

Academic Program Review Council
Report to the Senate 2014

Date: November 25, 2014
To: Academic Senate
From: Academic Program Review Council
Subject: Recommendations to the Academic Senate

In accordance with the guidelines set forth in *Academic Program Review: A Guide for Participants*, the Academic Program Review Council (APRC) presents these recommendations for Senate consideration.

Academic program review began at Ferris in 1988, and has continued uninterrupted since 1995. This year we present the nineteenth continuous year of program review recommendations. This is an impressive record that speaks well of the long-term commitment of Ferris faculty and administration to comprehensive program assessment and improvement.

These recommendations are the product of work done over the course of a year by more than one hundred faculty members, Ferris administrators, and loyal friends of degree programs. Twelve degree programs produced self-study reports and one program produced a follow-up summary which were submitted to APRC in August. Beginning on the day after Labor Day, APRC has met for three hours on Tuesday and Thursday evenings for ten weeks—with additional hours reading, analyzing, meeting with program review panels, and formulating recommendations. It is our belief that these steps make academic program review valuable for the entire University community.

The recommendations are in three categories—general, program-specific, and process-related.

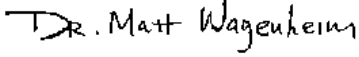
All faculty members bear a responsibility not just for their own courses and programs, but also for preserving the integrity and value of the University's entire curriculum. By our participation in this process, we affirm once again the importance of the role faculty play in decision-making about academic programs. I would like to publically thank the members of the 2014-2015 Academic Program Review Council. Program review is a time-consuming and challenging endeavor which council members took on with hard work and dedication. Additional thanks to Paula Hadley-Kennedy and Robbie Teahen. I am grateful for their help and insight.

2014/2015 APR Council Members

Ann Breitenwischer, FLITE
Anita Fagerman, Business
Nick Kuiper, Education and Human Services
Cindy Seel, Health Professions

Gary Todd, Engineering Technology
Aaron Waltz, Business

Sincerely,

Dr. Matt Wagenheim

Matt Wagenheim, Education and Human Services
Chair

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Suggestions for APR Process Improvements

These recommendations are designed to make the academic program review process more efficient and effective. Recommendations come from council members who have gone through the APR process themselves (as program representatives or PRP chairs) in addition to serving on the APRC for many years.

1. Accredited programs submitting evidence of continued accreditation in good standing should be exempt from the APR process following the requirements outlined in *APR: Guide for Accredited Programs* except when specifically requested by program representatives.
2. The *Guide for Participants* should be updated to include a requirement of a program review report signature page indicating that all members of the PRP and all administrators with program oversight have read the program review report and attest to its completeness and soundness.
3. The *Guide for Participants* should be updated to include a site visit by the APRC chair during the spring semester prior to final report submission.

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General Recommendations

These recommendations accompany and complement the recommendations for specific degree programs. They also address policy issues broadly relevant to program review.

1. The University is encouraged to work in collaboration with the Academic Senate and college deans to ensure that all programs identified by the Academic Program Review process as lacking effective procedures for continuous quality assessment (including the establishment, implementation, and evaluation of program-level student learning outcomes) have established procedures no later than 12 months from the date program-specific APR recommendations are approved by the Academic Senate.
2. The University is encouraged to include relevant information regarding minor and certificate programs within the annual Fact Book including enrollment and degrees conferred.
3. The University is encouraged to work in collaboration with college deans in review of number of credits assigned for internships and other field experiences.
4. The University is encouraged to require all programs, minors, and, certificates to have a declared program champion.
5. The University is encouraged to explore the value of the productivity measure (SCHs/FTEs) as it relates to all programs as some lab intensive programs (with enrollment at any one time limited by space and safety) may be unfairly characterized as “unproductive.”
6. The University is encouraged to work with college deans in the development of a keyword master list of program offerings for use by admissions and others. Admission counselors and others are encouraged to use the keyword list in directing potential students to all programs that may fit a student’s expressed area of interest.
7. The University is encouraged to investigate the potential for gender-specific scholarships into programs traditionally dominated by one gender.
8. The University is encouraged to remain focused on web and media accessibility especially as it relates to fully online course offerings.
9. The University is encouraged to remain focused on access and accessibility for all buildings across campus.

