

FERRIS STATE UNIVERSITY

RETENTION & STUDENT SUCCESS
Developmental Curriculum

Academic Program Review Report – Signature Page

My signature below indicates that I have reviewed the Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

Programs under Review:

Directed Studies
General Studies
Career Exploration

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FERRIS STATE UNIVERSITY

RETENTION & STUDENT SUCCESS

Memorandum

Dr. William Potter
Associate Provost

Date: August 15, 2016

To: Academic Program Review Council
Ferris State University

From: William Potter, Associate Provost for Retention & Student Success

Subj: Perceptions of Overall Quality for Career Exploration (CARE)

WP

Using the quasi-rubric provided in the APRC guidelines, I have rated the Career Exploration Program as follows by assigning up to 10 points per item:

| | |
|--|----|
| 1. Relationship to Department Mission | 10 |
| 2. Relationship to College Mission | 10 |
| 3. Relationship to University Mission | 8 |
| 4. Visibility and Distinctiveness (admission by default) | 8 |
| 5. Enrollment (enrolls more freshmen than any program at Ferris) | 8 |
| 6. Students (very diverse group; wide array of abilities) | 8 |
| 7. Curriculum (primarily a 1 credit course; intrusive advising; works) | 7 |
| 8. Faculty | 8 |
| 9. Administration (associate provost, director of student affairs, advisors) | 8 |
| 10. Overall Value (provides point of entry with accountability) | 10 |
| Overall Program Quality | 85 |

Career Exploration is a niche program at Ferris, designed to facilitate the enrollment of qualified freshmen and transfer students at the University who have not yet determined a major or career path. To that end, CARE has provided a structured way for Ferris to serve such students to identify their academic strengths, potential career interests, and the steps/requirements necessary to achieve those goals. The program intent is to help students find an appropriate pathway in one or two semesters and make a program change at that time.

CARE enrollments on campus have been remarkably steady at just under 100 students (Fall and Spring) during recent years. This headcount ranks CARE as one of the top 5 programs by freshman enrollment each year. Moreover, the CARE class has been offered on-line in collaboration with the Transfer and Secondary Partnerships office at many secondary schools to juniors and seniors and to adults thru community agencies. This latter initiative has been quite successful.

Of course, any program can be improved. The faculty have spent considerable time revamping course and program outcomes and ways to assess them during the past year. That exercise resulted in the development of three 1-credit companion courses for which there seems to be a need, both on campus and with the aforementioned secondary and community partners.

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Developmental Curriculum in Retention & Student Success

Career Exploration (CARE) APR Report

2016-2017

Program Name and History

Complete Program Name:

Career Exploration (CARE)

Program Description:

The Career Exploration program is an entry level program that leads to a certificate or degree, but is not a degree-granting program. It is designed to meet the unique and individual needs of each student as it applies to their pursuit of discovering their educational and career vision. The program provides students with the tools and strategies that they need to make informed decisions regarding which degree they should earn and what career opportunities will become available with completion of that degree. The program consists of only one course, CARE 102 (besides the required FSUS 100 course). The CARE 102 course is a three-credit hour class that guides students through the complete career exploration process. The program offers students opportunities for self-evaluation through strength and skill assessments, personality inventories, educational and career planning, contingency planning, and the development of decision-making skills.

Program History:

Ferris State University has a long standing tradition of providing strong educational opportunities to students from all walks of life. It is the pillar in which the University was founded upon and still a beacon of light that guides the University on a daily basis. Many students come to Ferris with a clear and specific goal in mind and a clear vision of how to accomplish that goal. Other students however, come to Ferris for an opportunity. An opportunity to break through and become a successful member of society. They may not know yet what role they will fill, but they know they want to better their lives. While traditionally these students have been allowed to flounder around through mounting frustrations, the unit of Retention and Student Success (formerly known as University College) decided to proactively help these students determine their own unique and individual educational and career vision through the creation of the Career Exploration program.

CARE is currently offered through the Developmental Curriculum Department, which is located within the unit of Retention and Student Success. However, the history of the CARE program can be traced back to the creation of the University College which was founded in 1997. The University College was developed to create a central hub for many of the University's academic support programs. Through this came the realization that many college students were not prepared to begin their educational and career journey. This realization led to the creation of the CARE program. At its implementation, the CARE program was the only university-level career decision-making learning community in Michigan.

Dr. Potter, Associate Provost of Retention and Student Success, was able to shed some light as to not only the history of the CARE program, but also as to the reasoning behind its creation. According to Dr. Potter, "Most universities do not allow their students to declare a major until at least their second year in college." The rationale behind this is to allow young students time to mature and prepare before being tasked with making the decision of what degree they would like to pursue. Ferris on the other hand has really adopted a much different approach. For the most part, students come to Ferris knowing exactly what they want to become. However, there are also a substantial number of students who come to Ferris undecided and unclear of their future plans. In many cases, this leads students down a road of wasted time and money, and perpetuates a buildup of frustration by the student. To help alleviate these frustrations, which often lead to students dropping out, Ferris decided to proactively develop a program specifically geared toward career exploration.

Dr. Potter pointed out that the CARE program is very unique in that it allows students to enroll in a "credit-earning" class completely devoted to their own personal career exploration. He also indicated that the popularity with CARE has appeared to be indirectly related to the economy. He elaborated on this by explaining that when the economy is down, students (or other tuition payers) have had a much harder time accepting the additional tuition burden of a career exploration class. However, when the economy is doing better we generally have a higher number of students enrolled in the CARE program.

The CARE program lies at the heart of our University's beliefs. The culture of the program was developed and has continued to evolve out of the history and mission of Ferris State University. More recently, the CARE 102 course has been offered to high school students, as a stand-alone course, and through programs such as the Woodbridge Promise, Summer Success, and Promesa. The purpose of offering the course to high school students is to provide a career decision making experience as students are planning for life after high school.

There are countless numbers of stakeholders associated with the CARE program. Students from around the state, both in college and high school, are directly involved in the rigor of the CARE 102 course. High schools from around the state are invested in the course

through one of many programs mentioned above. In addition, faculty members and program coordinators are impacted by the CARE program as it provides students access and information on the various degrees offered through Ferris State University. This program requires true collaboration from all of our stakeholders in order to continually meet their needs and the standards of Ferris State University.

Program Mission

Ferris State University Mission Statement:

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

Retention and Student Success Mission Statement:

To provide developmental courses, educational counseling, and academic support services that will empower students enrolled at Ferris State University to achieve their educational and career goals.

