

# **Division of Academic Affairs**



**A Report On**

**2004-05 Major Accomplishments**

**And**

**Divisional Goals for 2005-06**

**October 2005**

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# Table of Contents

<b><u>Part 1 - Selected Divisional Successes 2004-05</u></b> .....	3
<b>Pillar I: Learning Centered Campus</b> .....	3
New Faculty .....	3
Hiring .....	4
Professional Development .....	4
Curricular Excellence.....	5
Administrative Efficiency.....	8
<b>Pillar II: Working Together</b> .....	9
Working Collaboratively within the University.....	9
Working Collaboratively with External Partners .....	10
<b>Pillar III: Engaged Campus</b> .....	12
<b><u>Part 2: Goals for 2005-06</u></b> .....	12

## Part I. Selected Divisional Successes 2004-05

President Eisler has focused the Ferris community on the development of a vision for its future. This vision is anchored by three principles, or pillars: the creation of a learning centered University, working together and becoming an engaged campus. The Division of Academic Affairs embraces these overarching principles and relies on these fundamental guides as the Division strives to establish its own strategic focus. Much of the work over the past year involved enhancing and sustaining a sense of Divisional identity, working together as a Division and developing specific goals. The 2004-05 academic year was a very long, productive, and rewarding year in terms of changes and constructive activity. We were able to accomplish much due to the hard work and dedication of our faculty, staff and administrators. Our joint efforts did impact our academic environment and enhanced our students' success. What follows is an outline of the major accomplishments of the Division of Academic Affairs during the academic year 2004-05 and divisional goals for 2005-06.

### Pillar I: Learning-Centered Campus

#### *New Faculty:*

The Division of Academic Affairs, in collaboration with the President, developed and implemented a new "growth incentive model" in January 2005, which allowed for the addition of **16 new tenure-track positions**. In this model, colleges are rewarded for increased credit hour production, which provided funding for new tenure-track positions this year.

College	Filled Positions	Searches Continue
Allied Health Sciences	1	1
Arts and Sciences	3	3
Education & Human Services	2	1
Pharmacy	1	1
Technology	2	
<b>TOTAL</b>	10	6

**25 additional new faculty searches** were conducted due to retirements and other vacancies:

College	Filled Positions	Searches Continue
Allied Health Sciences	4	
Arts and Sciences	6	3
Business	2	
Education & Human	3	1

Services		
Optometry	1	
Pharmacy		1
Technology	4	
<b>TOTAL</b>	20	5

**Four new temporary positions for off-campus** programming were approved based on the University Center for Extended Learning (UCEL) growth model:

<b>College</b>	<b>Positions</b>
Business	1
Education & Human Services	3
<b>TOTAL</b>	4

***Hiring:***

Since 2002, a total of 26 faculty positions (9 month and 12 month) were lost. This single year of hiring has made up for that loss and increases the number of positions by 16.

Academic Affairs has instituted a **new cycle of hiring** based upon the “academic year.” The hiring cycle will begin each August in order for Ferris to be competitive in the job market.

The Vice President for Academic Affairs (VPAA) has worked with the deans, focusing on appropriate credentials for new faculty.

***Professional Development:***

**Faculty Center for Teaching and Learning:** The name of the Center was changed to reflect its focus on enhancing the learning environment. Some of the activities of this past year included:

- a search for an instructional designer (search still in progress);
- facilitation of faculty learning communities;
- workshops in support of online teaching;
- year-long orientation for new faculty; and
- 144 days of workshop training in the last year for a total of 425 faculty participants

**New Faculty Orientation:** This year, Academic Affairs instituted a week-long orientation for the purpose of helping new faculty become acquainted with the goals and objectives of the Division, the academic environment, our students, structure, processes as well as an introduction to the University and community. This new orientation is in addition to the year-long program run by the Center. The main purpose is to maximize our faculty success and allow them a positive transition.

**College Professional Development Activities:** The Deans were directed to conduct an assessment of college professional development activities. Analysis of the results will impact future decisions in the colleges and the Division.

**Professional Development for Administrators:** Beginning in Fall 2004, all deans, associate/assistant deans, department heads and chairs (DDH) met monthly to discuss processes and procedures, work on divisional planning, and engage in the daily management of the Division. The forum is a place where information is exchanged and discussion takes place. This same group took part in a summer seminar conducted by professional development scholars from Indiana University-Purdue University Indianapolis (IUPUI). The focus of the seminar was on revitalizing the academic environment using the tenure review and promotion processes.

