

Criterion 3 – Teaching and Learning: Quality, Resources, and Support - The institution provides quality education, wherever and however its offerings are delivered.

Core Component 3.A: The rigor of the institution’s academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

3.A.1. - Courses and programs are current and require levels of student performance appropriate to the credential awarded.

Cleveland State University’s (CSU) curricula are current, and they are the result of faculty ownership of the content of the courses they teach as an expression of their professional expertise. In this light, all programs offered by CSU are adequately described in the [Undergraduate Catalog](#) and [Graduate Catalog](#), in compliance with regulations set forth by relevant specialized federal and state agencies, such as the [Ohio Department of Higher Education](#) (ODHE), and under constant monitoring by internal administrative offices, such as the [Registrar](#).

Faculty, as content area experts, manage the curriculum they teach. CSU relies on shared governance to develop, review, and approve curricular updates/changes that are intended to ensure the relevance and currency of what students learn in preparation for career and life. To that end, CSU uses [Curriculog](#) as the Web-based curriculum management system. Implemented in 2016, Curriculog is a self-contained platform that streamlines the approval process from the point of origin (always a faculty member in one of the academic units across campus) through the shared governance-based approval process and to the University Registrar’s office that oversees the entire system. There are user guides and training sessions available to faculty as they prepare any curricular change proposals. Additionally, a description of the [curriculum approval process](#) includes procedural information pertaining to both undergraduate and graduate curricular changes. Any curricular change, be it a new course, sequence of course, an entire degree or certificate program has to secure approval starting with the academic department where an originating faculty resides, followed by the curriculum committee (either at the undergraduate or graduate level) within a college or stand-alone school where the originating department is located, the office of the dean, the College of Graduate Studies (only for graduate-level curricular changes), the University Curriculum Committee (as a standing committee of the Faculty Senate), the Faculty Senate, the Provost, the President, the CSU Board of Trustees, followed by external review notification and/or approval from ODHE and HLC. Curriculog, the Web-based curriculum management system mentioned earlier, allows to a wide range of curricular changes that engage the appropriate stakeholders in a coherent and consistent effort to

ensure that all academic programs at CSU are relevant, rigorous, and provide students with rich opportunities for engagement. As a pertinent note, new academic programs have to include a section related to labor market analyses based on which to determine the feasibility of a given curricular proposal and identify the investment needs that the university has to take into account, as demonstrated by the proposals for the [DNP \[VRR link\]](#) and the M.A. in Music Therapy [[VRR link](#)] programs, referenced in Criterion 5.

Individual courses at CSU have been approved to be part of the state's [Ohio Transfer Module \(OTM\)](#) and [Transfer Assurance Guide \(TAG\)](#) programs, which indicates that these courses are current and require appropriate levels of student performance. The OTM is a version of a general education program that can be transferred between state universities and [many CSU General Education courses have been approved](#) to be part of the program. TAG is a similar program for introductory courses for major programs and again [multiple courses have been approved for TAG](#). To be part of either program, a course must meet set learning outcomes and be reviewed and approved by a panel of faculty drawn from across the state. Going back to 1990, the Ohio Department of Higher Education developed the Ohio Articulation and Transfer Policy to allow students greater mobility from one public college or university in the state, thus eliminating duplication of coursework and misleading course requirements that would result in a waste of time and resources. Subsequent refinement of the policy and associated guidelines brought about improvements and expansion of the program. Relevant information about institutional transfer, acceptance and application of transfer and articulated credit, Transfer Module, Transfer Assurance Guides, Career-Technical Assurance Guides, Military Transfer Assurance Guides, Advanced Placement exams, conditions of transfer admission, responsibilities of students, and a description of appeals process for transfer students are available on a specialized website containing catalog language related to the [Transfer Module](#).

Another set of complex quality assurance criteria set forth by external professional accreditation applies to a wide range of [CSU academic programs](#). CSU faculty are committed to continuous improvement as documented by feedback from their respective accrediting agencies that has led to changes intended to enhance the curricula, student learning, and community engagement, as illustrated by the [2017 CAEP Accreditation Action Report](#) for CSU's College of Education and Human Services as an Educator Preparation Provider [[VRR link](#)].

One more set of quality assurance criteria set internally relates to the process by which academic programs get reviewed regularly. Further detailed in Criterion 4, Core Component 4.A, [academic program review](#) engages faculty in a self-assessment focused on their respective curricula with an eye toward determining currency of content, student performance, and how the two come together to optimize the preparedness of our graduates for fulfilling professional and personal lives.

3.A.2. - The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The University articulates learning goals embedded into its varied undergraduate and graduate programs that lead to degrees and/or certificates. The specific language used aligns with

instructional expectations for student performance, guided by discipline-specific content areas represented by faculty. These programs – 78 at the Bachelor’s level, 59 at the Master’s level, 3 at the Specialist level, and 12 at the doctoral level - are offered in the 10 colleges at CSU, as follows: Monte Ahuja College of Business, College of Education and Human Services, Washkewicz College of Engineering, College of Liberal Arts and Social Sciences, School of Nursing, College of Sciences and Health Professions, Maxine Goodman Levin College of Urban Affairs, College of Graduate Studies, Cleveland-Marshall College of Law, and Jack, Joseph & Morton Mandel Honors College. Specific information about the full range of academic offerings is found on the [Registrar’s website](#). Undergraduate, graduate, transfer, and international student [admission requirements](#) take into account the [degree maps](#) that spell out curricular connections within as well as across academic disciplines. Similar correlations represent the foundation for college-level [admission requirements](#). As content area experts, faculty in the various academic programs and departments across campus express their authority over the curriculum by establishing course level student learning outcomes that support the development of engaging learning opportunities for all students. [Course syllabi](#) detail curricular details, applicable university/college policies, relevant student performance expectations, and an overview of student support services. At the same time, faculty include specific information that relates to their discipline and associated pedagogical considerations, as illustrated by a range of [course syllabi](#) from across campus [[VRR link](#)]. Additionally, faculty qualifications are taken into account in terms of graduate instruction, as detailed in Core Component 3.C below.

3.A3. - The institution’s program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Cleveland State University (CSU) has a [dual admissions program](#) with [Cuyahoga Community College](#) and partnership programs with [Lakeland Community College](#) and [Lorain Community College](#). Community College partnership websites include information about [student services/resources](#), [financial aid](#), [transfer guides](#), etc., all intended to provide student with the necessary information to make informed decisions about their academic career at CSU. Students in the partnership programs may complete selected CSU majors with a combination of courses from the community college and CSU courses offered online and on campus at the partnership location. The courses offered at the partnership schools are identical to those taught on the CSU campus. As a matter of fact, many of the courses offered at the partnership schools are taught concurrently with courses on the CSU campus using [Interactive Video Distance Learning](#) technology. This guarantees consistency in learning goals and program quality at the different locations.

CSU participates in Ohio’s [College Credit Plus](#) (CCP) dual enrollment program as per the requirements outlined by the ODHE. The information for students, parents/guardians, and school counselors regarding [CCP at CSU](#) is driven by a commitment to support qualifying students who want to benefit from college-level courses. The vast majority of CCP students take regularly scheduled classes on CSU’s campus with CSU faculty. An average of five courses per semester take place at select high schools where a CCP partnership is established via a [Memorandum of Understanding](#) [[VRR link](#)]. CSU faculty and departments have control over content, syllabi, and

instructor training and evaluation, thus providing consistency in learning goals and program quality.

