

Office of Academic Affairs

CONTENTS

MI ENERGY CONFERENCE	1
EQUITY IN THE CLASSROOM	1,2
USES OF TECHNOLOGY TO ENHANCE STUDENTS' LEARNING	2,3
FACULTY RECOGNITION AWARDS.....	3
RECOGNIZING COLLEAGUES	3
NEW IN MR. FERRIS' NEIGHBORHOOD	4

HIGHER LEARNING COMMISSION ACADEMY FOR THE ASSESSMENT OF STUDENT LEARNING	5
PROGRAM ASSESSMENT THROUGH PROFESSIONAL ACCREDITATION.....	5
COLLEGE OF ALLIED HEALTH SCIENCES ASSESSMENT OF THE FSU DIAGNOSTIC MEDICAL SONOGRAPHY PROGRAM.....	5,6
PROVOST CANDIDATE INTERVIEWS.....	6

Learning Opportunities

There are hundreds of opportunities to learn at Ferris. Two options that are imminent are the Energy and Equity in the Classroom conferences.

Michigan Energy Conference—April 11 – 12, 2008

Ferris is planning a first-ever Michigan Energy Conference at the Holiday Inn and Conference Center in Big Rapids to begin important conversations about energy among Michigan citizens. Energy represents one of Michigan's largest economic burdens. As part of a growing statewide effort to address this issue, Ferris State University will bring together a diverse group of energy-interested researchers, users, manufacturers, designers, economists, educators, policy makers, and interested residents to create a forum focused on learning and collaboration. Our goal is to turn the energy challenge into economic opportunity.

On Friday, April 11, 2008, the conference will feature Gordon Holness, P.E. - Fellow/Secretary with American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) as keynote to speak about national and international energy issues that impact Michigan; George Erickcek – Senior Regional Analyst for the UpJohn Institute, to focus on economic effects on Michigan; and a diverse and exciting expert panel followed by three session tracks:

1. Policy; Utilities; Renewable Energy
2. Architecture/Engineering Environment; Manufacturers/Suppliers; LEED End Users
3. External Views; Energy Education; Economics

Students, conference attendees, and interested public are invited Friday evening to hear special guest speaker, Mr. Dick DeVos, at Wink Arena. "Powering Michigan Forward: A Diversified, Balanced Plan to Boost Growth and Job Creation." Mr. DeVos will address how regulatory policy can reduce electricity costs, spur the growth of renewable energy, encourage energy efficiency and help build a balanced energy portfolio that will help support and grow Michigan's economy.

On Saturday, April 12, Ferris will offer several practical workshops in the Granger Center for Construction and Heating, Ventilation, Air Conditioning and Refrigeration (HVACR). Ferris State University possesses an exceptional blend of degree programs, laboratory resources, faculty expertise, and graduates that can provide valuable leadership in addressing Michigan's energy challenge. The College of Technology, recognized as a leader in energy efficiency education and implementation, has been active in energy-related activities for many years. The Michigan Energy Conference will enable Ferris to provide a valuable contribution to the energy solution. The University also seeks to increase energy-related industry partnerships, grant and applied research projects, and degrees and certifications.

For additional information, contact **Ron McKean**, Associate Dean, College of Technology
www.ferris.edu/mec

Equity in the Classroom Conference—Inclusion, Leadership, and the Classroom: Making the Connection— March 30 – April 1, 2008

The 18th annual Equity in the Classroom conference will be held at the Holiday Inn and Conference Center, Big Rapids Michigan. Hosted by Ferris State University, the conference is sponsored by the King-Chavez-Parks Initiative, 15 public and five private universities, along with GEAR UP Michigan!



Paul Loeb

Keynoters include **Paul Loeb**, author of *The Impossible Will Take a Little While: A Citizen's Guide to Hope in a Time of Fear* (2004), a book that was named the No. 3 political book of that year by the History Channel

and the American Book Association. He has many other publications, including *Soul of a Citizen: Living with Conviction in a Cynical Time*. He also inspired the national 200-campus American Democracy Project.



Melissa Harris-Lacewell

Another keynote presenter is **Melissa Harris-Lacewell**, Associate Professor of Politics and African American Studies at

Princeton University. She authored *Barbershops, Bibles, and BET: Everyday Talk and Black Political Thought* (2004).

