

## Academic Program Review Council – Report to the Senate Spring 2020

Date: April 7, 2020  
To: Academic Senate  
From: Academic Program Review Council  
Subject: Recommendations to the Academic Senate

---

In accordance with the revised Academic Program Review Guide as approved at the January 2020 Senate meeting, the Academic Program Review Council (APRC) presents these recommendations for Senate consideration. The recommendations are in three categories – general, process-related, and program-specific.

Academic program review began at Ferris in 1988 and has continued uninterrupted since 1995. This cycle we present the twenty-ninth 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 performed over the course of the last academic year by faculty members, administrators, and friends of degree programs. This academic year, the APRC was tasked with revising the review process to better map to the Higher Learning Commission requirements. One non-accredited program was reviewed and the APRC report is submitted for this Spring semester. Starting the first week of February, the APRC met every Thursday for 2 to 3 hours, with additional hours spent reading and evaluating the submitted reports between meetings, until Spring Break, after which all University work was transitioned to online.

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 participating in this process, we affirm the importance of the role faculty play in decision-making about academic programs. I would like to publicly thank the members of the 2019/2020 Academic Program Review Council. Program review is a time-consuming and challenging endeavor which council members accepted with hard work and dedication.

### 2019/2020 APRC Members

Alex Cartwright—College of Business  
Michele Harvey—College of Engineering and Technology  
Varun Singireddy—College of Education and Human Services  
Ann Breitenwischer—FLITE Librarian  
Sue Waters—College of Health Professions  
Katie Axford—College of Pharmacy  
Qian Ding—College of Pharmacy  
Stephanie Gustman—At Large  
Mandy R Seiferlein—Academic Affairs

Sincerely,



Jean M. Inabinett, Chair

Academic Program Review Council  
Report to the Senate Fall 2019

General Recommendations

No general recommendations this cycle.

April 7, 2020

Academic Program Review Council  
Report to the Senate Fall 2019Spring 2020

Suggestions for APR Process Improvements

The following recommendations are intended to make the academic program review process more efficient, effective, and consistent. Recommendations come from council members who have completed the APR process themselves (as program representatives or Program Review Panel (PRP) chairs) in addition to serving on the APRC.

In January, the Senate approved the Academic Program Review: A Guide for All Participants. In order for future review be uniform, the APRC recommends a process using standard review and reporting forms as listed below.

- Updated APR Program Reporting Memorandum form (page 6).
- Academic Program Review (APR) Process Check Sheet (page 7). The APRC Chair will keep a maintain a copy of the check sheets used for all program evaluations as documentation of the reviews and support for Senate Reporting Memorandum.

The Academic Program Review Cycle is continuing to be updated and clarified and will be submitted for approval during the Fall 2020 semester reporting.

April 7, 2020

---

---

## MEMORANDUM

---

---

**TO:** ACADEMIC SENATE  
**FROM:** ACADEMIC PROGRAM REVIEW COUNCIL  
**SUBJECT:** RECOMMENDATIONS FOR  
**Bachelor Of Science-Applied Speech Communication**  
**Bachelor Of Science-Sports Communication**  
**DATE:** APRIL 7, 2020  
**CC:** NEIL PATTEN, KRISTI HAIK, TRINIDY WILLIAMS, SANDRA ALSPACH,  
PAUL BLAKE

---

### I. IDENTITY OF PROGRAM:

**BACHELOR OF SCIENCE-APPLIED SPEECH COMMUNICATION**  
**BACHELOR OF SCIENCE-SPORTS COMMUNICATION**

### II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

**Continue the Program:** The program merits continuation.

### III. RATING BASED ON REVIEW OF SUBMITTED REPORT:

- **Relationship to FSU Mission:**
  - Sports on all levels is a rapidly changing global industry requiring knowledgeable and skilled communication professionals to work with coaches, athletes (professional and students) and the public. The Sports Communication program fosters the Ferris mission as a broad-based program that offers partnership opportunities for global societal impact.
  - Applied Speech Communication with its career orientation expanded with public-advocacy and other concentrations fills a niche that aligns with the Ferris mission.
  - The programs align with the FSU mission by providing curricula that empower students to build communication competencies that prepare them for successful careers, responsible citizenship, and lifelong learning. Additionally, these programs provide general education classes for all university students, contributing significantly to our mission of broad-based education.
- **Program aligns to the Higher Learning Commission Requirements:** The program mapped all course outcomes and program outcomes in accordance with HLC requirements.
- **Program Enrollment:** *Ferris Fact Book* data indicate
  - Sports Communication - continuous growth in student demand since the beginning of the offering in 2014/15 year.
  - Applied Speech Communication - Decline in enrollment for the same period.

