

Academic Senate

Agenda for the Meeting

Tuesday, November 25, 2014

6:00- 8:00 p.m.

Michigan College of Optometry, Room 210

- I. Call to Order and Roll Call
- II. Announcements
 - A. President Thapa
- III. New Business
 - A. Academic Program Review Recommendations – Dr. Matthew Wagenheim
- VII. Open Forum
- VIII. Adjournment

Academic Program Review Council
Report to the Senate 2014

Date: November 25, 2014
To: Academic Senate
From: Academic Program Review Council
Subject: Recommendations to the Academic Senate

In accordance with the guidelines set forth in *Academic Program Review: A Guide for Participants*, the Academic Program Review Council (APRC) presents these recommendations for Senate consideration.

Academic program review began at Ferris in 1988, and has continued uninterrupted since 1995. This year we present the nineteenth continuous year of program review recommendations. This is an impressive record that speaks well of the long-term commitment of Ferris faculty and administration to comprehensive program assessment and improvement.

These recommendations are the product of work done over the course of a year by more than one hundred faculty members, Ferris administrators, and loyal friends of degree programs. Twelve degree programs produced self-study reports and one program produced a follow-up summary which were submitted to APRC in August. Beginning on the day after Labor Day, APRC has met for three hours on Tuesday and Thursday evenings for ten weeks—with additional hours reading, analyzing, meeting with program review panels, and formulating recommendations. It is our belief that these steps make academic program review valuable for the entire University community.

The recommendations are in three categories—general, program-specific, and process-related.

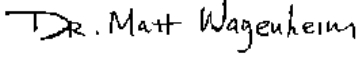
All faculty members bear a responsibility not just for their own courses and programs, but also for preserving the integrity and value of the University's entire curriculum. By our participation in this process, we affirm once again the importance of the role faculty play in decision-making about academic programs. I would like to publically thank the members of the 2014-2015 Academic Program Review Council. Program review is a time-consuming and challenging endeavor which council members took on with hard work and dedication. Additional thanks to Paula Hadley-Kennedy and Robbie Teahen. I am grateful for their help and insight.

2014/2015 APR Council Members

Ann Breitenwischer, FLITE
Anita Fagerman, Business
Nick Kuiper, Education and Human Services
Cindy Seel, Health Professions

Gary Todd, Engineering Technology
Aaron Waltz, Business

Sincerely,

Dr. Matt Wagenheim

Matt Wagenheim, Education and Human Services
Chair

Academic Program Review Council
Report to the Senate 2014

Suggestions for APR Process Improvements

These recommendations are designed to make the academic program review process more efficient and effective. Recommendations come from council members who have gone through the APR process themselves (as program representatives or PRP chairs) in addition to serving on the APRC for many years.

1. Accredited programs submitting evidence of continued accreditation in good standing should be exempt from the APR process following the requirements outlined in *APR: Guide for Accredited Programs* except when specifically requested by program representatives.
2. The *Guide for Participants* should be updated to include a requirement of a program review report signature page indicating that all members of the PRP and all administrators with program oversight have read the program review report and attest to its completeness and soundness.
3. The *Guide for Participants* should be updated to include a site visit by the APRC chair during the spring semester prior to final report submission.

November 25, 2014

Academic Program Review Council
Report to the Senate 2014

General Recommendations

These recommendations accompany and complement the recommendations for specific degree programs. They also address policy issues broadly relevant to program review.

