

Academic Senate
Agenda for the Meeting of
December 1 2015
UCB 202A
10:00 - 11:50 a.m.

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. November 3, 2015
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Kemi Fadayomi
 - B. General Education Committee – Clifton Franklund
 - C. Student Government – Wayne Bersano
6. New Business
 - A. UCC/Program Learning Outcomes Motion - Fagerman
 - B. General Education Committee – Franklund
 - C. Academic Program Review 2015-2016 (First Reading) – Wagenheim
7. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Paul Blake
 - C. Senate President – Khagendra Thapa
8. Open Forum
9. Adjournment

**Minutes
Ferris State University
Academic Senate Meeting**

November 3, 2015

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Balanda, Baran, Berghoef, Briggs, Bright, Cronk, Daubert, Drake, Epps, Fadayomi, Fagerman, Foulk, Fox, Gray, Hanna, Isler, Jenerou, Klatt, Lewis, Maike, Mattis, Peircey, Richmond, Rumpf, Thapa, Todd, Wagenheim, Wancour, Zimmer, Zyla

Members absent with cause: Brecken, Dinardo, Hancock,

Members absent: None

Ex Officio and Guests: Blake, Durst, Eisler, Franklund, Garrison, Bursano, Karfa, Nicol, Pilgrim, Potter, Reifert, Schult, Quigley, Dawson, Johnson, Hawkins, Urbanick

1.	President Thapa called the meeting to order at 10:02 a.m.
2.	Approval of Minutes. Senator Alspach moved to approve the minutes. Senator Piercey seconded. The motion passed.
3.	Open Forum. Senator Alspach reported on results of the recent public speaking contest. She congratulated the winners and thanked faculty for their participation.
4.	Officer Reports/Provost Report. President Thapa thanked the senators for their participation at the reception and on the various committees. Vice-President Bacon reported that the International Education Committee has been formed and will be meeting shortly. Secretary Isler had no report.
5.	Committee Reports UCC Chair Fadayomi discussed concerns with the universal checksheet used in MyDegree and how at this point the template is not adequate for information needed for the UCC proposal process. Missing components include: a term-by-term completion plan, information about when required classes are typically offered and student learning outcomes clearly linked to measurable program assessment strategies. She also noted some programs do not see the need for program level outcomes as part of the process and would like some clarification on the role of the UCC in collecting such information. Senator Wagenheim noted that program outcomes within TracDat are also a requirement as part of the academic program review process. General Education Coordinator Cliff Franklund presented a General Education implementation plan (for discussion purposes only). He noted this was a more incremental approach which would allow the program to start to go into effect for Fall 2016. The two new competencies clustered under application are designed to be handled by the individual programs. It will standardize and automate the role of student learning outcome assessment. It will allow the foundation and distribution competencies to be mapped to existing courses with the changes being assessed during a recertification process. All outcomes are scheduled to be assessed in a 10 year period. Senator Fagerman asked how the process got so off track that the changes in Gen Ed have been reduced to something that looks like very little change? Franklund noted that he was bound by MTA transfer agreements and the process of reorientation being a longer process than he first instead. However, it would still be possible for a business class to apply for outcome approval using the new system. Senator Fagerman then asked if a combination of classes can cover an outcome/or cover partial? Franklund said it has not yet been figured out how to calculate that. Senator Piercey asked how many even know how to use TracDat for outcomes? Franklund suggested working with the Faculty Center for Teaching and Learning. UCC chair Fadayomi asked where in the process is the UCC? Franklund said they retained a spot on the UCC forms but approval has always been a separate Academic Affairs process. Hanna asked if there was a sheet describing the composition of the

	<p>committees. Franklund said he forgot to attach it and would provide information to the Senators before their vote in December. Wagenheim asked about the possibility of a mechanism for credit for a co-curricular? Franklund said that was still possible but not figured out at this point. Senator Fagerman asked again about partial credit in a 300 class. Franklund said that was a trading nightmare. Senator Todd said that no fractional credit essentially removes technology from many of the categories. Senator Cronk asked for the brief history of the situation. Franklund said the report he was given a year ago had 18 categories and 82 learning outcomes and he has been trying to transform it to a working program. President Thapa ended the discussion because of other agenda items.</p> <p>Student Government President Wayne Bersano talked about initiatives including looking for specific sponsorship of the readership program and the good experience at the State of the University. They have created 4 new external committees on international education, DPS oversight, City Commission and substance abuse.</p>
6A	<p>Associates in Social Work- New Degree UCC Chair Fadayomi moved to approve the new degree of an Associates in Social Work. Senator Berghoef seconded. Senator Zyla asked in 114 would be allowed. Berghoef said yes. Senator Wancour asked what the purpose of the degree was if the standard was a bachelor degree. Senator Berghoef said it allowed students to enter funding sources such as the TIP program. Senator Hanna asked what are the desired outcomes at 2 years/ Senator Berghoef said those have not been articulated by the accrediting board. Senator Fagerman asked about the value of such a degree and how it would be promoted? Senator Berghoef responded that students know they need to go on, but this helped with graduation numbers. Senator Todd asked what the need for this program was? Provost Blake said it was a financial reason. Senator Lewis added that their associates in Criminal Justice helped to give their students focus by creating a completion point. The motion passed.</p>
6B	<p>Associates in Pre-Science. Closure. Senator Fadayomi moved to close the Associates Degree in pre-science. Senator Berghoef seconded. Alison Jenerou noted this degree is not needed to get entry into the optometry program. Interim Dean Karafa noted this was part of a larger restructuring of the pre-science program into more specific programs.</p>
6C	<p>Associates in Pre-Mortuary Science. Closure. Senator Fadayomi moved to close the associate degree in Pre-Mortuary Science. Senator Fox seconded. This was a major with small enrollment which is not required for those going into mortuary science. Motion passed.</p>
6D	<p>Approval of the Study Abroad Task Force Proposal. Senator Bacon moved to support the proposal. Senator Alspach seconded. Senator Briggs described concerns with the student being preapproved and sometimes in the summer are taking study abroad, online and mixed and not really being able to complete all they signed up for. Bacon noted this is an issue but since this was a policy, not the process, it has not been addressed. Senator Hanna asked how it was approved that currently you can get three credits for a 7 day trip in which two of those days may be travel. Vice-President Bacon said they used HLC outcomes and pre and post-assessment. Senator Epps asked if the course approval process for Study Abroad is the same as other classes. Vice-President Bacon said yes. Senator Mary Bacon asked if our course credits were similar to other study abroad. Vice-President Bacon said yes. Motion approved.</p>
7.	<p>Announcements. President Eisler expressed his concern about the current roads proposal which includes \$600 million from the general fund without specifying where, beginning in 2019. He notes that higher education is funded through the general fund. He encouraged faculty to engage in continuing conversations about student housing. He noted the Vice-President Ward-Roof has formed a task force to report on strategic enrollment. Vice-President Pilgrim has begun work on a strategic diversity plan.</p> <p>Provost Blake said this was a very stressful point in the semester and he thanked faculty for their positive activities and continued great job.</p>
8.	<p>Open Forum. President Thapa offered to reopen any questions on the General Education proposal.</p> <p>Senator Fagerman said she would like a motion to support program level outcomes in the curriculum. The</p>

