

# 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

### Program Review Panel:

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# FERRIS STATE UNIVERSITY

## RETENTION & STUDENT SUCCESS

### Memorandum

Date: August 15, 2016

Dr. William Potter  
Associate Provost

To: Academic Program Review Council

Ferris State University

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

Subj: Perceptions of Overall Quality for Directed Studies (DIST)

Using the quasi-rubric provided in the APCR guidelines, I have rated the Directed Studies 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	6
4. Visibility and <b>Distinctiveness</b> (not promoted; nearly one of a kind)	5
5. Enrollment (enrolls more students than many programs at Ferris)	6
6. Students (very diverse group; wide array of abilities)	5
7. Curriculum (primarily a 1 credit course; intrusive advising; works)	6
8. Faculty (in transition due to retirements/replacements)	6
9. Administration (associate provost, director of student affairs)	9
10. Overall Value (provides point of entry with accountability)	7
Overall Program Quality	70

This low score does not reflect the importance of DIST to Ferris accurately. The criteria are set for degree granting programs with higher selectivity in admission standards and extensive curricula. Directed Studies is a niche program at Ferris, designed to facilitate the enrollment of probationary students (either new to Ferris, returning after a time out, continuing after a poor first semester, or entering special circumstances freshmen) at the University. This is in accord with Mr. Ferris' vision for his school. To that end, DIST has provided a structured way for Ferris to serve such students without simply denying admission or admitting them with no direction. It works quite well in terms of getting such students on track (in good standing) for admission to a degree program, financial aid eligibility, and athletic eligibility in a semester or two.

My position has been that each undergraduate college should offer a section or sections of this course for their students who are on probation, final warning, or otherwise at risk. It helps avoid the problem of allowing students to somehow "hang on" for many semesters with no degree progress and no accountability except possibly for withholding financial aid once they no longer meet SAP criteria. There is no cost to a college to do so and the one credit seminar generates more tuition than the cost of offering the class whether it is taught as an overload or by an adjunct.

Of course, any program can be improved. I believe that the Developmental Curriculum faculty have initiated measures that will codify the value of this niche program through the enhanced definition of course outcomes and assessment of same. No funding is required for the addition of staff, equipment, or facilities.

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# Developmental Curriculum in Retention & Student Success

## Directed Studies (DIST) APR Report 2016 - 2017

### **Program Name & History**

#### *Complete Program Name:*

Directed Studies (DIST)

#### *Program Description:*

Directed Studies is a probationary program designed to help students obtain good academic standing and become eligible for acceptance into their desired program. All Directed Studies students, with the assistance of an academic advisor, are expected to develop an individualized program of study to reach eligible academic status. In addition, students are required to meet the conditions of the Directed Studies contract. This is not a degree-granting program but rather a probationary program that provides academic support as the student works to make the necessary changes to qualify for their program of choice. The Directed Studies program includes two - 1 credit classes that help students strengthen their academic skills in a variety of topics. Students are required to take DIST 100 (Directed Studies Seminar). Students who improve their GPA, but remain on probation and still cannot be admitted to their program of choice must continue in the Directed Studies program and take DIST 101 (Directed Studies Seminar 2).

Directed Studies Contract: [Appendix A](#)

#### *Program History:*

The Directed Studies program began in 1997 as part of the Student Developmental Services department, which later became University College and is now known as the Retention & Student Success Department (Developmental Curriculum) to address the needs of academically at-risk students when Ferris was an open admission campus.

The program was designed mainly for students finding themselves on academic probation, but with the ability to succeed with the proper academic supports and counseling. As Ferris' admission standards and requirements changed in 2002, enrollment increased in the Directed Studies program. At this time Directed Studies became a point of entry or reentry program. This increase in enrollment was due to student's inability to maintain the higher academic standards required at FSU.

Students in the Directed Studies program can be transfer students with a low GPA, non-traditional students returning to college, (i.e. veterans, freshman who have been placed on academic probation after their first semester, or students wishing to re-enter college). Directed Studies (DIST) allows students to develop strategies to enhance their opportunities for college success. All Directed Studies students, with the assistance of an academic advisor, are expected to develop an individualized program of study to reach eligible academic status and they are required to meet the conditions of the Directed Studies contract, which includes: maintaining a cumulative GPA of 2.0, enrollment in DIST 100 or DIST 101, attending all classes, adherence to the program rules and requirements, and meeting with their academic advisor three to four times a semester. Students are required to sign the Directed Studies contract, are given a copy of the contract, and the contract becomes part of their permanent Ferris State University file.

Directed Studies Contract: [Appendix A](#)

Along with this individualized program and contract compliance, the students enrolled in the Directed Studies program are continually monitored, which impacts the decision-making within the program. There is an opportunity for these students to participate in a half-day workshop at the beginning of each semester, facilitated by the Educational Counseling and Disabilities Services department. In addition, the program encourages students to utilize the Academic Support Center and the Writing Center to help the students address academic needs that may be interfering with their success in college.

The stakeholders of the program are: all departments, faculty, academic advisors, directors, students, and admissions. This is because students enrolled in the Directed Studies program eventually transfer into another department.

The story of our program is communicated to these stakeholders via the Developmental Curriculum website, the program check sheet, information shared directly with students about the program and its expectations, department meetings, and orientation.

## **Program Mission**

### *Ferris State University Mission Statement:*

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

### *Retention and Student Success Mission Statement:*

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

### *Developmental Curriculum Department Mission Statement:*

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 is 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.

### *Directed Studies Mission Statement:*

The Directed Studies Program is a probationary program designed to help students obtain good academic standing and become eligible for acceptance into their desired program. All Directed Studies students are expected to develop, with the assistance of their academic advisor, an individualized program of study to strengthen their academic performance. Students are required to meet the conditions of the DIST contract.

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

The Directed Studies mission statement is directly related to the mission statements of the Developmental Curriculum department, Retention and Student Success, and the University.

