

**To:** Academic Senate  
**From:** Office of the Provost  
**Date:** November 5, 2015  
**Subject:** Responses to Academic Program Review Recommendations

**APR RECOMMENDATIONS 2014-2015**

*Academic Affairs*

**Process Improvements**

APR Recommendation November, 2014	Dean's Follow-up Response October, 2015	Provost Response
Accredited programs submitting evidence of continued accreditation in good standing should be exempt from the APR process following the requirements outlined in <i>APR: Guide for Accredited Programs</i> except when specifically requested by program representatives.		The Provost's Office applauds this improvement along with the additional guide that was created and the inclusion of the accredited programs on the calendar. After a few years, it will be helpful to hear from those responsible for the accredited programs about their satisfaction with the process.
The <i>Guide for Participants</i> should be updated to include a requirement of a program review report signature page indicating that all members of the PRP and all administrators with program oversight have read the program review report and attest to its completeness and soundness.		The Provost's Office supports this recommendation and authorizes its implementation. Because of our various locations, a method by which each individual could electronically "sign" may be desirable.
The <i>Guide for Participants</i> should be updated to include a site visit by the APRC chair during the spring semester prior to final report submission.		While this may be desirable, this should remain optional for the programs, as there are likely programs that do not feel this extra engagement is necessary, and it adds considerable burden to the current chair.

**General Recommendations**

APR Recommendation November, 2014	Dean's Follow-up Response October, 2015	Provost Response
The University is encouraged to work in		This recommendation is endorsed by the

<p>collaboration with the Academic Senate and college deans to ensure that all programs identified by the Academic Program Review process as lacking effective procedures for continuous quality assessment (including the establishment, implementation, and evaluation of program-level student learning outcomes) have established procedures no later than 12 months from the date program-specific APR recommendations are approved by the Academic Senate.</p>		<p>Academic Affairs Administration. Program review processes must tie back to planning, budgeting, assessment, and evaluation. A 12-month time period for assuring this linkage is adequate, and future annual requests for input from the Deans will request confirmation that continuous quality assessment mechanisms are being fully implemented.</p>
<p>The University is encouraged to include relevant information regarding minor and certificate programs within the annual Fact Book including enrollment and degrees conferred.</p>		<p>A contact with Mitzi Day in Institutional Research confirms that this information is available in the Fact Book that is posted on the IR website each year. Spreadsheets with this information for the past five years have been provided to the APRC Chair.</p>
<p>The University is encouraged to work in collaboration with college deans in review of number of credits assigned for internships and other field experiences.</p>		<p>Internships and work-based experiences are curriculum matters, but a review will be conducted by June 30, 2016, summarizing the general findings so that program- and college-level personnel can contrast their expectations with those across the university, since we anticipate that most of these courses have evolved absent dialogue across programs, and greater consistency may be valuable on multiple levels.</p>
<p>The University is encouraged to require all programs, minors, and, certificates to have a declared program champion.</p>		<p>The suggestion to have program champions for all offerings is a good one and will be strongly recommended to Deans beginning in the 2015-16 academic year. This encouragement, however, does not imply that each would require time or financial consideration for this role.</p>
<p>The University is encouraged to explore the value of the productivity measure (SCHs/FTEs) as it relates to all programs as</p>		<p>Multiple measures are important for evaluating programs. SCH/FTE is one of the most common metrics used in higher</p>