	<p>motion will be on next month's agenda.</p> <p>Senator Wancour noted that the Dental Hygiene educator conference on campus was a big success.</p>
9.	The meeting was adjourned at 11:32 a.m.

The Importance of General Education at Ferris

Since its inception, Ferris State University has been dedicated to the training and preparation of young men and women for productive careers. Our numerous and diverse programs do an exceptional job of meeting this challenge. Yet, central to all of our academic offering is a core of shared experiences and expectations. These embody what is generally referred to as General Education. The General Education committee strongly believes that General Education is not merely an ancillary add-on to programmatic offerings. Nor is it exclusively owned by any one program, department, or college. Instead, it is a shared responsibility that can only be fully realized through a collaborative effort across divisions, colleges, and programs. A strong General Education core is essential for our institution for at least four reasons.

1. **General Education makes us a University** – Ferris State is career-oriented, but not a technical school. Rather than existing as a loose confederation of disparate programs, we provide a comprehensive education that prepares our students for leadership in their personal and professional lives. General Education helps to lay the foundation for that preparation.
2. **General Education provides our students with marketable skills** – It has been repeatedly demonstrated through employer polls that General Education skills are some of the most sought after in the job market today. Communication, problem solving, collaboration/teamwork, and ethics/integrity continue to appear at the top of the list of desired qualities for potential employees. Our General Education program provides a groundwork in these areas that our programs can build upon.
3. **General Education contributes to the recruitment and retention of students** – Our own NSSE data reveal that General Education experiences (especially for seniors) are strong predictors of the students' opinion of their education at Ferris. Strengthening General Education may help to further improve recruiting and retention on campus.
4. **General Education helps Ferris to fulfill its mission** – The lessons learned in our General Education core (and expanded upon in our many excellent programs) one of the principle means that we have to realize our mission statement.

*Ferris State University prepares students for successful careers,
responsible citizenship, and lifelong learning.*

It is the sincere hope of the General Education committee that this proposed program structure will foster collaboration among the faculty, staff and administration of Ferris, build a sense of community and trust that extends beyond the bounds of historic silos, and provide assessment data that are useful for continued improvement of our educational offerings.

Introduction to This Proposal

The General Education committee has been grappling with the task of streamlining and implementing the changes that were proposed by the General Education Taskforce and endorsed by Academic Senate in 2013. The goals of this process are two-fold. The first is to retain the excellent articulation that currently exists between General Education and Ferris statewide as well as transfer agreements with programs in our numerous educational partners. At same time, we are creating new opportunities for individuals from every division and academic program at Ferris to contribute to the General Education curriculum. In consultation with faculty, staff, and administrators from across our campuses, the number of student competencies in the program has been reduced from the proposed eighteen to eight. The number of measureable student outcomes has similarly been condensed from 82 to a more manageable 32. A comprehensive assessment plan is currently being developed for the General Education program. By standardizing and automating the important task of assessing student learning, we will acquire course-level measures of student learning in our core curriculum. These data will be essential for the continuous improvement of the General Education program and for meeting the increasing needs and requirements of our external stakeholders. Finally, student achievement of the core competencies will be used as evidence of the success of our strategic plan, as we continue to live out the core values of Ferris.

Proposed General Education Structure

The General Education program will be composed of eight demonstrable student competencies organized into three tiers. The foundation and distribution levels already exist at Ferris. The primary change proposed is the combination of Global and Race, Ethnicity, and Gender under the common banner of Diversity. The two diversity courses would most likely also cover either Self and Society or Culture. Therefore, no net increase in student credit hours would be required.

The two new competencies are clustered in the application area. These courses are intended to be currently required upper-division (200- to 400-level) program courses. It is conceivable that two double-dipping courses could satisfy these competencies completely.

Foundation Competencies

- **Communication** 3 written and 1 oral communication course
- **Quantitative Literacy** 1 course

Distribution Competencies

- **Culture** 3 courses with 1 being 200-level or higher
- **Diversity** 2 courses with 1 being global-oriented and 1 being national-oriented
- **Natural Sciences** 2 courses, 1 with a lab
- **Self and Society** 3 courses with 1 being 200-level or higher

Application Competencies

- **Collaboration** 2 program courses, to be identified by disciplinary content experts
- **Problem Solving** 2 program courses, to be identified by disciplinary content experts

General Education Certification Procedure

Existing General Education Courses

To ensure a smooth transition to the new General Education program, existing General Education courses will be automatically certified and mapped according to the following mapping scheme:

Current General Education Designation	New General Education Designation
Communication (oral)	Communication
Communication (written)	Communication
Cultural Enrichment	Culture
Global Consciousness	Diversity
Quantitative Skills	Quantitative Literacy
Race, Ethnicity, and Gender	Diversity
Scientific Understanding	Natural Sciences
Social Awareness	Self and Society
Writing Intensive Courses	Communication
---	Collaboration (new from programs)
---	Problem Solving (new from programs)

While not perfect, this approach provides the best chance to maintain the important articulations with Ferris Statewide and our current transfer agreements (including the recently ratified Michigan Transfer Agreement). This strategy will also ensure a rapid and relatively trouble-free transition to the new competencies and outcomes.

New Courses

New courses and non-credit-bearing experiences may apply for General Education certification by submitting a competency assessment plan (CAP) to the General Education committee. This form requires proposers to map the course outcomes onto the new Ferris Learning Outcomes. In addition, representative student assessments must be described.

Applications will be sent to the corresponding competency subcommittee for evaluation. Each member of the subcommittee will complete an evaluation form to determine the following:

1. Does this course fit within the operational definition for the core competency?
2. Are the course outcomes sufficiently aligned with those of the core competency?
3. Are the proposed assignments sufficient to measure the FLOs?
4. Are the proposed student artifacts appropriate to measure the FLOs?