### IV. ASSESSMENT:

- Programs have entered results and actions for both courses and programs in Nuventive Improve.
- The programs align with the FSU mission by providing curricula that empower students to build communication competencies that prepare them for successful careers, responsible citizenship, and lifelong learning. Additionally, these programs provide

general education classes for all university students, contributing significantly to our mission of broad-based education.

**V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:**

- Faculty recognition of program graduates' employment opportunities as evidenced with addition of the public advocacy and leadership concentrations.
- Enables collaboration and networking opportunities with virtually every Ferris college, Recreation, Athletics and others.
- Faculty who are scholars in their field teach the program courses.
- Students and faculty show committed engagement and scholarship with national organizations and competitions.
- Strong foundation (including problem-solving courses) for all programs for general education.

**VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:**

- Encourage continued documentation of the programs' assessment; infuse new understandings including trends; and share results with stakeholders.
- Collaborate continually with others to develop new ways where joint marketing could make a difference.
- Diversify, if necessary, to reach populations liking and excited with amateur activities and leisure experiences.

---

---

**MEMORANDUM**

---

---

**TO:** ACADEMIC SENATE  
**FROM:** ACADEMIC PROGRAM REVIEW COUNCIL  
**SUBJECT:** RECOMMENDATIONS FOR  
**DATE:**  
**CC:**

---

**I. IDENTITY OF PROGRAM:**

**II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:**

**III. RATING BASED ON REVIEW OF SUBMITTED REPORT:**

- **Relationship to FSU Mission:**
- **Program aligns to the Higher Learning Commission Requirements:**
- **Program Enrollment:**

**IV. ASSESSMENT:**

- .

**V. APRC NOTES THE FOLLOWING STRENGTHS OF THE PROGRAM:**

- .

**VI. APRC OFFERS THE FOLLOWING SUGGESTIONS FOR PROGRAM IMPROVEMENT:**

- .

## ACADEMIC PROGRAM REVIEW CHECKSHEET

PROGRAM: \_\_\_\_\_ Date of Review: \_\_\_\_\_

### SECTION 1 – GENERAL PROGRAM INFORMATION

#### A. Program Name and History

Narrative provided.

Comments:

#### B. Faculty Roster (provided by APRC Chair)

Digital Measures HLC Qualification Report provided

Comments:

#### C. Assessment of Transfer Course Equivalency

Narrative provided.

Comments:

#### D. Graduate Success

Narrative provided including:

Number and percentage of graduates employed with one year of graduation in a position requiring the degree earned

Number and percentage of graduates enrolled in advanced study

Number and percentage of graduates participating in fellowships, internships and special programs (should not include activities that took place during coursework)

Comments:

### SECTION 2 – CONTINUOUS IMPROVEMENT RESULTS & PLANS

#### A. Curriculum Mapping

Nuventive Improve Curriculum Mapping report (Appendix 1).

Comments:

#### B. Program Outcomes, Assessment Methods, Results, and Actions

Narrative.

Nuventive Improve *Assessment: Program Four Column* report (Appendix 2).

Comments:

#### C. Course Outcomes, Assessment Methods, Results and Actions

Narrative.

Nuventive Improve *Assessment: Course Four Column* report (Appendix 3).

Comments:

#### D. Participation of Stakeholders

Narrative.

Documentation of regular participation of stakeholders (supporting data in Appendix 4).

Comments:

### **SECTION 3 – ADDITIONAL DATA**

#### A. Enrollment Trends

Narrative provided and data by Academic Year, Number of Declared Students and Number of Graduates in column format.

Comments:

#### C. Resources Needed

Narrative provided on any new print, electronic or digital resources needed for program.

Comments:

Narrative provided on essential staff and faculty requirements to effectively administer the program.

Comments:



Narrative provided on physical & technological support needed to improve student outcomes.

Comments:

Narrative provided on any additional resource deficiencies needed to improve student success.

Comments:

Additional items to be included (Appendix 5):

Advisory Board recommendations

Student/graduate/employer surveys

Comments:

## SENATE REPORT INFORMATION

### RECOMMEND:

- Continue the Program
- Continue the Program with Enhancement
- Continue the Program with Reporting
- Continue the Program with Redirection
- Discontinue the Program

### RATING BASED ON:

Relationship to FSU Mission Comment:

Aligns to HLC Requirements Comment:

Program Enrollment Comments:

Faculty:

### ASSESSMENT COMMENTS:

### STRENGTHS OF THE PROGRAM:

### PROGRAM IMPROVEMENT SUGGESTIONS: