

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

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 General Studies (GNST)

WP

Using the quasi-rubric provided in the APRC guidelines, I have rated the General 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	7
4. Visibility and Distinctiveness (admission by default)	3
5. Enrollment (enrolls more freshmen than any program at Ferris)	10
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, advisors)	9
10. Overall Value (provides point of entry with accountability)	10
Overall Program Quality	76

This low score does not reflect the importance of GNST to Ferris accurately. The APRC criteria are set for degree granting programs. General Studies is a niche program at Ferris, designed to facilitate the provisional enrollment of marginally qualified freshmen and transfer students at the University. This is in accord with Mr. Ferris' opportunity vision for his school. To that end, GNST 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 in a semester or two.

General Studies enrollments have increased significantly during recent years, but because GNST requires only special sections of the FSUS seminar, there is no cost to the college since 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. Over time, R&SS has developed ways to efficiently track, advise, and support such students by grouping them according to the college they want to enter and by implementing the Full Court Press for Student Success. My suggestion is that the enrollment increases be noted carefully for the enrollment trend they represent.

Of course, any program can be improved. There is currently a collaboration among Lang & Lit, Mathematics, Developmental Curriculum, and the R&SS advising staff to pilot a learning community approach for students who are required to take more than one developmental course upon arrival at the University. The pilot population was drawn from new GNST freshmen. This pilot will be assessed carefully according to criteria developed by the team to determine if it might be expanded in future years.

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Developmental Curriculum

General Studies (GNST) APR Report

2016-2017

Program Name and History

Complete Program Name:

General Studies (GNST)

Program Description:

The General Studies program is for students who meet one or both of the minimum University standards for admission but are not eligible for the degree program of choice.

The purpose of the GNST program is to facilitate students' academic development by enabling them to enroll in courses at the University and work toward meeting requirements for entrance into their chosen program. The Ferris State University Seminar course, FSUS 100, and General Education courses are requirements for the program. The FSUS 100 instructor is the GNST student's advisor and provides guidance for a smooth transition into the program of choice.

The students placed into the General Studies program must meet with their assigned academic advisor prior to scheduling classes. In fact the program relies heavily upon the Retention and Student Success academic advisors to monitor student progress and program eligibility requirements. Completion of eligibility requirements for the student's program of choice will allow them to make a program change from GNST to their program of choice.

Program History:

The General Studies program began in 2003 and was designed by the faculty and staff of University College to address the needs of students who could academically enroll in university courses, but were not yet eligible to enroll in their chosen program due to the pre-requisites of the given program. This development of this program corresponds directly with advent of increased admissions standards at FSU.

Currently, students enrolled in GNST complete their English and Mathematics classes according to their placement scores. They are also maybe enrolled in either READ 106 or

READ 176 depending on their placement scores. All students must complete a FSUS 100 seminar class and may enroll in a UNIV 101, College Methods class. Students may also enroll in courses from the College of Arts and Sciences which will meet the University-wide general education requirements of Communication Competence (9 credit hours), Scientific Understanding (7 credit hours), Quantitative Skills (3-4 credit hours), Cultural Enrichment (9 credit hours), and Social Awareness (9 credit hours). Advisors work with students to determine which general education courses also meet requirements for programs they are considering prior to enrollment.

The stakeholders of the program are: all departments, faculty, directors, academic advisors, students, and admissions. This is because students enrolled in the General Studies program eventually transfer into another department. The story of the program is communicate to the stakeholders via the Developmental Curriculum website, orientation, the program check sheet, department meetings, DAWG Days, information shared directly with students about the program and its expectations.

Program Mission

Ferris State University's 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.

As we examine Ferris State University's mission, we find that the General 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 supporting them as they work toward entering their program of choice, but it also supports "our rapidly changing global economy and society" by making classes available to the larger student body.

Retention and Student Success Mission:

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.

The General 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."

Developmental Curriculum Department Mission:

Our purpose is to provide 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.

The Developmental Curriculum department's mission is to provide courses to students seeking to improve their academic readiness or to determine their career path. Faculty members are committed to developing and offering educational opportunities that prepare students for the academic challenges of university life. General Studies is aligned with the Developmental Curriculum's department mission because it provides a variety of courses to help students determine their career path.

General Studies Mission:

The General Studies Program is for students who meet one or both of the minimum University standards for admission but are not eligible for the degree program of choice. The purpose of the GNST program is to facilitate students' academic development by enabling them to enroll in courses at the University and work toward meeting requirements for entrance into their chosen program. The Ferris State University Seminar course, FSUS 100, and General Education courses are requirements for the program. The FSUS 100 instructor is the GNST student's advisor and provides guidance for a smooth transition into the program of choice.

How is the program's mission incorporated into decisions impacting the program?

There has never been an APR report completed on the program, therefore, the program has not undergone many changes since its development. Through this process the Developmental Curriculum department has reviewed the program mission and goals to determine changes which may need to be made. Over the last five years the program student enrollment has increased from 297 in 2010-11 to the current number of 434.