As we examine Ferris State University's mission, we find that the Directed Studies program not only helps our at-risk students become "life-long learners" by providing the proper supports and counseling to help them succeed academically by reaching eligible academic status, but it also supports "our rapidly changing global economy and society" by making classes available to larger student body.

The Directed Studies program is also aligned with the Retention and Student Success mission, because it offers "academic support services that ...empower students...to achieve their educational and career goals."

The purpose of the Developmental Curriculum department's mission is to provide "a variety of courses to students seeking to improve their academic readiness or to determine their career path. Its faculty members are committed to developing and offering educational opportunities that prepare students for the academic challenges of university life. Directed Studies was created to fulfill this purpose for students who are placed on academic probation or admitted with advanced standing and on academic probation.

The program helps students to proactively determine their next steps in their pursuit of academic good standing, to become lifelong learners, to succeed in their educational goals and to move into their program of choice.

#### *How Is the Mission Statement Impacting Decision Making?*

As the Directed Studies 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 the Developmental Curriculum website.

- <http://www.ferris.edu/HTMLS/colleges/university/devcurriculum/>
- [https://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum\\_dist.htm](https://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum_dist.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 which for the program to review information, although the Associate Provost, Dr. Potter has reviewed the data each semester. 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 Directed Studies program furthers the missions of the department, university (unit), and Ferris State University by teaching students the process involved with developing a comprehensive plan to improve their academic success while being accepted into their program of choice with good standing. The mission of the Directed Studies program is to not only help students to improve their GPA, but also to teach them the tools and resources that can be used to continue this process in the future.

### **Program Goals**

*Describe what the program hopes to accomplish:*

Goal 1: For students to qualify with good academic standing for the degree program of their choice within two semesters.

Goal 2: To provide all students with a directed studies seminar (DIST 100) designed to afford students the opportunity to develop the skills necessary for academic success.

Goal 3: To provide students with intensive academic advising through the Student Academic Affairs department within the Retention and Student Success unit.

*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 Directed Studies program is to enable each student to help students complete a program change into a degree-granting program.

*Incorporating program goals – How are the program goals communicated?*

Directed Studies (DIST) is a program designed for students to improve their academic GPA in order to move into their program of choice. Directed Studies focuses on student self-evaluation, educational planning, and the concept of education development as a life-long process. By using a variety of activities and assignments it allows the student develop skills in these various topics which are discussed in the classes – time management and organizational skills; study strategies and habits; support services and other campus resources; health & wellness; taking personal responsibility for their own academic and personal lives, etc.

The program goals of the Directed Studies program are communicated to current students through both verbal discussion and written outcomes on the first few days of class. In addition, the students are often reminded of the program goals throughout the semester as the assignments and activities aim to guide students through the process of academic success and educational planning.

The goals of the Directed Studies program are communicated to faculty members through several curriculum meetings. It is important to note that most of the Directed Studies faculty are in the Retention & Student Success Department.

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.

- <http://www.ferris.edu/HTMLS/colleges/university/devcurriculum/>
- [https://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum\\_dist.htm](https://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum_dist.htm)

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

The program goals are reviewed by Associate Provost, Dr. Potter at the end of each semester. The Developmental Curriculum department realizes the need to continually review and re-evaluate the program goals. The department developed a strategic plan in May 2016 which will allow us the opportunity to review and evaluate the program goals. The strategic plan will be reviewed at the end of each semester.

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



The goals of the Directed Studies 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 B](#)

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

*Goal Attainment:*

Goal 1: For students to qualify with good academic standing for the degree program of their choice within two semesters.

From 2011 -2014, the data shows that the number of students that obtain “good academic standing” after a semester or two appears to be growing. In fall of 2011, 35% of students enrolled in the Directed Studies program were able to transfer into a program of choice, and, in the fall of 2014, 46% of the students enrolled in DIST were able to transfer into a program of choice as shown in the following chart. The specific programs students transferred into are found in Appendix D by school year.

Directed Studies Probation/Dismissal/Persistence Information 2010-2016 – Appendix D

Goal 2: To provide all students with a directed studies seminar (DIST 100/101) designed to afford students the opportunity to develop the skills necessary for academic success.

All students enrolled in the DIST program take the DIST 100 course. It must be noted that we also provide this course to students who are not in the DIST program. We have provided this outreach opportunity for students who are struggling academically to the College of Business and the College of Engineering and Technology. The success rate of the course and content can be found in the Grade Analysis. In addition we have included Student survey data and analysis on student reflection of the course. There is a 69.3 % success rate in the DIST 100 course over the last five years. See the grade analysis document in Appendix G for a breakdown by semester and year. The Student surveys were given Fall 2015 and Spring 2016. Here are some of the comments made by the students about the courses. It appears based on the students who responded to the survey they felt the courses helped them address some of the issues interfering with their academic success.

- I feel the most helpful aspect was learning how to take better notes and learn how to study more efficiently.
- To be able to talk to someone other than your advisor about your struggles and help you understand things better in a different way.
- The help from the teacher the personal experiences the teacher let us know about.
- Setting goals and doing well so I can still attend Ferris State University.
- Just being able to meet once a week to talk things through and go over what we are struggling with.
- Giving me the chance to make up for what I was lacking in all my other years of college.
- Learning how to manage my time and use the tools Ferris provides me with

DIST 100/101 Blank TracDat forms with outcomes listed – Appendix E  
Student Survey Data and Analysis- Appendix F  
Grade Analysis for DIST 100/101 from Fall 2010 -Spring 2016 –Appendix G

Goal 3: To provide students with intensive academic advising through the Student Academic Affairs department within the Retention and Student Success unit.