<p>some lab intensive programs (with enrollment at any one time limited by space and safety) may be unfairly characterized as “unproductive.”</p>		<p>education, and we see no evidence of its having been inappropriately applied at the University. The particular mix of programs at Ferris results in many that could appear less productive, as there are many with size limitations for various reasons. Nevertheless, in times of potentially scarce resources, understanding our statistics is important.</p>
<p>The University is encouraged to work with college deans in the development of a keyword master list of program offerings for use by admissions and others. Admission counselors and others are encouraged to use the keyword list in directing potential students to all programs that may fit a student’s expressed area of interest.</p>		<p>The Office of Admissions strives to educate prospects about programs that meet their expressed interests. A keyword list is unlikely to have great utility, since there are likely to be many with similar words – such as technology, teamwork, problem-solving, computers, etc. What may be more useful is if each program would have websites that clearly explain the program, its benefits, the opportunities, the expectations, and more – since we know that students access websites to learn about the options more than they will consult with an admissions recruiter.</p>
<p>The University is encouraged to investigate the potential for gender-specific scholarships into programs traditionally dominated by one gender.</p>		<p>This recommendation was vetted with Financial Aid and the Equal Opportunity Officer. Especially because at least the Ferris Perkins-approved (associate level) programs have been cited for their poor performance in this area for the past few years, many efforts have been directed toward remedying this gap. However, the Office of Equal Opportunity (Matt Olovson) has determined that offering scholarships for one gender versus another would constitute discrimination and would violate our non-discrimination policy. We share the concern, however, and welcome the Senate’s work in creating an increasingly</p>

		inclusive environment.
The University is encouraged to remain focused on web and media accessibility especially as it relates to fully online course offerings.		This is an area of continuing attention, and the new website design is accounting for accessibility, as are those responsible for online learning. While progress is being made, we still have some distance to go since hundreds of different faculty teach online and they use thousands of different documents and approaches. To date, improvements are being executed on a case-by-case basis since captioning and recording all educational resources will be prohibitive.
The University is encouraged to remain focused on access and accessibility for all buildings across campus.		Many renovation improvements have been completed in the past year, in part due to a Civil Rights audit that also identified a number of problem areas with locations of faucets, doors, and more. All identified physical barrier problems have been corrected and are being reported to the State by December 1, 2015. If Senate members note any areas needing attention, they are requested to bring those to the attention of both the Office of Academic Affairs and Physical Plant.

### Doctorate in Community College Leadership (Ed.D.)

The Council recommended to **Continue the Program.**

<b>APR Recommendation November, 2014</b>	<b>Dean's and Director's Follow-up Response October, 2015</b>	<b>Provost Response</b>
The program is encouraged to explore long-term plans for administrative oversight in light of the multiple responsibilities of the current director.	This topic has been addressed with the National Advisory Board and preliminary plans exist to hire a full-time director for the program in two years. This has become more imperative with the departure of the assistant director who provided day-to-day operational leadership. Temporarily, an outside consultant, with the proper leadership background and degree, will be	Because it is a new program, there was some uncertainty about its long-term viability. With six cohorts now enrolled, and seven and eight about to be launched in 2016, a stable leadership structure is demanded.

	engaged to assist.	
The program is encouraged to continue to monitor National American University and other potential competitors.	The program routinely monitors its competition and attempts to differentiate itself from them. In this arena, we have had one great success in that we edged out both Maryland and National American to be awarded a contract to offer the program at Harper College near Chicago. Continuing to strengthen our brand is another strategy that will demand more of our attention.	The Office of the Provost concurs with the Dean's and Director's Response.
The program is encouraged to address some faculty concern regarding the speed of the program (currently three years.)	This concern is shared by program personnel and the pace does provide a challenge for some students, while others thrive. The three-year option is the most significant distinction that attracts students. However, we have a sizeable number who in fact take longer than three years to complete. Lengthening the program will be our last resort, but we are putting more assistance in place earlier for student with writing and dissertation support.	The Office of the Provost concurs with the Dean's and Director's Response.
The program is encouraged to address some faculty concern regarding (some) lack of a "scholarly thinking" focus.	Both the writing and thinking (that we conclude are intertwined) are a continuing conversation item with faculty and students. This concern is not unique to Ferris, as our conversations with other doctoral program personnel suggests it is a challenge for all. We will continue to provide meaningful support for faculty in providing feedback for students and for students in developing these skills.	The Office of the Provost concurs with the Dean's and Director's Response.
The program is encouraged to work with University administration in exploring the potential for a fulltime faculty member dedicated to the program.	The departure of a key employee enables rethinking the organization. We recognize the potential value of a full-time faculty member, especially one who would be particularly strong in scholarship, writing, and/or research as well as curriculum development, because of the need for keeping the curriculum updated. This consideration will be a part of imminent staffing planning.	The Office of the Provost concurs with the Dean's and Director's Response.
The program is encouraged to work with the University Graduate and Professional Committee in the standardization of various	The program has two individuals involved with the UGPC: One faculty member and an ex-officio member who also serves as Associate Provost/Director. The	The Office of the Provost concurs with the Dean's and Director's Response.