How is the mission of the program communicated to program stakeholders?

Currently, the mission of the program is only communicated to students who are placed into the program. Students are told this is an opportunity Ferris provides until they are eligible to enroll into their program of choice.

- http://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum_gnst.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 procedure or policy in place. However, through this APR process, the Developmental Curriculum department realizes the need to monitor our program's mission statement as it relates to the department, the college, and the university. The department developed a strategic plan in May of 2016, which will allow us the opportunity to monitor how the program's mission aligns with the college and university. The strategic plan will be reviewed at the end of each semester.

How does the program further the department, college, and university missions?

This GNST program furthers the mission of the department, university (unit), and Ferris State University by giving students the opportunity to enroll or remain at Ferris until they are eligible to enroll in their program of choice.

Program Goals

What the program hopes to accomplish:

1. To provide an entry level program for the students who are eligible to enroll at Ferris but may not be eligible to enroll in their program of choice.
2. To facilitate students' academic development by enabling them to enroll in courses at the University and work toward meeting requirements for entrance into their chosen program.

The GNST goals were originally established by the faculty and staff of University College to address the needs of students who were admitted to Ferris but unable to enroll in their program of choice. Currently, the Developmental Curriculum Department offers courses and faculty advising to enable students to progress toward completion of their educational and career goals.

Application and preparation of students for careers in and meeting employer needs in the community/region/marketplace?

The ultimate goal of the GNST program is to enable each student to qualify for a program change that will lead to a fulfilling career.

Incorporating Program Goals - How are the program's goals communicated to students, faculty, and other stakeholders?

General Studies (GNST) is a program designed for students who are eligible to attend Ferris State University but not for their program of choice. The program goals of the GNST program are communicated to current students through both verbal discussion and written outcomes on the first several days of class and the course syllabi. In addition, the students are often reminded of the program goals near the end of the semester as students begin registering for classes and assessing their ability to make a program change.

The goals of the GNST program are communicated to faculty members through curriculum meetings and training sessions. It is important to note that many of the GNST faculty (READ 106, UNIV 101) are adjuncts and community partners who teach off campus. For this reason, the faculty hold on-site meetings where the faculty from those locations are given Blackboard training and assistance with 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 GNST program are communicated to our stakeholders through continuous consultations and check-ins with community partners and through conference presentations around the state.

- http://www.ferris.edu/HTMLS/colleges/university/devcurriculum/devcurriculum_gnst.htm

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

At the time of this Academic Program Review, there is not a policy in place for the GNST program goals to be reviewed or re-evaluated. However, through the process of completing this APR the department has 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 the faculty plan to continue with student and faculty surveys to help us better gauge program goal attainment.

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

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

Strategic Plan:

At the time of this Academic Program Review, there is not a strategic plan in place for the GNST program. However, through the process of completing this APR the Developmental Curriculum department has developed a written strategic plan for their department which included GNST. Moving forward the faculty plan to continue with student and faculty surveys to help us better gauge program goal attainment.

Moving forward the Developmental Curriculum plans 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 the end of the year in a faculty retreat to analyze and evaluate the program.

Developmental Curriculum Strategic Plan – Attached as [Appendix A](#)

Retention and Student Success Strategic Plan – Attached as [Appendix B](#)

The first year end department meeting and faculty retreat was held in May 2016. During the retreat, the faculty developed a draft copy of a Developmental Curriculum Strategic Plan which will include GNST.

Goal Attainment:

Goal 1: To provide an entry level program for students who are eligible to enroll at Ferris but may not be eligible to enroll in their program of choice.

The FSU Factbook 2015-2016 indicates the numbers of students enrolled in General Studies has increased from Fall 2010 - Spring 2016. In 2010/11 school year there were 297 students enrolled in the GNST, and during the 2015/16 there are 434 students enrolled.

See Program Goal Attainment: Attached as [Appendix C](#)

Goal 2: To facilitate students' academic development by enabling them to enroll in courses at the University and work toward meeting requirements for entrance into their chosen program.

The chart attached as Appendix C illustrates how many students were enrolled each year in the GNST program. There were 297 students during the 2010/11 academic year and 434 students enrolled during the 2015/16 academic year. Within each given academic year, 64 -74 percent of students make a program change and the remainder of students stopped out or transferred. This means that the majority of students enrolled in the GNST program do make a program change into their program of choice.

See Program Goal Attainment: Attached as [Appendix C](#)

Curriculum

Program Check Sheet

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

Attached as [Appendix D](#)

Course Syllabi

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

Attached as [Appendix E](#)

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 GNST program and the associated courses (READ 106, READ 176, and UNIV 101) 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. (Attached as [Appendix F](#)).

The curriculum of the READ 106, READ 176, and UNIV 101 courses were reviewed after each semester during 2015-16 to ensure 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 advisors into appropriate course work which will fulfill the General Education Requirements common to all FSU degree programs. Since the goal of the program is to encourage program change, students are typically enrolled for one or two semesters, which limits the opportunity for co-curricular and service learning experiences.