Developmental Curriculum Mission Statement (Statement of Purpose):

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

CARE Mission Statement (Statement of Purpose):

A program designed for students who have not selected a program of study. Along with taking a course in career exploration, students are directed by faculty advisors into course work that fulfills the General Education requirements common to all FSU degree programs. Students also have the opportunity, in consultation with a faculty advisor, to select exploratory course work from a variety of fields of study to assist in career decision-making.

How is the program mission statement aligned with the mission of the department, college, and the university?

The CARE mission statement is directly related to the mission statements of the Developmental Curriculum department, Retention and Student Success, and the University. The program helps students to proactively determine their career path through vigorous interactive pedagogy focusing on their inner strengths and

personalities. The program teaches students the process of matching their personal assessment results to their optimal career fields. In addition, the CARE program is aligned with the mission statement of the unit of Retention and Student Success at its roots. In order to allow students to achieve their educational and career goals, they must first determine what those goals are. Developing educational and career goals is one of the fundamental outcomes of the CARE program. Furthermore, the CARE program is directly aligned with the University's mission statement. Again, before students can ever establish successful careers or become life-long learners, they must first discover their desired craft. The CARE program allows students to make educated decisions and research the career opportunities that exist within our rapidly changing economy. In addition, the popularity of the CARE program has steadily grown over the years to include partnerships from around the state of Michigan.

How Is the Mission Statement Impacting Decision Making?

As the CARE program continues to grow, we are continually looking for ways to improve the curriculum. To do so, we view all potential changes through the lens of our mission statement and the goals of the program. We feel the best approach to all curriculum decisions is to be proactive in our attempts to match all program course outcomes directly to the mission statements (or statements of purpose) of the department, unit, and university.

How is the Mission Statement Communicated to Stakeholders?

The program mission statement is communicated to the ever-growing number of stakeholders through various means of collaboration amongst departments on and off campus. In addition, the program mission statement is communicated to stakeholders through both the Developmental Curriculum website and the Transfer and Secondary School Partnerships website.

- <http://www.ferris.edu/CARE102/>
- http://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum_care.htm

What policies or procedures are in place to monitor the program's mission and its relationship to the department, college, and university?

Currently there is no policy or procedure in place. However, through this APR process, the Developmental Curriculum department realizes the need to monitor our programs mission as it relates to the department, the college, and the university. The department developed a strategic plan in May 2016 which will allow us the opportunity to monitor how the programs mission aligns with the college and the university. The strategic plan will be reviewed at the end of each semester.

How Does the Program Further the Department, College (Unit), and University Missions?

The CARE program furthers the missions of the department, college (unit), and Ferris State University by teaching students the process involved with developing a comprehensive plan to narrow down their career focus. The mission of the CARE program is to not only help students narrow their career visions, but also to teach them the tools and resources that can be used to continue this process in the future.

Program Goals

What the program hopes to accomplish:

1. To provide a degree program in which to enroll 60-100 undecided Ferris students who seek to begin their university experience or to change major fields.
2. To provide 100% of the students who complete the CARE (102) course with instruction, counseling, activities, and exercises that will enable them to identify a major and/or career field by the end of the semester of enrollment.
3. Students will complete a program change into an educational program of interest.

Application and preparation of students for professional careers, responsible citizenship, lifelong learning, and meeting employer needs or the needs of the stakeholders:

The ultimate goal of the CARE program is to enable each student to make a career choice matching the student's strengths, interests, and values with an educational program that will lead to a fulfilling career. In addition, the goal of the Career Exploration program is to help students complete a program change into a degree-granting program.

Incorporating Program Goals -How are the program goals communicated?

Career Exploration (CARE) is a program designed for students who have either not selected a program of study, or who are in the process of changing their program of study. CARE focuses on self-evaluation, educational planning, and the concept of career development as a life-long process. Using a variety of activities such as self-assessments, career specific presenters, career specific case studies and readings, online resources, and individual career search, students complete a final education and career plan project as a culmination of what they have learned.

The program goals of the CARE program are communicated to current students through both verbal discussion and written outcomes on the first several days of class. In addition, the students are often reminded of the program goals throughout the semester as the assignments and projects aim to guide the students through the process of education and career planning.

The goals of the CARE program are communicated to faculty members through curriculum meetings and training sessions. It is important to note that many of the CARE faculty (CARE 102) are adjuncts and community partners who teach off campus. For this reason, many of our meetings are conducted via the Internet using technologies such as Adobe Connect. In addition, we hold a minimum of two technology training sessions to ensure our faculty are well versed in how to use Blackboard and other Ferris technology.

The program goals are communicated to potential students and other stakeholders through the Developmental Curriculum website, curriculum check sheets, and Retention and Student Success academic advisors. In addition, the goals of the CARE program are communicated to our students through the CARE 102 course syllabus and to our stakeholders through continuous consultations and check-ins with community partners and through conference presentations around the state.

- <http://www.ferris.edu/CARE102/>
- http://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum_care.htm

How and when are the program goals reviewed and re-evaluated?

Through the process of completing this APR we have generated an abundance of data that will be used to develop a written policy for reviewing and re-evaluating the goals of this program. Moving forward we plan to continue with student and faculty surveys to help us better gauge program goal attainment.

How have the program goals changed in the last five years?

The goals of the CARE program have not changed in the last five years.

Strategic Plan:

At the start of this Academic Program Review, the department realized that we did not have a department specific strategic plan. What was in place was the Retention and Student Success strategic plan which included Developmental Curriculum. However, through the process of completing this APR we have generated an abundance of data that has been used to develop a written strategic plan for the department.

Moving forward we plan to continue with student and faculty surveys to help us better gauge program goal attainment, meet as a department to review and reflect on the program, and to meet at an end of the year in a faculty retreat to analyze and evaluate the program. The department strategic plan will be evaluated annually to reflect on the initiatives that we have met and to determine a plan of action for those initiatives that have not been met.

In the future, we will decide if we need to develop program specific strategic plans.

Developmental Curriculum Strategic Plan: [Appendix A](#)

Retention and Student Success Strategic Plan: [Appendix B](#)

Goal Attainment:

Goal 1: To provide a degree program in which to enroll 60-100 undecided Ferris students who seek to begin their university experience or to change major fields.

The CARE program has exceeded this goal each year for the last five years (since the last APR).

Program Goal Attainment: [Appendix C](#)

Goal 2: To provide 100% of the students who complete the CARE (102) course with instruction, counseling, activities, and exercises that will enable them to identify a major and/or career field by the end of the semester of enrollment.

The chart in [Appendix C](#) shows the number of CARE students, who completed the CARE 102 course with satisfactory grades for credit. However, the argument can be made that 100% of the students enrolled in the course were **given the opportunity** to learn the skills and process associated with identifying a major and/or career field.

Complete Grade Analysis: [Appendix D](#)

Goal 3: Students will complete a program change into an educational program of interest.

