitled, “Council review of the PRP report.”

Are outside reviewers required?

Yes. The program review panel developed to produce the program review report should have a member with special interest in the program and a member from outside the college.

What is administration’s role in the review process?

The program review panel developed to produce the program review report should have a member from administration with direct program oversight. Additionally, the Department Chair / Head and the Dean of the college should submit a summary review regarding program status based on the completed report.

Who will see the finished report?

Initially, members of the Academic Program Review Council, the Senate Executive Committee, the Academic Senate, and the President will have access to the report. Once program recommendations have made their way through the internal process and recommendations have been supported, reports are available to the general public upon request to the Provost’s office.

Do program representatives get a chance to meet with the APRC to discuss the report?

Yes. Part of the review process is a face-to-face meeting between program representatives and the members of the Academic Program Review Council before final recommendations are made to the Senate Executive Committee and the rest of the Academic Senate.

Will program review reports be used to evaluate individual faculty members?

No. The process is designed to provide a review of a program as a whole, not individual courses or faculty.

Will the program receive an allocation to improve the program if the report demonstrates that such support is necessary?

Maybe. Analysis of a submitted program review report is only one factor that may impact resource allocation. Decisions in this regard are made by the Provost and President.

What is an SCH?

Student Credit Hour (SCH) is the product of the credit value of a course and the number of students enrolled in the course on the official fourth day of classes for that semester. For example, a 4 credit course section containing 50 students on the fourth day of classes would generate 200 student credit hours. [LINK](#)

What is an FTEF?

A Full-Time Equated Faculty (FTEF) is faculty member working full-time for fall and spring semester. Overloads and part-time faculty produce a fraction of an FTEF. No sabbatical or release-time FTEF are included in this calculation. [LINK](#)

What is ‘productivity?’

One measure of productivity is the calculation of SCH / FTEF. This gives the average number of student credit hours generated per full-time equated faculty member. [LINK](#)

What is “first year retention?”

First year retention is the percentage of students who have enrolled for a second year in the program after having completed their first. This number is reported as “% Still Enrolled” in the “Year 2” column of the “Retention and Graduation Rates” report supplied by Institutional Research and Testing.

What is the “six year graduation rate?”

The six year graduation rate reported by Institutional Research and Testing in the “Retention and Graduation Rates” report is the percentage of students initially enrolled in a particular program who graduate either from the program itself or some other FSU program. The percentage can be found in the “Year 7” column of the report in the “% Persisters” row.

What is a “program-level student learning outcome?”

Program-level student learning outcomes are those things that a program wants program graduates to know, to be, and to be able to do when they walk out the door. For example, for the program in Widget Design and Engineering one program-level student learning outcome may be the ability to calculate the volume of a three dimensional model used in the design process.

What is an “assessment method?”

An assessment method is that student experience a program uses to make the determination as to whether a student successfully accomplished an established program-level learning outcome. For example, if one program-level student learning outcome for the program in Widget Design and Engineering is the ability to calculate the volume of a three dimensional model used in the design

process, the assessment method may be a capstone assignment, may be an evaluation by an internship supervisor, or may be passing a certification exam each of which measures whether a student can (in fact) calculate the volume of a three dimensional model.

What is a “criterion for success?”

In order to make program-level improvements based on program-level student learning outcomes, there must be a benchmark for success. If the Widget Design and Engineering program wants graduated students to be able to calculate the volume of a three dimensional model, two criterion must be established to be able to measure program progress related to this particular learning outcome. First, the program must determine what individual success looks like. For example, if the program determines that they will know if students can successfully calculate the volume of a three dimensional model by using the results of a capstone assignment, at what level does the program consider the material mastered or not? Does an individual student have to pass the capstone assignment with an 85% success score? 90%? Second, the program must determine (overall) what percentage of graduates must pass that particular assignment at the rate identified. For example, if it is determined that 85% on the capstone project means that a particular student is proficient in the calculation of the volume of a three dimensional model, how many graduates need to score 85% or better for the program to consider that particular learning outcome addressed sufficiently? 80%? 85%? The criteria for success are determined by the program and are used to gauge progress.

Is there a resource on campus that can help with program-level student learning outcomes?

Yes. Student affairs. [LINK](#)

Is there a resource on campus that can help with data collection?

Yes. Institutional Research and Testing. [LINK](#)

Is there a resource on campus that can help with needed statistics (enrollment numbers, etc.?)

Yes. Institutional Research and Testing. [LINK](#)

What happens if a program chooses not to engage in the program review process, or submits a substandard program review report?

Program review is an integral part of program quality at FSU. All programs are required to participate in the review process. All decisions regarding program continuance for programs choosing not to participate in the process are the Provost’s and the President’s with consideration of the recommendations from the Academic Program Review Council and the Academic Senate.