graduate policies and procedures.	program works collaboratively with UGPC in establishing guidelines that best fit various programs and has also provided some leadership in areas such as the plagiarism policy.	
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***College of Arts & Science***

**French (Minor)**

The Council recommended to **Continue the Program with Reporting**. See detail listed from **APRC recommendations for follow up report**.

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING: The French minor does not appear to make program improvement decisions based on formal processes and procedures or the analysis of collected data. Decisions seem to be made based on the expertise of the program champion alone.	The faculty associated with the French minor has been actively working toward meeting the follow-up report requirements set by the APRC. To date, several course outcomes and assessment methods have been entered into TracDat, including a formalized proficiency plan as well as the completion of a curriculum map. Other plans are in the works to provide administrative support for this and other stand-alone minors.	The Office of the Provost concurs with the Dean's Response and adds that the report to the APRC must also include information gathered and analyzed (results) from the assessment process.
IT IS REQUESTED THAT THE FRENCH MINOR SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING: •Program-level student learning outcomes, assessment methods, and the process for program improvement based on assessment analysis results. •Short and long term strategic plan for program direction and quality including measurable program goals. •A formalized proficiency assessment	See above.	See above.

<p>procedure.</p> <ul style="list-style-type: none"> <li>•An update on the processes related to the sufficiency, quality, and student utilization of resources available through FLITE.</li> </ul>		
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**Health Illness and Society (Minor)**

The Council recommended to **Continue the Program with Reporting**. See detail listed from **APRC recommendations for follow up report**.

<p><b>APR Recommendation November, 2014</b></p>	<p><b>Dean's Follow-up Response October, 2015</b></p>	<p><b>Provost Response</b></p>
<p>VI. APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>•Although offered at little additional cost to the University, there is no evidence that current or potential students are receiving a quality educational experience.</li> <li>•There is no evidence that the program has a clearly defined mission statement.</li> <li>•There is no evidence that the program has identified goals.</li> <li>•There is no evidence that the program has defined student-level learning outcomes or that results are being used to make program improvements.</li> <li>•There is no evidence of a strategic plan for program improvement.</li> <li>•There is no evidence of curricular oversight or improvement procedures.</li> <li>•There is no evidence that the program reviews enrollment, SCH, or productivity numbers to inform program improvement decisions.</li> <li>•There is no evidence that an industry outlook in terms of job growth is consulted to inform program improvement decisions.</li> <li>•There is no evidence of any policy or</li> </ul>	<p>As of last night, October 3<sup>rd</sup> 2015, the department chair, the dean, and the Council agreed that the minor should be closed. Areas within Social Sciences (i.e., Geography, Political Science, and Sociology) are developing a community engagement certificate and shared core curriculum that will encompass much of what the Health Illness and Society minor currently provides. Closing the minor will allow for redirection.</p> <p>The dean's office is investigating a committee structure within the College that might better serve minors, especially those interdisciplinary minors not directly connected to a major.</p>	<p>The Office of the Provost concurs with the Dean's Response and supports closure of this Minor. The College of Arts and Sciences will assure that all tasks associated with this closure are completed promptly.</p>

