

Table of Contents

Chapter 1: Cleveland State University: Building from the Past, Ascending to the Future	1
University History	2
Achievements	3
Teaching	3
Diversity	4
Research and Professional Achievements	5
The Fresh Face of the Campus	7
The Future	8
Health	10
Education	11
Community Sustainability	11
Culture	12
The Campus Neighborhood	13
Chapter 2: The Cleveland State University Self Study	14
• Purposes of the Self Study	14
• The Self-Study Process	14
Chapter 3: Responses to 2000 Report of the Consultant Evaluators	19
• Concern 1: Enrollment Challenge	19
• Concern 2: Financial Resources	21
• Concern 3: Integrated University Culture	24
• Concern 4: Assessment	28
• Additional Review Comments from the 2000 Commission Report	31

Chapter 4: Criterion One: Mission and Integrity	37
Introduction: Mission and Vision Statements	37
Core Component 1a: <i>The organization’s mission documents are clear and articulate publicly the organization’s commitments.</i>	37
<ul style="list-style-type: none">• CSU’s Mission: A Historical Perspective.• CSU’s Distinctive Mission.• The Response: Centers of Excellence.• Evidence Supports CSU is Mission Driven.• Academic Colleges Keep the Mission Current and Relevant.• Communication of the Mission	
Core Component 1b: <i>In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves</i>	44
<ul style="list-style-type: none">• Working toward Full Diversity.• Recognition of Diversity in Each Academic College• Recognition of Diversity at the Undergraduate Level• General Education’s Commitment to Diversity• International Programs.• English as a Second Language.• President's Commission on the Role and Status of Women.• Affirmative Action.• Diversity in Planning Processes.	
Core Component 1c: <i>Understanding of and support for the mission pervade the organization.</i>	58
<ul style="list-style-type: none">• <i>Vision Unlimited</i>: A unique planning process.• Faculty and Staff Support Mission.• Mission, Strategic Planning, Advancement, and Budgeting.	
Core Component 1d: <i>The organization’s governance and administrative structures promote Effective leadership and support collaborative processes that enable the organization to fulfill its mission.</i>	60
<ul style="list-style-type: none">• Representative Leadership.• Board of Trustees• Office of the President.• Office of the Provost• Business Affairs and Finance• Administration• Advancement• Institutional Diversity	

- Promotion of Administrative Leadership
- Shared Governance.

Core Component 1e: *The organization upholds and protects its integrity* **68**

- State Oversight.
- Academic Integrity
- Financial Management
- Internal Audits.
- Treasurer and Controller.
- Purchasing.
- The Cleveland State University Foundation.
- Conflict, dispute, and harassment resolution.
- Compliance with State and Federal Policies/Campus Safety.

Strengths, challenges, and self recommendations **75**

Chapter 5: Criterion Two: Preparing for the Future **78**

Introduction: Traditions in Values and Planning **78**

Core Component 2a: *The organization realistically prepares for a future shaped by multiple societal and economic trends.* **78**

- Campus-wide Strategic Planning.
- Alignment of University and State Higher Education Goals.
 - Health-focused Initiatives.
 - NEOUCOM.
 - Bachelor Degree Attainment.
- Mission Differentiation and CSU Centers of Excellence.
 - [The Center for Gene Regulation in Health and Disease.](#)
 - The Center for 21st Century Health Professions.
 - The Next Generation Economy Center.
- University Wide Task Forces and Planning Initiatives.
 - Admissions Requirements.
 - Honors Program.
 - eLearning.
 - Student Success.
 - [General Education Task Force 2005-07 .](#)
 - [The Task Force on Excellence and Engagement.](#)
- Enrollment Planning for the Future.
- CSU and Regional Economic Development.

Core Component 2b: *The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.* 90

- Background.
- Managing Resources.
- Recent Changes (2006-2009).
- Revised Formula – Effective FY 2010.
- CSU’s Budgetary Concerns.
- Efficiencies.
- The Future.
- Budget Models: A Historical Perspective.
- Presidential Initiative Fund.
- Physical Resources and Planning
 - The Master Plan.
 - The Role of University Advancement.
 - Marketing Plan

Core Component 2c: *The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.* 109

- Monitoring Strategic Planning through Key Performance Indicators.
- Monitoring *Vision Unlimited’s* Tactics.
- Program Review with External Evaluators.
- Institutional Research Systematic Studies.
- Environmental Scanning informs *Vision Unlimited*.
- Student Learning Outcomes.
- Outcomes in Non-academic Areas.
- Performance Evaluations for Staff and Faculty.
- External Agencies that Accredite CSU Programs.
- Advisory boards provide input and assessment.

Core Component 2d: *All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.* 119

- Collaborative, “Bottom-up” Execution of *Vision Unlimited*

Strengths, Challenges, and Self Recommendations 120

Chapter 6: Criterion Three: Student Learning and Effective Teaching 123

Introduction 123

Core Component 3a: <i>The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.</i>	120
General Education Program	
Undergraduate Programs	
Graduate Programs	
• Campus-wide Assessment Structures and Levels of Occurrence	
• Balanced Use of Direct and Indirect Measures of Student Learning	
• Using Assessment Data to Inform Programmatic Change	
• Broad-based Participation in Assessment Processes	
Core Component 3b: <i>The organization values and supports effective teaching.</i>	135
• Faculty Ownership of Curriculum	
• Institutional Structures and Processes Supporting Faculty Development	
• Recognition of Effective Teaching	
Core Components 3c <i>The organization creates effective learning environments.</i>	141
• Academic Advising	
• Student Life	
• Learning Resources	
Core Component 3d <i>The organization’s learning resources support student learning and effective teaching.</i>	147
Strengths, Challenges, and Self Recommendations	149
Chapter 7: Criterion Four: Acquisition, Discovery and Application of Knowledge	150
Core Component 4a: <i>The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.</i>	150
• Value of Life of Learning Indicated by Strategic Planning	
• Support for Undergraduate Student Life of Learning and Undergraduate Programs	
• Support for Graduate Student Life of Learning and Graduate Programs	
• Graduate College Oversight of Graduate Programs and Graduate Faculty	
• Support For and Evidence of Faculty Life of Learning	
• Research Centers	
• Other Support for Staff, Faculty and Administrators for Life of Learning	
Core Component 4b: <i>The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs</i>	166

- Breadth of Knowledge and Skills
- Intellectual Inquiry in CSU Educational Programs

Core Component 4c: *The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.* 171

- Curricular Assessment Structures and Procedures
- Incorporation of Global Perspectives into Curriculum
- Incorporation of Technological Experiences and Skills into Curriculum
- Incorporation of Diversity into Curriculum

Core Component 4d: *The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.* 180

- Policies and Procedures for Ethical Conduct
- Human Subject Research.
- Investigator Policies.
- Animal Subjects Research.
- Oversight for Integrity of Research and Practice.
- Programs and Courses in Ethics

Strengths, Challenges, and Self Recommendations 182

Chapter 8: Criterion Five: Engagement and Service 183

Introduction: Analyzing CSU's Capacity to Respond 183

Core Component 5a: *The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.* 183

- Learning from Internal Constituencies.
- Learning from External Constituencies.
- Responding to Internal Constituency Needs.
- Responding to External Constituency Needs.
- Focusing on Constituency Diversity.

Core Component 5b: *The organization has the capacity and the commitment to engage with its identified constituencies and communities.* 187

- Making the Campus Community Accessible.
- Academic Colleges Engage with the Community.
- Planning Processes for Engaging the Community.

Core Component 5c: <i>The organization demonstrates its responsiveness to those constituencies that depend on it for service</i>	197
<ul style="list-style-type: none">• Programs Serving Undergraduate Students.• Partnerships with Two and Four-year Institution Partnerships.• International Relationships.	
Core Component 5d: <i>Internal and external constituencies value the services the organization provides.</i>	204
<ul style="list-style-type: none">• Service Programs Involving the Community.• Examples of Service Programs Involving the Community<ul style="list-style-type: none">○ Alumni Affairs○ Advancement○ Program Review• Economic and Workforce Development.• Services and Facilities.	
Strengths, Challenges, and Self Recommendations	209
Chapter 9: Summary and Conclusions	217
Chapter 10: Federal Compliance	220
Credits, Program Length, and Tuition (HLC Policy I.C.7)	
Organizational Compliance with the Higher Education Reauthorization Act (HLC Policy I.A.5)	
Federal Compliance Visits to Off-Campus Sites and Campuses (HLC Policy I.C.2)	
Institution’s Advertising and Recruitment Materials (HLC Policy IV.B.2)	
Relationships with Professional Accrediting Bodies (HLC Policy III.A.1) Incomplete	
Requirements of Institutions Holding Dual Institutional Accreditation (HLC Policy III.A.3) Incomplete	
Organizational Records of Student Complaints (HLC Policy IV.B.4) Incomplete	
Executive Summary	222
Appendices	230

July 1, 2010

Chapter 1

Cleveland State University:

Building from the Past, Ascending to the Future

Cleveland State University is on a path of ascension. CSU, which evolved from a pioneering engineering college into a comprehensive university that offers affordable access to higher education, has revitalized Northeast Ohio in countless ways and is poised to lift the region to new heights.

The University plays a pivotal role in Northeast Ohio. Perhaps the best way to appreciate CSU's impact on the region is to partake in a thought experiment. Imagine what the community would be like had the Ohio General Assembly decided in 1964 not to establish a state university in Cleveland. Thousands of individuals disadvantaged by society would never have obtained a bachelor's degree. The local economy would have been deprived of the material benefits provided by an institution of higher education: \$254 million in revenues and \$119 million in salaries in 2001 alone, according to an Urban College report. The overwhelming number of judges, business leaders, engineers, and urban specialists would never have received training at CSU, undercutting civic growth. And the symbolic benefits that a university education provides— for both the cognitive capacities of individuals and the spiritual vitality of a region — would never have been realized.

But the Assembly did create an institution of higher learning in Cleveland, and the effects have been far-reaching and profound. CSU is at the core of civic life in Northeast Ohio. It has transformed the people, who in turn have transformed the economic, social, and cultural life of the region. The changes unleashed over the past decade are numerous: development of a more tolerant and culturally diverse campus environment, institution of rigorous academic standards, an honors program, learning communities, revamped general education requirements, path-breaking scientific discoveries in genetics, and bold partnerships between university and community groups that have spawned innovations. These developments are complemented by changes in the University's landscape: construction of a 125,000 square foot Recreation Center with glass windows that provide unobstructed views into the center from Chester Avenue, and a \$15.8 million Parker Hannifin Administration Hall and Administration Center that are linked by an outdoor courtyard.

As impressive as these changes are, they are prelude to the next act, one that is anticipated to place the university on a much larger stage. President Ronald M. Berkman, who proclaims that he draws on "the energy that radiates from being part of the city," and his administrative staff are planning a series of initiatives that redefine the university's commitment to providing the citizens of Northeast Ohio affordable access to excellent higher education, while at the same giving CSU a larger footprint in the region's health care, education, community development, and culture. Building on the successes of the past 10 years and emboldened by a creative blueprint for change, the University highlights in this introductory chapter Cleveland State's many achievements since the last comprehensive site visit and its plans to lift the university to an exalted place on the regional and national stage. The chapters that follow provide detailed discussions of how Cleveland State meets the five standards set forth by the Higher Learning Commission, federal compliance criteria, and future directions.

July 1, 2010

To set the stage, the history of Cleveland State will be reviewed; an examination of its achievements over the past 10 years articulating the paths the University is taking to surmount new challenges.

University History

Cleveland State's roots can be traced to 1870 when the Cleveland Young Men's Christian Association launched an educational program by offering free night classes in German and French. Four day schools were initiated in 1909; more than a decade later, the YMCA began offering its first college credit classes in engineering and business. This presaged the reorganization of the school's curriculum around engineering and formation of Fenn College, in honor of Sereno Peck Fenn, who had served as president of the YMCA for 25 years. Fenn College adopted an approach that was innovative for the times yet congealed with the university's community orientation. It adopted a cooperative education program that alternated classroom work with actual employment. Fenn was just the second college in Ohio to adopt cooperative education.

In the 1960s the school was ripe for expansion. More students were attending college than ever before, creating the need for new institutions of higher education. At the same time there was increasing recognition that working class and less affluent students were effectively closed out of the state educational system. Young people from the Greater Cleveland area who aspired to attend college, but could not afford to quit their jobs to attend a nearby state institution, or whose grades precluded this option were denied a chance to reach the next rung on life's ladder. To address these problems, in 1964 the State established Cleveland State University as a state-assisted university to provide public higher education for citizens of Northeast Ohio.

Dr. Harold Enarson, who served as the university's first president, ushered in tremendous expansion. The campus grew from nine to 27 acres, enrollment rose from 5,000 to 15,000, and faculty increased from 90 to 450 members by the early 1970s. During this period, the Cleveland-Marshall Law School, which traced its lineage to 1916, became part of Cleveland State as the Cleveland-Marshall College of Law.

From 1973 to 1988, under President Walter Waetjen's direction, academic and public service programs grew. Under Dr. John Flower's presidency, from 1988 to 1992, two new buildings opened: Music and Communication and the Convocation Center. This period was also marked by strife, as racial and labor union issues flared. Flower was succeeded by Dr. Clare Van Ummersen, who served as president from 1993 to 2001. Under her leadership, the university undertook projects to improve student services and retention. However, problems emerged when CSU encountered delays and increased costs in implementing a controversial computer system. Complicating matters, the State reduced its level of financial support to universities during this period.

In 2002, Dr. Michael Schwartz became the university fifth president, pledging that the university would become "a student-centered institution of academic excellence" and a leader in innovative partnerships with government, business and industry. Under his leadership, morale rose, undergraduate education improved, and many programmatic changes occurred. As Schwartz's term came to a close, CSU sought to define its identity to a Governor's Office concern with establishing a distinctive niche for each state university.

July 1, 2010

In July 2009, Dr. Ronald M. Berkman, who emphasized his twin passions for education and cities, became the university's sixth president. Declaring that "urban affairs is in my blood," Berkman stressed that "everywhere there seems to be the sense that the university is poised to take its next big steps."

The common theme in the institution's 140-year history is a connection with the community. From the late nineteenth century through Fenn College to the present day, CSU has emphasized its community roots and its bi-directional relationship with the city of Cleveland (and, more recently, the region). This relationship has had its ups and downs and has been defined in different ways over the course of the university's history.

Achievements

Teaching

I can go out in the lounge here, and there's a bunch of students out there arguing about Indian history. In a class, they had to role play the partition of India and they got into it big time and took it beyond seriously, getting very agitated about whether the Pakistani or Indian position is correct. You go out there and see kids sitting there, enjoying doing math problems. That's one of the nice things about a university. It says it's okay to talk about books, it's okay to talk about science. That's a legitimate thing to talk about. Dr. Peter Meiksins, Director, Honors Program

This comment is emblematic of a palpable increase in intellectual engagement among undergraduates, a consequence of several changes wrought over the past decade.

In 2006 the University implemented more rigorous admission standards, reflecting a widely-held belief that upgraded standards would elevate academic performance, improve retention, and bolster the university's reputation. Prior to this, the University had admitted all graduates of Ohio high schools on a first-come, first served- basis. New criteria included completion of 13 units of the state-specified, core curriculum in high school, attainment of at least a 2.3 high school GPA, and a 750 minimum on the SAT or 16 on the ACT. Preliminary evidence suggests that stiffer standards have had salutary effects. A recent analysis revealed a 5% increase in retention for the fall semester 2008 cohort, with the retention rate increasing from a 10-year average of 61% to 66%.

Second, the University streamlined and upgraded general education requirements. As a result of sustained faculty effort spanning several years, a general education task force proposed, and the university adopted, new requirements that raised the curricular bar for students. The new requirements emphasize breadth of knowledge in arts and humanities, social sciences, and natural sciences; skills in writing, speaking, and quantitative literacy; appreciation of social diversity; and a capstone experience

Third, the University adopted an honors program, designed to nurture exceptional students. The program has expanded substantially since its inception in 2004, attracting more students and recruiting students with excellent standardized test scores. Competition to gain admission has become stiff. In a typical year, the program admits approximately 45 freshmen of some 145 applicants for the freshmen slots and between 15 and 20 juniors of some 80 applicants for the upper-level slots. Students are collaborating with faculty members on scientific, social scientific and engineering research or are working on independent projects, such as creating films

A fourth curricular reform is learning communities. Learning communities are innovative, student-centered classes clustered around a singular, provocative theme. They are intended to provide a powerful

July 1, 2010

supportive system for first-year students, helping them make the transition to the rigorous demands of university life. Students take classes as a cohort and have the opportunity to pursue engaging issues inside and outside the classroom. Learning communities were first offered in the fall of 2007, funded through an approximately \$2 million five-year Title III grant from the U.S. Department of Education. CSU has offered a multitude of creative learning community courses, such as Science of Life and Health; Cities, Sanctuaries and Social Change; and Images, Realities and Constructions of Society (see Chapters 2 and 3 for detailed information on General Education, Honors, and Learning Communities).

A common thread in these new initiatives is that they frequently enrich classroom learning of ideas or methods with real-world experiences. The University has used the phrase “engaged learning” to describe the integration of classroom knowledge with practical applications. While this has become something of a mantra on campus, it captures the process by which abstractions – theories, methods and artistic forms – are experienced in real-world settings.

The aforementioned focused on undergraduate education. The reforms were needed to add more rigor to a curriculum that had seen little change over the past decades. Yet CSU is also distinguished by its **Graduate College**. Of the University’s approximately 16,500 students, over 6,000 or 36% are graduate students--the highest percentage of any Ohio university and one of the highest in the nation, a testament to the university’s emphasis on training the next generation of scientists, scholars, leaders, and managers. The institution houses a collection of some 80 master’s, doctoral, certification, licensure, and accelerated “4+1” programs – and the number is growing. The past decade witnessed the creation of a Ph.D. program in counseling psychology, a specialization of the urban education Ph.D. program; a doctorate in physical therapy; a Master of Nonprofit Administration and Leadership; and a Master of Arts in Global Interaction.

The growth of research programs at CSU is leaving an imprint. In the 2009 *U.S. News & World Report* rankings, the University ranked among the top 200 (of over 3,000) institutions in the U.S. Reflecting its unique graduate mission, the university ranked 10th among the nation’s top 20 specialized research universities (for business, education, and social sciences) in the third annual Faculty Scholarly Productivity Index, reported in the *Chronicle of Higher Education*. In addition, several academic units, including the Levin College of Urban Studies and the School of Communication, have been nationally recognized for faculty research excellence.

The university also scored a landmark accomplishment in one of its leading professional schools. The bar passage rate for first-time test takers from Cleveland-Marshall’s College of Law hit 90% in 2010. Only Ohio Northern University and the University of Cincinnati performed better. The success was the product of a five-year law school faculty drive to increase the bar passage rate. Prior to the law school’s effort, the first-time passage rate hovered in the upper 60% range. Interim Provost Geoffrey S. Mearns, who led the bar passage effort as dean of the law school, noted that the Board of Trustees had challenged the law faculty to place among the top law schools in Ohio in bar passage. The college has now met the challenge, he proclaimed.

Diversity

The contribution that CSU is making is actually educating the future work force. We know what the demographics are, and after the current census we’re going to see even greater diversity. Students of color come into the university, but they don’t know what they want to major in. So

July 1, 2010

many are first generation college goers, who have a parent who is pushing them do better than they achieved. We are able to motivate students beyond what they can even see.

Dr. Njeri Nuru-Holm, Vice President for Institutional Diversity

Cleveland State serves a population rich in diversity: religion, race, culture, age, gender, and gender orientation .Cleveland itself is a potpourri of different ethnic groups, each with its own traditions and perspectives on the world. The university embraces inclusion, recognizing the intrinsic value inherent in cultural diversity, as well as the benefits wrought by a multicultural academic environment.

CSU has emerged as a leader in the education of minority students. Looking back over the past 10 years, finds that the university:

- Continues to be among the top 100 degree producers for African-American master's graduates in all disciplines combined;
- Has led the state in producing African-American Master's graduates in education and the social sciences;
- Continues to have a diverse student body and work force. (People of color comprise 28% of students, 22% of faculty, and 33% of staff.);
- Has a campus climate marked by increased tolerance and acceptance of cultural diversity, as documented by Institutional Diversity survey data; and
- Has significantly boosted minority retention through aggressive multicultural mentoring. The fall-to-fall freshmen cohort retention rate from 2007 to 2008 was 68% for participants in the mentoring program, compared to 57% at the university as a whole.)

This is just a thumbnail sketch of the university's record in diversity over the past decade.

Diversity is a multifaceted concept that includes multicultural programming, faculty support, and supplier diversity. Chapter 7 provides documentation of Cleveland State's accomplishments in these areas.

Research and Professional Achievements

The work faculty are doing is really ground breaking. We've got people who are contributing to the understanding of cancer, Alzheimer's, and heart disease and in various exciting innovative ways that is just remarkable. We've got people who are working on pharmaceutical agents and better understanding of human performance and cognition. It's very exciting and interesting work. One of the things that makes our researchers unique is that it's all being done in collaboration with our students. A large proportion of the publications that come out of this college have student coauthors -- undergraduate and graduate students.—Dr. Bette Bonder, Dean, College of Science

Dr. Bonder's comment underscores the vital role that basic research plays at CSU. It also highlights the important part students play in faculty research in the College of Science, as well as in scholarship in

July 1, 2010

other colleges. Consider the following achievements attained in the different colleges over the past 10 years:

Researchers in the **College of Science** have taken a major leap forward to understand the causes and treatment of diseases. The College launched a Center for Gene Regulation in Health and Disease (GRHD). GRHD focuses on research to improve our understanding of biological processes and how malfunction of these processes results in various diseases. For example, Dr. Anton Komar received a \$900,000 Human Frontiers Science Program grant for three years to study the structure of nascent peptides and kinetic control of co-translational folding on the ribosome. His proposal was selected from an international world-wide competition for novel interdisciplinary basic research focused on the complex mechanisms of living organisms. Most awards went to researchers in the world's most top universities. Dr. Komar and Cleveland State now join this prestigious group.

In the **Fenn College of Engineering**, innovative work on alternative energy development has been conducted by Dr. Majid Rashidi. Convinced that there is a better way to harness the power of the wind, especially in areas with lower wind speeds, Dr. Rashidi hoisted a pioneering wind tower amplification system to the rooftop of a CSU building. Although still a prototype, the elegant spiral tower has the potential to offer Northeast Ohio wind energy sources in the future. Unlike traditional wind turbines that require a great deal of open space on land or water, Rashidi's design features a spiral wind deflector that can be mounted atop a building in an city. Based on an operating principle of air velocity amplification, the turbine tower is a cost-efficient alternative to conventional power sources.

Other CSU research also has exciting implications for urban areas. A study conducted by Dr. Brian Mikelbank and his colleagues at the **Maxine Goodman Levin College of Urban Affairs** offers a working plan for cities to consider when deciding how to guide their housing market in the wake of the foreclosure crisis. Their research, which was taken up by Cleveland City Council in November, 2008, indicates that there are two distinct housing markets within Cuyahoga County: one submarket dominated by foreclosure activity where sales are up and prices are down, and another submarket where sales are declining, but prices are stable and houses are holding value. This suggests that urban leaders err by treating the housing market as if it were a singular entity.

CSU researchers have also explored other aspects of cities, dimensions that express the historical vitality of an urban area. A team of scholars and students in the **College of Liberal Arts and Social Sciences** have conducted in-depth studies of communities located along the corridor of Euclid Avenue. Led by history professor Dr. Mark Tebeau, the researchers have identified critical sites, stories, and individuals to serve as the programmatic framework for an oral history project. They envision a virtual, historical Euclid Avenue that runs parallel to the actual Euclid Avenue. For example, interviews with owners of pioneering Black businesses in the Cedar-Central area, a Hungarian Jewish iron worker, and the founder of the Agora musical theater reveal a tapestry of meanings that allow historians to understand and celebrate storied aspects of the city.

Other noteworthy faculty work over the past decade has come from partnerships between the university and community.

In 2008, the Confucius Institute formally opened at CSU. Designed to promote the use of Chinese language and appreciation of Chinese culture in the wake of the global presence of China, the Center was the product of collaboration between Dr. James A. McLoughlin, dean of the **College of Education**

July 1, 2010

and Human Services and Dr. Lih-Ching Chen Wang, director of the Confucius Institute in China, as well as others from both academic units. A central focus is to prepare up to 60 teachers of Chinese for public and private schools, colleges, and other organizations. The institute coordinates exchanges of faculty, teachers and students from both China and Ohio to pursue degrees and engage in culturally enriched educational experiences.

Partnerships are a key aspect of faculty work in the **Nance College of Business Administration**. In 2009 the College was awarded a fourth consecutive Title VI-B U.S. Department of Education grant for nearly \$190,000 to integrate principles of sustainability across its international business programs and alliances. CSU is one of a handful of universities nationwide to have received four consecutive Title VI-B grants. The college has used the funds to develop new international business programs and resources that bring students, faculty, and companies together to engage in sustainability-focused global business activities. The grant has also funded a Global Leaders in Sustainability Forum for Northeast Ohio business leaders and CSU faculty.

At the same time, the **Cleveland-Marshall College of Law** recently partnered with two community institutions to create the Community Health Advocacy Law Clinic. The clinic combines the expertise of the law school, the MetroHealth System, and the Legal Aid Society of Cleveland. Students work throughout the city with law faculty, practicing attorneys, physicians, nurses and social workers to increase access to health care for low-income families. The center builds on the strengths of the law school's well-regarded *Journal of Law and Health*. The clinic is part of the Center for Health Law and Policy, which offers a comprehensive curriculum for students hoping to pursue careers in health care law.

The Fresh Face of the Campus

Gaze into the glass curtain walls of the Recreation Center as you drive down Chester Avenue and you see students jogging on treadmills, pedaling ferociously on stationery bikes, or smiling as they take a break from their workout. Sip a glass of wine as you lunch outdoors at Elements Bistro near the recently-constructed Parker Hannifin Administration Center. Peer across the street and you will see bicyclists traversing storied Euclid Avenue and students aplenty, sauntering to class at a renovated Main Classroom Building or to their dorm rooms at Fenn Tower.

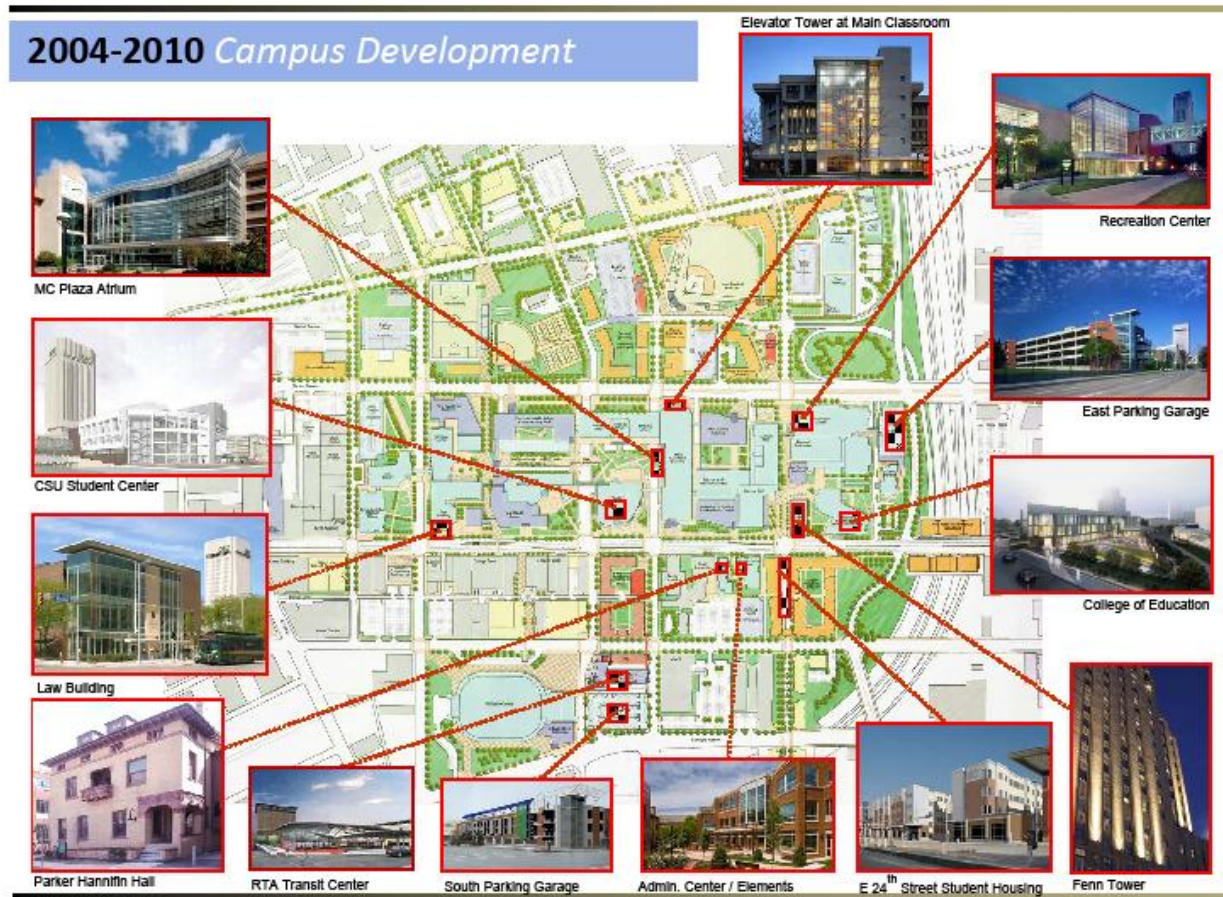
If you talk to students who graduated before 2000, they tell you they cannot recognize the campus. The austere architecture of the '70s through '90 is gone, replaced by sleek buildings that lend a distinct character to the campus. The construction boom of the past decade includes a Recreation Center and Administration Building; conversion of Fenn Tower to student housing; renovation of the main plaza, Law Building, and Krenzler Field; and construction of the picturesque College of Education and Human Services, as well as the student center, expected to be completed by summer 2010. One simple, but significant addition, was affixing the letters "CSU" to Rhodes Tower, a change which magnified the university's presence in the region. Former president Michael Schwartz could not help but joke that "no matter what else I've done, I'll go down in history as the man who put the CSU letters on Rhodes Tower."

The campus has a palpable sense of vitality. Vice President for Business Affairs and Finance Jack Boyle calls it an urban village. Much of the success is attributable to intelligent planning, the administration's decision to respect the environment and citified architecture, as well as the insight that CSU should have

July 1, 2010

a strong sense of place, rooted in the culture of downtown Cleveland rather than feeling like a suburban campus located in the city. The campus is urban, but also urbane.

Students seem to have reacted positively. Some hang out at the Recreation Center, treating it as much a gathering place as a place to work out. Freshmen who said they wanted to come to an urban university have told university officials they believe they made a good choice in coming to Cleveland State. Forty percent of incoming full-time freshmen will live in the residence halls, a remarkable turnaround.



The Future

“We are an urban university poised to have a transformational effect on the social, economic, cultural, and political life of the city, the region, the state and most importantly, on the personal lives of thousands of students.” Dr. Ronald M. Berkman, President, Cleveland State University

Even as they take note of the achievements of the past 10 years, CSU’s leaders are confronted by many challenges. Cleveland, like other rust belt cities, faces daunting problems rebuilding its infrastructure,

retraining workers for jobs in the 21st century, attracting industry that offers meaningful work, educating its citizens, and keeping them healthy. The University can play a part in this process, but it faces problems of its own: students whose background characteristics put them at risk to graduate in a timely fashion and dwindling support from a tax-starved state. Cognizant of these issues, but confident that it can help advance the region's economic health, CSU's leaders have developed a blueprint for change. A centerpiece is the conviction that CSU is an engine of reform driving regional advancement. In essence, CSU's leadership has articulated a vision of regionally-focused public institutions of higher education, a new model of the urban university in 21st century America. *Call it CSU's compact for urban change.*

The first part, focusing on education, emphasizes that CSU should:

- **Increase the number of baccalaureate-degree holders in Northeast Ohio by increasing scholarship support for CSU students.** Studies show that no other factor is a better predictor of economic and civic well-being than the percentage of the population that holds a college degree--only 23% in Cuyahoga County. By offering qualified students scholarships as an incentive for them to pursue higher education (especially those who would become the first in their family to go beyond high school) and by offering guidance to help them persevere and succeed, Cleveland State plays a critical role in producing more baccalaureate-degree holders for the region (since many of our students come from and intend to remain in Northeast Ohio).
- **Create an Enrollment and Student Affairs Division of the University to ensure an orderly transition through the college experience.** CSU recently did just this, placing different units that share a commitment to student success under the same rubric. The new division includes enrollment services, student life, career services, marketing, residence life, the recreation center, Project SERV for veterans, and the student ombudsperson. The goal is to provide a seamless system of support and services from admission through graduation.
- **Provide the local business community with a ready, steady and stable source of talent by preparing students to meet Northeast Ohio's economic needs through co-ops.** The ability to attract educated young people to its urban core is a second leading predictor in a city's economic well-being. Today Cleveland suffers from "brain drain." Through a co-op and internship program that not only prepares students for jobs in the region but also engages them in civic issues, CSU increases the likelihood that its graduates will stay in the region. Businesses that support the program will quickly see a return on their investment: by hiring homegrown, job-ready, college-educated talent, they reduce recruitment costs and increase retention.

Educating students so that they can build the region is one part of the CSU blueprint for urban change. Another dimension is research and community partnerships. A central tenet is that the growth of the region derives in large part from the approaches adopted by its intellectual engine of change: Cleveland State University. CSU research plays a central role here. In an effort to significantly raise the University's research profile and efforts in technology transfer, CSU established a new Research office in 2010. The University's chief research officer position was upgraded to Vice President for Research and Graduate Education and reports directly to the President. The Vice President coordinates a host of activities, including helping the academic community meet research goals and fostering strong

relationships with federal, state, foundation, and corporate sponsors. Assisted by the new research office and building on faculty strengths, the university's intellectual blueprint for urban change has four components.

- The first is **health** (and healthcare development). A region cannot develop unless its residents are healthy. Given the presence of nationally-renown health care institutions in Cleveland (e.g., Cleveland Clinic), the university's research strengths, and the critical need for health care professionals, it behooves the university to concentrate in this area.
- The second is **education**. The region needs effective education of its urban constituency to foster basic cognitive skills and prepare young people for the world of work. CSU's College of Education and Human Services is a natural player.
- The third component is **community sustainability**. Northeast Ohio needs forward-looking institutions if it is to thrive. The university can advance the region forward through education and by developing opportunities for innovation that will generate new industries and jobs for the future.
- The fourth component is **culture**. People live, worship, and mature in symbolic worlds of their own creation. They gain fulfillment and live meaningful lives by creating, drawing on, and elaborating upon cultural constructions. A university has an obligation to help students develop a critical understanding of culture and its discontents. It should also serve as a beacon of high culture, facilitating people's appreciation of the arts.

One can think of these as building on each other in a Maslow-like hierarchy. Individuals need good health to survive and develop. They need an education that provides them with basic skills and the ability to function as citizens; they need a sustaining community that provides the social structure and economic solvency that ensures future growth for individuals; and last, they need to have cultural appreciation to reach new levels of human potential. Below is a discussion of each of these.

Health

The region is faced with pressing medical needs. Northeast Ohio needs physicians and nurses dedicated to serving an urban population, professionals skilled in occupational and physical therapy, and specialists who can improve communication between doctors and patients or can use contemporary media technologies to persuade people to take better care of their health. By recruiting medical students who want to become primary care physicians and other health professionals specializing in urban health, CSU addresses a critical hospital shortage while ministering to the needs of an underserved class.

A core component directed at this initiative is the new M.D. program, which is slated to be offered with the Northeastern Ohio Universities College of Medicine (NEOUCOM). The University of Akron, Kent State University, and Youngstown State University already have a B.S./M.D. program with NEOUCOM. Cleveland State is focusing initially on creating a two year post-doc program, after which students will spend four years at NEOUCOM. Upon successful completion of the program, students will receive an M.D. degree. This unique collaboration will create a regional campus at CSU for NEOUCOM focused on training primary care physicians with a specialty in urban health care. All NEOUCOM students will spend part of their medical school on the CSU campus and at area hospitals specializing in treating individuals in urban settings.

July 1, 2010

A second component of the University's focus on health is expansion of health care programs. The Department of Health Sciences is slated to be upgraded to School status, and new Ph.D. programs in the medical sciences are under consideration.

A third component is research. The College of Science has launched a [Center for Gene Regulation](#) in Health and Disease that can improve understanding of biological processes and how malfunction of these processes result in diseases. In addition, the Center for 21st Century Health Professions has been identified as one of the University's signature centers of excellence.

Health etiology, training, and prescription are multifaceted problems, requiring participation from a broad array of University departments. Thus, the health initiative is intended to be a broad-based Cleveland State effort, with participation from the natural sciences, health science, psychology, urban studies, communication, sociology, and other disciplines.

Education

CSU's College of Education and Human Services is positioned to improve the public K-12 schools of the region and supply them with a steady flow of competent teachers and school leaders. To achieve this and other educational objectives, CSU is inaugurating a [laboratory school](#) near campus that will house a K-12 international baccalaureate program. The school is the outgrowth of a collaboration between the College and the Cleveland Metropolitan School District. Building on the College's curriculum, with its Confucius Institute, and the established curriculum of an international baccalaureate program, this school will offer K-12 children *an intellectual passport*, giving a diverse range of children from Cleveland and the suburbs the cultural and cognitive skills they need to succeed in a global society.

The College faculty will help develop the curriculum, which will include Chinese, a major global language of the 21st century, as well as reading clinics, tutoring, and laboratories. Planners expect constant traffic between the Education and Human Services College and the school, reflecting the University's commitment to educational innovation. Another potential benefit is that young professionals living downtown and CSU faculty members will send their children to the school. CSU leaders believe this will be part of a University-developed national template for effective urban education.

A second educational intervention is [UTeach](#), a national program that helps students majoring in math and science launch a teaching career. Designed to keep the U.S. competitive in science and mathematics, the program enables science and math majors to graduate as a certified teacher in four years by integrating their science curriculum with educational coursework. It typically takes six years to acquire a teaching certificate in math and science. UTeach is designed to increase the quality and quantity of math, science and computer teachers in public schools-- a goal that CSU has been working steadfastly to achieve. CSU was invited to become part of the UTeach Institute, joining the ranks of 20 universities across the country, including California-Berkeley and Texas-Austin.

Third, CSU recently established a [Center for STEMM Education](#). The center will serve as the hub for more than 30 science, technology, engineering, math, and medicine (STEMM) teacher preparation activities in the Colleges of Science, Engineering, and Education and Human Services. The center is designed to provide students in STEMM disciplines with skills needed to fill key positions in the marketplace and infuse local businesses with specialists who can advance company goals.

Community Sustainability

CSU can play a pivotal role in the growth of the region. Graduates in business, law, and engineering form the backbone of “Business Cleveland.” CSU, through its nationally-ranked Urban College, is unique in supporting government and the civic community in problem solving. The University plans to build on these strengths to discover new ways to restart and sustain urban economies.

The Urban College has several research centers, including the Center for Economic Development, which offers technical assistance on urban issues to policymakers, the Center for Community Planning and Development, which strengthens community development through research, and the Center for Public Management, which has long offered assistance to state and local governments. A special focus will be the newly-formed Center for the Next Generation Economy. Urban College Dean Edward (Ned) Hill emphasizes that the centerpiece of Levin College efforts is innovation.

The Nance College of Business Administration has created numerous partnerships, which have sustainability implications. For example, the college, partnering with state and federal small business departments, operates a small business development center in Cuyahoga County, offering training and counseling to small businesses in the county. For the past six years the college has worked in tandem with the City of Beachwood at the Beachwood Business Development Center in an effort to attract businesses to Northeast Ohio.

Fenn College has a rich tradition of working with corporate and public sector sponsors, including Parker Hannifin, Rockwell Automation, Lubrizol, and NASA Glenn Research Center. At the same time, research with job-creating implications occurs at Fenn’s Center for Advanced Control Technology, with its emphasis on enhanced precision for nano-technology, the Industrial Space Systems Lab , which is researching an In-space Fabricator, and the Glass Research Center, which is pursuing top-quality production of e-Glass.

These Colleges and others can also harness the region’s potential by serving as an incubator for new ideas. Borrowing psychologist Donald Campbell’s notion of “reforms as experiments,” the University is poised to test hypotheses and empirically evaluate the validity of different strategies to promote sustainable communities. University leaders have in mind a broad-based effort that involves data-based examination of diverse proposals to ameliorate urban problems. For example, what is the best way to harness engineering knowledge to promote alternative energies? What is the most effective way to maximize small business success? How can the region create, commercialize and communicate innovative processes? What mechanism of health care delivery is the most likely to reduce racial disparities in health care? By asking and answering these questions, the University will assist Northeast Ohio, while at the same time showcasing a creative vision of the 21st century urban university.

Culture

The University can also enhance the region by embellishing its culture. Northeast Ohio is more than bridges and banks. It also has a rich tradition of arts, ethnicity and culture. CSU can become a beacon of cultural enrichment, showcasing artistic performance and increasing public appreciation of the region’s cultural mosaic.

A centerpiece is a plan to create a vibrant arts community close to the CSU campus. Academic units or technical facilities in art, theater, dance, TV, radio, film and digital media would move to the Playhouse Square District, the second largest theater district in the U.S., which begins at the western tip of our

July 1, 2010

campus. This new arts campus, embedded in this unique artistic neighborhood, will provide new opportunities and resources for faculty, students, and staff.

A key focus will be theater, which, as *The Plain Dealer* notes, has been booming over the past several years, with the number of CSU productions growing from three to 16 a year. Plans call for a remodeling of the Allen Theater, with the existing stage to be refurbished and two smaller theaters slated to be constructed. The Art Department is expected to move to a building in the Playhouse Square arts community. The Music Department, which links contemporary and classic music to the community in many ways, will also contribute to the vibrant CSU arts campus. It is also possible that the University could create a CSU student television station, in collaboration with Playhouse Square media partners.

Another aspect of culture is the Cleveland's mosaic of neighborhoods and ethnic diversity. CSU historians have garnered more than a million dollars in U.S. Department of Education grants to archive oral histories of Euclid Avenue neighborhoods. While these communities have changed over the years, a significant amount of their cultural history has remained. Places of worship, civic institutions, and, it was found, recollections of prejudice have survived many waves of transformation. A team of historians and students have sought to preserve stories of these Euclid Avenue neighborhoods through audio-based oral histories. At the same time, urban scholars and social scientists have documented demographic and communication characteristics of residents of Cleveland neighborhoods. This yields insights into the latent structure of the city's neighborhoods.

The Campus Neighborhood

CSU continues to embellish its footprint in the campus neighborhood. The University has bold plans to create more visual links between the campus and city, and to leverage development opportunities that enhance quality of life for the University and community.

CSU plans to link St. Vincent Charity Medical Center, Tri-C's metro campus, and Cleveland State. A bridge is planned that will extend across 22nd Street, developing a seamless connection between Charity and the increasingly health-focused campus at CSU. University leaders hope to build a new branch of NEUCOM between CSU and the Charity complex. Charity medical professionals will be able to eat lunch at a Pizzeria Uno, located at the student center, no doubt paying careful attention to excessive trans fats!

As new campus living facilities are built, Viking Hall will close and Rascal House restaurant is slated to move into an academic building with retail office space. This building, coupled with the spectacular College of Education and Human Services building on the north end of the Euclid, will draw passersby to both sides of the street.

On the north campus, between Chester and Payne Avenues, the University plans to construct market-rate housing geared to graduate and law students, faculty, and young professionals. By 2020, University leaders hope that CSU will be the center of a bustling academic neighborhood, with a visage that aesthetically matches the style and grit of 21st century Cleveland.

In substance and well as form, CSU is creating a bold vision for the University and the region.

Chapter 2

The Cleveland State University Self Study

The Cleveland State community has used the two-year Self Study process to examine where it has been, where it is, and where it is going—all to increase the quality of the educational opportunities of its students and to improve the lives of the citizens of the Greater Cleveland Metropolitan area. The study focuses on the five criteria established by the [Higher Learning Commission](#) of the North Central Association:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service.

In each of the subsequent chapters, the University's responses to the five criteria and the 21 Core Components are discussed.

Purposes of the Self Study

Although the Self Study process described later in this chapter was enacted to fulfill the obligations of re-accreditation by the [Higher Learning Commission](#), the University found the work to be advantageous for the following reasons:

- The work gave the University the opportunity to engage the entire campus in examining how it meets the standards set by the [Higher Learning Commission](#), as described by the five Criteria and 21 Core Components (see Chapters 1 – 5).
- It allowed the University to test its recently developed (2007) strategic plan, *Vision Unlimited* as a vehicle for taking Cleveland State University into the future
- The process enabled internal and external constituents to examine *Vision Unlimited* in the context of the new *Strategic Plan for Higher Education* published by the State of Ohio in 2008
- The Self Study was timely in that it allowed the University to reflect upon its place and role
- in the recently formed University System of Ohio
- Finally, the process required the University to view its past, its present, and its future regarding the offering and delivering of a quality educational experience to its students and how it can better act as a resource of great value to the Greater Metropolitan Cleveland and Northeast Ohio community.

The Self-Study Process

July 1, 2010

Organizing. The initial planning team consisted of the two co-coordinators (the Vice Provost of Planning, Assessment, and Information Resource Management and an Associate Professor in the Department of Curriculum & Foundations) and the Director of Student Learning and Assessment. They began planning for Phase I in March 2008, attending the NCA/HLC Conference in Chicago in April of that year. The team developed a data base with the 5 core criteria, the 21 core components, and the 182 examples of evidence, identifying persons responsible for each example. In May 2008, Dr. John Taylor, NCA/HLC Liaison for CSU, was scheduled for the Self Study Kick Off on September 11. In the following month, the coordinators presented a time line and challenges for the self study to the President's Council for their approval and feedback. A [Steering Committee](#) of 14 members was approved by the President and Provost in August, and held their first meeting on September 2, 2008 initiating Phase I. Members were selected based on their expertise and that ability to inform the Self Study process.

[Internal](#) and [external](#) Self Study Accreditation websites were developed in August 2008 and underwent constant reorganizing and updating throughout all Phases of the process.

Process: Dr. Taylor met with the Self Study Steering Committee and representatives from the University Strategic Planning Committee, and Assessment Council the morning of September 11, 2008. He also met individually with the Provost, the President, the Vice President of Operations, and the Vice President of Enrollment Services. Finally, he presented an overview of the Self Study process to over 80 members of the University community.

The Steering Committee met monthly throughout Phases 2 and 3 to discuss marketing and data collection (see [Steering Committee minutes](#)). The Assistant Vice President of Marketing, a Steering Committee member, helped the Committee devise a marketing plan that included a newsletter that was first published on the Internet and throughout the campus in paper form in April 2009 (and subsequently in October 2009 and March 2010). A plan for ongoing dissemination of information was developed utilizing the two Self Study websites.

[Criterion Leaders \(CL\)](#) and [Core Component Leaders](#) (see "Master Organizational Charts" in Virtual Resource Room) were assigned during Phase 2 in October 2008. Each CL met as needed with Core Component Leaders and others key to data collection as established by the [Data Chart](#) (see "Master Organizational Chart" in Virtual Resource Room). Criterion Leaders were also members of the Steering Committee and were asked to update the committee at each monthly meeting.

The Director of Student Learning Assessment worked with [eLearning](#) to establish a space on Blackboard for each CL to upload data; he provided training and reminders on how to use Blackboard at Steering Committee meetings and some Criterion meetings. This provided an easily accessible, yet secure place for data storage. The co-coordinators had each CL provide him with a list of questions for associate deans so that they would not be asked for data from a plethora of sources and for duplicate information. They sent these to the associate deans who sent the data directly to the Director of Student Learning Assessment.

The co-coordinators updated each academic college at their fall faculty meetings. Feedback on the process was solicited.

A draft of all six chapters (one for each criterion plus the Introduction) was written from the reports during the summer months of 2009. This draft was shared two chapters at a time with the Steering

July 1, 2010

Committee at the September, October, and November meetings. Based on this feedback, a revised draft was submitted to the Provost in December 2009.

An Executive Summary based on the strengths, weaknesses, and self recommendations was developed in January 2010. This along with the full report was sent to the President's for his review. Also in January, the University was notified by the Commission that the comprehensive site visit was to take place on October 18 – 20, 2010. Collection of data for the Virtual Resource Room began in March 2010; the collection and categorization of these data, and the development of the Resource Room extended throughout the summer of 2010.

In February 2010, the co-coordinators gave updates to the Faculty Senate's Academic Steering Committee, the Student Government Association, and the Management and Administrative Staff Association. Finally, a critical reading group consisting of an associate dean from each academic college responded to the strengths, weaknesses, and self-recommendations for each chapter.

In February and March 2010, focus groups of students (one for undergraduate, one for graduate students) and faculty representing each academic college were assembled. They, as the associate dean group had done previously, reviewed and commented on the strengths, challenges, and self-recommendations and other questions regarding their perspectives about the University. The University Strategic Planning Committee and University Assessment Council also engaged in a combined critical reading group on March 11, examining specified sections of the report.

The full report and the Executive Summary were placed onto the internal Self Study website on March 6, 2010. Comment sections on the website allowed campus constituents to react to the drafts (an updated draft was posted every two to three weeks).

In April 2010, the co-coordinators held three review sessions with academic deans and vice presidents, collecting input on the report draft. In early May, six students recruited by Student Life volunteered to review specific chapters of the report. These April and may reviews led to a revised report which was sent to an outside editor on May 15, 2010. Final revisions of the report were made by the co-coordinators in June, whereupon the report was sent to an outside publishing firm.

The Steering Committee selected a space in the new Student Center to house the Visiting Committee for the Comprehensive Site Visit. Conference Services and Information Services and Technology were instrumental providing the necessary equipment for this space. Student Life and University Marketing, in collaboration with the Steering Committee, made preparations for the campus visit during summer 2010 including meeting with each academic college during August and September 2010 to update faculty and staff on the process and prepare them for the Comprehensive Site Visit.

A detailed timeline of events and accomplishments follow:

Spring 2008

- President selects co-chairs
- Core Team developed (meets weekly through all phases of the process)
- Core Team attends NCA Annual Conference in Chicago

July 1, 2010

Summer 2008

- Co-coordinators complete self-study plan and timeline
- Co-coordinators prepare draft outline of self-study report
- Writing team chairs recruit writing team members
- Co-coordinators outline responses to issues noted in previous team report

Fall 2008

- Steering Committee developed and approved by President
- Steering team meets monthly to review progress, emerging issues and data needs
- Self-study plan submitted to HLC/NCA staff liaison, Dr. John Taylor, for feedback
- Communication plan for self-study process developed by Steering Committee
- Formal campus launch of Self Study process with Dr. Taylor
- Writing teams prepare work plans and submit to co-coordinators
- Two Core Team members complete Consultant Evaluators training in Lisle, Illinois, increasing the number of CEs at the University to 7.

Spring 2009

- Steering team meets monthly to review progress, emerging issues and data needs
- Self-study writing teams begin work in assigned areas of responsibility
- Core Team members attend writing team meetings to provide support
- Writing teams prepare initial drafts of assigned sections of self-study report for steering committee review and feedback
- Core Team presents at the NCA Annual Conference “Mission Differentiation: Responding to a New State Strategic Plan for Higher Education.”

Summer 2009

- Co-coordinators polish initial reports from writing teams and combine them into the first draft of whole report.

Fall 2009

- Steering team meets monthly to review progress, emerging issues, and data needs
- Steering committee members review drafts to determine areas for additional data and revisions (September meeting: Introduction, C-3), October: C-1, C-2, November: C-4, C-5)
- Provost/President approves institution’s response to issues noted in the previous team report in Introductory chapter
- Co-coordinators and Provost review draft materials and prepare feedback in preparation for December draft of full report
- Full draft of self-study report made available to Provost

Spring 2010

July 1, 2010

- Co-coordinators prepare draft of Executive Summary
- Draft of Self Study Report prepared and reviewed by President's Cabinet
- Co-coordinators meet with stakeholder groups as needed to gather feedback
- Co-coordinators receive final list of HLC/NCA team members; list is shared with campus community
- President, Provost, Board of Trustees Chairperson, and Core Team attend NCA Annual Conference in Chicago
- Steering committee plans campus visit

Summer 2010

- Report sent to outside editor in May
- Final revisions made in June
- Board of Trustees approves report in June
- Report sent to outside publishing firm in June
- Final version of report sent to HLC in August
- Co-coordinators communicate with HLC team chair regarding campus visit plans
- Virtual Resource Room completed

Fall 2010

- Team work room and resources finalized
- Campus prepared for HLC Site Visit October 18-20, 2010

Over all, more than 160 personnel worked directly on this report and several hundred read and provided feedback. The University is pleased with the results of this two-year process and subsequent report, and looks forward to meeting the challenges identified while celebrating its strengths.

Chapter 3

Responses to the 2000 Report of the Consultant-Evaluators

The “[Report of a Comprehensive Visit to Cleveland State University \(October 25-27, 2000\)](#)” for the Commission on Institutions of Higher Education and the North Central Association of Colleges and Schools, notes four key concerns and challenges (Section VII, p. 64). The University has addressed these concerns and challenges as detailed below. (Note: The PeopleSoft™ concern is found on pp. 29-30 in the Report.)

Concern 1: Enrollment Challenge

The present enrollment management plan does not serve the institution well in addressing enrollment issues. Continuing declines in enrollment over the last decade negatively impact on programs, revenues, and all other areas of the University.

—2000 Report from the Commission

University’s response: Over the past decade, the University has explored a number of strategies to grow enrollment, enhance retention and increase degree attainment. In 2006, it sought advice from two major consulting firms; Stamats, Inc. and McKinsey & Company, on the various internal and external forces affecting growth and various strategies for re-aligning resources to realize expected outcomes. From this consultation, the University administration developed a strategic plan to grow enrollment 18% over the next six years. Specifically, the Roadmap for Enrollment Growth plan outlined a strategy to increase enrollment from its current 15,142 students (fall semester 2006) to 18,000 students (fall 2012) by increasing new student enrollment and by enhancing retention efforts. To this end, the University allocated new resources to incorporate best practices into its marketing and communication program, to hire new personnel to expand recruitment efforts into new markets and to create a new merit-based scholarship program to attract highly competitive first-year students to the University. So, too, additional resources were allocated to expand instructional resources, build a degree audit program for each major and create a One-Stop student support center to increase retention and promote student success.

As a result of these efforts, the University realized a modest but steady increase in enrollment during the first 2 years after implementing the plan and then a noticeable gain in year 3. By fall semester 2009, new undergraduate enrollment increased by 28%, new graduate enrollment increased by 25% and total University enrollment increased by 9%.

Table 3.1

Enrollment Trends: Fall 2006 to Fall 2009

<u>New Undergraduate</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>3 Year</u> <u>Change</u>
First Year	986	1,168	1,051	1,182	196 20%
Transfers	<u>1,094</u>	<u>1,242</u>	<u>1,309</u>	<u>1,488</u>	<u>394</u> 36%

Total New	2,080	2,410	2,360	2,670	590	28%
<u>New Graduate</u>						
Masters/Law	1,054	1,096	1,148	1,292	238	23%
Doctoral	<u>31</u>	<u>30</u>	<u>37</u>	<u>64</u>	<u>33</u>	<u>106%</u>
Total New	1,085	1,126	1,185	1,356	271	25%
Total University	15,142	15,383	15,439	16,506	1,364	9%

In order for the University to meet its strategic enrollment target of 18,000 students by 2012, new student enrollment must continue to grow steadily and increased numbers of continuing students must maintain enrollment through degree attainment. Student retention on all fronts---undergraduate, first-year, transfer and graduate---is critically important to building the enrollment base. Thus, a major campaign is underway to improve retention, progression to degree and degree attainment.

The first major effort of the retention campaign occurred in fall semester 2008 when the University fully implemented its plan to increase the admissions standards for first-year students. During the past nine years, the University had retained between 57% and 66% of its first time, full-time, students and graduated between 26% and 32% of them within six years. These new admissions standards were adopted with the specific purpose of enhancing first-year retention and, ultimately, increasing degree attainment. As indicated in Table I-2 below, the fall 2008 entering class had a more competitive academic profile and higher first-year retention rate compared to the class that entered in fall 2003. The University hopes that retention and degree attainment will be enhanced by enrolling a more competitively prepared class of first year students. Each entering new cohort will be identified, monitored and tracked in order to effectively guide students through the enrollment and graduation pathway.

Table 3.2

First-Year Student Retention

First Year Students: Fall 2003 v. Fall 2008		
	Fall 2003	Fall 2008*
First year students: FT & PT	989	1,181
Mean HS GPA	2.76	3.11
Mean ACT	19.1	20.8
First Year Cohort: FT	925	1007
First Year Retention	59%	66%
6-Year Graduation	29%	
<i>Projected 6-Year Grad Rate: 2013/14</i>		36%

**New Admissions Standards*

July 1, 2010

The second major effort recently took shape with the formation of a new Division of Enrollment Services and Student Affairs. In April 2010, this new division was created to integrate all student services units into a single organizational structure with the specific purpose of delivering a pro-active, data-driven, collaborative strategy for successfully guiding students to degree completion and career fulfillment. The State of Ohio's Strategic Plan for Higher Education calls, in part, for significant gains in enrollment, retention, degree attainment and job placement within the state over the next decade. So, too, the University System of Ohio has adopted a new performance-driven funding formula to recognize and reward institutions' performance on these strategic outcomes. Thus, it is incumbent upon the University to align its operations and resources towards fulfillment of these goals. To this end, the Division of Enrollment Services and Student Affairs now joins marketing and recruitment, admissions, registration, financial aid, one-stop service center, student life, health and wellness, counseling, disability services, international student support services, veteran support services, career services, orientation, transfer student support services, residence life, recreational services and ombudsman into a single, collaborative team all working towards the end-goal objective of successfully graduating students and assisting them with securing and/or advancing their career objectives.

The third major effort took place immediately following the creation of this new division wherein the University's Faculty Senate established the Ad Hoc Committee on Undergraduate Success. The Faculty Senate has expressed a genuine interest and solid commitment towards developing strategies to ensure students have a clear and sustainable path to graduation and that measurable gains in retention and graduation are realized over time in order to advance the institution's competitive standing and ranking among peer institutions.

Finally, the University has an established goal, submitted to the State, of increasing degrees awarded during the next five years at the rate of 2%, 2%, 3%, 4%, and 4% successively (see [Notes and Assumptions Behind CSU's Projections](#) and [Notes to Strategic Plan Metrics](#)) This goal is based on projections for 20 enrollment-related areas. The [Institutional Accountability Report for the University Strategic Plan](#) submitted in January 2010 reflects the projected enrollment based on these 20 enrollment-related areas.

Conclusion about Concern 1

Since 2000, the University has made great strides in enrollment management. A consulting firm was hired to provide strategies to increase enrollment and realign resources for expected growth. A retention campaign had three major efforts: increased admission standards, creation of the Division of Enrollment Services and Student Affairs, and assembling of an Ad Hoc Committee on Undergraduate Success.

Concern 2: Financial Resources

Unforeseen expenses and inadequate budget controls had led to the use of reserves and other resources to balance the budget and have resulted in measures that could compromise the academic enterprise. The draw down of institutional reserves demands difficult decisions in order to insure the continued financial stability of the institution.

—2000 Report from the Commission

Furthermore, the visiting team required the University to submit a progress report to the Commission (as described in Section IX pp. 68 – 69)...

“A progress report on the financial status of the institution that shows that the budget has been stabilized, and that the institution has made progress in assuring that it has adequate reserves. The report is to be submitted December 1, 2003.”

“At the time of the NCA visit, a budget shortfall of approximately 7 million was anticipated for the current FY 2001 budget and the FY 2002 budget. The administration has put into place several strategies to address the problem, including reducing part-time faculty costs, freezing vacant positions, and reducing various administrative budget lines. It is the intent that positions will be frozen only until July 2001, to allow for adjustments to the current FY 2001 budget. The Planning and Budget Committee is currently discussing ways to adjust the FY 2002 to meet the anticipated shortfall.”

“Cleveland State University has a history of managing its resources effectively, assessing and improving its programs, and exploring alternate and new ways of functioning. The University has the governance, planning, and decision-making processes to assist it in developing a plan to stabilize its resource base and continue the University’s progress in the future. It is expected that the institution will continue to obtain and effectively manage an adequate level of financial resources to carry out its mission, from a combination of state support, tuition and fees, grants and contracts, improved efficiencies and effectiveness in operation, and private giving. The required progress report should document how the University has managed the anticipated deficit, give evidence of how the University is addressing the restoration of its reserves, and describe plans to expand the base of finances resources for the University.”

University’s response: A progress report on finances was submitted to the NCA in December 2003. From the Staff Analysis of Institutional Report dated June 14, 2004, the following was reported regarding the concerns stemming from the 2000 site visit:

“CSU’s [progress] report addressed [cited] issues, focusing on the deficits projected for FY 01 and 02 and the restoration of its reserves.

- “Budget surpluses of \$4M and \$6M were realized in FY 01 and 02 respectively. To achieve these results, the University placed hiring freezes on all non-instructional positions, eliminated non-instructional positions, controlled the hiring of part-time faculty and graduate assistants, and increased tuition 9% in summer 2001 and 6% in spring 2003.
- “A \$25.2M reserve balance as of June 2003 was achieved, built on the operating surpluses in FYs 01, 02, and 03.
- “Financial challenges. CSU will receive \$1.2M less support from the State in FY 05, and is taking steps to control its expenditures. It plans to enhance its revenue base by increasing graduate and undergraduate enrollment, opening new centers in the city’s west and east side, and enrolling the first class in the Honors Program.

“...CSU has addressed the significant challenges identified in the 2000 team report. Headcount enrollment, which was at 15,400 in fall 2000, is at 16,250 in fall 2003. Increasing enrollment to enhance revenue is a goal of the strategic plan. The University has also implemented a budget model based on the ‘responsibility center management’ that assures the integration of strategic and financial planning. It

finds itself in a stronger financial situation than in 2000, including operating surpluses, higher reserve balances, and improved ratio scores (as measured by the Ohio Board of Regents).”

Administrative Systems: Impact of PeopleSoft™

The 2000 Report from the Commission noted that concerns regarding PeopleSoft™ student administration and human resources software were repeated at several meetings during the Site Team’s Comprehensive Visit (pp. 29-30).

A Progress Report to the Commission, dated March 10, 2004 noted that the University was undergoing a project to upgrade the system (Section 1 of report). The following is a report on the “PeopleSoft Stabilization” that took place from 2000 - 2003:

In late 1999 and early 2000, CSU had suffered continued enrollment losses resulting from a failed PeopleSoft ERP implementation. The Board of Trustees approved \$4.5 million towards a plan to fix and stabilize the academic implementation. SoftLink was contracted and, at any given time, approximately 10 consultants were on site working to resolve problems. Two external consultants were put in charge of managing the academic conversion (i.e., converting the electronic records from 1982-1998 from the legacy system to PeopleSoft). This was a critically important part of the project since several earlier attempts at conversion had resulted in no students being converted. The consultants had previously resolved a similar problem at the University of Minnesota (a conversion of legacy academic records). The approach that had been developed at Minnesota became the "standard" approach as schools converted to PeopleSoft. The work during the project had to expand the approach to include the conversion from quarters to semesters that took place as part of the implementation of PeopleSoft.

Core Strategy: A group that included CSU staffers and the two external consultants systematically worked through each of the functional areas identifying what was working, what was not working and what was missing. When fixing what was not working, the group addressed both the processes as well as the business practices. They identified and "cleaned" corrupt data. For example, over a million rows in the student financials area had to be scrubbed.

Key strategies: CSU staff members were assigned to all efforts so that the University would retain the knowledge in-house once the project was over and the consultants were gone. Data cleanup was comprehensive; when the group found examples of data issues, they searched for all such data problems and addressed each one. They extracted "lessons learned" as part of every effort. Also, they did not do any "autopsies" - the goal was to fix the problems not "lay blame". As the project progressed, the group developed recommendations for reorganizing in a way that would better support the new enterprise software.

Highlights: The group converted academic history for 172,371 students. They successfully addressed such critical issues as academic standing, satisfaction academic progress, billing, and single transcript for students with both pre-conversion and post conversion course work. In addition, they implemented and integrated the College Board Financial Aid System PowerFAIDS. While there were many different issues addressed during the project, both large and small, there were two issues that had the highest visibility during 1998-2000. One was the fact that academic history was not converted. The other was the myriad of issues related to

financial aid. A major effort during the project was a detailed analysis of all financial aid disbursements. This analysis was needed to support CSU's interaction with the Department of Education and included a thorough audit of the previous two years activity. Among other things, this involved a complex cross checking of academic records to determine eligibility. Earlier versions of PeopleSoft contained significant deficiencies; the financial aid module itself contained several critical deficiencies. This was one of the reasons that PowerFAIDS was brought in. The group noted that the University of Minnesota was running PowerFAIDS in parallel with PeopleSoft during the first couple years on PeopleSoft.

Parallel to this cleanup effort was the 2001 hiring of an experienced CIO familiar with ERP implementations. The various enrollment areas of Registrars, Financial Aid, and Admissions were reconfigured to adapt to the new ERP environment. Campus 411, a one stop service center for students, was started.

By 2003, the systems environment was considered stable and producing consistent, reliable results. It is currently working as projected and desired.

“[Higher Learning Commission] STAFF ACTION: Accept the report focused on the financial status of the institution. A progress report on assessment is due 9/1/05. The University’s next comprehensive evaluation is scheduled for 2010-2011.”

Conclusion about Concern 2

The visiting team cited the University for employing “inadequate budget controls,” which they determined had forced CSU to use reserves and other resources to stay financially solvent, endangering the security of the institution’s future. The team recommended several actions, which included hiring freezes, so as to place the University on a better financial footing.

The progress report submitted in December 2003 addressed the 2000 report issues, citing actions taken since the site visit. The Commission’s Staff Analysis of June 14, 2004 confirmed that the University adequately addressed these financial issues.

Since the 2004 Staff Analysis of the progress report, the University has been on solid financial ground, as described in Criterion 2 of this Report.

Concern 3: Integrated University Culture

CSU, in many ways, functions as a collection of individual enterprises that do not support and complement each other. It needs to have a more integrated university culture.

—2000 Report from the Commission

University’s response: Many efforts have been made to make the Cleveland State environment more interconnected in order to offer a better learning experience for its students (also see Chapter 5). In addition, the interplay of various units allows for its faculty, staff, and administration to increase

July 1, 2010

quality as well as make the organization easier to navigate for all internal constituents (student, staff, faculty, administration). New positions have been created to aid undergraduate students, as described below.

The Vice Provost of Undergraduate Affairs position was instituted to assist the integration of undergraduate education across the Colleges. The VP of Undergraduate Affairs has the following reporting to her: the Comprehensive Learning Center, Advising, Honors, Curricular Affairs, and General Education. (Note: The Comprehensive Learning Center was restructured as the Tutoring and Academic Support Center.) This position integrates undergraduate student activities and programming inside and outside of the classroom. The goal is better undergraduate retention, academic success and greater service to our students. Reporting to the Vice Provost are the Director of Undergraduate Curriculum (formerly Director of General Education) and the Director of [First Year Experience](#), both initiated in 2006 as interim positions but have since been made permanent. The Director of Undergraduate Curriculum position was instrumental in facilitating the new General Education requirements which were first implemented in 2007, and continues to work with the University Curriculum Committee as well as consults with faculty teaching General Education courses, and coordination of assessment activities in these courses. The Director of First Year Experience coordinates freshman experience activities, overseeing Introduction to University Life (ASC 101), and working in partnership with Student Life, Advising, Orientation, and Learning Communities on activities such as new student convocation and orientation.

As of March 2010, the President announced the merger of Enrollment Services and Student Affairs into a new division and named an Interim Vice President with 25 years of experience in these domains. The goal is to provide a seamless system of support and services for students from admissions through graduation. The role and function of this new position is detailed in Chapter 7.

In addition to the merging of Undergraduate Affairs under the new Vice Provost, several initiatives have commenced in **Student Life**, including:

- [Faculty Friends Program](#): An opportunity for students and faculty to get to know each other outside of the classroom. Students eat lunch at the Main Classroom Café or dinner at Viking Residence Hall with a selected member of the faculty. For the pilot, there will be 10 sessions (five at lunch time, five at dinner time). We expect about 300 students to participate.
- [Project SERV](#): Designed to assist military veterans with their transition from soldier to civilian to student. Classes have been designed specifically for veterans to help them in that very important first year of college. In addition, support is provided for veterans who have taken college-level coursework previously at CSU or elsewhere.
- [Service Learning partnerships](#): The first is with the History Department – With several history courses providing community service support to the historic [Cleveland Cultural Gardens](#). Student Life is also co-teaching a class in service teaching with the Department of Social Work.

- Faculty and Student Service Volunteers: Faculty and students volunteer together to perform community service in the Cleveland community on Make a Difference Day and “Do-Gooder” Day.
- City Club of Cleveland: Fridays 12:00-1:30 pm. A collaboration among the City Club of Cleveland, CSU Political Science Department and Student Life. Faculty members accompany a small group of CSU students to attend certain Friday noon lectures featuring world leaders and experts on certain important issues at the City Club of Cleveland.

Campus 411: Campus 411 is a one-stop service center that assists students with any questions regarding their admission, academic record, financial aid, registration, and student account. Campus 411 has both a centralized walk-in and call center to accomplish its mission: to provide a centralized location where the University community is effectively and efficiently served, resolve issues in support of educational goals, and empower students to manage their academic life.

Campus 411 experiences walk-in traffic between 4,000 to 8,000 students in January, and between 8,000 to 11,000 students in August. The Call Center receives between 14,000 to 18,000 calls in January, and between 26,000 to 30,000 calls in August. Since the advent of Campus 411 in the summer of 2004, the number of complaints and disputes to the President’s office has diminished significantly. Campus 411 receives at most three student complaints or disputes taken to the President’s office per year.

Campus411 receives accolades on occasion from concerned parents and students attesting to our excellent provision of customer service. William Sweeney recently emailed us on January 22, 2009 at 9:55 the following laudatory remarks: *During the last several years, our daughter Julianne has been attending CSU and in an effort to help her out on various issues, I found myself using Campus 411 numerous times. Helping both of our children via Campus 411 even if it were for only questions/answers or simple explanations was extremely helpful to all of the Sweeney family . . . I wish to acknowledge all of the 411 staff that have helped us time and time again. The system works and is an invaluable asset to students and parents. I worked at CSU with the University Police Department as a Detective and retired in 1997, and we never had anything close to the Campus 411 operation. Thank you for you and your staff in doing a great job!*

Campus-wide Committees: The breadth and scope of these committees demonstrate that the University works together in a fashion that has become second nature. A complete list is found at the [Faculty Senate website](#).

Learning Communities: Instituted in 2007, [Learning Communities](#) are “student-centered models” for the delivery of education that feature five components proven effective to support academic achievement:

- Clustered courses organized around a provocative, unifying theme;
- Cohort participation where 25 students attend small classes together;
- Easy access to faculty, to develop positive, supportive relationships;
- Field trips and co-curricular activities that extend learning beyond the classroom ; and
- Academic supports and services that contribute to engaged learning and balance.

Being in a community helps students balance the academic and social dimensions of University life, and research shows that students who participate in Learning Communities are more likely to achieve higher

grades and graduate in 4–5 years. CSU’s location allows for the unique advantage that makes the City a classroom. Learning extends beyond the classroom, taking full advantage of area landmarks, museums, and resources to stimulate intellectual growth.

- Highly motivated and engaged faculty collaborates to integrate course content, assignments, and co-curricular activities that foster active and engaged learning.
- An embedded librarian serves in each Learning Community and assists students as they develop Information Literacy and complete intellectually challenging assignments.
- Peer Mentor Coaches serve as excellent role models and support student transition from high school to the demands of university life, coordinating study groups and facilitating positive learning activities.

Learning Communities are designed for first-year students to provide them with a powerful supportive system to help them make a smooth transition into the rigorous demands of university life. It is an exciting way to experience the first year of higher education, with smaller classes, interesting and intellectually challenging coursework, positive interactions with faculty and peers, and lots of co-curricular activities.

Common Reading Program: Initiated in Fall Semester of 2007, this program allows for all freshmen students to “create a shared learning experience that fosters student engagement, retention, and personal development beyond the classroom.” This is a collaborative effort between the Michael Schwartz Library and the First-Year Experience Program.

Centers of Excellence: As described in detail in Chapter 7, these Centers were developed in response to the Chancellor’s call for Mission Differentiation and are models of interdisciplinary activities. For instance, the Center for 21st Century Health Professions prepares high-quality health care and bioscience industry professionals. The Center is a natural collaborative for the College of Science and the College of Education and Human Services’ programs.

De-centralized Advising: While the University still has an [Advising Center](#), a change was made in 2008 to ensure that all academic Colleges have full-service advising centers (Law is the one exception, offering [several mechanisms](#) for advising students). This was an effort to increase responsiveness to students who had declared majors. The [Advising Center website provides a guide](#) for students to determine their advising office.

Unified Conference Services: At the time of the last NCA comprehensive site visit, each College worked independently to secure event locations around the campus. Since that time, a University-wide Conference Services Center was developed, which provides a centralized and seamless system of reserving space on campus.

Additional University Responses: Several inter-college undergraduate and graduate degree programs exist along with several certificate programs that take advantage of expertise across Colleges and serve the needs of both students and the Northeast Ohio community.

