

Cleveland State University
Division of Continuing Education

Program Assessment Report
2005-2006

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

The Division of Continuing Education is the major educational outreach arm of Cleveland State. By providing superior educational opportunities for adult learners, the Division of Continuing Education has become one of the largest providers of continuing education in Northeast Ohio and a key contributor to the University's reputation for academic excellence. Continuing Education directly supports the University's educational outreach mission and its goal of establishing partnerships and visibility in northeast Ohio and beyond. Through the ESL program, the Division also contributes to the recruitment and instruction of international students. The Division touches the lives of **over 10,000 adults each year** in this region and beyond.

Many Division programs satisfy certification and licensing requirements, and as such are taught at a post-graduate, noncredit level. Others enable professionals to increase their job skills, train for new technologies, and build communication and leadership abilities. All of the Division's programs help individuals and organizations enhance their abilities and improve productivity. We enable adults to increase their knowledge, stay current in their fields, develop new skills, become more productive citizens, and maximize their creative potential. Continuing Education must continually offer new courses in order to meet the needs of a changing marketplace. Thus, program development efforts within the major program areas are ongoing.

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

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

In addition, a "Community" category of programs is an umbrella for activities that may be one-time and/or may not fit within other program areas. As an example, Continuing Education has provided administrative support and registration services for conferences sponsored by other University units, such as the Office of Minority Affairs and Community Relations and the Center for Environmental Science, Technology, and Policy. These events fall into the "Community" category.

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

Continuing Education curriculum is distinguished by its diverse subjects and formats and its practicality. As mentioned previously, the Division offers noncredit courses in several major program areas. Audiences include nurses, social workers, counselors, psychologists, nursing home administrators, supervisors and managers, business professionals, fire fighters, computer professionals, and community residents. Many courses are one-day seminars, such as Access Introduction, Dealing with Difficult People, or Hazmat Refresher Training. Other courses provide more depth, such as our certificate programs: Marketing Management, Website Design, Supervisory Leadership series, Certified Sales Professional, Business Continuity and Emergency Planning, and Information Security Management System. Within the Nursing and Health/Human Services program area, the 12-week Nursing Refresher Course (involving both lectures and clinicals) is a prime example of an in-depth program. In all cases, regardless of audience and format, the curriculum is designed for practical application.

The English as a Second Language program is continuing to develop under Continuing Education administration, and it is the only area in which we currently offer credit courses. We administer the University's ESL credit courses for both undergraduate and graduate students, as well as oversee the spoken English testing of international teaching assistants. In addition, the ESL program has added a noncredit Intensive English Language Program and offers workplace ESL programs, as the need arises. The ESL Program helps the University meet its Ohio Pringle Law obligations and internationalize the campus. In the future, it will also help the northeast Ohio community improve the language skills of its non-native citizens. The ESL program's credit courses are offered in conjunction with the Department of English, which provides the academic credit using an "ESL" course designation. ESL 095 and 096 strengthen undergraduate students' reading, writing, listening, and speaking skills. ESL 503 and 504 are designed primarily for international teaching assistants and focus mainly on verbal communication skills. These courses are assessed as part of the Department of English. The Intensive English Language Program (noncredit) includes core courses in integrated reading/writing and integrated listening/speaking and support classes in grammar, vocabulary development, pronunciation, and conversation practice.

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

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

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

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

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

In response to the comments from reviewers of last year's report, the Division's Administrative staff worked to reword the goals so that they are student/client centered. These new goals are reflected in the attached report. In addition, target numbers for some of the outcome measures have been established.