**Leadership Opportunities:** In response to the President's Task Force on Professional Development, Academic Affairs provided a variety of leadership opportunities for faculty. Faculty are taking on administrative roles in dean's offices in the Colleges of Arts and Sciences, Education and Human Service, Technology and the Michigan College of Optometry, and a faculty member moved into an interim position in the Office of Academic Affairs.

### ***Curricular Excellence:***

**General Education.** The VPAA addressed the issues raised in the past few years by the Academic Senate and the campus community regarding General Education. In response and in an effort to resolve the matters, the following actions were taken in January 2005:

- Moved coordination of General Education into the VPAA office.
- Revised General Education website to make it more accessible.
- Eliminated Social Awareness 300-level requirement.
- Placed General Education on the agenda as a regular discussion item at DDH.
- Incorporated General Education advising in new faculty orientation.
- Conducted review of "directed electives" by program and distributed results to Deans for college review.
- Addressed transfer issues related to General Education and took action to increase ease of transfer of general education credits. Specifically:
  - Streamlined the process for transfer of associate degrees to allow grades below C to be transferred if the degree is completed or if MACROA stamp requirements have been met;
  - Honor MACRAO with minimal provisos;
  - Accept General Education as package for associates (lower division general education only as outlined in MACRAO) and bachelors (general education considered completed).

**Assessment:** This has been identified as a Divisional priority. The VPAA appointed a faculty coordinator of assessment to assist with coordinating all assessment processes on campus. Beginning February 2005, the coordinator worked with various groups on campus to develop a data base of assessment processes currently in place at FSU. This database will

be available on the Assessment Website fall semester (see url below). The VPAA revised the administrative program review process conducted each year by administrators for the purpose of examining campus programs. The assessment was revised to reflect an emphasis on learning outcomes. A new assessment website was launched May 2005. It is located on the Ferris website on the Academic Affairs page:

<http://www.ferris.edu/htmls/administration/academicaffairs/assessment/>.

In winter semester, lower and upper division students took part in the Academic Profiles assessment, a nationally normed instrument used to assess a variety of learning outcomes related to general education. Results have been analyzed and are reported on the website.

**Academic Program Review:** Efforts were made to strengthen and enhance the process and its impact. Academic Program Review at Ferris functions effectively through the collaboration of faculty and administration. On a six-year cycle, degree program self-study reports are researched and written by faculty-led teams. The reports are reviewed by an all-faculty committee, the Academic Program Review Council (APRC). Their recommendations go next to the Academic Senate, of which APRC is a standing committee, before going to the Vice President for Academic Affairs, the University President, and Board of Trustees for action. APR launched a new website from the Academic Affairs page.

<http://www.ferris.edu/htmls/administration/academicaffairs/vpoffice/senate/progreviewcounc/homepage.htm>

**New Majors and Programs:** Sustaining a relevant and current curriculum and program is key to a successful academic environment.

**Curriculum Proposals: New and Deleted Majors, Minors and Certificates for 2004-05**

**College of Arts and Sciences:**

<u>Department</u>	<u>Type</u>	<u>Description</u>	<u>Effective Semester</u>
Languages & Literature	Major	BA in English/Composition Track Deletion	Fall 2005
Social Sciences	Major	Secondary Education Major & Minor in Geography	Fall 2005
Social Sciences	Major	Secondary Education Major & Minor in Political Science	Fall 2005

**College of Allied Health Sciences:**

<u>Department</u>	<u>Type</u>	<u>Description</u>	<u>Effective Semester</u>
Health Management	Certificate	Medical Office Assistant Certificate	Summer 2005
Health Management	Certificate	Unit Clerk Certificate	Summer 2005
Health Management	Major	Environmental Health & Safety – Deletion	End of Winter 2006

**College of Business:**

<u>Department</u>	<u>Type</u>	<u>Description</u>	<u>Effective Semester</u>
Marketing	Major	E-Commerce Marketing Concentration	Fall 2005
Management	Major	Business Administration w/Concentration in Leadership and Organizational Development	Fall 2005
Graduate Programs	Major	PharmD/MBA Program Option	Fall 2005

