Criterion 3.
Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

Core Components

3.A. The institution's degree programs are appropriate to higher education.

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

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

3.D. The institution provides support for student learning and effective teaching.

3.E. The institution fulfills the claims it makes for an enriched educational environment.

Assurance Argument – Criterion Three

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Argument

3.A.1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

Course Approval Process. The currency, rigor, and appropriateness of course level and course sequence of academic programs are reviewed as part of the course approval process as described in the CAD. The approval process for new courses and course modifications includes the submission of a **Master Course Syllabus** (MCS) (**Evidence: Master Course Syllabus Review and Guidelines**) and a Course-Related Proposal Form. Each MCS follows a standard format that describes the course, prerequisites, co-requisites, recommended courses and/or experiences, rationale for course level, materials and other requirements, typical instructional formats, course objectives, an outline of topics, and typical methods for student evaluation to ensure the academic rigor of the course.

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 upper-level thought processes. 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.

MCS are filed in the Academic Senate office and are available online at
https://www.cmich.edu/AcademicSenate/secure/Pages/default.aspx. At least once every seven
years the home department or interdisciplinary council must review, update, and process each
MCS through the curricular process for review and approval. These scheduled revisions of MCS,
together with revisions motivated by disciplinary and programmatic changes, respond to the
reality that knowledge within and across disciplines continually changes.

Program Approval Process. All new programs and program modifications require approval as
described in the CAD. The review and approval of most **program modifications** (**Evidence:
CAD Flowchart Program Modification**) occurs at the college curriculum committee level.
Program modifications that affect more than one college or that change degree requirements,
number of credit hours on a degree program or certificate, or program title require review and
approval of the appropriate senate review committee (SRC). Deletion of a degree or program and
changes to the general education program require full Academic Senate review and approval.

The proposal of a **new degree** or **program** (**Evidence: CAD Flowchart New Degree**) receives
the most rigorous review. All new programs must receive approval by the department or
interdisciplinary council, and college before being recommended by the college dean to the
Academic Planning Council (APC) (**Evidence: Academic Planning Council**). The APC
discusses whether the program supports the mission and goals of CMU, the market for graduates,
student interest and ability to attract quality students, evidence of quality faculty, and the extent
to which financial resources needed to support the program are available. Following a positive
recommendation by the APC, the Provost then reviews the materials and makes a
recommendation to proceed with the proposal, revise it, or discontinue the process. If approved
by the Provost, the new program proposal proceeds to the appropriate SRC. An approved
assessment plan must accompany the proposal. 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.

Once the SRC reviews and approves the program, the proposal is submitted to the Academic
Senate for full review, discussion, and approval. The BOT must approve all new degrees. The
Michigan Association of State Universities (MASU), through its Academic Affairs Officers
Committee, reviews all proposed new academic programs, programs with significant
modifications, and deleted programs. All new programs approved by the MSAU are reported to
the state legislature each May. Review and approval by the HLC is required for all new doctoral
degrees.

Program Review. All majors, stand-alone minors, stand-alone certificates, graduate degrees and
concentrations, the general education program, and the Honors Protocol are evaluated through a
program review process that occurs approximately **once every five years** (**Evidence: Program
Review Schedule 2012-2017**). The primary purpose of **program review** (**Evidence: Program
Review Handbook 2015**) 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. The assessment of program quality indicators is detailed in 4.A.4.

Specialized Program Accreditation. Twenty-five CMU programs are endorsed through **specialized accreditation (Evidence: Specialized Accreditation Table)**. A self-study of the program, faculty productivity, student quality, and resources provides evidence that program content is current and that department qualifications and resources support student preparation. The process to seek initial specialized accreditation or reaccreditation includes approval by the dean and the APC. All self-study documents are reviewed by the appropriate dean and the Vice Provost for Academic Effectiveness before being submitted to the accrediting agency. The site reviewers meet with university administration to discuss their findings and recommendations. Many programs, especially those with specialized accreditation, prepare students for **certification or licensure (Evidence: Certification Examination Results and Posting)**. Pass rates on these normed examinations is additional evidence that CMU requires levels of performance appropriate for the degree awarded.

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

Program learning goals guide assessment for all degree and certificate programs and are articulated in the MCS and the assessment documentation. The learning goals are reviewed and discussed when the program is proposed, during program review, and in the review of the program assessment plan. All learning goals must be measurable.

The rationale for course level is described in the MCS and is discussed by the curriculum committees. Although there are no hard and fast rules, 100- and 200-level courses are considered foundational and in most instances are open to students from all majors. The 300- and 400-level courses build upon prior knowledge and require the application, analysis, evaluation, and synthesis of concepts.

It is inherently difficult to draw firm boundaries between advanced undergraduate and introductory graduate courses. Therefore, both graduate and undergraduate students are allowed to enroll in courses numbered in the 500s; however, the expectations for graduate and undergraduate students are different and the **MCS must clearly reflect different requirements** for these two groups of students (**Evidence: Example 500-level MCS**).

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

Consistency of Program Quality. Regular faculty review and control the curriculum, regardless of the location or format of program delivery. Programs offering courses both on- and off-campus must include students from all locations in the program assessment. The Academic

Senate's Global Campus Academic Council is responsible for monitoring programs offered only off campus or online and for carrying out all program assessments.

Consistency of Learning Goals. The content for all sections of a course, whether it is delivered on campus, at an off-campus site, or online, is governed by the MCS and must conform to the student learning outcomes, mode of evaluation, and overall structure of content. All faculty teaching off-campus or online courses are approved by the academic department to ensure appropriate levels of training, experience, and credentialing.

In addition, the Global Campus unit maintains a consistent look-and-feel across all locations in accordance with standards set by CMU. In the summer of 2011, an HLC peer reviewer's ***Multi-Site Report*** (**Evidence: Multi-Site Visit Reviewer's Report 2011**) concluded that the pattern of operations, including instructional oversight, academic services, assessment of student performance, student services, facilities, and marketing and recruitment information, were adequate at all nine off-campus locations visited and no further review or monitoring was necessary.

CMU currently does not offer courses for dual credit or through contractual or consortial arrangements. From 2013-2015, CMU offered 21 sections, taught in a hybrid format by CMU faculty as part of the Dual Enrollment Pilot Program at area high schools. This program was discontinued in May 2015.

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

Appropriate to the Mission. CMU's general education program is one mechanism that ensures all undergraduate students receive a broad education. The core characteristics of our general education program—coherence, representativeness, and completeness—promote **CMU's mission** (**Evidence: Mission, Vision, Core Values**) to "foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society."

After an extensive investigation and discussion by faculty, staff, and students from across the university, a revised general education program was approved by the Academic Senate on May 4, 2010. This process is described in detail in the ***Final Report of the Steering Committee for Studying General Education at CMU*** (**Evidence: Final Report Studying Gen Ed 2006**). The approved changes reflect high-impact educational practices consistent with the *LEAP Essential Learning Outcomes* established by the Association of American Colleges and Universities (AAC&U).

The **revised general education program** has two major components: the University Program (UP) and the competencies. To fulfill UP requirements, students select one course from each of eight subgroups, plus one elective from any subgroup, for a total of 27 credits (**Evidence: General Education Basic Document Set**). The 197 courses that currently exist in the subgroups represent four broad areas: Humanities, Natural Sciences, Social Sciences, and Studies in Global Cultures and Diversity. In addition to exposing students to a broad knowledge base through the UP, the general education program also fosters the development of a common set of academic skills through competency requirements targeting writing (fulfilled by the completion of Freshman Composition, Intermediate Composition, and four additional writing-intensive (WI) courses), oral communication (fulfilled by an oral English competency course), mathematics (fulfilled by a qualifying mathematics course), and quantitative reasoning (fulfilled by a qualifying quantitative reasoning (QR) course). 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. Transfer students who enter under the Michigan Transfer Agreement must complete only the two non-UP writing-intensive courses.

Appropriate to Educational Offerings and Degree Levels. UP and competency courses are consistent with the rest of the university curriculum and are embedded throughout the curriculum as regular course offerings. However, to be included in the UP, courses must receive approval from the General Education Committee and Academic Senate. Because UP and competency courses undergo the same curricular-review process as other undergraduate courses (see section 3.A.1), program content is appropriate to the educational offerings and degree levels of the institution.

According to the *General Education Program: A Basic Documents Set*, the intent of the UP is to provide an introduction to a variety of topics; therefore, UP courses, with the exception of those

in Studies in Racism and Cultural Diversity (IV-C), cannot have prerequisites. However, there are some UP courses at the 300-level. This exclusion of prerequisites for courses at this level is contrary to the expectations for all other upper-level courses. As the program continues to evolve, this will be a topic of discussion among the faculty, General Education Committee, and Academic Senate.

3.B.2. The institution articulates the purposes, content, and intended learning outcomes of its general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students that develop skills and attitudes that the institution believes every college-educated person should possess.

Purposes, Content, and Learning Outcomes of General Education. The general education program requirements and student learning outcomes are clearly articulated in the *Undergraduate Bulletin* and on the **General Education** website (**Evidence: General Education Website**), Individual MCS must specify how course content and activities promote the requisite UP learning outcomes. Incoming freshmen meet with advisors who inform them about general education requirements, and a section in the freshmen orientation booklet addresses these requirements.

As part of the revision process, the previous position of General Education Coordinator was changed to the **General Education Director** (**Evidence: General Education Director Position Desc**), a half-time faculty position housed in the **Office of Academic Effectiveness** (**Evidence: Academic Effectiveness Org Chart**), with a two- to three-year term, possibly renewable. In addition to overseeing and implementing the new curriculum, the director is responsible for dissemination of information and promoting the goals of liberal education. The director is also responsible for answering faculty inquiries about the program, assisting them in preparing course proposals for the competencies and UP subgroups, and working with the General Education Committee to develop and implement the assessment plan for the general education program.

Philosophy and Framework of General Education. CMU's general education program is grounded in a philosophy developed by the institution and adopted from an established framework described in The Basic Document Set, section E. The foundation for course inclusion includes coherence, representativeness, and completeness. Since any course in the UP may be the only course a student takes in that discipline, it is suggested that each course emphasize the following elements:

1. those techniques common to its discipline, and to the extent possible, those techniques common to its subgroup;

2. the value premises commonly recognized as arising from the various issues, theories, and methodologies within the coverage of the course; and

3. the limits of any single discipline's approach to the subject at hand.

In 2004, the Academic Senate created the Steering Committee for Studying General Education to evaluate the general education program and recommend ways to strengthen it. The committee determined that the university should continue to employ a "distribution model" as it had since the inception of general education at CMU in 1977. In addition to establishing the current competency requirements, the steering committee proposed eliminating one subgroup from the curriculum (IVA: Integrative and Multi-disciplinary Studies) because courses in this subgroup were only tangentially related to the goals of general education and overlapped with courses in other subgroups.

As part of the program revision process, the General Education Committee solicited courses for inclusion in the new UP and required that all courses in the old program be resubmitted for approval to ensure that content met the revised student learning outcomes.

General Education Imparts Broad Knowledge, Skills, and Attitudes. Despite the implementation of a new general education curriculum in Fall 2014, the overarching goals of that curriculum remain unchanged: to produce educated persons who "demonstrate an understanding of the basic forces, ideas, and values that shape the world. They are aware of the structure of organized human knowledge—the arts and humanities, natural and social science. They can organize and access a broad knowledge base relevant to the modern world…. They are skilled in working with others, including those of diverse ethnic and cultural backgrounds, and in thinking reflectively about themselves as individuals and as members of society. Graduates value rational inquiry, honesty in scholarship, and life-long learning" (*Undergraduate Bulletin* 2015-2016, p. 122).

The extent to which CMU's curriculum fosters these outcomes is the focus of ongoing assessment of the general education program. Historically, assessment of the competencies and the UP has been carried out on a regular basis using data from indirect measures such as the National Survey of Student Engagement (NSSE), the CMU Graduating Student Exit Survey (GSES), the CMU Undergraduate Alumni Outcomes Report, the Alumni Employment Survey (revised and now called the First Destination Survey), and the Collegiate Learning Assessment (CLA) as well as student grades in competency courses and faculty scores on the Student Opinion Survey. In Spring 2015, the director and the General Education Committee, in consultation with the director of Curriculum and Assessment, piloted assessment of several subgroups of the UP using direct measures (e.g., scoring of student work against rubrics based upon already-established student learning outcomes for the UP and competencies). Based on the findings of the pilot study, direct **assessment of all subgroups and competencies** began in Fall 2015 and will be conducted on a consistent schedule from this point forward (**General Education Assessment Plan 2015**).

In addition, in 2005 CMU's composition program and the General Education Council jointly conducted a large-scale **assessment of CMU students' writing** (**Evidence: Student Writing at CMU - Kreth**). The researchers found that "the problem is not writing per sé but literacy (critical reading *and* writing)." The results of this study led to substantive changes to the MCS for the two writing-competency courses (Freshman Composition and Intermediate Composition) as well as a new requirement that students complete these courses prior to completing 56 credit hours.

Areas identified for improvement also drove the recent revision of the general education program. For example, NSSE results from 2006, 2009, and 2012 revealed the need for a more rigorous quantitative-reasoning requirement, resulting in the creation of the QR designation and the addition of a QR course to the general education requirements. Results from the NSSE, CLA, and the composition program's large-scale assessment indicated, among other things, that many students had insufficient experience writing and revising lengthy papers and had difficulty developing and supporting their ideas with credible evidence. These findings motivated the creation of the Writing Intensive (WI) designation and the requirement that students complete four WI courses, at least two in the UP and two outside the UP. Two WI courses must be completed before achieving 56 credit hours.

Assessment reports have also documented that the structure of our general education program has been meeting a number of student learning goals (**Evidence: Gen Ed Assessment 2004-2013**). For example, on the Make-an-Argument Task of the CLA, CMU students scored higher—and sometimes significantly higher—than students at comparator institutions, and there has been meaningful improvement in writing over time among the CMU student population. As reported on the Graduate Student Exit Survey, graduating seniors were moderately satisfied with the extent to which the curriculum required them to organize ideas into more complex interpretations, think critically, solve problems, and apply information, and scores are rising on the Critique-an-Argument and Performance Task subscales of the CLA. Other evidence that the UP is benefiting students can be found in the student ratings of skill in working with others, the ability to be reflective about oneself as an individual and as a member of society, and opportunities to engage in the academic experience and demonstrate a value for honesty in scholarship and lifelong learning.

Transfer students are required to complete all general education requirements. The transfer of general education credits is governed by several agreements or options: the **MACRO/MTA Agreement** (specifically designed for transfer of community college credits), the University Program Transfer Block Option, or—if neither of these options can be used—the transfer of coursework on a course-by-course basis. Transfer students who cannot fulfill general education requirements in any of these ways are required to complete all requirements on campus after enrollment (**Evidence: MTA and MACRO Agreements).**

3.B.3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

Students Collect, Analyze, and Communicate Information. The recent revision of the general education requirements reflects CMU's commitment to fostering the analytical skills needed to select information, organize it, and communicate effectively. For example, two of the four learning goals for **assignments in Writing Intensive** (WI) courses in the UP are to "select, analyze, and evaluate information/data from sources" and to "draw valid conclusions from information" (**Evidence: Writing Intensive Proposals**). To be designated as a non-UP WI course, assignments and feedback must require students to 1) analyze, evaluate, and develop arguable and/or researchable theses, 2) use writing to engage in the inquiry methods appropriate to a discipline or profession, 3) use the discourse conventions of a discipline or profession, and

4) produce finished products that communicate effectively within disciplinary contexts. All undergraduate students are required to complete one **QR course involving** "the application of mathematics and quantitative reasoning in applied contexts" (**Evidence: Quantitative Reasoning Proposals**).

Students Master Modes of Inquiry or Creative Work. The UP is designed so that courses in the subgroups expose students to the techniques common to the subgroups. Majors build on this foundation with experiences appropriate to the discipline that synthesize learning, including research capstone courses, classes, clinical or internship experiences, and recitals or exhibitions. The School of Music expresses the concept of a capstone experience that is the true culmination of an undergraduate program: "by the end of undergraduate study students must be able to work on musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal, and visual analysis; composition/improvisation; and history and repertory" (summarized from *NASM Handbook*, p. 97-100).

As described in the *Graduate Studies Bulletin*, every master's degree requires completion of a thesis or "additional significant evidence of scholarship such as research, independent studies, internships, or practica, and/or creative or artistic ability." A graduate student may submit one or more journal articles in lieu of a thesis/dissertation. Specialist degrees require a completed thesis or field study, and doctoral degrees require a dissertation or, in the case of some applied programs, a doctoral project. Prior to degree completion, all graduate students must defend their research in a public oral defense, which sometimes follows an examination of content, methods, and conclusions by the student's committee.

Students Develop Skills Adaptable to Changing Environments. All undergraduate students complete the general education program in addition to degree requirements and an area of specialization. The fundamentals of the general education program—basic knowledge, communication and reasoning skills, and an ability to work well with those of diverse ethnic and cultural backgrounds—provide the knowledge, skills, and attitudes that employers desire. These basics are transferrable to all situations and prepare students for the global workplace. Upper-level undergraduate courses and all graduate courses develop higher-order cognitive skills including application, analysis, evaluation, and creating. These intellectual behaviors are foundational to all areas of specialization and cultures, providing CMU graduates with the essential ability to adapt to changing environments.

3.B.4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

CMU's commitment to recognizing human and cultural diversity is evidenced by the recent revision of our general education program; creation of a Cultural and Global Studies program offering a major, minor, and array of certificates; a greater focus on study abroad; efforts to increase the numbers of international and culturally, ethnically, and nationally diverse students on our main campus; and many initiatives offering services and programming related to cultural awareness and internationalization.

University Program. UP Group IV: Studies in Culture and Diversity "focuses on 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)." Further, by permitting students to substitute relevant coursework completed outside the U.S. (for Group IV-B) and coursework involving interaction with one or more of the major groups that experience both racism and invidious discrimination in the U.S. for Group IV-C, CMU affirms a commitment to helping students establish themselves as members of a global society.

Cultural and Global Studies Program. CMU also offers a Cultural and Global Studies major, a minor, and a series of certificate programs, which are housed in the School of Public Service and Global Citizenship in the College of Humanities and Social and Behavioral Sciences. CMU students who major or minor in Cultural and Global Studies must choose to study a culture/region of the world in depth as part of their degree. These programs complement numerous existing majors focusing on diversity or international issues and those requiring diversity-oriented courses.

Study Abroad Focus. The numbers of **students studying abroad** has been increasing gradually over several years, reaching 649 students studying in 40 countries during the 2014-2015 academic year (**Evidence: Study Abroad Data**). The **Honors Program** has increased the percentage of graduating seniors completing a CMU-sponsored, credit-earning international course or program to 63.7% in 2013-2014 (**Evidence: Honors Study Abroad 2009-2015**).

The university maintains **affiliation agreements** with foreign institutions and international education organizations to facilitate students studying abroad and faculty-led short-term programs abroad (**Evidence: Example Study Abroad Affiliation Agreements**). It is also possible for students to complete internships abroad, many times in English-speaking businesses. In addition, majors in International Business and Foreign Languages, Literatures, and Cultures are required to study abroad. Many other majors strongly encourage an international experience, and the Multicultural Advancement Scholars are required to sign a Cultural and Global Studies certificate.

The **Office of Study Abroad** manages a scholarship fund of more than $160,000 to assist students who participate in study abroad programs of at least two weeks' duration (**Evidence: Study Abroad Scholarships**). Recently, CMU joined the Institute for **International Education's Generation Study Abroad** challenge to increase the number of students studying abroad by integrating study abroad programs into the curriculum and adopting a five-year goal of doubling participation (**Evidence: CMU Generation Study Abroad**).

Student Attitudes Toward Diversity. Although the numbers of international and culturally and ethnically diverse students on our main campus have increased since 2008, **student enrollment** remains predominantly white/non-Hispanic (77%). However, the Fall 2015 freshman class is the most diverse in the institution's history, with 20.8% of students from non-white/Hispanic groups (**Evidence: On-Campus Enrollment Profiles and Projections Fall 2015**). In March 2016, 189 **regular and fixed-term faculty** members were identified as either Hispanic/Latino or a racial minority out of a total of 1,039 faculty (**Evidence: March 2016 CMU Staff Faculty Pop**

Report). Additionally, early academic outreach programs have increased the numbers of diverse students on campus and CMU continues to partner with community and school organizations to increase opportunities for diverse student groups to visit campus.

CMU's Center for Applied Research and Rural Studies (CARRS), with the assistance and support of the Office for Institutional Diversity & Inclusion, and faculty and students from sociology and political science, conducted telephone interviews with a representative sample of CMU undergraduate students to explore their experiences with and attitudes about racial and ethnic diversity. Three companion studies were conducted in 2007, 2010, and 2015 with over 1200 completed interviews. **Major findings** were that the vast majority of CMU students surveyed recognized the value of diversity in higher education and believed the CMU experience expanded their knowledge of and experiences with diversity; however, respondents also believed more work needs to be done to promote awareness of and sensitivity toward underrepresented groups on campus. Students have many opportunities to learn about and experience racial and ethnic diversity. Concerns about the campus environment for students of color remain, and the percentage of students engaging with diversity has, on some measures, decreased between 2010 and 2015. Nonetheless, all groups of students express reasonably high levels of satisfaction with diversity issues in their CMU experiences (**Evidence: Students' Views of the Climate for Diversity**).

Additional research on undergraduate students' attitudes indicated that CMU students had fewer experiences with diverse perspectives in class discussions or writing assignments than students at comparator institutions. Nonetheless, responses to a question in the Graduate Student Exit Survey indicate that the general education program improved students' ability to understand global cultures, value cross-cultural perspectives, and to respect other people and their ideas.

Cultural Awareness and Internationalization Initiatives. There are a number of offices and committees at CMU that promote diversity in education and internationalization on campus. As described in Criterion 1.C, the **Office for Diversity and Inclusion** sponsors major events that draw the community (**Evidence: OID Major Events**). The **Office for Diversity Education (ODE)** promotes diversity and cultural competency in curricular and co-curricular initiatives throughout the university (**Evidence: Diversity Unit Events 2014-2015**). The ODE also collaborates with Multicultural Academic Student Services, Native American Programs, and the Office of Lesbian, Gay, Bisexual, Transgender and Queer Services to provide programming and services to the campus community.

In addition, the **Multicultural and Diversity Education Committee**, a standing committee of the Academic Senate, promotes diversity, and social justice as a platform for embracing diverse issues, and the engagement of diverse perspectives in curriculum matters at CMU (**Evidence: Multicultural and Diversity Education Council Charge and Membership**). Current initiatives include collaborating with the Office for Institutional Diversity and Inclusion on a study of diversity-related courses currently offered at CMU, and the development, implementation, and awarding of the Robert Newby Award for excellence in student research on diversity issues. To augment these efforts, the Center for Excellence in Teaching and Learning (CETL) recently hired a teaching and learning consultant with experience in internationalization and is working on new diversity and internationalization initiatives. CETL is partnering with the

Office of Diversity Education to provide cultural competency workshops and trainings for faculty.

While the percentage of graduate students on campus from diverse groups is less than the comparable percentage of undergraduates, Black or African American students consistently account for over **30% of students graduating through CMU's Global Campus** (**Evidence: Global Campus Graduation Statistics 2010-2015**). Several student organizations also provide exposure to diverse perspectives and cultures as they host events that welcome all students. Examples of these student groups are the CMU Annual Pow Wow Committee, Asian Cultural Organization, Organization of Black Unity, the Empowered Latino Union, the International Student Organization, and Sophisticated Women of Color, among many others.

In 2014, CMU received the **Higher Education Excellence in Diversity** award from *INSIGHT Into Diversity* magazine for demonstrating outstanding commitment to diversity and inclusion (**Evidence: Higher Ed Diversity Award**).

3.B.5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Priority 2 and the corresponding initiatives of CMU's **Strategic Plan** strive to promote exceptional faculty and student research and creative activity through incentives, infrastructure, and support services (**Evidence: Priority and Metrics Goal Report for 2015-2016**). Plans for continued development build on an existing foundation of active partnerships between the institution, the faculty, and students that support scholarship and creative work.

Faculty Scholarship and Creative Work. For tenured/tenure-track faculty, **scholarship/creative endeavors** is one of three criteria for reappointment, tenure, promotion, and professor salary adjustments (**Evidence: *CMU CMUFA Agreement* Article 14**). Fixed-term faculty must maintain sufficient scholarship/creative endeavors to satisfy any applicable accreditation standards. More specific standards and guidelines are established in the bylaws of individual departments, in the Graduate Education Policy, and, for medical school faculty, in the CMU College of Medicine Faculty Appointment Manual**.**

Faculty receive support for their scholarship and creative work in a number of different ways. The Faculty Research and Creative Endeavors Committee (FRCE) provides funding on a competitive basis through research grants and creative and scholarly support grants. Fixed-term faculty who are employed at least one-half time in the current academic year are also eligible for financial support for their scholarly and creative endeavors through FRCE and routinely receive such support. Further, the Office of Research and Graduate Studies (ORGS) administers the funds for proposal matches, research incentive grants, and the Vice President's discretionary fund. ORGS also provides grant specialists to help faculty find and apply for external grants.

CMU sponsors the **President's and Provost's Awards for Outstanding Research and Creative Activity**. The President's Award recognizes senior, tenured faculty members for their contributions to research and academic inquiry. Non-tenured faculty receive special recognition

for their outstanding scholarly and creative achievements via the Provost's Award (**Evidence: Presidents Provosts Research Award).**

Trends in scholarship/creative endeavors are tracked through annual reports submitted by individual faculty members to their chair and dean, and through statistics from ORGS that detail external grant and contract awards, along with patent, copyright, trademark, and licensing applications. Highlights from these data sources include the following:

- During the 2014–2015 academic year, the ORGS assisted 11 faculty who submitted 15 invention disclosures. Those projects are in various stages of review for patent and commercial value.
- In addition, ORGS facilitated the submission of 229 proposals by faculty and staff seeking external grant and contract funding totaling $41,786,000. These proposals resulted in 119 awards for funding totaling $10,448,000.

Student Research and Creative Activity. In the **2015 NSSE survey**, 24% of CMU students reported involvement in research with a faculty member outside of course or program requirements (**Evidence: NSSE Report 2015**). Many more students engage in research as part of their required program receiving course credit and therefore are not reflected in this number. The increasing number of students participating in research signifies faculty recognition of the value of providing discovery-based learning environments. Significant student research at the undergraduate and graduate levels is evidenced by the following four indicators:

- The Student Research and Creative Endeavor Exhibition (SRCEE)*.* This annual one-day spring poster session and exhibition recognizes student research and creative activities. In 2015, 535 students participated in the event.
- Student Publications and Presentations. In 2013, students co-authored 99 publications and 90 presentations at professional meetings. In 2014, students co-authored 91 publications and 64 presentations.
- Capitol Scholars. The University Honors Program, together with the College of Science and Engineering, annually coordinates a display of CMU student research at the Michigan State Capitol, where students interact one-on-one with legislators and their staff. The most recent event in April 2015 involved 28 students presenting 25 posters and exhibits.
- College-level Student Awards. Several colleges offer awards to students who conduct outstanding research and creative activity.

Undergraduate and Graduate Resources and Funding. To promote student engagement in research and creative activity, ORGS oversees a menu of programs that provide mentoring and funding.

3.C - Core Component 3.C

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

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.

CMU has sufficient numbers and continuity of faculty members to support all teaching and non-teaching roles. Currently, CMU employs 959 full-time faculty and supports a total of 944 FTEs, for a student-to-faculty ratio of 21:1. CMU is able to attract and retain quality faculty. According to Human Resources' **Staff/Faculty Population Report**, regular faculty members average thirteen years of service, fixed-term faculty members average four years, and part-time temporary (adjunct) faculty who have taught also average seven years (**Evidence: March 2016 CMU Staff Faculty Pop Report**).

CMU faculty engage in service that includes advising, supervising student research, sponsoring student clubs, curriculum development, and program assessment. According to the NSSE data, nearly all seniors report talking about career plans with a faculty member or advisor. A majority of senior students discussed ideas from readings, worked on a research project, or engaged in other committee work outside of class with a faculty member. The *Central Michigan University and Central Michigan University Faculty Association 2014-2019 Agreement* recognizes service as one of the three pillars in the tenure and promotion process.

CMU adheres to the HLC assumed practices for determining qualified faculty. Details regarding faculty credentials are presented in the following section.

3.C.2. All instructors are appropriately credentialed, including those in dual credit, contractual, and consortial programs.

Tenure-Track and Tenured Faculty. According to the *CMU/CMUFA 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 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 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 (Evidence: Faculty Hiring Guidelines)**.

Fixed-Term Faculty. Fixed-term faculty members and teaching post-doctoral fellows are appointed by the dean of the appropriate college after receiving a recommendation from the department chair and with the concurrence of the Executive Vice President/Provost or designee. Part-time temporary faculty members teaching through Global Campus are reviewed for individual course approvals by the academic department chair or review committee. In accordance with the *CMU/CMUFA Agreement*, Article 26 (**Evidence:** *CMU CMUFA Agreement* **Article 26**)**,** approvals are granted for one-time-only, one-year, or three-year periods.

All instructors are highly qualified and credentialed in their field of study, and all hold qualifications in the specific subspecialty or something very close to it; for example, an instructor of Arabic holds a master's in TESOL and is a native speaker. In areas where the master's degree is the terminal degree, faculty have earned the terminal degree and at least 10 years of relevant and current experience. As described below, all faculty supervising research at any level possess the doctorate and are research-active. FPS in conjunction with the faculty unions, will be developing a policy and procedure for determining the minimal experience and method of evaluation for implementing tested experience as a basis for hiring faculty.

Teaching Assistants. All graduate teaching assistants (GTAs) receive **professional development from CETL (Evidence: CETL GTA Training)** and from their departments. In addition, GTAs meet regularly with a faculty member to review progress of their students and to address problems. No graduate student teaches undergraduates without both professional development and supervision. With the exception of laboratory sections, UP courses are taught by persons of faculty rank or, in a few instances, by doctoral students who have been admitted to candidacy.

Honors Program Faculty. Nearly 200 CMU faculty serve as approved honors program faculty. Honors faculty are innovative teachers, have a strong interest in mentoring honors students, and are willing to engage honors students in undergraduate research. The criteria and approval process for honors program faculty are specified in the **Honors Faculty Member Policy (Evidence: Honors Faculty Member Policy)** as approved by the Academic Senate, with honors non-teaching status and honors faculty status awarded after application review by the director of the honors program and representatives from the Honors Council.

Graduate Faculty. To be eligible to perform the basic functions detailed in the **Graduate Education Policy (Evidence: 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 additionally 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 Dean of Graduate Studies.

CMU College of Medicine Faculty. The College of Medicine (CMED) has an academic credentialing function within the Faculty & Staff Affairs office to ensure that faculty hired by CMED 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*, Appendix A, details the qualifications for appointment as a clinical scholar, research scholar, educator scholar, or community educator.

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

Tenure-Track and Tenured Faculty. **Ongoing evaluation** of faculty teaching is built into CMU policy (**Evidence: *CMU CMUFA Agreement* Article 14**). Evaluation is scheduled regularly for reappointment of non-tenured faculty and is provided according to a schedule of eligibility for tenure and promotion decisions. Faculty members holding the highest rank of professor are also evaluated each time they apply for a base-salary increase. The *CMU/CMUFA Agreement*, Article 14 gives authority to individual department bylaws in establishing the specifics in the evaluation of teaching effectiveness.

Fixed-Term Faculty. Evaluation procedures of fixed-term faculty are defined in the ***CMU/UTF Bargaining Agreement*,** Article 11 (**Evidence: *CMU UTF Bargaining Agreement*)**. Fixed-term faculty members are evaluated each time they apply for reappointment, most commonly annually or bi-annually. The agreement establishes three- and four-year contracts, with the requirement of both midpoint and reappointment evaluations. Depending on departmental procedures, an evaluation in accordance with heightened standards may be conducted when the faculty member is eligible for promotion from Lecturer I to Lecturer II and to Lecturer III.

Teaching Assistants. Evaluation procedures for GTAs are defined in the ***CMU/GSU Agreement*,** Article 12 (**Evidence: *CMU GSU Agreement*)**. Faculty supervisors of teaching assistants submit formal written performance evaluations at least once a year based on information specified in the *CMU/GSU Agreement*.

Part-time Temporary Faculty. Part-time temporary faculty teaching through Global Campus are evaluated each time their course approval status is due for renewal. Evaluation procedures are established by the academic department and include evidence of teaching effectiveness. Part-time temporary faculty must seek re-approval at least every three years according to the ***CMU/CMUFA Agreement*, Article 26 (Evidence: *CMU CMUFA Agreement* Article 26**).

End-of-Course Survey. On campus, the end-of-course survey is the **Student Opinion Survey** (SOS) (**Evidence: SOS Support Center**). The Office of Institutional Research distributes SOS forms, analyzes the data, and makes summary reports available to faculty and personnel decision-makers through a user-friendly website. Global Campus collects similar student evaluative data with the **End of Course Survey**, an instrument that includes the same eight questions contained in the on-campus SOS form in addition to others that are specific to Global Campus (**Evidence: End of Course Assessments**).

Most departments include end-of-course survey results among the documentation of teaching effectiveness. The *CMU/UTF Bargaining 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) (**Evidence: *CMU UTF Bargaining Agreement***). The *CMU/GSU Agreement* states that, where applicable, evaluation of graduate student teaching will include information from student evaluations, along with optional supplementary information, such as findings from classroom observations (**Evidence: *CMU GSU Agreement***). Part-time temporary faculty teaching through Global Campus automatically have end-of-course surveys sent to students by Global Campus at the end of each course.

Specialized student surveys are required by some professional accreditation agencies including ARC-PA and 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 evaluated at the end of each course. Those evaluations are reviewed by their discipline chair as well as the Associate Dean for Compliance, Assessment and Evaluation. The process for performance evaluations for all College of Medicine faculty are defined in the *CMU College of Medicine Faculty Appointment Manual*.

3.C.4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

Professional Development and Disciplinary Engagement. CMU funds continued professional development in the disciplines through programs offered by the Office of Research and Graduate Studies. The Faculty Research and Creative Endeavors program distributes publication and exhibition cost grants and premier display grants. Individual colleges and departments allocate annual funding to support travel to professional meetings and to defray publication costs.

Start-up Packages for New Hires. In an effort to attract and retain the best faculty, CMU has dramatically increased its start-up packages for new faculty. The details for start-up packages vary by individual and discipline, but all include research support ranging up to $300,000 for bench sciences to provide equipment, supplies, summer stipend, and personnel support for the first two or three years in an effort for faculty to establish their laboratories and be competitive for external funding. In addition, most colleges provide a reduced teaching load for the first two years and a reduction in the expectation for service. Funding to attend grant-writing workshops,

professional meetings, and conferences as well as the purchase of computers and software is provided by the departments.

Sabbaticals. In accordance with the *CMU/CMUFA Agreement*, tenured faculty are allowed one-semester sabbatical leaves at full pay after every six years of service. 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, 191 faculty have taken sabbaticals; 88% of these were one-semester leaves.

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

Center for Excellence in Teaching and Learning. The **Center for Excellence in Teaching and Learning** (CETL; formerly the Faculty Center for Innovative Teaching**)** champions CMU faculty interested in the research on evidence-based teaching and learning and offers university-wide workshops and webinars, customized departmental sessions, individual consultations, classroom visits for formative assessment, and two learning cohorts (**Evidence: CETL Org Chart**). All new faculty members are introduced to CETL and its services during the two days of teaching and learning workshops that are part of **New Faculty Orientation** followed by a yearlong program designed to support the success of new faculty (**Evidence: New Faculty Orientation 2016 Draft**). As the diversity of the student body increases, CETL will partner with the Office of Diversity Education to develop teaching pedagogies, use of technology, incorporation of hybrid courses, and online offerings.

College of Medicine. CMED faculty, including both basic scientists and clinicians, receive teaching support from the CMED Director for Educator Development Programs, who provides an array of services including one-on-one consultations, just-in-time training, teaching observations, workshops, and webinars.

3.C.5. Instructors are accessible for student inquiry.

Accessibility. 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. These hours are posted on the department web pages and in the department office. These practices result in high ratings from students regarding instructor accessibility, with mean responses on the student opinion survey for this item of 3.32 for **large classes** (over 60 students) and 3.36 for **intermediate-size classes** (41 to 60 students) on a 4-point scale (**Evidence: SOS Large Classes Mean 2013-2014) (Evidence: SOS Intermediate Classes Mean 2013-2014**).

For online classes offered through Global Campus, instructors are required to acknowledge receipt of student telephone calls, email messages, or mail inquiries within 24 hours and to provide complete response or resolution within 48 hours, seven days a week. The end of semester survey form contains a question regarding the accessibility of the instructor outside of

classroom hours, and, for the 2014-2015 academic year, the mean score for this item was 3.42 for online courses and 3.69 for courses offered face-to-face format.

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. The university hosts M.A.J.O.R. night once each year to bring faculty from all academic departments to one locale for student advising.

3.C.6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Academic Advising. All advisors hired through CMU's Academic Advising and Assistance Office have an earned bachelor's or master's degree and have appropriate experience in higher education to advise university-level students. **New advisors train** (**Evidence: Academic Advising Training Program**) intensively for one month, after which time they attend weekly and monthly training meetings to help improve skills and stay current on policy, technology, and curricular changes. Academic advisors are members of the National Academic Advising Association and Michigan Academic Advising Association. CMU supports continuous growth and improved practice and development with on-the-job training, annual performance reviews, a newly organized annual assessment retreat, and active engagement with national organizations.

Each college has a center for student services or student success that offers early advising for students and directs them to appropriate faculty advisors. Each is staffed with advisors and a success coach who are available to assist students with selection of a major and degree requirements, course planning, academic success, career help, development of a four-year plan, and other concerns. The college advisor acts as a liaison between university-level academic advisors and program-level faculty advisors. Success coaches are full-time professional staff who are trained to assist students through ongoing, developmental advising. Staff receive ongoing training as described above and also communicate regularly with faculty to stay abreast of program changes and to ensure consistent messaging to students. In addition to the college-level advisor support resources, the Athletics, Honors, and Pathways programs also offer academic advising services with professional advisors that have additional training for work with the targeted students in each program.

Success Coaching. Success coaches receive extensive training focusing on soft skills, best practices in advising and student development, cognitive development, retention strategies, and current issues facing higher education. At the beginning of each academic year, success coaches participate in a coaching institute to provide a framework for first-time meetings with students, building a relationship, asking informative questions, and helping motivate students through obstacles. Through ongoing trainings including bi-weekly book club, weekly success coach

meetings, and monthly staff meetings, success coaches discuss best practices and scholarly topics.

Both academic advisors and success coaches participate in professional development opportunities provided by the Educational Advisory Board Student Success Collaborative. These opportunities allow advisors to better use the Advising Workbench and predictive analytics to reach at-risk students. Attending monthly all-campus advisor meetings also allows coaches and general academic advisors to remain current with curricular and academic changes.

Support Staff Training. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified with formal education and training. All financial aid counselors have a minimum of a bachelor's degree, attend at least one conference each year, and have the opportunity to view numerous webinar training sessions that are offered by the National Association of Financial Aid. Additionally, the Office of Scholarships and Financial Aid conducts regular all-staff meetings on a bi-weekly basis to ensure that staff are aware of the current issues related to the delivery of student financial aid.

Academic tutors and supplemental instruction staff must be recommended by a faculty member, have a cumulative GPA of 3.0 or better, and have earned at least an A- (tutors) or B+ (SSI) in the class. They receive group and one-on-one training including FERPA, communication and tutoring strategies, and program policies.

Co-curricular staff training. CMU excels in the area of co-curricular activities, such as Leadership Safari, Leadership Institute, Multicultural Academic Student Services, and student volunteer services. The leaders of each of the areas are engaged in providing activities that support student success.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

3.D.1. The institution provides student support services suited to the needs of its student populations.

CMU provides student support services and regularly reviews enrollment trends and student survey feedback to understand and respond to student needs. At present, the university provides full-range support services, including general and college-based academic advising described in 3.D.3 and support to ensure academic success discussed in 3.D.2.

Counseling Center. The **Counseling Center** (**Evidence: Counseling Center**) provides free and confidential personal counseling services for currently enrolled CMU students for various issues and concerns that may negatively impact one's academic success, interpersonal relationships, health, or safety. Individual and group counseling services are available in addition to workshops, limited in-service training and outreach programs, referral to on- and off-campus agencies and services, and selected mental health screening. During the academic year, counselors are on-call after hours and weekends to assist students and CMU faculty and staff when there are urgent/emergency student mental health concerns.

University Health Services. The staff consists of board-certified physicians, physician assistants, and nurse practitioners who are fully qualified to provide primary care services. There is a laboratory on site. X-ray and other diagnostic imaging services are available through an agreement with a local radiology clinic. **UHS is dedicated to educating students** to make healthy decisions and become informed health care consumers as well as active partners in their treatment plan (**Evidence: University Health Services**).

CMU Police. The **CMU Police Department** 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 (**Evidence: CMU Police**).

Student Disability Services. CMU is committed to providing equal opportunities for success to **students with disabilities** (**Evidence: Student Disability Services**). Services are available to assist students in their effort to learn and grow from their college experience.

Veterans' Resource Center. 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 the Mount Pleasant campus are provided peer-to-peer mentoring services (**Evidence: Veterans' Resource Center**).

Financial Aid and Loan Counseling. The Office of Scholarships and Financial Aid (OSFA), 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 Services. Career Services assists students in recognizing career development as a lifelong process and in developing decision-making and job search skills that will enhance their ability to make an informed career decision. Services include resume critiques, mock interviews, assessments, registration for internships, and many career events.

International Affairs. The **Office of International Affairs** (OIA) provides campus-wide leadership in coordinating, planning, and developing international programs and initiatives (**Evidence: OIA**). OIA's role includes international student recruitment; undergraduate international student and English language student admissions, services to international students and faculty, and coordination of affiliation agreements with international universities. The OIA assists international students, scholars, and faculty in understanding immigration regulations and maintaining valid legal status in the U.S. The OIA is responsible for maintaining university compliance with federal reporting regulations for international students and scholars.

Information Technology. A wide variety of technology resources and support is available for students, faculty, and staff. OIT 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.

Student Ombuds Office. The **Ombuds Office** recommends the best courses of action for students to resolve conflicts (**Evidence: Ombuds Office**).

3.D.2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

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.

Early Academic Advising and Placement. Entering undergraduate freshmen and transfer students attend the required academic orientation facilitated by professional academic advisors and faculty members. In advance of student attendance at academic orientation, placement reports in mathematics and English are prepared for each student. An optional foreign language placement test is administered for students pursuing university-level foreign language coursework. Assessments of ACT and high school or post-secondary grade point average determine first-semester courses that are best suited for each student.

CMU Global Campus provides learning support and preparatory instruction, which addresses the needs of post-traditional students. Resources are available through CMU Online and include an admission representative, an online ally, a program administrator, an academic advisor, a librarian, and a graduation specialist. Academic learning support continues with orientation, either face-to-face at one of the local CMU centers or through an online session. Every student is

assigned an academic advisor who works closely to help with preparations for each academic semester.

The College of Graduate Studies provides an online orientation for graduate students that gives academic policy information as well as information on various services available to the graduate teaching assistants. Many graduate programs hold their own orientation before classes begin.

Tutoring Services. **Peer tutoring services** are available for most undergraduate courses, beginning the 2nd week of classes and ending the week before finals. 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 (**Evidence: Tutoring Services**).

Supplemental Instruction. Courses with historically high failure/withdrawal rates have scheduled times for supplemental instruction. The Academic Advising web page lists the course, the SI leader, and the days, times, and location of instruction (**Evidence: Supplemental Instruction**).

Mathematics and Statistics 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 the library and the other in the Towers, the largest dormitory. The center's website provides information on locations, courses, and hours. In addition, services are available to students taking their programs via Global Campus through online submission (**Evidence: Math Assistance Center**).

Writing Centers. 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 including faculty and non-native English speakers. The **Writing Center** has three locations—the library, the Towers, and Anspach Hall. The center's website provides resources, answers to frequently asked questions, hours, and locations. In addition, services are available to students taking their programs via Global Campus through online submission locations (**Evidence: Writing Center**).

Multicultural Academic Student Services. The Office of Multicultural Academic Student Services (MASS) provides assistance to students with academic, personal, and social concerns and needing cultural support. The office coordinates student activities and retention services and serves as a representative voice for CMU's students of color. The office also offers mentoring through the Men About Change program along with the Women's Initiative of Strength and Hope (WISH) program.

Pathways to Academic Success. The **Pathways** program, offered through the Center for Inclusion and Diversity, is designed to increase the retention and graduation rates of first-generation and Pell Grant-eligible students. Pathways targets these students, contacting them before the semester begins, and monitors their progress, then connects them to services and resources with the goal of helping them achieve academic success (**Evidence: Pathways**).

Native American Programs. The **Native American Programs** (NAP) office is responsible for various programs related to the Native American community and Native cultures. The program offers many opportunities for students, such as the Niijkewehn Mentoring program, to mentor local Native American youth to achieve their academic and educational goals, and sponsors 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 the NAP office (**Evidence: Native American Programs**).

English Language Institute. The **English Language Institute** provides English instruction to students who require language skills and strategies necessary for successful completion of academic classes and acclimation to university life in the U.S. (**Evidence: English Language Institute**).

There are many more learning support services and centers available to students by a search of the website. These include the residential colleges and learning communities, assistance to transfer students and those in active military service, and tutoring for specific courses in the sciences and business.

3.D.3. The institution provides academic advising suited to its programs and the needs of its students.

Academic advising is provided through the Office of Academic Advising and Assistance, the academic colleges, residential colleges, and student success coaches. In addition, more specialized advising is available to student athletes, honors students, and students entering pre-professional or interdisciplinary majors.

General Advising. CMU has improved the advisor-to-student ratio over a three-year period, from 1:1200 in 2012 to 1:500 in 2015, resulting in an increase in the number of declared majors by junior year and a significantly higher number of student academic advising appointments. A team of seven general, professional academic advisors are assigned to first-year undeclared students, and specialized academic advisors are employed in the areas of athletics, honors, and pre-professional programs.

The university's six undergraduate colleges employ one or more college-based, professional academic advisors and often host a student success center. College advisors provide specialized advising, educate students about career options, and assist students with proper sequencing of courses. Many college student success centers utilize software that helps identify at-risk students, improving their outreach and retention efforts.

Advising technology improvements were implemented in 2012 with the creation of Advising Workbench, a self-help degree audit system utilized by students, faculty, and academic advisors. During the 2013-2014 academic year, CMU increased its general academic advising capacity by adding college-based advisors and collaborated with the Education Advisory Board to create success markers for each college major and to provide early notification to faculty and staff advisors about students possibly needing additional assistance.

Global Campus. CMU Global Campus has an Academic Advising unit that provides students help in identifying their educational needs, interests, and goals. Academic advisors include professionals from education, business, and government. They are available for advising appointments at regularly scheduled times and can be reached by email or phone. Scheduling information is either mailed to the student or is posted at the student's local CMU center. In addition, post-traditional students at a distance meet with an academic advisor within the first 12 credit hours of enrollment to develop a program plan that outlines a clear pathway to timely degree or program completion. As a part of the plan, advisors review courses and options related to prior learning credit. Eligible students are able to earn academic credit through work experience by preparing a prior learning portfolio.

Pre-Professional and Interdisciplinary Advising. Advisors for students interested in a career in one of the fields that require training in a professional school make curricular recommendations, suggest typical course sequences, and identify suitable elective courses that will meet the admission requirements of the professional school. CMU offers many interdisciplinary programs. Advisors must provide recommended curricular paths to students that will prepare them for post-graduate training or entrance to a career.

Faculty Advisors. Faculty are the only advisors that can sign 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 have been discussed in section 3.C.5.

3.D.4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).

CMU's teaching 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. 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. The institution maintains an excellent system for supporting computer use and Internet access. Through five redundant fiber paths from Merit Networks, CMU has two 10G connections to the Internet/Internet2. On campus, there is a 40G path out of the data center, and almost all academic buildings are connected at 10/100/1G. Wireless access is pervasive across campus. CMU has over 100 active computer labs. CMU also makes available to its students, faculty, and staff a full suite of productivity and academic software including Blackboard and Microsoft Office 365 as well as a host of appropriate discipline-specific software. The university provides high-performance computing (HPC) infrastructure for its research community through an arrangement with Michigan State University. A Help Desk is

available for students, faculty, and staff throughout the university, and the colleges maintain specialized support staff.

Scientific Research Space. The Engineering and Technology Building houses 30 specialized laboratories and classrooms for the School of Engineering and Technology. Teaching laboratories include electrical 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, and vibrations.

Research in all disciplines is supported with excellent space, equipment, and computing facilities. Computing facilities include Mac, Linux, and Windows workstations and hardware and software for multimedia, software engineering, web design, computer networking, and databases.

Shared equipment includes mass spectrometry, spectroscopy, nuclear magnetic resonance, x-ray diffraction, chromatography, thermal analysis and rheology, and electron microscopes. GIS workstations, an observatory, and a greenhouse are located in Brooks Hall. Vivaria and specialized habitat chambers support animal research. Additional, discipline-specific research facilities are distributed across campus.

The Biosciences Building is scheduled to open 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.

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, and 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. A completely renovated former Coast Guard boathouse houses research vessels and a state-of-the-art experimental mesocosm facility.

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 rest rooms within the McNeel lodge. Neithercut Woodland is used for research in biology, conservation, geography, and geology. It also serves as a center for developing innovative approaches to environmental education.

Library Services. The Charles V. Park Library at Central Michigan University is a resource center for CMU students, faculty, and staff. Its collections contain more than 1,000,000 books and other print items, 50,000 electronic books, 125 electronic periodical article databases, electronic access to the full-text content of more than 30,000 journals, and more than 15,000 multimedia items. The library's electronic holdings are accessible around the clock and from any location. Additionally, the Park Library is a federal and state government document depository library, which means it provides access to items published by the United States Government and

the State of Michigan. Items not owned by the library may be obtained from other institutions through the library's interlibrary loan service. (See 3.D.5 for discussion of services.)

Performance Spaces. Central Michigan University's College of Communication and Fine Arts is home to numerous state-of-the-art performance spaces where students receive first-hand practical experience, whether it is through music performances, theatre productions, broadcasts, art exhibits, debates, or lectures. Opened in 1997, the 119,000-square-foot, fully mediated School of Music Building houses the 499-seat Staples Family Concert Hall equipped with a pipe organ, and the 105-seat Chamichian Recital Hall. Moore Hall, dedicated in 1971, is home to two HD radio stations, student-run TV station MHTV, and the Townsend Kiva Theater, a theatre in the round with a capacity of 300. Bush Theater, also in Moore Hall, seats 500 and features many student and professional theatrical, musical, and dance productions.

Specialty Clinics. The Carls Center for Clinical Care and Education, 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 to persons from infancy through adulthood. In addition, the Carls Center provides real-world clinical experiences for students pursuing careers in the health professions.

Summer Specialty Clinic, through the Department of Communication 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's of Speech-Language Pathology program provide the treatment along with local speech-language pathologists.

The Counseling Program also has a Center for Community Counseling and Development that was recently renovated and provides graduate students with a practicum course while also providing a service to individuals in the community for little or no charge.

The Center for Global Sport Leadership is part of the Sport Management program, with the goal of using sports for the greatest good by building and sharing expertise on the most challenging leadership issues faced by leaders of local, national, and international sport organizations and by developing leaders that promote social responsibility through education, research, and service to 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 program, 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 development of quantification tools for the clinic is currently underway in this center.

The Central Autism Assessment and Treatment Center is a multidisciplinary student-training center that provides comprehensive, evidence-based treatment for children and adolescents with autism spectrum disorders.

The Center for Children, Families and Communities provides space for research and mental health interventions for Michigan families as well as providing out-of-classroom education for graduate and undergraduate students.

Child Development Learning Lab. The Child Development Learning Lab provides a laboratory in which university students majoring in early childhood may observe, teach, and study under the supervision of early childhood teachers trained in the Reggio style of instruction. The program provides an enriched educational experience for Mid-Michigan pre-school-aged children that targets their social, emotional, physical, and language development.

Museums and Galleries. 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, natural history, and zoology. The museum supports permanent and temporary exhibits, virtual exhibits, and outreach to schools and the community. The University Art Gallery has 1,890 square feet of exhibition space in a former chapel constructed in 1959. It supports numerous exhibitions each year by student, faculty, and local and international artists, providing hands-on experience to students through work-study, internships, and volunteer opportunities.

Visual Merchandising Lab. The Visual Merchandising Lab opened in August 2015 and is the first multipurpose space of its kind at a four-year institution in the United States. It incorporates a mock store, display area, technology such as foil touch screen film, state-of-the-art lighting, computer workstations, and a new vinyl plotter/cutter.

MakerBot Innovation Center. 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 MakerBot Innovation Center opened in Fall 2015 and supports courses related to fashion product conceptualization and development and creation in the visual arts.

3.D.5. The institution provides to students guidance in the effective use of research and information resources.

To promote two of our core values, innovation and integrity, CMU provides an array of structured learning experiences, resources, and services to guide students as they navigate the retrieval, evaluation, and ethical use of diverse information sources. Many students receive advanced training in information literacy through their major courses, but all undergraduate students are impacted by general education requirements. In addition, all students, regardless of degree level or location of instruction, have access to our multi-faceted library services.

Information Literacy through the General Education Program. The majority of undergraduate students complete Freshman Composition and Intermediate Composition. In **Freshman Composition**, students learn to evaluate and incorporate source material into their writing using

appropriate and correct citations (**Evidence: ENG101 MCS**). In **Intermediate Composition**, students conduct secondary research, incorporating a variety of print and non-print sources (**Evidence: ENG201 MCS**). Information literacy training continues in the disciplines through four **writing-intensive courses** that require students to select, analyze, and evaluate information/data from sources (**Evidence: Guidelines for WI MCS Submissions**).

Most undergraduate students complete their oral English competency requirement through Introduction to Communication or one of two 200-level **debate courses**. A learning outcome for **Introduction to Communication** is to "locate information from texts, libraries, electronic data sources and experts" (**Evidence: COM101 MCS**). Critical analysis of sources is an important component in both **debate courses**, as the ability to "locate, synthesize, and assimilate new information from text libraries, electronic data sources and experts" is listed as a learning outcome (**Evidence: COM 267 MCS**).

CMU Library Services. CMU Libraries provide resources and instruction to promote research and information literacy, wherever instruction is offered. Orientation programs for students and new faculty include an introduction to library resources and bibliographers. The Libraries' mission to "support the instructional and learning, research, and service programs of Central Michigan University" is realized through numerous services and initiatives, both on campus and through Global Campus.

Responsible Conduct in Research Training. Effective January 4, 2010, any undergraduate student, graduate student, or postdoctoral researcher in a principal investigator (PI) role and who receives NSF funding contributing toward salary or stipends is required to follow the university's plan in providing **responsible conduct of research**. In addition, students and faculty who engage in projects that require IRB or UACUC approval are required to complete Collaborate Institute Training Initiative (CITI) certification. CITI training is available without cost to students who are assigned to complete such training as part of their research methods courses (**Evidence: Responsible Conduct Research Implementation Plan**).

Succeeding in American Higher Education. In an effort to help international students understand Western culture and the importance of academic integrity, the Office of Academic Effectiveness worked with international students, alumni, and the English Language Institute (ELI) faculty to write a short text, *Succeeding in American Higher Education*, which explains academic integrity in simple terms and in the context of cultural differences (**Evidence: Succeeding in Amer Higher Ed - English**). The text includes scenarios with discussion questions and a section on the American classroom. The text was translated into Traditional Chinese, Simplified Chinese, and Arabic. Every international student receives a copy. In addition, a **workbook** in very simple English was developed for use in the ELI classes (**Evidence: Succeeding in Amer Higher Ed ELI Workbook**). A discussion of the Academic Integrity Policy is part of orientation for all international students. This text in English is used in many graduate courses as an introduction to research integrity.

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.

Leadership Camp. Leadership Camp provides leadership development opportunities as well as a capstone experience for junior and senior CMU students, who each commit over 100 hours to facilitating the annual programming. Through simulations, presentations on service and citizenship, and direct service, students gain hands-on application of what it means to be a contributing member of a community with an increased understanding of the power that they have to make change, including empowering others.

Leadership Safari. **Leadership Safari** is a five-day program designed for freshmen and transfer students that supports success and acculturation to college life, collegiate learning, and supporting CMU resources. Safari focuses on developing better citizens through a leadership model coupled with Character Counts! ® tenets. Programming throughout the week includes discussions, hands-on activities, and a showcase of nationally renowned speakers (**Evidence: Leadership Safari**).

Leadership Institute. **Leadership Institute** offers comprehensive student leadership development programming to more than 4,000 students annually based on the LEAD framework, which prepares the next generation of leaders who will act responsibly to improve the quality of life, state of the economy, and communities in which they live (**Evidence: Leadership Institute**).

Office of Residence Life. **Office of Residence Life** (ResLife) works diligently to enhance the entire student experience by offering a warm and welcoming community for all residence hall students and university apartment residents. ResLife utilizes a unique programming philosophy called **PASSAGES** (Personal, Academic, Self-Awareness, Seasonal, Acceptance, Growth, Emotional, and Send-Off) that provides intentional, engaging experiences for students as they progress through the many transitions of an academic year (**Evidence: Residence Life**).

Mary Ellen Brandell Volunteer Center. The Mary Ellen Brandell Volunteer Center (VC) holds at its core the responsibility of students serving through providing opportunities to engage in their global community. Through service opportunities, students are able to enhance their educational experience and learn what it means to be a caring citizen. Student-led programming supports

community engagement and leadership development. The Alternative Breaks program sends students across the nation and world to volunteer to feed the hungry, mentor youth, support survivors of aggression, build access ramps for persons with disabilities, and assist The Trevor Project, a suicide prevention initiative. The CMU Volunteer Center ranked third for the number of participants and trips during the 2014-2015 academic year by *Break Away*.

Additional VC programs include the mentoring/tutoring programs serving the local community through Adopt-a-Grandparent, America Counts and Reads, and Lunch Buddies. Campus programs and community education also occurs through the David Garcia Project, Safer Sex Patrol, and Service Ambassadors programs. During the 2014-2015 academic year, the VC sponsored events including an annual social justice and advocacy conference, the 9/11 Day of Service, the Foster Care Children Blanket Project, an annual spring community service day, a social justice film and speaker series, Hunger and Homelessness Awareness Week, MLK Day of Service, letter-writing outreach to Veterans, Campus Positive Volunteers that support learning and mentoring of first-generation, low-income middle and high school students, and the Adopt-A-Family Holiday Wishes project.

Office of Student Activities and Involvement. **The Office of Student Activities and Involvement** focuses on creating a sense of belonging through co-curricular engagement and diverse opportunities through partnerships between students and campus resources. The office engages students through fraternity and sorority life, student organizations, and sponsored student events. Student organizations provide students with the opportunity to build meaningful relationships with students, staff, and the CMU community; learn and practice real life leadership skills; and hone experiences to aid their personal and career aspirations (**Evidence**: **Student Activities and Involvement**).

3.E.2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

According to responses from seniors on the 2015 National Survey of Student Engagement, participation in co-curricular activities was positively related to the following engagement indicators: Reflective and Integrative Learning, Quantitative Reasoning, Collaborative Learning, Discussion with Diverse Others, Student-Faculty Interaction, Quality of Interactions, and Supportive Environment. These data confirm that CMU is fulfilling its claim to provide students with the knowledge and experiences needed for them to become productive global citizens.

Central Michigan University's mission statement expresses, "We are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society." While it is difficult to measure the impact of the total CMU experience, our graduates report the following regarding the value of their education. In response to the 2013-2014 First Destination Survey, sent six months post-graduation, CMU graduates reported that the following experiences were helpful in obtaining their current positions: fraternity or sorority experiences, co-curricular activities, and other student club/organization experiences. They also reported the following experiences as being

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helpful in obtaining their current position: varsity sports, intramural sports, and student government.

3.S - Criterion 3 - Summary

CMU is committed to developing and delivering high quality education both on campus and throughout the world. The mission statement conveys the university's clear intent to provide a learning environment where students thrive and develop both personally and intellectually, and the strategic plan identifies student success as CMU's most valued goal. Strategic Priority I states that Central Michigan University will "challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens." To this end, Priority I has three initiatives: 1) educate students in a broad base of liberal studies toward mastery of an academic discipline; 2) enrich students' communication, inquiry, creative, and critical-thinking skills; and 3) engage students in relevant and responsive academic and co-curricular experiences, with a focus on the value of diverse perspectives and personal responsibility. This strategic priority and the aligned initiatives provide focus to the university's actions and clearly demonstrate that intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to all educational programs.

CMU's faculty and staff create a learner-centered community where students develop academically and personally through an outstanding selection of curricular and co-curricular experiences. Faculty are valued as curricular experts who shape and evaluate the quality of the curriculum. The faculty are responsible for developing and maintaining programs that are current, challenging, and consistently presented at all locations and through all delivery mechanisms. Students and instructors partner for learning in an environment that provides state-of-the art technology; numerous laboratories; field research, performance, and clinical practice sites; and library services that continually evolve to meet the needs of a changing research and learning landscape. Due to the stability and commitment of our faculty and staff, CMU students can build long-term relationships in a supportive environment that challenges them to explore who they are and who they hope to become.

Through its student services offices and campus resources, CMU fosters student-led programming that promotes community engagement, leadership development, and academic advancement outside of the classroom. Data collected through surveys of recent graduates confirm that these co-curricular opportunities reinforce the knowledge and experiences students need to become productive global citizens.

Criterion 5 Evidence Files

Academic Advising Training Program

Academic Effectiveness Org Chart

Academic Planning Council

CAD Flowchart New Degree

CAD Flowchart Program Modification

Certification Examination Results and Posting

CETL GTA Training

CETL Org Chart

CMU CMUFA Agreement Article 14

CMU CMUFA Agreement Article 26

CMU Generation Study Abroad

CMU GSU Agreement

CMU Police

CMU UTF Bargaining Agreement

COM101 MCS

COM267 MCS

Counseling Center

Diversity Unit Events 2014-2015

End of Course Assessments

ENG101 MCS

ENG201 MCS

English Language Institute

Example 500-level MCS

Example Study Abroad Affiliation Agreements

Faculty Hiring Guidelines

Final Report Studying Gen Ed 2006

Gen Ed Assessment 2004-2013

General Education Assessment Plan

General Education Basic Document Set

General Education Director Position Desc

General Education Website

Global Campus Graduation Statistics 2010-2015

Graduate Education Policy

Guidelines for WI MCS Submissions

Higher Ed Diversity Award

Honors Faculty Member Policy

Honors Study Abroad 2009-2015

Leadership Safari

Leadership Institute

March 2016 CMU Staff Faculty Pop Report

Master Course Syllabus Review and Guidelines

Math Assistance Center

Mission, Vision, Core Values

MTA and MACRO Agreements

Multicultural Diversity and Education Council Charge and Membership

Multi-Site Visit Reviewer's Report 2011

Native American Programs

New Faculty Orientation 2016 Draft

NSSE Report 2015

OIA

OID Major Events

Ombuds Office

On-Campus Enrollment Profiles and Projections Fall 2015

Pathways

Presidents Provosts Research Award

Priority and Metrics Goal Report for 2015-2016

Program Review Handbook 2015

Program Review Schedule 2012-2017

Quantitative Reasoning Proposals

Residence Life

Responsible Conduct Research Training Plan

SOS Intermediate Classes Mean 2013-2014

SOS Large Classes Mean 2013-2014

SOS Support Center

Specialized Accreditation Table

Student Activities and Involvement

Student Disability Services

Student Writing at CMU – Kreth

Students' Views of the Climate for Diversity

Study Abroad Data

Study Abroad Scholarships

Succeeding in Amer Higher Ed ELI Workbook

Succeeding in Amer Higher Ed – English

Supplemental Instruction

Tutoring Services

University Health Services

Veterans' Resource Center

Writing Center

Writing Intensive Proposals

Criterion 3 Evidence
Academic Advising Training Program

Academic Advising & Assistance Advisor Training
Fall 2015

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Area 1:   Welcome to CMU and your Role as an advisor!

_____ Tour of Success Center and Residence Hall areas
_____ Meet Assistant Director, Counselor in Residence, CMU Police, Success Coaches
_____ Tour of Ronan Hall and partner offices
_____ Tour of College advising services/college staff/department resources
_____ Human Resources-New Staff Orientation
_____ Global ID/SAP Access (help desk 774-3662)
_____ Campus Tour
_____ Office keys/fob access/Open and closing office-access
_____ CMU Parking permit and locations to park

Area 2:   Office Procedures/ Office Orientation

_____ Student Assistants
          _____ Review written Student Assistant Expectations
          _____ Review office expectations by success center
          _____ Review student hiring procedures/supervision
          _____ Meet each student assistant/access to phone numbers
          _____ Know where to locate the student assistant schedule
_____ Learn how to use office phone (pick-up, transferring, etc…)
_____ Review screening/referrals for advising
_____ Learn how an appointment is scheduled
_____ Learn how to prepare records for appointments (in case you would ever need
          to; usually student assistants would do it).
_____ Learn where appointment folders will be kept before appointment takes
          place/where to file
_____ Review Advising Record and discuss how to fill one out (?)
_____ Review Transfer Student Advising Record (discuss workbench)
_____ Learn what to do with a folder/paperwork when finished with appointment
_____ Review MACRAO Agreement
_____ Learn where important office resources are kept:
          _____ Current and past advisor bulletins
          _____ Copy Code
          _____ Transfer Course Equivalency web site
          _____ "Cheat Sheet" binder (sheets from Orientation)
          _____ Blank Advising Records
          _____ Phone books (on-campus and off-campus)
          _____ Important phone numbers
          _____ Phone number to Academic Advising Office, Ronan 250, 774-7506

_____ File cabinet
_____ Appointment schedule procedures

Area 3:   Scheduling/Calendar/Appointments and Referrals
_____ Provide calendar access to all AA&A staff and Success Centers
_____ Staff meetings, All advisor meetings
_____ Utilizing your calendar effectively for holds/travel/desk time
_____ How to use outlook for meeting schedules/invites/shared events
_____ Review types of appointments, purpose and options
_____ 30 minutes
_____ 15 minutes?
_____ Freshman and transfers
_____ Walk-ins
_____ Group advising
_____ Evening programs within the halls
_____ Special sessions with partner offices/colleges
_____ Administrative projects for advisors
_____ Regular campus events/evening/admissions program support
_____ Time line and flow of advising
_____ Registration times
_____ Important Dates/deadlines
_____ Drop/Add vs. Withdraw
_____ Complete semester withdraw
_____ CR/NC (Credit/ no credit)
_____ Incompletes

Area 4:   Advising and Technology
_____ CMU help desk (774-3662)
_____ Using computer/record management/Discuss FERPA and confidentiality
_____ Discuss record management for office/area
_____ Electronic advising record vs. paper vs. Advising workbench
_____ Residence hall area list serves
_____ Centrallink
_____ MAP-works
_____ tracking with success coaches, residence life
_____ admin registration (netconnect.cmich.edu/adminreg
_____ using bump/waitlist/registration
_____ student scheduling
_____ what they can see vs. what we can see
_____ Filters, waitlist, schedule planning, registration
_____ SAP
_____ access
_____ using shortcuts

_____Image now
_____Advising workbench
_____Sharepoint (?)
_____CMU website
_____michigantransfernetwork.org
_____CMU Transfer equivalency tables
_____ Using Blogs for your area
_____ Michigan guest application for taking classes at other institutions
_____ Orientation profile site, Math/English placements

Area 5:   Academic Advising as a Profession
_____ CMU Academic Advising and Assistance Mission Statement
_____ Core Values of Academic Advising and Assistance
_____ NACADA http://www.nacada.ksu.edu
   _____ Conferences (Regional and National)
   _____ NACADA Journal
   _____ Internet Resources
_____ Structure of office, department, division
_____ Personnel (names, positions, responsibilities, length of time at CMU)
_____ Academic Advisor Job Description (skills and experience required)
_____ Web page: (on centrallink)

Area 6:   Orientation
_____ Academic Advising and Assistance conducts New Student Academic Orientation sessions year round
_____ Explain On-line Freshman Profile
_____ Review student and family team schedules/flow of orientation
_____ Advisors each support various parts of orientation (training/hiring/publications)
_____ Freshman Orientation (12 sessions/300 at each session)
_____ Freshman Orientation (May-August and November-January)
_____ Transfer Student Orientation (year round)
_____ Campus & Community Life Orientation (weekend before classes begin) Logistics and schedule are coordinated and publicized through our Orientation office
   _____ 3 mandatory sessions include a sexual aggression and prevention (SAPA); College Life and the Law (Police/Residence Life); Thru the Eyes of Jo (Institutional Diversity).
   _____ Weeks of Welcome Programming/Mainstage

Area 7:   Academic Advising Process at Central Michigan University
_____ Academic Orientation (freshmen/transfer students)
_____ Campus and Community Life Orientation
_____ Transfer Transitions-coordinated by UAS (October)

_____ M.A.J.O.R Night (Many Advisors Joined Under One Roof (October)
_____ General Academic Advising (Success Centers located in Residence Halls)
_____ Transfer advising in Ronan
_____ Off Campus freshman in Ronan
_____ Professional Advising
     _____ New Advisors in each college area (Fall 2013)
     _____ Business Student Services, Grawn 105, 774-3124
     _____ EHS Center for Student Services, EHS 421, 774-3309
     _____ Pre-Professional Advising (Consult the online Class Schedule Booklet for a list of Pre-Professional Advisors/faculty)
     _____Pre-Health (Lisa Snider)
_____ Departmental Advising (to sign major/minor)
     _____ All students are required to complete an "Authorization for a Major" or sign a "Statement of Intent to Major" by the time they earn 56 hours of credit
_____ Undergraduate Academic Services, Warriner 123, 774-3504
     _____ Students' records will be reviewed and a registration hold placed on students who have completed 56 hours and have not signed a major or a "Statement of Intent to Major"
     _____ Pre-graduation Audit and Advising
     _____ Major (and minor if they are going to have one) must be signed before an audit can be scheduled (Audit schedules open monthly)
     _____ Graduation Audit (Undergraduate Academic Services, Warriner 123, 774-3504)
     _____The free application for graduation generates a graduation audit which is emailed to the student.
     _____If there are follow-up questions or concerns regarding the graduation audit, please contact Undergraduate Academic Services, Warriner 123, 774-3504

Area 8:   Academic Assistance
_____ Probation, suspension and dismissal
_____ Academic empowerment program
_____ AAD 101, 102, 103, 104
_____ Financial Aid appeals
_____ special projects
_____ Academic Support services
     _____ Tutoring services
     _____ Supplemental Instruction
     _____ Math Assistance Center
     _____Writing Center

Area 9:   CMU Bulletin: https://bulletins.cmich.edu
_____ Bulletin has website and can look up by year/major/minor/degree
_____ Major Maps online (shows major courses, not degree)

_____Students receive one at orientation, can purchase additional at bookstore
_____ 7 year rule (can go forward, can't go back)
_____updated issued in August for changes, errors, new programs
_____ University Calendar
_____ Academic Overview
_____ Financial Information
_____ Bachelor Degrees
_____ General Education
_____ University Program
_____ Competencies
_____ Graduation Requirements
_____Special Requirements/Rules/Hours
_____ Minimum # of hours to graduate
_____ # of hours 300 level or above
_____ # of hours from accredited 4-year institution
_____ Maximum # of CR/NC hours
_____ Minimum # of hours earned at CMU
_____ Maximum # of PED/RLA credits that can count towards graduation
_____ General Academic Information
_____ Grading system
_____ Academic Probation/Suspension/Dismissal
_____ Undergraduate Majors and Minors
_____ Interdepartmental Majors and Minors
_____ Pre-Professional Studies/Preparatory Programs
_____ Honors Program
_____Priority Registration
_____Honors Advising/4 year plans
_____ College of Business Administration
_____ College of Communication and Fine Arts
_____ College of Education and Human Services
_____ Dow College of Health Professions
_____ College of Humanities and Social & Behavioral Sciences
_____ College of Science and Technology
_____ Course Descriptions
_____ Campus Map
_____ General Education Chart (Inside Back Cover Right)
_____Bulletin changes/corrections

Area 10:   CMU Degree Requirements
_____ Show Freshman Guidebook and how used during orientation
_____ Show Transfer Guidebook
_____ General Education

_____ University Program
_____ 4 groups/8 subgroups
_____ 27 hours (24-27 hours)
_____ One course from each subgroup
         + 1 U.P. elective taken from any subgroup
_____ Repeat designator rule
_____ CR/NC rule
_____ Minimum cumulative GPA of 2.0
_____ Group II lab requirement
_____New UP courses
_____ If a student studies abroad or takes a foreign language
         course of 102 or higher they do not have to complete the UP
         elective.
_____ Any course taken as part of a study abroad
         program will count for IVB.
         Not all courses on the UP's are recommended for freshmen
_____ Changes Fall 2014 (Writing intensive, Quantitative reasoning, new
         subgroups)
_____ Competencies (refer to Orientation Guidebook)
_____ Written English I (placement)
_____ Written English II
_____ Oral English
_____ Mathematics (placement)
_____ Minimum C grade to achieve competency
_____ Other Degree Requirements
_____ Professional Studies
         _____College Of Business Administration
         _____Teacher Education
_____ Specialized Studies
         _____ Major(s)
         _____ Minor(s)
_____ Electives
_____ CMU Bachelor Degrees
         _____ Bachelor of Arts
         _____ Bachelor of Applied Arts
         _____ Bachelor of Fine Arts
         _____ Bachelor of Individualized Studies
         _____ Bachelor of Music
         _____ Bachelor of Music Education
         _____ Bachelor of Science
         _____ Bachelor of Science in Athletic Training
         _____ Bachelor of Science in Business Administration
         _____ Bachelor of Science in Computer Engineering

_____ Bachelor of Science in Electrical Engineering
_____ Bachelor of Science in Engineering Technology
_____ Bachelor of Science in Mechanical Engineering
_____ Bachelor of Science in Education
     _____ Elementary Emphasis
     _____ Secondary Emphasis
     _____ Elementary Special Education Emphasis
     _____ Secondary Special Education Emphasis
_____ Bachelor of Social Work Degree

Area 11: Computer Usage

_____ How to turn on computer/network/wireless/locking computer station
_____ SAP Account/User ID and Password
_____ http://www.controller.cmich.edu/FIS/Forms/SAPRequest.asp
_____ netconnect.cmich.edu/adminreg
_____ SAP
     _____ How to log on
     _____ Student File
     _____ Master Data
     _____ Academic Work Overview
     _____ Academic History
     _____ Class Schedule
     _____ How to Log off
_____ What to do if you get kicked out of the system
_____ Help Desk 774-3662
_____ How to use Microsoft Outlook System (if necessary in your area)

Area 12: Conducting an Effective Advising Meeting

_____ How to fill out an advising record
_____ How to draw information from student
_____ The importance of letting the student make his or her own decisions
(decision-making process)
_____ Common offices we make referrals to (and why)
     _____ Career Services, Ronan 250 http://www.careers.cmich.edu
          _____ Referrals
          _____ Staff responsibilities
          _____ Resume expert
          _____ FOCUS, Strong Interest Inventory, MBTI
          _____ Internship programs (Capital City)
          _____ Career Fairs (teaching, business)
     _____ Counseling Center, Foust Hall 102 http://www.counsel.cmich.edu
     _____ Undergraduate Academic Services, Warriner Hall 123
          _____ Evaluation of transfer credits

_____Pre-graduation audit
_____Graduation audit
_____ Scholarships & Financial Aid (Student Service Court, UC 119)
_____ Office of International Education http://www.oie.cmich.edu
_____ Residence Life http://www.reslife.cmich.edu
_____ Academic Assistance http://advising.cmich.edu/aap/default.htm
_____ Student Disability Services (Park Library)

Area 13:   Academic Programs Requiring Admission (Undergraduate)
_____ Athletic Training / Sports Medicine
_____ Business Administration
_____ Teacher Education Programs (includes Special Education)
_____ Teacher Education Handbook http://www.ehs.cmich.edu/css
_____ Teacher Education, EHS 421; does all Admission advising
_____ Therapeutic Recreation
_____ Social Work
_____ Music (auditions)
_____High Demand majors/Fields
_____ Pre-PA/PT

Area 14:   Special Topics:
_____ Foreign Language Retroactive Credit
_____How it can be applied
_____How to earn it
_____ Repeat Course Policy
_____ How to advise a student who wants to take a course over the summer at another institution
_____ Transfer Credit Equivalency website http://webs.cmich.edu/ctrans
_____ Michigan Uniform Undergraduate Guest Application
_____ Review Semester Calendar in the Class Schedule Booklet online

Area 15:   Classes Typically Considered "First Year" Student Transition Classes
_____ Review course content
_____ CED 101
_____ FYE 101
_____ EHS 102
_____ EHS 103
_____ EHS 104
_____ LIB 197

Area 16:   Graduate Programs Commonly Selected by Undergraduate Students
_____ Physical Therapy

_____ Physician's Assistant
_____ Medicine
_____ Counseling / Psychology
_____ Audiology
_____ Law
_____ Veterinary Medicine
_____ Pharmacy
_____ Nursing (transfer)

Criterion 3 Evidence
Academic Effectiveness Org Chart

Academic Effectiveness

Claudia Douglass, Vice Provost

Leslie Watters, Executive Secretary

- **First Year Experience** — VACANT, Coordinator
- **Center for Excellence in Teaching & Learning** — Diane Marble, Int. Director
  - **CETL** — Antoinette Tucker, Executive Secretary
- **Honors Program** — Phame Camarena, Director
  - **Honors Program** — Judy Idema, Associate Director
- **Curriculum and Assessment** — Michael Carson, Director
  - **Computer-based Testing Center** — Terri Moeggenberg, Administrator
- **General Education** — Tracy Brown, Director
- **University Bulletins & Curriculum Minutes** — Laura McGuire, Editor
- **Agreements & Interdisciplinary Programs** — Mitchel Hartman, Coordinator
- **Global Campus Undergraduate Programs** — Albert Zainea, Director

Criterion 3 Evidence
Academic Planning Council

About   Admissions   Academics   Athletics   Research   Life at CMU   Giving

CMU
CENTRAL MICHIGAN UNIVERSITY

Central Link
Put your **STAMP** *on the* **WORLD**

Academic Planning Council

The Academic Planning Council (APC) reviews and evaluates proposals involving new degrees, undergraduate majors, minors, graduate certificates, and graduate programs prior to the submission to the relevant Senate Review Committee. Once the program receives final approval by the Academic Senate, the Academic Effectiveness office will submit proposals for new programs to the Academic Affairs Officers Committee of the Michigan Association of State Universities (MASU) for review. If the proposal is for a new degree, Board of Trustees approval is required prior to submission to the Michigan Association of State Universities (MASU).

The first step in the approval process is to complete the New Program Request Form. Guidelines for the development of new undergraduate and masters programs and new doctoral programs are found in the Curricular Authority Document.

Academic Planning Council

> Academic Planning Council
>> Council Members & Agendas/Minutes
>> New Programs
>> Specialized/Professional Accreditation
>> APC Archive
>> Michigan Association of State Universities

> Accreditation

> Agreements

> Bulletins

> Computer-Based Testing Center

> Curriculum and Assessment

Criterion 3 Evidence
CAD Flowchart New Degree

Diagram C. Routing Flow Chart for New Programs

Required Documents
New Program Request Form (Blue
Form)
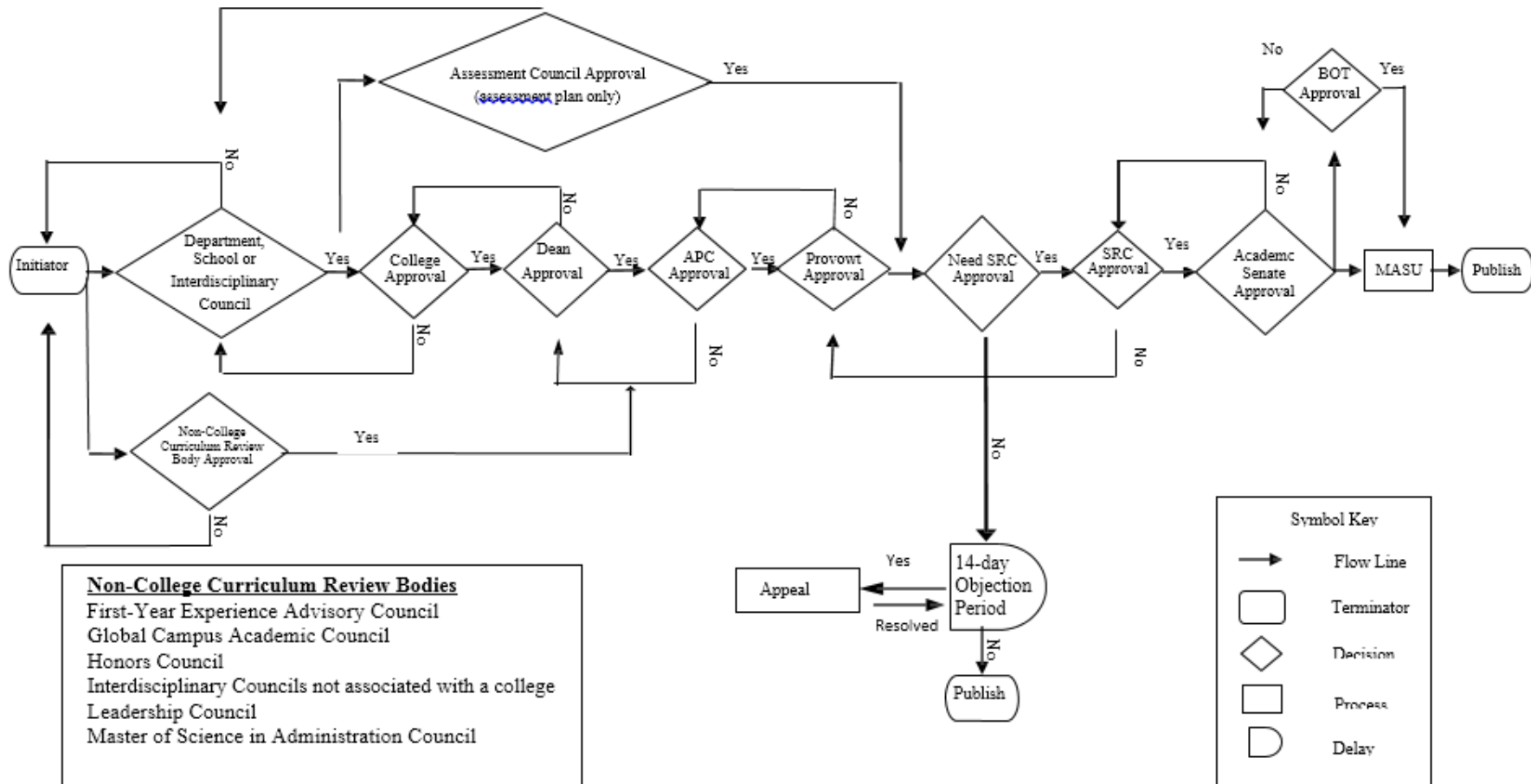
Assessment Council Approval
(assessment plan only)

Initiator

Department,
School or
Interdisciplinary
Council

College
Approval

Dean
Approval

APC
Approval

Provowt
Approval

Need SRC
Approval

SRC
Approval

Academc
Senate
Approval

MASU

Publish

BOT
Approval

Non-College
Curriculum Review
Body Approval

Yes

Yes

Yes

Yes

Yes

Yes

Yes

Yes

No

No

No

No

No

No

No

No

No

No

No

No

Appeal

14-day
Objection
Period

Yes

Resolved

No

Publish

Non-College Curriculum Review Bodies
First-Year Experience Advisory Council
Global Campus Academic Council
Honors Council
Interdisciplinary Councils not associated with a college
Leadership Council
Master of Science in Administration Council

Senate Review Committees (SRC)
General Education Committee (GEC)
Professional Education Curriculum Committee (PECC)
Undergraduate Curriculum Committee (UCC)
Graduate Committee (GC)

Symbol Key

Flow Line

Terminator

Decision

Process

Delay

Criterion 3 Evidence
CAD Flowchart Program Modification

Diagram A. Routing Flow Chart for Course Modification or New Course Proposal

Required Documents

Master Course Syllabus

Course-Related Proposal Form (Green Form)
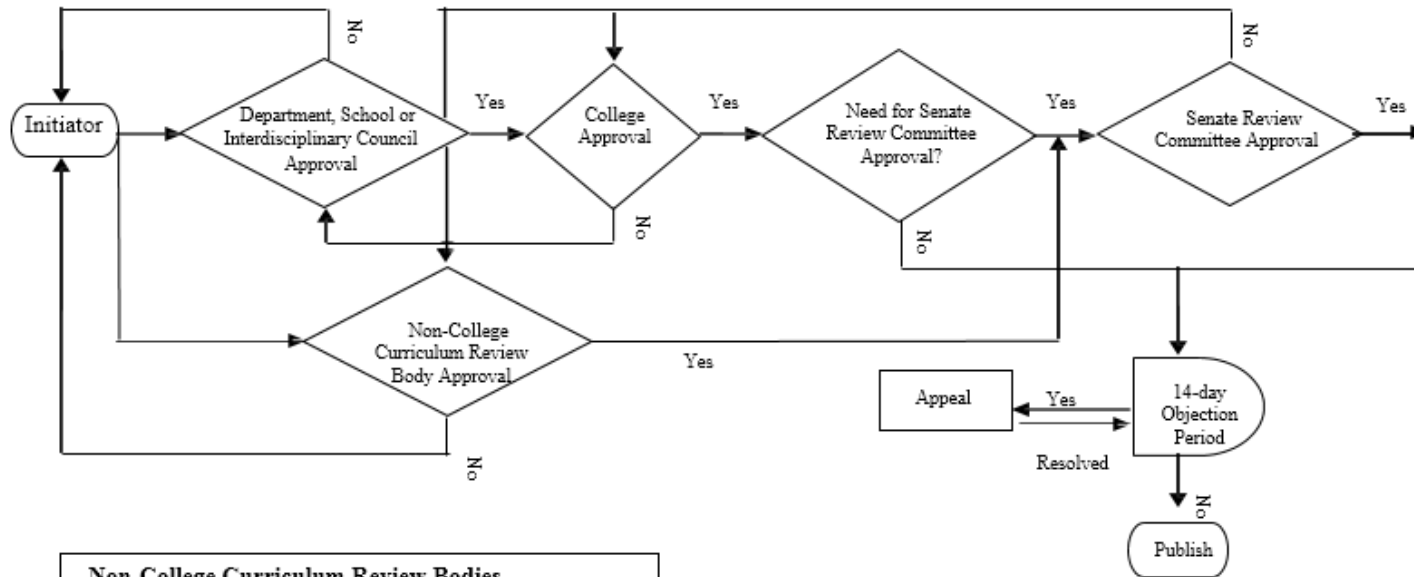
Initiator → Department, School or Interdisciplinary Council Approval

No

Yes → College Approval

No

Yes → Need for Senate Review Committee Approval?

No

Yes → Senate Review Committee Approval

No

Yes

Non-College Curriculum Review Body Approval

Yes

No

Appeal ← Yes — 14-day Objection Period

Resolved

No → Publish

Non-College Curriculum Review Bodies
First-Year Experience Advisory Council
Global Campus Academic Council
Honors Council
Interdisciplinary Councils not associated with a college
Leadership Council
Master of Science in Administration Council

Senate Review Committees (SRC)
General Education Committee (GEC)
Professional Education Curriculum Committee (PECC)
Undergraduate Curriculum Committee (UCC)
Graduate Committee (GC)

Symbol Key

→ Flow Line

Terminator

Decision

Process

Delay
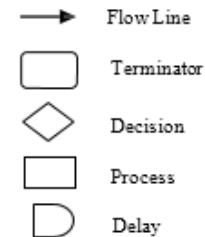
Criterion 3 Evidence
Certification Examination Results and Posting

Certification Examination Results and Posting

Program/Specialized Accreditation	Certification Exam	Location of Results
Athletic Training (Bachelor) CAATE: Commission on Accreditation of Athletic Training Education	BOC	https://www.cmich.edu/colleges/CHP/hp_academics/athleti c_training_education/Pages/Board-of-Certification-Results.aspx
Audiology (AuD) **Speech-Language Pathology** (MA) CAA: Council of Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language-Hearing Association)	PRAXIS II	https://www.cmich.edu/colleges/CHP/hp_academics/com munications_disorders/academic_programs/speech-language_pathology/Pages/default.aspx https://www.cmich.edu/colleges/CHP/hp_academics/com munications_disorders/academic_programs/audiology/Pag es/default.aspx.
Bachelor of Music Education (Instrumental, Choral, General Music) NASM: National Association of Schools of Music	MTTC	https://www.cmich.edu/colleges/ehs/unit/peu/Pages/About-the-PEU.aspx
Didactic Program in Dietetics (DPD) (Bachelor) Dietetic Internship (CMUDI) ACEND: Accreditation Council for Education in Nutrition and Dietetics	CDR	https://www.cmich.edu/colleges/ehs/program/nutr/Pages/D ietetics-Major.aspx
Physical Therapy (DPT) CAPTE: Commission on Accreditation in Physical Therapy Education	NPTE	https://www.cmich.edu/colleges/CHP/hp_academics/physi cal_therapy/info_for_students/prospective_students/Pages /default.aspx
Physician Assistant (MS) ARC-PA: Accreditation Review Commission on Education for the Physician Assistant, Inc.	PANCE (NCCPA)	https://www.cmich.edu/colleges/CHP/hp_academics/physi cian_assistant/Pages/PA-Program-at-CMU.aspx
Professional Education Unit Initial teacher preparation programs: All BS in Ed program (Elementary, Secondary, Elementary Sp Ed, and Secondary Sp Ed) TEAC: Teacher Education Accreditation Council Moving to CAEP: Council for Accreditation of Educator Preparation	MTTC	https://www.cmich.edu/colleges/ehs/unit/peu/Pages/About-the-PEU.aspx
Psychology - Clinical (PhD) APA: American Psychological Association (CoA)	MI License	https://www.cmich.edu/colleges/chsbs/Psychology/Gradua te/ClinicalPsychology/Pages/Clinical-Applicant-Data.aspx
Psychology - School (PhD, Specialist) APA: American Psychological Association (CoA) NASP: National Association of School Psychologists	PRAXIS (NASP) MI License (APA)	https://www.cmich.edu/colleges/chsbs/Psychology/Gradua te/SchoolPsychology/Doctoral/Pages/School-Doctoral-Applicant-Data.aspx
Therapeutic Recreation COAPRT: Council on Accreditation of Parks, Recreation, Tourism, and Related Professions	*NCTRC (Therapeutic Recreation) [CPRP Exam Available]	https://www.cmich.edu/colleges/ehs/program/recreationpro gram/Pages/Therapeutic-Recreation-Concentration.aspx
Last updated 12/11/2015 CD		

Criterion 3 Evidence
CETL GTA Training

CMU | Center for
CENTRAL MICHIGAN   Excellence in
UNIVERSITY   Teaching and Learning

GTA Workshops - Fall 2015-2016

Facilitated by: Mark Francek, Geography
& Jennifer Sieszputowski, Physical Education & Sport

August 26, 2015
Using CARR: Community, Accountability, Relevance, and Reflection to Drive Successful Instruction

This "boot camp" for teaching assistants uses an active learning approach, role playing, and numerous handouts to outline how C for community, A for accountability, R for relevance, and R for reflection are key ingredients for successful instruction. First, we discuss how to promote classroom Community and civility. Students need to feel safe to express opinions in cooperative group activities and class discussions. Learn how the creative use of ice breakers, peer review, and service learning, builds class rapport. Second, students need to be held Accountable for your learning objectives. We show how to insure that your students come prepared to class through varying assessment strategies, ranging from pre-class quizzing employing the "flipped classroom" approach to frequent in class formative assessment strategies. A third, and vital component in the CARR model is to build content Relevance. Think back to when you were an undergraduate. What was important to you? Hollywood movies, music, food, sports, exercise, dance, travel, and service would probably rank high. Here, we demonstrate how video clips like "Titanic" and "Gravity" can be used to illustrate misconceptions. Learn how rap music from Pit Bull, a Snickers bar, body movement, a LeBron dunk, a quick backyard field trip, and a pen pal project can be used as exciting "hooks" to apply class content whether you teach science, social science, or the humanities. Finally, we provide ample time to Reflect on CAR. Here we suggest participants bring their syllabus to incorporate CARR ideas with learning objectives. So when you combine Community, Accountability, Relevance, and Reflection, you get CARR. Why not use CARR to drive the road toward successful instruction?

September 17, 2015
Fast, Fantastic, Formative Assessment Using Digital Tools

Most of us are familiar with assessment techniques that are summative in nature: occasional high stakes exams upon which most of our students' grades are determined. We are often unhappy with the results of these exams. How could my students have done so poorly? The underlying cause is that we, as instructors, are unfamiliar with what students know before taking the exam. In this session, we introduce a variety of digital apps and conventional formative assessment techniques designed to improve exam performance. What is formative assessment? Simply put, formative assessment is assessment for learning rather than assessment of learning. Formative assessment is frequent, is low stakes, and is used by the instructor to adjust teaching so that all members of the class succeed. In this session, we employ a number of conventional and digital tools like Poll Everywhere and Socrative, designed to help you know what your students know before embarking on test construction. We'll also outline how to design and communicate assessment techniques that align with your learning targets, including rubric construction and how to involve students in the assessment process.

November 19, 2015
Improve Your Instruction for Next Year Through Goal Setting

The semester is rapidly coming to a close. Over the course of the semester, you have discovered teaching techniques that have proven effective, others, inadequate given your teaching goals. What are the common characteristics of techniques that prove to be most potent in the classroom? What are the ingredients for techniques that usually prove ineffective? Find out at our "Improve your Instruction through Goal Setting and Effective Class Closure" workshop! In this interactive session, you will use active and collaborative learning strategies to critically reflect on this semester's successes/challenges. Then, based on your own interests, we will provide guidance on how to set goals for improved, invigorated instruction next semester.

January 25, 2016
Practical Strategies for Effective Classroom Management

We suggest strategies for dealing with student behaviors that can detract from effective instruction. With other students often observing, what is your plan for dealing with chatty, texting, sleeping, tardy, discussion-dominating, or confrontational students? How will you handle research paper plagiarism or students turning in identical work on a lab? In this workshop, centered on meaningful discussion, we suggest a proactive approach. Elements of good classroom management include good planning, listening skills, empathy, and knowing what campus resources are available to help.

February 10, 2016
Apps for Easy Student Assessment

After a brief introduction on traditional assessment methods, we will introduce free assessment apps, such as Kahoot, Poll Everywhere, Socrative, and others. Participants will have an opportunity to create their own assessments using the app and their newly created questions with the audience. Participants will walk away with a working knowledge of how to implement an assessment app for their classroom.

March 14, 2016
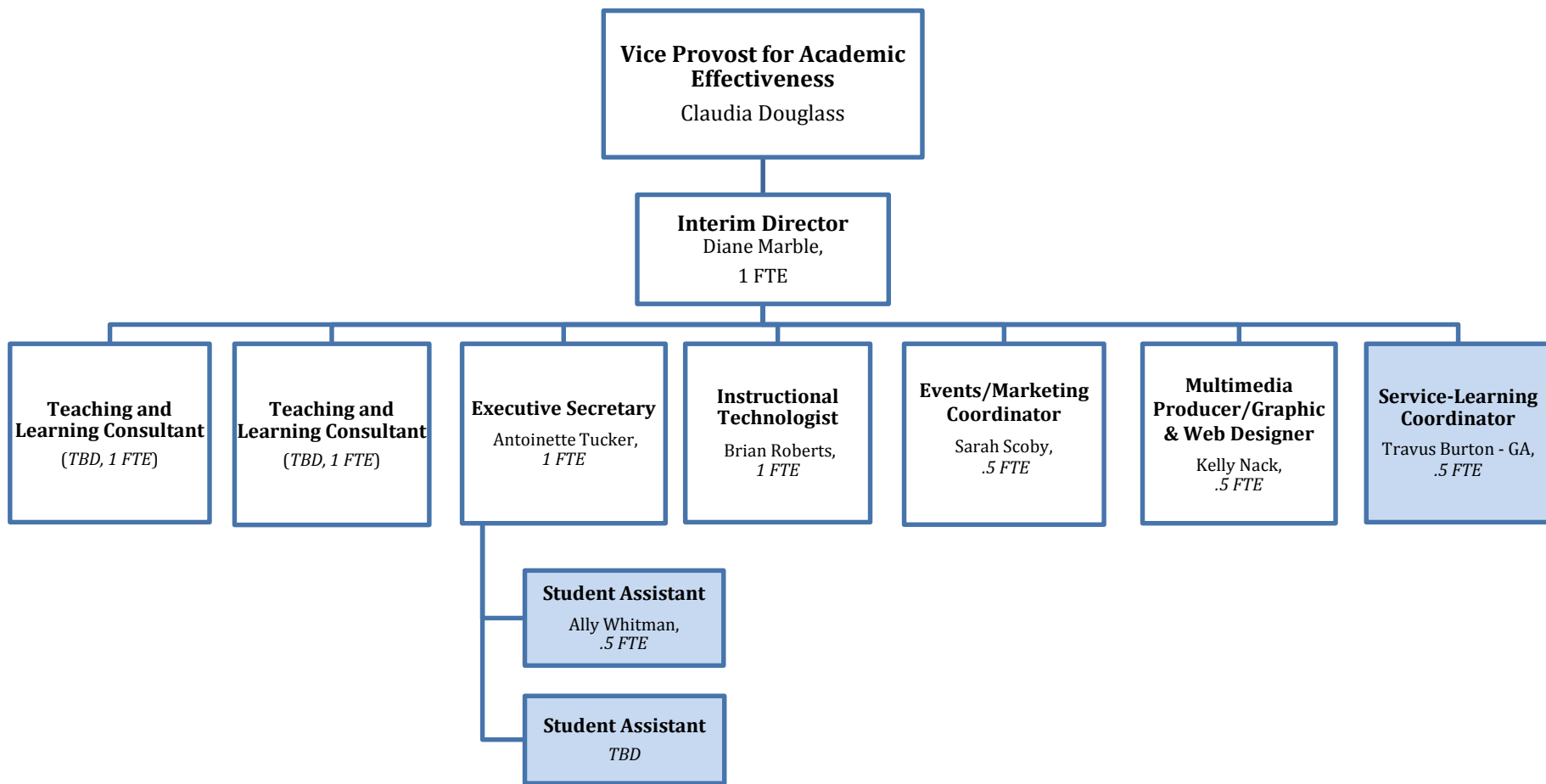### Reinvent Your Presentation: Beyond PowerPoint

Tired of the same, stale, PowerPoint presentation? Come learn how to capture the attention of your visually oriented, media savvy students. Participants will learn how to create presentation using Emaze and infographics using Eas.ly. Participants are requested to bring their own course content, or previously created PowerPoint presentation. Time will be devoted for incorporating content into these visually stimulating program.

Criterion 3 Evidence
CETL Org Chart

Faculty Center for Innovative Teaching
Organizational Chart 2015-16

Vice Provost for Academic Effectiveness

Claudia Douglass

Interim Director
Diane Marble,
1 FTE

Teaching and Learning Consultant

(*TBD, 1 FTE*)

Teaching and Learning Consultant

(*TBD, 1 FTE*)

Executive Secretary

Antoinette Tucker,
1 FTE

Instructional Technologist

Brian Roberts,
1 FTE

Events/Marketing Coordinator

Sarah Scoby,
.5 FTE

Multimedia Producer/Graphic & Web Designer

Kelly Nack,
.5 FTE

Service-Learning Coordinator

Travus Burton - GA,
.5 FTE

Student Assistant

Ally Whitman,
.5 FTE

Student Assistant

TBD

Staff Employee, Base Funded

Undergraduate or Graduate Student Employee, Soft Funded

Criterion 3 Evidence
CMU CMUFA Agreement Article 14

Central Michigan University
and
CMU Faculty Association

2014-2019 Agreement

CMU
CENTRAL MICHIGAN
UNIVERSITY

CMU faculty association
established 1969

CMU/CMUFA AGREEMENT 2014-2019

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Article 14
REAPPOINTMENT, TENURE, AND PROMOTION POLICIES

1. Central Michigan University is an institution dedicated to excellence in the collective pursuit of knowledge and learning by its faculty and student body. Its reappointment, tenure, and promotion policies are designed to facilitate the identification and reward of faculty excellence.

2. CMU will achieve heightened stature when students not only are exposed to excellent teaching but also are guided by faculty to create or discover knowledge by themselves. Faculty should be actively engaged in both teaching and research since both are essential to the process of learning. Reappointment, tenure, and promotion policies should therefore recognize the importance of both teaching and research. Recognition should also be given to faculty who devote time to working and consulting with students in activities related to learning.

3. Both parties recognize that the quality of teaching is considered in recommendations and decisions pertaining to reappointment, tenure, and promotion (See Paragraph 5 of this Article). The standards and types of evidence to be used in demonstrating the quality of teaching shall be specified by departments in their procedures, criteria, standards, and bylaws. Individual bargaining unit members also may forward evidence of their choice if that evidence is not prohibited by departmental procedures, criteria, standards, and bylaws. It is understood that the evidence concerning teaching used in departmental personnel recommendations is subject to the same process of review by the dean and Provost as is provided for in this Article. Nothing in this Paragraph shall require any recommending or decision-making body at the University to ignore student comment with respect to such matters. Conversely, nothing in this Paragraph shall bind departments to require student evaluations. If student comments are utilized at any level where a recommendation or decision is made, such comments shall be shared with the individual bargaining unit member on a timely basis so as to provide an opportunity for the bargaining unit member to address such comments prior to a decision at each level at which the comments are raised. A failure to provide such comments to bargaining unit members on a timely basis shall be remedied as set forth under Paragraph 30 of this Article.

Bases of Judgment for Reappointment, Tenure, and Promotion

4. The pursuit of knowledge and learning manifests itself in different ways in various fields and disciplines such as sciences, arts, humanities and applied arts. Departmental colleagues are thus best informed and are in the best position to arrive at specific criteria and standards to evaluate a bargaining unit member's work. It is therefore the responsibility of departments to develop and systematize these criteria and standards so that they may serve as guidelines for departmental recommendations regarding reappointment, tenure, and promotion. Criteria refer to the areas of evaluation (e.g., teaching, scholarly and creative activity, and university service). Standards refer to the written performance requirements in each evaluation area developed in compliance with this Agreement (See Article 10, Department Procedures, Criteria, Standards, and Bylaws). After approval by the Provost, the department's written standards form the basis not only for departmental evaluations but also for subsequent evaluations at higher levels.

5. Reappointment, tenure, and promotion decisions result from deliberations and judgments occurring at various levels within the institution and begin with recommendations by departments to the college level where recommendations are made to the University level for decision. At each level,

the criteria and standards applied shall be those developed in compliance with this <u>Agreement</u>. Both parties recognize that greater scrutiny may be given to judgments as their relative importance increases.

    a. The bases for judgment for reappointment and tenure, except for bargaining unit members in Intercollegiate Athletics, are:

        1) Demonstrated achievement in the following areas:

            a) Teaching,

            b) Scholarly and creative activity, and

            c) University service, which may be supplemented by professional service or public service related to the bargaining unit member's discipline.

        2) The promise of a bargaining unit member which includes:

            a) An evaluation, based upon performance up to the present time, as to the bargaining unit member's potential for professional growth and development; and

            b) A judgment as to whether the bargaining unit member will contribute to the goals and objectives established by the department.

        3) The future needs of the University. Should a bargaining unit member (except in Intercollegiate Athletics) not be reappointed or tenured solely due to the future needs of the University, the provisions of Article 18, paragraph 12(c), 12(g), and 12(i) also apply.

    b. The basis for judgment for promotion is the demonstrated achievement of the bargaining unit member in the areas specified in Paragraph 5.a.1) of this Article.

6. Bargaining unit members in Intercollegiate Athletics receive individual employment contracts. Employment contract standards for reappointment and promotion may differ from those of most other bargaining unit members, but are limited to the criteria and standards specified in Article 10 (Department Procedures, Criteria, Standards, and Bylaws), this Article, and the department procedures, criteria, standards, and bylaws of Intercollegiate Athletics.

7. Employment contract provisions of bargaining unit members in Intercollegiate Athletics will differ, as provided in Paragraphs 14.c., 14.d., and 18 of this Article, from those of other bargaining unit members regarding conditions that pertain to tenure and notice of non-reappointment. In addition, the contracts may contain terms specifying different compensation provisions.

    a. The bases for judgment for reappointment for bargaining unit members in Intercollegiate Athletics are:

        1) Demonstrated achievement in the following areas:

            a) Coaching effectiveness,

            b) Professional growth, and

<ol type="c" start="3">
University service which may be supplemented by public service related to the bargaining unit member's sport.

<ol start="2">
The promise of a bargaining unit member which includes:

<ol type="a">
An evaluation, based upon performance up to the present time, that the bargaining unit member:

<ol type="i">
Leads a team that is competitive in the Mid-American Conference,
Possesses public relations skills with media, alumni, and university and community groups,
Effectively helps student-athletes attain a maximum level of athletic performance,
Shows concern for the academic progress of the athletes under her/his direction, and
Exhibits ethical behavior in keeping with the guidelines of the University, the Mid-American Conference, and the NCAA.

<ol type="a" start="2">
A judgment as to whether the bargaining unit member will contribute to the goals and objectives established by the department.

<ol start="3">
The future needs of the University.
In addition, assistant coaches who are bargaining unit members in Intercollegiate Athletics may be non-reappointed, as described in Paragraphs 14.c. or 14.d. of this Article, if the head coach of their sport is non-reappointed or terminated.

<ol type="a" start="2">
The basis for judgment for promotion for bargaining unit members in Intercollegiate Athletics is the competence of the bargaining unit member which includes demonstrated achievement in the areas specified in Paragraph 7.a.1) of this Article.

<ol start="8">
Conflicts of Interest

<ol type="a">
A conflict of interest shall exist whenever circumstances would make it impossible to offer a fair or unbiased recommendation, vote, or decision upon a given issue. For example, a conflict of interest may involve a clear prospect of material advantage. A bargaining unit member who has a conflict with regard to an issue may not participate in deliberations or voting on that issue at any level.
CMU and the ASSOCIATION recognize that university employees may be related to one another through current or previous marital, romantic, and/or other familial relationships and that these relationships may cause a conflict of interest. In such instances where these relationships may influence faculty personnel recommendations, those related employees shall excuse themselves from all aspects of the recommendation process. For those times an administrator is involved, he/she shall pass decision making on to a designee without rendering any judgments or decisions.

Reappointment of Non-Tenured Bargaining Unit Members

9. A new member in the bargaining unit has a right to expect a clear contract and has procedural rights to guard against unfair treatment or violation of the terms of appointment.

10. Generally, an individual must have an earned terminal degree, or equivalent, for appointment to the regular faculty. A bargaining unit member who holds a non-tenured appointment is subject to review and reappointment. Reappointment results from a deliberative process involving departments, colleges, and the Provost. The bargaining unit member is advised in writing early in the appointment of the criteria, standards, and procedures generally employed in decisions affecting reappointment and tenure. At each level, the criteria and standards applied shall be those developed in compliance with this Agreement.

11. The initial appointment of a bargaining unit member may occur at any time during the year; however, bargaining unit members appointed on an academic year contract most often will be appointed effective with the beginning of the fall semester. On occasion an academic year appointment will begin with the spring semester. Bargaining unit members (except those in Intercollegiate Athletics) normally shall receive an initial appointment of two (2) years. Bargaining unit members (except those in Intercollegiate Athletics) initially appointed at any time other than the fall semester shall receive an initial appointment of two and one-half (2½) years. Bargaining unit members in Intercollegiate Athletics are appointed on a fixed term for either a ten (10) month or twelve (12) month period, or portion thereof depending on the time of appointment.

12. a. Applications for reappointment for bargaining unit members (except those in Intercollegiate Athletics) are made only in the fall semester consistent with the calendar contained in paragraph 33 of this Article. The first application for reappointment must be made in the fall semester following a full one year of service. The first reappointment shall be for a two year period. Thereafter, applications for reappointment are made in the fall semester, and appointments as a result shall be for a one year period of time. In this manner the notice of non-reappointment provisions of paragraph 14(a) or 14(b) shall be met if reappointment should be denied.

    b. Bargaining unit members in Intercollegiate Athletics are evaluated following the completion of their athletic season. They may be issued a new fixed term contract. Notice of non-reappointment shall be consistent with paragraph 14(c) or 14(d) of this Article.

13. In conformance with good academic practice, CMU gives notice of non-reappointment of non-tenured bargaining unit member(s) using the time limits set forth in Paragraph 14. The purpose of the relatively long period of notice is to give the non-tenured bargaining unit member an opportunity to make new professional employment arrangements. If CMU fails to give timely notice, a remedy consistent with the purpose of notice of non-reappointment shall be fashioned. Any reappointment made to remedy late notice of non-reappointment shall not give tenure unless a specific decision by CMU has been reached to grant tenure.

14. Notice of non-reappointment is made as follows:

    a. Not later than December 15 of the second (2nd) academic year of service, if the appointment expires at the end of that year; or, if an initial two (2) year appointment expires during an academic year, at least six (6) months in advance of its expiration.

b. At least twelve (12) months in advance of the expiration of an appointment, after two (2) or more years of service at Central Michigan University.

c. For a bargaining unit member hired into Intercollegiate Athletics after June 1, 1986, at least six (6) months in advance of the expiration of her/his current individual employment contract. Should notice of non-renewal be less than this, the bargaining unit member affected will receive payment in lieu of notice for the remainder of the six (6) months that extend beyond the expiration of her/his current individual employment contract. This payment shall be tendered in equal installments according to the CMU payroll cycle beginning at the expiration of her/his employment contract, and shall be calculated at the salary rate on the end date of her/his employment contract. This payment shall be at the former salary rate only, and exclude benefits. Should the former bargaining unit member secure comparable employment elsewhere prior to the payment of the full installment amount, there shall be no further obligation for the amount remaining.

d. For a bargaining unit member currently in Intercollegiate Athletics and employed by CMU prior to June 1, 1986, at least twelve (12) months in advance of the expiration of her/his current individual employment contract. Should notice of non-renewal be less than this, the bargaining unit member affected will receive payment in lieu of notice for the remainder of the twelve (12) months that extend beyond the expiration of her/his current individual employment contract. This payment shall be tendered in equal installments according to the CMU payroll cycle beginning at the expiration of her/his employment contract, and shall be calculated at the salary rate on the end date of her/his employment contract. This payment shall be at the former salary rate only, and exclude benefits. Should the former bargaining unit member secure comparable employment elsewhere prior to the payment of the full installment amount, there shall be no further obligation for the amount remaining.

15. In the event that CMU gives a bargaining unit member in Intercollegiate Athletics notice of non-reappointment in accordance with the previous paragraph and the provisions regarding notice of non-reappointment in Paragraphs 14.c. or 14.d. of this Article, CMU may release the bargaining unit member from active coaching duties. In such cases, CMU:

a. Shall continue compensation as required by this Agreement and the individual employment contract,

b. Shall provide office space and limited secretarial services for the member until the expiration of the individual employment contract, and

c. May change the member's title to another title, such as Assistant to the Athletic Director, until the expiration of the individual employment contract.

Tenure

16. The grant of tenure to a bargaining unit member is one of the most significant acts of a university. The University commits a portion of its resources for a number of years to the skills and capacity of one individual and offers a career to develop the individual's area of competency. Tenure is one way in which the freedom to teach and to do research without arbitrary interference is protected. This protection of academic freedom is the fundamental purpose of tenure.

17. Tenure results from a deliberative process involving departments, colleges, and the Provost,

resulting in a decision by the Board of Trustees. This requires an independent judgment by the department, the dean, and the Provost. Prior to consideration for the grant of tenure, non-tenured bargaining unit members are periodically considered for reappointment as described in Paragraphs 12-14 of this Article.

18. Except as provided in this Paragraph, the tenure policy applies to regular full-time faculty. Length of service on the full-time faculty at Central Michigan University shall be cumulative in counting toward consideration for the grant of tenure. At the request of the bargaining unit member and upon mutual agreement of the department, dean, and Provost, full-time service at another institution and full-time service as a fixed-term faculty member at Central Michigan University may be included toward fulfilling the length of service required prior to consideration for the grant of tenure. This policy does not apply to temporary, part-time or visiting faculty, nor to bargaining unit members in Intercollegiate Athletics, who shall have twelve (12) month appointments.

19. The rank of original appointment determines when consideration for the grant of tenure to the bargaining unit member will occur:

   Instructor: during the thirteenth (13th) semester of employment
   Assistant Professor: during the eleventh (11th) semester of employment
   Associate Professor: during the seventh (7th) semester of employment
   Professor: during the fifth (5th) semester of employment

20. Circumstances may make it necessary to delay consideration for the grant of tenure. Some examples include, but are not limited to, extended absence or disability due to illness or injury, acute family/personal responsibilities (including child care or the birth or adoption of a child), military service, unforeseen circumstances in the completion of a terminal degree (such as the death of a doctoral advisor), and unexpected delays in scholarly achievement due to circumstances beyond the control of the bargaining unit member. Under such circumstances, the bargaining unit member may submit a written request to delay consideration for the grant of tenure.

   a. If the request is due to medical, disability, military service or other non-academic related reasons, the request shall be submitted to Faculty Personnel Services. If the request is due to academic reasons, the request shall be submitted to the bargaining unit member's department chairperson. The request must be made in writing, and absent unforeseeable circumstances, at least one (1) full semester prior to the date the tenure application is due to the department.

   b. Such delays may not exceed two (2) years and are made only when consistent with the needs of the University and the professional development of the bargaining unit member.

   c. Upon receiving the request, Faculty Personnel Services or the department, as applicable, shall provide its recommendation to the applicable dean, with a copy to the bargaining unit member within fifteen (15) business days. If no action is taken on the request by the end of that period, the bargaining unit member may submit the request to the dean within the following five (5) business days.

   d. Upon receiving the request or appeal, as applicable, the dean shall provide his or her recommendation to the Provost, with a copy to the bargaining unit member, within ten (10) business days. If no action is taken by the dean on the request by the end of that period, the bargaining unit member may submit the request to the Provost within the following five (5) business days.

e. The Provost may approve or deny the request and shall endeavor to provide his or her decision within fifteen (15) business days. If the dean's recommendation is negative, the bargaining unit member may, within five (5) business days of receiving the dean's recommendation, request a meeting with the Provost to discuss the request. Upon receipt of the Provost's decision, the bargaining unit member may request a meeting with the Provost to address any errors of fact, and answer any further questions. At the bargaining unit member's written request, a representative or his/her department or the ASSOCIATION may accompany her/him to this meeting. The bargaining unit member may also submit a written statement to the Provost before, during, or in lieu of this meeting. The Provost will notify the bargaining unit member in writing of her/his final decision within twenty (20) business days after the meeting or after receipt of the written statement if no meeting took place.

21. a. Bargaining unit members may apply for consideration for the grant of tenure before the semester mentioned in paragraph 19 above or in their letter of appointment. Such early considerations, however, may not be made before:

Instructor:	the ninth (9th) semester of employment
Assistant Professor:	the seventh (7th) semester of employment
Associate Professor:	the fifth (5th) semester of employment
Professor:	the third (3rd) semester of employment

b. In such cases, for a bargaining unit member who began or was due to start his or her appointment as of or prior to Fall 2014, the standards and criteria to be used shall be the same as for a regularly-scheduled tenure application. Such an application may be made only once and a negative recommendation/decision at any level shall not prejudice a later regularly-scheduled tenure application. Upon written notification delivered to Faculty Personnel Services, bargaining unit members may withdraw their applications at any stage of consideration, although they may not then apply another time for early consideration for the grant of tenure.

c. A bargaining unit member beginning his or her appointment after the commencement of the Fall 2014 semester can also elect to apply for early tenure. However, the evidence presented in such an application must demonstrate extraordinary achievements in all areas specified in paragraph 5.a.1-2 (above) of this Article; that is, the achievements clearly exceed the department standards. A positive recommendation of an early application for tenure shall be made only if the bargaining unit member's achievements are judged to be extraordinary as specified herein. Such an application may be made only once and a negative recommendation/decision at any level shall not prejudice a later regularly-scheduled application.

d. Upon written notification delivered to Faculty Personnel Services, bargaining unit members may withdraw their applications at any stage of consideration, although they may not then apply another time for early consideration for the grant of tenure.

22. The services of tenured bargaining unit members may be terminated, or tenured bargaining unit members may be dismissed, only for the reasons and under the procedures described in Article 15 (Discipline and/or Termination).

Promotion

23. Promotion in rank results from a deliberative process involving departments, colleges, and the Provost, resulting in a decision by the Board of Trustees. Promotion is not automatic nor based on seniority but rather on a judgment of the extent to which the applicant has met the criteria and standards developed in compliance with this Agreement. An applicant for promotion may withdraw her/his application at any time during the process.

24. Generally, a terminal degree is a minimum expectation for appointment or promotion to professorial ranks. Specific expectations may vary among departments and colleges.

25. a. The minimum time normally required in the rank of Assistant Professor before promotion to the rank of Associate Professor is six (6) years. The minimum time normally required in the rank of Associate Professor before promotion to Professor is five (5) years. Up to two (2) years in rank as a full-time, non-bargaining unit faculty member at Central Michigan University, or elsewhere, may be applied toward these requirements. Based on material supplied by the faculty candidate during the hiring process and a recommendation from the department, CMU will make a determination whether the new bargaining unit member qualifies for such credit toward the normal time in rank, and this information shall be included in the letter of appointment. At the choice of the bargaining unit member, some or all of the credited time in rank may be used when applying for promotion. The bargaining unit member shall declare this choice in her/his narrative.

    b. A bargaining unit member may apply for a promotion to a higher rank earlier than having satisfied the minimum time in rank. When a bargaining unit member elects to apply for an early promotion, the evidence presented in such an application must demonstrate that her/his achievements in all areas specified in paragraph 5.a.1 (above) of this Article have been extraordinary; that is, the achievements clearly exceed the department standards. A positive recommendation of an early application for promotion shall be made only if the bargaining unit member's achievements are judged to be extraordinary as specified herein. In all other respects an early application shall be processed in the same manner as other (regular) promotion applications.

    c. Unless the department procedures, criteria, standards, and bylaws state otherwise, scholarly achievement accomplished in rank prior to becoming a member of the bargaining unit shall be considered in partial satisfaction of the standards for promotion where a bargaining unit member has submitted this prior scholarly achievement for such consideration. Such scholarly achievement must meet applicable standards for scholarly and creative activity. However, for purposes of consideration for promotion, a majority of scholarly achievement must have been accomplished while a member of the bargaining unit at Central Michigan University.

26. A bargaining unit member who has held the rank of Professor at Central Michigan University for four (4) or more years may apply for an increase in base salary. The criteria, standards, and processes by which such an applicant is judged for this award shall be those established in compliance with this Agreement for promotion to Professor. A bargaining unit member may receive such salary adjustment no more frequently than once every four (4) years (See also Article 31, paragraph 2).

27. Solely for the purposes of determining when a bargaining unit member is eligible to apply for promotion to the next rank and for a professor salary adjustment, the following shall apply:

a. If the effective date of an initial appointment is between March 16 and October 15, the eligibility will be determined as if the person had been hired at the start of the fall semester (or fiscal year, as applicable).

b. If the effective date of an initial appointment is between October 16 and March 15, then eligibility will be determined as if the person had been hired at the start of the spring semester (or January 2, as applicable).

Procedures for Recommendations and Decisions Relating to Reappointment, Tenure, and Promotion

28. <u>Simultaneous Application for Tenure and Promotion</u>. Bargaining unit members who apply for tenure in accord with paragraph 19 timelines also may apply for regular promotion to associate professor at the same time. In their narratives, applicants shall address how and to what extent they have met the standards set forth in the departmental procedures, criteria, standards, and bylaws and the terms of this <u>Agreement</u>, first for tenure and then for promotion to associate professor. Departments, deans and the provost shall make separate recommendations, first on tenure and then on promotion.

29. Processes utilized at all levels and criteria and standards established in compliance with this <u>Agreement</u> shall be circulated to affected bargaining unit members in advance of their use.

30. All evidence not submitted by the bargaining unit member and used in making recommendations concerning reappointment, tenure, or promotion, shall be shared with the bargaining unit member normally two (2) weeks before such recommendations are made and passed on to the next level. The bargaining unit member shall be provided an opportunity to address such evidence. At the request of the bargaining unit member, a description of such evidence used in these matters shall be reduced to written form. If the dean or designee or Provost is unable to share such evidence with the bargaining unit member prior to two (2) weeks before the date the recommendation is due at the next level, the date for submitting the recommendation to the next level shall be extended accordingly up to a maximum of two (2) weeks.

31. Negative Recommendations.

    a. <u>Tenure or Reappointment</u>. Negative tenure or reappointment recommendations of the department and/or dean shall be considered in the same manner as positive recommendations at each level up to and including the Provost. If the decision of the Provost is negative, the decision may be grieved as specified in Paragraph 55.

    b. <u>Promotion</u>. If the recommendation of a bargaining unit member's application for promotion is negative at the departmental or dean's level of review and if the bargaining unit member desires further review, he/she must initiate a request for review at the next level as specified in Paragraph 54 of this Article. If the decision is negative at the Provost's level, the decision may be grieved as specified in Paragraph 55.

Reappointment, Tenure, and Promotion Calendar

32. A bargaining unit member applying for promotion does so during the Spring Semester, with promotion taking effect as described in Paragraph 35 below. A bargaining unit member applies for

tenure either during the Fall or Spring Semester, with tenure taking effect at the start of the next academic/fiscal year, as appropriate.

33. The calendar for reappointment, tenure, and promotion considerations during the Fall and Spring Semesters shall be as follows:

	Fall Reappointment and Tenure	Spring Tenure^	Promotion
Individual's application due in department	**Sep 20**	Jan 15	**Jan 15**
Department's recommendation due in the Office of the Dean	**Oct 20**	Feb 15	**Feb 15**
Dean's recommendation due in the Office of the Provost	**Nov 20**	Mar 15	**Apr 1**
Provost's recommendation due in the Office of the President	**Dec 15**	Apr 5	**May 15**
^The Spring tenure schedule is only used: a) in cases when specified in the initial appointment letter; or b) a bargaining unit member received a leave of absence of a semester or more prior to when the tenure application is otherwise due. Application due dates will be automatically extended only by the number of full semesters the bargaining unit member was on leave. (Extensions may be granted under Article 14, Paragraph 20, above.)			

34. Each bargaining unit member shall be sent notice, in writing, of the tenure or promotion decision not later than three (3) business days following the Board of Trustees meeting at which the recommendation on the bargaining unit member's tenure or promotion application was considered.

35. Salary adjustments for promotion and professor salary adjustments shall take effect as follows:

    a. A positive early promotion decision is effective at the start of the following fall semester (or fiscal year, as applicable). Any application before the twelfth semester of time in rank as an assistant professor, or before the tenth semester of time in rank as an associate professor, is considered an early promotion application.

    b. A positive promotion decision for an assistant professor bargaining unit member in her/his twelfth semester of time in rank, or for an associate professor bargaining unit member in her/his tenth semester of time in rank, is effective at the start of the following fall semester (or fiscal year, as applicable).

    c. A positive promotion decision for an assistant professor bargaining unit member in her/his thirteenth semester of time in rank is *retroactive* to the start of the thirteenth semester (or January 2, as applicable). A positive promotion decision for an associate professor bargaining unit member in her/his eleventh semester of time in rank is *retroactive* to the start of the eleventh semester (or January 2, as applicable). This provision may only be used once.

    d. A positive promotion decision for an assistant professor bargaining unit member beyond her/his thirteenth semester in rank, or for an associate professor beyond her/his eleventh

semester in rank, is effective at the start of the following fall semester (or fiscal year, as applicable).

e. A professor salary adjustment is effective at the start of the following fall semester (or fiscal year, as applicable).

Applicant's Responsibilities

36. A bargaining unit member must submit her/his application for reappointment, tenure, or promotion to the department in accordance with the calendar and in the manner prescribed in this Agreement and department procedures, criteria, standards, and bylaws.

37. It is the responsibility of each bargaining unit member to document both the quantity and quality of her/his activities and achievements. Quality must be demonstrated by more than a statement of activity or achievement. The quality of the applicant's research/creative activity must be demonstrated by evidence, which may include a description of the review process, documentation to support the quality of the venue or other evidence appropriate to the applicant's discipline. With respect to all recommendations and decisions regarding reappointment, tenure, and promotion, the bargaining unit member has final responsibility for bringing forth all evidence that the bargaining unit member wishes to be advanced in conjunction with recommendations and decisions. The application shall be deemed complete at the time the department submits its recommendation to the dean. After that, however, an applicant may only address errors of fact or supply answers to specific questions initiated and raised by a dean's committee, dean, or provost.

38. Supporting documentation for reappointment, tenure, or promotion shall include a narrative statement for each evaluation criterion, explaining how and to what extent each of the activities claimed has met the standards set forth in the departmental procedures, criteria, standards, and bylaws and the terms of this Agreement.

Department's Review

39. The primary responsibility for judging the extent to which departmental members have fulfilled the criteria and standards established in compliance with this Agreement rests with the department.

40. Department reappointment, tenure, and promotion recommendations shall include a statement of the existing standards in each of the areas of evaluation and a statement explaining how the bargaining unit member has or has not met those standards.

   a. Reappointment or Tenure. Each departmental reappointment or tenure recommendation, whether positive or negative, shall be forwarded to the dean and subsequently to the Provost, to be reviewed both substantively and procedurally.

   b. Promotion. Each departmental promotion recommendation, whether positive or negative, shall be forwarded to the dean and subsequently to the Provost. All positive recommendations shall be reviewed both substantively and procedurally. If the departmental recommendation is negative, and if the bargaining unit member desires further review, he/she must initiate a request for review at the next level as specified in Paragraphs 45-48, 54 of this Article.

41. The department, using processes developed at the department level and applying the criteria and standards developed in compliance with this Agreement, considers applications and, with its recommendations, shall forward them to the dean.

42. When the department chairperson makes an independent judgment and recommendation regarding reappointment, tenure, or promotion, the chairperson, in addition to forwarding her/his formal written recommendation, will share it with the individual involved.

43. A copy of the departmental recommendation, including any separate recommendation from the chair, shall be given to the bargaining unit member no later than the time it is forwarded to the dean. At the bargaining unit member's discretion, he/she may submit a written clarification or rebuttal of the department's statement, and this statement shall be attached to the department's recommendation at the next level.

44. A bargaining unit member not recommended for reappointment, tenure, or promotion at the department level may have a conference with the department chairperson or her/his designee.   If the bargaining unit member desires such a meeting, he/she must initiate a request in writing to CMU with a copy to the ASSOCIATION within one (1) week of receiving written notification of the department's recommendation.   At this conference, the chairperson or designee shall, to the extent that information is available, summarize the information discussed prior to the decision and explain the reasons for the negative recommendation. At the bargaining unit member's written request, a representative of the ASSOCIATION may accompany her/him to this conference.

Dean's Review

45. The dean, using processes developed at the college level and applying the criteria and standards developed in compliance with this <u>Agreement</u>, considers the recommendations and renders an independent judgment on the bargaining unit member's achievements as indicated by the documentation, giving due weight to the department's recommendation including the rationale and documentation, and shall forward them to the Provost with her/his own recommendation.

46. a.   Any body used by a college to advise a dean on a bargaining unit member's reappointment, tenure, or promotion application shall provide an opportunity for the bargaining unit member to select an advocate, ordinarily from the department, to appear before such an advisory body, prior to advising the dean on such applications and prior to any formal recommendation from the dean to the Provost, under either of the following circumstances:

    1)   When a department recommendation to the dean is negative; or

    2)   When the advice from the advisory body to the dean concerning reappointment, tenure, or promotion would be negative.

    b.   When the advisory body has questions or concerns about an application for reappointment, tenure, or promotion, prior to forwarding its advice to the dean, that body may request a member of the bargaining unit member's department to appear before it to respond to those questions or concerns.

47. If a dean either reverses a positive or upholds a negative departmental recommendation:

    a. The dean shall notify the bargaining unit member in writing why the positive departmental recommendation was not upheld, or why the negative recommendation was upheld, and include that information with her/his recommendation being passed on to the next level. Within one (1) week of receipt of the dean's written statement, the bargaining unit member may request in writing, with a copy to FPS, a meeting with the dean to address any errors of fact, and answer

any further questions. In this written request the bargaining unit member may request a representative of her/his department or the ASSOCIATION to accompany her/him to this meeting. The dean may affirm, modify, or reverse her/his previous recommendation based on any additional information that is provided.

b. At the bargaining unit member's discretion, he/she may submit a written rebuttal to the dean's statement, and this rebuttal shall accompany the dean's recommendation to the next level.

c. Upon request of the bargaining unit member, he/she and a representative of the department shall be permitted to discuss the department's position with the Provost.

48. If the dean makes a negative promotion recommendation, and if the bargaining unit member desires further review, he/she must initiate a request for review by the Provost as specified in Paragraphs 49-50 and 54 of this Article.

Provost's Review

49. The Provost, using processes developed at the Provost's level and applying the criteria and standards developed in compliance with this Agreement, considers the recommendations and, following consultation with the President, renders an independent judgment on the bargaining unit member's achievements as indicated by the documentation, giving due weight to the department's recommendation including the rationale and documentation. In the case of a positive outcome, the Provost shall forward her/his own recommendation to the President.

50. If the Provost makes a negative recommendation which either reverses a positive or upholds a negative recommendation by a dean, the Provost shall provide written notice to the bargaining unit member why the positive recommendation of the dean was not upheld, or why the negative recommendation was upheld, and include that information with her/his recommendation. Upon receipt of the Provost's written statement, the bargaining unit member may request a meeting with the Provost to address any errors of fact, and answer any further questions. At the bargaining unit member's written request, a representative of her/his department or the ASSOCIATION may accompany her/him to this meeting. The Provost may affirm, modify, or reverse her/his previous recommendation based on any additional information that is provided at the meeting. At the bargaining unit member's discretion, he/she may submit a written rebuttal to the Provost's statement, and this rebuttal shall become part of the documentation accompanying the application.

President's Action

51. The President shall forward favorable tenure and promotion recommendations of the Provost, which may be supported with file materials, to the Board of Trustees.

Notification and Appeal Process

52. When disputes arise, individual bargaining unit members may seek redress of grievances according to established procedures. Departmental and administrative judgments in these matters should never threaten free speech, fair comment, objective dissent, and critical thought, which lie at the heart of a free intellectual life.

53. Bargaining unit members shall be notified of negative reappointment and tenure recommendations at each level of review. Bargaining unit members shall be notified of negative promotion

recommendations at each level where a review is requested.

54. A request for a review of a negative promotion recommendation shall be made in writing and delivered to Faculty Personnel Services no later than one (1) week after notice of the recommendation is received by the bargaining unit member (See Paragraph 16 of Article 8, Grievance Procedure). For purposes of this Paragraph, notification of the recommendation, when the bargaining unit member is not teaching on campus, means personal or certified delivery to her/him.

55. Recommendations or decisions relative to reappointment, tenure, and promotion may be grieved under the grievance provisions specified in Article 8. Bargaining unit members seeking to grieve negative promotion decisions must have exhausted the appeal procedures contained in Paragraphs 31.b, 40.b, 48, and 54 of this Article in order to file a grievance pursuant to Article 8.

Criterion 3 Evidence
CMU CMUFA Agreement Article 26

Central Michigan University and CMU Faculty Association

2014-2019 Agreement

CMU
CENTRAL MICHIGAN UNIVERSITY

CMU faculty association
established 1969

CMU/CMUFA AGREEMENT 2014-2019

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Article 26
GLOBAL CAMPUS

1. Bargaining unit members will not be required to teach courses offered by Global Campus except for those instances where Global Campus-scheduled courses are taught as part of the on-campus load in compliance with Article 27.

2. For purposes of this Article and this Article only,

   a. "Department" means the academic departments, the MSA Council, the MA in Humanities Council, the MA in Education Council, or the Undergraduate Extended Degree Program Council;

   b. "Chairperson" means the chairpersons of the academic departments or the Directors of the MSA Program, the MA in Humanities Council, the MA in Education Council, or the Undergraduate Extended Degree Program Council; and

   c. The "originating departments" of all courses other than those of academic departments are: the MSA Council for the MSA designator; the MA in Humanities Council for the HUM designator; and the MA in Education Council for the EHS designator.

3. Departments have responsibility for the following in contributing to Global Campus scheduling and staffing of course offerings.

   a. <u>Announcement of Global Campus Offerings</u>. Global Campus will announce its offerings by publishing them electronically at <u>http://global.cmich.edu/faculty/opportunities/</u>. This site will also provide the deadline date for submitting CMU faculty Teaching Preference Forms, the appropriate Global Campus address for obtaining full information about each course that is to be offered, and a means to sign up for automatic electronic notification of new postings.

   b. <u>Teaching Preference Form</u>. Any bargaining unit member desiring to enter into a contract to teach a scheduled course according to the Global Campus prescribed format and criteria must indicate that preference by submitting a CMU faculty Teaching Preference Form with the appropriate signatures to Global Campus within fifteen (15) business days of the announcement of the offering of the course at <u>http://global.cmich.edu/faculty/opportunities/</u> by the deadline indicated in the course offering list. If the course is to be taught in an on-line (or web-based) format, the bargaining unit member, by signing this Teaching Preference Form, attests that he/she has contacted CMU's Center for Instructional Design to discuss what are considered to be the current "best practices" for teaching in an on-line format, or that he/she intends to become conversant with these "best practices" prior to teaching the course, and that he/she will adopt or adapt these "best practices" in a manner appropriate to the course in order to help assure, as best as one can, that the course learning objectives are met. (The Center for Instructional Design may be contacted at 989-774-7140. An Online Instructional Training Workshop is regularly offered through the Center for Instructional Design to help faculty become conversant in on-line instructional "best practices.") A copy of the Teaching Preference Form shall also be delivered to the office of the department chairperson within the deadline. The department chairperson then shall sign the form indicating her/his approval or

non-approval for the instructor to teach the specific course. In the case of approval, the chairperson's signature is an indication that the instructor has the subject matter expertise to teach the course and that the instructor may teach at the time and location of the Global Campus class without causing a conflict with a department commitment. The dean of the bargaining unit member's college will then review the request for compliance with the member's on-campus class schedule and with accreditation overload restrictions. Where no problem with commitment or compliance exists, bargaining unit members shall have preference for teaching such courses.

c. If no bargaining unit member in a department from which a Global Campus-scheduled course originates chooses to teach the course, a department may recommend other qualified bargaining unit members. In cases in which an instructor is not a member of the department from which the course originates, the Teaching Preference Form must include the signature of the chairperson of the department from which the course originates. This signature is an indication that the instructor is qualified to teach the course. The chairperson of the instructor's department also must sign the form as an indication that the instructor may teach at the time and location of the scheduled class. A Central Michigan University instructor will not be contracted by Global Campus for any course outside her/his own departmental courses without the approval of the chairperson of the department which provides the course designator.

d. <u>Approval of Global Campus Instructors</u>. Departments shall have the authority to approve or disapprove all credentials of all individuals who teach Global Campus-scheduled courses having the department course designator. The minimum credentials, which must be submitted for departmental review, consist of a current resume or curriculum vitae, academic transcripts, and evidence of teaching effectiveness, if this evidence is available.

1) Upon initial review of an instructor's credentials, a department can disapprove or approve for a one-time-only, one (1) year, or three (3) year basis.

2) For the instructor's second review, i) in the event the initial approval was for one-time only, a department can disapprove, approve for a one-time only basis, approve for a one-(1) year basis, or approve for a three-year basis; and ii) in the event the initial approval was for one (1) year or three (3) years, a department can disapprove or approve for a three (3) year basis.

3) For the instructor's third review and thereafter, the department can disapprove or approve for a three (3) year basis.

4) Departments have the responsibility to review all approvals of instructor credentials for Global Campus. Credentials of individuals may be re-evaluated at the request of either Global Campus or the appropriate department. Normally, though, Global Campus shall have the responsibility to notify departments that it is time for a review and shall forward any pertinent information on the instructor to the department at that time. Departments shall complete the review process within twenty (20) business days from receipt of the request for approval or re-evaluation.

5) If the credentials for initial approval have not been acted upon within twenty (20) business days, Global Campus may act as if the credentials have received a one-time only

approval and shall inform the department accordingly. If the department has failed to act on the credentials at the completion of an initial appointment, then Global Campus may decide to act as if the credentials had been approved for a one (1) year approval if the instructor's prior approval was for one-time only or one (1) year, or a three (3) year approval if the prior approval was for three (3) years. Global Campus shall inform the department of its decision and shall make available to the department the instructor's teaching scores, class syllabi, and grade distributions. Departments may still act on the credentials at any time, but Global Campus will not be required to withdraw a contract once it has been offered.

6) If an instructor is disapproved or approved on a one-time-only basis, the department shall indicate in writing to Global Campus the specific and detailed reason(s) for such action. Department disapproval may only be made for reasons of a lack of, or deficiency in, appropriate academic credentials and/or teaching proficiency as identified in previously established criteria (e.g., areas of noncompliance with master course materials, poor evaluations by students, or inappropriate grade distributions). If a department does not approve or renew an instructor for a three year period, the department will respond to reasonable requests from Global Campus to discuss ways that Global Campus and/or the department can assist the instructor to meet the department's requirements.

7) Global Campus may appeal the department's decision to a Global Campus Review Committee, as defined in Paragraph 5 of this Article. The decision of the Global Campus Review Committee shall constitute a final determination of the issue.

e. Scheduling and Staffing Courses. Global Campus has the responsibility for decisions regarding the scheduling and staffing of the courses for which it is accountable. In carrying out its responsibility, Global Campus will prefer bargaining unit members but reserves the right to assign non-bargaining unit members on the basis of:

1) Programmatic need for unique subject matter competency, in selected cases only, or

2) Sponsor-specific requirements, in which case a copy of such requirements shall be shared with the department. When more than one (1) bargaining unit member indicates preference for the same course, the originating department of the course shall have the responsibility of designating the instructor. The department will provide the rationale for its decision, in writing, to Global Campus and the unsuccessful applicant(s).

f. In those circumstances when more than one (1) bargaining unit member indicates a preference for the same course, and the originating department has designated the instructor, the unsuccessful applicant(s) may request a review of the decision by the department. The individual(s) requesting the review shall be given the opportunity to meet with the department for the purpose of addressing the alleged deficiencies of the selection process prior to the department vote. The department shall either reaffirm the decision of the department, or designate the petitioner as the instructor for the course.

4. Review of Approval to Teach. Although an initial determination and evaluation of academic qualifications of bargaining unit members is performed by the department, approval to teach a Global Campus-scheduled course will be reviewed upon presentation of evidence of teaching deficiencies in Global Campus-offered courses. This review shall be conducted by the Vice President/Executive Director of Global Campus with the sole purpose of determining whether the

bargaining unit member shall be assigned to subsequent Global Campus-scheduled courses. The bargaining unit member shall be notified of a review and shall be given an opportunity to address the alleged deficiencies prior to a determination. A decision by the Vice President/Executive Director of Global Campus to not assign the bargaining unit member to a course(s) may be appealed by the member to a Global Campus Review Committee, as defined in Paragraph 5 of this Article.

5. a. <u>Global Campus Review Committee</u>. A Global Campus Review Committee shall be created to consider appeals regarding Paragraphs 3.d., 4, and 7 of this Article, and shall consist of three (3) members, selected from the following colleges: Business Administration; Communication and Fine Arts; Education and Human Services; Health Professions; Humanities and Social and Behavioral Sciences; and Science and Technology. The members shall be:

   1) A dean from a college other than the applicable college;

   2) A chairperson selected randomly from among the chairpersons of the departments in the applicable college, excluding the chair of the specific department; and

   3) A bargaining unit member selected randomly from among the members of the departments in the applicable college, excluding the members of the specific department and the department of the chairperson member of the committee.

   b. This process of selection shall occur de novo for each appeal. A representative of Faculty Personnel Services (FPS) and a representative of the ASSOCIATION Grievance Committee shall meet to select the members of each Global Campus Review Committee so that membership of the Review Committee is completed within 15 business days of receipt by FPS of a request to create the committee. The Review Committee will render its decision within 45 business days of the date of the request.

   1) Prior to rendering its decision, the Review Committee shall review any materials presented to it by either Global Campus or an academic department, and shall extend an invitation to Global Campus and the academic department to have a representative from those units meet with the Review Committee to present its case and answer any questions the Review Committee may have.

   2) The Review Committee shall have the latitude to develop additional (or supplemental) procedures it deems useful in helping it render its decision.

   3) The Review Committee decision shall be by majority vote.

6. All proposals for new concentrations and degree programs must be developed with the involvement of campus faculty who teach in the subject matter areas. Such concentrations and programs must be approved according to the Academic Senate guidelines for curricular proposals.

7. For course offerings offered by academic departments through Global Campus within Michigan other than extended degree programs, Global Campus and the department will jointly determine what courses shall be taught, when these courses shall be taught, and the location of these courses. Any disagreement concerning the above determination may be taken to a Global Campus Review Committee, as defined in Paragraph 5 of this Article.

8. Global Campus will distribute the "Department Semester Course List" to departments twice a year.

9. CMU will ensure that department chairpersons and college deans are apprised in a timely manner of all Global Campus teaching and non-teaching commitments entered into by bargaining unit members.

Criterion 3 Evidence
CMU Generation Study Abroad

CMU

February 12, 2014

Dr. Allen E. Goodman
President and CEO
Institute for International Education
809 United Nations Plaza
New York, NY 10017

RE: Generation Study Abroad

Dear Dr. Goodman:

I read the new Generation Study Abroad information with interest and am writing to inform you that Central Michigan University (CMU) is ready to make a commitment to this new project.

Priority 1 in CMU's Strategic Plan is "student success - challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens." One of our goals under this Priority is to increase the number of students who study abroad. Our stretch goal is to double the number of students who study abroad by the end of the decade.

Our Office of Study Abroad is collaborating with departments across campus to integrate study abroad into the curriculum to strengthen the preparation of our students for the global workplace. Discussions about offering more scholarships to make study abroad affordable are already underway. First generation college students will be a focus of our study abroad outreach.

It is with great enthusiasm that CMU accepts the Generation Study Abroad challenge.

Sincerely,

Claudia B. Douglass, Ph.D.
Interim Vice Provost for Academic Affairs
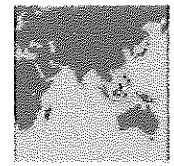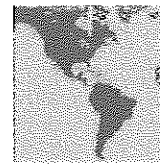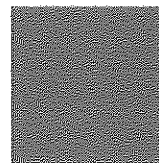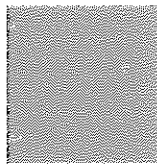
Generation Study Abroad
Doubling the number of U.S. students who study abroad

Join the Commitment: A call to action from the Institute of International Education

Every student who wants to succeed in the global economy should study abroad. Yet less than 10% of U.S. undergraduates study abroad prior to graduation. This is simply not enough.

As we approach the Institute of International Education's Centennial in 2019, IIE is launching "Generation Study Abroad," a 5-year initiative to double the number of U.S. students studying abroad by the end of the decade. Putting IIE's resou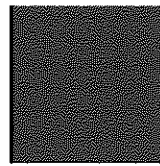rces behind this campaign highlights our commitment to increasing study abroad that has been so much a part of our mission for IIE's first 95 years.

Join the Generation Study Abroad Challenge: Colleges and Universities

To reach this target, the education community will need to join together to act swiftly and decisively.

Our goal is to identify at least 100 U.S. colleges and universities willing to double the number of their students studying abroad or significantly increase the participation rate of their students who study abroad at some point during their undergraduate career, and at least 10 U.S. colleges and universities who pledge to require study abroad of all their students. We encourage all colleges and universities to set an aspirational goal for the proportion of their students who participate in study abroad. The initiative will have a public element. In addition to the higher education community, we are seeking the support of high school teachers, study abroad alumni and students, as well as private sector partners and other educational organizations who will be able to contribute scholarships and resources.

Institutions that join the commitment agree to:
- Make a significant pledge to increase the number of their students who study abroad;
- Take actions to undertake new and expanded activities to enable more students to study abroad;
- Update IIE on an annual basis on their activities and progress towards meeting that target;
- Share strategies and best practices, which will be featured at IIE's annual Best Practices Conference;
- Put a Generation Study Abroad badge on their websites;
- Join the conversation at #GenerationStudyAbroad.

IIE will support commitment members in the following ways:
- Award 5-10 grants (of approximately $10,000) per year to institutions who are making outstanding progress with their targets, to be used for study abroad scholarships for their students;
- Recognize commitment members on IIE's website and press releases, and provide a special badge;
- Invite members to participate in annual meetings on doubling U.S. study abroad, webinars and National Conference Calls;
- Connect members with study abroad resources and tools to help your study abroad office;
- Provide a discounted eBook license for IIE's new "*A Student Guide to Study Abroad*" that members can distribute to all incoming freshman.
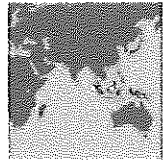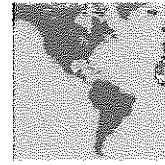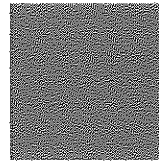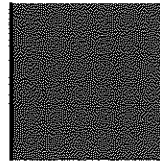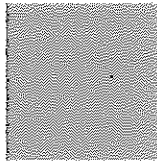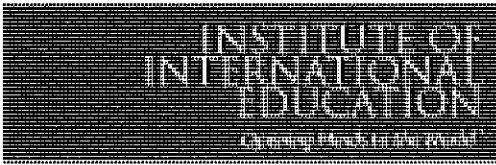
Generation Study Abroad – Join the Commitment

To join the Generation Study Abroad Commitment, please complete and submit this form along with your letter of commitment to StudyAbroad@iie.org. Deadline for submission is February 14, 2014.

Step 1: Describe your Baseline

For Academic Year 2011/12 (reported in Open Doors 2013)	
Total student enrollment	20,274
Undergraduate student enrollment	18,823
Degrees conferred	4,162
Number of students studying abroad (Undergrad, Grad, and Total)	534
Study Abroad Participation Rate (Undergrad, Grad, and Total, if available)	2.6% (total)

Step 2: Set your Target

X **For colleges and universities:** My institution pledges to double or to significantly increase the number of students who study abroad. *(For educational associations and other private sector organizations, see Step 3)*

Targets can include: pledging to double the number of students who study abroad by the end of the decade; increasing the participation rate to a specific percentage; requiring all students to have a study abroad experience; etc. *Important:* Your target must be ambitious and represent a stretch for your institution, and it must contribute significantly to the overall goal of doubling U.S. study abroad.

Our Pledge (specify target): _____1068 (100% increase)_____

Step 3: Agree to Actions

X In addition to meeting the target listed above, my institution pledges to conduct new or expanded activities that help broaden participation in study abroad. These might include:

- Launch a new study abroad initiative *or* scholarship
- Provide an innovate new support service for students
- Help students engage internationally through service learning, research, or internships
- Make it possible for more underrepresented students to study abroad
- Engage study abroad alumni in new and creative ways
- *For education associations and private sector organizations, this can include contributing significant support through providing scholarships, producing materials, or offering services.*

Step 4: Describe Your Pledged Target and Actions
Submit a letter of commitment, signed by your President or Senior International Officer, describing why your institution is joining the Generation Study Abroad commitment, the specific target you are setting, and how you plan to achieve the target by the end of the decade, as well as specific actions you pledge to take or resources you will contribute.
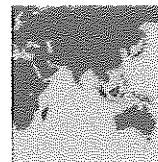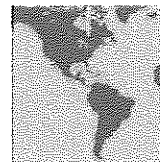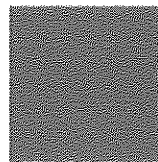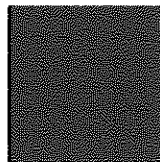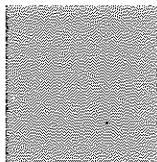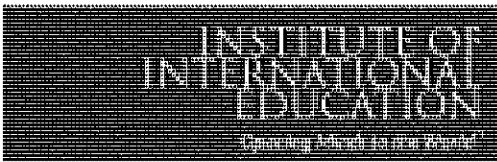
Contact information for your primary institutional representative for this commitment:

Name:	Dianne De Salvo
Title:	Director of Study Abroad
Institution:	Central Michigan University
Address:	Office of Study Abroad
City, State, Zip:	Mt. Pleasant, MI 48859
Email:	dianne.desalvo@cmich.edu

Signature: _____ Date: 2/12/2014

Submit this form along with your letter of commitment from your President or Senior International Officer to IIE by **February 14, 2014 in order to be included in our press launch.** Please email your materials to StudyAbroad@iie.org.

If you have questions, please contact:

Wagaye Johannes
Project Director
Institute of International Education (IIE)
Email: studyabroad@iie.org

Criterion 3 Evidence
CMU GSU Agreement

Agreement between Central Michigan University
and the
Graduate Student Union
2013 – 2016

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Article 1
RECOGNITION

Included in the Graduate Assistant Bargaining Unit are:

1. All graduate students with an appointment of Teaching Assistant.

    A Teaching Assistant is a graduate student who:

    a) is employed to teach courses, or coordinate, lead, or assist in the instructional process in direct interaction with students in recitation, laboratory, quiz or problem sessions; or,

    b) is employed to provide tutorial instruction on a regularly scheduled and pre-arranged basis throughout not less than one semester, but specifically excluding individuals who provide tutorial instruction on a demand or on-call basis, regardless of the frequency of the demand or calls; or,

    c) is employed on a regularly scheduled and pre-arranged basis throughout not less than one semester to grade papers or examinations in a manner that requires subjective evaluation above and beyond the mechanical or routine comparison of submitted papers or examinations with answers, responses, or elements predetermined as correct or acceptable by another individual or method.

2. Graduate students with an appointment of Administrative Assistant assigned to duties for the primary benefit of the university and under the supervision of a university faculty member or administrator.

Excluded: All graduate students with an appointment of Research Assistant; those graduate students with an appointment of Administrative Assistant assigned to duties the product of which may be reasonably expected to be used for the primary benefit of the Graduate Assistant's educational program; and supervisors, confidential employees, and all other employees.

Article 2
PURPOSE AND INTENT

1. Purpose

    The purpose of this Agreement is to set forth the rates of pay, hours of work, and other terms and conditions of employment for the Graduate Assistants (GAs) represented by the Graduate Student Union, AFT-Michigan, AFT, AFL-CIO; to recognize the joint responsibility of the parties to provide effective, efficient services and suitable GA performance for the University; to establish and maintain a mutually agreeable procedure for the resolution of grievances; and to promote the ability of Central Michigan University (CMU) to fulfill its stated mission of service to the public.

2.   Mutual Intent

Therefore, the University and the Union encourage, to the fullest degree, cooperative relations between their respective representatives at all levels and among all Graduate Assistants. The parties are mutually committed to promoting respect, civility, and teamwork.

Article 3
UNIVERSITY RIGHTS

1. CMU has the exclusive right to the general supervision of the institution and the control and direction of expenditures from the institution's funds. CMU has the legal responsibility to carry out the educational mission of the institution. CMU reserves and retains solely and exclusively all of its inherent rights, functions, duties, and responsibilities with the unqualified and unrestricted right to manage, direct and control the University and its programs, and to determine and make decisions on the manner in which the University's operations will be conducted, except where limited by the express and specific terms of this Agreement.

2. Such rights are, by way of illustration, but not limitation:

    a. Determination, implementation and supervision of all policies, operations, methods, processes, duties and responsibilities of Graduate Assistants;
    b. size and type of academic and nonacademic staff;
    c. standards of employment-related performance, assignments, responsibilities to be performed, scheduling of these responsibilities, persons employed, promotion, transfer, non-appointment, reassignment, suspension, discipline, discharge or layoff of Graduate Assistants;
    d. starting salary;
    e. establishment, modification or abolition of programs and courses of instruction;
    f. determination of the acquisition, location, relocation, installation, operation, maintenance, modification, retirement, and removal of all its equipment and facilities and control of its property.

Article 4
UNION RIGHTS AND RESPONSIBILITIES

1. Union-University Business

    a. Representatives of the Union will be permitted to transact official business with appropriate representatives of CMU at reasonable and mutually agreed-upon times provided the Union follows regular University procedures.

    b. The Union will provide to the University (Faculty Personnel Services), not later than ten (10) calendar days following the beginning of each academic semester, the names and contact information of each of its elected officers.

2. Union Access to Resources

    The Union can schedule periodic meetings to conduct Union business on campus, subject to customary charges, if any. Requests for such space shall be processed through regular University procedures. Other facilities or equipment, such as computing and audiovisual, will also be subject to customary charges, if any.

3. Website

    Where the Union has chosen to develop its own website, the University shall provide a link to this website on both its Faculty Personnel Services and College of Graduate Studies' homepages.

4. Graduate Assistant Training Conducted by the College of Graduate Studies

    a. For training conducted in person, the University will assign twenty (20) minutes to the Union for the purpose of informing bargaining unit Graduate Assistants about the Union's function, explaining Union dues and Michigan's Public Employment Relations Act as amended, announcing the first meeting of the Union, and discussing any other pertinent Union business or activities. If practicable, CMU will inform the GSU of any in-person training a minimum of ten (10) days prior to such training.

    b. For training conducted online, the University will provide interactive links to the Union's website and a description of the Union's function, explaining Union dues and Michigan's Public Employment Relations Act as amended, announcing the first meeting of the Union, and discussing any other pertinent Union business or activities, which shall be provided by the Union, and approved by the University.

    c. The University will provide the Union with $1,000, from the professional development fund provided under Article 19 of this Agreement, to be used for training and professional development seminars, one of which will be held before the start of fall semester classes.

    d. The Union and the University will work cooperatively so that Union-sponsored professional development sessions will be scheduled without conflicting with University-sponsored meetings and orientations for Graduate Assistants.

    e. All GSU members will have the same access to FaCIT services and programs as faculty.

5. Non-Discrimination Against Union Members

    The University agrees that bargaining unit work will not be eliminated or re-classified for the purpose of undermining the Union. The Union recognizes that other, non-discriminatory, reasons may exist for the elimination of GA positions.

6. Information for Supervisors

   The University will provide supervisors of GAs covered by this <u>Agreement</u> all information it believes is necessary for their compliance with this <u>Agreement</u>.

Article 5
UNION DUES

Consistent with the requirements of the Michigan Public Employment Relations Act (PERA), as amended, and in accordance with the terms of this Article, each Graduate Assistant covered by the terms of this Agreement has the choice of whether or not to become a Union member, pay dues, and participate in Union activities including voting on whether to ratify this Agreement.

1. <u>Payroll Deduction of Union Dues</u>. At the beginning of employment, each Graduate Assistant who chooses to become a member of the Union shall complete and sign a Union membership card, which shall authorize deduction from wages of Union dues. The membership card shall be prepared by the Union and be acceptable to the Employer. Upon the effective date of the completed Union membership card and receipt by CMU's Payroll Department of a list of current members [and the appropriate deductions] and thereafter, CMU will deduct the appropriate amount of dues from the Union member's wages. Monies so deducted will be transmitted to the Union, or its designee, no later than fifteen (15) business days following each deduction. The deductions will be made in equal amounts from the paychecks of the Union member.

2. <u>Change of Union Member Status</u>. A Graduate Assistant may choose to change her/his status as a Union or Non-Union member at any time. To become a Union member, a Graduate Assistant must complete the Union membership card, to include payroll deduction authorization, and any other paperwork required by the Union. To change from Union membership to Non-Union member status, a Graduate Assistant in writing must request relief from Union membership and cessation of Union dues deduction and present this request to both the Union according to the Union's procedures, which currently allow, as of the date of this Agreement, two weeks' notice, and to the office of Faculty Personnel Services, which will relay the notice to CMU's Payroll Department. Payroll will implement the cessation of dues deductions as soon as practicable.

3. <u>Refunds</u>. In cases where a deduction is made that duplicates a payment that a Union member already has made to the Union, or where a deduction is not in conformity with the policies and/or provisions of the Union, refunds to the Union member will be made by the Union.

4. The Union agrees to indemnify and save CMU harmless against reasonable attorney fees and court costs, and any and all claims, suits, or other forms of liability because of compliance with this Article, provided that in the event of any such claim, suit, or action, CMU shall give timely notice of such action to the Union and shall permit the Union's intervention as a party, if the Union desires. If the Union chooses to intervene, CMU agrees to give full and complete cooperation to the Union and its counsel in securing and

giving evidence, in obtaining witnesses, and in making relevant information available at both the trial and appellate levels.

5. Currently, PERA prohibits Graduate Assistants from being required as a condition of employment to financially support a labor organization or bargaining representative. Should PERA be amended such that the terms of this Article are affected, the parties to this Agreement shall, within thirty (30) days of notice each to the other, convene to negotiate mutually acceptable alterations to this Article. If the PERA amendment does nothing more, or less, than restore language replaced by the December, 2012 amendment, the parties to this Agreement shall replace the language of this Article with that of Article 5 of the 2010-2013 Agreement.

Article 6
PROVISION FOR INFORMATION PROVIDED TO THE UNION

1. Information Provided

    Not more than fifteen (15) business days after the start of each semester, the University shall provide, at no cost to the Union, a list of all current GAs in the bargaining unit. This list shall be alphabetical and in an electronic format, containing each GA's:

    a. First name
    b. Last name
    c. CMU identification number
    d. Employing unit
    e. Enrolled unit
    f. Job title
    g. Appointment percentage
    h. Actual pay
    i. Temporary (or local) address and phone number
    j. Permanent (or non-local) address and phone number
    k. CMU E-mail address
    l. Payroll deduction status of Union dues or service fee

    It is understood that the University is under no obligation to provide any of the above information if it has been withheld from CMU by a GA, or where forbidden by law.

2. Release of Updated Information

    The data in Section 1 above will be updated periodically by CMU (at least once per semester) and made available electronically to the Union.

3. Privacy

    The Union shall retain all information in confidence and disclose it only to those whose Union duties require them to have such information.

Article 7
INFORMAL MEETINGS

1. Union-University Business

   Representatives of the Union and of CMU shall meet at least once each academic semester for the purpose of discussing those matters necessary to the implementation of this bargaining Agreement. Such informal meetings also shall be held at other times after a request by either CMU or the Union for the purpose of maintaining and improving relationships.

2. Changes to the Agreement

   It is understood that any matter discussed or any action taken pursuant to such meetings shall in no way change or alter any of the provisions of this Agreement, unless such changes or alterations are ratified by both parties.

Article 8
GRIEVANCE AND ARBITRATION

1.   General Provisions

   a.   A grievance is a written complaint by a Graduate Assistant(s) and request for remedy involving an alleged violation of a specific provision(s) of this Agreement and filed using the procedure outlined below in Sections 2-4. A grievance may also be filed in writing by the Union, but only as to the interpretation or application of a specific provision of this Agreement. A Union grievance shall be brought at Step Three of these procedures (see Section 4.c) within twenty (20) business days after the Union first became aware, or reasonably should have been aware, of the facts giving rise to the grievance. No matter concerning any definition or application of the good standing of a Graduate Assistant in a CMU graduate degree program shall be subject to the grievance and arbitration procedures. The primary purpose of this procedure is to secure a practicable and equitable resolution of the grievance. Grievances shall be processed according to the time limits described herein; but, the time limits in each step of the process may be shortened or extended by mutual written agreement of the grievant and CMU.

   b.   Any written decision or written answer to a grievance made at any step, which is not appealed to the succeeding step within the time limits provided, or such additional period of time as may be mutually agreed upon in writing by the parties to this Agreement, shall be considered a final settlement and such settlement shall be binding upon the grievant(s) and the parties to this Agreement. If a written decision or written answer to an appeal is not rendered by an administrator within the time limits specified in this Article, the grievant may take the matter to the next step.

c. At no step in this procedure shall a settlement be reached which is inconsistent with the provisions of this Agreement, unless both the University and Union concur in writing.

d. No settlement of a grievance by the parties shall be a precedent for any other or future grievance.

e. A grievance may be withdrawn, and if withdrawn, may not be reinstated, and no financial or other liabilities shall result.

f. Whenever time limits are used in this Article, they shall be understood to mean business days. The time limits shall be tolled during break periods in the University calendar and University designated holidays.

g. No party to a meeting under this Article shall unreasonably fail or refuse to meet at reasonable times or places established for such meetings.

h. Hand delivery or an actual verified receipt, time-stamped email, or postmark will be regarded by the parties as evidence of delivery and receipt for the purposes of determining whether time limits have been met.

i. A Graduate Assistant(s) may choose to have a Union representative represent her/him at Steps One or Two of the Grievance Procedure; or, a Graduate Assistant may choose to represent her/himself at these Steps and forego or decline Union representation. During Steps Three and Four of the grievance procedure, Union representation is required.

j. If a grievance is the result of an action of an administrator above the level of the hiring department or unit, the grievant may initiate her/his grievance at Step Two.

2. Group Grievances

a. When more than one Graduate Assistant has a grievance involving common facts and provisions of the Agreement, one designated member of the group shall process the grievance on behalf of all similarly-situated Graduate Assistants. The Graduate Assistant processing the grievance will clearly specify it is a "Group Grievance." One Graduate Assistant only from the group of Graduate Assistants having the grievance shall be designated as representing the group for purposes of participating in any meetings described in the following sections.

   1) Intra-departmental

      If the aggrieved Graduate Assistants in the group are within the same department or unit, the Grievance shall be filed at Step One of the Grievance Procedure if all aggrieved Graduate Assistants have the same immediate supervisor, and shall be filed at Step Two of the Grievance Procedure otherwise (see Section 4 below).

2) Multi-departmental

> If the aggrieved Graduate Assistants in the group are from more than one department or unit, the grievance shall be filed at Step Two of the Grievance Procedure (see Section 4 below). Where one or more extant grievances involve a similar issue, those grievances, by mutual agreement, may be held in abeyance without prejudice, pending the disposition of a representative case.

3. Procedure for Disputes over Graduate Assistant Classification

In the event that the Union believes a Graduate Assistant has not been properly classified, and the Graduate Assistant's classification would be determinative of whether the Graduate Assistant is eligible for membership in the bargaining unit, the Union may request the convening of a special conference (as per Article 7) to discuss the matter. Should the special conference fail to resolve the matter, a grievance may be initiated at Step Three of the grievance procedure.

4. Complaint, Grievance and Resolution Procedure

The following procedure shall be the sole and exclusive means for resolving complaints or grievances.

a. Step One (Informal Complaint Resolution)

A Graduate Assistant or a designated member(s) of a group of Graduate Assistants having a complaint may take the matter up informally with the immediate supervisor within ten (10) business days from the date the Graduate Assistant(s) first became aware, or reasonably should have been aware, of the facts giving rise to the complaint. At the Graduate Assistant's request a Union representative may be present at this informal resolution stage. The Graduate Assistant will notify the immediate supervisor that the meeting is an informal discussion, and both the Graduate Assistant and the supervisor will note the date to ensure any subsequent formal grievance is filed in a timely fashion. Any written communication between the Graduate Assistant and supervisor documenting the date and time the meeting took place will be considered evidence of the informal meeting. If the complaint remains unresolved at this Step, a record of the meeting will be reduced to writing and signed and dated by the parties. A copy of this document will be provided to the applicable dean (or other unit head) and the Union. If the informal discussion does not result in a resolution of the complaint, a formal grievance may be filed.

b. Step Two (Formal Grievance Resolution)

If the complaint is not resolved at the informal stage, a formal grievance may be submitted in writing to the Executive Director, Faculty Personnel Services, who will forward this document to the Union; and if submitted, must be received within ten (10) business days of the conclusion of the informal meeting. The formal written grievance shall be signed and dated by the aggrieved Graduate Assistant(s), and by a Union representative if representation is desired by the Graduate Assistant(s), and

shall set forth all relevant facts, including dates, involved individuals, and the specific Articles/Sections of the <u>Agreement</u> which have allegedly been violated, a summary of the Step One meeting, if applicable, and the desired remedy. A grievant(s) cannot add facts to a written formal grievance after it has been filed without showing clearly that s/he was unaware of such facts at the time the grievance was filed.

Within fifteen (15) business days of receipt of the grievance, CMU shall conduct a meeting with the aggrieved Graduate Assistant(s) and her/his Union representative if representation is desired, and the relevant supervisor(s) at CMU's discretion, at a mutually agreeable time and place. CMU shall provide the grievant(s) with a written answer to the grievance within fifteen (15) business days of the meeting.

If CMU fails to respond in writing to the grievant within fifteen (15) business days of the formal stage meeting, the grievance may be advanced to Step Three.

c. Step Three

If the matter is still unresolved, the grievance may be appealed provided it is made in writing by the Union to the Executive Director, Faculty Personnel Services, within twenty (20) business days of the date of the Step Two answer.

Within ten (10) business days of the appeal, CMU's designee shall conduct a meeting with the Union's representatives for discussion of the grievance at a mutually agreeable time and place. Additional representatives of the parties may participate by mutual agreement. A written answer shall be given by CMU's designee to the Union within ten (10) business days of the meeting.