The charts in [Appendix C](#) document the percentage of students that have made a program change within six semesters of initially enrolling in the CARE program. On average, one-half of CARE students make a program change out of Retention and Student Success by their second year. Others may have decided on a major but are still in the Retention and Student Success system because they have either not met the eligibility requirements for their program of interest, or they have not initiated the program change process.

The retention and graduation rates for the CARE program show an indirect correlation between student retention in the CARE program compared to the number of semesters that have passed since they enrolled into the program originally. While most programs aim to keep high retention rates, the CARE program actually seeks low retention rates within the program as this means that a number of our students have made a program change into a program of their choice.

Curriculum

Program Check Sheet:

The Career Exploration check sheet was developed by the Retention and Student Success Director of Student Academic Affairs to ensure that the document clearly communicates the program and what is expected of the students.

Program Check Sheet: [Appendix E](#)

Course Syllabi

The Developmental Curriculum department works to ensure that each course syllabi is similarly formatted and affectively communicates the course expectations, the course outcomes, and the assessments. The department also works to ensure the alignment of course outcomes and assessments.

You will note that we have only included the Fall 2015 and Spring 2016 syllabi as significant changes have been made to the course outcomes, assignments, and assessments.

Course Syllabi: [Appendix F \(Fall 2015\)](#) and [Appendix F \(Spring 2016\)](#)

Evaluate program policies and procedures implemented to ensure quality, consistency, and currency related to content within each course within the program.

The Developmental Curriculum department reviewed the CARE program and the associated course (CARE 102 - Career and Educational Planning) during the 2014-15 school year. Curriculum paperwork was completed and submitted to University Curriculum Committee in the spring of 2015. Changes were made to the course description, outcomes, and assessments to ensure quality, consistency, and currency within the course. ([Appendix D](#)).

The curriculum of the CARE 102 course is reviewed after each semester to ensure that they align with current trends and methodologies in the field of career development, and that they are meeting the individual course outcomes. Small changes to the curriculum are made before each new semester to ensure proper alignment to any new program focus that is determined to be viable. In addition, the opportunity of conducting the Academic Program Review has, and will continue to allow us to look at making more significant changes to the program if necessary.

Evaluate general education requirements, co-curricular experiences, and service learning or other experiential education experiences incorporated into the curriculum.

Students are advised by faculty and staff into appropriate course work which will fulfill the General Education Requirements common to all FSU degree programs. The CARE program is essentially made up of only two required courses, CARE 102 and FSUS (CARE) 100. Therefore, the opportunity for co-curricular and service learning experiences is very limited. However, students must go into the field and interview professionals in their

fields of interest. In addition, students are encouraged to attend career fairs when they are available.

How is the importance of general education requirements, co-curricular experiences, and service-learning or other experiential education experiences communicated to potential students, currently enrolled students, and other stakeholders?

At this time the CARE program does not require co-curricular experiences, service learning, or other experiential education experiences.

How are program requirements communicated to potential students, currently enrolled students, and other stakeholders?

The program requirements of the CARE program are communicated to current students through both verbal discussion and written outcomes on the first several days of class and through the course syllabus. In addition, the students are often reminded of the program goals throughout the semester as the assignments and projects aim to guide the students through the process of education and career planning.

The modest program requirements are communicated to potential students and other stakeholders through the Developmental Curriculum website, curriculum check sheets, and Retention and Student Success academic advisors.

Evaluate curricular changes that have been implemented in the last five years.

Curricular changes were made to the CARE 102 course during the spring of 2015. The changes were implemented for the 2015-2016 school year. These changes have allowed the CARE 102 course and the program to remain relevant with the most recent career employability options. The faculty have aligned course assignments to the new outcomes, and have created rubrics for the assignments and assessments.

The faculty met in May 2016 to review the CARE 102 curricular changes. Because our outcomes are now measurable, we are able to collect specific data related to each outcome.

UCC Paperwork: [Appendix G](#)

Evaluate curricular changes currently under consideration

The Developmental Curriculum department has designed additional courses for the CARE program (CARE 201, CARE 202, and CARE 203). These new courses will be one credit modules and will focus on career readiness (resumes, cover letters, interviewing, networking, etc). These additional courses will not be requirements of the CARE program, but will serve as additional elective courses for Ferris students to strengthen their career readiness. These courses will also be offered through our outreach

programs with high schools and community partnerships around the state. Currently the courses have been submitted to the University Curriculum Committee for review.

UCC Paperwork: [Appendix G](#)

Evaluate program policies and procedures implemented to ensure quality, consistency, and currency of the curriculum.

The Developmental Curriculum department holds a meeting at the end of each semester to review the CARE (course) curriculum and evaluate program quality, consistency, and currency through the use of collaborative efforts with CARE 102 instructors, program advisors, and other program stakeholders.

Assessment of Student Learning

Program-level Student Learning Outcomes

Because the CARE program is essentially made up of one course (CARE 102), student learning outcomes are related to the CARE 102 course. Of the three program goals, only the second and third of these goals are student-centered and of those, only the third one is effectively measurable (although it does not include a time component). In essence, the primary goal of the CARE program is to have students find and transfer to a degree granting program of their choice.

CARE 102 Course Outcomes

| | Course Outcomes | Assessment Plan |
|---|---|--|
| 1 | Students will develop a personal educational and career vision statement based on completion of 2-3 interest and skill strength-based inventories. | Personal Educational and Career Vision Statement |
| 2 | Students will research careers, and the educational requirements to develop a personal educational and career summary paper of their top 4-5 career options based on their strengths outlined in the assessments. | Personal Educational and Career Summary Paper |
| 3 | Based on their personal educational and career vision statement and personal educational and career summary paper, students will develop a detailed educational and career contingency plan containing 2-3 options. | Personal Educational and Career Contingency Plan |
| 4 | Utilizing their personal educational and career development plan, students will develop 3-5 SMART (Specific, Measurable, Achievable, Relevant, Time-Bound) career goals. | Personal Educational and Career Presentation including the vision statement, summary paper, contingency plan and SMART goals |

Identify and Evaluate Program Procedures Designed to Formalize the Process of Establishing, Monitoring, and Updating Course-Level Outcomes

The department distributes a CARE 102 TracDat form to each instructor at the end of each semester. The instructor is to complete this form using the data from the assessment rubrics. The completed forms are submitted to the department chair for review.

Blank TracDat Forms and Assessment Rubrics: [Appendix H](#)

Since we only have one year of data on the new outcomes and assessments we are only beginning to see positive course improvements in student learning outcomes. Because the department has directly aligned the outcomes to the assignments, assessments, and rubrics, we will be able to determine progress more easily.