**College of Education and Human Services:**

<u>Department</u>	<u>Type</u>	<u>Description</u>	<u>Effective Semester</u>
Leisure Studies & Wellness	Certificate	Athletic Coaching Certificate Deletion	Winter 2005
Education	Major	Master of Curriculum & Instruction – Experiential Education Concentration	Fall 2005
Education	Major	BS in Early Childhood Education	Fall 2005
Education	Minor	General Science Teaching Minor for Secondary Education – Deletion	Fall 2004
Education	Minor	Biology Teaching Minor for Elementary Education – Deletion	Fall 2004

**Living/Learning Communities:** Research shows that students learn more and are more likely to graduate when instruction is individualized and develops relevant skills and knowledge. The concept of learning communities is based upon this experience. The VPAA provided support for new “living/learning communities” and sustained our existing community in criminal justice in an effort to enhance the learning environment for students.

- **Criminal Justice** is entering its eighth year of a living/learning community with 80 freshmen;
- **Visual Communication** will feature a new additional studio space in Taggart Hall where the freshmen and sophomores will reside;
- **New freshmen in Psychology** will take part in a retention effort involving “tied courses”, comprised of PSYC 150, English 150, and FSUS 100. “Tied Courses” (a cohort of students all register in the same sections) provides a loose sense of community while allowing for the sharing of resources and experiences. The tied courses are part of a pilot project on student retention.
- Plans are made for a new living/learning community with emphasis on “**Career Quest**”.

**Accreditation:** Academic Affairs continues to recognize the importance of external accreditation. To emphasize accreditation as a Divisional responsibility and a key to quality, the VPAA now takes an active role in the process, that includes planning the process, reviewing self studies prior to submission and working with program coordinators to facilitate site visits and provide Divisional oversight to assure a successful outcome. The

VPAA has worked closely with the College of Business to initiate an accreditation process for the college.

2004-05 Reviews included:

- **Pharmacy** was successfully reviewed by the Pharmacy Council for Pharmacy Education and accredited through 2011.
- **Construction Management** was successfully reviewed by the American Council for Construction Education and accredited through 2010.
- **Nursing** was successfully reviewed by the National League of Nursing Accrediting Commission and accredited through 2013.
- **Optometry** (residency program) was successfully reviewed by the Accreditation Council on Optometric Education through 2012.
- **Criminal Justice** (ongoing review) has had successful reviews by the Michigan Commission of Law Enforcement Standards.

**On-line Learning:** This has been identified by the VPAA as a key area for growth.

- The number of courses offered through on-line delivery was increased. Most notable was the increase in summer offerings and enrollment due solely to an increase in on-line courses. The number of students enrolled in on-line classes increased from 915 (Summer 2004) to 1435 (Summer 2005).
- The hiring of an instructional designer for the Faculty Center for Teaching and Learning is in process to assist faculty in the development of online courses.
- A new policy was developed related to intellectual property rights as they relate to online course development.  
(<http://www.ferris.edu/htmls/administration/academicaffairs/policyLetters.html> - see listing under “course management policies”)
- Web enhanced and web supported courses increased from 449 courses to 797 courses (Fall 2005).
- We began the process of seeking accreditation from the Higher Learning Commission for delivery of complete programs online. On-line delivery is enhancing and sustaining our off-campus presence in program delivery nationwide.

### *Administrative Efficiency*

Existing processes have been challenged in order to enhance efficiency and effectiveness.

**Administrative Structure:**

- **The College of Allied Health Sciences** revised its administrative structure which includes 1) a department of Dental Hygiene and Medical Imaging, 2) a Department of Clinical Laboratory Respiratory and Health Administration, and 3) School of Nursing.
- **The College of Business** revised its administrative structure which involved the relocation of the Department of Finance, Accounting, Economics and Statistics. The

streamlined structure includes: 1) a Department of Computer Information Systems (CIS), Accounting and Finance, 2) a Department of Management (including the Economics unit), and 3) a Department of Marketing (including the Statistics unit).

- **University Center for Extended Learning** revised its administrative structure. New Executive Directors were assigned to the Northern Regional Office in Traverse City, the Southeast Regional Office in Flint, and an Assistant Dean was assigned to the main campus with oversight of the Southwestern Michigan Regional Office.