The faculty advisors in Developmental Curriculum meet with each student in the Directed Studies program three to four times during the semester. Students are required to review and sign a probationary contract. The contract outlines the requirements of the program including: development of an individualized program of study to reach eligible academic status, maintaining a cumulative GPA of 2.0, enrollment in DIST 100 or DIST 101, attending all classes, adherence to the program rules and requirements, and meeting with their academic advisor three to four times a semester. Students are required to sign the Directed Studies contract, are given a copy of the contract, and the contract becomes part of their permanent Ferris State University file. The DIST Contract is currently being updated, the proposed document is attached.

DIST Contract: [Appendix A](#)

Over the years the Directed Studies faculty and advisors developed many strategies to assist the students in this program. Later the department instituted the “full court press for success” as part of the intensive academic advising. Below is a listing of the components of that initiative.

#### **“Full Court Press for Success” Initiatives**

- Emphasis placed on being more purposeful and proactive in reaching out to students rather than waiting for them to come to us.
- Expectation that advisors call students via telephone rather than rely on email to invite them in for meetings.
- Mid-term conversations (in addition to email and letter) with advisees who receive mid-term warnings
- Focus on future planning and registration - advisors contacted students who were enrolled but not yet registered for next semester; discuss potential reasons for not getting registered; encouraged students to take appropriate steps to get registration holds cleared and register for classes.
  - Students were identified via a Web-Focus report written by the university’s institutional research dept. and available on demand.
- Mandatory three-hour Strategies for Success workshop was required for probationary students before classes began on the spring semester; follow up letters to non-attendees were delivered to students in their required seminar course.

The advisors have also initiated the following goal:

- After a MAP-Works Survey has been completed, schedule and follow up appointment, in person, with all high-risk students no later than Week 5 to discuss potential issues, create success plans, and direct students to the appropriate campus resources for additional help.

Students are also encouraged to meet with the Academic Support Center, Educational Counseling and Disability Services or Veteran's Services, if needed, and the Writing Center and Peer Mentor/Mentee & Scholarship program, for additional support. Our staff also has a direct partnership with the FLITE specialist, Kristy Motz.

## **Curriculum**

### *Program Check Sheet:*

The Developmental Curriculum department has reviewed the program check sheet with the Director of Student Academic Affairs to ensure that the document clearly communicates the program and what is expected of the students. The program worksheet is being updated currently. We have included the draft copy of proposed changes.

Program Check Sheet: [Appendix H](#)

### *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.

Fall 2014 Course Syllabi (Monica Frees): [Appendix I](#)

Spring 2016 Course Syllabi (Kristin Conley): [Appendix I](#)

Spring 2016 Course Syllabi (Dave McCall): [Appendix I](#)

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

As a result of conducting the Academic Program Review it has provided us with an opportunity to review the outcomes of the Directed Studies program and its courses.

As an outcome of this review, the Developmental Curriculum department will review the Directed Studies program outcomes and its associated courses (DIST

100 & 101) during the fall of 2016. Curriculum paperwork will be completed and submitted to University Curriculum Committee in the spring of 2017. Changes will be made to the program outcomes, course descriptions, course outcomes, and assessments to ensure quality, consistency, and currency within the program.

*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. There are currently only two courses offered in this program so the opportunity for co-curricular and service learning experiences is very limited.

*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 Directed Studies 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 Directed Studies program are communicated to current students with a letter from the Director of Student Academic Affairs in Retention and Student Success unit when they are admitted into the program. This letter outlines the program requirements (see Appendix J). In addition, the program requirements are communicated to the students through both verbal discussion and written outcomes on the first several days of class. 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 improving their GPA and academic standing.

The program requirements are also communicated to students and other stakeholders through the Developmental Curriculum website, curriculum check sheets, and Retention and Student Success academic advisors. Students in the Directed Studies Program must meet with their assigned academic advisor three to four times throughout the semester and prior to scheduling classes. Completion of contract requirements will allow them to make a program change.

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

There have not been any curriculum changes to the Directed Studies program but after reviewing the department will be making changes over the fall of 2016 and sending information to the UCC in the spring of 2017.

*Evaluate curricular changes currently under consideration*

The Developmental Curriculum Department is currently in the process of beginning a review of the Directed Studies program during the summer of 2016 and will make necessary changes in the Fall of 2016.

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

Currently the department does not have specific policies and procedures to ensure quality, consistency, and currency of the curriculum. However, we have been working on developing the policies and procedures to ensure these expectations are met by meeting with the Director of Student Academic Affairs for Retention and Student Success and academic advisors.

Moving forward we plan to continue with student and faculty surveys in which we will add a few more questions to help us better gauge program goal attainment, meet as a department to review and reflect on the courses, and to meet at an end of the year in a faculty retreat to analyze and evaluate the courses and program. It is also the departments plan to schedule regular meetings with the above mentioned Director and academic advisors.

**Assessment of Student Learning**

*Program-level Student Learning Outcomes*

The Directed Studies program is an entry level program that leads to an associate's degree (but is not a degree granting program). The program goals are to have students become eligible and transfer to a FSU program of their choice within two semesters, to provide the opportunity for students to learn the skills necessary for academic success, to offer individualized assistance, and provide intensive academic advising. The department will review and discuss ways to redefine these outcomes to make them more student learning focused. All current student learning outcomes are related to the DIST 100/101 courses and the program.

**Program Profile**

*Apps, Admits, and Enrolled*

The Directed Studies program is a probationary program. Students enrolled in the DIST program are students who have been readmitted/admitted to Ferris State University for one to two semesters- during which time the student must improve his or her G.P.A. in accordance with Ferris’ academic policies. Therefore, the faculty only track enrollment data.

*Enrollment – Headcounts*

All students enrolled in this program are on the Big Rapids main campus. The intent of the Directed Studies program is to increase enrollment by using intensive advising and intentional instruction. We have seen enrollment numbers decrease in the program over the last five years, although the DIST 100 course numbers have increased because we have offered the DIST-100 class to other colleges at the university (i.e. College of Engineering and Technology). Part of the decrease in enrollment may be caused by Financial Aid SAP changes. In addition we offer DIST 100 in two Woodbridge Promise programs. The FSU Factbook only provides student enrollment data for the fall semester of each year. By virtue of the program we gain students in the spring semester mainly second semester freshman placed on academic probation. Students may only stay with the program for one semester so it is important to reflect both semesters’ data.