November 25, 2014

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Career and Technical Education**
CC: Mike Ennis, Jim Powell, Steve Reifert, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Career and Technical Education (M.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program with Reporting: The program merits continuation. However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving those problems. Circumstances that may warrant reporting include (but are not limited to); stagnant enrollment, lack of clearly defined short and long-term strategic plans, and a lack of clearly defined or consistently implemented measures of program-level student learning outcomes.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus toward working professionals.
- **Program Value:** The program offers a career-focused, hands-on education in a curriculum designed for working professionals.
- **Program Enrollment:** In Fall 2014, the program had approximately 18 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the Teacher Education Accreditation Council.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- The program has program-level learning outcomes housed in TracDat.

- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers a unique course of study designed for working professionals.
- The program uses assessment data to make course-level improvements.
- The program is overseen by the State of Michigan and accredited by the Teacher Education Accreditation Council.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The Career and Technical Education (M.S.) program has experienced a continued decline in enrollment over the last five years.

VII. IT IS REQUESTED THAT THE CAREER AND TECHNICAL EDUCATION PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:

- A strategic plan outlining short and long-term program plans for increasing enrollment.
- Identification of a program champion.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Computer Networks and Systems**
CC: Ron Mehringer, Debbie Dawson, Larry Schult, Khagendra Thapa, Roberta Teahen,
Paul Blake

I. IDENTITY OF PROGRAM:

Computer Networks and Systems (B.S.)
Computer Networks (Minor)
Computer Networks (Certificate)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program is unique in the State of Michigan and across the country as one of only a few computer networks programs that offer experience in both hardware and software.
- **Program Value:** The program offers graduates an opportunity to sit for the CISCO certification exam which provides a marketable competitive advantage.
- **Program Enrollment:** In Fall 2014, the program had approximately 36 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program does not have a curriculum map.
- The program has program-level learning outcomes housed in TracDat.
- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers a unique networking emphasis on both hardware and software.
- The program enjoys a quality advisory board relationship and industry support.
- Program graduates are in demand.
- The program offers graduates an opportunity to sit for the CISCO certification exam which provides a marketable competitive advantage.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program has experienced a drop in enrollment over the past five years. Program representatives and administration are encouraged to work together to address this continuing challenge.
- The program only has access to one CISCO certified instructor. The program is encouraged to work toward addressing this (potential) challenge.
- The program is encouraged to implement assessment results for program improvements and to house evidence of continuous quality improvement efforts within Trac Dat.
- The program is encouraged to develop a strategy to encourage more program graduates to sit for the CISCO certification exam.
- Program faculty are encouraged to engage more in terms of university-level service.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Doctorate in Community College Leadership**
CC: Roberta Teahen, Andrea Wirgau, Khagendra Thapa, Paul Blake

I. IDENTITY OF PROGRAM:

Doctorate in Community College Leadership (Ed.D.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus toward working professionals.
- **Program Value:** The program offers a career-focused, hands-on graduate education in a flexible curriculum designed for working professionals.
- **Program Enrollment:** In Fall 2014, the program had approximately 75 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does have student-learning outcomes at the program-level.
- The program does have a curriculum map.
- The program does have program-level learning outcomes housed in TracDat.
- There is evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers a unique course of study designed for working professionals.
- The program uses assessment data to make program quality-improvement decisions.
- The program enjoys enthusiastic and dedicated administrative oversight.

