

## Criterion 5. Resources, Planning, and Institutional Effectiveness



*The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.*

### **Core Components**

- 5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.
- 5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.
- 5.C. The institution engages in systematic and integrated planning.
- 5.D. The institution works systematically to improve its performance.

# Assurance Argument – Criterion Five

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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#### **5.A.1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.**

Central Michigan University (CMU) has a strong balance sheet with a net position of \$603.8 million as reflected in the FY2015 financial statements and bond ratings of Aa3 from Moody's and A+ from S&P. CMU has an 871-acre campus in Mount Pleasant, Michigan, with two natural laboratories (Beaver Island and Neithercut) and approximately 50 off-campus centers (33 permanently staffed by CMU personnel and additional locations where instructional facilities are utilized by agreement with partner organizations) throughout the U.S. and Canada.

CMU budgeting is based on the RCM model described in more detail in 5.C.1 below. RCM allows revenue centers (academic colleges and service centers) to manage programs, including staffing and scheduling, to best meet demand. As new programs are added, deans reallocate or increase the instructional staff. Colleges also work in partnership with Global Campus to identify qualified faculty for our online and off-campus programs. Colleges maintain sufficient levels of instructional staff by closely monitoring FYES/FTE ratios in comparison to peers (Delaware

Data) and periodically prioritizing programs (described in 5.C.1 below). In total, CMU employs approximately 2,690 faculty and staff in full- and part-time positions. These natural, human, and financial resources allow CMU to sufficiently fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

In the past ten years, CMU has continued to build its physical and technological infrastructure. This has included building a new education building, a new medical school addition to our Health Professions building, a medical school education building adjacent to one of our hospital partners in Saginaw, two research labs, two residence halls, two graduate student housing facilities, a data center, and a satellite energy facility. In October 2014, CMU again demonstrated its commitment to financial planning for future educational needs and opportunities by issuing \$66.7 million in bonds, providing new money to help fund a \$95 million biosciences building. A portion of these funds were used to refinance prior bonds, saving the university a net present value of \$2.5 million. More recently, CMU invested \$800,000 of reserves to open the Makerbot Innovation Center housing 3D printers. CMU is committed to providing **modern campus facilities (Evidence: CMU Projects Over \$250,000 2011-2015)** to support student learning. These investments of financial resources position CMU to meet the future educational needs of students.

Additionally, the university created an **Information Technology Strategic Plan (Evidence: CMU IT Strategic Plan 2013-2016)** with the intent to provide a broad roadmap for the development and application of CMU's technology environment from FY2014 through FY2016. This technology plan extends the infrastructure that provides the environment for students to succeed in their academic endeavors. Concern with information security led to the recent addition of a **Chief Information Security Officer (CISO)** and a **Deputy CIO (Evidence: OIT Leadership Org Chart)**. At present, we are undergoing a consolidation of distributed information technology services to further enhance security and efficiency.

#### **5.A.2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.**

The **RCM budgeting process (Evidence: RCM Budget Model)** places college budget decisions primarily in the hands of the college deans. CMU believes the deans are in the best position to make key decisions about matters that fall within their areas of responsibility. Thus, tuition revenues and state appropriations flow to the colleges. Since the university's budget model is designed to flow revenue to the units that generate academic credit, an operating assessment applied against the tuition and appropriations revenue stream is necessary to fund service centers, utilities, scholarships, and other parts of the university. The assessment is reviewed periodically and adjusted as needed to allow for contingencies, program enhancements, and other advancements.

Colleges and non-academic units have the opportunity to request university funds held by the central administration for special initiatives. New base budget requests are submitted by

departments for college or division review. As requests move through the review process, they may be funded at any level, which is one of the advantages of a decentralized model. With the support of the college dean or unit director, requests are submitted to the appropriate division vice president. Requests supported at the division level are submitted to the university budget office in accordance with the University Operating and Capital Budget Calendar. Final consideration of all new budget requests is by the President's Cabinet, with required approval by the President. The Office of Financial Planning and Budgets website contains detailed information.

The **Budget Priorities Committee (BPC) (Evidence: Budget Priorities Committee Charge)** is composed of faculty and staff. The President and Academic Senate established the BPC to share information with the campus community regarding the university's budget process and to provide well-informed advice to the President about university-wide priorities that may factor into budget development.

### **5.A.3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.**

The CMU Board of Trustees (BOT) has the responsibility for approval of the university's Mission, Vision, Core Values, Strategic Plan, and annual operating budget, assuring that resources advance the mission, vision, and strategic plan. Members of the BOT are appointed by the governor of the state of Michigan and charged with the fiduciary responsibility for the university. Because the university is constitutionally autonomous, the BOT has great responsibility and is involved with all major decisions, such as selection and evaluation of the President, major program approval, expansion into new academic arenas (e.g., our recently developed College of Medicine) and construction of new facilities.

### **5.A.4. The institution's staff in all areas are appropriately qualified and trained.**

CMU makes a clear commitment to quality faculty and staff in the following two initiatives of **Strategic Priority 3 (Evidence: Priority and Metrics Goal Report 2015-2016)**

- *Invest in the recruitment, development, and retention of an outstanding, diverse faculty and staff.* CMU was able to hire the first-choice faculty finalists 87% of the time in both 2013-2014 and 2014-2015, and 91% and 93% of the first-choice staff finalists in those years.
- *Provide professional support for the ongoing development of faculty and staff in the areas of teaching, leadership, research, and cultural competence.* Faculty and staff are encouraged to take advantage of professional development opportunities, both on and off campus, at least biannually. Staff in all areas have opportunities for specialized training as described in 3.C.6 and are encouraged to participate in professional organizations.

CMU is dedicated to hiring well-qualified, student-focused individuals who are interested in working in a team environment committed to excellent student/customer service. This is evidenced by the formal hiring processes and guidelines that all departments must follow. These



processes and guidelines set minimum and desired educational and experiential qualifications for positions, set interviewing expectations, and require reference checking prior to hiring.

Upon hiring, all employees participate in an orientation to educate them on basic CMU business processes, policies, and procedures. CMU also regularly offers optional and sometimes required training programs supported by the HR Professional Development staff and other departments on campus. When new policies are rolled out, CMU communicates these through email notices, flyers, posters, and specific training sessions. The development of a Sexual Misconduct Policy, enacted in March of 2015, is a recent example of this process. Several electronic and paper notices were sent to employees, a specific website was created, and training sessions were held to ensure employees understood their responsibilities.

#### **5.A.5 The institution has a well-developed process in place for budgeting and for monitoring expense.**

The budgeting process at CMU is one piece of the overall financial planning process. It begins with the September publication of the annual operating and capital budget calendar for the upcoming fiscal year. In January, semester credit hour projections are discussed with each college and final projections are agreed upon. Financial Planning and Budgets (FPB) then creates tuition projections based on these semester credit hour projections and multiple tuition rate scenarios. In April, to streamline the budget development process, tuition rates are discussed and approved by the BOT. FPB utilizes the approved rates to finalize tuition projections for the budget. Additionally, FPB works with Human Resources and Faculty Personnel Services to provide each college with accurate salary and benefit information for the upcoming year.

After the April BOT meeting, an annual budget kick-off meeting is held with all colleges, where budget parameters and work papers are shared to support tuition and appropriation projections as well as the current expenditure base and future salary and benefit information. The colleges use the work papers to create their budgets. FPB reviews all college and service unit budget plans and incorporates them into the annual operating budget. The annual budget is approved by the BOT in June. Once the budget is uploaded into the financial system, departments are responsible for the monthly reconciliation of actual activity to the budget plan.

Additionally, the centralized accounting department, Accounting Services, produces quarterly budget-to-actual comparative reports for all university accounts. Accounting Services follows up with college budget managers on any significant variances. These reports and the feedback from the college budget managers are reviewed by the Associate Vice President and Vice President for Finance and Administrative Services.

### **5.B - Core Component 5.B**

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

## Argument

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### **5.B.1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.**

As prescribed by the Constitution of the State of Michigan, the BOT is the ultimate governing body responsible for the business and affairs of the university. These responsibilities are outlined in their **bylaws (Evidence: Board of Trustees Bylaws)**. Specifically, it is the responsibility of the BOT to clarify the institution's mission, approve long-range plans, assess the educational program, ensure financial solvency, and protect and preserve the assets of the institution. Further, Section 2 of the BOT Bylaws places authority *only* with the BOT for all academic matters, adoption of the operating and capital outlay budget requests submitted to the state, adoption of an annual plan of expenditures and revenues for the university, determination of tuition and fees, and establishment of investment policies. The BOT appoints the university's auditing firm and accepts the annual audit of university finances. The Internal Audit Department reports functionally to the BOT through the audit committee.

Upon appointment, each Trustee has an initial orientation day during which he or she meets with the President, each vice president, student and faculty leaders, and others to learn about the organization of the university and the legal and fiduciary responsibilities of BOT members as well as major current issues and endeavors. An online resource manual available to each BOT member provides links to a variety of university information. Following this initial orientation, Trustees add to their knowledge of the university through presentations and discussions at each board meeting, their informal interactions with the President, and information provided to them about significant events at the university. Because of the rotation of board appointments, knowledge transfer occurs from experienced Trustees to newer Trustees with no significant gap.

The BOT meets five times a year in formal sessions and has several standing committees, as described in their bylaws and noted in 5.B.2, that keep them informed and actively engaged in overseeing the ongoing affairs of the university. **Policies approved by the BOT (Evidence: Board Policy Manual Table of Contents)** are available online ([https://www.cmich.edu/bot/about/Pages/policy\\_manual.aspx](https://www.cmich.edu/bot/about/Pages/policy_manual.aspx)) and demonstrate the breadth and scope of areas that fall under their purview.

The BOT has an annual retreat to further explore those areas of the university requiring additional attention, e.g., changes required with the College of Medicine and initiation of the Comprehensive Capital Campaign. In addition, the university and members of the BOT are members of the Association of Governing Boards (AGB). Trustees are encouraged to attend the AGB annual national conference. Concepts from these AGB events are frequently brought back to campus for further discussion. A recent example is the discussion of “Reputational Risk” that has resulted in several discussions at BOT meetings.

**5.B.2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution’s governance.**

The university has many formal, long-standing university governance groups and committees that are typically engaged in campus planning and oversight, including but not limited to the Board of Trustees, President’s Cabinet, Senior Leadership Team, Academic Senate, Council of Deans, Deans Advisory Councils, Council of Chairs, Student Government Association, Shared Governance and Communications Committee, and Budget Priorities Committee. Additionally, open forums are regularly held to engage the campus community at large.

The following Board of Trustees committees meet regularly to engage the university’s internal constituencies:

- Academic and Student Affairs deals primarily with academic activity and student life. Instruction, research, and public service are three of the primary topics when its meetings are held during every campus BOT meeting.
- Finance and Facilities covers topics that ensure the BOT meet their fiduciary responsibility of protecting the assets of the university.
- Audit approves the audit plan of the Internal Audit Department, reviews completed audits on behalf of the BOT, reviews the annual audit of the university’s financial reports, and recommends external auditors.
- Policy and Bylaws reviews and recommends to the BOT new and amended policies and bylaws.
- Trustees-Faculty Liaison is composed of four faculty members, the President, Provost, and BOT members. Agenda items range from informational items to discussion of high-priority initiatives of concern to the Academic Senate and the BOT.
- Trustees-Student Liaison serves as the principal source of interaction between the BOT and the student body.

The President’s Cabinet, consisting of the Executive Vice President/Provost, Vice President of Finance and Administrative Services, Vice President of Enrollment and Student Services, Vice President for Government and External Relations, Vice President for Advancement, Vice President and General Counsel, Associate Vice President of University Communications, and the Executive Assistant to the President, serves as executive council to the President on university affairs and reviews all university-wide policies.

The Council of Deans is composed of all academic deans, the Vice Provosts, the Vice President for Research/Dean of the College of Graduate Studies, the Vice President for Information Technology, the Vice President for Global Campus, and the Associate Vice President for Institutional Diversity. This body meets regularly (weekly, if needed) to discuss topics related to the Academic Division.

The Senior Leadership Team is composed of the top leadership from all divisions of the university. It meets quarterly for professional development, discussion of institutional initiatives, and open discussion with the President regarding areas of concern. It is the only meeting that includes broad leadership from all divisions.

The Council of Chairs meets monthly to discuss issues affecting departmental and programmatic management and governance. Chairs receive information from various administrative units that they relay to their department faculty and staff. In addition, each college dean meets regularly with a Deans Advisory Council (DAC). Although the composition of the DAC varies, it usually includes the associate deans, department chairs, and college business manager, who advise the dean on matters concerning college-level planning.

The past four years have seen significant additions to the **process of shared governance (Evidence: Action Steps for Improving Shared Governance and Communication)**. One recent addition is the establishment of the **Shared Governance and Communications Committee (Evidence: Nature and Ideals of Good Shared Governance and Communications at CMU)**. Membership of this committee is selected by the Academic Senate and administration and includes faculty, staff, and administration. Recommendations from this committee are presented to the Academic Senate and President for ratification or endorsement.

The other recent addition to shared governance has been the establishment of the **Budget Priorities Committee (BPC) (Evidence: Budget Priorities Committee Charge)**. Composed of faculty, staff, students, and senior administrators, the mission of this committee is to increase the transparency of the budgetary process. The BPC receives some referrals from the Cabinet for review and returns recommendations to the Cabinet. The committee also seeks input from the community and designs communication strategies for disseminating and clarifying financial decision-making. Regularly sponsored campus-wide budget forums increase the effectiveness of this committee's efforts.

Monthly meetings between the President and the Chair of the Academic Senate ensure consistent interaction and discussion of academic and policy decisions. Similar meetings with the President of the Faculty Association also provide opportunity for the sharing of ideas. A University Community Advisory Panel (UCAP), composed of campus leaders that include the Faculty Association, the Union of Teaching Faculty, the Graduate Assistant Union, the presidents of the staff unions, and senior administrative officers, aid in communication and shared perspective regarding university matters.

Student Government Association (SGA) leaders provide student representation on many of the governance committees, including the Academic Senate and Senate committees, UCAP, Shared Governance and Budget Priorities Committees, and several senior leadership search committees.



The Academic Affairs Committee of SGA meets with the Vice Provost for Academic Effectiveness to discuss mutual concerns and to assist the students with advancing their academic agenda items.

**Professional and Administrative Council (P&A) (Evidence: P&A Council Responsibilities)** serves as a liaison between the university and the more than 900 P&A employees. The P&A Council considers, recommends, and takes actions related to the common concerns of employees at CMU in the P&A group. It also provides a means of communication concerning major campus-wide initiatives such as strategic planning or preparation of the HLC documents.

Leadership from the six staff unions meet quarterly with the Director of Employee Relations to discuss issues of concern. These meetings also provide an opportunity to reach the union membership and invite their participation in university-wide initiatives. The smaller unions communicate by email, while others have newsletters.

### **5.B.3. The institution enables the involvement of its administration, faculty, staff, and students in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.**

The **Academic Senate (Evidence: Academic Senate: shared governance at work)** is committed to enhancing the academic experiences of students and faculty. The Senate is the final faculty curricular authority for graduate and undergraduate programs, both on and off campus at CMU. The Academic Senate **Curriculum Authority Document (Evidence: CAD)** guides all program development and approval. As a shared decision-making body, the Senate's membership consists of representatives elected by each academic department, six student representatives chosen by the Student Government Association, the academic deans, the Associate Vice President for Institutional Diversity, the Provost, and the President. All meetings are open to the public and are available in real-time to all who have a CMU global ID.

Much of the work of the Senate takes place through a **network of committees (Evidence: Academic Senate Standing Committees)**. These bodies cover campus governance in areas ranging from campus police, athletics, and honors, to curricular committees and many other concerns. The Assessment Council provides direction and oversight of the assessment of student learning outcomes by academic programs. The Degrees, Admissions, Standards, and Honors Committee reviews and makes recommendations on matters concerning undergraduate admissions policies, academic standards, student recognition and scholastic honors, and other matters as directed by the Academic Senate Executive Board.

Certain senate committees are focused on specific programs such as the Committee on Academic Service-Learning, Honors Council, First Year Experience Advisory Council, Global Campus Academic Council, International Education Council, Leadership Council, and Multicultural and Diversity Education Council. The CETL Advisory Council provides input into the faculty professional development programming.

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### 5.C.1. The institution allocates its resources in alignment with its mission and priorities.

The Strategic Plan guides institutional planning and resource allocation, putting emphasis on student success, research and creative activity, quality faculty and staff, community partnerships, and infrastructure stewardship.

All new academic programs must be approved first by the College Curriculum Committee and dean, and then by the Academic Planning Council (APC). **All new programs are evaluated (Evidence: New Program Request Form)** on how each program supports the Mission and goals of the institution. Additional evidence for need and student interest, availability of qualified students and faculty to ensure a high-quality program, and the availability of institutional support and financial resources is included in the Request for New Programs. Following discussion among the members of the APC, a written recommendation is made to the Provost, who further considers the potential for the program to draw quality students and the availability of funding. Only programs that support the Mission and Priorities of CMU are approved.

In addition to the annual budget allocation, colleges and service centers may request funds for new initiatives. These may include focused areas of research requiring new faculty and/or space, institutes and centers, or enhanced teaching facilities such as the active learning classrooms. Academic requests are submitted to the Provost for consideration. If funding is available within the Academic Division, a funding decision may come quickly. If a request represents a university-wide initiative beyond the scope of divisional dollars, the request is submitted to the President for possible funding. At all levels, the consideration is guided by alignment with the Mission, Vision, Core Values, and Priorities.

#### 5.C.2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

Assessment of student learning is a high priority at CMU. The **Assessment Council (Evidence: Assessment Council)** along with the Office of Academic Effectiveness fosters a positive climate for program assessment. Funds are available for faculty to attend assessment conferences, and the **Provost's Assessment Incentive Award (Evidence: Provost's Assessment Incentive Award 2015-2016)** is given annually to programs that document program improvements or improvement in student learning based on the use of assessment data. Data from assessment of student learning outcomes is used in accreditation and program review documentation. Program review concludes with an action plan proposed by the program faculty and a rating regarding program quality, growth, and need for additional resources. The dean and Provost also rate the program on the same three criteria following a discussion with program leaders. Adjustments are then made to program budgets and offerings.

In line with CMU's commitment to provide student-centered education, the university completed an evidence-based review and prioritization of all academic programs in 2010-2011. The effort was critical to the pursuit of rigorous and relevant academic excellence. Since then, 97 programs have been eliminated, allowing for reallocation of program resources. CMU also invested an additional \$5.9 million and hired 33 new faculty for top-priority programs in physics, health administration, neuroscience, psychology, speech-language pathology, counseling and special education, biochemistry, engineering, environmental studies, and broadcasting. The Math Assistance Center was expanded to provide increased capacity and services. New funding has also been invested in infrastructure, including new buildings, newly designed teaching laboratories and active learning classrooms, and research facilities. One important new addition has been a state-of-the-art server farm in which servers were moved from a flood-prone building to a facility with appropriate back-up electricity generation located at one of the higher elevations of the campus.

### **5.C.3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.**

In Fall of 2011, the Strategic Planning Team identified a long list of stakeholders who had a vested interest in CMU. It then developed a plan to reach those constituents, present the process, and solicit their input. Faculty, staff, students, business partners, city leaders, and the community at large were engaged in discussions of the priorities, initiatives, and metrics in the development of the Strategic Plan. **Engagement (Evidence: Gaining Input and Building Consensus)** was followed by revision, followed by further engagement and another revision. The Strategic Plan, a living document, with its priorities, initiatives, and metrics, was finalized after 18 months of gathering input. It was adopted in December 2012 and guides institutional planning and financial commitments.

The university engaged in a capital facilities master planning process in 2012-2013 that created the framework for many major projects, garnering input from faculty, staff, and students in addition to the community, local community colleges, and business leaders. Input came in the form of focus groups, surveys, reports, and open meetings. In addition, CMU often hires consultants to guide the process and bring a more global perspective.

The planning process for the five key areas of CMU's **Campus Master Plan (Evidence: CMU Master Plan)**—Space Utilization, Facilities Condition Assessment, Infrastructure Assessment, Land Use, and 10-Year Capital Plan—followed a similar pattern, engaging students, staff, faculty, and alumni. Additionally, the Mount Pleasant community was engaged to help build and reinforce the campus identity and its connection with the businesses in Mount Pleasant. The Campus Master Plan serves as a guide for the University Space Committee in reviewing and making recommendations to the President's Cabinet regarding space requests.

The **Strategic Enrollment Management Plan (Evidence: Strategic Enrollment Management Plan 2013-2015)** is an institution-wide initiative relying on input and buy-in from stakeholders across the university to optimize recruitment, enrollment, and retention. This plan incorporates demographic forecasts, trends in education, and governmental and/or public support for education as they impact CMU's resources. The plan showcases the university's strategic actions to prepare students to serve the state, nation, and world.

In summer 2013, a comprehensive **Information Technology Strategic Plan (Evidence: CMU IT Strategic Plan 2013-2016)** was adopted following the engagement of faculty, staff, students, and external stakeholders. The IT Strategic Plan provides a broad roadmap for the development and application of the university's technology environment.

**5.C.4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.**

**Financial Planning and Budgets (FPB) (Evidence: Financial Planning and Budgets)** evaluates, develops, and implements the budget for CMU. FPB leads, assists, and supports the university in the financial planning and budgeting of its resources. FPB reports to the Vice President of Finance and Administrative Services and has the following responsibilities:

- Preparing the university's current budget and long-range financial plans.
- Allocating available resources through annual budget preparation and development.
- Maintaining and monitoring the budget for the academic and service centers throughout the university.
- Performing budget analyses and consulting chairs, managers, and others that have questions or concerns regarding the budget.
- Preparing the reports and documents of actual and projected operating results of the university that are required to be submitted to the State of Michigan.
- Responding to all requests, internal and external, for institutional and budget data.
- Administering and teaching instructional classes to make employees more comfortable and knowledgeable about the budget given to them and the process involved in the creation of the budget.
- Performing position control functions, which includes the budgeting, monitoring, and maintenance of human resources information systems.
- Working with administrative and academic departments to resolve funding issues and give direction on budgetary procedures and policies.

FPB seeks input from Government Relations and state legislators so that budgets may be developed with a knowledge of state appropriations. Appropriations have steadily declined from 67% of the operating budget to the current 17%, which has shifted greater institutional dependence to gifts, grants, and tuition.

Tuition revenue is dependent both upon the number of students who enroll and the average course load. The Office of Institutional Research considers trend data and gathers input from Enrollment and Student Services regarding expected new and transfer student enrollment to develop projections by academic department. These projections are discussed with departments and form the foundation of the annual budget for academic colleges. The gross revenue for each college is taxed to provide funds for the administrative units. Funds are distributed among administrative units based on their established expenditure base. The annual funding of facilities management is in part determined by the price of utilities, the amount of new construction, and the expected major maintenance costs. Energy efficiency has kept the utility budget (except for new square footage) flat for the past seven years—just one example of CMU’s cost containment efforts.

### **5.C.5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.**

CMU has engaged in several major institutional initiatives to remain viable in a very competitive marketplace. Michigan has endured a steady decline in population over the last decade, caused by both an aging population and a sharp decline in the state's auto industry. As a tuition-dependent state university, it is important that students are recruited, enrolled, and retained. CMU created a new division, Enrollment and Student Services, in 2011 to develop viable enrollment management plans to offset the predicted decline in high school graduates. Attracting talented students has become the responsibility of all employees, from the grounds crews’ efforts to keep the campus attractive and the police unit’s dedication to keeping the campus safe, to the service center staff’s commitment to informing students of challenging and exciting academic programs.

Data management and security are increasing areas of concern for major corporations and universities. Reports from two external consulting firms recommended that CMU improve its data security. Upon the recommendation of the consultant, a Chief Security Officer was hired and a Data Center was constructed. Information Technology was reorganized to provide additional support for increased use of technology and synchronous course offerings across the state and world.

CMU has been a leader in the delivery of distance education through its Global Campus unit. Traditionally, online course offerings augmented the on-campus course enrollment. However, recently up to one-third of the students enrolled at the main campus are also enrolled in online courses. This trend is causing colleges to reevaluate workload and the balance of face-to-face and online offerings. To facilitate the development of online and hybrid courses, a reorganization and expansion of faculty professional development (CETL), course design (CID), Learning Management Systems (LMS), and media production resources are currently being planned. With the increasing demand of online and distance-delivered courses, CMU saw the need to fully



integrate the services of the Global Campus unit with the main campus. That merger is currently underway.

Given demographic changes and the emphasis on globalization, CMU is making bold investments in its organizational structure to retain its competitive edge and its role as a leader in higher education.

## **5.D - Core Component 5.D**

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### **Argument**

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#### **5.D.1. The institution develops and documents evidence of performance in its operations.**

All academic colleges and administrative units set annual strategic and operational goals. The strategic goals are aligned with the strategic priorities and initiatives, while operational goals move the university forward daily. Goals are then entered into a computer-based reporting system that allows tracking throughout the year. In addition, departments within each college complete annual reports, summarized by the dean in the college annual report. Annual college and divisional reports become part of the President's report to the BOT.

Each academic program is subject to a thorough program review every five years, as prescribed in the Curriculum Authority Document. In addition to CMU's internal self-evaluation process, 25 programs are subject to external review by specialized accreditation agencies.

Many metrics provide evidence of institutional performance. Institutional Research has developed several real-time dashboards as well as point-in-time comparisons that provide ample information for decision-making. Academic success is reported as persistence and time-to-graduation. The NSSE, CLA, Graduating Student Exit survey, and First Destination survey, when combined with program review, are used to determine program effectiveness.

Outside the Academic Division, there are similar annual reviews that are documented in the divisional annual reports, and several other units provide reports to regulatory bodies such as the NCAA, Public Broadcasting, and credit rating agencies.

Financial reports are monitored by the Vice President for Finance and Administrative Services. Quarterly financial reports are prepared and discussed with senior management. These reports

are available for review and are the basis for continuous improvement and short- and long-term planning and the development of the master plans described in sections 5.C.2 and 5.C.3.

### **5.D.2 The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.**

As a public institution, CMU demonstrates responsible stewardship to the citizens of Michigan by constantly reviewing its processes and making improvements. The Strategic Plan has given focus to every aspect of CMU. The subsequent master plans, as described in 5.C.3, have provided road maps for recruiting and enrollment, development of the campus physical presence, and the technology infrastructure. Identifying the need for unified, overarching goals and strategies has led to intentional improvements and growth.

What follows are a few examples from each division where these improvements have been directly the result of experience:

- The primary tool used for new academic program development and program modification is the Academic Senate Curriculum Authority Document (CAD). In response to complaints from faculty that the process was too cumbersome and time-consuming, an electronic curricular process was implemented, and the CAD was revised, consequently reducing the time to gain approval for a new program and allowing CMU to be more competitive, especially in the global market.
- Program prioritization was a comprehensive self-study of all programs that forced colleges to identify outstanding programs and programs that needed to be restructured or eliminated. As noted in 5.C.2, funding was reallocated and new funding was added to develop and strengthen cutting-edge areas of focus.
- The development of the business data warehouse enables CMU to develop relevant and timely reports, such as the Department Budget Dashboard, to aid in better decision-making across campus.
- All building projects on campus since 2009 are LEED-certified, evidence of CMU's commitment to sustainability.
- Approximately \$200 million of deferred maintenance costs need to be addressed. CMU allocates annually \$5.7 million in base budget toward this effort.
- CMU has utilized market research to understand its competitive edge, leading to the "Put Your Stamp on the World" campaign.

## **5.S - Criterion 5 - Summary**

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The President, Cabinet, and academic leadership establish the university budget, which is formally approved by the CMU BOT. CMU's strong balance sheet and well-developed budgeting process based on the RCM model have allowed CMU to significantly increase and improve its physical and technological infrastructure over the last ten years. However, infrastructure is nothing without the highest quality faculty and staff. CMU has been very

successful in offering attractive start-up packages to new faculty and providing a welcoming and supportive environment for all employees.

Planning at a major university is complex. CMU has many formal, long-standing university governance groups and committees engaged in campus planning. Chief among these are the BOT, which serves as the primary governing unit, and the Academic Senate, which serves as the primary academic policy-making body. The past four years have seen significant additions to the process of shared governance, including establishment of the Shared Governance and Communications Committee and the Budget Priorities Committee, which are composed of students, faculty, staff, and administration.

CMU manages a multifaceted strategic planning process through skilled leadership and shared governance. Input from faculty, staff, and students as well as external consultants and community members inform the planning process for university projects. Conservative budgeting, tight containment of costs, and enhanced student recruitment efforts have allowed CMU to remain fiscally sound. Despite a decreasing Michigan market, the university is focused on maintaining enrollments (despite a decreasing Michigan market) through improved student retention and increased online offerings while concurrently achieving greater efficiency through integrating and realigning services.

CMU continually strives to improve its performance through the annual reporting process. University departments, colleges, administrative centers, and divisions review prior-year accomplishments, identify problem areas, implement corrective action, and set new performance goals that align with the President's goals and the evolving Strategic Plan. The divisional reports are incorporated into the President's Annual Report to the BOT.

## **Criterion 5 Evidence Files**

Academic Senate shared governance at work

Academic Senate Standing Committees

Action Steps for Improving Shared Governance and Communication

Assessment Council

Board of Trustees Bylaws

Board Policy Manual Table of Contents

Budget Priorities Committee Charge

CAD

CMU IT Strategic Plan 2013-2016

CMU Master Plan

CMU Projects Over \$250,000 2011-2015

Financial Planning and Budgets

Gaining Input and Building Consensus

Nature and Ideals of Good Shared Governance and Communications at CMU

New Program Request Form

OIT Leadership Org Chart

P&A Council Responsibilities

Priority and Metrics Goal Report 2015-2016

Provost's Assessment Incentive Award 2015-2016

RCM Budget Model

Strategic Enrollment Management Plan 2013-2015

Criterion 5 Evidence  
Academic Senate Shared Governance at Work





### Academic Senate: shared governance at work

The Academic Senate has enjoyed over a 40-year history as the university's primary policy-making body for a wide range of issues involving academic life at CMU. The senate has a long tradition of productive and open debate and is committed to enhancing the academic experiences of students and faculty. The senate is the final faculty curricular authority for graduate and undergraduate programs, both on campus and off campus at CMU.

As a shared decision-making body, the senate's membership consists of representatives elected by each academic department, six student representatives chosen by the Student Government Association, the academic deans, the provost, and the president. Academic Senate meetings are open to the public and are held bi-weekly on Tuesdays, 3:30 - 5:00 p.m., in Pearce Hall, Room 138.

Much of the work of the senate takes place through an elaborate network of committees. The senate is indebted to the many faculty, students, and administrators whose efforts have been responsible for the senate's success.

#### Academic Senate - Internal

- > Senate Structure
- > Senate and E-Board Agendas & Minutes
- > President's and Provost's Written Reports
- > Committee Charges / Membership / Meeting Times
- > Curricular Information
- > Non-Curricular Policies/Procedures
- > Master Course Syllabi
- > Current Issues
- > Shared Governance and Communications Committee
- > Live Stream of Academic Senate Meeting
- > Archive of Live Streamed Academic Senate Meetings

Contact us:  
Foust 135  
(989) 774-3350  
acadsen@cmich.edu

Criterion 5 Evidence  
Academic Senate Standing Committees

# ACADEMIC SENATE STANDING COMMITTEES AND OTHER COMMITTEES TO WHICH THE SENATE ELECTS (Updated 9/11/15)

## Academic Senate/Faculty Association Liaison Committee

[Membership: 3 representatives of the Academic Senate: Chair, Past Chair, Chair Elect; 3 representatives of the Faculty Association: President, Past President, President Elect]

## Assessment Council (revised 4/9/02)

[Membership: 11 members: Six faculty representatives (1 CBA, 1 CCFA, 1 CEHS, 1 CHP, 1 CHSBS, 1 CST) elected by the senate. Preference given to those with some expertise, experience, or interest in assessment; 1 representative of the ProfEd, appointed by the Executive Vice President of ProfEd; 1 at large representative from any unit engaged in learning assessment, elected by the senate; 1 department chair, elected by the Council of Chairs; the Academic Senate Chair (or a designee appointed by the Chair from the faculty members on the Senate Executive Board); the Assistant Vice President for Curriculum and Assessment or the Director for Curriculum and Assessment, *ex officio* (Provost determines which officer shall serve) (Second and fourth Mondays, 8:30 to 10:00 a.m.)

Charge: 1. develop learning assessment policies for CMU and recommend those policies to the Academic Senate for approval; 2. develop a format for departmental and unit assessment plans and a format for reviewing and approving those plans; 3. review and approve departmental and unit assessment plans and to communicate to the units on the status of those plans; 4. review and approve changes in departmental and unit assessment plans and to communicate on the status of those changes; 5. develop a format for the yearly summary reports from departments and units on assessment activities and to review communications to the units from the Office of Curriculum and Assessment based on the yearly summary reports; 6. review and approve requests for funding by units or individuals for assessment projects and professional development activities relating to assessment; 7. assist in developing and maintaining the presence of assessment as a defining element of CMU, including recognizing faculty and units making significant contributions to learning outcomes assessment; 8. help ensure that conversations about student learning and program improvement remain central to departments and units; 9. provide advice to the office of Curriculum and Assessment, including advice on official CMU publications and reports related to assessment; and 10. recommend to the Academic Senate a process for the comprehensive evaluation of the university's assessment plan.

## Athletic Committee

[Membership: 8 faculty (1 from each college, 2 at large), the Faculty Athletics Representative, Director of Student Life or designee, 3 students (2 student athletes from the Student-Athlete Advisory Committee and 1 student who does not participate in intercollegiate athletics), 1 alumnus, as *ex officio* members: Athletics Director, Senior Associate Athletic Director(s), Senior Woman Administrator, and the Assistant Athletics Director for Academics, non-voting] **Total membership: 18** (\* one non-Senate Tuesday each month, 3:30 p.m.)

Charge: 1) Monitor and evaluate the Athletics Department's performance; 2) Review issues associated with the welfare of student-athletes participating in Mid-American Conference and National Collegiate Athletic Association sports to ensure that the University and the Athletics Department maintain the proper balance between participation in athletics and academic achievement; 3) Communicate the concerns of student-athletes participation in intercollegiate athletics to the Academic Senate and the University community, including the Athletics Department, the University administration, academic departments, the faculty as a whole, and other groups as warranted; 4) Prepare an annual report and other reports as needed, advising the President and the Academic Senate of the Athletics Department's performance with respect to its academic and

athletic goals and with respect to the welfare of the student-athletes participation in Mid-American Conference and National Collegiate Athletics Association sports.

### **Bachelor of Individualized Studies**

[Membership: 3 representatives of Academic Senate, 1 representative of Council of Deans, 1 representative who is Provost's appointment] (Reference: Senate minutes 9/4/84)

### **Board of Appeals**

[Membership: 3 faculty, 1 faculty/UCC Member, 1 student, General Education Coordinator, Registrar's office representative, ex officio. Total Membership is 7.] (\*as needed.)

### **Board of Trustees/Faculty Liaison Committee**

[Membership: Provost; Board of Trustees Chair Appointments; Four Senators: Senate Chair, Senate Past Chair, Two Other Senators Nominated by the Senate Nominating Committee, and Elected to Two-year Rotating Terms]

### **Center for Excellence in Teaching and Learning Advisory Council (created 10/23/01; name change Fall 2004; name change Summer 2015)**

[Membership: 8 faculty members: (1 each from CBA, CCFA, CEHS, CHSBS, CHP, CST, LIB/CNSLG) plus 1 Faculty Member representing those teaching in Group IV.C. of the University Program (serving a three-year term); 1 Graduate Assistant (serving a one-year term); 1 Undergraduate Student (serving a one-year term); 1 Department chair (chosen by the Council of Chairs); 1 Global Campus representative; 1 Designee of the Provost's Office; Director of the Center for Excellence in Teaching and Learning, *ex officio* and non-voting]  
[Meeting time: 1<sup>st</sup> non-senate Tuesday of each month, 3:30-5 p.m., Center for Excellence in Teaching and Learning Conference Room]

Charge: Serves as an advisory body to the senate and to the Center for Excellence in Teaching and Learning (CETL). The CETL is specifically charged to: 1) advise the CETL on the development of workshops, presentations and programs designed to improve pedagogy, to improve faculty research and creative activity; and to assist in the implementation of the university's academic outcomes assessment plan. Also, to develop orientation programs for new faculty and orientation and training programs for graduate assistants. They are to advise on the preparation and distribution of materials related to improving teaching, learning and the assessment of learning; raising academic standards, and improving scholarship. Advise on the allocation of the Center's resources. Advise on the coordination of the Center's activities with other campus faculty development efforts. 2) Recommend to the senate policies that will assist the Director of the CETL in providing confidential assistance to individual faculty members who wish to improve their teaching effectiveness and who wish to improve their scholarship. Recommend policies regarding access to and use of the resources of the CETL by faculty, graduate assistants, and others. Recommend other relevant policies.

### **Committee on Academic Service-Learning (CASL)**

[Membership: 16 members (2 ex officio), including 7 faculty members (1 per college), CBA, CCFA, CEHS, CHSBS, CHP, CST, College of Graduate Studies, CMU Volunteer Center, FYE, Risk Management, Students (2), Community Representatives (2), Director of the Center for Excellence in Teaching and Learning, *ex officio* and non-voting, Campus Service-Learning Coordinator, *ex officio* and non-voting] (\*1<sup>st</sup> Monday, 4:00-5:00 p.m.)

Charge: Align campus use of ACADEMIC SERVICE-LEARNING to the mission of the university; Increase awareness and build support of ACADEMIC SERVICE-LEARNING as a pedagogy that effectively meets or exceeds expected learning outcomes; Help facilitate the set-up of ACADEMIC SERVICE-LEARNING agreements and define relationships between CMU and community entities that are

acceptable to all parties; Seek collaboration and facilitate partnerships across campus that help to connect faculty and CMU courses to relevant issues/needs within the community; Help promote workshops, presentations, and assessment strategies for new and veteran faculty designed to increase and improve the use of ACADEMIC SERVICE-LEARNING as pedagogy; Stimulate research and creative activity in the area of ACADEMIC SERVICE-LEARNING and Scholarly Engagement; Act as mentors/facilitators to other faculty involved with or interested in the use of ACADEMIC SERVICE-LEARNING; Seek, prepare, review, or distribute resources related to ACADEMIC SERVICE-LEARNING; Coordinate programming efforts with the CMU Volunteer Center; Collaborate with the Director of the Center for Excellence in Teaching and Learning (CETL) and faculty across campus in: Decisions involving the allocation of any Service-Learning resources; ACADEMIC SERVICE-LEARNING Awards-solicitation of nominations, review of applications, and selection of annual award winner; Facilitating systematic collection of data about ACADEMIC SERVICE-LEARNING activities; Other relevant ACADEMIC SERVICE-LEARNING activities.

### **Committee on Committees**

[Membership: 17 members (16 faculty and 1 student): CST-3, CCFA-2, CHSBS-4, CEHS-2, CBA-2, CHP-1, LIB or Counseling-1, at large-1.] (\*bi-weekly Thursday, 4:00-5:00 p.m.)

### **Degrees, Admissions, Standards, and Honors Committee (DASH)**

[Membership: 12 faculty, 6 students, 1 alumnus, Director of Admissions (*ex officio*), Registrar (*ex officio*)] (\*Last Friday, 8:00-9:30 a.m.)

Charge: (1) Review and make recommendations on matters concerning undergraduate admissions policies at CMU. (2) Review and make recommendation on academic standards. (3) Review policy and make recommendations on matters concerning student recognition and scholastic honors (e.g., honor convocations). (4) Review and make recommendations on matters submitted through the Academic Senate Executive Board.

### **Excellence in Teaching Award Committee (Revised 12/04/01)**

[Membership: 10 faculty (1 from CBA, 1 from CCFA, 1 from CEHS, 1 from CHP, 1 from CHSBS, 1 from CST, 4 at large) and 5 students elected by the Academic Senate. Students would be selected to assure diversity in regard to class, field of study, gender, and racial background. Faculty would be selected to assure diversity in regard to rank, gender, and racial background. The Director of the Center for Excellence in Teaching and Learning or his or her designee, ex-officio.] (\*Meeting time based on members' schedules.)

Charge: To administer the CMU university-wide teaching excellence award program; to coordinate campus nominations for external university-wide teaching awards; to develop policies and procedures for the administration of those teaching award programs under the committee's jurisdiction and file them in the senate office; to present a review of the committee's actions to the Academic Senate and recommend any necessary changes, including changes in procedures, number of awards, or award amounts.

### **Executive Board of the Senate**

[Membership: President; Provost; Chairperson of the Senate; Past Chairperson of the Senate; Chairperson Elect of the Senate; Secretary of the Senate; 3 Senators, 1 of whom must be a student]

### **Faculty Research and Creative Endeavors Committee**

[Membership: 16 faculty: (3 from CST, 2 from CCFA, 4 from CHSBS, 2 from CEHS, 2 from CBA, 1 from CHP, 1 from CMED, 1 from Library/ Counseling); 1 P&A; Assistant Vice President for Research (Graduate Dean) or designee (*ex officio* and voting). Total membership: 18] (\*1<sup>st</sup> Wednesday, 4:00-6:00 p.m.)



Charge: To review individual faculty requests for University support of research and creative projects and to allocate available funds.

**First Year Experience Advisory Council** (placed on hiatus by Provost, 10/30/12)

[Membership: 16 people: 6 faculty (one from each college), 1 from LIB, 3 from Dean of Students Office, 1 from Institutional Diversity, 1 from Residence Life, 2 student representatives, FYE Coordinator, FYE Assistant Coordinator] The council currently meets the last Friday of each month (September, October, November, January, February, March, and April) from 1:30-3:00 pm.

**General Education Committee.**

[Membership: 18 members: 14 faculty members (2 from Humanities, 2 from Natural Sciences, 2 from Social Sciences, 1 from Integrative and Area Studies; 1 representative from each college: CHP, CBA, CEHS, CHSBS, CCFA, CST); 1 Library representative; 1 additional member selected by the Undergraduate Curriculum Committee from its members; 1 student nominated by the Student Government Association and elected by the Senate; the Multicultural Education Center Director, *ex officio* and non-voting; and the General Education Director, (*ex-officio*, non-voting). (\*non-Senate Thursdays, 3:30 – 5:00 p.m.)

Charge: 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

### **Global Campus Academic Council**

[Membership: 12-person membership shall consist of ten (10) voting members and two (2) non-voting, ex officio members: Voting members: One faculty Senator (elected by the Academic Senate), One member of the Prior Learning Assessment Team (PLAT) selected by the team, Global Campus Director of Undergraduate Degree Programs, Global Campus Director of Graduate Degree Programs, One CBA faculty, One CCFA faculty, One CEHS faculty, One CHP faculty, One CHSBS faculty, One CST faculty. Ex-officio, non-voting members: Two Provost designees: one for curriculum and instruction and one with community college liaison experience.] (\*2<sup>nd</sup> Friday, 9:00 – 10:30 a.m.)

#### Mission Statement:

The Global Campus Academic Council (GCAC) serves Central Michigan University as the Academic Senate appointed body charged with policy making and curricular oversight for academic programs (e.g. majors, minors, certificates, and graduate programs), regardless of delivery mode, delivered via Global Campus that are not directly housed within a department, school, or college or overseen by another governance body, such as a college, university, or Academic Senate Committee or Council. The GCAC is committed to providing a broad range of quality programs that maintain a balance between general and professional education and that prepare students for varied roles as responsible citizens and leaders in a diverse and democratic society.

### **Graduate Committee**

[Membership: 12 faculty: 1 from each college: CST, CCFA, CEHS, CHSBS, CHP, CBA and CMED; 5 graduate faculty at large; and 2 graduate students. A representative of Global Campus, *ex officio*, voting. Dean of the College of Graduate Studies, or designee, *ex officio*, voting. **Total membership: 16**] (\*Wednesdays, bi-weekly, 3:30 – 5:00 p.m.)

Charge: The committee develops, reviews, and evaluates programs and policies pertaining to the operation of the College of Graduate Studies. As the primary advisory body for the Dean of the College of Graduate Studies, the committee is tasked with assessing the overall quality and impact of graduate education. The committee publishes in its minutes curricular proposals concerning Graduate Education. The Graduate Committee can also initiate curricular proposals relevant to the graduate education.

#### *Charge and Authority*

A. Consider the following curricular items for final approval:

Course related proposals for courses numbered 500 and above except for those in the General Education Program or Professional Education Unit

1. New courses
2. Master Course Syllabus 7-year review
3. Change in Course Level
4. Change in Prerequisites, Pre/Co-requisites or Co-requisites
5. Change in Course Objectives

Program related proposals except those related to the Professional Education Unit

1. Changes in number of credit hours on a graduate option/concentration/certificate
2. Change in titles of degrees, or graduate option/concentration/certificate

- B. Consider the following curricular items and make recommendations to the Academic Senate for final approval:

Program related proposals except those related to the Professional Education Unit Master level programs or certificates

1. New program
2. Deletion of graduate option/concentration/certificate
3. Creation or deletion of a degree

- C. Recommend to the Academic Senate for approval

1. Minimum College of Graduate Studies graduation requirements and approved departmental requirements;
2. College of Graduate Studies admission and dismissal policies and approved departmental policies;
3. Policies and regulations for the College of Graduate Studies, including criteria for membership on the graduate faculty.

- D. Establish guidelines for the College of Graduate Studies Fellowships.

- E. Policy on Simultaneous Course Offerings. Undergraduate courses numbered 100-499 and graduate courses numbered 500 and above cannot meet concurrently with the same instructor unless prior approval has been granted. Decisions on whether to grant approval will be based on careful consideration of the department's rationale for combining classes and a review of the syllabi for each of the classes that will be combined. A one-time-only approval can be granted by the Executive Committee of the Graduate Committee; ongoing approval must be approved by the full Graduate Committee.

- F. Elect a chairperson and a secretary from the Graduate Committee to serve one-year terms on the Executive Committee along with the Dean of the College of Graduate Studies.

### **Honors Council**

[Membership: Total membership is 17 consisting of 8 faculty: 1 from each college: CHSBS, CCFA, CBA, CEHS, CHP, CST; 1 from Library; 1 at large; 5 honors students—appointed by the Director of the University Honors Program; 1 representative elected by the Council of Deans; the Director of the University Honors Program, *ex officio*, non-voting; the Associate Director of the University Honors Program, *ex officio*, non-voting; and the Assistant Vice President of Institutional Diversity, or representative, *ex officio*, non-voting] (\*non-Senate Tuesdays, 3:30 – 5:00 p.m.)

Charge: The Honors Council shall: (1) Serve as the advisory and policy-making body of the Honors Program. (2) Develop and evaluate all honors protocols and policies pertaining to the operation of the Honors Program and the quality of honors education. (3) Recommend to the Academic

Senate's curricular committees for approval new honors protocol; decisions concerning honors protocol additions, modifications, consolidations and deletions; Honors Program admissions and dismissal policies; minimum requirements for " Graduation with Honors Program Recognition." (4) Be responsible for (in conjunction with the University Honors Program Director) scheduling honors courses; identifying faculty to teach honors courses; developing HON-designated courses; overseeing honors protocols; overseeing the Centralis Scholarship Program. (5) Be involved in selection of the Honors Program Director.

**International Education Council** (3/4/14 – Academic Senate voted to suspend the Council)

[Membership: 7 faculty: (6 faculty: 1 from each college - CBA, CCFA, CEHS, CHP, CHSBS, CST), 1 faculty at large; 1 faculty from FLLC (appointed by the FLLC Department); 1 faculty/staff from ProfEd; 1 designee of Office of Institutional Diversity; Dean of Graduate Studies or designee; Director of English Language Institute; 2 students (1 domestic, 1 international); Associate Director of Office of International Affairs. **Total membership: 15.**] (\*3<sup>rd</sup> Tuesday, 3:30-5 p.m.)

Charge: Serves as an advisory body regarding the functions and responsibilities of the Office of International Education (OIE) on issues related to the internationalization of curriculum, educational programs and activities. 1) In fulfilling its charge, the IEC may make and forward recommendations to appropriate academic committees and the Senate Executive Board for senate consideration involving, but not limited to, the following: a. Initiatives involving international programs and study abroad options. b. Academic policies and procedures relating to international students and scholars. c. Faculty international development opportunities; d. the role of the Office of International Education within the broader academic community. 2) Develop and implement an outcomes assessment plan consistent with the Senate Assessment Council's guidelines and reporting mechanism. 3) Report annually to the Academic Senate Executive Board regarding its activities and actions. 4) Forward its minutes to the Academic Senate Executive Board, the Office of the Provost, and the Vice Provost for Academic Affairs.

**Leadership Council (created 3/26/02)**

[Membership: 10 members: 6 faculty elected through the Academic Senate; at least three faculty member will be from those instructors who are teaching or have taught an L-designated Leader Advancement Scholarship protocol course, an LDR designated course, or a course in a leadership interdisciplinary program, with preference given to those teaching such courses during their membership on the committee. 2 students appointed by the Director of the Leadership Institute; the Director of the Leadership Institute (*ex officio*, non-voting); and the Vice provost of Academic Affairs or designee (*ex officio*, non-voting)] (\*bi-weekly Fridays, 12:00-1:30 p.m.)

Charge: A. Serve as the advisory and policy-making body for academic programs within the Leadership Institute. This includes being responsible for the development and administration of the by-laws required for interdisciplinary programs.; B. recommend and process through the curricular process 1) proposals for additions, modifications, consolidations, and deletions related to the Leadership Advancement Scholarship Protocol; 2) proposals for creating, modifying or deleting majors, minors, concentrations or other university-wide academic programs pertaining to the study of leadership.; C. establish qualifications, responsibilities and selection procedures for faculty to teach courses in the programs under the Council's jurisdiction; D. establish qualifications and make recommendations for advisors for the academic programs under its jurisdiction; E. develop and implement student academic outcomes assessment plans for programs under its jurisdiction; F. carry out regular reviews of the academic programs under its jurisdiction as established by the university; G. provide, when requested, advice to the Director of the Leadership Institute on initiatives to provide leadership training, education, and development opportunities at the university, local, and state level; H. collaborate with the Director of the Leadership Institute in overseeing the operations of the Leader Advancement Scholarship

protocol; I. provide assistance and advice to the Dean of Students on the selection of the Director of the Leadership institute; and J. determine the responsible college for interdisciplinary majors and minors under its jurisdiction.

### **Library Committee**

[Membership: 12 faculty, 5 students, Director of Libraries, *ex officio*] (\*first Monday, 5:00-6:00 p.m.)

Charge: (1) Serve as a liaison to facilitate communication between the library staff and other segments of the University, particularly students and faculty. (2) Act as a board of arbitration for the librarian in cases where a conflict of interest arises between parties or groups. (3) Aid the librarian in planning and executing programs for library growth in quality and service.

### **MSA Council**

[Membership: Four faculty from departments most heavily involved\* in MSA program (no more than 1 from the same department); one At Large member; all faculty must be members of the graduate faculty; Dean, College of Graduate Studies (Permanent Chairperson – voting member); MSA Director (voting member); Vice President/Executive Director, ProfEd or designee (voting member); one MSA student] \*Those departments generating the most SCH. (Approved by Senate 9/22/09) (\*3rd Monday, 3:30-5:00 p.m.)

Charge: Serve as a faculty advisory and policy-recommending body for the MSA degree. Should be concerned with the development of core courses and evaluation of programs and policies pertaining to the MSA degree both on- and off-campus. Primary responsibility for quality of degree offerings, faculty selection related to core courses, and student requirements. Responsible for the coordination of the on-campus MSA degree programs with Extended Degree Programs. See MSA Council policy for further charge information.

### **Multicultural and Diversity Education Council (revised 4/27/04)**

[Membership: 17 members: 6 faculty at large; 1 Global Campus representative; 1 Graduate Committee member; 2 instructors from Group IV-C of U.P.; 1 instructor from Group IV-B of U.P.; 2 students; 4 *ex officio* members: Assistant Vice President for Diversity and International Education, Director of Multicultural Education Center, Director of International Education, and General Education Director.] (\*1<sup>st</sup> and 3<sup>rd</sup> Wednesday, 12:00-1:30 p.m.)

Charge: Confer on ways to enhance multicultural education across the curriculum. Evaluate progress to realize multicultural goals of the University Mission Statement. Review program goals related to multicultural education. Work with curriculum committees to promote multicultural education. Seek out ways to promote multiculturalism in the curriculum. Draft guidelines for multicultural and diversity education, review charges and memberships of Senate committees for sensitivity to issues and broad-based representation, promote and assist in obtaining grants supporting multicultural curricula and programs, assist programs with multicultural education requirements in meeting goals, and institute and oversee a lecture series.

### **Police Oversight Committee**

[Membership: 2 Senators elected from the Senate to serve a two-year term on this Committee.]

### **President's and Provost's Award Committee**

[Membership: 1 Senator from each College elected from the Senate to serve a one-year term on this Committee.]



### **Professional Education Assessment Committee (created 2/26/02)**

[Membership: 9 voting members: 1 each from CHSBS, CCFA, CHP, CST; 2 from CEHS, 1 Dean or designee from college other than CEHS, 1 student, 1 PK-12; 4 non-voting members: 1 Unit Head (or designee), 1 Center for Student Services (e.g. Director of Professional Education or designee); 1 Director for Curriculum and Assessment (or designee); 1 Vice President of Global Campus (or designee). **Total membership: 13**] (\*Monthly, 4<sup>th</sup> Friday, 8:30 – 10:00 a.m.)

Charge: a) Provides leadership and guidance in the evaluation of professional education undergraduate and graduate programs to ensure compliance with MDE and NCATE standards; b) provides leadership in the development and ongoing monitoring of an assessment system for the professional education program that satisfies NCATE standard 2 and complements ongoing program assessments for professional preparation majors or specific professional preparation degree programs; c) disseminates conclusions and recommendations based on results of evaluations and assessment to the Professional Education Executive Board; d) advises the unit head on reappointment of professional education faculty; e) evaluates criteria for appointment to professional education faculty status and recommends changes, if appropriate, to the PEEB.

### **Professional Education Curriculum Committee (created 2/26/02)**

[Membership: 14 voting members: 2 from CHSBS, 2 from CCFA, 2 from CHP, 2 from CST, 2 from CEHS, 2 At Large faculty, 1 student, 1 PK-12 representative; 3 non-voting members: 1 Unit Head (or designee), 1 Center for Student Services (e.g., Director of Professional Education or designee), 1 Director of the MA in Education Program (or designee). **Total membership: 14**] (\*first and third Thursdays, 3:30 – 5:00 p.m.)

Charge:

A. Consider the following curricular items and make recommendations to the PEEB for final approval:

Course-related proposals connected to the Professional Education Unit for courses numbered 0-899.

Professional education courses are taken exclusively to prepare PK-12 practitioners and have designators of EDU, MLE, SPE, CED, EDL, *or are internship/practicum* or mid-tier/methods/field experience courses for prospective teachers in any major or minor. They include mid-tier courses in any major; methods courses in any major or as part of the professional sequence courses; student teaching supervision (including subject-matter); elementary education; middle school education; special education; educational leadership/administration; educational technology; school counseling; school psychology; secondary education.

1. New courses. If a new course is not approved by the Professional Education Unit (PECC) it may proceed to the UCC or Graduate Committee for consideration as a non-Professional Education course.
2. Master course syllabus 7-year review
3. Change in Course Level
4. Change in Prerequisites, Pre/Co-requisites or Co-requisites
5. Change in Course Objectives

Program-related proposals connected to the Professional Education Unit

1. Changes in number of credit hours on a major, minor, concentration, and graduate option/concentration/certificate
2. Change in titles of degrees, majors, minors, concentration and graduate option/concentration/certificate

B. Consider and recommend the following curricular items to the PEEB for recommendation to the Academic Senate for final approval:

Program-related

1. Changes in degree requirements for the Bachelor of Science in Education and Bachelor of Music Education
2. Changes in the list of approved majors or minors on the Bachelor of Science in Education or the Bachelor of Music Education degrees.
3. Changes in the listing of courses which modify requirements of the Bachelor of Science in Education and the Bachelor of Music Education degrees.
4. Changes in existing graduate programs designed for the preparation of PK-12 educational personnel that affect semester-hour requirements.

5. Deletions of graduate degrees, options, and concentrations designed for the preparation of PK-12 educational personnel.
- C. Consider and recommend to PEEB for recommendation to the UCC or Graduate Committee for review and approval, program proposals except those related to the Professional Education Unit Master level programs or certificates, prior to submission to the Academic Senate:
    1. New undergraduate teaching majors, new undergraduate teaching minors, or new undergraduate teaching concentrations, prior to
    2. New graduate programs or graduate-level certificate programs designed for the preparation of PK-12 educational personnel.
  - D. Maintain an updated list of Professional Education Unit Courses and respond to department-initiated requests to add or remove courses from the list.
  - E. Maintain an updated list of undergraduate teaching majors, minors, concentrations and graduate programs or graduate-level certificate programs designed for the preparation of PK-12 educational personnel and respond to department-initiated requests to add or remove programs from the list.
  - F. Notify College Curriculum Committees or other responsible units of the need for a seven year MCS review of professional education courses.
  - G. Respond to referrals from the Professional Education Executive Board.

Note: The three committees, PESAR, PECC and PEAC, will communicate and collaborate with one another in an ongoing, time-sensitive manner.

**Professional Education Selection, Admission, and Retention Committee (created 2/26/02)**

[Membership: 13 voting members: 2 CHSBS, 1 CCFA, 1 CHP, 2 CST, 4 CEHS (at least one will be designated as “CEHS from Teacher Education and Professional Development (TEPD)”, and at least two positions will be designated “CEHS from departments other than TEPD (non-TEPD)”; and the 4<sup>th</sup> position can be from either CEHS TEPD or CEHS Non-TEPD”; 2 students, 1 PK-12 representative; 2 non-voting members: 1 Unit Head (or designee), 1 Center for Student Services (e.g., Director of Professional Education or designee). **Total membership: 15**] (\*1<sup>st</sup> and 3<sup>rd</sup> Tuesdays, 3:30-5:00 p.m.)

Charge: Recommend to the senate requirements, criteria, and procedures for selection, admission, and retention of professional education students; b) consider issues of diversity in establishing criteria and work to maintain a culturally diverse student population; c) consider disciplinary variety and educational needs in establishing criteria and procedures; d) establish and review guidelines and procedures for dismissal from the program; e) act upon all appeals and grievances regarding selection, admission and retention issues; f) respond to referrals from the Professional Education Executive Board; g) communicate and collaborate with PECC and PEAC in an ongoing, time-sensitive manner.

