

**To:** Academic Senate  
**From:** Office of the Provost  
**Date:** October 2, 2017  
**Subject:** Responses to Academic Program Review Recommendations

**APR RECOMMENDATIONS 2016-2017**

***Academic Affairs***

**Process Improvements**

<b>APR Recommendation November, 2016</b>		<b>Provost Response</b>
No process improvement recommendations this cycle.		NA

**General Recommendations**

<b>APR Recommendation November, 2016</b>		<b>Provost Response</b>
No process improvement recommendations this cycle.		NA

***College of Arts & Science***

**Art History (Minor)**

The Council recommended to **Continue the Program**. The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.	The faculty coordinator has reached out to a number of students (in person and through Social Media using the Art History Facebook page) for updates, and she is keeping records of their progress. They will need help in this effort because the University does not provide as many resources for tracking minors as they do for majors.	The social media approach is commendable, since that is increasingly an effective way to connect with alumni. No alumni followup appears easy, since many do not respond to graduate surveys or other inquiries.

The program is encouraged to implement a formalized benchmarking process for quality program improvement.	The faculty coordinator has begun keeping a more formal record of professional development of faculty in the areas of curriculum and pedagogy and in the discipline of Art History.	Digital Measures is a perfect place to record this professional development so that it is also available for other purposes, including HLC regional accreditation.
The program is encouraged to implement a strategic plan for enrollment growth and quality improvement.	There are approximately 30 Art History minors, which is a healthy number given the number of classes that are currently offered (2-3 per semester). We continue to recruit students for the minor from our individual courses, which is perhaps the best arena to show off the benefits of studying Art History. We also participate in the Majors, Minors, and More Expos put on by CAS. This month I began designing a brochure for the Art History minor with two students, which we hope to be able to distribute at such events, and perhaps we can also make this brochure available at Dawg Days and other events. We also hold regular meetings with the Art History minors and make use of surveys to make sure we are meeting their needs. A group of Art History students is also currently developing an art & art history RSO, which will also help us connect more students on campus.	These efforts are all commendable and substantially more than happen in some other areas. Additionally, 30 minors appears to be a highly acceptable number.
The program is encouraged to document assessment efforts through population of the process and results into TracDat.	As part of a college-wide initiative, this program has developed updated program outcomes, identified core courses to be used for program assessment, created a curriculum map, and identified a timeline for assessment of particular outcomes in particular courses.	Efforts are commendable. Please be sure to document these variables in the TracDat system.

### Biotechnology (BS)

The Council recommended to **Continue the Program**. The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.	We will continue to monitor our program. We are currently undergoing an update in our assessment procedures, which will allow us to better monitor and analyze our program.	Assessment primarily refers to students' learning achievements, while it appears that the APR recommendation is interested in graduates' successes which may relate more

		to employment in the field. Graduate follow-up should be integral to the program's evaluation.
The program is encouraged to implement a formalized benchmarking process for quality program improvement.	At our next Advisory Board meeting that takes place in the spring, we will talk to the board about what formal benchmarks we should strive for and implement a system of monitoring and tracking suggested benchmarks.	Effective utilization of an advisory board is a great strategy. This effectiveness will be best realized with a broad spectrum of members representing the breadth of the field.
The program is encouraged to continue to market and promote its unique program	We will continue to market this program and look forward to enhancing our enrollment in this program. We are currently exploring the possibility of a MS program, which may help to promote the undergraduate program as well.	Exploration of a possible MS is consistent with university directions to strategically grow graduate programs in areas where Ferris has distinctive strengths.
The program is encouraged to develop a formalized equipment donation program	At this time, there is no need for the development of a formalized equipment donation program. The office of Laboratory Safety already has a policy in place for gifts of this nature (see the following website and click on "gifts", <a href="https://ferris.edu/HTMLS/administration/academicaffairs/Laboratory_Safety/index.htm">https://ferris.edu/HTMLS/administration/academicaffairs/Laboratory_Safety/index.htm</a> )	

### Film Studies (Minor)

The council recommended to **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 these 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 outcome.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
<b>APRC RECOMMENDS DISCONTINUING THE PROGRAM BASED ON THE FOLLOWING:</b> The Film Studies program underwent program review with the 2010/2011 cycle. At that time,	This program has submitted a follow-up report, as recommended by the APRC, in September of 2017. This report should address all of the concerns mentioned here.	The Provost's Office suspends comment until the APRC has reviewed the program's submission.

<p>the council recommended the following suggestions for improvement:</p> <ul style="list-style-type: none"> <li>• The Film Studies minor should develop a more substantial assessment plan and begin to collect data for more useful program evaluation.</li> <li>• The Film Studies minor should develop a formal program of promotion.</li> <li>• The Film Studies minor should work toward increasing collaboration across departments.</li> <li>• The Film Studies minor should develop a way to formally track participants and graduates.</li> </ul> <p>The current review of the Film Studies program showed that the program has not addressed any of the quality improvement recommendations previously made. The program lacks in oversight, evaluation, and analysis necessary for quality program improvement.</p>	<p>Decisions regarding the status of the program will be made after recommendations from the APRC are provided.</p>	
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The administrative structure providing program oversight and program quality improvement.</li> <li>• Clearly defined student-learning outcomes at the program-level, the measures used to define success, and the processes and procedures designed to use analysis results in decision-making.</li> <li>• A curriculum map.</li> </ul>		<p>See above.</p>

<ul style="list-style-type: none"> <li>• Evidence of program-level learning outcomes housed in TracDat.</li> <li>• Short and long-term strategic plan for enrollment growth and quality program improvements.</li> </ul>		
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**French (Minor)**

The Council recommended to **Continue the Program**. The program merits continuation.

**THE PROGRAM WAS REVIEWED DURING THE 2014/2015 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 2016, INCLUDING 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

<p align="center"><b>APR Recommendation November, 2016</b></p>	<p align="center"><b>Dean’s Follow-up Response September, 2017</b></p>	<p align="center"><b>Provost Response</b></p>
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the French faculty and AS administration for the update, which details the response to the above issues:</li> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• Short and long term strategic plan for program direction and quality including measurable program goals. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>All issues that had been brought up by the APRC during the 2014/15 cycle were addressed in the follow-up report submitted in 2016.</p>	<p>Given that concerns with outcomes and assessment were a part of the response, the Provost’s Office will expect that these determinations are recorded in TracDat and that efforts will continue to keep periodic and systematic data analyses updated in that system.</p>

<ul style="list-style-type: none"> <li>• A formalized proficiency assessment procedure. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• An update on the processes related to the sufficiency, quality, and student utilization of resources available through FLITE. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>		
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**International Studies (Minor)**

The Council recommended to **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 these 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.