In terms of instruction delivery modality, CSU offers most of its courses in a traditional, face-to-face (f2f) fashion, while providing students with flexibility by way of hybrid and entirely online learning settings. The curricula, instructional staffing practices, student and faculty support services, and performance evaluation procedures are consistent across all delivery modalities. The [Center for e-Learning](#) has been instrumental in making sure that all CSU faculty have access to a full range of support services as they design, implement, and evaluate their curricula and pedagogical content knowledge. The range of training available to [faculty](#) includes the [Faculty Online Teaching and Design Course](#), [Blackboard self-paced online training](#), vendor webinars, tutorials, [March for Best Practices](#), [Keep Teaching Speaker Series](#), and online sessions featuring [Faculty Champions](#) recognized for their outstanding teaching during the COVID-19 crisis. The Center also offers a full range of internal and external [resources](#) for faculty that have to retool their pedagogical strategies prompted by the pandemic. The [team of instructional designers](#) from the Center of e-Learning works closely with faculty across campus to ensure high-quality learning environments by relying on various [accessibility](#) and [test proctoring resources](#), [pedagogy](#) and [technology tools](#), while using the [Quality Matters](#) design standards in their work with faculty interested in developing hybrid and online classes. As referenced in the narrative for Criterion 2, [e-Learning policies](#) demonstrate compliance with ethical practice expectations. As an example, by collaborating closely with the Faculty Senate's [Electronic Learning Committee](#) to "establish campus-wide guidelines on academic integrity and quality of e-Learning courses as well as to articulate the responsibilities of all parties in the [Required Procedures and Recommended Practices to Address Security and Quality of e-Learning Courses](#)."

Core Component 3.B: The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.
4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

3.B.1. - The general education program is appropriate to the mission, educational offerings, and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

In keeping with the University's mission, [and as stated on the program webpage](#), Cleveland State University's (CSU) General Education program seeks to “*Empower Students* by providing all undergraduates with the knowledge and skills they need to build successful careers, act as responsible members of our society, and lead fulfilling lives.” Many departments from across the university contribute courses to the program, many of which also fulfill requirements for individual majors and minors. Each major must include at least one General Education Writing Across the Curriculum (WAC) course that develops the writing skills that are appropriate for that specific field of study. Course offerings in the program range from 100 and 200-level introductory courses in various subjects and disciplines to 400-level Capstone courses.

While the General Education program has been in place since 2008, the University recently (2019) updated the criteria for Capstone courses. The new criteria are that a Capstone course must:

1. Be offered as part of the credits included in a student's major requirements.
2. Be offered at the 400-level and ordinarily be taken during a student's final year and after completion of a majority of the requirements for the major.
3. Require students to integrate, synthesize, and/or apply knowledge and skills already gained across multiple courses (including both courses for the major and General Education courses).
4. Require students to demonstrate mastery of at least three of the General Education skill areas (critical thinking, group work, information literacy, oral communication, quantitative literacy, writing).
5. Require students to produce some form of summation, closing project, or final product.
6. Prompt students to reflect on their undergraduate experience and/or support students in transitioning from college into their career or further study

The program webpage plays a primary role in articulating its purposes, content, and structure. It includes a description of the program, [a link to a summary table of requirements](#), [links to lists of courses in each of the required areas](#), an overview of [assessment in General Education](#), and a link to [additional resources for faculty](#). The faculty resources include [downloadable versions of Criteria Sheets](#) for courses in each area in the program. Proposals for new general education courses must address how they meet the relevant criteria and are reviewed by the University Curriculum Committee together with the Director of General Education.

CSU's Quality Initiative has been a project on assessment in General Education that was structured through participation in the HLC's Assessment Academy. A focus for this project has been developing goals and objectives for student learning, along with rubrics for assessing them, for each area in the General Education program. This work has been done in summer workshops:

- In summer 2017, approximately 30 department chairs and faculty members were involved in developing goals, objectives, and rubrics for the Arts & Humanities, Natural Sciences, and Social Sciences.
- In summer 2018, approximately 20 faculty members participated in doing this work for AALAME, US Diversity, and African-American Experience courses.
- In summer 2019, 17 faculty members met to do this work for WAC and Writing Skills courses.

- We had planned to convene an additional 12 faculty members to do this work for Information Literacy and Quantitative Literacy in summer 2020, but had to put that project on hold due to the Coronavirus pandemic.

Future work includes rubric development workshops for Critical Thinking, Group Work, and Oral Communication/Speaking Across the Curriculum (SPAC).

The draft rubrics for the Arts & Humanities, Natural Sciences, Social Sciences, AALAME, US Diversity, and African American Experience courses have been shared with additional faculty members for feedback and revision. For WAC and Writing Skills courses, this process was cut short because of the Coronavirus pandemic, it is scheduled to resume during the Spring 2021 semester. The revised rubrics for Arts & Humanities, Natural Sciences, and Social Sciences have also been shared with the University Curriculum Committee and were further revised based on their feedback. All of the existing draft rubrics are available on the General Education website, [on a page dedicated to assessment in General Education](#). All the changes and initiatives undertaken as a result of CSU's participation in HLC's Assessment Academy have been documented in the regular reports (as evidenced by the most recent submissions, one from [June 2020](#) [[VRR link](#)] and the other from [Fall 2020](#) [[VRR link](#)]) as well as in the feedback received from the HLC mentor and scholar assigned to work with CSU (as illustrated by the Quality Initiative Report – [Panel Review and Recommendation](#) following the submission of the final report from the University). [[VRR link](#)]

3B2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Cleveland State's current [General Education](#) program was put into place in 2008 and is based on the work of a task force that was active from 2004 to 2007. The [report](#) [[VRR link](#)] written by that task force grounds the structure of the program in the work of the [Association of American College and Universities](#) (AAC&U). Based on that premise, the program places its focus on intellectual and practical skills and on diversity and inclusion. As the result of the work of an ad-hoc committee on General Education, which was active in 2017, issues a series of [recommendations](#), [[VRR link](#)] among which one focused on Civic Engagement. Through collaborative, faculty-driven work, the latter became the most recent Skill Area addition to the program.

The program is structured into:

- **Breadth of Knowledge areas:** For [Arts & Humanities](#), [Natural Sciences](#), and [Social Sciences](#), students take two courses in each area. For the first and third areas, the courses must be from different disciplines, while for Natural Sciences, courses must have a lab component.
- **Social Diversity Areas:** US Diversity, African-American Experience, and AALAME (a course in either the Arts & Humanities or Social Sciences focused Africa, Asia, Latin America, and/or the Middle East): students take one course in each area.

- Skill Areas: Civic Engagement, Critical Thinking, Group Work, Information Literacy, Oral Communication, Quantitative Literacy, and Writing.

All courses approved for the Breadth of Knowledge and Social Diversity areas must also be approved as promoting at least two skill areas. The lists of courses available on the General Education program website identify which skill areas each course promotes.

Special emphasis is placed on quantitative skills and skills in writing. Students take either [two Math courses or one Math course and one approved Quantitative Literacy course](#). Additionally, students take [two courses in English Composition](#) and three [Writing Across the Curriculum \(WAC\)](#) courses. Faculty members from across the university teach WAC courses that emphasize how writing works in their specific areas of expertise. Students can substitute a [Speaking Across the Curriculum \(SPAC\)](#) course for one WAC course.

The program begins with a seminar for entering first year students entitled [Introduction to University Life](#) that is part of [Cleveland State's First Year Experience](#) program. As described above, each major culminates in a Capstone course that is also a General Education courses. These courses require students to integrate, synthesize, and/or apply knowledge and skills already gained across multiple courses, including both courses for the major and General Education courses, and to demonstrate mastery of at least three of the General Education skill areas.