If CMU's designee fails to schedule a meeting within ten (10) business days of receipt of the grievance, or to respond in writing to the grievance within ten (10) business days of the meeting, the grievance will be considered resolved according to CMU's last preceding written answer, without prejudice or precedent in the resolution of future grievances, unless the Union advances the grievance to Arbitration.

d. Step Four (Impartial Arbitration)

A grievance, as defined in Section One, which is not resolved at Step Three of the grievance procedure, may be submitted to Arbitration only by the Union. The Union must provide written, dated and signed notice of intent to arbitrate to CMU's designee (Executive Director, Faculty Personnel Services) within twenty (20) business days following receipt of the Step Three answer. Such notice shall identify the grievance and the issue, and shall set forth the provisions of the <u>Agreement</u> involved and the remedy desired. If no such notice is given within the prescribed time limit set forth above, the grievance shall not be subject to arbitration.

1) Following written notice to CMU's designee, an Arbitrator shall be selected from a list of Arbitrators mutually selected in advance by the University and the Union (see Section 5).

2) CMU and Union shall jointly notify the Arbitrator of her/his selection, and upon acceptance by the Arbitrator, shall forward to the Arbitrator a copy of the grievance documents, the Union's notice of intent to arbitrate and a copy of the Agreement. If the Arbitrator does not, or cannot, accept selection, the Arbitrator last struck per Section 5 process will be contacted.

3) The hearing shall be held on the campus of Central Michigan University in Mount Pleasant, Michigan at a mutually agreed upon location, unless the parties mutually agree to a different location. The Arbitrator shall fix the time for the hearing and the issue or issues submitted for decision.

4) At least five (5) business days prior to the date set for the arbitration the parties shall exchange lists of known witnesses.

5) During the arbitration hearing, both CMU and the Union shall have the right to examine and cross-examine witnesses under oath and to submit relevant evidence. Issues and allegations shall not be introduced at the hearing unless they were introduced prior to or during Step Three of the Grievance Procedure.

6) Upon request by either party, but not upon her/his own motion, the Arbitrator shall have the authority to subpoena relevant documents and/or witnesses.

7) The arbitration hearing shall be closed to anyone other than the participants (representatives of the parties) in the hearing unless the parties agree otherwise in writing.

8) In all cases appealed to arbitration, except for actions involving discipline and/or dismissal, the Union shall have the burden of proof.

9) Upon request of either CMU or the Union or both, a transcript of the hearing shall be made and furnished to the Arbitrator, with CMU and the Union having an opportunity to purchase their own copy. The party not prevailing shall bear the cost of the Arbitrator's copy.

10) At the close of the hearing, the Arbitrator shall afford CMU and the Union a reasonable opportunity to furnish briefs if either party requests the opportunity.

11) The jurisdictional authority of the Arbitrator is defined as, and limited to, the determination of any grievance as defined in Section One submitted to her/him consistent with this Agreement and considered by her/him in accordance with this Agreement.

The Arbitrator's authority and jurisdiction shall not include any matter involving a question of good standing in a CMU graduate degree program or whether employment is academically relevant. The Arbitrator shall have no jurisdiction or authority to substitute her/his judgment for any academic judgment made by

the University. The Arbitrator shall have no authority in academic matters regarding the grievant's role as a student.

The Arbitrator shall not have any authority to add to, subtract from, or otherwise modify this Agreement. The Arbitrator shall also not have the authority to order that a discharged Graduate Assistant be reinstated or offered a new appointment, but rather any monetary remedy for wrongful discharge will be limited to the remaining unpaid portion of the Graduate Assistant's appointment.

In disciplinary cases, the remedy available to the Arbitrator shall not exceed making the Graduate Assistant whole for the remainder of the individual's appointment period. The Arbitrator shall have no authority in any circumstance to award back pay or any other monetary relief, which is greater than the grievant would have been entitled to if there had been no violation.

In arbitration cases involving the Health and Safety Article, the Arbitrator may order the University to cease violations of the Health and Safety Article. The Arbitrator shall not have authority to order specific remedies for health and safety violations involving expenditures for structural modifications nor shall the Arbitrator have the authority to order such a remedy for the purchase or rental of equipment unless there are available specifically budgeted funds for the particular efforts which may be necessary to comply with the order.

12) The Arbitrator shall render the decision in writing, setting forth her/his reasons therefore, within thirty (30) business days following the hearing or the deadline for the submission of briefs, whichever is later.

13) The Arbitrator's decision, when made in accordance with the Arbitrator's jurisdiction and authority established by this Agreement, shall be final and binding upon CMU, the Union, and the Graduate Assistant(s) involved. The Union agrees that it will not bring or continue any grievance that is substantially similar to a grievance denied by the decision of an Arbitrator.

14) The fees and expenses of the Arbitrator (and court reporter if applicable) shall be paid by the party not prevailing. The Arbitrator shall decide which party has prevailed. The expenses of, and any compensation for, each and every witness and representative for either CMU or the Union shall be paid by the party producing the witness or having the representative. The party that cancels or postpones an arbitration will be liable for any cancellation/postponement fees charged by the Arbitrator or court reporter.

15) The provisions of this section do not prohibit CMU and the Union from mutually agreeing to expedited arbitration of a given grievance or grievances.

5. Selection of Arbitrator

   a. Within fifteen (15) days of the referral of a matter to arbitration, CMU and the Union shall select an Arbitrator via the following procedure. CMU and the Union shall each submit to the other the names of three (3) Arbitrators willing and able to serve. On a rotation basis, initially determined by lot, first CMU or the Union shall strike a name from the arbitration panel, followed by the other party. The striking of names from the panel shall continue on an alternating basis until one (1) Arbitrator remains. CMU and the Union shall jointly contact the Arbitrator selected to arbitrate the matter.

   b. The Union or CMU may request a pre-arbitration conference after the grievance has been submitted to arbitration and prior to the arbitration hearing to consider means of expediting the hearing by, for example, reducing the issue or issues to writing, stipulating facts, and authenticating proposed exhibits. The pre-arbitration conference shall be scheduled within ten (10) days from the receipt of the request for such conference.

Article 9
EMPLOYMENT PERIOD AND APPOINTMENTS

1. Posting of Graduate Assistant Positions

   a. To help assure notice of open Graduate Assistant positions, each department that appoints Graduate Assistants will publish information regarding departmental application and selection procedures in a prominent place within the department or on a designated department website.

   b. However, job postings need not be posted, or otherwise distributed, if:

      i. the job is reserved for a specific student in the department; or
      ii. for a student who will become a member of the department, as part of a funding package; or
      iii. posting would interfere with the need for timely hiring decisions made just before or after the beginning of the semester.

   c. Department selection procedures will be established by the individual departments, which retain exclusively the authority to establish, or alter, the standards by which Graduate Assistants are selected. Selection will be in conformance with the established standards. The standards for selection will be made available in writing to GAs. Any future changes to standards shall be announced by CMU and made in advance of any application deadline.

2. Employment Process

    a. All newly appointed GAs shall receive a letter of appointment informing them of the type and period of employment. These appointment letters will include the following:

        1. Duration of employment;
        2. Stipend amount, including tuition waiver, and reference to other benefits (if any), assuming a stipend and/or tuition waiver or benefits are applicable to the appointment;
        3. Notice of this Agreement in the form of an URL link to the Agreement;
        4. Name(s) of the direct supervisor(s), if known at the time of the appointment;
        5. The average amount of time the GA should expect to engage in employment duties per week; and any administrative requirements imposed by the University;
        6. Any contingencies to the appointment; such as, but not limited to, admission to the College of Graduate Studies, and/or maintenance of required cumulative graduate grade point average as set by CMU, and enrollment in a minimum number of graduate courses as outlined by the College of Graduate Studies on behalf of the University.

    b. Receipt of the letter described above constitutes an offer of employment by the University. It is understood that an offer of employment may be an important factor in the decision of new students whether or not to attend CMU for graduate studies. Nevertheless, the University reserves the right to withdraw or alter the offer for good cause. In such cases, the recipient will receive written notification of a withdrawal of an offer or of any alterations made to their offer of employment.

    c. Appointments of Graduate Assistants shall be for at least one semester. Nothing within the terms of this Agreement, however, precludes the University from making appointments for periods longer than one semester.

    d. A Graduate Assistant will receive from her/his supervisor notice of the amount of time in general s/he should expect to spend on employment duties.

3. Subsequent Employment Notification

    a. Subsequently appointed Graduate Assistants shall receive a letter of appointment containing the terms stipulated in Section 2(a) of this Article.

    b. CMU will make a diligent effort to notify a Graduate Assistant with an existing appointment of a decision to offer or not to offer a subsequent appointment (a) by April 30 for those who will be employed for the following Fall or Fall and Spring Semesters, and (b) by December 1 for those who will be employed for the following Spring Semester.

    c. Section 3(b) of this Article shall not be interpreted as preventing later appointments when necessary.

Article 10
WORKLOAD

1. Appointments shall not exceed an average of ten (10) hours per week for half time appointments and twenty (20) hours per week for full time appointments over the length of a semester appointment. The specific number of hours in any week may vary from the average according to the needs of, and as determined by, the employing unit. However, over the course of an appointment, the average number of hours worked per week shall not exceed the above.

2. Supervisors shall discuss the scope and pattern of duties with each Graduate Assistant prior to the GA actually performing any assigned duties. This discussion shall occur on the first day of the appointment, or as reasonably practicable subsequent to the first day of employment. Supervisors shall also discuss with GAs the scope and pattern of duties as questions might arise during the course of employment. Should supervisors become aware of potential workload fluctuations of a substantial nature, they will notify affected Graduate Assistants as soon as practicable.

3. If, during the course of an appointment, it is determined that a GA is expected to work more than the average specified in Section 1, above, CMU will increase the appointment or reduce the workload appropriately.

4. GAs may be appointed at a level less than ten (10) hours (half time), or between ten (10) hours (half time) and twenty (20) hours (full time).

Article 11
STANDARD PERFORMANCE REQUIREMENTS/RESPONSIBILITIES

1. General Requirements

   a. In the performance of their employment responsibilities, all GAs covered by this Agreement will conduct themselves at all times in a manner that is professional, courteous and conducive to a professional atmosphere in their class/laboratory, office or department, employing unit (or other work setting) and the University.

   b. All GAs are responsible for complying with all applicable University policies and procedures.

   c. All GAs will be informed of their duties/responsibilities before being required to perform them. The Union recognizes that there may be occasions when a Graduate Assistant receives her/his duty assignment very close in time to an expectation of performance thereof.

   d. Teaching Assistants who are responsible for classroom or laboratory instruction will be informed of their required classroom/laboratory instruction duties, including which specific classes or discussion/laboratory sections will be taught, if any, at the

earliest possible opportunity, which in no case should be less than two (2) business days before the first day of the class/laboratory to be taught each semester.

2. Graduate Assistant Responsibilities

    a. The parties to this Agreement recognize that GA responsibilities may differ across employing units.

    b. All GAs are responsible for following University and departmental policies and procedures applicable to their assignments regarding instruction, assisting in instruction, and/or administrative work.

    c. In carrying out their responsibilities GAs will adhere to work-related directives received from assigned faculty of record and/or their immediate supervisor(s).

3. Unit Policies

    a. The University, through its separate employing units, shall communicate in advance where practicable to GAs in each unit any new policies or changes in: existing policy, the standards of Graduate Assistant conduct, and the penalties, if any, for violating such policies.

    b. Written copies of policies, if they are maintained in written form, shall be available at no cost to Graduate Assistants.

Article 12
GRADUATE ASSISTANT EVALUATION

1. Teaching Assistant Evaluation

    a. Where applicable, Teaching Assistants shall use the current CMU Student Opinion Survey (SOS) course evaluation forms in each course that they teach. These surveys shall be completed by students enrolled in the course and submitted to the employing unit. At the discretion of the instructor of record and/or supervisor the SOS may be supplemented by additional information gleaned from faculty evaluations.

    b. The faculty supervisor of each course taught by a Teaching Assistant (in some cases a Graduate Coordinator) shall submit to the department chair/unit administrator a formal written evaluation of each supervised Teaching Assistant. The evaluation shall occur during the Spring semester of that Graduate Assistant's appointment, or once a year for those on appointments of less than one academic year. After notifying the Graduate Assistant, selected members of the employing unit may visit and observe the Graduate Assistant teaching in the instructional setting. Notice should be provided at least five (5) business days in advance of the visit. Additionally, upon Graduate Assistant request in writing, CMU may observe, when

appropriate, the Graduate Assistant teaching in the instructional setting. Information from these visits and observations may be used in the evaluation.

c.   Student evaluations of Teaching Assistants (or summaries thereof), formal written evaluations by faculty, evaluations from other Teaching Assistants elicited by the faculty supervisor or the Graduate Assistant, and any relevant supplementary information may be placed in the GA's personnel record. This material shall remain on file consistent with the University's practices for maintaining Graduate Assistant records.

d.   Evaluation material described in subsections a, b and c above may be used in overall evaluations.

e.   Graduate Assistants shall have the opportunity to comment in writing upon the evaluation and such comments shall be placed in the Graduate Assistant's personnel record.

f.   Upon Graduate Assistant request, the evaluator shall meet with the Teaching Assistant to discuss the completed formal evaluation.

g.   CMU shall provide the Graduate Assistant with a copy of the formal written evaluation within thirty (30) calendar days of the receipt of all relevant materials.

2.   Administrative Assistant Evaluation

Evaluation of Administrative Assistants shall follow practices established by the University for other Administrative Assistants performing similar professional responsibilities.

Article 13
TRAINING AND PROFESSIONAL DEVELOPMENT

1.   The University without limitation is vested with the sole authority for establishing any required orientation and in-service training programs for all Graduate Assistants. The number, type and content of such programs shall, therefore, be established by the University.

2.   Any required training program(s) shall be coordinated through the College of Graduate Studies, departments, academic programs or offices. GAs will not be charged for GA orientation or training that is mandated as part of required GA duties or responsibilities.

3.   GAs covered by this Agreement may be required, as part of their regular duties, to attend and participate in orientation or Graduate Assistant training, and other programs. GAs may be excused from orientation or Graduate Assistant training, or other programs only by written agreement from the Dean (or designee) of the College of Graduate Studies for CGS programs and department chairs, graduate coordinators or direct supervisors (Administrative Assistants only) for department sponsored programs. If a GA, who is

required to attend orientation, or other training, fails to attend such program(s) and has not obtained prior written approval from the appropriate designee, her/his salary shall be reduced by an amount equal to the hourly rate for the number of hours missed of the orientation and/or training programs.

4. Required training during the defined work period of a GA's employment will be included as part of the overall workload, as defined in Article 10 (Workload).

5. CMU, at its sole discretion and through individual employing units, may provide required training that is specific to particular assignments, as necessary.

6. CMU instructors of record and other supervisors, at their discretion, may provide avenues for professional development. Such avenues may include mentorship in pedagogy and class observation by faculty and/or peers.

7. The Union may submit to CMU any ideas about new training programs for Graduate Assistants, or modifications to existing training programs. If the Union desires to submit an idea(s), the submittal must be made in writing to the Dean of the College of Graduate Studies. The idea(s) presented must be designed to enhance job performance. It shall remain, however, the right of CMU to establish, modify or terminate any training program at its sole discretion.

8. In addition, upon request, CMU agrees to meet with representatives of the Union, under the auspices of Article 7, in an effort to assure due consideration is given to the development of submitted training program ideas (relating to establishment, modification, or termination thereof). In such meetings CMU agrees to arrange for participation of members of the University community with appropriate expertise.

Article 14
ADDITIONAL EMPLOYMENT

1. Full-time Graduate Assistants (employed 20 hours/week) are working the maximum number of hours allowed to GAs for on-campus employment (20 hours/week). Thus, they may not have additional on-campus employment while classes are in session during the term of their employment as Graduate Assistants without the written consent, in advance, of the Dean of the College of Graduate Studies.

2. Any outside employment must be undertaken with the understanding that it shall not interfere with responsibilities assigned or inherent in the Graduate Assistant's position or academic program at CMU.

3. As to Graduate Assistants not covered by provisions of the United States Immigration and Nationality Act, Title 8 of the U.S. Code (8 USC) [see also Title 8 of the Code of Federal Regulations (8 CFR)],

   a. a full-time Graduate Assistant covered by this Agreement may not work for another institution of higher learning without obtaining prior written approval from her/his

direct supervisor and/or Dean of the College of Graduate Studies (or her/his designee);

b. a part-time Graduate Assistant covered by this Agreement may work for other institutions of higher learning without giving notice to the University or obtaining approval from the University.

4. A Graduate Assistant of CMU may not utilize University property in such outside activities, including, but without limitation, course materials, curricula, or other materials.

Article 15
PERSONNEL RECORDS

1. The University will maintain a personnel file (record) for each Graduate Assistant represented by this Agreement. Only materials that pertain to employment and/or job performance including, but not limited to, academic records as they pertain to academic requirements for GAs, will be included in the personnel file; however, appropriate medical data sealed in a separate container may be inserted into the file.

2. It is understood that the personnel file may consist of records maintained in more than one CMU office.

3. Upon written request to Faculty Personnel Services, a Graduate Assistant will have the right to review her/his personnel file not more than two (2) times in a calendar year, with or without a Union Representative. If a Graduate Assistant wishes a Union Representative to be able to review her/his file, the name of that Representative will be specified in the written request to review the file. The University will schedule this file review at a reasonable time and place.

4. A Graduate Assistant shall have the right to receive a copy of any and all parts of her/his personnel file, including all written and electronic materials placed in her/his file. A Graduate Assistant who requests additional copies during a given academic year may be assessed the cost of duplicating the information.

5. A Graduate Assistant shall have the right to place a written response to any evaluation contained in her/his personnel record.

6. If a Graduate Assistant disagrees with information contained in a given personnel record, removal or correction of that information may be mutually agreed upon with the University. If agreement is not reached, the GA may submit a written statement explaining her/his position. As long as the original disputed information is a part of the file, the statement of the GA's position shall be included whenever the personnel record is divulged to a third party.

Article 16
HEALTH AND SAFETY

No Graduate Assistant will be required to act, nor will any Graduate Assistant act, in a manner which constitutes a known health or safety hazard in their employment relationship.

Article 17
STIPEND

1. Each Graduate Assistant, employed by CMU as such as of the end of the spring semester of the academic year prior to a year noted below, and who shall be employed as a Graduate Assistant during the immediate subsequent academic year, shall receive an increase effective the first pay period of the academic year, as follows:

   2013-2014:   2.5%
   2014-2015:   Same as P&A or .5%, whichever is greater
   2015-2016:   Same as P&A or .5%, whichever is greater

2. Additionally, beginning with the academic year 2013-2014 the minimum stipend amount will be in accord with the following:

	Stipend Ranges		
Degree Pursued	2013-14	2014-15*	2015-16*
Master's degree and non-degree graduate students; Specialist degree students with fewer than 30 hours beyond the baccalaureate	$10,505-$14,400	$10,605-$14,400	$10,705-$14,400
CS&T master's degree students	$11,015-$14,400	$11,115-$14,400	$11,215-$14,400
Specialist degree students with 30 or more hours beyond baccalaureate; AuD, EdD and DPT degree students	$11,830-$19,000	$11,930-$19,000	$12,030-$19,000
PhD degree students	$12,850-$19,000	$12,950-$19,000	$13,050-$19,000

*The minimum stipend for each level will be increased over the previous year's minimum stipend by a percent increase equal to the percent increase to P&A salaries if such an increase would result in an amount greater than that indicated in this table.

3. All references are to a full-time appointment for a full academic year. Graduate Assistants appointed on a part-time basis shall receive a stipend based upon the proportion of their part-time appointment to a full-time appointment.

4. Stipend shall be paid according to the bi-weekly payroll that uses a schedule of eighteen (18) pay dates during the academic year.

Article 18
TUITION SCHOLARSHIP BENEFIT

1. The University will continue to make a tuition scholarship benefit available to Graduate Assistants.

2. Graduate students appointed as <u>full-time</u> Graduate Assistants for the academic year receive a tuition scholarship for a maximum of twenty (20) credit hours for courses which they take during their assistantship and the subsequent summer session. Any special course fees are the responsibility of the individual Graduate Assistant.

    a. For Graduate Assistants at the master's degree level who have <u>less than full-time</u> assistantships, the tuition scholarship is prorated from a base of twenty-four (24) credits in accordance with the portion of their appointment as a Graduate Assistant. For example, a Graduate Assistant appointed one-half time for an academic year is eligible for up to twelve (12) credit hours during the academic year and a Graduate Assistant appointed one-half time for one semester is eligible for up to six (6) credit hours during the current academic year.

    b. Graduate Assistants enrolled in CMU's <u>doctoral</u> programs receive a tuition scholarship for up to twenty (20) credit hours provided they have at least a half-time GA appointment. With less than a half-time appointment, the tuition remission is prorated, using as a base twenty (20) credits for a half-time appointment.

Article 19
PROFESSIONAL DEVELOPMENT FUND

1. The University has provided and will continue to provide an annual professional development fund for use by Graduate Assistants. The total amount of the professional development fund shall be five thousand ($5,000) dollars each year of which one thousand ($1,000) dollars will be used by the Union each year for training and professional development seminars (see Article 4, Section 4.c.). This fund shall be administered by the Dean of the College of Graduate Studies. Each Graduate Assistant will be eligible for up to one hundred ($100.00) dollars per academic year for purposes of attending a professional conference directly related to her/his academic discipline or job duties. The conference must be approved in advance by the Graduate Assistant's department chair (or in the case of Administrative Assistants, one's department supervisor).

2. The University will announce the availability of unused monies, which may be made available to Graduate Assistants who already have been provided with support on or about March 15 of each year.

3. A Graduate Assistant desiring to utilize money from this Fund must apply using the appropriate University form(s) and submit such form(s) to the College of Graduate Studies. Monies will be distributed on a reimbursement basis. The University will advise the Union via the Informal Meeting (Article 7) of its development of additional policies

and/or procedures to account for such usage and offer the Union an opportunity to provide input.

4. Nothing in this Article precludes Graduate Assistant from receiving funding from other University sources.

Article 20
WELLNESS ALLOWANCE

1. For each Graduate Assistant, CMU shall provide a wellness allowance in the amount noted below:

During academic year 2013-2014 - $250.00

During academic year 2014-2015 - $250.00

During academic year 2015-2016 - $250.00

2. The amount referenced above shall be based on a full-time appointment for the full academic year. Graduate Assistants appointed on a part-time basis shall receive a wellness allowance amount based upon the proportion of their part-time appointment to a full-time academic year appointment.

3. The appropriate amount of support shall be included in the bi-weekly payroll for each Graduate Assistant.

4. The support provided by the terms of this Article shall be used at the discretion of the Graduate Assistant for purposes intended by the parties to this Agreement.

5. The support provided by CMU shall be restricted to the term of this Agreement only; and, therefore, shall end at the expiration of this Agreement.

Article 21
LEAVE TIME

1. Sick Leave

A full-time Graduate Assistant shall be eligible for up to five (5) days (20 hours equivalency) of medical leave pay in an academic year (pro-rated if appointed for one semester only) beginning the first day of the initial employment period. The Graduate Assistant must take medical leave when unable to meet employment obligations because of personal illness, injury, or other disabling medical condition, or when the Graduate Assistant's physical presence is needed for direct participation in the care of the Graduate Assistant's ill, injured or disabled spouse, child, mother, father, or other eligible individual. CMU may request documentation of such need, and the Graduate Assistant

shall provide documentation when requested. Unused sick time is forfeited at the end of an academic year. Medical leave is not available in the summer.

Charging of Sick Leave

All absences of a Graduate Assistant due to illness or injury shall be charged against the Graduate Assistant's sick leave whether or not her/his department absorbs the work or CMU provides a substitute. A Graduate Assistant will be considered absent if he/she fails to appear for any portion of her/his regularly assigned duties because of illness or injury. Sick leave will be charged in hourly increments for the time absent from work.

2. Jury Duty/Court Testimony

Graduate Assistants who serve on jury duty or as subpoenaed witnesses during their regular work time (and are not a party to the action or a witness against the University) will be paid regular pay for the time during scheduled working hours/days. When summoned or subpoenaed for jury duty or testimony, the Graduate Assistant shall provide the immediate supervisor (or department or unit designee) with written verification (i.e., copy of summons or subpoena) of the times and dates of the required service.

3. Immigration Proceedings

In the event a Graduate Assistant is unable to meet employment obligations because he/she is compelled during working hours to participate in immigration proceedings for him/herself or for the Graduate Assistant's spouse, child, or other eligible individual, such absence shall be with compensation for up to two (2) days (8 hours equivalency) of absence. If compelled to participate in immigration proceedings during working hours, the Graduate Assistant shall provide the immediate supervisor (or department or unit designee) with written verification from the involved governmental agency including times and dates relevant to the absence.

4. Bereavement Leave

A Graduate Assistant will be granted up to three (3) consecutive business days off with pay to attend the funeral, memorial, or other similar service or gathering, and/or to make arrangements necessitated by the death of a family member. In this case, family member will be defined as spouse or other eligible individual, parent, child, grandparent, sibling, or the Graduate Assistant's spouse's or other eligible individual's parent, grandparent, or sibling.

5. Replacement Coverage

In the event a Graduate Assistant is unable to meet employment obligations for reasons covered under this Article, the Graduate Assistant will notify the appropriate immediate supervisor (or department or unit designee) as promptly as possible, and in a timely manner provide supporting documentation as requested by the Employer, so that arrangements for the absence can be made by CMU. In addition, a Graduate Assistant

will make reasonable efforts to assist in arrangements for another to meet his or her employment obligations. It is the responsibility of the University to find a replacement.

6. Nothing in this Article prevents a department chair/head from offering additional unpaid time off at their discretion. Unpaid time off because of personal illness, injury, or other disabling medical condition will not be denied unreasonably, regardless of the appointment FTE. The denial of additional time off shall not be subject to the Complaint, Grievance and Resolution Procedure past Step Two (Formal Grievance Resolution).

Article 22
NECESSARY MATERIALS

1. Office Space

    a. Where available, a department or unit will make reasonable efforts to provide Graduate Assistants access to desks or work surfaces and space in conformity with departmental resources. If a Graduate Assistant is required to hold office hours, suitable space, if available, will be provided to fulfill this requirement. A Graduate Assistant's department or unit shall make arrangements for the Graduate Assistant's reasonable access to their assigned building and workspaces. Such access shall not be unreasonably limited. It is understood that the department chair, unit head or dean will determine space availability and access in conformity with departmental resources.

    b. All Graduate Assistants who are expected to meet with students as part of their employment shall have reasonable access to a private space, where available, in reasonable proximity to the Graduate Assistant's assigned workspace and work place for private student or colleague communication. A private space means the area has a door or reasonable separation from other parties.

2. Supplies/Equipment

    Subject to departmental resources, adequate supplies, duplicating, collating, and other office machinery (e.g., photocopier, computers, printers, etc.) shall be made available by the employing department or unit without charge to a Graduate Assistant to the extent required by his/her employment obligations. Such supplies and equipment shall be kept reasonable accessible, up to date and functional.

Article 23
NON-DISCRIMINATION AND ANTI-HARASSMENT

1. Non-Discrimination Policy

   University policy states that:

   CMU is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the University.

   Unlawful acts of discrimination or harassment by members of the campus community are prohibited.

   In addition, even if not illegal, acts are prohibited if they discriminate against any University community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, gender, gender identity/gender expression, genetic information, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, or weight. Limitations are appropriate if they are directly related to a legitimate university purpose, are required by law or rules of associations to which the CMU Board of Trustees has determined the University will belong, are lawfully required by a grant or contract between the University and the state or federal government. Limitations of current facilities related to gender identify/gender expression are excluded from this policy.

   The president is directed to promulgate practices and procedures to realize this policy. The procedures shall include the identification of an office to which persons are encouraged to report instances of discrimination and a process for the investigation and resolution of these reports/complaints.

2. Anti-Harassment

   CMU and Graduate Assistants have the right to be free of illegal harassment by any parties bound by this contract, including harassment due to Union membership.

3. Expansion of Rights

   Graduate Assistants will be afforded any additional protections, more expansive than above, as set forth in any future non-discrimination policies of the CMU Board of Trustees, or as protected under federal or state law.

4. Reconciliation

   Graduate Assistants, who believe that they have been subject to discrimination or harassment in violation of this Article, must first pursue their claim formally through the

CMU Office of Civil Rights and Institutional Equity before seeking a possible remedy through another provision of this Agreement.

Article 24
CONTINUITY OF OPERATIONS

1. The Union, through its officials, will not cause, instigate, support, or encourage, nor shall any Graduate Assistant take part in, any concerted action against or any concerted interference with the operations of CMU, such as the failure to report for duty, the unexcused absence from work, the stoppage of work, or the failure, in whole or in part, to fully, faithfully and properly perform the duties of employment.

2. If the Union, through its officials, disavows in writing any such action, CMU agrees that it will not file or initiate any action for damages against the Union or its officials.

3. CMU agrees that during the life of this Agreement there will be no lockout.

Article 25
SCOPE OF THE AGREEMENT

1. This Agreement represents the entire agreement between CMU and the Union. This Agreement supersedes and cancels all previous agreements prior to the date of ratification, oral or written, or based on an alleged past CMU practice(s) either established by CMU or between CMU, the Union, or Graduate Assistants and constitutes the entire agreement between the parties. Any agreement(s) which supplements this Agreement shall not be binding or effective for any purpose whatsoever unless reduced to writing and signed by CMU and the Union.

2. No past practice, course of conduct, or understanding prior to the date of ratification which varies, waives, or modifies any of the express terms or conditions contained herein shall be binding upon the parties hereto unless made and executed in writing between CMU and the Union.

3. Any agreement reached between CMU and the Union is binding upon all Graduate Assistants who are affected by such agreement and may not be changed by any individual Graduate Assistant.

4. Should any part or provision of this Agreement be rendered or declared illegal or invalid by operation of law or by decision of any tribunal of competent jurisdiction or if compliance with or enforcement of any provision should be restrained by such tribunal pending a final determination as to its validity, the remaining, unaffected part(s) or provision(s) of this Agreement shall not be affected thereby. In the event any provision herein contained is so rendered invalid, upon written request and by mutual agreement, CMU and the Union shall enter into collective bargaining for the purpose of negotiating a mutually satisfactory replacement for such provision.

Article 26
TERM OF THE AGREEMENT

1. This <u>Agreement</u> between Central Michigan University ("University") and the Graduate Student Union, AFT-Michigan, AFT, AFL-CIO (Union) shall be effective upon ratification up to and including June 30, 2016, with respect to all provisions of this <u>Agreement</u> except as specifically noted.

2. In the event a successor Agreement has not been negotiated by 11:59 pm June 30, 2016, this Agreement shall continue in full force and effect unless either the Union or the University gives the other written notice of termination thirty (30) business days prior to June 30, 2016.
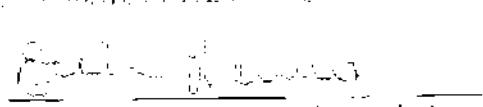
SIGNATURES

CENTRAL MICHIGAN UNIVERSITY

_____
George E. Ross, President

_____
Michael C. Gealt, Provost

NEGOTIATING TEAM

_____
Ross Rapaport

_____
Robert Otis
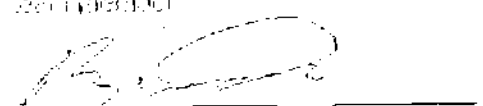
CENTRAL MICHIGAN UNIVERSITY
GRADUATE STUDENT UNION
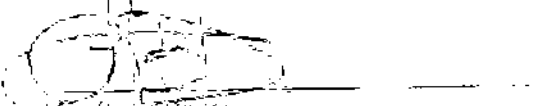
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Jim Lewis, President and negotiating
team member
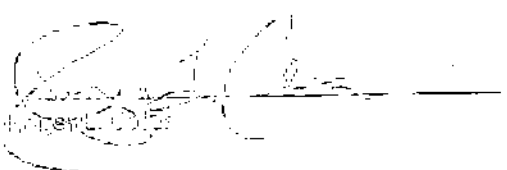
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Benjamin Fortin, Vice President and
negotiating team member
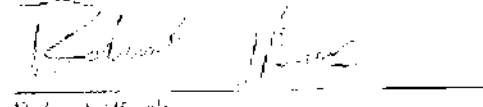
NEGOTIATING TEAM
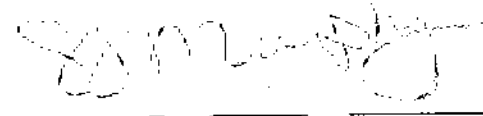
_____
Glori Daniels

_____
Robert Hinck

_____
Tor Kowalski

_____
Scott Murphy

Consultants to team for signatures

Jon Curtiss, AFT-M

_____
Gordon Golden, AFT-M

Ratification date: December 13, 2013
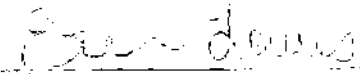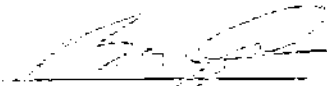
Letter of Agreement
GRADUATE ASSISTANT PAY SCHEDULE

The Graduate Student Union (GSU) and Central Michigan University (CMU) enter into this
Letter of Agreement as follows:
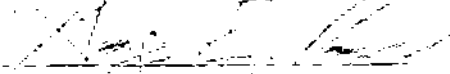
1. Upon ratification of a new (2013-2016) collective bargaining Agreement, CMU will form a Study Group, composed of one or more members of the Payroll Office and Faculty Personnel Services, for purposes of recommending to CMU leadership whether to change the Graduate Assistant pay schedule to a ten (10) pay per semester scheduled from the current nine (9) pay per semester schedule.

2. This decision in this Letter of Agreement ends scheduling so that any change, if so recommended and accepted, could not be sooner than the Fall semester 2014.

3. If time permits, the Study Group will make its recommendation by not later than the end of the spring semester 2014. If the Study Group recommends a change to a ten (10) pay per semester schedule, it will be implemented.

4. The decision of CMU is final and not subject to the Grievance Procedure of the Agreement.

FOR THE ASSOCIATION: FOR CMU:

_____   _____
Eric Lewis, President   George E. Ross, President

_____   _____
Benjamin Pratt, Vice President   Michael A. Gealt, Provost
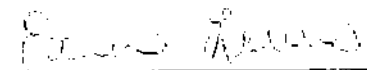
Memorandum of Understanding
EXIT SURVEY OF GRADUATE ASSISTANTS

This Memorandum of Understanding is entered into by Central Michigan University (CMU) and the Graduate Student Union (Union).

The parties to this Memorandum of Understanding agree that:

1. The CMU College of Graduate Studies issues an Exit Survey to all Graduate Assistants upon their completion of, or exit from, a graduate degree program; and

2. The Exit Survey henceforth will include employment-related questions drafted by the Union and approved by CMU in addition to current questions; and

3. CMU retains the exclusive prerogative to add to or subtract from questions asked, provided the employment-related questions that are the subject of this Memorandum of Understanding once added will not be subtracted without prior discussion with the Union; and

4. CMU will continue providing Exit Survey feedback of current Graduate Assistants to the departments at its exclusive prerogative; and

5. CMU also retains the exclusive prerogative to discontinue, or otherwise alter the Exit Survey at its own business; and

6. CMU will provide the Union with a copy of the survey results.

FOR THE ASSOCIATION: FOR CMU:

_____   _____
Eric Lewis, President   Angela E. Ross, President

_____   _____
Benjamin Forton, Vice President   Michael H. Gealt, Provost

INDEX

Criterion 3 Evidence
CMU Police

CMU CENTRAL MICHIGAN UNIVERSITY

Central Link *Put your STAMP on the WORLD*

Central Michigan University Police

Chief's Greeting

The Central Michigan University Police Department works in partnership with the entire university community to maintain a safe, secure and orderly living and learning environment. The CMU Police Department offers a diverse group of highly trained sworn police officers who are certified by the State of Michigan.

Our department participates in cooperative efforts with other area police agencies, maintaining close working relationships with Mount Pleasant Police Department, Michigan State Police, Isabella County Sheriff's Department, Saginaw Chippewa Tribal Police and Shepherd Police Department.

In addition to traditional police responsibilities, our department offers many other services, from speaking to student groups to providing night time escorts. We hope this page is useful in providing more detailed information on campus safety and the services our department offers.

We work very hard at keeping our campus safe, while also continuing to be a very service-oriented department. With the help of the university community, we have had much success at both.

William Yeagley
Chief of Police

CMU Police

- Safety-Information-and-Alerts
- About CMU Police
- Employment Opportunities
- Stay Safe! (Education & Prevention)
- Programs and Services
- Football Gameday Information
- CMU Policies
- Sexual Misconduct Policy
- Parking Services
- Department Directory
- Links of Interest
- Police Oversight Committee
- CSA Form

Police Dispatch: (989) 774-3081

police@cmich.edu

Parking Services (989) 774-3083

parking@cmich.edu

Lost and Found: (989) 774-1835

cmulostfound@cmich.edu

Safe Rides: (989) 774-4357

@cmupd

Find us on **Facebook**

Combined Services Building

1720 S. East Campus Dr.

Mount Pleasant, MI 48859

Criterion 3 Evidence
CMU UTF Bargaining Agreement

CMU/UTF 2015-2020 Bargaining Agreement

Table of Contents

Article 1
DEFINITIONS

A. **BUSINESS DAY**: means a day when CMU is operating, excluding Saturdays and Sundays.

B. **CMU**: means Central Michigan University as referred to in the Michigan Employment Relations Commission (MERC) Certification of Representative, dated August 30, 2010.

C. **EMPLOYEE**: means those individuals covered by this collective bargaining agreement as defined in Article 2.

D. **UNION**: means the Central Michigan University Union of Teaching Faculty, AFT Michigan, AFL/CIO as referred to in the Michigan Employment Relations Commission (MERC) Certification of Representative, dated August 30, 2010.

E. **Main Campus**: means the instructional facilities physically located in Mt. Pleasant, Michigan, as distinct from Global Campus.

Article 2
RECOGNITION

A. CMU recognizes the UNION as the exclusive bargaining agent for the persons included in the bargaining unit described as follows: "All nontenure-track faculty who currently perform classroom instruction duties on the Main Campus at a quarter-time or greater appointment."

B. The following persons are excluded:

1. Employees who do not perform instruction, including Coaches, Librarians, Counselors, Academic Advisors, Program Administrators, Post-Doctoral Researchers, Research Faculty regardless of rank or title, including Research Scientists, Research Associates, and Research Scholars, and all Student Teacher Supervisors;

2. Facilitators of non-credit learning skills workshops;

3. Clinical Faculty who, as the major part of their assignment, are employed to train or supervise students in the direct provision of medical services to third-party patients or clients;

4. Faculty whose primary appointment is in the College of Medicine as well as faculty who, as the major part of their assignment, are engaged in the direct provision of medical services;

5. Employees who hold full-time non-instructional positions at CMU and who are assigned instructional duties as part of the workload for that position;

6. All Central Michigan University faculty and academic staff whose regular assignment base is not the Main Campus of Central Michigan University in Mt. Pleasant, Michigan;

7. Artists-in-Residence;

8. Griffin Endowed Chair;

9. Visiting Faculty with tenure or tenure-track status at another institution of higher education;

10. Guest Speakers;

11. Supervisors;

12. Professional, Administrative Staff;

13. Senior Officers of the University;

14. Confidential Employees (as defined by the Michigan Employment Relations Commission);

15. All Employees represented by other recognized bargaining agents at CMU;

16. All other Employees.

C. An Employee holding more than one appointment will be included in the unit relative to, and only for purposes of, any appointment meeting the above definition, unless one of the appointments is an Executive/Manager/Supervisor/Administrator or Confidential appointment, in which case the Employee is wholly excluded from the unit.

Article 3
MANAGEMENT RIGHTS

A. CMU, its Board of Trustees, its officers, agents, and bodies delegated by the Board of Trustees retain, solely and exclusively, all inherent rights, functions, duties, responsibilities and authority with the unqualified and unrestricted right to determine and make decisions on all terms and conditions of employment, to exercise its evaluative and academic judgment, and the manner in which the operations of CMU will be conducted, except where those rights, functions, duties, responsibilities and authority are limited by this Agreement.

B. The rights, functions, duties, responsibilities, and authority identified in Section A above include, but are not limited to, the right to:

1. Plan, direct, and control CMU operations;

2. Develop and implement CMU's mission statement, policies, procedures and Affirmative Action plans;

3. Determine the number and locations of operations;

4. Determine the means, methods, and schedules of operations;

5. Alter, change, extend, curtail, or discontinue its operations or academic programs, partially or completely;

6. Determine the size of the workforce and the scheduling and assignment of Employees, including what work will be assigned to which classification(s) of Employee(s);

7. Hire, establish and change work schedules; set hours of work; establish, eliminate or change classifications; assign, transfer, promote, demote, release, and lay off Employees;

8. Establish and require Employees to observe CMU rules and regulations and reasonable standards of conduct;

9. Maintain order and discipline or terminate Employees.

C. If CMU does not exercise its rights, functions, duties or authority, or if it exercises them in a particular way, this shall not be deemed a waiver of said rights, functions, duties, responsibilities or authority or its right to exercise them in some other way not in conflict with this <u>Agreement</u>.

Article 4
RIGHTS AND RESPONSIBILITIES OF THE UNION

A. **<u>UNION-CMU Business</u>**:

1. Representatives of the UNION will be permitted to transact official business with appropriate representatives of CMU at reasonable and mutually agreed-upon times, provided the UNION follows CMU procedures.

2. The UNION will provide to CMU (Faculty Personnel Services), not later than ten (10) calendar days following the beginning of each academic semester, the name and contact information of the individuals who will serve as the UNION's contact(s) with CMU.

B. **<u>UNION Access to Resources</u>**: The UNION can schedule periodic meetings to conduct UNION business on campus, subject to customary charges, if any. Requests for such space shall be processed through University procedures. Other facilities or equipment, such as computing and audiovisual, will also be subject to customary charges, if any.

C. **<u>Website</u>**: CMU shall provide a link to the UNION's website on its Faculty Personnel Services homepage.

D. **<u>Time at New Faculty Orientation</u>**: At each Fall semester New Faculty Orientation, CMU will assign a minimum of thirty (30) minutes to the UNION for the purpose of informing bargaining unit Employees about the UNION's function, explaining dues and fees, announcing the first meeting of the UNION, and discussing any other pertinent UNION business or activities. If the UNION declines to take the time, the UNION will notify FPS by July 15.

Article 5
DEDUCTIONS FOR UNION SUPPORT

A. Consistent with the requirements of the Michigan Public Employment Relations Act (PERA), as amended, and in accordance with the terms of this Article, each Employee covered by this <u>Agreement</u> has the choice whether to become a UNION Employee. Financial support of the

UNION is not a condition of employment. For those who are either UNION Employees or non-joining Employees who wish to support the UNION via payroll deduction, the terms of this Article shall apply.

B. Employees joining the UNION shall pay dues to the UNION in accordance with its policies and procedures.

C. Once each semester, the UNION will furnish CMU's Payroll Office with a list of Employees from whose paychecks support shall be deducted and the dollar amounts to be deducted.

D. In order to process deductions as described above, CMU must receive from the UNION a current deduction authorization form, which shall be effective until such authorization is rescinded in writing by the Employee in accordance with the terms of this Agreement, or until the individual is no longer an Employee, whichever occurs first. If the UNION fails to submit a current deduction form for an Employee, that Employee shall be responsible for paying any required contributions to the UNION directly, and CMU shall be relieved of its duty to deduct required contributions.

E. CMU will deduct the appropriate contributions from each Employee's wages for whom CMU has been given a current deduction authorization form. Monies so deducted will be transmitted to the UNION, or its designee, no later than fifteen (15) business days following each deduction.

F. In cases where a deduction is made that duplicates a payment that an Employee already has made to the UNION, or where a deduction is not in conformity with the provisions of the UNION Constitution or Bylaws, refunds to the Employee will be made by the UNION.

G. Notwithstanding any other provision of this Agreement or any deduction authorization form provided by the UNION or otherwise, an Employee may rescind her or his deduction authorization by providing CMU's Payroll Office and the UNION's Treasurer with at least thirty (30) calendar days' prior written notice. Upon receipt of such notice, CMU will cease making deductions for such Employee as soon as possible after thirty (30) calendar days from the date of the notice to CMU. Nothing in this Agreement, though, controls any Employee's status as a member of the UNION. Should the Employee wish to reactivate deductions under this Article, such a request will be processed in accordance with this Article upon receipt of a new form.

H. The UNION shall indemnify and hold CMU harmless from any liability resulting from any and all claims, demands, suits, or other actions arising from compliance with this article, provided that in the event of any such claim, suit, or action, CMU shall give timely notice of such action to the UNION and shall permit and facilitate the UNION's intervention as a party, if the UNION desires. The UNION's indemnification of CMU shall include costs of litigation and the fees of an attorney at the UNION attorney's customary rate.

I. Should PERA be amended during the time this Agreement remains in effect to permit financial support of the UNION under more expansive conditions, CMU agrees to reopen Article 5 at the UNION's request to consider changed provisions within Article 5.

Article 6
PROVISION OF INFORMATION TO THE UNION

A. Not more than fifteen (15) business days after the start of each semester, CMU shall provide, at no cost to the UNION, a list of all current Employees in the bargaining unit. This list shall be alphabetical and in an electronic format, containing each Employee's:

1. First name
2. Last name
3. CMU identification number
4. Employing unit
5. Bargaining unit appointment percentage
6. Percentage of full-time appointment
7. Pay (for bargaining unit work)
8. Campus address and phone number
9. Permanent (or non-local) address and phone number
10. CMU E-mail address
11. Highest degree completed
12. Rank (Lecturer I, etc.)

B. CMU is under no obligation to provide any of the above information if it has been withheld from CMU by the Employee, or where forbidden by law. The data in Section A above will be updated monthly by CMU and made available electronically to the UNION. The UNION shall retain all information in confidence and disclose it only to those whose UNION duties require them to have such information.

Article 7
INFORMAL MEETING

Representatives of the UNION and CMU will meet at least once each academic semester for the purpose of discussing those matters necessary to the implementation of this Agreement. Such informal meetings also will be held at other times after a request by either CMU or the president of the UNION for the purpose of maintaining and improving relationships.

Article 8
GRIEVANCE AND ARBITRATION

A. **General Provisions**:

1. A grievance is a written complaint and request for remedy by an Employee or group of Employees involving an alleged violation of this Agreement and filed using the procedure outlined below. The primary purpose of this procedure is to secure a practicable and equitable resolution of the grievance. Grievances shall be processed according to the time limits described herein. The time limits in each step of the process may be shortened or extended by mutual written agreement of the UNION and CMU.

2. Any written response to a grievance made at any step which is not appealed to the succeeding step within the time limits provided, or such additional period of time as may be mutually agreed upon in writing by the parties to this Agreement, shall be considered a final settlement and such settlement shall be binding upon the grievant(s) and the parties to this Agreement. If a written response to an appeal is not rendered by an administrator within the time limits specified in this Article, the grievant may take the matter to the next step.

3. At no step in this procedure shall a settlement be reached which is inconsistent with the provisions of this Agreement, unless both CMU and the UNION concur in writing.

4. A grievance may be withdrawn, and if withdrawn, may not be reinstated, and no financial or other liabilities shall result.

5. The time limits listed shall be tolled during break periods in the CMU calendar and CMU designated holidays.

6. Hand delivery or an actual verified receipt, time-stamped email, or postmark will be regarded by the parties as evidence of delivery and receipt for the purposes of determining whether time limits have been met.

7. If a grievance is the result of an action of an administrator above the level of the hiring department or unit, the grievance may be initiated at Step Two.

B. **Group Grievance**: When more than one Employee has a grievance involving common facts and provisions of this Agreement, the UNION or one designated member of the group shall process the grievance on behalf of all similarly-situated Employees. The grievance will clearly specify it is a "Group Grievance." One Employee only from the group of Employees having the grievance shall be designated as representing the group for purposes of participating in any meetings described in the following sections.

1. **Intra-departmental Grievance**: If the aggrieved Employees in the group are within the same department or unit, the Grievance shall be filed at Step One of the Grievance Procedure if all aggrieved Employees have the same immediate Supervisor, and shall be filed at Step Two of the Grievance Procedure otherwise.

2. **Multi-departmental Grievance**: If the aggrieved Employees in the group are from more than one department or unit, the grievance shall be filed at Step Two of the Grievance Procedure. Where one or more extant grievances involve a similar issue, those grievances, by mutual agreement, may be held in abeyance without prejudice, pending the disposition of a representative case.

C. **Complaint, Grievance and Resolution Procedure**: The following procedure shall be the sole and exclusive means for resolving complaints or grievances:

1. **Step One – Informal Complaint Resolution**: An Employee or a designated member(s) of a group of Employees having a complaint may take the matter up informally with the department Chair/Supervisor/unit head within ten (10) business days from the date the Employee(s) first became aware, or reasonably should have been aware, of the facts giving

rise to the complaint. At the Employee's request, a UNION representative may be present at this informal resolution stage. The Employee will notify the department Chair/Supervisor/unit head that the meeting is an informal discussion, and both the Employee and the Supervisor will note the date to ensure any subsequent formal grievance is filed in a timely fashion. Any written communication between the Employee and Supervisor documenting the date and time the meeting took place will be considered evidence of the informal meeting. If the informal discussion does not result in a resolution of the complaint, a formal grievance may be filed.

2. **Step Two - Formal Grievance Resolution**:

   a. If the complaint is not resolved at the informal stage, a formal grievance may be submitted in writing to the Executive Director, Faculty Personnel Services; the grievance must be received within ten (10) business days of the conclusion of the informal meeting. The formal written grievance shall be signed and dated by all relevant parties, and shall set forth all relevant facts known to the Grievant at the time of the filing, including dates, involved individuals, the provisions of this Agreement which have allegedly been violated, a summary of the Step One meeting, if applicable, and the desired remedy.

   b. Within fifteen (15) business days of receipt of the grievance, CMU shall conduct a meeting with all relevant parties, at a mutually agreeable time and at a place on campus arranged by CMU. During the time between the filing (receipt by CMU) of the grievance and the hearing of the grievance, the Grievant(s) may amend the grievance to include additional facts not included in the initial filing. Any amendment shall immediately be presented to FPS. Additional facts may also be brought forth at the Step Two meeting. A grievant(s) cannot add facts to a written formal grievance after the conclusion of the Step Two meeting without showing clearly that he or she was unaware of such facts prior to the meeting. CMU shall provide the grievant(s) with a written answer to the grievance within fifteen (15) business days of the meeting.

   c. If CMU fails to respond in writing to the grievant within fifteen (15) business days of the Step Two meeting, the grievance may be advanced to Step Three.

3. **Step Three** - **Impartial Arbitration**:

   a. A grievance, as defined in Section 1, which is not resolved at Step Two of the grievance procedure, may be submitted to Arbitration only by the UNION. The UNION must provide written, dated and signed notice of intent to arbitrate to the Executive Director of Faculty Personnel Services within twenty (20) business days following receipt of the Step Two answer. Such notice shall identify the grievance and the issue, and shall set forth the provisions of the Agreement involved and the remedy desired. If no such notice is given within the prescribed time limit set forth above, the grievance shall not be subject to arbitration.

   b. Following written notice to the Executive Director of FPS, an Arbitrator shall be selected from a list of arbitrators mutually selected in advance by CMU and the UNION (see Section 4, Selection of Arbitrator).

c. CMU and the UNION shall jointly notify the Arbitrator of her or his selection, and upon acceptance by the Arbitrator, shall forward to the Arbitrator a copy of the grievance documents, the UNION's notice of intent to arbitrate and a copy of the <u>Agreement</u>. If the Arbitrator does not, or cannot, accept selection, the Arbitrator last struck per Section 4 process will be contacted.

d. The hearing shall be held on the campus of Central Michigan University in Mount Pleasant, Michigan at a location selected by CMU and conducive to the hearing, unless the parties mutually agree to a different location. The Arbitrator shall fix the time for the hearing and the issue or issues submitted for decision.

e. At least five (5) business days prior to the date set for the arbitration the parties shall exchange lists of known witnesses, and any documents or exhibits either party anticipates introducing as evidence at the hearing.

f. During the arbitration hearing, both CMU and the UNION shall have the right to examine and cross-examine witnesses under oath and to submit relevant evidence. Issues and allegations shall not be introduced at the hearing unless they were introduced prior to or during Step Two of the Grievance Procedure.

g. Upon request by either party, but not upon her or his own motion, the Arbitrator shall have the authority to subpoena relevant documents and/or witnesses.

h. The arbitration hearing shall be closed to anyone other than the participants (representatives of the parties) in the hearing unless the parties agree otherwise in writing.

i. Upon request of either CMU or the UNION or both, a transcript of the hearing shall be made and furnished to the Arbitrator, with CMU and the UNION having an opportunity to purchase their own copy. The parties shall split the cost of the Arbitrator's copy.

j. At the close of the hearing, the Arbitrator shall afford CMU and the UNION a reasonable opportunity to furnish briefs if either party requests the opportunity.

k. The jurisdictional authority of the Arbitrator is defined as, and limited to, the determination of any grievance as defined in Section A submitted to her or him consistent with this <u>Agreement</u> and considered by her or him in accordance with this <u>Agreement</u>.

l. The Arbitrator shall not have any authority to add to, subtract from, or otherwise modify this <u>Agreement</u>, nor shall the Arbitrator substitute her or his discretion for that of CMU where such discretion has been retained by CMU, nor shall he or she exercise any responsibility or function of CMU, nor shall he or she impose on CMU a limitation or obligation not explicitly provided for in this <u>Agreement</u>.

m. The Arbitrator shall also not have the authority to order that a discharged Employee be reinstated or offered a new appointment, but rather any monetary remedy for wrongful discharge will be limited to the remaining unpaid portion of the Employee's appointment.

n. In disciplinary cases, the remedy available to the arbitrator shall not exceed making the Employee whole for the remainder of the individual's appointment period. The Arbitrator shall have no authority in any circumstance to award monetary relief which is greater than the grievant would have been entitled to if there had been no violation.

o. The Arbitrator shall render the decision in writing, setting forth her or his reasons therefore, within thirty (30) business days following the hearing or the deadline for the submission of briefs, whichever is later.

p. The Arbitrator's decision, when made in accordance with the Arbitrator's jurisdiction and authority established by this Agreement, shall be final and binding upon CMU, the UNION, and the Employee(s) involved.

q. The fees and expenses of the Arbitrator, and court reporter if applicable, shall be paid by the party not prevailing. The Arbitrator shall decide which party has prevailed. The expenses of, and any compensation for, each and every witness and representative for either CMU or the UNION shall be paid by the party producing the witness or having the representative. The party that cancels or postpones an arbitration will be liable for any cancellation/postponement fees charged by the Arbitrator or court reporter.

r. The provisions of this section do not prohibit CMU and the UNION from mutually agreeing to expedited arbitration of a given grievance or grievances.

4. **Selection of Arbitrator**:

a. By September 30 of each year, CMU and the UNION shall agree to a panel of six (6) arbitrators for the current academic year.

   i. CMU and the UNION shall each submit a list of six (6) for inclusion on the panel. These lists will be exchanged by CMU and the UNION at least ten (10) business days prior to September 30.

   ii. On a rotation basis, determined by lot, first CMU or the UNION shall strike a name from the submitted lists, followed by the other party. Alternating, each party shall strike a name from the submitted lists until six (6) names remain.

b. Within five (5) business days of the referral of a matter to arbitration, CMU and the UNION shall meet and select an arbitrator from the panel of arbitrators selected for the current academic year. On a rotation basis, initially determined by lot, first CMU or the UNION shall strike a name from the arbitration panel, followed by the other party. The striking of names from the panel shall continue on an alternating basis until one (1) arbitrator remains. CMU and the UNION shall jointly contact the arbitrator selected to arbitrate the matter.

5. **Pre-Arbitration Conference**: The UNION or CMU may request a pre-arbitration conference after the grievance has been submitted to arbitration and prior to the arbitration hearing to consider means of expediting the hearing by, for example, reducing the issue or issues to writing, stipulating facts, and authenticating proposed exhibits. The pre-arbitration conference shall be scheduled within ten (10) business days from the receipt of the request for such conference.

Article 9
APPOINTMENTS

A. **Appointments**:

1. All Employees will be appointed with the designation of either Lecturer I, Lecturer II, or Lecturer III. The holder of any such appointment will teach assigned courses and provide associated advising and related duties, as outlined in her or his appointment letter. Teaching duties may include instruction delivered in one or more of the CMU instructional formats. Subsequent appointment, if any, will conform to the provisions in this Article.

2. The duties of any appointment will not conflict with provisions of Article 10 (Faculty Workload). CMU shall not seek from any individual Employee that he or she volunteer her or his services except that it announces volunteer opportunities to all members of the unit. However, Employees themselves, with the approval of CMU, may undertake other duties or responsibilities on a voluntary basis. Nevertheless, since Employees are hired to teach, an Employee's refusal to undertake any voluntary duty or responsibility in addition to her or his normal workload will not influence subsequent appointment or promotion decisions.

3. Academic units will notify Lecturer I Employees of their status by May 31st for the following Fall semester or by December 5th for the following Spring semester (for those on a single term appointment). Academic units will notify Employees ranked as Lecturer II or Lecturer III with contracts expiring in Spring, by April 15 for the following Fall semester, and for Lecturer II or Lecturer III Employees with contracts expiring in Fall by November 1 for the following Spring semester. When notice cannot be made by these dates, academic units will provide Employees with a written explanation of why notice cannot be made by the appropriate deadline.

B. **Employee Designations**:

1. **Lecturer I**:

   a. Appointment as a Lecturer I shall be for a period of, all or a portion of, one or more semesters.

   b. The job assignment will be provided in an appointment letter and will include the salary and the period of time for the work to be performed.

   c. CMU has no obligation to offer a subsequent appointment to a Lecturer I.

2. **Lecturer II**:

   a. A Lecturer I who has been appointed on a half-time or greater basis for eight (8) successive semesters (defined as the fall and spring semesters of an academic year) and who has been favorably evaluated as described in Article 11 (Evaluation) will, if subsequently appointed following completion of said eighth semester, be appointed as a Lecturer II.

   b. A Lecturer I, who has been unfavorably evaluated during her or his eighth successive semester as described in Article 11 (Evaluation), may, at the unit's discretion, continue as a Lecturer I for an additional two semesters. If such an Employee is subsequently appointed following completion of said tenth semester, he or she will be automatically promoted to Lecturer II.

   c. Successful completion of the evaluation process and promotion to Lecturer II will result in a two-year appointment effective the first day of the subsequent semester, at no less than the lowest level of appointment the Employee held in any one of the previous successive semesters used to qualify for the promotion, excluding semesters in which the Employee was under involuntary layoff.

   d. If the unit does not conduct a required evaluation as described in Article 11 (Evaluation), and if the Employee is nevertheless subsequently appointed following her or his eighth (or tenth) successive semester of half-time or greater appointment, the Employee will be appointed as a Lecturer II.

   e. An Employee may be appointed initially as a Lecturer II based upon a decision by CMU that her or his education and experience so warrants. Similarly, a Lecturer I may be promoted to Lecturer II earlier than the timelines noted above based solely on the decision of the Dean. New Employees shall not be appointed initially to the Lecturer III rank.

   f. Regardless of the process of appointment to Lecturer II, the appointment period as Lecturer II shall not be less than a two-year period. A Lecturer II appointed at three-quarter (3/4) time or greater shall upon successful reappointment be reappointed for a three (3) year period. Any other Lecturer II may be appointed for a three (3) year period at the discretion of the Department and with the approval of the Dean.

   g. A Lecturer II appointment carries a presumption of renewal (at no less than the Employee's level of employment during the academic year most closely prior to the reappointment), except as provided elsewhere in this Agreement. Appointments will be effective the first day of the subsequent semester, at no less than the lowest level of appointment the Employee held in any one of the previous successive semesters used to qualify for the reappointment excluding semesters in which the Employee was under involuntary layoff.

3. **Lecturer III**:

   a. A Lecturer II who has been appointed as a Lecturer II on a three-quarter (3/4) or greater basis for ten (10) successive semesters (defined as the fall and spring semesters of an academic year) and who has been favorably evaluated as described in Article 11 (Evaluation) may apply for promotion to Lecturer III, and if approved by the Dean through evaluation as identified in Article 11(D), shall be promoted to Lecturer III.

   b. A Lecturer II, who has been unfavorably evaluated during her or his tenth successive semester as described in Article 11 (Evaluation) or who has had her or his promotion application denied, may, at the unit's discretion, continue as a Lecturer II. Individuals who were denied promotion to Lecturer III shall be eligible for promotion reapplication after four (4) successive semesters after the promotion denial. The Employee shall bear the burden of reapplying for promotion to Lecturer III.

   c. If the Employee is a Lecturer II and the unit does not conduct a required evaluation as described in Article 11 (Evaluation), and if the Lecturer II Employee is nevertheless subsequently appointed following her or his tenth (or fourteenth) successive semester as a Lecturer II of three quarter-time (3/4) or greater appointment, the Employee will be appointed as a Lecturer III with a three (3) year appointment.

   d. Successful completion of the evaluation process and promotion to Lecturer III shall result in an initial appointment no less than three (3) years; at the discretion of the Department and with the approval of the Dean, a Lecturer III may be appointed to an initial appointment of four (4) years. Subsequent to an Employee's initial appointment as a Lecturer III, Lecturer III reappointments shall be for a period of four (4) years.

   e. A Lecturer III appointment carries a presumption of renewal (at no less than the Employee's level of employment during the academic year most closely prior to the reappointment), except as provided elsewhere in this Agreement. Appointments will be effective the first day of the subsequent semester, at no less than the lowest level of appointment the Employee held in any one of the previous successive semesters used to qualify for the promotion excluding semesters in which the Employee was under involuntary layoff.

C. **Notice of Non-Reappointment**: In the event an Employee with Lecturer II or Lecturer III status is not reappointed, the Department Chair or Supervisor shall provide a written explanation to the Employee and the Union.

D. **Layoff and Recall**:

   1. **Definitions**:

      a. Layoff: A layoff is an involuntary separation from employment that occurs during the term of an appointment due to budgetary considerations, programmatic change, or lack of work in an academic unit.

b. Partial Layoff: A partial layoff is an involuntary reduction in the percent FTE (including a reduction in the anticipated percent FTE for a multi-year appointment) that occurs during the term of appointment due to budgetary considerations, programmatic change, or lack of work in the academic unit.

2. **Layoff**:

a. CMU shall have the right to lay off an Employee, including the holder of a multi-year appointment, for reasons of course or program cancellation, lack of sufficient student demand, or similar reasons, without recourse to provisions of Article 16 (Discipline and Discharge). In such a case, the Employee will be afforded recall rights, as stipulated below.

b. Unless there is a compelling difference in the degree of expertise, ability, and performance relevant to the assignment in question between Employees of different designations, a Lecturer III will not be laid off before a Lecturer II and neither will be laid off before a Lecturer I.

c. Except as provided in the preceding paragraph, the order of layoff for Employees within each specific designation in an academic unit shall be determined by CMU on the basis of expertise, ability, and performance relevant to the assignment in question.

d. If the date of the notice of layoff is on or after the first day of classes of the semester for which the layoff applies, the academic unit may either determine the order of layoff in accordance with the provisions above, or by the actual section or course cancellation (i.e. those Employees assigned to cancelled course(s) or section(s) could be selected for layoff).

e. The duration of layoff status shall be limited to one year from the effective date of the layoff. Any reduction in percent FTE within a single appointment shall not entitle an Employee to more than one year of layoff status.

f. An Employee placed on involuntary layoff shall not lose her or his number of successive semesters toward promotion. Semesters spent on involuntary layoff shall not count toward the accumulation of successive semesters toward promotion unless the Employee remains at an appointment level which would meet the promotion requirement.

g. Notice of full or partial layoff will be provided by CMU as soon as possible after the decision is made, and will include the reason(s) for the reduction as well as language regarding privileges as follows: "Employees on full layoff status will have borrowing privileges at University libraries as afforded to the general public and will retain full use of the University email system for one year following the effective date of layoff."

3. **Recall**:

a. It is the responsibility of all Employees on layoff status to be aware of employment opportunities and to apply for such opportunities in a timely manner. Whenever

possible, however, Employees on layoff status will be notified by academic units of employment opportunities for which they are qualified, and will be given an opportunity to apply. It is the responsibility of Employees on layoff status to provide current contact information and updated application materials to their academic unit.

b. If an Employee rejects an offer of recall, CMU is under no obligation to offer the Employee another recall opportunity. When practicable, an Employee shall be recalled at an appointment level equivalent to her or his appointment immediately prior to involuntary layoff.

4. **Recall Priority**:

a. Unless there is a compelling difference in the degree of expertise, ability, and performance relevant to the assignment in question between Employees of different designations, a Lecturer I will not be recalled before a Lecturer II and neither will be recalled before a Lecturer III.

b. Except as provided in the preceding paragraph, the order of recall for Employees on layoff within each specific Employee designation within an academic unit shall be determined by CMU based on expertise, ability, and performance relevant to the assignment in question.

c. When there is no substantial difference in the degree of expertise, ability, and performance relevant to the assignment in question between Employees within a specific Employee designation, the order of recall shall be in order of the Employee first laid off.

d. Employees placed on layoff status retain the same access to general CMU facilities as the general public.

5. **Reassignment**: When an Employee is reassigned solely due to a restructuring of an academic unit, the Employee shall receive not less than her or his current annual base salary, shall retain her or his faculty rank, and shall retain her or his successive number of semesters toward promotion. If an Employee is reassigned due to retraining in a discipline other than that which is contained in the initial letter of appointment or other than that in which the Employee received her or his terminal degree, CMU retains full discretion regarding salary, rank, and length of service.

Article 10
FACULTY WORKLOAD

A. CMU shall provide a general statement of an Employee's instructional workload and other duties, if applicable, in the appointment letter issued to each Employee. The basic workload of Employees will normally consist of teaching courses consistent with master syllabi and/or providing instructional support in a variety of manners and settings, including satisfying accreditation or professional standards.

B. Additional non-teaching, or alternate, assignments may, by mutual agreement between the Employee and the department/college (as approved by the Dean), be included in an Employee's workload. These additional assignments may or may not be compensated as recommended by the department Chair/Supervisor and approved in advance by the Dean/senior officer. Additional or alternate assignment(s) shall not necessarily continue into any subsequent period of employment.

C. The department Chair/Supervisor and applicable college Dean/senior officer share responsibility for appropriate faculty workloads, and shall endeavor to ensure that workloads between Employees are comparable after consideration of teaching and service responsibilities.

D. The parties expect that unit standards for full-time employment and Employee workload will remain the same as Academic Year 2014-2015. In the event that changes in unit standards or Employee workload are proposed, the Parties shall conduct a special conference.

E. Adjustments to an Employee's instructional workload may be made for various academic purposes, provided these adjustments are not in violation of this Agreement, CMU policy, or a CMU commitment to accreditation or professional standards.

Article 11
EVALUATION

A. The basis upon which an Employee will be evaluated is that of instruction and instruction-related responsibilities. Other professional activities, such as publications and conference presentations, which benefit the reputation of CMU, may be considered as part of the evaluation process; however, the quality of Employees' teaching is the paramount concern in the evaluation process and the absence of other professional activities will not be used as evidence against an Employee.

B. Academic units are responsible for an annual performance evaluation of an Employee appointed as a Lecturer I during her or his appointment in that classification. The annual evaluation of a Lecturer I shall occur during the last semester of that Employee's appointment, or every other semester for those on appointments of less than one academic year.

C. Academic units are responsible for a performance evaluation of an Employee appointed as a Lecturer II or Lecturer III midway through their appointment and during the final semester of that Employee's appointment.

D. Each academic unit will establish its own written guidelines regarding such evaluations. Guidelines must establish any differences between an evaluation conducted on an annual basis for purposes of recommending a subsequent appointment and the evaluation conducted for purposes of recommending promotion from Lecturer I or Lecturer II as described in Article 9. It is understood that greater scrutiny may be utilized during the evaluation for purposes of promotion in rank; i.e., from Lecturer I to Lecturer II, and from Lecturer II to Lecturer III. Department or unit recommendation for promotion is subject to review by the Dean within thirty (30) calendar days of the recommendation. When the Dean exercises her or his right to review the unit's recommendation, final judgment shall rest with the Dean. When the Dean

decides not to follow the unit's recommendation regarding promotion of an Employee, a written explanation of the decision will be provided to the unit, the Employee, and the UNION.

E. Any evaluation will be based on student evaluations and written comments of each course taught, grade distribution data from all courses, other evidence of teaching performance (such as, but not limited to, course materials), and optional classroom observations (with reasonable advance notification) by the Chair (or equivalent) or designee within the department/school/college. Student evaluations will not be used in isolation as evidence of teaching ability.

F. By a date announced at least ten (10) business days in advance, each Employee will provide the academic unit with an updated *Curriculum Vitae* (C.V.) and any other materials (for example, syllabi, course materials, etc.) designated to be included. Employees shall be permitted to include additional materials that they wish to have considered in any evaluation. No materials may be added to the evaluation packet after the time established for submittal to the unit.

G. A copy of the evaluation will be provided to the Employee, with an additional copy placed in the Employee's personnel file.

H. An evaluation shall not be required when data (such as SOS reports) are unavailable.

I. All department evaluations are subject to review, and approval or rejection, by the Dean. All independent reviews by the Dean must be carried out prior to Employees receiving notification of departmental evaluations.

J. An Employee may appeal a negative department evaluation to the Dean by making a written request to the Dean for review, and submitting a copy to Faculty Personnel Services, not later than five (5) business days following receipt of a copy of the evaluation. The decision of the Dean, whether it is made upon appeal or as a matter of independent review of the department's recommendation, shall be final and not subject to further review or appeal under any other provision of this Agreement.

Article 12
SALARY

A. **Annual Salary Adjustments**:

1. Employees employed in 2014-2015 and continuing employment for 2015-2016:

a. Employees paid on a per credit hour basis: $25 per credit hour increase.

b. Employees paid on a base salary basis: A 1.65% plus $200 base wage increase, prorated based on FTE.

2. Employees employed in 2015-2016 and continuing employment for 2016-2017:

a. Employees paid on a per credit hour basis: $25 per credit hour increase

b. Employees paid on a base salary basis: A 1.65% plus $200 base wage increase, prorated based on FTE.

3. Employees employed in 2016-2017 and continuing employment for 2017-2018:

   a. Employees paid on a per credit hour basis: $25 per credit hour increase

   b. Employees paid on a base salary basis: 1.60% plus $200 base wage increase, prorated based on FTE.

4. Employees employed in 2017-2018 and continuing employment for 2018-2019:

   a. Employees paid on a per credit hour basis: $25 per credit hour increase

   b. Employees paid on a base salary basis: A 1.60% plus $200 base wage increase, prorated based on FTE.

5. Employees employed in 2018-2019 and continuing employment for 2019-2020:

   a. Employees paid on a per credit hour basis: $25 per credit hour increase.

   b. Employees paid on a base salary basis: A 1.60% plus $200 base wage increase, prorated based on FTE.

6. Salary adjustments for those on fiscal year, twelve (12) month, contracts will be effective July 1 of each fiscal year and for those on academic year or nine (9) month contracts, August 16 of each academic year.

B. **Minimum Salary**:

1. After all salary adjustments have been made for the appropriate academic year, no Employee will be paid less than $1,100 per credit hour, or a base salary of less than $26,400 per academic year, prorated based on FTE.

2. Effective beginning academic year 2018-2019, no Employee will be paid, after all salary adjustments have been made for the appropriate academic year, less than $1,200 per credit hour, or a base salary of less than $28,800 per academic year, prorated based on FTE.

C. **Pay Plan Selection**: An Employee with a full-time appointment for an academic year will be paid according to one of the following pay plans, selected by the Employee prior to the beginning of the first pay period of the academic year:

1. 18 semi-monthly payments on the fifteenth (15th) and last day of each month beginning August 31 and ending May 15 of the subsequent year. If a plan is not selected by the Employee, he or she will be defaulted into this plan.

2. 24 semi-monthly payments on the fifteenth (15th) and last day of each month beginning August 31 and ending August 15 of the subsequent year.

3. If the fifteenth (15th) or the last day of a month falls on a weekend or a holiday, payments will be made on the Friday before.

D. **Promotion in Rank Salary Adjustments**:

1. An Employee promoted from Lecturer I status to Lecturer II status shall receive a $500.00 increase to their base salary, prorated based on FTE, applied after any yearly increase to base salary as outlined above, and shall take effect the following August 16th.

2. An Employee promoted from Lecturer II status to Lecturer III status shall receive a $1,500.00 increase to their base salary, prorated based on FTE, applied after any yearly increase to base salary as outlined above, and shall take effect the following August 16th.

Article 13
FLEXIBLE BENEFIT PROGRAM

A. **Flexible Benefit Program**:

1. Employees are eligible to participate in CMU's flexible benefit program, CMU Choices, according to the terms of the Program.

2. The terms of the Program may be altered, and/or the Program may be discontinued, at the sole discretion of CMU. Nevertheless, should the proportion of health care premium cost paid by CMU for a full-time Employee be less than eighty-eight (88) percent in the first year of this Agreement or eight-four (84) percent of the premium in any year thereafter, CMU will provide notice to the UNION of the intent to make the change by no later than April 1 for the following academic year and, upon written request, will engage in impact negotiations with the UNION. In no case during the life of this Agreement will the proportion of health care premium cost paid by CMU be less than eighty-two (82) percent of the premium.

3. Employees may make coverage changes consistent with changes in their status during the plan year. Examples of status changes are birth, marriage, and loss of employment by spouse. These coverage changes must be made in the Benefits Office within thirty (30) calendar days of the event resulting in a status change.

4. CMU Choices will provide Long Term Disability coverage to all full-time Employees in the Lecturer II and Lecturer III designation, who are appointed on either an academic or fiscal year basis, according to the terms of the Long Term Disability Program.

B. **Duration of Coverage**:

1. For new and eligible 12-month Employees, all insurance coverages become effective the first day of the Employee's employment. New and eligible 10-month Employees who start at the beginning of the fall semester will have benefits effective August 16th. New and eligible 10-month Employees who start at the beginning of the spring semester will have benefits effective January 1st.

2. All insurance coverages terminate on the day the Employee's employment terminates unless the ten (10) month Employee has worked the entire Spring Semester in which case he or she will be entitled to insurance coverage through August 15th of the same calendar year.

3. Additional information regarding CMU Choices and the details of specific coverages are available in the CMU Choices plan document and in the Benefits Office.

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Article 14
OTHER CMU PROVIDED BENEFITS
Vacation, Leaves of Absence, Retirement, Tuition Remission, Parking

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A. <u>**Vacation**</u>:

1. Full-time Employees on twelve (12) month appointments accrue vacation allowance at the rate of one-and-two thirds (1-2/3) days per month for a maximum of twenty (20) days per year. Twelve (12) month Employees who are employed at less than full-time but more than half-time shall accrue vacation allowance prorated on the basis of the ratio of their appointment to a full-time appointment.

2. Vacation accrual shall be charged for all times when an Employee is scheduled to be performing regularly assigned duties but is away from those duties for personal reasons other than those reasons which entitle a member to other types of leave covered under the other leave provisions outlined in this <u>Agreement</u>.

3. Vacation shall be taken in units of one-half (½) day. Employees shall obtain in advance the written approval of their Supervisor for both the scheduling and taking of vacations. Nevertheless, Employees eligible for vacation under this Article shall be required to utilize accrued vacation days whenever the University determines that other Employees in other employment categories must utilize vacation (e.g., during mandated closure of CMU). If an Employee has not accrued sufficient vacation to cover these mandated vacation days, the Employee's salary will be reduced accordingly. There shall be no mandatory fiscal or calendar year cutoff date for vacation usage. Maximum vacation accrual is thirty-seven and one-half (37.5) days.

4. Once scheduled, vacation days may not be converted to any other form of paid time off. Scheduled vacation may be cancelled, provided such cancellation is agreed to by the Supervisor. However, the Supervisor may not agree to cancel vacation under circumstances where another person has been employed to perform the responsibilities that would have been performed by the Employee had the Employee not been scheduled for, or on, vacation.

5. Twelve (12) month Employees who voluntarily terminate employment under conditions of good standing at CMU or transfer to a ten (10) month assignment at CMU shall receive payment for accrued and unused vacation time accumulated as of their date of separation or reclassification, up to a maximum of twenty (20) days.

B. **Leaves of Absence**:

1. **Sick Leave**:

   a. Accrual of Sick Leave: Full-time academic year (fall-spring semester, 10-month) Employees will accrue sick leave at a rate of ten (10) days per year. Part-time Employees employed at more than half-time will accrue sick leave at a rate that is prorated on the basis of the proportion their appointment is to a full-time academic year appointment. Paid sick leave accrual shall accumulate from year to year up to a maximum accrual of one hundred thirty (130) days for all full-time Employees.

   b. Charging of Sick Leave:

      i. All absences of an Employee due to her or his physical or mental condition caused by illness or injury shall be charged against the Employee's sick leave accrual whether or not her or his department absorbs the work or CMU provides a substitute. An Employee will be considered absent if he or she fails to appear for any portion of her or his regularly assigned duties because of illness or injury. Sick leave will be charged for the time absent from work.

      ii. Employee's sick leave may be used each calendar year for the care of a sick or injured immediate family member or other eligible individual. Immediate family members will be defined the same as under Family Medical Leave, e.g., spouse, children, and parents.

   c. Work-Related Injury (Worker Compensation): Employees must report all work-related injuries (no matter how minor) to the Workers' Compensation Office/CHIP as soon as possible. Information and procedures regarding Workers' Compensation are available at https://www.cmich.edu/fas/hr/HREmploymentServices/HRESLeaveofAbsence/HRESLATypesofLeaves/Pages/Workers_Compensation_Leave.aspx.

   d. Physician's Statement and Return to Work:

      i. Each Employee desiring consideration for sick leave benefits may be required to file a medical certification form with CMU containing a statement signed by a physician or other certified health care provider.

      ii. Prior to returning to work from a sick leave of more than five (5) consecutive business days, an Employee must submit to CMU a statement signed by a licensed physician or other certified health care provider certifying that the Employee is able to resume regularly assigned duties and indicating any limitations that may interfere with the Employee's performing regularly assigned duties. If medically determined that the member's condition would interfere with performance of her or his duties, or that the duties might result in aggravating the member's condition, reasonable restrictions may be placed on resumption of duties.

      iii. If certification is not received, or is received after this required time, all absences may be considered as lost time; and the Employee's pay may be reduced accordingly.

e. CMU shall maintain a sick leave record on all Employees in its Human Resource system.

f. Employees must notify the account director responsible for submitting the payroll at the earliest opportunity when they will be off work because of illness.

2. **Necessity Leave**: Necessity Leave shall be defined as leave for which no other designation is appropriate. Whenever possible, Employees shall give one week's advanced written notice of requested necessity leave to the department Chairperson or other designated Supervisor. Employees shall make arrangements for the handling of her or his duties. Necessity Leave shall be permitted as follows:

a. Full-time twelve (12) month appointments: two (2) business days per calendar year.
b. One-half (1/2) time or greater: one (1) business day per semester.
c. All Employees on less than one-half (1/2) time appointments shall not be permitted necessity leave.

3. **Professional Unpaid Leave**: An Employee on a multi-year appointment with prior written approval of the department Chair and Dean, may take unpaid leave during the term of her or his appointment to pursue a professional opportunity relevant to her or his usual duties at CMU without losing the number of successive semesters accumulated toward promotion. Semesters spent on leave do not accrue toward promotion.

4. **Military Leave**:

a. Provisions for military leave shall be guided by and in compliance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA), which can be found in Title 38 of the United States Code, Chapter 43, Section 4301-4333. Except as modified by the Act, Employees must provide advanced verbal or written notice of military service to their department Chair and Dean, if their leave will coincide with any portion of their CMU appointment. CMU expects such notice immediately upon receipt by the Employee of orders to report for service or, in the case of a volunteer for service, upon such decision.

b. Short Term Service: Any Employee shall, upon her or his request and presentation of appropriate military orders, be granted a military leave of absence to engage in a temporary tour of duty with the National Guard or any recognized branch of the United States uniformed services, not to exceed fifteen (15) consecutive calendar days in any calendar year, under the following conditions:

i. Arrangements for such leaves are to be made with the Employee's department Chairperson, or designated Supervisor of a unit not organized as a department, when possible at least six (6) weeks in advance of the actual short term service; and

ii. The Employee is to go on leave, whenever possible, at the convenience of CMU. Ten-month Employees are encouraged to take their military tour without pay during the summer recess whenever possible; and

iii. CMU will pay the difference between an Employee's military pay and the member's regular pay for up to fifteen (15) consecutive calendar days when the member is on leave for a short tour of duty for service in the National Guard, Officers Reserve Corps, or similar uniformed service organization.

c. Extended Service: Any Employee who leaves CMU to serve in the U.S. Armed Forces shall be granted a military leave of absence without pay. The terms under which this leave is granted and the conditions governing reinstatement after discharge shall be in accordance with applicable state and federal laws and regulations. See https://www.cmich.edu/office_president/general_counsel/Documents/p04005.pdf.

5. **Leave for Court-Required Service**: Leave for court-required service is granted to members of the bargaining unit who serve jury duty or are subpoenaed as witnesses and are not parties to an action.

6. **Funeral Leave**:

a. An Employee will be given an approved absence, without loss of compensation, not to exceed three (3) consecutive business days per occasion, following the death of any of the following:

i. A spouse or other eligible individual;
ii. A child;
iii. A brother, sister, brother-in-law, sister-in-law; or
iv. A parent, grandparent, parent-in-law.

b. The Dean, upon the recommendation of the department Chairperson, may approve exceptions to the three (3) business day limit.

7. **Family and Medical Leave Act ("FMLA")**:

a. Consistent with current law and CMU policy, Employees are eligible for Family and Medical Leave (FML) if they have been employed by CMU for at least twelve (12) months and have worked at least one thousand, two hundred and fifty (1250) hours during the twelve (12) month period immediately preceding the date on which the leave commences.

b. All eligible Employees are expected to report FML. Employees can charge FML to sick or vacation time in one-half day increments. Employees are required to use all sick leave and, if available, all paid vacation for the Employee's own serious health condition prior to approved FML without pay.

C. **Retirement**:

1. CMU will continue to contribute to the Michigan Public School Employee Retirement System (MPSERS) on behalf of Employees when state law regarding the MPSERS obligates CMU to do so.

2. CMU will maintain the defined contribution Retirement Program which is in effect at the date of the ratification of this <u>Agreement</u>.

3. CMU shall retain, at its sole discretion, the right to change its relation with existing vendors (TIAA-CREF, Fidelity Investments) and/or add to the vendors which will participate in the defined contribution Retirement Program. Employees participating in the defined contribution Retirement Program may choose any of the options made available by vendors which are permitted under Michigan law and approved by CMU.

4. Eligible Employees may elect to participate in tax-deferred retirement programs through a salary reduction agreement with CMU. A limited number of program vendors will be selected by CMU. CMU will remit the Employee's contribution to the plan sponsor.

5. Additional information regarding details of MPSERS, the 403(b) Basic Retirement Program, and the additional 403(b) or 457(b) supplemental retirement plan options is available in the Benefits Office, Rowe Hall.

D. **Tuition Remission**: Employees shall be eligible to participate in CMU's Tuition Remission program according to the terms of that Program. However, tuition remission shall not apply to an Employee or to an Employee's dependents enrolled in any CMU First Professional Degree Program (e.g., College of Medicine or Law, etc.) or other professional program (e.g., Nursing, etc.)

E. **Parking Permit**: Employees who park their vehicle(s) on campus must register their vehicle(s) with CMU Police and display a valid parking permit. Permits are issued annually and may be purchased pre-tax through payroll deduction, provided the registration process is completed by the deadline posted by CMU Police. The annual cost of a parking permit is not to exceed $200 for the life of this <u>Agreement</u>.

Article 15
OPPORTUNITY FOR SUPPLEMENTAL EARNINGS

A. The provisions of this Article pertain only to supplemental assignments, which are not part of the Employee's in-load work. Supplemental assignments may be granted only upon the recommendation of the department Chair (or Supervisor) and approval of the Dean (or senior officer). There is no right to, nor guarantee of, any supplemental assignment. Employees may decline offers of supplemental assignments without prejudice to the continuation or renewal of their contractual employment.

B. Employees are issued appointments to teach for a specific academic unit(s) located at the campus of CMU in Mt. Pleasant, Michigan (Main Campus). Employees with a full-time appointment to one unit will not accept other Main Campus appointments without obtaining prior written approval from the Dean of the college of the original appointment.

C. Employees may be afforded the opportunity of additional earnings from Main Campus appointments up to a total academic year appointment of 125%. If accepted, the supplemental assignments may be arranged as follows:

IF	THEN
100% Appointment Fall Semester	150% Appointment Spring Semester
125% Appointment Fall Semester	125% Appointment Spring Semester
150% Appointment Fall Semester	100% Appointment Spring Semester

For summer appointments, the total appointment shall not exceed 150%.

D. **Global Campus**:

1. Assignments accepted by Employees from the CMU Global Campus unit, which are not part of a normal workload, shall be compensated according to rates determined solely by Global Campus. No aspect of any appointment with Global Campus shall be subject to the Grievance Article (Article 8) of this Agreement.

2. Employees may accept Global Campus assignments as part of a normal workload with the approval of the Dean, or as supplemental assignments subject to the approval process detailed below.

3. Global Campus has the responsibility for decisions regarding the scheduling and staffing of the courses for which it is accountable. In carrying out its responsibility, Global Campus will give first preference to instructors represented by the CMU Faculty Association, except in cases outlined in paragraphs 9 and 10 below, and second preference to those instructors represented by the Union of Teaching Faculty who hold a normal workload appointment of not less than 0.5 FTE; Global Campus reserves the right to assign individuals not represented by the Union of Teaching Faculty on the basis of:

   a. Instructional or pedagogical appropriateness,
   b. Affordable Care Act, State Authorization, or other existing or future regulatory requirements,
   c. Programmatic need for unique subject matter competency,
   d. Sponsor-specific requirements, or
   e. An existing non-bargaining unit member who has historically taught for Global Campus.

4. In regards to an Employee's eligibility for second right of refusal as defined in paragraph 3 above, should the Employee's normal FTE appointment change to less than a 0.5 at any time between issuing the assignment and the start of the course, Global Campus reserves the sole and exclusive right to rescind the Employee's supplemental assignment, and reassign it to another instructor of any Employee group.

5. Global Campus will announce its offerings by publishing them electronically on the Global Campus website. This site will also provide the deadline date for submitting CMU Union of Teaching Faculty Teaching Preference Forms, the appropriate Global Campus address for obtaining full information about each course that is to be offered, and a means to sign up for automatic electronic notification of new postings.

   a. Any Employee desiring to enter into a contract to teach a scheduled course according to the Global Campus prescribed format and criteria must indicate that preference by

submitting a CMU Union of Teaching Faculty Teaching Preference Form with the appropriate signatures to Global Campus within fifteen (15) business days of the announcement of the offering of the course by the deadline indicated in the course offering list.

b. An Employee will not be contracted by Global Campus for any course outside her or his own departmental courses without the approval of the Chairperson of the academic unit that provides the course designator.

c. In cases in which an Employee is not a member of the academic unit that provides the course designator, the Union of Teaching Faculty Teaching Preference Form must include both

    i. the signature of the Chairperson of the academic unit from which the course originates, to indicate the Employee is qualified to teach the course, and

    ii. the signature of the Chairperson of the Employee's own academic unit as an indication that the instructor may teach at the time and location of the scheduled class.

6. When no instructor represented by the Faculty Association indicates a preference to teach a course and more than one (1) Employee represented by the Union of Teaching Faculty indicates preference for the same course, the originating academic unit of the course shall have the responsibility of designating who will teach the course.

7. If the course is to be taught in an online (or Web-based) format, the Employee, by signing the Union of Teaching Faculty Teaching Preference Form, attests that he or she has successfully completed CMU's Center for Instructional Design's *Online Teaching Workshop* (or an equivalent approved by the Center for Instructional Design), and that he or she will adopt or adapt online teaching "best practices" in a manner appropriate to the course in order to help ensure that the course learning objectives are met.

8. The Employee shall deliver a copy of the Union of Teaching Faculty Teaching Preference Form to the office of the academic unit Chairperson for appropriate signatures and then submit to Global Campus before the deadline. The academic unit Chairperson then shall sign the form indicating her or his approval, or non-approval, for the Employee to teach the specific course. In the case of approval, the Chairperson's signature is an indication that the Employee has the subject matter expertise to teach the course and that the Employee may teach at the time and location of the Global Campus class without causing a conflict with the Employee's Main Campus commitment to the academic unit. The Chairperson's approval or non-approval is subject to review by the Dean.

9. Employees may be assigned by the Chairperson of their academic unit to develop new online courses to be delivered by Global Campus, or revise existing online courses. Such an assignment could be established as an in-load assignment (see Article 10(E)) or as a supplemental assignment. The terms of a supplemental course development assignment shall be set in accordance with Global Campus practices that apply to other faculty.

10. When an Employee develops an online course, that Employee shall have first right of refusal to teach that course the first time it is offered in accordance with language contained within the Online Course Development contract. The Employee shall submit a Union of Teaching Faculty Teaching Preference Form for the course and shall be approved to teach that specific course.

E. **Outside Employment**:

1. Any outside employment must be undertaken with the understanding that it shall not conflict or interfere with responsibilities assigned to or inherent in the Employee's position or academic program at CMU.

2. An Employee of CMU may not utilize CMU property in such outside activities, including computer resources, office supplies, etc.

3. Upon request by the department Chair or Dean (or designee), any full-time Employee shall submit a report on a form provided by CMU detailing all outside employment. The report, if requested, shall be submitted once per year, and shall be due in the seventh week of the semester in which it was requested.

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Article 16
DISCIPLINE AND DISCHARGE

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A. Discipline shall be imposed only for just cause. Where safety, or the good order of CMU operations, may be at issue, an Employee may be suspended prior to conducting the investigation described below.

B. When a matter of concern related to an Employee arises, CMU may conduct an investigation upon its determination that such an investigation is warranted. Faculty Personnel Services (FPS) shall be involved in all investigations, and, except for complaints pertaining to the assignment of a grade, FPS will be notified of complaints or charges made against an Employee as soon as possible.

C. If CMU determines that an investigation will be conducted and that the Employee will be interviewed as part of the investigation, the Employee will be notified of the intent to conduct such an investigation, the nature of the investigation, and that he or she is entitled to have a UNION representative present at the interview. Upon election of UNION representation, CMU shall also inform the UNION of its intent to conduct an investigation. It is acknowledged, however, that these notice requirements will not apply where they would impede the administration of justice in a criminal investigation. The purpose of UNION representation is to provide the Employee with appropriate advice, not to answer questions posed by CMU to the Employee. Should the Employee elect not to have UNION representation, CMU shall secure a written waiver to this effect.

D. The Employee shall cooperate with CMU during the course of the investigation. This cooperation shall include, at a minimum: complying with all reasonable requests of CMU, including, but not limited to, meeting with CMU representatives at mutually agreed upon times/places; answering truthfully any questions asked; submitting to CMU any and all requested

documents/materials in her or his possession; and securing her or his UNION representation in a timely manner, when applicable. The UNION shall not impede the investigation in any manner, including by failing to supply a representative on a timely basis.

E. CMU shall conduct its investigation in a manner so as to provide the Employee with an opportunity to present her or his point of view and evidence on the matter at issue. During the investigation, the Employee shall have the opportunity to suggest parties to be contacted by CMU as part of its investigation.

F. When more than one CMU office/unit is involved at the same time in the investigation of an Employee arising from the same alleged misconduct, CMU shall coordinate its efforts so that requests for information (which may come from more than one office/unit) will be forwarded to the Employee from one CMU-designated representative.

G. CMU shall endeavor to complete its investigation in the shortest time practicable. If the conclusion of the investigation shall likely exceed three (3) calendar months from the date CMU notified the Employee in writing of its intent to conduct an investigation, CMU will notify the Employee and the UNION (unless the Employee has declined UNION representation) in writing of how much additional time is required.

H. In circumstances where an initial meeting with an Employee being investigated (and her or his UNION representative, if elected) is scheduled for later than fourteen (14) calendar days after the initial notification, the three (3) calendar month notice requirement is automatically tolled the equivalent number of days for which the initial meeting exceeds fourteen (14) calendar days (i.e. if an initial meeting with an Employee is not scheduled until thirty-four (34) days after notice, the three (3) month notice requirement is automatically extended to three (3) months and twenty (20) days). This tolling provision applies to all investigations including ones involving more than one (1) CMU office or unit.

I. Upon completion of its investigation, CMU shall provide to the Employee and the UNION (if the Employee has elected UNION representation) a written decision regarding what disciplinary action, if any, is to be taken, together with its rationale for the decision.

Article 17
INTELLECTUAL PROPERTY RIGHTS - OWNERSHIP

A. Ownership rights to intellectual materials created by Employees are determined by CMU's "Intellectual Property Rights" policy as adopted by the Board of Trustees on December 6, 1996 and clarified in an April 20, 1998 letter from Provost Richard Davenport to the University Community and a November 4, 2008 letter from Provost Julia Wallace to University regular faculty (available at)
https://www.cmich.edu/office_provost/ORSP/GrantsManagement/Documents/Updated2008.IP.pdf.

B. The CMU "Intellectual Property Rights" policy applies to Employees; and, to the extent the April 20, 1998 letter and the November 4, 2008 letter, both mentioned above, refer to "regular" faculty, that reference is understood to apply also to Employees.

Article 18
NON-DISCRIMINATION AND HARASSMENT

A. **Non-Discrimination Policy**: CMU policy states that:

1. Central Michigan University is an affirmative action/equal opportunity institution. It encourages diversity and provides equal opportunity in education, employment, all of its programs, and the use of its facilities. It is committed to protecting the constitutional and statutory civil rights of persons connected with the university. Unlawful acts of discrimination or harassment by members of the campus community are prohibited.

2. In addition, even if not illegal, acts are prohibited if they discriminate against any university community member(s) through inappropriate limitation of access to, or participation in, educational, employment, athletic, social, cultural, or other university activities on the basis of age, color, disability, gender, gender identity/gender expression, genetic information, height, marital status, national origin, political persuasion, race, religion, sex, sexual orientation, veteran status, or weight. Limitations are appropriate if they are directly related to a legitimate university purpose, are required by law or rules of associations to which the CMU Board of Trustees has determined the university will belong, or are lawfully required by a grant or contract between the university and the state or federal government. Limitations of current facilities related to gender identity/gender expression are excluded from this policy.

3. The President is directed to promulgate practices and procedures to realize this policy. The procedures shall include the identification of an office to which persons are encouraged to report instances of discrimination and a process for the investigation and resolution of these reports/complaints.

B. **UNION Activities**: Neither CMU nor the UNION shall discriminate against, intimidate, restrain, coerce, or interfere with an Employee because of, or with respect to, her or his lawful UNION activities, including participation in a grievance, or membership, or the right to refrain from such activities or membership. In addition, there shall be no discrimination against any Employee in the application of the terms of this Agreement because of membership or non-membership in the UNION.

C. **Expansion of Rights**: Employees will be afforded any additional protections, more expansive than above, as set forth in any future non-discrimination policies of the Board of Trustees of CMU, or as protected under federal or state law.

D. **Reconciliation**: An Employee who believes that he or she has been subject to discrimination or harassment in violation of this Article must first pursue her or his claim formally through the CMU Office of Civil Rights and Institutional Equity (OCRIE) before seeking a possible remedy through another provision of this Agreement. The grievance timetable in this Agreement shall be tolled while the Employee pursues her or his claim through OCRIE.

Article 19
RELEASE TIME FOR UNION OF TEACHING FACULTY OFFICERS

The UNION shall be granted release from teaching responsibilities for its officers, allocated at the UNION's discretion, equal to four (4), three (3) credit-hour course releases, for the academic year. The UNION must inform Faculty Personnel Services of the names of the person(s) being assigned course release, and the distribution, no later than June 30th for the following academic year.

Article 20
CONTINUITY OF OPERATIONS

A. The UNION, through its officials, will not cause, instigate, support, or encourage, nor shall any Employee take part in, any concerted action against or any concerted interference with the operations of CMU, such as the failure to report for duty, the unexcused absence from work, the stoppage of work, or the failure, in whole or in part, to fully, faithfully and properly perform the duties of employment.

B. If the UNION, through its officials, disavows in writing any such action, CMU agrees that it will not file or initiate any action for damages against the UNION or its officials.

C. CMU agrees that during the life of this Agreement there will be no lockout.

Article 21
VALIDITY

This Agreement shall be effective to the extent permitted by law and does not waive either of the parties' positions with respect to collective bargaining laws; but, if any part thereof is invalid, the remainder shall nevertheless be in full force and effect. In the event that any provision of this Agreement is discovered or declared by a court of law to be invalid, CMU and the UNION, at the request of either party, shall enter into negotiations for the purpose of arriving at a mutually satisfactory replacement for such provision.

Article 22
TERM OF AGREEMENT

A. This Agreement shall become effective upon ratification by the UNION and CMU, and shall remain in full force and effect until 12:01 am July 1, 2020, at which time it will terminate.

B. If, pursuant to negotiation, an agreement on the renewal or modification of this Agreement is not reached prior to the expiration date, this Agreement shall expire at the expiration date unless it is extended for a specified period by mutual agreement of the parties.

SIGNATORIES

CENTRAL MICHIGAN UNIVERSITY

signature

George E. Ross, President

signature

Michael A. Gealt, Provost

NEGOTIATING TEAM

signature

Ray L. Christie

signature

Dennis R. Armistead

signature

Scott J. Hoffman

CENTRAL MICHIGAN UNIVERSITY
UNION OF TEACHING FACULTY

signature
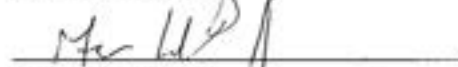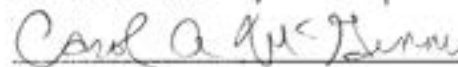
Amanda E. Garrison, President

NEGOTIATING TEAM

signature

Cynthia E. Davis

signature

Matthew A. Katz

signature

Michael W. Lents

signature

Carol A. McGinnis

signature
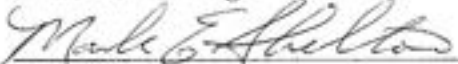
Mark T. Ranzenberger

signature

Mark E. Shelton
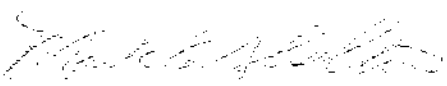
**MEMORANDUM OF UNDERSTANDING
BETWEEN CENTRAL MICHIGAN UNIVERSITY AND
THE UNION OF TEACHING FACULTY, AFT MICHIGAN, AFL-CIO**
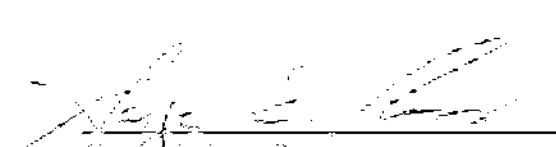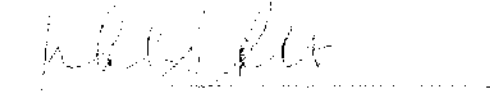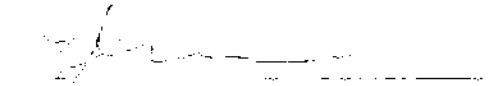
Employee Titles

1. An Employee who has previously held an appointment with CMU and who wishes to retain the prior title may do so for as long as he or she is continuously appointed in the position.

2. All Employees may use the title "Lecturer" at will.

3. An Employee appointed at the rank of Lecturer III may use the title "Senior Lecturer" at her or his preference.
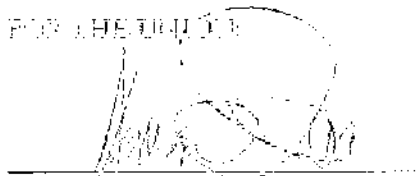
**MEMORANDUM OF UNDERSTANDING
BETWEEN CENTRAL MICHIGAN UNIVERSITY AND
THE UNION OF TEACHING FACULTY, AFT MICHIGAN, AFL-CIO**

Information Technology Training
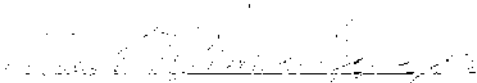
Employees whose in-load professional duties require the use of information technology in teaching and student advising may be required to participate in information technology training programs offered by CMU.

Should such mandatory training represent a significant investment of time for any Employee(s), CMU will provide written explanation to the UNION and, upon written request, will engage in negotiations with the UNION regarding compensation for said training.
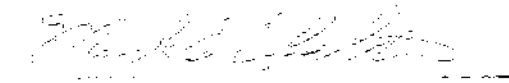
FOR THE UNION:

_____
Amanda B. Garrison, President
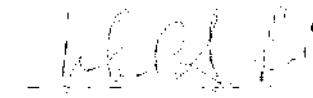
_____
Mark T. Lwinagberger, Co-Chair

_____
Mark B. Shelton, Co-Chair

FOR CMU:

_____
George R. Ross, President

_____
Michael A. Gealt, Provost

_____
Derick R. Armmore, Executive Director

MEMORANDUM OF UNDERSTANDING
BETWEEN CENTRAL MICHIGAN UNIVERSITY AND
THE UNION OF TEACHING FACULTY, AFT MICHIGAN, AFL-CIO

Department and University Participation

1. Department Participation

   Within each department, Employees will have an advisory role in matters directly related to their employment obligations. It is understood that Employees must be appropriately informed about such departmental matters in order to exercise their advisory role. The breadth and depth of departmental participation by Employees will be determined by the employing department. However, Employees shall have a reasonable opportunity periodically to transmit their interests, either orally or in writing, to the department Chair or unit Director.

2. University Participation

   When CMU establishes a new University-wide committee, except committees appointed by the CMU Board of Trustees or the Academic Senate, and the committee in question has representation from any other faculty Employee group, CMU shall invite the UNION to nominate Employees to participate as a committee member. CMU shall then have sole discretion as to whether to appoint the nominated Employee to the committee.
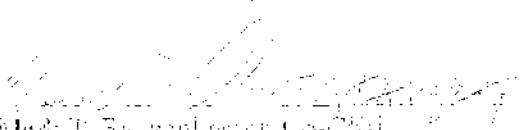
3. Evaluation of Administrators
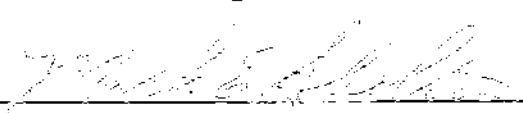
   Employees may, if allowed by department procedure and/or college, participate in any annual evaluation of a Chair, Director, Coordinator, or Dean.

4. CMU will make every effort to ensure that department Bylaws do not contain provisions regarding Employees' terms and conditions of employment that conflict with this Agreement between the parties.

FOR THE UNION: FOR CMU
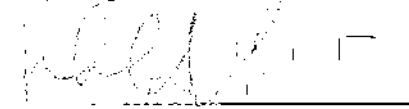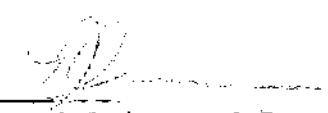
_____   _____
Amanda I. Garrison, President   George E. Ross, President

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Mark T. Barbee, Co-Chair   Richard A. Gaul, Provost

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Mark D. Shelton, Co-Chair   Debra E. Marvel, Faculty Personnel
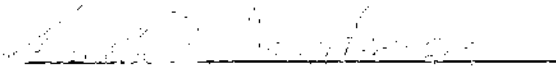
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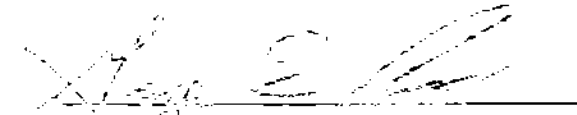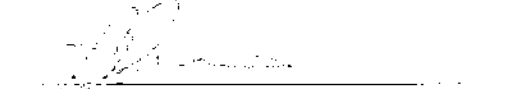
Joint Appointment with College of Medicine

Employees who accept a joint appointment with the Central Michigan University College of Medicine will remain in the bargaining unit, subject to the applicability of Article 2. The primacy of the appointment (FTE, workload, responsibilities, etc.) determines the exclusion of College of Medicine employees from the unit pursuant to Article 2. It is not the intent of the parties to erode the bargaining unit in any way.

FOR THE UNION:

_____
Amanda E. Garrett, President

_____
Marc T. Rosenberger, Co-Chair

_____
A. J. C. Shelton, Co-Chair

FOR CMU:

_____
George E. Ross, President

_____
Michael A. Gealt, Provost

_____
Dennis K. Armbrecht, Executive Director

MEMORANDUM OF UNDERSTANDING
BETWEEN CENTRAL MICHIGAN UNIVERSITY AND
THE UNION OF TEACHING FACULTY

Vision Coverage
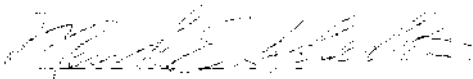
This Memorandum of Understanding is made between Central Michigan University and the Union of Teaching Faculty to work toward the inclusion of Lecturer II and Lecturer III status Employees with a three-quarter (3/4) time or greater full-year appointment in the presently established vision plan, or to establish a separate and new vision coverage plan for Lecturer II and Lecturer III status Employees with a three-quarter (3/4) time or greater full-year appointment. The intent of the parties is to achieve inclusion of Lecturer II and Lecturer III status Employees with a three-quarter (3/4) time or greater full-year appointment in the present plan or the establishment of new vision plan coverage for Lecturer II and Lecturer III status Employees with a three-quarter (3/4) time or greater full-year appointment by the start of the 2018-2019 academic year.

The current vision coverage plan provided to employee groups other than fixed-term faculty during academic year 2015-2016 is wholly participant funded, and CMU does not contribute any portion of participant premiums. Future inclusion of Lecturer II and Lecturer III status Employees with a three-quarter (3/4) time or greater full-year appointment in the current vision coverage plan or the establishment of new vision coverage for Lecturer II and Lecturer III status Employees with a three-quarter (3/4) time or greater full-year appointment shall not in any way modify CMU's 0% contribution to plan participant premiums. It is the understanding of the parties that the current vision coverage plan, and any future established vision coverage plan shall remain 100% plan participant funded.
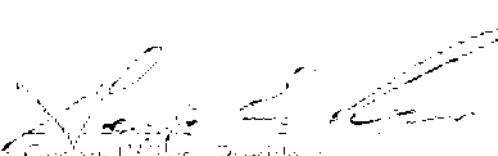
FOR THE UNION:
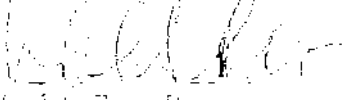
Phoenix R. Carlson, President
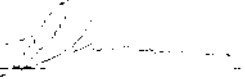
Mary T. Leuenberger, Chair

Mark R. Shelton, Co-Chair

FOR CMU:

George E. Ross, President

Michael A. Roy, Provost

Paula B. Vincent, Executive Director

**MEMORANDUM OF UNDERSTANDING
BETWEEN CENTRAL MICHIGAN UNIVERSITY AND
THE UNION OF TEACHING FACULTY**
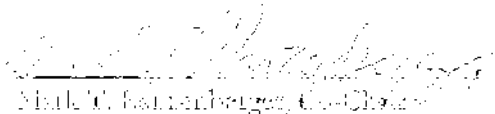
Tuition Remission & University Policy

The parties agree that inasmuch as Article 14(D) conflicts with the Tuition Benefit Plan Policy revised February 14, 2013, the revised policy applies to Employees.

FOR THE UNION:

_____
Amanda E. Garrison, President

_____
Neil T. Rautenberger, Co-Chair

_____
Mark B. Shelton, Co-Chair

FOR CMU:

_____
George E. Ross, President

_____
Michael Gealt, Provost

_____
Dennis L. Armistead, Executive Director

INDEX

Criterion 3 Evidence
COM101 MCS

Central Michigan University
College of Communication and Fine Arts
Master Course Syllabus

<u>**COM**</u>	<u>**101**</u>	<u>**Introduction to Communication**</u>	<u>**3 (3-0) F, Sp**</u>
Design	No.	Title	Credit (Mode)

I.   Bulletin Description
General education approach to theory and process of human communication with practicum opportunities. Does not count toward a major or minor in Communication and Dramatic Arts.

II.   Prerequisites/Co-requisites/Recommended
None

III.   Rationale for Course Level
Introductory course

IV.   Textbooks and Other Materials To Be Furnished by the Student
A textbook such as:

DeVito, J. A. (2008). *Essentials of human communication* (6th ed.). Boston, MA: Allyn and Bacon

V.   Special Requirements of the Course
None

VI.   General Methodology Used in Conducting the Course
Lecture, in class activities, role-plays, small group discussions, class discussions, oral presentations, writing, test taking.

VII.   Course Objectives
After completion of the course students will be able:
1. To identify and explain theoretical concepts central to the communication discipline in a variety of contexts: dyadic, small group, public speaking.
2. To identify the concepts of effective communication (e.g., listening, information gathering, audience analysis, designing messages, perceiving, using symbols, managing conflict, relating, understanding cultures).
3. To locate information from texts, libraries, electronic data sources and experts.
4. To define communication rules, norms and expectations.
5. To demonstrate communication competency in a variety of contexts.
6. To exhibit competence in the public speaking context.
7. To construct reasoned arguments in a public speech.
8. To criticize arguments in oral messages.
9. To evaluate the ethical implications of communication messages.

10. To distinguish effective communication from ineffective communication and assess how to improve communication skills.

VIII. Course Outline
(7 weeks) Part I: Communication Skills
1. Introduction to Communication (models, theories)
2. Verbal Communication (using symbols, semantics, language, ambiguity)
3. Nonverbal Communication (categories and functions of nonverbal symbols)
4. Perception (perceiving, personal perception, self-awareness, self-concept)
5. Listening (actively and interactively)
6. Relating Skills (assertiveness, self-disclosure, understanding cultures, conflict management, power, managing interactions, emotions, stages of relationships, rules/norms, costs/rewards)

(7 weeks) Part II: Communication Contexts
1. Interpersonal Communication in Relationships (building relationships, managing conflict, dealing with diversity and individual differences, developing/maintaining/terminating)
2. Small Group Communication (problem solving, discussion, leadership)
3. Public speaking (analyzing audiences, organizing ideas, outlining, providing evidence, reasoning, delivery, types of speeches)

(1 week) Part III: Other Communication Issues
1. Gathering information (computerized data bases, interviews, print media)
2. Ethics; plagiarism
3. Speech anxiety reduction and management

(1 week) Final Examination/Presentation

IX.   Evaluation
At least 50% - 60% of the course grade would be based on oral presentation (speeches, speech outlines, group presentations, etc.), 30%-40% of the course grade would be based on examinations, and 5%-15% attendance and participation.

X.   Bibliography

Adler, R. B., & Neil, T. (2005). *Looking out/ looking in: Interpersonal communication* (10th ed.). Fort Worth, TX: Harcourt Brace.

Adler, R, B., & Rodman, G. (2003). *Understanding human communication* (8th ed.). Fort Worth, TX: Harcourt Brace.

Buerkel-Rothfuss, N. L., & Gray, P. L. (1993). *Communication: Competencies and contexts* (3rd ed.). Dubuque, IA: Kendall Hunt.

DeVito, J.A. (2005). *Human communication: The basic course* (10th ed.). Boston, MA: Allyn and Bacon

Gamble, T. K., & Gamble, M. (2005). *Communication works* (8th ed.). New York, NY: McGraw-Hill.

Lumsden, G., & Lumsden, D. (2003). *Communicating with credibility and confidence: Diverse people, diverse settings* (2nd ed.). Belmont, CA: Wadsworth.

Morreale, S. P., Spitzberg, B. H., & Barge, J. K. (2007). *Human communication: Motivation, knowledge, and skills* (2nd ed.). Belmont, CA: Wadsworth.

Morrison, T., Conaway, W. A., & Borden, G. A. (2004). *Kiss, bow, or shake hands: How to do business in sixty countries* (2nd ed.). Holbrook, MA: Adams Media Corporation.

Pearson, J.C., Nelson, P.E., Titsworth, S., & Harter, L. (2006). *Human communication* (2nd ed.). New York, NY: McGraw-Hill.

Verderber, R. F., & Verderber, K. S. (2004). *Communicate* (9th ed.). Belmont, CA: Wadsworth.

Wood, J. T. (2006). *Communication mosaics: An introduction to the field of communication* (4th ed.). Belmont, CA: Wadsworth.

Wood, J. T. (2003). *Communication in our lives* (3rd ed.). Belmont, CA: Wadsworth.

Yoder, D. D., Hugenberg, L., & Wallace, S. P. (1996). *Creating competent communication* (2nd ed.). Dubuque, IA: Kendall Hunt.

Syllabus prepared by: Wendy Papa
                                      Name

                                        11/28/07
                                        Date

Criterion 3 Evidence
COM267 MCS

Central Michigan University
College of Communication and Fine Arts
Department of Communication and Dramatic Arts

Master Course Syllabus

COM 267	Introduction to Debate	3 (3-0)
Desig. & #	Full Title of Course	Credits (Mode)

I.   Bulletin Description:

Prepares students without experience to gain understanding of theory and practice of debate. Recommended for prelaw, prebusiness, urban government students, and teachers.

II.   Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:

III.   Rationale for Course Level:

This is an introductory course.

IV.   Suggested Textbooks:

Heinrichs, H. (2012). *Thank you for Arguing* (Revised Edition). NY: Three Rivers Press.

V.   Other Requirements and/or Materials for the Course

VI.   Student Learning Course Objectives:

After successful completion of this course, the student will be able to:

1. name and explain theoretical concepts central to argumentative communication and recognize communication behaviors that reflect those concepts.
2. locate, synthesize, and assimilate new information from text libraries, electronic data sources and experts.
3. evaluate the validity of research methods.
4. criticize arguments in oral and written messages.
5. assess the ethical implications of communication behaviors in an argumentative context.
6. evaluate message strategies in an argumentative context.
7. exhibit competence in oral advocacy skills.
8. construct reasoned arguments.
9. solve problems in a systematic fashion.

10. understand the role of argumentation in society.

VII. Suggested Course Outline:

Weeks 1-4:	Basic concepts
	Role of argumentation in society
	Presumption, Burden of Proof, Prima Facie Case
	Quiz
Weeks 5-6:	Types of propositions and analytical approaches
	Midterm exam
Week 7:	Research and evidence
Week 8:	Reasoning and the structure of argument
Week 9:	The logical responsibilities of proponents and opponents of a proposition
Week 10:	Developing briefs
Week 11:	Refutation
Week 12:	Cross examination
	Quiz/Briefs
Week 13-16:	Evaluating debates

VIII. Suggested Course Evaluation:

The factors on which evaluation would be based will include:

1. Quizzes and/or exams   30%
2. Participation in class discussions and/or drills   10%
3. Participation in debates   30%
4. Briefs of the positions for an advocate in the debate or papers   30%

Total: 100%

IX.   Bibliography:

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Syllabus Prepared By:

<u>Joseph Packer, PhD</u>
Typed Name of Faculty, Credentials

<u>2/11/14</u>
Date

Criterion 3 Evidence
Counseling Center

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Counseling Center

The Counseling Center provides a variety of free brief and time-limited services for currently enrolled CMU students. Services include confidential individual counseling, group counseling, or referral for: **personal issues** such as an urgent situation or crisis, anxiety, depression, homesickness, loneliness, identity concerns, alcohol/drug abuse; eating concerns, college transitions, stress management, relationship concerns, couples concerns, family stress, grief/loss, relapse prevention, sexual orientation, strengthening coping skills, and personal growth and development; **improving academic success** by reducing stress and focused anxiety (e.g., test, math, speech), and learning study and time management skills; primary and secondary survivors of **sexual and domestic violence**, stalking, and harassment.

Make an appointment

The Counseling Center can be reached by calling **989-774-3381**.

102 Foust Hall, Mt. Pleasant MI 48859

If you are having a mental health emergency and need immediate assistance, please call **911** or go to your nearest hospital emergency room.

If you need to speak with a mental health professional immediately call:

–Listening Ear at 989-772-2918; or

–the National Suicide Prevention Life Line at 1-800-273-TALK (8255); or

–Local Community Mental health Agency. Check local phone listings for their phone number and information.

If you need local emergency room and hospital information, please see below:

McLaren Central Michigan Hospital's telephone number is 989-772-6700 and it is located at 1221 South Drive in Mt. Pleasant.

Email: counsel@cmich.edu

📄 Client Paperwork August 2015.pdf

Counseling Center Appointments No Show and Cancellation Policy.docx

While waiting for a counseling appointment2015.pdf

Emergencies

Psychological First Aid (PFA)

Mission, Vision and Objectives

Scope of Practice

Client Confidentiality

Meet our Staff

Types of Services

How to Schedule an Appointment

Self-Help and Helping Others

Referral Information

CMU Mental Health Information/Screenings

Employment & Training Opportunities

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CMU CARES

Criterion 3 Evidence
Diversity Unit Events 2014-2015

DIVERSITY UNIT EVENTS AND HOLY DAYS 2014-2015

Native American holy days: Though there are no set dates, major ceremonies tend to fall around the full moon and the solstices.

Items in bold print: Items in bold have been added since the last posting.

Saturday, September 13, 2014	CMU & You Day	Football Stadium	Admissions
Sunday, September 15, 2014, through Tuesday, October 15, 2014	HISPANIC HERITAGE MONTH	Events listed separately as below	MASS
Monday, September 15, 2014, 7:00pm	Michael Reyes: Mexican/Chicano Identity and History Through Spoken Word	UC Auditorium	MASS
Tuesday, September 16, 2014, 2:00pm	Hispanic Heritage Month Kickoff-Movies with MASS	CID	MASS
Friday, September 19, 2014,	Social Justice Dialogues	CID	LGBTQ
Tuesday, September 23, 2014, 3:29am	Mabon/Autumnal Equinox (Wiccan holy day)	Observance of the autumnal equinox when day and night are of equal length. A harvest festival time. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Tuesday, September 23, 2014, Noon-1:00pm	Soup & Substance-Ferguson to Mount Pleasant: Police, Race, and Life on Campus	Bovee UC Rotunda	ODE, CHSBS and others

Tuesday, September 23, 2014, 5:00p	Hispanic Heritage Month Food Taster feat. Live Mariachi Band Admission: CMU Students free $3 with I.D., others $5	Bovee UC Rotunda	MASS
Friday, September 24, 2014, 7:35pm, through Sunday, September 26, 2014, 7:31pm	Rosh Hashanah (Jewish New Year)	Begins at sundown and traditionally was ten days of penitence which concluded on Yom Kippur. In modern times, the first two days are most important. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Thursday, September 25, 2014, 7:00pm-9:00pm	Zumba with Officer Rico Free and open to the public	Gym#1, SAC	MASS
OCTOBER	DISABILITY AWARENESS MONTH	Events listed separately as below	ADAC, ODE, and many others
Thursday, October 2, 2014, Noon-1:00pm	Soup & Substance-Latinos and Free Market Fundamentalism	Bovee UC Rotunda	ODE
Thursday, October 2, 2014, 8:00pm	Central Michigan University Symphony Orchestra in celebration of Hispanic Heritage Month	Staples Family Concert Hall	School of Music
Friday, October 3, 2014, 7:18pm, through Saturday, October 4, 2014, 7:16pm	Yom Kippur (Jewish Day of Atonement; full fasting)	Begins at sundown and is 24 hours of full fasting. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.

Friday, October 3, 2014, 2:00pm	CMU Latino Alumni Panel	Moore Hall 105	MASS, Latino Alumni Chapter
Friday, October 3, 2014, 3:00pm	Social Justice Dialogues	CID	LGBTQ
Saturday, October 4, 2014, 7:18p through Tuesday, October 7, 2014, at 7:16pm	Eid al-Adha (Islamic Feast of the Sacrifice) **Daylight savings time ends during this holy day, thus the great change in sundown times between October 4 and October 5.*	Begins at sundown. Commemoration of Prophet Abraham's willingness to sacrifice his son to God. Also commemorates the pilgrims that are performing the obligatory pilgrimage referred to as Hajj. Date can vary depending on the country. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Monday, October 6, through Saturday, October 11, 2014	COMING OUT WEEK	A week of celebration and remembrance of the coming out experiences of people who are gay, lesbian, bi-sexual or transgender. Events listed separately below.	LGBTQ, and allies
Monday, October 6, 2014, 8:00am-5:00pm	Why Coming Out Matters-Photo Shoot	CID	LGBTQ, and allies
Wednesday, October 6, 2014, 7:00pm-10:00pm	Drag Queen Bingo	Hosted by Sabin, University Center Auditorium	LGBTQ, and allies
Tuesday, October 7, 2014, Noon-1:00pm	Soup & Substance: Coming Out Week	Bovee UC Terrace A-D	ODE/LGBTQ/Greek Life

Tuesday, October 7, 2014, 7:00pm	Coming Out at Kaya	Hosted by Spectrum, Kaya Coffee House	LGBTQ, and allies
Tuesday, October 7, 2014, 7:00pm	N*gger, Wetb*ck, Ch*nk (NWC)	Plachta Auditorium	MASS, Program Board
Wednesday, October 8, 2014, 8:00pm-9:00pm	Sex, Genderf**ked	CID	LGBTQ, and allies
Thursday, October 9, 2014, Noon-1:00pm	Trans 101	Hosted by Transcend, CID	LGBTQ, and allies
Thursday, October 9, 2014, 7:00pm	Documentary & Discussion: Latinos American-The 500 year legacy that shaped a nation	UC Auditorium	MASS
Friday, October 10, 2014, 1:00pm-3:00pm	Safe Zone Training	Rowe 229	LGBTQ
Saturday, October 11, 2014	National Coming Out Day	A national day of celebration and remembrance of the coming out experiences of people who are gay, lesbian, bi-sexual or transgender.	
Saturday, October 11, 2014	TJ Sullivan: Gay & Greek-Exploring the intersection	Plachta Auditorium	LGBTQ, and allies
Monday, October 13, 2014	Indigenous People's Day	A day celebrating Indigenous peoples' resistance of colonialism and the historical truths behind it.	
Monday, October 13, 2014 Noon-1:00pm	Soup & Substance-Truth Behind Columbus	UC Terrace Rooms A-D	NAP, ODE, SCIT

Monday, October 13, 2014 1:00pm-4:00pm	Misconception of Columbus-Information Table	Bovee UC: Grass Area	NAP, SCIT, Ziibiwing Center
Monday, October 13, 2014 4:30pm-6:00pm	Film & Discussion: The Canary Effect	UC Auditorium	NAP, SCIT, Ziibiwing Center
Tuesday, October 14, 2014, 7:00pm	Hispanic Heritage Month Keynote: Joe Hernandez-Kolski "Cultural Collisions: Commentary for a Changing America"	Plachta Auditorium	MASS, Program Board
Friday, October 17, 2014, 3:00pm	Social Justice Dialogues	CID	LGBTQ
Tuesday, October 21, 2014, 7:00pm-9:00pm	Speak Up Speak Out: Elections 2014: What Matters on Election Day this Year?	Park Library Auditorium	CHSBS and others
Thursday, October 23, 2014, Noon-1:00pm	Soup & Substance-Special Olympics 101	UC Terrace Rooms A-D	ODE, Special Olympics
Saturday, October 25, 2014, 5:03pm, through Sunday, October 26, 2014, 5:02pm	Hijra (Islamic New Year)	The first day of the first month (Muharram) of the Islamic year, begins at sundown. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Friday, October 31, 2014,	Samhain (Wiccan New Year, northern hemisphere)	A time for meditation and remembering of those who have passed away, coinciding with the end of the harvest. This is a religious holy day and is intended simply to	Religious Holy Day—events will be posted separately.

		provide information—any related events will be posted separately.	
November	NATIVE AMERICAN HERITAGE MONTH	Events listed separately below	NAP
Saturday, November 1, 2014, Noon	Environmental Awareness Day; gather at noon in UC 108 and disperse across campus to clean Mother Earth. Sign up on http://cmich.orgsync.com	Center for Inclusion & Diversity Conference Room, UC 108	NAISO
Monday, November 3- November 28, 2014, M-F 8:00am- 5:00pm	Debwewin/Truth: The Mount Pleasant Indian Industrial Boarding School Experience Exhibit http://goo.gl/OlM15d	CID	Ziibiwing Center
Sunday, November 2, 2014, 5:30pm, through Monday, November 3, 2014, 5:29pm	Ashura (Sunni Muslim holy day)	Voluntary fast day. A time of mourning commemorating the martyrdom of Husayn, grandson of the prophet. Date can vary depending on country. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Thursday, November 6, 2014	Guru Nanak's Birthday (Sikh holy day)	Commemorates the 1469 birth of Guru Nanak, the founder of the Sikh religion. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Thursday, November 6, 2014, 6:30pm- 8:00pm	Native American Heritage Month Keynote Speaker: Dr. Anton Treuer	Park Library Auditorium	NAP
Monday, November 10, 2014,	Native American Heritage Month Food Taster and Dance Demonstration	UC Rotunda	NAP, SCIT/Ziibi

5:00pm-7:00pm	$3 with CMU Student I.D.

$5 all others | | wing Center |
Wednesday, November 12, 2014, 5:00pm-9:00pm	Movie and discussion: Incident at Oglala, The Leonard Peltier Story	UC Auditorium	NAP, SCIT
Thursday, November 13, 2014, 5:00-8:00p	Unified Holiday	UC Rotunda	MASS
Friday, November 17, 2014, 3:00pm	Social Justice Dialogues	CID	LGBTQ
Friday, November 17, 2014, 6:30pm-8:30pm	Indian Radio Days Readers' Theater	Park Library Auditorium	NAP, Ziibiwing Center
Tuesday, November 18, 2014, Noon-1:00pm	Soup & Substance-Torn: Recovering California's Stolen Cultural Heritage	UC Terrace Rooms A-D	ODE, NAP
Wednesday, November 19, 2014,

7:00pm-9:00pm | Speak Up Speak Out: International Hot Spots | Park Library Auditorium | CHSBS and others |
| Friday, November 28, 2014, 3:00pm | Social Justice Dialogues | CID | LGBTQ |
| Thursday, December 4, 2014, Noon-1:00pm | Soup & Substance: First Generation to Graduation | UC Terrace Rooms A-D | ODE, Pathways |

Wednesday, December 17, 2014, 5:04pm, through Thursday, December 24, 2014, 5:05pm	Hannukah (Jewish Festival of Lights)	Eight-day commemoration of the Maacabean recapture and rededication of the second Temple in 165 BCE, begins at sundown. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Saturday, December 20, 2014, 5:04pm, through Sunday, December 21, 2014, 5:05pm	Yule (Wiccan holy day)	A celebration of the winter-born king, symbolized by the rebirth of the sun. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Thursday, December 25, 2014	Christmas (Christian holy day)	Celebrates the birth of Jesus Christ and is one of the most joyous days of the Christian year. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Friday, December 26, 2014, through Thursday, January 1, 2015	Kwanzaa	Pan-African holiday celebrating family, community, and culture. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Thursday, January 1, 2015	Gantan-sai (Shinto New Year)	This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Monday, January 5, 2015	Mahayana (Buddhist holy day)		Religious Holy Day— events will be posted separately.

Monday, January 5 through Friday January 30, 2015, 8:00am-5:00pm	In Our Family: Portraits of All Kinds of Families Photograph Exhibit	Center for Inclusion and Diversity (UC 108)	ODE
Wednesday, January 7, 2015	Nativity of Christ (Orthodox Christian holy day)	Celebrates the birth of Jesus Christ and is one of the most joyous days of the Orthodox Christian year. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Monday, January 19, 2015, 10:00a-Noon	MLK Jr CommUnity Peace Brunch	Finch Fieldhouse	MASS
Monday, January 19, 2015, Noon-2:00p	MLK Jr Day of Service	UC Rotunda	Volunteer Center
Monday, January 19, 2015, 3:00p-5:00p	MLK Jr March and Vigil	Downtown Mount Pleasant, Town Center	MASS
Tuesday, January 20, 2015, 1:00pm	Eyes on the Prize: America's Civil Rights Years Documentary	Center for Inclusion & Diversity Conference Room, UC 108	MASS
Wednesday, January 21, 2015, 7:00pm	MLK Week Keynote Speaker: Negin Farsad	Plachta Auditorium	MASS
Thursday, January 22, 2015, Noon-1:00pm	Soup & Substance: Are We Living in a Dream World	UC Rotunda	ODE
Thursday, January 22, 2015, 1:00pm	Eyes on the Prize: America's Civil Rights Years Documentary	Center for Inclusion & Diversity Conference Room, UC 108	MASS

Thursday, January 22, 2015, 6:00pm	MLK Jr. Charity Student & Faculty/Staff Basketball Game Donations accepted	Small Sports Forum, SAC	MASS
Friday, January 23, 2015, 1:00pm	Eyes on the Prize: America's Civil Rights Years Documentary	Center for Inclusion & Diversity Conference Room, UC 108	MASS
Saturday, January, 24, 6:00pm	22nd Annual Unity Ball featuring Theater Stage Play "Soul of a Nation" $10 student $15 faculty/staff	UC Rotunda	MASS
Monday, January 26, 2015, 7:00pm-9:00pm	Speak Up Speak Out: Public Health and Vaccines	Park Library Auditorium	CHSBS and others
Tuesday, February, 10, 2015, 7:00pm	Black History Month Keynote Speaker: Michelle Alexander	Plachta Auditorium	MASS, Program Board
Sunday, February 15, 2015	Nirvana Day (Buddhist holy day)	In the Northern tradition, this is the anniversary of Buddha's passing away. Date can vary depending on country. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Monday, February 16, 2015, 5:00pm-7:00pm	Black History Month Food Taster $3 with CMU Student I.D. $5 all others	UC Rotunda	MASS
Thursday, February 17, 2015, Noon-1:00pm	Soup & Substance: BHM	UC Terrace Rooms A-D	ODE

Thursday, February 17, 2015, 7:00pm-9:00pm	Black History Month Documentary: Hidden Colors	UC Auditorium	MASS, Omega Psi Phi
Wednesday, February 18, 2015	Ash Wednesday (Christian holy day)	Beginning of Lent, a period of abstinence. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Wednesday, February 18, 2015	Miseducation of Black Greek	TBA	MASS
Thursday, February 19, 2015	Chinese/Lunar New Year (Confucian/Daoist/Buddhist holy day)	A festive holiday celebrated for about two weeks. This is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Monday, February 23, through Friday, March 13, 2015, 8:00am-5:00pm	Spoken: Art Exhibit	Center for Inclusion and Diversity (UC 108)	ODE, SAPA
Wednesday, February 25, 2015, 7:00pm-9:00pm	Speak Up Speak Out: Join the National Conversation: Sexual Assault on College Campuses	Park Library Auditorium	CHSBS and others
Thursday, March 5, 2015	Magha Puja Day (Buddhist holy day)	Celebration of the presentation of teachings by Lord Buddha to an assembly of holy men. Date can vary depending on the country. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.

Monday, March 16, 2015, 7:00pm-9:00pm	Chinese Acrobats, as a part of APAHM	UC Rotunda	MASS
Thursday, March 19, 2015, 7:49pm to Friday, March 20, 2015, 7:50pm	Ostara (Wiccan holy day)	A celebration of the young Sun God's sacred marriage with the young Maiden Goddess. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Friday, March 20, 2015, 7:50pm to Saturday, March 21, 2015, 7:51pm	Naw Ruz (Baha'i & Iranian New Year)	This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day—events will be posted separately.
Saturday, March 21 through March 22, 2015 11am-7pm	26th Annual Central Michigan University Pow wow "Celebrating Life" Adults- $7 Elders- $5 Youth- $5 SCIT members– Free CMU students– Free Children– Free	CMU Event Center	NAISO, AISE, NAP, CID, and SCIT
Tuesday, March 24, 2015, 7:00pm-9:00pm	Speak Up Speak Out: This Panel is on Drugs	Park Library Auditorium	CHSBS and others
Tuesday, March 26, 2015, Noon-1:00pm	Soup & Substance: APAHM	UC Rotunda	ODE
Saturday, March 28, 2015	Ramanavami (Hindu holy day)	Celebrates the birth of Shri Rama, one of the incarnates of the Hindu gods Vishnu; fasting is common on this date. Date can vary depending	Religious Holy Day—events will

		on country. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	be posted separately.
Sunday, March 29, 2015	Palm Sunday (Christian Holy Day)	The feast commemorates Jesus' triumphal entry into Jerusalem, an event mentioned in all four canonical Gospels.	Religious Holy Day— events will be posted separately.
Tuesday, March 31, 2015, 5:00pm-7:00pm	Asian Pacific American Heritage Month Food Taster $3 with CMU Student I.D. $5 all others	UC Rotunda	MASS
Friday, April 3, 2015	Good Friday (Christian holy day)	Commemoration of Jesus' crucifixion. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Saturday, April 4, 2015, 8:08pm to Saturday, April 11, 2015, 8:16pm	Pesach/Passover (Jewish holy day)	The first two nights are the most important. Dietary restrictions last the whole week. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Sunday, April 5, 2015	Easter (Christian Holy Day)	Celebration of Christ's resurrection from the dead. This is a religious holy day and is intended simply to provide	Religious Holy Day— events will be posted separately.
Tuesday, April 7, 2015, 7:00pm-9:00pm	APAHM Keynote Speaker Eddie Huang	Plachta Auditorium	MASS, Program Board
Sunday, April 12, 2015	Easter (Orthodox Christian Holy Day)	Celebration of Christ's resurrection from the dead. This is a religious holy day and is intended simply to provide	Religious Holy Day— events will be posted separately.

Monday, April 13, through Friday, May 1, 2015, 8:00am-5:00pm	16th Annual Faculty & Staff Quilt Exhibit	Center for Inclusion and Diversity (UC 108)	ODE
Tuesday, April 14, 2015	Baisakhi (Sikh holy day)	Commemorates the founding of the Khalsa, a distinctive Sikh brotherhood. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Wednesday, April 15, 2015	Lord's Evening Meal (Jehovah's Witness Christian holy day)	Observance of the one holiday Jehovah's Witnesses recognize—the memorial of Christ's death. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Wednesday, April 29, 2015, 8:38pm to Friday, May 1, 2015, 8:40pm	Beltane (Wiccan holy day)	Celebration of fertility. This is a joyous day, full of laughter and good times. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Monday, May 4, 2015	Wesak/Buddha Day (Theravada Buddhist)	Celebration of the birth, enlightenment, and death of the Buddha. Date can vary depending on the country. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Thursday, May 28, 2015, 9:09pm to Friday, May 29, 2015, 9:10pm	Ascension of Baha'u'llah (Baha'i holy day)	Commemorates the 1892 death of the prophet-founder of the Baha'i faith. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.
Friday, June 19, 2015	Juneteenth	Observed as the day African Americans were emancipated. It is the oldest known celebration of the	Religious Holy Day— events will

		ending of slavery. This is intended simply to provide information—any related events will be posted separately.	be posted separately.
Saturday, June 20, 2015, 9:24pm to Sunday, June 21, 2015, 9:24pm	Litha/Summer Solstice (Wiccan holy day)	Celebration of the sacred marriage in which energy of the gods is poured into the service of life. This is a religious holy day and is intended simply to provide information—any related events will be posted separately.	Religious Holy Day— events will be posted separately.

KEY

AISES	American Indian Science & Engineering Society, is a registered student organization, 989-774-2508
CHSBS	College of Humanities & Social & Behavioral Sciences, 989-774-3341
CID	Center for Inclusion and Diversity, an umbrella term for the student hangout area & art gallery in UC 108 where GEARUP, LGBTQ, MASS, ODE, NAP, Pathways and STEP are located
EPIC	Equality, Pride, Impact & Change, 989-774-3637
GEAR UP	Gaining Early Awareness and Readiness for Undergraduate Programs, 989-774-1585
KCP	King/Chavez/Parks grantee
LGBTQ	Lesbian, Gay, Bi-sexual, Transgender and Queer Services, 989-774-3637, UC 110-A
MASS	Multicultural Academic Student Services, 989-774-3945, UC 112
MPADG	Mt Pleasant Area Diversity Group, chair@mpadg.org
NAISO	North American Indigenous Student Organization, a registered student organization, 989-774-2508
NAP	Native American Programs, 989-774-2508, UC 110-C, nap@cmich.edu
NFW	Network for Women
OCRIE	Office of Civil Rights and Institutional Equity, 774-3253, RN 220
ODE	Office of Diversity Education, 989-774-7318, UC 110-B
OIA	Office for International Affairs
OID	Office for Institutional Diversity, 989-774-3700
Pathways	Pathways to Academic Success
Spectrum	Spectrum is a registered student organization
STEP	Student Transition Enrichment Program
STO	Student Transition Organization, a registered student organization
Transcend	Transcend is a registered student organization

Many groups above maintain a presence on Facebook.

If you have questions, please contact the Office of Diversity Education at 989-774-7318.

Criterion 3 Evidence
End of Course Assessments

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End-of-Course Assessments

The End of Course (or EOC) Survey is a web-based survey asking students to provide their feedback on course instruction, materials, and resources. The EOC survey is utilized for courses delivered by CMU Global Campus with 5 or more students, with the exception of some capstone, thesis or dissertation courses. The EOC survey contains 29 closed-ended questions. CMU's eight Student Opinion Survey (SOS) questions are asked first, followed by the three open-ended questions. Following the open-ended questions an additional 21 closed-ended questions are used to solicit student feedback on course aspects and services.

Students are invited by email to complete the EOC survey on the Wednesday prior to the scheduled course end date. The surveys remain open for 14 days. Regular reminders provide encouragement to students who have not yet completed the survey. Anonymity within the closed ended questions is guaranteed to all students and they are also provided the option to decline the survey.

To emphasize the importance of these surveys, we have included a grade access incentive for students. While the survey is open, students must complete the survey or opt out before they can access their course grade for that course through the CMU Portal under "View My Grades". If grades are not yet released when the student takes the survey, an email will be sent to them when their grade is ready for viewing. Students who choose not to complete or opt out of the survey will have to wait to access their grades until the survey closes.

Report Access

Instructors are notified by email when their course EOC survey reports are available. Access is provided to instructors after the survey closes and final grades are submitted. CMU academic administrators can access the survey reports for courses within their associated program, department or college. The direct link to the report system is
https://frc.cmich.edu/sos/reports

Faculty Resources

- Teaching Opportunities
- Academic Programs
- Library & Support
- Course Development
- Procedures & Forms
- Faculty Community
  - CMU Global Campus News & Events
  - Faculty News & Notes
  - President's Updates
  - CM Life
- Faculty Orientation

Faculty Quick Links

- Blackboard
- CMU Directory
- E-mail
- Early Alert Referral
- EOC & Grade Data
- Master Course Syllabus
- GCLS
- Syllabus Build Tool
- SBT Resources
- SBT Archive – Pre-2012
- IRB Information

Criterion 3 Evidence
ENG101 MCS

Central Michigan University
College of Humanities and Social and Behavioral Sciences
Department of English Language and Literature

Master Course Syllabus

ENG 101	**Freshman Composition**	**3 (3-0)**
Desig No.	Title	Credit (Mode)

I. Bulletin Description

Development of nonfiction prose writing skills. Students prepare a variety of texts by applying knowledge of composing processes, rhetorical strategies, and textual conventions. This course may be offered in an online format. Grade for ENG 101 replaces existing grade in ENG 103 or ELI 198 and credit may only be earned in one of these courses.

II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended

Recommended: Students with a Writing Placement Score above 57 should enroll in ENG 101 and may add ENG 299 if they feel they might need additional help with their writing.

III. Rationale for Course Level

This course is at the 100 level because it focuses on fundamental skills essential for successful written work in the university and beyond. These skills are needed early in each student's college career so they can be used and reinforced in subsequent courses.

IV. Suggested Textbooks

Texts will normally include a reference handbook, a rhetoric text, and/or an anthology of readings. Sections taught by Graduate Assistants will use whatever textbook and instructional materials are stipulated by the Director of Composition. Instructors of online sections will use a common set of textbooks and instructional materials. Below are examples of appropriate texts:

Bullock, Richard, Michal Brody, and Francine Weinberg. *The Little Seagull Handbook*. 2nd ed. New York: W.W. Norton, 2014.

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say: The Moves that Matter in Academic Writing, with Readings*. 3rd ed. New York: W.W. Norton, 2015.

Roen, Duane, Gregory R. Glau, and Barry M. Maid. *The McGraw-Hill Guide: Writing for College, Writing for Life*. 3rd ed. New York: McGraw-Hill, 2013.

V. Other Requirements and/or Materials for the Course

For several reasons, all formal writing assignments in ENG 101 must be completed using word-processing software and/or other instructor-stipulated media.

- Students enrolled in sections that meet in computer classrooms must submit drafts, revisions, and other written work in a format that is compatible with the software on the computers in those classrooms.

- Instructors may require students to save assignments as .doc, docx, or .rtf files and upload them to the Blackboard for review by peers and the instructor.

- Instructors may require students to comment on each others' drafts—either in or out of class—using the Insert Comment feature in MS Word or some other open-access digital medium.

- Students may also be required to integrate visuals into their texts or be offered opportunities to create texts for delivery through digital media, e.g., a web page or multimedia presentation.

Online and Hybrid Formats: In these sections, students and instructors will need access to an up-to-date computer with high-speed internet connectivity. Students must be able to install or arrange for the installation of specific browser plugins (such as Flash Player) and/or client side software (such as a PDF reader).

VI. Student Learning Course Objectives

 After successful completion of this course, the student will be able to:

1. Use all aspects of writing processes, including invention, drafting, revising, editing, and polishing.
2. Use a variety of technologies—from traditional pen and paper to electronic—for invention, drafting, revising, editing, and polishing.
3. Listen to, reflect on, and make informed revision decisions based on responses to their writing provided by their classmates and instructors.
4. Use appropriately the conventions of written English (such as formal and informal rules and strategies for content, organization, style, supporting evidence, citation, mechanics, usage, level of diction, etc.).
5. Analyze the rhetorical features of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, and otherwise).
6. Apply key rhetorical concepts, such as audience, purpose, context, and genre.
7. Apply rhetorical strategies, such as ethos, logos, pathos; organization; tone and diction; figures of speech, etc.
8. Write texts for multiple purposes including (but not limited to) summary, reflection, response, interpretation, analysis, synthesis, critique.
9. Evaluate source material for credibility, bias, quality of evidence, and quality of reasoning.
10. Incorporate source material into their writing, giving credit to the sources of those ideas by using appropriate and correct citations.

These course objectives are extrapolated from the learning outcomes established jointly by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project and published in their 2011 recommendation report, "Framework for Success in Postsecondary Writing," available at <http://wpacouncil.org/framework>.

Throughout the semester, students will be expected to demonstrate evidence of meeting the objectives in a variety of ways, e.g., in the major writing assignments; participation in peer review workshops, whether online or face-to-face; and contributions to class discussion, group work, and other in-class activities.

VII. Suggested Course Outline

The Gantt chart below shows a recommended sequence for a 16-week section with four major assignments and five in-class writings; online sections are 12 weeks and follow a similar sequence. Unlike courses that allocate content in discrete units, writing courses like ENG 101 require students to start work on a new assignment while completing work on an earlier assignment.

All learning objectives are developmental and cumulative, i.e., many are introduced at the beginning of the course and reinforced throughout the semester; others are specific to particular assignments and are introduced when an assignment is made and reinforced and/or emphasized over the duration of the assignment and beyond. For example, in the sequence below, objectives pertaining to the bibliographic essay— such as to how to synthesize and integrate information from multiple sources, how to cite sources, etc.—would be introduced during Week 8 and reinforced and emphasized throughout the remainder of the semester.

Assignment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Literacy Autobiography		PR	AD	AR	RD	RR										
Response Essay				PR	AD	AR	RD	RR								
Rhetorical Analysis						PR	AD	AR	RD	RR						
Bibliographic Essay										PR		AD		AR		RD
In-class Essay #1 (diagnostic)																
In-class Essay #2																
In-class Essay #3																
In-class Essay #4																
In-class Essay #5 (final)																

PR = Peer Review Workshop (first draft   due for peer review)

AD = Assignment Due (second draft for instructor review)	RD = Revision Due (third and final draft for instructor review)
AR = Assignment Returned (with formative feedback)	RR = Revision Returned (with summative feedback and final grade)

Hybrid delivery

About half of the discussion and other in-class activities will take the form of asynchronous discussion board, public blog assignments, and group activities on Blackboard due by specified dates. Many or all of the peer review workshops will be conducted online using the Group File Exchange feature in Blackboard. All of these activities count as part of the "Other informal writing & learning activities" mentioned below.

Online delivery

In lieu of face-to-face class discussion, students in online sections will participate frequently in asynchronous discussion board and/or public blog assignments on Blackboard due by specified dates. All peer review workshops will be conducted using the Group File Exchange feature in Blackboard. All of these activities count as part of the "Other informal writing & learning activities" mentioned below. Video web conferencing may also be included to facilitate the workshops and/or student-instructor conferences.

VIII. Suggested Course Evaluation

Suggested purposes of formal writing assignments include writing to reflect and share experiences, writing to explore, writing to inform, and writing to analyze. Suggested assignments include a literacy autobiography, a reflection or response essay, a rhetorical analysis, and a bibliographic essay or literature review drawing on information from 8-10 credible sources.

Four to five formal writing assignments (see below)	70%
Four to five in-class essays (see below)	15%
Other informal writing & learning activities (see below)	15%
Total	**100%**

Formal Assignments

- Formal assignments must begin with topic selection and go through, prewriting, drafting, peer and instructor review, revision, and editing.

- Collectively, the four assignments must include no fewer than three different audiences and rhetorical purposes.

- Two assignments must be at least 1,000-1,500 words (~4-6 pages double spaced), and two must be at least 1,500-2,000 words (6-8 pages double spaced).

- One assignment must require students to draw on information from 8-10 credible sources provided by the instructor, included in an anthology, or obtained by students (and approved by the instructor).

- If only four formal assignments are included, then an annotated bibliography is unacceptable as one of the four formal assignments; however, it may be included as a fifth

formal assignment as a stage in students' development of one or more of the other four formal assignments.

- All formal writing assignments should be evaluated using the grading criteria for ENG 101 approved by and on file with the Department of English Language & Literature.

In-Class Essays
- The in-class essays are designed to give students experience at writing under pressure, as they will do when writing essay exams in other classes and as many people must do occasionally in the workplace.

- The initial diagnostic essay written by all students during the first or second day of class counts as one of the in-class essays; it is usually not graded, but instructors must provide some constructive feedback.

- Each of the remaining essays must be graded and should focus on some of the learning objectives most directly related to one or more of the formal writing assignments students have completed recently or are completing.

- Later in-class essays should count for more of the course grade than earlier ones.

- The in-class essays may take many forms, e.g., a written response to a hypothetical rhetorical situation, a reflection on their learning, an analysis of the credibility of a web site, etc.

Other Informal Writing & Learning Activities
These include a variety of small-group and whole-class activities, such as invention work (e.g., free writing, journaling, cubing, concept mapping, etc.), note-taking, other writing-related practice exercises (e.g., writing summaries, paragraphing, revising for clarity and concision, proofreading and copyediting, etc.), quizzes, analysis of sample essays (both anonymous student samples and published works), and peer review workshops.

Syllabus Prepared By: Steven Bailey, Ph.D.
                                       December 22, 2015

Criterion 3 Evidence
ENG201 MCS

CENTRAL MICHIGAN UNIVERSITY
College of Humanities and Social and Behavioral Sciences
Department of English Language and Literature

MASTER COURSE SYLLABUS

ENG 201	**Intermediate Composition**	**3 (3-0)**
Desig. No.	Title	Credit (Mode)

I. Bulletin Description

An intensive writing course intended to prepare students for writing in their upper-level major courses and beyond. May be offered in an online or hybrid format.

II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended

Prerequisite: Grade of C or better in ENG 101, ENG 103/099, or ELI 198.
Recommended: Students who feel they might need additional help with their writing should consider enrolling in ENG 299 as a co-requisite.

III. Rationale for Course Level

This course is a sophomore-level course that builds on the fundamental skills in ENG 101 that are essential for written work in the university and beyond and introduces additional skills such those required for developing written arguments. ENG 201 must be taken *after* students have completed English 101, 103/099 or ELI 198 but *before* they have completed 56 hrs of coursework.

IV. Suggested Textbooks

Texts will normally include a reference handbook, a rhetoric text, and/or an anthology of readings. Instructors of online sections will use a common set of textbooks and instructional materials. Below are examples of appropriate texts:

Graff, Gerald, Cathy Birkenstein, and Russel Durst. *They Say, I Say: The Moves that Matter in Academic Writing*, *with Readings*. 2nd ed. New York: W.W. Norton, 2012. Print.
Maimon, Elaine, Janice Peritz, and Kathleen B. Yancey. *The McGraw-Hill Handbook and A Writer's Reference*. 3nd ed. New York: McGraw-Hill, 2012. Print and electronic.
Roen, Duane, Gregory R. Glau, and Barry M. Maid. *The McGraw-Hill Guide: Writing for College, Writing for Life*. 3rd ed. New York: McGraw-Hill, 2013. Print and electronic.
Rottenberg, Annette T., and Donna Haisty Winchell. *The Elements of Argument: A Text & Reader.* 10th ed. Boston: Bedford/St. Martin's, 2012. Print and electronic.

V. Other Requirements and/or Materials for the Course

For several reasons, all formal writing assignments in ENG 201 must be completed using word-processing software and/or other instructor-stipulated media.

- Students enrolled in sections that meet in computer classrooms must submit drafts, revisions, and other written work in a format that is compatible with the software on the computers in those classrooms.
- Instructors may require students to save assignments as .doc, docx, or .rtf files and upload them to the Blackboard for review by peers and the instructor.
- Instructors may require students to comment on each others' drafts—either in or out of class—using the Insert Comment feature in MS Word or some other open-access digital medium.
- Students may also be required to integrate visuals into their texts or be offered opportunities to create texts for delivery through digital media, e.g., a web page or multimedia presentation.

VI. Student Learning Course Objectives

The course objectives are extrapolated from the learning outcomes established jointly by the Council of Writing Program Administrators, the National Council of Teachers of English, and the National Writing Project and published in their 2011 recommendation report, "Framework for Success in Postsecondary Writing," available at <http://wpacouncil.org/framework>.

After completion of this course, students will be able to:

1. Use all aspects of writing processes, including invention, drafting, revising, editing, and polishing.
2. Use a variety of technologies—from traditional pen and paper to electronic—for invention, drafting, revising, editing, polishing.
3. Listen to, reflect on, and make informed revision decisions based on responses to their writing provided by their classmates and instructors.
4. Use appropriately the conventions of written English (such as formal and informal rules and strategies for content, organization, style, supporting evidence, citation, mechanics, usage, level of diction, etc.).
5. Analyze the rhetorical features of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, and otherwise).
6. Apply key rhetorical concepts, such as audience, purpose, context, and genre.

7. Apply rhetorical strategies, such as ethos, logos, pathos; organization; tone and diction; figures of speech, etc.
8. Write texts informed by research for multiple audiences and purposes including (but not limited to) interpretation, analysis, synthesis, critique, argumentation, and problem-solving.
9. Generate research questions and/or problems to guide research.
10. Conduct secondary research (including expert opinion and empirical data) using methods for investigating questions appropriate to the student's discipline and using a variety of print and non-print sources;

11. Evaluate source material for credibility, bias, quality of evidence, and quality of reasoning.
12. Incorporate source material (including, when appropriate, empirical data) into their writing, giving credit to the sources by using appropriate and correct citations.

VII. Suggested Course Outline

The Gantt chart below shows a recommended sequence for a 16-week section with four major assignments and four in-class writings; online sections are 12 weeks and follow a similar sequence. Unlike courses that allocate content in discrete units, writing courses like ENG 201 require students to start work on a new assignment while completing work on an earlier assignment.

All learning objectives are developmental and cumulative, i.e., many objectives introduced in ENG 101 are reinforced and emphasized in 201, while others are introduced at the beginning of ENG 201 and reinforced and emphasized throughout the semester; some objectives are specific to particular assignments and are introduced when an assignment is made and reinforced and/or emphasized over the duration of the assignment and beyond. For example, in the sequence below, objectives pertaining to the persuasive essay— such as how to construct an argument, how to find and use supporting information and empirical data from primary and secondary sources, etc.—would be introduced during Week 5 and reinforced and emphasized through Week 12.

Assignment	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Informative essay		PR	AD	AR	RD	RR										
Persuasive essay				PR	AD	AR	RD	RR								
Problem-solution essay							PR	AD		RD		RR				
Critique essay												PR	AD		AR	RD
In-class Essay #1																
In-class Essay #2																
In-class Essay #3																
In-class Essay #4 (final exam)																

PR = Peer Review Workshop (first draft due for peer review)
AD = Assignment Due (second draft for instructor review)
AR = Assignment Returned (with formative feedback and tentative grade)

RD = Revision Due (third and final draft for instructor review)
RR = Revision Returned (with summative feedback and final grade)

Hybrid delivery
About half of the discussion and other in-class activities will take the form of asynchronous discussion board, public blog assignments, and group activities on Blackboard due by specified dates. Many or all of the peer review workshops will be conducted online using the Group File Exchange feature in Blackboard. All of these activities count as part of the "Other informal writing & learning activities" mentioned below.

Online delivery
In lieu of face-to-face class discussion, students in online sections will participate frequently in asynchronous discussion board and/or public blog assignments on Blackboard due by specified dates. All peer review workshops will be conducted using the Group File Exchange feature in Blackboard. All of these activities count as part of the "Other informal writing & learning activities" mentioned below. Video web conferencing may also be included to facilitate the workshops and/or student-instructor conferences.

VIII. Suggested Course Evaluation

Suggested assignments include, for example, a factual report or informative brochure, web page, or script for a multimedia presentation; and argument making a policy claim about what should or should not be done; a proposal essay or problems-effects-causes-solutions paper; a critical review of a book, film, exhibit, or event.

Four to five formal writing assignments (see below)	70%
Four to five in-class essays (see below)	15%
Other informal writing & learning activities (see below)	15%
Total	**100%**

Formal Assignments
- Formal assignments must begin with topic selection and go through, prewriting, drafting, peer and instructor review, revision, and editing.
- Collectively, the four assignments must include no fewer than three different audiences and rhetorical purposes.
- Two assignments must be at least 1,500-2,000 words (~6-8 pages double spaced), and two must be at least 2,000-2,500 words (~8-10 pages double spaced), excluding the list of sources and any appendices.
- One assignment must require students to draw on information from 12 - 15 credible sources provided by the instructor, included in an anthology, or obtained by students (and approved by the instructor).
- Suggested purposes include writing to inform, writing to convince, writing to solve a problem, writing to analyze, and writing to evaluate.
- If only four formal assignments are included, then an annotated bibliography is unacceptable as one of the four formal assignments; however, it may be included as a fifth formal assignment as a stage in students' development of one or more of the other four formal assignments.
- All formal writing assignments should be evaluated using the grading criteria for ENG 201 approved by and on file with the Department of English Language & Literature.

In-Class Essays
- The in-class essays are designed to give students experience at writing under pressure, as they will do when writing essay exams in other classes and as many people must do occasionally in the workplace.
- The in-class essays must be graded and should focus on some of the learning objectives most directly related to one or more of the formal writing assignments students have completed recently or are completing.
- Later in-class essays should count for more of the course grade than earlier ones.
- The in-class essays may take many forms, e.g., a written response to a hypothetical rhetorical situation, a reflection on their learning, an analysis of the credibility of a web site, etc.

Other In-Class Writing & Learning Activities

These include a variety of small-group and whole-class activities, such as invention work (e.g., free writing, journaling, cubing, concept mapping, etc.), note-taking, other writing-related practice exercises (e.g., writing summaries, paragraphing, revising for clarity and concision, proofreading and copyediting, etc.), quizzes, analysis of sample essays (both anonymous student samples and published works), and peer review workshops.

IX. Bibliography

In addition to consulting the specific sources listed below, instructors are encouraged to stay current on writing-related pedagogy and empirical research published in journals such as *College English, College Composition and Communication, Computers & Composition, Pedagogy,* and *Research in the Teaching of English*.

Aaron, Jane E. *The Little, Brown Compact Handbook.* 7th ed. New York: Longman, 2010.
Anker, Susan. *Real Essays* (with Readings and with 2009 MLA Update). 3rd ed. Boston: Bedford/St. Martin's, 2009. Print.
Atwan, Robert. *America Now: Short Readings from Recent Periodicals.* 10th ed. Boston: Bedford/St. Martin's, 2013. Print.
Atwan, Robert. *Convergences: Themes, Texts, and Images for Composition.* 3rd ed. Boston: Bedford St. Martin's, 2009. Print.
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Bacon, Nora. *The Well-Crafted Sentence: The Writer's Guide to Style.* Boston: Bedford/St. Martin's, 2009.
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Barrios, Barclay. *Emerging: Contemporary Readings for Writers.* Boston: Bedford/St. Martin's, 2010. Print.
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Buscemi, Santi V., and Charlotte Smith. *75 Readings: An Anthology*. 11th ed. New York: McGraw-Hill, 2010. Print.

Burton, Larry W., and Daniel McDonald. *The Language of Argument.* 12th ed. New York: Houghton Mifflin, 2007. Print.

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Clifford, John, and John Schilb, eds. *Writing Theory and Critical Theory.* New York: Modern Language Association of America, 1994. Print.

Clouse, Barbara Fine**.** *Patterns for a Purpose: A Rhetorical Reader*. 5th ed. New York: McGraw-Hill, 2009. Print.

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Comley, Nancy R., David Hamilton, Carl H. Klaus, Robert Scholes, and Nancy Sommers. *Fields of Reading: Motives for Writing.* 9th ed. Boston: Bedford/St. Martin's, 2010. Print.

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Davis, Robert L., and Mark F. Shadle. *Teaching Multiwriting: Researching and Composing with Multiple Genres, Media, Disciplines, and Cultures.* Carbondale, IL: Southern Illinois University Press, 2007. Print.

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Dietsch, Betty Mattix. *Reasoning and Writing Well*. 5th ed. New York: McGraw-Hill, 2009. Print.

Dornan, Edward A., and Robert Dees. *The Brief English Handbook*. 9th ed. New York: Longman, 2010. Print.

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Graesser, Arthur C., Morton Ann Gernsbacher, and Susan R. Goldman, eds. *Handbook of Discourse Processes*. Mahwah: Erlbaum, 2003. Print.

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Sokolik, Maggie, and Michael Krasny. *Sound Ideas.* New York: McGraw-Hill, 2010. Print.

Spatt, Brenda. *Writing from Sources.* 8th ed. Boston: Bedford/St. Martin's, 2011. Print

Sullivan, Patrick, and Howard Tinberg, eds. *What is "College-Level" Writing?* Urbana, IL: National Council of Teachers of English, 2006. Print.

Swales, John M., and Christine B. Feak. Academic Writing for Graduate Students: Essential Tasks and Skills. 2nd ed. Ann Arbor: University of Michigan Press, 2009. Print. [This textbook is intended for ESL graduate students but is quite accessible to and relevant for undergraduate native speakers of English for whom writing about empirical data—especially quantitative data—is new and confusing. Many ENG 201 instructors routinely include activities from the chapter on how to write data commentaries.]

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See also the style guides of the various academic/professional organizations:

ACS (American Chemical Society)

AIP (American Institute of Physics)

AJHP (American Journal of Health-
  Systems Pharmacy)

AMA (American Medical Association)

APA (American Psychological
  Association)

APSA (American Political Science
Association)

ASA (American Sociological Association)

CBE/CSE (Council of Biology
  Editors/Council of Science Editors)

Chicago Manual of Style

IEEE (Institute of Electrical and Electronic
  Engineers)

MLA (Modern Language Association)

NLM (National Library of Medicine)

Syllabus Prepared By: Melinda Kreth, Ph.D., Dir. of Composition
                               April, 2013

Criterion 3 Evidence
English Language Institute

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Criterion 3 Evidence
Example 500-level MCS

Central Michigan University
College of Business Administration

Master Course Syllabus

BUS	503	Business Process Improvement	3(3-0)
Design.	No.	Title	Credit (Mode)

I.   Bulletin Description:
This course applies principles and practices of Lean Six Sigma (LSS) and other operations improvements that have been demonstrated to bring value to business. LSS builds on a business statistics foundation.

II.   Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:
Prerequisites: STA 282 or 382; 56 semester hours completed.

III.   Rationale for Course Level:
This course builds on concepts covered in a prior course in basic statistics and draws on foundation knowledge from a variety of business disciplines. It emphasizes the benefits from data-driven decision-making that involved critical thinking. This course provides a foundation in critical problem-solving for business purposes. The course also requires students to work effectively on group assignments simulating project application of six sigma principles to make data driven decisions. This complexity and the required background to apply statistics to solving business problems make this course appropriate for both upper level undergraduate students and graduate students.

IV.   Suggested Textbooks:
Business Performance Improvement Principles; 2013, 1st ed., ISBN: 9781121955578, Publisher: The McGraw-Hill Companies, Inc.

V.   Other Requirements and/or Materials for the Course:
JMP Statistical Software (version 10; SAS Institute, Inc., Cary, NC). JMP can be found on the CMU Virtual Desktop (https://cbadesktop.vdi.cmich.edu/).

VI.   Student Learning Course Objectives:
After successful completion of this course, the student will be able to:
- Demonstrate analytical problem solving abilities for improving business processes.
- Utilize contemporary statistical concepts and software and interpret results to make data-driven decisions.
- Apply LSS principles to appropriate business processes and improvement opportunities.
- Perform group assignments simulating project application of LSS to business problems.
- Synthesize the fundamental knowledge and skill expected for obtaining Green Belt certification.

VII. Suggested Course Outline:

Week Topic
1   Introduction to Lean Six Sigma
2   Descriptive Statistics
3   Lean Concepts & Processes
4   Understanding Customer Needs
5   Distributions: Sampling and Estimation
6   Brainstorm, Affinity, and Fishbone
7   Measurement System Analysis, Statistical Process Control, and Process Capability
8   Hypothesis Testing
9   Change Management and Communication Plans
10   ANOVA
11   Chi-Square / Nonparametric
12   Cause & Effect Matrix, Failure Modes and Effects Analysis
13   Simple Regression
14   Multiple Regression
15   Experimental Methods
16   Final Exam

VIII. Suggested Course Evaluation:	**Undergraduate**	**Graduate**
1. Attendance/Participation	50 points	50 points
2. Problem Sets/Assignments:	250 points	250 points
3. Quizzes	100 points	100 points
4. Group Assignments	200 points	200 points
5. Simulation Project	N/A	200 points
6. Major Exams	400 points	400 points

Total Points Possible	1000 points	1200 points

Simulation Project: Graduate students will prepare a written plan as a follow-up to a Group Project to Improve and Control a business process. Improve and Control are the final steps in the common Six Sigma methodology. The plan will propose and describe implementation of at least one data analysis approach such as a design of experiments to Improve the business process. The plan will also include at least one statistical Control system to systematically monitor the success of the simulation project.

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Applied Staistics in Business and Economics; 4th ed., David P. Doane & Lori E. Seward, McGraw-Hill/Irwin, 2013, ISBN: 978-0-07-352148-0.

Six Sigma for Powerful Improvement; Charles T. Carroll, CRC Press/Taylor & Francis Group, 2013, ISBN: 978-1-4665-6469-5.

Business Statistics in Practice; 7th ed., Bruce L. Bowerman, Richard T. O'Connell, Emily S. Murphree, McGraw-Hill/Irwin, 2014, ISBN: 978-0-07-352149-7.

Visual Six Sigma: Making Data Analysis Lean, Ian Cox, Marie Gaudard, Philip Ramsey, Mia Stephens, and Leo Wright, John Wiley & Sons, 2010, ISBN: 978-0-470-50691-2.

The Certified Six Sigma Green Belt Handbook, Roderick Munro, Matthew Maio, Mohamed Nawaz, Govindarajan Ramu, & Daniel Zrymiak, American Society for Quality (ASQ) Quality Press, 2008, ISBN-10: 087389698X and ISBN-13: 978-0873896986.

Integrated Enterprise Excellence Volume II—Business Deployment: A Leaders' Guide for Going Beyond Lean Six Sigma and the Balanced Scorecard, Forrest W. Breyfogle III, Smarter Solutions, Inc., Austin, TX, 2008, ISBN-13: 978-1-934454-15-2, ISBN-10: 1-934454-15-X.

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Statistics for Six Sigma Green Belts with Minitab and JMP, David M. Levine, 2006, Pearson Education, Inc., Prentice Hall, ISBN-0-13-229195-9.

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Business Week, Harvard Business Review, Quality Progress, Six Sigma Forum, iSixSigma Magazine

Syllabus Prepared By:

Sean Goffnet
Typed Name of Faculty, Credentials

11/15/13
Date

Central Michigan University
The Herbert H. and Grace A. Dow College of Health Professions
Department of Communication Disorders

Master Course Syllabus

<u>**CDO 525**</u>	**Research Design in Communication Disorders**	**3 (3-0)**
Desig. & #	Full Title of Course	Credits (Mode)

I.   **Bulletin Description:** Study of critical evaluation of scientific literature. Research in evidence-based practice related to clinical decision-making. Exploration of quantitative, qualitative and mixed-methods in research design procedures.