<p style="text-align: center;"><b>APR Recommendation</b> November, 2016</p>	<p style="text-align: center;"><b>Dean’s Follow-up Response</b> September, 2017</p>	<p style="text-align: center;"><b>Provost Response</b></p>
<p><b>APRC RECOMMENDS DISCONTINUING THE PROGRAM BASED ON THE FOLLOWING:</b></p> <p>The International Studies program underwent program review with the 2015/2016 cycle. An extension was granted to the program for final report submission with this cycle with the assurance that program oversight and processes and procedures for quality program improvement would be developed.</p> <p>The current review of the International Studies program showed that the program has not sufficiently addressed many of the quality improvement recommendations proposed. The program lacks in oversight, evaluation, and</p>	<p>This program has submitted a follow-up report, as recommended by the APRC, in September of 2017. This report should address all of the concerns mentioned here.</p> <p>Decisions regarding the status of the program will be made after recommendations from the APRC are provided.</p>	<p>The Provost’s Office suspends comment until the APRC has reviewed the program’s submission.</p>

analysis necessary for quality program improvement.		
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The administrative structure providing program oversight and program quality improvement.</li> <li>• Clearly defined student-learning outcomes at the program-level, the measures used to define success, and the processes and procedures designed to use analysis results in decision-making.</li> <li>• A curriculum map.</li> <li>• Evidence of program-level learning outcomes housed in TracDat.</li> <li>• Short and long-term strategic plans for enrollment growth and quality program improvements.</li> </ul>		See above.

**Journalism and Technical Communication (BS)**  
**Technical and Professional Communication (BS)**  
**Multi Media Journalism (Minor)**  
**Technical Writing (Certificate)**  
**Journalism (Certificate)**

The Council recommended to **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 these 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.

<p align="center"><b>APR Recommendation</b> November, 2016</p>	<p align="center"><b>Dean's Follow-up Response</b> September, 2017</p>	<p align="center"><b>Provost Response</b></p>
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<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The Journalism and Technical Communication and Technical and Professional Communication programs operate under the same program-level student learning outcomes.</li> <li>• The program does not appear to have formalized a long-term strategic plan with measurable plans of action for improved program quality specific to individual programs.</li> </ul>	<p>This program has submitted a follow-up report, as recommended by the APRC, in September of 2017. This report should address all of the concerns mentioned here.</p>	<p>The Provost's Office suspends comment until the APRC has reviewed the program's submission.</p> <p>The specified assessment evidence should be maintained in TracDat.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>▪ Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results for each of the following programs: <ul style="list-style-type: none"> <li>• Journalism and Technical Communication (BS)</li> <li>• Technical and Professional Communication (BS)</li> <li>• Multi Media Journalism (Minor)</li> </ul> </li> <li>▪ Short and long term strategic plan for increased enrollment and program direction and quality including measurable program goals specific to each of the following programs: <ul style="list-style-type: none"> <li>▪ Journalism and Technical Communication (BS)</li> </ul> </li> </ul>		<p>See above</p>



<ul style="list-style-type: none"> <li>▪ Technical and Professional Communication (BS)</li> </ul>		
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- Applied Mathematics (BS)
- Actuarial Science (BS)
- Applied Mathematics / Computer Sciences Concentration (BS)
- Pre-Engineering (AS)
- Computer Science (Minor)
- Computer Science (Certificate)
- Mathematics (Minor)

The Council recommended to **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 these 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.

APR Recommendation November, 2016	Dean's Follow-up Response September, 2017	Provost Response
<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>▪ There is limited evidence that program improvement decisions are made based on formal processes and procedures or the analysis of collected data.</li> <li>▪ The administrative structure providing program oversight appears to have limited program quality improvement.</li> </ul>	<p>This program has submitted a follow-up report, as recommended by the APRC, in September of 2017. This report should address all of the concerns mentioned here.</p>	<p>The Provost's Office suspends comment until the APRC has reviewed the program's submission.</p> <p>The specified assessment evidence should be maintained in TracDat.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>▪ Program-level student learning outcomes, assessment methods, and the process for</li> </ul>		<p>See above.</p>

<p>program improvement based on assessment analysis results for the following programs:</p> <ul style="list-style-type: none"> <li>• Applied Mathematics / Computer Sciences Concentration (BS)</li> <li>• Pre-Engineering (AS)</li> <li>• Computer Science (Minor)</li> <li>• Computer Science (Certificate)</li> <li>• Mathematics (Minor)</li> </ul> <p>▪ Update on the effectiveness of the administrative structure providing program oversight.</p>		
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**Philosophy (Minor)**

The Council recommended to **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 these 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

<p align="center"><b>APR Recommendation</b> November, 2016</p>	<p align="center"><b>Dean's Follow-up Response</b> September, 2017</p>	<p align="center"><b>Provost Response</b></p>
<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The Philosophy program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.</li> <li>• The Philosophy program does not appear to have formalized a long-term strategic plan with measurable plans of action for improved program quality.</li> </ul>	<p>This program has submitted a follow-up report, as recommended by the APRC, in September of 2017. This report should address all of the concerns mentioned here.</p>	<p>The provost's office suspends comment until the APRC has reviewed the report.</p> <p>The specified assessment evidence should be maintained in TracDat.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO</b></p>		

<p><b>LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> <li>• Short and long term strategic plan for increased enrollment and program direction and quality including measurable program goals.</li> </ul>		
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**Social Work (BSW)**

The Council recommended to **Continue the Program:** The program merits continuation

APR Recommendation November, 2016	Dean's Follow-up Response September, 2017	Provost Response
None	No actions were recommended by the APRC.	NA

<b><i>College of Business</i></b>
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- Accountancy (BS, AAS, and Minor)
- Accountancy / 5yr MBA (CPA – MBA)
- Accountancy / CIS (BS)
- Accountancy / 5yr CPA (MS – ISI)
- Accountancy / Finance (BS)

The Council recommended to **Continue the Program with Reporting.** However, documented problem areas exist, and the faculty and administration of the program will be asked to report as to program progress in solving these 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.

