

Assurance Argument
Central Michigan University - Mount
Pleasant, MI

Review date: 04-13-2026

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

Central Michigan University's courses require student learning outcomes and levels of rigor appropriate to the level of course content. Courses are developed and revised through the course approval process.

Course Approval Process

Central Michigan University (CMU) reviews the currency, rigor, and appropriateness of course level and course sequence of academic programs as part of the curricular approval process as described in the Curriculum Authority Document (CAD). The approval process for new courses and course modifications includes the submission of a Master Course Syllabus (MCS) and completion of a Course-New Proposal form. From the CAD, "The MCS establishes the appropriateness, scope, and quality of a course and communicates course information to constituents (e.g., other faculty who might teach the course, as well as those interested outside the discipline, current or prospective students wanting to know course details, other universities where a student may request a credit transfer, and people outside CMU including accreditation teams and the public)." Each MCS is submitted to a curricular review committee including at the college level or either the undergraduate, graduate, or general education Academic Senate level curriculum committee. Each MCS follows a standard format that describes the course, course modality, prerequisites, co-requisites, recommended courses and/or experiences, rationale for course level, suggested textbooks, materials and other requirements, student learning outcomes, a suggested course outline, and suggested methods for student evaluation to ensure the academic rigor of the course. The MCS applies to a course regardless of the course modality or location of delivery.

MCS may be revised and updated at any time; however, at least once every seven years the home department/school/interdisciplinary program housing the course must review, update, and process each MCS through the curricular process for review and approval. These scheduled revisions of MCS and revisions motivated by disciplinary and programmatic changes ensure that course content and delivery is aligned with current research in the

subject area and with best teaching practices.

In addition to the standard format requirements previously outlined, the MCS must include the rationale for the course level that explains why the course is numbered as it is rather than at a higher or lower level. The rationale also states whether the course is an introduction to a content area, assumes past knowledge, or expects higher level thought processes. Undergraduate 100- and 200-level courses are considered foundational and are often open to students from all majors. The 300- and 400-level courses build upon prior knowledge and are typically taken within a major, minor, or certificate. The 500-level courses are advanced undergraduate and lower-level graduate courses. The 600-, 700-, 800-, and 900-level courses are graduate and doctoral courses. The student learning outcomes, prerequisites/co-requisites, and methods of evaluation must be consistent with the course level. The curricular review bodies discuss the rationale for course level to ensure consistency across courses and programs.

Both graduate and undergraduate students can enroll in courses numbered in the 500s; however, the expectations for graduate and undergraduate students differ. A 500-level MCS must specify greater qualitative and/or quantitative requirements for graduate credit when compared to requirements for undergraduate credit and it must indicate a clear statement of the factors to be used in evaluating student achievement and assigning grades.

The Student Learning Outcomes (SLOs) and course content outline are governed by the MCS. SLOs define the nature and scope of the course and the desired learning outcomes. SLOs must be defined appropriately for the course level. All instructors must address these outcomes when teaching the course.

MCS are available online. In addition, students can view the general rationale for course levels, modality definitions, and search individual MCS through the online academic bulletins and CMU Course Search and Registration system.

Degree and Program Development Process

The currency, rigor, and appropriateness of academic programs are integral to the degree and program development process as described in the CAD. The proposal for a new degree or program receives the most rigorous review. Program proposals must provide clear evidence of how the degree/program supports the institution's mission and goals and how the degree/program will enhance CMU's programmatic offerings.

CMU reviews new degree and program proposals in two stages. Initially, a Degree and Program New: Need and Resource Allocation – Form 1 (Form1) proposal is developed and approved by the department/school/interdisciplinary council and forwarded with the support of the appropriate college dean to the Academic Planning Council (APC). The membership of the APC includes faculty selected by the Academic Senate, the deans of each academic college, select senior staff from various university divisions, and the Provost and senior vice provosts. Within Form 1, the initiators address how the program supports the mission and goals of CMU, the employment market for graduates, potential student interest in the program and CMU's ability to attract qualified students, evidence of faculty expertise to provide a high-quality program, the financial and other resources needed to launch and sustain the program, and the extent to which these resources are available. Form 1 also provides a brief overview of the curriculum and program assessment plan, any specialized

accreditation/approval/certification standards and requirements, and plans for any required clinical practica or internships.

The APC provides a recommendation to the Provost/Executive Vice President (Provost) who then reviews the materials and decides whether to proceed with the proposal, revise it, or discontinue the process. If approved by the Provost, the initiating department/school /interdisciplinary council completes a Degree and Program New: Content Curricular Approval – Form 2 (Form 2). Form 2 provides thorough curriculum details including specific required and elective courses, admission requirements, retention and termination standards, program description, other program requirements, learning outcomes, and overview of assessment plan including a curricular map. The curriculum details are consistent across the program regardless of mode of delivery or location. The form is then routed from the department/school/interdisciplinary council to the college (or quality assurance service committee if it is an educator preparation program) and then to the Assessment Council.

The Assessment Council must approve a program assessment plan before the Form 2 proposal is even submitted to an Academic Senate-level curricular review committee. The Assessment Council conducts a thorough review of the student learning outcomes and assessment strategies of the new program to ensure that the expectation of student learning matches the program level and that the proposed measures are adequate to acquire appropriate data on student learning. After the Assessment Council approves the assessment plan, the proposal is moved to the appropriate Academic Senate Review Committee (SRC). Once the SRC reviews and approves the program, the proposal is submitted to the Academic Senate for full review, discussion, and approval. The Board of Trustees (the board) must approve all new degrees and doctoral programs. All new programs are also submitted to The Michigan Association of State Universities (MASU) and to the Higher Learning Commission for review and next steps.

Learning Goals and Outcomes Reflect Commensurate Rigor for Content Level

Program learning outcomes, which must be measurable, guide assessment for all degree and standalone certificate programs and are included in assessment documentation. The learning outcomes are reviewed and discussed when the program is proposed, in the annual review of the program assessment reports, and during the program review process.

In addition to program learning outcomes, all programs include degree requirements. The academic bulletins outline these requirements. Bachelor's degrees require completion of a minimum of 120 hours, at least 36 of which must be in courses numbered 300 or above. Students must present a cumulative grade point average of 2.00 (C) or higher and an average of 2.00 (C) or higher in major(s) and minor(s). Additional requirements vary among degrees and programs.

Graduate degrees include master's, specialist, and doctoral degrees. While there are university minimums, admission and graduation requirements may vary appropriate for the degree and program. For example, the Master of Science in Information Systems admissions requires a cumulative grade point average of 2.7 (or 3.0 in the last two years of study), and graduates must complete a minimum of 36 graduate credits and pass a comprehensive exam. The Doctor of Philosophy in Earth and Ecosystem Science requires a cumulative grade point average of 3.0, transcripts, a personal statement, demonstrated potential, and letters of recommendation for admission. Students are required to complete a

minimum of 60 hours of graduate coursework, a research proposal, comprehensive exams, a dissertation, and an oral defense.

The institution utilizes other methods to ensure learning goals and outcomes remain current and align with stated program content and goals. One method is the Academic Program Review process. Each distinct program including majors, stand-alone minors, stand-alone certificates, graduate degrees, concentrations, the General Education Program, and the Honors Program are evaluated through a program review process that occurs once every seven years. For program review, each program must submit a self-study, either the self-study defined within CMU's internal program review process; or, for programs with specialized accreditation, the self-study required by the specialized accreditor. The primary purpose of program review is to assess the educational quality of academic programs, with a secondary purpose to make recommendations regarding program expansion, reduction, consolidation, or deletion. The requirement to involve external reviewers, who are recognized leaders in the discipline, ensures that information and perceptions shared with deans and the Provost include perspectives from outside the institution. In addition, the review includes a comparison of similar programs nationwide as evidence that CMU is offering programs that are competitive and relevant. Based on self-study data and the feedback from the external reviewers, a summary of strengths, weaknesses, opportunities, and threats, as well as an explicit plan for improvement, if appropriate, is submitted for each program.

CMU also leverages specialized accreditation as another means to ensure learning goals and outcomes remain current and aligned with stated program content and goals. Numerous programs and degrees have specialized accreditation or approval. Every academic college at CMU has at least one accredited program. A self-study of the program, faculty productivity, student quality, and resources provides evidence that program content is current, and that department qualifications and available resources support student preparation and achievement of learning outcomes. The process to seek initial specialized accreditation or reaccreditation includes approval by the respective dean and the Provost based on input from CMU's Academic Planning Council. The Provost, or Provosts Office designee, and the appropriate dean review all self-study documents before being submitted to the accrediting agency. The reviewers meet with university administration to discuss their findings and recommendations. Many programs, especially those with specialized accreditation, prepare students for certification or licensure. Pass rates on these normed examinations are additional evidence that CMU requires levels of performance appropriate for the degree awarded and meets learning outcomes.