The program's structure is also necessarily congruent with that of the [Ohio Transfer Module \(OTM\)](#). The OTM is a version of a general education program that a student can pursue at any state of Ohio institution and then transfer, as a whole or in part, to any other such institution. Individual institutions, however, may have additional general education requirements that go beyond the requirements of the OTM. The OTM requires one courses (three semester credit hours) in English composition, one course in mathematics, statistics, and logic, two courses (six semester credit hours) in the arts and humanities, two courses in the social and behavioral sciences, and two courses in the natural sciences. Interdisciplinary courses and courses in oral communication can be used as electives in the OTM. CSU's integration of [OTM requirements](#) into its General Education program goes beyond the state minimum mandate by requiring two courses each in English composition and mathematics and by requiring the AALAME, US Diversity, and African-American Experience courses. There has been some discussion of revising the OTM in the past few years and CSU has advocated for adding some form of a diversity requirement to that program.

3B3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multi-cultural world.

As noted above, diversity and inclusion are a focus of Cleveland State University's [General Education](#) program. All students take one [course](#) focused on a culture or cultures in Africa, Asia, Latin American, and/or the Middle East (AALAME), as well as one course on African-American experiences and one on another form of diversity within the United States (including disability status, ethnicity, gender, sexuality, and social class). General Education courses that promote

Group Work as Skill Area give students the opportunity to learn to work productively with others. The composition of our student body, with a significant number of first-generation students, minority students, and international students, means that these groups are likely to be diverse in composition.

The new Civic Engagement Skill Area in the program extends this focus outside of the classroom and into the community and so provides students with additional growth opportunities and with a model for ongoing productive engagement with our diverse society. Courses approved as promoting this Skill Area need to meet the following [criteria](#):

1. Designate that at least 15% of the student's grade in the course is based on an evaluation of Civic Engagement.
2. Include at least one experiential learning opportunity that takes place outside of a traditional classroom setting; involves collaboration among students, faculty, partnering community organizations, and/or members of the larger community; and serves the common good in being beneficial for all participants.
3. Develop students' skills in at least two of the following areas: leadership and communication, ethical decision making, building respectful relationships with individuals and groups of various background, and/or integrating academic concepts into real-world projects.

CSU's commitment to diversity and inclusion extends beyond the General Education program and into major, minor, certificate, and graduate programs. The College of Liberal Arts and Social Sciences offers interdisciplinary major and minor programs in [Black Studies](#) and [Women's and Gender Studies](#) as well as minors in [Asian Studies](#), [Middle Eastern Studies](#), and [International Film Studies](#). The College's [Department of World Languages, Literatures, and Cultures](#) offers majors and minors in Arabic, French, and Spanish, as well as a Master's program in Spanish. Courses in Chinese are offered through the University's [Confucius Institute](#) and the [Center for Slovenian Studies](#) offers courses in Slovenian language. The [Department of Political Science](#) offers a major program in International Relations. The University's [Monte Ahuja College of Business](#) offers an undergraduate certificate in Global Business, a major and minor in International Business, a concentration in International Business within the Master of Business Administration (MBA) program, and a specialization in Global Business within the Doctor of Business Administration (DBA) program. Finally, the College of Sciences and Health Professions offers [undergraduate](#) and [graduate certificates](#) in Culture, Communication, and Health Care.

The University's [Center for International Students and Programs](#) both promotes and facilitates [study abroad opportunities](#) for domestic students and provides guides and services for international students studying at Cleveland State. Study abroad opportunities range from short-term programs led by Cleveland State faculty members to semester and year-long programs through affiliate and reciprocal exchange relationships. Programs led by CSU faculty have included [International Business programs](#) in Spain, China, Dubai and the UAE, Israel, England, Morocco, Munich and Amsterdam, and South Africa and a [French language and culture program in Rouen and Paris](#) offered regularly by the Department of World Languages, Literatures, and Cultures. The university has [scholarship and grant programs](#) available to support students studying abroad. The university's new [Cleveland State Global](#) program for international

students provides them with a structured introduction to the university and the city and with additional academic support as needed. This program should significantly increase the number of international students on campus and so further diversify our campus community to the benefit of all of our students.

Finally, Cleveland State's emphasis on diversity and inclusion extends beyond the curriculum and into the co-curriculum in the form of multiple [student organizations](#), such as the [Arab Law Student Association](#), the [Association of Latin Professionals for America](#), [Black Law Students Association](#), [Black Student Union](#), [Campus Bible Fellowship](#), [Chinese Students and Scholars Association](#), [Cleveland State Chapter of the Coalition of Occupational Therapy Advocates for Diversity](#), [Cleveland State Sikh Association](#), [Cleveland State University Best Buddies](#), [Delight Ministries at CSU](#), [Emerging Org: Latinos Unidos](#), [Emerging Org: Arab Student Association](#), [Emerging Org: Queer Student Association](#), [Emerging Org: Scientista Foundation](#), etc.

3B4. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission

CSU is among the 135 universities classified by the Carnegie Classifications as “higher research activity,” or R2. Research and development expenditures for CSU amounted to more than \$80 million in fiscal year 2020. CSU currently has 209 awards that support activities in research, student services, instruction, and public service. CSU consistently ranks among the nation's top universities for [Fulbright](#) scholars and has sent 28 faculty overseas during the past decade as Fulbright faculty scholars. All departmental promotion and tenure documents for tenured and tenure-track faculty include research, scholarship, and creative activity as a significant aspect of the evaluation process.

Some of CSU's showcase research centers include the Center for Gene Regulation in Health and Disease ([GRHD](#)), a state-funded Center of Research Excellence. GRHD includes 15 faculty members who engage in strongly interdisciplinary biomedical research. Publication, citation, and grant funding data place the center among the 10 most productive nationally in its field. CSU's collaboration with the [Lerner Research Center](#) at the Cleveland Clinic ranks prominently among the research partnerships with faculty and students from CSU, both in the [College of Sciences and Health Professions](#) and the [Jack, Joseph and Morton Mandel Honors College](#). Another CSU research center, the Center for Human-Machine Systems ([CHMS](#)), has the goal of improving human-machine systems by combining the unique capabilities of engineered and natural subsystems. The research centers in the [College of Urban Studies](#) conduct research and provide services in city and public management, community development, demographic analysis, economic development, energy policy, environmental policy, health policy, and nonprofit management. The same college has an interactive [Engaged Scholarship](#) interface that represents a repository of faculty publications from this academic unit.

The CSU Research Corporation ([CSURC](#)) was established in 2006 to support CSU by facilitating research, technology transfer, and commercialization activities. A primary purpose of CSURC is to assist industrial clients who need the services of expert faculty in a timely and efficient manner. CSURC attracts industry to partner with faculty to perform sponsored research at CSU, and provides an efficient mechanism for the commercialization of intellectual property. CSURC enjoys strong relationships with the Parker Hannifin Corporation, Colgate Palmolive, Akron Children's Hospital, Cleveland Indians Baseball, and others.

The [CSU Innovation Portal](#) streamlines access to innovation by CSU faculty, students, and partners. The portal focuses on technology transfer, educational opportunities, and collaboration, both internal and external. The portal highlights partners and resources in Northeast Ohio to promote economic engagement within the region. Partners include the Ohio Federal Research Network ([OFRN](#)), the Council of Smaller Enterprises ([COSE](#)), the Manufacturing Advocacy and Growth Network ([MAGNET](#)), Cleveland Clinic Innovations ([CCI](#)), [JumpStart](#), the Great Lakes Innovation and Development Enterprise ([GLIDE](#)), and others. Notable aspects of CSU's innovation activities include the [MakerSpace](#), which is a 6,400-square-foot state-of-the-art prototyping, design, and fabrication facility; the Internet-of-Things Collaborative ([IOTC](#)), which is a partnership with Case Western Reserve University with primary funding from the Cleveland Foundation; and [Startup Vikes](#), which provides the opportunity for CSU's Northeast Ohio community partners to create a business and obtain funding in a single weekend. CSU has a number of [Research Centers](#) designed to promote the dissemination of knowledge to benefit various communities and constituent groups served by the University, ranging from the [Bernie Moreno Center for Sales Excellence](#) to the [Center for Advancements in Renewable Energy](#) (CA.R.E.) to the [Center for Community Planning and Development](#) and to the [Center for Refugee and Immigrant Success](#), to name just a few. The Michael Schwartz Library maintains a repository of faculty research – [Engaged Scholarship @ Cleveland State University](#). Additionally, faculty can also create a [Selected Works Profile](#) that highlights their research, scholarship, and/or creative activities that contribute to the University's overall research profile.