II. **Prerequisites:** Admission to the CDO major; CDO 494, 439; a statistics course; or Admission to the graduate program in Speech-Language Pathology or Audiology
Co-requisites: For Undergraduates Only CDO 463, 551
Pre/Co-requisites, Recommended: None

III. **Rationale for Course Level:** This course is designed for upper-level undergraduate and beginning graduate students in speech-language pathology or audiology. This course is intended to teach students to evaluate research in Speech-Language Pathology and Audiology in depth using evidence-based practice models with application to clinical methods. Knowledge of normal speech and language development across the lifespan is required, and knowledge concerning assessment and intervention procedures for speech and language disorders is required, and knowledge of basic statistics is required.

IV. **Suggested Textbook:** Orlikoff, R.F., Schiavetti, N., & Metz, D.E. (2015). *Evaluating Research in Communication Disorders* (7th ed.). Boston, MA: Pearson. ISBN: 978-0-13-335201-6

V.   **Other Requirements and/or Materials for the Course:** None

VI. **Student Learning Course Objectives:** After successful completion of this course, the student will be able to:
1.   Construct a Patient Intervention Comparison Outcome (PICO) clinical question related to a chosen area in communication disorders.
2.   Summarize principles of evidence-based practice in communication disorders.
3.   Describe levels of evidence and the 5-phase model of treatment outcome research.
4.   Compare and contrast experimental research, descriptive research, qualitative research, group research designs, and single-subject research designs.
5.   Conduct a literature search and review about a formulated clinical question.
6.   Critically evaluate research articles about a formulated clinical question.
7.   Summarize research articles about a formulated clinical question.
8.   Propose a research project leading to one or more answerable research questions with reference list in APA format.

VII. Suggested Course Outline:

25% of semester	Evidence-based practice in communication disorders; review of research strategies in communication disorders
50% of semester	Literature search, summary, review and evaluation about a formulated clinical question
25% of semester	Research proposal development

VIII. Suggested Course Evaluation for Undergraduates:

Homework assignments	15%
Quizzes	15%
Literature search	15%
Literature review	20%
Literature evaluation	15%
Research proposal	20%

Suggested Course Evaluation for Graduates:

Homework assignments: 10%
Quizzes: 10%
Literature search: 10%
Literature review: 10%
Literature evaluation: 10%
Research proposal with particular attention to Methodology: 25%
Oral Research Proposal Defense: 25%

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Syllabus Prepared By:

Natalie Douglas, Ph.D., CCC-SLP   September 2014

Central Michigan University
College of Humanities and Social and Behavioral Sciences
Department of Political Science and Public Administration

Master Course Syllabus

<u>**PSC 501**</u>   <u>**Bullets not Ballots: Revolution, Insurgency and Civil War**</u>   <u>**3 (3-0)**</u>
Desig. & #   Full Title of Course   (Credits Mode)

I.   Bulletin Description:
        This course examines the theory and literature on the causes of violent conflicts
        such as revolution, insurgency and civil war.

II.   Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:

        Prerequisites: Graduate standing or completion of 56 undergraduate credit hours.

III.   Rationale for Course Level:

        The in depth nature of the assigned readings, as well as the workload, makes the
        course appropriate for either advanced undergraduate students or for beginning
        graduate students.

IV.   Suggested Textbooks:

        The book by Kalyvas, published in 2006, is suggested because of its quality and
        continuing relevance to the course.

        Cederman, L. E., Gleditsch, K. S., & Buhaug, H. (2013). *Inequality, Grievances
                and Civil War*. London: Cambridge University Press.

        Combs, Cynthia C. (2012). *Terrorism in the Twenty-First Century*. New Jersey:
                Pearson.

        Kalyvas, S. (2006). *The Logic of Violence in Civil Wars.* London: Cambridge
                University Press. (Required for Graduate Students only)

V.   Other Requirements and/or Materials for the Course:

VI.   Student Learning Course Objectives:

        After successful completion of this course, the student will be able to:

1. Describe, explain, and compare theories of the causes of revolution and show how they explain past cases and current events.
2. Compare and contrast the salient differences and similarities between the competing theories of political violence.
3. Describe theories of the causes of civil war in history and show how these theories explain current conflicts.
4. Explain, describe, compare and contrast competing theoretical explanations of the causes of terrorism in the world today.
5. Discuss and critique theories of the consequences of political violence.
6. Explain theories on forced migration and be able to not only understand them, but empirically apply them to current trends.
7. Explain, describe, compare and contrast competing theories of Transitional Justice and make a quality argument for each.
8. Describe the importance of Truth and Reconciliation Commissions (TRCs) and critically analyze various commissions around the world.
9. Explain and describe the importance of reparations.

VII. **Suggested Course Outline:**

Week 1: The Classic Literature on Political Violence

Week 2: Some Alternative Approaches to Understanding Political Violence

Week 3: Greed and Grievance on Civil War

Week 4: The Resource Curse Theory of Civil War

Week 5: Ethnicity: Part I

Week 6: Ethnicity, Part II

Week 7: Ethnicity, Part III

Week 8: Religion & Culture

Week 9: Democratization

Week 10: State Capacity and Opportunity

Week 11: State Failure

Week 12: Terrorism

Week 13: Human Rights Violation & Forced Migration

Week 14: Transitional Justice

Week 15: Reparations

Week 16: Student Presentations

VIII. **Suggested Course Evaluation:**

Student Performance will be evaluated as follows:

	Undergraduate	Graduate
Participation	10%	10%
Mid-term Examination	30%	20%
Student Presentation	20%	25%
Final Research Paper	40%	45%
	100%	**100%**

Midterm
-Undergraduate midterm will consists of 50 multiple choice questions and 2 in class essays while graduate exams are to be 3 quality critical response essays 4-5 pages in length each.

Student Presentation
-Undergraduate presentations are expected to be 15 minutes in length, topical, with several key point insights. Graduate presentations are expected to be 20 minutes in length, critically analyzing the material, and will be much more in depth.

Final Research Paper
-Undergraduate research papers are expected to be 15-20 pages long following the standard research paper template. Graduate research papers are expected to be 25-30 pages long, following the standard research paper template, offering a high level of analysis and written work good enough to be used for a Plan B paper.

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(Signature of Faculty)
Prakash Adhikari, PhD.
Assistant Professor, Department of Political Science & Public Administration

(Date Syllabus Created/Updated if MCS Review)
December 5, 2014

Criterion 3 Evidence
Example Study Abroad Affiliation Agreements

INTERNATIONAL INTERNSHIP AFFILIATION AGREEMENT

This Agreement is entered into this __3rd__ day of __February__ 2016, by and between FLORENCE UNIVERSITY OF THE ARTS located in Florence, Italy, hereinafter referred to as FUA and THE CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES, with its main campus located in Mount Pleasant, Michigan, United States, hereinafter referred to as CMU.

Purpose of Agreement: CMU has curricula that allow enrolled students to complete an internship as a part of their professional preparation. CMU wishes to enter into an arrangement with FUA whereby CMU students may receive an internship experience arranged by FUA.

The parties agree as follows:

A. CMU shall:

1. Ensure that each student requesting an internship submits an application to FUA that includes the necessary objectives of the internship.

2. Submit the applications by FUA's required deadline.

3. Provide an orientation for students about living and interning in a foreign country.

4. Determine credit to be awarded by CMU upon successful completion of the internship.

5. Instruct its students that they must abide by the regulations and procedures of FUA and internship business/agency which include:

    a. Confidentiality of client business/agency records and information.
    b. Authority of business/agency staff over the business operations.
    c. Cultural issues about which students must be aware.

B. FUA shall:

1. Place qualified students in an internship in Florence or surrounding area. FUA will administer the placement of students and ensure that the students receive a quality placement that meets the required educational objectives.

2. Assure that qualified supervision of students is provided during the internship placements.

3. Provide CMU with all rules, regulations, procedures and information necessary for the internship placement no later than 30 days in advance of the internship start date.

4. Obtain a transcript or evaluation for each student from the place of internship to be sent to CMU.

5. Have the authority to request the withdrawal of any student from the program for reasonable cause. The request shall be in writing and shall state the reason for the request.

6. Provide housing for students or assist them in obtaining housing for the period of the internship.

C. The parties mutually acknowledge and agree as follows:

1. Each student placed in an internship by FUA will complete the internship as a part of his or her academic curriculum. The duties will be performed under supervision as a student and not performed as an employee.

2. Each party agrees to comply with and to be separately responsible for compliance with all laws, including anti-discrimination laws, which may be applicable to their activities under this program.

3. FUA will bill CMU for the students' internship tuition fee and housing.

4. CMU will not be charged any fees for making internship placements.

5. This agreement is intended solely for the mutual benefit of FUA and CMU. There is no intention, express or otherwise, to create any rights or interests for any client, patient, student, parent or guardian of any student, employer or prospective employer of any student.

6. Any and all notices given under this Agreement shall be directed to:

FUA:	**CMU:**
Gabriella Ganugi	Dianne De Salvo
President	Director of Study Abroad
Corso Tintori, 21	Ronan Hall 330
Florence 50122	Mt. Pleasant, MI 48859
Italy	01 (989) 774-4308
39-055-246-9016	dianne.desalvo@cmich.edu
gganugi@palazziflorence.com	
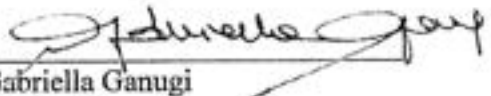
7. This Agreement shall become effective when signed by the parties, and shall continue for a period of seven years. However it may be terminated earlier by either party upon 90 days written notice, provided that students in an internship shall be given an opportunity to complete the full program.

8. This Agreement constitutes the entire internship placement agreement between the parties, and all prior discussions, agreements and understandings, whether verbal or in writing, are hereby merged into this Agreement.

9. No amendment or modification to this Agreement, including any amendment or modification of this paragraph, shall be effective unless in writing and signed by both parties.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

Claudia Douglass
Vice Provost for Academic Effectiveness
Central Michigan University

1/28/2016
Date

Gabriella Ganugi
President
Florence University of the Arts

Feb 3, 2016
Date

Affiliation Agreement

Between Central Michigan University Board of Trustees and Academic Programs International (API)

A. This agreement is made this **7th** day of **October**, 20**14**, between Central Michigan University Board of Trustees (hereinafter referred to as CMU) and ACADEMIC PROGRAMS INTERNATIONAL (hereinafter referred to as API), a study abroad organization, having its principal office located at 301 Camp Craft Road, Suite 100, Austin, TX 78746.

The purposes of affiliation between CMU and API are as follows:
- to provide quality overseas study abroad programs for students who attend CMU;
- to provide further information for students interested in the educational programs and services of API's programs abroad that are offered in collaboration with recognized academic institutions;
- to facilitate enrollment of students in these programs;
- to provide services to students that are in compliance with relevant federal and state laws.

B. To achieve the goals stated in Section A above, CMU will, insofar as its means and the laws and the Constitution of the state of Michigan allow:
- advise students of the opportunities available through this affiliation;
- provide information to students interested in the educational programs and services of API's programs abroad;
- assist interested students with enrollment, course selection, advising, and related services;
- certify that the credits earned at the host institution are transferable to CMU;
- evaluate the academic performance and course credit for each student upon successful completion of his/her academic program(s);
- agree to award Title IV funds and any other qualified financial aid to eligible students;
- be responsible for determining financial aid repayment resulting from the student(s) withdrawing from classes.

C. To achieve the goals stated in Section A above, API will:
provide academic courses of the quality, duration, and content appropriate to the curricula of participating students seeking to complete CMU degrees;
- guarantee that all courses will be taught by qualified local instructors employed by the host institution;
- provide an interactive, online pre-departure orientation; online diagnostic assessments (where applicable); and online post-program evaluations;
- provide academic advising and support during the registration process and throughout the academic term;
- provide an on-site orientation for each program, which will address safety, academics, local transportation, housing, cultural adjustment, and more;
- provide additional linguistic tools and resources (where applicable) for each program to further encourage language acquisition;
- inform CMU if a student withdraws from the program during the term;
- provide participating students with fully-screened, API-approved housing, and assist with their other local logistical needs or problems they may encounter while abroad;
- provide highly qualified and trained on-site director(s) upon arrival;
- maintain a comprehensive Emergency Action Plan (EAP) for all API sites, and will ensure that all API on-site staff is thoroughly trained and prepared to implement the protocol outlined in the EAP;
- provide cultural excursions and activities;
- provide medical and life insurance for each student (including medical evacuation and repatriation), as well as security, political and natural disaster evacuation services;
- provide language tutoring for programs where English is not the language of instruction;
- agree to verify the student(s)' enrollment, in which location and for what term;
- agree to enumerate the costs and fees for the approved courses;
- agree not to award Title IV aid to students from CMU;

• provide an official transcript issued by an accredited university for each student, upon receipt of payment in full for the student's term abroad; API agrees to provide written notification of any students who have failed to settle their full program fees prior to the end of the relevant academic term. API will not release transcripts to a student's home institution until all outstanding program fees have been paid in full. (All students are advised of and agree to this policy on the API Transcript Request Form prior to their departure.)

• provide for a designated representative from CMU to evaluate and monitor the programs on-site as necessary;

• award scholarship credits for API programs to CMU on an annual basis to facilitate student participation in study abroad. API will award either $1,000, or the sum of $150 for every summer student and $200 for every quarter/semester/year student enrolled, whichever is greater. The API contribution will be based on the prior year's student enrollments, and all monies will be awarded annually in the form of student scholarships. The contribution can be used for scholarships for those students participating in API programs. (Students may receive up to $1,000 for a quarter, semester or year term, or $500 for a summer term, provided they meet API guidelines.) Students participating in customized programs are ineligible to receive API affiliate scholarships.

D. CMU and API agree to designate the following individuals to oversee and facilitate implementation of this affiliation agreement in cooperation with other appropriate administrators within CMU and API:

Designated Representatives:

For CMU:

Contact Info:
Dianne DeSalvo
Director of Study Abroad
Central Michigan University
Ronan Hall 330
Mount Pleasant, MI 48859
Telephone: 989-774-4308
Email: desal1ds@cmich.edu

For API:

Christie D. Johnson
Senior Director of University Relations
Academic Programs International
301 Camp Craft Road, Suite 100
Austin, TX 78746
Telephone: 512-600-8900
Fax: 512-600-8999
Email: Christie.Johnson@apistudyabroad.com

The CMU Representative will represent the policies of CMU to API. The Representative for API will be responsible for representing the policies of API to CMU. The Representatives will periodically review and evaluate the academic program and services offered by API.

E. This Agreement does not bind CMU to use API exclusively, nor does it require a level of participation. This is a formal agreement between API and CMU that recognizes API as an approved educational organization dedicated to

providing study abroad experiences for students. This Agreement does not in any way limit the study abroad opportunities available to students from CMU.

F. Participating students shall be subject to the rules and regulations of API while abroad.
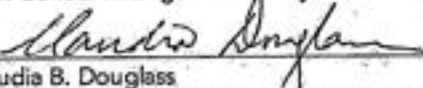
G. The scope of the activities under this Affiliation Agreement shall be determined by the funds regularly available at both institutions. Each party to this agreement shall be responsible for expenses incurred by its employees.

H. The term of the agreement shall be 7 years from the date of signature by both parties. Upon expiration of the agreement, either party can elect to terminate or renew the agreement (amended as necessary to reflect agreed upon terms approved by both CMU and API.)

I. Termination of this Affiliation Agreement can be initiated by either party and shall be effective by giving the other party at least one year advance written notice of its intention to terminate, provided that all students enrolled in the programs at the time notice of termination is given shall be permitted to finish their course of study. Termination shall be without penalty. If this agreement is terminated, neither CMU nor API shall be liable to the other for any monetary or other losses that may result.

ATTEST:

FOR Central Michigan University:

Claudia Douglass

Claudia B. Douglass
Interim Vice Provost for Academic Affairs
Central Michigan University

FOR ACADEMIC PROGRAMS INTERNATIONAL:

Christie D. Johnson

Christie D. Johnson
Senior Director University Relations
Academic Programs International

Criterion 3 Evidence
Faculty Hiring Guidelines

FACULTY HIRING GUIDELINES

UPDATED 9/23/13

I. POSTING A FACULTY POSITION

Please note: Regular faculty searches must be pre-approved by the Provost before submitting the posting advertisement.

Typical workflow: Initiator (Secretary) → Hiring Manager (Search Committee Chair/Director/Dept. Chair) → Sr. Manager → FPS

A. Initiator logs into the Central Link website (https://centrallink.cmich.edu) and selects the *Post a Position* icon from the "Favorites" toolbar in the burgundy banner.
(Alternate log in: After logging into Central Link, click on *My Account*. Under "My Work Day" click on *Job Postings and Searches*).

B. Confirm that your role in system states *Initiator, Initiator – Faculty or Hiring Manager*. In the *Shortcuts* box, select "*Create New Faculty Posting.*" To create a posting from scratch, select *Create from Position Type.* To begin with a copy of a prior posting, select *Create from Posting.*

C. Complete the applicable fields. On the first screen you may choose to "Accept references." See explanation below of how this function works.

> Confidential Reference Letters: Checking the 'Accept References' box will require all applicants to submit contact information for references.   However, only those applicants selected and changed to a status of "Seek References" will references be requested. The search committee is encouraged to only request reference letters on applicants you wish to consider further or perhaps only your top tier. When an applicant's status is changed to "Seek References**,**" this will generate an automatic email request to the references provided along with instructions and a unique URL. The individual submitting the confidential letter of reference will click on the URL and be taken to our applicant system where he/she will be prompted to upload a reference letter. The committee members will be able to view this letter within the applicant's application, but the applicant cannot view it.

> **Steps to set up References:**

> 1. Check the "Accept References" box. Additional selections will appear.
> 2. Reference Notification: Select "Seek References" from the drop down list.
> 3. Recommendation Workflow: Select the "References Received" status from the drop down list. Once the required number of reference letters has been received for an applicant, he/she will be automatically moved to this status.
> 4. Recommendation Document Type: Select "Reference Letter."

D.   Click on the orange *Create New Posting* button.

E.   Under the Documents tab, upload the posting advertisement that will be submitted to external sites. This can be a shortened version of the complete ad but MUST refer prospective applicants to www.jobs.cmich.edu to apply and to see complete job posting details. Individuals may <u>not</u> be considered applicants if the application materials are sent directly to the department or an individual.

F.   Summary of Posting: After completing the posting, review the details on the Summary tab.

G.   Submit Posting for Approval: Click on the orange *Take Action on Posting* button and select the applicable workflow action to move it to the next reviewing authority.

H.   If the Initiator has submitted the posting to the Hiring Manager, he/she should log into the system and find the posting in the *Inbox* awaiting review and approval. Upon approval by Hiring Manager, he/she can select "Take Action on Posting" button and forward to Senior Manager.

I.   See "Posting Faculty Ads Externally" at the end of this document for additional instructions.

II.   REVIEWING APPLICANT MATERIALS

A.   The search committee chair can locate the posting in your *Inbox* or *Watch List*.   Click on the A*pplicants* tab. To review documents submitted by the applicants, check the box to the left of each applicant name. Hover over the *Actions* button to the right of the name(s) to view uploaded documents.

To review <u>all</u> applicants' documents, check the box in the column heading and then select the *Actions* button above the column headings and choose 'Download Application/Profiles as PDF.' Click 'Submit' to view documents.

III.   GUEST USER ACCESS

Log on to: https://www.jobs.cmich.edu/hr

Password: *Please contact the Hiring Manager if you have not yet received the password.*

Once you are logged in to the online applicant system, review the posting summary and then click on the A*pplicants* tab. To review documents submitted by the applicants, check the box to the left of each applicant name. Hover over the *Actions* button to the right of the name(s) to view uploaded documents.

To review all applicants' documents, check the box in the column heading and then select the *Actions* button above the column headings and choose 'Download Application/Profiles as PDF'. Click 'Submit' to view documents.

IV. SELECTING AND INTERVIEWING CANDIDATES

Screening Interviews

It is recommended that committees first conduct screening interviews. These can include a phone interview, conference interview or Skype (or similar web application).

A new justification document must be uploaded to indicate who is being recommended for interview and why. A form is provided and can be found on the Faculty Personnel Services website. Go into your posting and click on "Documents." Select the *Actions* button next to the "Faculty – Justification Document (Pre-Interview)" and select "Upload new." Locate document on your computer to upload and "Submit."

To change the status of the selected applicants, put a check mark in front of each applicant's name. Select the *Actions* button above the column headings and select "Move in Workflow" under the BULK section. Choose the "Screening Interview" status. Next, select the orange "Take Action on Posting" button and submit to Senior Manager.

Upon completion of the screening interview, the top candidates may be selected for a campus interview or the search committee may now wish to seek reference letters.

Reference Letters

If your posting indicated that confidential letters of reference are required, then once the screening interviews are completed, it is recommended the status of the top candidates be changed to "Seek References." This will generate an email notification to each of the references provided that a reference letter is now being sought. A unique link is sent that allows reference providers to upload a confidential letter to the applicant's file.

As the reference letters are received, these can be viewed within the application. Once the required number of letters is received, the status of the applicant will be automatically changed to "References Received." If, however, the committee wishes to proceed with setting up campus interviews, the status can be changed to "Interview." Note that the automatic status change to "References Received" will be broken.

If necessary, a reminder email can be sent by the Hiring Manager to the reference provider. The contact email is located in the references section of the application. Include the unique email link so that the provider can upload the letter to the appropriate applicant.

Campus Interviews

Indicate which applicants will be invited to campus. To change the status of the selected applicants, put a check mark in front of each applicant's name. Select the *Actions* button above the column headings and select "Move in Workflow" under the BULK section. Choose the "Interview" status. Next, select the orange "Take Action on Posting" button and submit to Senior Manager.

V.   RECOMMENDING CANDIDATE(S) FOR HIRE

A new [justification document](#) must be uploaded to indicate who is being recommended for hire and the reasons he/she was selected over other candidates interviewed. Go into your posting and click on "Documents." Select the *Actions* button next to the "Faculty – Justification Document (Conclusion)" and select "Upload new." Locate document to upload on your computer and "Submit."

Indicate the top candidate by viewing her/his job application. Select the "Take Action on Job Application" button and choose "Recommended Candidate" status and "Submit." (Note this action only saves the status change and does not move the posting!)

To move the posting to the Hiring Manager, click on the posting title link (in blue). Next, select the orange "Take Action on Posting" button and submit to Senior Manager.

VI.   MAKING A JOB OFFER

Verbal Offer
Upon Senior Manager and FPS approval of the recommended candidate, a contingent verbal offer can be made. The Senior Manager determines whether he/she or the department chair will extend the offer and the appropriate salary. The offer is always contingent upon a satisfactory criminal background screening. (Note that the offer may also be contingent upon completion of a doctorate degree, depending on the posting requirements.)

Hiring Proposal
Upon acceptance of the verbal offer, go into the finalist's application and change her/his status to "Offered Job – Start Hiring Proposal." A hiring proposal will now be available for completion. Complete all the applicable fields, including any negotiated terms of the offer and hit the "Next" button. Click on the "Take Action on Hiring Proposal" button and select "Verbal Offer Accepted." You may then print the completed Hiring Proposal.

FPS will be notified and generate a letter of offer from the Hiring Proposal. If the offer is made for a regular faculty position, the draft appointment letter will be sent for review to the department chair and dean.

POSTING FACULTY ADS EXTERNALLY

A.   Creating the Advertising Copy

1.   All external postings must refer interested applicants to the CMU job posting website to apply. Direct applicants to: www.jobs.cmich.edu. DO NOT accept application materials any other way. If materials are received via email or hard copy, you must direct the individual to apply online for consideration.

2.   The language in the external posting can be abbreviated if there is concern with costs, but it must be consistent with the full ad on the CMU website. It must include the title of the position at Central Michigan University, start date of job, minimum requirements, EEO statement and how to apply (including website: www.jobs.cmich.edu).

B.   Posting Ads with Graystone Ad Agency

Departments place their faculty postings using Graystone Group Advertising Agency. There is no fee associated with using Graystone for their services, with the exception of a $25 fee per publication if you request the agency to place web only ads. Faculty Personnel Services has worked with Graystone to develop a CMU template for all display (or box) advertisements. This will ensure that CMU ads have a consistent look and the CMU logo is included.

1.   Send the <u>approved</u> advertisement to Graystone along with the desired publications through one of the following methods:

    a. **Online**: Go to www.graystoneadv.com and select "Submit Ad" (preferred method)
       Include your department name and cost center number for invoicing.

    b. Email ad to ads@graystoneadv.com
       Include your department name and cost center number for invoicing.

    Telephone No.: Call Graystone at 800-544-0005 for assistance.

2.   Choose the type of ad you want to appear:

    a. <u>Display ads</u> will be graphically enhanced in the approved CMU ad template, proofed, and returned to you via email for final approval. The cost of the ad(s) will be included upfront. *Display ads are <u>not</u> released for publishing without department approval.*
    b. <u>Line ads</u> are placed directly with the publication. These are text only ads; no CMU logo or box around the ad. Estimated costs are available prior to the ad release.

c. <u>Web only ads</u>. Graystone charges a $25 fee to place the ad on a website in addition to the website ad cost. *Department may choose to place ad on its own and avoid this fee.*

3.   Invoicing:

Graystone will send an electronic invoice for the ad(s) directly to Payable Accounting and will include the departmental name, cost center number and proof of placement of the ad. CMU has established terms of a 2% discount if the invoice is paid within 10 days. Payable Accounting will pay Graystone within 10 days and charge the appropriate departmental cost center(s). This discount will be passed on to the department.

Criterion 3 Evidence
Final Report Studying Gen Ed 2006

**Steering Committee for Studying
General Education at CMU**

Final Report to the Academic Senate

October 27, 2006

Submitted by
Steering Committee Members:

Jodi Brookins-Fisher (HSC)   David Macleod (HST)
Usha Chowdhary (HEV)   Jane Matty (CST)
Ted Clayton (PSC)   MaryBeth Minnis (MUS)
John Dinan (ENG)   John Monahan (PSY)
Tanya Domina (HEV)   Jim Scott (BIS) (2004-05)
Joe Finck (PHY)   Mike Shields (ECO)
Joyce Henricks (PHL-REL)   Nancy White (BLR-FIN) (2004-06)
Melinda Kreth (ENG) (2004-05)

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INTRODUCTION

The Steering Committee for Studying General Education was created by the Academic Senate in Spring, 2004, and was given a two-year charge to identify strengths and weaknesses in the current General Education Program (including both the competencies and the University Program) and to recommend ways to strengthen our program. The result is a set of recommendations for

- strengthening the competency requirements,
- revising the structure of the University Program (two alternative models),
- creating a Director of General Education position, and
- continuing the work of this Committee to complete the revision process, as directed by the Academic Senate.

The purpose of this report is to summarize the Steering Committee's deliberations, findings, and recommendations.

BACKGROUND

CMU's general education program has existed in essentially the same format since 1977 when the University Program was adopted. A number of modifications have been made in the thirty years since then—instituting the Writing Across the U.P. requirement in 1987, splitting Group IV subgroup B into subgroups B and C in 1992, adopting learning outcomes for the UP groups in 2005, increasing the mathematics competency requirement (from MTH 055 to MTH 105) in 2005, and adding courses to the U.P. throughout its history (initially there were only 49 approved courses; today there are 227). Nonetheless, the basic structure of general education remains the same and the program has not undergone a comprehensive review until now.

The work of reviewing CMU's general education program began in 2003 when the General Education Task Force was formed to examine specific aspects of general education. A principal recommendation of that Task Force was to establish a new committee to revise general education, specifically the University Program (UP) and the Writing Across the University Program (WAUP) requirement (Kreth et al., 2003). In response, the Senate created the Steering Committee, which began its work in Fall of 2004.

The charge of the Steering Committee (Appendix 1) included the following. First, identify issues and concerns regarding General Education. Second, analyze the data to determine which areas of the curriculum are generating concern, report to the Academic Senate about specific problems that need to be addressed, and make recommendations—accompanied by academically-based rationale—for addressing those problems.

PROCESS AND RESULTS

Guiding Principles

The Committee was guided by the Mission Statement, Core Values, and Goals of the University, along with the existing goals and objectives for general education (see Appendix 2), throughout the process of review and the development of recommendations. CMU's official statements about general education include:

- "The university emphasizes an undergraduate program that maintains a balance between general education and specialization. In addition to educational depth in at least one academic discipline

or professional field, the university provides educational experiences in the arts, humanities, natural and social sciences, global cultures, and issues of race and diversity." [Mission Statement]

- "Liberal education as the foundation of the undergraduate curriculum, articulating this commitment in a general education program." [Core Values]

- "Provide a quality, broad undergraduate education to prepare students for a thoughtful life of service to the community and as a base for future academic and professional work and to ensure that CMU students will be knowledgeable and skilled, liberally educated persons." [Goal #1]

The Committee also endeavored to revise the general education program in ways that strengthen and enhance the university's commitment to academic excellence, in keeping with the Vision 2010 initiative.

Committee Work

Fall 2004 - Fall 2005

The Steering Committee spent 2004-05 developing surveys and gathering input from faculty, students, alumni, and administrators. During the Fall semester of 2005, the Committee held open forums to follow up on the survey responses, interpreted the data, and identified issues of concern and a range of possible solutions, as reported in the following excerpt from the Fall, 2005, progress report to the Senate:

1. **Many members of the CMU community do not appreciate the importance of general education.**
   a) Opinions and perceptions of general education—both what it is and what it should be— vary widely across campus.
   b) An undetermined but considerable number of students display limited understanding of and appreciation for general education and a liberal education.
   c) Newly hired faculty members may not understand the university's general education and how courses they teach should contribute to it. (The same is true for some faculty members who have been here a while.)

2. **The administration of general education seems to be ineffective.**
   a) The general education coordinator position should be re-defined and provided a budget and appropriate authority. Models used at other institutions should be considered (*e.g.*, full-time director or dean of general education, or college of general education).
   b) There is very limited assessment information about our general education program. The nature of the UP makes assessment problematical, especially with the current administrative structure (the general education council is charged with assessment of general education, an enormous amount of work for a single committee).
   c) Students often feel that they have not received adequate and consistent guidance from our academic advising system, leading to poor or inefficient choices.

3. **The competency requirements are not ideally configured.**
   a) WAUP is not functioning as intended. Among the faculty, this writing requirement was the most-often mentioned problem associated with general education at CMU. Alternatives to WAUP should be evaluated, such as writing-intensive courses or sections for the UP, required writing-intensive courses in the major, *etc*. If some form of WAUP is maintained it should be renamed to make clear that speech and mathematics competencies are included (*i.e.,* public speaking or computation may be substituted for writing in WAUP).
   b) The mathematics competency may not be serving students well; a quantitative literacy or quantitative reasoning competency should be considered in its place.
   c) Many students take their competency courses too late to be of much use in the rest of their curriculum. For instance, data for recent years show that perhaps 25% of students

put off the mathematics competency until senior year, and a significant number of students fulfill the ENG 201 requirement late in their academic careers. A requirement for early completion of competencies (such as by the time students earn 56 credit hours) should be considered.

d) Requiring competency in additional intellectual skills such as critical thinking should be contemplated. How would such added requirements be incorporated into the program?

4. The structure of the UP should be re-examined.

a) Some courses probably are inappropriate for the UP as it is defined, but (except for a few outliers) how can these be identified when opinions vary so much and interests are so vested?

b) The definitions of groups and distinctions among subgroups need to be evaluated, perhaps changed. A program that offers fewer courses covering broader topics rather than many courses on narrow topics should be considered. Models used by other universities should be examined as possible alternative structures.

c) Many students take some UP courses in their junior and senior years. This may or may not be problematic. Requiring some advanced course work as part the UP should be considered. Perhaps develop sequences of UP courses.

5. Resources to support general education are inadequate and should be increased.

a) An undetermined but considerable number of courses in the UP do not meet WAUP requirements (*i.e.*, do not use evaluation methods that require students to employ one or more of the three competencies).

b) Section sizes are too large unless we adopt different methods and expectations for course evaluation. Proposals to reduce class sizes in competency and UP courses should be developed, certainly for any "writing-intensive" courses that currently exist or might be created as a part of WAUP reform. What resources would be needed and where would they come from?

c) Other programs rely on the UP to generate revenue, and current budgeting models impede even modest changes. A proposal to address budget issues that would accompany any change must be developed.

Spring 2006

In the Spring semester of 2006, the Committee examined general education programs at CMU's benchmark institutions as well as other universities in Michigan and in the MAC. Several models for the overall composition of general education were discussed. Two of the standard models, the core curriculum and the great books model, were eliminated from further consideration because they were deemed poor matches with CMU's mission and student body. The Committee agreed that some form of the distribution model would be most appropriate. The exact nature of the distribution requirement— whether keeping the existing University Program or modifying it—must be determined in consultation with the faculty in the disciplines.

The Steering Committee began its discussion of general education program details by considering the competency requirements, starting with oral communication. The committee concluded that competency in oral communication is important, even though many institutions lack such a requirement. Student learning outcomes were agreed upon, and further discussion was postponed until learning the results of the oral English competency assessment, which was then ongoing.

Written communication was considered next. The Committee agreed upon a set of learning outcomes, evaluated the syllabus for ENG 101, and invited Melinda Kreth from the English department to discuss the upcoming revisions for ENG 201. The Committee decided that ENG 101 and 201 would meet the desired outcomes for basic competency in writing, and that additional training and practice in writing was also needed. The WAUP requirement was debated, and the Committee determined that it was not

adequately meeting the stated goals of improving student writing. Instead, a set of "writing-intensive" courses would be developed to meet these learning outcomes.

The Steering Committee then discussed the mathematics competency. The recently implemented change to MTH 105 as minimum competency was viewed as a step in the right direction. Quantitative literacy (QL) was considered as an alternative. The Committee invited Tom Miles from the Mathematics department, who heads the departmental QL committee, to discuss QL. In addition, the Committee met with Corrine Taylor, head of Wellesley College's Quantitative Reasoning program, who visited CMU in March. The Committee concluded that students would be best served by retaining the MTH 105 competency (algebraic skills and reasoning) and adding a quantitative literacy competency as well.

In addition, the Committee recommends a change in the General Education Coordinator position because an effective administrator must be in place if the revision process is to continue successfully. The position is also essential for maintaining an effective general education program, no matter what recommendations are adopted.

These recommendations for improving general education (described in detail in the following section, Conclusions and Recommendations) were presented in the Spring 2006 progress report to the Senate.

Summer 2006

In June of 2006 a team of four Committee members plus Vice Provost Catherine Riordan attended the American Association of Colleges and Universities (AAC&U) Institute on General Education in Washington, DC. (Thanks to the 2010 committees for providing funding for this project.) At that working meeting, team members learned much about modern general education programs and issues associated with the revision process.

There have been numerous advances in what is known about effective pedagogy and student learning since the CMU program was designed 30 years ago. The world, the students, and the expectations of employers have also changed substantially in that time. One of the key messages of the Institute was "intentionality," the notion that students learn best when skills are purposefully and specifically taught, rather than just assuming that students will pick up skills from their various classes. A second message was that repetition is needed for effective learning of skills such as writing or mathematics; not necessarily just repeated exposure in the general education requirements, but repetition throughout a student's degree program.

Team members returned to campus convinced that revising CMU's general education curriculum will lead to significant improvements in student learning. The team left the meeting with many good ideas, an outline of a revised general education program for CMU, a position description for the General Education Director, and plans for moving forward with the revision process. The AAC&U team's summary report to the Senate is included as Appendix 2.

Fall 2006

In the Fall semester of 2006 the Committee completed its deliberations, developed additional recommendations including two alternatives for revising the University Program, and prepared this report.

CONCLUSIONS AND RECOMMENDATIONS

The general education program should be revised to improve student learning at CMU. Implementing change will not be easy. The faculty will need to revise courses or create new courses, students and advisors will need to learn a new set of rules, and resources will need to be adjusted, but the resulting gains for students will be well worth the effort.

Some of the details of a revised general education program have yet to be finalized. When the Senate directs that revision proceed, an **implementation committee** will need to be convened to complete the work (see recommendation #4).

RECOMMENDATION # 1: Create a new position - Director of General Education

Committee members agree that the position of general education coordinator must be reconfigured if it is to support the general education program effectively. Adequate authority and sufficient resources are crucial. The coordinator must be able to support significant work such as implementing revisions, overseeing the curriculum, assessing the program, coordinating faculty development, and promoting general education; he or she must command the resources needed to get the job done right. Such resources should include—at a minimum—clerical support; a budget to conduct assessment, promotional, and faculty development activities; and FTE that could be used to fund release time for faculty members engaged in curricular innovation for general education. Innovations might include developing writing-intensive courses and QL courses (possibly new courses, possibly revisions of existing courses) needed to meet modified general education requirements. **A general education administrator must be in place if revision of the program is to proceed successfully.**

The Director of General Education should be a full-time, 12-month position. Duties of the Director will include:

- coordinating and assisting the work of all committees concerned with the general education curriculum and its assessment—including any *ad hoc* committees as well as the general education subcommittee and the general education council;
- providing leadership for the general education revision process;
- overseeing and reporting on the results of assessment of the general education program, working with the director of curriculum and assessment;
- establishing, facilitating, and promoting faculty development activities that will improve general education, in conjunction with FaCIT and WAC-WID;
- assessing and communicating resource needs to ensure effective support for general education;
- working closely with academic advisors (including summer orientation advisors) to ensure that students receive the best possible advice about general education in a timely manner; and
- promoting and advocating for general education campus wide, and to prospective students.
- teaching at least one general education class each year.

Implementing a revised general education program will entail a great deal of work, requiring a full-time administrator to oversee its completion. After the new program is in place, the ongoing work of administering the program effectively, especially including effective assessment, does warrant full-time attention. Summer responsibilities of the Director would include assessment data analysis, report writing and distribution, participating in freshman and transfer orientation, meeting with admission and orientation staff, and creating general education PR materials.

The Director shall be a tenured faculty member with significant experience in curricular issues and general education. The committee feels strongly that the Director must have a voice on the Council of

Deans so that general education is represented at that level. Such representation would elevate the standing of general education on campus and facilitate its effective operation.

Problems addressed by this recommendation:

The revised Director of General Education position and list of duties were devised to address Problem #2, ineffective administration of general education (p. 2). Implementing effective program assessment and student advising are specifically included in the Director's duties. The Director will also coordinate the activities of the general education council and the general education subcommittee. Promotion of general education and faculty development are also included in the duties, allowing the Director to address Problem #1, lack of appreciation of general education (p. 2).

RECOMMENDATION # 2: Strengthen the Competency Requirements

The Steering Committee agrees that students should achieve competency in skills including writing, speaking, and quantitative ability. These competencies will serve as a foundation for advanced learning in students' majors and degree programs, so should be completed within the first two years of study. Both of the models for revising the University Program (UP) require that students further develop basic competency skills as part of UP courses.

Recent changes have moved general education toward these goals. The English and Mathematics departments strengthened the writing (ENG 201) and mathematics (MTH 105) competency requirements. In addition, the Senate passed the "56-hour rule" requiring that all students complete competency requirements by the time they have earned 56 hours of credit.

Written English

The committee spent considerable time discussing the Writing Across the UP (WAUP) requirement. Members agreed that writing in addition to ENG 101 and 201 is essential for all students to achieve the overall outcomes of the writing competency requirement. The committee agreed that the overall goal of this requirement was to help students become competent writers, and identified the following learning outcomes for the additional writing component. Students will:

- further develop writing skills learned in ENG 101 (these skills include using the full composing process, applying rhetorical knowledge, and demonstrating consistent operational knowledge of conventions of Standard Written English);
- be able to write effectively in a variety of styles for a variety of purposes.

The Steering Committee recommends that the writing competency be as follows.

Students will still be required to pass (with a grade of "C" or higher) ENG 101 and 201. Students will have the same options for satisfying the ENG 101 requirement as they do now. In place of WAUP—which requires that all UP courses include significant writing (or speaking or computation), students will take three "writing-intensive" courses. The requirements for writing-intensive courses are somewhat different for the two alternative models for the UP, as described in Recommendation #3, below.

Quantitative skills

The Committee deliberated the benefits of a quantitative literacy (QL, also known as quantitative reasoning, QR) requirement. The current mathematics competency requirement (MTH 105) is not the

same as quantitative literacy. Two of CMU's benchmark institutions—Illinois State and Indiana State—currently have a QL or QR requirement. The Mathematical Association of America recommends that all undergraduate degree programs educate students in quantitative literacy. QL is variously defined, but descriptions share the following elements as learning outcomes. Students will:

- demonstrate confidence with quantitative ideas and in applying quantitative methods;
- demonstrate a solid knowledge about numbers and arithmetic operations;
- understand measurement scales & units, precision & accuracy, correlation & significance;
- be proficient in data-based reasoning and statistics, including interpreting graphs, charts, tables;
- solve problems encountered in everyday life using mathematical tools;
- use and create models of real-world problems, and assess their advantages and limitations;
- evaluate and create analytical arguments, apply deductive reasoning;
- communicate quantitative information effectively.

The Steering Committee recommends that the quantitative competency be configured as follows. Students will demonstrate mathematics competency by passing MTH 105 (with a grade of "C" or higher), or by any of the other options for satisfying the existing mathematics competency requirement. The two models for revising the UP (described in Recommendation #3, below) also include options for a competency in quantitative literacy (QL). The specifics of a quantitative literacy requirement will be developed in consultation with the Department of Mathematics.

Oral English

The Committee agreed upon the following learning outcomes for oral communication competency. Students will be able to:

- speak publicly to large and small groups;
- construct and present a logical oral argument even with little preparation time;
- demonstrate good listening skills including evaluating speeches;
- understand group dynamics sufficiently to work productively in groups;
- use visual aids and technology effectively.

Recent assessment of the speech competency requirement conducted by the department of Communication and Dramatic Arts indicated that students are, in general, competent speakers by the end of a speech competency course. The assessment did not include the specific learning outcomes listed above, however, and the Steering Committee recommends that future assessment be conducted to determine whether these learning outcomes are being met.

RECOMMENDATION # 3: Revise the University Program

The Steering Committee developed two alternatives for revising the structure of the University Program. These two models, described below, include an overall structure of general education and general goals for the university program. Some of the details of a revised UP will need to be determined by the implementation committee (see Recommendation #4, below).

Model A

Preamble

We must recognize that the general education program and the competency requirements cannot address every important educational goal.

The General Education Goals and Objectives (page 112 of the 2006-07 *Bulletin*) must be followed.

Changes in General Education shall not increase the number of credits required for any group of students.

Desiderata
– There should be an increase in student choice and flexibility in selecting courses.
– Students should have electives available to them within the University Program.
– The general education program must be straightforward to understand for students, advisors, and faculty.
– Competencies and the general education program should be easy to administer.
– The value of the general education program must be transparent to students, advisors, and faculty.
– There shall be no more than 12 hours of required competency requirements and no more than 30 hours of University Program requirements.
– Any proposal submitted to the Academic Senate must be easily amendable.

THE GENERAL EDUCATION PROGRAM (MODEL A)   **42 Credit hours**

Competency Requirements: 12 hours

Writing: (6 hours) ENG 101*, ENG 201
Speech*: (3 hours) SDA 101 (or other currently-accepted equivalents)
Quantitative*:   (3 hours) Any MTH or STA course numbered 105 or above, or a new
   Quantitative Literacy course.

*Students may "test-out" of these three competencies. Same alternatives for satisfying ENG 101 as currently exist.

University Program: 30 hours

Humanities: (9 hours)
   Human Events and Ideas - 3 hrs
   The Arts - 3 hrs
   An additional course from either subgroup - 3 hrs

Natural Sciences: (9 hours)
   At least one course must require quantitative competency as a prerequisite.
   A course that includes a laboratory or a separate laboratory course is required.

Social Sciences: (9 hours)
   Behavioral Science - 3 hrs
   Social Structures - 3 hrs
   An additional course from either subgroup - 3 hrs

Elective (3 credits)

Additional Writing Component

In addition to the writing competency, students must take 3 courses (9 hrs) designated as writing intensive. A minimum of two of these courses must be in the UP. The third course may be any designated writing intensive class. For example, it is expected that many capstone classes will qualify as writing intensive

Global Culture, Racism and Cultural Diversity Components

Students must take one course (3 hrs) designated as a study in a culture substantially different than one's own, or a global studies course, or a foreign language course, or a sign language course, or study abroad. This course may or may not be in the University Program. In addition, it may be a course in the major or minor.

Students must take one course (3 hrs) designated as a Study in Racism or Cultural Diversity. This course may or may not be in the University Program. In addition, it may be a course in the major or minor.

Restrictions

1. Other than the laboratory science course, only one course per designator may be taken to satisfy the 30-hour University Program requirements.
2. Testing out of the competencies may only occur in the first year of a student's enrollment at CMU.
3. Courses in the University Program may not have a prerequisite with the same designator (except for competency courses which may be prerequisites).
4. Minimum grade point average of 2.0 in UP courses.
5. No more than 2 courses or 7 hours of CR/NC.

Comments About Model A

Expectations

- It is expected that the present courses in Groups I, II, III will be included in this program.
- It is also expected that many of the existing courses in Group IV-subgroups B and C will either become classes in Groups I, II, or III, or will be identified as satisfying the Global Culture, Racism and Cultural Diversity component.
- The writing intensive component and global culture, racism and cultural diversity components could be double or even triple counted with appropriate UP courses.
- To accommodate the increase in groups I, II and III, more classes would need to be developed and more sections would need to be offered.

Differences between Model A and the present General Education Requirements

- Writing across the curriculum has been dropped and replaced with a requirement of several writing intensive courses.
- Nine credits (instead of six) are required in humanities, natural sciences, and social sciences.
- It offers an alternative quantitative literacy course that may be more relevant to the life experiences and future needs of many of our students than the old math competency, while keeping the old competency as an alternative (MTH 105 or above is required for every 200 level STAT course)
- The natural science group is no longer broken into "descriptive" and "quantitative" subgroups. However, one of the natural science classes must require quantitative competency as a prerequisite.
- While the old group IV-A has been dropped, the B and C subgroups now form the new components of general education—Global Culture, Racism and Cultural Diversity.
- Students have the option to satisfy part of the writing intensive component and global culture, racism and cultural diversity components outside of the University Program.

Problems addressed by Model A:

- Courses in sign language may be used for the requirement of a class in a culture substantially different than one's own, or a global studies course, or a foreign language course, or a sign language course, or study abroad. This was a consistent request heard in meetings with students last year.
- With these changes, there will be more flexibility and electives in meeting general education requirements. This was a consistent request heard in meetings with students last year.
- The model also allows for major/minor (non-UP) courses to be used to meet some of the components of general education. This was a common issue with students during our surveys and forums.
- The major problems it addresses are concerns with WAUP and quantitative literacy. It may also make it easier for students transferring in their junior year to receive UP credit.

Rationale for the recommended changes – Model A

- The resources promised when writing across the curriculum was introduced in the late 80's have not been realized. Class sizes have increased instead of decreased.
- This new program recognizes that there are classes offered outside the University Program that address the areas of global culture, racism and cultural diversity.
- Almost all departments are introducing intensive writing courses beyond the offerings in the University Program (i.e., capstone class). Departments should be rewarded for these more rigorous changes in their curriculum.
- The removal of the "descriptive science" subgroup removes the non-mathematical constraint of classes in the old Group II-A. So, we will no longer be required to offer science classes that are not allowed to use math.
- A requirement of nine credits each in humanities, natural science, and social science ensures that our students will engage with knowledge, methods, and instructors in three academic areas that are broadly defined, yet still intellectually and pedagogically coherent.
- The breadth of the categories allows flexibility for students to pursue established interests or to discover new ones. It encourages students to take intellectual risks without requiring them to do so in prescribed ways.

Possible Amendments

[Senators are free to suggest any amendments to any proposal placed before them. The following examples are meant to provide guidance when proposing an amendment.]

- 6 hours of writing intensive classes. No more than three of these hours may come from the major or minor.
- 12 hours of writing intensive classes. No more than six of these hours may come from the major or minor.
- Remove sign language from the cultural, global, language requirement.
- Remove the elective and replace it with the existing integrative and multi-disciplinary studies.
- Remove the elective and replace it with 3 credits of foreign language.
- Remove the elective and reduce the University Program to 27 hours.

Model B

Objectives – same as in 1991 statement of intent

THE GENERAL EDUCATION PROGRAM (MODEL B)   **42 Credit hours**

Competency Requirements: **15 hrs**
Written English   (6 hours) ENG 101 or 103*, ENG 201
Oral English   (3 hours) SDA 101*   (or other currently-accepted equivalents)
Mathematics: (3 hours) MTH 105* (or other currently-accepted equivalents)
Quantitative Literacy: (3 hours) New Course*

* Students may test out of these competencies.

University Program Requirements: 27 hours
Students must take at least two courses from each of the university program content-area
groups (one from each subgroup):
1. Humanities and Arts (6 hours, one in each subgroup)
2. Natural Sciences, including a lab experience (6 hours, one in each subgroup)
3. Social Sciences (6 hours, one in each subgroup)
4. Perspectives (6 hours, one in each subgroup)
    A: Global Studies and Foreign Languages
    B: Race and Gender Studies
Elective (3 hours) to reach 27 hour total. May be in any of the 4 groups.

Within the University Program, students must take designated "intensive" courses to develop
competencies along with other intellectual and practical skills. These courses may be in any of
the 4 groups. (Definitions and criteria for "intensive" courses are outlined below.)

Specifically, students must take:
Writing-intensive courses: 3 (9 hours)
Critical-thinking-intensive course: 1 (3 hours)
Quantitative-literacy-intensive course: 1 (3 hours)
Information-literacy-intensive course: 1 (3 hours)
Citizenship-and-public-ethics-intensive course: 1 (3 hours)

Restrictions

1. A course may be designated as "intensive" in only one of the above-mentioned areas.
2. Only one course per designator (with the exception of a separate laboratory course in
    natural science) may be taken to satisfy the 30-hour University Program requirements.
3. Limitations on student course selection:
    27 hrs in UP, with three hours in each subgroup of each of four groups; courses taken in
    UP may also be taken as part of a major or minor unless otherwise restricted.
4. 9Minimum grade point average of 2.0 in UP courses
5. No more than 2 courses or 7 hours of CR/NC
6. No more than 3 hours of Study Abroad credit may be counted toward the UP.

Criteria for Intensive Courses

The purpose of the "intensive courses" is to provide intentional instruction in the skill or focus
area. For all "intensive" courses, application of the skill in the context or subject of the course
must be specifically included in the course content, and the majority of a student's final grade
must be based on the exercise or application of the target skill.

Writing: A writing intensive course focuses on discipline-appropriate writing and is designed to use writing so that students come to know subject-matter more deeply rather than more broadly. The instructor does certain things that characterize the effective implementation of a writing component in any course, namely:

a) provides, in writing, detailed assignment information;
b) provides both guidelines and time for students to engage in requisite "pre-drafting" activities;
c) provides examples—both professional and student-written—of the expected writing products.
d) Provides occasions for mid-process review of drafts, including, perhaps, peer review/collaboration;
e) Provides both oral and (especially) written editorial responses to student drafts.

Suggested: at least 10% of the content and at least 70% of the grade must be based on writing.

Higher Order Critical Thinking: A higher order critical thinking intensive course focuses on the ability of students to analyze information and ideas carefully and logically from multiple perspectives. This skill is demonstrated by the ability of students to:

a) analyze complex issues and make informed decisions
b) synthesize information in order to arrive at reasoned conclusions
c) evaluate the logic, validity, and relevance of data and ideas

Suggested: At least 30% of the content and at least 60% of the grade must be based on higher-order critical thinking skills.

Quantitative Literacy: A quantitative literacy intensive course may include necessary instruction in numerical, statistical, and mathematical techniques for analysis and communication of data, but must focus primarily on application of such techniques within the subject of the course. This list of numerical, statistical, and mathematical techniques is not exhaustive, as issues of measurement, choice of techniques in different contexts, modeling, and reasoning would also be relevant. (Note: The learning outcomes listed on p. 6 and these criteria for the QL-intensive course were developed in consultation with the Mathematics department's quantitative literacy committee.)

Suggested: At least 30% of the content and at least 60% of the grade must be based on quantitative literacy.

Information Literacy: An information literacy intensive course focuses on the following:

a) determining the extent of information needed;
b) finding effective and efficient ways to access the needed information;
c) evaluating information and its sources critically; and
d) incorporating selected information into the issue or problem at hand.

Suggested: At least 30% of the content and at least 60% of the grade must be based on information literacy.

Citizenship and Public Ethics: A citizenship and public ethics intensive course focuses on

a) social or ethical reasoning from historical and contemporary perspectives, or
b) recognition of ethical issues pertinent to field or discipline

Suggested: At least 70% of the course content must be based on citizenship and public ethics issues.

Comments About Model B

Expectations

- Courses are admitted into the University program part of General Education by demonstrating that they meet the description and criteria of the relevant group and subgroup.
- No change in rules for those who may teach in the UP.
- No change in process for approval of courses to be included in the UP.

Differences between Model B and the present General Education Requirements

- Writing across the UP has been replaced with a requirement of three writing intensive courses.
- Quantitative literacy has been added as a basic competency.
- Basic competencies and additional skills will be developed in the UP: critical thinking, quantitative literacy, information literacy, and citizenship and public ethics.
- Subgroup IV-A is deleted.
- Subgroup IV-B, studies in global cultures, is renamed Global Studies and Foreign Languages and subgroup IV-C, studies in racism and cultural diversity in the United States, is renamed Race and Gender Studies. Specific definitions and learning outcomes for these revised subgroups are yet to be determined.
- We are not recommending changes in the other subgroups, nor are we recommending not to change. Rather, we recommend that discussion of the appropriateness of the subgroup definitions and student learning outcomes be taken up by the implementation committee.

Rationale for the recommended changes – Model B

The recommended changes in model B were created to address two things. First, the suggestions address problems with the existing general education program (several of those identified by the Steering Committee). Second, model B aligns the general education program more closely with the university's stated goals for liberal education.

Problems addressed by the recommended changes

- This model addresses the issues presented as Problem #3: competency requirements (see p. 3). Recommended requirement include writing-intensive courses (in place of WAUP), quantitative literacy/reasoning (both basic competency and more advanced application), and training in additional intellectual and practical skills (critical thinking and information literacy). The completion of all competency requirements by 56 hours is already approved.

- Issues presented as Problem #4 (structure of the U.P., see p. 4) are only partly addressed. The Committee reconfirmed the importance of the three knowledge areas (arts & humanities, natural sciences, social sciences). After discussion, the Committee agreed that specific definitions of groups and subgroups should be decided by the implementation committee, in consultation with the faculty representing those disciplines. In this model, subgroup IV-A is deleted. Although there are many good courses in this subgroup, the goals of IV-A are only tangentially related to the established goals of general education. It is likely that many of these courses could be modified to fit into other UP groups.

University Goals met by the recommended changes

- The quantitative literacy requirement was created to meet **General Education Goal A**, which includes "developing college-level competencies in … quantitative reasoning and interpretation."

- The "intensive" courses in critical thinking and information literacy are designed to meet **General Education Goal B**, "Learning to examine and solve problems through intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, synthesis, and evaluation. Library and research skills are important accompaniments of these processes." The skills listed for solving problems are critical thinking skills, and information literacy includes library and research skills.

- The "intensive" course in citizenship and public ethics was designed to ensure that all students achieve **CMU goal #1** ("Provide a quality, broad undergraduate education to prepare students for a thoughtful life of service to the community…"), **CMU goal #4** ("Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues…"), and **CMU goal #8** ("Provide an environment that allows for broad-based community involvement and participation in democratic civic life").

Challenges posed by recommendation #3 include:

- record-keeping for the "components" (model A) or "intensive courses" (model B), although we are assured that Campus Management will be able to handle this readily;
- advising, especially during the transition period (again, Campus Management should help make advising straightforward, using the degree audit function that is now being developed);
- the work involved in creating new courses. or revising existing courses, or both; and
- finding the resources necessary to implement the recommended changes.

RECOMMENDATION # 4: Complete the Revision Process

When the Senate adopts one of the models and directs that revision of the general education program proceed, a new committee, the implementation committee, must be established to oversee that work. Smaller working groups—that focus on specific details of the implementation plan and report to the implementation committee—should be established to finalize the revised program.   The Steering Committee recommends that this work continue without delay. The specific tasks to be undertaken by the implementation committee depend upon which model is accepted by the Senate.

Further details and a recommended timeline are described in Guidelines for Implementation, below.

GUIDELINES OF IMPLEMENTATION

(1)   What responsibilities are involved in implementing the recommendations in this proposal, and who (what office) must carry them out?

First, the Senate must create the committee and work groups that will continue this work. The implementation committee and work groups must determine the curricular details and develop an implementation plan in accordance with the proposal that is approved by the Senate.

(2)   What costs (e.g., faculty and staff salaries, benefits, supplies, space) are associated with the implementation of these recommendations, and who must pay them?

Director of General Education: salary, benefits, office space, OP support, S&E funds for supplies, travel, speakers, professional development activities for faculty, etc., will be needed. The budget to support this position will be on the order of $150,000 annually. Funds already budgeted for the part-time coordinator position would contribute to the necessary amount; the remainder could be funded from new initiatives. The work of the Director of General Education will contribute to the goals of Vision 2010 and funds could be sought on that basis.

Smaller class sizes will be necessary in some UP courses (such as writing-intensive ones), and funds will be needed to pay for the additional FTE. The implementation committee will need to model probable costs associated with whatever changes are adopted by the Senate. The Steering Committee is particularly concerned that appropriate support be made available for the writing-intensive courses because lack of support for WAUP is seen (by the committee, and by faculty respondents to the survey) as a major reason for the problems with that program.

Shifts in credit hour production (SCH) will accompany changes in the UP, affecting departmental budgets. The responses of departments to any changes—whether they drop courses that no longer fit in the UP or they revise or create courses to fit into new definitions—are uncertain, however, and therefore SCH shifts are difficult to model.

(3)   What is the schedule for the implementation of these recommendations?

The Senate adopts a model for revising general education in Fall, 2006. The implementation committee and smaller work groups begin work in Spring, 2007. The final report of the implementation committee will be completed by Fall, 2007 so that curricular revisions can be created and approved in time for implementation of the revised program in Fall, 2009.

(4)   What procedure should be adopted for the responsible individuals/offices listed above to report to the Senate on their progress in implementing the recommendations?

The work groups should report to the implementation committee regularly (at least monthly) and the implementation committee should report its progress to the Senate at the end of Spring, 2007 and when its work is complete in Fall, 2007.

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Appendix 1: Committee Charge

<u>STEERING COMMITTEE FOR</u>
<u>STUDYING GENERAL EDUCATION AT CMU</u>

CHARGE
The charge of the Steering Committee is to form subcommittees that will
1. Identify specific issues of concern regarding the current general education program, especially with regard to its success or deficiency in meeting its academic objectives.
2. Gather and analyze data from the university community regarding the issues identified.
3. Evaluate the academic quality of general education.

MEMBERSHIP
- 13 Faculty elected by Senate
  - 1 College of Business Administration
  - 1 College of Health Professions
  - 2 College of Humanities, Behavioral and Social Sciences
  - 1 College of Education and Human Services
  - 1 College of Communication and Fine Arts
  - 1 College of Science and Technology
  - 1 from among faculty who are have formerly served as General Education Coordinator, Chair of the General Education Subcommittee, or Chair of the General Education Council
  - 1 teaching in UP Group I
  - 1 teaching in UP Group II
  - 1 teaching in UP Group III
  - 2 teaching in UP Group IV, at least one of whom shall represent Subgroup IVC
- 2 students
- 1 General Education Coordinator (*ex officio*, non-voting)
- 1 Representative from the Provost's Office (*ex officio*, non-voting)

The Chair shall be elected from among the voting faculty members.

PROCEDURE
PHASE 1
Building on the work done by the General Education Task Force during 2002-2003, Phase 1 will begin in Spring 2004, provide an interim report to the Senate in December 2004, and present a final report in April 2005. The goal of Phase 1 will be to organize discussions or forums to identify issues and concerns regarding General Education:
- at the level of the University Program Subgroups, to determine whether the goals of the groups are being met through assessment of student learning outcomes.
- within departments participating in the University Program
- within departments responsible for competency courses.
- within the Colleges
- University-wide, with special attention to student participation.

PHASE 2
Building on the work done during Phase 1, Phase 2 will begin Spring 2005, provide an interim report to the Senate in December 2005, and present a final report in April 2006. Once areas of concern are identified, the committee should:
- gather and analyze data to determine which areas of the General Education curriculum are generating concern.
- report to the Academic Senate to secure consensus on specific problems that need to be addressed.
- make recommendations to the Senate on appropriate means for addressing the problems identified.
- provide sound and compelling academically-based rationale for any recommended changes in general education that could adversely impact departments

Approved by the Academic Senate 4-13-04

Appendix 2: Importance and goals of general education at CMU

from the CMU Mission Statement
The university emphasizes an undergraduate program that maintains a balance between general education and specialization. In addition to educational depth in at least one academic discipline or professional field, the university provides educational experiences in the arts, humanities, natural and social sciences, global cultures, and issues of race and diversity.

from CMU Goals
To achieve its mission and realize its values, Central Michigan University is committed to the following actions:
1. Provide a quality, broad undergraduate education to prepare students for a thoughtful life of service to the community and as a base for future academic and professional work and to ensure that CMU students will be knowledgeable and skilled, liberally educated persons.
4. Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues confronting a diverse global society.
8. Provide an environment that allows for broad-based community involvement and participation in democratic civic life.
12. Provide educational experiences and programs to enhance mutual trust, respect, understanding and sense of community with people from all backgrounds and cultures and to ensure an international and global perspective.

from CMU Core Values
The Central Michigan University community has identified core values that guide and motivate the institution. CMU's mission statement reflects a commitment to these values:
*   Liberal education as the foundation of the undergraduate curriculum, articulating this commitment in a general education program;

Goals of General Education (from the undergraduate *Bulletin*)

General Education at Central Michigan University consists of two areas of liberal study and achievement, University Program and Competency Requirements, which are required of all students. A third area, Teacher Certification, is required of all candidates for teaching degrees.

A liberal undergraduate education serves as preparation for a thoughtful life and service to the community, as a source of learning from which all other university work must draw and to which that work must contribute, and as an opportunity to identify intellectual interests by exploring a variety of disciplines and categories of human knowledge.

Liberally educated persons know about basic forces, ideas and values that shape the world, and about the structure of organized human knowledge—the arts and humanities, natural and social sciences, and their values, perspectives and methods. They are skilled in reasoning, writing, speaking, problem solving, using and interpreting quantitative information, in working with others, including those of diverse ethnic and cultural background, and in thinking reflectively about themselves as individuals and as members of society. Such persons value rational inquiry, honesty in scholarship and life-long learning.

Goals and Objectives
General Education is intended to assist the student in the following objectives:
A. Developing undergraduate college-level competencies in reading comprehension, written communication, oral communication, and quantitative reasoning and interpretation.
B. Learning to examine and solve problems through intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, synthesis, and evaluation. Library and research skills are important accompaniments of these processes.
C. Evaluating critically a broad range of personal and cultural values.
D. Developing intellectual concerns to include:
1. the logic and substance of science;
2. an understanding of American society and culture;
3. a cross-cultural perspective through the study of diverse cultures;
4. an awareness of human nature from differing theoretical points of view;
5. the fine arts
E. Understanding global cultures, where possible, through study abroad.
F. Experiencing intellectual community.

Appendix 3

Report of CMU participation in the 2006 AAC&U Institute on General Education
Tanya Domina, Joyce Henricks, Melinda Kreth, Jane Matty, Catherine Riordan
June 2006

Introduction

A team of five members of CMU's faculty and administration traveled to Washington, DC, to attend the 2006 Institute on General Education conducted by the American Association of Colleges and Universities (AAC&U) on June 9 to June 14. The team's goal was to learn more about effective modern general education programs in order to advance efforts to reinvigorate general education at CMU. The team also hoped to discover strategies for successful implementation of a modified general education curriculum. This project was supported by a grant from CMU's Vision 2010 program.

Background

Participation in the Institute was an outgrowth of the work of the Steering Committee for Studying General Education at CMU, which is charged with reviewing the existing general education program and making recommendations for improvement. The Steering Committee was formed by the Academic Senate following the recommendations of the General Education Task Force which concluded its work in spring 2002. The Steering Committee was first convened in fall 2004, and in its two years of work has gathered information from stakeholders (students, alumni, faculty and staff), identified several problems with the existing general education program, and is in the process of formulating recommendations to address those problems. The Institute was a timely opportunity for members of the Steering Committee to consult with experts in general education who could help the committee move forward in its work.

Sessions attended

Attendance at the numerous sessions was divided among team members as outlined below. Major sessions were divided into three "tracks"—series of sessions addressing a single theme—while other sessions and workshops covered additional aspects of general education.

Track sessions
  • Track 1 "The learning improvement cycle: linking goals, curricular design, pedagogy, and faculty development" – Kreth and Riordan
  • Track 2 "The process of general education reform" – Henricks and Matty
  • Track 3 "Planning assessment strategies and processes for general education" – Domina

Plenary sessions attended by all
  • General education, liberal education, and greater expectations
  • Stories of general education reform at four campuses
  • Connecting the dots: synthesis of learning from the Institute

Additional sessions and workshops
  • Models of general education – Riordan
  • Integrative learning – Kreth
  • Higher education and diversity – Domina
  • Core concepts of student development – Matty
  • Designing e-portfolios – Domina, Kreth
  • Connecting general education to the major – Kreth
  • Faculty development to support revitalized general education – Matty

- NEH funding opportunities for general education – Riordan
- First Year programs – Riordan
- Making the most of your resources – Matty
- Assessment and accountability – Domina

Experts consulted

During the Institute the team was able to meet with several of the experts who compose the faculty of the Institute. These individuals each spent about 45 minutes answering questions about CMU's particular situation and making recommendations based on their experience and expertise.

- Carol Schneider, President, AAC&U: general advice about how to proceed and who to consult.
- J. Herman Blake, Scholar in Residence and Director of the Sea Island Institute, University of South Carolina, Beaufort: advice about diversity issues in general education and for recruiting and retaining minority students.
- Ann Ferren, Provost, American University in Bulgaria: advice about budgetary and resource issues, strategies for reform, how to envision the right program for CMU
- Paul Gaston, Provost, Kent State University: priorities, resources, incremental change vs. full implementation, what does a baccalaureate degree from CMU mean?

Work completed

The team met regularly between sessions and in the evenings to discuss session topics and to develop a plan for CMU. **Team members are convinced that revising the general education curriculum will lead to significant improvements in student learning.** There have been numerous advances in what is known about effective pedagogy and student learning since the CMU program was designed 30 years ago. The world, the students, and the expectations of employers have also changed substantially in that time. Improved student learning in general education will result in better-prepared students in major classes as well. Tangible outcomes of the team's work include the following.

1. The team drafted a mission statement for general education at CMU. This statement is rooted in CMU's mission statement and core values and is intended to guide the development of a revised general education curriculum.

General Education Mission Statement

General education at CMU provides opportunities for students to develop the capacities for independent, critical, and creative thought and action. These capacities are essential as they prepare for their lives as responsible citizens and professionals in a rapidly changing and interdependent world. Beginning with essential skills—both intellectual and practical—that are reinforced throughout their major program of study and co-curricular programs, CMU students will acquire knowledge of the ideas and cultural movements that shape and express values, the ways in which humans organize and govern their societies, and the sciences that explain and increasingly shape our environments. General Education is at the center of a CMU education and seeks to imbue graduates with intellectual vision, creativity, and ethical sensibility, as well as the skills to assure a well-rounded and life-long learner.

2. The team developed a plan for proceeding with the restructuring of general education, including the tasks that need to be accomplished and a timeline for moving forward. This plan is outlined in the final report that the team submitted at the end of the AAC&U Institute and will be presented as a recommendation to the Steering Committee.

Central Michigan University Final Team Report
AAC&U Institute on General Education
June 14, 2006

While at the AAC&U Institute, the CMU team made notable progress in planning for the improvement of general education on our campus. We revised the mission and structure of the general education program in a way that we think will be best for our students, recognized and made plans to avoid some substantial potholes that we are likely to encounter, and developed what we think is a realistic plan for implementing change at CMU.

The following plan lists steps that we will take and the timeline we hope to follow after returning to campus. During the remaining months of summer 2006, we will take the steps necessary to move forward as soon as the fall semester begins. The Steering Committee for Studying General Education is required to submit a final report by the end of October with recommendations on how to proceed; thus, efficient action in the fall is crucial.

Summer 2006

- Establish regular communication among team members to sustain momentum.

- Meet with the Senate chair to share insights from and plans developed during this Institute and make plans for timely communication with the Senate in the fall so that the next phase of this process can be implemented with no delay.

- Enlist the active support of the President and the Provost, including public endorsements of general education reform and a pledge of resources to facilitate its implementation.

- Identify necessary resources and work toward hiring a new full-time Director of General Education; obtain authorization for the position as envisioned here and begin the recruiting process.

- Meet with the Council of Deans to share Institute outcomes and plans.

- Outline a communication campaign for fall that will educate the campus community about the central role of general education in the undergraduate curriculum and why a revised program will result in improved learning—benefiting both faculty and students.

- Consult with the Director of Curriculum and Assessment about integrating assessment into the planning process for the revised curriculum.

- Undertake a preliminary review of master syllabi of some existing general education courses to see how many of the proposed intellectual and practical skills are already included; possibly review assessment plans as well (some skills are evaluated at the program level). These examples will illustrate to faculty members that they are already including many of these skills in their courses.

Fall 2006

- Convene the Committee immediately; discuss the Institute report at the first meeting then begin to implement steps outlined below.

- Distribute a letter to the faculty describing our work at the Institute and how it builds on prior work and will shape our plans (this letter was written at the Institute, but will be delivered in the fall). The letter will convey a new vision for general education at CMU.

- Establish joint strategy meetings with the Senate leadership.

- Continue regular communication about progress and expand the communication campaign to educate the campus community about liberal education.

- Schedule a virtual consultation with an expert, perhaps an AAC&U Institute faculty member.

- Conduct a national search for the Director of General Education.

- Agree on recommendations to the Senate for furthering the reform process, including:
  - 2 or 3 options for the structure of a revitalized general education program,
  - the outline of a plan for implementing reform,

- – a timeline for implementing reform that emphasizes the need to continue moving the process forward without delay,
- – an extended and expanded charge for the Committee to continue work, and
- – the structure and charge of work groups that will continue the process after October.

- • Present the Committee's recommendations to the Senate and invite discussion.

- • The Senate renews or restructures the committee and constructs the work groups and establishes deadlines for completing the work.

Spring 2007

- • Work groups begin tasks outlined above, overseen by the restructured Committee. Each group will include one member of the Committee, one senator, and faculty volunteers. Groups will develop plans to address the difficult issues (budget and resources, detailed learning outcomes, communication, advising, implementation details and timeline, and faculty development).

- • Continue communication activities.

3. The team conceived the general outline of an improved curriculum. This outline builds on the work of the Steering Committee as well as information gained at the Institute. It will presented to the Steering Committee as a model for discussion and further development.

Proposed structure of new "Central Studies" program
CMU's general education program consists of four parts: 30-42 credit hours

FOUNDATIONAL SKILLS 3-15 hours   [explanation]
- • Effective communication: written skills   ENG 101, ENG 201
- • Effective communication: oral skills   SDA 101 etc. (pending assessment results)
- • Mathematical competency: MTH 105, "little q" basic quantitative literacy
All students must demonstrate competency in these areas by taking the required courses and receiving a grade of ____ in each course, OR by passing a competency test (except ENG 201).
     Demonstration of competency in these foundational skills must be accomplished at the completion of 56 hours in order to continue to register for courses.

INTELLECTUAL & PRACTICAL SKILLS 0 hours [relate to mission, infused through curriculum]
- • Critical thinking
- • Quantitative literacy ("big Q")
- • Information literacy
- • Creative thinking
- • Ethical sensibility
- • Writing (extended practice, "writing-intensive" courses)
At the time of graduation, students must demonstrate competency in the intellectual and practical skills listed above. This may be done by having taken at least two courses in the "knowledge" and "perspectives" categories described below, as well as other courses that have been designated as fulfilling these skills.
     Courses that fulfill one or two of these skills will be designated as such in the Bulletin. This determination will be made by the general education subcommittee. These skills will also be reinforced in other curricular and co-curricular activities.

KNOWLEDGE OF HUMAN CULTURES AND THE NATURAL WORLD 18 hours [explanation]
- • Humanities and Arts   [description]   [objectives]
- • Natural Sciences   [description]   [objectives]
- • Social Sciences   [description]   [objectives]
At least six hours must be taken from each of the areas.

PERSPECTIVES AND INTEGRATIVE STUDIES   6-9 hours   [explanation—relate to mission]
- • Diversity and global perspectives
  - – Race and ethnicity in the U.S.,

- – International (may be satisfied by appropriate study abroad)
- • Integrative Studies
  - – Integration and application of knowledge   [description – ex. creative endeavors, research capstone course, integrated learning, service learning, etc.]   [objectives]
Students must take three hours in each of the subcategories. Integration and application is envisioned as part of majors rather than a separate general education course.

4.   The team began work on a plan for communicating the work of the Institute team and the Steering Committee to the campus community. As a first step, the team wrote a letter to the CMU faculty describing this work and outlined a plan for enlisting the support of the President and the Provost.

LETTER TO CMU Faculty and Staff

In Spring 2004, the Academic Senate created the General Education Steering Committee, which was given a two-year charge to identify strengths and weaknesses in the current General Education Program (which includes the competencies and the University Program) and recommend ways to strengthen our program (which also entails realigning our Gen. Ed. program with Vision 2010).

The Steering Committee spent 2004-2005 gathering input via surveys from faculty, students, alumni, and administrators. This past year, the Committee held open forums to follow-up on the survey responses, interpreted the data, and began developing a preliminary list of recommendations. Concurrent with the Steering Committee's efforts, both the Math Dept. and the Dept. of English Language & Literature have strengthened their competency courses. In addition, a new Writing Across the Curriculum / Writing in the Disciplines (WAC /WID) Program has been created and is directed by Dr. Mary Ann Crawford, who is also the Director of the CMU Writing Center.

The work of the Steering Committee is now focused on the University Program and sent us as a five-member team to the annual General Education Institute sponsored by the American Association of Colleges and Universities (AAC&U) June 9 – 14 at Catholic University in Washington D.C. We learned a lot!

On one hand, the Institute provided us with exciting ideas and strategies that we believe will invigorate and sustain CMU's gen. ed. reform efforts. For example, Institute facilitators stressed the need in all colleges and universities to more explicitly integrate general education learning outcomes throughout the *entire* undergraduate curriculum—including majors and degrees—and not to simply limit these goals only to specified courses in a disciplinary distribution model. In fact, *integration* was the key concept emphasized during all four days of the Institute: integration of gen. ed. outcomes within and among courses and curricula, integration of multiple teaching and learning styles in courses and assignments, and integration of assessment techniques within courses and curricula (e.g. via e-portfolios).

On the other hand, this was no "pie in the sky" colloquium. All facilitators and participants were aware that any proposed gen. ed. program must either work within an existing set of fiscal constraints or offer feasible alternatives. What works at small, private, wealthy, liberal arts colleges generally won't work at large, public, marginally funded universities. We were gratified that the Institute provided us with examples of alternative funding models, administrative structures, and faculty rewards systems, some of which might work well at CMU.

Very soon, the Steering Committee will submit its final report to the Academic Senate. But the work of updating our program to meet the needs of 21st century won't end there, and your input will be vital to the success of that task.

5.   The team revised the job description for the Director of General Education position based on the team's conclusion that this needs to be a full-time position with adequate support.

Director of General Education

The position title would be changed from the current Coordinator to Director of General Education to reflect an expanded set of expectations and to reflect the multi-faceted leadership role that is required.

1. The position of Director for General Education would be a full-time, twelve-month appointment. Summer responsibilities of the Director would include assessment data analysis, report writing and distribution, participating in freshman and transfer orientation, meeting with admission and orientation staff, and creating general education PR materials.

2. The Director would become a full member of the Academic Senate.

3. The Director would sit on and be a voting member of both the General Education Council and the General Education Subcommittee. The Director would serve on no other standing committees or councils, but may serve at times as a resource for other committees and councils.

4. The Director would
    a. advocate campus-wide in word and deed on behalf of liberal education,
    b. provide leadership for the ongoing evaluation and improvement of the quality of CMU's general education program,
    c. oversee and report on the results of assessment of general education working with the director of curriculum and assessment,
    d. be a resource person to the General Education Council and Subcommittee and to the campus on liberal education,
    e. establish and facilitate faculty development efforts in general education in conjunction with FaCIT and WAC-WID,
    f. provide opportunities and motivation for faculty to implement general education learning outcomes throughout all curricula, and
    g. assess and communicate resource needs for an effective general education program.
    h. be a skilled communicator and negotiator and familiar with contemporary approaches to and challenges of liberal education.

5. Faculty teaching in general education program must be encouraged and supported in their efforts to assess general education outcomes. The Director would work with the General Education Council and the Director of Curriculum and Assessment to provide needed assistance.

6. The position of General Education Director must come with a budget and other support in service of these higher expectations. Clerical support must be provided.

Criterion 3 Evidence
Gen Ed Assessment 2004-2013

CENTRAL MICHIGAN UNIVERSITY

GENERAL EDUCATION ASSESSMENT REPORT

FALL SEMESTER 2004 THROUGH THE FALL SEMESTER 2013

SPRING 2014

GEORGE F. RONAN, PH.D.

DIRECTOR OF GENERAL EDUCATION

AND

THE GENERAL EDUCATION COMMITTEE

PREFACE

This report is a summary of the study completed for the General Education Program since Melinda Kreth, Ph.D conducted the last assessment of general education in 2004. The report is broken down into four sections.

Section I provides an Introduction and Description of the existing General Education Program.

Section II provides a description of the procedures and committees that formed to review the General Education Program between 2004 and 2013.

Section III provides an empirical evaluation of the existing General Education Program between 2004 and 2013.

Section IV provides a brief review of the changes to the General Education Program planned for the fall semester of 2014.

ABSTRACT

Since 2004 the Academic Senate and the Office of Academic Affairs has provided consistent leadership in the review of the General Education Program, and their efforts have been fruitful. The review of the General Education Program has involved the appointment of Academic Senate appointed review committees, restructuring the of the General Education Program oversight committee, and an evaluation of the General Education Program using both indirect and direct measures. The entire academic community has been involved in various components of the review process. As a result, the General Education Program is undergoing revisions to enhance student education in writing, quantitative reasoning, and applied experiences with global cultures and civic engagement. Revisions to the General Education Program are slated to take effect in the 20014 – 2015 academic year. Planning has begun on how to best monitor the impact of the proposed changes.

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I. INTRODUCTION AND PROGRAM DESCRIPTION

Central Michigan University (CMU) is the fourth largest public university in Michigan. CMU is located in the middle of Michigan's Lower Peninsula. For 120 years the university has required undergraduate students to complete course work outside of their narrow interests in order to ensure that undergraduates obtain a well-rounded education.

The university typically enrolls around 19,000 undergraduate students on the Main Camus. The overwhelming majority of the undergraduate students enrolled on the main campus are from Michigan. The average age is about 21 and most of the undergraduates enroll as full-time students. The student body primarily reflected the ethnic and cultural diversity of Central Michigan, with more than half of the students being of European heritage. The university offers over 300 undergraduate programs on the Main Campus.

CMU supports a non-residential, Global Campus platform that typically enrolls just under 3,000 undergraduate students online and at over 45 off-campus sites. The average age is about 33 and the typical student enrolls part-time with an average course load of seven credits hours. About one-third of the students enrolled in the global campus are classified as minority students. The global campus offers twelve fifteen undergraduate programs.

The General Education Program serves both Main Campus and Global Campus students. The General Education Program has undergone some minor revisions since its inception in 1977. For instance, writing across the University Program was implemented in 1987, a subgroup on racism and diversity in the Unites States was added to the University Program in 1992, and the mathematics competency was changed from MTH 055 to MTH 105 in 2005. Nonetheless, the basic structure of the General Education Program has been stable.

The General Education Program requires students to demonstrated competence in Written English (6 credits), Oral English (3 credits), and Mathematics (3 credits). In addition, students are required to complete approximately 30 credit hours of coursework within the University Program. The University Program contains courses organized into four major areas of study: Humanities, Natural Sciences, Social Sciences, and Integrative and Area Studies. Three of the groups are further divided into two subgroups, whereas the remaining group is divided into three subgroups. Students are required to take at least one course from each of the nine subgroups, as well as an elective. This typically results in students completing ten courses with nine different designators.

The General Education Program primarily uses a distributive model consisting of over 260 courses taught across seven colleges and generates in excess of 200,000 student credit hours per year. The 16-member General Education Committee serves as the faculty advisory and policy-making body for the General Education Program. The committee develops, reviews, and evaluates programs and policies pertaining to the operation of the General Education Program. As the primary advisory body for the Director of General Education, the committee is tasked with assessing the overall quality and impact of general education in undergraduate education

Bulletin Description
The bulletin description as published in the *2013 – 2014 Central Michigan University Undergraduate Bulletin* is presented below.

General Education at Central Michigan University consists of two areas of liberal study and achievement, University program and Competency Requirements, which are required of all students.

A liberal undergraduate education serves as preparation for a thoughtful life and service to the community, as a source of learning from which all other university work must draw and to which that work must contribute, and as an opportunity to identify intellectual interests by exploring a variety of disciplines and categories of human knowledge.

Liberally educated persons know about basic forces, ideas and values that shape the world, and about the structure of organized human knowledge--the arts and humanities, natural and social sciences, and their values, perspectives and methods. They are skilled in reasoning, writing, speaking, problem solving, using and interpreting quantitative information, in working with others, including those of diverse ethnic and cultural background, and in thinking reflectively about themselves as individuals and as members of society. Such persons value rational inquiry, honesty in scholarship and life-long learning.

Goals and Objectives

General Education is intended to assist the student in the following objectives:

A. *Developing undergraduate college-level competencies in reading comprehension, written communication, oral communication, and quantitative reasoning and interpretation.*

B. *Learning to examine and solve problems through intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, synthesis, and evaluation. Library and research skills are important accompaniments of these processes.*

C. *Evaluating critically a broad range of personal and cultural values.*

D. *Developing intellectual concerns to include: the logic and substance of science; an understanding of American society and culture; a cross-cultural perspective through the study of diverse cultures; an awareness of human nature from differing theoretical points of view; and the fine arts.*

E. *Understanding global cultures, and, where possible, studying abroad.*

F. *Experiencing intellectual community.*

II. **ACADEMIC SENATE APPOINTED COMMITTEES THAT REVIEWED THE GENERAL EDUCATION PROGRAM DURING THE PAST TEN YEARS**

Since 2003 Central Michigan University has engaged in consistent study of the General Education Program. Several Academic Senate appointed committees have reviewed components of the General Education Program during the past nine years. Conclusion or recommendations from these committee reports are contained in Appendix A and a complete copy of each report can be found on the General Education Program website: (https://www.cmich.edu/office_provost/AcademicAffairs/gened/gened_secured/Pages/committees.aspx) This section briefly highlights the committee tasks and conclusions.

Spring 2003 General Education Taskforce Report
The General Education Taskforce was charged with identifying problems within the General Education Program and recommending a course of action. The task force consisted of twenty-two members representing academic, administrative, and student interests. Recommendations resulting from that task force included the following: (1) develop writing intensive courses within the major; (2) revise the governance structure of the General Education Program; (3) conduct a formal assessment of student learning in the General Education Program, and (4) form a General Education Steering Committee to decide how best to change the General Education Program. The last available Assessment Report for the General Education Program details these recommendations. As a result the Academic Senate formed a steering committee to further review the General Education Program.

Fall 2005 Progress Report: Steering Committee for Studying General Education at CMU
The Academic Senate charged the Steering Committee for Studying General Education with identifying issues and concerns related to the General Education Program. The Steering Committee was composed of 15 faculty members who surveyed alumni, students, faculty, and administrators to identify potential areas of concern. The results from the surveys were summarized as follows: (1) many members of the CMU community do not appreciate the importance of general education; (2) the administration of the General Education Program is ineffective; (3) competency requirements within the General Education Program are not ideally configured; (4) the structure of the University Program should be examined; and (5) resources to support the General Education Program are inadequate. The Steering Committee continued to meet and submitted a final report in 2006.

Fall 2006 Final Report: Steering Committee for Studying General Education at CMU
The Steering Committee for Studying General Education submitted the following final recommendations in their final report: (1) create a position for a Director of General Education; (2) strengthen the competence requirements by adding writing intensive courses and courses in qualitative reasoning; (3) revise the University Program; and (4) form an Implementation Committee to oversee revisions to the general education program. An Implementation Committee was formed.

Spring 2009 Revision to the General Education Committee Outlined in the Curricular Authority Document
The Academic Senate appointed an eight-member committee to revise the Curricular Authority Document. The revised Curricular Authority Document changed the oversight of the General

Education Program from a two-committee structure to a one-committee structure, and elevated the existing General Education Subcommittee of the Undergraduate Curriculum Committee to a standalone Academic Senate Appointed Curriculum Committee named the General Education Committee.   The Academic Senate approved the recommended revisions in the fall of 2009.

Spring 2010 Report from the Implementation Committee
The Implementation Committee recommended the following changes to the General Education Program: (1) add a competency requirement in quantitative reasoning; (2) decrease the writing requirements in University Program courses from 50% to 20 %; (3) review all courses in the University Program to ensure they meet criteria set forth in the University Program: A Basic Document Set; (5) decrease the number of subgroups in the University Program to eight by deleting the subgroup dealing with integrative and multidisciplinary studies; (4) add four writing intensive courses; and (6) select a Director of General Education. The Academic Senate approved the recommendation from the Implementation Committee in the spring of 2010. In January of 2011 a Director of General Education was appointed and provided with a half-time release to oversee changes to the General Education Program.

III.   EVALUATING EXPECTED STUDENT LEARNING OUTCOMES

Many practical challenges arise when evaluating a General Education Program that is primarily based on distributive model. For instance, at CMU students select from over 260 courses when deciding how to meet the required 42 credit hours of coursework. The number of options is great and the ability to drill down to specific course based assessments is limited. For this assessment the goals for the General Education Program published in the *Undergraduate Bulletin* were reviewed by the General Education Committee and relevant student learning outcomes were identified. The following five student learning outcomes reviewed by the General Education Committee served as the basis for evaluating the overall impact of the general education program.

1. **Competencies -** Graduates are skilled in reasoning, writing, speaking, problem solving, and interpreting quantitative information. Graduates demonstrate undergraduate college-level competencies in reading comprehension, written communication, oral communication, and quantitative reasoning and interpretation.

2. **Area Requirements -** Graduates know about basic forces, ideas and values that shape the world, and about the structure of organized human knowledge--the arts and humanities, natural and social sciences -- and their values, perspectives and methods. Graduates demonstrate intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, synthesis, and evaluation.

3. **Skilled in Working with Others -** Graduates demonstrate skill in working with others, including those of diverse ethnic and cultural background. Graduates critically evaluate a broad range of personal and cultural values.

4. **Reflective about Self and Society -** Graduates think reflectively about themselves as individuals and as members of society. Graduates critically evaluate a broad range of personal and cultural values

5. **Engage in the Academic Experience, Value Honesty and Lifelong learning** - Students participate in the intellectual community, and demonstrate a value for honesty in scholarship and lifelong learning.

Measures

Establishing reasonable measures of student learning outcomes is a critical first step in evaluating the General Education Program. This section focuses on drawing inferences from both indirect and direct measures of the expected learning outcomes. A large number of analyses were performed and, where possible, standardized effect size estimates were calculated to determine significant differences between relevant comparisons. A typical effect size estimate is defined as the difference between the mean scores for each sample divided by a standardized estimate of the overall variability. The use of standardized effect size estimates is useful in this section because the metric allows for a standardized comparison between different samples, across different measures. Because of the reasonable sample sizes employed and the numerous contrasts that were calculated, a relatively common convention was adopted that considered effect size estimates of .20 as small, effect size estimates of .50 as medium, and effect size estimates of greater than .80 as large. At least a small effect size was needed for a difference to be tagged as meaningful. While a detailed discussion on the use, calculation, and interpretation of effect size estimates is beyond the scope of this presentation, additional information is readily available to the interested reader (e.g., Fritz, Morris, & Richler, 2012). When the use of effect size estimates was not appropriate, other criteria were developed with the goal of highlighting clearly meaningful differences.

Indirect Data

Survey Data

1. The National Survey of Student Engagement sampled student participation in programs and activities that institutions provide for their learning and personal development. The responses provided by the seniors who completed the survey in 2006 (n ~ 800), 2009 (n ~ 600), and 2012 (n ~ 1,500) provide an indicator of student perceptions of their experiences at CMU. The responses provided by CMU seniors to specific items were compared with seniors sampled from at least 24 institutions with a similar Carnegie classification (e.g., DePaul University, Tennessee State University, and University of Arkansas at Little Rock). Detailed information about the specific comparator institutions is available in the relevant National Survey of Student Engagement Intuitional Reports. Effect size estimates were used to track significant differences between the responses of CMU seniors and the responses of seniors at the Carnegie comparator universities.

2. The Graduating Student Exit Survey sampled the perception of CMU graduating seniors regarding the satisfaction with their overall learning experiences. The satisfaction ratings provided by graduating students in 2008 (n ~ 1,860), 2010 (n ~ 1,715), and 2012 (n ~ 1,480) were averaged and items either below or above a moderate level of satisfaction were tagged as worthy of further discussion.

3. Responses provided by Alumni to the 2007 Undergraduate Alumni Outcomes Survey (n ~ 201) and the 2012 Alumni Employment Survey (n ~ 1,000) sampled alumni perceptions of the General Education Program. One objective of these alumni surveys is to assess alumni perception of Central Michigan University's impact on personal and professional growth. The respondents had graduated between two and five years prior to responding to the items. Keeping with the focus on identifying meaningful differences for further review, a 25% difference between the alumni rated importance of a dimension of knowledge or ability and the perceived impact of the academics received at CMU for enhancing that domain was tagged as a meaningful discrepancy.

The three surveys described above were perused to select items deemed relevant to the General Education Program expected student learning outcomes previously identified. These items were then reviewed by the General Education Committee for perceived relevance. Items perceived as relevant were used in subsequent analysis. A list of the items is contained in Appendix B.

Student Course Ratings

Additional self-report data were derived from Student Opinion Surveys aggregated across classes and time. The Student Opinion Survey is the current instrument utilized by CMU to assess student feedback on the instruction received in each course. More specifically, the average Instructor Effectiveness ratings contained in the Student Opinion Survey for courses in the three competencies and the four area requirements were contrasted with the average Instructor Effectiveness rating assigned for all undergraduate courses at CMU.

Direct Data

Collegiate Learning Assessment

Performance based data used for this analysis were primarily gleaned from four administrations of the Collegiate Learning Assessment. The Collegiate Learning Assessment is a nationally normed test that has been administered at over 400 institutions. The Collegiate Leaning Assessment presents realistic problems that require students to analyze complex materials and determine the

relevance to the task and credibility. The goal is to quantify student ability to think critically, reason analytically, solve problems, and communicate clearly and cogently. The same cohort of students received a financial incentive to completed the test on three occasions (2005, n ~ 142; 2007, n ~ 83; & 2009, n ~ 103), and their performance was compared to students from 31 peer institutions who completed the same the same test during the same timeframe. The peer institution comparison group included students from Bowling Green State University, Northern Arizona University, and Ohio State University. Additional information regarding the comparison institutions is available in the 2009 CLA Institutional Report. The use of effect-size estimates benchmarked CMU student scores relative to the student scores aggregated from the peer institutions. Additional data from the administration of the Collegiate Learning Assessment to 217 freshmen (fall 2012) and 175 seniors were also used as a direct measure of student learning.

Grades

Student exposure to the CMU academic experience was operationalized by contrasting grades assigned for courses in the three Competencies and the four University Program area requirements with the overall average grade assigned for all undergraduate courses at CMU.

Academic Dishonesty Charges

The commitment of faculty teaching General Education Program courses to the modeling of high ethical standards and academic honesty was operationalized by using the number of cases of ethics and academic dishonesty charges reported against students enrolled in General Education Program courses during a one-year period in comparison to students enrolled all other courses at CMU during the same timeframe.

Results

COMPETENCIES
Indirect Data
1. Responses provided by seniors to the 2006, 2009, and 2012 National Survey of Student Engagement items the General Education Committee deemed relevant to the competencies were expected to be at or above the scores for the National Survey of Student Engagement Carnegie Peer average. Effect size estimates (ES) based on a comparison of the sample means were used to test for meaningful differences. A positive effect size of .20 or more indicates that CMU students averaged meaningfully higher scores on an item than the comparison group, whereas negative effect size of .20 or more indicates that CMU students averaged meaningfully lower scores on an item than the comparison group. Effect size estimates for significantly different items are in bold. As evident in the table below, two items were rated as significantly below that of comparator institutions across all three sampling periods: *Prepared two or more drafts of a paper or assignment before turning it in* and *Writing clearly and effectively*. No other items was significantly below comparator institutions for the three sampling periods and no item was above the comparator institutions for the three sampling periods.

National Survey of Student Engagement Items - Competencies	Effect Size		
	2006	2009	2012
Made a class presentation	-.12	.07	-.08
Prepared two or more drafts of a paper or assignment before	**-.24**	**-.23**	**-.55**

turning it in			
Worked on a paper or project that required integrating ideas or information from various sources	**-.23**	-.17	**-.49**
Number of written papers or reports of 20 pages or more	**-.20**	-.12	**-.25**
Number of written papers or reports between 5 and 19 pages	-.12	-.02	**-.55**
Number of written papers or reports of fewer than 5 pages	**.36**	.22	.03
Number of problem sets that take you more than an hour to complete	-.13	-.14	-.16
Number of problem sets that take you less than an hour to complete	.15	**.23**	.18
Writing clearly and effectively	**-.34**	**-.25**	**-.25**
Speaking clearly and effectively	**-.30**	-.15	-.13

2. Responses to each of the items in the 2008, 2010, and 2012 CMU Graduating Student Exit Survey that the General Education Committee deemed relevant to the Competencies were expected to average to a score in the "moderately satisfied" range (i.e., score that would round to a 3.00). As evidenced in the table below, one hundred percent of the items in the CMU Graduating Student Exit Survey relevant to the Competencies averaged in the moderately satisfied range (1 = not at all, 2 = slightly, 3 = moderately, 4 = very much).

Graduating Student Exit Survey Items - Competencies	Mean (Standard Deviation)		
	2008	**2010**	**2012**
Write effectively	2.84 (.83)	2.85 (.83)	2.80 (.85)
Speak effectively	2.75 (.86)	2.78 (.87)	2.75 (.88)
Read and comprehend effectively	2.64 (.87)	2.67 (.88)	2.63 (.99)
Interpret quantitative information	2.67 (.84)	2.76 (.83)	2.68 (.89)

3. The 2007 CMU undergraduate Alumni Outcomes Survey and the 2012 Alumni Employment Survey had respondents rate a variety of dimensions based on the perceived impact their undergraduate experience had on their preparedness for employment. The CMU Impact versus Current Importance rating gap obtained on dimensions the General Education Committee deemed relevant to Competencies was expected to be less than 25%. All items had an impact gap less than 25%.

Alumni Survey Items - Competencies	Perceived Gap CMU Impact vs Current Importance	
	2007	**2012**
Effective Verbal Communication	15 %	15 %
Defining and solving problems or	12%	+ 3%

mathematical statistical competence		
Effective writing skills	8 %	1 %

Direct Data

The Make-an-Argument Task of the Collegiate Leaning Assessment measured student competency in undergraduate level writing. This subscale allowed students 45 minutes to write a persuasive essay in response to a position statement. The Make-An-Argument component involved the use of detailed scoring rubrics to reliably evaluate student written responses. Student performance was compared to that of other students at comparable institutions. In addition, the same cohort of undergraduate students completed the measure in 2005, 2007, and 2009 which allowed for the longitudinal tracking of skill development.

During the fall semester of 2005, 138 CMU undergraduate students completed the Make-an-Argument Task and their mean score was higher than the mean score of 9741 students from comparator institutions (CMU student mean was 1103; Comparator institutions mean was 1080). During the spring semester of 2007, 83 of the original CMU students completed the Make-an-Argument Task and their mean score was higher than the mean score of 3144 students from comparator institutions (CMU student mean was 1214; Comparator institutions mean was 1114). During the spring semester of 2009, 100 of the original CMU students completed the Make-an-Argument Task and their mean score was significantly greater than the mean score of 2218 students from comparator institutions (CMU student mean was 1243; Comparator institutions mean was 1199). The degree of change in CMU student performance from the first (2005) to the second testing (2007) was significant (**ES = .65**). The degree of change in CMU student performance from the second (2005) to the third testing (2009) was significant (**ES = .35**). Finally, the degree of change in CMU student performance from the first (2005) to the third testing (2009) was significant (**ES= .79**).

During the spring semester of 2013, 175 CMU undergraduate seniors completed the Make-an-Argument Task and their mean score was higher than the mean score from the 161 institutions who administered the test to seniors (CMU student mean was 1184; all institutions mean was 1144). Moreover, the Effect Size estimate indicating degree of change was significant (**ES= **).

AREA REQUIREMENTS
Indirect Data
1. Responses provided by seniors to the 2006, 2009, and 2012 National Survey of Student Engagement items the General Education Committee deemed relevant to the Area Requirements were expected to be at or above the scores for the National Survey of Student Engagement Carnegie comparator average. Effect size estimates (ES) based on a comparison of the sample means were used to evaluate each item. A positive effect size of .20 or more indicates that CMU students averaged meaningfully higher scores on an item than the comparison group, whereas negative effect size of .20 or more indicates that CMU students averaged meaningfully lower scores on an item than the comparison group. None of the National Survey of Student Engagement items deemed relevant to the Area Requirements were significantly different from the comparator average across all three timeframes.

National Survey of Student Engagement Items – Area Requirements	Effect Size		
	2006	2009	2012
Learned something that changed the way you understand an issue or concept	**-.25**	-.15	**-.29**
Acquiring a broad and general education	-.15	-.09	**-.23**

2. Responses to each of the items in the 2007, 2010, and 2012 CMU Graduating Student Exit Survey the General Education Committee deemed relevant to the Area Requirements were expected to average to a score in the "moderately satisfied" range (1 = not at all, 2 = slightly, 3 = moderately, 4 = very much). None of the Graduating Student Exit Survey relevant to the area requirements deviated from the moderately satisfied range for three waves of data collection.

Graduating Student Exit Survey Items – Area Requirements	Mean (Standard Deviation)		
	2006	2009	2012
Understand global cultures	2.80 (.88)	2.83 (.87)	2.77 (.89)
Value cross cultural perspective	2.82 (.90)	2.85 (.89)	2.79 (.91)
Understand American society and culture	2.74 (.87)	2.72 (.87)	2.63 (.91)
Understand human behavior and societal issues	2.93 (.83)	2.94 (.83)	2.89 (.86)
Recognize events that shaped the human experience	2.81 (.86)	2.83 (.85)	2.79 (.89)
Appreciate the fine Arts	2.48 (.99)	2.52 (.99)	2.44 (1.03)
Appreciate Scientific Inquiry	2.49 (.92)	2.51 (.91)	2.46 (.97)
Prepared me to understand complex issues and problems in life outside the university	2.68 (.72)	2.67 (.72)	2.65 (.76)
Required me to organize ideas and information into new, more complex interpretations	2.84 (.71)	2.94 (.71)	2.84 (.76)

3. The 2007 CMU undergraduate Alumni Outcomes Survey and the 2012 Alumni Employment Survey had respondents rate a variety of dimensions based on the perceived impact their undergraduate experience had on their preparedness for employment. The CMU Impact versus Current Importance rating gap obtained on dimensions the General Education Committee deemed relevant to Area Requirements was expected to be less than 25%. None of the items had impact gaps equal to or greater than 25% in both surveys; however, two of the items contained in the 2007 Alumni Outcome Survey had an impact gap equal to or greater than 25% when there was no corresponding 2012 employment survey item. These two items are: *Understanding interaction between humans and*

environment and *Understanding international issues*. Discrepancies equal to or greater than 25% are in bold.

Alumni Survey Items – Area Requirements	Perceived Gap CMU Impact vs Current Importance	
	2007	**2012**
Learning about existing/ emerging career options or Specific knowledge and training	**36%**	8 %
Understanding interaction between humans and environment	**25 %**	na
Understanding international issues	**29 %**	na
Understanding and appreciating art, music, etc.	19%	na

Direct Data

Undergraduate level reasoning and problem solving was assessed using the Performance Task subscale of the Collegiate Leaning Assessment that measured critical thinking, analytical reasoning, and problems solving. This task required students to answer a series of open ended questions about hypothetical, though realistic, situations. The Performance Task provided students with a variety of information (e.g., letters, research reports, news articles) that could be used to answer the questions provided. Students were allowed 90 minutes to review the material and answer questions. Student performance was compared to that of other students at comparable institutions. In addition, the same cohort of undergraduate students completed the measure in 2005, 2007, and 2009 which allowed for the longitudinal tracking of skill development.

During the fall semester of 2005, 142 CMU undergraduate students completed the Performance Task and their mean score was lower than the mean score of 11295 students from comparator institutions (CMU student mean was 1103; Comparator institutions mean was 1157). During the spring semester of 2007, 83 of the original CMU students completed the Performance Task and their mean score was higher than the mean score of 3244 students from comparator institutions (CMU student mean was 1179; Comparator institutions mean was 1114). During the spring semester of 2009, 103 of the original CMU students completed the Performance Task and their mean score was lower than the mean score of 2271 students from comparator institutions (CMU student mean was 1209; Comparator institutions mean was 1216). The degree of change in CMU student performance from the first (2005) to the second testing (2007) was significant (**ES = .39**). The degree of change in CMU student performance from the second (2005) to the third testing (2009) was significant (**ES = .27**). Finally, the degree of change in CMU student performance from the first (2005) to the third testing (2009) was significant (**ES = .39**).

During the spring semester of 2013, 175 CMU undergraduate seniors completed the Performance Task and their mean score was higher than the mean score from the 161 institutions who administered the test to seniors (CMU student mean was 1210; all institution mean was 1162). Moreover, the Effect Size estimating degree of expected change from freshman to senior year was significant (**ES = .93**).

SKILLED IN WORKING WITH OTHERS
Indirect Data

1. Responses provided by seniors to the 2006, 2009, and 2012 National Survey of Student Engagement items the General Education Committee deemed relevant to Skilled in Working with Others were expected to be at or above the scores for the National Survey of Student Engagement Carnegie comparator average. Effect size estimates (ES) based on a comparison of the sample means were used to evaluate each item. A positive effect size of .20 or more indicates that CMU students averaged meaningfully higher scores on an item that the comparison group, whereas negative effect size of .20 or more indicates that CMU students averaged meaningfully lower scores on an item than the comparison group. One of the National Survey of Student Engagement items deemed relevant to the Skilled in Working with Others was rated significantly below the comparator average across all three timeframes: *Had serious conversations with students of a different race or ethnicity than your own*.

National Survey of Student Engagement Items – Skilled in Working with Others	Effect Size		
	2006	**2009**	**2012**
Worked with other students on projects during class	.16	.04	**-.27**
Worked with classmates outside of class to prepare class assignments	.12	.14	**.33**
Had serious conversations with students of a different race or ethnicity than your own	**-.33**	**-.27**	**-.23**
Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	-.16	-.08	-.04
Tried to better understand someone else's views by imaging how an issue looks from his or her perspective	**-.21**	-.15	**-.29**
Worked on a research project with a faculty member outside a course or program requirements	-.09	.07	**.25**
Study abroad	-.16	-.04	.07
Quality of relationships with other students	.09	.10	-.03
Quality of relationships with faculty	-.12	-.09	-.15
Quality of relationships with administrative personnel and offices	na	-.16	**-.57**
Working effectively with others	na	-.02	**-.22**

2. Responses to each of the items in the 2008, 2010, and 2012 CMU Graduating Student Exit Survey the General Education Committee deemed relevant to Skilled in Working with Others were expected to average to a score in the "moderately satisfied" range (1 = not at all, 2 = slightly, 3 = moderately, 4 = very much). None of the Graduating Student Exit Survey relevant to the Skilled in Working with Others deviated from the moderately satisfied range for three waves of data collection.

Graduating Student Exit Survey Items – Skilled in Working with Others	Mean (Standard Deviation)		
	2008	2010	2012
Improved my ability to respect other people and their ideas	2.96 (.71)	2.93 (.71)	2.95 (.75)

3. The 2007 CMU undergraduate Alumni Outcomes Survey and the 2012 Alumni Employment Survey had respondents rate a variety of dimensions based on the perceived impact their undergraduate experience had on their preparedness for employment. The CMU Impact versus Current Importance rating gap obtained on dimensions the General Education Committee deemed relevant to Skilled Working with Others was expected to be less than 25%. None of the items had impact gaps equal to or greater than 25%.

Alumni Survey Items – Skilled in Working with Others	Perceived Gap CMU Impact vs Current Importance	
	2007	2012
Getting along with people of different race, ethnicity, religion or Interpersonal skills	21 %	15 %
Getting along with people whose opinions differ from mine	21 %	na
Working cooperatively in groups, team member	10%	na

Direct Data
Opportunities for on campus students to work with others from diverse backgrounds were estimated by sampling the number of on campus students classified as minority or international students, as well as the number of students who studied abroad. The annual number of students on the CMU Main Campus who were classified as minority or international students during the 2008-2009, 2009-20010, 2010-12011, 2011-2012, 2012-12013 academic years, as well as the number of students who studied abroad during the same periods, were expected to trend toward increasing opportunities for CMU Main Campus students to have exposure to people with diverse backgrounds. Years where the trends were observed are presented in bold.
   1. The number of students who studied aboard increased during four of the five academic years sampled.
      2008-09 = 455
      2009-10 = 463
      2010-11 = 455
      2011-12 = 535
      2012-13 = 570
   2. The number of international students on the CMU main campus increased across all five academic years sampled.
      2008-09 = 517
      2009-10 = 564
      2010-11 = 606
      2011-12 = 623
      2012-13 = 760

3. The number of minority students on the CMU main campus increased across all five academic years sampled.

   2008-09 = 1617
   2009-10 = 1628
   2010-11 = 1851
   2011-12 = 2025
   2012-13 = 2095

REFLECTIVE ABOUT SELF AND SOCIETY
Indirect Data

1. Responses provided by seniors to the 2006, 2009, and 2012 National Survey of Student Engagement items the General Education Committee deemed relevant to Reflective about Self and Society were expected to be at or above the scores for the National Survey of Student Engagement Carnegie comparator average. Effect size estimates (ES) based on a comparison of the sample means were used to evaluate each item. A positive effect size of .20 or more indicates that CMU students averaged meaningfully higher scores on an item that the comparison group, whereas negative effect size of .20 or more indicates that CMU students averaged meaningfully lower scores on an item than the comparison group. One of the National Survey of Student Engagement items deemed relevant to Reflective about Self and Society was rated significantly below the comparator average across all three timeframes: *Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)*.

National Survey of Student Engagement Items – Reflective about Self and Society	Effect Size		
	2006	**2009**	**2012**
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	**-.34**	-.19	**-.51**
Participated in a community-based project (e.g. service learning) as part of a regular course	**-.21**	-.04	.13
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	**-.31**	**-.25**	**-.45**
Examined the strengths and weaknesses of your own views on a topic or issue	**-.23**	-.18	**-.36**
Understanding yourself	**-.28**	-.03	**-.25**
Understanding people of other racial and ethnic backgrounds	**-.27**	-.09	**-.34**
Solving complex real-world problems	**-.25**	.15	**-.30**
Developing a personal code of values and ethics	**-.32**	-.10	**-.34**

2. Responses to each of the items in the 2008, 2010, and 2012 CMU Graduating Student Exit Survey the General Education Committee deemed relevant to Reflective about Self and Society were expected to average to a score in the "moderately satisfied" range (1 = not at all, 2 = slightly, 3 = moderately, 4 = very much). None of the Graduating Student Exit Survey relevant to the Skilled in Working with Others deviated from the moderately satisfied range for three waves of data collection.

Graduating Student Exit Survey Items – Reflective about Self and Society	Mean (Standard Deviation)		
	2008	**2010**	**2012**
Critically evaluate my personal beliefs	2.69 (.97)	2.75 (.96)	2.67 (1.00)
Understand global cultures	2.80 (.88)	2.83 (.87)	2.77 (.89)
Value cross-cultural perspective	2.82 (.90)	2.85 (.89)	2.79 (.91)
Emphasized the importance of citizenship and public service	2.54 (.75)	2.59 (.77)	2.55 (.80)

3. The 2007 CMU undergraduate Alumni Outcomes Survey and the 2012 Alumni Employment Survey had respondents rate a variety of dimensions based on the perceived impact their undergraduate experience had on their preparedness for employment. The CMU Impact versus Current Importance rating gap obtained on dimensions the General Education Committee deemed relevant to Reflective about Self and Society was expected to be less than 25%. None of the items had impact gaps equal to or greater than 25% in both surveys; however, two items contained in the 2007 Alumni Outcome Survey had an impact gap equal to or greater than 25% when there was no corresponding 2012 employment survey item. These items are: *Living personal and professional life according to my standards* and *Appreciating and exercising my rights as a citizen*. Discrepancy equal to or greater than 25% are in bold.

Alumni Survey Items – Reflective about Self and Society	Perceived Gap CMU Impact vs Current Importance	
	2007	**2012**
Living personal and professional life according to my standards	**29 %**	na
Appreciating and exercising my rights as a citizen	**33 %**	na
Developing and using leadership skills	20 %	4 %
Understanding and appreciation cultural/ethnic differences	21 %	na

OVERARCHING OBJECTIVES
Indirect Data
1. Responses provided by seniors to the 2006, 2009, and 2012 National Survey of Student Engagement items the General Education Committee deemed relevant to Overarching Objectives were expected to be at or above the scores for the National Survey of Student Engagement Carnegie comparator average. Effect size estimates (ES) based on a comparison of the sample means were used to evaluate each item. A positive effect size of .20 or more indicates that CMU students averaged meaningfully higher scores on an item that the comparison group, whereas negative effect size of .20 or more indicates that CMU students averaged meaningfully lower scores on an item than the comparison group. Four of the National Survey of Student Engagement items deemed relevant to Overarching

Objectives were rated meaningfully below the comparator average across all three timeframes: *Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components*; *Synthesizing and organizing ideas, information, or experiences into new, more* complex *interpretations and relationships*; *Making judgments about the value of information, arguments, or methods, such as examining how others gather information*; and *Analyzing quantitative problems*.

National Survey of Student Engagement Items – Overarching Objectives	Effect Size		
	2006	2009	2012
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components	**-.33**	**-.27**	**-.29**
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships	**-.34**	**-.27**	**-.28**
Making judgments about the value of information, arguments, or methods, such as examining how others gather information	**-.30**	**-.20**	**-.34**
Applying theories or concepts to practical problems or in a new situation	**-.22**	-.11	**-.22**
Thinking critically and analytically	**-.34**	-.19	**-.39**
Analyzing quantitative problems	**-.32**	**-.25**	**-.40**

2. Responses to each of the items in the 2008, 2010, and 2012 CMU Graduating Student Exit Survey the General Education Committee deemed relevant to Overarching Objectives were expected to average to a score in the "moderately satisfied" range (1 = not at all, 2 = slightly, 3 = moderately, 4 = very much). None of the Graduating Student Exit Survey relevant to the Overarching Objectives deviated from the moderately satisfied range for three waves of data collection.

Graduating Student Exit Survey Items – Overarching Objectives	Mean (Standard Deviation)		
	2008	2010	2012
Think critically	2.89 (.86)	2.94 (.85)	2.83 (.88)
Solve problems	2.77 (.87)	2.85 (.84)	2.80 (.88)

3. The 2007 CMU undergraduate Alumni Outcomes Survey and the 2012 Alumni Employment Survey had respondents rate a variety of dimensions based on the perceived impact their undergraduate experience had on their perceived preparedness for employment. CMU Impact rating gap obtained on dimensions the General Education Committee deemed relevant to Overarching Objectives was expected to be less than 25%. None of the items had an impact gap equal to or greater than 25%.

Alumni Survey Items – Overarching Objectives	Perceived Gap CMU Impact vs Current Importance	
	2007	**2012**
Thinking objectively or analytical/critical thinking skills	16 %	5 %
Developing original ideas/products	18 %	na
Analyzing and drawing conclusion from various data or Information gathering skills	8 %	na
Accessing/Using a variety of information sources or Information gathering skills	2 %	2 %

Direct Data

Undergraduate level intellectual process skills were assessed using the Collegiate Leaning Assessment subscale that measures analytical reasoning, the Critique-an-Argument subscale. This subscale allowed students 30 minutes to critique an argument by identifying logical flaws and exploring the implications of flawed reasoning on the conclusions drawn. Student performance was compared to that of other students at comparable institutions. In addition, the same cohort of undergraduate students completed the measure in 2005, 2007, and 2009 which allowed for the longitudinal tracking of skill development.

During the fall semester of 2005, 137 undergraduate students completed the Critique-An-Argument Task and their average score was higher than the average score of 9130 students from comparator institutions (CMU student mean was 1093; Comparator institutions mean was 1079). During the spring semester of 2007, 82 of the original students completed the Critique-An-Argument Task and their average score was higher than the average score of 3120 students from comparator institutions (CMU student mean was 1187; Comparator student mean was 1120). During the spring semester of 2009, 100 of the original students completed the Critique-An-Argument Task and their average score was higher than the mean score of 2217 students from comparator institutions (CMU student mean was 1256; Comparator institutions mean was 1240). The degree of change in CMU student performance from the first (2005) to the second testing (2007) was significant. (**ES = .36**) The degree of change in CMU student performance from the second (2005) to the third testing (2009) was significant. (**ES = .31**). The degree of change in CMU student performance from the first (2005) to the third testing (2009) was significant. (**ES = .35**)

During the spring semester of 2013, 175 CMU undergraduate seniors completed the Critique—an-Argument Task and their mean score was higher than the mean score form the 161 institutions who administered the test to seniors (CMU student mean was 1209; all institutions mean was 1178). The Effect Size estimate indicating degree of expected change was significant (**ES=**).

ACADEMIC EXPERIENCE
Indirect Data
1. Responses provided by seniors to the 2006, 2009, and 2012 National Survey of Student Engagement items the General Education Committee deemed relevant to Academic

Experience were expected to be at or above the scores for the National Survey of Student Engagement Carnegie comparator average. Effect size estimates (ES) based on a comparison of the sample means were used to evaluate each item. A positive effect size of .20 or more indicates that CMU students averaged meaningfully higher scores on an item that the comparison group, whereas negative effect size of .20 or more indicates that students averaged meaningfully lower scores on an item than the comparison group. None of the items were rated different across all three sampling periods. However, two item where data were only available for two of the sampling periods averaged meaningfully above the comparator average across the two available timeframes: *Worked with faculty members on activities other than course work (committees, orientation, student life activities, etc.)* and *Participate in a learning community or some other formal program where groups of students take two or more classes together*.

National Survey of Student Engagement Items – Academic Experience	Effect Size		
	2006	2009	2012
Worked with faculty members on activities other than course work (committees, orientation, student life activities, etc.)	na	**.20**	**.44**
Number of books read on your own (not assigned) for personal enjoyment or academic enrichment	-.13	-.05	**-.22**
Attended an art exhibit, play, dance, music, theater or other performance	-.18	-.01	.02
Participate in a learning community or some other formal program where groups of students take two or more classes together	na	**.26**	**.40**
Work on a research project with a faculty member outside of course or program requirements	-.09	.07	**.25**
Relationships with faculty members	-.12	-.09	-.15
Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	na	-.11	**-.20**
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)	.15	**.25**	**.51**
Acquiring a broad general education	-.15	-.09	**-.23**
How would you evaluate your entire educational experience at this institution?	-.16	-.03	**-.20**

2. Responses to each of the items in the 2008, 2010, and 2012 CMU Graduating Student Exit Survey the General Education Committee deemed relevant to Academic Experience were expected to average to a score in the "moderately satisfied" range (1 = not at all, 2 = slightly, 3 = moderately, 4 = very much). One of the Graduating Student Exit Survey relevant to the Academic Experience deviated from the moderately satisfied range for three waves of data collection: *Encouraged student-faculty interaction out of class*.

Graduating Student Exit Survey Items – Academic Experience	Mean (Standard Deviation)		
	2008	2010	2012

Emphasized applying information	2.77 (.69)	2.80 (.69)	2.77 (.72)
Were intellectually challenging	2.70 (.70)	2.70 (.72)	2.67 (.74)
Were taught by excellent instructors	2.69 (.74)	2.69 (.72)	2.69 (.77)
Encouraged student-faculty interaction out of class	**2.42** (.75)	**2.38** (.77)	**2.40** (.80)
Modeled an environment that supported personal and academic integrity	3.03 (.62)	3.00 (.62)	2.99 (.69)

3. The 2007 CMU undergraduate Alumni Outcomes Survey and the 2012 Alumni Employment Survey had respondents rate a variety of dimensions based on the perceived impact their undergraduate experience had on their perceived preparedness for employment. The CMU Impact versus Current Importance rating gap obtained on dimensions the General Education Committee deemed relevant to Academic Experience was expected to be equal less than 25%. None of the items had an impact gap equal to or greater than 25%.

Alumni Survey Items – Academic Experience	**Perceived Gap CMU Impact vs Current Importance**	
	2007	**2012**
Lifelong commitment to learning	13%	na
Developing original ideas/products	18 %	na
Analyzing and drawing conclusion from various data or Information gathering skills	8 %	na
Accessing/Using a variety of information sources or Information gathering skills	2 %	2 %

4. Fifty-two percent of respondents who completed the 2007 CMU Undergraduate Alumni Outcomes Report agreed with the statement that general education was valuable, 22% were neutral, and 26 % disagreed with the statement. With regard to their overall academic experience, over 90% of respondent in the 2007 and the 2012 surveys rated their overall educational experience at CMU as "excellent/good."

Direct and Satisfaction Data on Academic Experience
The General Education Committee regularly reviews all courses contained in the General Education Program to determine compliance with published General Education Program guidelines, and that review serves to ensure students have a broad and general academic experience. For the purpose of this evaluation, student exposure to the CMU Academic Experience was operationalized by contrasting grades assigned for courses in the three competencies and the four area requirements with the overall average grade assigned for all undergraduate courses at CMU. Student Academic Experience was also be assessed by contrasting the average Instructor Effectiveness ratings contained in the Student Opinion Survey for courses in the three

competencies and the four University Program area requirements with the average Instructor Effectiveness rating assigned for all undergraduate courses at CMU. The commitment of faculty teaching General Education Program courses to modeling high ethical standards and academic honesty is operationalized by using the number of cases of ethics and academic dishonesty charges that have been reported against students in General Education Program courses versus students enrolled in all other courses at CMU.

1. Because the stated outcome is that students enrolled in general education program courses should be exposed to the CMU academic experience, the average grades obtained for courses aggregated within each of the three competencies and the four University Program areas were expected to be similar to the university overall average course grade. Comparisons between the overall university five-year course average and the five-year average grades obtained for courses aggregated within each of the three competencies and the four University Program areas are detailed below. Positive effect size estimates indicate courses groupings averaged higher grades than the overall CMU average. Negative effect size estimates indicate courses groupings averaged lower grades than the overall university course average (N = 34,763; M = 2.95; SD = .17). Items in bold reflect contrasts that resulted in at least a small effect size difference.

    Grades Assigned in Competencies
    Written English Competency (n = 1,455; M = 2.93; SD = .29; ES = -.08)
    Mathematics Competency (n = 112; M = 2.08; SD = .41; **ES = -.81**)
    Oral English Competency (n = 834; M = 3.30; SD = .33; **ES = .55**)

    Grades Assigned in Area Requirements
    Humanities (n = 1,277; M = 2.81; SD = .43; **ES = -.21**)
    Natural Sciences (n = 2,168; M = 2.68; SD = .46; **ES = -.39**)
    Social Sciences (n = 1,430; M = 2.86; SD = .41; ES = -.14)
    Integrative and area Studies **(**n = 2,453; M = 2.94; SD = .42; ES = -.02)

2. Because the stated outcome is that students enrolled in general education program courses should be exposed to the CMU academic experience, the average Instructor Effectiveness SOS score for courses aggregated within each of the three competencies and the four University Program areas were expected to be similar to the overall university average Instructor Effectiveness SOS score. This score was used to assess whether students perceived courses in General Education Program as high quality. Average Instructor Effectiveness Scores reported by students during the 2010-2011 academic year were aggregated within each of the three competencies and the four University Program areas and compared with the overall CMU SOS Instructor Effectiveness Score during the same period (N = 121,316; M = 3.33; SD = .093). Positive effect size estimates indicate courses groupings averaged higher Instructor Effectiveness Scores than the overall CMU average, whereas negative effect size estimates indicate courses groupings averaged lower Instructor Effectiveness Scores than the overall CMU average. Items in bold reflect Instructor Effectiveness ratings where at least a small effect size was observed.

    Instructor Effectiveness SOS scores for Competencies
    Written English **(**n = 4,022; M = 3.37; SD = .89; ES = .03)
    Mathematics (n = 1,256; M = 3.10; SD = 1.03; ES = -.16)
    Oral English (n = 3,580; M = 3.56; SD = .72; ES = **.23**)

Instructor Effectiveness SOS scores for Area Requirements
Humanities (n = 6,235; M = 3.25; SD = .91; ES = -.06)
Natural Sciences (n = 11,065; M = 3.14; SD = 1.00; ES = -.13)
Behavioral Sciences (n = 7,885; M=3.22; SD = .96; ES = -.08)
Integrative and Area Studies (n = 9,020; M = 3.24; SD = .95; ES = -.07)

3. Because the General Education Program specifically endorses the modeling of high ethical standards and academic honesty, faculty teaching General Education Program courses were expected to report students for academic dishonesty at a level that was at or above the level observed for students enrolled in non-general education related undergraduate courses. Over a three year period, approximately 54% of the reported cases of academic dishonesty were initiated by faculty teaching General Education Program courses. Given that there are far fewer undergraduate general education courses than undergraduate courses per se, a reasonable interpretation is that faculty teaching General Education Program courses are committed to fostering academic honesty as part of the CMU academic experience.

Overall Summary

Overall Indirect Data

An evaluation of the available survey data reveals seniors, graduating senior, and alumni report being reasonably positive about the CMU General Education Program. Sixty-two percent (173 of 239) of the survey items were responded to in a manner that revealed overall support for the General Education Program. Moreover, Instructor Effectiveness ratings generated by students completing General Education Program courses were comparable to overall university averages and indicate that faculty teaching effectiveness for courses in the General Education Program are rated as comparable to faculty teaching non-General Education Program courses.

Responses provided by seniors to the majority of the National Survey of Student Engagement items deemed relevant for assessing the General Education Program were similar to the responses provided by seniors at comparator institutions. During all three sampling periods (2006, 2009, and 2012) the following items averaged higher ratings than the average score obtained by the comparisons group (see Table 1).

Table 1. National Survey of Student Engagement Items Rated Meaningfully above Comparators
Worked with faculty members on activities other than course work (committees, orientation, student life activities, etc.)
Participate in a learning community or some other formal program where groups of students take two or more classes together
Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)

Responses provided by seniors to the eight items contained in Table 2 averaged meaningfully lower scares than the comparator institutions across all three sampling periods.

Table 2. National Survey of Student Engagement Items Rated Significantly

Below Comparators
Prepared two or more drafts of a paper or assignment before turning it in
Writing clearly and effectively
Had serious conversations with students of a different race or ethnicity than your own
Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
Making judgments about the value of information, arguments, or methods, such as examining how others gather information
Analyzing quantitative problems

Responses provided by graduating seniors to the Graduating Student Exit Survey items deemed relevant to the assessment of the General Education Program overwhelmingly averaged to a moderate satisfaction with the General Education Program during the three years sampled (70 items out of 75 averaged a rating of moderately satisfied). The one out of twenty-five items rated as less than moderately satisfied across all the sampling periods is contained in Table 3.

Table 3. Graduating Student Exit Survey Item Indicating less than Moderate Satisfaction
Encouraged student-faculty interaction out of class

Taken as a whole, the responses provided by alumni are general supportive of the relevant impact of the General Education Program. Responses provided by alumni to the items deemed relevant for the assessment of the General Education Program reveled a discrepancy of 25% or more to four items on either both samples (2007 and 2012) or on one occasion when there was no second sampling of the items. The four items that resulted in more than a 25% gap between the rated importance of a dimension and the CMU impact rating are presented in Table 4.

Table 4. Alumni Outcome Report Items with an Importance vs. Impact Gap Equal or Greater than 25%
Understanding interaction between humans and environment
Understanding international issues
Living personal and professional life according to my standards
Appreciating and exercising my rights as a citizen

Overall Direct Data
An evaluation of grades assigned in General Education Program courses, student ratings of instruction effectiveness and performance of a randomly selected sample of students on the Collegiate Learning Assessment suggest the General Education Program is working as expected.

The average grades obtained for courses aggregated within each of the three competencies and the four University Program areas were largely equivalent to the university average course grade. More specifically, average grades assigned in three components (Integrative and Area Studies**,**

Social Sciences, and Written English Competency) were largely equivalent to the university average course grade, average grades assigned in three components (Humanities, Mathematics Competency, and Natural Sciences) were significantly below the university average course grade, and the average course grade in one area (Oral English Competency) was significantly above the university average course grade. These data failed to support any particular bias, and suggest that students enrolled in the General Education Program are likely to experience a level of academic rigor that is typical of courses taught at Central Michigan University.

Instructor effectiveness rating provided by over 43,000 students who completed General Education Program courses were generally comparable the overall university averages. The only meaningful difference was for courses meeting the oral communication competence, and the instructor effectiveness ratings provided for was more positive than the overall university average (ES = .23).

As Shown in Table 5, seniors who completed the Collegiate Learning Assessment demonstrated mean scores comparable to the mean score obtained by students at the comparator institutions.

Table 5. Mean CLA Scores for CMU and Comparator Institutions				
Measure	**2009**		**2013**	
	CMU	**Comparator**	**CMU**	**Comparator**
Performance Task	1209	1216	1210	1162
Make-an-Argument	1225	1199	1184	1144
Critique-an-Argument	1252	1240	1209	1178

As show in Table 5, CMU students who complete the Collegiate Learning Assessment test during their freshman year demonstrated significant gains across tasks when compared to the scores they received when tested again their senior year.

Table 6. CLA Data for Freshman (2005) and Senior Years (2009)				
n	**Measure**	**Freshman Score**	**Senior Score**	**ES**
103	Performance Task	1111	1209	**.63**
100	Make-an-Argument	1102	1225	**.79**
100	Critique-an-Argument	1087	1252	**1.08**

Finally, during the past four years students have had the opportunity to enhance their training in working with ethnically and culturally diverse students. The annual number of students on the CMU main campus who were classified as minority or international students generally increased, as did the number of students engaged in study abroad.

Discussion and Implications

Although the overall findings are reasonably positive, several areas of concern emerged. First, the finding from the National Survey of Student Engagement documented that CMU seniors report engaging in less intense writing tasks than students at comparator institutions. Second, the National Survey of Student Engagement data reveal differences, albeit less strong, in the training in skills such as analyzing quantitative problems and making judgments about the value of information. Moreover, alumni explicitly endorsed concerns about whether the General Education Program

prepared them to better understand international issues and exercise their rights as citizens. Finally, the results of both the National Survey of Student Engagement and alumni surrey data suggest a need to expose students to more diverse individuals and cultures, as well for engagement in more civic responsibilities.

IV. CHANGES IN THE GENERAL EDUCATION PROGRAM - FALL 2014

Based on recommendations from various Academic Senate appointed committees that have studied the General Education Program (see Section I of this report) and consistent with the most recent evaluation of the General Education Program (see Section III of this report), significant changes to the General Education Program have been targeted for implementation in fall semester of 2014. These changes are organized according to whether the proposed changes impact the Competency, the University Program, or Study Abroad and Civic Engagement.

Changes in the Competencies

Two changes to the Competencies have been targeted for the fall of 2014. The Written English Competency has been expanded to ensure that students continue to excel in written expression and a new competency in Quantitative Reasoning has been added to codify the training students receive in quantitative reasoning.

Written English Competency

The current Written English Competency has two components: Written English requirements and Writing across the University Program. The Written English requirements consist of six credits of course work (ENG 101 Freshman Composition and ENG 201 Intermediate Composition) that primarily focus on teaching composition. The Writing Across the University Program (WAUP) component emphasizes writing as a mode of learning. The goal is to have writing help students learn the course content while increasing their written expression. The WAUP component requires all University Program courses to assign at least 50% of the course grade based on the WAUP criteria. WAUP assignments may consist of daily or weekly logs, short response papers, research or analysis papers, written journal responses, or any other written work appropriate to the content of the course. To foster variability amongst the University Program courses, courses may be exempted from the WAUP requirements if they are shown to require equivalent amounts of computation or public speaking.

The revised Writing Competency is designed to promote continuous growth and development of written expression by integrating writing throughout the curriculum. The two required composition courses (ENG 101 Freshman Composition & ENG 201 Intermediate Composition) remain in place. The WAUP requirement was decreased to 20% of the final grade to allow for a more flexible pedagogical style for University Program courses. The revised General Education Program takes effect in fall of 2014 and adds twelve credits in "Writing Intensive" course work. Writing Intensive courses require students to submit at least eighteen pages of written work, with a substantial number of pages requiring editing and rewriting. At least two of writing intensive courses must be in the University Program and emphasize writing as a mode of learning. The remaining two courses can be located outside of the University Program and emphasize writing finished products that communicate effectively.

The General Education Committee published a call for Writing Intensive course proposals (see Appendix C) and evaluated all submitted course proposals to make certain that the student outcomes complied with the specified writing intensive criteria. This qualitative analysis was specifically designed to ensure every approved course targeted the requisite student learning outcomes. The number of courses designated as Writing Intensive at the end of the fall 2013 semester is presented in Table 7. The current procedures for assessing the impact of this revised Writing Competency are outlined in The General Education Program: A Basic Document Set.

Quantitative Reasoning
A competency requirement in Quantitative Reasoning was added to the General Education Program starting with the fall semester of 2014. Quantitative reasoning involves the application of mathematics in applied contexts. The main goal is to establish a foundation for effective quantitative reasoning and problem-solving strategies useful for completing a program of study and relevant to the life activities of most people. Courses designated as meeting the quantitative reasoning requirement assist students to establish a foundation of effective quantitative reasoning and problem solving strategies relevant in the life activities of most citizens.

The General Education Committee published a call for Quantitative Reasoning course proposals (see Appendix C) and evaluated all submitted course proposals to make certain the student learning outcomes complied with the specified quantitative reasoning criteria. This qualitative analysis was specifically designed to ensure every approved course targeted the specified quantitative reasoning student learning outcomes. The number of courses designated as Quantitative Reasoning at the end of the fall 2013 semester is presented in Table 7. The actual impact of these courses on the overall student learning outcomes will be assessed using both performance and self-report data. The current procedures for assessing the impact of the Quantitative Reasoning Competency are outlined in The General Education Program: A Basic Document Set.

Table 7. Writing Intensive and Quantitative Reasoning Courses end of Fall 2013 Semester		
Category	**Approved**	**Online**
Writing Intensive – Non-University Program	65	3
Writing Intensive – University Program	41	4
Writing Intensive – Overall	**106**	**7**
Quantitative Reasoning – Non-University Program	23	3
Quantitative Reasoning – University Program	8	3
Quantitative Reasoning – Overall	**31**	**6**
TOTAL	137	13
Approved = the overall number of curses approved; Online = approved for online delivery format		

Changes in the University Program
The number of courses contained in the existing University Program has increased over time, as has the types of courses deemed relevant. As an example, there are currently 263 courses in the existing University Program with course numbers that range from freshman (100) to graduate level (582). Students are currently required to complete thirty credit house of study in the University Program. Beginning with the fall semester in 2014 the number of subgroups in the University

Program will decrease from nine to eight and the number of credit hours required in the University Program will decrease from thirty to twenty-seven credit hours.

Overall Changes to the University Program
Beginning with the fall semester in 2014 the University Program Subgroup IV A: Integrative and Area Studies will no longer be included in the University Program. This reduces the number of UP areas from nine to eight and the overall number of University Program credits will decrease from thirty to twenty-seven. That is, one three credit course will be required from each of the eight areas. In addition, every course in the University Program will have been recertified for fit using published student learning outcomes.

The General Education Committee published a call for course proposals for each of the eight area requirements (see Appendix D) and evaluated all submitted course proposals to make certain that the student outcomes complied with the specified criteria specified in one of the eight area requirements. This qualitative analysis was specifically designed to ensure every approved course targeted the proposed student learning outcomes. The number of courses approved for inclusion in the University Program at the end of the fall 2013 semester is presented in Table 8. The actual impact of these courses on the overall student learning outcomes will be assessed using both performance and self-report data. The current procedures for assessing the impact of the Quantitative Reasoning Competency are outlined in The General Education Program: A Basic Document Set.

Table 8. University Program Courses Approved end of Fall 2013 Semester				
Category	**Approved**	**WI**	**QR**	**OL**
I A: Human Events and Ideas	40	24		6
I B: The Arts	11	4		2
II A: Descriptive Sciences	20		2	11
II B: Quantitative and Mathematical Sciences	23		5	9
III A: Behavioral Sciences	8	1		1
III B: Studies in Social Structures	22	6	1	5
IV B: Studies in Global Cultures	36	7		3
IV C: Racism and Diversity in the United States	15	4		2
UNIVERSITY PROGRAM OVERALL	**175**	**46**	**8**	**39**
WI = approved for writing intensive; QR = approved for quantitative reasoning ; OL = approved for online delivery				

Changes to Study Abroad and Civic Engagement
Additional changes will be made to Group IV: Studies in Diversity and Global Cultures area of the University Program and implemented beginning in the fall semester of 2014. For instance, the ability to use study abroad credit to meet the subgroup IV B: Studies in Global Cultures

requirement will be clarified and strengthened. Moreover, international students who study on the Central Michigan University main campus can receive a waiver for the Studies in Global Cultures requirement. In addition, new applied experiences will be developed to encourage civic engagement by allow students to meet the requirement for three credits of study in subgroup IV C: Studies in Racism and Diversity in the United States. The actual impact of these changes on student learning will be assessed using performance based data.

The number of graduating seniors who used applied experiences to meet Group IV: Studies in Diversity and Global Cultures requirements will be assessed in the spring of 2014 and again in the spring of 2018. There is expected to be a significant increase in the number of students who obtain Group IV: Studies in Diversity and Global Cultures credit through completing applied experiences.

References

Fritz, C. O., Morris, P. E., & Richler, J. J. (2012). Effect-size estimates: current use, calculations, and interpretations. *Journal of Experimental Psychology – General*, *141*, 2-18.

APPENDIX A

COMPONENTS OF ACADEMIC SENATE APPOINTED COMMITTEE REPORTS

SPRING 2003 GENERAL EDUCATION TASK FORCE REPORT

RECOMMENDATIONS

1. Form a new General Education Task Force in Fall 2003. It should be a Senate committee, with members elected from the various departments. (One could argue that representation be limited only to those departments with courses in the UP, but that's debatable.) The Task Force should also include representatives of the administration, perhaps in a non-voting capacity, perhaps not. The General Education Coordinator can continue to chair the committee, albeit in a non-voting capacity.

> a. Update the charge of the new Task Force. The Task Force should follow the recommendations made by Smith et al. (2001), cited above in "The Revision Process" section.
> b. Request that the new Task Force submit a plan of action (including a timetable) by November 1, 2003.
> c. Revise the plan as needed and implement the first phase by January 15, 2004.
> d. Based on data obtained during the information-gathering stage of the Gen. Ed. revision process,
>> i. Revise the UP and "The University Program: A Basic Documents Set" as needed.
>> ii. Revise the WAUP and the "General Education Writing Policies," especially with respect to the purpose of writing in UP courses. Regardless of what form the WAUP takes in the future, we need to develop writing-intensive courses in the major and establish closer ties between the Writing Center and the WAUP (in whatever its future form)

2. Administer to a representative sample of students (seniors?) a criterion-referenced, standardized general education assessment instrument (e.g., College-BASE or The Academic Profile). In fact, at its final meeting of the 2002-2003 academic year, the General Education Council approved such a plan, which will be carried out by the General Education Coordinator and the Office of Academic Affairs (the details have yet to be worked out). This data should be made available to the new Task Force as soon as possible.

3. Eliminate altogether or alter the charge of the General Education Council:
> a. Abolish the Gen. Ed. Council and do one of the following:
>> i. Shift the responsibility for assessment to the Assessment Council, which could create a new subcommittee specifically for this purpose (although it's not clear whether this would actually help).
>> ii. Shift the burden of assessment to the departments and/or colleges that offer UP courses (i.e., make the responsibility for assessment "follow the money").
>> iii. Shift the burden of assessment to the Provost's Office, which has the resources and expertise to undertake programmatic assessment. (This option frightens people who are worried about the administration having too much control over assessment and how the data are used.)
> b. Retain the Gen. Ed. Council and its current responsibilities, but require departments and/or colleges to fund the Council's assessment activities, i.e., departments and/or colleges would pay fee to a Council cost center to fund assessment. The fee would be based on a percentage of the revenues generated by the UP courses offered by the department or

college. (Obviously, the details of this alternative have not been worked out, but this is yet another version of the "make-the-responsibility-for-assessment-follow-the-money" approach cited above).
c. Retain the Gen. Ed. Council but limit its responsibilities to promoting gen. ed. and perhaps evaluating assessment data provided by others (as cited in 3a. above). The Council would also coordinate faculty development workshops with the Faculty Center for Academic Excellence.

FALL 2005 PROGRESS REPORT: STEERING COMMITTEE FOR STUDYING GENERAL EDUCATION AT CMU

PROBLEMS THAT NEED TO BE ADDRESSED

A. After considering the issues identified from the surveys and discussions, the committee determined that the following are problems that need to be addressed.

1. Many members of the CMU community do not appreciate the importance of general education.
    a) Opinions and perceptions of general education—both what it is and what it should be—vary widely across campus.
    b) An undetermined but considerable number of students display limited understanding of and appreciation for general education and a liberal education.
    c) Newly hired faculty members may not understand the university's general education and how courses they teach should contribute to it. (The same is true for some faculty members who have been here a while.)

2. The administration of general education seems to be ineffective.
    a) The general education coordinator position should be re-defined and provided a budget and appropriate authority. Models used at other institutions should be considered (*e.g.*, full-time director or dean of general education, or college of general education).
    b) There is very limited assessment information about out general education program. The nature of the UP makes assessment problematical, especially with the current administrative structure (the general education council is charged with assessment of general education, an enormous amount of work for a single committee).
    c) Students often feel that they have not received adequate and consistent guidance from our academic advising system, leading to poor or inefficient choices.

3. The competency requirements are not ideally configured.
    a) WAUP is not functioning as intended. Among the faculty, this writing requirement was the most-often mentioned problem associated with general education at CMU. Alternatives to WAUP should to be evaluated, such as writing-intensive courses or sections for the UP, required writing-intensive courses in the major, *etc*. If some form of WAUP is maintained it should be renamed to make clear that speech and mathematics competencies are included (*i.e.,* public speaking or computation may be substituted for writing in WAUP).
    b) The mathematics competency may not be serving students well; a quantitative literacy or quantitative reasoning competency should be considered in its place.

c) Many students take their competency courses too late to be of much use in the rest of their curriculum. For instance, data for recent years show that perhaps 25% of students put off the mathematics competency until senior year, and a significant number of students fulfill the ENG 201 requirement late in their academic careers. A requirement for early completion of competencies (such as by the time students earn 56 credit hours) should be considered.

d) Requiring competency in additional intellectual skills such as critical thinking should be contemplated. How would such added requirements be incorporated into the program?

4. The structure of the UP should be re-examined.
   a) Some courses probably are inappropriate for the UP as it is defined, but (except for a few outliers) how can these be identified when opinions vary so much and interests are so vested?
   b) The definitions of groups and distinctions among subgroups need to be evaluated, perhaps changed. A program that offers fewer courses covering broader topics rather than many courses on narrow topics should be considered. Models used by other universities should be examined as possible alternative structures.
   c) Many students take some UP courses in their junior and senior years. This may or may not be problematic. Requiring some advanced course work as part the UP should be considered. Perhaps develop sequences of UP courses.

5. Resources to support general education are inadequate.
   a) An undetermined but considerable number of courses in the UP do not meet WAUP requirements (*i.e.*, do not use evaluation methods that require students to employ one or more of the three competencies).
   b) Section sizes are too large unless we adopt different methods and expectations for course evaluation. Proposals to reduce class sizes in competency and UP courses should be developed, certainly for any "writing-intensive" courses that currently exist or might be created as a part of WAUP reform. What resources would be needed and where would they come from?
   c) Other programs rely on the UP to generate revenue, and current budgeting models impede even modest changes. A proposal to address budget issues that would accompany any change must be developed.

FALL 2006 FINAL REPORT: STEERING COMMITTEE FOR STUDYING
GENERAL EDUCATION AT CMU

RECOMMENDATIONS

RECOMMENDATION # 1: Create a new position - Director of General Education

Committee members agree that the position of general education coordinator must be reconfigured if it is to support the general education program effectively. Adequate authority and sufficient resources are crucial. The coordinator must be able to support significant work such as implementing revisions, overseeing the curriculum, assessing the program, coordinating faculty development, and promoting general education; he or she must command the resources needed to get the job done right. Such resources should include—at a minimum—clerical support; a budget to conduct assessment, promotional, and faculty development activities; and FTE that could be used to fund release time for faculty members engaged in curricular innovation for general education. Innovations might include developing writing- intensive courses and QL courses (possibly new courses, possibly revisions of existing courses) needed to meet modified general education requirements. **A general education administrator must be in place if revision of the program is to proceed successfully.**

The Director of General Education should be a full-time, 12-month position. Duties of the Director will include:

- coordinating and assisting the work of all committees concerned with the general education curriculum and its assessment—including any *ad hoc* committees as well as the general education subcommittee and the general education council;
- providing leadership for the general education revision process;
- overseeing and reporting on the results of assessment of the general education program, working with the director of curriculum and assessment;
- establishing, facilitating, and promoting faculty development activities that will improve general education, in conjunction with FaCIT and WAC-WID;
- assessing and communicating resource needs to ensure effective support for general education;
- working closely with academic advisors (including summer orientation advisors) to ensure that students receive the best possible advice about general education in a timely manner; and
- promoting and advocating for general education campus wide, and to prospective students.
- teaching at least one general education class each year.

Implementing a revised general education program will entail a great deal of work, requiring a full-time administrator to oversee its completion. After the new program is in place, the

ongoing work of administering the program effectively, especially including effective ssessment, does warrant full-time attention. Summer responsibilities of the Director would include assessment data analysis, report writing and distribution, participating in freshman and transfer orientation, meeting with admission and orientation staff, and creating general education PR materials.

The Director shall be a tenured faculty member with significant experience in curricular issues and general education. The committee feels strongly that the Director must have a voice on the Council of Deans so that general education is represented at that level. Such representation would elevate the standing of general education on campus and facilitate its effective operation.

Problems addressed by this recommendation:

The revised Director of General Education position and list of duties were devised to address Problem #2, ineffective administration of general education (p. 2). Implementing effective program assessment and student advising are specifically included in the Director's duties. The Director will also coordinate the activities of the general education council and the general education subcommittee. Promotion of general education and faculty development are also included in the duties, allowing the Director to address Problem #1, lack of appreciation of general education (p. 2).

RECOMMENDATION # 2:   Strengthen the Competency Requirements

The Steering Committee agrees that students should achieve competency in skills including writing, speaking, and quantitative ability. These competencies will serve as a foundation for advanced learning in students' majors and degree programs, so should be completed within the first two years of study. Both of the models for revising the University Program (UP) require that students further develop basic competency skills as part of UP courses.

Recent changes have moved general education toward these goals. The English and Mathematics departments strengthened the writing (ENG 201) and mathematics (MTH 105) competency requirements. In addition, the Senate passed the "56-hour rule" requiring that all students complete competency requirements by the time they have earned 56 hours of credit.

Written English

The committee spent considerable time discussing the Writing Across the UP (WAUP) requirement. Members agreed that writing in addition to ENG 101 and 201 is essential for all students to achieve the overall outcomes of the writing competency requirement. The committee agreed that the overall goal of this requirement was to help students become competent writers, and identified the following learning outcomes for the additional writing component. Students will:

- further develop writing skills learned in ENG 101 (these skills include using the full composing process, applying rhetorical knowledge, and demonstrating consistent operational knowledge of conventions of Standard Written English);
- be able to write effectively in a variety of styles for a variety of purposes.

The Steering Committee recommends that the writing competency be as follows.

Students will still be required to pass (with a grade of "C" or higher) ENG 101 and 201. Students will have the same options for satisfying the ENG 101 requirement as they do now. In place of WAUP—which requires that all UP courses include significant writing (or speaking or computation), students will take three "writing-intensive" courses. The requirements for writing-intensive courses are somewhat different for the two alternative models for the UP, as described in Recommendation #3, below.

Quantitative skills

The Committee deliberated the benefits of a quantitative literacy (QL, also known as quantitative reasoning, QR) requirement. The current mathematics competency requirement (MTH 105) is not the same as quantitative literacy. Two of CMU's benchmark institutions— Illinois State and Indiana State— currently have a QL or QR requirement. The Mathematical Association of America recommends that all undergraduate degree programs educate students in quantitative literacy. QL is variously defined, but descriptions share the following elements as learning outcomes. Students will:

- demonstrate confidence with quantitative ideas and in applying quantitative methods;
- demonstrate a solid knowledge about numbers and arithmetic operations;
- understand measurement scales & units, precision & accuracy, correlation & significance;
- be proficient in data-based reasoning and statistics, including interpreting graphs, charts, tables;
- solve problems encountered in everyday life using mathematical tools;
- use and create models of real-world problems, and assess their advantages and limitations;
- evaluate and create analytical arguments, apply deductive reasoning;
- communicate quantitative information effectively.

The Steering Committee recommends that the quantitative competency be configured as follows. Students will demonstrate mathematics competency by passing MTH 105 (with a grade of "C" or higher), or by any of the other options for satisfying the existing mathematics competency requirement. The two models for revising the UP (described in Recommendation #3, below) also include options for a competency in quantitative literacy (QL). The specifics of a quantitative literacy requirement will be developed in consultation with the Department of Mathematics.

Oral English

The Committee agreed upon the following learning outcomes for oral communication competency. Students will be able to:

- speak publicly to large and small groups;
- construct and present a logical oral argument even with little preparation time;
- demonstrate good listening skills including evaluating speeches;
- understand group dynamics sufficiently to work productively in groups;
- use visual aids and technology effectively.

Recent assessment of the speech competency requirement conducted by the department of Communication and Dramatic Arts indicated that students are, in general, competent speakers by the end of a speech competency course. The assessment did not include the specific learning outcomes listed above, however, and the Steering Committee recommends that future assessment be conducted to determine whether these learning outcomes are being met.

RECOMMENDATION # 3:   Revise the University Program

The Steering Committee developed two alternatives for revising the structure of the University Program. These two models, described below, include an overall structure of general education and general goals for the university program. Some of the details of a revised UP will need to be determined by the implementation committee (see Recommendation #4, below).

Model A

Preamble
We must recognize that the general education program and the competency requirements cannot address every important educational goal.
The General Education Goals and Objectives (page 112 of the 2006-07 *Bulletin*) must be followed. Changes in General Education shall not increase the number of credits required for any group of
students.

Desiderata
- There should be an increase in student choice and flexibility in selecting courses.
- Students should have electives available to them within the University Program.
- The general education program must be straightforward to understand for students, advisors,
and faculty.
- Competencies and the general education program should be easy to administer.

- The value of the general education program must be transparent to students, advisors, and faculty.
- There shall be no more than 12 hours of required competency requirements and no more than 30 hours of University Program requirements.
- Any proposal submitted to the Academic Senate must be easily amendable.

THE GENERAL EDUCATION PROGRAM (MODEL A)   42 Credit hours

Competency Requirements: 12 hours
Writing: (6 hours) ENG 101*, ENG 201
Speech*: (3 hours) SDA 101 (or other currently-accepted equivalents) Quantitative*:   (3 hours) Any MTH or STA course numbered 105 or above, or a new
Quantitative Literacy course.

*Students may "test-out" of these three competencies. Same alternatives for satisfying ENG 101 as currently exist.

University Program: 30 hours
Humanities: (9 hours)
Human Events and Ideas - 3 hrs The Arts - 3 hrs
An additional course from either subgroup - 3 hrs

Natural Sciences: (9 hours)
At least one course must require quantitative competency as a prerequisite.
A course that includes a laboratory or a separate laboratory course is required.

Social Sciences: (9 hours) Behavioral Science - 3 hrs Social Structures - 3 hrs
An additional course from either subgroup - 3 hrs Elective (3 credits)

Additional Writing Component
In addition to the writing competency, students must take 3 courses (9 hrs) designated as writing intensive. A minimum of two of these courses must be in the UP. The third course may be any designated writing intensive class. For example, it is expected that many capstone classes will qualify as writing intensive.

Global Culture, Racism and Cultural Diversity Components
Students must take one course (3 hrs) designated as a study in a culture substantially different than one's own, or a global studies course, or a foreign language course, or a sign language course, or study abroad. This course may or may not be in the University Program. In addition, it may be a course in the major or minor.

Students must take one course (3 hrs) designated as a Study in Racism or Cultural Diversity.

This course may or may not be in the University Program. In addition, it may be a course in the major or minor.

Restrictions

1. Other than the laboratory science course, only one course per designator may be taken to satisfy the 30-hour University Program requirements.
2. Testing out of the competencies may only occur in the first year of a student's enrollment at CMU.
3. Courses in the University Program may not have a prerequisite with the same designator (except for competency courses which may be prerequisites).
4. Minimum grade point average of 2.0 in UP courses.
5. No more than 2 courses or 7 hours of CR/NC.

Comments About Model

Expectations

- It is expected that the present courses in Groups I, II, III will be included in this program.
- It is also expected that many of the existing courses in Group IV-subgroups B and C will either become classes in Groups I, II, or III, or will be identified as satisfying the Global Culture, Racism and Cultural Diversity component.
- The writing intensive component and global culture, racism and cultural diversity components could be double or even triple counted with appropriate UP courses.
- To accommodate the increase in groups I, II and III, more classes would need to be developed and more sections would need to be offered.

Differences between Model A and the present General Education Requirements

- Writing across the curriculum has been dropped and replaced with a requirement of several writing intensive courses.
- Nine credits (instead of six) are required in humanities, natural sciences, and social sciences.
- It offers an alternative quantitative literacy course that may be more relevant to the life experiences and future needs of many of our students than the old math competency, while keeping the old competency as an alternative (MTH 105 or above is required for every 200 level STAT course)
- The natural science group is no longer broken into "descriptive" and "quantitative" subgroups. However, one of the natural science classes must require quantitative competency as a prerequisite.
- While the old group IV-A has been dropped, the B and C subgroups now form the new components of general education—Global Culture, Racism and Cultural Diversity.
- Students have the option to satisfy part of the writing intensive component and global culture, racism and cultural diversity components outside of the University Program.

Problems addressed by Model A:
- Courses in sign language may be used for the requirement of a class in a culture substantially different than one's own, or a global studies course, or a foreign language course, or a sign language course, or study abroad. This was a consistent request heard in meetings with students last year.
- With these changes, there will be more flexibility and electives in meeting general education requirements. This was a consistent request heard in meetings with students last year.
- The model also allows for major/minor (non-UP) courses to be used to meet some of the components of general education. This was a common issue with students during our surveys and forums.
- The major problems it addresses are concerns with WAUP and quantitative literacy. It may also make it easier for students transferring in their junior year to receive UP credit.

Rationale for the recommended changes – Model A
- The resources promised when writing across the curriculum was introduced in the late 80's have not been realized. Class sizes have increased instead of decreased.
- This new program recognizes that there are classes offered outside the University Program that address the areas of global culture, racism and cultural diversity.
- Almost all departments are introducing intensive writing courses beyond the offerings in the University Program (i.e., capstone class). Departments should be rewarded for these more rigorous changes in their curriculum.
- The removal of the "descriptive science" subgroup removes the non-mathematical constraint of classes in the old Group II-A. So, we will no longer be required to offer science classes that are not allowed to use math.
- A requirement of nine credits each in humanities, natural science, and social science ensures that our students will engage with knowledge, methods, and instructors in three academic areas that are broadly defined, yet still intellectually and pedagogically coherent.
- The breadth of the categories allows flexibility for students to pursue established interests or to discover new ones. It encourages students to take intellectual risks without requiring them to do so in prescribed ways.

Possible Amendments
[Senators are free to suggest any amendments to any proposal placed before them. The following examples are meant to provide guidance when proposing an amendment.]

- 6 hours of writing intensive classes. No more than three of these hours may come from the major or minor.
- 12 hours of writing intensive classes. No more than six of these hours may come from the major or minor.
- Remove sign language from the cultural, global, language requirement.

- Remove the elective and replace it with the existing integrative and multi-disciplinary studies.
- Remove the elective and replace it with 3 credits of foreign language.
- Remove the elective and reduce the University Program to 27 hours.

Model B

Objectives – same as in 1991 statement of intent

THE GENERAL EDUCATION PROGRAM (MODEL B)   **42 Credit hours**

Competency Requirements: **15 hrs**
Written English   (6 hours) ENG 101 or 103*, ENG 201
Oral English (3 hours) SDA 101* (or other currently-accepted equivalents) Mathematics: (3 hours) MTH 105* (or other currently-accepted equivalents) Quantitative Literacy: (3 hours) New Course*

* Students may test out of these competencies.

University Program Requirements: 27 hours
Students must take at least two courses from each of the university program content-area groups (one from each subgroup):

1. Humanities and Arts (6 hours, one in each subgroup)
2. Natural Sciences, including a lab experience (6 hours, one in each subgroup)
3. Social Sciences (6 hours, one in each subgroup)
4. Perspectives (6 hours, one in each subgroup) A: Global Studies and Foreign Languages

B: Race and Gender Studies
Elective (3 hours) to reach 27 hour total. May be in any of the 4 groups.

Within the University Program, students must take designated "intensive" courses to develop competencies along with other intellectual and practical skills. These courses may be in any of the 4 groups. (Definitions and criteria for "intensive" courses are outlined below.)

Specifically, students must take:
Writing-intensive courses: 3 (9 hours)
Critical-thinking-intensive course: 1 (3 hours)
Quantitative-literacy-intensive course: 1 (3 hours)
Information-literacy-intensive course: 1 (3 hours)
Citizenship-and-public-ethics-intensive course: 1 (3 hours)

Restrictions
1. A course may be designated as "intensive" in only one of the above-mentioned areas.
2. Only one course per designator (with the exception of a separate laboratory course in natural science) may be taken to satisfy the 30-hour University Program requirements.
3. Limitations on student course selection: 27 hrs in UP, with three hours in each subgroup of each of four groups; courses taken in UP may also be taken as part of a major or minor unless otherwise restricted.
4. 9Minimum grade point average of 2.0 in UP courses
5. No more than 2 courses or 7 hours of CR/NC
6. No more than 3 hours of Study Abroad credit may be counted toward the UP.

Criteria for Intensive Courses
The purpose of the "intensive courses" is to provide intentional instruction in the skill or focus area. For all "intensive" courses, application of the skill in the context or subject of the course must be specifically included in the course content, and the majority of a student's final grade must be based on the exercise or application of the target skill.

Writing: A writing intensive course focuses on discipline-appropriate writing and is designed to use writing so that students come to know subject-matter more deeply rather than more broadly. The instructor does certain things that characterize the effective implementation of a writing component in any course, namely:
   a) provides, in writing, detailed assignment information;
   b) provides both guidelines and time for students to engage in requisite "pre-drafting" activities;
   c) provides examples—both professional and student-written—of the expected writing products.
   d) Provides occasions for mid-process review of drafts, including, perhaps, peer review/collaboration;
   e) Provides both oral and (especially) written editorial responses to student drafts.

Suggested: at least 10% of the content and at least 70% of the grade must be based on writing.

Higher Order Critical Thinking: A higher order critical thinking intensive course focuses on the ability of students to analyze information and ideas carefully and logically from multiple perspectives. This skill is demonstrated by the ability of students to:
   a) analyze complex issues and make informed decisions
   b) synthesize information in order to arrive at reasoned conclusions
   c) evaluate the logic, validity, and relevance of data and ideas

Suggested: At least 30% of the content and at least 60% of the grade must be based on higher-order critical thinking skills.

Quantitative Literacy: A quantitative literacy intensive course may include necessary instruction in numerical, statistical, and mathematical techniques for analysis and communication of data, but must focus primarily on application of such techniques within the subject of the course. This list of numerical, statistical, and mathematical techniques is not exhaustive, as issues of measurement, choice of techniques in different contexts, modeling, and reasoning would also be relevant. (Note: The learning outcomes listed on p. 6 and these criteria for the QL-intensive course were developed in consultation with the Mathematics department's quantitative literacy committee.)

Suggested: At least 30% of the content and at least 60% of the grade must be based on quantitative literacy.

Information Literacy: An information literacy intensive course focuses on the following:
   a) determining the extent of information needed;
   b) finding effective and efficient ways to access the needed information;
   c) evaluating information and its sources critically; and
   d) incorporating selected information into the issue or problem at hand.

Suggested: At least 30% of the content and at least 60% of the grade must be based on information literacy.

Citizenship and Public Ethics: A citizenship and public ethics intensive course focuses on
   a) social or ethical reasoning from historical and contemporary perspectives, or
   b) recognition of ethical issues pertinent to field or discipline

Suggested: At least 70% of the course content must be based on citizenship and public ethics issues.

Comments About Model B

Expectations
   • Courses are admitted into the University program part of General Education by demonstrating that they meet the description and criteria of the relevant group and subgroup.
   • No change in rules for those who may teach in the UP.
   • No change in process for approval of courses to be included in the UP.

Differences between Model B and the present General Education Requirements
   • Writing across the UP has been replaced with a requirement of three writing intensive

courses.
- Quantitative literacy has been added as a basic competency.
- Basic competencies and additional skills will be developed in the UP: critical thinking, quantitative literacy, information literacy, and citizenship and public ethics.
- Subgroup IV-A is deleted.
- Subgroup IV-B, studies in global cultures, is renamed Global Studies and Foreign Languages and subgroup IV-C, studies in racism and cultural diversity in the United States, is renamed Race and Gender Studies. Specific definitions and learning outcomes for these revised subgroups are yet to be determined.
- We are not recommending changes in the other subgroups, nor are we recommending not to change. Rather, we recommend that discussion of the appropriateness of the subgroup definitions and student learning outcomes be taken up by the implementation committee.

Rationale for the recommended changes – Model B
The recommended changes in model B were created to address two things. First, the suggestions address problems with the existing general education program (several of those identified by the Steering Committee). Second, model B aligns the general education program more closely with the university's stated goals for liberal education.

Problems addressed by the recommended changes
- This model addresses the issues presented as Problem #3: competency requirements (see p. 3).
-

Recommended requirement include writing-intensive courses (in place of WAUP), quantitative literacy/reasoning (both basic competency and more advanced application), and training in additional intellectual and practical skills (critical thinking and information literacy). The completion of all competency requirements by 56 hours is already approved.
- Issues presented as Problem #4 (structure of the U.P., see p. 4) are only partly addressed. The Committee reconfirmed the importance of the three knowledge areas (arts & humanities, natural sciences, social sciences). After discussion, the Committee agreed that specific definitions of groups and subgroups should be decided by the implementation committee, in consultation with the faculty representing those disciplines. In this model, subgroup IV-A is deleted. Although there are many good courses in this subgroup, the goals of IV-A are only tangentially related to the established goals of general education. It is likely that many of these courses could be modified to fit into other UP groups.

University Goals met by the recommended changes
- The quantitative literacy requirement was created to meet **General Education Goal A**, which includes "developing college-level competencies in … quantitative reasoning and interpretation."
- The "intensive" courses in critical thinking and information literacy are designed to

meet **General Education Goal B**, "Learning to examine and solve problems through intellectual process skills, such as comprehension, translation, interpretation, extrapolation, application, analysis, synthesis, and evaluation. Library and research skills are important accompaniments of these processes." The skills listed for solving problems are critical thinking skills, and information literacy includes library and research skills.

- The "intensive" course in citizenship and public ethics was designed to ensure that all students achieve **CMU goal #1** ("Provide a quality, broad undergraduate education to prepare students for a thoughtful life of service to the community…"), **CMU goal #4** ("Encourage the practice of values pertaining to professionalism, character and citizenship, including concern for the welfare of humanity, dedication to public service and awareness of the social issues…"), and **CMU goal #8** ("Provide an environment that allows for broad-based community involvement and participation in democratic civic life").

Challenges posed by recommendation #3 include:
- record-keeping for the "components" (model A) or "intensive courses" (model B), although we are assured that Campus Management will be able to handle this readily;
- advising, especially during the transition period (again, Campus Management should help make advising straightforward, using the degree audit function that is now being developed);
- the work involved in creating new courses. or revising existing courses, or both; and
- finding the resources necessary to implement the recommended changes.

RECOMMENDATION # 4: Complete the Revision Process

When the Senate adopts one of the models and directs that revision of the general education program proceed, a new committee, the implementation committee, must be established to oversee that work. Smaller working groups—that focus on specific details of the implementation plan and report to the implementation committee—should be established to finalize the revised program. The Steering Committee recommends that this work continue without delay. The specific tasks to be undertaken by the implementation committee depend upon which model is accepted by the Senate.

SPRING 2009 REVISION TO THE GENERAL EDUCATION COMMITTEE OUTLINED IN

THE CURRICULAR AUTHORITY DOCUMENT

GENERAL EDUCATION COMMITTEE
Overview
The General Education Committee is an Academic Senate curricular body that serves as the faculty advisory and policy-making body for the General Education Program. The committee develops, reviews, and evaluates programs and policies pertaining to the operation of the General Education Program. As the primary advisory body for the Director of General Education, the committee is tasked with assessing the overall quality and impact of general education in undergraduate education. The committee publishes in its minutes curricular proposals concerning the General Education Program. The General Education Committee can also initiate curricular proposals relevant to the General Education Program.

I. Charge
A. Consider the following curricular items for final approval:
Course related
> 1. New course requests to be added to the University Program. If the General Education Committee does not approve a new course it may proceed to the UCC or Graduate Committee for consideration as a non-General Education course.
> 2. Changes to current University Program courses.
> 3. Master course syllabus 7-year review for all University Program courses.

Program related
> 1. Items pertaining to the General Education Program component of all undergraduate degrees.

B. Consider the following curricular items and make recommendations to the Academic Senate for final approval:
Program related
> 1. Any modifications of the University Program.
> 2. Any modifications of the Competency Requirements for general education on all undergraduate degrees, including the methods and procedures through which equivalency may be demonstrated.

C. This committee shall regularly study and maintain a database on the functioning of the University Program and monitor adherence to University Program regulations. Through a process of continuing review and re-certification during a seven-year cycle, this committee will evaluate each course for continuing compliance with requirements and suitability in terms of satisfying the goals of the University Program and of the respective University Program group and subgroup.

D. This committee shall evaluate CMU"s General Education Program. This evaluation shall include but is not limited to:

> 1. Assessment of educational outcomes for students such as range of knowledge, methodological understanding, ability to comprehend, analyze, and write about materials appropriate to different groups within the Program; and competency requirements;
> 2. Oversight of and recommendation of changes to the General Education Program, review and assessment of the Program and Subgroups standards, goals, and competencies;
> 3. As part of its review of University Program subgroups and competencies, offer recommendations concerning recertification to the General Education Committee;
> 4. Trends in general education nationally but especially at institutions comparable to CMU.

E. This committee shall develop recommendations for:

> 1. Effective student advising within the Program;
> 2. Utilizing interdisciplinary techniques in General Education Program courses;
> 3. Educating faculty regarding the philosophy, goals, and requirements of the General Education Program;
> 4. Promoting the General Education Program.

F. The committee shall consider and forward unresolved appeals regarding its decisions to the Academic Senate upon request of the party initiating the proposal.

> 1. Upon request, the initiator of a proposal has the right to receive a written statement from the committee setting forth reasons for the decision or non-approval of the proposal under question. The request must be made in writing within ten (10) calendar days from receipt of notice regarding the committee's decision.
> 2. Appeals must be based on one or more of the following alleged grounds:
> a. A violation of procedure that has adversely affected the decision;
> b. Misinterpretation or misapplication of an existing curricular policy;
> c. Departure from past practice without adequate justification;
> d. Arbitrary and capricious action.
> 3. The appealing party has the responsibility to prepare and send the appeal to the chair of the General Education Committee within twenty (20) calendar days from receipt of the committee's written statement of reasons. The appeal shall include:
> a. The curricular proposal under consideration
> b. The subcommittee's decision and written reasons
> c. The grounds for the appeal with supporting documentation
> d. A written request to forward the appeal to the Academic Senate if the matter cannot be resolved at the current level.
> 4. The appealing party has the right to receive written notification from the Academic Senate regarding final disposition of the appeal.
> 5. For purposes of this appeal process, the "calendar days" does not include

university holidays or recesses, but does include Saturdays and Sundays during the fall and spring semesters. As a result, some appeals stemming from decisions made just prior to the end of spring semester may have to wait until the start of fall semester to begin or to complete the appeal process.