The completed forms will be submitted to the General Education committee with a recommendation to support, support with concerns (to be identified), or reject. The General Education committee will discuss and act upon the subcommittee's recommendation. All results will be shared with the individual that submitted the proposal.

General Education Recertification Procedure

All existing general education courses and non-credit-bearing experiences will be evaluated for recertification every 5 years. Competency area subcommittees will complete the evaluations to assure that courses effectively address all of the intended Ferris Learning Outcomes (FLOs) within the

competency. Using an evaluation form, the subcommittees will examine the data entered into TracDat to determine if the course satisfies the following criteria for recertification.

1. Has assessment data been entered each semester that the course was offered?
2. Has data been entered for all of the FLOs within the competency in question?
3. Are the assignments used appropriate to measure the FLOs in the competency?
4. Is there evidence that assessment data is being used to improve student learning?

The completed forms will be submitted to the General Education committee with a recommendation to either recertify or flag the course. The General Education committee will discuss the course and act upon the subcommittee's recommendation. All results will be shared with the individuals responsible for that course.

Flagged courses will be given a one-year grace period to address the concerns of the committee. At the end of that time, the course will again undergo a recertification evaluation. Any course that is approved would be recertified for another five years. If flagged a second time however, the course would be decertified and no longer count as a General Education course. These courses could reapply for General Education certification as described above in the following year.

General Education Appeals Procedure

If a course is not approved by the appropriate outcome area committee, then the course proposer may appeal the rejection of General Education status through the procedure that follows.

1. The proposer will first meet with the committee chair and attempt to reach a reasonable accommodation. The proposer should provide additional information to address the concerns raised in the evaluation forms.
2. If agreement cannot be reached at the subcommittee level, the course proposer can appeal to the General Education committee. The appeal to the committee must include a detailed response to the concerns raised by the subcommittee and additional information explaining how the proposed course meets the competency.
3. After receipt of the written materials from #2 above, the Coordinator of General Education will arrange a meeting with the course proposer, the subcommittee chair, and the University General Education Committee. After all relevant questions have been answered the committee will meet in closed session to decide if the rejection of the course for General Education status by the subcommittee should be overturned. A 2/3 vote of all members of the General Education committee will be required to overturn the subcommittee rejection of the course.

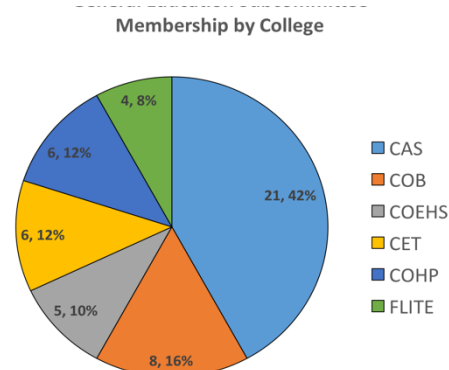
General Education Assessment and Recertification Schedule

Year	Semester	Activity	Recertification
2015	Fall	Pilot assessment	---
2016	Spring	Pilot assessment	---
2016	Fall	Assess outcome 1	---
2017	Spring	Assess outcome 2	---
2017	Fall	Assess outcome 3	---
2018	Spring	Assess outcome 4	---
2018	Fall	Assess outcome 1	Communication

2019	Spring	Assess outcome 2	Natural Sciences
2019	Fall	Assess outcome 3	Culture
2020	Spring	Assess outcome 4	Quantitative Literacy
2020	Fall	Assess outcome 1	Self and Society
2021	Spring	Assess outcome 2	Collaboration
2021	Fall	Assess outcome 3	Diversity
2022	Spring	Assess outcome 4	Problem Solving
2022	Fall	Assess outcome 1	---
2023	Spring	Assess outcome 2	---
2023	Fall	Assess outcome 3	Communication
2024	Spring	Assess outcome 4	Natural Sciences
2024	Fall	Assess outcome 1	Culture
2025	Spring	Assess outcome 2	Quantitative Literacy
2025	Fall	Assess outcome 3	Self and Society
2026	Spring	Assess outcome 4	Collaboration
2026	Fall	Assess outcome 1	Globalization
2027	Spring	Assess outcome 2	Problem Solving
2027	Fall	Assess outcome 3	---
2028	Spring	Assess outcome 4	---
2028	Fall	Assess outcome 1	Communication
2029	Spring	Assess outcome 2	Natural Sciences
2029	Fall	Assess outcome 3	Culture
2030	Spring	Assess outcome 4	Quantitative Literacy

Committee Structures and Memberships

The **GENERAL EDUCATION COMMITTEE** composition is as follows: one faculty member from each undergraduate college (Arts and Sciences, Business, Education and Human Services, Engineering Technology, and Health Professions), one faculty member from FLITE, one member from Retention and Student Success, one member from Student Academic Affairs Council (ex officio, non-voting), one member from Extended and International Operations, the Associate Provost (ex officio, non-voting) and the Coordinator of General Education who chairs the committee.



The **COLLABORATION** subcommittee consists of 1 faculty member from each undergraduate college (Arts and Sciences, Business, Education and Human Services, Engineering Technology, and Health Professions) and one member from FLITE.

The **COMMUNICATION** subcommittee consists of 2 faculty members from Languages and Literature, 2 faculty members from the oral communication area and 4 faculty members from colleges that offer writing-intensive courses. While a representative from Arts and Sciences (not from Languages and Literature or Oral Communication) could serve in this capacity, preference would be given to members from other colleges.

The **CULTURE** subcommittee consists of one faculty member from Languages and Literature and two faculty members from Humanities and three faculty members for colleges other than Arts and Sciences.

The **DIVERSITY** subcommittee consists of one faculty member each from Social Science, Languages and Literature, and Humanities. The other three members will be made up from faculty in colleges other than Arts and Sciences, and the Chairperson or designee of the Senate International Education Committee.

The **NATURAL SCIENCES** subcommittee consists of 3 faculty members from the Physical or Biological Sciences and 3 faculty members from Colleges other than Arts and Sciences.

The **PROBLEM SOLVING** subcommittee consists of 1 faculty member from each undergraduate college (Arts and Sciences, Business, Education and Human Services, Engineering Technology, and Health Professions) and one member from FLITE.