- *Bachelor of Arts in Organizational Leadership*: Urban Affairs in collaboration with the College of Business and the College of Liberal Arts and Social Sciences (CLASS)

July 1, 2010

- *Master of Education in Organizational Leadership*: College of Education and Human Services (CEHS)/CLASS/College of Business Affairs, College of Urban Studies
- *Master of Education in Sport Management/Exercise Science*: CEHS and Business
- *Master of Education in Community Health Education*: CEHS and Business
- *Juris Doctor (JD) and Master of Business Administration (MBA)*: College of Law/Business
- *Master of Science in Nursing/MBA*: CEHS/Business
- *Master of Public Administration: Urban in collaboration with Law and Business*
- *Master of Nonprofit Administration and Leadership*: Urban/CLASS
- *Master of Arts in Global Interactions*: CLASS/Business/Law
- *JD/Master of Arts (or Science) Environmental Studies*: Law/Engineering/Science
- *JD/Master of Public Administration*: Law/Urban:
- *JD/Master of Urban Planning, Design, and Development*: Law/Urban
- *PhD in Urban Education*: CEHS, CLASS, Urban
- *PhD in Urban Studies/Communication*: Urban/CLASS:

Conclusion about Concern 3

Through a concerted effort of all colleges and supporting units of the University, CSU strives to break down barriers between colleges and units to establish an integrated campus serving the best interests of students, faculty, staff, and the Northeast Ohio community. This is evidenced by the University's creation of the positions of Vice Provost for Undergraduate Affairs to streamline students' navigation of the academic offerings among the colleges, Student Life's ongoing community-building activities, and the many inter-collegiate programs at CSU.

Concern 4: Assessment

Certain areas have made progress in assessment, but assessment efforts are uneven across the University, and the process of assessment needs to be more thoroughly ingrained in the academic culture.

--2000 Report from the Commission

Furthermore, the visiting team required the University to submit a progress report to the Commission (as described in Section IX pp. 68 – 69.)...

A progress report on assessment which demonstrates implementation of assessment across the institution. The report is to be submitted September 1, 2005.

According to the levels of implementation defined by the North Central Association, Cleveland State University falls in a zone that crosses levels one and two. The institutional mission statement and University Assessment Plan affirm the commitment to student learning and to

using student outcomes assessment for the improvement of student learning and academic programs. A number of academic units and many support units have moved beyond affirmation to the definition of specific goals, identification of assessment techniques to measure selected goals, administration of the instruments, and changes in practices and programs based on their findings.

However, the pattern of implementation is very uneven across academic units. Review of the files indicated a gap between the strategies originally identified and the most recent unit reports. In other cases, the measures applied appeared to have little direct relationship to actual learning outcomes. In a third category, there was simply a lack of information.

We recognize that the recent transition to semesters may have diverted attention and energies from the original intents regarding assessment. We also recognize that unit plans will undergo revisions, with or without such major disruptions. However, it would be unfortunate for the University if the momentum generated by the initial planning and the persistent efforts of the Assessment Committee were dissipated by the uneven participation and responses.

It is therefore recommended that the University file a progress report on assessment with the North Central Association in 2005. The report should provide an accurate accounting of the student outcomes assessment activities of all the academic units in the prior two years, provide examples of changes linked to major results in each of the Colleges, and indicate any planned changes in University-level policy and approaches.”

University’s response: A progress report on assessment was submitted to the NCA in August 2005. From the Staff Analysis of Institutional Report dated December 16, 2005, the following was reported regarding the concerns stemming from the 2000 site visit:

“In its report of the October 2000 evaluation visit, the team observed that the CSU assessment efforts were uneven across the University, and that an assessment culture is not ingrained in the University culture. In this progress report, University presented evidence of its progress in developing a culture of assessment since the 2000 evaluation visit.

- Town hall meetings in each eight colleges focused on desired attributes of a CSU graduate and stimulated many conversations about student learning.
- Office of Student Learning Assessment established to *encourage pursuit of excellence in student learning outcomes of academic and other programs offered at CSU.*
- Faculty-led studies of general education assessment are on-going
- Annual assessment reports are reviewed by Assessment Council and given written feedback. In 2005, 95% of required reports were received.
- Faculty review programs outside of their College and expand their knowledge of assessment measures and techniques.
- Assessment of student support services is well established. These areas are aware of their challenges and the Director of Student Learning Assessment works to improve the overall understanding of the values of assessment implementation.

“CSU acknowledges that challenges remain in assessing learning in the general education core as of this report, the faculty senate has not formally documented goals and objectives for the general education program. A committee is working to revise the general education program with input from the studies on student needs and best practices found in such programs, during the fall 2006 semester.

“...Overall, the [University] demonstrates a diligent, conscientious approach to responding to the 2000 evaluation team’s recommendations. In the five years since the evaluation visit, it has addressed its assessment challenges and prepared a document that demonstrates a deeper understanding and appreciation for the value of assessment. Staff is encouraged by the University’s response, its collection of data, and its efforts to use the data to improve student learning. CSU is making significant progress toward achieving an institutional culture that focuses on student learning outcomes while also allowing for variations in the climates and cultures of its eight colleges.

“Since the visit of the evaluation team, the University has taken steps to retooling its assessment processes in general education, in program assessment, and is linking student assessment outcomes to planning, budgeting and general resource allocation. All of this is coordinated in the Office of Student Learning of Assessment, which also focuses on staff development and implementation and evaluation of the assessment plans. All disciplines have reviewed and revised their outcomes goals. Assessment is becoming internalized, a part of the culture of the institution, and serves the College’s vision as a learner-centered institution.

“[Higher Learning Commission] STAFF ACTION: Accept the report focused on assessment. No further reports are required. The institution’s next comprehensive evaluation is scheduled for 2010 – 2011.”

The outline below identifies the continuing steps being taken, and emphasizes CSU’s commitment to a participative and transformative assessment culture that places students’ learning at its core:

- **Town Hall Meetings and Assessment Roundtables** involving faculty, staff, administration, and students from all colleges and support service units are conducted on a needs-based basis (Town Hall Meetings were held in 2005 and 2009, Roundtables are more frequent), and are aimed at comparatively analyzing current and desired assessment strategies that promote learning as well as accurately inform instructional and administrative decision making. These types of events encourage campus community members to showcase their achievements in terms of student learning assessment, in addition to investigating in a collaborative fashion potential ways in which to strengthen curricula, pedagogy, and assessment.
- **Assessment mini-grants** designed to support the creation of professional learning communities among faculty and staff with a vested interest in refining the assessment plans used in their academic programs and/or support service units.
- **Curriculum-based assessment alignment** engaging faculty in the **General Education** program as a way to “map out” the connections among program goals/objectives and outcomes, course-level goals/objectives and outcomes, and assessment tools and strategies, in light of the specific skill areas promoted across all General Education classes.
- **Annual assessment reports** are reviewed by teams of peers made up of both faculty and staff members as a way to expand as well as disseminate their knowledge of effective assessment tools and strategies. According to the most recent assessment cycle data, over 92% of reports have been received, reviewed, and responded to by teams of 20 faculty and 15 staff members.
- Assessment of student learning in both academic program and support service units is well established, as demonstrated by a range of actions. For instance, the **Fenn College of**

[Engineering](#) has submitted a **grant proposal** intended to revise/revitalize the first two years of their engineering program by designing “learning communities” to attract and effectively retain diverse students (including female students, a specific target population). As far as support service units are concerned, the [Center for International Students and Programs](#) has initiated an effort to **overhaul the Assessment Plan** in an attempt to formalize specific ways that have been proven useful in informing the whole unit on various aspects of student learning.

- **Participation in local, regional, and national conferences** has increased the visibility of faculty and staff members as experts in student learning assessment in their respective areas. To support such areas in the future, a team of CSU representatives – both faculty and staff members – will submit a presentation proposal for the 2009 HLC/NCA Conference. The topic is closely related to the revisioning/revising process focused on assessment of student learning in academic programs as well as student support services, thus revealing the ongoing nature of assessment on our campus.
- Involvement of faculty, staff, students, and administration in the **continuous process of updating the Assessment of Student Learning website**.
- Recognition of academic programs and student support service units that have gone successfully through a process of revising their assessment plans by featuring such success stories in a series of **Peer Speeches** and **CSU Assessment Newsflash** (newsletter) was implemented in spring semester of 2009.

More detailed information on assessment is found in Chapter 6.

Conclusion about Concern 4

The visiting team cited the University for using “uneven” assessment practices and encouraged CSU to place a focus on student assessment so that it would be “ingrained” in the culture of the institution. It was recommended that the University submit a progress report that detailed the actions taken toward improving student assessment over a two-year period.

The progress report submitted in August 2005 addressed the 2000 report issues. The Commission’s Staff Analysis of December 16, 2005 confirmed that the University adequately addressed these student assessment issues and no further action was required.

Following the Commission’s Staff Analysis (December 16, 2005) confirming the University’s adequate means of addressing previous student assessment issues, CSU has taken specific steps to continue the high quality work done thus far. At the same time, the institution has proposed a set of actions aimed at enhancing the culture of assessment across campus (see also [Office of Student Learning and Assessment](#)).

Additional Review Comments from the 2000 Commission Report

In addition to the Concerns and Challenges listed in the Report from the 2000 visit, the Visiting Team made 11 Suggestions and/or points of “Advice for Institutional Improvement” (Section VIII pp. 65 – 67). The following are these suggestions and/or advice and how the University has responded.

Continuing Education

CSU may wish to reconsider the Continuing Education Dean's reporting line so that he can serve as a member of the Provost's Deans Council. Even if the reporting line is not changed to its previous arrangement, it would be advantageous to have the Dean participate as a full member of Deans Council (as he previously did). The Deans Council is an important body for sharing information and discussing issues pertinent to the institution's academic enterprise and the Dean of the Division of Continuing Education should be involved in such deliberations.

--2000 Report from the Commission

University's response: When the 2000 self-study was prepared, the Dean of the Division of [Continuing Education](#) was reporting to a vice provost. Shortly thereafter, that position was eliminated through restructuring. The Dean's reporting line was changed back to the previous arrangement of reporting to the Provost, and the Dean was again a full member of Deans Council. The Dean retired in 2002, and a new Dean was appointed, but the reporting line to the Provost has remained the same. The Deans Council expanded to become Provost's Cabinet in 2007, and the Dean was part of this group until Fall Semester 2009, when the Provost decided to return to two groups.

The 2000 Report from the Commission states further:

There appears to be a lack of complete understanding and appreciation for the role and self-supporting status of the Division of Continuing Education at CSU. For example, a self-supporting unit needs to maintain a healthy reserve in order to plan and deliver both new and existing programs, replace and upgrade equipment, cover planned and unforeseen yet critical expenses and simply to cover operating costs. Also, an institutional hiring freeze that includes the Division runs counter to its ability to deliver programs and generated revenue for itself and the institution.

University's response: Subsequent to the self-study, vacant program director positions that had been frozen were approved for filling and were filled in 2001 and 2002. These positions have been crucial for program and client development. Subsequent searches have consistently been approved. It should be noted that the Division has received financial assistance, especially for new initiatives that serve credit students. In FY 2004, the Division began to receive hard dollar support for its newly-founded English as a Second Language program, since it serves degree-seeking international students. Also, the Division received permanent and one-time funding for the Center for eLearning, established in 2006. (The Center moved in 2010 to a different division.) In 2008, the Provost committed \$163,000 in one-time funding to the Division to assist with Cole Center enhancements.

The 2000 Report from the Commission also states:

The University should reassess the practice of allowing all academic units to develop and operate non-credit programs independent of the Division of Continuing Education. By permitting this practice, the institution runs the risk of duplication and increasing costs as well as confusing the community.

July 1, 2010

University response: The Division works cooperatively with some academic units to jointly sponsor programs, but a number of other units have independent programs (e.g., [Center for Executive Development](#) in the Nance College of Business, [Center for Leadership Development](#) in the College of Urban Affairs, [Greater Cleveland Educational Development Center](#) in the College of Education and Human Services). The Division maintains a relationship with these units and has worked cooperatively with them.

At this point, the units are well established. Ongoing communication helps to minimize internal competition, but this is difficult to fully avoid.

Student Affairs

The institution needs to develop a culture that reflects the importance of a student friendly, student focused, and student supportive collegiate environment. The institution should seriously consider conducting an institutional climate survey to assess the needs, attitudes, and feelings of the student body.

--2000 Report from the Commission

University's response: The [Office of Planning, Assessment, and Information Resource Management](#) coordinates the collection and analysis of climate and satisfaction surveys; results of these can be found at the [Institutional Research and Analysis website](#). These surveys are administered to students and faculty and include the following:

- The National Survey of Student Engagement (NSSE)
- Cooperative Institutional Research Program (CIRP) Freshman Survey
- Your First College Year (YFCY)
- Non-returning Students Survey
- Senior Satisfaction Surveys
- Higher Education Research Institute (HERI).

These survey results inform the University when making programmatic and structural changes. This is detailed further in Chapter 8.

Title IX Compliance and Athletics

Title IX responsibilities need to be accomplished with a sense of purpose and consistency. The institution's plan should demonstrate a desire to achieve both the letter as well as the spirit of Title IX. While progress has been made, there remains much room for improvement.

--2000 Report from the Commission

University's response: The Department of Athletics completes the NCAA Financial Survey and the Equity in Athletics Disclosure Act survey on an annual basis. In 2004 Cleveland State began competing in women's soccer adding approximately 24 student-athlete opportunities for women. Currently, the University's General Counsel's Office is preparing to conduct a survey of the CSU student body to assess interest in intercollegiate athletic participation.

The institution needs to examine the discrepancy in revenues/expenditures between the State of Operations and the Higher Education Act Reporting concerning the intercollegiate athletic program. The operations document reflects revenue of \$3,371,637 and available balance of \$75,954,207; however, the reporting document reflects \$4,849,962 balance with expenditures of \$4,849,962.

--2000 Report from the Commission

University's response: A Statement of Operations for Athletics for 2000 verifies the \$4,849,962. An examination of the 2000 Athletics' Higher Education Act Report also verifies that this report has \$4,849,962.

Facilities/State Funding Policy

With appreciation for the complexity of their task as the statewide coordinating board for Ohio, the team urges the Regents to consider carefully the effects of the board's policy that funds facility operations and maintenance on the basis of the full-time equivalent (FTE) students.

Our assumption is that the primary purpose of the board's facilities policy is to protect the impressive investment the people of Ohio have made in hundreds of buildings for their public universities. Beyond question, in order to assure maximum years of usage, buildings at state campuses should be kept in good state of repair and operation—roofs intact, boilers and chillers working, entrances accessible, walls painted, floors safe, foundations sound—with buildings, in general, clean and healthy and conducive to a learning environment.

The current policy substantially accomplishes its purposes at residential institutions. But it does not accomplish its purposes to the same degree at an urban institution, and we doubt this result is the board's intention.

Given the greater intensity of usage on an urban campus with facilities that often are in use outside the usual 8 to 5, Monday to Friday, schedule, and with a significant percentage of commuting, part-time students, the simple FTE approach does not drive sufficient dollars to achieve the same effect on a residential campus.

One way or another, the consequences are borne by the students on the urban campus. Over time, at the institution, which receives relatively, less state funding, the physical facilities provided students would be less well maintained. Or, the institution will have to divert money from support of the academic program to building upkeep, which weakens the academic programs. Or, the institution will have to charge higher tuition in order to make up for the state support that does not match the rate of wear at the urban institution, which increased the financial burden on students at such an institution.

The simple reality is that with the current FTE policy the Regents penalize some Ohio citizens—those who enroll at campuses with significant percentages of nontraditional students. Again, we doubt this is the intention of the Regents.

Differential funding makes sense for the academic programs of different kinds and levels. Differential funding—with a factor of intensity of usage, for example—also makes sense for facilities at different kinds of campuses. The visiting team urges the Board of Regents to

consider adjusting its funding policy in regard to operations and maintenance of University buildings.

--2000 Report from the Commission

University's response: The 2000 NCA Self Study Site Team expressed concern that urban universities like Cleveland State were disadvantaged because the Ohio Board of Regents (OBOR) was funding facility operations and maintenance expense on the basis of full-time equivalent (FTE) students. The Site Team felt that because of the significant percentage of part-time students enrolled at urban institutions, an FTE basis meant less consideration for maintaining facilities at Cleveland State versus one of Ohio's residential campuses. (An FTE, full-time equivalent, is simply a manner in which to aggregate student credit hours of instruction. If 1 FTE is equal to 15 student credit hours per semester, then 1 FTE is equal to one student taking 15 credit hours, or three students taking 5 credit hours each, or fifteen students taking 1 credit hour each.) The premise is that urban institutions have a different profile of student who takes less credit hours that are spread throughout a longer day and week, thereby putting more wear and tear on an urban university. Residential campuses' profiles are geared toward more traditional operating hours and experience more single students taking a full load of credit hours. A briefing of the history of Ohio higher education funding is provided by [hyperlink](#).

The reality is that Ohio's income tax and sales tax revenue bases have been, and continue to be, ravaged by the continuing economic recession spawned by the global credit crisis that began in 2007. Lower sources of public revenue mean cuts, or no growth in the budgets of Ohio's state agencies and institutions. Before the impact of the recent recession, an appropriate level of higher education funding was not a state budget priority. This began to change with the adoption of the state's FY 2008-2009 budget as a new governor and the legislature realized that higher education success translated into trained, qualified employees for the workplace and was a key to the economic re-vitalization of the state. In exchange for additional state funding, the universities agreed to freeze undergraduate tuition levels at the FY 2007 levels. Throughout the economic crisis, the state has resisted making major reductions to the State Share of Instruction (SSI). While this is an encouraging and appreciated sign, the under-funding of higher education in the years prior to FY 2008 had taken its toll. Under better economic conditions, the change to a total cost approach to the funding formula would mean an increased flow of subsidy dollars to state institutions, provided they achieve successes in certain outcomes. Some of this increase could be dedicated to facilities maintenance. In the current environment, it remains to be seen if the total higher education appropriation is sufficient enough to permit an increased level of funding to each institution so that urban campuses may direct more funding to facility maintenance.

International Programs

If indeed CSU desires to become an 'internationally respected, world-class' university, its efforts in this area will need to be greatly enhanced, including increasing the Center's resources. It is not clear, however, that this is an appropriate goal for the University at this time. Given the institution's mission and its limited resources, the University and Center may already be doing all that should be done at this time to internationalize the institution. Even so, CSU can be proud of its modest yet solid and respectable efforts in this area.

--2000 Report from the Commission

July 1, 2010

University's response: Each College has adopted a strategy to “internationalize” its programs, moving toward increasing the global awareness of its students through the strengthening of internationalizing its programs and course offerings. Two examples are the [College of Liberal Arts and Social Sciences](#) which has placed an emphasis on international experiences for its students, the College of Education and Human Services' [Confucius Institute](#) which seeks to facilitate student and faculty exchanges with partner universities in China.

Miscellaneous Commission Concerns

The following items from the 2000 Report from the Commission were addressed previously in the description of the new positions of VP of Undergraduate Affairs, General Education Director, activities in the realm of Student Life, the creation of Campus 411 and Learning Communities, inter-college programs, and the advent of the Signature Themes and their Centers of Excellence:

- The University needs to explore ways to develop a comprehensive array of student support services that are integrated and cohesive in nature. To address this critical issue, the institution should consider the identification of a Chief Student Affairs Office who would provide leadership and direction in order to build a better university with a sense of connectivity and belonging.
- The University should consider allocating the appropriate level of resources to achieve a vibrant and exciting campus life.
- Strategies that promote breaking down units or autonomous and independent thinking silos need to be pursued. Bring people together to address common issues and concerns would improve morale and communication.

Chapter 4

Criterion 1 - Mission and Integrity: The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Mission Statement

Our mission is to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

Vision Statement

We will be recognized as a student-focused center of scholarly excellence that provides an accessible, engaged and exceptional education to all. We will be a place of opportunity for those who seek truth, strive toward excellence and seek a better life for themselves and for their fellow citizens. As a leader in innovative collaboration — both internally and externally — with business, industry, government, educational institutions and the community, the University will be a critical force in the region's economic development. We will be at the forefront of moral, ethical, social, artistic and economic leadership for the future and embrace the vitality that comes with risk. We will be the strongest public university in the region and be known for our scholarship and diversity in service to students and to our community.

Shortly after these statements were finalized in 2008 and embraced by the various constituencies of the University, CSU began to actively confront a new challenge: Mission Differentiation which will be highlighted throughout this report. CSU has met the higher education needs of Northeast Ohio since its inception in 1965 by offering convenient, high-quality educational opportunities. As described in the introductory chapter, much has changed at CSU in the past decade. In addition to new programs, changes in both the curriculum and the face of the University (the campus), CSU has responded to the call for the development of distinctive missions. The new [Strategic Plan for Higher Education](#) calls for all Ohio universities to “differentiate missions” to meet the economic needs of the State and region now and into the future. The evidence provided in this chapter demonstrates how CSU uses its mission to plan and implement quality in educational services in part through its response to the State’s Strategic Plan. In essence, CSU’s current operations and plans for the future allow it to fulfill its distinctive mission with integrity.

Core Component: 1a. The organization’s mission documents are clear and publicly articulate the organization’s commitments.

Evidence that Core Component 1a. has been met.

Mission Differentiation does not alter what CSU stands for or “who we are.” In fact, CSU’s unique identity will be enhanced by its response to mission differentiation, a requirement of the University System of Ohio so that each public university has distinctive goals, programs, and initiatives aligned with the economic needs of the communities in which they exist, as well as the State of Ohio. The University’s Strategic Plan, outlined in this chapter, encapsulates the institution’s identity through its strengths:

- Dedicated faculty
- Diversity of people
- Urban context
- Professional orientation
- Intellectual energy.

Furthermore, the revised and approved Mission Statement (December 2008), *Vision Unlimited*, and the University’s response to the State’s call for “mission differentiation” explicitly communicate CSU’s goals to internal and external constituents. Both the Mission Statement and Vision Statement are available at the [University’s website](#), and the response to the new [State University System](#) is found at the [Self Study website](#) and described in detail in Chapter 5.

CSU’s Mission: A Historical Perspective

In order to ensure that the spirit of the Mission and Vision Statements remains valid, in 2002 the Board of Trustees directed the University administration to develop a **Strategic Plan** for continuous improvement. This plan, known as *Vision 2009*, called for CSU to transform itself from a “metropolitan and commuter campus” to a “residential, regional, commuter, and online campus” by the year 2009.

A joint committee was formed in Fall Semester 2004 to negotiate an agreement on the planning process, a plan that was subsequently approved by the [Faculty Senate](#). The plan required that a standing committee be formed that would have much discretion in advising planning at the University. The University Planning Steering Committee (to become the University Strategic Planning Committee [USPC] in 2005) was formed to create and monitor the adherence to and revisions of *Vision 2009*. The committee consists of

- Five faculty members selected by the Faculty Senate’s Academic Steering Committee;
- Five administrators appointed by the President;
- The Vice Provost of Planning, Assessment and Information Resource Management (ex officio); and
- One student representative selected annually by the Student Government.

The USPC was charged with the task of designing the new strategic planning process with the following principles in mind:

- There would be broad involvement of CSU organizations and people in creating the new vision and mission for CSU;

- The new vision would work in tandem with the needs of Greater Cleveland and Northeast Ohio and leverage CSU's strengths to improve the region;
- The planning process would link actionable goals to the University's allocation of budget and personnel evaluation processes;
- Specific outcomes would be identified for each CSU goal so that progress can be assessed regularly and corrective action taken as needed;
- Individual colleges, departments, and other organizational units would align their own plans with the larger CSU goals; and
- Regular communication would keep the CSU community involved and well informed about the planning process, issues, and results.

In order to gather information from the University, all academic and non-academic departments and units were required to hold strategic planning sessions during the month of September 2005. From these sessions came 75 reports submitted to the USPC. Colleges and divisions then held strategic planning sessions resulting in 16 additional reports submitted at the end of October 2005.

The first Strategic Planning University Review (SPUR) occurred in November 2005 and 4 subsequent reviews. In each of these, faculty, staff, administration, and community members were invited to work collaboratively toward the goals set by the USPC. Each SPUR is described in detail in Chapter 5.

In 2006, *Vision 2009* morphed into *Vision Unlimited*, a comprehensive strategic plan that drove the work of the University Strategic Planning Committee (described below), SPURs and, of course, the work of the University. In his opening endorsement of *Vision Unlimited*, then-President Michael Schwartz lauded the plan as “the means for charting the future course of the University” that “identifies strategies for attaining goals and assessing outcomes.” He further encouraged faculty, staff, students, alumni, and the community—all of our stakeholders—to read, consult websites, and participate actively in “making the plan a reality...we will collectively reach our highest aspiration, to establish CSU as the student-focused center of scholarly excellence in the heart of the City of Cleveland.” The evolution of *Vision Unlimited* demonstrates that CSU develops and sustains a mission that is kept relevant to the needs of Cleveland and the State.

CSU's Distinctive Mission

[The University System of Ohio](#), established in August 2007, consists of 13 public universities, 24 branch campuses, 23 community colleges, 1 public medical college, 100+ adult literacy centers, and a multitude of adult workforce centers. Governor Strickland and the newly appointed Chancellor, Eric Fingerhut, desired to increase the number of college graduates, keep more college graduates in the state, and attract more college-educated persons to Ohio. Consequently, the Chancellor, the Governor, and the Ohio Board of Regents developed a new [Strategic Plan for Higher Education](#) directing each institution to have a distinctive mission and establish “Centers of Excellence” (see Ohio [Board of Regents](#) website). In response, CSU created and enacted a ten-step plan of action, beginning with its recently established institutional Strategic Plan, *Vision Unlimited* (see Chapter 5 for further details). The State's Strategic Plan called for CSU to focus, in part, on “contributing to the region's growing health care and biomedical industry” (p. 47). The University's action plan led to the creation of two signature themes and two centers of excellence as described in Chapter 5.

As states grapple with the effects of a globalized economy and increased calls for accountability in P-20 education, higher education finds itself in the spotlight. Centers of Excellence are an attempt by the State to create engines of innovation and pools of educated professionals possessing the skills to succeed in a changing economy. CSU, one of Ohio's seven Urban Research Universities, was deemed to have a geographic advantage in the Science, Technology, Engineering, Mathematics, and Medicine (STEM) initiatives because of its proximity to the Cleveland Clinic and other world-class medical facilities. This proximity, along with the prospect of a “[medical mart](#)” in downtown Cleveland and the University's partnership with Northeastern Ohio University Colleges of Medicine and Pharmacy ([NEOUCOM](#)), has positioned CSU to be a regional leader in health care. Hence, the Signature Themes of Health were proposed. In addition, CSU's metropolitan location, the many collaborative efforts it has with the Northeast Ohio community, and the University's long commitment to urban communities were the key reasons for the proposed establishment of the Sustainable Communities Signature Theme. As described below, three “Centers of Excellence” emanated from these Themes.

CSU Responds with Centers of Excellence

The University melded its two-year-old Strategic Plan and Mission with the State's two-pronged focus for CSU. Soon after the publication of the *Ohio Strategic Plan for Higher Education* in March 2008, a Response Plan was designed and set into motion by the University. A task force consisting of internal and external constituents met throughout the summer of 2008 and shared a report with the CSU [Board of Trustees](#) and campus community. A Roundtable facilitated by [The Learning Alliance for Higher Education](#) was conducted on October 29 and 30, 2008 followed by a forum with the Chancellor on November 5. Town Hall discussions followed in November and December, culminating in the University Strategic Planning Update Retreat (SPUR) in November 2009. From this retreat came a report ([Campus Roundtable on Centers of Excellence](#)) forwarded to the Trustees from the President; the Trustees submitted the report to the Chancellor. As explained in Chapter 5, the University envisions these three centers to focus energy and resources toward activities that will meet the economic needs of the Northeast Ohio region, as well as strengthen its status as a premier urban university. See the [Self Study website](#) for a timeline of activities leading to the creation of the Centers of Excellence.

Evidence Supports CSU is Mission Driven

As described in Chapter 5, the [University Strategic Planning Committee](#) developed Key Performance Indicators (KPIs) in 2006 to monitor the implementation of the mission's spirit. Each KPI has a set of tactics that are reviewed and assessed in each and every Unit of the University. These data are reported to each Unit to inform them of their progress as they strive to meet the goals in their respective strategic plans.

The University Strategic Planning Committee ([USPC](#)) annually reviews the mission and provides feedback to the campus community through the President's Cabinet and the Board of Trustees. For example, in 2008, a member of the Self Study Steering Committee noted some concerns about the wording of the mission. This was brought to the attention of the USPC, who recommended changes to the President, and the Board adopted these changes at their next full meeting. The monitoring includes “Executive Interviews” at the bi-monthly USPC meetings; for example, in 2008-2009, the Committee interviewed the Provost, the University Auditor, one of the co-chairs for the Self Study, and the Assistant Vice President of Marketing. ([See USPC 2009 Annual Report.](#)) These interviews keep the

committee informed of each division's actions and plans for the future, ultimately steering the committee's work in university-wide planning.

Academic Colleges Keep the Mission Current and Relevant

The Strategic Plan of each College and Division reflects the mission of the University as measured by the *Vision Unlimited* outcomes addressing its goals, strategies, and tactics. Below are examples of how each academic College has responded to one or more aspects of *Vision Unlimited*; a hyperlink to each College's strategic plan is also provided. A list of all *Vision Unlimited* goals, strategies, and tactics, and ways in which Colleges and divisions responded to these can be found at the [USPC website](#). For example, the call to enhance graduate education and research (Goal 1, Strategy B) was responded to by the creation of several new programs that match the University's signature themes (see College of Education and Humans Services below).

Cleveland-Marshall College of Law

In response to University's Goal 1's call for Academic Excellence and the subsequent Strategy D of "facilitate signature themes," the College developed the [Center for Health Law and Policy](#) (initiated in 1991) and the [Urban Development Law Clinic](#) (started in 1994 as the Community Advocacy Clinic, renamed in 2006). These support CSU's signature themes of Health and Sustainable Communities; both are designed to bridge the University and the community in creative ways. For instance, the Urban Developmental Law Clinic is litigating public nuisance abatement cases against the owners of distressed and abandoned residential properties in a major project to remove blighted structures from neighborhoods and reutilize unproductive land. UDLC's clients are frequently appointed receivers by the Housing Court to take control of dangerous properties and abate the nuisances by either rehabilitation or demolition. The Clinic has brought nearly 30 cases to date -- most of the cases filed in the Cleveland Housing Court to abate residential nuisances.

College of Education and Human Services

New graduate programs in [autism](#), [chemical dependency](#), and [early childhood mental health](#) (all approved in early 2010) as well as [organizational leadership](#) (begun in 2007) met the challenges of Goal 1's Academic Excellence, Strategy B "enhance graduate education and research." These new programs were initiated as a result of analyses of the market (student interests) and national trends (need for professional in these fields). For instance, the chemical dependency program is the first licensed in the State of Ohio and is offered in conjunction with the University of Akron.

The Nance College of Business Administration

The College developed strategic indicators of success including student enrollment, retention rates, and faculty intellectual contributions as ways to responding to Goal 2 Solid Financial Foundation for Advancement, Strategy B "focus on retention and student success." For example, indicators for faculty intellectual contributions were 1) Type and Quality of Journals, 2) Publications in National/International conference proceedings, 3) Best Paper Awards or recognition at conferences, 4) Fulbright Scholar Awards received. A five-year audit of faculty research confirms that more than 80% of faculty publications contribute to basic research which appears in respected refereed journals within their disciplines.

Fenn College of Engineering

In response to Goal 2 (Solid Financial Foundation for Advancement), Strategy D “develop and launch new internationally focused initiatives,” the College sent professors to recruit faculty in China, India, and Turkey as well as signing articulation agreements with universities in Singapore, India, and Turkey.

College of Urban Affairs

Examples of how this College responded to University Goal 5’s Valued Community Resource, Strategy B “maintain and expand collaboration and partnership activities” are 1) its collaboration with the Center for Community Solutions to form a public health agenda for Northeast Ohio, and 2) the development of a concentrated program in **Public Management Development** to meet the needs addressed by Cleveland Mayor Frank Jackson’s “Operations Efficiency Task Force.” The Public Management Program focuses on five areas: Economic and Fiscal Analysis, Performance and Efficiency Measures, Tax and Revenue Strategy, Organizational Development, and Economic Development Strategy.

College of Science

The College created student success strategies including development of College Advising Office and coordination of Developmental Mathematics and the Department of Mathematics. These were in response to University Goal 2 Solid Financial Foundation for Advancement, Strategy B “focus on retention and student success.”

When asked about the resources they use when making academic decisions, approximately 70% of College of Science students ranked their College Advisor as the #1 source of information (an additional 26% ranked their College Advisor as the #2 source)

Following students’ visit to the College of Science Advising Center:

- approximately 95% of College of Science students "agreed" or "strongly agreed" that they had learned more about their requirements/chosen program of study
- approximately 97% of College of Science students "agreed" or "strongly agreed" that their advisor helped them to identify and set realistic academic goals based on their academic history
- approximately 100% of College of Science students "agreed" or "strongly agreed" that they learned about their progress towards graduation
- approximately 94% of College of Science students "agreed" or "strongly agreed" that they learned about other campus resources that they may need
- approximately 97% of College of Science students "agreed" or "strongly agreed" that all of their questions/concerns had been addressed or they were directed to the appropriate resource
- approximately 92% of College of Science students "agreed" or "strongly agreed" that they understood what they needed to do, the steps they needed to take, or the decisions they needed to make next

Overall, approximately 92% of all College of Science students surveyed indicated that they were "very satisfied" with academic advising (an additional 5% indicated that they were "satisfied").

College of Liberal Arts and Social Sciences

July 1, 2010

Regarding University Goal 3 (Collaborative Organizational Culture), Strategy B “improve communication among students, faculty, and staff,” the College created two newsletters, *CLASS Directions* and *The Innerlink*, to improve communication with internal and external constituencies. *The Innerlink*, aimed at College alumni and potential donors and first published in fall semester 2007, but sent out in email “blasts” beginning with the spring semester 2010 edition. Online readership increased from 100 for spring 2010 to 660 for the summer 2010 edition.

Communication of the Mission

Monitoring progress under *Vision Unlimited* is designed to be an interactive process that fits the on-going and continuously updating nature of the plan itself. It is anticipated that through this monitoring process many programs and operations on CSU’s campus will be enhanced. Key Performance Indicators, as described above, were developed through the University Strategic Planning Committee (USPC) for monitoring the plan to not only capture growth and change, but to also provide an interface with the changing external and internal realities of the campus. This scan-and-change process is intended to guarantee that planning is continuous. The KPI inform the planning process by generating trends and highlighting areas that are either considered strengths or those that need additional focus.

The five Strategic Planning University Retreats (SPURs), detailed in Chapter 5, allowed for internal and external constituencies to drive the development and implementation of *Vision Unlimited*. As noted earlier, the USPC monitors the mission on an annual basis and reports to the President’s Cabinet and the Board of Trustees.

Conversations across Levels. The seminal event in the planning process for *Vision Unlimited* was the Strategic Planning University Retreat (SPUR) session in November of 2005. Leaders from all areas of the University (faculty, administration, trustees, student government) were invited to review the early drafts of the plan. Here mixed groups were allowed the opportunity to share their views and perspectives on the future of CSU. Since 2005, four other SPURs have occurred with another scheduled for fall semester 2010. Chapter 5 provides a history of these sessions, including the outcomes of each.

Feedback from Stakeholders. Early in the process, the University Strategic Planning Committee (USPC) assigned liaison roles to some members so that stakeholders could be contacted and could provide feedback to the Committee. Committee liaisons were assigned to [The Board of Trustees](#), the [Faculty Senate](#), Students, Academic and Non-Academic Administration, the Budget Committee, the Capital Planning Committee, Program Review Committees, other University Committees, [alumni](#), the community, and Visiting Committees. Various processes were developed to obtain information from each of these constituent groups. The Committee met with various groups or individuals, guests attended USPC planning meetings, surveys were conducted on students and alumni, and special events were held, such as SPUR or the Community Breakfast. SPUR sessions have been an annual event, due in part, to the stakeholders desire to participate. The history of the SPURs are found in Chapter 5; it should be noted that external and internal stakeholders were instrumental in creating performance indicators that have monitored the actions of the University as well as informed the campus and Northeast Ohio community of these actions.

An Open and Transparent Process. Immediately upon formation, the USPC developed a Web page and posted its activities and minutes for review and comment. In addition, the USPC created an [e-mail address](#) to which individuals could send questions and suggestions. The committee has also kept the University informed of its progress through campus news articles, the Faculty Senate and Administration briefings.

The USPC took an innovative approach leading to dialogue among various elements of the University. The Strategic Plan highlights institutional aspirations representing these various constituencies and what needs to be accomplished to achieve them. The Key Performance Indicators (KPI) are communicated annually in the Handbook for the Annual Analysis. In addition, surveys are administered to measure campus knowledge of the University's mission.

For a listing of all KPI, visit the [Strategic Planning website](#).

Core Component: 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Evidence that Core Component 1b. has been met.

CSU serves a population of students rich in diversity: religion, race, culture, gender, age, and sexual orientation. The institution prides itself in meeting the needs of all its students by providing a large variety of curricular and extracurricular options and opportunities. It is noted in the Chapter 1 that 28% of the CSU student population are persons of color which compared to 22% of faculty and 33% of staff. (According to the U.S. Census Bureau the 68.5% of Cleveland's 444,000 residents are persons of color, compared to only 15% of Ohio's 11.4 million citizens.)

Working toward Full Diversity

The [Division of Institutional Diversity](#) (DID) recently celebrated its 20th year (1989-2009); its major accomplishments and chronology were published as part of a one-month exhibit in the Michael Schwartz Library and the Howard A. Mims African American Cultural Center.

1. **Diversity representation:** At the state level, CSU has the highest percentage of minority student enrollment of any four-year public university except for Central State University, a historically Black institution. CSU also has the highest percentage of minority faculty of the public universities in the state. Regionally, the [Commission on Economic Inclusion](#) has recognized CSU for leadership in diversity: "Best in Class for Workforce Diversity" in 2006 and 2007, a contender in 2008, and in 2009, a contender across all Best in Class categories: Workforce, Senior Management, Board Representation and Supplier Diversity.
2. **Retention and graduation:** CSU has been nationally recognized in terms of its success with minority students. The University has been a highly recommended institution for Hispanic students for ten consecutive years in the *Hispanic Outlook in Higher Education* Publisher's Picks List. For 20 years, the University has been consistently among the *Diverse Issues in Higher Education* Top 100 for graduating African American students at both undergraduate and graduate levels. In 2006, 2007, 2008 and 2009, the University was listed as follows:

2006

- 1st in Ohio and 47th in the nation for producing African American masters graduates in all disciplines
- 1st in Ohio and 30th in the nation for producing African American masters graduates in education

- 34th in the nation for producing African American undergraduate degrees in social sciences and history

2007

- 1st in Ohio for producing African-American master's graduates in education and the social sciences
- 1st and only Ohio university in the top 50 for education and one of two Ohio universities in the top 50 for social sciences.

2008

- 1st in Ohio for producing African American Master of Education graduates, and only Ohio university ranked in the Top 50
- 1st of only two Ohio universities ranked in the Top 50 (40th nationally) for producing African American baccalaureate degrees in the social sciences, Ohio State being the second
- Top producer of African American Master of Education and Master of Social Science graduates

2009

- CSU remains in the Top 100 Degree Producers for African American master's graduates for all disciplines combined (12.8%), Education (17%) and Public Administration and Social Service Professions (25.5%)

3. The Student Achievement and Research Program (**STARS**), an undergraduate student research program, has served 103 students with a graduation rate of 91% (94), a graduate degree rate of 52% (54), and 5% (5) currently teaching in higher education.
4. The **AHANA Peer Mentoring Program** is an undergraduate retention program designed to assist underrepresented students, particularly African American, Hispanic, Asian and Native American, succeed during their first year. For example, the fall-to-fall freshmen cohort retention rate from 2007 to 2008 was 68% for AHANA Program students, compared to the University retention rate of 57%, a retention rate of 61% for degree-seeking students and a minority student retention rate of 44%. Similarly, the **LINK Program**, a cooperative education program for underrepresented students, averages retention rates of 80% and higher (2008-2009: 88%). AHANA is currently being expanded beyond the first year.
5. **Diversity-focused committees:** The University has several standing committees and counsels that focus on diversity-related topics. Examples include the President's Advisory Committee on Equal Opportunity and Access (PACEAO), which advises the President on affirmative action related topics; President's Advisory Council on the Conduct of Searches (PCCS) makes recommendations to the President; and the **President's Advisory Council on the Role and Status of Women** (PACRSW) advises the President in regard to the experiences of women students, faculty and staff at CSU. The **Minority Affairs Committee** (MAC) is a standing committee of the **Faculty Senate**. The **Student Government Association** established a Diversity Committee in 2009, and the newest diversity-focused student organization is Women for the Advancement of a Multicultural Society.

6. **Faculty and staff support:** In order to advance institutional access, excellence and diversity and foster cultural competence across the campus community, the **DID** supports faculty diversity-focused research, professional development and conferences. Since 2007, approximately \$21,000 has been awarded to faculty from nine academic Departments through Engaging Diversity Grants for Excellence (**EDGE**). Affinity groups established at the University include the Black Faculty and Staff Organization (BFSO), Chinese Faculty and Staff Organization (CFSO), Latino Faculty and Staff Association (LFSA), Organization of Faculty and Staff from the Indian Subcontinent (OFSIS), and Faculty, Administrators and Staff for Equity (FASE), focused on GLBT concerns. Some affinity groups sponsor scholarships and graduation celebrations.

7. **Supplier diversity:** The State of Ohio has two programs to support minority and other underrepresented businesses: the Minority Business Enterprise (MBE) and the Encouraging Diversity, Growth and Equity (EDGE) Program. The Purchasing Department proactively reviews these lists, and vendors are contacted to determine their interest in bidding and/or filling an order. In addition, the University uses a decentralized process for smaller purchases, so information about minority-owned vendors is available to all Departments. The University's goal is to spend 15% of purchasing dollars with MBE businesses. In 2009, the *Commission on Economic Inclusion Annual Employer's Survey* results indicated that based on 2008 data, the University demonstrates leadership in supplier diversity. The University's supplier-diversity spend was 10.7%, compared to 9% for the DiversityInc Top 50 Companies for Diversity® and the Commission Aggregate Nonprofit of 4%.

8. **Multicultural Programming:** The University has a long-standing commitment to multicultural programming and education. Examples of some programs include: Cleveland-Marshall College of Law Lectures (35 years), Cultural Crossing Lecture Series and Conference ([CLASS], 9 years), Butler A. Jones Endowed Lecture Series (Sociology Dept., 13 years), Thyagaraja Festival (Music Dept., 32 years), the Minority Career Fair (Career Services Center, 22 years), Black Studies Programming with Black Aspirations Week (36 years), Black History Month, Black Studies Lecture Arts and Media Series; Diversity Training (17 years), ODAMA Multicultural Programming, Hispanic Awareness Week (20 years), Native American Heritage Day (7 years), Cinco de Mayo (7 years), Urban Community Forum (13 years), Hispanic Community Education Forum (9 years), and the Diversity Conference (12 years). Additionally, the University has been a collaborator with the Cleveland International Film Festival for three years. In 2009, CSU sponsored three cultural film series (*Cinema en Español*, *Local Heroes* and *Cultural Journeys to Middle East and Arabic World*) and other complementary programs, totaling 32 films and 63 screenings for the 11-day Festival and reaching an audience of 66,872. CSU also sponsored the CSU Audience Choice Award for Best Short Subject and the School of Communication conducted two days of filmmaker workshops (Picture Start: A Series of Interactive Discussions with CIFF Filmmakers on the Art, Craft, and Business of Filmmaking.). The **Art Gallery** exhibits consistently explore a broad range of diversity, from memorial exhibits in tribute to Masumi Hayashi and gay high school student, Robbie Kirkland, to exhibits on African American and Latin American experiences. **Finally, the Board of Trustees approved a Black Studies major in spring semester 2010.**

9. **Diversity Education:** Thirty [DID Diversity Education Program](#) sessions were conducted during 2009, with a total of 1086 participants (370 students, 6 faculty, 41 staff and 668 from the external community) and 107.3 contact hours. Eight of these sessions were embedded in academic courses at the undergraduate and graduate levels, for a total of 28.8 contact hours. Twenty-one participants have received a Certificate of Completion for the 12-hour Leadership Forum on Diversity workshop series. Collaboration and research continue, with three academic Departments infusing cultural competency development into their curricula.

Recognition of Diversity in Each Academic College

CSU serves a diverse population of learners: 40% of its students are ethnic minorities and nearly 60% are female (see [Book of Trends](#)). The following are statements from each academic Colleges regarding how they acknowledge and serve their diverse student populations.

Nance College of Business Administration

The Nance College of Business is accredited by the Association of Accredited Collegiate Schools of Business (AACSB) International, which has multiple standards that underscore the importance of diversity. AACSB International assures quality at all levels of programs and promotes excellence and continuous improvement in undergraduate and graduate education in business administration and accounting. In 2003, AACSB members approved a revised set of standards relevant and applicable to all business programs globally and support and encourage excellence and diversity in management education globally.

Also consistent with the University mission, at Nance College, student recruitment and faculty hiring policies comply with those of the University in terms of diversity issues. In brief, the Nance College of Business Mission Statement focuses on “global significance, economic vitality, and sustainability” in the Northeast Ohio region through diverse education, multidisciplinary research, and collaboration with the academic and business community locally, regionally, and nationally.

College of Education and Human Services

The [National Council for Accreditation of Teacher Education](#) (NCATE) standards that govern the College of Education and Human Services’ preparation programs for teachers and other school personnel clearly indicate that one of the primary objectives of any reputable teacher education program must be that of preparing teachers for a world in which diversity—in all its multiple forms—is an ever-growing hallmark of educational reality. At all levels of the educational enterprise issues of race, class, cultural difference, gender and exceptionality increasingly permeate discussions of educational purpose, curriculum development, pedagogical strategies, and assessment. In keeping with this objective, the theme of diversity is woven throughout the College of Education and Human Services’ programs. For example, the [conceptual framework](#) that governs the College’s teacher education programs clearly states, “the idea of diversity is of central significance, particularly in urban settings where issues surrounding race, multiculturalism, socio-economic status, and exceptionality are in higher focus than in the larger society.” Elsewhere, the document asserts that “teachers will need to understand the nature and significance of diversity in all its forms. Toward this end, the role of gender, culture, race, socio-economic status, and exceptionality that is shaping candidates’ school experience must be given careful attention.” Furthermore, the College believes that understanding the role, nature, and significance of

diversity is an insufficient response to the challenge at hand. Graduates of CSU's teacher education programs must be prepared to act upon such knowledge. As reflective decision-makers they should possess the knowledge and expertise to choose and construct curriculum objectives, instructional methodologies, and assessment strategies consistent with their academic understanding of diversity in all its social and developmental varieties.

In late 2009, the College was re-accredited by NCATE using the new rubric that included diversity.

College of Science

The College of Science recognizes the diversity of learners by tailoring its programs, both to meet their needs as well as to attract students into the basic and health sciences who are currently under-represented, and thus do not have full diversity in the discipline in the greater society. This is done through the grant-funded programs such as the [McNair Scholarship](#) (principally aimed at undergraduates, providing both scholarship support and active mentoring, to pursue graduate degrees in the basic sciences), through its multiple endowed scholarship programs, and GAANN (focused entirely on graduate students). The College is also pro-active in reaching out to diverse populations for college preparation, through its partnership with [Horizon Science Academy Schools](#), an inner-city charter school, by providing faculty and undergraduate/graduate student help in programs, such as a Summer Academy, and their science fair, not only with judging, but also providing graduate students to help these high school students with work on their projects. In the Health Science disciplines, the College is an active partner in the Health Careers in High School Program, which mentors, tutors, and counsels high school students throughout the year, preparing them for college and **pique** their interest in the health sciences. Graduate and undergraduate academic programs actively teach and experientially engage diversity in psychology through the Master of Diversity Management Program and bachelor's and master's programs in health sciences requiring a course in "Health and Culture" and through required clinical experience for all students in the Speech-Language Pathology, PT and OT Programs.

Cleveland-Marshall College of Law

The Law College's commitment to diversity is evidenced by its pipeline projects and pro bono initiatives. Pipeline projects are designed to increase minority representation in legal education by encouraging academic rigor and collaborative relationships with teachers and students, especially in schools with a high minority population. The projects encompass preschool years through undergraduate years, with an aim to assure that the credentials of students from diverse socio-economic backgrounds will be competitive with those of other students applying to law school. An example of a pipeline project is the Supreme Court of Ohio's Law and Leadership Summer Institute. This program gives a select group of 8th grade students the opportunity to study law at our institution. The purpose of the Institute is to prepare youth from underserved communities to compete at high academic levels through the use of intense legal and educational programming.

Another Pipeline Project is the Summer Legal Academy. Co-sponsored by the College with the Cuyahoga County Bar Association, the Case Western Reserve University Law School, the Norman S. Minor Bar Association, the Academy is two weeks long and is designed to encourage minority high school students to consider law school and careers in law. Students are given reading and legal writing assignments and the opportunity to participate in mock trials. Law professors lecture on social and legal issues pertinent to young African Americans in an urban environment.

Some examples of Pro bono initiatives are briefly described below:

- **3Rs: Rights, Responsibilities, Realities:** a program developed where teams of lawyers and law students teach civics classes to high school students in the [Cleveland Metropolitan School District](#) and [East Cleveland Public Schools](#)
- **Big Brother's/Big Sister's:** students mentor child from underserved communities
- **Legal Aid Society:** students assist clients, who are below the poverty level at free legal advice clinics
- **Cleveland Mock Trial:** students/administrators volunteered to act as judges and coaches to assist teams from [Cleveland Metropolitan School District](#) to prepare for competition
- **LITC tax clinic:** students, faculty, and administrators received tax preparation training, were certified by the IRS to prepare tax returns for individuals with low incomes.

Fenn College of Engineering

The College of Engineering is committed to diversity and equal opportunity to students, faculty and staff. To address diversity of learners, the College has diversity events sponsored by the student chapters, such as Society of Women Engineers (SWE) and National Black Society of Engineers. In particular, the SWE was selected to host a regional event called “Wow that’s Engineering “on CSU campus on April 10, 2010. The College also publishes articles in support of diversity of learners. For example, a recent article about a success story of engineering female students was published in *Perspective Magazine*.

Through the Fenn Academy, the College actively recruits more female and minority students from high schools. In terms of accomplishments in achieving full diversity, they have successfully recruited students from Regina High (Girls school) and Cleveland municipal schools.

College of Liberal Arts and Social Sciences

A remarkably diverse CLASS faculty actively supports college diversity in a number of ways. For example, an active Black Studies Program is located in the College. At present, the program offers only a Black Studies minor; however, a Black Studies major has been approved at every level at CSU and currently awaits final approval by the Ohio Board of Regents. There are several programs and organizations associated with Black Studies including Black Aspirations, the Tombouctou Book Club, the Jazz Heritage Orchestra, the Images weekly radio program, the Howard A. Mims Lecture, Arts and Media Series, and the Howard A. Mims African-American Cultural Center. In 2009, the Black Studies program received national attention by hosting the 2009 national Conference of Black Cultural Centers. In addition to Black Studies, the College also offers an interdisciplinary major in Women’s Studies. CLASS offers a rich variety of courses touching on diverse cultures such as interdisciplinary minors in Middle East Studies, Asian Studies, and Native American Studies. The Department of Art offers courses in the history of African and Islamic art, and the English and Modern Language Departments offer courses in various minority and ethnic literatures. The Department of Religious Studies offers courses in Islam and the African-American religious experience. Finally, the Departments of Sociology and Anthropology study human diversity in generalized courses such as ANT 100, “Human Diversity.” ANT 100 is one of the college’s most heavily enrolled courses.

Levin College of Urban Affairs

July 1, 2010

The Maxine Goodman Levin College of Urban Affairs is committed to achieving a diverse faculty, staff and student body and to offering opportunities for our students to succeed. We encourage a diverse student body through a variety of programs, including twenty 2+2 partnerships with regional community colleges and participation in programs with the City of Cleveland and the Cleveland Metropolitan School District. Our external partners include the National Urban League, the Center for Community Solutions, and other organizations in the region serving a diverse citizen population. Several programs in the college feature classes in urban diversity and gender diversity issue in organizational management.

More than a third of the Levin student body is African-American, Hispanic, Asian-Pacific Islander and Native American. In 2009, students enrolled in the Master of Public Administration program in the college were 25.5% African American and over 80.0% female, ranking 38th in the United States among schools of public administration and social service professions. Diversity extends to age, income, and life experience as well, with the average age among both graduate and undergraduate students being just over 30 years.

Twenty percent of the full time faculty members are minority and 46% of the full time faculty members are female.

Recognition of Diversity at the Undergraduate Level

CSU's academic programs are designed to prepare students for their life in a multicultural, global world. CSU was one of the first institutions in the nation to require all students to study the African American experience in the United States. The original requirement has evolved into the Human Diversity General Education Requirement, which requires students to take six hours related to diversity, three hours of which must be an African American Experience course.

In addition, CSU offers a wide range of multicultural curriculum programs and centers. These include Black Studies (Minor), **the recently approved Black Studies (Major)**, Women's Studies (Major), Latin American Studies Certificate, Middle Eastern Studies, Asia Studies (Minor), International Relations (Major), Culture, Communication and Health Care Graduate Certificate, Diversity Management Program (Psychology Master's/Certificate) and Master of Arts in Global Interactions (Political Science). Centers include the Center for Healing across Cultures, Center for Health Equity, Confucius Institute, Howard Mims African American Cultural Center and the Mareyjoyce Green Women's Center, all of which are described later in the chapter.

CSU, in the heart of a major city, provides a variety of student support programs to assist students from diverse backgrounds. The Honors and Scholars Programs meet the needs of high achieving students; small developmental classes and a newly instituted summer academic boot camp support students who need additional help to meet the demands of college-level work. Tutoring and Supplemental Instruction provide crucial academic support to students taking challenging classes, and in addition, give high achieving students the opportunity for on-campus, paid work. Low income and first generation students have been supported for more than 35 years by the **TRIO/SSS Program** and more recently by the **McNair Scholars Program**. The **AHANA Peer Mentoring Program** and **LINK**—a cooperative education program—are specifically designed to support minority students. In addition, the **STARS Program**, funded by the Ohio Board of Regents (OBOR), was created to increase minority student achievement in research.

Other service Units targeted to specific student groups include [Disability Student Services](#), which has an Adaptive Technology lab, the [Center for International Services and Programs](#), Gay, Lesbian, Bisexual, Transgender ([GLBT](#)) [Student Services](#), and a nationally recognized program for veterans: Supporting Education for Returning Veterans ([SERV](#)).

Academic Colleges’ Commitment to Promoting Diversity

In addition to each College’s recognition of diversity as described earlier in this chapter, Colleges employ strategies to promote diversity in their hiring practices and recruitment of students. Below are three examples of these College-level practices and/or strategies along with some of their results.

Nance College of Business Administration

Currently, racial minorities make up 35% of the College student body versus 34% for the University. The student population at the Nance College are African Americans (17%); Hispanics (2.1%); Asian Americans (4.4%); International students (11%).

Newly created in spring semester 2010, the Diversity Outreach Advisory Council will provide advice and assistance to Nance’s senior leadership team in its efforts to serve a diverse body composed of students, faculty, and staff, and to assist in the recruiting and retention of academically-qualified female and minority students at both the graduate and undergraduate levels. The Council will also assist in the formulation of policies and practices at the College that will address diversity issues with balance and sensitivity, and support seminars, conferences, and other strategic initiatives that will advance the cause of diversity at the Nance College.

College of Education and Human Services

The College is distinguished by being the only nationally ranked College of Education in Ohio for producing African-American teachers with graduate degrees. It leads CSU in the diversity of faculty and students. A unique global dimension is further added to the College and its programs by its 15-foreign born faculty. The College’s diverse faculty provides students with a wide range of experiences and multiple perspectives that enrich the educational process for all CSU students.

As the table below indicates, in 2003 the total number of minority faculty (Black, Hispanic, and Asian) was 20. By the 2008, the number had increased to a total of 22.

Table 4.1

Diversity of Cleveland State University College of Education Faculty: 2003-2008

	2003	2004	2005	2006	2007	2008
American Indian/ Alaskan Native	0	0	0	0	0	0
Asian/ Pacific Islander	4	4	5	7	7	8
Black, Not Hispanic	12	17	13	14	13	12

Hispanic	4	4	2	2	2	2
White, Not Hispanic	63	80	88	81	76	66
Total	83	105	108	104	98	88

Similarly, the college had made progress in attracting minority students (see table below). The College is committed to increasing diversity in all of its myriad forms and will continue to develop strategies to recruit minority candidate. A significant element in this increase has been the TLC which is targeted at minority students. TLC provides academic, financial and career advising to all candidates in the program as well as financial aid for tuition, books, and transportation. The Hispanic Recruitment Ad Hoc Committee provides similar benefits for Hispanic/Latino candidates. As the table below indicates, these efforts have met with moderate success when one considers that the College has experienced a sharp decline in enrollment and faculty recruitment due to current economic realities.

Table 4.2

Diversity of College of Education Students 2005-2008

	2005	2006	2007	2008
American Indian/ Alaskan Native	3	3	4	2
Asian/ Pacific Islander	29	9	14	25
Black, Not Hispanic	512	242	240	230
Hispanic	101	32	39	38
White, Not Hispanic	2,540	1,055	1,016	843
Unknown	184	67	78	58
Total	3,369	1,408	1,391	1,196

Cleveland-Marshall College of Law

The College has a long tradition of promoting diversity among our faculty, staff and students: one of its predecessor schools was the first to admit women and among the first to admit African-Americans. Among our tenured/tenure-track faculty, 42% are woman and 16% are persons of color. The Cleveland-Marshall College of Law’s commitment to recruiting and retaining a diverse faculty is most evident in its hiring during the past five years (2006-2010): of the seven new hires for tenured/tenure-track faculty, three are women and four are men, three African-American, and one Asian-American. The College also hired two Legal Writing professors, both Caucasian women. In addition the College enhanced the diversity of its adjunct faculty: of the 26 new adjuncts in the past five years, 25% are persons of color

and 42% are women. Cleveland-Marshall College of Law's inaugural Distinguished Practitioner in Residence was an African-American man who taught and assisted in the recruitment and advising of students.

Cleveland-Marshall College of Law is aware of, and deeply committed to, the importance of maintaining a diverse student body. Strengthening the law school while maintaining student diversity is a cornerstone of its Bar Passage Plan developed in 2004 in response to poor outcomes in the bar passage rates among first-time test takers. This commitment is evidenced by efforts to increase the diversity of its law students as well as the College's efforts to expand the pool of minorities who are qualified to attend law school such as in the Pipeline Projects described above. In 2007 the College added a third professional to its admissions staff whose particular focus is multicultural recruitment which has allowed the College of Law admissions staff to expand recruitment efforts to include more historically black colleges and regional colleges that have a significant percentage of minority students. These efforts have resulted in a steady increase in the percentage of persons of color who enroll as first-year law students from 14% in 2006 to 17% in 2009, in particular the percentage of African-Americans increased from 7% to 12%, the highest since 1998.

General Education's Commitment to Diversity

[General Education](#) at CSU provides students with a strong foundation upon which to build their entire university career. All students of the University—regardless of major or program—complete this set of requirements. The courses in the General Education Program introduce students to a variety of disciplines, provide them with basic knowledge, cultivate core skill areas, and expose them a variety of cultures. For instance, students must take at least one course in the African American experience, as outlined in the [summary of General Education courses](#). Courses meeting the African American Experience requirement must address specified criteria.

International Programs

The CSU [Center for International Services and Programs](#) (CISP) serves as a facilitator of *International Academic Initiatives*. Over the past years ten years, the office has grown from approximately 20 international partnerships to over 40 in 23 different nations. CSU has upheld its very successful record of Faculty Fulbright scholarships, with over 30 faculty receiving a Fulbright in the last ten years. The College of Urban Affairs has also successfully run [Dual Degree Programs in Korea](#) and a joint program with Chung-Ang University. The College of Engineering has developed two 3+1+1 programs with a Turkish university. The College of Liberal Arts and Social Science, in conjunction with the Slovenian government and University of Ljubljana, has established a [Slovenian Studies Center](#). The College of Business has successfully obtained four Title VIB grants to globalize the College, including the development of an overseas Doctorate of Business Administration. The College of Science has developed exchange agreements with four Chinese universities. There were also two USAID projects developed, one with Botswana and the other with Kyrgyzstan as well as a planning grant to Zambia, which will cross College participation. The College of Education and Human Services has been granted a [Confucius Institute](#) and is developing a TESOL exchange program with a Korean university. The University has expanded its language course offerings in Chinese and Arabic and established a Middle East Studies Program that included hosting a Fulbright scholar in residence for over a year.

July 1, 2010

A comprehensive [International Student Services Office](#) serves as the primary resource for all student immigration issues and for personal counseling. The Student Services Office works closely in conjunction with other CSU Departments and Colleges on campus to meet the needs of international students (Counseling Center, the academic advising offices, Career Services). CSU also offers student programming: International Day (November), International Women's Day, Passport to Paycheck and many others. In addition to general programming, support is provided to a variety of nationality-based student organizations, inclusive of groups from Turkey, India, China, Taiwan, as well as Hindu and Muslim student groups on the campus. This office also provides arrival services, temporary housing, and a complete orientation program in both the fall and spring semesters for all incoming international students—a program that covers an array of topics, from immigration issues to obtaining a driver's license. This Unit also assists the [Intensive English Language Program](#) with students' immigration and health insurance issues.

The [International Admissions Office](#) evaluates all applicants educated outside of the United States for admission purposes. It serves both the international and permanent resident community and covers all levels of education: certificate, bachelor, master, and doctoral. The Office offers unique expertise in the field of international education, which facilitates the processing of a diverse pool of applicants from over 80 different countries. Due to the comprehensive nature of the services provided by this office, CSU was able to maintain growing levels of international student enrollment, while other campuses were experiencing a downturn in numbers post-September 11, 2011. Over the past few years, CISP has become more proactive in recruiting international students, which can be verified by the largest number of new international students enrolled for Fall Semester 2009.

The [Study Abroad Office](#) provides advising for students interested in studying abroad, whether through CSU programs or agency providers. The Office's goal is to expand the knowledge base of CSU students beyond the U.S. borders. The Office has increased its marketing approach and outreach to students. CSU has increased its number of short-term study programs from two to four in 2000-2001 to nine in 2009-2010. CSU has also been successful in encouraging students to apply for Student Fulbright Programs. Before 2000, there was only the occasional applicant, but beginning in 2000, greater effort has been made to increase their number—in recent years, 19 CSU students have applied, and two of these applicants have been granted Fulbright scholarships. The University was also successful in obtaining \$50,000 in scholarship funding through the IFSA Foundation, funds targeted for supporting non-traditional undergraduate students in long-term study abroad. Additionally, the Office of Diversity and Multicultural Affairs offers [scholarships](#) for students wishing to study abroad.

A comprehensive list of international partnerships with active exchange programs can be found at the [CISP website](#) and in Appendix 4.1.

English as a Second Language

The Division of Continuing Education directs the University's [English as a Second Languages \(ESL\)](#) Program, which provides courses for non-native students in need of stronger English language skills. The ESL Program includes courses for both undergraduate and graduate students, an Intensive English Language Program ([IELP](#)), workplace ESL, and community programs.

Currently, CSU has [two undergraduate ESL courses](#). The placement evaluation for newly admitted undergraduate students includes an on-campus computerized test (COMPASS). Depending on these

July 1, 2010

results, a written test and an oral interview may also be required before students may register for their first classes at CSU.

CSU offers three graduate-level ESL courses: [ESL 502](#), [ESL 503](#), and [ESL 504](#). These courses are open to any graduate student for whom English is a second language. Any international graduate student who wishes to hold a teaching assistantship must demonstrate proficiency in spoken English through either an official TSE score or the [SPEAK](#) test and if necessary, take a graduate-level ESL course.

The noncredit [Intensive English Language Program](#) helps students improve their English skills, whether their goals are for educational, business or personal reasons. Many IELP students enter into degree study once they gain English proficiency. In the five years of the program's existence, enrollment has increased to 70 students.

President's Commission on the Role and Status of Women

The purpose of the President's [Committee on the Role of and Status of Women](#) (PCRSW) is to give thoughtful advice to the President regarding:

- Conditions that increase women's participation in all aspects of campus activities
- Conditions that may affect the quality of education and the working environment that women experience at CSU.

The PCRSW goals are to:

- Enhance leadership development opportunities for women on campus, including mentoring, grants acquisition, and networking.
- Review equity of resource distribution including sabbaticals, stipends, chair appointments and professional development opportunities.
- Collaborate with Lakeland Community College to develop an on-going speaker series.
- Develop an informational website.
- Increase participation and effectiveness of the annual luncheon.

The Committee continues to address and work on a wide array of women's issues, ranging from the delivery of an annual report on the Role and Status of Women at the university, to spearheading the drive to bring childcare to the campus, to focusing administrative attention on the need to re-define CSU's FMLA policy responses and practices. Other projects of the Committee include working jointly with members of the Greater Cleveland community to rename the Women's Comprehensive Center in honor of Mareyjoyce Green, a CSU Professor, whose career at CSU has spanned 42 years of teaching and tireless crusading on behalf of women at the University and in the greater community. In 2010, the Committee developed brochure distributed throughout the campus reporting on the Role & Status of Women at CSU. A detailed description of the Committee's achievements can be found on the [Self Study website](#).

Affirmative Action

The [Affirmative Action Office](#) (AAO) works cooperatively with departments and units to provide training and information on unlawful discrimination and affirmative action issues, increase awareness of

these issues throughout the University community, and promote the full participation, well-being and equitable treatment of our diverse students, faculty and staff. The AAO is primarily responsible for the investigation and resolution of complaints of discrimination and seeks to achieve a fair and prompt resolution of discrimination complaints, taking appropriate action when necessary. In order to promote diversity in our faculty and staff, the AAO assists in recruiting faculty and professional staff by monitoring searches and working collaboratively with the Human Resources Department to monitor classified staff. The AAO trains Search Committees on best outreach and recruitment practices to attract diverse pools of qualified applicants and to insure that all applicants are treated fairly and equitably. See also [Nondiscrimination Policy and Procedure](#) and [Sexual Harassment Policy](#).

Copies of the University Affirmative Action policies, including complaint procedures, may be obtained from the AAO, the [Office of Minority Affairs and Community Relations](#), the [Department of Student Life](#), and the [Department of Human Resources Development and Labor Relations](#). The Director of the AAO is primarily responsible for investigating and resolving sexual harassment complaints.

The search process for the hiring of professional staff and faculty includes a strong component of results-oriented practices to actively seek minority and women candidates. The dissemination of available positions through national and local print outlets, websites, list-servs and direct contacts with other universities producing PhDs, combined with best practices in the review and selection of candidates, has resulted in a diverse workforce, and a sustained progress in attracting women and minorities. The CSU workforce (as of December 31, 2009), by race and sex, is as follows:

Instructional

Total full-time faculty: 531

Women: 212 (40%), 106 (50%) are tenured.

Minorities: 140 (26%), 79 (56%) are tenured.

Non-instructional

Total full-time staff: 1075

Women: 623 (58%)

Minorities: 329 (31%)

Executive Total: 71

Women: 24 (34%)

Minorities: 13 (18%)

Professional Total: 624

Women: 375 (60%)

Minorities: 136 (22%)

July 1, 2010

Clerical Total:	216
Women:	187 (87%)
Minorities:	86 (40%)
Technical Total:	34
Women:	6 (18%)
Minorities:	5 (15%)
Skilled Total:	23
Women:	0
Minorities:	8 (35%)
Service Total:	107
Women:	31 (29%)
Minorities:	76 (71%)

CSU has the highest percentage of minority faculty among the public universities in the State of Ohio. It also has been recognized by the Commission on Economic Inclusion for its workforce diversity.

The complaints of discrimination processed by the AAO are investigated in a fair and impartial manner, with appropriate due process safeguards. The policies and procedures pertaining to complaints of discrimination are widely disseminated and appear in the University's website. They are also discussed at employee orientations. By being proactive in educating the University community on appropriate behaviors and by imposing appropriate discipline when the expected behaviors are not followed, the AAO seeks to give notice to the community that unlawful discriminatory behaviors will not be tolerated. At the same time, in educating employees and students about unlawful discrimination, the ultimate goal is the prevention of incidents involving prohibited conduct. The tangible result of the Affirmative Action Office's approach to the investigation and resolution of complaints of unlawful discrimination is the fact that in the last 10 years there has been no adverse decision against the University in a court of law involving the discrimination complaints processed by the AAO.

Diversity in Planning Processes

At the University-wide level, evidence of diversity in the planning processes can be found in the University's Strategic Plan, *Vision Unlimited*; specifically, Goal 2, Strategy A: *Investigate reasons, other than academics, for high number of non-returning students*; Goal 4, Strategy A: *Promote multicultural understanding through education, training and special programs and engagement*; and Goal 5, Strategy A: *Cultivate community relationships that will help develop a positive CSU image and collaborations in diverse communities*. In the strategic planning process, commitment to diversity is reflected in the composition of the [University Strategic Planning Committee \(USPC\)](#) membership and the four annual Strategic Planning University Review (SPUR) retreats as described earlier in this chapter. Two planning outcomes under the auspices of the [Division of Institutional Diversity \(DID\)](#) are

highlighted below: the [DID Strategic Plan 2008-2013](#) and the [Campus Climate Survey on Race Relations](#).

- [DID Strategic Plan 2008-2013](#): At the Divisional level, the entire DID Strategic Plan 2008-2013 reflects a commitment to diversity. The five DID goals address diversity initiatives and strategies for all levels of the institution, including monitoring and assessment functions: 1) to advance institutional access, excellence and diversity; 2) to improve the retention, achievement and timely graduation of diverse students; 3) to enrich the campus climate for diversity; 4) to foster cultural competence across the campus community; and 5) to enrich the urban community environment through outreach and service to and collaboration with diverse communities.
- [Campus Climate Survey on Race Relations](#): This survey of both [faculty/staff](#) and [students](#) has been conducted every 4-5 years since 1994, twice within the last ten years, and will be administered in 2010 and 2014. Results are used for planning and assessment purposes.

Core Component: 1c. Understanding of and support for the mission pervade the organization.

Evidence that Core Component 1c. has been met.

As described earlier in this chapter, the University developed *Vision Unlimited* to ensure that CSU could continue to provide quality education and services to its students, faculty, staff, administrators, alumni, and the Northeast Ohio community. The following section depicts how the University has made strides by the implementation and monitoring of *Vision Unlimited* and the recent call for Mission Differentiation.

***Vision Unlimited*: A unique planning process**

CSU's Strategic Plan, *Vision Unlimited*, was developed with the guidance and expertise of a wide array of CSU personnel (a thorough description is found in Chapter 5). The University Strategic Planning Committee (USPC) initiated the development process in late 2005 by asking all campus departments and units to involve their faculty and staff in visioning and planning for the future. The USPC received over 75 Departmental and Unit reports, which were submitted both to the USPC directly as well as to their respective Colleges or Divisions. A month later, the USPC received from the deans and Vice Presidents 16 reports synthesizing the ideas in the unit and departmental reports. The USPC analyzed all of these reports at both the unit and department levels and also at the College and Division levels. The ideas and suggestions in all of these campus-wide plans formed the basis of the Strategic Plan, *Vision Unlimited*.

Faculty and Staff Support Mission

In order to determine the practicality and implementation of *Vision Unlimited*, in 2007, the University Strategic Planning Committee (USPC) surveyed internal constituents to update the plan's tactics. Subsequently, all Divisions were contacted to solicit their activity updates regarding the Strategic Plan. Preliminary reports were generated from the data collected; these reports contained all activities from each area and provided a simple method to update the status of these activities and to add any new activities. Once all report responses had been received, the USPC integrated all unit activities by goal, strategy, and tactic into a [single report](#). This consolidated report was distributed to [Academic Steering](#), the Administration, and each academic College and Division.

Overall, the report reflects close to 700 activities from across campus, with over 300 currently active, and approximately 200 activities have been brought to a conclusion.

The USPC is working towards making the reporting process electronic. It is hoped that Colleges and Divisions will be able to view, update and add to their activities online. This will significantly reduce the time and effort required to manually produce the various reports and, more importantly, make them accessible for viewing by all University personnel.

Each academic College has embraced *Vision Unlimited*, as evidenced in their respective Strategic Plans (provided by hyperlinks earlier in this chapter). Other areas of the University support this Plan, also. Support of Goal 2 (Solid Financial Foundation for Advancement), Strategy C “increase fundraising to support new initiatives” as exemplified by [Alumni Affairs](#)’ surveys of alumni needs, committee input, feedback from alumni chapter gatherings, and collections of e-mails. Participation in [Alumni Association](#) events provides another indicator of whether or not programming is meeting the needs of the alumni constituency. Some other examples are

- [Special Collections in the University Library](#) gathers feedback from community users and also relies on the community’s knowledge of the major themes in local history that should be covered.
- The [Career Services Center](#) conducts focus groups of employers, alumni, and the general community; another source of input is employer requests for services.
- The [Division of Continuing Education](#) engages in environmental scanning, solicits input from Visiting Committee members, contacts local employers, and seeks suggestions about future programming from instructors and program participants.
- A task force appointed to recommend an [eLearning](#) strategy commissioned a market research study designed to identify regional needs for, and interest in, online degree programs at the undergraduate and graduate level.
- [University Marketing](#) conducts ongoing focus groups with groups of students to determine their overall satisfaction with their CSU educational experience and gauge their awareness of the University’s mission and key initiatives.

These and other examples are addressed in more detail in Chapter 5.

Also described in detail in Chapter 5 is a survey that the University recently conducted in which faculty, staff, and students participated to get a glimpse of internal constituents’ perceptions of Cleveland State and how they feel the institution can improve. Faculty, staff, and students agreed, according to the survey, that CSU is on the upswing, and that it has improved its academic reputation in recent years. Furthermore, there is a firm belief that the University is poised to continue improving quality of service and its reputation. The internal constituents also agreed that the quality of the professorate and the diversity of the student population were positive aspects of CSU. They also agreed, however, that CSU needs to make the campus climate more “vibrant,” including the addition of more residential halls. Results of the [student](#), [staff](#), and [faculty](#) surveys can be found at the Self Study website.