1. The University is encouraged to work in collaboration with the Academic Senate and college deans to ensure that all programs identified by the Academic Program Review process as lacking effective procedures for continuous quality assessment (including the establishment, implementation, and evaluation of program-level student learning outcomes) have established procedures no later than 12 months from the date program-specific APR recommendations are approved by the Academic Senate.
2. The University is encouraged to include relevant information regarding minor and certificate programs within the annual Fact Book including enrollment and degrees conferred.
3. The University is encouraged to work in collaboration with college deans in review of number of credits assigned for internships and other field experiences.
4. The University is encouraged to require all programs, minors, and, certificates to have a declared program champion.
5. The University is encouraged to explore the value of the productivity measure (SCHs/FTEs) as it relates to all programs as some lab intensive programs (with enrollment at any one time limited by space and safety) may be unfairly characterized as “unproductive.”
6. The University is encouraged to work with college deans in the development of a keyword master list of program offerings for use by admissions and others. Admission counselors and others are encouraged to use the keyword list in directing potential students to all programs that may fit a student’s expressed area of interest.
7. The University is encouraged to investigate the potential for gender-specific scholarships into programs traditionally dominated by one gender.
8. The University is encouraged to remain focused on web and media accessibility especially as it relates to fully online course offerings.
9. The University is encouraged to remain focused on access and accessibility for all buildings across campus.

November 25, 2014

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **French**
CC: Dan Noren, Debbie Courtright-Nash, Rick Kurtz, Khagendra Thapa, Roberta Teahen,
Paul Blake

I. IDENTITY OF PROGRAM:

French (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by enhancing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program offers numerous experiential learning opportunities for students.
- **Program Value:** The program offers a unique foreign language perspective providing students with a marketable competitive advantage.
- **Program Enrollment:** In Fall 2014, the program had approximately 12 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enhance their employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction require review to ensure high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.

- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers students a variety of opportunities for experiential learning.
- The program serves an important general education function.
- The program has a passionate program champion.
- The program is relatively low cost for the University.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The French minor does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data. Decisions seem to be made based on the expertise of the program champion alone.

VII. IT IS REQUESTED THAT THE FRENCH MINOR SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:

- Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.
- Short and long term strategic plan for program direction and quality including measurable program goals.
- A formalized proficiency assessment procedure.
- An update on the processes related to the sufficiency, quality, and student utilization of resources available through FLITE.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Health Illness and Society**
CC: Meral Topcu, Rick Kurtz, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Health Illness and Society (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** There is no evidence that the program has a mission statement or that it aligns with the college and university.
- **Program Visibility and Distinctiveness:** There is no evidence that the program is visible or distinctive beyond the social sciences department.
- **Program Value:** There is no evidence that shows students enrolled in the program are gaining a marketable value or receiving a quality assured experience.
- **Program Enrollment:** In Fall 2014, the program had approximately 10 students enrolled.
- **Characteristics, Quality, and Employability of Students:** There is no evidence that graduates of the program enhance their employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** There is no evidence that the curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty teaching in the program are well-qualified.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APCR NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- Faculty teaching in the program serve an important general education function.
- The program is relatively low cost for the University.

VI. APRC RECOMMENDS PROGRAM CLOSURE BASED ON THE FOLLOWING:

- Although offered at little additional cost to the University, there is no evidence that current or potential students are receiving a quality educational experience.
- There is no evidence that the program has a clearly defined mission statement.
- There is no evidence that the program has identified goals.
- There is no evidence that the program has defined student-level learning outcomes or that results are being used to make program improvements.
- There is no evidence of a strategic plan for program improvement.
- There is no evidence of curricular oversight or improvement procedures.
- There is no evidence that the program reviews enrollment, SCH, or productivity numbers to inform program improvement decisions.
- There is no evidence that an industry outlook in terms of job growth is consulted to inform program improvement decisions.
- There is no evidence of any policy or procedure in place used to gauge program quality and inform program improvement decisions.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Human Development**
CC: Meral Topcu, Rick Kurtz, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Human Development (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** There is no evidence that the program has a mission statement or that it aligns with the college and university.
- **Program Visibility and Distinctiveness:** There is no evidence that the program is visible or distinctive beyond the social sciences department.
- **Program Value:** There is no evidence that shows students enrolled in the program are gaining a marketable value or receiving a quality assured experience.
- **Program Enrollment:** In Fall 2014, the program had approximately 10 students enrolled.
- **Characteristics, Quality, and Employability of Students:** There is no evidence that graduates of the program enhance their employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** There is no evidence that the curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty teaching in the program are well-qualified.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APCR NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- Faculty teaching in the program serve an important general education function.
- The program is relatively low cost for the University.