THE **QUANITATIVE LITERACY** subcommittee consists of 3 faculty members from Mathematics and 3 faculty members from Colleges other than Arts and Sciences.

The **SELF and SOCIETY** subcommittee consists of 3 faculty members from Social Sciences and Social Work and 3 faculty members from Colleges other than Arts and Sciences.

Membership Selection and Terms

The process for selecting members for any general education committee shall follow the established processes of the department or college. Where elections are expected for appointment to committee positions:

1. faculty will be invited to serve.
2. those who apply will be then elected as part of standard departmental processes for election.
3. where no faculty member is willing to serve, the chair or department head of the relevant area may with the person's consent nominate that person.
4. If the representative is for the College as a whole and not a particular department, the Dean may with the person's consent nominate that person.

Where the processes of the department or college do not involve elections, then the department head/chair or Dean, as appropriate to the position, shall nominate, with the person's permission, faculty for the position. Committee membership is for three year terms. Approximately one third of the committee (2 out of 6) will cycle off each academic year. Individuals may opt to continue to continue for more than one term.

Publication of Committee Policies

The official policies will be presented to Academic Senate this December and will be made publically available on the new General Education website in the spring of 2016.

Proposed Election Timeline

The committees have recently been constituted for the new program. At the beginning of the fall semester of 2016, one third of the membership for each committee will be selected by lot and asked if they wish to continue in their current role. Nominations and elections will be run for these positions as necessary. In the fall of 2017, a second third of the membership will follow a similar procedure and the last third will be handled in the fall of 2018. Thereafter, the cycles will follow a three-year cycle as described above.

Duties of the Committees

The General Education subcommittees will be responsible for creating and maintaining operational definitions for their core competency. In addition, the subcommittees will evaluate all applications for certification and recertification as General Education experiences in areas under their oversight. The subcommittees will also analyze and summarize assessment results related to student learning in their competency area. They will identify strengths and weaknesses in program performances and make recommendations for improvements.

Competency Assessment Plan (CAP) – Natural Sciences**Date:****Course prefix, number, and title:****Course description:****Mapping course outcomes to competency outcomes:**

	SCI-1	SCI-2	SCI-3	SCI-4
Course Learning Outcomes	Utilize concepts	Design experiments	Analyze issues	Communicate data

SCI1: Utilize concepts – Students correctly apply, analyze, or evaluate information using discipline-specific facts and concepts.	
<i>Representative assignments to be given</i>	<i>Student work to be evaluated</i>
SCI2: Design experiments –Given a problem, students formulate a hypothesis and design a valid experiment to test it.	
<i>Representative assignments to be given</i>	<i>Student work to be evaluated</i>
SCI3: Analyze issues –Students use scientific concepts and principles to critically analyze issues or policies.	
<i>Representative assignments to be given</i>	<i>Student work to be evaluated</i>
SCI4: Communicate data –Students clearly communicate scientific findings using a variety of formats (words, graphs, tables, statistical inferences, formulae, etc.) as appropriate.	
<i>Representative assignments to be given</i>	<i>Student work to be evaluated</i>

Academic Program Review Council - Report to the Senate 2015/2016 Cycle

Date: January 12, 2016
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. The recommendations are in three categories—general, program-specific, and process-related.

Academic program review began at Ferris in 1988, and has continued uninterrupted since 1995. This cycle we present the twentieth 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.

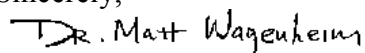
These recommendations are the product of work done over the course of a year by more than one hundred faculty members, administrators, and loyal friends of degree programs. Eleven programs produced self-study reports, four programs submitted accreditation summaries, and two programs produced updates which were submitted to APRC in August. Beginning in early September, the APRC has met for three hours on Tuesday and Thursday evenings for ten weeks meeting with program representatives and formulating recommendations—with additional hours reading and analyzing program review reports. It is our belief that these steps make academic program review valuable for the entire University community.

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 the importance of the role faculty play in decision-making about academic programs. I would like to publically thank the members of the 2015/2016 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.

2015/2016 APR Council Members

Ann Breitenwischer, FLITE
Nick Kuiper, Education and Human Services
Cindy Seel, Health Professions
Gary Todd, Engineering Technology
Beth Zimmer, Arts and Sciences

Sincerely,



Matt Wagenheim, Education and Human Services
Chair

Academic Program Review Council
Report to the Senate 2015/2016 Cycle

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 APCR for many years.

1. It is recommended that the meeting between the Academic Senate and the Academic Program Review Council, at which the APR recommendations for the cycle are presented for approval, take place no later than December 1 of the current cycle.
2. It is recommended that any request for a program review outside the established calendar be approved by the Senate Executive Committee.

12 January 2016

Academic Program Review Council
Report to the Senate 2015/2016 Cycle

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 fair and comprehensive representation on the APR Council.
2. The University is encouraged to work in collaboration with the Academic Senate and College Deans to facilitate a culture of support regarding the program review process at FSU.
3. In response to recommendations from the 2013/2014 APR cycle regarding the “roles, responsible parties, duties, and support for program-level marketing and promotion” the Provost’s Office stated, “Program-level marketing resides with the faculty of the programs” and “Decisions about allocation of human and fiscal resources in support of program marketing are made at the College level.” The University is encouraged to work in collaboration with College Deans to ensure that proper training, development, and allocation of resources is available in equitable terms so that all FSU programs have an opportunity to engage in effective program-level marketing and promotion activities.
4. The University is encouraged to explore the potential for a dedicated alumni relations liaison within each college.
5. The University is encouraged to investigate any relationship between facility and equipment quality and enrollment.