<p>procedure in place used to gauge program quality and inform program improvement decisions.</p>		
<p>IT IS REQUESTED THAT THE HEALTH ILLNESS AND SOCIETY MINOR SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2015 WHICH IS TO INCLUDE THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>•Mission statement.</li> <li>•Program goals.</li> <li>•Program-level student learning outcomes, assessment methods, and evidence of continuous improvement efforts based on analysis of the results.</li> <li>•Short and long-term strategic plan for program growth and quality.</li> <li>•Identified program champion.</li> <li>•Outlined procedures for curricular oversight and improvement.</li> </ul>	<p>See above.</p>	<p>See above.</p>

**Human Development (Minor)**

The Council recommended to **Discontinue the Program.**

<p><b>APR Recommendation November, 2014</b></p>	<p><b>Dean's Follow-up Response October, 2015</b></p>	<p><b>Provost Response</b></p>
<p>APRC RECOMMENDS PROGRAM CLOSURE BASED ON THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>•Although offered at little additional cost to the University, there is no evidence that current or potential students are receiving a quality educational experience.</li> <li>•There is no evidence that the program has a clearly defined mission statement.</li> <li>•There is no evidence that the program has</li> </ul>	<p>With program, Senate, and dean's office approval, this minor has been closed.</p>	<p>The Office of the Provost concurs with the Dean's Response and will confirm that curricular records in our office confirm these actions.</p>



<p>identified goals.</p> <ul style="list-style-type: none"> <li>•There is no evidence that the program has defined student-level learning outcomes or that results are being used to make program improvements.</li> <li>•There is no evidence of a strategic plan for program improvement.</li> <li>•There is no evidence of curricular oversight or improvement procedures.</li> <li>•There is no evidence that the program reviews enrollment, SCH, or productivity numbers to inform program improvement decisions.</li> <li>•There is no evidence that an industry outlook in terms of job growth is consulted to inform program improvement decisions.</li> <li>•There is no evidence of any policy or procedure in place used to gauge program quality and inform program improvement decisions.</li> </ul>		
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<b><i>College of Business</i></b>
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**Professional Golf Management (B.S.)**

The Council recommended to **Continue the Program.**

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
The program is encouraged to implement program-level student learning outcome assessment results for program improvements.	Program and course outcomes have been entered into TracDat and are being assessed on a regular basis. The program is continually assessing student achievement of playing performance. The program leadership appears responsive in making the changes where appropriate.	The Office of the Provost concurs with the Dean's Response. As an externally accredited program with high standards, these outcomes and improvements are important to their continued accreditation.
The program is encouraged to continue work toward development of the proposed learning center housed at Katke golf course.	Almost half of the funds and commitments necessary to develop the Learning Center at Katke has been raised. Raising the balance has proved challenging.	The Office of the Provost concurs with the Dean's Response
The program is encouraged to develop and	The proposed Learning Center is part of a long-term	The Office of the Provost concurs with the

implement a short and long-term strategic plan.	strategic plan to enhance the facilities, upgrade available technology, and advance the skills of students. Some shorter-range goals have resulted in the hiring of Mark Wilson and the transition to a full-time secretary for the program.	Dean's Response
The program is encouraged to develop a long-term approach to the challenge of industry downturns in annual golf rounds played and golf course closing rates.	The number of golf course closings were a necessary correction in an overbuilt market, compounded by the local economic downturn and population exodus, and changing lifestyles. Nevertheless, our placement rate for graduates of the program remains at 100%. Because our students complete the entire Business Core, they are better prepared to enter the market, to advance in their career, and to move into other related areas of business if they chose.	The Office of the Provost concurs with the Dean's Response
The program is encouraged to develop a long-term approach to reaching potential female students.	Attracting more female and minority students to the game of golf is something that really has to be addressed long before college. The pool of candidates that play at the level that would make them successful in the program is very small and we are attracting our fair share. However, they are being heavily recruited to play on collegiate golf teams with substantial or full-ride scholarships. Also, although a student may have a low handicap and enjoy playing the game, it does not always mean that they want to pursue it as a career.	The Office of the Provost concurs with the Dean's Response

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

**Career and Technical Education (M.S.)**

The Council recommended to **Continue the Program with Reporting**. See detail listed from **APRC recommendations for follow up report**.