Mission, Strategic Planning, Advancement, and Budgeting

Vision Unlimited, the University [Mission and Vision Statements](#), and the recently adopted Signature Themes provide guidance for CSU. As noted earlier in this chapter, the Strategic Plan was ratified by all constituencies, and continuous feedback has been sought and obtained from all Colleges, Divisions, and units. Also previously described, the Signature Themes of **Health** and **Sustainable Communities** and the Centers (**Gene Regulation in Health and Disease**, **21st Century Health Professions**, and the **Center for the Next Generation Economy**) will require the University's financial support of their efforts in order to meet the [Chancellor's call for Mission Differentiation](#).

In the last two years, the [Division of Advancement](#) has been reorganized to support the University's broad goals and goals specific to Colleges. A Director of Development and Alumni Relations has been assigned to each College and to athletics, with at least one support person under the director. This has been done with the intent of understanding and serving the mission of each academic College and recognizing that those units will have goals particular to their mission, but also consistent with the University's. Meanwhile, Advancement has structured a Central Development Office that provides additional support to each College director so that duplication of personnel does not occur. This office offers its professional assistance to conduct or provide College-based special events, publications, and data.

The charge of each development officer is not only to understand the goals of each College, but also to do so in relation to the needs of the broader campus and, importantly, the civic and corporate communities of Greater Cleveland, Northeast Ohio and beyond. Thus, they spend considerable time in the community to learn how the University can help satisfy the economic and civic needs of the region while delivering the message that supporting those needs often requires philanthropic support back to the University. For example, the Cleveland Clinic needs a greater workforce of bachelor's level nurses, and CSU would seek funding for scholarships or funds to compensate for shortfalls in faculty who can teach nursing. In this way, Advancement understands and supports both the University's mission and the goals of the Northeast Ohio community.

Core Component: 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

Evidence that Core Component 1d. has been met.

Representative Leadership

University leadership comes from both the administrative and governance structure of its various constituencies: executive personnel, faculty, staff, students, and external groups. The [President](#) and the governing [trustees](#) work together to determine if the range of commitments of all CSU groups lead to a realistic path for campus action. Through various governance groups, the campus administration shares the leadership of the institution by delegating authority when appropriate and seeking input in the development and implementation of campus plans.

CSU Governance Structure

An organizational chart can be found in the Appendices (Appendix 4.3.).

Board of Trustees

The Cleveland State University Board of Trustees consists of nine (9) trustees, two student representatives, two faculty representatives, and a board secretary, who, in collaboration with the University president, are charged with fulfilling the goals set forth in the University mission and vision statements. The Board is the ultimate governing body on all major University policy decisions and takes action on significant matters involving academics and student affairs, labor and employment, contracts for goods and services, construction and real property matters, as well as auxiliary services, including residential life, athletics, and facilities.

By statute, only the nine Governor-appointed trustees have voting power. These trustees are appointed to nine-year terms or the remainder of vacated terms. The Governor also appoints two student trustees for two-year terms, and fills the unexpired term of a graduating student trustee when needed. The board secretary, who also serves as the University's general counsel, is elected to the position but has no voting rights. The Office of the Board of Trustees is staffed with an assistant to the board secretary, who is instrumental in supporting the board secretary in ensuring that all Board, officer and committee meetings are noticed and scheduled; handling, coordinating and maintaining correspondence and contacts with the Board, administration and others; as well as the preparation for Board, Officer and Committee meetings; the preparation of minutes; maintenance of Board files and records, maintaining the Board's website and other important functions of the Board Office.

In 2006, the Board's Bylaws were significantly amended to restructure its committees and expand its membership to include community members. Community members serve as non-voting advisors and are appointed by the Board Chairman for a term approved by the Board. The Chair of the Cleveland State University Foundation serves by virtue of his or her position as a community board member until his or her term as CSU Foundation Chair ends. The Board Chairman also has the authority to appoint community members to standing and special committees of the Board of Trustees.

There are four standing committees of the Board: Academic Affairs, Financial Affairs, Development and Engagement, and Recognition. The standing committees consider proposals referred by the Board, initiated by the University administration, or that originate within the committee in its area of activity and take action on those matters, subject to confirmation by the Board. The committees also undertake any special duties as may be delegated by the Board. The special committees are established on an as-needed basis, address special matters referred by the Board, and function until completion of the special assigned task, but not later than the adjournment of the next annual meeting. For example, using trustee and community member expertise, the Board's special Technology Committee was fully engaged in advising the Board and administration in the formation and development of the CSU Research Corporation, a 501 (c) (3) corporation created to facilitate technology transfer at the University. In 2007, the Technology Committee was instrumental in informing the negotiation of a licensing agreement involving CSU patented technology.

In the past six years, not only has the Board Office developed a [website](#) so that information regarding the University's governing body could be easily retrieved, but also has conserved energy and paper by making meeting materials available on a secured website for the Board and University administrators in advance of the meetings. These actions were in keeping with the statutorily imposed guidelines for campus-wide energy conservation to which the State's 14 public institutions were subject. In 2008, the

July 1, 2010

Board approved a fume-hood project that entailed energy conservation for the Basic Sciences and Science Research Buildings. This project is estimated to yield a \$3 million positive cash flow to the University.

In its governance role, the Board has provided, and continues to provide, leadership and direction to the President and University administration as the parties have worked cooperatively to advance the mission and vision of the University. In 2009, the Board revised the University's mission and vision statements to reflect the University's longstanding commitment to "diversity" and "engaged learning" as one of its new core values.

When necessary, the Board has served as a guide and stabilizing force during a decade that has witnessed the dramatic decline in state funding for education and other symptoms of a depressed state and local economy. During these uncertain economic times, the Board has not approved contracts, programs or policies in a routine or perfunctory manner, but engaged in deeper inquiry, requested periodic reports reflecting goals and metrics, and required measurable results.

In the fall of 2007, the CSU Board passed a resolution initiating an unprecedented collaborative initiative among the five Northeast Ohio public universities that resulted in the appointment of the Governor's Northeast Ohio Universities Collaboration and Innovation Study Commission. The Board's foresight was very timely and in line with the strategic plan of the new Chancellor centered on collaboration and maximization of resources through mission differentiation. Additionally, since 2005, the Board has been actively engaged in the development of the University's strategic plan, *Vision Unlimited*, and has participated in ground-level planning activities and focus groups. In keeping with the Chancellor's University System of Ohio Plan that called for mission differentiation among the schools, the Board, in 2009, approved CSU Centers of Excellence in Health and Sustainable Communities as CSU's signature academic strengths.

For further major recent actions taken by the Board, see the [Self Study website](#).

Office of the President

The [President](#), as Chief Executive Officer, provides leadership for the entire University. The Ohio Revised Code describes the responsibilities of the executive officers and those of the Board of Trustees; the President is responsible for the overall operation of the University and reports to the Board. The President's Cabinet consists of the following positions:

- Provost and Senior Vice President of Academic Affairs
- Vice President for Business Affairs and Finance
- Vice President for Research and Graduate Studies
- Vice President for Enrollment and Student Affairs
- Vice President for Administration
- Vice President for Advancement and Executive Director of CSU Foundation, Inc.
- Vice President for Institutional Diversity
- University Legal Counsel.

July 1, 2010

These administrators make up the President's Cabinet, which meets monthly. Brief descriptions of the divisions headed by the members of the President's Cabinet follow below.

Office of the Provost

The Provost and Senior Vice President for Academic Affairs is the Chief Academic Officer of the University and is responsible for all academic-related affairs. This includes the College of Liberal Arts and Social Sciences, the College of Science, the James J. Nance College of Business Administration, the College of Education and Human Services, the Fenn College of Engineering, the Cleveland-Marshall College of Law, the Maxine Goodman Levin College of Urban Affairs, the Graduate College and the Division of Continuing Education. Each College offers academic programs that lead to bachelor's, master's, J.D. and Ph.D. degrees. The Provost is also responsible for academic support matters, such as the Library; faculty recruitment and retention, promotion and tenure, salary adjustment, awards and professional leave; international student services and study abroad; the Office of Research; the Center for Teaching and Learning; Instructional Media Services; Institutional Research, Outcome Assessment and Strategic Planning; the academic Web site; the Writing Center; the Honors Programs; programs at extended campuses; and Enrollment Services, which includes recruitment and admissions, registration and academic records, financial aid, and one-stop student services.

The Provost regularly meets with the deans of each College to discuss University matters as well as those specific to the Colleges. These meetings are pivotal for integrating the unique academic missions of each College into the totality of the University and allocating resources in a manner that serves the overall mission and in particular, its current goal of Mission Differentiation. The Provost also meets regularly with Executive Staff (Vice Provosts) in order to discuss and coordinate the ongoing flow of operations in Academic Affairs.

Business Affairs and Finance

The Division of Business Affairs and Finance consists of the following Departments: Audits, Finance, Campus Support Services, Human Resources Development and Labor Relations, Facilities Operations, Campus Safety, Capital Planning, and the Architect.

The Finance Department is responsible for Budget and Financial Analysis, Controllers, Risk Management, and Treasury Services (Cashier's Office). *Campus Support Services* include the Bookstore, Conference Services, the Wolstein Center, Dining Services, Residence Life, Parking, and the Recreation Center. *Campus Safety's* subdivisions are Environmental Health and Safety, Fire Prevention, and Security/Police.

Research and Graduate Studies

CSU, in support of its commitment to discovery and inquiry and to significantly raising its research profile and efforts in technology transfer established a new office in 2010. The Office of Research and Graduate Studies and its associated activities had been housed within a multifunctional office lead by the Dean of Graduate Studies, who was also Vice Provost for Research. In recognition of the importance of research to the academy, to the future of CSU and to Northeast Ohio, a research office has recently been created with the leadership position changed to Vice President for Research and Graduate Studies, who reports directly to the President. The Office of Research assists the CSU academic and

July 1, 2010

administrative communities to meet the University's research and creative activities goals, while also working to foster relationships with federal, state, foundation, and corporate sponsors. Under the Vice President of Research is a staff of six, including an Interim Associate Vice President for Research, a grants manager, a pre-award manager, a compliance analyst, an administrative coordinator, and an animal care facility coordinator. There are active searches to increase the staff to support research productivity. The Graduate Dean's office reports to the Vice President for Research and Graduate Studies.

Enrollment and Student Affairs

In April 2010, a new Division of Enrollment Services and Student Affairs was created to integrate all student services units into a single organizational structure with the specific purpose of delivering a pro-active, data-driven, collaborative strategy for successfully guiding students to degree completion and career fulfillment. The State of Ohio's Strategic Plan for Higher Education calls, in part, for significant gains in enrollment, retention, degree attainment and job placement within the state over the next decade. As mentioned in responses to the 2000 Report of the Consultant Evaluators, the University System of Ohio has adopted a new performance-driven funding formula to recognize and reward institutions' performance on these strategic outcomes. Thus, it is incumbent upon the University to align its operations and resources towards fulfillment of these goals. To this end, the Division of Enrollment Services and Student Affairs now joins marketing and recruitment, admissions, registration, financial aid, one-stop service center, student life, health and wellness, counseling, disability services, international student support services, veteran support services, career services, orientation, transfer student support services, residence life, recreational services and ombudsman into a single, collaborative team all working towards the end-goal objective of successfully graduating students and assisting them with securing and/or advancing their career objectives.

Over the past decade, the University has implemented a number of innovative strategies to promote student success such as supplemental instruction, exploratory and collegiate academic advising, tutoring center, undergraduate research program, degree audit program, early alert system and learning communities. Now, with the creation of this new division, the academic units will have the force and benefit their enrollment services and student affairs colleagues to assist them in promoting student success. The new division will join forces with the academic units to develop a strategy for clearly communicating degree requirements and formulating pro-active campaigns to monitor students' progression by regularly auditing and validating the academic requirements published in the degree audit program. So, too, admissions and career services will work hand in glove with the academic units to produce and publish program guides for each major that describe the major, identify the jobs secured by recent graduates and outline a course progression plan for completing program requirements in timely fashion. This information will be published on the admissions website to inform prospective students and parents that timely progression to degree completion is possible provided students make the effort to align their course selections with degree requirements. A major communications campaign must be developed to teach students how to utilize their degree audit program. Building this self-awareness must start at orientation and get repeated at every interactions and intervention made between student and service agents within the division.

Once retention and graduation goals are established by the University, the Division will identify high risk factors leading to attrition and develop a pro-active strategy for intervention. The focus will be on

“intervention” and it will be delivered by all divisional employees whether they work in recreational services, admissions, disability services, student life or financial aid. Employees will be trained to deliver a single message of quality care about and inquiry into a student’s academic major, progression towards graduation and overall career objectives. It is critically important that all members of this new division be well-trained and well-versed in the pain and comfort points that students endure while navigating various policies, practices and business rules so that they may identify and resolve problems quickly and recommend changes where necessary for nurturing the general well-being and future success of students.

This major campaign and commitment to provide students with an outstanding campus experience and a reasonable timeframe for degree completion will require many collaborative, creative and innovative strategies. These strategies will be discussed and explored with the faculty, academic units and other administrative units to ensure all students receive a warm welcome, clear communication and pro-active interventions to guide them to success. The Faculty Senate, in creating an Ad Hoc Committee on Undergraduate Success, has expressed a genuine interest and solid commitment towards developing and implementing strategies to ensure students have a clear and sustainable pathway to graduation and that measurable gains in retention and graduation advance the institution’s competitive standing and ranking among peer institutions.

The Division of University Systems and Information Technology

The Division, created in spring semester of 2010, is a result of the President’s restructuring responsibilities of four university vice presidents. This Division is directly responsible for the two areas of Information Services & Technology and the Center for eLearning to provide top-tier systems value engineering to specific university-wide initiatives.

The Information Services and Technology (IS&T) division is responsible for ensuring that CSU’s information technology resources are aligned with the strategic priorities of the institution. The Division ensures that the information technology (IT) services are dependable, easy to use, cost efficient and operate effectively. IS&T also has the responsibility for developing effective IT policies, procedures and standards by soliciting customer input regarding their substance and rationale. IS&T strongly advocates the use of and adherence to standards as a key step in providing a scalable, common, and affordable CSU computing environment. The purpose of Information Services and Technology is to support CSU's core missions of education, research, service and accessibility.

The [Center for eLearning](#) supports development of high quality online and blended programs and courses at Cleveland State University that expand opportunities for students to meet their educational goals. The Center has adopted five key strategic goals to fulfill its mission: ensure high quality eLearning courses and programs at CSU, develop new programs rapidly that respond to demonstrable needs in the educational marketplace, offer eLearning programs that will significantly enhance enrollment at CSU, develop a sustainable organizational model for eLearning that promotes both growth and quality and fosters internal and external collaboration, and develop a delivery and support system that provides consistent, satisfying, and seamless educational experiences for eLearning students and faculty.

Within the University Systems area of this division, integration and development of systems and services are provided for process reengineering initiatives of the University. While working as a

July 1, 2010

partnership with its internal customers, University Systems strives to achieve significant cost savings, improved performance and provide higher overall quality.

Advancement

As described in earlier in this chapter, the Division of Advancement was recently reorganized to better attend to the new goals of the University as outlined in *Vision Unlimited*. In this reorganization, each academic college has one officer who facilitates advancement efforts as well as cultivates prospects for her or his college. The intent of this new reorganization is to allow faculty and students to be closer to the donors to better articulate the specific needs of the college and programs. For instance, college advancement officers take faculty and department chairpersons to meetings with prospective donors who can hear first-hand the needs, desires, and intentions of programs and research that may interest them.

Institutional Diversity

The **Division of Institutional Diversity** has the University-wide responsibility to advance diversity, opportunity and positive race and community relations. Program initiatives, as detailed earlier in this chapter, strive to enrich the campus environment through educational experiences to enhance positive race and human relations; retention of minority students, faculty and staff; support for academic and non-academic diversity initiatives; identification and response to issues and concerns related to minority groups; review of institutional policies, procedures, priorities and programs related to serving the diverse University community; and collaboration with the urban community through outreach and service.

As the chief diversity officer of the University, the Vice President of Institutional Diversity provides leadership for the Division to further the advancement of institutional diversity, community relations, diversity training and education, diversity outreach and retention and the campus climate. The Division is comprised of the Office of the Vice President and the Office of Diversity and Multicultural Affairs (ODAMA). Major retention, achievement and student support programs include the **AHANA Peer Mentoring Program** (African American, Hispanic American, Asian American and Native American), the **STARS** (Student Achievement in Research and Scholarship) undergraduate research program, and **Gay, Lesbian, Bisexual and Transgender** (GLBT) Student Services.

Promotion of Administrative Leadership

The University effectively promotes leadership through the many programs outlined in this section.

The Office of Academic Affairs promotes administrative leadership through continuing education, human resources, and the new faculty orientation program. The CSU **Division of Continuing Education** offers faculty and staff opportunities to improve their leadership/management skills and develop new ones. The Division offers a **certificate program in supervisory leadership** presented by qualified instructors in their respective fields.

The Academic Leadership Program was introduced in January 2010 to enhance the leadership capabilities of current and prospective academic administrators. Participants are selected based on applications sent to the program coordinator (maximum per cohort is 12) and meet weekly over the period of a semester for two hours each session.

July 1, 2010

CSU's Human Resources' [Training and Organizational Development Department](#) (TOD) offers opportunities to enhance a staff member's skills as a manager/supervisor. TOD programs include new employee orientation, customer service training, leadership development, supervisory skills, communication styles, change management, performance management, career development and much more.

The [New Faculty Orientation Program](#) offered by the Office of Academic Affairs takes place early in the academic year and consists of several sessions. These sessions provide a faculty member with the opportunity to learn what he/she needs to know to be successful and earn promotion and tenure in the time allotted, preparing the University's future academic leaders. Academic Affairs also offers a Chairperson Retreat that gives new Department Chairs an opportunity to meet experienced Chairs and learn what is expected of them in their new positions.

The [Management and Staff Association](#) (MASA) of CSU promotes ongoing learning and development through regular programming that exposes staff employees to key University officials, programs and initiatives. Staff members gain insight into how the University functions and what leadership roles they can play in generating positive outcomes for University programs and initiatives.

Human Resources recently implemented a new hiring process that will base promotion on performance. Additionally, a merit bonus plan was introduced in 2008, using an employee's annual evaluation as the basis for a merit award.

Shared Governance

Within the structure of the University, many venues of consensus-oriented decision-making are in place. Through cooperation and multi-functional discussions on key strategic issues, the institution becomes stronger and, most importantly, works more effectively to benefit the students. To this end, CSU aims to maintain a delicate balance through the way it is organized. Problem-solving can sometimes take place in a vacuum, but with the appropriate guidance, either from within a discipline or Department or from the University administration, relationships and their resulting decisions best serve the inter-organizational goals of the University.

Faculty Involvement: The *Greenbook*, or the [Personnel Policies and Bylaws](#), is a compendium of policies affecting all members of the University faculty. The Personnel Policies and Bylaws apply to members of the Bargaining Unit only insofar as they deal with areas not covered by the [CSU-AAUP Bargaining Agreement](#) currently in effect. Centralized leadership activities and *Vision Unlimited* work only because they acknowledge that pivotal academic decisions are made by faculty members and, by extension, the chairs of each academic department in the University. These decisions include the proposals for new academic programs, support for one another's teaching effectiveness, student assessment policy, promotion and tenure policy, recognition of scholarly activity, and primary recommendations for the hiring of new faculty. Such decisions are guided by the collective wisdom embedded in the culture of each department, but also by a carefully developed series of documents—the rules and procedures specified by University personnel policies, the bylaws of each College (and, if applicable, department) and increasingly by the strategies found in *Vision Unlimited*, which were greatly affected by faculty input.

The [Faculty Senate](#) serves as the main governance structure for the faculty's "voice" in University governance. Its membership, functions, and organization are prescribed in the Bylaws of the Faculty Senate. The Faculty Senate normally meets once a month, September through May. Any faculty member

may attend its meetings, and any faculty member is allowed to address the Senate. The Academic Steering Committee of the Faculty Senate may act on behalf of the entire body during times when the Faculty Senate does not meet (e.g., summer).

In addition to the Faculty Senate and the Academic Steering Committee, 15 other Standing Committees of the Faculty Senate, with representatives from across all six Colleges, work to address faculty responsibilities. All Senate Standing Committees report to the Faculty Senate. The *Greenbook* lists the faculty committees and their duties.

Staff Involvement: The staff of CSU has a unique role in the University's governance. Individual staff members may be involved in one or more of the following: academic programs, athletic programs, facilities, day-to-day operations, or research. Staff involvement may impact the work of full-time and part-time faculty, full-time or part-time students, the Greater Cleveland community, and alumni. Regardless of the responsibilities of a given staff member, there is one ultimate goal underlying all of the work that is accomplished: *to ensure that the CSU students are provided with an education that will create active and productive members in today's global society.* Staff has a very deep level of commitment to fulfilling the mission of the University and assisting the students as they strive to learn.

To that end, a high level of cooperation exists among CSU's Departments and Colleges as they collaborate in offering programs for students, faculty and staff, as well as management training and skill enhancement. By virtue of the various staff placements within the organization of the University, a supportive spirit abounds to further the mission and vision of the University. As the University administration and individual Departments encourage the staff to improve technical skills and strengthen management skills, it is not forgotten that the primary beneficiaries of these programs are the students.

Student Involvement: CSU's [Student Government Association](#) (SGA) consists of an elected body of students that is chosen by students to represent the students' needs and interests to the University's administrative body. The SGA's purpose is multifaceted. It serves as the student body liaison with University administration and supports CSU's student organizations through encouragement, collaboration and the allocation of funds for programs and activities that contribute to the overall welfare of the student body. Additionally, the SGA selects student representatives to serve on University committees and runs the SGA Print Shop located in Main Classroom 124. SGA exists as two branches, the executive and the legislative. The Senate (the legislative branch) is composed of more than 25 elected student delegates who collectively represent each class and College at Cleveland State. The Executive Branch consists of the president, vice president, treasurer, and secretary.

Core Component: 1e. The organization upholds and protects its integrity.

Evidence that Core Component 1e. has been met.

CSU can only achieve its mission of encouraging excellence, diversity, and engaged learning by conducting all of its affairs with a commitment to integrity. The University places high priority on ensuring that Divisional/departmental policies and guidelines provide the appropriate levels of responsibility and accountability for administrators, faculty, staff, and students. The University is cognizant of and responsive to its responsibility to safeguard its integrity and reputation in the following principal areas:

- Ethical Behavior

July 1, 2010

- Academic Affairs
- Intellectual Affairs
- Fiscal Affairs and Management of Operations
- Legal and Governmental Affairs

CSU is serious about operating the University in an ethically responsible manner. Every year, staff and faculty of the University attend a mandatory training session on the State of Ohio Ethics Laws. This training is presented by the Ohio Ethics Commission and serves as an example of how the University places an emphasis on faculty and staff awareness of the important role they play as both educators and keepers of the public trust.

The University subscribes to the National Association of College and University Business Officers' [Code of Ethics](#).

State Oversight

Established in August 2007, [The University System of Ohio](#) (USO) consists of 14 universities, 24 branch campuses, 23 community colleges, 100+ adult literacy centers, and a multitude of adult workforce centers. As described in the [USO Strategic Plan](#):

Chancellor Eric D. Fingerhut presented a 10-year strategic plan for higher education to Governor Ted Strickland and the Ohio General Assembly that details strategies to meet the governor's goal of enrolling 230,000 more students while keeping more graduates in Ohio and attracting more talent to the state. The plan promises to raise the overall educational attainment of the state of Ohio.

This plan directed each institution to define its distinctive mission and to establish "Centers of Excellence." CSU's response is found earlier in this chapter, yet Mission Differentiation remains to be seen what the impact of these Centers and the University's overarching Signature Themes will have on the University and other higher education institutions in the immediate and distant future. The creation of the Centers will allow CSU to make great strides in becoming an economic engine for the Northeast Ohio region.

Academic Integrity

CSU upholds the principles of academic integrity by hiring quality faculty who work in various committees to ensure rigorous and relevant curricula and programs and also ensure that faculty sustain a high level of academic status in their fields of expertise and promote the best possible learning environment and opportunities for our highly diverse student population. The key to academic integrity at the University is the Faculty Senate, whose duties and responsibilities are listed at their [website](#).

Financial Management

CSU currently operates in an environment of uncertain levels of state subsidies for higher education, corresponding tuition and fee increases subject to a state-imposed limits or "caps," and competition among public and private universities for student credit hours. Each of these circumstances is a factor in how much revenue is available to finance programs for achieving its academic goals and supporting the

University's overhead. On the expenditure side, CSU must manage the increases in employee salaries, fringe benefits, and energy costs within the limits of its revenue base. The goal of CSU's budgeting process is to fashion a financial plan for the fiscal year (July 1 – June 30). Expenditures are estimated for each of the following major areas of the University:

- Academic Units – the University's seven Colleges.
- Academic Support Units – Units under the Provost, such as the Library, Academic Affairs, Planning, Assessment & Institutional Research, etc.
- Non-academic Support Units – administrative Units such as Administration, Human Resources, Finance, Student Affairs, etc. under the direction of the various Vice Presidents.

The process also estimates total University revenue from instructional fee tuition, state subsidy, the technology fee, investment income, indirect cost recoveries, Departmental income, and other income. (Note that the General Fee Budget process is separate from the Operating Budget process, although both budgets are prepared simultaneously. The student General Fee finances student activities and programs, intramurals, and inter-collegiate athletics and is not a source of revenue for the Operating Budget.) For more information regarding the annual budget decisions, the University operating budget, and decision-making processes, visit the [Self Study website](#).

Internal Audits

The primary objectives of the [Department of Audits](#) are to assist management in all levels of the University and members of the Board of Trustees in the effective discharge of their duties and to bring a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control, and governance procedures. When consulted, the Department of Audits provides an independent internal control device through which University management is assured of the extent to which its

- Operational plans and budgets are carried out efficiently and effectively,
- Policies and procedures are observed,
- Standards of performance are effective, and
- Records and reports are reliable (data integrity).

To this end, internal auditing furnishes management with analyses, recommendations, counsel, and information concerning the activities reviewed.

The Department of Audits performs three types of audits:

- Monthly University-wide Travel, Petty Cash, and Purchasing Card Audits,
- Annually scheduled Departmental and College Audits, and
- Various Management Requests.

For external audits, the University uses the services of Plante and Moran which has a five-year contract with CSU and the State of Ohio. The most recent external audit was conducted in 2010.

As a result of these audits, the University has experienced cost savings through identified efficiencies, mitigation of risk of loss by ensuring the safeguarding of assets and compliance with governmental agency regulations, and an overall increased awareness of University Policies and Standards.

Treasurer and Controller

July 1, 2010

The [Office of Business Affairs and Finance](#) supervises Treasury Services and the Controller's Office as well as [Audits, Campus Resource Services, Human Resource Development and Labor Relations, Facilities Operations, Campus Safety, and Capital Planning](#). (See [organization chart](#).)

The [Office of Treasury Services](#) includes the cashier's office that helps students with all monetary transactions. Each semester, the Director posts a letter containing important information and updates for students regarding loans, financial aid, student accounts, and deadlines.

The [Controller's Office](#) at CSU is responsible for eight functional areas: [general accounting, grant accounting, payroll, purchasing, accounts payable, receiving, property control, and mail distribution](#). All policies, forms, and schedules are readily available at the [Controller's Office website](#).

Purchasing

The mission of the [Purchasing Services Department](#) is to serve and support the educational mission of the University by facilitating the effective and efficient acquisition of goods and services and disbursement of funds in accordance with laws and policies governing the University for the academic, student, and administrative campus community.

The Office of General Counsel

The Office of General Counsel seeks to advance the mission of the University by providing legal advice and representation to the University, its constituent units and affiliated entities, and to its trustees, officers, employees and student leaders who are acting on the University's behalf. Thus, the General Counsel's sole client is Cleveland State University itself. The primary client representatives are the President and the Board of Trustees, but could include a broader constituency depending on the circumstances. University faculty, staff, and students may be included when they require legal services related to their functions on behalf of the University. The Office does not provide legal advice to faculty, staff or students on personal matters.

Because the Ohio Attorney General (AG) is the chief statutory counsel for all public entities, including the public universities, the attorneys in the General Counsel's Office are also designated Assistant Attorneys General. The Office of the General Counsel works closely with the AG's Office, which handles all litigation filed against the University, with the exception of certain federal and administrative cases for which the AG may assign to special, outside counsel. The Office is staffed by four attorneys, one records retention manager and one administrative secretary. Within the past five years, the Office installed a docket system to track litigation and other matters, and to ensure that timelines and due dates are met. The Office also launched a website to explain its function and to provide access to key University policies and procedures. The website is regularly updated and the Office plans to expand the various links and other information available on the site.

The variety of legal services provided by the Office of General Counsel are primarily intended to assure compliance with applicable laws and to prevent violation of those laws. Such services include, but are not limited to:

- Managing all litigation and administrative proceedings on behalf of the University, including representing the University in student disciplinary and statutory proceedings, as well as faculty and staff

internal appeals. The presence of General Counsel staff and participation in proceedings is intended to protect the integrity of the process and to ensure that parties are afforded due process under the law.

- Handling and giving advice with respect to property and construction matters; labor relations and personnel; academic and student organization issues, as well as student privacy issues; insurance and risk management; immigration, tax, business, finance and purchasing matters; and patent, trademark and copyright issues.

- Negotiating, drafting, reviewing, and enforcing contracts, internal policies and procedures, licenses, and permits. All new contracts, policies and regulations must receive review of the General Counsel's Office before execution or implementation to ensure compliance with applicable laws and to make sure that they do not contain unethical or illegal provisions.

- Advising University departments during audits, investigations, and other compliance reviews. Often departments are unsure of the legal requirements pertaining to their work, grants or contracts will consult the General Counsel's Office for an explanation of the legal requirements and/or a review of pertinent documents or reports to ensure that the requirements are met. Such matters typically involve adherence to the Higher Education Act of 1965, as amended and the Higher Education Reconciliation Act of 2005.

- Overseeing and enforcing the University's records retention policy, which was developed and implemented as required under the Ohio Public Records Act. The records retention manager, housed in the Office of General Counsel, prepares and monitors all records retention policies for the various University colleges and departments, and makes certain that no public records are destroyed unless permitted under the policy. This is an important compliance function and aids in the avoidance of fines, particularly with the advent of e-discovery in litigation and the attendant federal rules amendments that impose fines for failure to produce electronic records. The University's records retention policy can be found at: <http://www.csuohio.edu/offices/recordsretention/>.

- Maintaining the University's on-line e-policy index, found at: <http://library.csuohio.edu/policies/csu/>. The on-line e-policy index is a compilation of all University policies from the Board level down to the department level of the University. All policies or amendments must be reviewed by the Office of General Counsel before they are implemented or posted on the on-line index as a compliance measure.
- Responding to public records requests, subpoenas, and requests for student records. Protecting student privacy rights under FERPA is a daily function of the Office of the General Counsel and all responses to requests for documents are handled through the Office to make certain that student record information is not improperly released. Likewise, all subpoenas and court orders are forwarded to the Office for handling.
- Providing regular training through seminars, presentations and educational materials to various constituencies on campus on the following subject areas: Ohio's Public Records Act and Open Meetings Act, Ohio's Ethics Law, FERPA and HIPPA. Training is key to the Office's compliance function. Often the General Counsel's Office will partner with another department to offer a webinar on a select topic.
- Assists the Department of Campus Safety in complying with the Campus Security Act and the Clery Act through review of statutes and University processes and documentation created in adherence to those Acts. The Office of General Counsel also supports the University's Threat Assessment team in analyzing potential threats to the health and safety of campus and developing a responsive strategy. The Office works closely with campus police in the event that any student, faculty or staff person is arrested for committing a certain enumerated crime of

violence in order to adhere to the strict statutory time frame for holding a suspension hearing under Ohio Revised Code Section 3345.22.

The Cleveland State University Foundation

The Cleveland State University Foundation, Inc. (the “Foundation”) was established in 1969 raise funds and manage endowments in support of CSU and its programs. The Foundation is a legally separate not-for-profit corporation and is exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code.

Endowment assets are invested in accordance with an Investment Policy adopted by the Foundation’s Board of Directors. Funds available to spend each equal five percent of a rolling three-year average of market value. The following table presents the market value of endowment assets for the past five years, and the value at March 31, 2010 (the most recent data available).

	<u>Market Value</u>
June 30, 2005	\$33,948,000
June 30, 2006	\$37,804,000
June 30, 2007	\$43,831,000
June 30, 2008	\$41,772 ,000
June 30, 2009	\$37,335,000
March 31, 2010	\$47,776,000

Conflict, Dispute, and Harassment Resolution

The University provides various avenues for students, faculty, and staff to resolve concerns. Below are descriptions for each of these.

Students, Faculty, and Staff

Each academic College, Undergraduate Affairs, and Graduate Affairs offers students, faculty, and staff an official who acts as a reliable, comprehensive source of information about University rules and procedures at all levels in order to assure that all members of the institution have full knowledge of, and access to, all appropriate conflict-resolution processes. Achieving informal resolutions depends substantially on aiding disputants to appreciate the various factors that affect their situation and to understand the options available to them.

Faculty can consult with their Faculty Affairs representative for non-contractual issues (contractual issues are to be addressed with the department chair and, possibly, the union). Each academic college has a Faculty Affairs council.

The [Office of General Counsel](#) provides advice on ethical matters on a regular as-needed basis and also facilitates ethics training for new employees and trustees.

Judicial Affairs Officer. CSU seeks to foster a campus community that provides students with the opportunity to reach their educational goals and that protects the health, safety, property and human rights of its faculty, staff, and students. The [Judicial Affairs Officer](#) helps to maintain a safe and secure campus community through administration of the Student Conduct Code. To help carry out the mission of the University, the Judicial Affairs Officer promulgates and enforces the appropriate rules, regulations and policies and takes action when violations of these rules, regulations, and policies occur.

When violations of the [Student Conduct Code](#) occur, the accused student is offered a choice of hearing procedures. The student can request an Administrative Hearing that is conducted by the Student Conduct Officer appointed by the Provost, or a University Judicial Board Hearing, conducted by a board of students elected by the student body and faculty appointed by the Faculty Senate. The University Judicial Board is comprised of seven student members and two faculty members. The Student Judicial Officer maintains a non-threatening environment where confidentiality is honored, which helps to facilitate honest and truthful disclosure and leads to a more efficient resolution of student issues.

University Ombudsman. The University Ombudsperson has the official role of protecting the interests and rights of all members of the University community by being an impartial, trustworthy person to oversee conflict-resolution procedures and assure due process for all parties involved in a conflict. The ombudsperson strives to achieve informal resolutions of disputes; provides informal, confidential mediation; advises complainants of their rights; identifies the correct bodies to which petitions and requests should be addressed; helps complainants prepare supporting paperwork in clear and concise form; and offers an avenue through which persons with grievances can express their concerns and develop a constructive perspective on their situation.

Faculty and Staff Grievance. The [collective bargaining agreement](#) that governs all faculty, except law faculty, administrative faculty and other part-time faculty, contains specified grievance procedures. The [Faculty Personnel Policies](#), which govern all non-bargaining faculty and those with special positions, also contain specified grievance procedures.

The collective bargaining agreements that govern the police, professional staff and classified workers respectively, contain specified grievance procedures. The [Professional Staff Personnel Policies](#) that govern non-bargaining staff also contain specified grievance procedures.

Compliance with State and Federal Policies/Campus Safety

All staff are charged with knowledge of the law in their particular area of responsibility. The [Office of General Counsel](#) provides advice, analysis and training to those Departments as needed on applicable local, state and federal laws. The [Office of General Counsel](#) ensures that through its drafting, negotiation and review of contracts that the provisions therein are not contrary to the law. It also ensures that University policies and the implementation of those policies adhere to applicable law. The Department of Internal Audits regularly tests Departments within the University to ensure compliance with the law.

The University recently participated in the [Northeast Ohio Universities Collaboration and Studies Commission](#). One of the recommendations of this collaborative was that the nine universities merge their purchasing operations into one efficient system that will benefit from group purchasing discounts.

Institutional Review Board

Even though a project may qualify as “exempt” according to Federal regulations, it is the policy of CSU and the [Office of Research](#) that all research conducted through an affiliation with CSU be determined to be of a design adequate to answer the questions posed. The Federal regulations are clear in their stipulation that as [Institutional Review Board \(IRB\)](#) members are considering whether a research proposal meets the guidelines for treatment of its subjects, the Board must also take into account the soundness of the research design. If a research project is structured in such a way that the project will not yield valid, usable data that can contribute to the body of knowledge in the discipline, then the IRB cannot approve the project.

Animal Care and Use

CSU gives assurance that it will comply with the Public Health Service Policy on Humane Care and Use of Laboratory Animals, hereinafter referred to as the PHS Policy. This assurance is applicable to all research, research training, experimentation, biological testing, and related activities, hereinafter referred to as activities, involving live, vertebrate animals supported by the Public Health Service (PHS) and conducted at CSU, or at another institution as a consequence of the sub-granting or subcontracting of a PHS-conducted or supported activity by the University. CSU complies with all applicable provisions of the Animal Welfare Act and other Federal Statutes and regulations relating to animals.

The University has established and will maintain a program for activities involving animals in accordance with the [Guide for the Care and Use of Laboratory Animals](#).

Radiation and Bio-safety

The Department of Environmental Health and Safety (EHS) at CSU is responsible for facilitating University compliance with applicable federal, state and local legislation pertaining to environmental health and occupational safety on campus. EHS is organizationally part of the Division of Campus Safety, along with the Departments of Fire Prevention and Security and [Public Safety](#) (Campus Police). EHS collaborates with Facilities Operations and the University Architect’s Office to ensure maintenance, renovation and construction projects and activities are performed in a safe and compliant manner. EHS also works in close cooperation with all safety and security personnel and the University Administration to develop policies and procedures to promote a safe and healthy workplace while encouraging proactive stewardship on behalf of our environment.

[Chemwatch](#) is a database acquired for campus use as a laboratory/chemical safety tool in providing access to information for thousands of Material Safety Data Sheets (MSDS) for chemicals. EHS is responsible for monitoring the University’s chemical procurement, use, and disposal policies, including the disposal of hazardous waste.

Campus Health and Safety Policy

CSU is committed to the health and safety of its employees and students. The University fosters the development and maintenance of programs to prevent safety hazards and promote health on campus. The programs developed are compliant with, but not limited to, all federal, state and local regulations applicable to safety, health and the environment. All University-related facilities, activities, and programs are designed, conducted, and operated in a manner which reasonably protects human health and safety.

Responsibilities. The [Department of Environmental Health and Safety \(DEHS\)](#) has the responsibility of developing and implementing appropriate environmental, health and safety programs, and activities associated with such programs. DEHS, in conjunction and consultation with the University's Office of Legal Counsel, is also responsible for ensuring that the University maintains compliance with federal, state and local legislation that affects the campus environment and the safety and health of all students, faculty, staff and visitors.

Employees and students are responsible for knowing and adhering to health and safety policies and practices applicable to the instruction, research and work environments in which they participate.

Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement

The following section identifies the **strengths** of the University regarding Mission and Integrity, and areas that need institutional attention or "**challenges.**" Finally, **self-recommendations for progress toward continuous improvement** are listed. These strengths, challenges, and self recommendations are based on the evidence described in this chapter.

NOTE: In preparation for the Self Study report, scholars in the Levin College of Urban Affairs identified societal and economic trends affecting CSU and Northeast Ohio. (These are listed in Appendix 4.4.) Many of the areas identified in the "Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement" sections at the end of this and the next four chapters are in response to these trends. For instance, the first two challenges and first Self-recommendation listed below are related to the section in Appendix 4.4 regarding Changing Economic Realities (e.g., loss of manufacturing in region).

Strengths:

- The University is cognizant of the diverse population of Cleveland and Northeast Ohio, and embraces the challenges of educating all sectors of the community. It is a "school of excellence and opportunity."
- CSU's Mission and Vision Statements, coupled with the University-wide and College Strategic Plans, provide guidance for meeting its mission of providing a quality education to the region.
- The University's governance is widely shared, with a plethora of committees and opportunities for students, faculty, and staff to participate in the operation of the institution as well as the direction it takes to meet its mission.
- CSU is a relevant university that graduates problem solvers needed for the 21st century economy and society.

Challenges (Evidence that demonstrates Mission and Integrity need institutional attention):

- The economic conditions in Cleveland and Northeast Ohio will test the University in providing quality educational opportunities for its diverse population of constituents.
- The economic challenges of the region and Ohio will force CSU to find alternative sources of revenue to meet its mission.
- The University needs to build upon what it knows it stands for (e.g., Signature Themes, a “school of opportunity”) and communicate this to the region and the nation—to “tell its story.”

Self-Recommendations for Progress toward Continuous Improvement:

- Continue to share governance with internal constituents so as to collaboratively work toward unified solutions to the economic challenges facing the University.
- Monitor the success of *Vision Unlimited* through frequent campus surveys (e.g., Key Performance Indicators).
- Continue to examine all possibilities to increase student degree completion; make this a priority.
- Use *Vision Unlimited* as a tool to increase quality of service, thereby enhancing the University’s prestige to make CSU a “school of choice” rather than convenience.

From Appendix 4.4 Societal and Economic Trends that Impact CSU:

Current economic crisis ...and the impact on communities... Including the dramatic loss of investments of the university, and

Chapter 5

Criterion 2 - Preparing for the future: The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

CSU's processes for evaluation and planning have a long history, over which time they have been refined and institutionalized throughout the campus. The University community has embraced the value of strategic thought leading to strategic action as part and parcel of the very fabric of the institution's decision-making process. Planning on campus is an ongoing and open process that involves information gathering, heightened attention to relevant trends, the clarification of CSU's future and, finally, the outlining of campus priorities. Currently, the University, under the leadership of its new president, is grappling with plans that will address its new focus on Mission Differentiation, while at the same time, keeping intact the solid planning foundation laid by *Vision Unlimited*.

Introduction: Traditions and Values in Planning

CSU's traditions and values are the inspiration for current planning activities leading to Mission Differentiation. At CSU, we "transform the people who transform the economy." The campus planning environment actively incorporates the following institutional values and heritage:

- CSU is at the heart of the region's economic and civic life and firmly believes that the city is our campus;
- The institution is a key point for higher education access for Northeast Ohio citizens, and as a result of this, the social conscience of our faculty is high, as it has been shaped by years of mentoring older and non-traditional students;
- CSU supplies the workforce, talent, and leadership for business, government, and nonprofit organizations;
- The University educates for the health care and bioscience industries and has the potential to bring varied disciplines to help inform health-related issues;
- Successful entrepreneurship (and the revitalization of the Northeast Ohio economy) requires coupling transformational technology with translational business talent, and this synergy defines CSU today;
- The University plays a crucial role in attaining the nation's and state's goals of increasing the number of bachelor's degrees.

Core Component: 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

Evidence that Core Component 2a. has been met.

As noted in Chapter 4, CSU's current Strategic Plan, *Vision Unlimited*, represents the culmination of work initiated by campus leadership in 2002. At that time, it was noted that CSU was entering a time of challenge, with increased competition, dwindling state support, and high expectations for campus programs and services. More than ever before, students had a variety of choices for pursuing their

college education and for CSU to be successful, the institution was going to require a clear vision for improved services. Further, this vision would need a plan for action that could effectively marshal and direct the University's energy. With this in mind, an *ad hoc* University Planning Steering Committee (UPSC) was established, launching a "planning to plan" phase. It was anticipated that this exercise would result in the formal adoption of a planning process that was ongoing, collaborative, open and transparent, and involved the active participation of all stakeholders. The UPSC evolved into the USPC (University Strategic Planning Committee), whose charge is to ensure that strategic planning is a bottom-up process that remains relevant to the goals and vision of each and every Unit, College, and Division. (Detailed information on the history of *Vision Unlimited* can be found at the [Self Study website](#).)

Campus-wide Strategic Planning

Working with available planning documents and the impetus for ongoing strategic planning, the University Strategic Planning Committee launched efforts to involve the University community in the strategic planning process. Strategic Planning University Review (SPUR) sessions were scheduled periodically to address pertinent developments at CSU.

SPUR I: November 2005

In November of 2005, the inaugural Strategic Planning University Review (SPUR) was held to finalize the goals, strategies, and tactics of the Strategic Plan. The University Strategic Planning Committee (USPC) reviewed 91 Departmental and Divisional reports to identify strategies and tactics crucial to CSU. The leadership of the University was invited to attend, including Faculty Senators, the Senior Administrative Team, Deans, Student Leaders, and Board of Trustees Officers.

The first SPUR agenda included activities to focus and finalize strategies and tactics to support actions aligning with the [six goals identified in CSU's Strategic Plan](#) (Academic Excellence, Solid Financial Foundation for Advancement, Collaborative Organizational Culture, Commitment to Student Success, Valued Community Resource, Distinctive Image with a Vibrant Environment). Outcomes from this initial review provided the USPC with identifiable actions to promote and monitor within the University. It was also decided that such a session should continue annually, to improve communication among campus leaders and to facilitate the ongoing strategic planning efforts.

SPUR II: April 2007

In April of 2007, the USPC hosted its second annual Strategic Planning University Review (SPUR II) to continue the conversation among leadership and to seek answers to specific planning questions. The USPC used the same broad format used in the first SPUR session to maximize interaction among all 56 participants.

Participants responded to questions relating to metrics (Key Progress Indicators, or KPIs), the Master Planning process involving physical expansion and capital outlays, budget integration, and collaboration within the University. SPUR II provided valuable information to the USPC. Suggestions were made to improve the metrics for each of the six goals, to better link the Master Plan to the Strategic Plan, to develop formal procedures for updating the Master Plan, and to better communicate about space use and changes on campus. The groups discussing the relationship between budget and strategic planning suggested an annual retreat between these two campus committees as well as the creation of a special fund to support new initiatives in the Strategic Plan.

SPUR III: March 2008

A key outcome of the collaboration between the Provost's [Task Force on Excellence and Engagement](#) and the USPC was the change of focus for SPUR III. The USPC's prior plan to focus on Master Planning paled in comparison to the timeliness of the new branding mechanism, *Engaged Learning*, and its challenges and opportunities for all academic Units.

Two of the USPC's goals for SPUR III were to increase University-wide participation and move toward expanded community involvement. A summary of key outcomes for *Engaged Learning* that emerged from the SPUR III discussion groups included the following challenges: *Engaged Learning* is time-consuming, and the majority of CSU students are part-time and/or commuting with other life spheres that require engagement (e.g., family, work); reward structures are needed for students, staff and faculty who commit to *Engaged Learning*; and finally, the assessment of community needs and baseline data to assess our initiative's progress is essential. *The opportunities identified at this session included enhancing the students' transition from the role of a student to the roles of a worker and citizen, drawing upon the richness of the urban setting and the knowledge and experience of community experts, highlighting CSU's established record of engaged learning, and finally, utilizing technology to facilitate Engaged Learning programs and activities.*

SPUR IV: November 2008

As noted earlier, USPC, due to an extensive and intensive internal, bottom-up planning process, had identified six goals set forth in *Vision Unlimited*. Within this time period, Ohio's Chancellor of Higher Education charged state universities with developing Centers of Excellence suited to their respective settings and missions. At CSU, working within the goals of *Vision Unlimited*, the Provost's Task Force identified Centers in Health and Civic Life and Community Engagement. SPUR IV (Theme: Our Path to Excellence) was designed to address the challenges of initiating the Centers and evaluating their impact upon the University.

A review of the outcomes that emerged from the SPUR IV discussion groups comprised of community and University stakeholder representatives which identified congruence with the six umbrella goals set forth in *Vision Unlimited*, a common commitment to excellence, a distinctive image, the need for collaboration as well as the need for a solid financial foundation. A review of the participants' comments revealed several common observations that might contribute to an action plan for the future. These included:

- Assess internal Centers and programs and external environmental scanning of stakeholders' expectations and needs;
- Define key concepts of health and civic life, of the nature of partnerships, and of existing University Centers as they relate to research and practice;
- Clarify both physical (new building/space) and functional (staffing) needs of Centers;
- Address funding issues, including start-up funds, for the Centers, as well as concerns regarding the impact of Center funding on other needs of a comprehensive university;
- Increase networking with both internal and external stakeholders, including faculty in programs/disciplines, alumni, current students, school districts, business community, and arts, civic and social organizations;
- Examine traditional incentive structures and create new incentive structures for faculty and students. For example, explore options for credit for service learning, internships, co-ops, etc.

The University will continue to utilize the participatory format of SPUR to align current and future goals with the needs of internal and external constituents, including the economic and social needs of Greater Cleveland and Northeast Ohio.

Alignment of University and State Higher Education Goals

As noted in Chapter 4, the State of Ohio recently combined all the universities, community colleges and career centers into one system, with the goal of improving the quality and efficiencies of higher education in Ohio. One of the system's mandates is that each university, and especially the four that serve Northeast Ohio, differentiates its mission from that of the others. The system's Chancellor issued a [Strategic Plan for Higher Education](#) in 2008, detailed later in this chapter, identifying a health focus for CSU. This focus is in line with the academic strengths of the institution, especially as they align with the economic and civic needs of the metropolitan region we serve. In addition to CSU, the Cleveland area includes the [Cleveland Clinic](#), [Case Western Reserve University](#), [University Hospitals](#), the [MetroHealth System](#), and several prominent start-up companies focused on health care. The Chancellor's plan called the Campus Community to engage in introspection and thoughtful, planned action.

These Signature Themes and Centers of Excellence dovetailed nicely with the March 2008 SPUR III's identified "opportunities" such as *enhancing the students' transition from the role of a student to the roles of a worker and citizen* and *drawing upon the richness of the urban setting and the knowledge and experience of community expert*.

Health-focused Initiatives: The State System's Plan for Higher Education also calls for an increase in CSU's health-related research funding and an emphasis on a unique student experience in the academic areas under the health care rubric. CSU has already begun to implement some new programs and Centers that are responsive to the community's health needs, as described later in this chapter.

NEOUCOM: The creation of the University System of Ohio opened up new opportunities for CSU to become part of the regional medical school called North East Ohio Universities College of Medicine and Pharmacy ([NEOUCOM](#)). Prior to 2008, this medical school was a consortium that included the University of Akron, Youngstown University and Kent State University. CSU is in the process of becoming a full partner in this consortium via the new Ohio System. This change provides the citizens of the Greater Cleveland area the access they need to public medical education. As the details of this merger are refined, CSU contemplates the possibility that students entering NEOUCOM will focus on applied urban health issues including urban primary care.

Undergraduate Degree Attainment: The Chancellor of the [University System of Ohio](#) has also set a goal of educating an additional 230,000 people to a bachelor's level over the next 10 years, primarily to increase Ohio's overall workforce education level to be competitive with other states in the region and in the nation (see [Ohio's Strategic Plan for Higher Education](#)). A significant portion of these thousands of graduates will come from a non-traditional pool. CSU's history of older students, returning students and transfer students from community colleges places the University in an excellent position to respond to these trends and goals.

Mission Differentiation and CSU Centers of Excellence

During 2008-09, several campus-wide events and forums involving over 500 faculty and staff participants were sponsored to consider the ideas outlined for CSU in the OBOR system plan. These included a Task Force on Engagement and Excellence, the Strategic Planning University Review

(SPUR), Faculty Roundtable, meetings in each College, and an administration retreat (Campus Roundtables on Centers of Excellence). Various campus constituencies studied the full range of academic and research initiatives that had been proposed for CSU. These groups analyzed the campus strengths, weaknesses, and opportunities in the areas of academics, research and student/community engagement. Through these discussions, various priorities emerged that were authentically home-grown and fundamentally a part of CSU's culture and ethos. The work of these groups led to CSU identifying its *Centers of Excellence in Health and Sustainable Communities*. The University's Board of Trustees and its Academic Affairs Committee carefully reviewed and discussed these proposed Centers of Excellence and endorsed them as CSU's signature academic strengths.

In the summer of 2009, CSU submitted to the Ohio Board of Regents (OBOR) three Centers of Excellence developed in response to the University System of Ohio Strategic Plan for Higher Education. Under the Signature Themes of Health and Sustainable Communities, the three CSU Centers of Excellence are as follows.

The Center for Gene Regulation in Health and Disease : The most established of the three Centers of Excellence, "GRHD" focuses on exploring genetic and molecular causes, prevention, and treatment of disease. The research being conducted by the Center's academically outstanding and nationally funded staff has significant potential to improve the understanding of the mechanisms and specific molecules that control reproductive health and the aging process, as well as to discover implications for the diagnosis and treatment of many of the most common diseases, including cardiovascular disease, neurological disease, infectious disease, and cancer.

Two other Centers beginning to take shape are **The Center for 21st Century Health Professions** and **The Next Generation Economy Center**. The Center for 21st Century Health Professions is a formal structuring of work that has been taking place at CSU for decades – preparing high-quality health care and bioscience industry professionals for Northeast Ohio, to ensure excellent care for its citizens. The Next Generation Economy Center combines the engaged scholarship and reflective practice of economic development public policy with business development and entrepreneurship. It exists to foster a competitive economic climate in the State and to improve entrepreneurship and business development by providing national leadership thinking on the connections between business strategy and management and the economics of regional development.

CSU's established expertise in economic development policy formation and evaluation has made it a model of interdisciplinary teamwork within and outside of the University. The Center's aim is to improve Ohio's economic climate, change the entrepreneurial climate of Northeast Ohio, and educate the people who will generate the new economy.

University-wide Task Forces and Planning Initiatives

A host of positive and successful initiatives have created a sense of purpose and pride on campus for many successive years in a row. Given that the campus needs to embark on the path of defining a new health care identity for its academic mission, it appears that the ground has been primed for this transition.

Admissions Requirements

In early 2003 a significant planning initiative involved reassessing the University's open access mission through a campus wide task force. From its founding in 1964, CSU has followed a policy of open

admissions for first-year undergraduate students. The University has admitted all graduates of accredited Ohio high schools or GED recipients on a first-come, first-served basis up to the limit of available facilities. Clearly, college graduation since that time has a positive economic impact on the individual students and on the community. Today, however, Ohio’s public universities are judged and funded by whether or not first-time, full-time freshmen remain at CSU and graduate, measures deeply impacted by student input. Based on an analysis of successful CSU students, the University now promotes success by admitting freshmen who are prepared academically, as demonstrated by the three criteria below:

- Completion of 13 units of the state-specified, core curriculum in high school, 4 units of English and 3 units each of mathematics, social science, and natural science. (Additionally, 2 units of foreign language and 1 unit of visual/performing arts are strongly recommended).
- Attainment of at least a 2.3 grade-point average (GPA) in high school.
- Mandatory completion of the ACT or SAT with a minimum score of 16 or 750, respectively. Students taking the new SAT should earn a minimum combined score of 750 on the math and critical reading sections.

With these criteria serving as the basis for regular admission, the University also offers provisional admission to students who do not fully meet them. As a result, the new admissions standards were initiated in fall semester 2006 where two of the three admissions criteria were required for admissions. Full implementation requiring all three criteria to be met was implemented in the fall semester 2008, when provisional students were limited to part-time study (11 hours or fewer). Under this plan, the University honors its access mission while enhancing the overall academic quality and success of its first-year students. An analysis of the first year-over-year freshman retention showed a 9% increase in fall semester 2009, an encouraging sign reinforcing we made the correct decision on admission standards.

Results of the new admission requirements: As noted above, the new admissions standards were initiated in 2006 and fully implemented in 2008. The average ACT composition score has increased since 2004 (*Book of Trends 2009*, p. 120).

Table 5.1
Entering First-time Freshmen ACT Scores

Year	2004	2005	2006	2007	2008
Average ACT score	20.1	20.2	20.5	20.6	20.7

Only the 2008 freshmen cohort have completed a full year of college since full implementation of the new admission requirements. The retention of the fall 2008 cohort (65%) was the highest in more than 5 years (see *Book of Trends, 2009*, p. 97)

Bar Passage Rate

The bar passage rate for first-time test takers from Cleveland-Marshall College of Law reached 90% in February 2010. This was a direct result of the Bar Passage Plan initiated in 2004 in response to the Board of Trustees challenging Cleveland-Marshall College of Law to place among the top law schools

in the state on the bar exam. The Bar Passage Plan includes admitting a smaller and stronger 1L class and comprehensive bar support program. Since 2004 our graduates Ohio bar results have shown a consistently positive trend, placing us among the top Ohio law schools.

Honors Program

During the same period (2002-03), the Faculty Senate Academic Steering Committee formed a sub-committee to look into an Honors Program for CSU. The Committee was comprised of 14 faculty members. The charge to the Committee was to look into the need for an Honors Program at CSU, and if this made sense for the University, to develop a curricular structure, an administrative structure, and an implementation plan. The Committee’s work resulted in recommendations to the Faculty Senate Academic Steering Committee in November 2002 that led to the inception of the CSU Honors Program. The CSU Honors Program was inaugurated in Fall Semester 2004 with 40 exceptionally talented students, and has grown into a home for now over 200 students.

The first class of Honors freshmen was admitted for fall 2004; junior-level Honors students were first admitted in 2005. Admission standards for freshmen were a minimum ACT score of 27 (raised to 30 for the 2006 class) or class rank in the top 10%. Junior admits were required to have a cumulative GPA of at least 3.5. In 2008, the University Scholars program was added: admitted students were required to have an ACT of 27 or class rank in the top 10% (a proposal to lower this to top 15% was approved on May 5 by the University Faculty Senate).

The program has successfully admitted a significant number of high-achieving students since its inception as shown in Table 5.2:

**Table 5.2
Honors Students Entrance Data**

	2004	2005	2006	2007	2008	2009
Total	40	71	70	70	65	59
In Top 10% of High School Rank	0.58	0.62	0.645	0.587	55%	0.67
High School GPA	3.9	3.9	3.86	3.92	4	3.8
ACT Composite	28	27	27.5	27.9	28	28.85
SAT Composite	1240	1230	1266.5	1235	1,214	*1,953
High School ranking, GPA, ACT and SAT scores reported are for "active" and "lower level" students only.						
*SAT Composite for 2009 (shows combined 3 scores)						

July 1, 2010

As a contrast, the CSU *Book of Trends, 2009* reports that the average ACT score for new CSU students in 2008 was 20.7.

Graduation rates for the initial cohorts of Honors students have been well above the average for CSU as a whole. Among lower division students, 75% of the 2004 cohort had graduated from CSU by fall semester 2009 (52% with Honors); 64% of the 2005 class had graduated from CSU by fall semester 2009 (44.4% with Honors). Several students in the second cohort are still active. The *Book of Trends* reports graduation rates for those years for the broader CSU student population as 15.6% (2004) and 17.7% (2005). Seventy-five Honors students were admitted as juniors between 2005 and 2007. Ninety-two percent of those had graduated by 2009; 79% received University Honors.

The goal of enhancing the intellectual and academic experience of the overall student population is met, in part, by requiring Honors students to take most of their credit hours in traditional coursework and to take their major classes with non-honors students. Not only are honors students integrated into virtually every classroom on campus, but they are heavily involved in tutoring other students (through T.A.S.C., the TRIO program, the Math Learning Center and a variety of informal study groups in the various classes they take).

The Honors Program also affects the broader University by serving as a laboratory for curricular innovation. A good example is the program's role in encouraging the use of the "Reacting to the Past" curriculum in courses at CSU. Reacting to the Past is a curriculum first developed by Barnard College and now supported by a consortium of colleges and universities. It engages students by requiring them to participate in classroom based "games" in which they learn about and role play important historical events, characters and ideas. The Honors Program has supported several faculty members' attendance at "Reacting to the Past" workshops. They have taught the curriculum as regular classes (Eng 102), Honors General Education classes (HIS 271H), Universal Honors Experience courses (HON 201) and regular classes (HIS 271). Several other faculty will attend workshops in summer 2010 and develop new classes incorporating the curriculum for both Honors and Non-Honors students.

The Honors program's need for General Education courses has offered faculty opportunities to develop innovative courses both within disciplines and across disciplinary lines. Several of these are courses that did not previously exist in any form at CSU – a cross-disciplinary course on Science, Technology and Society, a music course that incorporates performances in the Cleveland area, an introductory Economics course on game theory (using sophisticated mathematics) and a course on environmental ethics are some examples. Instructors have also developed and offered enriched versions of existing courses in areas such as Physics, Calculus, the History of Cleveland, and Religious Studies.

Honors students have also been active collaborators in faculty research programs. In both 2008 and 2009, 16 honors students participated in funded summer undergraduate research experiences that resulted in posters presented the following fall. Students in the Honors program have also co-authored published papers in various disciplines including Ryan Richard's collaboration with Professor David Ball in Chemistry, Max Orseno's collaboration with Professor Kiril Strelitzky in Physics and Nouffisa Zanati's collaboration with Professor Mekki Bayachou in Chemistry. Others have presented papers at local, state and even national conferences in a variety of disciplines.

eLearning

In 2004-05, an internal planning Committee on For Profit Competitors was established to assess what CSU competitors were doing that the University could be doing better. One of the recommendations of this group was that we develop an “e-learning” strategy, implemented through a new office on campus designated as the hub of such instructional activity. CSU trustees took an active interest in this recommendation and propelled the growth of e-learning to new heights by adopting a resolution to pursue this option. The newly created [eLearning office](#) provided faculty development, advice on what courses to offer and how to organize the material. Table 5.3 shows that over the past six years, headcount enrollment in online and web-blended courses has increased 894%, and student credit hours have risen 956% in the same period. New programs with enhanced eLearning components include: M.Ed. in Educational Technology, M.S. in Health Science, Certificate in Bio Ethics, and a B.S.N. completion program for Nursing.

Enrollment Challenge

In 2006, the University retained two firms, McKinsey & Company and Stamats, to examine the underlying reasons for declining enrollments and help to focus on student success, recruitment and retention. Stamats conducted a student retention review, a marketing review and a recruiting review on campus that involved studying an array of institutional documents and processes, conducting interviews, and making extensive site visits. They issued findings on CSU’s recruitment and retention strategies.. McKinsey & Company consulted with campus leadership on how best to attract more and better-prepared students, how to retain, graduate and place them, and how to engage alumni. These reviews resulted in an overall Roadmap for Enrollment Growth, which was followed for the next three years. The Roadmap for Enrollment Growth, managed by the President and Senior Staff of the University, focused on nine areas for improvement, five areas of enrollment enhancers, and four areas of tools for improvement. These included:

- Develop a University culture for student success,
- Organizational change,
- Operational change,
- More recruiting, and
- Initiatives affecting retention.

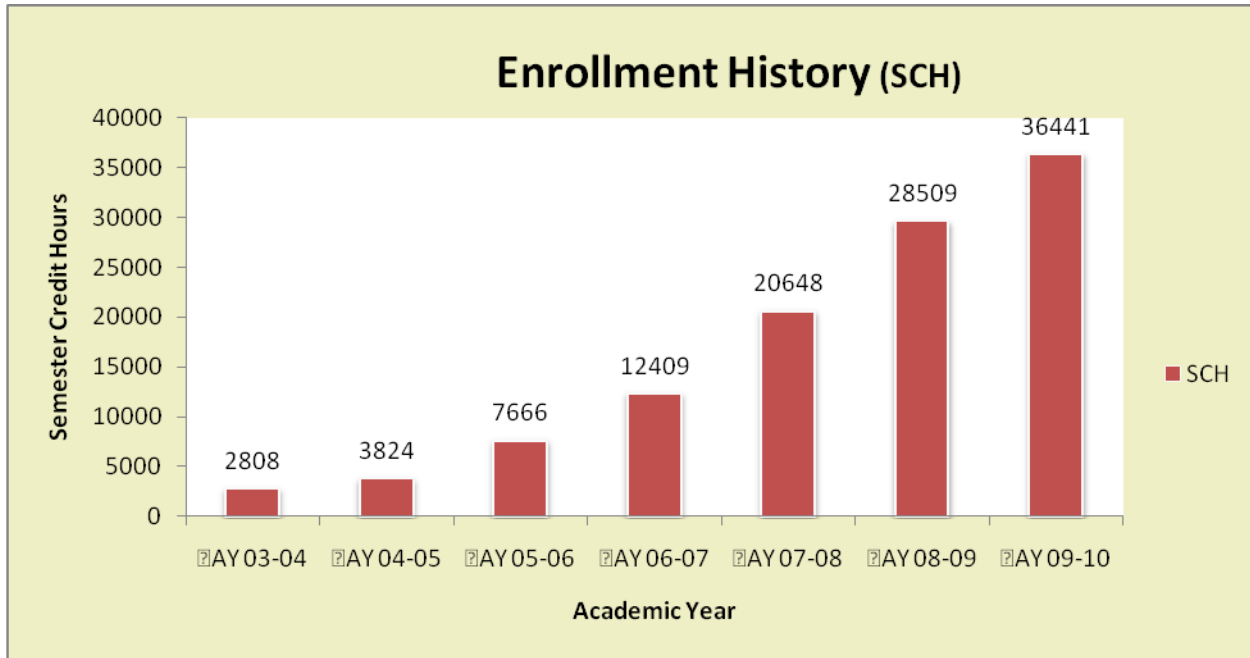
Tools included:

- Better uses of the Web,
- Greater availability of scholarships,
- Greater emphasis on career services, and
- Systematic marketing.

All together, 83 separate initiatives were identified and assigned to senior staff members to complete. Many internal processes were reengineered. For example, new departments were developed, such as Campus 411, a one-stop service for students to address administrative questions. The Advising Office was restructured. Student Affairs created a new Undergraduate Studies in Academic Affairs. Two new positions for faculty as Special Assistants to the President for Student Success were created. Online student services were extensively developed, and recruitment was totally reengineered. All of these initiatives resulted in significant enrollment growth over the past three years as Table 5.3 indicates.

Table 5.3

Recent Enrollment History as Measured by Student Credit Hours (SCH)

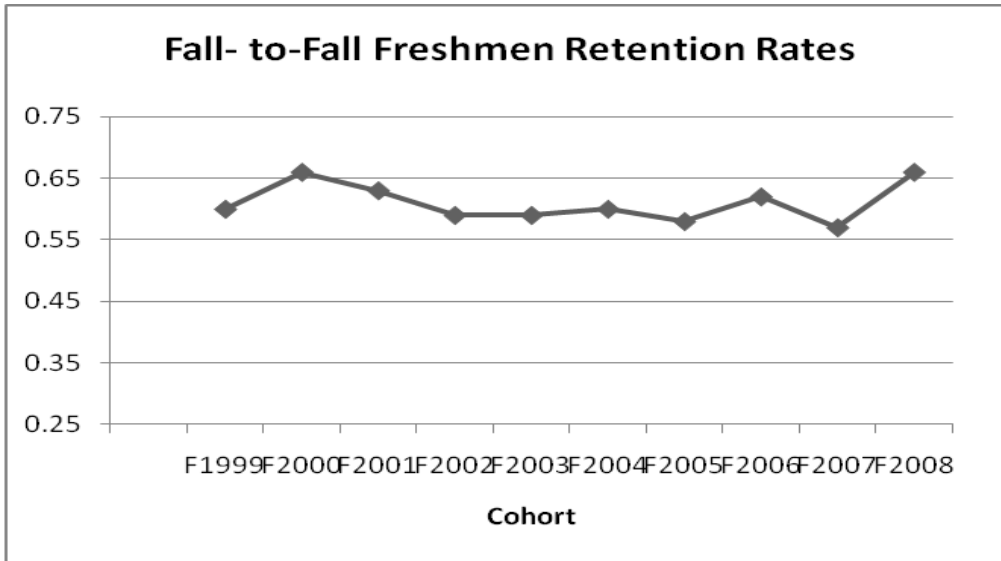


Student Retention and Graduation

For the past decade (1999-2008) CSU’s Fall-Fall freshmen retention rate averaged 61%. There are no evident trends even with the introduction of mid-term grades for freshmen in 2002. As noted previously, the University retained two firms in 2006, McKinsey & Company and Stamats, to assist with declining enrollments and help to focus on student success, recruitment and retention. A series of initiatives began in 2007, beginning with decentralized advising in the spring and forming Undergraduate Studies in Academic Affairs in the fall. The tentative hypothesis for the high (66%) retention rate for the fall 2008 cohort is the full implementation of the new admission standards, which dramatically enhanced academic support (supplemental instruction, tutoring), and learning communities. If the retention rate remains constant or increases for the fall 2009 cohort, the hypotheses that new initiatives have contributed to change will be further supported.

Table 5.4

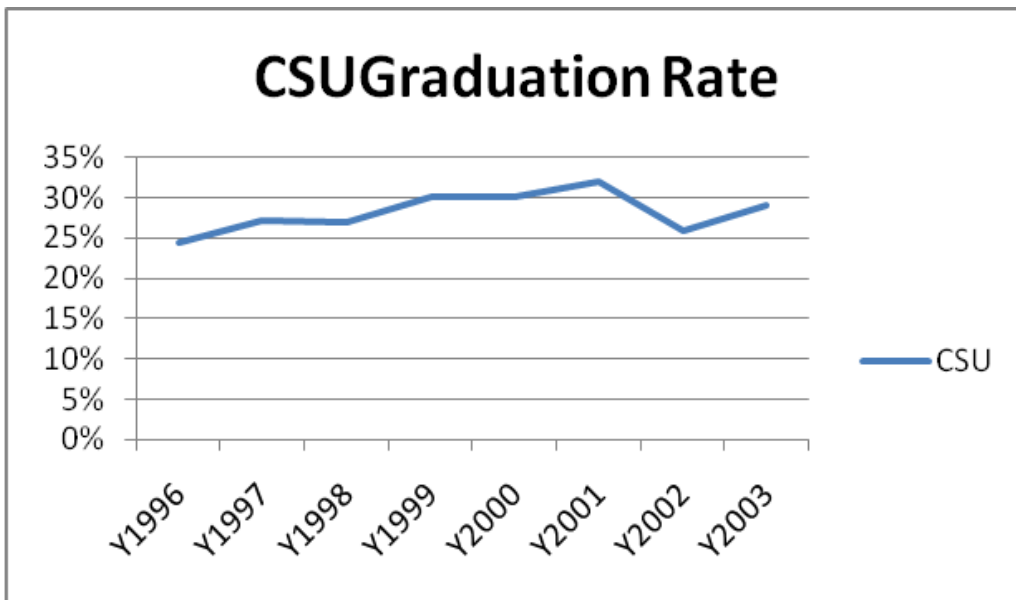
Fall-to-Fall Freshman Retention Rates



From 1996 to 2001 the 6-year graduation rate increased from 24% to 32%. The rate dropped to 26 % for the fall 2002 cohort and has rebounded somewhat for the 2003 cohort. We can find no good explanation for the low rate in 2005. The retention for that year was low (59%) but it was also low for fall 2003. Extensive efforts are now underway to improve graduation rates, including the formation of a Faculty Senate Ad Hoc committee focusing on undergraduate success and graduation rate; the committee began its work in April 2010. As recent research suggests a correlation between higher retention and graduation in universities, the University will strive to increase retention rates for those who begin their higher education at the CSU or have transferred from another institution.

Table 5.5

Six-year Graduate Rates 1996 – 2003 Freshman Cohorts



General Education Task Force, 2005-07 : In order to update the quality and relevance of the General Education curriculum, a faculty-led Task Force spurred major reform of General Education programs. Faculty met with various constituencies within the University, considered national discussions on the topic, and investigated approaches to general education at other universities. The final recommendations of this Task Force resulted in course revisions that touched most departments on campus, and in 2007, this reform movement culminated in a full implementation of the new **General Education program**, which is a very significant milestone for the University in its efforts to raise the curricular bar for its students.

The Task Force on Excellence and Engagement: This campus-wide committee was established in 2008 to plan ways to best implement the Chancellor's 2008-2017 Strategic Plan. This committee's findings to establish a Center of Excellence in Health and in Civic Life and Community Engagement became the precursor to CSU's current Centers of Excellence in Health and Sustainable Communities.

During 2008, the CSU Board of Trustees, the President and the Vice Presidents took on the charge of "branding" CSU with the phrase *Engaged Learning*. The introspection of the strategic planning process had brought this theme forward. To the CSU community, *Engaged Learning* meant everything from the bond between students and professors that facilitates academic success, to a partnership with the Greater Cleveland community that could solve the major problems facing the city twice labeled as "the **poorest city in America**." CSU is the only public university in the Cleveland area that has been engaged with the community since its inception. The new branding/renewal paved the way for CSU to be recognized for its true elements, as the institution that had grown over the years, without many external forces or internal analysis, into an institution recognized as "a steward of place in the region." With new external pressures on CSU from the Chancellor to define a unique health niche, obtain Mission Differentiation, and play a role in the economic development of the region, in 2008, it was time to take Cleveland State's institutional strength and publicly affirm it as a campus slogan. One result is the adoption and strong support for *Engaged Learning*.

Collaborative Initiatives with Other Ohio Higher Education Institutions

As described in Chapter 8, the University has developed strong relationships with Cuyahoga Community College, Lakeland Community College, and Lorain County Community College to provide a multitude of opportunities for 21st century mobile learning in Greater Cleveland and Northeast Ohio. **Partnership Programs** housed in Enrollment Services is responsible for facilitating these relationships.

Dual admission agreements with these three community colleges provide the umbrella for curricular articulations to thrive. Students enrolled in technical associate degree programs (i.e., dental hygiene and engineering technology) are recognizing the need to obtain their bachelor's degrees for career advancement. Under the dual admission agreement, curricular articulations that accept technical credits for various majors within the University can be quickly implemented. Ongoing discussions with our partner institutions provide insight into students' curricular and service needs, both of which are continually adapted to fulfill these needs.

Collaboration with other Ohio community colleges is increasing. A recent transfer student analysis identified additional two-year colleges whose students chose CSU to continue their studies. Efforts such

as the creation of new transfer guides and a [new transfer website](#) are underway to ease student transitions.