**Public Broadcasting**

[Membership: 12 people: 1 from Music/Performing Arts area; 1 each from CBA, CCFA, CEHS, CHP, CHSBS, CMED, and CST. Need not be faculty. CCFA Dean or designee; Vice President/Executive Director of ProfEd or designee; 1 member with technical expertise in either radio or television broadcasting, *ex officio*, non-voting; General Manager of Public Broadcasting, *ex officio* and non-voting] (\*second Monday, 9:00-11:00 a.m.)

Charge: Committee members serve as advocates for Public Broadcasting within the academic divisions, seeking out opportunities for the further integration of Public Broadcasting with academic and local communities. The Committee will meet monthly to: seek out and develop ways of utilizing public broadcasting to enhance the image of, and disseminate information regarding, the University’s

academic programs; develop ways of enhancing Public Broadcasting's educational programming; annually review feedback by WCMU viewers and listeners to monitor community needs and satisfaction levels; support and annually review Public Broadcasting's commitment to diversity programming; annually review the financial status of WCMU Public Broadcasting; annually review the committee's charge and revise as needed; make recommendations to the Academic Senate on policy and funding for educational programming; foster and articulate connections between public broadcasting and the university's academic mission and core values.

### **Senate Nominating Committee**

[Membership: 5 Senators: 3 senators at large and student senator nominated by the Senate Nominating Committee; Senate Chair] (\*as needed.)

### **Senate Planning Representatives (Serves on the Academic Planning Council)**

[Seven faculty Senators, Nominated by the Senate Nominating Committee, serve two-year terms.] (\*3<sup>rd</sup> Friday, 1:00 – 3:00 pm)

### **Shared Governance and Communications Committee** (Academic Senate created 4/23/2013)

[Membership: The SGCC will be comprised of 12 members from the groups listed below. Faculty (4): Three tenured/tenure track faculty members and one fixed term faculty member consisting of: One Department Chair selected by the Council of Chairs; Two faculty members selected by the Academic Senate, with no more than one serving currently in the Academic Senate; One Fixed-Term Faculty member selected by the Union of Teaching Faculty. Students (2): One Undergraduate Student selected by the Student Government Association; One Graduate Student selected by the Graduate Student Association in collaboration with the Dean of Graduate Studies. Staff (3): Two staff members selected by the President from nominees put forth from the University Community Advisory Panel (UCAP); One staff member selected by the Provost from Global Campus members. Administrators (3): One College Dean selected by the Provost in consultation with the Dean's Council; Two members of the Senior Leadership Team selected by the President from the non-academic divisions.]

Charge: 1. To prepare and disseminate an annual report on how well we are following the adopted CMU shared governance guidelines. 2. To provide a means for anyone to post concerns with SGCC members regarding perceived lapses in following university shared governance guidelines; posts retained may be confidential but not anonymous. 3. In non-contractual matters in 2 (above), SGCC members will offer to open lines of communication between relevant parties, but will not be involved in seeking solutions. 4. To periodically conduct an objective survey of campus climate and disseminate results. 5. To take responsibility for guiding any proposals put forward to modify or amend the key documents created by the SGCC and accepted by the University community.

### **Speakers Series Committee**

[Membership: 6 faculty, 2 students; Director of University Events, *ex officio*; Program Board Representative, *ex officio*] (\*bi-weekly Wednesdays, 4:00-5:00 p.m.)

Charge: (1) Provide an annual speaker series for the campus and community. (2) Coordinate funds from outside sources to supplement the budget. (3) Allocate the available funds and determine the prices of tickets, if applicable, for individual events and for the series. (4) Work with the Director of University Events in scheduling and advertising the events. Business arrangements will be the responsibility of the Director of University Events.

### **Undergraduate Curriculum Committee**

[Membership: 15 faculty: 3 from CST, 2 from CCFA, 4 from CHSBS, 2 from CEHS, 2 from CBA, 1 from CHP, 1 from Counseling/Library; 4 students; 1 rep. of the Registrar's office (*ex officio*); 1 rep. of the Provost's Office (*ex officio*, voting) and the Director of Undergraduate Extended Degree Programs (ProfEd)

(*ex-officio*, voting). The student members should be representative of the diversity of academic areas. A recommended prerequisite for faculty election to membership is one year of service on a department or college curriculum committee: **Total membership is 22.**] (\*bi-weekly Wednesdays, 3:30 – 5:00 p.m.)

Charge: A. Consider the following curricular items for final approval: Course related proposals for courses numbered 0-499, except for those in the University Program or Professional Education Unit, 1. New courses; 2. Master course syllabus 7-year review; 3. Change in Course Level; 4. Change in Prerequisites, Pre/Co-requisites or Co-requisites; 5. Change in Course Objectives. Program related proposals, except those related to the Professional Education Unit, 1. Changes in number of credit hours on a major, minor and/or concentration; 2. Change in titles of degrees, majors, minors and/or concentration. B. Consider the following curricular items and make recommendations to the Academic Senate for final approval: Course related 1. Creation or deletion of a designator. Program related proposals, except those related to the Professional Education Unit, 1. New program; 2. Creation or deletion of a designator; 3. Deletion of major, minor and/or concentration; 4. Creation or Deletion of a degree. C. The Undergraduate Curriculum Committee shall review with particular care all new or existing majors and minors that exceed or are changed to exceed forty (40) hours for majors and twenty-four (24) hours for minors. The responsible department/school or interdisciplinary council must provide justification regarding the impact on students and time to graduation. For the purpose of this review, the number of hours required must include all prerequisites and any additional requirements for the major or minor. D. Elect one of its members to serve on the General Education Committee. E. Elect at least one of its members to serve on the undergraduate Board of Appeals. The remaining Board of Appeals members will be elected by the Committee on Committees.

#### **University Grievance Review Committee**

[Membership: 9 faculty elected at large from a double slate of nominees presented to the Academic Senate] (\*as needed)

Charge: The University Grievance Review Committee shall meet with claimant and respondent for the purpose of determining whether or not the complaint warrants referral to a Formal Hearing Committee. The Review Committee is specifically charged to determine whether the need for a formal hearing exists (i.e., that the complaint is meritorious rather than frivolous) and not to make a judgment as to which party should prevail.

Criterion 5 Evidence  
Action Steps for Improving Shared Governance and  
Communication

## **Action Steps for Improving Shared Governance and Communication at Central Michigan University**

**June 29, 2012**

### **A. Composition of university-wide committees**

For all university-wide standing committees specify, up front, the processes for assuring that representative constituents will be appointed or elected to serve (e.g., Academic Senate election or appointment; Chair, Dean or VP appointment; Student Senate election or appointment; University-wide election); make this clear to all on web pages posting written documents describing such committees function and mechanisms for appointing or electing members to serve. Wherever appropriate include faculty, staff, students, and administrators on such committees.

### **B. Possible formation of new committees, changes in compositions of existing ones and fostering of ad hoc groups**

1. Form a “University Budget Committee” composed of students, staff and faculty members and administrators, to conduct a high-level review of current expenditures of the total budget across the university and to make recommendations, with rationales, for budgeting to the VP for Finance, Provost and President.
2. Form a “University Capital Expenditures/Planning committee“ comprising students, staff and faculty members and administrators, to discuss with key FM leaders areas of greatest needs for the CMU community and make recommendations for future expenditures to the VP for Finance, Provost and President .
3. Use DAC’s and departmental meetings to tackle major challenges of mutual interest, such as declining enrollments, increasing retention, making efficient, curricular changes to meet demands and the like.
4. Focus our Strategic Planning Committees, which are comprised of students, staff and faculty members and administrators, to assist in sharpening our sense of identity, clarifying our unique strengths as a University, and assisting our Communication department with our “branding” as an institution.
5. Appoint faculty and student members to the University Conflict of Interest Committee to ensure balanced input in both policy development and input, especially as the clinical aspects of the College of Medicine require careful management of conflicts of interest that invariably will arise.
6. Insure that faculty members are appointed to any *ad hoc* “Research Integrity Investigation Committee” on the same basis as administrators, insuring neutrality of interest in any particular case. It seems important to have the faculty point of view on particular issues represented in the process of making

judgments. [Discuss with the FA and Faculty Personnel Services the feasibility of this recommendation.]

7. Consider forming opportunities for students, faculty and staff members and administrators to gather, perhaps informally, to discuss a range of topics of mutual interest that appear on the horizon. Venues for this sort of discussion might be lunches and fora scheduled at some regular time and place but might also include exchanges via interactive web sites, social media sites and the like.

### **C. Enhancing Information Flow**

1. Develop methods for live-streaming Academic Senate meetings and archiving electronic recordings, enabling those not able to attend to review proceedings at a later date.
2. Develop methods for live-streaming Board of Trustees meetings and archiving electronic recordings, enabling those not able to attend to review proceedings at a later date.
3. Explore the use of social media for these meetings.

### **D. Oversight and Review**

1. Establish a standing “Shared Governance Committee” to annually review and evaluate our shared governance and communication processes and to make recommendations for improvements or changes to optimize our actions. The Committee might also serve in situations of crises to focus action in a productive way. This Committee might also hear grievances from individuals with respect to alleged breakdowns in our intended mechanism for achieving effective shared governance and clear communication among all university constituents.
2. The Shared Governance and Communication Committee will develop a questionnaire to assess attitudes of faculty members, students, staff members and administrators concerning strengths and weaknesses of the current shared governance and communication status across the campus and to seek suggestions for improving both. The Committee will tabulate and make known to the whole CMU community the results of this survey.
3. Develop, evaluate, and publicize procedures for periodic and thorough review of all key leaders at CMU (chairs, deans, vice provosts, vice presidents, Provost and President) and convey the results of these reviews to the appropriate supervisor and the person being reviewed. Focus on stellar and weak performances, to take appropriate actions.

# Criterion 5 Evidence Assessment Council



## ASSESSMENT COUNCIL

The Assessment Council is a committee of the Academic Senate. The membership and charge are as follows:

### A. Membership

1. The Assessment Council shall be composed of 12 members:
  - Six faculty representatives, one each from the Colleges of Business Administration, Communication and Fine Arts, Education and Human Services, Health Professions, Humanities and Social and Behavioral Sciences, and Science and Technology, elected by the senate. Preference will be given to those with some expertise, experience, or interest in assessment.
  - One representative of the College of Medicine, appointed by the Dean of the College of Medicine.
  - One representative of Global Campus, appointed by the Vice President of Global Campus.
  - One at-large representative from any unit engaged in learning assessment, elected by the senate.
  - One department chair, elected by the Council of Chairs.
  - The Academic Senate Chair (or a designee appointed by the Chair from the faculty members on the Senate Executive Board).
  - The Director for Curriculum and Assessment, *ex officio*.
  - College Assessment Coordinators are invited to attend meetings, but are non-voting guests.
2. Academic Senate policies on committee membership:
  - Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
  - If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.
3. Chairperson:

A chairperson of the council will be elected from among the voting members of the council. The chair will serve a one-year term but may be reelected.

### B. Charge

1. Develop learning assessment policies for Central Michigan University and recommend those policies to the Academic Senate for approval.

2. Develop a format for program assessment plans and a format for reviewing and approving those plans.
3. Review and approve program assessment plans and communicate to the units on the status of those plans.
4. Review and approve substantial changes in program assessment plans and communicate on the status of those changes; acknowledge minor changes facilitated by the Director of Curriculum and Assessment with Council oversight.
5. Develop a format for the periodic summary reports from departments and councils on assessment activities and review communications to the units from the Office of Curriculum and Assessment based on these summary reports.
6. Review and approve requests for funding by units or individuals for assessment projects and professional development activities relating to assessment.
7. Assist in developing and maintaining the presence of assessment as a defining element of Central Michigan University, including recognizing faculty and councils making significant contributions to learning outcomes assessment and communicating to students the importance of these activities.
8. Help ensure that conversations about student learning and program improvement remain central to departments and councils.
9. Provide advice to the Office of Curriculum and Assessment, including advice on official CMU publications and reports related to assessment (e.g., reports for external accreditation agencies).
10. Recommend to the Academic Senate a process for the comprehensive evaluation of the university's assessment activities.
11. Advocate for university resources to support faculty/staff involvement in assessment activities.

Taken from Senate Approved CAD, 4/21/15, pp. E-4 – E-6.

Criterion 5 Evidence  
Board of Trustees Bylaws

# **CENTRAL MICHIGAN UNIVERSITY BOARD OF TRUSTEES**

## **BYLAWS**

**Adopted: 05-0714**  
**Amended: 07-1206**  
**Amended: 08-0214**  
**Amended: 08-0717**  
**Amended: 09-0917**  
**Amended: 10-0715**  
**Amended: 10-1202**  
**Amended: 11-0217**

**Central Michigan University  
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**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE I: THE CORPORATION**

**Section 1. Name.** The constitutional and statutory governing board of control of Central Michigan University is known as Central Michigan University Board of Trustees. The name of the university is Central Michigan University.

**Section 2. Offices.** The principal office of the university shall be located at the campus of Central Michigan University, city of Mt. Pleasant, county of Isabella, state of Michigan. The Board of Trustees has the power and authority to establish and maintain branch or subordinate offices or campuses at any other locations.

**Section 3. University Seal.** The Board has adopted a corporate seal, a replica of which appears on the official certificate of these bylaws. This seal may be used for business transactions and other contracts entered into as authorized acts of the university. The seal of Central Michigan University shall be used on all diplomas and certificates issued by the university to students, and in certification of the fact of the granting of a degree or diploma.

**Article last amended:**



**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE II: BOARD OF TRUSTEES**

**Section 1. General Powers.** The business and affairs of the university are governed by the Board of Trustees. The Board of Trustees has all of the powers accorded it by the Constitution of the State of Michigan, Act 48 of Michigan Public Acts of 1963 (second extra session) (MCL 390.551 et seq), and any other legislation conferring powers upon the Board.

**Section 2. Number, Tenure and Qualifications.** The constitutional number of trustees of the university is eight trustees who are appointed by the governor of the state of Michigan with the advice and consent of the senate for terms as set forth by law. In addition the president of the university is ex officio a member of the Board of Trustees without vote.

**Section 3. Vacancies.** When a vacancy occurs, other than by the expiration of a term, the governor fills the vacancy by appointment by and with the advice and consent of the senate for the remainder of the unexpired term.

**Section 4. Compensation.** Members of the Board do not receive compensation in their capacity as trustees. Board members receive their necessary traveling and other expenses paid out of the general fund.

**Article last amended:**

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE III: OFFICERS OF THE BOARD**

**Section 1. Organizational Meeting.** The Board of Trustees shall elect officers of the Board annually at the last regularly scheduled meeting before January 1 for those officers whose terms are expiring.

**Section 2. Officers.** The officers of the Board of Trustees shall be a chair, up to two vice chairs, secretary, and treasurer, each of whom shall be elected by the Board of Trustees.

**Section 3. Selection of Board Officers.** The Board shall elect one of its members to be its chair and shall elect from its members up to two persons to be vice chair(s) from nominees for those offices. Election shall be by a majority vote of the members of the Board. Nominations shall be by a nominating committee as described in Article VII, Section 1.I. Nominations may be made from the floor, also, if supported by two members.

The Board shall elect a secretary and a treasurer upon the recommendation of the president. No member of the Board shall be eligible for election to these offices.

**Section 4. Term of Office.** The chair, vice chairs, treasurer, and secretary will take office the first day of January subsequent to election by the Board and will hold office for a term of one year.

**Section 5. Duties of Board Officers.**

**A.** The chair shall preside over all meetings of the Board of Trustees at which the chair is present in order to insure that decisions are reached fairly and expeditiously. The chair's signature shall appear on diplomas and like documents issued by the authority of the Board. Except as otherwise delegated by the Board or as otherwise provided in these bylaws, the chair shall sign all contracts and other instruments requiring execution on the part of the Board; be an ex officio member of all committees of the Board; advise the president relative to interpretation of Board policies as necessary between Board meetings; call special meetings of the Board according to the provisions of **Article VIII, Section 2**. The chair shall perform all other duties incident to such office and lawfully delegated by the Board.

**B.** In case of the death, resignation or incapacity of the chair, one of the vice chairs shall perform the duties of the chair until the incapacity is removed or until a successor to the chair is elected and qualified.

**C.** In case of the absence of the chair and the vice chairs at a meeting of the Board, a presiding officer pro tempore shall be selected by a majority vote of the members present.

**D.** The treasurer shall hold in custody, receive and expend all funds as directed by the Board of Trustees. The treasurer shall see that the financial statements are an accurate record of all receipts and disbursements and shall submit these statements to the Board. The treasurer shall sign all checks for financial transactions, except as otherwise ordered by these bylaws or as otherwise delegated by action of the Board. The treasurer may also be appointed as an administrative officer of the university, as the president may determine. The treasurer may delegate duties and authority to the vice president for finance and administrative services, including, but not limited to, signing checks of the university. A facsimile signature may be used.

**Article last amended:**

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE III: OFFICERS OF THE BOARD (continued)**

E. The secretary and treasurer shall each be bonded by a fidelity bond in the amount of not less than \$5,000. The bond premium shall be paid by the university.

F. The secretary shall keep the official records and minutes of the Board. The secretary shall be a member of the president's staff and will assist the president in his/her responsibilities to the Board. The secretary shall report to the president and, through the president, to the Board.

**Section 6. Vacancies.** In the event of a vacancy in an office, the Board will by election fill the vacancy for the unexpired term.

**Section 7. Removal from Office.** Any officer of the Board may be removed from that office by the affirmative vote of a majority of the members of the Board.

**Article last amended:**

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE IV: ADMINISTRATIVE OFFICERS**

**Section 1. Authorization.** Administrative officers of the university shall carry out Board policy and attend to the general administration of the university. The administrative officers of the university are the president, provost, vice president for finance and administrative services, the vice president for enrollment and student services, vice president for development and external relations, and other vice presidents as designated by the president. Any two or more administrative offices may be held by the same person. Administrative officers may be assigned other titles for university personnel classification and compensation purposes. The provost and other vice presidents, serve at the pleasure of the president.

**Section 2. President.** The president shall be elected by the affirmative vote of a majority of the members of the Board and shall serve at the pleasure of a majority of the members of the Board. The president shall be the chief executive officer of the university.

**Section 3. Provost.** The provost shall be the executive vice president and chief academic officer of the university responsible to the president.

**Section 4. Vice Presidents.** These vice presidents shall have the authority and duties, and shall perform the functions, consonant with the division and area of interest specified by the president.

**Section 5. Assumption of Duties of President.** For designated periods of time, the provost or any other vice president may exercise the powers of the president as specifically directed in writing by the president with the advice and consent of the Board chair, or by the Board chair if the president is unavailable or incapacitated.

**Article last amended:** 11-0217 (section 1.)



**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE V: RESPONSIBILITIES AND RESERVED AUTHORITY**

**Section 1. Responsibilities of the Board.** By consensus, tradition and law the basic but not exclusive responsibilities of the Board of Trustees shall be as follows:

- A. Appointing the president.
- B. Assessing the president's performance.
- C. Clarifying the institution's mission.
- D. Approving long-range plans.
- E. Assessing the educational program.
- F. Ensuring financial solvency.
- G. Preserving institutional independence.
- H. Maintaining the appropriate relationship between the university and the public it serves.
- I. Assessing Board performance
- J. Protecting and preserving the assets of the institution..

**Section 2. Authority Reserved to the Board.** The Board of Trustees, having the overall authority and responsibility for the governance of the university, retains ultimate responsibility for academic matters and reserves authority over the following matters:

- A. Adoption, revision or reaffirmation of the mission, goals, objectives and priorities of the institution.
- B. Conferring of degrees and granting diplomas, upon recommendation by the academic senate and the registrar's office.
- C. Adoption of the operating and capital outlay budget requests submitted to the state.
- D. Adoption of an annual plan of expenditures and revenues for the university.
- E. Establishing, reviewing or rescinding tuition and fees applicable to students generally.

Such tuition and fees include, but may not be limited to, on-campus and off-campus tuition, fees established for specific academic programs, general fees applicable to broad categories of students, and room and board rates. Fines and penalties included in the university traffic ordinance shall be determined by the Board.

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE V: RESPONSIBILITIES AND RESERVED AUTHORITY (continued)**

- F. Acceptance of all gifts to the university. (*See Article VI, Delegated Authority, Section 1.H.*)
- G. Establishment of endowments and decisions to return endowment gifts or to seek changes in restrictions imposed by the gift instrument.
- H. Naming facilities and memorials.
- I. Establishing investment policies.
- J. Approval of faculty promotions, tenure, and sabbatical leaves.
- K. Approval of contracts with all recognized bargaining units.
- L. Admissions and retention policy.
- M. Policy governing intercollegiate programs, including intercollegiate athletics.
- N. Approval of policies pertaining to students' rights and responsibilities.
- O. Establishing the contracting authority policy for university personnel.
- P. Appointment of the university auditing firm.
- Q. Acceptance of the annual audit of the university financial report.
- R. Authorization of real property and facility leases by or to the university for more than one year's duration. (*See Article VI: Delegated Authority, Section 1.F. and G.*)
- S. Authorization for the sale and purchase of real property.
- T. Compensation for the president.
- U. Assessing periodically the performance and functioning of the president and of the Board of Trustees.
- V. Adoption and modification of the Board of Trustees bylaws.
- W. Adoption of the Bylaws of the Central Michigan University Development Fund Board and ratification of the Central Michigan University Academic Senate Constitution.

**Article last amended:** 10-1202 (section 2.F.)

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE VI: DELEGATED AUTHORITY**

**Section 1. Authority Delegated to the President.**

**A.** The Board of Trustees delegates to the president authority over all matters not specifically reserved to the Board.

**B.** Authority to establish, revise or rescind all fees, fines, penalties, late fees, and charges for services rendered by the university, except where that authority is reserved to the Board, is delegated to the president. Any changes in such fees, fines, penalties, late fees, and charges shall be changes in university policy that will be available from the Office of Budget and Planning upon request.

**C.** Authority to institute legal proceedings as may be necessary to protect the assets and legal interests of the university is delegated to the president.

**D.** Authority to settle claims and suits brought by or against the university is delegated to the president or designee and, when settlements involve a payment of more than \$50,000, with the advice and consent of the board chair and chair of the finance committee.

**E.** Authority to approve personnel transactions except faculty promotions, tenure, and sabbatical leaves is delegated to the president.

**F.** Authority to execute real property and facility leases for office and classroom space for ProfEd, where the lease is a renewal or is for a change of location within the same service area and for the same clientele, and where the lease is for five years or less, is delegated to the president. This authority is delegated notwithstanding **Article V, Section 2.R.** of these bylaws.

**G.** Authority to execute leases and subleases of space on public broadcasting towers is delegated to the president. This authority is delegated notwithstanding **Article V, Section 2.R.** of these bylaws.

**H.** Authority to accept gifts to the university at the end of each calendar year is delegated to the president. This authority is delegated notwithstanding **Article V, Section 2.F** of these bylaws.

**Article last amended:** 08-0717 (section 1.D.)

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE VII: COMMITTEES OF THE BOARD**

**Section 1. Standing Committees of the Board.**

**A.** The Board shall establish standing committees of limited scope to advise the Board concerning matters which are within the authority of the Board. Membership on standing committees is limited to Board members.

**B.** The standing committees of the Board shall be academic and student affairs, audit, finance and facilities, nominating, policy and bylaws, College of Medicine.

**C.** Except for the Nominating Committee, the Board chair shall appoint the chairs and membership of all standing committees with such appointments remaining in effect at the pleasure of the Board chair.

**D.** Matters which may be taken to the Board of Trustees for action may, where appropriate, be referred to a Board committee by the Board chair in order that the committee may recommend a course of action to the Board.

**E.** Vice presidents of the university shall serve as staff liaison to Board standing committees as suggested by the subject matter of each issue referred to a standing committee; general counsel will serve as liaison to the policy and bylaws committee.

**F.** The Academic and Student Affairs Committee shall work primarily in areas pertinent to the academic activity of the university and to student life in the university community. It shall deal with subjects including, but not limited to, instruction, research and public service activities, the University Master Plan, academic planning, the awarding of honorary degrees, student health services, financial aid programs, student government, campus recreation activities, placement services and the quality of student life.

**G.** The Audit Committee will approve the audit plan of the Office of Internal Audit; review completed audits; on behalf of the Board, review the annual audit of the university's financial reports; and recommend external auditors.

**H.** The Finance and Facilities Finance Committee shall work primarily in areas dealing with the development of the campus consistent with the Campus Master Plan, finances and personnel. It shall deal with subjects including, but not limited to, property acquisitions and disposals, all other property matters which might arise, investments, finance, and on-going budgetary activity, budget preparation, insurance, pensions, contracts, collective bargaining agreements, compensation and personnel policies for nonbargaining employees.

**I.** The College of Medicine Committee shall work in areas dealing with continued development and operation of an accredited medical school.





**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE VII: COMMITTEES OF THE BOARD (continued)**

**J.** The Nominating Committee will be comprised of three members of the Board. The chair of the committee will be the immediate past chair still serving on the Board plus the current chair and the next most recent past chair. If a past chair is unwilling or unable to serve, the committee membership will be completed with a recent vice chair as appointed by the Board chair. In the event the committee membership of three is not filled using the above criteria, the Board chair will complete the membership selection. A candidate for chair cannot serve on the Nominating Committee.

**K.** The Policy and Bylaws Committee shall review and recommend policies and bylaws to the Board.

**Section 2. Special Committees of the Board.**

**A.** The Board may establish special committees of limited duration to advise the Board concerning specific matters within the authority of the Board.

**B.** The Board chair shall appoint the chairs and trustee members of all special committees with such appointments remaining in effect at the pleasure of the Board chair.

**C.** A committee comprised of trustees, academic senate representatives and the president or provost shall function as liaison between the Board and the academic senate. This group shall be known as the Trustees-Faculty Liaison Committee. The academic senate shall be represented by four faculty members selected as follows: two senate members elected by the senate to two-year rotating terms, plus the senate chairperson and the immediate past-chairperson.

The Trustees-Faculty Liaison Committee shall meet at periodic intervals to discuss matters of mutual concern to the senate and the Board. Also, the committee shall discuss and recommend to the Board proposed recipients of honorary degrees. The workings of this committee shall in no way supersede procedures agreed to in any collective bargaining agreement with the faculty or the official communication route available to all university staff.

**D.** A committee comprised of trustees, student representatives, and the president or designee shall function as liaison between the Board and the student body. This group shall be known as the Trustees-Student Liaison Committee and will meet at periodic intervals to discuss matters of mutual concern to students and the Board. The student body shall be represented by the Student Government Association president and three students selected by SGA according to guidelines for the selection of liaison committee representatives.

**Section 3. Limitation of Committee Authority.** Each committee established by the Board shall act as an advisory body only, and may recommend action to the Board of Trustees. No activity of such committee shall commit the Board to any policy declaration or action unless and until duly approved by the Board of Trustees at a regular or special formal session.

**Article last amended:** 11-0217 (sections 1.B., E., H.; sections 1.I., J., K. renumbered)  
10-0715 (section 1.B. and J.)  
07-1206 (section 1.B.)  
08-0214 (section 1).

09-0917 (section 1).

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE VIII: SESSIONS OF THE BOARD**

**Section 1. Regular Formal Sessions.** The Board shall establish a two-year schedule of regular formal sessions. No later than the first meeting of each fiscal year, the schedule of regular formal sessions will be extended for an additional year.

**Section 2. Special Formal Sessions** of the Board may be called by the chair or three members of the Board, provided that notice of special sessions shall be given all members not less than two days in advance. Such advance notice may be waived if all members of the Board agree, so long as the public notice provisions of Section 9.B are followed.

**Section 3. Agenda.** The Board shall conduct its business at formal sessions according to a prepared and previously distributed agenda. The Board agenda shall include those matters of business which the president wishes to place before the Board and any matter on which a trustee may request Board consideration, subject only to the approval of the Board chair.

The secretary shall provide the agenda to each member at least seven days before the next regular formal session of the Board. Changes in the order of the agenda or additions or deletions of action items may be made at the session at the request of the chair, without objection, or by a vote of a majority of the Board present. Any member of the Board is free to bring up any item for discussion even though it does not appear on the regular agenda.

**Section 4. Rules of Order.** General parliamentary rules, as modified by these bylaws, shall govern the conduct of business at regular and special formal sessions of the Board.

**Section 5. Quorum.** A majority of the members of the Board appointed and serving shall form a quorum for the transaction of business.

**Section 6. Controlling Vote.** A majority vote of the members of the Board appointed and serving will control action of the Board except as otherwise provided in the bylaws.

**Section 7. Public Sessions.** Formal sessions of the Board shall be open to the public. Final decisions which are binding on the university shall be made at formal sessions.

**Section 8. Minutes.**

**A.** Minutes of regular and special formal sessions will be kept and made available. Minutes of a session become official upon approval by the Board at its next session.

**B.** The official minutes of the formal sessions of the Board, with the original reports and supporting documents, shall be kept in the Office of the Secretary.

**C.** The Office of the Secretary will distribute minutes, after they have been approved by the Board, to the chairperson of the academic senate, president of the student government association, Park Library (two copies), and other persons and officers whom the Board or the secretary designates. Copies of the minutes will also be available to the public; payment of a reasonable estimated cost for printing and copying may be charged.

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE VIII: SESSIONS OF THE BOARD (continued)**

**Section 9. Public Notices.**

**A. Regular Formal Sessions.** The public notice of each regular formal session of the Board will be posted at the bulletin board outside the Office of the Secretary. Notice will be posted at least three days prior to the first regularly scheduled formal session of the Board in each fiscal year, stating the dates, times and locations of the sessions. A public notice of a change in session schedule shall be posted within 72 hours after the session at which the change was made and not less than 18 hours prior to the session. This notice will include the date, time and place of the rescheduled session and be posted at the bulletin board outside the Office of the Secretary.

**B. Special Formal Sessions.** The public notice of a special formal session of the Board shall be posted at least 18 hours before the session at the bulletin board outside the Office of the Secretary.

**C. Reconvened Formal Sessions.** A public notice of the reconvening of a regular or a special formal Board session will be posted if the body is recessed for more than 36 hours. The public notice will be posted at least 18 hours before the session at the bulletin board outside the Office of the Secretary.

**D. Requests for Public Notices.** Upon written request to the Office of the Secretary a copy of all Board formal session notices for which notice is posted at least 72 hours before the session will be sent by first-class mail and free of charge to a requester including any newspaper which is published in the state and any radio or television station located in the state.

**Article last amended:** 11-0217 (section 3.)

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE IX: COMMUNICATIONS TO THE BOARD AND APPEARANCES AT MEETINGS**

**Section 1. Communications.** Any person may propose policies or actions to the Board. Such proposals should be in writing and submitted to the president.

**Section 2. Appearances.** Individuals and organized groups of individuals who desire to appear before the Board to present any matter concerning the governance of Central Michigan University shall have the right to appear before the Board of Trustees at a formal session of the Board of Trustees in the following manner:

**A.** Such an individual or group of individuals may be heard upon any items that are on the agenda for a given session if the person delivers a written request to speak to the Board about an item on the agenda to the Board's secretary before the beginning of a Board meeting. An opportunity to speak on that item shall be provided before the Board considers action on the item.

**B.** At the conclusion of each session of the Board any member of the public may speak to the Board concerning any matter relating to the governance of Central Michigan University if the party delivers a written request to speak to the Board's secretary before the time for public comment begins.

**C.** The chair may limit the time available to speakers in order to permit all who desire to speak an opportunity to do so. Each speaker may address the Board for up to five minutes and, if the list of speakers is long, the chair may reduce that time to three minutes. The Board shall make available 15 minutes for speakers on any one topic.

**D.** The Board may permit any individual or group of individuals to present any matter to the Board at any time, without prior notice, upon motion and second by members of the Board and approval by a majority of the Board members present.

**E.** Board members normally shall not make a written or verbal response to any presentation made to the Board pursuant to this article.

**Article last amended:**

**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE X: MISCELLANEOUS**

**Section 1. Execution of Instruments.** All deeds, contracts, bonds, notes or other instruments authorized by the Board of Trustees shall be validly executed if signed by the president, or by such other person as the Board of Trustees may from time to time designate.

**Section 2. Fiscal Year.** The fiscal year of the institution shall commence on July 1 and end on June 30 of the following year.

**Section 3. Indemnification.** Each employee, officer, or trustee of Central Michigan University shall be indemnified by the university against any claims and liabilities to which the employee, officer, or trustee has or shall become subject by reason of:

- A. Promulgation or administration of any policy of the Board of Trustees.
- B. Any directive of the president of the university.
- C. Any act or failure to act on the part of any officer or trustee of the university.

The university shall reimburse each such employee, officer, or trustee for all reasonable expenses, including attorneys' fees, actually and necessarily incurred in connection with such claim or liability in excess of any insurance coverage applying to the claim or liability against such employee, officer, or trustee, provided, however, no such person shall be indemnified against, or be reimbursed for any expenses incurred in connection with any claim or liability arising out of willful misconduct or gross negligence of such employee, officer, or trustee.

The amount paid to any employee, officer, or trustee by way of indemnification shall not exceed the liability incurred plus the actual, reasonable, and necessary expenses incurred by such employee, officer, or trustee in connection with the matter involved and such additional amount as may be fixed by the Board of Trustees.

The rights of indemnification shall not be deemed exclusive of any other rights to which an employee, officer, or trustee may be entitled apart from the provisions of this indemnification policy.

**Section 4. Conflict of Interest.** Board members shall avoid participating in decision-making processes involving conflict or apparent conflict of interest. Board members shall not vote on any issue involving conflict of interest and may participate in the discussion on such matters only at the request of other members of the Board.

**Section 5. University Policy Manual.**

A. All policies governing the operations of the university that are enacted by the Board of Trustees, or by the president under authority delegated by the Board, shall be reduced to writing, shall be made available to each member of the Board at the earliest possible time subsequent to enactment and shall be made a part of a University Policy Manual. The Office of the General Counsel shall maintain the University Policy Manual and shall advise members of the Board through the secretary and the president of all revisions, additions or deletions to the policy manual.



**Central Michigan University Board of Trustees**

**BYLAWS**

**ARTICLE X: MISCELLANEOUS (continued)**

**B.** Policies approved by the Board shall take effect on the date of the Board session at which such policy was adopted unless a different effective date is specified by the Board.

**Section 6. Internal Audit Process.**

**A.** The function of internal audit is established at Central Michigan University to assist the Board of Trustees in fulfilling its responsibility for continuing oversight of the management of the university and to be of service to all levels of management of the university. The position of director of internal audit is established and assigned responsibility for conduct of the university internal audit function.

Internal audit shall be an independent appraisal function to examine and evaluate the activities of the university. The objective is to assist officers and employees of the university in the proper discharge of their responsibilities by providing analyses, appraisals, recommendations, counsel, and information concerning the activities reviewed.

**B.** The director of internal audit, in the performance of his/her duties, shall report administratively to the president and functionally to the Board chair through the Board's Audit Committee.

**C.** The administrative responsibility to ensure an effective system for internal control is assigned to the vice president for finance and administrative services.

**Section 7. Adoption, Revision and Deletion of Bylaws.** A Board bylaw may be adopted, revised or deleted by a majority vote of the members of the Board of Trustees at any regular session or any special session called for such purpose provided that proposed changes be submitted in writing to members of the Board seven working days prior to the session. The written notice requirement may be waived at any regular session by a unanimous vote of the members of the Board present.

**Article last amended:** 11-0217 (section 6.B. and section 7.)

Criterion 5 Evidence  
Board Policy Manual Table of Contents



# BOARD of TRUSTEES

CENTRAL MICHIGAN UNIVERSITY

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## Board Policy Manual

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Updated September 22, 2014

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Criterion 5 Evidence  
Budget Priorities Committee Charge



CentralLink  
*Put your STAMP on the WORLD*



CentralLink > Budget Priorities Committee

### Budget Priorities Committee charge



Working with the President and vice presidents, the CMU Budget Priorities Committee shall:

1. share with campus constituents information regarding the university's budget and promote knowledge and understanding of the budget process, regarding both operating budgets and capital outlay budgets;
2. provide a channel of communication from various university groups to contribute information essential or of value to the budget process; and
3. provide well- informed advice to the President about university-wide priorities that should factor into budget development, including increased commitments or reductions, as aligned with CMU's strategic plan.

A maior obligation of each Committee member is to become well informed about

### Budget Priorities Committee

- > Departmental Budget Dashboards
- > Submit a question
- > View questions for the committee
- > Reports and meeting minutes
- > Financial Planning & Budgets Portal
- > Budget Forum Archive



CMU's budget and budget processes. The discussions of the CMU Budget Priorities Committee shall address issues affecting the good of the whole university. Suggestions put forward by the Committee shall focus on priorities at the macro level, not details of allocations among or within individual units. The Committee will also serve as a sounding board, as needed by the President, regarding initiatives and priorities. The Committee will not make allocation decisions and shall not advocate for specific interests, individual personnel matters or details of management at any level. Neither the Committee as a whole nor any of its members individually will delve into matters or make use of information discussed to promote a collective bargaining position.

It is expected that some of the information provided to the members of the BPC will be of a sensitive or confidential nature and must be treated so by the BPC members. Written summaries prepared by the Chair in collaboration with senior administrators to be posted on the public BPC web site will inform the committee members as to those matters that should remain confidential.

### **Budget Priorities Committee members**

**Ray Christie, Committee Co-Chair - Senior Vice Provost, Academic Administration**

**David Whale, Committee Co-Chair - Faculty, Educational Leadership**

**Harold Bell - Faculty, College of Medicine**

**Jeff Betts - Department Chairperson, School of Health Sciences**

**Ian Davison - Dean, College of Science and Technology**

**Joe Garrison - Associate Director, Financial Planning and Budgets**

**Carol Haas - Ex officio, Director, Financial Planning and Budgets**

**Lori Olsen - Faculty, Accounting, College of Business Administration**

**Peter Orlik - Department Chairperson, Broadcast and Cinematic Arts**

**Sarah Rohloff - Graduate Student**

**Maximilian Sarvello - Undergraduate Student**

**Stan Shingles - Assistant Vice President, University Recreation, Events and Conferences**

**Larry Sych - Chairperson, Political Science & Public Administration**

**Marcy Taylor - Ex officio, Faculty, English Language and Literature**

**Christopher Tycner - Chairperson, Physics, College of Science and Technology**

**Barrie Wilkes - Ex officio, Vice President, Finance and Administrative Services**

# Criterion 5 Evidence

## CAD





***CENTRAL MICHIGAN UNIVERSITY***

***CURRICULUM AUTHORITY***

***DOCUMENT***

**Approved by Academic Senate**

**April 21, 2015**

## FOREWORD

Today, Central Michigan University (CMU) enrolls over 26,000 students annually and supports over 200 different programs at the bachelor's, master's, and doctoral levels of study taught by over 2,000 full- and part-time faculty. As CMU continues to grow, so too will the processes to ensure a high-quality curriculum.

Since its inception, Central Michigan University has maintained a rich tradition of shared governance. Faculty are valued as curricular experts who are placed in preeminent positions to shape and judge the quality of the curriculum.

The Curriculum Authority Document (CAD) serves as an authoritative reference and guide for the efficient and effective preparation, submission, and review of curricular proposals:

- As a guide, the CAD explicates who can submit curricular proposals, the appropriate format for curricular proposals, and how curricular proposals are reviewed.
- As a reference, the CAD specifies which curricular bodies are responsible for reviewing proposals, the procedures for routing curricular proposals, and the criteria curricular bodies use to evaluate proposals.

As a member of the CMU community, your input on curricular issues governed by this evolving document is valued. Any insight, comment, concern, or proposal to amend the CAD should be forwarded to the Academic Senate Office. Proposals to amend must contain a rationale for the proposed change, a reference to the current section of the CAD to which the proposal relates, and the proposed verbiage. Unless noted otherwise, once approved by the Academic Senate, the proposed change takes effect beginning with the onset of the fall semester of the following academic year.

## VERSION HISTORY

Susan Conner, Elaine Daniels, Kathryn Koch, Gary Peer, Dave Macleod, Marje Williams, and Susan Steffel completed the initial version of the Curricular Authority Document in 1999. John Dinan, David Macleod, and Sue Steffel completed a 2002 revision. Jennifer Cochran, Mary Ann Crawford, David Kelley, Kathryn Koch, John Lopes Jr., Orlando Perez, George Ronan, and Denise Webster completed the 2009 revision. In 2015, the document was updated, and the name was changed to Curriculum Authority Document. The current version of the CAD was updated as of April 21, 2015.

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## SECTION I

### INTRODUCTION TO THE CURRICULAR REVIEW PROCESS

#### A. OVERVIEW

The implementation of the electronic curricular review process in fall 2013, which replaced the paper forms with electronic forms and workflow, transformed how new programs and courses are initiated and how existing programs and courses are modified at CMU. Curricular proposals may be submitted by only one person called the initiator. The initiator is most often a faculty member; however, a curriculum committee, task force, *ad hoc* committee, dean, or the provost may also submit an electronic curricular proposal or designate a person to do so on his or her behalf. Electronic curricular forms are accessible by either pasting the URL <https://apps.cmich.edu/curricularforms> into your browser once you have logged into CentralLink or by following the menu path ([CentralLink](#) > [My Account](#) > [Academic Senate](#) > [Academic Senate - Internal](#) > [Curricular Information](#) > Curricular Forms) and clicking on the link in the center of the webpage.

#### B. CURRICULUM REVIEW BODIES

Curriculum review bodies provide an orderly process for reviewing and approving curricular proposals. They include departments, schools, interdisciplinary councils, college curriculum committees (CCCs), the Honors Council, the Leadership Council, the Global Campus Academic Council (GCAC), and other committees and councils established by the Academic Senate.

- The **Academic Planning Council (APC)** reviews and evaluates proposals involving new graduate degrees, programs, and certificates, and undergraduate degrees, majors, minors, and certificates prior to their submission to the relevant Senate Review Committee.
- **Departments/Schools/Interdisciplinary Councils** are responsible for reviewing all curricular matters originated from their department/school/council as described in their bylaws. These bodies review proposals before submitting them either to the appropriate CCC or Senate Review Committee (SRC).
- **College Curriculum Committees (CCCs)** are responsible for reviewing and approving all curricular matters from within their college.
- The **Honors Council** serves as the advisory and policy-making body of the Honors Program. The council is responsible for developing and evaluating all protocols and policies pertaining to the operation and quality of the Honors Program and Centralis Scholarship Program.
- The **Leadership Council** is a standing committee of the Academic Senate that provides oversight to the Leadership Advancement Scholarship Protocol and any interdisciplinary programs in leadership (e.g., the Leadership Minor). The Leadership Council serves as the advisory and policy-making body for academic programs within the Leadership Institute. Its responsibilities include the development and administration of the bylaws

required for interdisciplinary leadership programs. For these interdisciplinary programs, the Leadership Council serves as the governing body required by the CAD.

- The **Master of Science in Administration (MSA) Council** is responsible for recommending to the Graduate Committee (GC) all curricular proposals dealing with the MSA degree. The MSA Council serves as the advisory and policy-recommending body for the interdisciplinary MSA programs.
- **Global Campus Academic Council (GCAC)** is responsible for recommending to the UCC all undergraduate curricular proposals that are initiated either by GCAC itself or by Global Campus/off-campus programs that are not housed in any on-campus department or are interdisciplinary and offered only by Global Campus.
- **Academic Senate-Appointed Non-College Interdisciplinary Committees/Councils**, including the International Education Council, Multicultural and Diversity Education Council, First Year Experience Advisory Committee, Master of Science in Administration Council, and the Library Curriculum Committee, are responsible for reviewing and approving curricular matters prior to submission to the appropriate SRC (see Appendix B). These curriculum review bodies operate similarly to CCCs.

### C. ACADEMIC SENATE REVIEW COMMITTEES

The Academic Senate is the primary legislative body of the University for the enactment of policies authorized by its constitution, including curricular policies and procedures outlined in the CAD. The four university-wide curriculum review bodies appointed by the Academic Senate are the General Education Committee (GEC), the Graduate Committee (GC), the Professional Education Curriculum Committee (PECC), and the Undergraduate Curriculum Committee (UCC).

- The **General Education Committee (GEC)** is responsible for reviewing and approving course and program proposals related to the general education component of all undergraduate degrees, including the University Program and Competency requirements. This committee serves as the 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. The GEC may also initiate curricular proposals relevant to the General Education Program.
- The **Professional Education Curriculum Committee (PECC)** is responsible for coordinating, reviewing, approving, and making recommendations on curricular proposals related to undergraduate and graduate PK-12 education personnel preparation professional education programs, degrees, majors, minors, concentrations, certificates, and courses before forwarding them to the Professional Education Executive Board (PEEB). Following approval as noted in the minutes of the PEEB, the PECC will review new professional education programs and forward its recommendations to the UCC or GC respectively, for new programs only. The PECC may also initiate curricular proposals relevant to the General Education Program.



- The **Undergraduate Curriculum Committee (UCC)** is responsible for reviewing and approving proposals relating to undergraduate courses numbered 0-499, undergraduate degrees, majors, minors, and certificates excluding PK-12 curricular proposals and General Education Program curricular proposals. The UCC may also initiate curricular proposals relevant to the undergraduate curriculum.
- The **Graduate Committee (GC)** is responsible for reviewing and approving proposals concerning graduate courses, including those numbered 500 and higher, graduate degrees, graduate certificates, and graduate program curriculum changes. This committee serves as the advisory and policy-making body for all graduate education. The committee develops, reviews, and evaluates programs and policies pertaining to the operation of the College of Graduate Studies. The GC may also initiate curricular proposals relevant to graduate education.

#### **D. ADDITIONAL CURRICULUM REVIEW BODIES**

Certain curriculum revisions require the approval of the CMU Board of Trustees (BOT) and organizations outside of the university, including the Michigan Association of State Universities (MASU) and the Higher Learning Commission (HLC).

- The **CMU Board of Trustees (BOT)** must approve new degrees prior to submission to the MASU.
- The **Michigan Association of State Universities (MASU)** reviews all proposed new academic programs, programs with significant modifications, and deleted programs. The MASU delegates the review of academic programs to its Academic Affairs Officers Committee. It has become standard practice that the program review allows for robust exchange regarding the nature and future of academic disciplines and programs in Michigan. All new programs approved during the review process are reported to the state legislature each May.
- The **Higher Learning Commission (HLC)** requires that CMU secure its approval for all new doctoral degree programs.

#### **E. COURSE- AND PROGRAM-RELATED PROPOSALS**

The following sections of the CAD clarify the curricular review process by addressing course-related proposals, review and updating of the Master Course Syllabus (MCS), and program-related proposals:

- Course-related proposals involve the creation of new courses, the modification of an existing course, or the deletion of a course.
- Review of the Master Course Syllabus may involve the modification of an existing MCS or the development of a new MCS.

- Program-related proposals involve the creation of a new program; the modification of an existing program; the deletion of a program; the creation or deletion of a designator; or the creation, modification, or deletion of a certificate.

## **F. CURRICULUM APPROVAL OPTIONS AND WORKFLOW**

All curricular actions proceed through a review process by the curriculum review bodies described above. Many programs at CMU require specialized accreditation, which means all aspects of programming, including the development of curricular learning objectives, and assessment and evaluation processes, must align with the accrediting body's standards for program implementation. The Senate Review Committees and the Senate are bodies designed to ensure academic quality and respect the need for the program faculty to determine what is taught and how it is taught. When reviewing programs that fall under very specific and prescriptive accreditation standards, these bodies will exercise their responsibilities in a manner consistent with specialized accreditation requirements.

Only new programs must be approved by the Academic Planning Council. The APC approval is documented in its minutes, and the workflow is the same as that described below. The approval process and the options associated with it are the same for course-related proposals, Master Course Syllabi, and program-related proposals. Therefore, the actions of the curriculum review committees are summarized below.

- **Approval**

Once a new course, course modification, new Master Course Syllabus, modification to a Master Course Syllabus, modification to a program, or new program achieves final approval by the CCC, SRC, or Academic Senate in the electronic curricular system, the corresponding electronic curriculum form enters into a 14-day objection period. The 14-day objection period is 14 calendar days during the academic year from the first day of classes in the fall semester to the end of finals week in the spring semester. During this period, the status of the proposal is changed from "In Process" to "14-day Objection Period." The campus community, Curriculum Review Bodies, and SRCs are notified of the action via the distribution of minutes. The minutes of any curricular body are the official record of action or publication, not the electronic curricular forms system. Minutes are not part of the electronic curricular system and should follow the procedures for submitting minutes outlined on the Academic Senate website (Academic Senate > Curricular Information > Curricular Minutes).

A 14-day (calendar days) objection period begins once the CCC or SRC minutes are received by the Academic Senate Office and posted on the Academic Senate website (Academic Senate > Curricular Information > Curricular Minutes). Any faculty member or academic unit may file an objection as described in subsection VII below. If no objections arise during the objection period, the status of the proposal is changed from "14-day Objection Period" to "Published" within the electronic curricular forms system. The system automatically generates an e-mail notifying the approving curriculum review body and the initiator of any status changes prior to the 14-day objection period and being published.

New programs are announced to the greater campus community in the Academic Senate agenda allowing discussion and/or objection prior to the Academic Senate taking action. If the Academic Senate votes to approve, the status of the proposal is changed to “Published.” There is no 14-day objection period for new program proposals.

- **Approved with Edits**

If a CCC or SRC approves the proposal with edits and incorporates the edits into the electronic curricular form or attached document such as the MCS, the proposal with the minor edits is sent back through each step of the process (notifying each entity of the approval status) until it reaches the initiator. Once the initiator reviews and agrees to the proposed edits, the initiator resubmits the revised proposal to the appropriate department, school, interdisciplinary council or academic unit, which then forwards it to the CCC. The CCC then ensures the edits are made and forwards the revised proposal to the next step in the review process. It is the responsibility of the curriculum committee (CCC or SRC) chair to follow up, ensuring the edits are addressed in a timely fashion, and when the proposal is resubmitted to ensure the edits are made in accordance to the committee’s recommendations. If edits are made according to the committee’s recommendation, the proposal stands approved, and the proposal follows the same workflow described above under Approval.

- **Return**

If a CCC or SRC requests substantive edits to the proposal, the electronic curriculum form with attached documents is sent back through each step of the process (notifying each entity of the approval status) until it reaches the initiator. The status of the proposal remains “In Process.” Correspondence (e-mail, letter, etc.) follows the return of the proposal notifying the approving entities and the initiator of the requested revisions. Once the initiator revises the proposal, the initiator resubmits the proposal through the curricular process for a second review. It is the responsibility of the curriculum committee (CCC or SRC) chair to ensure the substantive edits are addressed in a timely fashion. It is ideal to keep the proposal listed on the committee agenda as Old Business until the proposal is either resubmitted or withdrawn in the electronic curricular system.

- **Withdrawal**

A proposal may be withdrawn by the initiator or an approver at any time in the process. Once a proposal is withdrawn, it cannot be reinstated in the electronic curricular system; however, it will be retained in the electronic curricular system for future reference.

## **G. OBJECTION PERIOD AND APPEAL PROCESS**

Once minutes from the CCC or SRC giving final approval to the new course or course modification and certain program modifications are posted on the Academic Senate website, a 14-day (calendar days) objection period begins. During this period, any faculty member or academic unit may file an objection in writing to the appropriate CCC or SRC chair with a copy to the Academic Senate Office. The item will be placed on the agenda of the next meeting for discussion and action. All objecting parties will be notified and requested to appear before the committee to state their objection. Action may require revision of the proposal and MCS by the initiating body. When the objection is resolved, the CCC or SRC

again votes on the proposed change and forwards the minutes to the Academic Senate Office. If either party remains aggrieved by the decision, the results of this deliberation are forwarded to the chairperson of the Academic Senate for action. After the objection period has expired, the minutes and MCS is posted to the Academic Senate website.

## SECTION II

### COURSE MODIFICATION AND NEW COURSE PROPOSALS

#### A. OVERVIEW

Proposals for the creation of new courses or the modification of existing courses may be submitted by only one person called the initiator. Initiators are most often faculty members acting on behalf of a department, school, college or council; however, a curriculum committee, task force, *ad hoc* committee, dean, or the provost may also submit an electronic curricular proposal or designate a person to do so on his or her behalf. Once submitted by the initiator, the proposal is automatically routed to the next appropriate department or interdisciplinary council for action. See the routing flow chart at the end of this section.

#### B. GENERAL EDUCATION COURSES: UNIVERSITY PROGRAM AND COMPETENCIES

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 quantitative reasoning requirements. The University Program requires student to complete nine courses distributed across the four broad content areas (eight subgroups) of the Humanities, Natural Sciences, Social Sciences, and Studies in Culture and Diversity.

##### 1. University Program Courses

In addition to the information typically required for a course-related proposal, proposals for new University Program courses must include a cover letter explaining how the course will meet the general goals of the subgroup to which the faculty are applying.

The “Rationale” section of the Course-Related Proposal Form must include a clear explanation of how the proposed course is appropriate for inclusion in the specified University Program group and subgroup.

When completing the MCS, the Bulletin Description must include the specified University Program category. Moreover, the student learning objectives must illustrate how the course meets the University Program category objectives. The course must comply with the content areas specified for the subgroup and demonstrate, with reference to the MCS, how it will meet the student learning outcomes for the subgroup.

Only persons with faculty rank and doctoral students on teaching assistantships who have been granted admission to candidacy for the doctoral degree may deliver and assign grades in University Program courses, with the exception of laboratory courses and courses granted special permission by the GEC.

## 2. Competencies

Faculty who wish to add a writing intensive (WI), oral competency, math competency or quantitative reasoning (QR) designation to their courses must apply for such a designation in the same way that they would apply to have a course included in the University Program. There are specific requirements that courses must meet for each competency. In addition to the information typically required for a course-related proposal, faculty must submit a cover letter and/or form (depending on competency) in which they demonstrate, with reference to the MCS, how the course meets competency requirements; and they must indicate on the MCS that the course has a competency designation. Such requests follow the same curricular process as UP course proposals.

All courses in the UP, regardless of their sub-group or competency designation, must base at least 20% of the course grade on writing. Courses may be exempted from the standard writing requirement if they are shown to require equivalent amounts of course integrated calculation or public speaking.

Visit the General Education website

([https://www.cmich.edu/office\\_provost/AcademicAffairs/gened/gened\\_secured/Pages/proposals.aspx](https://www.cmich.edu/office_provost/AcademicAffairs/gened/gened_secured/Pages/proposals.aspx)), contact the director of general education and/or chair of the General Education Committee or see “The General Education Program: A Basic Document Set” (Appendix C) for further information and assistance.

## C. MODIFICATION OF AN EXISTING COURSE

Modification of an existing course requires the completion of an electronic Course-Related Proposal Form (formerly the Green Form) (<https://apps.cmich.edu/curricularforms>) and submission of an MCS that reflects the proposed course changes. A routing flow chart for course-related changes is presented at the end of this section.

The routing of the proposal is dependent upon the change being proposed. The approval options, workflow, objection period, and appeal process are described in Section I. See the information on the order of information for Course Descriptions in Section III and Syntax Guidelines for Prerequisites, Pre/Co-requisites, Co-requisites, Recommended in Appendix B.

### 1. College Curriculum Committee (CCC) or Curriculum Review Body Approval

Modifications to all independent study and special topics courses only need approval of the CCC or the Curriculum Review Body. Proposals that modify any of the following for all other courses 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 (must indicate that relevant departments are using the same syllabus)
- 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 electronic 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. PROPOSAL FOR A NEW COURSE**

Contact the Registrar's Office for approval of the proposed new course number for existing designators (e.g., PSY 463). New designators must be approved by the Academic Planning Council as described in Section IV.

Proposals for a new course require the completion of an electronic Course-Related Proposal Form (formerly the Green Form) and an MCS. Guidelines for completing the MCS are contained in Section III of this document. A routing flow chart for new course proposals is presented at the end of this section. See the information on the order of information for Course Descriptions in Section III and Syntax Guidelines for Prerequisites in Appendix B.

All new course proposals for independent study and special topics courses receive review by the CCC. All other new course proposals receive a review by both the CCC and the appropriate SRC. Purview of the SRCs is shown in subsection C.2. above. If any committee does not approve, the proposal will return to the preceding committee or the initiator for discussion and revision.

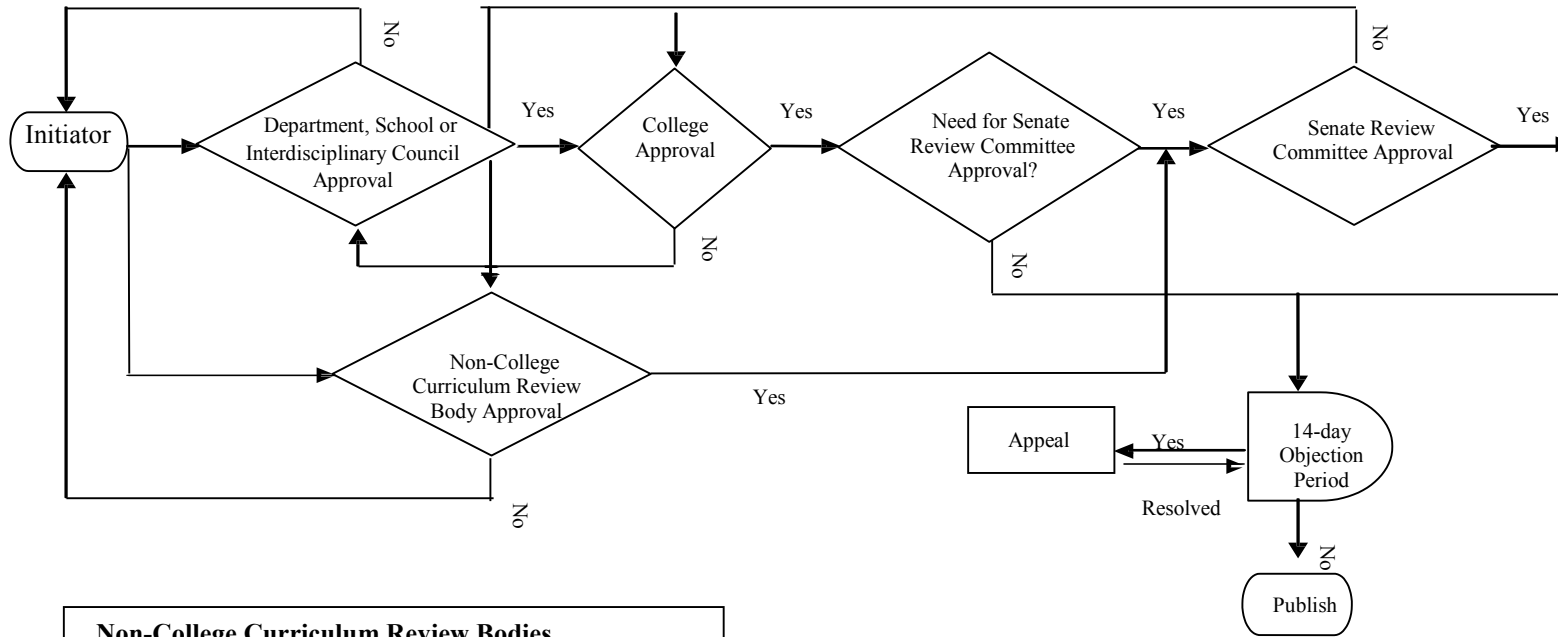


# Diagram A. Routing Flow Chart for Course Modification or New Course Proposal

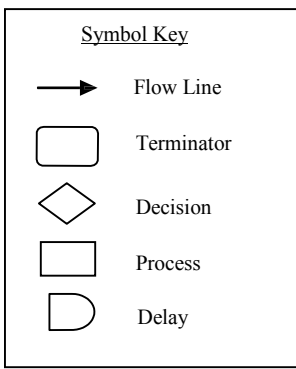
## Required Documents

Master Course Syllabus

Course-Related Proposal Form (Green Form)



- 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)



## SECTION III

### 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.

**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.

**SECTION IV**  
**PROGRAM MODIFICATION, NEW PROGRAM,**  
**AND NEW DESIGNATOR PROPOSALS**

**A. OVERVIEW**

The faculty at Central Michigan University recognizes that knowledge within and across disciplines advances at a rapid rate. Therefore, the development of new programs and the modification of existing programs are critical to the university's commitment to providing a contemporary, state-of-the-art education. A "program" may be a degree (e.g., BS in Ed, or BSAT), graduate degree or program, undergraduate major or minor, or certificate. These offerings may be at the graduate or undergraduate levels and may be offered at one or more locations worldwide.