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
IT IS REQUESTED THAT THE CAREER AND TECHNICAL EDUCATION PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO	Concur with recommendations	The Office of the Provost concurs with the Dean's Response and also looks forward to direction-setting for this area that has historically been a Ferris distinctive strength.

<p>LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>•A strategic plan outlining short and long-term program plans for increasing enrollment.</li> <li>•Identification of a program champion.</li> </ul>		
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**Secondary Education (B.S.)**

The Council recommended to **Continue the Program with Reporting.** See detail listed from APRC recommendations for follow up report.

<p><b>APR Recommendation November, 2014</b></p>	<p><b>Dean's Follow-up Response October, 2015</b></p>	<p><b>Provost Response</b></p>
<p>IT IS REQUESTED THAT THE SECONDARY EDUCATION PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH IS TO INCLUDE THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>•A strategic plan outlining short and long-term program plans for increasing enrollment.</li> <li>•Identification of a program champion.</li> <li>•A process to ensure a consistent and standard working relationship with content experts from the College of Arts and Sciences and elsewhere.</li> </ul>	<p>Concur with recommendations</p>	<p>The Office of the Provost concurs with the Dean's Response. Strong leadership and high-quality faculty for the School of Education are key to strengthening education programs and maintaining the accreditation that has been sought for years.</p>

<b><i>College of Engineering Technology</i></b>
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**Computer Networks and Systems (B.S.)**

**Computer Networks (Minor)**

**Computer Networks (Certificate)**

The Council recommended to **Continue the Program.**

<p><b>APR Recommendation November, 2014</b></p>	<p><b>Dean's Follow-up Response October, 2015</b></p>	<p><b>Provost Response</b></p>
<p>The program has experienced a drop in enrollment over the past five years. Program</p>	<p>Have program work with the marketing and recruitment committee to establish recruiting plan.</p>	<p>The Office of the Provost concurs with and extends the Dean's Response. Recruitment</p>

representatives and administration are encouraged to work together to address this continuing challenge.	Identify local schools and get them in for tour/visits. Host a visit from community college students and advisors for transfer opportunities.	is best achieved with active involvement of the faculty who best know the program. Further, program efforts must also embrace the institutional priorities of enhanced gender and ethnic diversity in all program areas, and especially in areas where the representation is unbalanced. These priorities should be reflected in college- and program-level recruitment and retention strategies. External engagement of program and college personnel is another key opportunity for recruitment; visits to career centers, as one example, should positively impact recruitment efforts.
The program only has access to one CISCO certified instructor. The program is encouraged to work toward addressing this (potential) challenge.	The director will work with the program coordinator and the rest of the faculty to identify at least one more instructor to start CISCO training and certification. Possibly on site at FSU.	The Office of the Provost concurs with the Dean's Response
The program is encouraged to implement assessment results for program improvements and to house evidence of continuous quality improvement efforts within Trac Dat.	Program coordinator to work with the TracDat coordinator for CET.	The Office of the Provost concurs with the Dean's Response.
The program is encouraged to develop a strategy to encourage more program graduates to sit for the CISCO certification exam.	Faculty and program coordinator put together an all-student meeting in which the purpose and advantages of certification are discussed. Have a guest speaker in from CISCO.	The Office of the Provost concurs with the Dean's Response.
Program faculty are encouraged to engage more in terms of university-level service.	Work with the director to include a high level of service and committee work in faculty development plans.	The Office of the Provost concurs with the Dean's Response. Additionally, promotion, tenure, post-tenure review, and merit documents and processes should reflect these priorities. A review of these processes should be undertaken to assure that current realities in many key areas are reflected (such as assessment, scholarship, service, etc.)