APR Recommendation	Dean's Follow-up Response	Provost Response
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November, 2016	September, 2017	
<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>Limited evidence that the Accountancy program makes program improvement decisions based on formal processes and procedures or the analysis of collected data.</li> <li>The Accountancy program does not appear to benchmark competitive programs for program quality improvement.</li> </ul>	<p>All accounting programs in Michigan are similar because all teach to similar goals, the CPA examination. MSU's program is the benchmark for the entire state and that is the program Accountancy uses for comparison.</p>	<p>Evidence of the identified program improvement decisions resulting from course and program assessments should continue to be regularly reported in TracDat.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results for the following programs: <ul style="list-style-type: none"> <li>Accountancy (BS, AAS, and Minor)</li> <li>Accountancy / 5yr MBA (CPA – MBA)</li> <li>Accountancy / CIS (BS)</li> <li>Accountancy / 5yr CPA (MS – ISI)</li> <li>Accountancy / Finance (BS)</li> </ul> </li> </ul>	<p>The Accountancy / 5yr MS-ISI program was dropped about 12 years ago.</p> <p>With regard to the other programs and TRACDAT related information, Jean Inabinett, Jim Woolen and Dr. Bajor have provided this information to the APRC electronically and in hardcopy in 2016 and again in 2017.</p> <p>Program faculty periodically review the results with an eye to identifying opportunities for improvement</p>	<p>A review of the TracDat entries suggests that the program is diligent in reporting activities and placing relevant documents, including minutes from advisory committee meetings where substantive conversations appear to occur, in the document repository within TracDat. The program is among the more progressive in this use.</p>

### Business Administration (MBA)

The Council recommended to **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 these 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.

<p align="center"><b>APR Recommendation November, 2016</b></p>	<p align="center"><b>Dean's Follow-up Response September, 2017</b></p>	<p align="center"><b>Provost Response</b></p>
<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>The MBA program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.</li> </ul>	<p>There have been several benchmark studies by both interim directors and faculty for the Ferris State MBA programs core curriculum. These studies were both extensive and comprehensive. With the last supported curriculum change, an industry advisory board contributed the core curriculum decisions. The core curriculum is very much in line with and competitive with both regional and national MBA programs.</p> <p>The final design attributes for the MBA are still being reviewed and adjusted. When benchmarked against regional and national programs, there is some sense that electives in Finance and Management might add competitive value. As such, the current director has worked with faculty to develop additional leadership and management courses that center around "Lean" manufacturing concepts. There is demand for Lean education with few online sources in higher education; hence, a potential competitive advantage as a component of our offering.</p>	<p>The Provost's Office confirms the extensive review conducted by the MBA program in recent years and commends this "makeover."</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> </ul>	<p>The following are program-level student learning outcomes.</p> <ul style="list-style-type: none"> <li>Analyze and develop solutions to improve organizational performance in leadership and strategic planning.</li> <li>Apply Systems Thinking to integrate innovative and logical values into organizational decision-making activities.</li> <li>Examine, Evaluate, Articulate the effect of organizational stakeholder, environmental and</li> </ul>	<p>The program-level outcomes listed here are not the same as those listed for the program in TracDat. The TracDat system should be updated to align with the revised curriculum and the former outcomes made inactive.</p>

	<p>cultural issues within the context of global business decisions.</p> <ul style="list-style-type: none"> <li>• Conduct quantitative and qualitative research.</li> <li>• Effectively function as a team member, virtually, as well as face to face. Build sustainable relationships with peers through effective communication capabilities, including oral and written techniques.</li> </ul> <p>Each course in the MBA has outcomes and assessment plans with measurements. Each faculty submits assessment results at the end of each semester. MBA Faculty meetings are scheduled to discuss results and plans for continuous improvement of the MBA program.</p>	
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**Business Data Analytics (BS)  
Research Methods and Applications (Minor)  
Data Mining (Certificate)**

The Council recommended to **Continue the Program**. The program merits continuation.

**THE PROGRAM WAS REVIEWED DURING THE 2015/2016 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 2016, INCLUDING 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 marketing and promotion plan for increased program enrollment.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Business Data Analytics faculty and COB administration for the update, which details the response to the above issues:</li> </ul>	<p>The BDA program completed a major curriculum revision that was implemented Fall 2017. During that process, all outcomes were written to be measurable and approved by the UCC. Each program and course outcome has an assessment method and process in place for analysis and action.</p>	<p>The conscientious review and update of the curriculum is commended. Efforts to promote awareness of the program is also endorsed. If not already completed, TracDat should be updated to reflect the new outcomes.</p>

<ul style="list-style-type: none"> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• Short and long term strategic plan for program direction and quality including measurable program goals. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• A marketing and promotion plan for increased program enrollment. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>The BDA faculty are engaged in program promotion activities including the Marketing Department Day of Discovery and Dawg Days. The new faculty hire for Fall 2017 has experience in recruiting students to an analytics program both domestically and internationally. Steps are being taken to rebrand the BDA portion Day of Discovery to be more effective with traditional students. The BDA RSO is developing strategies to engage with transfer, honors, and mathematics students to recruit from within.</p>	
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**Computer Information Technology (BS)**  
**Computer Information Technology (Minor)**

The Council recommended to **Continue the Program with Reporting**: Documented problem areas exist within the program. Faculty and administration of the program will be asked to report as to program progress in solving these 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.

**THE PROGRAM WAS REVIEWED DURING THE 2015/2016 CYCLE AND IT WAS RECOMMENDED THAT THE PROGRAM BE RE-DIRECTED. A REPORT TO APRC, DUE 15 SEPTEMBER 2016, ASKED THE PROGRAM AND COLLEGE OF ENGINEERING TECHNOLOGY TO ADDRESS THE FOLLOWING:**

- COB administration is encouraged to work with program representatives to determine the appropriate role the program’s curriculum should fill within the college.

<b>APR Recommendation</b> <b>November, 2016</b>	<b>Dean’s Follow-up Response</b> <b>September, 2017</b>	<b>Provost Response</b>
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<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Computer Information Technology faculty and COB administration for the update, which details the response to the above issues:</li> <li>• COB administration is encouraged to work with program representatives to determine the appropriate role the program's curriculum should fill within the college. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>Completed.</p>	<p>The Provost's Office appreciates the program's timely response to the APRC request.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> <li>• Update on faculty dedicated to the program.</li> </ul>	<p>The Chair indicates that all information is in place; confirmed by Associate Dean Woolen.</p>	<p>The provost's office will suspend comment until the APRC has acted on the report.</p>

**Finance (BS)**

**Finance (Minor)**

**Advanced Studies in Investment (Certificate)**

The Council recommended to **Continue the Program**. The program merits continuation.