Link to CARE 102 course TracDat data and results:

<http://fsutrcd2.ferris.edu/tracdat/faces/assessment/home/dashboard.xhtml>

http://fsutrcd2.ferris.edu/tracdat/faces/assessment/course_planning/observations.xhtml

What Assistance From the University Would Be Valuable in the Establishment, Monitoring, and Reporting of Program-Level Student Learning Outcomes?

The academic program review process has highlighted the fact that the Developmental Curriculum department needs to develop measurable program learning outcomes. The Developmental Curriculum department will seek input from the Retention and Student Success advisors to assist in developing these learning outcomes as they too have direct contact with the CARE students and a vested interest in the program outcomes.

Program Profile

Apps, Admits, and Enrolled

When a potential student checks the “Undecided/Career Exploration” box on their application they are automatically entered into the Career Exploration Program upon their admittance into the University. Therefore, we only track enrollment data.

Enrollment – Headcounts

All students enrolled in this program are on the Big Rapids main campus. Enrollment numbers have held consistent over the last five years. At this time resources are adequate.

Student Credit Hour Trends

The Developmental Curriculum department does not have full time faculty assigned to just the CARE program. Our faculty are assigned to the Career Exploration, Directed

Studies, and General Studies programs, as well as the UNIV 101, READ 106 and READ 176 courses.

Productivity

The Developmental Curriculum department does not have full time faculty assigned to just the CARE program. Our faculty are assigned to the Career Exploration, Directed Studies, and General Studies programs, as well as the UNIV 101, READ 106 and READ 176 courses.

Enrollment – Residency

Demographics:

The average age of CARE students is eighteen. This corresponds to the notion that most CARE students are first-year undecided freshman. In addition, the gender disparity is relatively even, with females making up a slightly larger portion of the CARE population. However, the data is not significant enough to warrant further analysis to determine a rationale for the difference. In addition, there has been one non-resident (out of state) student enrolled in the CARE program between 2011 and 2013 (most recent data available). This is not a surprise due to the fact that an undecided non-resident student would not likely choose an out of state university.

Academic Status:

The overwhelming majority of students in the CARE program are full time students granted unconditional admission (not provisional) at Ferris. The significance of this data is that we must be mindful that these students should be focused on taking General Education credits during their time in the CARE program.

Academic Data:

An analysis of the academic data of the CARE students indicates that students in the CARE program range greatly in both GPA comparisons and ACT scores. The significance of this data is valuable when designing course curriculum. We must find ways to meet students at varying levels of academic readiness through the use of differentiated instruction and adequate teacher feedback.

| Career Exploration Program Profile | | | | | | | | | | | | |
|------------------------------------|------------|-----------|----------|-----------|----------|----------|----------|--------|--------|---------|-------|--|
| Demographic Data | | | | | | | | | | | | |
| | Enrolled | Avg. Age | Resident | MW Comp. | Non-Res. | Male | | Female | | Unknown | | |
| | # | # | # | # | # | # | % | # | % | # | % | |
| 2011 | 92 | 18 | 89 | 3 | 0 | 45 | 48.91% | 47 | 51.09% | 5 | 5.43% | |
| 2012 | 111 | * | 105 | 6 | 0 | 49 | 44.14% | 62 | 55.86% | 3 | 2.70% | |
| 2013 | 105 | 18 | 100 | 3 | 1 | 50 | 47.62% | 55 | 52.38% | 1 | 0.95% | |
| 2014 | 93 | 19 | * | * | * | 51 | 54.84% | 42 | 45.16% | 0 | 0.00% | |
| 2015 | 104 | 18 | * | * | * | 43 | 41.35% | 61 | 58.65% | 0 | 0.00% | |
| Academic Status | | | | | | | | | | | | |
| | Enrolled | Full Time | | Part Time | | | | | | | | |
| | # | # | % | # | % | | | | | | | |
| 2011 | 92 | 90 | 97.83% | 2 | 2.17% | | | | | | | |
| 2012 | 111 | 108 | 97.30% | 3 | 2.70% | | | | | | | |
| 2013 | 105 | 101 | 96.19% | 4 | 3.81% | | | | | | | |
| 2014 | 93 | 88 | 94.62% | 5 | 5.38% | | | | | | | |
| 2015 | 104 | 101 | 97.12% | 3 | 2.88% | | | | | | | |
| Academic Data | | | | | | | | | | | | |
| | GPA | | | | ACT | | | | | | | |
| | # Enrolled | Avg. GPA | Min. GPA | Max. GPA | Avg. ACT | Min. ACT | Max. ACT | | | | | |
| 2011 | 92 | 3.05 | 2.07 | 4 | 20.35 | 15 | 31 | | | | | |
| 2012 | 111 | * | * | * | * | * | * | | | | | |
| 2013 | 105 | 2.97 | 2.97 | 4 | 20.32 | 12 | 32 | | | | | |
| 2014 | 93 | 2.89 | 2.89 | 4 | 21.02 | 14 | 31 | | | | | |
| 2015 | 104 | 2.94 | 2.94 | 3.96 | 20.69 | 12 | 31 | | | | | |
| * No data available. | | | | | | | | | | | | |

Source: FSU Fact Books and Academic Program Review Reports

Enrollment – Ethnicity

Ethnicity Data:

That ethnicity data for the CARE program parallels holistically with the ethnicity data for the University as a whole. At first glance the fact that there has never been a foreign student in the CARE program was alarming. However, upon consideration that international students come to Ferris on a focused educational plan, and could not get a visa or financial compensation if they are undecided, it is understandable why this number is zero.

Ethnicity Data

| | Enrolled | Black | | Hispanic | | Nat Amer | | Asian | | White | | Hawaiian | | Multi | | Foreign | |
|------|----------|-------|--------|----------|-------|----------|-------|-------|-------|-------|--------|----------|-------|-------|-------|---------|-------|
| | # | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2011 | 92 | 13 | 14.13% | 4 | 4.35% | 0 | 0.00% | 1 | 1.09% | 68 | 73.91% | 0 | 0.00% | 1 | 1.09% | 0 | 0.00% |
| 2012 | 111 | 13 | 11.71% | 4 | 3.60% | 0 | 0.00% | 1 | 0.90% | 87 | 78.38% | 0 | 0.00% | 3 | 2.70% | 0 | 0.00% |
| 2013 | 105 | 15 | 14.29% | 4 | 3.81% | 1 | 0.95% | 0 | 0.00% | 79 | 75.24% | 0 | 0.00% | 5 | 4.76% | 0 | 0.00% |
| 2014 | 93 | 8 | 8.60% | 6 | 6.45% | 0 | 0.00% | 1 | 1.08% | 71 | 76.34% | 0 | 0.00% | 7 | 7.53% | 0 | 0.00% |
| 2015 | 104 | 9 | 8.65% | 4 | 3.85% | 0 | 0.00% | 1 | 0.96% | 83 | 79.81% | 0 | 0.00% | 7 | 6.73% | 0 | 0.00% |

Source: FSU Fact Books

Retention

The goal of this program is not to retain students within the program, but to move them into their program of choice. The data collected over the last six years indicate that a number of students choose to stay in the CARE program after completing the CARE 102 course. There are several reasons why students may choose to do this. For one, students may not have made a decision before the program change date for the following semester. In addition, students may also feel they need additional time before committing to another program.