VI. APRC RECOMMENDS PROGRAM CLOSURE BASED ON THE FOLLOWING:

- Although offered at little additional cost to the University, there is no evidence that current or potential students are receiving a quality educational experience.
- There is no evidence that the program has a clearly defined mission statement.
- There is no evidence that the program has identified goals.
- There is no evidence that the program has defined student-level learning outcomes or that results are being used to make program improvements.
- There is no evidence of a strategic plan for program improvement.
- There is no evidence of curricular oversight or improvement procedures.
- There is no evidence that the program reviews enrollment, SCH, or productivity numbers to inform program improvement decisions.
- There is no evidence that an industry outlook in terms of job growth is consulted to inform program improvement decisions.
- There is no evidence of any policy or procedure in place used to gauge program quality and inform program improvement decisions.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Professional Golf Management**
CC: Aaron Waltz, Dave Nicol, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Professional Golf Management (B.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program was the first professional golf management program in the country - established in 1975.
- **Program Value:** The program offers students unique internship opportunities.
- **Program Enrollment:** In Fall 2014, the program had approximately 224 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the PGA of America.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program was the first professional golf management program in the country.
- The program enjoys enthusiastic and ambitious leadership.

- The program provides clear communication to students regarding the (potential) difficulty of the program as well as opportunities for graduating under a different course of study.
- The program provides students with quality facilities for practice and play.
- The program is engaged in a fund-raising campaign to develop a learning center at the Katke golf course that would serve students and the community as well as house the Michigan Golf Hall of Fame.

VI. APRC OFFERS THE FOLLOWING SUGGETIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to develop clearly defined program-level assessment methods and plans to implement results for program improvements.
- The program is encouraged to continue work toward development of the proposed learning center housed at Katke golf course.
- The program is encouraged to develop and implement a short and long-term strategic plan.
- The program is encouraged to develop a long-term approach to the challenge of industry downturns in annual golf rounds played and golf course closing rates.
- The program is encouraged to develop a long-term approach to reaching potential female students.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Career and Technical Education**
CC: Mike Ennis, Jim Powell, Steve Reifert, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Career and Technical Education (M.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus toward working professionals.
- **Program Value:** The program offers a career-focused, hands-on education in a curriculum designed for working professionals.
- **Program Enrollment:** In Fall 2014, the program had approximately 18 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the Teacher Education Accreditation Council.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- The program has program-level learning outcomes housed in TracDat.

- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers a unique course of study designed for working professionals.
- The program uses assessment data to make course-level improvements.
- The program is overseen by the State of Michigan and accredited by the Teacher Education Accreditation Council.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The Career and Technical Education (M.S.) program has experienced a continued decline in enrollment over the last five years.

VII. IT IS REQUESTED THAT THE CAREER AND TECHNICAL EDUCATION PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:

- A strategic plan outlining short and long-term program plans for increasing enrollment.
- Identification of a program champion.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Secondary Education**
CC: Jim Powell, Steve Reifert, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Secondary Education (B.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program is facing challenges from 38 other teacher preparation programs in the State of Michigan.
- **Program Value:** The program offers a hands-on, career-focused education.
- **Program Enrollment:** In Fall 2014, the program had approximately 20 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the Teacher Education Accreditation Council.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does have student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- The program does have program-level learning outcomes housed in TracDat.
- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program uses assessment data to make course-level improvements.
- The program is overseen by the State of Michigan and accredited by the Teacher Education Accreditation Council.
- The program has a faculty and administration dedicated to student learning.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The Secondary Education program has experienced a continued decline in enrollment over the last five years.

