

Cleveland State University
Division of Continuing Education

Program Assessment Report
2006-2007

The Division's Assessment Report is attached in the required tabular format. However, since the role of the Division is so often misunderstood, the following narrative is provided to help reviewers better understand the diverse nature of the Division's work.

The Division of Continuing Education is the major educational outreach arm of Cleveland State. By providing superior educational opportunities for adult learners, the Division of Continuing Education has become one of the largest providers of continuing education in Northeast Ohio and a key contributor to the University's reputation for academic excellence. The Division touches the lives of **over 10,000 adults each year** in this region and beyond.

Continuing Education directly supports the University's educational outreach mission and its goal of establishing partnerships and visibility in northeast Ohio and beyond. In addition, through the ESL program, the Division also contributes to the recruitment and instruction of international students. A new addition was made to the Division's work this past year with the establishment of the Center for eLearning. Although it is located in Rhodes Tower, the Center for eLearning reports to the Dean of Continuing Education. As a newly established unit with a newly hired Director, the Center has not been in existence long enough to collect assessment data. However, we have identified goals and outcome measures for this area. Due to the differences inherent in our work, we have attached three distinct assessment reports: 1) CE Professional Development Programs; 2) ESL Programs; and 3) the Center for eLearning.

Many Division professional development programs satisfy certification and licensing requirements, and as such must be taught at a post-graduate level. Others enable professionals to increase their job skills, train for new technologies, and build communication and leadership abilities. All of the Division's programs help individuals and organizations enhance their abilities and improve productivity. Continuing Education must continually offer new courses in order to meet the needs of a changing marketplace. Thus, program development efforts within the major program areas are ongoing.

The Division offers seminars, workshops, and other noncredit programs in several major program areas:

- Business and Management
- Computers and Information Technology
- Center for Emergency Preparedness
- Nursing and Health/Human Services
- Engineering and Construction
- Landscape Horticulture
- English as a Second Language
- Test Preparation (GRE, GMAT, and LSAT)

In addition, a “Community” category of programs is an umbrella for activities that may be one-time and/or may not fit within other program areas. As an example, Continuing Education has provided administrative support and registration services for conferences sponsored by other University units, such as the Office of Minority Affairs and Community Relations and the Center for Environmental Science, Technology, and Policy. This year, the Division is partnering with the Department of Music to sponsor a Community Music Program and the annual Orff Institute. These events fall into the “Community” category.

The vast majority of the Division’s programs are offered in an open-enrollment format in the Cole Center, East Center, or West Center. However, customized training is another important aspect of the Division’s work. We tailor education programs specifically for the needs of organizations and deliver them at the client’s location or at another location of their choice.

Continuing Education curriculum is distinguished by its diverse subjects and formats and its practicality. As mentioned previously, the Division offers noncredit courses in several major program areas. Audiences include nurses, social workers, counselors, psychologists, nursing home administrators, supervisors and managers, business professionals, fire fighters, computer professionals, and community residents. Many courses are one-day seminars, such as Access Introduction, Dealing with Difficult People, or Hazmat Refresher Training. Other courses provide more depth, such as our certificate programs: Applied Website Design, Supervisory Leadership, Business Continuity and Emergency Planning, and several others. Within the Nursing and Health/Human Services program area, the 11-week Nursing Refresher Course (involving both classroom and clinical components) is a prime example of an in-depth program. In all cases, regardless of audience and format, the curriculum is designed for practical application.