**Facility Management (B.S.)**  
**Facility Operations Management (Minor)**

**Facility Planning Management (Minor)  
Facility Management (Certificate)**

The Council recommended to **Continue the Program.**

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
The program has experienced a drop in enrollment over the past five years. Program representatives and administration are encouraged to work together to address this continuing challenge. One recommendation is to explore streams of enrollment beyond the A.A.S. degree in Architectural Technology.	Have program work with the marketing and recruitment committee to establish recruiting plan. Identify local schools and get them in for tour/visits. Host a visit from community college students and advisors for transfer opportunities.	The Office of the Provost concurs with the Dean's Response and extends it by endorsing the program's "getting out" to conduct some of this recruitment.
The program is encouraged to develop a strategy to encourage more program graduates to sit for the CFM certification exam.	Faculty and program coordinator put together an all-student meeting in which the purpose and advantages of certification are discussed. Have a guest speaker in from CISCO.	The Office of the Provost concurs with the Dean's Response.
Program faculty are encouraged to engage more in terms of university-level service.	Work with the director to include a high level of service and committee work in faculty development plans.	The Office of the Provost concurs with the Dean's Response. Additionally, promotion, tenure, and merit documents and processes should reflect these priorities.
Program faculty, program coordinator, and school director are encouraged to develop a closer working relationship with the dean of CET.	Invite the dean to attend program meetings, rotate faculty members to meet with the dean and review their development plans.	The Office of the Provost concurs with the Dean's Response.

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

The Council recommended to **Continue the Program.**

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
The program is encouraged to develop clearly defined program-level assessment methods and plans to implement results for program improvements.	Director to work with coordinator and faculty to develop a plan then institute a timeline to implement assessment methods.	The Office of the Provost concurs with the Dean's Response and extends it to reinforce the expectation that 30 years into assessment efforts, plans should be fully implemented, results reported, and improvements

		consistently implemented and evaluated in a continuous cycle of improvement efforts.
Program faculty are encouraged to participate more in service to the university.	Work with the director to include a high level of service and committee work in faculty development plans.	The Office of the Provost concurs with the Dean's Response. Additionally, promotion, tenure, post-tenure, and merit documents and processes should reflect these priorities.
Program faculty are encouraged to engage in more program-related professional development.	Director to develop a rotating plan for development of each faculty and include within their review documents.	The Office of the Provost concurs with the Dean's Response. Additionally, promotion, tenure, post-tenure, and merit documents and processes should reflect these priorities.
The program is encouraged to develop an equipment inventory and replacement and maintenance schedule.	Coordinator to work with lab technician to develop plan.	The Office of the Provost concurs with the Dean's Response.
The program is encouraged to explore formal policies and procedures for industry relationships leading to materials and money for equipment parts and maintenance.	Director to utilize the Welding Program as a model and work with the coordinator and faculty to implement similar policies and procedures.	The Office of the Provost concurs with the Dean's Response.
The program is encouraged to develop a short- and long-term strategic plan for program development and quality improvement.	Director to work with faculty group to develop plan based on recent seminar information from Peter Dams. Plan must align with school and college plan.	The Office of the Provost concurs with the Dean's Response.

### Rubber Engineering Technology (B.S.)

The Council recommended to **Continue the Program with Reporting**. See detail listed from APRC recommendations for follow up report.

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
<p>APRC RECOMMENDS AN UPDATED REPORT REGARDING PROGRAM STATUS BASED ON THE FOLLOWING:</p> <ul style="list-style-type: none"> <li>•The Academic Program Review Council recommended re-alignment of the Rubber Engineering Technology during the program's 2008/2009 review.</li> <li>•Program enrollment has dropped to a very low level.</li> <li>•The benefit of a stand-alone Rubber</li> </ul>	<p>The director, program coordinator, and faculty group have a curriculum proposal submitted to re-align the entire rubber program as a concentration or minor. This will be explored by the UCC and implemented by the department. The coordinator will submit an update report.</p>	<p>The Office of the Provost concurs with the Dean's Response and recommends that the College provide a timeline for this curriculum renewal.</p>