VII. IT IS REQUESTED THAT THE SECONDARY EDUCATION PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:

- A strategic plan outlining short and long-term program plans for increasing enrollment.
- Identification of a program champion.
- A process to ensure a consistent and standard working relationship with content experts from the College of Arts and Sciences and elsewhere.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Digital Media Software Engineering**
CC: Glen Okonoski, Steve Reifert, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:**Digital Media Software Engineering (B.S.)****II. THE PROGRAM WAS REVIEWED DURING THE 2012/2013 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 OCTOBER 2014, ADDRESSING THE FOLLOWING ISSUES:**

- The current status of the effectiveness of the administrative structure within the School of Digital Media within the College of Education and Human Services.
- An update and explanation as to the tenure track status of program faculty.
- An update regarding the program's physical location and day-to-day operation.
- An update outlining current student enrollment, graduation, and retention numbers.
- An update outlining the status of external accreditation.

III. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

- APRC thanks the Digital Media Software Engineering faculty and COEHS administration for the update, which details the response to the above issues:
 - In response to question 1, keeping DMSE aligned with DAGD within the school creates opportunities for student collaboration and crossover. Program faculty, Rick Baker, and School Coordinator, Glen Okonoski, work together, with Glen on the Grand Rapids campus on Wednesday's. Monthly school meetings are held in GR including faculty from both DAGD and DMSE, and school-wide meetings are held in August and January. All faculty are involved in College-wide meetings, college communication and graduation. Additionally, Dean Johnston, and now Interim Dean Reifert have made visits to Grand Rapids and engaged with the programs and faculty. Still, the overall structure is also currently under review as we process feedback from our accreditation process that is active and underway. Reifert, Okonoski and Baker are currently assessing what opportunities exist to improve the structure, and a range of options is on the table for consideration.
 - Questions 2 and 4 are connected. There are currently 25 students in the DMSE degree program. Growing the program has proved difficult because of the high math and science standards that necessarily exist in the curriculum. This shrinks the pool of potential students who would consider pursuing this degree. Additionally, running the degree program with 1 faculty, and looking for curriculum quality and program

growth, is asking a lot. The intent since the program came under the COEHS was to try and grow the program, then add faculty. However, current thinking involves consideration of adding a three-year temporary faculty position to the DMSE program to better support both initiatives. Indeed, the initial PCAF that led to the creation of the degree indicated the addition of a second faculty member in the second year of the program (2008).

- Our response to question 3 is that the location of the DMSE program on the Grand Rapids campus continues to serve non-traditional students within the program well. Through the recent addition of a School of Digital Media academic advisor and secretary, we are currently examining some of the processes for student record management, etc. Additionally, a current initiative of the COEHS is to establish an Off-Campus faculty led Instructional Liaison position that should assist in maintaining quality control with instruction and curriculum across the college.
- Regarding question 5, we began the accreditation process with the Accreditation Board for Engineering and Technology (ABET) in November 2013. A site visit was recently conducted by ABET. While preparing the self-study, and through the feedback of the accreditation team, concerns around question 2 above were raised. Reifert, Okonoski and Baker are reviewing this and additional feedback of the visit. We are currently working to determine whether to further pursue accreditation at this time, or go in a different direction.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Computer Networks and Systems**
CC: Ron Mehringer, Debbie Dawson, Larry Schult, Khagendra Thapa, Roberta Teahen,
Paul Blake

I. IDENTITY OF PROGRAM:

Computer Networks and Systems (B.S.)
Computer Networks (Minor)
Computer Networks (Certificate)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program is unique in the State of Michigan and across the country as one of only a few computer networks programs that offer experience in both hardware and software.
- **Program Value:** The program offers graduates an opportunity to sit for the CISCO certification exam which provides a marketable competitive advantage.
- **Program Enrollment:** In Fall 2014, the program had approximately 36 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does not have student-learning outcomes at the program-level.
- The program does not have a curriculum map.
- The program does not have program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers a unique networking emphasis on both hardware and software.
- The program enjoys a quality advisory board relationship and industry support.
- Program graduates are in demand.
- The program offers graduates an opportunity to sit for the CISCO certification exam which provides a marketable competitive advantage.

VI. APRC OFFERS THE FOLLOWING SUGGETIONS FOR PROGRAM IMPROVEMENT:

- The program has experienced a drop in enrollment over the past five years. Program representatives and administration are encouraged to work together to address this continuing challenge.
- The program only has access to one CISCO certified instructor. The program is encouraged to work toward addressing this (potential) challenge.
- The program is encouraged to develop clearly defined program-level student learning outcomes, assessment methods, and plans to implement results for program improvements.
- The program is encouraged to develop a strategy to encourage more program graduates to sit for the CISCO certification exam.
- Program faculty are encouraged to engage more in terms of university-level service.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Facility Management**
CC: Joe Samson, Diane Nagelkirk, John Schmidt, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Facility Management (B.S.)
Facility Operations Management (Minor)
Facility Management (Certificate)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program offers good job placement and relatively high starting salaries.
- **Program Value:** The program works with an advisory panel and enjoys a close working relationship with those in the industry.
- **Program Enrollment:** In Fall 2014, the program had approximately 32 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the International Facility Management Association.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program has a curriculum map.
- The program has program-level learning outcomes housed in TracDat.
- There is evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program enjoys a quality advisory board relationship and industry support.
- Program graduates are in demand.
- The program offers graduates an opportunity to sit for the Certified Facility Manager designation after only three years of post-graduation work experience.
- The program implements and evaluates program-level learning outcomes as one way to maintain program quality.

VI. APRC OFFERS THE FOLLOWING SUGGETIONS FOR PROGRAM IMPROVEMENT:

- The program has experienced a drop in enrollment over the past five years. Program representatives and administration are encouraged to work together to address this continuing challenge. One recommendation is to explore streams of enrollment beyond the A.A.S. degree in Architectural Technology.
- The program is encouraged to develop a strategy to encourage more program graduates to sit for the CFM certification exam.
- Program faculty are encouraged to engage more in terms of university-level service.
- Program faculty, program coordinator, and school director are encouraged to develop a closer working relationship with the dean of CET.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Plastics Engineering Technology**
CC: Greg Conti, Rich Goosen, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Plastics Engineering Technology (B.S.)
Plastics and Polymer Engineering Technology (A.A.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus with program graduates in high demand.
- **Program Value:** The program offers a career-focused, hands-on education with relatively high starting salaries for graduates.
- **Program Enrollment:** In Fall 2014, the program had approximately 220 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers students a variety of opportunities for experiential learning.

- The program has dedicated faculty who work closely with industry representatives.
- Program graduates are in demand.
- Program graduates enjoy relatively high starting salaries.
- Program courses provide curricular value to the Plastics Engineering Technology program and the College of Engineering Technology.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to develop clearly defined program-level assessment methods and plans to implement results for program improvements.
- Program faculty are encouraged to participate more in service to the university.
- Program faculty are encouraged to engage in more program-related professional development.
- The program is encouraged to develop an equipment inventory and replacement and maintenance schedule.
- The program is encouraged to explore formal policies and procedures for industry relationships leading to materials and money for equipment parts and maintenance.
- The program is encouraged to develop a short and long-term strategic plan for program development and quality improvement.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Rubber Engineering Technology**
CC: Matt Yang, Rich Goosen, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Rubber Engineering Technology (B.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by enhancing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus, but there is light industry demand for the specific skills related to the program.
- **Program Value:** The program offers a curricular value to the Plastics Engineering Technology program and the College of Engineering Technology.
- **Program Enrollment:** In Fall 2014, the program had approximately 7 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does not have student-learning outcomes at the program-level.
- The program does not have a curriculum map.
- The program does not have program-level learning outcomes housed in TracDat.
- Evidence is lacking of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers students a variety of opportunities for experiential learning.