Certificates signify that a student has demonstrated mastery of skills or knowledge about a professional or vocational subject. Certificates are awarded at all levels from undergraduate through continuing education. Further explanation of certificates is contained in the following section.

The procedures for modifying existing programs and creating new programs are described in subsections C and D of this section, respectively.

The procedure for requesting a new designator and the three-letter abbreviation (e.g., PSY, ENT, SCI, etc.) is described in subsection E of this section.

**B. UNDERGRADUATE AND GRADUATE CERTIFICATE PROGRAMS**

Certificate programs are designed to be completed quickly, usually in less than one year, and are independent of all general education and degree requirements. Certificates are awarded at all levels from undergraduate through continuing education and signify that a student has knowledge, skills, or competencies in an area of specialization.

- Graduate certificates are 15 to 18 credit hours. All courses must be at the 500 level or higher. Students must meet College of Graduate Studies admission requirements. The department offering the certificate may have higher admission standards.
- Undergraduate certificates are 12 to 18 credit hours. A minimum of six credit hours must be offered at the 300 level or above for a 12- to 15-hour certificate, and a minimum of nine credit hours must be offered at the 300 level or above for a 16- to 18-hour certificate. Non-degree seeking students must meet the existing admission standards to the University for Non-degree Special Admission for on-campus enrollment or Special Admission for off-campus enrollment. The student must consult with an advisor and sign a Certificate Program Authorization form (on-campus) or a Program Plan (off-campus). Degree-seeking students must meet the undergraduate admission requirements.
- Certificates must not include hidden prerequisites and/or co-requisites.

- All courses on the certificate must be letter graded with the exception of those courses exclusively offered as credit/no credit.
- The minimum cumulative GPA based on all graded coursework for the certificate must be established by the ‘proposing entity’ but can be no lower than a 2.0. Courses may be repeated according to the existing rules for degree programs.
- Certificates are recorded on students’ transcripts when all courses are completed.
- Certificates may be housed in one department or they may be interdisciplinary, in which case the responsible Interdisciplinary Council must be identified.

Stand-Alone Undergraduate and Graduate Certificates have titles that are distinct from any other program and are composed of a unique set of courses that are exclusive to the certificate and not part of any other program of study. Stand-alone certificates require an assessment plan since student learning in certificate programs is not assessed elsewhere. Other certificates may be composed of courses that are a subset of an existing program of study (graduate degree program, major, minor, concentration, or option), but similarly to majors and minors, they cannot carry the same name as another program. These certificates are assessed with the similar major, minor, or graduate program.

Certificates are noted in the margin of the transcript when all courses are completed. Certificates are offered to both degree-seeking and non-degree students. If the student completes only a certificate, the student is not allowed to participate in commencement ceremonies since no degree is awarded.

## **C. PROPOSAL TO MODIFY AN EXISTING PROGRAM**

Modification of an existing program requires the submission of a Modification of an Existing Program Form (formerly the Pink Form) (<https://apps.cmich.edu/curricularforms>) and an SAP report. Changes to a major or minor require the SAP Major/Minor Report. Changes to a degree program or a certificate require the SAP Program Information Report.

When developing a modification to an existing program, keep in mind that the curricular process does not review many program-related factors. For example, departments designate which of their courses can be taken on a credit/no credit basis and whether such credit may be applied to a specific program. Similarly, standards for admission to programs, retention in programs, and termination from programs appear in the program description within the appropriate Bulletin (Undergraduate, Graduate, Off Campus Programs Bulletins). Standards that exceed the university-specified minimum criteria fall under the purview of the unit that administers the program and, therefore, do not need to be approved through the curricular process.

### **1. College Curriculum Committee (CCC) or Curriculum Review Body Approval**

Proposals that modify any of the following are routed electronically from the appropriate department, school, or interdisciplinary council to the CCC for final approval when the total number of credit hours and the name of the program remain unchanged:

- Change in list of courses on graduate or undergraduate certificates.
- Change in list of courses on concentration.
- Change in list of courses on electives.
- Change in list of courses on graduate options.
- Change in list of courses on graduate degree when not affecting the total hours or degree requirements.
- Change in list of courses on major.
- Change in list of courses on minor.
- Change in list of courses on undergraduate credit-bearing certificates and the certificate is housed in a unit associated with an academic college.
- Deletion of undergraduate credit-bearing certificate housed in a unit associated with an academic college.

Proposals from other curriculum review bodies are routed electronically directly to the Academic Senate Office for final approval, provided the total number of credit hours remains unchanged.

If the CCC does not approve the program modification or approves with edits, the proposal is returned to the department/school, interdisciplinary council, or other originating unit. Once approved by the CCC, the program modifications are included in the CCC minutes which are forwarded electronically to the Academic Senate Office. The campus community and Senate Review Committees are notified of the CCC action via the posting of the CCC minutes on the Academic Senate website and a 14-day (calendar days) objection period begins. If no objections arise during this period, then the changes are published and reflected in the next available Bulletin and the online Bulletin. All program changes must have a Fall Semester implementation date.

When making program changes, it is important to ensure that the number of credits required is not inadvertently increased by requiring courses with prerequisites that are not contained in the list of required courses. Any change in total credit hours requires a full review by the appropriate Senate Review Committee.

## **2. Senate Review Committee (SRC) for Approval**

The CCC or curriculum review body forwards program modifications that address any of the following to the appropriate SRC for final approval:

- Creation of a concentration in an existing major or minor.
- Change in degree requirements, except for change in list of courses that does not affect number of hours (e.g., addition to list of electives or one course deleted and another added).

- Changes in number of credit hours on a graduate or undergraduate certificate, graduate option, major, minor, or an undergraduate certificate housed in a unit not associated with an academic college.
- Change in titles of degree, major, minor, or graduate certificate/concentration/option.
- Change in list of courses on an undergraduate credit-bearing certificate proposed by an entity not associated with an academic college.
- Deletion of an undergraduate credit-bearing certificate housed in a unit not associated with an academic college.

If the SRC does not approve the proposed program 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 approved, and reflected in the next available Bulletin and the online Bulletin. All program changes must have a Fall implementation date.

### **3. Academic Senate for Approval**

The SRC forwards program modifications that address any of the following to the Academic Senate for final approval:

- Creation or deletion of a designator.
- Deletion of a concentration, graduate certificate, graduate option, major, or minor.
- Deletion of a degree.
- Change in the University Program or Competency requirements in the General Education Program.

If the Academic Senate does not approve the modification, the proposal is returned electronically to the appropriate Senate Review Committee. If the Academic Senate approves the proposal, it is reflected in the next available Bulletin and online Bulletin.

### **4. Michigan Association of State Universities Approval**

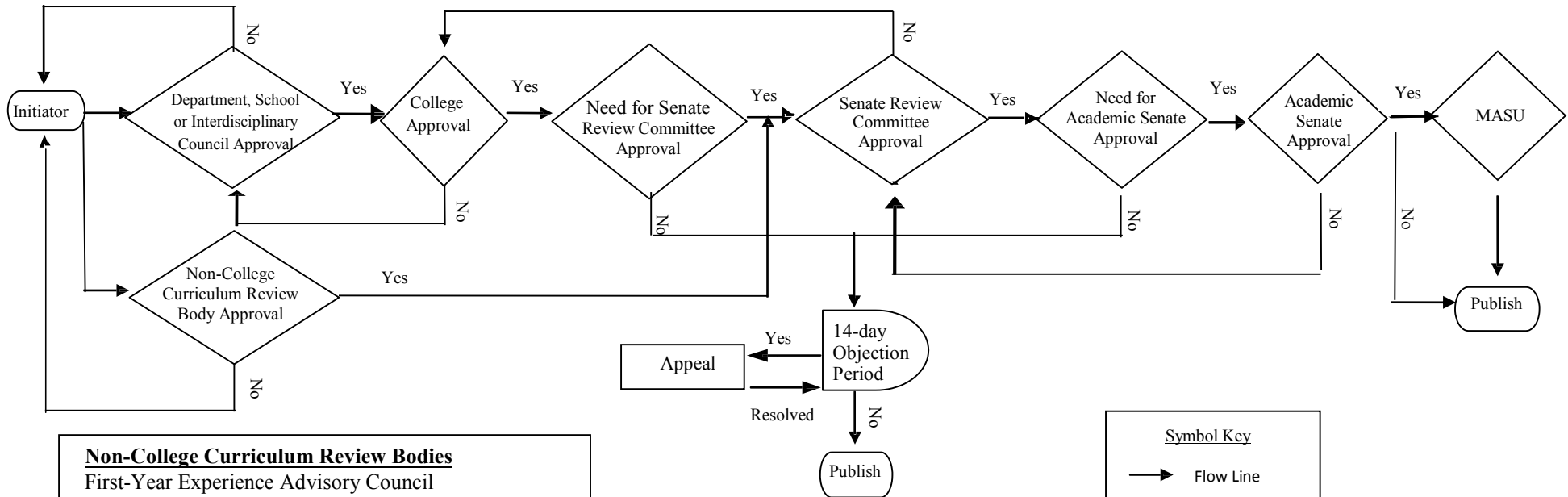
Program modifications that go to the MASU for final approval include spin-off programs (new options, new combinations of existing curricula, and title changes), and the phase out of programs (program deletion).

## Diagram B. Routing Flow Chart for Modification of Existing Program

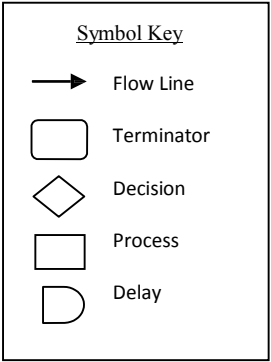
Required Documents

Modification of Existing Program Proposal Form (Pink Form)

SAP Major/Minor or Program Information Report



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| <p><b><u>Non-College Curriculum Review Bodies</u></b><br/>                 First-Year Experience Advisory Council<br/>                 Global Campus Academic Council<br/>                 Honors Council<br/>                 Interdisciplinary Councils not associated with a college<br/>                 Leadership Council<br/>                 Master of Science in Administration Council</p> <p><b><u>Senate Review Committees (SRC)</u></b><br/>                 General Education Committee (GEC)<br/>                 Professional Education Curriculum Committee (PECC)<br/>                 Undergraduate Curriculum Committee (UCC)<br/>                 Graduate Committee (GC)</p> |
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## **D. PROPOSAL FOR A NEW PROGRAM**

The Academic Planning Council (APC) reviews and evaluates proposals for new degrees, undergraduate majors, minors, undergraduate certificates, graduate certificates, and graduate programs prior to the submission to the relevant Senate Review Committee (SRC). Proposals for a new program require the completion of a New Program Request Form (formerly the Blue Form).

In rare cases, for example when no additional courses or resources are needed, the provost or provost's designee may exempt programs from APC review. Programs exempt from APC review are required to submit the New Program Request Form to the appropriate SRC for review as outlined below. A routing flow chart for new program proposals is presented at the end of this section. Due to the significant impact of new programs, the workflow is different from and more complex than that for other curricular actions (see Diagram C for the workflow for new programs).

### **1. Evaluation Process**

Proposals for new programs may be submitted by only one person called the initiator. Initiators are most often faculty members acting on behalf of a department, school, college or council; however, a curriculum committee, task force, *ad hoc* committee, dean, or the provost may also submit an electronic curricular proposal or designate a person to do so on his or her behalf. Once submitted by the initiator, the proposal is automatically routed to the next appropriate department or interdisciplinary council for action.

The department, school, interdisciplinary council, other organizational unit, CCC, or curriculum review body reviews new program proposals. The results of this review, indicating support for the proposal, shall be noted in the CCC or curriculum review body's minutes together with the substance of the committee's discussion. If the dean supports the proposal, the dean forwards the proposal and the minutes to the APC. If the dean fails to support the proposal, it should be withdrawn. If the provost or the provost's designee requests additional information, that information should be provided to the APC for additional consideration. If the provost does not approve the proposal, it should be withdrawn. Once the provost has approved the proposal, the dean will receive a letter, and the proposal will move forward through the electronic workflow process. Following APC review, proposals must receive approval from the provost before moving forward.

An assessment plan, approved by the Assessment Council, is required for all new programs except non-stand-alone minors and non-stand-alone certificates before the proposal goes to the SRC. New courses to be included in the new program must be approved by the SRC prior to the SRC approving the new program proposal but not prior to approval of the assessment plan. Once approved by the Academic Senate, all new programs except new minors and certificates are submitted by the Office of Academic Effectiveness to the Academic Affairs Officers Committee of the Michigan Association of State Universities (MASU) for review. The Board of Trustees must approve proposals



for new degrees prior to submission to the MASU. The Higher Learning Commission (HLC) must approve all doctoral degrees.

If a new designator is needed, it should be requested either at the same meeting of the APC when the new program is discussed or following approval by the APC. Follow the procedures outlined in subsection E to secure a new designator.

## **2. Criteria for Evaluation**

The faculty at CMU has adopted criteria for review to ensure the development of programs that represent the highest level of quality, especially graduate-level programs. There is also the realization that proposals to develop doctoral-level programs require considerable time and effort. When presenting a new program, proposers must provide clear evidence that address each of the following bolded criteria. Below each criterion are suggestions for evidence/material that might assist in addressing the criterion. Each reviewing body will use the same criteria for evaluation. The sections below correspond to the explanatory sections required for completing the electronic New Program Request Form (formerly the Blue Form). Provide clear, thorough, data-based responses. This information is used in the submission of programs to the Board of Trustees, MASU, and HLC.

### **a) The program supports the mission and goals of the institution.**

- Describe how the program supports the mission of the university. Specifically, what institutional strength is it based upon, and what societal needs does the program address?
- Describe how the program reflects or supports the undergraduate or graduate education priorities of the institution.
- Describe how the program supports the mission and goals of the relevant department and college.
- Describe how the program impacts (positively and/or negatively) other university departments and programs.
- Describe how the program will enhance CMU's image to external constituents.
- For a Professional Education Unit program, show how the program reflects the CMU CLEAR conceptual framework for teacher preparation.

### **b) There is a market and/or disciplinary need for the program.**

- Describe the international, national, regional and/or statewide need for the program. For research programs, this need might be in academia or industry. For applied programs, there must be a demonstrated need for professionals in the field at this degree level. Provide evidence, including external supporting documentation that such a need exists. Evidence of market need might include results of employer surveys, current labor market analyses and projections, or

need projections prepared by a relevant professional organization. Summaries of student interest are appropriate, but not sufficient evidence of need.

- Describe how the program meets the needs of, or advances, the state of the discipline or profession.
- Describe the internal institutional needs met by the program.
- Describe why the needs met by the program cannot be met through existing programs at CMU or other institutions within the state of Michigan.
- If this is a new or emerging field, is there evidence that this field will continue to emerge and require individuals educated at the doctoral level?

**c) There is evidence of the potential for a high-quality program.**

- Describe the courses and provide the overall sequence/structure of the program, including course numbers, titles, and descriptions. [New courses do not need to be approved until after the new program proposal is approved by the APC.]
- Describe how experts in the field, ideally external reviewers, viewed the proposed curriculum. Does it reflect the intellectual framework and emerging body of scholarship of the field?
- If applicable, indicate the agency evaluating for special accreditation, the plan/timeline for seeking specialized accreditation/approval/certification, and describe how the program meets accreditation standards.
- For graduate programs, describe how the depth of the curriculum is appropriate for the level of the program (master's/specialist/doctoral).
- If there is currently a similar CMU program in the same or closely-related area, describe the impact the proposed program will have on the enrollment and reputation (internally and externally) of the existing program.
- Describe the academic services available to assist students in succeeding in the program.
- Describe how quality will be documented and how continued quality will be ensured.
- Describe what students will be expected to accomplish in the program (e.g., original research, applied research, competencies).

**d) There is evidence of student interest and that the program will attract quality students.**

- Describe the target audience.
- Describe the domestic, ethnically diverse, and international students to be served by the proposed program.

- Describe how many students would optimally be enrolled in the program. Explain why that is the optimal program size.
  - Describe how the program will attract particularly strong students.
  - Describe the qualitative and quantitative measures that will be used as admissions criteria.
- e) There is a plan for the ongoing assessment of student learning and the evaluation of the need for and feasibility of the program.**
- Describe the student learning outcomes.
  - Describe how the student learning outcomes will be assessed.
  - Describe how and when the program will be evaluated.
  - For the Professional Education Unit, also show how the program prepares PK-12 education personnel for the workplace or to pursue advanced study.
- f) There is evidence that the faculty can provide a quality experience for students. This is especially critical for doctoral programs. [Attach resumes from the Online Faculty Information System (OFIS).]**
- Describe the current faculty who will be involved in the program. Provide evidence showing how they are active in their discipline and productive in their area of scholarship (e.g., consultation, clinical work, grant writing, publications, and presentations).
  - Describe the level of instructional effectiveness of the current faculty. Explain how the number of the currently qualified faculty who actively support offering the program are adequate for the program. If not, what evidence is there that the program can attract additional faculty, especially in the case of doctoral programs? If additional faculty are necessary, is the university/college willing and able to commit funding to support additional positions?
  - Describe the effectiveness of current student advising.
  - Describe the current ratio of faculty to students and the available mentoring, especially of graduate student thesis/dissertation work. Specify how this might change once the program is active.
  - Describe the plan to establish external links that might be necessary for clinical practica or internships.
- g) There are financial resources required to support the program. (Work with the Senior Vice Provost for Academic Administration to provide a five-year projection.)**
- Describe the anticipated cost effectiveness of the program (resources required/anticipated positive impact).

- Describe the financial resources and opportunities that will be available to attract high-quality students. Is the university/college/department willing to commit graduate assistantships/fellowships to the program?
- Describe the percent of students enrolled who are expected to receive financial support.
- Describe the percent of students who would be employed outside of the university while pursuing their degree.
- Describe any additional staff needed to support the program. If there is a need for additional staff, is the university/college willing to commit funds to support additional staff positions?
- Describe how the program will garner external research dollars. Be specific regarding funding sources and likely award.
- Describe how the program will be able to garner gift money.
- Describe other venues the program will use to attract resources.

**h) There are additional resources to adequately support the program.**

- Describe the classroom space needed for the program. If currently available classroom space is inadequate, how will such space be made available?
- Describe the faculty and graduate assistant office space currently available. If currently available office space is inadequate, how will such space be made available? This is especially important for doctoral programs.
- Describe the laboratory space and equipment currently available. If the currently available laboratory space and equipment is inadequate, how will such space be made available? This is especially important for doctoral programs.
- Describe the computer resources currently available. If currently available computer resources are inadequate, will the university/college provide additional computer resources?
- Describe the library resources/holdings currently available for the program. If currently available resources are inadequate, what type of budget is necessary for the purchase of additional holdings? Is the university/college/department able to provide funds for the purchase of such?

**i) For programs that are offered electronically, there is evidence that the program complies with *Best Practices for Electronically Offered Degree and Certificate Programs* by North Central Association.**

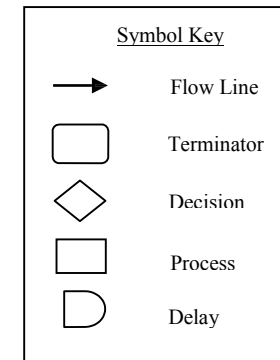
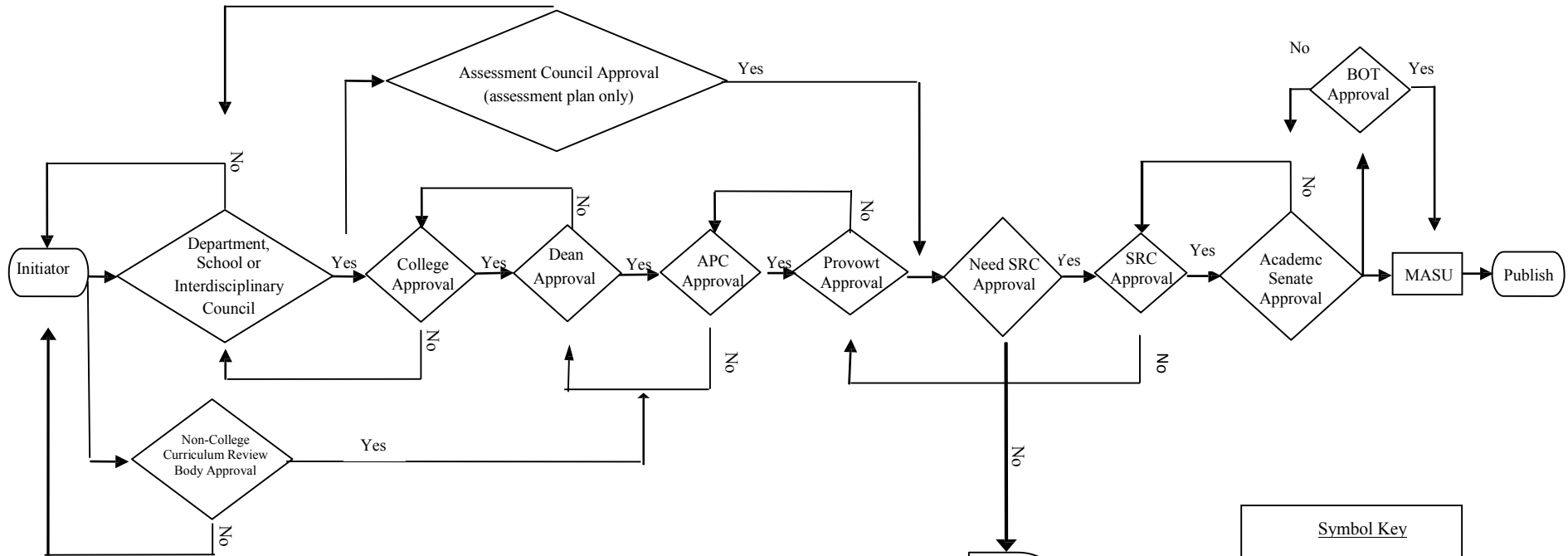
- Explain how the institution will ensure budgetary resources and technical support for the program, maintain academic oversight, and ensure the integrity of student work and faculty instruction.

- Explain how interactions (synchronous or asynchronous) between instructor and student and among students are reflected in the design of the programs.
- Explain how the institution provides ongoing support and training for faculty members.
- Explain how the program will provide advising and logistical information to students.

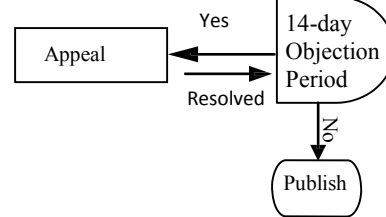
## Diagram C. Routing Flow Chart for New Programs

Required Documents

New Program Request Form (Blue Form)



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| <p><b><u>Non-College Curriculum Review Bodies</u></b><br/>           First-Year Experience Advisory Council<br/>           Global Campus Academic Council<br/>           Honors Council<br/>           Interdisciplinary Councils not associated with a college<br/>           Leadership Council<br/>           Master of Science in Administration Council</p> <p><b><u>Senate Review Committees (SRC)</u></b><br/>           General Education Committee (GEC)<br/>           Professional Education Curriculum Committee (PECC)<br/>           Undergraduate Curriculum Committee (UCC)<br/>           Graduate Committee (GC)</p> |
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## E. PROPOSAL FOR A NEW DESIGNATOR

Creation of a course designator constitutes a change in the curriculum structure of the university and, therefore, requires approval through the curricular process. Proposals for the creation of a new designator may be submitted by only one person called the initiator. Initiators are most often faculty members acting on behalf of a department, school, college or council; however, a curriculum committee, task force, *ad hoc* committee, dean, or the provost may also submit an electronic curricular proposal or designate a person to do so on his or her behalf.

First, contact the Registrar's Office for approval of the proposed new designator and three-letter abbreviation to avoid duplicate or confusing designators. Note that some accreditation standards require that designators be consistent with program content in recognized fields of study.

Next, complete the electronic Modification of an Existing Program Form (formerly the Pink Form) (<https://apps.cmich.edu/curricularforms>). In the rationale for the new designator, address the following points:

- What academic programs will use this designator?
- What is the academic college that will be responsible for administering courses in the designator, including scheduling and catalog updates?
- Which unit will receive the SCH generated by courses with this designator?
- Will the new designator affect transfer credits?
- Will the new designator replace a current designator(s)?
- How will the new designator be communicated to advisors and students?

Submit this form to the APC for approval. Once approved by the APC, the proposal will be forwarded to the Academic Senate for approval. Once approved by the Senate, the Registrar's Office will implement the new designator.

**APPENDIX A**  
**DEFINITIONS OF TERMS**

**I. ABBREVIATIONS**

<b>AAD</b>	Academic Advancement	<b>HLC</b>	Higher Learning Commission
<b>AMS</b>	Assessment Management System	<b>HON</b>	Honors
<b>APC</b>	Academic Planning Council	<b>LASP</b>	Leader Advancement Scholarship Protocol
<b>BOT</b>	Board of Trustees	<b>LC</b>	Leadership Council
<b>BS</b>	Bachelor of Science	<b>LDR</b>	Leadership Studies
<b>BSAT</b>	Bachelor of Science in Athletic Training	<b>LIB</b>	Library
<b>CAD</b>	Curriculum Authority Document	<b>MCS</b>	Master Course Syllabus
<b>CBA</b>	College of Business Administration	<b>MSA</b>	Master of Science in Administration
<b>CCC</b>	College Curriculum Committee	<b>OCA</b>	Office of Curriculum and Assessment
<b>CCFA</b>	College of Communication and Fine Arts	<b>OFIS</b>	Online Faculty Information System
<b>CEHS</b>	College of Education and Human Services	<b>MASU</b>	Presidents Council, State Universities of Michigan
<b>CHP</b>	College of Health Professions	<b>PEAC</b>	Professional Education Assessment Committee
<b>CHSBS</b>	College of Humanities and Social and Behavioral Sciences	<b>PECC</b>	Professional Education Curriculum Committee
<b>CLEAR</b>	Concept and Knowledge Drive, Learner Driven, and Reflective Practice to Diverse Roles and Settings	<b>PEEB</b>	Professional Education Executive Board
<b>CLEP</b>	College Level Examination Program	<b>QR</b>	Quantitative Reasoning
<b>CR/NC</b>	Credit/No Credit	<b>SCH</b>	Semester Credit Hours
<b>ERA</b>	Enrollment, Research, and Assessment	<b>SL</b>	Service Learning
<b>FYE</b>	First-Year Experience	<b>SRC</b>	Senate Review Committee
<b>GCAC</b>	Global Campus Academic Council	<b>UCC</b>	Undergraduate Curriculum Committee
<b>GEC</b>	General Education Committee	<b>UG</b>	Undergraduate
<b>GC</b>	Graduate Committee	<b>UP</b>	University Program
<b>GR</b>	Graduate	<b>WI</b>	Writing Intensive



## II. GLOSSARY

**Academic Planning Council.** Reviews and evaluates proposals involving new graduate degrees and certificates and undergraduate degrees, majors, minors, and certificates prior to their submission to the relevant Senate Review Committee.

**academic program.** A structured ensemble of courses and/or requirements designed to achieve significant educational outcomes. Majors, minors, certificates, and degrees are examples of academic programs.

**Academic Senate.** The primary legislative body of the university for the enactment of policies authorized by its constitution, including curricular policies and procedures outlined in the Curriculum Authority Document.

**applied course.** A course whose learning objectives are fulfilled through participation in an off-campus function, such as an internship, practicum, or service-learning project.

**assessment management system.** A software system providing a framework of the mission, goals, student-learning outcomes, measures and targets that define the assessment plan. Assessment findings, analyses, and action plans are made available through the assessment management system to the Assessment Council, reviewing bodies, and appropriate constituencies, including students. The current assessment management system is WEAVEonline.

**Blue Form.** Also called the New Program Request Form. An electronic curricular form housed in the Academic Senate website, the completion of which initiates the curricular review process for the creation of a new program.

**Board of Trustees.** Governs the business and affairs of the university, including academic matters. The BOT must approve new degrees prior to submission to the Michigan Association of State Universities. The BOT also approves the creation of new academic departments and the alteration of names of current academic departments.

**bump card.** Also called a Drop/Add Correction card. A form students can complete to be added to a course that is full, has already commenced, or for which they may not have the prerequisite.

**college curriculum committee.** Responsible for reviewing and approving all curricular matters (including interdisciplinary programs) housed in its college, which may include courses from other colleges.

**competency requirement.** Requires students to complete two courses in composition, four courses designated as writing intensive (or two courses for students who come in with the MACRAO/MTA agreement or qualify for the Transfer Block), a course in oral English, a course designated as meeting the mathematics requirement, and a course designated as meeting the quantitative reasoning requirement.

**Courses by Designator Report** (*See SAP Reports*).

**cross-listed course.** A course offered under more than one departmental heading.

**Curriculum Authority Document.** Serves as a guide and an authoritative reference for the efficient and effective preparation, submission, and review of curricular proposals.

**degree requirements.** The common set of courses that must be completed to receive a particular degree (BA, BAA, BS, MS, EdS, etc.). Commonalities among all undergraduate degrees include General Education Requirements, Other Degree Requirements, Specialized Studies (major and/or minor(s)) and Professional Studies Requirements, and Electives. Courses considered degree requirements are listed individually by designator and number on the relevant degree specification pages of the university's graduate and undergraduate bulletins.

**emphasis.** A distinct or specialized focus of study within a major comprising fewer than 12 credit hours, all of which must differ from the core set of courses. Emphases are not recorded on students' transcripts.

**face-to-face course.** A course taught in the traditional classroom environment.

**field work.** Activities performed outside the classroom, library, studio, or laboratory as part of a course.

**General Education Committee.** A Senate Review Committee responsible for reviewing and approving course and program proposals related to the general education component of all undergraduate degrees, including the University Program and competency requirements.

**General Education Program.** Serves the main campus and Global Campus and contains a common set of academic skills referred to as competencies. The General Education Program area requirements are referred to collectively as the University Program.

**Global Campus Academic Council.** Charged with policymaking and oversight for all off-campus and online undergraduate degree programs. The GCAC approves and recommends to the Undergraduate Curriculum Committee new curricular proposals and revisions to existing programs that are initiated either by the GCAC itself or by Global Campus/off-campus programs that are not housed in any on-campus department or are interdisciplinary and offered only by Global Campus.

**Graduate Certificate.** A collection of courses comprising 15 to 18 credit hours available to degree-seeking or non-degree-seeking students. Some certificates have titles that are similar to or the same as graduate degrees. Others, called stand-alone certificates, have titles that are distinct from any other program and are composed of a distinct set of courses that are exclusive to the certificate and are not aligned with any other graduate program. Proposals for new Graduate Certificates are processed as new graduate program proposals, with final approval by the Graduate Committee. Certificates are recorded on students' transcripts.

**Graduate Committee.** A Senate Review Committee responsible for reviewing and approving proposals concerning graduate courses, including those numbered 500 and higher, graduate

degrees and certificates, and graduate program curriculum changes.

**graduate concentration.** A distinct choice within a graduate degree described in the Graduate Bulletin. A minimum of nine credit hours must be completed for fulfillment of a graduate concentration. Concentrations are recorded on students' transcripts.

**Green Form.** Also called the Course-Related Proposal Form. An electronic curricular form housed in the Academic Senate website, the completion of which initiates the curricular review process for the creation of a new course or the modification of an existing course.

**Higher Learning Commission.** Accredits degree-granting post-secondary educational institutions in the North Central region of the United States. The Commission requires that CMU secure approval from the HLC for all new doctoral degree programs.

**hybrid course.** A course that combines face-to-face and online formats with 33% or more of the class time being online rather than face-to-face.

**independent study.** The in-depth study of a topic for credit under the direction of a faculty member who, together with the student, designs the format of the study and supervises the work.

**initiator.** The unit submitting a proposal for the creation of a new course or the modification of an existing course or program. Initiators are most often faculty members acting on behalf of a department, school, college, or council; however, a curriculum committee, task force, *ad hoc* committee, dean, the provost, or qualified designee can also be an initiator.

**interdepartmental major or minor.** An undergraduate major or minor that consists of a minimum of 30 credit hours (major) or 20 credit hours (minor) and is co-owned by one primary department and one dual department. The primary department institutes curricular changes in cooperation with the dual department.

**interdisciplinary program:** Includes two or more disciplines and is governed by an interdisciplinary council. An undergraduate interdisciplinary major consists of a minimum of 36 credit hours, an undergraduate interdisciplinary minor consists of a minimum of 24 credit hours, and an interdisciplinary graduate program usually consists of 36 credit hours.

**internship.** Supervised work for university credit, paid or unpaid, in which a student assumes responsibilities and carries out activities at an off-campus site.

**major.** The field of specialization as part of an undergraduate degree consisting of a minimum of 30 credit hours.

**Major/Minor Information Report** (*See SAP Reports*).

**Master Course Syllabus.** The official record of a course, containing the course description, prerequisites, co-requisites, recommended prior coursework and/or experiences, a rationale for course level, materials and other requirements, typical instructional formats, course objectives, an outline of topics, and typical methods for student evaluation. The Academic

Senate office only retains the current Master Course Syllabus for each course.

**Master of Science in Administration.** Degree that provides the knowledge and skills required for administrators and supervisors to function effectively in a wide variety of administrative settings, plus the specialized processes and competencies needed for a particular professional field.

**minor.** An area of specialization as part of an undergraduate degree consisting of a minimum of 20 credit hours.

**Module Data Report** (*see SAP Reports*).

**online course.** A Web-based course taught exclusively via computer technology. The online format is the primary method to deliver the course materials. Even if the initial introduction to the course is held in a face-to-face setting with the remainder of the course online, the course should be considered an “online course.” Communication and interaction between faculty and students occurs primarily online, course materials are distributed electronically, and student learning assessment and evaluations are conducted exclusively online. Online courses are developed in cooperation with the Center for Instructional Design to ensure consistency and quality assurance standards.

**Online Faculty Information System.** A secured database populated with faculty data. OFIS is able to generate detailed reports useful for many purposes, including internal and external grant applications, annual reports for submission to the college’s dean, and vitae in a variety of formats. New program proposals are required to include faculty resumes generated by OFIS.

**option.** A distinct set of courses within a major or a degree. Typically, an option consists of 12 credit hours and is not recorded on students’ transcripts.

**Pink Form.** Also called the Modification of an Existing Program Form. An electronic curricular form housed in the Academic Senate website, the completion of which initiates the curricular review process for the modification of an existing program.

**practicum.** A course taken for academic credit that combines classroom and field activities under the supervision of an instructor.

**Michigan Association of State Universities.** Serves as a forum for the presidents and chancellors of Michigan's 15 public universities to discuss and frame positions on key higher education finance and policy issues. The Academic Affairs Officers Committee of the MASU reviews all proposed new academic programs, programs with significant modifications, and deleted programs.

**Professional Education Curriculum Committee.** A Senate Review Committee responsible for coordinating, reviewing, approving, and making recommendations on curricular proposals related to undergraduate and graduate PK-12 education personnel preparation courses and undergraduate and graduate PK-12 education personnel preparation professional education

programs, degrees, majors, minors, certificates, and concentrations before forwarding them to the Professional Education Executive Board.

**Professional Education Executive Board.** Refers appropriate issues to the four professional education committees and coordinates, facilitates, and communicates the work of these committees. The Board is also responsible for reviewing and acting on appropriate recommendations offered by the four committees.

**Professional Education Unit.** An entity composed of faculty and staff who apply time and resources to oversee aspects of professional education programs.

**SAP.** German multinational software corporation that makes enterprise software to manage business operations and customer relations.

**SAP Reports.** There are several SAP reports to aid in the development of curricula. These reports tell the user what is in SAP-SLCM (and the Bulletin) for various courses or curricula, depending on the date entered at the time of the report. For more information on the reports, contact the Academic Senate Office or Bulletin Editor. There are four reports:

**Module Data Report.** This report provides information about individual courses. By entering the designator and course number, the user may see the title, credit hours, contact hours, description, and prerequisites for a course. The report also lists programs (degrees, majors, minors, certificates) on which a course is listed and the department that offers the course.

**Major/Minor Information Report.** This report lists the degrees on which a major or minor is offered and shows the program as it appears in the online and paper Bulletin. This report must be run in order to make changes to a program via the curricular process. The General Education Program may also be run from this report.

**UG/GR Program Information Report.** This report lists degree requirements for undergraduate degrees, graduate (master's and specialist) degrees, doctoral degrees, the Doctor of Medicine degree, and undergraduate and graduate certificates. This report must be run in order to make changes to degrees or certificates via the curricular process.

**CMU/CM: Courses by designator.** This report allows the user to either download all courses in order by designator or to enter the level (undergraduate, graduate, or doctorate) and/or designator if only certain courses are to be included in the report.

**Senate Review Committee.** A committee established by the Academic Senate to review curriculum proposals and changes. SRCs include the Undergraduate Curriculum Committee, the Graduate Committee, the Professional Education Curriculum Committee, and the General Education Curriculum Committee.

**service learning.** A teaching and learning strategy used to achieve targeted course learning objectives by integrating meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

**Spec.** A designation for courses where there are special arrangements regarding the number of hours spent in class.

**student learning outcomes assessment.** The ongoing monitoring of the extent to which students are developing the knowledge, skills, beliefs, and attitudes that are appropriate for graduates of the respective academic program.

**teaching syllabus.** A syllabus based on a Master Course Syllabus for a specific iteration of a course. Individual faculty members prepare teaching syllabi to provide students with greater specificity about how a given course section will be conducted in order to accomplish the intended goals and objectives.

**track.** A distinct or specialized focus of study within a major. Tracks are not recorded on students' transcripts.

**UG/GR Program Information Report** (*See SAP Reports*).

**Undergraduate Certificate.** A collection of courses comprising 12 to 18 credit hours available to degree-seeking or non-degree-seeking students. Certificates may be composed of a distinct set of courses not wholly aligned with an existing program of study or may be a subset of an existing program of study. However, the curriculum and the title associated with the certificate must not be identical to the undergraduate degree program (major, minor, concentration, or option). Proposals for new undergraduate certificates are processed as new undergraduate program proposals, with final approval by the Undergraduate Curriculum Committee. Certificates are recorded on students' transcripts.

**undergraduate concentration.** A distinct and specialized program of study authorized within a student's major. A minimum of 12 credit hours must be completed for fulfillment of an undergraduate concentration. Concentrations are recorded on students' transcripts.

**Undergraduate Curriculum Committee.** A Senate Review Committee responsible for reviewing and approving proposals relating to undergraduate courses numbered 0-499, undergraduate degrees, majors, minors, and certificates, excluding PK-12 curricular proposals and General Education Program curricular proposals.

**University Program.** A set of courses selected to aid students in developing a broad conceptual understanding of the major fields of human knowledge. The four University Program content areas are Humanities, Natural Sciences, Social Sciences, and Studies in Culture and Diversity.

## APPENDIX B

### CURRICULAR FORMS AND POLICIES

#### I. CURRICULAR FORMS

Curricular forms are used to initiate the curricular review process. The creation of a new course, modification of an existing course, modification of a program, and creation of a new program each require their respective proposal forms be completed and submitted.

The following electronic curricular forms can be accessed at [https://www.cmich.edu/AcademicSenate/secure/Pages/curricular\\_forms.aspx](https://www.cmich.edu/AcademicSenate/secure/Pages/curricular_forms.aspx).

- Electronic Course-Related Proposal Form (Green Form)
- Electronic Modification of Existing Program Proposal Form (Pink Form)
- Electronic New Program Proposal (Blue Form)

#### II. GUIDELINES FOR COMPLETING THE RATIONALE STATEMENT ON THE ELECTRONIC COURSE-RELATED PROPOSAL FORM

The rationale statement is a justification for a new course or a change in an existing course. A thorough rationale statement that explains the necessity and value of the change or addition will increase the probability of reviewer endorsement and will move the proposal more expeditiously through the curriculum process.

The following guidelines are intended for use by those involved in preparing and/or reviewing new course and course change proposals. These guidelines are not intended as rules that must be strictly followed or satisfied but rather as general guidelines that describe the expectations in determining the adequacy of a rationale statement.

Rationale statements for course additions and changes must address the following:

1. What led to the development of the proposal? (If this is an MCS review, specifically, what was reviewed and revised?)
  - Describe the evidence that led to this proposal.
  - For an MCS Review, explicitly describe what sections of the MCS were reviewed and revised.
2. What is the role of the course in the curriculum?
  - Describe how this course is related to other courses in the curriculum (e.g., required, elective, general education, service to a specific department or program).
  - Address any potential content overlap with other courses in the university curriculum.
3. For whom is the course intended?



- Describe the primary and secondary audiences for whom the course is intended (e.g., all students of a certain level or kind, selected students in specific majors or minors in particular disciplines, etc.).
- Explain the level/number of the course in relation to the level or category of students for whom the course is intended.

Approved by the Academic Senate 12/12/00  
 Editorial revisions by Ad hoc CAD Committee 5/8/02

### III. SYNTAX GUIDELINES FOR PREREQUISITES, PRE/CO-REQUISITES, CO-REQUISITES, RECOMMENDED

The syntax guidelines illustrate examples for displaying the intended requisite and/or recommended courses and/or requirements in curriculum documents. Note that only immediate prerequisites should be listed unless there is a compelling reason to list prerequisites to prerequisites.

#### A. Format: Use of Designator, Punctuation, Phrases, and Statements

1. **Designators:** Use at the beginning of each multiple set of courses/requirements with the same designator. Courses should be listed in ascending numerical order when possible.

Examples: ART 105, 115  
 PHY 145, 175; EGR 251, 253, 255

2. **Comma:** Multiple courses/requirements should be listed separately with a comma.

Examples: CDO 230, 278, 335  
 MKT 310, 330, 450; Admission to the Professional Business Studies or listed on a signed major or minor.

3. **Semi-colon:** A semi-colon should be used to separate compound courses/requirements from other courses/requirements.

Examples: CPS 181; STA 282 or 382  
 ART 105, 115, 215; Admission to the Teacher Education Program

4. **Use of “or”:** To separate alternative courses/requirements.

Examples: MTH 107 or 132 or 217  
 AMD 241, 345, 355; or graduate standing  
 MTH 116 or 130; MTH 216 or 132; STA 282 or 382; BIS 221; 56 credit hours completed; Admission to the



Professional Business Studies or listed on a signed major or minor.

5. **Use of “one of”:** Used to indicate choice between more than two alternatives.

Examples: BIO 208; One of: BIO 101, 105, 110  
BIO 203 or 128; 208; One of: BIO 101, 105, 110; One of:  
CHM 120, 127, 342 or CHM 131, 132 or CHM 161

6. **Qualifying phrases:** Clearly indicate modifying phrases as associated with each course/requirement.

Examples: BCA 210, 223, 311 all with a C or better.  
SPE 126 with a C or better; SPE 322, 323 with a C+ or better; PSY 310

7. **Advisory statements:** Advisory statements should appear at the end of the course description, before the prerequisites/co-requisites/recommended. An advisory statement should be brief. The statement is not part of the 25 words or fewer required as the content statement in the Bulletin description.

Examples: GRN 430: Multiple theoretical perspectives. Identical to WST 430. Credit may not be earned in more than one of these courses. Prerequisite: GRN 247 or PSY 325 or HSC 390.  
IND 433: Application of internships.... To be taken immediately following IND 438. Prerequisite: IND 438.

## B. Clarification

1. **Permission of Instructor (use as a prerequisite only):** Use only when required to block students from registering for a course. Students must seek a bump card in order to register for the course.
2. **Pre/Co-requisite:** The student has already completed the course/requirement or is enrolling concurrently.
3. **Co-requisite (do not use “concurrent enrollment in”):** Course or other requirements must be taken concurrently with a particular course.
4. **“Or Graduate Standing”:** Use only with 500-level courses. Permits graduate students who have not fulfilled CMU’s undergraduate requirements to register for the course. Justification must be supplied at the time the course is approved if the decision by the department is not to include the statement.

5. **Do Not Use: “Or permission of instructor”:** It is understood that students may contact the faculty member for permission to register for the class (with a bump card) without meeting the prerequisites or co-requisites.
6. **Do Not Use: “Or equivalent”:** It is understood that students may contact the faculty member for evaluation of equivalent coursework for permission to register for the class (with a bump card) without meeting the prerequisites or co-requisites.
7. **Do Not Use: “and” or parenthesis ( ):** Use appropriate format as above in A.1-7.

**C. Examples (as Course Description would appear in the Bulletin)**

1. BLR 330 Real Estate Law 3(3-0)  
The fundamentals of the law relating to land ownership and use, including possessory and non-possessory rights and interests in land. Prerequisites: BLR 202 or 235
2. PTH 636 Examination and Diagnosis II 2(1-2)  
Theory, concepts, and procedures central to examination and diagnosis of patients with dysfunctions or disabilities involving the musculoskeletal system, with laboratory practice in selected measure. Prerequisite: PTH 635. Co-requisite: PTH 646
3. HST 343 History of Paris 3(3-0)  
This course addresses key moments in the history of France’s capital from an interdisciplinary perspective. Recommended: Any European history and/or French literature/culture courses.
4. IND 437 Interior Design Studio IV: Contract 3(1-4)  
Application of visual, conceptual, and functional design processes in the design and space planning of commercial and public spaces. Prerequisites: IND 334, 339, 436. Pre/Co-requisites: IND 434
5. ACC 250 Introduction to Financial Accounting 3(3-0)  
Overview of how a business functions through the generation and interpretation of accounting data. Prerequisite: Admission to Professional Business Studies. Recommended: MTH 107 or 132 or 217
6. PSC 105 Introduction to American Government and Politics 3(3-0)  
Examines the formal institutions of government and how politics actually works in the United States: civil rights, civil liberties, elections, media, interest groups, and more. This course may be offered in an online format. (University Program Group III-B: Studies in Social Structures)
7. GEL 321 Petrology 4(3-3)

Genesis and evolution of igneous and metamorphic rocks. Identification, description of hand samples, and thin sections emphasizing petrogenesis. Optical mineralogy of common rock-forming minerals. Field trip fee required. Prerequisite: GEL 290, 310. Pre/Co-requisite: CHM 132 or 161

#### **IV. QUICK REFERENCE GUIDE: LEVELS OF FINAL APPROVAL AS OUTLINED IN THE CAD**

##### **A. Course Related**

###### **Proposal for a New Course**

*New independent study and special topics courses only need review of the CCC or the Curriculum Review Body.*

*All other courses Final Review always from SRC.*

###### **Modification to an Existing Course (Including Course Deletion)**

*College Curriculum Committee or Curriculum Review Body*

- Course Deletion
- Change in Designator (*if designator already exists*)
- Change in Title
- Change in Number (*not associated with Course Level Adjustment*)
- Change in Credit Hours
- Change in Distribution of Hours
- Change in Credit/No Credit status
- Change in Cross Reference (*Cross-listed courses must include written indication that all departments are using the same syllabus.*)
- Change in Bulletin Description
- Change in Recommended Course(s) and/or Requirement(s)
- Change in Course Outline
- Change in Delivery Method
- Modifications to all independent study and special topics courses

*Senate Review Committee*

- Change in Course Level
- Change in Prerequisites, Pre/Co-requisites, or Co-requisites
- Change in Course Objectives

*Academic Senate*

- Creation or deletion of a designator

###### **Master Course Syllabus 7-Year Review**

*College Curriculum Committee or Curriculum Review Body*

- Course Deletion
- Change in Designator (*if designator already exists*)
- Change in Title
- Change in Number (*not associated with Course Level Adjustment*)
- Change in Credit Hours
- Change in Distribution of Hours

- Change in Credit/No Credit status
- Change in Cross Reference (*Cross-listed courses must include written indication that all departments are using the same syllabus.*)
- Change in Bulletin Description
- Change in Recommended Course(s) and/or Requirement(s)
- Change in Course Outline
- Change in Delivery Method
- All independent study or special topics courses

Senate Review Committee

- Change in Course Level
- Change in Prerequisites, Pre/Co-requisites, or Co-requisites
- Change in Course Objectives

Academic Senate

- Creation or deletion of a designator

**B. Program Related**

**New Program Proposals – Undergraduate Certificate**

*After Department, College, Dean, APC, and Provost approve of Blue Form, a new undergraduate certificate will be routed the same as for proposals to change undergraduate certificates based on the number of credit hours in the certificate.*

**New Program Proposals for Bachelor's or Master's level**

Academic Senate

- New undergraduate/graduate program (*Note: During the process, PECC will forward any new program to UCC or Graduate Committee before it goes to Senate.*)

Board of Trustees

- New degree

**New Program Proposal Doctoral level**

Academic Senate

- New doctoral program

Board of Trustees

- New degree

**Proposal to Modify an Existing Program**

*Any change in total credit hours requires a full review by the appropriate SRC (except for undergraduate certificates of 18 credits or fewer that are housed in units associated with an academic college).*

College Curriculum Committee or Curriculum Review Body

- Change in list of courses on graduate certificates
- Change in list of courses on concentration
- Change in list of courses on electives
- Change in list of courses on graduate options
- Change in list of courses on graduate degree when not affecting the total hours or degree requirements

- Change in list of courses on major
- Change in list of courses on minor
- Change in list of courses on undergraduate credit-bearing certificate housed in a unit associated with an academic college
- Deletion of undergraduate credit-bearing certificate housed in a unit associated with an academic college

Senate Review Committee

- Creation of a concentration in an existing major or minor
- Change in degree requirements except for change in list of courses that does not affect number of hours (e.g., addition to list of electives or one course deleted and another added)
- Changes in number of credit hours on a graduate or undergraduate certificate, graduate option, major, minor, or an undergraduate certificate housed in a unit not associated with an academic college
- Change in titles of degree, major, minor, or graduate certificate/concentration/option
- Change in list of courses on an undergraduate credit-bearing certificate proposed by an entity not associated with an academic college
- Deletion of an undergraduate credit-bearing certificate housed in a unit not associated with an academic college

Academic Senate

- Creation or deletion of a designator
- Deletion of concentration, graduate certificate, graduate option, major, or minor
- Deletion of a degree
- Change in the University Program or Competency Requirements in the General Education Program

**APPENDIX C**  
**THE GENERAL EDUCATION PROGRAM: A BASIC DOCUMENTS SET**

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## **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 United 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;



- 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:

- demonstrate an understanding of the aesthetic dimensions of artistic works and performances;
- apply critical methodologies to the analysis and interpretation of artistic works and performances;
- identify and explain the significance of major works and artists from a range of cultural, historical, and aesthetic traditions;
- identify and explain the significance of key features or techniques characterizing major periods, genres, or traditions of art;
- explain the relationship between artistic creations and their aesthetic, sociocultural, and historical contexts;
- 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:

- describe the underlying principles involved in scientific inquiry;
- make scientific observations and evaluate the quality of data collected to determine their significance and accuracy;
- discuss observations and descriptions and make generalizations based on them;
- describe and draw conclusions from general scientific principles;
- 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](mailto:acadsen@cmich.edu)). Questions regarding the application process can be addressed directly to the **Director of General Education** ([brown3t@cmich.edu](mailto: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](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.

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### **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 United 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](mailto: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.

## **Subgroup IV-C: Studies in Racism and Cultural Diversity in the United States 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 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 United 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](mailto:acadsen@cmich.edu)). Questions regarding the application process can be addressed directly to the **Director of General Education** ([brown3t@cmich.edu](mailto: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](https://www.cmich.edu/office_provost/OID/Pages/default.aspx)).

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### **Questions**

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.

## APPENDIX D

### INTERDISCIPLINARY AND INTERDEPARTMENTAL PROGRAM GUIDELINES

#### I. INTERDISCIPLINARY PROGRAMS

Interdisciplinary programs are curricula that have significant coursework from more than one discipline and are not under the control of a single department. Such programs may be majors, minors, certificates, graduate programs, or specialized protocols. These programs are coordinated by a council of representatives from the disciplines that fall within the program's purview. This interdisciplinary council is headed by a director/chair and is governed by a set of bylaws. The council takes responsibility for student recruitment and advisement, academic program reviews, and student academic outcomes assessment. Additionally, it assures that program courses are offered and staffed and that the program complies with university curricular procedures.

Interdisciplinary programs use 'interdisciplinarity'<sup>1</sup> to develop a greater understanding of a field of study that is too complex or wide-ranging to be understood with using the knowledge and methodology of just one discipline. The foundation of 'interdisciplinarity' is the interchange of perspectives that occurs in balancing depth, breadth, and synthesis<sup>2</sup> within the curriculum, pedagogies, assessment, and faculty development.

The decision to designate a program as interdisciplinary is at the discretion of the unit or units proposing the program. Not all programs that require courses from more than one department are classified as interdisciplinary. The department chairs from each of the departments cooperate with the council in course scheduling and staffing.

##### A. Establishing a New Interdisciplinary Program

A group of faculty from different departments who wish to develop the program initiates proposals for interdisciplinary programs. The proposals go through three stages: endorsement, approval, and implementation.

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<sup>1</sup>Interdisciplinarity is "the bringing together of distinctive components of two or more disciplines in research or education, leading to new knowledge which would not be possible without this integration." Nissani, Fruits, Salads, and Smoothies: A Working Definition of Interdisciplinarity. *Journal of Educational Thought*, 1995.

<sup>2</sup>Depth fosters the necessary disciplinary, professional and interdisciplinary knowledge. Breadth leads to a multidisciplinary variety of perspectives. Synthesis fosters integrative process and construction of a holistic perspective that is greater than the simple sum of its part. Klein and Newell, Advancing Interdisciplinary Studies in Jerry Gaff and James Ratcliff, *Handbook of the Undergraduate Curriculum*.

### Endorsement

The first step in the process is the endorsement of all involved departments and of an appropriate academic dean. For departments from different colleges, both college deans should be consulted, although a single dean is designated as the responsible dean. Participating departments send supporting letters and copies of minutes to the academic dean. This endorsement must be included with the proposal documents.

### Curricular Approval

The establishment of an interdisciplinary program proceeds through the appropriate steps as described for new program proposals (see Section IV.D). Approval must be obtained from the Academic Planning Council, the provost, the appropriate SRC(s), and the Academic Senate. If a new course designator is being created or any new courses have been developed, the request for the designator, Course Request Form (Green Form), and MCS must be submitted to the appropriate curricular bodies as outlined in the CAD.

### Curriculum Design

Interdisciplinary programs must include an appropriate capstone experience. Units are strongly encouraged also to include an introductory overview course or seminar course early in the program course sequence to introduce students to interdisciplinary thinking unless there are sound reasons not to do so.

### Establishment of a Council

A council must be established prior to the submission of program documents to the appropriate SRC. There must be a provision for a governing council that is representative of the multiple departments in the program and functions or proposes to function in a manner similar to an academic department in overseeing and nurturing the program.

This council is responsible for carrying out any curricular changes, the student learning outcomes assessment, and program review functions as well as ensuring that program courses are offered and staffed. Student recruitment and advising are the responsibility of the council. Membership on the council and its functioning are defined by a set of bylaws that address the topics below. These bylaws must be approved by the council, all affected unit deans, and the responsible dean. The original document is housed in the office of the responsible dean, with copies distributed to the council and the Office of Academic Effectiveness, Warriner 312.

### Student Learning Outcomes Assessment

The council must submit the student learning outcomes assessment plan to the Assessment Council as outlined in the program proposal flow chart.

### State Review

Upon approval of the Academic Senate, new majors and concentrations go to the Academic Officers of the MASU for review. The Office of Academic Effectiveness manages this process.

## **B. Interdisciplinary Council Design for Bylaws**

A council's bylaws must address the following:

### **1. Council Charge**

The charge must be clear and complete, including provisions for the following:

- Designating participating departments.
- Establishing a process by which curricular changes are developed and approved.
- Establishing qualifications for and training advisors.
- Establishing responsibilities, qualifications, and search procedures for selecting a program director or council chair.
- Recommending a program director, coordinator, and/or council chair to the responsible dean.
- Establishing student requirements.
- Creating program procedures and guidelines and overseeing that they are carried out, including those for program review and student outcomes assessment.
- Establishing council procedures for recommending changes in the interdisciplinary status and/or administrative structure of the program should that be necessary.

### **2. Council Membership**

Each program shall have a council that may include the following persons:

- Knowledgeable and/or interested faculty, including faculty members from each of the departments that offers courses. These might be volunteers or selected by the relevant departments.
- A program director and/or council chair who is responsible for the effective implementation of the program.
- Student(s) involved in the program, appointed by the program director and/or council chair.
- Other interested parties.

### **3. Program Director, Coordinator, and/or Council Chair**

Each council shall have a program director, coordinator, and/or council chair who is responsible for the effective implementation of the program.

The bylaws should define the following:

- The role of the program director, coordinator, and/or council chair.
- The responsibilities, qualifications, and search procedures for selecting and recommending the program director, coordinator, and/or council chair.
- The term of office(s).
- The reporting relationship of the program director, coordinator, and/or council chair to the relevant dean.

- The relationship of the program director, coordinator, and/or council chair to the council.

#### 4. Program Review Procedures

#### 5. Student Academic Outcomes Assessment Procedures and Responsibilities

#### 6. Faculty Involvement

Faculty who teach in the interdisciplinary program should meet periodically to advise the council.