The English as a Second Language program is continuing to develop under Continuing Education administration. We administer the University’s ESL credit courses for both undergraduate and graduate students, as well as oversee the spoken English testing of international teaching assistants. In addition the noncredit Intensive English Language Program (IELP) has continued to develop and has had students who have moved on into degree programs at the university. The workplace ESL courses are offered as the need arises on-site as well as on campus. The ESL Program helps the University meet its Ohio Pringle Law obligations and internationalize the campus. In the future, it will also help the northeast Ohio community improve the language skills of its non-native citizens. The ESL program’s credit courses are offered in conjunction with the College of Liberal Arts and Social Sciences, which provides the academic credit using an “ESL” course designation. ESL 095 and 096 strengthen undergraduate students’ reading, writing, listening, and speaking skills. ESL 503 and 504 are designed primarily for international teaching assistants and focus mainly on verbal communication skills, while ESL 502 is a writing course for international graduate students for whom English is a second language. These courses are assessed as part of the Department of English. The Intensive English Language Program (noncredit) includes core courses in integrated reading/writing and integrated listening/speaking and support classes in grammar, vocabulary development, pronunciation, and conversation practice. The University accepts completion of the advanced level of the IELP as fulfillment of the language proficiency requirement for admission.

The Cole Center not only serves as a program location but also as an important source of rental income from internal and external clients. Events held at Cole Center range from large conferences to small business meetings and training sessions. Therefore, our customer service and administrative support extend well beyond the clientele enrolled in Continuing Education programs. Cole Center is a well designed, reasonably priced meeting location option for organizations.

The Division of Continuing Education has no overall accreditation requirements, but we are an approved provider of continuing education for several specific professions. We have approved provider status from the:

- Ohio Board of Nursing through the Ohio Nurses Association
- State of Ohio Counselor, Social Worker and Marriage and Family Therapy Board
- State of Ohio Board of Examiners of Nursing Home Administrators
- Ohio Psychological Association
- Ohio Accountancy Board
- Ohio Construction Industry Examining Board
- Human Resource Certification Institute

Approved provider status is an indicator of high course quality and strong administrative standards. These approvals must be renewed periodically, and each time, the Division has been approved without reservation. The HRCI providership is relatively new and demonstrates the Division's commitment to expanding these approvals when appropriate. In addition, we periodically seek approval for specific courses from other licensing bodies or professional organizations (e.g., the Supreme Court of Ohio, American Physical Therapy Association). Finally, the Division of Continuing Education is a charter member of the Ohio Continuing Higher Education Association and subscribes to its Quality Standards for Noncredit Continuing Education. The Division also adheres to the International Association of Continuing Education and Training criteria for issuing continuing education units (CEUs).

The nature of Continuing Education is such that in most instances, the contact time with a student/participant is very short. Adults, especially those who seek continuing education, are self-directed learners who have concrete expectations of what they want to learn, the caliber of teaching they expect, and the quality of customer service they seek. It is thus important to the Division to assess all of these aspects. Assessment at the Division is therefore an ongoing process with the goal of understanding student needs and improving learning while also providing an environment and services to support the goals of student learning. We gather data systematically, and then analyze and interpret it to determine how well expectations have been met. Results are used to document success as well as to identify areas where improvement is needed.

Program Assessment Report

2006-2007

Program Goals

Department or Unit Name:	Division of Continuing Education
Individual Completing Form:	Dr. Barbara Hanniford
Date:	June 14, 2007

Program Name:	Continuing Education Professional Development Courses
Goal 1:	Professionals seeking courses for re-certification/licensure, professional development, skill enhancement, and improved job performance, will find the Division's learning opportunities of high academic quality.
Goal 2:	Individuals who need professional contact hours for certification/licensure requirements will be able to use credit earned from courses provided by the Division.
Goal 3:	Continuing education students/clients, both internal and external, will experience efficient, courteous, and accurate services.

Program Name:	English as a Second Language (ESL) Courses
Goal 1:	The Intensive English Language Program (IELP) students will demonstrate progress in their English proficiency.
Goal 2:	Student enrollment in the IELP will increase steadily and retention will be high.
Goal 3:	Students will evaluate their experience with IELP as being of high quality and beneficial to their work.