Program Assessment Report

2005-2006

Program Goals

Department or Unit Name: Division of Continuing Education
Individual Completing Form: Dr. Barbara Hanniford
Date: June 6, 2006

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

Program Assessment Report

Department or Unit Name: Division of Continuing Education

Individual Completing Form: Dr. Barbara Hanniford

Program Name: CE Professional Development Courses

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

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p># 1 At least 90% of adult students will indicate that all stated learning objectives for a course have been met when completing evaluation form at the conclusion of a course.</p>	<p>Participant evaluations, which ask about each objective individually, are summarized within a week of the conclusion of each course.</p>	<p>In 2005-2006, over 95% of students indicated that all course objectives were met.</p>	<p>Evaluation results shared with course faculty and reviewed by Dean, Program Directors (PD) and staff. Revised evaluations forms working well.</p>	<p>Summaries of evaluations discussed each semester in a staff meeting. Courses with any problems are reviewed and revised if necessary.</p>	<p>Sharing of results with instructors is being done electronically in the majority of cases, which has decreased workload and shortened response time.</p>
<p>#2 At least 80% of participants will highly rate the knowledge and presentation skills of faculty at 4 or higher on a 1-5 scale.</p>	<p>Faculty evaluated by students after each course Credentials of faculty documented prior to hiring;</p>	<p>Over 90% of instructors rated at 4 or higher (scale 1-5) on knowledge and presentation skills. Faculty with appropriate credentials are selected.</p>	<p>Participant evaluation of faculty reviewed after each course by PD and shared with faculty. Dean reviews each semester. PD and Dean review credentials for new instructors.</p>	<p>Faculty with average or lower ratings coached and reevaluated; those without improvement are not rehired. We are planning an expanded listing of faculty credentials on website.</p>	<p>Only retaining outstanding instructors leads to high quality of courses and customer satisfaction. Form completed by instructor after each course is being revised to allow faculty input on course content and delivery improvements.</p>

<p>#3 Adult students will register for CE courses offered by CSU. (The choice to register indicates that the topic/content meets a professional development, certification or job need.)</p>	<p>Enrollment reports by course and program area done weekly. East semester by area.</p>	<p>Enrollment numbers vary with the economy, but overall are strong. (Sample enrollment trend chart and tally attached.)</p>	<p>Data discussed by Dean, Registrar, and Program Directors</p>	<p>Courses with low enrollments are offered less frequently or not at all.</p>	<p>New courses are designed to meet changes identified in adult learning needs.</p>
<p>#4 Repeat enrollment by individual and employer (Repeat registration is an indication that previous experiences met need.)</p>	<p>Registration analysis indicates significant repeat enrollment. Over 99% of participants indicate that they would recommend the course they just attended to others.</p>	<p>Numerous participants are repeat customers; companies repeat catalog and custom training.</p>	<p>Results shared with CE administrators</p>	<p>Marketing analysis reviewed. Electronic marketing begun. Decrease in # of catalogs mailed—sent only to previous students and selected others.</p>	<p>Cost savings will be seen with printing of fewer catalogs. Website updated significantly—designed to make info easier to find and to generate inquiries.</p>
<p>#5 Intensive English Language Program (noncredit) participants will demonstrate progress in English communication skills.</p>	<p>Pre- and post-semester assessment, including COMPASS ESL testing, written final exams, and instructor feedback</p>	<p>All students progressed; three students did not advance (due to lack of attendance). 17 students completed the program in the 2005-06 school years and 8 more on July 2005.</p>	<p>Program manager and instructors review at the conclusion of each semester.</p>	<p>Results used to improve program and to determine future placements for continuing IELP students. Completion of advanced level may lead to full CSU admission if student has been conditionally admitted.</p>	<p>As enrollments and resources allow, IELP classes are broken into levels to meet individual student needs as effectively as possible. Instructors have been sired to meet these needs. A part-time, temporary assistant was hired to help with influx of new students, esp. the scholar students. Course evaluations have been modified to provide more info.</p>