### **C. Management of Interdisciplinary Programs**

#### Administrative Support

The office of the responsible dean will serve as a repository for official records and information concerning interdisciplinary programs, the program's adviser(s), and the program council's bylaws as well as the names of the program director or council chair and council members. Upon request, the Office of Academic Effectiveness will assist programs with the proposal process and the development of bylaws and assessment plans.

#### Communication

It is essential that there be communication between interdisciplinary councils and appropriate departments, colleges, and deans. Council directors and deans in particular need to be advocates for the programs within the college and campus. It is recommended that deans consider inviting directors, particularly of the larger interdisciplinary programs, to participate as members of the Dean's Advisory Council.

#### Curriculum Changes

Once a program is established, modifications of courses, designators, or other aspects of the program should be forwarded through the curricular process by the program council, according to the provisions of its bylaws.

#### Discontinuation

For existing programs, requests to remove the program from status as an interdisciplinary program should emerge from the program council, after consultation with the affected departments. A recommendation to discontinue the program must be voted on by the interdisciplinary council and by all participating departments and be sent through the curricular process. In the absence of a viable program council or program, the responsible dean may initiate the process to delete the program or remove its status as an interdisciplinary program.

### **D. Interdisciplinary Advisory Committee**

The Office of Academic Effectiveness will form an Interdisciplinary Advisory Committee of all council chairs/program directors that is convened on an *ad hoc* basis, but no less frequently than once a year, to advise the provost on interdisciplinary program issues, including resource allocation and staffing.

In collaboration with the relevant dean(s) and council(s), this advisory committee will periodically review programs to evaluate their level of activity and conformance with these guidelines. Every spring semester, the advisory council will advise the Academic Senate Executive Board on the status of implementation, assessment, program activity, and related issues of interdisciplinary programs. The committee will formally petition the Academic Senate to delete inactive programs deemed unlikely to be reactivated and/or to remove the interdisciplinary designation from programs that are not operating in accordance with these guidelines.

## **II. INTERDEPARTMENTAL PROGRAMS**

Interdepartmental Programs are majors, minors, certificates, graduate programs, or specialized protocols cooperatively coordinated by two or in rare instances three departments, although one department will be identified as the “lead” department. These programs are governed by procedures and bylaws developed by the individual departments. The chairs of the involved departments officially commit to shared ownership and responsibility for student recruitment and advisement, course scheduling and staffing, academic program reviews, student academic outcomes assessment, and program compliance with university curricular procedures.

### **A. Establishing a New Interdepartmental Program**

A group of faculty from different departments who wish to develop the program initiates proposals for interdepartmental programs. The proposals go through three stages: endorsement, approval, and implementation.

#### Endorsement

The first step in the process is the endorsement of the two or more departments and the appropriate academic dean(s), with one department identified as the “lead” department. The dean of the “lead” department will be the responsible dean. The involved academic departments must submit a letter of agreement that states that (1) the departments are jointly responsible for the program with the identified “lead” department, (2) it is agreed that any curricular changes must be approved by both cooperating departments, (3) the cooperating departments are jointly responsible for student learning outcomes assessment and program review functions and how these will be administered, and (4) how any disputes will be resolved. Participating departments send supporting letters and copies of minutes to the appropriate academic dean(s). A formal proposal is then developed and submitted to the appropriate CCC or curriculum review body for support.

#### Curriculum Approval

The establishment of an interdepartmental program proceeds through the appropriate steps as described in Section IV.D. The lead department will initiate the curricular process. Approval must be obtained from the Academic Planning Council, the provost, the appropriate senate curricular review committee(s), and the Academic Senate. If a new course designator is being created or any new courses have been developed, the request for the designator, Course Request Form (Green Form) and MCS must be submitted to the appropriate curricular bodies as outlined in the CAD.

### Student Learning Outcomes Assessment

A student learning outcomes assessment plan must be submitted to the Assessment Council as outlined in the program proposal flow chart.

### State Review

New majors and concentrations go to the Academic Officers of the MASU for review prior to enrolling students. The Office of Academic Effectiveness manages this process.

## **B. Management of Interdepartmental Programs**

### Administrative Support

The office of the “lead” department will serve as a repository for official records and information concerning the program. Upon request, the Office of Academic Effectiveness will assist programs with the proposal process and the development of assessment plans.

### Communication

It is essential that there be communication between the appropriate departments, colleges, and deans.

### Curriculum Changes

Once a program is established, modifications of courses, designators, or other aspects of the curriculum must be communicated to all appropriate departments, and reference to these changes should be noted in all affected department curricular minutes. It is the responsibility of the “lead” department to forward requested changes through the curricular review process.

### Discontinuation

For existing programs, requests to remove the program from status as an interdepartmental program should emerge from cooperating departments. A recommendation to discontinue the program must be voted on by all participating departments and be sent through the curricular process.

Created by the Interdisciplinary Program Advisory Committee March 20, 2003; revised April 7, 2008.  
Approved by the Academic Senate 4/22/03



## APPENDIX E

### POLICY ON STUDENT LEARNING OUTCOMES ASSESSMENT

#### I. GENERAL POLICIES AND PRINCIPLES

Student learning outcomes assessment is defined as the ongoing monitoring of the extent to which students are developing the knowledge, skills, beliefs, and attitudes that are appropriate for graduates of their respective academic programs. The assessment of student learning assists programs in defining course goals and outcomes. Assessment data provide information for faculty development of strong programs, effective curricula, and innovative teaching. In addition, student learning outcomes assessment assists programs, departments, councils, colleges, and the university in accreditation by providing evidence of quality teaching and learning. Outcomes assessment is also a key component in CMU's internal program review process.

The Academic Senate supports student learning outcomes assessment as a means of understanding and improving student learning. This policy reaffirms that the senate is committed to the central role of faculty in the assessment process and the flexibility of academic programs in choosing assessment methods that will be most useful and appropriate.

##### A. Assessment Information and Use

Assessment information shall be used by the department/council conducting the assessment to understand and improve student learning. Assessment may be at the departmental, program, or institutional level. Assessment should be based on multiple direct and indirect measures, and activities shall be designed to identify both strengths and challenges.

The assessing department/council decides what specific student learning outcomes are measured, the instruments and achievement targets for assessing student learning, and the process for sharing the data with stakeholders. This framework of mission, goals, student learning outcomes, measures, and targets that define the assessment plan is entered into the university's assessment management system. Within this framework, both process (how we assess) and outcomes (what we learned) are important. The assessment of student learning is expected to stimulate discussions among faculty (both regular and temporary) of program learning goals, program curriculum, and pedagogy as means to improve learning.

A summary of the raw data that result from assessment activities is entered as findings into the assessment management system by the assessing department/council, and inclusion of such data in reports required by any university office or body will be at the department's/council's discretion. The findings that result from assessment activities and the action plans and analyses that support those findings are to be made available through the assessment management system to the Assessment Council, reviewing bodies, and appropriate constituencies, including students.

Student learning outcomes assessment information may not be used for personnel decisions (except for information voluntarily provided by the individual), nor shall it be the primary criterion for resource allocation decisions. Assessment information provided by individuals or programs may be used only for self-comparative purposes and may not disclose information about other individuals or other programs/councils at CMU. Other uses not contemplated in this statement may be proposed to the Assessment Council (see Assessment Council Charge below), which will determine whether a proposed use is to be permitted or prohibited.

## **B. Assessment in Programs**

A positive culture of assessment requires the input of multiple stakeholders, especially faculty and students. Assessment is a collaborative effort that fosters effective student learning, curriculum enhancement, and program development. A positive culture of assessment should *not* be a punitive-oriented process for students, faculty, or programs. Reporting of assessment activities and how information gleaned from such activities has been used to improve programs will be reviewed by the Assessment Council through the assessment management system and as part of other activities (e.g., accreditation) that review the quality of academic programs. Student learning outcomes that have been approved by the Assessment Council shall be made available to students and faculty.

## **C. Link Between Assessment and Program Review**

Department/council Program Review documents will include the following information on student learning outcomes assessment:

1. The approved assessment plan, including the learning outcomes.
2. The yearly reporting of findings.
3. Achievement summary and analysis reports.
4. Communications from the Assessment Council based on the department/council reports of assessment activities.
5. The department's/council's overall synthesis of assessment results since its last Program Review and the implications of those results for the department's/council's future plans.

Departments/councils may choose to include additional assessment information in their Program Review materials as supporting documentation. Program Review has other reporting requirements that can be found on the Academic Effectiveness web site ([https://www.cmich.edu/office\\_provost/AcademicAffairs/Program\\_Review/Pages/default.aspx](https://www.cmich.edu/office_provost/AcademicAffairs/Program_Review/Pages/default.aspx)).

## **II. DEPARTMENTS/INTERDISCIPLINARY COUNCILS**

A number of different university bodies have responsibilities for learning outcomes assessment activities. These include the faculty and staff involved in offering the assessed

programs, the departments/councils responsible for the programs, the Assessment Council of the Academic Senate, the Office of Curriculum and Assessment, the deans, the provost, and the president. All programs, both on-campus and through Global Campus, shall be assessed by the departments/councils responsible for the program curriculum. Departments and councils are, consequently, the principal assessing bodies at Central Michigan University. Therefore, it is expected that these principal assessing bodies abide by the logic of CMU's Research Integrity and Misconduct policy. The Assessment Council will adjudicate in cases where there is a dispute about whether a program should be assessed or a dispute about the correct assessing unit.

**Programs that are assessed and the assessing units are as follows:**

<b>Program</b>	<b>Assessing Unit</b>
Departmental Majors, Designated Minors	Program faculty in the relevant department/council and, where appropriate, the Global Campus Academic Council
Graduate Programs	Program faculty in the relevant department/council
MSA Program and certificates MA in Education Program and certificates	MSA Council MA in Education Council
Interdisciplinary Programs	Appropriate Interdisciplinary Council
Certificates not otherwise assessed, as determined by the Assessment Council	Program faculty
General Education Program (including University Program and Competency courses)	General Education Committee
Honors Program	Honors Council

**Assessment responsibilities of departments/interdisciplinary councils:**

1. Develop program assessment plans (including a program mission statement, student learning goals and outcomes, methods of measurement, achievement targets, and curriculum maps) and update the plans periodically, especially the year after Program Review.
2. Develop a structure within the unit (e.g., committees, coordinators) to help ensure that assessment activities will be completed in a timely manner.
3. Implement assessment activities and submit reports according to established timelines (see below), which include updating an assessment plan for each program in the year following Program Review.
4. Provide findings yearly and complete the achievement summary and analysis reports, according to the timeline found below, through the assessment management system on assessment activities, which need not cover all outcomes of the program annually (see below).

5. Provide regular feedback to department/council faculty/staff on assessment activities; share assessment information with constituencies, including students; and promote conversation among faculty and staff of the implications of assessment for program improvement. It is expected that departments will post, at a minimum, their current detailed assessment reports from the assessment management system on their department/program websites.
6. Based upon the conversation among faculty and staff, ensure that assessment information leads to program improvement;
7. Consider providing recognition and reward for assessment activities in department/by-laws, which may include credit in any of the three contractually recognized areas for personnel decisions (teaching, research service).
8. Provide regular feedback to students on assessment activities within departments and share with them, as appropriate, conclusions reached as a result of assessment activities.
9. Involve students in meaningful ways in assessment activities.
10. Communicate to the Office of Curriculum and Assessment ways in which specialized accreditation requirements address assessment.

### **III. ASSESSMENT COUNCIL**

The Assessment Council is a committee of the Academic Senate. The membership and charge are as follows:

#### **A. Membership**

1. The Assessment Council shall be composed of 12 members:
  - Six faculty representatives, one each from the Colleges of Business Administration, Communication and Fine Arts, Education and Human Services, Health Professions, Humanities and Social and Behavioral Sciences, and Science and Technology, elected by the senate. Preference will be given to those with some expertise, experience, or interest in assessment.
  - One representative of the College of Medicine, appointed by the Dean of the College of Medicine.
  - One representative of Global Campus, appointed by the Vice President of Global Campus.
  - One at-large representative from any unit engaged in learning assessment, elected by the senate.
  - One department chair, elected by the Council of Chairs.
  - The Academic Senate Chair (or a designee appointed by the Chair from the faculty members on the Senate Executive Board).
  - The Director for Curriculum and Assessment, *ex officio*.

- College Assessment Coordinators are invited to attend meetings, but are non-voting guests.
2. Academic Senate policies on committee membership:
    - Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
    - If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.
  3. Chairperson:

A chairperson of the council will be elected from among the voting members of the council. The chair will serve a one-year term but may be reelected.

## **B. Charge**

1. Develop learning assessment policies for Central Michigan University and recommend those policies to the Academic Senate for approval.
2. Develop a format for program assessment plans and a format for reviewing and approving those plans.
3. Review and approve program assessment plans and communicate to the units on the status of those plans.
4. Review and approve substantial changes in program assessment plans and communicate on the status of those changes; acknowledge minor changes facilitated by the Director of Curriculum and Assessment with Council oversight.
5. Develop a format for the periodic summary reports from departments and councils on assessment activities and review communications to the units from the Office of Curriculum and Assessment based on these summary reports.
6. Review and approve requests for funding by units or individuals for assessment projects and professional development activities relating to assessment.
7. Assist in developing and maintaining the presence of assessment as a defining element of Central Michigan University, including recognizing faculty and councils making significant contributions to learning outcomes assessment and communicating to students the importance of these activities.
8. Help ensure that conversations about student learning and program improvement remain central to departments and councils.
9. Provide advice to the Office of Curriculum and Assessment, including advice on official CMU publications and reports related to assessment (e.g., reports for external accreditation agencies).
10. Recommend to the Academic Senate a process for the comprehensive evaluation of the university's assessment activities.

11. Advocate for university resources to support faculty/staff involvement in assessment activities.

#### **IV. OFFICE OF CURRICULUM AND ASSESSMENT**

The Office of Curriculum and Assessment is a unit of the Office of the Provost staffed by the Director for Curriculum and Assessment as well as support personnel. The responsibilities of the Office of Curriculum and Assessment include the following:

1. Disseminate assessment-related information to the campus community, provide expertise, and support faculty development activities related to assessment.
2. Work with campus units to coordinate, as appropriate, opportunities for gathering information about student learning (including information on student retention, persistence, and graduation).
3. Develop and communicate a timetable of due dates for departments' periodic assessment plans and reports, working to ensure that department/council timelines for assessment activities coordinate with timelines for their Program Review and specialized accreditation.
4. Work with the Assessment Council in assisting those responsible for the development of assessment plans, such as department/program assessment coordinators, to develop assessment plans and other student learning outcomes activities (e.g., identifying student learning goals and outcomes).
5. Maintain records on the status of the development, modification, and implementation of assessment plans by departments/councils and disseminate information based on these records in official CMU publications, webpages, and reports (e.g., reports for external accreditation agencies). The Office of Curriculum and Assessment will make departmental/council assessment plans (including student learning goals and outcomes) available to the public upon request when they have been approved by the Assessment Council.
6. Receive and evaluate periodic summary reports of assessment activities from departments/councils according to guidelines established by the Assessment Council. Copies of the reports and the communication will be sent to the relevant dean's office as a means for keeping the college informed of department/council assessment efforts.
7. Report to the Academic Senate yearly through the Assessment Council on the status on learning outcomes assessment at CMU.
8. Evaluate periodically the overall effectiveness of assessment policies and practices and report the findings to the Assessment Council.
9. Serve as a resource for campus assessment activities.

#### **V. DEANS**

The deans and their offices have the following responsibilities in learning assessment:

1. Foster a positive culture of assessment to facilitate learning in each college through activities such as hosting college-based discussions and faculty development programs about assessment and program improvement.
2. Construct a support structure for assessment within each college, which includes providing resources to assist departments and units with assessment activities; rewards and recognition to units, faculty, and staff for assessment efforts; and support for by-law changes that credit assessment activities.
3. Help coordinate competing deadlines so that the due dates for assessment plans and activities receive appropriate priority.

## **VI. PROVOST AND PRESIDENT**

The Offices of the Provost and President have the following responsibilities in learning assessment:

1. Communicate to the campus the importance of learning outcomes assessment and that making CMU a student-focused learning community is an essential institutional priority.
2. Ensure that adequate resources, including both funds and time, are available for assessment activities.
3. Encourage appropriate recognition and rewards for those individuals and units engaged in significant assessment activities.

## **VII. TIMELINES**

Departments collect assessment data on a continuous basis and report findings on a yearly basis. The focus shifts every other year from the analysis and discussion of the data to the implementation of improvements that arise from the data analysis. This might be improved curriculum, revised assessment measures, new/improved pedagogy, and/or consultation with constituents. The documents associated with Program Review include a thoughtful discussion of these data as guidance for curriculum improvement.

Efforts will be made to coordinate cycle timelines with Program Review and accreditation schedules to reduce duplication of effort whenever possible. The assessment activities detailed below will be completed for review by the Assessment Council and Office of Curriculum and Assessment by October 1 of each year.

## Assessment Cycle

Year	Program Review	Assessment Report	Assessment Plan
Year 1	Program Review	No assessment report is due. Submission of a cumulative summary of assessment activities of 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.



## **APPENDIX F**

### **SENATE-APPOINTED COUNCILS WITH CURRICULAR RESPONSIBILITIES**

#### **I. GLOBAL CAMPUS ACADEMIC COUNCIL**

##### **Mission Statement**

The Global Campus Academic Council (GCAC) serves Central Michigan University as the Academic Senate appointed body charged with policy making and curricular oversight for academic programs (e.g. majors, minors, certificates, and graduate programs), regardless of delivery mode, delivered via Global Campus that are not directly housed within a department, school, or college or overseen by another governance body, such as a college, university, or Academic Senate Committee or Council. The GCAC is committed to providing a broad range of quality programs that maintain a balance between general and professional education and that prepare students for varied roles as responsible citizens and leaders in a diverse and democratic society.

##### **Vision Statement**

This Council will provide academic leadership in the development and maintenance of the aforementioned academic programs and courses that support the university's vision of national prominence, integrity, academic excellence, and public service.

##### **Curriculum Responsibilities**

1. Consult with departments, schools, and colleges interested in developing new programs and assist them as needed. This includes coordinating with departments, schools, and colleges the development of interdisciplinary programs regardless of delivery mode.
2. Meet with department/school chairs and faculty interested in developing courses for delivery through Global Campus. The Council will consult with The General Education Coordinator to identify competency courses and University Program courses that would be good candidates for delivery.
3. Develop curricular proposals for interdisciplinary programs or revisions to existing interdisciplinary programs, not currently affiliated with another academic unit as outlined above, using processes outlined in CMU's Curricular Authority Document. This includes submitting letters of intent for new programs to the Academic Planning Council (APC); if approved by APC, then the Council would submit completed curriculum proposals to the relevant Senate university level curriculum committee (if applicable).

##### **Program Review Responsibilities**

Monitor the academic quality of interdisciplinary programs offered via Global Campus through a systematic, scheduled review of the assessment plans, assessment reports, and Program Review documents submitted by

1. The Global Campus Director of Undergraduate Degree Programs for all interdisciplinary undergraduate degree programs.
2. The Global Campus Director of Graduate Degree Programs for all interdisciplinary Graduate degree programs.

If necessary, the Council shall recommend to program directors ways to improve programs based on the results of program assessment and review.

### **Governance Responsibilities**

1. Promote greater understanding across the university community of GCAC-governed programs.
2. Monitor adherence to the existing academic policies and procedures related to GCAC-governed programs.
3. Solicit input from faculty, staff, and administrators about academic policies and procedures related to online and off-campus programs and courses.
4. Recommend to the Academic Senate new academic policies and procedures related to online and/or off-campus programs or courses as well as changes to existing academic policies and procedures, in consultation with appropriate departments, colleges, program directors, and curriculum bodies. Recommendations related to Academic Senate policy should be forwarded to the Senate Executive Board.
5. Submit to the Academic Senate the Council's minutes and an Annual Report summarizing the Council's activities.

### **Membership**

Representation on the GCAC should reflect the broad spectrum of programmatic interests at CMU. The 12-person membership shall consist of ten (10) voting members and two (2) non-voting, ex officio members:

Voting members:

- One faculty Senator (elected by the Academic Senate)
  - One member of the Prior Learning Assessment Team (PLAT) selected by the team
  - Global Campus Director of Undergraduate Degree Programs
  - Global Campus Director of Graduate Degree Programs
- (The term of the Senator shall end when his/her respective term on the Senate ends.)

The following members shall have experience in teaching for academic programs delivered via Global Campus or come from departments/schools that have academic programs delivered via Global Campus and shall be nominated by the Committee on Committees and elected by the Senate:

- One CBA faculty
- One CCFA faculty
- One CEHS faculty
- One CHP faculty
- One CHSBS faculty
- One CST faculty

Ex-officio, non-voting members:

- Two Provost designees: one for curriculum and instruction and one with community college liaison experience

At the end of each academic year, the Council shall elect a chair from among the voting members of the committee to serve during the subsequent academic year. The chair may be re-elected for up to three consecutive one-year terms, provided he/she is still a voting member of the committee during the academic year in question.

Senate approved 04-21-15

## **II. HONORS COUNCIL**

The Honors Council serves as the academic advisory and policy-making body of the Honors Program. The council is responsible for developing and evaluating all protocols and policies pertaining to the operation and quality of the Honors (HON) and Centralis Scholarship programs.

### **A. Charge**

1. Recommend to the Academic Senate's curricular committees for approval
  - new honors and Centralis Scholarship protocols; additions, deletions, and changes to HON course offerings;
  - decisions concerning Honors and Centralis Scholarships, new protocol and additions, modifications, consolidations, and deletions;
  - Honors Program admissions and dismissal policies; and
  - minimum requirements for "Honors Program Graduate" recognition.
2. In conjunction with the University Honors Program Director, be responsible for
  - scheduling Honors courses,
  - identifying faculty to teach Honors courses,
  - developing HON-designated courses,
  - overseeing Honors and Centralis Scholarship Protocols,
  - overseeing the Honors and Centralis Scholarship Programs, and
  - coordinating the assessment activities assigned to the Honors Program.
3. Be involved in selection of the Honors Program Director.

### **B. Membership**

1. The Honors Council comprises 19 members:
  - a) Eight faculty representatives, one each from the colleges of Humanities and Social and Behavioral Sciences, Communication and Fine Arts, Science and Technology, Education and Human Services, Business Administration, and Health Professions, one representative from the university library, and one member at-large.
  - b) Five honors students.

- c) One representative elected by the Council of Deans to serve a one-year term.
- d) One representative appointed by the Office for Institutional Diversity to serve a one-year term.
- e) The Associate Directors of the University Honors Program, *ex officio*, non-voting.
- f) The Honors Academic Advisor, *ex officio*, non-voting.
- g) The Director of the University Honors Program, *ex officio*, non-voting.

The Academic Senate, through the normal election process, will elect faculty serving staggered terms. The Director of the University Honors Program will appoint the students in the spring semester for a one-year term commencing in the following fall semester. The Director shall solicit applications from students active in the Honors community to represent the Honors student body.

- 2. Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
- 3. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

### **C. Reporting**

The Council's minutes are forwarded to the Academic Senate. The Council makes recommendations on curricular matters through the Academic Senate's customary curricular process.

### **D. Director**

- 1. The Director serves as a non-voting member of the Honors Council, appoints student members to the Honors Council, executes recommendations of the Honors Council, administers the operation of the Honors Program, is appointed for a three- to five-year term by the Provost, and reports to the Provost's designee.
- 2. The selection committee for the Director of the Honors Program shall minimally consist of the Associate Director(s) of the Honors Program, two faculty members elected by the Academic Senate, and two representatives from the Honors Council and shall be chaired by a member of the Council of Deans other than the representative to the Honors Council. The recommendations of the selection committee shall be sent to the Office of the Provost.

### **E. Honors Program Review Committee**

- 1. The Honors Program Review Committee shall be charged with conducting an evaluation of the University Honors Program every seven years. The University Honors Program shall be evaluated using a subset of program review criteria appropriate for the Honors Program.

2. Honors Program Review Committee shall be composed of the Associate Directors of the Honors Program, faculty members of the Honors Council, at least one student, and the Director of the University Honors Program, *ex officio*, non-voting.

Approved by the Academic Senate: February 3, 1976

Amended: 10/11/77, 9/4/79, 4/19/83, 5/3/83, 1/22/85, 10/22/85, 11/19/91, 9/7/95, 3/11/97, 4/28/98, 2/19/02, 9/28/04, 10/16/12, 5/31/14

Honors Program Review Committee added to policy 3-15-02.

### III. LEADERSHIP COUNCIL

The Leadership Council (LC) serves as the advisory and policy-making body for academic programs within the Leadership Institute. This Council is a standing committee of the Academic Senate that serves two separate and distinct purposes:

- Providing oversight to the academic course components of the Leader Advancement Scholarship Protocol (LASP), housed in the Leadership Institute, which reports to the Associate Vice President of Student Affairs.
- Serving as the governing body for the Leadership Studies (LDR) Minor. The LDR Minor is an academic program that includes both theoretical and experiential leadership components and reports to the dean of the responsible unit's college.

#### A. Charge

This council is charged with overseeing the academic activities of the minor and oversees many administrative functions, similar to an academic department. In overseeing the LASP and LDR, this council will perform the following duties:

- Serve as an advisory body for policy making for the LASP and LDR program.
- Initiate and recommend changes in the LASP and LDR curriculum.
- Communicate curricular changes to the affected departments and forward their recommendations to the responsible unit in regards to LDR-specific courses.
- Construct and approve assessment plans and reports.
- Conduct and approve program reviews and strategic plans.
- Collaborate with the responsible home unit chair to identify recommended and required qualifications for all new hires for LDR-specific courses (all teaching formats included). The LC and the designated responsible unit will review these qualifications annually. The responsible home unit will openly seek input from the LC on all new hires for LDR-specific courses.
- Recommend qualifications for the LDR-specific Program Coordinator and Practicum/Applied Experience Advisors in the LDR minor. Faculty members serving in the Coordinator and/or Advisor positions must have the qualifications to teach LDR courses.
- Represent the LC internally and externally as needed.

- Provide input on the scheduling of all “L” section courses within the LASP.
- Serve on the search committee for the hiring of LDR faculty, Program Coordinator, and Practicum/Applied Experience Advisor(s).
- Review and approve proposed undergraduate leadership courses, leadership majors and minors, and changes to existing leadership programs.

## **B. Membership**

1. The Leadership Council shall be composed of 12 members:
  - a) Five faculty, one from each college represented in the program (CEHS, CHSBS, CCFA, CBA, and CHP), elected through the Academic Senate for three-year terms, with preference given to those instructors who are teaching or have taught an L-designated LASP course, an LDR designated course, or a course in a leadership interdisciplinary program. Preference is also given to Leadership Fellows from the responsible unit’s college and to faculty with research or teaching background in leadership. Seats left unfilled by faculty teaching L-designated courses become at large seats to be assigned to any willing regular faculty member at the discretion of the Academic Senate and the needs of the current Leadership Council.
  - b) The LDR Program Coordinator or LDR designee.
  - c) Two students, one LASP and 1 LDR, appointed by the Director of the Leadership Institute and the LDR Program Coordinator, respectively. The appointment will be made in the spring semester for a one-year term commencing the following fall semester.
  - d) Director of the Leadership Institute, *ex officio*, non-voting member.
  - e) Dean of the responsible college or designee, *ex officio*, non-voting member.
  - f) Vice Provost of Academic Affairs or designee, *ex officio*, non-voting member.
  - g) Associate Vice President of Academic Programs/Global Campus or designee, *ex officio*, non-voting member.
2. Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
3. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

## **C. Reporting**

The LC reports to the respective dean of the responsible college per Interdisciplinary Program Bylaws procedures. The LC minutes are forwarded to the dean of the responsible college, responsible unit, and Vice President of Enrollment and Student Services.

#### **D. Leadership Institute Director**

1. The Director of the Leadership Institute (or designee), selected by the Assistant Vice President of Student Affairs, will serve on the LC. Duties include the following:
  - a) Serve as a liaison between the LC and the Enrollment and Student Services Division.
  - b) Represent the interests of the Leadership Institute and LASP cohort on the LC.
  - c) Coordinate the scheduling of “L” designated sections with respective department chairs.
  - d) Oversee protocol progress and completion for students enrolled in the LASP cohort.
  - e) Prepare (as specified by the university assessment policy) program review documentation and other academic reports to submit to the LC for final review and approval prior to filing. Copies of such documents shall be forwarded to the Vice President of Student Affairs.
  - f) Coordinate any changes to the academic requirements of the LASP.
  - g) Update the LC with ongoing initiatives and prepare annual report of Leadership Institute program highlights, enrollment data, graduation numbers, and student achievements.

#### **E. Council Chair**

1. The LC Chair will be elected by the council members in the spring for the following academic year to serve for a one-year appointment (10-month), shall be a full-time tenured or tenure-track faculty member, and shall be a voting member of the council. Duties include, but are not limited to, the following:
  - a) Coordinate the work of the LC as specified in its charge.
  - b) Work with participating departments and LDR Program Coordinator to recommend courses in the programs under its jurisdiction.
  - c) Convene and chair meetings of the LC on a regular basis as a voting member.
  - d) Process curriculum changes approved by the LC.
  - e) Serve as the contact person and responsible authority for any interdisciplinary majors and minors under the jurisdiction of the LC.
  - f) Arrange an annual meeting for all departments in the LDR program and LASP “L” designated sections.
  - g) Prepare the year-end report for the LC per the CAD.

#### **F. Leadership Studies (LDR) Program Coordinator**

The department chair of the responsible unit, in consultation with the LC, will make a recommendation to the dean to appoint a faculty member to serve as the Leadership Studies (LDR) Program Coordinator. Duties include the following:

- Serve as a liaison between the responsible unit and the LC.
- Report on LC business at the responsible unit department meeting.
- Represent the interests of the LC to the responsible unit chair.
- Support scheduling of LDR classes with the responsible unit chair.
- Consult with the responsible unit chair to teach LDR-designated courses to approve LDR faculty.
- Coordinate advising services and processes for students enrolled in Leadership Studies.
- Prepare, in consultation with the LC Chair, assessment documents (as specified by the university assessment policy), program review documentation, and other academic reports to submit to the LC for final review and approval prior to filing. Copies of the assessment plan will also be forwarded to the responsible dean, the designated responsible unit chair, and the Office for Curriculum and Assessment.
- Coordinate any new LDR curriculum initiatives and ensure the LC is apprised of curricular changes.
- Manage program enrollment and outreach.
- Update the LC with ongoing initiatives and prepare the annual report of LDR program highlights, enrollment data, graduation numbers, and student achievements.

#### **G. Leadership Council Bylaws**

1. The bylaws would address the following items, among others, as if the council were a “department”:
  - a) Objective of the program.
  - b) Direct supervision of the program.
  - c) Qualifications, responsibilities, and selection procedures for faculty to teach courses in the interdisciplinary program.
  - d) Qualifications, responsibilities, and selection procedures for faculty to coordinate internships that are part of the interdisciplinary program.
  - e) Qualifications and selection process for advisors for the program.
  - f) Process to handle student appeals (if this is needed).
  - g) Process for providing input on the selection of the Director of the Leadership Institute.
2. The faculty member serving in the Leadership Applied Experience must have the qualification to teach LDR courses.
3. The LC oversees the courses offered as part of the minor. The LC is responsible for any changes to these courses. The LC also monitors course offerings and, in



consultation with the respective department(s), can delete courses from the program that have not been offered on a regular basis. Council members and departments can make recommendations for additions and/or deletions to the program. The LC will, at all times, notify participating departments on curricular changes before they are submitted to the appropriate Curriculum Committee for final approval.

Courses that are approved by the responsible department, with the LDR designator, shall be submitted to the LC. A course syllabus must be presented for review and consideration. A course that is approved by the Council as LDR designator will then be sent to the responsible college curriculum committee or curriculum review body and follow the manual curricular process for approval.

The LC shall grant a department or departments as the responsible unit for the Leadership minor.

- a) With input from the LC, the “LDR Responsible Unit(s)” shall have the responsibility to identify and select faculty, on and off campus, to teach the LDR courses.
- b) The responsible department(s) shall have the authority to cancel a LDR course because of low enrollment.
- c) The LDR Responsible Unit (Department) Chair shall make a yearly and a five-year (strategic outlook) report to the LC as to the efficacy of the program and on all issues involving the Leadership Minor, including all issues involving curriculum, student feedback, and so forth.
- d) The LC retains the right in collaboration with the Dean of the responsible college to reconsider the granting of responsibility to a LDR Responsible Unit if, at any time, the LC believes it is in the best interest of the program to grant said responsibility to another department/school.

Leadership Council Revisions – 4/25/14

#### **IV. MASTER OF SCIENCE IN ADMINISTRATION (MSA) COUNCIL**

The MSA Council serves as the faculty advisory and policy-recommending body for the (interdisciplinary) MSA. In performing its function, the Council should be concerned with the development of the curriculum and the evaluation of programs and policies pertaining to the MSA program both on and off campus. It also has the primary responsibility for the quality of the program offerings as well as faculty selection related to core courses and student requirements. Along with the MSA Director, the MSA Council is responsible for the coordination of the delivery of the MSA programs with the Professional Education Services (Global Campus/Off-Campus Programs).

##### **A. Charge**

1. The MSA Council shall evaluate policies and procedures pertaining to the MSA program, both on and off campus.

2. The MSA Council shall evaluate the quality of program offerings, faculty selection related to core courses, and student requirements.
3. The MSA Council shall recommend to the Graduate Committee for approval
  - New courses, course deletions, course modifications, and other curricular issues.
  - Additions and deletions of course requirements and modifications of degree requirements.
4. The MSA Council shall evaluate the quality of program offerings, faculty selection related to core courses, and student requirements.
5. The MSA Council shall be the final review authority of all MSA grade grievances.
6. The MSA Council shall serve as the review body for all student academic dishonesty cases referred by the dean of the College of Graduate Studies.
7. The MSA Council shall review and approve criteria for MSA faculty (note: this covers only MSA-designated courses) and serve as a faculty advisory and policy-recommending body for the interdisciplinary MSA.
8. The MSA Council shall review with the MSA Director the annual operating budget of the on-campus MSA program.
9. The MSA Council shall elect officers consisting of a chairperson and a secretary, both to serve one-year terms.
10. The MSA Council shall oversee the coordination of the on-campus MSA degree programs with Global Campus programs.

## **B. Membership**

1. The MSA Council consists of nine voting members:
  - a) Four faculty members from the departments most heavily involved in the program. No more than one member shall come from the same department. All members must be graduate faculty and from those departments generating the most SCH. "Involved" departments shall be those departments that have the largest number of MSA students (both on and off campus) enrolled in their courses.
  - b) One at-large faculty member.
  - c) Dean, College of Graduate Studies (permanent chairperson).
  - d) MSA Director.
  - e) VP/Executive Director Global Campus or designee.
  - f) One MSA student.

2. The Committee on Committees will recommend candidates for all faculty positions to the Academic Senate, which will elect faculty to the positions. All candidates must be members of the graduate faculty. Members will be elected for three-year staggered terms. The student term will be one year.
3. Under Academic Senate policy, a member may not serve more than two successive terms on the same committee.
4. If a member misses three consecutive meetings (excused or unexcused) of any senate committee to which that person has been appointed or elected, the member shall be dismissed from that committee and replaced.

#### **C. MSA Director**

1. The MSA Director shall report to the Dean of the College of Graduate Studies.
2. The Graduate Dean is responsible for impaneling a search committee to review applications and recommend candidates for the position when open. The search committee should include at least one member of the MSA Council and one representative of Global Campus. Candidates for the position of MSA Director must have an academic background with graduate-level teaching experience in an area relevant to the MSA degree. Recommendations of the search committee shall be sent to the Dean of the College of Graduate Studies.
3. The MSA Director is responsible for the day-to-day operation of both the on- and off-campus programs, following guidelines established by the university and the MSA Council.

#### **D. Program Review**

The MSA program is subject to review by both the Board of Visitors and the Program Review process at the university. The MSA Council receives, reviews, and acts upon all findings and recommendations.

MSA Revisions – 12/15/14

## **APPENDIX G**

### **CURRICULAR APPEALS PROCEDURES**

#### **I. SENATE REVIEW COMMITTEE (SRC) RECOMMENDED PROTOCOL FOR HANDLING OBJECTIONS**

The protocol for handling an objection by the Senate Review Committee (SRC) is as follows:

1. The Chair of the SRC will invite both parties to attend the meeting and present their position regarding the objection.
2. The chairperson will invite both parties into the meeting simultaneously at the appropriate time according to the agenda.
  - a. The objecting party will have 5-7 minutes to state their position regarding the objection.
  - b. The responding party will have 5-7 minutes to state their position regarding the objection.
  - c. After both parties have stated their positions, each party will have 2-3 minutes to state a rebuttal beginning with the objecting party.
  - d. Once the rebuttals have been stated, the SRC members will have an opportunity to ask questions of both parties.
  - e. After the questions have been addressed, both parties will be asked to leave the meeting.
  - f. At this time the SRC will take action through a voting process using ballots or a show of hands. If someone prefers ballot, then ballots must be used.
  - g. Once the action has been taken by the SRC members, the decision will be recorded in the minutes.
3. If the objecting party is still opposed to the decision, they may appeal to the Academic Senate Office following the procedures outlined below in Section II. Appeal of a Senate Review Committee Decision.

It is recommended that the Chair of the SRC share this protocol with both parties in advance so they have an understanding of how the process will work and will come to the meeting prepared.

#### **II. APPEAL OF A SENATE REVIEW COMMITTEE DECISION**

The Academic Senate Executive Board shall review appeals referred to it by a Senate Review Committee (SRC). The Academic Senate Executive Board exercises its discretion in determining whether or not to refer the matter to the Academic Senate for its consideration and possible action.

In general, the following guidelines apply:

1. Upon request, the initiator of a proposal has the right to receive a written statement from the SRC stating reasons for the decision or non-approval of the proposal under question. The request must be made in writing within ten calendar days from receipt of notice of the SRC's decision.
2. The initiator of the proposal (i.e., the appealing party) may appeal a decision of the SRC to the Academic Senate Executive Board based on one or more of the following alleged grounds, which the appealing party has the burden of proving:
  - A violation of procedure that has adversely affected the decision.
  - A misinterpretation or misapplication of an existing curricular policy.
  - A departure from past practice without adequate justification.
  - An arbitrary and capricious action.
  - A denial of a proposal that affects more than one academic unit, has already received the approval of another SRC, and is deserving of debate by the Academic Senate.
  - An objection to a proposal that is deserving of debate by the Academic Senate.
3. The appealing party has the responsibility to prepare the appeal and send it electronically to the chair of the Academic Senate within twenty calendar days from receipt of the SRC's written explanation. The appeal shall include 1) the curriculum proposal under consideration, 2) the SRC's decision and written rationale, and 3) the grounds for the appeal, with supporting documentation. In addition, the appeal may contain a written request to forward the appeal to the Academic Senate if the matter cannot be resolved by the Senate Executive Board.
4. The chair of the Academic Senate may communicate with or invite the relevant parties to appear before the Academic Senate Executive Board to supply any needed information.
5. The appealing party has the right to receive written notification from the Academic Senate Executive Board regarding the disposition of the appeal.
6. For appeals, the term "calendar days" does not include university holidays, recesses, or summer sessions, but does include Saturdays and Sundays during the fall and spring semesters. As a result, some appeals may have to wait until the start of fall semester to begin or complete the appeal process.

### **III. APPEAL OF AN UNDERGRADUATE STUDENT CURRICULAR DECISION**

#### **A. GENERAL INFORMATION**

There are two kinds of student curricular appeals, and they are handled by the Board of Appeals.

## **B. WHAT IS THE BOARD OF APPEALS?**

The Board of Appeals is the formal appellate body for handling any undergraduate curricular concern. Its membership is elected by the UCC and consists of six voting members, including the following:

- The General Education Program director (faculty).
- Four faculty, one of whom is a current member of the UCC.
- One student.
- The registrar or designee, *ex-officio*, non-voting.

A chairperson shall be elected from the faculty members of the board. The faculty members (excluding the General Education Program director) hold three-year staggered terms; student members shall hold one-year terms.

When dealing with general-education-related issues, the board may, at its discretion or upon request of the General Education Program director, refer a specific issue to the General Education Committee (GEC) when guidance or policy determination is desired.

A vote rendered by a majority of the board is considered a final resolution of the appeal. The decision must be submitted in writing to the student, the registrar, and any other party deemed appropriate by the board.

A decision rendered by the board in one particular case does not establish a binding precedent.

## **C. TYPES OF APPEALS**

### **1. CURRICULAR APPEAL A - GENERAL EDUCATION-RELATED APPEALS**

General Education-related appeals include those dealing with the following:

- University Program
- Competency Requirements
- Transfer Block/Course Substitution of University Program

#### ***Guidelines for the Student***

For problems related to University Program courses, Competency Requirements, or University Program Transfer Block or Course Substitutions, please make an appointment with Undergraduate Academic Services located in Warriner 123 (Phone 989-774-3504) or your Global Campus advisor to discuss the problem. An academic advisor might recommend that you contact the appropriate academic unit or department and/or the adviser might recommend that you file an appeal.

If an appeal is recommended, please phone or go to the Academic Senate Office, Ronan Hall 280, 989-774-3350, to request an appeal form, also available at [https://www.cmich.edu/AcademicSenate/secure/Pages/curricular\\_forms.aspx](https://www.cmich.edu/AcademicSenate/secure/Pages/curricular_forms.aspx) under

Student Curricular Appeal Form. Read the directions carefully, complete the form legibly; and supply all supporting documents requested in the directions on the form.

When you have completed the form, return it (by mail or electronically) to the Academic Senate Office, Ronan Hall 280 or [acadsen@cmich.edu](mailto:acadsen@cmich.edu). It will be forwarded to the Board of Appeals. The Board of Appeals will consider your appeal at its next meeting and will notify you of its decision by letter or email.

Remember that you are representing yourself on paper rather than in person. Be very clear and explicit as you describe the problem and its remedy in your narrative.

### ***Guidelines for the University Program***

Except in cases of extreme hardship or documented disability, or where questions of transfer equivalency arise, the Board of Appeals will not grant exemption from or alteration of the requirement of thirty (30) hours of University Program coursework or the distribution requirements within the Program.

The Board of Appeals will not allow courses taken at CMU that are not approved for the University Program to be counted toward University Program requirements. The Board will not grant an exemption from the “Limitations on Course Selection” on the University Program.

## **2. CURRICULAR APPEAL B**

Includes student appeals that **DO NOT PERTAIN** to University Program, Competency Requirements, or University Program Transfer Block or Course Substitution in the University Program. Appeals could involve individual course transfer, extension of Bulletin, graduation or degree requirements.

### ***Guidelines for the Student***

General Guidelines. The Board of Appeals will not grant exemptions from requirements for majors or minors nor for courses prescribed by professional accreditation associations as stated in the CMU Graduate or Undergraduate Bulletin.

Procedures for the Evaluation of Transfer Credit. In order to have a review of your transfer credit, you will need to get in touch with Undergraduate Academic Services, 123 Warriner, phone 774-3504 or Global Campus Advisor (<http://global.cmich.edu/contact/>). If there are problems as a result of the review, you will be directed to the chairperson of the academic department or unit offering the course(s) in question. If the matter remains unresolved after contact with the chairperson, then you should file the Student Curricular Appeal Form. A copy is contained at the end of this document.

Other Curricular Matters. If you have a different problem which might involve an extension of the seven-year time period of your *Bulletin*, satisfying graduation or degree requirements, etc., you will need to file the Student Curricular Appeal Form

found at [https://www.cmich.edu/AcademicSenate/secure/Pages/curricular\\_forms.aspx](https://www.cmich.edu/AcademicSenate/secure/Pages/curricular_forms.aspx).

Filing an Appeal. Read the directions carefully and complete the form legibly. When you have completed the form, return it (or mail it) to the Academic Senate office, Ronan Hall 280 or [acadsen@cmich.edu](mailto:acadsen@cmich.edu). It will be sent to members of the Board of Appeals. A meeting will be called to consider your appeal. After the board has met it will notify you of its decision by letter or email.

Remember that you are representing yourself on paper rather than in person. Be very clear and explicit in your narrative as you describe the problem and the remedy you are seeking.

General Guidelines. The Board of Appeals will not grant exemptions from requirements for majors or minors nor for courses prescribed by professional accreditation associations as stated in the *CMU Bulletin*.



## ***STUDENT CURRICULAR APPEAL FORM***

This form is to be used for submitting requests for appeals concerning University Program courses, Competency Requirements, or University Program Transfer Block or Course Substitutions, evaluation of transfer credits, and all other curricular matters to the Board of Appeals of the Undergraduate Curriculum Committee.

Send or deliver the completed form to the Board of Appeals, Academic Senate Office, Ronan Hall 280 or [acadsen@cmich.edu](mailto:acadsen@cmich.edu) or fax to 989.774.2038.

***Please check below the type of appeal:***

\_\_\_\_\_Appeal A (General Education)      \_\_\_\_\_Appeal B (Non-General Education)

PLEASE COMPLETE THIS FORM LEGIBLY

NAME \_\_\_\_\_ STUDENT ID NUMBER \_\_\_\_\_

ADDRESS \_\_\_\_\_ PHONE NO \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP \_\_\_\_\_

DEGREE \_\_\_\_\_ BULLETIN (YEAR) \_\_\_\_\_

MAJOR \_\_\_\_\_ MINOR \_\_\_\_\_

If you have contacted another party or office about this matter, please indicate the name of the office or person:

\_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

PLEASE SEE REVERSE SIDE OF THIS FORM

Please describe the nature of your appeal and what you would consider a satisfactory resolution.  
PLEASE TYPE OR USE A COMPUTER FOR THIS NARRATIVE.

Criterion 5 Evidence  
CMU IT Strategic Plan 2013-2016

# Information Technology at Central Michigan University: A Strategic Plan for 2013-2016

- **Introduction**

- **About this plan**

This plan was developed under the leadership of CMU's Vice President for Information Technology and Chief Information Officer with the participation of the university community as described below. It is intended to provide a broad roadmap for the development and application of the university's technology environment from Fiscal Years 2014 - 2016. The three-year span of this plan renders impractical any attempt to foretell many of the specific actions and projects that will be required to bring this plan to reality. Instead, those specific actions and projects will be outlined in and evolve through a series of annual reports documenting the work produced and planned against this plan over the next three years. As the plan evolves, the Action Plan attached at the end of this document will be used to as a dashboard to monitor its progress.

- **Development of this plan**

This plan is the result of numerous conversations with all campus constituencies. Formal information gathering began with a series of faculty, staff, and student focus groups in the fall of 2011, summarized in a final Focus Group report. This input was then combined with information gleaned from committee and less formal discussions, as well as results of past satisfaction surveys, to draft an initial plan. That plan then went through three iterations, each of which was reviewed by the Technology Planning Council, the Faculty Technology Advisory Committee, the IT Executive Council, the Council of Deans, and other executive level committees before reaching its final form. In addition, input was sought across the academic colleges and within a student community maintained by the Office of Information Technology.

- **Documenting our success**

The Office of Information Technology has regularly conducted a campus-wide technology satisfaction survey and will continue to do so. In order to document the effective execution of this plan, that survey will be revised to ensure that appropriate, measurable feedback is obtained concerning 1) the effectiveness and completeness of the feature sets included in IT services, 2) the performance of those services, and 3) the effectiveness of the IT processes that deliver them. Additional relevant metrics will be called out in discussions of the specific initiatives noted below.

- **Our Strategic Environment**

These items constitute a high-level summary of the challenges faced by Information Technology at CMU as described and informed by the CMU Strategic Plan, input from the CMU community during the strategic planning process, and day-to-day technical realities. As noted below in "Our Strategic Plan," each of the goals and initiatives included in our plan addresses multiple elements of our strategic environment.

- **Supporting the CMU Strategic Plan**

The CMU Strategic Plan addresses five areas of focus for the university in the years ahead - Student Success, Research and Creative Activity, Quality Faculty and Staff, Community Partnerships, and Infrastructure Stewardship.

- **Supporting the evolving academic mission of CMU**

The increasing reliance on technology for the delivery of educational components and the continued trending online of a significant portion of the academic activity of existing programs place increased demand on the IT infrastructure of the university. In addition to continued demand to support the traditional classroom environment, the need for 24/7/365 services across our service portfolio increases our staffing and support needs and requires new and more robust approaches to systems design, hosting and delivery. The opening of

the College of Medicine, the expansion of the research mission of the university, and the ongoing refresh of university facilities introduce additional pressures on IT.

- **Enabling the mobility of students, faculty, and staff**

Students, faculty, and staff increasingly expect to consume CMU IT services at any time, from anywhere, and on any device. Consistent with international trends, we are seeing more personal devices connected to our network and systems every day. The trends towards "bring your own device" (BYOD) and "bring your own applications" challenge us to support "everything" with a very limited staff.

- **Communicating with the campus**

All segments of the CMU community report frustration with both the quantity and quality of communications coming from both OIT and distributed IT operations. They want to know what IT is doing, why we're doing it, and how it will affect them. This is not to say that they necessarily want more communications from IT - they want communications that effectively and efficiently convey what they need to know.

- **Maintaining both the breadth and dependability of services in the face of resource constraints**

A decreasing number of students, restrictions on tuition increases, and uncertain state support suggest that we will be required to support our services with a stable (at best) or declining (most probably) resource base.

- **Supporting CMU marketing, recruitment, and retention activities**

The recruitment of the right students and an effective advising process that shepherds those students down an efficient path to successful degree completion will be critical to CMU's future success. In addition, both the intelligence that guides decision-making around these processes and the processes themselves are highly dependent on IT.

- **Helping faculty and staff use technology effectively**

Both faculty and staff complain about the frustration they face using the technology provided to them by CMU. Having become accustomed to the simple, efficient interfaces they find in their smartphone and tablet apps and across the web, they are baffled by the complexity of the SAP, Cayuse, and even, sometimes, Blackboard interfaces.

- **Delivering consistent, high-quality, end-to-end services to the campus in a distributed IT environment**

CMU's faculty, staff, and students care little about the complexities of the campus' distributed IT organization. They want IT services delivered to them simply, consistently, quickly, and effectively. Unfortunately, this challenge is especially pronounced in the delivery of educational technology, an area of particular concern and one in which ownership of solutions and responsibility for providing them can be very unclear.

- **Managing and protecting CMU's data while supporting needs for transparency and requirements for information**

In many ways, CMU's future success may well be driven by the ability of CMU staff, faculty, and students to access appropriate and accurate data quickly and securely. Systems ranging from effective data dashboards that support decision-making to early-warning systems that forecast student academic performance rely on quick, accurate availability of data for their effectiveness. At the same time, that data needs to be appropriately secured, controlled, and protected.

## • **Information Technology at CMU**

### • **Our Vision**

- Information Technology at CMU will provide strategic technology leadership for CMU and advocate for the informed and efficient use of technology across the university. Specifically, we will:
  - Operate, maintain, and protect, with transparency and integrity, the information technology infrastructure and data of the university;
  - Partner with other offices in the development of technologies and services that support the mission, goals and competitive position of CMU; and
  - Provide personal development opportunities for university employees that foster engagement with current technologies and encourage understanding of the application of these technologies within higher education.

### • **Our Mission**

Information Technology at CMU proactively addresses, collaboratively develops, and reliably provides the core technical infrastructure of the university.

### • **Our Values**

- In addition to observing the university's Service Excellence Values - Care, Knowledge, Availability, and Follow-through – the following principles will permeate all that we do:
  - **Partnership:** We value our partnerships with the groups with which we collaborate. We will communicate regularly and openly with our partners to develop our plans and conduct our affairs. We will be recognized as an efficient and trustworthy organization that is dedicated to producing work that exceeds customer standards.
  - **Speed:** We recognize that speed matters and will constantly push ourselves to find ways to deliver solutions as quickly as possible.
  - **Innovation:** We will be a major contributor to innovation across campus by constantly scanning the horizon for new opportunities and moving proactively to address them.
  - **Respect:** We will treat our internal and external partners with respect and courtesy.
  - **Data-Driven:** We will base our decisions on data and will design solutions that allow others to do the same.
  - **Simplification:** We will advocate for balance, simplicity, and clarity within the university IT environment. In order to control costs and manage our operations most efficiently, we will advocate for flexible solutions built around a consistent set of core technologies rather than unnecessarily duplicating existing assets. We will seek out external partners to assist in the delivery of services where necessary to retain the simplicity of the environment we support.
  - **Sustainability:** We will consider and integrate sustainability across our operations. We will model and advocate for responsible economic and ecological sustainability in campus choices of hardware and software solutions.

## • **Our Strategic Plan**

Each of the goals and initiatives below addresses multiple elements of "Our Strategic Environment" as outlined above. The most relevant correlations are called out in the discussion below.

### • **Goal #1: Improve CMU's technical infrastructure and operations.**

- Initiative #1: We will review CMU's model for provisioning and staffing information technology. Before 1997, the Office of Information Technology was the only information technology (IT) unit at CMU, and all technical support was provided by OIT. In 1997, however, CMU implemented its version of Responsibility Centered Management (RCM), which placed considerable budgetary responsibility in the academic colleges and changed many of the budgetary practices of the institution. At the same time, largely because of these budgetary changes, the first information technology resources began to be created in the academic colleges and large administrative units. Today, the IT model in place at CMU consists of a centralized IT group (OIT) that provides services that reach across CMU, while independent IT units exist in each of the academic

colleges and a number of business units. This distributed IT model was last reviewed in 2005. Feedback and data collected during our planning process suggest that it is again time to conduct such a review.

CMU participates annually in the ECAR Core Data Survey, maintained by the Educause organization, US higher education's primary technology professional organization. In comparing CMU's IT staffing against that of the CMU's Office of Institutional Research's official benchmark institutions using data from the 2013 Core Data Survey, there are two inescapable conclusions to be drawn. The first is that IT at CMU is generally understaffed compared to its benchmark institutions (CMU - 137.50, Benchmarks - 163.23). The second is that IT resources at CMU are considerably more distributed than is the case in its benchmark institutions. At CMU, the percentage of IT staff reporting to OIT is 47.30%, while the percentage of IT staff at our benchmark institutions that report to the central IT unit is 76.10%.

There are undeniable benefits to the distributed IT model currently in place, not the least of which is that it has brought a large number of highly qualified, highly skilled IT professionals to CMU. Because the distributed IT groups report directly to their business unit (including colleges), the needs of the business unit are foremost in the distributed IT group's responsibilities. There is no doubt that the closeness of the relationship between CMU business units and their IT groups have allowed our business units to address the needs of their students, faculty, and staff in very direct and responsive ways. It's also important to note that the relationship between IT units is generally very good, and satisfaction levels for existing services are high.

But there are also significant problems. Beyond the reality that the juxtaposition of the two data points noted above suggests that OIT may be unable to deliver the university's centralized services at levels commensurate with those at our benchmark institutions, there are also a number of campus-wide services that OIT simply does not have the funding to deliver. This manifests itself in significant ways that are directly reflected in the criticisms of campus IT collected as a part of our strategic planning.

As an example, many of the criticisms spoke to the reality of IT inequities across campus, like those found in the provision of support for computers, tablets, mobile phones, and other technology devices. Many of the distributed IT groups have plans established and funding set aside for the annual replacement and maintenance of the devices used by their faculty and staff. A staff member in one of these units expects to have a technician at their desk in short order when they have a problem, and, because the cost is borne by the business unit, they don't have to be concerned about (and don't see) the cost of that service. Most of the business units that do not have their own IT support, though, particularly smaller administrative offices, rely on OIT for their support. Because the OIT service is not funded, but paid for entirely by charge-backs to the business unit, the resulting perception of staff in these units is that they have to "pay" for IT support while others don't. This leads to the unfortunately reality that many administrative offices don't plan or budget for technology refresh, and they don't call OIT for support until they face absolute disaster. It is a reality at CMU that we sometimes find our most important business offices using technology that will not effectively run the most recent versions of our centralized administrative software.

We also find ourselves unable to provide training on the technologies most visible on campus. This is one of the most reported criticisms of faculty and staff in the feedback collected. Perhaps, as the metrics suggest, IT at CMU is simply not funded adequately to provide the training that faculty, staff, and students require. It is certainly the case that OIT does not have the funding to provide training, Human Resources and FaCIT have eliminated much of their support for technology training through past rounds of budget reduction, and distributed IT groups are not charged specifically with training responsibilities related to centralized IT systems - though many do provide this service when they can find time. This can be a particular problem regarding the academic use of technology, where there is no single provider or solution path available to faculty. While the IT community has found ways to manage most of the challenges that result from this arrangement, faculty are sometimes frustrated with how difficult it can be to find a technical solution for something they want to do in their classes or to support their research.

Our broadly distributed IT environment also creates significant confusion for students. Students report being

totally baffled by the differences that confront them as they move between various campus labs - where the login process, the look of the desktop, and the software that's installed might all vary significantly from one lab to another. When faced with these differences, the explanation that the labs are managed by different groups is simply meaningless and frustrating to them.

While some of the problems identified above might be addressed by additional funding, the budgetary realities of the coming years suggest that this approach is not practical. Instead, during FY14, we will engage a consultant to assist in examining the roles, responsibilities, staffing, and service levels of the various CMU IT groups. The goal of this examination will be to identify and recommend an IT provisioning model that best provides the widest possible range of services at the most reasonable cost and balances the centralized IT needs of the institution with the more unique needs of the individual business units. Appropriate follow-up steps stemming from this examination will be scheduled for FY15 and FY16.

Finally, as we discuss the provisioning of IT across campus, we cannot lose sight of the growing IT needs of the new College of Medicine (CMED), whose curricular, clinical, and research expectations are reliant on a highly-capable information technology infrastructure. During FY13, the Office of Information Technology collaborated closely with CMED to prepare for the arrival Fall 2013 inaugural class. During FY14, we will work closely with the administration of the College of Medicine to develop a plan for appropriate technical staffing and resourcing to support CMED operations through FY16. The ultimate goal of this plan, which will be heavily informed by the outcomes of the general provisioning review, will be to determine a way to deliver IT services to CMED faculty, staff, and students in as highly leveraged and cost-effective a manner as possible.

- Initiative #2: We will improve the reliability and effectiveness of CMU's network and primary systems.

#### **Conduct regular reviews of critical enterprise applications**

It is critical to CMU's success that it has a portfolio of IT services that work for the institution and for its community. For this reason, we will conduct regular and systematic reviews of the primary components of our service portfolio to ensure that we are providing services of adequate quality that meet the needs of our community at acceptable cost.

During FY14, we will initiate reviews of the components of our online teaching and learning environment (Blackboard, podcasting, web collaboration and conferencing, and/or the CMU Virtual Lab) and some or all components of our primary student-related administrative systems (student records, financial aid, housing). Should a determination be made to move forward with any of these components, they will be scheduled in subsequent years of this plan.