G. This committee shall also serve as the reviewing body for student curricular appeals concerning University Program and competency requirements when referrals are made to the committee by the Board of Appeals.

II. Membership

A. The General Education Committee shall consist of eighteen members, with 14 faculty members nominated and elected by the Academic Senate:

Two (2) faculty representing the humanities

Two (2) faculty representing the natural sciences

Two (2) faculty representing the social sciences

One (1) faculty representing integrative and area studies

One (1) faculty representative from each college: health professions, business administration, education and human services, humanities and social and behavioral sciences, communication and fine arts, and science and technology)

One (1) faculty representative from the library

One (1) faculty member selected by the undergraduate curriculum committee from its members

One (1) student nominated by the student government association and elected by the academic senate

General education program director, *ex officio*, non-voting

Director of the Multicultural Education Center, *ex officio*, non-voting

B. Individuals elected by the senate to the General Education Committee as representatives of the Humanities (Group I) or the Natural Sciences (Group II) or the Social Sciences (Group III) or Integrative and Area Studies (Group IV) must have been approved to teach and must have signed on the master syllabus of at least one of the courses included in those respective groups.

C. Members shall hold three-year staggered terms except the UCC member, whose term on the General Education Committee shall end when the UCC term ends. The student member's term shall be one year.

D. Successive Terms: Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.

III. Academic Senate Policy on Standing Committee Attendance

If a member misses three consecutive meetings (excused or unexcused) of any senate standing committee (to which that person has been appointed), the member will be terminated from that committee and replaced.

Approved by the Academic Senate 11/03/09;
Revised by the Academic Senate 4/06/10

SPRING 2010 REPORT FROM THE IMPLEMENTATION COMMITTEE - REVISED

Revised General Education Program

I.   Introduction

The courses within the General Education Program reflect one of Central Michigan University's most fundamental commitments to its students and to the people of Michigan. The goal of the General Education Program is liberal education:

> Liberally educated persons know about the basic forces, ideas, and values that shape the world, and about the structure of organized human knowledge–the arts and humanities, natural and social sciences, and their values, perspectives and methods. They are skilled in reasoning, writing, speaking, problem solving, using and interpreting quantitative information, in working with others, including those of diverse ethnic and cultural background, and in thinking reflectively about themselves as individuals and as members of society (CMU Bulletin, p.117).

II.   A Competency Course in Quantitative Reasoning

A competency requirement in Quantitative Reasoning will be added to the Competency Requirements of the General Education Program.

Quantitative Reasoning (QR) involves mathematics and quantitative reasoning used in context, as it arises in diverse, real situations. The overarching goal of a competency course devoted to Quantitative Reasoning is to assist students to establish a foundation of effective quantitative reasoning and problem solving strategies that: 1) is needed for the completion of their degree program of study, 2) will remain with them throughout life, and 3) is relevant in life activities of most citizens.

Competency courses in Quantitative Reasoning will:

1.   Have a sufficiently low student-to-instructor ratio to ensure course quality and to meet the course guidelines and learning outcomes. Course proposals must explain the projected enrollment and the logistics of how the course objectives will be met. This explanation will be one of the criteria the General Education Committee will use to evaluate the course proposal and decide whether to approve the course as QR.

2.   Require students to work on projects where they select, retrieve, and apply skills and reasoning derived from mathematics, as well as quantitative reasoning in order to analyze problems and provide solutions.

3.   Provide opportunities, via group work and class discussions, for students to consult resources, solicit feedback, refine performances, and revise products.

4.   Provide realistic problems that reflect various contexts of civic and personal life likely to affect most citizens, which maintain a level of complexity, ambiguity,

and open-endedness that will allow for meaningful learning and improvement of performance.

5. Have at least one weekly assignment that requires students to apply appropriate habits of mind to solve a significant QR problem within a situational context, such as noted in (4) above. These assignments will be assessed by the instructor, who will critique the process by which the answer was derived and offer advice about how to improve the process.

6. Have at least two examinations that include problems similar to the required weekly assignments noted above in (5). These examinations may include multiple-choice, true-false, and short answer questions, but these collectively may not account for more than 50 percent of the total grade on the exam.

In selecting courses to meet Quantitative Reasoning competency, the General Education Subcommittee will use the following criteria. A Quantitative Reasoning Competency Course has a design that teaches students, using situations that appear in common life, the following abilities:

1. The ability to:
   a. represent quantitative information symbolically, visually, numerically, and verbally.
   b. interpret graphs, tables, and schematics and draw inferences from them.
   c. use number sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems.
   d. utilize measurement to describe geometric, physical, and other quantities (such as weight, area, volume, time) for precision and accuracy.
   e. apply basic statistical concepts and basic data analysis to describe and interpret issues and draw valid conclusions.
   f. analyze and assess issues involving risk and chance using probability concepts.

2. The ability to apply QR skills and appropriate habits of mind to:
   a. formulate and analyze models to make predictions, draw conclusions, and judge the reasonableness of the results.
   b. estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.
   c. evaluate and create logical and quantitative arguments.
   d. communicate mathematical and statistical ideas to others.

III. Courses in the University Program

The general education program will be improved by ensuring that all courses adhere to the criteria set forth in the Basic Documents Set. This will provide a more coherent and communal educational experience within the current university program.

The UP will be entirely reconstructed. In selecting courses for the new UP, the General Education Subcommittee will use the following guidelines:

1. The new UP will keep groups I, II, and III and their subgroups. Subgroup IV-A will be deleted from the UP and a note will be added to the Bulletin saying that this is no longer required. The current subgroups IV-B and IV-C will remain unchanged, maintaining the existing titles. Group IV will be titled "Studies in Diversity and Global Cultures."
2. Courses should be broadly representative of their disciplines. A course should expose students to the analytical methods and the worldview of the disciplines in the subgroup rather than content only.
3. Course syllabi must address each of the learning outcomes objectives for their proposed subgroup contained in The University Program Basic Documents Set, in addition to objectives specific to the subject matter.
4. For application or resubmission as a general education course, departments must submit along with the syllabus a statement that provides a rationale for how the course fits with the goals and objectives of the general education program and the specific subgroup.
5. Courses, as reflected in the syllabus, are encouraged to address applications to and implications for diverse populations when appropriate to the subject matter.
6. Courses that have an interdisciplinary perspective or focus are encouraged.
7. Selected courses must clearly identify a need for any prerequisites.
8. The course represents an appropriate discipline or genre in the subgroup.
9. The course matches the goals of a liberal education as well as the theme and learning objectives specified for the subgroup.
10. General Education courses should be designed to provide, where practical, opportunities for students to reinforce skills and knowledge developed in other courses and groups. Skills in mathematics and quantitative reasoning, writing and speaking skills, an understanding of diversity and global issues, and the connections between disciplines, should be reinforced throughout the general education program.

IV. **The University Writing Curriculum**
The CMU writing curriculum is designed to promote a *culture of writing* that fosters continuous growth and development for students as writers by integrating writing throughout their college careers. The curriculum consists of three overlapping but distinct components:

A. Writing competency courses (ENG 101 and ENG 201). These courses focus solely on teaching writing *in general*, as a process, craft, and skill.

B. Writing Across the University Program [WAUP]. These courses primarily emphasize writing as a mode of learning, as a tool to help students learn the course content and to increase students' fluency. Each course offered as a part of the

University Program must require writing assignments that comprise at least 20% of the grade. These assignments may consist of daily or weekly logs, short response papers, research or analysis papers, written journal responses, or any other written work appropriate to the content of the course. Courses may be exempted from the writing requirements if they are shown to require equivalent amounts of computation or public speaking.

C.   Four writing intensive (WI) courses, two of which must be in the UP. These courses include both writing as a mode of learning and as a process; they emphasize the inquiry methods, genres, and writing styles of *specific disciplines or professions*.

Goals of Writing Intensive Courses

1.   To use writing to help students learn course content and methods. This goal focuses on "writing to learn." "Writing to Learn" assignments and activities will vary from one discipline to the next; however, they are designed to support course objectives, intensify student engagement, increase writing fluency, and help prepare students for future, more formal writing assignments.
2.   To promote writing in discipline-specific contexts so that students can continue to develop as writers and thinkers. This goal focuses on students' "learning to write." The purpose of writing assignments in this category is to introduce or give students practice with the language conventions, writing styles, and formats of a specific discipline or profession.

Writing Intensive Guidelines

1.   Each WI course must include at least 18 pages of writing or must base 70% of the course grade on an evaluation of student writing.
      a.   In WI courses in the UP, emphasis should be placed on using writing as a mode of learning. Three to five pages should be graded as formal products that have undergone revision.
      b.   In WI courses outside the UP, emphasis should be placed on writing finished products that communicate effectively. At least ten pages should be graded as formal products that have undergone revision.
2.   To ensure course quality and to meet the course guidelines and learning outcomes, WI courses must have a sufficiently low student-to-instructor ratio. Course proposals must explain the projected enrollment and the logistics of how the course objectives will be met through writing and how the writing will be evaluated. This explanation will be one of the criteria the Writing Committee will use to evaluate the course proposal and decide whether to recommend approval of the course as WI to the General Education Committee.
3.   WI learning outcomes must be included in the individual teaching syllabi.

4. Each WI course should integrate a sequence of writing assignments throughout the semester that allows sufficient time for instructor and/or peer feedback and for student revision in the case of assignments that are graded as formal products.

5. The instructor must explicitly address with students writing issues relevant to the class and assignment (e.g., face-to-face in class, on Blackboard, in a podcast, in handouts or other instructional materials, etc.).

6. The instructor will provide written instructions that clearly define each writing assignment, addressing, for example, its purpose, audience, writer/reader relationship, genre/format, and grading criteria.

Learning Outcomes of Writing Intensive Courses
Students will come to understand writing as a mode of learning, as a process, and as a means of communication that includes disciplinary conventions. Each writing intensive course must help students reach many of the goals listed below, as appropriate to the course and as listed on the teaching syllabus.

Courses within the UP, which *primarily*, though not exclusively, use writing-to-learn assignments, will help students:
1. Use writing as a tool for learning course content.
2. Use standard written English or the language of the course.
3. Engage in a process of drafting, revising, and editing assignments that will be graded as finished products so that students must integrate feedback on drafts they have received from the instructor and/or peers.
4. Select, analyze, and evaluate information/data from a variety of sources.
5. Draw valid conclusions from information.

In addition to the above outcomes, WI courses outside the UP will also help students:
1. Analyze, evaluate, and limit topics, and develop clear, arguable, and/or researchable theses from them.
2. Use writing to engage in the inquiry methods appropriate to the discipline or profession.
3. Use the discourse conventions of a discipline or profession (e.g., lines of argument, genre features, writing style, citation format, etc.)
4. Engage in the various stages of the writing process, i.e., planning, drafting, revising, and editing.
5. Produce finished products that communicate effectively within disciplinary contexts.

V.   Oversight, Assessment and Faculty Development

A.   *General Education Director.* A full-time General Education Director will oversee the General Education Program and report to the Vice Provost's Office. The

Director will serve as an *ex officio*, non-voting member of the General Education Committee.

B. *Writing.* The CAD will be revised to establish a University Writing Committee to review and make recommendations to the General Education Committee on proposed writing courses. Membership will be determined by the Academic Senate, but will include representation from the ENG composition faculty and from colleges that teach Writing Intensive courses. The University Writing Committee will plan and conduct assessment of the University's writing curriculum. The director and staff of the CMU Writing Center in coordination with FaCIT will provide support and training to faculty teaching WI courses.

C. *Transfer Courses.* A person who transfers from a community college in Michigan with a transcript documented as having satisfied MACRAO Agreement will also have satisfied the UP portion of the General Education requirements and will be required to take *two* (rather than four) Writing Intensive Courses. For transfer students without complete MACRAO, transcripts will be evaluated on a course-by-course basis. Students with no more than 12 hours remaining in their Transfer Block option for the University Program will be required to take *two* (rather than four) WI courses. Completion of the MACRAO by transfer students does not waive the QR requirement. A course may meet the QR or WI requirement if it transfers as an equivalent to a CMU course previously approved as QR or WI. Transfer students who enter CMU with 56 or more credit hours must complete the QR requirement by the end of the second semester at CMU. The Board of Appeals will evaluate transfer credit for UP courses that students want to also count as WI courses.

On 2/1/11, the Academic Senate voted to exempt the Quantitative Reasoning competency from the Bulletin requirement that competencies must be completed within the first 56 credit hours.

On 2/15/11, the Academic Senate approved the following addendum of understanding:

"The General Education Committee believes it is capable of carrying out the tasks assigned to it in the CAD in a thorough and timely manner without the establishment of a new standing Writing Committee. Instead of revising the CAD to form a new Writing Committee, the General Education Committee will establish an ad hoc subcommittee of the General Education Committee to work on a variety of tasks related to writing within the General Education Program, including developing rubrics for scoring Writing Intensive course proposals. The expectation is that tasks assigned to this subcommittee will change over time."

Approved by Senate: 5/4/10
Revised by Senate: 2/1/11, 2/15/11

APPENDIX B

**ITEMS FROM THE NATIONAL SURVEY OF STUDENT ENGAGEMENT,
GRADUATING STUDENT EXIT SURVEY, AND UNDERGRADUATE
ALUMNI OUTCOMES REPORT**

COMPETENCIES

NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS:

1b) Made a class presentation

1c) Prepared two or more drafts of a paper or assignment before turning it in

1d) Worked on a paper or project that required integrating ideas or information from various sources

3c) Number of written papers or reports of 20 pages or more

3d) Number of written papers or reports between 5 and 19 pages

3e) Number of written papers or reports of fewer than 5 pages

4a) Number of problem sets that take you more than an hour to complete

4b) Number of problem sets that take you less than an hour to complete

11c) Writing clearly and effectively

11d) Speaking clearly and effectively

NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS: (CMU Specific)

1b) Made a class presentation

1c) Prepared two or more drafts of a paper or assignment before turning it in

1d) Worked on a paper or project that required integrating ideas or information from various sources

1e) Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

1h) Worked with classmates outside of class to prepare class assignments

2a) Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form

2b) Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components

2c) Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

2d) Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data assessing the soundness of their conclusions

2e) Applying theories or concepts to practical problems or in new situations

2f) Explain in writing the meaning of numerical or statistical data

2g) Write in the style and format of a specific field (engineering, history, psychology, etc.)

2h) Include drawings, tables, photos, screen shots, or other visual content into your written assignment

2i) Create the project with multimedia (web page, poster, slide presentation such as PowerPoint, etc.)

3f) Asked you to give feedback to a classmate about a draft or outline the classmate had written

3g) Asked you to write with classmates to complete a group project

3h) Asked you to address a real or imagined audience such as your classmates, a politician, non-experts, etc.

GRADUATING STUDENT EXIT SURVEY ITEMS:

1) Write effectively

2) Speak effectively

3) Read and comprehend effectively

4) Interpret quantitative information

UNDERGRADUATE ALUMNI OUTCOMES REPORT ITEMS:

13) Recognizing and using effective verbal communication

14) Defining and solving problems

16) Recognizing and using effective writing skills

AREA REQUIREMENTS

NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS:

6f) Learned something that changed the way you understand an issue or concept.

11a) Acquiring a broad general education

GRADUATING STUDENT EXIT SURVEY ITEMS:

7) Critically evaluate information from different sources

11) Understand American society and culture

12) Understand human behavior and societal issues

13) Recognize events that shaped the human experience

14) Appreciate the fine arts

15) Appreciate scientific inquiry

17) Prepared me to understand complex issues and problems in life outside the university

21) Required me to organize ideas and information into new, more complex interpretations

22) Emphasized a multi-disciplinary viewpoint

UNDERGRADUATE ALUMNI OUTCOMES REPORT ITEMS:

1) Learning about existing/emerging career options

5) Understanding interaction between humans and environment

7) Understanding international issues

15) Understanding and appreciating art, music, etc.

WORKS WELL WITH OTHERS

NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS:

1e) Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments

1g) Worked with other students on projects during class

1h) Worked with classmates outside of class to prepare class assignments

1u) Had serious conversations with students of a different race or ethnicity than your own

1v) Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values

6e) Tried to better understand someone else's views by imaging how an issue looks from his or her perspective

7d) Worked on a research project with a faculty member outside or course or program requirements

7f) Study abroad

8a) Quality of relationships with other students

8b) Quality of relationships with faculty
8c) Quality of relationships with administrative personnel and offices
11h) Working effectively with others
GRADUATING STUDENT EXIT SURVEY ITEMS:
20) Improved my ability to respect other people and their ideas
UNDERGRADUATE ALUMNI OUTCOMES REPORT ITEMS:
4) Getting along with people of different race, ethnicity, religion
10) Getting along with people whose opinions differ from mine
17) Working cooperatively in groups, team member

REFLECTIVE ABOUT SELF AND SOCIETY
NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS:
1e) Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
1k) Participated in a community-based project (e.g. service learning) as part of a regular course
1s) Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)
1u) Had serious conversations with students of a different race or ethnicity than your own
1v) Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values
6c) Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)
6d) Examined the strengths and weaknesses of your own views on a topic or issue
6e) Tried to better understand someone else's views by imaging how an issue looks from his or her perspective
6f) Learned something that changed the way you understand an issue or concept
11k) Understanding yourself
11l) Understanding people of other racial and ethnic backgrounds
11m) Solving complex real-world problems
11n) Developing a personal code of values and ethics
GRADUATING STUDENT EXIT SURVEY ITEMS:
8) Critically evaluate my personal values
9) Understand global cultures
10) Value cross-cultural perspectives
23) Emphasized the importance of citizenship and public service
UNDERGRADUATE ALUMNI OUTCOMES REPORT ITEMS:
2) Living personal and professional life according to my standards
3) Appreciating and exercising my rights as a citizen
6) Developing and using leadership skills
11) Understanding and appreciation cultural/ethnic differences

OVERARCHING OBJECTIVES
NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS:

2b) Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components

2c) Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships

2d) Making judgments about the value of information, arguments, or methods, such as examining how others gather

2e) Applying theories or concepts to practical problems or in a new situation

2f) Explain in writing the meaning of numerical or statistical data

4a) Prepare a portfolio that collects written work from more than one class

11e) Thinking critically and analytically

11f) Analyzing quantitative problems

GRADUATING STUDENT EXIT SURVEY ITEMS:

5) Think critically

6) Solve problems

UNDERGRADUATE ALUMNI OUTCOMES REPORT ITEMS:

8) Thinking objectively

12) Developing original ideas/products

18) Analyzing and drawing conclusion from various data

19) Accessing/Using a variety of information sources

ACADEMIC EXPERIENCE

NATIONAL SURVEY OF STUDENT ENGAGEMENT ITEMS:

1a) Acquiring a broad general education

1s) Worked with faculty members on activities other than coursework (committees, orientation, student life activities, etc.)

3b) Number of books read on your own (not assigned) for personal enjoyment or academic enrichment

6a) Attended an art exhibit, play, dance, music, theatre or other performance

7c) Participate in a learning community or some other formal program where groups of students take two or more classes together

7d) Work on a research project with a faculty member outside of course or program requirements

8b) Relationships with faculty members

8c) Relationships with administrative personnel and offices

9a) Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)

10f) Attending campus events and activities (special speakers, cultural performances, athletic events, etc.)

13) How would you evaluate your entire educational experience at this institution?

GRADUATING STUDENT EXIT SURVEY ITEMS:

18) Emphasized memorizing information

19) Emphasized applying information

23) Emphasized the importance of citizenship and public service

24) Were taught by excellent instructors

25) Encouraged student-faculty interaction out of class
26) Modeled an environment that supported personal and academic integrity
UNDERGRADUATE ALUMNI OUTCOMES REPORT ITEMS:
9) Lifelong commitment to learning

APPENDIX C

CALLS FOR WRITING INTENSIVE AND QUANTITATIVE REASONING COURSE PROPOSALS

CALL FOR WRITING INTENSIVE COURSE PROPOSALS

The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the newly established Writing Intensive designator.   Students are required to complete four courses that have a Writing Intensive (WI) designator. Two of the four courses must be in the UP.   The goal is to have a mixture of UP courses and courses in majors to give students both flexibility in scheduling and practice for writing in their disciplines.   The information below provides guidelines for submitting MCS that include a Writing Intensive component. The expectation is that a successful submission will attend to information contained in both the core course competencies and the specific evaluative criteria detailed below.

Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Core Requirements
To be designated a Writing Intensive course, a MCS must explicitly address the following components, with additional explanations provided on a "Proposal Submission Form" (attached).
1. The course must include at least 18 pages of writing OR must base 70% of the course grade on an evaluation of student writing.

    - For University Program courses, emphasis is placed on using writing as a mode of learning. Three to five pages should be graded as formal products that have undergone revision.

    - For courses outside the University Program, emphasis is placed on writing finished products that communicate effectively. At least ten pages should be graded as formal products that have undergone revision.

2. WI learning outcomes must be included in the MCS along with content area outcomes.

3. The course must integrate a series of writing assignments. For assignments graded as formal products, the sequence must allow sufficient time for instructor (and possibly peer) feedback for student revision and include purpose and grading criteria.

4. The course must have a "sufficiently low student-to-instructor ratio" to ensure course quality and learning outcomes.

Outcomes for WI Program courses

Students will demonstrate their ability to
    - Use writing as a tool for learning course content.

- Engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
- Select, analyze, and evaluate information/data from sources.
- Draw valid conclusions from information.

In addition to the above, WI classes in the majors will include the following outcomes.

Students will demonstrate the ability to:
- Analyze, evaluate, and develop arguable and/or researchable theses.
- Use writing to engage in the inquiry methods appropriate to a discipline or profession.
- Use the discourse conventions of a discipline or profession (e.g., lines of argument, genre features, writing style, citation format, etc.)
- Produce finished products that communicate effectively within disciplinary contexts.

MCS and WI Designation

To accommodate flexibility for student planning, faculty teaching preferences, and course caps, a WI MCS may be presented in two ways: (1) as "Writing Intensive" only, in which case all sections of the class would meet the WI designation or (2) as "May be offered as Writing Intensive," in which case some sections are WI (and meet WI requirements) and other sections are not. All MCS must clearly differentiate between WI and content area components; courses designed for both the WI and non-WI options must include the additional "If WI" components in relevant MCS* template sections:

I. Bulletin Description;
VI. Learning Objectives;
VII. Course Outline; and
VIII. Evaluation.

MCS submitted for WI designation must be changed to reflect WI requirements, but they may or may not be fully updated.

Additional information and guidelines are addressed on the attached "General Education Committee Evaluation Rubric for WI Proposals."

Material to be Submitted and Routing

To initiate a priority review to determine whether a course meets the criteria for designation as Writing Intensive (WI) the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than October 15, 2011. Submissions received after that date will be reviewed by the General Education Committee as time allows.
1. An MCS that was approved by the relevant college curricular committee.

2. A completed "General Education Committee Evaluation Rubric for WI Proposals" (attached).

General Education Committee Evaluation Rubric for WI Proposals

Course # and Name: _____ Department: _____

Faculty member: _____ Campus address:_____

Email address:_____ Phone #:_____

What type of WI course are you proposing?

☐ University Program course with an emphasis on "writing to learn"

☐ Upper-level course with emphasis on "learning to write in the discipline"

Which of the following is this course designed to meet (check both if applicable)?

☐ 18 pages of writing

☐ 70% of the grade based on writing

MCS for Writing Intensive Courses: WI MCS should clearly differentiate between WI and content area components in the relevant MCS template sections, with language reflecting whether (1) all sections will be WI or whether (2) the course will be offered in WI and non-WI versions.

(1) For all-WI courses, MCS should reflect the following:

I. Bulletin Description: indicates "Writing Intensive" (if all sections will meet WI requirements).

VI. Learning Objectives: includes WI learning outcomes in addition to content area ones.

VII. Course Outline: includes the sequence for formal, graded writing assignments integrated with the content area topics.

VIII. Evaluation: names the assignments, the weights, and the criteria of evaluation.

(2) For courses that will be offered in WI and non-WI versions, the MCS should reflect the following:

I. Bulletin Description: indicate "may be offered as Writing Intensive"

VI. Learning Objectives: include both content area outcomes and a subsequent section labeled "If WI" with WI learning outcomes added.

VII. Course Outline: include an additional "If WI" outline that indicates the sequence of formal, graded writing assignments integrated with content area topics.

VIII. Evaluation: include an additional "If WI" section that names the assignments, the weights, and the criteria of evaluation

Explanation for WI Program Requirements (attach as an appendix)

1. What is the expected enrollment in each section of the class and explain why this is a reasonable number for meeting WI outcomes. (If a proposed course exceeds a "reasonable" instructor to student ratio, the committee will ask for compelling evidence that demonstrates how course outcomes and guidelines will be met.)

2. Explain how and what kind of writing assignments will be spread out over the semester? Discuss writing-to-learn as well formal, graded paper assignments.
3. Name and provide guidelines for a possible formal writing assignment(s) and the criteria for evaluation.
4. Briefly describe (100 to 200 words) <u>opportunities for students to revise</u> their writing and how feedback (faculty and/or peer) will be provided.
5. Briefly describe (100 to 200 words) and provide some examples of methods employed in the course that will assist students with writing.

CALL FOR QUANTATIVE REASONING COURSE PROPOSALS

Introduction
The General Education Committee at Central Michigan University is actively seeking curricular proposals for courses that meet the newly established competency in quantitative reasoning. The Registrar estimates that each year approximately 3,000 students will need to complete course work that meets this new requirement. The goal is to have a mixture of existing and new courses designated as meeting the requirement for training in quantitative reasoning. The information below provides background and guidelines that might prove helpful in considering whether to submit a course for consideration. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education.

Background
The General Education Program reflects one of CMU's most fundamental commitments to its students and to the people of Michigan. The goal of the General Education Program is liberal education:

> Central Michigan University graduates demonstrate awareness of the basic forces, ideas, and values that shape the world, and about the structure of organized human knowledge– the arts and humanities, natural and social sciences, integrative studies, and racism and cultural diversity, and their values, perspectives and methods. They are skilled in reasoning, writing, speaking, problem solving, using and interpreting quantitative information, in working with others, including those of diverse ethnic and cultural background, and in thinking reflectively about themselves as individuals and as members of society.

The ability to use and interpret quantitative information requires proficiency in basic quantitative techniques, as well as quantitative reasoning. The requirements listed below have been designed to ensure students receive instruction in the ability to use and interpret quantitative information. There are two parts to the Quantitative Competencies: Mathematics and Quantitative Reasoning. That is, foundation coursework outlined under Mathematics is required and students must also complete a course in Quantitative Reasoning. A description of both of these requirements is detailed below.

Quantitative Competencies

Mathematics
Student ACT or SAT scores, as well as past coursework in mathematics, can help students select the first course in mathematics. There are two ways by which a student may satisfy the requirement:
1. Earning a grade of C (2.0) or better in any mathematics (MTH) or statistics (STA) course numbered 105 or above (excluding MTH 151 or MTH 152), OR

2. Successfully completing the Mathematics Competency Examination or any CLEP or AP examination approved for credit in a mathematics (MTH) or statistics (STA) course numbered higher than MTH 105 (except MTH 151 or MTH 152).

Mathematics Competency Examination
The Mathematics Competency Examination consists of 40 questions. The mathematics competency requirement is satisfied by an overall score of at least 80% on the test. The examination is administered by appointment only. Examination results are reported to the student immediately following the test. Students who receive notice of unsatisfactory examination results will be allowed to retest, subject to the requirement that a student may retest no more than two times. A student who receives an overall score of less than 80% correct will retake the entire exam. The Mathematics Competency Examination is a computer-based examination administered by the CMU Testing Center, 989-774-1092.

Timeline
The mathematics requirement must be met before 56 hours of coursework are completed. Because of this requirement, students seeking to satisfy the mathematics requirement by successfully completing the Mathematics Competency Examination must pass the exam by the time they have completed 56 hours of academic credit at CMU. Students who transfer more than 35 credit hours to CMU may take the competency examination only during their first semester at CMU.

Quantitative Reasoning
Quantitative reasoning involves the application of mathematics and quantitative reasoning in applied contexts. The overarching goal is to establish a foundation for effective quantitative reasoning and problem solving strategies that is useful for completing a program of study and relevant to life activities of most citizens.

Students meet the quantitative reasoning requirement by earning a grade of C (2.0) or better in one course that is designated as meeting the quantitative reasoning requirements.

Timeline
The Quantitative Reasoning requirement must be met prior to graduation.

GUIDELINES FOR QUANTATIVE REASONING COURSE PROPOSALS

Quantitative reasoning is a recently adopted requirement. The General Education Committee is currently seeking proposals for courses that might meet this requirement. The expectation is that a successful submission will attend to information contained in both the core course components and the specific evaluative criteria detailed below.

Core Course Components

Courses meeting the quantitative reasoning requirements are expected to contain the following core components:

1. The course should maintain a student-to-instructor ratio appropriate for the proposed course guidelines and learning outcomes.
2. The course should foster students working on the selection, application, retrieval, and application of skills/reasoning derived from mathematics, with a focus on the use of quantitative reasoning to analyze problems and provide solutions.
3. The course should provide opportunities, via group work and class discussions, for students to consult resources, solicit feedback, refine performances, and revise products.
4. The course should address problems that reflect various contexts of civic and personal life.
5. The course should contain at least one weekly assignment that requires students to apply appropriate habits of mind to solve a significant quantitative reasoning problem within a context.
6. In addition to the assessment of student performance through the use of objective measures (multiple choice, true-false, etc.), at least two examinations should include the actual solving of problems similar to those discussed weekly. This application of quantitative reasoning skills in this context should account for at least 50% of each of the two exam grades.

Specific Evaluative Criteria

The General Education Committee will also use the following specific criteria when reviewing the degree to which a course meets criteria for being designated as satisfying the quantitative reasoning requirement.

1. Does the course design teach students, using situations that appear in common life, the following abilities:
   a. represent quantitative information symbolically, visually, numerically, and verbally.
   b. interpret graphs, tables, and schematics and draw inferences from them.
   c. use number sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems.
   d. utilize measurement to describe geometric, physical, and other quantities for precision and accuracy.
   e. apply basic statistical concepts and basic data analysis to describe and interpret issues and draw valid conclusions.
   f. use probability concepts.

2. Does the course foster the application of quantitative reasoning skills and appropriate habits of mind to:
   a. formulate and analyze models to make predictions, draw conclusions, and judge the reasonableness of the results.

    b. estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.
    c. evaluate and create logical and quantitative arguments.
    d. communicate mathematical and statistical ideas to others.

Material to be Submitted

Each submission must contain a current master course syllabus for the submitted course and a cover letter or addendum that addresses the previously mentioned criteria for determining whether a course meets the requirements to be designated as quantitative reasoning.

Routing of Proposals

To initiate a priority review to determine whether a course meets the criteria for designation as satisfying the quantitative reasoning requirement the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than October 15, 2011. Submissions received after that date will be reviewed by the General Education Committee as time allows.

3. Cover letter or addendum detailing how the course meets the previously outlined focus and requirements.
4. A copy of the master course syllabus that was approved by the relevant college curricular committee.

APPENDIX D

CALLS FOR UNIVERSITY PROGRAM COURSE PROPOSALS

CALL FOR COURSE PROPOSALS

HUMANITIES I A: HUMAN EVENTS AND IDEAS

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Humanities IA: Human Events and Ideas. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Humanities:

> Historically, "the Humanities" has designated study of the classical Greek and Latin heritage; in polemical usage, it spoke for a strictly human, as opposed to supernatural or divine, standard for measuring and valuing human affairs. In current academic affairs, the term still carries both of these older significances: it expresses the importance of the study of cultural and artistic heritage; and it affirms the need for consideration of the human being per se, and only secondarily as measured by scientific or institutional standards. Therefore, as a group, the Humanities are defined as those areas of knowledge and study which examine and explore human experience and achievement, in order to attain a deeper understanding of the essential characteristics of the human condition.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Human Events and Ideas subgroup. The following is the description of the Human Events and Ideas subgroup as it appears in the UP Basic Document Set.

> These studies involve concern with discerning coherence, order, meaning and significance in human events and ideas. The focus is upon substantial and significant aspects of human experience and upon the development of ideas and ideals. The subject matter may range from the examination of broadly general or universal propositions to the examination of human thoughts and actions in various contexts over a period of time.

<u>Learning Outcomes</u>
Students taking courses within the Human Events and Ideas subgroup will be expected to:
1. Demonstrate knowledge of significant figures, ideas, or movements that have shaped human experience and/or achievement in at least one area (literature, visual arts, philosophy, religion, music, and theatre) and place these materials in an historical, cultural, or intellectual context;
2. Employ basic humanities methodologies to analyze, critically evaluate, and/or interpret issues, themes, literary or musical compositions, works of art, etc. from the domain of at least one humanities discipline;
3. Engage in significant debates on issues in the humanities, demonstrating an ability to recognize diverse points of view.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear: University Program Group IA: Human Events and Ideas.

A cover letter should address the following:
1. Briefly explain how this course meets the general goals for UP courses in the Humanities: "As a group, the Humanities are defined as those areas of knowledge and study which examine and explore human experience and achievement, in order to attain a deeper understanding of the essential characteristics of the human condition."
2. Briefly explain how this course complies with each of the following University Program Group IA: Human Events and Ideas content area:
   a. "These studies involve concern with discerning coherence, order, meaning and significance in human events and ideas.
   b. "The focus is upon substantial and significant aspects of human experience and upon the development of ideas and ideals. "
   c. "The subject matter may range from the examination of broadly general or universal propositions to the examination of human thoughts and actions in various contexts over a period of time."
3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes.
   a. "Demonstrate knowledge of significant figures, ideas, or movements that have shaped human experience and/or achievement in at least one area (literature, visual arts, philosophy, religion, music, and theatre) and place these materials in an historical, cultural, or intellectual context."
   b. "Employ basic humanities methodologies to analyze, critically evaluate, and/or interpret issues, themes, literary or musical compositions, works of art, etc. from the domain of at least one humanities discipline."
   c. "Engage in significant debates on issues in the humanities, demonstrating an ability to recognize diverse points of view."
   d. If appropriate, explain how course addresses applications to and implications for diverse populations.

Material to be Submitted and Routing

To initiate a priority review to determine whether a course meets the criteria for inclusion in the Human Events and Ideas subgroup the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than

01.30.2012. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. A rationale detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

HUMANITIES I B: THE ARTS

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Humanities IB: The Arts. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Humanities:

> Historically, "the Humanities" has designated study of the classical Greek and Latin heritage; in polemical usage, it spoke for a strictly human, as opposed to supernatural or divine, standard for measuring and valuing human affairs. In current academic affairs, the term still carries both of these older significances: it expresses the importance of the study of cultural and artistic heritage; and it affirms the need for consideration of the human being per se, and only secondarily as measured by scientific or institutional standards. Therefore, as a group, the Humanities are defined as those areas of knowledge and study which examine and explore human experience and achievement, in order to attain a deeper understanding of the essential characteristics of the human condition.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in The Arts subgroup. The following is the description of The Arts subgroup as it appears in the UP Basic Document Set.

> These studies include a focus on the aesthetic dimension of human creative activity. Emphasis in these studies is placed primarily upon the development of aesthetic sensitivity, both intellectual and emotional, based upon critical analysis of the structure and the execution of works of art.

Learning Outcomes
Students taking courses within The Arts subgroup will be expected to:

1. Demonstrate an understanding of the aesthetic dimensions of artistic works and performances;
2. Apply critical methodologies to the analysis and interpretation of artistic works and performances;
3. Identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions;
4. Identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art;
5. Explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts;

6. Identify and interpret various ways in which the arts function in contemporary society.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear: University Program Group IB: The Arts.

A cover letter should address the following:

1. Briefly explain how this course meets the general goals for UP courses in the Humanities: "As a group, the Humanities are defined as those areas of knowledge and study that examine and explore human experience and achievement in order to attain a deeper understanding of the essential characteristics of the human condition."
2. Briefly explain how this course complies with each of the following University Program Group IB: The Arts content area:
   a. These studies focus on the aesthetic dimension of human creative activity.
   b. These studies primarily emphasize the development of aesthetic sensitivity, both intellectual and emotional, based upon critical analysis of the structure and the execution of works of art.
3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes.
   a. Demonstrate an understanding of the aesthetic dimensions of artistic works and performances;
   b. Apply critical methodologies to the analysis and interpretation of artistic works and performances;
   c. Identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions;
   d. Identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art;
   e. Explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts;
   f. Identify and interpret various ways in which the arts function in contemporary society.
   g. If appropriate, explain how course addresses applications to and implications for diverse populations.

Material to be Submitted and Routing

To initiate a priority review to determine whether a course meets the criteria for inclusion in The Arts subgroup, submit the following materials to the General Education Committee, Academic

Senate Office, Ronan Hall, Room 280 no later than 09.30.12. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. A rationale detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

NATURAL SCIENCES II A: DESCRIPTIVE SCIENCES

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Natural Sciences II A: Descriptive Sciences. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Natural Sciences:

> As a group the natural sciences explore and examine natural phenomena in order to establish basic principles concerning the material universe. Its approach includes, but is not limited to, the observation, identification, description, experimental investigation and theoretical explanation of natural phenomena. To these ends the scientific method is crucial, providing as it does the rules for concept formation, conduct of observations and experiments, model-building and validation of hypothesis by empirical means.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Descriptive Sciences subgroup. The following is the description of the Descriptive Sciences subgroup as it appears in the UP Basic Document Set.

> These studies represent an attempt to understand natural phenomena primarily through observation, description and classification. Complex systems are analyzed in terms of the function of each part and their relation to other systems. Categories are developed while preserving their interrelatedness.

Learning Outcomes

Students taking courses within the Descriptive Sciences subgroup will be expected to:
1. Describe the underlying principles involved in scientific inquiry;
2. Make scientific observations and evaluate the quality of data collected to determine its significance and accuracy;
3. Discuss observations and descriptions and make generalizations based on them;
4. Describe and draw conclusions from general scientific principles;
5. Apply scientific principles to daily living, including evaluating current issues in the media.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear University Program Group IIA: Descriptive Sciences.

A cover letter should address the following:
1. Referring to the definition of the Natural Sciences in the University Program: A Basic Documents Set, briefly explain how this course meets the general goals for UP courses in the Natural Sciences.
2. Briefly explain how this course complies with each of the following University Program Group II A: Descriptive Sciences content area requirements:
   a) These studies represent an attempt to understand natural phenomena primarily through observation, description and classification.
   b) Complex systems are analyzed in terms of the function of each part and their relation to other systems.
   c) Categories are developed while preserving their interrelatedness.
3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes.
   a) Describe the underlying principles involved in scientific inquiry;
   b) Make scientific observations and evaluate the quality of data collected to determine its significance and accuracy;
   c) Discuss observations and descriptions and make generalizations based on them;
   d) Describe and draw conclusions from general scientific principles;
   e) Apply scientific principles to daily living, including evaluating current issues in the media.
   f) If appropriate, explain how course addresses applications to and implications for diverse populations.

Specific Course Criteria
   1. Each course should stress scientific approaches and methodologies as well as subject matter.
   2. The fundamental goal of each course should be to develop an understanding of basic science.
   3. Lab Course Criteria:
      a) At least 30 clock hours per semester must be spent in lab work for each hour of credit;
      b) University Program standards are not satisfied by demonstration labs; students must carry out substantially all of the lab work;
      c) Lab courses must demonstrate the same kind of methods as the Subgroup in which they are found.

Material to be Submitted and Routing

To initiate a priority review or whether a course meets the criteria for inclusion in the Descriptive Sciences subgroup the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than 11.30.12. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. An addendum detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

NATURAL SCIENCES II B: QUANTITATIVE AND MATHEMATICAL SCIENCES

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Natural Sciences II B: Quantitative and Mathematical Sciences. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Natural Sciences:

> As a group the natural sciences explore and examine natural phenomena in order to establish basic principles concerning the material universe. Its approach includes, but is not limited to, the observation, identification, description, experimental investigation and theoretical explanation of natural phenomena. To these ends the scientific method is crucial, providing as it does the rules for concept formation, conduct of observations and experiments, model-building and validation of hypothesis by empirical means.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Quantitative and Mathematical Sciences subgroup. The following is the description of the Quantitative and Mathematical Sciences subgroup as it appears in the UP Basic Document Set.

> These studies reflect attempts to understand phenomena primarily through experimentation, simplification, quantification and deduction. Simplified models of complex phenomena are used to discover and establish fundamental principles. Mathematics statements concerning those models permit quantitative predictions.

<u>Learning Outcomes</u>

Students taking courses within the Quantitative and Mathematical Sciences subgroup will be expected to:
1. Describe the underlying principles involved in scientific inquiry;
2. Solve scientific problems, applying all of the steps of the scientific method, including formulating questions and hypotheses, making scientific measurements, and making quantitative evaluations of the data collected to determine its significance and accuracy;
3. Discuss collected data and make generalizations based on them.
4. Describe and draw conclusions from general scientific and mathematical principles;
5. Apply computational skills and scientific principles to daily living, including the evaluation of current issues in the media.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General

Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear University Program Group IIB: Quantitative and Mathematical Sciences.

A cover letter should address the following:
1. Referring to the definition of the Natural Sciences in the University Program: A Basic Documents Set, briefly explain how this course meets the general goals for UP courses in the Natural Sciences.
2. Briefly explain how this course complies with each of the following University Program Group II B Quantitative and Mathematical Sciences content area requirements:
    a) These studies reflect attempts to understand phenomena primarily through experimentation, simplification, quantification and deduction.
    b) Simplified models of complex phenomena are used to discover and establish fundamental principles.
    c) Mathematics statements concerning those models permit quantitative predictions.
3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes.
    a) Describe the underlying principles involved in scientific inquiry;
    b) Solve scientific problems, applying all of the steps of the scientific method, including formulating questions and hypotheses, making scientific measurements, and making quantitative evaluations of the data collected to determine its significance and accuracy;
    c) Discuss collected data and make generalizations based on them.
    d) Describe and draw conclusions from general scientific and mathematical principles;
    e) Apply computational skills and scientific principles to daily living, including the evaluation of current issues in the media.
    f) If appropriate, explain how course addresses applications to and implications for diverse populations.

Specific Course Criteria
1. Each course should stress scientific approaches and methodologies as well as subject matter.
2. The fundamental goal of each course should be to develop an understanding of basic science.
3. Lab Course Criteria:
    a) At least 30 clock hours per semester must be spent in lab work for each hour of credit;
    b) University Program standards are not satisfied by demonstration labs; students must carry out substantially all of the lab work;
    c) Lab courses must demonstrate the same kind of methods as the Subgroup in which they are found.

Material to be Submitted and Routing

To initiate a priority of whether a course meets the criteria for inclusion in the Quantitative and Mathematical Sciences subgroup the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than 01.30.13.

1. An addendum detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

SOCIAL SCIENCES III A: BEHAVIORAL SCIENCES

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Social Sciences III A: Behavioral Sciences. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Social Sciences:

> The social sciences are defined as those fields of knowledge and study which explore and examine the social dimension (and where appropriate the physical environment) of human life. In these studies an attempt is made to understand the behavior of individuals, groups, and institutions and where possible to establish scientifically-validated propositions.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Behavioral Sciences subgroup. The following is the description of the Behavioral Sciences subgroup as it appears in the UP Basic Document Set.

> These studies involve a focus on the analysis of individual human behavior within society. Studies of such phenomena such as motivation, personality and perception are included.

Learning Outcomes
Students taking courses within the Behavioral Sciences subgroup are expected to:
1. Recognize and explain the rudiments of the different methods used in the social and behavioral sciences;
2. Recognize, explain, and cite examples of the reciprocal influences between individuals and their social environments;
3. Recognize and explain prominent characteristics of individuals that influence or are influenced by social environments;
4. Recognize and explain prominent characteristics of social environments that influence or are influenced by individuals.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear University Program Group III A: Behavioral Sciences.

A cover letter should address the following:

1. Briefly explain how this course meets the general goals for UP courses in the Social Sciences:

   The social sciences are defined as those fields of knowledge and study which explore and examine the social dimension (and where appropriate the physical environment) of human life. In these studies an attempt is made to understand the behavior of individuals, groups, and institutions and where possible to establish scientifically-validated propositions.

2. Briefly explain how this course complies with each of the following University Program Group III A: Behavioral Sciences content area:

   a. These studies involve a focus on the analysis of individual human behavior within society.

   b. This group includes studies of such phenomena such as motivation, personality, and perception.

3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes:

   a. Recognize and explain the rudiments of the different methods used in the social and behavioral sciences;

   b. Recognize, explain and cite examples of the reciprocal influences between individuals and their social environments;

   c. Recognize and explain prominent characteristics of individuals that influence or are influenced by social environments;

   d. Recognize and explain prominent characteristics of social environments that influence or are influenced by individuals.

Material to be Submitted and Routing

To initiate a priority review of whether a course meets the criteria for inclusion in the Behavioral Sciences subgroup, submit the following materials to the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than 03.30.13. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. A rationale detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

SOCIAL SCIENCES III B: STUDIES IN SOCIAL STRUCTURES

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Social Sciences III B: Studies in Social Structures. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Social Sciences:

> The social sciences are defined as those fields of knowledge and study which explore and examine the social dimension (and where appropriate the physical environment) of human life. In these studies an attempt is made to understand the behavior of individuals, groups, and institutions and where possible to establish scientifically-validated propositions.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Studies in Social Structures subgroup. The following is the description of the Studies in Social Structures subgroup as it appears in the UP Basic Document Set.

> These studies involve the analysis of social structures, their functioning, and their changes, whether processes of evolution, history, or conflict. These structures include social institutions, organizations, networks, and groups as well as the cultural elements upon which they rest. This area's major causal foci are social and cultural forces.

Learning Outcomes
Students taking courses within the Studies in Social Structures subgroup will be expected to:
1. Demonstrate a basic understanding of at least one major technique used in the analysis of social organization.
2. Describe the structure, functioning, and patterns of change involved in at least one major area of social organization.
3. Explain the process by which social and/or cultural forces shape some major aspect of social organization.
4. Apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear University Program Group III B: Studies in Social Structures.

A cover letter should address the following:

1. Briefly explain how this course meets the general goals for UP courses in the Social Sciences:
    The social sciences are defined as those fields of knowledge and study which explore and examine the social dimension (and where appropriate the physical environment) of human life. In these studies an attempt is made to understand the behavior of individuals, groups, and institutions and where possible to establish scientifically-validated propositions.

2. Briefly explain how this course complies with each of the following University Program Group III B Studies in Social Structures content area:
    a. These studies involve the analysis of social structures, their functioning, and their changes, whether processes of evolution, history, or conflict.
    b. These structures include social institutions, organizations, networks, and groups as well as the cultural elements upon which they rest.
    c. This area's major causal foci are social and cultural forces.

3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes:
    a. Demonstrate a basic understanding of at least one major technique used in the analysis of social organization;
    b. Describe the structure, functioning, and patterns of change involved in at least one major area of social organization;
    c. Explain the process by which social and/or cultural forces shape some major aspect of social organization;
    d. Apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.

Material to be Submitted and Routing

To receive a priority review to determine whether a course meets the criteria for inclusion in the Studies in Social Structures subgroup the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than August 30, 2013. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. A rationale detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

STUDIES IN DIVERSITY AND GLOBAL CULTURES IV B: STUDIES IN GLOBAL CULTURES

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Studies in Diversity and Global Cultures IV B: Studies in Global Cultures. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Studies in Diversity and Global Cultures as:

> Exploration of cultures and societies outside of the United States or the history and continuing effects of racism and other forms of discrimination for groups within the United States.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Studies in Global Cultures subgroup. The following is the description of the Studies in Global Cultures subgroup as it appears in the UP Basic Document Set.

> These studies involve holistic exploration of significant geographical, cultural, or political units outside of the Anglo-American cultural tradition. The courses may be based in more traditional academic disciplines, and may require the student to become familiar with specific disciplinary methodologies; but their major goal should be to acquaint students with the fundamental and distinctive characteristics of the unit (s) under examination. Alternatively this subgroup may be satisfied by taking a course in foreign language which includes cultural study.

> A course in global cultures explicitly includes but is not limited to a search for that which makes the unit or units under consideration a unity, i.e., the fundamental considerations linking those found within a geographical, political or cultural boundary and differentiating them from others outside that boundary.

Learning Outcomes
Students taking courses within the Studies in Global Cultures subgroup will be expected to:
- Describe the common features of a particular geographical, cultural, or political unit as well as the diversity within that unit;
- Define, discuss, and illustrate the cultural values (social, political, religious, economic, etc.) or systems of values of the geographic, cultural, or political unit(s) under study;
- Illustrate and discuss common perceptions and attitudes, including biases and stereotypes, concerning the particular geographical, cultural, or political unit(s) in question;
- Demonstrate how, with respect to a given geographical, cultural, or political unit, the past relates to the present (e.g. the French Revolution and contemporary French society) and

the part to the whole (France and *la francophonie*);
- Describe and illustrate the contributions (e.g. religious, artistic, scientific, etc.) of the geographical, cultural, or political unit(s) under study to the world at large and/or to American culture in particular;
- Give evidence of an understanding of a cultural tradition other than one's own.
- For foreign languages, communicate and comprehend effectively in the target language at the level appropriate for the particular course.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements
The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear University Program Group IV B: Studies in Global Cultures.

A cover letter should address the following:
1. Briefly explain how this course meets the general goals for UP courses in the Studies in Diversity and Global Cultures: **These studies involve an exploration of cultures and societies outside of the United States or of the history and continuing effects of racism for groups within the United States.**
2. Briefly explain how this course complies with each of the following University Program Group IV B: Studies in Global Cultures content area:
   a. The course involves a holistic exploration of significant geographical, cultural, or political units outside of the Anglo-American cultural tradition.
   b. The courses may be based in more traditional academic disciplines, and may require the student to become familiar with specific disciplinary methodologies; but their major goal should be to acquaint students with the fundamental and distinctive characteristics of the unit (s) under examination.
   c. Alternatively this subgroup may be satisfied by taking a course in foreign language which includes cultural study.
   d. The course explicitly includes but is not limited to a search for that which makes the unit or units under consideration a unity, i.e., the fundamental considerations linking those found within a geographical, political or cultural boundary and differentiating them from others outside that boundary.
3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes:
   a. Describe the common features of a particular geographical, cultural, or political unit as well as the diversity within that unit;
   b. Define, discuss, and illustrate the cultural values (social, political, religious, economic, etc.) or systems of values of the geographic, cultural, or political

> unit(s) under study;

c. Illustrate and discuss common perceptions and attitudes, including biases and stereotypes, concerning the particular geographical, cultural, or political unit(s) in question;

d. Demonstrate how, with respect to a given geographical, cultural, or political unit, the past relates to the present (e.g. the French Revolution and contemporary French society) and the part to the whole (France and *la francophonie*);

e. Describe and illustrate the contributions (e.g. religious, artistic, scientific, etc.) of the geographical, cultural, or political unit(s) under study to the world at large and/or to American culture in particular;

f. Give evidence of an understanding of a cultural tradition other than one's own.

g. For foreign languages, communicate and comprehend effectively in the target language at the level appropriate for the particular course.

Material to be Submitted and Routing

To initiate a priority review of whether a course meets the criteria for inclusion in the Studies in Global Cultures subgroup, submit the following materials to the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than 09.30.2013. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. A rationale detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

CALL FOR COURSE PROPOSALS

STUDIES IN DIVERSITY AND GLOBAL CULTURES IV C: STUDIES IN RACISM AND CULTURAL DIVERSITY IN THE UNITED STATES

Introduction
The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the requirements for inclusion in the University Program Studies in Diversity and Global Cultures IV C: Studies in Racism and Cultural Diversity in the United States. The goal is to repopulate the area with courses that meet the criteria specified in The University Program: A Basic Document Set. The University Program Basic Document Set uses the following description to define the Studies in Diversity and Global Culture as:

> Exploration of cultures and societies outside of the United States or of the history and continuing effects of racism and other forms of discrimination for groups within the United States.

The General Education Committee is specifically seeking proposals that meet criteria for inclusion in the Studies in Racism and Cultural Diversity in the United States subgroup. The following is the description of the subgroup as it appears in the UP Basic Document Set.

> Courses in this category will focus primarily on one or more of the major groups which experience both racism and invidious discrimination in the United States, but may also include issues of gender, ethnicity, and sexual orientation. Such courses will at least:
> 1. emphasize the contributions of the group(s) to U.S. society;
> 2. consider the roots, behavioral and institutional manifestations and consequences of racism, discrimination and stereotyping; and
> 3. where appropriate, indicate the variation within the focus group.

Learning Outcomes
Students taking courses within the Studies in Racism and Cultural Diversity in the United States subgroup will be expected to:

- Demonstrate an understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination;
- Demonstrate knowledge of the history of at least one group that has experienced racism and invidious discrimination in the United States;
- Discuss the contributions to US society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups;
- Define and give examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others;
- Where applicable to the course, discuss the similarities and differences of racism and one

other form of discrimination based on gender, ethnicity, and sexual orientation

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Specific Requirements

The master course syllabus must list the subgroup name along with the numerical designator in the course description. For example, at the end of the course description the following would appear University Program Group IV C: Studies in Racism and Cultural Diversity in the United States.

A cover letter should address the following:
1. Briefly explain how this course meets the general goals for UP courses in the Studies in Diversity and Global Cultures: **These studies involve an exploration of cultures and societies outside of the United States and of the history and continuing effects of racism for groups within the United States.**
2. Briefly explain how this course complies with each of the following University Program Group IV C Studies in Racism and Cultural Diversity in the United States content area:
   a. The course focuses primarily on one or more of the major groups which experience both racism and invidious discrimination in the United States, but may also include issues of gender, ethnicity, and sexual orientation.
   b. The course emphasizes the contributions of the group(s) to U.S. society;
   c. The course considers the roots, behavioral and institutional manifestations and consequences of racism, discrimination and stereotyping; and
   d. Where appropriate, the course indicates the variation within the focus group.

3. Briefly show, with reference to the master course syllabus, how this course prepares students to attain the following outcomes:
   a. Demonstrate an understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination;
   b. Demonstrate knowledge of the history of at least one group that has experienced racism and invidious discrimination in the United States;
   c. Discuss the contributions to US society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups;
   d. Define and give examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others;
   e. Where applicable to the course, discuss the similarities and differences of racism and one other form of discrimination based on gender, ethnicity, and sexual orientation.

Material to be Submitted and Routing

To initiate a priority review to determine whether a course meets the criteria for inclusion in the Studies in Racism and Cultural Diversity in the United States subgroup the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than 11.30.2013. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. A rationale detailing how the course meets the outlined focus and requirements.
2. A copy of the master course syllabus that was approved by the relevant college curricular committee.

Criterion 3 Evidence
General Education Assessment Plan

General Education

Assessment Plan

2015-2016

Dr. Tracy Brown, Director of General Education
Mike Carson, Director of Curriculum and Assessment

Approved by the Assessment Council (Oct. 12, 2015) and the
General Education Committee

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General Education Assessment

Introduction: The General Education Program (or GEP) at Central Michigan University provides students with a common set of academic skills, referred to as competencies, as well as exposure to a broad knowledge base, referred to as the University Program (or the UP). Courses in the General Education Program are continuous with the rest of the university curriculum, but present material in a manner that links knowledge and skills with the 21st-century lives students will lead after they graduate.

Background:

At the end of the 2013-2014 academic year, Dr. George Ronan (the Director of General Education at that point in time) appeared before the Assessment Council seeking feedback regarding the elements of a newly developed assessment plan. The Assessment Council was not asked to conduct a vote to accept the plan, but instead was asked only to provide constructive feedback to the Director. After presenting the plan to the Assessment Council, the Director presented the plan to the General Education Committee (or GEC) who discussed the plan in detail. The committee ultimately rejected the plan because they felt it would be too laborious for the faculty to implement. In addition, the Director of Curriculum and Assessment was concerned because only one sub-group would be assessed every year. This meant it would have taken seven years to complete an assessment cycle.

Critical Issues affecting General Education assessment:

- Much of the General Education assessment data that CMU has historically collected is indirect (or self-reported) data: the National Survey of Student Engagement (NSSE), Graduating Student Exit Survey (GSES), and the Alumni Employment Survey (AES). The College Learning Assessment (CLA) is the only direct measure that has been used. This is an inadequate tool for measuring the effectiveness of the GEC because it can only be used to assess a few of the (current) student learning outcomes associated with the curriculum. In short, most of the General Education curriculum has not been assessed using direct measures; and it is widely recognized in assessment circles that using only indirect measures to do so is inadequate. According to Ewell (2009), "as assessment evidence, student work samples produced in response to regular course assignments have the virtue of having been already generated and are considered considerably more 'authentic' by most faculty members than externally produced measures. Probably more important, the problem of student motivation to do well on an exercise that does not count is essentially off the table" (19).
- There has been very limited faculty engagement regarding the assessment of the General Education curriculum.
- CMU is currently out of compliance with HLC accreditation requirements. According to 4.B.2 Criteria for Accreditation, "The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs." In addition 4.B.3 states: "The institution uses the information gained from assessment to improve student learning."

The following assessment plan aims to address each of the critical issues while ensuring that assessment data results are used to guide any revision that might be made of the curriculum. The GEC and the Assessment Council approved this plan in the fall of 2015, and the Director of General Education is now in the early stages of implementing it. A pilot assessment of several 11sub-groups of the UP was conducted in the spring of 2015; formal assessment of both the UP and the competencies was initiated in the fall of 2015 and is now ongoing.

Assessment Plan

Alignment of the General Education Program Mission and CMU's Mission

The alignment of the General Education mission to Central Michigan University's mission is essential in order to address the HLC Criterion Three, Core Component 3.B.1 and Core Component 3.B.2.

HLC Criterion Three. Teaching and Learning: Quality, Resources, and Support

3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

For further information, refer to the following website for HLC Criterion:
https://www.ncahlc.org/Criteria-Eligibility-and-Candidacy/criteria-and-core-components.html

Central Michigan University Mission Statement:

At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a Global society.

General Education Program Mission Statement:

The General Education curriculum at Central Michigan University consists of two areas of liberal study and achievement: the University Program (or UP) and the Competencies (Writing, Oral, Math and Quantitative Reasoning). A liberal undergraduate education serves as preparation for a thoughtful life in a globalized society and service to the community, as a source of learning from which all other university work must draw and to which that work must contribute, and as an

opportunity to identify intellectual interests by exploring a variety of disciplines and categories of human knowledge.

Figure 1: Alignment of Gen Ed Mission to CMU Mission

Current CMU Mission:		**Current General Education Mission in Assessment Plan:**	
At Central Michigan University, we are a community committed to the (1) pursuit of knowledge, wisdom, (2) discovery and (3) creativity. We provide student-centered education and foster (4) personal and (5) intellectual growth to prepare students for productive careers, meaningful lives, and (6) responsible citizenship in a (7) global society.		The General Education curriculum at Central Michigan University consists of two areas of liberal study and achievement: the University Program (or UP) and the Competencies (Writing, Oral, Math and Quantitative Reasoning). A liberal undergraduate education serves as preparation for a (4) thoughtful life (7) in a globalized society and (6) service to the community, as a source of learning from which all other university work must draw and to which that work must contribute, and as (5) an opportunity to identify intellectual interests by (2, 3) exploring a variety of disciplines and (1) categories of human knowledge.	
1	Pursuit of knowledge, wisdom	1	Categories of human knowledge
2	Discovery	2	Exploring a variety of disciplines
3	Creativity	3	Exploring a variety of disciplines
4	Personal growth	4	Thoughtful life
5	Intellectual growth	5	An opportunity to identify intellectual interests
6	Responsible citizenship	6	Service to the community
7	Global society	7	Global society

Proposed General Education Goals

The General Education Mission Statement is not written as a set of operationalizeable goals, but the General Education committee considers the following to address the Statement's subject areas. These goals were composed based upon the AAC&U's Essential Learning Outcomes and the Lumina Foundation's Degree Qualification Profile. Upon Completion of the program in general education, students will become competent in the following areas:

Goal 1. Liberal Arts Knowledge and Integrative Thinking

Students assessed in the general education program will demonstrate a basic understanding of the structure of organized human knowledge – the arts and humanities, natural and social sciences, and their values, perspectives and methods. Focusing on real-world problems and issues, students will demonstrate the ability to come to an understanding of these issues and problems by drawing from interdisciplinary concepts and modes of analysis.

Goal 2. Human Cultures and Diversity

Students will draw from a variety of disciplines to develop an understanding of the complexities of human cultures, past and present, and come to an informed sense of self and others. Students will gain an understanding of themselves and their society in a globalized world; will gain

intercultural knowledge and competence; and will develop a consideration for and sensitivity towards values, lifestyles, and traditions that may be different from their own.

Goal 3. Scientific and Quantitative Reasoning

Students will apply principles and methods of science, math, statistics, and logic to solve problems and draw logical inferences. They will be able to generate empirically evidenced and logical arguments; distinguish a scientific argument from a non-scientific argument; and distinguish between causal and correlational relationships. They will use appropriate methods of quantitative reasoning to understand, interpret, and manipulate numerical data.

Goal 4. Effective Communication

Students will communicate effectively with diverse audiences in standard oral and written English. They will be able to articulate and pursue a line of reasoning using oral and written forms; and they will be able to communicate effectively with a wide range of audiences.

Goal 5. Critical and Analytical Thinking

Students will be able to critique and interpret evidence of various types, identify relevant arguments, analyze assumptions, identify problems and dilemmas, evaluate the validity of arguments, and critically reflect on those arguments

Goal 6. Information Literacy to Engage in Life-Long Learning

Students will be able to recognize the extent and nature of an information need, and then identify, locate, evaluate and effectively use and communicate that information in various formats. They will be able to analyze the economic, legal and socio-political implications of the use of information.

Approved General Education Student Learning Outcomes

General Education student learning outcomes (or SLOs) are outlined in the General Education Basic Document Set located on CMU's General Education website: https://www.cmich.edu/office_provost/AcademicAffairs/gened/gened_secured/Pages/default.aspx [click on "current documents" or "call for course proposals" links]

Group IA, Humanities (Human Events & Ideas)

SLO 1: Students will demonstrate knowledge of significant figures, ideas, or movements that have shaped human experience and/or achievement in at least one area (literature, visual arts, philosophy, religion, music, and theatre) and place these materials in an historical, cultural, or intellectual context.

SLO 2: Students will employ basic humanities methodologies to analyze, critically evaluate, and/or interpret issues, themes, literary or musical compositions, works of art, etc. from the domain of at least one humanities discipline.

SLO 3: Students will engage in significant debates on issues in the humanities, demonstrating an ability to recognize diverse points of view.

SLO 4: Students will demonstrate an understanding of the aesthetic dimensions of artistic works and performances.

SLO 5: Students will apply critical methodologies to the analysis and interpretation of artistic works and performances.

SLO 6: Students will identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions.

SLO 7: Students will identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art.

SLO 8: Students will explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts

SLO 9: Students will identify and interpret various ways in which the arts function in contemporary society.

Group IIA, Natural Sciences (Descriptive Sciences)

SLO 10: Students will demonstrate the application of the underlying principles involved in scientific inquiry.

SLO 11: Students will conduct scientific observations and evaluate the quality of data collected to determine its significance and accuracy.

SLO 12: Students will discuss observations and descriptions and make generalizations based on them.

SLO 13: Students will describe and draw conclusions from general scientific principles.

SLO 14: Students will apply scientific principles to daily living, including evaluating current issues in the media.

Group IIB, Natural Sciences (Quantitative and Mathematical Sciences)

SLO 15: Students will apply the underlying principles involved in scientific inquiry.

SLO 16: Students will solve scientific problems, applying all of the steps of the scientific method, including formulating questions and hypotheses, making scientific measurements, and making quantitative evaluations of the data collected to determine its significance and accuracy.

SLO 17: Students will discuss collected data and make generalizations based on them.

SLO 18: Students will describe and draw conclusions from general scientific and mathematical principles

SLO 19: Students will apply computational skills and scientific principles to daily living, including the evaluation of current issues in the media.

Group IIIA, Social Sciences (Behavioral Sciences)

SLO 20: Recognize and explain the rudiments of the different methods used in the social and behavioral sciences

SLO 21: Students will recognize, explain and cite examples of the reciprocal influences between individuals and their social environments

SLO 22: Students will recognize and explain prominent characteristics of individuals that influence or are influenced by social environments

SLO 23: Students will recognize and explain prominent characteristics of social environments that influence or are influenced by individuals.

Group IIIB, Social Sciences (Studies in Social Structures)

SLO 24: Students will demonstrate a basic understanding of at least one major technique used in the analysis of social organization.

SLO 25: Students will describe the structure, functioning, and patterns of change involved in at least one major area of social organization.

SLO 26: Students will explain the process by which social and/or cultural forces shape some major aspect of social organization.

SLO 27: Students will apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.

Group IVB, Studies in Cultures Outside of the Anglo-American Tradition

SLO 28: Students will describe the common features of a particular geographical, cultural, or political unit as well as the diversity within that unit.

SLO 29: Students will define, discuss, and illustrate the cultural values (social, political, religious, economic, etc.) or systems of values of the geographic, cultural, or political unit(s) under study.

SLO 30: Students will illustrate and discuss common perceptions and attitudes, including biases and stereotypes, concerning the particular geographical, cultural, or political unit(s) in question

SLO 31: Students will demonstrate how, with respect to a given geographical, cultural, or political unit, the past relates to the present (e.g. the French Revolution and contemporary French society) and the part to the whole (France and la francophone).

SLO 32: Students will describe and illustrate the contributions (e.g. religious, artistic, scientific, etc.) of the geographical, cultural, or political unit(s) under study to the world at large and/or to American culture in particular.

SLO 33: Students will give evidence of an understanding of a cultural tradition other than one's own.

SLO 34: For foreign languages, students will communicate and comprehend effectively in the target language at the level appropriate for the particular course.

Group IVC, Studies in Racism and Cultural Diversity in the United States
SLO 35: Students will demonstrate an understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination.
SLO 36: Students will demonstrate knowledge of the history of at least one group that has experienced racism and invidious discrimination in the United States.

SLO 37: Students will discuss the contributions to US society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups.

SLO 38: Students will define and give examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others.

SLO 39: Where applicable to the course, students will discuss the similarities and differences of racism and one other form of discrimination based on gender, ethnicity, and sexual orientation.

Writing Intensive (WI) Competency
SLO 40: Students will use writing as a tool for learning course content.

SLO 41: Students will engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.

SLO 42: Select, analyze, and evaluate information/data from sources.

SLO 43: Draw valid conclusions from information.

Oral English Competency
SLO 44: Students will identify and explain theoretical concepts central to the communication discipline in a variety of contexts: dyadic, small group, public speaking.

SLO 45: Students will identify the concepts of effective communication (e.g., listening, information gathering, and audience analysis, designing messages, perceiving, using symbols, managing conflict, relating, and understanding cultures).

SLO 46: Students will locate information from texts, libraries, electronic data sources and experts.
SLO 47: Students will define communication rules, norms and expectations.

SLO 48: Students will demonstrate communication competency in a variety of contexts.

SLO 49: Students will exhibit competence in the public speaking context.

SLO 50: Students will construct reasoned arguments in a public speech.

SLO 51: Students will criticize arguments in oral messages.

SLO 52: Students will evaluate the ethical implications of communication messages.

SLO 53: Students will distinguish effective communication from ineffective communication and assess how to improve communication skills.

Mathematics and Quantitative Competencies
SLO 54: Students will solve linear equations, linear inequalities, systems of linear equations, absolute value equations, absolute value inequalities, rational equations, radical equations, and quadratic equations.

SLO 55: Students will graph linear equations, linear inequalities, and quadratic functions.

SLO 56: Students will evaluate functions and interpret graphs of functions.

SLO 57: Students will apply exponent rules appropriately.

SLO 58: Students will add, subtract, multiply, and divide polynomials and solve polynomial equations using factoring.

SLO 59: Students will use algebra to solve applied problems.

Quantitative Reasoning (QR)
SLO 60: Students will represent quantitative information symbolically, visually, numerically, and verbally.

SLO 61: Students will interpret graphs, tables, and schematics and draw inferences from them.

SLO 62: Students will use number sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems.

SLO 63: Student will utilize measurement to describe geometric, physical, and other quantities for precision and accuracy.

SLO 64: Students will apply basic statistical concepts and basic data analysis to describe and interpret issues and draw valid conclusions.

SLO 65: Students will use probability concepts.

SLO 66: Students will formulate and analyze models to make predications, draw conclusions and judge reasonableness of the results.

SLO 67: Students will estimate and check answers to quantitative problems in order to determine reasonable ness, identify alternatives, and select optimal results.

SLO 68: Students will evaluate and create logical and quantitative arguments.

SLO 69: Students will communicate mathematical and statistical ideas to others.

General Education Assessment Measures (M)

Identification of Measurement Instruments

Institutional data gathered from such measures as NSSE, CLA, GSES and AES will be used whenever possible to draw conclusions regarding student learning. These measures are more appropriate for competency outcomes in quantitative reasoning, writing, and mathematics. Unfortunately, there are very few items within these measures that address the SLOs associated with the UP. Therefore, it is necessary to identify measurement instruments that will address the student learning outcomes within the university program and yield quality data that can be used to improve the UP. The scoring of student work (as described above) is now being used to produce direct data about the UP as well as the competencies.

Because the SLOs for all sub-groups and competencies already exist, those SLOs have been used as the basis for creating the rubrics against which student work will be scored. In other words, the rubrics are based on the already-existing SLOs from each sub-group and therefore cannot be changed or altered at this time. However, faculty in each sub-group and competency should be prepared to revise SLOs in the future based on the findings of assessment. The DGE and the GEC will need to develop a process through which SLOs can be revised, should assessment reveal that such revisions are necessary. For example, a committee of faculty from each sub-group could be created to review and suggest revisions of SLOs to the DGE and the GEC (who would then report to the Academic Senate). Faculty assessors might agree to serve on these committees, and to function as "assessment ambassadors" to the Gen Ed community more generally. This responsibility cannot be left to the GEC and DGE alone.

Assistance and guidance in revising SLOs can be provided to such committees. The Director of Curriculum and Assessment, as well as the Assessment Council, can act as advisors to these sub-group committees. In addition, the AAC&U has developed rubrics for many of the areas in the GEP. These rubrics have been validated and are now in use in many universities across the country; because this is so, CMU faculty assessors would not have to spend as much time on rubric validation prior to the scoring of student work (for example, the first day of the assessment workshops held during the pilot study in Spring-Summer 2015 was spent on validating the rubrics for sub-groups IIA and B and IVB). Revision of CMU GE rubrics could be based, at least in part and where applicable, on the AAC&U Value Rubrics.

To learn more about the AAC&U rubrics, visit (https://www.eou.edu/ctl/files/2012/10/E-VALRUBR2.pdf).

M1: Student Work Samples

This measure is based on authentic samples of student work that best demonstrates student achievement of the learning outcome(s) for the sub-group in which the course is associated (refer to Appendix A for a list of examples of student work that are appropriate for assessment purposes). Student work has been collected from faculty members since the spring 2015 semester and will be ongoing from this point forward. Faculty members teaching general education courses are responsible for determining which of their assignments best addresses the student learning outcomes associated with the sub-group in which their courses reside; they are then asked to submit clean copies of a small percentage of students in their class for general education assessment. A team of paid faculty assessors scores submitted student artifacts against the SLOs of the sub-group (i.e. using a validated rubric which asks assessors to evaluate the degree to which each example of student work meets the SLOs in question). Outcomes of assessment are reported to the university community in a timely fashion via presentations to the Academic Senate, GEC, and other interested parties as well as by posting the yearly reports on the General Education website. Faculty teaching in the sub-groups or competencies are alerted if assessment of student work indicates that changes need to be made to the curriculum. Faculty will then be responsible for creating action plans to address any shortcomings of the curriculum. Since it is the first year of this type of assessment, these faculty teams have not been created. There is not enough data to determine accurately what problems there might be with the curriculum. Conclusions about the effectiveness of the curriculum will be drawn once several cycles of assessment of each sub-group and competency has been completed.

The rubrics that are used to score student artifacts are below.

Group IA, Humanities: Human Events & Ideas rubric

Student learning objective	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A
1.Demonstrate knowledge of significant figures, ideas, or movements that have shaped human experience and/or achievement in at least one area (literature, visual arts, philosophy, religion, music, and theatre) and place these materials in an historical, cultural, or intellectual	Demonstrates sophisticated understanding of….	Demonstrates adequate understanding of….	Demonstrates partial understanding of….	Demonstrates surface understanding of….	Demonstrates no understanding of….	SLO is not addressed by assignment.

context						
2. Employ basic humanities methodologies to analyze, critically evaluate, and/or interpret issues, themes, literary or musical compositions, works of art, etc. from the domain of at least one humanities discipline	Employs methodologies in a sophisticated manner….	Employs methodologies in an adequate manner….	Employs methodologies only partially….	Employs methodologies in a surface manner….	Does not employ methodologies.	
3. Engage in significant debates on issues in the humanities, demonstrating an ability to recognize diverse points of view	Engages in debates in a sophisticated manner, and demonstrates great ability to recognize diverse points of view.	Engages in debates in an adequate manner. Demonstrates adequate understanding of diverse points of view.	Engages in debates and recognizes diverse points of view only partially.	Engages in debates and recognizes diverse points of view in a surface manner	Does not discuss the SLO.	
4. If appropriate, explain how course addresses applications to and implications for diverse populations	Explains how course is applicable and has implications for diverse populations in a sophisticated manner.	Explains how course is applicable and has implications for diverse populations in a adequate manner.	Explains how course is applicable and has implications for diverse populations in a partial manner.	Explains how course is applicable and has implications for diverse populations in a surface manner.	Does not address the SLO.	

Group IB, Humanities: Arts rubric

Group I Humanities, Sub-group B: Arts Course Designator & Number: _____ Rater _____ Date _____						
SLO Description	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	NA
1. Students will demonstrate an understanding of the aesthetic dimensions of artistic works and performances.				.		

2. Students will apply critical methodologies to the analysis and interpretation of artistic works and performances.						
3. Students will identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions.						
4. Students will identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art.						
5. Students will explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts						
6. Students will identify and interpret various ways in which the arts function in contemporary society.						

M 3: Group IIA, Natural Sciences: Descriptive Sciences rubric

Student learning objective	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A
1. Describe the underlying principles involved in scientific inquiry.	Demonstrates sophisticated understanding of the scientific method.	Demonstrates adequate understanding of the scientific method.	Demonstrates partial understanding of the scientific method.	Demonstrates surface understanding of the scientific method.	Demonstrates no understanding	
2. Make scientific observations and evaluate the quality of data collected to determine its significance and accuracy.	Makes sophisticated observations and evaluations of data collected to determine its significance and accuracy.	Makes adequate observations and evaluations of data collected to determine its significance and accuracy.	Makes partial observations and evaluations of data collected to determine its significance and accuracy.	Makes surface observations and evaluations of data collected to determine its significance and accuracy.	Makes no…	

3. Discuss observations and descriptions and make generalizations based on them.	Produces sophisticated observations and descriptions of data; makes sophisticated generalizations based upon them.	Produces adequate observations and descriptions of data; makes adequate generalizations based upon them.	Produces partial observations and descriptions of data; makes partial generalizations based upon them.	Produces surface observations and descriptions of data; makes surface generalizations based upon them.	Produces no…	
4. Describe and draw conclusions from general scientific principles.	Produces sophisticated descriptions and conclusions; uses principles as a basis for deep and thoughtful judgments and draws insightful conclusions.	Produces adequate descriptions and conclusions; uses principles as basis for competent judgments, drawing reasonable and appropriate conclusions.	Produces partial descriptions and conclusions; uses principles as basis for "workmanlike" judgments, and for drawing plausible conclusions.	Produces surface descriptions and conclusions; makes basic judgments although is hesitant or uncertain about drawing conclusions from this work.		
5. Apply scientific principles to daily living, including the evaluation of current issues in the media.	Applies principles to daily living in a sophisticated manner; uses principles to critically and creatively evaluate current issues.	Applies principles to daily living in an adequate manner; produces adequate evaluations of current issues.	Applies principles to daily living in a partial manner; produces adequate evaluation of current issues.	Makes little or no attempt to apply principles to daily living; produces surface evaluation of current issues.		
6. If appropriate, explain how course addresses applications to and implications for diverse populations.	Explains how course addresses applications to and implications for diverse populations in a sophisticated manner.	Explains how course addresses applications to and implications for diverse populations in an adequate manner.	Explains how course addresses applications to and implications for diverse populations in a partial manner.	Explains how course addresses applications to and implications for diverse populations in a surface manner.		

M 4: Group IIB, Natural Sciences: Quantitative and Mathematical Sciences – Student Work Samples

Student learning objective	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A

1. Describe the underlying principles involved in scientific inquiry.	Demonstrates sophisticated understanding of the scientific method.	Demonstrates adequate understanding of the scientific method.	Demonstrates partial understanding of the scientific method.	Demonstrates surface understanding of the scientific method.	Demon strates no…	
2. Solve scientific problems, applying all of the steps of the scientific method, including formulating questions and hypotheses, making scientific measurements, and making quantitative evaluations of the data collected to determine its significance and accuracy	Solves problems using all steps of the scientific method correctly and accurately with no mistakes; data generated is accurate, and there is full recognition of the ways in which the data contributes to a further or deeper understanding of the topic at hand.	Solves problems using all steps of the scientific method correctly and accurately with few mistakes; data generated is accurate and the significance of the data is recognized to some degree.	Solves problems using most steps of the scientific method and/or there are numerous mistakes and inaccuracies; data generated is only partially accurate and there is little effort to determine its significance.	Problems are not solved and/or are missing many steps of the scientific method and/or contain many mistakes and inaccuracies; little data is generated and/or there is no attempt to understand its significance.		
3. Discuss collected data and make generalizations based on them.	Discusses data in a sophisticated manner; makes sophisticated generalizations based upon them.	Discusses data in an adequate manner; makes adequate generalizations based upon them.	Discusses data in a partial manner; makes partial generalizations based upon them.	Discusses data in a surface manner; makes surface generalizations based upon them.		
4. Describe and draw conclusions from general scientific and mathematical principles	Correctly describes principles with no errors; uses principles as a basis for deep and thoughtful judgments and draws insightful conclusions.	Correctly describes principles with few errors; uses principles as basis for competent judgments, drawing reasonable and appropriate conclusions.	Describes principles with some errors; uses principles as basis for "workmanlike" judgments, and for drawing plausible conclusions.	Description of principles is error-filled; makes basic judgments although is hesitant or uncertain about drawing conclusions from this work.		
5. Apply computational skills and scientific principles to daily living, including the evaluation of current	Applies skills and principles to daily living in a sophisticated manner; uses principles to	Applies skills and principles to daily living in an adequate manner; produces	Applies skills and principles to daily living in a partial manner; produces adequate evaluation of	Makes little or no attempt to apply skills and principles to daily living; produces surface		

issues in the media.	critically and creatively evaluate current issues.	adequate evaluations of current issues.	current issues.	evaluation of current issues.		
6. If appropriate, explain how course addresses applications to and implications for diverse populations.	Explains how course material was used to address diversity issues in a sophisticated manner.	Explains how course material was used to address diversity issues in an adequate manner.	Explains how course material was used to address diversity issues in a partial manner.	Explains how course material was used to address diversity issues in a surface manner.		

M 5: Group IIIA: Behavioral Sciences

Group III Social Sciences, Sub-group A: Behavioral Sciences
Course Designator & Number: _____ Rater _____ Date _____

SLO Description	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	NA
Recognize and explain the rudiments of the different methods used in the social and behavioral sciences.				.		
Students will recognize, explain and cite examples of the reciprocal influences between individuals and their social environments						
Students will recognize and explain prominent characteristics of individuals that influence or are influenced by social environments						
Students will recognize and explain prominent characteristics of social environments that influence or are influenced by individuals.						

M 6: Group IIIB: Studies in Social Structures

Group III Social Sciences, Sub-group B: Studies in Social Structures
Course Designator & Number: _____ Rater _____ Date _____

SLO Description	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	NA

Students will demonstrate a basic understanding of at least one major technique used in the analysis of social organization.				.		
Students will describe the structure, functioning, and patterns of change involved in at least one major area of social organization.						
Students will explain the process by which social and/or cultural forces shape some major aspect of social organization.						
Students will apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.						

M 7: Group IVB: Studies in Cultures Outside of the Anglo-American Tradition

Student learning objective	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A
1. Describe the common features of a particular geographical, cultural, or political region or tradition, as well as the diversity within that region or tradition.	Demonstrates sophisticated understanding of features of and diversity within the region or tradition.	Demonstrates adequate understanding of features of and diversity within the region or tradition.	Demonstrates partial understanding of features of and diversity within the region or tradition.	Demonstrates surface understanding of features of and diversity within the region or tradition.	Demonstrates no…	
2. Define, discuss, and illustrate the cultural values, or systems of values, of the geographic, cultural, or political region or tradition under study.	Demonstrates sophisticated understanding of these values.	Demonstrates adequate understanding of these values.	Demonstrates partial understanding of these values.	Demonstrates surface understanding of these values.		
3. Illustrate and discuss common perceptions and attitudes, including biases and stereotypes, concerning the particular geographical, cultural, or political region or tradition	Demonstrates sophisticated understanding of perceptions and attitudes towards region or tradition.	Demonstrates adequate understanding of perceptions and attitudes towards region or tradition	Demonstrates partial understanding of perceptions and attitudes towards region or tradition	Demonstrates surface understanding of perceptions and attitudes towards region or tradition		

that is the subject of the course.						
4. Demonstrate how, with respect to a given geographical, cultural, or political region or tradition, the past relates to the present, and the part to the whole.	Demonstrates sophisticated understanding of the history of the region or tradition under study and their relationship to larger (and/or global) wholes in which they are enmeshed.	Demonstrates adequate understanding of the history of the region or tradition under study and their relationship to larger (and/or global) wholes in which they are enmeshed.	Demonstrates partial understanding of the history of the region or tradition under study and their relationship to larger (and/or global) wholes in which they are enmeshed.	Demonstrates surface understanding of the history of the region or tradition under study and their relationship to larger (and/or global) wholes in which they are enmeshed.		
5. Describe and illustrate the contributions of the geographical, cultural, or political region or tradition under study to the world at large and/or to American culture in particular.	Demonstrates sophisticated understanding of the contributions the tradition or region under study has made to the U.S. and/or the world.	Demonstrates adequate understanding of the contributions the tradition or region under study has made to the U.S. and/or the world.	Demonstrates partial understanding of the contributions the tradition or region under study has made to the U.S. and/or the world.	Demonstrates surface understanding of the contributions the tradition or region under study has made to the U.S. and/or the world.		
6. Give evidence of an understanding of a cultural tradition other than one's own.	Demonstrates sophisticated understanding of a cultural tradition other than one's own; demonstrates evidence of adjustment in one's own attitudes and beliefs as a result of working within and learning from diverse communities and cultures.	Demonstrates adequate understanding of a cultural tradition other than one's own; demonstrates some evidence of adjustment in one's own attitudes and beliefs as a result of working within and learning from diverse communities and cultures.	Demonstrates partial understanding of a cultural tradition other than one's own; demonstrates little evidence of adjustment in one's own attitudes and beliefs as a result of working within and learning from diverse communities and cultures.	Demonstrates surface understanding of a cultural tradition other than one's own; demonstrates no evidence of adjustment in one's own attitudes and beliefs as a result of working within and learning from diverse communities and cultures.		
7. For foreign languages, communicate and comprehend effectively in the target language at the level appropriate for the particular course.	Demonstrates sophisticated ability to understand and communicate in the language of the host community.	Demonstrates adequate ability to understand and communicate in the language of the host community.	Demonstrates partial ability to understand and communicate in the language of the host community.	Demonstrates surface ability to understand and communicate in the language of the host community.		

M 8: Group IVC: Studies in Racism and Cultural Diversity in the United States Rubric

Student learning objective	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	0	N/A

1. Demonstrate an understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination.	Demonstrates sophisticated understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination.	Demonstrates adequate understanding of….	Demonstrates partial understanding of….	Demonstrates surface understanding of….	Demonstrates no understanding of….	SLO is not addressed by assignment.
2. Demonstrate knowledge of the history of at least one group that has experienced racism and invidious discrimination in the United States.	Demonstrates sophisticated understanding of the history of at least one group that has experienced racism and invidious discrimination in the United States.	Demonstrates adequate understanding of….	Demonstrates partial understanding of….	Demonstrates surface understanding of….	Demonstrates no understanding of….	
3. Discuss the contributions to US society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups.	Discusses the contributions to US society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups In a sophisticated manner.	Discusses in an adequate manner….	Discusses only partially….	Discusses in a surface manner….	Does not discuss the SLO.	
4. Define and give examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others.	Defines and gives examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others in a sophisticated manner.	Defines and gives examples in an adequate manner.	Defines and gives examples in a partial manner.	Defines and gives examples in a surface manner….	Does not define or give examples.	
5. Where applicable to the course, discuss the similarities and differences of racism and one other form of discrimination based on gender, ethnicity,	Discusses the similarities and differences of racism and one other form of discrimination based on gender, ethnicity, and	Discusses in an adequate manner….	Discusses only partially….	Discusses in a surface manner….	Does not discuss the SLO.	

and sexual orientation.	sexual orientation in a sophisticated manner.					

M 9: National Survey for Student Engagement (NSSE)

This measure is designed to identify the extent to which students are engaged in activities and behaviors associated with effective educational practices. The target population is first- and second-year students. The results compares Central Michigan University to normative data (Consortium "peers"; Carnegie norms; NSSE norms).

M 10: Graduating Student Exit Survey (GSES)

This measure is designed to examine the degree to which graduating seniors feel that they have achieved competency in math, writing, oral communication and area studies.

M 11: Collegiate Learning Assessment CLA

The Collegiate Learning Assessment (CLA) is used to evaluate the critical-thinking and written-communication skills of college students. It measures skill levels in the following areas: analytical thinking and problem-solving, scientific and quantitative reasoning, critical reading and evaluation, critiquing arguments as well as writing mechanics and effectiveness. Over 700 institutions—both in the United States and internationally—have used the CLA to benchmark growth in student learning in these skills at their college or university compared to that of other institutions.

M 12: Alumni Employment Survey (AES)

This instrument is designed to collect employment and job market information. The target population is the most recent baccalaureate alumni within six to twelve months after graduation from CMU. The results can be linked to Graduating Student Exit Survey (GSES) data as a measure of the university's curricular/co-curricular impact on student career success.

General Education Assessment Targets (T)

Targets are commonly developed based on the history of student learning achievement, and applicability of benchmarks common to peer institutions or used in national surveys/reports.

Measures 1 through 8 are associated with CMU's University Program (UP) where faculty members will either develop the rubrics or modify preexisting rubrics to score student work. Therefore, faculty members teaching courses will be responsible for providing appropriate baseline information that will be used to establish expected performance target (expressed as a percentage: e.g. 70% of students sampled will attain the capstone in the sub-group or competency being assessed). Faculty members will be asked (using a survey) what they feel is an appropriate level of performance (for each SLO) for the students in their course(s). Once the information is collected, the information will be analyzed to draw a consensus of what faculty perceive as appropriate baseline targets. Initial targets will be established based on the faculty information.

Measures 9 through 12 are associated with general education competencies for which historical data already exists with the office of Institutional Research as well as previous assessment reporting data. Targets will be established based on historical data.

Inter-Rater Reliability & Rubric Calibration

Once student work is collected, a team of paid faculty assessors scores the work. The first step in this process is the validation of the rubrics being used to score the work. Faculty must come to some sort of agreement about the meaning of each of the standards in the rubrics being used (i.e. what is a "benchmark" performance as opposed to a "capstone" performance). Each standard in each rubric contains a description, but how those descriptions are interpreted can vary widely. The validation process is done to try to ensure some consistency (or inter-rater reliability) in the scoring of student work. The calibration process that was employed in the pilot assessment in spring 2015 is as follows (adopted from Rhode Island Department of Education):

Step 1	Samples of student work are submitted to the DGE (or facilitator).

Step 2	The facilitator scheduled a 2-3 hour workshop consisting of 4-8 faculty paid assessors to calibrate the rubric based on the student work samples. The facilitator reviewed the protocol process with the group.
	
	 Items for calibration session included:
	
	     a. Student work samples
	     b. Task Rubric
	     c. Score Sheet
	     d. Score sheet for recording

Step 3 Examination	Group members silently examined the prompt (including any associated texts or graphics), student work, the rubric (paying particular attention to the differences in performance descriptors for each level), and the score sheet.
Step 4 Clarifying Questions	The group members asked clarifying questions about the materials and process.
Step 5 Read and Score	Using the rubric, group members independently and silently read the student work, ranking them as high, average, or low based on their overall impression. Student work was then scored and scores were recorded on the score sheet. Scorers noted words and phrases in the rubric's performance level descriptors that best described the qualities of the work and made notes to explain and justify their scores.

Step 6 Discussion	a. The facilitator invited the group to consider where the differences in the scores occurred and why people scored differently for each rubric area – particularly the highest and lowest scores.
	
	     b. Group members explained and justified scores by pointing to specific language in the rubric and evidence in the student work.
	
	     c. Group discussed each piece of student work, resolving issues centered on either the meaning of the rubric or the merit and validity of the evidence in the student work until consensus was reached.

Step 6 Score	One at a time, team members shared their score for each of the rubric categories – without explanation – as the recorder completed the group's

Sharing	score sheet.
Step 7 Discussion	a. The facilitator invited the group to consider where the differences in the scores occurred and why people scored differently for each rubric area – particularly the highest and lowest scores.
	b. Group members explained and justified scores by pointing to specific language in the rubric and evidence in the student work.
	c. Group discussed each piece of student work, resolving issues centered on either the meaning of the rubric or the merit and validity of the evidence in the student work until consensus was reached.
Step 8 Debriefing	Group discussed the following questions after the calibration: What did we notice about scoring student work and using the rubric? What would be the next steps for instructing this student? What revisions should be made to the task and instructions? What are the implications for our instructional practice?

Sampling Strategy for Collecting Student Artifacts: Measures 1 - 8

The following strategy is based on systematic random sampling. This sampling strategy was chosen for the following reasons:

1. Systematic sampling is fairly easy and ensures samples vary within a particular sub-group.
2. This type of sampling is more precise than simple random sampling.
3. This type of sampling reduces the number of student work samples faculty teaching in individual courses will have to submit as compared to simple random sampling.
4. This is the most feasible method for sampling since random sampling would be laborious and extremely time consuming. In addition, simple random sampling would almost certainly yield the similar results.
5. Lastly, this sampling strategy ensures an appropriate percentage of work samples are collected from each course section giving a true snap shot of the total population where simple random sampling may inadvertently miss student work samples in a particular course section.

Process for Systematic Random Sampling.
Step 1: Construct a sampling sheet using excel, similar to the one shown in Table 1 below.

Table 1: Gen Ed Assessment Systematic Sampling Table for Collecting Student Artifacts

Course Designator & No.	Section Count	% Distribution of Sections	Students per Course (N)	% Distribution of Students	Students to Sample per Course	Systematic Random Sample
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7
ANT 171	1	2%	50	2%	7	7
ANT 173 (lab)	1	2%	19	1%	3	7
AST 111	2	3%	356	15%	49	7
AST 112	6	9%	141	6%	19	7
BIO 101N	13	20%	297	12%	40	7
BIO 101T	3	5%	58	2%	8	7
BIO 105QR	1	2%	24	1%	3	7
BIO 110	9	14%	202	8%	28	7
BIO 151	1	2%	30	1%	4	7
BIO 240	2	3%	89	4%	12	7
FNS 370	5	8%	347	14%	47	7
GEL 101	5	8%	199	8%	27	7
GEL 105	2	3%	51	2%	7	7
GEL 230	1	2%	57	2%	8	7
GEO 105	5	8%	199	8%	27	7
GEO 105H	1	2%	8	0%	1	7
GEO 120QR	6	9%	218	9%	30	7
GEO 205/GEL 205	1	2%	38	2%	5	7
MET101QR	1	0	45	2%	6	7
SECTION TOTAL	**65**					
TOTAL POPULATION OF STUDENTS			**2,428**			
TOTAL PERCENTAGE DISTRIBUTION AMONG ALL COURSES:			**100%**			
SAMPLE SIZE REQUIRED FOR A CONFIDENCE INTERVAL OF 5:				**331**		

*Confidence interval: what margin of error are we willing to accept. For this assessment, the confidence interval of 4 was chosen since the margin of error will be fairly small (+5 or -5) in either direction.
Sample Size Calc.   http://www.surveysystem.com/sscalc.htm#one

Column 1: Course Designator and Course Number

Column 2 (Section Count): Number of course sections per the course designator and number in column 1.

Column 3 (%Distribution of Sections): Percentage of course section(s) per column 1 in reference to total number of course sections totaled at the bottom of column 2 (number of course section(s) per course, divided by total number of sections)

Column 4 (Students per Course): Total number of students (including all sections) per course.

Column 5 (% Distribution of Students): Percentage of students in a designated course (per column 1) in reference to total number of students at the bottom of column 4 (number of students per course including all sections for that course, divided by total number of students).

Column 6 (Students to Sample per Course): The total number of students to sample is calculated by using a confidence level of 95% and a confidence interval (margin of error) of 5 as shown in Table 2 (Survey Research System, Sample Size Calculator) below. According to Creative Research Systems (2012) "The confidence level tells you how sure you can be. It is expressed as a percentage and represents how often the true percentage of the population who would pick an answer lies within the confidence interval. The 95% confidence level means you can be 95% certain; the 99% confidence level means you can be 99% certain. Most researchers use the 95% confidence level." Therefore, a 95% confidence level is chosen as an appropriate sample of students for the entire population of students.

Once the sample size is calculated, the percentage distribution of students (column 5) per course is used to calculate how many students to sample per course by dividing the percentages in column 5 to the total sample size needed (i.e. 480) at the bottom of column 6.

Table 2: Survey Research System, Sample Size Calculator

http://www.surveysystem.com/sscalc.htm#two

Column 7 (Systematic Random Sample): To determine which students should be sampled per course, the number of students to sample per course (column 6) is divided by the total number of students in the course (column 4). Therefore, the example in table 1 indicates that for every 7th student in ANT 171, the faculty member would submit a sample of that student's work.

The purpose of General Education assessment is to collect information about the effectiveness of the sub-groups and competencies as a whole; it will not be used to carry out assessment of individual students in courses, or individual faculty teaching those courses. All identifying information is removed from the submitted student work samples before they are scored.

Data Collection and Submission Process

Faculty teaching in the specific sub-group courses submit clean copies (i.e. with all identifying information removed) of student work that address the sub-group outcomes to the DGE at the end of the semester in which their sub-groups are being assessed. (Additional information regarding student artifacts can be found in Appendix A.) They have a choice as to how to submit student work: faculty members may send an electronic copy

of the artifact to the General Education via e-mail or through campus mail. It is not expected that one artifact will address all student-learning outcomes. Therefore, it may be necessary for the faculty member to submit more than one artifact.

Faculty are notified of their participation at the beginning of the semester preceding the semester in which their sub-groups will be assessed. Thus, for the fall semester, faculty will be notified at the beginning of summer (or end of spring semester); for the spring semester, faculty will be notified at the beginning of the fall semester. The DGE sends out a packet of information to faculty via email, containing information on how to submit artifacts, how to choose artifacts for submission, etc. At the beginning of each semester, the DGE holds information sessions about assessment. These sessions give faculty a chance to come and ask questions about assessment that they feel were not answered in the information packets they received. Attendance is voluntary.

Once student work is submitted, the DGE hires faculty assessors from each of the sub-groups that are being assessed to score the work. In the spring 2015 pilot study, the DGE held a series of six workshops at the beginning of the summer where hired faculty sat together and scored all student work. In the future, faculty will assess both fall and spring student work submissions in these workshops; it will not be possible or feasible to have scoring workshops at the end of every semester. (See Appendix for copies/examples of all documentation sent out to faculty, chairs, and deans and which outline the process in detail.)

Assessment Cycle
As of April 25, 2015, CMU's Academic Senate approved a five-year assessment cycle for all academic programs including General Education. In order to collect enough meaningful data from both direct and indirect measures within the five-year cycle, it is essential that all student learning outcomes are assessed at least twice in the assessment cycle (or every other year).

Data Collection Schedule

General Education Assessment Cycle

Year 1	No assessment report is due. Submission of a cumulative summary of assessment activities including the pilot study and the past 5 years will be included in both program review and in the assessment management system for Assessment Council review.
Year 2	Data collected and entered into the assessment management system. Focus on implementation of action plans based on assessment data and Program Review to improve learning. Revisit Assessment Plan in light of Program Review feedback and in consultation with College Assessment Coordinator. Revisions (if needed) are due December 1. Assessment Council reply/approval by January 15.
Year 3	Data collected and entered into the assessment management system. Assessment report due Oct. 1.
Year 4	Data collected and entered into the assessment management system. Focus on implementation of action plans.
Year 5	Data collected and entered into the assessment management system. Assessment report due Oct. 1 Substantive review of program assessment plan and data with Council or College Assessment Coordinator in preparation for Program Review.

Reporting findings of assessment

Findings for the previous academic year will be reported in WEAVE by Oct. 1 (when all assessment reports are due to the Director of Assessment and Curriculum). A link for General Education assessment on the internal General Education website has been created; the findings are posted there as well (along with all of the documents associated with assessment – see Appendix A for examples of documents that will be posted there). The DGE also presents the findings to the GEC and Academic Senate. Once sub-group committees are formed, they will be the ones to review the findings and suggest any changes to the sub-groups that should be made to the GEC as a result of those findings. If no sub-group committees are formed, both the DGE and GEC will be responsible for reviewing findings and suggesting changes. The DGE and GEC will also oversee the implementation of any changes made to the GEP as a result of assessment. Faculty that do not submit artifacts will not have their courses recertified by the GEC.

Appendix A: Assessment documents

1. FAQs: Assessment of General Education at CMU

Why is assessment of General Education being implemented now?

At CMU, assessment already occurs at the program and department level; general education must also be assessed for the same reasons that program and department level assessment is occurring. Assessment is necessary to ensure that the student learning outcomes for all UP Groups and competencies are being met and for accreditation purposes. The point is to improve student learning, above all else.

What, exactly, is being assessed? Am I being assessed as a faculty member?

The student learning outcomes (or SLOs) of the UP sub-groups and competencies are being assessed, not individual courses or faculty. The identity of faculty members and courses is protected because faculty redact that information before submitting student work for assessment. Furthermore, since faculty will only submit a small percentage of student work examples it is impossible to arrive at a valid assessment of individual faculty or courses.

How are courses selected for assessment?

All courses from each UP sub-group, and all competencies, will be assessed on a rotating basis. Two groups will be assessed each year (i.e. Year 1: Sub-Group I and IV; Year 2: Sub-Group II and III). The assessment of competencies will be embedded in this assessment: that is, if your course is both a Sub-Group IA and Writing Intensive course, the work you submit will be scored twice – once with the IA rubric, and once with the WI rubric. Faculty will not have to do anything extra if their courses meet both a sub-group and competency requirement.

When will my course(s) be assessed?

The tentative calendar is as follows:

2015-2016: Sub-groups IA (fall) and IVC (fall); Sub-group IB (spring)

2016-2017: Groups II (fall) and III (spring)

2017-2018: Groups I (fall) and IV (spring)

2018-2019: Groups II and III

2019-2020: Groups I and IV

The cycle repeats itself from this point forward. Faculty whose courses will be assessed will be notified at the beginning of the semester prior to the one in which they will be asked to submit student work (i.e. beginning of summer session for fall assessment; beginning of the fall

semester for spring assessment). This is done in order to give faculty time to think about what assignment they will use for assessment.

What is my role or responsibility in General Education assessment?

Faculty members are being asked to design and implement assignments that address all of the SLOs of the sub-group to which their courses belong. In addition, faculty will also collect ungraded samples of those assignments and submit them to the Office of General Education.

What happens to the student work that I submit for assessment?

The student work is checked in and if there is any identifying information on any of the work, it is removed. The work is then numbered and entered into a spreadsheet. Faculty will be sent an acknowledgment email once their submission is received and checked in.

How will the student work I submit be assessed?

At the end of the academic year, assessment workshops are held where faculty assessors score all submitted student work against rubrics developed for each sub-group and/or competency. These faculty assessors come from the sub-groups being assessed. The scores are entered into a separate spreadsheet, and analyzed. Outcomes will be reported to the campus community via the internal general education website.

How many assignments must be submitted?

If one assignment incorporates all the SLOs of the sub-group, one should be submitted. If no assignment incorporates all of the SLOs, faculty should submit multiple assignments, indicating which SLOs each addresses.

I teach multiple sections of one course. Do I have to submit student work for all sections? (Or: there are many faculty who teach sections of one of my courses. Do all faculty have to submit student work?)
The answer to both questions is yes. If you teach multiple sections of one general education course, you will be asked to submit work from each section. If many faculty teach sections of one general education course, all faculty will be asked to submit work from their sections.

What types of student work are appropriate for assessment?

The most important consideration is that the assignment requires students to demonstrate their knowledge and understanding of the SLOs that are being assessed. For this reason, faculty should make sure to read the rubric for their sub-group, so that they know what the SLOs are and can design or re-tool existing assignments that test student's knowledge of those SLOs. Assignments that ask students to demonstrate their understanding through analysis, synthesis, critical thinking and the like are more conducive for assessment purposes than assignments that require only recall or recognition. Examples of assignments that may be appropriate include but are not limited to essays, lab reports, mini-research papers or quantitative problems for which the student's computational work is shown.

In addition to the student work, faculty should submit a detailed answer key or rubric that explains what a good answer or response is, as opposed to a mediocre one. This will help faculty assessors in the scoring of student work. Do not just send the rubrics or keys you develop for assessment. Please submit the student work *and* the rubric that you used to grade the work.

What types are inappropriate (and why)?

Multiple choice, short answer, matching and group assignments are not appropriate for use in the assessment of general education. These types of assignments do not provide enough detail or independent work for the faculty assessors to score the competency level.

What if none of my assignments address the SLOs of my sub-group (or only address one or two of the SLOs)?

In this situation, the faculty member will need to either re-tool an existing assignment to address all of the SLOs; or, it may be necessary for faculty to create a new assignment that addresses all of the SLOs. The point is to get an overall "snapshot" of how the sub-group (and/or competency) is working; this cannot be achieved if faculty are not covering all of the SLOs in their courses. Faculty should also remember that, unlike courses in a major or minor where all program SLOs are addressed over numerous courses, general education courses should be designed to "stand alone" since students are required to take only one course from each sub-group.

In a multi-sectioned course that is taught by more than one faculty person, one suggestion is for all faculty to design one assignment that they all give at the same point in the semester. This would help to ensure that there is some consistency between sections of a course in the teaching and assessment of SLOs. Departments that have many general education courses may wish to design assignments for each class that can be used for assessment purposes. These, of course, are just suggestions; faculty should submit work that they believe best reflects an understanding and mastery of the SLOs of their sub-group.

Why can't course grades be used for assessment? This would mean that student work would not even need to be collected.

There are many studies that show that course grades do not provide the same insight that a course assessment does. The problems, in short, are as follows:

- Grades give a global evaluation but do not provide sufficiently detailed information about which course outcomes students are mastering well and which are giving them trouble.
- Because many factors contribute to an assigned grade, it is almost impossible to make inferences about what a student knows or can do solely by looking at that grade. Grades often reflect performance on multiple concepts.
- Grades sometimes are based on more than mastery of course content; for example, participation, attendance, or bonus points.

- Grading standards often vary widely among different instructors and do not indicate the same degree of mastery of course outcomes. One instructor's "A" might be another instructor's "B."
- What a faculty person is trying to assess in his or her particular assignment for a course can be different from the broader student learning outcomes of the sub-group of which the course is a part. A student might do very well on a class assignment, but score poorly on assessment of SLOs (and vice versa).

How are students selected for assessment?

Instructors whose courses are being assessed will be given specific directions on how to randomly select students for assessment. Typically, the instructor will be asked to select students from their alphabetical class list at a set interval (i.e. every fourth student). Sampling methods may change as more assessment of general education occurs.

Are students informed of their participation in assessment?

No, individual students are not informed of their participation or treated any differently than non-selected students. The identity of students is protected because faculty redact any identifying information from the student work before they submit it for assessment. You may wish to include a brief statement about assessment on your syllabus such as: "work products submitted by students to fulfill course requirements may be used by the college to evaluate its academic programs and general education requirements."

What happens if I don't submit student work for assessment?
All courses in the General Education curriculum are re-certified every seven years. If student work has not been submitted for assessment purposes, the course will not be re-certified and will be removed from the curriculum.

I'd like to be more involved in assessment. Are there other opportunities for faculty to participate in the assessment of General Education?
Please email the director of general education for information on how you can get more involved in assessment.

Is general education assessment here to stay?

In short, yes. Assessment of general education is critical to the university's mission and for accreditation purposes.

If I have further questions, whom can I contact?

The Director of General Education at directorgened@cmich.edu.

2. Assessment Checklist

(This is for your own personal use. You do not need to submit it with student work.)

_____1. Cover sheet

_____2. Clean copy of student work (number of examples submitted:)

_____3. Submission addresses all SLOs of my sub-group

_____4. If more than one example is submitted per student, I have indicated which SLOs each assignment addresses

_____5. Key or rubric to the student work

_____6. Student work submitted via email/intercampus mail on: _____

_____7. Acknowledgment email received on _____

3. Assessment Cover Sheet

You do not need to fill out multiple cover sheets if you teach multiple sections of a course.

1. Name:

2. Course designator and name:

3. Number of sections taught:

4. Number of students in course:

5. Number of student work artifacts submitted:

6. More than one artifact submitted for each student (Y/N)

7. Identifying information has been redacted from artifacts (Y/N)

4. Sample faculty letter

June 29, 2015

Dear CMU faculty member:

As you know, CMU is less than one year away from the HLC reaccreditation site visit. We are committed to continuous quality improvement and part of that is the assessment of the General Education curriculum (the University Program and competencies). There hasn't been any systematic assessment for many years. I have developed, with the assistance of Mike Carson, Director of Curriculum and Assessment, a plan that assesses all of the sub-groups and competencies in a very reasonable timeframe.

Data collection for sub-groups IA and IVC will be held this fall semester 2015. You are being contacted because one or more courses that you teach will be assessed this fall and your support is critical. I have already contacted the dean of your college and your department chair and they have been apprised of the situation.

You will be asked to submit samples of student work by the end of the semester. The work you submit will be used to assess the sub-group from which the work comes. It will not be used to assess the faculty member who teaches the course or the course itself. Since the intent is to assess the sub-group, faculty need only to submit a few examples of student work from each of their courses; and the work will have no identifying information (other than the sub-group from which it originated) when it is scored.

Please do the following:

1. If you teach a course in IA, please send work from every *sixth* student on your alphabetized class list. This will ensure that the sampling procedure is randomized. Thus, you will send work from the first student on your class list, then the seventh, the thirteenth, and so on. If your class list does not end on a multiple of six, please round up. For example, if you have a class of 45 students, you would send eight, not seven, examples of student work.

2. If you teach a course in IVC, you will follow the same procedure – except you will sample every *fourth* as opposed to sixth student. This is because there are fewer students taking group IVC as opposed to IA classes, but the sample size needed to attain a valid assessment of both sub-groups is largely the same.

3. If you teach multiple sections of the same course, you will need to submit work from each section (as if each section were a separate course). If you are one of a number of faculty who teaches sections of a general education course, all faculty will need to submit work.

4. Please complete the attached cover sheet and submit it with *clean copies* of student work (i.e. make copies of the work before you grade it). *Before you submit the work, remove any and all identifying information from it.* This includes the names of students and any information that would identify which course the work is from. Make sure to check all pages of your submission for identifying information (i.e. such as headers or footers).

5. Please include an answer key (or rubric, if that is more appropriate) for all work that you submit. A paid, and trained, team of faculty assessors will score student work. Faculty assessors are drawn from each sub-group, but they are not content experts in all disciplines. Your key or rubric should explain the difference between a response that is outstanding as opposed to mediocre. Faculty assessors will use your key to assist them in scoring your students' work against a rubric that has been developed for your sub-group (see attached rubric for an idea of how your work will be scored).

6. Make sure the work you choose to submit addresses all of the student learning outcomes ("SLOs") of the sub-group in which you teach, since that is what is being assessed. This means that you may have to send more than one example for each student whose work you are collecting, if you do not use an assignment in your course that address all of the sub-group's SLOs at once. If you do send more than one example of student work, please indicate which SLOs each assignment addresses. For helpful hints on which types of assignments are best for conducting assessment and which should be avoided, see the attached document "FAQs". In general, multiple-choice, matching and/or short answer exams are not a good choice, because the questions cannot be scored on a scale from zero (no evidence of an understanding of the SLO) to four (sophisticated understanding of an SLO). If you do not know the SLOs of your sub-group see the attached rubric, which lists all of them in the first column.

7. Send the cover sheet, student work and answer key via email (i.e. scanned) or through intercampus mail (i.e. in hard copy) to me at the address at the bottom of this letter. All student artifacts and keys will be destroyed once the assessment process is complete.

8. All submissions of student work are due on **December 23, 2015** (the last day of the fall semester). You will receive an acknowledgment email once I have received your submissions. Please keep this email for your records. If you do not receive an acknowledgment email within seven days of submission, please email me.

Outcomes of this assessment will be reported to the faculty, departments and university community through the internal general education website once all work has been scored and analyzed. I will be hiring faculty assessors to score submitted student work. If you are interested in becoming a faculty assessor for your sub-group, please email me at your earliest convenience.

Several informational meetings concerning this assessment are scheduled for August 26 (10AM-11AM), September 3 (12-1pm) and September 7 (9AM-10AM) in FaCIT 413D in order to accommodate varied faculty schedules. The informational meeting will go over the submission process (as described in this letter), and the rubrics that will be used to score student work. Attendance is, of course, voluntary. This is simply an opportunity for faculty to ask questions about assessment and the submission process. If you cannot attend any one of the scheduled meetings, but you still have questions, please email me. I will be happy to assist you via email, or to make an appointment to meet with you.

I greatly appreciate your cooperation in this matter. I understand that this process is not easy,

but it is essential. Please do not hesitate to contact me with questions or concerns, or see the "FAQs" document that answers many questions and is included as an attachment with this letter.

Dr. Tracy Brown

Director of General Education

312 Warriner Hall

Email: directorgened@cmich.edu

Phone: 774-7217

5. Sample Chair/Dean letter

June 29, 2015

Dear ,

As you know, CMU is less than one year away from the HLC reaccreditation site visit. We are committed to continuous quality improvement and part of that is the assessment of the General Education curriculum (the University Program and competencies). There hasn't been any systematic assessment for many years. I have developed, with the assistance of Mike Carson, Director of Curriculum and Assessment, a plan that assesses all of the sub-groups and competencies in a very reasonable timeframe.

Data collection for sub-groups IA and IVC will occur in the fall 2015 semester. One or more courses in your college and department will be assessed and your support is critical.

We will be contacting the following instructors for the courses that are indicated and asking them to send (via e-mail or hard copies) samples of student work with all identifying information removed. Outcomes of this assessment will be reported to the faculty, departments and university community via the internal general education website as soon as analysis of student work is completed by paid and trained faculty assessors drawn from each sub-group.

The following courses from your college/department will be assessed this semester:

Further information will be provided during informational meetings scheduled for August 26 (10AM-11AM), September 3 (12-1pm) and September 7 (9AM-10AM) in FaCIT 413D. These informational meetings will explain exactly what instructors will be asked to submit to the office of the Director of General Education, and the rubrics that will be used to score student work. At this point, we simply ask that you apprise your instructors of the situation and encourage them to attend one of the informational meetings. In addition to this meeting, a letter containing specific instructions on how to choose and submit student work products will be sent to instructors whose courses are being assessed.

I greatly appreciate your cooperation and that of your instructors. I understand that this process is not easy, but it is essential. Please do not hesitate to contact me with questions.

Dr. Tracy Brown

Director of General Education

Email: directorgened@cmich.edu

Phone: 774.7217

Appendix B: Outline of Assessment Process

1. Each sub-group of the UP will be assessed.

2. Mechanics of assessment:

- Each of the four groups in the UP will be assessed on a rotating basis. Academic year 2015-2016 = year one of assessment: sub-groups I and IV will be assessed. Academic year 2016-2017 = year two of assessment: sub-groups II and III will be assessed. Academic year 2017-2018: cycle begins again.
- All faculty who have courses in the UP group that is being assessed will be required to submit to the Director of General Education artifacts or work products from their classes.
  - Faculty will submit clean copies of student work (i.e. pre-graded copies), with any identifying information stripped out (i.e. student name, course name and designator). They will submit it via email or through intercampus mail.
  - Faculty will send a random selection of artifacts: depending on the number of students in the sub-group as a whole, the Gen Ed director will calculate the number of artifacts needed to attain a 95% confidence interval with a 5% margin of error. S/he will also calculate the appropriate intervals by which faculty will sample their students in order to attain the correct number of artifacts needed for the assessment to be valid (i.e., sample every fourth, fifth, sixth – and so on – student in the course).
  - Given this sampling procedure, faculty will only be responsible for submitting a few artifacts from their courses.
  - Faculty who will be assessed will be given information packets containing a cover sheet, a checklist, the rubric that will be used to score their student's work, a FAQ sheet, and suggestions on best assignments to use for assessment purposes.
  - These packets will be sent via email with faculty letters.
  - Faculty whose courses are going to be assessed will receive notification at the beginning of the semester before the assessment of their courses will occur. This will give them plenty of time to think about how they will assess the SLOs of their sub-groups in their classes. This means that faculty whose classes will be assessed in Spring 2016 will be notified at the beginning of the fall 2015 semester.
- Hire faculty who teach in each UP group to do the actual assessment of the artifacts.
  - The first assessment workshop will be devoted to calibrating the rubrics.
  - After the first workshop, faculty will work in pairs to score each student artifact.
  - Faculty will be paid for their participation, and lunch will be provided during the workshop.
  - These faculty could act as point persons for faculty in their UP groups if questions arise about the process in the future.
  - These faculty might form sub-group committees that could review and report assessment findings and oversee any changes that are made to the sub-group as a result of assessment (see below, #3).
- Rubrics
  - Rubrics assess the SLOs of each sub-group. Since the SLOs have already been developed we cannot really employ the AAC&U rubrics, except as models upon which to create what a "4" or capstone assignment is as opposed to a "1" or benchmark assignment.

3. Outcomes of assessment

- Data would be used to assess UP groups, not individual courses or instructors.
- If deficiencies are found, it will be up to all faculty in the UP group to devise methods of improvement.
    - The Director of General Education would use the data collected to write the yearly assessment report, due in October.
    - A committee of faculty members from the sub-group could be formed to review the findings of assessment, suggest changes and oversee (with GEC and DGE) any changes made to the curriculum as a result of assessment.
    - Courses have to be re-certified every 7 years. As part of this re-certification, faculty could be required to explain how they implemented the changes all members of the UP group or competency devised for improving SLOs.
    - Faculty who do not do this – courses not re-certified.
    - Faculty who do not submit artifacts – courses not re-certified.

References

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Criterion 3 Evidence
General Education Basic Document Set

APPENDIX C
THE GENERAL EDUCATION PROGRAM: A BASIC DOCUMENTS SET

IV. APPENDICES C-20

I. INTRODUCTION

HISTORICAL BACKGROUND
The General Education Program at Central Michigan University was first implemented in the late 1970s. The program contains a common set of academic skills, referred to as competencies, as well as a broad knowledge base, referred to as the University Program. While the majority of courses in the General Education Program are continuous with the rest of the university curriculum and consistent with a distribution model, one of the competencies employs a common course model.

The General Education Program has undergone some revisions since its inception in 1977. For instance, a Writing Across the University Program policy was implemented in 1987 and modified in 2014. A subgroup on racism and diversity in the Unites States was added to the University Program in 1992 and a subgroup titled Integrative and Multi-Disciplinary was deleted from the University Program in 2014. Finally, both writing intensive and quantitative reasoning requirements were added to the competencies in 2014.

The General Education Subcommittee of the Undergraduate Curriculum Committee and the General Education Council were initially tasked with overseeing the operation, evaluation, and modification of the General Education Program. With the 2010 revision of the Central Michigan University Curricular Authority Document, the two committees were combined into an advisory and policy-making body, the General Education Committee. The General Education Committee develops, reviews, and evaluates courses and policies pertaining to the operation of the General Education Program. As the primary advisory body for the Director of General Education, the committee is tasked with assessing the overall quality and impact of general education in undergraduate education.

The General Education Program serves both main campus and Global Campus students. The current General Education Program consists of over 250 courses taught across six colleges and generates in excess of 200,000 student credit hours per year.

CURRENT STRUCTURE
The General Education Program continues to provide students with a common set of academic skills and exposure to a broad knowledge base. The competency requirement requires students to complete two courses in composition, four courses designated as writing intensive, a course in oral English, a course designated as meeting the mathematics requirement, and a course designated as meeting the quantitative reasoning requirement. The University Program requires students to complete nine courses distributed across the four broad content areas of the Humanities, Natural Sciences, Social Sciences, and Studies in Culture and Diversity.

After completing the General Education Program, students should be able to demonstrate an understanding of the basic forces, ideas, and values that shape the world. They should be aware of the structure of organized human knowledge--the arts and humanities, natural sciences, and social sciences. They should be able to organize and access a broad knowledge base relevant to the modern world. They should be skilled in working with others, including

those of diverse ethnic and cultural backgrounds, and in thinking reflectively about themselves as individuals and as members of society. Graduates should value rational inquiry, honesty in scholarship, and life-long learning.

SPECIFIC STUDENT LEARNING OBJECTIVES
The General Education Program is intended to assist students in attaining the specific learning outcomes listed below:
1. Demonstrate undergraduate-level competence in written communication, oral communication, mathematics, and quantitative reasoning.
2. Examine and conceptualize contemporary problems through the application of procedures common in the natural sciences, social sciences, and humanities.
3. Display sensitivity to the influence on human functioning of cultural values and diversity

II. GENERAL EDUCATION PROGRAM COMPETENCIES

HISTORICAL BACKGROUND

The current structure of the General Education Program Competencies took shape in the late 1970s. In November of 1977, the Competency Committee submitted a report to the Academic Senate that was reviewed and voted in during the December 6, 1977, Academic Senate meeting. The following motion was approved during the meeting:

> *That the Senate receive the report from the University Competency Committee, and take the following action: that until a permanent competency program is established, every student graduating under the 1978-79 Bulletin or subsequent catalogue be required to present a grade of "C" or better in English 101, Speech 101, and a competency equivalent to module "G" in Mathematics 105, and the departments concerned be charged with identifying and developing methods for students to test out of these competencies.*

Several changes have taken place since the initial development of the General Education Program Competencies, but the overall structure of the General Education Program Competencies has withstood the test of time.

CURRENT STRUCTURE

General Education Competencies are important skills that students expand during their course of study at Central Michigan University. Graduates are expected to demonstrate competence in the areas of Writing, Oral English, Mathematics, and Quantitative Reasoning. The requirements under each of these competencies were developed to aid students in mastering knowledge and skills deemed necessary to lead lives of constructive, concerned, and thoughtful persons.

A. WRITING COMPETENCY

Writing can be a tool for organizing and clarifying ones thoughts. Effective written expression is often necessary to contribute to ongoing debates or discussions in personal, civic, and vocational spheres and in ways that reflect different perspectives. Because writing is considered such an important skill, students must satisfy the Freshman Composition, Intermediate Composition, and Writing Intensive requirements as detailed below.

Freshman Composition Requirement

Students prepare a variety of public texts by applying knowledge of composing processes, rhetorical strategies, and textual conventions. This requirement is typically met by earning a grade of C or better in ENG 101 Freshman Composition.

As minimum criteria, students who complete the Freshman Composition requirement are able to:
1. use all aspects of writing processes, including invention, drafting, revising, editing, and polishing.
2. use a variety of technologies—from traditional pen and paper to electronic—for invention, drafting, revising, editing, and polishing.

3. listen to, reflect on, and make informed revision decisions based on responses to their writing provided by their classmates and instructors.
4. use appropriately the conventions of written English (such as formal and informal rules and strategies for content, organization, style, supporting evidence, citation, mechanics, usage, level of diction, etc.).
5. analyze the rhetorical features of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, and otherwise).
6. apply key rhetorical concepts, such as audience, purpose, context, and genre.
7. apply rhetorical strategies, such as ethos, logos, pathos; organization; tone and diction; figures of speech; etc.
8. write texts for multiple purposes including (but not limited to) summary, reflection, response, interpretation, analysis, synthesis, critique.
9. evaluate source material for credibility, bias, quality of evidence, and quality of reasoning.
10. incorporate source material into their writing, giving credit to the sources of those ideas by using appropriate and correct citations.

Timeline: Students must meet their Freshman Composition requirement before enrolling in ENG 201 Intermediate Composition.

Intermediate Composition Requirement
Students acquire writing skills necessary for writing in upper-level major courses and beyond. This requirement is met by earning a grade of C or better in ENG 201 Intermediate Composition.

As minimum criteria, students who complete the Intermediate Composition Requirement are able to:
1. use all aspects of writing processes, including invention, drafting, revising, editing, and polishing.
2. use a variety of technologies—from traditional pen and paper to electronic—for invention, drafting, revising, editing, and polishing.
3. listen to, reflect on, and make informed revision decisions based on responses to their writing provided by their classmates and instructors.
4. use appropriately the conventions of written English (such as formal and informal rules and strategies for content, organization, style, supporting evidence, citation, mechanics, usage, level of diction, etc.).
5. analyze the rhetorical features of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, and otherwise).
6. apply key rhetorical concepts, such as audience, purpose, context, and genre.
7. apply rhetorical strategies, such as ethos, logos, pathos; organization; tone and diction; figures of speech, etc.
8. write texts informed by research for multiple audiences and purposes including (but not limited to) interpretation, analysis, synthesis, critique, argumentation, and problem solving.
9. generate research questions and/or problems to guide research.
10. conduct secondary research (including expert opinion and empirical data) using

methods for investigating questions appropriate to the student's discipline and using a variety of print and non-print sources;
11. evaluate source material for credibility, bias, quality of evidence, and quality of reasoning.
12. incorporate source material (including, when appropriate, empirical data) into their writing, giving credit to the sources by using appropriate and correct citations.

Timeline: The Intermediate Composition requirement must be met before students complete 56 hours of coursework.

Writing-Intensive Requirement
This requirement is met by earning a grade of C or better in six credits of writing-intensive course work in the University Program, as well as a grade of C or better in six additional credits of writing-intensive course work in either the University Program or non-University Program courses.

University Program Writing-Intensive Courses
As minimum criteria, students who complete writing-intensive courses in the University Program will be able to
1. use writing as a tool for learning course content.
2. engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
3. select, analyze, and evaluate information/data from sources.
4. draw valid conclusions from information.

Non-University Program Writing-Intensive Courses
As minimum criteria, students who complete writing-intensive courses outside the University Program are able to
1. analyze, evaluate, and develop arguable and/or researchable theses.
2. use writing to engage in the inquiry methods appropriate to a discipline or profession.
3. use the discourse conventions of a discipline or profession (e.g., lines of argument, genre features, writing style, citation format, etc.)
4. produce finished products that communicate effectively within disciplinary contexts.

Timeline: Beginning with the Fall 2016 semester, two of the four Writing Intensive Competency courses must be met before students complete 56 hours of coursework.

B. ORAL ENGLISH COMPETENCY
Students demonstrate the ability to interpret, compose, and present information in oral form to a specific audience.

As minimum criteria, students who complete the Oral English Competency are able to:
1. identify and explain theoretical concepts central to the communication discipline in a variety of contexts: dyadic, small group, public speaking;
2. identify the concepts of effective communication (e.g., listening, information gathering, audience analysis, designing messages, perceiving, using symbols,

managing conflict, relating, understanding cultures);
3. locate information from texts, libraries, electronic data sources, and experts;
4. define communication rules, norms, and expectations;
5. demonstrate communication competency in a variety of contexts;
6. exhibit competence in the public speaking context;
7. construct reasoned arguments in a public speech;
8. criticize arguments in oral messages;
9. evaluate the ethical implications of communication messages;
10. distinguish effective communication from ineffective communication and assess how to improve communication skills.

Timeline: The Oral English Competency must be met before students complete 56 hours of coursework.

C. **MATHEMATICAL & QUANTITATIVE COMPETENCIES**
Mathematics
Mathematics is one of the essential areas of human knowledge. It is a tool for understanding patterns that appear in the humanities as well as the natural, social, and behavioral sciences. This requirement is typically met by earning a grade of C or better in a course designated as meeting the Mathematics Competency.

As minimum criteria, students who complete the Mathematics Competency are able to:
1. solve linear equations, linear inequalities, systems of linear equations, absolute value equations, absolute value inequalities, rational equations, radical equations, and quadratic equations;
2. graph linear equations, linear inequalities, and quadratic functions;
3. evaluate functions and interpret graphs of functions;
4. apply exponent rules appropriately;
5. add, subtract, multiply, and divide polynomials and solve polynomial equations using factoring;
6. use algebra to solve applied problems.

Timeline: The Mathematics Competency must be met before students complete 56 hours of coursework.

Quantitative Reasoning
Quantitative reasoning involves the application of mathematics and quantitative reasoning in applied contexts. The overarching goal is to establish a foundation for effective quantitative reasoning and problem solving strategies that is useful for completing a program of study and relevant-to-life activities of most citizens. This requirement is met by earning a grade of C or better in a course designated as meeting the Quantitative Reasoning Competency.

As minimum criteria, students who complete the Quantitative Reasoning competency, for situations that appear in common life activities, are able to:
1. represent quantitative information symbolically, visually, numerically, and verbally;

2. interpret graphs, tables, and schematics and draw inferences from them;
3. use number sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems
4. utilize measurement to describe geometric, physical, and other quantities for precision and accuracy
5. apply basic statistical concepts and basic data analysis to describe and interpret issues and draw valid conclusions;
6. use probability concepts;
7. formulate and analyze models to make predictions, draw conclusions, and judge the reasonableness of the results;
8. estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results;
9. evaluate and create logical and quantitative arguments;
10. communicate mathematical and statistical ideas to others.

Timeline: The Quantitative Reasoning Competency must be met prior to graduation.

D. ADDITIONAL GUIDELINES FOR THE COMPETENCIES
Various competencies can be satisfied using a plethora of "test-out" procedures that are specified in the Undergraduate Bulletin. In addition, the chairperson of the department most directly concerned with a competency can judge a student to have satisfied a competency requirement by means other than those approved by the Academic Senate that chairperson can certify in writing to the Registrar that the student has satisfied the requirement. These competencies and departments include the following: Writing Competency - Department of English Language and Literature; Oral English Competency - Department of Communication and Dramatic Arts; Mathematics & Quantitative Reasoning Competency - Department of Mathematics.

III. THE UNIVERSITY PROGRAM

HISTORICAL BACKGROUND

The University Program took shape during the late 1970s. The following rationale for the structure of the University Program was outlined in a Letter of Transmittal from the University Program Implementation Committee to the Academic Senate dated February 15, 1977:

> *No grouping or regrouping of specific named courses will guarantee a student a general education, particularly when only thirty credit hours of time are provided in which to do the job. Indeed, the objective of a general education is presumably not merely to convey a body of subject matter, but also to equip a student with the conceptual tools to place the information he or she gathers during a lifetime into a meaningful perspective. With that view, the groups subject to definition (particularly humanities, natural sciences and social sciences) partake of a meaning deeper and richer than that defined simply by content. Instead, content and conceptual approaches blend and inform one another. What differs, for example, in a philosopher's view of the twentieth century and a social scientist's, is not only the content of their observations, the kinds of questions they ask, but also the way in which the questions are asked and the use to which the information gained is put. Neither content nor concepts alone are sufficient for defining the humanities, natural sciences and social sciences. Together, a rational, defensible and educationally sound division may be made. By reason of the above, group definitions were not primarily drawn with disciplines in mind. Indeed...academic units (generally based upon traditional disciplinary lines) may well find that their present course offerings fall within several categories, and may wish to propose courses for the program in several categories. But it must be admitted that, as with any attempt to classify knowledge, the knife does not always cut perfectly cleanly. There seemingly will always be some boundaries of a vague and blurred nature, where reasonable persons may reasonably disagree...*

In 1991 the General Education Council identified three desirable characteristics for courses accepted into the University Program. The first proposition was **coherence**. The University Program is a carefully structured ensemble of courses designed to introduce students to the content and methods of major fields of human knowledge. The group and subgroup definitions are neither wholly subject matter in orientation, nor wholly methodological, but are a blend of both. The second proposition was **representativeness**. Each University Program course is presumed to be the only course taken by a student within a particular subgroup. Therefore, each course must be representative of the subgroup within which it is found. The third proposition is **completeness**. Each University Program course must stand alone as a complete and coherent statement and must be explicitly informed by a central guiding principle. These three propositions - coherence, representativeness, and completeness - ensure that students understand the content of each course, how each course fits into the larger picture of human knowledge, and, upon completion of the University Program, what that larger picture looks like.

Courses in the University Program introduce students to the major fields of human knowledge. A primary goal is to provide students with the conceptual tools necessary to provide order and meaning to the information acquired over the course of their lives. Courses included in the University Program were selected to aid students in developing a broad conceptual understanding that ultimately help graduates function as concerned and thoughtful persons.

CURRENT STRUCTURE

The University Program is divided into four groups, each with two subgroups. In addition to the general goal of the University Program – that students in every class will be able to demonstrate skills in reading carefully, discussing cogently, and writing clearly about the facts and the interpretation of facts covered in these courses – each subgroup is organized around specific learning objectives, which are listed following the group and subgroup definitions below. Courses in a particular subgroup should adhere to these outcomes. While it is possible that a course may not include every subgroup outcome, all courses should actualize a majority of the stated student learning outcomes. Individual courses most often include specific outcomes in addition to those outlined below.

A. GROUP I – HUMANITIES

Historically, "the Humanities" has designated study of the classical Greek and Latin heritage; in polemical usage, it spoke for a strictly human, as opposed to supernatural or divine, standard for measuring and valuing human affairs. In current academic affairs, the term still carries both of these older significances: it expresses the importance of the study of cultural and artistic heritage, and it affirms the need for consideration of the human being per se, and only secondarily as measured by scientific or institutional standards. Therefore, as a group, the Humanities are defined as those areas of knowledge and study that examine and explore human experience and achievement in order to attain a deeper understanding of the essential characteristics of the human condition.

Subgroup A: Human Events and Ideas

These studies involve concern with discerning coherence, order, meaning, and significance in human events and ideas. The focus is upon substantial and significant aspects of human experience and upon the development of ideas and ideals. The subject matter may range from the examination of broadly general or universal propositions to the examination of human thoughts and actions in various contexts over a period of time.

As minimum criteria, students who complete a course in Human Events and Ideas are able to:

1. demonstrate knowledge of significant figures, ideas, or movements that have shaped human experience and/or achievement in at least one area (literature, visual arts, philosophy, religion, music, and theatre) and place these materials in an historical, cultural, or intellectual context;
2. employ basic humanities methodologies to analyze, critically evaluate, and/or

interpret issues, themes, literary or musical compositions, works of art, etc., from the domain of at least one humanities discipline;
3. engage in significant debates on issues in the humanities, demonstrating an ability to recognize diverse points of view.

Subgroup B: The Arts
These studies include a focus on the aesthetic dimension of human creative activity. Emphasis in these studies is placed primarily upon the development of aesthetic sensitivity, both intellectual and emotional, based upon critical analysis of the structure and the execution of works of art.

As minimum criteria, students who complete a course in The Arts are able to:
1. demonstrate an understanding of the aesthetic dimensions of artistic works and performances;
2. apply critical methodologies to the analysis and interpretation of artistic works and performances;
3. identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions;
4. identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art;
5. explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts;
6. identify and interpret various ways in which the arts function in contemporary society.

B. **GROUP II – NATURAL SCIENCES**
As a group the Natural Sciences explore and examine natural phenomena in order to establish basic principles concerning the material universe. Its approach includes, but is not limited to, the observation, identification, description, experimental investigation, and theoretical explanation of natural phenomena. To these ends, the scientific method is crucial, providing as it does the rules for concept formation, conduct of observations and experiments, model building, and validation of hypotheses by empirical means.

Subgroup A: Descriptive Sciences
These studies represent an attempt to understand natural phenomena primarily through observation, description, and classification. Complex systems are analyzed in terms of the function of each part and their relation to other systems. Categories are developed while preserving their interrelatedness.

As minimum criteria, students who complete a course in Descriptive Sciences are able to:
1. describe the underlying principles involved in scientific inquiry;
2. make scientific observations and evaluate the quality of data collected to determine their significance and accuracy;
3. discuss observations and descriptions and make generalizations based on them;
4. describe and draw conclusions from general scientific principles;

5. apply scientific principles to daily living, including evaluating current issues in the media.

Subgroup B: Quantitative and Mathematical Sciences
These studies reflect attempts to understand phenomena primarily through experimentation, simplification, quantification, and deduction. Simplified models of complex phenomena are used to discover and establish fundamental principles. Mathematics statements concerning those models permit quantitative predictions.

As minimum criteria, students who complete a course in Quantitative and Mathematical Sciences are able to:
1. describe the underlying principles involved in scientific inquiry;
2. solve scientific problems, applying all of the steps of the scientific method, including formulating questions and hypotheses, making scientific measurements, and making quantitative evaluations of the data collected to determine their significance and accuracy;
3. discuss collected data and make generalizations based on them.
4. describe and draw conclusions from general scientific and mathematical principles;
5. apply computational skills and scientific principles to daily living, including the evaluation of current issues in the media.

Specific Criteria:
1. Each course should stress scientific approaches and methodologies as well as subject matter.
2. The fundamental goal of each course should be to develop an understanding of basic science.
3. Lab Course Criteria:
   a. At least 30 clock hours per semester must be spent in lab work for each hour of credit;
   b. University Program standards are not satisfied by demonstration labs; students must carry out substantially all of the lab work;
   c. Lab courses must demonstrate the same kind of methods as the subgroup in which they are found.

C. GROUP III - SOCIAL SCIENCES
The social sciences are defined as those fields of knowledge and study that explore and examine the social dimension (and where appropriate the physical environment) of human life. In these studies an attempt is made to understand the behavior of individuals, groups, and institutions and, where possible, to establish scientifically validated propositions.

Subgroup A: Behavioral Sciences
These studies involve a focus on the analysis of individual human behavior within society. Studies of phenomena such as motivation, personality, and perception are included.

As minimum criteria, students who complete a course in Behavioral Sciences are able to:

1. recognize and explain the rudiments of the different methods used in the social and behavioral sciences;
2. recognize, explain, and cite examples of the reciprocal influences between individuals and their social environments;
3. recognize and explain prominent characteristics of individuals that influence or are influenced by social environments;
4. recognize and explain prominent characteristics of social environments that influence or are influenced by individuals.

Subgroup B: Studies in Social Structures
These studies involve the analysis of social structures, their functioning, and their changes, whether processes of evolution, history, or conflict. These structures include social institutions, organizations, networks, and groups as well as the cultural elements upon which they rest. This area's major causal foci are social and cultural forces.

As minimum criteria, students who complete a course in Studies in Social Structures are able to:
1. demonstrate a basic understanding of at least one major technique used in the analysis of social organization;
2. describe the structure, functioning, and patterns of change involved in at least one major area of social organization;
3. explain the process by which social and/or cultural forces shape some major aspect of social organization;
4. apply some basic concepts pertaining to the analysis of social organizations in the student's own social and/or cultural contexts or the context of participants in their own social organization.

D. GROUP IV – STUDIES IN CULTURE AND DIVERSITY
This group focuses on 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**).**

Subgroup B: Studies in Cultures Outside of the Anglo-American Tradition
These studies involve exploration of integrated geographical, cultural, or political regions or traditions outside of the Anglo-American cultural tradition (for example, Africa, Latin America, the Muslim World). They will explicitly include but not be limited to a search for that which makes the geographical, cultural, or political region or tradition under consideration a unity, i.e., the fundamental considerations linking those found within a geographical, political or cultural boundary and differentiating them from others outside that boundary. The courses may be based in more traditional

academic disciplines, and may require the student to become familiar with specific disciplinary methodologies; but their major goal should be to acquaint students with the fundamental and distinctive characteristics of the geographical, cultural, or political region or tradition under examination. Alternatively this subgroup may be satisfied by taking a course in foreign language which includes cultural study. Courses that do not indicate a specific region or tradition of study (i.e. are global in scope, or are surveys of most or all regions in the world) are not appropriate for inclusion in this subgroup.

As minimum criteria, students who complete a course in Studies in Cultures Outside of the Anglo-American Tradition are able to:
1. Describe the common features of a particular geographical, cultural, or political region or tradition as well as the diversity within that region or tradition;
2. Define, discuss, and illustrate the cultural values (social, political, religious, economic, etc.) or systems of values of the geographic, cultural, or political region or tradition under study;
3. Illustrate and discuss common perceptions and attitudes, including biases and stereotypes, concerning the particular geographical, cultural, or political region or tradition that is the subject of the course;
4. Demonstrate how, with respect to a given geographical, cultural, or political region or tradition, the past relates to the present (e.g. the French Revolution and contemporary French society) and the part to the whole (France and *la francophonie*);
5. Describe and illustrate the contributions (e.g. religious, artistic, scientific, etc.) of the geographical, cultural, or political region or tradition under study to the world at large and/or to American culture in particular;
6. Give evidence of an understanding of a cultural tradition other than one's own.
7. For foreign languages, communicate and comprehend effectively in the target language at the level appropriate for the particular course.

Applied Studies in Cultures Outside of the Anglo-American Tradition Coursework
Central Michigan University recognizes the potential for applied experiences to impart an understanding of diverse cultures. Therefore, three applied study-abroad options are available for meeting the requirement in Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition. Students planning to study abroad must register with the Study Abroad Office and complete the following:
1. at least three credits of study at any institution of higher education located outside the United States.
2. at least three credits of study in a CMU faculty-led course taught outside the United States. To have the course count for credit in Subgroup IV-B, the faculty member leading the course must have approval from the General Education Committee prior to the departure. Information on completing the General Education Application can be obtained on the Study Abroad Website (http://www.studyabroad.cmich.edu).
3. three credits from an applied course (e.g., internship, practicum, service-learning project) outside the United States. Students must sign up with a faculty member and, after completing the course, submit the proposal for credit in Subgroup IV-B Studies in Cultures Outside of the Anglo-American Tradition for evaluation by the General

Education Committee. Information on completing the application can be found on the Study Abroad Website (http://www.studyabroad.cmich.edu).

Subgroup C: Studies in Racism and Cultural Diversity in the United States
Courses in this category will focus primarily on one or more of the major groups that experience both racism and invidious discrimination in the United States but may also include issues of gender, ethnicity, and sexual orientation. Such courses will at least emphasize the contributions of the group(s) to U.S. society; consider the roots, behavioral and institutional manifestations and consequences of racism, discrimination and stereotyping; and where appropriate, indicate the variation within the focus group.

As minimum criteria, students who complete a course in Studies in Racism and Cultural Diversity in the United States are able to:
1. demonstrate an understanding of the causes of racism and how stereotyping helps perpetuate racism and other forms of discrimination;
2. demonstrate knowledge of the history of at least one group that has experienced racism and invidious discrimination in the United States;
3. discuss the contributions to U.S. society of at least one group that has experienced racism and how these contributions compare with or relate to the contributions made by other groups;
4. define and give examples of how past and present institutional racism and discrimination advantage some people while disadvantaging others;
5. where applicable to the course, discuss the similarities and differences of racism and one other form of discrimination based on gender, ethnicity, and sexual orientation.

Applied Study of Racism and Cultural Diversity in the United States Coursework
Central Michigan University recognizes the potential for applied experiences to impart an understanding of racism and cultural diversity within the United States. Therefore, two Applied Study of Racism and Cultural Diversity in the United States options are available to obtain credit for Subgroup IV-C.
1. Complete at least three credits of study in a CMU faculty-led course that involves interacting with one or more of the major groups that experience both racism and invidious discrimination in the United States. To have the course count for credit in Subgroup IV-C: Studies in Racism and Cultural Diversity within the United States, the faculty member leading the seminar must have approval from the General Education Committee prior to the experience.
2. Complete three credits from an applied course (e.g., internship, practicum, service-learning project) working with one or more of the major groups that experience both racism and invidious discrimination in the United States. Students must sign up with a faculty member and, after completing the course, submit the proposal for credit in Subgroup IV-C: Studies in Racism and Cultural Diversity within the United States for evaluation by the General Education Committee.

E. ADDITIONAL GUIDELINES FOR THE UNIVERSITY PROGRAM
   Content Requirements

While any course offered under University Program Groups I, II, or III may be rooted in a particular academic discipline and may be taught from that perspective, each course must also be representative of the relevant University Program group and subgroup. The fundamental assumption used by the course evaluation committee is that any course so offered is presumed to be the only course taken by a student in that subgroup. As a result, it is suggested that each course emphasize the following elements:
1. techniques common to its discipline, and to the extent possible, those techniques common to its subgroup;
2. value premises commonly recognized as arising from the various issues, theories and methodologies within the coverage of the course;
3. Limits of any single discipline's approach to the subject at hand.

Each course offered under the University Program, in addressing its own subject matter, must be a complete statement in and of itself. In Groups I, II, and III, courses may not require specific course prerequisites. In the case of Group IV, submission of 300- and 400-level courses is encouraged, and courses with prerequisites are allowed.

Writing Requirements
University Program courses must derive at least 20% of the final grade from an assessment of meaningful writing. University Program courses may be exempt from the writing requirements if they derive 20% of the final grade from meaningful computation or public speaking.

When offered as a Writing Intensive, the course evaluation must meet the minimum requirements of at least 18 pages of writing or have at least 70% of the course grade derived from an evaluation of student writing. At least three to five pages of writing will be graded as formal products that have undergone revision. For University Program courses offered in the writing-intensive format, a major goal is to use writing to help students learn course content and methods. Writing-to-learn assignments are expected to vary from one discipline to the next; however, they should support course objectives, intensify student engagement, increase writing fluency, and help prepare students for future, more formal writing assignments. Writing-to-learn assignments also promote writing in discipline-specific contexts so that students can continue to develop as writers and thinkers. Conversely, a learning-to-write focus uses writing to introduce students to or give students practice with the language conventions, writing styles, and formats of a specific discipline or profession.

Relevant student learning outcomes for Writing Intensive UP courses require that students demonstrate their ability to:
1. use writing as a tool for learning course content;
2. engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product;
3. select, analyze, and evaluate information/data from sources;
4. draw valid conclusions from information.

The complete Writing Across the University Program document is appended to this

document set.

Extracurricular Requirements
Each course offered as part of the University Program is expected to include a requirement, where practicable, that students attend at least one relevant out-of-class university event and provide a report or reflection on that experience as one component of their grade. Instructors may select an appropriate event or events from lists provided each semester by sources such as the campus calendar (http://events.cmich.edu/), the Office of Institutional Diversity (http://www.diversity.cmich.edu/mss/calendar.htm), etc.

Instructors will be permitted to augment the lists to include university, department, or community speakers, events, etc., that are determined by the instructor to be particularly valuable to our students and the goals of general education and diversity awareness. It is expected that instructors will make alternative assignments or suggestions to students who, because of class or other conflicts, are absolutely unable to attend any of the recommended events. In the case of a time conflict, a class that a student is registered for must take precedent over an assigned event.

Options for Receiving Credit in Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition
Several unique options are available for awarding credit in Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition:
1. Students who meet the Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition requirement by completing an approved foreign language course that carries a course number 102 or above can opt to meet the University Program requirements by taking only 24, as opposed to the typical 27, credits. That is, by taking one course from each of the seven remaining subgroups.
2. Students who receive IV-B: Studies in Cultures Outside of the Anglo-American Tradition credit for an applied study- abroad experience can opt to meet the University Program requirement by
   taking only 24, as opposed to the typical 27, credits -- that is, by taking one course from each of the seven remaining Subgroups.
3. International students enrolled in an undergraduate degree program meet the University Program Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition requirement after successfully completing one semester of full-time study at Central Michigan University.

Limitations on Student Course Selections
Several limitations on student course selection are detailed below:
1. In general, students must satisfactorily complete at least twenty-seven hours of University Program courses in order to fulfill University Program requirements. At least three hours must be satisfactorily completed in each subgroup of each of the four University Program groups. Additional hours to complete the University Program may be taken from any group.
2. Students must complete a laboratory experience equivalent to at least one laboratory credit hour in order to meet the Group II –Natural Sciences requirement.

3. Unless the degree specifically prohibits it, courses that are required under Other Degree Requirements may also be used to satisfy University Program requirements, provided that the courses are also on the list of University Program courses. University Program courses may also be taken as part of a major or minor unless otherwise restricted.
4. The University Program has been designed to encourage students to explore as many different disciplines as possible; therefore, students must choose their University Program courses from different designators. Students are required to take nine courses with eight different designators.
5. Students must earn a minimum cumulative grade point average of 2.0 in University Program courses in order to graduate.
6. Students may not take more than two courses or seven hours of CR/NC in the University Program.
7. CLEP General Examination credit is not accepted for University Program credit.

Instructor Requirements
Only persons with faculty rank, with the exceptions designated below, may deliver instruction and assign grades in University Program courses. Laboratory sections may be taught by graduate teaching assistants. Doctoral students on teaching assistantships who have been granted admission to candidacy for the doctoral degree may also be assigned to deliver University Program courses. In these cases, the students must be approved through the normal hiring processes of the department for faculty teaching University Program courses. University Program courses involving unusual pedagogies or teaching methods will be considered by the General Education Subcommittee on a case-by-case basis for possible exception to this rule.

APPENDIX A

WRITING ACROSS THE UNIVERSITY PROGRAM

WRITING ACROSS THE UNIVERSITY PROGRAM

Overview
Each course offered as part of the University Program requires a specific amount of writing. The amount and type of writing differs depending on whether a particular section of a course is offered in a standard or writing-intensive format.

Standard Format
For University Program courses offered in the standard format, a major concern is to preserve the integrity of the University Program goals, one of which is "to expose all students to a range of academic disciplines." The requirement for "meaningful writing" does not intend that the primary thrust of University Program courses should be instruction in composition or that University Program instructors need become composition teachers. Meaningful writing within standard courses is defined as writing that is integrated into the pedagogy of the course and about which some judgment of coherence and intelligibility has been made. Courses may be exempted from the standard writing requirement if they are shown to require equivalent amounts of course integrated calculation or public speaking.

A single definition of what constitutes meaningful writing is not appropriate for courses offered in a standard format. Therefore, University Program courses offered in a standard format shall be deemed to include a sufficient amount of writing if any of the following requirements are met:
- Twenty percent of the course grade is based on the evaluation of written work. The writing may consist of daily or weekly logs, short response papers, research or analysis papers, written journal responses, discussion board posts, or any other written work appropriate to the content of the course.
- Twenty percent of the course grade is based on a combination of meaningful writing and calculation.
- Twenty percent of the course grade is based on a combination of meaningful writing and formal public speaking exercises.
- The course grade is based on a combination of meaningful writing, calculation, and/or formal public speaking exercises.
- If a course does not meet one of these requirements, the General Education Committee shall determine whether the course includes meaningful writing. The types of writing included in a course should depend on the purpose of the writing and the pedagogical needs of the instructor and students.

Writing-Intensive Format
For University Program courses offered in the writing-intensive format, a major goal is to use writing to help students learn course content and methods. Writing-to-learn assignments are expected to vary from one discipline to the next; however, they should support course objectives, intensify student engagement, increase writing fluency, and help prepare students for future, more formal writing assignments. Writing-to-learn assignments also promote writing in discipline-specific contexts so that students can continue to develop as writers and thinkers. Conversely, a learning-to-write focus uses writing to introduce student to or give students practice with the language conventions, writing styles, and formats of a specific discipline or profession.

A single definition of what constitutes writing intensive is not appropriate for courses offered in the University Program. Therefore, University Program courses shall be deemed writing intensive if any of the following requirements are met:

- Include at least 18 pages of writing or 70% of the course grade based on an evaluation of student writing. Three to five pages should be graded as a formal product that has undergone revision based on instructor feedback.
- Specify writing-intensive learning outcomes.
- Explicitly address writing issues relevant to the class and assignment (e.g., face-to-face in class, on Blackboard, in a podcast, in handouts or other instructional materials, etc.).
- Provide written instructions that clearly define each writing assignment, addressing, for example, its purpose, audience, writer/reader relationship, genre/format, and grading criteria.

Relevant student learning outcomes for Writing Intensive UP courses require students to demonstrate their ability to:

- use writing as a tool for learning course content;
- engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product;
- select, analyze, and evaluate information/data from sources;
- draw valid conclusions from information.

APPENDIX B

CRITERIA FOR OBTAINING

GROUP IV - STUDIES IN CULTURE AND DIVERSITY

CREDIT USING APPLIED COURSEWORK

Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition
Student Application for Credit Using Applied Coursework

The General Education Committee understands there are many unique benefits for students engaging in at least three credits of an applied course outside of the United States. In general, such applied coursework will prepare students for productive careers and responsible citizenship both in the United States and in a globalizing world – preparation which is at the heart of the mission of Central Michigan University. Completing a "hands-on" course in a foreign country allows students to learn about cultures and societies both different from and similar to their own and to develop both an awareness of and sensitivity to cultural difference; exposes students to cultural factors that impact approaches used to solve "real-world problems"; and can help students decide to whether to seek international employment opportunities after graduation.

After completing an applied course approved by Study Abroad, you must petition the General Education Committee to obtain approval for subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition. The application must provide a brief description of your study abroad experience and list the number of credits earned, the grade awarded, and the faculty sponsor. The application must also explicitly answer the questions listed below. The complete application should be sent electronically to the **Office of the Academic Senate** (acadsen@cmich.edu). Questions regarding the application process can be addressed directly to the **Director of General Education (brown3t@cmich.edu)**. A useful suggestion is that you take this list of questions along with you when you go abroad and maintain a log or diary of the ways in which you might reasonably answer the questions.

For more information on the benefits of doing applied coursework and engaging in the study of issues related to diversity and discrimination, see the **Study Abroad** website (https://www.cmich.edu/office_provost/academicaffairs/oiastudyabroad/Pages/default.aspx) which provides detailed information on the benefits of engaging in study outside the United States of America.

Questions

1. What did you read about the host culture before or during your stay abroad? List and briefly summarize specific readings.

2. Describe your living arrangements while you were abroad: did you live with local residents of the host country, in a dorm or apartment with other people from your host country, or with other students from the Unites States?

3. If your stay abroad involved work in a university setting, describe the contact it enabled you to have with residents of the host country. What similarities and/or differences did you notice between the ways things are done in an American academic setting and the way they are done in your study abroad location?

4. If your stay abroad involved work in a business or other professional setting, describe the contact it enabled you to have with residents of the host country. What similarities and/or differences did you notice between the workplace—its practices and perspectives—and what one might experience in an equivalent American setting?

5. What efforts did you make to interact *informally* with local residents? Be specific and give examples. How frequently did you have such contact with them?

6. If residents of the host country spoke a language other than English, what efforts (if any) did you make to learn that language? Please explain.

7. If you studied or worked in an English-speaking location, what differences (if any) did you notice between the English you speak and the English spoken by inhabitants of the host country? Give some specific examples.

8. What efforts did you make to learn about and participate in the cultural traditions, practices and beliefs of the host country? Give some examples and describe one particular tradition or practice in which you participated.

9. Did you take part in and learn the significance of any local community events, festivals, feast days or holidays? If so, provide examples.

10. What cultural events such as concerts, theatrical performances, museum visits, or walking tours did you attend or participate in? Be specific and give examples.

11. Have your understanding of and appreciation for the cultural practices and beliefs of your host country changed in any way as a result of your experience abroad? If yes, how so? If not, why not, in your opinion?

12. Have your understanding of and appreciation for your own traditions, practices and beliefs changed in any way as a result of your stay abroad? If yes, how so? If not, why not, in your opinion?

13. Based on the totality of your experience abroad, what do you consider to be the benefits (or drawbacks) of living in a country other than your own for more than a few days and as more than a tourist?

STUDENT APPLICATION TO RECEIVE SUBGROUP IV-B: STUDIES IN CULTURES OUTSIDE OF THE ANGLO-AMERICAN TRADITION CREDIT FOR APPLIED COURSEWORK

This application must be completed and returned to the Academic Senate Office if you wish to receive University Program approval for your practicum, internship, or other applied resident program. If you have any questions about this application, contact the current Chair of the General Education Committee whose name and contact information can be obtained from the Academic Senate Office (e-mail: acadsen@cmich.edu).

Name: _____ Student number: _____

Address: _____

Telephone: _____ Email address: _____

Name of internship, practicum or other applied coursework for which you are seeking approval

_____

Inclusive dates of activity: _____ Credits awarded: _____ Grade: _____

CMU Instructor

Signature: _____ Date: _____

Printed Name: _____ Phone: _____

E-mail address: _____

Onsite Supervisor

Name: _____ Phone: _____

E-mail Address: _____

Please address the following items on pages that are double spaced, typewritten, numbered, and attached to this document.

Describe fully and clearly the responsibilities and activities maintained during the applied coursework and how you were supervised. Attach a syllabus or similar descriptive materials when possible.

Explain fully and clearly how your experience enabled you to meet goals of Subgroup IV-B: Studies in Cultures Outside of the Anglo-American Tradition. These studies involve holistic exploration of significant geographical, cultural, or political units outside of the Anglo-American cultural tradition. The experience may be based in more traditional academic disciplines, and may require the student to become familiar with specific disciplinary methodologies; but their major goal should be to acquaint students with the fundamental and distinctive characteristics of the unit(s) under examination.

A Subgroup IV-B course explicitly includes but is not limited to a search for that which makes the unit or units under consideration a unity, i.e., the fundamental considerations linking those found within a geographical, political or cultural boundary and differentiating them from others outside that boundary.

The General Education Committee also encourages you to attach relevant supporting documents such as supervisor's reports, written work produced in preparation for the experience, or written work

completed during the applied course.

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Subgroup IV-C: Studies in Racism and Cultural Diversity in the United States
Student Application for Credit Using Applied Coursework

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The General Education Committee understands there are many unique benefits for students engaging in at least three credits of applied coursework with individuals or groups of people who have faced and continue to experience racism within the United States. In general, such applied coursework will prepare students for productive careers and responsible citizenship both in the United States and in a globalizing world – preparation which is at the heart of the mission of Central Michigan University. Students who complete this coursework learn how diversity and discrimination impacts day-to-day work activities; are exposed to factors that impact approaches used to solve "real-world problems"; and can explore career options in and with diverse communities upon graduation.

After completing an appropriate applied work course, you must petition the General Education Committee to obtain credit for Subgroup IV-C: Studies in Racism and Cultural Diversity in the Unites States. The application must provide a brief description of your applied experience and list the number of credits earned, the grade awarded, and the faculty sponsor. The application must also explicitly answer the questions listed below. The complete application should be sent electronically to the **Office of the Academic Senate** (acadsen@cmich.edu). Questions regarding the application process can be addressed directly to the **Director of General Education** (brown3t@cmich.edu). A useful suggestion is that you take this list of questions along with you and maintain a log or diary of the ways in which you might reasonably answer the questions.

For more information on the benefits of doing applied coursework and engaging in the study of issues related to diversity and discrimination, see the **Office of Institutional Diversity** website (https://www.cmich.edu/office_provost/OID/Pages/default.aspx).

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Questions

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1. What did you read about the people you would be living and working with before or during your experience? List and briefly summarize specific readings.

2. Describe your living arrangements during this experience: did you live with local residents, in a dorm or apartment with other people from your host community, or with groups of students from CMU?

3. If your experience involved study in a university setting, describe the contact it enabled you to have with members of the host community. What similarities and/or differences did you notice between your host university -- its practices and perspectives -- and, for example, your experiences at Central Michigan University?

4. If your   experience involved work in a business or other professional setting, describe the contact it enabled you to have with members of the host community. What similarities and/or differences did you notice between the host workplace -- its practices and

perspectives -- and any workplace setting that you may have been familiar with before embarking on your applied coursework?

5. What efforts did you make to interact informally with members of the host community? Be specific and give examples. How frequently did you have such contact with them?

6. If members of the host community spoke a language different from your own, what efforts (if any) did you make to learn that language? Please explain.

7. What efforts did you make to learn about and participate in the cultural traditions, practices and beliefs of your host community? Did you notice any similarities or differences from the cultural practices of your own community? Give some concrete examples.

8. Did you take part in and learn the significance of any local community events, festivals, or holidays? If so, provide examples.

9. What cultural events such as concerts, theatrical performances, museum visits, or walking tours did you attend or participate in? Be specific and give examples.

10. Have your understanding of and appreciation for the culture (i.e. its traditions, practices and beliefs) of your host community changed in any way as a result of your experience? If yes, then specify how so? If not, specify why not?

11. Have your understanding of and appreciation for your own traditions, practices and beliefs changed in any way as a result of your experience? If yes, then specify how so? If not, specify why not?

12. Based on the totality of your experience, what do you consider to be the benefits (or drawbacks) of living in a community different from your own, and one that has and continues to face racism, for more than a few days and as more than a tourist?

STUDENT APPLICATION TO RECEIVE SUBGROUP IV-C: STUDIES IN RACISM AND CULTURAL DIVERSITY IN THE UNITED STATES CREDIT FOR APPLIED COURSEWORK

This application must be completed and returned to the Academic Senate Office if you wish to receive University Program approval for your practicum, internship, or other applied resident program. If you have any questions about this application, contact the current Chair of the General Education Committee whose name and contact information can be obtained from the Academic Senate Office (e-mail:acadsen@cmich.edu).

Name: _____ Student number: _____

Address: _____

Telephone: _____ Email address: _____

Name of internship, practicum or other applied coursework for which you are seeking approval

_____

Inclusive dates of activity: _____ Credits awarded: _____ Grade: _____

CMU Instructor

Signature: _____ Date: _____

Printed Name: _____ Phone: _____

E-mail address: _____

Onsite Supervisor

Name: _____ Phone: _____

E-mail Address: _____

Please address the following items on pages that are double spaced, typewritten, numbered, and attached to this document.

Describe fully and clearly the responsibilities and activities maintained during the applied coursework and how you were supervised. Attach a syllabus or similar descriptive materials when possible.

Explain fully and clearly how your experience enabled you to meet goals of Subgroup IV-C: Studies in Racism and Cultural Diversity in the United States. These studies focus primarily on one or more of the major groups which experience both racism and invidious discrimination in the United States, but may also include issues of gender, ethnicity, and sexual orientation. At a minimum such experiences will: (1) emphasize the contributions of the group(s) to U.S. society; (2) consider the roots, behavioral and institutional manifestations and consequences of racism, discrimination and stereotyping; and (3) where appropriate, indicate the variation within the focus group.

The General Education Committee also encourages you to attach relevant supporting documents such as supervisor's reports, written work produced in preparation for the experience, or written work completed during the applied course.

Criterion 3 Evidence
General Education Director Position Desc

General Education Director

Primary Responsibilities of the General Education Director include:

- coordinating and assisting the work of all committees concerned with the general education curriculum and its assessment—including any *ad hoc* committees;
- serving on other committees and/or curricular bodies as needed;
- providing leadership for the general education revision and implementation process as needed;
- overseeing and reporting on the results of assessment of the General Education Program;
- establishing, facilitating, and promoting faculty development activities that will improve general education instruction and student learning;
- working closely with academic advisors (including summer orientation advisors) to ensure that students receive the best possible advice about general education in a timely manner;
- assessing and communicating resource needs to ensure effective support for general education;
- promoting the value of general education campus wide and to the public, legislators, the administration, faculty, and students;
- serving as an advocate and spokesperson for the General Education Program;
- teaching at least one general education class each year; and
- other duties as assigned.

Compensation, Support and Term of Service: The position of General Education Director is a half-time faculty position. If needed, support can be provided for the first 6-week summer session to assist with orientation and advisor training. It is expected that the initial term is for a minimum of 3 academic years, with the possibility of an extension. Regular faculty will receive release time to assume half-time General Education Director duties and receive their full current base salary and benefits. Funding to attend one conference associated with general education is provided annually. Clerical support is provided through Academic Affairs.

Start Date: August 18, 2014

Qualifications: Preference will be given to candidates who are regular faculty members. Preference also will be given to individuals who have had prior experience in general education, have taught courses in the University Program, served on the General Education Committee, or otherwise demonstrate a commitment to liberal studies and general education. It is desirable that the candidate possess administrative and effective communication skills as well as skills related to program assessment.

Applications: Upload a letter of interest with bullet points addressing the qualifications above and your ability to be effective carrying out the duties of the Director of General Education along with a CV to www.jobs.cmich.edu.

Deadline: Application review will begin April 25 and continue until the position is filled.

Nominations: Any member of the CMU community may nominate candidates for consideration. Nominations should include complete contact information for the individual being nominated and sent to Claudia Douglass (dougl1cb@cmich.edu) or Leslie Watters (devin1lk@cmich.edu).

3.10.2014

Criterion 3 Evidence
General Education Website

CMU CENTRAL MICHIGAN UNIVERSITY

Central Link
Put your STAMP *on the* WORLD

General Education: University Program

The General Education Program area requirements are referred to collectively as the University Program. The University Program introduces students to the major fields of human knowledge. A primary goal is to provide students with the conceptual tools necessary to provide order and meaning to the information acquired over the course of their lives. Courses included in the University Program were selected to aid students in developing a broad conceptual understanding that ultimately helps graduates function as concerned and thoughtful citizens. Students are generally required to complete twenty-seven credit hours of coursework in the University Program, with at least one course selected from each of the subgroups listed below.

A detailed description of the current requirements is available online through the CMU Undergraduate Bulletin. Students can access their specific requirements by accessing the appropriate CMU Undergraduate Bulletin.

General Education

- Academic Planning Council
- Accreditation
- Agreements
- Bulletins
- Computer-Based Testing Center
- Curriculum and Assessment
- Center for Excellence in Teaching and Learning
- First Year Experience
- General Education
  - Competencies
  - Competency Examinations
  - University Program
  - Applied Experiences
  - Faculty and Staff
  - Forms and Helpful Links
- Honors Program
- Interdisciplinary Programs
- OFIS
- Program Review
- Department Chairs

the appropriate CMU Undergraduate Bulletin.

A person who transfers from a community college in Michigan might be able to satisfy part or all of the University Program requirements. Information on the specific policy governing the transfer of University program courses is available here.

University Program Group	University Program Subgroup
I. Humanities Exploration of human experience and achievement in order to understand the essential characteristics of the human condition.	A. Human Events and Ideas: Studies concerned with discerning order, meaning, and significance in human events and ideas. B. The Arts: Studies concerned with the aesthetic dimensions of human creative activity.
II. Natural Sciences Exploration of natural phenomena in order to understand basic principles concerning the material universe.	A. Descriptive Science: Studies concerned with understanding natural phenomena through observation, description, and classification. B. Quantitative and Mathematical Sciences: Studies concerned with understanding phenomena through experimentation, simplification, quantification, and deduction.
III. Social Sciences Exploration of social dimensions of human life in order to understand the behavior of individuals, groups, and institutions.	A. Behavioral Sciences: Studies concerned with the analysis of individual human behavior. B. Studies in Social Structure: Studies concerned with an analysis of the function and change of social structures.
IV. Studies in Culture and Diversity Exploration of cultures and societies outside of the United States or the history and continuing effects of racism and other forms of discrimination for groups within the United States.	B. Studies in Cultures Outside of the Anglo-American Tradition: Studies concerned with exploration of geographical, cultural, or political units outside the Anglo-American cultural tradition. C. Studies in Racism and Cultural Diversity in the United States: Studies concerned with the examination of groups that experience racism and discrimination in the United States.