CSU and Regional Economic Development

CSU is poised to meet the educational and economic development needs of Cleveland and Northeast Ohio. During the last several years, the University has forged strong partnerships in the community, has been actively engaged in research projects, and has strengthened its academic and training programs in an effort to respond to both private and public sector economic development needs of the region. For example, the Nance College of Business Administration has created the Nance Global Business Innovation Lab, which focuses on the development of products and services to support regional ventures in developing a global footprint. The College has also assisted in creating a “Hydrogen Energy Roadmap” that will help to establish a better understanding of the potential uses of hydrogen as an economic driver in Northeast Ohio. The Levin College of Urban Affairs is one of the nation’s best known centers for economic development education and research. The College offers four degree programs and two certificates relating to workforce development in organizational management and leadership as well as three master’s degrees and a PhD with specializations in economic development.

Core Component: 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Evidence that Core Component 2b. has been met.

The period of 2000 through 2010 has been a challenging period for Ohio’s state-assisted universities. The state’s institutions of higher learning have faced state subsidy funding challenges, limits on tuition increases, and of late, a revised state funding model. The institutions have begun to adjust to the restructuring of the Ohio Board of Regents as an integral part of the [University System of Ohio \(USO\)](#), with the emphasis on making up for lost ground in preparing Ohioans to compete in the 21st century economy. The decade has seen several Ohio institutions face enrollment challenges, with most forced to reduce operating budgets several times and to maneuver the delicate balance between increasing tuition and competing for enrollment based on cost of attendance.

CSU has faced these changes squarely and used the past ten years to strategically improve its image, bolster its enrollment, and strengthen its financial foundation. Moreover, through prudent planning and allocation practices, CSU possesses sufficient financial resources to support quality programs of *Engaged Learning*.

Background

Goal 6 of *Vision Unlimited* addresses the role of resource allocation through the University’s budget process. This process supports the ongoing assessment of priorities as the external political and economic environment changes. Early in the decade, the University reinforced the strategic management of its resources as a key underpinning of its growth and development. Attention to the University’s operating budget pervaded every unit on campus, and this practice continues to the present day. While budget enrollment projections still mirrored history, trends were showing that CSU could expect a drop-off in its enrollment during the 2000s. As Table 5.6 shows, total enrollment measured in student credit hours (SCH) fell nearly 9% from FY 2003 to a low point in FY 2007. One of the first measures undertaken was to involve each academic College, the Admissions Office and the Budget

Office in developing more realistic estimates with which to plan enrollment (tuition revenue) for a given fiscal year. This initiative also impressed on all units that enrollment growth and retention was the responsibility of everyone in the University, not just the areas directly involved in these functions. Since then, the University’s continuing efforts in recruitment and retention have reversed the downward trend in enrollment and instructional fee revenue.

Table 5.6
Enrollment for Years 2001 through 2009

Period	Student Credit Hours	% Change
FY 2001	360,678	
FY 2002	381,564	5.8
FY 2003	387,497	1.6
FY 2004	381,258	-1.6
FY 2005	368,538	-3.3
FY 2006	359,116	-2.6
FY 2007	353,367	-1.6
FY 2008	363,916	3.0
FY 2009	369,028	1.4

The University’s other main source of operating revenue, state subsidy, has not kept pace with the trends in the cost of higher education as measured by the HEPI (Higher Education Price Index) and the broader market measure, the CPI (Consumer Price Index). As Table 5.7 shows, state subsidy declined nearly 9% from FY 2001 to the low point reached in FY 2007. This decline pattern is similar to the University’s enrollment pattern for the same period.

Table 5.7

State Subsidy for Years 2001 through 2009

Period	State Subsidy	% Change	Higher Education Price Index (HEPI)	Consumer Price Index (CPI)
2001	\$73,154,485			
2002	70,020,596	-4.28	3.0%	1.8%
2003	68,326,201	-2.42	5.1%	2.1%
2004	68,554,686	0.33	3.7%	3.0%
2005	67,271,931	-1.87	3.9%	3.2%
2006	66,828,664	-0.66	5.1%	4.1%
2007	66,593,395	-0.35	2.8%	2.4%
2008	69,735,454	4.72	5.0%	5.6%
2009	75,803,314	8.70	2.3%	-2.1%

In order to make up for the decline in state subsidy, the University was forced to increase tuition, which was, in part, responsible for the decline in enrollment (see Table 5.8).

Table 5.8

Undergraduate Tuition Rates for Years 2002 through Fall Semester 2010

Fiscal Year	\$/Credit Hour	% Change
2002	197.00	
2003*	229.00	16.24
2004	253.00	10.48

2005*	283.00	11.86
2006	306.00	8.13
2007	330.00	7.84
2008	330.00	0.00
2009	330.00	0.00
2010 Fall	330.00	0.00

*Two increases occurred during these years.

Despite these increases, CSU has been able to maintain its undergraduate tuition at an affordable level and compares favorably with other Ohio public four-year institutions. According to the *Ohio Board of Regents Fall Survey of Student Charges*, CSU is the fifth least expensive four-year institution for in-state resident undergraduate tuition and the second least expensive for non-resident undergraduate tuition out of 13 four-year institutions (see Table 5.9).

Table 5.9

Ranks of Least Expensive Undergraduate Tuition and Fees (2009)

Four-year Institution	Ohio Resident Annual Cost	Non-resident Annual Cost
1. Central State University	\$5,294	\$11,806
2. Shawnee State University	\$6,132	\$10,476
3. Youngstown State University	\$6,954	\$12,626
4. Wright State University	\$7,533	\$14,595
5. Cleveland State University	\$7,970	\$10,714
6. University of Toledo	\$8,066	\$16,878
7. University of Akron	\$8,612	\$17,860

8.Ohio State University	\$8,679	\$22,251
9.Kent State University	\$8,726	\$16,418
10.Ohio University	\$8,973	\$17,937
11.Bowling Green State University	\$9,060	\$16,368
12.University of Cincinnati	\$9,399	\$23,922
13.Miami University	\$11,442	\$26,202

This standing has been achieved, in part, with the aid of challenging cost reduction decisions. When state subsidy does not keep pace with the rising costs of energy, health care, and personnel, and there is a limit on the level of tuition increases, then a reduction in operating expenditures is required, unless enrollment growth provides adequate revenues. CSU has reduced its base (permanent) operating budget three times since FY 2001 in order to balance its budget. The reductions have come in the form of 1) eliminating vacant positions in both academic and non-academic areas, and 2) reducing non-labor operating expenses. The University experienced permanent budget reductions of \$7.1 million in FY 2007 and \$8.5 million in FY 2010 in order to balance budgeted expenditures with declining revenues. These reductions came after careful review and analysis by each vice president, dean and department head to ensure minimal adverse impact on the quality of academic programs.

No discussion of Ohio’s public higher education funding would be complete without considering the shift of the financial burden of a college education to the student over the past decade. As Table 5.10 illustrates, state subsidy comprised 49.6% of CSU’s total Operating Budget revenue, while student tuition and fees contributed 43.1% in FY 2001. By 2009, student tuition financed 58.0% of CSU’s operations, while state assistance funded 36.8%. CSU and the state’s other public universities have gradually become state “assisted” institutions rather than state “supported” institutions, due to lagging state sales and income tax revenues and legislators assigning a higher level of priority to other state programs.

Table 5.10

State Subsidy and Student Tuition as % of Operating Budget FY 2001-2010 *

Fiscal Year	Operating Budget		State Subsidy		Student Tuition & Fees		Other Revenue	
	<u>Amount</u>	<u>%</u>	<u>Amount</u>	<u>%</u>	<u>Amount</u>	<u>%</u>	<u>Amount</u>	<u>%</u>
2001	\$143,460,804		\$71,094,316	49.6%	\$61,821,570	43.1%	\$ 10,544,918	7.4%
2002	148,110,507		74,508,566	50.3%	68,743,716	46.4%	4,858,225	3.3%
2003	160,357,534		70,020,565	43.7%	85,708,601	53.4%	4,628,368	2.9%
2004	171,998,321		68,740,005	40.0%	98,036,707	57.0%	5,221,609	3.0%
2005	182,368,219		67,161,065	36.8%	108,411,332	59.4%	6,795,822	3.7%
2006	184,920,079		66,119,963	35.8%	111,724,688	60.4%	7,075,428	3.8%
2007	185,730,447		66,085,466	35.6%	108,912,897	58.6%	10,732,084	5.8%
2008	194,786,325		69,732,270	35.8%	112,277,462	57.6%	12,776,593	6.6%
2009	201,001,161		73,902,000	36.8%	116,677,450	58.0%	10,421,711	5.2%

* Planned amounts in the fiscal year's budget

Managing Resources

Planning and Budget Advisory Committee (PBAC) - One of the primary mechanisms providing consultation over the financial affairs of the University is the Planning and Budget Advisory Committee, which meets monthly. The committee is comprised of the President, the Provost, the Vice President for Business Affairs and Finance (committee chair), five faculty members elected by the Faculty Senate, two academic deans, a Student Government Association representative, and several ad hoc members, including the University’s Budget Director and Vice Provost of Institutional Research. The main functions of this body are overseeing the development of each fiscal year’s budget and monitoring the status of the current year revenue receipts and expenditures. In advising the University on budgetary issues, it considers:

- Economic trends relating to enrollment projections,
- Cost and objectives of new initiatives and programs,
- Debt service levels and the impact on the financial health of the University,
- The state’s budgetary situation,
- Adequacy of current revenue levels and possible tuition increases,
- Policies of competing Ohio public universities,
- Strategic goals of the University.

The University’s Budget Office develops various budget scenarios for the PBAC’s consideration. Following its analysis and discussion on these scenarios, the committee recommends a particular scenario to the University’s administration for establishing the University’s operating and general fee budgets for the upcoming year. After consideration, the President recommends a budget to the Finance Committee of the University’s Board of Trustees, which makes a recommendation to the full Board. A

July 1, 2010

Board of Trustees vote usually occurs in June, before the start of the new fiscal year on July 1. The PBAC's operating process is further discussed at the Self Study Website.

The University's Budget Model: In FY 2002, the PBAC initiated an ad hoc subcommittee charged with the development of a University-wide budget model. The group was chaired by the University's Budget Director and included College deans, staff members from the Provost's Office, faculty, and fiscal officers from academic and non-academic Units, representing an effort to establish a consistent approach to allocating available resources to academic programs and managing the carry-forward of available funds (unspent budget expenditures) to the subsequent fiscal year. For the first time, individual Colleges were afforded the opportunity to share in some of the one-time surplus or "marginal" tuition revenue resulting from higher-than-planned enrollment, as opposed to having the University centrally retain 100% of tuition revenue. Provided the University's actual revenues and expenditures balanced, the colleges could use these funds to strengthen and broaden academic activities. Since the model's inception in FY 2005, a portion of tuition revenue margin has been allocated to the Colleges each year except FY 2009, although the methodologies for calculating those allocations varied significantly from year to year.

The involvement of administrators and faculty in the PBAC and in the development of the budget model has led to a more open approach on financial and budgetary issues at CSU. Without this transparency, it is doubtful the University's success in managing the fiscal challenges of the most recent ten years. The University has constructed a firm financial foundation, and it has developed sound practices for planning its financial future and reacting appropriately to the conditions of diminished state funding, enrollment uncertainty, and the rising costs of operation. After significant problems involving enrollment levels, faulty student-support systems, and dwindling reserves in the late 1990's, CSU has rebounded with a favorable reserve position (see Table 2.7) and an S&P (Standard & Poor's) bond rating of "A+" with a stable outlook. S&P's "A+" rating is an "investment grade" quality credit rating, indicating a strong capacity to meet financial commitments but somewhat susceptible to adverse economic conditions and changes in circumstances within the borrower's environment (industry), (S&P investment grade bonds are those rated AAA, AA, A, or BBB).

The budget model as described above has undergone many changes since it was first introduced in 2003-04. The strength of the current model, developed over the past seven years, is that it has been adapted in response to a variety of internal and external developments. Some examples of external developments have included initiatives championed by the Board of Regents and pressures stemming from fluctuations in the economy and campus enrollment. Internal developments such as changes in campus leadership, tuition freezes, and the desire to seize opportunities in strategic priorities have also led to the temporary modifications of the current budget model. Although the model has served the University adequately, cost-based budgeting has not been fully implemented. CSU continues to address the challenge of developing a consistent, predictable and transparent way of allocating resources.

In that regard, two processes are underway. First President Berkman recently instituted a mechanism to provide funding for strategic initiatives in FY11. Pursuant to an open proposal process, colleges and units can seek substantial amounts of temporary funds to invest in programs or initiatives that align with the University's strategic initiatives or promote Centers of Excellence or Signature Themes.

Second, at President Berkman's direction, a team of academic and administrative leaders will develop a more comprehensive and effective budget model. The goal is to create a methodology that balances consistency and predictability with flexibility and responsiveness. In the recent past, our budget model

has been too reactive. During this upcoming process, we aim to develop a budget model that will ensure continued fiscal stability, and also prepare the University to plan to thrive in the future.

Table 5.11
University Reserve Balance

<u>Fiscal Year</u>	University <u>Reserves *</u>
2000	\$ 10,374,745
2001	14,600,021
2002	21,819,229
2003	27,950,520
2004	35,687,138
2005	42,472,532
2006	44,292,321
2007	50,483,684
2008	49,312,106
2009	39,309,920

* Total Unrestricted Reserves

Ohio Senate Bill 6 Financial Ratios: Financial accountability for Ohio’s public institutions of higher learning is measured by a set of ratios known as the Senate Bill 6 (SB 6) Ratios, named for the legislation that created them in 1997. In order to meet the legislative intent of SB 6, the Ohio Board of Regents (OBOR) computes three ratios from which four scores are generated. Depending on the size of the ratio, it is assigned a score of 0-5, according to a methodology developed by OBOR. A fourth composite score is obtained by weighting each ratio’s score by established OBOR percentages. (Refer to the [OBOR website](#) for a detailed explanation of this methodology.) Beginning in FY 2002, the calculation of the ratios and the resulting composite scores employed financial information reported pursuant to (Governmental Accounting Standards Board (GASB) Statements 34 and 35.

The first ratio, the *viability ratio*, provides a measurement of the institution’s ability to satisfy its debt obligations and is computed by dividing the institution’s expendable net assets by its plant debt. In FY 2009, Cleveland State’s viability ratio was .317, meaning its net expendable assets of \$65,545,884 were approximately 32% of the plant indebtedness of \$207,067,009. This ratio earned a composite viability score of 2.00, which is weighted by 30%, or .60.

The second ratio, the *primary reserve ratio*, measures the length of time an institution can operate using expendable net assets and is computed by dividing expendable net assets \$65,545,884 by total operating expenses of \$273,255,255. In FY 2009, Cleveland State had a primary reserve ratio of .240, meaning the net assets could provide approximately 70 days of operations. This ratio earned a composite primary reserve score of 3.00, which is weighted by 50%, or 1.50.

The last ratio, the *net income ratio*, measures how well an institution operates within its level of resources and is computed by dividing the change in total net assets (\$8,327,734) by total revenues

\$364,925,521. In FY 2009, Cleveland State’s net income ratio was (.031), earning a composite net income ratio score of 1.00, which is weighted by 20%, or .20.

The total composite FY 2009 score for Cleveland State’s SB 6 Ratio measurement is 2.10, the sum of .60 + 1.50 + 0. This composite score exceeded the state’s “fiscal watch” status – a composite score of 1.75 or less for two consecutive years (See Table 2.12). Throughout most of the decade, Cleveland State’s composite scores consistently revealed strong financial performance under the state’s criteria. The 2008 and 2009 reductions were the result of the University adding \$50 million in energy saving capital improvements, as required by NB251. The \$50 million will be amortized over 10 years through energy and operational savings resulting from the improvements.

Table 5.12
Ohio Senate Bill 6 Ratio

<u>Fiscal Year</u>	<u>Composite Ratio</u>
2001	3.30
2002	3.60
2003	3.40
2004	3.80
2005	3.50
2006	3.50
2007	3.40
2008	2.80
2009	2.30

While the composite ratio remains an indicator of fiscal stability, the decline in value beginning after 2005 is attributed to the University’s increased indebtedness from major construction projects, such as the Student Recreation Center, the Student Center, and renovations to the Main Classroom building. From a financial standpoint, these projects require the University to assume a burden of debt service – principal and interest payments – to the lender. From an operational standpoint, these projects are cornerstones of the campus Master Plan and have spurred interest in CSU’s identity as a student-centered institution for both resident and commuter students. The decline also reflects the use of expense savings to balance the budget in FY 2008 and FY 2009, rather than to supplement University reserves. These two fiscal years, along with the current FY 2010, have been some of the most challenging economic periods faced not only by CSU, but other public and private universities in Ohio as well.

New State of Ohio Funding Model for Higher Education: The new state funding formula for higher education is the determining mechanism for allocating the state’s higher education budget appropriation to its public universities and colleges. A discussion of the new model is necessary, due to the impact it

has on the level of state assistance received by CSU. The University is represented in subsidy conferences and consultations with the Ohio Board of Regents by CSU's Provost and Senior Vice President for Academic Affairs along with the University's Director of Budgets and Financial Analysis. The University has taken an active, participating role in the formulation of the model and continues to advocate for the particular circumstances germane to a large urban institution. A detailed history of Ohio's funding formula can be found at the [Self Study website](#).

While the formula itself is referred to as a *funding* formula, it is actually an allocation formula. Since the formula's inception, very little has been accomplished in grappling with the issues of *how* and *at what level* higher education will be funded in Ohio. Instead, it takes the approved appropriation amount from the budget and allocates a share to each university, state and community college based on an unwieldy and complex formula based upon a number of factors and categorical breakouts. Periodically, there are "subsidy consultations" convened by OBOR to review the formula and discuss changes. Some consultations are routine, and some occur after changes in political administrations, as in 2006.

Recent Changes (2006-2009)

After the election of Governor Ted Strickland in 2006, his administration began instituting changes in the structure and organization of OBOR and directed the completion of a Strategic Plan for Higher Education in Ohio, as discussed earlier. On May 15, 2007, Amended House Bill No. 2 became law in the State of Ohio. Essentially, the bill changed the structure and authority of the state's nine-member Board of Regents. Prior to the passage of this legislation, Ohio's Board of Regents was a non-governing body that guided the development of higher education policy and coordinated its implementation. It did not exercise direct management control over public universities and colleges, but made policy recommendations and administered the state subsidy funding process and certain forms of financial aid. The Board was also responsible for approving institutions' program changes, collecting data, and providing fiscal and operational oversight. The Chancellor of the Board of Regents was the administrative officer of the Board and was responsible for day-to-day operations of the Board's staff agency. The nine-member Board of Regents had the authority to appoint the Chancellor, who reported directly to the Board.

The bill also required the Chancellor to report to the Ohio General Assembly and on the Governor's recommendations and plans for:

1. Making Ohio's universities and colleges more affordable and accessible,
2. Encouraging graduates to remain in Ohio after earning their degrees, and
3. Maximizing higher education as a driver of the state's economy.

As noted previously in this chapter, Ohio Governor Ted Strickland appointed Eric Fingerhut as the state's first cabinet-rank Chancellor shortly after the bill's passage. One of the Chancellor's first tasks was to embark upon the development of a 10-year Strategic Plan for Higher Education.

Revised Funding Formula – Effective FY 2010

The Strategic Plan called for a re-evaluation of the funding formula effective with the FY 2010-2011 budget biennium. The revised formula for calculating the SSI (State Share of Instruction) rests upon an "outcome" philosophy that consists of three enrollment components: 1) a course completion component

July 1, 2010

("D" or better grade), 2) a student success component, and 3) institutional specific goals and metrics components. There are now 26 course categories, or models, that are grouped into 5 major categories: AH-Arts and Humanities, BES-Business, Education and Social Science, DOC-Doctoral, MED-Medicine, and STEM-Science, Technology, Engineering and Mathematics. The formula contains a stop-loss calculation that provides temporary stability to institutions when funding decreases precipitously. The new SSI funding formula is based on a *total* cost approach (the SSI category/model costs are based on a six-year average cost) to allocating funds, eliminating many of the weightings and steps in the prior model that provided differential funding based on individual characteristics at each institution.

The prior formula was based on a total enrollment as of the 15th day of the semester, with no distinction for course completion or degree success. In it, the number of course models numbered 16, and the individual course cost was based on one year - the most recent year's data. Course models were grouped, not by subject field as in the new formula, but by level of instruction: General Studies, Baccalaureate, Master, and Doctoral. A stop-loss provision was a feature as well (See Table 5.13).

**Table 5.13
Comparison
Higher Education Funding Formula**

Item	Prior Formula (FY07)	New Formula (FY10)
ENROLLMENT	Based upon total enrollment as of the 15th day of the semester.	Three enrollment categories: 1. Course completion - grade "D" or and above. 2. Student Success-Degree Attainment. 3. Institutional Goals.
MAJOR COURSE GROUPINGS	Based upon the level of instruction. General Studies Baccalaureate Masters Doctoral	Based upon subject field. AH - Arts & Humanities BES - Business, Education, Social Science DOC - Doctoral MED - Medicine STEM - Science, Technology, Engineering, and Mathematics.
COURSE CATEGORIES OR MODELS	16 Course Models	26 Course Models
DOCTORAL FUNDING	Based on historical shares with FTE established by OBOR Graduate Funding Commission.	90% weight to historical shares, new weights for cost of degree, research activity and quality measures.
STOP LOSS	Yes	Yes
COURSE COSTS	Individual course costs were based on a single year's cost data - the previous year's data.	Based on a total cost approach - the course models are based on a six-year average total cost approach where many of the weightings provided different funding based on individual institutions.

CSU’s Budgetary Concerns

During OBOR’s State Share of Instruction (SSI) consultation meetings held in the summer 2008, Cleveland State presented its concerns over the construction of the Course Completion and Degree Attainment components.

- With respect to the *Course Completion* component, concern arises over the University resources employed by a student who fails a course. In some instances, more resources may be employed by a failing student versus an A student. The failure to recognize this in the formula disadvantages access institutions like Cleveland State.
- On the issue of *Degree Attainment*, CSU argued that there are better measures of “at-risk” students (students with the probability of not graduating) than the surrogate measure of financial need eligibility, which is what the new formula currently uses. In fact, the Chancellor’s own Strategic Plan for Higher Education emphasizes access to higher education in order to serve a larger population of citizens entering college. Providing the resources to support their path to graduation as defined by their demographics is not served by a formula that relies upon a surrogate factor to measure degree attainment.
- In the pending FY 2010 – 2011 budget bill, there will be language (at the urging of several universities, including CSU) passed that directs the Chancellor to convene a consultation with state colleges and universities to “conduct a study to identify the socio-economic, demographic, academic, personal, and other factors that identify a student as being ‘at-risk’ of academic failure, and recommend how these factors may be used to determine allocations of the State Share of Instruction after fiscal year 2010.” CSU will be represented at this consultation.
- Finally, CSU stated concerns with the *Doctoral Funding* component not moving fast enough for other measures like research activity, quality measures, and degree cost from the historical shares measure based on FTE enrollment frozen at a base level. The new formula calls for movement away from the historical shares weight in increments of 10% over 10 years. In FY 2010, the historical shares calculation will have a 90% weight, in FY 2011, an 80% weight, etc. CSU is disadvantaged by a heavier weighting for the historical shares calculation and urged a lesser weight more quickly for it.

Efficiencies

CSU has been proactive in establishing (and participating in) programs to capture efficiencies leading to reductions in University operating costs.

- State of Ohio House Bill 251 Energy Efficiencies – HB 251 began as an effort to meet a state mandate for increased energy efficiency and has evolved into a comprehensive initiative that will guide Ohio’s higher education institutions’ sustainability initiatives for many years. Signed into law by Governor Ted Strickland in January 2007, House Bill 251 addresses energy efficiency in state-funded facilities, including Ohio’s colleges and universities. The legislation requires all state-funded colleges and universities to develop a 15-year plan for implementing energy-efficiency and conservation projects with the goal of reducing building energy consumption at least 20 percent by 2014, using 2004 as the base year. The bill also mandates the development of energy efficiency and conservation standards for new capital projects that require investment of more than \$100,000. The CSU Board of Trustees approved the plan to finance \$43 million in equipment and services to achieve the energy efficiency goals of HB 251 beginning in FY 2009. The financing vehicle is a 20-year capital lease, which will add to the University’s debt service requirements.
- Medical Insurance Plan Changes – CSU continually monitors its cost of providing health care coverage as an employee benefit. Effective in FY 2008, the University negotiated several medical insurance plan changes that resulted in annual savings of \$1.8 million.

- Collaborations with other Ohio universities – CSU has realized annual savings of \$930,000 by combining with other Ohio IUC (Inter-University Council) institutions in negotiating purchase agreements and insurance contracts.
- Position Review Process – CSU employs a process to review requests to fill vacant positions and to create new positions in both the academic and non-academic areas. Depending upon the budget outlook, the Vice President of Business Affairs and Finance may implement hiring freezes, at which time only strategic hires may be made, depending on the nature of the position and available funding. Management of attrition is an integral strategy for achieving budget targets. The University conducts a search approval process that requires permission to begin a search be obtained by the Vice President, Business Affairs and Finance, and that all *new* hires have an additional approval of the University President before positions are approved for search. These conditions apply even if the department has available permanent budget allocation to fund the position. When a hiring freeze is in effect, any exception to the freeze needs to demonstrate a strategic reason for the hire. Exceptions must be approved by the Vice President, Business Affairs and Finance and the President, even if the position is a replacement.

The Future

CSU has concerns over the tenuous nature of the state’s ability to fund higher education at appropriate levels. While the current governor’s administration supports all levels of education as the basis for moving the state forward economically, much will depend on Ohio’s economy and whether depressed income and sales tax revenues can rebound. Thus far, both the Governor and state legislature have been successful in shielding higher education from the severe reductions that have impacted other state agencies.

However, it should be noted that both the FY 2010 and FY 2011 state subsidy appropriations are funded with one-time federal stimulus funds from the American Recovery and Reinvestment Act of 2009. Barring the recovery of the Ohio economy and higher tax revenues and/or the continuation of stimulus funds, state subsidy funding through the SSI (State Share of Instruction) could drop off significantly in FY 2012. As it is, the FY 2011 allocation of SSI for CSU is projected to be down \$1.6 million from the FY 2010 allocation (see Tables 5.14 and 5.15). This is an area that CSU will monitor very closely so that it can formulate a strategy for managing a potential drop in SSI beyond what is currently expected.

While the University must work within the context and boundaries set by the State, CSU is moving ahead strongly under the leadership of the president with Mission Differentiation. The creation of the new Centers of Excellence will not only provide intellectual focus for the institution, but it is hoped that they will be economic engines for the regions and attract major research funding.

**Table 5.14
State of Ohio Total SSI Funding
FY 2010 and FY 2011**

	SSI Funding Source				
	<u>State of Ohio</u>		<u>Federal Stimulus</u>		<u>Total</u>
FY 2010 SSI Funding	\$ 1,677,708,351	84%	\$ 309,874,026	16%	\$ 1,987,582,377
FY 2011 SSI Funding	1,689,554,971	85%	308,802,662	15%	1,998,357,633

**Table 5.15
Cleveland State University SSI Funding
FY 2010 and FY 2011**

	SSI Funding Source							
	<u>State of Ohio</u>		<u>Federal Stimulus</u>		<u>Total</u>			
FY 2010 SSI Funding	\$	64,565,874	84%	\$	11,924,914	16%	\$	76,490,788
FY 2011 SSI Funding		63,178,641	84%		11,668,701	16%		74,847,342

CSU has a creditable record of cost management, especially over the previous ten years. Future budgets will prioritize the core missions of the University and focus on targeted reductions to support these missions if necessary. The institution’s past and continuing fiscal conservatism can only serve to assist us with going forward. In short, we are acclimated to managing our finances under challenging circumstances, yet look for opportunities to benefit the University and the academic programs we offer our students. Over the past decade, CSU has dedicated itself to providing significant campus upgrades through its Master Plan, strengthened existing programs, and broadened its offerings to establish a quality educational experience at an affordable cost to students. This is an advantage in today’s economic climate, where unemployment and erosion of wealth can place post-secondary education out of reach. The fall semester 2009 enrollment picture is a healthy one. Total student credit hours are approximately 6% higher than Fall Semester 2008 enrollment. If this growth can be sustained and improved upon, the fiscal challenges that may be looming can be managed with less stress to the institution.

Budget Models: A Historical Perspective

The planning and budgeting process of the University has developed into a more transparent and collegial process over the past six years. Realizing that Ohio’s public institutions of higher learning were dealing with the uncertainty surrounding the level of state subsidy from year to year as well as various versions of state-mandated tuition “caps,” in 2003, an internal study group was established to develop a budget process or model that would evaluate the cost and benefits of programs in light of current tuition and state subsidy revenue levels and the priorities of the University.

Historically, the University has employed a “bottom line” approach for assessing financial performance at the conclusion of a fiscal year. In the past, all sources of revenue were accumulated and compared to the sum of all academic and non-academic expenditures of the University. However, this approach did not attempt to identify the cost of operating individual academic and non-academic units of the University and also led to cross-subsidization among the colleges, without clear links between and among enrollment, revenue production and priorities. In 2003, the University’s Planning and Budget Advisory Committee (PBAC) charged its budget model subcommittee with researching budgeting methods that would a) assist in establishing accountability for expenditures within the non-academic units, b) forge a workable relationship between strategic planning and budgeting function, and c) develop a process that would help identify appropriate revenue and expenditure levels of the University’s academic units (colleges), academic support units (Library, Provost Office, etc.), and non-

July 1, 2010

academic units (finance, HR, IS&T, etc.) so that fact-based decisions could be made regarding how best to employ University resources.

The subcommittee explored various budgeting approaches in use at other universities, such as the University of Michigan and The Ohio State University; hosted Indiana University for a presentation on Responsibility Center Management (RCM); and worked closely with the Provost's cabinet and Deans' Council to develop budget model recommendations for CSU that could be implemented for the University's FY 2005 Operating Budget.

The recommended model provided a framework for sharing any surplus (marginal) revenue above the amount necessary for meeting the operating expenditures of the University, with the colleges (academic units). Instead of handling revenue without regard to which college generated it, the new model provided for the retention of surplus revenue earned by a specific college. The portion retained by the colleges was to be determined each fiscal year and was to be dependent upon the overall fiscal condition of the University. A central tenet of the model was that the University must first balance revenue and expenses for a fiscal year before unexpended current year budgeted expenses could be carried forward to the next fiscal year. The same held true for surplus instructional fee revenues – a concept introduced in 2005.

Surplus funds available at fiscal year-end (12 months, ending June 30) can be of two types: instructional fee tuition revenue margin and expense carry-over. Expense carry-over has always been a component of the budget model for both academic and non-academic units, while instructional fee revenue surplus has not - this is a feature of the new model, and it is available only to the colleges that produce the revenue through enrollment. However, should surplus revenue or unexpended budgeted expenses be needed to balance the University's budget due to a reduction in state subsidy, a decline in student enrollment, or emergency expenditures, then no distribution can occur.

Presidential Initiative Fund

This fund was announced in 2002 and consists of three phases: Phase I sought initial ideas to develop the nuclei of signature programs, Phase II requested proposals, and Phase III evaluated the proposals. Two awards were given, totaling \$550,000. They were "The Partnership for Advancing Regional Economies" directed by Ziona Austrian from the College of Urban Affairs, and "The CSU Health Initiative: A Multi-Disciplinary Approach to Urban-Based Health Problems." These two initial projects have since attracted extramural funding of \$3,340,057, spanning a total of 17 other projects.

Physical Resources and Planning

The Master Plan: As mentioned in Chapters 1 and 8, an ambitious \$300 million building initiative is underway. Thirteen major building projects were recently completed or are presently taking shape. These projects and their completion dates are as follows:

- Main Classroom Plaza Atrium (2005)
- Soccer Field renovation (2005)
- East Parking Garage (2006)
- Fenn Tower Renovation (2006)
- Recreation Center (2006)
- Administrative Center (including Elements restaurant) (2007)

July 1, 2010

- Cleveland-Marshall College of Law Renovation (2007)
- Elevator Tower at Main Classroom (2007)
- Parker Hannifin Hall (2007)
- South Parking Garage (2009)
- College of Education and Human Services (2010)
- Stephanie Tubbs Jones RTA Transit Center (2010)
- Student Center (2010)
- East 24th Street Student Housing (Phase I 2010, Phase II 2011)

The Role of University Advancement:

Between January and March 2010, fundraising plans for five Presidential initiatives and for each college as well as the Department of Athletics were created and completed. The analysis that went into each plan produced a set of recommendations related to monetary goals (annual and campaign) and timelines for reaching them. Detailed information on this analysis can be found at the [Self Study website](#).

Briefly, the operating plan positions the President as Cleveland State's chief "volunteer" fundraiser, responsible for all prospects over \$500,000. Vice President of Advancement is responsible for managing that portfolio. Meanwhile, all college-based development officers (as well as the fundraiser assigned to athletics) are operating on a similar pipeline system that involves their deans and requires monthly activity around solicitation, identification and cultivation of a portfolio of 150 individuals associated with an academic college or department. (Some of these prospects, upon qualification, will undoubtedly move into the President's portfolio. This, too, is an efficient and effective system for tracking and reaching results and ensuring that deans are involved in or kept informed of major development activities.)

With the mechanics of this fundraising plan in place, and as important as **prospects** and **process** are to any Development outcome, nothing is more critical than **priorities**, and that is the real emphasis of this plan.

CSU will be going into this fundraising initiative on solid community footing. The region has clearly seen and felt a turnaround at CSU and has embraced the **value propositions** the University brings to Northeast Ohio. Because they are so fundamental to this plan, they deserve mention here:

- CSU is uniquely positioned to provide a broad base of students affordable access to excellent higher education
- CSU, with the majority of its students coming from Northeast Ohio and wanting to remain in the region following graduation, is well positioned to source the region's employment needs
- CSU, with the largest contiguous footprint in downtown Cleveland, has the greatest potential for impacting the city's urban center
- CSU, through its College of Science and programs in Allied Health Care, is uniquely positioned to serve the needs of hospitals and health care in Greater Cleveland
- CSU's College of Education is positioned to improve the public K-12 schools of the region and supply them with a steady flow of competent educators and administrators
- CSU graduates in business, law and engineering form the backbone of 'Business Cleveland'
- CSU, through its nationally-ranked Levin College of Urban Affairs, is unique in supporting the governmental and civic community in problem solving.

However, it is the five Presidential initiatives that are attracting Cleveland's attention and that define our primary fundraising goals. Compressed into "elevator" speeches a case for support for each initiative can be simply and effectively stated (also provided in the Introduction chapter):

- **Increase the number of baccalaureate-degree holders in Northeast Ohio by increasing scholarship support for CSU students.** Studies show that no other factor is a better predictor of economic and civic well-being than the percentage of the population that holds a college degree. It is 23 % in Cuyahoga County. By offering qualified students scholarships as an incentive for them to pursue higher education (especially those who would become the first in their family to go beyond high school) and by offering guidance to help them persevere and succeed, CSU plays a critical role in producing more baccalaureate-degree holders for the region (since many of our students come from and intend to remain in the region).
- **Provide the local business community with a ready, steady and stable source of talent by preparing students to meet Northeast Ohio's economic needs through co-ops.** The ability to attract and retain educated young people to its urban core is a second leading predictor in a city's economic well-being. Today Cleveland suffers from "brain drain." Through a co-op and internship program that not only prepares students for jobs in the region but also engages them in civic issues, CSU increases the likelihood that its graduates will stay in the region. Businesses that support the program will quickly see a return on their investment: by hiring homegrown, job-ready, college-educated talent, they reduce recruitment costs and increase retention.
- **Establish a national template for effective urban education by establishing a public K-12 "lab" school on the CSU campus.** Studies show beyond a doubt that safe neighborhoods and good schools are essential to attracting residents to urban centers. By addressing the educational needs of Cleveland children while providing a clinical ("laboratory") experience for College of Education students in real classrooms, CSU will help transform Cleveland's schools – not to mention the city's downtown core.
- **Address the regional shortage of urban primary care physicians and allied health professionals through NEOUCOM and related programming at Cleveland State.** A city's economic health is correlated to its physical and mental health. By recruiting medical students who want to become primary care physicians and other health professionals specializing in urban health, Cleveland State addresses a critical hospital shortage while ministering to the needs of an underserved class.
- **Contribute to the city's arts and entertainment programming by integrate campus and community.** By building housing for its 16,000+ undergraduate and graduate students; by aligning with partners in the Campus District; and by working with Playhouse Square to strengthen local arts and entertainment, the University adds density to its surroundings. Density is key to business growth and civic stability. At the same time, by making "champion" synonymous with the Cleveland State Vikings, CSU nationalizes its name, increasing the likelihood of attracting new students to its classrooms and new residents to the city.

To prepare for the fundraising that needs to occur to fulfill these initiatives, CSU has taken full advantage of the Presidential transition by testing the marketplace. The institution has cultivated

July 1, 2010

prospects at the upper level, and in the past months, a number of key relationships that had gone dormant have been resuscitated under Dr. Berkman's leadership.

CSU has also shored up areas within University Development that needed attention. This includes alumni programming and events, young alumni programming, e-philanthropy, data collection and mining, and, most importantly, adding fundraising specialists to each academic college and athletics who can cultivate prospects for University-wide advancement goals. As noted, in addition to preparing a detailed plan for the Presidential initiatives, plans have been created for each college and the Department of Athletics. The University has implemented a system to reach goals in a time- and cost-efficient means, where fundraising results are measured in terms of performance against outcome. Lastly, CSU has begun producing separate publications for fundraising purposes that describe the new student center, the College of Education and Human Services building, the New Pathway program, and each college's fundraising priorities.

To fulfill the potential for fundraising, several steps, strategic and tactical, still need to occur. They include:

- Build a communication strategy around the President's vision and philanthropy
- Formalize support from CSU leadership for vision and plan
- Leverage philanthropic synergy with Sponsored Research
- Lead Board members through a process of prospect review and assignment.

Also of paramount importance is putting a volunteer structure around Development. This had just begun under former President Schwartz but needs to continue.

Marketing Plan: The [University Marketing Office](#) is charged with elevating the reputation of the University on a national level. In tandem with the University's mission and Strategic Plan, all marketing efforts at CSU are focused on amplifying the University's success in achieving its mission. In Spring Semester 2008, the University launched the *Engaged Learning* campaign, which seeks to capture the essence of the University's mission and strategic direction in a simple, aspirational statement. *Engaged Learning* is the hands-on learning environment at CSU that connects students, ideas and real world experience. Because of CSU's position in the Cleveland community and its varied and numerous connections with civic organizations, corporations, non-government organizations and more, the University is in the unique position to offer its students an "engaged learning" experience while also acting as an important driver in the overall economic development and sustainability of the region.

The University developed a marketing campaign that utilized a multi-media approach to introducing and explaining the concept of *Engaged Learning*. The first six months of the campaign focused on awareness-building of the concept, while follow-on elements of the campaign sought to demonstrate *Engaged Learning* by example. One of the cornerstones of the campaign was an innovative use of inserts in regional editions of the *New York Times* and the *Wall Street Journal*, using the common headline, "CSU is Redefining the Rules of Engagement." Additional media deployed were print ads (various), outdoor, radio, television and the internet.

In addition, the University Community was invited to a kick-off event for *Engaged Learning*, at which they could contribute their own *Engaged Learning* story. The stories are housed online (as videos and written examples) on the [University's homepage](#). A new series of interviews with students is underway to update the website versions of the original *Engaged Learning* stories.

July 1, 2010

In addition to paid media, the CSU Marketing Office hired a New York public relations firm in 2008 to begin positioning the University in the national media. Several very large media placements followed, one by the Associated Press showcasing our special program for returning veterans in newspapers throughout America, one telling the story of [Professor Rashidi's groundbreaking wind research](#) in several national publications and a [story that appeared on the CBS Evening News with Katie Couric](#) chronicling the *Engaged Learning* experience of a student and a recent CSU graduate who engineered a high tech row boat that they rowed from Cleveland to Key West, Florida, volunteering at Habitat for Humanity homebuilding projects along the way.

After one year, feedback on the campaign is favorable. At a recent focus group conducted with incoming freshmen, new students were able to articulate the concept of *Engaged Learning* in their own words, without any prompting from the moderator. Other important stakeholder groups have expressed a sense of the “new and heightened positive visibility of CSU” through both paid and unpaid media they have consumed. Numerous examples of the internal adoption of the *Engaged Learning* concept abound across campus, through re-named scholarships, groups, initiatives and programs, and departments that feature some element of *Engaged Learning* as a part of their message.

The *Engaged Learning* platform gives the University a distinctive motto and presents a broad umbrella for marketing specific achievements of CSU, some of which include but are not limited to: 1) important new University initiatives, 2) research and grant wins, 3) groundbreaking research results, 4) student success stories, 5) outstanding faculty efforts in the community and 6) the showcasing of University Centers of Excellence. All of the above support the overarching goal of the *Vision Unlimited* plan by demonstrating how the University is engaging with the community to be a force for economic sustainability while also providing CSU students with an “engaged learning” experience.

In year two of the *Engaged Learning* campaign (2009-2010), the University Marketing Office has developed the following objectives:

- Develop and communicate examples that demonstrate the power of *Engaged Learning* to students, parents and the community at large.
- Showcase CSU's Centers of Excellence and other important initiatives at the University.
- Maintain continued presence with all important stakeholders through targeted communications.
- Continue to explore digital media opportunities to broaden the reach and effectiveness of the CSU message.
- Aggressively pursue national media for placement of CSU successes.

The University Marketing Office will continue to deploy many of the media tactics it used when launching *Engaged Learning* while focusing on the need to add context to the concept in 2010. Planned measurement of the *Engaged Learning* concept awareness and comprehension will be conducted in late 2010.

Core Component: 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Evidence that Core Component 2c. has been met.

One of the concerns from the Commission's 2000 report was that "assessment efforts are uneven across the University, and the process of assessment needs to be more thoroughly ingrained in the academic culture." The context for this comment was primarily directed towards assessment of student learning. The response to this concern is detailed in the Introduction, and a thorough description of University assessment can be found in Chapter 6. However, this section outlines CSU's successful transformation in the past 10 years in developing evaluation and assessment procedures that are now an institutional strength and a model for other universities.

Monitoring Strategic Planning through Key Performance Indicators

The long-term success of *Vision Unlimited* rests on the University's ability to chart progress and track planning outcomes. With this in mind, the primary purpose of developing Key Performance Indicators for the plan was to construct a system that would provide the campus community with tangible data and operational instruments for determining how well the *Vision Unlimited* plan was working. Outlined below are selected key indicators associated with each goal (a complete list is available on page 9 of the [Annual Report to Faculty Senate and Administration 2006-07](#)).

Key Performance Indicators for Goals

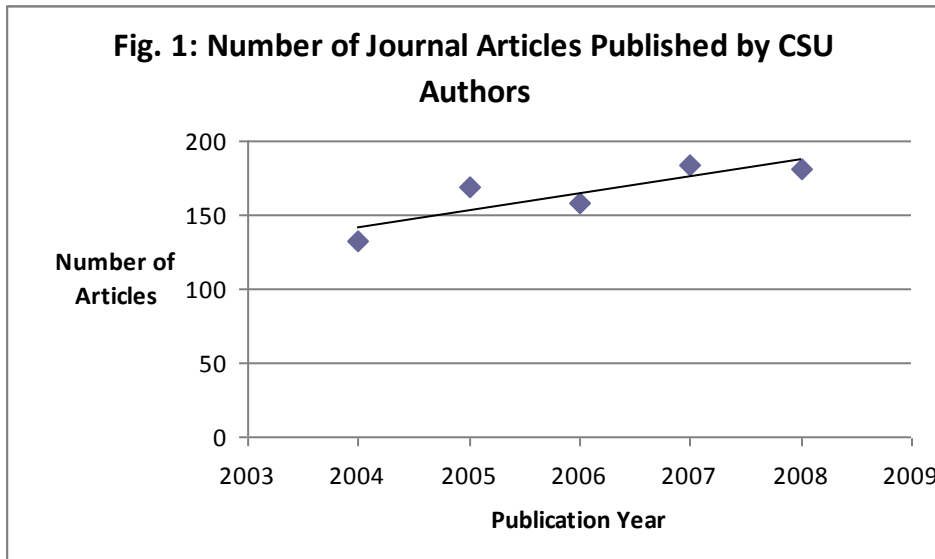
Goal 1: *Develop CSU's Academic Excellence as a University.*

KPIs for Goal 1: These include measures of how many students continue studies from year to year (retention rates), how many graduate (graduation rates), how many persist in studies from year to year (persistence rates), and the preparation of the incoming student class, including high school academic performance and standardized test data (high school GPAs, high school class rank, and ACT or converted SAT scores). KPIs of faculty productivity include measures of both teaching (tenured instructors teaching undergraduate classes) and research output (articles published and articles cited by other authors).

KPI Results and Analysis: From 1999 to 2008, freshman retention rates averaged 61%. In 2008, they rose to an 8-year high of 66%. Graduation rates increased steadily from 1996 to 2001 but dropped in 2002, then rebounded somewhat in 2003. The low graduation rate in 2002 corresponded to a low retention rate that year; however, retention rates were low in 2003 also. These figures corroborate the needs of CSU's many non-traditional students who have outside commitments that preclude a traditional graduation timeline. Many others come to campus from community colleges.

Nonetheless, the analysis of these KPIs has led to extensive efforts to improve graduation and retention rates. New admissions standards initiated in 2006 and fully implemented in 2008 have greatly improved the outcomes of these two KPIs, as well as the average ACT scores of incoming students, from a 20.1 in 2004, steadily increasing to 20.7 in 2008. The Honors program began admitting students in 2004, and it has brought about dramatic improvements in the KPIs selected for Goal 1. Graduation rates for honors students are at 75% for the 2004 cohort, and 64% for the 2005 cohort graduating in fall semester 2009. Other endeavors to improve retention and graduation at CSU are the newly reorganized Tutoring and Academic Success Center, Viking Boot Camp (prepares incoming students for college-level math and English), Electronic Early Alert (conveys concerns regarding students' academic performance to the appropriate advisor), and SERV, a program assisting returning veterans transition into civilian and college life.

Faculty productivity in teaching peaked at a 5-year high in 2007, with 46.8% of full-time tenure track faculty teaching classes at the undergraduate level. In terms of the number of journal articles published by CSU faculty and students, in 2008, 181 articles were published, capping a steady 5-year increase. The table below is from the [USPC Annual Report \(2009\)](#).



In 2008, the establishment of the annual Undergraduate *Engaged Learning* Research Awards program increased the number of faculty and undergraduate student collaborative research projects, and the program is expected to maintain and/or improve upon this increase in productivity as these awards are granted. This program supported 75 CSU students in summer research projects. Forty-eight proposals were received from five colleges, and 34 were funded across 14 departments, totaling \$289,414 in funds provided by the Provost’s office.

Goal 2: Provide the Financial Foundation for Academic Excellence.

KPIs for Goal 2: CSU’s financial foundation is tracked by such measures as student credit hours, the number and amount of grants and gifts, the amount of total revenues allocated for academic purposes, the implementation of international programs, and the number of international students enrolled. These KPIs represent multiple income sources vital to delivering academic excellence at CSU.

KPI Results & Analysis: Student credit hours, percent of operating budget allocated to academic areas, and international program and international student activity all maintained their targeted levels of achievement. Gifts to the University and sponsored research fell short of benchmarked levels.

In 2008, annualized student credit hours and FTE census show a rebound over 2007 (despite a 5-year overall decline), up by 2.9% and 2.5%, respectively. According to faculty, grant and award expenditures are a more consistent measure of research activity than the grants and awards themselves. As such, these expenditures show a lesser decline than the awards, as these expenditures are down 15% from 2008 to 21% overall from 2002 benchmark levels. That said, it is important to note that some grants span not just a single but multiple years, and also that a temporary cessation of spending for the Wright Center for Sensor Systems Engineering also impacts this KPI. Contributions to the University were down by nearly 10%. The academic portion of the Operating Budget has just slightly declined by 0.3%. However, the number of international programs and international students shows an increase for AY 2008, meeting targeted benchmarks with 23 contracted programs and 831 foreign students represented.

July 1, 2010

On August 8, 2008, the Confucius Institute at CSU officially opened. The Institute promotes the use of Chinese language, appreciation of Chinese culture, and economic enterprise between Ohio and China. The Institute augers well for future KPI assessments of Goal 2.

Though general regional indicators showed an economic decline in 2008, CSU's economic health remained intact. It should also be noted that while massive regional layoffs were taking place in Northeast Ohio and across the nation, CSU was itself able to avoid such layoffs. The sparing of these jobs demonstrates CSU's excellent administrative and fiscal decisions during a time of extreme challenge, and the analysis of all Goal 2 KPIs should take place within the greater context of the recessed regional and national economies.

Goal 3: Nurture an Open, Supportive and Collaborative Organizational Culture.

KPIs for Goal 3: The Higher Education Research Institute (HERI) Faculty Survey was selected as an instrument for collecting data pertaining to *Vision Unlimited's* Goal 3. This nationally recognized survey has been administered on campus on four previous occasions, and baseline data from prior administrations spans a 15-year period. Items from the National Survey of Student Engagement (NSSE) were also selected to provide data concerning the collaborative culture at CSU. These items included "Worked with classmates outside of class to prepare class assignments" and "Tutored or taught other students." The University conducts Academic Program Reviews in four-year cycles to provide feedback to units and departments. This KPI provides both quantitative and qualitative data. The number of articles published by multiple CSU authors and articles* published in collaboration with other institutions also serve as KPIs for this goal, it should also be noted that the Office of Student Life declared university-wide collaboration as a priority in response to Goal 3.

KPI Results and Analysis: The HERI survey reveals increases in all areas of faculty job satisfaction in 2004, with the most dramatic improvements in the areas of faculty relationships with administration (up 28.6 %), visibility for jobs at other institutions (up 26 %), and overall job satisfaction (up 18 %) from results obtained in 1998. The NSSE survey results from 2002 to 2009 regarding student satisfaction with campus services and support areas also show a remarkable increase across all aspects covered. From 2005 to 2008, 15 academic programs submitted their Program Reviews and received subsequent feedback. Journal articles* with multiple authors collaborating among various CSU departments or units totaled 8 in 2007 (3.9%), and out of 204 articles published by CSU authors in 2007, 47 (23%) were in combination with other Ohio institutions. 36.5* (18%) of these were published with other Northeast Ohio institutions. the Cleveland Clinic Foundation leading institutional collaboration with CSU at 21.5 (10.5%).

**Numbers of journal articles published refer only to those recognized in the ISI Thompson Indices. Decimal values reflect the rating system of journals with multiple authors. See the [USPC Report](#) for further details.*

Goal 4: Create a Culture of Student Success that Supports all Core Communities of Students.

KPIs for Goal 4: Items from the National Survey of Student Engagement (NSSE) were chosen as a KPI for Goal 4; the NSSE has been administered on campus in 2002, 2006, and 2009. Other measures of student success included in the KPIs are employment outcomes and the pursuit of graduate study by CSU baccalaureates.

KPI Results and Analysis: The results from the NSSE Survey illustrate an overall improvement in student satisfaction with engagement opportunities at CSU. From 2002 to 2009, ratings show a marked and steady increase in satisfaction with CSU's academic and intellectual experiences and additional college experiences for Freshman and Seniors from 2002 to 2009. The former category, academic and intellectual experiences, includes interactions and collaborations among students and faculty in and outside of the classroom; the latter, additional collegiate experiences, includes the utilization of campus resources and opportunities as part of the educational experience. Ratings of enriching experiences, referencing community service, activities, special external projects, and community study opportunities, fell short of the benchmark. In terms of CSU baccalaureate employment, numbers increased 7% from 2006 to 2007, and though these numbers dropped in 2008, this KPI must be viewed in the context of the economic crisis of that same year. However, baccalaureates' interest in graduate study increased consistently from 2006 to 2008, peaking at 46%.

Goal 5: *Improve Community Relationships and Service.*

KPIs for Goal 5: Consultations with the University Marketing revealed that these data are typically collected by contacting the offices of the President, Vice Presidents, Provost, and Deans. KPIs for this goal are the scope and number of all developing and existing partnerships, collaborations and initiatives that meet educational, social, and/or economic needs of the community. *While some measures can support the annual review of CSU's community relationships and service, a comprehensive method to assess progress toward stated outcomes of this goal has been developed by the University Strategic Planning Committee in conjunction with Institutional Research.*

KPI Results and Analysis: The University did cut some community and student service programs in response to Ohio's and CSU's subsequent budget cutbacks for the biennium. As of 2009, CSU partners with 32 regional, national, and international institutions, including high schools, community colleges, four-year colleges and universities, and other organizations. A total of 74 agreements (46 undergraduate, 28 graduate) in the form of program articulations, consortium agreements, and joint programming have been established in CSU's colleges. In addition, 18 memoranda of understanding provide facility usage and academic collaboration with external partners. As of 2008, these partnerships and agreements represent substantial increases of 24% and 12%, respectively. The USPC Report describes responsive growth in the local, region, and state arenas in CSU's service and academic endeavors. Some examples: CSU is negotiating to have the Allen Theater, part of downtown's Playhouse Square theater complex, become the home for two new resident companies—one of which is CSU's dance and theater programs; CSU has been approved as the newest member of NEUOCOM, a regional university consortium that offers an accelerated B.S. and M.D. program; and CSU's 2009 Summer Honors Institute, funded by the Ohio Department of Education, provides extended academic learning and personal growth opportunities for gifted high school students.

Goal 6: *Enhance CSU's Physical Environment and Image.*

KPIs for Goal 6: In the past, analysis of student-oriented spaces (classrooms, labs, lounges, recreation, and space for other types of activities) has been conducted by external consultants on campus. Similarly, market research has also been conducted on campus by hiring consultants from external firms. The internal replication of both of these types of studies on an identified cycle was adopted as a mechanism for reporting KPIs under Goal 6. In addition to these studies, the University assesses its physical

July 1, 2010

environment and image via responses to locally prepared survey questions administered to faculty and students.

KPI Results & Analysis: The development of CSU's environment and image continues to emerge as a vigorous and thriving central campus initiative in 2009 (see visual in Introduction chapter). Continued refinement and progress toward the realization of the campus Master Plan remain on schedule. In March 2009, the Plan was modified to include the Rooftop Garden (atop the Recreation Center), and the North Union Farmer's Market came to the campus. The list begins in 2005 with the completion of the Plaza renovations. The Fenn Tower residencies and the Recreation Center with adjoining garage opened in 2006. In 2007, Parker Hannafin Hall was completed. 2008 saw the completion of the Law College renovations and the opening of Main Classroom's atrium and renovations, the commencement of the new Student Center construction, and the breaking of ground for the College of Education and Human Services Building, and in January of 2010 it opened for occupancy. The long-anticipated opening of the new Student Center occurs in June of 2010.

University Marketing joined with faculty and graduate students from the School of Communications to administer surveys and conduct interviews with prospective students to obtain their views on desirability, communication, decision processes, and CSU's attributes-- the results of which will influence future marketing initiatives.

Survey questions for faculty, staff and students regarding satisfaction with the campus planning process, on-campus student spaces, beautification of the campus, parking and student housing are in lieu; data collection for these KPIs will commence immediately upon their completion.

Program Review with External Evaluators

Academic Program Review at CSU is a systematic, University-wide process that proactively and consistently enhances the quality of the institution's academic and supporting programs. The Program Review process is designed to assess all of the undergraduate and graduate degree programs administered by an academic unit (usually an academic department, school or program) as well as other related functions, such as service courses and centers. Interdisciplinary and supporting programs and units are also subject to program review. CSU's *Handbook for Program Review* details the components of this systematic process and serves as a University-wide resource.

The Program Review process at CSU has continued to evolve and improve since the implementation of a new review system in 1999-2000, which served to reinstitute formal review of all undergraduate and graduate programs at the University. After three cycles of reviews under the new system, a moratorium was placed on program review during the AY 2002-03 in order to re-evaluate and further refine the process. This self-evaluation resulted in the current University-wide process detailed in the *Handbook for Program Review*. Twenty-seven programs have been reviewed under the rigorous guidelines implemented in 2003-04.

Table 5.16
Programs Reviewed Since 2000

Academic Year	Programs Reviewed
---------------	-------------------

Academic Year	Programs Reviewed
2009-10	Communication, Dramatic Arts, Music, Computer Information Science
2008-09	Black Studies, Philosophy, Michael Schwartz Library
2007-08	Anthropology, History, Modern Languages, Psychology, Social Work
2006-07	Economics, Mathematics, Doctor of Business Administration
2005-06	English, Liberal Studies, Religious Studies, Biological, Geological, and Environmental Sciences (BGES), Urban PhD
2004-05	Art, Linguistics, Chemistry, Division of Continuing Education
2003-04	Sociology, Health Sciences, Physics
2002-03	<i>Moratorium on Program Review</i>
2001-02	Communication, Dramatic Arts, Political Science, Religious Studies
2000-01	Anthropology, First College, History & Social Studies, Modern Languages, College of Business (all programs), Curriculum & Instruction, Educational Technology, Civil Engineering (BS), Electrical Engineering (MS), Urban Studies (BA, MPA)

A [Historical Program Review Schedule](#) (1998 – 2005) is available online, kept up-to-date by the Office of Student Assessment.

Institutional Research Systematic Studies

The [Office of Institutional Research & Analysis](#) supports the mission of CSU by providing consistent, accurate and timely information to internal and external decision makers and stakeholders. Specifically, the Office is responsible for compiling, organizing, maintaining, and analyzing data from internal and external sources.

Studies conducted in Institutional Research support University planning and decision-making in a systematic fashion, addressing the evaluation and assessment of information related to students, faculty/staff, academic units, finances and facility usage as related to academic units and a multitude of other ad hoc requests for information. The largest and most visible compilation of studies conducted in IR is available in its annual publication, [The Book of Trends](#). Several other significant studies are detailed below.

Studies Related to Students: IR posts daily enrollment and credit hour reports and trend reports on the web, as well as admission statistics, peer comparisons, and other ad hoc reports as needed. The analytical studies in this area include such things as analysis of retention and graduation rates, enrollment projections, assessment of Honors Program and Learning Community enrollment, studies on

July 1, 2010

student preparation, trends in eLearning, success of developmental education, and international enrollment. Assessment of student learning, satisfaction and related trends is conducted through surveys, several of which are conducted on a regular cycle and [available online](#).

Included among the prominent surveys administered on campus are the Quality of Service Survey, Senior Satisfaction Survey, LibQual+™, Your First College Year (YFCY), Non-returning Students Surveys, ACT Alumni Outcomes Survey, National Survey of Student Engagement (NSSE), Collegiate Learning Assessment (CLA), Cooperative Institutional Research Program (CIRP), Freshman Survey, and Survey of Off-campus Students (East and West Center).

CSU's rigorous program for campus-wide student assessment is complemented by the student and alumni surveys conducted by the academic departments. In 2009-10, there were 56 departments and/or units conducting their own student surveys. Links to these surveys can be found at the [Planning, Assessment, & Informational Resource Management](#) website (access is limited to authorized personnel).

Managing student data for the purpose of official reporting requires a substantial amount of data administration. This is accomplished by working with various offices and stakeholders to establish definitions of data fields and facilitating the accurate capture of PeopleSoft information by involving the Office of the Registrar and IS&T.

The external reporting for student data primarily involves the Ohio Board of Regents reports, federal IPEDS reports, *US News and World* reports, Peterson's Survey, and other reports such as the Common Data Set reports.

Studies Related to Faculty: Managing and reporting faculty information is one of the more complex tasks accomplished in IR. The office creates meaningful definitions for faculty headcount, FTE, and workload in the areas of teaching, research and service that are aligned with the existing union contracts. Several other reports on overloads, retirements, courses taught with low enrollment, and salary information are also available. Analytical studies in this area involve large scale projects on understanding workload differences by discipline across the institution and studying policies in each college pertaining to such things as guidelines for service, research contributions, course buy-outs, and reasons for justified course reductions.

Assessment and evaluation studies in this area have involved the Higher Education Research Institute's (HERI) Faculty survey that is conducted from University of California at Los Angeles. This survey has constituted one of the longitudinal studies in IR, as it has been administered four times, in 1989, 1995, 1998, and 2004. This survey report provides insight into the evolution of faculty characteristics and faculty satisfaction mapped against the recent 20-year history of the institution. For instance, faculty satisfaction for the item "Opportunities for Scholarly Pursuits" significantly increased throughout the years: 1989: 39.7%, 1995: 47.2%, 1998: 51.4 %, 2004: 57.2%.

CSU has participated for several years in the National Consortium for Data Exchange associated with the Delaware Study on instructional costs and faculty productivity. Participation in this study has provided the institution with benchmarks for such things as cost-per-credit hour and student credit hours by type of faculty (regular or other) in each discipline represented at the institution. (Note: CSU no longer participates in the Delaware Study.)

Addressing Needs of Academic Units: The major reporting initiative in this area involves a compendium of all relevant institutional information that is centrally available for each academic unit, called The

Academic Unit Profile – 5 Year Trend. This compendium is arranged by college and each department or academic unit within its structure. This comprehensive report provides 5-year trends in one publication for the following information: student headcount and credit hour enrollment, degree awards, faculty headcount and instructional workload for regular, adjunct and other faculty, staff, compensated and uncompensated leave of absence, and other variables associated with expenditures, grants and contracts. IR monitors CIP code assignments to accurately track instructional programs, course offerings, and passage rates for various national exams by discipline.

Addressing Financial Issues of Academic Units: The IR office provides information in support of budget requests submitted to the Provost for filling faculty vacancies created through turnover or for new positions. The office has been involved with cost-per-credit hour studies, the analysis of unit budgets, various resource allocation models, and revenue planning models that could enhance productivity and efficiency. The office contributes to salary studies conducted annually to implement the faculty union contract stipulations. This involves gathering salary data from peer institutions. The Ohio Board of Regents (OBOR) also requires CSU to submit faculty salary data on an annual basis.

Facility Usage of Academic Units: Campus space usage requires systematic analysis in the context of day, evening and night programming. This usage has implications for the time and day individual courses and programs are offered to traditional and non-traditional students. IR assists in maintaining data for room inventory, utilization, and determining how this information relates to course schedules. OBOR also requires CSU to provide annual reports on facilities that are used to determine the institution's subsidy.

Ad Hoc Reports: Ad hoc requests may come from anyone in the campus community. The ability to respond to ad hoc requests in a timely and accurate manner is crucial and has been a significant function of IR. The response often serves as a measurement by the campus community of IR's customer service. The online request process is described below under the heading of "Internal Requests," and the [Information Request form](#) is available at the IR website.

Environmental Scanning informs *Vision Unlimited*

In 2003, the University Steering Planning Committee members crafted a comprehensive process for environmental scanning. The environmental scans they laid out were to be used to inform planning in a variety of intervals, some annual, other on a 2- to 5-year cycle. A majority of such scanning is undertaken by the Office of Institutional Research, as described in the above section. However, several other offices on campus are involved in such scanning; for example, the monitoring of employment trends in the form of growing/declining regions, employers' needs by subsector of economy, and other Ohio initiatives are tracked by various offices in the College of Urban Affairs and the Office of Career Services. They also track local expectations for CSU among Northeast Ohio cities, counties, private and nonprofit sectors, and other community organizations.

Studies on student decision-making are regularly conducted in the [Office of Enrollment Services](#). This office studies ratios of students applied, admitted and enrolled at CSU and elsewhere. Off-campus Programs and the [Office of Partnership Programs](#) on campus study community college and private school patterns in CSU's service area. Assessment and evaluation studies related to State finances, tuition and pricing, the expectations of the State Legislature, Ohio Board of Regents, Governor, and other State Executive agencies are primarily conducted in the Division of Business Affairs and Finance.

July 1, 2010

Studies on the latest trends in technology and their impact on CSU programs are conducted by the [Center for eLearning](#), the [Michael Schwartz Library](#), and [IS&T](#). Additionally, each academic unit is on a 5-year program review cycle that involves assessing its strengths, weaknesses, and challenges with respect to its technology infrastructure.

Student Learning Outcomes

As detailed in Chapter 6, each academic program and student support service unit, office or division has a set of goals and corresponding outcomes that places student learning at its core. The complex process of assessment of student learning outcomes provides every constituency with a wealth of information from which to plan, allocate resources, evaluate the ways in which it meets its mission, and prepare to respond adequately to future challenges and opportunities. A strong commitment to continuous improvement is the overarching principle supporting all assessment efforts across campus.

Student learning outcomes are identified by program/unit/division faculty/staff and students in collaborative ways, allowing for flexibility in curriculum implementation. These outcomes differ from the undergraduate to the graduate level within academic programs, among colleges, as well as among student support service units or divisions. The common thread that cuts across all of these outcomes relates to a wide range of knowledge, skills, and dispositions CSU graduates could demonstrate as a result of completing a program and/or having access to support services provided to them. The University utilizes the breadth of knowledge and skill areas in the General Education program, coupled with program-specific learning outcomes derived from various academic disciplines.

Two programs – Master of Public Administration and Bachelor of Social Work - capture the essence of the process by which faculty-driven curricula have a positive impact on student learning which, in turn, becomes an integral part of the planning and evaluation culture at CSU. Both programs are described in Chapter 6. For further examples of student learning outcomes, access the [Office of Student Learning Assessment \(OSLA\) website](#).

Outcomes in Non-academic Areas

All non-academic Divisions and Units use benchmarks for planning purposes and to measure success. A few selected examples of types of benchmarks that are monitored are provided in this section. For instance, the Enrollment Division sets specific targets for number of prospects, number of applications, and number of students who actually enroll. Each year the division sets targets for each of these areas, for both new students and transfers. Another example is the Office of [Information Services and Technology](#) (IS&T), whose outputs are measured in terms of successfully operating the University technical infrastructure, managing software and software upgrades, and measuring customer satisfaction based on help calls and resolution of help calls. A third example is that of student recruitment, whose 2008-2009 media campaign benchmarks included estimates of the following: total estimated gross impressions, advertising exposure through internet, TV, radio, outdoors, print, airport marketing and shopping mall advertising.

Performance Evaluations for Staff and Faculty

Faculty appointment, promotion, and tenure is clearly defined in the [AAUP contract \(Article 12\)](#) and further described by the [Faculty Senate Bylaws](#) (Section 8.1.2), which state:

Recommendations for appointments and promotion shall be made to the President and thence to the Board of Trustees pursuant to the procedures set forth in Sections 8.1.2(D)(1-2) and shall be accompanied by the academic and personal qualifications of nominees, as stipulated in Section 8.1.2(A)(1-6), including relevant biographical data, evidence of academic degrees and honors, a statement of publications and other professional achievements, and letters or memoranda evidencing recommendations from at least three responsible academic or professional sources.

[Article 12](#) in the AAUP contract states that there are six kinds of appointments: term, probationary, tenured, research and public service, clinical, and visiting. The conditions of the appointments are also defined. The contract also describes qualifications for academic rank, conditions of tenure, procedures for promotion and tenure, as well as the standards for granting promotion and tenure in the areas of teaching, creative achievement, and professional service.

Department chairpersons review faculty productivity on an annual basis, as described in the AAUP contract, [Article 13](#). Chairpersons and faculty negotiate faculty workload as set in the contract and review faculty productivity through the use of Faculty Annual Activity Reports (FAARs).

Staff and Administrators are reviewed by their immediate superiors, as outlined in the [Professional Staff Personnel Policies](#). For full- and part-time employees, the unit administrator will use written performance evaluation as the basis for personnel decisions such as merit increase in salary or re-appointment. The performance of assigned duties shall be reviewed and signed each year by the staff member's immediate supervisor and the administrator to whom the supervisor reports.

The Department of Human Resources Development and Labor Relations is responsible for the development, approval and provision of guidelines and forms as well as training for the evaluation process. Detailed guidelines regarding the Performance Appraisal process can be found by referencing the CSU Performance Management System Supervisor's Guide.

The annual performance reviews are completed prior to March 1st for the previous year (January 1 - December 31). Special provisions are made for Professional Staff members who have been employed for less than one year at the time of annual review. Evaluators are responsible for monitoring performance throughout the year, especially that of new employees.

A Merit Reward Program for Non-bargaining Unit (NBU) staff was instituted in 2008 to recognize and rewards exceptional performance. It provides department/division heads with the opportunity to link meritorious performance with increased compensation.

External Agencies that Accredite CSU Programs

All academic colleges feature at least one academic program that is accredited by an external agency. CSU has had a noteworthy record in terms of the tenure of such accreditation over the past decade. 4.2 lists these programs and their accrediting agencies.

The [Office of Institutional Research and Analysis](#) reports the passage rates of CSU students, where applicable, to academic programs on campus.

Advisory Boards Provide Input and Assessment

Several Colleges utilize advisory boards to help guide policy. For instance, the Nance College of Business Administration's [Visiting Committee](#) aids the College in meeting its mission to provide high-quality education, research, and public service programs. Subcommittees include Internship and Mentoring, Strategic Reframing, Development, and Budgeting and Public Finance. Another example is the Cleveland-Marshall College of Law which has several advisory committees composed of lawyers, judges, and members of the business community that provide advice and counsel to the law school. The College consults its National Advisory Council twice a year, and its Visiting Committee on a quarterly basis regarding matters that apply to the college's strategic goals--from admission to career planning. In addition the Cleveland-Marshall College of Law has created more focused groups to assist it with particular initiatives: it holds quarterly meetings with its Development Council regarding fundraising and the Health Law Advisory Committee to seek guidance for its nascent Center for Health Law & Policy; its Development Council of the Curriculum Review Advisory Group meets more frequently to consult with faculty as part of its comprehensive curriculum review.

Information on various academic colleges' visiting committees is provided below.

- [Cleveland-Marshall College of Law](#)
- [College of Education and Human Services](#)
- [College of Liberal Arts and Social Sciences](#)
- [College of Science](#)
- [Division of Continuing Education](#)
- [Fenn College of Engineering](#)
- [Maxine Goodman Levin College of Urban Affairs](#)

Core Component: 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

Evidence that Core Component 2d. has been met.

Collaborative Execution of *Vision Unlimited*

As described in Chapter 4, the development of *Vision Unlimited* is one of collaboration. In addition, the response to the Strategic Plan for the State of Ohio has been very collaborative also. The use of roundtables engaged community members inside and outside the University. The formulation of the two Signature Themes and their subsequent Centers of Excellence required the solicitation of various University and Northeast Ohio entities.

Since the genesis of the *Vision Unlimited* idea, strategic planning has involved a multitude of internal and external constituents, as demonstrated by the reports of the Strategic Planning University Retreats (SPUR) in Chapter 4. The University Strategic Planning Committee (USPC) consists of faculty, staff, and administrators from across the institution. The Committee's discussions and recommendations are made public through its website and publications.

Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement

The following section identifies the **strengths** of the University regarding Preparing for the Future, and areas that need institutional attention or "**challenges.**" Finally, **self-recommendations for progress**

toward continuous improvement are listed. These strengths, challenges, and self recommendations are based on the evidence described in this chapter.

Strengths

- In 2008, the University adopted its new marketing slogan “Engaged Learning” in order to capture the essence of the institution in both its internal engagement with students and external engagement with the community.
- The strategic reaction to Mission Differentiation promises to bring new State and extramural funding resources to the University and to strengthen the regional community and State economy.
- The University’s response to a drop in State funding allowed it to maintain services and avoid layoffs of faculty or staff.
- The development of many initiatives to increase quality of service in a time of rapid environmental change.

Challenges (Evidence that demonstrates Preparing for the Future need institutional attention):

- How to more effectively market the University based on its strategic themes (e.g., “engaged learning.”)
- Number of recent changes on campus— *Vision Unlimited*, MyTime, General Education reform, Ohio University System mandates, Engaged Learning— while encouraging and worthwhile, may lead to a sense of confusion and may seem overwhelming among internal constituents.
- The changing role of CSU in the Northeast Ohio Universities College of Medicine and Pharmacy (NEOUCOM) has created a whole new set of implementation issues.
- Resources are finite due to re-appropriation of State funding, and a subsidy system that is in transition leads to challenges for implementation.
- Realignment of resources requires acceptance of an appropriate budget model based on guiding principles that support Mission Differentiation.
- External barriers exist that may impede change. For example, other Ohio system institutions continue to sponsor activities overlapping CSU’s assigned mission.

CSU continues to address the challenge of developing a consistent, predictable and transparent way of allocating resources.

The partnership with NEOUCOM will greatly enhance the University’s capacity as a key player in the healthcare industry in the region.

From Societal and Economic Trends (Appendix 4.4):
[CSU has the] opportunity to remake [the] institution in the face of dramatic [economic] crisis.

Self-Recommendations for Progress toward Continuous Improvement:

July 1, 2010

- Achieve Mission Differentiation by merging internal initiatives with those of the new Ohio's Strategic Plan for Higher Education.
- Facilitate academic strategic planning to reach the goal of alignment of the Chancellor's goals outlined in the State Strategic Plan.
- Integrate excellence and engagement into a single construct underlining all our efforts.
- Define areas of excellence within the University that correspond to the State Strategic Plan.
- Integrate the General Education curriculum to the Health and Sustainable Communities Signature Themes.
- Utilize programs for Undergraduate Research to promote the goals of the State Strategic Plan.

Chapter 6

Criterion 3: Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Introduction

“Student Learning & Effective Teaching” represents the continuous efforts of the CSU community to bring to life its Mission and Vision Statements in effective ways that support teaching and learning. One of the major parameters guiding teaching and learning at CSU is providing students with “a contemporary and accessible education in the arts, sciences, humanities, and professions” by means of a wide range of learning environments, opportunities, and support services designed to cultivate 21st century skills to be used efficiently in a diverse world. It is these sets of knowledge, skills, and dispositions that will ensure CSU graduates the satisfaction of gaining employment and exercising democratic rights and responsibilities in our contemporary society. Another major parameter guiding teaching and learning at CSU focuses on empowering faculty to take ownership of the curriculum, as well as supporting them in terms of professional development resources related to research-based pedagogies. In this light, student learning assessment represents a common thread in the teaching and learning process. Under these circumstances, the assessment culture on the CSU campus has become both participatory and transformative in the following sense: a) it is a robust campus-wide assessment culture; b) it is a flexible process; c) it relies on increased administrative, faculty, staff, and student participation across campus; and d) it generates meaningful evidence of student learning whose analysis helps close the “assessment loop,” while meeting accountability requirements as well as promoting innovation and strategic planning.