#### **Increase the reliability of primary systems**

There are two primary contributors or aspects to the reliability of IT systems. The first, the focus of this particular initiative, is the physical assets themselves, as well as the manner in which those assets are configured within the university's IT architecture. The second aspect, called out in the following initiative, is the manner in which IT processes are structured and the ways in which IT staff respond to those processes. In the fall of 2013, we are bringing a Gartner consultant to campus to help us better understand our current options for architecting and operating Blackboard in a more reliable way. We expect this visit to inform both this and the following initiative and anticipate following up on this visit with the construction of a FY14-FY16 roadmap for implementation of any resulting recommendations. This roadmap will almost certainly include plans for adding additional systems redundancies, making adjustments to network design and traffic, and implementing single sign-on (SSO) more broadly.

#### **Refresh the CMU network**

The CMU network requires considerable investment in coming years if it is to continue to provide reliable, high-quality service. In FY06, the value of the CMU network infrastructure was about \$7 million. Through the opening of new academic buildings and residence halls, a major network overhaul in FY06-FY07 that brought



wireless networking to campus, and the rapid increases in wireless density required to keep wireless networking functional and relevant since its installation, the current value of the CMU network has more than doubled and now sits at just under \$15 million. The next five years will require the replacement of all of the infrastructure put in place in the FY06-FY07 project as well as much of the equipment installed between FY07 and FY12 - a projected total replacement cost of \$10,343,254 through FY19. OIT has approximately \$300,000 in network funds and augments that budget with service order revenues whenever possible, but this funding may not be adequate to maintain the network at present standards and quality.

#### **Revise our facilities plan following opening of new data center**

FY14 will see the occupation of our new data center, completed in June of 2013. We expect this new facility to provide relief from the unanticipated downtime we've experienced over past years in Foust Hall as a result of facility related failings in HVAC, electrical, and environmental systems. The Office of Information Technology moved all of its assets into the new data center on July 4, 2013, and most distributed campus IT units will move their servers and storage into the new data center before September 1, 2013. Other FY14 facilities-related projects include the remodeling of the vacated machine room space in the basement of Foust to accommodate OIT use, as well as the installation of final security and networking redundancies in the new data center. In FY15, we expect to explore the transfer of our disaster recovery assets from their current Southfield location to a new machine room planned in CMU's East Campus facility. In FY16, following completion of East Campus construction and assuming a decision is made to occupy the small machine room there, we will relocate our disaster recovery site from Southfield to East Campus.

#### **Leverage Microsoft Office 365 to develop and deliver a campus-wide storage strategy**

OIT migrated students and alumni into Microsoft's online offering, Office 365, in August of 2013. In FY14, we will examine selective incorporation of two of the additional services available through this offering at no cost to CMU - the possible move of faculty and staff into the email service and the positioning of SkyDrivePro in the university's storage environment. Alongside our consideration of the positioning of SkyDrivePro, we will build a plan for the overall university storage environment to provide secure, reliable storage for the university's HIPAA and research data, as well as scalable, general purpose storage for campus-wide use. Any actions recommended in this plan will be scheduled and implemented beginning in late FY14.

#### **Prepare for the replacement of the telephone switch**

A significant focus of this initiative will be the eventual replacement of the existing telephone switch, which has been pronounced end-of-life. The switch is functioning very well, we have a large number of replacement parts, and we anticipate that support will remain available for some time. Unfortunately, our switch is built on old technology, and any replacement will require not only new Voice over IP (VOIP) technology, but added budgetary consideration for ongoing licensing (not a part of the model supporting the current switch). In the fall of 2014, to prepare ourselves for the inevitable migration to VOIP, we will begin a pilot of VOIP technology with selected campus partners. During FY14 and FY15, we will prepare a plan for broader campus rollout of the VOIP technology and finalize a new telecom service cost model to support the introduction of new VOIP services.

The projects in this initiative support all priorities within the CMU Strategic Plan but tie most directly to Infrastructure Stewardship. Also, each shift in technology infrastructure allows us to address strategic opportunities to enable the mobility of faculty, staff, and students; better manage our data; and find more effective and/or less expensive ways to deliver our services. We will use benchmarking and survey results to determine the effectiveness of this initiative.

- Initiative #3: We will streamline our internal work, placing an emphasis on getting things done and communicating effectively with campus.

#### **Process review**

It is certainly important that we design and deliver reliable IT systems to campus, but campus satisfaction with IT services also requires a complex mixture of communicating clear expectations concerning the delivery of

those services, working as efficiently as possible to deliver them, and communicating effectively with the campus about changes.

Managing the delivery of and the communication about our services to our community is difficult when those services are supported in one respect or another by more than one IT group. Regardless of whether a service is offered by a single campus IT group or shared among two or more, our messaging to the campus community regarding engagement with the service must be clear and unambiguous. Beginning in FY14 and extending over the life of this plan, CMU will organize the work conducted by campus IT units into a revised, written Service Catalog containing publicly available service delivery outlines that will identify reasonable expectations for each IT service, provide simple instructions for engaging with the service, and clarify responsibilities of all parties involved in its delivery.

Because most IT communication is an outcome of an IT process - management of projects, management of incidents/outages (planned or unplanned), or management of changes to the university IT environment, as examples - the improvement of IT's communication with campus necessarily requires that IT review the way it conducts its day-to-day work. We expect the Fall 2013 consultant's report noted above to recommend a number of changes to our core work processes. Our subsequent review and alteration of those processes will provide an opportunity to identify and address the communications failings of those processes. Following receipt of the consulting report, then, we will construct a roadmap for process review and revision designed to implement both the recommendations of the consultant and improved communications outcomes.

Systems uptime and availability, as well as survey results, will be used to document the success of this initiative. Also, as each process is redesigned, we anticipate the construction of metrics designed to track the effectiveness of the process itself.

#### **Automation of systems maintenance and monitoring**

Over the past three years, through a dedicated effort to identify and automate our routine work, we've made considerable advances in workload reduction. The upkeep of many campus servers managed by OIT is now automated and all critical production systems are extensively and actively monitored. Over the life of this plan, we expect to expand both the automation of our routine maintenance and our monitoring environment through leverage of the Microsoft Systems Center Operations Management product (SCOM) - available to us at no additional cost through our Microsoft Campus Agreement. SCOM is already running in our environment, and we expect to engage with consulting later this year to build a plan for integrating it more thoroughly into our environment.

Similarly, we are planning to further explore Microsoft's Systems Center Configuration Management product (SCCM) - also available to us through our Campus Agreement - as a solution that might be leveraged across the campus IT environment to address a wide range of technology-related maintenance issues - expanded software deployment services, management of critical patches, power management for energy savings, management of technology inventory, and management of critical licensing. SCCM has been part of the campus IT environment for a number of years, and we plan to engage with Microsoft Premiere Services and all campus IT units later this year to build a plan for integrating it more thoroughly into our environment in a way that respects local control and management preferences.

The projects in this initiative support all priorities within the CMU Strategic Plan, but tie most directly to Quality Faculty and Staff (in support of any training needs) and Infrastructure Stewardship. Systems uptime and availability, as well as survey results, will be used to document the success of this initiative.

- **Goal #2: Support the success of our students**

- Initiative #4: We will work with our partners to assemble a suite of tools that help CMU to manage recruitment and retention.

We will work with the Enrollment Management Committee, the ESS division, Academic Affairs, and Global Campus to build and/or integrate a suite of tools that will streamline and improve the engagement between prospective students and CMU and lead to more efficient and user-friendly enrollment processes. In FY14, we are planning to revise the campus visit forms, expand the use of CMU's Customer Relationship Management (CRM) software to Undergraduate Admissions, and implement digital imaging in the College of Graduate Studies. We are currently gathering requirements for a set of revisions to the admissions application. That project will be scheduled as resources become available. FY15 and FY16 will see the extension of CRM into Graduate and International Admissions.

Several years ago, the VP for Information Technology began meeting regularly with the VP for Enrollment and Student Services, the VP of Global Campus, and the Interim Vice Provost for Academic Affairs to build a strategy focused, not just on providing better advising tools, but on using those tools to drive the success of our students. Our strategy is to integrate 1) predictive analytics regarding academic progress, 2) planning tools for advisors and students, and 3) personalized notifications capabilities built into CentralLink in ways that enable proactive engagement between our students and appropriate campus advisors - addressing potential problems before they can become problems.

We began executing this strategy in the spring of 2012 and have thus far begun a phased implementation of our Advising Workbench, introduced a Student Success window into our campus-wide SharePoint portal (CentralLink), established it as a mini-portal into the Student Success environment, and contracted with the Student Success Collaborative (SSC) for use of their online, software-as-a-service (SaaS) system. Iterative expansion of these tools, or, in the case of SSC, initial implementation, is currently underway. We expect to complete implementation of both Degree Audit and SSC in an iterative, degree-by-degree, side-by-side rollout over the next two years.

Use of the SSC system serves an important role in our strategy. This predictive tool will allow campus advisors to more quickly and accurately identify and intercede with at-risk students. The combination of the Advising Workbench and the SSC system will provide advisors with a user-friendly, holistic way of viewing and understanding a student's academic progress. Ultimately, we expect that our integration of the Advising Workbench and SSC systems through the Student Success Portal will provide both students and advisors with a personalized, "one stop shop" through which they can manage their portion of the vital advisor/student relationship.

In FY14 we will fully enable the Student Success Collaborative tools recently obtained by CMU and are currently working with Academic Affairs to coordinate a roll-out plan for campus advisors. FY14 will also see the completion of Phase II of our Advising Workbench which contains degree audit capability for all degrees, majors and minors; program planning (degree mapping) capabilities; and online course substitutions and requirements modifications. FY15 will see substantial completion of the Advising Workbench with the addition of a "My Advisees" worksheet for advisors and online grade changes. As the SSC tools mature, we will be looking for opportunities to surface the alerts it generates in the CMU portal and/or the Advising Workbench, as possible and appropriate.

This initiative contributes directly to the first priority in CMU's Strategic Plan - Student Success - addressing CMU's desire to increase the Freshman and Sophomore Retention Rate, the Four-Year Graduation Rate, and the Six-Year Graduation Rate. Because the planned web services will be delivered using Responsive Design - adjusting the design to meet the requirements of the device accessing these services - this initiative also contributes to our strategic need to support the mobility of students, faculty, and staff. Additionally, by aggregating a range of advising services into the Advising Workbench, this initiative contributes to the strategic need to help faculty and staff do their work more effectively. Baseline and success metrics will be designed into all projects undertaken as a part of this initiative.

- **Initiative #5: We will stabilize and enhance the CMU web environment.**

The new CMU websites, launched in April of 2012, have been designed to provide CMU with a better opportunity to sharpen its brand and messaging, hopefully contributing in turn to better communication with all of its various constituencies, especially prospective students. Since the launch of our new sites, we have regularly reviewed input from help desk tickets and scheduled sessions to collect feedback on CMU web sites with significant campus stakeholders, and these practices will continue. Beginning in the fall of 2013, we will publish a 1-2 year roadmap for CMU website development, with the initial release of this plan to be followed by annual refresh and update.

FY14 will see the migration of our websites to SharePoint 2013, as well as numerous fixes, enhancements, and extended capabilities. In addition, we will begin implementation of a campus-wide events calendar, build a plan and timeline for incorporating content from various university databases (such as curricular and faculty-publication information), and determine opportunities and strategies for incorporating Office 365 into our web environment. FY15 and FY16 details will be outlined in future iterations of our web plan.

As the web serves as one of the university's primary communications vehicle, this initiative supports all of CMU's strategic priorities. By serving as the primary point of contacts between so many students and both the business and academic activities of CMU, the web strongly supports the success of CMU's students - from before admission to after graduation. In addition, enhancement of the web environment support our strategic need to foster effective use of technology, allows a vehicle for delivery of effective IT services, and allows CMU to manage its data more effectively. We will use survey results, as well as broken link and other web analytic reports, to document the success of this initiative.

- **Goal #3: Make it easier for faculty and staff to do their work**

Along with ensuring that systems are available when faculty and staff want to do their work, there are three components that work together to ensure that faculty and staff can use technology effectively - the work they need to do must be available in digital form, the interface they use to do their work must be simple enough to use without training, and/or appropriate training must be provided. Our plan for addressing this goal contains all three components.

- **Initiative #6: We will simplify access to and use of university data and knowledge.**

- **Data Warehouse**

- CMU's Data Warehouse is positioned to become a vital source of data for decision-makers across the university community. Designed to produce both easily consumable reports, as well as large data sets for campus super-users, the Data Warehouse will see significant enhancements over the life of this plan. While continuing to work closely with the Enrollment Management Committee to define and deliver a suite of reports and dashboards to help campus offices make more informed decisions regarding the recruitment, acceptance, enrollment and retention of students, we are also, in FY14, planning to expand financial reporting, design and plan a new Central Data site, provide the data necessary for official government reporting, enable single sign-on into the warehouse, pilot proactive broadcasting of reports, and form a PowerUsers group to foster its greater use and continued improvement. FY15 and FY16 will see increased automation of report generation and distribution, implementation of a new Central Data website, more dashboards, and further expansion of available data types.

- **Knowledge Base**

- During FY13, OIT released a knowledge base that allows the CMU community to search the Help Desk database for help articles relevant to specific CMU systems and services. The use of this knowledge base is in its infancy - its existence is not widely known, we have not surfaced links to it as widely as we'd like, and, though it contains all the information in the Help Desk database, there are other sources of information, technical and otherwise, that we'd like to explore adding. During FY14, we will publicize its presence, drive

more traffic to it, and build a plan for incorporating more content. FY15 and FY16 will see further additions of content as determined in our plan.

### **Dashboards**

Over the next three years, we intend to develop dashboards that pull together the data and information needed by large portions of our workforce who work together and with our students to do the most strategic work of the university. The Advising Workbench discussed in our first goal is the first such dashboard. It allows students, faculty, and professional advisors to view and work with academic data from SAP through an easy-to-use, web-based interface. As noted, continued expansion of the Advising Workbench is planned through FY15. In FY14, we will begin discussions with the Office of Research and Sponsored Programs (ORSP) intended to address workflows and materials used across the research mission and to lead towards development of a Research Dashboard in FY15 or FY16.

This initiative contributes to the success of institutional priorities relating to Student Success, Research and Creative Activity, and Infrastructure Stewardship. It also addresses IT strategic realities by enabling the mobility of faculty, staff, and students; informing business decisions, including those regarding recruitment and retention; promoting the effective use of technology; delivering more effective IT services; and providing better management of the university's data. We will document the success of this initiative by tracking usage and conducting periodic surveys designed to determine the effectiveness of these services.

- **Initiative #7: We will digitize significant institutional records and work towards automated Record Retention.**

The Office of Information Technology has recently assumed ownership of the CMU Record Retention Schedule. In FY14, OIT will recast that schedule and augment the information collected. Alongside that effort, through expansion of our digital imaging system noted elsewhere in this plan, OIT will continue moving CMU towards the primacy of digital records in major administrative areas - student, employee, and financial. Also during FY14, we will review the state of digital records to determine whether a pilot project to digitize some portion of our cross-campus staff records can be undertaken during FY15. If it can, we will plan and pursue a pilot for FY15. If it can't, we will identify the gaps that render a pilot build of a digital staff record impractical and address those during FY15. FY16 and beyond will see projects to digitize other record types from the list above.

Our long-term goal - extending beyond the scope of this plan - is to see all significant university records in digital form and to not only enforce, but automate, the university's record retention policies. Other anticipated benefits accruing to this initiative will include opportunities to categorize our data, clarify its ownership, and automate its correction and maintenance.

In moving the university closer to the goal of managed digital records, this initiative addresses the university's Infrastructure Stewardship priority, as well as the additional strategic needs to enable the mobility of faculty and staff, provide more effective services, and better manage university data.

- **Initiative #8: We will provide training on those technologies most critical to CMU's success.**

We will use our very limited training resources to focus on training initiatives that promise to deliver the most value to the success of this plan. For FY14, our focus will be on providing training intended to foster responsible and effective use of the university's web environment. We'll reexamine that focus at the beginning of FY15 to determine whether the web needs to continue to be our training focus.

Alongside the web training effort, the Office of Information Technology will be working with campus business offices to develop "Super User Groups" for technologies used campus-wide - web development, reporting services, and digital imaging are initial targets for this approach.

Through its investment in faculty and staff, this initiative supports the university priority regarding Quality

Faculty and Staff. Also, by fostering increased leverage of CMU technology investments, it supports the Infrastructure Stewardship priority. We will use participation rates and survey results to determine the success of this initiative.

## Action Plan to accompany CMU IT Strategic Plan

	FY14			FY15			FY16		
	Q 1-2	Q 3-4	Cost	Q 1-2	Q 3-4	Cost	Q 1-2	Q 3-4	Cost
<b>Improving CMU's technical infrastructure and operations</b>									
Review model for provisioning IT	Consultant								
Increase reliability of primary systems	Consultant \$ 150,000								
Refresh the CMU network			\$ 1,621,504			\$ 968,100			\$ 1,439,000
Revise Facilities Plan	OIT/Distributed Units								
Occupy new data center	Plan			Implement					
Refresh and reoccupy Foust basement				Plan			Implement		
Relocate disaster recovery assets									
Leverage Microsoft Office 365				Review			Implement		
Review email for faculty/staff									
Plan use of SkyDrivePro	Plan			Implement					
Build Storage Strategy	Plan			Implement					
Replace Telephone Switch	Pilot and Plan Implementation \$ 180,000								
Process Review									
Service Catalog and SLAs		Plan		Implement					
Automation of maintenance and monitoring									
SCOM	Plan			Implement					
SCCM		Plan		Implement					
<b>Supporting the Success of our Students</b>									
Support Recruitment and Retention									
CRM	Undergraduate Admissions			Graduate and International					
Advising Workbench	Phase I			Phase II			Phase III		
SSC	Pilot			Implement					
Enhance CMU Web Environment	Web 1.5	Web 1.75		Web 2.0	Web 2.5		Web 3.0	Web 3.5	
<b>Making it Easier for Faculty and Staff to do their Work</b>									
Data Warehouse	Design Centralized Data Access Site			Implement Centralized Data Access Site					
Record Retention and Digital Records	Record Retention			Explore Digitization of Staff Record					
Knowledge Base	Plan								
Dashboards	Plan								
Totals	Funding Required \$ 1,951,504			Funding Required \$ 968,100			Funding Required \$ 1,439,000		
	Funding Available \$ 1,951,504			Funding Available \$ -			Funding Available \$ -		
	Difference \$ -			Difference \$ 968,100			Difference \$ 1,439,000		

# Criterion 5 Evidence

## CMU Master Plan





[CentralLink](#) > [About CMU](#) > [CMU Master Plan](#)



### CMU Master Plan

- > Principles and Goals
- > Stakeholder Input
- > Master Plan Components
- > Who Was Involved
- > Campus Identity
- > City of Mount Pleasant Master Plan

Give Your Input

### CMU Master Plan

National planning experts say CMU's campus master planning effort of 2012-2013 is the most extensive they've ever seen — and the most closely tied to strategic planning, academic prioritization and enrollment management.

Thousands of faculty, staff, students and regional leaders participated in the planning process for five key areas:

- **Space Utilization** — a review of 5.4 million square feet of academic space, laboratories, libraries, offices, residence halls and gathering spaces.
- **Facilities Condition Assessment** — a survey of \$1.5 billion in building assets.
- **Infrastructure Assessment** — A study of CMU's capacity to heat, cool, power and provide technology to the campus.
- **Land Use** — An evaluation of CMU's academic core, athletic and recreation area, residential space, natural green "spine," parking lots and pathways for pedestrian, vehicular and bicycle traffic.
- **10-Year Capital Plan** — Hundreds of campus stakeholders initially identified more than 200 capital projects at a cost exceeding \$1 billion. A steering committee, President Ross, the Cabinet and the Board of Trustees then finalized

Criterion 5 Evidence  
CMU Projects Over \$250,000 2011-2015

CMU PROJECTS > \$250,000

Current and Closed

2011 - 2015

Date	Building	Project	Budget
2015	Campus	Lot 61 Resurfacing	\$ 264,000
2015	Public Broadcasting	2015 Tower Maintenance	\$ 262,000
2015	Health Professions	Anatomy HVAC	\$ 750,000
2015	Wightman	Marketbot Center	\$ 364,521
2015	Grawn	Renovation	\$ 10,800,000
2015	Campus	2015 Exterior Lighting	\$ 345,000
2015	Beaver Island	Faculty Cabins	\$ 365,000
2015	Pearce	Active Learning 136,137	\$ 984,000
2015	Power House	Boiler 4 Gas Burner	\$ 1,740,000
2015	Finch	Parapet	\$ 390,000
2014	Merrill	South Quad Shower Valves	\$ 454,100
2014	Multipurpose Stadium	Lacrosse,Soccer,Rec	\$ 7,815,000
2014	Music	Roof Replacement	\$ 1,150,288
2014	University Center	Roof Replacement	\$ 263,620
2014	Pearce	205 Lab Renovations	\$ 262,455
2014	Woldt	Underground Utility Repair	\$ 370,000
2014	Research Lab	130 Animal Containment	\$ 257,500
2014	Wightman	226 Remodel	\$ 425,000
2014	Off Campus	CMED St. Mary'S	\$ 530,000
2014	Public Broadcasting	2014 Tower Maitenance	\$ 502,500
2014	Campus	2014 Elevator Maintenance	\$ 268,000
2014	Beddow	Roof Replacement Sec 1,2,3	\$ 429,000
2014	Health Professions	1302 Environmental Chamber	\$ 300,000
2014	Campus	2014 Exterior Lighting	\$ 500,000
2014	Campus	East Campus Drive Repair	\$ 275,000
2014	Carey	Elevator Room Masonry	\$ 789,860
2014	Finch	Metal Coping Covering	\$ 380,000
2014	Rose	Sac Dectron Replacement	\$ 350,000
2014	Rose	Mechanical Room Ceiling	\$ 383,000
2014	Dow Science	Active Learning Classroom	\$ 1,285,000
2014	Campus	Steam System Analysis	\$ 512,629
2013	Campus	Campus Identity	\$ 315,000
2013	Warriner	Domestic Water Replacement	\$ 582,950
2013	Merrill Dining	South Quad Safety Improvements	\$ 2,160,000
2013	Public Broadcasting	2013 Tower Maintenance	\$ 236,500
2013	Dow Science	Fume Hood Controls	\$ 331,000
2013	Brooks	Roof Replacement Sec 1,2	\$ 505,890
2013	Campus	Roof Replacement	\$ 2,927,000
2013	Trout	Roof Replacement Sec 1,2,3	\$ 286,280
2013	Campus	Parking Lot 18 Replacement	\$ 330,000
2013	Campus	East Utility Loop	\$ 5,365,000
2013	Education	Clinic Renovation	\$ 475,000
2013	Music	Acoustical Modification	\$ 274,000
2012	Campus	2013 Exterior Lighting	\$ 391,150
2012	Research Lab	Research Laboratory Facility	\$ 6,300,000
2012	Campus	2013 Campus Master Plan	\$ 1,600,000
2012	Off Campus	CMED Covenant	\$ 35,160,280
2012	Beaver Island	Building 2 Lab Renovation	\$ 383,000
2012	CART	105 Lab Renovation	\$ 400,000
2012	Pearce	Roof Replacement Sections 3	\$ 425,000
2012	Thorpe	Roof Replacement Sections 1	\$ 330,632
2012	Kessler	Site Lighting	\$ 305,000
2012	Health Professions	2307 Lab Renovation	\$ 331,000
2012	Power House	Cooling Tower Upgrade	\$ 565,000
2011	Graduate Housing	Graduate Housing	\$ 28,500,000
2011	Anspach	Remodel	\$ 14,075,000
2011	Data Center	Data Center	\$ 5,400,000
2011	Grawn	Domestic Water Replacement	\$ 4,581,000

CMU PROJECTS > \$250,000

Current and Closed

2011 - 2015

Date	Building	Project	Budget
2011	Moore	Bush Theatre Domestic Water	\$ 323,430
2011	Power House	Roof Sec 1,4,5 Replacement	\$ 285,625
2011	Kessler	C-3 Store Expansion	\$ 755,440
2011	Bioscience	Bioscience Building	\$ 95,000,000
2011	Rose	134 Air Conditioning	\$ 280,000
2011	Wightman	134 Air Conditioning	\$ 305,000
2011	Anspach	Living Learning	\$ 435,000
2011	Brooks	Living-Learning Updates	\$ 604,000

Criterion 5 Evidence  
Financial Planning and Budgets



CentralLink > Finance and Administrative Services > Financial Planning and Budgets

## Financial Planning & Budgets

- [CMU Home](#)



### Welcome

#### Mission Statement:

The Office of Financial Planning & Budgets leads, assists and supports Central Michigan University in the financial planning and budgeting of university resources.

#### Vision Statement:

To be a leader in financial planning and budgets by instilling integrity, quality and professionalism.

#### About Financial Planning & Budgets:

The Office of Financial Planning & Budgets evaluates, develops and implements the budget for Central Michigan University. [\(more\)](#)

### Important!

FP&B has developed a portal for the CMU Campus Community:

#### (FP&B TeamSite-Secure Access)

where you can find our forms, calendars, etc. If you cannot find information you are looking for on the FP&B website or on the FP&B Portal, please contact ext 7378 and we'll work with you individually to provide the data you're requesting.

## Financial Planning and Budgets

- > [About Financial Planning & Budgets](#)
- > [Budget and Performance Transparency Reporting](#)
- > [Budgets](#)
- > [FPB TeamSite](#)
- > [Frequently Asked Questions](#)
- > [Miscellaneous Reports](#)
- > [Related Links](#)
- > [Staff](#)
- > [State Reports](#)
- > [Training](#)
- > [University Fees](#)

Contact Web Master

FPB TeamSite

Criterion 5 Evidence  
Gaining Input and Building Consensus



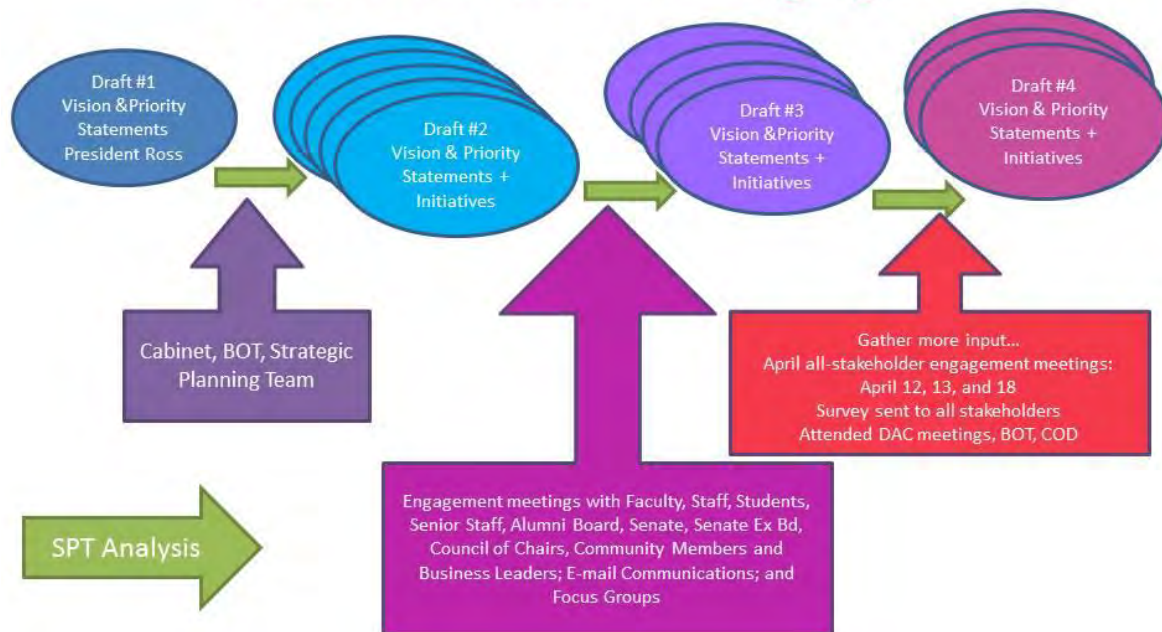
# Gaining Input and Building Consensus

“Our priority is to gain full campus engagement and support,” President George E. Ross.

The Strategic Planning Team identified a long list of stakeholders who have a vested interest in CMU. It then developed a plan to reach those constituents, present the process and solicit their input. The vetting diagram shows continuous engagement by stakeholders followed by revision followed by further engagement and another revision.

The process began on June 1, 2011, when President Ross wrote the first draft of the vision statement and the initial five priority statements. That draft was then exchanged several times with the Cabinet, Strategic Planning Team and Board of Trustees, each time undergoing revision. Draft #2 was shared with the Council of Deans on September 27, 2011. There has not been a substantive revision since then because the Strategic Planning Team wanted each constituent group to react to the same information.

## The Process of Engagement



In early April 2012 the Strategic Planning Team will meet to collect, digest and incorporate the input from the engagement and focus group meetings which included the deans, chairs,



Academic Senate members, on-campus and global campus faculty, staff, students, community leaders, and alumni. The Team will bring the revised vision statement, priorities and initiatives to the campus community through discussions with stakeholders and in large cross-campus meetings to be held in late April 2012. Input will be gathered and another version of the vision statement, priorities, and initiatives will be drafted for review in the fall 2012.

We anticipate that discussions will continue through the summer and fall. The strategic planning process may be concluded before the December 2012 Board of Trustees meeting.

<b>Stakeholder</b>	<b>Update and Engagement Meeting Dates</b>
Council of Deans	September 27, 2011
Senior Staff	November 30, 2012
Alumni Board and Young Alumni Board	January 13, 2012
Global Campus staff	October 5, 2011
Global Campus (video conference)	January 20, February 2, February 3, 2012
Senate Exec Board	October 7, 2011; February 21, 2012; March 27, 2012
Academic Senate	November 1, 2011; February 21, 2012
Council of Chairs	November 6, 2011; February 1, 2012; March 21, 2012
Staff – PA	January 30, 2012
Staff - OP	February 6, 2012
Staff – SM	February 20, 2012
Staff – All	February 20, 2012
SGA	November 7, 2011
Graduate Teaching Assistants (exec bd)	February 23, 2012
Faculty	February 22, 2012
Fixed-term Faculty	February 29, 2012
Community	February 22, 2012 (Ziibiwing Center)
Business Partners	February 27, 2012 (Mt P Chamber of Commerce)
City Liaison Committee	February 23, 2012

Social media outreach to alumni,  
business, community

In progress

Criterion 5 Evidence  
Nature and Ideals of Good Shared Governance and  
Communications at CMU

## **Nature and Ideals of Good Shared Governance and Communication at Central Michigan University**

1. The purpose of achieving good shared governance and communication at CMU is to carry out the mission and goals of the University while fostering a climate of trust and respect among members of the community. Good shared governance and communication seek to balance group advocacy with the greater good of the entire University.
2. While decision-makers are unevenly distributed in the CMU community, all members may have a stake in decisions made. Those competent and accountable shall be given the task of making decisions in their areas of expertise and assignment, yet they should routinely engage in communication with the individuals and groups potentially affected by their decisions.
3. Decision-makers at all levels shall develop and make known opportunities and processes for relevant constituents to provide facts and recommendations with regard to pending decisions. Where appropriate and to the extent practical, a team approach to problem-solving shall be followed.
4. Decision-makers shall inform relevant constituents about decisions in a timely way and shall give, as fully as possible, the rationales for them.
5. Good shared governance absolutely requires effective two-way communication. Each person who is a decision-maker, holds an elected or appointed position, serves in a leadership role, or possesses key knowledge related to a pending decision shall assume the crucial responsibility of relaying information that is important to constituents or needed by other decision-makers to enable well-informed decisions.
6. Good communication shall be timely, impart facts accurately and fully, and convey appropriate interpretation and context to promote understanding. All parties must be willing to listen actively to one another and to give and take constructive criticism without giving or taking offense.
7. Good shared governance and communication depend absolutely on effective leaders and good decision-makers at all levels; consequently, CMU shall establish procedures for the evaluation of decision-makers and leaders that may include input from constituents on some regular basis.

Criterion 5 Evidence  
New Program Request Form

Central Michigan University  
**NEW PROGRAM REQUEST**  
**(APC and Blue Form)**

**I. PROGRAM DESCRIPTION: Describe the New Program and list the program objectives.  
Does this program replace another that is outdated or deleted?**

**II. PROGRAM RATIONALE:**

**1. Mission and Goals:**

- a) Describe the program's mission and goals and how the program supports the mission of the university. Specifically state how the program builds upon institutional strengths and supports the undergraduate or graduate education priorities of the institution.
- b) Describe how the program supports the mission and goals of the relevant department and college.
- c) Describe how the program impacts (positively and/or negatively) other university departments and programs.
- d) Describe how the program will enhance CMU's image to external constituents.
- e) For a Professional Education Unit program only: Show how the program reflects the CMU CLEAR conceptual framework for teacher preparation.

**2. Market and/or Disciplinary Need:**

- a) Describe the international, national, regional and/or statewide need for the program. Provide evidence, including external supporting documentation that such a need exists. Evidence of market need might include results of employer surveys, current labor market analyses and projections, or need projections prepared by a relevant professional organization. Summaries of student interest are appropriate, but not sufficient evidence of need.
- b) Describe how the program meets the needs of, or advances, the state of the discipline or profession.
- c) Describe the internal institutional needs met by the program.
- d) Describe why the needs met by the program cannot be met through existing programs at CMU or other institutions within the state of Michigan.
- e) Describe any evidence that the program is a new or emerging field and any evidence that this field will continue to emerge?

**3. Potential for a high-quality program:**

- a) Describe how the program builds an intellectual framework that reflects an established or emerging body of scholarship. Doctoral programs: describe how external reviewers evaluated the proposed curriculum.
- b) Describe the courses and provide the overall sequence/structure of the program. *[All new courses must be approved through the curricular process before the program is approved by the Senate Review Committee. The Academic Planning Council does not review Master Course Syllabi. See Course-Related Proposals.]*
- c) If applicable, indicate the agency, the plan/timeline for seeking specialized accreditation/approval/certification and how the program meets the required standards.
- d) If there is currently a similar CMU program in the area, describe the general reputation (internally and/or externally) of that program.
- e) Describe the academic services available to assist students in succeeding in the program.

- f) Describe how quality will be documented and how continued quality will be ensured.
- g) Doctoral programs only: describe what students will be expected to accomplish in the program (e.g., original research, applied research, as well as competencies).

**4. Student interest and the ability to attract quality students:**

- a) Describe the target audience.
- b) Describe the domestic, ethnically diverse, and international students to be served by the proposed program.
- c) Describe how many students would optimally be enrolled in the program. Explain why this is the optimal program size. (Four year projection)
- d) Describe the potential of this program to attract, retain, graduate, and place students of high ability. For the Professional Education Unit, also show how the program prepares students to teach or to pursue advanced study.
- e) Describe the qualitative and quantitative measures that will be used as admissions criteria.
- f) Describe the opportunities which will be available to students who pursue this degree program. Describe the plan to establish external links which might be necessary for clinical practica or internships.

**5. Plans for the ongoing assessment of student learning and the evaluation of the need for and feasibility of the program: (Copy and paste this information from your approved assessment plan in WEAVEonline.)**

- a) Describe the student learning outcomes.
- b) Describe how the student learning outcomes will be assessed.
- c) Describe how and when the program will be evaluated.

**6. Evidence that the faculty can provide a quality experience for students: (Attach resumes from the Online Faculty Information System (OFIS)).**

- a) Describe the current faculty who would be involved in the program. Evidence should be provided as to how they are active in their discipline and productive in their area of scholarship (e.g., consultation, clinical work, grant writing, publications, and presentations).
- b) Explain how the number of the currently qualified faculty is adequate for the program. If additional faculty are necessary, is the university/college willing and able to commit funding to support additional positions? What evidence is there that the program can attract additional faculty?
- c) Describe the level of instructional effectiveness of the current faculty.
- d) Describe the effectiveness of current student advising.
- e) Describe the current ratio of faculty to students and the mentoring of students available and specify how this might change once the program is active.
- f) Describe the effectiveness of current mentoring for graduate student thesis/dissertation work.
- g) If applicable, describe the faculty plan to establish external links which might be necessary for clinical practica or internships.

**7. Financial resources required to support the program: (Use the tables below to show anticipated enrollment (Section VI), a four-year budget projection to include revenue (Section VII), and costs including faculty and staff (Section VIII)).**

- a) Describe the financial resources and opportunities that will be available to attract high-quality students.

- b) If applicable, is the university/college/department willing to commit graduate assistantships/fellowships to the program?
- c) Describe the anticipated cost effectiveness of the program (resources required/anticipated positive impact).
- d) Describe any additional staff needed to support the program. If so, is the university/college willing to commit funds to support additional staff positions?
- e) Describe how the program will garner external research dollars.
- f) Describe how the program will be able to garner gift money.
- g) Describe other venues the program will use to attract resources.

**8. Additional resources to adequately support the new program:**

- a) Describe the classroom space needed for the program. If currently available classroom space is inadequate, how will such space be made available?
- b) Describe the faculty and graduate assistant (for a graduate program) office space currently available. If currently available office space is inadequate, how will such space be made available?
- c) Describe the laboratory space and equipment currently available. If the currently available laboratory space and equipment is inadequate, how will such space be made available?
- d) Describe the computer resources currently available. If currently available computer resources are inadequate, will the university/college provide additional computer resources?
- e) Describe the library resources/holdings currently available for the program. If currently available resources are inadequate, what type of budget is necessary for the purchase of additional holdings? Is the university/college/department able to provide funds for the purchase of such?

**9. If offered electronically, evidence that the program complies with *Best Practices for Electronically Offered Degree and Certificate Programs* by North Central Association:**

- a) Explain how the institution will assure budgetary resources and technical support for the program, maintain academic oversight, and assure the integrity of student work and faculty instruction.
- b) Explain how interactions (synchronous or asynchronous) between instructor and student and among students are reflected in the design of the programs.
- c) Explain how the institution provides ongoing support and training for faculty members.
- d) Explain how the program will provide advising and logistical information to the student.

**III. LIST SIMILAR PROGRAMS (and provide web links):**

- 1. At CMU:
- 2. At other Michigan colleges and universities:
- 3. In other states:

**IV. PROPOSED BULLETIN COPY:** (Include complete program overview/description and Admission, Retention and Termination Standards.)

**V. NEW COURSE DESCRIPTION(S):**



**VI. PROJECTED ENROLLMENT: Complete this section with assistance from the Vice Provost for Academic Administration.**

1. For each year, estimate the total number of students who will be enrolled and whether they are likely to be full-time or part-time students, and the annual SCH.

Program Year	Full-time students	Part-time students	Total SCH
Year 1			
Year 2			
Year 3			
Year 4			

2. Do you expect these students to be new to the university or are they more likely to be students who will choose this program over another that is already offered at CMU?

**VII. PROGRAM REVENUE: Estimate program revenue.**

Revenue Source	Year 1	Year 2	Year 3	Year 4
Gross Tuition				
Other Revenue (i.e., state appropriation)				
College Tax Rate (XX%)				
<b>Net Revenue</b>				

1. Provide an explanation of revenue source(s).

**VIII. PROGRAM COST: Estimate expenses and identify as base (B) or one-time (1T).**

Cost	Year 1	Year 2	Year 3	Year 4
Faculty FTE: a. Number b. Type c. Salary + Benefits d. Start Up/Equipment, etc.				
Staff FTE: a. Number b. Type c. Salary + Benefits				
Other Compensation (including GA): a. Number b. Type c. Salary + Benefits d. GA Tuition Waiver				

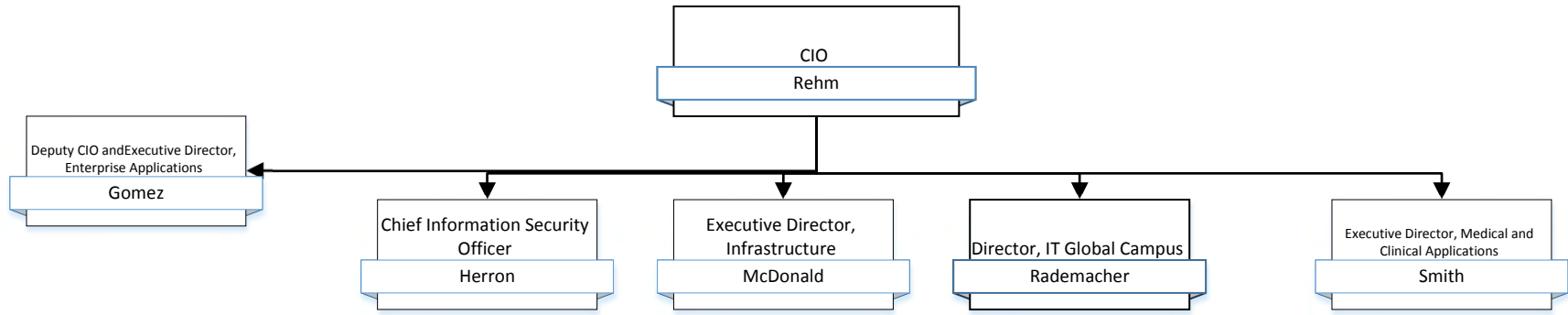
College Work Study (CWS): a. Number b. Cost				
General Student Assist (GSA): a. Number b. Cost				
Library Expenses*: (print and electronic)				
Supplies and Equipment: a. Description b. Cost				
Remodeling and Space**: a. Description b. Cost				
*Work with Library bibliographer to estimate cost. **Attach FM feasibility study.				

1. Provide a rationale for each cost, the source of funding (for example, increased enrollment, reallocation, grant, other), and the impact on other programs if the source of funding is reallocation.
2. Describe any additional future needs that may enhance the program.

**IX. PROJECTED REVENUE AND EXPENDITURES:**

<b>Projections</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
Net Program Revenue				
Program Expenditures				
<b>Net Revenue - Expenditures</b>				

Criterion 5 Evidence  
OIT Leadership Org Chart



Criterion 5 Evidence  
P&A Council Responsibilities

## **COUNCIL**

The Professional and Administrative Council is a body formed to consider, recommend, and take actions related to the common concerns of employees at Central Michigan University in the Professional and Administrative (P&A) group. The P&A Council's primary goal and function is to provide constructive assistance to the P&A membership and to the University in establishing and maintaining the highest possible degree of equitable and harmonious relationships for all concerned. In the summer of 1996, the former AP, OC, and SS employees were merged into one employee group, Professional and Administrative (P&A). The former AP Council was restructured and renamed to what is now known as the P&A Council. The Professional and Administrative Council shall include in its area of concern and interest those matters primarily concerned with, but not limited to, the conditions of employment of Professional and Administrative employees. The Council shall also take such actions and make such recommendations that it deems proper to the appropriate divisions or persons within the University.

## **MISSION**

- To act as a liaison between the University and Professional and Administrative employees
- To consider, recommend and take such actions as are proper, relating to the common concerns of Professional and Administrative employees
- To work at establishing and maintaining the highest possible degree of equitable and harmonious relationships for Professional and Administrative employees and the University
- To communicate with Professional and Administrative employees and Administration through, e-mail, standing committees, and open meetings.

## **GOALS**

Professional Development – The P&A Council will continue to provide workshops and seminars that will enable this constituency to continue to grow professionally and personally.

Compensation - The P&A Council recognizes the need to understand and communicate to the membership, the compensation package and how it compares to market.

Communication – the P&A Council desires to inform and educate the P&A group about services and benefits available to them.

Community Development- The P& A Council recognizes the importance of developing a unified, supportive, and caring community between all staff, faculty, students, and constituents. By encouraging P&A employees to get involved in the variety of CMU programs and community service initiatives we will be able to enhance the rich culture of CMU.

## **MEMBERSHIP**

The P&A Council has twelve members. Membership is based on the number of Professional and Administrative employees within a division.

Current membership is five from the Academic Division with two focusing on off campus personnel; three from the Finance & Administrative Services Division; one from the Development & Alumni Relations Division and Departments reporting directly to the President; one from Enrollment and Student Services, one ex-officio from Human Resources and one ex-officio from Administration.

Officers of the P&A Council are elected by the Council. Current Officers and Committee membership lists may be obtained by calling 3271, or by checking the HRS website at <http://www.cmich.edu/fas/hr>

## **MEETINGS**

The Professional and Administrative Council conducts meetings each month. Please contact Human Resources for the time and date of Council meetings. All Professional and Administrative employees are welcome to attend Council meetings. On occasion the Council will hold closed meetings. The Council's agenda and Minutes are posted on the P&A Listserv or the Human Resources web page (<http://www.hrs.cmich.edu/>). Or a copy may be picked up in Human Resources, (Rowe 118) or faxed upon request by calling 7194.

## **COMMUNICATIONS**

Professional and Administrative staff are kept informed of the Council's activities through three different forms of communication:

- E-Mail Distribution List
- Committees
- Open Meetings

CMU, an AA/EO institution, providing equal opportunity to all persons, including minorities, females, veterans, and individuals with disabilities.

Criterion 5 Evidence  
Priority and Metrics Goal Report 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.

2015-2016

## APPENDIX A

### 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. <sup>1</sup>	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

<sup>1</sup> - 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 <sup>2</sup> 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 <sup>3</sup>	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% <sup>4</sup>	48%
Increase number of students engaged in regional, national, and international research and creative activities (publications, presentations, and exhibits) by 5% annually. <sup>5</sup>	Pub = 161 Pres = 88 Exhib = 1	Pub = 202 Pres = 111 Exhib = 1	5% Annually	Pub = 178 Pres = 66 Exhib = 0 <sup>4</sup>	5% Annually

<sup>2</sup>Peer group changed in 2015 to include medical schools. Peer mean increased.

<sup>3</sup>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.

<sup>4</sup>Faculty may not be entering data into OFIS.

<sup>5</sup>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). <sup>6</sup> 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.				

<sup>6</sup>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% <sup>7</sup>	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 <sup>8</sup>	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 <sup>9</sup>	\$1.02B	This survey has not been repeated	\$959M

<sup>7</sup>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.

<sup>8</sup>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.

<sup>9</sup>The Economic Impact of Michigan’s Fifteen Public Universities published in 2013

(<http://www.pcs.umich.edu/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.

<b>Performance Indicator and Five-Year Goal by Fiscal Year 2020</b>	<b>Historical FY 2011</b>	<b>Actual 2013-2014</b>	<b>Goal for 2014-2015</b>	<b>Actual 2014-2015</b>	<b>Goal for 2015-2016</b>
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 <sup>10</sup> 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

<sup>10</sup>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:
  - A new widescreen design for go.cmich.edu
  - New designs for the College of Humanities and Social and Behavioral Sciences, College of Medicine and Office of Graduate Studies
  - 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:
  - Continue to transform the enrollment conversation from recruitment of a *number* to design of a *profile*
  - Meet or achieve new FTIAC on-campus enrollment goal of 3,500 (+/- 5%) and 1,100 new transfer students
  - Increase out-of-state enrollment by 3%
  - 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:
  - Maintain dashboard metrics and ensure campus leadership is informed.
  - Maintain the Facilities Condition Assessment (FCA) database and all appropriate files
  - 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 5 Evidence  
Provost's Assessment Incentive Award 2015-2016

## **Provost's Assessment Incentive Award 2015-2016**

**Call for Proposals:** The purpose of the Provost's Assessment Incentive Award is to encourage departments and councils to use assessment data for program improvement. Departments or interdisciplinary councils that clearly demonstrate how they used assessment data to improve an academic program or student success may apply for a \$5,000 incentive provided by the Provost, which will be matched by the appropriate dean's office. This commitment from the Provost is for \$5,000 awarded to a maximum of five departments or interdisciplinary councils each year for five years, ending 2018-2019. At the end of five years, the incentive program will be reviewed to determine its effectiveness.

**Deadline:** All applications must be received by 5:00 pm December 18, 2015. Submit applications electronically to Leslie Watters, Academic Effectiveness (devin1lk@cmich.edu).

**Decisions:** On or before January 29, 2016.

**Award management:** All awards will be transferred to the recipient's department or, in the case of interdisciplinary programs, to the recipient's college. The funds may be used at the program's or council's discretion, as long as university policies are followed. All awards are to be spent within two years. All unused funds will be returned to the dean/provost. A brief report explaining how the funds were used is due within 30 days after all funds are expended, and no later than January 31, 2018. Please submit reports and a summary of expenditures to Leslie Watters, Academic Effectiveness (devin1lk@cmich.edu).

**Limitation:** Applications will be judged first on merit. In the case of equally qualified applications, preference will be given to the program belonging to a department or council that has not received an award in the last three years.

### **Criteria:**

1. All successful applicants must demonstrate that they have used student learning outcome assessment data to significantly improve either the program or student success.
2. The applicant must provide data collected using appropriate methodology. Preference will be given to programs presenting data spanning multiple years, collected using multiple measures, and/or allowing for comparison to other institutions. Please use tables or graphs as appropriate to present data.
3. The applicant must clearly provide a narrative summarizing the assessment findings/data.
4. The applicant must provide a very clear statement describing how the assessment data were used to guide program improvement and/or student success, for example course redesign, revision of curriculum, incorporation of technology, etc.

**Review Process:** The Review Committee will consist of the Vice Provost for Academic Effectiveness (non-voting chair), Director of Curriculum & Assessment, Assessment Council Chair, and one or two assessment coordinators who are faculty, one or two additional faculty nominated by the committee and appointed by the Provost. The Review Committee will make recommendations to the Provost who will make funding decisions.

# Provost's Assessment Award Application 2015-2016

Due: Friday, December 18, 2015 4:30 p.m.

## Application Cover Page

Program Name (including concentration): \_\_\_\_\_

Degree: \_\_\_\_\_

Department or Interdisciplinary Council: \_\_\_\_\_

Lead Author: \_\_\_\_\_ Email: \_\_\_\_\_

Names and department of those directly involved in the development of this application:

\_\_\_\_\_  
\_\_\_\_\_

Approval of Department or Interdisciplinary Council Chair: \_\_\_\_\_  
Signature

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

Approval of Dean/Associate Dean: \_\_\_\_\_  
Signature

Printed Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Application Narrative

**Application:** Use an easily readable font no smaller than 11 point, 1" margins, and single space.

**Proposal Preparation:** Narrative not to exceed five pages (brevity and bullet points are appreciated). Provide clear evidence that data were used for program improvement or gains in student success. Programs, student learning outcomes, and program outcomes vary greatly. Therefore, the applicant must organize the data in a logical and coherent manner to demonstrate program improvement. Refer to the criteria above for essential elements to include that demonstrate that assessment data were used for effective program improvement and/or increased student learning. It is helpful if the application is organized so as to provide an introduction to the assessment problem, methodology for collecting data including instruments, a summary of the findings, and then a clear statement of how those findings improved the program and/or student success.

# Criterion 5 Evidence

## RCM Budget Model



CentralLink > Finance and Administrative Services > Financial Services and Reporting > Assistant Controllers > Accounting Services > Budget Model Information

### Budget Model Information

Effective July 1, 2008, Central Michigan University uses the Responsibility Centered Management (RMC) budget model.

**Tuition Revenue:** On-campus tuition revenue will continue to post to the cost center applicable to the course designator (see link below) automatically by Student Life Cycle Management (SLCM) system. Summer 2008 - Phase II tuition related to off-campus courses will be posted by Accounting Services via a manual journal entry effective July 1, and during each month-end close process. For the fall 2008 semester, SLCM will begin posting off-campus tuition automatically to the applicable cost center for each course designator (see link below).

The budget analyst for each college has access to on-line reporting for summer tuition that will provide a recap of enrollment and calculated tuition by event package. A report is under development for summarizing tuition and enrollment for fall 2008.

**State Appropriations:** In July of each fiscal year, Accounting Services will post a journal entry to allocate the annual amount of state appropriations for each affected cost center. This amount will be posted to general ledger account 599970 State Appropriations Distribution. If adjustments to the appropriations are received from the State of Michigan, subsequent adjustments may be posted to the various cost centers at that time.

Please see [Financial Planning & Budget's Portal](#) website for an explanation of how the allocation percentage was determined for each department.)

**Operating Assessment:** During each month-end close, Accounting Services will post a journal entry to post the Operating Assessment Expense to the various academic departments. The amount of the assessment will be calculated by applying the allocation rate applicable to each College to Tuition & State Appropriations revenue posted to each academic cost center.

See [Financial Planning & Budget's Portal](#) website for an explanation of how the

### Accounting Services

- > Meet the Staff
- > Accounting Services
  - Contact Information Accounting Services
  - Accounting Internal Controls
  - Budget Model Information**
  - Cost Center Information
  - Forms
  - Frequently Asked Questions
  - Miscellaneous Services
  - Policies and Guidelines
  - SAP Information
  - Services
  - Training
  - Year End
  - Quick Start
  - Request for Change in Cost Center or WBS
  - Contact Information
- > Financial Information Systems



allocation percentage was determined for each department. The academic cost centers will see these adjustments in general ledger account 959973 Operating Assessment Expense.

Service centers will receive their annual allocation of their Operating Assessment at the beginning of each fiscal year. These adjustments will be posted in general ledger account 599974 Operating Assessment Distribution.

Please see the [Financial Planning & Budget](#) website for additional information on this model. Their website includes the proposed RCM budget model policies and a manual used in training departments on the new budget model. Their training manual refers to the links below for the users' reference.

**Additional Information Available:**

The following links to additional information are provided so that department administration may find useful in understanding the recording of tuition and fees to their cost centers on SAP.

- [Course Designators & Cost Center Crosswalk](#): provides a listing of the 3 character course designator and the cost centers to which the on-campus & off-campus tuition dollars are posted
- [Course Fees & G/L Account Number Assignment](#): provides a listing of the various course fees assessed by SLCM (Student Life Cycle Management) and the general ledger account number used to record this revenue to the affected cost center.

Please contact Kristina Harvell (telephone 774-1139 or email [knigh1km@cmich.edu](mailto:knigh1km@cmich.edu)) if you have additional questions about the general ledger entries related to the new budget model.

- Grant Accounting
- Payroll
- Travel/Employee Business Expenses
- Treasury and Investments

Grant Accounting

Contact Webmaster

cmich.edu



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Click here for a brief instructional video on the RCM model: <https://www.cmich.edu/fas/fpb/Pages/Training.aspx>

# Responsibility Centered Management (RCM)

Financial Planning & Budgets

April 21, 2015

# RCM Budget Model

RCM is a decentralized, incentive-based budget model. It gives account directors or center managers greater flexibility in and responsibility for generating income and managing expenses. It provides greater budget authority at lower levels of the university administration and decentralizes key aspects of the university's budget process

The university's RCM policies can be found on Financial Planning & Budget's team site in the RCM Budget Model folder

The screenshot shows the CentralLink website for Financial Planning & Budgets. The header includes the CMU logo and the CentralLink tagline "Put your STAMP on the WORLD". The main content area features a "Welcome" message, a "Mission Statement" describing the office's role in financial planning and budgeting, a "Vision Statement" about leadership and professionalism, and an "About Financial Planning & Budgets" section. A sidebar on the right lists various resources like "About Financial Planning & Budgets", "Budget and Performance Transparency Reporting", and "FPB TeamSite".

The screenshot shows a document management system interface. The top navigation bar includes the CMU logo and the title "Financial Planning & Budgets". The main heading is "RCM Budget Model". Below this, there is a "Documents" section with a search bar and a list of files. The "RCM Budget Model" folder is highlighted in the left sidebar.

Name	Modified
Assessment Percentage Work Papers	August 6, 2013
RCM Policies	February 18, 2009
RCM Review and Appendices	August 6, 2013
Budget Restructuring June 1998	April 20, 2010
CM GL Account Number Assignment	February 18, 2009
Course Designator to Cost Center Crosswalk	February 18, 2009
Processing Guidelines for 31xxx Accounts	June 24, 2009
RCM Training Packet	February 18, 2009
The Whalen Report - RCM Review 2005	June 26, 2009

# CMU's RCM Budget Model

## » Revenue

- » Tuition – all tuition generated from courses delivered on-campus, online and through Global Campus sites outside of Mount Pleasant is recognized where earned, within the colleges (e.g. Accounting in CBA)
- » State Appropriations – funds allocated to the colleges/departments based on their 3 year rolling average percentage of total University semester credit hours (SCH)
- » Other Revenue - Revenue recognized in department as earned. Examples are fees, room and board, service fees, material reimbursements, etc.



# CMU's RCM Budget Model (Cont.)

## » Expenses

- » Personnel Expenses – wages and benefits for positions within in the center where the worked is performed
- » Other Compensation – compensation outside of regular wages, e.g., overtime, shift differential, higher classification pay and temporary employee wages
- » Supplies and Equipment – supplies, equipment and contracted services

## » Transfers (In or Out)

- » Transfers – movement of funds from one cost center to another to recognized expenses/revenues in the proper cost center. Also includes intra-college subsidies

## CMU's RCM Budget Model (Cont.)

- » Operating Assessment – a proportional fee is assessed to the colleges on their actual tuition and state appropriation revenues. The assessment is used to fund the university service centers (e.g., office of scholarships and financial aid, payroll and registrars office, etc.). The assessment percentage applied varies by college
- » The operating assessment percentage is adjusted in the following fiscal year as base budget requests are approved
- » Surplus operating assessment funds remain in an account to be used for future fluctuations in enrollment and at the discretion of the President and the Cabinet

## CMU's RCM Budget Model (Cont.)

- » Carry Forward Funds – funds remaining at the fiscal year end. Remaining funds carry forward according to the appropriate Division's guidelines and RCM policy #32
- » Carry Forward funds are not taxed and carry forward 100% from one year to the next at the divisional/departmental level
- » Each Dean/VP has the authority to decide whether an individual account receives the carry forward balance in the new fiscal year
- » The President and Vice Presidents have the authority to redirect any carry forward balances within their divisions

# Financial Planning and Budgets

- » Feel free to contact us at any time with questions
  - » Email – [fpb@cmich.edu](mailto:fpb@cmich.edu)
  - » Telephone – 989-774-7378
  - » Web-Site – [www.cmich.edu/budget](http://www.cmich.edu/budget)



Criterion 5 Evidence  
Strategic Enrollment Management Plan 2013-2015



**Strategic Enrollment Management Plan  
2013-2015**

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## Central Michigan University (CMU) Vision and Mission

**Vision Statement:** Central Michigan University, an inclusive community of scholars, is a national leader in higher education inspiring excellence and innovation.