- The program employs a high number of industry-experienced faculty.
- The program enjoys high quality marketing and promotion from the college of Extended and International Operations.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to explore long-term plans for administrative oversight in light of the multiple responsibilities of the current director.
- The program is encouraged to continue to monitor National American University and other potential competitors.
- The program is encouraged to address some faculty concern regarding the speed of the program (currently three years.)
- The program is encouraged to address some faculty concern regarding (some) lack of a “scholarly thinking” focus.
- The program is encouraged to work with University administration in exploring the potential for a fulltime faculty member dedicated to the program.
- The program is encouraged to work with the University Graduate and Professional Committee in the standardization of various graduate policies and procedures.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Facility Management**
CC: Joe Samson, Diane Nagelkirk, John Schmidt, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Facility Management (B.S.)
Facility Operations Management (Minor)
Facility Planning Management (Minor)
Facility Management (Certificate)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program offers good job placement and relatively high starting salaries.
- **Program Value:** The program works with an advisory panel and enjoys a close working relationship with those in the industry.
- **Program Enrollment:** In Fall 2014, the program had approximately 32 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the International Facility Management Association.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program has a curriculum map.
- The program has program-level learning outcomes housed in TracDat.
- There is evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program enjoys a quality advisory board relationship and industry support.
- Program graduates are in demand.
- The program offers graduates an opportunity to sit for the Certified Facility Manager designation after only three years of post-graduation work experience.
- The program implements and evaluates program-level learning outcomes as one way to maintain program quality.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program has experienced a drop in enrollment over the past five years. Program representatives and administration are encouraged to work together to address this continuing challenge. One recommendation is to explore streams of enrollment beyond the A.A.S. degree in Architectural Technology.
- The program is encouraged to develop a strategy to encourage more program graduates to sit for the CFM certification exam.
- Program faculty are encouraged to engage more in terms of university-level service.
- Program faculty, program coordinator, and school director are encouraged to develop a closer working relationship with the dean of CET.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **French**
CC: Dan Noren, Debbie Courtright-Nash, Rick Kurtz, Khagendra Thapa, Roberta Teahen,
Paul Blake

I. IDENTITY OF PROGRAM:

French (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program with Reporting: The program merits continuation. However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving those problems. Circumstances that may warrant reporting include (but are not limited to) stagnant enrollment, lack of clearly defined short and long-term strategic plans, and a lack of clearly defined or consistently implemented measures of program-level student learning outcomes.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by enhancing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program offers numerous experiential learning opportunities for students.
- **Program Value:** The program offers a unique foreign language perspective providing students with a marketable competitive advantage.
- **Program Enrollment:** In Fall 2014, the program had approximately 12 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enhance their employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction require review to ensure high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.

- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers students a variety of opportunities for experiential learning.
- The program serves an important general education function.
- The program has a passionate program champion.
- The program is relatively low cost for the University.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The French minor does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data. Decisions seem to be made based on the expertise of the program champion alone.

VII. IT IS REQUESTED THAT THE FRENCH MINOR SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:

- Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.
- Short and long term strategic plan for program direction and quality including measurable program goals.
- A formalized proficiency assessment procedure.
- An update on the processes related to the sufficiency, quality, and student utilization of resources available through FLITE.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Health Illness and Society**
CC: Meral Topcu, Rick Kurtz, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Health Illness and Society (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program with Reporting: The program merits continuation. However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving those problems. Circumstances that may warrant reporting include (but are not limited to) stagnant enrollment, lack of clearly defined short and long-term strategic plans, and a lack of clearly defined or consistently implemented measures of program-level student learning outcomes.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** There is no evidence that the program has a mission statement or that it aligns with the college and university.
- **Program Visibility and Distinctiveness:** There is no evidence that the program is visible or distinctive beyond the social sciences department.
- **Program Value:** There is no evidence that shows students enrolled in the program are gaining a marketable value or receiving a quality assured experience.
- **Program Enrollment:** In Fall 2014, the program had approximately 10 students enrolled.
- **Characteristics, Quality, and Employability of Students:** There is no evidence that graduates of the program enhance their employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** There is no evidence that the curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty teaching in the program are well-qualified.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.

- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- Faculty teaching in the program serve an important general education function.
- The program is relatively low cost for the University.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- Although offered at little additional cost to the University, there is no evidence that current or potential students are receiving a quality educational experience.
- There is no evidence that the program has a clearly defined mission statement.
- There is no evidence that the program has identified goals.
- There is no evidence that the program has defined student-level learning outcomes or that results are being used to make program improvements.
- There is no evidence of a strategic plan for program improvement.
- There is no evidence of curricular oversight or improvement procedures.
- There is no evidence that the program reviews enrollment, SCH, or productivity numbers to inform program improvement decisions.
- There is no evidence that an industry outlook in terms of job growth is consulted to inform program improvement decisions.
- There is no evidence of any policy or procedure in place used to gauge program quality and inform program improvement decisions.