Highlights of program success and recommendations for program improvements can only be made based on the information presented in the completed program review report. A poorly presented program review report is taken as one indication of program quality.

Timeline at a Glance

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See the timeline at a glance graphic on the next page.

Process Graphic



Example Program Profile Analysis

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Enrollment – Headcounts

Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)

Widget Design and Engineering
BS

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	23	0	0	23
	Sophomore	5	0	0	5
	Junior	3	0	0	3
	Senior	1	0	0	1
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	24	0	0	24
	Sophomore	12	0	0	12
	Junior	7	0	0	7
	Senior	5	0	0	5
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	35	0	0	35
	Sophomore	21	0	0	21
	Junior	5	0	0	5
	Senior	5	0	0	5
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	42	0	0	42
	Sophomore	13	0	0	13
	Junior	11	0	0	11
	Senior	3	0	0	3
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	0	0	0	0
	Masters	0	0	0	0
	1st Professional	0	0	0	0

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- Evaluate overall “enrollment – headcounts” trends within the program.
 - Overall, the program has shown steady growth in total enrollment over the past five years. In August 2009 a total of 32 students were enrolled in the program. All enrolled students were on-campus. The program had no students enrolled off-campus or fully online. In August 2012 the program had grown to 69 enrolled students. The program still did not enroll any students off-campus or fully on-line.
- How does the program addresses “enrollment – headcounts” trends within the program (general) and how will the program address “enrollment –headcounts” trends reported (specific).

- Program faculty and administration meet semi-annually with members of the program's advisory panel. On the agenda for the fall meeting is an opportunity to discuss enrollment trends and recommended ways to address them.
- The program is pleased with the growth shown over the last five years. As Widget Design and Engineering enrollment numbers are limited by lab space, the program has a goal of attracting a total of 75 on-campus students (program capacity). Areas for growth, therefore, should be focused on off-campus sites (the nature of the program does not lend itself to a fully on-line experience). Program plans include discussions with representatives of community colleges in Traverse City and Grand Rapids for development of off-campus locations.

Enrollment – Residency

Enrollment – Gender

Etc.

Contact Information

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PROPOSAL SUMMARY AND ROUTING FORM

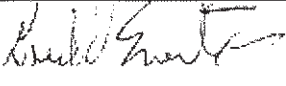
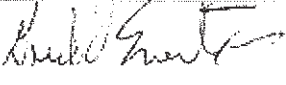

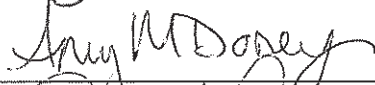

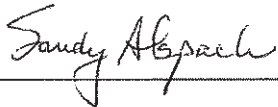
Proposal Title: ISI Minor

Initiating Individual: Gerald Emerick

Initiating Department or Unit: AFIS

Contact Person's Name: Gerald Emerick e-mail: geraldemerick@ferris.edu phone: 616-951-4676

- Group I - A – New degree, major, concentration, minor, or redirection of a current offering
- Group I - B – Deletion of a degree, major, concentration, or minor
- Group II - A – New Course, modification of a course, deletion of a course
- Group II - B – Minor curriculum clean-up
- Group III – Certificates (College Credit Non-Credit)
- Group IV – Other Site Locations (College Credit Non-Credit)

	Signature	Date	Vote/Action * Number count **
Program Representative **		2/11/14	4 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School/Faculty Representative Vote **		2/18/14	15 Support 0 Support with Concerns 0 Not Support 0 Abstain
Department/School - Administrator		2/18/14	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support
College Curriculum Committee/Faculty		2/25/14	<input checked="" type="checkbox"/> Support ___ Support with Concerns ___ Not Support ___ Abstain
Dean		3/3/14	___ Support ___ Support with Concerns ___ Not Support
University Curriculum Committee **		3/17/14	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			___ Support ___ Support with Concerns ___ Not Support ___ Abstain
Academic Affairs			___ Support ___ Hold ___ Not Support

* Support with Concerns or Not Support must include identification of specific concerns with appropriate rationale.

** Number count must be given for all members present and/or voting.

To be completed by Academic Affairs		Date/Term of Implementation: _____
_____ President (Date Approved)	_____ Board of Trustees (Date Approved)	_____ Academic Officers of MI (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights.)

The purpose of this proposal is to define a new minor within the Information Security & Intelligence undergraduate program. A minor would complement fields of study in other departments and would enhance the student's major and career goals with a specialization in Information Security. In addition, it allows a student to choose a specialization in Information Security such as Digital Forensics.

The minor will consist of six courses and 18 credit hours. Three of the six courses are required and provide the student with a foundation in Information Security. The remaining, three elective courses can then be tailored to the interests and career goals of the students.