<p>The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.</p>	<p>The two faculty are dedicated to quality offerings and are exploring how to document graduate performance.</p>	<p>Graduate follow-up is a common challenge and one that should be addressed at the level of Academic Affairs, to contribute to better systems for gathering graduate follow-up information.</p>
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The program is encouraged to implement a formalized benchmarking process for quality program improvement.	Discussions in this regard are occurring. With limited faculty, available time is limited.	The Provost's Office recognizes the time limitations but also suggests that a less formal process could serve the program's needs and minimize the required time investments.
The program is encouraged to continue to market and promote the unique dual major.	After declining for a number of years, the enrollment in this major has grown in each of the past three years.	The program's growth is welcomed.

**Fleet Management (Minor)**

**Fleet Management (Certificate)**

The Council recommended to **Continue the Program**. The program merits continuation.

**THE PROGRAM WAS REVIEWED DURING THE 2015/2016 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 2016, INCLUDING 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 marketing and promotion plan for increased program enrollment.
- Identification of a program champion and plans to provide collaborative program oversight.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Fleet Management faculty and COB administration for the update, which details the response to the above issues:</li> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	All requested updates have been provided.	A review of TracDat finds that the Certificate is listed but not the Minor. This minor should also be added. It is also noted that the program has just one assessment method (a portfolio) at the program level and no results reported. This deficiency should be remedied.

<ul style="list-style-type: none"> <li>• Short and long term strategic plan for program direction and quality including measurable program goals. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• A marketing and promotion plan for increased program enrollment. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• Identification of a program champion and plans to provide collaborative program oversight. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update</li> </ul> </li> </ul>		
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**Graphic Design (BS)**  
**Graphic Design (AAS)**

The Council recommended to **Continue the Program**. The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
The program is encouraged to continue monitoring faculty experience and credentials as it continues to shift from a fine arts focus to a business focus.	The Graphic Design program is a 30-year-old program that was never housed in a fine arts environment. The program has always been grounded in solid design principles with a practical business perspective.	No additional observations are needed.
Program faculty are encouraged to increase their engagement in University service.	Each program faculty member serves on university and college committees which are documented in Digital Measures and are also improving how they record and promote their extensive University service work through the Design Project Center. Work that includes; the Ferris Faculty/Staff Birthday cards and Holiday Cards from President Eisler's office; Ferris Racquet	COB faculty are leaders in the documentation of their activities in Digital Measures, and it appears that this specific faculty group is actively engaged in valuable university contributions.

	Facility Brand Strategy and Website; Katke Golf Course Brand Strategy and Marketing Materials; Bystander Intervention Campaign for Student Affairs, Ferris Counseling Center's Good Choices Campaign; Ferris Admissions Salesforce email formatting and web development; and branding and website design for the Architecture/Facility Management program.	
The program is encouraged to continue to evaluate its mission, monitor program-level student learning outcomes, and seek input from stakeholders to ensure graduates are acquiring the knowledge, skills, and abilities demanded of graduates of a graphics design program.	We are actively engaged in program level outcome evaluation through feedback received from industry stakeholders during an annual senior portfolio review event.	A review of the Graphic Design BS program finds no results reported on any of the program-level outcomes. Many design courses also lack any results. The program is urged to document its reported assessments.

**Graphic Media Management (BS)**  
**Graphic Communications (AAS)**

The Council recommended to **Continue the Program**. The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
None	NA	NA

**Information Security and Intelligence (MS)**  
**Information Security and Intelligence (BS)**  
**Information Security and Intelligence (Minor)**

The Council recommended to **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 these 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.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>

<p><b>APRC RECOMMENDS REPORTING BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• There is limited evidence of clearly defined program-level student learning outcomes and their use for quality improvement decisions for either the MS or BS programs or the minor.</li> </ul>	<p>These are now available within TRACDAT.</p>	<p>Continued review of the assessment methods is indicated, as a skim review of the TracDat entries reveals some questionable approaches. For example, the measure for “develop skills for evaluating organizational structure, environment, and planning strategies for security risk . . . “ is “review g.p.a.” Reviewing gpa would not reveal the students’ knowledge of this outcome. Further, a check of many other outcomes also has “review gpa” as the measure. The assessment methods are inconsistent with the stated program-level outcomes.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Program-level student learning outcomes for both the MS and BS programs and the minor, and the process for program improvement based on assessment analysis results.</li> </ul>	<p>This program is subject to outside review by the NSA and the Department of Homeland Security, having been awarded Center of Excellence status upon two separate reviews. As such, the program has demonstrated adherence to all standards specified by these entities.</p>	<p>A review of the documents repository does not include the document(s) upon which this designation is made, so it is impossible to discern whether the NSA status addresses program-level student learning outcomes. Given the information provided above, perhaps there was something additional in that submission that is not documented in TracDat. The program should place the documentation in its designated folder if it is to answer the student learning outcomes question. Only the letters acknowledging the certification exist there.</p>

**Professional Tennis Management (BS)  
Pre-Professional Tennis Management (AAS)**

The Council recommended to **Continue the Program:** The program merits continuation.

APR Recommendation November, 2016	Dean’s Follow-up Response September, 2017	Provost Response
None	NA	NA

**Public Relations (BS)**  
**Public Relations (Minor)**  
**Public Relations (Certificate)**

The Council recommended to **Continue the Program**: The program merits continuation.

APR Recommendation November, 2016	Dean's Follow-up Response September, 2017	Provost Response
The APRC recommends that the Public Relations program review its short and long-term strategic plans in order to clarify program goals, timelines for completion, and metrics used to define success.	The Public Relations program, its leadership and support faculty are in the process of determining strategic direction for the program. Discussions are taking place to determine how course coverage, program leadership, and coordination should be addressed. The program curriculum continues to be strong, attracts good students and places them in competitive positions.	The Provost's Office commends the program personnel's efforts to strategically plan for the future.
The APRC recommends that the Public Relations program review its program-level student learning outcome assessment process to include multiple measures of student accomplishment.	All program and course outcomes have been reviewed and are written to be measurable. Each program outcome is assessed using the program's capstone course results and the evaluation of real client projects that are reviewed by multiple department faculty.	A quick review of the results in TracDat confirm the measurability and systemized approach to assessment.

***College of Education and Human Services***

**Career and Technical Education (MS)**

The Council recommended to **Continue the Program with Reporting**: Documented problem areas exist within the program. Faculty and administration of the program will be asked to report as to program progress in solving these 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.