12 January 2016

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Biology**
CC: Clif Franklund, Brad Isler, Joe Lipar, Andy Karafa, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Biology (BS)
Biology (BA)
Biology (Minor)
Cell and Molecular Biology (Minor)

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 an educational experience with opportunities for lifelong learning.
- **Program Visibility and Distinctiveness:** The program serves as both a provider of general education courses as well as serving a large number of majors.
- **Program Value:** The program monitors and implements program improvements through strong goals, a strategic plan, and program-level student learning outcomes.
- **Program Enrollment:** In Fall 2015, the program had approximately 443 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment and graduate school 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.
- The program has program-level learning outcome results housed in TracDat.
- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated faculty who work closely with stakeholders within the profession.
- The program monitors quality through use of a strategic plan and program-level student learning outcomes.
- The program has implemented a strong student advising component.
- Program faculty are active through service to their department, college, and university.
- The program provides additional value to the University through operation of the Card Wildlife Center, Osprey Cam, and the John and Rhea Smith Greenhouse.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of each minor.
- The program is encouraged to continue progress in the elimination of the BA in Biology.
- College administration is encouraged to work in collaboration with program representatives in addressing the challenge of decreasing program-related job growth in the State of Michigan.
- College administration is encouraged to work in collaboration with program representatives in addressing identified lab space renovation needs.
- The program is encouraged to reinvigorate active input from its advisory committee.
- The program is encouraged to continue to strive toward student understanding of the scientific research process earlier in the curriculum.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Chemistry**
CC: Dan Adsmond, Kim Colvert, David Frank, Andy Karafa, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Chemistry (BA)
Biochemistry (BA)

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 an educational experience with opportunities for lifelong learning.
- **Program Visibility and Distinctiveness:** The program serves as both a provider of general education courses as well as serving majors.
- **Program Value:** The program monitors and implements program improvements through goals, a strategic plan, and program-level student learning outcomes.
- **Program Enrollment:** In Fall 2015, the program had approximately 33 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment and graduate school 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.
- The program has program-level learning outcome results housed in TracDat.
- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APROC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated faculty who work closely with stakeholders within the profession.

- The program monitors quality through use of a strategic plan and program-level student learning outcomes.
- The program has implemented a strong student advising component.
- The program provides flexibility for students choosing to pursue a job in industry or for continued education.
- The program serves the University as a large provider of general education courses as well as serving to retain students.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to strengthen their progress in measuring and implementing student learning outcomes at the program level – including continued refinement of a program outcome curricular map.
- The program is encouraged to standardize the assessment of student laboratory skills.
- The program is encouraged to work with college administration to increase program faculty service at the university and community level.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Spanish**
CC: Gustavo Rodriguez, Ana Davila-Howard, Debbie Courtright-Nash, Andy Karafa, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Spanish (Minor)

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. The program serves a fast growing market.
- **Program Visibility and Distinctiveness:** The program serves a growing demand and works in close concert with the Center for Latin@ Studies.
- **Program Value:** The program offers a career-focused education for FSU students as well as community and business members with an emphasis on Spanish for the professional.
- **Program Enrollment:** In Fall 2015, the program had approximately 53 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy enhanced 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 dedicated to continuous program quality and are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program has program-level learning outcome results housed in TracDat.
- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated faculty who work closely with stakeholders within the profession and community.

- The program uses student-learning outcome results to make quality improvement decisions (including training in the ACTFL Oral Proficiency Interview for assessment of student progress and placement decisions.)
- The program is progressive in curricular development and focus.
- Program graduates are in demand.
- The program serves all other programs across FSU.
- The program engages students with valuable study abroad opportunities.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to continue to work in collaboration with the College of Arts and Sciences administration in promoting to advisors and others the benefits of completing a minor.
- The program is encouraged to continue to work in collaboration with the Center for Latin@ Studies in the expansion of *Hablemos: Speaking Spanish Together* into the Grand Rapids market.
- The program is encouraged to continue work in the development of summer language camps for children.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Business Data Analytics**
CC: Elies Kouider, Jeff Ek, Dave Nicol, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Business Data Analytics (BS)
Data Mining (certificate)
Research Methods and Applications (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 offering a unique career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program has had a challenge attracting majors since its inception in 2008.
- **Program Value:** The program offers a unique option for business-minded students with an associated interest in data mining and analysis.
- **Program Enrollment:** In Fall 2015, the program had approximately 14 students enrolled.
- **Characteristics, Quality, and Employability of Students:** The program has graduated one student since its inception.
- **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:

- Limited 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.

- 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 is one-of-a-kind for undergraduate education in the State of Michigan and one of less than ten in the United States.
- The program has a passionate program champion.
- The program operates at relatively low cost for the University.

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

- The Business Data Analytics program has struggled to attract majors since its inception in 2008.
- The Business Data Analytics program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.
- The Business Data Analytics program does not appear to have formalized a long-term strategic plan with measurable plans of action for improved program quality.

VII. IT IS REQUESTED THAT THE PROGRAM 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 marketing and promotion plan for increased program enrollment.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Computer Information Technology**
CC: Dan Tuuri, Clyde Hardman, Jim Woolen, Dave Nicol, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Computer Information Technology (BS)
Computer Information Technology (Minor)

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 offering a unique career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus. There is industry demand for the specific skills related to the program.
- **Program Value:** The program offers a curricular value to the College of Business.
- **Program Enrollment:** In Fall 2015, the program had approximately 96 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:** The program appears to have suffered from limited program oversight since its inception in 2010.
- **Composition and Quality of Faculty:** The faculty are well-qualified, but both faculty and students would benefit from the program oversight provided through collaboration within the College of Business.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence of a program-level student-learning outcome 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.
- No evidence of the development and implementation of a strategic plan for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated program faculty.
- Program graduates are entering a field with demand projected to continue to rise.
- Program courses provide curricular value to the College of Business.

VI. APRC RECOMMENDS REDIRECTION BASED ON THE FOLLOWING:

- The program appears to have operated with limited program oversight and formal quality improvement procedures.
- The program appears to have operated without a strategic plan for continued program improvement.
- The program appears to have operated without program-level student learning outcomes.
- The program has been negatively impacted by over loaded faculty teaching within the program.
- The program has been negatively impacted by a Program Champion charged with overseeing both the Computer Information Technology and Computer Information Systems programs.

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

- COB administration is encouraged to work with program representatives to determine the appropriate role the program's curriculum should fill within the college.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Fleet Management**
CC: Spence Tower, Dave Nicol, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Fleet Management (minor)
Fleet Management (certificate)

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 these 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 offering a unique career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program was developed through a collaboration between the College of Business and the College of Engineering Technology.
- **Program Value:** The program offers a unique option for business-minded students with an associated interest in automotive management and for automotive management-minded students with an associated interest in business.
- **Program Enrollment:** In Fall 2015, the program had approximately 6 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Students enjoy enhanced employment opportunities in the State of 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:

- Limited 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.

- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.
- No evidence of the use of a strategic plan for continued program quality improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program is one-of-a-kind in the United States.
- The program was developed in a collaboration between the College of Business and the College of Engineering Technology.
- The program enjoys a beneficial relationship with a national heavy equipment organization.
- The program has a passionate program champion.
- The program operates at relatively low cost for the University.