In response to the 2000 NCA Self-Study, a progress report on assessment of student learning activities was submitted in 2005. The various sections of the document range from an overview of the context of assessment at CSU, to a description of the mission, values and services provided by the Office of Student Learning Assessment, to the process of assessing the General Education program, to culminate with a summary of improvements noted over the five year-period since the last NCA site visit. The latter section of the progress report emphasizes establishing excellence in terms of assessment practices as a way to support the campus community in its attempts to meet higher levels of assessment standards and performance. This could be done within the realm of the positive institutional culture that embraced assessment as a way of life and a preferred way of learning. Prime examples of this are evidenced by increased participation and shared responsibility for assessment at the level of the whole campus. Finally, appropriate institutional support led to increased efficiency in pursuing assessment efforts across the different programs and students support service units at CSU.

CSU is proud to serve the mission to its constituents by engaging students in the active construction of knowledge in a variety of ways, as mentioned by 2009 NSSE data: community-based projects (71% of CSU freshman respondents, compared to 63% at peer urban universities, 66% at peer Ohio universities, or 67% at peer AAUP universities), as well as by the increase in the level of academic challenge (from 47.3% to 51.8%) or active and collaborative learning (from 37.0% to 40.0%) by comparing CSU benchmarks for 2006 and 2009. All these have been brought together by designing effective learning environments as well as by providing students with both academic and support services by our highly

qualified and caring faculty, advisors, administrators, and staff members. We should also mention the pivotal role technology has played in the constant changes to the academic landscape, such as Blackboard support for on-campus classes as well as the significant increase in Web-based instructional delivery, as reflected in 5-year trends in student credit hours generated at both undergraduate and graduate levels (a 586% and 1,091% change, respectively) (2009 Book of Trends, p. 132).

At CSU, teaching, learning, and assessment are **systematically** interrelated in a variety of ways evident at multiple levels: classroom, program, and the whole institution. This synergy points out to the transformation that occurred in the campus community from “simply doing assessment” to “integrating it into effective practices” that support and inform both academic programs and student support service units. The following sections speak to the foundational structure on which we have been building to prove student centeredness and effectiveness: a) student learning outcomes at the core of strategic planning and curriculum development and evaluation; b) pedagogical practices that connect instructors’ research interests and expertise with a commitment to student success; c) learning environments that nurture active learning and the co-construction of knowledge, skills, and dispositions; and d) learning resources that enhance the various educational experiences based on which students, instructors, and staff members interact.

Core Component: 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

Evidence that Core Component 3a. has been met.

As documented by annual reports submitted to the [Office of Student Learning Assessment \(OSLA\)](#) since AY 2002-2003, every academic program relies on goals and related outcomes outlining the knowledge, skills, and dispositions CSU students are expected to demonstrate at the end of their respective programs of study. Following program-wide faculty meetings (or retreats), the curricula representing the core of these programs align with both the goals and outcomes in pertinent ways that operationalize expectations of student growth, development, and performance. Of course, there are significant differences in the way learning goals are defined, implemented, and evaluated at the various levels of academic programs at CSU: undergraduate and graduate. Overall, the learning outcomes for undergraduate programs evidence strong correlations between General Education and discipline-specific outcomes.

General Education Program

The assessment of General Education outcomes around the previous NCA accreditation focused on the evaluation of “a sample of student productions from courses in three of seven general education areas in the curriculum” ([Assessment of General Education Outcomes 1999-2000, p. 1](#)). The procedure in place ranged from a review of criteria to the identification of “anchor papers,” followed by the evaluation of such papers along three levels of student performance: below expectations; meets expectations; and exceed expectations. Findings indicated variation in student work samples, in addition to a perceived lack of clarity in the evaluative tools used, leading to recommendations for improved assignment details, evaluation criteria, and goals of those curricular requirements. A year later, a group of faculty members and administrators evaluated samples of student work submitted voluntarily by instructors in “three of seven general education areas” – Western Culture and Civilization, Non-Western Culture and Civilization, and Human Diversity and African-American Experience ([Assessment of General Education Outcomes, 2000-2001, p. 1](#)). The joint effort was intended to represent a continuation of previous work

in the arena of general education at CSU, thus addressing some of the issues pointed out earlier, as well as making suggestions for further improvement. The members of the evaluation group reached a conclusion that there was “a pressing need for an assessment of the general education requirements” ([Assessment of General Education Outcomes, 2000-2001, p. 4](#)). Additionally, a recommendation was made to develop the assessment strategy in place, which had proven to yield useless information. Moreover, the group highlighted the fact that the lack of a department’s or unit’s responsibility toward coordination of the general education curriculum translates into unclear curriculum composition or associated objectives.

Consequently, ensuing collaborative work focused on three major topics of interest to teams of General Education outcomes reviewers from the 1999-2000 and 2000-2001 academic years, as follows: a) congruence between curricular design and assessment strategies; b) uniformity within the student work assessed; and c) consensus concerning criteria used for assessment ([Advancing Campus Interest in General Education Curriculum via Assessment, p. 2](#)). Faculty luncheons and informal discussions investigated two general education areas – Social Science and Western Culture and Civilization – in terms of their relation to course goals and objectives, curriculum, and evaluation of student learning ([Invitation to Luncheons, 2004](#)). Faculty-mediated groups worked collaboratively on two pilot projects focused on Western Culture and Civilization by looking into existing criteria for Western Civilization courses, common content goals across such courses, corresponding assessment plans and evaluative tools ([Assessment Report – Western Culture and Civilization Pilot Project for General Education Assessment, 2005, pp. 2-3](#)).

Continuing in the spring semester of AY 2004-2005, Educational Testing Services’ Academic Profile test was administered to 220 students, most of which were seniors with a high percentage of CSU General Education requirements already met on campus. Table 6.1 below summarizes the means in seven areas of the test compared to normative scores on a scale ranging from 100 to 130 ([Assessment of General Education, p. 1](#)).

Table 6.1
Assessment of General Education

Test Area	CSU Mean Score	Normative Scores 50 th Percentile
Humanities	114	114
Social Sciences	113	112
Natural Sciences	114	115
Reading	118	119
Writing	114	114
Critical Thinking	110	109
Mathematics	114	115

As noted in the table above, the CSU mean scores are within a few points of the average on all areas of the test, ranging from 110 on Critical Thinking to 118 on Reading.

In the summer of 2005, CSU was invited to participate in a longitudinal [Collegiate Learning Assessment \(CLA\)](#) pilot. Our institution intended to use this opportunity to gather student learning assessment data, discuss findings, propose plans, and decide on a timeline that could support the effective evaluation of the General Education program. The first administration of the test involved 300 freshmen enrolled in ASC 101 (Introduction to University Life). CSU faced the same participant attrition problems documented for all 50 participating institutions in the longitudinal study, according to which 9,167 Lumina freshmen completed the fall 2005 testing, “but only 1,330 of them (14%) eventually completed all three phases of testing” ([Lumina Longitudinal Study](#), p. 6). The 2005 data for CSU indicate that the freshmen scores on the Performance task (where we got the most students to complete the task) were at “expected” levels, while Analytical Writing task scores were below (only one third of freshmen completed this portion of the test). Seniors scored “below expectations” on the Performance task, whereas results on the Analytical Writing task were inconclusive because of the low number of student completers ([CSU and CLA Pilot Test](#), p. 1). However, the “value added” component relates to the relationship between CLA and SAT scores; for the 2005 CLA administration, the difference between freshmen and seniors at CSU was considered at expected levels ([CSU and CLA Pilot Test](#), p. 2). Subsequent administrations of the CLA test have been problematic because of the difficulty to embed the test into existing curricula, as well as “fatigue and reduced motivation” ([Lumina Longitudinal Study](#), p. 8).

Moving forward in terms of design, implementation, and evaluation of general education resulted in former CSU President Schwartz’s challenge to faculty to consider “what a CSU graduate ‘ought to know’” ([General Education Assessment at CSU – What we have accomplished, what we have yet to do](#)). That faculty-driven and collaborative effort started in 2004. A proposal for new General Education requirements was put forth by a Task Force comprised of representatives from all colleges, the student body, and the University Library. The proposal was approved by the Faculty Senate on April 8, 2007. The new General Education program attempts to provide students with a streamlined, positive, and formative experience centered on “clearly articulated objectives,” “ongoing assessment linked to key learning objectives,” “course clusters” that represent a more cohesive educational opportunity, clearer connections to undergraduate programs in various academic majors, featuring relevant capstone experiences and collaboration among instructors. The new program also provided improved “mechanisms for overseeing and reviewing the general education requirements” (for more details, see [General Education website](#), p.2 in Gen Ed Requirements). There are direct implications on the different support services provided to students as part of their General Education program, among which the Task Force identified the following: a) “enhanced and improved orientation;” b) “enhanced and improved placement” of students leading to the maximization of performance in their course sequence; c) student advising designed to connect to orientation and career choices, thus demonstrating support throughout the continuum of educational experiences at CSU; d) “increased involvement of full-time faculty in teaching General Education courses,” thus creating a support system in which students have ample opportunities to interact with tenured and tenure-track professors who share their expertise in advising and mentoring efforts; e) allotting supplemental resources that translate into smaller class size and more student-centered pedagogical approaches to teaching and learning; and f) correlating the Freshman Orientation Course with the new General Education requirements (for more details, see [General Education website](#), p. 3 in Gen Ed Requirements).

Consequently, the new objectives of the General Education program follow the lead of the [American Association of Colleges and Universities \(AAC&U\)](#), according to which graduates of such programs should be informed learners with a solid track record in terms of skills related to: writing, quantitative

analysis and problem solving, critical thinking, information literacy, cooperative work, and oral communication. The overarching parameters supporting learning in the General Education program at CSU rely on: “the human imagination, expression, and the products of many cultures;” “the interrelation within and among global and cross-cultural communities;” and “the means of modeling the natural, social, and technical worlds” (for more details, see the [General Education website](#), p.4 in Gen Ed Requirements; additional information is also available on the [summary of the General Education requirements](#)).

Students have two choices in completing these General Education requirements: a cluster option and a single-course option. The former features groupings of “at least 3 thematically related courses from different disciplines, which would satisfy at least three General Education requirements.” For further explanations of the cluster option, along with relevant examples, check out the [Complete Plan of the New General Education Requirements](#), pp. 6-7. The latter option is driven by individual courses from a list of approved classes that meet the new General Education requirements.

The structure of the new General Education program highlights several parameters whose interplay ensures program flexibility, faculty buy-in, and broad coverage of knowledge, skills, and dispositions for students: a) breadth of knowledge areas (Arts and Humanities, Social Sciences, and Natural Sciences); b) skill areas (for courses in Arts and Humanities, Social Sciences, Natural Sciences, African-American Experience, and U.S. Diversity) - writing, oral communication, quantitative literacy, group work, critical thinking, and information literacy; c) Social Diversity areas (African-American experience and U.S. Diversity); d) skill intensive areas (Writing Across the Curriculum, Speaking Across the Curriculum, and Quantitative Literacy Intensive classes); and e) capstone experience (for additional information and links to individual Criteria Sheets, visit <http://csuohio.edu/academic/gened/>).

The implementation of the new General Education program occurred in the fall semester of 2008, following the review by the University Curriculum Committee and the approval of the Faculty Senate. The built-in “transitional period” allows for new supporting materials to be developed in areas of interest, such as student advising and orientation. At the same time, certain program components may require more time to pilot and determine any necessary “course corrections,” such as in the case of capstone experiences.

As the new General Education program becomes institutionalized, lists of approved courses are developed and reviewed. The original proposal specifies that “each area in the general education requirement shall be reviewed at least once every five years.” In this light, the Office of Student Learning Assessment has worked closely with the University Curriculum Committee to draft an assessment plan for the program. According to it, there are cycles of skill area reviews that overlap in a manner that allows for the application of findings from one cycle to the next. The first skill area focused on is Information Literacy. A team of faculty members, a University Library representative, and the Director of the Office of Student Learning Assessment conducted a [curriculum-based assessment mapping exercise](#) in the summer months of 2009. The theoretical foundation of that exercise was provided by a developmental approach to Information Literacy skills along the lines of three major points of interest: introduction, development, and mastery of such skills in the various courses meeting these specific General Education requirements. The outcomes of this exercise translated into a set of agenda items discussed with faculty members, librarians, and assessment coordinators involved directly or indirectly with Information Literacy, as part of an [Advisory Task Force](#) during AY 2009-2010. Based on these conversations, the Advisory Task Force members revised the [Information Literacy guidelines for syllabus submission](#). Additionally, two members on this committee shared their syllabi revised to

reflect better the particular ways in which Information Literacy skills are introduced, developed, and/or mastered in their respective courses. Concrete evidence of student-centered pedagogical practices and student learning outcomes was generated for analysis at the end of the spring semester of 2010 by using the corresponding [scoring rubric](#) generated by AAC&U as part of their nationwide collaborative effort under the auspices of the VALUE Project.

This type of breadth of knowledge or skill area-focused review cycle is intended to continue by connecting specific student learning outcomes to a developmental range at the classroom level. Criteria as devised by AAC&U for each of the three developmental points of interest (knowledge or skill introduction, development, and mastery) will be analyzed to support the development of scoring rubrics similar to the ones piloted in the spring semester of 2010. Following the spring 2010 pilot project data analysis, pertinent findings will be discussed with the new Director of Undergraduate Curriculum responsible for the coordination of the General Education program. The CSU campus community, as well as interested stakeholders, will be informed about the General Education program assessment efforts by Web site postings, academic advising, public relations/marketing materials, and individual classes (such as ASC 101 – Introduction to University Life). The [CSU General Education Program Assessment Schedule](#) outlines the review cycles of the various skill areas that follow a five-year plan, thus being part of the 30% of AAC&U member institutions “conducting assessments of learning outcomes” in General Education programs (p. 6), while using scoring rubrics to evaluate student work samples, which is the most widely used assessment tool among AAC&U member institutions (p. 16) ([Trends and Emerging Practices in General Education, 2009](#)).

Undergraduate Programs

Looking at the larger picture of undergraduate programs, it should be noted that student learning outcomes are clearly stated and available to the campus community in a variety of easily accessible ways. For instance, the Undergraduate Catalog identifies General Education requirements under University Regulations (for specific examples, visit <http://www.csuohio.edu/undergradcatalog08/geninfo/regs/regs-gened.htm>). Additionally, several academic programs have relevant information posted on the departmental Web sites and/or in literature designed to be distributed to current as well as prospective students. Yet another example of data sources related to outcomes of student learning are the assessment reports generated and submitted to the Office of Student Learning Assessment on a yearly basis. It should also be noted that several programs have discipline-specific quality standards as spelled out by external accrediting bodies, as outlined in Appendix 4.2.

The following two examples demonstrate the clear statement of goals and student learning outcomes that link undergraduate academic programs with the University’s mission:

- College of Liberal Arts and Social Sciences, School of Communication

The faculty-negotiated goals of the program are to ensure that students: “understand basic processes of communication;” apply basic discipline-specific research skills; demonstrate a “theoretical understanding” of their field of study; and apply discipline-related skills in a variety of appropriate ways leading to “entry into relevant career fields.”

The corresponding outcomes are derived from the previous goal statements based on the assumption that the former represent an “operational” level of detail that “can be measured empirically.” In this light, the outcomes consist of:

demonstrated student mastery of basic communication processes; documented knowledge of, and basic competence in, the application of commonly-used communication research methods; documented theoretical understanding of communication processes; and documented applied communication skills (i.e., news and public relations writing; application of communication management principles; and film and digital media production skills).

As far as outcome measures are concerned, there is a wide range of appropriate assessment instruments and strategies in the program that support the systematic collection of data related to student learning, as demonstrated by the following:

- exams and papers completed in Communication 101 (Principles of Communication), thus providing evidence of “mastery of basic communication processes”
 - major exams and papers from Communication 303 (Communication Inquiry), thus providing evidence of “competence in communication research methodologies”
 - upper-level capstone course assignments
 - perceptual assessment by means of student survey data from graduating seniors
- Nance College of Business Administration, Business Administration Major

The assessment processes are grounded in guidelines provided by HLC as well as by the “quality assurance” requirements featured by the professional accreditation standards put forth by AACSB International. Under these circumstances, the Nance College of Business Administration has a 6-year cycle of goal setting, measurement, analysis of results and outcomes, evaluation of outcomes against goals, and improvement to the curriculum or assessment methods. Therefore, the learning goals of the undergraduate program in Business Administration focus on students’ ability to: demonstrate and apply knowledge in their major field to identify and solve problems in business; communicate effectively by means of oral presentations of discipline-relevant as well as interdisciplinary presentations; communicate effectively in business writing assignments; and demonstrate critical/integrative thinking skills by means of problem solving and decision making in contexts related to the business world. The outcome measures supportive of the ongoing assessment process consist of a balance between direct measures (major field tests and verbal and written student work evaluated by means of faculty-constructed scoring rubrics) and indirect measures (graduate satisfaction survey) of student learning.

For further examples of undergraduate program learning outcomes, access the [OSLA Web site](#).

Graduate Programs

The campus community is adequately informed on graduate level student learning outcomes by means of a range of easily accessible ways. For instance, the Graduate Catalog outlines program specific requirements that comply with accreditation requirements. In several instances, professional, discipline-specific standards are referenced or inferred in the fact that certain graduate programs demonstrate continuous accreditation, such as: Business Administration, Chemistry, Education, Engineering, Law, Music, Occupational Therapy, Psychology, Public Administration, etc. (for a complete list, visit the

[Graduate Studies website](#)). In addition, several academic programs share information either on the departmental Web sites or by distributing promotional literature to current as well as prospective students.

Another valuable data source related to outcomes of student learning are the yearly assessment reports generated and submitted to the Office of Student Learning Assessment. Similar to the case of undergraduate programs, it should be noted that several programs have discipline-specific quality standards as spelled out by external accrediting bodies, as outlined in Appendix 4.2. Overall, these learning outcomes have as a common range a set of references to in-depth knowledge of a given content area, to a balanced and effective combination of advanced discipline-specific, research, communication, and computer literacy skills, as well as to an array of attributes linked to lifelong learning. Under these circumstances, the following examples demonstrate the clear statement of goals and student learning outcomes that link graduate academic programs with the organization's mission:

- College of Education and Human Services, Master of Education in Urban Secondary Teaching (MUST)

The intensive, cohort-based, nationally-recognized program provides students with a wealth of educational experiences in college classrooms as well as clinical field settings that capture the essence of today's teaching in urban, highly diverse areas. Therefore, the program goals emphasize "reflection, collaboration, fieldwork, and inquiry," based on which graduates develop "responsive teaching and classroom management strategies that enhance learning." Concurrently, dispositional expectations center on "a critical perspective of schooling" by examining and addressing the effects of race, class, and gender on pedagogy and learning. The theoretical framework of the program relies on four criteria – social justice; urban teaching; urban schooling and communities; as well as resilience, resistance, and persistence -, each one of them supporting specific outcomes (for further details, please see [MUST Criteria and Outcomes](#)). All these criteria correlate with the theoretical framework in place in the College of Education and Human Services. For additional data on the latter, visit the [College website](#). In terms of outcome measures in the MUST program, there are several assessment tools that provide direct and indirect evidence of student learning by tapping into different data sources in a developmental manner:

- Grade Point Averages (direct measure)
 - Completion of one of three exit requirements: a three-and-a-half hour written comprehensive exam, a Master's project, or a thesis (direct measure)
 - Praxis II (Principles of Teaching and Learning – PLT) examination (direct measure)
 - Praxis II (specialty area) examination (direct measure)
 - Student Teaching evaluation forms that follow the Praxis III domains (direct measure)
 - Praxis III examination (direct measure)
 - Exit and Follow-Up Surveys (indirect measures)
 - Professional Portfolio (direct measure)
- College of Liberal Arts and Social Sciences, Master of Arts in History

The [graduate program in History](#) provides students with advanced curricula in American, African, Middle Eastern, Asian, European, and Latin American history. The program "strives to provide students not just historical content but also the ability to recognize and analyze themes and patterns across the

historical landscape.” The department administers two interdisciplinary tracks offered in conjunction with the Art department (within the same college) – Museum Studies and Art History. The program goals emphasize students’ ability to identify relevant primary and secondary sources of information, analyze/evaluate historical evidence, as well as articulate a thesis about a discipline-specific topic. The corresponding outcome measures include student work sample evaluation (as direct measure) from the two core courses in the program – HIS 601 (Introduction to Graduate Study in History) and HIS 695 (Research Seminar in American, European, or Social History) based on faculty-developed scoring rubrics, coupled with exit interviews (as indirect measure). For further examples of graduate program learning outcomes, access the [OSLA Website](#).

Campus-wide Assessment Structures and Levels of Occurrence

As a demonstration of its keen responsiveness to the needs of its constituents, CSU’s programs undergo changes that are supported by a bottom-up, faculty driven curricular change process informed by assessment data. The structure that allows this to happen – program faculty, staff, student representatives, and administrators, college-level coordinators, Office of Student Learning Assessment, Assessment Council – features a repertoire of evidence of student learning at strategically important levels: course, program, and the whole institution. As shown below in a graphic representation also made public on the [OSLA website](#), and made reference to during assessment-related events across campus, assessment data collected support the strong correlations among the learning and teaching process at the course, program, and institution levels.

The systematic and ongoing assessment processes occurring across campus rely heavily on several factors that combine to form a support system that is in the public conscience of various stakeholders. First and foremost, there is a continued emphasis on learning that best represents CSU’s ethos, originating in a spotlight on undergraduate learning in a presidential address in AY 2004-2005. Ever since, our campus community has conducted a set of town hall meetings in each college to address the question of identifying the attributes of a CSU graduate. Recent outcomes of such productive and inclusive conversations relate to the new [General Education program](#), [Undergraduate Research](#), or [Learning Communities](#), to name a few examples.

Second, the strong institutional commitment to assessment of student learning validates the University’s belief in exceeding accreditation and quality assurance requirements spelled out by various specialized professional organizations – HLC as well as disciplinary accrediting bodies (for a complete listing of accredited graduate programs, visit the [Graduate Studies website](#)). Undergraduate programs that are accredited and have licensure have been mentioned in the previous section (see also Appendix 4.2).

Third, the institutional support for assessment efforts at various levels – individual classrooms, entire programs – either single-discipline or interdisciplinary --or university-wide – is a constant priority at the top levels of administration, as demonstrated by the following actions:

- **Personnel:** the Division for Planning, Assessment, and Information Resource Management, headed by a Vice Provost, houses the Office of Student Learning Assessment, whose Director reports directly to the Vice Provost, along with the Director of the Office of Institutional Research. The Director of Student Learning Assessment is a part-time position that has been filled by two consecutive senior faculty members from the College of Education and Human Services.

- **Budget:** the Office of Student Learning Assessment has budgeted funds designed to sustain the momentum in our campus climate that positions assessment as an essential component of any continuous improvement efforts. For instance, budget lines have been approved for the following initiatives during AY 2009-2010:
 - *Peer-based review of assessment reports* that occur over the course of five days every summer. These peer review sessions involve faculty representing a wide range of disciplines, staff and administration members from across campus. Some of these peer reviewers also serve on the university-wide Assessment Council. Peer reviewers are assigned to groups of two or three so that no one in the group is associated in any way with any of the assessment reports to be reviewed. All peer review teams use a standard evaluation form that aligns closely with the structure of the annual assessment report. Moreover, these evaluation forms have been calibrated over time based on the feedback received from peer reviewers (for further details of the procedure and an example of the evaluation form, visit the [Office of Student Learning Assessment - Cleveland State University](#)).
 - *Peer-based curriculum-driven assessment mapping exercise* for skill areas in the General Education program (see previous procedure description).
 - *Assessment Roundtables* intended to represent a public forum where campus constituencies could meet to be informed about findings from the most recent round of projects funded by assessment grants offered by the Office of Student Learning Assessment.
 - *Assessment mini-grants* supportive of specific needs either at the level of individual courses or that of whole programs; Assessment Roundtables are the venue for the dissemination of findings from previous projects similar in nature.
 - *Speaker stipends* meant to compensate assessment experts coming to campus to share their knowledge about practical issues and considerations in connecting student learning to a wide range of curricular and co-curricular initiatives; these guest speakers are invited to attend the yearly Assessment Roundtables as a thematic highlight of the day, closely tied to some of the project presentations, as well as to the needs or interest expressed by campus community members engaged in assessment efforts.
 - *Assessment Exchange* involving different individuals from across campus, in an attempt to publicize assessment initiatives that demonstrate commitment to continuous improvement in collaborative and transformative ways; these publications on a semester basis bring together faculty, students, staff, and administrators from curricular and co-curricular areas in discussing both achievements and challenges encountered in the implementation of various assessment plans (for more details on the Assessment Newsletter, visit the [Office of Student Learning Assessment - Cleveland State University](#)).
 - *Conference presentations* designed to insert our institutional discourse on assessment of student learning into the local, regional and/or national arenas where documenting assessment data is connected to policy making and strategic planning (for additional information on recent conference presentations, visit [Office of Student Learning Assessment - Cleveland State University](#)).
- **Assessment Infrastructure:** The complex process of decision making in terms of assessment plans and its reporting sequence follows a highly collaborative pattern. On the one hand, there are academic program as well as support service unit coordinators

responsible for the concerted efforts meant to design, implement, and evaluate individual assessment plans. Program or unit faculty, students, staff, and administrators collaborate on ensuring the ongoing and systematic nature of their respective assessment processes. Toward the end of the Spring semester, data collected over the course of the academic year are analyzed and interpreted, leading to findings that get disseminated back to program or unit stakeholders. A description of the yearly assessment process, along with its findings and self-recommendations for continued improvement represent the body of assessment reports submitted to the Office of Student Learning Assessment at the end of every May since 2002. The review of all these reports is done over the summer months based on a peer-driven model, involving campus community representatives (for supplemental details on the review process, visit the [OSLA website](#)). Upon completion of the peer review process, the Director of the Office of Student Learning Assessment goes over the most recent assessment reports and their reviews, comparing them to the previous submissions and their respective reviews. As a result, each Review Form features an executive summary that highlights the achievements as well as recommended areas of improvement demonstrated by the reporting academic program or student support service unit. These Review Forms are returned to corresponding coordinators who, in turn, share the peer-based feedback with their program or unit colleagues and serve to inform better future assessment reports.

Additionally, the Assessment Council, co-chaired by the Vice Provost of the Division of Planning, Assessment, and Information Resource Management and the Director of the Office of Student Learning Assessment, facilitates conversations and decision making processes related to assessment initiatives on a regular basis during the academic year. The Council members represent a cross-section of the campus community – faculty, staff members, and administrators – with a genuine interest in assessment. Their work has supported many of the current assessment-related policies and procedures. Additionally, their expertise provides the Council with unique perspectives on vital connections among student learning, curriculum, and co-curricular areas in the university (for more information on the composition of the Assessment Council and its meeting minutes, visit the [OSLA website](#)).

Under these circumstances, the following examples emphasizes the integral **connections between course-level and whole-program assessment efforts**, indicative of the scope and breadth of the assessment culture at CSU:

- College of Education and Human Services, B.S. Ed. Programs leading to Teaching Licensure
All four teacher preparation programs leading to the B.S. Ed and licensure programs, accredited by NCATE and approved by the Ohio Department of Education, are available to majors in early childhood education (grades PreK-3), middle childhood education (grades 4-9), special education (grades K-12), and physical education (grades PreK-12). Adolescent/young adult (A/YA) licensure programs (grades 7-12) are also available in language arts, mathematics, science, and social studies to undergraduates in the College of Liberal Arts and Social Sciences and the College of Science who minor in education. Additionally, multi-age licensure programs (grades pre-K-12) in foreign language education, music, and the visual arts are available to undergraduates in the College of Liberal Arts and Social Sciences who major in these cognate fields.

Programmatic goals in these programs rely on a college-wide theoretical framework that outlines four knowledge bases that serve as foundation for the development of teacher candidates along

the lines of inquiry, collaboration, contextualism, and professionalism in professional practices. These four knowledge bases and the Praxis III domains for the evaluation of teacher candidate performance in the clinical field support the following twelve goals for all undergraduate programs in the College of Education and Human Services – Personal philosophy; Social foundations; Knowledge of subject matter and inquiry; Knowledge of development and learning; Diversity; Learning environment; Communication; Instructional strategies; Assessment; Technology; Professional development; as well as Collaboration and professionalism. These 12 goals support the implementation of specific student learning outcomes in a developmental manner across several course clusters that progress over the course of the whole program of study – General Education, classes in the chosen discipline(s), curriculum and instruction, general foundations, special methods of teaching, practicum, and culminating with student teaching. For a visual representation of the content sequence that outlines expected student performance levels – exploration, development, and refinement/application, see [CoEHS Conceptual Framework](#).

ePortfolios: The close connections between individual courses and the entire programs represented by them rely on the student e-portfolio system that allows for teacher candidates to prepare drafts of different artifacts that gradually demonstrate their performance and achievement. From the very first to the last course in the field of education, students have multiple opportunities for the exploration, development, and mastery of knowledge, skills, and dispositions. The same learning opportunities are data sources that support the assessment cycle in the College of Education and Human Services. For further information on the e-portfolio system, as well as examples of scoring rubrics used for each one of the program outcomes, visit <http://csuohio.edu/cehs/students/portfolios/>. For further examples of undergraduate program learning outcomes, access the [OSLA website](#).

Balanced Use of Direct and Indirect Measures of Student Learning

Since its inception in AY 2002-2003, the annual cycle of assessment reports has made the inclusion of multiple direct and indirect measures of student learning one of its tenets. A few previous assessment reports from the beginning of the period seemed to rely as either exclusively on one or a rather narrow range of assessment instruments. Due to the concerted efforts put forth by [OSLA](#) over the past five years, the distinction between assessment tools that correlate directly and indirectly to student performance in various classes and programs has become a constant in recent assessment reports. The range of measures used in both academic programs and student support service units includes the following: a) direct measures – course-embedded assessments; exit requirements (comprehensive examination, project, or thesis), portfolio artifacts, performance evaluation (either in class or in the field of students' practice), GPA, standardized (discipline- or field-specific) examination, capstone course/project, and research paper/project; b) indirect measures – exit survey, alumni survey, employer survey, entrance survey, focus group interview, and individual student interview. Consequently, each academic program and a majority of student support service units have well-articulated goals, outcomes, and measures they have been tracking to generate useful assessment data. Table 6.2 below outlines the number and percentage of annual assessment reports received and peer reviewed from both academic and student support service units over the past five academic years. The fluctuation in the past two years in terms of academic programs and student support service units submitting assessment reports has to do with the recent collaborative efforts initiated by the Office of Student Learning Assessment aimed at **streamlining both processes and products of the existing assessment cycle at CSU**. Further details related to these initiatives can be found on the [OSLA website](#).

Table 6.2

Number and percentage of annual assessment reports received and peer reviewed 2004-2009

	AY 2004-2005	AY 2005-2006	AY 2006-2007	AY 2007-2008	AY 2008-2009	AY 2009-2010
Academic Programs	70 (out of 99) = 71%	93 (out of 104) = 89%	86 (out of 94) = 91%	84 (out of 94) = 89%	79 (out of 92) = 86%	N/A
Student Support Service Units	26 (out of 27) = 96%	28 (out of 28) = 100%	27 (out of 27) = 100%	25 (out of 25) = 100%	25 (out of 32) = 78%	N/A
TOTAL	96 (out of 126) = 76%	121 (out of 132) = 91%	113 (out of 121) = 93%	109 (out of 119) = 92%	104 (out of 124) = 84%	N/A

The following example demonstrates how this kind of data serves the specific purposes of program faculty, administrators, staff, and students as part of their continuous improvement paradigm.

- Maxine Goodman Levine College of Urban Affairs, M.A. in Environmental Studies
Designed to prepare graduates for careers in environmental policy and management by means of a broad, interdisciplinary program of study, the graduate program in Environmental Studies focuses on “developing human institutions, organizations and behaviors that restore and protect the environment requires careful study of both natural and human systems and their interdependence.”

Each one of the three following programmatic goals has its corresponding outcomes, as follows:

- *Goal 1* – Students will demonstrate proficient understanding of the relationship between core scientific concepts, scientific research, and technology and its use in environmental policy development and implementation as evidenced by their ability to describe and apply these concepts to specific environmental policy issue in a paper and a presentation. *Related outcomes to be focused on:* a) relationship between science, technology and policy, as demonstrated in a policy and administration writing assignment; b) relationship between science, technology and policy as demonstrated in a required presentation; and c) proficiency in the core field of knowledge - economics/finance.
- *Goal 2* – Students will demonstrate proficient understanding of public environmental policy-making, as evidenced by their ability to describe the institutional and organizational context in which environmental policies and decisions are made and the legal, regulatory and administrative practices by which they are implemented. *Related outcomes to be focused on:* a) environmental policymaking assessed through the required research project (thesis or exit project); b) environmental policymaking process and context as demonstrated in a required presentation; and c) students assess improvement in their knowledge in a set of substantive areas.
- *Goal 3* – Students will demonstrate proficiency in research and analysis, as evidenced by their ability to the design and implement a major research project (the required exit project), use techniques of quantitative reasoning, and communicate using oral, visual and written methods. *Related outcomes to be focused on:* a) design of the research

project for its organization and written proficiency; b) presentation organization, substantive materials, appropriate use of analytical methods, and oral and visual presentation skills are assessed; c) self-assessment of knowledge of research and analysis techniques; and d) identify types of problems and questions that lend themselves to quantitative analysis, formulate hypotheses and identify the means to test them quantitatively, and explain the meaning of results.

Given the complex interplay between goals and outcomes, the program uses a wide repertoire of assessment tools representing a balance of direct and indirect measures of student learning. For instance, student performance is evaluated in ENV 652 – Environmental Policy and Administration (for Goal 1, Outcome A), a final project presentation is evaluated in ENV 595 – Environmental Seminar (for Goal 1, Outcome B), and core knowledge proficiency is determined by means of performance on a final course exam (for Goal 1, Outcome C). Four more direct measures of student learning are used for the other two program goals: exit project performance (for Goal 2, Outcome A), final project presentation in ENV 595 (with a different emphasis than mentioned above; for Goal 2, Outcome B), exit project performance related to design and writing skills (for Goal 3, Outcome 1), a discipline-specific exam in PDD 601 – Applied Quantitative Reasoning (for Goal 3, Outcome D), and yet again the final project presentation in ENV 595, this time highlighting “conveyance of ideas” (for Goal 3, Outcome 2). Additionally, there are two indirect measures of student learning that complete the data collection process, as follows: a self-assessment instrument focused on students’ perceived improvement in their knowledge of public environmental policy-making (for Goal 2, Outcome 3), coupled with another self-reporting protocol linked to students’ knowledge of research and analysis techniques (for Goal 3, Outcome 3). All these details are available at the [Office of Student Learning Assessment – Sample Reports](#) website submitted by the M.A. in Environmental Studies program (pp. 1-4). For more information on the graduate program in Environmental Studies as well as the scoring rubrics and self-reporting protocols mentioned earlier, visit <http://urban.csuohio.edu/academics/graduate/maes/>. For further examples of direct and indirect measures of student learning referenced in assessment reports, access the [OSLA website](#).

Using Assessment Data to Inform Programmatic Change and “Close the Loop”

As described earlier, the assessment process at CSU relies on a bottom-up approach, where faculty, staff, students, and administrators in various academic programs and student support service units discuss mission statements, appropriate programmatic goals and outcomes, evaluative tools, protocols, and strategies as part of their strategic planning. Assessment plans get implemented, based on which data collection and analysis occurs. An equally important component of the systematic assessment cycle – both at the micro-level of individual classes and the macro-level of the whole institution – is the feedback loop by which any relevant findings are disseminated and interpreted. Consequently, there are several options from which to choose in demonstrating continuous improvement based on assessment of student learning:

- if data seem to indicate that they are adequately meeting their goals/objectives, then it should focus its resources on sustaining and enhancing curricula and its corresponding assessment plans;
- if data seem to indicate that curricula and/or assessment plans feature some deficiencies (such as the perceived lack of content relevance to students’ future careers or the over-

reliance on one summative assessment tool employed at the very end of a program of study), then the program or unit should concentrate its efforts on corrective measures designed to meet minimum quality assurance requirements.

In most cases, programs or units have to focus on either their curricula or assessment plans as requiring follow-up measures.

This information is publicly shared with campus constituents during training meetings prior to any sessions of peer-based review of assessment reports that occur five times over the course of every summer. For additional information on this material, visit the [OSLA website](#).

Two additional examples underlining the importance of involving appropriate constituencies, including students themselves, in the decision making process related to curriculum, teaching, learning, and assessment are provided below.

- Maxine Goodman Levine College of Urban Affairs, M.P.A. in Public Administration

The largest multi-disciplinary graduate program in the college, the Master of Public Administration (MPA) program is intended to “advance intellectual and administrative leadership in public administration by preparing students to assume the challenges of public service” (p. 1). It also provides students with opportunities to acquire knowledge and skills whose implementation extends to the Northeast Ohio region as well as to the discipline-related professional community. This mission has promoted the program into national recognition of “excellence in public administration education and research, [...] the development of leadership in government, [...] public service for solutions to urban problems, [...] and an enhanced understanding of public policy and management in a global and diverse society” (p. 1). The program also plays a key part in CSU’s Sustainable Communities signature themes.

The MPA faculty identified four goals that derive from the program mission, as follows:

- Students will assume the challenges of public service by having a substantive foundation in general public administration.
- Students will assume the challenges of public service by having methodological skills in public administration.
- Students will develop specialized skills in one of the program’s areas of expertise.
- Students will assess their MPA program experience favorably (p. 2).

The corresponding six learning outcomes emphasize students’ ability to demonstrate the following: a) substantive disciplinary knowledge; b) core communication skills; c) critical thinking skills; d) breadth and application of knowledge of public administration; e) understanding of society and culture; and f) value and ethics, including constitutionalism (p. 2). These outcomes are based on an extensive analysis of syllabi in the core curriculum and specialization requirements, which also reflect the discipline-specific NASPAA accreditation standards. While MPA faculty regularly review the goals and outcomes as part of the assessment cycle, student learning assessment data are analyzed and discussed by peer reviewers, whose feedback is then shared with faculty, “MPA Advisory Committee, and with students at the MPA Orientation and in PAD 692 – Capstone Seminar in Public Administration” (p. 3). For additional examples of assessment reports supporting the dissemination of relevant information for this program or to its unit stakeholders visit the [OSLA website](#).

- College of Liberal Arts and Social Sciences, BSW in Social Work

One of the largest undergraduate and graduate programs at CSU, the [School of Social Work's](#) mission statement is grounded in the historical and philosophical principles of the discipline, as outlined by the National Association of Social Workers (NASW). "The knowledge, skills, and values required for competent generalist social work practitioners are key areas of teaching/learning throughout the Program" ([Baccalaureate Social Work Program Self Study Report, December 2009, p. 3](#)). The program outcomes emphasize discipline-specific knowledge and skills, as well as "reflective, creative, and critical thinking skills [...], knowledge of organizations and service delivery systems to advocate for "social, economic, and environmental policy development that ensures the promotion of social and economic justice [...] in Northeast Ohio within the context of the global society" (2009 Social Work Assessment Report, p. 4). The range of outcome measures includes course-embedded assessments, "field student learning contracts" (p. 4), discipline-specific assessments, and pre-/post-field placement surveys. Based on the ongoing assessment data collection and analysis processes, the program identified "some areas for growth and has made some changes to the implicit and explicit curriculum" ([Baccalaureate Social Work Program Self Study Report, December 2009, p. 103](#)). These changes highlight the development of new courses, as is the case for SWK 350, 395, and 495, derived from feedback from the School's Field Education Committee and student field placement evaluations. Furthermore, "new guidelines and language from EPAS (2008) has helped modify the Program's evaluation around ten core Competencies, and further clarified our students' outcomes with twenty separate and interrelated Practice Behaviors" ([Baccalaureate Social Work Program Self Study Report, December 2009, p. 104](#)). A new Capstone course is to be offered in Fall 2011, intended to enhance the opportunities students have to transfer knowledge and skills developed over the course of the program. Additionally, the curriculum of three courses (SWK 300, 303, and 35) will be expanded to reinforce discipline-specific assessment, prevention, intervention, and evaluation areas. All these efforts involve the various stakeholders by disseminating findings from direct and indirect outcome measures to all BSW program administrators, faculty, student advocacy groups, and alumni

Broad-based Participation in Assessment Processes

As mentioned earlier and throughout the self study, one pervasive characteristic of the assessment culture at CSU is its highly participative nature, based on which curriculum and/or assessment practice changes are made possible (hence the additional transformative characteristic of the culture in question). Concurrently, all assessment efforts are initiated at the micro-level of individual academic programs and student support service units, rather than at the intermediary level of colleges or the macro-level of the whole institution. While the full assessment cycle is well represented at all three levels, it is important that the closest individuals to our students and their learning experiences at CSU be the ones to define programmatic mission and goal statements, supporting expected learning outcomes, and appropriate assessment tools to evidence student performance and achievement. As previously stated under Assessment Structures and Levels of Occurrence, college-level and central administration representatives are involved in negotiating guidelines for the effective implementation of assessment plans, in accordance with regional and discipline-specific accreditation requirements. Consequently, college associate deans, department chairs, division directors, and student support service unit leaders

are routinely informed about any assessment overviews relevant to their respective areas. Additionally, several members of the university-wide Assessment Council are associate deans, thus ensuring a greater involvement in and streamlining of assessment efforts at the levels of colleges and individual programs within those colleges. The same individuals are also engaged in the cyclical process of program review, which correlates intimately with assessment of student learning, curricular change, and strategic planning efforts. For specific information related to program review, visit the [OSLA website](#).

As another integral component of the institutional assessment cycle, peer-based feedback on annual assessment reports is discussed by program and unit constituencies at various scheduled meetings (such as faculty retreats at the beginning of the Fall semester and toward the end of the Spring semester; college-wide meetings involving faculty, staff, administrators, and student representatives; planning meetings in administrative areas; etc.).

For instance, the most recent round of assessment reports collected in the summer of 2009 reveals the extent to which assessment processes are commonplace in the different academic programs and student support service units (for a complete listing of these reports, visit the [OSLA website](#). One example in addition to those previously discussed provides evidence of the breadth of faculty, staff, students, and administrators involvement in program-level effective assessment practices, as follows:

- College of Science, graduate program in Occupational Therapy

In existence since 2002, the program has undertaken the mission of serving the occupational needs of community members in the Northeast Ohio area. In this light, the educational opportunities provided to students emphasize “engaged learning” resulting in “occupation-based, client-centered service provider” competency upon graduation. Therefore, curriculum coverage relates to the “breadth and depth of knowledge required for graduates to successfully complete fieldwork, pass the national Certification Exam administered by the National Board for Certification in Occupational Therapy (www.nbcot.org), and become licensed to practice.” Under these circumstances, the program goals and their corresponding outcomes referenced in the 2009 Assessment Report range from articulating a coherent rationale for occupational therapy services for a variety of populations, to demonstrating entry-level evaluation and intervention skills for which to produce effective documentation of services provided, to interacting effectively with diverse stakeholders while assuming different roles as an occupational therapist, and to demonstrating positive professional attitudes and behaviors as a way to promote and contribute to the chosen field of activity. The faculty-chosen assessment data collection methods represent both direct and indirect measures of student learning focused on a discipline-specific National Certification Exam, clinical fieldwork performance, the overall achievement in “academic courses,” reports of activities in student professional organizations, as well as alumni and employer surveys. The process of reviewing assessment data is accomplished in a number of interrelated ways:

- the program’s strategic plan is reviewed annually in an attempt to address curricular, faculty research and service goals that correlate with student learning outcomes;
- the program Director involves faculty in regular curriculum meetings;
- the program Director collaborates with the fieldwork coordinator to collect outcomes data on the certification exam, fieldwork and academic performance;
- the annual assessment report is drafted in consultation with program faculty, who are kept informed about any changes in the guidelines for report completion, peer reviewers feedback, as well as any curriculum and/or assessment plan updates that should be decided upon

collaboratively. For additional information on this graduate program, visit the [College of Science website](#).

For more examples of assessment reports submitted by academic programs or by student support service units, visit the [OSLA website](#).

Core Component: 3b. The organization values and supports effective teaching.

Evidence that Core Component 3b. has been met.

Qualified faculty members at CSU have several ways to determine curricular content and appropriate instructional strategies, all of which support the campus-wide practice of faculty ownership of curriculum. Faculty credentials qualify them as experts in their respective content area(s), which allow them to engage in specialized conversations about curriculum development, sequencing, and implementation. Faculty implementation is ensured by the inclusion of guidelines in the Personnel Policies and Bylaws. As faculty members are responsible for scholarship productivity, as indicative of their commitment to “truth and the advancement of knowledge” as well as to “a lifetime of study” (p. 47), any appointment to the faculty is based on specific requirements for formal education. For instance, as mentioned in the [2009 Book of Trends](#) (p. 146), in fall semester 2008, 92% of full-time faculty held terminal degrees (of which 77% were doctorates and 14% were master’s degrees). Additionally, the hiring process places a heavy emphasis on such credentials, as referenced in curriculum vitae submitted by each candidate for any faculty position in the University. Further examples of appropriate faculty qualifications are to be found in Faculty Annual Activities Reports (FAAR) which substantiates the review process involving faculty and their respective departmental leaders. As an illustration, the College of Education and Human Services uses [FAARs](#) in accordance with contractual language, upon which faculty workload determinations are made. Also related to faculty credentials, relevant standards focused on “teaching ability, creative achievement, professional service, and professional ethics and academic responsibility” (Personnel Policies and Bylaws, p. 5) are employed to structure the promotion and tenure system.

At the graduate level, faculty have to comply with the [Bylaws of the College of Graduate Studies](#) which “provide for the review and appointment of Graduate Faculty regardless of the discipline or area of scholarship and professional activity.” To this effect, their requirements for a renewable 5-year Graduate Faculty status specify doctorates or terminal degrees in the field of expertise, along with discipline-specific peer validation of clinical, creative, scholarly or technical achievement that translates into “appropriate recognition, publication or professional licensing and practice.”

Faculty Ownership of Curriculum

Faculty have the “general” power to “adopt, alter, or abolish courses and curricula subject, in certain cases, to the approval of the Faculty Senate” ([Personnel Policies and Bylaws](#), p. 57). This process unfolds by following a bottom-up approach to new or existing curriculum development in majors, minors, graduate programs, as well as certificates. Individual departments within colleges, schools, or divisions utilize set procedures designed to ensure consistency in the manner in which curriculum change proposals are enacted upon by stakeholders. In the case of small departments, all faculty are involved in the undertaking, whereas larger departments have designated curriculum committees that review existing curricula and propose changes or new course and/or programs based on a variety of criteria, among which are relevant to content area(s), student performance, program faculty input, visiting committees feedback, alumni and employer survey data, etc. It should be noted that these

college-level curriculum committees are composed of elected representatives from all full-time tenured and tenure-track faculty. Any curriculum-related change put forth by such committees is reviewed and approved by all department faculty members. According to the university-wide [Procedure for Program Alteration](#) approved by Faculty Senate, faculty recommendations are followed by Dean's recommendation and/or action. In the case of graduate programs, recommendations are made by Graduate Council and reviewed/acted upon by the Graduate Dean. The next procedural step involves the University Curriculum Committee that brings such proposals to the attention of Faculty Senate, based upon whose recommendation the Provost acts in conclusion of the process.

One indication of the fact that faculty ownership of curriculum has contributed to increased job satisfaction is provided by several data points included in the [2004 Faculty Survey Institutional Summary](#). For instance, 67.2% of CSU full-time faculty "who spend at least some of their time teaching undergraduates" responded that "opportunity for scholarly pursuits" represent "very satisfactory" or "satisfactory" aspects of their professional duties, higher than the 64.3% national norm for 4-year public colleges. This could be coupled with the opportunity for CSU faculty "to develop ideas," which led 83.6% of these individuals to rate this aspect of their job as "very satisfactory" or "satisfactory," compared to the 78.8% national norm for 4-year public colleges.

CSU has institutionalized its support for faculty by providing guidelines related to requirements for faculty contributions to the process of teaching, learning, and assessment, according to the [Agreement between CSU and the local chapter of the American Association of University Professors \(AAUP\)](#). To that effect, every faculty member is expected to continue his/her "professional development within the context of the University's purpose and direction in the areas of teaching, research and service. Under these circumstances, two interrelated documents support interactions between individual faculty and their respective department chairperson – FAAR and Faculty Development statements. The regular annual review of these documents allows faculty to document achievement "measured on the basis of tangible, objective progress towards stated goals," indicative of the interplay between expertise and interests that define the faculty member's professional responsibilities at CSU. For instance, Development Plans could focus on the following:

- Teaching: new curriculum development efforts; existing curriculum revisioning work; design of course and/or teaching effectiveness evaluation strategies; student recruitment endeavors; investigative work meant to attract funds to support teaching innovations.
- Scholarship/creative activities: new and continuation of existing research projects; efforts to pursue funding opportunities from external sources.
- Service: involvement in major university-wide tasks and/or professional/community organizations; increased participation in "faculty governance and/or other service activities."

Institutional Structures and Processes Supporting Faculty Development

The University has created several structures/programs to support faculty development in all of the three areas mentioned in the above section. Additionally, there are various means by which the campus community is kept abreast of progress and findings related to outstanding faculty-driven efforts to promote professional development. For instance, the [Center for Teaching Excellence \(CTE\)](#) dates back to 2001, when it was known as the University Center for Teaching and Learning. While it has always been charged with helping faculty throughout the university improve classroom instruction, during the intervening years it has gone through both name changes and re-configurations. Until 2007 it was the

primary entity on campus assigned to help faculty with eLearning course development. Since that time, the development of the Department of eLearning at CSU made it possible for the CTE to focus more fully on instructional improvement. The wide range of services provided includes the following:

- **Faculty Workshops** “intended to help faculty improve their instructional practices;” there are several workshop strands offered over the course of the academic year, emphasizing either instruction improvements in the face-to-face classroom or the online environment), or General Education skills (series offered jointly with the Office of Undergraduate Studies), or Engaged Learning (in partnership with the Office of Undergraduate Studies), or academic career skills, or needs-based topics (such as podcasting to enhance classroom teaching). A comparative analysis of the CTE Faculty Workshops offered over the past three academic years reveals that the level of participation and interest increased over time from an average of 7 to 13 audience members (AY 2007-2008 to AY 2008-2009), in addition to the expansion of offerings (from 12 workshops in 2007-2008 to 19 in 2008-2009 and 20 in 2009-2010). Of all the workshops, the ones that seemed to spark the most interest among faculty are the following: a) Understanding yourself/your students; b) Teaching students with disabilities (student panel discussion); c) Problem-based learning; d) Teaching students how to learn; e) Creating and using rubrics; f) Teaching large classes; and g) Evaluating and grading. CSU is aware that attendance is not strong in this area and plans to increase it.
- **Consultation Services** center on a wide range of teaching-related topics (such as pedagogical approaches to student engagement, classroom dynamics, project-based learning, teaching portfolios, etc.). Additionally, assistance is offered to faculty members interested in course design and planning, along the lines of course structure, instructional strategies, resources, and/or technology, etc. In case faculty development needs emphasize the incorporation of technology in the classroom, the Center of Teaching Excellence jointly offers consultation on a variety of relevant topics, such as: the design and implementation of PowerPoint presentations; the use of electronic communication tools (email, listservs, synchronous chat sessions, etc.); the development and maintenance of class Web pages; the integration of online assessment tools; and distance education-related “dos and don’ts.”
- **Teaching Enhancement Awards** are designed to “support course development and improve instruction and student learning at CSU” by supporting faculty innovation and creativity. Proposals are submitted on an annual cycle by all full-time tenured and tenure-track faculty. These competitive proposals are evaluated by a peer-based committee, leading to the awarding of seven to ten grants each year. Each proposal should include a project description, an outline of project goals, assessment tools and strategies to be used, a list of expected outcomes, and detailed budget and timeline. As all previous projects sponsored by Teaching Enhancement Awards featured alignment with departmental and/or College-level goals, every proposal should also include a statement of support from the department chair or College Dean meant to illustrate how such a project would promote the mission and vision of the respective unit within the University. For additional information of the topic, click on the following Web link to the [Teaching Enhancement Awards](#) template.

Center for eLearning: Another example of a university-wide structure designed to provide faculty with professional development opportunities is the [Center for eLearning](#) (CeL) that positions instruction in virtual environments at the core of specialized support activities related to instructional design, media development, program coordination, and student services development at CSU. CeL’s goals demonstrate the pro-active approach to the delivery of services to benefit the campus community in the

following ways: a) develop and implement high quality learning courses and programs designed to boost student enrollment, improve overall academic performance, and enhance the learning experience; b) show flexibility and responsiveness in addressing specific needs in the educational marketplace; and c) promote internal and external collaboration that meets the various requirements of stakeholders. The services offered to faculty and students emphasize *technical support* (by means of a Call Center, in partnership with the [IS&T Call Center](#) as well as by Ask eLearning, an online searchable database of the most frequently asked questions and issues related to e-learning at CSU); *training and development opportunities* both for individual faculty and entire departments interested in pursuing [Blackboard CE](#) and other applications, online instructional practices, developer and instructor of online programs, etc.; *individual and program consultations, development, and support* focused on appropriate e-learning projects and courses “from design to launch;” and various *services pertaining to different instructional technologies*, such as [Respondus](#), [Impatica](#), [Camtasia](#), [Dreamweaver](#), [Photoshop](#) and [Fireworks](#), [Snag-It](#), [I-Movie](#), [Adobe Premiere](#), [Final Cut Pro](#), [Wimba](#), and [Web 2.0](#) applications.

The Center for eLearning, co-sponsoring with the [Information Services & Technology](#) division, offers the campus community a Technology Fair that informs faculty, staff, and students about all of the available and emerging instructional technologies that could be used to enhance teaching and learning. As far as training and development opportunities are concerned, it should be noted that CeL sponsors CSU’s membership in [Quality Matters](#) (QM), a program that proposes national standards for e-learning course design based on a peer review process. Under these circumstances, CeL also provides access to [QM peer training for faculty](#). At the same time, CeL provides continuous support for faculty interested in participating in [Ohio Learning Network](#) (OLN) conferences and online seminars as a way to pursue research and share effective practices in technology-enhanced classrooms across the state. Additionally, CeL disseminates specialized information by publishing several online and off-line resources designed to keep the campus community informed about the latest e-learning trends, issues, and solutions, such as [newsletters](#), guides, books, links, and examples of “best practices,” workshop materials, online tutorials, and application manuals.

Another example of university-wide support for faculty use of innovative technologies deals with the [Information Services & Technology](#) (IS&T) division whose primary responsibility is “ensuring that CSU’s information technology resources are aligned with the strategic priorities of the institution.” While quality assurance indicators underline service dependability, ease of use, cost effectiveness, and overall effective operating, they also bring to the fore supporting the University’s mission and vision statements related to education, research, service, and accessibility. The [CSU Guide to Teaching Resources and Support](#) outlines the array of services provided by a variety of centers and divisions, among which IS&T is responsible for computer hardware and software purchases and support, Web design standards, policy, and guidelines advising, instructional technology training and assistance, podcast/vodcast support, etc. A recent [2010 IS&T Climate Survey](#) showed that most of the 913 respondents (498 students, 285 staff, and 130 faculty) rate IS&T services as dependable, easy to use and operate effectively. A majority also indicated that CSU users are satisfied with the computer labs, computer lounges, and mobile campus. At the same time, computer labs and the CSU website are the top two recommendations for improvement (99 and 90 responses, respectively, out of a total of 450).

Yet another example of institutional support to technology-enhanced delivery of instruction and student learning is the [Integrated Media Systems & Services](#) (IMSS) division of the [Michael Schwartz Library](#) at CSU. IMSS functions as an integral part of the University’s goal to infuse cutting-edge technological advances into the teaching and learning process. Under these circumstances, IMSS is “primarily

devoted to assisting CSU faculty with the development, production, and use of media materials and facilities.” Some of the specialized services provided by IMSS include video streaming, audio/video and [Mediasite](#) presentation, graphics design, [Interactive Video Distance Learning \(IVDL\)](#), media equipment loan, maintenance, and/or repair, etc. Moreover, IMSS manages the ongoing design and installation of classroom technology systems and currently supports over 80 [Technology-Enhanced Classrooms \(TEC\)](#) across campus. TEC rooms feature a wide range of upgrades that render instruction and classroom interactions dynamic and effective. These technological upgrades are supposed to “set standards for every TEC on the main CSU campus:” DVD/VHS combo, RCA Video and Audio input, laptop VGA input, network connectivity, 3200-lumen projector, etc. Advanced TEC rooms include in-room PCs, document cameras, voice reinforcement, and instructor’s lectern.

Evidence of the fact that CSU provides a wealth of professional opportunities to its faculty pursuing continuous improvement of instructional strategies designed to enhance student learning and performance is found in the [2004 Faculty Survey Institutional Summary](#). For instance, 25% of CSU full-time faculty “who spend at least some of their time teaching undergraduates” responded that they were “rewarded for their efforts to use instructional technology,” which represents “very satisfactory” or “satisfactory” aspects of their professional duties, higher than the 17.4% national norm for 4-year public colleges. This could be coupled with the self-report of CSU faculty on their perception of “being a good teacher,” which led 98.3% of these individuals to rate this aspect of their job as “very satisfactory” or “satisfactory,” compared to the 96.8% national norm for 4-year public colleges.

Recognition of Effective Teaching

Teaching and learning that exceed expectations based on reflective pedagogies relying on continuous improvement efforts are at the core of CSU’s mission to its constituents. There are several ways in which the institution evaluates and recognizes effective teaching, as follows: standard student course evaluations, peer evaluations of classroom practice, chairpersons’ and Deans’ evaluation of faculty. Additionally, the University publicly acknowledges effective teaching through internal awards, such as the annual award of Outstanding Teaching given at the convocation ceremony.

Each course instructor – full-time, part-time, as well as graduate/teaching assistants – administer student evaluations toward the end of every semester, as stipulated in the contract based on the [Agreement between CSU and the local AAUP chapter](#). According to this document, the use of student evaluation of instruction falls under “classroom and related responsibilities.” The Faculty Senate has oversight for the evaluation of any assessment tools implemented in the classroom as a way to document teaching effectiveness. While the basic structure of such student evaluation forms addresses “the normative attributes of particular courses,” faculty members could include additional items that relate to specific course aspects of interest to them. As far as the distribution, collection, analysis and interpretation of these data are concerned, Deans or their designees collaborate with faculty members to determine the appropriate procedures. Evaluation results are kept on file in the departmental and Dean’s offices, while a copy is sent to every faculty member.

The formal teaching evaluation process is coupled with informal attempts made by individual instructors to determine the degree to which their classroom practice is pedagogically sound and it meets the various needs of students. In this light, individual faculty engage in peer reviews of teaching that underline particular instructional needs pertinent to the respective instructor requesting the procedure. While this is a demonstration of collegiality in a campus culture that values assessment, it also points to important connections faculty members make between teaching and research designed to improve

July 1, 2010

content-area pedagogy. Student-centered instructional strategies are evidenced by several examples of peer review forms that complement the standard student evaluation of teaching. In all of these cases there is a strong correlation between the assessment instrument in question and the knowledge and skill bases highlighted in various academic programs of which the individual instructor's course is a part. For detailed information about these peer review forms, see the OSLA website.

Both formal and informal data sources focused on teaching effectiveness are used in decisions made with regard to tenure and promotion. According to the [Agreement between CSU and the local AAUP chapter](#), all faculty ranks – instructor, assistant professor, associate professor, and professor – make references to classroom practice, from an initial level of “promise of teaching performance of a high order of effectiveness” to becoming “a fully competent teacher” based on which tenure and promotion to associate and full professor ranks are granted.

One example of how standard student course evaluations, peer evaluations of classroom practice, chairpersons' and Deans' evaluation of faculty are used in combination to evidence and reward effective teaching is provided by the [Guidelines for Preparing Faculty Dossiers for Promotion and Tenure](#). This document establishes the performance standard by which faculty dossiers have to include the following documentation: statements of teaching philosophy and supporting innovative practice samples; course syllabi that emphasize instructional change based on curriculum relevance, appropriate pedagogy, and student learning; self evaluation of teaching; longitudinal peer evaluation of teaching; student evaluations of courses; additional resources that meet a range of teaching evaluation criteria.

The central role played by classroom practices proven to lead to increased student learning is also highlighted by public recognition awarded to outstanding faculty. For instance, Dr. Keith Kendig, a Mathematics professor in the College of Science, was honored as the recipient of the [2008 Jearl Walker Outstanding Teaching Award](#) for having advocated group learning through discussion as a basis for his dedication to students' demonstration of “mathematical ways of thinking.” A similar example is that of Dr. Murali Nair (School of Social Work) who won the 2009 College of Liberal Arts and Social Sciences Distinguished Teaching Award. It should also be mentioned that Michelle Chinoda received the 2009 College of Liberal Arts and Social Sciences Advisor of the Year Award as an indication of the close relationship between academic programs and student support service units seen as closely connected to benefit all CSU students.

An integral part of CSU's acknowledgment and recognition of effective teaching is represented by faculty members' active participation in professional organizations that directly relate to academic disciplines and/or teaching and learning at local, regional, national, and international levels. As an example, the internal faculty newsletter in the Cleveland-Marshall College of Law, [Faculty Focus](#), documents faculty members' attendance at meetings of professional organizations during the past four years. At the same time, staff members in the same college participate in professional organizations such as the [Law School Admissions Council \(LSAC\)](#) and the [National Association of Legal Career Professionals \(NALP\)](#).

Core Component: 3c. The organization creates effective learning environments.

Evidence that Core Component 3c. has been met.

The CSU mission and vision statements are designed around the core principle of diversity that permeates campus life and all academic and co-curricular areas. As a demonstration of the diversity on

campus, the [2008 Book of Trends](#) highlights the following percentages related to total enrollment by race in Fall 2007: 60% White, 18% Black, 10% unknown, 6% non-resident alien, 3% Hispanic, and 3% Asian or Pacific Islander. Of the 15,383 students enrolled at CSU in the same semester, 57% were female and 43% male. In addition to the particular ways mentioned in Criterion 1 with regard to CSU's taking pride in cultivating, evaluating, and promoting diversity, the following should be noted:

- **Co-curricular programs and student development:** The Center for Leadership and Service has as its mission to engage and educate students around the core areas of self-knowledge, leadership theory and practice, service-learning, values clarification, diversity, and civic engagement while being inclusive and accessible to all students. To that end diversity training is imbedded in the Leadership Certification through the Leadership Academy, the leadership courses, the Leadership Forum on Diversity series and diversity related presentations by students seeking certification. In addition, the peer mentors in the African, Hispanic, Asian, Native American (AHANA) Peer Mentoring Program have earned points toward leadership certification in the course of their training. AHANA also has a service component, each year AHANA mentees and peer mentors engage in at least one service project of their choosing. Students often participate in the planning of programs and events which also adds to their leadership development. Thirty percent of the student organizations have a multicultural or ethnic focus (42 out of 141).
- **Diversity focus in academic programs and centers:** Multicultural curriculum offerings include Black Studies (Minor and new Major pending approval at the state level), Women's Studies (Major), Latin American Studies Certificate, Middle Eastern Studies, Asia Studies (Minor), International Relations (Major), Culture, Communication and Health Care Graduate Certificate, Diversity Management Program (Psych. Masters/Certificate) and Masters of Arts in Global Interactions (Political Science). Centers include the Center for Healing across Cultures, Center for Health & Equity, Howard Mims African American Cultural Center and the Mary Joyce Green Women's Center. Diverse students seeking study abroad opportunities can apply for financial support through ODAMA. We should also mention some of the undergraduate learning communities which have a diversity focus.
- **Multicultural general education requirement:** CSU was one of the first institutions in the nation to require all students to study the African American experience in the United States. The original requirement has evolved in the Human Diversity general education requirement which requires students to take six hours related to diversity three hours of which must be an African American Experience course.
- **Student Achievement and Research Program (STARS):** CSU participates in the Student Achievement and Research Program (STARS), an undergraduate student research program funded by the Ohio Board of Regents (OBOR) and designed to identify the best undergraduate minority students, groom them for graduate school and ultimately for academic careers. Since CSU's participation in the program there have been 103 STARS students with a BA/BS graduation rate of 91% (94), a graduate degree rate of 51% (53) and 5% (5) are teaching in higher education. This year's statewide STARS Conference was hosted by CSU. The University offers developmental coursework in math and English that has been partially supported by state funding.
- **Outreach to diverse students:** The Office of Diversity and Multicultural Affairs provides leadership in the area of outreach to diverse students through the AHANA Peer Mentoring Program, the Student Achievement and Research Program (STARS), the Gay, Lesbian, Bisexual

and Transgender Student Services (GLBT) and Safe Space Program, the Multicultural Student Reception, GLBT Orientation and Welcome. In addition, the Vice President for Institutional Diversity sends letters to diverse students welcoming them to the university and highlighting services available to them. Other areas designed to support diverse students include the Office of Disability Services and the Center for International Student Services.

Academic Advising

An essential component in CSU's efforts to create a positive learning environment, academic advising is an "essential and invaluable component of academic engagement and success. Following a student retention audit conducted on campus in 2006, several recommendations were made by the McKinsey & Comp., and Stamats, in collaboration with the campus leadership. One of the suggestions aimed at attracting more students, better preparing them, retaining, graduating, and placing them, as well as engaging alumni focused on reorganizing the Advising Office. In the past two years, the structure of the Office of [Academic Advising](#) has been able to provide students with direct connections to academic programs/departments in the various colleges, in addition to "critical links to faculty." The new model features a decentralized and developmental approach to advising, according to which each student's needs are discussed and met prior to enrolling in appropriate courses. Thus, the majority of student academic advising, including that for freshmen has been moved to the level of individual colleges. One important component of this structure is the [Tutoring and Academic Success Center \(TASC\)](#), which also directly supports academic skill development.

The [Exploratory Advising Office](#) was created as part of the decentralized advising model to serve all provisionally admitted students and students who are undecided about their academic major. Overall, the specialized services offered to students range from becoming familiar with academic program requirements, registration details, petition and various application procedures, to referrals to the wealth of resources the University has available to students. Given the complex structure of student advising, there are several notable [Initiatives](#) that demonstrate the responsiveness of the Office of Academic Advising in dealing effectively and timely with different pertinent student needs.

With the implementation of the decentralized advising model, the Provost instituted the Advising Coalition Group, comprised of designees from each of the college advising offices and chaired by the Director of University Advising. The function of this group is to collaborate and discuss ongoing issues, which affect academic advising, and to develop and implement common strategies, policies, and procedures for consistency of advising across campus.

A subcommittee of the Advising Coalition Group was formed to discuss the appropriate assessment process within academic advising. The assessment subcommittee met over a period of time to develop a preliminary online advising survey that was posted on the CSU advising homepage in late spring 2009. These data are collected on an on-going basis, as they inform current efforts to reform the Advising Office assessment plan. As far as the Exploratory Advising Office is concerned, a similar preliminary online survey was developed and implemented in late spring 2009. Students have access to this assessment survey via in-house computer access, and generally complete the survey following advising appointments.

In regard to the next steps pursued by the staff of the Office of Academic Advising, in close collaboration with the Office of Student Learning Assessment, the top priority relates to the

development and implementation of a cohesive and coherent assessment plan. The current University Advising goals are evaluated in terms of the degree to which they are student-focused and demonstrate built-in efficiency measures. Each college-level advising office is involved in determining specific outcomes that support the overall mission of the Academic Advising Office, while retaining the flavor of the individual college in which it is located. The University Advising Office has the following goals, listed with their corresponding outcomes:

- Goal 1 – Provide information about academic requirements toward degree completion. Corresponding outcome – CSU students will learn about their academic requirements by relying on information provided by their academic advisor.
- Goal 2 – Provide information about the processes and procedures across campus. Corresponding outcome – CSU students will learn about the processes and procedures of the University by relying on information provided by their academic advisor.
- Goal 3 – Provide learning opportunities based on which students can make career path and life decisions. Corresponding outcome – Students will apply information received from their academic advisor, based on which they make choices and decisions concerning their career and life, as they relate to their academic program at CSU.

Serving students admitted provisionally, the Exploratory Advising Office has the following goals and corresponding outcomes:

- Goal 1 – Assist students in the exploration of potential major and/or career paths. Corresponding outcome – CSU students will make a decision about their intended major/career path and transition to the appropriate college advising office of Career Services.
- Goal 2 – Help students develop an appropriate educational plan which includes assistance on course selection. Corresponding outcome – CSU students receive assistance in developing an academic plan and selecting courses.
- Goal 3 – Provide students with accurate information about the academic requirements. Corresponding outcome – CSU students receive assistance/information regarding learning and understanding the academic requirements, and use various means to determine academic requirements and their progress toward degree completion (degree audit).
- Goal 4 – Provide students with information regarding University policies and procedures. Corresponding outcome – CSU students use the policy and procedure information received to locate appropriate resources.
- Goal 5 – Assess and evaluate students' on-going progress toward their academic/educational goals. Corresponding outcome – CSU students use the information received to monitor their progress toward their academic and educational goals.
- Goal 6 – Encourage students to seek out and utilize academic support services that aid them in reaching their academic goals. Corresponding outcome – CSU students have access to the appropriate support services on campus as needed.

- Goal 7 – Assure a smooth transition of students to their appropriate college advising office, once each student has made a decision about their academic major or program. Corresponding outcome – CSU students transition to their appropriate college advising office in a timely manner.

The on-going data collection process, which began in late spring 2009, currently relies on a campus-wide post-advising appointment survey whose core items were created by the Advising Coalition group. College advising offices added pertinent items related to their areas of interest. Moving forward, Advising Office staff and administrators will identify additional relevant data sources that follow the decentralized and developmental approach to advising. As the assessment plan develops, the Academic Advising Office is looking to expand data collection by means of the Advising Tracking System, which is a PeopleSoft-based system implemented in February 2008. The Tracking System is currently used in all college advising offices to document contacts with students. In addition, future advising assessment data will include student feedback from focus group interviews with CSU students. In summation, the assessment process in the Office of Academic Advising is expected to provide students, advisers, and faculty with a flexible structure that enhances students' mastery of both generic and discipline-specific skills necessary to be successful in college and afterwards.

Learning Communities

CSU launched a Learning Communities initiative in 2007 with seven Learning Communities intended to demonstrate the capacity to effectively address several important issues related to student engagement, learning, outcomes, and retention as a holistic approach to the delivery of education. Students are better able to manage time more effectively, get involved with campus activities, take advantage of institutional resources and develop a sense of belonging. CSU learning communities last one semester and are structured as clusters of courses, organized around an interdisciplinary theme. A small group of 25 first-year students, select, co-enroll and attend the courses as a cohort. Faculty who teach in the Learning Communities receive training for integration of curriculum, alignment of assignments, and innovative strategies for the use of technology and other enhancements for delivery of instruction in this model.

Enrollment is open to all students and tightly connected to the University mission to provide accessible and exceptional opportunities for scholarly work and service to the diverse population of commuter students we serve. So far, over 500 CSU students have had a Learning Community experience. Interest in the Learning Communities continues to grow. Ten Learning Communities offered in fall semester 2009 enrolled 191 students. A comprehensive formative assessment process assures continuous improvement. Students surveyed in this process report that participating in Learning Community helped them to deal with some of the most difficult challenges of freshman year, getting to know people, adjusting to the college workload, interacting with faculty, and learning to study and manage time. Students who participate in the learning community are supported by an Embedded Librarian, Peer Mentor Coaches, and encouraged to take advantage of other university resources and services including the Tutoring and Academic Success Center (TASC), Student Life Activities, University Counseling, Disability Services, etc., helping them to make a smooth transition from high school to college.

Learning communities help first year students adjust to the rigorous demands of university life teaching important study and time-management skills and strategies for making use of valuable university resources. Forty-one percent of the initial cohort of fall 2007 students continue to be enroll at CSU, have attained junior status. These students identified four skills and strategies learned during the freshman

July 1, 2010

learning community experience that continued to be helpful to persist, communicating with professors, study skills, time management, and using institutional resources such as the Library and Writing Center. Learning Communities at CSU provide an excellent way to being the college experience, support persistence and academic success.

Honors Program

Established in 2004, CSU's [Honors Program](#) is designed to serve the needs of academically talented students. Approximately 40 first-year and 20-25 junior students join the program each year based on their demonstrated "superior academic achievement through their coursework and results on tests such as the ACT and SAT." In AY 2008-2009, 159 high school seniors applied to the program, out of which 59 were admitted, and 31 enrolled in the program. In AY 2009-2010, 149 high school seniors have applied to the program, out of which 78 were admitted (a 32% increase over the previous year), while 48 chose to enroll in the program (a 54% increase over the previous year), as mentioned in the 2010 Honors Program Assessment Report (p. 2). According to the program website, graduates of CSU's Honors Program "consistently are successful in gaining entry into graduate and professional programs, both at CSU and at universities across the country and the world." Student enrollment in the program demonstrates significant growth from 184 applicants in AY 2005-2006 to 216 in AY 2007-2008 (a 17% increase). This can be attributed to the program features supportive of student success, as follows: a) small-section General Education courses; b) specially designed undergraduate major versions for Honors students aimed at maximizing the learning opportunities along both research skills and practical, real-world experiences; c) special honors advising intended to involve each student in developing an academic program best suited to their individual needs, interests, and abilities; d) honors community – both academic and social – relies on providing students with "many opportunities to work and play together and to develop strong ties with others in the program;" e) scholarship availability. Program completion data points to higher graduation rates for Honors students. Over half of lower-division students admitted in the first two cohorts completed the Honors program. Almost all upper-division students admitted into the program between 2005 and 2007 graduated from CSU (2010 Honors Program Assessment Report, p. 4). In terms of academic success of Honors students (which is one of the program goals), 40 students had a 4.0 GPA, while 38 performed at the same top level in the Spring 2010 semester (2010 Honors Program Assessment Report, p. 5). Community involvement of CSU Honors students is evidenced by the Viking Expeditions program, in which approximately 100 students participated (most of which were Honors or University Scholars students). In 2008-2009, Viking Expeditions involved CSU students in work with the Habitat for Humanity in New Orleans and West Virginia. In 2009-2010, similar work engaged students in Habitat for Humanity work in Jacksonville (FL), while the trip to Nashville (TN) provided our students with opportunities to work with homeless people. Additionally, CSU Honors students have been active in scholarly activities extending their classroom learning. In AY 2008 and 2009, 16 Honors students participated in [Summer Undergraduate Research](#) experiences that resulted in poster presentations for the whole CSU community.