Sources

- Academic Program Review Guidelines
- Assessment Council Agenda of 3.13.23
- Assessment Council Minutes of 11.25.24
- Assessment Plan Approval
- Assessment Plan Components
- Assessment Report Example
- College of Business Administration of Minutes 2.5.25
- Course Search and Registration
- Course-Level Rationale Guidelines

- Curriculum Authority Document
- Doctor of Philosophy in Earth and Ecosystem Science
- Example 100-level MCS
- Example 200-level MCS
- Example 300-level MCS
- Example 400-level MCS
- Example 500-level MCS
- Example 600-level MCS
- Example 700-level MCS
- Example 800-level MCS
- Example 900-level MCS
- General Education Curriculum Committee Minutes of 9.19.24
- Graduate Academic Bulletin Admission Information 2025-2026
- Graduate Curriculum Committee Minutes of 4.9.25
- Graduate Degree Candidacy and Requirements for Graduation
- Master Course Syllabus
- Master of Science in Information Systems
- New Degree or Program Content Curricular Approval
- New Degree or Program Need and Resource Allocation
- Program Review Example
- Program Review
- Program-Level Assessment and Reporting
- Specialized Accreditation Table
- Student Learning Outcomes Worksheet
- Undergraduate Academic Bulletin Listing of Degrees 2025-2026
- Undergraduate Academic Bulletin
- Undergraduate Curriculum Committee Minutes of 1.15.25
- Undergraduate Curriculum Committee Minutes of 4.2.25
- Undergraduate Degree Requirements Example

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

Educational Programs Engage Students in Collecting, Analyzing, and Communicating Information

All CMU undergraduate degrees require completion of the General Education program and program and degree-specific requirements. The General Education program, as well as program and degree-specific requirements, prepare students and alumni for success and positive impact on communities as defined by CMU's mission statement.

The fundamentals of the General Education program are to provide transferable knowledge, skills, and attitudes to prepare students for success and positively impact the communities we serve. The General Education program ensures that graduates have the skills to collect, analyze, and communicate information and assists students in attaining the following student learning outcomes:

- Demonstrate undergraduate level competence in written communication, oral communication, mathematics, and quantitative reasoning.
- Examine and conceptualize contemporary problems through the application of procedures common in the natural sciences, social sciences, and humanities.
- Display sensitivity to the influence of cultural values and diversity on human functioning.

CMU's General Education program has two major areas of study: the Competencies and the University Program (UP). The General Education Competencies are essential skills that students develop and expand on during their course of study. Graduates demonstrate proficiency in the areas of writing, oral English, and mathematics and quantitative reasoning. The writing competency develops the ability to write clearly and includes Freshman Composition, Intermediate Composition, and four additional writing-intensive (WI) courses. The writing-intensive courses are found in both the University Program and major programs of study. The oral English competency develops the ability to interpret, compose, and present information in oral form to specific audiences. Students may meet the oral English competency requirement by 1) earning a grade of C (2.0) or better in a specified class or 2) passing an oral English competency examination. The mathematics and quantitative reasoning competencies develop the ability to understand and solve quantitative problems that arise in various contexts. Students may meet the mathematics competency requirement by 1) earning a grade of C (2.0) or better in any mathematics (MTH) or statistics (STA) course numbered 105 or above or 2) passing the mathematics competency examination or a College-Level Examination Placement or Advanced Placement exam approved for credit in mathematics or statistics. The quantitative reasoning (QR) requirement involves the

application of mathematics in applied contexts; courses are found in the University Program or degree programs. Students must complete the composition, mathematics, and oral English requirements by the time they have reached 56 credit hours. The quantitative reasoning and remaining writing intensive courses must be completed before graduation. Proficiency standards require a course grade of C or better in all competency courses and maintenance of an overall 2.0 GPA in all UP courses.

These competencies reflect CMU's commitment to fostering the analytical skills needed to select information, organize it, and communicate effectively. For example, two of the four learning outcomes for assignments in writing intensive courses in the University Program are to "select, analyze, and evaluate information/data from sources" and to "draw valid conclusions from information." Writing intensive courses outside the University Program, such as those found within majors and minors, must require students to 1) analyze, evaluate, and develop arguable and/or researchable theses, 2) engage in a process of drafting, revising, and editing assignments that integrate feedback into a graded final product, 3) use writing to engage in the inquiry methods appropriate to a discipline or profession, 4) use the discourse conventions of a discipline or profession, and 5) produce finished products that communicate effectively within disciplinary contexts. The current quantitative reasoning learning outcome is to "use number sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems".

General Education program courses are developed consistent with the rest of the university curriculum and embedded throughout the curriculum as regular course offerings. The General Education Committee and the Academic Senate must approve courses that are to be included in the General Education program. Beyond the additional review by the General Education Committee, all General Education program courses undergo the same curricular review process as other undergraduate courses to ensure that program content is appropriate to the educational offerings and degree levels of the institution. This process is to ensure that the specific requirements are met for each Competency and UP course, including faculty submitting a cover letter and/or form demonstrating how the course meets Competency requirements during course development in the curricular system.

While the skills to communicate, collect, and analyze information are introduced in the General Education program courses, students gain knowledge and advance their skills related to their major, minor, or certificate program by completing upper-level undergraduate or graduate courses as part of their program of study. Upper-level courses provide students with further proficiency in collecting, analyzing, and communicating information. Upper-level undergraduate courses and graduate courses develop higher-order cognitive skills, including application, analysis, evaluation, and creation.

In undergraduate programs of study, students must take 36 credits in courses above the 300-level to complete their degree. CMU's Guidelines for Developing Course-Level Rationale documents describes 300-level courses as "Expectations of student performance may include methods of inquiry, skills, algorithms techniques and methods of conducting lower-level research and obtaining information relevant to the field of study. Students are expected to independently develop written papers, oral presentations, and use computational skills to justify, analyze, and/or explain cause and effect relationships."

Expectations of student performance in graduate-level courses (500-level and above) include effective written and oral communication specific to a discipline, application of

analysis and research skills, and/or qualitative and quantitative research. Proficiency with these skills varies with course level.

Educational Programs Engage Students in Practicing Modes of Intellectual Inquiry or Creative Work

In addition to the General Education program, outlined more specifically immediately above, CMU engages students in practicing modes of intellectual inquiry or creative work in the following ways.

Undergraduate Programs

Majors, minors, and certificates build on the foundation of the General Education program with experiences appropriate to the discipline that synthesize learning, including research capstone courses, classes, clinical or internship experiences, and recitals or exhibitions. The form this takes varies by discipline and generally requires 300, 400 and 500-level courses within the academic program. Beyond course and program related activities within their program, undergraduate students can also present their scholarly and creative activities in different venues, including CMU's Student Creative and Research Endeavors Exhibition, Threads Fashion Show, recitals and theater performances, research symposia, professional presentations, and publications. Programs like the CMU Honors Program and McNair Scholars Program offer additional opportunities for demonstrating scholarly and creative activities.

Graduate Programs

As described in the Graduate Bulletin, every master's degree requires submission of evidence of scholarship, creative or artistic ability beyond the completion of coursework. Students may choose from two plans: (1) Plan A requires a thesis (6-9 credits), and an oral defense of the thesis; and (2) Plan B requires no thesis, but must include significant evidence of scholarship, such as research, independent studies, internships, practica, creative or artistic ability. In addition, a comprehensive examination over the field of specialization may be required under either the Plan A or Plan B. Specialist degrees require a completed thesis or field study. Doctoral degrees require a dissertation, including oral defense or in the case of some applied programs, a doctoral project. Doctoral degrees require research under the guidance of a dissertation supervisor and must be approved by a doctoral committee consisting of at least three graduate faculty members.

Educational Programs Engage Students in Developing Skills Adaptable to Changing Environments

CMU's undergraduate programs, including the General Education program and areas of specialization within majors, provide students with the communications and quantitative skills and specific program content to prepare students for changing environments. The curricular and assessment processes reinforce the currency of programs, including developing new degrees, programs, and courses to prepare students while study abroad opportunities, internships, field and clinical placements, and student teaching clinical experiences further provide transferable skills, knowledge, and experiences.

Similarly, the same curricular and assessment processes for graduate programs ensure course and program content remain current and relevant, preparing students for changing

environments.

Given the rise in globalization, CMU's General Education program provides students with growth opportunities to be successful in an ever interdependent and integrated world. CMU's commitment to recognizing human and cultural diversity is evidenced by the inclusion of Group IV: Studies in Discrimination, Culture and Diversity in the UP. UP Group IV: Studies in Discrimination, Culture and Diversity "focuses on forms of discrimination (IV-A: Studies in Discrimination), the exploration of cultures and societies outside of the United States (IV-B: Studies in Cultures Outside of the Anglo-American Tradition) and the history and continuing effects of racism for groups within the United States (IV-C: Studies in Racism and Cultural Diversity in the United States)". UP Group IV makes the study of discrimination, culture, and diversity the largest group within the UP. Students are permitted to substitute relevant coursework involving interaction with one or more of the major groups that experience discrimination (for Group IV-A and IV-C) and coursework completed outside the United States (for Group IV-B), affirming a commitment to helping students establish themselves as conscientious and informed members of a global society.

CMU's Quality Initiative (QI) aimed to reimagine our General Education program. In furtherance, CMU engaged in an extensive self-study to simplify, strengthen, and modernize our General Education program. The proposed 'Central Education' is currently under consideration at the Academic Senate and was designed to emphasize foundational skills, cross-disciplinary inquiry, and civic and social responsibility through clearly defined learning outcomes embedded across integrated course categories. The initiative aims to make general education easier to advise, communicate, and assess while enriching student engagement, belonging, and success.

To prepare students for an AI-robust future, CMU launched a series of initiatives to explore the role of AI in teaching, learning, and research. In 2024, CMU hosted a university-wide AI symposium to bring together conversations about AI. The Office of Research and Graduate Studies held a similar symposium emphasizing AI and graduate education. Building on this momentum, the AY2026 Go Grant initiative continues to expand opportunities for hands-on engagement with AI and emerging technologies. CMU also is proud to now offer a new Applied Artificial Intelligence Minor.