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

- The Fleet Management program appears to suffer from limited program oversight.
- The Fleet Management program has had limited success attracting students.
- The Fleet Management program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.
- The Fleet Management program does not appear to have formalized a long-term strategic plan with measurable plans of action for improved program quality.

VII. IT IS REQUESTED THAT THE PROGRAM 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 marketing and promotion plan for increased program enrollment.
- Identification of a program champion and plans to provide collaborative program oversight.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **CAD Drafting and Tool Design**
CC: Dan Wanink, Rich Goosen, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

CAD Drafting and Tool Design Technology (AAS)

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 offering an enhanced educational opportunity.
- **Program Visibility and Distinctiveness:** There is industry demand for the specific skills related to the program.
- **Program Value:** The program offers a curricular value to many programs within the College of Engineering Technology.
- **Program Enrollment:** In Fall 2015, the program had approximately 42 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy enhanced skills that serve them well through a further course of study, but limited value alone in the marketplace.
- **Quality of Curriculum and Instruction:** The program appears to have suffered from limited program oversight and decreasing industry demand.
- **Composition and Quality of Faculty:** The faculty are well-qualified, but both faculty and students would benefit from the program oversight provided through collaboration within the College of Engineering Technology.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence of a program-level student-learning outcome 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.
- No evidence of the development and implementation of a strategic plan for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated program faculty.
- Program graduates are learning a valuable skillset, but are entering a field with specific program demand projected to continue to fall.
- Program courses provide curricular value to the College of Engineering Technology.

VI. APRC RECOMMENDS REDIRECTION BASED ON THE FOLLOWING:

- Program enrollment is down approximately 40% from ten years ago.
- The program has operated with limited program oversight and formal quality improvement procedures.
- The program has operated without a strategic plan for continued program improvement.
- The program has operated without program-level student learning outcomes.
- The program has been negatively impacted by over loaded faculty teaching within the program.
- The program has been negatively impacted by declining faculty numbers.

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

- CET administration is encouraged to work with program representatives to determine the appropriate role the program's curriculum should fill within the college.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Electronics Engineering Technology**
CC: Gary Todd, Ron Mehringer, Debbie Dawson, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Electrical/Electronics Engineering Technology (BS)
Industrial Electronics Technology (AAS)
Industrial Control Systems (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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).

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing an experiential education and opportunities for lifelong learning.
- **Program Visibility and Distinctiveness:** The program is accredited by the Engineering Technology Accreditation Commission for the Accreditation Board of Engineering and Technology.
- **Program Value:** The program monitors and implements program improvements through goals, strategic plan, and program-level student learning outcomes.
- **Program Enrollment:** In Fall 2015, the program had approximately 125 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.
- The program has program-level learning outcome results housed in TracDat.

- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated faculty who work closely with stakeholders within the profession.
- The program monitors quality through use of a strategic plan and program-level student learning outcomes.
- The program uses advisory panel input to inform program quality improvements.
- Program graduates have experienced a nearly 100% placement rate in their field of study.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to work with college and university administration in the improvement and/or acquisition of quality equipment required for teaching.
- The program is encouraged to increase formal oversight for the minor.
- The program is encouraged to work with college and university administration to investigate the addition of tenure line program faculty in order to reduce current faculty overload and improve overall program quality.

VII. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM ENHANCEMENT:

- The APRC recognizes the overall quality of the Electrical/Electronics program both to program students and the University. The program provides students an in-demand education while serving the University as an ambassador through alumni and industry relationships. The APRC has recognized two limitations to program quality improvement and growth to be the overall quality of laboratory equipment and the number of program faculty both in terms of a quality working environment but as a marketing tool for prospective students and their parents. The University is encouraged to work with college administration and program personnel in the improvement and/or acquisition of quality laboratory equipment and an adequate number of tenure line faculty.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Mechanical Engineering Technology**
CC: Chuck Drake, Debbie Dawson, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Mechanical Engineering Technology (BS)
Mechanical Engineering Technology (AAS)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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).

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing an experiential education and opportunities for lifelong learning.
- **Program Visibility and Distinctiveness:** The program is accredited by the Engineering Technology Accreditation Commission for the Accreditation Board of Engineering and Technology.
- **Program Value:** The program monitors and implements program improvements through goals, a strategic plan, and program-level student learning outcomes.
- **Program Enrollment:** In Fall 2015, the program had approximately 194 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 program-level learning outcome results housed in TracDat.
- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated faculty who work closely with industry representatives.
- The program monitors quality through use of a strategic plan and program-level student learning outcomes.
- The program uses advisory panel input to inform program quality improvements.
- The program provides an experiential education for students through hands-on activities including the Formula SAE Team and the Engineering and Technology Exploration Academy camps.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- College administration is encouraged to work with program representatives to increase program faculty service at the university and community level.
- College administration is encouraged to work with program representatives to investigate the disparity between the number of students admitted into the program and the number that enroll.
- The program is encouraged to benchmark overall program quality (including facilities and equipment) with competing and exemplar programs.
- College administration is encouraged to work with program representatives in the improvement and/or acquisition of quality laboratory space.

VII. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM ENHANCEMENT:

- The APRC recognizes the overall quality of the Mechanical Engineering Technology program both to program students and the University. The program provides students an in-demand education while serving the University as an ambassador through participation in local and national outreach. Both the APRC and the program's accrediting agency have recognized one limitation to program quality improvement and growth to be the overall quality of laboratory space both in terms of a quality working environment but as a marketing tool for prospective students and their parents. The University is encouraged to work with college administration and program personnel in the improvement and/or acquisition of quality laboratory space.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Allied Health Sciences**
CC: Theresa Raglin, Matthew Adeyanju, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Allied Health Sciences (BS)
Allied Health Sciences (AAS)

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 an enhanced educational experience and opportunities for lifelong learning.
- **Program Visibility and Distinctiveness:** The program serves as both a retention tool and opportunity to serve a non-traditional student market.
- **Program Value:** The program monitors and implements program improvements through strong goals, strategic plan, and program-level student learning outcomes.
- **Program Enrollment:** In Fall 2015, the program had approximately 267 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy enhanced 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.
- The program has program-level learning outcome results housed in TracDat.
- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated faculty.
- The program monitors quality through use of a strategic plan and program-level student learning outcomes.