**THE PROGRAM WAS REVIEWED DURING THE 2014/2015 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 2016, INCLUDING THE FOLLOWING:**

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

APR Recommendation November, 2016	Dean's Follow-up Response September, 2017	Provost Response
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Career and Technical Education faculty and COEHS administration for the update, which details the response to the above issues:</li> <li>• A strategic plan outlining short and long-term program plans for increasing enrollment. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• APRC Response: A strategic plan is, "being developed" but has not yet been formalized.</li> </ul> </li> <li>• Identification of a program champion. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>The APRC received an update from Dr. Amy Kavanaugh on the progress of the SOE Master's degrees in Career and Technical Education (please see attached).</p>	<p>While the strategic plans may now exist, there are no program-level outcomes, assessment methods, or any results listed in TracDat. This should be remedied in Fall 2017.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• A strategic plan outlining short and long-term program plans for program quality improvement and increasing enrollment.</li> </ul>	<p>Dr. Virginia Hines has completed the strategic plan outlining the short- and long-term program goals (see attached)</p>	<p>The strategic plan provided appears thorough and achievable. Many of the actions planned (such as professional development and service) are ideally posted in Digital Measures, which will also facilitate progress reporting on the Strategic Plan.</p>

### Curriculum and Instruction (M.Ed)

The Council recommended to **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 these 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.

APR Recommendation	Dean's Follow-up Response	Provost Response
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November, 2016	September, 2017	
<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The Curriculum and Instruction program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.</li> <li>• Program enrollment (on campus and off) has shown steady decline over the last five years.</li> </ul>	<p>The APRC received an update from Dr. Amy Kavanaugh on the progress of the SOE Master’s degrees in Curriculum and Instruction (please see attached).</p>	<p>The plan says that certain courses will be used for the formative input to program-level outcomes. A review of the ED prefixes reveals that most in ECTE; all in EDCP; Most in EDLA; all in EDPH; and all in EDGP lack any results.</p> <p>Rationale is provided for enrollment challenges and some plans exist to address enrollment.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> <li>• Progress report for implemented efforts to increase enrollment.</li> </ul>		<p>Of the four outcomes specified for graduates of the Masters’ degree, only one has one result; the others have none. Further, with the assessment cycle, each is to be evaluated at the end of the program. How will formative assessment occur if performance on program-level outcomes is measured only once at the end?</p> <p>Further, the outcomes in TracDat for this program do not match those included on the APRC update. It appears that TracDat needs to be updated. The Plan reports that some courses</p>

**Educational Leadership (MS)**

The Council recommended to **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 these 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.

APR Recommendation November, 2016	Dean’s Follow-up Response September, 2017	Provost Response
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<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The Educational Leadership program appears to suffer from limited program oversight.</li> <li>• The Educational Leadership program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.</li> <li>• The Educational Leadership program does not appear to have formalized a long-term strategic plan with measurable plans of action for improved program quality.</li> </ul>	<p>The APRC received an update from Dr. Amy Kavanaugh on the progress of the SOE Master’s degrees in Educational Leadership (please see attached).</p>	<p>See notes above. Given a quick review of the data entered, it appears very incomplete and at least in one area checked, inconsistent – with outcomes being different from those on the plan provided.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> <li>• Short and long term strategic plan for increased enrollment and program direction and quality including measurable program goals.</li> </ul>	<p>Dr. Virginia Hines has completed the strategic plan outlining the short and long term program goals (see attached)</p>	<p>See above.</p>

**Secondary Education (BS)**

The Council recommended to **Continue the Program with Reporting:** Documented problem areas exist within the program. Faculty and administration of the program will be asked to report as to program progress in solving these 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.

**THE PROGRAM WAS REVIEWED DURING THE 2014/2015 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 2016, INCLUDING 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.

<p style="text-align: center;"><b>APRC Recommendation November, 2016</b></p>	<p style="text-align: center;"><b>Dean’s Follow-up Response September, 2017</b></p>	<p style="text-align: center;"><b>Provost Response</b></p>
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Secondary Education faculty and COEHS administration for the update, which details the response to the above issues:</li> <li>• A strategic plan outlining short and long-term program plans for increasing enrollment.               <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• APRC Response: The program states that a plan is “being developed” but there is no evidence that a strategic plan has been developed or implemented.</li> </ul> </li> <li>• Identification of a program champion.               <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• A process to ensure a consistent and standard working relationship with content experts from the College of Arts and Sciences and elsewhere.               <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>Dr. Virginia Hines has completed the strategic plan outlining the short and long term program goals (see attached).</p>	<p>The plan addresses some directions but it is not clear which programs are championed by which faculty, if these assignments are clear.</p> <p>The SOE is encouraged to also place these plans in the TracDat repository as backup for the assessment plans that are emerging.</p>

<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• A strategic plan outlining short and long-term program plans for program quality improvement and increasing enrollment.</li> <li>• Policy and procedures designed to ensure consistent and specific program oversight.</li> </ul>	<p>Dr. Virginia Hines has completed the strategic plan outlining the short and long-term program goals (see attached).</p> <p>The APRC received an update from Dr. Amy Kavanaugh on the progress of the SOE Master’s degrees in Educational Leadership (please see attached).</p> <p>SOE is currently conducting a self-study in preparation for the CAEP accreditation process. This will serve as the policies and procedures designed to ensure consistent oversight of the programs within SOE</p>	<p>The preparation for the CAEP Accreditation process is likely to produce valuable learning. That process will be greatly facilitated with updated TracDat entries and utilization of the Digital Measures platform for information about faculty qualifications, professional development, scholarship, and service.</p>
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**Television and Digital Media Production (BS)  
Pre Digital Media (AS)**

The Council recommended to **Continue the Program with Enhancement**. The program merits continuation. The program’s status with regard to several of the categories is significantly high, and its less satisfactory status with regard to the other categories could be significantly improved by resource allocation decisions or other enhancements. Program enhancement may involve additional faculty/staff, equipment, other resources, expansion in enrollment, and/or curricular transformation(s).