CSU also supports scholarship, research, and creative works through [undergraduate research](#) opportunities. Approximately 100 undergraduate students receive financial support each summer to conduct research with faculty as part of the Undergraduate Summer Research Award ([USRA](#)) program. This program culminates each year with a showcase poster session where undergraduates come together to disseminate their scholarly findings through presentations, posters, and demonstrations.

CSU sponsors a number of programs to engage specific groups of students in research and scholarly endeavors, including the Ronald McNair Scholars [Program](#), the Choose Ohio First Scholarship [Program](#), and the Louis Stokes Alliance for Minority Participation [Program](#). Specific information pertaining to graduate student research is hosted on a [specialized website](#) that outlines [funding programs](#), [graduate assistantships](#), [research journals](#), and the [Graduate Student](#)

[Resource Center.](#)

Creative activity at CSU also includes a wide variety of performing arts. The Theater and Dance [Department](#) presents dance events and theatrical shows for audiences in Northeast Ohio. The [Galleries](#) at CSU is an art gallery that educates, edifies, and involves diverse audiences by presenting exhibitions and programs that promote the understanding of art and its relationship to society. The Galleries also serves as an academic laboratory for the study, contemplation, and critical analysis of works of art and their context. The [School of Film and Media Arts](#), also referenced in Core Component C4, has a modern state-of-the-art studio where faculty and students write, direct, produce, film, edit, and act.

CSU offers a number of competitive internal funding programs for student and faculty research.

- The Graduate Student Research Award ([GSRA](#)) Program is for students who are pursuing doctoral dissertation or master's thesis research.
- The Faculty Scholarship Initiative ([FSI](#)) was established to facilitate faculty scholarship and creative activity in areas that are traditionally underfunded from external sources.
- The Faculty Research and Development ([FRD](#)) Program provides seed funding for research that aims to increase federal and industrial grants received by CSU.
- The Undergraduate Research Award ([URA](#)) Program provides funding to undergraduate students to offset the costs associated with doing research in CSU courses, such as independent study courses and honor's thesis courses.

In addition to these programs, CSU regularly offers one-time funding opportunities for special circumstances, such as the following.

- The Internet of Things ([IOT](#)) Program was offered in 2019 to fund University-wide research related to IOT and to better align CSU's research priorities with the mission of the CSU-Case Western Reserve University IOT [Collaborative](#).
- The COVID-19 Rapid Response Research Grant ([CR3](#)) Program was offered in 2020 to fund CSU investigations of the impacts of the COVID-19 pandemic and the local, statewide, national, and international response to COVID-19.

Core Component 3.C: The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

3C1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

According to the U.S. Census Bureau, the population of the [city of Cleveland](#) was 381,009 as of July 1, 2019. Of that total, most inhabitants were Black/African American (48.8%) and White (33.8%), while 11.9% were Hispanic/Latino and 2.6% Asian. In terms of gender distribution, 51.9% of inhabitants were women. By comparison, [CSU faculty in Fall 2017](#) demonstrated the following breakdown: 54% male, 46% female, 73% White, 5% Black/African American, 2% Hispanic/Latino, and 13% Asian (CSU's Diversity Report and Action Plan 2019-2020, Table 1, p. 5). At the same time, CSU staff members are more diverse than faculty, demonstrated by the fact that 28% of this employee group is Black/African American, compared to the 5% of the faculty in the same racial group. The latter figure is also connected to a much lower student-faculty ratio for the Black/African American group (86-1) versus the corresponding ratio for the White group (26-1). By contrast, CSU benefits from one of the most racially and ethnically diverse student populations among universities in the state of Ohio. The [2019-2020 Diversity Report and Action Plan](#) and the [Book of Trends](#) document details related to student diversity along the lines of race, gender, ethnicity, religion, sexual orientation/identity, veteran status, and special needs. Moving forward, student performance data are used to monitor diversity, equity, and inclusion goals that are expected to:

- a) Improve institutional diversity
- b) Establish common understanding of what diversity is within each CSU unit (academic, student support, and/or administrative)
- c) Create curricular connections to diversity and community engagement
- d) Model how an institution of higher education can implement diversity, equity, and inclusion through various policies, programming, and outreach initiatives
- e) Enhance the physical space of the CSU campus to reflect the institutional commitment to diversity, equity, and inclusion
- f) Ensure student success by putting in place structures, mechanisms, and guidelines intended to increase completion and graduation rates for all students, with a particular focus on under-represented minorities.

3C2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

As documented in the [2018 Book of Trends](#), the range of full-time faculty is from 511 in 2013 to 541 in 2017 (Table 7.2, p. 152). In terms of continuity, 59% of the 541 faculty were at the associate and full professor ranks in 2017 (Table 7.5, p. 159). CSU has secured adequate instructional capacity to carry out its mission, in alignment with [Policy 3344-16-5](#), approved by the Board of Trustees in 2014, according to which faculty-student ratios are established. As mentioned in Criterion 2, faculty have authority over academic matters as reflected in university policies, [AAUP \[VRR link\]](#) and [AAUP – Law \[VRR link\]](#) collective bargaining agreements and [faculty personnel policies](#). These policies spell out standards and procedures for faculty appointments based on appropriate credentialing, continuation as well as promotion and tenure. More specifically, the [College of Graduate Studies](#) specifies the criteria used to grant Graduate Faculty membership based on set criteria and supporting [guidelines](#). A [Graduate Faculty Status Application \[VRR link\]](#) follows said guidelines. Each college has its own set of [Graduate Faculty membership criteria](#), which are approved by Graduate Council as the final gatekeeper of supporting policies and processes. The websites for the [Provost's office](#) and the [Faculty Senate office](#) provide valuable resources pertaining to tenure and promotion, academic honesty, conflict of interest, and rights and responsibilities related to teaching and research. The faculty collective bargaining agreement contains many of these [provisions in contract form](#), including academic freedom, affirmative action, nondiscrimination, professional activities outside the University (conflicts of interest and commitment), tenure and promotion, disciplinary action, and grievance and arbitration, faculty recruitment manual, [faculty professional development](#) (also see the wide range of workshops offered by the [Center for Faculty Excellence](#)), retirement/resignation notification process, principles for the performance-based merit system, faculty leave pay-out policies, administrator return to faculty policy, and faculty contract definitions.

In terms of curriculum oversight, as referenced earlier in 3.A.1, CSU faculty, as content area experts, manage the curriculum they teach. CSU relies on shared governance to develop, review, and approve curricular updates/changes that are intended to ensure the relevance and recency of what students learn in preparation for career and life. Any curricular change, be it a new course, sequence of course, an entire degree or certificate program has to secure approval starting with the academic department where an originating faculty resides, followed by the curriculum committee (either at the undergraduate or graduate level) within a college or stand-alone school where the originating department is located, the office of the dean, the College of Graduate Studies (only for graduate-level curricular changes), the [University Curriculum Committee](#) (as a standing committee of the Faculty Senate), the [Faculty Senate](#), the Provost, the President, the CSU Board of Trustees, followed by external review notification and/or approval from ODHE and HLC. [Curriculog](#), the Web-based curriculum management system, allows to a wide range of curricular changes that engage the appropriate stakeholders in a coherent and consistent effort to ensure that all academic programs at CSU are relevant, rigorous, and provide students with rich opportunities for engagement.