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 GNST program does not require co-curricular experiences, service learning, or other experiential education experiences. However, all GNST students are encouraged to take general education courses that will help them better prepare for their program of choice or to improve their academic standing. Also, all GNST students

are enrolled into a FSUS course based on future program interest so that students can engage in experiential and educational activities of common interest. Students in the General Studies Program must meet with their assigned academic advisor prior to scheduling classes. Completion of eligibility requirements for the student's program of choice will allow them to make a program change.

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

The program requirements of the GNST 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 reminded of the program goals at the end of each semester as they begin to register for their new classes.

The 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 READ 106, READ 176, and UNIV 101 courses during the spring of 2015. The changes were implemented for the 2015-2016 school year. 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 GNST program courses: READ 106, READ 176, and UNIV 101. Because our outcomes are now measurable, the faculty are able to collect specific data related to each outcome and make changes to delivery if necessary.

UCC Paperwork: Attached as [Appendix F](#)

Evaluate curricular changes currently under consideration

The Developmental Curriculum department is working during the summer of 2016 to update the Blackboard shells for READ 106, READ 176, and UNIV 101. The faculty are also updating projects and rubrics for each course to better align with current outcomes.

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 GNST courses: READ 106, READ 176, and UNIV 101. The faculty examines the curriculum and evaluate program quality, consistency, and currency through the use of collaborative efforts with READ 106, READ 176, and UNIV 101 instructors, GNST advisors, and other program stakeholders.

Assessment of Student Learning

Students in the General Studies Program must meet with their assigned academic advisor prior to scheduling classes. Completion of eligibility requirements for the student's program of choice will allow them to make a program change. The following chart provides an overview of courses offered.

Subject	Program Requirements	Credit Hours
ENGL	By Placement	3-7
MATH	By Placement	3-8
READ 106 or 176	By Placement	3 - 6
FSUS 100	FSU Seminar	1
UNIV 101	College Study Methods	2

Students may complete their class schedules by enrolling in courses from the College of Arts and Sciences which will meet the University-wide general education requirements of Communication Competence (9 credit hours), Scientific Understanding (7 credit hours), Quantitative Skills (3-4 credit hours), Cultural Enrichment (9 credit hours), and Social Awareness (9 credit hours). *

**Note: Although the GNST program requires that students enroll in both English and Mathematic courses, the GNST program does not monitor these courses. They are each monitored by their respective departments. The GNST program also does not monitor the FSUS 100 course. This is monitored by the Student Academic Affairs department. The GNST program does monitor the READ 106, READ 176, and UNIV 101 courses.*

Program-level Student Learning Outcomes

Currently, the GNST program outcomes are not entirely student-centered or measurable. The GNST program is an entry level program that can lead to an associate's degree, but the primary goal is to have students transfer to a degree granting program of their choice. The program does offer three course which are delivered by the

Developmental Curriculum department (READ 106, 176 and UNIV 101). The following are the current course outcomes for READ 106, 176 and UNIV 101.

	READ 106: Course Outcomes	Assessment Plan
1	Students will learn reading strategies to be used <i>prior to, during and after</i> reading. Utilizing the following six active reading strategies students will be able to predict, identify purpose, ask questions, clarify text, answer questions and summarize text.	Pre and Post Assessments Book Summary Article Summaries
2	Students will demonstrate written skills of annotation and paraphrasing.	Pre and Post Assessments Article Summaries Book Summaries
3	Students will demonstrate increased vocabulary skills.	Vocabulary Skills Project
4	Students will demonstrate increased reading comprehension and recall strategies.	Pre and Post Assessment Written Outline, Summary and Concept Map Project

	UNIV 101: Course Outcome	Assessment Plan
1	Students will develop strategies to help them achieve learning goals.	<ul style="list-style-type: none"> • Students will write an academic goal statement for the current semester. • Students will demonstrate the ability to evaluate progress toward achieving academic goals through written updates on their progress throughout the course. • Students will create a written list of positive and negative influences on academic goal attainment.
2	Students will develop effective time management and concentration strategies.	<ul style="list-style-type: none"> • Students will complete a pre and post time management assessment analysis of their day that includes academics and study time. • Through a written paper or presentation, students will demonstrate their understanding of the relationship between learning principles, time management and concentration.