**Office of International Affairs:** The VPAA initiated an analysis and study of the current practices at Ferris State University as they relate to international students and programs. These are valuable and important parts of a vibrant academic environment. As a result of the work done and recommendations from external consultants, a significant shift in Ferris State's approach and structure was initiated. The reorganization of the Office is based on the overriding concept that there are various functions necessary to support international education and those functions will be carried out and sustained by various units within the University. The goal is to maximize our success with international affairs by asking those with the greatest expertise in designated areas to assume responsibility.

This new organization allows us the opportunity to enhance our approach to international education which is an important variable of our academic mission. It provides a more mainstreamed approach to international education, allowing and promoting more full integration of international students within the Ferris community. This effort to enhance and advance international programs at Ferris State will allow our students to better integrate core abilities and specific competencies within the learning experience. It will add to the vital linkage between core abilities such as communicate effectively, think critically, develop self-awareness with a need to cultivate global and cultural awareness and the development of technical, professional and program-specific indicators.

## **Pillar II: Working Together**

### *Working Collaboratively within the University*

#### **Divisional Identity:**

- **Divisional Meetings.** The VPAA initiated "Divisional Meetings" once per semester, inviting all administrative and clerical/technical staff to discuss issues relevant to the Division.
- **Divisional Lunches.** The VPAA held Divisional Lunches at the close of each semester to provide an opportunity for all members of the Division to interact and celebrate our many successes.
- **Deans' Council.** The VPAA has continued the practice of holding regular meetings of the deans to provide a forum for open discussion of academic issues and policies.
- **Dean/Department Head/Chairs Meetings (DDH).** The VPAA instituted regular meetings of all deans, department heads, and chairs (DDH). Each month the

DDH reviews processes and procedures, works on Divisional planning, and addresses issues of immediate concern.

- **Planning Process.** The VPAA restructured the annual planning process to reflect the Divisional goals and inter-college planning initiatives.
- **VPAA lunches with faculty.** The VPAA met with faculty in cross-college groups in order to get to know faculty but also to provide faculty from different colleges the opportunity to interact with each other and discuss academic issues of concern.
- **Banner.** The Division of Academic Affairs took an active role in all committees related to the Banner conversion in an effort to assure that academic needs were met.
- **Presidential Task Forces.** The Division of Academic Affairs took part in all of the presidential task forces (professional development, physical teaching spaces, student engagement, enrollment growth, technology, communication).

### **Joint Committees:**

- **Contract Maintenance.** The VPAA worked with faculty representatives of the Ferris Faculty Association (FFA) through contract maintenance meetings to create a “win/win attitude” and more productive relationship.
- **Sabbatical Review Process.** A joint committee of faculty assigned by the FFA and administrators assigned by the VPAA was convened as a result of discussion in contract maintenance to review the current sabbatical review process. The committee reviewed sabbatical policies from other institutions and submitted a revised document for review by the Deans’ Council and the FFA.
- **Presidential Task Force on Hardware Replacement.** Academic Affairs worked collaboratively with I S & T to develop a hardware replacement cycle (145 new computers for Academic Affairs). The Division of Academic Affairs paid for all of the replacement computers within the Division.
- **Presidential Taskforce on Physical Teaching Spaces.** Academic Affairs worked collaboratively with the Physical Plant to renovate classrooms resulting in ten new classrooms “nearly” ready for the start of the school year. New furniture will not arrive until October but paint, finishes and technology should be in place for the beginning of fall classes. Once “template” rooms are established, the committee will seek feedback from faculty regarding furnishings and technology choices to guide future renovation. The renovation will continue on a 12-month basis if possible.

### ***Working collaboratively with external partners***

**North Central Tech-Prep Consortium Partnership.** This regional group of career technical centers (Mecosta-Osceola, Newaygo, Mason-Lake, Wexford-Missaukee) works closely with the Office of Academic Affairs to develop programming with regard to career pathways and to provide relevant opportunities for career exploration for teachers through Ferris faculty and industrial partners. Areas that we have “adopted” to participate in these programs but are not officially consortium members are the Careerline, Kent, Montcalm, Mt. Pleasant, and Traverse City Tech Centers. In addition, we have many successful articulation agreements.

**Partnerships with Community Colleges.** We have initiated a new approach to our work with community colleges. As a result of the Cherry Commission and in response, we have initiated partnerships with community colleges. We bring our bachelors degrees to the community colleges so that students can complete a Ferris degree at the community college. We have signed an unique partnership agreement with several community colleges across the State (Macomb Community College, Grand Rapids Community College and Lansing Community College).