<p><b>APR Recommendation November, 2016</b></p>	<p><b>Dean’s Follow-up Response September, 2017</b></p>	<p><b>Provost Response</b></p>
<p><b>APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:</b></p> <ul style="list-style-type: none"> <li>• The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.</li> <li>• The program is encouraged to implement a formalized benchmarking process for quality program improvement.</li> </ul>	<p><b>I agree with the recommendations and will work with SDM to develop a benchmarking process for quality improvement.</b></p> <p>The School of Digital Media has a primary goal of preparing graduates for careers in a wide array of media related jobs. Thus, work on benchmarking the School’s programs occurs around student internships, which are completed by students during their junior or senior years in the program. Industry feedback regarding preparedness of students for these experiences is a strong indicator of our curriculum’s appropriateness, as well as providing faculty with</p>	<p>The Provost’s office commends the efforts to formalize its benchmarking and evaluation processes.</p>

<ul style="list-style-type: none"> <li>The program is encouraged to continue to monitor the quality and visibility of the pre-digital media program.</li> </ul>	<p>opportunities for improvement to consider. Feedback is sought in the following ways:</p> <ol style="list-style-type: none"> <li>Through conversations between faculty and employers during internship site visits</li> <li>Via feedback forms completed by employers with specific questions regarding student capability and areas of improvement</li> <li>Through weekly reports completed by students</li> </ol> <p>Data collected through this feedback is collected and used by faculty in curriculum decisions. This will be further expanded upon within the upcoming year.</p>	
<p><b>APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM ENHANCEMENT:</b></p> <ul style="list-style-type: none"> <li>The APRC recognizes the overall quality of the Television and Digital Media program both to program students and the University. The program provides students education for an in-demand career while serving the University in the production of a wide variety of digital content. The APRC has recognized one limitation to program quality improvement and growth to be the overall quality and reliability of program equipment both for quality of instruction, as marketing tools for prospective students and their parents, and for the development of digital content for the University. The University is encouraged to work with college administration and program personnel in the regular maintenance</li> </ul>	<p>I agree with the recommendations and will work with the Provost's office to create a maintenance fund to ensure that we continue to offer students the best technology possible.</p>	<p>In general, funds do not exist within Academic Affairs for technology maintenance. This item is typically integrated into the College's short- and long-range planning. The note about "savings generated" is unclear and if it is the case that there is something different in this instance, a specific proposal may be appropriate, that would be considered by the Office of Academic Affairs or another appropriate entity.</p>

<p>and acquisition of program equipment. The APRC recommends a yearly fund dedicated to program equipment acquisition and maintenance (above and beyond the standard program supply and expense budget) equal to ten percent of the savings generated for the University through digital content production services.</p>		
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***College of Engineering Technology***

**Automotive Engineering Technology (BS)  
Automotive Service Technology (AAS)  
Performance Motorsports (Certificate)**

The Council recommended to **Continue the Program with Reporting**: Documented problem areas exist within the program. Faculty and administration of the program will be asked to report as to program progress in solving these 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.

**A PROGRAM UPDATE WAS REVIEWED DURING THE 2015/2016 CYCLE AND THE PROGRAM WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 2016, INCLUDING THE FOLLOWING:**

- The current status regarding the effectiveness of the administrative structure providing direction and oversight.
- Updated program goals and timeline to completion.
- Current student evaluation regarding curriculum effectiveness and relevancy and a plan for addressing the results.
- Current faculty evaluation regarding program operations and quality and a plan for addressing the results.
- Current faculty goals for currency within the field and timeline for completion.

<p><b>APR Recommendation November, 2016</b></p>	<p><b>Dean’s Follow-up Response September, 2017</b></p>	<p><b>Provost Response</b></p>
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<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Automotive Engineering Technology faculty and CET administration for the update, which details the response to the above issues:</li> <li>• The current status regarding the effectiveness of the administrative structure providing direction and oversight. <ul style="list-style-type: none"> <li>• The program provided an update which included the following statement, “Under this current structure it is difficult to locate anyone that wants to take the Program Coordinator’s position in its entirety due to the amount of work and the disproportionate release time. This has put additional load on the Director and slowed the progress of the school.”</li> <li>• APRC Response: It appears that the administrative structure providing program oversight has the potential to negatively impact program quality improvement.</li> </ul> </li> <li>• Updated program goals and timeline to completion. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> <li>• Current student evaluation regarding curriculum effectiveness and relevancy and a plan for addressing the results. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>Both the current CET structure as well as the amount of release time per coordinator have committees formed for evaluation. It is proposed that by Spring Semester of 2018 a Program Coordinator who will take 100% of the position will be in place.</p> <p>Goals and timeline in place.</p> <p>Curriculum update plan in place.</p> <p>Structure and efficiency committee in place, discussions will be held with the entire faculty group as committee discussions move forward.</p>	<p>The Provost’s Office supports the College’s plans to assure appropriate leadership for its programs within the budget constraints that exist.</p>
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<ul style="list-style-type: none"> <li>• Current faculty evaluation regarding program operations and quality and a plan for addressing the results. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• APRC Response: Two out of four faculty who returned a survey regarding program quality had a negative opinion regarding effectiveness of the current administrative structure.</li> </ul> </li> <li>• Current faculty goals for currency within the field and timeline for completion. <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• The APRC thanks the program for the update.</li> </ul> </li> </ul>	<p>Goals and implementation plan in place.</p>	
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• A formal plan and progress update addressing effective administrative oversight for quality program improvement.</li> </ul>		<p>The Provost's Office will await action of the APRC.</p>

### CAD Drafting and Tool Design Technology (AAS)

The Council recommended to **Continue the Program with Reporting**: Documented problem areas exist within the program. Faculty and administration of the program will be asked to report as to program progress in solving these 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.

**THE PROGRAM WAS REVIEWED DURING THE 2015/2016 CYCLE AND IT WAS RECOMMENDED THAT THE PROGRAM BE RE-DIRECTED. A REPORT TO APRC, DUE 15 SEPTEMBER 2016, ASKED THE PROGRAM AND COLLEGE OF ENGINEERING TECHNOLOGY TO ADDRESS THE FOLLOWING:**

- CET administration is encouraged to work with program representatives to determine the appropriate role the program’s curriculum should fill within the college.

<p style="text-align: center;"><b>APRC Recommendation November, 2016</b></p>	<p style="text-align: center;"><b>Dean’s Follow-up Response September, 2017</b></p>	<p style="text-align: center;"><b>Provost Response</b></p>
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the CAD Drafting faculty and CET administration for the update, which details the response to the above issues:</li> <li>• CET administration is encouraged to work with program representatives to determine the appropriate role the program’s curriculum should fill within the college. <ul style="list-style-type: none"> <li>• The program provided an update which stated in part, “Several plans have been proposed and we are reviewing them currently to determine what will be the most effective.”</li> </ul> </li> <li>• The APRC thanks the program for the update.</li> </ul>	<p>A finalized curriculum re-direction proposal for program re-alignment within the college will be submitted prior to Spring Semester.</p>	
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Updated program direction within the College of Engineering Technology OR provide the information below:</li> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> <li>• Short and long term strategic plan for program direction and quality including measurable program goals.</li> </ul>		<p>The Provost’s Office will await the actions of the APRC.</p> <p>Given that a report on outcomes was due in September, it is reasonable to expect that outcomes had been entered into Tracdat. A review on October 12 reveals that with four program-level outcomes, only one has a result entered and that was entered in 2009. It is apparent that systematic outcomes assessment is not occurring.</p> <p>Further, of the CDTD courses included in the major, most have no outcomes specified and none have assessment methods identified. Thus, this information should enter into the APRC’s deliberations.</p>