Program Name:	Center for eLearning
Goal 1:	Students taking courses which are entirely online or include an online component will find that the experience promotes effective learning.
Goal 2:	Instructors will feel that they receive the assistance, guidance, and support they need for designing, teaching, and evaluating online courses.
Goal 3:	All individuals requesting information about or help with eLearning will experience efficient, timely and courteous services.

Program Assessment Report

Department or Unit Name: Division of Continuing Education

Individual Completing Form: Dr. Barbara Hanniford

Program Name: CE Professional Development Courses

Goal # 1 Professionals seeking courses for certification/licensure requirements, professional development, skill enhancement, and improved job performance, will find the Division's learning opportunities of high academic quality.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 At least 90% of adult students will indicate that all stated learning objectives for a course have been met when completing evaluation form at the conclusion of a course.	Participant evaluations, which ask about each objective individually, are summarized within a week of the conclusion of each course.	In 2006-2007, over 90% of students indicated that all course objectives were met.	Evaluation results shared with course faculty and reviewed by Dean, Program Directors (PD) and staff.	Summaries of evaluations discussed each semester in a staff meeting. Courses with any problems are reviewed and revised if necessary.	Sharing results with instructors electronically continues. Binders with summaries have been placed in the conference room for all DCE staff to review.
#2 At least 80% of participants will highly rate the knowledge and presentation skills of faculty at 4 or higher on a 1-5 scale.	Faculty evaluated by students after each course Credentials of faculty documented prior to hiring;	Over 90% of instructors rated at 4 or higher (scale 1-5) on knowledge and presentation skills. Faculty with appropriate credentials are selected.	Participant evaluation of faculty reviewed after each course by PD and shared with faculty. Dean reviews each semester. PD and Dean review credentials for new instructors.	Faculty with average or lower ratings coached and reevaluated; those without improvement are not rehired. Expanded listing of faculty credentials was created on our website.	Only retaining outstanding instructors leads to high quality of courses and customer satisfaction. Evaluation form completed by instructor after each course was revised to allow faculty input on course content and delivery improvements.

#3 Adult students will register for CE courses offered by CSU. (The choice to register indicates that the topic/content meets a professional development, certification or job need.)	Enrollment reports by course and program area updated weekly. Summaries done each semester by program area.	Enrollment numbers vary with the economy, but overall are strong. (Sample enrollment trend chart and tally attached.)	Data discussed by Dean, Registrar, and Program Directors	Courses with low enrollments are offered less frequently or not at all.	New courses are designed to meet changes identified in adult learning needs. Reports are now located on the shared drive so all staff have easy access at all times.
#4 Repeat enrollment by individual and employer (Repeat registration is an indication that previous experiences met need.)	Registration analysis indicates significant repeat enrollment. Over 99% of participants indicate that they would recommend the course they just attended to others.	Numerous participants are repeat customers; companies repeat catalog and custom training.	Results shared with CE administrators	Marketing analysis reviewed. Electronic marketing continued. The # of catalogs mailed adjusted based on analysis.	Cost savings were seen with printing of fewer catalogs and shortened content. Website updated further to make info easier to find and to generate inquiries.

Goal # 2

Individuals who need professional contact hours for certification/licensure requirements will be able to use credit earned from courses provided by the Division.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 Participants will be able to use credit earned for license or certification renewal.	Approval status for courses needing external approval checked and obtained each semester. Certificates reflect documentation required by licensing boards.	Approved provider status or course approvals obtained from external sources as required. External reviewers highly evaluated programs.	Results shared with all staff; approval information appears in catalog.	All mandatory criteria adhered to; reports submitted as required to maintain status. New areas identified for professional approvals.	Continue to monitor quality and maintain preferred status.
#2 Participants in courses which include testing will achieve a pre-established score to earn credential/credit. (High passage rate shows successful grasp of content by students.)	Test given in selected courses; scores tabulated.	In 2006-2007 the Nursing Refresher pass rate was 100%; LPN IV pass rate was 100%; return demonstrations in HazMat courses are repeated until successful	Faculty and program directors review results; tests updated as needed; results reported to agencies/boards if required.	Courses revised for weak areas identified by testing.	Revised procedure for re-taking tests worked well. Tests are always being reviewed/revised.