Sources

- Advanced Placement
- Affiliation Agreements
- Applied Artificial Intelligence Minor
- Artificial Intelligence University Symposium
- Central Education Initiative
- College-Level Examination Program
- Composition Competency Course Syllabus
- Contemporary Issues in Higher Education Course Syllabus
- Doctoral Degree Dissertation Requirement Example
- Educator Clinical Experiences
- Embracing AI Go Grant Initiative
- Environmental Justice - Race Gender Poverty Master Course Syllabus
- Freshman Composition Competency Course Syllabus
- General Education Committee Minutes of 11.21.24

- General Education Competencies
- General Education Course Proposal
- General Education Oral English Competency
- General Education Program Competencies
- General Education Program
- General Education University Program
- Generative AI Resources
- Graduate Degree Candidacy and Requirements for Graduation
- Graduate Degree Plan Options Plans A and B Example
- Guidelines for Developing Course-Level Rationale
- Guidelines for Writing Intensive Course Proposal Submission
- Health Professions Annual Research Symposium
- Honors Program
- Intermediate Composition Competency Course Syllabus
- Leadership in Changing Environments Course Syllabus
- Majors Minors and Certificates
- Mathematics and Quantitative Reasoning Competency
- Mathematics Competency Course Syllabus
- McNair Scholars Program
- Native American Literature and Film Master Course Syllabus
- Oral English Competency Course Syllabus
- Quantitative Reasoning Competency Course Syllabus
- Race and Racism in American Literature Master Course Syllabus
- School of Communication Journalism and Media Internships
- School of Music Performance Schedule 2024-2025
- Social Work Field Placement
- Student Creative and Research Endeavors Exhibition
- Study Abroad - Ancient Athens and Modern Greece Master Course Syllabus
- Study Abroad
- Summary of Graduation Requirements
- The Future of AI in Graduate Education Symposium
- Threads Fashion Show
- Undergraduate Academic Bulletin 2025-2026
- University Mission Vision and Values
- University Program Group I - Humanities
- University Program Group II - Natural Sciences
- University Program Group III - Social Sciences
- University Program Group IV - Studies in Discrimination Culture and Diversity
- Upper-Level Graduate Course Syllabus
- Writing Intensive Competency Course Syllabus
- Writing Intensive Degree Program Course Syllabus
- General Education Writing Competency

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Argument

CMU has sufficient numbers and continuity of faculty members to support all teaching and non-teaching roles. From the 2024-2025 submission for the Common Data Set Initiative, 575 FTE faculty support 9,221 FTE students, for a student-to-faculty ratio of 16:1. CMU attracts and retains quality, experienced faculty. According to the Human Resources Staff/Faculty Population Report, regular faculty members average 15 years of service at CMU, fixed-term faculty members average 8 years at CMU, medical faculty average 6 years at CMU, and part-time temporary (adjunct) faculty average 8 years at CMU.

CMU adheres to the Higher Learning Commission Guidelines concerning *Institutional Policies and Procedures for Determining Faculty Qualifications* for determining CMU's qualifications for all faculty. Ongoing evaluation of faculty teaching is standardized by CMU policy. The CMU/CMUFA 2024-2029 Agreement provides individual departments the authority for bylaws to establish specific expectations in the evaluation of teaching effectiveness.

Tenure-Track and Tenured Faculty (Regular Faculty)

According to the *CMU/CMUFA 2024-2029 Agreement*, an instructor must have an earned terminal degree or equivalent for appointment to the tenure track. Once the Provost approves a tenure-track search, schools and departments determine the credentials and experience required for individual positions by following procedures described in their bylaws. After screening applicants, interview choices are forwarded for approval by the respective dean and Faculty Personnel Services (FPS), who verifies qualifications against position announcements. Upon recommendation of the department and dean, FPS reviews final candidates and approves the hiring on behalf of the Provost. All regular faculty must submit official academic transcripts and credentials at the time of their initial hire for review by FPS.

Fixed-Term Faculty

Fixed-term faculty members and teaching post-doctoral fellows are appointed by the dean of the appropriate college following a recommendation from the department chair and with the concurrence of the Provost or designee. Part-time temporary faculty members teaching at off-campus locations or online (Adjunct Faculty) are reviewed for individual course approvals by the academic department. In accordance with Article 26 in the *CMU/CMUFA 2024-2029 Agreement*, approvals are granted for one-time only, one-year, or three-year periods.

In compliance with CMU's Teaching Faculty Qualifications Policy and Procedures, all instructors are highly qualified and credentialed in their field of study, and all hold qualifications in the specific subspecialty or a subspecialty very close to their field of study.

In areas where a master's degree is the terminal degree, faculty have earned the terminal degree and have at least 10 years of relevant and current experience. As described below, all faculty supervising research at any level possess a doctorate and are research active. FPS, in conjunction with the faculty unions, has also developed corresponding procedures for determining the minimal experience and method of evaluation as a foundation for using tested experience as a basis for hiring faculty.

Additional evaluation procedures for fixed-term faculty are defined in the CMU/CMUUTE 2025-2028 Agreement. FPS also provides support in interpretation and application of the agreement about reappointment and promotion for the fixed-term faculty. Evaluation occurs annually for fixed-term faculty at the Lecturer I level, and at the midpoint and end of a contract for those at Lecturer II and III levels. Depending on departmental procedures, a Lecturer may be evaluated based on higher standards when progressing from Lecture II to III, relative to those required to continue as a Lecturer I or progressing to a Lecturer II.

Graduate Faculty

To be eligible to perform the basic functions detailed in the Graduate Education Policy, faculty must have at least associate membership in the graduate faculty, which is a three-year appointment requiring a minimum of a master's degree plus five years of qualifying current professional experience. Faculty members who have full membership are eligible to supervise research assistants and chair thesis/dissertation committees. Faculty members with full membership are tenured/tenure-track faculty with earned doctoral or appropriate terminal degrees. Graduate faculty status is recommended by the relevant department and approved by the Vice President for Research and Innovation.

Covenant Healthcare College of Medicine at Central Michigan University Faculty (CMED).

The newly named Covenant Healthcare College of Medicine at Central Michigan University (CMED) has an academic credentialing function within the CMED Faculty & Staff Affairs office to ensure that faculty hired have undergone verification of credentials, including appropriate criminal background checks, verification of academic degrees, and professional licensure/certification/registration (national practitioner databank verification, federal programs exclusion list verification, DEA license, etc., if applicable). The CMU College of Medicine Faculty Appointment Manual details the qualifications for appointment to one of the following tracks: a community educator, non-tenure track faculty, tenure track faculty, or visiting faculty. In addition, CMED faculty, including both basic scientists and clinicians, receive teaching support from the CMED Associate Dean for Faculty Affairs and Faculty Development and the Director of Faculty Development, who both provide an array of services including one-on-one consultations, just-in-time training, teaching observations, workshops, and webinars.

Teaching Assistants

All graduate teaching assistants (GTAs) receive appropriate orientation and training. In addition to university-wide training, many individual departments, schools, and programs offer training or guidance specific to their GTAs' needs. FPS provides support in the application and interpretation of university agreements and policy regarding any personnel issues.

CMU has a robust array of support units and services to ensure the institution has the

faculty and staff needed for effective, high-quality programs and student services.

Faculty Personnel Services

Faculty Personnel Services (FPS) maintains easily accessible documents that guide how searches for faculty and staff are conducted, focusing on faculty qualifications in bias-free hiring processes. CMU shares its equal opportunity statement, leadership standards, and other important CMU information with applicants, and offers New Faculty Orientation at the beginning of each academic year. FPS provides expertise and guidance to ensure the selection and retention of high-quality faculty. Examples of FPS support for Tenure-Track and Tenured Faculty, Fixed-Term Faculty, Part-Time Faculty, and Teaching Assistants follow.

Professional Development and Disciplinary Engagement.

CMU funds continued professional development through programs offered by the Office of Research and Graduate Studies (ORGS). The Faculty Research and Creative Endeavors program distributes publication and exhibition cost grants and premier display grants. Additionally, individual colleges and departments allocate annual funding to support travel to professional meetings and to defray publication costs.

Start-up Packages for New Faculty Hires

To attract and retain the best faculty, CMU provides competitive start-up packages for new faculty. The details for start-up packages vary by individual and discipline, but all include research support to provide equipment, supplies, summer stipend, and personnel support for the first two or three years to help faculty establish their research agendas and, where appropriate, seek external funding. In addition, most colleges provide a reduced teaching load in their first year and a reduction in the expectation for service. Funding to attend grant-writing workshops, professional meetings, and conferences is provided by the department, colleges, and ORGS.

Sabbaticals

In accordance with the *CMU/CMUFA 2024-2029 Agreement*, tenured faculty are allowed one-semester sabbatical leaves at full pay after every six years of service or 2-semester leaves at 60% of salary. Requests are made for projects to improve teaching, engage in research or other creative activities, perform service to the profession, or other professional development activities. In the past five years, 220 faculty have taken sabbaticals; 90% of these (199) were one-semester leaves.

End-of-Course Survey

In Fall 2023, the Academic Senate voted to replace the former Student Opinion Survey with the End-of-Course Survey, which features an updated question set. The Office of Curriculum and Instructional Support distributes course surveys (online) for all course formats to all students at CMU using the Watermark Course Evaluations & Surveys (CES) platform, making data and summary reports available to faculty, personnel decision-makers, and the Office of Academic Planning and Analysis through user-friendly CES dashboards.