- The program has a passionate program champion.
- Program graduates are in demand.
- Program graduates enjoy relatively high starting salaries.
- Program courses provide curricular value to the Plastics Engineering Technology program and the College of Engineering Technology.

VI. APRC NOTES THE FOLLOWING AREAS OF IMPROVEMENT TO BE ADDRESSED THROUGH REDIRECTION:

- The Academic Program Review Council recommended re-alignment of the Rubber Engineering Technology during the program's 2008/2009 review.
- Program enrollment has dropped to a very low level.
- The benefit of a stand-alone Rubber Engineering Technology degree (versus the Plastics Engineering Technology and Plastics and Polymer Engineering Technology) has not been shown.
- One faculty member dedicated to the program.

VII. APRC RECOMMENDS THAT THE RUBBER ENGINEERING TECHNOLOGY PROGRAM BE REDIRECTED AS FOLLOWS:

- Program representatives are encouraged to redesign the Rubber Engineering Technology program as a concentration of study within the Plastics Engineering Technology program, or similar course of action.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Doctorate in Community College Leadership**
CC: Roberta Teahen, Andrea Wirgau, Khagendra Thapa, Paul Blake

I. IDENTITY OF PROGRAM:

Doctorate in Community College Leadership (Ed.D.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus toward working professionals.
- **Program Value:** The program offers a career-focused, hands-on graduate education in a flexible curriculum designed for working professionals.
- **Program Enrollment:** In Fall 2014, the program had approximately 75 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does have student-learning outcomes at the program-level.
- The program does have a curriculum map.
- The program does have program-level learning outcomes housed in TracDat.
- There is evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers a unique course of study designed for working professionals.
- The program uses assessment data to make program quality-improvement decisions.
- The program enjoys enthusiastic and dedicated administrative oversight.

- The program employs a high number of industry-experienced faculty.
- The program enjoys high quality marketing and promotion from the college of Extended and International Operations.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to explore long-term plans for administrative oversight in light of the multiple responsibilities of the current director.
- The program is encouraged to continue to monitor National American University and other potential competitors.
- The program is encouraged to address some faculty concern regarding the speed of the program (currently three years.)
- The program is encouraged to address some faculty concern regarding (some) lack of a “scholarly thinking” focus.
- The program is encouraged to work with University administration in exploring the potential for a fulltime faculty member dedicated to the program.
- The program is encouraged to work with the University Graduate and Professional Committee in the standardization of various graduate policies and procedures.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Respiratory Care**
CC: Sue Waters, Matthew Adeyanju, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Respiratory Care (A.A.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program is unique in the State of Michigan as the only university-based opportunity for students.
- **Program Value:** The program receives more applications each year than can be enrolled.
- **Program Enrollment:** In Fall 2014, the program had approximately 47 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the Commission for Accreditation for Respiratory Care.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program does not have a curriculum map.
- The program has program-level learning outcomes housed in TracDat.
- Evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program is unique in the State of Michigan as the only university-based program of its kind.
- The program is accredited by the Commission on Accreditation for Respiratory Care.
- The program enjoys high student demand.

- The program has the enthusiastic support of faculty and administrators with direct program oversight.
- Program graduates receive positive reviews from clinical site instructors.

VI. APRC OFFERS THE FOLLOWING SUGGETIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to address recommended areas for improvement identified by its latest accreditation site visit report.
- The program is encouraged to continue in the process of developing a Bachelor of Science completion program in Respiratory Care.
- The program is encouraged to formalize its strategic planning.
- The program is encouraged to address the relatively low Registered Respiratory Therapist (RRT) examination pass rates by graduates.