Student Life

As a demonstration of CSU's focus on the growth and development of students, also present in its mission statement, the [Department of Student Life](#) (DSL) acts as the entity with the primary responsibility of promoting student development. DSL operates under the assumptions that: individual students must be considered as a whole; each student is a unique person and must be treated as such; the total environment of students is educational and must be used to help them achieve full development; and the major responsibility for a student's personal and social development rests with the student and

his/her personal resources. In addition to DSL, colleges and campus departments promote a wide range of student development opportunities including athletics, dramatic arts, music, fine arts, and communication.

The Department of Student Life's mission focuses on supporting and enhancing the university's educational mission. Under these circumstances, Student Life seeks to create and sustain a learning environment that: supports a community in which students are involved and have a sense of belonging; provides support for students in need; encourages students to become leaders; offers a wide range of exciting social opportunities; and fosters respect for the dignity and worth of all persons. The highly trained professional staff members of Student Life are available to support students from their first day on campus, through graduation. Student Life programs and services include leadership training and service experiences, recognition and support of university student organizations, fraternities and sororities, student media organizations, judicial affairs, student activities, and many others.

The entire CSU community is provided with an array of campus-wide programs to attend throughout the year. These activities, sponsored by Student Activities, the Campus Activities Board, and other sponsoring groups throughout campus, include social events, lectures, dances, holiday celebrations, and food and music activities. Such events exist to support campus community and tradition, as well as to provide diverse opportunities for student development. Notable events include Weeks of Welcome (WoW), Faculty Friends, Springfest, Chillfest, Dinner and Dialogue, Sustainability Day, Vikefest, and many more. Additionally, there are many opportunities for students to participate in out of class learning experiences. Student Life is home to the Center for Student Involvement (CSI). CSI includes: Student Organizations, Fraternities & Sororities, Student Bar Association, , and Student Media. There was a substantial increase in the number of attendees at such events, from 10,625 in AY 2007-2008 to 12,202 in AY 2008-2009 (a 14% positive change) (2009 Student Life Assessment Report, p. 5). Participants who took the survey at the end of a social event called "Dinner and Dialogue" (sponsored by the Department of Student Life) rated their level of satisfaction as high (4.41/5.00 in AY 2008-2009) (2009 Student Life Assessment Report, p. 6). Similarly, students attending the 17th Annual Chili Challenge (in which over 20 student organizations were involved) rated their level of satisfaction as very high (4.7/5.0 in AY 2008-2009) (2009 Student Life Assessment Report, p. 7).

The following examples clearly support CSU's commitment to providing students with a plethora of curricular, co-curricular, and extra-curricular programs designed to promote their development throughout their college career in a variety of ways that meet individual student needs:

- **Student Organizations:** More than 150 student organizations are recognized by CSU. Organizations provide students with opportunities for co-curricular involvement, leadership development and social networking. Organizations invite students to participate in academic, professional, recreational, service and social activities hosted on campus for their benefit. Club categories include: academic, cultural, Greek Letter, governance, honorary, law, media, partisan political, professional, religious, service, special interest, and sport clubs. Organizations are open to all students and are supported in part by the general fee. Nine organizations responsible for representing campus-wide initiatives are supported by general fee funding and are coordinated by student officers who receive scholarships for their leadership roles.
- **Student Media:** Student publications provide students with excellent opportunities for experience in writing, creating and editing a literary magazine or newspaper. These

publications include *The Cauldron*, a weekly newspaper offering news, sports, culture, and opinions. Additionally, [The Vindicator](#), a monthly multicultural magazine, presents in-depth articles, news and opinions about our diverse campus and Cleveland community. [Whiskey Island Magazine](#), a literary publication, features poetry, prose, graphic arts, and photography. *The Gavel*, Cleveland-Marshall's award-winning newspaper, covers issues that affect law students. CSU is home to WCSB 89.3 FM, the student-run radio station. For over 30 years, WCSB has offered the Cleveland community a wide variety of alternative music programming. In addition to music, WCSB airs a variety of public affairs programs.

- **Dramatic Arts:** The Dramatic Arts Program is dedicated to producing educated citizens who have identified theatre as their primary academic and vocational focus, best demonstrated by the [CSU Summer Stages](#) productions.
- **Athletics:** CSU's athletic teams compete in the National Collegiate Athletic Association (NCAA) Division I. The University sponsors programs for 17 intercollegiate sports -- nine for women and eight for men. Student athletes learn some of life's most valuable lessons -- sacrifice, preparation, teamwork, competition and resiliency -- while representing Cleveland State in the classroom and the community. In the classroom, the cumulative GPA for Cleveland State's more than 250 student athletes is consistently near 3.0. University teams regularly rank among the nation's academic best, with many having been named Academic All-Americans. CSU's [Athletic Academic Advising Office](#) coordinates an extensive support system, including study halls and tutoring.
- Community service is a cornerstone of athletics student development program. Student athletes, led by the Student-Athlete Advisory Council, participate in a variety of volunteer activities ranging from tutoring to adopt-a-school programs. CSU's [Recreation Center](#) coordinates an intercollegiate intramural program on various sporting areas as a way to provide all students with physical development opportunities.
- **International Services and Programs:** The Center for International Services and Programs (CISP) creates a globally-oriented urban university experience where students gain international knowledge and experience. CISP prepares students to lead productive, responsible and satisfying lives in the region and global society. Each year, CSU students study abroad in more than 10 countries in more than 15 different programs and universities. For instance, in the AY 2007-2008, 137 students participated in study abroad experiences, representing a 7% increase over the previous year, or a 33% increase compared to the 2003-2004 academic year. It should also be noted that CSU is a member of an academic consortium with other public universities - the Ohio International Consortium (OIC) - which offers in-state tuition for Ohio residents on study abroad programs offered through partner institutions. CSU has exchange agreements with universities in Europe, Africa, Asia, and Latin America.
- **Center for Leadership & Service:** The Center for Student Leadership & Service supports student development of personal and career skills; broader awareness of social issues workable solutions to societal issues/problems; good citizenship; understanding and respect for other perspectives, and benefiting the community through service projects. The Student Leadership Academy, Leadership Roundtables, and the iLEAD conference explore various issues related to leadership and service. Local community and service programs and alternate break service trips are offered each semester to improve students' citizen leadership development. The Center also offers free leadership self-assessments, helps match students to community service opportunities, and works with students one on one to help them develop

personalized leadership development plans. In AY 2008-2009, the data collected based on the previous assessment plan reveal meeting all reported outcomes, such as completing “leadership statements,” “value statements,” “leadership self-assessments,” “leadership development plans,” or “leadership portfolios.” (2009 Center for Leadership and Service Assessment Report, p. 2). The most recent assessment report highlights the shift to a new, more integrated assessment plan for the whole Department of Student Life. For the time being, the assessment data rely on headcount and surveys. According to these data sources, in AY 2009-2010 1,067 students attended 51 various Leadership programs, 29 students sought Leadership Certification, and 141 students participated in Leadership Roundtables. The CSU Involvement Survey administered between May 5 and May 19, 2010 (N = 65) highlight the following skills along 45 indicators of learning: a) interpersonal skills (M = 3.88/5.00); b) conflict management (M = 3.81/5.00); c) self-management (M = 3.88/5.00); d) teamwork (M = 3.90/5.00); e) planning skills (M = 3.85/5.00); f) diversity (M = 4.06/5.00); and g) community (M = 4.09/5.00) (2010 Department of Student Life Assessment Report, pp. 2 -3).

Core Component: 3d. The organization’s learning resources support student learning and effective teaching.

Evidence that Core Component 3d. has been met.

CSU has a multitude of resources used to support student learning and effective teaching, ranging from physical space to financial and human capital. The former is managed by the [Office of Facilities Operations](#), whose mission revolves around operating and maintaining a “high-quality physical environment to enhance teaching, learning, and research.” An equally important role in creating and sustaining a “safe, comfortable, and attractive campus environment” is played by the [Office of the University Architect](#), whose notable involvement is evidenced by the [University Master Plan](#) mentioned in Chapters 1, 5, and 8. Its goals focus on “conserving existing assets and the environment,” while enhancing the “character of campus spaces” in ways that are development-driven and forward-looking.

As previously mentioned, technology has been integrated into all sectors of life on the CSU campus. There are several key components in the management and decision-making process that ensures the proper allocation of financial resources designed to maximize the implementation of new technologies, among which we note the Faculty Senate’s Technology Committee, the Technology Project, and various college-/unit-level technology-focused groups.

Under the current difficult financial circumstances, CSU has demonstrated resilience and resourcefulness by engaging campus constituencies in identifying appropriate and effective ways to promote teaching, learning, and research while making the best use of the existing resources. As an example of how CSU values people as an important resource in the complex process of effective teaching and learning, the [Cleveland-Marshall College of Law](#) features structures that support innovations designed to enhance student learning and teaching effectiveness include Faculty Teaching Retreats (as called for in our Strategic Plan) as well as internally-funded Summer Teaching Enhancement grants to support excellence and innovation in teaching. Our clinical and externship programs are partnerships with numerous community groups through which students, under the supervision of faculty, learn practical applications of their legal studies that enhance their learning.

July 1, 2010

In addition to the internally-funded, yearly-awarded Summer Teaching Enhancement grants for faculty members that support excellence and innovation in teaching, the Cleveland-Marshall College of Law provides for teaching assistants in individual faculty members' courses as well as for important programs at the college. All the professors in the Legal Writing, Research, and Advocacy Program use teaching assistants to help students with their writing assignments. In addition, our Academic Excellence Program uses teaching assistants in two first-year courses and we use teaching assistants to provide students with individualized feedback in our Ohio Bar Exam Strategies and Tactics class.

As far as budgeting priorities are concerned, although financial resources has been short, CSU has made remarkable efforts to support fully any relevant improvements in teaching and learning, as a core institutional value. In this light, the [College of Science](#) lists the following actions: a) travel support for faculty, available for all students (graduate and undergraduate); b) the House Bill Tech Fee Program. Additionally, the College of Science makes every effort to support departmental requests for funds by using discretionary funds to departments. As permitted by the College budget, departments are allocated discretionary funds that chairs can direct to instructional costs as needed. In terms of funds made available for renovation work, the College has supported the renovation of the Math Computer Lab and others as funds become available. Finally, supplies and materials are included in the permanent budget, and every effort is made to use these funds wisely.

Learning Resources

New technologies represent an increasingly important element in any of CSU's efforts to enhance learning environments for students. In this light, a special mention should be made to the various services provided by the [Michael Schwartz Library](#), which is open 326 days per year (with an average of 14.5 hours of operation per week day and 3,692 hours of Reference support), allowing patrons to access information in print, analog, micro, and digital formats. In this light, in 2009 the Library had 500,092 user visits, while its website had 26,078,788 "hits." Also in the same year, the collection holdings featured over 2 million items (1,821,703 print volumes, 22,378 music scores, 37,741 audiovisuals, and 9196 linear feet of archival material. Additionally, the Library collaboratively purchased or provided access to 42,829 e-books, 46,876 e-journal titles, 785 databases, 1297 websites, 2519 streaming videos, and thousands of jointly owned journal titles held at the Northeast Regional Depository (see [2009 Library Annual Report](#)). All this is an indication of how the Michael Schwartz Library enacts its mission to "bring people and information together" to support teaching, learning, and research at CSU, irrespective of where that may occur. Moreover, the strategic planning retreats rely upon staff members input and have found appropriate ways in which the Library can contribute to the positive campus culture driven by CSU's commitment to students' growth and development, as follows:

- support institutional efforts aimed at recruitment, orientation of freshmen and transfer students, as well as further development of Learning Communities, [Common Reading Experience](#), Project 60, etc.;
- renewal of the Library's physical space into an environment that thrives on the latest technology and is conducive to effective service to users
- establishment of the Special Collections unit and development of the [Cleveland Memory Project](#), representing over 32,000 images of local historical objects digitized in less than a decade;

- increase in the usability of all library resources by developing electronic collections, providing 24/7 virtual access, implementing Web 2.0 technologies, such as social bookmarking, permalinks, tags, and RSS feeds;
- enhance information literacy instruction and librarian outreach to colleges and departments during student orientation, library instruction sessions, and faculty office hours, in addition to college- and/or course-specific online instructional tools.

As evidence of Library service effectiveness and customer satisfaction, staff members and administration have reflected on national trends expected to “define the future of academic librarianship,” as put forth by the Association of College and Research Libraries Research Committee. For specific examples, see [National trends and their impact on CSU.htm](#). Additional proof of service effectiveness and customer satisfaction is provided by the most recent LibQUAL national library survey administered in 2007. According to this instrument, the library users gave mean scores for library services that have steadily improved and are similar to the average scores of other OhioLINK institutions in the following areas: a) print or electronic journal collections students require for work; b) electronic resources needed by students; c) making electronic resources accessible from home or office; d) library Web site enabling students to locate information on their own; e) library space that inspires study and learning; f) quiet space for individual activities; g) a getaway for study, learning, and research; and h) community space for group learning and study. For further information on the Library support operations both college-specific and campus-wide, see [Library Activities FY 2008 Report](#).

Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement

The following section identifies the **strengths** of the University regarding Student Learning and Effective Teaching, and areas that need institutional attention or “**challenges**.” Finally, **self-recommendations for progress toward continuous improvement** are listed. These strengths, challenges, and self recommendations are based on the evidence described in this chapter.

Strengths:

- Engaged in effective assessment data collection.
- Faculty, staff, and administrators understanding and use of assessment (both as process and products) have increased significantly.
- Systematic and systemic commitment to assessment by academic programs and student support service units alike.
- The centralized structure responsible for the management and coordination of assessment efforts across campus have proven to be effective in communicating and assisting with various endeavors at the program/department/unit levels.
- Several academic programs and co-curricular areas are actively involved in redesigning their assessment plans and procedures aimed at proving a solid commitment to the evidence-based practice of continuous improvement.
- Increased availability of high-quality professional opportunities to faculty.
- Using trend information to make informed change.
- Enhanced opportunities for student engagement in a variety of learning situations that connect knowledge, skills, and values to real-life contexts such as internship and practica.

July 1, 2010

- The availability of and support for instructional technology has considerably increased over the past decade.
- Assessment data provides actionable results for continuous improvement.
- Assessment efforts show CSU engaged with its internal and external constituents in various ways.

Challenges (Evidence that demonstrates Student Learning and Effective Teaching need institutional attention):

- Programs, departments, units, and colleges have to identify appropriate resources (both financial and human) to sustain their involvement in assessment-related efforts.
- Assessing the newly implemented General Education curriculum requires constant communication with faculty, students, and administrators as a way to demonstrate a commitment to the principle of faculty-driven curricula while documenting student learning to meet both internal and external continuous improvement requirements.
- Strike a balance between the teaching and learning of theory and the utilization of practical experiences such as internships.
- Academic programs and student support service units need to demonstrate creativity in identifying ways to reward student learning, effective teaching, and efficient service delivery.
- Increase faculty participation in Center for Teaching Excellence activities.
- Surveys indicate two areas for improvement for IS&T: the University website, and accessibility and number of computer labs.

Self-Recommendations for Progress toward Continuous Improvement:

- Sustain the micro-and macro-level assessment efforts in a coherent and cohesive manner that keeps all stakeholders informed of student learning findings.
- Align assessment processes in academic programs and student support service units in ways that evidence student growth and development in their studies.
- Continue to support academic programs in enhancing learning by providing CSU students with practical/clinical experiences as a way to balance theory and practice toward effective functioning in the 21st century workplace and society.
- Develop and enact plans to increase faculty participation in Center of Teaching Excellence activities.
- Investigate the alignment among the student learning outcomes in General Education, majors, and capstone experiences by involving faculty, administrators, and student support service staff members in mapping out the transfer of relevant knowledge, skills, and dispositions.
- Coordinate efforts with the Center for e-Learning to develop plans for the evaluation of student learning outcomes in online, blended, and hybrid formats as a way to use assessment data to improve curriculum and instruction on a continuous basis.
- IS&T is developing strategies to improve the University website and increase the quantity and ease of use of computer labs.

Chapter 7

Criterion 4: Acquisition, Discovery, and Application of Knowledge. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice and social responsibility in ways consistent with its mission.

As stated in its mission, Cleveland State University strives “to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge” and “to prepare our students to lead productive, responsible and satisfying lives in the region and global society.” This chapter demonstrates the University’s commitment and growing success in the acquisition, discovery and application of knowledge, a priority and goal of the University’s mission. This is accomplished through the incorporation of these knowledge components into the curriculum of all CSU’s academic programs and through the active pursuit of inquiry and creative activities by its faculty and students on the forefront of investigation and research, with the participation and support of the administration and staff. The statement in the mission about the preparation of students for a productive and responsible life contributing to both the region and the global society is realized through the CSU academic programs and research activities. These activities encompass a broad range of disciplines, and are characterized by excellence, diversity and engaged learning. They have acquisition, discovery and application of knowledge as its core activities and value, seeking to instill into CSU’s students a lifetime pursuit of learning.

Core Component: 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

Evidence that Core Component 4a. has been met.

An environment of life learning includes both teaching and research. Learning through teaching and research is the central mission and passion of CSU’s faculty, staff, administrators, and board. Both teaching and research actively engage students in the process of acquisition, discovery and application of knowledge. Teaching and research are not separate enterprises; teaching is updated by research, challenging the student to develop critical thinking, inquiry, interpretation, application and reporting skills. In this chapter, the acquisition, discovery and application of knowledge is documented in curriculum, research and scholarly activities, reflecting the interconnection of teaching and research activities at CSU.

As described in Chapter 6, CSU excels in its teaching activity, its impact and its accomplishments. Just as significant is CSU growing capability and accomplishments in research. CSU’s growth in research active faculty, garnering increased external funding, publication in leading scholarly journals and presentation at national and international meetings, establishment of vibrant centers of research and scholarship, all lead to students connecting with faculty in the discovery of new knowledge and its application to real-life problems.

CSU continues to increase its efforts and accomplishments in research. In 2007 (latest data) CSU ranked 246 out of 660+ institutions in research and development expenditures, as compiled by the National Science Foundation (NSF) (see NSF rankings for [Federally Financed R&D Expenditures](#)). Evidence

[indicates](#) that CSU ranks comparably with selected peer institutions. It ranks 8 out of 13 in public four year universities in the state of Ohio, according to the Ohio Board of Regents. Extramural support at CSU has been fairly steady to slightly decreasing over the past 5 years (fiscal years 2004 to 2008), averaging \$25 million in annual sponsored research program expenditures. However, this represents an increase of 25% compared to the previous years (comparing to fiscal years 2008 with 2003). CSU will continue to build and support the research infrastructure insuring that research and its resulting scholarship remains a vital and driving contributor to the fullest achievement of the University's academic mission. Evidence of this growth is provided in more detail at the [Self Study website](#).

Value of Life of Learning Seen in Strategic Planning

Process of Establishing Vision Unlimited and Response to the Ohio Strategic Plan for Higher Education: Faculty, Administration, Board, and Chancellor

As discussed in Chapter 4, the Board of Trustees called for the development of a strategic plan to ensure continuous improvement and channeling of the University efforts towards its mission. Details of the process by which the strategic planning document *Vision Unlimited* was written are given in Chapters 1 and 2. This document was ratified by the Faculty Senate and the Provost and is reviewed, updated and used to assess outcomes on an annual basis by the University Strategic Planning Committee, with annual approval. This strategic plan has input from all stakeholders and aligns individual departments, colleges, and other university units with the *Vision Unlimited* goals and strategies. Described in Chapter 5 are the Signature Themes of **Health** and **Sustainable Communities** and three Centers of Excellence (**Gene Regulation in Health and Disease**, **21st Century Health Professions**, and **Center for the Next Generation Economy**), proposed after an accelerated multi-step collaborative process involving faculty and administration (Chapters 4 and 5), which was consistent with *Vision Unlimited* (Goal 1, Academic Excellence; Strategy D, Facilitate Signature Programs) but driven by *the Ohio Strategic Plan for Higher Education* in March 2000. In it the [Chancellor's call for Mission Differentiation](#) dictated each of Ohio's 13 public universities to identify and propose Centers of Excellence:

The historic strengths and traditions of our individual universities will be drawn upon to create **distinctive missions** for each, leading to the establishment of nationally and internationally-recognized **Centers of Excellence** that will be drivers of both the regional and state economies and that will complement the comprehensive, quality education available at each institution. Each institution will delineate these Centers of Excellence, together with specific goals and measurements by which the goals can be evaluated.

The University's and its Academic Affairs Committee carefully reviewed and discussed these proposed Centers of Excellence and endorsed them as CSU's signature academic strengths, submitting them to the Chancellor. The Chancellor reviewed this proposal and designated one Center of Excellence for CSU, which incorporated the [Center for Gene Regulation in Health and Disease](#) into the health professions center to form the [Center for 21st Century Health Professions and Research](#).

***Vision Unlimited* Indicates Support for Life of Learning at CSU**

Relevant to learning characterized by acquisition, discovery, and application of knowledge is Goal 1 of *Vision Unlimited*, Academic Excellence. The most pertinent strategies (capital letters) and tactics (numbers) in this strategic plan applicable to inquiry include:

- A) Improve Undergraduate Education

- 1) Tactic 1: Offer an exciting and distinctive General Education Curriculum that is Integral to Critical Thinking;
 - 2) Tactic 4: Embed undergraduate research and engaged learning in the curriculum;
 - 3) Tactic 5: Investigate the development of an experiential learning requirement for all undergraduate students;
 - 4) Tactic 9: Adopt and develop emerging technologies that enhance student learning experience
 - 5) Tactic 10: Expand and support a comprehensive Honors Program
- B) Enhance Graduate Education and Research
- 1) Tactic 1: Increase support for existing and new doctoral programs
 - 2) Tactic 3: Provide adequate support for graduate programs
 - 3) Tactic 4: Develop research centers
 - 4) Tactic 5: Reward faculty for external funding
 - 5) Tactic 7: Fund students
- C) Develop State of The-Art Teaching and Research Facilities
- D) Facilitate Signature Programs
- E) Explore New Initiatives

Vision Unlimited underscores the priorities of the faculty, administration and the board in establishing an environment conducive to a life of learning at CSU, as presented in this chapter.

Support for Undergraduate Student Life of Learning and Undergraduate Programs

Undergraduate Research/Creative Activity

Besides the research experience that students can obtain through research and independent electives (required in some programs) (see Core Component 4b), undergraduate research is supported through several university programs as given below.

Undergraduate Engaged Learning Research/Creative Achievement Awards: Summer Experience

The [Provost's Office](#) has financially supported [Undergraduate Research](#) entailing a summer research/creative activity experience for undergraduate students in 2008 and 2009 across all disciplines, working with CSU faculty. For the two years combined, a total amount of \$585,039 funded 72 projects, supported 142 students, from 15 departments (per year). The experience culminated in the poster presentation of the projects by the students in the fall semester. Examples of projects worked on by the students are

- Geo-Narrating Cleveland using Google Earth
- Touch-Based Pervasive Computing Exploration
- Assessing the Bioavailability of Particulate Phosphorus in the Cuyahoga River
- The Health and Well-being of Elderly Immigrants in Cleveland
- Pregnancy Management Practices, Childbirth Experiences, and Infant Health Outcomes Among a Multiethnic Sample of Urban Mothers in Cleveland, Ohio
- Use of Steel Slag as an Aggregate in Concrete Pavement
- Effects of Increased Cholesterol Levels on the Molecular Activity of Membrane-bound Proteins

Student Achievement and Research Program (STARS)

July 1, 2010

The STARS program is sponsored by the Ohio Board of Regents to increase the pool of underrepresented students entering Ohio's graduate schools. The program is designed to prepare undergraduate students for graduate school and ultimately a career in academics. Students are required to work on a research project. Research assistantships are awarded on a competitive basis. There have been 103 CSU students participating in the program with a 91% graduation rate. Required activities include:

- Graduate Readiness Seminar
 - Personal Statement
 - Graduate School Admissions/Financial Aid Process
- GRE preparation
- Faculty-assisted research projects
- Academic/Professional conferences
- Conference presentation skills
- Research presentation forums

The program is supported by a program manager and reports to the Vice President of Institutional Diversity.

McNair Scholars Program

CSU McNair Scholars Program in the Division of Institutional Diversity prepares talented and eligible undergraduates for doctoral studies through involvement in research, seminars, advising, preparation for the Graduate Record Examination, and other intensive scholarly activities. Students who participate in the program come from disadvantaged backgrounds, show strong academic potential in STEM (Science, Technology, Engineering or Mathematics) disciplines, and are committed to pursuing the Ph.D. degree. This program is sponsored by the U.S. Department of Education and CSU. Currently there are 24 students enrolled in the program. Program is supported by a full-time director and a support staff. Each student works with a different faculty research mentor, and most have an additional non-discipline faculty member guiding them through the program.

Honors Program

The University Honors Program awards four-year scholarships to talented incoming students and two-year scholarships for high achieving junior year students. Each is a full scholarship covering the entire tuition, academic fees and books expenses. Honors students are required to take specially tailored intensive, interdisciplinary general education courses, experiential classes (includes service learning, leading a model UN for high school students, reading club, STEM tutoring, honors newsletter, urban issues forum, sports and yoga), and honors major courses. There are currently 45 different degrees that have an honors curriculum specially designed for its honors majors (58 total honors programs, as some of the majors have tracks with different honors requirements within a particular major). Within the major's honors curriculum (upper division honors component) 52 of the honors programs require a research/independent study/ or major project, while the others require some other experience, such as a research methods course, presentation, portfolio, or co-op experience. All the honors programs in the Nance College of Business Administration and Fenn College of Engineering require an honors thesis, while the Maxine Goodman College of Urban Affairs has an honors thesis option. Biology and Art majors also have a thesis requirement for their honor students. There are a total of 24 different honors thesis courses in the University. Currently there are 195 honors students studying in the University Honors Programs. The University program is supported a full-time director reporting to the Vice Provost of Undergraduate Affairs.

Many of the degree programs participating in the University Honors Program also offer a department honors program that has the same upper division honors requirement as the university program. These department honors programs are for their high-performing majors that are not in the university program. Information regarding successes of the program is described in Chapter 5. Assessment of the program can be found in Chapter 6.

Other Scholarship Opportunities for High Achieving Undergraduate Students

High achieving entering freshmen (3.0 GPA and minimum ACT 23 composite) are eligible for CSU Scholars' awards of \$3000 per semester. In Fall Semester 2009, President Berkman initiated the Presidential Opportunity Grant to more assist more than 400 students whose Ohio College Opportunity Grant had been cut by more than \$1000 by the State because of financial shortfalls. High achieving transfer students (transferring 30-89 credit hours with at least 30 of the credit hours from a community college) who enroll in CSU full time are eligible for \$1,500 per year for two years. In late 2009, the President announced \$3000 scholarships for freshmen with 3.0 grade point averages and a 23 on the ACT or a combined 1060 SAT score.

Support for Undergraduate Students Presenting Research at National Conferences

Different colleges and departments provide travel support for undergraduate students to present research findings at national conferences. For example, Nida Degeys, a student in the Biological, Geological, and Environmental Sciences program, wrote an abstract about her experience in BIO 200 which has won in the category of Medical Education. As a result, Nida was invited to give an oral presentation of this work at the annual convention of the American Medical Student Association / Foundation (AMSA).

Need another example...

Support of Student Learning through Learning Communities

The University, through the Provost's Office and two Title III grants from the U.S. Department of Education, funds the [Learning Communities](#) program for first-year students. The program provides support for students making the transition to university life through smaller classes, mentoring, and co-curricular activities. Enacted in 2007, the program offers students the chance to make positive, supportive relationships with other students, faculty, and staff by the use of a clustering model, based on a theme.

Awards and Public Acknowledgement of Student Scholarly Achievement

Recognition of undergraduate student accomplishments include:

- An annual Scholarship Luncheon, for student recipients. This year's event recognized approximately 250 students and donors.
- An annual athletic-academic luncheon for high achieving student athletes. This year, a record 145 student-athletes were honored for having a cumulative GPA of 3.00 or higher. In addition, 33 of these student-athletes received the Provost's Award for having a 3.00 GPA in every semester since enrolling at CSU.
- An annual Student Award Ceremony at which hundreds of noteworthy students are recognized for outstanding scholarship, service to the University and community, and significant leadership.
- University Valedictorian is chosen for the top graduating senior for Fall and Spring graduation ceremonies with a GPA of at 3.80 or greater, based on academic and extra-curricular activities accomplishments.

July 1, 2010

- The College of Science awards a College Valedictorian and five Outstanding Senior Awards to its top students with a GPA of at 3.80 or greater, based on academic and extra-curricular activities accomplishments.
- Other colleges and departments give awards to their top students

Support for Graduate Student Life of Learning and Graduate Programs

Research, both basic and applied, is central to CSU's mission for it is widely accepted as an integral part of graduate and professional education. Faculty at CSU continue to build a solid reputation for quality research by attracting highly qualified graduate students and by garnering significant new external research funding. The University maintains that research and teaching are not only symbiotic but also the focus of quality graduate education.

Creation of a Separate Office of Research and a Vice President of Research Position

CSU, in support of its commitment to discovery and inquiry and to raising its research profile, established a new office in 2008: [The Office of Research](#). Research and its associated activities had been housed within a multifunctional office lead by the Dean of Graduate Studies, who was also Vice Provost for Research. In recognition of the importance of research to the academy, to the future of CSU and to Northeast Ohio, a research office was created with the leadership position upgraded to that of Vice President for Research, who is also a University Officer. The Office of Research assists the CSU academic and administrative communities to meet the University's research and creative activities goals, while also working to foster relationships with federal, state, foundation, and corporate sponsors. Under the Vice President of Research is a staff of five, including a grants manager, a pre-award manager, a compliance analyst, an administrative coordinator, and an animal care facility coordinator. There are plans to increase the staff to in order to bolster research productivity.

In 2010, the University recast its mission, vision, and strategic plan for research in tandem with this change in organizational structure, as given below:

Mission: Promote, build and grow the University's research and public engagement capacities by: fostering a culture of research, inquiry and public service within the CSU community; aligning the University with local, state and national research and development priorities; providing the requisite leadership, vision, assets and partnerships necessary for success in the rapidly changing research marketplace of ideas.

Vision: Raise the research profile of Cleveland State University and establish the University as a recognized contributor to local, regional, national and global research priorities by remaining dedicated to the core value that faculty, students and staff, either individually or in organized research settings, are central to the attainment of increasingly higher levels of research activity, inquiry, discovery and distinction.

Strategic Plan: The CSU Strategic Plan primary benchmark is focused on developing competitive, diverse and predictable streams of research funding from local, state, and national sponsors which requires: (a) establishing an integrated system of research capacity; (b) encouraging multi-disciplinary partnerships and collaborations both inter-and intra university; (c) enabling faculty to successfully navigate the sponsored funding arena; (d) making strategic, research-focused investments in current and new faculty, in existing and new infrastructure and

July 1, 2010

in new and continuing research enterprises; and, by (e) identifying core areas of academic, research, and community engagement excellence and building these capacities into multi-disciplinary centers and institutes capable of competing on the local, regional and national stage for new and existing research funding and programs.

Graduate College Oversight of Graduate Programs and Graduate Faculty

Cleveland State University has had a commitment to graduate education since the Board of Trustees authorized the establishment of a College of Graduate Studies in October 1969.

Since then, more than 43,000 students have earned graduate degrees at CSU. Of note is the fact that CSU is a leader in enrolling and graduating minority graduate students in Ohio and is a top producer of African American master's graduates. Nearly two-thirds of CSU's total living graduate alumni (N= 40,520) reside in the Cleveland-Akron-Elyria Combined Statistical Area.

The College is administered by a full-time Dean and a half-time Associate Dean, both reporting to the Vice President of Research and Graduate Studies. The Bylaws of the Faculty of the Graduate College empower the Dean to serve as the Chairperson of the Graduate Council and the Graduate Faculty. The Graduate Council is one of two University-wide representative bodies, and its members are drawn from all eight CSU colleges: Business, Education and Health and Human Sciences, Science, Engineering, Liberal Studies and Social Sciences, Urban Affairs, Law, and Graduate Studies.

In fall semester 2009, nearly 5,100 graduate students were enrolled, comprising approximately one-third of the University's student body. Out of 5614 graduate students, 61% were enrolled part-time at the master's level. Slightly more than 50% of CSU degrees are awarded to graduate students.

The University has 42 master's degree programs, 8 doctoral programs, two law degrees, 5 dual-degree programs, 21 graduate certificate programs, and 3 specialist programs. Doctoral programs in biology, chemistry, and engineering are delivered in partnership with the Cleveland Clinic. CSU has the largest graduate and professional school in Northeast Ohio. (For listing of graduate programs offered, please see the [Graduate College website](#).)

The development of these graduate programs allows CSU to keep pace with Northeast Ohio's economic and cultural needs and the workforce needs of the State of Ohio while preparing future scientists, engineers, performers, and leaders of society. CSU also partners with leading institutions in Northeast Ohio, such as at the [NASA-Glenn Research Center](#) and the world-famous [Cleveland Clinic](#), to provide our graduate students with special educational and research opportunities.

The College of Graduate Studies enhances the University's institutional mission to preserve existing knowledge, advance new knowledge, and profess both. This mission is accomplished through the teaching, research, and service of the College's Graduate Faculty.

With over 500 members of the Graduate Faculty at CSU, students are well served by national and international scholars across all fields and disciplines. The Bylaws of the College of Graduate Studies at Cleveland State University provide for the review and appointment of Graduate Faculty according to [discipline standards](#) established by each of the eight academic colleges.

The term of a regular appointment to the University Graduate Faculty is five years. The Graduate Faculty Review Committee, which is a committee of the University Graduate Council, reviews

July 1, 2010

applications and makes recommendations regarding Graduate Faculty appointments. The Graduate Faculty Review Committee annually reviews between 100-120 graduate faculty applications.

Graduate Student Support

Graduate Assistantships

High achieving graduate students are supported through [graduate assistantships](#). Both full-time and half-time Graduate Assistants must register for a minimum of 9 or 12 credit hours at, or above, the 500-level during the contract period for the semesters specified. The University allocates \$8.3 million (FY 2009) to fund graduate assistantships across six colleges and all disciplines.

CSU provides three types of graduate assistantships: teaching, research, and administrative. Each type provides graduate students with opportunities to develop professionally through an apprenticeship while providing service to the University. Graduate assistants receive tuition assistance as well as a stipend. Approximately, 70 graduate assistantships involve research or laboratory duties at the Cleveland Clinic under the auspices of graduate programs in applied biomedical engineering, chemistry, biology, and molecular medicine. In addition, CSU offers tuition grants. Recipients of those grants are required to commit a certain number of hours of service but they do not receive stipends.

All new graduate assistants and tuition grant students are required to attend a Graduate Student Orientation Program of the College of Graduate Studies. Information is available at the [Graduate College website](#). Graduate assistantships are only awarded to graduate students who are in good academic standing in their programs (cumulative GPA of 3.0 with the exception the Cleveland-Marshall College of Law where the minimum cumulative GPA is 2.5—and must be enrolled full-time).

Graduate assistantship allocations are an \$8.3 million line item in the CSU budget. This funding comes out of CSU operational funds, not state funding. Funding for GA allocations comes from the same sources of revenue that underwrites faculty and staff salaries, utilities, etc.

The College of Graduate Studies distributes these funds to the academic colleges, based on a formula developed jointly by the Deans and the Provost. Specifically, the formula includes the following five criteria:

- Graduate student credit hour production, 3-year average (200 points)
- Undergraduate student credit hour production, 3-year average (50 points)
- External funded research expenditures, 3 year average (100 points)
- External GA grant support, 3-year average (100)
- The difference between the percent of graduate assistant funds received in the previous year and the percent of total student credit hours the unit produced (250 points). This difference is computed as a percentage change in comparison to the average for the institution.

In fall semester 2009, CSU offered 648 awards. Of these assistantships, 93 or 14.4% were grant funded. Forty-three percent of the graduate assistantships were awarded to international students. **Do these include tuition grants?**

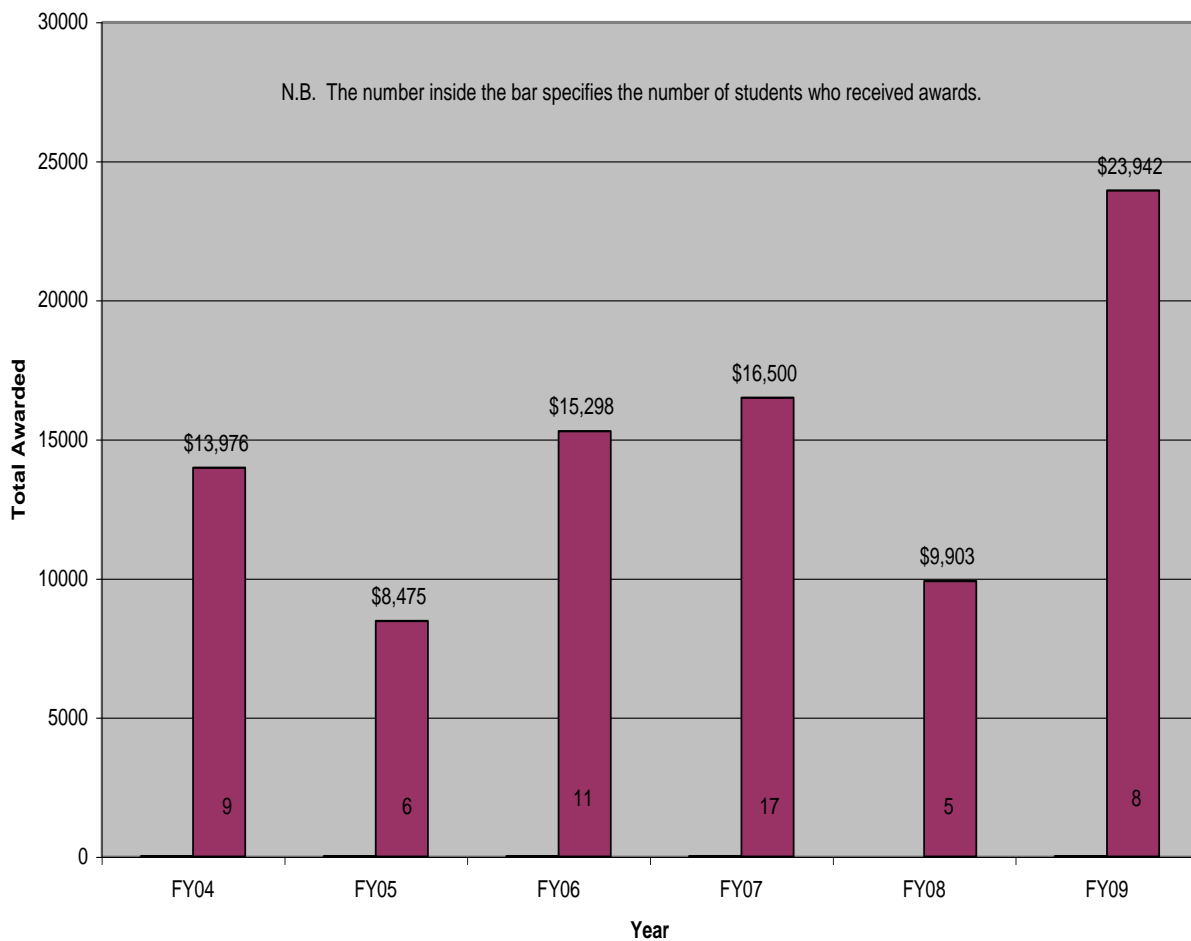
Dissertation Research Expense Awards

The College of Graduate Studies dedicates a portion of funding to support specific doctoral student dissertation research expenses. In 2009, the College increased the support from a maximum of \$2,000 per student to \$3,000 per student. Awards were made competitively by the Dean of the College of Graduate Studies and the Vice President of Research.

Figure 7.1 shows the distribution of dissertation research expense awards between FY 2004 and FY 2009.

Figure 7.1

Dissertation Research Expense Awards



Regents Graduate/Professional Fellowship Program

This program recognizes the outstanding academic achievement of some of Ohio’s most talented Baccalaureate graduates and encourages the pursuit of graduate/professional study at Ohio colleges and universities. Central to this program is the proposition that talented students who complete graduate study in Ohio are more likely to remain in the state and contribute to the state’s economic viability than those who leave Ohio to pursue graduate/professional opportunities. From 2000 to 2009, Cleveland

July 1, 2010

State University nominated **30 applicants** for the Regents Fellowship and **29 students** received fellowships. The last amount of the Regents Fellowship award was \$7,000 per academic year for full-time study. The Regents Fellowship was suspended in AY2010 due to lack of funds.

Support for Graduate Students Presenting Research at National Conferences

Different colleges and departments provide travel support for undergraduate students to present research findings at national conferences.

Support For and Evidence of Faculty Life of Learning

CSU faculty are the core driver for creating a life of learning at the University. Given below are the various ways faculty members are supported in their teaching and research endeavors, which foster a life of learning for faculty members and their students. Also documented are policies and evidence that faculty members are actively engaged in a life of learning. Please refer to the “Agreement between Cleveland State University and American Association of University Professors (AAUP) CSU Chapter, Effective August 16, 2006 through August 15, 2009, for some of the points given below ([AAUP Agreement](#)).

Policy of Academic Freedom for Faculty

The AAUP Agreement assures academic freedom as specified in [Article 10](#) (given below):

10.1 Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

10.2 Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

10.3 College and university faculty are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

Tenure and Promotion Process Considers Research and Scholarly Activity

Promotion and awarding of tenure are subject to the terms of AAUP agreement. A key component of a faculty’s accomplishments considered for promotion and/or tenure is scholarship or intellectual leadership. In addition, competence (for promotion to associate professor) or excellence in teaching (for promotion to professor) is required. These teaching and scholarly characteristics of CSU’s faculty promote the acquisition, discovery, and application of knowledge qualities of the institution.

Faculty Professional Leaves

The University supports professional leaves for full-time faculty of one semester, with full pay, up to one year, with half pay to support further education, research, or other program of professional improvement that can contribute directly to the improvement and the development of the faculty member and the University, subject to terms of the AAUP agreement. The professional leave is contingent upon staffing, resources and scheduling requirements and can be granted every six years to a particular faculty member. This benefit greatly supports the faculty member in staying current in his field and allows the faculty member to give focused effort in research, scholarly activity, or professional development.

Faculty Development Funds

Life-long learning of faculty is supported in a variety of ways. Subject to the terms of the University's contract agreement with the American Association of University Professors (AAUP), CSU Chapter, the University funds \$1,000 per year per faculty member for faculty development activities for each year of the negotiated contract term. The faculty development plans may include, but are not limited to: (a) teaching, (b) scholarship/creative activities; and (c) service.

Support of Center for Teaching Excellence and Center for eLearning

The [Center for Teaching Excellence](#) assists faculty members in learning about new instructional practices, emerging forms of classroom technology, and becoming better instructors. It is funded with general University operating funds of \$200,000. Faculty development in instructional practices is also supported through the [Center for eLearning](#). As noted in Chapter 7, the University sees increasing faculty participation in the Center's activities as one of its priorities.

Support for Faculty Research through Internal Grant, Matching, and Indirect Funds

CSU 2010 Scholarship Initiative Program (CSUSI)

The division of Sponsored Research and Graduate Studies sponsors the Cleveland State University Scholarship Initiative (CSUSI). The CSUSI facilitates faculty scholarship and research. Full-time members of the graduate faculty who have regular tenure-track appointments are eligible to apply for research funding up to \$5,000. **How many have received funding?**

CSU 2010 Faculty Research and Development Program (FRD)

The University Research Council in partnership with the Office of Sponsored Programs & Research (OSPR) sponsors the Faculty Research and Development (FRD) Program with funding made available through the State of Ohio's Research Incentive Program. The Ohio Research Incentive Program has three primary use provisions: (1) enhance the quality of research and scholarship at Ohio's universities; (2) increase the level of federal and private research funding received by Ohio universities; and, (3) encourage research efforts that support Ohio's economic growth and development. Full-time faculty who have tenure or who are in tenure-track appointments are eligible to apply for FRD funding up to \$20,000. In 2009, 14 faculty received awards totaling \$169,045. In 2010, the numbers increased to 15 faculty receiving awards for a combined \$238,600.

The University, colleges and departments routinely provide matching funds for grant submissions supporting research activities. Also faculty are supported by indirect funds once a grant is awarded.

July 1, 2010

Indirect funds totaled \$1.6 million for fiscal year 2008. Indirect funds are distributed as follows: 5% to project director, 15% to project director's department, 10% to dean's office, and 20% to the Vice President of Research.

New faculty are usually given startup funding and reduced teaching loads at the beginning of their academic appointment to help them set up their research programs. For more information on Faculty Start-up funds, please see the [Self Study website](#).

Support for Faculty Travel to National and International Conferences

The College of Graduate Studies sponsored a competitive travel program of \$1,000 that graduate faculty members could use for presentation of refereed or juried scholarship. The funding came from the indirects generated by externally funded research that totaled \$60,000 in FY 08. Approximately 10% of the graduate faculty participated in this travel program each year, until it was suspended in 2008 by the Vice President of Research due to the faculty development funding of \$1000 per year negotiated with the AAUP and in the current contract. Faculty travel has also been supported by college and departments until a moratorium on travel was mandated for budget reasons at the end of fiscal year 2009, except for accreditation reasons.

Awards and Public Acknowledgement of Faculty Achievement

The Faculty Merit Awards program recognizes meritorious achievement by faculty in the areas of teaching, research, creative achievement, or contributions to the profession. Twenty-five awards of \$2,000 and fifty awards of \$1,000 are granted annually. These awards become part of the faculty member's base salary at the beginning of the next faculty contract, in addition to any other salary increase. For more information, see [Section 18.5](#) in the AAUP-CSU contract.

CSU publicly acknowledges and announces achievements of its faculty, as well as its staff and students to the local, regional and national media and through the University magazine *Perspective*, the President's newsletter *Engage CSU*, College and department newsletters, a monthly alumni newsletter *Alumni and Friends*, an annual report, a monthly student newsletter *Engage*, student publications (see below) (the *Cauldron*, the *Cleveland Stater*, the *Vindicator*, the *Gavel*, and *Whiskey Island Magazine*), student radio station WCSB, University advertising, University recruitment and image-building communications.

Distinguished Faculty awards are given at the CSU's annual Convocation Ceremony for outstanding teaching, research, and service. An annual Scholars and Artist Event sponsored by the [Friends of the Library](#) highlights the scholarship and creative accomplishment of the faculty and produces an [annual bibliography](#). . This event has been taking place for over 20 years. Colleges also award its faculty. For example, the College of Science gives an annual Outstanding Teaching and Outstanding Research Award.

Examples of Faculty Research: Table 7.1 is a sample list of grant recipients in 2009, as an example of the of research projects in these areas taking place at CSU (for a complete list, visit the [Self Study website](#)).

Table 7.1
Selected Research Grant Award Recipients in 2009
(for a complete list, visit the [Self Study website](#))

- Dr. Barsanjit Mazumder - NIH for supplemental funding for the project entitled "Translational Silencing in Monocytes Role of L13a" in the amount of \$265,285 out of a total award of \$1,337,671.
- Drs. Alan Riga and John F. Turner - Ohio Department of Development through the Cleveland Clinic Foundation for the project entitled "Rapid Rehabilitation and Return to Function for Amputee Soldiers" in the amount of \$324,002.
- Dr. Zhiqiang Gao - NASA for supplemental funding for the project entitled "Study of the Application of Modern Theories of Interface, Control, and Ergonomics to Space Exploration Activities" in the amount of \$38,412 out of a total anticipated award of \$345,828. Total dollar amount received to date is \$259,934.
- Dr. Bibo Li - National Institute of Health for the project entitled "Characterization of Trypanosome Telomere Complex" in the amount of \$274,358 bringing the total dollars received thus far to \$876,373. The total anticipated award for this project is \$1,180,530.
- Dr. John Schupp - Ohio Board of Regents for the project entitled "Supportive Education for Returning Veterans" in the amount of \$95,250.
- Dr. Crystal Weyman - Ohio Research Scholars Program the project entitled "Ohio Research Scholars Center of Research Excellence in Molecular Cardiovascular Innovation" in the amount of \$900,000.
- Dr. Girish Shukla - National Science Foundation for the project entitled "2008 RustBelt RNA Meeting being held October 17-18 in Mt. Sterling, Ohio" in the amount of \$7,205.
- Dr. Fasong Yuan - National Science Foundation for the project entitled "Late Holocene Climate Variability From Eolian Lake Sediments in Relict San Luis Lakes" in the amount of \$253,233.
- Dr. Maria Angelova - US Department of Education for the project entitled "Project Reach (Year 3)" in the amount of \$284,440 bringing the total award to date to \$716,487. The total anticipated award is \$1,312,070.
- Dr. Zoe Tyler - Cuyahoga County Commissioners for the project entitled "Cuyahoga County Career Executive Service II" in the amount of \$199,644 bringing the total award to date to \$598,966. The total anticipated award is \$598,966.
- Dr. Jerzy Sawicki - NASA for the project entitled "Nondestructive Evaluation and Structural Health Monitoring of Advanced Composite Materials" in the amount of \$108,000 out of a total award of \$370,611.
- Dr. Vijay Konagi - NASA for the project entitled "Simulation and Performance Analysis for CNS: Phase II" in the amount of \$138,617 bringing the total award to date to \$188,617. The total anticipated award is \$188,617.
- Drs. Nigamanth Sridhar, Wenbing Zhao, Yongjian Fu and Chansu Yu - National Science Foundation for funding of ZHAOW06 for the project entitled "Supplement Support for MRI: Acquisition of Equipment to Establish a Secure and Dependable Computing Infrastructure for Research and Education at CSU" in the amount of \$16,000 bringing the total award to date to \$360,545. The total anticipated award is \$166,000.
- Dr. Nolan Holland - National Science Foundation for the project entitled "Materials World Network: Synthesis and Characterization of Functional Molecular Building Blocks for Responsive Materials" in the amount of \$450,000.

Research Centers

As mentioned previous and described CSU has identified two Signature Themes of **Health and Sustainable Communities** and three Centers of Excellence (**Gene Regulation in Health and Disease**, **21st Century Health Professions**, and **Center for the Next Generation Economy**) based on program strength and strong regional collaborations. For example, there are multiple health-related academic professional programs that are unique to the region, with substantial prominence beyond the region (see **Self Study website**). CSU has many programmatic and research collaborations with the world renowned Cleveland Clinic (see Appendix 5.1). For these reasons the Ohio Board of Regents has identified the **Center for 21st Century Health Professions and Research** as the CSU Center of Excellence.

CSU established the Center for Gene Regulation in Health Disease in 2008. It has initiated an external search for a director to lead the center, with hopes of filling the position in fall semester 2010. The other two centers are in the process of being formed.

Summary descriptions of CSU's Signature Themes and Centers of Excellence are found in Chapter 5. Table 7.2 is a list of 34 research centers and institutes across a broad range of disciplines, supporting the acquisition, discovery, and application of knowledge.

Table 7.2

Cleveland State University Research Centers and Institutes

Name	Established	Website
Bioethics Center	2002	http://www.csuohio.edu/class/bioethics/
Center for Advanced Control Technologies (CACT)	1995	http://cact.csuohio.edu/
Center for Arts and Innovation	2005	http://www.csuohio.edu/class/cai/
Center for Community Planning and Development	2009	http://www.urban.csuohio.edu/urban_center/
Center for Economic Development	1986	http://www.urban.csuohio.edu/urban_center/
Center for Gene Regulation in Health and Disease	2008	http://www.csuohio.edu/sciences/grhd.html
Center for Healing Across Cultures	N/A	http://www.csuohio.edu/sciences/dept/chac/
Center for Leadership Development	1993	http://www.urban.csuohio.edu/professional_development/
Center for Modeling Integrated Metabolic Systems	2002	http://www.csuohio.edu/engineering/mims/
Center for Nonprofit Policy and Practice	1970	http://www.urban.csuohio.edu/urban_center/
Center for Poverty Studies	2000	http://www.csuohio.edu/class/cps/
Center for Public Management	1982	http://www.urban.csuohio.edu/urban_center/

July 1, 2010

Center for Real Estate Brokerage and Markets	1992	http://www.csuohio.edu/business/realestate/
Center for Research in Electronics and Aerospace Technology (CREATE)	2003	http://www.csuohio.edu/engineering/create/
Center for Rotating Machinery Dynamics and Control	2006	http://academic.csuohio.edu/romadyc/
Communication Research Center	1976	http://www.csuohio.edu/class/com/CRCHome.html
Criminology Research Center	2008	http://www.csuohio.edu/class/criminologyresearch/
Fenn Research and Development Institute (FRDI)	2009	http://www.csuohio.edu/engineering/frdi/home.html
Global Business Center	N/A	http://www.csuohio.edu/business/global/
Great Lakes Environmental Finance Center	1995	http://www.urban.csuohio.edu/urban_center/
K'inai Winik Cultural Center	2003	http://www.csuohio.edu/kinalwinik/
Northern Ohio Data and Information Service (NODIS)	1982	http://www.urban.csuohio.edu/professional_development/
Poetry Center	1962	http://www.csuohio.edu/poetrycenter/
The Ohio Center for the Advancement of Women in Public Service	2001	http://www.urban.csuohio.edu/professional_development/
The Urban Center	1979	http://www.urban.csuohio.edu/urban_center/
Unger International Center for Local Government Leadership	2001	http://www.urban.csuohio.edu/professional_development/
University Transportation Center	2004	http://www.csuohio.edu/engineering/utc/
Wright Center for Sensor System Engineering (WCSSE)	2007	http://www.csuohio.edu/research/wcsse/

Other Support for Staff, Faculty and Administrators for Life of Learning

Tuition Remission Program and Continuing Education

CSU funds the employee tuition remission program of up to 8 credit hours per semester of 100% undergraduate and graduate tuition for full and part-time employees.

July 1, 2010

Employees may also use tuition remission benefits for non-credit courses offered through the University's Continuing Education program based on the current undergraduate tuition rate. Part-time employees are subject to certain restrictions. The University also extends the tuition remission benefit to dependents of CSU staff and faculty, subject to certain restrictions involving employment tenure and type of course. The Division of Continuing Education offers faculty, staff, students, businesses, and other public and private institutions the opportunity to receive non-credit instruction and professional development training in the following areas:

- Arts & Languages
- Business & Management
- Computer Software & Information Technology
- Emergency Preparedness & Hazardous Material Management
- Engineering & Construction
- English as a Second Language (ESL)
- Landscape Design and Horticulture
- Nursing & Health Services
- Test Preparation (GMAT, GRE, LSAT)

Professional Development Opportunities for Administrators, Faculty, and Staff

Technical Training

As described in Chapter 6, CSU offers a wide variety of professional development services for its administrators, faculty, and staff to stay up-to-date on the latest technology and technical skills to enhance their job effectiveness. Below is a list of these services:

- Integrated Media Systems & Services (IMSS)
- The Center for Teaching Excellence
- The Center for eLearning
- Information Services and Technology (IS&T)

Human Resources: Training and Organizational Development

[Training and Organizational Development](#) (TOD) offers timely and relevant learning opportunities in the form of classroom instruction, customized training, change management and other interventions to individuals, groups and departments. TOD provides employees with the tools and supports necessary to enhance performance and further professional growth. Programs include new employee orientation, customer service training, leadership development, supervisory skills, communication styles, change management, performance management, career development and much more. TOD Custom Services include Preparation and delivery of training classes on a variety of topics including:

- Customized interventions designed and delivered specifically for a department, team, or individual
- Needs analysis to identify performance issues and corrective measures
- One-on-one coaching

The Writing Center: The Writing Center is available to all members of the University community, from first-year students to full professors. In addition to tutoring services, the Center maintains a library of reference books, handbooks and other resources helpful to writers.

Core Component: 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

Evidence that Core Component 4b. has been met.

Breadth of Knowledge and Skills

CSU has over 200 programs of study spanning a wide range of disciplines in its combined graduate and undergraduate degree programs. In undergraduate studies General Education courses are required so that the student is broad based education not only in content but in skills.

The University's commitment to integrating general education into its undergraduate programs was demonstrated when the general education curriculum was revised in 2006 following campus-wide discussions that lasted more than a year and included a diverse mix of members of the university community as well as external constituents. The process and details are found on the [Undergraduate Curriculum website](#).

The revised General Education model benefits students by promoting "attitudes and skills requisite for a life of learning in a diverse society." The new model integrates six skill areas across all courses in the curriculum. Following the guidelines of The American Association of Colleges and Universities (AAC&U), CSU's new General Education program help students to become informed learners. This requires that, through both general education and study in major programs, students should acquire intellectual and practical skills, most importantly the ability to (the six skill areas):

- write effectively
- use quantitative analysis to describe and solve problems
- think critically
- interpret, evaluate, and use information from a variety of sources
- work well in groups, including those of diverse composition
- communicate orally effectively

Students also have the opportunity to learn about:

- the human imagination, expression, and the products of many cultures
- the interrelations within and among global and cross-cultural communities
- the means of modeling the natural, social, and technical worlds

The revised General Education Requirement at Cleveland State University is designed to ensure that, in their first two years of college, students acquire skills and knowledge essential to their becoming informed learners and succeeding in their major program of study. The new requirement is also designed to ensure that this process continues in their major programs, so that general education and education in the major are complementary, not conflicting processes. Table 7.3 gives the breadth of the General Education subject areas that each undergraduate student educational experience entails.

Table 7.3

Discipline and Other Requirements for CSU's General Education Program

Area	Course/credit Requirement	Min Credits	Further Requirements
Basic Foundation			
Intro to Univ. Life	1 course	1	Must be completed in first year.
Writing/composition	2 courses	6	Must be completed in the first year or prior to completion of the first 30 hours of coursework.
Mathematics/QL	2 courses	6	First course must be completed in the first year or prior to completion of the first 30 hours of coursework.
Breadth of Knowledge Requirements			
Natural Sciences	2 courses plus 1 hour of lab	7	Each course must be a minimum of 3 hours.
Social Sciences	2 courses (from 2 different departments)	6	<p>Each course must be a minimum of 3 hours.</p> <p>A. One introductory-level social science course.</p> <p>B. One introductory-level social science course focused on a society other than the US.*</p>
Arts and Humanities	2 courses (from 2 different departments)	6	<p>Each course must be a minimum of 3 hours.</p> <p>A. One introductory-level course in the arts or humanities.</p> <p>B. One introductory-level arts or humanities course focused on a society other than the US.*</p>
Social Diversity	2 courses	6	<p>Each course must be a minimum of 3 hours.</p> <p>A. One course must be African-American.</p> <p>B. One course must be U.S. diversity course.</p>
Additional Components			
Writing Across the Curriculum (including Speaking Across the Curriculum)	3 courses	At least 1 credit for each course	One course must be in the major program. Students may substitute one approved "Speaking Across the Curriculum" (SPAC) course for one of the WAC courses. Individual courses cannot be used to earn BOTH WAC and SPAC credit. Transfer students must take at least one WAC course at CSU. The formula for pro-rating the WAC requirement for transfer students will remain unchanged.

Capstone Experience	1 course or equivalent	1	Within major program.
---------------------	------------------------	---	-----------------------

* At least one of these courses must be focused on Africa, Asia, Latin America or the Middle East.

Intellectual Inquiry in CSU Educational Programs

Undergraduate Programs

Presence of inquiry, creativity and practice into undergraduate curricula, a tactic of Goal 1 Strategy A in *Vision Unlimited*, is realized in most all undergraduate programs and degrees, through research and independent study courses, and through practical experience courses, such as field study, practicum, internship and co-op courses. Tables for each college are given in the [Self Study website](#) listing only the research/independent study and experiential courses required, or offered as electives, for each degree program. These tables provide an in-depth picture of how these courses are embedded in the curriculum for each degree program. In general, undergraduate students in each program have an option to do research or independent study in their major, with selected programs requiring it. Also many degree programs give students options to take an experiential course in its major such as a practicum, field study, study abroad, internship, clinical experience, student teaching or co-op. Programs such as nursing and teachers education among other require experiential courses.

Table 7.4 shows that 90% of CSU matriculated undergraduate students have completed at least one research/independent study course, or an intensive research methods course, or an experiential course.

Table 7.4

Graduating Undergraduate Students Completing at Least One Experiential Course (includes practical experience, research/independent studies, research methods course)

YEAR	Total Graduates	Total Exp Data	%
2004-2005	1,690	1,511	89.4%
2005-2006	1,702	1,524	89.5%
2006-2007	1,784	1,589	89.1%
2007-2008	1,709	1,539	90.1%
2008-2009	1,741	1,557	89.4%
Grand Total	8,626	7,720	89.5%

Note: The count listed above is unduplicated as per the request, which is based on Group E.

Inquiry-Based Laboratories

The Departments of Chemistry and Physics have introduced several inquiry-based or research based laboratory courses into its regular teaching laboratories. In the case of chemistry laboratory courses a National Science Foundation grant involving a consortium of 15 universities in Ohio, led by The Ohio State University, has funded an initiative at each institution for creating special sections which incorporated research modules into their regular chemistry courses in undergraduate laboratories. This REEL (Research Experiences to Enhance Learning) program is designed to introduce a more realistic laboratory experience to first and second year chemistry students. Modules that allow students to

July 1, 2010

develop their own research questions, design experiments, collect and analyze data, and communicate their findings will increase student ownership and engagement. In addition, such modules will convey a robust description of the nature of scientific research. By addressing authentic research problems, students participate in the creation of new scientific knowledge.” A full description of the REEL program is given at the [REEL website](#).

In Graduate Programs

Graduate students in most master degree programs have the option to do thesis work culminating with a written thesis and defense (in some degree programs is required). Other masters programs have options or requirements for intensive practica, field studies or internships. All Ph.D. doctoral programs require research with the writing and defending of a dissertation. Professional doctoral programs require extensive practical experience courses. A Table summarizing the number of these courses that are required and or is an elective for each graduate program degree is given in the [Self Study website](#).

Table 7.5 shows the number and percentage of CSU matriculated graduate students who have completed a thesis/dissertation or independent study course, while Table 7.6 shows that for experiential courses.

Table 7.5

Matriculated Graduate Students Completing Either a Thesis/Dissertation or Independent Study

GROUP A - GRAD

Graduate Students who Graduated and had at least One THE or IND Course

YEAR	Degree Level	Total Graduates	At Least One THE or IND	%
2004-2005	Master's	1,381	427	30.9%
	Doctoral	35	33	94.3%
	Grand Total	1,416	460	32.5%
2005-2006	Master's	1,433	489	34.1%
	Doctoral	30	30	100.0%
	Grand Total	1,463	519	35.5%
2006-2007	Master's	1,493	501	33.6%
	Doctoral	57	57	100.0%
	Grand Total	1,550	558	36.0%
2007-2008	Master's	1,378	559	40.6%
	Doctoral	43	43	100.0%
	Grand Total	1,421	602	42.4%

Graduate Students who Graduated and had at least One THE or IND Course by College for 2008-2009 Only

YEAR	College	OBOR_Level	Total	At Least One THE or IND	%
2008-2009	Business	Master's	376	116	30.9%
		Doctoral	4	4	100.0%
		Grand Total	380	120	31.6%
	CLASS	Master's	163	88	54.0%
		Grand Total	163	88	54.0%
	Education	Master's	435	84	19.3%
		Doctoral	14	14	100.0%
		Grand Total	449	98	21.8%
	Engineering	Master's	127	70	55.1%
		Doctoral	11	11	100.0%
		Grand Total	138	81	58.7%
	Science	Master's	142	80	56.3%
		Doctoral	17	17	100.0%
		Grand Total	159	97	61.0%
	Urban Affairs	Master's	97	35	36.1%
		Doctoral	4	4	100.0%
		Grand Total	101	39	38.6%

Table 7.6

Matriculated Graduate Students Completing At Least One Experiential Course (Not Including Thesis/Dissertation or Independent Study)

Graduate Students who Graduated and had at least One CLN, FLD, CLN, OR SUP Course					
YEAR	Degree Level	Total Graduates	At Least One Exp. Course	%	
2004-2005	Master's	1,248	497	39.8%	
	Doctoral	24	9	37.5%	
	Grand Total	1,272	506	39.8%	
2005-2006	Master's	1,313	484	36.9%	
	Doctoral	14	3	21.4%	
	Grand Total	1,327	487	36.7%	
2006-2007	Master's	1,353	515	38.1%	
	Doctoral	25	9	36.0%	
	Grand Total	1,378	524	38.0%	
2007-2008	Master's	1,256	513	40.8%	
	Doctoral	20	5	25.0%	
	Grand Total	1,276	518	40.6%	

Graduate Students who Graduated and had at least One PRA, CLN, FLD, OR SUP Course by College for 2008-2009 Only						
YEAR	College	Degree Level	Total Graduates	At Least One Exp. Course	%	
2008-2009	Business	Master's	376	88	23.4%	
		Grand Total	376	88	23.4%	
	CLASS	Master's	163	88	54.0%	
		Grand Total	163	88	54.0%	
	Education	Master's	435	240	55.2%	
		Doctoral	14	2	14.3%	
		Grand Total	449	242	53.9%	
	Engineering	Doctoral	11	2	18.2%	
		Grand Total	11	2	18.2%	
	Science	Master's	142	100	70.4%	
		Grand Total	142	100	70.4%	
	Urban Affairs	Master's	97	12	12.4%	
		Doctoral	4	1	25.0%	
		Grand Total	101	13	12.9%	

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

Evidence that Core Component 4c. has been met.

CSU is committed to educating students to live and work in a global, diverse, and technological society. This is commitment is highlighted in CSU’s mission statement “to encourage excellence, **diversity**, and engaged learning by providing a **contemporary** and accessible **education** in the arts, **sciences**, humanities and professions, and by conducting research, scholarship, and creative activity **across these branches of knowledge**” and “to prepare our students to lead productive, responsible and satisfying lives in the region and **global society**”. Each of these aspects is part of General Education Curriculum required of every undergraduate student.

Curricular Assessment Structures and Procedures

Every degree program at CSU is assessed in a variety of ways which include both internal and external evaluation. These structures and procedures serve to ensure relevancy of the curricula to current and future society trends and needs, and to assess outcomes to monitor the program’s success in meeting these critical program goals, as briefly described below.

Office of Student Learning Assessment

July 1, 2010

This office oversees the review and written feedback of assessment reports submitted annually by each degree program, as well as from other non-academic units (please see Chapter 6, also).

The mission statement of the Office of Student Learning Assessment reflects CSU's commitment to continual improvement of its educational programs to prepare its students for working in the present and future world. It seeks

... to promote excellence in student learning outcomes of all academic programs and divisions as well as student support services units, centers, and offices. Central to our beliefs and practices is sustaining a systematic and systemic collection of student learning assessment data used to engage the campus community in reflection and action on continuous program improvement. The overarching goals are as follows: a) **strengthening the quality of student learning outcomes, reflective of the development of 21st-century skills needed to compete in an increasingly diverse global economy**; b) enhance institutional status and recognition; c) boost enrollment; and d) capitalize on the institution's capacity to provide students with distinctive programs designed to help them to lead productive lives.

The [Office of Student Learning Assessment](#) and its Assessment Council (comprised of the Vice Provost, Director, Associate Deans, faculty members, staff, and student representatives responsible for or with an interest in assessment of student learning) promote assessment procedures for individual programs by:

- giving written feedback to the annual assessment plans and reports received from the various units;
- providing an expertise and/or financial resources through the Director and the Assessment Council members, as well as information resources on its website;
- establishing assessment policy and procedures;
- administering an internal grant program to fund assessment initiatives in the different units across campus.

The annual review assessment reports from the units are provided by teams consisting of CSU faculty, staff, and administration members with the goal to provide constructive feedback to improve programs, teaching and learning. In particular, the review teams assess and comment on the assessment plan, the findings of the (student learning-related) assessment data, how the data were reviewed, and any relevant follow-up actions. The guidelines of the report are given on the [Office of Student Learning Assessment website](#).

As an example of assessment of a degree program, the [undergraduate program in Communication](#) offered by the College of Liberal Arts and Social Sciences outlines the following goals: (1) understand basic processes of communication; (2) are conversant in basic research methods commonly utilized in communication and understand how to apply them in various contexts; (3) display a theoretical understanding of communication; and (4) demonstrate satisfactory knowledge of applied communication skills needed for entry into relevant career fields. The corresponding outcomes are derived from goals, as they are considered by program faculty, administrators, staff, and students as "operational objectives that can be measured empirically," as follows: (1) demonstrated student mastery of basic communication processes; (2) documented knowledge of, and basic competence in, the application of commonly-used communication research methods; (3) documented theoretical understanding of communication processes; and (4) documented applied communication skills (i.e.,

July 1, 2010

news and public relations writing; application of communication management principles; and film and digital media production skills).

Other examples of program goals and outcomes centered on the prerequisite skills and competence to be successful in diverse workplaces in today's increasingly complex world can be found at the [PAIRM website](#).

Program Review

This review process is given in detail in the “[Handbook for Program Review: Cleveland State University’s Self-Study Process for Growth and Change](#)” found on the [Faculty Senate website](#). All academic programs are required to undergo program review on a 5-7 year review cycle following an established process: a Program Review Committee is formed by four to six faculty members chosen as specified in the handbook. The department of the program(s) to be reviewed prepares an extensive self-study based on key issues identified by the self study team and the dean. An external consultant is identified and asked to review the self study and to review the program through a site visit. The self study and the consultant’s report are reviewed by the Program Review Committee, who prepares a final report which is shared with various university constituencies. Meeting of the provost, dean, and chair/director (along with the vice provost) reviews the findings and then develop a memorandum of understanding concerning actions taken. There are other review processes for accredited programs or programs administered through several departments as described in the Handbook.

Accreditation of CSU Programs by External Agencies

Twenty-seven accredited programs at CSU are listed in Appendix 4.2. These programs have field specific agencies to assure currency and relevance of the programs to the field.

Input from Other External Constituencies—Advisory Committees

Academic programs at CSU often seek advice from visiting, advisory, or ad-hoc committees that assist in the evaluation of curricula. Various external constituencies are drawn upon to keep programs relevant for students to be able to engage in a global, diverse and technological world.

Each college has a Visiting Committee appointed by the Board of Trustees. Many academic departments have advisory committees that advise programs. These committees consist of external constituents who are alumni, employers, and community members who have been instrumental in determining the degree to which the knowledge and skills of CSU graduates reflect the strong correlation between our programs of study and the skills and competency required in the workplace.

As an illustration, the undergraduate and graduate programs in [Civil and Environmental Engineering](#) housed in the Fenn College of Engineering feature their Visiting Committee in the curriculum planning process, as shown in the following sequence (begins Spring semester, ends in fall semester):

- New forms for surveys (if modified); implement changes as appropriate
- Spring Faculty Meeting to review progress and implementation of Program and Process modifications/changes
- Annual ABET Assessment report to department chair and dean
- Meeting with Senior class (in Senior Design course) to review ABET process and discuss their recommendations

July 1, 2010

- Fall Visiting Committee Meeting to review previous year data; recommendations and discussion with program faculty
- Fall Faculty Meeting to review previous year data and Visiting Committee input; decide on Program and Process modifications/changes.

The [Office of Student Learning Assessment](#) offers further examples of involvement of external constituencies in curricular evaluation efforts.

New Programs and Degrees

Every new program is rigorously examined by various university faculty committees at the department, college, and university level, including the Faculty Senate and Graduate Council (for graduate programs), and the academic dean's office. Not only does a new degree go through these University review steps, with the addition of Provost and Board of Trustees review, but it also goes through a two stage review process at the Ohio Board of Regents, in which a Program Development Plan is submitted for review and comment from the other public Ohio universities, and then with the approval to proceed a full proposal is submitted, with approval of all university committees and administration, for a second round of comments and vote at the Ohio Board of Regents. The submittal to the Ohio Board of Regents requires letters of support from companies and other institutions attesting to the need and usefulness of the program. This thorough process of review, both within the university, external constituents, and from other Ohio universities and the Ohio Board of Regents, aids to direct the design of the degree program towards effective education in today's world.

Graduate Program Assessments of Student Expertise

All graduate curricula are shaped by departmental and college faculty curriculum committees that oversee their respective graduate programs content. Curriculum development and modifications (including deletion or addition of courses) must be approved by the Graduate Council and by other university committees (e.g., University Curriculum Committee) before they can be launched. University-mandated assessment processes have been in effect for the past seven years. These set of initiatives provide a framework for assessing student learning and for making continuous improvements in the way students learn and are taught. The program review schedule is found at the [Planning, Assessment, Information Resource Management website](#).

CSU utilizes a variety of assessment strategies to ensure that its students are prepared for success in the 21st Century. It is the belief of the institution that success involves the acquisition as well as the enactment of essential knowledge, skills, and dispositions. Every CSU undergraduate and graduate program and student support service unit submitting assessment reports takes into account the link between goals and learning outcomes that underline the centrality of skills and professional competence critical to a diverse technical workforce in our global economy in the 21st century. Program and/or unit-wide conversations include references to assessment data that points to the strength of the goals-learning outcomes correlation that makes our educational offerings flexible and student-centered.

Incorporation of Global Perspective in Curriculum

The importance of global perspective in CSU's educational programs is evident the embedding of international/global course requirements or electives in a number of majors at CSU. There is also extensive diversity in these courses as many degree programs offer discipline specific global/international courses. The [Self Study Website \(document 11 and 12\)](#) includes one table for undergraduate programs and another table for graduate programs that give the number of programs in a

July 1, 2010

particular degree that have required or elective courses in specific categories, including global/international courses. Please refer to these tables for tabulation for each degree program. Summary of the salient points in these tables is given below with respect to global/international programs.