Most departments include end-of-course survey results among the documentation of teaching effectiveness for all faculty. The CMU/CMUUTF 2025-2028 Agreement states that

any evaluation of a fixed-term faculty member must be based on student evaluations and written comments of each course taught, grade distribution data, and other evidence of teaching effectiveness (such as course materials, and optional classroom observations as determined by departmental and college policy). Specialized student surveys are required by some professional accreditation agencies including the Accreditation Review Commission on Education for the Physician Assistant (ARC-PA) and the Liaison Committee on Medical Education (LCME). Although the College of Medicine faculty are not members of either the Faculty Association or the Union of Teaching Faculty, their teaching effectiveness is also evaluated at the end of each course. The process for performance evaluations for all CMED faculty is defined in the *CMU College of Medicine Faculty Appointment Manual*. The CMED Professional Development Office provides an array of services and resources in support of CMED faculty, e.g., College of Medicine Faculty Development Resources and CMED Faculty Appointment Manual.

College-supported Initiatives

Individual colleges/schools/departments also support teaching-improvement and recognition initiatives. In addition, most colleges offer annual travel, research, and teaching grants to faculty to support further development in individual research, interdisciplinary programs, or innovative pedagogy.

Office of Curriculum and Instructional Support

The Office of Curriculum and Instructional Support (CIS) champions engaging learning across the university by supporting the development and delivery of curriculum purposefully designed to support student success and the demonstration of achievement. CIS offers all CMU faculty evidence-based teaching and learning workshops and webinars, customized departmental sessions, individual consultations, classroom visits, consultation on formative assessment and curricular design, and course content design services. All new faculty members are introduced to CIS and its services during CMU's annual day long New Faculty Orientation.

Institution has Faculty and Staff Needed for Student Services

All instructors are required to be accessible to students and can be reached at email addresses available through an online directory. For on-campus classes, all faculty, including fixed-term and teaching assistants, are required to hold office hours for face-to-face consultations. For online classes, the majority of which are offered in an asynchronous format, instructors are required to acknowledge receipt of student inquiries within 24 hours and to provide complete response or resolution within 48 hours, seven days a week. These practices result in high ratings from students regarding instructor accessibility, with mean responses on the recent End-of-Course Survey for this item of 4.15 for large classes (over 60 students) and 4.08 for intermediate-size classes (41 to 60 students) on a 5-point scale. For the 2023-24 academic year, the mean score for instructor accessibility was 4.17 for online courses and 4.22 for courses offered in a face-to-face format.

In addition, to direct faculty/student contact within the context of course delivery and instruction, multiple other mechanisms supporting students are available.

Faculty Advisors

Most departments have faculty specifically assigned to offer various types of advising (e.g., by program, by career area, or for graduate education). Some departments and colleges offer group advising sessions for students to consult with faculty advisors. All advisors for pre-professional programs are versed in admission requirements, typical course sequences, and suitable elective courses for the field's professional schools. Interdisciplinary programs have advisors who are versed in the many career tracks available to students pursuing those majors. Academic advisors work in collaboration with faculty advisors to provide guidance and support to students advancing within their program.

Academic Advising

CMU supports an academic or college-centric advising model with advisors serving the College of the Arts and Media, College of Business Administration, College of Education and Human Services, the Herbert H. and Grace A. Dow College of Health Professions, the College of Liberal Arts and Social Sciences, and the College of Science and Engineering (academic colleges). CMU also supports an inter-disciplinary group that advises pre-health profession students. Leadership of all advising services and initiatives is centralized in Academic and Curricular Affairs within the Academic Division. All academic advisors must have a bachelor's degree, with a master's preferred and the appropriate experience to advise university-level students. New academic advisors train intensively by working with a peer and/or director. Advising holds required trainings and monthly professional development sessions to stay current on programs, policy, technology, and best practices in serving students. Many advisors hold memberships in the National Academic Advising Association and the Michigan Academic Advising Association. CMU also hosts an academic advising conference that offers professional development and networking for advisors across the state.

Advisors reside in student success centers within each of the six academic colleges. Students are assigned an advisor in a case management model at the time of orientation and are provided with a link for scheduling. Advisors see students in-person and on-line. The advisors work with students on academic planning, major/degree requirements, and course selection, often making notes in Degree Progress, an online academic history and degree audit system. Advisors are a resource for students for questions across the university and serve as a liaison to faculty advisors within their respective program and college. Advisors also receive training to support student populations such as athletes and those in the Honors Program. Regular training and discussions on reaching students in most need of support take place in professional development and staff meetings. Advisors also receive CARE reports for students in need of academic support to encourage engagement with university resources.

Advising work is supported by a case management approach and system. Students receive regular messages to support their academic progress, and all appointments and interactions are tracked. The team also utilize a degree audit system that allows the advisor, student, and faculty to track, monitor, map, and do "what-if", planning to support student progress and success.

Support Staff Training

Staff members providing student support services, such as financial aid, co-curricular activities, and advising are appropriately qualified with formal education and training.

The Office of Scholarships and Financial Aid (OSFA) has a structured team with varied responsibilities, yet all staff are thoroughly trained in federal and state regulations, and institutional policies and procedures. OSFA conducts weekly staff meetings and monthly training sessions to ensure that staff stay up to date on regulatory changes and deliver financial aid timely, consistently, and accurately. Staff also receive updates on Federal Student Aid (FSA) regulations through FSA Partner Connect emails and regularly meet to discuss relevant changes. Additionally, team members have access to in-person and/or virtual conferences, webinars, workshops, and credential courses provided by the Michigan Student Financial Aid Association, the Midwest Association of Student Financial Aid Administrators, the National Association of Student Financial Aid Administrators, and other professional organizations.

Co-curricular Staff Training

CMU provides excellent co-curricular activities offering professional development for students and staff, including Leadership Safari, Sarah R. Opperman Leadership Institute, Multicultural Academic Student Services, the Career Development Center, and the Mary Ellen Brandell Volunteer Center. The leaders of each of the areas are engaged in providing activities that support student success. Staff members, including student staff, providing student support in co-curricular activities are appropriately qualified, trained, and supported in their professional development.

Sources

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- Academic Advising in the College of Liberal Arts and Social Sciences
- Academic Advising
- Academic and Curricular Affairs
- Building Excellence in Graduate Teaching Assistants Training
- Career Development Center
- CMU and CMU Faculty Association 2024-2029 Agreement
- CMU and CMU Union of Teaching Faculty 2025-2028 Agreement
- CMU CARES
- College of Business Administration Faculty and Staff Resources
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- College of Health Professions Faculty Travel Grant Application
- College of Liberal Arts and Social Sciences Faculty Advisors
- College of Medicine Faculty and Staff Affairs
- College of Medicine Faculty Appointment Manual
- College of Medicine Professional Development
- College of Science and Engineering Faculty Advisors
- Common Data Set 2024-2025
- Course Evaluation and Survey Resources for Faculty and Administrators
- Department of Finance and Law Bylaws
- Department of History World Languages and Cultures Bylaws
- Department of Theatre and Dance Bylaws
- End of Course Survey Results Example
- End-of-Course Survey Question Set
- Equal Opportunity Statements

- Excellence in Teaching and Learning Awards
- Faculty Research and Creative Endeavors
- Faculty Searches and Recruitment
- Graduate Assistant Training
- Graduate Education Policy
- Graduate Faculty Status
- Graduate Handbook 2025-2026
- Leadership Safari
- Mary Ellen Brandell Volunteer Center
- Multicultural Academic Student Services
- Office of Curriculum and Instructional Support
- Office of Research and Graduate Studies
- Office of Scholarships and Financial Aid
- Online Directory Search
- Physician Assistant Program Details
- Sarah R. Opperman Leadership Institute
- Staff Faculty Population Report
- Student Success Center
- Teaching Faculty Qualifications Policy and Procedures

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

Central Michigan University Provides Student Support Services that Address Needs of Student Populations

CMU provides comprehensive student support services to its varied student populations. Although not a comprehensive list, some of the support services available to CMU students across the different learning environments, main campus, off-campus, and online, and to those who may have specialized needs, including transfer students, first generation students, adult learners, veterans, international students, graduate students, and others, are shared below. These services reflect the CMU values of compassion and respect. These values focus on empathy, concern and support for the needs and challenges of others, as well as the consideration of the rights, opinions and ideas of others in a fair and thoughtful manner. This compassion and respect for students assist in their overall success and excellence. Although as mentioned above, while not an exhaustive list of all services available, the highlighted examples reflect how CMU fosters a supportive and inclusive student experience.

Counseling Center

The Counseling Center provides free and confidential personal counseling services for currently enrolled CMU students for concerns that may negatively impact one's academic success, interpersonal relationships, health, or safety. Types of services offered include individual and group counseling, telemental health services, drop-in workshops, campus outreach programming, consultation and training for faculty and staff, mental health screening, and referral assistance for concerns beyond their scope of practice.

Student Health Services

Student Health Services provides high quality health care for CMU students. Conveniently located on campus and staffed by caring, certified healthcare professionals, Student Health Services provides acute primary care services and management of ongoing treatments while students attend CMU. This location offers scheduled appointments, and when available, walk-in appointments. Referrals for outside diagnostic services and specialists are also provided, as well as an onsite laboratory.

Behavioral Health Services

Our licensed providers, alongside the support staff from CMU Health, are available for students on campus. CMU Behavioral Health Services commonly cares for depression,

anxiety, attention deficit/hyperactivity disorder (ADHD), substance abuse, and bipolar disorder. CMU Behavioral Health Services offers initial assessment and evaluations, medication management, and telehealth appointment options to make appointments convenient for the busy student lifestyle.

CMU Police

CMU Police works in partnership with the entire university community to maintain a safe, secure, and orderly living and learning environment. It offers a diverse group of highly trained, sworn police officers who are certified by the State of Michigan. Its services include its Uniformed Division, Community Policing, Bicycle Patrol, Emergency Services Team, and Dispatch Center.