Academic Program Review: A Guide for Accredited Programs

<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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Initiated 1988
Latest Update: 2014

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Welcome

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Congratulations on working hard to achieve quality recognition in the form of outside accreditation for your program. Accredited programs within Ferris State University are recognized for their excellence and are not required to undergo the academic program review process outlined in *Academic Program Review: A Guide for Participants*. However, there are some processes and procedures specific to accredited programs that are outlined in this document.

Note – programs are free to waive the accreditation exemption and undergo the standard academic program review process. Contact the APR chair.

Which programs qualify for exemption?

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Programs currently holding *program specific* accreditation in good standing from a recognized accrediting body are not required to undergo the academic program review process outlined in *Academic Program Review: A Guide for Participants*. Note – accreditation must be specific to the program in question. Programs not specifically reviewed but under the umbrella of larger departmental or college accreditation do not qualify for exemption. Contact the APR chair if there is any question as to eligibility. [Contact the APR Chair](#)

Goals of Academic Program Review

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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.

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, diversity, and inclusion.
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 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.

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.

Required Documentation

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Accredited programs in good standing are exempt from the academic program review process including submission of a program review report or meeting face-to-face with members of the program review council. ***However, accredited programs must submit the following information every three years no later than August 15 to the chair of the APR.***

Note – as with all other FSU programs undergoing academic program review, the documentation received by the APR council will be submitted to the Senate Executive Committee and the Academic Senate for review and approval prior to submission to the Provost with the cycle in which submission was made.

Accredited programs are to submit a document with the following information to the chair of the APR no later than August 15 of the year they are scheduled for review.

Note – if, after reviewing the submitted documentation from an accredited program, the APR identifies deficiencies in the subject program it reserves the right to require the program to undergo review using the standards outlined in Academic Program Review: A Guide for Participants in the next APR cycle.

Program Information

Program name(s)
Name of accrediting agency
Date accreditation expires

Evidence of Accreditation in Good Standing

Current evaluation of program standing from the accrediting body including identified program strengths and opportunities for improvement.

Current program response and plan for action addressing identified opportunities for improvement.

Enrollment Trends

Program enrollment numbers covering the most recent five year period.
Program response and plan for action addressing enrollment trends.
Graduation rates covering the most recent five year period.
Program response and plan for action addressing graduation rates.
Certification exam pass rates compared with regional, state, and national averages
Program response and plan for action addressing certification exam pass rates

Strategic Plan

Program's short and long-term strategic plans for continuous program improvement.

Program-Level Student Learning Outcomes

Program-level student learning outcomes
Assessment methods designed to measure the outcomes
Procedures for establishing, implementing, and monitoring learning outcomes

Perceptions of Overall Quality

The process of program review is one element in a program's plan for continuous quality improvement. 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.

Completed by:

Dean

Director / Department Head

Chair / Coordinator

Faculty teaching within the program

Additional Information (optional)

Programs have an opportunity to provide additional information that speaks to continued program quality and improvement.

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Frequently Asked Questions

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Below is a list of typical questions heard from programs about to undergo the review process. If questions remain, please contact the APCR chair at any time. [Contact the APCR 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?

The form of the review document is at the discretion of programs and their accrediting bodies. 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, programs with current accreditation seeking exemption from the standard review process are required to submit updated information every three years.

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

The time and effort required for a complete program review are recognized, that is why programs with accreditation in good standing from outside bodies are exempt from the standard review process. Accredited programs are only required to submit the information outlined in this document.

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. The APRC also hosts a website with additional information. [APRC Website](#)

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.

Are outside reviewers required?

Outside analysis regarding program quality is recommended.

What is administration's role in the review process?

The Department Chair / Head and the Dean of the college are to submit a summary quality 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?

Accredited programs retain the option to waive exemption, to submit a standard program review report, and to participate in the review process in 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. The chair of the APR must be contacted no later than August 15 one year prior to the August 15 deadline for document submission if a waiver of the exemption is requested.

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.

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.

Contact Information

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