	READ 176: Course Outcome	Assessment Plan
1	Students will develop higher-level critical reading skills necessary to define and interpret credible sources needed for research.	Pre and Post Assessments Article Summaries Research Project
2	Students will develop reading comprehension skills needed for synthesis of college level content	Pre and Post Assessments Article Summaries Book Summaries Research Project
3	Students will develop college level reading interpretation skills needed to create an outline to analyze and summarize text.	Pre and Post Assessments Article Summaries Book Summaries Research Project

4	Students will develop effective strategies for studying and test taking.	<ul style="list-style-type: none"> • Students will provide a written analysis of the effectiveness of study strategies as they relate to their academic goals. • Students will demonstrate effective strategies for textbook reading and studying, note taking and use of notes, exam preparation and test taking through a written plan for implementation of study methods in their academic classes. • Students will develop and present a plan to make necessary changes to their study environments that promotes effective study habits.
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Identify and Evaluate Program Procedures Designed to Formalize the Process of Establishing, Monitoring, and Updating Course-Level Outcomes

As of fall 2015, the department distributed READ 106, READ 176, and UNIV 101 TracDat forms 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 and Assessment Rubrics (for data collection) - Attached as [Appendix G](#)

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.

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 student-centered learning outcomes as they too have direct contact with the GNST students and a vested interest in the program outcomes.

Program Profile

Apps, Admits, and Enrolled

When a potential student is eligible to enroll at Ferris State University, but unable to enroll in their program of choice, they are automatically enrolled into the General Studies program upon their admittance. Therefore, the faculty only track enrollment data.

Enrollment – Headcounts

All students enrolled in this program are on the Big Rapids main campus. Enrollment numbers increased steadily over the last five years. At this time resources are adequate. In 2010/11 school year there were 297 students enrolled in the GNST, and during the 2015/16 there are 434 students enrolled. See [Appendix C](#)

Student Credit Hour Trends

The Developmental Curriculum department does not have full time faculty assigned to just the GNST program. Our faculty are assigned to the Career Exploration, Directed Studies, and General Studies programs (READ 106, 176 and UNIV 101). Although the program has dedicated academic advisors who help the GNST students enroll in classes and ensure that the student registers for a full load of classes, 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 GNST program is to help the student qualify –academically- for their program of choice, so it is important that the student is successful in their classes.

The following chart shows trends in students enrolled part-time verses full-time. Each year 94-96% of students are enrolled as full-time students, so this means that they are taking at least 12 credit hours.

General Studies Full/ Part-time Program Trends		
Source: FSU Fact Books and Academic Program Review Reports		
Year	Full-time	Part-time
2011	96%	4%
2012	96%	4%
2013	94%	6%
2014	95%	5%
2015	96%	4%

Productivity

The Developmental Curriculum department does not have full time faculty assigned to just the GNST 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 GNST students is eighteen. This corresponds to the notion that most GNST students are first-year freshman. In addition, the gender disparity is relatively even, with females making up a slightly larger portion of the GNST population. However, the data is not significant enough to warrant further analysis to determine a rationale for the difference.

The following chart illustrates the trend in male verses female enrollees. Each year there are more female students enrolled in the program and the chart illustrates that this trend is increasing. In 2011, the GNST program enrollment was 50.6% female and 49.4% male. In 2015, the GNST program enrollment was 56.5% female and 43.5% male.

General Studies Program: Male/ Female Trends					
Source: FSU Fact Books and Academic Program Review Reports					
Year	Enrolled	Male	%	Female	%
2011	281	139	49.4%	142	50.6%
2012	311	143	45.9%	168	54.1%
2013	392	174	44.3%	218	55.7%
2014	373	159	42.6%	214	57.4%
2015	434	189	43.5%	245	56.5%

Academic Status:

The majority of students in the GNST program are full time students at Ferris. The significance of this data is that the department must be mindful that these students should be focused on taking General Education credits during their time in the GNST program.

The following chart shows trends in students enrolled part-time verses full-time and it shows that 94-96% of students are full time students.

General Studies Full/ Part-time Program Trends		
Source: FSU FACTBOOK and Academic Program Review Reports		
Year	Full-time	Part-time
2011	96%	4%
2012	96%	4%
2013	94%	6%
2014	95%	5%
2015	96%	4%

Academic Data:

An analysis of the academic data of the GNST students indicates that students in the GNST program range in both GPA comparisons and ACT scores. The significance of this data is valuable when designing course curriculum. The department must 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 GNST program parallels the ethnicity data for the University in most categories, with the only exception being the Black population. The Black population fluctuates some but remains close to 6%. However, within the GNST program, the Black population fluctuates some but remains close to 30% (Source: FSU Factbook).

The following chart shows the trends in ethnicity. During the years 2011- 2015, over half of the students enrolled in the GNST program are White; 2011 was 56.3% and 2015 was 50.4%. Each year the percentage remains steadily around 50%. The next largest subgroup is Black with 29.0%-34.5%. All other ethnicity subgroups represent less than 10% of the students enrolled in the GNST program.

