

Core Component 4c – The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Members:

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General Information:

Data: Evidence

1. Diversity Office.
 - a. Establishment of a diversity plan (David Pilgrim).
 - b. Diversity climate survey
2. American Democracy Project
3. Political Engagement Project
4. HLC Global Survey Results
5. FSU Assessment Program
6. FSU Assessment Plan
7. TracDat
8. Program Assessment
 - a. Employer/Business Surveys
 - b. Field supervisor surveys (i.e., programs with internships or clinical placements with unpaid adjunct supervisors)
 - c. Advisory Board Input for Programs
 - d. Alumni Surveys
 - e. Alumni Boards
 - f. External Accreditation / National Board Accreditation and results
9. Academic Program Review
10. University Curriculum Committee (UCC)
11. Grants for Curriculum development & Assessment
12. National Survey of Student Engagement (NSSE)
13. Academic Profiles
14. FSU Best Practices in assessment
 - a. College of Technology
 - b. College of Education and Human Services
 - c. FLITE
 - d. College of Business
 - e. Michigan College of Optometry

Themes:

- Strengths

- Students actively involved in Political Engagement Project and the American Democracy Project
- Newly established and very active diversity office
- Diversity survey reveals 75% of students agree that their experiences at FSU have been positive
- FSU has many unique assessment practices
- Most FSU programs now have Assessment Plans in TracDat reflecting that programs are making efforts to assess the usefulness of its curricula to students who will live & work.....
- Areas for Improvement
 - NSSE data revealed that Enriching Educational Experiences is an area for improvement at Ferris State University.
 - Diversity survey reveals 25% of students do not agree that their experiences at FSU have been positive
 - While there are some examples of excellent program assessment plans in TracDat, there are assessment plans that need to be improved in the areas of:
 - Measureable learning outcomes (i.e., some are too broad or don't reflect actual student learning)
 - Delineation of learning outcomes versus "other" program outcomes, which is not clear for some programs
 - Assessment measures for each program outcome
 - Criteria for measurement of learning
 - Investment of all stakeholders in the assessment process: faculty, administration, students, as evidenced by recent survey by Academic Affairs Assessment Committee.
 - The university is urged to continue refining its assessment process by using results in documenting changes made in pedagogy, curriculum, course content and academic resources to improve student learning.