Student Disability Services (SDS)

The mission of SDS is to assist in the creation and maintenance of a community environment where a disability is neutral; a community where services are integrated throughout the university; a community where students with disabilities have an equal opportunity to fully participate. SDS cooperates through partnerships with students, faculty, and staff to promote individual student independence, academic success, and career goals.

Veterans' Resource Center (VRC)

The VRC serves CMU students who are veterans, spouses, dependents or military students. VRC staff help each student navigate through CMU, build academic and social networks, and receive assistance with their educational benefits, including those applicable to spouses and dependents. Veterans enrolled at CMU are provided face-to-face, peer-to-peer mentoring services on our Mount Pleasant campus, online students can receive those services virtually or via telephone.

Office of Multicultural Academic Student Services (MASS)

Striving to maintain an inclusive environment, MASS provides academic, personal, social, and cultural support to students seeking culturally relevant services. To empower and retain students, these services are provided related to academic achievement, scholarship, cultural celebrations, mentoring, and intergroup dialogue, which promotes the successful transition, persistence, achievement, and graduation of students.

Office of Indigenous Affairs

The Office of Indigenous Affairs exists in part because of the long-standing, collaborative relationship that CMU has with the Saginaw Chippewa Indian Tribe and is responsible for various programs related to the Native American community and Native cultures. There are many opportunities for students, including sponsoring the annual CMU Pow wow, one of the largest cultural events in Isabella County. Though its support services are directed to CMU's Native American population, any student may seek assistance from this office.

International Student Support

The Office of International Students and Scholars Services (ISSS) helps international students understand U.S. American academic culture and expectations. ISSS provides

immigration advising, new international student orientation, and oversight for international student organizations, and hosts a variety of cultural programs and events throughout the year. Pre-arrival students are encouraged to connect with Academic Advising and Student Success for more in-depth information. During the in-person international student orientation, students participate in open discussions and Q&A reviewing campus resources (including student health services for international students, financial resources, US tax responsibilities for international students, understanding steps to apply for a social security number and/or driver's license). During the orientation they meet with academic advisors to further understand academic success expectations and pathways, and policies. CMU also has an International Welcome Center, which offers pre-arrival guidance, helps with student accounts, provides community resources, and helps students fulfill orientation requirements.

Financial Aid and Loan Counseling

The Office of Scholarships and Financial Aid, in conjunction with the federal and state governments and private and civic organizations, offers a variety of scholarship, grant, loan, and employment opportunities to assist students in financing their education. Loan counseling and referral to Student Employment Services are only two of many services provided to students.

Career Development Center

The Career Development Center guides students through the process of choosing a career and connects students and alumni with employers from across the country. The Career Development Center posts more than 50,000 job and internship opportunities for CMU students each year. Of CMU's recent graduates, nearly 94% are employed or continuing their education within 6 months of graduation.

Student Food Pantry and Food Insecurity Resources

Hunger and food insecurity affect thousands of individuals and families around the country every day. At CMU, as many as one in three students may be experiencing hunger. The Student Food Pantry supports students who need a little extra help, so they can focus on their academic success.

Institution Provides Teaching Resources Necessary for Student Success

All CMU students are admitted with the expectation that they will be successful. However, students vary in their preparation and in their ability to apply their skills to the new environment of a university. Learning support is provided in a variety of ways to meet the student's needs on the pathway to graduation.

Tutoring Services

Peer tutoring services are available for most undergraduate courses, beginning the 2nd week of classes and ending the week before final exam week. Any undergraduate student may request a tutor regardless of GPA or current grade in the class. All tutoring occurs on campus and in a convenient public location. CMU pays for three hours of tutoring per week. Tutoring sessions are available both face-to-face and virtually.

Online and Off-Campus Locations

CMU Online Student Services offers comprehensive learning support to students who complete their coursework online or at off-campus locations. Each student is assigned an Assistant Director of Enrollment, an online student support representative who assists from the initial inquiry through to graduation. In addition, and like on-campus students, at-distance students are paired with an academic advisor who provides guidance on course selection and program completion. Academic preparation is further supported through orientation, available either as an on-demand experience in the Blackboard Ultra learning management system or via live virtual sessions. Furthermore, at-distance students have access to a wide range of resources, including Library Services, the Math Assistance Center, the Writing Center, Counseling Services, and more.

Supplemental Instruction (SI)

Courses with historically high failure/withdrawal rates have scheduled times for SI. The Academic Advising web page lists the course, the SI leader, and the days, times, and location of instruction.

Pathways to Academic Success

The Pathways program is a state-funded program through the King-Chavez-Parks program, offered through the Office of Student Success. The program is designed to increase the retention and graduation rates of academically or economically disadvantaged students. The Pathways program identifies these students, contacting them before each semester begins, and monitors their progress, then connects them, if needed, to services and resources with the goal of helping them achieve academic success.

Mathematics Assistance Center

Tutors assist students with everything from basic algebra to intermediate-level statistics. Tutors clarify new information, demonstrate problem-solving skills, and work through example problems. Two Mathematics Assistance Center locations are on campus—one in Park Library and the other in the Residential Towers (CMU's largest residence hall). The center's website provides information on locations, courses, and hours. In addition, online submission services are available to students taking their programs online or at an off-campus location. Online tutoring is available via WebEx for students not located on the main campus in Mount Pleasant.

Writing Center

The Writing Center is a free resource providing assistance with any writing at any level and from any discipline. Assistance is available to all members of the CMU community. The Writing Center is in Park Library, offering face-to-face, video, and asynchronous online sessions. A 2023 study completed by Academic Planning and Analysis demonstrated that those who utilized the Writing Center had a higher first term GPA (3.24 vs 2.83), higher first year GPA (3.32 vs 2.90), and higher first to second year retention (81.0% vs 72.5%).

Presentation Skills Center (PSC)

CMU's PSC provides technological facilities and instructional expertise to students, faculty, and staff seeking to develop and enhance their presentation skills. With consultations available face-to-face and online, the PSC supports undergraduate and graduate students

with public speaking, debate, group presentations, sales pitches, interviews, and more. They also offer access to the Meta Oculus 2 and the Virtual Speech app. Of note, the PSC is one of two centers in the state of Michigan and one of only 21 in the country that are accredited by the National Association of Communication Centers.

Office of Information Technology (OIT)

A wide variety of technological resources and support is available for students, faculty, and staff. The Office of Information Technology is responsible for providing the CMU community with a diverse and technically rich learning and research environment including email services, the OIT Help Desk, emergency notification, assistance with computer and telephone purchases, and installation of software.

Office of Graduate Studies (OGS)

OGS provides multiple, in-person orientation sessions for graduate students each semester that provide academic policy information. A recorded version is made available on the website for students who are unable to attend the session in person. OGS also provides online training, required for graduate teaching assistants. Staff also partner with the Office of Curriculum and Instructional Support to offer a series of in-person teaching workshops for GTAs, and they offer specialized training for new international GTAs. Many graduate programs hold their own orientation before classes begin.

Academic Advising

Professional academic advisors and faculty members supported through the Office of Student Success provide academic advising. All new students are assigned to an advisor before new student orientation based on academic interest. Students receive more specialized advising as they progress to and officially declare their major. Students are required to meet with their advisor at academic orientation, and throughout their program, strategies and outcomes are reflected in the 2024-2025 Strategic Initiatives and Accomplishments report. Each advisor manages a caseload of students supported by segmented communication plans throughout the year. Students can view and access their advisor's scheduling link and information within their Degree Progress and provide feedback after their meeting. Online students are assigned to an advisor after completing online orientation. Advisors are located within the six academic colleges supporting students within their major.

Early Academic Advising and Placement

Entering undergraduate freshmen and transfer students are required to participate in academic orientation facilitated by professional academic advisors, orientation staff, and faculty members. Students complete online modules in advance of their in-person orientation session. The modules include a math placement exam called Stemify to prepare for academic orientation. Advisors review high school grades/ transcripts, SAT scores, prior college credits, and Stemify scores to place students in the appropriate mathematics and English courses within a best-fit academic schedule. An optional foreign language placement test is administered for students pursuing university-level foreign language coursework.

Academic advising is designed to facilitate student progress and success. The work is

supported by reports and outreach campaigns to encourage action. Reports are based on student segments relative to anticipated needs. Examples include messaging students nearing the required credit limit to declare a major or reminding students to schedule an appointment to plan courses for upcoming semesters. The unit also manages academic standing communications and responds to CARE alerts to reach struggling students. All work is managed using a case management system (CRM) and a degree audit/information system where a report is logged. All communications, appointments, and interactions are tracked. The unit also uses post-appointment surveys to determine areas for improvement. Advisors monitor students as they progress throughout their experience, connecting them to career and faculty resources.

Faculty Advisors

Faculty are the only advisors that can authorize a student's course of study for a major, minor, certificate, or, in conjunction with other graduate committee members, a graduate program. Qualifications, training, and availability of faculty advisors are more fully discussed in 3.C.

Institution Provides Infrastructure Necessary for Student Success

CMU's facilities and learning infrastructure includes backbone services, such as the technology and library infrastructures, along with spaces and resources that support individual programs of study. Many program-related resources, such as museums and performance spaces, enhance the cultural environment for students and the broader community. Others, such as specialty clinics, deliver needed services to CMU students, faculty, and staff as well as the larger community. Additionally, co-curricular and athletics-focused student infrastructure exists (i.e., residence halls, student activity center, athletics arenas). Collectively, these resources promote learning and provide places where students gain practical experience through formal coursework, work-study, internships, and volunteer experiences.