General Studies Program: Ethnic Trends

Source: FSU FACTBOOK and Academic Program Review Reports

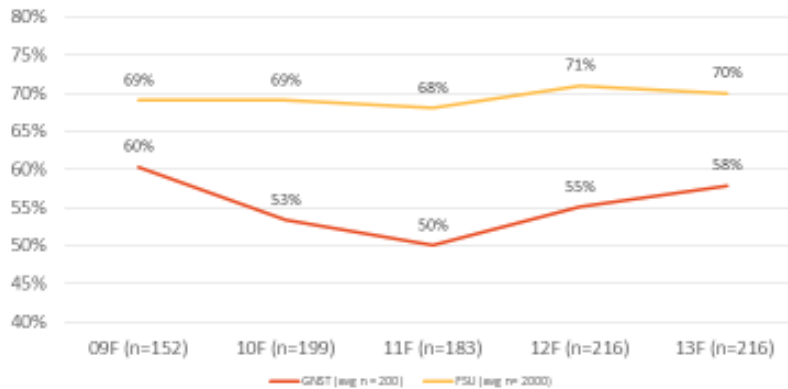
Year	Enrolled	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign
2011	281	1%	34.5%	2.8%	0%	0.4%	56.3%	0%	4.6%	0.4%
2012	311	2.5%	33.4%	3.2%	.3%	0.6%	51.4%	0%	7.7%	0.6%
2013	392	2.5%	29.0%	3%	.5%	1.8%	54.3%	0%	8.5%	.4%
2014	373	1.4%	31.6%	5.3%	.5%	.5%	53.4%	0%	7.3%	0%
2015	434	.5%	34.3%	6.0%	.5%	1.4%	50.4%	0%	7.0%	0%

Retention

N/A - The goal of this program is not to retain students, but to move them into their program of choice. However, we do want students to remain at the university. The following charts show the retention rates for the GNST FTIAC students compared to all other FSU FTIAC students.

Fall-to-Fall FTIAC Retention Rates: 2009-2013

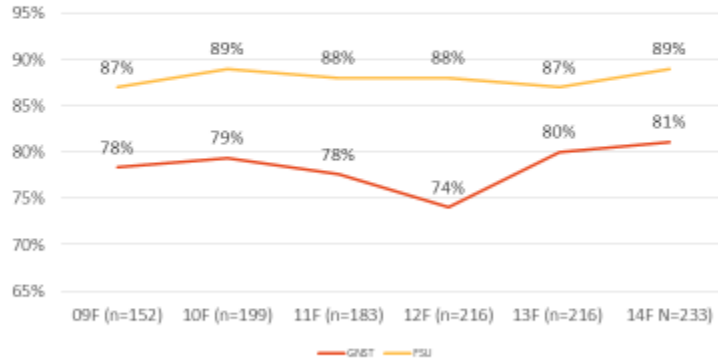
General Studies FTIACs compared to all FSU FTIACs



Source: Retention and Student Success Full Court Press PowerPoint provided by Shelly VandePanne

Fall-to-Spring FTIAC Retention Rates: 2009-2014

General Studies FTIACs compared to all FSU FTIACs



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Source: Retention and Student Success Full Court Press PowerPoint provided by Shelly VandePanne

Surveyed Students' Use of Personal and Academic Support Services

Number of times this semester that you have done the following:	0 times	1-2 times	3-4 times	6-10 times	10+ times
Received tutoring from the Academic Support Center	51.4%	27.1%	14.3%	2.9%	4.3%
Received tutoring from the Writing Center	61.4%	28.6%	7.1%	1.4%	1.4%
Gone to the Counseling Center to speak with a personal counselor	67.1%	20.0%	8.6%	2.9%	1.4%
Gone to Educational Counseling office for educational/career counseling	50.0%	32.9%	10.0%	2.9%	4.3%

Source: Retention and Student Success Full Court Press PowerPoint provided by Shelly VandePanne

The results indicate that the GNST FTIAC students have lower university retention rates. According to the National Student Clearinghouse, “of all first-time students who started in fall 2012, 68.7 percent returned to college at any U.S. institution in fall 2013. Fifty-eight percent returned to the same institution” (National Student Clearinghouse Report, 2014). The GNST students come to the university unable to enter their program of choice, which is often because they struggle in some academic area-either math, English, or reading. For this reason, these students are at risk for dropping out of school and could be compared to community college students. According to the Community College Research Center, “...a quarter of students who enroll in the fall semester do not return in the spring. Of those who do enroll in the spring, one fifth do not return for the subsequent fall semester” (Jaggars & Xu, 2010; Jaggars & Xu, 2011). This means that only about 60% of students who enter as a first year freshman persist. Given this fact, the retention rates for the GNST students are currently on par with the retention rates for students enrolled at the community college level. This rate is something that the GNST program is continually striving to improve with its attention to course curriculum and intentional advising and course placement.

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 GNST program allows students an opportunity to enroll at Ferris State University and progress toward entering into their program of choice. Without this program many students would not have the opportunity to pursue the desired field of study.

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

The essence behind the GNST 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 Developmental Curriculum department have not only been able to offer the READ 106, READ 176, and UNIV 101, 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.

