

## 2005-2006 Unit Action Plan for University College

Division:

Academic Affairs

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College/Unit:

University College

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Department:

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**Significant Areas of Success: (Asterisked\* items indicate initiatives from last year's planning.)**

### **I. Creating a Learning Centered University**

#### **A. Enhancement of Academic Advising Efforts by Educational and Career Counseling Department and the Dean**

- Implemented training workshops in the School of Education and the College of Business.\*
- Installed a web-based Academic Advising Guide that is accessible to advisors and advisees.\*

#### **B. Modification of the Ferris State University Seminar**

- Introduced new objective for all seminars to address academic integrity and classroom etiquette.\*
- Implemented new objective for all seminars to introduce students to W.N. Ferris, his life and his vision for the institution he founded.\*
- Continued to assess FSUS outcomes using national Educational Benchmarking instrument.

#### **C. Introduction of service learning to the Honors Program curriculum**

- Collaborated with Arts & Sciences and the Student Volunteer Center to support grant request to Michigan Campus Compact to secure services of a Vista Volunteer.\*
- Worked with communication faculty to introduce service learning in the required COMH 121 course during fall semester for all 200 first-year honors students.\*

#### **D. Support for Learning**

- Academic Support Center provided make-up testing services for Arts & Sciences faculty and for distance learning courses.\*
- Reading faculty were engaged in a year-long assessment of placement criteria and course outcomes for READ 106.\*
- Development of Web-CT for peer mentoring program and disabilities services.\*
- Development of DVD's to support disabilities services and career decision-making.\*

## II. Working Together

### A. Developmental Programs and Curriculum

- FSUS (campus-wide first-year seminar program requires collaboration in terms of instructor training, provision of resources, and meeting student needs)
- SLA (provides supplemental instruction, with teeth, for courses in nearly every college)
- Career Exploration (helps undecided students find direction that helps all colleges)
- DP&C Department Head is concluding inter-institutional collaboration from the 3-year FIPSE grant to replicate SLA at four other colleges and universities\*

### B. Educational and Career Counseling Department

- Strategies for Educational Success (supports probationary students from all colleges and this year, for the first time, Honors students)
- Counselors collaborated with Michigan College of Optometry to provide vision screenings for Strategies participants with surprising results
- Academic Advisor Training and the Academic Advising Guide (noted above)

### C. Honors Program

- Collaborated with Arts and Sciences and Student Volunteer Center for VISTA grant
- Collaborated with faculty to provide the specialty seminars to enhance student opportunities in graduate and professional school
- Collaborated with Arts & Sciences faculty to initiate Nationally Competitive Scholarship Committee and website.

### D. Academic Support Center

- Collaborated with Arts & Sciences to provide pilot make-up testing option
- Collaborated with College of Technology to offer lab-based tutoring
- Collaborated with UNIV 101 instructors to provide parapro support

### E. SCHOLAR Program

- Continued collaboration with Developmental Programs & Curriculum Department to provide peer mentoring for UNCP and IEPG students.
- Continued expansion of peer mentoring option beyond University College.

## III. Creating an Engaged Campus

### A. Developmental Programs and Curriculum

- FSUS – introducing students to opportunities for engagement is a key course objective.

### B. Honors Program

- 15-hour service requirement for all Honors students each semester
- introduction of academic service learning
- required attendance at cultural events
- required membership in student organizations
- required leadership role in student organizations

### C. SCHOLAR Program

- required peer-mentoring and activities for 120 UNCP students
- professional mentoring for selected students
- sponsorship of various programs including Midnite Madness in November

## Ongoing or Proposed Significant Activities:

### I. Learning Centered

A. The Dean will initiate a planning group in March 2005 to plan a living/learning community for students who are undecided about major or career so that recruitment for that program might begin for the class entering in Fall 2006.

B. The Developmental Programs and Curriculum Department will develop and offer an abbreviated, 1-credit career exploration course to meet the needs of students who change plans or who do not qualify for entrance or continuation in the original program of choice.