General Technology Infrastructure

CMU has a well-structured and robust technology infrastructure that supports both academic and administrative functions across campus including for faculty, students, and staff who work online/virtually. Through its Office of Information Technology (OIT), CMU provides reliable resources for computer use and Internet access, underscoring its commitment to modern, accessible technology for the university community. The institution supports computing across a variety of settings, including campus labs, library workstations, and the Virtual Lab, which allows students to access essential software remotely from any location with a reliable internet connection.

CMU offers students, faculty, and staff a comprehensive suite of productivity and academic software, including Blackboard, Microsoft Office 365, Adobe Creative Campus, and a variety of discipline-specific applications. Additionally, CMU supports research across all disciplines with well-equipped computing facilities, providing Mac, Linux, and Windows workstations along with specialized hardware and software for areas such as multimedia, web design, software engineering, and database management. For high-performance computing (HPC) needs, CMU collaborates with Michigan State University, giving researchers access to the High-Performance Computing Center (HPCC).

The university's Help Desk serves as a central resource for technical support for students, faculty, and staff. In addition, specialized staff are dedicated to assisting the specific needs of each academic college. This robust infrastructure ensures that CMU's technological environment remains a dependable asset for students, faculty, and researchers alike, fostering both academic success and innovation.

Scientific Research Space

The College of Science and Engineering in the Engineering and Technology Building houses specialized laboratories and classrooms for the School of Engineering and Technology. Teaching laboratories include electrical and computer engineering circuits, instrumentation, integrated circuit design, automation/robotics, thermo-fluids, and engineering design. Research laboratories include circuits and systems, electromagnetics, electronic systems and bioelectronics, materials testing and micro-fabrication, microelectronics, optics, robotics, thermal 3-D printing, and vibrations. Additional environmental engineering labs are in Brooks Hall.

Dow Science Complex

The Dow Science Complex houses shared research-class equipment that among other instruments includes mass spectrometry (LC-ESIMS & GC-MS, and Penning trap MS); dielectric spectrometry; spectroscopy (UV, IR, NMR, and single-photon imaging), x-ray diffraction, chromatography (HPLC, GC and IC); ICP; materials synthesis; vacuum coating; thermal, low-temperature, and high-magnetic field materials analysis; a detector development lab; and GIS and 3D structure modeling workstations. An astronomical observatory and a greenhouse are accessible through Brooks Hall. Faculty and students working in nuclear physics have access to the Facility for Rare Isotope Beams (FRIB) at Michigan State University and other national and international nuclear physics labs.

Faculty and students working in solid state physics have access to synchrotron facilities at Brookhaven and Argonne National Labs. Additionally, discipline-specific research facilities are distributed across campus.

Biosciences Building

The \$95 million Biosciences Building opened Spring 2017 with research space, an auditorium, active learning classrooms, an aquatic vivarium, isotope laboratory, electron microscope facility, herbarium, and staging area for ecological field research. The facility has allowed the University to continue to offer a growing number of competitive programs while giving students opportunities to enhance their interdisciplinary learning and closely collaborate with faculty to conduct research.

Field Research Sites

Located on 48 acres of pristine habitat on Beaver Island, Michigan, the CMU Biological Station (CMUBS) houses a spacious Academic Center with state-of-the-art teaching laboratories and six research labs equipped for ecological and limnological studies. A computer laboratory, library, fully mediated lecture room, bookstore, natural history museum, and research buildings are available to support teaching and research. CMU owns 310 acres elsewhere on the island that serve a variety of field courses and student research.

Neithercut Woodland, approximately 252 acres located about 35 miles northwest of the CMU main campus, houses a central meeting room, kitchenette, laboratory, storage area, and restrooms within the McNeel lodge. Neithercut Woodland is used for research in biology, conservation, geography, and geology.

CMU Libraries

CMU Libraries offers a wide range of resources and services in support of CMU students, faculty, and staff regardless of mode on instruction or location of learner. Its collections contain more than 800,000 print books, 900,000 electronic books, 200 databases, access to the full-text content of 150,000 journals, and more than 140,000 multimedia items. The library's electronic collections are available 24/7 to all currently enrolled students.

The University Library has more than 250 computer workstations, including both Windows and Macs, available within the building, and wireless access is available for personal laptops and mobile devices. Printers, photocopiers, and scanners are also available. A variety of study spaces exist, including open study tables and carrels, individual study rooms, group study rooms, and collaborative study areas. During the Fall and Spring semesters the main library is open more than 100 hours per week and an extended-hours study space is available 24/7.

Librarians are available to help students, faculty, and staff with research projects and to help users effectively access information. Users may consult with a librarian in person, by email, chat, or telephone. The librarians also provide formal, course-specific library instruction to classes upon request by a faculty member. Items not owned by the library may be obtained from other institutions through the library's Documents on Demand service. Many types of portable technology, including laptops, headphones, and cameras, can be checked out from the library's service desk for use on personal and group projects.

Academic support services located in the library building include the Writing Center, the Mathematics Assistance Center, the Presentation Skills Center, the Statistical Consulting Center, Student Disability Services, the IT Help Desk, the Certified Testing Center, and the Curriculum and Instructional Support office.

Performance Spaces

The College of the Arts and Media features state-of-the-art performance spaces where students gain hands-on experience through music performances, theatre productions, broadcasts, art exhibits, debates, and lectures.

The 119,000-square-foot, fully mediated School of Music Building houses the 499-seat Staples Family Concert Hall with a pipe organ and the 105-seat Chamichian Recital Hall. All Thursday night performances from this facility are live-streamed.

Moore Hall includes two HD radio stations, the student-run TV station MHTV, the Bush Theater, and the 300-seat Townsend Kiva Theater, a theatre-in-the-round. MHTV recently added upgraded equipment: Internet Protocol (IP) video and audio technology, pan-tilt-zoom cameras for live radio-television simulcasts, a master clock system for synchronized productions, a real-time graphics system for news such as election results, and a teleprompter with foot-pedal control. Renovations that began in summer 2019 provide students with real-world opportunities to record, produce, and air audio and video

productions. Bush Theater seats 500 and hosts a wide range of student and professional theatrical, musical, and dance productions.

Enhanced Student Learning Environments

Enhanced learning spaces are located within multiple campus buildings to serve numerous colleges, departments/schools/and interdisciplinary programs. Below are a few notable examples of such spaces:

In Fall 2023, Grawn Hall added a Hub for Student Engagement and Professional Development that focuses on student development and hosts events such as case competitions, ethics workshops, and assists with coaching students on internships, resumes, and networking opportunities. Grawn Hall also includes a two-story, 6,000 square-foot open space that accommodates four to six people seating areas and provides an inviting area to gather for group projects or individual study between classes. The space is also large enough to accommodate college events and activities of 200 attendees.

Completed in August 2019, an extensive student collaborative study space providing several seating options to meet, collaborate, and study was opened in Park Library. The space includes comfortable seating, movable furniture, marker boards, and outlets for charging mobile devices.

The Center for Integrated Health Studies, a Health Professions building addition of approximately 59,000 square feet, provides an auditorium, shared instructional spaces and interactive laboratories for Physician Assistant, Physical Therapy, and Human Physiology programs, as well as an Interprofessional Practice and Education Center. The addition is a student-oriented facility that provides realistic clinical experience and enhances learning for students pursuing health professions using standardized patients and human-patients simulators. The addition was completed in Fall 2019.

Specialty Clinics

The Carls Center for Clinical Care and Education (Carls Center), located in the College of Health Professions, offers state-of-the-art diagnostics, rehabilitation, and education services in the fields of audiology, physical therapy, psychology, and speech-language pathology. In addition, the Carls Center provides real-world, hands-on clinical training that positively influences student education and the quality of life for their patients throughout Michigan.

Summer Specialty Clinic, through the Department of Communication Sciences and Disorders, is a speech-language specialty clinic designed for children and adolescents with communication disorders who can benefit from an intensive intervention program. Students in the Master of Arts (M.A.) in Speech-Language Pathology and in the undergraduate Communication Sciences & Disorders major programs provide the intervention under the supervision of licensed and certified speech language pathologists.

The Counseling Program has the Center for Community Counseling and Development that provides graduate students with a practicum course while also providing a service that is free to all clients in the community.

The Motion Analysis Center, a partnership between the Colleges of Health Professions and the School of Engineering and Technology, is a modern facility dedicated to the study of

human movement. Housed in the Physical Therapy Department, the mission of the center is to create an environment that promotes collaboration among a diverse group of researchers and integration of theoretical knowledge with clinical experience. It houses the latest in motion-capture technology, virtual reality equipment, and custom devices developed at CMU. Research in virtual rehabilitation, human development, biomechanical modeling, motor control, and the development of quantification tools for the clinic is on-going.

The Child Development and Learning Lab (CDLL) provides a laboratory in which university students majoring in early childhood may observe, teach, and study under the supervision of early childhood teachers who use inspiration from the Reggio Emilia Approach as a philosophy for program implementation. The CDLL provides an enriched educational experience for mid-Michigan pre-school-aged children that targets their social, emotional, physical, and language development.

The Museum of Cultural and National History, located in Rowe Hall, supports research and teaching in cultural and natural history and serves as a laboratory for students enrolled in the museum studies program and faculty in anthropology, archaeology, geology, history, and natural history. The museum supports permanent and temporary exhibits, virtual exhibits, and outreach to local schools and the community.

The University Art Gallery has 1,890 square feet of exhibition space with 2 galleries with digital projectors. It supports 10-12 exhibitions each year by students, faculty, regional and international artists. The gallery provides a visual resource for both students and the community. It serves as a learning laboratory for students to learn how to display their artwork and provides hands-on experience in gallery processes through work-study, internships, and volunteer opportunities.