<ul style="list-style-type: none"> <li>• Marketing and promotion plan to increase enrollment in the program.</li> <li>• Plans to provide collaborative program oversight.</li> </ul>		
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### Industrial Technology and Management (BAS)

The Council recommended to **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 these 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.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• The Industrial Technology and Management program does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data.</li> <li>• The Industrial Technology and Management program does not appear to follow a strategic plan for enrollment growth and quality program improvements.</li> <li>• The Industrial Technology and Management program does not have any fulltime faculty within the program and utilizes a fulltime temporary position for direct program coordination.</li> </ul>	<p>The program now has a true champion in Ken Clark. Since he has come on board within the last couple of years, major improvements have been made. He and his other colleagues are working on outcomes and data. A review will be given at the end of fall semester.</p> <p>Please see above. This program is only offered off-campus with some on-line components. It has not had proper championship in the past.</p> <p>This program is only offered off campus. It was initially set up by Don Green to have a specialized purpose and structure. It was given to the CET to take over administration only a few years ago. There are great improvements being made. Follow-up will occur each semester.</p>	<p>The identification of a champion and the efforts to utilize data more effectively and operate strategically are commended.</p> <p>Integral to this professionalizing should be the documentation of outcomes. None of the APPS courses associated with this program have outcomes or assessment methods identified.</p> <p>Further with six program-level outcomes, not one has any data entered as results.</p> <p>These findings should be taken into account in the APRC's 2017 review.</p>



<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results.</li> <li>• A strategic plan for increasing enrollment and improving program quality.</li> <li>• A faculty and administrative plan that ensures long-term quality improvement and program oversight.</li> </ul>		
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**Manufacturing Engineering Technology (BS)  
Quality Technology (Certificate)  
Industrial Practices (Certificate)**

The Council recommended to **Continue the Program**: The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.	An effective system for graduate follow-up will be developed during the fall 2017 semester.	Graduate follow-up is an institutional priority so perhaps this is an area where we can collaborate to assure more reliable information.
The program is encouraged to implement a formalized benchmarking process for quality program improvement.	The programs will develop benchmarking data and an effective process during the 2017-2018 academic year.	Benchmarking is a commendable approach and the Provost's Office will also be interested in learning of these plans and findings.
The program is encouraged to develop and implement a clearly defined strategic plan for program quality and growth.	A more in-depth strategic plan will be developed prior to the opening of the Swan Annex addition in fall of 2018. A sketchy outline exists.	The SWAN addition provides a wonderful opportunity to think anew about new-age programming approaches.

The program is encouraged to evaluate current student learning outcome measures for improved results to aid in decision making.	To be implemented during the 2017-2018 academic year.	The program is commended for its systematic approach to documenting assessment, yet final grades are indirect measures and not direct measures of students' learning and this is the method identified for at least two of the content-area skills.
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**Manufacturing Technology (AAS)  
Basic CNC Programming and Machine Operations (Certificate)**

The Council recommended to **Continue the Program**: The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
The program is encouraged to continue to strive toward quality improvement through enhanced monitoring and analysis of program graduates.	An effective system for graduate follow-up will be developed during the fall 2017 semester.	Graduate follow-up is an institutional priority so perhaps this is an area where we can collaborate to assure more reliable information.
The program is encouraged to implement a formalized benchmarking process for quality program improvement.	The programs will develop benchmarking data and an effective process during the 2017-2018 academic year.	Benchmarking is a commendable approach and the Provost's Office will also be interested in learning of these plans and findings.
The program is encouraged to develop and implement a clearly defined strategic plan for program quality and growth.	A more in-depth strategic plan will be developed prior to the opening of the Swan Annex addition in fall of 2018. A sketchy outline exists.	The SWAN addition provides a wonderful opportunity to think anew about new-age programming approaches.
The program is encouraged to evaluate current student learning outcome measures and processes for improved results to aid in decision making.	To be implemented during the 2017-2018 academic year.	Many of the results of outcome achievement reported are from 2009, leading to a question about the systematic approaches to assessment. The area is commended, however, on its use of authentic projects for assessing learning in some outcome areas.
The program is encouraged to document its assessment process through the use of TracDat.	TracDat will be updated completely by the end of the 2017-2018 academic year.	Documentation is spotty but more complete than some other areas.

**Rubber Engineering Technology (BS)**

The Council recommended to **Continue the Program with Reporting**: Documented problem areas exist within the program. Faculty and administration of the program will be asked to report as to program progress in solving these 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.

**THE PROGRAM WAS REVIEWED DURING THE 2014/2015 CYCLE AND WAS ASKED TO SUBMIT A REPORT TO APRC, DUE 15 SEPTEMBER 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.

<b>APRC Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
<p><b>UPDATE:</b></p> <ul style="list-style-type: none"> <li>• APRC thanks the Rubber Engineering Technology faculty and CET administration for the update, which details the response to the above issues:</li> <li>• 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.               <ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• APRC Response: The program has indicated that it will remain a stand-alone program within the College of Engineering Technology.</li> </ul> </li> <li>• 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.</li> </ul>	<p>Re-submission of an expired PCAF will take place during the fall semester. Decision by the program will be made during that time as to its future structure.</p> <p>Plan to be completed and submitted to this office by the beginning of the spring 2018 semester. A current Advisory Board meeting will be held during the fall 2017 semester at which time program focus and</p>	<p>The Provost's Office questions the delay in meeting the expectations of the APRC with the first request and would encourage a more aggressive timetable to address the concerns.</p>

<ul style="list-style-type: none"> <li>• The program provided an update.</li> <li>• APRC Response: A clearly defined strategic plan for program quality improvement was not provided.</li> </ul>	<p>improvement issues will be identified, discussed, and implemented during the 2018 spring semester.</p>	
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Short and long term strategic plan for program direction and quality improvement including measurable program goals.</li> <li>• Clearly defined and measurable program-level student learning outcomes and the processes and procedures for their contribution to improved program quality.</li> </ul>		<p>The Provost's Office will await the APRC's response to the second follow-up report.</p> <p>As additional input, there are just three identified outcomes for the BS program, and just one of these has a result from 2009. Further, the wording of some of the outcomes will make them challenging to measure.</p>

***College of Health Professions***

**Diagnostic Medical Sonography (AAS)**

The Council recommended to **Continue the Program:** The program merits continuation.