<b>Directed Studies Program</b>	
<b>Source: FSU Fact Book 2015/16 and Webfocus report by Shelly VandePanne 12/15</b>	
<b>Semester</b>	<b>Number of Students</b>
Spring 2011	46
Fall 2011	54
Spring 2012	55
Fall 2012	47
Spring 2013	48
Fall 2013	39
Spring 2014	50
Fall 2014	48
Spring 2015	35
Fall 2015	31
<b>Total</b>	<b>453</b>

<b>DIST 100 Course Headcount</b> per semester – Webfocus report			
Year	Course	# of Students	# of Sections
Fall 2011	DIST 100	74	4
Spring 2012	DIST 100	87	4
Summer 2012	DIST 100	27	2
Fall 2012	DIST 100	73	5
Spring 2013	DIST 100 & CET	106	5
Summer 2013	DIST 100	35	2
Fall 2013	DIST 100	81	5
Spring 2014	DIST 100	78	4
Fall 2014	DIST 100	76	4
Spring 2015	DIST 100 & CET	77	4
Fall 2015	DIST 100	58	3
Spring 2016	DIST 100	114	5

### *Student Credit Hour Trends*

The Developmental Curriculum department does not have full time faculty assigned to just the DIST program. Our faculty are assigned to the Career Exploration, Directed Studies, and General Studies programs (READ 106, 176 and UNIV 101). However, the program does have dedicated academic advisors who help the DIST students enroll in classes and ensure that the student registers for a full load of classes; 81-96% of students enroll full-time. Although most students enroll full-time, the advisors also make sure that the student does not have too many classes so there is added stress to the student, which could cause them to struggle academically. Again, the goal of the DIST program is to offer students a chance to obtain good academic standing.



<b>Directed Studies Full/ Part-time Program Trends</b>		
<b>Source: FSU Fact Book 2015/16</b>		
Year	Full-time	Part-time
2011	96%	4%
2012	91%	9%
2013	90%	10%
2014	81%	19%
2015	84%	16%

*This data is based only on the fall count.*

### *Productivity*

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

### *Enrollment – Residency*

#### Demographics:

The average age of DIST student is early 20's (i.e. 21 in 2011; 21 in 2012; 23 in 2013 and 20 in 2014). This corresponds with the fact that not all DIST students are freshman. Many have at least one or two semester completed before they find themselves on probation. In addition, the gender ratios are fairly stable, with males making up a slightly larger portion of the DIST population, and this gap seems to be closing.

The following chart illustrates the trend in male verses female enrollees. Each year there are more male students enrolled in the program. In 2011, the DIST program enrollment was 62.9% male and 37.1% female. In 2015, the DIST program enrollment was 51.6% male and 48.4% female. The percentage of males seems to be decreasing and the percentage of females seems to be increasing.

<b>Directed Studies Program: Male/ Female Trends</b>					
Source: FSU Fact Book 2015/16 and Academic Program Review Reports					
Year	Enrolled	Male	%	Female	%
Fall 2011	54	34	62.9%	20	37.1%
Fall 2012	47	28	59.5%	19	40.5%
Fall 2013	39	27	69.2%	12	30.8%
Fall 2014	48	32	66.7%	16	33.3%
Fall 2015	31	16	51.6%	15	48.4%

*This data is based only on the fall count.*

#### Academic Status:

The majority of students in the DIST program are full time students at Ferris. The significance of this data is that the department must be mindful that these students are on academic probation and should not take too heavy of a load; they need to focus on increasing their G.P.A. and gaining “good academic standing.”

#### Academic Data:

An analysis of the academic data of the Directed Studies students indicates that students in the DIST program range in both GPA (.08- 3.74) comparisons and ACT scores (10-28). The significance of this data is valuable when designing course curriculum. The department must continue to find ways to meet students at varying levels of academic readiness through the use of differentiated instruction and adequate teacher feedback.

#### *Enrollment – Ethnicity*

##### Ethnicity Data:

The ethnicity data for the DIST program parallels the ethnicity data for the University in most categories, with the only exception being the Black population. The FSU Black population fluctuates some but remains close to 6%. However, within the DIST program, the Black population fluctuates between 15.3%-48.3% (Source: FSU 2015/16 Factbook).

The following chart shows the trends in ethnicity. During the years 2011- 2015, over half of the students enrolled in the DIST program are White; 2011 was 55.5% and 2015 was 67.7%. The next largest subgroup is Black with 15.3%-

48.3%. All other ethnicity subgroups represent less than 10% of the students enrolled in the DIST program.

<b>Directed Studies Program: Ethnic Trends</b>										
Source: FSU FACTBOOK 2015/16 and Academic Program Review Reports										
Year	Enrolled	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign
2011	54	5.5%	27.7%	1.9%	1.9%	0%	55.5%	0%	7.4%	0%
2012	47	6.3%	21.2%	4.2%	0%	0%	63.8%	0%	4.2%	0%
2013	39	7.7%	15.3%	2.5%	0%	0%	69.2%	0%	5.1%	0%
2014	48	0%	33.3%	2%	0%	2%	56.2%	0%	6.2%	0%
2015	31	0%	48.3%	0%	0%	3.2%	67.7%	0%	3.2%	0%

*Data is only on the fall count.*

*Retention*

N/A - The goal of this program is not to retain students to Retention and Student Success, but to move them either into or back into their program of choice. However, we do want students to remain at the university and are beginning to track the persistence of FTIAC students since 2011. Of the 54 students enrolled in Directed Studies for fall 2011, eight, or 15%, are still persisting at Ferris and four, or 7.4 % , have earned a degree (source: Web-focus report created by Shelly VandePanne -12/3/15). As this research continues, we will examine the retention and persistence rates to look for trends.