2. Summary of Curricular Action (check all that apply to this proposal)

Degree Major Minor Concentration Certificate Course

New Modification Deletion

Name of Degree, Major, etc. : **Information Security and Intelligence Minor**_____

3. Summary of All Course Action Required Contact Senate Secretary or UCC Chair if additional spaces are required.

a. Newly Created Courses to be Added to FSU Catalog:

Prefix Number Title

b. Courses to be Deleted from FSU Catalog:

Prefix Number Title

c. Existing Course(s) to be Modified:

Prefix Number Title

d. Addition of existing FSU courses to program

Prefix Number Title

ISIN	308	Principles of Info Security (ISIN 200 or Instructor approval)
HSCJ	310	Digital Forensics and Analysis(ISIN 308)
ISIN	325	Database Security

ISIN	200	Secure Digital Technologies
HSCJ	315	Advanced Digital Forensics (HSCJ 310)
ISIN	300	Link and Visual Analysis
ISIN	301	Data-Intelligence & Comp Theory (ISIN 300)
ISIN	305	Developing a Web Presence
ISIN	335	Pen Testing and Cloud Security (ISIN 308 and ISIN 305 OR ISIN 308 and ISYS 288)
ISIN	430	Pen Testing and Mobile Security (ISIN 335, ISIN 325)
ISIN	312	Applications of Info Security (ISIN 308, ISIN 305, ISIN 200)
HSCJ	317	Fraud Examination
ISIN	429	Legal & Ethical Issues in Information Security
ISIN	380	Current Issues in ISIN (ISIN 308)

e. Removal of existing FSU courses from program

Prefix Number Title

4. Summary of All Consultations

Form Sent (B or C) Date Sent Responding Dept. Date Received & by Whom

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program.

6. Program Checksheets affected by this proposal (check all that apply to this proposal)

- Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change credit hours

List all Checksheets affected by this proposal:

College	Department	Program
COB	AFIS	New checksheet for ISI Minor. See attached form.

Information Security and Intelligence Minor

Outcomes and Assessment Plan

Outcomes

1. Identify and describe information security concepts
2. Identify and describe threats to information including legal and ethical aspects
3. Identify and describe tools, techniques, and technology as it relates to information security
4. Investigate, assess, and summarize the various approaches to measuring, mitigating, and responding to information security risks
5. Identify, describe, and apply digital forensics processes.
6. Develop secure database implementation, forensic, and auditing techniques.
7. Identify, describe and apply secure software principles.

Assessment of Outcomes

1. Objective testing
2. Case study analysis
3. Project assessment
4. Demonstration and presentation

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. All returned forms should be included in the proposal. FLITE must respond within 20 calendar days of receipt of this form to insure that the form is included in the final proposal.

FAILURE TO RESPOND IS CONSIDERED AS SUPPORT OF THE CHANGE.

RE: Proposal Title: ISI Minor

Projected number of students per year affected by proposed change: 100

Initiator(s): <u>Information Security & Intelligence Program</u>
Proposal Contact: <u>Gerald J. Emerick</u> Date Sent: <u>03/03/2014</u>
Department: <u>AFIS</u> Campus Address: <u>220 IRC</u> (Please print)

Liaison Librarian Signature: <u>[Signature]</u> Date: <u>3-3-14</u>
Dean of FLITE Signature: <u>[Signature]</u> Date Returned: <u>3/7/14</u>

Based upon our review on 3-3-14 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$ _____.
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, programs, etc. Use additional pages if necessary.

No impact to current library resources is anticipated.

FERRIS STATE UNIVERSITY -- COLLEGE OF BUSINESS

INFORMATION SECURITY AND INTELLIGENCE MINOR

(18 CREDITS)

REQUIRED COURSES – 9 Credits Required				
	COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
ISIN 308	Principles of Info Security (ISIN 200 or Instructor approval)	3		
HSCJ 310	Digital Forensics and Analysis (ISIN 308)	3		
ISIN 325	Database Security	3		

ELECTIVE COURSES – 9 Credits Required – Select From This List APPROVED BY ADVISOR				
	COURSE TITLE WITH PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	G.R. PTS.
ISIN 200	Secure Digital Technologies	3		
HSCJ 315	Advanced Digital Forensics (HSCJ 310)	3		
ISIN 300	Link and Visual Analysis	3		
ISIN 301	Data-Intelligence & Comp Theory (ISIN 300)	3		
ISIN 305	Developing a Web Presence	3		
ISIN 335	Pen Testing and Cloud Security (ISIN 308 and ISIN 305 OR ISIN 308 and ISYS 288)	3		
ISIN 430	Pen Testing and Mobile Security (ISIN 335, ISIN 325)	3		
ISIN 312	Applications of Info Security (ISIN 308, ISIN 305, ISIN 200)	3		
HSCJ 317	Fraud Examination	3		
ISIN 429	Legal & Ethical Issues in Information Security	3		
ISIN 380	Current Issues in ISIN (ISIN 308)	3		
		3		
		3		
		3		
		3		