Program Flexibility and Access

The GNST program is offered on the main Big Rapids campus only (See the following Table). The READ 106, 176 and UNIV 101 courses are offered for students who need additional support as determined by the advisors. READ 176 and UNIV 101 courses are offered in two flexible formats, face-to-face and/or blended. READ 106 is offered only in a face-to-face format.

The GNST program offers courses (READ 106 and UNIV 101) both on campus and throughout the state at satellite locations through a collaborative partnership with the office of Transfer Services and Secondary School Partnerships.

Visibility and Distinctiveness

The General Studies program includes three classes that are available off campus: READ 106, and UNIV 101.

	On Campus	Transfer Services
<i>Number of offsite locations.</i>	N/A	3 (Detroit, Hart, Holland, Grand Rapids are offered in the summer only) Charlotte and MOISD are offered in the Fall and Spring – READ 106
<i>Online availability of classes.</i>	UNIV 101 is offered as a blended/hybrid course on campus	UNIV 101 is 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	The courses have been offered in the evenings for some schools/ 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.	The courses have been offered during the summer for some schools/community partnerships.
<i>Multi-entry points available for students entering the program.</i>	Yes. General Admission and the Woodbridge Promise Programs.	Yes. The courses have allowed for flexible entry points based on partnerships schedule.

<i>Course trends related to "flexibility and access."</i>	The courses will continue to utilize the hybrid/blended model to allow for student flexibility and access.	UNIV 101 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 courses allow for great flexibility when working with schools and community partnerships

The GNST 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 provide an opportunity for students who are eligible to enroll at Ferris the opportunity to do so while they work to gain admittance into their program of choice, which will ultimately lead them to successful and fulfilling careers.

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 the Ferris programs that are available. While our external site locations are not entirely geared toward recruiting purposes. As indicated through the data in *Appendix H* (2010-2014) students transferring from GNST into another specific degree program range across a wide variety of programs.

Program Transfer Data- Attached as [Appendix H](#)

The data in Appendix J represents the number of GNST 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 Baker College, Oakland Community College, Grand Rapids Community College, Wayne County Community College and Mid-Michigan Community College. It appears they are primarily transferring to a community college.

University Transfer Data- Attached as [Appendix I](#)

The FSU Factbook 2015-2016 indicates the numbers of students enrolled in General Studies has increased from Fall 2010- Spring 2016. In 2010/11 school year there were 297 students enrolled in the GNST, and during the 2015/16 there are 434 students enrolled.

Program Student Enrollment Growth – Attached as [Appendix J](#)

Competitive Programs

Again, the GNST program is not a competitive program. FSU does not actively seek college students for our program (other than through partnerships).

The GNST program appears to be one of only three programs of its kind within the state. Lake Superior State offers a program called Liberal Studies, and Oakland University offers a Liberal Studies and Undecided/First Year Opportunities program. These two programs appear to share the closest similarities with the GNST program offered here at Ferris.

Environmental Scan - Attached as [Appendix K](#)

Preeminent Program

There is not a preeminent General Studies program in the state. However, in our review of other universities within Michigan we found two universities had Liberal Studies programs that were very similar to our General Studies program: Lake Superior State and Oakland University. Ferris also has a Liberal Arts program, but, like Superior State and Oakland University, these are degree granting programs and the FSU General Studies (GNST) program provides a gateway to their degree of choice; it is only an entry-level program. Since the majority of our students are from Michigan, we focused our environmental scan primarily on Michigan. However, there are also several university across the nation that have General Studies programs (University of Mississippi, Georgia Southern University, Ball State University, Indiana Wesleyan University, etc.).

Demand

Why do students enrolled in the program choose FSU?

Most of the students in the GNST program probably did not choose Ferris because of the GNST program, although our program enrollment continues to increase. They chose Ferris for another reason/program but are not able to enroll in it upon their admittance into the University.

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 GNST course (READ 106, READ 176, and UNIV 101) to be extremely beneficial.

Therefore, it is safe to assume that students who were entering Ferris unable to enroll in their program of choice would choose to enroll in the GNST courses designed to help them achieve this goal.

Focus Group Minutes: Attached as [Appendix L](#)

Instructor Survey Data and Analysis: Attached as [Appendix M](#)
Analysis of Fall 2015 and Spring 2016

Student Survey Data and Analysis: Attached as [Appendix N](#)
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 GNST program courses to be extremely beneficial.

Therefore, it is safe to assume that students who have enrolled in the GNST program would recommend the program to other students who are entering college and not able to enroll in their program of choice.

Focus Group Minutes: Attached as [Appendix L](#)

Instructor Survey Data and Analysis: Attached as [Appendix M](#)
Analysis of Fall 2015 and Spring 2016

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

Evaluate the projected market outlook for demand for program graduates.

N/A

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

Questions referring to alumni and program graduates:

N/A

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

Student Achievement

The intent of the program is to have students for 1-2 semesters and then students transfer. When students are able to enroll in their program of choice, then they have achieved the program goal and are considered successful.