- The program serves both traditional and non-traditional student markets.
- The program has implemented a strong student advising component.
- The program has implemented a program for monitoring online course delivery.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.
- The program is encouraged to work in collaboration with College of Health Professions administration in exploring the potential for a program coordinator dedicated to the program.
- The program is encouraged to establish an advisory committee as an additional way to monitor and improve program quality.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Honors**
CC: Peter Bradley, Bill Potter, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Honors

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 an enhanced educational experience and opportunities for lifelong learning.
- **Program Visibility and Distinctiveness:** The program serves all FSU programs and is one of the largest programs at FSU.
- **Program Value:** The program serves as both a retention and marketing and promotion program for the University, in addition to providing students an enhanced university experience and increased marketable tools for lifelong success.
- **Program Enrollment:** In Fall 2015, the program had approximately 700 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy enhanced employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are typically of high quality, but could benefit from enhanced development and assessment policies and procedures.
- **Composition and Quality of Faculty:** The faculty are dedicated but could benefit from enhanced development policies and procedures specific to Honors instruction.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program has program-level learning outcome results housed in TracDat.
- The program uses learning outcome results to make quality improvement decisions.
- The program has a clearly defined strategic plan and goals for continued program improvement.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program has dedicated administration who work closely with industry representatives.
- The program is striving toward industry-specific accreditation.
- The program is progressive in curricular development and focus.
- Program graduates are served well with program emphasis on community service, peer mentorship, and Honors curriculum.
- The program serves all other programs across FSU.
- The program enjoys high enrollment numbers.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to continue to work in collaboration with college and university administration in development of a beneficial Honors faculty arrangement.
- The program is encouraged to continue to work toward full development and implementation of program-level student learning outcomes, assessment, and implementation of results.
- The program is encouraged to continue to strive toward industry-specific accreditation.
- The program is encouraged to continue to work toward an Honors presence in Grand Rapids and other FSU locations.
- The program is encouraged to continue to explore the potential for Honors to evolve into a stand-alone college within FSU.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Welding**
CC: Jeff Hadesty, Rich Goosen, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Welding Engineering Technology (BS)
Welding Technology (AAS)

II. ACCREDITATION IN GOOD STANDING:

The program above has submitted a summary of their accreditation status in good standing as outlined in *Academic Program Review: A Guide for Accredited Programs*.

III. RATING BASED ON CRITERIA:

Accrediting Organization: Engineering Technology Accreditation Commission for the Accreditation Board of Engineering and Technology

Enrollment: In Fall 2015, the program had approximately 168 students enrolled.

Strategic Plan: The program follows an outlined strategic plan for quality program improvement.

Program-Level Student Learning Outcomes: The program uses program-level student learning outcomes as part of their overall program quality improvement plan.

Perceptions of Overall Program Quality: Dean (97/100) Director (95/100) Chair (93/100).

Additional Information (Optional) – *Provided by the Program*

\$1,386,000 in American Welding Society scholarships awarded to Ferris State WELT and WELE students since 1986.

ACT Composite score of 21.3 for WELT students aligns with the University, State of Michigan and US National averages. This the 57th percentile nationally. More than 400

student test scores have been compiled.

Students from approximately 25 states have attended the WELE program

Nearly 40 states, and District of Columbia, have WELE program alumni as residents

Pre/Post Tests instruments have been utilized to measure the increase in student knowledge upon graduation in both the WELT and WELE programs since fall 1997.

WELT AAS (17 Student Cohorts): Average post test score increased by 67%

WELE BS (19 Student Cohorts): Average post test score increased by 50%

The average number of WELE BS degrees conferred per decade shows consistent, well planned program growth:

1980's: 9.3 1990's: 14.0 2000's: 24.2 2010's: 37.7 Since 1986: 21.5

Largest employers by state of WELE graduates:

Michigan: 317 Wisconsin: 47 Iowa: 45 Illinois: 38 Ohio: 30

Texas: 24 Colorado: 8 Virginia: 8 S. Carolina: 7

Largest employers of WELE graduates by industry:

Automotive: 173 Welding Equipment: 94 Ag/Const Equipment: 76

Manufacturing: 64 Consulting: 60 Automation: 44

Construction: 22 Energy: 26 Higher Ed.: 10

Upon graduation, the WELE employment placement rates are typically 100% with the average starting *base* salary by indicated year:

1986: \$26K 1990: \$29K 2000: \$49K 2010: \$61K 2013: \$66K

State Secondary Welding Competition

Approximately 131 competitors, since the first competition held in May, 2003, have enrolled in the WELT AAS degree program based on tuition and room & board, it is estimated these students have contributed more than \$5,000,000 in revenue to the university.

Approximately 50 past competitors have graduated with a WELE BS degree

The May 2015 competition was the 13th time the event was held. More than 130 competitors from 34 Michigan high schools and career centers competed for nearly \$60,000 in gifts, prizes and scholarships provide by University administration, industry and private donors.

The welding competition event has been the most effective programmatic marketing activity for the Ferris welding programs

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Radiography**
CC: Dan Sleeper, Theresa Raglin, Matthew Adeyanju, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Radiography (AAS)

II. ACCREDITATION IN GOOD STANDING:

The program above has submitted a summary of their accreditation status in good standing as outlined in *Academic Program Review: A Guide for Accredited Programs*.

III. RATING BASED ON CRITERIA:

- **Accrediting Organization:** Joint Review Committee on Education in Radiologic Technology (JRCERT)
- **Enrollment:** In Fall 2015, the program had approximately 50 students enrolled.
- **Strategic Plan:** The program follows an outlined strategic plan for quality program improvement.
- **Program-Level Student Learning Outcomes:** The program uses program-level student learning outcomes as part of their overall program quality improvement plan.
- **Perceptions of Overall Program Quality:** Dean (Highest Quality), Department Head (92/100), Coordinator (95/100).
- **Additional Information (Optional)** – *None Provided*

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Optometry**
CC: David Damari, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Optometry (DO)

II. ACCREDITATION IN GOOD STANDING:

The program above has submitted a summary of their accreditation status in good standing as outlined in *Academic Program Review: A Guide for Accredited Programs*.

III. RATING BASED ON CRITERIA:

- **Accrediting Organization:** Accreditation Council on Optometric Education (ACOE)
- **Enrollment:** In Fall 2015, the program had approximately 147 students enrolled.
- **Strategic Plan:** The program follows an outlined strategic plan for quality program improvement.
- **Program-Level Student Learning Outcomes:** The program uses program-level student learning outcomes as part of their overall program quality improvement plan.
- **Perceptions of Overall Program Quality:** The Dean rated the program of highest quality.
- **Additional Information (Optional)** – *None Provided*

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Pharmacy**
CC: Steve Durst, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Pharmacy (PharmD)
Pharmacy and MBA (PD-MBA)

II. ACCREDITATION IN GOOD STANDING:

The program above has submitted a summary of their accreditation status in good standing as outlined in *Academic Program Review: A Guide for Accredited Programs*.