Custom Elective Courses recommended by the ISI Faculty Advisor				
	COURSE TITLE	S.H.	GRADE	G.R. PTS.
		3		
		3		
		3		
		3		

Effective: Fall 2014

FERRIS STATE UNIVERSITY -- COLLEGE OF BUSINESS
INFORMATION SECURITY AND INTELLIGENCE MINOR (18 CREDITS)

NAME: _____

ID#: _____

NAME OF STUDENT'S MAJOR: _____

INSTRUCTIONS FOR SETTING UP YOUR ISI MINOR:

1. Consult with the ISI faculty advisor for an alternative or custom track. All minors should be pre-approved by the ISI program coordinator or AFIS department head.
2. It is **highly recommended** that the student consult with an ISI faculty advisor to select appropriate elective courses.

MINOR REQUIREMENTS:

1. In addition to the three core courses, three elective courses are required to complete the required 18 semester credit hours.

NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (excluding summer) must normally meet requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when originally admitted.

NOTICE REGARDING GPA REQUIREMENTS FOR MINOR

A 2.00 cumulative GPA is required for completion of the Information Security Minor.

NOTICE REGARDING TRANSFERRED CREDITS & MAJOR/MINOR REQUIREMENTS

No more than 50% of the credits in this minor may be transferred from another institution, nor will this minor be granted if more than 50% of the minor credits are specifically required in the students major.

Student: _____

Date: _____

ISI Advisor: _____

Date: _____

**Dept. Head
Or Program
Coordinator:** _____

Date: _____

FERRIS STATE UNIVERSITY
ACADEMIC MINOR DECLARATION/ CLEARANCE FORM

Name _____ Student Number _____
 College _____ Major _____
 Requirements for minor in _____ **ISI** _____ Effective Semester _____

A minimum of 18 semester hours of credit in the minor are required, with an overall 2.0 grade point average for the courses in the minor. The following courses are required for certification of the minor.

Course	Date Completed	Course	Date Completed
ISIN 308			
HSCJ 310			
ISIN 325			

Scheduling for the major takes the precedent over scheduling for courses in the minor. The University 'does' not guarantee that courses required for the minor will be offered each semester. Certification that the student has met the requirements of the academic minor will not be entered in the academic record until the student has been certified for a bachelor's degree.

PROCEDURE

1. A declaration by a student to pursue an academic minor requires the student, in consultation with the minor advisor in the department offering the minor, to complete the top portion and declaration signature section of this form
2. This completed form will be submitted by the student to the department head for approval. Upon approval, the form will be forwarded to the dean's office of the college offering the minor. One copy of the form will be kept in the department office, a second will be sent to the student's dean's office, a third to the Registrar's Office, and a final copy provided to the student
3. When course requirements for the minor are successfully completed, the student will request clearance from the department granting the minor. Upon approval by the department and the dean's office of the college offering the minor, a copy of the form will be sent to the student's dean.
4. Once the student satisfies requirements for the bachelor's degree, the student's dean will notify the Registrar's Office to enter the completion note on the student's record.

Declaration Of Minor	Student	Date
	Minor Advisor	Date
	Department Head	Date
Clearance Of Minor	Minor Advisor	Date
	Department Head	Date
	Dean (College Offering Minor)	Date

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**INFORMATION SECURITY and INTELLIGENCE MINOR
TYPICAL COURSE ROTATION**

Course Name	Fall	Spring	Summer	Typical Delivery
ISIN 200 Secure Digital Technologies	X			In-Class
ISIN 308 Principles of Info Security	X			In-Class
HSCJ 310 Digital Forensics and Analysis		X	X	In-Class
ISIN 325 Database Security	X	X		In-Class
HSCJ 315 Advanced Digital Forensics		X	X	In-Class
ISIN 300 Link and Visual Analysis		X	X	Online
ISIN 301 Data-Intelligence & Comp Theory		X	X	Online
ISIN 305 Developing a Web Presence	X	X		In-Class
ISIN 335 Pen Testing and Cloud Security		X		In-Class
ISIN 430 Pen Testing and Mobile Security	X			In-Class
ISIN 312 Applications of Info Sec	X	X	X	Online
HSCJ 317 Fraud Examination	X	X	X	Online
ISIN 429 Legal & Ethical Issues in Information Security	X	X	X	Online
ISIN 380 Current Issues in ISIN	X			In-Class or Online