CONTINUED ON PAGE 2

CONTINUED FROM PAGE 1



James W. Loewen

The third keynoter is **James W. Loewen**, a sociologist who spent two years “at the Smithsonian surveying 12 leading high school textbooks of American history only

to find an embarrassing blend of bland optimism, blind nationalism, and plain misinformation . . .” He is the author of *Lies My Teacher Told Me: Everything Your High School History Textbook Got Wrong* and *Lies Across America: What Our Historic Sites Get Wrong*.

Many Ferris personnel are presenting, including **David Eisler, Anne Marie Gillespie, Brian Kelly, Wendy Hardy, Andy Karafa, Yolanda Barnes, Jessica Mills, William Potter, and Debra Cox**. The conference is designed for faculty, student affairs staff, department chairs, department heads, directors, deans, vice-president, and presidents who are willing to implement new ideas and strategies in campus programming, curriculum and pedagogy development, and student retention. Ferris personnel may register at no cost; registrations must be completed by March 21, 2008. Registrations should be sent to **John Thorp** at STR 323.

*For additional information, contact John Thorp, Director of the Jim Crow Museum
<http://www.ferris.edu/news/equity.pdf>*



Uses of Technology to Enhance Students' Learning

On February 29, the Faculty Center for Teaching and Learning (FCTL) hosted its “Spring Learning Institute” that was focused on the use of technology. More than 80 people registered for this one-day “conference” opportunity.

“The social bookmarking will have great utility in improving the speed and relevance of some of the basic research my students do.”
 –Rick VanSant

Featured presenters included **Kimn Carlton-Smith** and **Bill Knapp** who keynoted with *The Use of Wikis in Enhancing Students' Learning: How Wikis Revolutionized the Teaching of a Course on the Turbulent 60's*. Other presenters included **Francis Burns** on *The Effects of Online Learning Logs on Student Outcomes in General Chemistry*; **Dan Noren**, *The First Four Weeks in a Hybrid Classroom: Building a Real and Virtual Community*; **Helen Woodman**, *Using Technology to Enhance FSUS 100 and FSUS 101*; **Greg Wellman** and **Allison Bernknopf**, *Using Captivate to Create Interactive Online Course Materials*; **Natalie Pahl**, *What's the Buzz about Blogs: Using Blogs as an Educational Tool*; **Lisa Singleterry**, *Helping Students Find What They Need on the Internet: Avoiding Information Overload*; **Richard Goosen**, *Recommendations for Requiring Student Owned Notebook Computers*; **Gloria Lukusa-Barnett**, *No Longer Just a Slideshow: Learn to Create Engaging Presentations via Photo Story*; **Piram Prakasam**, *Using Wikis to Create Collaborative Learning in a Lab Science*; **Terry Doyle**, *Ten Websites Every Instructor Should Know About*; **Meral Topcu** and **Bonnie Wright**, *Learning to Use a CPS System: Why Students Like Clickers*; **Bill Knapp**, *Social Bookmarking: Scholars.com*; **Meegan Lillis** and **Jodi Shepherd**, *Educational Uses of Second Life*.

FCTL staff will post presentation materials on the FCTL website, from those presenters who provide them. Here's what some of your colleagues had to say about the Spring Learning Institute:

“I really enjoyed the spring conference. As always, the chance to interact with faculty I normally do not come into contact with is a great benefit. Several of the presentations I attended were interesting and useful. I will use some of the “team building” activities for online classes,



CONTINUED ON PAGE 3

CONTINUED FROM PAGE 2

and I was introduced to several new and useful websites (Teachertube... can't believe I didn't know that one). The social bookmarking will have great utility in improving the speed and relevance of some of the basic research my students do. Very good use of my time!"

-Rick VanSant, College of Education and Human Services

"The variety of topics is what I liked about the day. It gave me some good ideas for right now, like social bookmarking, and some to put on the back burner for later. Video and audio are more long term to me as they take up so much space on the computer. But it is something to think about for the future...I also liked the variety of levels of knowledge about technology that was presented. People who had just tried something new presented as well as more experienced people. Made me feel like I could do it also."

-Sheri Bell, College of Business

"Although I enjoyed the entire day, I found the keynote and CPS clicker sessions to be the most useful. Previously, I had heard student comments when I attended the class presentations for Kimm Carlton-Smith's wiki project. With the information she and Bill Knapp shared about the development of the course and her assessment of the class outcomes from a faculty perspective, I had a better grasp of the entire scope of the project...As a result of the session covering the use of clickers in the classroom, I've ordered a CPS faculty kit and have begun to brainstorm with other instruction librarians about how to make this technology work in our environment."