The MakerBot Innovation Center is a large-scale 3D printing installation and one of few in the United States to focus on arts and human services. The Center supports courses related to fashion product conceptualization and development and creation in the visual arts. The Center is available to all faculty, staff, and students on campus.

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- Career Development Center
- Carls Center for Clinical Care and Education
- Center for Community Counseling and Development
- Center for Integrated Health Studies Announcement
- Certified Testing Center
- Child Development and Learning Laboratory
- CMU Police

- Counseling Center
- Curriculum and Instructional Support
- Dow Science Complex
- Facilities List
- Faculty Advisors
- Office of Scholarships and Financial Aid
- Health Professions Building
- Help Desk
- Housing Options
- HUB for Student Engagement and Professional Development
- International Student and Scholars
- Mathematics Assistance Center
- MHTV
- Moore Hall
- Motion Analysis Center
- Multicultural Academic Student Services
- Museum of Cultural and Natural History
- Music Building
- Neithercut Woodland
- Office of Graduate Studies
- Office of Indigenous Affairs
- Office of Information Technology
- Office of Student Success
- Online Student Resources
- Pathways to Academic Student Success Program
- Presentation Skills Center
- School of Engineering and Technology Facilities
- Statistical Consulting Center
- Stemify
- Student Activity Center
- Student Disability Services
- Student Food Pantry
- Student Health Services
- Summer Speech-Language Speciality Clinics
- Tutoring and Supplemental Instruction
- University Art Gallery
- University Libraries
- University Recreation
- Veterans Resource Center
- WMHW-FM
- Writing Center 2023 Analysis
- Writing Center

3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Argument

The institution improves the quality of educational programs based on its assessment of student learning.

CMU engages in a robust and multifaceted process for developing, measuring, evaluating, and revising student learning outcomes.

Student Learning Outcomes

CMU's academic departments and units have established clearly stated goals for student learning for each program. The faculty and staff within these programs are responsible for establishing assessment plans containing mission statements, student learning outcomes, direct and indirect evaluation measures, achievement targets, and curriculum maps. The framework for these assessment plans is established by CMU's [Policy on Student Learning Outcomes Assessment](#). [Assessment plans](#) are stored electronically in CMU's web-based assessment management system (currently Watermark's Planning and Self-Study).

CMU engages in processes and methodologies that reflect best practices when assessing student learning. Over the past few years, CMU has adopted a model of employing [college assessment coordinators/directors](#) to continue enhancing the culture of assessment. Therefore, faculty have a colleague and coach with specific knowledge and expertise to the disciplines within their college to assist with the writing of student learning outcomes and assessment goals. The coordinators/directors help programs develop data collection methodology and disseminate institutional data to programs as needed. The Assessment Council, a committee of the Academic Senate, supports the development of assessment instruments, encourages professional development associated with program-level outcomes assessment, and helps strengthen the infrastructure for the scholarship of teaching and learning.

Assessment Process

Faculty are responsible for leading all assessment activities within their programs, ensuring that assessment plans are developed, revised, and implemented effectively. They play a key role in evaluating and measuring student outcomes and adjusting programs based on assessment feedback. The college assessment coordinator/director and Director of Institutional Assessment and Curriculum attend department and college meetings, facilitate [assessment feedback meetings](#), host assessment workshops, and hold a campus-wide Assessment Retreat. The [Assessment Retreat](#), supported by the Office of Curriculum and Instructional Support in cooperation with the Assessment Council, highlights programs that have used outcomes assessment data to foster meaningful improvements across programs. Best practices are presented by faculty members. This retreat is a catalyst for promoting

faculty engagement across the university where assessment data are used to guide program improvements, revision of curriculum and pedagogical practices, integration of technology, and other actions related to improving student learning.

The Assessment Council also oversees the assessment processes. The charge of the Assessment Council includes recommending policies to the Academic Senate, communicating assessment plan and report statuses to departments and units, developing formats for yearly summary reports, reviewing and approving requests for funding of assessment projects, and developing and maintaining assessment as a critical element of CMU's continuous quality improvement.

CMU's Policy on Student Learning Outcomes Assessment, part of the CAD, governs assessment practices at CMU outlining the responsibilities of programs, departments, units, interdisciplinary councils, and academic offices as well as deans, the Provost, and the Assessment Council. Importantly, this policy provides guidelines for the use of assessment data, assessment plan revisions, submission of assessment reports, and the evaluation of annual assessment reports. It also sets the assessment cycle, a schedule for reporting and analyzing student learning outcome data.

CMU assesses academic achievement of the learning outcomes through the submission of annual assessment reports. Each academic program collects assessment data directly linked to the assessed student learning outcome. Assessment reports contain a brief narrative explaining the target status. As a result of the findings and achievement of target status, program faculty and staff are encouraged to use the findings to draw conclusions and develop action plans to improve student learning.

This annual reporting of assessment activities is overseen by the Assessment Council and the college assessment directors/coordinators, who meet with departments and interdisciplinary councils regularly. Each report is reviewed by the relevant coordinator/director and by one Assessment Council member. Notes from the meeting with the program faculty, along with the summary letter, are forwarded to the dean and Provost. Coordinators/directors schedule a meeting with the dean to review highlights of the assessment activities of all programs in their college. For example, for the 2023-24 reporting cycle 99% (263/266) of programs submitted reports.

In addition to reporting assessment data and the achievement of targets, program faculty and staff report the actions they have taken to improve student learning and future action steps through four analysis questions included in the annual report. Analysis question 1 is specifically directed toward the dissemination of the findings and helps to maximize faculty participation. Departments and interdisciplinary councils must share assessment results with constituencies and promote conversation among faculty and staff regarding program improvement. Programs are strongly encouraged to share findings with multiple stakeholders such as students, alumni, donors, internship sponsors, and relevant others. Analysis questions 2 through 4 prompt programs to draw conclusions regarding student learning based on the findings reported, plan subsequent actions, and report on actions taken since the previous report. With a focus on continuous improvement, these questions allow programs to share how they are using the data and information to improve program and student success.

The schedule for this summative review reporting, within the program review cycle,

alternates years to provide time for reflection and processing curricular and/or pedagogical changes. The assessment reporting cycle is seven years and dovetails with the program review cycle to enhance the discussion of student learning in the program review process.

Continuous Improvement and Quality Improvement

With a focus on continuous improvement efforts, assessment at CMU offers many opportunities for programs to effectively close the loop. As part of the assessment report process, college assessment coordinators/directors meet with departments to review their report findings and discuss what is working well, along with ways to improve. These findings can include curricular changes, revisions to the assessment plans, pedagogical improvements, and other student success approaches. Additionally, the college assessment coordinators/directors, Director of Institutional Assessment and Curriculum, and Assessment Council discuss the reports and findings to determine if any institutional changes or initiatives may be helpful in the continuous improvement process.

To document continuous improvement efforts, a question was added to the course and program changes process within the curriculum system asking the initiator of the change whether the change is based on evidence of assessment findings. Not only is the response to this item an additional data point, but it can be cross-referenced with actions within annual assessment reports.

General Education

All undergraduate students complete the General Education program as part of their degree requirements. Specific learning outcomes are detailed for each of the UP subgroups and for the Competencies, including the Writing Intensive (WI) and Quantitative Reasoning (QR) Competencies. The assessment plan for the General Education program was developed using several widely available and standardized assessment measures, such as the National Survey of Student Engagement (NSSE), and an evaluation of student work from each of the UP subgroups. The intent of the General Education assessment plan was to evaluate examples of student work collected from courses in each subgroup on a rotating basis over a seven-year period. Given the enormity of this task with the number of courses in the UP and the number of SLOs, developing a manageable assessment plan became a key driver during the review of CMU's General Education program for the CMU's QI. In addition, university-wide programs such as the Honors Program also have articulated student-learning outcomes and assessment plans.

Sources

- Annual Assessment Reports
- Assessment Analysis Questions
- Assessment Cycle
- Assessment Feedback Example
- Assessment Plans
- Assessment Retreat
- College Assessment Coordinators and Directors
- Policy on Student Learning Outcomes Assessment

3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

The institution improves its curriculum based on periodic program review.

Academic program review is a primary vehicle in a multi-faceted commitment to continuous quality improvement. This process is integral to the institution's strategy for enhancing curriculum and ensuring academic excellence. Programs are reviewed every seven years, except for those externally accredited which follow the specialized accreditor's schedule.

The primary purpose of CMU's program review is to provide information that informs decisions regarding current status and future potential. This evaluation is essential for maintaining institutional accreditation and is aligned with the university's strategic goals. The program review process involves a thorough analysis of data compiled from annual department and college reports, as well as annual assessment reports. This data-driven approach allows programs, departments, and deans to identify strengths and weaknesses and develop actionable plans for improvement.

Every distinct program (majors, concentrations, graduate degrees, stand-alone minors, and stand-alone certificates) is included in the program review process. If a program is externally accredited, the review process varies slightly to include documentation of successful accreditation in place of the self-study and external review.

Components of the Program Review

Each program undergoes a self-study that assesses various inputs (such as faculty, facilities, and resources) and outputs (such as student success metrics). This self-study includes sections on the program's goals, alignment with strategic plans, current and future demand, faculty achievements, resource assessment, student success, diversity, and community engagement. This self-study is reviewed by the Dean's office and revised as necessary before submission to external reviewers. This self-study is not required for externally accredited programs.