**Ease of Transfer:** Enhancing the number and quality of transfer students has been identified as a Divisional priority. This past year we have made progress in regard to enhancing the ease of students' transferability. We now have a full-time position in Academic Affairs devoted to community college articulation. We have also developed significant partnerships with Macomb, Mott, Lansing Community Colleges and Northwestern Michigan Community College in Traverse City.

**Ferris in Livingston County:** We are working with multiple entities in Livingston County, including Lansing Community College. We have been invited to look at offering elementary education and business administration to residents of that area. A feasibility study is underway, and meetings are being held to further explore this potential.

**Freedom to Learn.** Senate Bill 1155, signed into law by Governor Granholm on January 5, 2005, placed responsibility for the Freedom to Learn Project with Ferris State University. In conjunction with the State Department of Education, FSU will administer \$2.7 million in federal funds and \$3.7 in state funds related to this program. Transfer of this program places Ferris State University in a leadership position critical to the continued transformation of education in Michigan.

The Freedom to Learn ("FTL") program focuses on the distribution of technology to students and professional development for teachers and administrators in order to effectively incorporate technology into the curriculum. Over 20,000 students and 1,000 teachers in 180 buildings from southeast Michigan to the western upper peninsula are already engaged in the project

The basic goals of the program are as follows:

- Foster effective and efficient learning environments.
- Empower teachers to share ideas beyond the walls of their classrooms.
- Provide parents with the tools to increase their engagement with student learning.
- Encourage universal access to technology.
- Provide Michigan students with the skills to lead in the 21st Century workforce.

Because Ferris has resources to provide high quality professional development opportunities for K-12 teachers and administrators, FTL under Ferris leadership will focus more intently on the professional development aspect of the program, coordinating and providing professional development to school personnel and administering grants for acquiring technology, developing the curricula, and adopting best practices for classroom learning.

## Pillar III: Engaged Campus

- **American Democracy Project.** The Division of Academic Affairs has initiated taking part in this national project sponsored by the American Association of State Colleges and Universities (AASCU) to increase civic engagement among students. With the support of Academic Affairs, students take part in a variety of projects and programs. A full listing can be seen at the website listed below. One project involved students in sociology who conducted a survey of civic engagement on the Ferris campus. Various activities are sponsored throughout the year including national conferences and an invitation to journalism students to visit the *New York Times* editorial staff. ([http://www.pharmacy.ferris.edu/htmls/academics/center/Announcements/ADP\\_Introduction.htm](http://www.pharmacy.ferris.edu/htmls/academics/center/Announcements/ADP_Introduction.htm))
- **National Survey of Student Engagement (NSSE).** Academic Affairs coordinated with the Division of Student Affairs to conduct the National Survey of Student Engagement (NSSE), a nationally recognized assessment instrument that measures student engagement both in and out of the classroom. The NSSE survey (375 students) was administered in lower and upper division English classes during winter semester. The results will be reported in September 2005.
- **Additional Funding.** The VPAA secured base funding for student activities and support programs: Pep Band, Writing Center, Torch, and Animal Care.
- **Equity in the Classroom Conference.** Academic Affairs supported a group of faculty and staff attending the Equity in the Classroom Conference.

## Part 2: Goals for 2005-06

### I. Insure a current and relevant curriculum

- Increase On-line and Distance Education where appropriate: Colleges of Technology, Business, Education and Human Services, Allied Health Sciences and Pharmacy.
- Seek Higher Learning Commission (university accrediting body) approval to offer fully on-line programs.
- Establish additional Learning Communities in order to increase student engagement and student retention.
- Enhance assessment and its impact on curriculum changes:
  1. Based upon a review of the 2004-05 administrative program review documents, we have identified areas of need and will conduct appropriate assessment and provide support for programmatic assessment in these areas.
  2. The report on Academic Profiles, one of the measures of General Education Learning Outcomes, will be distributed and discussed in relation to responsive action.
  3. Assessment of Global Consciousness is slated for 2005-06
  4. Academic Program Review Panel will examine 17 programs this year.

- Lead Accreditation Activities: Surveying, Printing, Dental Hygiene, Legal Studies, Heavy Equipment Technology, Printing, Optometry OD, Facilities Management, Pro Golf Management all scheduled for accreditation review in 2005-06).
- Develop interdisciplinary programming between College of Business and College of Technology.
- Begin systematic review of curricula in each college. Factors impacting the review will include hours for graduation, small class size, numbers of graduates, ease of transfer.
- Address the issue of “directed electives” in General Education in relation to ease of transfer and in relation to Banner implementation.
- Secure funding for Optometry Building.