Goal # 3

Continuing education students/clients, both internal and external, will experience efficient, courteous, and accurate services.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 At least 90% of registrants will feel services received from the Division met their needs by rating them at 3 or higher on a 1-5 scale.	Comments on Division services (registration process, course confirmation and directions, payment and billing, classroom or computer lab, food and beverages, and overall facility) are sought on all course evaluations. Each is summarized within a week after course ends.	Review of evaluation summaries show that over 90% rate registration process at 4 or above (scale 1-5). Lower ratings for billing and payment processes, confirmations, and food, but the majority still rated these items as 4 or higher.	Forms reviewed by related CE administration, discussed at staff meetings. Continuous improvement is an ongoing activity.	Negative comments are discussed at staff meetings and solutions are sought where possible. Snacks continue to be provided and lunches varied when possible. A quality improvement team on finance and billing has met this year. It includes Treasury Services staff.	Professional staff continue to alternate working on Saturdays to supervise student workers. Students now receive an automatic reply to online registrations which is followed by a mailed confirmation. New lunch options were implemented which have received positive comments.
#2 Faculty will receive the support services they need to facilitate teaching and learning.	Feedback is sought from instructors on quality of support, materials and services after each class.	99% of forms from faculty rate quality of staff support as excellent. Technical problems with computers and AV have decreased.	Program Directors, Registrar, and Director of Division Services review all forms. Findings are discussed at staff meetings.	Areas of difficulty are noted. Any possible solutions are put into place right away with feedback to faculty. A staff retreat was held in January 2007.	New easels and podiums were purchased for classrooms in response to instructor requests. Four new LCD projectors were purchased.
#3 Student and course records will be complete, and accessible only to authorized persons.	Course files are reviewed at the end of each term to verify that all required records are present.	The number of missing forms continues to decrease; confidentiality requirements have always been maintained.	Registrar reports audit results at staff meetings at the end of each term.	Staff is assigned to obtain missing forms. The way in which we maintain course records is being examined to allow for multiple storage methods.	Revised procedures are being used and evaluated. A method to have online students complete course evaluations online has been implemented.
#4 The Cole Center will provide an environment conducive to adult learning.	Condition of classrooms, general space, and equipment are reviewed regularly.	Wear & tear, need for signs & other conditions noted; staff knows to report any needs ASAP.	Report on needs identified given at staff meetings; staff input sought on solutions.	Repairs done as needed. Need for purchases is identified and implemented as resources are available.	Installed PC in each classroom. Purchased 10 new round tables and 10 six-foot tables for auditorium. New equipment for certain classes purchased through grant funds.

Program Assessment Report

Department or Unit Name: Division of Continuing Education

Individual Completing Form: Dr. Barbara Hanniford

Program Name: English as a Second Language (ESL) Courses

Goal # 1 The Intensive English Language Program (IELP) students will demonstrate progress in their English proficiency.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 IELP (non-credit) participants will demonstrate improvement in their speaking, listening, and writing (grammar) skills.	Pre and post-semester assessments, including the COMPASS ESL test, final exams and instructor feedback	COMPASS ESL scores averaged increases of 7.6 points. Reading improved the most with an average increase of 8.5 points. 75% of the advanced level students successfully completed the program. (Scores of 90 in Reading and Listening and 80 in grammar as well as passing grades in courses are required for completion.)	Program director and instructors review scores and grades at the end of each semester. Results shared with Dean.	Finding used to improved curriculum and determine future placements or to confirm completion of the program. Completion may lead to admission to CSU if the student has applied or has already received conditional admission.	Some textbook changes have been made based on scores. Instructors share methods and anecdotal information about learning styles of different cultures.