The referenced external reviewers, who are recognized leaders in their disciplines, provide an objective assessment of the program's quality and opportunities for improvement. Their feedback is crucial for validating the self-study findings and offering additional insights. Following the external review, program faculty prepare a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) and draft a detailed plan for improvement. This plan outlines specific steps to maintain strengths, address weaknesses, mitigate threats, and capitalize on opportunities. The dean reviews all materials and meets with program leadership to finalize the action plan, which includes timelines and responsibilities for implementation. The Provost then reviews, and if the Provost so determines, approves the plan, ensuring alignment with institutional priorities.

Impact on Curriculum Improvement

The academic program review process has a direct and significant impact on curriculum improvement. By systematically evaluating and updating academic programs, the institution ensures that its curriculum remains relevant, rigorous, and aligned with both current educational standards and future workforce needs. The data collected during the review process inform decisions on resource allocation, faculty development, and curricular adjustments, leading to enhanced student learning outcomes and overall program quality.

For example, the review process has led to the introduction of new courses and programs that address emerging fields and industry demands. It has also resulted in the revision of existing courses and programs to incorporate updated content and pedagogical practices. Additionally, the focus on student success metrics has driven initiatives to improve graduation rates and post-graduation employment outcomes.

Sources

- Academic Program Review Process
- Academic Program Review

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

Central Michigan University's Student Success Outcomes Demonstrate Continuous Improvement for the Student Populations It Serves

The board approved a new, five-year strategic plan in 2023. The plan provides clear goals including a series of key performance indicators. The mission statement - "CMU is defined by the success of our students and alumni and by our collective impact with the communities we serve" - focuses on markers of success. In addition, CMU considers key performance indicators.

Priority 4 of CMU's Strategic Plan states, "Ensure Institutional Sustainability – Embrace sustainable operations that ensure wise stewardship of our resources," calls for initiating a comprehensive review of programs and strategies targeted toward student retention. As a step toward continued improvement, a baseline survey was deployed and is being assessed to look at overlapping program goals and overall retention outcomes.

The strategic plan includes core metrics gathered through Academic Planning and Analysis (APA) and the Student Recruitment and Retention Division, which collects and analyzes information from admissions, advising, student activities, student feedback surveys and enrollment reporting, benchmarking, program completion, and progress analyses to inform support services and develop retention initiatives. The university actively utilizes predictive analytics to identify students who may be at risk for retention and completion and engages in outreach to those students.

In addition, APA completes studies related to institutional programming and events to understand their possible effect on student persistence and to inform decision making and practice. Surveys of withdrawing students are also incorporated to make programmatic or support service improvements. All reports are available to key stakeholders on an easily accessible internal file-sharing network. APA regularly disseminates information to key groups, including the Academic Senate, Provost's Advisory Council, Council of Chairs, President's Senior Leadership Team, President's Cabinet, the Board of Trustees, and various other groups.

CMU administered the Beginning College Survey of Student Engagement (BCSSE) to incoming students beginning in the Summer of 2024. The BCSSE identifies the areas of most concern for students as well as core expectations on elements such as faculty support, study/time management, making friends, and the overall college adjustment. APA is reviewing the results to develop a predictive model to respond earlier and reach those students who are most likely to struggle. This information will be used to guide academic advising and related student support as well as messaging early in the new student's

experience.

In addition, APA conducts regular analyses of service and program effectiveness including coordinating the administration of the National Survey of Student Engagement (NSSE). Information from the NSSE is used to make strategic decisions about meeting students' needs.

CMU uses information on enrollment, student retention, changing demographics, persistence rates among student populations, and program completion to make strategic decisions about resource allocations and programming. Two examples of places in which data are used include the Office of Student Success (OSS) and CARE alerts.

The Office of Student Success (OSS) utilizes a case management model incorporating data dashboards to track various aspects of communication, outreach and student progression giving priority consideration to those more likely to attrit.

CMU CARES receives CARE alerts filed by faculty, staff, parents/supporters and other students. The CARE alerts provide a platform for early intervention when concerns arise about student well-being or academic challenges. The CARE team is comprised of representatives from Counseling, Public Safety, Student Conduct, Residence Life, Student Success, Athletics, and the Veterans' Resource Center. The team provides a direct response to students connecting with students on their most immediate needs. Alerts are rated based on a level of concern from moderate, mild to elevated. Primary concerns include mental health, academic, suicidal ideation, or medical concerns.

The CARE Team responds to alerts posted throughout the campus to provide individualized plans to support students who are struggling. The CARE team is comprised of faculty and staff who coordinate timely interaction in support of students. All reports are recorded and tracked to determine response protocols and areas for campus improvement.

CMU established the University Ombuds Office to serve the institution by offering a space for discussion around student-related matters, opening avenues of communication, assisting those in pursuit of resolution, and promoting fair and equitable treatment. While currently in between a lead Ombuds practitioner, a key member of the President's staff serves as the University liaison with the Ombuds office.

The Diversity, Equity, Inclusion, Justice, and Belonging strategic plan called for an evaluation of all existing pathways programming designed to support student retention and success. The aim was to explore opportunities to expand pathway programs designed to support black, indigenous, people of color, and first-generation students and improve individual student success, progress, and goal completion. Colleges such as the College of Science and Engineering also initiated similar efforts.

Degree Progress, an online academic history and degree audit system, is used to assist students and campus stakeholders with a real-time audit of their progress toward degree completion. This system allows faculty members, academic advisors, and students to track academic progress and record notes of all interactions.

Regular evaluation of factors impacting enrollment decisions are utilized to impact admissions, scholarship and financial aid allocations. The admitted student survey provides information on factors affecting student decisions to attend CMU. Reviews of financial need

and demographics are provided to help reach and respond to students.

APA analyzes the impact of Pre-College engagement programs such as Leadership Safari and Impact. This analysis determines the participation rate, demographics of participants, and the unique contribution of participation, controlling for differences in aptitude on retention and GPA. This analysis shows a positive impact and is the basis for the continuation of the program and the development of other first-year and student-orientation experiences.

Recent studies of support programs include a review of CARE, Freshmen Advising, and Success Seminars. Students responding and holding at least one CARE team meeting are retained at a significantly higher rate (2023) than students who are referred to, but do not engage with, the CARE team. First-year students who met with their academic advisor two or more times during the academic year had significantly higher fall-to-fall retention rates than those who did not meet with an advisor (APA, 2023). Success seminars were piloted in January 2024 for new students who struggled in their first semester at CMU. The results of the five-week seminar demonstrated significant success in both GPA and retention for participating students resulting in the success seminars continuing in January 2025.

The methodologies used by APA reflect best practices in several ways. Data collection methods are continually reviewed in bi-weekly meetings to ensure accuracy and meaning of individual data elements. APA promotes professional development, with most staff attending regional and national conferences. APA stays up to date on all Integrated Postsecondary Education Data System (IPEDS) and Michigan Higher Education Institutional Data Inventory data submission guidelines through webinars, listservs, and meetings. As there are no standard guidelines for metrics beyond external reporting, the office generates informative data based on internal definitions. For example, in analyzing persistence and graduation rates by program, APA defines the cohort as any student who entered the program at any time in the academic year. Persistence for the cohort is then defined as anyone that either graduated or returned in the subsequent academic year.

Institution's Student Success Outcomes Benchmarks Reference Peer Institutions

CMU compares internal student success metrics to those from a set of peer institutions chosen through a rigorous statistical process (2023 Peer Selection Methodology). Where data are available such as IPEDS, peer comparison reports are produced on a large set of variables including retention and graduation rates (CMU Peer Comparison). For other data sources such as the Delaware Cost Study and the NSSE where not all, if any, schools on the peer list participated in a given year, other schools are chosen based on Carnegie classification or other metrics.

CMU actively engages with thought leaders at the Education Advisory Board (EAB), the National Survey of Student Engagement Institute, the Higher Education Research Institute, and the John N. Gardner Institute for Excellence in Undergraduate Education to review and refine methodologies for mining and leveraging data to better support student learning, retention, persistence, and graduation, and to optimize course selection to promote timely graduation.

Sources

- Academic Planning and Analysis
- CMU Cares
- CMUs 2023-2028 Strategic Plan
- CSE Beacon Committee
- Diversity Equity Inclusion Justice and Belonging Strategic Plan
- First-Time Freshmen Persistence and Graduation Rates
- IPEDs Data Feedback Report 2022
- Key Performance Indicators
- Office of Student Success
- Peer Comparison Reports
- Peer Selection Methodology
- Priority Four - Institutional Sustainability
- Retention Rates Analysis
- Struggling First Year Student Success Seminars
- Student Recruitment and Retention
- University Ombuds Office

Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Argument

CMU assures academic quality through its course approval and program review processes as well as by following specified protocols in those disciplines requiring specialized accreditation. Every program has an approved assessment plan to evaluate student learning. Program faculty are assisted by an assessment coordinator who helps to design the assessment plan, review and evaluate data, and formulate an action plan leading to improved student learning.

CMU assures its educational programs engage students in intellectual inquiry reinforcing this commitment via our General Education program. The General Education program has two essential areas of study, the Competencies and the University Program.

CMU has sufficient faculty and staff to ensure effective, high-quality programs and student services. CMU is proud of our 16:1 student-faculty ratio, and of the expertise and retention of our faculty in all classifications. Through the many and varied student services offices and campus resources, CMU fosters student-led programming that promotes community engagement, leadership development, and academic advancement outside of the classroom – again contributing to student success. These opportunities while pursuing their programs of study, all reinforce the knowledge and experiences in who students will be after graduation – productive, informed global citizens.

Concurrently, CMU invests robustly in academic advising, engaging both faculty advisors and professional academic advising staff. Clearly, due to the stability and commitment of our faculty and staff, CMU students build long-term relationships in a supportive environment that challenges them to explore who they are, and it bears repeating, who they hope to become upon graduation.

Sources

There are no sources.