Stemming from the fact that CSU faculty are the owners and creators of their respective curricula, based on discipline-specific pedagogical content expertise, expectations for student performance are detailed in [course syllabi \[VRR link\]](#). A [syllabus template](#), along with [religious accommodations](#) as well as [health and safety](#) specifications are linked to the [Faculty Senate](#) website.

In terms of assessment of student learning, the [Office of Student Learning Assessment](#) provides a wide range of information for programs to use in their annual reports. In addition, program coordinators/chairs consult with the OSLA regarding acquiring evidence of student learning and writing a report of their findings. In addition, information is provided to the [Assessment Council](#) every semester. Program coordinators employ various means to collect student learning data, and these may include surveys, interviews, focus groups, etc. Assessment reports are submitted to the OSLA by May 31 each year. [Annual assessment report guidelines](#) are posted publicly on a dedicated website. During the summer, new peer reviewers attend a two-hour course on the process used at CSU. There is a calendar that guides the cycle of assessment, according to which programs provide reports by 31 May, with the exception of 2020 when report submissions were delayed due to the effect of COVID-19 on the university's activities. Program reports come from all colleges as well as student support services, representing co-curricular areas, such as the [Counseling Center](#), [University Library](#), the [Health and Wellness Center](#), and [First-Year Experience](#), as illustrated by the following examples: [Ph. D. Urban Education \(2017\) \[VRR link\]](#), [MS in Nursing \(2018\) \[VRR link\]](#), [BA/BS Math \(2019\) \[VRR link\]](#), [MBA \(2020\) \[VRR link\]](#), [BA English \(2019\) \[VRR link\]](#), and [University Library \(2020\) \[VRR link\]](#). The Director provides comments from September to December and sends the evaluations to program directors. Assessment Council meetings are held twice, in the Fall and in the Spring (Assessment Council minutes - [Fall 2017 \[VRR link\]](#), [Fall 2018 \[VRR link\]](#), [Spring 2019 \[VRR link\]](#), [Fall 2019 \[VRR link\]](#), [Spring 2020 \[VRR link\]](#), and [Fall 2020 \[VRR link\]](#)). Further details about how the assessment culture at CSU plays out are included in 4.B.

The assessment process has strong support from the campus community. There is strong interest in serving as peer reviewers as well as consistency in the submission of reports. For the selection of peer reviewers, a notice is sent to all faculty and staff asking if they would like to be a peer reviewer during the upcoming Summer. Reviewers include faculty and staff. The number of applicants to review were 54 (2017), 57 (2018), 94 (2019), and 26 (2020). The number of reviewers for 2020 was lower than preceding years, as reviews took place in the Fall (i.e., during the academic year), due to the COVID-19 crisis delaying report submissions. The purpose of opening reviews to all staff and faculty is so that programs have members who can explain the necessity of and describe student learning and assessment to other members and students in their programs and departments. Reviewers do not evaluate their own programs, and, in the process, they may also learn alternative approaches to assessment for their own programs.

3C3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

The qualification criteria for full-time instructional faculty are established by Article 12 of the [contract between the university and AAUP](#) and by [university policy](#). In general, an earned doctorate is required, with exceptions for fields in which the doctorate is not the standard terminal degree, for exceptional circumstances, and for appointment at the rank of instructor, which requires a Master's degree (Article 12.10). Appointment as a Clinical Faculty member requires a Master's degree and professional experience and appointment as a Professor of Practice requires an appropriate graduate degree and at least 10 years of relevant professional experience (Article 12.3.C and 12.5.B). A Master's degree is also the standard qualification required for appointment as a [part-time, single term instructor](#). Moreover, current personnel

policies guide the determination of qualifications and procedures for appointment for [visiting faculty](#) and [adjunct professors](#). A small number of courses in the [College Credit Plus dual enrollment program](#) are taught by high school teachers, who must also meet the university's requirements for appointment including a Master's degree and who are vetted by the relevant academic department at Cleveland State. Regular faculty members may apply for appointment to the [Graduate Faculty](#). The criteria for appointment are set by the colleges and are differentiated into three levels of appointment, as referenced in 3.C.2 above. The criteria for levels I and II typically require a terminal degree and a record of publication, while level III requires an appropriate graduate degree and professional experience. CSU's [faculty profiles](#) outline their expertise areas and how they connect to the mission of the University to serve the public good through research, teaching, and service. Sample curricula vitae are available in the Virtual Resource Room accompanying CSU's Assurance Argument.

3C4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

The [Personnel Policies and Bylaws](#) language includes references to faculty appointment, promotion, tenure, and review procedures. More specifically, [Policy 3344-16-02](#) focuses on classroom and related responsibilities, according to which the Faculty Senate has oversight for determining the instruments used in each college to collect student feedback related to their class(es)/instructor(s). The [Office of Faculty Affairs](#), one of the components of the Provost's portfolio, provides guidance related to tenure, promotion, and faculty reappointment, e-Dossier use to document faculty meeting professional performance expectations as well as COVID-19 faculty extensions applicable to tenure and reappointment processes. The [Student Evaluation Policy](#) outlines the governing principles, administration of the instrument, reporting of data to faculty and campus at large, Student Evaluation Instrument (SEI) data collection inclusion and exclusion rationale, and recommendations for alternative methods of teaching effectiveness evaluation for low-enrollment classes. A sequence of questions and answers put together based on emerging trends in inquiries related to the SEI sheds light on the survey implementation process and how to get additional assistance on the matter. The SEI is administered online, and it includes a standardized set of questions as well as a section asking students to offer more detailed narrative comments. Survey data are benchmarked against university-wide, departmental, and course-level scores. The Office of Institutional Research developed a faculty interactive dashboard focused on course evaluation timeline. Moreover, Student Government Association, in close collaboration with the Faculty Senate and the Provost's office, helped create a [searchable instructor database](#), aimed to bring transparency to students in terms of SEI data from multiple semesters, the first and only one of the kind in the state.

Part of their professional responsibilities, faculty engage in a continuous professional development process, which includes [annual activities reporting](#) and development plans related to teaching, research, and service. In an attempt to facilitate communication with faculty across campus regarding course evaluation timeline per academic term, the Office of Institutional Research developed an [interactive dashboard](#) that allows users to identify start/end dates, reminder dates, and course enrollment data.

3C5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

The university supports the professional development of the faculty in multiple ways. In the fall semester full-time faculty members prepare [professional development plans](#) that they share with their department chairs and, toward the end of the Spring semester, they report on their year's activities through the EFAAR system. As outlined in [Article 20 of the AAUP contract](#), tenured full-time faculty are eligible for Professional Leave of Absence (PLOA or sabbatical) after seven years of service, a time period established by the Ohio legislature. The program allows for either a one-semester leave at full salary or a two-semester leave at 66.67% salary. Faculty members must apply for leave by submitting a plan for the work to be accomplished during the leave period. Applications are reviewed by the faculty member's department and college and by the Provost and President and must be approved by the Board of Trustees. Article 26 of the same AAUP contract specifies that CSU will reimburse faculty for travel expenses incurred while engaging in the dissemination of research/scholarship/creative activities and/or in faculty development programs. The university recognizes outstanding faculty achievement through annual [Distinguished Faculty awards](#) in the areas of research, teaching, and service.