*Program Graduates*

N/A - The goal of this program is not to graduate students, but to move them into good academic standing and then into or back 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 Directed Studies program has been a small program that has provided approximately 453 students in the last five years with the opportunity to explore ways to improve their study habits and personal responsibility as a student. As a result, we have helped many of these students alleviate many of the frustrations that can all too often hinder at-risk students. After students complete this course the department hopes that the students will stay on as students at Ferris and complete their educational pursuits.

The Directed Studies program allows students struggling academically to attend college at Ferris when otherwise they may have been completely dismissed. This program has been a tremendous option that has provided approximately 453 students in the last five years with the opportunity to develop their educational skills to become academically successful. As a result, we have helped these students alleviate many of the obstacles or barriers that can all too often hinder these students. In addition, students enrolled in this course have the opportunity to consult with other campus resources.

In addition, we now offer the Directed Studies courses (DIST 100 and DIST 101) to students who are not in the Directed Studies program the opportunity to develop the academic skills they need to be successful in their programs. An example of this has been the partnership with the College of Engineering Technology (CET) and formerly with the College of Business. Our department has offered DIST 100 to the CET students since Fall 2014. There have been a total of 936 students take DIST 100 over the since Fall 2010. This collaboration has been a well-received option for CET and we are currently in discussion with other colleges to offer the courses to their students as well.

This program has provided these students with an opportunity to either continue their education at Ferris State University or to enroll at Ferris State University for the first time. These students would not have been provided the option to continue (or enroll) at Ferris State University if it wasn't for this program. We consider this to be the ultimate asset of this program, students being provided an opportunity to succeed and retained at FSU.

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

The essence behind the Directed Studies program has been to retain students for the university while helping these students to develop the skills necessary to move into their program of choice. This program helps not only the student, but the university, stakeholders, and the community as a whole.

## Program Flexibility and Access

This program is only offered on campus in a face-to-face option because of the importance of direct contact with students. We have offered the DIST 100 course to our two secondary school partners.

<b>Course Offerings</b>	<b>On Campus</b>	<b>Transfer Services</b>
<i>Number of offsite locations.</i>	N/A	2 (Woodbridge Promise Programs)
<i>Online availability of program offerings.</i>	No, but supported with Blackboard.	No, but supported with Blackboard.
<i>Options for evening and weekend classes.</i>	No	No
<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. We did offer DIST 100 in Summer 2012 and 2013 to the Summer Bridge Program.	No
<i>Multi entry points available for students entering the program.</i>	No	No
<i>Program trends related to “flexibility and access.”</i>	No. We believe that direct student contact is an important element of the program.	No. We believe that direct student contact is an important element of the program.
<i>How does the program address “flexibility and access” within the program?</i>	No. We believe that direct student contact is an important element of the program.	No. We believe that direct student contact is an important element of the program.

### *Visibility and Distinctiveness*

The Directed Studies program is not a competitive program, meaning that we do not compete with other schools to attract potential students into our program. Our main purpose is to help retain the students by helping them continue on their educational path that will lead them to a successful and fulfilling career.

### *Competitive Programs*

The Directed Studies program is not a competitive program. Although we are well aware that if the students are not given the opportunity at FSU, they may leave and attend another college.

Although many colleges within the state have an academic support center, admission standards, and minimal academic standards, which students must maintain to remain enrolled at each university, the Directed Studies program at Ferris appears to be the only program like it in the state. The program allows us to be very intentional with our students and provides for better retention and success rates within the university.

Environmental Scan: [Appendix K](#)

### *Preeminent Program*

There is not a preeminent Directed Studies program in the state. In our review of other universities within Michigan we found that some universities had courses or workshops designed to help students or allow students to stay at the university. For example, Grand Valley University has the course: Laker Strategies for Success, and Oakland University, Michigan State University, and the University of Michigan all have probationary seminars/ workshops, or contracts that enable students to enroll at their university.

At the national level, there appears to be a few universities that have procedures and guidelines in place with a probationary component for students who fall below what is considered “good” academic standing (i.e. Illinois State University, The University of Scranton, and Montclair State University). However, most do not have a *program* for their students; they only have the designation of not being in “good” academic standing. Of the universities previously mentioned, only Montclair State University has a program-the Academic Progress Program.

### **Demand**

The Directed Studies program is different from other programs because students are not recruited into this program, it is a default program. The ultimate goal of this program is to enable each student to achieve good academic standing and become eligible to make the program change of his or her choice. However, other Colleges have asked Retention and Student Success to organize Directed Studies courses for their departments.

In the past, Retention and Student Success ran a Directed Studies course for the College of Business. Currently, Retention and Student Success is offering one Directed Studies course (DIST 100) for the College of Engineering and Technology. There is a potential need for the Directed Studies courses to be offered for other programs on campus and this is an area that is being reviewed.

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

Most students have applied to Ferris for a specific program but unfortunately their GPA is too low for admittance to the university and they are admitted as probationary students. By taking the Directed Studies courses the student is given the opportunity to improve their GPA and become academically eligible to be accepted into their program of choice.

Focus Group Minutes: [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 surveys and in class feedback has indicated that students find the Directed Studies program to be beneficial. Since the students who are admitted to this program are unable to attend Ferris without coming in as probationary students, this is their only option to attend Ferris. Therefore, it is safe to assume that students who are in the Directed Studies program and become eligible to move into their program of choice would participate in the Directed Studies program again because it provided them with an opportunity to attend Ferris.

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

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

The data collected through surveys and in class feedback has indicated that students find the Directed Studies program to be beneficial. Since the students who are admitted to this program are unable to attend Ferris without coming in as probationary students, this is their only option to attend Ferris. Therefore, it is safe to assume that students who are in the Directed Studies program and become eligible to move into their program of choice would recommend the Directed Studies program to others because it provided them with an opportunity to attend Ferris.