VII. IT IS REQUESTED THAT THE HEALTH ILLNESS AND SOCIETY MINOR SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2015 WHICH IS TO INCLUDE THE FOLLOWING:

- Mission statement.
- Program goals.
- Program-level student learning outcomes, assessment methods, and evidence of continuous improvement efforts based on analysis of the results.
- Short and long-term strategic plan for program growth and quality.
- Identified program champion.
- Outlined procedures for curricular oversight and improvement.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Human Development**
CC: Meral Topcu, Rick Kurtz, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Human Development (Minor)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Discontinue the Program: Evidence suggests that the program should be terminated.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** There is no evidence that the program has a mission statement or that it aligns with the college and university.
- **Program Visibility and Distinctiveness:** There is no evidence that the program is visible or distinctive beyond the social sciences department.
- **Program Value:** There is no evidence that shows students enrolled in the program are gaining a marketable value or receiving a quality assured experience.
- **Program Enrollment:** In Fall 2014, the program had approximately 10 students enrolled.
- **Characteristics, Quality, and Employability of Students:** There is no evidence that graduates of the program enhance their employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** There is no evidence that the curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty teaching in the program are well-qualified.

IV. ASSESSMENT:

- No evidence of student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APCR NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- Faculty teaching in the program serve an important general education function.
- The program is relatively low cost for the University.

VI. APRC RECOMMENDS PROGRAM CLOSURE BASED ON THE FOLLOWING:

- Although offered at little additional cost to the University, there is no evidence that current or potential students are receiving a quality educational experience.
- There is no evidence that the program has a clearly defined mission statement.
- There is no evidence that the program has identified goals.
- There is no evidence that the program has defined student-level learning outcomes or that results are being used to make program improvements.
- There is no evidence of a strategic plan for program improvement.
- There is no evidence of curricular oversight or improvement procedures.
- There is no evidence that the program reviews enrollment, SCH, or productivity numbers to inform program improvement decisions.
- There is no evidence that an industry outlook in terms of job growth is consulted to inform program improvement decisions.
- There is no evidence of any policy or procedure in place used to gauge program quality and inform program improvement decisions.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Plastics Engineering Technology**
CC: Greg Conti, Rich Goosen, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Plastics Engineering Technology (B.S.)
Plastics and Polymer Engineering Technology (A.A.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus with program graduates in high demand.
- **Program Value:** The program offers a career-focused, hands-on education with relatively high starting salaries for graduates.
- **Program Enrollment:** In Fall 2014, the program had approximately 220 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- No evidence of program-level learning outcomes housed in TracDat.
- No evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers students a variety of opportunities for experiential learning.

- The program has dedicated faculty who work closely with industry representatives.
- Program graduates are in demand.
- Program graduates enjoy relatively high starting salaries.
- Program courses provide curricular value to the Plastics Engineering Technology program and the College of Engineering Technology.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to develop clearly defined program-level assessment methods and plans to implement results for program improvements.
- Program faculty are encouraged to participate more in service to the university.
- Program faculty are encouraged to engage in more program-related professional development.
- The program is encouraged to develop an equipment inventory and replacement and maintenance schedule.
- The program is encouraged to explore formal policies and procedures for industry relationships leading to materials and money for equipment parts and maintenance.
- The program is encouraged to develop a short and long-term strategic plan for program development and quality improvement.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Professional Golf Management**
CC: Aaron Waltz, Dave Nicol, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Professional Golf Management (B.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program was the first professional golf management program in the country - established in 1975.
- **Program Value:** The program offers students unique internship opportunities.
- **Program Enrollment:** In Fall 2014, the program had approximately 224 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the PGA of America.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program has a curriculum map.
- Evidence of program-level learning outcomes housed in TracDat.
- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program was the first professional golf management program in the country.
- The program enjoys enthusiastic and ambitious leadership.