Criterion 3 Evidence
Global Campus Graduation Statistics 2010-2015

CENTRAL MICHIGAN UNIVERSITY
GRADUATION DEGREE STATISTICS

CMU Global Campus

by Ethnicity		Black or African American		American Indian/ Alaskan Native		Asian or Native Hawaiian/ Pacific Islander		Hispanic/Latino		White		Unknown		International Student		Total	
Degree Type	Year	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Baccalaureate	2014-15	67	17.2%	6	1.5%	9	2.3%	3	0.8%	284	73.0%	18	4.6%	2	0.5%	389	100.0%
Degrees	2013-14	99	24.0%	9	2.2%	4	1.0%	11	2.7%	273	66.3%	16	3.9%	0	0.0%	412	100.0%
	2012-13	88	22.9%	4	1.0%	9	2.3%	8	2.1%	247	64.3%	27	7.0%	1	0.3%	384	100.0%
	2011-12	94	26.7%	5	1.4%	0	0.0%	4	1.1%	212	60.2%	36	10.2%	1	0.3%	352	100.0%
	2010-11	78	22.5%	3	0.9%	3	0.9%	5	1.4%	221	63.7%	37	10.7%	0	0.0%	347	100.0%
Graduate	2014-15	84	54.5%	3	1.9%	3	1.9%	1	0.6%	55	35.7%	6	3.9%	2	1.3%	154	100.0%
Certificates	2013-14	49	38.0%	1	0.8%	5	3.9%	5	3.9%	57	44.2%	10	7.8%	2	1.6%	129	100.0%
	2012-13	58	43.0%	1	0.7%	6	4.4%	4	3.0%	52	38.5%	13	9.6%	1	0.7%	135	100.0%
	2011-12	61	45.9%	0	0.0%	7	5.3%	5	3.8%	48	36.1%	11	8.3%	1	0.8%	133	100.0%
	2010-11	47	49.0%	0	0.0%	5	5.2%	3	3.1%	31	32.3%	10	10.4%	0	0.0%	96	100.0%
Masters	2014-15	385	32.7%	17	1.4%	38	3.2%	40	3.4%	594	50.5%	51	4.3%	52	4.4%	1177	100.0%
Degrees	2013-14	477	37.2%	18	1.4%	31	2.4%	35	2.7%	621	48.5%	64	5.0%	35	2.7%	1281	100.0%
	2012-13	509	36.7%	15	1.1%	37	2.7%	44	3.2%	608	43.8%	120	8.7%	54	3.9%	1387	100.0%
	2011-12	593	39.8%	15	1.0%	29	1.9%	45	3.0%	623	41.8%	156	10.5%	28	1.9%	1489	100.0%
	2010-11	490	34.5%	11	0.8%	43	3.0%	42	3.0%	606	42.7%	157	11.1%	70	4.9%	1419	100.0%
Specialist	2014-15	1	100.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Degrees	2013-14	11	78.6%	0	0.0%	0	0.0%	0	0.0%	3	21.4%	0	0.0%	0	0.0%	14	100.0%
	2012-13	4	66.7%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	6	100.0%
	2011-12	1	9.1%	0	0.0%	0	0.0%	0	0.0%	10	90.9%	0	0.0%	0	0.0%	11	100.0%
	2010-11	4	66.7%	0	0.0%	0	0.0%	0	0.0%	2	33.3%	0	0.0%	0	0.0%	6	100.0%
Doctoral	2014-15	7	28.0%	0	0.0%	1	4.0%	0	0.0%	16	64.0%	0	0.0%	1	4.0%	25	100.0%
Degrees	2013-14	7	25.9%	0	0.0%	0	0.0%	0	0.0%	19	70.4%	0	0.0%	1	3.7%	27	100.0%
	2012-13	5	22.7%	0	0.0%	0	0.0%	1	4.5%	11	50.0%	1	4.5%	4	18.2%	22	100.0%
	2011-12	6	35.3%	0	0.0%	0	0.0%	2	11.8%	8	47.1%	1	5.9%	0	0.0%	17	100.0%
	2010-11	5	22.7%	0	0.0%	0	0.0%	0	0.0%	12	54.5%	1	0.045	4	18.2%	22	100.0%
Total	2014-15	544	31.2%	26	1.5%	51	2.9%	44	2.5%	949	54.4%	75	4.3%	57	3.3%	1746	100.0%
Degrees	2013-14	643	34.5%	28	1.5%	40	2.1%	51	2.7%	973	52.2%	90	4.8%	38	2.0%	1863	100.0%
	2012-13	664	34.3%	20	1.0%	52	2.7%	57	2.9%	920	47.6%	161	8.3%	60	3.1%	1934	100.0%
	2011-12	755	37.7%	20	1.0%	36	1.8%	56	2.8%	901	45.0%	204	10.2%	30	1.5%	2002	100.0%
	2010-11	624	33.0%	14	0.7%	51	2.7%	50	2.6%	872	46.1%	205	10.8%	74	3.9%	1890	100.0%

% = proportion of the year total for degree type
CMU Overall = On-campus + Global campus
CMU On-campus = Mt. Pleasant campus
CMU Global campus = all non-Mt. Pleasant campus locations

Criterion 3 Evidence
Graduate Education Policy

GRADUATE EDUCATION POLICY

THE GRADUATE FACULTY SHALL BE CONSTITUTED ACCORDING TO THE
FOLLOWING CRITERIA:

A. Membership in the Graduate Faculty

1. There shall be two types of Membership:
   a. Full Membership (necessary for chairing thesis/dissertation)
   b. Associate Membership (see below)

2. Criteria for Full Membership shall be:
   a. Basic requirements:
     (1) Associate or full professor on regular or medical faculty appointment in good standing; or
     (2) Assistant professor with earned doctoral degree or appropriate terminal degree on regular or medical faculty appointment in good standing.
   b. Additional requirements:
   Each person selected for Full Membership in the Graduate Faculty must have been engaged in research as evidenced through at least two refereed scholarly publications or equivalent or two creative endeavors of an equivalent nature appropriate to his or her discipline within the four-year period immediately preceding receipt of his or her application. Accreditation standards may impact additional standards.

3. Graduate Education Activities Requiring Full Membership
   a. Supervising research assistants.
   b. Chairing thesis/dissertation committees.

4. Terms for Full Members on the Graduate Faculty shall be for four years.

5. Criteria for Associate Membership shall be:
   a. Persons who have not met the criteria for Full Membership may be selected on a temporary basis as members of the Graduate Faculty upon recommendation of the appropriate department or program. Minimum criteria include a Master's degree plus five years of qualifying current professional experience.
   b. Associate Members may be appointed for a term of up to three years by the appropriate department or program. Faculty who are no longer associated with CMU will have their Graduate Faculty Membership revoked.

6. Graduate Education Activities Requiring At Least Associate Membership:
   a. Teaching courses numbered 500 or above.
   b. Supervising graduate internships, practica, Plan B papers, or comprehensive exams.
   c. Serving on thesis committees or on professional practical doctoral dissertation committees or final projects.
   d. Supervising teaching activities of graduate students.
   e. Supervising independent studies and evaluating the annual performance of graduate students.

B. Procedures for Selection, Continuance, and Confirmation

1. The following procedures for selection, continuance, and confirmation must have been completed prior to the assignment of any faculty member, either on- or off-campus, to the teaching or supervision of graduate students. The Dean of the College of Graduate Studies shall monitor adherence to the graduate faculty policy.

2. Procedures for Selection:
   a. Selection for Full or Associate Membership in the Graduate Faculty shall be recommended by departments or programs, based on the criteria stated in Section I.A. Qualitative judgments in the selection of Graduate Faculty are primarily the responsibility of the respective departments or programs.
   b. University grievance procedures shall be followed in the case of appeal of a departmental or program decision.

3. Procedures for continuance:
   a. For reappointment to the Graduate Faculty, a member must, within the preceding Graduate Faculty term, perform the activities in I.A.2., I.A.5.
   b. Each Full Graduate Faculty Member will reapply for graduate faculty status every four years. Associate Members whose terms have been renewed for three years must also file such reports with the appropriate department or program to be renewed.
   c. Each department or program will review the report, make a recommendation on continuance or discontinuance as a member of the graduate faculty, and forward the report to the Dean of the College of Graduate Studies for confirmation.
   d. Failure to file the report shall lead to automatic removal from the graduate faculty by the department or program and the Dean of the College of Graduate Studies.
   e. University grievance procedures shall be followed in the case of appeal of a departmental or program decision.

4. Procedures for confirmation:
   a. Departmental or program recommendations for selection on the basis of the criteria stated above are subject to the approval of the Dean of the College of Graduate Studies.
   b. Departmental or program recommendations for continuance or discontinuance are subject to the approval of the Dean of the College of Graduate Studies.
   c. Individual or departmental or program appeals of the confirmation decisions of the Dean of the College of Graduate Studies may be made to the Graduate Committee.

Criterion 3 Evidence
Guidelines for WI MCS Submissions

Guidelines for Writing Intensive MCS Submissions

The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the newly established Writing Intensive designator. Students are required to complete four courses that have a Writing Intensive (WI) designator. Two of the four courses must be in the UP. The goal is to have a mixture of UP courses and courses in majors to give students both flexibility in scheduling and practice for writing in their disciplines. The information below provides guidelines for submitting MCS that include a Writing Intensive component. The expectation is that a successful submission will attend to information contained in both the core course competencies and the specific evaluative criteria detailed below.

Additional information can be obtained by contacting George Ronan, Director of General Education (phone: 989.774.7217; e-mail: ronan1gf@cmich.edu) or the Chair of the General Education Committee.

Core Requirements

To be designated a Writing Intensive course, a MCS must explicitly address the following components, with additional explanations provided on a "Proposal Submission Form" (attached).

1. The course must include at least 18 pages of writing OR must base 70% of the course grade on an evaluation of student writing.

    *   For University Program courses, emphasis is placed on using writing as a mode of learning. Three to five pages should be graded as formal products that have undergone revision.

    *   For courses outside the University Program, emphasis is placed on writing finished products that communicate effectively. At least ten pages should be graded as formal products that have undergone revision.

2. WI learning outcomes must be included in the MCS along with content area outcomes.

3. The course must integrate a series of writing assignments. For assignments graded as formal products, the sequence must allow sufficient time for instructor (and possibly peer) feedback for student revision and include purpose and grading criteria.

4. The course must have a "sufficiently low student-to-instructor ratio" to ensure course quality and learning outcomes.

Outcomes for WI Program courses

Students will demonstrate their ability to
*   Use writing as a tool for learning course content.
*   Engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
*   Select, analyze, and evaluate information/data from sources.
*   Draw valid conclusions from information.

In addition to the above, WI classes in the majors will include the following outcomes.

Students will demonstrate the ability to:
*   Analyze, evaluate, and develop arguable and/or researchable theses.
*   Use writing to engage in the inquiry methods appropriate to a discipline or profession.

- Use the discourse conventions of a discipline or profession (e.g., lines of argument, genre features, writing style, citation format, etc.)
- Produce finished products that communicate effectively within disciplinary contexts.

MCS and WI Designation

To accommodate flexibility for student planning, faculty teaching preferences, and course caps, a WI MCS may be presented in two ways: (1) as "Writing Intensive" only, in which case all sections of the class would meet the WI designation or (2) as "May be offered as Writing Intensive," in which case some sections are WI (and meet WI requirements) and other sections are not. All MCS must clearly differentiate between WI and content area components; courses designed for both the WI and non-WI options must include the additional "If WI" components in relevant MCS* template sections:

> I. Bulletin Description;
> VI. Learning Objectives;
> VII. Course Outline; and
> VIII. Evaluation.

MCS submitted for WI designation must be changed to reflect WI requirements, but they may or may not be fully updated.

Additional information and guidelines are addressed on the attached "General Education Committee Evaluation Rubric for WI Proposals."

Material to be Submitted and Routing

To initiate a priority review to determine whether a course meets the criteria for designation as Writing Intensive (WI) the following materials must be received by the General Education Committee, Academic Senate Office, Ronan Hall, Room 280 no later than October 15, 2011. Submissions received after that date will be reviewed by the General Education Committee as time allows.

1. An MCS that was approved by the relevant college curricular committee.
2. A completed "General Education Committee Evaluation Rubric for WI Proposals" (attached).

General Education Committee Evaluation Rubric for WI Proposals

Course # and Name: _____ Department: _____

Faculty member: _____ Campus address: _____

Email address: _____ Phone #: _____

What type of WI course are you proposing?
☐ University Program course with an emphasis on "writing to learn"
☐ Upper-level course with emphasis on "learning to write in the discipline"

Which of the following is this course designed to meet (check both if applicable)?
☐ 18 pages of writing
☐ 70% of the grade based on writing

MCS for Writing Intensive Courses: WI MCS should clearly differentiate between WI and content area components in the relevant MCS template sections, with language reflecting whether (1) all sections will be WI or whether (2) the course will be offered in WI and non-WI versions.

(1) For all-WI courses, MCS should reflect the following:

I. Bulletin Description: indicates "Writing Intensive" (if all sections will meet WI requirements).

VI. Learning Objectives: includes WI learning outcomes in addition to content area ones.

VII. Course Outline: includes the sequence for formal, graded writing assignments integrated with the content area topics.

VIII. Evaluation: names the assignments, the weights, and the criteria of evaluation.

(2) For courses that will be offered in WI and non-WI versions, the MCS should reflect the following:

I. Bulletin Description: indicate "may be offered as Writing Intensive"

VI. Learning Objectives: include both content area outcomes and a subsequent section labeled "If WI" with WI learning outcomes added.

VII. Course Outline: include an additional "If WI" outline that indicates the sequence of formal, graded writing assignments integrated with content area topics.

VIII. Evaluation: include an additional "If WI" section that names the assignments, the weights, and the criteria of evaluation

Explanation for WI Program Requirements (attach as an appendix)

1. What is the expected enrollment in each section of the class and explain why this is a reasonable number for meeting WI outcomes. (If a proposed course exceeds a "reasonable" instructor to student ratio, the committee will ask for compelling evidence that demonstrates how course outcomes and guidelines will be met.)

2. Explain how and what kind of writing assignments will be spread out over the semester? Discuss writing-to-learn as well formal, graded paper assignments.

3. Name and provide guidelines for a possible formal writing assignment(s) and the criteria for evaluation.

4. Briefly describe (100 to 200 words) <u>opportunities for students to revise</u> their writing and how feedback (faculty and/or peer) will be provided.

5. Briefly describe (100 to 200 words) and provide some examples of methods employed in the course that will assist students with writing.

Criterion 3 Evidence
Higher Ed Diversity Award

Central Michigan University receives Higher Education Excellence in Diversity award

CMU is one of 83 universities nationwide recognized for diversity efforts

September 16, 2014

Central Michigan University today received a 2014 Higher Education Excellence in Diversity award from INSIGHT Into Diversity magazine, the oldest and largest diversity-focused publication in higher education.

The HEED award is a national honor recognizing U.S. colleges and universities that demonstrate an outstanding commitment to diversity and inclusion. Eighty-three colleges and universities were recognized this year.

"At Central Michigan University, we are proud of our commitment to diversity, multiculturalism and inclusion amongst our faculty, staff and students," said Traci Guinn, executive director of the CMU Center for Inclusion and Diversity. "Our commitment is exemplified through our programs, curriculum and practices."

CMU's Institutional Diversity office is comprised of six units:

- **Multicultural Academic Student Services** works closely with diverse student groups and offers academic, social and recreational activities.
- The **Office of Diversity Education** coordinates diversity training and workshops.
- The **Office of Lesbian Gay Bisexual Transgender Queer Services** coordinates programs, presentations, forums and services related to sexual orientation/identity and gender identify/expression.
- **Native American Programs** focuses on the recruitment and retention of Native American students.
- **4S Pathways to Academic Student Success** program, which offers support services to low-income and first-generation students.
- **Student Transition Enrichment Program** provides support services for first-generation and low-income students who transfer from Bay Mills Community College, Delta College, Lansing Community College, Mid Michigan Community College and Saginaw Chippewa Tribal College.
- **Upward Bound**, a federally funded precollege program, works directly in two Detroit high schools to help prepare students for successful college careers.
- **MI GEAR UP**, also known as Michigan Gaining Early Awareness & Readiness for Undergraduate Programs, facilitates student tutoring and mentoring and offers workshops on college preparation and financial aid.

"We hope the HEED award serves as a way to honor those institutions of higher education that recognize the importance of diversity and inclusion as part of their everyday campus culture," said Lenore Pearlstein, publisher of INSIGHT Into Diversity magazine.

Categories:
University

Media Contact
CMU News
989-774-3197
news@cmich.edu

Criterion 3 Evidence
Honors Faculty Member Policy

HONORS FACULTY MEMBER POLICY

Benefits to Honors Faculty Members:
The primary benefit of Honors Faculty status is the opportunity to work with and mentor bright undergraduate students that are committed to intellectual growth and professional development. In support of the activities of Honors Faculty Members, several resources and incentives are provided to their departments:
Support for occasional dining opportunities for Honors Faculty Members and their students, as well as for other interested faculty.
Opportunities to supervise an Honors Senior project, which will result in additional funding to their department's professional development fund.
Opportunity to develop and offer new Honors courses not currently offered at CMU
Special invitations to Honors sponsored events.
Special invitations to Honors professional training opportunities.
Upon request, submit letters of support to document Honors teaching and involvement in Honors related professional development activities for reappointment, tenure, and promotion purposes.

Rationale for Honors Faculty Member designation:
The designation of Honors Faculty creates a recognized structure that clarifies the Honors Program's expectations of faculty who teach Honors Courses and complete Honors Contracts. The use of this designation provides guidance to department chairs in the assigning of Honors courses and creates a structured mechanism for faculty members to become formally involved with the Honors Program. This designation also benefits students in the Honors Program who are looking for faculty guidance or support for Honors related projects.

Responsibilities of an Honors Faculty Member:
All active Honors Faculty Members are expected to maintain annual involvement with Honors Program activities including any one of the following:
Teaching an Honors designated course
Supervising an Honors Senior Project or other undergraduate research with an Honors student
Supervising an Honors Contract
Attendance at an Honors professional development activity
Participating in an extracurricular activity with Honors students

HONORS FACULTY DESIGNATION PROCEDURES
I. Honors Faculty Member Status shall be conferred using the following criteria:

A. Status as Honors Faculty Member

    1.There shall be two types of faculty status
        a. Full
        b. Provisional

    2. Criteria for Honors Faculty Member Status shall be:
        a. Basic requirements for initial recommendation:
(1) Be a regular member of the CMU faculty-tenured or tenure track

(2) Have prior teaching experience with evidence of effective student evaluations or other evidence of teaching excellence

(3) Have a demonstrated ability, experience, and/or written plan for the use of creative teaching methodologies beyond traditional lecture formats

        b. Additional requirements for retaining Honors Faculty Status. Once attaining Honors Faculty Status, the faculty member must demonstrate the following in order to retain the status:

(1) Annual involvement with the Honors Program activities including any one or more of the following:

            i. Teaching an Honors designated course

            ii. Supervising an Honors Contract

            iii. Attendance at an Honors professional development activity or Honors event

            iv. Participating in an extracurricular activity with Honors students

(2) Provide evidence of continued dedication to the use of creative teaching methodologies

(3) Provide evidence of effective teaching in Honors courses as assessed by the HON or SOS course evaluations

        c. Terms for Honors Faculty Full Members shall be five years.

        d. Honors Activities Requiring Honors Faculty Full Member status

            (1) Instructing Honors classes

            (2) Supervising Honors Contracts

      3. Criteria for Provisional Honors Faculty Member status shall be:

        a. Basic requirements for selection:

(1) Be a temporary faculty member of the CMU faculty with evidence of a long-term position

(2) Have a demonstrated ability, experience, and/or written plan for the use of creative teaching methodologies beyond traditional lecture methods

(3) Provide evidence of continued dedication to the use of creative teaching methodologies

(4) Provide evidence of effective teaching instruction at CMU or at a previous college or university

(5) Must have support from a department chair

        b. Additional requirements for renewing Provisional Honors Faculty Member status. Each Provisional Honors Faculty Member must demonstrate one or more of the following in order to obtain Full Member status in the following year:

(1) Annual involvement with the Honors Program activities including any one or more of the following:

            i. Teaching an Honors designated course

            ii. Supervising an Honors Contract

            iii. Attendance at an Honors professional development activity or other Honors event

            iv. Participating in an extracurricular activity with Honors students

(2) Provide evidence of continued dedication to the use of creative teaching methodologies

(3) Provide evidence of effective teaching in Honors courses as assessed by the HON or SOS course evaluations

        c. Terms for Provisional Honors Faculty member Status will be earned after the successful evaluation of HON teaching or project supervision

Honors Activities Requiring Provisional Honors Faculty Member Status

(1) Instructing Honors courses
(2) Supervising Honors Contracts

B. Procedures for Recommendation and Continuance
The following procedures for recommendation and continuance should be completed prior to the assignment of any faculty member to the teaching, advising, or advancement of Honors Program students. The Honors Program Director shall monitor adherence to the Honors Faculty Policy.

      1. Procedures for Recommendation

          a. FULL: Individual faculty members may apply for Honors Faculty member Status or department chairs may recommend a faculty member consistent with the criteria in Section I.A.

          b. PROVISIONAL: Department chairs, based on the criteria stated in Section I.A, shall submit the names and credentials of faculty members for Provisional Honors Faculty Member Status.

          c. Applications are subject to the approval of the Honors Program Director in consultation with members of the Honors Council

      2. Procedures for Continuance

          a. For reappointment to Honors Faculty member Status, a member must, within the preceding year, perform the activities of I.A.2.b or I.A.3.b.

          b. Each Honors Faculty Full Member will reapply for Honors Faculty Full Member Status every five years. Provisional Faculty Members will apply at the end of one year for Full Member Status.

          c. Failure to reapply will result in the automatic removal of the faculty member from the list of Honors Faculty Members by the Honors Program.

C. Procedures for Discontinuance

      1. Recommendations for continuance or discontinuance are in consultation with members of the Honors Council. Failure to meet any of the retention requirements of this policy shall be grounds for discontinuance of Honors Faculty Member Status and the benefits derived from such status.

      2. Individual or departmental appeals of non-recommendation or discontinuance may be made to the Honors Council.

Procedures for the individual Honors Faculty Member application and review process will be adopted by the Honors Council pursuant to the language of this policy.

III. Nothing in this document shall supplant or otherwise be interpreted as a modification of the CMU-Faculty Association Agreement or any departmental bylaws.

<u>This policy was revised per FA discussion and subsequent Honors Council approval on April 8, 2007.</u>

Criterion 3 Evidence
Honors Study Abroad 2009-2015

Honors Annual Report 2014-2015, p6.

Honors Study Abroad

Consistent with core values and higher expectations for Honors student preparation for global citizenship, we began more formally promoting and tracking Honors student participation in academic study abroad experiences in 2012 and will continue this process as part of our new assessment plan. This data creates a baseline from which we can assess the degree to which we are able to promote this valuable learning experience in successive cohorts. As indicated by data these past three years, our efforts to promote study abroad have begun to impact annual student participation rates. The number of total Honors students participating in a study abroad experience for each of these years were the consecutive highest totals in the history of Honors although these classes were smaller than in previous years.

Table 5. Honors Program Students that have Studied Abroad Since 2009						
	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Number of Honors Program students that Studied Abroad during the Academic Year	63	77	89	118	138	142
Percentage of CMU Study Abroad participants across the academic year enrolled in Honors	14.1%	17.0%	16.4%	23.5%	27.1%	21.9%
Percentage of Honors Program graduates that have Studied Abroad at least once		31.3%	27.2%	44.3%	57.5%	59.0%

Criterion 3 Evidence
Leadership Institute

CMU | Leadership Institute

CMU Leadership Programs

The Leadership Institute offers a wide range of dynamic leadership development programs. To learn more about our program offerings click a link below.

Spark Leadership Series

The Spark Leadership Series is a four-week leadership development course designed to introduce participants to contemporary leadership theory, learn about their own leadership style, and meet other emerging campus leaders. To register, or learn more, visit the Spark Leadership Page.

Catalyst

Catalyst is LeaderShape Inc.'s one-day program designed for individuals who are open to explore authenticity, connections, and commitment while increasing their capacity to lead. Throughout the day, participants will identify their strengths as well as understand how to best connect and contribute to the groups and causes they care about. In small-group dialogue, large group interaction, and personal reflection students learn alongside others who want to start something extraordinary. Catalyst will be held on Friday, February 19th and is a great entry into the leadership community at CMU. The program will take place from 11:00 A.M. until 5:30 P.M. in the Leadership Institute, Powers 136. Register Now.

Connections Leadership Conference

Held each fall, the Connections Leadership Conference serves as a networking workshop for campus leaders. Through collaboration, relevant issues are discussed with the intent of making a positive impact on campus and in the community. Connections is open to all CMU students with varying levels of leadership experience. Whether a new student leader, or the president of a registered student organization, everyone can benefit from the sessions offered at the Connections Leadership conference. To learn more visit the Connections Conference Page.

The LeaderShape Institute

The LeaderShape Institute challenges participants to lead with integrity while working towards a vision grounded in their deepest values. In this six-day intensive program participants explore not only what they want to do, but who they want to be. Learn more here.

Ignite Leadership

Ignite Leadership is designed for the most senior student leaders at Central Michigan University. This program, based on the *Leadership Challenge* curriculum, utilizes the *Student Leadership Practices Inventory (sLPI)* to help student leader assess their leadership abilities and develop a personal growth plan. The program also creates a peer network for Central's most advanced student leaders. Learn more about the LPI here.

Leadership Institute

About Us

Mission and Vision

Scholarships

Programs

- Spark Leadership Series
- Connections Conference
- The LeaderShape Institute
- Ignite Leadership

Leadership Minor

Contact Us

Cross Campus Leadership Initiative

Criterion 3 Evidence
Leadership Safari

About   Admissions   Academics   Athletics   Research   Life at CMU   Giving

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CMU
CENTRAL MICHIGAN UNIVERSITY

Leadership Safari

CentralLink > Enrollment & Student Services > Residence Life > Leadership Safari

Welcome to Leadership Safari at CMU!

On behalf of the Safari staff, the Office of Residence Life and the greater community of CMU, we would like to welcome you to Central Michigan University!

We are excited and pleased that you chose to attend CMU and are interested in attending this year's Leadership Safari! Please use the resources throughout this website to learn how leadership Safari is a proven success!

Leadership Safari 2016 is August 20th through the 24th, 2016.

Celebrating 20 Years at CMU!

Leadership Safari

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Safari Family Information

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Pizza with the Professors & Professionals

Leadership Safari Staff

Contact Us!

CMU Leadership Institute

Safari at a Glance!

Criterion 3 Evidence
March 2016 CMU Staff Faculty Pop Report

March 2016 CMU Staff/Faculty Population Report

Left Table

LEVEL		TOTAL	FULL TIME	PART TIME	MINORITIES	FEMALE	MALE	AVG AGE	AVG YRS SERV	AVERAGE ANNUALIZED SALARY
	BROADCASTING									
BH-2	Hourly	4	4	0	0	2	2	52	20	$ 46,951
BH-3	Hourly	6	6	0	0	0	6	50	16	$ 56,361
BH-4	Hourly	3	3	0	0	0	3	53	14	$ 68,494
BS-1	Salaried	1	1	0	0	0	1	24	0	$ 29,500
BS-2	Salaried	2	2	0	0	1	1	49	19	$ 41,211
BS-3	Salaried	6	6	0	0	3	3	47	9	$ 37,437
BS-5	Salaried	3	3	0	0	1	2	48	20	$ 61,431
	TOTALS	25	25	0	0	7	18			
% of Totals for Faculty/Staff		1%	1%	0%	0%	0%	2%			
	OFFICE PROFESSIONAL									
OP-4		50	44	6	1	47	3	46	6	$ 28,029
OP-5		121	114	7	5	116	5	47	8	$ 32,151
OP-6		139	138	1	5	138	1	50	14	$ 37,339
	TOTALS	310	296	14	11	301	9			
% of Totals for Faculty/Staff		12%	12%	12%	4%	20%	1%			
	PROFESSIONAL & ADMINISTRATIVE									
PS-0	Salaried	1	1	0	0	1	0	58	1	$ 86,904
PH-0	Hourly	1	1	0	0	1	0	26	0	$ 21,216
PS	Salaried	816	802	14	73	469	347	43	9	$ 60,028
PH	Hourly	77	67	10	7	72	5	48	7	$ 38,951
PS-97	MI Special Olympics - Salaried	26	25	1	1	19	7	42	10	$ 57,754
PH-97	MI Special Olympics - Hourly	3	3	0	0	3	0	46	12	$ 35,013
PS-99	Head Coaches	3	3	0	0	1	2	52	4	$ 289,000
	TOTALS	927	902	25	81	566	361			
% of Totals for Faculty/Staff		35%	35%	21%	27%	38%	30%			
	POLICE									
PD-1	Hourly	1	1	0	0	0	1	58	28	$ 41,954
PD-2	Hourly	12	12	0	2	1	11	44	15	$ 55,332
	TOTALS	13	13	0	2	1	12			
% of Totals for Faculty/Staff		0%	1%	0%	1%	0%	1%			

Right Table

LEVEL		TOTAL	FULL TIME	PART TIME	MINORITIES	FEMALE	MALE	AVG AGE	AVG YRS SERV	AVERAGE ANNUALIZED SALARY
	SERGEANT									
SG-3	Hourly	4	4	0	0	0	4	40	9	$ 61,963
% of Totals for Faculty/Staff		0.2%	0.2%	0.0%	0.0%	0.0%	0.3%			
	SERVICE MAINTENANCE									
SM-2	Hourly	85	85	0	4	50	35	50	13	$ 24,225
SM-4	Hourly	9	9	0	0	1	8	46	4	$ 32,746
SM-6	Hourly	28	28	0	2	2	26	49	14	$ 36,673
SM-7	Hourly	1	1	0	0	0	1	50	7	$ 44,387
SM-8	Hourly	35	35	0	0	1	34	50	15	$ 49,753
SM-10	Hourly	24	24	0	1	1	23	52	18	$ 54,432
	TOTALS	182	182	0	7	55	127			
% of Totals for Faculty/Staff		7%	7%	0%	2%	4%	11%			
	SUPERVISORY TECHNICAL									
ST-3	Hourly	4	4	0	0	4	0	47	7	$ 30,196
ST-4	Hourly	33	33	0	1	27	6	43	9	$ 32,820
ST-5	Hourly	38	38	0	1	31	7	47	10	$ 38,789
ST-6	Hourly	21	21	0	0	12	9	45	11	$ 42,022
ST-7	Hourly	20	20	0	1	3	17	52	16	$ 53,246
ST-8	Hourly	4	4	0	1	0	4	58	12	$ 72,296
	TOTALS	120	120	0	4	77	43			
% of Totals for Faculty/Staff		5%	5%	0%	1%	5%	4%			
	SENIOR OFFICER	41	41	0	4	15	26	58	14	$ 193,519
% of Totals for Faculty/Staff		2%	2%	0%	1%	1%	2%			
	REGULAR FACULTY	663	663	0	151	273	390	51	13	$ -
% of Totals for Faculty/Staff		25%	26%	0%	51%	18%	33%			
	FIXED-TERM FACULTY	342	262	80	33	167	175	48	5	$ -
% of Totals for Faculty/Staff		13%	10%	67%	11%	11%	15%			
	MEDICAL FACULTY	26	26	0	1	11	15	48	2	$ -
% of Totals for Faculty/Staff		1%	1%	0%	0%	1%	1%			
	POST DOC FACULTY	8	8	0	4	4	4	34	0	$ -
% of Totals for Faculty/Staff		0%	0%	0%	1%	0%	0%			

Summary

FACULTY		STAFF		TOTAL EMPLOYEES		% of Total
Total	1039	Total	1622	Total	2661	
Full Time	959	Full Time	1583	Full Time	2542	96%
Part Time	80	Part Time	39	Part Time	119	4%
Minorities	189	Minorities	109	Minorities	298	11%
Female	455	Female	1022	Female	1477	56%
Male	584	Male	600	Male	1184	44%

March 2016 CMU Staff/Faculty Population Report

	TOTAL	FULL TIME	PART TIME	MINORITIES	FEMALE	MALE	AVG AGE	AVG YRS SERV	AVERAGE ANNUALIZED SALARY
Broadcasting Totals	25	25	0	0	7	18	49	15	$ 50,091
Government & External Relations	25	25	0	0	7	18	49	15	$ 50,091
Office Professional Totals	310	296	14	11	301	9	48	10	$ 33,813
Academic Affairs Division	184	176	8	5	182	2	48	10	$ 34,047
Enrollment & Student Services	52	51	1	1	49	3	47	8	$ 32,556
Finance & Administrative Services	51	48	3	3	47	4	47	11	$ 33,754
Government & External Relations	1	1	0	0	1	0	66	18	$ 37,939
President's Division	12	10	2	1	12	0	48	17	$ 35,034
University Advancement	10	10	0	1	10	0	51	13	$ 34,457
Professional & Administrative	927	902	25	81	566	361	44	9	$ 58,861
Academic Affairs Division	550	528	22	59	344	206	45	8	$ 58,713
Enrollment & Student Services	139	138	1	13	89	50	41	9	$ 52,317
Finance & Administrative Services	136	135	1	5	83	53	45	11	$ 60,435
Government & External Relations	6	6	0	0	2	4	50	8	$ 79,906
President's Division	71	70	1	3	32	39	39	6	$ 64,456
University Advancement	25	25	0	1	16	9	44	9	$ 70,553
Police Totals	13	13	0	2	1	12	45	16	$ 54,303
Finance & Administrative Services	13	13	0	2	1	12	45	16	$ 54,303
Sergeant Totals	4	4	0	0	0	4	40	9	$ 61,963
Finance & Administrative Services	4	4	0	0	0	4	40	9	$ 61,963
Service Maintenance Totals	182	182	0	7	55	127	50	14	$ 35,565
Enrollment & Student Services	10	10	0	0	1	9	42	8	$ 45,402
Finance & Administrative Services	172	172	0	7	54	118	50	14	$ 34,993
Supervisory/Technical Totals	120	120	0	4	77	43	47	11	$ 40,954
Academic Affairs	73	73	0	3	47	26	46	10	$ 40,283
Enrollment & Student Services	10	10	0	0	8	2	47	11	$ 41,059
Finance & Administrative Services	35	35	0	1	22	13	49	13	$ 42,142
President's Division	2	2	0	0	0	2	47	3	$ 44,096

	TOTAL	FULL TIME	PART TIME	MINORITIES	FEMALE	MALE	AVG AGE	AVG YRS SERV	AVERAGE ANNUALIZED SALARY
Senior Officer Totals	41	41	0	4	15	26	58	14	$ 193,519
Academic Affairs Division	27	27	0	1	11	16	59	15	$ 188,609
Enrollment & Student Services Division	3	3	0	2	0	3	53	20	$ 152,948
Finance & Administrative Services	4	4	0	0	2	2	56	21	$ 176,965
Government & External Relations	2	2	0	0	1	1	63	7	$ 193,219
President's Division	4	4	0	1	1	3	53	6	$ 264,680
University Advancement	1	1	0	0	0	1	58	0	$ 230,000
Regular Faculty Totals	663	663	0	151	273	390	51	13	N/A
Academic Affairs Division	621	621	0	141	259	362	51	14	$ -
Enrollment & Student Services	3	3	0	1	1	2	58	16	$ -
President's Division	39	39	0	9	13	26	42	5	$ -
Fixed-Term Faculty Totals	342	262	80	33	167	175	48	5	N/A
Academic Affairs Division	332	252	80	33	162	170	49	5	$ -
Enrollment & Student Services	7	7	0	0	5	2	48	5	$ -
President's Division	3	3	0	0	0	3	28	1	$ -
Medical Faculty Totals	26	26	0	1	11	15	48	2	N/A
Academic Affairs Division	26	26	0	1	11	15	48	2	$ -
Post Doc Faculty Totals	8	8	0	4	4	4	34	0	N/A
Academic Affairs Division	8	8	0	4	4	4	34	0	$ -

Division Totals	Total	FT	PT	Min.	Fem	Male
Academic Affairs Division	1821	1711	110	247	1020	801
Academic Affairs Percent of Total	68%	67%	92%	83%	69%	68%
Enrollment & Student Services Division	224	222	2	17	153	71
Enrollment & Student Svcs. Percent of Total	8%	9%	2%	6%	10%	6%
Finance & Administrative Services	415	411	4	18	209	206
Finance & Admin. Svcs. Percent of Total	16%	16%	3%	6%	14%	17%
Government & External Relations	34	34	0	0	11	23
Government & External Relations Percent of Total	1%	1%	0%	0%	1%	2%
President's Division	131	128	3	14	58	73
President's Division Percent of Total	5%	5%	3%	5%	4%	6%
University Advancement	36	36	0	2	26	10
University Advancement Percent of Total	1%	1%	0%	1%	2%	1%

This report includes faculty and staff who are currently in "benefit eligible" positions and does not include temporary staff or student employees. The total Fixed-term faculty excludes faculty that are less than one half(1/2) time.

Criterion 3 Evidence
Master Course Syllabus Review and Guidelines

MASTER COURSE SYLLABUS REVIEW AND GUIDELINES

A. OVERVIEW

Each course offered at CMU has a Master Course Syllabus (MCS). Individuals with a CMU Global ID may access Master Course Syllabi through the Academic Senate website (https://www.cmich.edu/AcademicSenate/secure/Pages/default.aspx) or the online Bulletin (https://bulletins.cmich.edu/).

The MCS, as approved through the curricular process, serves a key documentary and communicative function in CMU's curriculum. It establishes the appropriateness, scope, and quality of the course within the context of a program of study. It must also communicate needed information to

- other faculty who might teach the course as well as interested faculty outside the discipline;
- students, current or prospective, wanting to know what a course entails;
- parents of current and prospective students; and
- people outside CMU such as accreditation teams, legislators, grantors, and the public at large.

Because of these varied needs, the MCS is written in language general enough to communicate broadly while establishing the role of the course within a specific disciplinary area and program. It also communicates the specifics of the course to others who may teach the course and to other universities where a student may request a transfer of credit. The following sections guide faculty in developing and updating the MCS to ensure consistency of information and presentation.

B. MASTER COURSE SYLLABI AND TEACHING SYLLABI

A teaching syllabus, often referred to as the "class" or "course" syllabus, is not the same as the MCS. The teaching syllabus does not need to proceed through the electronic curricular process. Individual faculty members assigned to teach one or more sections of a course develop a teaching syllabus that is based on the MCS. The teaching syllabus provides students with greater specificity about how a given course section will be conducted in order to accomplish the intended goals and objectives. Although individual faculty members do not have unilateral discretion to alter substantially the scope of the course or the goals and objectives of the learning experience, the MCS does not limit a faculty member in planning the sequence of topics, selecting appropriate texts or other instructional materials, using a variety of instructional methods, or designing and using specific evaluation procedures in the teaching of the course. When a concern arises about the appropriateness of an individual faculty member's choice of instructional materials, teaching methods, or evaluation procedures for a particular course, the department and college are the appropriate contexts for initial discussion and possible resolution. A copy of the teaching course syllabus is available

by contacting the instructor or appropriate department. All teaching course syllabi must be maintained by the department indefinitely.

C. MASTER COURSE SYLLABUS SEVEN-YEAR REVIEW

The faculty at Central Michigan University take pride in keeping up to date with advances in knowledge. One mechanism for ensuring that the curriculum remains current is the university-wide practice of comprehensively reviewing each course once every seven years. The department, school, interdisciplinary council, or other appropriate unit initiates the MCS review. This review requires the submission of an updated MCS and the completion of a Course-Related Change Form (formerly the Green Form). Guidelines for completing the MCS are contained at the end of this section. The routing of the proposal is dependent upon the degree of change being proposed. The approval options, workflow, objection period and appeal process are described in Section I.

1. College Curriculum Committee (CCC) or Curriculum Review Body Approval

Proposals that modify any of the following are routed from the appropriate department, school, interdisciplinary council, or other appropriate unit to the CCC for final approval:

- Course Deletion
- Designator (if designator already exists)
- Title
- Number (not associated with Course Level Adjustment)
- Credit Hours
- Distribution of Hours
- Credit/No Credit Status
- Cross-Listed (include memo from each relevant department that they agree with changes)
- Bulletin Description
- Recommended Course(s) and/or Requirement(s)
- Course Outline
- Evaluation
- Delivery Method

If the CCC denies the change or approves with edits, the proposal is returned to the department/school, interdisciplinary council, or other originating unit. Once approved by the CCC, the Course-Related Proposal Form and the updated MCS are forwarded electronically to the Academic Senate Office. The campus community and SRCs are notified of the CCC action via the posting of the CCC minutes on the Academic Senate website.

2. **Senate Review Committee (SRC) Approval**

The CCC or other curriculum review body forwards proposals that modify any of the following to the appropriate SRC for additional review:

- Course Level
- Prerequisites, Pre/Co-requisites, or Co-requisites
- Course Objectives

The type of course being modified determines which SRC receives the proposal during this phase. Thus, proposals that modify

- General Education courses, including Competency and University Program courses at both the graduate and undergraduate levels, are forwarded to the GEC.

- Professional education courses (e.g., any course submitted by the Professional Education Unit or leading to the BS in Education) at both the graduate and undergraduate levels are forwarded to the PECC. The PECC sends the request to the PEEB, which finalizes this stage of the process upon the approval of its minutes.

- Undergraduate-level courses (courses numbered 499 and lower, except General Education and professional education courses) are forwarded to the UCC.

- Graduate-level courses (courses numbered 500 and higher, except General Education and professional education courses) are forwarded to the GC.

If the SRC does not approve the proposed course modification, the proposal is returned to the CCC or other curriculum review body. If the SRC approves the change, a 14-day (calendar days) objection period begins once the SRC minutes are posted on the Academic Senate website. If no objections arise during this period, then the changes are published, and an updated MCS is posted to the Academic Senate website.

D. GUIDELINES FOR PREPARING A MASTER COURSE SYLLABUS

Each MCS follows a standard format that describes the course, prerequisites, pre/co-requisites, co-requisites, recommended courses and/or experiences, rationale for course level, materials and other requirements, typical instructional format, course objectives, outline of topics, and typical methods for student evaluation.

To prepare an MCS, follow the order of items listed below, using sufficient space as needed. A template for developing the MCS may be found on the Curriculum and Assessment website as well as on the Academic Senate website. The following guidelines are specific and purposeful; follow them closely. Some accredited programs may require a specified format. Contact the Director of Curriculum and Assessment if you need an exception to the format described below.

Also note that some programs require master course syllabi that meet specific program-related guidelines. For instance, Professional Education Unit course syllabi require the inclusion of the CLEAR Conceptual framework, and University Program course syllabi require a description of how the course fits into the specified subgroup as specified in the Undergraduate Bulletin. MCS requirements unique to these programs are detailed in subsection F below.

1 . Course Designation

The course designation information appears near the top of the first page of the MCS, below the college and department information. Three items appear in the same row: the course designator and number appear flush with the left margin, the course title appears at center, and the credit hour designation appears near the right margin.

- The **course designator and number** must be approved by the Registrar's Office. It may include a suffix such as H (Honors) or QR (Quantitative Reasoning).

- The **course title** should be descriptive, conveying the main topic of the course and distinguishing its content from similar courses.

- The **credit hour designation** is displayed numerically, e.g., 4(3-2), and conveys important information about the course. The number preceding the parentheses represents the number of credit hours that can be earned by successfully completing the course. The first number within the parentheses represents the number of classroom contact hours scheduled per week, and the second number within the parentheses represents the number of laboratory or studio contact hours scheduled per week based upon a 15-week semester. The sum of numbers appearing within the parentheses is equal to the number of contact hours per week appearing in the class schedule. For the example noted above, the course offers four credit hours and comprises five contact hours: three hours of classroom contact per week and two hours of laboratory or studio contact per week. The same number of contact hours must be met for the course regardless of the delivery format. Variable credit courses are identified by a credit hour designation such as 1-6. The maximum credit hours that a student may earn toward graduation in a variable credit course is the highest number in the credit hour designation for the course (e.g., six hours maximum in the example noted above). Courses where there are special arrangements regarding the number of hours spent in class are designated as (Spec).

2. Outlined Information

The outlined information begins immediately following the course designation information and is detailed below in the same order it will appear in the MCS.

a) I. Bulletin Description

This brief description is the exact wording that appears in the Bulletin. The bulletin description communicates the substance of the course. The rest of the MCS

corresponds to this description and provides further explanation and elaboration. The description is limited to a maximum of 25 words.

Necessary course-relevant information might exceed the 25 words but must be brief. Cross-listed courses must add, "Identical to _____. Credit may not be earned in more than one of these courses." Courses that are approved for online formats must add a sentence specifying whether the course may be offered online, for example, "This course may be offered in an online format." Face-to-face courses are those taught in the traditional classroom environment. Online courses are taught largely via computer technology. Hybrid courses combine face-to-face and online formats with 33% or more of the class time being online rather than face-to-face. Online courses are developed in cooperation with the Center for Instructional Design to ensure consistency and quality assurance standards. Many courses are designed to be taught in more than one format.

Other examples of additional information include prerequisites, pre/co-requisites, co-requisites, and recommended courses or background information; UP Course Group identifier, such as (University Program Group II-A: Descriptive Sciences); Quantitative Reasoning (QR); May be offered as Writing Intensive; Minimum of 180 hours required for internship; Course does not count on a major in _____; Repeatable up to 9 hours when content does not duplicate previous topics. Contact the Bulletins Editor for help developing a course description.

Example Bulletin Description:

AAA 427 Special Topics on Car Insurance 3-9 (Spec)

Special topics relating to car insurance for both personal and business use. CR/NC. Identical to STF 427. Credit may not be earned in more than one of these courses. May not be applied to General Business Major. Repeatable up to 9 hours when content does not duplicate previous topics. This course may be offered in an online format. Quantitative Reasoning. May be offered as Writing Intensive. Prerequisite: AAA 100. Recommended: STF 227. (University Program Group I-B: The Arts)

Note: All items should end with a period except the UP designation.

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b) **II. Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:**

The MCS should provide the prerequisites, pre/co-requisites, co-requisites, and recommended background preparation. Appendix B contains the Syntax Guidelines to ensure uniformity in presenting requisite knowledge and/or skills. The items that follow should be listed in the order they appear below.

- **Prerequisites** are any courses and/or other requirement(s) that must be completed prior to enrolling in a particular course. Examples of prerequisites include declaration of major or admission to a restricted program, completion of specific courses or sets of courses, completion of a specified number of credit hours, achievement of a specified class level, achievement of specific grades in prerequisite course or sets of courses, permission of the instructor, and department approval. Students who have not satisfied a prerequisite or are not enrolled in the prerequisite at the time of registration will not be allowed to register for the course unless the course instructor makes an individual exception.

- **Pre/Co-requisites** are any courses and/or other requirement(s) that students may take prior to or concurrently with the particular course. Students who have already completed the pre/co-requisite or who are enrolling at the same time in the pre/co-requisite will be allowed to register for the particular course. Students who have not satisfied the pre/co-requisite or enrolled in the pre/co-requisite at the time of registration will not be allowed to register for the course unless the course instructor makes an individual exception.

- **Co-requisites** are any courses and/or other requirement(s) that students must take concurrently with a particular course. Students enrolled at the same time in the co-requisite will be allowed to register for the course with that co-requisite. Students who are not enrolled in the co-requisite at the time of registration will not be allowed to register for the course unless the course instructor makes an individual exception.

- **Recommended** background preparation includes any courses and/or other requirement(s) that might be useful for students to complete prior to enrolling in a particular course. Any listed recommendations are not required. Completion of the recommended courses/requirement(s) will not affect the student's ability to enroll in a course.

c) **III. Rationale for Course Level**

Courses must provide a rationale for course level, which may also reflect and be connected to the requisites/recommendations listed above. The rationale should explain why this course is numbered as it is rather than at a higher or lower level. It

might state whether the course is an introduction to a content area, assumes past knowledge, or expects upper-level rigor.

d) IV. Suggested Textbooks

The instructor usually selects the specific course textbook(s). This section should provide full bibliographic information for suggested text(s). This information is intended to guide faculty teaching this course for the first time. If a suggested text is older than seven years, explain why it is a suggested text for the course.

e) V. Other Requirements and/or Materials for the Course

List significant, required course materials and/or activities that are unique to the course.

Special requirements might include such things as certifications, performance levels, concert attendance, and exceptional time requirements (such as an all-day field trip). Incidental materials should not be listed.

Courses involving academic experiences (field placements, field experiences, off-campus practica, clinical placements, student teaching assignments, internships, service learning, etc.) with external entities require an affiliation agreement. It is the responsibility of the faculty member to work with CMU's Coordinator of Affiliations Agreements to acquire an agreement.

For online courses describe in full the requirements and expectations for the course, including access to technology, special software or computer programs needed. In addition, methods for interaction and expectations for communication among students and with the instructor should be explained in this section.

The currently recommended language is:

"Students must have access to a computer and the ability to connect to the Internet for interaction with other class members and the instructor. Computer and high speed Internet access are needed to access and view online materials (e.g. videos, PowerPoint, Excel and/or Word documents, and additional text and web-based course materials) as well as submit required course assignments. In addition, this course requires the following software or 'plug in' applications (list required items here)."

f) VI. Student Learning Course Objectives

This is a critical section of the MCS. It defines the nature and scope of the course as well as the desired learning outcomes. All instructors must address these outcomes.

Provide a list of student-centered, measureable learning objectives. For example, "Students will be able to identify and explain the salient differences and similarities between learning theories." The number of objectives should be sufficient to address the scope of the course and be achievable in the time covered by the course. Learning objectives should also be appropriate to the level of the course and credit hours assigned. Language and terminology should be appropriate for the course and comprehensible by the general academic community.

g) **VII. Suggested Course Outline**

This section lists the topics to be covered and the learning activities/assignments designed to achieve the stated objectives.

For the outline, indicate a sequence of topics that reflects a logical progression of the course. The scope of topics must be aligned with the stated learning objectives. The topics may be divided by percentage of the course time devoted to a topic, time in hours, or by weeks. A three-credit course involves approximately 45 contact hours of instruction. Courses in either compressed or extended timeframes are expected to maintain the requisite number of contact hours. If appropriate describe any changes to the course outline for hybrid or online formats.

h) **VIII. Suggested Evaluation of Student Learning Outcomes**

Evaluation methods and assignments/activities should be appropriate to the learning objectives and teaching methods of the course. Include suggested relative weights and/or ranges, e.g., a midterm exam is worth 15%, a research paper is worth 20%, a final exam is worth 30%. Hybrid or online formats must indicate any unique evaluation methods or activities. Descriptions of types of evaluations are suggested to help others teaching the course.

i) **Syllabus Prepared By:**

Typed Name, Credentials, and Date*

*Note: The only time the date of the MCS is changed to the present date is when it is coming through as an MCS Review. If it is not an MCS Review, then the date on the MCS should remain the same as on the old MCS and not be updated.

E. **SPECIAL INSTRUCTIONS**

Central Michigan University supports a variety of curricular initiatives that require special attention. The specific criteria used to evaluate these courses are detailed below.

- **MCS requirements for Writing Intensive (WI) Courses.** To accommodate flexibility for student planning, faculty teaching preferences, and course caps, a WI MCS may be presented in two ways: (1) as "Writing Intensive" only, in which case all sections of the class must meet the WI designation or (2) as "May be offered as Writing Intensive," in which case some sections are WI (and meet WI requirements) and other sections are not.

All MCS must clearly differentiate between WI and content area components; courses designed for both the WI and non-WI options must include the additional "If WI" components in the following MCS template sections:

1. I. Bulletin Description
2. VI. Learning Objectives
3. VII. Course Outline
4. VIII. Evaluation

MCS submitted for WI designation must be changed to reflect WI requirements, but they may or may not be fully updated. Additional information and guidelines are available on the General Education website or from the chair of the General Education Committee.

- **MCS requirements for Quantitative Reasoning (QR) Courses.** Unlike WI courses, an entire course is designated as QR; therefore, all sections are taught the same content, and there is only one version of the MCS. The MCS for all QR courses must demonstrate how the course meets the criteria for being designated as satisfying the quantitative reasoning requirements. Additional information and guidelines are available on the General Education website or from the chair of the General Education Committee.

- **Courses Numbered 500 to 599.** It is inherently difficult to draw firm boundaries between advanced undergraduate and introductory graduate courses. Therefore, both graduate and undergraduate students are allowed to enroll in courses numbered in the 500s; however, the expectations for graduate and undergraduate students are different. Therefore, the MCS must clearly reflect the different requirements for these two groups of students. In order to meet approval at the 500 level, the proposal must

  1. specify within the Rationale section of the MCS why the course is best positioned at the 500 level,

  2. specify within the MCS greater qualitative and/or quantitative requirements for graduate credit than for undergraduate credit, and

  3. indicate within the MCS a clear statement of the factors to be used in evaluating student achievement and assigning grades for both undergraduate and graduate students.

- **Cross-listed Courses.** Cross-listed courses must include written indication that all departments are using the same syllabus. Prepare only one MCS for cross-listed courses.

- **Professional Education Unit (PK-12) Courses.** The professional education curriculum has adopted a philosophy of teaching and learning that is **C**oncept and knowledge driven**, LEA**rner centered, and **R**eflective (i.e., **CLEAR**). Performance outcomes of this CLEAR conceptual framework are required for writing objectives for professional education courses. For further information, contact the Professional Education Curriculum Committee chair.

Criterion 3 Evidence
Math Assistance Center

My Account 0

[Mathematics Assistance Center]

Get math assistance with CMU's Mathematics Assistance Center (MAC). Tutors can help with everything from basic algebra to intermediate-level statistics. With help from tutors, you will learn how to clarify new information, demonstrate problem-solving skills and work through example problems.

Tutoring for On-Campus Students

MAC-LIBRARY

Park Library, Room 428
Mon-Thu: 9am-9pm

- MTH 055-233 and above
- STA 282/382
- PSY 211
- SOC 200
- BUS 300

MAC-TOWERS

Troutman Hall, Room 002
Sunday: 5-9pm
Mon-Thu: 2pm-9pm

- MTH 055-132
- MTH 217

SUMMER MAC

Pearce Hall Room 324B
Temp location for summers
Mon-Thu: 9am-4pm
(except Tue-Fri 5/27-5/30)

Tutoring for other courses is possible depending on demand and availability of tutors.

For more information call 774-2290 or email MathAC@cmich.edu

Tips for Students

Visiting

- Don't wait! Visit the MAC-LIBRARY or MAC-TOWERS as soon as you need help. There is no need to schedule an appointment. All math tutoring is on a walk-in basis.
- When you arrive, sign in to the binder. Please complete all information legibly.
- Prepare for tutoring sessions by attending class, reading the textbook, reviewing your class notes, attempting homework problems and writing down your questions before arriving.
- Bring your textbook, syllabus, notes, calculator and any attempted work with you.

Department of Mathematics

Fleming Lecture Series

About Mathematics

Undergraduate Programs

Graduate Programs

Undergraduate Scholarships

Resources for Students

Faculty and Staff

Research

Statistical Consulting Center

Alumni, Friends, & Donors

Tutoring

The purpose of tutoring is to give you additional help and explanation for mathematical concepts being taught in your courses. Tutors will not help you do entire homework sets assigned by your instructor, but they will give help on a few select problems.

You CAN expect tutors to:

- Work with you as soon as possible after you arrive.
- Answer questions and help clarify new information.
- Demonstrate problem-solving skills.
- Work through example problems.

You CANNOT expect tutors to:

- Do your homework assignment for you.
- Substitute as your instructor when you have missed class.
- Know all the answers to every question.
- Substitute for your own hard work.

You are welcome to come as many hours as you wish to receive help. Tutoring really does help! A student who attends the math center regularly has a 60% higher chance of receiving a grade C or better in their math course. Many students have found tutoring to be extremely beneficial and return for more help with other mathematics courses.

Tutoring for Online/Off-Campus Students

Tutoring services are available via the internet, telephone and email for students registered in Online/Off-Campus Programs courses.

- Please note that these services are available only to students taking courses through ProfEd.

Request tutoring

Tutoring is free and simple to obtain. If you are in an online/off-campus course, MAC 000 should appear in your course list on Blackboard. (If this does not appear, click here to request to be added). In the MAC 000 Blackboard shell is an announcement detailing all of the options for getting assistance. Please contact the MAC toll-free at 1-800-950-1144 x2290 if you have questions with the online registration form.

Become a Tutor

Tutors are essential to the success of the Mathematics Assistance Center. If you are interested in becoming a tutor, you should be able to:

- Answer a student's questions thoroughly
- Help clarify course material
- Demonstrate problem-solving skills
- Work through example problems with students
- Attend tutor training sessions as necessary

Qualifications and requirements

To become a tutor at the Mathematics Assistance Center, you must meet the following requirements:

- Completed college mathematics courses through at least Calculus II
- Earned an A or A- in the majority of your math courses
- Maintained a cumulative GPA or 3.0 or higher

Application process

When positions are available, the director of the Mathematics Assistance Center will set up interviews with qualified applicants.

To have a completed application file, you must:

- Complete and submit the online application form.
- Submit an unofficial copy of your transcript to:

  Department of Mathematics
  Central Michigan University
  ATTN: Reggie Becker
  Pearce Hall 214
  Mount Pleasant, MI 48859

- Print a copy of the Faculty Recommendation Form. Please have the faculty member send this directly to the address on the form.

Questions?

Reggie Becker
Director, Mathematics Assistance Center
reggie.becker@cmich.edu
989-774-2290

Criterion 3 Evidence
Mission, Vision, Core Values

University Mission, Vision and Values

University Vision Statement

"Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation."

-Adopted by the Board of Trustees, December 6, 2012

Mission Statement

At Central Michigan University, we are a community committed to the pursuit of knowledge, wisdom, discovery, and creativity. We provide student-centered education and foster personal and intellectual growth to prepare students for productive careers, meaningful lives, and responsible citizenship in a global society.

-Adopted by the Board of Trustees, December 2, 2010

Core Values

To achieve our mission, we adhere to the core values of integrity, respect, compassion, inclusiveness, social responsibility, excellence and innovation.

-Adopted by the Board of Trustees, December 2, 2010

To view the definition of mission statement core values, click here.

Criterion 3 Evidence
MTA and MACRO Agreements

Community College Transfer Agreements

As a transfer student interested in attending Central Michigan University (CMU), we welcome you. Central Michigan University honors both the Michigan Transfer Agreement (MTA) and the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Agreement. Details on these agreements are as follows:

MICHIGAN TRANSFER AGREEMENT (MTA)

CMU is a participant in the Michigan Transfer Agreement. The Michigan Transfer Agreement (MTA) is the newest agreement and was designed to facilitate the transfer of general education requirements from one institution to another. The MTA is effective for students starting at a community college fall 2014 or later. If you have met the MTA and it is stamped on your official transcript, it will be applied to meet the following General Education requirements at CMU:

- University Program Requirement (27 hours)
- 1 or more of the following competency requirements:
    - Freshman Composition
    - Intermediate Composition
    - Oral English (speech)
    - Mathematics
    - Quantitative Reasoning

In addition, each course will be individually evaluated and could also be used to meet major/minor or degree requirements.

The **Michigan Transfer Agreement** requires you to complete the courses from the following areas as specified by your community college.

- 1 course in English Composition - CMU recommends that you take the equivalent of our ENG 101 – Freshman Composition.
- A second course in English Composition or 1 course in Communications.
- 1 course in Mathematics
- 2 courses in Social Sciences (from two disciplines)
- 2 courses in Humanities and Fine Arts (from two disciplines and excluding studio and performance classes)
- 2 courses in Natural Sciences including one with laboratory experience (from two disciplines)

If the total hours for these courses do not equal at least 30 semester credit hours, you must take an additional course from one of the areas.

To view additional information for transfer students including a link to "What will transfer" please click here.

MACRAO AGREEMENT

CMU has been a participant in the MACRAO Agreement since it originated back in the 1970's. The MACRAO Agreement was designed to facilitate the transfer of general education requirements from one institution to another. If you have met the MACRAO Agreement and it is stamped on your official transcript, it will be applied to meet the following General Education requirements at CMU:

- University Program Requirement (30 hours)

In addition, each course will be individually evaluated and could also be used to meet competency, major/minor, or degree requirements.

The **MACRAO Agreement** requires you to complete a minimum 30 semester hours of college-level credit in the following areas as specified by your community college:

- English Composition (6 semester hours)
- Natural Science (8 semester hours in more than one discipline, At least one science course must include a laboratory)
- Social Science (8 semester hours in more than one discipline)
- Humanities (8 semester hours in more than one discipline)

Please note that this agreement is being replaced by the Michigan Transfer Agreement (MTA) for students starting at a community college fall 2014 or later.   A student currently pursuing the MACRAO agreement may choose to instead complete the MTA. Please see the details for this agreement above.

To view additional information for transfer students including a link to "What will transfer" please click here.

Criterion 3 Evidence
Multicultural Diversity and Education Council
Charge and Membership

MULTICULTURAL AND DIVERSITY EDUCATION COUNCIL

The Multicultural and Diversity Education Council will continually monitor and periodically report to the Senate on progress within the academic division towards meeting the goals related to diversity**,** and multicultural education set forth in the University Mission Statement and in accrediting agency guidelines. In particular, the council will:

1.   Confer with the Associate Vice President for Diversity and International Education on ways to enhance multicultural education across the curriculum;

2.   Evaluate progress in efforts to realize the multicultural goals of the University Mission Statement and accrediting agency guidelines through curricular and program development. To this end, the Council will confer with representatives from Multicultural Education Center, Women's Studies, Minority Student Services, Gay and Lesbian Programs, Native American Programs, Student Disability Services, Office of International Education and other relevant campus constituencies. More particularly, the Council will:

   a.   Review program goals related to multicultural education

   b.   Work in conjunction with other Academic Senate committees to promote multicultural education.

      1.   General Education Subcommittee
      2.   Undergraduate Curriculum Committee
      3.   Graduate Council
      4.   Professional Education Curriculum Committee
      5.   General Education Council
      6.   International Education Council

   c.   Seek out ways to promote multiculturalism in the curriculum generally and more specifically through the university program

   d.   Draft board guidelines for multicultural and diversity education at CMU;

3.   Review the charges of existing Senate committees with an eye to their responsiveness to multicultural and diversity issues and make appropriate recommendations for change;

4.   Review the membership of existing Senate committees and make recommendations to ensure broad-based representation;

5.   Promote and assist in efforts to secure grants in support of multicultural curricula and programs;

6.   Assist programs with multicultural education requirements (e.g. as mandated by an accrediting agency) in meeting goals.

7.   Assist in organizing a <u>Multicultural Education Lecture Series</u>, depending on the availability of funding. (Funding may be solicited from the President's New Initiatives Fund.)

MEMBERSHIP

1.   The Council shall consist of thirteen (13) voting members.

2.   Membership on the Council shall be selected in the following manner:

   a.   Eight faculty members:

   - Six faculty members at large
   - One College of Extended Learning faculty member (an on-campus faculty member who has taught one or more CEL courses within the last five years)
   - One member from the Graduate Council (elected by the Graduate Council)

   b.   Two members from Instructors in Group IV-C.

   c.   One member from Instructors in Group IV-B.

   d.   Two representatives from the Student Body; preferably, one of these members should represent SGA

3.   The following will be *ex officio* non-voting members:
   a.   Associate Vice President for Diversity and International Education

   b.   Director, Multicultural Education Center

   c.   Director of International Education

   d.   General Education Coordinator

Vacancies on the Council will be filled by the Committee on Committees, and the nominees will be elected by the Academic Senate. Faculty terms will be three years; student terms will be one year.

Created by the Academic Senate February 25, 1995
Revised by the Academic Senate: 3/11/97, 11/17/98; 10/21/03, 4/27/04

Criterion 3 Evidence
Multi-Site Visit Reviewer's Report 2011

October 20, 2011

Dr. George E. Ross
President
Central Michigan University
106 Warriner Hall
Mount Pleasant, MI 48859

Dear Dr. Ross:

This letter is accompanied by a copy of the Additional Locations Reviewer Form completed following Ingrid Gould's visit to Central Michigan University. The pattern of operations at the locations visited appears to be adequate and no further review or monitoring is necessary.

Within the Additional Locations Reviewer Form, you will find brief comments on instructional oversight, academic services, adequacy of assessment of student performance, student services, facilities, and marketing and recruitment information. I encourage you to consider these comments as advice and suggestions for continued improvement of the additional locations.

Thank you again for your flexibility and hospitality in arranging the Additional Locations Visit, which fulfill Federal regulations, related to multiple off campus locations. The completed report will be included in your institution's permanent file.

If you have any questions or comments regarding the Additional Locations Visit or its report, please feel free to contact me.

Sincerely,

Patricia Newton-Curran
Director of Accreditation Operations
email: pnewton@hlcommission.org
phone: 800.621.7440 ext. 146

Enclosure

Higher Learning Commission
A commission of the North Central Association

ADDITIONAL LOCATIONS REVIEWER FORM
(PLEASE TYPE ALL INFORMATION)

Institution:	Central Michigan University, Mount Pleasant, MI
Ad. Location #1:	Fort Meade Center, Army Education Center, Building 8601, Room 113, Zimborski Avenue, Ft. Meade, MD 20755-5093
Ad. Location #2:	Alexandria Center, 1775B Duke Street, Alexandria, VA 22314-6114
Ad. Location #3:	Richmond Center, 6800, Paragon Place, Suite 137, Richmond, VA 23230-1649
Ad. Location #4:	DeKalb Center, 1957 Lakeside Parkway, Suite 512, Tucker, GA 30084-5812
Ad. Location #5:	Atlanta Metro Center, 2120 Powers Ferry Road, Shadowood Office Park, SE, Suite 200, Atlanta, GA 30339-5986
Ad. Location #6:	Auburn Hills Center, 3201 University Drive, Suite 200, Auburn Hills, MI 48326-2392
Ad. Location #7:	Flint Center, 5161 Gateway Centre, Suite 100, Flint, MI 48507-3928
Ad Location #8:	Southfield Center, 26555 Evergreen Road, Travelers Tower, Suite 119 Southfield, MI 48076-4204
Ad. Location #9:	Fort Hamilton, 218 Marshall Drive, Fort Hamilton Army Base, Brooklyn, NY 11252-5190
Ad Location #10:	Joint Base McGuire-Dix-Lakehurst, Building 3829 School Road FCN, Joint Base McGuire-Dix-Lakehurst, NJ 08641-5065
	(please include Additional Locations Name, Street, Town, State, Zip Code)

Date Reviewed:	#1 on 6/23/11, #2 & #3 on 6/24/11, #4 & #5 on 7/12/11, #6 & #7 on 8/11/11, #8 on 8/12/11, and #9 & #10 on 8/26/11
Reviewer, Institution & Title	Ingrid Gould, University of Chicago, Associate Provost for Faculty and Student Affairs

Instructions: In order to document effective administrative systems for managing multiple additional locations, please complete the following. For each item, check **adequate** or **attention needed**, and indicate in comments the Institution's strengths and/or opportunities for improvement in controlling and delivering degree programs off campus.

1. Instructional Oversight. What evidence confirms that the institution effectively oversees instruction at the additional locations? Consider, in particular, consistency of curricular expectations and policies, timely availability of coursework needed for program and graduation requirements, faculty qualifications, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer - check appropriate box: x adequate   ☐ attention needed

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Comments: In addition to the regular course evaluation, an "additional location"-specific addendum is required to elicit information about how effective the off-site resources (facility, technology, etc) are, the instructor is, the assignments are, etc. It is a very detailed document, and CMU is moving it from paper to online, to accelerate their ability to respond to trends and concerns. Faculty members participate in orientation programs, in person and online. New faculty members are assigned a mentor, who reaches out to them on via phone or email to offer an experienced colleague's perspective on the ins and outs of teaching at CMU. Faculty members participate in face-to-face professional development seminars run by CMU and in webinars on various topics from improving their use of Blackboard technology to curriculum mapping.

Regular faculty members at CMU are given first option to teach in the additional locations. They may opt to do so either in person or online. If nobody chooses to step forward, an instructor is tapped from the "bench" of adjunct faculty members who have already taught the given course. When in need of a new instructor, CMU conducts a search in accord with its standard faculty search procedures in use on the main (Mount Pleasant, Michigan) campus.

2. Academic Services. What evidence confirms that institution delivers, supports, and manages necessary academic services at the additional locations? Consider, in particular, the level of student access (in person, by computer, by phone etc.) to academic advising/placement, remedial/tutorial services, library materials/services, and attention to student concerns.

Judgment of reviewer - check appropriate box: x adequate   ☐ attention needed

Comments: The Program Administrator is the primary resource for students at additional locations. Via email and telephone, CMU's Mount Pleasant Writing Center is available to all students at the additional locations. One Michigan-based academic advisor is assigned to each location, and the locations that are concentrated in a geographic region are assigned to the same advisor, a fact that facilitates some of the student migrations that occur across locations that are in the same general area. Some additional locations have faculty advisors on site, and students may schedule time or even drop in. The Mount Pleasant library sends books and library materials to off-site students who request it, and students must return those loans at the end of the term. Six days/ week and 3 evenings/ week the library assigns a librarian to be available for online office hours, a resource available to and used by campus and "remote" students. The Atlanta Metro (visited) and Troy, MI (not visited) locations have librarians on site. Believing that some students are likelier to engage a resource if they have met a friendly, helpful representative of the office, these 3 librarians travel to the other sites for in-person contact with students there. All students interviewed, including students who had been undergraduates on the Mount Pleasant campus and favored frequenting the library in person, reported that remote-access to library resources met their needs.

3. Adequacy of Assessment of Student Performance. What evidence confirms that the institution measures, documents and analyzes student academic performance sufficiently to maintain academic quality at the additional locations? Consider, in particular, setting of measurable learning objectives, actual measurement of performance, and analysis and use of assessment data to maintain/improve quality.

Judgment of reviewer - check appropriate box: x adequate   ☐ attention needed

Comments: Each course spells out its learning objectives on the syllabus. In orientation and subsequent workshops, instructors are encouraged to refer to those learning objectives in the classroom. The teaching evaluations inquire if lectures, group projects, class assignments, etc. link back to those learning objectives. The faculty discusses student progress, and, when they identify a problem, they try to address it. Recently they agreed that students were not acquiring adequate research skills, one of the program's learning objectives. They redesigned that component of the program to oblige students to develop Master's level skills and are paying attention to whether the changes they implemented succeeded.

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Discussions with individual instructors revealed examples of substantive program and learning assessment not detailed in CMU's written materials. One faculty member reported a concern about MA students who had completed all their course work except the capstone course. Each of these students was guaranteed by the public school system a significant raise upon completing his/her MA. Before the deadline for completing their degree passed, the faculty member contacted them to inquire what was holding them up. Almost to a one, they reported that they felt ill-prepared to tackle a serious research paper, didn't consider themselves good writers, and felt intimidated by the technologies they would need to learn. She and a colleague piloted a re-developed capstone course, incorporating some writing skills development, research methodology, and technology demystification and support. The two instructors experimented with individual meetings and with small learning communities, and determined that the one-on-one meetings succeeded better. Her results were excellent, but she did not stop there; she began to look at how some of the techniques and concepts that had succeeded with her students might be applied to the original capstone course so that more students could complete their degrees promptly without languishing so close to the finish line.

The instructors reported evaluating and grading the students work themselves, putting them in close touch with student performance and progress. Given the intensive formats of CMU's course offerings at their additional locations, each class is critical. Faculty members monitor attendance and inform the Program Administrator of student absences and of students who are not gaining adequate command of the material. Faculty and/or Program Administrators follow up with referrals to appropriate resources, and several faculty members reported working individually with students to help them progress and complete a course.

4. Student Services. What evidence confirms that the institution delivers, supports, and manages necessary student services at the additional locations? Consider, in particular, the level of access (in person, by computer, by phone, etc.) to admissions, registration/student records, financial aid, job placement services, and attention to student concerns.

Judgment of reviewer - check appropriate box: x adequate   ☐ attention needed

Comments: As noted above, the onsite Program Administrator is the primary go-to person for students at CMU's additional locations, helping with registration, ordering textbooks, and referring students to campus resources such as Financial Aid, the Veterans' Resource Center, counseling, and so on. Off-campus and Online Programs recently hired a career services person who is embedded in the infrastructure of CMU's main campus career services office but focused on the needs and plans of the students at the additional locations. Reciprocal arrangements with other campuses' career services operations strengthen what he is able to provide students. He meets with students by phone, advises them via email, and makes visits to the sites to meet with students one-on-one. CMU has two Ombudspeople, one who serves campus students and one familiar with the special needs of off-campus students and dedicated to serving them. Accommodations are coordinated through the campus Student Disability Services.

It is worth noting that faculty members also view the Program Administrators as central resources for troubleshooting student issues, questions on academic policies, referrals for tips to tailor a course to mesh with CMU students' needs, etc. and that the PAs receive high marks for prompt and helpful assistance.

5. Facilities. What evidence confirms that the facilities at the additional locations meet the needs of the students and the curriculum? Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; handicapped access; and other (food or snack services, study and meeting areas, etc.)

Judgment of reviewer - check appropriate box: x adequate   ☐ attention needed

![Higher Learning Commission - A commission of the North Central Association](logo)

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Comments: The facilities range from functional and adequate (on military bases, a school has fewer choices) to handsome enough to host a corporate board. All have at least one serviceable classroom with the typical suite of classroom accoutrements: overhead projection and screen, a laptop for Powerpoint presentations, whiteboards, and easels. At the time an instructor submits a syllabus, s/he is also asked to submit any special equipment or materials requests so that CMU has time to locate or purchase the item—or to tell the faculty member that the request cannot be fulfilled. The civilian sites each had a computer classroom, and one of the military base sites did as well. All gave students access to a place to eat and take a break, ideally a kitchen with a fridge and microwave for those preferring to bring their lunch or dinner, and, space permitting, a computer or two—a dozen-plus in the case of Southfield, including a wheelchair-accessible workstation. The walls of the additional sites carry photographs of CMU, connecting students to the leafy, football-teamed, red-brick Mount Pleasant campus. Ft Meade, Fort Hamilton, and Joint Base offer parking. Alexandria is served by many buses, the Metro, and a garage. Richmond, DeKalb, Atlanta Metro, and the 3 Michigan sites visited have ample free parking and sit conveniently near interstates. PAs handle textbook orders. At the civilian centers, CMU typically hires a receptionist so that the PA is not the only person onsite, an approach that allows for flexibility when someone is sick and that nods to security considerations.

6. Marketing and Recruiting Information. What evidence confirms that the information presented to students in advertising, brochures, and other communications is accurate?

Judgment of reviewer - check appropriate box: x adequate   ☐ attention needed

Comments: Alexandria just opened its doors this year. A member of CMU's marketing staff meets weekly with the PA to develop strategies to introduce the new center to the neighboring businesses and to potential students. A marketing person is based in Atlanta Metro and travels frequently to other locations working with the PAs to meet institutional goals. All sites offer racks of marketing information consistent with the school's web site; with what the sites themselves conveyed (students taking a test in class, students using the computers to work on assignments); and with what the staff, faculty, and students articulated about their experiences.

In states where CMU operates on a military base (a highly regulated endeavor) but does not have a state license to offer a program (a separate endeavor), they appropriately refrain from advertising to the state's civilian population.

Almost to an individual, students reported that CMU had been recommended to them by friends, family, and/or professional colleagues who were graduates of a particular program and who had found the program sufficiently flexible for a working person and valuable for career advancement or redirecting. CMU has been in the business long enough for word of mouth to make a genuine difference, and that difference is apparently a very positive one.

<div align="center">

SUMMARY RECOMMENDATION

</div>

Check one and only one

x   Overall, the pattern of this institution's operations at its extended additional locations appears to be adequate, and no further review or monitoring by the Higher Learning Commission is necessary.

☐   Overall, the pattern of this institution's operations at its extended additional locations needs some attention, as detailed in the individual additional locations visit comments, and the institution can be expected to follow up on these matters without monitoring by the Higher Learning Commission. The next scheduled comprehensive review can serve to document that the matters identified have been addressed.

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☐ The overall pattern of this institution's operations at its extended additional locations is inadequate and requires Commission attention. The institution should address the concerns summarized below and document be listed in the institution's Statement of Affiliation Status.

Date progress report should be due: _____

Specific concerns that progress report should address:

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Note: If an institution has either Expedited Desk Review or Notification for Additional Locations approval from the Commission, then complete ONLY ONE of the following appropriate forms.

Expedited Desk Review for Additional Locations Approval Form
(MACRO Web Application Approval)

Please complete these five questions **ONLY**
if an institution has the **Expedited Desk Review for Additional Locations** approval process.

X Yes ☐ No   The institution has been accredited for at least 10 consecutive years and is in good standing with the Commission with no record of any action during that period for sanction, show-cause, or monitoring of quality issues at existing additional locations or campuses.

X Yes ☐ No   The institution has more than three approved off-campus additional locations offering 50% or more of an instructional program leading to a degree?

X Yes ☐ No   The institution's opening or closing of additional locations fits its mission?

X Yes ☐ No   The institution is offering programs at additional locations that are an extension of existing programs or has prior Commission approval to offer new programs at the additional locations?

X Yes ☐ No   The institution has demonstrated appropriate academic controls; regular evaluation by the institution of its additional locations; a pattern of adequate faculty, facilities, resources, and academic/support systems; financial stability; and long-range planning for future expansion?

Vs. 02/03/11

Criterion 3 Evidence
Native American Programs

CentralLink > Office of the Provost > Institutional Diversity > Native American Programs

Native American Programs

Native American Programs

AISES

Contact Us

Indigenous Peoples Day

Native American Heritage Month

NAISEC

NAISO

Niijkewehn Mentoring Program

Pow wow

Scholarships

Three Fires Tribal Wellness Internship

What It Means to Be a CMU Chippewa

Upcoming Michigan Pow wows

The Native American Programs (NAP) office is responsible for various programs all related to the Native American community and culture.

Activities include:

- Organizing cultural events for the CMU community
- Maintaining a Native American resource collection
- Recruiting Native American students
- Serving as a liaison with tribal communities
- Providing support services for any CMU student, but particularly CMU Native Americans students.

Programs include:

- Annual CMU Pow wow
- Native American Heritage Month Celebration
- Film Series and Speakers
- North American Indigenous Summer Enrichment Camp (NAISEC)
- Niijkewehn Mentoring Program
- The North American Indigenous Student Organization (NAISO)
- The Three Fires American Indian Science and Engineering Society (AISES)
- Workshops and trainings specializing in Native American cultures and issues

This office exists in part because of the long standing relationship that CMU has with the Saginaw Chippewa Indian Tribe. The Saginaw Chippewa Indian Tribe is an active sponsor of CMU athletics, various CMU scholarships, and many cultural related activities.

View The Saginaw Chippewa Indian Tribe and Central Michigan University Resolution here.

Orgsync: Keyword: NAP

Facebook: Native American Programs -- Central Michigan University

Criterion 3 Evidence
New Faculty Orientation 2016 Draft

Next Steps for New Faculty

Session 1: Quick Starts
TBD

Topics include: Increasing Student Engagement, Classroom Management, Student Preparation, Lack of Student Participation

Session 2: Surviving Your First Year in the Professoriate
TBD

Topics include: Goal Setting, The Importance of Your Bylaws, Departmental Politics, Establishing Your Research Agenda, Writing for Publication, Mid-term Semester Feedback

Session 3: Learning Technologies
TBD

Topics include: Clickers, Social Media, Web Tools, A/V Recording, Campus offerings

Session 4: Finishing Fall Strong and Sprinting Toward Spring
TBD

Topics include: Responding to End of Course Surveys, Syllabus Preparation

TEACHING SUPPORT AT EVERY STAGE

Whether you're an experienced faculty member or are just starting out in the classroom, the **Center for Excellence in Teaching and Learning** can help you take the next step in advancing teaching and learning. Contact the Director, Diane Marble, at cetl@cmich.edu to request a confidential consultation, or visit cetl.cmich.edu for more information.

CMU
CENTRAL MICHIGAN UNIVERSITY

Center for
Excellence in Teaching and Learning

REGISTRATION & EVENT DETAILS

Are you interested in attending one or more of these events designed specifically to meet the needs of new faculty?

Visit our event website for online registration and workshop details. While you are there, check out our full line-up of Fall workshops!

http://cetl.cmich.edu/events

CMU
CENTRAL MICHIGAN UNIVERSITY

New**Faculty**
Orientation

DAILY SCHEDULE
August 22 & 23, 2016

ADDITIONAL REQUIREMENTS

Please obtain your Global ID by calling the Help Desk (989) 774-3662, and then **complete the following required steps:**
1) Online Pre-Orientation 2) ASD Online Training 3) Enter your CV on OFIS

Get started here: http://www.cmich.edu/newfaculty

Daily Schedule

New**Faculty** *Orientation*

Monday, August 22

Time	Session	Location
8:00 a.m. – 8:30 a.m.	**Registration / Information Booths / Continental Breakfast** BOOTHS: *Benefits, Work Authorization, Other booths by invitation*	*Rotunda Room, UC*
8:30 a.m. – 8:40 a.m.	**Welcome to CMU** *Claudia Douglass, Vice Provost*	*Rotunda Room, UC*
8:40 a.m. – 9:40 a.m.	**Keynote Presentation** *Phame Camarena, Director, Honors Program*	*Rotunda Room, UC*
9:40 a.m. – 9:50 a.m.	**Resources for Teaching and Learning:** **Introducing The Center for Excellence in Teaching and Learning** *Diane Marble, Interim Director, Center for Excellence in Teaching and Learning*	*Rotunda Room, UC*
9:50 a.m. – 10:00 a.m.	*Break*	
10:00 a.m. – 10:30 a.m.	**Driving Learning Success: Student Panel** *Moderated by Jeff Hyames, Assistant Director, Office of Student Success*	*Rotunda Room, UC*
10:30 a.m. – 11:00 a.m.	**Accommodating Students with Disabilities** *Lynne L'Hommedieu, Director, Student Disability Services*	*Rotunda Room, UC*
11:00 a.m. – 11:10 a.m.	*Break*	*Move to Breakout Rooms*

TEACHING AND LEARNING BREAKOUT SESSIONS
(choose one)

11:10 a.m. – 11:50 a.m.	*Maroon Room*	*Gold Room*	*Chippewa Room*
	Get Started with Blackboard: The Basics *Jeremy Bond, LMS Instructional Support* This session is designed for new Blackboard users interested in a head start. Many topics will be addressed, including access/login, course site management, simple strategies to engage your learners, and getting support when you need it.	**Syllabus Development and Design** *Deb Poole, Psychology* Explore effective practices that engage students in the syllabus as a meaningful course tool. Please bring a syllabus to this session or bring a laptop to access your syllabus electronically.	**Conquering the Classroom Podium** *Brian Roberts, Center for Excellence in Teaching and Learning* Whether you are new to the university or simply interested in gaining a better understanding of the standard classroom podium technology available to faculty across campus, Brian can help you use the classroom podium technology to its fullest potential.

11:50 a.m. – 12:50 p.m.	*Luncheon & Networking*	*Terrace Rooms, UC*

TEACHING AND LEARNING BREAKOUT SESSIONS
(choose one)

12:50 p.m. – 1:30 p.m.	*Maroon Room*	*Gold Room*	*Chippewa Room*
	Get Started with Blackboard: The Basics *Jeremy Bond, LMS Instructional Support* This session is designed for new Blackboard users interested in a head start. Many topics will be addressed, including access/login, course site management, simple strategies to engage your learners, and getting support when you need it.	**Assessment for Learning, Assessment of Learning: Using Formative and Summative Assessments to Drive Instruction** *Justin Bruner, Center for Excellence in Teaching and Learning	Troy Hicks, English* In this session, participants will learn about the qualities of good formative assessment -- timely, specific, and goal-driven feedback -- as well as alternatives options for summative assessment. Also, we will work together to think through possible assessments that could enhances our courses.	**Getting Video into Blackboard with Chipcast** This workshop provides everything you need to get video from your computer or mobile device into Blackboard using the Chipcast Lecture Capture System. *Phil Coffman, Media Production	Andrew Starner, Media Production*

1:30 p.m. – 1:40 p.m.	*Break*	*Move to Rotunda, UC*

Monday, August 22 - continued

Time	Session	Location
1:40 p.m. – 2:30 p.m.	**Driving Student Success: Faculty Panel with CMU Excellence in Teaching Award Recipients** *Moderated by Mark Francek, Geography* PANELISTS: *TBD*	*Rotunda Room, UC*
2:30 p.m. – 2:35 p.m.	*Transition to Park Library*	
2:35 p.m. – 2:45 p.m.	**Group Photograph**	*Front (North) steps of Park Library*
2:45 p.m. – 3:45 p.m	**Library Presentation & Tour** *Tom Moore, Dean of Libraries	Kathy Irwin, Associate Dean of Libraries	Tim Peters, Director of Information Services*	*Starting Location: Park Library Auditorium*
5:15 p.m. – 7:00 p.m.	**President's Reception for New Faculty & Guests** *Hosted by George Ross, President*	*Location TBD*

Tuesday, August 23

Time	Session	Location
8:00 a.m. – 8:30 a.m.	**Continental Breakfast**	*Rotunda Room, UC*
8:30 a.m. – 8:40 a.m.	**What it Means to be a CMU Chippewa** *Colleen Green, Director, Native American Programs*	*Rotunda Room, UC*
8:40 a.m. – 9:20 a.m.	**Sexual Misconduct, Identifying, Addressing, and Reporting** *Kathy Lasher, Director of the Office of Civil Rights and Institutional Equity*	*Rotunda Room, UC*
9:20 a.m. – 9:30 a.m.	*Break/Transition*	*Move to Breakout Rooms*

MORNING CONCURRENT SESSIONS

Time	Rotunda Room, UC	Maroon & Gold Rooms, UC
9:30 a.m. – 10:00 a.m.	**Thriving as a Fixed-Term Faculty at CMU** *Amy McGinnis, Management	Eric Buschlen, Educational Leadership*	**Research at CMU** *David Ash, Interim Vice President for Research and Dean of Graduate Studies*
10:10 a.m. – 11:00 a.m.	**Fixed-Term Faculty: Benefits/Retirement** *Patty Tatham, Director/Benefits & Wellness	Mary Lou Morey, Coordinator/Benefits	Tammy Griffin, Manager, Employee Health and Wellness*	**Tenure-Track Faculty: Benefits/Retirement** *Kathy Johnston, Benefits Insurance Specialist	Amy Thering, Coordinator/Benefits*

11:00 a.m. – 11:10 a.m.	*Break/Transition*	*Move to Rotunda, UC*
11:10 a.m. – 11:50 a.m.	**Safety at CMU** *Cameron Wassman, CMU Police*	*Rotunda Room, UC*
11:50 a.m. – 12:00 p.m.	**University Communications** *Katherine Davis and Monica Clark*	*Rotunda Room, UC*
12:00 p.m. – 1:00 p.m.	*Luncheon/Networking*	*Terrace Rooms, UC*

Criterion 3 Evidence
NSSE Report 2015

Analysis of the National Survey of Student Engagement (NSSE)
2014-2015

Office of Institutional Research
Central Michigan University

August 2015

Contents

![NSSE national survey of student engagement logo]

NSSE 2015 Overview

The National Survey of Student Engagement (NSSE) collects information from first-year and senior students about the characteristics and quality of their undergraduate experience. Since the inception of the survey, more than 1,500 bachelor's-granting colleges and universities in the United States and Canada have used it to measure the extent to which students engage in effective educational practices that are empirically linked with learning, personal development, and other desired outcomes such as persistence, satisfaction, and graduation.

NSSE data are used by faculty, administrators, researchers, and others for institutional improvement, public reporting, and related purposes. Launched in 2000 with the support of a generous grant from The Pew Charitable Trusts, NSSE has been fully sustained through institutional participation fees since 2002. After two years of pilot testing and extensive analysis, 2013 marked the first year of NSSE's updated survey instrument and new customization options. This document provides an overview of NSSE 2015, the third administration of the updated NSSE.

Survey Data and Methodology

Nearly 1.4 million first-year and senior students from 585 institutions (564 in the US and 21 in Canada) were invited to participate in NSSE 2015. Of this population, 315,815 students responded to the survey. Less than half (43%) of these were first-year students and 57% were seniors.

NSSE's sampling methodology calls for either a census of all first-year and senior students or a random selection of an equal number of students from each group, with the sample size based on total undergraduate enrollment. Census administration is available only via the email recruitment method, in which students receive a survey invitation and up to four reminders by email. For NSSE 2015, all but four participating institutions opted for this method. Sampled students at the four remaining institutions received up to three messages by postal mail and up to two reminders by email.

Unless noted otherwise, the results presented below are from 561 institutions—541 in the US and 20 in Canada—that participated in NSSE 2015. Due to nonstandard population files or survey administrations, 24 institutions are not represented. In these summary tables, as in each *Institutional Report 2015,* only data for census-administered surveys and randomly sampled students are included.

U.S. Participating Institutions

NSSE 2015 U.S. respondents profiled here include 300,543 first-year (43%) and senior (57%) respondents from 541 institutions. NSSE 2015 participating institutions and students reflect the diversity of bachelor's-granting colleges and universities in the US with respect to institution type, public or private control, size, region, and locale (Table 1).

Simon Fraser University

Institutional Response Rates

The average response rate for U.S. NSSE 2015 institutions was 29%. The highest institutional response rate among U.S. institutions was 89%, and three out of five institutions achieved a response rate of 25% or higher. Higher average response rates were observed for smaller institutions, and for institutions that offered incentives (Table 2).

Note: A searchable list of participating institutions by year is on the NSSE website at **nsse.indiana.edu/html/participants.cfm**.

Table 1

Profile of NSSE 2015 U.S. Institutions and Respondents and Bachelor's-Granting U.S. Institutions and Their Students

Institution Characteristics	Institutions (%) NSSE	Institutions (%) U.S.[a]	Students (%) NSSE	Students (%) U.S.[a]
Carnegie Basic Classification[b]				
Research Universities (very high research activity)	4	7	14	23
Research Universities (high research activity)	9	6	19	15
Doctoral/Research Universities	6	5	7	8
Master's Colleges and Universities (larger programs)	32	25	36	31
Master's Colleges and Universities (medium programs)	11	11	7	7
Master's Colleges and Universities (smaller programs)	5	7	3	4
Baccalaureate Colleges– Arts and Sciences	15	16	7	5
Baccalaureate Colleges– Diverse Fields	18	23	8	7
Control				
Public	38	34	61	66
Private	62	66	39	34
Undergraduate Enrollment				
Fewer than 1,000	13	20	3	2
1,000–2,499	31	33	14	10
2,500–4,999	21	17	15	12
5,000–9,999	18	14	21	19
10,000–19,999	11	9	22	24
20,000 or more	6	6	25	33
Region				
New England	8	8	6	6
Mid East	19	18	15	16
Great Lakes	17	15	19	15
Plains	11	11	9	9
Southeast	23	24	20	23
Southwest	9	7	13	12
Rocky Mountains	4	4	6	5
Far West	9	11	12	12
Outlying Areas	1	2	<1	2
Locale				
City	48	47	61	61
Suburban	24	26	20	22
Town	23	21	17	15
Rural	5	6	2	2

Notes: Percentages are unweighted and based on U.S. postsecondary institutions that award baccalaureate degrees and belong to one of the eight Carnegie classifications in the table. Percentages may not sum to 100 due to rounding.

a. U.S. percentages are based on the 2013 IPEDS Institutional Characteristics data.

b. For information on the Carnegie Foundation's Basic Classification, see carnegieclassifications.iu.edu.

Table 2

NSSE 2015 U.S. Participation and Response Rates by Undergraduate Enrollment and Use of Incentives

Institution Characteristics	Number of Institutions	Average Institutional Response Rate (%)
Undergraduate Enrollment[a]		
2,500 or fewer	242	35
2,501 to 4,999	110	28
5,000 to 9,999	97	22
10,000 or more	89	20
Incentives Offered[b]		
Offered incentives	332	31
No incentives	209	25
All Institutions	541	29

a. Three institutions had no enrollment information in the IPEDS data.

b. Some institutions used recruitment incentives, such as small gifts or raffles, to encourage students to complete the survey.

Survey Customization

Participating institutions may append up to two additional question sets in the form of Topical Modules (NSSE-created) or consortium questions (for institutions sharing a common interest and participating as a NSSE consortium) (Table 3). Of the nine modules available in 2015, the most widely selected module was Academic Advising, followed by First-Year Experiences and Senior Transitions (Table 4). Another customization option—including a question about sexual orientation in the demographic section of the core survey—was elected by 30% of participating institutions.

Table 3

Summary of Participation in Additional Question Sets in NSSE 2015

Selection of Additional Question Sets	Number of Institutions	Percentage of Institutions
None	78	13
One module only	125	21
Two modules	240	41
Consortium items only	17	3
Consortium items plus one module	125	21

Notes: These data include both U.S. and Canadian institutions and 24 institutions with nonstandard population files or administrations. Percentages do not sum to 100 due to rounding.

Table 4

Participation in Topical Modules in NSSE 2015

Topical Module	Number of Institutions	Percentage of Institutions
Academic Advising	197	34
Civic Engagement	57	10
Development of Transferable Skills	53	9
Experiences with Diverse Perspectives	45	8
Experiences with Information Literacy	61	10
Experiences with Writing	69	12
First-Year Experiences and Senior Transitions	138	24
Global Perspectives–Cognitive and Social	51	9
Learning with Technology	59	10

Notes: These data include both U.S. and Canadian institutions and 24 institutions with nonstandard population files or administrations. Percentages sum to more than 100 because many institutions participated in two modules.

U.S. Respondent Profile

Table 5 displays selected demographic and enrollment characteristics of NSSE 2015 U.S. respondents alongside all U.S. bachelor's degree-seeking students, for comparison. Among NSSE respondents, female, White, and full-time students were overrepresented in varying proportions. NSSE reports use weights as appropriate to correct for disproportionate survey response related to institution-reported sex and enrollment status at each institution. Table 6 provides additional details about U.S. respondents.

Canadian Respondent Profile

Canadian respondents profiled here include 10,816 students (53% first-year, 47% fourth-year) from 20 institutions in 8 provinces, including 8 institutions in Ontario; 4 in Alberta; 2 each in British Columbia and New Brunswick; and 1 each in Manitoba, Nova Scotia, Quebec, and Saskatchewan. Female students and full-time students accounted for about 64% and 92% of Canadian respondents, respectively. The average response rate for Canadian NSSE 2015 institutions was 44%, with the highest institutional response rate being 86%. Nine out of ten Canadian institutions achieved a response rate of 25% or higher.

About 13% of Canadian respondents were at least 24 years old. The majority of students providing ethnocultural information identified as White (74%), while 9% identified as Chinese; 7% South Asian; 4% Black; and at least 2% each Arab, Latin American, and North American Indian. Less than 2% of respondents identified with other categories.

Table 5

Characteristics of NSSE 2015 U.S. Respondents and Undergraduate Population at All U.S. Bachelor's-Granting Institutions

Student Characteristics	NSSE 2015 Respondents[a] (%)	U.S. Bachelor's-Granting Population[b] (%)
Sex		
Male	35	45
Female	65	55
Race/Ethnicity[c]		
African American/Black	9	12
American Indian/Alaska native	1	1
Asian	5	6
Native Hawaiian/other Pacific Islander	<1	<1
Caucasian/White	65	60
Hispanic/Latino	13	14
Multiracial/multiethnic	3	3
Foreign/nonresident alien	4	4
Enrollment Status		
Full-time	89	84
Not full-time	11	16

Note: Percentages are unweighted and may not sum to 100 due to rounding.

a. The NSSE 2015 sampling frame consists of first-year and senior undergraduates. Data were provided by participating institutions.

b. U.S. percentages are based on data from the 2013 IPEDS Institutional Characteristics and Enrollment data. Includes all class years.

c. Institution-reported, using categories provided in IPEDS. Excludes students whose race/ethnicity was unknown or not provided.

Table 6

Additional Characteristics of NSSE 2015 U.S. Respondents

	%
At least 24 years old	25
First-generation college student[a]	46
Transfer student	31
Expects to complete a master's degree or higher	66
Living on campus[b]	36
Taking all classes online	7

Note: Percentages are unweighted.

a. Neither parent (or guardian) holds a bachelor's degree.

b. Dormitory or other campus housing, fraternity, or sorority.

Meet the NSSE Team

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Jillian Kinzie, Associate Director, NSSE Institute

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NSSE 2015
Administration Summary

Central Michigan University

NSSE 2015 Administration Summary
Central Michigan University

Administration Summary

This report provides an overview of your NSSE administration, including details about your population and sample, response rates, representativeness of your respondents, survey customization choices, and recruitment message schedule. This information can be useful for assessing data quality and planning future NSSE administrations.

Population and Respondents

The table at right reports your institution's population sizes, how many students were sampled (whether census-administered or randomly selected), and how many completed the survey.

Survey completions	First-year	Senior
Submitted population	4,542	5,796
Adjusted population[a]	4,536	5,783
Survey sample[b]	4,522	5,767
Total respondents[b]	968	1,581
Full completions[c]	757	1,227
Partial completions	211	354

a. Adjusted for ineligible students and those for whom survey requests were returned as undeliverable.
b. Targeted, experimental, and locally administered oversamples were not included.
c. Completed at least one demographic question after the core engagement items on the survey.

Response Rate and Sampling Error[a]

The table below summarizes response rates and sampling errors for your institution and comparison groups. For more information see NSSE's Response Rate FAQ: **nsse.indiana.edu/pdf/Resp_Rate_FAQ.pdf**

	First-year				Senior			
	CMU	Peer Institutions	Carnegie Class	All Other NSSE	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Response rate	21%	16%	21%	22%	27%	18%	24%	25%
Sampling error[b]	+/- 2.8%	+/- 1.2%	+/- 0.7%	+/- 0.2%	+/- 2.1%	+/- 1.1%	+/- 0.6%	+/- 0.2%

a. Comparison group response rate and sampling error were computed at the student level (i.e., they are not institution averages).
b. Also called "margin of error," sampling error is an estimate of the amount the true score on a given item could differ from the estimate based on a sample. For example, if the sampling error is +/- 5.0% and 40% of your students reply "Very often" to a particular item, then the true population value is most likely between 35% and 45%.

Representativeness and Weighting

The first table at right reports on variables submitted in your population file. Respondent and population percentages are listed side by side as a convenience to see how well the characteristics of your respondents reflect your first-year and senior populations. For more respondent characteristics, refer to your *Respondent Profile* report.

NSSE weights results by institution-reported sex and enrollment status so institutional estimates reflect the population with respect to these characteristics. The second table at right provides the respondent and population proportions used to calculate your 2015 weights. For more information, see **nsse.indiana.edu/html/weighting.cfm**

Representativeness	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Female	69	55	65	55
Full-time	99	99	91	88
First-time, first-year	85	82	N/A	N/A
Race/ethnicity[a]				
Am. Indian or Alaska Native	0	1	0	1
Asian	1	1	1	1
Black or African American	5	7	3	4
Hispanic or Latino	4	4	2	3
Native Hawaiian/Other Pac. Isl.	0	0	0	0
White	82	79	85	84
Other	0	0	0	0
Foreign or nonresident alien	3	4	1	1
Two or more races/ethicities	3	4	1	1
Unknown	1	1	5	6

a. Based on the IPEDS categories (not available for Canadian institutions) submitted in the population file. Results not reported for institutions without full (at least 90%) race/ethnicity information in the population file.

Weighting	First-year		Senior	
	Respondent %	Population %	Respondent %	Population %
Full-time, female	69	54	59	50
Full-time, male	30	45	32	38
Part-time, female	0	0	6	5
Part-time, male	0	1	4	7

NSSE 2015 Administration Summary
Central Michigan University

Population File

Your institution provided a population file for survey administration and was afforded an opportunity to update it.

Population file options

Included "group" variables[a]	No
Identified an oversample[b]	No
Updated to identify ineligible students[c]	No
Identified students who completed BCSSE 2014[d]	BCSSE not administered

a. Institutions had the option to include additional variables in their population files for oversampling or for their own *post hoc* analyses. Up to five "group" variables were allowed; If formatting specifications were met, Group 1 can be used in the Report Builder–Institution Version.

b. Institutions that did not survey all first-year and senior students (census) had the option to oversample a segment of their population. Oversamples may also be used to survey students in other class years.

c. Institutions had the option to update their population files to identify students who did not return to campus in the spring or otherwise did not meet NSSE eligibility criteria.

d. Institutions that participated in the Beginning College Survey of Student Engagement (BCSSE) can identify BCSSE survey respondents in their NSSE population file. This information is required to receive the longitudinal results in the *BCSSE-NSSE Combined Report.*

Survey Options

The options at right were available to customize the content of your NSSE survey and to collect complementary data from companion surveys.

Administration features

Sample type	Census
Recruitment method	Email
Incentive offered	Yes
Survey version	U.S. English
Institution logo used in survey	Yes

Additional question sets and companion surveys

Asked optional sexual orientation question	No
Topical module(s)	Learning with Technology, Writing Experiences
Consortium	None
BCSSE 2014	No
FSSE 2015	No

Recruitment Messages

Students received up to five direct contacts. Your institution had the option to customize message content and timing.

Message schedule

		Cumulative response rate	
	Date	*First-year*	*Senior*
Invitation	02/10/2015	7%	9%
Reminder 1	02/18/2015	13%	15%
Reminder 2	02/26/2015	17%	21%
Reminder 3	03/04/2015	19%	24%
Final reminder	03/16/2015	21%	27%

Report Customization

Your institution had the option to customize the comparison groups used in reports. The group selected for the *Snapshot* comparisons is identified with an asterisk.

Comparison groups for NSSE core survey reports

Group 1	Peer Institutions* (customized)
Group 2	Carnegie Class (default)
Group 3	All Other NSSE (default)

Comparison groups for additional question set report(s)

Topical Module: Learning with Technology	Learning with Tech (default)
Topical Module: Writing Experiences	Writing Experiences (default)

NSSE 2015 Snapshot

Central Michigan University

A Summary of Student Engagement Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. NSSE surveys first-year and senior students to assess their levels of engagement and related information about their experience at your institution.

This *Snapshot* is a concise collection of key findings from your institution's NSSE 2015 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the reports referenced throughout.

Engagement Indicators

Sets of items are grouped into ten Engagement Indicators, organized under four broad themes. At right are summary results for your institution. For details, see your *Engagement Indicators* report.

Key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

Theme	Engagement Indicator	**Your students** compared with Peer Institutions	
		First-year	*Senior*
Academic Challenge	**Higher-Order Learning**	▽	--
	Reflective & Integrative Learning	--	--
	Learning Strategies	--	--
	Quantitative Reasoning	--	--
Learning with Peers	**Collaborative Learning**	--	△
	Discussions with Diverse Others	▽	▽
Experiences with Faculty	**Student-Faculty Interaction**	--	△
	Effective Teaching Practices	▽	▽
Campus Environment	**Quality of Interactions**	--	--
	Supportive Environment	--	--

High-Impact Practices

Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." For more details and statistical comparisons, see your *High-Impact Practices* report.

First-year
Learning Community, Service-Learning, and Research w/Faculty

Senior
Learning Community, Service-Learning, Research w/Faculty, Internship, Study Abroad, and Culminating Senior Experience

First-year:
CMU: 12%, 42%
Peer Institutions: 15%, 43%

Senior:
CMU: 71%, 18%
Peer Institutions: 66%, 22%

■ Participated in two or more HIPs   ■ Participated in one HIP
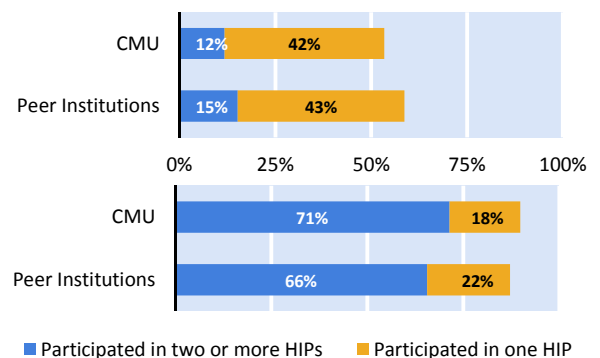
Academic Challenge: Additional Results

The Academic Challenge theme contains four Engagement Indicators as well as several important individual items. The results presented here provide an overview of these individual items. For more information about the Academic Challenge theme, see your *Engagement Indicators* report. To further explore individual item results, see your *Frequencies and Statistical Comparisons,* the *Major Field Report,* the *Online Institutional Report,* or the Report Builder—Institution Version.

Time Spent Preparing for Class

This figure reports the average weekly class preparation time for your first-year and senior students compared to students in your comparison group.

First-year

CMU	14.6
Peer Institutions	14.5

Senior

CMU	13.7
Peer Institutions	14.6

Average Hours per Week Preparing for Class
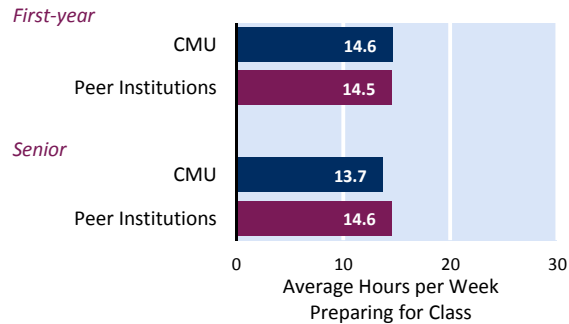
Reading and Writing

These figures summarize the number of hours your students spent reading for their courses and the average number of pages of assigned writing compared to students in your comparison group. Each is an estimate calculated from two or more separate survey questions.

First-year

CMU	6.6
Peer Institutions	6.4

Senior

CMU	6.2
Peer Institutions	6.9

Average Hours per Week on Course Reading

First-year

CMU	53.0
Peer Institutions	45.7

Senior

CMU	73.8
Peer Institutions	76.1

Average Pages of Assigned Writing, Current Year
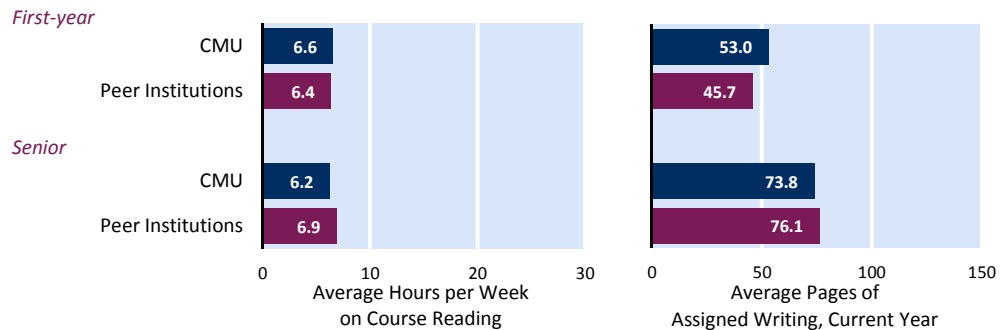
Challenging Students to Do Their Best Work

To what extent did students' courses challenge them to do their best work? Response options ranged from 1 = "Not at all" to 7 = "Very much."

First-year / Senior

	CMU (FY)	Peer Institutions (FY)	CMU (Sr)	Peer Institutions (Sr)
High challenge (6 or 7)	52%	50%	53%	54%
Moderate challenge (3, 4, or 5)	47%	48%	45%	43%
Low challenge (1 or 2)				
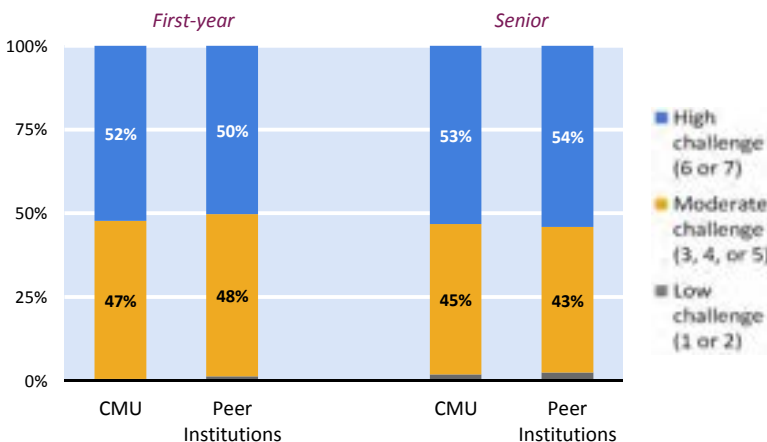
Academic Emphasis

How much did students say their institution emphasizes spending significant time studying and on academic work? Response options included "Very much," "Quite a bit," "Some," and "Very little."

First-year

CMU	81%
Peer Institutions	82%

Senior

CMU	76%
Peer Institutions	79%

Percentage Responding "Very much" or "Quite a bit"

NSSE national survey of student engagement
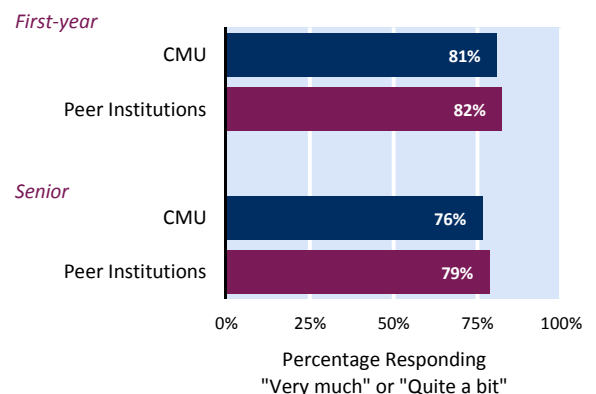
Item Comparisons

By examining individual NSSE questions, you can better understand what contributes to your institution's performance on Engagement Indicators and High-Impact Practices. This section displays the five questions[a] on which your first-year and senior students scored the highest and the five questions on which they scored the lowest, relative to students in your comparison group. Parenthetical notes indicate whether an item belongs to a specific Engagement Indicator or is a High-Impact Practice. While these questions represent the largest differences (in percentage points), they may not be the most important to your institutional mission or current program or policy goals. For additional results, see your *Frequencies and Statistical Comparisons* report.

First-year

Highest Performing Relative to Peer Institutions

Assigned more than 50 pages of writing[g]

Talked about career plans with a faculty member[b] (SF)

Reached conclusions based on your own analysis of numerical information (...)[b] (QR)

Worked with other students on course projects or assignments[b] (CL)

Institution emphasis on attending campus activities and events (...)[c] (SE)

Lowest Performing Relative to Peer Institutions

Quality of interactions with faculty[d] (QI)

Analyzing an idea, experience, or line of reasoning in depth by examining its parts[c] (HO)

Included diverse perspectives (...) in course discussions or assignments[b] (RI)

Discussions with... People of a race or ethnicity other than your own[b] (DD)

Participated in a learning community or some other formal program where... (HIP)

Item #	
7.	+8
3a.	+4
6a.	+3
1h.	+3
14h.	+3
13c.	-4
4c.	-5
2c.	-7
8a.	-7
11c.	-9

Percentage Point Difference with Peer Institutions
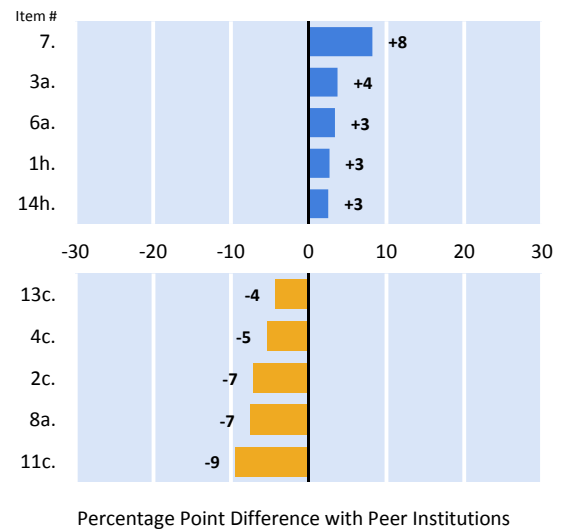
Senior

Highest Performing Relative to Peer Institutions

Worked with other students on course projects or assignments[b] (CL)

Institution emphasis on attending campus activities and events (...)[c] (SE)

Asked another student to help you understand course material[b] (CL)

About how many courses have included a community-based project (service-learning)?[e] (HIP)

Participated in a learning community or some other formal program where... (HIP)

Lowest Performing Relative to Peer Institutions

Identified key information from reading assignments[b] (LS)

Spent more than 15 hours per week preparing for class

Discussions with... People with religious beliefs other than your own[b] (DD)

Discussions with... People of a race or ethnicity other than your own[b] (DD)

Instructors provided prompt and detailed feedback on tests or completed assignments[c] (ET)

Item #	
1h.	+9
14h.	+6
1e.	+6
12.	+6
11c.	+6
9a.	-4
15a.	-4
8c.	-4
8a.	-8
5e.	-8

Percentage Point Difference with Peer Institutions
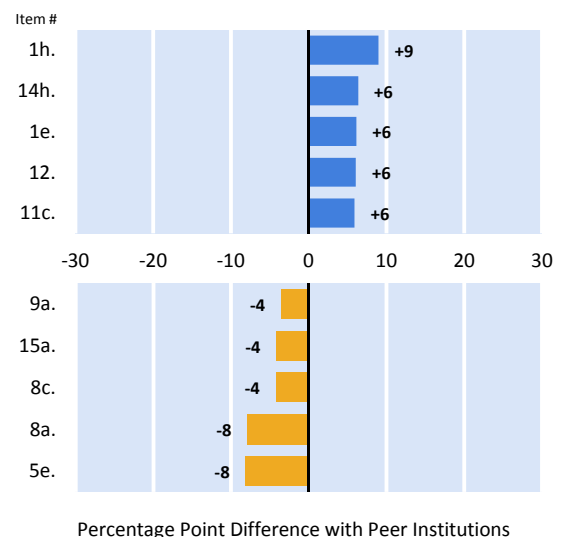
a. The displays on this page draw from the items that make up the ten Engagement Indicators (EIs), six High-Impact Practices (HIPs), and the additional academic challenge items reported on page 2. Key to abbreviations for EI items: HO = Higher-Order Learning, RI = Reflective & Integrative Learning, LS = Learning Strategies, QR = Quantitative Reasoning, CL = Collaborative Learning, DD = Discussions with Diverse Others, SF = Student-Faculty Interaction, ET = Effective Teaching Practices, QI = Quality of Interactions, SE = Supportive Environment. HIP items are also indicated. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

b. Combination of students responding "Very often" or "Often."

c. Combination of students responding "Very much" or "Quite a bit."

d. Rated at least 6 on a 7-point scale.

e. Percentage reporting at least "Some."

f. Estimate based on the reported amount of course preparation time spent on assigned reading.

g. Estimate based on number of assigned writing tasks of various lengths.

NSSE 2015 Snapshot

Central Michigan University

How Students Assess Their Experience

Students' perceptions of their cognitive and affective development, as well as their overall satisfaction with the institution, provide useful evidence of their educational experiences. For more details, see your *Frequencies and Statistical Comparisons* report.

Perceived Gains Among Seniors

Students reported how much their experience at your institution contributed to their knowledge, skills, and personal development in ten areas.

Perceived Gains (Sorted highest to lowest)	Percentage of Seniors Responding "Very much" or "Quite a bit"
Thinking critically and analytically	85%
Working effectively with others	78%
Acquiring job- or work-related knowledge and skills	72%
Writing clearly and effectively	69%
Speaking clearly and effectively	68%
Solving complex real-world problems	64%
Developing or clarifying a personal code of values and ethics	61%
Understanding people of other backgrounds (econ., racial/ethnic, polit., relig., nation., etc.)	60%
Analyzing numerical and statistical information	58%
Being an informed and active citizen	55%

Satisfaction with CMU

Students rated their overall experience at the institution, and whether or not they would choose it again.

Percentage Rating Their Overall Experience as "Excellent" or "Good"

First-year
- CMU: 89%
- Peer Institutions: 86%

Senior
- CMU: 89%
- Peer Institutions: 86%

Percentage Who Would "Definitely" or "Probably" Attend This Institution Again

First-year
- CMU: 88%
- Peer Institutions: 85%

Senior
- CMU: 86%
- Peer Institutions: 82%
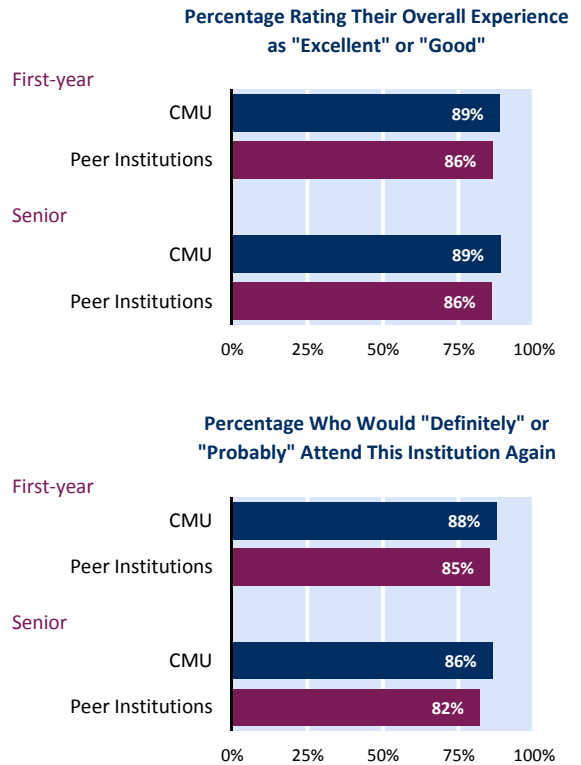
Administration Details

Response Summary

	Count	Resp. rate	Female	Full-time
First-year	968	21%	69%	99%
Senior	1,581	27%	65%	91%

See your *Administration Summary* and *Respondent Profile* reports for more information.

Additional Questions

Your institution administered the following additional question set(s):

Learning with Technology

Experiences with Writing

See your *Topical Module* report(s) for results.

What is NSSE?

NSSE annually collects information at hundreds of four-year colleges and universities about student participation in activities and programs that promote their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending their college or university. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.

NSSE has been in operation since 2000 and has been used at more than 1,500 colleges and universities in the US and Canada. More than 90% of participating institutions administer the survey on a periodic basis.

Visit our website: **nsse.indiana.edu**

IPEDS: 169248

NSSE 2015
Engagement Indicators

Central Michigan University

About Your *Engagement Indicators* Report

Engagement Indicators (EIs) provide a useful summary of the detailed information contained in your students' NSSE responses. By combining responses to related NSSE questions, each EI offers valuable information about a distinct aspect of student engagement. Ten indicators, based on three to eight survey questions each (a total of 47 survey questions), are organized into four broad themes as shown at right.

Theme	Engagement Indicator
Academic Challenge	Higher-Order Learning
	Reflective & Integrative Learning
	Learning Strategies
	Quantitative Reasoning
Learning with Peers	Collaborative Learning
	Discussions with Diverse Others
Experiences with Faculty	Student-Faculty Interaction
	Effective Teaching Practices
Campus Environment	Quality of Interactions
	Supportive Environment

Report Sections

Overview (p. 3)
Displays how average EI scores for your first-year and senior students compare with those of students at your comparison group institutions.

Theme Reports (pp. 4-13)
Detailed views of EI scores within the four themes for your students and those at comparison group institutions. Three views offer varied insights into your EI scores:

Mean Comparisons
Straightforward comparisons of average scores between your students and those at comparison group institutions, with tests of significance and effect sizes (see below).

Score Distributions
Box-and-whisker charts show the variation in scores *within* your institution and comparison groups.

Summary of Indicator Items
Responses to each item in a given EI are summarized for your institution and comparison groups.

Comparisons with High-Performing Institutions (p. 15)
Comparisons of your students' average scores on each EI with those of students at institutions whose average scores were in the top 50% and top 10% of 2014 and 2015 participating institutions.

Detailed Statistics (pp. 16-19)
Detailed information about EI score means, distributions, and tests of statistical significance.

Interpreting Comparisons

Mean comparisons report both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. For EI comparisons, NSSE research has concluded that an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015). Comparisons with an effect size of at least .3 in magnitude (before rounding) are highlighted in the Overview (p. 3).

EIs vary more among students within an institution than between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on average scores alone amounts to examining the tip of the iceberg. It's equally important to understand how student engagement varies within your institution. Score distributions indicate how EI scores vary among your students and those in your comparison groups. The Report Builder—Institution Version and your *Major Field Report* (both to be

How Engagement Indicators are Computed

Each EI is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (e.g., Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item in the EI, while a score of 60 indicates responses at the top of the scale on every item.

For more information on EIs and their psychometric properties, refer to the NSSE website: **nsse.indiana.edu**

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Engagement Indicators: Overview

Engagement Indicators are summary measures based on sets of NSSE questions examining key dimensions of student engagement. The ten indicators are organized within four broad themes: Academic Challenge, Learning with Peers, Experiences with Faculty, and Campus Environment. The tables below compare average scores for your students with those in your comparison groups.

Use the following key:

▲ **Your students' average** was significantly higher ($p < .05$) with an effect size at least .3 in magnitude.

△ **Your students' average** was significantly higher ($p < .05$) with an effect size less than .3 in magnitude.

-- No significant difference.

▽ **Your students' average** was significantly lower ($p < .05$) with an effect size less than .3 in magnitude.

▼ **Your students' average** was significantly lower ($p < .05$) with an effect size at least .3 in magnitude.

First-Year Students

Theme	Engagement Indicator	Your first-year students compared with Peer Institutions	Your first-year students compared with Carnegie Class	Your first-year students compared with All Other NSSE
Academic Challenge	Higher-Order Learning	▽	▽	▽
	Reflective & Integrative Learning	--	▽	▽
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	--	--
Learning with Peers	Collaborative Learning	--	--	--
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	--	▽	--
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Seniors

Theme	Engagement Indicator	Your seniors compared with Peer Institutions	Your seniors compared with Carnegie Class	Your seniors compared with All Other NSSE
Academic Challenge	Higher-Order Learning	--	▽	▽
	Reflective & Integrative Learning	--	--	--
	Learning Strategies	--	▽	▽
	Quantitative Reasoning	--	▽	▽
Learning with Peers	Collaborative Learning	△	△	△
	Discussions with Diverse Others	▽	▽	▽
Experiences with Faculty	Student-Faculty Interaction	△	△	△
	Effective Teaching Practices	▽	▽	▽
Campus Environment	Quality of Interactions	--	--	--
	Supportive Environment	--	--	--

Academic Challenge: First-year students

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | CMU | Your first-year students compared with | | | | | |
| | | Peer Institutions | | Carnegie Class | | All Other NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	37.2	38.6 **	-.10	40.2 ***	-.21	39.4 ***	-.15
Reflective & Integrative Learning	34.7	35.5	-.06	36.9 ***	-.17	36.0 **	-.10
Learning Strategies	38.0	38.9	-.06	40.3 ***	-.17	39.7 ***	-.12
Quantitative Reasoning	27.7	27.3	.02	28.2	-.03	27.9	-.01

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions
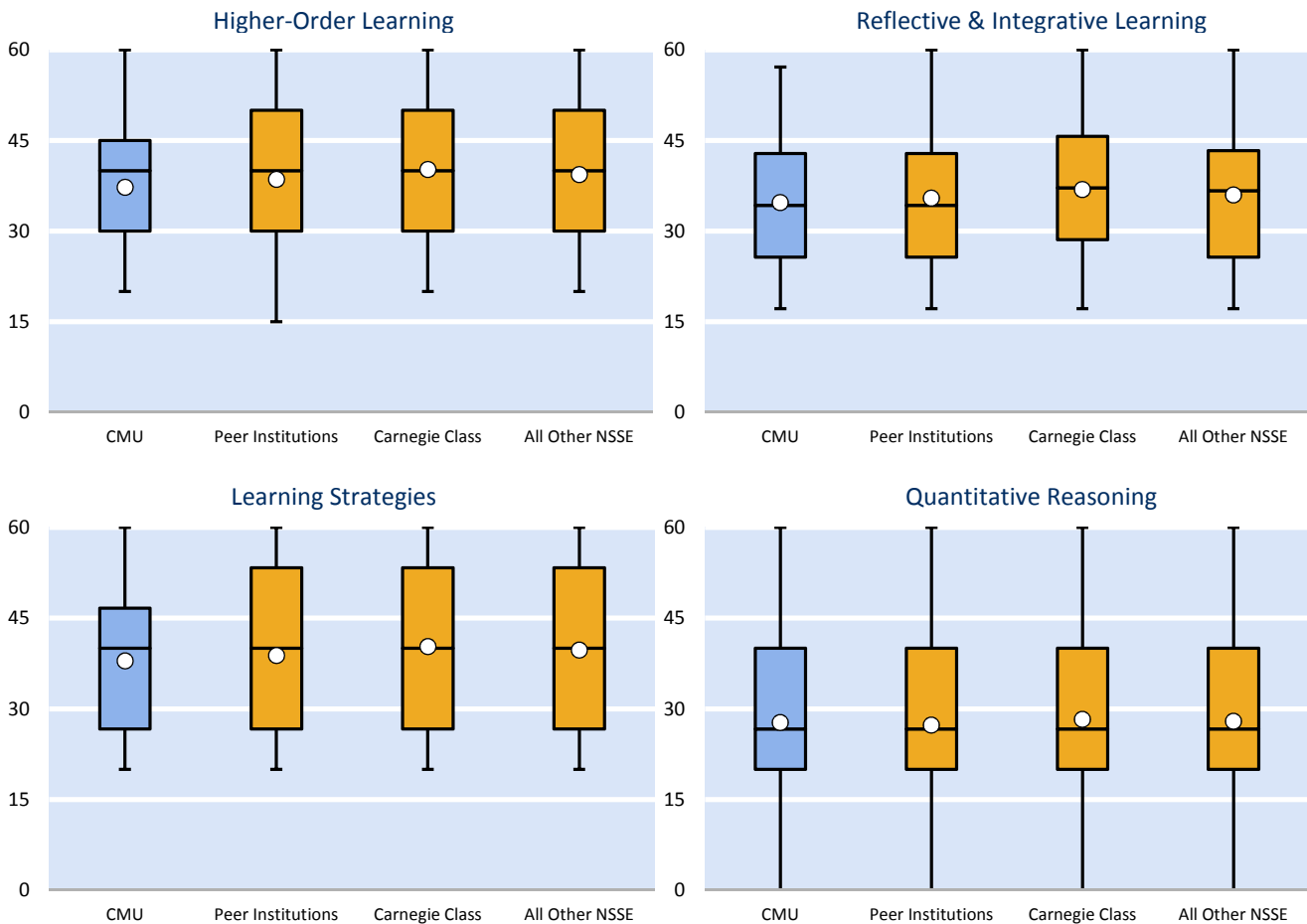
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: First-year students (continued)

Summary of Indicator Items

Higher-Order Learning	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...	%	%	%	%
4b. Applying facts, theories, or methods to practical problems or new situations	71	72	74	73
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	66	72	74	73
4d. Evaluating a point of view, decision, or information source	67	69	74	71
4e. Forming a new idea or understanding from various pieces of information	65	66	71	69

Reflective & Integrative Learning	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...				
2a. Combined ideas from different courses when completing assignments	56	57	57	56
2b. Connected your learning to societal problems or issues	50	53	57	54
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	42	49	56	52
2d. Examined the strengths and weaknesses of your own views on a topic or issue	58	61	65	63
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	64	66	69	68
2f. Learned something that changed the way you understand an issue or concept	64	64	67	66
2g. Connected ideas from your courses to your prior experiences and knowledge	78	77	78	77

Learning Strategies	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...				
9a. Identified key information from reading assignments	75	78	82	81
9b. Reviewed your notes after class	65	63	67	66
9c. Summarized what you learned in class or from course materials	62	63	66	64

Quantitative Reasoning	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...				
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	54	51	53	53
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	37	38	41	39
6c. Evaluated what others have concluded from numerical information	37	38	40	39

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Academic Challenge: Seniors

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote student learning by challenging and supporting them to engage in various forms of deep learning. Four Engagement Indicators are part of this theme: *Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies,* and *Quantitative Reasoning.* Below and on the next page are three views of your results alongside those of your comparison groups.

Mean Comparisons

	CMU	Peer Institutions		Carnegie Class		All Other NSSE	
				Your seniors compared with			
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Higher-Order Learning	39.5	40.3	-.06	42.5 ***	-.21	41.4 ***	-.13
Reflective & Integrative Learning	39.4	38.8	.04	39.8	-.04	39.0	.03
Learning Strategies	38.7	38.7	.00	41.5 ***	-.19	40.3 ***	-.11
Quantitative Reasoning	29.3	29.3	.00	30.4 *	-.06	30.4 *	-.06

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions
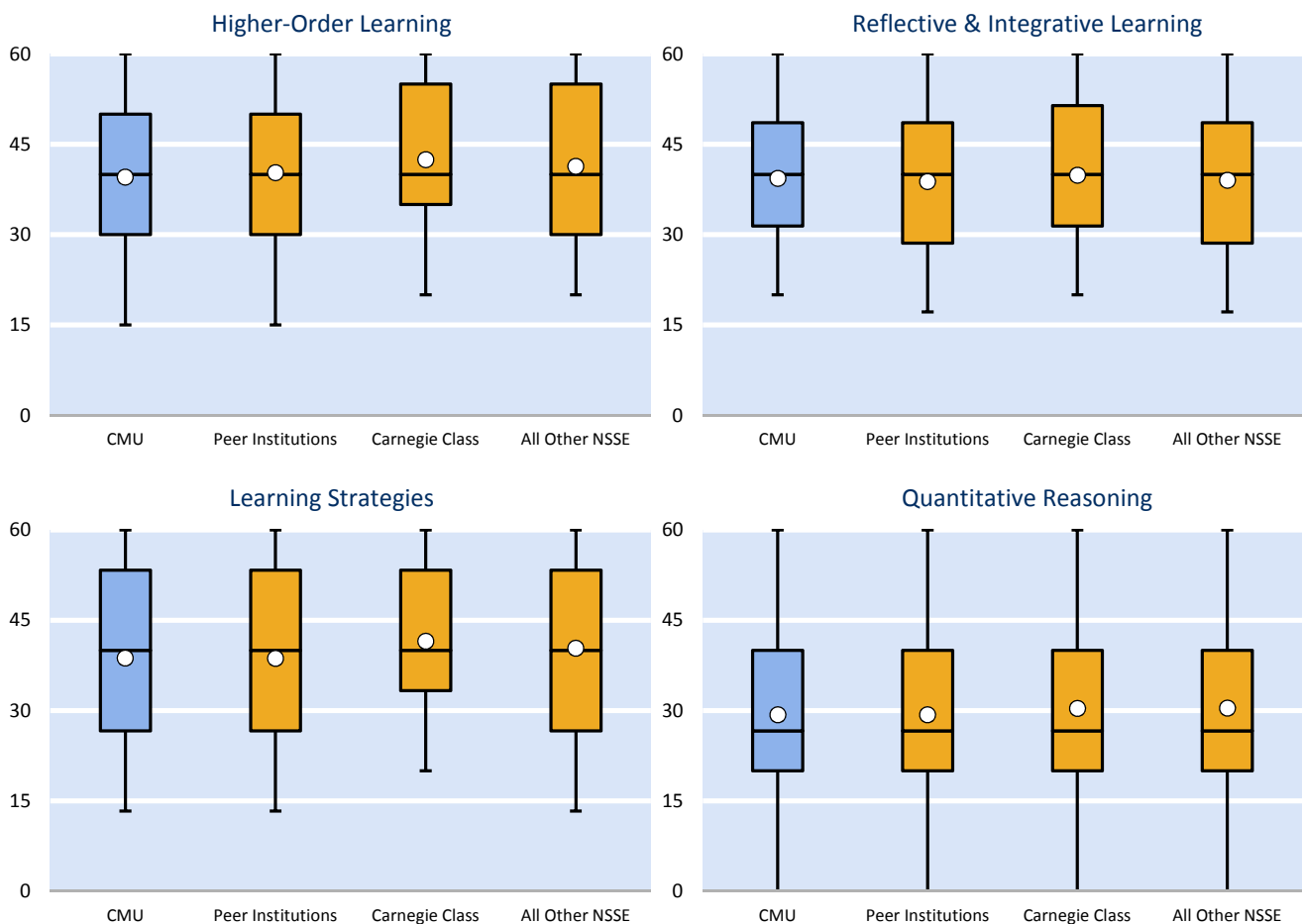
Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Academic Challenge: Seniors (continued)

Summary of Indicator Items

Higher-Order Learning

Percentage responding "Very much" or "Quite a bit" about how much coursework emphasized...

	CMU %	Peer Institutions %	Carnegie Class %	All Other NSSE %
4b. Applying facts, theories, or methods to practical problems or new situations	78	79	81	80
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	74	76	80	78
4d. Evaluating a point of view, decision, or information source	68	69	75	72
4e. Forming a new idea or understanding from various pieces of information	69	71	75	73

Reflective & Integrative Learning

Percentage of students who responded that they "Very often" or "Often"...

	CMU	Peer Institutions	Carnegie Class	All Other NSSE
2a. Combined ideas from different courses when completing assignments	79	74	73	72
2b. Connected your learning to societal problems or issues	66	64	67	64
2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	53	54	58	55
2d. Examined the strengths and weaknesses of your own views on a topic or issue	64	66	69	67
2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	72	71	73	71
2f. Learned something that changed the way you understand an issue or concept	69	69	72	70
2g. Connected ideas from your courses to your prior experiences and knowledge	87	84	85	84

Learning Strategies

Percentage of students who responded that they "Very often" or "Often"...

	CMU	Peer Institutions	Carnegie Class	All Other NSSE
9a. Identified key information from reading assignments	77	81	84	83
9b. Reviewed your notes after class	61	59	67	64
9c. Summarized what you learned in class or from course materials	64	62	69	66

Quantitative Reasoning

Percentage of students who responded that they "Very often" or "Often"...

	CMU	Peer Institutions	Carnegie Class	All Other NSSE
6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	52	52	55	56
6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	42	43	46	46
6c. Evaluated what others have concluded from numerical information	44	43	45	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Central Michigan University

Learning with Peers: First-year students

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	CMU	Peer Institutions		Carnegie Class		All Other NSSE	
			Your first-year students compared with				
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	32.2	32.1	.00	32.7	-.04	32.4	-.02
Discussions with Diverse Others	38.4	40.6 ***	-.14	41.7 ***	-.21	41.1 ***	-.17

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	50	50	49	50
1f. Explained course material to one or more students	58	57	57	57
1g. Prepared for exams by discussing or working through course material with other students	45	48	51	50
1h. Worked with other students on course projects or assignments	55	52	55	53

Discussions with Diverse Others	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	62	70	75	73
8b. People from an economic background other than your own	70	73	75	74
8c. People with religious beliefs other than your own	67	70	70	69
8d. People with political views other than your own	65	69	68	68

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Learning with Peers: Seniors

Collaborating with others in mastering difficult material and developing interpersonal and social competence prepare students to deal with complex, unscripted problems they will encounter during and after college. Two Engagement Indicators make up this theme: *Collaborative Learning* and *Discussions with Diverse Others.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	CMU		Your seniors compared with				
		Peer Institutions		Carnegie Class		All Other NSSE	
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Collaborative Learning	35.8	33.2 ***	.18	33.0 ***	.19	32.9 ***	.20
Discussions with Diverse Others	38.8	41.0 ***	-.14	42.4 ***	-.22	42.0 ***	-.19

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and *p* before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Collaborative Learning	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
1e. Asked another student to help you understand course material	49	43	40	41
1f. Explained course material to one or more students	67	62	59	59
1g. Prepared for exams by discussing or working through course material with other students	50	46	48	47
1h. Worked with other students on course projects or assignments	75	66	66	65

Discussions with Diverse Others	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often" had discussions with...				
8a. People from a race or ethnicity other than your own	62	70	76	74
8b. People from an economic background other than your own	71	74	76	75
8c. People with religious beliefs other than your own	65	70	70	71
8d. People with political views other than your own	70	71	71	71

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Experiences with Faculty: First-year students

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | CMU | Your first-year students compared with |
| | | Peer Institutions | | Carnegie Class | | All Other NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.8	20.6	.02	21.9 *	-.07	20.7	.01
Effective Teaching Practices	37.7	39.0 **	-.10	40.3 ***	-.19	40.1 ***	-.18

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	37	33	36	33
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	20	18	22	19
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	24	24	28	26
3d. Discussed your academic performance with a faculty member	26	28	33	30

Effective Teaching Practices	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	77	80	80	80
5b. Taught course sessions in an organized way	76	79	77	79
5c. Used examples or illustrations to explain difficult points	74	76	74	77
5d. Provided feedback on a draft or work in progress	63	63	67	66
5e. Provided prompt and detailed feedback on tests or completed assignments	54	57	64	63

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Experiences with Faculty: Seniors

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | CMU | Your seniors compared with | | | | | |
| | | Peer Institutions | | Carnegie Class | | All Other NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	26.0	25.0 *	.06	25.1 *	.05	24.0 ***	.12
Effective Teaching Practices	39.0	40.1 **	-.08	41.4 ***	-.17	40.8 ***	-.13

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Student-Faculty Interaction

Effective Teaching Practices

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Student-Faculty Interaction	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage of students who responded that they "Very often" or "Often"...	%	%	%	%
3a. Talked about career plans with a faculty member	48	45	45	43
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	31	30	29	27
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	37	36	37	34
3d. Discussed your academic performance with a faculty member	34	34	37	34

Effective Teaching Practices	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage responding "Very much" or "Quite a bit" about how much instructors have...				
5a. Clearly explained course goals and requirements	79	81	82	82
5b. Taught course sessions in an organized way	80	79	80	80
5c. Used examples or illustrations to explain difficult points	79	79	79	79
5d. Provided feedback on a draft or work in progress	58	61	65	62
5e. Provided prompt and detailed feedback on tests or completed assignments	58	67	69	67

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Campus Environment: First-year students

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

	CMU	Your first-year students compared with					
		Peer Institutions		Carnegie Class		All Other NSSE	
			Effect		Effect		Effect
Engagement Indicator	Mean	Mean	size	Mean	size	Mean	size
Quality of Interactions	41.4	41.1	.02	41.0	.03	41.5	-.01
Supportive Environment	38.0	38.0	.00	37.4	.05	37.3	.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	59	57	57	58
13b. Academic advisors	50	48	50	49
13c. Faculty	45	49	49	50
13d. Student services staff (career services, student activities, housing, etc.)	44	43	43	44
13e. Other administrative staff and offices (registrar, financial aid, etc.)	39	38	39	41

Supportive Environment	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	78	77	77	77
14c. Using learning support services (tutoring services, writing center, etc.)	76	78	78	78
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	60	58	60	60
14e. Providing opportunities to be involved socially	74	76	72	73
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	73	75	70	72
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	48	46	45	45
14h. Attending campus activities and events (performing arts, athletic events, etc.)	75	72	66	67
14i. Attending events that address important social, economic, or political issues	56	55	55	53

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Campus Environment: Seniors

Students benefit and are more satisfied in supportive settings that cultivate positive relationships among students, faculty, and staff. Two Engagement Indicators investigate this theme: *Quality of Interactions* and *Supportive Environment.* Below are three views of your results alongside those of your comparison groups.

Mean Comparisons

| | CMU | Your seniors compared with | | | | | |
| | | Peer Institutions | | Carnegie Class | | All Other NSSE | |
Engagement Indicator	Mean	Mean	Effect size	Mean	Effect size	Mean	Effect size
Quality of Interactions	42.3	41.7	.05	42.2	.00	42.4	-.01
Supportive Environment	34.0	33.8	.01	33.8	.01	33.3	.05

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

Score Distributions

Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

Summary of Indicator Items

Quality of Interactions

	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage rating a 6 or 7 on a scale from 1="Poor" to 7="Excellent" their interactions with...	%	%	%	%
13a. Students	66	63	63	63
13b. Academic advisors	45	46	52	52
13c. Faculty	57	60	60	59
13d. Student services staff (career services, student activities, housing, etc.)	43	41	42	42
13e. Other administrative staff and offices (registrar, financial aid, etc.)	42	36	40	41

Supportive Environment

	CMU	Peer Institutions	Carnegie Class	All Other NSSE
Percentage responding "Very much" or "Quite a bit" about how much the institution emphasized...				
14b. Providing support to help students succeed academically	70	72	72	72
14c. Using learning support services (tutoring services, writing center, etc.)	65	68	68	67
14d. Encouraging contact among students from diff. backgrounds (soc., racial/eth., relig., etc.)	47	50	56	53
14e. Providing opportunities to be involved socially	74	70	67	66
14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	64	66	61	62
14g. Helping you manage your non-academic responsibilities (work, family, etc.)	29	31	34	33
14h. Attending campus activities and events (performing arts, athletic events, etc.)	69	62	57	57
14i. Attending events that address important social, economic, or political issues	51	46	49	46

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

Comparisons with Top 50% and Top 10% Institutions

While NSSE's policy is not to rank institutions (see nsse.indiana.edu/html/position_policies.cfm), the results below are designed to compare the engagement of your students with those attending two groups of institutions identified by NSSE[a] for their high average levels of student engagement:

(a) institutions with average scores placing them in the top 50% of all 2014 and 2015 NSSE institutions, and

(b) institutions with average scores placing them in the top 10% of all 2014 and 2015 NSSE institutions.

While the average scores for most institutions are below the mean for the top 50% or top 10%, your institution may show areas of distinction where your average student was as engaged as (or even more engaged than) the typical student at high-performing institutions. A check mark (✓) signifies those comparisons where your average score was at least comparable[b] to that of the high-performing group. However, the presence of a check mark does not necessarily mean that your institution was a member of that group.

It should be noted that most of the variability in student engagement is within, not between, institutions. Even "high-performing" institutions have students with engagement levels below the average for all institutions.
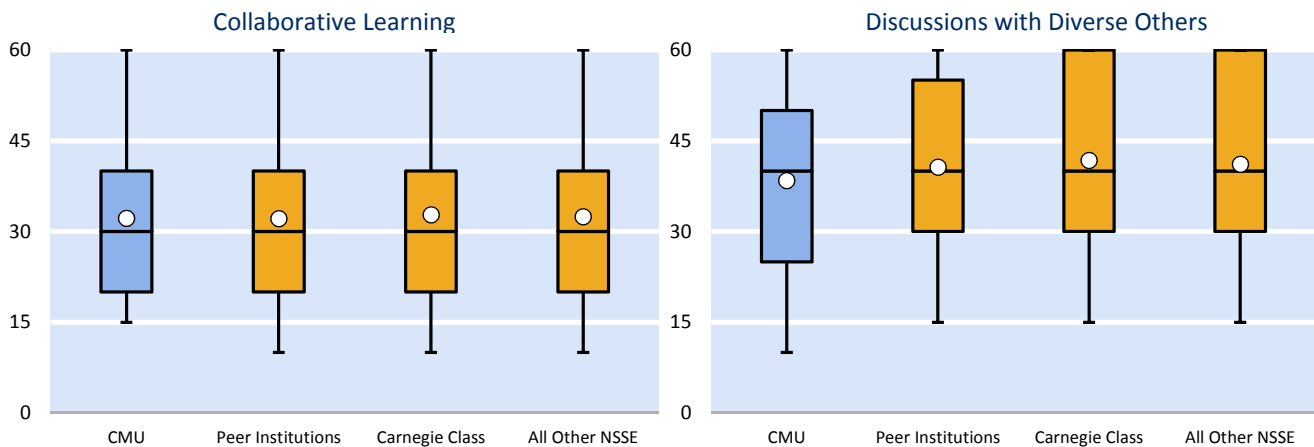
First-Year Students

| | | CMU | Your first-year students compared with | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	37.2	41.0 ***	-.27		43.0 ***	-.42	
	Reflective and Integrative Learning	34.7	37.6 ***	-.23		39.6 ***	-.38	
	Learning Strategies	38.0	41.6 ***	-.26		44.4 ***	-.46	
	Quantitative Reasoning	27.7	29.4 **	-.10		31.5 ***	-.23	
Learning with Peers	Collaborative Learning	32.2	35.1 ***	-.22		37.3 ***	-.37	
	Discussions with Diverse Others	38.4	43.3 ***	-.32		45.5 ***	-.48	
Experiences with Faculty	Student-Faculty Interaction	20.8	24.0 ***	-.21		27.2 ***	-.40	
	Effective Teaching Practices	37.7	42.3 ***	-.35		44.6 ***	-.52	
Campus Environment	Quality of Interactions	41.4	44.0 ***	-.22		45.8 ***	-.37	
	Supportive Environment	38.0	39.4 **	-.11		41.3 ***	-.25	

Seniors

| | | CMU | Your seniors compared with | | | | |
| | | | NSSE Top 50% | | | NSSE Top 10% | | |
Theme	Engagement Indicator	Mean	Mean	Effect size	✓	Mean	Effect size	✓
Academic Challenge	Higher-Order Learning	39.5	43.5 ***	-.29		45.3 ***	-.42	
	Reflective and Integrative Learning	39.4	41.3 ***	-.15		43.1 ***	-.30	
	Learning Strategies	38.7	42.5 ***	-.26		44.8 ***	-.43	
	Quantitative Reasoning	29.3	31.8 ***	-.14		33.6 ***	-.26	
Learning with Peers	Collaborative Learning	35.8	35.7	.01	✓	38.2 ***	-.18	
	Discussions with Diverse Others	38.8	43.9 ***	-.32		45.9 ***	-.46	
Experiences with Faculty	Student-Faculty Interaction	26.0	29.8 ***	-.23		34.1 ***	-.49	
	Effective Teaching Practices	39.0	43.1 ***	-.30		45.1 ***	-.46	
Campus Environment	Quality of Interactions	42.3	45.0 ***	-.24		46.7 ***	-.38	
	Supportive Environment	34.0	36.1 ***	-.15		38.8 ***	-.35	

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by the pooled standard deviation; *$p < .05$, **$p < .01$, ***$p < .001$ (2-tailed).

a. Precision-weighted means (produced by Hierarchical Linear Modeling) were used to determine the top 50% and top 10% institutions for each Engagement Indicator from all NSSE 2014 and 2015 institutions, separately for first-year and senior students. Using this method, Engagement Indicator scores of institutions with relatively large standard errors were adjusted toward the mean of all students, while those with smaller standard errors received smaller corrections. As a result, schools with less stable data—even those with high average scores—may not be among the top scorers. NSSE does not publish the names of the top 50% and top 10% institutions because of our commitment not to release institutional results and our policy against ranking institutions.

b. Check marks are assigned to comparisons that are either significant and positive, or non-significant with an effect size > -.10.

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
Central Michigan University

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
CMU (N = 864)	37.2	13.2	.45	20	30	40	45	60				
Peer Institutions	38.6	13.8	.18	15	30	40	50	60	7,020	-1.3	.007	-.097
Carnegie Class	40.2	14.1	.13	20	30	40	50	60	13,409	-3.0	.000	-.212
All Other NSSE	39.4	13.9	.03	20	30	40	50	60	196,669	-2.1	.000	-.152
Top 50%	41.0	13.7	.04	20	30	40	50	60	97,541	-3.7	.000	-.271
Top 10%	43.0	13.8	.10	20	35	40	55	60	949	-5.8	.000	-.422
Reflective & Integrative Learning												
CMU (N = 900)	34.7	11.8	.39	17	26	34	43	57				
Peer Institutions	35.5	12.5	.16	17	26	34	43	60	1,200	-.8	.069	-.062
Carnegie Class	36.9	12.8	.11	17	29	37	46	60	1,048	-2.2	.000	-.172
All Other NSSE	36.0	12.7	.03	17	26	37	43	60	908	-1.3	.001	-.101
Top 50%	37.6	12.7	.04	17	29	37	46	60	917	-2.9	.000	-.229
Top 10%	39.6	12.8	.09	20	31	40	49	60	993	-4.9	.000	-.383
Learning Strategies												
CMU (N = 816)	38.0	13.5	.47	20	27	40	47	60				
Peer Institutions	38.9	14.3	.19	20	27	40	53	60	1,101	-.9	.076	-.064
Carnegie Class	40.3	14.3	.13	20	27	40	53	60	949	-2.4	.000	-.167
All Other NSSE	39.7	14.3	.03	20	27	40	53	60	182,637	-1.8	.000	-.123
Top 50%	41.6	14.1	.05	20	33	40	53	60	832	-3.6	.000	-.257
Top 10%	44.4	14.0	.10	20	33	47	60	60	890	-6.4	.000	-.460
Quantitative Reasoning												
CMU (N = 889)	27.7	15.2	.51	0	20	27	40	60				
Peer Institutions	27.3	16.2	.20	0	20	27	40	60	1,195	.4	.493	.023
Carnegie Class	28.2	16.9	.15	0	20	27	40	60	1,048	-.5	.319	-.031
All Other NSSE	27.9	16.6	.04	0	20	27	40	60	897	-.2	.666	-.013
Top 50%	29.4	16.6	.05	0	20	27	40	60	903	-1.7	.001	-.101
Top 10%	31.5	16.5	.10	0	20	33	40	60	964	-3.8	.000	-.230
Learning with Peers												
Collaborative Learning												
CMU (N = 912)	32.2	12.9	.43	15	20	30	40	60				
Peer Institutions	32.1	13.6	.17	10	20	30	40	60	1,205	.1	.909	.004
Carnegie Class	32.7	14.4	.12	10	20	30	40	60	1,071	-.6	.200	-.040
All Other NSSE	32.4	14.3	.03	10	20	30	40	60	921	-.3	.533	-.019
Top 50%	35.1	13.8	.04	15	25	35	45	60	928	-3.0	.000	-.216
Top 10%	37.3	13.8	.09	15	25	35	50	60	987	-5.1	.000	-.370
Discussions with Diverse Others												
CMU (N = 830)	38.4	15.6	.54	10	25	40	50	60				
Peer Institutions	40.6	15.6	.21	15	30	40	55	60	6,531	-2.2	.000	-.143
Carnegie Class	41.7	16.1	.15	15	30	40	60	60	12,588	-3.3	.000	-.208
All Other NSSE	41.1	16.1	.04	15	30	40	60	60	184,858	-2.7	.000	-.167
Top 50%	43.3	15.4	.05	20	35	45	60	60	108,232	-5.0	.000	-.322
Top 10%	45.5	14.8	.09	20	40	50	60	60	25,697	-7.1	.000	-.481

Detailed Statistics: First-Year Students

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
CMU (N = 896)	20.8	14.6	.49	0	10	20	30	50				
Peer Institutions	20.6	14.4	.18	0	10	20	30	50	7,197	.3	.614	.018
Carnegie Class	21.9	15.4	.14	0	10	20	30	55	1,038	-1.0	.043	-.067
All Other NSSE	20.7	14.9	.03	0	10	20	30	50	201,105	.1	.821	.008
Top 50%	24.0	15.2	.06	0	15	20	35	55	921	-3.2	.000	-.211
Top 10%	27.2	16.1	.15	5	15	25	40	60	1,072	-6.4	.000	-.399
Effective Teaching Practices												
CMU (N = 893)	37.7	12.0	.40	20	28	40	44	60				
Peer Institutions	39.0	12.9	.16	20	32	40	48	60	1,204	-1.3	.003	-.102
Carnegie Class	40.3	13.8	.12	16	32	40	52	60	1,062	-2.6	.000	-.189
All Other NSSE	40.1	13.4	.03	20	32	40	52	60	902	-2.4	.000	-.181
Top 50%	42.3	13.2	.05	20	32	40	52	60	917	-4.6	.000	-.351
Top 10%	44.6	13.3	.11	20	36	44	56	60	1,025	-6.9	.000	-.524
Campus Environment												
Quality of Interactions												
CMU (N = 779)	41.4	11.9	.43	18	34	43	50	60				
Peer Institutions	41.1	12.2	.17	18	34	42	50	60	6,232	.3	.562	.022
Carnegie Class	41.0	12.9	.12	16	33	42	50	60	909	.4	.385	.030
All Other NSSE	41.5	12.6	.03	18	34	43	50	60	786	-.1	.869	-.006
Top 50%	44.0	11.7	.04	22	38	46	52	60	68,395	-2.6	.000	-.221
Top 10%	45.8	11.9	.10	23	40	48	55	60	15,073	-4.4	.000	-.374
Supportive Environment												
CMU (N = 764)	38.0	12.9	.47	18	30	40	48	60				
Peer Institutions	38.0	13.6	.19	15	28	38	48	60	6,010	.0	.945	.003
Carnegie Class	37.4	14.1	.14	15	28	38	48	60	895	.6	.192	.045
All Other NSSE	37.3	13.9	.03	15	28	38	48	60	771	.7	.128	.051
Top 50%	39.4	13.4	.05	18	30	40	50	60	85,674	-1.4	.003	-.106
Top 10%	41.3	13.0	.10	20	33	40	53	60	19,457	-3.3	.000	-.253

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the t-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2015 Engagement Indicators

Detailed Statistics[a]
Central Michigan University

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Academic Challenge												
Higher-Order Learning												
CMU (N = 1411)	39.5	13.6	.36	15	30	40	50	60				
Peer Institutions	40.3	14.0	.15	15	30	40	50	60	9,682	-.8	.056	-.055
Carnegie Class	42.5	14.1	.11	20	35	40	55	60	1,659	-2.9	.000	-.207
All Other NSSE	41.4	14.2	.03	20	30	40	55	60	1,424	-1.8	.000	-.129
Top 50%	43.5	13.8	.04	20	35	40	55	60	1,446	-4.0	.000	-.285
Top 10%	45.3	13.6	.08	20	40	45	60	60	1,540	-5.8	.000	-.424
Reflective & Integrative Learning												
CMU (N = 1453)	39.4	12.3	.32	20	31	40	49	60				
Peer Institutions	38.8	13.1	.14	17	29	40	49	60	2,046	.6	.114	.043
Carnegie Class	39.8	13.1	.10	20	31	40	51	60	1,720	-.5	.158	-.036
All Other NSSE	39.0	13.1	.02	17	29	40	49	60	1,467	.3	.304	.025
Top 50%	41.3	12.7	.04	20	31	40	51	60	1,492	-1.9	.000	-.150
Top 10%	43.1	12.5	.07	20	34	43	54	60	30,113	-3.7	.000	-.299
Learning Strategies												
CMU (N = 1324)	38.7	14.3	.39	13	27	40	53	60				
Peer Institutions	38.7	15.2	.17	13	27	40	53	60	1,872	.1	.904	.003
Carnegie Class	41.5	14.6	.11	20	33	40	53	60	18,267	-2.8	.000	-.190
All Other NSSE	40.3	14.8	.03	13	27	40	53	60	290,932	-1.6	.000	-.108
Top 50%	42.5	14.6	.04	20	33	40	60	60	148,010	-3.8	.000	-.258
Top 10%	44.8	14.2	.07	20	33	47	60	60	39,728	-6.1	.000	-.431
Quantitative Reasoning												
CMU (N = 1435)	29.3	16.7	.44	0	20	27	40	60				
Peer Institutions	29.3	17.4	.19	0	20	27	40	60	1,999	.0	.963	-.001
Carnegie Class	30.4	17.7	.13	0	20	27	40	60	1,698	-1.1	.021	-.060
All Other NSSE	30.4	17.4	.03	0	20	27	40	60	1,448	-1.1	.013	-.063
Top 50%	31.8	17.3	.04	0	20	33	40	60	1,456	-2.5	.000	-.142
Top 10%	33.6	16.9	.08	0	20	33	47	60	44,564	-4.3	.000	-.256
Learning with Peers												
Collaborative Learning												
CMU (N = 1492)	35.8	13.3	.34	15	25	35	45	60				
Peer Institutions	33.2	14.3	.15	10	20	35	45	60	2,114	2.5	.000	.179
Carnegie Class	33.0	14.6	.11	10	20	30	45	60	1,785	2.7	.000	.188
All Other NSSE	32.9	14.6	.03	10	20	30	45	60	1,507	2.9	.000	.197
Top 50%	35.7	13.9	.03	15	25	35	45	60	1,521	.1	.809	.006
Top 10%	38.2	13.7	.08	15	30	40	50	60	1,638	-2.4	.000	-.176
Discussions with Diverse Others												
CMU (N = 1332)	38.8	15.3	.42	15	30	40	50	60				
Peer Institutions	41.0	15.8	.18	15	30	40	60	60	1,853	-2.2	.000	-.137
Carnegie Class	42.4	16.1	.12	15	30	40	60	60	1,570	-3.6	.000	-.224
All Other NSSE	42.0	16.1	.03	15	30	40	60	60	1,344	-3.1	.000	-.194
Top 50%	43.9	15.9	.04	20	35	45	60	60	1,351	-5.1	.000	-.319
Top 10%	45.9	15.4	.07	20	40	50	60	60	1,412	-7.1	.000	-.459

Detailed Statistics: Seniors

	Mean statistics			Percentile[d] scores					Comparison results			
	Mean	SD[b]	SEM[c]	5th	25th	50th	75th	95th	Deg. of freedom[e]	Mean diff.	Sig.[f]	Effect size[g]
Experiences with Faculty												
Student-Faculty Interaction												
CMU (N = 1436)	26.0	15.6	.41	5	15	25	35	60				
Peer Institutions	25.0	16.2	.18	0	15	20	35	60	9,861	1.0	.035	.060
Carnegie Class	25.1	16.9	.13	0	10	20	35	60	1,710	.9	.035	.054
All Other NSSE	24.0	16.4	.03	0	10	20	35	60	1,450	1.9	.000	.118
Top 50%	29.8	16.2	.06	5	20	30	40	60	1,495	-3.8	.000	-.233
Top 10%	34.1	16.5	.16	5	20	35	45	60	1,877	-8.1	.000	-.494
Effective Teaching Practices												
CMU (N = 1441)	39.0	13.4	.35	16	28	40	50	60				
Peer Institutions	40.1	13.6	.15	16	32	40	52	60	9,977	-1.1	.005	-.081
Carnegie Class	41.4	14.2	.10	16	32	40	52	60	1,706	-2.4	.000	-.166
All Other NSSE	40.8	13.9	.02	16	32	40	52	60	317,332	-1.8	.000	-.126
Top 50%	43.1	13.6	.04	20	36	44	56	60	108,643	-4.0	.000	-.296
Top 10%	45.1	13.4	.09	20	36	48	60	60	21,406	-6.1	.000	-.455
Campus Environment												
Quality of Interactions												
CMU (N = 1302)	42.3	11.1	.31	22	36	44	50	60				
Peer Institutions	41.7	11.4	.13	20	35	43	50	60	8,777	.6	.099	.050
Carnegie Class	42.2	12.2	.10	20	34	44	50	60	1,564	.0	.887	.004
All Other NSSE	42.4	12.0	.02	20	35	44	50	60	1,316	-.1	.741	-.008
Top 50%	45.0	11.4	.04	24	38	46	54	60	100,427	-2.7	.000	-.238
Top 10%	46.7	11.8	.07	24	40	50	56	60	1,458	-4.4	.000	-.379
Supportive Environment												
CMU (N = 1242)	34.0	13.0	.37	13	25	33	43	58				
Peer Institutions	33.8	13.9	.16	10	25	35	43	60	1,761	.2	.702	.011
Carnegie Class	33.8	14.7	.12	10	23	35	43	60	1,497	.2	.585	.014
All Other NSSE	33.3	14.5	.03	10	23	33	43	60	1,255	.7	.065	.047
Top 50%	36.1	13.9	.04	13	26	38	45	60	1,274	-2.1	.000	-.153
Top 10%	38.8	13.7	.10	15	30	40	50	60	1,411	-4.8	.000	-.350

a. Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

b. Standard deviation is a measure of the amount the individual scores deviate from the mean of all the scores in the distribution.

c. Standard error of the mean, used to compute a confidence interval (CI) around the sample mean. For example, the 95% CI (equal to the sample mean +/- 1.96 x SEM) is the range that is 95% likely to contain the true population mean.

d. A percentile is the point in the distribution of student-level EI scores at or below which a given percentage of EI scores fall.

e. Degrees of freedom used to compute the *t*-tests. Values vary from the total Ns due to weighting and whether equal variances were assumed.

f. Statistical significance represents the probability that the difference between the mean of your institution and that of the comparison group occurred by chance.

g. Effect size is the mean difference divided by the pooled standard deviation.

NSSE 2015
High-Impact Practices
Central Michigan University

About Your *High-Impact Practices* Report

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated "high-impact." High-Impact Practices (HIPs) share several traits: They demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback. As a result, participation in these practices can be life-changing (Kuh, 2008). NSSE founding director George Kuh recommends that institutions should aspire for all students to participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major (NSSE, 2007).

NSSE asks students about their participation in the six HIPs shown in the box at right. This report provides information on the first three for first-year students and all six for seniors. Unlike most questions on the NSSE survey, the HIP questions are not limited to the current school year. Thus, seniors' responses include participation from prior years.

> *High-Impact Practices in NSSE*
>
> - Learning community or some other formal program where groups of students take two or more classes together
> - Courses that included a community-based project (service-learning)
> - Work with a faculty member on a research project
> - Internship, co-op, field experience, student teaching, or clinical placement
> - Study abroad
> - Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

Report Sections

Participation Comparisons (p. 3)   Displays HIP participation for your first-year and senior students compared with that of students at your comparison group institutions. Two views present insights into your students' HIP participation:

Overall HIP Participation
Displays the percentage of first-year and senior students who participated in one HIP and in two or more HIPs, relative to those at your comparison group institutions.

Statistical Comparisons
Comparisons of participation in each HIP and overall for your first-year and senior students relative to those at comparison group institutions, with tests of significance and effect sizes (see below).

Response Detail (pp. 5-7)   Provides complete response frequencies for the relevant HIP questions for your first-year and senior students and those at your comparison group institutions.

Participation by Student Characteristics (p. 8)   Displays your students' participation in each HIP by selected student characteristics.

Interpreting Comparisons

The "Statistical Comparisons" section on page 3 reports both statistical significance and effect size. Effect size indicates the practical importance of an observed difference. NSSE research has found that interpretations vary by HIP: For service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

HIP participation varies more among students within an institution than it does between institutions, like many experiences and outcomes in higher education. As a result, focusing attention on overall participation rates amounts to examining the tip of the iceberg. It's equally important to understand how student engagement (including HIP participation) varies *within* your institution. The table on page 8 provides an initial look at how HIP participation varies by selected student characteristics. The Report Builder—Institution Version and your *Major Field Report* (both to be released in the fall) offer further perspectives on internal variation and can help you investigate your students' HIP participation in depth.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter.* Washington, DC: Association of American Colleges and Universities.

National Survey of Student Engagement (2007). *Experiences that matter: Enhancing student learning and success—Annual Report 2007.* Bloomington, IN: Indiana University Center for Postsecondary Research.

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

Overall HIP Participation

The figures below display the percentage of students who participated in High-Impact Practices. Both figures include participation in a learning community, service-learning, and research with faculty. The Senior figure also includes participation in an internship or field experience, study abroad, and culminating senior experience. The first segment in each bar shows the percentage of students who participated in at least two HIPs, and the full bar (both colors) represents the percentage who participated in at least one.

First-year

	Participated in two or more HIPs	Participated in one HIP
CMU	12%	42%
Peer Institutions	15%	43%
Carnegie Class	15%	49%
All Other NSSE	12%	46%

Senior

	Participated in two or more HIPs	Participated in one HIP
CMU	71%	18%
Peer Institutions	66%	22%
Carnegie Class	64%	23%
All Other NSSE	62%	24%
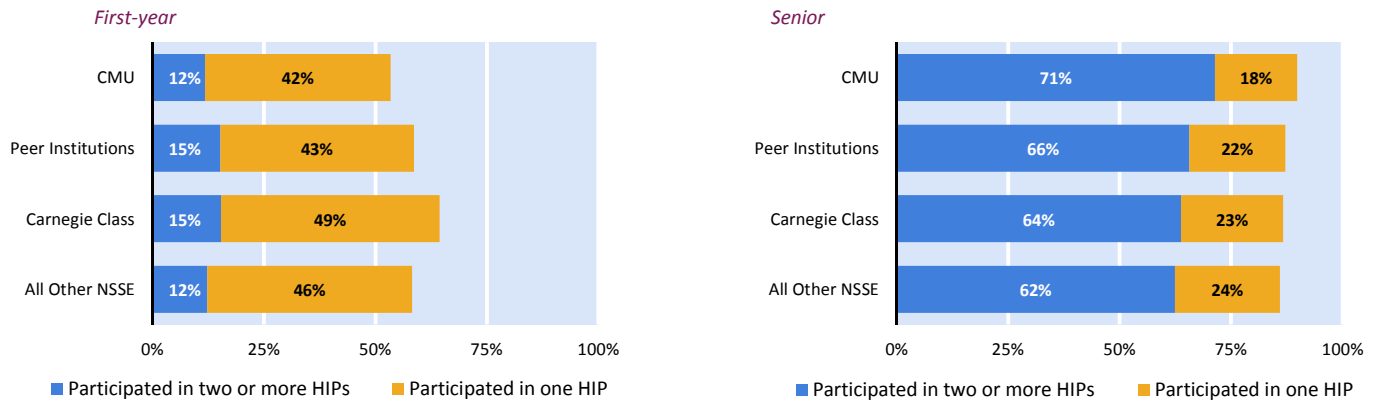
Statistical Comparisons

The table below compares the percentage of your students who participated in a High-Impact Practice, including the percentage who participated overall (at least one, two or more), with those at institutions in your comparison groups.

	CMU	Peer Institutions		Carnegie Class		All Other NSSE	
First-year	%	%	Effect size [a]	%	Effect size [a]	%	Effect size [a]
11c. **Learning Community**	14	23 ***	-.24	19 ***	-.14	16	-.05
12. **Service-Learning**	50	48	.03	58 ***	-.17	52	-.05
11e. **Research with Faculty**	4	5 *	-.08	6 **	-.13	6 **	-.10
Participated in at least one	53	59 **	-.11	64 ***	-.22	58 **	-.10
Participated in two or more	12	15 **	-.10	15 **	-.11	12	-.02
Senior							
11c. **Learning Community**	36	30 ***	.13	27 ***	.20	25 ***	.25
12. **Service-Learning**	67	61 ***	.13	66	.01	61 ***	.12
11e. **Research with Faculty**	24	26	-.05	24	.02	25	.00
11a. **Internship or Field Exp.**	56	53 *	.07	51 ***	.10	51 ***	.10
11d. **Study Abroad**	16	18	-.05	14	.04	15	.04
11f. **Culminating Senior Exp.**	53	49 **	.09	48 ***	.11	46 ***	.14
Participated in at least one	90	87 **	.08	87 **	.10	86 ***	.12
Participated in two or more	71	66 ***	.12	64 ***	.16	62 ***	.19

Note. Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project.

a. Cohen's h: The standardized difference between two proportions. Effect size indicates the practical importance of an observed difference. NSSE research finds for service-learning, internships, study abroad, and culminating senior experiences, an effect size of about .2 may be considered small, .5 medium, and .8 large. For learning community and research with faculty, an effect size of about .1 may be considered small, .3 medium, and .5 large (Rocconi & Gonyea, 2015).