Many students also end up in the Directed Studies program (academic probation), or the General Studies program. Students in the General Studies program have likely selected a new program of choice, but do not currently meet the academic requirements to get into that program. They will remain in the General Studies program until they meet the academic requirements (GPA) to enter into their program of choice.

As indicated through the data in [Appendix I](#), students transferring from CARE into another specific degree program range across a wide variety of programs. The most recent data shows a trend of students transferring into the fields of Social Work, Marketing, Healthcare, and Plastics Polymer Engineering.

Program Transfer Data: [Appendix I](#)

While the departments hope is that students will transfer to a different program within Ferris State University, at times students choose to transfer to a different university to pursue an academic major that is not offered at Ferris.

The data in [Appendix J](#) represents the number of CARE students who transferred to other universities. While the data provided is useful, it does not tell us why these students transferred or what degree they are currently pursuing. However, it is evident that a number of our students choose to transfer to Grand Valley University, Grand Rapids Community College, and Central Michigan University.

University Transfer Data: [Appendix J](#)

Program Graduates

N/A - The goal of this program is not to graduate students, but to move them into their program of choice.

State and National Examinations

N/A – There are no state or national exams for this program.

Program Value Beyond Productivity and Enrollment Numbers

Highlight the positive impacts the program has on the department, college, and university that extend beyond enrollment, student credit hour, and other 'hard' measures of program success.

The CARE program has provided over 500 students in the last five years with the opportunity to explore potential educational and career opportunities. As a result, we have helped these students alleviate many of the frustrations that can all too often hinder undecided students. In addition, students enrolled in this program have the opportunity to explore career options prior to enrolling in a program that may not be a good fit. By doing this, they may be able to reduce their student debt and time at the university as they will have a clear focus of their intended career.

Program Goal Attainment: [Appendix C](#) - Enrollment Data 2011-15 (505 Students)

Highlight the positive impacts the program has on the community and other external stakeholders.

The essence behind the CARE program has branched into far-reaching corners of the state through collaborative efforts with Transfer and Secondary School Services, the Center for Latin@ Studies, and other community partnerships. Through these partnerships we have not only been able to offer the CARE 102 course, but also we have been able to share the overarching mission and core values of Ferris State University with students around the state of Michigan.

Student Enrollment Growth: [Appendix K](#)

Program Flexibility and Access

The CARE program is offered on the main Big Rapids campus only (See table below). The CARE 102 and FSUS 100 course, which are the two required courses, are offered on campus in two flexible formats including face-to-face and blended delivery. The freshman students enrolled in the CARE program are also grouped into FSUS classes where the instructor can provide a more career specific curriculum.

However, the CARE 102 course is offered both on campus and throughout the state of Michigan at satellite locations through a collaborative partnership with the office of Transfer Services and Secondary School Partnerships. This collaboration began in Fall 2012 and has continued to grow (See table below).

The number of students as indicated in the charts in [Appendix K](#) include both students who are in the CARE program and also students who are taking the CARE 102 course through collaboration with the office of Transfer Services and Secondary School Partnerships. Through our partnerships the course is offered in three flexible formats, including face-to-face, blended, and full online. As indicated by the chart below, it is evident that the need for Career Exploration course is growing.

| | On Campus | Transfer Services |
|--|--|--|
| <i>Number of offsite locations.</i> | N/A | 19 + |
| <i>Online availability of program offerings.</i> | Yes. Offered as a blended/hybrid course on campus | Yes. Offered in three options <ul style="list-style-type: none"> - Completely face to face - Hybrid/Blended - Completely online |
| <i>Options for evening and weekend classes.</i> | No | Yes. The program has been offered both in the evenings and on weekends for some schools and community partnerships. |
| <i>Options for accelerated program completion.</i> | No | No |
| <i>Options for summer program offerings.</i> | The program is not currently offered on campus during the summer. | Yes. The program has been offered during the summer for some schools and community partnerships. |
| <i>Multi entry points available for students entering the program.</i> | No | Yes. The program has allowed for flexible entry points based on partnerships schedule. |
| <i>Program trends related to "flexibility and access."</i> | The program will continue to utilize the hybrid/blended model to allow for student flexibility and access. | The program will continue to utilize the three methods of delivery discussed above as we must adapt to the needs of our partnering schools and community partnerships to allow for flexibility and access. |
| <i>How does the program address "flexibility and access" within the program?</i> | The program addresses flexibility and access by utilizing the hybrid/blended class model. This allows students to complete a good deal of the work online. | The program has allowed for great flexibility when working with schools and community partnerships |

Visibility and Distinctiveness

The CARE program is not a competitive program, meaning that we do not compete with other schools to attract potential students into our program. The CARE students are generally freshman and sophomore students who are either undecided or are looking to change their program major. Our main purpose is to help retain the students who are already on campus by helping them to find an educational path that will lead them to a successful and fulfilling career.

However, it can be said that through our collaboration with Transfer Services and Secondary School Partnerships, we are strategically placing the Ferris brand into schools and organizations throughout the state. This has served to both market and promote, not only the CARE program, but also many of the other Ferris programs that are available. While our external site locations are not entirely geared toward recruiting purposes, many of the assignments focus on Ferris programs and therefore provide a unique advantage to promote the mission and core values that we represent. In addition, we have begun to track the CARE 102 high school students who decide to come to Ferris.

In reviewing the data provided by the Transfer Services and Secondary School Partnerships, the Developmental Curriculum department noted the CARE 102 course has the most number of sections and enrollment of students during the 2015-16 school year of all the courses they offer.

Student Growth Outlook: [Appendix K](#)

Competitive Programs

Again, the CARE program is not a competitive program. However, we do actively seek students for our program at FSU Dawg Days, recruiting events, and through our partnerships.

Promotional Flyer: [Appendix L](#)

The CARE program appears to be one of only three programs of its kind within the state. Grand Valley State University offers a program called Liberal Studies, and Lake Superior State University offers a program called University Seminar/Student Services. These two programs appear to share the closest similarities with the CARE program offered here at Ferris. The key difference is that these other programs do not require “undecided” students to enroll. In addition, there are other universities that offer courses similar to the CARE 102 course, but most do not offer career specific programs designed to meet the career exploration process. The program allows us to be very intentional with our students and provides for better retention and success rates within the university.