C. The Developmental Programs and Curriculum Department will add sections of UNIV 101, College Study Methods, to support anticipated enrollment increases for the General Studies Program.

D. The Honors Program will develop programming to increase student involvement in undergraduate research by matching students with faculty and providing financial assistance.

E. The Developmental Programs and Curriculum Department will continue to gather and assess outcomes information about various curricula, including reading, UNCP, GNST, FSUS, SLA, and career exploration in order to modify or reconsider offerings.

F. Depending upon available Perkins funding, SLA and the Academic Support Center will continue to offer the full array of workshops.

### II. Working Together

A. The FSUS Coordinator will offer a campus-based training option for FSUS 100 instructors during Kick-off Week that will allow best practices from across campus to be shared. Ultimately, the intent is to make such an event open to first-year seminar instructors from other campuses.

B. The Educational and Career Counseling Department will take a leadership role in training, resources, assessment, and recognition for academic advising across campus to address concerns raised through student surveys, Academic Program Review, post-tenure review, and contract.

C. The FSUS Coordinator will investigate with the Educational and Career Counseling Center opportunities to incorporate student assessments (MBTI, Strong Interest Inventory, LASSI, and Barsch) as a resource to enhance student persistence at Ferris as it is possible to do so.

D. University College will continue to support faculty work in the Intensive English Program.

### III. Engaged Campus

A. The SCHOLAR Peer-mentoring Program will increase programming to reach out to students in all colleges by promoting this option in the Ferris State University Seminar while maintaining the current service level for University College students.

B. The Honors Program will continue to engage students in service, attendance at cultural events, and membership/leadership in campus organizations.

C. FSUS seminars will continue to include student involvement as one of the 10 objectives and will make instructors aware of ways to promote same in their seminars.

IV. A Note on Staffing – Because University College provides many services that are not accounted for by the new growth model for staff additions, we are at a relative disadvantage with regard to those considerations. The College faculty and staff provide significant services that the Dean has documented using participation counts,

satisfaction surveys, and outcomes analyses. Current staffing issues are listed below by department.

A. The Developmental Programs and Curriculum Department has lost 2 FTE faculty positions and one support position due to University budget reductions during the past three years, in spite of steady enrollments. We have made adjustments to make sure students continue to be served, but we are at the point where any additional reductions will adversely affect the programs in this department which serves as the entry point for 250-300 new students each fall. In particular, the Ferris State University Seminar Program has operated with a three-year temporary position for the past five years. This position needs to be made permanent to provide continued, professional support to this campus-wide requirement.

B. The Educational and Career Counseling Center has lost one FTE counselor position and has operated with 2 three-year temporary counselors for the past five years. Given the caseload and outreach services provided by this group, and the frequent turnover among the temporary counselors, it is time to move these two positions to permanent status.

C. The Honors Program has nearly doubled in size since 1999 with no change in the permanent staffing lines. First-year student enrollment will approach 200 for the third consecutive year and overall enrollment will be 500 or more by Fall 2005. We have utilized supfac dollars to hire a temporary half-time support person and to purchase faculty released time to deal with some of the overload created by this growth. Base funding to make these assignments permanent is urgently needed.

D. The SCHOLAR Peer-mentoring Program has shown respectable growth during the past two years and has requested additional staff support in the near future.

E. Due to declining enrollment since the September 11, 2001 tragedy, faculty and staffing in the Intensive English Program has been cut back significantly by approximately 1.5 FTE. The consultant visits in March 2005, as well as deferral of accreditation renewal, bring this issue to the fore immediately. Accreditation requires the ability to offer no less than three levels of instruction.

Most of the positions listed above are already in the budget, supported by supfac funding in the College. I believe that, during the past five years, the case has been made for creating permanent lines on the basis of workload and results as opposed to simply calculating student credit hours generated. Moreover, as the permanent faculty, counselors, and administrators members approach retirement age, the need for trained and experienced front-line staff to succeed them becomes even more urgent.