Goal # 2

Student enrollment in the IELP will increase steadily and retention will be high.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 The number of students enrolling in the IELP will increase each year until a maximum is reached.	Review of applications received and registration records	From the 222 application received in 2006-2007, 101 students were enrolled. The major reason for applicants not enrolling is denial of visa. There were 89 students in 2005-2006.	Program director and Dean examine application and enrollment statistics.	Applicants who have been accepted but don't enroll are contacted; guidance is provided about the process and they are encouraged to defer to the following semester.	As enrollment is increasing and the visa process is not within our control, we have not made any other changes.
#2 Students will remain in the program for a second or third semester as needed.	Registration and completion records reviewed.	For academic year 2006-2007, 66% of the students remained in the program and 28% completed the program. Therefore, we can calculate a retention/graduation rate of 94%.	Program director and Dean review the retention numbers.	Additional advising is done with students having difficulty and with those who are considering dropping out or transferring.	An exit interview is being considered to better understand factors which cause students to transfer.

Goal # 3

Students will evaluate their experience with IELP as being of high quality and beneficial to their work.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
#1 At least 80% of IELP participants will evaluate the courses, instructors, textbooks and program services as very helpful.	Students complete a program evaluation at the end of each session.	Over 75% of the IELP students indicated satisfaction with the courses, instructors, and program services, rating them at 4 or higher on a scale of 1 to 5.	Student feedback is reviewed by the program director and dean; shared and discussed with faculty.	Any negative comments are discussed along with strategies for improvements where possible.	Instructor assignments changes based on student feedback and director observation. A GA was hired as a student assistant.

Program Assessment Report

Department or Unit Name: Division of Continuing Education

Individual Completing Form: Dr. Barbara Hanniford

Program Name: Center for eLearning *

Goal # 1 Students taking courses which are entirely online or include an online component will find that the experience promotes effective learning.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 Student feedback in course evaluations will positively rate the online environment as helping them learn.					

Goal #2 Instructors will feel that they receive the assistance, guidance, and support they need for designing, teaching, and evaluating online courses.