<p><b>APR Recommendation November, 2016</b></p>	<p><b>Dean's Follow-up Response September, 2017</b></p>	<p><b>Provost Response</b></p>
<p>The APRC recommends that the Diagnostic Medical Sonography program review its program-level student learning outcomes for clarity of intent and which artifacts are used to measure student achievement.</p>	<p>The FSU DMS program reviews its program level learning outcomes based on the current CAAHEP Standards and Guidelines for the Accreditation of Educational Programs in Diagnostic Medical Sonography annually. They were last reviewed and/or modified with input from the Advisory Board and</p>	<p>The program is commended for its attention to maintaining its accreditation and meeting the standards. The program also has extensive data reported as results. As an example, with six program-level outcomes,</p>

	Adjunct Clinical Instructors. The review and/or modifications are based on American Registry for Diagnostic Medical Sonography (ARDMS) credentialing exam pass rates, and graduate survey results that measure affective, psychomotor, and professionalism traits. In addition, the graduate capstone project serves as the main artifact to assess student learning and achievement.	the range of results reported is from 8 – 24. Systematic assessment seems embedded.
The APRC recommends that the Diagnostic Medical Sonography program review its short and long-term strategic plans in order to clarify program goals, timelines for completion, and metrics used to define success.	Short and Long-Term Goals based on the CHP Strategic Plan and Initiatives were clarified. Appropriate timelines and metrics were added to the Strategic Plan. <b>See attached.</b>	The Provost's Office commends the updating of its strategic plan that will guide continued improvement in the program.

**Medical Laboratory Science (BS)**  
**Medical Laboratory Technology (AAS)**

The Council recommended to **Continue the Program:** The program merits continuation.

<b>APR Recommendation November, 2016</b>	<b>Dean's Follow-up Response September, 2017</b>	<b>Provost Response</b>
The APRC recommends that Medical Laboratory Science program continue their work addressing the areas for improvement identified by administration and faculty within the program.	Over the next several years, the Medical Laboratory Science program will investigate the following enhancements to improve their programs:  Instrumentation Service <p style="padding-left: 40px;">In order to pay for the expensive maintenance of our instruments, we will look to outside funding or "sponsorship" of our labs.</p> Molecular Diagnostics Certificate for currently certified MT's <p style="padding-left: 40px;">This could be another opportunity for the CLS programs to increase our reputation as a leader in educating laboratory scientists around the state.</p>	Seeking new ways to maintain the quality of the program is commendable. We also comment the efforts to continuously review the curriculum and serve the industry.

	<p>Increase Collaboration (across campus and within the college)  We have some limited success with inter-college collaboration. We will investigate the possibility of collaboration on larger scale in the future.</p> <p>Non-credit Continuing Education  All newly certified laboratory professionals have to document a minimum number of continuing education (CE) credits. We believe, as educational professionals, we may be able to supply some of those credits by offering in-house CE for laboratorians.</p> <p>Curriculum Revisions  While the curriculum solid as it stands, there may be a few areas it would benefit from minor revision.</p> <p>Increase the number of clinical affiliates  Labs continue to remove the microbiology department from many of our affiliates. We will need to continue to contact labs we have not used in the past and convince them to take a Ferris MLS or MLT student. The alternative is to do the microbiology rotation before the student leaves the Big Rapids campus..</p>	
<p>The APRC recommends that the program work in collaboration with CHP administration on a clear compensation and load policy for the position of Internship Coordinator.</p>	<p>CLS Faculty have submitted revised workload policies to Provost Blake for adoption. There is specific language outlining clear compensation and load policy. At the date of this writing, the policy is awaiting approval by Provost Blake.</p>	<p>Provost Blake will be acting on the College's recommendations.</p>

**Molecular Diagnostics (BS)**

The Council recommended to **Continue the Program**: The program merits continuation.

APR Recommendation November, 2016	Dean’s Follow-up Response September, 2017	Provost Response
The program is encouraged to work in consultation with CHP administration to effectively market and promote the program for enrollment growth.	First priority of program faculty this past year is to gain full accreditation of the program. As of July, 2017...the program received official notification of full NAACLS accreditation. The goal this academic year is to plan and implement a marketing and promotion strategy that results in significant student interest/growth.	The work of the program faculty and leadership is commendable, as specialized accreditation is important to acquire and sustain.
The program is encouraged to identify ways to share the lab and teaching space in Grand Rapids with other FSU programs.	Program faculty will be meeting with similar science/lab-based programs at FSU to determine areas for collaboration and partnership.	Shared-space collaboration is a desirable end across the university, to enable more robust laboratories, better utilization, and ideally reduced overall costs for maintenance.
The program is encouraged to continue investigation of a more efficient curricular design.	Program faculty have begun the process of revising the curriculum such that it meets 1) accreditation guidelines/standards; 2) needs of employers; 3) equips students to be prepared for entry level molecular diagnostics positions and/or graduate study.	This attention to renewal is commendable.

***Retention and Student Success***

- General Studies (AA)**
- Career Exploration (AA)**
- Directed Studies (AA)**

The Council recommended to **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 these 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.

APR Recommendation November, 2016	Dean’s Follow-up Response September, 2017	Provost Response
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<p><b>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• There is no evidence of the program’s plan for effective administrative oversight when the program coordinator (Christine Conley-Sowels) retires by the end of the 2016/2017 school year.</li> </ul>	<p>Dr. Deedee Stakley is providing administrative support and oversight. Program faculty continue to lead curriculum and assessment work and recommend areas for continued improvement with operational and administrative support through Dr. Stakley.</p>	<p>The Provost’s Office has confidence in these plans to provide administrative oversight.</p>
<p><b>IT IS REQUESTED THAT THE PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2017 WHICH IS TO INCLUDE THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>• Update on administrative structure providing program oversight and analysis as to its effectiveness to improve program quality.</li> </ul>	<p>Program faculty and Dr. Stakley met with RSS Dean Bentley on September 21, 2017, to discuss the current administrative structure, curriculum opportunities, student learning and program outcomes. In support of continuous improvement, regular meetings will occur focused on student learning outcomes, assessment practices/plans and improvement opportunities as a result of assessed outcome insight.</p>	<p>A review of TracDat reveals that there are no assessment methods or results for the four program-level outcomes in the Career Exploration AA.</p> <p>With two program-level goals in the general studies AA, neither has any results reported.</p> <p>We are aware that Dr. Stakley is aware of the need to address these deficiencies.</p>