-Kristy Motz, FLITE



Faculty Recognition Awards Ceremony

Mark your calendars for the evening of Thursday, April 17, for the annual Faculty Recognition Awards Ceremony. The event will celebrate our colleagues being recognized in the following areas:

- Promotion, Merit, or Tenure
- Distinguished Teacher Award
- Exemplary On-Line Course Award
- Outstanding First Year Advocate Award
- Annual Exemplary Course Assessment Award
- Campus Compact Award
- Professor of the Year Award

The Reception will begin at 5:00 p.m. with Dinner at 6:00 p.m. at the Holiday Inn Conference Center Ballroom. If you are an awardee, you will receive your invitation soon. RSVPs are requested by Friday, April 4, 2008, by calling Gretchen Spedowske at ext 5983.

Recognizing Colleagues

Ian Mathison, Dean of the College of Pharmacy, has been designated as a Fellow of the Royal Pharmaceutical Society of Great Britain. The Royal Pharmaceutical Society's Council designates Fellows”who, in their opinion, have made outstanding original contributions to the advancement of pharmaceutical knowledge or attained distinction in the science, practice, profession or history of pharmacy.” Fellows must be members of the Royal Society of not less than 12 years standing. Dean Mathison will have the fellowship conferred at a ceremony to be held in London at the Society's Lambeth Headquarters on May 21, 2008.

New in Mr. Ferris' Neighborhood

Randall Schroeder, FLITE



Randall Schroeder, head of the public services department at FLITE, came to Ferris in February after 13 years as coordinator of information literacy instruction at Wartburg College in Waverly, Iowa. Prior to Wartburg, he was a reference librarian for seven years at Augustana College in Illinois. His graduate degree is an M.A. in Library and Information Science from the University of Iowa (1988). Schroeder's B.A. is in history and communication arts (journalism emphasis) from Wartburg College (1982).

Schroeder has published numerous articles in the area of information literacy and assessment. His most recent publication, "Building a Case for the Teaching Library: Using a Culture of Assessment to Reassure Converted Campus Partners While Persuading the Reluctant" appeared in a special summer issue of *Public Services Quarterly* (vol. 3, numbers 1 and 2 2007). It is representative of his interest in assessment and its role in information literacy and instruction. This has led to numerous speaking engagements including the Council of Independent College's Transforming the Library workshops in Minneapolis, Boston, and Portland.

Schroeder is a veteran reviewer for *Library Journal* in the areas of modern German history and baseball in American history. On the lighter side, Schroeder is a proud shareholder of the Green Bay Packers Corporation and a quiz winner on Michael Feldman's *Whad'Ya Know?* (May 2003). He was the public address announcer for the Wartburg College Knights athletic teams for 13 years.

Schroeder has joined the assessment team at FLITE. He hopes to use his expertise in assessment, library instruction, and information literacy to benefit Ferris. Schroeder will always be happy to discuss any aspect of FLITE's public services operation with any member of the Ferris State community. He also hopes to help with Bulldog athletics should there be a need.

Join us in welcoming **Bea Griffith-Cooper** as the new instructional designer in the Faculty Center for Teaching and Learning. For the past year Bea has been building LearnSmith Associates, LLC, a consulting business offering instructional design and other teaching and learning-related consulting services. Her most recent position was in Spectrum Health's Project and Program Management Office where she reported to the department of Technology and Information Solutions in Grand Rapids, Michigan. From 2001 to 2007, Bea worked at Spectrum Health where she served as a strategist for many of the organization's technology implementations that would impact the organization's 14,000 clinicians, leaders, and staff. Bea supported the project team's efforts when these implementations required instructional design, instructional strategic planning, training, and education-related components.

Bea has aspired to work in academia since teaching as an adjunct in the College of Business at Ferris in 2004, and is delighted to be a part of the Faculty Center for Teaching and Learning. Bea's goal is to learn what the faculty believe are their needs and goals as they seek to improve their teaching practice, perhaps through new content design approaches, or classroom and online teaching techniques that engage students.

Bea earned a Master of Education degree in Human and Organizational Development in 1999 at Vanderbilt University in Nashville, TN. Her BS in Elementary Education is from Centenary College in Shreveport, Louisiana.