- The program provides clear communication to students regarding the (potential) difficulty of the program as well as opportunities for graduating under a different course of study.
- The program provides students with quality facilities for practice and play.
- The program is engaged in a fund-raising campaign to develop a learning center at the Katke golf course that would serve students and the community as well as house the Michigan Golf Hall of Fame.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to implement program-level student learning outcome assessment results for program improvements.
- The program is encouraged to continue work toward development of the proposed learning center housed at Katke golf course.
- The program is encouraged to develop and implement a short and long-term strategic plan.
- The program is encouraged to develop a long-term approach to the challenge of industry downturns in annual golf rounds played and golf course closing rates.
- The program is encouraged to develop a long-term approach to reaching potential female students.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Respiratory Care**
CC: Sue Waters, Matthew Adeyanju, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Respiratory Care (A.A.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program: The program merits continuation. Minor modifications may be needed.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program is unique in the State of Michigan as the only university-based opportunity for students.
- **Program Value:** The program receives more applications each year than can be enrolled.
- **Program Enrollment:** In Fall 2014, the program had approximately 47 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the Commission for Accreditation for Respiratory Care.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program has student-learning outcomes at the program-level.
- The program does not have a curriculum map.
- The program has program-level learning outcomes housed in TracDat.
- Evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program is unique in the State of Michigan as the only university-based program of its kind.
- The program is accredited by the Commission on Accreditation for Respiratory Care.
- The program enjoys high student demand.

- The program has the enthusiastic support of faculty and administrators with direct program oversight.
- Program graduates receive positive reviews from clinical site instructors.

VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:

- The program is encouraged to address recommended areas for improvement identified by its latest accreditation site visit report.
- The program is encouraged to continue in the process of developing a Bachelor of Science completion program in Respiratory Care.
- The program is encouraged to formalize its strategic planning.
- The program is encouraged to address the relatively low Registered Respiratory Therapist (RRT) examination pass rates by graduates.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Rubber Engineering Technology**
CC: Matt Yang, Rich Goosen, Larry Schult, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Rubber Engineering Technology (B.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program with Reporting: The program merits continuation. However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving those problems. Circumstances that may warrant reporting include (but are not limited to) stagnant enrollment, lack of clearly defined short and long-term strategic plans, and a lack of clearly defined or consistently implemented measures of program-level student learning outcomes.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by enhancing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program provides a unique focus. There is some industry demand for the specific skills related to the program.
- **Program Value:** The program offers a curricular value to the Plastics Engineering Technology program and the College of Engineering Technology.
- **Program Enrollment:** In Fall 2014, the program had approximately 7 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does not have student-learning outcomes at the program-level.
- The program does not have a curriculum map.
- The program does not have program-level learning outcomes housed in TracDat.
- Evidence is lacking of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program offers students a variety of opportunities for experiential learning.
- The program has a passionate program champion.
- Program graduates are in demand.
- Program graduates enjoy relatively high starting salaries.
- Program courses provide curricular value to the Plastics Engineering Technology program and the College of Engineering Technology.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The Academic Program Review Council recommended re-alignment of the Rubber Engineering Technology during the program's 2008/2009 review.
- Program enrollment has dropped to a very low level.
- The benefit of a stand-alone Rubber Engineering Technology degree (versus the Plastics Engineering Technology and Plastics and Polymer Engineering Technology) has not been shown.
- One faculty member dedicated to the program.

VII. IT IS REQUESTED THAT THE RUBBER ENGINEERING TECHNOLOGY PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH ADDRESSES THE FOLLOWING:

- Program representatives are encouraged to redesign the Rubber Engineering Technology program as a concentration of study within the Plastics Engineering Technology program, or similar course of action.
- Alternatively, program representatives are to submit short and long-term strategic plans for addressing the decline in enrollment, information outlining the actions the program has taken in this regard, and results of those actions.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Secondary Education**
CC: Jim Powell, Steve Reifert, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:

Secondary Education (B.S.)

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program with Reporting: The program merits continuation. However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving those problems. Circumstances that may warrant reporting include (but are not limited to); stagnant enrollment, lack of clearly defined short and long-term strategic plans, and a lack of clearly defined or consistently implemented measures of program-level student learning outcomes.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The program aligns to the FSU mission by providing a career education and opportunities for lifelong learning for FSU students.
- **Program Visibility and Distinctiveness:** The program is facing challenges from 38 other teacher preparation programs in the State of Michigan.
- **Program Value:** The program offers a hands-on, career-focused education.
- **Program Enrollment:** In Fall 2014, the program had approximately 20 students enrolled.
- **Characteristics, Quality, and Employability of Students:** Graduates of the program enjoy employment opportunities in Michigan and throughout the United States.
- **Quality of Curriculum and Instruction:** Curriculum and instruction are of high quality. The program is accredited by the Teacher Education Accreditation Council.
- **Composition and Quality of Faculty:** The faculty are well-qualified.