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

*Evaluate the projected market outlook for demand for program graduates.*

The Directed Studies program does not graduate students. Our goal is to allow students to make a program change into a program of their choice.

*Questions referring to alumni and program graduates:*

The Directed Studies program does not graduate students. Our goal is to allow students to make a program change into a program of their choice.

### **Student Achievement**

This program provides access to students who are ineligible to be admitted into their program of choice and their GPA has fallen below a 2.0 which causes them to be placed on academic probation. When they begin the DIST program they are required to take DIST 100. If they are successful in DIST 100 and have an overall GPA to transfer to their program of choice they do not remain in the DIST program. If they remain on probation the student will continue in DIST program for another semester and take DIST 101. If they are unsuccessful again they may be dismissed from FSU.

Directed Studies Probation/Dismissal/Persistence – [Appendix D](#)  
Transfer Data by Academic Year – [Appendix D](#)

### **Directed Studies Academic Transfer by School Year**

Academic Year	Total Students	Stopped Out/Transferred		Stayed in Directed Studies		Moved to General Studies		Moved to other FSU departments*	
		Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
2011-12	88	37	42%	16	18%	12	14%	23	26%
2012-13	88	32	36%	12	14%	16	18%	28	32%
2013-14	80	29	26%	10	13%	18	23%	23	29%
2014-15	64	27	42%	10	16%	4	6%	23	36%
2015-16	92	25	27%	34	37%	23	25%	10	11%
Totals	412	150		82		73		107	

*Data gained through Institutional Research (Kathy Fisher) April 2016*

In the chart above is a listing of the students who transferred to another FSU program, stayed in Directed Studies or stopped out/transferred to another institution. The percentage of students who stopped out or transferred to another institution ranges from 26% to 42%. The percentage who remained in Directed Studies was from 13% to 37% and those who moved to General Studies ranged from 6% to 25%. Of those students who transferred to another program at FSU the range was from 11% to 36%. The programs with the highest transfer rate for 2011-12 were Mechanical Engineering Technology, Plastics Polymer Engineering Technology, Psychology and Social Work. During 2012-13 the program transfers with the highest number students moving from Directed Studies where, Health Care Systems Administration, Marketing and Social Work. In 2013-14 the top student transfers were to Pre-Criminal Justice, Pre-Radiography and Social Work. In 2014-15 the top student transfers were to Industrial Electronics Technology, Pre-Criminal Justice and HVACR Technology. During 2015-16



there was an even distribution of students transferring to various programs. No one program had more students transfer into it.

Additional program data was obtained by the Associate Provost of Retention and Student Success, Dr. Potter. He indicated the Directed Studies program is derived of students from different situations: students with the non-traditional status seem to persist in their course work during the semester they take the DIST class and remain in good standing and enroll for courses the next fall. Looking at the numbers from 2014, 80% passed with good standing and 73% enrolled for the next semester. Six of these students were veterans have done exceptionally well.

The program also have students that transfer from another university but may have incurred a low GPA at their previous establishment. In 2014, 20 of these students were admitted and over 90% were in good standing and enrolled in the next semester. In addition in 2014, we had 35 students admitted to the DIST program as first time students. Twenty seven of these students succeeded in good standing and 66% enrolled for the next semester. Nine students were readmitted and placed on probation in the fall of 2014. Only about half of them succeed in good standing and enroll for the next semester.

To make a decision about course achievement we must reviewed the grade analysis for DIST 100 and DIST 101, the Tracdat summaries for both class. The problem with the TracDat results is that most of the outcomes for DIST 100 and DIST 101 are not measureable. Also, there are program goals listed in the course outcomes. The department plans to review the program and course outcomes for this program during the Fall 2016 semester to make necessary changes. In reviewing the grade analysis you can't determine program success, as we offer the courses to students who are in the program and in other programs at FSU. The following tables are of the grades students received who completed DIST 100 and DIST 101.

### DIST 100 Grade Analysis Summary

Semester	Total Number of Students Enrolled	Students Who Passed with a C- or Better	
		Number	Percentage
Fall 2010	59	33	55.9%
Spring 2011	50	41	82%
Fall 2011	74	47	63.5%
Spring 2012	87	60	68.9%
Fall 2012	73	51	69.9%
Spring 2013	106	80	75.5%
Fall 2013	81	60	74.1%
Spring 2014	78	59	75.6%
Fall 2014	76	59	77.6%
Spring 2015	77	60	77.9%
Fall 2015	58	48	82.8%
Spring 2016	117	95	81.2%
<b>Total Number</b>	<b>936</b>	<b>693</b>	<b>74%</b>

In some cases, students from other programs are admitted into the DIST 100 course, but not into the Directed Studies program. These students are often enrolled into a program that partners with Developmental Curriculum to provide their students with the skills and strategies taught in the DIST 100 course while still allowing them to continue in their program of choice. Therefore, it is difficult to fully analyze the success of the Directed Studies program as the distinction in student enrollment is not clearly differentiated. The grade analysis that we have is focused solely on the Directed Studies 100 course and not the program. Therefore, even though the success rates for students in courses may be good, it does not reflect their overall success at Ferris or their continuing GPA. Please see the student transfer data on page 22 for additional information.

## DIST 101 Grade Analysis Summary

Semester	Total Number of Students Enrolled	Students Who Passed with a C- or Better	
		Number	Percentage
Fall 2010	4	4	100%
Spring 2011	8	7	87.5%
Fall 2011	12	5	41.7%
Spring 2012	5	2	40%
Fall 2012	11	10	90.9%
Spring 2013	5	1	20%
Fall 2013	1	0	0%
Spring 2014	7	6	85.7%
Fall 2014	11	8	72.7%
Spring 2015	2	1	50%
Fall 2015	6	5	83.3%
Spring 2016	3	3	100%
<b>Total Number</b>	<b>75</b>	<b>52</b>	<b>69.3%</b>

It is apparent that we should consider tracking the success of those students who are admitted to the DIST program to determine their success 1 to 2 semesters out to determine their path to completion of a degree at FSU.