The [Center for Faculty Excellence](#) supports the faculty in their development as teachers and in their other roles. The Center offers [workshops](#), [book discussion groups](#), and [faculty learning communities](#) on topics ranging from dossier development to student support services to engaging students in online learning. The Center also offers orientations for new faculty members and new department chairs. It promotes excellence in teaching through the [Teaching Enhancement Award](#) program, the annual [Provost's Teaching Summit](#), and the newly established [University Teaching Council](#). A newly-formed [Cleveland Teaching Collaborative](#) is a faculty-driven platform that uses case studies from supporters and collaborators to investigate pedagogical innovation prompted by curricular changes as well as the COVID-19 pandemic. The [Center for e-Learning](#) also supports faculty development in their teaching roles by offering workshops on Blackboard and other technology tools and courses on online course design and online teaching. The [Health and Wellness Center](#) provides [suicide prevention \(Question, Persuade, Refer\) training](#) to faculty and staff to ensure that they are aware of the warning signs that might indicate suicide crises.

3C6. Instructors are accessible for student inquiry.

[Faculty Personnel Policies](#) state that faculty shall maintain regular office hours and be available to students by appointment outside of those hours. According to the policy, office hours are to be posted and listed in the syllabus and many faculty members also chose to list their office hours in [Starfish](#) and to allow students to schedule appointments using that system. The [Faculty Senate Syllabus Template](#) also requires that office hours be included in the syllabus along with contact information for the instructor such as telephone number, office location, and email address.

3C7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and cocurricular activities are appropriately qualified, trained and supported in their professional development.

In addition to faculty, CSU relies on its staff members to bring to life the various components of the University's daily operations, such as [tutoring](#), advising in the various colleges (such as the [College of Education and Human Services](#), the [Washkewicz College of Engineering](#), the [Jack, Joseph and Morton Mandel Honors College](#), the [College of Liberal Arts and Social Sciences](#), the [Maxine Goodman Levin College of Urban Affairs](#), the [College of Sciences and Health Professions](#), the [School of Nursing](#), or the full range of services provided by [Student Life](#). The [Department of Human Resources](#) (HR) is committed to “developing and retaining a diverse, talented, and engaged workforce” intended to support CSU in fulfilling its mission. In this light, HR uses PeopleAdmin as the online recruitment system that features several components, as follows: a) applicant tracking system; b) position management; c) employee records; and d) CSU performance portal. The hiring process relies on clear communication on duties, expectations, and qualifications for every single job at the University. Screening/search committees work closely with hiring managers and the [Office of Institutional Equity](#) to ensure that search processes are transparent and in compliance with set rules and regulations. New Employee Orientation is designed to streamline the onboarding process. As an example, the [Supervisor Checklist](#) [[VRR link](#)] provides a tool to maximize the outcomes of the process by which new employees join the University. Collective bargaining agreements and relevant HR policies and procedures guide how CSU creates a work environment for its employees. Concurrently, [training and organizational development](#) are offered both on regular and on-demand bases. [Staff development program](#) guidelines outline eligibility, enrollment, and tax requirements for participating staff. Additionally, the [Division of Continuing and Extended Education](#) offers a wide range of professional development opportunities that address the varied needs of employees from across campus.

Core Component 3.D: The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to its students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

3D1. The institution provides student support services suited to the needs of its student populations.

To meet the needs of our diverse student populations, Cleveland State University (CSU) provides a wide range of support services. These include academic and personal support services available to all students as well as services for specific groups of students.

The university's primary source of academic support services for all students is the [Tutoring & Academic Success Center \(TASC\)](#). This unit offers tutoring in a wide range of subjects, supplemental instruction for introductory courses in biology, chemistry, physics, and psychology, structured learning assistance for courses in English composition and Math, success skills workshops on topics such as time management, note-taking, and test-taking as well as one-on-one peer success coaching. Additional academic support is available from the [Math Learning Center](#) and the [Writing Center](#). [Electronic tutoring and writing assistance](#) are also available for students outside of traditional business hours and all academic support services have been available online, while campus was closed in Spring-Summer 2020 due to the Coronavirus pandemic.

The [Counseling Center](#) is the primary provider of personal support services to students. The unit offers group therapy, individual and couples counseling, psychiatric services, case management, and outreach programs including informational presentations during orientation and in classes. In addition, the [Counseling and Academic Success Clinic \(CASC\)](#), which is staffed by graduate students interns, provides counseling, coaching, and support groups to assist students with academic barriers, anxiety and depression management, career concerns, goal setting, relationship difficulties, and stress management. [Health and Wellness Services](#) provides students with access to medical care including primary care, health counseling, some pharmacy and lab services, and shots and immunizations. [Student Health and Wellness](#) provides peer well coaching and peer education on topics including alcohol and drug use, sexual violence and sexual health, and suicide prevention. [Lift Up Vikes](#) provides a food pantry, kitchen, laundry facilities, and lockers, and workshops of financial planning and other topics.

Additional support services are available for specific groups of students and students with specific needs:

- The [Office of Disability Services](#) provides support for students with a wide variety of disabilities and coordinates accommodations as appropriate.
- [Graduation Coaches](#) provide additional support, encouragement, and guidance to first generation students.
- The [Key Bank Scholars Program](#) provides support for graduates of the Cleveland Metropolitan School District.
- [LGBTQ+ Student Services](#) provides resources, support, and programming for lesbian, gay, bisexual, transgender, and queer or questioning (+) students and their allies.
- The [MaryJoyce Green Women's Center](#) provides support for all students with an emphasis on women, student parents, and returning/adult learners.
- The [McNair Scholars Program](#) prepares undergraduate students from disadvantaged backgrounds for doctoral studies.
- The [Sullivan-Deckard Scholarship Opportunity Program](#) provides support for students transitioning out of foster care.
- [TRIO Student Support Services](#) provides support for first-generation and/or low-income students.
- [Viking Vets](#) provides support for students who are veterans and members of Reserve and National Guard.
- The [University Ombudsperson](#) ensures that the "interests and rights of all members of the Cleveland State University community" are protected by using a fair and impartial

process by a trustworthy representative of the University in all attempts to resolve conflict.

- The [Division of Student Affairs](#) offers a wide range of campus-wide programs aimed at student engagement and well-being that supports the entire spectrum of needs CSU student may have. For instance, there are various opportunities for students to participate in [events and groups](#) [[VRR link](#)] intended to enhance their learning experiences outside the classroom.

In order to help students connect to resources, faculty, staff, and other students can make referrals to the [Community Assessment Response and Evaluation \(CARE\) Team](#). The team consists of Care Managers who meet regularly with representatives from offices across campus to share information and promote the safety and well-being of the campus community. The Care Managers also work with individual students to develop plans to meet their specific needs, to connect them to appropriate resources both on and off campus, and to help them navigate university policies and procedures.

3D2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

Student experiences at Cleveland State University (CSU) begin with [orientation](#), which is available for incoming freshmen, transfer students, graduate students, and international students. As part of orientation, [entering freshmen meet with academic advisors](#) to discuss their plans of study and register for classes. Entering freshman and transfer students who have not completed the English Composition and Math/Quantitative Literacy General Education courses are [placed in appropriate courses in these areas based on ACT/SAT scores and/or on placement tests](#). Entering freshman with lower test scores, who place into ENG 100 or MTH 87, have the option of completing those courses as part of [a summer transition program](#). Placement tests are also available for [foreign languages](#).