$*p < .05, **p < .01, ***p < .001$ (z-test comparing participation rates).

Note. All results weighted by institution-reported sex and enrollment status (and by institution size for comparison groups).

Rocconi, L., & Gonyea, R. M. (2015). Contextualizing student engagement effect sizes: An empirical analysis. Paper presented at the Association for Institutional Research Annual Forum, Denver, CO.

First-year Students

The figures below display further details about each High-Impact Practice for your first-year students and those of your comparison groups.

Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.

Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	14%	27%	36%	24%
Peer Institutions	23%	23%	26%	28%
Carnegie Class	19%	29%	27%	25%
All Other NSSE	16%	26%	30%	28%

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

Group	Most or all	Some	None
CMU	6%	43%	50%
Peer Institutions	6%	42%	52%
Carnegie Class	9%	49%	42%
All Other NSSE	8%	44%	48%

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

Group	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	4%	31%	38%	27%
Peer Institutions	5%	34%	37%	24%
Carnegie Class	6%	35%	36%	22%
All Other NSSE	6%	35%	37%	22%

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Seniors

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Learning Community

Which of the following have you done or do you plan to do before you graduate?

Participate in a learning community or some other formal program where groups of students take two or more classes together.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	36%	7%	9%	48%
Peer Institutions	30%	7%	9%	53%
Carnegie Class	27%	10%	12%	50%
All Other NSSE	25%	9%	12%	54%

Service-Learning

About how many of your courses at this institution have included a community-based project (service-learning)?

	Most or all	Some	None
CMU	11%	56%	33%
Peer Institutions	9%	51%	39%
Carnegie Class	12%	54%	34%
All Other NSSE	11%	50%	39%

Research with a Faculty Member

Which of the following have you done or do you plan to do before you graduate?

Work with a faculty member on a research project.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	24%	10%	11%	54%
Peer Institutions	26%	11%	13%	50%
Carnegie Class	24%	14%	15%	48%
All Other NSSE	25%	13%	15%	48%

Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Seniors (continued)

The figures below display further details about each High-Impact Practice for your seniors and those of your comparison groups.

Internship or Field Experience

Which of the following have you done or do you plan to do before you graduate?

Participate in an internship, co-op, field experience, student teaching, or clinical placement.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	56%	26%	4%	14%
Peer Institutions	53%	23%	6%	18%
Carnegie Class	51%	23%	8%	19%
All Other NSSE	51%	23%	8%	18%
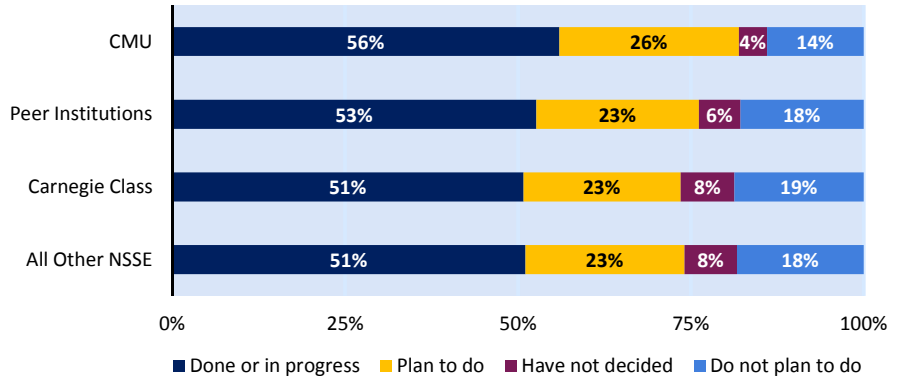
Study Abroad

Which of the following have you done or do you plan to do before you graduate?

Participate in a study abroad program.

	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	16%	6%	8%	71%
Peer Institutions	18%	7%	10%	66%
Carnegie Class	14%	9%	12%	64%
All Other NSSE	15%	8%	12%	66%
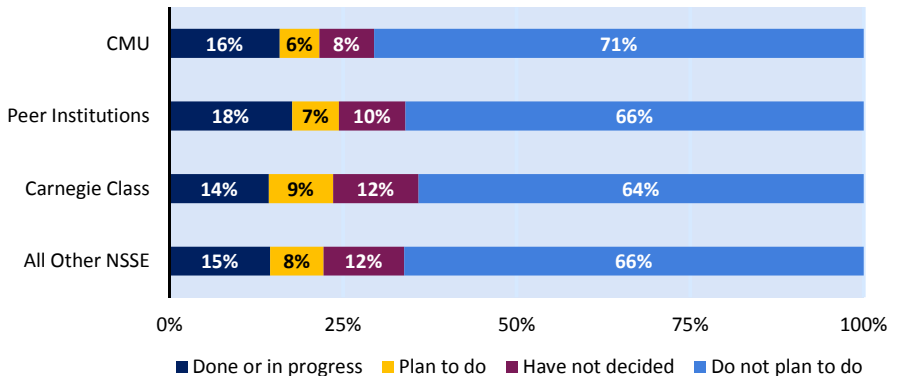
Culminating Senior Experience

Which of the following have you done or do you plan to do before you graduate?

Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.).

	Done or in progress	Plan to do	Have not decided	Do not plan to do
CMU	53%	19%	6%	22%
Peer Institutions	49%	21%	9%	22%
Carnegie Class	48%	24%	9%	19%
All Other NSSE	46%	23%	9%	21%
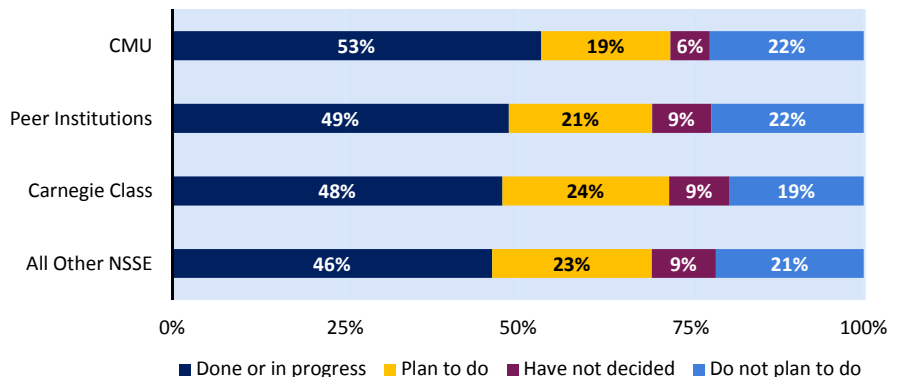
Note: Results weighted by institution-reported sex and enrollment status (and institutional size for comparison groups).

Participation in High-Impact Practices by Student Characteristics

The table below displays the percentage of your students who participated in each HIP by selected student characteristics. Examining participation rates for different groups offers insight into how engagement varies within your student population.

	First-year			Senior					
	Learning Community	Service-Learning	Research with Faculty	Learning Community	Service-Learning	Research with Faculty	Internship or Field Experience	Study Abroad	Culminating Senior Experience
Sex[a]	%	%	%	%	%	%	%	%	%
Female	18	48	4	42	70	25	57	19	53
Male	9	51	4	30	63	23	54	12	54
Race/ethnicity or international[a]									
American Indian or Alaska Native	—	—	—	—	—	—	—	—	—
Asian	—	—	—	25	55	36	33	42	45
Black or African American	19	64	6	50	51	26	71	17	57
Hispanic or Latino	20	59	0	48	81	35	55	29	71
Native Hawaiian/Other Pac. Islander	—	—	—	—	—	—	—	—	—
White	15	47	4	38	68	24	57	16	53
Other	—	—	—	—	—	—	—	—	—
Foreign or nonresident alien	12	65	4	19	75	13	24	25	35
Two or more races/ethnicities	11	50	0	29	59	41	47	19	35
Age									
Traditional (FY < 21, Seniors < 25):	16	48	4	40	68	26	57	18	55
Nontraditional (FY 21+, Seniors 25+)	20	56	0	26	64	17	47	7	44
First-generation[b]									
Not first-generation	19	50	3	39	69	29	56	21	56
First-generation	12	46	4	36	65	19	56	12	51
Enrollment status[a]									
Not full-time	—	—	—	24	61	22	60	11	48
Full-time	15	49	4	39	68	25	55	17	54
Residence									
Living off campus	16	52	5	36	68	25	56	16	53
Living on campus	16	48	3	58	60	26	55	25	59
Major category[c]									
Arts & humanities	20	39	0	19	51	30	43	22	63
Biological sciences, agriculture, natural res.	23	46	9	19	45	45	49	18	43
Physical sciences, math, computer science	13	50	0	40	45	36	45	10	38
Social sciences	8	52	6	29	73	40	43	18	44
Business	15	46	5	50	60	17	69	18	67
Communications, media, public relations	9	49	0	24	70	17	68	17	79
Education	18	47	2	52	82	13	61	23	55
Engineering	6	32	3	26	36	27	56	3	53
Health professions	23	52	3	46	71	25	50	14	37
Social service professions	10	50	0	49	84	8	73	16	62
Undecided/undeclared	7	47	0	—	—	—	—	—	—
Overall	14	50	4	36	67	24	56	16	53

Notes: Percentage of students who responded "Done or in progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. Percentages are not reported (—) for row categories containing fewer than 10 students. Results are unweighted, except for overall percentages which are weighted by sex and enrollment status.

a. Institution-reported variable.

b. Neither parent holds a bachelor's degree.

c. These are NSSE's default related-major categories, based on first major if more than one was reported. Institution-customized major categories will be included on the *Major Field Report*, to be released in the fall. Excludes majors categorized as "all other."

Appendices

NSSE 2015
Selected Comparison Groups

Central Michigan University

Customized Comparison Groups
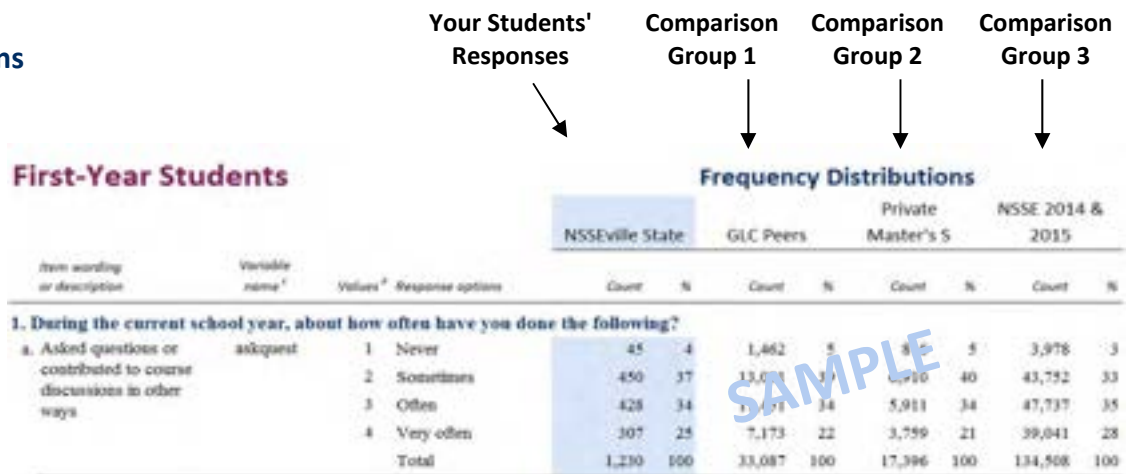
The NSSE *Institutional Report* displays core survey results for your students alongside those of three comparison groups. In May, your institution was invited to customize these groups via the "Report Form" on the Institution Interface. This report summarizes how your comparison groups were constructed and lists the institutions within them.

NSSE comparison groups may be customized by (a) identifying specific institutions from the list of all 2014 and 2015 NSSE participants, (b) composing the group by selecting institutional characteristics, or (c) a combination of these. Institutions that choose not to customize receive default groups[a] that provide relevant comparisons for most institutions.

Institutions that appended additional question sets in the form of topical modules or through consortium participation were also invited to customize comparison groups for the corresponding reports by choosing from the institutions where the question sets were administered. The default for these groups is all other 2014 (if applicable) and 2015 institutions where the questions were included. Please note: Comparison groups for additional question sets (topical modules and consortium questions) are documented within those reports.

Report Comparisons

Comparison groups are located in the institutional reports as illustrated in the mock report at right. In this example, the three groups are "GLC Peers," "Private Master's S," and "NSSE 2014 & 2015."

Reading This Report

This report consists of three sections that provide details for each of your comparison groups, illustrated at right.

Comparison Group Name
The name assigned to the comparison group is listed here.

How Group was Constructed
Indicates whether your group was drawn from a list, built based on criteria, or is the default group. If institutional characteristics were used to build your comparison group, they are listed here.

Institution List
The names, cities and states or provinces of the comparison institutions are listed for your reference. NSSE 2014 participants are identified with an asterisk.

---

a. The default groups are:

Comparison Group 1: For institutions not in a NSSE consortium, this group contains 2014 and 2015 NSSE institutions in the same geographic region and sector (public/private). For consortium institutions, it contains results for the other 2014 (if applicable) and 2015 consortium members.

Comparison Group 2: All other 2014 and 2015 U.S. NSSE institutions sharing your institution's Basic Carnegie Classification. (Canadian institutions are not classified by the Carnegie Foundation, and must identify a comparison group.)

Comparison Group 3: All other 2014 and 2015 U.S. NSSE institutions (2014 and 2015 Canadian participants are also included in this group for Canadian institutions).

Comparison Group 1: Peer Institutions

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/18/15
How was this comparison group constructed?	Your institution customized this comparison group by selecting from the list of all 2014 and 2015 NSSE participants.
Group description	No description provided

Peer Institutions (N=9)

Ball State University (Muncie, IN)

Bowling Green State University (Bowling Green, OH)

East Carolina University (Greenville, NC)

Eastern Michigan University (Ypsilanti, MI)*

James Madison University (Harrisonburg, VA)*

Kent State University (Kent, OH)*

Miami University-Oxford (Oxford, OH)

Northern Illinois University (Dekalb, IL)

Ohio University (Athens, OH)*

Comparison Group 2: Carnegie Class

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/18/15
How was this comparison group constructed?	Your institution retained the default comparison group (Carnegie Classification). Your default group is: Basic Classification (DRU)
Group description	All other current- and prior-year NSSE institutions sharing your institution's Basic Carnegie Classification "DRU: Doctoral/Research Universities"

Carnegie Class (N=47)

Adelphi University (Garden City, NY)	Texas A&M University - Corpus Christi (Corpus Christi, TX)
American University (Washington, DC)*	Texas A&M University-Kingsville (Kingsville, TX)
Andrews University (Berrien Springs, MI)	Trevecca Nazarene University (Nashville, TN)
Ashland University (Ashland, OH)	University of La Verne (La Verne, CA)
Barry University (Miami, FL)	University of North Carolina at Charlotte (Charlotte, NC)*
Benedictine University (Lisle, IL)	University of Puerto Rico-Mayaguez (Mayaguez, PR)*
Biola University (La Mirada, CA)	University of San Diego (San Diego, CA)
Bowie State University (Bowie, MD)*	University of San Francisco (San Francisco, CA)
Capella University (Minneapolis, MN)	University of St. Thomas (Saint Paul, MN)*
Cardinal Stritch University (Milwaukee, WI)	University of West Florida, The (Pensacola, FL)*
DePaul University (Chicago, IL)	Widener University (Chester, PA)
East Carolina University (Greenville, NC)	Wilmington University (New Castle, DE)
East Tennessee State University (Johnson City, TN)*	
Florida A&M University (Tallahassee, FL)*	
Georgia Southern University (Statesboro, GA)	
Hofstra University (Hempstead, NY)*	
Immaculata University (Immaculata, PA)*	
Indiana University of Pennsylvania (Indiana, PA)*	
Inter American University of Puerto Rico-Metro (San Juan, PR)	
Lynn University (Boca Raton, FL)	
Maryville University of Saint Louis (Saint Louis, MO)*	
Middle Tennessee State University (Murfreesboro, TN)*	
Morgan State University (Baltimore, MD)	
North Carolina Agricultural & Technical State University (Greensboro, NC)*	
Oakland University (Rochester Hills, MI)*	
Our Lady of the Lake University-San Antonio (San Antonio, TX)	
Pace University (New York, NY)	
Pepperdine University (Malibu, CA)*	
Regent University (Virginia Beach, VA)	
Seton Hall University (South Orange, NJ)	
St. John Fisher College (Rochester, NY)	
St. John's University-New York (Queens, NY)*	
SUNY College of Environmental Science and Forestry (Syracuse, NY)*	
Tennessee State University (Nashville, TN)	
Texas A&M University - Commerce (Commerce, TX)*	

*2014 participant

From Benchmarks to Engagement Indicators and High-Impact Practices

NSSE
national survey of student engagement

Sets of related survey items are now organized into ten *Engagement Indicators,* which are grouped within four themes adapted from NSSE's former Benchmarks of Effective Educational Practice. Forty-seven survey items are included in the Engagement Indicators (see reverse side). In addition, six items from the former Enriching Educational Experiences benchmark are now reported separately as *High-Impact Practices.*

NSSE Benchmarks 2000 - 2012	Key Changes	Engagement Indicators
Level of Academic Challenge	Expanded to focus on distinct dimensions of academic effort, including new topics of interest. In addition, key items on reading, writing, and study time will be reported in this theme.	**Higher-Order Learning** **Reflective & Integrative Learning** **Learning Strategies** **Quantitative Reasoning** *Theme: Academic Challenge*
Active and Collaborative Learning	Modified to emphasize student-to-student collaboration. Updated diversity items from Enriching Educational Experiences have been moved here.	**Collaborative Learning** **Discussions with Diverse Others** *Theme: Learning with Peers*
Student-Faculty Interaction	The updated Student-Faculty Interaction indicator is joined by a second measure about effective teaching practices.	**Student-Faculty Interaction** **Effective Teaching Practices** *Theme: Experiences with Faculty*
Supportive Campus Environment	Expanded to focus separately on interactions with key people at the institution and perceptions of the institution's learning environment.	**Quality of Interactions** **Supportive Environment** *Theme: Campus Environment*

High-Impact Practices

Enriching Educational Experiences	Selected items are reported separately as *High-Impact Practices.* Items measuring discussions with diverse others were moved to the Learning with Peers theme.	• Learning Community • Internship or Field Experience • Service-Learning • Study Abroad • Research with a Faculty Member • Culminating Senior Experience

Engagement Indicators and Items

Academic Challenge

Higher-Order Learning

During the current school year, how much has your coursework emphasized the following:

- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning

During the current school year, how often have you:

- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies

During the current school year, how often have you:

- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning

During the current school year, how often have you:

- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning

During the current school year, how often have you:

- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others

During the current school year, how often have you had discussions with people from the following groups:

- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction

During the current school year, how often have you:

- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices

During the current school year, to what extent have your instructors done the following:

- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions

Indicate the quality of your interactions with the following people at your institution:

- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (registrar, financial aid, etc.)

Supportive Environment

How much does your institution emphasize the following:

- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your non-academic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues
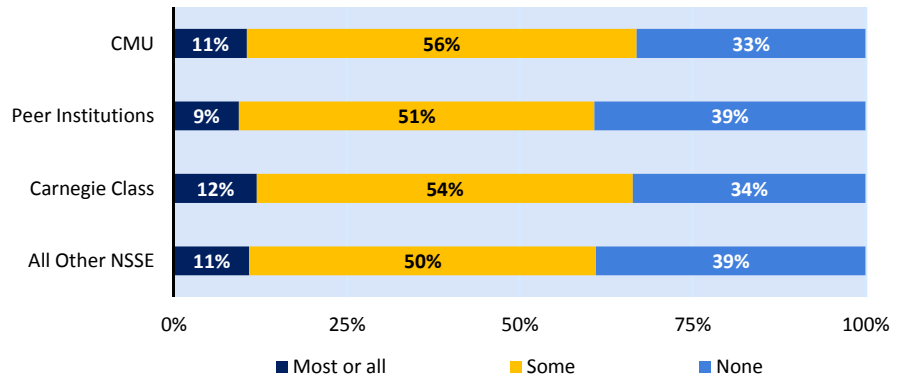
High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?

- Participate in a learning community or some other formal program where groups of students take two or more classes together
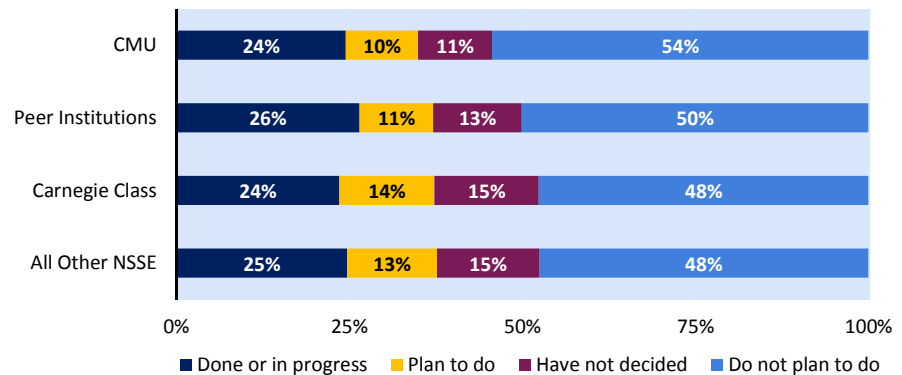- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)

- *About how many of your courses at this institution have included a community-based project (service-learning)?*

Comparison Group 3: All Other NSSE

This section summarizes how this group was identified, including selection criteria and whether the default group was used. This is followed by the resulting list of institutions in this group.

Date submitted	5/18/15
How was this comparison group constructed?	Your institution retained the default comparison group (NSSE 2014 and 2015 U.S. institutions).
Group description	All other current- and prior-year NSSE institutions

All Other NSSE (N=963)

All other NSSE 2014 and 2015 U.S. participants

View list at nsse.indiana.edu/pdf/nsse2014and2015_list.pdf

Criterion 3 Evidence
OIA

CMU
CENTRAL MICHIGAN UNIVERSITY

Central Link
Put your **STAMP** *on the* **WORLD**

About Us

The Office of International Affairs is the focal point for international activities at Central Michigan University. Our friendly and knowledgeable staff is always ready to assist you.

Office of International Affairs Staff

- William Holmes, Executive Director
- Tracy Nakajima, Director International Student & Scholar Services
- Emily Liu, Director International Recruitment
- Megan Doerr, Recruiter
- Megan Hofer, International Student Advisor
- Lindsay Barron, International Scholar Advisor
- Carolyn Glacken, SEVIS Coordinator
- Gina Carman, Executive Administrative Assistant
- Lynn Greiff, Administrative Secretary
- Evelyn Seitz, Administrative Secretary
- Donna Mayes, Receptionist, Secretary

International Affairs

- About Us
- Student Services
- Internationalization
- International Faculty Services
- International Undergraduate Admissions
- International Student Statistics

Office of International Affairs
330 Ronan Hall
Mount Pleasant, MI USA 48859

Email: intlapp@cmich.edu
Phone: 001 (989) 774-4308
Fax: 001 (989) 774-3690

Office Hours:
Monday-Friday, 8:00 a.m.-5:00 p.m. EST

INTL Undergraduate Orientation fee

INTL Graduate Orientation Fee

APPLY NOW

International Undergraduate Admissions

At Central Michigan University, we pride ourselves on providing all students with a supportive learning and social environment. CMU provides an excellent home base for students to explore global perspectives and enriched educational experiences.

- Watch Saudi Arabia native Ibrahim Neyazmuhammed describe his experience and what he will miss about CMU.

Here you will find everything you need to explore academic programs and English language training, discover campus life and the Mount Pleasant Community, and learn how to get started on making your CMU education a reality.

Application Deadlines:

- May 1 - Fall session; August to December
- November 1 - Spring session; January to May
- March 1 - Summer session; May to August

Learn more about:

- Undergraduate Programs
- Graduate Programs
- Tuition and Fees-Undergraduate Level
- Undergraduate Bridge Program
- English Language Institute
- TOEFL Exempt Countries

International Undergraduate Admissions

- Getting Started
- Academics
- Pre-Arrival Information
- University Life
- Mount Pleasant Community
- Frequently Asked Questions
- Contact Us

Office of International Affairs
330 Ronan Hall
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Phone: 001 (989) 774-4308
Fax: 001 (989) 774-3690
Office Hours:
Monday-Friday, 8:00 a.m.-5:00 p.m. EST

Start My Application Now

International Student Services

Welcome to the Student Services section of our website!

Current CMU International Students can find helpful information on our services, immigration rules and regulations, links to the international community at CMU and to additional resources that are helpful to international students as they pursue their studies and maintain lawful status in the United States.

Criterion 3 Evidence
OID Major Events

CMU
CENTRAL MICHIGAN
UNIVERSITY

CELEBRATING LIFE

27th Annual
POW WOW

MARCH 19-20, 2016
OPEN TO THE PUBLIC

MCGUIRK ARENA IN THE CMU EVENTS CENTER
(360 E. Broomfield Rd., Mount Pleasant, MI 48859)

DIGNITARIES:
MC - Jason Whitehouse
ARENA DIRECTOR -
    Dave Shananaquet
HEAD VETERAN - George Martin
HOST DRUM - Smokeytown
HEAD FEMALE DANCE JUDGE -
    Grace Pushetonequa
HEAD MALE DANCE JUDGE -
    Nigel Schuyler

GRAND ENTRIES:
Saturday - 1 p.m. and 7 p.m.
Sunday - Noon
Doors open to public at 11 a.m.

ADMISSION:
ADULTS - $10 • **ELDERS** - $7 • **YOUTH** - $7
SCIT MEMBERS (with ID) - Free
CMU STUDENTS (with ID) - Free
CHILDREN (4 years and under) - Free
WEEKEND PASS - $15

SPONSORED BY:
American Indian Science and Engineering
    Society (AISES)
North American Indigenous Student
    Organization (NAISO)
Office of Native American Programs
Central Michigan University
Saginaw Chippewa Indian Tribe
College of Science and Technology
College of Humanities and Social and
    Behavioral Sciences
Vice President for Finance &
    Administrative Service
College of Medicine
Office of the President
Residences & Auxiliary Services
College of Communication and Fine Arts
College of Education and Human Services
Office of the Vice President and Provost
CMU Athletics
Office for Institutional Diversity
Vice President of Enrollment &
    Student Services

FEATURING MORE THAN 20 ARTS AND CRAFT VENDORS

FOR MORE INFO:
Native American Programs
989-774-2508

cmich.edu/powwow

MULTICULTURAL ACADEMIC STUDENT SERVICES

HISPANIC

HERITAGE MONTH

2015

9/16 HISPANIC HERITAGE MONTH KICK-OFF
MEET & GREET
CENTER FOR INCLUSION & DIVERSITY, UC 108, 4PM

9/19 ZUMBA-THON, STUDENT ACTIVITIES CENTER
SPONSORED BY SIGMA LAMBDA GAMMA SORORITY
MAC GYM #1, 1PM-4PM

9/21 HISPANIC HERITAGE MONTH FOOD TASTER
FEATURING SALSA LESSONS BY CMU'S VERY OWN "LT"
UC ROTUNDA, 5PM, $5 FOR STUDENTS, $7 FOR GENERAL PUBLIC

9/21 MOVIE NIGHT: SELENA
SPONSORED BY EMPOWERED LATINO UNION
WESLEY FOUNDATION, 1400 S. WASHINGTON ST, 7PM

9/29 HISPANIC HERITAGE MONTH PANEL DISCUSSION
INDEPENDENCE DAY
SPONSORED BY EMPOWERED LATINO UNION LIBRARY AUDITORIUM, 7PM

9/30 HISPANIC HERITAGE RECOGNITION EVENT
AND CESAR E. CHAVEZ COMMEMORATIVE DINNER
LANSING, MICHIGAN, 7PM

10/1 SOUP & SUBSTANCE
SPONSORED BY THE OFFICE OF DIVERSITY EDUCATION
UC ROTUNDA, 12PM

10/1 "AN ARGENTINE DANCE EXPERIENCE"
SPONSORED BY THE OFFICE OF DIVERSITY EDUCATION
UC ROTUNDA, 1PM-5PM

10/2 CAREER INFORMATION SESSION
SPONSORED BY CMU LATINO ALUMNI CHAPTER
UC AUDITORIUM, 2PM

10/5 MOVIE NIGHT: MACFARLAND USA
SPONSORED BY EMPOWERED LATINO UNION
WESLEY FOUNDATION, 1400 S. WASHINGTON ST, 7PM

10/7 HHM KEYNOTE SPEAKER: ERNIE G
CO-SPONSORED WITH CMU PROGRAM BOARD
UC ROTUNDA, 7PM

10/12 MOVIE NIGHT: CESAR CHAVEZ
SPONSORED BY EMPOWERED LATINO UNION
WESLEY FOUNDATION, 1400 S. WASHINGTON ST, 7PM

PRESENTED BY MASS ON THE CAMPUS OF CENTRAL MICHIGAN UNIVERSITY

BLACK HISTORY MONTH

FEBRUARY 2016

MULTICULTURAL ACADEMIC STUDENT SERVICES

MONDAY FEBRUARY 1
RASHEED ALI CROMWELL
"BLACK TO THE FUTURE: DIVINE NINE
NEXT GENERATION"
7PM ANSPACH 161
SPONSORED
BY THE OFFICE OF STUDENT ACTIVITIES & INVOLVEMENT

WEDNESDAY FEBRUARY 3
BLACK TOWN HALL MEETING
7PM UC AUDITORIUM
SPONSORED BY
CMU NAACP

MONDAY FEBRUARY 4
"THE DETROIT SCHOOL BUSING CASE:
MILLIKEN V. BRADLEY AND
THE CONTROVERSY OVER DESEGREGATION"
7PM PARK LIBRARY AUDITORIUM
SPONSORED BY
THE CLARKE HISTORICAL LIBRARY

MONDAY FEBRUARY 8
"UNSUNG HEROES"
7PM UC MAROON ROOM
SPONSORED BY
CMU NAACP

TUESDAY FEBRUARY 9
DOCUMENTARY SHOWING
"THE COLOR OF FRIENDSHIP" AND "HIDDEN COLORS"
11AM & 1PM
CENTER FOR INCLUSION & DIVERSITY (UC 108)
SPONSORED BY
THE ORGANIZATION FOR BLACK UNITY

WEDNESDAY FEBRUARY 10
ANNUAL BLACK HISTORY MONTH FOOD TASTER
5PM UC ROTUNDA
$5 FOR STUDENTS
$7 FOR GENERAL PUBLIC

WEDNESDAY FEBRUARY 10
"THE MAKING OF A SLAVE"
THE WILLIE LYNCH LETTER
7PM PARK LIBRARY AUDITORIUM
SPONSORED BY CMU NAACP

THURSDAY FEBRUARY 11
CELEBRATION OF BLACK EXCELLENCE
5PM UC MACKINAW
SPONSORED BY CMU NAACP

THURSDAY FEBRUARY 11
"THE AMERICAN SCENE-SUITE NO.5"
7:30PM STAPLES FAMILY CONCERT HALL
MUSIC BUILDING
SPONSORED BY
THE SCHOOL OF MUSIC

FRIDAY FEBRUARY 12
NAACP'S EMANCIPATION CELEBRATION
FOUNDER'S DAY
5PM UC MACKINAW

MONDAY FEBRUARY 15
BLACK HISTORY MONTH KEYNOTE SPEAKER
JULLIEN GORDON
7PM UC ROTUNDA

WEDNESDAY FEBRUARY 17
TUNES @ NOON
12PM UC STUDENT LOUNGE
SPONSORED BY 1892 PRODUCTIONS

THURSDAY FEBRUARY 18
"JAZZ NIGHT"
8PM UC ROTUNDA
SPONSORED BY 1892 PRODUCTIONS

FRIDAY FEBRUARY 19
IMPACT YOUR LIFE TALENT SHOW:
GLORIFYING GOD WITH THE GIFTS HE GAVE US
7PM PEARSE 128
SPONSORED BY 1892 PRODUCTIONS

SATURDAY FEBRUARY 20
MULTICULTURAL STUDENT LEADERSHIP CONFERENCE
10AM BOVEE UNIVERSITY CENTER
SPONSORED BY
THE OFFICE FOR INSTITUTIONAL DIVERSITY

TUESDAY FEBRUARY 23
BLACK HISTORY MONTH FAMILY FEUD
7PM PARK LIBRARY AUDITORIUM
SPONSORED BY
THE NATIONAL SOCIETY OF BLACK ENGINEERS
& ORGANIZATION FOR BLACK UNITY

WEDNESDAY FEBRUARY 24
"WHAT WOULD YOU DO? DONUTS & DISCUSSION"
7PM KULHAVI 141
SPONSORED BY
COLLECTIVE ACTION FOR CULTURAL UNITY

THURSDAY FEBRUARY 25
SOUL TRAIN
7PM KULHAVI 141 & 142
SPONSORED BY JUSTUS LEAGUE

FRIDAY FEBRUARY 26
BLACK HISTORY MONTH MOVIE SHOWING "SELMA"
7PM PLACHTA AUDITORIUM
CO-SPONSORED WITH
THE PRESIDENT'S OFFICE &
UNIVERSITY EVENTS

MONDAY FEBRUARY 29
"STRAIGHT OUTTA GREENWOOD"
7PM UC TERRACE ROOMS
SPONSORED BY
ALPHA PHI ALPHA & MEN ABOUT CHANGE

Criterion 3 Evidence
Ombuds Office

CMU
CENTRAL MICHIGAN
UNIVERSITY
| **Student Ombuds Office**

Student OMBUDS Home

When seeking solutions, students should always start at the source (e.g., their instructor, their advisor, their roommate, etc.). If you are unable to resolve the issue directly with the party involved, advance to the next level of appeal (Department Chair, Dean, Director, etc.).

Most of the time, the student finds resolution through these normal academic or administrative channels. Academic advisers, department heads and deans can help you resolve problems that occur. Sometimes you may not know what the "normal" administrative channel is. That is when the Student Ombuds may help.

The Student Ombuds

- provides a safe place to discuss issues
- may assist in clarifying issues and answer questions
- explain university policy and procedures
- provide information regarding campus resources
- suggest referrals
- brainstorm and explore options
- track trends and general issues

The Student Ombuds does NOT

- Advocate for any individual or group
- Make decisions for you
- Offer legal advice
- Hear formal complaints
- Participate in any formal process
- Maintain records

Notice: The Student Ombuds function is not a university office of notice. The office will not receive formal complaints to be investigated and processed within the existing university procedures. However, the Ombuds can refer students to a university office that does receive formal complaints.

Student Ombuds Office

Report A Concern

Frequently Asked Questions

Code of Student Rights

Incomplete and Deferred Grades

Contact Us

Criterion 3 Evidence
On-Campus Enrollment Profiles and Projections Fall 2015

CMU
CENTRAL MICHIGAN UNIVERSITY

On-Campus
Enrollment
Profiles and Projections
Fall 2015

Institutional Research
Central Michigan University
Mt Pleasant Michigan

October 2015

AN OVERVIEW OF CMU'S ON-CAMPUS ENROLLMENT
FALL 2015
Summary

This report contains information about the on-campus enrollment at CMU in fall 2015.

- The official fall headcount is 19,549. This is a decrease of 309 (1.56%) students over last fall.

- The number of undergraduates 17,265 is down 2.81% from last fall; the number of graduate students is 2,284, an increase of 190 (9.07%).

- The number of *new* freshmen is 3,443 a decrease of 330 (8.75%) from last fall's number.

- The Student Credit Hour (SCH) total for fall 2015 is 259,220, a decrease of 3,426 from the SCH for fall 2014. The average SCH per student remained the same.

- The one-year retention rate of fall 2014 new freshmen was 78.2%

- The number of new transfer students is 1,151, an increase from 1,091 the previous year.

- Just over ninety-three percent of first-time freshmen (FTIACs) are from Michigan.

- Minority student enrollment is 14% of the student population.

- The number of international students increased by 106 (9.96%) to 1,170.

- 55% of undergraduates, 53% of graduate students, and 59% of new freshmen are female.

To obtain copies of these reports, please contact the Office of Institutional Research at 989-774-3933. More detailed enrollment information is available on the Institutional Research website.

Enrollment Numbers

ON-CAMPUS STUDENT PROFILE
FALL 2015

The number of students registered for on-campus classes this fall is 19,549, a decrease of 309 from last fall. The 19,549 on-campus students enrolled for a total of 259,220 SCH's. This was a decrease of 3,426 SCH's from the 262,646 SCH's for last fall. Of these SCH's, 231,918 were for undergraduates and 27,302 were for graduate students.

Of the 17,265 undergraduates, 4,326 are freshmen, 4,049 are sophomores, 3,440 are juniors and 5,450 are seniors. There are 402 fewer freshmen enrolled for classes this fall than last fall, 622 more sophomores, 295 fewer juniors, and 424 fewer seniors. Over 4,600 undergraduates are attending CMU for the first time. There are 3,443 new freshmen, a decrease of 330 from last year. There are 1,151 new transfer students, an increase of 60 from last year. The other new undergraduate students are guests, non-degree students, or high school concurrent students. Among the graduate students, 1,618 are continuing graduate students while 666 are new graduate students.

Of the undergraduate students, 19.5 percent are enrolled for 16 or more credit hours, 67 percent for 12-15 SCH, 11.5 percent for 6-11 SCH, and 2.1 percent are taking 5 or fewer hours. Of the graduate students, 65.6 percent are enrolled for 9 or more credit hours, 21.4 percent for 6-8 SCH, 1.5 percent for 4 or 5 SCH, and 11.4 percent are taking 3 or fewer hours this semester.

Women represent 55 percent of undergraduate students, while 53.2 percent of graduate students are women. The average age of undergraduate students is 21 years, while the average age of graduate students is 28 years.

This fall the number of minority students on campus is 2,743; 1,427 African-American, 337 American Indian/Alaskan Native, 364 Asian/Pacific Islander, and 615 Hispanic. The percentage of minority students on campus this fall, 14 percent, is an increase from last fall's percentage of 12.6. Of the minority students, 2,534 are undergraduates, while 209 are graduate students. There are also 1,170 international students on campus this fall, an increase of 106 from last year's total of 1064.

CMU has students enrolled from every county in Michigan. The greatest numbers of students come from Oakland County 2,765, followed by Wayne with 1,763, Macomb with 1,460, and Kent with 974. The counties with the fewest number of enrolled students are Keweenaw with 1 student, Gogebic with 4, Baraga with 6, Ontonagon and Luce with 8 each. Of those students whose home address is out of Michigan, 1,183 are students from foreign countries and 967 are from other states and territories. This fall we have a total of 46 states represented among on-campus students. The states with the greatest number of on-campus students are Illinois with 383, Ohio with 84, and Indiana with 80. This fall we have 63 countries represented. The greatest numbers of international students are from Saudi Arabia (357), India (313) and China (248).

Of the undergraduate students, 55.1 percent have a signed major. For seniors, 97.4 percent have signed their major, and 91.1 percent of juniors have. However, only 24.3 percent of sophomores and 2 percent of freshmen have signed majors. The most popular signed majors are Psychology (589), Marketing (466), Logistics Management (355), and Accounting (341).

The number of new freshmen, 3,443 is a decrease of 330 from fall of 2014. Of these new freshmen, 224 are from other states and U.S. territories, while 9 are from foreign countries. The greatest numbers of new freshmen come from the following high schools: Mt. Pleasant High School (48), Lake Orion Community High School (42), Eisenhower Senior High School (39), Rockford Senior High School (37) and Clarkston Senior High School (34). Of the new freshmen, 41 percent are male and 59 percent are female. Minority students are 19.8 percent of the new freshmen. The average ACT composite score for entering new freshmen in fall 2015 is 22.9, up from 22.7 for the fall 2014 freshmen. The percent of new freshmen with ACT composite scores of 27 and above is 17.3 percent. The average high school GPA of this year's new freshman class is 3.37, up from the fall 2014 freshman class.

Of the 1,151 new transfer students 1,064 are from Michigan. Among transfer students, 51 percent are male, 49 percent female; 15.1 percent minority, and 84.9 percent non-minority. The counties with the largest number of transfers to CMU are Oakland (121), Wayne (80), Isabella (77) and Macomb (61).

Enrollment Comparisons 2014-2015				
	Fall 2014	**Fall 2015**	**Difference**	**Percent Change**
Undergraduate Students	17,764	17,265	(499)	-2.81%
Graduate Students	2,094	2,284	190	9.07%
Students Enrolled at More than One Level	20	18	(2)	-10.00%
Unduplicated Total	19,858	19,549	(309)	-1.56%
FTIAC's (old definition)	3,684	3,383	(301)	-8.17%
Summer entrants	75	40	(35)	-46.67%
Former HS concurrents	14	20	6	42.86%
FTIAC's (new definition)	3,773	3,443	(330)	-8.75%
New Transfers	1,091	1,151	60	5.50%
Freshmen	4,728	4,326	(402)	-8.50%
Sophomores	3,427	4,049	622	18.15%
Juniors	3,735	3,440	(295)	-7.90%
Seniors	5,874	5,450	(424)	-7.22%
Graduate Certificates	10	25	15	150.00%
Masters	1,463	1,503	40	2.73%
Specialists	8	8	0	0.00%
Doctoral	613	748	135	22.02%
African American	1,321	1,427	106	8.02%
American Indian/Alaskan Native	285	337	52	18.25%
Asian	303	332	29	9.57%
Hawaiian/Pacific Islander	26	32	6	23.08%
Hispanic	568	615	47	8.27%
White	15,577	15,112	(465)	-2.99%
Unknown	714	524	(190)	-26.61%
Foreign National	1,064	1,170	106	9.96%
Female	10,739	10,703	(36)	-0.34%
Male	9,119	8,846	(273)	-2.99%

New Freshmen (FTIACs), Fall 2015

In Fall 1996, Institutional Research changed its method of counting new freshmen (FTIACs). For consistency with the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) definition, Institutional Research now includes students who entered CMU in the summer as well as students who had previously taken courses at CMU while in high school. These students had not been previously counted as new freshmen.

By the older method of counting FTIACs, there were 3,383 first time freshmen at CMU this fall. An additional 60 students were counted as FTIACs due to the change in procedure. On most reports, the Fall 2015 FTIAC number is given as 3,443. However, on some historical reports, in order to preserve data consistency, the older method resulting in a number of 3,383 has been used.

Ethnicity	Traditional	Summer	Former HS	TOTAL
Hawaiian/Pacific Islander	11	0	0	11
Black/African American	367	11	0	378
American Indian/Alaskan Native	78	2	0	80
Asian	72	1	2	75
Hispanic/Latino	138	0	0	138
White	2684	25	18	2727
Unknown	26	0	0	26
Non-Resident Alien	7	1	0	8
TOTAL	3383	40	20	3443

SELECTED ADMISSIONS STATISTICS 1985-2015					
	Total Applications	Admits	Enrolled	Admits as % of Applications	Enrolled as % of Admits
NEW FRESHMEN					
Fall of 1985	10,688	8,029	3,018	75.1%	37.6%
1990*	8,169	6,426	2,693	78.7%	41.9%
1991	7,663	6,355	2,646	82.9%	41.6%
1992	7,304	6,263	2,557	85.7%	40.8%
1993	7,421	6,360	2,688	85.7%	42.3%
1994	7,122	6,251	2,748	87.8%	44.0%
1995	7,656	6,770	2,779	88.4%	41.0%
1996	7,302	6,854	2,826	93.9%	41.2%
1997	7,323	6,874	2,926	93.9%	42.6%
1998	8,533	7,613	3,281	89.2%	43.1%
1999	10,019	8,287	3,386	82.7%	40.9%
2000	10,935	9,019	3,533	82.5%	39.2%
2001	12,100	9,422	3,607	77.9%	38.3%
2002	12,717	9,076	3,553	71.4%	39.1%
2003	13,489	9,490	3,623	70.4%	38.2%
2004	13,593	10,106	3,741	74.3%	37.0%
2005	13,550	10,198	3,718	75.3%	36.5%
2006	14,009	10,915	3,789	77.9%	34.7%
2007	15,220	11,155	3,771	73.3%	33.8%
2008	16,311	11,367	3,864	69.7%	34.0%
2009	16,887	12,293	3,691	72.8%	30.0%
2010	18,084	13,120	4,173	72.6%	31.8%
2011	18,347	12,551	3,838	68.4%	30.6%
2012	17,957	12,504	3,345	69.6%	26.8%
2013	18,992	12,054	2,963	63.5%	24.6%
2014	18,025	12,584	3,773	69.8%	30.0%
2015	18,315	12,705	3,443	69.4%	27.1%
TRANSFERS					
Fall of 1985	2,641	2,014	1,292	76.3%	64.2%
1990*	2,519	1,721	1,268	68.3%	73.7%
1991	2,363	1,790	1,236	75.8%	69.1%
1992	2,093	1,654	1,135	79.0%	68.6%
1993	2,126	1,705	1,174	80.2%	68.9%
1994	2,085	1,645	1,159	78.9%	70.5%
1995	1,996	1,609	1,154	80.6%	71.7%
1996	1,882	1,549	1,106	82.3%	71.4%
1997	1,848	1,491	1,112	80.7%	74.6%
1998	1,937	1,558	1,121	80.4%	72.0%
1999	2,020	1,637	1,100	81.0%	67.2%
2000	1,989	1,565	1,132	78.7%	72.3%
2001	2,386	1,615	1,076	67.7%	66.6%
2002	2,086	1,478	1,080	70.9%	73.1%
2003	2,144	1,536	1,071	71.6%	69.7%
2004	2,054	1,496	1,101	72.8%	73.6%
2005	2,748	1,896	1,107	69.0%	58.4%
2006	2,367	1,676	1,180	70.8%	70.4%
2007	2,374	1,612	1,096	67.9%	68.0%
2008	2,585	1,588	1,062	61.4%	66.9%
2009	2,855	1,861	1,160	65.2%	62.3%
2010	3,038	2,038	1,270	67.1%	62.3%
2011	3,331	2,048	1,328	61.5%	64.8%
2012	3,077	1,875	1,215	60.9%	64.8%
2013	3,107	1,779	1,092	57.3%	61.4%
2014	2,810	1,725	1,091	61.4%	63.2%
2015	2,777	1,757	1,151	63.3%	65.5%

*Introduction of $25.00 application fee.

NOTE: Prior to the ISIS student database in 1991, the number of new freshmen and the number of new transfers may have included special and guest students as well.

PROFILE OF ADMITTED AND ENROLLED FALL FRESHMEN 1980-2015							
Admit Year	Freshmen Admitted Fall* Mean Scores			Freshmen Enrolled	Freshmen Enrolled Fall		
	Number	HSGPA	ACT		Numbers***	HSGPA	ACT	E-ACT****
Fall of 1980	7,601	3.08	19.2	3,552	2,628	3.07	19.4	
1985	8,029	3.09	20.4	3,018	2,702	3.02	19.7	
1986	7,865	3.07	20.2	3,126	2,834	2.98	19.6	21.3
1987	7,839	3.12	20.3	2,859	2,640	3.02	19.7	21.3
1988	8,913	3.14	20.5	2,915	2,726	3.03	19.9	21.5
1989	8,707	3.16	20.6	2,872	2,704	3.07	20.2	21.7
1990**	6,426	3.10	NAV	2,693	2,578	3.02		21.5
1991	6,355	3.09	21.9	2,646	2,517	2.99		21.0
1992	6,263	3.07	22.0	2,539	2,538	3.02		21.0
1993	6,360	3.13	22.2	2,688	2,530	3.14		21.3
1994	6,251	3.15	22.2	2,748	2,584	3.14		21.5
1995	6,770	3.19	22.2	2,779	2,575	3.18		21.7
1996	6,854	3.15	22.0	2,826	2,652	3.14		21.3
1997	6,874	3.17	22.1	2,926	2,743	3.17		21.5
1998	7,613	3.24	21.6	3,281	3,084	3.24		21.7
1999	8,287	3.30	22.3	3,386	3,223	3.31		22.0
2000	9,019	3.34	22.1	3,533	3,370	3.35		22.2
2001	9,422	3.34	22.1	3,607	3,408	3.36		22.1
2002	9,076	3.33	22.0	3,553	3,406	3.36		22.2
2003	9,490	3.33	22.0	3,623	3,493	3.33		22.0
2004	10,106	3.31	22.0	3,741	3,586	3.28		21.8
2005	10,198	3.32	21.9	3,718	3,606	3.29		21.8
2006	10,915	3.34	22.2	3,789	3,687	3.31		22.0
2007	11,155	3.35	22.6	3,771	3,664	3.30		22.2
2008	11,367	3.34	22.6	3,864	3,825	3.28		22.2
2009	12,293	3.34	22.7	3,691	3,658	3.30		22.3
2010	13,120	3.32	22.6	4,173	4,123	3.27		22.3
2011	12,551	3.34	22.9	3,838	3,803	3.33		22.6
2012	12,504	3.34	22.7	3,344	3,296	3.33		22.5
2013	12,054	3.35	22.7	2,963	2,911	3.32		22.4
2014	12,584	3.36	22.8	3,773	3,717	3.34		22.7
2015	12,705	3.38	22.8	3,443	3,405	3.37		22.9

**Introduction of $25 application fee

***Number with valid ACT and high school GPA scores.

****In 1990, ACT introduced a new ACT form, the Enhanced-ACT. Data for 1986-1990 reflect converstion of the older ACT scores into Enhanced ACT (E-ACT) scores.

Enrollment Projections

Historical & Projected On-Campus Enrollment			
Fall Terms 1977-2022			
Year	Undergraduate	Graduate	Total
1977	14,193	2,094	16,287
1978	14,353	1,850	16,203
1979	14,556	1,725	16,281
1980	15,195	1,717	16,912
1981	14,973	1,504	16,477
1982	14,801	1,390	16,191
1983	14,785	1,530	16,315
1984	14,467	1,455	15,922
1985	14,441	1,537	15,978
1986	14,988	1,755	16,743
1987	15,301	1,769	17,070
1988	15,353	1,679	17,032
1989	15,628	1,601	17,229
1990	15,312	1,554	16,866
1991	14,917	1,676	16,593
1992	14,515	1,834	16,349
1993	14,430	1,822	16,252
1994	14,350	1,776	16,126
1995	14,582	1,853	16,435
1996	14,640	1,957	16,597
1997	14,632	1,981	16,613
1998	15,202	1,953	17,155
1999	15,731	2,058	17,789
2000	16,374	2,097	18,471
2001	17,162	2,026	19,188
2002	17,453	1,927	19,380
2003	17,509	1,893	19,402
2004	17,949	1,843	19,792
2005	18,100	1,817	19,917
2006	18,331	1,694	20,025
2007	18,163	1,704	19,867
2008	18,454	1,792	20,246
2009	18,542	1,902	20,444
2010	19,368	1,922	21,290
2011	19,357	1,863	21,220
2012	18,686	1,818	20,504
2013	17,771	1,863	19,634
2014	17,764	2,094	19,858
2015	17,265	2,284	19,549
2016	16,940	2,371	19,311
2017	16,815	2,431	19,246
2018	16,689	2,431	19,120
2019	16,613	2,442	19,055
2020	16,330	2,447	18,777
2021	16,111	2,455	18,566
2022	15,953	2,462	18,415

Michigan High School Graduates Actual and Projected, 1996-2021
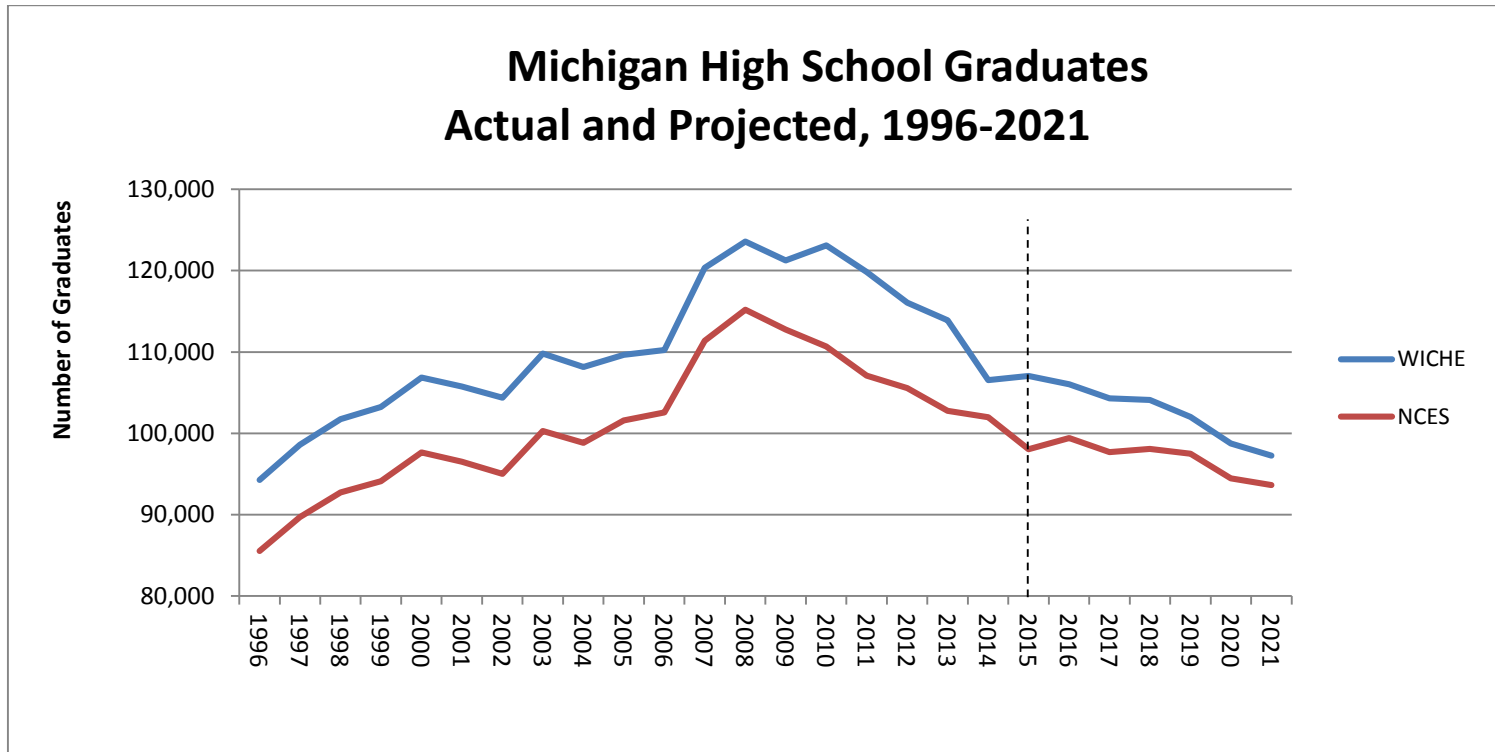
WICHE – Western Interstate Commission for Higher Education. 1996-2008 data is actual and 2009-2021 is projected.

NCES – NCES Projections of Education Statistics. 1996-2008 data is actual and 2009-2021 is projected.

	Percent of High School Graduates Enrolling at CMU				
	Michigan High School Graduate Populations				
	High School Projects		CMU Fall		
Year of Graduation	Graduates* Historical Projected	Graduates** Historical Projected	New Freshmen Historical Projected	% of HS Graduates (WICHE)	% of HS Graduates (NCES)
1992	96,032	87,756	2,539	2.64%	2.89%
1993	93,269	85,302	2,688	2.88%	3.15%
1994	92,438	83,385	2,748	2.97%	3.30%
1995	93,722	84,628	2,779	2.97%	3.28%
1996	94,264	85,530	2,750	2.92%	3.22%
1997	98,581	89,695	2,852	2.89%	3.18%
1998	101,732	92,732	3,205	3.15%	3.46%
1999	103,239	94,125	3,284	3.18%	3.49%
2000	106,849	97,649	3,464	3.24%	3.55%
2001	105,741	96,515	3,520	3.33%	3.65%
2002	104,365	95,001	3,480	3.33%	3.66%
2003	109,803	100,301	3,538	3.22%	3.53%
2004	108,177	98,823	3,652	3.38%	3.70%
2005	109,633	101,582	3,646	3.33%	3.59%
2006	110,226	102,582	3,722	3.38%	3.63%
2007	120,360	111,383	3,771	3.13%	3.39%
2008	123,576	115,183	3,864	3.13%	3.35%
2009	121,261	112,742	3,691	3.04%	3.27%
2010	123,089	110,682	4,173	3.39%	3.77%
2011	119,845	107,080	3,838	3.20%	3.58%
2012	116,053	105,580	3,344	2.88%	3.17%
2013	113,887	102,770	2,963	2.60%	2.88%
2014	106,537	101,970	3,773	3.54%	3.70%
2015	107,056	98,030	3,443	3.22%	3.51%
2016	106,027	99,420	3,410	3.22%	3.43%
2017	104,320	97,710	3,355	3.22%	3.43%
2018	104,103	98,100	3,348	3.22%	3.41%
2019	102,015	97,490	3,281	3.22%	3.37%
2020	98,736	94,450	3,175	3.22%	3.36%
2021	97,259	93,630	3,128	3.22%	3.34%

*Western Interstate Commission for Higher Education (WICHE), 2012. Public and nonpublic High School Graduates.

**NCES Projections of Education Statistics (2022). High school graduates in public schools.

Note:
These freshmen enrollment numbers do not include students who matriculated in summer, nor do they include students who originally began attending CMU while in high school. Therefore, the freshmen numbers provided here do not include 70-100 freshmen that are included in the IPEDS definition of FTIAC. Starting Fall 2007, the CMU fall new freshmen enrollment includes summer cohorts.

CMU FALL HEADCOUNT ENROLLMENTS: PROJECTIONS AND ACTUAL						
	New Freshmen			Total Enrollment		
Fall of	Projected	Actual	Error	Projected	Actual	Error
1981	3,200	3,338	4.1%	16,873	16,477	-2.4%
1982	3,150	3,082	-2.2%	16,443	16,191	-1.6%
1983	3,000	3,089	2.9%	15,822	16,315	3.0%
1984	3,000	3,040	1.3%	16,000	15,922	-0.5%
1985	3,000	3,018	0.6%	15,545	15,978	2.7%
1986	2,960	3,126	5.3%	15,906	16,743	5.0%
1987	2,900	2,859	-1.4%	16,820	17,070	1.5%
1988	2,900	2,915	0.5%	17,012	17,032	0.1%
1989	2,900	2,872	-1.0%	16,926	17,229	1.8%
1990	2,750	2,693	-2.1%	16,881	16,866	-0.1%
1991	2,550	2,643	3.5%	16,420	16,593	1.0%
1992	2,646	2,539	-4.2%	16,266	16,349	0.5%
1993	2,748	2,688	-2.2%	16,252	16,252	0.0%
1994	2,718	2,748	1.1%	16,340	16,126	-1.3%
1995	2,749	2,779	1.1%	16,382	16,435	0.3%
1996	2,834	2,750	-3.1%	17,076	16,597	-2.9%
1997	2,815	2,852	1.3%	16,770	16,613	-0.9%
1998	2,996	3,205	6.5%	16,808	17,155	2.0%
1999	3,120	3,284	5.0%	17,268	17,789	2.9%
2000	3,285	3,464	5.2%	18,130	18,471	1.8%
2001	3,380	3,520	4.0%	18,892	19,188	1.5%
2002	3,520	3,480	-1.1%	19,602	19,380	-1.1%
2003	3,480	3,538	1.6%	19,525	19,402	-0.6%
2004	3,628	3,652	0.7%	19,399	19,792	2.0%
2005	3,615	3,646	0.9%	19,938	19,917	-0.1%
2006	3,625	3,772	3.9%	19,925	20,025	0.5%
2007	3,700	3,771	1.9%	19,975	19,867	0.5%
2008	3,700	3,864	4.2%	20,116	20,246	0.6%
2009	3,700	3,691	-0.2%	20,119	20,444	1.6%
2010	3,525	4,173	15.5%	20,133	21,290	5.4%
2011	3,750	3,838	2.3%	19,665	21,220	7.3%
2012	3,700	3,344	-10.6%	21,037	20,504	-2.6%
2013	3,273	2,963	-10.5%	19,859	19,634	-1.1%
2014	3,500	3,773	7.2%	19,313	19,858	2.7%
2015	3,500	3,443	-1.7%	19,585	19,549	-0.2%

						Total					Total	
Year		Fresh	Soph	Junior	Senior	Underg	Grad Cert	Master	Spec	Doct	Grad	Total
Summer 2	2001	111	154	398	1,389	2,052	1	992	15	48	1,056	3,108
Fall	2001	4,736	4,081	3,511	4,834	17,162	2	1,843	24	157	2,026	19,188
Spring	2002	3,629	3,562	3,497	5,173	15,861	2	1,768	37	150	1,957	17,818
Summer 1	2002	118	298	764	1,765	2,945	0	663	14	63	740	3,685
Summer 2	2002	109	151	431	1,559	2,250	0	1,017	19	56	1,092	3,342
Fall	2002	4,652	4,041	3,631	5,129	17,453	0	1,723	29	175	1,927	19,380
Spring	2003	3,561	3,502	3,607	5,456	16,126	1	1,618	33	165	1,817	17,943
Summer 1	2003	101	283	709	1,847	2,940	0	576	11	77	664	3,604
Summer 2	2003	111	172	395	1,402	2,080	1	867	17	55	940	3,020
Fall	2003	4,665	4,004	3,647	5,193	17,509	2	1,700	26	165	1,893	19,402
Spring	2004	3,692	3,407	3,588	5,614	16,301	1	1,636	32	169	1,838	18,139
Summer 1	2004	99	233	644	1,759	2,735	0	540	5	120	665	3,400
Summer 2	2004	105	134	336	1,316	1,891	0	835	11	84	930	2,821
Fall	2004	4,797	3,977	3,785	5,390	17,949	0	1,591	19	233	1,843	19,792
Spring	2005	3,730	3,414	3,555	5,841	16,540	2	1,563	21	244	1,830	18,370
Summer 1	2005	93	237	621	1,659	2,610	0	519	6	131	656	3,266
Summer 2	2005	152	140	386	1,359	2,037	0	776	9	160	945	2,982
Fall	2005	4,941	3,913	3,581	5,665	18,100	0	1,510	20	287	1,817	19,917
Spring	2006	3,764	3,540	3,476	5,874	16,654	3	1,413	19	277	1,712	18,366
Summer 1	2006	139	232	635	1,774	2,780	0	383	14	187	584	3,364
Summer 2	2006	169	133	357	1,342	2,001	0	715	13	155	883	2,884
Fall	2006	5,070	4,108	3,581	5,572	18,331	2	1,413	7	272	1,694	20,025
Spring	2007	3,826	3,450	3,532	5,777	16,585	2	1,360	7	280	1,649	18,234
Summer 1	2007	113	281	674	1,799	2,867	1	403	3	149	556	3,423
Summer 2	2007	112	165	402	1,419	2,098	3	619	0	180	802	2,900
Fall	2007	4,914	4,060	3,648	5,541	18,163	8	1,352	11	333	1,704	19,867
Spring	2008	3,758	3,478	3,596	5,761	16,593	7	1,343	10	357	1,717	18,310
Summer 1	2008	160	271	690	1,849	2,970	0	312	11	177	500	3,470
Summer 2	2008	584	164	475	1,620	2,843	1	629	7	210	847	3,690
Fall	2008	5,075	4,106	3,734	5,539	18,454	6	1,381	16	389	1,792	20,246
Spring	2009	3,773	3,616	3,581	5,898	16,868	4	1,373	18	368	1,763	18,631
Summer 1	2009	80	306	713	1,995	3,094	2	348	11	196	557	3,651
Summer 2	2009	158	160	436	1,603	2,357	2	554	4	236	796	3,153
Fall	2009	4,867	4,155	3,806	5,714	18,542	11	1,485	16	390	1,902	20,444
Spring	2010	3,691	3,641	3,796	6,046	17,174	19	1,411	15	395	1,840	19,014
Summer 1	2010	111	276	691	1,704	2,782	1	319	5	186	511	3,293
Summer 2	2010	160	141	439	1,448	2,188	6	498	4	231	739	2,927
Fall	2010	5,354	4,233	3,993	5,788	19,368	21	1,469	30	402	1,922	21,290
Spring	2011	4,012	3,787	3,822	6,163	17,784	24	1,427	28	395	1,874	19,658
Summer 1	2011	78	219	584	1,637	2,518	3	287	8	232	530	3,048
Summer 2	2011	163	135	372	1,334	2,004	1	560	15	253	829	2,833
Fall	2011	5,090	4,427	4,043	5,797	19,357	22	1,410	30	401	1,863	21,220
Spring	2012	3,654	3,959	4,005	6,141	17,759	19	1,348	34	387	1,788	19,547
Summer 1	2012	62	187	559	1,415	2,223	1	285	5	234	525	2,748
Summer 2	2012	143	111	336	1,344	1,934	1	468	3	230	702	2,636
Fall	2012	4,270	4,441	4,150	5,825	18,686	7	1,354	26	431	1,818	20,504
Spring	2013	3,105	3,619	4,154	6,241	17,119	8	1,302	21	417	1,748	18,867
Summer 1	2013	49	144	558	1,299	2,050	2	255	5	221	483	2,533
Summer 2	2013	139	80	294	1,301	1,814	1	431	4	247	683	2,497
Fall	2013	3,903	3,855	4,115	5,898	17,771	17	1,332	18	496	1,863	19,634
Spring	2014	2,912	3,170	3,812	6,413	16,307	17	1,366	13	472	1,868	18,175
Summer 1	2014	68	131	424	1,289	1,912	0	281	2	229	512	2,424
Summer 2	2014	228	81	312	1,287	1,908	2	462	0	248	712	2,620
Fall	2014	4,728	3,427	3,735	5,874	17,764	10	1,463	8	613	2,094	19,858
Spring	2015	3,564	3,017	3,594	6,057	16,232	18	1,470	9	610	2,107	18,339
Summer 1	2015	46	141	372	1,221	1,780	3	345	5	260	613	2,393
Summer 2	2015					0					0	0
Fall	2015	4,326	4,049	3,440	5,450	17,265	25	1,503	8	748	2,284	19,549

CMU HEADCOUNT ENROLLMENT 2001-2002 THROUGH FALL 2015

BY TERM AND BY STUDENT LEVEL

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* This file is a part of copy of HEAD-HST.XLS and used for generating the report SCH-HD.XLS "Mean SCH Load on campus".

CMU STUDENT CREDIT HOURS 2001-2002 THROUGH FALL 2015									
BY TERM AND BY STUDENT LEVEL									
Year		Fresh	Soph	Junior	Senior	Total Underg	Grad I	Grad II	Total Grad	Total
Summer 2	2001	510	574	1,590	6,750	9,424	5,549	281	5,830	15,254
Fall	2001	66,201	58,268	50,123	65,941	240,533	13,976	1,783	15,759	256,292
Spring	2002	50,637	50,553	49,874	70,227	221,291	13,542	1,677	15,219	236,510
Summer 1	2002	499	1,249	3,339	8,210	13,297	2,529	345	2,874	16,171
Summer 2	2002	489	606	1,864	7,793	10,752	5,627	341	5,968	16,720
Fall	2002	65,040	57,718	52,185	70,369	245,312	12,822	2,014	14,836	260,148
Spring	2003	50,339	50,480	51,691	74,880	227,390	12,389	1,826	14,215	241,605
Summer 1	2003	412	1,110	3,142	8,329	12,993	2,122	410	2,532	15,525
Summer 2	2003	621	708	1,778	6,909	10,016	5,130	368	5,498	15,514
Fall	2003	64,521	57,848	53,111	72,463	247,943	12,991	1,848	14,839	262,782
Spring	2004	52,199	48,703	50,943	76,624	228,469	12,405	1,920	14,325	242,794
Summer 1	2004	404	958	2,799	7,946	12,107	2,175	472	2,647	14,754
Summer 2	2004	832	537	1,429	6,481	9,279	5,321	445	5,766	15,045
Fall	2004	65,936	57,004	54,875	74,096	251,911	11,717	2,697	14,414	266,325
Spring	2005	52,574	49,128	51,229	79,044	231,975	11,742	2,737	14,479	246,454
Summer 1	2005	411	984	2,643	7,144	11,182	2,171	421	2,592	13,774
Summer 2	2005	901	585	1,576	6,580	9,642	4,924	992	5,916	15,558
Fall	2005	68,058	55,958	51,711	77,784	253,511	11,126	3,379	14,505	268,016
Spring	2006	52,997	50,404	49,831	79,895	233,127	10,397	3,424	13,821	246,948
Summer 1	2006	695	886	2,639	7,501	11,721	1,415	825	2,240	13,961
Summer 2	2006	785	544	1,471	6,513	9,313	4,651	865	5,516	14,829
Fall	2006	69,261	58,595	51,345	77,480	256,681	10,463	3,224	13,687	270,368
Spring	2007	53,314	49,651	51,024	79,041	233,030	10,265	3,293	13,558	246,588
Summer 1	2007	622	1,092	2,672	7,991	12,377	1,346	799	2,145	14,522
Summer 2	2007	534	626	1,633	6,883	9,676	4,206	1,044	5,250	14,926
Fall	2007	67,256	57,832	52,861	75,145	253,094	10,641	3,753	14,394	267,488
Spring	2008	52,649	49,681	51,273	76,835	230,438	10,439	3,873	14,312	244,750
Summer 1	2008	817	1,002	2,915	7,880	12,614	1,078	871	1,949	14,563
Summer 2	2008	2,163	638	1,895	7,600	12,296	4,084	1,138	5,222	17,518
Fall	2008	69,133	58,749	53,017	74,921	255,820	10,442	4,004	14,446	270,266
Spring	2009	52,575	51,405	50,648	78,356	232,984	10,344	4,282	14,626	247,610
Summer 1	2009	430	1,185	2,980	8,711	13,306	1,289	947	2,236	15,542
Summer 2	2009	1,027	634	1,742	7,304	10,707	3,746	1,270	5,016	15,723
Fall	2009	65,633	58,527	54,245	76,278	254,683	11,473	4,155	15,628	270,311
Spring	2010	51,737	50,553	53,278	79,168	234,736	10,927	4,339	15,266	250,002
Summer 1	2010	402	1,055	2,810	7,282	11,549	1,090	867	1,957	13,506
Summer 2	2010	902	582	1,743	6,924	10,151	3,656	1,237	4,893	15,044
Fall	2010	71,983	59,516	55,346	76,247	263,092	11,843	4,232	16,075	279,167
Spring	2011	55,839	52,524	52,344	79,428	240,135	11,492	4,280	15,772	255,907
Summer 1	2011	321	780	2,478	6,819	10,398	1,041	1,114	2,155	12,553
Summer 2	2011	910	522	1,488	6,616	9,536	3,892	1,328	5,220	14,756
Fall	2011	70,516	61,853	55,449	75,157	262,975	11,318	4,354	15,672	278,647
Spring	2012	50,919	54,582	54,304	78,264	238,069	10,548	4,475	15,023	253,092
Summer 1	2012	273	643	2,142	5,740	8,798	923	938	1,861	10,659
Summer 2	2012	871	396	1,341	6,789	9,397	3,503	1,245	4,748	14,145
Fall	2012	59,986	61,145	56,728	74,261	252,120	10,846	4,424	15,270	267,390
Spring	2013	42,998	49,260	56,057	78,793	227,108	10,752	4,601	15,353	242,461
Summer 1	2013	198	524	2,289	5,477	8,488	924	816	1,740	10,228
Summer 2	2013	1,122	302	1,163	6,472	9,059	3,387	1,260	4,647	13,706
Fall	2013	53,798	52,727	55,270	75,375	237,170	11,309	7,733	19,042	256,212
Spring	2014	39,680	42,576	50,966	80,665	213,887	11,668	6,094	17,762	231,649
Summer 1	2014	252	445	1,565	5,076	7,338	1,242	954	2,196	9,534
Summer 2	2014	1,720	327	1,230	6,422	9,699	3,449	1,275	4,724	14,423
Fall	2014	67,042	46,777	50,182	74,863	238,864	12,745	11,215	23,960	262,824
Spring	2015	50,125	41,049	47,506	75,382	214,062	12,720	8,925	21,645	235,707
Summer 1	2015	141	470	1,334	5,020	6,965	1,282	1,114	2,396	9,361
Summer 2	2015					0			0	0
Fall	2015	61,599	56,077	45,938	68,304	231,918	12,916	14,386	27,302	259,220

Note: All are end-of-semester data, except Fall 2015 is beginning of semester data.

Year		Fresh	Soph	Junior	Senior	Total Underg	Grad I	Grad II	Total Grad	Total

Year		Fresh	Soph	Junior	Senior	Total Underg	Grad I	Grad II	Total Grad	Total
Summer 2	2001	4.59	3.73	3.99	4.86	4.59	5.59	4.46	5.52	4.91
Fall	2001	13.98	14.28	14.28	13.64	14.02	7.58	9.85	7.78	13.36
Spring	2002	13.95	14.19	14.26	13.58	13.95	7.65	8.97	7.78	13.27
Summer 1	2002	4.23	4.19	4.37	4.65	4.52	3.81	4.48	3.88	4.39
Summer 2	2002	4.49	4.01	4.32	5.00	4.78	5.53	4.55	5.47	5.00
Fall	2002	13.98	14.28	14.37	13.72	14.06	7.44	9.87	7.70	13.42
Spring	2003	14.14	14.41	14.33	13.72	14.10	7.65	9.22	7.82	13.47
Summer 1	2003	4.08	3.92	4.43	4.51	4.42	3.68	4.66	3.81	4.31
Summer 2	2003	5.59	4.12	4.50	4.93	4.82	5.91	5.11	5.85	5.14
Fall	2003	13.83	14.45	14.56	13.95	14.16	7.63	9.68	7.84	13.54
Spring	2004	14.14	14.29	14.20	13.65	14.02	7.58	9.55	7.79	13.39
Summer 1	2004	4.08	4.11	4.35	4.52	4.43	4.03	3.78	3.98	4.34
Summer 2	2004	7.92	4.01	4.25	4.92	4.91	6.37	4.68	6.20	5.33
Fall	2004	13.75	14.33	14.50	13.75	14.03	7.36	10.70	7.82	13.46
Spring	2005	14.09	14.39	14.41	13.53	14.03	7.50	10.33	7.91	13.42
Summer 1	2005	4.42	4.15	4.26	4.31	4.28	4.18	3.07	3.95	4.22
Summer 2	2005	5.93	4.18	4.08	4.84	4.73	6.35	5.87	6.26	5.22
Fall	2005	13.77	14.30	14.44	13.73	14.01	7.37	11.01	7.98	13.46
Spring	2006	14.08	14.24	14.34	13.60	14.00	7.34	11.57	8.07	13.45
Summer 1	2006	5.00	3.82	4.16	4.23	4.22	3.69	4.10	3.84	4.15
Summer 2	2006	4.64	4.09	4.12	4.85	4.65	6.50	5.15	6.25	5.14
Fall	2006	13.66	14.26	14.34	13.91	14.00	7.39	11.56	8.08	13.50
Spring	2007	13.93	14.39	14.45	13.68	14.05	7.54	11.47	8.22	13.52
Summer 1	2007	5.50	3.89	3.96	4.44	4.32	3.33	5.26	3.86	4.24
Summer 2	2007	4.77	3.79	4.06	4.85	4.61	6.76	5.80	6.55	5.15
Fall	2007	13.69	14.24	14.49	13.56	13.93	7.82	10.91	8.45	13.46
Spring	2008	14.01	14.28	14.26	13.34	13.89	7.73	10.55	8.34	13.37
Summer 1	2008	5.11	3.70	4.22	4.26	4.25	3.46	4.63	3.90	4.20
Summer 2	2008	3.70	3.89	3.99	4.69	4.33	6.48	5.24	6.17	4.75
Fall	2008	13.62	14.31	14.20	13.53	13.86	7.53	9.89	8.06	13.35
Spring	2009	13.93	14.22	14.14	13.29	13.81	7.51	11.09	8.30	13.29
Summer 1	2009	5.38	3.87	4.18	4.37	4.30	3.68	4.57	4.01	4.26
Summer 2	2009	6.50	3.96	4.00	4.56	4.54	6.74	5.29	6.30	4.99
Fall	2009	13.49	14.09	14.25	13.35	13.74	7.67	10.23	8.22	13.22
Spring	2010	14.02	13.88	14.04	13.09	13.67	7.64	10.58	8.30	13.15
Summer 1	2010	3.62	3.82	4.07	4.27	4.15	3.41	4.54	3.83	4.10
Summer 2	2010	5.64	4.13	3.97	4.78	4.64	7.25	5.26	6.62	5.14
Fall	2010	13.44	14.06	13.86	13.17	13.58	7.95	9.80	8.36	13.11
Spring	2011	13.92	13.87	13.70	12.89	13.50	7.92	10.12	8.42	13.02
Summer 1	2011	4.12	3.56	4.24	4.17	4.13	3.59	4.64	4.07	4.12
Summer 2	2011	5.58	3.87	4.00	4.96	4.76	6.94	4.96	6.30	5.21
Fall	2011	13.85	13.97	13.71	12.96	13.59	7.90	10.10	8.41	13.13
Spring	2012	13.94	13.79	13.56	12.74	13.41	7.72	10.63	8.40	12.95
Summer 1	2012	4.40	3.44	3.83	4.06	3.96	3.23	3.92	3.54	3.88
Summer 2	2012	6.09	3.57	3.99	5.05	4.86	7.47	5.34	6.76	5.37
Fall	2012	14.05	13.77	13.67	12.75	13.49	7.97	9.68	8.40	13.04
Spring	2013	13.85	13.61	13.49	12.63	13.27	8.21	10.50	8.78	12.85
Summer 1	2013	4.04	3.64	4.10	4.22	4.14	3.60	3.61	3.60	4.04
Summer 2	2013	8.07	3.78	3.96	4.97	4.99	7.84	5.02	6.80	5.49
Fall	2013	13.78	13.68	13.43	12.78	13.35	8.38	15.04	10.22	13.05
Spring	2014	13.63	13.43	13.37	12.58	13.12	8.44	12.56	9.51	12.75
Summer 1	2014	3.71	3.40	3.69	3.94	3.84	4.42	4.13	4.29	3.93
Summer 2	2014	7.54	4.04	3.94	4.99	5.08	7.43	5.14	6.63	5.50
Fall	2014	14.18	13.65	13.44	12.74	13.45	8.65	18.06	11.44	13.24
Spring	2015	14.06	13.61	13.22	12.45	13.19	8.55	14.42	10.27	12.85
Summer 1	2015	3.07	3.33	3.59	4.11	3.91	3.68	4.20	3.91	3.91
Summer 2	2015									
Fall	2015	14.24	13.85	13.35	12.53	13.43	8.45	19.03	11.95	13.26

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Note: All are end-of-semester data, except Fall 2015 is beginning of semester data.

Minority Enrollment

	Comparison of Enrollments by Racial Ethnic Groups											
	Fall Semester 2010-2015											
	On-Campus											
	Total Headcount											
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Racial/Ethnic Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black/African American	889	4.18%	1,018	4.80%	1,092	5.33%	1,184	6.03%	1,321	6.65%	1,427	7.30%
American Indian/Alaskan Native	217	1.02%	250	1.18%	248	1.21%	267	1.36%	285	1.44%	337	1.72%
Asian/Hawaiian/Pacific Islander	294	1.38%	293	1.38%	277	1.35%	289	1.47%	329	1.66%	364	1.86%
Hispanic/Latino	451	2.12%	464	2.19%	478	2.33%	509	2.59%	568	2.86%	615	3.15%
White	17,514	82.26%	17,214	81.12%	16,583	80.88%	15,655	79.73%	15,577	78.44%	15,112	77.30%
Unknown	1,321	6.20%	1,394	6.57%	1,263	6.16%	966	4.92%	714	3.60%	524	2.68%
Non-Resident Alien	604	2.84%	587	2.77%	563	2.75%	764	3.89%	1,064	5.36%	1,170	5.98%
Total	21,290	100%	21,220	100%	20,504	100%	19,634	100.00%	19,858	100.00%	19,549	100.00%

Comparison of Enrollments by Racial Ethnic Groups												
Fall Semester 2010 - 2015												
On-Campus												
Undergraduates												
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Racial/Ethnic Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black/African American	844	4.36%	968	5.00%	1,032	5.52%	1,125	6.33%	1,256	7.07%	1,348	7.81%
American Indian/Alaskan Native	196	1.01%	227	1.17%	223	1.19%	243	1.37%	261	1.47%	307	1.78%
Asian/Hawaiian/Pacific Islander	259	1.34%	260	1.34%	243	1.30%	252	1.42%	284	1.60%	311	1.80%
Hispanic/Latino	424	2.19%	432	2.23%	449	2.40%	468	2.63%	531	2.99%	568	3.29%
White	16,136	83.31%	15,922	82.25%	15,338	82.08%	14,459	81.36%	14,369	80.89%	13,852	80.23%
Unknown	1,234	6.37%	1,280	6.61%	1,145	6.13%	862	4.85%	616	3.47%	432	2.50%
Non-Resident Alien	275	1.42%	268	1.38%	256	1.37%	362	2.04%	447	2.52%	447	2.59%
Total	19,368	100%	19,357	100%	18,686	100%	17,771	100%	17,764	100%	17,265	100%

Comparison of Enrollments by Racial Ethnic Groups												
Fall Semester 2010-2015												
On-Campus												
Graduate Students												
	Fall 2010		**Fall 2011**		**Fall 2012**		**Fall 2013**		**Fall 2014**		**Fall 2015**	
Racial/Ethnic Category	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**	**Number**	**Percent**
Black/African American	45	2.34%	50	2.68%	60	3.30%	59	3.17%	65	3.10%	79	3.46%
American Indian/Alaskan Native	21	1.09%	23	1.23%	25	1.38%	24	1.29%	24	1.15%	30	1.31%
Asian/Hawaiian/Pacific Islander	35	1.82%	33	1.77%	34	1.87%	37	1.99%	45	2.15%	53	2.32%
Hispanic/Latino	27	1.40%	32	1.72%	29	1.60%	41	2.20%	37	1.77%	47	2.06%
White	1,378	71.70%	1,292	69.35%	1,245	68.48%	1,196	64.20%	1,208	57.69%	1,260	55.17%
Unknown	87	4.53%	114	6.12%	118	6.49%	104	5.59%	98	4.68%	92	4.03%
Non-Resident Alien	329	17.12%	319	17.12%	307	16.89%	402	21.58%	617	29.47%	723	31.65%
Total	1,922	100%	1,863	100%	1,818	100%	1,863	100%	2,094	100%	2,284	100%

Comparison of Enrollments by Racial Ethnic Groups												
Fall Semester 2010-2015												
On-Campus												
New Freshman												
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Racial/Ethnic Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black/African American	259	6.21%	293	7.63%	272	8.13%	287	9.69%	318	8.43%	378	10.98%
American Indian/Alaskan Native	39	0.93%	37	0.96%	42	1.26%	61	2.06%	68	1.80%	80	2.32%
Asian/Hawaiian/Pacific Islander	67	1.61%	56	1.46%	43	1.29%	51	1.72%	78	2.07%	86	2.50%
Hispanic/Latino	93	2.23%	97	2.53%	108	3.23%	122	4.12%	151	4.00%	138	4.01%
White	3,406	81.62%	3,108	80.98%	2,694	80.54%	2,398	80.93%	3,118	82.64%	2,727	79.20%
Unknown	292	7.00%	238	6.20%	176	5.26%	33	1.11%	25	0.66%	26	0.76%
Non-Resident Alien	17	0.41%	9	0.23%	10	0.30%	11	0.37%	15	0.40%	8	0.23%
Total	4,173	100%	3,838	100%	3,345	100%	2,963	100.00%	3,773	100%	3,443	100%

Comparison of Enrollments by Racial Ethnic Groups												
Fall Semester 2010-2015												
On-Campus												
New Undergraduate Transfer Students												
	Fall 2010		Fall 2011		Fall 2012		Fall 2013		Fall 2014		Fall 2015	
Racial/Ethnic Category	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Black/African American	33	2.60%	40	3.01%	74	6.09%	79	7.23%	89	8.16%	74	6.43%
American Indian/Alaskan Native	24	1.89%	25	1.88%	22	1.81%	21	1.92%	23	2.11%	33	2.87%
Asian/Hawaiian/Pacific Islander	15	1.18%	16	1.20%	8	0.66%	12	1.10%	21	1.92%	21	1.82%
Hispanic/Latino	31	2.44%	28	2.11%	35	2.88%	37	3.39%	29	2.66%	46	4.00%
White	1,074	84.57%	1,106	83.28%	1,006	82.80%	910	83.33%	894	81.94%	914	79.41%
Unknown	84	6.61%	103	7.76%	66	5.43%	19	1.74%	18	1.65%	20	1.74%
Non-Resident Alien	9	0.71%	10	0.75%	4	0.33%	14	1.28%	17	1.56%	43	3.74%
Total	1,270	100%	1,328	100%	1,215	100%	1,092	100%	1,091	100.00%	1,151	100.00%

Criterion 3 Evidence
Pathways

CMU
CENTRAL MICHIGAN
UNIVERSITY

Central Link
Put your STAMP *on the* WORLD

My Account 0

About Pathways

CLICK PICTURE TO WATCH A VIDEO AND LEARN MORE ABOUT PATHWAYS

What is Pathways?	Who do we serve?	Student Spotlight	How do we serve?	Benefits of Pathways	Pathways in the News

Who does Pathways serve?

The Pathways program is designed to increase the retention and graduation rates of first generation and Pell grant eligible students. First generation students are those whose parents have not attained higher than an associates degree. Pell grant eligibility is determined by the student's expected family contribution (EFC) on their Free Application for Federal Student Aid (FAFSA). Pathways targets these students then connects them to services and resources with the goal of helping them achieve:

- Increased grade point averages
- Advancement in their academic standing
- Increased acceptance into majors
- Increased graduation rates

Pathways to Academic Student Success

- > Home
- > About Pathways
-   Benefits of Pathways
-   Pathways in the News
-   Student Spotlight Page
- > Events and Reminders
- > Staff
- > Programs
- > Student Resources

Apply Today

Take a Virtual Tour of Campus

Schedule an Appointment

CMU MI GEAR UP

Pathways Mentee Application

How does Pathways serve its students?

Before prospective Pathways students take one class at CMU Pathways staff have mailed them an invitation to its annual Pre-College conference. The recruiting doesn't stop there as Pathways staff continue to contact and connect with potential Pathways students reminding them to schedule summer orientation dates before they come to CMU in the fall. During these freshmen orientation programs, Pathways presents CMU's many support services to parents and students including the Pathways program. In addition to making families aware of the assistance available on campus, Pathways staff sits down with incoming students and advises them on their class schedules and encourages them to sign up for Leadership Safari. During Leadership Safari, Pathways host new CMU students who have shown serious interest in the program. During this session students acquaint themselves with peers, Pathways mentors, current Pathways students, and staff. Through this program new students learn the expectations and benefits of Pathways. During the academic year Pathways students meet individually and in small groups with Pathways staff and mentors.

Pathways students have the luxury of having an advisor readily available to help guide them to their academic and personal goals through comprehensive advising and connecting them to campus resources. Pathways also offers workshops and interactive sessions addressing issues relevant to the success of first generation and Pell grant eligible students.

What is Pathways?

Pathways to Academic Student Success (Pathways) is a retention program at Central Michigan University. The program is funded by a six-year Select Student Support Services (4S) grant which is administered via Michigan's Work Force Development Agency and the Kings-Chavez-Parks initiative.

Pathways is one of eight offices in CMU's Office of Institutional Diversity. The Pathways office is located in the Center for Inclusion and Diversity, University Center 108.

Criterion 3 Evidence
Presidents Provosts Research Award

PRESIDENT'S AND PROVOST'S AWARDS FOR OUTSTANDING RESEARCH AND CREATIVE ACTIVITY

PROGRAM DESCRIPTION

2015-16

The **PRESIDENT'S AWARD FOR OUTSTANDING RESEARCH AND CREATIVE ACTIVITY** recognizes the achievements of senior faculty members. To qualify, one must be a current (not emeritus) tenured faculty member with at **least seven years of post-doctoral** experience. In selecting recipients for this award, the selection committee will consider the nominees' research and creative activities throughout their careers, including accomplishments prior to coming to CMU. No faculty member can receive this award more than once (a list of previous recipients can be found on the ORGS web site www.orsp.cmich.edu).

The **PROVOST'S AWARD FOR OUTSTANDING RESEARCH AND CREATIVE ACTIVITY** recognizes the achievements of less experienced faculty members. To qualify, one must be a current tenured or a tenure track faculty member with **less than seven years of post-terminal degree experience** (i.e., terminal degree received no earlier than 2009). A nominee's research and creative achievements prior to coming to CMU will be considered in the selection process. No faculty member can receive this award more than once (a list of previous recipients can be found on the ORGS web site www.orsp.cmich.edu).

Barring exceptional circumstances, there will be up to two recipients of each award. Each award winner will receive an inscribed award, be added to the list on the permanent plaque in the Park Library and will receive $1,200 for professional development. The recipient's college will be granted funds[1] to provide for partial release from teaching duties, equivalent to a ½ time release from the normal teaching load for one semester. The details of the reduced teaching assignment are determined in consultation with the recipient's department and dean. Other arrangements must be discussed and approved by the Vice President for Research and Dean of Graduate Studies.

The selection process begins during fall semester. Nominations are solicited from all sectors of the CMU community. Self-nominations are NOT permitted. Previous nominees will not automatically be considered for the 2015-16 awards. To nominate a faculty member, complete the nomination form and return it to the Office of Research and Graduate Studies, **no later than Friday, September 25, 2015**.

The recipients of the awards will be selected by committee, chaired by the Vice President for Research and Dean of Graduate Studies. Committee members represent the FRCE Committee, the Senate Executive Board, and the Associate Vice President for Institutional Diversity. In addition the Academic Senate elects a representative from each of the seven academic colleges. Members of the selection committee are not eligible for nomination for the awards.

If you have any questions about this award program, please contact Dr. David Ash, Interim Vice President for Research and Dean of Graduate Studies (ext. 3094).

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[1] The amount will be one-quarter of the current full-time faculty replacement cost based on the actual teaching load of each recipient (salary plus benefits).

Criterion 3 Evidence
Priority and Metrics Goal Report for 2015-2016

**Strategic Priorities, Initiatives and Metrics Goals
For the Year Ending June 30, 2016**

**Prepared for the Board of Trustees
by President George E. Ross
September 2015**

Central Michigan University (CMU) goals for 2015-2016 are reflected in the university's Strategic Plan – Advancing Excellence, specifically the university's five priorities and the sixteen corresponding initiatives. The initiatives clarify areas of emphasis and commitment. Progress toward achieving each priority is measured using multiple quantitative institution-wide measures. The status of the annual goals will be reported following the end of the fiscal year and tracked using the dashboard.

The Board of Trustees approved the university's priorities and initiatives for the five years ended on June 30, 2019 at its September, 2014 meeting. Progress towards those five-year goals is reported under separate cover titled, "University Vision, Mission, Priority Statements, Initiatives and Metrics, Year-end Metrics Report for 2014-2015."

The 2015-2016 goals report sets specific one-year metric goals for the year ending June 30, 2016, and is included in Appendix A.

In addition to the strategic priority metric goals included in Appendix A, there are more specific goals/tasks highlighted within each of the five priorities, which are included in Appendix B. These are compiled from each of the five divisions of the university and the various colleges, departments and administrative units, each of which has annual goals that will be measured against divisional metrics. It is expected that these various plans will support the university-wide priorities, in addition to completing specific goals and action steps that will further enhance the goals of their divisions.

The second year of the university-wide strategic plan metrics, like the first year reporting in 2013-2014, showed mixed results. Some of the measures were not available because of survey and other data that is only available on multiple year cycles, rather than annually. Several data collection instruments have changed since 2013 and data on which metric goals were originally set is now being reported in different formats.

Given the changing landscape of data collection, including the university's selection of a new peer institution comparison group during 2014-2015, the time has come for us to revisit the university's strategic plan. Therefore, an over-arching goal for 2015-2016 will be to recharge the university's

strategic planning team and revise and update the strategic plan. This update will include input from across the campus community, as we revisit priorities, initiatives, division-based goals and university-wide metrics.

It is critical in the revision of the strategic plan that the metrics we revise and develop focus on outcomes and impacts of our academic mission. The incorporation of peer comparisons, available consistent outcomes data, and the use of actual results versus planned results trigger mechanisms for change and improvement of university performance.

I look forward to your feedback and guidance as we proceed into the current and future years.

Strategic Priorities, Initiatives and Metrics Goals
For the Year Ending June 30, 2016

Priority 1: Student Success - Challenge our students to develop the knowledge, skills and values to be successful and contributing global citizens.

Priority 1 Initiatives:

1.1   Educate students in a broad base of liberal studies and mastery of an academic discipline.

1.2   Enrich students' communication, inquiry, creative, and critical-thinking skills.

1.3   Engage students in relevant and responsive academic and co-curricular experiences with a focus on the value of diverse perspectives and personal responsibility.

Priority 1 Metrics: Successful students, both graduate and undergraduate, are those who complete their degree and are prepared for employment or additional postgraduate studies.   Early retention, timely graduation and a positive undergraduate experience are key to success. Students must be competent in critical thinking, analytic reasoning, problem solving, and written communication skills to be successful.

Performance Indicator and Five-Year Goal by Fiscal Year 2020	Historical FY 2011	Actual 2013-2014	Goal for 2014-2015	Actual 2014-2015	Goal for 2015-2016
Graduates are employed in their field of choice or engaged in postgraduate studies.[1]	Employed = 80% PostGrad = 32%	Employed = 65% PostGrad = 52%	92%	Updated 2/15/2016	Employed=70% PostGrad=55%
Increase the six year graduation rate of first-time, full-time students to 63%.	58%	60%	60%	56%	59%
Increase the four year graduation rate of first-time, full-time students to 25%.	21%	21%	21%	21%	21%
Improve freshmen to sophomore retention rate to 80%.	76%	76%	77%	78%	79%
95% of graduating seniors rate their educational experience as good or excellent on the Graduate Student Exit Survey.	86%	86%	88%	85%	86%
CMU students demonstrate competence in critical thinking, analytic reasoning, problem solving, and written communication, as indicated by the Collegiate Learning Assessment, that exceed peer institutions (as indicated by mean scores).	2009 CMU = 1124 Peers = 1222	2012 CMU = 1073 Peers = 1055	Exceed mean score of peers	Given in Fall 2015 and Spring 2016	Exceed mean score of peers

1 – Previous data were from the Alumni Survey. Alumni Survey replaced with First Destination Survey in Dec 2013, with similar and comparable questions. All data are collected 6 months post graduation and are reported in the fiscal year of graduation.

Priority 2: Research and Creative Activity - Promote excellence in research and creative activities.

Priority 2 Initiatives:

2.1   Enhance and improve incentives, infrastructure, and support services for research and creative activities.

2.2   Support field-defining areas of research and creative activities across the university.

2.3   Enhance efforts to promote the active involvement of students in research and creative activities.

2.4   Support emerging areas of interdisciplinary, international, and cross-cultural research and creative activities that build on the university's strengths.

Priority 2 Metrics: Research and creative endeavors at all levels and in all disciplines is critical to promoting excellence at CMU. The result of the university investment in research is demonstrated in the quality of the research and creative activities of the faculty and students. The sciences and business use journal impact factors as indicators of excellence, while creative activities juried at the national and international levels validate excellence.   External funding is an endorsement of excellence and is essential for growth in research and creative endeavors. As research gains increasing importance at CMU, more faculty will become research active and more students will be participants in research and creative activities.

Performance Indicator and Five-Year Goal by Fiscal Year 2020	Historical FY 2011	Actual 2013-2014	Goal for 2014-2015	Actual 2014-2015	Goal for 2015-2016
Impact factors in the sciences, social sciences, and business rank in the top 50% of our peer institutions.	Calendar Year 2010 CMU = 3.78 Peers = 4.55	CMU = 3.46 Peers = 4.64	Top 50%	CMU = 3.61[2] Peers = 5.08	Top 50%
Increase faculty participation in invited, peer-reviewed/juried performances and exhibitions in national or international venues by 5% annually.	Faculty = 30 Performances & Exhibitions = 70	Faculty = 20 Performances & Exhibitions = 72	5% Annually	Faculty = 23 Performances & Exhibitions = 62[3]	5% Annually
Increase research and creative endeavors external funding to $25 million.	$14,089,970	$13,754,281	$15 million	$10,448,370	$11 million
Increase percent of faculty engaged in research or creative endeavors to 65%.	47%	57%	59%	43%[4]	48%
Increase number of students engaged in regional, national, and international research and creative activities (publications, presentations, and exhibits) by 5% annually.[5]	Pub = 161 Pres = 88 Exhib = 1	Pub = 202 Pres = 111 Exhib = 1	5% Annually	Pub = 178 Pres = 66 Exhib = 0[4]	5% Annually

[2]Peer group changed in 2015 to include medical schools. Peer mean increased.
[3]Data reflective of only CCFA and is taken from that annual report. Previous data were from OFIS, but the 2015 numbers for performances and exhibitions in OFIS were zero.
[4]Faculty may not be entering data into OFIS.
[5]NSSE (National Survey of Student Engagement) asks seniors who have worked with a faculty member on a research project (no creative activity): 2012 = 21%; 2015 = 24%.

Priority 3: Quality Faculty and Staff – Foster a vibrant, innovative, intellectual community of high quality faculty and staff who value inclusiveness, diversity, shared governance and respect.

Priority 3 Initiatives:

3.1   Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.

3.2   Provide professional support for the ongoing development of faculty and staff in the areas of teaching, leadership, research, and cultural competence.

3.3   Support the exchange of diverse viewpoints in order to develop timely and informed university policies, procedures, and practices that promote inclusiveness and facilitate shared governance.

Priority 3 Metrics: High quality faculty and staff are the essence of an institution of excellence. In order to build an outstanding workforce, CMU must offer competitive recruitment packages to our top candidates, provide ongoing professional development to all faculty and staff, and support a welcoming and inclusive culture. Evidence of the positive environment will be faculty and staff survey responses.

Performance Indicator and Five-Year Goal by Fiscal Year 2020	Historical FY 2011	Actual 2013-2014	Goal for 2014-2015	Actual 2014-2015	Goal for 2015-2016
Hire first-choice faculty finalists 85% of the time and first-choice staff finalists 92% of the time.	Fac = 77% Staff = 89%	Fac = 87% Staff = 91%	Fac = 87% Staff = 91%	Fac = 81% Staff = 93%	Fac = 84% Staff = 93%
At least 86% of staff agree or strongly agree that CMU is a good place to work.	84%	88%	88%	Next survey conducted Fall 2015	88%
Foster and maintain a welcoming and inclusive campus environment for all CMU community members, based on the National Survey of Student Engagement (NSSE).[6] Five-year goal: faculty=80%; staff=85%; students=75%	Fac = 79% Staff = 47% Students = 86%	Next NSSE survey given every 3 years	Fac = 60% Staff = 70% Students = 55%	Fac = 82% Stu Serv=61% Admin Staff=63% Students = 88%	Next NSSE survey given in 2018
At least 86% of fixed-term faculty and graduate assistants agree or strongly agree that CMU is a good place to work, based on results of the New Faculty Survey.	No historical data	No survey this year	84%	No survey this year	No survey expected next year
Provide bi-annual faculty and staff professional development opportunities to all faculty and staff.	Administration is stressing to supervisors and campus leaders that employees have opportunities for training both on- and off-campus. The Strategic Planning Team will revisit this priority when the Strategic Plan Initiatives and Priorities are re-evaluated.				

[6]NSSE question changed slightly. In 2012 question asked senior students about the quality of their relationships with other students, faculty members, and administrative personnel and offices. In 2015 question asked senior students about the quality of their interactions with other students, faculty, student services personnel, and other administrative staff.

Priority 4: Community Partnerships - Develop and strengthen learning experiences through collaboration with local, national and global partners to enhance cultural awareness, the natural environment, health and wellness and local economies.

Priority 4 Initiatives:

4.1   Generate opportunities for community involvement through academic experiences, performances, speakers, athletics, civic engagement, and volunteering.

4.2   Involve students, faculty, and staff with community members to support and sustain healthy environments.

4.3   Foster and enhance relationships with tribal, governmental, business, and non-profit entities.

Priority 4 Metrics: Building strong community partnerships requires an investment by CMU faculty, staff, and students through service-learning, internship, and volunteer opportunities. Health and wellness is a CMU strength that should be shared with the broader community as well as the faculty and staff. CMU's economic impact helps maintain a vibrant local and state economy.

Performance Indicator and Five-Year Goal by Fiscal Year 2020	Historical FY 2011	Actual 2013-2014	Goal for 2014-2015	Actual 2014-2015	Goal for 2015-2016
At least 20% of students have enrolled in a service-learning course.	8-10%	10-12%	15%	11%[7]	13%
At least 55% of graduating seniors have completed an academic internship, student teaching, or clinical experience.	51% (2012 NSSE)	Next NSSE survey in 2015	53%	56%	Next NSSE survey in 2018
At least 80% of graduating seniors have been involved with volunteering/community service, as reported on NSSE.	68%	Next NSSE survey in 2015	70%	53% of seniors volunteer weekly[8]	Next NSSE survey in 2018
80% of the staff perceive health and wellness as an integral part of CMU's culture, as reported on the bi-annual Staff Satisfaction Survey.	69%	74%	74%	Next survey conducted Fall 2015	76%
Increase CMU's economic impact on the local and State economies by 2% annually.	$837M	$940M[9]	$1.02B	This survey has not been repeated	$959M

[7]Previous data were estimates. With new SL designation, number reported is percent of all CMU students who were enrolled in a SL course in 2014-2015 academic year.

[8]NSSE question changed and collects different, non-comparable, data. In 2012 question asked senior students if they have done, plan to do, do not plan to do, or have not decided to engage in community service or volunteer work. We recorded students who had done community service. In 2015 question asked senior students about how many hours they spent in a typical week doing community service or volunteer work. 53% of CMU seniors spent time (>1 hr.) in community service or volunteer work on a weekly basis.

[9]*The Economic Impact of Michigan's Fifteen Public Universities* published in 2013 (http://www.pcsum.org/Portals/0/docs/The%20Economic%20Footprint%20of%20Michigan's%20Public%20Universities.pdf)

Priority 5: Infrastructure Stewardship – Align university resources and infrastructures to support the university's mission and vision.

Priority 5 Initiatives:
5.1   Enhance university financial, technological, and physical infrastructure.
5.2   Define and implement a long-term enrollment and retention strategy.
5.3   Increase ongoing investments in strategic environmental and sustainable energy optimization efforts and seek opportunities to share this knowledge and experience.

Priority 5 Metrics: The alignment of university resources with CMU's priorities is the core of effective strategic planning. CMU's financial base is dependent on external fundraising and a solid enrollment management plan. If the research priority is to be reached, facilities need to meet the needs of the faculty. Responsible fiscal management will result in a reduction of expenses, including a reduction in energy consumption. An excellent credit rating is essential to the financial health of the university.

Performance Indicator and Five-Year Goal by Fiscal Year 2020	Historical FY 2011	Actual 2013-2014	Goal for 2014-2015	Actual 2014-2015	Goal for 2015-2016
Increase fundraising revenues by 10% annually to $29M.	$12.7M	$13.0M	$15.8M	$13.7M	$14.9M
Implement a long-term enrollment and retention strategy to ensure appropriate growth and sustainability.	691,275 Student Credit Hours	642,505 Student Credit Hours	642,505 Student Credit Hours	656,299 Student Credit Hours	656,000 Student Credit Hours
Increase total available research space to meet or exceed peer average, as identified in the campus facilities master plan. Five-year goal=210,595 Sq. Ft.	136,641 Sq. Ft.	142,307 Sq. Ft.	142.307 Sq. Ft.	142,307 Sq. Ft.	142,307 Sq. Ft.
Reduce energy consumption per square foot by 5% by 2020.	148,358 BTU/Sq. Ft.	165,013[10] BTU/Sq. Ft.	Reduce by 1.5%	164,092 BTU/Sq. Ft.	Reduce by 1.5%
Maintain the CMU credit rating (currently Aa3/Moody's and A+ S&P), relative to our peer institutions.	Aa3/Moody's A+/S&P	Aa3/Moody's A+/S&P	Aa3/Moody's A+/S&P	Aa3/Moody's A+/S&P	Aa3/Moody's A+/S&P

[10]Several factors had a significant impact on the 11.2% BTU/SF increase for Fiscal Year 2014: The addition of air conditioning to the Events Center with its high ceilings is equal to the volume in a building three times larger with normal ceiling heights; addition of air conditioning in the Student Activity Center fitness expansion; higher air conditioning demands in the Anspach Hall renovation due to ventilation codes requiring higher air volumes than when originally built in 1965; CMED addition with two cadaver labs requires very high ventilation rates and no air recirculation; Graduate Student Apartments have tenant controlled air conditioning; and research labs with different ventilation requirements. Most of the new space added this year is not "normal" space. In addition, heating degree days (HDD) and cooling degree days (CDD) vary from year to year. For FY 2014, the HDD was 9.8% higher and CDD was 1.8% lower compared to past six-year average.

Central Michigan University
Priorities, Initiatives and Goals
For the Year Ending June 30, 2016

Priority 1 – Student Success

- Major university accreditations will be successfully completed: the Higher Learning Commission (HLC) ten year reaffirmation of the university-wide accreditation; accreditation by the Council for the Accreditation of Education Preparation (CAEP); and accreditation by the Liaison Committee for Medical Education (LCME)

- Receive report of Online Programs Study Committee at December Board of Trustees meeting and decide on next steps, depending on the findings and recommendations within that report

- Proceed with implementation of the "One CMU" concept, starting with the functional integration of administrative functions from across all appropriate units of the university

- Academic Affairs and Enrollment and Student Services will re-engineer first-year experience programming beyond a single course; develop a program that incorporates a useful cross-section of information and knowledge to facilitate academic success and student retention

- University Communications in partnership with the Office of Information Technology (OIT) will complete the following projects:

  o A new widescreen design for go.cmich.edu
  o New designs for the College of Humanities and Social and Behavioral Sciences, College of Medicine and Office of Graduate Studies
  o A new Global Campus website, fully within CMU's SharePoint environment for the first time

- In collaboration with the Academic Senate Oversight Committee, Academic Affairs will refresh the MSA Program, identifying challenges facing the program and proposing and implementing solutions

Priority 2 – Research and Creative Activity

- Increase research and creative endeavors external grant writing and funding by 5%

- Increase number of grants and contracts submitted in the College of Education and Human Services by 10%

- Design and implement a MakerBot Innovation Lab facility, incorporating research and design projects between the College of Education and Human Services and College of Communication and Fine Arts

- Expand clinical space for the Autism Center

- Redesign and implement strategies to increase clinical research opportunities for faculty members within the College of Medicine

- Enhance animal research facilities, particularly for mammalian species, primarily mice and rats

Priority 3 – Quality Faculty and Staff

- Provide professional support for the ongoing development of faculty and staff in the areas of research, teaching, leadership, and cultural competence. Strengthen leadership capability and capacity throughout the university to encourage high levels of performance, sustain excellence, and preserve leadership consistent with CMU's Core and Service Values

- Enhance faculty quality through an increase in CBA faculty AQ/PQ = > 95%

- Enhance the faculty mentoring program through the Center for Excellence in Teaching and Learning

Priority 4 – Community Partnerships

- Grow our Community Engagement performance as a preliminary step to resubmission of our application for certification by Carnegie Foundation (who maintain the Carnegie Classification of Higher Education™) as a university with specialization in this area

Priority 5 – Infrastructure Stewardship

- Develop and implement next iteration of the Strategic Enrollment Management Plan for 2016-2018. The plan will enhance existing enrollment management initiatives and in addition will:

    o Continue to transform the enrollment conversation from recruitment of a *number* to design of a *profile*
    o Meet or achieve new FTIAC on-campus enrollment goal of 3,500 (+/- 5%) and 1,100 new transfer students
    o Increase out-of-state enrollment by 3%
    o Create a Minority Student Recruitment Plan

- Reorganize the Office of Information Technology (OIT) to increase operational efficiency, system unification across the academic colleges and support and service units, and refine and increase system security

- Reorganize and implement new initiatives within the university's fundraising/advancement functions, including the recruitment and hiring of a Vice President for University Advancement

- Successfully complete the $5 million Grawn Hall Renovation fundraising goal

- Appoint an Enterprise Risk Management Committee to identify and manage enterprise-wide risk and periodically report to the president and Board of Trustees

- Review and revise processes and procedures of the Responsibility Centered Management budget model, as appropriate, to incentivize innovation, strategic positioning, and brand/community outreach, and enable the university to respond more quickly to student success, faculty development, facility infrastructure and research needs

- Provide ongoing management of the CMU 2013 Campus Master Plan and the 2014 Campus Identity Plan:

  o Maintain dashboard metrics and ensure campus leadership is informed.
  o Maintain the Facilities Condition Assessment (FCA) database and all appropriate files
  o Update the 10 Year Capital Plan

- Study, prepare and implement a plan proposing the future footprint and need for Residence Life and campus housing operations going forward

- Provide Title IX updates and revisions to ensure compliance and enforcement of policies and procedures relating to sexual misconduct and gender equity related to intercollegiate athletics

- Appoint a Retirement Investment Committee to review the investments offered by Fidelity and TIAA and to revise the options available to employees to those with the best returns, lowest fees, and those deemed most appropriate in terms of type of investment

Criterion 3 Evidence
Program Review Handbook 2015

ACADEMIC PROGRAM REVIEW HANDBOOK

May 2015

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Vice Provost
Academic Effectiveness
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    A. Program Review Criteria Table
    B. Library Resource Survey
    C. Information Technology Resource Survey
    D. Program Review Criteria Crosswalk for Programs with Specialized Accreditation

Purpose

The **primary purpose** of program review is to assess the educational quality of academic programs along a number of dimensions. This information is used to develop and then implement action steps to improve program quality. Although faculty continuously assess the effectiveness of a program when they teach and advise, program review is an opportunity for a more structured reflection that often results in changes to the program.

Assess the quality of program → Develop potential action steps →

Consider potential resources implications → Engage in action steps

A **secondary purpose** of program review is to provide information that informs decisions to alter the size of the program. Options include increasing, maintaining, or reducing the size of the program, consolidating the program, or deleting the program.

Develop recommendation(s) impacting program size → Consider potential

resource implications → Engage in action steps

Program review results in three **summary ratings**: program quality, modification of program size, and need for additional resources. The recommendations regarding quality and program size directly affect the resources needed for program improvement or the resources that become available to build other programs when programs are reduced, combined, or eliminated.

Quality of program

Resources needed

Modification of program size
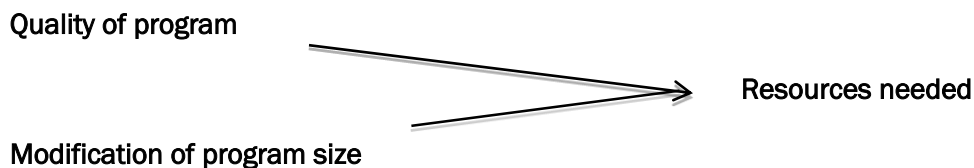
Academic program review is one piece of a multi-faceted commitment to continuous quality improvement extending from institutional accreditation through specialized accreditation to the review of programs and the assessment of student learning. Program review is a primary vehicle CMU uses to evaluate and sustain high quality programs. If done well, program review can recognize quality and strengthen academic programs for the future.

Overview of the Program Review Process

Program quality is a conceptual variable. To assess quality, we need to identify possible factors affecting quality and then operationally define the underlying indicators. Indicators of quality include both input and outcome variables. While both are important, greater weight should be assigned to outcome variables.

Input Variables → Quality of Program → Outcome Variables

For example, one program quality input is the quality of faculty. Teaching effectiveness is one measure of high quality faculty. Teaching effectiveness can be measured in many ways, and sources of data could include teaching evaluations and awards. Publication record is another possible measure of high quality faculty.

A second input that affects program quality is the availability of appropriate equipment. Assessment of this measure might include comparing equipment used at CMU with that used in similar programs at other institutions or evaluating the equipment through an external review process.

Outcomes must also be defined. One outcome might be the student's ability to apply their knowledge to new situations. Relevant data could include a project in a capstone experience, results of an oral exam, or scores on the GRE.

Input Variables → Quality of program → Outcome Variable

quality of faculty   equipment   apply knowledge

                                                  capstone project   GRE,

teaching awards   comparison w/ others   oral exam

              external reviewer comments   employer input

        teaching evaluations   internship evaluation
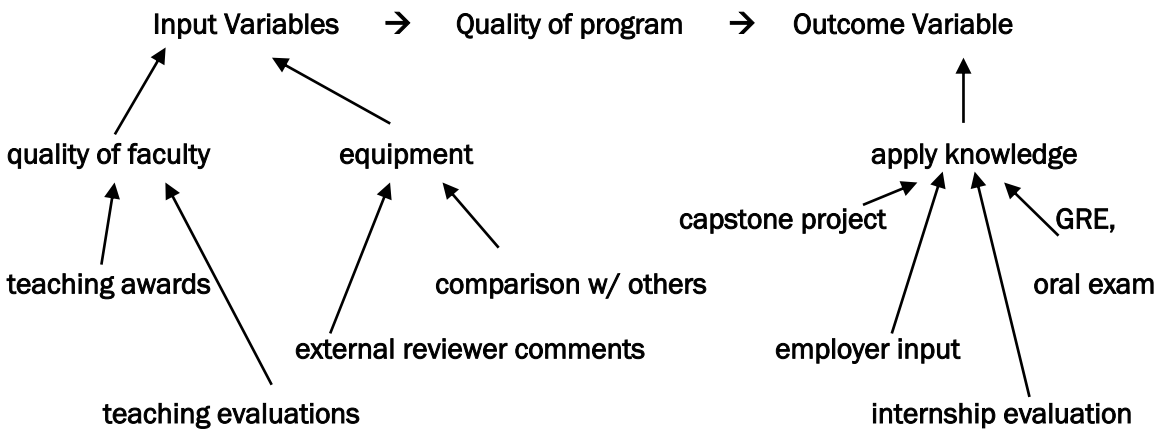
It is the reflective review of data that provides information on the quality of the program. Program faculty discuss the data through the self-study process and conduct an analysis of the internal strengths and weaknesses of the program, as well as the external opportunities and threats. An external review of the program occurs either as part of the specialized accreditation process or as part of program review. The program faculty then develop action steps for program improvement. The college dean(s) and graduate dean evaluate the self-study and external reviewer comments and provide ratings of program quality, size and resources. Following a discussion with the dean(s), department chair, and program leadership, the provost makes independent recommendations to address the quality and size of the program, as well as required resources. As a follow up to program review, the provost may ask for interim reports from the dean, the department or program leadership, and sometimes others, which summarize progress on recommended actions for program improvement.

Schedule

Program review is an ongoing process that has a focused discussion with the dean and provost approximately every five years. The program review schedule may be adjusted to

coincide with accreditation reviews and visits by outside organizations as agreed upon in advance by the dean, department, and vice provost for academic effectiveness. The program review schedule can be viewed on the website for the Office of Academic Effectiveness.[1] Requests for alterations in the schedule should be made by the dean to the vice provost for academic effectiveness. Although programs with a great deal of overlap may be reviewed concurrently, quality determinations and planning for the future must be distinct by program.

Programs Needing Review

The following are defined as programs that need to be reviewed as part of this process:

- Graduate programs: Each degree and each concentration constitute a separate program. For example, the MS in neuroscience is a separate program from the PhD in neuroscience. Special/early admission allowing for completion of an accelerated master's program does not constitute a program. However, this group of students should be analyzed and reported to determine the effectiveness of the early admission process and the successes achieved by these students.
- Majors: Each concentration constitutes a major, whether interdisciplinary, interdepartmental or within one department. Majors on varying degree programs are considered independent majors if the requirements are different. Differing requirements should lead to different outcomes. For example, the history major on the BS in Ed degree is reviewed independently of the history major on the BS and BA degrees. The history major on the BS and BA are reviewed together because the requirements are the same.
- All stand-alone minors
- Honors Protocol
- General Education Program

Programs that will not undergo independent review include minors that are part of a major, certificate programs, 2 + 2 programs, accelerated programs and programs on hiatus. The department or council should be discussing programs on hiatus so that when the hiatus period ends, the programs can be changed, deleted, or enter the program review cycle.

Responsible Department or Council

The home department is responsible for the program review process. If there are both on- and off- campus components to a program, the on-campus department is responsible for the process and must collect the appropriate data from their off-campus partner or Global Campus. Interdisciplinary councils are responsible for the program review of interdisciplinary programs and the Honors Protocol. They should work with their deans and the Office of Academic Effectiveness to secure the needed data and complete the process. Program review for interdepartmental programs is developed jointly by both departments. The General

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[1] https://www.cmich.edu/office_provost/AcademicAffairs/Program_Review/Documents/2012-2017ProgramReviewSchedule.pdf

Education Committee working with the Office of Academic Effectiveness is responsible for program review of the General Education Program.

Program Review Components

The components of program review are summarized in Table 1. They are described in further detail in the pages that follow. This table presents an overview of all components, and program review documents should be organized in this order. When complete, provide one paper copy and one electronic copy to the provost's office.

Table 1. Program Review Components

Components	Brief Overview
Self-Study	Program faculty perform a self-study in response to criteria. Dean vets the self-study before it is sent for external review.
Library Resources	Program faculty in consultation with library staff evaluate adequacy of library resources.
Information Technology Resources	Program faculty in consultation with IT staff evaluate adequacy of information technology resources.
Program-level SWOT Analysis	Program faculty summarize program strengths, weaknesses, opportunities, and threats.
External Review	Dean selects external reviewer from list of academic leaders in the same discipline at similar or aspirational institutions provided by department.
Program Response to External Review	Program faculty respond to external review. Revise SWOT if necessary.
Action Plan	Program faculty develop an action plan to improve the program.
Ratings of Quality, Size, and Resource Funding	Program faculty rate program quality, size, and funding.
Dean-level SWOT Analysis, Next Steps, and Ratings	Responsible dean reviews all above materials and responds with a SWOT analysis, ratings of quality, size, and funding, and adds discussion of next steps. Graduate dean does the same for graduate programs.

Provost Review and Recommendation	Dean sends materials to provost and vice provost for academic effectiveness. Provost's office schedules a meeting with dean (including graduate dean when applicable) and department or council chair. Following discussion of the program review documents, SWOT analyses and potential for program improvement, provost makes recommendations for follow-up actions.
Follow-up Actions	Individuals identified in memo from provost provide updates on progress.

Self-Study Narrative

The self-study is the heart of the program review process as it is the vehicle for focusing conversations among faculty and other stakeholders on evidence relevant to the current status of the program and aspirations for its future. The self-study is most useful when it represents a serious process in which **all program faculty** are engaged in collecting the evidence, analyzing the evidence, discussing implications of the data, and planning for the future. Hence, the self-study process should be inclusive and evidence of that inclusivity should be documented in the self-study. **On the cover page, include a list of those who provided input as well as their roles in both the program and preparation of the materials.**

Designated and effective leadership of the program review process is key to high quality self-studies. A division of labor within departments or programs with clear expectations, frequent milestones for completion of work, and regular discussions of evidence at department and program meetings periodically during the year bring consensus among the program faculty. The vice provost for academic effectiveness will schedule a meeting with the department or program chairs in the year prior to the program review to suggest a timeline, address potential problems, and offer assistance.

The narratives in each section must be based upon accurate and verifiable data that is clearly presented to show trends or comparisons. The discussion must be specific to the program. It will not be appropriate to claim that all faculty participate equally in all programs. It will be helpful early in the program review process to identify faculty and other resources (such as temporary faculty, graduate students and facilities) with specific programs. The discussion of each criterion should include: (1) a summary of the evidence documenting the extent to which the program satisfied the criterion, (2) a narrative statement analyzing and interpreting the evidence, and (3) suggested next steps informed by these data that would lead to an improved curriculum, teaching effectiveness, student learning, etc.

Appendix A lists the criteria to be addressed, suggested questions to focus conversations among faculty, and sources of evidence. This table is not meant to be all encompassing. Rather, the intent is to emphasize the expectation that the criteria and evidence are the

starting points for analysis. Program faculty may wish to include discussion of other criteria and additional relevant data. The program review should be a true reflection of the program, its current state, and future potential. In all cases, the review should focus on the data and the narrative should be written as a very brief analysis of those data.

Suggested evidence for each criterion and potential data sources are included in Appendix A. Much of the data are available from the CMU data warehouse, summary data tables prepared by the Office of Institutional Research, and other data sources available to the deans and department chairs. The Online Faculty Information System (OFIS) will be used as the source for information on faculty activities. Thus, it is critical that information be up to date. Interdisciplinary council chairs should meet with the Office of Academic Effectiveness early in the process to identify the data they will need and request assistance collecting those data from Academic Effectiveness, the Office of Institutional Research, or their dean's office.

The assessment of student learning is an essential and significant piece of program review. Programs are to utilize the data from the previous five years as documentation of student learning or the need for program revision. Meet with your assessment coordinator early in the process to discuss the analysis of the assessment data. Expectations for graduate programs extend beyond those of undergraduate programs and should be carefully addressed in the narrative. Data on the effectiveness of accelerated masters programs should be included. Programs leading to the BS in Ed degree must analyze the MTTC results and other data relevant to teacher education. For programs offered both on- and off-campus, students and faculty at all locations should be included and clearly identified in the data and addressed in the narrative. Finally since effective programs are based on current course content, review the Master Course Syllabi and update them as needed.

It is advantageous for departments and interdisciplinary councils to determine early in the process what data they will use as evidence. The Office of Academic Effectiveness will help gather data for interdisciplinary programs.

Data for multiple programs within one department should be summarized in a reasonable and consistent manner. Some departments may wish to review their programs in sequence, while others may want to discuss and compare the data for a specific criterion for all programs. For example, in order to facilitate comparisons, a department may want to use a table to present enrollment/retention/graduation data, research productivity, or student learning outcomes across all concentrations of a major.

The entire program review document should reflect the use of data for continuous program improvement. Collecting data is of little value if it is not used. Clearly explain how data has been used to inform changes in the program. For example, alumni may report that graduates need more current information on a topic, which would result in changes to course syllabi. Assessment of student learning outcomes, such as results on a standardized test, might indicate a general weakness in a content area, resulting in altered areas of emphasis.

Library and Technology Resources

Programs going through review are asked to complete both library [2] and information technology[3] resources surveys (Appendices B and C) in consultation with staff in those areas. The review of this evidence creates a prime opportunity to look at what will be needed in the future as the content, electronic learning tools, and pedagogies in the field change. Often, significant additions in this arena take years to implement. Therefore, being proactive in anticipating these needs will ensure that program quality can be sustained and improved across time. Conversations might center on questions that ask whether all students, faculty and staff are able to access the library or information resources they need and whether there are likely to be needs for training, professional development or technology in the near future. More specific directions regarding who to contact about this part of review are included on the survey forms.

SWOT Analysis

Most program faculty complete a preliminary, or draft, SWOT analysis as a final step to writing the self-study. This initial SWOT analysis is usually included with the self-study sent to the external reviewer, and describes the program's internal strengths and weaknesses, and external opportunities and threats. The preliminary SWOT helps direct the reviewer's attention to areas of particular interest to the program faculty. This is a program-specific analysis and not a description of the department strengths and weaknesses. After the visit and feedback from the external reviewer, program faculty may want to revise the SWOT analysis as they prepare an action plan. The SWOT analysis should lead directly to a discussion of opportunities for program improvement and growth.

External Review

Each program or set of programs undergoing review will obtain feedback from one or more external reviewers. For accredited programs, the external review conducted by the accrediting body will constitute this feedback. For non-accredited programs, the selection of the external reviewer is one of the first actions that should be taken in the program review process, although the actual visit by the reviewer does not take place until after the completion of the self-study. The external reviewer will be selected by the dean from a list of three or more qualified individuals provided by the department. A model reviewer contract is provided on the program review website and can be adapted to include additional stipulations the dean and department wish to include.[4]

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[2] https://www.cmich.edu/office_provost/AcademicAffairs/Program_Review/Documents/LibraryProgramReviewSurvey2-12-13.docx

[3] https://www.cmich.edu/office_provost/AcademicAffairs/Program_Review/Documents/InformationTechnologySurvey3-1-2013.docx

[4] https://www.cmich.edu/office_provost/AcademicAffairs/Program_Review/Pages/default.aspx

Picking a knowledgeable and respected external reviewer who will provide candid, helpful feedback is one of the best ways to strengthen the program review and promote constructive follow-up actions. Reviewers should be recognized leaders in the discipline with recent experience in higher education institutions, possibly from CMU's benchmarking institutions, or if more appropriate, from strong programs at other institutions. Typically, individuals with CMU degrees, a real or potential conflict of interest, or who have close professional or personal relationships with CMU personnel or students are not appropriate external reviewers. A CV for the reviewer should be included as an appendix to the self-study.

The external reviewer should receive general information about the institution, department, and programs such as that provided on university websites. Also, a set of focus questions, a copy of the self-study, and supporting materials should be provided after they have been vetted by the program faculty and dean. The reviewer will provide an in-depth review of the self-study, travel to campus to conduct interviews with program faculty, students, dean and other stakeholders, and prepare a final report. The report should address the basic criteria of the self-study including program quality and processes supporting quality, program size, resources, and future opportunities for the program. A major purpose of the external review is to provide external comparators of quality. This evaluation of program quality should be addressed directly in the external reviewer's report.

The dates of the visit and submission of the final report should be included in the contract. It is highly recommended that the reviewer be expected to submit a written report within two weeks of an on-campus visit and payment be made contingent upon a timely submission of a written evaluation which satisfactorily addresses the conditions laid out in the contract. The provost will reimburse up to $2000 of the reasonable expenses and an honorarium for an external reviewer. Expenses beyond $2000 are covered by the dean or department. Typically, there will be just one reviewer. In some instances, given the complexity of the program (e.g., some interdisciplinary programs), challenges facing the program (e.g., seeking major reorientation), or a program review of multiple programs, more than one external reviewer may be used. Permission for multiple reviewers and responsibilities for covering all costs should be determined prior to inviting the reviewers and having reviewers sign any contracts.

Abbreviated Review Process

Most academic programs will participate in the full program review process. However, two alternative processes exist: 1) for programs that have recently gained specialized accreditation status, and 2) for small undergraduate programs.

Specialized Accreditation

Units that seek and maintain specialized accreditation with an organization that is a member of the Association of Specialized and Professional Accreditors[5] will be allowed to engage in an abbreviated program review process. Programs that undergo another

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[5] See http://www.aspa-usa.org/ for list of ASPA members.

external review process should contact the vice provost for academic effectiveness to determine if an abbreviated review process is appropriate. Accrediting bodies vary on their criteria and emphases; therefore, deans and chairs should engage in a conversation with the vice provost for academic effectiveness in the year preceding program review to determine what will be required in addition to the accreditation documentation. A Crosswalk Table is provided in Appendix D to structure data for this discussion. This abbreviated review process for accredited programs must include the following information. Additional information may be included as necessary.

- Submission of the self-study prepared for the specialized accrediting group
- Additional information required for program review but omitted from the accreditation process
- Submission of the letter documenting accreditation or reaccreditation and any reports from the site visitors. This group serves as the external reviewers.
- SWOT analyses carried out by both the program faculty and dean
- Rating for quality, recommendations of program size, and resource implications by program faculty and dean
- Culminating interview with and feedback from provost

The timing of program reviews for these programs will be aligned with the accreditation cycles whenever possible. If accreditation is obtained without a site visit, those programs should invite an external reviewer as described in this handbook.

Small Undergraduate Programs

Small undergraduate programs that graduate few students annually may request a modified review process. Having few enrolled or graduated students makes an analysis of student outcomes of limited value. Moreover, the question of whether it is possible to have a quality program that is very small and whether it is a sound use of resources (human and financial) to do so must be addressed. If there are plans to grow or refresh the program, those should be outlined and commitments made as part of the program review self-study. If there are plans to merge the program with another or to eliminate the program, those too should be detailed. Sometimes an external reviewer is brought in to provide advice on possible directions. Any modifications to the program review process must be discussed with the dean, the program and/or department leadership, and the vice provost for academic effectiveness well in advance of the scheduled program review.

Unusual Circumstances

In unusual circumstances, with prior approval of the vice provost for academic effectiveness, it is possible to modify the program review process. The nature of the modifications will be specified by the provost in consultation with the relevant dean and with consideration of the unique characteristics of the program under review.

Action Plan

After the visit and receipt of feedback from the external reviewer, a final program-level SWOT is prepared. It is followed by an action plan developed by the department that outlines steps for maintaining strengths and correcting weaknesses, as well as strategies for responding to opportunities and threats. The action plan must address the following questions:

1. Should the program be continued or eliminated? Should the program grow?
2. What should the department or council do to strengthen the program? When will these actions take place? What resources will be required?
3. Are there actions that could be taken by others that would improve the program? If so, what are they, when should they occur, and what resources are required?

Although the action plan should be program specific, it is difficult to isolate programs within a department or college. Therefore, this section of the document might summarize program actions as they relate to and influence other programs. This analysis will be most useful when it is realistic, and developed with the recognition that resources for new initiatives most often come from reallocations within the department or college.

Summary Ratings and Rationale

The self-study prepared by the program faculty concludes with three summary ratings, using the scales specified below (see Table 2), each accompanied by a brief rationale. Faculty provide a rating of the program's overall quality based upon the evidence in the self-study. Next, a recommendation is made regarding program size. Should the program increase, decrease, or remain the same size? Should it be combined with other similar programs? Or is this a program that should be eliminated? Finally, the faculty provide a rating of the resource funding. Are the resources adequate? What could the program do differently with the current resources? Are additional resources needed? If additional resources are needed, include an explanation of the expected source of the funding.

Table 2 - Summary Ratings of Quality, Size and Funding	
First Dimension: Program Quality	
1 = Exceptional Quality	Program quality is truly exceptional, constituting one of the top programs among comparator programs nationally.
2 = High Quality	Program is of high quality and needs few, if any, improvements.
2.5 = Moderately High Quality	Program is of moderately high quality, but needs improvement in a few areas.
3 = Needs Improvement	Program is a solid program, but needs significant

	improvement in many areas.
4 = Low Quality Program	Program is of marginal or low quality.
Second Dimension: Program Size	
1 = Increase Size	Program is in high demand or demand is expected to increase.
2 = Maintain Size	Program size should remain the same.
3 = Decrease Size	Program demand is reduced. Decrease size of program.
4 = Combine with another program	Program will be strengthened if combined with another program.
5 = Eliminate Program	Program is no longer needed. Plan for program deletion.
Third Dimension: Resource Funding	
1 = Top Priority	Program needs additional resources and should be a priority for new resources or reallocation of existing resources.

2 = Secondary Priority	Program needs additional resources and should be a priority for new resources or reallocation after addressing top priority programs.
	
	    a. University-level reallocation
	
	    b. Provost-level reallocation
	
	    c. College-level reallocation

3 = No Increase	Program does not need additional resources beyond those that are available at the department level or through department actions.
4 = Reduction	Program resources should be reduced and reallocated to higher priority programs.

Submitting the Materials to the Dean and Provost

A final document should be prepared for each dean with program oversight. Deliver a final copy to the dean and request completion of the dean's SWOT and ratings. If the program is interdisciplinary and involves more than one college, submit a copy of all materials to all deans. All graduate programs should submit one copy of all materials to the graduate dean. The dean(s) will add their SWOT analysis and ratings to the document. Forward one paper copy and one electronic copy of the complete document to the Provost's Office along with a request for a final interview. The hard copy and the electronic copy should be well organized with tabs or bookmarks identifying the program review sections as noted in this handbook.

Table 3. Complete Self-study Outline	
No.	Section Title
1	Table of Contents and List of Participating Program Faculty
2	Self-study
4	Library and Information Technology Forms
5	External Reviewer Report and External Reviewer's CV
6	Departmental SWOT, Action Plan, and Ratings
7	Dean SWOT and Ratings

Action of the Dean (or Deans)

The responsible dean and graduate dean in the case of graduate programs will review the self-study, report from the external reviewer, SWOT analysis, and the program's overall quality, size, and funding ratings as submitted by the department or council. The dean (or deans working independently or together) will then provide a response in the form of a SWOT analysis and suggested next steps, along with his or her own ratings of quality, size, and funding. The dean will then submit the complete program review to the provost.

Culminating Conversation with Provost

After the documents have been forwarded to the provost, the provost's office (774-7162) will schedule a meeting of the provost, vice provost, dean and graduate dean for graduate programs, and department or interdisciplinary council chair. This meeting is scheduled as soon as possible after receiving the materials. The program narrative, SWOT analyses, external reviewer's comments, and ratings will be discussed along with the next steps in the development of the program. Discussion might focus on the following questions:
- How will the unit build on success?
- How will it improve upon shortcomings?
- What, if any, new directions are going to be pursued?
- What resources are needed to accomplish this?

Provost's Feedback

The provost's letter will include a summary rating of quality and needed resources as well as a set of recommended actions to be taken by various individuals in response to the program review. Most actions come with a deadline prior to which an update, final report, or action should be taken. Other more frequent updates are welcomed from the dean or the program leadership (through the dean) in a letter or email to the provost with a copy to the vice provost for academic effectiveness.

As program faculty and departmental and college leadership take actions in response to program review, or new opportunities or challenges emerge, faculty through their dean should feel free to propose alternative actions to those called for by the provost if in their judgment those would be in the best in interests of the program's students and faculty and CMU.

Department Follow-up and Closing the Loop

One very important outcome of program review is what happens after the final discussion with the provost. Although this section has few words and comes last in this document, it is *the most important piece in the program review process*. Program review should lead to program improvement based on the data analysis of the self-study, recommendations of the external reviewers, discussion with the dean and provost, and—most importantly—reflection among program faculty. The department faculty should reflect on what they learned through the process and develop a concrete plan to improve the program. The Action Plan developed as part of the self-study may need to be revisited for potential revision. The actions taken in response to the provost's recommendations should complement the program improvement process initiated by the department. Finally, reflection on program quality is a continuous process that should engage all faculty and be a topic of discussion in every department on an annual basis. Departments may find that a good time for these discussions comes during the development of the Assessment Report of Student Learning Outcomes. If at any time you would like to have a discussion concerning program improvement, the data that informs that process, or actions that may be taken, please never hesitate to contact the vice provost for academic effectiveness at 989-774-3632. Thank you for putting in the effort to make this process meaningful.

Appendix A: Program Review Criteria Table

Program Quality Indicators	Relevant Questions	Data Definition	Data Source
Environmental Variables			
1. Description of program including purpose and goals.			
A. Relevance of program purpose and goals	Broadly stated, what are the educational purpose and goals of this program? When were they last reviewed? What was the process? Who was involved? Did it lead to revision?	Statement of program mission, purpose and goals from assessment plan and Bulletin description.	Assessment Plan (WEAVEonline) Current Bulletin
B. Relationship of program to university and college mission	How are the program purpose and goals related to the university and college mission and goals?	Alignment of program with college and university mission and goals	President's and College websites: https://www.cmich.edu/about/Pages/university_goals.aspx Narrative
C. Clarity and communication of program goals	How are the program purpose and goals communicated to students?	Narrative	Narrative
2. Current and Future Demand			
A. Student demand	What is the trend in student demand over the past 5 years? How do you explain changes? Is there student demand that the program cannot meet? How is the program marketed to students?	Number of signed majors/ minors, number of intended majors	*Student Enrollment Profiles by Program Reports* *Intended Majors of First-time Freshmen Reports*
B. Employment forecast	What are the employment opportunities for program graduates? What is the trend for employment 5 years from now? How has the program taken employment forecasts into account?	Labor statistics (US and MI) showing future demand	*U.S. Bureau of Labor Statistics* *Michigan Labor Market Information* U.S. Bureau of Labor Statistics http://www.bls.gov/data/#projections

Input Variables			
3. Quality of Enrolled Students			
A. Academic characteristics of enrolled students	Is there effort to analyze the characteristics of incoming students? Are the faculty aware of these characteristics? Is the program responsive to the characteristics of the students? Are there opportunities for informal student/faculty interaction?	Mean HS GPA, ACT Scores, transfer GP GRE, GMAT or equivalent for graduate programs	*Student Enrollment Profiles by Program Reports*
B. Student characteristics – do they reflect the diversity in the field?	How does the diversity of students enrolled in the program compare with the diversity in the field? What efforts are made to recruit a diverse student population? Do all groups of students demonstrate the same retention and graduation rates? If not, what are the plans to correct disparities?	Gender and ethnicity percentages	*Student Enrollment Profiles by Program Reports* Demographics of field Recruitment plan
4. Quality of Program Faculty			
A. Degrees, rank, TT/temp, date of hire	What is the distribution of faculty in the program? Is this the optimal use of faculty resources for program delivery? Do the faculty represent the diversity in the field? Is there a critical mass of faculty to teach in the program and to supervise students?	Highest degree, TT/temp, rank, date of hire Gender and ethnicity percentages Analysis of FTE and SCH production % of faculty who are graduate faculty	OFIS report (Select: 1. Faculty Information, 2. Year range, 3. Department name – save, build report) If you do not know the gender and ethnicity of your faculty, contact Faculty Personnel Services Demographics of field Narrative
B. Research/ Creative activity – including publications with students	What percentage of the program faculty are research active? What percentage engage in research with students? Are there differing modes of scholarship among the faculty? Do	Intellectual contributions, creative activity, presentations, funded grants, % of research- active faculty	OFIS reports (Select: Intellectual Contributions (or Creative Works) by Faculty, Intellectual Contributions (or Creative Works) with Students = lists all pubs/ presentations by faculty member); Select: Annual Report College OR Department (excel V2) for a

	the faculty bring results of their research to the classroom?		summary table.) ORSP data or OFIS reports (Select: Contracts, Grants and Sponsored Research by Faculty, 2. Year range, 3. Department name – save, build report) ORSP: Thompson-Reuters Impact Factor data
5. Review and Analyses of Curriculum			
A. Competitive, relevant	How do the goals of your program compare to the goals of similar programs at other institutions? What are the characteristics of other exemplary programs? What recent trends/changes have occurred in the field? Does this program prepare students for employment? Are the Master Course Syllabi current?	Compare to standards or programs at other universities Alumni/employer comments	Professional or accreditation standards Peer institution websites Professional white papers, trend analyses, etc. Employer and/or alumni surveys (contact Academic Affairs for more information)
B. Appropriate sequencing of content and prerequisites	What is the plan for the program and how was it determined? Is there a common core of courses taken by all students? Does this sequence of courses reflect the most efficient program? Do the courses build on one another? When was the curriculum last reviewed? What changes were made? Does the curriculum introduce students to the methodology of the discipline? Are there bottlenecks that prevent students from advancing in a timely manner? What steps have been taken to remove these barriers?		Narrative, transcript analysis Discussion among faculty, analysis of learning outcomes
C. Capstone experience – does it exist? Is it effective?	Describe the capstone experience. Does it allow for integration of knowledge and methodology	Alumni/employer/graduating student feedback Comments from internship or	Survey of students, employers, faculty (contact Academic Affairs for available institutional data)

	common to the field? Does it challenge students to problem solve and deal with the societal and ethical issues of the field? If there is no capstone experience, explain why.	student teaching supervisor if appropriate.	
D. Does the program prepare students to live and work in a global and diverse environment?	Are there internship or summer employment opportunities for students? Do these experiences connect to employment opportunities in the field?	Analysis of curriculum Evidence of content on global issues	Narrative with examples Study abroad participation International internships
6. Program delivery - Best practices pedagogy			
A. Effective teaching	How does the program encourage high quality teaching? What mechanisms exist to improve teaching? What mechanisms exist to connect faculty who teach the same or similar courses to facilitate planning? What mechanisms exist to mentor new faculty? If graduate students teach in the program are they well trained and supervised? Are teaching evaluations taken into account when making teaching assignments related to this program?	Mean SOS item #8, GA teaching survey results Teaching Awards Use of small groups, problem-based learning, development of critical thinking skills	*Faculty Evaluation Reports,* *Off-campus Programs, Academic Program Prioritization* OFIS reports (Awards and Honors; Supervised Student Learning) Observations Grad student training Mentoring of new faculty
B. Research in scholarship of teaching and learning	Are any faculty engaged in the scholarship of teaching? Do they serve as a resource for others? Are there opportunities for the faculty to regularly discuss teaching strategies?	Faculty publications, presentations on teaching Faculty discussion around pedagogy	OFIS report (see 4.B above) Seminar schedule, special event, regular study groups Dates of MCS updates
C. Recent course redesign	What courses have been redesigned? When? What was the nature of the redesign? What teaching techniques, such as small group learning, team teaching, etc., are present in the program?	Description of revisions and why	Narrative
D. Use of technology	What instructional technologies are used in the program? How do you know if they are effective? Are they	Description of innovative and appropriate use of technology	Narrative

	available to all students in the program?		
7. On-line availability			
A. Is the complete program available on line?		Yes or no	
B. Which courses are available on line or in hybrid format?		List of on line and hybrid courses Description of delivery	Narrative
C. Plans for on line or hybrid delivery		Courses or entire program delivery	List of courses, delivery mode, off-campus locations Narrative
8. Resources			
A. Facilities	Are the program facilities adequate? Are they safe? Is the equipment what is needed? Is it current?	Adequate, safe	Floor plans, safety inspections, comparison with other institutions
B. Library Holdings		Discussion with librarian on holdings	[Program Review Library Survey](#)
C. Technology		Discussion with technology team	[Program Review Technology Survey](#)
Outcome Variables			
9. Student Learning			
A. Assessment of Student Learning Outcomes	What are the intended educational outcomes of the program? Have the faculty discussed the assessment results? Did any changes result from the analysis of SLO? Is there opportunity for students to reflect on their learning and provide feedback?	Evidence of SLO	Annual Assessment Reports (WEAVEonline) Discussion with the assessment coordinator and the preparation of a five year summary of student learning
B. Quality of theses, dissertations, honors papers, capstone papers, presentations, etc.	Do students complete a capstone experience? How is this experience reviewed for quality? How is this information used for program improvement?	Analysis of quality	Results of jury Awards Rubrics
C. Scores/pass rates on standardized tests	Are standardized tests taken by the students in the program? Are they taken by all students or a select	Standardized tests given to all graduates Graduate/professional school	ETS field tests, ACS MCAT, GRE, etc.

	group? How are the results used for program improvement?	admission tests Certification tests	*MTTC Results.*, accounting tests, etc.
D. Mean cumulative GPA at graduation, cumulative hours to graduation, years to graduation	What is the mean GPA of graduates? Is it appropriate? What percentage of students enrolled in the program graduate? Could this number be increased? How long does it take for students to graduate? How many credits does the average graduate have at graduation? How does the program justify that number of credits? Has there been discussion among the program faculty of student time to graduation and number of credits at graduation?	Mean GPA of majors/ minors at graduation Number of credits at graduation Time to graduation	*Student Graduation Profiles by Program Reports*
10. Student scholarship and creative activity			
A. Student publications, presentations, grants, and creative activity	Do students engage in research or creative activity that leads to publication or presentation? What is the quality of these activities? What percentage of the enrolled students engage in research or creative activity? How are faculty rewarded for mentoring student research or creative activity?	Evidence of student scholarship with or without faculty co-authorship Graduate programs should present evidence of the quality of the theses	OFIS reports with student co-authors (Select: Intellectual Contributions (or Creative Works) with Students = lists all pubs/ presentations by faculty member); Department records, SCREE Awards
11. Student Accomplishments after Graduation			
A. Graduate/Professional school acceptance	Are the intended outcomes for the program the most appropriate for preparation for professional/ graduate school? What is the number of graduates applying for admission to professional/ graduate schools and what is the acceptance rate? What are the recommendations for program improvement from those who have gone on to professional/ graduate school?	Evidence of successful completion of professional/ graduate programs	Number of students accepted Quality of schools Survey or focus groups of students in professional or graduate schools

B. Employment	Are the intended outcomes for the program the most appropriate for employment? What does the program do to prepare students for employment? What is the number of graduates who gain employment? Has the program incorporated recommendations of graduates and employers for program improvement?	Evidence of successful employment Evidence of advancement	Number of students employed after 1, 3, 5, 10 years Employer survey data/focus groups

Appendix B: Adequacy of Library Resources for Academic Programs

This form is to be completed, discussed and included as documentation for criterion in the academic program review process. To complete this form, program faculty are asked to meet with their subject bibliographers and review and discuss the state of the collections and associated services and complete this form together. Subject bibliographers will provide data on number of items held by subject/discipline.

I. Background Information (Circle the appropriate response to each question)

1. Academic Program Being Reviewed _____

   (More than one program may be listed if there is a great deal of overlap in associated library resources)

2. Department _____

3. College (circle) CBA   CCFA   CEHS   CHP   CHSBS   CST   Graduate Studies

4. Persons completing this form: _____

   Academic Program: _____

   Library Bibliographer: _____

II. General Library Usage (To be completed by program faculty**)**

1. Rate general level of satisfaction with library resources:

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Not Applicable
a. collections serve program needs						
b. reserves services are useful to program faculty and students						
c. interlibrary loan services are useful						

d. reference services are available and helpful					
e. library space (i.e. meeting rooms) is available and useful					
f. MELCAT services are useful					

2. What additional information or services are needed from library staff?

III. Program Bibliographer (to be completed by program in conjunction with bibliographer)

1. How has the bibliographer communicated with faculty members in the program? (e.g. e-mail, attendance at faculty meetings, visits to individual faculty, attendance at departmental events etc.)

2. Bibliographer provided for _____ classes in the past year.

3.   Is the current quantity and quality of bibliographer contact meeting this program's needs?

_____ Yes   _____ No

If not, please elaborate on how the bibliographer or the program faculty could improve the support of the program's library-related needs?

IV. Library Collections

1. To what extent are the following statements true about the CMU Libraries' collections relative to the needs of the program being reviewed?

Collections serve current instructional needs	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Not Applicable
a. Research Databases						
b. Books						
c. Journals						
d. Non-print Media						
Collections serve current creative and scholarly activity	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Not Applicable
a. Research Databases						
b. Books						
c. Journals						
d. Non-print Media						
Collections serve likely <u>future</u> instructional needs	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Not Applicable
a. Research Databases						
b. Books						
c. Journals						
d. Non-print Media						

Collections serve likely future creative and scholarly activity needs	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree	Not Applicable
a. Research Databases						
b. Books						
c. Journals						
d. Non-print Media						

2. What would make Library collections and associated services more usable?

3. Summary Comments and Recommendations:

<u>Upon completion:</u>

1 copy to be included in Program Review

1 copy to be provided to Dean of Libraries

Appendix C: Adequacy of Information Technology Resources

for Academic Programs

Please contact Kim Vogel (vogel1kc@cmich.edu) (989-774-1771) in the Office of Information Technology to make arrangements to complete this form. She will arrange for a meeting to discuss these questions in an effort to assess the adequacy of resources and services available to academic programs. The completed form is to be included in the academic program review document.

Questions for the group:

1. How are your staff and faculty currently using technology in their day to day work?

    - What is the level of technology expertise in the department?

    - Are there areas in which faculty and staff are more proficient than others?

    - Are there areas in which technology training or education would help the department function better?

    - Do you feel you have adequate technology support for staff and faculty in your area?

    - What suggestions do you have for improving support?

2. What has been your staff and faculty's overall experience working with the OIT Help Desk?

    - Are there ways in which the Help Desk can be more helpful/useful?

    - Are you satisfied with the hours of operation for the Helpdesk?

3. Are you experiencing any difficulties with the mediated classrooms in your area?

    - What is the level of comfort among faculty in the department in using the podiums?

    - What technologies in the podiums are and are not commonly used?

    - What technology changes would your staff and faculty like to see in the classrooms?

4. Does your department have a formal or informal vision for how your area should be leveraging technology?

- Who plays a role in helping to define and execute technology vision across the College or department?

- Do you feel you are close to achieving this goal/vision for your area/department?

- How can IT better facilitate your department with achieving this goal/vision?

5. Is there technology that your staff or faculty require that is not currently available on campus? Is there a demand in your area for statistical or other specialized software packages?

6. Would your faculty and staff find advanced scheduling of courses (i.e. the development of a plan of classes several years in advance) useful? Would an online system help in this area?

7. Do you find the resources on your departmental website to be effective? In what ways do you think technology could be better leveraged to increase recruitment of new students?

8. How do your faculty and staff prefer to communicate or receive information about services and technology support?

- Do you use technology interdepartmentally for communication purposes?

9. Do you believe IT allocates sufficient resources to maintaining the integrity and security of information and data? Do you have any security concerns you would be willing to share?

Questions for the departmental technician(s):

10. What is the average/standard desktop configuration in use by staff and faculty in your department? Do you have a technology or hardware replacement plan in place in your department? If so, please explain.

11. What is the mix of Macintosh, Windows, and other OS computers in the department?

12. Do you enforce some sort of security policy on computers across the College or department?

13. Do you have a formal inventory control process in the department?

14. What information and technology access do you grant to temporary or adjunct faculty in your department? How does this differ from access granted to full time faculty in your department? To grad students?

15. Do you believe there are sufficient safeguards and procedures in your department to protect the integrity and security of information and data?

Appendix D: Program Review Criteria Crosswalk for Programs with Specialized Accreditation

Accrediting bodies vary on their criteria and emphases; therefore, deans and chairs should engage in a conversation with the vice provost for academic affairs in the year preceding program review to determine what will be required in addition to the accreditation documentation. A Crosswalk Table is provided below to serve as a key to the evidence for program review that may be contained in the accreditation documentation.

Program Quality Indicators	Relevant Questions	What data are provided?	Where is this information found?
Environmental Variables			
1. **Description of program including purpose and goals.**			
A. Relevance of program purpose and goals	Broadly stated, what are the educational purpose and goals of this program? When were they last reviewed? What was the process? Who was involved? Did it lead to revision?		
B. Relationship of program to university and college mission	How are the program purpose and goals related to the university and college mission and goals?		
C. Clarity and communication of program goals	How are the program purpose and goals communicated to students?		
2. **Current and Future Demand**			

A. Student demand	What is the trend in student demand over the past 5 years? How do you explain changes? Is there student demand that the program cannot meet? How is the program marketed to students?		
B. Employment forecast	What are the employment opportunities for program graduates? What is the trend for employment 5 years from now? How has the program taken employment forecasts into account		
Input Variables			
3. Quality of Enrolled Students			
A. Academic characteristics of enrolled students	Is there effort to analyze the characteristics of incoming students? Are the faculty aware of these characteristics? Is the program responsive to the characteristics of the students? Are there opportunities for informal student/faculty interaction?		
B. Student characteristics – do they reflect the diversity in the field?	How does the diversity of students enrolled in the program compare with the diversity in the field? What efforts are made to recruit a diverse student population? Do all groups of students demonstrate the same		

	retention and graduation rates? If not, what are the plans to correct disparities?		
4. Quality of Program Faculty			
A. Degrees, rank, TT/temp, date of hire	What is the distribution of faculty in the program? Is this the optimal use of faculty resources for program delivery? Do the faculty represent the diversity in the field? Is there a critical mass of faculty to teach in the program and to supervise students?		
B. Research/ Creative activity – including publications with students	What percentage of the program faculty are research active? What percentage engage in research with students? Are there differing modes of scholarship among the faculty? Do the faculty bring results of their research to the classroom?		
5. Review and Analyses of Curriculum			
A. Competitive, relevant	How do the goals of your program compare to the goals of similar programs at other institutions? What are the characteristics of other exemplary programs? What recent trends/changes have occurred in the field? Does this program prepare students		

	for employment?		
B. Appropriate sequencing of content and prerequisites	What is the plan for the program and how was it determined? Is there a common core of courses taken by all students? Does this sequence of courses reflect the most efficient program? Do the courses build on one another? When was the curriculum last reviewed? What changes were made? Does the curriculum introduce students to the methodology of the discipline? Are there bottlenecks that prevent students from advancing in a timely manner? What steps have been taken to remove these barriers?		
C. Capstone experience – does it exist? Is it effective?	Describe the capstone experience. Does it allow for integration of knowledge and methodology common to the field? Does it challenge students to problem solve and deal with the societal and ethical issues of the field? If there is no capstone experience, explain why.		
D. Does the program prepare students to live and work in a global and diverse environment?	Are there internship or summer employment opportunities for students? Do these experiences connect to employment opportunities in the field?		
6. **Program delivery - Best practices pedagogy**			

A. Effective teaching	How does the program encourage high quality teaching? What mechanisms exist to improve teaching? What mechanisms exist to connect faculty who teach the same or similar courses to facilitate planning? What mechanisms exist to mentor new faculty? If graduate students teach in the program are they well trained and supervised? Are teaching evaluations taken into account when making teaching assignments related to this program?		
B. Research in scholarship of teaching and learning	Are any faculty engaged in the scholarship of teaching? Do they serve as a resource for others? Are there opportunities for the faculty to regularly discuss teaching strategies?		
C. Recent course redesign	What courses have been redesigned? When? What was the nature of the redesign? What teaching techniques, such as small group learning, team teaching, etc., are present in the program?		
D. Use of technology	What instructional technologies are used in the program? How do you know if they are effective? Are they available to all students in the program?		

7. On-line availability			
A. Is the complete program available on line?			
B. Which courses are available on line or in hybrid format?			
C. Plans for on line or hybrid delivery			
8. Resources			
A. Facilities	Are the program facilities adequate? Are they safe? Is the equipment what is needed? Is it current?		
B. Library Holdings			
C. Technology			
Outcome Variables			
9. Student Learning			
A. Assessment of Student Learning Outcomes	What are the intended educational outcomes of the program? Have the faculty discussed the assessment results? Did any changes result from the analysis of SLO? Is there opportunity for students to reflect on their learning and provide feedback?		
B. Quality of theses, dissertations, honors papers, capstone papers, presentations, etc.	Do students complete a capstone experience? How is this experience reviewed for quality? How is this information used for program improvement?		

C. Scores/pass rates on standardized tests	Are standardized tests taken by the students in the program? Are they taken by all students or a select group? How are the results used for program improvement?		
D. Mean cumulative GPA at graduation, cumulative hours to graduation, years to graduation	What is the mean GPA of graduates? Is it appropriate? What percentage of students enrolled in the program graduate? Could this number be increased? How long does it take for students to graduate? How many credits does the average graduate have at graduation? How does the program justify that number of credits? Has there been discussion among the program faculty of student time to graduation and number of credits at graduation?		
10. Student scholarship and creative activity			
A. Student publications, presentations, grants, and creative activity	Do students engage in research or creative activity that leads to publication or presentation? What is the quality of these activities? What percentage of the enrolled students engage in research or creative activity? How are faculty rewarded for mentoring student research or creative activity?		
11. Student Accomplishments after Graduation			

A. Graduate/Professional school acceptance	Are the intended outcomes for the program the most appropriate for preparation for professional/ graduate school? What is the number of graduates applying for admission to professional/ graduate schools and what is the acceptance rate? What are the recommendations for program improvement from those who have gone on to professional/ graduate school?		
B. Employment	Are the intended outcomes for the program the most appropriate for employment? What does the program do to prepare students for employment? What is the number of graduates who gain employment? Has the program incorporated recommendations of graduates and employers for program improvement?		