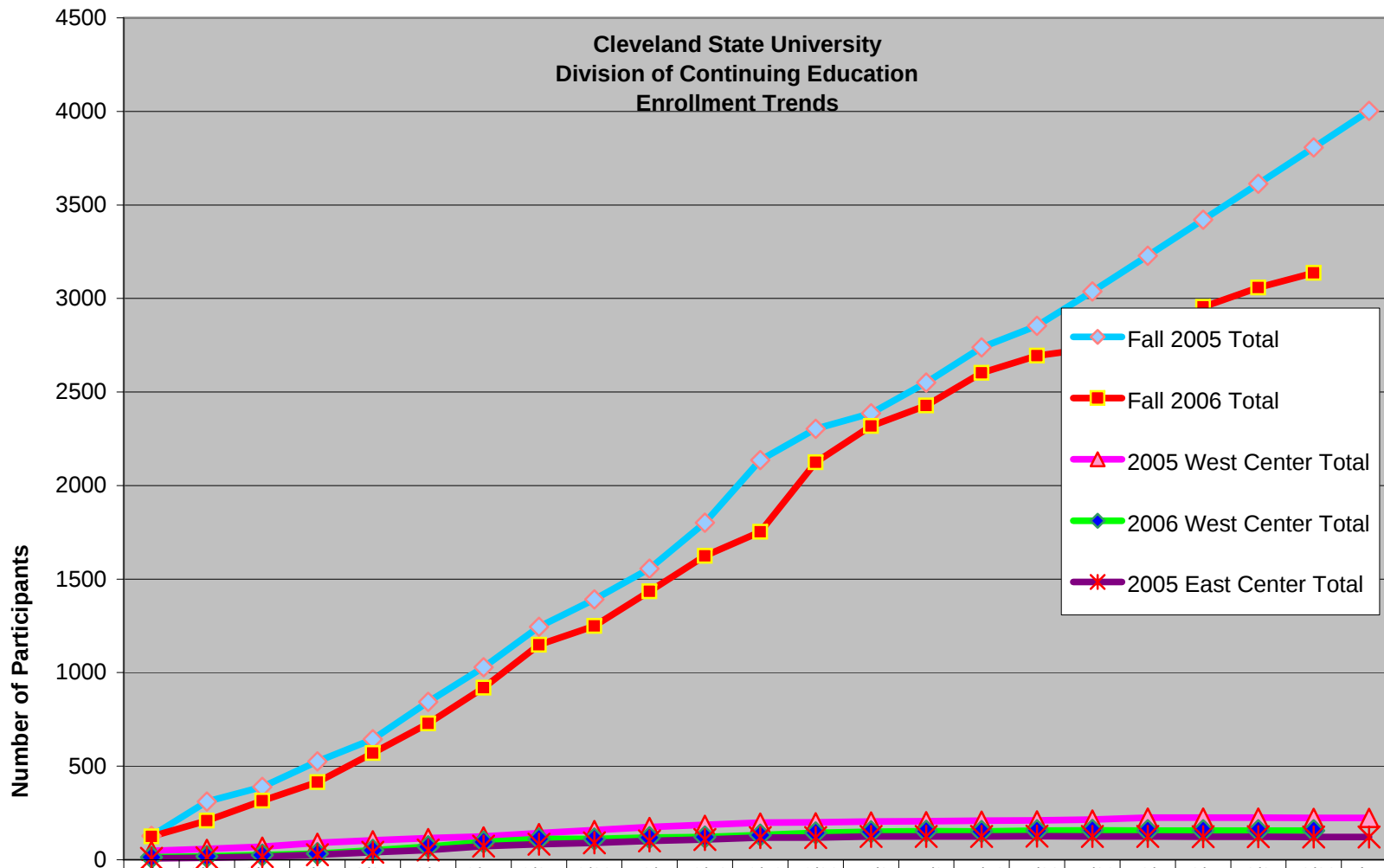
Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 Faculty who attend workshops or individual training provided by eLearning staff will rate the content and instruction as greater than 3 on a 1-5 scale.					
# 2 Faculty will develop courses following Center guidelines which score above average on the Quality Matters rubric (a tool for examining online course design.)					

Goal #3 All individuals requesting information about or help with eLearning will experience efficient, timely and courteous services.

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
# 1 Logs of information or assistance requests will indicate response time within 24 hours and resolution of request.					

* As the Center for eLearning has just been created, we are submitting our goals and **draft** outcome measures. During the coming year we will be working are developing methods to collect and analyze data.

**Cleveland State University
Division of Continuing Education
Enrollment Trends**



	8/3	8/10	8/17	8/24	8/31	9/7	9/14	9/21	9/28	10/5	10/12	10/19	10/26	11/2	11/9	11/16	11/23	11/30	12/7	12/14	12/21	12/28	Final
Fall 2005 Total	128	311	389	525	644	844	1029	1245	1392	1556	1802	2136	2303	2386	2551	2739	2854	3037	3228	3421	3614	3807	4002
Fall 2006 Total	125	208	316	414	570	728	919	1149	1250	1434	1624	1752	2124	2318	2428	2602	2694	2734	2775	2954	3058	3137	
2005 West Center Total	47	58	70	90	103	116	125	142	159	174	187	198	200	205	206	209	210	214	225	225	225	224	224
2006 West Center Total	13	18	25	33	50	69	94	111	111	119	121	132	144	150	152	151	155	157	155	155	155	155	
2005 East Center Total	8	10	17	27	40	52	73	83	90	100	108	119	118	125	124	125	126	125	124	123	123	122	121

Cleveland State University Division of Continuing Education Spring Enrollment Trends