The English Composition or [First-Year Writing program](#) consists of three courses: students take either ENG 100 or ENG 101, depending on their placement tests, and then progress to ENG 102. [ENG 100](#) is an intensive version of ENG 101; while both are three credit-hour courses, ENG 100 has four contact hours per week and includes supplemental instruction in the form of a tutorial delivered through the Writing Center. Optional supplemental instruction is also available for students in ENG 101 and ENG 102 through [ENG 105](#) and the [Writing Center](#) provides additional support for all students. [English as a Second Language](#) instruction is also available in non-credit courses.

Students with lower math test scores have been placed into MTH 87: Basic Algebra and have gone on from there to take math courses that carry college credit, either MTH 116: Foundations of Quantitative Literacy or another course if required for their major. However, following from the Ohio Department of Higher Education [Bridges to Success](#) and [Strong Start to Finish](#) programs, CSU is moving to a co-requisite model for remediation in math and is developing intensive versions of introductory math courses, similar to ENG 100 as described above. These intensive courses include MTH 116: Intensive Foundations of Quantitative Literacy, MTH: 165

Intensive Precalculus I, and STA 145 Intensive Statistical Concepts with Applications. TASC provides [structured learning assistance](#) for MTH 87, MTH 167: Precalculus I, MTH 168: Precalculus II, MTH 181: Calculus I, and MTH 182: Calculus II. Additional assistance with math is provided by the [Math Learning Center](#).

The College of Education and Human Services and the College of Engineering both have enhanced entrance requirements for undergraduate students that are intended to ensure they are adequately prepared for their programs of study. Students intending to enter the [College of Education](#) begin as pre-Education majors and must apply for admission into the College. Similarly, students intending to enter the [BSN program in the School of Nursing](#) start as pre-Nursing students and must complete a group of prerequisite courses and then apply for entrance into the program. Students with lower test scores and GPA's may begin as freshman as [pre-Engineering students](#). Entrance into the [School of Music](#) requires an audition and an additional application. Graduate programs have individualized admissions requirements and application procedures that are listed in the [catalog](#) and [online](#).

3D3. The institution provides academic advising suited to its offerings and the needs of its students

CSU operates under a shared [advising model](#), and students are advised based on their needs by programmatic advising offices (i.e. [TRIO](#), [Athletic](#) and [Honors](#) advising), centralized offices (i.e. [First-Year Advising](#), [Exploratory Advising](#), [College Credit Plus](#) – dual admission advising, [Transfer Advising](#)), and college advising offices, such as the specialized offices in the [Monte Ahuja College of Business](#), the [Washkewicz College of Engineering](#), [College of Sciences and Health Professions](#), or the [Maxine Goodman Levin College of Urban Affairs](#). An advising coalition made up of representatives from all areas serves as the vehicle to stay informed on academic, business and program changes in the colleges and the university at large. The group also provides all advising areas the opportunity to learn from each other's best practices as well as streamline and standardize advising protocols.

Due to the fairly complicated advising structure at CSU, an automated advisor assignment process based on major/group and various other criteria was implemented in the student information system 2014. Students do not have to spend too much time seeking support, as they can see their assigned advisors in their Student Success Network in [Starfish](#), CSU's early alert, note taking and appointment system.

The [First-Year Advising Office](#) (FYA) was created in the 2012-13 academic year as part of the recommendations of the Faculty Student Success Committee and as a means to enhance student support, success and retention. Since then, it has evolved and grown from serving students with developmental course needs to all students with less than 24 credit hours (both transfer and first time in college) to assists them in the transition to the University. The six full-time, professional staff advisors in FYA function on an appreciative advising model and provide students developmental, wholistic and relational advising while closely monitoring progress and goals of their students. Outreach and interventions are based on CSU's early alert system (Starfish) as well as referrals from faculty and other support services offices. Caseloads are continually monitored and over the academic year average closely to NACADA's recommended caseload

number of 250 students per advisor. First-Year Advisors closely work with other student support offices (e.g. Tutoring, Success Coaching, Career Services, First-Year Experience, college advising offices and counseling) to assure holistic student support. Advising services are associated with learning outcomes for students, and these outcomes are measured and assessed via ongoing student experience and knowledge surveys.

After completing 24 credit hours in good academic standing and with a major decided upon, students are handed off to the decentralized college advising offices. The electronic advising note system (housed in Starfish) allows students' new advisors to seamlessly continue assisting their needs. Once in the colleges, students continue to be helped by a professional full-time staff advisor while also being assigned a faculty member to gain a deeper understanding of their major's curricula and mentorship support.

Cleveland State also provides specialized advising support for specific groups of students:

- [College Credit Plus](#): One full-time advisor is assigned to an average of 200 dually admitted students from High School. CCP is a state-mandated program that allows qualified students to earn college credit while in high school. The advisor for the program assures compliance with state rules, coordinates CCP family/student orientation, works with high school counselors to select appropriate course options and educational plans, and refers students to any needed university resources.
- [Exploratory Advising](#): One full-time professional staff advisor serves an average of 200 students (with 24+ credit hours), who not yet qualify for their chosen major, or who are still undecided in their major choice. Strong knowledge of all university majors, collaboration with career services and training in tools to help with career and major decisions are employed to help students find their majors. Training is provided to have difficult conversations about having to changing course if academic qualifications don't warrant admission to the selected major.
- [TRIO Student Support Services Advising](#): The federally funded TRIO SSS program at CSU is structured to contain academic advising for the duration of the entire student's undergraduate career. TRIO advisors are well versed in all curricula of the university, and they also serve as success coaches, mentors, and cheerleaders of their students. TRIO just celebrated its 50th anniversary at CSU – a testament to its successful student support services.
- [Pre-Professional Advising](#): Two professional staff members are secondary advisors assigned to all students with an interest in the health professions. They assist with mock-interviews, test preparation, and course selection to assure that all pre-requisites for their future academic programs are met. They also meet with prospective students.
- [Transfer Center](#): Staff in the transfer center assist Partnership students (students at CSU's community college partner institutions) with their pre-CSU advising needs. They also advise prospective transfer students by providing unofficial transcript credit evaluations and helping transfer students chose their preferred major at CSU pre-admission.

- [Athletic Advising](#): The professional staff advisors in athletics act as students' primary advisor throughout the entire undergraduate degree. They closely monitor practice and game schedules to best arrange athlete's coursework. They also monitor course progress.
- [Honors and Scholars Advising](#): These staff members also act as students' primary advisor through their undergraduate degree. As with all programmatic advising at CSU, they make referrals to needed services, select courses for the plethora of available programs, monitor progress, and closely collaborate with all college advising areas.

3D4. The institution provides to its students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, and museum collections, as appropriate to the institution's offerings).

Cleveland State University's (CSU) infrastructure for teaching and learning begins with our classroom spaces. The University is currently in the second stage of a project to update our main classroom building, [Berkman Hall](#), which includes updates to classroom technology. Over 400 of our classroom spaces are enhanced with a projector and screen, DVD/VHS players, audio system, and Internet connectivity. Many of these rooms have additional technology including dedicated computers, document cameras, and Smart Boards. This equipment is maintained by [the Center for Instructional Technology and Distance Learning](#) which also provides equipment for circulation in classrooms, audio and video production facilities, and ten interactive video distance learning classroom. Cleveland State also makes use of [Zoom](#) video conferencing, which became especially important during the Coronavirus pandemic in 2020.

[Blackboard](#), the university's learning management system, is used both to support in-person courses and for online courses. Within Blackboard, faculty and students have access to a wide range of tools including [Blackboard Collaborate Ultra](#) video conferencing, [Panopto Lecture Capture](#), [Respondus Lockdown Browser and Monitor](#) for tests, [Turnitin](#) and [SafeAssign](#) for written assignments, and [Voice Thread](#) for collaboration. Blackboard is supported by the [Center for Elearning](#) which provides professional development and support for faculty and support for students using the technology. The university has multiple computer labs available for students to use. These include [general purpose labs](#) and labs with specialized software for programs including [engineering](#), [math](#), and the [sciences](#). An [adaptive technology lab](#) is available for students with special needs.