Criterion 3 Evidence
Program Review Schedule 2012-2017

Program Review Schedule (2012-2013 to 2016-2017)

Programs needing review:
    Graduate Programs (each degree and each concentration)
    All Majors (each concentration within a major)
    Stand-alone minors
    Honors Protocol
    General Education Program

Programs that do NOT undergo program review:
    Minors that are part of a major
    Certificates
    2+2 programs
    Accelerated Programs
    Programs on hiatus

Program Review 2012-2013

College	Review Complete	Department Program *Concentration/Option/Emphasis*	Specialized Accreditation	Program Review Document
CBA				

CCFA	7/30/13
	7/30/13
		Department of Art & Design
		Visual Arts Education Major (BS in Ed)
		Art Major (BFA)
		   Graphic Design Concentration
		   Two-Dimensional Concentration
			MDE
			NASAD
			2011-2012	

	deleted	*Three-Dimensional Concentration*		
	7/30/13	Art Major (BAA) *Two-Dimensional Concentration*		
	deleted	*Three-Dimensional Concentration*		

	7/30/13	Art Major (BA,BS)
		   Two-Dimensional
		   Three-Dimensional Concentration		

	7/30/13	Art History Minor (BA,BAA,BFA,BS)		

CEHS	07/23/13
	07/23/13
		Department of Human Environmental Studies
		Apparel Merchandising and Design Major
		   Apparel Design Concentration (BA,BAA,BS)
		   Apparel Merchandising Concentration (BA,BAA,BS)		

	07/30/13	**Department of Educational Leadership** EdD in Educational Leadership (EdD) (on- and off-campus)		
CHP	04/17/14	**Department of Physical Education and Sport** Physical Education Major, K-12 (BS in Ed) Special Physical Education Minor, Teaching Elementary Special (BS in Ed) Physical Education Major - Non-teaching (BA,BS) Athletic Coaching Minor	MDE MDE	
	7/23/13	**School of Rehabilitation and Medical Sciences** Doctor of Physical Therapy (DPT)	CAPTE 2012	
	on hiatus	Athletic Training/Sports Medicine Major (BA,BAA,BS)		
		School of Health Sciences Doctor of Health Administration (DHA) (off-campus) Health Administration Major (BAA, BS)	AUPHA	
CHSBS	4/7/14	**Department of Psychology** Psychology Major - General (BA,BS) (on- and off-campus)		
	deleted 4/7/14	Psychology Major - Graduate Preparation (BA,BS)		
	4/7/14 4/7/14 4/7/14 4/7/14	PhD in Applied Experimental Psychology (PhD) PhD in Clinical Psychology (PhD) MS in Experimental Psychology (MS) PhD in School Psychology (PhD)	APA 2012 APA 2012	
	4/7/14	Specialist in Psychological Services (SPsyS) PhD in Industrial/Organizational Psychology (PhD) *Occupational Health Psychology Conc*		
	4/7/14	MA in Industrial/Organization Psychology (MA)		
	7/31/13 10/21/14 10/21/14 10/21/14	**Interdisciplinary** MA in Humanities (MA) (on- and off-campus) Neuroscience Major (BS) MS in Neuroscience (MS) PhD in Neuroscience (PhD)		

CST		**School of Engineering and Technology**	ATMAE 2012	
		Industrial Technology Management Major (BA,BAA,BS)		
		Computer-Aided Product Design Concentration		
		Manufacturing Technology Concentration		
	10/3/12	Construction Management Major (BA,BAA,BS)		
	10/3/12	Mechanical Engineering Technology Major (BSET)		
on hiatus		Industrial Education Major, Secondary (BS in Ed) **to be deleted**	MDE	
	10/3/12	Industrial Safety Minor [Interdepartmental] (on- and off-campus) **deleted**		
deleted	10/3/12	MA in Industrial Management and Technology (MA) **to be deleted**		
		Department of Physics		
	6/26/13	Physics Major (BA,BS)		
	6/26/13	Physics Major: Astronomy Concentration (BA,BS)		
	6/26/13	Physics Major (BS in Ed)		
	6/26/13	MS in Physics		
		Department of Earth and Atmospheric Sciences		
	6/26/13	Meteorology Major (BS)		
Global Campus	7/30/13	**Off-Campus Undergraduate Programs**		
		Administration Major (BS,BAA)		
		Industrial Administration (off-campus)		
		Organization Administration (off-campus)		
		Building Code Administration (off-campus)		
deleted		*Guest Services Administration (off-campus)*		
		Service Sector Adminstration (off-campus)		
on hiatus		Vehicle Engineering Design Technology Major (BS) (off-campus)		
AA	7/23/13	Honors Program		

Program Review 2013-2014

College	Review Complete	Department / Program / *Concentration/Option/Emphasis*	Specialized Accreditation	Program Review Document
CBA		**Department of Economics**		
		Economics Major (BS in BA)		
		Economics Major (BA,BS)		
		MA in Economics		📄
CCFA		**Department of Communication and Dramatic Arts**		
	11/17/14	Communication Major (BA,BAA,BS)		
	11/17/14	Speech Major (BS in Ed)	MDE	
		IPC Concentration		
		TAI Concentration		
		Generalist Concentration		
		Theatre and Interpretation Major (BFA) - **Due by May 2015**		
		Acting/Directing Concentration		
		Design/Technical Theatre Concentration		📄
		Oral Interpretation/Interpretative Theatre Concentration		
		Theatre and Interpretation Major (BA,BS) - **Due by May 2015**		
		Acting Concentration		
deleted		*Design Technology Concentration*		
deleted		*Generalist Concentration*		
deleted		*Interpretation Concentration*		
	11/17/14	MA in Communication (MA)		
		Dance Minor: Non-Teaching (BA,BS)		
CEHS		**Department of Human Environmental Studies**		
	11/09/15	MS in Apparel Product Development & Merchandising Technology (MS)		📄
on hiatus		MS in Human Development and Family Studies (MS)		
		Department of Recreation, Parks & Leisure Services Adm.	NRPA/AAPAR 2012	
	3/23/15	Recreation Major		
		Outdoor and Environmental Recreation Concentration (BA,BAA,BS)		
		Recreation and Event Management Concentration (BAA)		
		Therapeutic Recreation Concentration (BA,BAA,BS)		📄
		Outdoor and Environmental Education Minor (BA,BAA,BS,BS in Ed)		
		Event Management Minor (BA,BAA,BS,BS in BA)		
		MA in Recreation and Parks Administration or Therapeutic Recreation (MA)		
on hiatus		*Recreation and Parks Administration Concentration*		
on hiatus		*Therapeutic Recreation Concentration*		
CHP		**Department of Physical Education and Sport**		
		MA in Physical Education (MA)		
on hiatus		*Teaching (MA)*		
on hiatus		*Athletic Administration (MA)*		📄
on hiatus		*Coaching (MA)*		
		MA in Sport Administration (MA) (on- and off-campus)	COSMA	
		Sport Management Major (BA,BAA,BS)	COSMA	
		School of Health Sciences		
		Health Fitness in Preventive and Rehabilitative Programs Major (BA,BAA,BS)		
		Exercise Science Major (BA,BAA,BS)		
		Clinical Exericse Science Option		
		Health Fitness Option		
		Kinesiology Option		📄
		Community Health Education Major (BA,BAA,BS)		
		School Health Education Major (BS in Ed)	MDE	
		Substance Abuse Education: Prevention, Intervention, Treatment Minor (BA,BAA,BS)		
		MA in Physical Education: Exercise Science		
		School of Rehabilitation and Medical Sciences	ARC-PA 2013	📄
		MS in Physician Assistant Program (MS)		
CGS		**Master of Science in Administration (MSA)**		
	4/7/14	Acquisitions Administration (MSA) (on- and off-campus)		
	4/7/14	General Administration (MSA) (on- and off-campus)		
	4/7/14	Health Services Administration (MSA) (on- and off-campus)		
	4/7/14	Human Resources Administration (MSA) (on- and off-campus)		
	4/7/14	Information Resource Management (MSA) (on- and off-campus)		
	4/7/14	International Administration (MSA) (on- and off-campus)		
	4/7/14	Leadership (MSA) (on- and off-campus)		📄
on hiatus		Long-Term Care Administration (MSA) (on- and off-campus)		
	4/7/14	Public Administration (MSA) (on- and off-campus)		
	4/7/14	Recreation and Park Administration (MSA) (on- and off-campus)		
	4/7/14	Research Administration (MSA) (on- and off-campus)		
on hiatus	4/7/14	Sports Administration (MSA) (on- and off-campus)		
on hiatus		Vehicle Design and Manufacturing Administration (MSA) (off-campus)		
CHSBS		**Department of Philosophy and Religion**		📄
	4/22/15	Philosophy Major (BA,BS)		
	4/22/15	Ethics, Values, and Society Minor (BA,BAA,BS,BS in BA)		
		Department of Sociology, Anthropology, and Social Work		
		Anthropology Major (BA,BS)		
		Sociology Major (BA,BS)		
		Sociology Major: Social and Criminal Justice Concentration (BA,BS)		📄
		Sociology Major: Youth Studies Concentration (BA,BS)		
on hiatus		MA in Sociology (MA)		
on hiatus		Global Justice Minor (BA,BS,BAA,BSW)		

CST		**Department of Mathematics**		
	8/25/15	Mathematics Major (BA,BS)		
	8/25/15	Mathematics Major: Applied Mathematics Concentration (BA,BS)		
	8/25/15	Mathematics Major: *Pure Math Concentration* (BA,BS)		
	8/25/15	Mathematics Major (BS in Ed)	MDE	
		Elementary Emphasis		
		Secondary Emphasis		
	8/25/15	Statistics Major (BA,BS)		
	8.25/15	Actuarial Science Major (BA,BS)		
	8/25/15	MA in Mathematics (MA)		
	8/25/15	PhD in Mathematics Teaching College Mathematics (PhD)		
		Department of Computer Science		
on hiatus		Computer Science - Mathematics Major (BA,BS) [Interdepartmental]		
		Computer Science Major (BA,BS)		
		Information Technology Major (BA,BS) (on- and off-campus)		
		MS in Computer Science (MS)		

Program Review 2014-2015

College	Review Complete	Department Program *Concentration/Option/Emphasis*	Specialized Accreditation	Program Review Document
CBA deleted		**Department of Business Information Systems** Applied Business Practices Minor (BA,BAA,BFA,BS,BS in BA) General Business Administration Major (BS in BA) [Interdepartmental] *Health Services Administration Concentration* Information Systems Major (BS in BA) MS in Information Systems (MSIS)	AACSB 2014-2015	📄
on hiatus		**School of Accounting** Accounting Major (BS in BA) Accounting Information Systems Major (BS in BA) [Interdepartmental]	AACSB 2014-2015	📄
		Interdisciplinary Entrepreneurship Major (BAA) Master of Business Administration (MBA) (on-campus) MBA: Management Information Systems Conc (off-campus) MBA: Value-Driven Organization Conc (off-campus) MBA: Logistics Management Conc (off-campus)	AACSB 2014-2015	📄
		College B.S. in B.A. Degree	AACSB 2014-2015	📄
CCFA				
CEHS	9/30/15	**Department of Teacher Education & Professional Development** Reading in the Elementary Grades Minor (BS in Ed) (on- and off-campus)		📄
	1/7/16	**Department of Human Environmental Studies** Dietetics Major (BA,BS) Interior Design Major (BA,BAA,BS) Child Development Major (BA,BAA,BS) Early Childhood Development and Learning Major (BS in Ed) Early Childhood Development and Learning Major (BA,BAA,BS) Family Studies Major (BA,BAA,BS) Gerontology Minor (on- and off-campus)	CADE 2014 CIDA 2014 NASAD 2012 NCFR	📄
		Interdisciplinary Leadership Minor (BA,BAA,BFA,BS,BS in BA) (on- and off-campus)		📄
CHP				
CHSBS		**Department of Foreign Languages, Literatures, and Cultures** French Major (BA,BS) French Major Secondary (BS in Ed) French Major Professional French Concentration (BA,BS) German Major (BA,BS) German Major Secondary (BS in Ed) Spanish Major (BA,BS) Spanish Major Secondary (BS in Ed) Spanish Major: Spanish for Business Conc (BA,BS) MA in Spanish (MA)	MDE MDE MDE	📄
		Department of Philosophy and Religion Religion Major (BA,BS)		📄
		Interdisciplinary Women and Gender Studies Major (BA,BAA,BS)		📄
CSt		**Department of Engineering and Technology** Computer Engineering Major (BSCmpE) Electrical Engineering Major (BSEE) Engineering Science Major: Biomedical Engineering Concentration (BSES) Mechanical Engineering Major (BSME)	ABET ABET	📄
Global Campus		**Off-Campus Undergraduate Programs** Integrated Leadership Studies Major (BS) (off-campus)		📄

Program Review 2015-2016

College	Review Complete	Department Program *Concentration/Option/Emphasis*	Specialized Accreditation	Program Review Document
CBA		**Department of Finance and Law** Finance Major (BS in BA) Personal Financial Planning Major (BS in BA) Real Estate: Development and Finance Major (BS in BA) Legal Studies Minor (BA,BAA,BFA,BS,BS in BA) Law and Economics Major (BA,BS) [Interdepartmental] Law and Economics Major (BS in BA) [Interdepartmental]		
		Business Administration Minor [Interdepartmental]		
CCFA		**Department of Journalism** Journalism Major (BA,BS)	ACEJMC	
deleted		*News Editorial Concentration*		
deleted		*Photojournalism Concentration*		
		Journalsim Major: Public Relations Concentration (BA,BS) Photojournalism Major (BA,BS) Advertising Major (BA,BS)] Advertising Minor [Interdepartmental] Public Affairs Minor [Interdepartmental] (on- and off-campus)		
CEHS		**Department of Educational Leadership** MA in Higher Education Administration (MA) **Department of Teacher Education & Professional Development** Middle Level Minor (BS in Ed) MA in Educational Technology (MA) (off-campus) MA in Elementary Education (MA)		
hiatus		*Classroom Teaching* MA in Early Childhood Education (MA)		
hiatus		MA in Secondary Education (MA)		
deleted		MA in Middle Education (MA) MA in Reading and Literacy K-12 (MA) (on- and off-campus)		
		Interdisciplinary MA in Education *Training & Development (off-campus)* *Community College (off-campus)* *Guidance and Development (off-campus)* *Curriculum & Instruction (off-campus)* *Integrated Science (off-campus)*		
CHP		**School of Rehabilitation and Medical Sciences** Athletic Training (BSAT)	CCATE 2012-2013	
CHSBS		**Department of History** History Major, Non-teaching (BA,BS) History Major (BS in Ed), Secondary MA in History (MA) Joint MA in History (MA) Joint PhD in History (PhD)	MDE	
		Department of Sociology, Anthropology and Social Work Social Work Major (BSW)	CSWE 2016	
		Department of Political Science Political Science Major (BA,BS) *General Concentration* *International Relations/Comparative Politics Concentration* *Public Administration Concentration* MA in Political Science (MA)		
CST on hiatus		**Interdisciplinary** Natural Resources Minor (BA,BAA,BS,BS in BA)		

Program Review 2016-2017

College	Review Complete	Department Program *Concentration/Option/Emphasis*	Specialized Accreditation	Program Review Document
CBA		**Department of Marketing and Hospitality Services Administration** Marketing Major (BS in BA)		
on hiatus		*Marketing Communications Concentration*		
on hiatus		*Retail Strategy Concentration*		
		Professional Sales		
on hiatus		Retail Management Major (BS in BA)		
		Logistics Management Major (BS in BA)		
		Hospitality Services Administration Major (BS in BA)		
on hiatus		*Gaming and Entertainment Concentration*		
		Hospitality Services Concentration		
		Department of Management General Management Major (BS in BA) Human Resources Management Major (BS in BA) International Business Major (BS in BA) [Interdepartmental] Operations Management Major (BS in BA) Management Minor (BA,BAA,BFA,BS) Management Minor (BS in BA) International Business & Sustainable Development Minor (BA,BAA,BFA,BS,BS in BA) Purchasing and Supply Management Major (BS in BA) [Interdepartmental]		
CCFA		**School of Broadcast and Cinematic Arts** Broadcast and Cinematic Arts Major (BS in Ed) (Speech Teaching Certification) Broadcast and Cinematic Arts Major (BA,BAA,BS) Broadcast and Cinematic Arts Major (BFA) Cinema Studies Minor MA in Broadcast and Cinematic Arts (MA)	MDE	
		BCA: Electronic Media Management *BCA: Film Theory & Criticism* *BCA: Electronic Media Studies* *BCA: Electronic Media Production*		
		School of Music Bachelor of Music Education (BMusEd)	NASM 2015-2016	
		Instrumental Option *Choral Option* *General Music Option* Bachelor of Major (BMus)	MDE (?)	
		Theory/Composition Major *Orchestral Instruments Major* *Organ Major* *Piano Major* *Voice Major* Music Major (BA,BS) Master of Music (MM)		
		Composition *Conducting* *Music Education* *Performance*		
		Interdisciplinary Integrative Public Relations Major (BA,BAA,BS) **(will move to 2018-19)** Media Design, Production, and Technology Minor (BS,BA,BAA) Music Theatre Major (BFA) **(will move to 2017-18)**		
CEHS		**Department of Human Environmental Studies**		
deleted		Foodservice Administration Major (BA,BAA,BS) Nutrition Minor (on- and off-campus) MS in Nutrition and Dietetics (off-campus)		
		Department of Counseling and Special Education Special Education Major: Teachers of Students with Cognitive Impairment (BS in Ed) Special Education Major: Teachers of Students with Emotional Impairment (BS in Ed) MA in Counseling (MA)	MDE MDE	
		Professional Counseling (on- and off-campus) *School Counseling (on- and off-campus)* MA in Special Education (MA)		
		Department of Educational Leadership MA in Educational Leadership (MA)		
		Charter School Leadership (on- and off-campus) *Rural Education Leadership* *Supervision* *Virtual Education Leadership*		
on hiatus		MA in Teacher Leadership (MA) EdS in General Educational Administration (EdS)		
		Administrative Leadership K-12 (on- and off-campus) *Instructional Leadership K-12 (on- and off-campus)*		
CHP		**Department of Communication Disorders**	ACAE, CAA	
Deleted		Doctor of Audiology (AuD) Post Masters Doctor of Audiology (AuD) (Post Bac) MA in Speech-Language Pathology (MA) Communication Disorders Major (BAA,BS) American Sign Language Minor	2014, 2018 CAA 2018	

		Interdisciplinary Environmental Health and Safety (BA,BS)		[pdf]
CHSBS		**Department of English Language and Literature** English Major Secondary (BS in Ed)	MDE	
		English Major (BA,BS)		
		General Concentration		
deleted		*Creative Writing Concentration*		
deleted		*World Literature Concentration*	MDE	[pdf]
deleted		*Children's/Young Adult Literature Concentration*		
		English as a Second Language Minor, K-12 (BS in Ed)	MDE	
		MA in English Composition and Communication (MA)		
		MA in English Language and Literature (MA)		
		MA in English Language and Literature: Creative Writing Concentration (MA)		
		MA in English Language and Literature: Children's/Young Adult Literature (MA)		
		MA in Teaching English to Speakers of Other Languages (TESOL) (MA)		
		Department of Political Science Master of Public Administration (MPA) (on- and off-campus all concentrations)	NASPAA 2016-2017	[pdf]
		Public Management Concentration		
		State and Local Government Concentration		
		General Electives		
		Department of Military Science Military Science Minor		[pdf]
		Interdisciplinary		
	ELI	English Language Institute		
deleted		American Ethnic Studies Minor (BA,BS,BAA)		
		Language Arts Major (BS in Ed)		[pdf]
		Social Science Major (BA,BS)		
		Social Studies Major (BS in Ed, Elementary)	MDE	
		Geography Concentration		
		History Concentration		
		Social Studies Major (BS in Ed, Secondary)	MDE	
		Geography Concentration		
		Political Science Concentration		
CMED		**College of Medicine** Doctor of Medicine (MD) **(will move to 2018-2019)**	LCME	
CST		**Department of Biology (all Biology programs will move to 2017-2018)** Biology Major (BA,BS)		
Deleted		*General Option*		
		Pre-Graduate/Pre-Professional Option		
		Microscopy Option		
		Natural Resources Option		
Deleted		Biology/Biomedical Science Major (BA,BS)		
		Biology Major, Secondary (BS in Ed)	MDE	
		Science Minor (BA,BS,BS in BA)		
		MS in Biology (MS)		
		Plan A		
		Plan B		
		Conservation Concentration		
		Department of Chemistry MS in Chemistry (MS)	ACS 2014	
		MA in Teaching Chemistry (MA)		
		Chemistry: Teaching College Chemistry		[pdf]
Deleted		*Chemistry: Teaching High School Chemistry*		
		Chemistry Major, Non-teaching (BA,BS)		
		Chemistry Major, Teaching (BS in Ed)	MDE	
		Biochemistry Major (BA,BS)		
		Chemistry-Physics Major (BS in Ed) [Interdepartmental]	MDE	
		Department of Earth and Atmospheric Sciences Geology Major (BA,BS) **(will move to 2017-18)**		
		Geology Major: Hydrogeology/Environmental Geology Concentration (BA,BS) **(will move to 2017-18)**		
Deleted		Environmental Studies Major (BA,BS): *Environmental Science Concentration*		
		Department of Geography Geography Major (BA,BS)		
		General (BA,BS)		
		Geographic Information Sciences (GISci) Concentration (BA,BS)		
		Environmental and Land Use Planning Concentration (BA,BS)		
		Geospatial Analysis of Environment Concentration (BA,BS)		[pdf]
		Global Studies Concentration (BA,BS) (on- and off-campus)		
		Geography Major Secondary (BS in Ed)	MDE	
deleted		Earth Science Major Oceanography Concentration (BA,BS)		
		Environmental Studies Major (BA,BS)		
		MS in Geographic Information Sciences (GISci) (MS)		
		Interdisciplinary Earth Science Major Secondary (BS in Ed)	MDE	
		Integrated Science Major, Elementary (BS in Ed) (on- and off-campus)	MDE	[pdf]
		Integrated Science Major, Secondary (BS in Ed)	MDE	
		MA in Teaching Integrated Science		
		PhD in the Science of Advanced Materials (PhD)		

Global Campus		**Off-Campus Undergraduate Programs**
		Community Development Major (BS) (off-campus)
		    Public Administration Concentration
		    Community Services Concentration
		    Health Sciences Concentration		

Acad Eff		General Education Program		

Criterion 3 Evidence
Quantitative Reasoning Proposals

CALL FOR CURRICULAR PROPOSALS
Quantitative Reasoning Competency

Introduction
The General Education Committee at Central Michigan University is actively seeking curricular proposals for courses that meet the Quantitative Reasoning (QR) Competency. Quantitative reasoning involves the application of mathematics and quantitative reasoning in applied contexts. The overarching goal is to establish a foundation for effective quantitative reasoning and problem solving strategies that is useful for completing a program of study and relevant to life activities of most citizens.

GUIDELINES FOR QUANTATIVE REASONING COURSE PROPOSALS

The General Education Committee is currently seeking proposals for courses that might meet this requirement. The expectation is that a successful submission will attend to information contained in both the core course components and the specific evaluative criteria detailed below.

Core Course Components
Courses meeting the quantitative reasoning requirements are expected to contain the following core components:
1. The course should maintain a student-to-instructor ratio appropriate for the proposed course guidelines and learning outcomes.
2. The course should foster students working on the selection, application, retrieval, and application of skills/reasoning derived from mathematics, with a focus on the use of quantitative reasoning to analyze problems and provide solutions.
3. The course should provide opportunities, via group work and class discussions, for students to consult resources, solicit feedback, refine performances, and revise products.
4. The course should address problems that reflect various contexts of civic and personal life.
5. The course should contain at least one weekly assignment that requires students to apply appropriate habits of mind to solve a significant quantitative reasoning problem within a context.
6. In addition to the assessment of student performance through the use of objective measures (multiple choice, true-false, etc.), at least two examinations should include the actual solving of problems similar to those discussed weekly. This application of quantitative reasoning skills in this context should account for at least 50% of each of the two exam grades.

Specific Evaluative Criteria
The General Education Committee will also use the following specific criteria when reviewing the degree to which a course meets criteria for being designated as satisfying the QR requirement.

1. Does the course design teach students, using situations that appear in common life, the following abilities:
   a. represent quantitative information symbolically, visually, numerically, and verbally.
   b. interpret graphs, tables, and schematics and draw inferences from them.

c. use number sense, arithmetic operations, and technology to describe, analyze, and assess real-world problems.
d. utilize measurement to describe geometric, physical, and other quantities for precision and accuracy.
e. apply basic statistical concepts and basic data analysis to describe and interpret issues and draw valid conclusions.
f. use probability concepts.

2. Does the course foster the application of quantitative reasoning skills and appropriate habits of mind to:
   a. formulate and analyze models to make predictions, draw conclusions, and judge the reasonableness of the results.
   b. estimate and check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.
   c. evaluate and create logical and quantitative arguments.
   d. communicate mathematical and statistical ideas to others.

The next page contains specific requirements that should prove helpful in developing a proposal. Additional information can be found on the General Education website at: https://www.cmich.edu/office_provost/AcademicAffairs/gened/gened_secured/Pages/default.aspx; or by contacting the Director of General Education (phone: 989.774.7217; e-mail: directorgened@cmich.edu) or the Chair of the General Education Committee (contact the Academic Senate office for the name of the current chair).

Please note:
All courses in the General Education curriculum will be assessed and faculty who have courses in the curriculum (including fixed-term and Global Campus faculty) will be expected to participate in that assessment. Before teaching the course for the first time, faculty should give consideration as to how it is they intend to demonstrate that the student learning outcomes are being met in their course. They should create assignments keeping in mind that those assignments will be used to assess the SLOs of the subgroup in which the course is located. All subgroups are assessed every other year and competencies are assessed on a continuous basis (i.e. as part of UP subgroup assessment). Consult the General Education website or contact the Director of General Education or the Chair of the General Education Committee for more information.

Also remember that it takes at least one semester (and oftentimes longer) for a course to get through the curricular process at CMU. Faculty seeking UP status or a competency designation must put the course through the entire curricular process, even if it has already been approved and is in the bulletin. Once the General Education Committee approves a course for UP status or a competency designation, it is not implemented immediately but (typically) in the semester following the approval. The Committee cannot issue temporary UP or competency designations for courses, and there is no way to "speed up" the curricular process. Faculty and departments should plan accordingly.

Your course proposal: specific requirements
1. The master course syllabus (or MCS):

A. Must list the competency name along with the numerical designator in the course description. Therefore, at the end of the course description the following would appear:

> "Successful completion of this course satisfies the University Quantitative Reasoning Competency requirement."

B. Must contain an adequate course rationale (one that adequately explains why the course is a 100-level, 200-level, etc.).
C. Must contain the QR SLOs (#1-6 above). Therefore, in section VI of the MCS, you should first list course-specific learning objectives; then, list competency SLOs.

2. A cover letter should also be submitted that addresses the following:

A. Briefly show, *with reference to the master course syllabus*, how this course prepares students to attain the QR SLOs (#1-6 above).
B. Briefly explain, with reference to the MCS, how you intend to assess the QR SLOs in your course:
   1. Describe possible assignments that you will use to demonstrate that the QR SLOs are being addressed and assessed in your course.
   2. Explain, with reference to the course outline, where (in what part of the semester) each of the SLOs from the competency will be addressed.

3. Paste the following language at the end of your cover letter:
Please indicate your willingness to participate in General Education assessment by checking below:

_____ I agree to participate in General Education assessment should my course be approved for inclusion in the program and I understand that it is my/my department's responsibility to ensure that fixed-term and Global Campus faculty also participate. I understand that this participation will entail creating assignments that can be used for the purpose of assessing whether or not students in my classes are attaining competency in the student learning outcomes of my sub-group or competency. Failure to participate in assessment will result in my course being removed from the General Education program. I have consulted information on the General Education website, or contacted the Director of General Education or Chair of the General Education Committee if I have questions about assessment.

Material to be Submitted and Routing
To initiate a review of a course for inclusion in the General Education Program, faculty must follow the electronic curricular review process for a new course or modification of an existing course (as outlined in the CAD, p. 6-9). Faculty (or their departments) initiate this review by completing the electronic green form, and uploading an MCS that indicates what sub-group and/or competency is being applied for as well as a rationale explaining how the course meets the requirements of the sub-group and/or competency for which they are applying (as outlined in this course proposal form and in the General Education Program: A Basic Documents Set). This rationale should be uploaded into the "Other Document" section of the electronic green form.

Criterion 3 Evidence
Residence Life

Programming Philosophy

Referred to as "Community Builders", our programming philosophy includes simple activities by our staff members, such as taking the time to get to know residents, being available, eating meals with students, listening, and helping residents get to know each other. In essence, making sure people feel a part of their residence hall community. It has long been the contention of the Office of Residence Life, that having lunch with students who live on your floor, taking a group to a play on campus, having an impromptu discussion in the hallway, going to an intramural softball game or a quick trip to a snack shop have been important community builders. These activities may provide more memories and may better benefit residents than a typical speaker or structured program.

We believe that our residence hall students need to feel that they matter to others. One strength of Central Michigan University has been the perception that it is a very friendly campus. That friendly, warm feeling especially needs to be felt in the student's home. It is our staff's responsibility to welcome all students and help them feel a true part of their community. Community Builders are certainly an excellent way to begin.

PASSAGES Programs

In addition to the myriad of Community Builders staff are expected to complete, there is still a need for more formalized programming in each residence hall community. Presentations on alcohol and other drug use and abuse, sexual assault and harassment, discipline matters and subjects of educational and personal interests are issues still very much needed.

As a result, the unique CMU **PASSAGES** programming model was designed to assist residents in the many transitions they will encounter during the academic year. PASSAGES is an acronym for selected theme months. They are:

- **P** (late August/September) is for Personal programs. Many of our students are away from home and doing many things for the first time. They need a sense of belonging. They are going though many feelings: homesickness, loneliness, etc. and need programs catered toward their many personal needs.
- **A** (October) is for Academic Initiatives. Residents will be preparing for midterms, understanding what it really means to be a college student, and getting ready to register for classes. They may need a better understanding of alcohol, should be developing a positive relationship with faculty members, and learning about a million new things.
- **S** (November) is for Self-Awareness. Who are residents becoming, how and why have they changed, some may be suffering from academic pressures, struggling with wellness and nutrition, having suicidal thoughts, or feeling tortured because of a sexual assault.
- **S** (December) is for Seasonal programs including learning how to celebrate all people. Preparing to go home can be a struggle or students may be dealing with depression or excitement for the holidays and preparing for exams.

- **A** (January) is for Acceptance programs. We celebrate the birthday of Martin Luther King, Jr., celebrate all diversity, may be dealing with post holiday blues, resolutions, and perhaps overcoming a poor semester with grades.
- **G** (February) is for Growth programs. Special month celebrations, preparing for spring break, community service projects, summer job search, and sibling's weekend.
- **E** (March) is for Emotional programs. It includes spring break, internship opportunities, preparing to graduate, managing stress and the emotional changes that have taken place in this transitional year.
- **S** (April/early May) is for Send-Off programs. Closure for the year, preparing for final exams, and finalizing summer plans are all part of the send-off.

Every staff member is responsible for one program each month that fits into the PASSAGES categories. If the hall director or staff member believe there is no true feeling of community on the floor, then more programs may be required.

If you would like to be involved in what happens on your floor or in your hall, just speak up! The RAs and MAs will welcome your help and your suggestions.

College life offers everyone a chance to experience new ideas, dreams, outlooks and agendas. In this residence hall community each of us must respect the rights of others. This is a fundamental aspect of residence hall living.

CMU

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Criterion 3 Evidence
Responsible Conduct Research Training Plan

CMU

CENTRAL MICHIGAN
UNIVERSITY

May 27, 2014

To Whom It May Concern:

As required by the National Science Foundation (NSF), effective January 4th, 2010, all proposals submitted that included salary or stipend support for students (undergraduate and graduate) and postdoctoral researchers conducting research have been accompanied by an institutional certification that CMU will provide Responsible Conduct of Research (RCR) training to these students and postdoctoral researchers if the grant is funded.

The enclosed implementation plan is amended to clarify that the implementation plan applies to all federal sponsors requiring RCR training. If the federal sponsor has additional requirements not listed within this plan, ORSP will work with the Principal Investigator to ensure the necessary RCR training requirements are fulfilled.

I certify that the enclosed **Central Michigan University Responsible Conduct of Research Implementation Plan** is in place to meet the RCR training requirement for the National Science Foundation and other federal sponsors as necessary.

Sincerely,

John J. McGrath
Vice President for Research

Enclosure

Central Michigan University
Responsible Conduct of Research Implementation Plan

In response to the mandate in the America COMPETES act, effective January 4, 2010, the National Science Foundation (NSF) requires that, at the time of proposal submission, the Authorized Organizational Representative certify that the institution has a plan to provide responsible and ethical conduct of research training to undergraduate students, graduate students, and postdoctoral researchers receiving a salary or stipend to conduct research from a NSF funded project, if awarded.

Effective January 4, 2010, a Central Michigan University Principal Investigator (PI) receiving NSF funding which will provide salary or stipends to any undergraduate students, graduate students, or postdoctoral researchers conducting research is required to follow the university's plan outlined below in providing Responsible Conduct of Research (RCR) training. Additionally, Central Michigan University strongly recommends all researchers take RCR training as understanding how to be a responsible member of the research community is key to being a researcher.

Federal Funding – non-NSF
This implementation plan applies to all federal sponsors requiring RCR training. If the federal sponsor has additional requirements not listed within this plan, ORSP will work with the PI to ensure the necessary RCR training requirements are fulfilled.

PI Responsibility

It is up to the PI to inform undergraduate students, graduate students, or postdoctoral researchers receiving salary or stipend payments from an NSF funded project to conduct research about the RCR training requirement and to ensure that they complete it in a timely fashion. Furthermore, PIs are encouraged to openly discuss responsible conduct of research with their research staff. It is highly important that PIs have a vested interest in their trainees not only completing their research, but doing it responsibly; research misconduct can result in returning grants, fines, and censure from future grants.

Training Mechanism
PIs have two options to train undergraduate students, graduate students, and postdoctoral researchers:

1. CMU is an institutional member of the Collaborative Institutional Training Initiative (CITI) and has worked with them to provide online training through their web site: https://www.citiprogram.org.
   Instructions on how to register and participate in the training are as follows:
   a. Go to: https://www.citiprogram.org
   b. Click on New Users <u>Register Here</u>
   c. Select your institution or organization
      i. Under "Participating Institutions" choose "Central Michigan University"
   d. Create your username and password
   e. Enter your name and email address Information
   f. Click submit
   g. Enter the requested Member Information
   h. Select Responsible Conduct of Research (RCR) courses as curriculum
   i. Select the specific college the research project is corresponding with
   j. At the Main Menu, click on: Responsible Conduct of Research. <u>Not Started - Enter</u>

While each individual that requires training must complete the quizzes under their registration, it may actually be beneficial to read through the training modules as a group to promote discussion and understanding of best and common practices in a specific field of research.

Please note that the CITI RCR modules are separate from the CITI course modules available for Human Subjects training, required for all personnel involved in human subject research. The RCR courses may not be used to satisfy CMU's requirements for training in human subjects and vice versa.

2. PIs may develop a customized training for undergraduate students, graduate students, and postdoctoral researchers which addresses the core information presented by CITI's RCR courses. Please see attached document to learn about specific requirements. *Note: all customized trainings must be preapproved by the Vice President for Research.*

Training Timeline

All undergraduate students, graduate students, and postdoctoral researchers must complete RCR training **within one month** of having started research-related work on a NSF grant.

1. If the Office of Research and Sponsored Programs has not received verification of RCR training completion within one month, the individual's salary or stipend will be taken off of the grant account. No payroll expenses for the time period prior to successful completion of RCR training will be allowed to be charged to the grant account.
2. Trainings can be completed prior to each undergraduate student, graduate student, and postdoctoral researcher's start date on the funded project. Documentation must be provided and approval is at the discretion of the Vice President for Research.

Payment

If the training is specific to the NSF sponsored research activity, such as learning to use a specific research instrument, it may be appropriate to directly charge the training to an award. However, if the training is more general in nature, such as learning about research misconduct, it cannot be expensed to the funded project.

RCR TRAINING REQUIREMENTS

FOR CUSTOMIZED TRAININGS

If a PI determines that it will be best for the research project to conduct a customized RCR training program with students being supported by a NSF funded project, then please note the following requirements.

1. A syllabus outlining the content and method of the training program, including all support materials such as PowerPoint presentations, case studies, and worksheets must be submitted to the Vice President for Research for approval prior to conducting the RCR training. Note: if RCR training is provided to undergraduates, graduate students and postdoctoral researchers without proper approval, it is done at the PI's own risk and additional training may be required.

2. Proper documentation will be required to demonstrate participation in the training. (for example, sign-in sheets, email confirmation from students stating participation in training, etc..) This documentation must be given to ORSP within the first month of each individual's work on the NSF funded project. If the Office of Research and Sponsored Programs has not received verification of RCR training completion within one month, the individual's salary or stipend will be taken off of the grant account. No payroll expenses for the time period prior to successful completion of RCR training will be allowed to be charged to the grant account.

3. All procedures and guidelines provided through the CMU's Responsible Conduct of Research Implementation Plan must be followed and will be enforced by ORSP.

4. Trainings must thoroughly address the following topics, including the use of case studies, to meet CMU's minimal standards for RCR training:

   a. Definition of Responsible Conduct of Research: Researching with integrity:[i]
      i. Honesty - conveying information truthfully and honoring commitments
      ii. Accuracy- reporting findings precisely and taking care to avoid errors
      iii. Efficiency -using resources wisely and avoiding waste
      iv. Objectivity - letting the facts speak for themselves and avoiding improper bias

   b. CMU's Research Integrity and Misconduct Policy: Research misconduct encompasses actions committed intentionally, knowingly, or recklessly.
      i. Some common areas of misconduct include:
         1. **Fabrication:** making up data or results and recording or reporting them
         2. **Falsification:** manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the Research Record
         3. **Plagiarism:** the appropriation of another person's ideas, processes, results or words without giving them appropriate credit

      ii.   Actions to Take if Research Misconduct is suspected:
1. Immediately report to supervisor in a confidential manner
2. If supervisor is suspected of research misconduct, report concern to the Office of Research and Sponsored Programs confidentially: 774-6777

      iii.   Consequences of Research Misconduct:
1. Withdrawal or correction of all pending or published abstracts and papers emanating from the research where Research Misconduct was found
2. Notification to professional organizations
3. Removal of the Respondent from the particular project, letter of reprimand, special monitoring of future work, probation, suspension, salary reduction, rank reduction or termination of employment
4. Denial of access to university research funds
5. Restitution of funds as appropriate

c. Data Acquisition, Management, Sharing, and Ownership:

      i.   **Data Acquisition and Management:** Methodically acquiring and managing data with integrity helps to validate findings and may build the foundation for future research

      ii.   **Sharing:** Understanding how data will be disseminated and guidelines related to what information can be shared with the public

      iii.   **Ownership:** Understanding who legally owns the data produced during and after a project

d. Publication Practices and Responsible Authorship:

      i.   The activities of preparing research findings for dissemination in a manner that ensures the integrity of the research process. Some common mistakes include, but are not limited to:[ii]
1. Improper interpretation of statistics and results
2. Plagiarism
3. Not adhering to publishing limitations by sponsor or collaborator
4. Improper recognition for contribution

b. Peer Review:

      i.   The evaluation of research/work by an experienced professional in one's field to provide useful evaluation, critiques, and help ensure data credibility

c. Conflicts of Interest and Commitment:

      i.   Situations in which a person or organization's interests and obligations may inhibit their ability to properly and ethically conduct research

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[i] "CITI PROGRAM - Responsible Conduct of Research - RCR for Engineers, Administrators, Biomedical, Social and Behavior, Physical Sciences, Humanities." CITI Home Page. Web. 10 Dec. 2010. <https://www.citiprogram.org/rcrpage.asp>.

[ii] "Responsible Authorship Quick Guide: Detecting Common Mistakes and Considering Dilemmas in Research Publication." Office of Research Integrity. Web. 10 Dec. 2010. http://ori.hhs.gov/education/products/niu_authorship/index.htm>.

Criterion 3 Evidence
SOS Intermediate Classes Mean 2013-2014

SOS-II Normative Distribution Reports

CENTRAL MICHIGAN UNIVERSITY ON-CAMPUS
CLASS SIZE = 41 to 60
YEAR = 2013-2014

Printer Friendly Version

Question Text	Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree	Mean	Standard Deviation	Total Responses
Instructor's teaching helped me learn	8916 (0.46)	5851 (0.30)	2294 (0.12)	1450 (0.08)	720 (0.04)	3.08	1.10	19241
Treated Students with respect	13682 (0.71)	3539 (0.18)	915 (0.05)	478 (0.02)	634 (0.03)	3.51	0.94	19248
Accessible to students	11511 (0.60)	4772 (0.25)	1857 (0.10)	570 (0.03)	522 (0.03)	3.38	0.96	19232
Organized course well	9823 (0.51)	5091 (0.26)	2255 (0.12)	1306 (0.07)	764 (0.04)	3.14	1.11	19239
Presented course material well	9317 (0.48)	5048 (0.26)	2452 (0.13)	1533 (0.08)	890 (0.05)	3.06	1.16	19240
Seemed well prepared	11853 (0.62)	4794 (0.25)	1341 (0.07)	627 (0.03)	626 (0.03)	3.38	0.98	19241
Was enthusiastic about subject	13441 (0.70)	3570 (0.19)	1130 (0.06)	440 (0.02)	629 (0.03)	3.50	0.95	19210

Question Text	Very Good	Good	Adequate	Poor	Very Poor	Mean	Standard Deviation	Total Responses
Overall instructor	9820	5027	2130	833	287			

Criterion 3 Evidence
SOS Large Classes Mean 2013-2014 Central

SOS Normative Distributio... × | Office of Institutional Research ... × | +

https://iframes.cmich.edu/iframepages/oir/sos_report.asp?classvar=classsize&classvals=4&level=&year=3314

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SOS-II Normative Distribution Reports

CENTRAL MICHIGAN UNIVERSITY ON-CAMPUS
CLASS SIZE = Greater than 60
YEAR = 2013-2014

Printer Friendly Version

Question Text	Strongly Agree	Agree	Agree nor Disagree	Disagree	Strongly Disagree	Mean	Standard Deviation	Total Responses
Instructor's teaching helped me learn	6136 (0.48)	3429 (0.27)	1546 (0.12)	984 (0.08)	573 (0.05)	3.07	1.15	12668
Treated Students with respect	8940 (0.71)	2240 (0.18)	663 (0.05)	360 (0.03)	470 (0.04)	3.49	0.98	12673
Accessible to students	7543 (0.60)	2905 (0.23)	1365 (0.11)	455 (0.04)	398 (0.03)	3.32	1.01	12666
Organized course well	6982 (0.55)	2917 (0.23)	1383 (0.11)	787 (0.06)	589 (0.05)	3.18	1.14	12658
Presented course material well	6532 (0.52)	2912 (0.23)	1549 (0.12)	990 (0.08)	686 (0.05)	3.07	1.20	12669
Seemed well prepared	8124 (0.64)	2809 (0.22)	841 (0.07)	444 (0.04)	442 (0.03)	3.40	1.00	12660
Was enthusiastic about subject	8958 (0.71)	2162 (0.17)	774 (0.06)	313 (0.02)	437 (0.03)	3.49	0.97	12644

Question Text	Very Good	Good	Adequate	Poor	Very Poor	Mean	Standard Deviation	Total Responses
Overall instructor effectiveness	6774 (0.57)	2971 (0.25)	1361 (0.11)	528 (0.04)	259 (0.02)	3.30	0.98	11893

Criterion 3 Evidence
SOS Support Center

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Central Link
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CentralLink > Office of the Provost > Academic Administration > Institutional Research > SOS Support

Student Opinion Survey Support Center

SOS Schedule

- SOS Schedule Spring 2016
- SOS Schedule Fall 2015

Administration Guides

- Faculty/Instructor Guide
- SOS Manual (for Department SOS Coordinators)
- Department Processing Notes
- Student Volunteer Guide

Supply Request

- Supply Request Form (Spring 2016)
- SOS Scantron Restocking Form

Accessing Results

- Accessing SOS Results - Faculty
- Accessing SOS Results - Administration
- Off-Campus Programs End-of-Course Assessments

Reports and Scores

- Faculty Evaluation Reports
- SOS Normative Distribution Reports

Frequently Asked Questions

- Faculty/Instructor FAQ
- Departmental Secretary FAQ

SOS Support

- ❯ About OIR
- ❯ Request Data from OIR
- ❯ Reports
- ❯ SOS Support
  - Faculty Evaluation Reports
  - SOS Normative Distribution Reports
- ❯ Survey Research
- ❯ Registrar's Statistics
- ❯ Related Sites

Criterion 3 Evidence
Specialized Accreditation Table

Regional Accreditation		Last Evaluation	Next Evaluation		
INSTITUTIONAL www.cmich.edu/hlc HLC Affiliation Status	**Higher Learning Commission**	**2005-2006**	**2015-2016**		
SPECIALIZED ACCREDITATION	*Association*	*Last Accredited**	*Next Review*	*Certification Exam*	*Program Review*
COLLEGE OF BUSINESS ADMINISTRATION					
Bachelor of Science in Business Administration (BSBA) *Bachelor of Applied Arts (BAA)-Entrepreneurship Major* *School of Accounting* *Master of Business Administration (MBA)* *Master of Science in Information Systems (MSIS)*	*AACSB International: The Association to Advance Collegiate Schools of Business*	*2015*	*2019-2020*		*2014-2015*
COLLEGE OF COMMUNICATION AND FINE ARTS					
Department of Art & Design *Art (all programs)*	*NASAD: National Association of Schools of Art and Design*	*2012*	*2016-2017*		*2012-2013*
Journalism *Journalism Major, Journalism Major: Public Relations Concentration, Photojournalism Major, Advertising Major*	*ACEJMC: Accrediting Council of Education in Journalism and Mass Communication*	*2015*	*2020-2021*		*2015-2016*
School of Music *Bachelor of Arts in Music* *Bachelor of Science in Music* *Bachelor of Music Education (Instrumental, Choral, General Music)* *Bachelor of Music (Theory/Composition, Orchestral Instruments, Organ, Piano, Voice)* *Master of Music (Composition, Conducting, Music Education, Performance)*	*NASM: National Association of Schools of Music*	*2007-2008*	*2015-2016*	*MTTC*	*2016-2017*
COLLEGE OF EDUCATION AND HUMAN SERVICES					
Professional Education Unit *Initial teacher preparation programs: All BS in Ed program (Elementary, Secondary, Elementary Sp Ed, and Secondary Sp Ed)*	*TEAC: Teacher Education Accreditation Council* *Moving to CAEP: Council for Accreditation of Educator Preparation*	*2011*	*2016*	*MTTC*	*2015-2016*
Teacher Education programs: MA in Ed (off-campus), MA in Educational Technology (off-campus), MA in Early Childhood Education, MA in Reading & Literacy K-12 (off-campus); Counseling & Special Education programs: MA in Special Ed, MA in School Counseling/Professional Counseling. Educational Leadership Programs: MA Principalship, MA Teacher Leadership, EdS General Educational Administration, EdD Educational Leadership	*TEAC: Teacher Education Accreditation Council* *Moving to CAEP: Council for Accreditation of Educator Preparation*	*2011*	*2016*		*2013-2014*

SPECIALIZED ACCREDITATION	Association	Last Accredited	Next Review	Certification Exam	Program Review
Department of Human Environmental Studies **Child Development & Learning Lab** Early Childhood Pre-School Lab	NAEYC: National Association for the Education of Young Children	2013	2018		
Department of Human Environmental Studies Didactic Program in **Dietetics** (DPD) (Bachelor) Dietetic Internship (CMUDI)	ACEND: Accreditation Council for Education in Nutrition and Dietetics	2014	2022	CDR	2014-2015
Department of Human Environmental Studies **Interior Design**	NASAD: National Association of Schools of Art and Design CIDA: Council for Interior Design Accreditation	2012 2015	2016--2017 2021		2012-2013 2013-2014
Department of Recreation, Parks and Leisure Services [Therapeutic Recreation*]	COAPRT: Council on Accreditation of Parks, Recreation, Tourism, and Related Professions	2012-2013	2019	*NCTRC (Therapeutic Recreation) [CPRP Exam Available]	2013-2014
COLLEGE OF HEALTH PROFESSIONS					
Athletic Training (Bachelor)	CAATE: Commission on Accreditation of Athletic Training Education	2014-2015	2024-2025	BOC	2015-2016
Audiology (AuD) **Speech-Language Pathology** (MA)	CAA: Council of Academic Accreditation in Audiology and Speech-Language Pathology (American Speech-Language-Hearing Association)	2010	2018	PRAXIS II	2017-2018
Community Health Education	CEPH: Council on Education for Public Health	New			
Environmental Health and Safety (Bachelor)	EHAC: National Environmental Health Science and Protection Accreditation Council	2013	2019		2016-2017
Exercise Science Major (BS, BA, BAA)	CoAES: Committee on Accreditation for the Exercise Sciences (affiliated with ACSM:CAAHEP)	New			
Physical Therapy (DPT)	CAPTE: Commission on Accreditation in Physical Therapy Education	2012	2022	NPTE	2012-2013
Physician Assistant (MS)	ARC-PA: Accreditation Review Commission on Education for the Physician Assistant, Inc.	2016	Pending	PANCE (NCCPA)	2015-2016

SPECIALIZED ACCREDITATION	Association	Last Accredited	Next Review	Certification Exam	Program Review
Sport Management *(Bachelor, Masters)*	*COSMA: Commission on Sport Management Accreditation*	*2015*	*2021-2022*		*2013-2014*
COLLEGE OF HUMANITIES AND SOCIAL & BEHAVIORAL SCIENCES					
Clinical Psychology *(PhD)*	*APA: American Psychological Association (CoA)*	*2012-2013*	*2019*	*MI License*	*2012-2013*
English Language Institute	*CEA: Commission on English Language Program Accreditation*	*New*			
Masters of Public Administration *(MPA)*	*NASPAA: Network of Schools of Public Policy, Affairs, and Administration*	*2010*	*2016-2017*		*2016-2017*
School Psychology *(PhD, Specialist)*	*APA: American Psychological Association (CoA) NASP: National Association of School Psychologists*	*2012*	*2018*	*PRAXIS (NASP) MI License (APA)*	*2012-2013*
Social Work *(BSW)*	*CSWE: Council on Social Work Education*	*2016*	*2024*		*2015-2016*
COLLEGE OF MEDICINE					
MD degree	*LCME: Liaison Committee on Medical Education*	*Preliminary 2012*	*Full expected 2016*		*2016-2017*
COLLEGE OF SCIENCE AND TECHNOLOGY					
Electrical Engineering *(BSEE)* **Mechanical Engineering** *(BSME)*	*ABET: Accreditation Board for Engineering and Technology*	*2015*	****		*2014-2015*
Industrial Engineering Technology Major *(BSET)* **Product Design Engineering Technology Major** *(BSET)*	*ATMAE: Association of Technology, Management, and Applied Engineering*	*2012*	*2018*		*2012-2013*
APPROVED PROGRAMS	Association	Last Approved	Next Review		Program Review
Department of Chemistry and Biochemistry *Chemistry Major, Non-teaching (BA, BS)*	*ACS: American Chemical Society*	*2014*	*2019*		*2016-2017*
Department of Human Environmental Studies Undergraduate Family Studies Major	*NCFR: National Council on Family Relations*	*2014*	*2019*		*2014-2015*
School of Health Sciences Undergraduate Health Administration Program	*AUPHA: Association of University Programs in Health Administration*	*2011*	*2017*		*2012-2013*

Updated: March 17, 2016 by Claudia Douglass

* Fully accredited unless otherwise noted.

**ABET guidelines prohibit public disclosure of the period for which a program is accredited.

Criterion 3 Evidence
Student Activities and Involvement

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Student Activities & Involvement

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Office of Student Activities & Involvement
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Office of Student Activities & Involvement

The Office of Student Activities & Involvement is home to nearly 400 student organizations and sponsors many student activities. It's also home base for fraternity and sorority life. We provide Central Michigan University students with fun, healthy and safe opportunities. It's a perfect way to get connected to CMU and enhance your college experience.

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Get involved takes nothing more than showing up. Join one of the almost 400 student organizations or Go Greek, if that's your style. Whatever you decide, you'll feel more connected to other students and to CMU. National research — and ours — shows students who are involved on campus have a higher GPA and are more likely to graduate.

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OrgSync

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With close to 400 student organizations on campus you'll find plenty of ways to get involved. Challenge yourself.

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Criterion 3 Evidence
Student Disability Services

CentralLink   About   Admissions   Academics   Athletics   Research   Life at CMU   Giving

CMU | Student Disability Services

CentralLink > Enrollment & Student Services > Office of Student Affairs > Student Disability Services

Welcome to SDS@CMU

Central Michigan University is committed to providing students with disabilities the academic accommodations and auxiliary aids necessary to ensure access to all university services, programs and activities. In addition to the university's campus wide efforts to promote access and inclusion, students with disabilities are further accommodated based on specific individual needs. The Office of Student Disability Services is responsible for determining these accommodations. We provide services and assistance to enrolled students who are either permanently or temporarily disabled.

* The registration process is a complex and lengthy one (2-3 weeks). Start the process now. The " Register as a Student with a Disability' page will walk you through the process.

Before continuing, it is vital that you first read the ' It's All About You' message for new students. The content applies to ALL college students with disabilities.

CMU has many services for students, offered by various offices. Although decisions regarding disability specific accommodations are made on a case by case basis, view the Accommodations page on this website for information on services most often provided, in general, for each type of disability.

Our office is part of the Enrollment and Student Services Division.

Student Disability Services

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Criterion 3 Evidence
Student Writing at CMU – Kreth

Report on a 2002 Study of
Student Writing at CMU: Faculty Opinions & Practices

Part I of an Assessment Project

Submitted to
Dr. Gary Shapiro, Dean, College of Humanities and Social & Behavioral Sciences
Dr. Stephen Holder, Chair, Dept. of English Language & Literature
Dr. Tom Storch, Provost
Dr. Catherine Riordan, Interim Vice Provost of Academic Affairs
The Assessment Council
The General Education Council

Submitted by

Dr. Melinda Kreth, Assoc. Professor of English & CMU's General Education Coordinator
Dr. Marcy Taylor, Assoc. Professor of English & CMU's Director of Composition
Dr. Mary Ann Krajnik Crawford, Assoc. Professor of English & Director of Basic
Writing/Writing Center
Dr. Elizabeth Brockman, Assoc. Professor of English

September 16, 2003

MEMO OF TRANSMITTAL

TO: Dr. Gary Shapiro, Dean, College of Humanities and Social & Behavioral Sciences
Dr. Stephen Holder, Chair, Dept. of English Language & Literature
Dr. Tom Storch, Provost
Dr. Catherine Riordan, Interim Vice Provost of Academic Affairs
The Assessment Council
General Education Council

FROM: Dr. Melinda Kreth, Assoc. Prof. of English & CMU's General Education Coordinator,
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Dr. Mary Ann Crawford, Assoc. Prof. of English & Director of Basic Writing Program/
Writing Center, x3275, crawf1ma
Dr. Elizabeth Brockman, Assoc. Prof. of English, x3520, brock1em

DATE: 10/30/2003

RE: Report on a 2002 Study of Student Writing at CMU: Faculty Opinions & Practices, Part I of
an Assessment Project

Attached is the report on the results of our recent assessment project.

We have worked very hard to do a thorough job investigating and reporting on faculty perceptions and practices with respect to student writing, both in UP courses and in upper-level courses in the major. The report presents the study results, speculates on their implications, and recommends courses of action.

We would also like to thank Dr. Gary Shapiro, Dean of the College of Humanities and Social & Behavioral Sciences and the Assessment Council for funding this study.

Please contact any of us if you have questions about this report.

EXECUTIVE SUMMARY

This is a report on a study of faculty attitudes about and practices towards student writing at Central Michigan University. The study was undertaken largely in response to anecdotal evidence in the form of complaints from faculty that their students "can't write."

Rather than embarking on a long-term, expensive assessment of student writing, we believed it better to first determine whether a significant number of faculty are, in fact, dissatisfied with students' writing abilities and, if so, what is it about their students' writing that they perceive as unsatisfactory. Therefore, this study focused on the following four research questions:

1. What kinds of writing do faculty assign and how do they evaluate it?
2. What do faculty perceive as the strengths and weaknesses of their students' writing?
3. What disciplinary preferences exist among faculty with respect to what they believe counts as "good writing"?
4. What pedagogical strategies, if any, do faculty use in helping their students become better writers?

To answer the above questions, a faculty opinion survey was distributed in February 2002 ($n = 115$) and three faculty focus groups ($n = 14$) were conducted in April and May 2002.

The major findings of this study are as follows:

1. Faculty assign relatively few and short writing assignments in just a few genres, due in part to the restraints of large class size. In addition, even though they expect that, upon graduation, students should be able to write a wide variety of discipline-specific documents, faculty assign primarily essay exams.
2. The answer to the question of whether our students can or can't write is much more complex than is reflected by simple complaints about students using incorrect grammar, punctuation, and spelling.
3. Faculty perceptions about what counts as "good writing" vary by discipline.
4. Many faculty believe they are responsible for helping students become effective writers, and they employ a variety of strategies for doing so.

This study has been conducted as part of the ongoing assessment efforts of the English Department's Composition Program and CMU's General Education Council. The results of the research will be used to help the Composition Program evaluate its two competency courses and to provide data for the General Education Council to use in assessing, and possibly revising, CMU's Writing Across the University Program.

This report describes the research methods, presents and discusses the results in terms of the four research questions, and speculates on the implications of the research with respect to curriculum reform and institutional support.

TABLE OF CONTENTS

INTRODUCTION

This study was conducted in response to anecdotal evidence suggesting that CMU students "can't write." Before assessing actual student writing, we thought it best to first determine what faculty mean when they say that their students "can't write," and to what extent, if at all, the anecdotal evidence accurately reflects faculty opinions.

The major findings of this study are as follows:
1. Faculty assign relatively few and short writing assignments in just a few genres, due in part to the restraints of large class size. In addition, even though they expect that, upon graduation, students should be able to write a wide variety of discipline-specific documents, faculty assign primarily essay exams.
2. The answer to the question of whether our students can or can't write is much more complex than is reflected by simple complaints about students' use of incorrect grammar, punctuation, and spelling.
3. Faculty perceptions about what counts as "good writing" vary by discipline.
4. A number of faculty are actively re trying to help students become effective writers, and they employ a variety of strategies for doing so.

The remainder of this report presents the research questions and describes the methods used to answer them; presents, interprets, and discusses the study results; and speculates on the implications of the study.

METHODS

To answer the study's research questions, two methods were used: a faculty survey and faculty focus groups.

Research Questions

The following research questions guided the development of the survey instrument and the prompts for the focus group discussions:
1.   What kinds of writing do faculty surveyed assign and how do they evaluate it?
2.   What do faculty surveyed perceive as the strengths and weaknesses of their students' writing?
3.   What disciplinary preferences exist among faculty surveyed with respect to what they believe counts as "good writing"?
4.   What pedagogical strategies, if any, do faculty surveyed use in helping their students become better writers?

To answer these questions, two methods were used: a faculty survey and faculty focus groups.

Survey Methods

An IRB-approved survey was distributed in February 2002 via campus mail to 535 regular teaching faculty (See Appendix A for a copy of the survey instrument). A total of 115 faculty responded (response rate = 21.5%). Of these, 60 taught UP courses. Survey Respondents consisted of the following:

Humanities & Social & Behavioral Sciences	37%
Business Administration	13%
Communication & Fine Arts	13%
Education & Human Services	12%
Science & Technology	11%
Health Professions	10%
No response to this question	4%

METHODS cont.

It is perhaps safe to assume that the 115 survey respondents believe that the topic of student writing is important and warrants further study.

Focus Group Methods

Focus group participants consisted of 14 survey respondents who indicated on the survey that they were interested in discussing further the issue of student writing at CMU. Focus Groups included at least one representative of each CMU college, except Science & Technology.

Three focus group meetings were conducted: the first included six participants, and the second and third each included four participants. All of the researchers were present at each of the focus group meetings, which were held in a seminar room in Anspach Hall on April 20, April 27 and May 4, 2002.

Preliminary analysis of the survey data was used to prompt focus group discussion. Discussions were audio tape-recorded, and the recordings were later transcribed; data were analyzed thematically and were qualitatively correlated with the survey data.

RESULTS

Q1. How much and what kinds of writing do faculty assign?

Q1 Survey Responses

We asked faculty to respond to questions regarding their writing assignments because we believe that written competency is directly linked to writing practice. Specifically, we were interested to learn the range of assignments students encounter in their undergraduate classes—especially in the UP and in upper-level courses in the major—as well as how much writing is assigned and how much that writing counts toward the course grade.

Types of Writing Assignments

- The writing assignment faculty most often give in their classes is the *essay exam* (54% for those who teach upper-level courses in the major, and 68% among UP faculty). About a third of faculty overall also assign *critical analyses* and *research papers* (albeit relatively short ones—see below), and 10-20% of faculty overall assign such writing as *reports, position papers, personal essays, lab reports,* and *literary interpretations*. However, despite the relatively limited variety of writing assigned, faculty surveyed expect that, upon graduation, students should be able to write primarily *research reports/papers*, but also an *extremely wide variety of other documents* (see Appendix C of this report for a list of these documents).

Amount of Writing Assigned

- Few faculty surveyed give more than six writing assignments in either their UP courses (33%) or upper-level courses in their disciplines (23%), and of those assignments, very few are longer than six pages (13% among UP, and 24% among upper-level courses in the major). These data support results obtained from question #5 of the National Survey of Student Engagement (NSSE), 2003 Pilot Test Survey, Central Michigan University.

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Q1 Survey Responses cont.

Amount of Writing Assigned cont.

- Despite the relatively few and short writing assignments, of **UP faculty** surveyed ($n = 60$),
13% count writing assignments for 1-15% of the course grade
33% count writing assignments for 16-30% of the course grade
20% count writing assignments for 31-45% of the course grade
22% count writing assignments for 46-60% of the course grade
12% count writing assignments for 61% or more of the course grade

  At the time this study was conducted, UP courses were required to base "about 50%" of the course grade on an evaluation of writing assignments; however, the revised "General Education Writing Policies" (Academic Senate, Sept. 10, 2003) allow UP courses to base less than 50% of the course grade on writing, provided the writing consists of at least 15 pages of reader-centered prose.

  With respect to **writing in upper-level courses in the major**, of faculty surveyed ($n = 115$, 11% no response),
5% count writing assignments for 1-15% of the course grade
23% count writing assignments for 16-30% of the course grade
24% count writing assignments for 31-45% of the course grade
23% count writing assignments for 46-60% of the course grade
14% count writing assignments for 61% or more of the course grade

Q1 Focus Group Responses

Types of Writing Assigned

Discussions among focus group participants both reinforced and helped explain some of the survey data.

- Focus group responses reinforced those of surveyed faculty who reported assigning essays, critical analyses, and research papers:

  All my classes are portfolio classes, so although they have no exams, they have one- to two-page written essays for every class meeting, and . . . [it's] always on the reading assignment. And I start off with simple things, like summaries, because [students] can't do that.

  I've [assigned] more research-based writing for my students.

  Assignments that ask people to—in their own words—to lay out an author's argument, to describe a piece of writing, to somehow boil it down into a couple pages—that's just an essential kind of thing, and [students] have to be able to do it, and it's one of the things I try to do.

Q1 Focus Group Responses cont.

Appropriateness of Writing Assignments

- Focus group participants also seemed to recognize that writing assignments must be adapted to meet the varying needs/skills of new and veteran college students. This seems to be especially true among participants who teach UP courses.

[In my lower level classes] we write . . . simple arguments. I just say to myself, "Okay, I'm teaching freshmen and sophomores, and they need these basic skills [and so] that's the thing I'm going to emphasize." I do, of course, put content in, but I just say, "That's where they're at, and that's what I have to do," and leave it to the 300- and 400-level courses . . . [for] writing more that's related to that discipline.

I figure if I can get them to articulate a thesis, and to sustain it through a three- to four-page paper, and to offer support from the classroom materials—in my UP courses, that's about the best I can hope for.

When [upper-level students] write a research proposal, . . . it's a bit of a struggle to get them to change their style to a more formal style.

Negative Effect of Large Class Size

- Focus group comments suggest that some faculty may not assign much writing due to the large UP class sizes:

I'll take my swipe at the UP requirement. I think it's dysfunctional. . . . With these big freshmen classes, people end up fulfilling this writing requirement in really weak ways with short answer tests and term papers that get graded but there's never any feedback put on them. . . . You have to give students feedback to get improvement, and you really can't do that with 100 students or 150 students in your sections in a semester, which is very typical in our department.

If a program was put in that said every department had to offer so many sections of writing intensive courses and those have to be capped at 26, then it levels the playing field. . . . that way, you give faculty the resources, the lower class size, and let them do [writing] in the courses they want to. If 101 isn't appropriate for doing writing, let the department make a 300-level course a writing intensive course.

We have another section of the same class I teach with 20 students. I would love to do that one [as a writing intensive class]. I could really help 20 people with their writing. That would be a night and day difference.

I'd like to do the right thing [i.e., by meeting the UP writing requirement], but it takes a lot of time. . . . We are doing by-laws revisions in our school, and we're doing curricular development, and we're getting a doctorate off the ground. I'd be buried.

If you've got lots of students, you can't have a lot of individual writing. It's impossible.

Q1 Focus Group Responses cont.

Q1 Section Summary

Assessment results suggest that CMU faculty don't assign much writing in either UP or upper-division courses. In fact, the essay exam is the most common writing assignment (survey results do not distinguish between in-class and out-of-class essay exams). The second most common assignments are critical analyses or research papers, but only one third of the faculty assign them. As a result, it's not surprising that only 34% of faculty surveyed complied with the then-current guidelines for writing across the University Program.

Class size is clearly a factor in determining how much and what kind of writing faculty members assign. Focus group participants spoke passionately about the impossibility of assigning writing with class sizes of over 100 students, and common sense reinforces this fact, particularly in light of the heavy teaching load at CMU. Unfortunately, large class sizes are a natural consequence of our current budget system, which actually financially rewards departments and colleges for offering large sections.

It's important to note, however, that CMU faculty who do assign writing appear to work hard at adapting assignments to meet the developmental needs of their students. Focus group responses suggest that UP and upper-division assignments tend to differ in terms of both length and rhetorical complexity.

Q2. What do faculty perceive as the strengths and weaknesses of their students' writing?

Q2 Survey Responses

The survey asked faculty in both UP and upper-level courses to list the *three most important characteristics of good writing* and to indicate the extent to which their students exhibited those characteristics. While respondents listed a wide range of characteristics, we can categorize the top five (with a sixth, large category of "other"): correct grammar, punctuation, and spelling; effective organization; clarity; logical/critical thinking; and support for claims/theses. The results show that the writing of some to many students does exhibit these characteristics.

**Q2 Survey
Responses cont.**

Most important characteristics that ought to be exhibited in
student writing in UP courses:

1. Correct grammar, punctuation, and spelling	(*n* = 115)	**61%** (70)
Extent to which exhibited	All do	0% (0)
	Most do	14% (10)
	Many do	31% (22)
	Some do	39% (27)
	Few do	16% (11)
	None do	0% (0)

2. Effective Organization	(*n* = 115)	**42%** (48)
Extent to which exhibited	All do	0% (0)
	Most do	13% (6)
	Many do	21% (10)
	Some do	51% (25)
	Few do	15% (7)
	None do	0% (0)

3. Clarity	(*n* = 115)	**31%** (36)
Extent to which exhibited	All do	0% (0)
	Most do	17% (6)
	Many do	39% (14)
	Some do	36% (13)
	Few do	8% (3)
	None do	0% (0)

4. Logical/critical thinking	(*n* = 115)	**24%** (27)
Extent to which exhibited	All do	0% (0)
	Most do	19% (5)
	Many do	30% (8)
	Some do	32% (9)
	Few do	19% (5)
	None do	0% (0)

5. Support for claims/theses	(*n* = 115)	**19%** (22)
Extent to which exhibited	All do	0% (0)
	Most do	9% (2)
	Many do	5% (1)
	Some do	73% (16)
	Few do	13% (3)
	None do	0% (0)

6. Other*	(*n* = 115)	**54%** (62)

* e.g., accuracy, appropriate diction, appropriate focus, appropriate writing style, audience
awareness, cohesion, coherence, competence, completeness, comprehensiveness, concision,
correct documentation format, correct format, creativity, credibility, effective voice, genre
awareness, informativeness, precision, relevance, thoroughness, thoughtfulness, validity.

Q2 Survey Responses cont.

Most important characteristics that ought to be exhibited in student writing in upper level courses in the discipline:

1. Correct grammar, punctuation, and spelling	(*n* = 63)	**70%** (44)
Extent to which exhibited	All do	0% (0)
	Most do	11% (5)
	Many do	32% (14)
	Some do	41% (18)
	Few do	16% (7)
	None do	0% (0)

2. Effective Organization	(*n* = 63)	**38%** (24)
Extent to which exhibited	All do	0% (0)
	Most do	0% (0)
	Many do	29% (7)
	Some do	50% (12)
	Few do	21% (5)
	None do	0% (0)

3. Clarity	(*n* = 63)	**33%** (21)
Extent to which exhibited	All do	0% (0)
	Most do	10% (2)
	Many do	48% (10)
	Some do	37% (8)
	Few do	5% (1)
	None do	0% (0)

4. Logical/critical thinking	(*n* = 63)	**27%** (17)
Extent to which exhibited	All do	0% (0)
	Most do	0% (0)
	Many do	41% (7)
	Some do	53% (9)
	Few do	6% (1)
	None do	0.0% (0)

5. Support for claims/theses	(*n* = 63)	**25%** (16)
Extent to which exhibited	All do	0%
	Most do	0%
	Many do	6% (1)
	Some do	59% (10)
	Few do	29% (5)
	None do	0% (0)

6. Other*	(*n* = 63)	**76%** (48)

* e.g., accuracy, appropriate diction, appropriate focus, appropriate writing style, audience awareness, cohesion, coherence, competence, completeness, comprehensiveness, concision, correct documentation format, correct format, creativity, credibility, effective voice, genre awareness, informativeness, precision, relevance, thoroughness, thoughtfulness, validity.

Q2 Survey Responses cont.

While faculty believe that students improve in these skills over time, the ability to support claims is still considered the weakest area demonstrated by all students.

Q2 Focus Group Responses

As with the survey respondents, focus group participants cited a range of skills and competencies that they perceive as weak areas for their students. We find it difficult to generalize on this issue; beyond the general category of "grammar," there is little agreement about what are the most pervasive or important issues. We have categorized the focus group responses into four broad areas of concern: problems with specific errors; problems with student attitudes and work ethic; problems understanding research processes; problems making connections between reading and writing.

This section includes issues discussed as specific problem areas. There was some discussion of the difference between stylistic issues, such as level of formality and sentence variety, versus "grammar" or correctness issues. Some respondents felt that students' grammatical correctness was relatively good; others commented that when they grade papers, they become "mired" in grammatical errors and stylistic problems that overpower their focus on content. In Focus Group II, for instance, when asked what specific strengths and weaknesses they see, the discussion began with the comment "Grammar in general? Very weak." In Focus Group III, however, one respondent claimed that the writing he sees now is, in general, better than the writing he saw years ago before the formation of the UP Writing Requirement and ENG 201.

Problems with Specific Errors

- **Students have a general misunderstanding of grammar.**

  When I explain that they have to find the subject and the verb, they don't know what the verb is. They think they know what a noun is but they can't describe it to me. So I'm not even shocked by doing that anymore, but I ask people why they can't find the subject. I will sometimes ask them if they know what a subject is, and they will say, "No." And I ask them if they know what a verb is and they will say, "No." They don't know what the parts of speech are—little rules like possessives and agreement are real, real common.

  I still see a lot of grammar errors: it's/its, their/there/they're, who/whom. . . . affective/effective.

  Grammar and composition for the most part I've been pretty satisfied with.

Q2 Focus Group Responses cont.

Problems with Specific Errors cont.

- **Students use incorrect spelling and capitalization**

  I'd say 30% don't use spell check, because that comes up frequently. And it bothers me that they can't spell words that are in the textbook over and over like "saxophone." They are supposed to do all this reading. These are words that frequently appear. They can't spell on paper; even spell-check would pick up these words.

  I have usually [a problem with] capitalization of nouns, but I did have one the other day that had capitalization of verbs, adverbs. I had never seen such random capitalization—and actually I wrote on the paper, "We are not speaking German." But one of the problems I have is we do cut a little bit out of the U.S. Constitution, and that has a lot of words that are capitalized. And I explained to them, that's how they did it in Germany. They still do it in Germany.

- **Students' writing lacks effective sentence structure, variety, and concision**.

  They write eight-word sentence, eight-word sentence, eight-word sentence, eight-word sentence. You know how that can be. [One problem is a lack of] concise sentences. But also a variety of lengths. Just say what you have to say, but sometimes you can combine two or three very, very short so just when you look at something and it flows through, and it's not just "de-de-de-de-de."

  Incomplete sentences. It's gotten to be such a big pet peeve that I have to almost get away from it, or the next person who gets their paper graded might be in big trouble. It's affected my grading almost, the fact that they can't construct sentences.

  I have more trouble with [students not] being able to be concise. They use 15 words when they can use eight.

- **Students use inappropriate writing styles and incorrect citation format.**

  A lot of students tend to write in a conversational style, very informal style, and when you are writing a research proposal, it usually does not fly very well. . . . And being able to switch from style to style is very difficult, and I think some students really struggle with that to be able to not write in the first person and to not use very informal language. So that's one thing that we end up spending a lot of time on is style.

  In my 300- and 500-level classes, I do have problems with issues of style because I'm trying to get them to write in active voice—and I'm

Q2 Focus Group Responses cont.

Problems with Specific Errors cont.

trying to get them to write a lot of sentences using vivid verbs rather than flat "this is this," and "this is that," and "this was such-and-such," and so and so. And so I spend an awful lot of time just circling "was's" on papers.

Citation is a problem because not many of the people use Chicago Manual of Style format, and students don't understand why they should bother with that. And I can understand, if you are not a historian and you are not worried about documenting documents, and folders, and boxes, and so forth, why it may seem a little tedious to go through that process. But I nevertheless require them to do that, and some students just resist it all the way through, and others say, "Well, that's what I have to do to get a grade, so I'll do it."

- **Students' writing lacks coherence and cohesion.**

My students aren't quite sure how to construct a paragraph sometimes, they aren't sure how to string ideas together or how make the writing flow, and I think that's one of the weaknesses I see. The writing tends to be kind of choppy. They jump from one thing to another.

When I comment on my papers, often the content is there, it's just poorly organized. I think students are really good at maybe figuring out all the things that need to be in there from a content standpoint. It's the organization and construction of their ideas that's lacking.

Problems with Student Attitudes and Work Ethic

This theme covers quite a lot of ground, but in general it concerns problems with
- students' perceptions about the importance of writing and editing
- their understanding of what it means to *be* professional in their written presentation of themselves
- the general discipline it takes to write well (and be a good student)

In short, these comments generally deal with the writer's ***ethos***. (Note: In part, these issues are related to students' lack of understanding about disciplinary expectations and genre features, which one could say are features of being a professional. We've tried to distinguish between performance issues and those dealing with understanding of the rhetorical features of disciplinary writing.)

I have an attendance requirement, 10% of the grade, and that's helped somewhat. Getting students to follow directions is a huge first step, especially when 70% maybe are freshmen.

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Q2 Focus Group Responses cont.

Problems with Student Attitudes and Work Ethic cont.

Students don't understand that writing is a craft that you improve and you're constantly improving and that it's not as if you can write or you can't. . . . and I got evaluations at the end of the semester: "This isn't an English class." The students were indignant. . . . I think that's something where those freshman composition classes could maybe try to impart that value. I don't know to what extent that's done.

We spend all this time writing these suggestions on papers, and if one student gets above a 60, he will never read my suggestions, and somebody else, it will bother them a lot and they will read it, but if it's above an 85, they won't look at it. Everybody has their own standards. And some of them will get a 40 and not look at it. They don't take advantage of the discipline or care about being a student.

In many cases, if students are trying to write their papers the night before it's due, or at two o'clock in the morning, it's really difficult to get them to think. . . . And so preparation to actually write the paper seems to be something that's a little bit lacking. They are not doing any kind of outline for a research paper in particular. . . . and many times I read a paper thinking, "This person knew exactly what they wanted to talk about, but they were either in a rush, or they just couldn't put everything together." And they were missing things and they were writing as it came off the top of their head.

Much discussion during the focus groups pertained to the standards we hold students to, making clear that "we are serious" by including consistent standards in our syllabi. This relates to the discussion of whose responsibility it is to teach writing and to the notion that there might be a basic level of competence that we can insist on for our graduates (a level that goes beyond what is possible to teach in 101/201).

Problems Understanding Research Processes

Participants cited several weaknesses in this area:
- students' inability to find and evaluate relevant sources (linked particularly to the overuse of the Internet and with plagiarism).
- their unfamiliarity with proper citation formats (e.g., MLA, APA, Chicago, etc.).
- their misunderstanding of what "research" is, that is, as the synthesis of one's ideas with others; students have difficulty locating themselves within the research project, as opposed to defining research as the cobbling together of "sources" that remain divorced from the writer's interest or participation. This theme seems related to two other issues raised in the focus groups:
  --the difficulties students have with reading, and
  --disciplinary differences with respect to how research is conceived.

Q2 Focus Group Responses cont.

Problems Understanding Research Processes cont.

A lot of students say, "Well sure I know how to research it at the library," but they really don't. They may say they do, but once you get them to the library and say, "Find this particular source or this particular article," they don't know where to start. So I think if we relate it to that issue, I think it would give them the tools so that it makes it easier to do actual research as opposed to plagiarizing. I think that would prevent a lot of problems.

I also think that in high school, that is what was called "the research paper," but often students say, "That's how we did it, that's what we were told to do," and so the rules for college change, and they sometimes resist that because they are sure they know what they're doing, or seem to really be adamant about that. . . . [To most students], secondary research means that you go collect a bunch of stuff and put it together.

Some students do it [i.e., write research papers] by taking it off the Internet, thinking we can't find it when there are so many programs out there, but some students don't know that. Some don't understand that what they did was plagiarism either.

We had the most blatant example of plagiarism I have ever seen. The student just simply went to a federal site, downloaded everything, and took out the annotations between paragraphs—everything was exactly the same. And this person was fighting it, like, "Why is it a big deal now when I am two classes away from graduating?" And so reading between the lines it's like, "I've been doing this right along, why is it a big deal now?"

I was trying to teach how to use peer-reviewed journals, because we have this big push in social work for evidence-based practice . . . so part of it is critiquing research, and part of it is bringing information from the literature and the research studies into their papers. And I had to teach them how to use the journals.

Students have little sense of the difference between a magazine and a journal or, now, things that they can find anywhere online, and they have no way of sorting through all that.

Problems Making Connections Between Reading & Writing

This theme covers the basic issues UP students' inability to summarize, analyze and synthesize their reading, as well as the unfamiliarity of students in the major with disciplinary expectations and genre features. More broadly, this theme could be classified as "difficulties with critical thinking," i.e., there was a sense among focus groups participants that

Q2 Focus Group Responses cont.

Problems Making Connections Between Reading & Writing cont.

writing, reading, and thinking are so intimately related that to teach one is to teach all three.

It is encouraging to note that the instructors represented in our focus groups acknowledged the complexity of writing in this way; for the most part, writing was not discussed as an isolatable "skill" or as something one could learn once and for all in a few required writing courses.

As mentioned above, the difficulties with reading are related to difficulties with research (which is the cause/effect?). In addition, this theme relates to another problem concerning what we have broadly termed "professionalism": exercising the discipline it takes to read closely.

I teach mostly upper level students—juniors and seniors—and I see a disconnect for them in being able to look at sources and other information and then to interpret that and somehow analyze it and get that down on paper as far as what they are thinking. They can read it, they seem to understand what it is, but they really have a hard time making the connection with being able to say, "Okay, I've analyzed these three articles, this is the main theme, these are the things I'm seeing," and being able to articulate that.

Students just don't do a lot of reading. You talk about modeling. They don't have the models.

I was having a difficult time getting students to read the assignments in the library on reserve. They just would not do it. And so I simply said, "Okay you won't read them, so here is what's going to happen." And three times during the semester they have to turn in article critiques of the assigned reading. And I was doing it to just get them originally to read the assignments. Well, what happens now is it provides me a chance within the first month—because the first assignment is in the first month—and it's very structured. I just tell them I want three paragraphs: one paragraph of content –brief, one paragraph of why this article is important to the profession, and one paragraph on what you think of the article—your comments on the article. And what I've found is after I go through this one time with them, by the second time they start to improve. And by the third time it's basically just a check off for me because I picked up the first time through which students need a referral, which students were having big problems.

I think a lot of my students are scared to death of intellectual effort and generating ideas. So for me, part of that important process is helping them feel safe and encouraging them in a number of ways to just take a risk, do something interesting. Don't just sit there. . . . But I see that in all my classes, graduate school as well as undergrad: "We're not going to think, and we're not going to think anything different. Just tell us what we need to know and I'll try to do that."

Q2 Section Summary

The data support the conclusion that faculty see writing as a complex array of competencies, many of which may be seen as discipline-specific, and that faculty views of what constitutes "good writing" vary according to disciplinary, and even individual, expectations. However, we can generalize five "baseline" characteristics of effective college-level writing:

- correct grammar and mechanics
- effective organization
- clarity
- logical/critical thinking
- support for claims

In conjunction with the above characteristics, faculty particularly emphasized the necessary abilities of reading critically, understanding research processes, and having a positive work ethic as being central to the academic enterprise. While the new ENG 101 master syllabus incorporates a focus on these areas to a much greater extent than previously, most faculty recognize that writing ability is developmental and that one or two writing courses can never provide complete instruction and practice in this complex ability.[1] Curricular reform efforts (including potential General Education reform) and faculty professional development programs across the university should concentrate on these areas.

The study results tell us several things:

1. While characterizing "good writing" for all disciplines in all situations is clearly impossible—definitions of what is considered "competent" college-level writing will continue to elude our attempts at standardization—faculty agree that the five, general elements listed above are the most important elements. Thus, these qualities might form the basis of rubrics used for assigning and assessing writing, and they should guide faculty discussions of grading/standards and faculty professional development workshops on improving writing pedagogy. They should also determine, to some extent, the teaching objectives for our written competency courses.

2. The data suggest that most faculty believe that, on average, students fall somewhere in the middle range of competency in terms of the five characteristics. Faculty were only slightly more critical of students' abilities in their upper division coursework (more "few do" responses there, but also more "most do" responses), with the exception of the final two characteristics, logical/critical thinking and support of claims/thesis. This is reinforced by our focus group data, which shows that faculty

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[1] Anecdotal evidence reveals that many CMU students—in addition to transfer students—opt to take their written competency courses at community colleges during the summer. In addition, CEL offerings of ENG 101 and ENG 201, taught by instructors who have not undergone approval or training by the English Department, cannot be guaranteed. Thus, while our local efforts to improve the quality of the writing program curriculum and the training of instructors should be commended, it should be understood that many students whose writing abilities may be considered weak have sidestepped the potential benefits of our program.

**Q2 Section
Summary cont.**

distinguish between the expectations for the UP and those for upper-level courses in the major, in which students are asked to write more complex and discipline-specific texts. It also reveals that students do, in fact, develop over the course of their college careers in terms of critical thinking and ability to synthesize and formulate arguments (but perhaps not to as great an extent as faculty would like).

While faculty believe that students improve over time in the aforementioned skills, the ability to support claims is still considered the weakest area demonstrated by all students.

Q3. What disciplinary preferences exist among faculty with respect to what they believe counts as "good writing"? [2]

**Q3 Survey
Responses**

As scholars in the field of composition and rhetoric, we are very much aware that what counts as "good writing" varies from discipline to discipline, and we wanted our study to capture some of the disciplinary variation that exists among CMU faculty in terms of what they expect from their students. There are some interesting differences between "Humanities" and "Non-Humanities" faculty surveyed in terms of what they perceive as "good" writing:

- "Humanities" faculty are less forgiving than "Non-Humanities" faculty of the use of contractions in writing.

- "Humanities" faculty tend to value more than "Non-Humanities" faculty the use of personal experience as a valid form of evidence to include in one's writing.

- Far more "Humanities" faculty than "Non-Humanities" faculty expect students to write in active voice.

- "Non-Humanities" faculty seem to value clarity somewhat more than "Humanities" faculty.

- More "Non-Humanities" faculty than "Humanities" faculty expect students to write in third person.

- Slightly more "Non-Humanities" faculty than "Humanities" prefer shorter paragraphs.

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[2] In this study, "Humanities" refers to faculty in Art, Broadcasting & Cinematic Arts, English (Composition, Linguistics, and Literature), Foreign Languages, History, Mixed Media, Music, Philosophy & Religion, Political Science, and Speech Communication & Dramatic Arts. "Non-Humanities" refers to faculty in Accounting; Business Information Systems; Biology; Chemistry; Communications Disorders; Counseling & Special Education; Economics; Finance & Law; Geology; Health Sciences; Human Environmental Studies; Industrial Engineering & Technology; Marketing & Hospitality Services Admin.; Mathematics; Physical Education & Sport; Physics; Psychology; Sociology, Anthropology, & Social Work; Teacher Education & Professional Development; and Recreation, Parks, and & Leisure Services Admin.

Q3 Survey Responses

- More "Non-Humanities" faculty than "Humanities" faculty expect students in upper-level courses to use in their writing the technical jargon of the discipline or profession.

In addition, the most commonly used documentation format among CMU faculty surveyed is *not* MLA, but APA and Chicago; however, MLA is the most commonly taught format in composition courses (although a few sections teach both MLA and APA).

Q3 Focus Group Responses

Disciplinary Perspectives about Writing

There was little discussion of disciplinary preferences regarding what constitutes good writing in the focus group sessions. In part this may be an artifact of questions posed in the sessions. Group leaders did not specifically ask members to discuss writing in the disciplines nor what might constitute good versus bad writing in specific professions. Instead, group members discussed what they find problematic in students' writing and in their critical thinking/reading skills in general but only rarely made reference to these as related to differences among disciplines. It is possible that participants are not able to articulate what their discipline considers "good" in writing. Participants also did not relate how they learned to write in their disciplines or when they became "good" writers in their fields. The comments most applicable to specific items of disciplinary preferences were those related to disciplinary "style" with regard to citations. (See also focus group responses to research question #2, style and citations.)

What I'll typically do is try to explain to them why we use Chicago Manual in history. And then I lay down the law. And say "this is what we do in this class."

I use APA style, which is standard for social work. . . . I'm thinking from our place in the universe that maybe we need to have more coherent policies in style going across the curriculum. And actually some of this we've started by starting to require that APA in 250, which is our next course after 100, where you are really entering the curriculum, within the Social Work program.

Every student that comes to take the Intro to Recreation class now receives that booklet [about the writing guidelines]—that and we use APA style. We just agreed on that across the department everybody's going to use the same style.

What I usually do is I let them use MLA style in the 100 level classes, because most are not majors. And so just use the style that comes the easiest for them, and that they are learning in their English classes.

Q3 Focus Group Responses cont.

Disciplinary Perspectives about Writing cont.

While not specifically focused on what constitutes "good writing" per se, some discussions did reflect disciplinary perspectives and so suggest that there are differences in what is expected.   Some differences were evident in discussions about classes for majors and minors, such as mandating the Chicago Manual of Style (above) even if it is not taught or used in other disciplines. Another example was a discussion of the writing expected in upper level social work classes, particularly writing with evidence, writing objectively, and writing formal letters. A third occurrence was presented by a member of the Recreation Department, indicating that the Department developed and distributes a "student writing guide" that spells out expectations for papers in the department. However, whose responsibility it is to actually *teach* these expectations—and when in the curriculum these should occur—also occupied much of the time in the focus groups.

One of the things that I notice is that students do not have a sense that there are differences, that writing expectations are going to be different for different disciplines, and so what works for writing a summary for Marcia's class for example is not going to be quite the same thing as it will be for a research proposal and certainly isn't going to be the same thing that a 101 instructor teaching composition is saying.

And a few times students have emailed me with a question or some comment or something, and it's been riddled with errors. So I'll reply and put a "PS" on there: You leave a really bad impression when you don't clean up your emails." And I'll always get a response back, "Oh, I'm very sorry." . . . That's another way to leverage them into caring about their writing.

One of the things that I've found is that my assumptions and the students' assumptions are not the same, and that's part of the difficulty. Many—not all—but most of the students tell me that to them this [class] is a hoop to be jumped through so they can graduate and someday go out and be a real social worker, and that being a social worker doesn't start until one graduates and gets a job. So that the classroom is not seen quite so much as being a social worker in-training now, which is how I view it, that I'm educating people for a profession in the core set of skills, and this is a critical one: communication oral and written.

We devised last year an assessment of the Capstone seminar course. Three of the items in the rubric that we developed dealt with writing, stretching argument, style, use of quotations, and so forth. And the figures we came—and this is for our majors—were disappointing to say the least. . . . our majors should be at least at expectations by the time they graduate, but . . . we really don't have a coordinated program to help them improve their writing. . . . They get different things from different instructors and there is no coordination. I'm talking about inter-department, in different courses.

Q3 Focus Group Responses cont.

Disciplinary Perspectives about Writing cont.

In addition, focus groups discussed the importance of writing in professions, particularly of different genres of writing, and of the consequences of "good writing," e.g., attending to details such as the spelling of medications in the health professions. Disciplinary views were also implied in comments about the importance of professionalism and writing in professions. This theme also reflects a variety of issues: problems with students' attitudes and work ethic, their perceptions about the importance of writing and editing, their understanding what it means to *be* professional in their written presentation of themselves, and the general discipline it takes to write (and to be a good student).   These issues are also represented in responses to research questions #1 and #2.

In my class we write professional memos, and . . . all I have to say is, "this is not what you can say in a professional memo." It seems to work, but it's still difficult for them to often do that.

I'm trying to get students not just to articulate their own beliefs; I'm trying to teach them a particular style of writing, a very objective, neutral, evidence-based. . . . I am having them write to their legislator, and what I have found—teaching this the first time was that the left justification, date first, sign your name kinds of things is that I couldn't let them send those letters out so we had this thing where it came back, and back, and back to me until it was in a professional format. . . . They said, "We haven't had this since high school. They didn't teach us this in high school." I said, "Well this is more standard in professional Human Services agencies.

I think another way too is to make them understand that there are some real world implications for how well they write. Many of our students go on to health care careers, and if you're writing up the name of a medication and you happen to misspell that medication, there are some major consequences involved with that. Once you put it in that context, then many times they understand.

I have often told my students that people will judge you on the basis of your writing about how smart you are, and if you write poorly, it doesn't matter how intelligent you are. People will assume you're dumb, and that will affect you in your career no matter what your career is.

I tell them, "If you don't think that you are not going to be writing memos for the rest of your business career, you're crazy because you are going to be writing memos every single day."

Q3 Section Summary

In lieu of specific disciplinary views about what constitutes "good writing," the focus groups often separated writing and content across disciplines. Writing, as compared to content and specific genres, represented the basic or "essential" things that all students should have: grammar, punctuation, organization, clarity, and information "flow." However, there was little or no sense that such writing "basics" might be affected by a student's familiarity or lack of familiarity with a disciplinary content, with information being presented, or with understanding of a technical vocabulary. What most did agree on was that practice was important to learning to write. Closely related to the idea of practice was the concomitant notion that writing is a developmental process. Both practice and development discussions occurred in conjunction with promoting writing across the curriculum, which was seen as giving students multiple, on-going opportunities to practice, and so develop, writing.

Q4: What pedagogical strategies, if any, do faculty use in helping their students become better writers?

Q4 Survey Responses

Not only did we want to know what kind and how much writing is assigned by faculty in UP and upper-level courses in the major, we also wanted to learn how faculty evaluate student writing, as well as how and to what extent they help students become effective writers.

- Overall, most faculty surveyed (82%) believe they are to some extent responsible for helping students become effective writers; however, "Humanities" faculty believed this somewhat more strongly than "Non-Humanities" faculty.

- Most faculty surveyed (83%) believe that the *primary* purpose of the writing assigned in their classes is to help students learn the course material. There was almost no difference between "Humanities" and "Non-Humanities" faculty.

- Most faculty surveyed (75%) say that they usually or always share their grading criteria with students, either in the syllabus or in other handouts. There was almost no difference between "Humanities" and "Non-Humanities" faculty.

- Most faculty surveyed (76%) *do* spend at least *some* time outside class helping students with their writing; however, more "Humanities" faculty than "Non-Humanities" faculty indicated that they spend time outside of class helping students with their writing.

- Most faculty surveyed (79%) usually or always provide students with *formative* comments on their students' writing; however, more "Humanities" faculty than "Non-Humanities" faculty indicated that they do so.

Q4 Survey Responses cont.

- Most faculty surveyed (78%) are willing to comment on preliminary drafts of students' writing, and nearly a third *always* do. There was almost no difference between "Humanities" and "Non-Humanities" faculty.

- When grading student writing, most faculty surveyed (79%) always consider whether the writing is well organized. There was almost no difference between "Humanities" and "Non-Humanities" faculty.

- Most faculty surveyed (69%) *do* tend to consider grammar, punctuation, spelling, etc. when grading student writing; however, more "Non-Humanities" faculty than "Humanities" faculty grade assignments for "content" only, ignoring grammar, punctuation, spelling, etc.

- Most faculty seem to have only a vague understanding of the purpose of the CMU Writing Center—when asked, most replied that its purpose is "to help students with their writing"; however, more "Humanities" faculty than "Non-Humanities" faculty indicated that they send students to the Writing Center.

- Over half (55%) of faculty surveyed believe the English Dept. is generally doing an adequate job of helping students become effective writers; however, 15% believe the English Dept. is not doing an adequate job, another 9% stated that the question of whether the department is doing good job depends on a variety of factors, [3] and 21% declined to answer this question.

- Overall, faculty believe that the best ways for students to learn to write like professionals in their fields are by learning the basics first, following models, receiving feedback from mentors, and practicing. There was almost no difference between "Humanities" and "Non-Humanities" faculty. (See Appendix A for a list of the learning strategies cited by survey participants.)

Q4 Focus Group Responses

Perceptions about Responsibility for Helping Students Become Effective Writers

All focus group participants believed that they are responsible for helping students to become effective writers, but some of them noted that not all of their colleagues share this sense of responsibility. The comments below sum up the problem as perceived by several participants.

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[3] Dependent variables cited include the following: the definition of "effective writers"; the students (some want to to learn, others don't); the individual instructors (some are good and some not); and the limitations of having only two required writing courses.

Q4 Focus Group Responses cont.

Perceptions about Responsibility for Helping Students Become Effective Writers

The big dilemma in our department is that some people think we have almost an ethical responsibility to turn out students who are not just competent in areas of knowledge within our profession but also in certain skills like writing. And we have another camp that says, "That's not our job. That's the English department's job, and if it's not happening, then they are the ones who need to do something about it."

[English 201] should sort of be immersion in writing, but that should be carried out in all the courses. I don't think that everyone believes that on this campus.

I think a lot of people don't read [their students' writing]. I think they say, "It's not my responsibility," and they don't look at the assignment as long as the content is there.

Making Students Aware of Standards and Expectations

Many focus group participants described assessment rubrics that they give to students, either as part of the syllabus or as a separate handout attached to the students' papers, and those participants who did not give students a rubric were very interested to learn from those who did. Below are some of the comments made by focus group participants about how they share (or are planning to share) their expectations with students through rubrics.

Students don't follow my directions. Because it's on the syllabus, and I pass put other handouts that specifically tell what I want, how I want it written.

Last semester, as I was grading my term papers, I went through and looked at what the common errors were. If they were made by more than two or three people, I put them on a list. And I'm going to bring that list up next fall when I hand out my paper assignment and tell students not to do these things.

I developed a rubric for content and organization. I tend to emphasize more on the content, because that's more important for what I'm trying to accomplish. Can they present the ideas? Can they make an argument? Can they make conclusions? But I still grade on grammar, and they know up front. And I give them a copy of the rubric.

Our faculty members put together a student writing guide, and every student that takes the Intro class now receives that booklet.

I have a sheet that goes right onto the paper, and the most points are for content, topic development, organization. . . . And from there I actually give them points on formatting, use of citations, those kinds of things— about 10 points. And also grammar, typos, and those types of things.

Q4 Focus Group Responses cont.

Experiences Helping Students with their Writing

Several focus group participants discussed their experiences working with students on their writing, both in and out of class.

- **Responding to preliminary drafts.**

  I also will review copies of papers ahead of time for those that really want to work on their writing skills. Usually, I find the ones that bring those in are the best writers who don't need as much help.

  I offer [to read preliminary drafts]—I've had one or two that have turned in drafts and asked me to look it over first. But they seem to think that I should give them an "A" if they turn in a draft.

  I do that [i.e., read preliminary drafts] in one of my classes—I usually do not do drafts unless I do it for all of them, because it is not fair. . . . So I found that that process does work; however, it doesn't mean then that everything meshes together at the end in a big paper.

  After one month, I'll take up one assignment and give them feedback. And they are surprised to realize that, by a month into the semester, they can anticipate my feedback. And they will write on the bottom, "I know this is a weak essay but I haven't revised it yet. What do you think?" And I'll write, "See if you can use the standards to figure out exactly what's wrong." Or I'll write back, "You aren't using key terms and defining them carefully so that hurts your clarity" or "Your topics aren't connected so that hurts your coherence." But I won't do [the work] for them.

  If I spend all the time correcting every single mistake, I can never get through all the papers, so instead if it's a recurrent problem in the paper, then I'll correct it the first couple paragraphs and I just circle it, and write edit, edit, edit, edit, edit all the way through the paper

  I had a writing assignment, it was a 500-level course, and it was a real moment of truth for me. I was talking with my assistant, and I said "I just don't have time to go through this with the red pen," and I said, "Well, if they met the assignment, if they followed the instructions, they will probably get all the points and everything." And she said to me, "Don't you do that. That's absolutely unfair to the students." . . . So I spent a number of hours going through every stinking paper—and she was right you know, and ever since then I follow that as my rule.

- **Providing models.**

  Often, if I have a particular assignment and they are having trouble, . . . I'll outline the entire assignment on the board, and then tell them to revise it. So they are being carried through the process of writing a better essay. Because I want them to take responsibility for their own learning.

Q4 Focus Group
Responses cont.

Experiences Helping Students with their Writing cont.

I took a big pile of magazines from my personal collection and handed them out in the classroom and said, "Tell me which ones are peer reviewed journals, and tell me how you know that." And they said that was the best thing they had seen as far as "Why is this one? Why is this one? Pass it around, show everybody." If you can give them something hands-on that has been backed up in the field and that shows there is a connection between writing and one being a social worker, [the students] are a little more cooperative.

- **Conferencing with students individually.**

I had one student this last semester who wrote a book review, and it simply was a short summary of the book. So I gave it back to him and asked him to revise it. It came back exactly the same way. I don't understand why. Something got lost in communication—he didn't do it, or he just didn't have the time.

I had a student this term, who on the first paper, . . . gave me some stuff straight off the Internet. And so I talked with her. She understood that this was wrong, but she had no capacity . . . to take that and describe it. . . . And so at the final exam, I talked to her afterwards and said, "I would appreciate the opportunity, in the fall, when you are not taking any course from me, if you would come see me because I would like to see if we can help you get through this so you don't get in trouble in other classes."

A student from fall came in having gotten a "D" on her history paper this semester, and she said, "I just blew it. I realized I hadn't been writing since December, and I went to write this short paper, and it was like everything fell apart.". . . So we went down the rubric, but her paper didn't match it at all. And she said she had written the paper then looked back at the list hoping she had gotten it all in there. So I made her start with the structure—building up what the paper is going to be like using that rubric.

Perceptions about The Purpose of the Writing Center

While survey responses indicated that many faculty know that CMU has a Writing Center, only a few could articulate its purpose or role in teaching writing. Virtually all of the focus group members knew that there was a university Writing Center, and a number also indicated that they told students about it and sometimes recommended that students avail themselves of its services. Focus group responses to the Writing Center were positive. However, most focus group participants thought of the Center as remedial and as primarily providing help with editing (and/or proofreading) and grammar rather than larger issues of idea, organization and genre. Negative comments had to do with the Center not being visible enough on campus. One participant wanted the Center to have a much

Q4 Focus Group Responses cont.

Perceptions about The Purpose of the Writing Center cont.

larger intervention and teaching role than it currently provides, e.g., to provide diagnostic, monitoring, and ongoing teaching to students identified as having problems with basic writing skills.

I had one student whose writing was really, really, really, really bad. And I sent him [to the Writing Center]. And I think this was the semester I was doing the journals. So it was a really good way to see how it worked. And the journals got acceptable for a few, and those I think were the ones he brought to the Writing Center. And at the end of the semester they dropped back down again. I think he stopped going.

I have seen great improvement in students who have managed to get themselves to the Writing Center just because I think someone's looking at their work.

We also added language in the syllabi, and it wasn't mandated, but we agreed that if profs wanted to pick it up they could and it runs something along the line that papers that have real problems on them, referrals can be made to the Writing Center. . . . We said that it's not just the paper, it's that there has to be a plan for improvement, and we will just have faith that the Writing Center will help..

I just finished a paper with one student that I have struggled with all semester. I referred him over and over to the Writing Center, and he's very resistant to go. He's a nontraditional student, and I just had this rambling message from him that he has issues with me suggesting that he should be able to write.

It's just been the last couple semesters that I have really been referring [students to the Writing Center]. I just write on their first paper "You need to have this edited," "You need to have it proofread—either use another student to help you or go to the Writing Center."

The one thing I've discovered that students can't fix for themselves is grammar, and I send them to the Writing Center.

Q4 Section Summary

The data indicate that most faculty who participated in the study explicitly state their evaluative criteria in the course syllabus or other handouts, and many faculty consider grammar and organization when grading student writing, which is good news to those of us who have heard stories about faculty marking up students' papers and then giving them an "A," even though the papers are riddled with grammatical errors and are not effectively organized.

Q4 Section Summary cont.

Another bit of good news is that many faculty in the study view writing from a developmental perspective, i.e., they acknowledge the fact that students become effective writers by learning the basics, studying models, receiving mentoring from experienced writers, and practicing throughout their educational and professional lives. Unfortunately, most faculty seem unaware that the purpose of the Writing Center is to foster the overall development of students as writers and is not simply a place for students to get their papers proofread and edited.

Perhaps most important is that most of the faculty who participated in the study believe they are, at least to some extent, responsible for helping students become effective writers. (Of course, with respect to the 420 faculty who did not respond to the survey, it is impossible to say whether or to what extent they feel responsible for helping students become effective writers.) Still, our finding about faculty responsibility is supported by data obtained from question #12 of the National Survey of Student Engagement (NSSE), 2003 Pilot Test Survey, Central Michigan University, which asks faculty to what extent they structure their selected course section so that students learn and develop in the area of writing clearly and effectively. Furthermore, our study has found that the three primary techniques faculty use to achieve this goal include responding to preliminary drafts (an effective technique that is discouraged by large class size), providing models for students to follow, and conferencing with students individually outside of class (another technique that is discouraged by large class size).

CONCLUSION

This section summarizes the results of the study and presents the implications of the study results.

Summary of Results

As stated at the beginning of this report, the major findings of this study are as follows:

1. Faculty assign relatively few and short writing assignments in just a few genres. This seems to be particularly true among UP faculty, a situation largely due, perhaps, to large class sizes. The paradox for upper-level courses in the major is that faculty expect students to be able to write a wide variety of discipline-specific documents upon graduation (See Appendix B), and it is not clear where and when students are supposed to learn how to write these documents since faculty assign only a limited number of very generic assignments, primarily essay exams, and—to a lesser extent—critical analyses and research papers.

2. The answer to the question of whether our students can or can't write is much more complex than is reflected by simple complaints about students using incorrect grammar, punctuation, and spelling. Although survey respondents cited use of correct grammar, punctuation, and spelling as the most important characteristic that *ought* to be exhibited in student writing, they also noted that the writing of some or many of

Summary of Results cont.

their students already *does* exhibit this characteristic. Greater concern was expressed about the relative lack of effective organization and lack of support for claims/theses in student writing, both of which are more closely related to content issues.

3. Survey data indicate that faculty perceptions about what counts as "good writing" vary by discipline. Focus group data suggest that at least some faculty are aware of the preferences of their own disciplines and are attempting to convey those preferences to their students.

4. The survey and focus group data indicate that many faculty who participated in this study believe they are responsible for helping students become effective writers, and they employ a variety of strategies for doing so: making available and clearly stipulating their standards and expectations, providing formative feedback on preliminary drafts, scheduled conferences outside class, and referring students to the Writing Center. On the other hand, considering that only 21% of CMU faculty participated in this study, we suspect that many of the non-respondents probably don't believe they are in any way responsible for helping students become effective writers.

Implications

The results of this study have implication in four areas: writing competency courses, general education reform, and institutional support.

Writing Competency Courses

Assessment results support the newly revised ENG 101 master syllabus. First of all, the new syllabus features a wider range of genres that CMU faculty value. Most obvious are the requirement of three to five 40-minute, in-class essays, because essay exams are the most common CMU writing assignments in both UP and upper-division courses. Likewise, the syllabus calls for textual analyses and introductory research-based writing because students are most likely to encounter text-based assignments after completing ENG 101. Second, the new syllabus places greater emphasis on public writing, so it encourages students to become more cognizant of disciplinary differences and audience expectations ranging from genre/format issues to sentence-level concerns. Last, the new syllabus continues to promote writing practice, which survey and focus group participants alike claim is crucial to developing written proficiency.

The research also points to the need to revisit the ENG 201 requirement. The focus group discussion, in particular, highlighted problems with the current Writing across the University Program, of which ENG 201 is the final piece. The English Department has placed ENG 201 and the university curriculum on the 2003-04 agenda.

General Education Reform

In addition to highlighting changes that might be needed in our two required composition courses, the study pointed to a need to revisit the Writing Across the University Program goals and guidelines more generally. In particular, survey results suggest that, in terms of the amount and type of writing they assign, some faculty are not in compliance with the General Education Writing Policies; the focus group discussions

Implications cont.

General Education Reform cont.

confirmed this and offered reasons for the program's lack of coherence. Many focus group participants cited lack of time and large class sizes as the two most common reasons for not adhering to the General Education Writing Policies.

Faculty who responded seemed to agree that students develop as writers over time, that practice is crucial to this development, and that all faculty are responsible, in part, for that development. However, our current WAUP seems to be ineffective. Many faculty felt that we should develop a Writing in the Disciplines approach, which would involve writing-intensive coursework in the major. Our research shows that some faculty understand that there is a difference between the needs of writers in the UP and writers in the major; however, we need to do a better job of planning and programming for these differences. This final issue is related to the need for more writing-intensive courses in the majors and the reconceptualization of ENG 201.

Institutional Support

Related to the perceived need for General Education reform is the sense that the quality of our students' writing relies on a "culture of writing" that must be supported university-wide. The survey and focus group data point us to four areas of concentration:

1. *Faculty Professional Development*: Because it is crucial that faculty understand the importance of writing to the success of their students and to the strength of the academic mission of the university, and because any writing program we institute requires input from committed faculty across campus, we recommend that resources be devoted to faculty professional development. Since the creation of ENG 201 in the late 80s, there has been no sustained and supported professional development on the subject of writing. The focus groups, in particular, point to several areas in which workshops and consultations with faculty might be successful. The faculty who participated were very interested in continuing discussion. Because it is impossible to adequately plan and deliver this kind of extensive faculty development without the direction of a funded office devoted to writing in the university, such faculty development ideally would fall under the purview of a Center for Writing and/or an office for Writing Across the Curriculum/Writing in the Disciplines (WAC/WID).

2. *WAC/WID Support:* In order to implement positive change in terms of the climate supporting writing instruction, we recommend that a Writing Across the Curriculum/Writing in the Disciplines Program be established. This would require a central office, a budget, and staff to support it along with a director with at least half-time release. Every university of comparable size with a successful WAC or WID program has such support. In order to serve as the administrative center for university-wide curricular reform and faculty development with regard to writing, such a program should more likely fall under the aegis of the

Implications cont.

Institutional Support cont.

Provost, although English Department faculty—i.e., experts in writing theory and pedagogy—would staff it. We recommend that a director be hired as a result of a national search.

3. *The Writing Center:* In addition to creating and supporting a WAC/WID program, our data supports an expanded role for the CMU Writing Center. In fact, to truly make it a center for writing in the university, the Writing Center should be connected to or combined with the WAC/WID Program, with the Writing Center director and the WAC/WID director consulting on faculty development, curricular reform, and various student services. The General Education Task Force report also recommends that the Writing Center be more integrally connected to the WAUP, a recommendation that is supported by our data.

 The survey data indicate that many, but not all, faculty know about the Writing Center. Responses also suggest that those faculty who know about the Center are not necessarily able to articulate the scope or limits of its services, many assuming that the Center's primary mission is remediation rather than an active involvement in teaching through peer tutoring. In part this is understandable since, until five years ago, the Center provided service only to students in basic writing courses, gradually offering help to other university students as resources allowed. In the past five years, the Center's university services have expanded considerably; however, resources (space, monies, and staffing) have never been adequate for the Center to provide broad-based, across-the-university service that would involve both faculty (e.g., workshops about writing, referral systems and diagnostic help) and students (e.g., additional sessions, on-going teaching, and monitoring).

 This study suggests that a number of faculty would support such expansion. Further, the Center's mission has never been defined or published. This lack may account for some of the misconceptions about the purpose of the Center (e.g., as a "clinic" for diagnosing and treating or "fixing" poor writers). A WAC/WID Program could help faculty more fully understand the complex developmental, language, and learning issues involved in writing as well as the appropriate role of the Writing Center in a comprehensive university writing program.

4. *Further Research and Assessment*: The study responded to four research questions concerning perceptions and practices of faculty surveyed. Where should we go from here? A logical next step is to turn to actual student writing and apply what we've learned from this and previous studies (in particular, the English Department study of 1996-1997). We also recommend that future assessment of writing in the university be conducted by an as-yet-to-be-created program for Writing Across the Curriculum/Writing in the Disciplines, possibly in

Implications cont.

Institutional Support cont.

conjunction with the General Education Council's ongoing assessment of the WAUP. Questions regarding the form of this assessment include the following:

- What kinds of assessment forms are possible that include analysis of student writing? Do we want to use a packaged instrument (e.g. College-BASE or the Academic Profile)?
- What are the possible funding sources to cover the heavy costs of administering an assessment and scoring/analyzing student writing?
- To what extent would such assessment of student written work be ongoing?

APPENDIX A: Student Learning Strategies

Perceptions of surveyed faculty about the best way for students to learn how to write like professionals in the field (e.g., as engineers, business-people, teachers, doctors, lawyers, fashion designers, researcher, etc.)?

College of Business Administration

Learn the basics first
- Learn the rules of basic English first.
- Learn the rules of grammar. Learn the rules of effective composition.

Modeling and/or mentoring
- Assign realistic problems, check with businesses on the kinds of writing they require.
- They must be forced to write regularly about circumstances which are like, or are models of, those they might encounter in reality. They must be able to modify this writing after criticism, but given the student loads per faculty, this is impossible. Darn!
- To practice writing the types of reports professionals write. The more I expect of students, the better they write, and the more I have them write, the better they write.
- Case studies--present written arguments in support of a particular conclusion.

Practice
- More writing assignments.
- Practice developing necessary documents in classroom.
- Practice, practice, practice.
- Practice.
- Writing in all upper-division classes within a major. Practice, practice, practice.

Other
- I wish I knew.

College of Communication & Fine Arts

Learn the basics first
- If students can use the basic criteria of good writing—clear ideas, organized structure, and proper grammar and spelling—they can write for.
- They first need basic English comp. skills, which 90% don't have.
- They must be given the widest variety of writing assignment possible (with explicit directions). They must read examples of scholarly writing in the field and study the writing in addition to the content.

Modeling and/or mentoring
- By doing, by reading good writing, by analyzing/critiquing/modeling good writing.
- By reading similar works by art critics.
- Guided development/phased writing assignments mirroring professional writing projects and "real" world topics. Follow general principles of Peter Elbow and Linda Flower—final draft must be ready for submission. Include peer editing.
- Practice the genres central to the field. Extensively study work of the field, both the good and the bad. (CCFA)
- Practice, through writing. Reading the effective writing of others.
- Read the literature, and analyze what the pros do.
- Reading similar material, practice through writing assignments for classes, participation in out-of-class activities requiring writing own papers.
- Through intensive writing assignments in small, writing intensive courses (no more than 25 students) where

multiple drafts are encouraged to develop skills.
- Through a focused course (which this department has) that introduces methods and focuses on feedback on writing problems.

Practice
- The same way they get to Carnegie Hall. Practice, practice, practice.
- Write.

Other
- Accept that they have a lot to learn and be willing to rewrite, rewrite, rewrite.

College of Education & Human Services

Modeling and/or mentoring
- Be exposed to trade journal articles, actual correspondence, resumes, portfolios, technical report, also being in contact w professionals in the field.
- By writing in the format and to the audiences who are appropriate.
- From us!
- Reading and work w/ a coach who will proofread and assist w/ errors.
- They need to be exposed to the types of writing that will be required in the field. Have the opportunity to practice writing in applied assignments.
- To write authentic documents as if they were "on the job."

Practice
- Do it. Write, write, write in connection with content.
- Practice through simulations.
- Practice, practice, practice.

Other
- I don't think there is a single best way, but better writing comes from poorer writing. The important thing is to write, to reflect, to rewrite and if necessary engage in conversations w/others about the ideas to be communicated.
- Take a position and defend an argument with support references.
- They need specific writing classes. Many of our graduates write quite poorly; students do not know parts of speech, do not hear the difference between good/poor grammar, and while I do almost all written assignments I do not know how to teach English.

College of Science & Technology

Modeling and/or mentoring
- By reading scientific writings and by doing the type of writing scientists do.
- By reading the writings (papers, etc.) of other professionals in the field.
- Get as much practice as possible writing scientific reports, etc. get feedback from professional scientists, get foundation (writing) from English Dept.
- Practice skills using significant topics of interest from the field. Feedback from trained writing professionals should be used to support this activity.
- Practice with a biologist who can write.
- Practice writing lab reports that follow the style of journal articles.
- Read journal articles in a well-edited journal and copy the style used.
- To read and evaluate various types of geological literature; to write lab reports based upon their own scientific observations and interpretations; to do original research and, then, document it in the form of professional abstracts/manuscripts.
- Writing assignments that are properly guided (models to follow, feedback, etc.)

Practice
- One only gets good at a discipline by practicing that discipline. To be good writers, students must be forced to write, write, write!!!
- Practice writing papers and reports.
- Practice!
- Write lab reports on the experiment conducted in the lab.

Other
- One only learns by worrying about the consequences of poor writing. . . . If I was an administrator, I would put the institution's name in the papers by instituting the most demanding requirements for writing.

College of Health Professions

Modeling and/or mentoring
- Assignments that require compliance with the norms and style of the profession.
- Multiple assignments with frequent feedback.
- Practice with constructive feedback.
- PRACTICE and reading professional journals.
- Study the field, practice writing, read.
- They must have more writing assignment w/feedback from professor then resubmission opportunities. Peers should also help peers w/writing.

Practice
- Lots of experience doing writing.

Other
- Good question!
- In clinical practicum course work.
- Possibly offering ENG 201 targeted to health professions? All faculty take responsibility for writing.

College of Humanities and Social & Behavioral Sciences

Learn the basics first
- A composition class focusing on developing theses, structure, and logical development would aid students. Practice makes perfect, or gives improvement.
- Master fundamentals. Writing assignments that students learn to revise themselves; summary writing, analytical, synthesis writing. Need more writing and more rigor.
- Rigorous basic training in analytical writing in response to philosophy, history, and literature, coupled with detailed knowledge of grammar creates skills that make it easy to adapt to the conventions of any field.
- Start by learning how to put together ideas in a normal English paper--from there, we can teach them easily.
- Students must learn the basics and then be required to practice them repeatedly with many opportunities for feedback and revisions.
- They should be taught the basics of grammar and sentence structure, then be taught how to construct persuasive arguments and how to support their ideas with research.

Modeling and/or mentoring
- By actually responding to real writing situations in which they obtain feedback from the intended readers. Also, by responding to cases/hypothetical scenarios in which they play a role and respond to a situation for readers--need plenty of context provided.
- By reading and analyzing documents and practicing the forms.
- Consult writing guides and journals in the discipline.

- Do a lot of writing and receive feedback on it.
- Just do it (with guidance). Attend to models in the field.
- Practice in writing with the guidance of a professional; reading great literature to develop their "ear" for good style.
- Provide models; ask them to write and write and write and revise and revise and revise.
- Read a large variety of genres in the subject area and then practice producing them in a context where support is provided.
- Read extensively the various types of writing in the field and other lit.; be systematically introduced to practice in various types of writing through well-sequenced curriculum; practice w/good feedback from profs and peers; learn a foreign language.
- Read more--MUCH more. Read "good" newspapers/magazines/fiction. Model writing on what you've read. Take to heart the criticisms made of your writing. Make an outline as a guide for your essay. Don't be satisfied w/first draft. Get critique from others.
- Read a lot of professional documents. Practice writing in upper-level courses.
- Read a great deal and participate in ongoing professional conversations and enter them with their writing.
- Read other colleagues' articles. Go to journals from the field they study, etc.
- Read the work of other professionals.
- Reading others' (professional) texts. Becoming aware of genres used. Developing meta-cognitive awareness/skills. Practicing. Doing research.
- Reading professional articles and writing critical analyses is the best experience. It's almost a necessary condition for writing one's own papers.
- The best way for them to learn is by doing it. I also suggest students look at models of discipline-specific writing. I provide them with guidelines and samples and offer to comment on early drafts.
- To undertake research papers that require they read literature written by professionals and that require they write in that style.
- Wide reading of models of academic work. A lot of writing skill is based on "ear training," getting a feel for other people's styles.

Practice
- Many writing assignments.
- Practice.
- Practice! Yet, I do not expect that many undergraduate students are going to write as a professional sociologist. This slowly emerges from graduate training.
- Practice, practice.
- The best way to learn how to write professionally is to actually do it. Assignments should be for publication and/or self publish using similar criteria.
- To write.
- Write early and often.
- Write essays and research papers.
- Write, write, and write some more. Practice simulations. Objective style.
- Writing papers.

Other
- Reading and writing.
- Research papers, essay exams.
- Take Eng 101 the first semester at CMU; take Eng 201 in the second year (NOT LATER!); write papers (>5 or 6 pages) every semester in every course, which if they are poor quality should be re-submitted in revised form before receiving a grade.

No college identified

- Think, read, think, draft, talk, read, think, draft, . . .
- To do more writing. (?)

APPENDIX B: Documents that Faculty Believe Students Should be Able to Write

Below is a list of the types of documents that faculty surveyed believe students should be able to write upon graduation, even though the most commonly assigned types of writing are essay exams, research papers, and critical analyses.

abstracts/summaries
advocacy papers
analysis of factual situations
analytical essays/reports
annotated bibliographies
argument briefs
argumentative essays
article critiques
article discussions
articles for publication
artist's statements
bibliographic essays
book rationales
book reviews
business letters/memos
business reports
case analyses
case descriptions
case studies
class management reports
client assessments
clinical evaluation reports
clinical notes
commercial copy
committee reports
compositions
correspondence
cost/benefit analyses
creative synthesis
creative writing
critical analyses
critical assessments
critical commentaries
critical essays
critiques of own teaching
data analyses
data observations
dissections of arguments
empirical research reports
entertainment reviews
essay exams
evaluative reports
executive summaries
experimental reports
explications of texts

expository essays
goals and objectives
grant proposals
historical/biographical essays
homework policies
information sheets
instructions
interpretive reports
interviews
issue papers
journal articles
journal critiques
journal entries
lab notebooks
lab/research reports
language analysis paper
legal arguments
lesson plans
letters to the editor
literary analyses
literary interpretations
literature reviews
manuals
marketing plans
mathematical proofs & arguments
memos/emails
newsletters
news/press releases
numerical analyses/explanatory text
outlines
patient chart notes
performance responses/criticism
personal essays
persuasive letters
philosophy statements
play/character analyses
position papers
problem analyses
problem-solving memos
process analyses
procedures
program evaluation reports

progress reports
project/program plans
project plans
project proposals
proposals
questionnaires
reaction papers
reflective essays
research-based essays
research proposals
research reports/papers
research reports for the public
research summaries
résumés
scientific papers
scripts
short critical papers
summaries
technical analyses
technical descriptions
technical papers
technical reports
term papers
themes
theory analyses
M.A. or M.S. theses

**Report on Phase II of a Study of Student Writing:
Pre- and Post-test of Reading & Writing, Spring 2005**

Submitted to

General Education Council
Dept. of English Language & Literature
Assessment Council
Academic Senate
Dr. Gary Shapiro, Dean, CHSBS
Dr. Tom Storch, Provost

by
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October 9, 2006

EXECUTIVE SUMMARY

The purpose of this assessment was to gather information on CMU student reading and writing. It was Phase II of an ongoing assessment of CMU student writing. Phase I, which was completed in 2002, was based on a study of faculty attitudes regarding student reading and writing. Phase II, in contrast, was based upon evaluation of actual student written responses to expository readings. For Phase II, students enrolled in Spring 2005 on-campus composition courses completed a pre- and post-test asking them to read a short article, summarize the author's main point(s), and then analyze the author's rhetorical effectiveness. A convenience sample of about one third of the pre- and post-tests was scored for the written quality of students' response using a four-point scale (4 being the highest). Three quarters of the students scored Satisfactory or higher (2 – 4) on the pre-test; surprisingly, only about two thirds received Satisfactory or higher scores on the post-test. A subsequent primary trait analysis of a semi-random sample of a third of the Unsatisfactory post-test essays revealed three overlapping problems: 1) failure to follow directions; 2) misunderstanding of the article; and 3) lack of adequate organization and development of ideas in the written responses. We found this result disturbing, given that 88% of the 1,108 students enrolled in ENG 201 in spring 2005 were juniors (48%) and seniors (40%).

This report offers possible explanations and implications of the results. The results of both Phase I and Phase II suggest that the problem is not writing per sé but literacy (critical reading *and* writing), which is a university-wide issue. Specifically, more text-based writing is needed across the curriculum. The recently funded university-wide Writing across the Curriculum (WAC) Office could address such needs by helping faculty include appropriate and effective text-based reading and writing assignments in their courses. In addition, recent changes made to ENG 101 and 201 (e.g. more rhetorical analysis, more in-class writing) support the development of the skills tested in the assessment. The most recent of the changes includes the requirement that students complete ENG 201 by the time they have accrued 56 credit hours.

Phase II revealed some interesting results, but an assessment based on only one or two instances of student writing is not adequate for evaluating students' development as writers over time. Only a longitudinal portfolio assessment can achieve this goal.

INTRODUCTION

In 2002, we surveyed CMU faculty (*n* = 115) in response to anecdotal evidence suggesting that CMU students "can't write."[1] Before assessing actual student writing, we thought it best to first determine what faculty meant when they said that their students "can't write," and to what extent, if at all, the anecdotal evidence accurately reflected faculty opinions.

One of the major findings of that study was that the answer to the question of whether our students can or can't write is much more complex than is reflected by simple complaints about students' use of incorrect grammar, punctuation, and spelling. Rather, most faculty surveyed cited other problems as much more significant. In fact, the most serious problems seem to be that most students fail to provide adequate support for claims / theses and that they lack the ability to adequately articulate critical thinking.

The Phase I Assessment also included focus groups, and in those discussions, faculty revealed a number of other problems with student writing, most significantly, students' inability to write in response to texts. Specifically, the writing broke down in the articulation of ideas based on reading. The purpose of this study was to examine that problem more closely.

METHODS

Phase II was conducted during Spring 2005. Although limited in scope and depth, a pre- and post-test assessment was chosen for three reasons: 1) it was relatively quick, easy, and inexpensive, and 2) students in ENG 101, 103, and 201 provided an easily accessible convenience sample, and 3) the writing task was relevant to the course objectives and was, therefore, included as an assignment in the courses. Students wrote in-class essays in response to an assigned reading and follow-up prompt. (Refer to Appendix A for full description of the assessment methods.)

For the pre-test, on the first day of class, instructors gave students a two page article from *American Demographics* to read before the next class meeting and were told that on the second day of class, they would be asked to write something in response to the article. Instructors themselves did not know what students would be asked to write, because they had not received copies of the prompt. The same procedure was used for the post-test, except that for the post-test, students were given two articles to read and were told that they would be asked to write in response to one of them. Neither students nor instructors knew until exam day which article students would be asked to write about. Students in half the compositions sections wrote about one article and half wrote about the other. (Refer to Appendix B for a copy of the prompt, Appendix C for a copy of the scoring rubric, and Appendix D for summaries of the pre- and post-test articles.)

A semi-random sample of about a third of the essays was included in the assessment, for a total of 635 for the pre-test and 632 for the post-test. Pre-test essays were scored in Spring 2005 by Kreth and her graduate students in ENG 618: Teacher Research Methods, who received assessment training as part of the course requirements. The post-test essays were scored Summer 2005 by Kreth, Brockman, Crawford, and Taylor, along with four English graduate students, who had also received assessment training. Primary trait analysis of the Unsatisfactory post-test essays was done Spring 2006 by Kreth, Brockman, Crawford, and Taylor.

At the beginning of each scoring session, calibration was conducted to establish agreement among scorers about the scoring rubric and assessment criteria. Each essay received three readings, and scores were recorded for each reading.

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[1] Kreth, M.; Taylor, M.; Crawford, M.A.; & Brockman, E. (2003). Report on a 2002 study of student writing. Central Michigan University.

RESULTS

Although most students passed the pre- and post-tests, more post-test student essays were scored as Unsatisfactory. However, a primary trait analysis of about 30% of Unsatisfactory pre- and post-test essays revealed that they failed for different reasons.

Table 1 shows the writing scores for the pre- and post-tests. These scores reflect agreement of at least two of the three scorers. For example, if an essay received a score of 1 from two readers and a score of 2 from a third reader, then the essay received a score of 1. As can be seen, the number of 101 essays that received a failing score nearly doubled in the post-test as compared to the pre-test, whereas only 9% more of the 201 post-test essays were scored as failing.

Table 1: Pre- and Post-Test Writing Scores

	1	2	3	4
Pre-test (*n* = 635)	24% (150)	58% (366)	18% (115)	1% (4)
ENG 101/103 (n = 336)	24% (82)	60% (201)	16% (52)	0% (1)
ENG 201 (*n* = 299)	23% (68)	55% (165)	21% (63)	1% (3)
Post -test (n = 632)	39% (244)	41% (260)	19% (117)	2% (11)
ENG 101/103 (*n* = 323)	45% (146)	36% (116)	18% (59)	1% (2)
ENG 201 (*n* = 309)	32% (98)	47% (144)	19% (58)	3% (9)

1 = Unsatisfactory, 2 = Satisfactory, 3 = Good, and 4 = Excellent
Note: figures in each row may not total 100% due to rounding.

Table 2 shows the results of a subsequent primary trait analysis of a semi-random sample (~30%) of the Unsatisfactory pre- and post-test essays. The data suggest that, although some students who wrote Unsatisfactory pre-tests essays failed to follow the instructions in the prompt, many more failed because the ideas in the essays were not sufficiently developed, which is not surprising since so many students also did not understand the article about which they were writing. This latter finding is consistent with a recent National Assessment of Adult Literacy (NAAL), which found that less than one third of college graduates could read and understand complex texts and draw inferences from them. The NAAL also found that only a quarter of college graduates could be deemed proficiently literate and noted that this rate has declined over the past decade.[2] In addition, the 2006 report of the American Institutes for Research found that more than half of students at four-year colleges did not score at a proficient level of literacy, meaning they lack basic skills, such as summarizing arguments in a newspaper editorial.[3] Regardless, we found it disturbing that, of the 1,108 students enrolled in ENG 201 in Spring 2005, 48% (527) were juniors and 40% (440) were seniors, all of whom should, by that time in their academic careers, have been able to satisfactorily read, understand, and write about the assigned articles.

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[2] U.S. Department of Education, National Center for Education Statistics (2006). *National Assessment of Adult Literacy: A First Look at the Literacy of America's Adults in the 21st Century.* Retrieved June 28, 2006 from <http://www.insidehighered.com/news/2006/03/31/accredit>.

[3] American Institutes for Research (2006). *The National Survey of America's College Students: The Literacy of America's College Students.* Retrieved June 28, 2006 from <http://www.insidehighered.com/news/2006/03/31/accredit>.

Table 2: Primary Trait Scores for a Sample of Unsatisfactory Essays*

	A	B	C	D
Overall Pre-tests (*n* = 50)	28% (14)	78% (39)	78% (39)	
101/103 (*n* = 23)	39% (9)	96% (22)	91% (21)	-
201 (*n* = 22)	23% (5)	77% (17)	82% (18)	-
Overall Post-tests (*n* = 71)	47% (33)	37% (26)	76% (54)	3% (2)
101/103 (*n* = 42)	48% (20)	36% (15)	83% (35)	2% (1)
201 (*n* = 29)	45% (13)	38% (11)	66% (19)	3% (1)

*Based on the number of Unsatisfactory essays reported in Table 1. Every third Unsatisfactory essay was selected for the sample.

A = Essay offers an unacceptable response to the prompt. Writer didn't 'follow the instructions in the writing prompt (e.g. all summary, or all analysis, or all evaluation).

B = Writer doesn't seem to have understood the article he/she was writing about.

C = Essay shows some evidence of attempting to respond to the prompt but has many errors in organization, development, word choice, style, tone, and/or grammar, punctuation, and spelling. None of these alone would necessarily doom the essay; however, together they make the essay unsatisfactory.

D = Essay is illegible.

The primary traits of Unsatisfactory post-test essays were somewhat different from those of the pre-test essays. A larger proportion of the Unsatisfactory post-test essays failed because students did not follow directions or did not develop their essays sufficiently. A much smaller proportion was perceived by scorers as reflecting a lack of reading comprehension. We found this result puzzling, since the study design was prone to a testing threat, i.e. students would be expected to perform *better* on the post-test simply because they were familiar with the test.

DISCUSSION & IMPLICATIONS

This study was not an assessment of the writing competency courses; in fact, the in-class writing assessed in this study is only a small part of the writing competency curriculum, which largely consists of lengthier essays and other genres that students have several weeks to draft and revise before submitting for a grade. At the time of this study, the exam-type analytical writing assessed here was cited in the ENG 101 master syllabus as counting for only 10 - 30% of the course grade and was not yet included as a required component of ENG 201 (although it has since been incorporated into the master syllabus of that course as well).

The results of this assessment were probably affected by any or all of the following:

- **The articles selected:** Post-test articles were longer and more complex than the pre-test article. As we read through the Unsatisfactory essays in the primary trait analysis, we noticed that students who responded to the Steele article seemed to have more difficulty responding to the prompt than did students who responded to the Paine article. More essays written by students who responded to the Steele article than to the Paine article were perceived by scorers as reflecting a lack of understanding of the article. However, nearly half of the essays written in response to both articles were perceived by scorers as not following the instructions and/or not being sufficiently developed and organized.

- **The testing procedure:** Pre- and post-test procedures are susceptible to a testing threat, so students should have performed better on the post-test simply by being familiar with the test format. However, students did not do better on

post-test, even though we did see indirect evidence that students had done more preparation for the post-test than for the pre-test. Students annotated the post-test articles extensively but not the pre-test articles. When we collected all the pre-test materials from instructors, none of the pre-test articles had been annotated. For example, there was no underlining or highlighting, no comments written in the margins, no physical evidence that the students had read and engaged in strategies for understanding and analyzing the articles. In contrast, the post-test articles were highly annotated, indicating that students had, in fact, engaged in strategies for reading and understanding the articles. This engagement, however, did not translate into higher quality post-test essays. So what happened? Major factors here may have been fatigue (perhaps students had already taken one or more final exams on or before the day they completed the post-test) and lack of incentives for performing well.

- **The scorers:** The results might have been affected by the fact that different scorers were used to score the pre- and post-tests. More pre-test scorers were graduate students, while more post-test scorers were regular faculty. However, two regular faculty members who participated in the pre-test scoring also participated in the post-test. Regardless of the difference in scorers, identical scoring procedures were used: the same calibration procedure, the same scoring rubric, the same number of readings, same scoring sheet, etc.

- **Incentives for performance:** The most likely explanation for the difference between the primary traits of the Unsatisfactory pre- and post-tests is that many of the students who failed the post-test may have felt that little was a stake and, therefore, expended little effort on the post-test. This situation would have been most likely among students enrolled in sections for which the post-test counted little towards the course grade. For example, if a student had a "B" going into the post-test "final exam" and if the post-test counted relatively little towards the course grade (say 5%), then the student might not have taken the post-test very seriously, knowing that he/she would probably still receive a "B" or "B-" in the course. We did, in fact, ask instructors to include in the testing materials they submitted to us a statement of how much the pre- and post-test would count towards the course grade, and we had hoped to determine whether there was any correlation between student performance on the tests and amount of the course grade allotted to the tests; unfortunately, not all instructors provided this information, and among those who did, most of the information was ambiguous.

The results of both Phase I and Phase II suggest that the problem is not writing per sé but literacy (critical reading *and* writing). For example, many of the scorers of the pre-test perceived that students had difficulty understanding the quantitative information included in the pre-test article, even though this information was limited to simple percentages. In addition, scorers perceived that misreads of both the pre- and post-test often had more to do with students' inability to read objectively, e.g., students' racial, gender, and class biases affected their reading of the articles.

As Phase I and Phase II results confirm, students develop literacy skills over time, thus making literacy a university-wide, cross-disciplinary issue. Recent changes made to ENG 101 and 201 (e.g., more rhetorical analysis, more in-class writing, completion of ENG 201 by 56 hours) support the development of the skills tested in this assessment, but we also need a reading and writing curriculum that is built toward a common purpose and that includes more text-based writing. However, this does not mean that every course needs to be writing intensive or to include text-based writing; reading and writing assignments need to be appropriate to the learning outcomes of particular courses. At the same time, we need some writing intensive courses in the major if students are to gain discipline- and profession-specific literacy skills. A university-wide initiative such as the recently created Writing across the Curriculum (WAC) Office can help faculty develop appropriate and effective reading and writing assignments.

We must acknowledge the limits of assessments such as this one. Assessment based on only one or two instances of reading and writing is never adequate for evaluating how, when, and to what degree skills are learned. While time-consuming and costly, a longitudinal portfolio assessment is needed to study students' development as writers over time. Such an assessment would allow us to answer several questions:
- What literacy skills do students bring with them to CMU?
- Do students understand that there are differences between reading and writing at the high school level and at the college level and beyond?
- What new skills do students develop at CMU and at when, where, and how do they develop them?
- How and in what ways do students' attitudes about literacy change over time, and what are the effects of those changes?
- How well-prepared are our graduates for meeting the challenges of writing beyond college, i.e. in the workplace, in graduate school, as citizens, etc.?

APPENDIX A: Assessment Methods

Protocol

- The study was conducted on campus at CMU in ENG 101, 103, and 201 classrooms and computer labs.

- The research was conducted by members of the English Dept.'s Composition Committee and members of the Gen. Ed. Council. Instructors of ENG 101, 103, and 201 proctored the pre- and post-test. Scorers included regular composition faculty and graduate students enrolled during Spring 2005 in ENG 618: Teacher Research Methods.

- Data gathering instruments included three short articles and two writing prompts, one for the pre-test (which were the same for 101, 103, and 201 students, and another similar prompt for the post-test (also the same for all students).

- Instructors included on their syllabi not only *that* a pre- and post-test will be given in the course, but that the tests would count towards the course grade. Instructors decided for themselves how much the pre- and post tests would count, but for data analysis purposes, we had to know how much the tests counted in each section. Therefore, instructors provided this information to the researchers (see below).

- The pre-test was administered during the first week of classes, Spring 2005, during the second class meeting. The post-test was administered during the final exams period for each class.

- The pre-test procedure:

  – Before the first class meeting, instructors were given a packet containing sufficient copies of the pre-test article (a short, argument-based article), including extras for students who aren't in class on the first day. Same article was used for all 101, 103 and 201 students.

  – At the end of the first class meeting, students were given the article to read before coming to the next class meeting. Students were told that during the next class meting, they would be asked to write a short essay about the article, but they were not be told specifically what they would be asked to write.

  – Before the second class meeting, instructors were given a packet containing sufficient copies of the writing prompt. Same writing prompt was used for all 101, 103 and 201 students.

  – At the beginning of the second class meeting, students were given the prompt, which asked them to write a short (250-500 words) essay in response to specific questions about the article they had read. Students were given 45 minutes to complete the essays.

  – The writing prompt also asked students to write answers the following questions:
    1. What is your major?
    2. What high school did you attend?
    3. Is this your first time to take ENG 101, 103, and or 201?
    4. Did you take ENG 100 before taking ENG 101 or ENG 103?
    5. For 201 students only:
       a. How did you satisfy you ENG 101 competency requirement? (For example, did you CLEP out? Did you take an equivalent course at a community college? Did you successfully complete ENG 101 here at CMU?)
       b. If you took ENG 101 here at CMU, what grade did your receive?

- The post-test procedure: Same as for the pre-test except that on the last regularly scheduled class meeting day, students were given two articles to read and were told that during the final exam period, they would be asked to write a short essay about one of the articles, but they were not told specifically what they would be asked to write or which of the two articles they would be asked to write about. The writing prompt will also ask students to write answers to the same questions as above.

- After both the pre-test and post-tests were completed, instructors placed the following items into an envelope provided:

  – the completed essays

  – the article(s)

  – the writing prompts

  – the "Evaluation" section of their teaching syllabus, stating how much the pre- and post-tests count toward the course grade.

Instructors delivered the envelope to the main English dept. office. The essays were then copied, and although students' names appeared on the essays so that their instructors could grade them, names were removed from the copies. After the essays were copied, the originals will be returned to instructors (probably the same day) for them to evaluate as needed for their own purposes.

Pre-test essays were not be included in the envelope for any students who, due to absence, did not receive the pre-test article on the first day and who did not subsequently receive the article from the instructor at a later time but before the pre-test on the second day. This restriction also applied to the post-test. Of course, instructors could allow students in the above categories to make-up the pre- and post-tests for the purposes of completing the course requirements, but these essays simply were not included in the assessment.

- Each cluster of collected essays will be numbered as follows:
  – 101-1 through 101-xxxx
  – 103-1 through 101-xxx
  – 201-1 through 201-xxxx

- A random sample of 30% from each cluster (i.e., ENG 101, 103, and 201) was used for the assessment.

- Essays were scored by trained scorers (after calibration) using the same four-point rubric used by CMU scorers in Summer 2004 to score 280 Academic Profile® essays written by students in Spring 2004. The rubric was based on relevant course outcomes for ENG 101 and 201. Each pre- and post-test essay was scored by three different scorers.

Instrumentation

Three short articles, two writing prompts and a scoring rubric (see attached.)

Characteristics of subjects

- Subject description: All ENG 101, 103, and 201 students.

- Rationale for class of subjects: convenience and need. We want as much data as possible on as many students as is feasible.

- Subject Selection: The pre-and post-tests were part of the course requirements for ENG 101, 103, and 20.

- As mentioned above, for assessment purposes, the essays were anonymous. Also, there was no attempt to link particular essays or groups of essays with particular instructors—we were not interested in how students in specific classes perform. So although we knew the identities of all the instructors whose students participated in the assessment, we did *not* know, nor did we *care* to know, which students were in which instructors' classes.

- Instructors were strongly encouraged to participate, and only students whose instructors agree to participate were included in the assessment. But we needed to know which course sections were *not* included so that we could accurately define the population from which the cluster samples were selected. (Note: On October 22, 2004 a meeting, led by Dr. Kreth, was held to discuss the assessment project with instructors. Nearly all instructors attended this meeting, and all expressed support for this assessment and planned to participate. The few instructors who were unable to attend the meeting will be contacted and encouraged to participate in the assessment.) Ultimately, all but one instructor (a tenured faculty member) participated in the assessment.

Benefits

- To create new knowledge about CMU student writing.
- To assist the English Dept. in making curricular and pedagogical decisions regarding its Composition Program.
- To provide assessment data about the writing competency requirement for the General Education Council.
- To obtain funds and material resources for the Composition Program and General Education Program.

Risks and protection of subjects

- The risk to students was minimal, limited to the possible, yet normal, psychological stress of writing in response to a prompt in a timed-writing situation, which is a normal part of most classrooms. As for teachers, the assurance that their identities would not be correlated with specific students and that the data would not be used in making hiring decision alleviated most

of their stress (and this was discussed at the meeting previously mentioned).

- No persons other than the researchers, scorers, and teachers have had access to the completed essays (and instructors had access only to the essays of their own students, for the purposes of assigning grades for course credit).

Informed consent

Since the pre- and post-tests were part of the course requirements for ENG 101, 103, and 201, no additional consent from students was necessary. However, students were told on the first day of class the purpose of the assessment, and this information was also included with the writing prompts as well.

APPENDIX B: Writing Prompt

The essay you are about to write is one of two that will be used as part of the requirements for this particular class and also as part of a university-wide assessment of student writing here at CMU. This in-class essay is being administered in all ENG 101, 103, and 201 classes.

Instructions

1. Before writing your essay, please answer the following questions (just write them on the same page as your essay):
   a. What is your major?
   b. What high school did you attend?
   c. Is this your first time to take ENG 101, 103, and or 201?
   d. Did you take ENG 100 before taking ENG 101 or 103?
   e. For 201 students only:
      i. How did you satisfy your ENG 101 competency requirement? (For example, did you CLEP out? Did you take an equivalent course at a community college? Did you successfully complete ENG 101 here at CMU?)
      ii. If you took ENG 101 here at CMU, what grade did your receive?

2. Write a 250-500 word essay in which you briefly summarize the article, "Brains and Gender" by Peter Francese, and then analyze and discuss the effectiveness of the author's argument. Some issues to consider include the author's use (or lack) of facts, logical reasoning, and emotions, as well as his tone and strategies for organizing his ideas, and the extent to which the author projects an image of himself as a credible authority, and consider what is it about the article that makes you perceive him the way you do. In other words, how do you know whether the author knows what he is talking about?

3. Allow yourself at least five (5) minutes to proofread and edit your essay before handing it in. (If you are writing the essay in a computer lab, it's OK to make handwritten editorial corrections directly on the paper after you've printed it.)

4. Give your essay an appropriate title.

5. Put your name at the top of the page, and indicate whether you are enrolled in ENG 101, 103, or 201. Your instructor will receive your original essay, but a copy (with your name removed) will be used for the purpose of programmatic assessment.

Your essay will be evaluated in terms of
- content (including accuracy, relevance, and evidence of critical thinking).
- organization (within and among paragraphs).
- correct citation of paraphrases and quotations.
- appropriate academic writing style.
- correct grammar, spelling, and punctuation, and correct use of Standard Written English.

APPENDIX C: Scoring Rubric for Phase II of a Study of Student Writing at CMU [4]

4 = **An excellent essay**. (passable)
- It offers an effective response to the prompt.
- Its overall pattern of organization is appropriate; the internal organization of ideas is effective, and transitions are smooth.
- The argument is well developed, uses appropriate and effective rhetorical strategies, and avoids logical fallacies.
- The writing follows the conventions of Standard English, and the writing style is clear, concise, and appropriate.
- The essay has very few, if any, errors in grammar, punctuation, and spelling.
- The essay is well written, interesting, and easy to read.

3 = **A good essay**. (passable)
- It offers a generally effective response to the prompt.
- Both the overall pattern of organization and the internal organization are good, although transitions might not be as smooth as in a "4" essay.
- The argument is developed adequately, though not as well as a "4" essay; it uses appropriate and effective rhetorical strategies and avoids logical fallacies.
- The writing follows the conventions of Standard English, and the writing style is generally clear, concise, and appropriate.
- It might have some minor mechanical errors or some awkward spots, but basically it is clear, well written, fairly interesting, and easy to read.

2 = **A satisfactory essay**. (passable)
- It offers a response to the prompt that is generally acceptable but that contains problems that mar its effectiveness.
- It uses an acceptable pattern of organization, but it might lack smooth transitions.
- The writing follows the conventions of Standard English, but there might be minor errors in style, tone, internal organization, or mechanics; logic might not be developed fully.
- OR the assignment many be a good ("3") paper with a *major* flaw in one of the following: the argument, organization, tone, or writing style.

1 = **An unsatisfactory essay**. (unpassable)
- It offers an unacceptable response to the prompt.
- OR it might be a satisfactory ("2") assignment with a *major* flaw in one of the following: the argument, organization, tone, or writing style.
- OR it might show some evidence of attempting to respond to the prompt but has many errors in organization, development, word choice, style, tone, and/or grammar, punctuation, and spelling. None of these alone would necessarily doom the essay; however, together they make the essay unsatisfactory.

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[4] Based on some of the course objectives for CMU's English 101, 103, and 201 courses.

APPENDIX D: Abstracts of Articles Used in this Assessment Project

Pre-test article

Francese, Peter. "Gender and Brains." *American Demographics* 26.7 (Sept. 2004): 40-41.

> The author examines the implications of the U.S. Census Bureau's latest available report, which suggests that a gender divide is emerging over the value of education. According to the Bureau, the number of men in the 25 to 34 age bracket who did not obtain a high school diploma increased 25% between 1990 and 2000. In addition, the number of men in that same age group who did not go on to higher education after leaving high school increased by 12%. The author argues that if these trends continue, women's educational attainment will become essential to achieving future economic growth in this country.

Post-test articles

Paine, Lynne Sharp. "Perspective: Bad People Do Not Have a Monopoly on Bad Deeds: Taking an Organizational Approach to Ethics." *Federal Reserve Bank of Boston Regional Review* 12.4 (2002): 6-8.

> The author argues that concentrating only on individual wrongdoers in an organization may squander an opportunity to improve the performance of businesses. This is because focusing on individuals who have perpetrated misdeeds assumes that bad deeds are the work of "bad" people and that decent and well-intentioned people will instinctively and automatically do what is right, irrespective of the context or circumstances. However, even good people are fallible, and the risk of moral error multiplies exponentially in an environment in which moral indifference prevails. The need for firms to integrate ethics into their decision-making processes is discussed.

Steele, Claude M. "Not Just a Test: Why We Must Rethink The Paradigm We Use for Judging Human Ability." *Nation*. 2 May 2004: 38-41.

> The author argues that the current paradigm used for judging human ability must be changed. Based on tests taken early in life, lower-scoring students and groups receive less educational attention, or more of a basic-skills education aimed at raising them to minimal levels of competence, whereas higher-scoring people and groups receive a richer education supported by more resources, such as better-trained teachers, more academically challenging curricula, and better opportunities. The rationale for this "ability paradigm" has always been a sort of meritocratic efficiency: maximizing the return on society's investment by allocating the most resources to those who, as indicated by test scores, have the ability to most benefit from those resources. The author discusses how this paradigm has proven to be a barrier to the full integration of education as envisioned in *Brown v. Board of Education*, and whether instead of helping students it has been a major contributor to the continuing racial gap in test scores.

Criterion 3 Evidence
Students' Views of the Climate for Diversity

Students' Views of the Climate for Racial and Ethnic Diversity at CMU: No Sustained Progress from 2007 to 2015

Report of Findings
July, 2015

Mary S. Senter, Director
Center for Applied Research and Rural Studies
Central Michigan University

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BACKGROUND

CMU's Vision 2010 planning process provided funds for a multi-disciplinary faculty group to collect data on the climate for racial and ethnic diversity at CMU over the three-year period 2007 to 2010.[1] Telephone interviews were conducted with a cross-section of undergraduate students at CMU in both Spring, 2007 and Spring, 2010. A small amount of remaining funds were discovered in 2015, making possible the fielding of a comparable survey in Spring, 2015. This report provides an analysis of trend data over the eight-year period. A companion report that focuses explicitly on the experiences of students of color is available under separate cover. These projects are administered by the Center for Applied Research and Rural Studies (CARRS).

The interview schedule for the telephone interview was developed jointly by CARRS and faculty instructors of SOC 300, SOC 350 and PSC 280,[2] with input from affirmative action and institutional diversity staff including Michael Powell, Dr. Ulana Klymyshyn, Dr. Traci Guinn, and Dr. Carolyn Dunn. A copy of the interview schedule for 2015 is found in Appendix A.

INTERVIEWING AND THE TELEPHONE SAMPLES

Given the broad goals of the study to learn about the climate for diversity at CMU, it was important to interview cross-sections of CMU undergraduates. The Office of Information Technology drew the random samples of undergraduates, who were

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[1] Other project members included Dr. Chris Owens and Dr. Cherie Strachan in Political Science, Dr. Angela Haddad in Sociology, and Dr. Lisa Patterson in Communications. Haddad, Owens, and Patterson have left the university.

[2] Instructors of these courses included Dr. Michael Dover, Dr. Chris Owens, Dr. David Kinney, Dr. Katherine Rosier, and Dr. Mary Senter.

enrolled on the Mount Pleasant campus of CMU in Spring, 2007, Spring, 2010, and Spring, 2015, respectively.

The interview schedule for each of the years was administered in the Computer-Assisted Telephone Interviewing (CATI) Laboratory in Anspach Hall associated with CARRS. The interviewers were students enrolled in SOC 300 (in 2007 and 2010), SOC 350 (in 2015), and PSC 280 (in 2007 and 2010) as well as student interviewers employed by CARRS. Interviewers employed by CARRS and assigned to this project had previously attended a workshop on survey research methods and telephone interviewing; most had worked on other computer-assisted telephone interviewing studies undertaken by CARRS and had themselves completed a research methods class. The pretests for the project took place on Sunday, March 11, 2007, Sunday, March 14, 2010, and Sunday, February 15, 2015. The pretests were useful in timing the interview and in finalizing the instruments.

Interviewing in 2007 began as planned on Monday, March 12 and was completed on Tuesday, March 22. For 2010, the field period was from Monday, March 15 to March 29. For 2015, interviewing began on Monday, February 16 and ended on Wednesday, March 4.[3] Calls were made to students between the hours of 6:30 and 9:30 p.m. during weekday and Sunday evenings and on Saturday and Sunday afternoons between 1:00 p.m. and 4:00 p.m.

In the end, calls were made to 1,804 students in 2007, 1,286 students in 2010, and 1,693 students in 2015 . Completed interviews were obtained from 407 students in 2007, 406 students in 2010, and 392 students in 2015.[4]

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[3] The earlier field period for 2015 (beginning in mid-February rather than mid-March) makes comparisons over time for some items problematic – especially for those items that focus on whether an activity has taken place while being a student at CMU.

[4] However, 207 students refused to take part in the study in 2007. Hence, 66 percent of CMU students who spoke with interviewers completed the interview schedule. At least five attempts were made to complete an interview with each randomly selected student. In fact, five or more attempts were necessary to locate 14

The average interview in 2007 took 17.6 minutes to complete, with the median interview length being 17 minutes. The interview length in 2010 was comparable, with the mean being 18.8 minutes and the median 18. The average interview in 2015 was completed in 19.5 minutes with a median time of 18.6 minutes. CARRS is most appreciative of the time that students spent with our interviewers.

Table A provides an overview of the characteristics of the sample of completed interviews. The sample appropriately represents the gender and class year of the population of undergraduate students at CMU. The CATI system allowed for the establishment of quotas for each sex by class year category.

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percent of the respondents who completed the interview, and five or more attempts were made to 21 percent of all numbers called. Of the remaining students called in 2007, 429 were "wrong numbers" or out of service numbers; 44 were numbers of individuals who were incapable of speaking on the telephone during the study period; four were numbers of individuals who told interviewers that they were not CMU students. In addition, 600 calls were coded as no answers (either no one answered the phone, the line was "busy," or the line was answered by an answering machine), and 113 were "not at home" or "call back later" calls. In 2010, 138 students refused to complete an interview. In 2010, 75 percent of CMU students who spoke with interviewers completed the interview. A similar set of procedures was followed in 2010 as in 2007, with five or more attempts being made to 32 percent of all numbers called. In 2010, 70 were "wrong numbers" or out of service numbers; 30 were numbers of individuals who were incapable of speaking on the telephone during the study period; four were numbers of individuals who told interviewers that they were not CMU students; and two were numbers associated with filled quota cells. In addition, 514 calls were coded as no answers (either no one answered the phone, the line was "busy," or the line was answered by an answering machine), and 122 were "not at home" or "call back later" calls. In 2015, 253 students refused to take part in the study or indicated a lack of interest by simply hanging up. Hence, 61 percent of CMU students who connected with interviewers completed the interview schedule. Again, at least five attempts were made to complete an interview with each randomly selected student. Five or more attempts were made to fully 37 percent of all numbers called. Of the students called, 262 were "wrong numbers" or out of service numbers; 59 were numbers of individuals who were incapable of speaking on the telephone during the study period; 16 were numbers of individuals who told interviewers that they were not CMU students. In addition, 646 calls were coded as no answers (either no one answered the phone, the line was "busy," or the line was answered by an answering machine), and 65 were "not at home" or "call back later" calls when the final call was made to the relevant phone number.

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Table A: Demographic Characteristics of the Sample and Population of Undergraduate Students: Frequency and Percentage Distributions

	Total Sample N	Percent of Sample	Percent of Population
2007			
Freshman Male	41	10.1	9.9
Freshman Female	51	12.5	12.7
Sophomore Male	38	9.3	9.5
Sophomore Female	48	11.8	11.7
Junior Male	40	9.8	9.4
Junior Female	48	11.8	11.4
Senior Male	58	14.3	14.6
Senior Female	83	20.4	20.7
TOTAL	407	100.0	100.0
2010			
Freshman Male	40	9.9	9.8
Freshman Female	48	11.8	11.7
Sophomore Male	41	10.1	9.9
Sophomore Female	45	11.1	11.2
Junior Male	41	10.1	10.3
Junior Female	47	11.6	11.8
Senior Male	66	16.3	15.8
Senior Female	78	19.2	19.4
TOTAL	406	100.0	100.0
2015			
Freshman Male	41	10.5	10.1
Freshman Female	48	12.2	11.9
Sophomore Male	34	8.7	8.6
Sophomore Female	41	10.5	10.0
Junior Male	42	10.7	10.3
Junior Female	48	12.2	11.9
Senior Male	56	14.3	17.0
Senior Female	82	20.9	20.3
TOTAL	392	100.0	100.0

For each year, approximately 10 percent of the respondents are found in each of the sex by class year categories for the freshman, sophomore, and junior classes. The senior class is, however, the largest because fifth- and sixth-year students continue to be coded as "seniors" by the Registrar's Office. Female students outnumber male students in each of the four classes.

Readers should remember that all random samples have associated with them a margin of error. A sample of about 400 students from the larger population of CMU undergraduates has a margin of error of about plus or minus five percentage points, at the 95 percent confidence level. That is, a reader can be 95 percent confident that the population of students falls within plus or minus five percentage points of the statistics from the sample presented in this report. Given the margin of error, small differences between subgroups in the sample or between the results from one question and another should be discounted.

FINDINGS

The findings from the telephone interviews of undergraduates are organized into eight main sections:

- ❖ Demographic and Academic Characteristics of Student Samples;

- ❖ Pre-College Experiences of Students with Diversity;

- ❖ Satisfaction with the CMU Experience;

- ❖ Participation in Diversity Courses and Events;

- ❖ Interpersonal Contact with Diverse Others;

- ❖ Negative Experiences from Racial/Ethnic Group Membership;

- ❖ Perceptions of Campus Diversity Efforts; and

❖ Student Commitment to a Diverse Learning Environment.

Throughout the report, comparisons will be made between the three years. While tests of statistical significance have been run comparing 2007 to 2010 and 2010 to 2015, the narrative will focus most on those year-to-year differences which are both statistically significant and greater than 10 percentage points.

Demographic and Academic Characteristics of the Student Samples

A number of questions in the interview schedule asked students for information on their demographic characteristics. This information is presented for descriptive purposes here. This demographic information for 2007, 2010, and 2015 is summarized—with percentages—in Table 1.

Table 1: Demographic Characteristics of the Student Samples:
Percentage Distributions

	Percent *2007*	Percent *2010*	Percent *2015*
Gender			
Male	43.5	46.3	44.1
Female	56.5	53.7	55.9
Ethnicity			
African American	4.7	3.2	5.9
Hispanic	1.5	2.2	3.3
Native American	0.7	0.2	0.5
Asian American	3.4	2.0	1.8
White	87.7	89.9	85.7
Other	2.0[5]	2.5	2.8
Father's highest year of schooling			
Less than high school	2.3	2.0	2.6
High school grad or GED	27.8	25.9	31.2
Some college/trade school/junior college	23.3	25.4	21.7
College grad	28.5	31.2	28.3
Grad school	18.3	15.6	16.2

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[5] Seven of these eight students mentioned "white" and another racial/ethnic category.

	Percent 2007	Percent 2010	Percent 2015
Mother's highest year of schooling			
Less than high school	1.5	1.5	1.5*
High school grad or GED	31.9	28.8	19.7
Some college/trade school/junior college	21.6	25.1	25.1
College grad	29.7	29.3	39.2
Grad school	15.2	15.4	14.4

*Statistically significant difference between 2010 and 2015 at p ≤.05

There are no noteworthy changes in the demographic characteristics of the samples. As expected, a majority of each of the samples is female. The samples are also overwhelmingly white, which reflects the student body. More than 85 percent of the samples in each year choose "white" to define themselves. About 30 percent of the students in each sample have fathers who have no education beyond high school. The percentage of mothers who have at most a high school education is around 30 percent in 2007 and 2010 and 20 percent in 2015.

The Registrar's office provided us with data on the academic characteristics of students. Such data are more accurate than what can be provided from students themselves, and valuable interviewing time was saved by securing these data from CMU's centralized record-keeping source. Table 2 provides the percentage distributions and means (where appropriate) that summarize these characteristics for the three years.

**Table 2: Academic Characteristics of the Student Samples:
Percentage Distributions and Means**

	Percent 2007	Percent 2010	Percent 2015
Class year			
Freshman	22.6	21.7	22.7
Sophomore	21.1	21.2	19.1
Junior	21.6	21.7	23.0
Senior	34.6	35.5	35.2
CMU GPA[6]			
Less than 2.5	16.3	17.3	17.0
2.50 – 2.74	13.6	12.2	8.5
2.75 – 2.99	12.4	12.2	15.4
3.00 – 3.24	13.9	12.0	10.6
3.25 – 3.49	12.6	17.8	20.4
3.50 – 3.74	14.4	16.0	15.6
3.75 – 4.0	16.8	12.5	12.5
Mean CMU GPA	3.07	3.06	3.09
High school GPA			
Less than 3.0	18.0	19.8	21.9
3.00 – 3.24	15.3	13.9	12.8
3.25 – 3.49	16.6	19.8	17.2
3.50 – 3.74	23.7	25.1	23.4
3.75 – 4.0	26.4	21.4	24.7
Mean HS GPA	3.42	3.41	3.40

As seen above, the modal class year is seniors, with slightly more than one third of students in each sample; similar numbers of students – about 20 percent – are freshmen, sophomores, and juniors. Roughly comparable numbers of students—between 9 and 20 percent—are found in each year in each CMU grade point average category increasing by .25 increments from "less than 2.5" to "3.75 to 4.0." As expected, students' high school grades are higher with about 50 percent receiving grades of 3.5 or higher (compared to about 30 percent with this high achievement at CMU).

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[6] A GPA of 0.0 is not included.

Experiences of Students with Diversity before College

Some students have, of course, had considerable experience with racial/ethnic diversity prior to enrollment in college, although the common assumption is that most students find that a university community is more diverse than the community in which they were raised. A number of questions in the interview schedule allow us to explore the pre-college experiences of students with people from different racial/ethnic backgrounds. Table 3 presents the responses of students in 2007, 2010, and 2015 to these questions; percentage distributions are used for summary purposes.

Table 3: Pre-College Experiences of Students with Diversity:
Percentage Distributions

	Percent *2007*	Percent *2010*	Percent *2015*
Student body of high school attended**			
All people of color	0.2	0.7	2.1
Mostly people of color	2.7	2.5	5.1
About half people of color and half white	12.8	16.0	13.1
Mostly white	54.8	56.4	64.8
All white	29.5	24.4	14.9
Parents made special effort to expose you to other cultures when you were growing up			
Yes	38.4	40.7	46.7
No	61.6	59.3	53.3

**Statistically significant difference between 2010 and 2015 at p $\leq$ .01

About 80 percent of students in each sample report that they attended a high school that was "all" or "mostly white," although the percentage of students reporting an "all white" high school dropped to 15 percent in 2015. In the aggregate, then, students' high schools were similar to CMU in terms of their racial/ethnic profiles. A sizeable number of students—increasing from 38 percent in 2007 to 47 percent in 2015—report

that their parents did "make a special effort" to expose them "to other cultures when you were growing up." Of course, that means that *most* parents did not do so.

Satisfaction with the CMU Experience

The telephone interview began by asking students questions about satisfaction — how satisfied they are with their academic experiences and with their experiences outside of the classroom in 2007 and 2010 and their "experiences here at CMU" in 2015. Respondents were asked to answer using a seven-point semantic differential scale, where 1 equals "not at all satisfied" and 7 equals "very satisfied." Table 4 presents the findings from these satisfaction questions, using percentage distributions to summarize.

Table 4: Satisfaction with CMU Experiences: Percentage Distributions

2007	NOT AT ALL SATISFIED	2	3	4	5	6	VERY SATISFIED
Satisfaction with academic experiences at CMU*[7]	0.0	0.5	2.0	5.4	41.0	38.6	12.5
Satisfaction with experiences outside the classroom*[7]	0.5	1.0	2.0	8.6	24.3	37.8	25.8
2010							
Satisfaction with academic experiences at CMU	0.2	0.2	1.5	5.2	30.8	45.8	16.3
Satisfaction with experiences outside the classroom	0.2	0.0	1.7	6.9	17.3	41.2	32.6
2015							
Satisfaction with experiences	0.0	0.0	0.5	4.3	19.4	46.7	29.1

*Statistically significant difference between 2007 and 2010 at p $\leq$.05

By and large, students in each year express satisfaction with their CMU experiences. Fewer than five percent choose any of the *three* lowest codes to describe

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[7] To create an adequate cell base for the chi-square tests, categories 1-3 were combined.

their satisfaction with their experiences at CMU. At least one quarter also choose the highest code to report their outside-the-classroom satisfaction level in 2007 and 2010 and their experiences at CMU in 2015. In fact, the mean level of academic experience satisfaction in 2007 (5.53) is lower than the mean level of outside-the-classroom experience satisfaction (5.72). The same pattern holds in 2010, with a mean academic experience satisfaction score of 5.69 and an outside-of-classroom score of 5.95. Satisfaction increased somewhat from 2007 to 2010, with higher percentages of students in the top two response categories. The mean satisfaction with "experiences here at CMU" was 5.99 in 2015.

Participation in Diversity Courses and Events

A number of questions asked respondents about their participation in events and courses designed explicitly to focus on diversity issues. On a campus with an active commitment to diversity, one would expect high student involvement in diversity events and a curriculum that affords students many opportunities to learn about people with backgrounds different than their own.

An index of event participation was created in each year from questions asking students whether or not they had attended events associated with Martin Luther King Week, Hispanic Heritage Month, Native American Month, or Get Acquainted Day. A student who attended all types of events of interest here would receive an index score of four while a student attending no such event would receive an index score of zero. Table 5 provides the percentages in each of the event participation index categories.

Table 5: Diversity Event Participation Index: Percentage Distribution

Number of Events	Percent 2007	Percent 2010	Percent 2015**
0	31.7	37.7	61.7
1	32.4	33.5	24.7
2	20.1	14.0	9.7
3	10.8	11.3	2.8
4	4.9	3.4	1.0

**Statistically significant difference between 2010 and 2015 at p ≤.01

The table makes clear that, while less than five percent of students attended four of these types of diversity events in any of the years, 68 percent in 2007 and 62 percent in 2010 report attending at least one type of event. This percentage fell dramatically to only 38 percent in 2015.

To gauge diversity event participation in an alternative way from that presented above, students were asked:

> "Now, think about your attendance at lectures, plays, and other programs sponsored by CMU. How many lectures, plays, or other programs have you attended since September that focused PRIMARILY on minority groups in America? (By minority groups, I mean African Americans, Hispanics, Native Americans, or Asian Americans.)"

Students were also asked to think about the courses they are "taking now and the ones you have already completed." They were queried about how many courses "focused PRIMARILY on one or more minority groups in America—for example, African Americans, Hispanics, Native Americans, or Asians." They were also asked how many courses "devoted one or more class periods to racial or ethnic issues in America." Table 6 provides percentages that summarize responses to these questions about courses and events.

Table 6: Number of Events and Courses with Racial/Ethnic Group Content: Percentage Distributions

2007	0	1-2	3-5	6 or more
Number of lectures, plays, other programs attended since September focused PRIMARILY on minority groups	43.1	42.6	10.1	4.2
Number of courses focused PRIMARILY on one or more minority groups in America	26.2	52.6	18.2	3.0
Number of courses devoted one or more class periods to racial or ethnic issues in America	13.7	45.9	28.2	12.2
2010	0	1-2	3-5	6 or more
Number of lectures, plays, other programs attended since September focused PRIMARILY on minority groups	45.6	36.9	14.0	3.5
Number of courses focused PRIMARILY on one or more minority groups in America	30.1	53.0	14.7	2.2
Number of courses devoted one or more class periods to racial or ethnic issues in America	16.8	47.2	25.6	10.3
2015	0	1-2	3-5	6 or more
Number of lectures, plays, other programs attended since September focused PRIMARILY on minority groups*	57.3	29.8	10.0	2.8
Number of courses focused PRIMARILY on one or more minority groups in America	33.1	47.9	15.1	3.8
Number of courses devoted one or more class periods to racial or ethnic issues in America**	28.3	44.0	20.3	7.5

*Statistically significant difference between 2010 and 20105 at $p \leq .05$
**Statistically significant difference between 2010 and 2015 at $p \leq .01$

In 2007 and 2010, more than one half of the students report attending at least one lecture, play, or other event that focused primarily on minority groups since the beginning of the academic year in question. About 15 percent of the students report attendance at three or more events of this type. In 2015, a majority – 57 percent of students – report <u>no</u> attendance at such events. These discouraging data are consistent with those reported in Table 5.

At least two thirds of students report in each year that they have taken or are taking a course that focuses <u>primarily</u> on American minority groups. About 20 percent of students report involvement in three or more such courses. The institution's General Education Program requires that students complete at least one course that focuses on "Studies in Racism and Cultural Diversity in the United States."

The percentage of students reporting classes that have devoted class periods to racial/ethnic issues in the U.S. is higher in each year, with about 85 percent reporting enrollment in *at least one class* of this type and more than 35 percent reporting enrollment in three or more such classes in 2007 and 2010. These percentages drop in 2015 with only 72 percent reporting at least one class that devoted time to American racial/ethnic issues and only 28 percent reporting three or more such classes.

Interpersonal Contact with Diverse Others

Students were asked a number of questions about whether or not they had close relationships with individuals whose racial/ethnic backgrounds were different than their own. One question focused on roommates at CMU, whether on campus or off. Three questions focused on the background of each of the "three friends at CMU you spend the most time with." A final question asked about interracial dating "ever." These questions

provided respondents with a simple Yes/No response format. Table 7a includes the percentages responding that they do have these forms of intergroup contact.

"Contact theory" in the social sciences is explicit in predicting that individuals who have on-going, "intense" contact with people who are different from themselves will be more likely than others to embrace a non-prejudicial belief system. Further, one assumes that individuals who maintain contact with diverse others will become more successful in navigating those relationships effectively in the future.

Table 7a: Existence of Contact with Diverse Others: Percentage Distributions

2007	Percent "Yes"
Roommate ON or Off campus who was from a different racial or ethnic group	44.6
Friend #1 – different racial or ethnic background	17.5
Friend #2 – different racial or ethnic background	19.2
Friend #3– different racial or ethnic background	19.6
Involved in interracial dating relationship	25.4
2010	
Roommate ON or Off campus who was from a different racial or ethnic group	38.5
Friend #1 – different racial or ethnic background	17.2
Friend #2 – different racial or ethnic background	19.2
Friend #3 – different racial or ethnic background	16.5
Involved in interracial dating relationship	24.4

	Percent "Yes"
2015	
Roommate ON or Off campus who was from a different racial or ethnic group	40.5
Friend #1 – different racial or ethnic background	14.1
Friend #2 – different racial or ethnic background	19.8
Friend #3 – different racial or ethnic background	17.3
Involved in interracial dating relationship	25.6

About 60 percent of students in each year report that they have <u>not</u> had a roommate from a different racial or ethnic group than their own. At least 80 percent of students report that each of their three "best" friends at CMU is from the same racial/ethnic group as themselves. That is, fewer than 20 percent of students in each year report that Friend #1, #2, or #3 is from *another* racial or ethnic group. A slightly higher percent of students – about 25 percent – report that they have been in an interracial dating relationship at some point in time, which, of course, means that about 75 percent have not "ever" been in such a relationship.

An additional question in the interview schedule asked respondents how many "new friends" they have made since starting CMU from different racial backgrounds than themselves. These friends may be less close than the three friends with whom the respondent spends most of their time. Table 7b provides the percentages that summarize students' responses to these questions.

Table 7b: New Friends with Diverse Others: Percentage Distributions

2007	None 0	1	2	3	4	5	Six or More
Number of NEW friends made since starting CMU from different racial background than yourself**	3.8	2.3	13.5	11.5	9.8	12.3	46.9

2010	None 0	1	2	3	4	5	Six or More
Number of NEW friends made since starting CMU from different racial background than yourself	4.0	8.4	9.4	8.4	10.9	12.9	46.0

2015	None 0	1	2	3	4	5	Six or More
Number of NEW friends made since starting CMU from different racial background than yourself**	10.1	9.5	16.8	14.7	9.5	10.1	29.4

**Statistically significant difference between 2007 and 2010 at p ≤.05. Statistically significant difference between 2010 and 2015 at p ≤.01

While at least 90 percent of students report that they have made at least one new friend since starting CMU from a different racial background than themselves, the percentage of students reporting six or more such "new" friends has declined by more than 15 percentage points between 2010 and 2015.

Negative Experiences Related to Racial/Ethnic Group Membership

White people often experience the benefits or privileges of being white without ever realizing it. The negative consequences of racial or ethnic group membership are more obvious, and understanding them is critical to creating a campus free from bias and discrimination.

Students were asked a number of questions throughout the interview schedule about the negative events they had experienced at CMU as a consequence of their

membership in their racial or ethnic group. Tables 8a and 8b summarize responses to these questions which varied in terms of response option format; percentages are presented. Table 8a focuses on events that occur on campus, while Table 8b focuses on experiences that take place off campus in Mount Pleasant.

Table 8a: Negative On-Campus Experiences from Race/Ethnicity: Percentage Distributions

2007	Never	1 or 2 Times	3-5 Times	6 or More Times
Times you heard CMU student make derogatory or "negative" comment about racial or ethnic group*	14.9	26.1	23.1	36.0
Times you heard CMU faculty member make derogatory or "negative" comment about racial or ethnic group	84.0	13.1	2.2	0.7
2010				
Times you heard CMU student make derogatory or "negative" comment about racial or ethnic group	15.1	33.9	23.9	27.1
Times you heard CMU faculty member make derogatory or "negative" comment about racial or ethnic group	84.6	11.9	3.0	0.5
2015				
Times you heard CMU student make derogatory or "negative" comment about racial or ethnic group**	27.6	32.8	21.4	18.2
Times you heard CMU faculty member make derogatory or "negative" comment about racial or ethnic group	87.2	10.7	2.0	0.0

**Statistically significant difference between 2010 and 2015 at p $\leq$ .01

2007	Yes
Asked by professor in class to serve as spokesperson for racial or ethnic group	4.9

2010	
Asked by professor in class to serve as spokesperson for racial or ethnic group	4.7

2015	
Asked by professor in class to serve as spokesperson for racial or ethnic group	6.2

2007	None	A Few	Some	Many
Negative experiences ON campus because of your racial or ethnic group[8]*	81.8	13.8	3.9	0.5

2010				
Negative experiences ON campus because of your racial or ethnic group	88.1	9.9	1.7	0.2

2015				
Negative experiences ON campus because of your racial or ethnic group	89.0	8.7	1.5	0.8

2007	Strongly Agree	Agree	Neither Agree or Disagree (VOLUNTEERED)	Disagree	Strongly Disagree
Since coming to CMU, I have had negative experiences with people from different racial and ethnic groups	2.7	11.6	2.5	49.1	34.1
Racism is a problem at CMU**	2.8	22.8	14.3	52.3	8.0

2010					
Since coming to CMU, I have had negative experiences with people from different racial and ethnic groups	2.5	13.6	1.7	44.2	38.0
Racism is a problem at CMU	2.0	14.4	10.0	58.0	15.7

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[8] The response categories "some" and "many" were combined to have a large enough N for the chi-square test.

	Never	1 or 2 Times	3-5 Times	6 or More Times	Never
2015					
Since coming to CMU, I have had negative experiences with people from different racial and ethnic groups	3.1	9.2	2.0	44.1	41.6
Racism is a problem at CMU*	2.0	16.4	5.1	54.7	21.7

*Statistically significant difference between 2007 and 2010 at p ≤.05
**Statistically significant difference between 2007 and 2010 at p ≤.01
*Statistically significant difference between 2010 and 2015 at p ≤.05

In both 2007 and 2010, students are quite likely to report that they have frequently heard "a CMU student make derogatory or 'negative' comments about a racial or ethnic group" during the "current academic year." In fact, at least 50 percent of students report hearing such comments three or more times in 2007 and 2010. In 2015, 72 percent of students (rather than 85 percent) report hearing such negative comments from fellow students, with the percentage of students who report hearing such hostile comments three or more times also declining by about 10 percentage points between 2010 and 2015. Students are much less likely to have heard derogatory or negative comments made by faculty members. While in each year about 15 percent of students report hearing such comments at least once from a faculty member, only three percent of students report hearing faculty make such hostile racial/ethnic comments three or more times.

Very few students – no more than six percent in each year – have been asked by a faculty member to serve as a "spokesperson for a racial or ethnic group to which you belong." This is an impossible task, which students appropriately do not appreciate.

Meanwhile, 18 percent of students in 2007, a slightly smaller 12 percent in 2010, and 11 percent of students in 2015 report that they have had at least "a few" negative experiences "on campus because of your racial or ethnic group." In each year, about 15 percent of students strongly agree or agree that they have had negative experiences since

coming to CMU with people from different racial/ethnic groups. In 2007 about one

student in four expresses some level of agreement that "racism is a problem at CMU;"

this number declines significantly to one in six in 2010 although approaches one in five

in 2015. The percentage of students who strongly disagree with this statement increases

from eight percent in 2007 to 16 percent in 2010 to 22 percent in 2015.