Goal # 2

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

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>#1 Participants will be able to use credit earned for license or certification renewal.</p>	<p>Approval status for courses needing external approval checked and obtained each semester. Certificates reflect documentation required by licensing boards.</p>	<p>Approved provider status or course approvals obtained from external sources as required. External reviewers highly evaluated programs.</p>	<p>Results shared with all staff; approval information appears in catalog.</p>	<p>All mandatory criteria adhered to; reports submitted as required to maintain status. New areas identified for professional approvals.</p>	<p>Continue to monitor quality and maintain preferred status.</p>
<p>#2 Participants in courses which include testing will achieve a pre-established score to earn credential/credit. (High passage rate shows successful grasp of content by students.)</p>	<p>Test given in selected courses; scores tabulated. (e.g., HazMat, nursing courses, PASS, and ESL)</p>	<p>Nursing Refresher pass rate 99%; LPN IV pass rate 92%; All PASS post-test scores were higher than pre-test scores; return demonstrations in HazMat courses repeated until successful</p>	<p>Faculty and program directors review results; tests updated as needed; results reported to agencies/boards if required.</p>	<p>Courses revised for weak areas identified by testing. PASS follows a state curriculum, which limits ability to make changes. We provide input when appropriate.</p>	<p>Courses strengthened if needed to help achieve higher levels of success. Procedure for re-taking tests revised in two areas for better control.</p>

Goal # 3

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

Outcome Measures	Research Completed	Findings	Review	Actions	Improvements
<p>#1 At least 90% of registrants will feel services received from the Division met their needs by rating them at 3 or higher on a 1-5 scale.</p>	<p>Comments on Division services (registration process, course confirmation and directions, payment and billing, classroom or computer lab, food and beverages, and overall facility) are sought on all course evaluations. Each is summarized within a week after course ends.</p>	<p>Review of evaluation summaries show that over 90% rate registration process at 4 or above (scale 1-5). Lower ratings for billing and payment processes, confirmations, and food.</p>	<p>Forms reviewed by related CE administration, discussed at staff meetings (Assessment is a regular agenda item at staff meetings.)</p>	<p>Negative comments are discussed at staff meetings and solutions are sought where possible. Snacks continue to be provided and lunches varied when possible.</p> <p>A quality improvement team on customer service has recently been formed and will be meeting in 2006-2007.</p> <p>Plans to provide almost immediate electronic confirmations are being implemented.</p>	<p>New coffee equipment purchased due to comments on evaluations. Professional staff now alternate working on Saturdays to supervise student workers. Students now receive confirmations via e-mail to provide more timely response. Processes for billing are being reviewed and revised. New lunch options will be tried in Fall 2006.</p>
<p>#2 Faculty will receive the support services they need to facilitate teaching and learning.</p>	<p>Feedback is sought from instructors on quality of support, materials and services after each class.</p>	<p>99% of forms from faculty rate quality of staff support as excellent. Technical problems with computers and AV have decreased.</p>	<p>Program Directors, Registrar, and Director of Division Services review all forms. Findings are discussed at staff meetings.</p>	<p>Areas of difficulty are noted. Any possible solutions are put into place right away with feedback to faculty. Staff retreat held in January 2006.</p>	<p>New computer labs and revised process of loading software have been of great help. Communication with East and West Center staff has been improved to provide consistency.</p>
<p>#3 Student and course records will be complete, and accessible only to authorized persons.</p>	<p>Each course file is audited at the end of each term to verify that all required records are present.</p>	<p>Fewer missing forms found than last year; confidentiality requirements have always been maintained.</p>	<p>Registrar reports audit results at staff meetings at the end of each term.</p>	<p>Staff is assigned to obtain missing forms. In coming year, will review and revise audit process, with the goal of having no missing information.</p>	<p>Policies for staff and faculty actions to prevent missing forms are being revised.</p>
<p>#4 The Cole Center will provide an environment conducive to adult learning.</p>	<p>Condition of classrooms, general space, and equipment are reviewed regularly.</p>	<p>Wear & tear, need for signs & other conditions noted; staff knows to report any needs ASAP.</p>	<p>Report on needs identified given at staff meetings; staff input sought on solutions.</p>	<p>Repairs done as needed. Need for new purchases identified and will be examined as resources are available.</p>	<p>New computer software has been purchased and installed. New equipment for emergency prep classes obtained.</p>