Students in this program are generally freshman or transfer students who cannot for some reason enroll in their program of choice. Each semester the instructors teaching within the GNST courses READ 106, READ 176, and UNIV 101 are required to complete TracDat data collection forms based on the outcomes of each course. The data is then used to help determine areas of needed curriculum modifications to ensure students are given ample opportunity to meet each of the courses 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 2015-2016 school year. Therefore, there is a difference in the outcomes data that was collected.

Link to GNST Program TracDat data and results:

General Studies Program

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

Link to READ 106, READ 176 and UNIV 101 course TracDat data and results:

READ 106 and 176 course

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

UNIV 101

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

Completed TracDat Data Forms: Attached as [Appendix O](#)

Employability of Graduates

Students do not graduate from this program. It is designed as an access point for students to enter into the University. However, ideally, they transfer into their degree of choice after a semester or two.

Evaluate Alumnus Perceptions of the Composition and Quality of the Program Faculty

The GNST program have not graduated students and therefore does not have alumni.

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

Attached as [Appendix P](#)

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

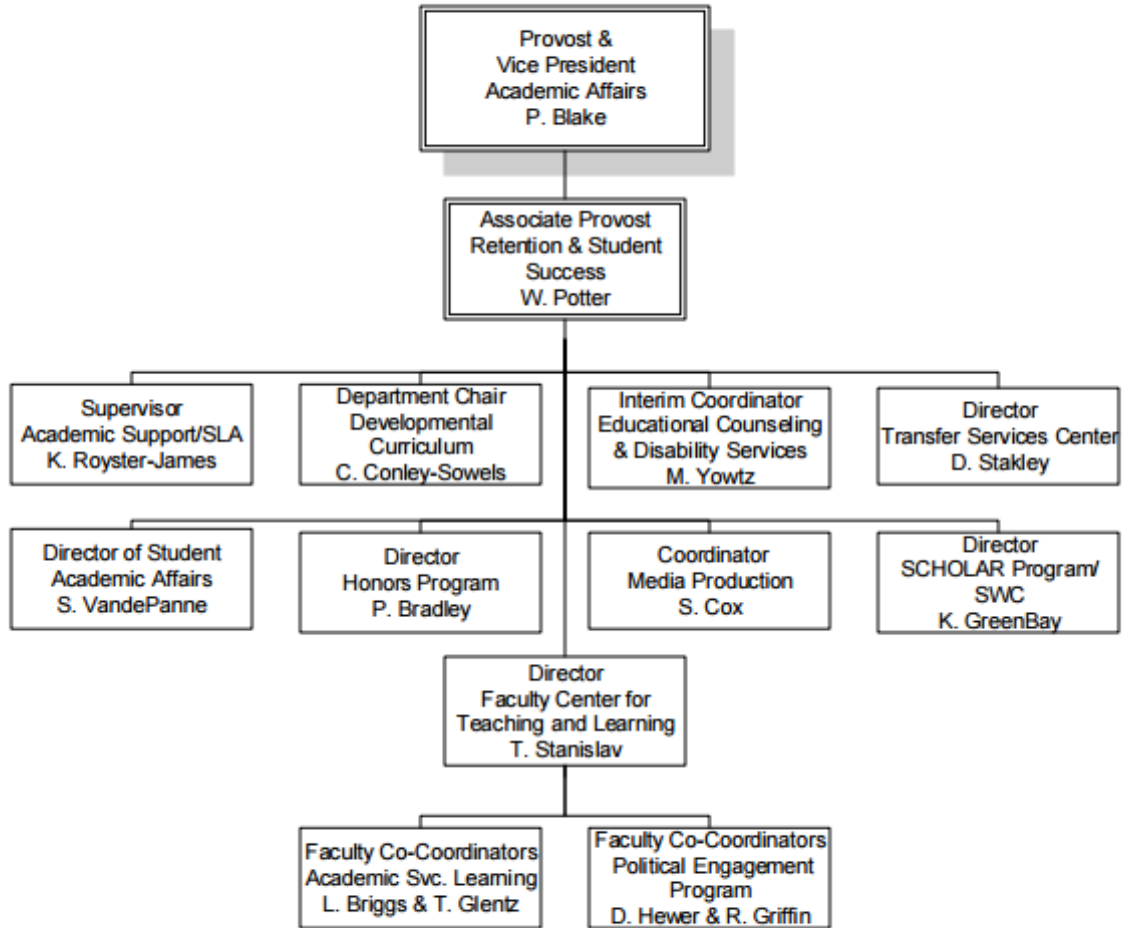
Tip Coordinator/Academic Advisor: Elizabeth Burbatt, MSE

Attached as [Appendix P](#)

Stakeholder Perceptions of the Quality and Composition of Faculty

The former READ 106, READ 176 and UNIV 101 full time instructors have recently retired. Therefore, only evaluation data from 2014-16 is provided. See [Appendix Q](#) for the Faculty summaries of their student evaluations.