**Table 8b: Negative Off-Campus Experiences from Race/Ethnicity:
Percentage Distributions**

2007	Yes	No
Shopping in MP – salespeople did not want to help**	14.4	85.6
Shopping in MP – sales people follow and watch you*	20.0	80.0
2010		
Shopping in MP – salespeople did not want to help	7.2	92.8
Shopping in MP – sales people follow and watch you	13.6	86.4
2015		
Shopping in MP – salespeople did not want to help	7.7	92.3
Shopping in MP – sales people follow and watch you	11.3	88.7

2007	None	A Few	Some	Many
Negative experiences OFF campus because of your racial or ethnic group**	82.3	13.0	2.0	2.7
2010				
Negative experiences OFF campus because of your racial or ethnic group	89.8	7.7	2.5	0.0
2015				
Negative experiences OFF campus because of your racial or ethnic group	86.4	11.5	1.5	0.5

2007	Strongly Agree	Agree	Neither Agree or Disagree (VOLUNTEERED)	Disagree	Strongly Disagree
Racism is a problem in Mount Pleasant**	6.7	31.2	12.1	46.1	3.9
2010					
Racism is a problem in Mount Pleasant	3.6	22.9	8.6	53.4	11.5
2015					
Racism is a problem in Mount Pleasant	4.6	22.3	9.7	52.8	10.5

*Statistically significant difference between 2007 and 2010 at p ≤.05
**Statistically significant difference between 2007 and 2010 at p ≤.01.

Students' experiences in Mount Pleasant have improved somewhat between 2007 and 2015. In 2007, 14 percent reported that salespeople did not want to help them and 20 percent reported that salespeople "seemed to follow you around and watch you;" these percentages declined to seven and 14 percent, respectively, in 2010 and to eight percent and 11 percent, respectively, in 2015. In 2007, 18 percent of students reported that they have had at least "a few" negative experiences "off campus in Mount Pleasant because of your racial or ethnic group," and in 2010 this percentage was a significantly lower 10 percent and in 2015 it was 13 percent. And, in 2007 38 percent of students expressed some level of agreement with the statement "racism is a problem in Mount Pleasant." In 2010 and 2015, 27 percent see racism in the community.

In 2007 an extensive set of questions was directed to students about their "opinions about law enforcement in the Mount Pleasant area;" only the most interesting of these questions were replicated in 2010 and 2015.[9] Table 9 provides a summary of responses to the questions that were asked in each of the three years.

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[9] In particular, as we see in Table 9, at least 20 percent of students in 2007 had no opinion about the four law enforcement agencies serving the Mount Pleasant area other than the CMU police; consequently, we did not in 2010 and 2015 ask questions about each of the agencies separately.

**Table 9: Attitudes about and Experiences with Law Enforcement
in the Mount Pleasant Area: Percentage Distributions**

2007	**Percent**
YOU ever been profiled or singled out by police in the Mount Pleasant area**	15.0
MAIN reason you feel you were profiled, for those who were profiled (N=59) [10]	
Race	22.0
Gender	8.5
Age	54.2
Something else	15.3

2010	
YOU ever been profiled or singled out by police in the Mount Pleasant area	8.6
MAIN reason you feel you were profiled, for those who were profiled (N=35)	
Race	5.7
Gender	2.9
Age	42.9
Something else	48.6

2015	
YOU ever been profiled or singled out by police in the Mount Pleasant area	9.0
MAIN reason you feel you were profiled, for those who were profiled (N=35)	
Race	34.3
Gender	5.7
Age	31.4
Something else	28.6

**Statistically significant difference between 2007 and 2010 at p ≤.01

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[10] No tests of statistical significance were run for "main reason" for profiling.

2007	Excellent	Good	Fair	Poor	Don't know
Rate Michigan State police	10.3	41.8	17.9	7.6	22.4
Rate CMU police	9.8	42.3	25.8	9.3	12.8
Rate MP city police	6.6	43.0	23.1	6.4	20.9
Rate county sheriff department	5.7	38.8	19.4	4.9	31.2
Rate tribal police	3.7	25.1	20.0	7.1	44.1
2010					
Rate police	16.0	62.6	16.0	3.2	2.2
2015					
Rate police	17.2	55.1	22.3	2.3	3.1

In 2007, 15 percent of students believed that they had been "profiled or singled out by the police in the Mount Pleasant area;" this percentage was a significantly lower nine percent in 2010 and 2015. These students were asked for their opinion about the "main reason you feel you were profiled." The largest numbers of students report "age" profiling in 2007 and 2010 and "race" profiling in 2015.

Students in 2007 were asked to rate the five law enforcement agencies in the Mount Pleasant area using a four-point scale with choices ranging from "excellent" to "poor." "Don't know" was available as a response option to respondents who volunteered it, and many did so. Generally speaking, the "excellent" and "good" responses outnumbered the "fair" and "poor" ones, although few students used the rating "excellent" to describe the agencies. In 2010 and 2015, a single question was asked: high ratings greatly outnumber low ones, with about one sixth of students providing the rating of "excellent."

Perceptions of Campus Diversity Efforts

A number of questions in the interview asked students about campus diversity efforts. If students support such efforts at CMU, meaningful change is more likely to be forthcoming.

Administrative Commitment

Students were asked: "how committed do you think the CMU administration is to promoting racial and ethnic diversity on campus?" They were then asked a question about how committed the administration "should be" to this diversity goal. For each question, students were asked to respond using a seven-point scale where 1 is "not at all committed" and 7 is "very committed." Table 10a provides the percentage distributions that summarize student responses to this semantic differential scale. Table 10b compares their responses to these two questions using a difference score created by subtracting perceptions of how committed the administration is from perceptions of how committed it should be. Table 10c provides a percentage distribution summarizing student opinion using a Likert-scale format on the issue of whether the CMU administration is "overly committed" to promoting campus diversity.

"Contact theory" and the literature on organizational change suggest the importance of leadership to the promotion of tolerance and to the achieving of any organizational goal.

Table 10a: Perceptions of Administration's Commitment to Diversity: Percentage Distributions

2007	NOT AT ALL COMMITTED	2	3	4	5	6	VERY COMMITTED
CMU administration commitment to promoting racial and ethnic diversity**	0.2	2.5	3.7	14.6	32.0	29.0	17.9
How should CMU administration be committed to promoting racial and ethnic diversity[11]	1.0	1.3	2.0	3.3	12.5	25.8	54.3
2010							
CMU administration commitment to promoting racial and ethnic diversity	0.7	1.0	3.2	7.4	31.5	32.5	23.6
How should CMU administration be committed to promoting racial and ethnic diversity	1.2	0.5	2.2	3.5	17.4	30.8	44.4
2015							
CMU administration commitment to promoting racial and ethnic diversity	0.0	0.8	2.1	6.2	24.7	39.3	27.0
How should CMU administration be committed to promoting racial and ethnic diversity**	0.0	0.0	0.8	4.1	11.6	26.3	57.2

**Statistically significant difference between 2007 and 2010 and between 2010 and 2015 at p ≤.01

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[11] Response categories 1-3 were combined to have a large enough N for the chi-square test.

**Table 10b: Administration Commitment Difference Scores—
How Committed the Administration Should Be Versus How Committed the
Administration Is: Percentage Distribution**

Difference Scores[12]	Percent 2007**	Percent 2010	Percent 2015
-6.00	0.3	0.5	0.0
-5.00	0.5	0.3	0.0
-4.00	2.0	0.5	0.3
-3.00	1.3	0.5	0.8
-2.00	2.8	3.8	2.6
-1.00	4.3	8.0	5.9
.00	26.1	40.5	43.4
1.00	29.1	27.8	30.0
2.00	24.1	14.8	13.2
3.00	6.5	2.3	2.8
4.00	1.8	0.5	0.8
5.00	1.3	0.5	0.3
6.00	0.0	0.3	0.0

**Statistically significant difference between 2007 and 2010 at $p \leq .01$

Eighteen percent of students in 2007, 24 percent of students in 2010, and 27 percent of students in 2015 report that the administration is highly committed (scale score 7 of seven) to promoting racial and ethnic diversity at CMU. In 2007, more than one half of students tell interviewers that the administration should embrace this high level of commitment, while this percentage fell 10 percentage points to 44 percent in 2010 but rose to 57 percent in 2015. Fewer than 10 percent of students in any of the three years chose one of the three lowest scale scores to express their opinion on either the descriptive or the evaluative statement.

Using difference scores to summarize student perceptions, we found that about one quarter of students believed that the administration is as committed to diversity as it should be in 2007 (that is, their difference score is zero), while about 40 percent are

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[12] Positive scores indicate the perception that the administration should be more committed, while negative scores indicate the perception that the administration should be less committed to racial/ethnicity diversity at CMU. Chi-square tests of statistical significance based on a recoded variable with three categories—negative 1, zero, and positive one.

satisfied with the status quo in 2010 and 43 percent have this opinion in 2015. In 2007, more than 60 percent of students believed that the administration should be more committed to promoting racial and ethnic diversity (that is, their difference scores are positive), while this percentage decreased to 46 percent in 2010 and to 47 percent in 2015. Relatively few students — about 10 percent or fewer — have negative difference scores, believing that the administration should be less committed than it is currently to promoting racial and ethnic diversity at CMU.

Table 10c: Perceptions of CMU Commitment to Diversity: Percentage Distribution

2007	Strongly Agree	Agree	Neither Agree or Disagree (VOLUNTEERED)	Disagree	Strongly Disagree
CMU administration is OVERLY committed to promoting racial and ethnic diversity on campus**	6.7	27.9	8.5	51.1	5.7
2010 CMU administration is OVERLY committed to promoting racial and ethnic diversity on campus	9.0	43.5	6.9	36.6	4.1
2015 CMU administration is OVERLY committed to promoting racial and ethnic diversity on campus	11.0	44.1	8.2	32.6	4.1

**Statistically significant difference between 2007 and 2010 at p ≤.01

About one third of students in 2007 did express agreement with the statement — "The CMU administration is OVERLY committed to promoting racial and ethnic diversity on campus;" this percentage increased significantly to more than one half in 2010 and in 2015. These data imply a weakening of student commitment to aggressively pursuing diversity at CMU. As expected there is a significant (but moderate) correlation between the Administration Commitment Difference Score and this agree/disagree attitude item (r = .44 in 2007, .25 in 2010, and .13 in 2015).

Student Commitment to a Diverse Learning Environment

A growing literature in the social sciences is consistent with the University of Michigan's argument before the Supreme Court that student learning is enhanced when the university environment supports diversity. With this in mind, students were asked a series of questions about their perceptions of the (dis)advantages of diversity for their own learning and about the extent of their learning about racial and ethnic groups. These questions used a Likert-scale (agree/disagree) response format. Percentage distributions summarizing students' responses to these questions are found in Table 11.

Table 11: Students' Perceptions of Diverse Learning Environments: Percentage Distributions

2007	Strongly Agree	Agree	Neither Agree or Disagree (VOLUNTEERED)	Disagree	Strongly Disagree
Students are better prepared for life when they attend university where there is a good deal of diversity**	45.1	45.8	2.2	6.2	0.7
Since coming to CMU, I have learned a great deal about other racial and ethnic groups and their contributions	11.8	68.2	4.7	14.0	1.2
2010					
Students are better prepared for life when they attend university where there is a good deal of diversity	43.3	53.5	1.0	1.7	0.5
Since coming to CMU, I have learned a great deal about other racial and ethnic groups and their contributions	11.4	63.0	4.2	20.3	1.0
2015					
Students are better prepared for life when they attend university where there is a good deal of diversity	45.0	52.4	1.3	1.3	0.0
Since coming to CMU, I have learned a great deal about other racial and ethnic groups and their contributions	16.4	61.3	4.9	16.7	0.8

**Statistically significant difference between 2007 and 2010 at $p \leq .01$

In each year, the vast majority of students "agree" or "strongly agree" that **"s**tudents are better prepared for later in life when they attend a university where there is a good deal of diversity." Large number of students—between 74 and 80 percent—report that they "have learned a great deal about other racial and ethnic groups and their contributions to American society" since coming to CMU.[13]

CONCLUSIONS

This report summarizes data collected by telephone in Spring, 2007, Spring, 2010, and Spring, 2015 from cross-sectional samples of undergraduate students enrolled on the Mount Pleasant campus of Central Michigan University. The demographic characteristics of the three samples of approximately 400 each are similar. The key finding from this longitudinal project is that there has been no consistent improvement in the climate for racial and ethnic diversity at CMU over this eight year period. In fact, on some key measures, one sees a move in a negative direction – that is, away from racial and ethnic diversity.

The period under analysis here (from 2007 to 2015) was one which saw the appointment of the institution's first African American president and an increase in the percentage of undergraduates who identify themselves as non-white. However, during the interval between the second and third fielding of the survey, there was turnover in the position of Associate Vice President for Institutional Diversity, and there was a multi-year vacancy in the position of Director of Multicultural Education. It is clear that progress in the area of racial/ethnic diversity cannot be viewed as automatic or linear.

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[13] These questions are derived from ones used at the University of Michigan by Patricia Gurin and her colleagues. See especially Patricia Gurin, Biren (Ratnesh) A. Nagda, and Gretchen E. Lopez, 2004, "The Benefits of Diversity in Education for Democratic Citizenship," *Journal of Social Issues* 60 (1): 17-34.

Rather, key players in the institution must provide on-going leadership and resources if CMU is to develop positive momentum in creating a climate in which all students can be comfortable and successful and in which campus diversity efforts enhance the learning of all students.

Highlights of specific findings are summarized below.

(1)   *The vast majority of CMU students in 2007, 2010, and 2015 recognize the value of diversity in higher education, and significant — although declining — numbers support an enhanced administration commitment to diversity.* More than 90 percent of students agree that "students are better prepared for later in life when they attend a university where there is a good deal of diversity. Eighteen percent of students in 2007, 24 percent of students in 2010, and 27 percent of students in 2015 report that the administration is highly committed (scale score 7 of seven) to promoting racial and ethnic diversity at CMU. In 2007, more than 60 percent of students believed that the administration should be more committed to promoting racial and ethnic diversity (that is, their difference scores are positive), while this percentage decreased to 46 percent in 2010 and to 47 percent in 2015. Relatively few students — 10 percent or fewer — have negative difference scores, believing that the administration should be less committed than it is currently to promoting racial and ethnic diversity at CMU. More than one half of students in 2010 and 2015, however, express agreement with the statement "the administration is overly committed to diversity," and this represents as increase of more than 15 percentage points from 2007.

(2)   *Central Michigan University provides students with multiple opportunities – both within the classroom and outside – to learn about and experience racial and*

ethnic diversity, although a majority of current students do not take advantage of the co-curricular activities that are available. A sizeable majority of students – at least two thirds – report in each year that they have taken or are taking a course that focuses primarily on American minority groups. More than seven out of ten students tell interviewers that they have, in fact, "learned a great deal about other racial and ethnic groups and their contributions to American society." More than one half of students in 2007 and 2010 report attending one or more lecture, play, or other event focused primarily on minority groups since September of the year in question, although more than one half of students in 2015 report <u>not</u> attending such an event. Similarly, while 68 percent of students in 2007 and 62 percent in 2010 do report attending at least one type of event of four sponsored by institutional diversity offices and celebrating, for example, Martin Luther King Week, this percentage fell markedly to only 38 percent in 2015.

(3)   *CMU students continue to have close relationships with students who are similar to themselves – that is, their interpersonal networks are <u>not</u> especially diverse in terms of race/ethnicity.* At least 80 percent of students went to all white or mostly white high schools. While at least 90 percent of students in each year report that they have made new friends since starting CMU with someone from a different racial background than themselves, the percentage of students reporting six or more such friends drops from about 46 percent in 2007 and 2010 to 29 percent in 2015. When asked to indicate the racial/ethnic background of each of their three "best" friends at CMU, more than 80 report that each is from the <u>same</u> racial/ethnic group as themselves, and three quarters of students have never been in an interracial dating situation.

(4)   *While large numbers of students are satisfied with their experiences at CMU, students do report attitudes and experiences that reflect a negative climate for diversity.* More than 50 percent of students in 2007 and more than 60 percent in 2010 use the two highest satisfaction codes (of seven) to report their level of satisfaction with their academic experiences at CMU. Higher percentages of students report positive satisfaction levels with their experiences outside the classroom. In 2015, three quarters of students use of the two highest response options to indicate their satisfaction with "experiences here at CMU." Nonetheless, 85 percent of students in 2007 and 2010 and 72 percent in 2015 report that they have heard CMU students making derogatory or negative comments about a racial or ethnic group. More than 25 percent of students in 2010 and in 2015 agree that "racism is a problem in Mount Pleasant," although these percentages are down somewhat from 2007. One student in four told interviewers in 2007 that "racism is a problem at CMU," while this number had fallen to one student in six in 2010 and approaches one student in five in 2015.

Appendix A

Telephone Interview Schedule

HELLO

Hello, may I please speak with _____?
My name is _____, and I'm a student at
Central Michigan University. We're conducting a survey
as part of a class project to learn more about
your experiences at CMU. (You should have gotten an e-mail
from us.) (Would this be a good time to talk?)

    INTERVIEWER: PRESS ANY KEY TO CONTINUE
                CNTL/END TO QUIT

Next

Just to confirm. Are you a CMU undergraduate student who is
18 years of age or older?

- YES
- NO
- refusal

Prev | Next

Generally speaking, how satisfied are you with your experiences here at CMU? Please answer in terms of a scale where 1 is "not at all satisfied" and 7 is "very satisfied."

- 1 NOT AT ALL SATISFIED
- 2
- 3
- 4
- 5
- 6
- 7 VERY SATISFIED
- 8 don't know
- 9 refusal

Prev   Next

In a typical week, about how many hours do you spend involved with clubs, organizations, and events sponsored by CMU?

INTERVIEWER   USE 0 FOR ZERO
            USE 99 FOR REFUSAL or DON'T KNOW

☐   HOURS

Prev   Next

Now, think about the entire year, not just a typical week.

What are the names of the three clubs or organizations --
IF ANY -- that you spend most time with?

INTERVIEWER: WRITE "NONE" if not involved. LIST ONE OR TWO IF
THERE ARE NOT THREE. DO NOT LEAVE BLANK.

Prev   Next

How many hours per week -- if any -- do you work at a job for pay
in a typical week while you are in school?

INTERVIEWER: USE 99 FOR don't know OR refusal
          WRITE NUMBER 0 IF ZERO.

☐   HOURS

Prev   Next

During a typical week, do you find yourself socializing more or studying more?

42

- SOCIALIZING MORE
- STUDYING MORE
- About equal amounts (volunteered response by respondent)
- don't know
- refusal

Prev   Next

Have you attended any of the events in the last couple of weeks associated with Black History Month – for example, the Chris James comedian showcase, the keynote speech by Michelle Alexander, or the Black History Month Food Taster?

- YES
- NO
- don't know
- refusal

[Prev] [Next]

43

Have you attended events during Hispanic Heritage Month from mid-September to mid-October – for example, the keynote speech by Joe Hernandez-Kolski, the Hispanic Food Taster, or the talk by Michael Reyes on Mexican-Chicano identity?

- YES
- NO
- don't know
- refusal

Prev | Next

44

Have you attended events during Martin Luther King Week in mid-January –
for example, the Community Brunch, the Peace March and Vigil, the Unity Ball, or
the keynote speech by Negin Farsad?

- YES
- NO
- don't know
- refusal

Prev   Next

Have you attended events during Native American Month in November —
for example, the evening of Native American stories, the keynote speech
by Anton Treuer on "everything you wanted to know about Indians," or
the Native American Food Taster?

- YES
- NO
- don't know
- refusal

Prev   Next

Have you attended Get Acquainted Day outside of Warriner Hall at the beginning of Fall term?

- YES
- NO
- don't know
- refusal

Prev | Next

Think about the courses you are taking now and the ones
you have already completed.

How many of these courses were focused PRIMARILY on one or more
minority groups in America – for example, African Americans, Hispanics,
Native Americans, or Asian Americans?

No courses, 1 or 2 courses, 3 to 5 courses, or 6 or more courses?

- 0 COURSES
- 1 - 2 COURSES
- 3 - 5 COURSES
- 6 OR MORE COURSES
- don't know
- refusal

Prev   Next

48

Think about the OTHER courses you are taking now and the ones you have already completed. How many of these courses devoted one or more class periods to racial or ethnic issues in America?

No courses, 1 or 2 courses, 3 to 5 courses, or 6 or more courses?

- 0 COURSES
- 1 - 2 COURSES
- 3 - 5 COURSES
- 6 OR MORE COURSES
- don't know
- refusal

Prev   Next

49

LECTURE

Now, think about your attendance at lectures, plays, and other programs
sponsored by CMU. How many lectures, plays, or other programs have you
attended since September that focused PRIMARILY on minority groups
in America? (By minority groups, I mean African Americans, Hispanics
Native Americans, or Asian Americans.)

None, 1 or 2, 3 to 5, or 6 or more?

- 0 LECTURES, PLAYS, PROGRAMS
- 1 - 2 LECTURES, PLAYS, PROGRAMS
- 3 - 5 LECTURES, PLAYS, PROGRAMS
- 6 OR MORE LECTURES, PLAYS, PROGRAMS
- don't know
- refusal

Prev   Next

50

FRIEND1

These next questions ask you about the THREE friends at CMU you spend the most time with.

Could you just give me the initials or first names of these THREE friends. This is just so that we can keep track of them while I ask the next questions.

INTERVIEWER: ONE NAME OR INITIALS ONLY – FRIEND #1

PUT ONE NAME/INITIALS ON EACH OF THE NEXT TWO SCREENS

Prev   Next

Is   FRIEND1
the same racial or ethnic background as yourself?

- YES
- NO
- refusal

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RAC2

Is   FRIEND2
the same racial or ethnic background as yourself?

53

- YES
- NO
- refusal

Prev   Next

RAC3

Is   FRIEND3
the same racial or ethnic background as yourself?

54

- YES
- NO
- refusal

Prev   Next

Since you started at CMU, have you ever had a roommate either ON or
OFF campus who was from a different racial or ethnic group than yourself?

55

- YES
- NO
- never had a roommate (answer volunteered by respondent)
- don't know
- refusal

Prev | Next

Thinking of your close, personal friends, in general, including the people
we just talked about – how many NEW close, personal friends have you made
since starting CMU from different racial backgrounds than yourself?

INTERVIEWER: "NEW" means that these were NOT friends before
starting CMU. Do not read categories out loud

- None
- One
- Two
- Three
- Four
- Five
- Six or more
- don't know
- refusal

Prev | Next

RACDATE

Have you ever been involved in an interracial dating relationship?

57

- YES
- NO
- refusal

Prev   Next

Think of a scale where 1 is "uncomfortable" and 7 is "comfortable."

How comfortable would your parents be if you dated someone from another race?

- 1 UNCOMFORTABLE
- 2
- 3
- 4
- 5
- 6
- 7 COMFORTABLE
- 8 don't know/no parents
- 9 refusal

Prev   Next

58

When you first enrolled at CMU, did you find that there was
more racial and ethnic diversity than you expected,
less racial and ethnic diversity than you expected, or
was the amount of diversity about what you expected?

- MORE DIVERSITY THAN EXPECTED
- LESS DIVERSITY THAN EXPECTED
- ABOUT WHAT EXPECTED
- don't know
- refusal

Prev   Next

59

DIVPREP

Now, I'm going to read you some statements and ask you the extent to which
you agree or disagree with each.

Students are better prepared for later in life when they attend
a university where there is a good deal of diversity.

Do you strongly agree, agree, disagree, or strongly disagree?

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

Since coming to CMU, I have had negative experiences with people from different racial and ethnic groups than myself.

(Do you strongly agree, agree, disagree, or strongly disagree?)

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

Over the past few years, blacks have gotten less than they deserve.

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

INTERVIEWER: IF ASKED "LESS" WHAT – SAY "LESS ECONOMICALLY"

- STRONGLY AGREE
- SOMEWHAT AGREE
- SOMEWHAT DISAGREE
- STRONGLY DISAGREE
- don't know
- refusal

Prev | Next

62

While on the surface different races seem to get along at CMU, underneath there is a good deal of tension.

(Do you strongly agree, agree, disagree, or strongly disagree?)

63

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

Since coming to CMU, I have become more comfortable interacting with people from different racial and ethnic backgrounds.

(Do you strongly agree, agree, disagree, or strongly disagree?)   64

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

Racism is a problem at CMU.

(Do you strongly agree, agree, disagree, or strongly disagree?)

65

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

The recent immigration of Hispanic people from Mexico and Central and Latin America has been a good thing for the United States.

(Do you strongly agree, agree, disagree, or strongly disagree?)

66

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev Next

Generations of slavery and discrimination have created conditions
that make it difficult for blacks to work their way out of the
lower class.

67

(Do you) strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

- STRONGLY AGREE
- SOMEWHAT AGREE
- SOMEWHAT DISAGREE
- STRONGLY DISAGREE
- don't know
- refusal

Prev   Next

Racism is a problem in Mount Pleasant.

(Do you strongly agree, agree, disagree, or strongly disagree?)

68

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

The CMU administration is OVERLY committed to promoting
racial and ethnic diversity on campus.

(Do you strongly agree, agree, disagree, or strongly disagree?)

69

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev | Next

It's really a matter of some people not trying hard enough; if blacks would only try harder they could be just as well off as whites.

Do you strongly agree, somewhat agree, somewhat disagree, or strongly disagree?

- STRONGLY AGREE
- SOMEWHAT AGREE
- SOMEWHAT DISAGREE
- STRONGLY DISAGREE
- don't know
- refusal

Prev   Next

Since coming to CMU, I have learned a great deal about
other racial and ethnic groups and their contributions
to American society.

(Do you strongly agree, agree, disagree, or strongly disagree?)

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

At CMU, I often feel pressure to do things that I normally would not do.

(Do you strongly agree, agree, disagree, or strongly disagree?)

72

- STRONGLY AGREE
- AGREE
- DISAGREE
- STRONGLY DISAGREE
- don't know/neither agree or disagree
- refusal

Prev   Next

Think about the current academic year. About how many times
have you heard a CMU student make derogatory or "negative"
comments about a racial or ethnic group?

Have you heard such comments never, one or two times, 3 to 5 times, or
6 or more times?

73

- NEVER
- ONE OR TWO TIMES
- 3 - 5 TIMES
- 6 OR MORE TIMES
- don't know
- refusal

Prev   Next

Still thinking about the current academic year. About how many times have you heard a CMU faculty member make derogatory or "negative" comments about a racial or ethnic group?

Have you heard such comments never, one or two times, 3 to 5 times, or 6 or more times?

74

- NEVER
- ONE OR TWO TIMES
- 3 - 5 TIMES
- 6 OR MORE TIMES
- don't know
- refusal

Prev   Next

Now go back to your years growing up at home. How many times did you hear the adults around you making derogatory or "negative" comments about a racial or ethnic group?

Did you hear such comments never, one or two times, 3 to 5 times, or
6 or more times?

75

- NEVER
- ONE OR TWO TIMES
- 3 - 5 TIMES
- 6 OR MORE TIMES
- don't know
- refusal

Prev Next

Have you ever been shopping in Mount Pleasant and found that the salespeople did not want to help you?

- YES
- NO
- don't know
- refusal

Prev | Next

76

Think about your on-campus experiences generally.

How many negative experiences have you had on campus because of your racial or ethnic group – none, a few, some, or many?

- NONE
- A FEW
- SOME
- MANY
- don't know
- refusal

Prev Next

77

Next, focus on the experiences that you have had off campus
in the town of Mt. Pleasant.

How many negative experiences have you had off campus in Mount Pleasant
because of your racial or ethnic group -- none, a few, some, or many?

- NONE
- A FEW
- SOME
- MANY
- don't know
- refusal

| Prev | Next |

78

In Mount Pleasant, people fall under the jurisdiction of
a number of law enforcement agencies.

How would you rate the police in this area overall?

Would you rate them as excellent, good, fair, or poor?

- EXCELLENT
- GOOD
- FAIR
- POOR
- don't know
- refusal

Prev   Next

Do you think YOU have ever been profiled or singled out
by the police in the Mt. Pleasant area?

- YES
- NO
- don't know
- refusal

[Prev] [Next]

What was the MAIN reason you feel you were profiled -- was it because of race, gender, age, or something else?

- RACE
- GENDER
- AGE
- SOMETHING ELSE (specify)
- don't know
- refusal

[Prev] [Next]

81

On a scale that goes from 1 to 7 where 1 is "not at all committed" and
7 is "very committed," how committed do you think the CMU administration
is to promoting racial and ethnic diversity on campus?

82

- 1 NOT AT ALL COMMITTED
- 2
- 3
- 4
- 5
- 6
- 7 VERY COMMITTED
- 8 don't know
- 9 refusal

Prev | Next

On that same scale (that goes from 1 to 7 where 1 is
"not at all committed" and 7 is "very committed,")
how committed do you think the CMU administration SHOULD be
to promoting racial and ethnic diversity on campus?

- 1 NOT AT ALL COMMITTED
- 2
- 3
- 4
- 5
- 6
- 7 VERY COMMITTED
- 8 don't know
- 9 refusal

Prev   Next

83

How much discrimination against Native Americans do you feel there is
in the United States today, limiting their chances to get ahead —
a lot, some, just a little, or none at all.

84

- A LOT
- SOME
- JUST A LITTLE
- NONE AT ALL
- don't know
- refusal

Prev | Next

How much discrimination against Hispanics do you feel there is in the
United States today, limiting their chances to get ahead --
a lot, some, just a little, or none at all.

85

- A LOT
- SOME
- JUST A LITTLE
- NONE AT ALL
- don't know
- refusal

Prev   Next

How much discrimination against blacks do you feel there is in the
United States today, limiting their chances to get ahead --
a lot, some, just a little, or none at all.

86

- A LOT
- SOME
- JUST A LITTLE
- NONE AT ALL
- don't know
- refusal

Prev Next

The next questions focus on your social activities.

During the past 12 months have you had a drink of alcohol? By a drink,
we mean a 12-ounce can or glass of beer or cooler, a 5-ounce glass of wine,
or a drink containing 1 shot of liquor.

- YES
- NO
- refusal

Prev   Next

87

During the last 12 months, how often did you usually have any kind of drink containing alcohol? (By a drink, we mean a 12 ounce can or glass of beer or cooler, a 5 ounce glass of wine, or a drink containing 1 shot of liquor.)

INTERVIEWER: DO NOT READ LONG LIST OF RESPONSE OPTIONS

- Every day (7 times a week)
- 5 to 6 times a week
- 3 to 4 times a week
- twice a week
- once a week
- 2 to 3 times a month
- once a month
- 3 to 11 times in the past year
- 1 or 2 times in the past year
- don't know
- refusal

Prev   Next

During the last 12 months, how often did you have 5 or more drinks --
if you are male -- or 4 or more drinks if you are female -- containing
any kind of alcohol within a two-hour period?

(That would be the equivalent of at least 5 (4) 12-ounce cans or bottles of beer,
5 (4) five ounce glasses of wine, 5 (4) drinks each containing one shot of liquor
or spirits).

INTERVIEWER: DO NOT READ THE OPTIONS

- Every day
- 5 to 6 days a week
- 3 to 4 days a week
- two days a week
- one day a week
- 2 to 3 days a month
- one day a month
- 3 to 11 days in the past year
- 1 or 2 days in the past year
- never
- don't know
- refusal

Prev   Next

89

Think back to when you were in high school. Did you drink more often
than now, about the same as now, less often than now, or did you NOT drink?

- MORE OFTEN THAN NOW
- ABOUT THE SAME AS NOW
- LESS OFTEN THAN NOW
- DID NOT DRINK
- don't know/don't remember
- refusal

Prev   Next

90

During this semester, how much stress do you feel about academic courses –
none, a low amount, moderate amount, or high amount?

- NONE
- LOW AMOUNT
- MODERATE
- HIGH
- don't know
- refusal

Prev   Next

During this semester, how much stress do you feel about finances –
none, a low amount, moderate amount, or high amount?

92

- NONE
- LOW AMOUNT
- MODERATE
- HIGH
- don't know
- refusal

Prev   Next

During this semester, how much stress do you feel about personal relations –
whether from family or friends – none, a low amount, moderate amount,
or high amount?

- NONE
- LOW AMOUNT
- MODERATE
- HIGH
- don't know
- refusal

Prev   Next

93

The next questions ask about your experiences BEFORE coming to CMU.

Which of the following best describes the student body of the high school you attended -- all members of minority groups such as African Americans, Asian Americans, Hispanics, and Native Americans, mostly members of minority groups, about half minority and half white, mostly white, or all white?

- ALL MEMBERS OF MINORITY GROPUS
- MOSTLY MINORITY
- ABOUT HALF MINORITY AND HALF WHITE
- MOSTLY WHITE
- ALL WHITE
- don't know
- refusal

Prev | Next

94

Would you say that your experiences during your high school years prepared you well for academic success at CMU -- definitely yes, probably yes, probably not, or definitely not?

95

- DEFINITELY YES
- PROBABLY YES
- PROBABLY NOT
- DEFINITELY NOT
- don't know
- refusal

Prev   Next

During high school, how active were you in community, civic, and service activities — very active, somewhat active, not too active, not at all active.

96

- VERY ACTIVE
- SOMEWHAT ACTIVE
- NOT TOO ACTIVE
- NOT AT ALL ACTIVE
- Don't remember
- Refusal

Prev   Next

Did your parents make a special effort to expose you to other cultures when you were growing up?

- YES
- NO
- don't know
- refusal

Prev   Next

Growing up, would you say that you had a lot of encouragement for pursuing your college education, some encouragement, not too much encouragement, or no encouragement?

98

- A LOT OF ENCOURAGEMENT
- SOME ENCOURAGEMENT
- NOT TOO MUCH ENCOURAGEMENT
- NO ENCOURAGEMENT
- don't know
- refusal

Prev | Next

PAEDUC

These final questions ask about your background. This information
will be used for summary purposes only.

What is the highest year of schooling your father completed?

INTERVIEWER: Do not read categories out loud

- less than high school
- high school graduate or GED
- some college/trade school/junior college
- college graduate
- graduate school
- don't know
- refusal

Prev Next

MAEDUC

What is the highest year of schooling your mother completed?

- less than high school
- high school graduate or GED
- some college/trade school/junior college
- college graduate
- graduate school
- don't know
- refusal

Prev   Next

Imagine a 7-point scale that deals with the political views
that people might hold. "1" is "extremely liberal" and
"7" is "extremely conservative."

Where would you place yourself on this scale, or haven't you
thought much about this?

- 1 EXTREMELY LIBERAL
- 2
- 3
- 4
- 5
- 6
- 7 EXTREMELY CONSERVATIVE
- 8 don't know; haven't thought much about it
- 9 refusal

Prev | Next

How would you describe your current relationship status -- married,
in a serious relationship, doing some dating, or not dating much at this time?

- MARRIED
- SERIOUS RELATIONSHIP
- DOING SOME DATING
- NOT DATING MUCH AT THIS TIME
- don't know
- refusal

Prev   Next

How difficult is it for you and your family to pay for your college education —
very difficult, somewhat difficult, or not too difficult?

- VERY DIFFICULT
- SOMEWHAT DIFFICULT
- NOT TOO DIFFICULT (or not at all difficult)
- don't know
- refusal

Prev   Next

Which of the following best describes your racial or ethnic group —
African American, Hispanic, Native American, Asian American, or white?

- AFRICAN AMERICAN
- HISPANIC (Latino/Latina, Chicano/Chicana)
- NATIVE AMERICAN
- ASIAN AMERICAN
- WHITE
- other (specify)
- don't know
- refusal

[Prev] [Next]

104

If you could start college all over, would you enroll at CMU —
definitely yes, probably yes, probably not, or definitely not?

- DEFINITELY YES
- PROBABALY YES
- PROBABLY NOT
- DEFINITELY NOT
- don't know
- refusal

Prev   Next

That's all the questions I have for you. Thanks very much
for you time.

INTERVIEWER: PRESS ANY KEY TO CONTINUE

Prev | Next

We have all the interviews that we need now. Thanks anyway for your time.

INTERVIEWER: PRESS ANY KEY TO CONTINUE

Prev   Next

We need to talk with CMU students who are over 17. Thanks anyway for your time.

INTERVIEWER: PRESS ANY KEY TO CONTINUE

Prev | Next

Criterion 3 Evidence
Study Abroad Data

Study Abroad Participants
2011-2014

	2011-12	2012-13	2013-14
Total Academic Year	534	570	572
Direct Enroll	224	255	276
Short-Term Faculty Led	291	286	272
Internships	19	19	13
International Alternative Break	0	10	11

Total by Semester

Full Academic Year Programs

Direct Enroll	7	11	10
Internships	1	0	0
Full Academic Year Total	8	11	10

Fall Semester

Direct Enroll	45	45	42
Short-Term Faculty Led	8	0	6
Internships	3	1	1
International Alternative Winter Break	0	10	11
Semester Total	56	56	60

Spring Semester

Direct Enroll	51	64	80
Short-Term Faculty Led	45	38	21
Internships	5	2	0
Semester Total	101	104	101

Spring Break Term

Short-Term Faculty Led	60	85	52

Summer Term

Direct Enroll	121	135	144
Short-Term Faculty Led (for credit)	178	163	193
Internships	10	16	12
Semester Total	309	314	349
Academic Year Total	534	570	572

STUDY ABROAD
BY COUNTRY DIRECT ENROLL ONLY
2013-2014

Country	Academic Year 2013-14	Fall 2013	Winter Break 2013	Spring 2014	Spring Break 2014	Summer 2014	Total by Country
Argentina				1			1
Australia				16		2	18
Belize					29	4	33
Bolivia						3	3
Brazil						1	1
Canada						1	1
Chile		3		1		2	6
China				3		11	14
Costa Rica		3		7		7	17
Czech Republic						2	2
Denmark						39	39
Dominican Republic		9				6	15
Ecuador	2			7		2	11
France		4		2	10	11	27
Germany	3	1	11	9		4	28
Ghana						9	9
Greece						1	1
Ireland		1		4		34	39
Italy		5		8		68	81
Japan	2	1		3		2	8
Jordan		1		1		1	3
Mexico	1			4		34	39
Netherlands		2				6	8
New Zealand				1			1
Panama						1	1
Peru						6	6
Poland				1		1	2
Romania						2	2
Singapore		1		2			3
South Africa		1		1		5	7
South Korea	1	2		9			12
Spain		3		10		26	39
Switzerland	1					18	19
United Kingdom - England		12		11	13	36	72
United Kingdom - Scotland						4	4
Total	10	49	11	101	52	349	572

7/17/2014

Criterion 3 Evidence
Study Abroad Scholarships

Fund Study Abroad

Funding Study Abroad

Step 6:
Apply for external scholarships.

Step 1:
Select the right program for your budget.

Step 5:
Apply for Departmental Scholarships.

Step 2:
Talk to a Financial Aid Advisor.

Step 4:
Apply for the study abroad scholarship.

Step 3:
Apply for a CMU study abroad program.
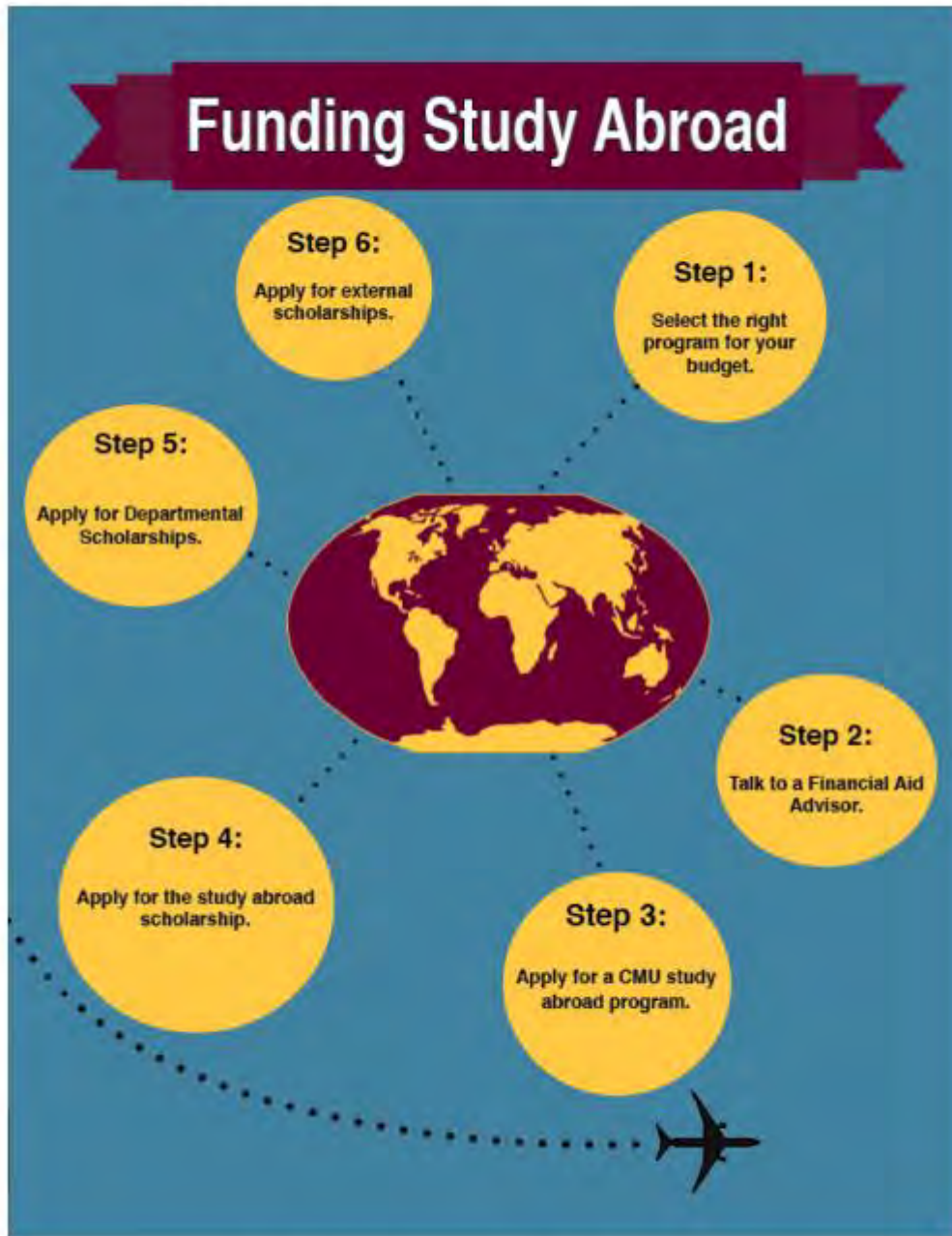
It's more affordable than you think!

Step 4: Office of Study Abroad Scholarships

In support of its strong commitment to international education, Central Michigan University has allocated **$160,000** to the Office of Study Abroad to award as scholarships to CMU students who participate in approved study abroad programs that are at least two weeks in duration.

Student who meet the requirements are eligible for:

- $500 for faculty-led and summer study abroad programs, two to eight weeks in length
- up to $750 for programs eight weeks and over in summer
- $500-$2,500 for semester or academic year study abroad

Scholarship awards are based on the student's GPA, financial need, and scholarship essays.

Approximately **70%** of students receive an award.

Application deadlines

March 1 - Summer term study abroad
March 15 - Fall semester or academic year study abroad
October 15 - Spring semester study abroad

Applications must be submitted by the deadline to the Office of Study Abroad, Ronan Hall 330.

Scholarship application information will be provided to you once you have met with your Study Abroad Advisor. For more information, please contact the Office of Study Abroad.

More study abroad scholarships awarded by the OSA can be found here.

Criterion 3 Evidence
Succeeding in Amer Higher Ed ELI Workbook

SUCCEEDING IN AMERICAN HIGHER EDUCATION WORKBOOK

First Edition / ELI
Academic Affairs
Central Michigan University

Vincent Cavataio
Claudia Douglass

CMU
CENTRAL MICHIGAN
UNIVERSITY

Thank you to the many students, faculty, and staff at Central Michigan University who shared valuable knowledge and information assisting in the creation of this document.

Please direct questions or comments regarding this text to:

Welcome to Central Michigan University! Now that you have made the journey into the American education system, you have likely noticed that classrooms, technology, and housing are different. For many international students, the culture of education in the US can be confusing. Although, it can be difficult to adjust to the American lifestyle, the CMU community is here to support you and your education.

The first priority of CMU's Strategic Plan is to ensure student success by fostering the development of each student into a responsible and respectful global citizen. In order to support you in your educational goals there are some academic integrity policies you should understand. You will see the word integrity quite often throughout this workbook. Integrity is the quality of being consistently honest. Academic integrity is being consistently honest in all academic work.

We recognize that academic integrity is rooted partially in culture. How we define academic integrity in the US may differ from what you were taught at home. So, it is important we introduce you to an American understanding of the classroom and to CMU's Policy on Academic Integrity. Remember, these differences in policy may be cultural. As global citizens we recognize that Western ethics are not necessarily any better than Eastern ethics, they are simply what we abide by in the US. Understanding and celebrating our differences will allow you to add your diverse perspective to our community in an ethical manner.

This workbook has been carefully prepared by many students, faculty, and staff at CMU to help you practice and promote integrity. There are many different tools in this workbook for you to use. The keywords at the beginning of the sections are very important words to understand as you complete the workbook. Once you have read the keywords you can move on to the core information. The core information describes academic integrity policies and values. In addition, you will find examples of what is right and wrong. When you understand the keywords and core information, you are ready to answer the reflection questions. The reflection questions will help you process and apply the information you have read. There are also additional resources at the end of this workbook such as a campus map, office phone numbers and addresses, and the Policy on Academic Integrity.

We hope this workbook is a useful resource that you will use throughout your time at CMU. Again, welcome to CMU and enjoy your experience!

Vincent P. Cavataio
Graduate Student

KEYWORDS

Ethical: Involving questions of right and wrong actions.

Integrity: The quality of being consistently honest.

What is academic integrity and why does CMU have a Policy on Academic Integrity? Integrity means being consistently honest. Academic integrity means being honest in your academic studies. You are not only expected to be honest yourself, but you must also help to prevent dishonesty. Academic integrity is a part of the University's promise to ensure student success after you graduate. When you graduate we want employers and graduate schools to know you understand integrity and will be honest and hardworking.

Because academic integrity is essential to success at the University, students are responsible for understanding and upholding the Academic Integrity Policy. Written or other work which students submit must be the product of their own efforts and must be consistent with standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

Behaviors that constitute academic dishonesty are described in this text. The definitions and clarifications are meant to provide additional explanation and examples of these behaviors. Contact the Office of Student Life or the College of Graduate Studies if you have questions regarding this policy or need additional clarification.

Academic integrity at CMU is part of our culture and may be different from values in your home country. The examples in this text should help you understand what it means to practice academic integrity in the US. The following sections describe CMU's Policy on Academic Integrity by comparing some cultural differences in education.

Academic dishonesty at CMU includes, but is not limited to:
1) **Cheating on examinations & quizzes;**
2) **Plagiarism;**
3) **Fabrication, forgery & obstruction;**
4) **Multiple submission of work;**
5) **Complicity;**
6) **Misconduct in research & creative endeavors;**
7) **Computer misuse; and**
8) **Misuse of intellectual property.**

1. Did you have a formal academic integrity policy in your home country?

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2. Why does CMU have an academic integrity policy?

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3. How will understanding the academic integrity policy will help you?

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Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any exam or quiz. In the US, exams and quizzes are usually completed on your own without help from anyone. Exams and quizzes are given to test your knowledge, not your neighbor's or your friend's. This means that there is no talking with others, no use of cell phones or computers, and no using notes when taking exams. Cheating on an exam includes copying from another's paper, letting someone copy your paper, or getting information from another student about what is on the exam before you take it. You should never take an exam for another person or allow someone to take an exam for you.

Sometimes you may be able to use your class notes or a summary of the notes on an exam or quiz. You may be able to use a calculator and bring blank paper for calculations. How do you know if an exam is open-note, if you may use a calculator, or if it is to be taken with a partner? Your instructor will tell you, but if you are not sure what is allowed ask for help. It is better to check with your instructor than to find yourself in trouble for cheating.

In some countries, exams and quizzes may be treated differently. For example, while cheating on exams or quizzes may be bad in your home country, it may not cause you much trouble. In the US if a student is caught cheating on an exam or quiz he or she can expect to earn a failing grade on the exam and possibly in the course.

1. Marco is taking his mathematics exam today. He is not sure if he is allowed to use notes or work with friends. Who should Marco ask about the rules for exam?

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2. Abdul and Li are sitting next to each other while taking an exam in their history class. The exam is to be done alone, without the help of anyone else. If Abdul and Li pass notes to each other during the exam without the instructor seeing, is it OK? Are Abdul and Li following the academic integrity policy?

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3. Courtney and Josiah are both taking their chemistry exam today. Courtney does not think she is going to earn a high score. Courtney asked Josiah if he would let her look at his exam to copy answers. What should Josiah tell Courtney? What could Courtney do to be ready for her next exam?

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In the US, we focus on success and credit at the individual level, more than the success of a group. When doing assignments it is important to use your own ideas and words. Plagiarism is presenting someone else's work as your own. When the work belongs to someone else, such as that in a publication, website, or book, you must give credit to the author. This applies to the use of papers, reports, projects, photographs, music, and videos. You are not allowed to have another person do any of your work, nor are you allowed to take another person's work and use it as your own. At CMU, we value individual thoughts and new ideas. You may be wondering, why do students plagiarize since it is such a bad thing to do?

Sometimes, students plagiarize accidentally because they do not know how to use another scholar's words the right way. It is OK to include someone else's work with your own work if the other person's work is cited properly. When using another scholar's ideas in your paper or presentation you must cite the work, using the style for your area of study. If you use a short selection of exact words from another work, you need to use quotation marks around those words in addition to the appropriate citation. You must also cite the original source if you summarize someone's ideas even if you do not copy them exactly. The type of citation you will use and where it will be placed will vary based on the course you are taking. Each type of format comes with a set of rules, which can be found in manuals and webpages, such as the CMU Writing Center. If you are unsure which citation style to use, check the syllabus or ask your instructor.

Another reason students may plagiarize is because they are afraid to fail. These students are afraid to use their own thoughts and ideas because they do not want to be wrong. Remember, being wrong and failing is a part of learning that we cannot avoid. In order to grow as a student and a professional you must use your own words and ideas to show your own understanding.
In addition, students may plagiarize because in some countries using your own words is not very important and it may even be bad. For example, in China, it is a sign of respect to use your professor's words in your work. In other countries like Saudi Arabia, India or Nepal professors care more about exams and less about writing or presentations, meaning that instructors may not look at your written work enough to know that parts are plagiarized. In the US, Nigeria, and Ghana, however, plagiarism in any way is ethically wrong and there are laws against plagiarism.

If you plagiarize, you can expect to earn a failing grade on the assignment and possibly in the course. It is also likely that you will face other academic discipline. For example, a student could be suspended or even expelled from the University for plagiarism. If somebody says you plagiarized and you don't believe that you did, stay calm and speak to your instructor. The easiest way to avoid all of this stress is to use your own thoughts in your own words and to note when you use other people's material.

1. Gregory was assigned a research paper for his history class. Gregory has been really busy and does not have the time to do the paper. His roommate Ahmed earned an A in the same class last year by writing a good research paper. Gregory decided to use Ahmed's paper and change some of the words to make it more his work. Explain if you think Gregory is following the rules of academic integrity? Is this his own work?

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2. Zhao was assigned a presentation for her business course. Zhao used the words of famous business scholars in her presentation. Does Zhao need to cite the scholars or can she present their words as her own? If she needs to cite the words, how would she know which style of citation to use?

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3. Morgan is having trouble with her paper in her biology class. She is considering searching online for someone to write the paper for her. Is it OK for Morgan to hire someone else to write her paper? Where would you tell Morgan to go on campus to get help with her writing?

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KEYWORDS

Fabrication: The use of invented, false, or altered information or materials.

Forgery: Faking documentation, such as a fake signature or a letter.

Obstruction: A dishonest act that limits the educational opportunity of another student(s). Any behavior that keeps another student from completing his or her work.

This part of academic integrity is probably similar to what you learned at home. Making sure you are doing quality, honest work will help others to trust you as a scholar and when you apply for jobs. You will notice that each of the three sub-sections talk about how important ethics and integrity are in your work. Each of the three bolded words have to do with "faking it" or making something up, which is not allowed for any reason.

Fabrication is the use of invented, false, or altered information or materials.
For example, if you were absent from a laboratory section in a chemistry class and did not collect the data. You may not make up data, write the lab report, and turn it in for a grade. It is dishonest to make up information used in research or class assignments.

Forgery is copying images, documents, or signatures without permission. If you did not attend class and told your instructor that you were ill you usually need to show your instructor proof that you were at the doctor, such as a doctor's note. Some students have written their own doctor's notes or made them up without going to a doctor. This is forgery since a doctor did not sign the note. Faking a signature on a letter is illegal. It is wrong to fake, or falsify, any document.

Obstruction is a dishonest act that limits the educational opportunity of another student. For example, it would be unethical to steal another student's music so that he or she could not perform. It is unethical to keep another student from doing his or her best work by changing or destroying their work. It is also wrong to prevent another student from accessing the resources needed to complete an assignment. For example using library materials and not returning them or hiding them is dishonest and potentially harmful to other students.

The three **bolded** terms are all unethical behaviors and must be avoided. Negatively affecting the educational opportunities or success of others on campus is wrong. One more area that you should also be aware of is bribes, favors, and threats. Students may not bribe, offer favors to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance. For example, a student should not bribe another student to write a lab report by offering money. It is also unethical to show preference to, or ask favors of, another student for academic gains. Finally, threatening others to do something for you, like changing a grade or completing an assignment is also wrong.

1. For Deja's sociology class she has to attend a speech on campus and write a paper about it. Deja has a meeting for her student group at the same time as the speech and has decided not to go to the speech. Deja still wrote a paper and turned it in for a grade even though she did not go to the speech. Is Deja being honest with her work? Why are her actions wrong?

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2. Jose has a painting due in an art class. He is working late and needs a certain type of brush. He sees that Sylvia has a brush and just takes it. He uses it and never returns it to her. The next day, she cannot finish her painting because she doesn't have the brush she needs. How has Jose kept Sylvia from doing her best?

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3. Jeff has been very busy lately and does not think he has time to attend a concert and write a review of it for his music class. Since Jeff's girlfriend, Ava, will be at the concert anyway he asks her to do the assignment for him. Jeff told Ava that if she went to the concert and wrote the paper he would give her $50 and do one of her assignments next week. Are Jeff and Ava being academically honest? Why are their actions wrong and what type of dishonesty is this?

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Each assignment you complete in a course shows how well you know the material and can apply it. Any assignment can only be used once, even if that assignment was completed at another university. Students cannot re-use assignments or research for multiple classes. Do not duplicate any part of an assignment or research paper and use it again without properly citing it. If you believe that you can add to a previous assignment in ways that show better understanding be sure to ask your instructor for permission before you turn in the assignment.

In addition, sharing your essays, research, or other academic materials with peers is prohibited. For example, some students have made the mistake of asking other students for old papers to submit as their own. While these students did present well-written work, it was not their own work and had already been used. This situation not only breaks CMU's Policy on Academic Integrity under the category of multiple submission, but it is also considered plagiarism. To be safe, always be honest and do your assignments in a way that shows your honesty and understanding. Remember, multiple submission and self-plagiarism are the same offense.

At CMU, many instructors use computer programs that check for plagiarism and have the ability to find self-plagiarism through multiple submission as well. For example, many instructors use the program SafeAssign to detect dishonesty. Once a student submits work through SafeAssign, the computer system checks through millions of other works to find similarities and plagiarism. Like all forms of academic dishonesty, self-plagiarism through multiple submission will result in disciplinary action.

1. Maxwell has been assigned a lab in his chemistry course. Maxwell remembers that a couple of years ago he completed a very similar lab at his undergraduate university. Instead of doing the lab over again, Maxwell decides to submit his lab report from his other university to his instructor. Are Maxwell's actions academically honest? What is Maxwell doing wrong?

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2. Leah is almost done with her master's degree. She is trying to go to doctoral school, but needs to publish one more article to gain acceptance at her dream school. Leah already published a study in a biology journal last year, but does not have time to do another study. Leah decides to submit the same article she already published to a different biology journal. Are Leah's actions academically honest? What is Leah doing wrong?

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3. Sera just transferred to CMU to study communication. In her first class, Sera has to write a paper about presidential speeches. She remembers that she already turned in a really good paper on presidential speeches at her other university. Sera thinks if she adds new theory and asks different questions she can make the paper much better and different. Who would Sera ask for permission to use the old assignment? What additional work would Sera have to do to the old assignment?

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Education in the US is based on each student's success on an individual basis. This culture in colleges and universities means that students are expected to do their own work. The standards of honesty mean that you do your own work and that you don't do anybody else's work. Complicity means that a person is somehow involved in another's dishonest behaviors. If you know of unethical behavior do not ignore it, tell an instructor or staff member in the department.

Complicity can be hard to understand since there are cultural influences. For example, in China or Saudi Arabia students may work very closely together on exams or quizzes. While working together one student may share her or his solutions to the exam, allowing the other students to copy the answers. This type of behavior may be overlooked in some cultures, but it is not OK to do this in the US and teachers are trained to see these dishonest errors. In this example, since one student is helping another's dishonesty it is complicity. Another brief example of complicity would be allowing a friend to copy your math homework or a lab report.

Complicity can also be a confusing topic because students should help other students learn and the boundaries can be unclear. We do not want to discourage you from getting help from your peers, but we do want to be sure that each student is doing his or her own work. So long as you are not helping another student to be dishonest, we encourage you to work with those in your community! Asking for help is much different than asking another student to do your work for you.

1. Joel does not want to study for his history exam. His wife Melinda is the TA in his history class. If Joel were to ask Melinda to let him see the exam beforehand, is that wrong? Do you think both Joel and Melinda would be in trouble?

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2. You are in a large class that has many sections, your friend is scheduled to take a test in the afternoon and you take it in the morning. Your friend asks you what was on the test. Is it dishonest to tell him anything about the test items or content?

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3. Can you think of examples where you ethically worked together with your peers?

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MISCONDUCT IN RESEARCH & CREATIVE ENDEAVORS
CMU Policy on Academic Integrity section 2F

The guidelines in this section of the CMU Policy on Academic Integrity are common throughout many cultures and may feel familiar to you. Research and creative endeavors are important pieces of your scholarly identity both in the US and abroad.

You may be wondering what is misconduct in research or creative endeavors. Unfortunately, there are many ways that misconduct may occur. For example, changing research data and poor collection of data are both considered research misconduct. As noted in another section, you should not use another person's research without giving credit to the original author. Misrepresenting yourself is another form of misconduct. Sometimes when students have almost completed their degree they will refer to themselves as "Dr. SoandSo" when they have not yet graduated. This is considered research misconduct.

The work you do represents you and Central Michigan University. In order to maintain an honest scholarly identity it is important to pay close attention to the university's Office of Research and Sponsored Programs (ORSP) webpage. In addition, the Institutional Research Board (IRB), Institutional Animal Care and Use Committee (IACUC) and Institutional Biosafety Committee (IBC) guide researchers through university and federal requirements. You should talk with your research supervisor about all of these regulations. More information on these committees and regulations are on the ORSP webpage.

1. If you had a question about whether or not your research is being done ethically, who could you go to for advice?

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2. Your research paper is due tomorrow, but the research instrument is broken. You cannot collect the data you need. What should you do? What should you not do?

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3. You collected data in a preschool. Some of the students responded as you expected, but about 25% of the students responded differently than expected. Can you simply eliminate the data that does not support your hypothesis?

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Much of the work you do here at CMU will be completed using technology. It is important to understand computer misuse. These guidelines can be found in detail in the Responsible Use of Computing document on the CMU General Counsel website.

In short, this document explains that technology may not be used for plagiarism, illegal downloading of software and entertainment, as well as other illegal activities according to state and federal regulations. This portion of the CMU Policy on Academic Integrity applies to technology owned by CMU, but is recommended for your own technology as well. It is important to respect all copyright agreements. For example, downloading music or movies for free, using websites when there is supposed to be a charge, may be common in your home country, but is not acceptable in the US. This type of activity is watched by CMU's Office of Information Technology and can be found even on your personal computer, if it is connected to CMU wireless internet. You may not monitor another student's electronic communications such as their email or telephone calls. Any student who is found breaking responsible computing rules will not be able to use on-campus facilities and there may be additional disciplinary actions. For any questions regarding the ethical use of technology, please contact the Office of Information Technology Help Desk.

1. Instead of illegally downloading resources such as films or articles, what resources at CMU could you use to gather information at no cost?

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2. Stacey needs to use Adobe InDesign to complete her journalism project. She won't be able to use the computers on campus this weekend and needs the program on her computer. Stacey also does not have the money to pay for the download. If Stacey downloads InDesign from a website for free, is she violating the Responsible Use of Computing policy? How so?

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3. Margaret and her boyfriend, Jim, recently ended their relationship. Jim has been so upset that he decided to log into Margaret's email account to see what she is doing and who she is talking to. When Jim found email messages from someone he didn't recognize, he deleted them and logged out of Margaret's account. Is Jim violating the Responsible Use of Computing policy? How so?

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KEYWORDS

Copyright: An exclusive legal right given to the creator(s) or originator(s) of work, such as music, photos, articles, or books. The copyright keeps others from using the materials without permission.

Trademark: A registered piece of work, such as a logo, symbol, crest, or slogan, representing a company or a product. The trademark keeps others from using the work without permission.

The misuse of intellectual property is a very serious offense in the US and is punishable by federal law. This offense is most often related to illegal use of trademarked and copyrighted materials. In some countries you may be able to freely make copies of films or other intellectual properties, however, in the US this requires permission from the owner. For example, if a student were to host a fundraiser for their student organization by showing a film and charging admission, they would need permission from the person or company that holds the copyright. In addition, if the students used the logo or slogan from the film on advertisements for the event, they would also need permission due to trademark rules. For any other questions or clarifications of this policy you can refer to the ORSP's webpage.

1. Chris completed his advertising assignment to create his own newspaper front page. In order to complete the project, Chris used the BBC's logo and font. He did not ask the BBC for permission. Is Chris misusing intellectual property? How so?

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2. Katie is working on a group presentation for her biology course. She found a good clip to show to her class to describe evolution. If Katie uses the clip in her presentation, how can she give credit to the creators to make sure she is not misusing their intellectual property?

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3. If you are not sure if something is protected by copyright or trademark, where can you go to find out?

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SOCIAL VALUES IN THE CLASSROOM

Now that you have an understanding of academic integrity and dishonesty, we will take a look at social values. Social values are the shared beliefs and behaviors on our campus. The social values of the American classroom are sometimes unwritten rules and can vary from one classroom to another and from one university to another. This section of the booklet is written for students at CMU and will be specific to the culture here.

ATTENDANCE

In many countries college revolves around studying for exams. For example, in Nepal, India, and China some courses are graded based on just one or two exams. In your classes at CMU, there will be many different types of assignments to complete including written essays, labs, presentations, group work, and other learning experiences. In the US there is a greater emphasis on the application of information than in many other countries. The hands-on nature of American education prepares students to be productive members of the workplace and their communities.

In order to gain this well-rounded education, going to class and being on time are very important. In Africa, and more specifically Nigeria, attendance is required but in most cases there are no strict consequences for missing class. The *Bulletin* notes that attendance is the responsibility of the student and that CMU does not have a formal attendance policy, however, individual instructors may have their own policy. You will find that some instructors have an attendance policy in their syllabus, even counting attendance as a portion of your grade. This means that if you are absent too often your grade will go down. You could also find that some instructors do not record attendance at all. The point is, whether or not attendance is taken and counts toward your grade, you should attend class. Arriving to class late will disrupt instruction. Missing class due to absence or poor-punctuality will harm your learning and should be avoided. In addition, you should never miss class to schedule meetings with advisors or staff on campus. The professionals at CMU will schedule appointments to meet with you when you do not have class.

There are, however, times when absence must happen. For example, if you are sick and need to visit the doctor, keep a doctor's note to show your instructor. You can get a doctor's note by simply asking somebody in the doctor's office. There may also be times when class conflicts with religious holidays or family emergencies. In these instances, inform your instructor as soon as possible and you will be assisted. It is important to let your instructors know that you will be absent as soon as possible so that you are able to keep up with the course work.

1. If you are going to be absent from a class, what actions should you take?

_____

_____

_____

_____

2. Why is it bad to miss classes? What type of opportunities could you be missing if you do not attend class?

_____

_____

_____

_____

3. Lexi skipped her music class to go to a concert. Instead of accepting her mistake and taking the absence, Lexi decided to ask her neighbor to sign her name on the attendance sheet to make it look like she was there. Is what Lexi did wrong? Which part of the Policy on Academic Integrity is Lexi and her friend violating?

_____

_____

_____

_____

PARTICIPATION & COMMUNICATION

In order to be an active member of the CMU learning community, you must participate and be active in your classes. The concept of participation is also based on culture and may be difficult for you to understand and practice for a couple of reasons.

First, the format of your CMU classes will be different than classes at home. A classroom in China, Saudi Arabia, or India commonly consists of an instructor lecturing for the entire period. There are some classes in the US that are structured in the same way, but most include some sort of discussion where students are expected to participate and introduce their own ideas. Think of the American classroom as a conversation between you, your peers, and your instructor.

Second, you will notice the social distance between you and your instructor is different than in other cultures. In many Eastern countries, there is a large social distance between the student and the instructor.   For example, most of the time you would not speak to the instructor on your own for any reason, whether it is in person or via email. In the US, you are encouraged to talk respectfully and openly with all peers and instructors. For students from China or Saudi Arabia this may seem odd since debating with an instructor is not welcome. At CMU we encourage you to talk respectfully to others in the classroom and create an open flow of information.

1. Why do you think it is important to participate and contribute to discussions in class?

_____

_____

_____

_____

2. What is different about communicating with instructors in the US compared to those from your home country?

_____

_____

_____

_____

3. Asking questions and using the discussion board on Blackboard are both examples of participation. What are other examples of participating in your classes?

_____

_____

_____

_____

GROUP WORK

As we discuss American culture, which is based on each student's own work, we recognize that working together is important. You will notice that in many classes you will have to work with other students to complete assignments. Group work shows your ability to come together, talk about problems, and solve those problems. This type of work is completed in many countries but there are some differences.

In some cultures, like that of Saudi Arabia, groups are separated by gender. For example, there will be groups of all women and groups of all men. In fact, whole classrooms and schools are separated by gender in some places. In the US you will notice that your classrooms include both men work with women, and students are expected to work together in a respectful manner. Women and men in American classrooms are equal and share the same rights.

In addition people with different religious and political beliefs share equal rights. The diversity on our campus is valued and each and every individual's background and beliefs should be respected. Our differences can teach us a great deal and we come together by our desire for a high quality education.

Aside from cultural differences, group work can be challenging and conflict can occur. For example, if one group member is not working as hard as everyone else in the group, there may be problems. In order to solve problems always remember to be respectful and address issues quickly. Addressing issues quickly gives others the opportunity to fix the problem before it becomes too complicated. If your group isn't sure how to solve a problem, ask your instructor for assistance.

1. What is most different about group work in U.S. classrooms compared to your home country?

_____

_____

_____

_____

2. What challenges do you think you will face with group activities? How can you address problems with your group members in a respectful way?

_____

_____

_____

_____

3. Think about your career goals and where you would like to work in the future. Do you think you will work with diverse people? What can you do while you are at CMU to make sure you are open and accepting of diverse people?

_____

_____

_____

_____

ASKING FOR HELP

The move you are making into American education is not an easy transition. There are times when you will require help, and that should not make you feel bad about yourself. We understand that some cultures view asking for help as a sign of weakness, but in the US it is exactly the opposite. Asking for help is a sign of strength. Many students have problems that are difficult to face alone, but with our professional staff we will do our best to help you succeed.

If there is anything you should take away from this workbook, it is that help is always available to you at CMU. CMU provides many tools and services to assist students in their journey into American education. As you will see in the Resources section below, you are a part of a caring community of scholars.

RESOURCES

Academic Advising and Assistance
Ronan 250
(989) 774-7506

Career Services
Ronan 240
(989) 774-3068

Central Card Office
University Center 209
(989) 774-3484

Counseling Center
Foust 102
(989) 774-3381

English Language Institute
Ronan 350
(989) 774-1717

English Writing Centers
Park Library 400
(989) 774-2986

Anspach 003
(989) 774-1228

Wheeler (basement next to computer lab)
(989) 774-1002

Graduate Studies
Foust 100
(989) 774-4723

Health Services
Foust 200
(989) 774-6599

Help Desk Information Technology
Park Library 101
(989) 774-3662

LGBTQ Services
University Center 110
(989) 774-3637

Library Services
Park Library
(989) 774-1100

Mathematics Assistance Centers
Park Library 428
Troutman 002
(989) 774-2290

Office of International Affairs
Ronan 330
(989) 774-4308

Office of Research and Sponsored Programs
Foust 251
(989) 774-6777

Office of Student Life
University Center 111
(989) 774-3016

Police Services
Combined Services Building
(989) 774-3081

Registrar
Warriner 212
(989) 774-3261

Residence Life
University Center 201
(989) 774-3111

Scholarship and Financial Aid
Warriner 201
(989) 774-3674

Sexual Aggression Peer Advocates
Foust 150
(989) 774-2255

Student Account Services and Billing
University Center 119
(989) 774-3618

Student Affairs
Ronan 290
(989) 774-3346

Student Disability Services
Library 120
(989) 774-3018

Student Employment Services
University Center 206
(989) 774-3881

Student Ombuds
Warriner 114
(989) 774-3010

Student Service Court
University Center 119
(989) 774-3618

Student Success Centers
East:
Saxe-Herrig
(989) 774-3942
North:
Calkins-Trout
(989) 774-3947
South:
Merrill-Sweeney
(989)774-3089
Towers:
Kessler
(989) 774-6601

Undergraduate Academic Services
Warriner 123
(989) 774-3504

Campus map with the following labeled locations and parking lots:

Streets (top): LOT 1C, LOT 1D, DOUGLAS, WASHINGTON, MAIN, UNIVERSITY AVENUE, To Downtown Mount Pleasant, FRANKLIN, LANSING, FANCHER, KINNEY, ARNOLD, SOUTH MISSION, BELLOWS

Buildings and locations:
- LOT 1, LOT 2
- Northwest Apartments, LOT 1B
- Trout Hall
- Larzelere Hall
- LOT 3
- Grawn Hall
- Smith Hall
- Graduate Apartments
- Carlin Alumni House
- Rowe Hall
- Calkins Hall
- Ronan Hall
- Sloan Hall
- LOT 7, LOT 8, LOT 8, LOT 14, LOT 19
- Robinson Hall
- LOT 9, LOT 6
- LOT 20
- West Hall
- Warriner Hall
- Powers Hall
- Bovee University Center
- Health Professions Building
- LOT 12
- LOT 16
- Wightman Hall
- Barnes Hall
- LOT 10
- Finch Fieldhouse
- Medical College
- Satellite Energy Facility
- North Art Studio
- LOT 15
- University Art Gallery
- LOT 18
- Special Olympics
- EAST CAMPUS DRIVE
- 127
- One Room Schoolhouse
- PRESTON
- LOT 23, LOT 27, LOT 28, LOT 29
- Park Library
- Foust Hall
- Legal Counsel and University Events
- LOT 21, LOT 31, LOT 22
- Music Building
- LOT 33
- LIBRARY DRIVE
- Anspach Hall
- Brooks Hall
- Bush Theatre
- LOT 33
- Pearce Hall
- Dow Science Complex
- Moore Hall
- LOT 30, LOT 36, LOT 32, LOT 35
- Combined Services Building
- Power House
- LOT 39
- OTTAWA COURT
- Engineering & Technology Building
- LOT 34
- LOT 54
- CMU Police
- Cobb Hall
- Campbell Hall
- Kesseler Hall
- LOT 56
- Education Building
- Washington Apartments
- CALUMET COURT
- LOT 51
- Troutman Hall
- Wheeler Hall
- The Towers
- Kulhavi Hall
- Carey Hall
- LOT 41, LOT 43, LOT 40, LOT 42
- OJIBWAY COURT
- Merrill Hall
- Sweeney Hall
- Woldt Hall
- Emmons Hall
- LOT 52, LOT 55
- LOT 44, LOT 45, LOT 46, LOT 50, LOT 53
- Fabiano Hall
- Celani Hall
- Saxe Hall
- Beddow Hall
- Thorpe Hall
- LOT 47
- Herrig Hall
- Public Broadcasting Center/Welcome Center
- BROOMFIELD ROAD
- Kewadin Apartments
- KEWADIN DRIVE
- Events Center/McGuirk Arena
- LOT 61
- Ryan Hall
- Student Activity Center
- LOT 62W, LOT 62E
- To Intramural Fields: Softball, Football, Soccer, Rugby (Lots 65, 67)
- Varsity Softball Field
- Indoor Athletic Complex
- ANN ARBOR RAILROAD
- Bennett Field Track
- Kelly/Shorts Stadium
- LOT 70
- LOT 64, LOT 63
- Grounds/Salt Storage Facility
- Television Tower
- LOT 66
- Theunissen Stadium
- LOT 69
- Grounds/CHIP Building
- WEST CAMPUS DRIVE
- EAST CAMPUS DRIVE
- SOUTH MISSION

Left side streets: WEST CAMPUS DRIVE, HOPKINS, GLEN, RIDGE, HIGHLAND, MEADOW, CRESCENT, SUNSET, STOCKMAN, EDGEWOOD

Compass: N, W, E, S

This Policy applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses).

1. ACADEMIC INTEGRITY

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

A breakdown of behaviors that constitute academic dishonesty is presented below. The definitions and clarifications are meant to provide additional information and examples of these behaviors. They are not intended to be all-inclusive. Questions regarding this policy or requests for additional clarification can be directed to the Office of Student Life or the College of Graduate Studies.

2. ACADEMIC DISHONESTY INCLUDES:

A. Cheating on Examinations Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.

Clarification
1. Students completing any type of examination or evaluation are prohibited from looking at another student's materials and from using external aids of any sort (e.g., books, notes, calculators, and conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.
2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places.
3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

B. Plagiarism Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

Clarification
1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

C. Fabrication, Forgery and Obstruction Definition

Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.

Clarification

1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.
4. Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

D. Multiple Submission Definition

Multiple submission is the submission of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.

Clarification

1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.
2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it PRIOR to the submission of the current endeavor.
4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

E. Complicity Definition

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarification

1. Students may not allow other students to copy from their papers during any type of examination.
2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.
3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

F. Misconduct in Research and Creative Endeavors Definition

Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification

1. Students may not invent or counterfeit information.
2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.
3. Students may not represent another person's ideas, writing or data as their own.
4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.

6. Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.
7. Students may not conceal or otherwise fail to report any misconduct involving research, professional conduct, or artistic performance of which they have knowledge.
8. Students must abide by the university's Policy on Research Integrity where applicable, which can be found under Policies at the following web address:
www.orsp.cmich.edu. Applicability of this policy for students is found under I.
GENERAL PROVISIONS, A. Applicability, number 3.

G. Computer Misuse Definition
Misuse of computers is disruptive, unethical, or illegal use of the university's computer resources, including any actions which violate the university's Rules for Computing and Networking Resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.
Clarification
1. Students may not use the university computer system in support of any act of plagiarism.
2. Students may not monitor or tamper with another person's electronic communications.
3. Students may not use university computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.

H. Misuse of Intellectual Property Definition
Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.
Clarification
Students may not violate the university policy concerning the fair use of copies.
This can be found under Policies at the following web address:
www.orsp.cmich.edu.

3. ETHICAL AND PROFESSIONAL BEHAVIOR
Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

4. DISCRETION OF INSTRUCTORS
Since the circumstances in which allegations of academic misconduct arise are many and varied, no single process will be appropriate to every situation. The procedures offered below are meant to cover the majority of situations. However, reasonable deviations from these procedures may be appropriate, so long as they are consistent with the following guiding principles:
• Students must be informed about the nature of and basis for any allegations of academic misconduct and the consequences that may be imposed.
• Students have a right to contest any allegations of academic misconduct, and to provide their side of the story to the instructor.
• Once the instructor has considered the evidence and considered anything that the student may say on his or her own behalf, the instructor has the right to exercise her or his professional judgment in determining whether the student has engaged in academic misconduct, and to determine the consequences of such misconduct on the student's grade for the assignment and/or the course.
• A student accused of academic misconduct has a right to appeal the instructor's decision once s/he has discussed the matter with the instructor.
• All parties should act in a reasonably prompt manner, given the circumstances.
Nothing in this policy shall prohibit an instructor from informally discussing a student's work with the student to determine whether academic misconduct has occurred, or to educate the student about standards of academic integrity, without or prior to accusing the student of engaging in academic misconduct. It is recognized that some cases of academic misconduct may be borderline, accidental, or minor. Instructors are free to address such cases as occasions for further education rather than allegations of misconduct. For example, it would be consistent with this policy for an instructor to forgo the procedures outlined below and simply educate a student who has engaged in what appears to

the instructor to be minor, borderline, or accidental academic misconduct, and to allow the student to redo the work (for full or partial credit) so as to avoid any question of academic integrity.

5. ACADEMIC CONSEQUENCES OF VIOLATIONS OF THE POLICY ON ACADEMIC INTEGRITY

A student is not permitted to withdraw from a course in which an instructor has imposed academic consequences (such as a reduction in grade) for academic misconduct. The instructor shall exercise his or her professional judgment in determining the appropriate academic consequences of the violation. Academic consequences may include a warning or reprimand, a requirement to resubmit work (with or without an additional reduction in grade for the assignment), a lowering of the grade for the assignment (including withholding of any credit for the assignment), or a lowering of the grade for the entire course (including failing the course).

In addition, instructors are encouraged to report serious incidents of academic misconduct to the Office of Student Life or the College of Graduate Studies for formal proceedings seeking disciplinary sanctions under the Code of Student Rights, Responsibilities and Disciplinary Procedures.

6. PROCEDURES FOR HANDLING ALLEGED VIOLATIONS OF THIS POLICY

A. Initial Notification

If an instructor believes that a student has committed a violation of the Policy on
Academic Integrity, the instructor will attempt to contact the student within a reasonable period of time (normally ten (10) university business days) to notify the student of the suspected violation of the Policy on Academic Integrity. This contact may be in written form (including e-mail), by phone, or in person. In any case, the instructor should convey to the student the following information:

- A description of the nature of the alleged violation (e.g., plagiarism on a term paper; looking at another student's work on an exam, etc.);
- The basis for believing that the student has violated the Policy (e.g., a Turnitin originality report, a description of a report made by someone who observed the academic misconduct, etc.);
- The academic consequences that the instructor may impose if s/he concludes that there is sufficient evidence that academic misconduct has occurred;
- An offer to discuss the matter further and to respond to the allegations. Depending on the circumstances, this further discussion may occur at a separate time, or it may be continuous with the initial notification. The discussion may take place in person, via email, or by phone. If the student declines to discuss the matter with the instructor, then s/he forfeits the right to appeal the instructor's decision.

The instructor is encouraged to keep a record of this contact.

B. Discussion between Instructor and Student

The instructor will offer the student an opportunity to discuss the allegation of academic misconduct, and to present any evidence or other information on his or her behalf. This discussion may be continuous with the initial contact, or it may occur at a later time. It may take place by phone, email, or in person. The instructor will determine the most appropriate format for this discussion, taking into account the details of the situation and the student's availability and preferences about how the discussion is to be conducted.

If this discussion occurs during a face-to-face meeting, either the instructor or the student may request that a representative of the Ombuds office or a mutually agreeable third party attend to serve as a neutral facilitator or observer. However, neither the instructor nor the student may be represented or accompanied by an attorney or any other advisor.

Regardless of the format of this discussion, the student will be provided the opportunity to respond to the allegation and to explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.

C. Determination of Academic Consequences of Violation

After either (1) the instructor and student have discussed the alleged violation of the Academic Integrity Policy, or (2) the student has admitted that s/he violated the Academic Integrity Policy, or (3) the student has declined to discuss the violation, then the instructor will exercise his or her professional judgment in determining whether a violation has occurred, and, if so, what academic consequences are appropriate and what grade is appropriate for the assignment and course. Once this decision has been made, the instructor should communicate his/her decision to the student

in writing. This may be done through regular mail, campus mail, email, or hand delivery to the student. The instructor should retain a copy of this communication. Instructors are encouraged to report serious violations of the Policy on Academic Integrity to the Office of Student Life or the College of Graduate Studies, and to include a copy of this communication in the report.

If the student wishes to discuss the allegations but it is not possible to have this discussion before grades are due, or if the instructor is unable to contact the student before grades are due, the instructor shall determine whether to (1) forgo submitting a grade for the student or (2) submit a grade which has been lowered to reflect the consequences of academic misconduct. If the instructor decides not to submit a grade until the matter is resolved, the system will assign a grade of "N," which the instructor will remove once the discussion with the student has occurred. If the instructor submits a grade before a discussion with the student occurs, the instructor should notify the student of this decision and offer to discuss the matter. If, as a result of the discussion, the instructor determines that the evidence of the violation was faulty or insufficient to warrant a determination of academic misconduct, or if s/he determines that mitigating factors presented by the student warrant a less serious academic consequence than was reflected in the grade submitted, then s/he will file a change of grade request. In such a case, the instructor should communicate this decision to the student.

D. Appeal of an Instructor's Decision

A student may appeal the instructor's decision that a violation of the Policy has occurred, and/or the academic consequences imposed by the instructor. However, if a student has refused to discuss the matter with the instructor, s/he forfeits the right to such an appeal.

The appeal must be submitted in writing to the instructor and to the dean (or his/her designated representative, e.g., an associate dean) of the college in which the violation occurred no later than ten (10) university business days after the instructor notifies the student of her/his final decision, or ten (10) university business days after the final course grades have been posted, whichever is earlier. However, if a discussion between the student and instructor has been scheduled to be held after grades are submitted, then the student shall have ten (10) university business days after the student has been notified of the instructor's decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college. The written statement of appeal must state: the name of the person appealing, the basis of the appeal, the instructor making the decision from which the appeal is made, and the remedy which the person appealing is requesting from the dean.

As soon as practical, the dean will convene a committee composed of faculty and students to hear the appeal and to make a recommendation to the dean. The dean will designate one member of the committee as the Proceedings Officer. The role of the committee is to advise the dean.

The student and the instructor are each permitted to have an advisor of his or her choice present at the hearing of the appeal. If either party's advisor is an attorney, that party must notify the Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor's role is limited to providing advice to the student or instructor. The advisor is not permitted to ask or answer questions or make oral arguments.

The Proceedings Officer is responsible for notifying members of the appeals committee of the appeal and for setting a time and place for holding a meeting of the appeals committee. The Proceedings Officer will provide notice of time and place of the meeting of the appeals committee to the student, instructor, and other University persons deemed appropriate by the Proceedings Officer.

The Proceedings Officer will retain the documentary evidence introduced at the hearing, as well as the record made of the hearing; these materials will be available to the appeals committee during its deliberations, and will be forwarded to the Dean with the committee's recommendation.

The appeals committee has the discretion to establish hearing procedures which are appropriate to the circumstances, fair to all parties involved, and respectful of the values of academic integrity. Normally, the participants in the appeals hearing will appear in person; however, in unusual cases, the appeals committee may allow participation by telephone.

The purpose of the appeals committee is to determine whether the instructor abused his or her professional discretion in finding that academic misconduct occurred and/or in the choice of academic consequences for such misconduct. It is not the purpose of the appeals committee to substitute its judgment for that of the instructor. It is not the purpose of

the appeals committee to decide whether it would have reached the same decision had it been the instructor. It is not the function of the appeals committee to rehear the charges against the student. The burden of proof shall be upon the student to show that there was insufficient basis for a reasonable instructor to find that academic misconduct occurred, and/or that the instructor's selection of academic consequences for the misconduct was arbitrary, capricious, or grossly unjust (e.g., a clear departure from the instructor's announced polices). The appeals committee may:

- Uphold the instructor's decision.
- Find that the facts of the situation could not provide a reasonable instructor with sufficient basis for finding that academic misconduct occurred, and recommend that the dean of the college set aside the finding or determine the facts differently.
- Find that the instructor's selection of academic consequences for the violation was arbitrary, capricious, or grossly unjust, and recommend that the dean of the college set aside the academic consequences or impose a different academic consequence.

After receiving this recommendation the dean will either sustain or deny the appeal. The dean's decision will be in writing. The dean's decision will be final. If it is necessary pending the resolution of an appeal, the student will be assigned a deferred grade.

E. Formal Proceedings in the Office of Student Life or the College of Graduate Studies
If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the Office of Student Life or the College of Graduate Studies for the consideration of additional sanctions. The following procedures will be followed.

1. The instructor will inform the student that formal proceedings in the Office of Student Life or the College of Graduate Studies are being requested.
2. The instructor will forward all documentation supporting the allegation of violation to the Office of Student Life or the College of Graduate Studies with a cover letter describing the situation. Examples of documentation include the course syllabus, quiz or exam, assignment, source of plagiarism.
3. The "Code of Student Rights, Responsibilities and Disciplinary Procedures" will govern the sanctions which can be imposed, and the appeal process.
4. The Office of Student Life or the College of Graduate Studies will determine a sanction and will notify the instructor of its determination.
5. This sanction will be recorded on the student's permanent disciplinary record, subject to release only under the terms of the Family Educational Rights and Privacy Act.

F. Proceedings With a Department or Program
1. Departmental or Program Action
   a. In cases where an instructor judges a student to have violated the Policy on Academic Integrity, that person is encouraged to report the incident to the chair of the department or unit in which the student's program is housed.
   b. Departments and programs will follow their internal procedures for deciding whether the student's status in the academic program should be reviewed because of the violation of the Policy on Academic Integrity and, if so, what review process will take place.
2. Appeal of Departmental or Program Action
   A record of the department, program and / or college decision and appeal (if any) will be part of the file on the violation of Policy on Academic Integrity maintained by the Office of Student Life or the College of Graduate Studies.

Passed by Academic Senate 05/05/09

Criterion 3 Evidence
Succeeding in Amer Higher Ed – English

SUCCEEDING IN AMERICAN HIGHER EDUCATION

Second Edition
Academic Affairs
Central Michigan University

Claudia Douglass
Vincent Cavataio

CMU
CENTRAL MICHIGAN
UNIVERSITY

TABLE OF CONTENTS

INTRODUCTION

Welcome to Central Michigan University! Central Michigan University is a dynamic community of learners dedicated to academic excellence, high quality research, creative and scholarly endeavors that enrich lives and transform our world. We embrace our tradition of excellence in education and challenge ourselves to address the intellectual and cultural needs of ever-evolving state, national and global societies. In CMU's Strategic Plan, the first priority is to ensure student success by fostering the development of each student into a responsible and respectful global citizen.

Now that you have made the journey into the American education system, you have likely noticed that many things are different, for example restaurants, technology and even your housing. For many international students, the culture of education in the US is quite distinct. It can be difficult to adjust to this lifestyle but CMU is here to support you and your education.

In order to support you in your educational endeavors there are some policies you should understand. For international students, we recognize that academic integrity is partially rooted in culture. So, it is crucial we introduce you to an American understanding of the classroom and to CMU's Policy on Academic Integrity. Remember, these differences in policy may be cultural. As global citizens at CMU, we recognize that Western ethics are not necessarily any better than Eastern ethics, they are simply what we abide by in the US. Understanding and celebrating our differences will allow you to add your diverse perspective to our community in an ethical manner!

Vincent P. Cavataio
Graduate Student

ACADEMIC INTEGRITY AT A **GLANCE**

KEYWORDS
Ethical: Involving questions of right and wrong behavior
Integrity: A quality of being consistently honest

What is academic integrity and why does CMU have a Policy on Academic Integrity? Integrity means being consistently honest. Academic integrity means being honest in your academic studies. You are not only expected to be honest yourself, but you must also help to prevent dishonesty. Academic integrity is a cornerstone of the University's commitment to ensuring student success beyond the classroom and into ethical lives. Students are responsible for understanding and upholding professional standards. In the academic community the high value placed on truth means that we do not tolerate dishonesty; we require integrity.

Because academic integrity is essential to success at the University, students are responsible for understanding and upholding the Academic Integrity Policy. Written or other work which students submit must be the product of their own efforts and must be consistent with standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

Behaviors that constitute academic dishonesty are described in this text. The definitions and clarifications are meant to provide additional explanation and examples of these behaviors. Contact the Office of Student Life or the College of Graduate Studies if you have questions regarding this policy or need additional clarification.

Academic dishonesty at CMU includes, but is not limited to:
1) Cheating on exams and quizzes
2) Plagiarism
3) Fabrication, forgery & obstruction
4) Multiple submissions of work
5) Complicity
6) Misconduct in research & creative endeavors
7) Computer misuse
8) Misuse of intellectual property

REFLECTION
1. *Did you have a formal academic integrity policy in your home country?*

2. *Why does CMU have an academic integrity policy?*

3. *How do you think the academic integrity policy will help you?*

CHEATING ON EXAMINATIONS & QUIZZES

CMU Policy on Academic Integrity section 2A

In the US, exams and quizzes are typically completed on an individual basis. The purpose of an examination is to test your knowledge, not your neighbor's or your friend's. This means that there is no communication with others, no use of technology, and no referring to notes when taking exams. There can, however, be a few exceptions to those rules.

How do you know if an exam is open-note or to be taken with a partner? Your instructor will tell you this information, but if something is unclear, always check the syllabus or ask for clarification. It is better to check with your instructor than to find yourself in trouble for cheating.

The CMU Policy on Academic Integrity defines cheating on exams or quizzes as, "…using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor."

In some countries, examinations and quizzes may be treated differently than in the US. For example, while cheating on exams or quizzes may be frowned upon in your home country, it may not warrant strict discipline. In some cases students openly cheat to get ahead and it is overlooked. In the US If a student is caught cheating on an exam or quiz he or she can expect to receive a failing grade on the examination and possibly in the course.

"COUNTING ON YOUR OWN KNOWLEDGE IS THE ONLY WAY TO ENSURE SUCCESS."

REFLECTION

1. What are some ways you can prepare for exams?

2. If you are not sure whether you can use your notes or work with a partner on an exam, how can you learn the rules for the exam?

3. What should you do if you know someone is cheating on an exam?

PLAGIARISM
CMU Policy on Academic Integrity section 2B

KEYWORDS
Plagiarism: Using words or ideas as your own when they really belong to another person.
Citation: A way to note the ideas or words of another person.
Self-plagiarism: Reusing your own words or ideas without properly citing previous use.

In the US, there is a greater emphasis on success and recognition at the individual level, more than the success of a group. Thus, when completing assignments it is crucial to use your own ideas and words. At CMU, we value innovation and diverse thinking, so feel empowered to express yourself.

Plagiarism is presenting someone else's work as your own. When the work belongs to someone else, such as that in a publication, website, or book, you must give credit to the author.

This applies to the use of papers, reports, projects, photographs, music, and videos. You are not allowed to have another person do any of your work, nor are you allowed to take another person's work and use it as your own. At CMU, we value individual thoughts and new ideas. You may be wondering, why do students plagiarize since it is such a bad thing to do?

One of the reasons students may plagiarize is because they are afraid to fail. These students are frightened to use their own ideas because they do not want to be incorrect, especially in the presence of an instructor or peers. Remember, being wrong and failing is a part of learning that we cannot get around. In order to grow as a student and a professional you must use your own words and ideas to demonstrate understanding.

Often times, students plagiarize accidentally because they do not know how to use another scholar's words the right way. You may be wondering when is it OK to use another person's words or ideas and how to do it ethically? It is OK to include someone else's work with your own if the other person's work is cited properly. When using another scholar's ideas in your paper or presentation you must cite the work, using the style for your area of study. If you use a short selection of exact words from another work, you need to use quotation marks around those words in addition to the appropriate citation. The appropriate citation will include the name of the author and the year of the publication, and page number. The type of citation you will use and where it will be placed will vary based on the course you are taking. Each type of format comes with a set of rules, which can be found in manuals and webpages, such as the CMU Writing Center. If you are unsure which citation style to use, check the syllabus or ask your instructor for clarification.

Another reason students may plagiarize is because in some countries using your own words is not very important and it may even be negative. For example, in collectivist countries such as China, it is a sign of respect and understanding to use your professor's words in your own work. In other countries such as Saudi Arabia, India or Nepal there is a greater emphasis on examinations and less so on writing or presentations, meaning that instructors may not look at your work carefully enough to know that parts are plagiarized. In some countries like the US, Nigeria, and Ghana, plagiarism in any regard is ethically unacceptable and there are laws that prohibit plagiarism.

If you plagiarize, you can expect to earn a failing grade on the assignment as well as in the course. It is also likely that the student will face other academic discipline. If you believe you have been wrongfully accused of plagiarism, stay calm and speak to your instructor. The easiest way to avoid all of this stress is to use your own words and follow university policy.

REFLECTION
1. In your own words, why do you think plagiarism is unethical?

2. Morgan is having trouble with her paper in her biology class. She is considering searching online for someone to write the paper for her. Is it OK for Morgan to hire someone else to write her paper? Where would you tell Morgan to go on campus to get help with her writing?

FABRICATION, FORGERY, & **OBSTRUCTION**
CMU Policy on Academic Integrity section 2C

KEYWORDS
Fabrication: The use of invented, false, or altered information or materials.
Forgery: Faking documentation, such as a fake signature or letter.
Obstruction: A dishonest act that limits the educational opportunity of another student. Any behavior that keeps another student from completing his or her work.

This category of academic integrity is probably quite similar to your own cultural expectations. Upholding your own standards for quality, honest work will allow others to more easily trust you as a scholar. You will notice that each of the three sub-sections reflect the importance of ethics and integrity in your work.

Fabrication is the use of invented, false, or altered materials or information. For example, if you were absent from a laboratory section and unable to complete the lab activity you can not write a lab report to earn a grade. Even though you completed the lab report, it is still dishonest since you were not actually present to collect the data.

Similar to fabrication, forgery is copying images, documents, or signatures without permission. For example, if you did not attend class and told your instructor that you were ill, some instructors would expect you to show them a doctor's note. On occasion, some students have written their own doctor's notes or made them up without actually seeing a doctor. This is considered forgery since a doctor did not sign the note for you. Forging a signature on a letter is illegal.

Obstruction is a dishonest act that limits the educational opportunities of another student. For example, it would be unethical to steal another student's music so that he or she could not perform. It is unethical to keep another student from doing his or her best work by changing or destroying their work. It is also wrong to prevent another student from accessing the resources needed to complete an assignment. For example using library materials and not returning them or hiding them is dishonest and potentially harmful to other students. Damaging computer files or stealing reference material is also obstruction.

One more area that you should also be aware of is bribes, favors, and threats. Students may not bribe, offer favors to, or threaten anyone with the purpose of affecting a grade or the evaluation of academic performance. For example, a student should not bribe another student to write a lab report by offering money. It is also unethical to show preference to, or ask favors of, another student for academic gains. Finally, threatening others to do something for you, like changing a grade or completing an assignment is also wrong.

REFLECTION
1. For Deja's sociology class she has to attend a speech on campus and write a paper about it. Deja has a meeting for her student group at the same time as the speech and has decided not to go to the speech. Deja still wrote a paper and turned it in for a grade even though she did not go to the speech. Is Deja being honest with her work? Why are her actions wrong?

2. Jose has a painting due in an art class. He is working late and needs a certain type of brush. He sees that Sylvia has a brush and just takes it. He uses it and never returns it to her. The next day, she cannot finish her painting because she doesn't have the brush she needs. How has Jose kept Sylvia from doing her best?

3. Jeff has been very busy lately and does not think he has time to attend a concert and write a review of it for his music class. Since Jeff's girlfriend, Ava, will be at the concert anyway he asks her to do the assignment for him. Jeff told Ava that if she went to the concert and wrote the paper he would give her $50 and do one of her assignments next week. Are Jeff and Ava being academically honest? Why are their actions wrong and what type of dishonesty is this?

MULTIPLE **SUBMISSION**
CMU Policy on Academic Integrity section 2D

Each assignment you complete in a course is a demonstration of your understanding and application of that subject material. While we understand that some courses may have overlap in content, any assignment can only be used once. Students cannot re-use assignments or research for multiple classes.   Do not duplicate any part of an assignment or research paper and use it again without properly citing it. If you believe that you can add to a previous assignment in ways that demonstrate your understanding be sure to ask your instructor for permission before you turn in the assignment. Remember, multiple submission and self-plagiarism are the same offense. At CMU, many instructors use sophisticated systems to check for plagiarism and have the ability to detect self-plagiarism through multiple submissions as well.

In addition, sharing your essays, research, or other academic materials with peers is prohibited. For example, some international students have made the mistake of asking American students for old papers to submit as their own. While these students did present well-written work, it was not their own and had already been used. This situation not only breaks CMU's Policy on Academic Integrity under the category of multiple submission, but it is also considered plagiarism. To be safe, always be honest and do your assignments in a way that shows your honesty and understanding.

REFLECTION

1. *How could submitting your work for credit, more than once, harm your education?*

2. *Maxwell has been assigned a lab in his chemistry course. Maxwell remembers that a couple of years ago he completed a very similar lab at his undergraduate university. Instead of doing the lab over again, Maxwell decides to submit his lab report from his other university to his instructor. Are Maxwell's actions academically honest? What is Maxwell doing wrong?*

COMPLICITY
CMU Policy on Academic Integrity section 2E

Education in the US is based on each student's success on an individual basis. This culture is reflected in colleges and universities where students are expected to produce their own work. The standards of integrity apply not only to you producing your own work, but also to ensuring that you do not aid in another's wrongdoings. Complicity means that a person is somehow involved in another's unethical conduct and it is not tolerated. If you know of unethical behavior do not sit by idly, report it to an instructor or staff member in the department.

Complicity can be especially complicated when considering cultural influence. For example, in China or Saudi Arabia students may work together very closely on exams or quizzes. While working together one student may share his or her solutions to the exam, allowing one student to copy another's answer. This type of behavior may be passively permitted in some cultures, but is not tolerated in the US. In this example, since one student is aiding another student in dishonesty, it is considered complicity. Another example of complicity would be allowing a friend to copy your math homework or a lab report.

Complicity can be a confusing topic because students should help other students learn and the boundaries can be fuzzy. We do not want to discourage you from seeking assistance from your peers, but we do want to be sure that each student is producing his or her own work. So long as you are not assisting another student in being academically dishonest, we encourage you to work with those in your community!

REFLECTION

1. *How would you know if you were breaking the complicity policy?*

2. *Can you think of examples where you ethically worked together with your peers?*

3. *You are in a large class that has many sections, your friend is scheduled to take a test in the afternoon and you take it in the morning. Your friend asks you what was on the test. Is it dishonest to tell him anything about the test items or content?*

MISCONDUCT IN RESEARCH & **CREATIVE ENDEAVORS**

CMU Policy on Academic Integrity section 2F

The guidelines in this section of the CMU Policy on Academic Integrity are common throughout many cultures and may feel familiar to you. Research and creative endeavors are universally important pieces of your scholarly identity both in the US and abroad.

You may be wondering what is misconduct in research or creative endeavors. Unfortunately, there are many ways that misconduct may occur. For example, altering research data and irresponsible collection of data are both considered research misconduct. As noted in another section, you should not use another person's research without giving credit to the original author. Misrepresenting yourself is another form of misconduct. Sometimes when students have almost completed their degree they will refer to themselves as "Dr. SoandSo" when they have not yet graduated. This is considered research misconduct.

The work you do represents you and Central Michigan University. In order to maintain an ethical scholarly identity, it is important to pay close attention to the university's Research Integrity and Misconduct Policy, which can be located on the General Counsel website and can be found on the Office of Research and Sponsored Programs (ORSP) webpage. In addition, the Institutional Research Board (IRB), Institutional Animal Care and Use Committee (IACUC) and Institutional Biosafety Committee (IBC) guide researchers through university requirements. For more information on the committees and regulations you can visit the ORSP webpage.

REFLECTION
1. *If you had a question about whether or not your research is being done ethically, who could you go to for advice?*

2. *Your research paper is due tomorrow, but the research instrument is broken. You cannot collect the data you need. What should you do? What should you not do?*

3. *You collected data in a preschool. Some of the students responded as you expected, but about 25% of the students responded differently than expected. Can you simply eliminate the data that does not support your hypothesis?*

COMPUTER **MISUSE**

CMU Policy on Academic Integrity section 2G

Much of the work you do here at CMU will be completed using technology. Thus, it is important to understand computer misuse. These guidelines can be found in detail in the Responsible Use of Computing policy on the website of the General Counsel.

In short, this document explains that technology may not be used for plagiarism, illegal downloading of software and entertainment, as well as other illegal activities in accordance with state and federal regulations. This portion of the CMU Policy on Academic Integrity applies to technology owned by CMU, but is recommended for your own technology as well. For example, downloading music or movies for free when there is supposed to be a charge using websites may be common in your home country, but is not acceptable in the US. This type of activity is monitored by CMU's Office of Information Technology and can be traced to your personal computer, so long as it is connected to the CMU internet.

Any student who is found breaking responsible computing rules will lose access to campus facilities and suffer further disciplinary actions. For any questions regarding technology please contact the Office of Information Technology Help Desk.

REFLECTION
1. *Instead of illegally downloading resources, what resources at CMU could you use to gather information at no cost?*

2. *Stacey needs to use Adobe InDesign to complete her journalism project. She won't be able to use the computers on campus this weekend and needs the program on her computer. Stacey also does not have the money to pay for the download. If Stacey downloads InDesign from a website for free, is she violating the Responsible Use of Computing policy? How so?*

MISUSE OF
INTELLECTUAL
PROPERTY

CMU Policy on Academic Integrity section 2H

KEYWORDS
Copyright: An exclusive legal right given to the creator(s) or originator(s) of work, such as music, photos, articles, or books. The copyright keeps others from using the materials without permission.
Trademark: A registered piece of work, such as a logo, symbol, crest, or slogan, representing a company or a product. The trademark keeps others from using the work without permission.

The misuse of intellectual property is a serious offense in the US and is punishable by federal law. This offense is most closely related to illegal use of trademarked and copyrighted materials. For example, in some countries you may be able to freely make copies of films or other intellectual properties, however, in the US this requires permission from the owner. For any questions or clarifications of this policy contact the Office of Research and Sponsored Programs.

REFLECTION
1. Chris completed his advertising assignment to create his own newspaper front page. In order to complete the project, Chris used the BBC's logo and font. He did not ask the BBC for permission. Is Chris misusing intellectual property? How so?

2. If you are not sure if something is protected by copyright or trademark, where can you go to find out?

ATTENDANCE

In many countries higher education revolves around memorization and regurgitation of information for comprehensive examinations. For example, in Nepal, India, and China some courses are graded based on one cumulative examination. In these countries, the focus is placed on memorization of theory. In the US there is a greater emphasis on the application and understanding of information, even at the undergraduate level. The hands-on nature of American education prepares our students to be productive members of their communities.

In order to gain this well-rounded education, attendance and punctuality are very important. The *Bulletin* notes that attendance is the responsibility of the student and that CMU does not have a formal attendance policy, however, individual instructors may have their own policy. You will find that some instructors have an attendance policy in their syllabus, even counting attendance as a portion of your grade. You may also find that some instructors do not count attendance whatsoever, but still expect you to attend. The point is whether or not attendance is taken and counts toward your grade, you should attend class. You should always come to class on time, arriving to class late will hinder your educational opportunities.

Missing class time due to absence or poor-punctuality is detrimental to your learning at CMU and should be avoided when possible. In addition, you should never miss class to schedule meetings with advisors or staff on campus. The professionals at CMU will work with your academic schedule, should you want assistance.

There are, however, times when absence is unavoidable. For example, if you are ill and need to visit the doctor, keep documentation of your visit to show your instructor. There may also be times when class conflicts with religious holidays or family emergencies. In these instances, inform your instructor as soon as possible and you should be reasonably accommodated. It is crucial to let your instructors know that you will be absent as soon as possible so that you can make arrangements to get notes and assignments in advance.

REFLECTION
1. If you are going to be absent from a class, what actions should you take?

SOCIAL VALUES IN THE CLASSROOM

Now that you have an understanding of academic integrity and dishonesty, we will take a look at social values. Social values are the shared beliefs and behaviors practiced on our campus. The social values of the American classroom are sometimes unwritten rules and can vary from classroom to classroom and institution to institution. This section of the booklet is geared toward students at CMU and will be specific to our culture.

PARTICIPATION & COMMUNICATION

In order to be an active member of the CMU learning community, your classroom participation is central to your success. The concept of participation is culturally influenced and may be difficult for you to understand and practice for a couple of reasons.

First, the format of your classes at CMU will be noticeably different from those in your home country. A classroom in China, Saudi Arabia, India, and most of Africa commonly consists of an instructor lecturing for the entire class period with little or no student interaction. There are some classes in the US that are structured in the same manner, but most include a discussion component where students are expected to participate and introduce their own ideas. Think of the American classroom as a conversation between you, your peers, and your instructor.

Second, you will notice that the social distance between yourself and your instructor is different from that at home. In many Eastern countries, there is a large social distance between the student and the instructor. In fact, most of the time you would not talk to the instructor on your own for any reason, whether it is in person or via e-mail. In the US students are encouraged to communicate respectfully and openly with all peers and instructors. For students from China or Saudi Arabia this may seem peculiar since debating with an instructor is discouraged. At CMU we encourage you to respectfully challenge others in the classroom and create an open flow of information.

REFLECTION
1. *Why do you think it is important to participate and contribute to discussions in class?*

2. *What is different about communicating with instructors in the US compared to those in other countries?*

GROUP **WORK**

As we discuss American culture, we recognize that working together is important. You will notice that in many classes, you will have to work with other students to complete assignments. Group work demonstrates your ability to come together and facilitate effective communication and problem-solving skills. Group work is a part of higher education in other countries, but comparatively, there are some key differences.

In some collectivist cultures, like that of Saudi Arabia, groups are segregated by gender. In fact, whole classrooms and schools are segregated by gender. In the US you will notice that your classrooms have both men and women, and all students are expected to work together in a respectful manner. Women and men in American classrooms are equal and share the same rights and responsibilities.

In addition people with different religious and political beliefs share equal rights. The diversity on our campus is valued and each and every individual's background and beliefs should be approached with respect. Our differences can teach us a great deal and we are united by our desire for first-class education.

Sometimes conflicts occur when students work in groups. For example, if one group member is not working as hard as everyone else in the group, there may be problems. In order to solve problems always remember to be respectful and address issues quickly. Addressing issues quickly gives others the opportunity to fix the problem before it becomes too complicated. If your group isn't sure how to solve a problem, ask your instructor for assistance.

REFLECTION

1. What is most different about group work in U.S. classrooms compared to your home country? How can these diverse opinions help you grow as a student and professional?

2. Think about your career goals and where you would like to work in the future. Do you think you will work with diverse people? What can you do while you are at CMU to make sure you are open and accepting of diverse people?

ASKING FOR **HELP**

The move you are making into American education is not an easy transition. There are times when you will require assistance, and that should not make you feel bad about yourself. We understand that some cultures view asking for help as a sign of weakness, but in the US it is exactly the opposite. Asking for help is a sign of strength. Many students encounter challenges that are difficult to face alone, but with our professional staff we will do our best to ensure your success.

If there is anything you should take away from this booklet, it is that help is always available to you at CMU. CMU provides many tools and services to assist students in their journey into American education. As you will see in the Resources section of this text, you are part of a caring community of scholars.

RESOURCES

ACADEMIC ADVISING AND ASSISTANCE
Ronan 250 p:(989) 774-7506

Career Services
Ronan 240 p:(989) 774-3068

Central Card Office
University Center 209 p:(989) 774-3484

Counseling Center
Foust 102 p:(989) 774-3381

English Language Institute
Ronan 350 p:(989) 774-1717

English Writing Centers
Park Library 400 p:(989) 774-2986
Anspach 003 p:(989) 774-1228
Wheeler (basement next to computer lab)
p:(989) 774-1002

Graduate Studies
Foust 100 p:(989) 774-4723

Health Services
Foust 200 p:(989) 774-6599

Help Desk Information Technology
Park Library 101 p:(989) 774-3662

LGBTQ Services
University Center 110 p:(989) 774-3637

Library Services
Park Library p:(989) 774-1100

Mathematics Assistance Centers
Park Library 428/Troutman 002
p:(989) 774-2290

Office of International Affairs
Ronan 330 p:(989) 774-4308

Office of Research and Sponsored Programs
Foust 251 p:(989) 774-6777

Office of Student Life
University Center 111 p:(989) 774-3016

Police Services
Combined Services Building
p:(989) 774-3081

Registrar
Warriner 212   p:(989) 774-3261

Residence Life
University Center 201 p:(989) 774-3111

Scholarship and Financial Aid
Warriner 201 p:(989) 774-3674

Sexual Aggression Peer Advocates
Foust 150 p:(989) 774-2255

Student Account Services and Billing
University Center 119 p:(989) 774-3618

Student Affairs
Ronan 290   p:(989) 774-3346

Student Disability Services
Library 120 p:(989) 774-3018

Student Employment Services
University Center 206 p:(989) 774-3881

Student Ombuds
Warriner 114 p:(989) 774-3010

Student Service Court
University Center 119 p:(989) 774-3618

Student Success Centers
   East:
   Saxe-Herrig
   (989) 774-3942
   North:
   Calkins-Trout
   (989) 774-3947
   South:
   Merrill-Sweeney
   (989)774-3089
   Towers:
   Kessler
   (989) 774-6601

Undergraduate Academic Services
Warriner 123 p:(989) 774-3504

CMU POLICY ON
ACADEMIC INTEGRITY

This Policy applies to any and all student experiences in which academic credit is involved (e.g., courses, internships, practica, theses).

1. ACADEMIC INTEGRITY
Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism and other forms of dishonest or unethical behavior, is prohibited.

A breakdown of behaviors that constitute academic dishonesty is presented below. The definitions and clarifications are meant to provide additional information and examples of these behaviors. They are not intended to be all-inclusive. Questions regarding this policy or requests for additional clarification can be directed to the Office of Student Life or the College of Graduate Studies.

2. ACADEMIC DISHONESTY INCLUDES:
A. Cheating on Examinations Definition
Cheating is using or attempting to use materials, information, notes, study aids, or other assistance in any type of examination or evaluation which have not been authorized by the instructor.
> Clarification
> 1. Students completing any type of examination or evaluation are prohibited from looking at another student's materials and from using external aids of any sort (e.g., books, notes, calculators, and conversation with others) unless the instructor has indicated specifically in advance that this will be allowed.
> 2. Students may not take examinations or evaluations in the place of other persons. Students may not allow other persons to take examinations or evaluations in their places.
> 3. Students may not acquire unauthorized information about an examination or evaluation and may not use any such information improperly acquired by others.

B. Plagiarism Definition
Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue, and will have plagiarized in any situation in which their work is not properly documented.

> Clarification
> 1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
> 2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
> 3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
> 4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

C. Fabrication, Forgery and Obstruction Definition
Fabrication is the use of invented, counterfeited, altered or forged information in assignments of any type including those activities done in conjunction with academic courses that require students to be involved in out of classroom experiences.

Forgery is the imitating or counterfeiting of images, documents, signatures, and the like.

Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work or their access to educational resources.
> Clarification
> 1. Fabricated or forged information may not be used in any laboratory experiment, report of research, or academic exercise. Invention for artistic purposes is legitimate under circumstances explicitly authorized by an instructor.
> 2. Students may not furnish to instructors fabricated or forged explanations of absences or of other aspects of their performance and behavior.
> 3. Students may not furnish, or attempt to furnish, fabricated, forged or misleading information to university officials on university records, or on records of agencies in which students are fulfilling academic assignments.
> 4. Students may not steal, change, or destroy another student's work. Students may not impede the work of others by the theft, defacement, or mutilation of resources so as to deprive others of their use.

D. Multiple Submission Definition
Multiple submission is the submission of the same or substantially the same work for credit in two or more courses. Multiple submissions shall include the use of any prior academic effort previously submitted for academic credit at this or a different institution. Multiple submissions shall not include those situations where the prior written approval by the instructor in the current course is given to the student to use a prior academic work or endeavor.
> Clarification
> 1. Students may not normally submit any academic assignment, work, or endeavor in more than one course for academic credit of any sort. This will apply to submissions of the same or substantially the same work in the same semester or in different semesters.
> 2. Students may not normally submit the same or substantially the same work in two different classes for academic credit even if the work is being graded on

different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).

3. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it PRIOR to the submission of the current endeavor.

4. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Instructors will specify the expected academic effort applicable to their courses and the overall endeavor shall reflect the same or additional academic effort as if separate assignments were submitted in each course. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission.

E. Complicity Definition

Complicity is assisting or attempting to assist another person in any act of academic dishonesty.

Clarification

1. Students may not allow other students to copy from their papers during any type of examination.

2. Students may not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other university official.

3. Students may not provide substantive information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor. This does not apply to examinations that have been administered and returned to students in previous semesters.

F. Misconduct in Research and Creative Endeavors Definition

Misconduct in research is serious deviation from the accepted professional practices within a discipline or from the policies of the university in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes the fabrication or falsification of data, plagiarism, and scientific or creative misrepresentation. It does not include honest error or honest disagreement about the interpretation of data.

Clarification

1. Students may not invent or counterfeit information.

2. Students may not report results dishonestly, whether by altering data, by improperly revising data, by selective reporting or analysis of data, or by being grossly negligent in the collecting or analysis of data.

3. Students may not represent another person's ideas, writing or data as their own.

4. Students may not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.

5. Students may not publish, exhibit, or perform work in circumstances that will mislead others. They may not misrepresent the nature of the material or its originality, and they may not add or delete the names of authors without permission.

6. Students must adhere to all federal, state, municipal, and university regulations for the protection of human and other animal subjects.

7. Students may not conceal or otherwise fail to report any misconduct involving

research, professional conduct, or artistic performance of which they have knowledge.

8. Students must abide by the university's Policy on Research Integrity where applicable, which can be found under Policies at the following web address: www.orsp.cmich.edu. Applicability of this policy for students is found under I. GENERAL PROVISIONS, A. Applicability, number 3.

G. Computer Misuse Definition

Misuse of computers is disruptive, unethical, or illegal use of the university's computer resources, including any actions which violate the university's Rules for Computing and Networking Resources. Misuse of computers also includes disruptive, unethical, or illegal use of the computers of another institution or agency in which students are performing part of their academic program.

Clarification

1. Students may not use the university computer system in support of any act of plagiarism.

2. Students may not monitor or tamper with another person's electronic communications.

3. Students may not use university computer resources to engage in illegal activity, including but not limited to the following: illegally accessing other computer systems, exchanging stolen information, and violating copyright agreements which involve software or any other protected material.

H. Misuse of Intellectual Property Definition

Misuse of intellectual property is the illegal use of copyright materials, trademarks, trade secrets or intellectual properties.

Clarification

Students may not violate the university policy concerning the fair use of copies. This can be found under Policies at the following web address: www.orsp.cmich.edu.

3. Ethical and Professional Behavior

Students are expected to adhere to the ethical and professional standards associated with their programs and academic courses. Such standards are generally communicated to students by instructors and are available through publications produced by professional organizations. Unethical or unprofessional behavior will be treated in the same manner as academic dishonesty.

4. Discretion of Instructors

Since the circumstances in which allegations of academic misconduct arise are many and varied, no single process will be appropriate to every situation. The procedures offered below are meant to cover the majority of situations. However, reasonable deviations from these procedures may be appropriate, so long as they are consistent with the following guiding principles:

- Students must be informed about the nature of and basis for any allegations of academic misconduct and the consequences that may be imposed.

- Students have a right to contest any allegations of academic misconduct, and to provide their side of the story to the instructor.

- Once the instructor has considered the evidence and considered anything that the student may say on his or her own behalf, the instructor has the right to

exercise her or his professional judgment in determining whether the student has engaged in academic misconduct, and to determine the consequences of such misconduct on the student's grade for the assignment and/or the course.

- A student accused of academic misconduct has a right to appeal the instructor's decision once s/he has discussed the matter with the instructor.
- All parties should act in a reasonably prompt manner, given the circumstances.

Nothing in this policy shall prohibit an instructor from informally discussing a student's work with the student to determine whether academic misconduct has occurred, or to educate the student about standards of academic integrity, without or prior to accusing the student of engaging in academic misconduct. It is recognized that some cases of academic misconduct may be borderline, accidental, or minor. Instructors are free to address such cases as occasions for further education rather than allegations of misconduct. For example, it would be consistent with this policy for an instructor to forgo the procedures outlined below and simply educate a student who has engaged in what appears to the instructor to be minor, borderline, or accidental academic misconduct, and to allow the student to redo the work (for full or partial credit) so as to avoid any question of academic integrity.

5. Academic Consequences of Violations of the Policy on Academic Integrity

A student is not permitted to withdraw from a course in which an instructor has imposed academic consequences (such as a reduction in grade) for academic misconduct. The instructor shall exercise his or her professional judgment in determining the appropriate academic consequences of the violation. Academic consequences may include a warning or reprimand, a requirement to resubmit work (with or without an additional reduction in grade for the assignment), a lowering of the grade for the assignment (including withholding of any credit for the assignment), or a lowering of the grade for the entire course (including failing the course).

In addition, instructors are encouraged to report serious incidents of academic misconduct to the Office of Student Life or the College of Graduate Studies for formal proceedings seeking disciplinary sanctions under the Code of Student Rights, Responsibilities and Disciplinary Procedures.

6. Procedures for Handling Alleged Violations of this Policy

A. Initial Notification

If an instructor believes that a student has committed a violation of the Policy on Academic Integrity, the instructor will attempt to contact the student within a reasonable period of time (normally ten (10) university business days) to notify the student of the suspected violation of the Policy on Academic Integrity. This contact may be in written form (including e-mail), by phone, or in person. In any case, the instructor should convey to the student the following information:

- A description of the nature of the alleged violation (e.g., plagiarism on a term paper; looking at another student's work on an exam, etc.);
- The basis for believing that the student has violated the Policy (e.g., a Turnitin originality report, a description of a report made by someone who observed the academic misconduct, etc.);
- The academic consequences that the instructor may impose if s/he concludes that there is sufficient evidence that academic misconduct has occurred;
- An offer to discuss the matter further and to respond to the allegations.

Depending on the circumstances, this further discussion may occur at a separate time, or it may be continuous with the initial notification. The discussion may take place in person, via email, or by phone. If the student declines to discuss the matter with the instructor, then s/he forfeits the right to appeal the instructor's decision.

The instructor is encouraged to keep a record of this contact.

B. Discussion between Instructor and Student

The instructor will offer the student an opportunity to discuss the allegation of academic misconduct, and to present any evidence or other information on his or her behalf. This discussion may be continuous with the initial contact, or it may occur at a later time. It may take place by phone, email, or in person. The instructor will determine the most appropriate format for this discussion, taking into account the details of the situation and the student's availability and preferences about how the discussion is to be conducted.

If this discussion occurs during a face-to-face meeting, either the instructor or the student may request that a representative of the Ombuds office or a mutually agreeable third party attend to serve as a neutral facilitator or observer. However, neither the instructor nor the student may be represented or accompanied by an attorney or any other advisor.

Regardless of the format of this discussion, the student will be provided the opportunity to respond to the allegation and to explain any suspected or alleged misconduct by presenting evidence, giving additional information relevant to the matter, explaining extenuating or mitigating circumstance, or acknowledging a violation.

C. Determination of Academic Consequences of Violation

After either (1) the instructor and student have discussed the alleged violation of the Academic Integrity Policy, or (2) the student has admitted that s/he violated the Academic Integrity Policy, or (3) the student has declined to discuss the violation, then the instructor will exercise his or her professional judgment in determining whether a violation has occurred, and, if so, what academic consequences are appropriate and what grade is appropriate for the assignment and course. Once this decision has been made, the instructor should communicate his/her decision to the student in writing. This may be done through regular mail, campus mail, email, or hand delivery to the student. The instructor should retain a copy of this communication. Instructors are encouraged to report serious violations of the Policy on Academic Integrity to the Office of Student Life or the College of Graduate Studies, and to include a copy of this communication in the report.

If the student wishes to discuss the allegations but it is not possible to have this discussion before grades are due, or if the instructor is unable to contact the student before grades are due, the instructor shall determine whether to (1) forgo submitting a grade for the student or (2) submit a grade which has been lowered to reflect the consequences of academic misconduct. If the instructor decides not to submit a grade until the matter is resolved, the system will assign a grade of "N," which the instructor will remove once the discussion with the student has occurred. If the instructor submits a grade before a discussion with the student occurs, the instructor should notify the student of this decision and offer to discuss the matter. If, as a result of the discussion, the instructor determines that the evidence of the violation was faulty or insufficient to warrant a determination of

academic misconduct, or if s/he determines that mitigating factors presented by the student warrant a less serious academic consequence than was reflected in the grade submitted, then s/he will file a change of grade request. In such a case, the instructor should communicate this decision to the student.

D. Appeal of an Instructor's Decision

A student may appeal the instructor's decision that a violation of the Policy has occurred, and/or the academic consequences imposed by the instructor. However, if a student has refused to discuss the matter with the instructor, s/he forfeits the right to such an appeal.

The appeal must be submitted in writing to the instructor and to the dean (or his/her designated representative, e.g., an associate dean) of the college in which the violation occurred no later than ten (10) university business days after the instructor notifies the student of her/his final decision, or ten (10) university business days after the final course grades have been posted, whichever is earlier. However, if a discussion between the student and instructor has been scheduled to be held after grades are submitted, then the student shall have ten (10) university business days after the student has been notified of the instructor's decision. An appeal not made within the time limit will not be heard unless an exception is made by the dean of the college. The written statement of appeal must state: the name of the person appealing, the basis of the appeal, the instructor making the decision from which the appeal is made, and the remedy which the person appealing is requesting from the dean.

As soon as practical, the dean will convene a committee composed of faculty and students to hear the appeal and to make a recommendation to the dean. The dean will designate one member of the committee as the Proceedings Officer. The role of the committee is to advise the dean.

The student and the instructor are each permitted to have an advisor of his or her choice present at the hearing of the appeal. If either party's advisor is an attorney, that party must notify the Proceedings Officer of this at least three (3) business days in advance of the hearing. The advisor's role is limited to providing advice to the student or instructor. The advisor is not permitted to ask or answer questions or make oral arguments.

The Proceedings Officer is responsible for notifying members of the appeals committee of the appeal and for setting a time and place for holding a meeting of the appeals committee. The Proceedings Officer will provide notice of time and place of the meeting of the appeals committee to the student, instructor, and other University persons deemed appropriate by the Proceedings Officer.

The Proceedings Officer will retain the documentary evidence introduced at the hearing, as well as the record made of the hearing; these materials will be available to the appeals committee during its deliberations, and will be forwarded to the Dean with the committee's recommendation.

The appeals committee has the discretion to establish hearing procedures which are appropriate to the circumstances, fair to all parties involved, and respectful of the values of academic integrity. Normally, the participants in the appeals hearing will appear in person; however, in unusual cases, the appeals committee may allow participation by telephone.

The purpose of the appeals committee is to determine whether the instructor abused his or her professional discretion in finding that academic misconduct occurred and/or in the choice of academic consequences for such misconduct. It is not the purpose of the appeals committee to substitute its judgment for that of the instructor. It is not the purpose of the appeals committee to decide whether it would have reached the same decision had it been the instructor. It is not the function of the appeals committee to rehear the charges against the student. The burden of proof shall be upon the student to show that there was insufficient basis for a reasonable instructor to find that academic misconduct occurred, and/or that the instructor's selection of academic consequences for the misconduct was arbitrary, capricious, or grossly unjust (e.g., a clear departure from the instructor's announced polices). The appeals committee may:
- Uphold the instructor's decision.
- Find that the facts of the situation could not provide a reasonable instructor with sufficient basis for finding that academic misconduct occurred, and recommend that the dean of the college set aside the finding or determine the facts differently.
- Find that the instructor's selection of academic consequences for the violation was arbitrary, capricious, or grossly unjust, and recommend that the dean of the college set aside the academic consequences or impose a different academic consequence.

After receiving this recommendation the dean will either sustain or deny the appeal. The dean's decision will be in writing. The dean's decision will be final. If it is necessary pending the resolution of an appeal, the student will be assigned a deferred grade.

E. Formal Proceedings in the Office of Student Life or the College of Graduate Studies

If the instructor believes that a student has violated the Policy on Academic Integrity and that the violation is sufficiently serious, the instructor may refer the case to the Office of Student Life or the College of Graduate Studies for the consideration of additional sanctions. The following procedures will be followed.
1. The instructor will inform the student that formal proceedings in the Office of Student Life or the College of Graduate Studies are being requested.
2. The instructor will forward all documentation supporting the allegation of violation to the Office of Student Life or the College of Graduate Studies with a cover letter describing the situation. Examples of documentation include the course syllabus, quiz or exam, assignment, source of plagiarism.
3. The "Code of Student Rights, Responsibilities and Disciplinary Procedures" will govern the sanctions which can be imposed, and the appeal process.
4. The Office of Student Life or the College of Graduate Studies will determine a sanction and will notify the instructor of its determination.
5. This sanction will be recorded on the student's permanent disciplinary record, subject to release only under the terms of the Family Educational Rights and Privacy Act.

F. Proceedings With a Department or Program

1. Departmental or Program Action
   a. In cases where an instructor judges a student to have violated the Policy on Academic Integrity, that person is encouraged to report the incident to the chair of the department or unit in which the student's program is housed.

b. Departments and programs will follow their internal procedures for deciding whether the student's status in the academic program should be reviewed because of the violation of the Policy on Academic Integrity and, if so, what review process will take place.

2. Appeal of Departmental or Program Action
A record of the department, program and / or college decision and appeal (if any) will be part of the file on the violation of Policy on Academic Integrity maintained by the Office of Student Life or the College of Graduate Studies.

Passed by Academic Senate 05/05/09

NOTES:

Criterion 3 Evidence
Supplemental Instruction

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CENTRAL MICHIGAN
UNIVERSITY

Academic Advising and Assistance

Supplemental Instruction - SPRING 2016 Schedule

THE CLASSES BELOW ARE OFFERED FOR
SUPPLEMENTAL INSTRUCTION FOR SPRING 2016

ACC 201	BIO 101	BIO 110	BIO 208
BIO 218	CHM 120	CHM 131	CHM 132	CHM 345
GEL 100	GEL 130	HSC 211	HSC 214	HSC 215
MTH 105	MTH 107	MTH 130	MTH 132	MTH 133
	PSY 100 (2 sections)		STA 282	

Supplemental Instruction
Session Schedule - Spring 2016

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Academic Advising

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Supplemental Instruction - SPRING
2016 Schedule

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Tutoring

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Parent Guide, 2015-2016

ACC 201   Instructor: James Neurath
SI Leader: Joanna Hampton - sarko1jl

| Monday | 5:30 - 7:00 pm | Pearce 136 |
| Wednesday | 7:00 - 8:30 pm | Pearce 126 |

BIO 110   Instructor: Nancy Seefelt
SI Leader: Adam Kloha - klohalam

| Monday | 7:00 - 8:30 pm | Dow 102 |
| Wednesday | 7:00 - 8:30 pm | Dow 102 |

BIO 218   Instructor: David Zanatta
SI Leader: Baleigh Schuler - schul1be

| Sunday | 8:00 - 7:30 pm | Brooks 170 |
| Wednesday | 8:00 - 9:30 pm | Brooks 170 |

CHM 131   Instructor: Bradley Fahlman
SI Leader: Adrian Rylski - rylsk1ak

BIO 101   Instructor: Robert Bailey
SI Leader: Alicia Weeks - weeks1aj

| Tuesday | 7:00 - 8:00 pm | Pearce 107 |
| Thursday | 8:00 - 9:00 pm | Pearce 107 |

BIO 208   Instructor: Gregory Colores
SI Leader: Lianne Strimpel - strim1lm

| Sunday | 1:00 - 2:00 pm | Brooks 305 |
| Wednesday | 7:30 - 8:30 pm | Brooks 305 |

CHM 120   Instructor: Daniela Carundu
SI Leader: Jac Ewanyshyn - ewany1jr

| Monday | 5:00 - 6:30 pm | Dow 170 |
| Thursday | 7:00 - 8:30 pm | Dow 170 |

CHM 132   Instructor: Angie McBurik
SI Leader: Rachel Schumaker - schum2rm

CHM 131	Instructor: Bradley Fahlman			**CHM 132**	Instructor: Angie McGuirk	
SI Leader: Adrian Rylski - rylsk1ak				SI Leader: Rachel Schumaker - schum2rm		
Sunday	7:00 - 8:30 pm	Brooks 203		Tuesday	7:00 - 8:30 pm	Dow 107
Wednesday	6:00 - 7:30 pm	Dow 107		Thursday	7:00 - 8:30 pm	Dow 107
CHM 345	Instructor: Choon Lee			**GEL 100**	Instructor: Rachel Agardy	
SI Leader: Dennis Livingston - livin1dr				SI Leader: Eric Hampton - hampt1ec		
Sunday	8:00 - 9:30 pm	Brooks 305		Tuesday	6:00 - 7:30 pm	Brooks 305
Thursday	9:00 - 10:00 pm	Brooks 201		Thursday	6:30 - 8:00 pm	Brooks 305
GEL 190	Instructor: Maria Goncalez			**HSC 211**	Instructor: Roop Jayaraman	
SI Leader: Wil Falkner - falkn1we				SI Leader: Ali Eggenberger - eggen1am		
Tuesday	6:30 - 8:00 pm	Brooks 201		Monday	6:00 - 7:00 pm	Pearce 203
Thursday	6:30 - 8:00 pm	Brooks 201		Wednesday	6:00 - 7:00 pm	Pearce 203
HSC 214	Instructor: William Saitarelli			**HSC 215**	Instructor: Leslie Wallace	
SI Leader: Annica Wyskochil - wysko1al				SI Leader: Carter Rea - rea1c		
Monday	8:00 - 9:30 pm	ET 116		Sunday	7:30 - 8:30 pm	Brooks 176
Wednesday	8:00 - 9:30 pm	ET 116		Tuesday	7:00 - 8:00 pm	Dow 102
				Thursday	7:00 - 8:00 pm	Dow 102
MTH 105	Instructor: Julia Burch			**MTH 107**	Instructor: Breann Tunney	
SI Leader: Kristyn Turner - turne2km				SI Leader: Mariah Nattke - nattk1m		
Sunday	6:00 - 7:00 pm	Pearce 225		Monday	5:00 - 6:30 pm	Pearce 225
Tuesday	8:00 - 9:00 pm	Pearce 225		Thursday	5:00 - 6:30 pm	Pearce 225
Wednesday	5:00 - 6:00 pm	Pearce 328				
MTH 130	Instructor: Li			**MTH 132**	Instructor: George Grossman	
SI Leader: Divya Muvva - muvva1d				SI Leader: Chaitanya Kondapally - konda1c		
Sunday	5:30 - 7:30 pm	Pearce 136		Sunday	7:00 - 8:30 pm	Pearce 203
Tuesday	7:00 - 9:00 pm	Pearce 226		Tuesday	7:00 - 8:30 pm	Pearce 203
MTH 133	Instructor: Doug Lapp			**PSY 100**	Instructor: Kyle Scherr	
SI Leader: Amber Halstead - halst1al				SI Leader: Marc Quinones - quino1ma		
Tuesday	6:00 - 8:00 pm	Pearce 223		Monday	5:00 - 6:30 pm	Anspach 260
Wednesday	6:00 - 8:00 pm	Pearce 223		Wednesday	6:00 - 7:30 pm	Anspach 260
PSY 100	Instructor: Jim Carroll			**STA 282**	Instructor: Jungaywan Sepanski	
SI Leader: Caitlin Klap - klap1ca				SI Leader: Jason Hall - hall4jw		
Monday	7:00 - 8:30 pm	Anspach 250		Monday	8:00 - 9:30 pm	Pearce 226
Wednesday	6:00 - 7:30 pm	Anspach 250		Wednesday	7:00 - 8:30 pm	Pearce 226

Criterion 3 Evidence
Tutoring Services

CMU
CENTRAL MICHIGAN UNIVERSITY

Academic Advising and Assistance

CentralLink > Enrollment & Student Services > Academic Advising and Assistance > Tutoring Services

Tutoring Services

Tutoring is offered free to all undergraduate CMU students enrolled in undergraduate on-campus classes. Our tutors are very successful college students who have been recommended by our faculty as knowledgeable about course content. Most tutors earned at least an A- when they took the class. They also received training in how to help you understand the course material and become a successful student on your own.

To get a tutor, come to Academic Advising and Assistance in Ronan 250. Sign up during the first couple weeks of the semester to have the best chance of obtaining a tutor on the spot (their schedules tend to fill fast) and the best chance of not falling behind in your class. If a tutor is not immediately available, we will attempt to find one and will notify you if we do.

To make the most of tutoring we ask that you establish a regular weekly meeting with your tutor and that you prepare for the session by reviewing, doing homework, and making a list of questions or topics to discuss with your tutor.

We won't do your homework for you, but we will show you how to be your own best resource.

WALK-IN TUTORING SCHEDULE, SPRING 2016:

- Mathematics & Statistics
- Writing Center
- Accounting
- Computer Science & Information Technology
- Geology (TBA for spring 2016)
- Physics
- Chemistry
- PSY 211

- Becoming a Tutor: Policies and Procedures
- Additional information about tutoring
- Supplemental Instruction - 📄 SI Sessions Spring 2016.pdf

MATHEMATICS ASSISTANCE CENTERS
Mathematics & Statistics
Troutman 002 (Towers Basement)
Focusing mainly on MTH 055 - 132, MTH 217
Mon, Tue, Wed, Thur: 2:00 pm - 9:00 pm
Sun: 5:00 pm - 9:00 pm

Park Library, Room 428
Focusing mainly on MTH 055 - 233 & above; STA 282/382, PSY 211, SOC 200, BUS 300
Mon, Tue, Wed, Thur: 9:00 am - 9:00 pm

Please bring your textbook(s), notes, attempted homework, calculator and syllabus. For more information, call 989-774-2290 or email mathac@cmich.edu or
go to the Mathematics Assistance Center's website for additional information.

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CMU WRITING CENTERS

Anspach Hall 154
989-774-1228
Mon, Tue, Wed, Thur: 9:00 am - 5:00 pm
Fri: 9:00 am - 1:00 pm

Towers Basement (Basement of Wheeler Hall next to computer lab)
989-774-1002
Mon, Tue, Wed, Thur: 6:00 pm -9:00 pm

Park Library 400
989-774-2986
Mon, Tue, Wed, Thur: 9:00 am - 9:00 pm
Sat: 11:00 am - 3:00 pm
Sun: 5:00 pm - 9:00 pm

ACCOUNTING

For all 100 and 200 level classes
Grawn Hall 209
Tue & Wed: 7:00 pm - 9:00 pm
Feb. 2, 2016 - April 27, 2016

COMPUTER SCIENCE & INFORMATION TECHNOLOGY (CPS & ITC)

CPS: 100 & above and ITC: 190 & above
Pearce 423
Mon, Tue, Wed, Thur: 5:00 pm - 10:00 pm
Sat: Noon - 5:00 pm

PHYSICS

Dow 231A
Mon, Tue, Wed: 6:00 pm - 9:00 pm
Sun: 3:00 pm - 7:00 pm

CHEMISTRY

Dow 369
Monday: 8:00 am - 10:30 am; 11:00 am - 12:00 pm; 12:30 pm - 5:00 pm
Tuesday: 10:00 am - 2:30 pm & 5:00 pm - 6:00 pm
Wednesday: 8:00 am - 10:30 am & 11:00 am - 4:00 pm
Thursday: 10:00 am - 2:30 pm & 3:00 pm - 4:20 pm

PSYCHOLOGY (PSY 211)

Sloan 119
Monday: 11:00 am - 1:00 pm & 2:00 pm - 5:00 pm
Wednesday: 11:00 am - 1:00 pm & 3:30 pm - 6:30 pm
Thursday: 11:00 am - 2:00 pm & 3:30 pm - 5:30 pm
Friday: 11:00 am - 1:00 pm & 2:00 pm - 5:00 pm

BECOMING A TUTOR: Policies and Procedures

Any undergraduate or graduate CMU student may apply to be a tutor. The applicant must have a MINIMUM overall GPA of 3.0 and have earned a grade of no lower than a A- in the course to be tutored.
Secondly, prospective tutors need approval from the department in which the class is offered or from Academic Assistance Programs.
Tutors are expected to set up days and times to meet with students and should group them to meet at the same time when possible.
Tutors may set a limit on how many hours they are willing to work.

Process for becoming a tutor:

Pick up an application from the Academic Assistance office, Ronan Hall 250.
Fill out the application and have it signed by the chair of the department or the professor, unless you already have prior approval via faculty recommendation.
Return the completed and signed form to the Academic Assistance office, Ronan Hall 250, and set up an interview appointment.
Tutors are required to attend update sessions as scheduled throughout the semester.

Please Note: Students who are already employed by the University may not work more than a total of 50 hours per two week pay period when combining that job and tutoring.

Additional information about tutoring and academic assistance

Tutoring is available for most 100, 200, 300 and 400 level courses. Sign up for tutoring in the Academic Assistance Office, Ronan Hall 250. For more information, call the office at 989-774-3465 or send an email to aad@cmich.edu.

Criterion 3 Evidence
University Health Services

College of Medicine

CMU CENTRAL MICHIGAN UNIVERSITY

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University Health Services

The University Health Services Pharmacy will be closing as of February 26, 2016. We will be unable to fill or transfer any prescriptions after 5 p.m. on February 25, 2016.

Please visit https://cmedapps.cmich.edu/PharmacyTransfer/ and submit a request to transfer your prescriptions to another pharmacy. To see a list of pharmacies in Mt. Pleasant, go to med.cmich.edu/mppharms

Seasonal flu vaccines are available at the Foust location - no appointment necessary.

Immunization hours are M-F 8:30-11:30 a.m. & 1:30 and 4:30 p.m. We are also offering flu vaccines at various locations on campus, watch our Facebook page or check out the bright orange flyers around campus for dates/locations.

CMU Health – University Health Services clinics offer a variety of services and programs for Central Michigan University students, faculty, staff and spouses. Our board-certified family practice doctors work with licensed physician assistants to provide quality primary care services. We also have a pharmacy and laboratory for testing.

Foust Hall

University Health Services

University Health Services

Allergy Injections

Communicable Diseases

Immunization/Travel Health Clinic

Billing and Insurance

C.H.A.M.P. Peer Educators

Contact Us

UHS Staff

Health Education

Laboratory

Pharmacy

Pharmacy FAQs

Howell Breast and Skin Surgical Services

Paul Simmons, MD - Internal Medicine

Foust Hall

Our primary clinic, pharmacy and lab are on the second floor of Foust Hall. Open year round 8 a.m.- 5 p.m. Monday-Friday.

Location: On campus at the corner of Preston St. and East Campus Dr.
Parking: Limited designated spaces are on the east and west sides of the building.

Towers

Our CMU Health – University Health Services walk-in clinic is for students and is open during the academic year from 12:30 p.m.-4:30 p.m. Monday-Thursday. It is located in Troutman 103.

Pharmacy

The CMU Health Services pharmacy on the second floor of Foust Hall fills prescriptions for CMU students, faculty and staff, their spouses and dependents of all ages, as well as for other authorized users, e.g., summer camps and conferences participants. Online ordering is available. Phone: 989-774-6590.

Billing

Payment is not required on the date of service. Patients are responsible for providing current insurance information (health insurance card or photocopy of it) at the time of service. Click here for more billing/insurance information.

Patient Portal

ATTENTION

Patient portal users - at this time the portal is having difficulty with immunization entry - this applies only to immunization entry.

Our patient portal allows you to:
- Complete health history, insurance & privacy forms prior to visit.
- Receive secure messages from your provider.
- Receive lab results.
- View your patient statements.
- View your immunizations

Electronic form submission will be accessible to students approximately one week after they have registered for classes.

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Criterion 3 Evidence
Veterans' Resource Center

Veterans' Resource Center

STEP - BY - STEP

GUIDE

TO RECEIVING
VA EDUCATIONAL BENEFITS
AT CMU

Veterans' Resource Center

Welcome to CMU! Whether you plan to complete your degree at our main campus in Mt. Pleasant, Michigan or through Global Campus at one of our 50 centers across the U.S. -- including 22 on bases and installations -- or online, the VRC is here to assist you every step of the way. CMU has a rich, 40-year history of offering courses to military personnel, veterans, and their family members. We take great pride in **serving those who served.**

Contact Information
114 Warriner Hall
Mount Pleasant, MI 48859

E-mail
veterans@cmich.edu

Telephone
(989) 774-7991

Fax
(989) 774-7993

Hours
Monday - Friday
to 5:00 p.m. Also by appointment

Veterans' Resource Center

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Finances

Faculty and Staff Resources

Support Services for Military, Veterans and Dependents

Veterans Day Events 2015

Central Michigan U...
Like Page 10K likes

Central Michigan University, Education for the Military
Yesterday at 1:27pm

The application period for 2016-2017 academic scholarships is now open for CMU Global Campus students!

Several scholarships are reserved for our nation's military service members, veterans, and their families including:

* Betty A. Brubaker Family of Heroes Scholarship... See More

(ECR) GI Bill Enrollment Certification Request

Criterion 3 Evidence
Writing Center

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Writing Center Hours and Locations

Global Campus Services

Off-Campus Services continue as usual during semester breaks and between semesters. This service is for students enrolled in Global Campus courses and on-campus ENG 101 only. For questions about this service, email: wrtcent@cmich.edu or call 989.774.2986.

On-Campus Services

Spring 2016 Hours and Locations

Park Library 400 (Northwest corner of the Fourth Floor)

989.774.2986

Sunday 5 pm to 9 pm
Monday through Thursday 9 am to 9 pm
Friday 9 am to 1 pm
Saturday 11 am to 3 pm

Anspach 154   (First Floor of Anspach Hall)
989.774.1228

Monday through Thursday 9 am to 5 pm
Friday 9 am to 1 pm

The Towers (Basement of Wheeler Hall)

Writing Center

Writing Center Hours and Locations

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Writing Center Home

Hours and Locations

service, email: writcent@cmich.edu or call 989.774.2986.

On-Campus Services

Spring 2016 Hours and Locations

Park Library 400 (Northwest corner of the Fourth Floor)

989.774.2986

Sunday 5 pm to 9 pm
Monday through Thursday 9 am to 9 pm
Friday 9 am to 1 pm
Saturday 11 am to 3 pm

Anspach 154 (First Floor of Anspach Hall)
989.774.1228

Monday through Thursday 9 am to 5 pm
Friday 9 am to 1 pm

The Towers (Basement of Wheeler Hall)

989.774.1002

Monday through Thursday 6 pm to 9 pm

This site mainly serves students enrolled in Writing Center courses
and has limited openings for walk-ins or appointments.

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Criterion 3 Evidence
Writing Intensive Proposals

Guidelines for Writing Intensive Course Proposal Submissions

The General Education Committee at Central Michigan University is seeking curricular proposals for courses that meet the Writing Intensive designator. Students are required to complete four courses that have a Writing Intensive (WI) designator. Two of the four courses must be in the UP. The goal is to have a mixture of University Program (UP) courses and non-UP courses to give students both flexibility in scheduling and the opportunity to acquire sophisticated writing skills, including the ability to write in the conventions of their majors or closely related disciplines (depending on course availability). The information below provides guidelines for submitting a master course syllabus (MCS) that include a Writing Intensive component. The expectation is that a successful submission will attend to information contained in both the core course competencies and the specific evaluative criteria detailed below.

Additional information can be found on the General Education website at: https://www.cmich.edu/office_provost/AcademicAffairs/gened/gened_secured/Pages/default.aspx; or by contacting the Director of General Education (phone: 989.774.7217; e-mail: directorgened@cmich.edu) or the Chair of the General Education Committee (contact the Academic Senate office for the name of the current chair).

Core Requirements

To be designated a Writing Intensive course, the MCS must explicitly address the following components, with additional explanations provided on the "Writing Intensive Course Proposal Application" (attached).

1. The course must require that each student complete at least eighteen pages of writing OR must base 70% of each student's course grade on an evaluation of student writing.   *Students in foreign language courses must complete at least twelve pages of writing.

    • For all UP courses (regardless of course level) and all non-UP courses at the 100 and 200-levels, emphasis is placed on learning to write clearly and effectively and using writing as a tool for learning course content. Three to five pages (in the case of an eighteen-page course), or 15-20% (in the case of a 70% course), of the writing must be graded as formal products that have undergone revision.

    • For all courses outside of the UP that are at or above the 300-level, emphasis is placed on writing finished products that demonstrate that the student can write clearly, effectively and in conformity with disciplinary conventions and genres. At least ten pages (in the case of an 18-page course) or 50% (in the case of a 70% course) of the writing must be graded as formal products that have undergone revision.

2. WI student learning outcomes (SLOs) must be included in the MCS along with content area outcomes. Faculty do not have to cut and paste the SLOs from this document into their MCS; however, the re-interpreted WI SLOs must adhere to the spirit and intent of the SLOs in this document. MCS that are missing SLOs will be returned to the faculty member who created the proposal for correction.
3. The course must integrate a series of writing assignments. For assignments graded as formal products, the sequence must allow sufficient time for feedback to be given to students to revise their writing. These assignments should also include a description of the purpose of, and grading criteria to be used for, the assignment.
4. While recognizing that course caps are ultimately set by the Deans of the colleges, both the General Education Committee and the Academic Senate passed resolutions in April 2014 that Writing Intensive courses in the UP (regardless of course level) and non-UP 100-200 level WI courses outside of the UP have enrollments of no more than 30 students per section, and that Writing Intensive courses outside of the UP at the 300 level or above should have enrollments of no more than 20.

Student Learning Outcomes for all WI Program courses:

Students will demonstrate their ability to
1. Engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
2. Select, analyze, and evaluate information/data from sources.
3. Draw valid conclusions from information.
4. For all UP courses (regardless of course level) and non-UP courses at the 100 and 200 level: use writing as a tool for learning course content.

In addition to the above, all non-UP WI classes at or above the 300-level must include the following outcomes:

Students will demonstrate the ability to:
   5. Analyze, evaluate, and develop arguable and/or researchable theses.
   6. Use writing to engage in the inquiry methods appropriate to a discipline or profession.
   7. Use the writing conventions of a discipline or profession (e.g., lines of argument, genre features, writing style, citation format, etc.)
   8. Produce finished products that communicate effectively within disciplinary contexts.

*Please make sure that all eight SLOs appear on the MCS of non-UP WI classes at or above the 300-level. If you do not include all eight SLOs, the MCS will be returned to the faculty member for correction.
*Faculty do not have to cut and paste the SLOs from this document into their MCS; however, the re-interpreted WI SLOs must adhere to the spirit and intent of the SLOs in this document. MCS that are missing SLOs will be returned to the faculty member who created the proposal for correction.

MCS and WI Designation

To accommodate flexibility for student planning, faculty teaching preferences, and course caps, a WI MCS may be presented in two ways: (1) as "Writing Intensive" only, in which case all sections of the class would meet the WI designation or (2) as "May be offered as Writing Intensive," in which case some sections are WI (and meet WI requirements) and other sections are not. All MCS must clearly differentiate between WI and content area components; courses designed for both the WI and non-WI options must include the additional "If WI" components in relevant MCS template sections:

> I. Bulletin Description;
> III. Rationale for Course Level
> VI. Learning Objectives;
> VII. Course Outline; and
> VIII. Evaluation.

MCS submitted for WI designation must be changed to reflect WI requirements, but they otherwise do not need to be updated.

Additional information and guidelines are addressed in the attached "General Education Committee Writing Intensive Course Proposal Application" and the "How to Correctly Calculate Page and Percentage Counts" (see below).

Material to be Submitted and Routing

To initiate a review of a course for inclusion in the General Education Program, faculty must follow the same electronic curricular review process for a new course or modification of an existing course (as outlined in the Curricular Authority Document or CAD, p. 6-9). Faculty (or their departments) initiate this review by completing the electronic green form, and uploading an MCS that indicates what sub-group and/or competency is being applied for as well as a rationale explaining how the course meets the requirements of the sub-group and/or competency for which they are applying (as outlined in this course proposal form and in the General Education Program: A Basic Documents Set). This rationale should be uploaded into the "Other Document" section of the electronic green form.

General Education Committee Writing Intensive Course Proposal Application

Course # and Name: _____ Department: _____

Faculty member: _____Campus address:_____

Email address:_____Phone #:_____

What type of WI course are you proposing?
☐ University Program course (regardless of course level) or non-UP course at the 100 or 200-level.
☐ Non-UP course at the 300-level or above.

Will the course be:
☐ Writing Intensive
☐ May be offered as Writing Intensive

Which of the following is this course designed to meet (check both if applicable)?
☐ 18 pages of writing
☐ 70% of the grade based on writing
*If both boxes are checked, the MCS must indicate how the writing of the course will add up to both eighteen pages **and** 70% of the grade.

MCS for Writing Intensive Courses: WI MCS must clearly differentiate between WI and content area components in the relevant MCS template sections, with language reflecting whether (1) all sections will be WI or whether (2) the course will be offered in WI and non-WI versions.

(1) For courses that will always be offered as WI, MCS should include the following:

> **I. Bulletin Description**: indicates "Writing Intensive."

> **III**. **Rationale for Course Level**: Make sure that you provide an adequate rationale for the level of the course that you are proposing.
> **VI. Learning Objectives**: includes WI and content area outcomes.

> **VII. Course Outline**: includes the sequence for formal, graded writing assignments integrated with the content area topics.

> **VIII. Evaluation**: clearly indicates which assignments will count towards the WI requirement and how the eighteen-page and/or 70% writing requirement will be met. The MCS should also indicate how the revision requirement will be met: three to five pages (in the case of an eighteen-page course) or 15%-20% (in the case of a 70% course) of writing must be revised in all UP courses (regardless of course level) and all non-UP 100 and 200 level courses; ten pages (in the case of an eighteen-page course) or 50% (in the case of a 70% course) of the writing must be revised in all non-UP courses at or above the 300 level. If both the eighteen-page and 70% course option is chosen, both should be reported.

> *The evaluation section on the MCS must match the description of it provided in the appendix to this application.

(2) For courses that will be offered in WI and non-WI versions, the MCS should include the following:

> **I. Bulletin Description**: indicates "may be offered as Writing Intensive"

> **III**. **Rationale for Course Level**: Make sure that you provide an adequate rationale for the level of the course that you are proposing.
> **VI. Learning Objectives**: include both content area outcomes and a subsequent section labeled "If WI" with WI learning outcomes added.

VII. Course Outline: include an additional "If WI" outline that indicates the sequence of formal, graded writing assignments integrated with content area topics. The WI outcomes may be embedded in the course outline, or appear after it on the MCS.

VIII. Evaluation: include an additional "If WI" outline that clearly indicates which assignments will count towards the WI requirement and how the eighteen-page and/or 70% writing requirement will be met. The MCS should also indicate how the revision requirement will be met: three to five pages (in an eighteen-page course) or 15%-20% (in the case of a 70% course) of writing must be revised in all UP courses (regardless of course level) and all non-UP 100 and 200 level courses; ten pages (in the case of an eighteen-page course) or 50% (in the case of a 70% course) of the writing must be revised in all non-UP courses at or above the 300 level. If both the eighteen-page and 70% course option is chosen, both should be reported.

*The evaluation section on the MCS must match the description of it provided in the appendix to this application.

Explanation for WI Program Requirements (attach as an appendix)

1. What is the expected enrollment in each section of the class?

2. Explain and describe how writing assignments will be spread out over the semester with reference to the MCS. Make sure this information that you provide in answering this question matches what is on the MCS under VII: Course Outline and VIII: Evaluation (and vice versa).

3. Describe the formal writing assignment(s) that you plan to assign in your course, and the criteria you will use to evaluate those assignments. For all UP courses (regardless of course level) and all non-UP 100 and 200-level courses, explain how the assignments will assists students in learning how to write clearly and effective and will use writing as a tool to master course content; for all non-UP courses at the 300-level or above, explain how the assignments will help students to write clearly, effectively and in conformity with disciplinary conventions and genres. Make sure that the information you put in the MCS with regard to how you will evaluate WI SLOs (VIII: Evaluation on the MCS) matches what is written in your response to this question (and vice versa).

4. Briefly describe opportunities for students to revise their writing and how feedback (faculty and/or peer) will be provided (100 to 200 words). Make sure to indicate on the MCS where this revision will occur and that the information you put in the MCS with regard to revision (VII Course Outline and VIII Evaluation) matches what is written in your response to this question (and vice versa).

5. Briefly describe and provide some examples of methods employed in the course that will assist students with writing (100 to 200 words).

MCS example: fields in red indicate that WI information is required.

(The instructions contained in each field should not appear in your MCS. They are there to assist you in finishing your MCS.)

Central Michigan University
College of *(insert your College name here)*
Department of (*insert your Department or School name here*)

Master Course Syllabus

_____	**_____**	**_____(__-__)**
Desig. & #	Full Title of Course	Credits (Mode)

I.   Bulletin Description:

The last sentence in the bulletin description indicates if the course will be offered as Writing Intensive or "May be offered as Writing Intensive":
"XXXXXXXX. Writing Intensive."
<div align="center">OR</div>
"XXXXXXXX. May be offered as Writing Intensive."

II.   Prerequisites, Pre/Co-requisites, Co-requisites, Recommended:

III.   Rationale for Course Level:

Make sure that you provide an adequate rationale for the level of the course that you are proposing.

IV.   Suggested Textbooks:

V.   Other Requirements and/or Materials for the Course:

VI.   Student Learning Course Objectives:

A. Course SLOs should be listed first.

B. All UP courses (regardless of course level) and all non-UP 100 and 200 level courses should have these SLOs:
   1. Engage in a process of drafting, revising, and editing assignments that integrates feedback into a graded final product.
   2. Select, analyze, and evaluate information/data from sources.
   3. Draw valid conclusions from information.

4. For all UP courses (regardless of course level) and all non-UP courses at the 100 and 200 level: use writing as a tool for learning course content

C. Non-UP courses at or above the 300-level should contain these additional SLOs:
5. Analyze, evaluate, and develop arguable and/or researchable theses.
6. Use writing to engage in the inquiry methods appropriate to a discipline or profession.
7. Use the writing conventions of a discipline or profession (e.g., lines of argument, genre features, writing style, citation format, etc.)
8. Produce finished products that communicate effectively within disciplinary contexts.

*Please make sure that all eight SLOs appear on the MCS of non-UP WI classes above the 300-level. Courses that do not contain all eight SLOs will be returned to the faculty member who created the proposal for correction.
*Faculty do not have to cut and paste the SLOs from this document into their MCS; however, the re-interpreted WI SLOs must adhere to the spirit and intent of the SLOs in this document. MCS that are missing SLOs will be returned to the faculty member who created the proposal for correction.

VII.   Suggested Course Outline:

A. "Writing Intensive" courses include the sequence for formal, graded writing assignments integrated with the content area topics.

Example:

Introduction	(1 week)
Water: Science, Policy and Solution; topic paper due	(2 weeks)
Air: Science, Policy and Solution; topic paper due	(2 weeks)
Energy: Science, Policy and Solution; topic paper due	(2 weeks)
Land Use: Science, Policy and Solution; topic paper due	(2 weeks)
Draft of Research Paper and Feedback	(2 weeks)
Paper Revision and Final Paper	(3weeks)
Final Research Presentation	(2 weeks)

*Please make sure to indicate where revision of writing will occur in the outline.

*Course Outline on MCS must match the description of it provided in the appendix to this application.

B. "May be offered as Writing Intensive" courses include an additional "If WI" outline that indicates the sequence of formal, graded writing assignments integrated with content area topics. The WI outcomes may be embedded in the course outline (as above), or appear after it on the MCS.

Example:

Introduction	(1 week)
Water: Science, Policy and Solution	(2 weeks)
Air: Science, Policy and Solution	(2 weeks)
Energy: Science, Policy and Solution	(2 weeks)
Land Use: Science, Policy and Solution	(2 weeks)
Research and final presentations	(7 weeks)

If Writing Intensive:
Topic papers: weeks 1-9
Draft of Research Paper and Feedback: week 10-11
Paper Revision and Final Paper: week 12-14
Final Research Presentation: week 15-16
*Please make sure to indicate where revision of writing will occur in the outline.

*Course Outline on MCS must match the description of it provided in the appendix to this application.

VIII. Suggested Course Evaluation:

A. "Writing Intensive" courses: clearly indicate which assignments will count towards the WI requirement and how the eighteen-page and/or 70% writing requirement will be met. The MCS should also indicate how the revision requirement will be met: three to five pages (in the case of an eighteen-page course) or 15%-20% (in the case of a 70% course) of writing must be revised in all UP courses (regardless of course level) and all non-UP 100 and 200 level courses; ten pages (in the case of an eighteen-page course) or 50% (in the case of a 70% course) of the writing must be revised in all non-UP courses at or above the 300 level. If both the eighteen-page and 70% course option is chosen, both should be reported. Please make sure all page counts and/or percentages requirements are met in this section of the MCS.

*Revision does not count towards the eighteen-page or 70% requirement.

*The evaluation section on the MCS must match the description of it provided in the appendix.

Example: all UP courses and non-UP 100 and 200-level courses. If the eighteen-page course option is chosen, only page counts should be reported. If the 70% course option is chosen, only percentages should be reported. If both the eighteen-page and 70% course option is chosen, both should be reported (as is shown here).

Homework/Quizzes	10%
Midterm Exam	10%
*Partial Lab Report I (3 pages)(revised)	15% (revised)
*Partial Lab Report II (5 pages)	10%
*Discussion Summaries (3 pages)	10%
*Final Lab Report (10 pages)	35%
Final Exam	10%

*Writing assignments

B. "May be offered as Writing Intensive" courses: clearly indicate which assignments will count towards the WI requirement and how the eighteen-page and/or 70% writing requirement will be met. The MCS should also indicate how the revision requirement will be met: three to five pages (in the case of an eighteen-page course) or 15%-20% (in the case of a 70% course) of writing must be revised in all UP courses (regardless of course level) and all non-UP 100 and 200 level courses; ten pages (in the case of an eighteen-page course) or 50% (in the case of a 70% course) of the writing must be revised in all non-UP courses at or above the 300 level. If both the eighteen-page and 70% course option is chosen, both should be reported. Please make sure all percentages and page counts are met in this section of the MCS.

*Revision does not count towards the eighteen-page or 70% requirement.

*The evaluation section on the MCS must match the description of it provided in the appendix.

Example: All UP courses and non-UP 100 and 200-level courses. If the eighteen-page course option is chosen, only page counts should be reported. If the 70% course option is chosen, only percentages should be reported. If both the eighteen-page and 70% course option is chosen, both should be reported (as is shown here).

If non-WI course:

Homework/Quizzes	20%
Midterm Exam	15%
Lab Reports	40%
Final Exam	15%
Participation/Teamwork	5%
Lab Notebooks/Critical Evaluation of Experiments	5%

If WI-course:

Homework/Quizzes	10%
Midterm Exam	10%
*Partial Lab Report I (3 pages)(revised)	15% (revised)
*Partial Lab Report II (5 pages)	10%
*Discussion Summaries (3 pages)	10%
*Final Lab Report (10 pages)	35%
Final Exam	10%

*Writing assignments

Remember:

*Clearly indicate which assignments are to count towards the writing requirement (i.e. those with asterisk here).

*For a course with eighteen pages of writing, page count must add up to eighteen pages. For a course with 70% writing, the percentages of writing assignments must add up to 70%. If the course is both an eighteen-page and 70% writing course, both page and percentage counts must appear here. If percentages or page numbers do not add up to 70% or eighteen pages, the MCS will be returned to the faculty member for correction.

*For all UP courses (regardless of course level) and all non-UP100 and 200 level courses, three to five pages (in the case of an eighteen-page course) or 15%-20% (in the case of a 70% course) of writing must be revised; indicate which pages/percentages in the outline will be revised. For all non-UP courses at or above the 300-level, indicate where the ten-page (in the case of an eighteen-page course) or 50% (in the case of a 70% course) revision will occur. If both the eighteen-page and 70% course option is chosen, both should be reported. If revision is not indicated in the Course Evaluation section, the MCS will be returned to the faculty member for correction.

*Revision does not count towards the eighteen-page or 70% requirement.

Syllabus Prepared By:

_____
Typed Name of Faculty, Credentials

(Date Syllabus Created/Updated if MCS Review)
Date

Helpful hints for creating a WI course proposal

How to correctly calculate page or percentage counts when creating your proposal:

1. The MCS and application must clearly indicate which assignments count towards the writing requirement, and that the assignments add up to at least eighteen pages and/or 70% of the course evaluation. The MCS and application must match, or else it will be returned to the faculty person who created it.
2. If a faculty person includes a page range for an assignment (for example, 3-5 pages or 15%-20%), the General Education committee will default to the lowest number in that page range (i.e. 3 or 15%) when calculating whether or not the course meets the eighteen-page or 70% writing requirement.
3. As with the eighteen-page or 70% writing requirement, revision requirements and counts must be included in the MCS and application (and the two must match). For all UP courses (regardless of course level) and all 100 and 200-level courses, students must revise three to five pages or 15%-20% of their writing. For all non-UP courses at or above the 300-level, students must revise 10 pages or 50% of their writing.
4. Revisions do not count towards the eighteen-page or 70% writing requirement.
5. If essays on exams are to count towards the WI requirement, faculty must indicate what percentage of the exam is comprised of essay writing, or how many pages the student is expected to write.
6. If group work is to be included in page or percentage counts, faculty must indicate how much writing each student is expected to produce as part of the project. Thus, for example, if two students are to work on a project totaling 10 of the 18 required pages, indicate how many pages each student will produce for that project (in this case, 5 pages per student). Make sure that the page or percentage count **for each student** adds up to eighteen pages or 70%.
7. Bibliographies do not count towards the requirement; annotated bibliographies can count towards the requirement.

The most common reasons for returned proposals:
8. Many WI proposals are returned to faculty because the number of pages a student is expected to write in the course does not add up to eighteen pages or the percentages do not add up to 70%; or it is not clear which assignments are to be counted towards the writing requirement. Faculty also do not correctly report revision page or percentage counts; or they do not indicate which assignment(s) will be revised. Faculty should carefully review their proposals before submitting them to the General Education Committee to ensure that the page number or percentage requirements are met and clearly delineated on the MCS and matches what is written in the application.
9. Many proposals do not contain the Writing Intensive Course Proposal application form. Make sure to include this form (with the appendix attached) as well as the MCS with your application. Applications that do not include this form will be returned to the faculty member for correction.

Please remember:
10. It takes at least one semester (and oftentimes longer) for a course to get through the curricular process at CMU. Faculty seeking UP status or a designation such as WI must put the course through the entire curricular process, even if it has already been approved and is in the bulletin. Once the General Education Committee approves a course for UP status or a designation, it is typically implemented in the semester following that approval (but exceptions do occur). The Committee cannot issue temporary UP or competency designations for courses, and there is no way to "speed up" the curricular process**.** Faculty should plan accordingly.

Writing Intensive Proposal checklist (this does not need to be submitted)

1. Does your proposal contain TWO documents: the MCS and the Writing Intensive Course Proposal Application (with attached appendix)?

2. Do your MCS and application indicate how the course meets the eighteen-page or 70% writing requirement?
   a) Indicate where on the MCS and application these requirements are addressed:
   b) Does the information that is on the MCS match what is written in the application?

3. Do your MCS and application indicate where revisions will occur and the revision page or percentage counts?
   a) Indicate where on the MCS and application these requirements are addressed:
   b) Does the information that is on the MCS match what is written in the application?

4. Have you included WI SLOs on your MCS (remember that non-UP courses above the 300-level have a total of eight SLOs that must be on the MCS; all other courses have four)?

5. Have you filled out the top portion of the application, making sure to indicate what type of WI course you are proposing (i.e. a UP or a non-UP 100-200 level course or a non-UP course at or above the 300 level)?

6. Have you indicated which criteria the course will meet on your application form: eighteen pages or 70% (or both)?
   a) If you have chosen both, have you included both a page and percentage count in your MCS and application?

7. Have you filled out sections I, III, IV-VIII of the MCS according to the directions given in the application form and sample MCS?
   a) Section I: Bulletin Description of the MCS indicates "Writing Intensive" or "May Be Offered as Writing Intensive"?
   b) Section III: course rationale is adequate for the course level being proposed?
   c) Section VI Learning Objectives contains both course and Writing Intensive student learning outcomes?
   d) Section VII Course Outline contains Writing Intensive assignments either integrated into that outline or appearing after that outline?
   e) Section VIII Evaluation contains specific explanation of how the eighteen-page and/or 70% and the three-to five/15%-20% or ten-page/50% revision requirement will be met?
   - Page numbers add up to eighteen; percentages add up to 70?
   - Revision page/percentage count is either three to five pages or 15%-20% or 10 pages or 50% depending on what type of WI course is being proposed?
Please consult the "How to Correctly Calculate Page or Percentage" document for further instructions.

Other resources: there are many resources available to assist faculty members in writing WI proposals and teaching WI classes:
Teaching and Learning Toolkit: Writing Assignments and Feedback: An Introduction
https://www.cmich.edu/office_provost/facit/Documents/Writing%20Intensive%20Initiative/Writing%20Assignments%20and%20Feedback%20-%20Feb%202%202016.pdf#search=Writing%20Intensive%20quality%20initiative

Writing Intensive (WI) Faculty Workshop:
https://www.cmich.edu/office_provost/facit/Pages/Writing Intensive Initiative/Writing-Intensive-Initiative-Intro.aspx