**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.

**Priorities:** The Strategic Enrollment Management Plan development aligns with university strategic priorities, initially focused on:

### Priority 1-Student Success

- Address the following five year (FY18) goals:
  - Improve Four-Year Graduation Rate to 25%
  - Improve Six-Year Graduation Rate to 63%
  - Improve the Freshmen to Sophomore Retention Rate to 80%

### Priority 2-Research and Creative Activity (especially regarding graduate programs)

- Continue transitioning and progressing as a Doctoral Research University.

### Priority 5-Infrastructure Stewardship, Initiative 5.2-Enrollment & Retention Strategies

- Develop a long-term Enrollment & Retention Strategy

## Strategic Enrollment Management (SEM) Introduction

SEM is a comprehensive process designed to aid the University in realizing optimal enrollment through strategic recruiting and retention practices focused on student success. SEM planning involves thorough analysis of data relevant to current student population and projections for the future. A strong SEM plan is a direct reflection and extension of the University's strategic plan and vision.

The development of SEM must be an institution-wide initiative, relying on input and buy-in from stakeholders across the university including faculty, staff and students. Other units within CMU, such as Global Campus and the College of Graduate Studies, have independent plans relating to enrollment management, marketing and recruiting. However, this SEM Plan is designed to incorporate all areas of CMU within a centralized planning initiative. CMU needs to better represent itself as "one university." As academic units increasingly combine online, hybrid, and off-campus studies with traditional campus course offerings, we need a larger, university-wide discussion on how best to position all areas of CMU to accommodate change and move the university forward.

In order to create buy-in and to better employ the wide variety of knowledge and experience our university community offers, the establishment of an Enrollment Management Committee is vital. The committee will be comprised of representatives from a wide cross-section supplying varied perspectives from the University community. By utilizing pertinent data sources and guided by the University's strategic plan, vision, and purpose, the Enrollment Management Committee will make recommendations on recruitment practices, admission standards, student success programs, and beneficial enrollment for the institution.

The use of SEM and creation of an Enrollment Management Committee are critical to the sustainability of the University as it faces increased challenges to enroll and retain students in the face of decreasing high school graduate populations in the University's primary market, increased

costs intensified by reductions in state funding, and a constant evolution of student needs. The plan will frame the activities we will take for the Academic Years 2013-14 (Fall 2013 / Spring 2014 / Summer 2014) and 2014-2015 (Fall 2014 / Spring 2015 / Summer 2015).

### **Executive Summary**

In the last decade, leading into the Fall Semester of 2012, CMU enjoyed a period of sustained and/or increased enrollment. First time freshmen and transfer student enrollment remained consistently at target numbers, even experiencing record highs in Fall 2010 and Fall 2011. During that extended period of growth, student retention also remained relatively constant, lending to larger overall enrollment numbers for the University. Graduate enrollments increased from 1,696 (2006) to 1,922 (2010), and dropped back to 1,863 (2011). Because enrollment targets were met, undergraduate recruitment and retention processes were not scrutinized to identify the highly successful programs to continue, the less successful programs to alter or discontinue, and the new challenges of a quickly evolving marketplace.

CMU, like most institutions around the country, is not immune to the challenges facing higher education, with increased competition, governmental mandates for improved graduation rates, a more price sensitive consumer, and shrinking high school graduate populations. These significant threats must be addressed in a strategic manner to insure that enrollment goals are met, while maintaining the academic integrity of our institution, meeting the needs of our student population, and continuing to represent the mission of CMU. The process of evaluation and development of a Strategic Enrollment Management plan is a vital component of insuring that all of these expectations are met and exceeded.

### The Path to Success

- The purpose of the plan is to provide a blueprint to guide our recruitment and retention efforts over the next two years to increase our opportunities for success.
- The plan intends to respond to three overarching questions:
  - What is the desired size of the university?
  - What is the desired enrollment profile?
  - What is the university's value proposition over competitor and aspirant institutions?
- The plan seeks to develop consensus regarding goals and priorities for managing enrollment at the undergraduate and graduate levels, as well as the Global Campus. The plan will enable units across campus to reexamine their positions and roles within the greater CMU enrollment management condition and to redesign their own pathways to success in accordance with the greater interests of the university as a whole.
- Successful enrollment planning facilitates attracting and enrolling the optimal student profile, and enables the university to:
  - Set goals that align with the institutional mission
  - Develop enrollment goals strategically, including the use of institutional resources
  - Balance short-term vs. long-term expectations
- The plan is a place to articulate university strengths, opportunities, threats, and challenges, particularly in response to external influences and growing competition.
- Included within the plan are data points and information to increase awareness and inform decision making regarding the desired enrollment profile. It is critically important that enrollment efforts are focused on the individuals we recruit and their opportunities to be successful at CMU. The plan will also keep us focused on the larger higher education landscape to avoid any surprises that may impact fiscal stability and institutional success.

- The plan is a fluid document and, therefore, will be updated periodically throughout each enrollment cycle to reflect and account for current trends, occupational outlook, and federal, state, and institutional decisions that may impact recruitment and retention outcomes.

We are embarking on a formal partnership to develop a strategic enrollment management plan to define our enrollment profile and instructional aspirations. As we develop this strategy, there are specific roles the Academic Colleges, Enrollment and Student Services, Global Campus, the College of Graduate Studies, and other units must play to facilitate success.

Enrollment and Student Services will:

1. Create an Office of Student Success — This new initiative will promote student retention, progression toward degrees, and graduation within four years.
2. Reengineer CMU's financial aid package — CMU is revising its financial aid package to award more and larger merit scholarships for prospective students with GPAs of at least 3.0. CMU also will expand its need-based awards for students who otherwise couldn't continue their education.
3. Expand the academic advising team — CMU is adding five advisors within the academic advising team and the colleges to support students in selecting and managing courses. CMU now has 16 dedicated advisors.
4. Implement the Talisma CRM (constituent relationship management) system — This system will allow the admissions office to automate and track communications with prospective and current students. Communications will occur sooner and at set touch-points during the recruitment cycle.
5. Recruit students earlier — CMU has secured names and contact information for 9<sup>th</sup> and 10<sup>th</sup> grade students in Michigan, Ohio, and Pennsylvania who meet certain academic criteria on the PSAT.
6. Recruit students beyond Michigan — CMU has secured names and contact information for students in Michigan, Illinois, Indiana, Ohio, Wisconsin, and for the first time Arizona, Texas, Florida, and Georgia based on their ACT/SAT scores. CMU is starting the recruitment process with more than 120,000 leads for the Fall 2014 class vs. 40,000 for this Fall's class.
7. Recruit students internationally — CMU now has two individuals dedicated to the recruitment of international students, one at the graduate level and one at the undergraduate level.
8. Conduct market research — Gain insight into awareness and perception of CMU in the marketplace. Better understand psychographics, determine key opportunities and challenges to increase our student prospect pool, market engagement of potential students, and viability of our current strategies.
9. Model financial performance as a function of UG enrollment for colleges.
10. Project enrollment by major over the next 5 to 10 years based on external factors — (e.g. high school graduation rates, changes in demographics).

The College of Graduate Studies will:

1. Enhance the graduate outcomes assessment process to review and assess program quality, enhance graduation rates, and track successful performance indicators.
2. Develop a financial assistance plan to maximize fellowship, scholarship, assistantship, loans, and other forms of financial assistance for graduate students.
3. Engage graduate coordinators and department chairs in recruiting and retention objectives.
4. Fully implement the CMU/CGS proprietary Graduate CRM.
5. Strategically recruit in-state to meet program-based objectives.
6. Strategically recruit nationally to meet program-based objectives.

7. Strategically recruit internationally to meet program-based objectives.
8. Conduct market research – to gain insight into program-based trends, opportunities, and challenges.
9. Model financial performance as a function of graduate enrollment.
10. Project enrollment by program, department, and college over the next 5 to 10 years based upon both external and internal factors.

Academic Colleges will:

1. Oversee greater involvement and leadership in establishing admissions criteria by program, college, etc.
  - Provide input to developing a holistic admissions review process.
  - Define conditional admissions criteria for those who just miss the defined admissions criteria.
  - Review and efficaciously enhance graduate admissions standards and processes.
2. Seek out and secure additional development opportunities to increase funds earmarked specifically for scholarships and need-based funding to support new and continuing students.
3. Assign proven, senior-level faculty in introductory major courses.
4. Consistently review gateway courses with high poor/failing grade rates (D, E, W, and I) and support both curricular and pedagogy revisions that will strike the appropriate balance between rigor and support (supplemental instruction, success coaching, tutoring, etc.), promoting improved academic habits and student investment in the learning process.
5. Monitor registration to assure student access to courses.
6. Create multi-year academic course offerings to support student planning and advising.
7. Provide quality advisement
  - Advocate faculty interventions with students who are underperforming to assist and/or make referrals to support services, and connect the referral with support personnel, as early as possible.
  - Advise within the colleges to support students in selecting and managing courses to promote student retention, progression toward degrees, and graduation in four years.
8. Effectively manage curriculum development (new degrees, majors, and minors) —The right product to interest the type(s) of students we want at CMU will be offered. Work with Academic Planning Council to get involved in new and obsoleting program discussions earlier as an opportunity to share occupational outlook and high interest/demand areas.
9. Prepare to actively and continuously participate in student outreach and core recruitment activities — Engage students via CRM/communication plans, admissions fairs, open houses, etc.
10. Identify a recruitment and retention liaison for each college —Ensure direct and ongoing collaboration.
11. Help define a value proposition —Identify programs where CMU is the **first, best, only** university to offer them! Identify and define programs of excellence (e.g. first quartile outcomes in graduation rates, placement, and graduate study).
12. Identify what opportunities exist in each major field of study — (e.g. occupational outlook)
13. Institutionalize an internal informational/recruiting system whereby students become aware of advanced academic opportunities beyond the bachelor's degree – (i.e. accelerated degree programs, graduate certificates, master's, and doctoral, etc.).



Enrollment Projections

On-campus enrollment projections are developed annually to provide information for budget and personnel needs for the next fiscal year. The projection methodology starts with identifying an on-campus headcount enrollment, composed of first-time freshmen, incoming transfer students, returning undergraduate and graduate students, and new graduate students. Considerations in projecting freshmen enrollment include the size of the Michigan high school graduating class, and CMU’s market share of that class. New freshmen and transfer student projections are influenced by changes at CMU and among key competitors in recruitment initiatives (especially tuition pricing), institutionally-funded scholarships, and new academic programs. Graduate enrollment numbers, including both domestic and international graduate enrollments, are determined relative to historical enrollment, new programs, program deletions, recruiting efforts, and the availability of graduate assistant funding. Returning undergraduate enrollments follow historical persistence rates and consider marked changes in students’ time-to-degree. CMU’s Enrollment Profiles and Projections document provides additional information.

Once enrollment headcount is determined, semester credit hours (SCH) are projected. SCH are projected by designator, department, college, level, tuition cohort, and semester using expected credit hour loads per student type and a modified Markov process to spread SCH consistent with recent history and adjusted for recent trends.

The enrollment projections serve as the base on which enrollment goals are developed in addition to items such as revenues, expenses, marketing investments, break-even analysis, overhead, revenue/expenses by course, new programs, discontinued programs, facility availability, online delivery subscription, and faculty availability.

Enrollment Goals 2013 – 2015

Here are performance indicators as well as goals established as of September 2013.

	Fall 2012 Actual	Fall 2013 Goals	Fall 2014 Goals	Fall 2017 Goals
Undergraduate new FTIACs on-campus	3,345	2,850*	3,184	3,600**
Undergraduate new transfers on-campus	1,215	1,050*	1,100	1,200**
One-year retention rate change	75.4% (-0.4%)	77% (+1.6%)	78% (+1.0%)	80% (+2.0%)
Total undergraduates on-campus	18,686	18,000***	18,200***	18,000***
Minority students on-campus	2,095 (10.22%)	1,990*** (11%)	2,100*** (11.5%)	3,780*** (21%)
Graduate new students on-campus	482	501	516	534
Graduate students on-campus	1,818	1824	1840	1910
International new undergraduate students on-campus	91	109 (+20%)	136 (+25%)	170 (+25%)
International new graduate students on-campus	116	150 (+30%)	195 (+30%)	253 (+30%)
<b>Total On-Campus enrollments</b>	<b>20,504</b>			

OIR – Official Fall Headcount Data

\*revised 6/2013

\*\*historical high as base

\*\*\*As of 8/30/13, to be updated in September

These goals are in recognition of the current market performance as well as the opportunity to expand our reach beyond the State of Michigan. The goals will be monitored and adjusted as milestones are reached.

### Organizational Structure for the Enrollment Management Committee

CMU supports enrollment management as a strategic, university-wide program designed to provide student service, satisfaction, and success. While responsibility for enrollment management is shared by all, the Enrollment Management Committee has been charged with providing sound advice and recommendations to the university's executive leadership on optimal enrollment profile and matters influencing the establishment and attainment of enrollment goals. This will be accomplished through a comprehensive evaluation of internal and external data, including demographic, geographic, and financial influences on recruitment and retention, and through an advanced, qualitative assessment based upon discussions with academic unit directors, chairs, and college deans. The primary objective of the committee will be to ensure that recruitment, enrollment, and retention practices align with the institution-wide strategic plan, mission, and purpose of attracting, educating, and graduating highly qualified students.

Name	Title	Office	Academic	Recruit	Retain	Service
Bentley, Jason	Director	Office of Student Success			x	
Christie, Ray	Interim Vice President	Global Campus		x		
Coles, Roger	Interim Dean	Graduate Studies	x			
<b>Gates, Pamela</b>	<b>Co-Chair of Committee and Dean</b>	<b>CHSBS</b>			x	
Haas, Carol	Director	Financial Planning & Budgets	x			
Hassen, Jody	Dir/Student Svcs/Enrollment Mgmt	Global Campus				x
Hoffman, Holly	Associate Professor	Counseling & Special Education		x		
Howard, Michelle	Executive Director	Academic Advising & Assistance			x	
Hutslar, Karen	Registrar	Registrar's Office				x
<b>Ingersoll, Chris</b>	<b>Co-Chair of Committee and Dean</b>	<b>Health Professions</b>	x			
<b>Johnson, Steven</b>	<b>Ex-Officio of Committee and Vice President</b>	<b>Enrollment &amp; Student Services</b>	x			
Knight, Sherry	Associate Vice President	University Communications		x		
Love, Kevin	Faculty	Management	x			
Otteman, Marcie	Executive Director	Alumni Relations			x	
Patton, Dave	Chairperson	Geography		x		
Rehm, Roger	Vice President	Information Technology				x
Reimers, Marie	President	SGA				x
Roe, Robert	Director	Institutional Research			X	
Speakman, Thomas	Director	UG Admissions		x		
Storey, Matt	Graduate Student	Enrollment & Student Services		x		
Wilson, Brittany	Student		x			
Wilson, Holt	Faculty	Marketing & Hospitality		x		
Yats, Kirk	Director	Scholarships & Financial Aid				x
Kloha, Brad	Analyst	Enrollment & Student Services			x	
Tickle, Valorie	Manager/CRM	Enrollment & Student Services				x

## **Enrollment Management Subcommittee Descriptions**

### Academic Subcommittee

The subcommittee on academic enrollment management will analyze data specific to academic program offerings at the undergraduate and graduate levels with a goal of improving degree completion and job placement outcomes. The committee will:

- Review and verify academic program offerings as compared to occupational outlook and other demand indicators.
- Conduct major demand analysis.
- Analyze curricular complexity and choice and make recommendations for improvement.
- Identify collaborative opportunities that integrate career and academic advising.

### Recruitment Subcommittee

The subcommittee on recruitment will review current recruitment practices for the on-campus, undergraduate admissions enterprise. The committee will review current market penetration, strategies for identifying target markets, potential out-of-state markets, evaluate the communication plans for a variety of audiences, and make recommendations for continuation and implementation of new strategies. The committee will also review the methods and philosophy for evaluation of applicants and make recommendations according to effectiveness in meeting class size and profile enrollment goals. The committee will additionally involve the College of Graduate Studies to review graduate level, program-based recruiting goals and objectives, identify areas of shared interests and potential cooperation, and make recommendations for enhanced marketing and recruiting initiatives.

### Retention Subcommittee

The subcommittee on retention will examine student persistence and graduation rates across all departments, programs and colleges. The committee will analyze data (retention, withdrawal, transfer, student satisfaction, etc.) and recommend strategies to enhance CMU's retention and graduation rates.

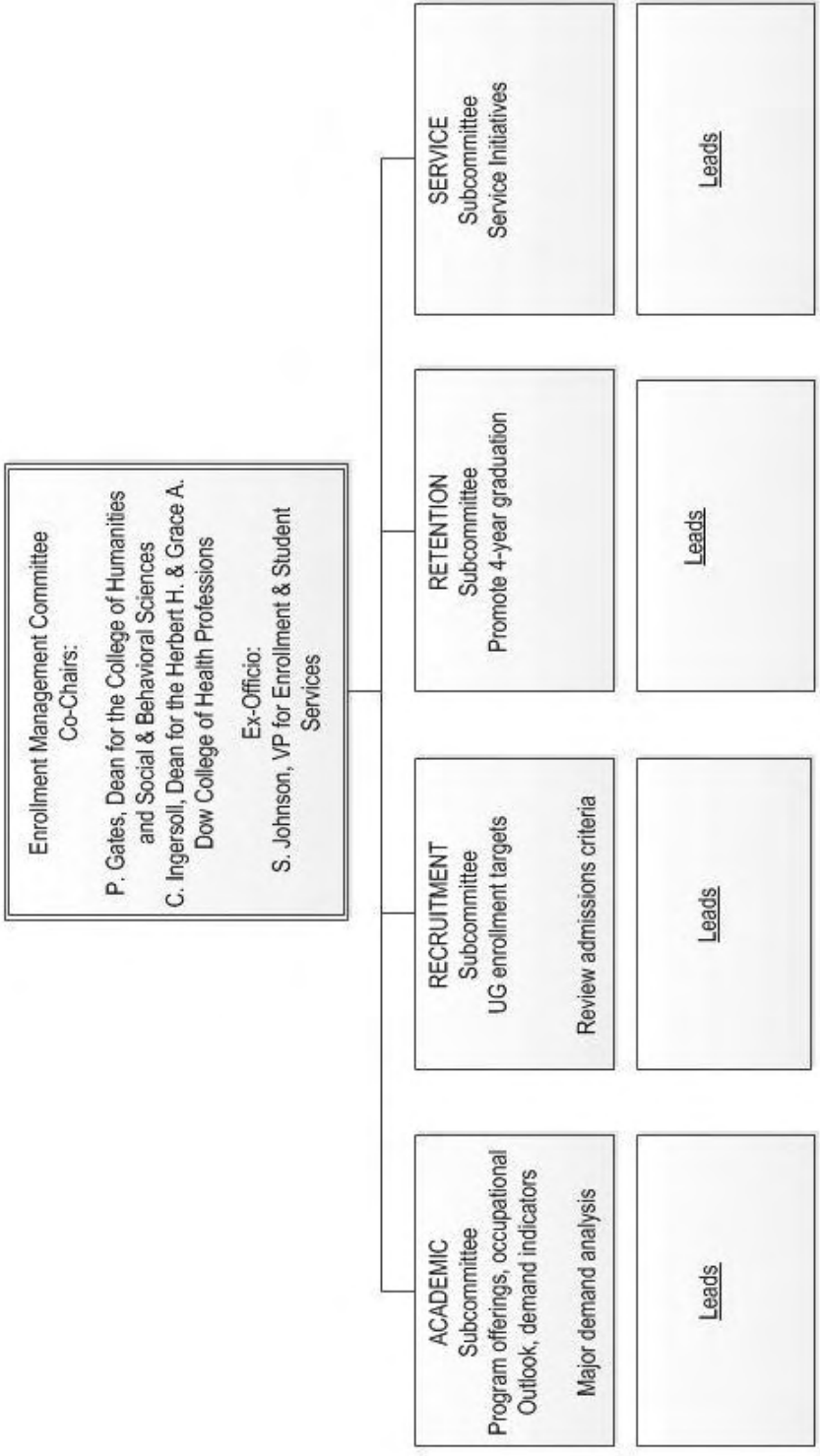
The committee will recommend long-term strategies to address the ongoing needs of all students, and partner with other campus constituencies to advance priority action items. These priority action items will likely include the following:

- Analyze and communicate retention data and best practices across campus.
- Share ideas and initiate conversations on issues contributing to retention, such as campus culture, shifting student demographics, etc.
- Recommend the implementation of programs for identifiable at-risk groups.
- Seek ways to enhance academic and social interaction among all student populations, including international students, diverse and underrepresented populations, graduate and undergraduate students, full-time and part-time students, rural and urban populations, etc.
- Participate in national research and conferences as appropriate.
- Evaluate institutional policies, practices, and procedures as they pertain to student retention.

### Service Subcommittee

The subcommittee on services will examine the impact of student services and activities on recruitment, student connectedness and retention. The subcommittee will also examine data (student engagement, satisfaction, retention, etc.) to recommend strategies to enhance future efforts to increase enrollment.

The committee will also recommend strategies to address opportunities for the delivery of essential student services (Career Services, Disability Services, Advising, Parent Programs, etc.) as well as new opportunities to further engage both undergraduate and graduate students in extra-curricular activities (student organizations, leadership programs, volunteer service, Greek Life, etc.) to increase student connections and affinity with the institution.



## Situational Analysis

Situational Analysis is a comprehensive assessment of internal and external factors that may influence or directly impact desired outcomes.

### 1. Enrollment Trends:

- CMU's 1-year total enrollment change is down 2.2%, while the 5-year change is up 3.4%
- CMU's 1-year on-campus total enrollment change is down 3.4%, and up 3.2% over 5 years
- CMU's 1-year undergraduate enrollment change is down 3.5%, while the 5-year change is up 2.9%
- First time in any college (FTIAC) on-campus enrollment is down 12.8% over 1 year, and down 11.3% over 5 years
- Transfer on-campus enrollment is down 8.5% over 1 year, but up 10.9% over 5 years
- CMU's FTIAC student entering credentials have remained constant at a 3.33 GPA and 22 ACT
- With the expected decrease in undergraduate enrollments at CMU and nationwide, we expect those decreases to start affecting the graduate school in approximately three years

### 2. Population Characteristics:

- 95% of undergraduates and 93% of all CMU students are from Michigan
- CMU has students enrolled from all 83 counties in Michigan
- Minority enrollment is 10.21%
- Slight growth in non-resident (domestic and international) graduate enrollment is expected

### 3. Retention and Graduation Trends:

- CMU's three-year average persistence rate from first-to-second year for FTIAC students is 77.1%
- FTIAC students persisting to a third and fourth year average 68.4% and 64.3%, respectively
- CMU's four-year graduation rate is 19.9%
- CMU's five-year graduation rate is 29.8%
- CMU's six-year graduation rate is 55.2%

### 4. Yield/Conversion Analysis:

- FTIAC Conversion (5-year average)
  - Prospect/Lead\* to Applied – 64.40% \**Lead Management is being developed so initial numbers are suspect.*
  - Applied-to-Admitted – 61.90%
  - Admitted-to-Paid – 35.99%
  - Paid-to-Enrolled – 96.04%
- New Transfer Conversion (5-year average)
  - Prospect/Lead\* to Applied – 74.05% \**Lead Management is being developed so initial numbers are suspect.*
  - Applied-to-Admitted – 60.43%
  - Admitted-to-Paid – 73.66%
  - Paid-to-Enrolled – 96.83%

### 5. Major & Job Trends:

- Fall 2012 top major - Psychology; 2<sup>nd</sup> - Health Fitness (disaggregated, see Appendices for top 25)
- Fall 2011 top major - Health Fitness; 2<sup>nd</sup> – Psychology (disaggregated)
- Michigan's top outlook through 2018 with corresponding CMU majors:
  - Accountants, auditors, elementary school teachers, industrial engineers, computer systems analysts, human resources, training and labor relations specialists, network

systems and data communications analysts, insurance sales agents, management analysts, public relations specialists, sales managers, marketing research analysts

- In nearly all teacher-related fields, the recent decline in students seeking graduate degrees is expected to continue for several years. A few niches, such as Early Childhood and online Educational Technology programs, are expected to grow.

6. Financial Aid & Pricing Comparisons:

- Cumulatively lowest tuition increase of all Michigan public institutions for the last 3 years
- Even with modest increases in tuition, CMU's tuition is the 4<sup>th</sup> highest in the State of Michigan among public universities, indicative of high-cost, specialized programs, use of cutting-edge technology, and delivery of advanced degrees.
- Tuition set in April, earlier than most Michigan institutions, to allow for family planning and early financial aid packaging
- 87.7% of all students receive some form of financial aid
- Added more than \$800,000 in work-study funding in 2011-2012, bringing the total to \$1.1 million
- During the last 3 years, CMU's total institutional scholarships and financial aid budget increased \$14 million
- Non-resident graduate tuition rates have not increased for five years

7. Competitive Analysis:

- CMU has the only online MBA offered that has a management information systems concentration with an emphasis in SAP and was recently ranked 6<sup>th</sup> in the country by U.S. News and World Report
- CMU's leadership minor is the first and only one of its kind at a four-year Michigan public university
- CMU's neuroscience undergraduate degree is the first and only program of its kind in Michigan
- CMU is the only university in Michigan to have a public relations program that incorporates journalism, communication and dramatic arts, and broadcasting
- CMU offers the only undergraduate degree in Meteorology in the State of Michigan
- MHTV won the first "Signature" award from the Broadcast Education Association as the top student television operation in the nation
- CMU seniors exceed the national average by 20 percent, with their participation in co-curricular activities
- CMU's physician assistant class has achieved the highest score in the nation on the standardized Physician Assistant Clinical Knowledge Rating Assessment Tool Exam for three of the past five years
- CMU's MSA program is one of the largest graduate programs in the United States, with over 4,000 enrollments each year ... mostly online and at Global Campus locations, but also with on-campus enrollment options

8. Capacity Analysis:

- Office of the Registrar is currently working with Ad Astra, analyzing capacity metric; however, they are not yet ready for release
- Additionally, Graduate Studies is wrapping up an extensive study on enrollment capacity involving faculty, facilities, graduate funding, and long-range program development plans. This information is available in the new College of Graduate Studies Marketing and Enrollment Plan which will be completed in October, 2013.

## Planning Assumptions

### External

1. Michigan population and high school demographics
  - Despite economic toil in the state, the overall population in Michigan has remained relatively constant over the last 3 years, seeing only slight declines since 2005
  - Of the population in Michigan, 59.1% has at least some college education, with 26.7% of the total population holding a bachelor's degree or higher. *Source: U.S. Census Bureau*
  - While the state population has remained relatively constant, of particular concern is the decrease in Michigan high school graduates and projections that those numbers will continue to decline as much as 15% by 2020. *Source: Western Interstate Commission on Higher Education*
  - Shifting in-state demographics will adversely affect graduate enrollments, beginning 2016
2. Labor force growth
  - Michigan's unemployment rate is 8.9% (December 2012). The National unemployment rate is 7.9% (January 2013). *Source: Bureau of Labor Statistics*
  - Traditionally, a poor economy enhances graduate enrollments. However, lack of access to credit and the removal of federal student loan incentives are having the reverse affect. As unemployment rates shift, graduate enrollments will follow along the same trajectories
3. High school drop-out and graduation rates
  - Michigan's drop-out rate among high school students is higher than the national average. According to the Center for Educational Performance and Information, 10.71% of Michigan students drop-out leaving high school without completing a diploma or GED, compared to 7.4% nationally
  - In most recent comparison data on graduation rates (2008-2009) provided by the *National Center for Educational Statistics*, Michigan's graduation rate of 75.3% remains only slightly behind the national average of 75.5%. The other 25% of students could be continuing on for another year in order to receive their diploma, could be receiving their GED, or could be classified as a dropout.
4. Increased competition from four-year public, private, and proprietary schools, as well as community colleges in Michigan
  - 15 public four-year institutions
  - 50 private (not-for-profit) colleges and universities
  - 12 private (for-profit) colleges and universities
  - 28 community colleges
  - 3 designated Tribal colleges
  - State of Michigan approval for community colleges to begin offering four-year degrees in specific programs, with further expansion being considered
  - Expansion of online and hybrid options from competitors will continue indefinitely and compete more aggressively with on-campus graduate degree options
5. While the number of high school graduates in Michigan decreases, the number of academically prepared students continues to be a concern as all institutions compete for the most qualified applicants, according to the ACT College Readiness benchmarks, students from the class of 2012:
  - 59% met or exceeded the benchmark in English
  - 45% met or exceeded the benchmark in Reading
  - 36% met or exceeded the benchmark in Math

- 26% met or exceeded the benchmark in Science
6. Identification and lease of space in Detroit
    - Space will provide CMU a visible presence in the city, as well as the ability for providing class instruction through Global Campus, and working space for on-campus Admissions staff

#### Internal

1. 95% of CMU undergraduates and 93% of all students are from Michigan, representing all 83 counties
2. 79% of our graduates stay in Michigan, working as engineers, entrepreneurs, scientists, teachers, health professionals, communicators and a multitude of other professions, applying their knowledge and contributing to the economy of our state
3. CMU has 220,000 alumni, nearly 124,000 of them living in Michigan
4. CMU is not immune to the shrinking number of high school graduates — our commitment to serving Michigan students with the primary student population base being from the state means the University is certainly affected. As a result, our recruitment and marketing efforts in Michigan and beyond will see greater commitment of resources
5. CMU's current student minority enrollment is 10.21%. The president's goal is for the student population to reflect the minority population for the State of Michigan, which is 21%. Faculty/staff minority representation is 11%.
6. Design and construction phases to be complete on new Biosciences Building
  - Will meet a tremendous need made possible by a \$30 million capital outlay from the state
  - The \$89.5 million Biosciences Building will provide classroom and research laboratory space for CMU scientists and students and will augment existing facilities in Brooks Hall, which was built in 1964. The new facility will allow us to keep pace with advances in scientific research and the rapid growth of our biology department.
  - Biology is our largest / fastest growing major on campus. Since 2009, CMU has seen an increase from 450 to nearly 1,000 biology majors with biology being one of every 15 majors signed. Future graduate programs in related fields are being considered
7. ESS is a new division focusing on enrollment and student services — efforts include not only student recruitment, but improving retention and graduation rates
8. Implementation of Talisma CRM (Customer Relationship Management) software to allow for better prospect and inquiry tracking and communication management. The new Graduate Studies CRM will bring similar improvements, and the possibility of moving Graduate Studies into the Talisma environment will be evaluated following successful transition of undergraduate admissions.
9. Creation and implementation of our online “Request for Information” form placed on the CMU web site to allow students to submit inquiries quickly and easily
10. Continued enhancement of CMU's web sites is expected and Graduate Studies will be enhancing its entire web presence, beginning in 2014
11. Academic departments and Career Services continue to cultivate relationships with business and industry partners
12. Create greater partnerships with CMU-sponsored charter schools as a pipeline for future enrollment
13. Added and hired a position within the Admissions Office focused on not only recruiting new transfer students, but to building strong, positive relationships with community colleges



14. Currently signed four reverse transfer agreements with community colleges with a fifth to be signed in April 2013
15. Creation of transfer student specific advising resources within the department of Academic Advising and Assistance
16. Partnership with the Student Success Collaborative through the Education Advisory Board to yield valuable data on how to best retain enrolled students
17. Partnerships with international colleges and universities involving student recruitment, faculty exchange and collaborative research, and both undergraduate and graduate student exchange will be expanded and strengthened

## **SWOT Analysis**

### Strengths

- Campus environment: beautiful, friendly, inviting, and safe
- Student Services
- Research, Internship, and Mentoring Opportunities
- Global Campus

### Weaknesses

- Competition
- Minimum exposure outside MI
- Operational silos and loosely coupled systems
- Location
- Brand Awareness
- Web site Presence
- Inconsistent messaging and communication with students
- Low four-year graduation rate
- Institutional Financial Aid Discount Rate
- Recent Public Relations

### Opportunities

- College of Medicine
- Redesign in Financial Aid
- Transfer Student Enrollment
- Global Campus course offering expansion
- Alumni Outreach
- Early Outreach (K-12)
- Market Research
- Lead Management and CRM
- University-wide planning efforts
- Change to out-of-state tuition charges and model
- Lead generation and capture from non-recruitment CMU-sponsored events
- Enhanced academic advising process
- Implementation of a Student Success Center

### Threats

- Declining Student Pools
- Competition
- Regulation

- Academic Program Offerings
- College Affordability, with rising costs of living and limited student funding
- Student Success (i.e., Retention, Progression, Graduation Rates)
- Limited university awareness and visibility
- Increased costs for advertising, recruiting events, and travel
- Declining State Appropriation and limited funding/budget
- Leverage Technology to support enrollment process

### **Market Position**

Market research conducted in Fall 2013, as well as information supplied by Enrollment and Student Services, the deans and career services will produce the data that allows CMU to identify its market niche, market rank and strengths vs. its competitors, CMU's institutional and program strengths vs. the strengths and weaknesses of competitors, and insight into student demand/employment market needs.

A Request for Proposal (RFP) was drafted to review perceptions on institutional brand along with the choices students are making. With data, a brand strategy can be formalized to increase student enrollment, although the branding and marketing efforts fueled by the results of this research will also improve alumni, donor, and legislative relations. Focusing on Hillsdale, Jackson, Kent, Lenawee, Livingston, Macomb, Monroe, Oakland, Washtenaw and Wayne Counties, as well as on Chicago, the research will help CMU leaders pinpoint action steps.

### **Market Strategy**

1. The Spring 2013 marketing campaign — the first since 2008 — continued the Discover Central, Discover You theme that was used in admissions materials starting Summer 2012. This theme will be used throughout the recruitment season for the class of 2014, including the Fall 2013 campaign.
  - The campaign positions CMU as a first-choice university for real-life CMU students. The spring campaign focused on business, health careers, and science majors - three of the hottest areas of the university and within higher education as a whole. The fall campaign will add education, communications, and the social/behavioral sciences.
  - It targets students, parents, and student influencers in the metro Detroit, Flint/Saginaw/Bay City/Midland, Grand Rapids/Battle Creek/Kalamazoo, and Lansing/ Jackson markets.
  - It includes broadcast/cable television spots, outdoor advertising, digital/online advertising, and Pandora radio. Online efforts and Pandora are highly measurable /trackable.
  - Additional leverage is gained through social media, a concerted online presence, emails to new admits, etc.
  - A complementary Discover Central / Discover You social media initiative features real students and alumni from all of the colleges.
2. University Communications and Enrollment and Student Services are developing and implementing a strategic, methodical plan for communications targeting individual students (and in some cases, their parents and influencers). This plan will create an orchestrated campaign, rather than relying on reactive, one-off communications.

Input into the university's marketing and communications efforts is gained from a cross-campus marketing team with representatives from each of the colleges and major service units. University Communications and ESS also meet frequently with stakeholders across campus, including deans, faculty, staff, and students.

Both Global Campus and the College of Graduate Studies have marketing and recruiting plans that focus on program-based and/or delivery-based initiatives. These plans involve strategies that will be reviewed and incorporated into this SEM Plan.

As Enrollment and Student Services becomes increasingly data driven, so will marketing and communications efforts.

The Spring 2013 the campaign ran approximately 10 weeks followed by a complementary campaign starting in late summer.

## **Recruitment Strategies**

### On-Campus Undergraduate Recruitment Strategies

CMU can no longer recruit to a number. We need to tailor our approaches to drive applications from students who are the right “fit” for CMU where they will persist and succeed. Some of the areas where we have begun to adjust our recruiting processes are:

1. Inquiry Processing – Lead/Prospect Management
  - Inquiry Processing is the practice of entering prospective student data into a database for future cultivation. Looking at the origin of our leads allows us to leverage data to inform recruitment efforts. With the establishment of the Lead/Prospect Management framework, the Undergraduate Admission processes are being adjusted to ensure capture of all defined lead sources at the appropriate level for ROI evaluation. Assessment of all the data and formulating plans to respond and communicate by lead source will provide the foundation for improving the student pool feeding our enrollment funnel.
2. Communication Flow
  - For each lead source, the communication plan needs to be refined and established. Use of the current EMAS system is being expanded to enable basic communication plans. The implementation of Talisma CRM, now underway in Undergraduate Admissions to replace EMAS, enables full-scale communications that will be implemented, monitored and managed.
3. Campus-wide Communications Coordination
  - This activity combines the centralized communication flow with decentralized communication initiatives to ensure consistency of message and look and prevent illogical overlapping or duplication of information. To the student, CMU is one institution. Hence, communication from various campus units will be collectively intuitive and synergistically connected. The ESS departments are all documenting their current and future communication plans that can be rolled up into a single plan that, for the first time, can be assessed and adjusted. This assessment will allow future implementation of the Talisma CRM tool to be prioritized for managing all communications. Not only is the coordination of main campus department communication a vital strategy, but also the promotion of all modalities of providing a CMU education whether on-campus undergraduate, Global Campus centers and online, and transitioning from undergraduate programs to CMU graduate programs.
4. Recruiting Events will include: high school visits, campus visits, open houses, information sessions, area receptions, fairs, private visits, and high school counselor campus visits.
5. Exploration of out-of-state potential
  - As State of Michigan high school graduate demographics continue to decline, CMU can no longer rely on the State of Michigan as its primary source of new students should the current

market share remain the same. Through strategic use of data, potential out-of-state markets will be identified and cultivated for building a greater market share of out-of-state students.

#### 6. Benchmarking Admissions Resources

- Brief polls of Michigan institutions on the size of their admissions staff indicates that CMU operates with far less staff resources in comparison to competitor institutions and institutions of similar size. Continued research and evaluation will take place to determine optimal staff numbers and models to ensure efficient use of university resources while optimizing the opportunities for greater presence in current and emerging markets.

#### 7. Director of Undergraduate Admissions

- A new director started in March 2013. He brings experience implementing enrollment management changes at other universities and given time, will have additional areas of focus for our recruiting strategy.

### On-Campus Graduate Studies Recruitment Strategies

Graduate recruiting strategies are uniquely tailored to the needs of the university, to the colleges, departments, and specific degree programs, and to the quality and quantity objectives of the College of Graduate Studies. At the graduate level, program-specific recruiting initiatives have been prioritized according to university priorities and available resources and are under review by the College of Graduate Studies.

Enrollment projections:

- Master's degree enrollments (approximately 1,400 in Fall 2013)
  - to 1,430 in Fall 2014
  - to 1,480 in Fall 2018
- Doctoral degree enrollments (approximately 400 in Fall 2013, excluding CMED)
  - to 410 in Fall 2014
  - to 430 in Fall 2018

General graduate-level promotional objectives:

- Transition to more traditional, full-time target audiences
- Promotion of CMU as a destination university
- Program-specific marketing and enrollment plans
- New and improved informational materials and channels of communication
- Partnership development with international institutions
- Enhanced CRM and integrated marketing and communications planning
- Greater presence in print and online directories and educational search engine resources
- New program launch procedures with cross-campus support
- Specialized local, regional, national, and international awareness initiatives
- Increased cooperation with counselors, agents, consultants, and government agencies

Enrollment profiles and recruiting objectives:

The College of Graduate Studies works with each academic program, department, and college and then sets the recruiting goals and objectives to align with those of the university's mission, the mission of the College of Graduate Studies, and the colleges and academic units.

The College of Graduate Studies is conducting a full review of graduate enrollment issues, including quality and curricula requirements, prioritization review, academic program enhancement, new program development, long-range capacity parameters, student body profiles,

and optimal enrollments. This SEM Plan will help Graduate Studies maintain focus on these important concerns while also establishing new graduate enrollment projections, student profile enhancement objectives, and optimal admission and enrollment goals for CMU as a whole and for each graduate program, while also coordinating strategic enrollment and recruiting initiatives with all other areas of the university

Graduate enrollment profiles are complex because each program has diverse challenges, goals, and objectives. General recruiting objectives for each college are summarized below:

- CHP: enrollments are at or near capacity and the quality and quantity objectives for nearly all HP programs are met. To increase enrollments, capacity must expand. Current objectives include:
  - increasing diversity
  - increasing international enrollments (in some programs)
  - increasing national (non-Michigan) enrollments in some programs
  - exploring expansion options (more programs, more professors/courses)
- CST: most programs have room for moderate enrollment growth and for increases in qualifications of new students. Current objectives include:
  - attracting more full-time and higher-quality students in research-based programs
  - increasing national and/or international recruiting (depending upon the program)
  - increasing diversity
  - exploring expansion options (new research-based programs, partnerships, etc.)
- CGS (MSA): in terms of quality, the MSA will be increasing the qualifications of new students. As a scalable program, it will also significantly expand in terms of quantity. Current objectives include:
  - increasing diversity
  - slightly increasing part-time, non-traditional enrollments from mid-Michigan area
  - moderately increasing full-time enrollments from national regions, especially from the Great Lakes and neighboring regions
  - greatly increasing full-time international enrollments, especially from China and India but also including South Korea, Saudi Arabia, Turkey, Ghana, and others
  - exploring expansion options to grow existing concentrations and add new concentrations
- CEHS: hit hard by the general decline in education sector demand, CEHS is transitioning into a stronger and more market-oriented college. Current objectives include:
  - transitioning the declining on-campus graduate programs (mostly teacher-related) to meet rising demand for online/hybrid graduate programs
  - increasing diversity, especially with diverse populations within Michigan
  - increasing part-time, working professional enrollments in mid-Michigan for master's, specialist, and doctoral levels
  - increasing full-time, traditional enrollments for some programs
  - increasing international enrollments for some programs
- CHSBS: some programs are at capacity, in terms of faculty and funding options, while others are poised for moderate growth. Current objectives include:
  - increasing diversity, especially with HBCUs and diverse populations in Michigan
  - increasing both part-time and full-time Michigan enrollments
  - transitioning to an increased proportion of full-time students
  - increasing national and international enrollments of high-level scholars
  - increasing enrollment from externally funded positions (Fulbright, foreign governments, etc.)

- CCFA: some programs are at capacity but others have moderate room for growth. Current objectives include:
  - increasing diversity from state and national markets
  - enhancing domestic recruiting efforts throughout Michigan, neighboring regions, and national markets
  - increasing skilled, international enrollments, especially with partner institutions
- CBA: the recent decline in business administration students is a primary concern, while the other programs continue to perform quite well in terms of quantity. Current objectives include:
  - increasing diversity
  - maintaining recently attained capacity in MSIS while increasing quality of newly admitted students
  - enhancing top-level, out-of-state enrollments in Economics
  - slightly increasing part-time, non-traditional MBA enrollments
  - recruiting more full-time, U.S. enrollments from outside the state
  - significantly increasing international enrollments from China, Saudi Arabia, India, and other areas, especially by working with partner institutions
  - exploring expansion options (new programs, new partnerships, etc.)

#### New Program Development:

Many new programs are being considered across campus.

- Doctoral programs include administrative leadership, educational technology, rehabilitative science, and bio-sciences, plus PhDs in educational leadership and in earth and ecosystem science
- Master's level programs include engineering, cultural resource management, and new MSA concentrations

The CEHS is continuing to shift campus student over to Global, and, in spite of their new programs, we expect a net decline here on campus. All other programs will contribute to growth in campus numbers. We anticipate starting with about 20 and expanding up to as many as 50 new students in the upcoming Administrative Leadership program. We anticipate limited growth potential in the other doctoral programs.

We anticipate starting with about 20 MSE (Master of Science in Engineering) enrollments and expanding up to around 40 within the first three years. We expect the other new programs to have fairly small but important growth potential.

#### Programs of declining interest:

All graduate programs heavily reliant upon teachers are expecting declines in teacher enrollments, and this includes nearly half of all graduate programs. However, we are preparing for this decline by (a) accelerating our shift away from being a teacher-based graduate school toward a research-based graduate school, and (b) recruiting more full-time, traditional students.

This transition also supports CMU's priority of enhancing research and creative endeavors, as our previous teacher-based graduate programs are becoming more research-based and focused upon developing excellence in publishable fields.

Some programs, such as the M.A. in Educational Technology, are moving completely off-campus by offering only online classes. This will adversely affect campus enrollment numbers but will concurrently strengthen overall CMU enrollment numbers. Other departments are exploring more

online and hybrid programs and course options. We expect this shift will involve more programs over the next few years.

All graduate programs have recently been reviewed and prioritized, and many enhancements are already underway. Several graduate programs have already been cut, but we do not expect much overall change in numbers as a result. Instead, we expect a stabilization of enrollment numbers in most graduate programs which will poise us for slow yet consistent long-term growth.

Important trends to note:

- continued decline in teachers entering graduate school
- continued economic pressures preventing working professionals from attending school
- continued increase in globalization and interest in international studies
- increased competition from non-profit universities
- increased technological savvy among traditional graduate student markets

Required resources:

The College of Graduate Studies needs increased financial investments in graduate-level marketing and recruiting, in addition to increased administrative support.

Graduate program highlights:

- Out of 750 colleges with Communication programs, CMU's Communication Department was ranked in the Top Ten in four categories by a peer review journal.
- CMU's MBA retained AACSB-International accreditation, keeping it in the top 23% of American business schools ... and the Online MBA was ranked #6 in the U.S. by U.S. News and World Report.
- Many programs maintained high-level accreditations, including Teacher Education, Music, Psychology, Public Administration, and many STEM and health related programs
- CMU's Physician Assistant program was ranked 4th best in the United States by the Journal of Physician Assistant Education.
- Our Health Promotions programs continue to draw high-quality students. Average GPA's of incoming graduate students are 3.57 (PA), 3.58 (AuD), 3.72 (PT), and 3.81 (SLP).

Occupational outlook:

The various colleges are better able to address this issue. However, several programs can boast 100% placement in career-oriented jobs or advanced doctoral degree programs, including Geographic Information Science, Economics, Apparel Product Development and Merchandising Technology, Mathematics, Neuroscience, Physical Assistant, Physical Therapy, Psychology, etc.

We currently highlight the above mentioned 100% job placement in printed materials and promotional campaigns but we can do a better job of gathering data and leveraging the information that we have.

Marketing collateral:

A variety of marketing collateral is created and utilized to increase awareness of programs. Graduate Studies currently utilizes a wide variety of promotional channels, including public and private broadcasting, newspapers, professional journals, online directories, search engines, and social media. Additionally, CGS actively develops a wide range of marketing collateral for graduate-level recruiting, including:

- Collaborative branding projects with UCOM, Global, OIA, etc.

- General CMU graduate program awareness
- Department and program-specific informational flyers, posters, brochures, etc.

First/Best/Only strategy:

For those graduate programs with special achievements (rankings, accreditations, job placement, etc.), Graduate Studies leverages that information within program-based print materials and various promotional campaigns. However, we must go far beyond the “First/Best/Only” mentality to truly succeed.

“First/Best/Only” almost always relates to programs that are already at capacity and are already meeting or surpassing our recently increased quality standards for admission, and the return on investment from promoting these programs is quite minimal in relation to the possible ROI from investing in specific areas of intended growth.

Each graduate program has its own unique features, strengths, and benefits which we must leverage in our marketing and other promotional endeavors. CMU’s marketing needs at the graduate level, in contrast to the broad, general branding approach focused on undergraduate recruiting, requires uniquely targeted, program-specific information dissemination. In addition to general attraction to the university – i.e. location, convenience, safety, sport teams, etc. – graduate students are attracted to very specific curricula, faculty, research opportunities, research and laboratory facilities, and learning outcomes.

For graduate level marketing and recruiting, we must “cast a wide net” by being visible in national and international educational directories, and we must still work collaboratively with Undergraduate Admissions, University Communications, Global Campus, the Office of International Affairs, and others, but we must also invest additional promotional dollars wisely and utilize highly targeted, program-specific materials and promotional campaigns.

Programs poised for growth:

Based upon marketability, capacity, faculty, and other resources, the graduate programs poised for potential growth include:

- Master of Business Administration
- Master of Science in Administration
- MS in Chemistry
- MA in Communication
- MS in Computer Science
- MA in English Language and Literature
- MS in Geographic Information Science
- MA in Political Science
- MPA in Public Administration
- MA in Sport Administration
- All new graduate programs, especially in Engineering and Administrative Leadership.

#### Office of International Affairs Recruitment Strategies

International students have become a critical population on U.S. college campuses. They enrich the student experience and help us to prepare our students for global citizenship. In addition to offsetting any losses of domestic student enrollment and/or increasing an institution’s overall enrollment, international students promote outreach of institutional brand and global citizenry. Campus internationalization is critical to the continued success of CMU.



International student enrollment for Fall 2013 is expected to increase by 20% over Fall 2012. This trend mirrors other institutions that have made the investment in internationalizing and globalizing their campuses. In 2011, the position of Director of International Recruitment was established with a focus on undergraduate student recruitment. One undergraduate advisor was added to the OIA staff to better process undergraduate admissions. In early 2013, the position of Director of Graduate International Student Services was established in the Office of International Affairs which includes recruiting graduate international students.

Strategies for recruiting international students include:

- Develop a comprehensive recruiting plan for undergraduate and graduate students based on an analysis of market data, partner institutions, and U.S. Office of International Education outlook data.
- Design and develop recruiting brochures that are program specific and are translated into Arabic and Chinese (traditional and simplified).
- Expand affiliation agreements with English Language Services, community colleges, and four-year universities in the United States. Explore agreements with high schools in the Grand Rapids area.
- Attend education fairs for face-to-face contact in target countries of Vietnam, Taiwan, Korea, Canada, and Saudi Arabia. In 2013-2014, visits are also planned to India, Turkey, and Jordan.
- Visit partner institutions in China to develop program-specific agreements (3+1+1, 2+2, and 3+1 programs) for cohorts of students in journalism, broadcast and cinematic arts, interior design, engineering, and others.
- Visit and establish agreements with Chinese high schools.
- Encourage participation of key campus leaders in recruiting trips.
- Host delegations from foreign institutions and agencies to build stronger relationships and confidence.
- Organize alumni receptions in major foreign cities.
- Continue to improve the application, acceptance materials, and processes with follow-up emails and calls.

Our strongest opportunities lie in the development of affiliation agreements that will bring cohorts of students directly to CMU, whether from English Language Programs, high schools, community colleges, or foreign universities. According to national data, we are recruiting successfully in China and Saudi Arabia. However, to balance our risks, we also need to cultivate recruitment efforts in India, Canada, South Korea, Vietnam, Taiwan, and Turkey, as our enrollment is lower than the national averages. International Affairs must carefully analyze and choose markets and foreign partners which make the best use of recruiting resources.

Students need to be actively recruited, as well as retained through outstanding relationships with the English Language Institute, campus facilities, and student services. Scholarships and tuition reduction program levels need to be maintained. Promotion of CMU's top programs needs to be continued, since rank is important in the international marketplace. The greatest recruiting opportunity lies in the very positive experience students receive here at CMU. Support of international student services, both on campus and in Mt. Pleasant, needs to continue.

For international recruiting, time and finances remain a challenge. Many other universities have 3 or 4 times our recruiting staff. In addition, because other institutions pay agents and CMU does not, CMU needs to reevaluate the way it works with agents and external advisors, and respond accordingly. Translation of materials and the web site to attract students broadly and to inform

their parents must continue. Alumni in foreign countries are a great resource for the university and cultivating stronger relationships with these alumni is essential. Capitalization is needed on the international travel of CMU's faculty and administrators for active recruiting and development of joint programs.

### Global Campus and Online Marketing & Recruitment Strategies

Global Campus (GC) currently accounts for 25% of our students, 18% of our credit hours production, and 22% of our gross tuition revenues. With the growing interest in online courses, GC's recruitment and retention efforts should be incorporated within the university-wide SEM plan. Note that GC enrollment deserves close attention and support, as it faces the same, if not more aggressive, competition in the marketplace.

Specific Global Campus marketing and recruitment strategies for 2014 are detailed as follows:

#### 1. Civilian and Military:

- Continue to create awareness of CMU programs both undergraduate and graduate open enrollment and cohort offered face-to-face across our centers and online.
- Continue to drive a preference for CMU programs by implementing marketing communication strategies that are relevant to adult students and customer focused. This includes but is not limited to the following strategies:
  - Using messages adult students have told us they want and need to hear from a university when considering returning to college or seeking an advanced degree.
  - Reinforcing GC's experience and success in working with and supporting adults from inquiry through graduation.
  - Strategically, yet efficiently, purchase media and mediums directed at reaching our adult student market. (GC's share of voice is the lowest or near the lowest in all markets where we market. The private, for profit universities have long had more dollars to invest in their marketing efforts. Now the public, non-profits in major metro markets such as Detroit, Atlanta, and Alexandria have increased marketing dollars that often exceed what GC can invest in that same metro market.)
  - Exemplify success of our alumni in reaching adult students, across Michigan, Ohio, Georgia, Virginia, and other states where licensure or an MOU has been granted.
- Expand and continue to refine our front-line teams (New Student Services Call Center and Program Administrators) use of CRM in monitoring and identifying student inquiry needs while using data in CRM to measure campaign response to continue to sustain conversion rates. Over the past two years, GC has improved our conversion rates. Past academic year conversion rates were at a high of:
  - 43% for Inquiry to Application
  - 80% for Application to Admit
  - 50% of Application to First Time Enrolled
- Increase GC outreach efforts to corporations, government agencies, municipalities and associations to increase awareness of CMU flexibility in bringing degree programs and customized non-degree programs to their employees.
- Position and support MSA as GC's lead program offering the career options with the most appeal for adult students looking to advance their career. Global Campus has sustained MSA enrollments of over 4000 students/year. MSA represents the largest portion of graduate enrollments for GC.
- Request new programs. Yearly, GC pulls employment data, labor statistics and "degrees in demand" data, and uses secondary market research to evaluate the recruitment potential of

new degrees in geographies where we have centers. Inquiries for programs currently offered through GC are regularly monitored and reported. There is opportunity for Global Campus to increase enrollments and revenue by also offering select existing on-campus programs at Global Campus centers and online.

## 2. Online:

Most of the above objectives are applicable to the marketing of CMU online programs. However, GC does engage in additional electronic and Social Media avenues to reach community college students and traditional college students that seek either online programs and/or online courses. We coordinate closely with University Communications on “One CMU” message to give students their CMU option of main campus, online or regional centers and coordinate with campus admissions operation on community college visits and recruitment fairs.

With online mediums we can target by age, geography, interest, title, industry, gender, degree, etc. to better market our online undergraduate degrees to traditional students and our graduate degrees to adult students.

Growth in online enrollments is growing across the country. The key for sustaining our level of enrollments and grow is to have more customer desired programs offered online. Ten years ago, CMU was one of two public, four-year institutions in Michigan offering online degrees. Six years ago, CMU was one of five public, four-year institutions. Today, all Michigan public, four-years institutions offer online degrees.

According to public enrollment data, Michigan State University had 11K students enrolled in online programs in 2011, Wayne State University had 5K students and Grand Valley State University had 3K students. Thus 19K students were served online programs by our competitors. This also reinforces the increased competition for online students.

### 2014 Global Campus Marketing Recruitment Goals: (Graduate and Undergraduate)

- Inquiries – 23,730
- Applications – 7,656
- Admitted Students – 5,923
- First Time Enrolled students – 3,676

### Global Campus Population Characteristics:

- 60% of all GC students are from Michigan. 87% of all undergraduate and 50% of all graduate students live Michigan
- 7% of GC students are from Georgia; 6% are from the Virginia/Maryland/DC area; 4% are from Ohio; and over 2% are from Kansas. There is a higher concentration of students enrolled in online programs in areas where CMU has a physical presence
- 12% of GC course registrations are from students participating in cohort programs
- 23% of students qualify for the CMU military rate (either veteran, active duty military, or are military spouses or dependent students)
- Minority enrollment in Global Campus is 38%

## Retention Strategies

Retention is “an outcome of a high quality educational experience that puts the students and their learning at the center. Providing intellectually stimulating and satisfying learning environments are central elements in fostering student success and educational attainment. It is developing engagement approaches that will improve the student experience.” (*Noel-Levitz: Student Retention in the New Environment*). We need to build a framework to identify “at-risk” students and have steps defined for each identified group to help them get back on track.

- Educational Advisory Board (EAB) Student Success Collaborative
- Creation and management of information technologies in support of university retention goals
- Support and assistance in the development of university retention goals and key performance metrics
- College-level support for the creation of retention strategies in identified areas of need
- Early Alert and Intervention / MAP-Works or CRM
- Enrollment and Persistence Reporting
  - College-level information support
  - University-wide information support
- Academic Progress / Continuous Enrollment Monitoring
  - Identification and maintenance of progress markers by academic program
  - Monitoring or re-enrollment status
- Establishment of program-specific retention goals and objectives for graduate students
- Withdrawal Services
  - Review and follow-up with students making transcript requests
  - Monitoring and intervention including exit interviews among students not re-enrolling in academic classes
- Academic Success Education
  - Curricular
    - First Year Experience (FYE), Academic Advancement (AAD)
    - Academic course / curricular assistance in high attrition courses and high DEWFI courses identified as significant predictors of degree attainment
  - Co-Curricular Programming
    - Success Coaching
- Implementation of Academic Empowerment Program to provide greater structure and oversight of class selection and guided advisement for students presenting “at-risk” academic indicators at time of admission.
- Creation of greater awareness and stronger connections for student to current services already in place with proven positive impact on retention, such as:
  - Supplemental Instruction
  - Residential Colleges and Living and Learning Communities
  - Faculty advising and partnerships
  - Student mentors

### Office of Student Success

Student recruitment efforts require substantial institutional expenditures from the hiring of staff to funding marketing and travel. In contrast, student success and retention initiatives are four to five times more cost-effective than recruitment efforts. It requires four to five times more investment to

recruit a new student than it does to retain an already enrolled student, and a retained student for four years will generate the same net revenue as five or six new students who leave after one year.

Established in August 2013, the Office of Student Success (OSS) provides focus on student success and facilitates collaborations that help to improve overall persistence and graduation rates. OSS fosters the success of every CMU student supporting the progression from matriculation to graduation. Aligned with CMU's strategic priorities, the OSS helps support student success and infrastructure stewardship. Specifically, the OSS assists students and leverages data to encourage increased year-to-year progression, and both four- and six-year graduation rates.

Historically, career services for graduate students have not been robust. CMU will explore options for incorporating graduate students within a wider range of student support and student success services.

**Mission:** The Office of Student Success (OSS) supports the university's mission by (a) empowering students to achieve academic and personal goals, and (b) identifying and helping to mitigate conditions which slow progression to graduation. The OSS maintains collaborative relationships across campus, supports each college's objectives, encourages student use of educational resources, provides success coaching services, promotes best practices concerning student success and persistence, investigates potential barriers to student success, and recommends strategies to help optimize the CMU experience.

**Vision:** The Office of Student Success (OSS) serves as an information and support resource for students, faculty, and staff in an effort to promote best practices in student success and persistence.