CSU is also in the midst of a project to renovate the university's scientific laboratories. [Chemistry laboratories](#) were renovated in 2010 and laboratories for the [Biological, Geological, and Environmental Sciences](#) were updated in 2018. The [remaining work](#) is to renovate the additional laboratories for Chemistry and Biology including Organic, Analytical, Physical and possibly Pharmaceutical labs, and research labs used by the [Center for Gene Regulation in Health and Disease](#).

The University is establishing an [arts campus](#) adjacent to the main campus in Playhouse Square, which is the largest performing arts center in the U.S. outside of New York City. [Theater and Dance](#) performances take place in the Allen Theater Complex: performance venues include [Allen](#)

[Theatre Mainstage](#), the [Outcalt Theater](#), and the [Helen Rosenfeld Lewis Bialosky Lab Theatre](#). The University is also currently creating facilities for the new [School of Film and Media Arts](#), located in the [Idea Center](#), which also houses Cleveland's PBS and NPR stations. The [Galleries @CSU](#), located on Euclid Ave., exhibits the work of students, faculty, and local, national and international artists, and students participate in the work of the gallery as interns, volunteers, and student employees. The departments of [Art and Design](#) and [Theater and Dance](#) also have teaching spaces in the Middough Building. Art and Design facilities there include two computer labs, a darkroom for photography, a printmaking studio, and light-filled studios for drawing and painting. Additional art facilities in the Magnet building include spaces for working in clay, metal, and wood. Theatre and Dance students have access to state of the art spaces in including two dance studios with sprung floors, an acting studio, a Black Box performance space, costume shop, scene shop, bodywork lab and computer lab/design room.

The university also has specialized spaced used by other programs:

- [Engineering](#) has a machine shop, polymer 3D printing lab, electronic printing lab, and makerspace.
- [Health Sciences](#) have a Gross Human Anatomy lab with cadavers, and Motion Analysis lab, and a Speech and Hearing Clinic.
- The [Law School](#) building includes a moot court and trial courtroom.
- [Physical Therapy](#) has mobilization tables, skeleton and joint models, a Motion Analysis lab and Motor Behavior lab.
- [Physics](#) has a Light Scattering Spectroscopy lab, Scanning Probe Microscopy lab, a supercomputer cluster, and additional equipment and resources.
- [School of Music](#) facilities include seven practice rooms, two studio spaces, and two performance spaces: Drinko Recital Hall and Waetjen Auditorium.
- The [Department of Health and Human Performance](#) in the College of Education and Human Services has a state-of-the-art Human Performance Laboratory, including an environmental chamber, for conducting exercise tests, EKG, EMG, biochemical indices, bone density, and body composition analysis. It also has the capability to test a diverse spectrum of individuals. The testing faculty members do is applicable across a wide age range, children through older adults. The faculty active in the lab also have testing/expertise appropriate for the general population, athletes, and special populations (e.g., individuals with diabetes or neurological impairments).
- The [School of Nursing](#) Resource Laboratory and Simulation Center provides a realistic, safe learning environment for nursing students to learn and practice nursing skills, including inter-professional collaboration and communication. It is designed to replicate patient care settings and specialty practice areas through the use of high, medium, and low fidelity human simulator technology as well as audio-visual technology. It provides a safe learning environment where nursing students are able to use clinical judgement, clinical reasoning and critical thinking through simulation-based learning activities while also refining fundamental and advanced nursing skills through skills-based learning.

CSU's library resources are located in the [Michael Schwartz Library](#) and the [Law Library](#). The [Michael Schwartz Library](#) offers students a rich array of learning resources. The collection of online materials features 353,343 e-books, over 59,978 electronic journal titles, over 151,707 digital media holdings, and more than 259 research databases that can be accessed anytime, from

anywhere. The on-site collection includes more than 631,740 print volumes, sound recordings, video recordings, DVDs, and microforms. Over 356 [Research Guides](#) provide easy access to the most relevant information resources for each area of study at the university. As a member of [OhioLINK](#), a consortium of 117 member libraries, students can request books from a statewide collection of over 46 million books and other library materials, over 24 million electronic journal articles and over 100,000 e-books, and over 85,000 rare, scholarly, and historical records. [Interlibrary Loan](#) gives access to an unlimited number of library books and journals owned by other libraries throughout the world. [Electronic Course Reserves](#) conveniently brings together thousands of items that faculty select each semester to supplement courses. The Textbook Center offers a selection of required print textbooks. [Special Collections](#) focuses on primary research materials related to Cleveland, northeastern Ohio, and the Great Lakes region. For assistance with selecting and using information resources, students may schedule a one-on-one consultation with a subject specialist librarian through the [Ask Your Personal Librarian](#) service. During these sessions, students learn to use the library's learning resources for research, academic work, and personal enrichment.

The [Reference Center](#) in the Library Learning Commons is staffed with librarians that offer walk-in research help. The area provides 130 computer workstations for students with Internet connectivity and access to printers. In addition to being equipped with MS Office software, these PCs provide access to many specialized, course specific [software programs](#). The campus wireless network is available throughout the library. Two instruction rooms are also located near the Reference Center. These labs contain an additional 60 computers. Quiet Study spaces can be found on the second and third floors. There are 55 [silent study rooms](#) available to students. The fourth floor offers space for group study and features rolling whiteboards and study tables with electrical outlets for charging laptops and other portable devices. [Rentable, locked study carrels](#) on the second and fourth floors of the library are available to students and faculty.

Five group study rooms are located in the [Virginia McFrederick Group Study Center](#) near the User Services Desk on the library's first floor. Each room contains whiteboards, tables, and flexible seating. Five smaller technology enhanced [group project rooms](#) can accommodate groups of four.

[The Digital Design Studio](#) (DDS) features both PCs and Macintosh computers, scanners for use in scanning text or images, as well as a wide range of software for editing audio and video files, designing multimedia projects, creating graphics and PowerPoint presentations, listening to music for a class, watching a video or a webcast, and taking media-based tests. DDS also circulates a limited amount of digital video and still cameras, mp3 recorders, and other production equipment to students for use in producing media-rich assignments. This area also offers several special purpose library spaces available to students: [Presentation Practice Room](#), [Student Collaboration Room](#), [Skype Room](#), [Viewing Room](#), and [Writers' Lab](#).

The library offers specialized [services for faculty](#) in support of teaching and research, including information literacy instruction sessions for undergraduate and graduate classes and [instruction rooms](#) equipped with laptops connected to the campus wireless network, a VCR/DVD player, Smart Board, and instructor's station. Moreover, the library houses the [Math Emporium](#), a state-of-the-art learning center where students can interact with adaptive [MyMathLab Plus](#) software

and a highly skilled instructional team, and the [Assistive Technology Lab, a lab equipped with adaptive technology](#) for students and faculty with visual, physical, or learning disabilities

CSU prides itself in the high quality of its curricula and the strong connections they have to workforce requirements. Preparing students for a productive life in their chosen profession relies on specialized support services and resources that are offered both centrally by [Career Services](#) and locally at the level of individual academic units, such as the [Monte Ahuja College of Business](#), the [Washkewicz College of Engineering](#), the [Maxine Goodman Levin College of Urban Affairs](#), or the [College of Education and Human Services](#). These examples underscore a well-developed infrastructure that correlates with Strategic Theme 3 – Enhance Engaged Learning in President Sands’ [Strategic Priorities](#), based on which to strengthen the integration of experiential learning into curricula and associated pedagogies.