Based on an analysis of the environmental scan, it has come to our attention that there is a need for a career readiness course. Many other universities offer courses in resume building, cover letter writing, interviewing and other areas of career readiness. The Developmental Curriculum department has initiated the process to begin creating these courses as three one credit modules (CARE 201, CARE 202, and CARE 203).

Environmental Scan: [Appendix M](#)

Preeminent Program

Through the environmental scan process it was noted that no other university in the state of Michigan offers a program in career exploration. While many universities offer courses in the field of career exploration, or offer similar services through a career services center, there did not appear to be any career exploration programs.

Based on research of similar programs conducted through this APR process, it appears as though Ferris State University is the preeminent career exploration program in the state as well as possibly the nation.

Environmental Scan: [Appendix M](#)

Demand

Why do students enroll in the program choose FSU?

Most of the students in the CARE program probably did not choose Ferris because of the CARE program. They chose Ferris for another reason, but are not entirely sure the direction they want to pursue. When a potential student checks the “Undecided/Career Exploration” box on their application they are automatically entered into the Career Exploration Program upon their admittance into the University. Additionally, the CARE program is promoted at Dawg Days and other student events.

There are a number of reasons why students, even those undecided, may choose to come to Ferris. Ferris offers a wide variety of programs ranging from associate degrees to doctoral degrees.

The CARE program is a benefit that many other colleges and universities do not offer. Most colleges and universities rely solely on a career services office (or other appropriately named department) to fulfill the roll of career exploration. However, the CARE program allows for a more personal level of instruction and individualized adaptability of focus.

Promotional Flyer: [Appendix L](#)

Would students enrolled in the program choose the program at FSU if they had to do it over again?

The data collected through 2015-2016 surveys, in-class feedback, and a focus group has predominately proven that students find the CARE program to be extremely beneficial.

Therefore, it is safe to assume that students who were entering Ferris as undecided students (again), would choose to first enroll in the CARE program to help align their personal vision with their educational and career vision.

Focus Group Minutes: [Appendix N](#)

Instructor Survey Data and Analysis: [Appendix O](#) (Compiled)

Student Survey Data and Analysis: [Appendix P](#) (Compiled)

Data for [Fall 2015](#) and [Spring 2016](#)

Analysis of [Fall 2015](#) and [Spring 2016](#)

Would students enrolled in the program recommend the program at FSU to others?

The data collected through 2015-2016 surveys, in-class feedback, and a focus group has predominately proven that students find the CARE program to be extremely beneficial.

Therefore, it is safe to assume that students who have enrolled in the CARE program would recommend the program to other students who are entering college unsure of their educational plans, or who have decided to change degree/major focus after they have begun.

Focus Group Minutes: [Appendix N](#)

Instructor Survey Data and Analysis: [Appendix O](#) (Compiled)

Student Survey Data and Analysis: [Appendix P](#) (Compiled)

Data for [Fall 2015](#) and [Spring 2016](#)

Analysis of [Fall 2015](#) and [Spring 2016](#)

Evaluate the projected market outlook for demand for program graduates.

N/A

The CARE program does not graduate students. Our goal is to allow students to make a program change into a career field of interest. Therefore, The CARE program does not have specific alumni associated with our program.

Questions referring to alumni and program graduates:

N/A

The CARE program does not graduate students. Our goal is to allow students to make a program change into a career field of interest. Therefore, The CARE program does not have specific alumni associated with our program.

Student Achievement

Students in this program are generally freshman who are undecided and unsure of their educational and career plans. The CARE program consists of only one required course

(CARE 102). Each semester the instructors who are teaching CARE 102 are required to complete TracDat data collection forms based on the outcomes of the course. This data is then used to help determine areas of needed curriculum modifications to ensure students are given ample opportunity to meet the course outcomes.

The TracDat data includes School Year 2014-2015 and 2015-2016. However, the course outcomes were changed through the University Curriculum Committee as of the 2015-2016 school year. Therefore, there is a difference in the outcomes data that was collected.

Link to CARE 102 course TracDat data and results:

<http://fsutrcd2.ferris.edu/tracdat/faces/assessment/home/dashboard.xhtml>

http://fsutrcd2.ferris.edu/tracdat/faces/assessment/course_planning/observations.xhtml

Completed TracDat Forms: [Appendix Q](#)

[Fall 2014](#)

[Spring 2015](#)

[Fall 2015](#)

[Spring 2016](#)

Employability of Graduates

Students in this program are generally freshman who are undecided and unsure of their educational and career plans. We only have these students for one course and therefore do not have sufficient access to data for to make a suitable analysis of their achievement.

Faculty Composition and Engagement

Organization

The Developmental Curriculum department consists of four full time faculty, including one as the department chair. All four faculty are new to this department.

[Christine Conley-Sowels](#) > Professor/Dept. Chair – August 2014

[Monica Frees](#) > Assistant Professor – August 2013

[David McCall](#) > Assistant Professor – August 2015

[Kristin Conley](#) > Assistant Professor – August 2015

Curriculum Vitae

Curriculum Vitae's: [Appendix R](#)

Stakeholder Perceptions of the Quality and Composition of Faculty

The former CARE 102 full time instructor has recently retired. Therefore, only evaluation data from 2015-16 is provided.

IDEA Learning Essentials Summary

I feel one of the most important aspects of teaching is to continually monitor not only your teaching style, but also the impact that you are having on students and how they are responding to classroom instruction and pedagogy. While the positive comments always serve as a great indicator of the impact we, as teachers can have, it is also imperative to consider the value of all comments to help determine the changes necessary to continually improve.

Fall 2015 IDEA Evaluation Ratings*

* Scores are represented on a 5 point scale as “Adjusted” averages.

| Fall 2015 | CARE 102 Section 1 | CARE 102 Section 2 | CARE 102 Section VL8 |
|---|-----------------------|-----------------------|----------------------------|
| Excellent Teacher | 4.3 | 4.7 | 4.3 |
| Excellent Course | 3.8 | 3.9 | 3.6 |
| Progress On Important and Essential Learning Objectives: | | | |
| Gaining factual knowledge (terminology, classification methods, trends) | 3.2 | 3.3 | 3.6 |
| Learning fundamental principles, generalizations, or theories | | | |
| Learning to apply course material (to improve thinking, problem solving, and decisions) | 3.6 | 4 | 4.3 |
| Learning how to find and use resources for answering questions or solving problems | 3.7 | 4.1 | 4 |
| Developing a clearer understanding of, and commitment to personal values | 3.4 | 4.4 | 4 |
| Acquiring an interest in learning more by asking my own questions and seeking answers | 3.5 | 3.9 | 4.2 |

Comments from students for the above mentioned courses:

Fall 2015 – CARE 102

- I really enjoyed this class and found it to be extremely helpful in finding a career path that suits my strengths.
- Mr. McCall was always striving to help us figure out what we wanted to do in the career field and he never hesitated to help.
- Very good teacher and I enjoyed the course.
- Professor McCall is the best!