Directed Studies Probation/Dismissal/Persistence – [Appendix D](#)

Grade Analysis of DIST 100/101 from Fall 2010-Spring 2016 – [Appendix G](#)

### **Employability of Graduates**

Students do not graduate from this program. It is designed as an access or re-access point for students on academic probation to enter into the University. However, ideally, they transfer into their degree of choice after one or two semesters.

### **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

Kristin Conley > Assistant Professor – August 2015

David McCall > Assistant Professor – August 2015

Curriculum Vitae / Resume: Appendix N

*Academic Advising Staff*

Director of Student Academic Affairs: Shelly VandePanne, MS

Coordinator of First-Year Seminars: Brooke Moore, MSA

Academic Advisor: Jody Maloney, MA

Advisor: Timberly Boezwinkle, LPC

Tip Coordinator/Academic Advisor: Elizabeth Burbatt, MSE

Curriculum Vitae / Resume: Appendix N

*Stakeholder Perceptions of the Quality and Composition of Faculty*

The three of the four former DIST 100 and 101 full time instructors have recently retired. Therefore the evaluation data is from the 2015-16 school year. The summaries are listed on the following chart.

Directed Studies 100  
IDEA Student Evaluations

Spring 2016	DIST -100 Section 003 CET
Excellent Teacher	4.58
Excellent Course	3.75
<b>Progress On Important and Essential Learning Objectives:</b>	
Learning fundamental principles, generalizations, or theories	4
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.13
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	3.96
Learning to analyze and critically evaluate ideas, arguments, and points of view	4.64
Acquiring an interest in learning more by asking my own questions and seeking answers	3.67

- I really liked this course, I had to take it, but I never minded going to it. It was very helpful in turning me into a more successful, and efficient student. I loved Mrs. Conley, she was so nice and happy every day too.
- I had a great time in class and her positive feedbacks gave me a moral boost
- Great professor
- None.
- Overall I had a really good experience.
- Great teacher, class was not necessary...I know I didn't do good, was correcting error myself.
- Very pretty.
- N/A
- Well taught class by a very good teacher. A++
- Wonderful teacher overall helped students push for greater and helped them open up

Spring 2016	DIST -100 Section 005 CET
Excellent Teacher	4.6
Excellent Course	4.7
<b>Progress On Important and Essential Learning Objectives:</b>	
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.4
Learning how to find and use resources for answering questions or solving problems	4
Developing a clearer understanding of, and commitment to, personal values	4.1
Learning to analyze and critically evaluate ideas, arguments, and points of view	3.6
Acquiring an interest in learning more by asking my own questions and seeking answers	4.4

- Mr. McCall is a great teacher, he cares about his students and their problems. I took this class with him and I have not attended all the lecture according to my health condition. He always turns the class to place that is more interesting (ex what does 168 means?) He cares about the student more than their self. I enjoy his class so much and I wish it was more than 1hr per week.
- Great instructor. Pleasant guy to be around and did his best to help the students.
- Overall wonderful professor and very organized and stayed on topic. I would recommend anyone for him for any subject he is teaching.
- Prof. McCall was a great instructor and I recommend him to any new DIST students taking the class for the first time.

Directed Studies 101  
IDEA Student Evaluations

Spring 2016	DIST -101 Section 001
Excellent Teacher	5
Excellent Course	4.67
<b>Progress On Important and Essential Learning Objectives:</b>	
Learning fundamental principles, generalizations, or theories	4.67
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.67
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	4.67
Learning to analyze and critically evaluate ideas, arguments, and points of view	4.67
Acquiring an interest in learning more by asking my own questions and seeking answers	4.67

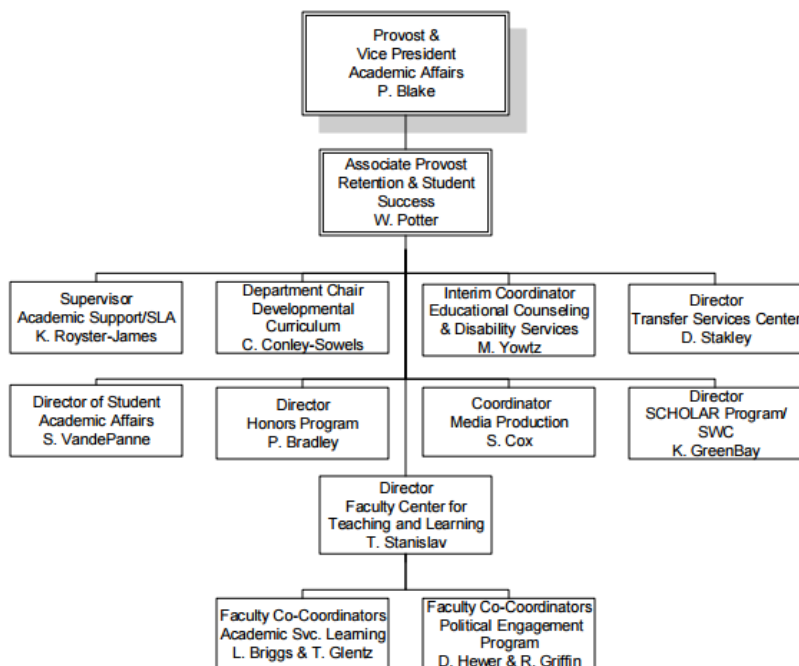
- A helpful class. A more structured lecture would be nice.
- She's a great professor but being a transfer student i did not like this class so much because it was a class i took previously at my other college during my freshman year.
- Thank you for being an awesome instructor and just being there for everyone and lastly just opening up to us to make the connection strong.
- Professor Conley was an excellent instructor and I loved the fact that she stayed on top of each student and made sure we stayed on top of our work. I really appreciate her.
- Love the professor and I enjoyed the course. I feel better about my schooling and I feel more motivated for the future.