Her most recent publication is *The Partnership Between Project Management and Organizational Change: Integrating Change Management with Change Leadership*, accepted for publication in *Performance Improvement Journal*, January 2007, ISPI Quarterly Publication. Her latest publication project is a chapter in an edited book entitled, *Handbook for the Selection and Implementation of Human Performance Technologies*, slated to be published by Wiley Publishers in 2008.

Bea Griffith-Cooper,

Faculty Center for Teaching and Learning (FCTL)



Higher Learning Commission Academy for the Assessment of Student Learning

Led by Interim Vice President for Academic Affairs **Tom Oldfield**, Ferris sent a team to the Higher Learning Commission Assessment Academy in February. Ferris' commitment is for a four-year period, during which time a major project, with multiple activities, will be implemented with the ultimate goal of enhancing student learning at Ferris. The tentative overarching project is: Creating Institutional Processes that Enhance Faculty Engagement in Learning Assessment. Details of the planned activities are still being refined, but they include implementation of the mentoring program; encouraging informal groups within colleges, as they work with College assessment committees; emphasizing course-level assessment; and continuing the Inquiries into Teaching and Learning activities facilitated through the Faculty Center for Teaching and Learning.



Team members include **Ann Gilley**, College of Business; **Matt McNulty**, College of Technology; **Piram Prakasam**, College of Arts and Sciences; **Todd Stanislav**, Faculty Center for Teaching and Learning; **Cheryl Thomas**, College of Education and Human Services; **Dean Van Loo**, College of Pharmacy; **Robert von der Osten**, Academic Affairs Assessment Coordinator; and **Michelle Weemaes**, College of Allied Health Sciences.

Assessment Case Studies

When it works best, assessment is integral to what already happens with teaching/learning and accreditation processes. Assuring and improving student learning is the ultimate goal. An occasional feature of this newsletter will be to share "cases"

from our colleagues who are engaged in the important work of advancing student learning. The following two cases illustrate program-level activities that have positively influenced program improvement. These two examples will also be accompanied by some direct measures of student learning, typically assessed at the course level and through demonstrated performance of the required skills in lab or internship settings and/or in licensing exams.

Program Assessment through Professional Accreditation College of Technology— Automotive Department

Professional accreditation, a commonly used form of external assessment, is typically sought for validation of program effectiveness. Participation in this process may greatly enhance a program and have substantial impact upon the curriculum, outcomes, and goals established for students.

Ferris has offered a baccalaureate degree in Automotive Management since the early 1980s. The program enjoys a high degree of success as evidenced by student and employer satisfaction, enrollment growth, and graduate placement data. As the degree exists in the realm of Engineering Technology and is not a formal Engineering degree, graduates were not qualified to sit for the Professional Licensure Exams nor for entry into graduate-level studies. For these reasons, the faculty, in 2006, chose to seek and attain Accrediting Board of Engineering Technology (ABET) accreditation. As graduates of an ABET-accredited program, students would be able to pursue postgraduate studies in Engineering and could qualify to seek professional licensure. Successful accreditation would allow the program to expand its goals to include post-graduate studies and professional licensure, two very desirable options for recruits and current students.

The Automotive Engineering Technology (AET) program began in 2001, after approximately ten years of research, design, and development. The faculty studied several existing programs across the nation and visited those that appeared to assimilate our developed model; the initial curriculum

was a compilation of the best practices from these existing programs. An extensive faculty review determined that many programs were a mixture of management and engineering courses, including the only baccalaureate program then certified by the ABET.

The accreditation process required approximately 18 months of data collection and analysis, self-study, self assessment, report generation, and compilation of supporting documentation. Primarily, three faculty members performed the program assessment. Once the report was submitted and screened by ABET examiners, the program was given the opportunity to respond to ABET's initial concerns. Following the rectification of these concerns, a visitation team was selected and dates set for its visit to the campus. Our team consisted of two engineering professors, one of whom was a Mechanical Engineer and the other an Industrial Engineer. Each of the professions represented by these engineering professors shares common components with Automotive Engineering, allowing the AET program to garner very valuable advice. As we compiled our original curriculum, our goal was to develop a program rich with automotive theory and studies in material science and manufacturing. With strengths in these areas, our graduates would be ideal candidates for employment in the automotive industry. The insight of these two individuals encouraged us to expand the program to integrate studies in mechanical engineering and computer-assisted design.

Through external assessment and the resulting ABET accreditation, the AET program has a greatly enhanced curriculum, expanded program goals, and greater attractiveness to recruits.