For example, global/international degree programs in the College of Business Administration include a BBA degree in International Business and undergraduate programs in International Marketing and Global Operations Management, and a Doctor of Business Administration program in Global Business; in the College of Liberal Arts and Social Sciences include a interdisciplinary BA degree in International Relations, a BA in French, a BA in Spanish, a MA in Global Interactions and MA in Spanish, undergraduate programs in Intercultural Communication, Multicultural Studies, Cultural Anthropology, and International Business and Economics (with the College of Business Administration), and undergraduate certificate programs in Language and Culture for Global Affairs, Cross-Cultural Communication, Language Skills for Business, and Central and Eastern European Studies, and a minor in Middle Eastern Studies; in the College of Science include an undergraduate honors track in Cultural Competency in the BS and BA degree programs in Health Sciences and Speech and Hearing, respectively and Culture, Communication, and Health (with the College of Liberal Arts and Social Sciences, also a graduate certificate). Also, multiple programs have specific study abroad programs. In AY 2007-2008, 137 students participated in study abroad experiences.

Undergraduate and graduate degrees **requiring** at least one global/international course are spread through five of the colleges as given below:

- 1) College of Liberal Arts and Social Sciences
 - BA Art (Art History program)
 - BA English (Multicultural Studies program)
 - BA History
 - BA International Relations
 - BA French
 - BA Spanish
 - Bachelor of Music (Music Education programs)
 - BA Political Science
 - MA Global Interactions
 - Master of Music
 - MA Spanish
- 2) Nance College of Business Administration
 - BBA Business Economics
 - BBA International Business
 - BBA Marketing (International Marketing program)
 - Master of Business Administration (MBA)
- 3) College of Education and Human Services
 - BS Education
 - Master of Education (Organizational Leadership program)
 - MS Nursing/MBA
- 4) Maxine Goodman Levin College of Urban Affairs
 - MA Environmental Studies

July 1, 2010

- JD/MA Environmental Studies
 - BA/MA Environmental Studies
- 5) College of Science
- BS Health Sciences
 - BA Speech and Hearing (Cultural Competency Honors program)
 - MS Health Sciences

Also, the following undergraduate and graduate degree programs (in addition to the above degree programs) offer global/international courses as specified elective courses, most of which are tailored to the particular degree program.

- 1) College of Liberal Arts and Social Sciences
- BA Anthropology
 - BA Classical and Medieval Studies
 - BA Communication
 - BA Communication Management
 - BA Dramatic Arts
 - BA Journalism and Promotional Communication
 - BA Economics
 - BA Social Studies (Integrated Social Studies Education Licensure Program, Anthropology Concentration)
 - Bachelor of Music (Composition, Applied Music, Music Therapy programs)
 - BA Music
 - BA Religious Studies
 - BA Sociology
 - BA Social Science
 - Bachelor of Social Work
 - Master of Applied Communication Theory and Methodology
 - MA Economics
 - MA History
 - MA Sociology
- 2) Nance College of Business Administration
- BBA Accounting
 - BBA Finance
 - BBA Management and Labor Relations
 - BBA Marketing (Consumer Marketing, Business-to-Business Marketing, Database Marketing, Online Marketing programs)
 - BBA Operations and Supply Chain Management
 - Master of Accountancy
 - Master of Labor Relations and Human Resources
- 3) College of Education and Human Services
- Master of Education (28 of 38 programs)
- 4) Maxine Goodman Levin College of Urban Affairs
- BA Organizational Leadership (Urban Studies Track)
 - BA Urban Studies (Urban Planning Track)

July 1, 2010

- Master Public Administration
- BA/Master Public Administration
- Master Urban Planning, Design, and Development
- JD/Master Urban Planning, Design, and Development
- Master Urban Studies
- PhD in Urban Studies and Public Affairs (Communication program)

To put the above in perspective, half of all the undergraduate degrees and one-third of the graduate degrees (not including the law school) have programs that either require or have relevant course electives devoted global/international topics in the discipline. The colleges with the greatest percentages of degrees (total graduate and undergraduate degrees) with programs that have global/international courses (either required or electives) are College of Liberal Arts and Social Sciences (76%), College of Urban Affairs (69%), College of Education and Human Services (63%), College of Business Administration (55%). Although the College of Science (except for Health Science degree programs) and College of Engineering do not have specific global/international courses, student in these colleges have the opportunity of taking international global courses as electives.

Other international initiatives have been undertaken at CSU. The College of Education and Human Services recently instituted a Confucius Institute. It also organized and hosted a Education Partnership Conference in 2008 on the topic “Preparing Citizens for a Global Democracy”. The College of Business Administration is in the process of globalizing the College, including the development of an overseas Doctorate of Business. In addition, the College of Business has been awarded four consecutive Title IV grants from the Department of Education since 2003 totaling \$720,000, which has supported the development of its global business programs. These awards highlight the national recognition received by the College of Business Administration for its best practice standards in global business curriculum, as CSU is among only a select few universities to have received four consecutive Title IV grants. Other initiatives by the college include the Global Business Center which provides educational, research and other programs to promote the region’s global competitiveness and to expand the presence of region’s entrepreneurs in the global market. The College of Urban Affairs hosts the academic journal “International Journal of Global Environmental Issues”. In the last 10 years, 30 CSU faculty have obtained Fulbright scholarships to engage in scholarship and teaching at institutions outside the United States. Also in the last 10 years there has been a doubling of partnerships that CSU has with international institutions, currently numbering over 40 partnerships.

Incorporation of Technological Experience and Skills in Curriculum

The [Self Study Website \(document 11 and 12\)](#) also tabulates the number of programs with discipline specific technology courses that are either required or are electives. These results are summarized in the Table 4-6. Technical courses relevant to specific degree programs are required in 60% of the undergraduate programs and 69% of the graduate programs, and 80% of the undergraduate programs and 88% of the graduate programs have discipline specific technical courses that are either required or taken as elective. These technical courses do NOT include research or research methods courses. The courses referenced in Table 7.7 are courses devoted to educating students in technologies used in their fields.

Table 7.7
Discipline Specific Technical Courses in CSU Degree Programs

College	Total Number Undergrad Degree Programs	Number (Percent) Undergrad Programs with Technical Courses			Number Grad Degree Programs	Number (Percent) Grad Programs with Technical Courses		
		Required	Elective *	Either		Required	Elective *	Either
Business	57	49 (86%)	8 (14%)	57 (100%)	34	28 (82%)	2 (6%)	30 (88%)
Education Human Services	17	17 (100%)		17 (100%)	51	41 (81%)	0 (0%)	41 (81%)
CLASS	117	32 (27%)	48 (41%)	80 (68%)	21	0 (0%)	12 (57%)	12 (57%)
Engineering	12	12 (100%)		12 (100%)	37	37 (100%)		37 (100%)
Science	62	60 (97%)	2 (3%)	62 (100%)	31	29 (94%)	1 (3%)	30 (97%)
Urban	37	10 (27%)	10 (27%)	20 (54%)	54	22 (41%)	28 (52%)	50 (93%)
Total	302	180 (60%)	68 (23%)	248 (82%)	228	157 (69%)	43 (19%)	200 (88%)

* Note: A program's courses are either characterized as required (even if there are additional electives available) or electives (if there are courses but there are no required technical courses in that program).

In addition to the technology courses embedded in the curriculum of the various degree programs, CSU employs technology in the delivery of its curriculum, continually updating its capabilities. Upgrades in teaching classrooms and teaching laboratory facilities are funded annually through state of Ohio House Bill funds and technology fees averaging \$2.6 million dollars per year. Such funds are used to continually upgrade scientific laboratory equipment in engineering and science teaching labs and to outfit classrooms with technology for more effective and interactive teaching. As an example \$250,000 (\$80,000 from House Bill and Tech Fees) were used in summer of 2009 to outfit a 48 computer station laboratory in the Department of Mathematics. The funding was used to not only purchase computers and furniture but to renovate space to meet electrical, ventilation and other needs. This math computer lab is used for lectures in multiple math courses, enhancing the instruction as well as educating students in up-to-date math computer technologies.

Chapter 6 has an extensive summary of how the Center of e-learning and Information Services and Technology support faculty in development of e-learning courses and the use of technology in the classroom. Summarized in a [document at on the CSU website](#) is a list of over 70 support services for a wide range of technologies including data network, online courses, Blackboard, web page creation,

July 1, 2010

training and assisting with software (including statistical software SAS and SPSS), training and support for podcast/vodcast creation, video conferencing, video and audio hosting, teaching portfolio, others supported by Information Services and Technology, the Center for Teaching Excellence, the Center for eLearning, and the individual colleges.

CSU has over 300 computers in general purpose laboratories located in six computer laboratories and one campus connection lounge spread throughout the campus. In addition, there are many department computer laboratories (over 30) and 230 laptop computers available for student use. These computers are updated on a regular basis. In addition a Dean's IT Council, consisting of representatives from the various colleges and personnel from meets monthly to make recommendations on technology initiatives and to address issues that arise.

CSU also has access to State of Ohio resources such as the Ohio Supercomputer Center (OSC) and the Ohio Library and Information Network (OhioLINK). OSC is a statewide resource designated to place Ohio's universities and private industry in the forefront of computational research. OSC is a fully scalable center with mid-range machines to match those found at the NSF centers and national labs. More recently, OSC has expanded its role to provide services to national high performance computing and networking groups with extensive research and education resources. OSC also has a variety of software applications to support all aspects of scientific research supporting the fields of biosciences, chemistry, structural mechanics, programming, visualization, fluid dynamics. The on-line library resources provided to faculty and students by OhioLINK has been summarized in Chapter 6.

Teaching laboratories are equipped with up-to-date instrumentation needed for the education in science and engineering courses, supported by the House Bill and Technology fees as mentioned above. In addition undergraduate and graduate students signing up for research credits have access to an array of research instrumentation which are in faculty research laboratories and core facilities. This experience prepares graduates for working with the latest instrumentation technologies in post graduate work environments. A table of high-end research instruments in the College of Science at Cleveland State University is given in [Self Study Website \(document 13\)](#). In addition to this table there are two other tables in the same document that lists high-end research instruments and technical support in core facilities at the Cleveland Clinic, as well as nuclear magnetic resonance and X-ray diffraction instrumentation at the Cleveland Center for Membrane and Structural Biology, available to CSU faculty and their graduate students.

The College of Engineering has various state-of-the art research labs that students can obtain research experience. These include the following: the Industrial Space System Lab, the Center for Advanced Control Technologies, Advanced Engineering Research Laboratory, Applied Control Research Laboratory, Embedded Controls Systems Research Laboratory, Ohio-ICE (a multi-institution center in sensors, networked distributed systems, and advanced motion control research) described at <http://www.csuohio.edu/engineering/research/centerslabs.html>. In addition to these high-profile research labs, students have the opportunity to work in individual labs that are equipped with technology applicable to a particular area of research.

Incorporation of Diversity in Curriculum

Diversity is a core value in CSU's undergraduate curriculum. Each student is required to complete two social diversity courses (at least 3 credits each), one course in African-American studies and one course in U.S. diversity, to fulfill CSU's general education requirement. There are a total of 53 courses offered by 19 departments [spread across four colleges](#). Thus CSU offers a wide range of discipline specific diversity courses. Undergraduate diversity programs include BA degree in Women's Studies. In addition there are interdisciplinary minors in Women's Studies, Black Studies, Native American Studies and a certificate program in Latin American Studies. In the graduate programs, a discipline specific diversity course is required in 19 of the 38 Master of Education programs (College of Education and Human Services) and most of the remaining programs the diversity course can be taken as an elective (15 of the 38 programs). Other graduate degrees requiring diversity courses ([see Self Study Website \(document 11\)](#)) include the Master of Public Health and the doctorate in Urban Education in the College of Education and Human Services; the Master of Social Work and the MA in Spanish in the College of Liberal Arts and Social Sciences, and the MA Psychology degree in the Diversity Management and School Psychology programs in the College of Science. Graduate degree programs which offer diversity courses as electives include the MA in English, the MA in History, and the MA in Sociology in the College of Liberal Arts and Social Sciences and the Master of Public Administration in the College of Urban Studies. Other initiatives in diversity are extensively discussed in Chapter 4.

Core Component: 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

Evidence that Core Component 4d. has been met.

The University's Office of Research oversees all research conducted by faculty, staff, and students. In the following section, the office's procedures will be summarized as well as exemplars of exceptional research endeavors.

Policies and Procedures for Ethical Conduct

Cleveland State University is committed to ensuring that research is conducted in an ethical manner, and does so through education, strict adherence to the rules, policies, procedures and regulations as promulgated under state and federal guidelines and by fully deploying the infrastructure and mechanisms necessary to review and monitor the full range of research activities being conducted within our institution. The Vice President for Research and Graduate Studies is the responsible University Officer for enforcing and implementing policies, programs and guidelines associated with research integrity and ethical conduct in research at CSU (see [Policy for Academic Research Misconduct](#)). Furthermore, the existence of clear and explicit policies, mechanisms and procedures supports and facilitates responsible, ethically centered research. This section describes how the University makes certain research integrity and the ethical conduct of research and treatment of human subjects and animals.

Human Subject Research

The Institutional Review Board (IRB) housed in the [Research Office](#) is a federally mandated board that reviews all research involving human subjects conducted at CSU. It is responsible for ensuring the ethical treatment of human subjects in research. There are currently ten IRB members, which consist of eight University faculty members from various colleges, one external prisoner advocate, and one HIPPA

July 1, 2010

advocate. Members of the IRB are recommended by the Vice President for Research, the current IRB board, and ultimately approved by the President.

The Institutional Review Board (IRB) is the University's primary vehicle for providing effective oversight of research conducted at Cleveland State University and is the organization charged with the responsibility for protecting human subjects and for the review and approval of all research protocols involving human subjects whether the research is being conducted by a student or a faculty member. Each protocol is assigned to a specific review team. The review process is explicitly stated and is slightly different according to the type of protocol, but in general the steps are the same for most protocols and can be found in the [IRB member handbook](#). Members include faculty from across the University. The board meets monthly to discuss, review and make a finding related to submitted research protocols. The IRB [meeting schedule](#) is published online.

Between 2001 and March of 2009 the IRB has reviewed over 2000 protocols. Each and every protocol is assigned a particular review team and goes through rigorous proscribed review process.

IRB members are guided by the policies regarding human subject research which can be found in the CSU Institutional Review Board (IRB) member handbook. The [IRB Member Handbook](#) describes the policies and procedures pertinent to the review of human subject research at Cleveland State University. One of the most important parts of the handbook, the *Code of Federal Regulations* regarding the protection of human subjects ([Title 45 CFR 46](#)), contains the policies and procedures as dictated by the federal governing body of the IRB: the [Office for Human Research Protections](#) (OHRP), which is in turn governed by [Department of Health and Human Services](#) (DHHS).

Investigator Policies

On the investigator side, evidence of policies and procedures can be found both online and in written form. Online, researchers can view sample [consent forms](#), sample [protocol forms](#), list of [protected classes](#), and meeting [schedules](#). The [FAQ](#) page provides investigators with answers to some of the most common questions regarding the approval process. The page, along with a link to a video presentation, can be found at the [Research Office website](#). A link to the CITI online training course, which provides an additional level of training regarding human subject's research, can also be found at the [Research Office website](#).

Animal Subjects Research

Cleveland State University strictly adheres to research policies, procedures and guidelines concerned with ethical treatment of animal subjects in accordance with federal policies. For further details on training for research involving animals and ethical treatment of animals, see the [Self Study website](#).

Oversight for Integrity of Research and Practice

Intellectual Property Rights

CSU recognizes that intellectual property and inventions of value can result from the scholarship, research and public service activities of its faculty, researchers and staff working either in CSU facilities and laboratories or in the facilities of partner institutions. Responsibility for advancing technology, protecting intellectual property and for serving as a catalyst for economic development by moving discovery from disclosure to patent to licensing and ultimately to commercialization falls to the [Office](#)

July 1, 2010

of Research. With the assistance of a part-time employee the Office assists faculty, researchers and staff move discovery and its resultant intellectual property from the classroom/laboratory to the marketplace. The Office supports these activities by:

- Creating, enforcing and disseminating the University's intellectual property policies and procedures,
- Serving as a catalyst for establishing, identifying and brokering University/industry partnerships to further research and to commercialize intellectual property,
- Providing faculty and researchers with the knowledge, support, information and expertise necessary to move research into the marketplace and to reduce the risks and enhance the benefits associated with transferring commercially promising technologies,
- Making strategic investments in promising lines of research and ventures that could lead to significant commercial opportunities,
- Securing appropriate legal protections and patents associated with faculty and CSU developed intellectual property, and,
- Marketing inventions through licensing and other pathways.

Further information is provided for the following:

- [The Technology Transfer Cycle](#)
- [Faculty Senate Bylaws Pertaining to Copyrights](#)

Programs and Courses in Ethics

Students receive education in responsible practice through coursework applicable to their majors. All Business, Engineering (most), and Health Sciences require ethics courses specific to their major. The Department of Philosophy offers a degree concentration in Ethics and offers certificate in Bioethics.

Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement

The following section identifies the **strengths** of the University regarding Acquisition, Discovery and Application of Knowledge; and areas that need institutional attention or “**challenges.**” Finally, **self-recommendations for progress toward continuous improvement** are listed. These strengths, challenges, and self recommendations are based on the evidence described in this chapter.

Strengths:

- The University has identified two Signature Themes (Health and Sustainable Communities) and three distinct Centers of Excellence (The Center for Gene Regulation in Health and Disease, The Center for 21st Century Health Professions, and The Next Generation Economy) which will guide research and extramural funding efforts.
- The Office of Research is poised to spearhead a new focus on discovery and inquiry, thereby positioning CSU to be a leader in the fields of health and urban communities
- CSU provides the environment, resources, and self will to continue and excel as a future-focused learning organization.
- CSU focuses on the future of its students.

Challenges (Evidence that demonstrates Acquisition, Discovery and Application of Knowledge need institutional attention):

- Make compensation of Graduate Assistants in line with other similar universities. The stipend has not increased in over ten years except to cover tuition increases.
- Workload policies for new and established research productive faculty need to be adjusted to be comparable to other high performing research
- Research and individualized study is activity is not credited in the workload or rewarded
- Secure a highly motivated, research-oriented person to fill the presently vacant Office of Sponsored Programs and Research Director positions.

Self-Recommendations for Progress toward Continuous Improvement:

- Use the Signature Themes and Centers of Excellence as catalysts for enhancing student and faculty creative achievement.
- Continue to strive for national recognition in research, especially in the fields of health and urban communities.
- Re-examine workload credit and policies

Chapter 8

Criterion 5: Engagement and Service: As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Introduction

The goal of engaged learning is to build bridges between the University and the city that will provide environments for students to apply and expand what they are learning in classrooms and laboratories.

-President Ronald M. Berkman

CSU has a long history of collaboration with Cleveland and Northeast Ohio. In response to the [Chancellor's call for Mission Differentiation](#), the University developed three Centers of Excellence (as described in Chapters 1 and 2) that exemplify its commitment to partnering with the community, providing innovative engines that will improve the area's economy and the quality of lives of its citizens.

Core Component 5a: The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

Evidence that Core Component 5a. has been met.

The concepts of *engagement* and *service* are fundamental to CSU, from their inclusion in its mission and vision statements to their translation into action. In fact, the words describe CSU so well that when the theme of “engaged learning” was suggested in 2008, it immediately resonated with the institution's internal and external constituencies.

The concepts of engagement and service are featured in the institution's [mission and vision statements](#) discussed in Chapter 4. These broad statements set the tone for Cleveland State's engagement with its students and the external community. Throughout this chapter, numerous examples demonstrate both the capacity and commitment that CSU has to bring to life the words *engaged learning*.

Mission and vision statements translate into action through plans and activities. The University's Strategic Plan, [Vision Unlimited](#), includes one goal explicitly relevant to Criterion 5: *Valued Community Resource*. Goal 5 of *Vision Unlimited* states:

CSU must become known as the region's most valued academic resource and friend. To this end, we need to capitalize on our strategic location to increasingly engage businesses and other institutions in cooperative relationships (Strategy A). CSU will strengthen its niche in the community by providing services to help meet the educational and economic development needs of the region (Strategy B).

As with other public institutions, CSU has multiple constituencies, beginning with our students and including our faculty and staff. External constituencies include alumni, employers, governmental

July 1, 2010

entities, nonprofit social service and cultural organizations, professional and civic associations, and the general public. Ohio citizens are another important external constituency, since their support is crucial to funding of higher education. Each of these constituencies is made up of sub-groups with their own needs and desires.

Learning from Internal Constituencies

CSU's most important constituency is its students. Their needs range from academic—courses and programs, scheduling, academic support services, library services—to co-curricular and administrative services, such as student life, recreation facilities, child care, parking, financial aid, and campus housing. Their needs have been identified through varied means, as the following examples illustrate:

- President Berkman surveyed faculty, staff, and students shortly after taking office. Items covered included academics, diversity, campus life, the University's reputation and potential. Results of the [student](#), [staff](#), and [faculty](#) surveys can be found at the Self Study website.
- The [Campus Master Plan](#) gathered input from faculty, staff, and students about the shape of Cleveland State University in the future. It was this plan that led to the building of a new Recreation Center in 2006. Research studies of student opinions were conducted in the early planning stages of both the Recreation Center and the Student Center.
- [Information Services & Technology](#) periodically surveys students about their campus computing needs and technology use and has a suggestion box for ongoing input.
- The [University Library](#) has conducted the LibQual survey regularly since 2000. This national survey allows Library staff to compare our results with other institutions' and benchmark best practices. Library staff have followed the survey up with focus groups to probe ideas and questions more deeply.

Further examples can be found at the [Self Study website](#).

Faculty and staff needs, opinions, and views are respected and valued. Because much of CSU's workforce has union representation, some faculty and staff needs are addressed through contract negotiations. A non-union Staff Advisory Council provides input to the University President on the needs of managerial and administrative staff. The voices of faculty and staff are heard through a number of cross-campus committees and advisory groups. For example, [Campus Support Services](#) advisory committees (e.g., Parking, Dining Services) include faculty and staff in addition to students. IS&T has a Deans IT Council which is made up of representatives of each college. A University Planning and Budget Advisory Committee (PBAC) provides cross-university input into Cleveland State's budget. The [President's Advisory Committee on the Role and Status of Women](#) is to give thoughtful advice to the President regarding conditions that enhance women's participation in all aspects of campus activities, and conditions that may affect the quality of education and working environment experienced by women at CSU.

The [University Library](#) staff ascertain faculty and staff needs in a variety of ways. They work with faculty to make collection decisions and to instruct students on the use of library resources. [Instructional Media Support Services](#) works closely with University administrators to set the agenda for classroom technology enhancements based upon submissions from colleges for services. Informal feedback from users is another source of input. [Special Collections](#) relies on feedback from students and

July 1, 2010

faculty as well as statistics and brief notes on materials, equipment, and room use. [University Archives](#), part of the Library, determines needs through direct contacts with University offices and departments.

Units within [Campus Support Services](#) have used advisory committees and service feedback to ascertain needs, and [Human Resources and Development](#) has used performance appraisals as one way of determining faculty and staff needs, as well as requests for staff training and professional development.

Learning from External Constituencies

Academic departments and schools are at the forefront of deciding what programs to offer and how they should be shaped, based on needs identified by employers, alumni, advisory groups, regulations (e.g., professional bodies, licensing boards), among others. As noted in Chapter 5, each academic College as well as the Division of Continuing Education and Athletics has a [Visiting Committee](#) whose members are appointed by the Board of Trustees to serve as links between the University and its many external constituencies. Many academic departments—especially those with professional accreditations, such as Electrical and Computer Engineering—have their own advisory groups to provide input based on their perspectives as employers or subject matter experts. Others (e.g., Civil and Environmental Engineering; Counseling, Administration, Supervision, and Adult Learning; Electrical and Computer Engineering; English; Health Sciences; Industrial and Manufacturing Engineering; Nursing; Philosophy; Social Work; Teacher Education) survey graduates and/or employers periodically to gather input about their curriculum and educational outcomes.

External constituency input has also been sought in University planning, such as during the strategic planning process in 2005 which resulted in [Vision Unlimited](#). The process included gathering feedback from internal stakeholders (e.g., key committees) and beyond (e.g., Trustees, alumni, community, and Visiting Committees). This outreach has been ongoing in the form of Strategic Planning University Retreats (SPUR) as described in Chapters 1 and 2.

Beyond seeking input about the University's plans and programs, Cleveland State engages with and serves the external community in a myriad of ways, based upon its understanding of external constituency needs. A sampling of the ways in which CSU is apprised of these needs is as follows:

- [Alumni Affairs](#) determines the needs of alumni through surveys, committee input, chapter gatherings, and emails. Participation in Alumni Association events provides another indicator of whether or not programming is meeting the needs of the alumni constituency.
- [Special Collections](#) in the Michael Schwartz Library gathers feedback from community users and also relies on knowledge of the major themes of local history that should be covered.
- The [Career Services Center](#) conducts focus groups of employers, alumni, and the general community. Another source of input is employer requests for services.
- The [Division of Continuing Education](#) engages in environmental scanning, solicits input from Visiting Committee members, contacts local employers, and seeks suggestions about future programming from instructors and program participants.
- A task force appointed to recommend an [eLearning](#) strategy commissioned a market research study designed to identify regional needs for, and interest in, online degree programs at the undergraduate and graduate level.

July 1, 2010

In addition, needs are brought to CSU's attention through both ongoing and periodic interactions among external organizations and academic departments or other units, such as [Student Life](#). These may take the form of very specific requests (e.g., special projects on "Do Gooder Day") or for broader involvement.

Responding to Internal Constituency Needs

CSU's commitment and capacity to respond to the needs of its internal and external constituencies are best demonstrated by actions. Several examples reveal ways in which academic and support units have made changes since 2000 in response to identified student needs (for a more comprehensive list and descriptions, see Introduction and Chapter 5).

- Major physical changes have been made on campus in order to enhance the student experience. The addition of an appealing outdoor plaza, new student housing, and a state-of-the-art [Recreation Center](#) and Student Center are chief among these changes. The new buildings have the added benefit of connecting the campus to the community in an intentionally visible way (see [Campus Master Plan](#)).
- [Campus 411](#) was created in 2004 to minimize what had become known to some students as the "CSU shuffle" and provide a one-stop student administrative service center. This was part of a reengineering and reorganizing of Enrollment Services.
- The creation of [Undergraduate Studies](#) brought an enhanced focus on meeting the academic advising and support needs of undergraduate students, as noted earlier in this self-study.
- The [University Library](#) partnered with [Cleveland Public Library](#) to create a casual area with popular literature available for reading onsite or checking out. [The Writing Center](#) also moved into the first floor of the Library for greater student access.
- The [Career Services Center](#) began a program in 2007, "Exciting Careers in the 21st Century," for CSU students, faculty, and staff as well as high school students.
- [Information Services & Technology](#) introduced a wireless network, expanded the number of general purpose labs, and started the [Mobile Campus](#) and [Campus Connection Lounge](#).
- Campus Support Services responded through such actions as changing menu items ([Dining Services](#)), creating new facility reservation procedures (Conference Services), selling parking permits online ([Parking Services](#)), changing ID card technology ([Viking Card Office](#)), and creating different lease options ([Residence Life](#)).

Responding to External Constituency Needs

The University has a host of outreach initiatives that respond to external needs and serve the Northeast Ohio region and beyond. CSU has made significant commitments to taking education outside of downtown Cleveland since 2000. In 2003, the University expanded access to a CSU education when the [West Center](#) in Westlake opened, offering a complement of degree programs, credit courses, and professional development opportunities. The following year saw the opening of the [East Center](#) in Solon. The Lakeland Community College partnership program followed. Additionally, off-campus MBA programs were started at Progressive Insurance Company, Brunswick Industrial Park, and Cleveland Clinic. The growth of [eLearning](#) has been dramatic since 2000. Between 2007-2008 and 2008-2009 academic years, student credit hours earned through online and blended courses grew by 43%. The number of online and blended degree and certificate programs and course sequences has increased significantly, and interactive video distance learning options have grown.

July 1, 2010

A number of outreach programs are offered primarily for external constituencies. The **Division of Continuing Education** is a major outreach arm of the University, registering about 10,000 participants each year through hundreds of professional development programs in business and management, health and human services, computers and information technology, and other topics. The Division also conducts custom training for employers. For example, a major project since 2004 has been administering the technical training for the City of Cleveland's Department of Public Utilities. The Division's **Center for Emergency Preparedness** provides hazardous materials and related training to first responders throughout Ohio, funded by grants, contracts, and program fees. Continuing Education also offers an **Intensive English Language Program** for international students who have been conditionally admitted to the University and other non-native speakers—local or from overseas—who want to improve their English skills.

The Maxine Goodman Levin College of Urban Affairs has a host of **centers** providing outreach through research services and professional development. The **Center for Leadership Development** offers several programs, including the *Leadership Academy*, which brings together policy makers, elected officials, senior administrators, and community executives from the region in an executive development program. The **Levin College Forum** is a focal point and catalyst for thoughtful public debate, innovative thinking, new ideas and timely action addressing the critical urban issues that impact Northeast Ohio, the state and the nation. All Forum programs are free and open to the community and CSU students, faculty, and staff. The **Center for Economic Development** conducts research and offers technical assistance on urban and regional economic issues of interest to local, state, and national policymakers. The **Great Lakes Environmental Finance Center** is a partnership between the U.S. EPA and the Maxine Goodman Levin College of Urban Affairs. Its mission is to help communities and the states of U.S. EPA Region 5 (Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin) build innovative, cost-effective, and high-quality strategies for environmental improvement and sustainable economic development.

For other examples of how Colleges and other areas of the University conduct outreach to the Cleveland and Northeast Ohio community, please visit the **Self Study website**.

Focusing on Constituency Diversity

CSU is a leader in the state in enrolling and graduating minority students and is a top producer of African-American masters graduates (described in detail in Chapter 4). CSU has been recognized nationally in *Diverse Issues in Higher Education* Top 100 and highly recommended by the *Hispanic Outlook*. The University is recognized as a leader in workforce diversity by the Cleveland Commission on Economic Inclusion and has the largest percentage of diverse faculty among Ohio public universities.

Native American Heritage Month began as a week of celebration and was extended to one month. **Activities engage both the campus and Cleveland communities.**

The **Office of Institutional Diversity** advances a culturally and intellectually rich campus for diversity and inclusion, supports the educational success and personal development of diverse students, and promotes positive race and community relations--its role is University-wide.

Core Component: 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

July 1, 2010

Evidence that Core Component 5b. has been met.

CSU's level of community engagement has grown greatly over the past ten years. For example, Cleveland State has board seats and is active in the Quadrangle, NorTech, Ohio Aerospace Institute, Greater Cleveland Partnership, Bio-Enterprise, Playhouse Square Foundation Board, Ideastream Board, and Fund for our Economic Future. Other strong partnerships at a broad level are with Cleveland Clinic and NASA Glenn; the College of Urban Affairs is closely involved with Team NEO.

Making the Campus Community Accessible

CSU not only offers classes for the traditional full-time day student starting as a freshman, but offers programs and facilitated processes for the part-time working student and the transfer student.

For the working student, evening classes and complete evening degree programs are offered. The [Self Study website](#) lists 30 undergraduate degree programs that students can complete taking evening classes (4:00 pm and after). In addition, many other programs that do not offer full degree curriculum in the evenings do offer courses in the evening for their students. Working students can, therefore, partially fulfill degree requirements in these programs. Some programs such as some in the College of Education and Human Services offer many evening courses, but are limited by field placements requirements in the degree so they cannot offer a full degree. In addition to serving undergraduate working/ part-time students, most all graduate programs offer their courses in the evening. Full Saturday programs are also available. [On-campus child care services](#) that specialize in teaching strategies and provide early learning experiences for the child are also available for day and evening students, another support working students or students with children. [Evening and weekend advising](#) is also available for many programs across the campus.

In addition to serving working students in their degree programs, CSU serves transfer students, the majority coming from community colleges. These transfer students are offered seamless transition in various ways through partnership agreements. The number of enrolled transfer students is 52% of the total undergraduate enrollment (new enrolled students in fall semester for years 2003-2008, [CSU Book of Trends 2009](#)). Thus this community of students is a significant portion of CSU's student population served.

[Cuyahoga Community College](#) is the closest community college to the University's downtown campus with "Tri-C's" main branch located just one mile away. In the recently implemented [Cuyahoga Community College Partnership Program](#), CSU partners with Tri-C to provide students an opportunity to smoothly continue their education from an associate's to a bachelor's degree. This program is a dual admission program to Tri-C and CSU.

In addition to the general articulation agreement between CSU and Tri-C, "2+2" articulation agreements with individual programs are in effect. For example, an agreement between the Health Sciences Department at CSU and Tri-C allows associate degree students in over 20 allied health science associate degree programs at Tri-C through an agreement to pursue Bachelor of Science degrees in health sciences with courses taken at Tri-C being credited to the CSU bachelor's of science degree requirements so that students can complete their degree in four years instead of longer if the agreement was not in place. Another Tri-C/CSU collaboratio is the [Masters in Physicians Assistant](#) program in which students with

July 1, 2010

Baccalaureate degrees enroll in the Physician Assistant program at Tri-C and the Masters program in Health Sciences at CSU (see Appendix 5-1 for a list of partnerships).

Partnership programs with two other community colleges are also in place. The [Lorain County Community College Partnership](#) program partners CSU with [Lorain County Community College](#), which is 26 miles from CSU's downtown campus. In this program four bachelor programs (BAs in Psychology, Public Safety Management, Non-Profit Administration, Urban Studies), graduate degrees (Master of Education in Specialization in Educational Technology, Master of Computer and Technology Teaching Endorsement, and a graduate certificate program (Certificate in Adult Learning and Development) are offered by CSU at Lorain County Community College. The [Lakeland Community College Partnership Program](#) partners CSU with [Lakeland Community College](#), which is 22 miles from CSU's downtown campus. In this program, six bachelor programs (BBA in Business Administration, BBA in Information Systems BA Public Safety Management, BA in Organizational Leadership, BS Electronic Engineering Technology, BS in Mechanical Engineering Technology), a minor in business, and courses in education are offered by CSU at Lakeland Community College.

Multiple programs with high schools are also in place to facility the transition from high school to college. Examples include the [Fenn Academy](#) in the Fenn College of Engineering. Fenn Academy is structured to be a consortium between the Fenn College of Engineering and a group of 30 high schools and many local corporations. The mission of the academy is to attract high school students to various engineering fields by establishing high quality pre-engineering programs at member high schools, and a variety of educational programs at the affiliate schools to support those students with technical, and when possible, financial means throughout their entire educational experience, starting in high school, and progressing through their college years. The [LINK Program](#) helps transition minority senior students from high school to college focusing on career development through a pre-college summer program, professional and peer mentoring, a course emphasizes such useful skills as career planning, resume writing, and interviewing to prepare students for co-op placement, and co-op placement.

Academic Colleges Engage with the Community

CSU offers a multitude of ways for students to engage with the Greater Cleveland and Northeast Ohio area (see "[50 Ways to Engage](#)") including the [Community Service Council](#) in Student Life. In addition, academic programs connect students to the surrounding community which is reflected in the following sections describing co-curricular activities by College and Division as they relate to the two Signature Themes of *Health* and/or *Sustainable Communities*. Included are relevant passages from each College or Division's strategic plan.

Nance College of Business Administration

Health

Outreach to the healthcare community includes the [Beachwood Business Development Center](#) (BBDC) which has launched over 20 new businesses during its 4 years of operation. A number of entrepreneurs at the BBDC business accelerator are working on developing new healthcare related products and services.

Sustainable Communities

July 1, 2010

Graduate students in the College work directly with are entrepreneurs in assisting with challenges related to business planning, marketing, and product development.

Strategic Plan related to Sustainable Communities

1. Continue to provide support for faculty to work with local companies/industries. The initiatives such as Applied Business Scholar and Global Trade Scholar have been very successful
2. Continue to emphasize the importance of partnerships with the business community such as Beachwood Business Development Center;
3. Encourage faculty to work with local professional firms and corporations

College of Education and Human Services

Sustainable Communities

The College Annual Partnership Awards are given to community partners with whom it demonstrates long-term, sustained, mutually beneficial relationships such as the First Ring Superintendents' Collaborative (FRLC), [Cleveland Clinic Nursing Institute](#), [Martha Holden Jennings Foundation](#), and [Greater Cleveland Educational Development Center](#) (GCEDC). These relationships have stimulated award winning academic programs, new centers, and growing funded research.

Additionally, the College is home to the GCEDC which has provided quality in-service training to 7000 educators annually in 70 school systems and agencies since 1970.

Below is a list of current programs and/or centers that partner with various constituencies:

- In school principal and leadership education, the College partners with the FRLC to recruit, prepare, and retain exemplary principals and leaders for First Ring leadership vacancies in Cleveland. The success of that effort has resulted in the creation of the [Center for Educational Leadership](#) serving the all of Ohio.
- The [Partnering for Success/Ohio MSP Project](#) is designed to provide continued professional development for science and mathematics teachers.
- The College collaborates with Akron University and Kent State University in sponsoring the Northeast Ohio Center of Excellence in Mathematics and Science Education.
- The [Ohio Reading First Center](#) (its \$36 million dollar funding is a Cleveland State University record) aims to strengthen and enhance teacher preparation in effective K-3 reading instruction, and the [Cleveland Book Fund](#) provides books to all Cleveland elementary school children.
- The [Confucius Institute](#), funded by Chinese government, prepares and supports teachers of Chinese foreign language and promotes economic development in Ohio through its agreements with Chinese institutions and exchange programs.

Strategic Plan

Known as *The Conceptual Framework*, this plan identifies several areas where partnership building is important and perhaps crucial for sustainability.

Fenn College of Engineering

July 1, 2010

Sustainable Communities

As mentioned earlier, the College has a highly visible program with 30 high schools and several local businesses—The Fenn Academy. Another example of the College's contribution to sustainable communities is the [University Transportation Center](#) which provides training, education, and research focused on highway construction safety. This was made possible through a \$2 million grant from the Department of Transportation on highway work zone safety. The College has one of the oldest [co-op programs](#) in existence. It was established in 1923, highlighting its commitment to partnership and sustainable communities, which extends from the engineering classroom into the field. This program which recently became the first U.S. Co-op program accredited by CAFCE (Canadian Association for Co-operative Education) has served 88 companies in recent years.

In addition to direct engagement, faculty members from the College often engage in other forms of community involvement. Pairing with local institutions ensures that the region benefits from the efficiency and improvements made possible by continued research and development on campus. Increased environmental stewardship, energy independence, and cost-cutting strategies also arise from these pairings, making the regional environment safer and more sustainable. In the end, while local businesses work on the services and products that improve the community, Fenn College works on the knowledge and direction that make these services and products more profitable and advantageous.

Health

The College contributes to health in two aspects: human health and public health. The Transportation Center's research on highway work zone safety is for the sake of public health, while the College's Biomedical Engineering Program is for the sake of human health. In particular, the latter has a close working relationship with Cleveland Clinic.

Strategic Plan

- Each semester, graduate students present their ongoing research activities and ask for feedback from faculty and their peers. Also, outside experts in different fields of engineering are invited to present their research. The seminar announcements are widely circulated and are open to public.
- Revitalize and expand the engineering Co-op program to provide professionally enriching experiences to engineering students as well as helping local industry to fulfill their need for highly qualified engineers. The recently established Fenn Research & Development Institute (FRDI), a one-stop engineering R&D support center, aims to develop partnerships with industry in Northeast Ohio region and beyond to acquire and maintain a competitive edge through the activities at the FRDI and the Co-op program.

The recently established Fenn Research & Development Institute (FRDI), a one-stop engineering R&D support center, aims to develop partnerships with industry in Northeast Ohio region and beyond to acquire and maintain a competitive edge through the activities at the FRDI and the Co-op program.

Cleveland –Marshall College of Law

Engaged Programs in Health

July 1, 2010

Cleveland-Marshall College of Law has a Center for Health Law & Policy that provides students the opportunity for in-depth study of the intersection of healthcare, law and policy. Students may receive academic credit by participating in two health-related externships: one with federal administrative law judges who decide Medicare and Medicaid appeals and the other in the General Counsel's Office at MetroHealth Hospital System. In the Community Health Advocacy Law Clinic, a partnership among the law school, the Legal Aid Society of Cleveland and the MetroHealth Hospital System, students address the unmet legal needs of poor patients seeking medical attention at one of MetroHealth's neighborhood clinics.

Sustainable Communities

Many students, faculty, and staff members actively participate in community activities. For instance, the College offers its students the opportunity to learn and serve the community in six law clinics: the [Employment Law Clinic](#), the [Fair Housing Law Clinic \(FHLC\)](#), the [Environmental Law and Policy Clinic](#), the [Law and Public Policy Clinic](#), the [Urban Development Law Clinic](#), and the [Community Health Advocacy Law Clinic](#). In these clinics, law students, under the supervision of clinical law professors, represent actual clients – including people who cannot afford a private attorney and non-profit organizations that are improving the regional community. For example, the UDLC provides legal advice to neighborhood-based non-profit organizations. The UDLC has been recognized by community and political leaders as being an important part of the comprehensive effort to revitalize the urban core at the center of Northeast Ohio. Similarly, in the FHLC, law students have the opportunity to assist homeowners and renters enforce their rights under a variety of federal, state, and local laws. This clinic, which operates out of the offices of a public-interest law firm, provides practical litigation experience to students. The students also demonstrate their commitment to community engagement by donating approximately 10,000 hours of *pro bono* legal service each year. These volunteer services include working with the Legal Aid Society to assist clients at free legal advice clinics, traveling to New Orleans to assist with post-Katrina relief, and participating in a novel program created by the bar association to teach civics classes to [Cleveland Metropolitan School District](#) and [East Cleveland City Schools](#) students.

College of Liberal Arts and Social Sciences

Health

The [School of Social Work](#) requires students to regularly contribute service through approximately 250 community agencies, including the [Cleveland Clinic](#) and [University Hospitals](#). The Department of Music offers a bachelor's degree in Music Therapy, and the college has recently hired faculty with specializations in Health Communication, Health Economics, and Medical Sociology.

Sustainable Communities

Music and theatre performances and artwork of faculty and students provided to community, as well as provide performance and display opportunities for Northeast Ohio artists and performers. The [Art Gallery](#) displays nationally-recognized art and also is a venue for Northeast Ohio artists to display their own creations. The [Music Department](#) includes applied music faculty from the [Cleveland Orchestra](#) and provides dozens of superb faculty and student concerts each year. Several times a year, the faculty concerts are made available to the region via broadcasts on WCLV. The [Dramatic Arts program](#) runs its acclaimed summer program of repertory theater, and Summer Stages, as well as its regular, academic

July 1, 2010

year, series of exciting and innovative productions, including guest productions by local organizations, such as those by Y-Haven.

The [Center for Arts and Innovation](#) provides administrative leadership for a large number of local arts organizations. Finally, the arts faculty members have participated in such large regional events as the annual [Ingenuity Festival](#).

The [Center for Slovenian Studies](#) is a joint venture with Lakeland Community College and offers many events for the community.

In the humanities, the [Center for Regional History and Digital Humanities](#) has won more than \$5 million in federal grants, collaborated with dozens of regional schools, cultural institutions, and community organizations, including building the new website for the [Cleveland Cultural Garden](#). Students and faculty worked with the community to develop the concept and the historical stories and materials for history kiosks that will be located at [Euclid Corridor](#) RTA stops.

The College offers a plethora of other initiatives that can be found at the [Self Study website](#).

Strategic Plan

- Our dramatists and playwrights will continue to collaborate with Cleveland Public Theater, for example; musicians from the Cleveland Orchestra will continue to hold faculty positions in the Department of Music; and the college will continue to improve our creative partnerships with the Cleveland Playhouse and Playhouse Square.
- Moreover, through its programming, the African American Cultural Center will continue to grow as a partner of the local African American community. Specifically, the center proposes to create a new think tank, concentrating on issues related to the African American community, as a resource for local political leaders.
- Our School of Social Work will continue to be an important player in regional social services. The School has multiple partnerships with various human services agencies, and all Social Work students are engaged in some kind of experiential learning with these agencies. Indeed, Social Work students donate more than 5000 hours of community service with over 200 regional social service organizations annually. Moreover, Social Work faculty serve on the boards of several community agencies, conduct community workshops, and give professional community presentations

College of Science

Health

Engaged Programs in Health: The College houses numerous health professional programs and provides prerequisite courses to prepare students for those professional programs. Each of these programs requires that students engage in a variety of hands-on experiences from laboratories (e.g., human growth anatomy with cadaver dissection) to internships in a variety of community agencies, to volunteer service through service learning and other activities. Students provide tutoring for students in inner city high schools, offer their services at such agencies as the Free clinic, Health Alliance, and Eliza Bryant Village. They also participate in faculty research. Student, both undergraduate and graduate, frequently public with their faculty mentors or present at national conferences. A significant number have won awards for these papers and presentations. The College partners with more than 200 area hospitals,

July 1, 2010

clinics, schools, and other social and health service agencies to provide students with real-world experience while also serving the community.

Sustainable Communities

The College blends world-class instruction with real-world experiences through internships, service learning, experiential learning, and research opportunities. There are multiple independent study and research opportunities in faculty labs and through hundreds of research collaborations with organizations and institutions throughout the community. The College offers an on-campus [clinic in speech and hearing](#) that involves over 200 active agreements with community facilities.

College of Science faculty members participate in community-centered activities, such as science and health fairs, support of teacher professional development in science and math, including CSU's leadership in STEM projects. The Cleveland Clinic, in enhancing its rehabilitation services, is in the process of creating a Rehabilitation Research Institute. The Director of Physical Medicine and Rehabilitation approached CSU to create a Ph.D. program similar to the joint programs in biology, chemistry, and engineering, focused on rehabilitation research. The program would educate future researchers and faculty in rehabilitation professions, areas of severe shortages nationally. Finally through collaboration with area businesses and service organizations the College provides outstanding workforce preparation.

Strategic Plan

- Collaborations with local businesses such as [Cleveland Clinic](#), [NASA Glenn Research Center](#), [Summa Health Systems](#), [St. Vincent Hospital](#), and [Metrohealth](#).
- Meet the needs of CSU students in engaged learning through excellent instruction, individualized advising, and involvement in research and scholarship.
- Work with community partners to provide instruction with real-life context and to understand community problems and find solutions for them.
- Forge internal and external partnerships that promote the advancement of science and its application.
- Promote a culture of service to the University, urban, and professional communities.
- Serve appropriate University, urban, regional, national, international, and professional communities.

Levin College of Urban Affairs

Health

The Urban Center is the College's research, public service and outreach unit. The Urban Center and the [Center for Community Solutions](#), a Cleveland-based human services advocacy organization, have joined forces to establish an Urban Family and Child Health Initiative. This initiative will be responsible for developing both regional and state-wide public health policy agendas for the Center for Community Solutions. The College has committed UUP funds that the Initiative will use to develop a unique database that will link neighborhood conditions and health outcomes based on transactions at health care facilities. The database will be developed with the Urban Center's [Northern Ohio Information Data Center](#) (NODIS) and it will be used to identify areas of policy development and intervention that are in keeping with evidence-based public policy development.

July 1, 2010

Urban Center's [Center for Economic Development](#), along with faculty experts in economic development, is a frequent partner with the state's and region's economic development organizations in evaluating and measuring economic activity, and in providing data on the impact of economic development programs, policies and investments. Faculty and professional research staff from the College are active with [JumpStart](#), [BioEnterprise](#), and [NorTech](#).

The College has a track record of working with the state of [Ohio's Third Frontier Program](#) on policy development and its investment strategy. The College of Urban Affairs has also been deeply involved with the [Ohio Department of Development](#) in forming the state's current economic development strategy and has been a contract provider of analysis on the state's health care development strategy in partnership with [Deloitte Consulting](#).

Sustainable Communities

The Maxine Goodman Levin College of Urban Affairs is one of CSU's most visible public service and engaged learning units. The College, its research and public service unit, the Urban Center, and its academic programs have earned a national reputation as a center for thought leadership in urban public policy and public management. This reputation has come about in no small part due to the College's record of engaged research and reflective public service.

The College's excellence in economic development is recognized state-wide and nationally through its network of research centers, affiliations, and client list. The College is also the home of *Economic Development Quarterly (EDQ)*. *EDQ* is an academic journal that bridges the gap between academic research and reflective practice and has become the nation's leading journal of US economic development research, policy and practice.

The Urban Center has been part of the College since its founding. The Urban Center is primarily staffed with full-time research professionals and is organized into several broad thematic areas: leadership & organizational development, public & nonprofit management, economic development, and planning & sustainability. The Center regularly works on over \$1 million in contract research from a wide variety of sources and the quality of its work is validated by the fact that it is a [University Center of the U.S. Economic Development Administration \(EDA\)](#) and an Environmental Finance Center supported by the [U.S. Environmental Protection Agency \(EPA\)](#). Both of these are competitive awards.

Many other examples of the Urban College's community initiatives can be found at the Self Study website.

Strategic Plan

- Levin College faculty and staff are very involved in volunteer community activities and the provision of a full-set of public service activities to governments and organizations throughout Northeast Ohio.
- Faculty participate in the College Forum and a set of Leadership Programs that offer education and training courses to community leaders and leaders in various public agencies and governments throughout Ohio

July 1, 2010

- Through the Levin Forum the College offers symposia on regional issues that encourage community residents to learn from experts and participate in discussions

Division of Continuing Education

Health

The Division of Continuing Education has been offering continuing education courses to meet the professional development and license renewal needs of nurses in the region for over thirty years. The Division offers over one-hundred [professional development CE courses](#) each year for health professionals, including nurses, social workers, counselors, psychologists, nursing home administrators, dietitians, marriage/family therapists, and occupational and physical therapists. Among those with national and regional reputations are the [Nursing Refresher](#) course and the [Patient Advocacy Certificate Program](#)

Sustainable Communities

The Division of Continuing Education serves a total of over 10,000 adults annually with professional development and workforce training programs that generate over \$2 million in program revenue. These programs include seminars, workshops, short courses, certificate programs, and conferences. These programs and relationships with employers help to develop the region's economic infrastructure. The Division recently added a group of programs on sustainability and "going green."

The Division is engaged with a number of employers to provide custom training programs that help increase organizational productivity and effectiveness. Organizations that have partnered with Continuing Education for custom training include public sector agencies such as the [Cleveland Municipal Court](#), [Cuyahoga Support Enforcement Agency](#), the [Greater Cleveland Regional Transit Authority](#), [Cleveland Metropolitan School District](#), and [Defense Finance and Accounting Services \(DFAS\)](#). The Division has had a multi-year agreement with the [City of Cleveland's Department of Public Utilities](#) to provide technical training. Private sector organizations include [Amresco](#), [Alcan Primary Metals](#), [PolyOne](#), [Nestle's](#), and [Olympic Steel](#). For more outreach activities sponsored by the Division of Continuing Education, please see the Self Study website.

Other examples of Colleges' engagement can be found at the [Self Study website](#).

Planning Processes for Engaging the Community

As described in other areas of this report (see Chapters 1 and 2), the University responded to the Chancellor's call for Mission Differentiation by establishing three Centers of Excellence contained within two Signature Themes. The Centers are responsive to the needs of CSU external constituents, especially the economy of Northeast Ohio. This is apparent in the outline of the objectives and plans for these endeavors demonstrating the University's commitment to [State Strategic Plan for Higher Education](#) provided below.

- I. Objectives of *Signature Theme in Health*...relevant goals to engagement

- a. promote the development of new collaborations within CSU, as well as between CSU and other State, national, and international academic and research Institutions;
 - b. facilitate the development of collaborations with the health-related industry and motivate technology transfer and spin-off company formation;
 - c. advance health-related teaching, research, and service in the University and improve the visibility of CSU as a prime educational, research, and service institution in the local community, region, and State;
 - d. bring the University closer to the local community and provide the residents of the region and the State with access to knowledge about state-of-the-art diagnostic and therapeutic medical procedures;
2. Plans of Colleges/Units
- a. Programs under development are coaching, expanded client services through the College Counseling Center, and expanded mental health programs for teachers and school leaders. (College of Education and Health Services)
 - b. A specialty in nursing education is being developed in the Ph.D. in Urban Education. (College of Education and Health Services)
 - c. A specialty in Urban Health Education being developed as part of the Ph.D. in Urban Education will provide leaders in health maintenance and prevention. (College of Education and Health Services)
 - d. The Law School created the new Center for Health Law and Policy that includes a clinic focused on legal issues related to health and underserved communities: Community Health Advocacy Law Clinic.
 - e. The Cleveland Clinic, in enhancing its rehabilitation services, is in the process of creating a Rehabilitation Research Institute. The Director of Physical Medicine and Rehabilitation approached CSU to create a Ph.D. program similar to the joint programs in biology, chemistry, and engineering, focused on rehabilitation research. The program would educate future researchers and faculty in rehabilitation professions, areas of severe shortages nationally
3. Objectives of *Sustainable Communities*...relevant goals to engagement
- a. Expand CSU's role in the civic life of the region and the state through scholarship in the arts, humanities, social sciences, sciences, and professions;
 - b. Increase the impact of CSU's work at the front edge of University civic engagement, with special efforts to promote faculty research and engagement with students and the community;
 - c. Enhance students' engaged learning, providing a deeper experience for students, faculty, and the community;
 - d. Facilitate the development of internal and external collaborations, as well as to deepen and to enrich existing collaborations;
 - e. Bring the University closer to the local community.
4. Plans of Colleges/Units for *Sustainable Communities* (these are found at the [Self Study website](#) and described in detail at each College's website).

Core Component: 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

Evidence that Core Component 5c. has been met.

CSU offers a wide range of collaborative initiatives between CSU and K-12 schools, and partnerships between two and four-year institutions (including international partners) and medical organizations. The University's enrollment is bolstered by transfer students so it has set up policies supportive of the mobility of learners in Greater Cleveland and Northeast Ohio.

Programs Serving Undergraduate Students

Undergraduate students at CSU vary widely, and include fulltime traditional age residential students, part time adult students, students who need remedial education, students who participate in the highly competitive honors program, and a growing group of veterans.

The retention rate of full time freshmen at CSU has hovered around 60% for more than a decade. Analyses in the [State's Strategic Plan for Higher Education](#) indicated that this rate was "predicted" taking into account the diverse student population such as first-generation college students. However, CSU is committed to improving student success, so a number of programs have been implemented or strengthened since 2000. Academic support—especially for freshman students—has been improved by the following:

- [Enhanced Freshman Seminar - ASC 101](#). The curriculum now includes a common reading and activities associated with that reading, strategies necessary for college success (e.g. critical thinking and time management), faculty expectations for the classroom, and University policies and procedures. In the past two years a concerted effort has increased the number of full time faculty teaching the course (10 in 2008; 31 in fall semester 2009).
- [Learning Communities](#). CSU adopted learning communities quickly, with nearly 200 students currently enrolled.
- The [Tutoring & Academic Success Center](#) provides tutoring services for lower division students in an appointment and walk-in basis. This unit was reorganized in 2008 as an evaluation of the previous structure indicated very low usage and inadequate assessment data.
 - In fall semester 2008, SI/SLA: Instructional Support in challenging lower division classes was initiated. A student leader sits in the regular class sections and then leads 2-3 additional weekly class sessions to help student master the material. These sessions are free. Faculty have embraced this model of support, and more than 40 sections of low success rate classes were supported in fall semester 2009. Even in the first semester of implementation, a larger percentage of students were successful in developmental and non-developmental mathematics and English SI classes than non-SI mathematics and English classes. In other courses (e.g., Bio 200) the overall success rate did not improve, in part because the students who most needed the help did not attend the voluntary sessions. The extent of SI/SLA's impact on academic performance varied across courses and sections. For fall 2009, the mean final course grade was higher for SI participants than non participants in 39 of the 54 SI/SLA course sections and attrition was lower for SI participants than non-SI participants in 80% of SI/SLA course sections. In fall 2010, several developmental education courses will move to the SLA model which integrates the extra help sessions into a student's schedule and mandates attendance at sessions for students who are not performing well. Continual analyses of the data for SI/SLA are crucial.

- Tutoring was redesigned during fall semester 2008. Student tutors are now trained, file a summary after each session, and are not retained if they do not perform well. Students have the option of walk in tutoring or making continuing appointments. Usage of tutoring services has increased dramatically. During spring semester 2010 there were an average of 100 appointments per day. The tutoring centers have not had the ability to do detailed analyses of their influence on students, or note if their services are used equally by all students, including by African American, low income, or first generation students. In spring 2010, TASC began using the software TutorTrac, so analyses will begin during summer 2010.
- **Electronic Early Alert System:** In fall 2009, with the assistance of IS&T, the advisor alert program was introduced that allowed faculty to easily communicate their concerns about individual students with the appropriate advisor. The advisors follow up with the students. In fall 2009 over 900 alerts were sent by faculty and the most common concerns were students missing classes, missing tests or quizzes, not turning in assignments, or poor performance. In summer 2010 a thorough analyses of the data will be completed

Find-Your-Classroom Tours. Orientation staff meet with students prior to the beginning to Fall semester to help them find where their classes will be located.

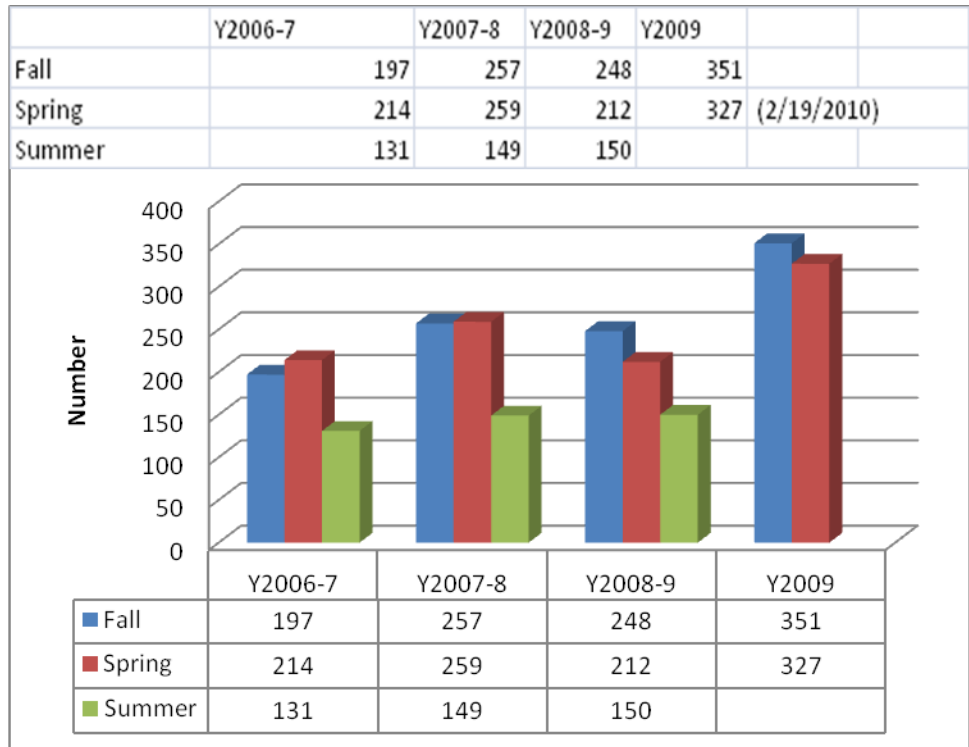
- **New Student Convocation**, a formal ceremony to welcome freshman, was initiated in 2005 and significantly enhanced in 2008. Part of the ceremony includes a personal welcome from CSU senior staff. Each new student is given a CSU pin.
- **“Weeks of Welcome”** was extended to three weeks in 2008 A series of activities are held around campus during the first three weeks of fall semester to welcome students to campus, help them meet other students and CSU staff, and introduce them to a wide variety of campus resources. In 2008 and 2009, the events included a poster session of summer undergraduate research activities.
- The **Common Reading program** allows for all CSU freshmen to read the same book through ASC 101. A committee representing a cross-section of the University selects the book for the coming year (for 2009: *Copenhagen*), and the Director of the First-Year Experience offers a series of programs for students and faculty pertaining to this book.
- The **Viking Boot Camp** was instituted in the summer of 2009 where, upon completion, students can take college-level mathematics and English courses, avoiding developmental courses. The “camp” not only prepares student for the academic rigors of college, but also explores campus life. Students receive one-on-one mentoring from University tutors during the six-week experience Twenty seven students enrolled and the pass rates were more than 20% higher than were typical in developmental courses (70% passed Math and 93% passed English). Viking Academic Boot Camp will be offered again in summer 2010 with a target enrollment of 40 students. The students from 2009 and 2010 will be tracked. According to research from other campuses, summer bridge participants persist at higher rates than non-summer bridge participants (Walpole, Simmerman, Mack, Mills, Scales, & Albano, 2008).

In addition to these campus-wide initiatives a number of new undergraduate programs have been developed since 2000 including the honors program and SERV (supportive education for returning veterans).

- *Honors Program.* The [Honors Program](#), designed to attract large numbers of gifted students to CSU, was established in 2003. The program enrolling 40 - 50 new freshman and 20 - 25 upper division students each year is designed to meet the needs of highly talented students. By the end of summer 2009, over 100 honors students had graduated. Honors students have helped improve the image of CSU in the community in a variety of ways. They are encouraged to be involved in the Cleveland community through the Universal Honors Experience courses, in which they engage in such activities as volunteering to assist with the high school Model UN program, travelling to work with Habitat for Humanity and other charitable organizations (Viking Expeditions), and tutoring in city schools. The Admissions office “features” the Honors Program in its efforts to recruit strong students to CSU and representatives of the Honors Program (the Director, Advisors, alumni, current students) regularly visit area schools to recruit students. The program has also conducted several shadowing experiences for area high school students. Finally, many honors students choose or are required to participate in internships or co-ops with Cleveland-area employers, which helps build links to those employers for the program in particular and CSU as a whole. Several recent graduates have turned internships and co-ops into full-time employment after leaving CSU. Other examples of the success of the program are described in Chapter 2.
- The [SERV Program](#), formalized in spring semester 2008, with an office, specialized classes, the appointment of a director as well as support staff received a \$1,000,000 grant from the Wal-Mart Foundation late fall semester 2008. Since then the program has grown to 351 students in fall 2009. The total enrollment of veterans at CSU has significantly increased in the last three years (see Table 8.1) even though the majority does not use SERV services, in part because SERV is designed for newly returned veterans. The program anticipates that with the drawdown of troops from Iraq an increasing number of veterans will need the support that a program such as SERV provides.

Table 8.1

Enrollment for SERV Program



Undergraduate Student Success Committee: In March 2010, President Berkman announced the creation of a committee to investigate how to increase graduation rates among undergraduates. The committee made up of interested faculty and administrators began meeting in April 2010.

Academic Year Programs:

- The [Post-Secondary Enrollment Options Program \(PSEOP\)](#) is a state-funded program which offers qualified high school students the opportunity to gain valuable college life experience and earn credit while supplementing their high school college preparatory curriculum. More than 25 high schools send students to CSU. Enrollment for past three years is summarized below.

Table 8.2
Post-Secondary Program Enrollment, 2006 - 2010

Spring 10	Fall 09	Spring 09	Fall 08	Spring 08	Fall 07	Spring 07	Fall 06
157	168	141	141	125	168*	144	154

* Includes a grant funded program in foreign language

Prior to 2006 a number of PSEOP students were failing CSU courses, so Faculty Senate voted to increase the standards. The new requirements are 3.4 high school Grade Point Average (GPA) , 22 on each section of the PLAN/ACT or 520 on each section of the PSAT/SAT. Since then the average GPA of PSOP student has exceeded 3.22 and the percentage of students whose cumulative CSU GPA is below 2.0 is less than 5%. Student comments in recent surveys indicated that PSEOP students believed the program improved their skills and helped them make the transition to College.

- CSU has established relationships with vocational high schools such as the [Cuyahoga County Career Center](#) and the [Medina Career Center](#), allowing students to begin their college career through specialized study in their high school curriculum.

Summer Programs: CSU provides a variety of summer programs for local K-12 students and rising freshman.

- Viking Bridge is designed to provide qualified high school students with the opportunity to gain valuable college life experience during the summer.
- [Summer Scholars Program](#) is an innovative, competitive summer program which enhances the academic success of outstanding high school juniors and seniors in selected area school districts.
- [LINK Program](#) is a collaborative effort between the University and the corporate community that fosters career exploration and academic success among minority students
- The [Recreation Center](#) runs week-long summer programs for children 6-12 years old. The camps are learning, entertainment, and exercise a perfect way for your child to spend part of the summer.
- Junior Vikings kids club provides the opportunity for local students to participate in a wide range of sports including basketball and baseball.
- Health Careers Opportunities Summer Institute introduces high school students to a wide variety of high-wage careers in health and medicine through hands-on research and shadowing experiences with CSU students & faculty.
- VABC: [Viking Academic Boot Camp](#). Incoming or current CSU students in 2009. *Description:* Develop strategies for effective time management, note taking, and study skills, prepare for college level courses, explore campus life, utilize University resources, and receive one-on-one assistance from University tutors.
- The Supreme Court of Ohio Law and Leadership Summer Institute for youth from underserved communities. This institute uses intensive legal and educational programming as a tool to foster vision, develop leadership skills, enforce confidence, and facilitate the pursuit of higher education.

"It [PSEOP] really pushed me to study more. It actually taught me how to study. I love the environment and the course work more than at my high school. The PSEOP program at CSU challenged me, and I'm so thankful for that."

"My PSEOP experience taught me to take greater responsibility for my education."

"Although my class was challenging I found that through my difficult teachers I had to begin learning on my own--it taught me to be independent."

Task Force 9-16: CSU College of Education and Human Services created the Task Force 9-16 in the spring of 2005 to 1) to focus on the transition from high school to college and 2) to inform those within the University about the reform efforts in area high schools. Faculty and administrators from four colleges have participated in the Task Force since its inception. More information is found at the [Self Study website](#).

CSU has developed a wide variety of programs and initiatives that provide P-12 students with educational opportunities and connections to higher education. High school counselors and parents are involved in the process of promoting students' participation in college while they are still in high school.

Partnerships with Two- and Four-year Institutions

CSU partners with more than 20 regional, national, and international institutions (community colleges, four-year colleges and universities, as well as other organizations) to increase educational opportunities for a diverse and complex student population. See Appendix 5.1 for a comprehensive listing of current educational partnerships.

Two-year institution partnerships: As noted previously in this chapter, CSU's academic Colleges have formed articulation agreements with community colleges to provide transfer students with the most efficient route to their bachelor degree. Since 2000, eight new agreements in areas such as Business Administration, Nursing, Health Sciences, and Urban Studies have been formed. Currently, ten programs, such as Engineering Technology, Information Systems and Psychology are delivered on-site at our Lakeland and Lorain County Community College Partnership locations.

Cuyahoga Community College is the most recent addition to our partnership program agreements. Tri-C students account for 58% of our transfer population, and this agreement permits students to simultaneously enroll at both institutions to attain their associate's and bachelor's degree. It provides a seamless transition for students as well as an umbrella under which current and future curricular agreements can flourish.

Four-year, graduate, and medical institution partnerships:

- Baldwin Wallace College is our four-year institutional partner in providing undergraduate degrees in the areas of [Music Therapy](#) (established in 2003) and [Mechanical and Electronic Engineering Technology](#) (established in 2000) is. Joint programming enables both institutions to offer these majors that would otherwise not be available.
- CSU has joined The University of Akron, Kent State University, Youngstown State University, and Ohio University in offering graduate degrees in fields such Creative Writing, Educational Administration, Social Work, Public Health, as well as a doctoral degree in Urban Studies and Public Affairs. A total of nine programs have been established, six of which were created within the last six years. In 2007, CSU and Cuyahoga Community College developed a curriculum to address the new graduate degree requirement for all future [Physician Assistants](#). This new program allows baccalaureate degree holders to obtain their Physician Assistant Certificate and Master Degree in Health Sciences simultaneously.
- As noted in Chapter 4, the Northeast Ohio Universities College of Medicine and Pharmacy initiative is clearly intended to enhance the University's status as a health care institution.

This unique collaboration will create a regional campus for NEOUCOM focused on training primary care physicians and public health practitioners.

- An additional 18 memoranda of understanding provide for facility usage and fellowship opportunities with our medical partners ([Cleveland Clinic Foundation](#), [Southwest General Health Center](#), [MetroHealth Center](#)) and accelerated entry into the [Ohio College of Podiatric Medicine](#).

International Relationships

- Global relationships that have been formalized include [Nanyang Polytechnic](#) (Singapore) and Chung Yuan Christian University (Taiwan) to facilitate transfer of undergraduate and graduate engineering students.
- The [Confucius Institute](#) at Cleveland State University, opened in 2008, prepares up to 60 teachers of Chinese for public and private schools, colleges and other organizations as well as assist them to be successful on the job. The Institute also coordinates short and extended exchanges of faculty, teachers, and students from both China and Ohio to pursue degrees and have enriching experiences through a network of Chinese universities and school systems.
- Stemming from the Confucius Institute, CSU signed a partnership agreement with Capital University of Business and Engineering in Beijing, China. This collaboration is intended to promote the use of the Chinese language and appreciation of Chinese culture as well as economic development in Ohio.

Such programs exist to engage and serve the range of undergraduate students including first-year experiences, academic support, co-op, eLearning, and off-campus programs.

Analyzing CSU's Capacity to Respond

When the University's strategic plan was completed, University administration and the Board of Trustees endorsed *Vision Unlimited* to the goal and strategy level. A number of tactics are included in the report, but it was up to individual departments to identify the tactics they chose to pursue. Subsequently, academic units identified activities they planned to pursue for each goal. This, in essence, could be considered one means of analyzing the capacity to respond to community needs. Units did not include a potential opportunity in their plans if they did not have the capacity or commitment to address it. An [update on compiled departmental tactics](#) was conducted and reported in 2009.

Effective evaluation of programs and activities is crucial to ensuring that universities provide relevant and responsive services to their constituencies. The following examples illustrate occasions when, upon analysis, CSU decided not to pursue potential opportunities due to prioritization of resources:

- Several years ago, CSU was also approached by the [City of Lakewood](#) about establishing or participating in an educational center there. Because of Lakewood's proximity to downtown and to the CSU [West Center](#), the decision was made not to offer credit courses there.
- During late 2000 and early 2001, CSU was asked to offer Continuing Education programs in the city of Perry, at the request of the [Perry-Hocking Educational Service Center](#). In this case, the

July 1, 2010

University responded to the request with an ambitious schedule of courses that unfortunately met with dismal success. The initiative was discontinued.

- The University also considered additional off-campus centers—such as a South Center—but determined that it did not have the capacity to go forth.
- The [University Library](#) would like to do additional alumni and community outreach but is unable to do so due to budget limitations. The [Special Collections](#) area is limited in its ability to fulfill more internal and external requests for access and reference for the same reason.
- The [Alumni Office](#) cannot offer as many programs (continuing education, regional gatherings, and national programs) as desired due to budget limitations.

Core Component: 5d. Internal and external constituencies value the services the organization provides.

Evidence that Core Component 5d. has been met.

As is evident by the multitude of partnerships with organizations described in the following section, the University strives to be a member in good standing in the Greater Cleveland and Northeast Ohio communities. The University's presence and prestige are increasing thanks to tremendous efforts in outreach over the past decade.

Campus Engagement Activities Involving the CSU Community

The [Department of Student Life](#) provides a variety of services and programs to enhance the university experience and complement CSU's academic mission. Programs and services include leadership training, service opportunities, support of over 178 recognized University student organizations and 17 fraternities and sororities, judicial affairs, campus activities, advising support to the Campus Activities Board, Student Government Association, Student Bar Association, and the student media including the Cauldron newspaper, Vindicator multicultural magazine, Whiskey Island literary magazine, WCSB 89.3 radio station and the Gavel law paper.

In 2009-10, over **35,906** students participated in over **224** programs and events sponsored by the Department of Student Life. In addition, more than **3701** students have been involved in recognized student organizations in **2009-10** and **691** gained leadership experience in student organization officer roles. Regular assessment of CSU activities and programs indicate a high degree of satisfaction (overall average satisfaction score on a five point scale has exceeded **4.44** (on a five point scale. Results from the 2009-10 Involvement Survey which analyzes the Learning Outcomes listed below:

Learning Outcomes:

- Interpersonal Skill Development

July 1, 2010

- Conflict Management
- Self-Management
- Teamwork
- Planning Skills
- Diversity Awareness
- Community Awareness

Since the new Dean of Students was appointed in February 2008, the Department of Student Life has sought to extend the boundaries of learning beyond the classroom walls to support the academic mission of the University. Two initiatives have been particularly successful: Faculty Friends and City Club lectures. Each semester faculty members volunteer to be “friends.” They meet with a group of students informally e.g. over lunch or dinner, attend new student convocation, and find ways to interact with students outside their own classroom and majors. A grant in collaboration with the College of Liberal Arts and Social Sciences supports CSU students attending lectures at the nationally known citadel of free speech – the [Cleveland City Club](#). Faculty members attend these lectures with students and serve as mentors and discussion facilitators.

[Center for Leadership and Service](#) supports student development of leadership, organizational and career skills; broadens awareness of social issues through local and out of state service, fosters citizenship and greater understanding and respect for other perspectives. The Leadership Certification process immerses students in leadership and diversity education, self-exploration and service experiences. Campus-wide leadership and service events including iLEAD, Leadership Roundtables, Make a Difference Day and Do-Gooder Day are offered annually. In addition the Center offers free leadership self-assessments, helps match students to community service opportunities, and works with students one on one to help them develop personalized development plans.

Table 8.4

Number of students and number of student hours engaged in community service.