Fall 2015	DIST 101 Section 001
Excellent Teacher	4.8
Excellent Course	3.8
<b>Progress On Important and Essential Learning Objectives:</b>	
Gaining factual knowledge (terminology, classification methods, trends)	3.6
Learning fundamental principles, generalizations, or theories	3.6
Learning to apply course material (to improve thinking, problem solving, and decisions)	4.4
Learning how to find and use resources for answering questions or solving problems	4.2
Developing a clearer understanding of, and commitment to personal values	4.2
Acquiring an interest in learning more by asking my own questions and seeking answers	4.2

- A helpful class. A more structured lecture would be nice.
- She's a great professor but being a transfer student i did not like this class so much because it was a class i took previously at my other college during my freshman year.
- Thank you for being an awesome instructor and just being there for everyone and lastly just opening up to us to make the connection strong.



## 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 Directed Studies program often need additional support services to assist them with their educational needs. For this reason, the Developmental Curriculum department works closely with the Retention and Student Success Academic advisors in preparing them for a success in college.

Since these students are admitted with a probationary status, the faculty advisors in Developmental Curriculum meet with each student in the Directed Studies program three to four times during the semester. Students are required to review and sign a probationary contract. The contract outlines the requirements of the program including: development of an individualized program of study to reach eligible academic status, maintaining a cumulative GPA of 2.0, enrollment in DIST 100 or DIST 101, attending all classes, adherence to the program rules and requirements, and meeting with their academic advisor three to four times a semester. Students are required to sign the Directed Studies contract, are given a copy of the contract, and the contract becomes part of their permanent Ferris State University file.

Over the years the Directed Studies faculty and advisors developed many strategies to assist the students in this program. Later the department instituted the “full court press for success” as part of the intensive academic advising.. Below is a list of initiatives that the advisors have put in place to help first year freshmen.

#### **“Full Court Press for Success” Initiatives**

- Emphasis placed on being more purposeful and proactive in reaching out to students rather than waiting for them to come to us.
- Expectation that advisors call students via telephone rather than rely on email to invite them in for meetings.
- Mid-term conversations (in addition to email and letter) with advisees who receive mid-term warnings.
- Focus on future planning and registration - advisors contacted students who were enrolled but not yet registered for next semester; discuss potential reasons for not getting registered; encouraged students to take appropriate steps to get registration holds cleared and register for classes.
  - Students were identified via a Web-Focus report written by the university’s institutional research dept. and available on demand.
- Mandatory three-hour Strategies for Success workshop was required for probationary students before classes began on the spring semester; follow up letters to non-attendees were delivered to students in their required seminar course.

The advisors have also initiated the following goal:

- After a MAP-Works Survey has been completed, schedule and follow up appointment, in person, with all high-risk students no later than Week 5 to discuss potential issues, create success plans, and direct students to the appropriate campus resources for additional help.

Students are also encouraged to meet with the Academic Support Center, Educational Counseling and Disability Services or Veteran's Services, if needed, and the Writing Center and Peer Mentor/Mentee & Scholarship program, for additional support. Our staff also has a direct partnership with the media center specialist, Kristy Motz.

Support Services: [Appendix O](#)

## **Facilities and Equipment**

The Directed Studies 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 STR106, all Directed Studies 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.

Facilities and Equipment Summary: [Appendix P](#)

## **Perceptions of Overall Quality**

Throughout the Academic Program Review process our team conducted a focus group meeting on March 1, 2016 to gain insight into the perceptions of stakeholders. These stakeholders included students, faculty, staff, and administrators. The following is a summary of the feedback:

### **Student Feedback**

Students felt that mentoring was the most valuable aspect of the program, whether it was mentoring by a professor, advisor, the Scholar mentor program, or another student. They also felt that it was important to have a "social life" or feel a part of the Ferris community. It was mentioned that some programs across campus encourage this (H-VAC) but not all programs have this and this is something that students felt would be beneficial.

### **Staff/ Faculty/ Administrators/ "Other" Stakeholders Feedback**

The intentionality of the program was considered a strength for the program. The fact that the professors, advisors, and all the academic support services work together to intentionally help and assist students was mentioned by all. However, the feedback from the staff and faculty also included the fact that

advisors needed to push students from “the nest” after that first year and encourage more independence. This is a much needed program if we are to provide students with additional options and supports to be retained at FSU.

Directed Studies Focus Group Minutes: [Appendix K](#)

Over the past two semesters the faculty have implemented an end of semester student survey into the DIST100/101. The results of these surveys (Appendix E) have provided us with great insight into the value that students place on each course and how they are delivered. The result of this data will allow us to continue to improve the Directed Studies courses. As the faculty evaluate the survey results each year, we will continue to make changes and adjustments to meet the needs of our students. The following is a summary of the results of the student surveys:

Student Survey Data and Analysis: [Appendix E](#)  
Analysis of Fall 2015 and Spring 2016

### **Implementation of Findings**

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

- The Developmental Curriculum department needs to redesign the program goals to make them measurable and student focused. In addition, we need to develop a process for evaluating the goals, and the goals need to be communicated better 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 for the Directed Studies program.
- The Developmental Curriculum department will modify our current student survey to gain better data alignment with the information requested through APR.
  - *Ask the question - Would you recommend the Directed Studies program to other FSU students?*
- The Developmental Curriculum department will review and revise the course outcomes for DIST 100 and DIST 101. The department will submit UCC paperwork by the spring of 2017.
- Develop process to collect specific data which will provide insight on program goal attainment.

- 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).
- Develop a process to determine student success for one to two semesters after a student completes the DIST program at FSU and transfer to another FSU program.