<p>Engineering Technology degree (versus the Plastics Engineering Technology and Plastics and Polymer Engineering Technology) has not been shown.</p> <ul style="list-style-type: none"> <li>•One faculty member dedicated to the program.</li> </ul>		
<p>IT IS REQUESTED THAT THE RUBBER ENGINEERING TECHNOLOGY PROGRAM SUBMIT A REPORT TO THE PROGRAM REVIEW COUNCIL NO LATER THAN SEPTEMBER 15, 2016 WHICH ADDRESSES THE FOLLOWING:</p> <ul style="list-style-type: none"> <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.</li> <li>•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.</li> </ul>	<p>Please see above.</p>	<p>See above.</p>

<b><i>College of Health Professions</i></b>
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**Respiratory Care (A.A.S.)**

The Council recommended to **Continue the Program.**

<b>APR Recommendation November, 2014</b>	<b>Dean's Follow-up Response October, 2015</b>	<b>Provost Response</b>
<p>The program is encouraged to address recommended areas for improvement identified by its latest accreditation site visit report.</p>	<p>Indeed, faculty and administration are taking steps to implement revisions across several areas including better/more accurate affiliation agreement databases, development of a BS-completion degree in Respiratory Therapy, better association with a program medical</p>	<p>The Office of the Provost generally concurs with the Dean's Response and extends it to recommend that more support or other systems be provided to assure better certification results, especially as the</p>

	<p>director and improvements in certification exam pass rates.</p> <p>The faculty are currently in the process of an intensive curriculum review to address these areas for improvement. A request to change admission criteria has just been submitted to the College Curriculum committee and will be followed by a more comprehensive major curriculum revision to be submitted in Spring or Fall 2016.</p>	<p>program proposes to expand to a higher degree level.</p> <p>The provost's office also questions whether stretching the program is appropriately addressing the problem and would expect to see this analysis before an extended program is implemented. Note is made of the reference to the need for more rigor in the courses. Enhancements to the current program would ideally be enacted first, based upon analysis of the many factors influencing program success.</p>
<p>The program is encouraged to continue in the process of developing a Bachelor of Science completion program in Respiratory Care.</p>	<p>The program has just received final approval at the Presidents Council level and State Board to implement its BS-completion degree in Respiratory Therapy. This new option will be available Fall, 2016.</p>	<p>The Office of the Provost concurs with the Dean's Response.</p>
<p>The program is encouraged to formalize its strategic planning.</p>	<p>Every program in the College of Health Professions, Respiratory Care included, is conducting a program review in Fall, 2015. One deliverable of this initiative is a formal strategy for the next 3-5 years.</p> <p>As with all CHP programs, the Respiratory Care program strategic plan was formalized by the end of the 2014-15 AY and is in the process of implementation this AY.</p>	<p>The Office of the Provost concurs with the Dean's Response.</p>
<p>The program is encouraged to address the relatively low Registered Respiratory Therapist (RRT) examination pass rates by graduates.</p>	<p>One area identified during the accreditation site visit as potentially leading to lower than expected exam pass rates was the structure of the curriculum that condenses the required courses into four semesters. Plans are underway to stretch the program out an additional two semesters by revising much of the curricular offerings. It is believed that these changes will go into effect Fall, 2017. One point worth making is that graduates who decide for one reason or another</p>	<p>The Office of the Provost concurs with the Dean's Response.</p>



to not take the certification exam are counted as failed by the accrediting body, CoARC. The program has little control over who actually will decide to sit for the certification exam. For example, during the last reporting period, of 24 graduates...17 passed, 3 failed and 4 never sat for the exam.

The curriculum revision noted above is addressing this issue by first increasing the admission requirements to enroll better academically prepared students and then by improving the rigor of the RESP courses.