- This course was developed very well.
- First, I want to thank Mr. McCall for truly being an exceptional instructor. While taking this course he has prepared me for life after high school, and I am so thankful for this amazing opportunity. I hope future students enjoy this course as much as I did. Again, thank you Mr. McCall.
- Excellent teacher! One of my favorites by far!

Spring 2016 IDEA Evaluation Ratings*

* Scores are represented on a 5 point scale as “Adjusted” numbers.

| Spring 2016 | CARE 102 Section 001 | CARE 102 Section MBA |
|---------------------------------|-------------------------|-------------------------|
| Excellent Teacher | 3.9 | 4.4 |
| Excellent Course | 2.8 | 3.7 |
| Progress on Relevant Objectives | 3.3 | 3.4 |
| Evaluation Summary | 3.3 | 3.8 |

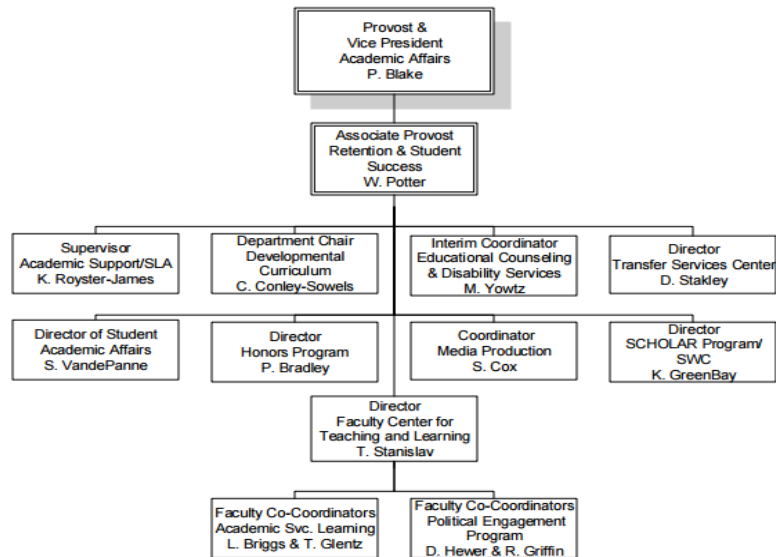
Comments from students for the above mentioned courses:

Spring 2016 – CARE 102

- This course is a lot of work--as it should be--but it really paid off and I am so glad that Ferris has something so unique like this to offer.
- David McCall is an excellent instructor who goes out of his way for his students. I could tell that he sincerely cared about me and my education. This class challenged me to think about my life and my potential in new ways. Of all the classes that I've taken in my educational journey so far, I believe this one to be the one that I will remember the most in terms of changing me as a person. I have such a wider perspective of what I could be in the future.
- I liked this class. It actually helped me to figure what career I wanted to continue with.
- This class really helped me have a better understanding of what direction I should go with my career.
- This class was a good class and really helped me figure out what I want to do in the future.

Program Administration and Support

Program Administration and Support



Dr. Bill Potter (Ph.D), Associate Provost of Retention and Student Success, is the administrator responsible for the Developmental Curriculum department and the CARE program. Dr. Potter has been an administrator at Ferris for 17 years and has over 42 years of post-secondary education experience.

Evaluate the Efficiency and Effectiveness of the Current Structure

The Developmental Curriculum Department is housed under the unit of Retention and Student Success and works very closely with Associate Provost Dr. Potter to ensure efficiency and effectiveness within the unit and the department.

Support Services

Students who are admitted to the CARE program often need additional support services to assist them with their educational needs. The department works closely with Educational Counseling and Disability Services to refer students who may need their assistance or for further assessments such as the Myers-Briggs Type Indicator or the Strong's Interest assessment. Leigha Compson provided a presentation on nontraditional careers during the spring 2016 semester. The students are provided with information offered through the Center for Leadership, Activities and Career Services. The Writing Center is highlighted as a needed service for students who struggle with writing. The instructor and Retention and Student Success advisors work closely together to ensure student success.

Student Support Services Guide: [Appendix S](#)

In addition, the instructors work closely with select departments across campus to provide information and resources on their specific programs. The representative from each program presents in class and is videotaped by Media Services. These videos are then linked to Blackboard for students to review at a later date and for our off-campus sites to utilize.

This is a list of the departments that have provided program presentations during the spring 2016 semester:

- Biological Science - Joseph Lipar
- Sports Communication – Sandy Alspach
- Architecture – Diane Nagelkirk
- Facilities Mngt - Diane Nagelkirk
- Civil Engineering Tech. – Suzanne Miller
- HVACR – Doug Zentz
- Building Construction Technology – Suzanne Miller
- Digital Media – Glen Okonoski
- Nursing – Linda Kuk
- Criminal Justice – Terry Nerbonne
- Hospitality Mngt – Julie Doyle

Each semester these presentations will differ depending on the interests of the students and availability of program representatives.

Facilities and Equipment

The CARE program is assigned the following classrooms for use: STR 106, STR 134, and STR 209. Each classroom is equipped with a teacher station, document camera, phone, and connection to a ceiling projector; STR 106 has a wireless connection and STR 134 and 209 have DVD/VCR equipment. A survey was sent out to all staff in the fall of 2015/2016 academic year and there was a consensus that STR 106 needed updates. For this reason, STR 106 was remodeled and updated. Given recent updates in STR 106, all CARE facilities and equipment are adequate and on par with the other classrooms in the building. However, STR 209 still has chalkboards and a small TV/viewing screen, which can be difficult to see important information and could ultimately result in inhibiting student learning.

However, none of our classrooms have computer access for students which is an integral part of the CARE curriculum. For this reason, the CARE courses are often taught in other university classrooms that allow students computer/Internet access (ASC 1015, ASC 1006)

Facilities and Equipment: [Appendix T](#)

Perceptions of Overall Quality

The Developmental Curriculum department held a focus group on March 15, 2016 to help gain a better understanding of the perceptions of the CARE program. The focus group consisted of students, staff, faculty, administrators, and a representative from the Ferris State University Career Center.

The overall perceptions of the stakeholders was that the CARE program offered a tremendous benefit to our students. The students indicated that it alleviated much of the stress associated with being undecided in their major and career path. They seem to enjoy many aspects of the program and CARE 102 course, and offered suggestions for improvements. The perception of the staff, faculty, and administration were overwhelmingly positive. It was noted that the changes that have been made to the CARE 102 course over the last couple of years have improved the quality of the curriculum. It was also noted that the interest in the course has grown tremendously over the last few years due to partnerships with high schools and community partners around the state.

Focus Group Minutes: [Appendix N](#)

Over the last year, we have begun to survey the CARE instructors to gain insight into their perceptions of the program. The instructor survey was sent to 17 instructors who are currently or who have previously taught the CARE 102 course. The survey was sent out electronically in November 2015. Of the 17 instructors that the survey was sent to, we had 9 instructors complete the survey for a 53% completion rate.

While the survey focused on many aspects of the career exploration process, a couple of the questions focused precisely on the perception of the CARE 102 course. When asked about their awareness of student perception of the course, all instructors indicated that by the end of the course students understood the value of the CARE 102 course and many indicated that they saw a change in their student's perception throughout the course. In addition, all of the instructors indicated that while there are small changes they would like to see implemented, their overall experience with this course was positive and they see the value in having students take the CARE 102 course.

To read a complete analysis of the instructor survey results, see [Appendix O](#)

Over the past two semesters we have implemented an end of semester student survey into the CARE 102 course. The results of this survey have provided us with great insight into the value that students place on the course and how it is delivered. In addition, the current data from the Spring 2016 semester indicate that the changes we have implemented have been beneficial to the students.

An analysis of the survey data indicated that the overwhelming majority of students found the CARE 102 course to be valuable and helpful in choosing a career.

- Fall 2015
 - 150 out of 164 students (91.46%) found the course to be extremely or somewhat valuable in terms of helping them make a career decision.
- Spring 2016
 - 106 out of 115 students (92.17%) found the course to be extremely or somewhat valuable in terms of helping them make a career decision.

The following statistics indicate the number of students who found the particular CARE 102 assignments and assessment to be somewhat or very helpful.

- Interest/Personality Surveys: 113 students (98.27%)
 - Up 6.27% from Fall 2015
- Career Surveys: 107 students (94.69%)
 - Up 4.69% from Fall 2015
- Career Videos/Speakers: 99 students (87.61%)
 - Up 11.61% from Fall 2015
- Career Reading Assignments: 95 students (84%)
 - Up 12% from Fall 2015
- Professional Career Interviews: 86 students (74.79%)
 - Up .74% from Fall 2015

This data indicates that students are finding an increasing value in the assessments that are currently being assigned. In addition, there is a significant upward swing in perception compared to the Fall semester. This is an indication that the changes made between the Fall and Spring semesters were beneficial.

The survey asked students to rate how well they feel they met the course outcomes for CARE 102. The following statistics indicate the number of students who either somewhat or strongly agreed that the course helped them to meet the particular outcomes. When asked if the CARE 102 course helped them:

- Determine the careers that best fit my strengths, personalities, and interests: 111 students (96.52%)
 - Up 8.52% from Fall 2015
- Develop an educational and career plan: 108 students (93.91%)
 - Up 10.91% from Fall 2015
- Develop and educational and career contingency plan: 109 students (94.79%)
 - Up 9.79% from Fall 2015
- Develop SMART educational and career goals: 109 students (94.78%)
 - Up 10.78% from Fall 2015

This data indicates that the majority of students met the outcome objectives of the course and were provided with the information and resources to develop an educational and career plan. Again, this new data (from Spring 2016) indicates a significant increase from the Fall 2015 data.

The result of this data will allow the Developmental Curriculum department to continue to improve the CARE 102 course. It is evident through the data analysis that the changes made from Fall 2015 to Spring 2016 have improved the overall quality of the course. The department will continue to make changes and adjustments to meet not only our current population, but also to meet the trends in career development.

To read a complete analysis of the student survey results, see [Appendix P](#)

Implementation of Findings

How Does the APR Process Fit with the Programs Overall Continuous Quality Improvement Plans?

The APR process provided the department with the opportunity to closely analyze the program and the course. Through this process we have learned not only about the history of the CARE program, but also about the successes and areas of needed improvement. Since all four faculty are new to Developmental Curriculum, this process has been extremely beneficial in assisting us to develop future direction for the CARE program.

How will Program Review Results Be Communicated to Program Stakeholders?

The results will be available in hard copy and digital format and housed in the Developmental Curriculum office. In addition, a copy will be included on the Developmental Curriculum CARE website.

What are Program Plans for Addressing Opportunities for Improvement Uncovered as a Result of the Program Review Process?

Upon completion of this APR process we have come to several conclusions. The following is a summary of our findings.

- The Developmental Curriculum department will review, re-evaluate, and reshape the program goals to make them measurable and differentiated from the CARE 102 course.
 - In addition, we will develop a process for evaluating the goals, and communicating the goal data to the university as a whole, our students, and our stakeholders.

- The Developmental Curriculum department will update the Developmental Curriculum webpage to include the updated program goals and any other new information about the program.
- The Developmental Curriculum department will develop and maintain a strategic plan specific to the CARE program.
- The Developmental Curriculum department will modify our current student survey to acquire better data alignment with the information requested through APR.
 - Ex. - Would you recommend the CARE program to other FSU students?
 - Ex. – Separate data for college students versus students taking the CARE 102 course through a partnership program.
- The Developmental Curriculum department will create three new CARE course that focus on career skills based on the request of our high school partners.
 - CARE 201 – Applications, Resumes, and Cover Letters
 - CARE 202 – Interview Skills and Professional Business Etiquette
 - CARE 203 – Career Portfolio and Transferable Skills
- The Developmental Curriculum department will continue to work with the office of Transfer Services and Secondary School Partnerships to expand our statewide outreach to high schools and community based partners.
- The Developmental Curriculum department will reexamine the CARE mission statement to write it in more concrete terms.
 - “The CARE program strives to...”
- The Developmental Curriculum department will consider making updates and improvements to STARR 209.
- The Developmental Curriculum department will collaborate more closely with the Academic Student Services department to align our mission, goals and outcomes for this program (i.e. scheduled meetings with both departments).
- The Developmental Curriculum department will explore the possibilities of acquiring computers for student access for the CARE 102 course.

What are Program Plans for Promoting Program Strengths and Accomplishments to Stakeholders Uncovered as a Result of the Program Review Process?

The program strengths and accomplishments will be highlighted on the Developmental Curriculum CARE website, discussed at the Retention and Student Success unit meeting during Fall 2016, and shared directly with the Office of Transfer Services and Secondary School Partnerships as they are providing the most growth for the CARE 102 course.