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 GNST 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 successful first year of college. 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 Attached as [Appendix R](#)

Facilities and Equipment

The GNST 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 GNST 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.

Attached as [Appendix S](#)

Perceptions of Overall Quality

The Developmental Curriculum department has worked diligently to continually maintain high quality curriculum for our programs. The GNST program, was redesigned in 2003 to offer students an opportunity to attend FSU as the admission standards were raised. General Studies (GNST) is a program designed for students who are eligible to attend Ferris State University but not for their program of choice.

In reviewing the program goals we were pleased to see the increases in both enrollment and successful student transfers within FSU.

Goal 1: To provide an entry level program for the students who are eligible to enroll at Ferris but may not be eligible to enroll in their program of choice.

The data shows the program is growing. The FSU Factbook 2015-2016 indicates the numbers of students enrolled in General Studies has increased from Fall 2010 - Spring 2016. In 2010/11 school year there were 297 students enrolled in the GNST, and during the 2015/16 there are 434 students enrolled.

See Program Goal Attainment: Attached as [Appendix C](#)

Goal 2: To facilitate students' academic development by enabling them to enroll in courses at the University and work toward meeting requirements for entrance into their chosen program.

The chart attached as Appendix C illustrates how many students were enrolled each year in the GNST program. There were 297 students during the 2010/11 academic year and 434 students enrolled during the 2015/16 academic year. Within each given academic year, 64 -74 percent of students make a program change and the remainder of students stopped out or transferred. This means that the majority of students enrolled in the GNST program do make a program change into their program of choice.

See Program Goal Attainment: Attached as [Appendix C](#)

The Developmental Curriculum department relies on the perceptions and feedback from our stakeholders to help determine the changes that need to be made each semester. The majority of our feedback comes from focus groups and surveys.

Throughout the Academic Program Review process our team conducted a focus group meeting on February 26, 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. Finally, they felt that motivation and focus were the two aspects of the program that helped them the most.

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. It was suggested that we advertise the developmental classes across campus because there is a need, and it was suggested that the GNST program should approach the General Education committee and suggest that READ 176 count as a General Education requirement. They felt that this would help many programs across campus because more students might take the course and develop their critical thinking skills, which is something of concern for other departments.

General Studies Focus Group Minutes – [Appendix L](#)

Over the past two semesters the faculty have implemented an end of semester student survey into the READ 106, READ 176, and UNIV 101. The results of these surveys (Appendix N) have provided us with great insight into the value that students place on the course and how it is delivered. The result of this data will allow us to continue to improve the GNST 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:

Read 106: After reviewing the data, virtually all respondents (98%-100%) reported that they could successfully annotate, summarize, paraphrase, and create both an outline or concept of given material, and the vast majority (97%-99%) reported that after taking the class they had increased comprehension and vocabulary skills. Over 96% of students thought the course was helpful.

READ 176: After reviewing the data, virtually all respondents (92%-97%) reported that they could successfully identify credible sources, create an outline for a paper, analyze text, and gather information to support a thesis. Over 95% of students thought the course was helpful.

UNIV 101: After reviewing the data, virtually all respondents (90%-100%) reported that they had improved their textbook reading skills, notetaking skills, studying skills, and exam prep and test-taking skills. Also, a vast majority (94%-95%) of students felt they could create and monitor their goals successfully. Over 95% of students thought the course was helpful.

Instructor Survey Data and Analysis: Attached as [Appendix M](#)
Analysis of Fall 2015 and Spring 2016

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

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 GNST 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 GNST program. This process has highlighted a need for the faculty of Developmental Curriculum to work more closely with the Retention and Student Success advisors.

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 GNST website.

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

Although, as a department, we reviewed READ 106 and 176 in 2014 to create more measurable outcomes and overall improve each course. This is the first time that the program has been reviewed as a whole, so many valuable insights were made. Upon completion of this APR process the faculty have come to several conclusions. The following is a summary of our findings:

- The Developmental Curriculum department will develop and maintain a strategic plan for the GNST program with assistance from the Retention and Student Success Unit.
- The Developmental Curriculum department will update our webpage to include the updated program goals and any other new information about the program.
- Review program goals and determine if there is a need for change.
- The Developmental Curriculum department 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 APR review has highlighted the need to review the learning outcomes for UNIV 101 to compare the learning outcomes for UNIV 101 with other courses offered by the department and the Retention and Student Success unit.
- The APR review process has shown us that we need to discuss the declining enrollment in READ 106, READ 176, and UNIV 101.
- That an area of growth could be collaborating with the international office.
- That the collaboration with the Office of Transfer Services and Secondary School Partnerships is an area for continued growth for the department.
- 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 modify our current student survey to acquire better data alignment with the information requested through APR.
 - Ex. - Would you recommend the READ 106 to other FSU students

Developmental Curriculum Strategic Plan – Attached as [Appendix A](#)

Retention and Student Success Strategic Plan – Attached as [Appendix B](#)

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 GNST 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.