**Objectives:** The OSS will:

- Provide clear, concise, and timely information concerning student success and persistence to the university community.
- Help new students acclimate to CMU.
- Assist students in connecting with the appropriate campus resources in a timely and personal manner.
- Collaborate with colleges, advisors, and student service units to develop and maintain common tools to assist students with academic planning and progression to degree attainment.
- Partner with colleges, faculty, and student service units to identify and intervene with students who are not making good progress toward timely degree attainment.
- Provide educational opportunities and resources for students to sharpen academic skills.
- Help develop data-driven initiatives and programs meant to help retain students.
- Stay current with current research and practices within the field of student success and retention.

**Measures:** The OSS is a learning organization that utilizes data to understand student matriculation, attrition and pacing to graduation. The following markers provide

- # / % increase in the number of admitted, on-campus FTIAC and transfer students who matriculate
- # and % in the number of matriculated, on-campus students progressing each semester until graduation
- % reduction in the # and % of total cohort of students who do not re-enroll during open enrollment
- # / % decrease in the number of on-campus students with holds preventing registration during the open enrollment period

- 90% of students report good or excellent service following success coaching or involvement in a program or service provided by the OSS

### Global Campus Retention Strategies

Improving retention rates for undergraduate students is a top goal of Global Campus. Non-traditional students face many competing priorities with work and families and many attend part-time. Over 50% of GC undergraduate students are bringing with them more than 48 hours of transfer credit from other institutions.

Retention and Graduation Trends:

- The three year average persistence rate from first-to-second year for GC undergraduate students transferring in 48 hours is 71.2%
- The three year average persistence rate from first-to-second year graduate students is over 78%
- The five year graduation rate is nearly 50% for undergraduate transfer students who start at CMU with 48+ hours of transfer credit
- The five year graduation rate for graduate students is nearly 62%

Global Campus online and face-to-face retention strategies are broken down into program specific and course specific retention activities:

- Achieve 100% voluntary orientation completion either face-to-face or online
- Encourage both face-to-face and online students to attend a “welcome on board” session at one of our face-to-face locations before the beginning of each semester. This connects all students to the student service staff and advisors
- Schedule advising appointment and develop student specific academic program plan within the first 12 hours enrolled at CMU
- Communicate to every student who didn’t re-enroll from one term to another to encourage re-enrollment or try to resolve barriers that stopped re-enrollment
- Recognize students that have met 50% of the degree requirements
- Review and communicate to all students at the end of each term and semester that are placed on academic probation. Advisors reach out to students on improvement plans
- Cohort students sign an automated registration agreement and are automatically registered for courses

To improve success outcomes for students enrolled in online formats the following services are provided:

- Make all online instructors aware of students that are new to the online format at CMU
- Reach out to all students who have not yet engaged in their online course in both the first and second week. Explain the implications of non-participation
- Inform students of tutoring services and the online student ally service

In 2014, Global Campus will conduct research that will identify issues that potentially lead a student to be at risk. Proactive student services will then be implemented that will allow for students to be retained at a higher rate.

### **Service Strategies**

Service strategies should be designed, implemented, and enhanced to support the effective and efficient delivery of services to students and their family members. Effective service delivery refers to services that meet the needs of students and family members, support student success, and

increase service satisfaction. Efficient service delivery refers to processes, methods, and formats that are accurate, timely, cost-efficient, and, when feasible, comprehensive.

- Support admissions application in various online and mobile formats
- Online Degree Audit
- Academic Workbench
- Student Success Portal
- Dedicated web site to provide resources for family members
- Staff support for personal, phone, and email connections with family members
- Earlier notification of financial aid packaging
- Provide financial aid package information in both online and hard copy formats
- Provide information for the financial aid shopping sheet
- Utilize social media interactions to connect students to career planning and resources
- Increase reverse articulation agreements with community colleges
- Decrease transfer credit evaluation time (if resources are available)
- Increase staff outreach to transfer students
- Promote use of existing web-enabled tools within Student Organization Management program, i.e. Co-curricular transcript

### Financial Aid Strategies

Financial Aid is leveraged strategically to shape enrollment. The university appreciates the importance of financial aid to acknowledge academic achievement, special talents, and other distinctive characteristics that are deemed as deserving of monetary recognition. In addition, funds are identified and allocated to support students who demonstrate exceptional financial need.

The following points are causing us to review our philosophy:

- Over the last three decades, college costs have increased nearly four times faster than the median family income.
- Federal and state financial assistance has not filled this growing gap, leaving families with unmet financial need.
- As a result, student debt has continued to grow, now averaging more than \$26,000 for recent four-year college graduates (Reed and Cochrane, 2012).
- Students and families are becoming more cost conscious, shopping around for the college presenting the best value, and often the institution providing them with the greatest financial aid package.
- In order to survive in this new economic climate, CMU must adapt its own merit and need-based financial aid practices to assist students in meeting their financial need while having a positive impact on enrollment, retention, and graduation.

A proposal has been submitted to begin FY15. Proposed changes include:

- Increasing the number of awards made available to Honors-eligible students
- Creating a new award for students with a GPA between 3.00 and 3.50 (a large segment of the FTIAC population)
- Increasing the number of awards and scholarship amounts for Leadership Institute participants
- Increasing awards and scholarship amounts for qualified transfer students
- Expanding need-based award availability to rising junior and seniors
- Creating an award program to incentivize degree completion

## Academic Strategies

### Program Development Strategies

The Academic Planning Council will provide direction in the development of new programs. The council will be informed early each semester by the Vice President for Enrollment and Student Services, providing enrollment data, the reasons why students who were accepted to CMU did not enroll, identification of programs that are in greatest demand, and other pertinent data. In addition, the Academic Planning Council will receive workforce and occupational data from Career Services. These data will be discussed and communicated to the academic deans for planning purposes. Special consideration must be given to the development of programs that are not provided by our competitors.

New academic programs most often originate in the departments where faculty are in tune with the latest trends and student interests. Faculty will continue to evaluate program content through the processes described below, making revisions to strengthen the program and to better prepare our graduates.

In all cases, the Provost and academic deans will evaluate the need, competition, existing resources, and cost analysis. They will need to balance student interest with the occupational outlook and institutional capacity. There must be employment opportunities for our graduates.

### Program Quality Verification

The quality and effectiveness of the academic programs is evaluated regularly through several different processes. The student learning outcomes of every program are evaluated annually by the program faculty. With the assistance of the assessment coordinators and the oversight by the Assessment Council, each program has an approved assessment plan that outlines how the student learning outcomes are measured. These data are collected throughout the year. They are discussed by the department and action steps are developed for program improvement as reported in the program assessment report. Throughout the year, the assessment coordinators assist the departments with the development of assessment tools, locating institutional data, analyzing the data, and closing the loop by using these data for program improvement. The evaluation of student learning outcomes by the department faculty is the best mechanism for immediate program improvement. CMU is a leader in the assessment of student learning outcomes at the program level.

Program review occurs every five years with the express purpose to assess the overall educational quality of academic programs along a number of dimensions including program demand, student and faculty quality, the appropriateness of program content as workforce or graduate program preparation, program delivery and pedagogy, and student learning and accomplishments after graduation. The review includes an intensive self-study and evaluation through external review. The external review may be part of specialized accreditation or it may be conducted by well-informed experts. The program faculty consider the data provided through their self-study and the external review process and suggest action steps for program improvement. The program faculty, dean, and provost all make independent ratings of the program with regard to program quality, size, and the need for additional resources. After discussion with the Provost, recommendations for program improvement are developed and communicated to the department. This process allows departments to readjust the focus of programs in response to changes in the field and by employers.

CMU holds specialized and professional accreditation from over 20 agencies. Specialized accreditation ensures that students in accredited programs receive an education consistent with the standards for entry to practice or advanced practice in their respective fields or disciplines. Accrediting agencies set forth rigorous standards that must be met by each program as evidenced by



solid documentation. Specialized accreditation requires an extensive self-study which is then reviewed by a team from the accrediting agency followed by a site visit and consultation. Only programs of distinction receive specialized accreditation. A full list of the specialized accreditations held by CMU may be found on the Academic Affairs web site.

The assessment of student learning outcomes, program review and specialized accreditation are all processes that lead to program improvement through reflection and discussion among colleagues.

### Program Prioritization

Academic program prioritization was conducted in 2011. This evidence-based process resulted in placing academic programs at CMU into one of five categories: program is a candidate for enrichment, program should be retained at a somewhat higher level of support, program should be retained at a neutral level of support, program should be retained but with a lower level of support, and program is a candidate for reduction, phasing out, or consolidation with another program. Colleges were required to distribute their programs among all rating categories forcing a comparison of one program to another based upon a common set of criteria. The criteria are the same as those used for program review focusing on need, student and faculty quality, and program outcomes.

The University invested in the top programs, building upon our strengths. Colleges were able to invest in top-rated programs through new positions, improved facilities, and other support as needed. Weak programs and programs with low enrollment were redesigned or deleted. This process may be repeated in 2016. Top rated programs, for example include: International Business Major, Logistics Management Major; MA in Communications; Apparel Merchandising and Design; Doctor of Physical Therapy; Neuropsychology; and Electrical and Mechanical Engineering.

### College Synopses

Although Enrollment and Student Service units and co-curricular programs play an important role in a students' decision to enroll and persist at CMU, it is the academic programs and quality of relationships with faculty which are the most critical factors. The degrees and programs offered by the academic departments are core to students' decisions.

If the university does **not** offer academic programs which:

- Meet the interest of students
- Meet the needs of society
- Are delivered in a manner to facilitate students' degree completion in a reasonable time
- Impart value to the student, however the students define it
- Are characterized by professional and meaningful interactions with faculty

then **students either will not enroll at CMU or will not remain enrolled at CMU.**

Academic colleges and departments must design and deliver programs which are:

- Current
- Relevant
- Responsive to the interest of students
- Meet societal needs
- High quality
- Advancing the university's mission

Indeed, if the core "product" of the university is not of high quality all support services and opportunities will be for naught.

Responses from each of the colleges summarizing their strategies, opportunities and challenges are incorporated below:

#### BUSINESS ADMINISTRATION (CBA)

- Consistent with university projections, the college expects on-campus undergraduate student credit hours to continue to decline over the next several years. However, the college may be attracting a larger percentage of university students due to the demand for business degrees and the positive job market. For these reasons, undergraduate business enrollment may outperform the overall university. Graduate enrollment contributes a small portion of total college enrollment, but is expected to increase due to MSIS program growth. The #6 ranking by US News & World Report could also benefit online MBA enrollments.
- CBA's current enrollment profile is desired – about 87% undergraduate and 13% graduate. Currently, about 82% of total college student credit hours are produced by on-campus programs. Undergraduate programs contribute 95% of these on-campus student credit hours. Of the off-campus (remaining 18%) production, about 60% is from graduate programs.
- CBA would like more options for undergraduate and graduate students to earn professional certification and has interest in establishing a Masters of Accounting.
- CBA is currently not experiencing a decline in program interest and is modernizing the SAP, Entrepreneurship, and Professional Sales programs to enhance potential student interest.
- Growth is expected in the MSIS program and SAP related programs.
- Additional MSIS faculty is needed to better meet unmet demand.
- Resources are not being underutilized at the moment because of declining enrollment.
- Retention activities currently underway and their impact on student persistence, progression, and graduation are highlighted as follows:
  - Freshmen – BUS 100 (required course) is a large section highlighting key faculty and business programs; Business Residential College;
  - Sophomore – Advising Initiative (advisors visit all required ACC 250 classes);
  - Freshmen/Sophomore- CBA Major/Minor night; Transfers- CBA Transfer Student Outreach Program.
  - No firm data on results.
- CBA's SAP program is one of 4 programs of its kind.
- Students with particular skills are in high demand including accountants, logistics managers, and SAP related positions.
- Most Michigan community colleges have 2 year business programs. CBA has articulation agreements with most of these colleges and all of the large colleges and the primary feeder community colleges to CMU.
- CBA is willing to participate in a program to leverage staff and faculty to strengthen partnerships with high school guidance counselors but must work closely with FA because of faculty job enlargement issue.
- CBA is willing to participate in developing institutional/college-based merit aid program for high-achieving and “promise/opportunity” prospects with specific interest in CBA programs, but a funding source is unknown.

#### COMMUNICATION AND FINE ARTS (CCFA)

- Most departments in the College can handle growth in enrollment and all departments are engaging heavily in recruitment.

- If the requested faculty cohort in emerging media is funded, a substantial increase in enrollment is expected.
- Enrollment in the Department of Art & Design can grow substantially if we offer a program in animation and gaming which is currently not offered.
- The Department of Journalism is working on accepting a cohort of about 30 international students in two or three years' time.
- Even though CCFA is limited by laboratory and studio space, classes can be offered on weekends. This is an area that the College has not ventured into before.
- There is a more significant drop in student credit hours than in the number of majors. The decline in enrollment for the university overall affects the UP courses in particular.
- Currently three of the five departments have graduate programs that are prospering. The Department of Communication and Dramatic Arts' graduate program is considered one of the top 10 in the country. The School of Broadcast and Dramatic Arts relies heavily on their graduate assistants for their co-curricular activities. The College focuses predominantly on undergraduate student preparation. A few years ago the Department of Art & Design eliminated their graduate program due to a lack of enrollment. There is room for a graduate program in journalism focusing on integrated communication and work is underway.
- Several new programs and courses are underway. An emerging media faculty cohort request was submitted which, if funded, could provide multiple opportunities for new programs in all areas in the college by focusing on emerging technologies in all the fields. This cohort will enhance our programs and attract more students. It will allow for programs in animation, gaming, video graphics and digital communication. In addition, a master's in journalism focusing on integrated communication is underway. The Communication Department is working on an online oral competency course and on a minor in health communication. The School of Broadcast and Cinematic Arts is working on delivering its basic UP class online. The Department of Art & Design is working with Museum Studies on a certificate in Art Gallery Management.
- CCFA is working on eliminating certain concentrations that were slated for consolidation or elimination under the prioritization process due to declining interest. Modernizing is continuously underway. An example is the new certificate in social media that is offered online. Equipment and software upgrades are continuously taking place to provide up to date programs. As mentioned, a faculty cohort in emerging media has been requested. This cohort will provide added value to the modernization of the programs and providing more offerings for the students.
- CCFA needs to focus more on emerging technologies in the arts and in communication, thus the requested cohort that was submitted.
- CCFA needs more resources in technology focusing on equipment and laboratories to offer more classes.
- All CCFA programs are still viable. The enrollment decline is predominantly seen in the UP classes which provided the revenue needed for most programs.
- CCFA would like to obtain retention figures for each department. The Dean would then be able to review with each department, the DEW rates in their classes.
- "First/Best/Only"
  - The graduate program in communication is recognized as one of the top ten in the country.
  - BCA and Journalism faculty and students garner many awards in many categories.

- The Integrative Public Relations program is unique in the sense that it combines classes from three different departments: COMM, BCA & JRN. The job outlook in this area is above average.
- Communication skills are listed in the top ten skills required by employers.
- The Debate program is nationally recognized.
- The graphics design program in the Art department utilizes the latest software and hardware.
- The School of Music facilities are unmatched.
- Journalism, Art and Music are accredited.
- Our journalism program is only one of two accredited programs in Michigan.
- BCA, JRN, Art all house excellent technology.
- Occupational data suggests that communication related careers, particularly public relations is in high demand. The Arts are actually stable and are not affected by the economy.
- Very few like programs exist with community colleges because of the nature of the programs we offer. Would be more than willing to work with community colleges. Some of that work is already underway. The Journalism Department hosts a community college media faculty workshop every year and the Department of Art & Design is working on articulation agreements with community colleges.
- CCFA would be more than willing to work with high school guidance counselors. The School of Music and BCA do a lot of school visits. We would welcome the opportunities to do more. I know that Art in particular would be very interested in collaboration with high schools. Journalism just held a summer workshop for journalism high school students. The Art department is working with the School of Music on summer camps. The Art department will also be conducting portfolio reviews for high school students this fall. CDA is working on hosting a high school debate and forensics tournament on campus. The Art department works with high school students and offered last fall, Saturday classes for elementary students.
- We currently have multiple scholarship opportunities in each department and would be more than willing to expand those opportunities.
- We have updated most of our promotional materials and have been working with UCOMM on all initiatives including “Discover Central, Discover You.”

#### EDUCATION AND HUMAN SERVICES (EHS)

- EHS anticipates significant enrollment change:
  - CSE: Over the past three years, the majority of CSE programs have remained relatively stable, with specific program increases. For example, enrollment in Special Education undergraduate programs has increased by 11%. Graduate Special Education program enrollment has increased by 12%. The on campus enrollment in the graduate Professional Counseling/School Counseling programs have decreased slightly over the past three years, however the enrollment in Global Campus has increased (e.g. two new Global Campus cohorts were added this school year).
  - EDL: Enrollment has declined in the past five years, but in the last year it has leveled and increased this fall. EDL program offerings have been revised and retooled to meet the needs of the professionals we prepare. We anticipate enrollment increases as we move more programs to online/hybrid offerings. The new Ph.D. will increase overall campus enrollment and recruit from a national pool.
  - HEV: There are a few HEV program areas that are poised for growth due to changes at the professional level and the focused efforts of the faculty in the program: 1) The field of

dietetics is moving to a master's degree as the entry level credential for the Registered Dietitian. While details of how this will be implemented and how current credentialed RDs will be impacted are still unclear, CMU is positioned well to respond to this change with the existing online MSND program; 1a) It should be noted that the certificate in nutrition and dietetics was approved over a year ago but has not been heavily marketed due to the need for CMED accredited CEUs. Efforts to move in this direction have been delayed due other more pressing priorities for the College of Medicine. This is a potential program area that would benefit from cross-campus collaboration; 2) Early childhood (birth to age eight) is receiving increased attention as a critical period in the lifespan for maximizing children's learning potential. On both the state and national levels there is a clear call for well-qualified early childhood professionals. The Early Childhood Development and Learning major and minor (formerly Child Development) experienced a decline in enrollment in the past two years due, in part, to revisions in the programs to meet new state and national standards and where students were finishing one program before the revised program was implemented. In Michigan, teachers are required to hold an early childhood endorsement (ZS) to work in early childhood programs offered through the public school system. The demand for the ZS is projected to grow as new students enter the field and professionals holding the ZA endorsement (previously acceptable credential) return to pick up additional course work to transition to the ZS endorsement; 3) Apparel Merchandising and Design (merchandising concentration) is anticipating growth as a result of the national recognition that the program has garnered. The closing of several similar programs at other Michigan schools has also positioned CMU's program well to be an attractive in-state option for Michigan High School students; and 4) Gerontology – as the undergraduate program and the graduate certificate are revised and become a part of focused and deliberate student recruitment effort it is anticipated that this program area will see interest that better reflects the changing societal demographics.

- RPL: Enrollment has increased approximately 7% over the past five years. There is some growth potential in our Leadership, Outdoor Recreation, and Recreation & Event Management programs. We also envision growth in our on-line MSA Concentration and the potential for inclusion in the University General Education Program. The International Disney Program will decline and plateau at about 150 students annually. The Therapeutic Recreation program is really beyond its functional capacity.
- TEPD: There has been a gradual decrease in the undergraduate teacher education program due to a decrease in the birth rate and a poor economy in Michigan over the past years. However, there has been an increase in enrollment in the online MA in Educational Technology program. In addition TEPD is developing an online Doctorate in Educational Technology proposed to start in the 2014-15 academic year. There is an anticipation of increased enrollment once this program begins.
- Overall EHS: Human Service majors will remain stable or grow (HEV) and show steady growth (RPL). Teacher education programs in elementary will decline, early childhood, stem education, special education and administration and ed technology will grow.
- EHS desired enrollment profile based on college capacity:
  - CSE: During the 2013-14 school year, CSE is activating several graduate programs that have been on hiatus, implementing transition to more online/hybrid offerings at both the undergraduate and graduate levels, and anticipate increased enrollment as a result of these activities. With the addition of four new tenure-track faculty this year, we are able to more comprehensively address the needs of our students. We will offer more

specialized tracks in the area of Counseling including substance abuse/addictions and veteran's affairs.

- HEV: We continue to be a primarily undergraduate department with a few strong and select graduate programs. We would anticipate this mix to continue, even with the growth in the programs noted above. We expect that the forms of program delivery will become increasingly mixed with a greater mix of online, face-to-face and hybrid offerings.
- RPL: We continue to be primarily an undergraduate discovery major. RPL will work to expand our profile to include an earlier student connection within the University Program and increase graduate students within the MSA.
- TEPD: Primarily an undergraduate teacher education program, we plan to work with community colleges in an attempt to build enrollment in the teacher education program. TEPD is working with Global Campus to revamp the MA programs in elementary, secondary and early childhood programs.
- Overall EHS: We continue to promote a strong Teacher Education presence and Human Service offerings, we have two active taskforces that are examining career trends and will be recommending programmatic changes based on research/trends.
- EHS New Programs:
  - CSE: With the Counseling program undergoing CACREP accreditation, the result will be an improved focus on psychopathology and general mental health counseling. By taking the Learning Disabilities and Autism Spectrum Disorder graduate programs off hiatus, we will be able to offer more options to our students, as well as the specialized tracks of substance abuse/addictions and veteran's affairs. In addition, the revamped Human Development Clinic provides extensive collaboration opportunities among departments in EHS, which will result in new programming options for students. CSE and EDL are collaborating to provide a Director of Special Education graduate program. We are also reviewing opportunities to provide Counseling options at the undergraduate level.
  - EDL: New Ph.D. to begin Fall 2014. Additionally, proposing a new Doctor of Leadership (fully online). This proposal will move through curricular processes during the 2013-2014 academic year. EDL has investigated and will propose a new undergraduate Leadership major that will fast track into a MA in Student Affairs Leadership, BA/MA program. Proposal begins curricular processes in the 2013-2014 academic year.
  - HEV: The Apparel Product Development and Merchandising Technology (APDMT) master's program is a relatively new master's level program that has already seen graduates move on to Ph.D. programs. Research opportunities and faculty expertise make this a program area where a CMU Ph.D. program could be viable and successful. Faculty are continuing to plan for this potential program expansion, recognizing that resources such as faculty, research labs, and assistantships, and industry partnerships to name a few, will be critical to the success of such a program. The certificate in nutrition and dietetics is a newly approved program that has much potential to attract interested students from program areas such as pharmacy, nursing, medicine, etc. who are seeking professional CEUs.
  - RPL: This is the first full year of our Recreation and Event Management Program. The MSA/RPL Concentration will be a new program, application to provide a course in the University Program will be a new addition. All of these expansions offer student options and the potential for additional student credit hours.
  - TEPD: The proposed Doctoral in Educational Technology will begin in Spring 2015. In addition, the MA in Education will be fully reorganized to merge the MA in Secondary Education; the MA in Elementary Education with the MA in Education offered through

Global Campus. This merger will create the MA in Education with concentrations in instruction, elementary education, and secondary education. This reorganized program will be offered off-campus face-to-face and an online delivery.

- Overall EHS: We are planning graduate/undergraduate options in addictions prevention, fast tracks to some Master Degree programs; develop our robust online/hybrid offerings. Two new doctorates are in the planning stages (DET/DOL). Registered Dietetics program is expanding as industry requirements are increasing, new PhD in Ed Leadership will be starting. Examining opportunities for confluence with STEM Education, International Education and Human Services. Human development and Family Studies has a prevention Science focus this will invigorate curriculum; we will leverage CDLL, our premier teaching and research space.
- EHS Programs of declining interest:
  - CSE: The slight decline in interest of the School Counseling program has shifted the focus to growth in general mental health counseling. An overview of the undergraduate Special Education program yields an increase in overall enrollment. In more detail, the Emotional Impairment program has decreased, while the Cognitive Impairment program has grown.
  - EDL: MA in School Principalship in Charter School leadership has seen declining enrollment. EDL moved emphasis to align with site-based school leadership. We are also discussing the degree focus and how to capture the intended audience. The charter school movement is huge and the market is not saturated, we need to retool our degree to meet the needs of these reform minded school leaders.
  - HEV: The MS in Human Development and Family Studies has been placed on hiatus as the program area reviews its vision for the undergraduate and graduate program. As offered, the program was not attracting the quality of student anticipated.
  - RPL: Our Outdoor Recreation Program shows some modest decline. This program has been reformatted to expand the attainment of related professional certifications. This upgrade is expected to make the program more professionally desirable.
  - TEPD: The MA in Elementary Education; the MA in Secondary Education; and MA in Early Childhood program have all demonstrated declining interest. The major reason for this decline in interest is due to the legislative changes in requirements for teachers earning a professional certificate in teaching. The new legislation allows teachers to count professional development activities toward earning their professional teaching certificate. Length of degree program is being examined.
  - Overall EHS: We have decline in educational related areas primarily, but that is uneven, Ed Tech is not declining. Faculty and departments have redirected resources.
- EHS Trends:
  - CSE: Trends in the area of Special Education focus on an increased demand for accommodations and modifications to provide optimal learning opportunities for students with disabilities in the general education setting. The use of technology in education is also vital in our field, as well as the use of evidence-based practices. Within the area of Counseling, substance abuse/addictions, multidisciplinary teams, and general mental health are of utmost importance.
  - EDL: Seeing more students interested in general MA degree, less interest in K-12 school admin or higher ed., but looking for MA degree with leadership focus (no MDE certification interest). EDL exploring ways to capture and retain these students.
  - HEV: Anticipated changes to the educational requirements to sit for the RD exam will likely result in revisions to the dietetics major, post-baccalaureate dietetics internship

program, and possibly to the online MSND program. HDFS is focusing on family prevention science which is cutting edge in the field and early childhood has received state and national support. We are prepared to ramp this up.

- RPL: There is significant growth in demand for our Therapeutic Recreation Program. This parallels growth and interest in health professions. It also illustrates the perceived value in a professional degree option at the bachelor's degree level. The interest in Recreation and Event Management has grown along with the interest in the Leadership Minor.
- TEPD: There is an increase in interest in educational technology not only in teacher education, but also in business, industry and human service areas. We are responding to trends by expanding the MA in Educational Technology and creating the Doctorate in Educational Technology to begin in the 2014-15 academic year.
- Overall EHS: The college continues to examine all trends and are in the midst of making many changes and will continue to do so.
- EHS Additional Resource Needs:
  - CSE: We need to fill two tenure-track positions in the area of Counseling, as well as Human Development Clinic director, and Counseling Global Campus cohort director.
  - EDL: Fewer faculty with expertise in K-12 administration/leadership. Three faculty retired/promoted and EDL only filled one position with K-12 expertise.
  - HEV: Additional FTE will be needed if HEV is to continue to support university initiatives for undergraduate students such as writing intensive courses, quantitative reasoning courses, honors course offerings, which require lower course enrollments to meet requirements. In addition, HEV, especially the HDFS area has traditionally had higher course caps than most other HEV or EHS courses. As scholarship expectations increase, it is becoming increasingly apparent that reducing course caps will help reduce demands on faculty time and free them for additional scholarship activities. Additional FTE will be needed, if HEV is expected to meet the SCH projections identified.
  - RPL: Will need additional FTE to meet current demand in our Therapeutic Recreation Program. The MSA/RPL concentration will require FTE to cover program delivery. FTE required if we are successful in placing a course in the UP.
  - TEPD: The department will need additional tenure-track faculty in Educational Technology due to the expanding MA in Educational Technology and start-up of the Doctorate in Educational Technology. There is also a need for a replacement tenure-track faculty for the Middle Level endorsement program for the undergraduate program due to a planned retirement.
  - Overall EHS: We are anticipating some retirements and will need to replace tenure lines. We will need some upgraded lab space for our design programs.
- EHS underutilized resources due to low enrollment:
  - HEV: Interior Design, is challenged by some low course enrollments primarily due to a lack of focused recruitment efforts. To that end, we hired a full-time fixed-term faculty to focus on recruitment. Better course planning is beginning to result in the need to cancel fewer classes. All other program areas have healthy enrollments, even with the overall decline experienced by the university.
  - RPL: No low enrollment programs, FTE to SCH ratios illustrate that our programs are cost efficient.
  - TEPD: Faculty in the MA in Early Childhood is underutilized due to low enrollment. Also, there six faculty with Reading and Literacy expertise and there are semesters that it



is difficult to fill the course schedules for each of these six faculty members. Faculty are often reassigned to teach other courses.

- Overall EHS: We have been focusing on aligning resources with program needs for the past year and therefore have very little underutilized resources.
- EHS Retention activities:
  - CSE: We have responded to student feedback and have increased hands-on, experiential learning opportunities for our students. Personal, positive relationships are built between faculty and students. Through collaboration, students are involved in research, service learning, and community involvement. We are involved in new transfer student retention initiatives, as well as collaboration with the Honors college to offer specific EHS focused cohorts for EHS Honors students.
  - EDL: Student retention is not our major issue; graduation is especially at the doctoral level. Fall 2013 EDL will focus on increasing our graduation rates of doctoral students. Non-completers who are approaching their final timeline to finish the degree will be supported with increased faculty contacts. Faculty support to help move students toward completion will be reviewed, and assistance implemented.
  - HEV: Retention data varies across programs. Dietetics and Interior Design have an admission process into programs. Once admitted to the program, the commitment from students is quite high. Interior Design is a program area where greater visibility within the university, with the high school, and with community colleges is needed. A faculty member has had part of her load designated for recruitment and retention purposes and she will work with the EHS recruiter and the Admissions staff to draw attention to the interior design programs. Child Development and Family Studies are program areas that students discover after being at CMU for a few semesters and taking one of our university program courses. A part-time general advisor has been hired this year to focus on meeting with prospective students, enhancing our recruitment efforts. Community College articulation agreements have been in place for a while, however revisions to the Child Development/Early Childhood programs has resulted in a need to revise those agreements to fit the new program requirements.
  - RPL: Our students don't become majors until later in their undergraduate years so we don't have a "freshmen" issue. The reasons for our retention success include:
    - Our faculty members do all student advising themselves.
    - Our students see their professors/advisors in more than one course (relationship enhancement)
    - Our student groups assist in creating an attachment to the programs
    - As a discovery major, students have already waded through typical exploratory decisions common to younger students.
  - TEPD: Retention is not a major issue in teacher education (TE). TE candidates enter the program during their junior year. Students have several requirements to meet to be admitted, once students are admitted into the program, over ninety percent of the students will complete the undergraduate teacher education program.
  - Overall EHS: we have very few retention issues at the undergraduate level. Our faculty who teach graduate offerings at the doctoral level are ramping up graduation support. We already implemented a writing/dissertation support program.
- EHS First/Best/Only:
  - CSE: Our newly remodeled, cutting edge Human Development Clinic is near completion. This clinic will offer unique and dynamic collaborative opportunities for students to

observe best practices as well as complete hands-on experiences in the areas of both education and human services.

- EDL: Programs are fully aligned with MDE Administrative Certification requirements; additionally our Higher Education program is fully aligned with the Council for the Advancement of Standards voluntary guidelines. New PhD in research and policy.
- HEV: Apparel Merchandising and Design programs both received national rankings by Fashion- Schools.org, an online resource for students seeking info about fashion school programs and careers in fashion. The Apparel Merchandising program was ranked 20th in the nation, placing the program in the top 10% of programs ranked and the Apparel Design program ranked 31st, placing the program in the top 15% of programs ranked. A closer examination of these rankings revealed that the CMU Apparel Merchandising and design programs were ranked 10th in the mid-west and are the only program in Michigan to receive a regional ranking.
- RPL: Program first to be nationally accredited in Michigan. Currently, only one other state program is accredited. National certification examination pass rate for Therapeutic Recreation students is significantly higher than the national and regional average. Over 60% of the recreation professionals in MI are CMU alums. CMU ranks 5th nationally in Certified Therapeutic Recreation Specialists.
- TEPD: The both the undergraduate and graduate programs are nationally accredited through the Teacher Education Accreditation Council. Central Michigan University is the only educator preparation program in Michigan to offer the Middle level endorsement. TEPD also has one of the largest graduate programs in Educational Technology in the State of Michigan and across the region.
- Overall EHS: We offer many niche and premier programs that have earned national acclaim. Additionally, our 121 year history in education is a powerful endorsement.
- EHS Occupational Outlook:
  - CSE: According to the Bureau of Labor Statistics 2010-2020:
    - Careers in special education are expected to grow 17% by 2020. Over the next ten years, 77,400 more special education teachers will need to be hired.
    - Careers in mental health counselors and marriage/family therapists expected growth 37% by 2020. In next ten years, 58,500 more professionals needed.
    - Careers in school and career counseling are expected to grow 19% by 2020. Over the next ten years, 53,400 school and career counselors will be hired.
  - EDL: Bureau of Labor Statistics 2010-2020 jobs in education, training and library occupational groups expected to grow 15% by 2020. Need for 17% increase in Ph.D. graduates required to fill national need, esp. in higher ed. by 2020. Of the 3.5 million job openings in 2011, 600,000 were in educational sector, this number is projected to increase by 5% in 2012. Employment of postsecondary education administrators is expected to grow by 19% from 2010 - 2020 w/expected increases in college enrollments. Employment of elementary, middle, HS administrators is projected to grow by 10%. Almanac of Higher Education (2012) indicates degree completion in USA has increased by 1.4% annually over past decade. Internationally, average degree completion growth exceeding 6.5%, warranting new programs developing educational leaders in higher ed. Projections show growth in the discipline, EDL needs to situate programs to meet increase in student demand for new jobs and replacements of retiring baby-boomers.
  - HEV: Bureau of Labor Statistics national data project average to above average growth in most employment areas in which HEV graduates seek employment. Specific examples include Dietitians (20%), Interior Designers (19%), Kindergarten/Pre-K teaching (17 –

25%), Human Service settings (28%), and Fashion Merchandising (17%). Data for Michigan employment trends follow a similar pattern, though the growth expected is smaller.

- RPL: Bureau of Labor Statistics project growth in the recreation professions from 12% to 18% through the year 2020. Median salary is reported to be \$39,410 per year. The MI job outlook is less optimistic, particularly in the areas of public sector employment (community and outdoor recreation). National opportunities abound.
- TEPD: Bureau of Labor Statistics reports 2010-2020 suggest a growth rate of 17% from 2010-2020 for elementary teachers. The average growth rate for secondary teachers was reports at 7%. The average growth rate for all occupations is 14%. Secondary teachers reported a lower than average growth rate due to student-to-teacher ratios and increases in enrollment. Overall, projected enrollment figures by geographic regions are excellent indicators of where new teacher opportunities exist. Through 2016, enrollments in K-12 schools are expected to slow down as children of baby boomers leave the system. Fast-growing states, such as Nevada, Arizona, Texas and Georgia, will experience the largest enrollment increases. Enrollments in the Midwest are expected to be steady, while those in the Northeast are expected to decline. Teachers who are mobile and earn licensure in multiple subjects have the most job opportunities available to them.
- Overall EHS: Trends indicate growth in all HS, Mental Health, Leadership/ Administration and Education and Technology Programs. We are well positioned.
- EHS Community College articulation options:
  - CSE: For students in the Cognitive and Emotional Impairment programs, they benefit from community college agreements arranged through TEPD.
  - HEV: Community College articulation agreements are critical but, keeping them current is challenging. Programs such as early childhood have agreements with several community colleges. Mid-Michigan CC has been eager to revise their programs to meet the needs of CMU students due to close geographic proximity between the two schools. Community Colleges that serve a larger number of four-year institutions find it harder to mesh their 2 year programs with HEV programs. Programs such as interior design are recognizing that this is an area that needs to be explored to potentially increase student enrollment in the CMU program.
  - RPL: We have had some success with Northwest Michigan Community College in affiliating with our Outdoor Recreation Program. Affiliations are certainly very possible, yet our initial explorations have not shown an interest of mutual benefit.
  - TEPD: The department has articulation agreements with all community colleges in Michigan for transferring EDU 107 – Introduction to Teacher Education into CMU and the teacher education program. In addition, CMU and TEPD have partnership programs in Traverse City with Northwest Community College and in Lansing with Lansing Community College, respectively, to offer the BS in Elementary Education program for students in these regional areas.
  - Overall EHS: We are continuing to harvest and cultivate CC agreements as well as implementing innovative early college programs and outreach for EDU 107 for TE.
- EHS Strengthening partnership with high schools:
  - CSE: In the Counseling program, interns are placed in high schools and connect with students to begin conversations about their future career interests. Special Education student teachers provide role models for high school students interested in the area of teaching individuals with disabilities. Our outreach plan this school year includes a concentrated effort to work with CMU Admissions to target potential future students. In

addition, the creation of Chippewa Camp for middle school students focuses on outreach with the intent to connect with future Chippewa.

- HEV: AMD program is actively involved in connecting to HS students through marketing materials, Threads, and Fashion Camp. Further, many high schools bring their vocational child care students to the CDLL for tours but the opportunity to market our undergraduate programs may be missed.
- RPL: Clearly lack of program's identity within the University's admissions and marketing materials is a hindering factor. If we can begin to market to Human Services programs, I believe the student and faculty interest will grow.
- TEPD: Currently, TEPD has a Teacher Academy Committee to review high school teacher internship programs. If approved by the TEPD Teacher Academy Committee, CMU and TEPD will accept credit for high school internship programs.
- Overall EHS: See above CC info. We have many innovative HS Partnerships. We also just hired a college recruiter with a primary undergraduate focus.
- EHS Merit based programs for students:
  - CSE: We are working to increase our scholarship opportunities for students in CSE programs. In addition, the creation of awards such as the EHS Teaching, Learning, and Leading award helps to recognize outstanding students in their field with monetary and professional development support.
  - HEV: We have started discussions with the Honors program about how to interest transfer students in honors work so a merit based program for such students may be a nice addition to that focus.
  - RPL: We work collaboratively with the Honor's Program with coursework. We provide student scholarships/seed monies for student professional development.
  - TEPD: Currently, there are two honors courses, EDU 107 and EDU 290, which honor students can use in their program. TEPD has been in discussion with the honors program administration to determine how to expand teacher education offerings for students in the honor program.
  - Overall EHS: This is a major focus this year with EHS taking an honors and a leadership approach for undergraduate programs across EHS.
- EHS Marketing for increased awareness:
  - CSE: This year we have already increased our collaboration with other CMU units to spread the word about our hidden gems. The grand opening of the Human Development clinic, revamped and interactive web site, EHS recruiter, community involvement, and increased communication will result in increased awareness not only at CMU, but throughout the state and nation.
  - EDL: Fully engaged in development of new marketing materials/and comprehensive campaign to increase enrollment in our programs with Global and EHS.
  - HEV: We have not focused on recruitment in the past. Today, we are seeing some slight drops in enrollment that suggest a more proactive stance is needed to increase interest in prospective students. We have hired someone in interior design to begin some recruitment work and hired a general advisor for HDFS to do some preliminary discussions with students. Faculty are key to recruiting students and finding ways to engage faculty in this type of activity is a new challenge.
  - RPL: Within a human services context, all of our programs represent marketable skills (leadership, programming, communication, planning, organization, budgeting, administration, etc.). Unique RPL features; Adventure Center, over 10,000 annual hours of service learning, 600 internship affiliation sites, Disney College Program.

- TEPD: We hired a graphics design intern/student to support our efforts to improve quality brochures, newsletters and materials for the recruiting activities organized by CMU, the college and the department. In addition, TEPD is working with the CMU public radio station for advertising the department's graduate programs.
- Overall EHS: We have hired a recruiter, staff writer, web designer/content expert, a community partner consultant and upgraded our media presence. We have also developed an enrollment management team that meets regularly and developing and finalizing a strategic plan. EHS goal is to increase enrollment by 5% this year.

#### GRADUATE STUDIES (MSA PROGRAM)

- Currently one of the largest graduate programs in the U.S., CMU needs to leverage local, regional, and national awareness
- Regionally-based market-penetration growth strategies will be developed
- The huge number of MSA alumni can be tapped to assist with recruiting and targeted for possible enrollment into additional programs
- Campus-based faculty lines strengthen the program on campus and through Global Campus
- The MSA focus on core administration skills is especially relevant in the current business environment and should be leveraged to bring added value to both students and employers
- The MSA is scalable and can quickly expand into a much larger academic program
- The combination of on-campus, off-campus, online, and hybrid options makes the MSA extremely convenient and desirable to mobile audiences (military personnel, working professionals, etc.)
- The interdisciplinary nature of the MSA fills seats in several other departments and brings added revenue to participating colleges, and this relationship should be enhanced and strengthened to bring better cooperation in terms of new program development and expansion of course offerings
- The demand for the MSA will increase as the economy improves, especially among mid-level managerial positions
- Because of its customer-needs focus and its internal flexibility, new programs will emerge from the MSA that will attract new, uniquely identifiable target audiences

#### HUMANITIES AND SOCIAL AND BEHAVIORAL SCIENCES (CHSBS)

- CHSBS enrollment has declined significantly in the past 3 years. CHSBS is the canary in the coal mine, since our enrollments are GenEd dependent to a significant degree. We hope that it will stabilize to some degree and are taking some steps to address that (below).
- CHSBS has several new programs on the horizon:
  - Cultural and Global Studies Major and Minor
  - Interdisciplinary area studies certificates (Africa and African Diaspora Studies, American Indian Studies, Cultural Competency, East Asian Studies, European Studies, Latin American and Latino Studies, Middle East and Islamic Studies)
  - Civic Engagement undergraduate and graduate certificates
  - Cultural Resource Management Graduate Program
  - TESOL certificate
  - MSW

These are areas of demonstrated student and employer interest. The MSW, the TESOL, and the CRM are all reported on the Bureau of Labor Statistics to generate above average growth in jobs over the next decade.

- CHSBS is participating in the college-wide effort to identify programs of declining interest, identify the reasons, and reconfigure those programs to better meet student interest and interests of the marketplace.
- International experience is a significant trend that our School of Public Service and Global Citizenship programs are addressing. Cross-cultural competency and experience is a growing trend. Our growing Neuroscience programs at the undergraduate and graduate levels are addressing significant trends toward intensified research in this field.
- Hiring of an academic advisor for the College to assist with early advising as well as improved advising in the Major/Minor including working with college curriculum committee and improving faculty advising is expected to have an impact on student persistence, progression and graduation.
- CHSBS considered how to leverage staff and faculty to strengthen partnerships with high school guidance counselors but we need to reach beyond the guidance counselors to the students and teachers. Here we have an advantage in having so many CMU alumni in the schools. We are discussing having CMU host a Model UN for high schools that would bring students to campus for a series of events. Another possibility would be to host the annual regional competition for National History Day as well as to host the statewide competition on a rotating basis.
- CHSBS is working on a presentation for Orientation, CMU and You Day, and other recruiting events that will highlight unique features of the building, facilities, and hands-on learning environment. The Virtual Tour will assist with this as well.

#### COLLEGE OF MEDICINE (CMED)

- Combined MD-graduate programs are highly desirable, particularly pairing the MD degree with a Masters' in Public Health, Masters' in Administration (health focus), and possibly with other graduate degrees. Strategic planning for this effort is anticipated to begin in approximately 2015.
- Start-up funding for the research and clinical missions of CMED was not planned or allocated.
- CMED enrollment will increase annually until the fifth class is accepted in 2017, reaching the full enrollment complement of 416 students.
- CMED's desired enrollment profile is 100% graduate students in the MD program.
- CMED has established endowed scholarships, granted based upon a combination of merit and demonstrated need.
- Physician shortage in MI is currently estimated at 2,000, rising to between 4,000 and 6,000 by 2020. This shortage is more significant in primary care and other generalist practices (emergency medicine, family medicine, general surgery, internal medicine, obstetrics-gynecology, pediatrics, psychiatry), and due to maldistribution of physicians, more severe in the central and northern regions of the state. The CMED mission focuses on addressing shortages in the region and in these specialty areas. Significant physician shortage exists in MI and nationally...employability and salaries are currently non-issues.
- MD degree program and residency programs are the first and only currently available in the Central or Northern part of Michigan.
- Through the AHEC, such activities (leverage staff and faculty to strengthen partnerships with high school guidance counselors) are beginning, and apply to all health related and health professions programs.

- CMED has hired a PR/Communications Director who, with the Dean's Executive Committee, and in collaboration with University Communications manages the marketing and awareness program.

#### SCIENCE AND TECHNOLOGY (CST)

- Most departments in the college can handle growth in enrollment.
- All departments, along with the college, are engaging heavily in recruitment and retention efforts.
- Most majors' enrollment will increase or stay even. Our enrollment drop will be in UP courses.
- CST's desired enrollment profile is to increase academic preparedness of undergraduate students.
- CST's new programs on the horizon: EES PhD program, and potential masters in engineering have demand from outside the university but are unlikely to significantly affect undergraduate enrollment.
- No programs currently in significant decline. Those that were, have been eliminated through the prioritization process.
- Biology is substantially revising curriculum.
- CST is always investing in new technologies.
- BLS projects an increase in most STEM fields over the next few decades.
- Significant opportunities for growth in engineering require additional investment from the university including new faculty lines and renovation of the ET building.
- The decline is in the UP classes and CST has responded by reducing fixed-term faculty.
- CST has 5-year strategic plan to address retention and recruitment.
- CST is providing a Student Success Center that will provide advising and tutoring for all students in our college.
- CST has hired a Director of Student Services and a CST Academic Advisor.
- All of the following CST metrics will be improved:
  - Freshman to Sophomore retention = 52%;
  - Sophomore to Junior retention = 65%;
  - 4-yr graduation rate = 11%;
  - 6-yr graduation rate = 26%.
- "First/Best/Only"
  - Undergraduate meteorology program is the only program in Michigan.
  - Marketing for the other programs is based upon the quality of faculty and experiences that students will gain.
- BLS projects an increase in STEM related careers for the next decade.
- CST has looked at like programs offered by Michigan community colleges but the primary issue is the quality of the programs and courses which must be considered.
- Leveraging staff and faculty to strengthen partnerships with high school guidance counselors will be part of the CST strategic plan initiatives as well as providing Admissions with specific information on our programs to take into schools that they visit.
- CST would like to see institutional/college-based merit aid program for high-achieving and "promise/ opportunity" prospects but will require funding from administration.
- CST marketing collateral is continuously updated, however, is it currently not focusing on the "first/best" aspect for most programs. It is focused on the "best" for a subset of high school students.

- CST has been working with UCOMM and Admissions to insure all information given out to the public is current and correct.

#### THE HERBERT H. AND GRACE A. DOW COLLEGE OF HEALTH PROFESSIONS (CHP)

- Enrollment changes for CHP will depend on the strategy adopted. The college is currently investigating increasing enrollment in existing programs. Some increased enrollment is possible in the graduate clinical programs, but the SCHs generated would be almost exclusively within CHP (no benefit to other colleges). Increased resources would be needed for any increases in existing programs. Increased enrollment in undergraduate programs is possible, but information to inform projections is soft. Development of new programs offers the possibility of new SCHs and substantial financial benefit to the other colleges. Startup costs (financial, space, etc) will be required to launch these programs. Nursing holds the greatest promise in terms of attracting new freshmen and SCH distribution to other colleges.
- We have a couple of programs with declining interest. To date, these declines have been offset by growth in other areas. Through academic prioritization, some of these programs have been eliminated or placed on hiatus.
- There are provider shortages in many of the professions in the college and in health-related jobs in general. Student interest in health professions is high and is anticipated to remain so for the foreseeable future.
- Increasing enrollment in current programs or starting new programs will require additional space, equipment, and faculty. The specific needs will depend on the strategy adopted.
- There is a certain expected level of attrition in CHP programs as enrollment in many of them is determined on a competitive basis. Opportunities exist to identify what happens to student who are not accepted into one of our programs (i.e., leave the university; select another CMU major; or quit college altogether, etc.). If certain programs attract these students, efforts to make the pathway to these programs should be explored. Our college does not deal with freshmen and we offer very few courses aimed at freshmen.
- CHP is interested in engaging in First/Best/Only activities. Data from first professional graduate programs would be relatively easy to collect at the college level. Undergraduate data would be more difficult to obtain. We would gladly work with Enrollment Management and OIR to collect, analyze and interpret these data.
- Department of Labor statistics cover employment opportunities well for the health professions.
- So called “ladder” programs are identified with community college programs, but are not valid concepts. For example, the Physical Therapist Assistant program at MMCC is not really a gateway to the DPT program at CMU. There is great distance between the associate degree in PTA and the doctoral level DPT. Very few PTAs have credentials that make them competitive for admission into the DPT program. Combining some of the programs offered at the community colleges with undergraduate majors (e.g., Health Fitness) may provide them with more employable skills. Thus far, the community colleges have shown little interest in partnering in this way.
- Connecting faculty/staff with high school counselors or other high school personnel is certainly possible. CHP sponsors the Michigan chapter of Health Occupation Students of America (HOSA) conference every year. This conference attracts some of the best high school students in the state who are interested in health careers as well as their faculty mentors. They interact with our faculty, staff and students while on campus.



**Committee Key Performance Indicators (KPIs)**

The Enrollment Management Committee is charged with:

- Recommend enrollment goals based on careful study and thorough discussion of external and internal data, in alignment with the strategic plan
- Evaluate current enrollment policies and practices in regards to their effectiveness in reaching established goals
- Recommend strategic initiatives for meeting enrollment goals based on the University's strategic plan, vision, and priorities
- Identify strategies for under-subscribed majors and programs

The priority initiatives of the Committee for the 2013-2014 year are:

- Refine undergraduate enrollment targets
- Review and update undergraduate admission criteria, as needed
- Promote four-year graduation
- Conduct major demand analysis
- Review and verify academic program offerings as compared to occupational opportunities and outlook along with other demand indicators

**ACTION PLANS****Committee Action Plan**

**ESS Goal 1:** Develop and implement a strategic enrollment management plan.

**Objective 1:** Develop a plan that aligns with and supports the university's strategic plan, mission, and vision to provide sound recommendations on an optimal enrollment profile and matters influencing achievement of enrollment goals.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Form Enrollment Management Committee	ESS	Faculty Staff Student	Dec 2012	Committee defined and meeting scheduled.	Committee formed and four meetings held Jan-Apr 2013, meetings to resume in the Fall.
Improve use of data to drive enrollment decisions.	ESS	EMC	Jan 2013	Provide data regarding discussion topics so that recommendations and decisions are informed and data driven.	<Completed/Ongoing> Binder provided for initial meeting and materials posted on the committee SharePoint site.
	ESS	EMC	Jan 2013	What Information is needed to inform decisions? Collection of any information that is identified and has not yet been shared.	<Completed/Ongoing> This question was asked in the first EM Committee meeting when the binder was shared. Additional information is pulled, as it is identified.
Create Strategic Enrollment Management(SEM) Plan	ESS		Feb 2013 Draft Sept2013 Final Published	Plan document created and shared with the committee	A draft was shared at various levels; input collected and incorporated; to be finalized for Sept 2013 distribution to the board.
	EMC	GC, Intl Grad, Academic Colleges	Aug 2013	Input from International & Academic Prioritization Committee; Input from Graduate Studies; Input from GC; Input from each of Colleges. Attain Subcommittee recommendations/metrics.	Content/feedback incorporated as shared.  Subcommittee recommendations will be collected for a future version after the committee reconvenes in Fall 2013.
Form Subcommittees with focus on 4 strategic areas: Academic, Recruiting, Retention, and Service	EMC		Mar 2013	Form Subcommittees	<Completed> posted.
	EMC- Subs		Fall 2013	Subcommittees meet, confirm summaries and assign a lead as well as provide recommendations.	<To Be Rescheduled> May2013 meeting was cancelled so agenda was moved to first Fall meeting to be scheduled.

Action Item - <i>ESS Goal 1 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Establish concrete objectives and metrics to qualify and quantify goal attainment :	ESS-Johnson/ Tickle	UGAdm, AAdv OSS OFA	Aug 2013	Action plans with metrics	<Completed> ESS Division Goals and SEM Plan Recommendations from the Committee are being included as action plan items for improved progress tracking in its own section which can be extracted and maintained.
	EMC –Subs			Review/Expand Action plans for sections that align with each subcommittee.	
	ESS	EMC		What resources are needed for recruiting and enrollment of students	Copied to ESS-Recruiting goal Action Plan
	ESS	EMC		Should we lower our admission standards? If so, a. What would be the impact on the number of new students b. What impact would this have on retention; for these students and overall	Copied to ESS-Recruiting goal Action Plan
	ESS	EMC		Should we change (lower) our tuition for non-resident students a. What should we charge b. What is the impact on the number of out of state students we enroll c. What is the financial impact	
	ESS	EMC		What should be our financial aid philosophy backed up by data? a. Mix of merit vs. need based aid b. Amount of university financial aid c. What should our ‘discount’ rate at various levels d. What is the right amount of university dollars needed e. Who should we give money to	<WIP> a new Financial Aid philosophy was shared in Aug 2013 so this question was copied to the ESS-Financial Aid goal action plan.

## Marketing Action Plan

**ESS Goal 2:** Develop and implement a comprehensive student marketing and recruiting campaign.

**Objective 1:** Strengthen the University's brand identity in its current market as well as expand reach and exposure beyond the current market.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Improve brand recognition and awareness of CMU within Michigan and beyond current markets	UComm	ESS	Spring 2013 10 weeks  Late Summer 2013	Update and invest in new marketing and advertising opportunities, including collateral, giveaways, brochures, television spots, and public broadcasting to increase awareness and brand recognition.	Launched a Spring 2013 Media Campaign <b>Discover Central – Discover You</b> <ul style="list-style-type: none"> <li>TV, Billboards and radio ads scheduled for 10 weeks, aligned with Fall 2013 recruiting cycle</li> <li>complementary campaign to follow</li> </ul>
	UComm		12/31/2013	Establish a social media presence for Undergraduate Admissions.	Complete: Official CMU Social Media site established and maintained.
	UComm	ESS		Clarify value proposition, competitive advantage, and brand identity.	<IP>
Develop and implement a market research plan; Identify and cement markets	UComm-Knight, ESS-Johnson	UG Adm-Speakman	7/1/2013	Market analysis completed defining current market and segmentation; generating opportunities we choose to pursue and planned with specific metrics	<IP>
	UComm / ESS		June 2013	RFP distributed to review perceptions on institutional brand along with the choices students are making.	RFP was sent to multiple vendors in June
	UComm / ESS	Affected Depts	TBD	Address the psychographic issues – why are students not coming, etc.?	With data from the RFP engagement, a brand strategy can be formalized and specific plans to address any issues beyond marketing need to be added to the appropriate action plans.
Align and orchestrate marketing and communications efforts targeted at prospective students, their parents and those who influence them; communicate in a campaign format	UComm / ESS	UG Adm	June 2013	A strategic, methodical plan for communications targeting individual students (and in some cases, their parents and influencers)	An integrated communication plan for Fall 2013 was created and UG Admission communications adjusted and improved accordingly. Specific pieces created as needed.
Council of Deans: At 2 Alumni events feedback was provided on what they(Alumni with college age kids) see about CMU:				1) Identify opportunities to leverage CM Life to support recruitment and retention efforts. 2) Need to change the promotional message of what comes out of CMU.	

## Recruitment Action Plan

**ESS Goal 3:** Develop a comprehensive recruitment strategy for increasing and diversifying the University's student applicant pool.