<i>Year</i>	<i>Number of Students</i>	<i>Number of Service Hours</i>
2009-2010	1374	5423
2008-2009	1444	2685
2007-2008	1459	3131
2006-2007	926	8013
2005-2006	631	3090
2004-2005	549	1051

Examples of Service Programs Involving the Community

Alumni Affairs: The [Office of Alumni Affairs](#) and the [CSU Alumni Association](#) engage more than 90,000 CSU graduates resources and information to enhance degrees and to advance in professions. Alumni Affairs assists the Alumni Association Board of Directors and its constituent organizations in the development and implementation of professional and continuing education programs, career networking opportunities, endowment of student scholarships, recognition of outstanding alumni, and social, athletic, and student-related activities. The most recent Alumni survey was completed in 2006. Results of this telephone survey of 300 alumni showed that the majority of the alumni value Cleveland State. Another survey is being conducted this year to about 20,000 alumni via email to compare the findings to the 2006 telephone survey.

Advancement: [University Advancement](#) regularly surveys its alumni and all development directors dedicate considerable time to meeting with internal and external constituents to gauge their interest in the CSU, understand how the University can help meet their needs (e.g., nursing shortages in healthcare) and to explain to them how individuals and organizations can support CSU in meeting those regional needs (“our philanthropic priorities reflect your needs”). Since 2007, in conjunction with the review of academic programs in light of the region’s needs, the office decided that fundraising efforts would focus on those University programs that address regional priorities or the priorities of employers who hire CSU graduates.

Economic and Workforce Development

Reflecting the vision of the new State Strategic Plan, the [Career Development Center](#) prepares students for success by providing educational and career development opportunities in collaboration with University and community partners. Career Services are available to CSU Alumni as well as current CSU students. Career Services also provides internships, co-ops and full-time employees to a number of businesses locally and nationally. There is a very active on-campus recruiting program where employers are connected to students.

For examples of employers who hire our graduates, see the [Self Study website](#).

July 1, 2010

Career Services has surveyed recent CSU graduates regarding employment status and post-graduation plans. The survey asks about employers, job titles, salaries, and plans to attend graduate school. Some key findings from the 2009-2010 survey include:

- Fifty percent reported that they were working in a job related to their major, equaling the percentage of the previous year.
- Forty-five percent reported an interest in attending graduate school in the next 12 months. This is consistent with the 2008-2009 survey where 44% said they planned to attend graduate school.
- Seventy-four percent plan to use the Career Services Center in the future, matching last year's percentage.
- Thirty-four percent reported having an internship or Co-op position while attending CSU, approximating the 36% in the 2008-2009 survey.

Services and Facilities

Conference Services: CSU provides extensive facilities for both internal and external constituencies. These include more than 73,000 square feet of meeting facilities, ranging from basic classrooms to state-of-the-art seminar rooms, exhibitor space, athletic facilities, and three performing auditoria. During 2007-2008 classes and meetings involved more than 200,000 CSU faculty, staff and students. In addition, in the same year facilities for more than 30,000 external constituents were provided. These included community, business, education, and nonprofit organizations hosting private meetings, large conferences, research/technical presentations, and even athletic camps

CSU's **Recreation Center** and Woodling Gymnasium provide access to three full-sized basketball courts, an indoor running track, weight room and natatorium with Olympic-sized swimming pool. Outdoors, there are tennis courts and softball and soccer fields.

The **Division of Continuing Education** one of largest providers of continuing education in Northeast Ohio offers most of its courses at the **Joseph E. Cole Center**. The Cole Center has been highly rated as providing an environment that is conducive to student learning. In addition, Cole Center also hosts a number of events sponsored by other Cleveland State departments or external.

CSU **Athletics** sport teams compete in the National Collegiate Athletic Association (NCAA) Division I. The University sponsors programs for 17 intercollegiate sports -- nine for women and eight for men. The Vikings are members of both the **Horizon League** and **Eastern Wrestling League**. More than 40 student athletes have been selected as All-Americans in their respective sports. In 2007-2008, CSU Athletics was awarded the McCafferty Trophy given to the top athletic program in the Horizon Athletic League.

In the classroom, the cumulative GPA for the 250 athletes is consistently near 3.0. University teams regularly rank among the nation's academic best, with many having been named Academic All-Americans. Athletic Academic Advising Office coordinates an extensive support system, including study halls and tutoring.

Community service is a cornerstone of CSU athletics. Viking student athletes, led by the University's Student-Athlete Advisory Council, participate in a variety of volunteer activities ranging from tutoring to adopt-a-school programs.

July 1, 2010

Community support for athletics is significant. Athletics enjoys “Elite Fleet” sponsorship (the highest level of sponsorship available) from the Cleveland Clinic, National City Bank, Herald Printing, Sports Time Ohio, Medical Mutual, and Yellowbook and 52 other Elite Fleet supporters. The Viking Club includes individual donors to CSU athletics. Annually, there are more than 800 individuals who have each contributed between \$600 and \$5,000+.

The mission of the [University Library](#) is to bring people and information together. In 2007-2008 there were nearly 500,000 physical visits coupled with 14 million visits to the library’s web pages, and over 700,000 uses of online journals and databases. Holdings include 2 million items including print, music, audiovisual, and archival material. 183,212 items were checked out.

One important community outreach project of the CSU library is known as the [Cleveland Memory Project](#). The Cleveland Memory project is a vast photo archive, virtual reading room, photographic reproduction service, and a showcase for the library’s collections. Researchers and casual browsers can find thousands of historical photographs, as well as a growing collection of ebooks documenting the history of greater Cleveland and the Western Reserve region of northeastern Ohio, its industries and its people. Also there is a large selection of vintage video and sound recordings. All of this is delivered to users in a searchable, online database that is constantly updated. Support for the library can also be measured through donor support. The library annually receives many donations in amounts between \$250 and \$25,000 from nearly 300 supporters.

[Campus Recreation](#) Services is housed in the 110,000 square foot 3-story Recreation Center that adjoins the Physical Education Building. Recreation Center amenities include an Olympic size pool, two lap pools; basketball, volleyball, racquetball and squash courts; a multipurpose gymnasium; weight rooms and cardiovascular areas; a circuit training area; an indoor track; ping pong and pool tables; three multipurpose activity studios; locker rooms; lounge areas; and Glenn's Energy Oasis juice bar.

Services include group fitness classes, instructional classes such as dance, yoga, and Pilates, personal training, fitness testing, learn to swim courses, intramural sports, sport clubs, summer day camps, equipment checkout, locker rentals, and informal recreation opportunities such as basketball, volleyball, racquetball, squash, weightlifting, and running.

Since the Recreation Center was opened in 2006, more than 1,000 individuals have visited the Recreation Center on a daily basis. In academic year 2008-2009, 12,121 individuals visited the Recreation Center.

In Fall Semester 2009, over 36% of all eligible students (8 credit hours or more) visited the Recreation Center at least once. In 2008-09, 1627 students participated in at least one of 14 intramural sports, and 411 students were active in 14 sport clubs. Campus Recreation hosts guests from off campus for a variety of camps and special events. In 2009, summer camps were attended by 2147 non-CSU students, and 1360 individuals participated in special events.

The [Wolstein Center](#) hosts approximately 800,000 guests annually for performances, competitions, and conferences. Guests attend a variety of concerts, family shows, sporting events and corporate or civic functions, accessible to 4.5 million people in a 100-mile radius.

July 1, 2010

The main arena accommodates over 14,000 guests but can handle smaller crowds, as well. The Wolstein Center is home to Cleveland State's Men's and Women's Basketball Teams, Division I members of the NCAA, and boasts a Conference Center which hosts hundreds of banquets, corporate meetings and trade shows annually. The Center's flexibility allows for dinners for 2000 guests, to 10,000 visitors at trade shows. The Conference Center can be configured into smaller rooms for breakout sessions and working groups with an in-house culinary team. The Wolstein Center is a full-service, multipurpose facility, managed by [SMG World](#).

CSU [Health and Wellness Services](#) provides high quality, low cost health promotion and illness intervention to the CSU community including, primary care, preventive health programs, women's health services, referrals and administration of student health insurance, as well as consultations to various University divisions and organizations.

During 2007-2008, professional staff completed 6,053 patient visits and an additional 1,200 people who walked in for "band-aids," TB skin readings, weight monitoring, information, etc. Two hundred-twenty individuals received help/guidance with health insurance problems. Health promotions included a Wellness Fair, New Student Orientations, "NO FLU 4U" program for faculty and staff flu shots, smoking cessation counseling, blood pressure & cholesterol screening, HIV/AIDS awareness, and emergency preparedness drills for potential pandemic & violence outbreaks.

Feedback is continuously obtained by review of charts, staff meetings, annual assessment exercises and annual professional evaluations. "Give Us a Grade" questionnaires/surveys are completed by 400 consecutive clients every spring semester; and outcome surveys indicate a high service-satisfaction rating of >95%.

Staff also participate and support the [LifeShare Blood Drives](#); [The Wellness Council of Northeast Ohio](#); [American College Health Association](#)--Administration Committee & Participation as speakers/presenters at [annual meeting](#); Ohio Chapter of ACHA--Executive Committee; [Free Medical Clinic of Greater Cleveland](#); [St. Vincent Charity Hospital](#)--Occupational Medicine; [Southwest General Hospital](#)--Urgent Care Clinics; [Cleveland Clinic Educational Programs](#); Co-operative Programs with City of Cleveland Department of Public Health and Cuyahoga County Board of Health; State of Ohio Department of Health and CDC Screening & Education Programs for HIV prevention/treatment.

Strengths, Challenges, and Self-Recommendations for Progress toward Continuous Improvement

The following section identifies the **strengths** of the University regarding Engagement and Service, and areas that need institutional attention or "**challenges**." Finally, **self-recommendations for progress toward continuous improvement** are listed. These strengths, challenges, and self recommendations are based on the evidence described in this chapter.

Strengths:

- The thoughtful response to Mission Differentiation provides focus on and resources for community economic and civic needs.
- CSU is viewed as a pillar in the Cleveland Community (see textbox).

July 1, 2010

- The University is responsive to the needs of internal and external constituents.
- CSU has a strong influence in the development of the newly created Campus District.
- An increased sense of energy across the campus.
- Vast improvements made to the physical campus over the past decade make CSU an inviting place for students and the community.

Challenges (Evidence that demonstrates Engagement and Service need institutional attention):

- Ensuring University-wide coordination to promote community engagement especially with the advent of the two Signature Themes.
- Coordination of existing University-level community ties such as liaisons and boards.
- Globalizing curricula and mindsets to meet the demands of present and future.

Self-Recommendations for Progress toward Continuous Improvement:

- Continuing a strong presence in the newly created Campus District.
- Establish and maintain a comprehensive list of external partnership to avoid overlap.
- Collect a broad collection of data about community leaders' perception of the value CSU brings to Greater Cleveland and Northeast Ohio.
- Increase access to Study Abroad program.
- Build communication paths across colleges and the entire campus and reward interdisciplinary structures in order to achieve a truly integrated university culture.

I think I am going to give you a trick answer here. I am going to say Cleveland State's campus. It has started to transform over the past few years. I believe if it starts to get more students to live on campus it can play a big part in Cleveland's revitalization.

Former Cleveland Cavaliers General Manager, Danny Ferry when asked what his favorite Cleveland landmark is, other than Quickenloans Arena.

July 1, 2010

Chapter 9

Federal Compliance

The following chapter refers to the Federal Compliance policies stated in the Higher Learning Commission Handbook (updated February 22, 2010).

I. Credits, Program Length, and Tuition

Section 3.10: The Commission shall expect an affiliated institution to be able to equate its learning experiences with semester or quarter credit hours using practices common to institutions of higher education, to justify the lengths of its programs in comparison to similar programs found in accredited institutions of higher education, and to justify any program-specific tuition in terms of program costs, program length, and program objectives. Affiliated institutions shall notify the Commission of any significant changes in the relationships among credits, program length, and tuition.

Credit Hours and Program Length

The Commission requires that an institution be able to demonstrate 1) credit hour assignments for each class and overall credit hours requirements for each degree program while 2) demonstrating that these credit hour allocations are within a range of good practice currently in higher education and 3) justify any program specific tuition rates based on the costs and expenses, length of program and program objectives.

1. All Cleveland State University credit-bearing courses are offered on a semester credit hours basis.

As defined by the Ohio Board of Regents, Fall and Spring semesters are 16 weeks in duration including 15 weeks of instruction and one week of final examinations. The summer term includes 5 sessions as follows

- One 12 week session
- One 10 week session
- One 8 week session
- Two six week sessions

Semester credit hours are granted in adherence with the Ohio Board of Regents guidelines awarding one semester hour for the equivalent of a minimum of 750 minutes of formalized instruction that typically requires students to work at out of class assignments an average of twice the amount of time as the amount of formalized instruction (minimum 1500 minutes).

CSU's course scheduling time blocks were approved by Faculty Senate and are distributed annually to all department chairs, course schedule liaisons and associate deans. The academic calendar and final exam schedule, also approved by faculty senate, are available on-line at <http://www.csuohio.edu/enrollmentservices/registrar/calendar/> All courses and corresponding

credit hours appear in the undergraduate and graduate catalog available on-line at <http://www.csuohio.edu/undergradcatalog/> or <http://graduatestudies.csuohio.edu/catalog>
Credit hour values can also be found in the schedule of classes for each term which can be accessed at <https://campusnet.csuohio.edu/guest/stage.htm>

Students' academic transcripts record credit hours and grades earned for all courses attempted by semester and in cumulative totals.

2. The credit hour requirements for CSU degree programs have been reviewed and approved by the Cleveland State University faculty Senate, Board of Trustees, and the Ohio Board of Regents. The length of CSU degree programs is within a comparable range of peer institutions. The process for approving new programs at CSU involves extensive University review and, by state law, authorization by the Ohio Board of Regents. The Board of Regents database stores the credit hour requirements of all degrees in the state of Ohio, reports the number of degrees awarded by each school and the average number of credit hours accumulated by all degree recipients. Data to compare CSU degree programs and graduates can be found in the OBOR annual Performance Reports http://regents.ohio.gov/perfrpt/performance_reports.php
CSU offers bachelor's degrees ranging from 125- 154 semester credits, master's degree programs ranging from 30-81 credit hours, Doctoral degrees ranging from 60 -112 credits and a Juris Doctor that requires a minimum of 90 credits . Some programs contain various concentration or tracks resulting in minor variations in the number of credits required within a particular program
Program requirements are published in the Undergraduate and Graduate Catalogs. Advisors and Students pursuing undergraduate degrees use the University's automated degree audit system to determine remaining requirements and track progress toward a degree.

Tuition

Cleveland State University charges tuition based on a student's residency (in-state, versus out-of-state); the number of credit taken (with a "band rate" for 12-16 credit hours); and the level of courses and programs (undergraduate, graduate, doctoral, law). Information about tuition and fees is accessible from the University's web site <http://www.csuohio.edu/offices/treasuryservices/tuition/>

Almost all CSU programs fall within the regular tuition structure. Eight CSU programs have or will have program-specific tuition:

- Standard Accelerated MBA Program (SAMBA)
- Global Accelerated MBA Program (GAMBA)
- Executive MBA (EMBA)
- Doctor of Business Administration (DBA)
- Diversity Institute
- Master of Public Health (MPH)
- Master of Fine Arts - Creative Writing (MFA)
- Music Therapy Program

Standard Accelerated MBA Program: SAMBA has a program fee of \$546.88 per credit hour.

July 1, 2010

Global Accelerated MBA Program: GAMBA is a new program beginning in Fiscal 2010. The program includes an international trip as part of the curriculum. The program fee of \$640.63 per credit hour applies to both Ohio residents and nonresidents.

Executive MBA Program: The EMBA program is a 22 month program. The program cost for the Fall 2010 cohort is \$36,900.

Doctor of Business Administration: The DBA program is an international program offered jointly between Cleveland State University and Groupe ESC Clermont Graduate School of Management in Clermont-Ferrand, France. The five year program fee of \$68,000 is paid over a four-year period (\$17,000 per year). Students unable to complete the program in the allotted time, the tuition will be calculated at the current nonresident doctoral instructional rate after the fifth year. This program is expected to begin in the Fall 2010 semester.

Diversity Institute: The Diversity Institute program includes both a Certificate Program (\$15,006.80) and a Master Degree (\$20,883.67)

Master of Public Health: CSU's MPH program is part of the Consortium of Eastern Ohio Master of Public Health - a multidisciplinary, interdepartmental consortium with courses and faculty at Cleveland State, Ohio University, Northeastern Ohio Universities and Colleges of Medicine and Pharmacy (NEOUCOM), the University of Akron, and Youngstown State University. Many courses are taught by distance learning, and students may take courses at any of the campuses. The \$500 per-credit hour tuition for the MPH consortium is based on NEOUCOM's tuition, since the program is centered there.

Master of Fine Arts: The MFA in Creative Writing is part of the Northeast Ohio Universities Master of Fine Arts in Creative Writing - a multidisciplinary, interdepartmental consortium with courses and faculty at Cleveland State, Kent State, the University of Akron and Youngstown State University.

Administrative responsibility for directing the program rotates among the universities. As stipulated in the initial proposal to the Ohio Board of Regents,

The MFA in Creative Writing tuition and fees will be set annually by the consortium's Administrative Committee in late winter/early spring and approved by the boards of trustees at each participating institution. . . Any increases will be implemented annually to all students enrolled in the program, not by cohort. Tuition will be determined on a per-credit-hour basis taking into consideration the current Ohio Board of Regents fee assumption rate and tuition rates of similar program A separate general fee cannot be charged . . .

Tuition for the MFA consortium is \$460 per credit hour. The MFA consortium tuition rate, which includes instructional fees and general fees, reflects the sum of the highest tuition and general fees among the participating institutions.

July 1, 2010

Music Therapy Program: The Music Therapy Program is offered in conjunction with Baldwin-Wallace College, home of the Cleveland Music Therapy Consortium. The Instructional Fees for the program apply only to Music Therapy courses taken at Baldwin-Wallace College at the Cleveland Music Therapy Consortium and are comprised of the CSU undergraduate tuition rate of \$341.50 per credit hour plus the consortium "rider" of \$476.50 per credit hour. The program rider applies to both Ohio residents and nonresidents. Nonresident CSU undergraduate students are subject to the undergraduate out-of-state surcharge on the CSU portion of the fee.

II. Student Complaints

Section 13.3: The commission “expects an affiliated organization to provide a comprehensive evaluation team with an organizational account of the student complaints it has received and their disposition. This account should cover the two years of operation preceding the comprehensive evaluation... One manner of accounting is a log that tracks complaints from inception to disposition... [T]he commission believes that the reporting obligation should focus principally on nontrivial complaints, either academic or nonacademic, made formally in writing, signed by a student, and addressed to and submitted to an organizational officer with the responsibility to handle the complaint.

Organizational Records of Student Complaints

Cleveland State University complies with the Commission’s expectations
For maintaining records of student complaints and their disposition.

Informal student complaints are addressed as expeditiously as possible, typically
Within the office or department within which the complaint originates or by the University Ombudsman or the Affirmative Action Officer. Informal or “second-hand” complaints that come directly to the Office of the President or the Office of the Provost are generally referred to the appropriate office or department with responsibility for the area of the complaint.

Procedures and timelines for handling formal complaints are outlined in *The Code of Student Conduct*. This publication contains the Student Conduct Code, Academic Regulations and Procedures and Student Grievance Procedures, Credit by Examination, Grade Reporting, Incomplete Grades, and FERPA information. It can be accessed at
<http://www.csuohio.edu/studentlife>.

Records of *formal, written* student complaints where a hearing was held are kept in the office of Judicial Affairs and are maintained for 10 years.

Office of Judicial Affairs: The Office of Judicial Affairs and the Judicial Affairs Officer seek to foster a campus community that provides students with the opportunity to reach their educational goals and that protects the health, safety, property, and human rights of faculty, staff, and students. The Office of Judicial Affairs serves the University by helping to maintain a safe and secure campus community through administration of the Student Conduct Code. To help carryout the mission of the University, the

July 1, 2010

Office of Judicial Affairs enforces the appropriate rules, regulations and policies. When complaints about student behavior is made, students may be charged with violations of the Student Conduct Code,

Grievances filed by students are handled by either the University Ombudsman or the Affirmative Action Office:

University Ombudsperson: The University Ombudsperson has the official role of protecting the interests and rights of all members of the Cleveland State University community by being an impartial, trustworthy person to oversee conflict-resolution procedures and assure due process for all parties involved in a conflict. The ombudsperson strives to achieve informal resolutions of disputes; provides informal, confidential mediation; advises complainants of their rights; identifies the correct bodies to which petitions and requests should be addressed; helps complainants prepare supporting paperwork in clear and concise form; and offers an avenue through which persons with grievances can express their concerns and develop a constructive perspective on their situation.

Affirmative Action Office: The Affirmative Action Office (AAO) is responsible for the administration of the University's equal opportunity and affirmative action policies, programs and procedures. The AAO works cooperatively with All University departments and units to provide training and information on unlawful discrimination and affirmative action issues to increase awareness of these issues throughout the university community and promote the full participation, well being and equitable treatment of all students, faculty and staff, regardless of age, race, color, religion, national origin, sex, sexual orientation, disability or veteran status.

The Affirmative Action Office is primarily responsible for the investigation and resolution of all complaints of unlawful discrimination, including complaints of sexual, racial and any other types of unlawful harassment. A fair and prompt resolution of discrimination complaints is usually completed within 15 working days. Appropriate action is taken when necessary.

The Affirmative Action Office reports directly to the President of the University.

In addition, the Dean of Students Office serves as the delegated authority for matters related to student complaints for out classroom situations.

The Office of Graduate Studies and Research, handles graduate student complaints. Procedures and timelines are outlined in the Graduate Catalog.

Academic Regulations: Academic Regulations are found in both the Cleveland State University Undergraduate Bulletin and the Cleveland State University Graduate Bulletin. They can be assessed on line at <http://www.csuohio.edu/undergradcatalog> or www.csuohio.edu/gradcollege/catalog.

Grade Disputes: If a student disagree on a grade issued the student may request a meeting with the faculty member and his or her superior whether it is chairperson or dean. If the matter is not resolved the issue then follows collegiate procedures and may come before a review committee. A recommendation is made to the University Admissions and Standards Committee of the Faculty Senate by the college.

Academic Misconduct: The policy on Academic Misconduct can be found on line at <http://www.csuohio.edu/.../spr/policies/scientificmisconduct/index.html>. When students have

July 1, 2010

disagreements about the allegation of academic misconduct, they can petition the Academic Misconduct Review Committee for a hearing. Neither the finding of misconduct nor the sanction previously suggested or imposed limits the options available to the Review Committee and the hearing shall be in the nature of a de novo proceeding. The Review Committee does not gather evidence to investigate the charge independently. The Misconduct Review Committee is a standing committee of Faculty Senate. Two faculty members elected at large by the faculty, drawn from the entire University faculty, one student member of University Judicial Board elected the members of that body, and the Judicial Affairs Officer, as a non-voting ex-officio member. The Office of Judicial Affairs is the repository of the records.

The professional and graduate schools at Cleveland State University have adopted their own misconduct codes and procedures for resolution that are consistent with high academic principles and the standards of their profession or their accreditation organizations.

III. Transfer of Credit

Section 3.11: Each institution shall determine its own policies and procedures for accepting transfer credits, including credits from accredited and non-accredited institutions, from foreign institutions, and from institutions which grant credit for experiential learning and for non-traditional adult learner programs. An institution's periodic review of its transfer policies and procedures should include evaluation of their clarity to those who administer them, to the students who follow them, and to employers and other stakeholders. It should also include the consistency of their interpretation and application throughout the institution, as well as their responsiveness to new types of learning opportunities outside institutions of higher education.

At the time of initial accreditation or reaffirmation of accreditation, the Commission will confirm that an institution has transfer policies that are publicly disclosed and that such policies include a statement of criteria established by the institution regarding transfer of credit earned at another institution.

Admission requirements for transfer students at CSU are clearly listed on the transfer admission web page, the on-line undergraduate catalog, and the "Next Steps" publication that is mailed to all prospective transfer students. If denied, students may initiate the openly disclosed appeals process.

They may also follow the personalized recommendations listed on their admission decision letter to fulfill requirements to gain future admission to CSU.

IV. Verification of Student Identity

Sections 3.12 and 3.12(a): Institutions offering distance education or correspondence education, as specified in the federal definitions reproduced herein solely for reference, shall have processes through which the institution establishes that the student who registers in the distance education or correspondence education courses or programs is the same student who participates in and completes and receives the academic credit.

In verifying the identify of students who participate in class or coursework the institution may make use of a variety of methods, including but not limited to: (1) secure login and pass code; (2) proctored examinations; and (3) new or other technologies and practices that are effective in verifying the identity of students. Such methods must have reasonable and appropriate safeguards to protect student privacy.

July 1, 2010

Institutions must notify students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity such as separate fees charged by proctoring services, etc.

Cleveland State University primarily uses Student Identification/User Identification and password or paraphrase for Distance, Online, or Correspondence Education. The University also uses the following:

- Physical proctoring for exams (e.g. test centers)
- Webcam monitoring devices
- In-person presentations or other interactions including voice recognition
- Writing style software for anti-plagiarism (Turnitin.com)
- Answering questions in the midst of testing

As of March 2010, the University does not have a system to re-verify student identity at exams or other evaluations. The University is currently developing such a system and plans on having it in operation in Fall Semester 2010. CSU plans on implementing Student ID and password/webcam Proctoring by that time.

V. Title IV Programs and Related Responsibilities

Applicable Commission Policies: 1.6, Institutional Compliance With The Higher Education Reauthorization Act; 3.2(D)1, Changes In Institutional Mission Or Characteristics

The commission “expects that its affiliated institutions comply if required with the Title IV requirements of the Higher Education Reauthorization Act... Therefore, institutions will provide teams for review and consideration the most recent default rates (and any default reduction plans approved by the Department of Education) and any other documents concerning the institution’s program responsibilities under Title IV of the Act, including any results of financial or compliance audits and program reviews.”

The commission expects institutions receiving Title IV funds...

[1] “to provide copies of documents relevant to Title IV compliance or...a clear index of where those documents might be readily found”;

[2] to “evaluate the...default rate, if any, and...plans for reducing default;” and

[3] to comment on “other Title IV-mandated student notification requirements such as campus crime-reporting and release of completion/graduation rates, with particular focus on deficiencies or corrective actions demanded by the USDE or other governmental agencies.”

“If renewal of eligibility, program audits, or other USDE actions raise significant issues, the organization will...address those issue and subsequent corrective measures in the self-study report.” (Handbook of Accreditation, p. 8.2-2)

1. General Program Responsibilities.

Cleveland State University will provide copies of documents relevant to Title IV compliance to the Higher Learning Commission site team.

Documents relevant to Title IV compliance are available in the Office of Financial Aid (Program Participation Agreement; and Eligibility and Certification Approval Report) The Office of General

July 1, 2010

Accounting is able to provide the annual A-133 audit results. Copies of some documents are available in the NCA resource room.

2. Financial Responsibility Requirements

CSU is considered financially responsible by virtue of being part of the University System of Ohio. CSU is subject to annual audits under the guidelines of OMB Circular A-133. Among other things, this audit tests CSU's compliance with Title IV regulations. Audits are performed by accounting firms under contract with CSU and the Ohio Auditor of State.

The last two audits, in 2008 and 2009, were performed by Plante & Moran. There were no findings in either audit that were considered material weaknesses or significant deficiencies in CSU's internal controls over its administration of Title IV programs. In fact, the 2009 audit contained no findings whatsoever related to Title IV programs. In 2008, there was one minor finding where one request for a deferment of a Perkins Loan was not dated and signed.

3. Campus Crime Information and Related Disclosure of Consumer Information

Cleveland State University prints the following information in the annual *Policies for a Safer Campus Brochure*, which is a compilation of information mandated by federal law:

The brochure contains the following information:

- University drug and alcohol regulations; information about the effects of selected "date rape", prescription, and other drugs; and abuse prevention programs.
- Drug and Alcohol Abuse prevention
- Uses and Effects of Drugs of Abuse
- Drug and Alcohol Counseling Treatment and Rehabilitation Programs
- Drug and Alcohol Education Programs
- Local State and Federal Sanctions for Unlawful Drug Use
- State Law
- Alcohol Related Offenses.
- Federal Trafficking Penalties (including Marijuana)
- Ohio's Criminal Penalties for Illegal Drug Selling and Possession
- Descriptions of campus/community safety, security services;
- Crime-reporting information;
- Campus crime rates;
- Information about the Federal Sex Crimes Prevention Act and state and
- Local sexual-offender registries.

As noted in the publication, the information on crime rates is compiled as follows:

- University Police Department compiles the crime statistics data from the Uniform Crime Reports and the report files. Input data [are] received from the Department of Residence Life, the Office of Student Judicial Affairs, the Cleveland Police Department and surrounding area law

July 1, 2010

enforcement agencies. The other policy disclosures required by the Clery Act are received from the appropriate offices for inclusion in the *Policies for a Safer Campus Brochure*. As with the Uniform Crime Reports, data [are] compiled for the previous calendar year. The Clery Act also requires that the data for the two years prior to the current year be published which is included in the publication.

The Policies for a Safer Campus Brochure is posted online <http://www.csuohio.edu/offices/police/safety/09PoliciesSaferCampus.pdf> and available annually to all CSU students, faculty, and staff. The publication is mailed to all currently enrolled students by October 1, 2010 and sent to faculty and staff through CSU campus mail. In addition, *the Policies for a Safer Campus Brochure* is distributed to all campus offices and made available in plain view for anyone visiting those offices. The Human Resources Department mails the publication to all new hires.

Campus crime alerts, links to area sexual-offender registries, and a link to comparative statistics on campus crime are posted on the Cleveland State University Police Department web site at www.csuohio.edu/offices/police. The CSU Police Department maintains mutual-aid agreements with the Cleveland City Police Department, and other state universities in Ohio to facilitate cooperation and exchange of information.

To comply with the Drug Free Schools Act, the Office of Judicial Affairs in collaboration with CSU Health Services, compile information for the Biennial Drug Free Schools Report. Copies of the report are maintained in both offices.

4. Student Loan Default Rates

Cleveland State University's FY 2005, FY 2006, FY 2007 federal loan default rates were below national averages. The official default rates for the following three years computed by the Department of Education are:

Fiscal Year 2005

- Number of borrowers entering repayment: 3,742
- Number of borrowers who entered repayment and defaulted: 114
- Official cohort default rate: 3.0%

Fiscal Year 2006

- Number of borrowers entering repayment: 4250
- Number of borrowers who entered repayment and defaulted: 124
- Official cohort default rate: 2.9%

Fiscal Year 2007

- Number of borrowers entering repayment: 3509
- Number of borrowers who entered repayment and defaulted: 124
- Official cohort default rate: 3.5%

Cleveland State University also submits, through the Fiscal Operations Report and Application to Participate (FISAP), default rates for the Perkins Loan Program.

On June 30, 2008 the cohort default rate for the Perkins Loan program was 12.12%. Cleveland State employs an Account Clerk on a full time basis who coordination responsibility for the Federal Perkins Loan program; she performs the daily administration, and has repayment negotiation responsibilities for the Program. In addition, ECSI, a third party billing agent, performs all billing, invoicing and collections on behalf of Cleveland State University students in the Perkins Loan repayment program.

By Ohio statute, Cleveland State University must use the Office of the State Attorney General for collection of delinquent loans. The University assigns delinquent Perkins loans to the Department of Education. For more information about the Federal Perkins Loan Program at Cleveland State University, you may contact Angela Garnett, 216-687-2069.

5. Satisfactory Academic Progress and Attendance Policies

Cleveland State University's Standard of Academic Progress (SAP) Policy complies with Federal Regulations, cited below at it pertains to SAP.

HEA Sec. 484(c),

34 CFR 668.16(e)

34 CFR 668.32(f)

34 CFR 668.34

Cleveland State University's Standard of Academic Progress Policy is available for all students from Campus411 our one stop enrollment services center and the financial aid office. The policy is located on our website: www.csuohio.edu/enrollmentservices/financialaid/sap.html and available for download.

6. Contractual Relationships

CSU does not contract with any non-accredited third party provider for 25-50% of academic content associated with any degree or certificate program.

VI. Disclosures in Advertising and Recruiting Materials

Sections 12.5 and 12.5 (a): The Commission will require that an affiliated organization provide fair and accurate information regarding its programs and its policies affecting students. Advertising and recruiting materials must evidence the same fairness and accuracy the Commission expects in an organization's catalog and student handbooks.

If the organization chooses to reference its accreditation status in advertising and recruitment materials, it will accompany that reference with information on how to contact the Commission. The organization shall provide the Commission's address and telephone number or it may use the Commission's website address in lieu of this information. Electronic materials shall use the Commission's collective membership mark.

July 1, 2010

The University has revised any references to affiliation with the Higher Learning Commission to list the URL of the Commission's web site, rather than its street address, and the Commission's local, rather than toll-free, phone number. Statements in any publications that still use the street address and "800" telephone number will be amended when those publications are reprinted.

The University lists the Commission's URL and local phone number, as directed in the *Handbook of Accreditation*, on its Undergraduate Bulletin (www.csuohio.edu/undergradcatalog) and the Graduate Bulletin (<http://graduatestudies.csuohio.edu/catalog>).

In early 2010, the University's self-study coordinators sent an official University announcement asking all departments that refer to the Commission to include the URL and local phone number of the Commission and to delete the street address and toll-free number.

All official CSU publications include the contact information for Cleveland State University -- both URL and phone number -- so that potential and current students are aware of how to reach the University. In addition, Cleveland State's address and phone number appear on many pages of the University's official web site and in many University publications, including recruiting, fund raising, events, and community partnership publications.

VII. Relationships with other Accrediting Agencies and State Regulatory Boards

CSU programs that have specialized accreditation are listed in Appendix 4.2 and on [Institutional Research and Analysis website](#).

All schools and programs that have specialized accreditation are in good standing with their respective accrediting bodies. The Office of Planning, Assessment and Information Resource Management collects and reports this information annually in their publication [Book of Trends](#).

VIII. Public Notification of Comprehensive Evaluation Visit and Third Party Comment

Section 12.6. The Commission shall seek comment from third parties about institutions being evaluated for accreditation or candidacy. Institutions scheduled for comprehensive evaluations shall publicize the forthcoming evaluation in accordance with established Commission procedures regarding content, dissemination, and timing.

In order to reach a wide constituent audience, the University placed an advertisement in three area newspapers seeking third party comment. The announcement, which was placed in *The Plain Dealer*, *Call & Post*, *Cleveland Jewish News*, and *Cranes Business* and ran during the week of August 1, 2010.

Chapter 9

Conclusions from the Self Study

Three to four pages. Katy will provide an outline for this. Will be similar to Executive Summary. What have we learned? Balanced approach, but featuring strengths.

This Self Study report provides evidence that the University provides quality higher education services for its students and the Northeast Ohio region. Cleveland State University is highly confident that all five criteria and 21 core components established by the Higher Learning Commission of the North Central Association are clearly met as evidenced by this report. The University:

- Operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students (**Criterion One: Mission and Integrity**)

- Allocates resources and utilizes processes for evaluation and planning that demonstrate the capacity to fulfill the university's mission, improve the quality of education, and respond to future challenges and opportunities (**Criterion Two: Preparing for the Future**)

- Provides evidence of student learning and teaching effectiveness that demonstrates the university is fulfilling its educational mission (**Criterion Three: Student Learning and Effective Teaching**)

- Promotes a life of learning for the university's faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission (**Criterion Four: Acquisition, Discovery, and Application of Knowledge...and**

- As called for in its mission, the university identifies its constituencies and serves them in ways both value (**Criterion Five: Engagement and Service**).

FROM WSU: “The self-study also demonstrates that, consistent with the cross-cutting themes of the five accreditation criteria, Wright State University is future-oriented, learning-focused, connected with the community in ways that serve the common good, distinctive, unambiguous about its mission,

July 1, 2010

appreciative of diversity, accountable, self-reflective, and committed to continuous improvement. Indeed, implementation of the institution's self-improvement plan resulting from this self-study is already underway as follows, and, of course, many of these same initiatives appear as priorities in the university's 2003-2008 Strategic Plan: XXXX”

Proceeds to discuss how its institutional improvement plan (?) meets the expectations of the HLC criteria. This is followed by several pages of Institutional Change Requests.

What the University learned from the Self Study process.

Faculty drive assessment. **Positioned for the future.** How we're governed. Relationship with the state. Look to Board for guidance. Constituents. Self monitoring. Trends. Selected strengths and challenges. Student satisfaction, surveys. Enrollment challenges. Continuing education. Financial stability. Financial compliance. Faculty and student research and scholarship achievements.

CSU is proud of its accomplishments and looks forward to the future...

Request for continued accreditation...CSU is accredited by...This SS meets the criteria for accreditation; therefore the U request that it be re-accredited.

Executive Summary

NOTE: The University is preparing to host the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC/NCA) on October 18 – 20. This visit is part of CSU's reaccreditation process which also includes one comprehensive and several ancillary reports. The following document summarizes these reports. The University welcomes feedback from alumni, community members, faculty, staff, and students on this Executive Summary and all other aspects of the Self Study for Accreditation 2010 process.

Overview

The Self Study for Accreditation 2010 process consists of over two years of preparation which included collecting, analyzing, and reporting of data from all corners of the campus. The reports to which this Executive Summary is written are evidence of CSU's commitment to quality of service to its students, Cleveland, and the Northeast Ohio community. The process allowed the University to reflect upon its mission, its immediate past, and its overall culture. This was a collaborative endeavor with over 160 people contributing to the writing of the reports and hundreds more reviewing and providing feedback on these documents.

The comprehensive report is organized into six chapters: an introduction outlining the changes made in the past decade along with responses to the NCA's 2000 report for reaccreditation, and one chapter for each of the HLC/NCA's five criteria:

- Mission and Integrity
- Preparing for the Future
- Student Learning and Effective Teaching
- Acquisition, Discovery, and Application of Knowledge
- Engagement and Service

In September 2008, CSU formed a Self Study for Accreditation steering committee to guide the process. It met monthly to help organize the collection of data and the writing of reports, as well as prepare for the site visit. The committee consists of faculty, staff, administrators, and students and has been instrumental in getting others across campus involved in this open, transparent process.

A team of trained consultant evaluators from institutions across the 19-state HLC/NCA region will visit the University on October 18 – 20, 2010 (actually arriving on Sunday, October 18). The team of 6 – 8 faculty, staff, and administrators will have read all reports related to the Self Study and will have had access to the Virtual Resource room which is stocked with literally thousands of documents pertaining to the process. The Self Study goal is for the team to have every opportunity to verify the reports as well as find how well we serve our students and the Cleveland/Northeast Ohio community.

To read the comprehensive and ancillary reports, go to the Self Study for Accreditation 2010 website at <http://www.csuohio.edu/committees/selfstudy2010/>.

Criterion 1: Mission and Integrity

The University's commitment to quality of service is evident in this section. CSU's goals regarding Mission Differentiation strongly support the values found in its mission statement:

Our mission is to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge. We endeavor to serve and engage the public and prepare our students to lead productive, responsible and satisfying lives in the region and global society.

The advent of the new Signature Themes and the subsequent Centers of Excellence expound upon the institution's ability to "serve and engage." Health and Sustainable Communities are crucial themes for the Cleveland and Northeast Ohio economy and lives of its citizens. It is incumbent upon the faculty, staff, and administration to be a beacon for the region through the programs and research will sustain these Themes and Centers.

Vision Unlimited is a collaboratively developed strategic plan that is to ensure the mission is met. Key Performance Indicators monitor the plan and provide excellent data to support the continuance of policy as well as indicate where change is needed.

Each chapter pertaining to a Criterion in the comprehensive report (4, 5, 6, 7, 8) ends with Strengths, Challenges (evidence that demonstrates the Criterion needs institutional attention), and Self Recommendations for Continuous Improvement. These allow the University to reflect upon what it does well, identify areas where it needs to improve, and generate ways to meet these challenges. This is done in the spirit of transparency and commitment to continuous improvement. Each of the strengths, challenges, and self recommendations are addressed in detail in the comprehensive report.

Strengths:

- The University is cognizant of the diverse population of Cleveland and Northeast Ohio, and embraces the challenges of educating all sectors of the community. It is a "school of excellence and opportunity."
- CSU's Mission and Vision Statements, coupled with the University-wide and College Strategic Plans, provide guidance for meeting its mission of providing a quality education to the region.
- The University's governance is widely shared, with a plethora of committees and opportunities for students, faculty, and staff to participate in the operation of the institution as well as the direction it takes to meet its mission.
- CSU is a relevant university that graduates problem solvers needed for the 21st century economy and society.

Challenges:

- The economic conditions in Cleveland and Northeast Ohio will test the University in providing quality educational opportunities for its diverse population of constituents.
- The economic challenges of the region and state will force CSU to find alternative sources of revenue to meet its mission.

July 1, 2010

- The University needs to build upon what it knows it stands for (e.g., Signature Themes, a “school of opportunity”) and communicate this to the region and the nation—to “tell its story.”
- Student degree completion remains a concern.

Self-Recommendations for Progress toward Continuous Improvement:

- Continue to share governance with internal constituents so as to collaboratively work toward unified solutions to the economic challenges facing the University.
- Monitor the success of *Vision Unlimited* through frequent campus surveys (e.g., Key Performance Indicators).
- Continue to examine all possibilities to increase student degree completion; make this a priority.
- Use *Vision Unlimited* as a tool to increase quality of service, thereby enhancing the University’s prestige to make CSU a “school of choice” rather than convenience.

Criterion 2: Preparing for the Future

During this time of economic uncertainty, CSU has used thoughtful and intelligent planning to allow it to maintain and improve upon quality of service. As evidenced by the many challenges listed below, finding sufficient resources to sustain quality will be crucial. The University has correctly initiated a multitude of changes to meet the ever-changing environment, but these changes can sometimes challenge its culture.

Planning took on a grass-roots tack with the establishment of the University Strategic Planning Committee (USPC) and its subsequent Strategic Planning University Reviews (SPUR). USPC through monitoring of Key Performance Indicators keeps the University aligned with its mission as well as the new State Strategic Plan for Higher Education.

Strengths

- In 2008, the University adopted its new marketing slogan “Engaged Learning” in order to capture the essence of the institution in both its internal engagement with students and external engagement with the community.
- The strategic reaction to Mission Differentiation promises to bring new State and extramural funding resources to the University and to strengthen the regional community and State economy.
- The University’s response to a drop in State funding allowed it to maintain services and avoid layoffs of faculty or staff.
- The development of many initiatives to increase quality of service in a time of rapid environmental change.

Challenges:

- How to market the University utilizing the slogan “engaged learning.”
- Number of recent changes on campus— *Vision Unlimited*, MyTime, General Education reform, Ohio University System mandates, Engaged Learning—while encouraging and worthwhile, may lead to a sense of confusion and may seem overwhelming among internal constituents.
- The changing role of CSU in the Northeast Ohio Universities College of Medicine and Pharmacy (NEOUCOM) has created a whole new set of implementation issues.
- Resources are finite due to re-appropriation of State funding, and a subsidy system that is in transition leads to challenges for implementation.
- Realignment of resources requires acceptance of an appropriate budget model based on guiding principles that support Mission Differentiation.
- External barriers exist that may impede change. For example, other Ohio system institutions continue to sponsor activities overlapping CSU’s assigned mission.

Self-Recommendations for Progress toward Continuous Improvement:

July 1, 2010

- Achieve Mission Differentiation by merging internal initiatives with those of the new Ohio's Strategic Plan for Higher Education.
- Facilitate academic strategic planning to reach the goal of alignment of the Chancellor's goals outlined in the State Strategic Plan.
- Integrate excellence and engagement into a single construct underlining all our efforts.
- Define areas of excellence within the University that correspond to the State Strategic Plan.
- Integrate the General Education curriculum to the Health and Sustainable Communities Signature Themes.
- Utilize programs for Undergraduate Research to promote the goals of the State Strategic Plan.

Criterion 3: Student Learning and Effective Teaching

This was an area that concerned the NCA in the 2000 re-accreditation report. Since that time, the University took great steps in providing a unified, coherent system of assessment. Crucial to these efforts was the establishment of the Director of Student Assessment and Learning.

What guides teaching and learning at CSU is the commitment to providing students with “a contemporary and accessible education in the arts, sciences, humanities, and professions” by means of a wide range of learning environments, opportunities, and support services designed to cultivate 21st century skills to be used efficiently in a diverse world. It is these sets of knowledge, skills, and dispositions that will ensure CSU graduates the satisfaction of gaining employment and exercising democratic rights and responsibilities in our contemporary society.

The University encourages faculty to take ownership of the curriculum, as well as supporting them in terms of professional development resources related to research-based pedagogies. In this light, student learning assessment represents a common thread in the teaching and learning process. Under these circumstances, the assessment culture on the CSU campus has become both participative and transformative in the following sense: a) it is a robust campus-wide assessment culture; b) it is a flexible process; c) it relies on increased administrative, faculty, staff, and student participation across campus; and d) it generates meaningful evidence of student learning whose analysis helps close the “assessment loop,” while meeting accountability requirements as well as promoting innovation and strategic planning.

Strengths:

- Faculty, staff, and administrators understanding and use of assessment (both as process and products) have increased significantly.
- Systematic and systemic commitment to assessment by academic programs and student support service units alike.
- The centralized structure responsible for the management and coordination of assessment efforts across campus have proven to be effective in communicating and assisting with various endeavors at the program/department/unit levels.
- Several academic programs and co-curricular areas are actively involved in redesigning their assessment plans and procedures aimed at proving a solid commitment to the evidence-based practice of continuous improvement.
- Increased availability of professional opportunities to faculty.

July 1, 2010

- Enhanced opportunities for student engagement in a variety of learning situations that connect knowledge, skills, and values to real-life contexts.
- The availability of and support for instructional technology has considerably increased over the past decade.

Challenges:

- Programs, departments, units, and colleges have to identify appropriate resources (both financial and human) to sustain their involvement in assessment-related efforts.
- Assessing the newly implemented General Education curriculum requires constant communication with faculty, students, and administrators as a way to demonstrate a commitment to the principle of faculty-driven curricula while documenting student learning to meet both internal and external continuous improvement requirements.
- Strike a balance between the teaching and learning of theory and the utilization of practical experiences such as internships.
- Academic programs and student support service units need to demonstrate creativity in identifying ways to reward student learning, effective teaching, and efficient service delivery.

Self-Recommendations for Progress toward Continuous Improvement:

- Sustain the micro-and macro-level assessment efforts in a coherent and cohesive manner that keeps all stakeholders informed of student learning findings.
- Align assessment processes in academic programs and student support service units in ways that evidence student growth and development in their studies.
- Continue to structure learning with practical/clinical experiences as a way to balance theory and practice for CSU graduates' effective functioning in the 21st century workplace and society.

Criterion 4: Acquisition, Discovery, and Application of Knowledge

As stated in its mission, Cleveland State University strives “to encourage excellence, diversity, and engaged learning by providing a contemporary and accessible education in the arts, sciences, humanities and professions, and by conducting research, scholarship, and creative activity across these branches of knowledge.” Chapter 4 demonstrates the University’s commitment to increased knowledge of faculty and students through rigorous research standards.

CSU, in support of its commitment to discovery and inquiry and to raising its research profile, established a new office in 2008: The Office of Research. This, along with Undergraduate and Graduate Studies, promotes faculty, and students’ efforts to increase their own knowledge as well as inform their fields of study.

One of President Berkman’s recently stated goals is to increase CSU’s presence nationally through high profile research. Although the University has taken great strides in recent years, as depicted in this chapter in the comprehensive report, CSU can and will become a global contributor in the areas of health and sustainable communities.

July 1, 2010

Strengths:

- The University has identified two Signature Themes (Health and Sustainable Communities) and three distinct Centers of Excellence (The Center for Gene Regulation in Health and Disease, The Center for 21st Century Health Professions, and The Next Generation Economy) which will guide research and extramural funding efforts.
- The Office of Research is poised to spearhead a new focus on discovery and inquiry, thereby positioning CSU to be a leader in the fields of health and urban communities

Challenges:

- Make compensation of Graduate Assistants in line with other similar universities. The stipend has not increased in over ten years except to cover tuition increases.
- Workload policies for new and established research productive faculty need to be adjusted to be comparable to other high performing research
- Research and individualized study is activity is not credited in the workload or rewarded
- Secure a highly motivated, research-oriented person to fill the presently vacant Office of Sponsored Programs and Research Director position.

Self-Recommendations for Progress toward Continuous Improvement:

- Use the Signature Themes and Centers of Excellence as catalysts for student and faculty creative achievement.
- Continue to strive for national recognition in research, especially in the fields of health and urban communities.
- Re-examine workload credit and policies

Criterion 5: Engagement and Service

CSU has a long history of collaboration with Cleveland and Northeast Ohio. In response to the [Chancellor's call for Mission Differentiation](#), the University developed three Centers of Excellence (as described in Chapters 1 and 2) that exemplify its commitment to partnering with the community, providing innovative engines that will improve the area's economy and the quality of lives of its citizens. The concepts of engagement and service are fundamental to CSU, from their inclusion in its mission and vision statements to their translation into action.

This chapter in the comprehensive report evidences how the University reaches out to both its internal (students, staff, faculty) and external constituencies (alumni, all sectors of the Cleveland and Northeast Ohio community) to learn how to increase quality of service.

Strengths:

- The thoughtful response to Mission Differentiation provides focus on and resources for community economic and civic needs.
- CSU is viewed as a pillar in the Cleveland Community.
- The University is responsive to the needs of internal and external constituents.

July 1, 2010

- CSU has a strong influence in the development of the newly created Campus District.
- An increased sense of energy across the campus.
- Vast improvements made to the physical campus over the past decade make CSU an inviting place for students and the community.

Challenges:

- Ensuring University-wide coordination to promote community engagement especially with the advent of the two Signature Themes.
- Coordination of existing University-level community ties such as liaisons and boards.
- Globalizing curricula and mindsets to meet the demands of present and future.

Self-Recommendations for Progress toward Continuous Improvement:

- Continuing a strong presence in the newly created Campus District.
- Establish and maintain a comprehensive list of external partnership to avoid overlap.
- Collect a broad collection of data about community leaders' perception of the value CSU brings to Greater Cleveland and Northeast Ohio.
- Increase access to Study Abroad program.
- Build communication paths across colleges and the entire campus and reward interdisciplinary structures in order to achieve a truly integrated university culture.

Summary

As evidenced by the multitude of data provided in the comprehensive and ancillary reports, the University maintains a high level of quality and is committed to increase its ability to meet the needs of the region's economy and citizenship. CSU greatly appreciates all feedback regarding the issues these reports touch upon as well as any other aspects of its operation and mission.

Appendices

**Appendix 1.1
Historical Data for Key Operational Indicators (1965-2009)**

Year	Enrollment Ugrd Headcount	Enrollment Grad Headcount	Enrollment Law Headcount	Degree Programs Ugrd	Degree Programs Grad	Faculty (Headcount)	Non-Faculty Admin & Staff	Buildings Acad & Other Based on HEI Basic Data Series	Actual Operating Revenue	Actual Operating Expenses	Research Awards
1970	10,734	1,171	742	N/A	N/A	389	684	N/A	N/A	N/A	N/A
1975	13,278	2,568	1,128	N/A	N/A	523	839	N/A	N/A	N/A	N/A
1980	14,330	3,751	1,169	N/A	N/A	523	789	N/A	N/A	N/A	N/A
1985	12,502	3,347	917	N/A	N/A	545	775	N/A	\$68,476,223	\$66,862,713	N/A
1990	13,825	4,331	1,064	76	34	565	1017	3,416,166 sq.ft.	\$98,865,571	\$93,805,103	N/A
1995	10,698	4,065	908	61	58	527	941	3,711,548 sq.ft.	\$115,320,433	\$106,094,418	N/A
2000	10,222	4,425	759	59	64	539	1031	4,096,562 sq.ft.	\$141,033,240	\$143,302,419	N/A
2005	9,605	5,197	748	63	54	575	1092	4,126,335 sq.ft.	\$191,736,819	\$173,272,645	\$31,202,726
2006	9,525	4,905	712	73	57	572	1081	4,522,183 sq.ft.	\$193,219,714	\$182,659,053	\$33,610,661
2007	9,798	4,873	712	70	57	571	1098	4,630,702 sq.ft.	\$206,975,289	\$187,636,894	\$46,453,388
2008	9,825	4,942	672	68	60	549	1092	4,408,676 sq.ft.	\$206,041,681	\$192,984,000	
2009	10,710	5187	645	64	74	537	1081	4,561,730 sq.ft.	\$208,600,253	\$203,638,520	

Appendix 1.2

Timeline of Significant Changes in Academics since 2000

<u>2001</u>	Master of Occupational Therapy Degree Program created.
<u>2002</u>	Bachelor in Health Sciences Degree Program created.
<u>2003</u>	<u>Music</u> : re-instated Bachelor of Music in Music Therapy Degree Program. <u>Communications</u> – Dept. became School of Communications [Approved majors in 1) Communications Management; 2) Film and Digital Media; 3) Journalism and Promotional Communication. (2005)]. School of Nursing moves to College of Education which, in January 2005, becomes College of Education and Human Services. Major in Health Science Program created.
<u>2004</u>	Environmental Science Minor Program begins. <u>English</u> – Joint M.F.A. in Creative Writing created. <u>Campus 411</u> : Although not an academic program, Campus 411 greatly assists students in navigating the University. <u>Honors Program</u> : This program was created to provide students with: (1) a challenging, enriched, or interdisciplinary curricular module during their first two years, (2) a specially tailored honors course of study during their final two years, and (3) substantial scholarship support.
<u>2005</u>	<u>Classical & Medieval Studies Program</u> - Revisions approved including addition of the study of the Islamic world and Arabic. <u>Electrical & Computer Software Engineering</u> : M.S. degree in Software Engineering created. <u>Sociology</u> : Bachelor of Arts Degree Program in Criminology created. Revised Master of Science in Urban Studies Degree Program approved, creating areas

July 1, 2010

of specialization to replace optional areas of concentrations.

2+2 Agreement with Cuyahoga Community College (Bachelor of Science).

2006

Freshman-Entry Pathway to the BSN Nursing Major created.

Master's Degree Program in Nonprofit Administration created.

Anthropology: Native American Studies Minor Program created.

Business Administration: Business Minor Program created.

Health Sciences: Doctoral Program in Physical Therapy created.

Merger with Speech Pathology and Audiology Department.

Counseling Psychology Ph.D. begins as part of the Urban Ph.D. Program.

General Education Revision: The University's commitment to integrating General Education into its undergraduate programs was demonstrated when the General Education curriculum was revised following campus-wide discussions that lasted more than a year and included a diverse mix of members of the university community as well as external constituents.

Raised Admissions Standards: To augment academic quality, the University instituted new admissions standards.*

Advances in **eLearning**. In order to meet the needs of the 21st Century learner, the University instituted the Center for eLearning.

2007

Accelerated "4+1" Programs begin.

Scholars Program begins.

Learning Communities (10 in total) begin operation.

Passage Rates on Bar Exams for Cleveland-Marshall School of Law are second-highest in State of Ohio.

2008

Bachelor of Science in Pharmaceutical Sciences Degree Program created.

SERV Program initiated for veterans of the armed forces.

2009 Centers of Excellence established based on the two Signature Themes of Health and Sustainable Communities.

Undergraduate Research Awards granted for first time.

2010

On-site MBA program begins.

Physical Therapy Masters to Doctorate Program commences.

*Prior to these changes, CSU was an “open enrollment” institution requiring only documentation of high school completion or equivalent.

Appendix 4.1

International Partnerships with Active Exchange Programs

Country	Partner Institution	Department	Exchange Type
Argentina	<u>Universidad Nacional de Tucuman</u>	Chemical Engineering	Faculty
Argentina	<u>Universidad Nacional de Salta</u>	Chemical Engineering	Faculty/Student
Argentina	<u>Universidad Nacional de Rio Cuarto</u>	Chemical Engineering	Faculty/Student
Argentina	<u>Universidad Nacional del Sur</u>	Chemical Engineering	Faculty/Student
Chile	<u>Universidad de Concepcion</u>	Business	Student
China	<u>Suzhou University</u>	Political Science	Summer Study
China	<u>Dalian University of Foreign Languages</u>	CISP/CLASS	Student
China	<u>East China Normal</u>	Education	Joint Degree
China	<u>Yunnan Normal University</u>	Education	Joint Masters Program
China	<u>Capital University of Economics and Business</u>	Education	Faculty/Student
China	<u>Guangxi Normal University</u>	Education	Student
China	<u>Chongqing Institute of Technology</u>	Engineering	Faculty
China	<u>Tsinghua University</u>	Engineering	Faculty/Student
Croatia	<u>University of Rijeka</u>	Urban	Faculty Program
Finland	<u>Hanken Swedish School of Economics</u>	Business	Faculty
France	<u>Group ESC Clermont Ferrand</u>	Business/Modern Languages	Faculty/Student/Summer
France	<u>Groupe ESSCA Angers</u>	Business	Student

July 1, 2010

Germany	<u>DHBW Heidenheim</u>	Business/Social Work	Faculty/Student/Summer
Germany	<u>Friedrich-Alexander-Universitat</u>	Business	Faculty
Germany	<u>University of Applied Sciences Jena</u>	Business	Student
Germany	<u>Zeppelin University</u>	Communication	Student
Germany	<u>Padagogische Hochschule Weingarten</u>	Modern Languages	Student
India	<u>Loyola College of Social Science, Kerala</u>	Social Work	Summer
India	<u>International Institute of IT - Pune</u>	Business	Faculty
India	<u>Gayatri Vidya Parishad</u>	Engineering	Student
Korea	<u>Chung-ang University Seoul</u>	All Colleges	Faculty/Student
Korea	<u>Honam University</u>	ESL-CLASS	Faculty/Student
Mexico	<u>Center for Bilingual and Multicultural Cuernavaca</u>	Modern Languages	Student/Summer
Nepal	<u>University of Kathmandhu</u>	Engineering/Comm	Student/Faculty
Nigeria	<u>Bayero University</u>	Sociology	Faculty/Student/Grant
Russia	<u>St Petersburg State University</u>	Law	Student/Summer
Singapore	<u>Nanyang Politechnical University</u>	Engineering	Student
Slovenia	<u>University of Ljubljana</u>	CLASS	Student/Faculty
Slovenia	Republic of Slovenia	CLASS	Faculty
Spain	<u>Universidad Pontifica de Salamanca</u>	Business	Student
Sweden	<u>Umea University</u>	Business	Student
Taiwan	<u>Chung Yuan University</u>	Engineering	Student
Taiwan	<u>National Chenchi University</u>	Education	Faculty/Student
Turkey	<u>Anadolu University</u>	Education	Faculty
Turkey	<u>Bahcesehir University</u>	Engineering/CLASS	Student/Faculty
Uganda	<u>Mbarara University</u>	Nursing	Faculty
United Kingdom	<u>University of Sunderland</u>	CISP	Student
United Kingdom	<u>Buckinghamshire New University</u>	Business	Summer
United Kingdom	<u>University of Westminster</u>	Law	Faculty
Zambia	<u>Copperbelt University</u>	Business	Student/Grant

Appendix 4.2

Program Accreditation by External Agencies

College	Degree Program	Accreditation
Business	Bachelor of Business Administration	AACSB International, The Association to Advanced Collegiate Schools of Business
	Master of Business Administration	
	Doctor of Business Administration	
	Master of Labor Relations & Human Resources	
	Accounting (undergraduate & graduate)	AACSB International, The Association to Advance Collegiate Schools of Business
Science	Chemistry (undergraduate)	American Chemical Society
	Clinical Chemistry (graduate)	Commission on Accreditation in Clinical Chemistry (ComACC)
	Master of Occupational Therapy	Accreditation Council for Occupational Therapy Education
	Master of Physical Therapy	Commission on Accreditation in Physical Therapy Education
	Doctor of Physical Therapy	American Physical Therapy Association
	Psychology Specialist (School Psychology)	National Association of School Psychologists (NASP) and NCATE
	Academic and clinical programs in Speech-Language Pathology	American Speech-Language and Hearing Association (ASHA)
	Academic Program (graduate)	
	Clinical Program (graduate)	ASHA Council on Academic Accreditation (CAA)

		Professional Services Board (PSB)
Education and Human Services	College of Education and Human Services	The National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education
	Community Agency Counseling and School Counseling	Council for Accreditation of Counseling and Related Educational Programs (CACREP)
	Nursing (undergraduate)	Commission on Collegiate Nursing Education (CCNE) and approved by the Ohio Board of Nursing
	Nursing (graduate)	Commission on Collegiate Nursing Education (CCNE)
	Master of Public Health	Council on Education for Public Health (CEPH)
Engineering	Chemical, Civil, Computer, Electrical, Industrial, and Mechanical Engineering (undergraduate)	Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (EAC/ABET)
	Electronic Engineering Technology	Technology Accreditation Commission of the Accreditation Board for Engineering and Technology (TAC/ABET)
Law	Law	American Bar Association and member of the Association of American Law Schools
Liberal Arts	Music	National Association of Schools of Music

and Social Sciences	Bachelor of Social Work	Council of Social Work Education (CSWE)
	Master of Social Work	
Urban	Master of Public Administration	National Association of Schools of Public Affairs and Administration (NASPAA)
	Master of Urban Planning, Design, and Development	Planning Accreditation Board

Appendix 4.3

Organizational Chart/CSU Governance

Appendix 4.4

Societal and Economic Trends Affecting CSU and Northeast Ohio as Identified by Levin College of Urban Affairs

Societal Trends

- Nontraditional student body likely to continue in region as population is steady or declines
 - High school populations, adult learners, returning veterans, retooling workers who have lost their jobs
- Multicultural student body
 - Document through census of region and enrollment patterns
- Sustainability/green awareness
- Collaboration/partnerships for need and innovation
- STEM education needs and trends;
- Need for attention to urban health issues
- Trends in spatial distribution of potential students in the region; fewer students in urban core (?) and predominant student body from suburbs;
- Urban presence and needs of the urban community
- International student body is changing, not growing but could; patterns of enrollment changing (from India to China, from only graduate to undergraduate... This is a valuable source of enrollment; what are we doing on this?)
- Advancement: the ability to garner money from the community for the endowment and other mechanisms

July 1, 2010

- Delayed retirement of faculty due to economic needs, which does not open up faculty positions for newly minted PhDs

Economic Trends

- Changing economic realities
 - Loss of manufacturing, but growth of high-value-added industries to region
 - Biomedical industry/hospitals, health industry has increasing importance for the region
 - Sustainable development/green paradigm sweeping businesses and governments
- Current economic crisis of 2008-2009 and the impact on communities
 - Including the dramatic loss of investments of the university, and among people and organizations that donate to the university
- Shrinkage in the economy means that people lose jobs, and are less able to get a job that demands a graduate degree, so they are less likely to seek a graduate degrees in their fields; Or, will they get a new degree?
- Employers' decreased ability to pay tuition for employees
- State's economic development plans
- Workforce development emphasis
- Green Ohio/green energy, green Ohio places
- Higher education goals: Low college-completion and State's goal to increase educational level in state
- State higher education budget/overall budget issues
 - Tuition, enrollment needs, shifting allocation across university system
- State strategic plan for higher education, University System of Ohio
- The opportunity to remake our institution in the face of dramatic crisis

Appendix 5.1

Cleveland State University Partnership Agreements

Oct-09				
Institution	Start	College	Level	Area/Degree

July 1, 2010

	Date			
Akron, University of	Oct-94	University	UGRD	NE Ohio Covenant, CA
Akron, University of	Apr-01	Education and Human Services	GRAD	Public Health/MPA
Akron, University of	Sep-05	Liberal Arts and Social Sciences	GRAD	Creative Writing/MFA
Akron, University of		Liberal Arts and Social Sciences	GRAD	Social Work/MSW
Akron, University of	Mar-02	Urban	GRAD	Urban Studies and Pub
Akron, University of	Aug-09	Science	GRAD/PhD	Ph.D. Adult Developm
Akron, University of	Jan-08	Urban	UGRD/GRAD	Urban Internship
Baldwin Wallace College	Jan-00	Engineering	UGRD	All programs, excludin
Baldwin Wallace College	Aug-03	Liberal Arts and Social Sciences	UGRD	Music Therapy
Chongqing Three Gorges University	May-09	Science	GRAD	CHM
Chung Yuan Christian University (Taiwan)		Engineering	UGRD	Industrial and Manufac
Chung Yuan Christian University (Taiwan)		Engineering	GRAD	Civil, Industrial, Mecha
Chung-Ang University (Korea)		Urban	GRAD/PhD	Urban Studies and Pub
Cleveland Clinic Foundation	Oct-01	Education and Human Services	UGRD	Nursing/BSN
Cleveland Clinic Foundation	Jul-06	Science	UGRD	Medical Technology/B
Cleveland Clinic Foundation	Nov-02	Science	UGRD/GRAD	Health Sciences/BS and Science
Cleveland Clinic Foundation	Mar-02	Science	GRAD	Medical Physics/MS
Cleveland Clinic Foundation	Nov-95	Science	GRAD	Biomedical Research
Cleveland Clinic Foundation	Mar-05	Science and Engineering	GRAD/PhD	Clinical-Bioanalytical C Biomedical Engineerin

July 1, 2010

Cleveland College Of Jewish Studies	Jun-99	University	UGRD	General Cooperation
Columbus State University	Mar-08	Business	UGRD	Business Administration
Cuyahoga Community College	Oct-94	University	UGRD	NE Ohio Covenant, CA
Cuyahoga Community College	Jan-09	University	UGRD	Dual Admission
Cuyahoga Community College	Aug-96	Business	UGRD	Business Administration
Cuyahoga Community College	Jun-07	Business	UGRD	International Business/
Cuyahoga Community College	Jun-97	Engineering	UGRD	Electrical and Mechanic
Cuyahoga Community College	Sep-03	Education and Human Services	UGRD	Early Childhood
Cuyahoga Community College	Apr-97	Liberal Arts and Social Sciences	UGRD	Communication
Cuyahoga Community College	Apr-97	Liberal Arts and Social Sciences	UGRD	Sociology
Cuyahoga Community College	Apr-97	Liberal Arts and Social Sciences	UGRD	Social Work/BSW
Cuyahoga Community College	May-07	Science	GRAD	Health Science/MS (co
Cuyahoga Community College	May-06	Science	UGRD	Health Science/BS
Cuyahoga Community College	Apr-97	Urban	UGRD	Urban Studies with Co
Cuyahoga Community College	Apr-97	Urban	UGRD	Urban Studies
Cuyahoga Community College	Apr-97	Urban	UGRD	Urban Studies with Pub
Cuyahoga Community College	Dec-98	Urban	UGRD	Urban Services Admini
Cuyahoga Community College	Apr-09	Urban	UGRD	Environmental Health a
Cuyahoga Valley Career Center	Dec-09	Engineering	UGRD	Electrical and Mechanic
Guangxi University (GU - China)	May-09	Science	GRAD	Chemistry
Kent State University	Oct-94	University	UGRD	NE Ohio Covenant, CA
Kent State University	Aug-05	Education and Human Services	GRAD	Public Health/MPH

July 1, 2010

Kent State University	Sep-05	Liberal Arts and Social Sciences	GRAD	Master of Fine Arts/Cr
Kent State University	Mar-02	Urban	GRAD/PhD	Urban Studies and Pub
Lakeland Community College	Oct-94	University	UGRD	NE Ohio Covenant, CA
Lakeland Community College	May-05	University	UGRD	On-Site Partnership Pro
Lakeland Community College	Dec-05	University	UGRD	Dual Admission
Lakeland Community College	Sep-96	Business	UGRD	Business Administratio
Lakeland Community College	Aug-06	Business	UGRD	Information Systems/B
Lakeland Community College	May-95	Engineering	UGRD	Electrical and Mechan
Lakeland Community College	Aug-97	Urban	UGRD	Urban Services Admini
Lakeland Community College	Aug-97	Urban	UGRD	Urban Studies (Human
Lakeland Community College	Aug-06	Urban	UGRD	Public Safety Mgmt/Ex
Lakeland Community College	Dec-97	Urban	UGRD	Public Safety Mgmt
Lakeland Community College	May-05	Business	UGRD	Business Administratio
Lakeland Community College	Aug-09	Urban	UGRD	Organizational Leaders
Lorain County Community College	Oct-94	University	UGRD	NE Ohio Covenant, CA
Lorain County Community College	Mar-07	University	UGRD	Dual Admission
Lorain County Community College		Education and Human Services	GRAD	Adult Learning and De
Lorain County Community College		Education and Human Services	GRAD	Education Technology
Lorain County Community College	Jul-98	Engineering	UGRD	Electrical and Mechan
Lorain County Community College	Sep-98	Science	UGRD	Psychology

July 1, 2010

Lorain County Community College	Sep-00	Urban	UGRD	Urban Studies
Lorain County Community College	Sep-00	Urban	UGRD	Urban Services Admin
Lorain County Community College	Sep-00	Urban	UGRD	Public Safety Mgmt
Medina County Career Center	Apr-09	Education and Human Services	UGRD	EDB 200 Credit
Metro Health	Aug-04	Education and Human Services	UGRD	Nursing
Nanyang Polytechnic (Singapore)	Jul-06	Engineering	UGRD	Mechanical or Industrial
North Central State College	Apr-97	University	UGRD	Completion degree for
Northeast Ohio Universities College of Pharmacy	Aug-06	Science	GRAD	Pharmacy
Ohio College of Podiatric Medicine	Nov-04	Science	UGRD	Biology/BS
Ohio College of Podiatric Medicine	Nov-04	Science	UGRD	Health Sciences/BS
Ohio Technical College	Apr-04	Engineering	UGRD	General Cooperation
Ohio University	Aug-05	Education and Human Services	GRAD/PhD	Public Health/MPH
Owens Community College	May-99	University	UGRD	General Cooperation
Saint Petersburg College	Oct-06	University	UGRD	General Cooperation
Saint Petersburg College		Education and Human Services	GRAD	Nursing Forensics/MSL
Santa Monica Community College (CA)	Aug-00	University	UGRD	General Cooperation
Scholarship of Entrepreneurial Engagement (SEE)	Mar-07	Business	UGRD	Business Course: 3 cre
Southwest General Health Center School of Medical Technology	Jan-95	Science	UGRD	Medical Technology/B
West Shore Career and Technical Education District	Apr-09	Education and Human Services	UGRD	EDB 200 Credit
YMCA of Greater Cleveland	Aug-07	Urban	UGRD	Coursework toward YM

July 1, 2010

Youngstown State University	Oct-94	University	UGRD	NE Ohio Covenant, CA
Youngstown State University	Apr-01	Education and Human Services	GRAD	Public Health/MPH
Youngstown State University	May-06	Education and Human Services	GRAD	Educational Administration
Youngstown State University	Sep-05	Liberal Arts and Social Sciences	GRAD	Creative Writing/MFA
Youngstown State University	Mar-02	Urban	GRAD	Public Administration/
Youngstown State University	Mar-09	Urban	GRAD/PhD	Urban Studies and Pub

Acknowledgements

Self Study 2010 Steering Committee (in alphabetical order)

- Abdul Ameen, Student Government Association Representative (2008-2009)
- Marius Boboc, Associate Professor, College of Education and Human Services, Director of Student Learning Assessment
- Mike Droney, Vice President for University Systems and Information Technology
- Sandra Emerick, Associate Dean of Students
- Adrienne Gosselin, Associate Professor, English Department, College of Liberal Arts and Social Sciences
- Barbara Hanniford, Dean, Division of Continuing Education
- Jennifer Jeffers, Professor and Associate Dean of Graduate Studies, English Department, College of Liberal Arts and Social Sciences
- Gitanjali Kaul, Vice Provost for Planning, Co-Chair for Self Study 2010 Assessment, and Information Resource Management
- Tim Long, Director, Director for Budget and Financial Analysis
- William Morgan, Associate Dean and Professor, College of Liberal Arts and Social Sciences
- R.D. Nordgren, Co-Chair for Self Study 2010, Associate Professor, Curriculum & Foundations, College of Education and Human Services, Director of Undergraduate Curriculum
- K.C. Petraitis, Student Government Association Representative (2009-2010)

July 1, 2010

- Rob Spademan, Assistant Vice President, University Marketing and Admissions
- Glenda Thornton, Director, Michael Schwartz Library

Writing Team Members not on Steering Committee (in alphabetical order)

- Jim Drnek, Dean of Students
- Connie Hollinger, Professor, Department of Psychology; Chair, University Strategic Planning Committee
- Raj Javalgi, Associate Dean and Professor of Marketing, Nance College of Business Administration
- Njeri Nuru-Holm, Vice President, Institutional Diversity
- Rosemary Sutton, Vice Provost, Undergraduate Studies; Professor, Curriculum and Foundations
- Bill Wilson, Chief Information Officer

Student Reviewers (in alphabetical order)

- Holly Jackson
- Shauna Jackson
- Samantha Shunk
- Cindy Springer

Special Contributions (in alphabetical order)

- Dan Arthur, Director, Digital Web and University Media Design
- Tommie Barclay, Director, Web and e-Initiatives
- Phyllis Crocker, Interim Dean and Professor, Cleveland-Marshall College of Law
- Patricia Falk, Professor, Cleveland-Marshall College of Law
- W. Benoy Joseph, Associate Dean and Professor of Marketing, Nance College of Business Administration
- Wendy Kellogg, Associate Dean, Levin College of Urban Studies; Director, Center for Planning, Research, and Practice
- Paul Lin, Associate Dean and Professor of Mechanical Engineering, Fenn College of Engineering
- Jill Riga, Research Assistant, Institutional Research, Assessment, and Analysis
- Kim Snell, Administrative Coordinator, Planning, Assessment, and Information Resource Management
- Jane Zaharias, Associate Dean and Professor, College of Education and Human Services

Special Acknowledgements

- **David Anderson** (Associate Dean, College of Science; Professor, Chemistry) for his extensive contributions to Chapters 7 and 8.
- **Rick Perloff** (Professor and Director, School of Communications) for his tireless work on Chapter 1.
- **Katy Marre** (Professor of English, University of Dayton) for her patience and expertise as the outside editor.
- **John Taylor** for his guidance as CSU's Institutional Liaison for the Higher Learning Commission.

July 1, 2010