III. RATING BASED ON CRITERIA:

- **Accrediting Organization:** Accreditation Council for Pharmacy Education (ACPE)
- **Enrollment:** In Fall 2015, the program had approximately 574 students enrolled.
- **Strategic Plan:** The program follows an outlined strategic plan for quality program improvement.
- **Program-Level Student Learning Outcomes:** The program uses program-level student learning outcomes as part of their overall program quality improvement plan.
- **Perceptions of Overall Program Quality:** The Dean rated the program of highest quality.
- **Additional Information (Optional)** – *None Provided*

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Health, Illness, and Society**
CC: Meral Topcu, Andy Karafa, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Health, Illness, and Society (Minor)

II. THE PROGRAM WAS REVIEWED DURING THE 2014/2015 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 OCTOBER 2015, ADDRESSING THE FOLLOWING ISSUES:

- Mission statement.
- Program goals.
- Program-level student learning outcomes, assessment methods, and evidence of continuous improvement efforts based on analysis of the results.
- Short and long-term strategic plan for program growth and quality.
- Identified program champion.
- Outlined procedures for curricular oversight and improvement.

III. UPDATE:

- APRC thanks the Health, Illness, and Society faculty and AS administration for the update, which details the response to the above issues:
 - Mission statement:
 - The program developed a mission statement.
 - APR Response: The APR thanks the program for the update.
 - Program goals:
 - The program developed program goals.
 - APR Response: The developed program goals read more as program objectives and would need greater clarity and measurability for beneficial program quality improvements.

- Program-level student learning outcomes, assessment methods, and evidence of continuous improvement efforts based on analysis of the results.
 - The program developed program-level student learning outcomes.
 - APR Response: The APR thanks the program for the update.
- Short and long-term strategic plan for program growth and quality.
 - The program developed a strategic plan.
 - APR Response: The developed strategic plan for program growth and quality was limited. The program strategic plan would need greater clarity and measurability for beneficial program quality improvements.
- Identified program champion.
 - The program did not identify a program champion.
 - APR Response: A program representative charged with overall program monitoring and oversight is critical to ensure a high quality program offering.
- Outlined procedures for curricular oversight and improvement.
 - The program provided information regarding increased curricular oversight and improvement.
 - APR Response: Submitted procedures for curricular oversight and improvement was limited.

IV. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

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

The APR recommendation from the 2014/2015 cycle for the Health, Illness, and Society minor was born out of a noted lack of program oversight. The update provided, while providing an improvement, showed that the problems related to program oversight remain. The developed program goals and strategic plan lack in the rigor that would allow for quality program improvements to be made over time, an individual with ultimate program oversight and responsibility for monitoring program quality has not been identified, and the processes and procedures identified for curricular oversight and improvement were limited.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Automotive Engineering Technology**
CC: Ben Upham, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Automotive Engineering Technology (BS)
Automotive Service Technology (AAS)
Performance Motorsports (Certificate)

II. THE PROGRAM WAS REVIEWED DURING THE 2012/2013 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 OCTOBER 2015, ADDRESSING THE FOLLOWING ISSUES:

- The current status regarding the effectiveness of the administrative structure providing direction and oversight.
- Updated program goals and timeline to completion.
- Current student evaluation regarding program operations and quality.
- Current student evaluation regarding curriculum effectiveness and relevancy.
- Current faculty evaluation regarding program operations and quality.
- Current faculty goals for currency within the field and timeline for completion.
- Update on curricular changes and success.

III. UPDATE:

- APRC thanks the Automotive Engineering Technology faculty and CET administration for the update, which details the response to the above issues:
- The current status regarding the effectiveness of the administrative structure providing direction and oversight.
 - The program provided an update.
 - APR Response: It is unclear from the program's response what the effectiveness of the current administrative structure for providing program direction and oversight is.

- Updated program goals and timeline to completion.
 - The program provided an update.
 - APR Response: The program goals lack in specificity and measurability as to be real value toward quality program improvements.
- Current student evaluation regarding program operations and quality.
 - The program provided an update.
 - APR Response: The APR council thanks the program for the update.
- Current student evaluation regarding curriculum effectiveness and relevancy.
 - The program provided an update.
 - APR Response: It is unclear from the update how current students feel about the program's curriculum effectiveness and relevancy.
- Current faculty evaluation regarding program operations and quality.
 - The program provided an update.
 - APR Response: It is unclear from the update how faculty within the program evaluates program quality and operations.
- Current faculty goals for currency within the field and timeline for completion.
 - The program provided an update.
 - APR Response: Program goals for updating the currency of faculty within the field, while indicating improvement, lacked in specificity as to their value to quality program improvements.
- Update on curricular changes and success.
 - The program provided an update.
 - APR Response: The APR council thanks the program for the update.

IV. 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 these 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

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

- The current status regarding the effectiveness of the administrative structure providing direction and oversight.

- Updated program goals and timeline to completion.
- Current student evaluation regarding curriculum effectiveness and relevancy and a plan for addressing the results.
- Current faculty evaluation regarding program operations and quality and a plan for addressing the results.
- Current faculty goals for currency within the field and timeline for completion.

MEMORANDUM

DATE: 12 January 2016
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Programs Scheduled for Review in the 2015/2016 Cycle
CC: Khagendra Thapa, Roberta Teahen, Paul Blake

I. THE FOLLOWING PROGRAMS WERE SCHEDULED TO UNDERGO REVIEW WITH THE 2015/2016 CYCLE:

- Applied Math (BS) and all concentrations + Actuarial Science (BS) + Computer Science (minor and certificate) + Math (minor)
- International Studies (minor)
- Pre-Engineering (AS)
- Pre-Law (AAS)
- Pre-Mortuary Science (AS)
- Pre-Pharmacy (AS)
- Pre-Science (AS)
- Business Administration (MBA) and all concentrations and advanced study certificates
- Curriculum and Instruction (MEd)
- Educational Leadership (MS)
- Recreation Leadership and Management (BS and minor) + Festivals, Community, and Special Events (certificate)