**Objective 1:** Expand the student prospect and applicant pool in respond to cohort declines in current applicant pool.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Review current application process and admissions standards Review and update undergraduate admission criteria, as needed			Spring 2013	Explore a Common Application and what benefits it may provide for increasing number and caliber of applications.	Holistic components to participate were researched and it was not appropriate for Fall 2013 recruiting. Holistic aspects to continue to be pursued by the new Director.
	Dir/UG Adm	UG Adm Support	August 2013	Communicate with students who completed but did not submit their applications. "Ghost" (un-submitted) applications can be processed as "incomplete" applications. Applicants of "partial" apps can be contacted to encourage completion.	For the first time, "Ghosts" received scheduled communications to facilitate completion. (>3,000 un-submitted and >3,000 partial). This shifted application numbers from--4% to +4% in comparison to last year. A unique source was not loaded for tracking progress as a inquiry/lead source of partial & un-submitted apps.
	Dir/UG Adm	UG Adm Support Staff; Mgr/Comm-Adm;	June 2013	Increase frequency of scheduled communications to "incomplete" applicants to reduce missing materials and increase the timeliness of decisions. Examine the most common item(s) missing that keep a decision from being made to plan needed improvements / communications.	Implemented new monthly (email/1call) communications, after the current single letter being sent regarding missing materials needed for an admit decision. Transcript is the most common item missing for a decision. As of 6-20-13: 4,000 incomplete apps (3,000 newly added Ghosts). Slow decline began in response to new monthly reminder communications.
	Dir/UG Adm	UGAdm Counselors		Evaluate "incomplete" applications where only the application fee payment is left.	Waived the \$35 app fee for admissible students so a decision can be made. About 450 app fees were waived as of 6/20/13 and moved to the queue for decision. Need to track #Admitted and #Enrolled for these.
	Dir/UG Adm	UGAdm Counselors	July 2013	Reduce the number of applications "on hold" by making decision based on information available.	Eliminated the large number of files on Hold (> 800) for Fall 2013. 6/20/13. <400 left to review and 400 being decided (most were offers, a few denied).
	Dir/UG Adm	ResLife	June/July 2013	Increase Paid Admits (Deposits) by 100 students: Utilize newly created Maroon & Gold Scholarship* to enhance yield of admitted students who have not yet paid.	Initial award letter sent then reminders (email/1Call). As of 6/20/13, 136 of 1500 offered a scholarship confirmed attendance. *HSGPA 3.1 - 3.49/ ACT 20 or >

Action Item - <i>ESS Goal 3-Obj 1 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Create provisional admissions standards	ESS-AA ESS-UG Adm	ESS		Academic Empowerment Program was piloted and refined.	Program refined after 2012-13 pilot of 202 students (70% eligible to return).
	ESS-UG Adm	Adm Counselors		Spring 2014 Conditional Admit program defined with targeted follow-up assigned to counselors.	Spring 2014 Conditional Admit is drafted with anticipated numbers: 1,000-1,200 invitations; 25% response and 8-10% become actual transfer students.
Hire an Admissions/Communication Mgr	Rinke; Tickle	team	6/1/2013	Position hired.	Completed successfully-started 6/24/13
Determine desired <u>enrollment profile</u>			May/Jun 2013	Refine undergraduate enrollment targets and revisit the profile for adjustments.	Fall 2013 targets: 2,850* FTIAC /1,050* Transfers *Revised 6/2013
Develop an annual recruitment plan to guide annual admissions efforts.	UG Adm			Maintain High Achieving student apps FY14 1,500; FY18 3,000	FY12 1,269; FY13 1,233
Increase recruitment of out-of-state students, south / west states will see significant increases in high school graduates through 2020	ESS-UG Adm			Increase leads from out-of-state to expand geographic representation FY14 1,600; FY18 3,000	FY12 1,266; FY13 1,426
Increase participation in national and professional associations to build networks; learn/share best practices.	ESS-UG Adm			Identify/plan attendance at NACAC confr to extend visibility and recognition of CMU that align with outreach areas.	13 NACAC conferences added to the out of state recruiting travel in Fall13
Increase effort to recruit Southeast MI	ESS-UG Adm			Increase leads from Southeast Michigan FY14 10,750; FY18 9,000	FY12 10,865; FY13 10,533
Explore a Program to engage HS counselors from schools / districts not historically in CMU's market, encourage student interest from home areas & develop referral relationships.	ESS-UG Adm Williams			Define a plan for implementing the Counselor Fly-in Program for Fall 2014 recruiting.	
Develop partnerships with campus constituencies (Alumni, MASS, colleges) to diversify the applicant pool	Dir/UG Adm			Increase Minority applications FY14 5,500; FY18 7,000	FY12 4,898; FY13 5,501
Build relationships with students attending CMU charter public schools	Dir/UG Adm ESS Mgr/CRM	Tim Odyrkirk		Increase FTIAC applications FY14 21,000; FY18 25,000	FY12 18,366; FY13 18,185
Enhance community college partnerships	UG Adm; Registrar	CCs		Increase Transfer student apps FY14 4,000; FY18 5,000	FY12 4,079; FY13 3,898 Finalized +4 reverse transfer agreements.
Connect with prospective students/families who visit CMU/MtPI.	Derek; Seelye;	NWilliams UComm		Athletic Events (20-25,000) Camps and big events(~200,000)	Plans to share data for communication campaigns (camps available Sept2013)
Engage alumni in recruiting	Dir/UG Adm	Alumni		Outline outreach/training & schedule	
Support individual colleges in their marketing efforts, including helping them to prioritize big impact, first-step initiatives	Dir/UG Adm			Enable improved communication from the Colleges to prospective and new students to increase confirmation rates and reduce the number who choose to go elsewhere.	Provide monthly student list by College-they can communication with prospective ("Offered"-Admit/Not Pd) new ("Offer Confirmed- Admit/Pd) students

**Objective 2:** Establish a Prospect / Lead Management framework for monitoring the enrollment funnel.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Utilize EMAS (Enrollment Management Action Systems) to report current prospect / inquiry management until Talisma/CRM is implemented. EMAS is Admissions current CRM tool. (CMU hasn't captured leads historically beyond ACT & transcripts. Beginning with 2012, all lead data should be captured/loaded, where available, as a baseline for comparison with 2013 data).	ESS-Mgr/CRM	UG Adm; OFA	Feb 2013	<p>Develop a Prospect/Lead Management process and baseline prospects/leads by source and conversion to applicant rates.</p> <p>a) Identify key inquiry sources not currently receiving communications or response from CMU. Students initiated inquiries have higher conversion rates than university initiated recruiting and should be a priority response. Implement a process for:</p> <ul style="list-style-type: none"> <li>▪ Transcripts &amp; Scores coming in on paper (mail/fax) for non-applicants</li> <li>▪ un-submitted and partial "Ghost" applications</li> <li>▪ loading FAFSA data for non-applicants</li> </ul> <p>b) Identify reporting potential from the current system and any process/system issues which need to be corrected to solidify the short-term framework &amp; process in preparation for Talisma CRM.</p> <p>c) Identify Lead Trends</p>	<p>Investigated, documented, and prioritized all available and desired lead sources; establish benchmark metrics, where available. Define any data/process issues for correction so 2013-14 data will be more complete and usable for decision making.</p> <p>a) EMAS load so included in communications sent.</p> <ul style="list-style-type: none"> <li>▪ &gt;1,900 Non-applicant Transcripts</li> <li>▪ 300 Non-applicant "paper" Scores</li> <li>▪ &gt;4,000 Un-submitted Ghost Apps</li> <li>▪ &gt;3,000 Partial/started Ghost Apps</li> <li>▪ 6,500-8,500 Non-Applicant FAFSA's were not loaded but data extract for CRM &amp; Data Warehouse was identified</li> </ul> <p>b) Data elements not consistently captured /loaded for reporting (source; stage, enrollment term state/geography; and Fr/Tr student type). Fields corrected in EMAS data based on a best guess; mandatory fields identified /loads fixed. Email was not being captured for communication forcing mail. New lead sources are not being loaded so 2013-14 data will not be complete in EMAS to compare to CRM.</p> <p>c) Trends</p> <ul style="list-style-type: none"> <li>▪ # leads increasing (capturing more consistently and more lead sources)</li> <li>▪ ACT Scores sent by students is largest source of new leads for an academic year– tailored communications could improve conversion.</li> <li>▪ CAPPEX as a University Web Search tool send significant numbers of unique new leads. Tom is looking at other top searches like FastWeb.</li> </ul>

Action Item - <i>ESS Goal 3-Obj 2 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
	ESS-Mgr/CRM; OIT	Dir/UG Adm; UG Adm Support Staff; UComm	April 2013	Design and implement a Web Inquiry Form missing from the CMU site, similar to that used by Global Campus which provides approximately 60% of their leads.	<i>The first inquiry forms were submitted within 15 min. of launch without announcement of the form being available (Easily found accomplished!). An average 450 inquiries/mo were submitted for the first three months. 1,500 total inquiries through 6/13/13, resulting in 785 unique new student leads across 4 academic years.</i>
	ESS-Mgr/CRM; OIT		March 2013	Document undergraduate admissions processes and identify both short-term and long-term improvements.	<p>Review processes and document current enhancements.</p> <p><i>A few improvements made in ImageNow system processing of transcripts to automatically post transcript receipt on the Track My App for students. Much of the manual effort of the current processes <u>cannot</u> be eliminated due to limitations of the current EMAS system.</i></p> <ul style="list-style-type: none"> <li>▪ <i>Manual data loads and export data/manipulation for communication in EMAS can all be built / scheduled and then run without manual intervention in the Talisma system.</i></li> <li>▪ <i>Communication Campaigns automatically run in CRM based on defined data elements/criteria being met allowing very tailored/automated communications that will expand the communication plans we can offer today in EMAS that require export/manipulation of files and manual fulfillment.</i></li> </ul> <p><i>Event Management and automated communications and tracking related to the events will capture leads in CRM that we don't consistently capture, communicate with or track today in EMAS.</i></p>



**Objective 3: Implement Talisma CRM on campus in undergraduate admissions.**

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Improve communication throughout the student life cycle through implementation of Customer Relationship Management (CRM) strategies.	GC-Mgr/CRM	ESS/Mgr/ CRM & OIT	Mar/April 2013	Participate in the Global Campus <u>Upgrade of Talisma CRM to the Higher-Education Pack Requirement Meetings and Training.</u>	Understand the data structure of the upgrade and the plans for Global Campus to migrate existing Campaigns and Events for planning On-Campus parallel requirements. <i>Implementation was delayed till 6/3/13. Participated in requirements and training. *Ability to use the test environment was restricted until May and then again for a refresh till August.</i>
	ESS-Mgr/CRM		Jan 2013	Establish a Lead Management framework to understand the <u>data</u> that will need to be loaded to CRM.	<i>See the ESS Goal 3 Objective 2 for details.</i>
	ESS-Mgr/CRM	UG Adm ESS Dirs	Jun 2013	Establish a template to build out a <u>communication plan</u> for UG Admissions and have the ESS directors plan student / parent communications they do and/or want to add that can fill out the plan.	<i>The template was developed and shared with the ESS Directors and drafts of plans from primary areas were shared. UG admissions created a matrix only till the new Director started and defined a basic plan with UComm for Fall 2013 forward. Alignment with GC processes will allow cloning of their established campaigns.</i>
	Rinke; Tickle	Dir UGAdm; UComm ESS	May 2013	Hire a Manager of Communication for the Admissions area who can coordinate the building of an integrated communication plan in the Talisma product.	<i>Started 6/24 and can participate in the delayed kickoff of CRM having had a chance to get up to speed.</i>
	ESS-Mgr/CRM	UG Adm	Oct-Apr 2013	Understand <u>processes</u> in UG Admissions; where there are breaks and opportunities for improvement; implement some key fixes and prioritize work request till start CRM conversion.	<i>Liaison with OIT for Admissions fixes. Fixed Transcript system issues and resolved 3 month backlog. Implemented a Web Info Request Form. Implemented Remote Access (VMWare). Designed a Visit/Event simplified solution.</i>
	CIO ESS-Mgr/CRM	Each Admission office OIT	April2013	Establish process documentation for the Admissions office process(es) so differences can be identified and impact of requests better understood.	<i>Initial high-level process was drawn. The UG Admissions' CRM implementation aligning with the GC processes that have already been optimized gets CMU to a single process for the majority of admissions. The rest can be tackled adding the smaller admissions area into CRM.</i>

Action Item - <i>ESS Goal 3-Obj 3 cont.</i>	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes/KPIs	Actual Outcomes
Continued from prior page	VP ESS; ESS-Mgr/CRM	Dir UGAdm; OIT; VP GC	April 2013	Establish a Statement of work with Talisma/CRM vendor (Campus Management) to design/assist in the initial on-campus implementation for undergraduate admissions. Defining a 2nd campus & what data should be shared vs. separate between campuses is critical to avoid impacting Global Campus' processes.	With a solid understanding of the data sources that we need to implement, an SOW was requested. Budget approval delayed commitment. Signed SOW for Phase 1 On-Campus project with UG Adm and Introduction phone call held in April 2013. Kickoff scheduled for 6/11-13 was postponed.
	ESS-Mgr/CRM	Dir UGAdm;	June 2013	Global Campus Process to be "cloned" as the design for UG Admissions implementation with an initial scope focused on inquiry. Data sources to be included in the scope are key Student Initiated: Web Inquiry; Ghost Apps; Visits Scores; College Web Search; & FAFSA. Requirements communicated with the vendor need to emphasize reuse of existing/approved processes that will be "shared" vs time spent on broken or inefficient "as-is" processes.	Admissions Process Diagrams reviewed. Updated the requirements document with these process diagrams as the requirement for implementing a shared CRM environment. Significant documentation is needed to capture process differences and bring the process flows current(5yrs old). High-level process flows need created to tie detail flows together scheduled with Pat Fox (GC) and UG Adm process owners to have current going into the kickoff.
	ESS-Mgr/CRM	UG Adm: Dir Mgr/Com m OIT-Rohn & Reid	Sept2013* Postponed now Feb2014	Talisma/CRM Implementation for UG Admissions targeted to begin Spring 2013 after the GC upgrade, migrating data for Fall 2013 and beyond. It will provide improved, automated, fully integrated communication plans, full tracking of all sources & improved dashboard/reports.	Talisma/CRM contract was signed 5/3/13. Kickoff scheduled for 6/11-13 (postponed*) Kickoff rescheduled for 9/23-25. The project will run approximately 4 months putting implementation likely in Jan/Feb.
Complete import of all Admission Prioritized Lead Sources	Mgr/CRM ESS or GC?	OIT; ESS Dir	Spring 2014	Continue to load additional lead/inquiry sources into CRM as secondary phases until all key sources are available; automatically managed in campaigns and being tracked / reported.	Non student initiated lead sources will not be included in the initial scope and will be completed as a second phase outside the vendor SOW project. Scoping/timing depends on Phase I timing.
Rollout CRM to the next critical area	Mgr/CRM ESS or GC?	ESS Dir		Create a CRM Roadmap.	Rollout to be determined by the full ESS communication plan being developed but likely involves: Orientation; Housing; Financial Aid; OSS/Retention & Registrar with student communications to integrate.

## Service Action Plan

### Goal 4: Enhance Student Engagement.

#### Objective 1: Increase out-of-classroom experiences for student connection to campus, social and civic responsibility, and personal growth.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
<u>Increase participation</u> in co-curricular activities (student organizations, service opportunities, leadership events, campus activities) and <u>enhance student engagement</u>	ESS-ResLife			Increase in first year students attending Leadership Safari program to maximum capacity of 1900.	Fall 2013 – 1,900; Fall 2012 – 1,736
Add a Greek Life and Student Involvement Coordinator to adequately support students involved in Greek organizations and encourage increased involvement and outreach opportunities.	<Damon>			Establish baseline participation numbers for all areas of the Office of Student Activities & Involvement (Student Activities, Fraternity & Sorority Life & Student Organizations).	Total students involved in student organizations: FY13 – 5,656 FY12 – 4,040
	<Damon>			10% increase in the student use of Orgsync (Student Organization Management tool)	Students logged in/registered FY13 – 10,227
Explore creation of a Substance Abuse Education Coordinator to educate the community on the impact of substance abuse based on trend data, research & # of cases.	Rapaport	ESS Student Affairs	Fall 2012	Collaboratively complete the planning and research necessary to write a Substance Abuse Education Coordinator position request for submission.	Final Coordinator Alcohol, Other Drug Abuse and Violence Prevention and Intervention Position request was submitted for FY14 but funding did not allow it to be pursued. It will be resubmitted for FY15.
Review the Volunteer Center staffing structure to determine appropriate levels required to meet volunteer and service needs of students.	<Shawna>			Staffing Proposal.	A proposal was received and approved with base funding which will allow expanding the program and hiring another FTE.
Increase the Leadership Institute workforce to provide appropriate staffing to allow for improved service and expanded outreach.	ESS-LI			Staffing Proposal.	In August 2012 two additional positions were created in the Leadership Institute. One Assistant Director (P&A-3, 1.0FTE) and one Administrative Secretary (OP-5, 1.0FTE) were hired and have performed exceptionally well during their first year.
Create a leadership program assessment plan intended to assess performance in civic responsibility and student engagement.	ESS-LI			Develop and implement methods to collect baseline data demonstrating Leadership Institute students' engagement. (e-Portfolio and new online protocol documentation for the Leader Advancement Scholarship)	Developed an e-Portfolio system that allows self-reporting of student progress toward stated learning outcomes & competencies for LAS. This was complimented by the online protocol documentation launched by LI. These efforts were highly successful resulting in a national presentation at the annual convention of the American College Personnel Association (ACPA) in March 2013. Currently using these tools to develop an assessment plan for all LI programming in FY13-14 that measures student progress towards learning outcomes and tracks unique students

**Retention Action Plan**

**ESS Goal 5:** Develop and implement strategies to identify and mitigate student attrition

**Objective 1:** Mitigate student attrition by:

- Identifying factors that cause students to drop-out or stop-out
- Decrease over-reliance on the enrollment of new students (FTIAC)
- Improve year-over-year persistence rates

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Establish a staffing model focused on student retention.	ESS-OSS			Establish a proposal for establishing an Office of Student Success (OSS).	Proposal was presented and approved in 2013 with hiring in-progress for Fall. ESS launched OSS in August 2013.
Identify a vendor to conduct research on why students leave.	ESS-OSS				CMU will participate in the EAB Student Success Collaborative.
Define desired metrics for evaluation and student success	ESS-OSS				See table 1 below; to be updated in Jan 2014.
Identifying factors that cause students to drop-out or stop-out	ESS-OSS	Success Coaches		Decrease 4 year drop out /stop out rate by FTIAC cohort.	55.6% (FY12) down from 59.2% (FY11)
Improve persistence rates	ESS-OSS	Success Coaches		Increase year-over-year persistence rates	2009 cohort saw improved persistence but cohort 2010 and 2011 have decreased or are not yet available
Promote four-year graduation	ESS-OSS	Success Coaches		Increase 4- and 6-year graduation rates	20.6% (FY10) up from 20.54% (FY9) for the 4 year graduation rate

**Table 1**

Mitigate Student Attrition					
	FY 9	FY 10	FY 11	FY 12	FY 13
4 Yr Drop out / Stop out rate by FTIAC cohort	2006 cohort= 56.5%	2007 cohort= 55.3%	2008 cohort= 59.2%	2009 cohort= 55.6%	TBD
Persist Year 1 to Year 2 (Fr –So)	2008 cohort= 76.1%	2009 cohort= 79.6%	2010 cohort= 75.8%	2011 cohort= 75.4%	TBD
Persist Year 2 to Year 3 (So –Jr)	2008 cohort= 67.6%	2009 cohort= 69.2%	2010 cohort= 67.3%	TBD	TBD
Persist Year 3 to Year 4 (Jr –Sr)	2008 cohort= 63.3%	2009 cohort= 65.0%	TBD	TBD	TBD
4 Year Graduation Rate	2008 cohort= 20.54%	2009 cohort= est. 20.6%	TBD	TBD	TBD
6 Year Graduation Rate	TBD	TBD	TBD	TBD	TBD

**ESS Goal 6:** Review and analyze the academic advising process and develop strategies to support student success.

**Objective 1:** Recommend an academic advising model that promotes student success by reducing the number of undeclared students in the first year.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Review academic advising philosophy and structure	ESS-AA			Academic Advising proposal.	The current structure was reviewed and a proposal delivered
Review applicable academic advising models to provide better alternatives for CMU.	ESS-AA			Achieve a 300:1* ratio of student to faculty/staff over a 5-year period.	General academic advising average over the last 5 years: 5,700:5 (1,140:1 ratio). Hiring 5 additional Advisors in Fall 2013 shifts that ratio to 570:1
Engage academic colleges to encourage major selection at the time of application for early major selection and academic program planning.	ESS-AA	Academic Colleges		Decrease the number of students with an undeclared major and no official academic program plan to graduate.	52% Undeclared freshmen being advised. Holds decreasing as advising appointments increase. (Table 2 below)
Review existing advising resources to determine if appropriate staffing is available to successfully deliver advising services university-wide.	ESS-AA	Res Life		Maintain >85% Residence Hall students contact.	87% of residence hall students were advised in 2011-2012. (Table 3 below)
	ESS-AA			Increase % of students who successfully complete the Academic Empowerment program, eligible to return.	70% of 202 Pilot students in 2012-13 were eligible to return.
Develop a transfer advising program and increase the level of service offered to transfer students to improve their experience.	ESS-AA Transfer Coordinator			Baseline new transfer students who have met with an academic advisor.	63% (421) of new transfer students were academically advised in Transfer Advising Services in Fall 2012 (excluding students who declared College of Business or Teacher Education).
Develop a parent/family program.	ESS-AA Parent/Family Coordinator	ESS-UG Adm		Foster relationships with parents and families of current and prospective students through open communication specific to their needs and concerns.	Launched Family Central, a web site with resources for the family.

**Table 2**

Correlation of Advising and Declaring a Major by 56 Credit Deadline			
Year	Holds (Placed at 56 CRS)	Advising Appointments	%Undeclared Freshmen Advised
2007-2008	603	3,448	n/a
2008-2009	536	3,996	n/a
2009-2010	374	4,029	54%
2010-2011	190	4,166	45%
2011-2012	156	3,944	52%
2012-2013	TBD	TBD	TBD

**Table 3**

General Advising Student Contact- Residence Hall Cohort			
Year	Residence Hall Population	Total Student Contact	% of Student Contact
2007-2008	6,011	4,582	76%
2008-2009	6,077	4,671	76%
2009-2010	5,982	5,049	84%
2010-2011	6,475	6,236	96%
2011-2012	6,326	5,522	87%
2012-2013	TBD	TBD	TBD

**ESS Goal 7:** Complete a comprehensive review and implement recommendations for student scholarships and financial aid.

**Objective 1:** Improve the leveraging of institutional financial aid to award financial aid in a manner consistent with recruitment and retention goals.

Action Item	Responsibility Center	Others Involved	Target Implementation Date	Expected Outcomes	Actual Outcomes
Reference the Scannell and Kurz analysis to identify options for achieving the desired enrollment profile.	ESS-Fin Aid		FY15	A financial aid packaging philosophy proposal to be developed and submitted in August of 2013 to begin FY15:	Proposal was submitted and is under review with expected final recommendations in Sept. 2013.
Revise the merit-based award structure with particular focus on attracting an increased number of high-achieving students.	ESS-Fin Aid		FY15	<ul style="list-style-type: none"> <li>Honors-eligible students</li> <li>Leadership Institute participants</li> <li>GPA 3-3.5 (largest FTIAC population)</li> </ul>	TBD
Develop a need-based award program specifically engineered for students with exceptional financial need.	ESS-Fin Aid		FY15	<ul style="list-style-type: none"> <li>Need based for rising Junior/Senior</li> <li>Incentivize degree completion</li> <li>Qualified transfer students</li> </ul>	TBD  Table 4 shows # FAFSAs received increasing by approx. 1% each year.
	ESS	EMC		What should be our financial aid philosophy backed up by data? f. Mix of merit vs. need based aid g. Amount of university financial aid h. What should our "discount" rate at various levels i. What is the right amount of university dollars needed j. Who should we give money to	<WIP> a new Financial Aid philosophy was shared in Aug 2013.

**Table 4**

Number of FAFSAs Received					
FY2008	FY2009	FY2010	FY2011	FY2012	FY2013
26,443	29,005	32,686	35,050	36,703	TBD
	+1.09%	+1.12%	+1.07%	+1.04%	TBD

**APPENDICES****CMU Enrollment Trends****Fall Semester Enrollment Statistics**

	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006*</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>1-Year Change</b>	<b>5-Year Change</b>
<b>Total CMU Enrollment</b>	28,003	27,936	27,452	27,100	26,787	27,354	27,357	<b>28,389</b>	28,311	27,693	-2.2%	3.4%
Undergraduate Enrollment	19,642	19,934	20,012	20,173	20,091	20,540	20,580	21,633	<b>21,698</b>	21,332	-1.7%	6.2%
Graduate Enrollment	<b>8,361</b>	8,002	7,440	6,927	6,697	6,814	6,777	6,756	6,613	6,361	-3.8%	-5.0%
International Enrollment	786	741	709	745	685	790	897	<b>1,093</b>	964	913	-5.3%	33.3%
Minority Enrollment	4,567	4,607	4,317	4,223	4,145	4,256	4,210	4,439	4,718	<b>4,810</b>	1.9%	16.0%
New Freshman (FTIAC) Enrollment	3,680	3,762	3,744	3,822	3,819	3,899	3,724	<b>4,215</b>	3,899	3,417	-12.4%	-10.5%
New Transfer Enrollment	1,367	1,341	1,417	1,477	1,320	1,309	1,440	1,527	<b>1,608</b>	1,510	-6.1%	14.4%
Undergraduate Student Credit Hours	263,958	269,565	269,976	270,905	269,276	273,671	272,776	283,736	<b>284,200</b>	276,198	-2.8%	2.6%
Graduate Student Credit Hours	<b>50,941</b>	49,504	46,404	44,197	43,492	43,832	43,796	43,464	43,106	41,285	-4.2%	-5.1%
<b>On-campus Enrollment</b>	19,402	19,792	19,917	20,025	19,867	20,246	20,444	<b>21,290</b>	21,220	20,504	-3.4%	3.2%
Undergraduate Enrollment	17,509	17,949	18,100	18,331	18,163	18,454	18,542	<b>19,368</b>	19,357	18,686	-3.5%	2.9%
Graduate Enrollment	1,893	1,843	1,817	1,694	1,704	1,792	1,902	<b>1,922</b>	1,863	1,818	-2.4%	6.7%
International Enrollment	386	375	362	431	452	518	555	<b>605</b>	587	563	-4.1%	24.6%
Minority Enrollment	1,484	1,627	1,648	1,756	1,663	1,617	1,628	1,851	2,025	<b>2,095</b>	3.5%	26.0%
New Freshman (FTIAC) Enrollment	3,623	3,741	3,718	3,789	3,771	3,864	3,691	<b>4,173</b>	3,838	3,345	-12.8%	-11.3%
New Transfer Enrollment	1,071	1,101	1,107	1,180	1,096	1,062**	1,160	1,270	<b>1,328</b>	1,215	-8.5%	10.9%
Undergraduate Student Credit Hours	247,177	253,802	254,900	256,285	253,174	256,272	255,046	<b>263,515</b>	263,479	252,344	-4.2%	-0.3%
Graduate Student Credit Hours	14,630	14,301	14,402	13,460	14,220	14,340	15,483	<b>15,777</b>	15,486	15,115	-2.4%	6.3%
One-year Retention Rate	77.2%	77.9%	77.0%	75.9%	76.0%	77.5%	76.1%	<b>79.6%</b>	75.8%	75.4%		
Two-year Retention Rate	67.8%	68.5%	68.8%	67.5%	65.0%	67.3%	68.4%	67.6%	<b>69.2%</b>	67.3%		
<b>Global Campus Enrollment</b>	<b>8,601</b>	8,144	7,535	7,075	6,921	7,108	6,913	7,099	7,091	7,189	1.4%	3.9%
Undergraduate Enrollment	2,133	1,985	1,912	1,842	1,928	2,086	2,038	2,265	2,341	<b>2,646</b>	13.0%	37.2%
Graduate Enrollment	<b>6,468</b>	6,159	5,623	5,233	4,993	5,022	4,875	4,834	4,750	4,543	-4.4%	-9.0%
International Enrollment	400	366	347	314	233	272	342	<b>488</b>	377	350	-7.2%	50.2%
Minority Enrollment	<b>3,083</b>	2,980	2,669	2,467	2,482	2,639	2,582	2,588	2,693	2,715	0.8%	9.4%
New Freshman (FTIAC) Enrollment	57	21	26	33	48	35	33	42	61	<b>72</b>	18.0%	50.0%
New Transfer Enrollment	296	240	<b>310</b>	297	224	247	280	257	280	295	5.4%	31.7%
Michigan site enrollment	5,273	5,083	4,818	4,531	4,886	5,257	5,245	5,663	5,703	<b>6,017</b>	5.5%	23.1%
U.S. site enrollment (non-Michigan)	<b>3,083</b>	2,808	2,486	2,154	1,858	1,722	1,557	1,339	1,271	1,105	-13.1%	-40.5%
Non-U.S. site enrollment	245	253	231	<b>390</b>	177	129	111	97	117	67	-42.7%	-62.1%
Undergraduate Student Credit Hours	16,781	15,763	15,076	14,620	16,102	17,399	17,730	20,221	20,721	<b>23,854</b>	15.1%	48.1%
Graduate Student Credit Hours	<b>36,311</b>	35,203	32,002	30,737	29,272	29,492	28,313	27,687	27,620	26,170	-5.2%	-10.6%

\*First year using new student system SLCM.

\*\*Does not include summer entrants. Approximately 70 more than normal began in the summer due to ending of CMU Promise.

**Bolded** figures are highs during the covered 10-year period.

Due to continuous enrollment, Global Campus enrollment figures pertain to the Fall term (end-of-semester) of the prior year per official count date policy.

Enrollment counts are unduplicated headcounts and students enrolled at both on-campus and Global Campus are included in the on-campus total.

[CMU Board of Trustees Enrollment Count Date Policy](#)

Historic FTIAC Entering Academic Credentials

Average ACT Score by Year											
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
National	20.8	20.8	20.9	21.1	21.2	21.2	21.1	21.1	21.0	21.1	21.1
<b>CMU</b>	<b>22.2</b>	<b>22.0</b>	<b>21.8</b>	<b>21.8</b>	<b>22.0</b>	<b>22.2</b>	<b>22.2</b>	<b>22.3</b>	<b>22.3</b>	<b>22.6</b>	<b>22.5</b>
Michigan	21.3	21.3	21.4	21.4	21.5	21.5	19.6	19.6	19.7	20.0	20.1

Average GPA by Year (4.0 scale)			
	2000	2005	2009
National	2.94	2.98	3.00
<b>CMU</b>	<b>3.35</b>	<b>3.29</b>	<b>3.30</b>
Michigan	N/A	N/A	N/A

CMU Financial Aid Discount Rate - by Class Standing

CMU Discount Rate by Class Standing									
Year	Class Standing	Count	Tuition & Fees	Total Tuition Revenue	Institutional Aid**			Discount Rate	% Receiving Inst. Aid
					Number Receiving Aid	Average Amount Received	Total Grant Aid		
2011-12	Freshman	4974	10,740	53,420,760	2,642	5,158	13,628,563	25.51%	53%
	Sophomore	4425	10,740	47,524,500	1,665	4,088	6,806,994	14.32%	38%
	Junior	4040	10,740	43,389,600	1,503	2,830	4,252,946	9.80%	37%
	Senior	5734	10,740	61,583,160	1,578	2,544	4,013,976	6.52%	28%
2010-11	Freshman	5260	10,380	54,598,800	2,938	3,599	10,572,909	19.36%	56%
	Sophomore	4229	10,380	43,897,020	1,835	3,089	5,667,525	12.91%	43%
	Junior	3993	10,380	41,447,340	999	3,324	3,320,522	8.01%	25%
	Senior*	5714	9,120	52,111,680	1,106	3,070	3,395,256	6.52%	19%
2009-10	Freshman	4732	10,170	48,124,440	2,625	3,740	9,816,735	20.40%	55%
	Sophomore	4152	10,170	42,225,840	1,288	3,033	3,906,911	9.25%	31%
	Junior*	3806	9,120	34,710,720	916	3,230	2,958,298	8.52%	24%
	Senior*	5640	7,530	42,469,200	1,027	2,822	2,898,419	6.82%	18%

\* Lower tuition & fees due to students still being under the CMU Promise.

\*\* Institutional Aid includes all awards listed below:  
 1. Departmental Scholarships  
 2. Endowed Scholarships  
 3. Institutional Grants

Awards that were excluded from the Institutional Aid Category include:  
 1. Athletic Aid  
 2. Michigan Indian Tuition Waiver  
 3. CMU Tuition Waiver

Office of Institutional Research, CMU

December 2012

This data highlights the difference for Junior/Seniors and includes duplicates (1 person receiving 2 or more awards). Per OIR, 2012-13 data will not be available until September 2013.



**CMU Financial Aid Discount Rate – Comparing Select Michigan Universities/Freshmen**

Freshman Discount Rate for Select Michigan Universities								
Institution	Year	Tuition & Fees	Full-time Freshman Cohort	Total Tuition Revenue	Institutional Aid			Freshman Discount Rate
					Number Receiving Aid	Average Amount Received	Total Grant Aid	
Central Michigan	2011-12	10,740	3,747	40,242,780	2,390	5,971	14,271,152	35%
	2010-11	10,380	4,150	43,077,000	2,669	4,792	12,788,757	30%
	2009-10	10,170	3,675	37,374,750	2,355	4,750	11,185,969	30%
	2008-09	9,720	3,862	37,538,640	2,028	4,452	9,028,536	24%
Eastern Michigan	2011-12	8,727	2,119	18,492,513	1,600	4,660	7,455,934	40%
	2010-11	8,465	1,955	16,549,075	1,413	4,156	5,872,989	35%
	2009-10	8,465	2,196	18,589,140	1,455	3,764	5,477,338	29%
	2008-09	8,157	2,167	17,676,219	1,472	2,817	4,146,358	23%
Ferris State	2011-12	10,440	2,059	21,495,960	1,285	4,616	5,931,841	28%
	2010-11	9,930	1,956	19,423,080	1,315	4,734	6,224,758	32%
	2009-10	9,480	1,954	18,523,920	1,140	4,831	5,506,820	30%
	2008-09	9,000	2,101	18,909,000	1,046	3,775	3,948,537	21%
Grand Valley	2011-12	9,716	3,853	37,435,748	2,740	3,573	9,789,750	26%
	2010-11	9,088	3,417	31,053,696	2,148	3,344	7,183,064	23%
	2009-10	8,630	3,718	32,086,340	2,073	3,283	6,806,156	21%
	2008-09	8,196	3,884	31,833,264	1,803	2,826	5,095,470	16%
Michigan State	2011-12	12,203	7,827	95,512,881	3,202	7,534	24,125,215	25%
	2010-11	11,153	7,227	80,602,731	2,797	5,597	15,654,597	19%
	2009-10	10,880	7,252	78,901,760	4,829	3,621	17,484,339	22%
	2008-09	10,214	7,390	75,481,460	2,362	5,834	13,779,120	18%
Oakland	2011-12	9,938	2,240	22,261,120	1,767	5,774	10,202,207	46%
	2010-11	9,285	2,226	20,668,410	1,765	4,703	8,301,330	40%
	2009-10	8,783	2,330	20,464,390	1,600	3,960	6,335,704	31%
	2008-09	8,055	2,247	18,099,585	971	4,435	4,305,912	24%
Saginaw Valley	2011-12	7,815	1,761	13,762,215	928	3,485	3,234,217	24%
	2010-11	7,308	1,729	12,635,532	855	3,584	3,064,329	24%
	2009-10	6,900	1,730	11,937,000	814	3,289	2,677,623	22%
	2008-09	6,492	1,646	10,685,832	787	3,261	2,566,461	24%
Wayne State	2011-12	9,809	2,226	21,834,834	1,714	4,715	8,081,208	37%
	2010-11	9,025	2,465	22,246,625	1,868	4,081	7,624,218	34%
	2009-10	8,642	2,770	23,938,340	2,092	4,242	8,874,975	37%
	2008-09	8,109	2,625	21,286,125	1,778	3,442	6,119,337	29%
Western Michigan	2011-12	9,906	3,132	31,025,592	1,801	3,705	6,672,931	22%
	2010-11	9,306	3,354	31,212,324	2,012	4,297	8,645,642	28%
	2009-10	8,682	3,163	27,461,166	1,778	4,447	7,906,049	29%
	2008-09	8,228	3,806	31,315,768	1,617	3,653	5,907,368	19%

Data Sources:  
 Tuition & Fees: HEIDI  
 Freshman Cohort, Institutional Aid: IPEDS Student Financial Aid Survey  
 Office of Institutional Research

August 2013

The types of aid/awards included are different in IPEDs (more comprehensive) and does not include duplicates (1 person receiving multiple awards). Kirk intends to inquire on how the other universities classify the data they include to improve his interpretation of this data.

Per OIR, 2012-13 data will not be available until September 2013.

**Peer Institutions**

For comparison purposes, the following institutions are identified in the *Integrated Postsecondary Education Data System* (IPEDS) as CMU's Peer Institutions:

- Ball State University
- Bowling Green State University
- Eastern Michigan University
- Illinois State University
- James Madison University
- Kent State University
- Miami University (Ohio)
- Middle Tennessee State University
- University of Louisiana at Lafayette
- Western Michigan University

**Competitor Institutions**

Competitor institutions are defined as those institutions that historically have significant cross-over in applications with CMU, have proven to be institutions that a significant number of students admitted to CMU have chosen to attend instead, or have taken a significant market share of students thought to be in areas CMU has traditionally drawn from:

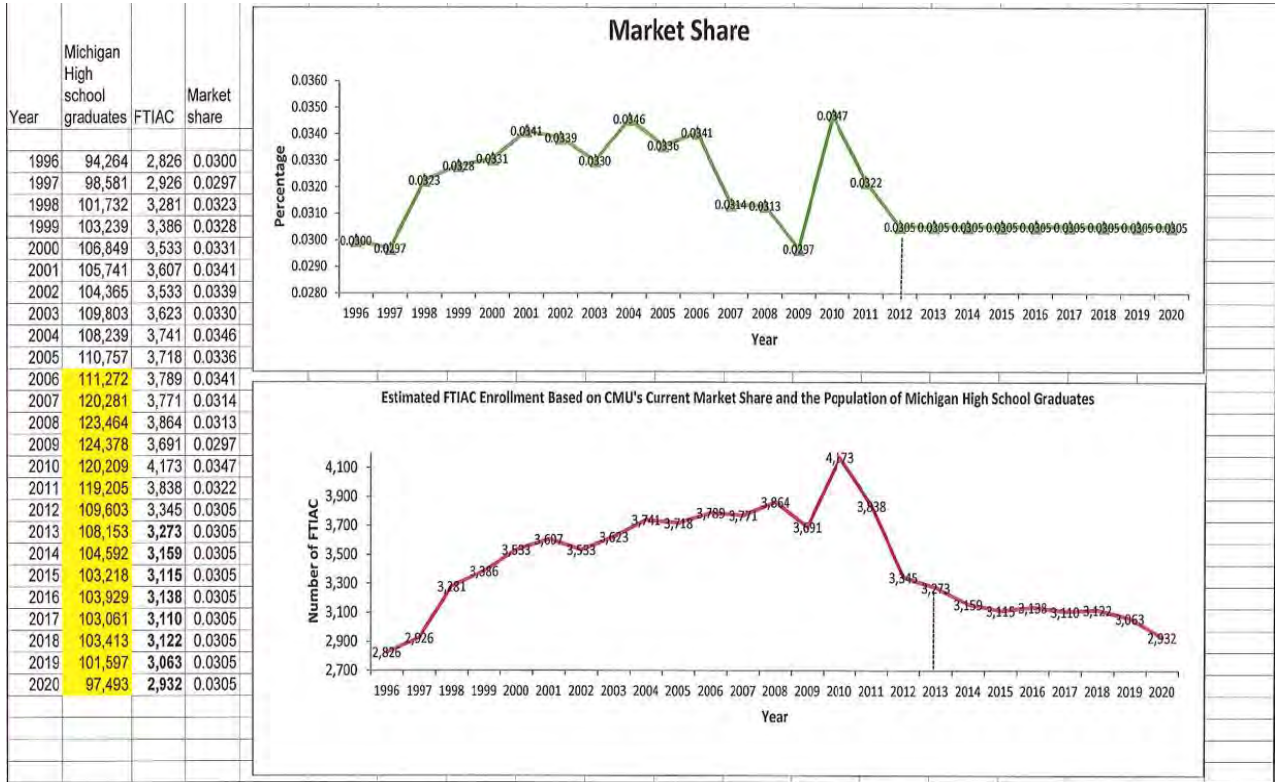
- Bowling Green State University
- Grand Valley State University
- Michigan State University
- Oakland University
- Saginaw Valley State University
- University of Toledo
- Western Michigan University

**Mid-American Conference Institutions**

Mid-American Conference institutions are those institutions belonging to CMU's athletic conference, and in many cases, are comparative in size, academic offerings, and other key comparison areas:

- University of Akron
- Ball State University
- Bowling Green State University
- University at Buffalo
- Eastern Michigan University
- Kent State University
- University of Massachusetts
- Miami University (OH)
- Northern Illinois University
- Ohio University
- University of Toledo
- Western Michigan University

**Market Share**



**Primary, Secondary, and Tertiary Drawing Area**

In a geographic and geodemographic analysis complete by College Marketing Technologies, Inc. in the fall of 2011, enrollment data was utilized to identify specific characteristics of students most likely to enroll at CMU. This information, as well as their area of residency, was used to build models showing where CMU has historically done well, relatively well, or poorly, in attracting students from specific areas. These models were broken down to represent CMU’s primary, secondary, and tertiary drawing areas. Recommendations were also made as to where CMU should focus its recruitment efforts to maintain or improve the number of students drawn from a specific area.

While this analysis was done specifically for the State of Michigan and the Chicagoland area, the Enrollment and Student Services division is contracting with College Marketing Technologies for a similar analysis of potential out-of-state markets which may assist in decision-making for targeted recruitment efforts.

Maps and further information regarding the analysis is available upon request.

**Michigan High School Quality Indicators****Top 25 High Schools by ACT Performance (Class of 2012)**

HIGH SCHOOL	TOTAL	
	Number of test takers	Avg
MI - Kalamazoo - Kalamazoo Area Math and Sci	1	30.0
MI - Bloomfield Hills - International Academy	321	29.4
MI - Hillsdale - Hillsdale Academy	18	29.1
MI - Birmingham - Roeper School-Upper Campus	44	28.4
MI - Ann Arbor - Greenhills School	65	28.2
MI - Bloomfield Hills - Cranbrook Kingswood Upper Sch	162	28.1
MI - Cadillac - Cadillac Heritage Christian Sc	7	28.0
MI - Traverse City - NW Michigan House Of Hope	1	28.0
MI - Beverly Hills - Detroit Country Day School	149	27.6
MI - Clinton Township - International Academy Macomb	96	27.3
MI - Midland - Midland Christian School	3	26.7
MI - Saline - Washtenaw Christian Academy	11	26.6
MI - Ann Arbor - Community High School	94	26.6
MI - Wetmore - Munising Baptist High School	2	26.5
MI - Pontiac - Notre Dame Preparatory	164	26.4
MI - Grosse Pointe - University Liggett School	71	26.1
MI - Detroit - University Detroit Jesuit Hs	148	26.0
MI - Lupton - Bible Baptist Church School	2	26.0
MI - Westland - Westland Christian Academy	1	26.0
MI - Sterling Heights - Utica Acad International Std	35	26.0
MI - Novi - Detroit Catholic Central Hs	248	25.9
MI - West Bloomfield - Frankel Jewish Academy	53	25.8
MI - Ann Arbor - Father Gabriel Richard Hs	109	25.7
MI - Ann Arbor - Clonlara School	12	25.5
MI - Wixom - Wixom Christian School	4	25.5

## Community College Enrollment

Michigan Community College Enrollment					
Fall 2012					
Community College	Percent change in Credit Hours*	Percent change in Head Count*	Credit Hours	Head Count	Semester Start Date
Alpena	-3.60%	-1.71%	19,721.00	1,953	8/27/2012
Bay De Noc	-10.00%	-11.00%	25,006.00	2,433	8/27/2012
Delta	-5.19%	-6.00%	99,904.00	10,824	8/27/2012
Glen Oaks	-6.50%	-4.90%	12,585.00	1,262	8/27/2012
Gogebic	-5.40%	-8.00%	12,660.00	1,055	8/27/2012
Grand Rapids	-2.89%	-0.96%	157,326.00	17,465	8/27/2012
Henry Ford	-1.28%	-1.09%	164,599.00	17,714	8/23/2012
Jackson	-11.40%	-9.50%	58,022.00	6,254	8/27/2012
Kalamazoo Valley	-5.20%	-3.10%	103,738.00	11,317	9/4/2012
Kellogg	-2.43%	-1.26%	52,607.81	6,294	8/1/2012
Kirtland	-4.40%	0.00%	16,960.00	1,834	8/25/2012
Lake Michigan	-1.10%	-0.50%	36,344.00	4,041	9/4/2012
Lansing	-8.34%	-8.16%	176,201.75	18,683	8/23/2012
Macomb	-1.60%	-1.60%	211,995.00	23,599	8/20/2012
Mid Michigan	-8.86%	-3.66%	41,632.00	4,762	8/25/2012
Monroe	-10.00%	-8.00%	35,574.00	4,071	8/30/2012
Montcalm	-4.40%	-1.50%	19,561.25	2,024	8/25/2012
Mott	-18.40%	-14.60%	91,553.25	10,239	9/4/2012
Muskegon	-5.00%	-3.00%	44,721.00	5,081	8/27/2012
North Central	-9.16%	-6.83%	21,865.50	2,757	9/4/2012
Northwestern	-8.00%	-6.00%	46,743.00	4,847	8/25/2012
Oakland	-5.85%	-5.47%	235,720.50	27,535	8/30/2012
Schoolcraft	-2.25%	-1.84%	115,834.00	12,597	8/29/2012
Southwestern	-11.50%	-12.40%	27,392.00	2,740	9/4/2012
St. Clair	-2.60%	-1.60%	43,377.80	4,612	8/27/2012
Washtenaw	-6.20%	-4.80%	103,767.00	11,740	8/24/2012
Wayne County	-2.60%	-2.70%	161,033.00	18,102	8/20/2012
Westshore	-7.80%	-8.70%	1,476.00	13,349	8/1/2012

Source: Michigan Association of Campus Registrar's and Admissions Officers (MACRAO)

**Top 25 Declared Majors - Fall 2012**

DECLARED MAJORS FOR FALL 2012-13 From Largest to Smallest												
	MAJOR	FR		SO		JR		SR		TOTAL		GRAND TOTAL
		M	W	M	W	M	W	M	W	M	W	
1	Psychology Major: General	1	4	15	30	58	130	97	201	171	365	536
2	Hlth Fit-Prev & Rehabilitative Prog Mj	0	0	8	8	71	100	143	146	222	254	476
3	Marketing Major - General	0	0	14	13	100	58	161	80	275	151	426
4	Spe Maj: Tchrs-Stdnts W Cognitive Impair	0	0	6	42	15	80	30	183	51	305	356
5	Accounting Major	1	0	12	5	78	43	130	54	221	102	323
6	Biology/Biomedical Sciences Major	0	3	13	22	60	55	70	100	143	180	323
7	Logistics Management Major	0	0	10	6	60	21	126	41	196	68	264
8	Language Arts Major	0	0	0	2	7	62	9	159	16	223	239
9	Broadcast & Cinematic Arts Major	0	0	4	3	69	33	81	43	154	79	233
10	Soc Maj, Social & Criminal Justice Conc	1	1	15	6	54	39	70	47	140	93	233
11	Integrative Public Relations	0	0	8	24	17	74	24	82	49	180	229
12	Sport Studies Major	0	0	8	2	74	18	108	16	190	36	226
13	Finance Major	0	1	14	1	55	17	103	25	172	44	216
14	Communication Disorders Major	0	0	1	10	7	99	7	90	15	199	214
15	Entrepreneurship Major	2	0	17	7	65	23	72	27	156	57	213
16	Rec: Commercial Rec & Facility Mgt Conc	0	0	6	15	25	38	27	69	58	122	180
17	General Management Major	0	0	8	5	49	19	60	35	117	59	176
18	Social Work Major	0	1	2	26	10	60	8	68	20	155	175
19	Family Studies Major	0	1	1	19	1	56	6	85	8	161	169
20	Amd Maj: Apparel Merchandsng Concen	0	9	2	35	2	47	2	66	6	157	163
21	History Major	0	0	5	2	21	14	80	36	106	52	158
22	Health Administration Major	0	1	3	3	18	45	29	58	50	107	157
23	English Major	0	0	1	8	15	31	29	66	45	105	150
24	Communication Major	0	0	7	8	18	38	26	40	51	86	137
25	Integrated Science Major	0	0	0	2	5	17	33	75	38	94	132

Note that for reporting purposes, numbers for “Declared Major” are specific to a singular SAP-coded major and are not represented departmentally in size, meaning that signees within a department might be spread over several of the concentration specific majors within an area.

### Occupational Outlook – Unemployment Rates – Salary - Popularity

Here is a chart that measures unemployment rates, salary and popularity of CMU majors with a report published by the Wall Street Journal. Obviously the lower the unemployment rate the higher in demand and visa versa.

Major Field	Unemployment Rate	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
Actuarial Science	0.00%	\$52,000	\$81,000	\$116,000	150
School Psychology	0.00%	\$18,000	\$20,000	\$42,000	172
Astronomy/Astrophysics	0.00%	\$56,000	\$62,000	\$101,000	170
Teacher Education	1.10%	\$30,000	\$38,000	\$48,000	86
Meteorology	1.60%	\$40,000	\$68,000	\$101,000	146
Physical Science	2.50%	\$36,000	\$51,000	\$68,000	157
Social Science or History Teacher Education	3.00%	\$35,000	\$45,000	\$58,000	83
Industrial Technology ( <i>Production</i> )	3.10%	\$46,000	\$67,000	\$91,000	82
Geosciences ( <i>Geography and Geology</i> )	3.20%	\$36,000	\$52,000	\$71,000	153
Communication Disorders	3.30%	\$32,000	\$41,000	\$50,000	98
Misc. Health Medical Professions	3.30%	\$35,000	\$45,000	\$62,000	93
Mathematics Teacher Education	3.40%	\$34,000	\$42,000	\$56,000	108
Computer Science Mathematics	3.50%	\$55,000	\$91,000	\$151,000	158
Elementary Education	3.60%	\$32,000	\$40,000	\$49,000	8
Special Needs Education	3.60%	\$34,000	\$42,000	\$50,000	52
Misc. Education	3.70%	\$33,000	\$46,000	\$65,000	61
Secondary Teacher Education	3.80%	\$35,000	\$43,000	\$59,000	57
Mechanical Engineering	3.80%	\$60,000	\$81,000	\$106,000	23
Misc. Social Sciences	3.80%	\$38,000	\$52,000	\$85,000	143
Applied Mathematic	4.10%	\$52,000	\$71,000	\$100,000	131
Religion	4.10%	\$25,000	\$38,000	\$54,000	46
Community/Public Health	4.10%	\$31,000	\$46,000	\$70,000	110
Early Childhood Education	4.10%	\$28,000	\$37,000	\$45,000	50
General Education	4.20%	\$31,000	\$41,000	\$53,000	9
Information Systems	4.20%	\$47,000	\$71,000	\$96,000	44
Art and Music Education	4.20%	\$32,000	\$41,000	\$51,000	48
Health Administration	4.30%	\$36,000	\$51,000	\$76,000	63
Physical/Health Education	4.50%	\$34,000	\$46,000	\$59,000	39
Physics	4.50%	\$39,000	\$68,000	\$101,000	70
Finance	4.50%	\$44,000	\$65,000	\$101,000	12
Multi-Disciplinary/General Science ( <i>Integrated</i> )	4.60%	\$36,000	\$55,000	\$81,000	26
Operations Logistics & E-Commerce ( <i>Log. Mngmt</i> )	4.70%	\$45,000	\$65,000	\$97,000	102
Criminal Justice	4.70%	\$36,000	\$50,000	\$73,000	13
Recreations, Parks & Leisure	4.80%	\$33,000	\$45,000	\$61,000	27

## Occupational Outlook – Unemployment Rates – Salary – Popularity continued

Major Field cont.	Unemployment Rate	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
Mathematics	5.00%	\$42,000	\$63,000	\$95,000	28
Economics ( <i>Business Economics</i> )	5.00%	\$44,000	\$71,000	\$101,000	80
Electrical Engineering	5.00%	\$60,000	\$86,000	\$111,000	17
Environmental Science	5.00%	\$40,000	\$52,000	\$76,000	60
Chemistry	5.10%	\$39,000	\$59,000	\$85,000	36
Counseling Psychology	5.30%	\$23,000	\$34,000	\$42,000	133
Microbiology	5.20%	\$40,000	\$60,000	\$86,000	94
Music	5.20%	\$30,000	\$45,000	\$67,000	37
General Business	5.30%	\$38,000	\$59,000	\$91,000	2
Engineering Technology	5.30%	\$40,000	\$60,000	\$91,000	117
Accounting	5.40%	\$41,000	\$61,000	\$94,000	3
Construction Services ( <i>Const. Mngmt</i> )	5.50%	\$34,000	\$42,000	\$50,000	107
Computer and Information Systems ( <i>Comp. Sci</i> )	5.60%	\$44,000	\$62,000	\$86,000	31
Biology	5.60%	\$35,000	\$51,000	\$76,000	14
Industrial and Manufacturing Engineering	5.60%	\$50,000	\$75,000	\$100,000	59
Computer Science	5.60%	\$50,000	\$77,000	\$102,000	10
Geology/Earth science	5.70%	\$41,000	\$60,000	\$93,000	73
Hospitality Management	5.80%	\$32,000	\$49,000	\$71,000	38
Marketing/Marketing Research	5.90%	\$40,000	\$59,000	\$90,000	6
General Engineering	5.90%	\$47,000	\$73,000	\$101,000	24
Foreign Language Studies	5.90%	\$32,000	\$48,000	\$67,000	43
Biomedical Engineering	5.90%	\$45,000	\$68,000	\$101,000	137
Business Management/Administration	6.00%	\$38,000	\$56,000	\$85,000	1
Political Science	6.00%	\$38,000	\$57,000	\$91,000	15
Psychology	6.10%	\$30,000	\$43,000	\$65,000	5
Advertising/Public Relations	6.10%	\$36,000	\$50,000	\$74,000	41
Geography	6.10%	\$40,000	\$54,000	\$81,000	62
Communications	6.30%	\$35,000	\$50,000	\$81,000	7
Economics	6.30%	\$42,000	\$69,000	\$108,000	16
Nutrition Sciences ( <i>Dietetics</i> )	6.40%	\$35,000	\$51,000	\$71,000	101
History	6.50%	\$34,000	\$50,000	\$81,000	18
Human Resources	6.60%	\$40,000	\$55,000	\$85,000	40
English Language & Literature	6.70%	\$32,000	\$48,000	\$75,000	11
Social Work	6.80%	\$30,000	\$39,000	\$51,000	30
Anthropology	6.90%	\$30,000	\$40,000	\$60,000	55
Statistics	6.90%	\$50,000	\$76,000	\$108,000	128
Art History	6.90%	\$33,000	\$45,000	\$71,000	81



**Occupational Outlook – Unemployment Rates – Salary – Popularity continued**

Major Field cont.	Unemployment Rate	25th % Earnings	Median % Earnings	75th % Earnings	Popularity
Sociology	7.00%	\$33,000	\$45,000	\$67,000	19
Computer Engineering	7.00%	\$58,000	\$81,000	\$102,000	47
Journalism	7.00%	\$34,000	\$50,000	\$79,000	25
Drama and Theater Arts	7.10%	\$28,000	\$40,000	\$60,000	45
Neuroscience	7.20%	\$34,000	\$52,000	\$76,000	154
Philosophy and Religion	7.20%	\$30,000	\$42,000	\$65,000	42
Film Video and Photographic Arts	7.30%	\$30,000	\$45,000	\$71,000	54
Fine Arts	7.40%	\$28,000	\$44,000	\$65,000	22
Liberal Arts	7.60%	\$32,000	\$48,000	\$71,000	20
Composition & Speech	7.70%	\$30,000	\$40,000	\$61,000	99
Pre-Law	7.90%	\$32,000	\$45,000	\$69,000	91
Commercial Art/Graphic Design	8.10%	\$31,000	\$45,000	\$69,000	21
General Social Sciences	8.20%	\$34,000	\$50,00	\$74,000	68
International Business	8.50%	\$38,000	\$52,000	\$87,000	72
Visual and Performing Arts	9.20%	\$20,000	\$36,000	\$52,000	103

*(Red/italic text)* is the CMU major/minor that best equates to the data.

Popularity indicates the number of students who choose to major in that discipline.

**Occupational Outlook – Major Occupational Groups Employment Demand, Projected 2020**

14.3% is the average growth projected for all occupations

*\*Source: U.S. Bureau of Labor Statistics*

Major occupations with projected growth above the average are

Business and financial operations	17.3%
Computer and Mathematical	22.0%
Life, physical, and social science	15.5%
Community and social service	24.2%
Education, Training and library	15.3%
Healthcare practitioners and technical operations	25.9%
Healthcare support occupations	34.5%
Personal care and service	26.8%
Construction and extraction	22.2%
Transportation and material moving	14.8%

Major occupations with projected growth below the average are

Management	7%
Architecture and engineering	10.4%
Legal	10.8%
Arts, design, entertainment, sports, and media	12.6%
Protective service	11.0%
Food prep and serving related	9.8%
Building and grounds	12.1%
Sales and related	12.5%
Office and administrative support	10.3%

Occupations with the Most Openings Requiring a Bachelor’s Degree

State	Source:	Link:
Michigan	Careeronestop/Michigan Department of Labor & Economic Growth, Bureau of Labor Market Information & Strategic Initiatives	<a href="http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=26">http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=26</a>
Illinois	Careeronestop/Illinois Department of Employment Security, Economic Information and Analysis Division	<a href="http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=17">http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=17</a>
Indiana	Careeronestop/Indiana Department of Workforce Development, Strategic Research & Development Division	<a href="http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=18">http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=18</a>
Ohio	Careeronestop/Ohio Bureau of Labor Market Information, Office of Workforce Development, Department of Job & Family Services	<a href="http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=39">http://www.careerinfonet.org/oview2.asp?next=oview2&amp;Level=edu3&amp;optstatus=&amp;jobfam=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;ShowAll=no&amp;stfips=39</a>
All States	Careeronestop/Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections	<a href="http://www.careerinfonet.org/oview2.asp?next=oview2&amp;level=edu3&amp;optstatus=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;stfips=00&amp;jobfam=&amp;ShowAll=no">http://www.careerinfonet.org/oview2.asp?next=oview2&amp;level=edu3&amp;optstatus=&amp;id=1&amp;nodeid=4&amp;soccode=&amp;stfips=00&amp;jobfam=&amp;ShowAll=no</a>

Occupations with the fastest decline projected 2010 – 2020

The only occupations included in *BLS.gov* fastest declining that required a bachelor degree was journalist/correspondent.

More from *BLS.gov*: “Declining occupational employment stems from falling industry employment, technological advances, changes in business practices, and other factors. Almost all of the occupations that are projected to decline the fastest fall into two occupational groups. Eleven of the twenty fastest declining occupations are in the production occupational group; examples are shoe machine operators and tenders and fabric and apparel patternmakers, declining by 53 percent and 36 percent, respectively. Together, the 11 production occupations are projected to shed 77,300 jobs by 2020.

Seven of the twenty occupations that are projected to decline the fastest are in the office and administrative support staff occupational group. The seven occupations are expected to contribute to a loss of 143,300 jobs over the coming decade. Included among these fastest declining office and administrative support jobs are several postal service occupations. Postal service mail sorters, processors, and processing machine operators, the fastest declining office and administrative support occupation, are expected to decline by 49 percent. Both production occupations and office and administrative support occupations are adversely affected by increasing factory automation or the implementation of office technology, reducing the need for

workers in those occupations. The difference between the office and administrative support occupations that are expected to experience the largest declines and those which are expected to see the largest increases is the extent to which job functions can be easily automated or performed by other workers. For instance, the duties of receptionists and customer service representatives involve a great deal of personal interaction, so automating their jobs is difficult or not desirable, whereas the duties of some file clerks, operators, and data entry workers can be automated or performed by other workers, such as administrative assistants.

Although farmers, ranchers, and other agricultural managers are not among the fastest declining occupations, their employment is projected to drop by 96,100, the most of any occupation.”

#### Some facts and quotes

1. There is a demand for greater numbers of college-educated workers
2. In a globalized knowledge economy, the capacity to drive innovation is the key strategic economic advantage
3. Rapid scientific and technological innovations are changing the workplace and demanding more of ALL employees
4. Global interdependence and complex cross-cultural interactions increasingly define modern society and the workplace and call for NEW levels of knowledge and capability

*The Economic Value of Liberal Education; Prepared for the Presidents' Trust; Humphreys, D. AACU & Carnevale, A. Georgetown University Center for Education & the Workforce*

“Irrespective of college major or institutional selectivity what matters to career success is students’ development of a Broad set of cross-cutting capacities...”*Carnevale, A.*

“(Employers) generally are...frustrated with their inability to find ‘360 degree people’ who have both the specific job/technical skills and the broader skills (communication and problem-solving skills, work ethic, and ability to work with others) necessary to promise greater success for both the individual and the employer.” *Peter D. Hart Research Associates, Report of Findings Based on Focus Groups Among Business Executives (AAC&U, 2006)*

#### Employers’ Top Priorities for Student Learning outcomes in College

1. Effective oral/written communication
2. Critical thinking/analytical reasoning
3. Knowledge/skills applied to real world settings
4. Analyze/solve complex problems
5. Connect choices and actions to ethical decisions
6. Teamwork skills/ability to collaborate
7. Ability to innovate and be creative
8. Concepts/developments in science/technology

*“Raising the Bar: Employers’ Views on College Learning in the Wake of the Economic Downturn” (AAC& U and Hart Research Assoc. 2010)*