## **II. Institutionalize academic management processes that ensure an excellent, cost-effective teaching and learning environment**

### **Review Processes that impact administrative effectiveness:**

- Hire Dean of College of Technology (unfilled position).
- Hire Department Head for Math (newly approved position).
- Continue Hiring Cycle based on enrollment growth incentive model.
- Develop Office of Sponsored Programs and Research.
- Examine feasibility of instituting an administrative assessment instrument; pilot in the College of Arts and Sciences this year using IDEA national survey.
- Identify Banner sets that meet college/institutional data needs.
- The VPAA has asked the deans to conduct an analysis of the programs for which the graduation rate is less than ten students annually. This review will include an examination of the correlation, if any, between low enrolled programs and low enrolled courses, Academic Program Review Council recommendations, cost of degree statistics, employment opportunities of graduates and Administrative Program Review analyses.
- The VPA has asked the deans and department heads to work with the faculty to assure that by the end of this academic year, no program has more than 120 hours.
- Enhance relationship with alumni and external stakeholders for the purpose of enhancing instructional resources.
- Address issues related to Ease of Transfer.

### **Review processes that impact faculty development:**

- Continue to review faculty evaluation process (SAI) in order to create a process that provides more meaningful feedback to faculty for continuous improvement of the teaching and learning environment.
- Facilitate the ongoing process of transition to the new version of WebCT and integration of WebCT with MYFSU.
- Renovate IRC to create state-of-the-art learning spaces and a faculty development resource area. For information on the renovation see the Academic Affairs website at <http://www.ferris.edu/news/irc/>.

Renovation of the IRC building is currently in the planning phase with construction slated to begin early 2006. The four major features of the renovation include

- a connector between the College of Business and IRC which will allow for student study space and an area to congregate and socialize
- needed faculty offices for the College of Business on the second floor of IRC
- renovation of the large auditoria into a variety of teaching and learning spaces which will be technologically enhanced and furnished for flexibility and innovation in the classroom, and
- enhancement of the exterior of the building.
- Continue collaborative work within the Division
  - Prepare for negotiations with FFA through continued contract maintenance and open discussion within the Division on priorities for improving the working environment.
  - Establish a joint committee to revise the current Post Tenure Review process in order to create a process that is responsive and relevant.
  - Address findings of the joint committee on sabbatical review process and procedures.

#### **Review Processes that impact Student Outcomes:**

- General Education: Reestablish the University General Education Committee (UGEC) and revitalize the criteria committee responsible for approving new courses for general education and assessment learning outcomes in specified areas.
- Publicize the results of the Academic Profile assessment of general education outcomes that was conducted in 2004-05 so that learning outcomes committees can use results to review curriculum.
- Review and analyze results of NSSE assessment.

#### **Review Processes that Impact Enrollment Growth and Retention, and External Partnerships:**

- **Dual Admission:** Develop a seamless process for community college students interested in completing a Ferris degree at remote sites.
- **Solidify partnerships** with Macomb, Mott, Lansing Community College and Grand Rapids Community College and work toward dual admission with these and other partners. Initiate a new cohort of students at Red River College in Winnipeg, Manitoba, Canada.
- Pursue off-campus opportunities in **Livingston County**. Initial programming in Criminal Justice and Nursing will be considered.
- Acquire software for use with online **Catalog** which provides capability for easy download and printing.

#### **Academic management processes:**

An integral part of the shift in thinking within the Division involves a reexamination of how we make decisions and develop strategies for successes. Specifically, decision-making must be **driven by data collection** and analysis through a participatory process.

- **Hours for Graduation:** Core to the issues of retention and graduation rates is hours to graduate. In order to tackle the issue and promote progress, there is a need for empirical analysis of data. With the help of Institutional Research and Testing, the analysis of data has begun. This issue is an ongoing agenda item.
- **Ease of Transfer:** Current data indicates that more students transfer OUT of Ferris than transfer IN. We are in the process of studying this issue and developing strategies to address it.
- **Small class size** and low-enrolled programs are being reviewed to increase efficiency.
- **Low enrolled programs** are also being examined.