-Matt McNulty, College of Technology

Case 2 College of Allied Health Sciences Assessment of the FSU Diagnostic Medical Sonography Program

The FSU Diagnostic Medical Sonography (DMS) program was initially designed for students to learn the basic facts and skills

SEE TABLE ON PAGE 6

CONTINUED FROM PAGE 5

Results or Old Standard	Assessment Tool or Measure	Programmatic Change or New Standard
Entrance into DMS program: 2.0 GPA "C" or better in Math 110 or ACT Math subscore of 19 "C" or better in Bio 109	High attrition rate in the professional sequence Accreditation standards	2.5 GPA "C" or better in Math 115 or Math subscore of 24 "C" or better in Bio 109 "C" or better in MRIS 102 "C" or better in English 150 "C" or better in Physics 130
No consistent internship evaluation instruments	Adjunct clinical instructor surveys Professional consultant report of program readiness for accreditation	Implementation of the "SCAN" internship manual
2 semesters of internship	Adjunct clinical instructor surveys Graduate surveys Employer surveys	3 semesters of internship
No professional behavior assessment for on-campus labs or classes	Internal program review—identification of professional behavior as a terminal program goal	Professional behavior is assessed daily in 4 lab classes
No vascular scanning in curriculum	Adjunct clinical instructor surveys Advisory board recommendations Employer surveys	Lower extremity venous and caotid studies are introduced on campus before the internship semester
No measurable critical thinking course or learning application in professional sequence class	Faculty surveys Internal program review	Addition of 3 new classes to aid in student application of material: Sono 102 Intro to Sono Imaging Sono 117 Intro to Sono Interp. Sono 285 Sono Interp. II All DMS professional sequence courses were conerted to a "learner centered" design. Students learn content from PowerPoint on their own time and work on application of knowledge in the classroom. All DMS professional sequence classes are web enhanced for improved student centered learning opportunities. Case study style tests have replaced tier 1 knowledge based tests for improved application and measurement of critical thinking skills.
Lab and lecture classes combined	Faculty Surveys Internal program review Accreditation standards Student surveys	5 courses were broken into 10 didactic and lab specific courses for improved assessment.
No registry review or capstone courses offered.	Adjunct clinical instructor surveys Graduate surveys Board pass rates	A capstone course has been added (Sono 285, Sono Interp. 3)
Lack of Calrity for Adjunct Clinical Instructor evaluation	Adjunct clinical instructor surveys Advisory board recommendations	Expectations of the clinical instructor are written. Clinical Instructors are given training on campus prior to the start of internship each year.
No benefit for Adjunct Clinical Instructors to teach students	Adjunct clinical instructor surveys Advisory board recommendations	Annual CME event sponsored by Phillips Medical has been established on the Big Rapids campus and is free to all FSU Adjunct Clinical Instructors
No continuous improvement	SAI's, Student surveys, Accreditation standards	Every course is evaluated each semester for continuous improvement and updating of material.

needed to pass the American Registry for Diagnostic Medical Sonography(ARDMS) credentialing exams for entry-level sonographers. After a thorough assessment process, the FSU DMS program was totally revamped in response to the assessment outcomes. The following table shows what assessment tools have shaped the DMS curriculum and how those tools have influenced programmatic changes.

Based on assessment date, the curriculum and individual courses have all been improved. The survey results in every category have improved since program implementation. Our most recent employers' survey has rated the program very high in three categories:

COGNITIVE DOMAIN.....4.94 OUT OF 5
PSYCHOMOTOR DOMAIN.....4.86 OUT OF 5
AFFECTIVE DOMAIN.....4.94 OUT OF 5

-Michele Weemaes,
College of Allied Health Sciences

Provost Candidate Interviews

Watch University-wide Notices and the Academic Affairs website for a complete schedule for the provost candidates' visits to campus on March 24 – 28 and April 2 – 4. In calendar order, they include John Deegan, Ben Latigo, Scott Johnson, Uma Gupta, and Michael Mogavero. Consult their vitae at:
<http://www.ferris.edu/htmls/administration/academicaffairs/VPAAssearch.htm>

News Requested

Please send newsletter ideas to teahenr@ferris.edu. Regular sections will be included for "New to Mr. Ferris' Neighborhood," "Assessment Activity," and "Recognizing Colleagues," along with other current news. The next issue will be published in late April 2008.