IV. ASSESSMENT:

- The program does have student-learning outcomes at the program-level.
- No evidence that the program has a curriculum map.
- The program does have program-level learning outcomes housed in TracDat.
- Limited evidence of continuous program improvement through use of program-level learning outcome analysis.

V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:

- The program uses assessment data to make course-level improvements.
- The program is overseen by the State of Michigan and accredited by the Teacher Education Accreditation Council.
- The program has a faculty and administration dedicated to student learning.

VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:

- The Secondary Education program has experienced a continued decline in enrollment over the last five years.

VII. IT IS REQUESTED THAT THE SECONDARY EDUCATION PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:

- A strategic plan outlining short and long-term program plans for increasing enrollment.
- Identification of a program champion.
- A process to ensure a consistent and standard working relationship with content experts from the College of Arts and Sciences and elsewhere.

MEMORANDUM

DATE: 25 November 2014
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Digital Media Software Engineering**
CC: Glen Okonoski, Steve Reifert, Khagendra Thapa, Roberta Teahen, Paul Blake

I. IDENTITY OF PROGRAM:**Digital Media Software Engineering (B.S.)****II. THE PROGRAM WAS REVIEWED DURING THE 2012/2013 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 OCTOBER 2014, ADDRESSING THE FOLLOWING ISSUES:**

- The current status of the effectiveness of the administrative structure within the School of Digital Media within the College of Education and Human Services.
- An update and explanation as to the tenure track status of program faculty.
- An update regarding the program's physical location and day-to-day operation.
- An update outlining current student enrollment, graduation, and retention numbers.
- An update outlining the status of external accreditation.

III. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

- APRC thanks the Digital Media Software Engineering faculty and COEHS administration for the update, which details the response to the above issues:
 - In response to question 1, keeping DMSE aligned with DAGD within the school creates opportunities for student collaboration and crossover. Program faculty, Rick Baker, and School Coordinator, Glen Okonoski, work together, with Glen on the Grand Rapids campus on Wednesday's. Monthly school meetings are held in GR including faculty from both DAGD and DMSE, and school-wide meetings are held in August and January. All faculty are involved in College-wide meetings, college communication and graduation. Additionally, Dean Johnston, and now Interim Dean Reifert have made visits to Grand Rapids and engaged with the programs and faculty. Still, the overall structure is also currently under review as we process feedback from our accreditation process that is active and underway. Reifert, Okonoski and Baker are currently assessing what opportunities exist to improve the structure, and a range of options is on the table for consideration.
 - Questions 2 and 4 are connected. There are currently 25 students in the DMSE degree program. Growing the program has proved difficult because of the high math and science standards that necessarily exist in the curriculum. This shrinks the pool of potential students who would consider pursuing this degree. Additionally, running the degree program with 1 faculty, and looking for curriculum quality and program

growth, is asking a lot. The intent since the program came under the COEHS was to try and grow the program, then add faculty. However, current thinking involves consideration of adding a three-year temporary faculty position to the DMSE program to better support both initiatives. Indeed, the initial PCAF that led to the creation of the degree indicated the addition of a second faculty member in the second year of the program (2008).

- Our response to question 3 is that the location of the DMSE program on the Grand Rapids campus continues to serve non-traditional students within the program well. Through the recent addition of a School of Digital Media academic advisor and secretary, we are currently examining some of the processes for student record management, etc. Additionally, a current initiative of the COEHS is to establish an Off-Campus faculty led Instructional Liaison position that should assist in maintaining quality control with instruction and curriculum across the college.
- Regarding question 5, we began the accreditation process with the Accreditation Board for Engineering and Technology (ABET) in November 2013. A site visit was recently conducted by ABET. While preparing the self-study, and through the feedback of the accreditation team, concerns around question 2 above were raised. Reifert, Okonoski and Baker are reviewing this and additional feedback of the visit. We are currently working to determine whether to further pursue accreditation at this time, or go in a different direction.